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A Model Reading Skills Guide for Secondary Teachers to Support Classes Across the Curriculum

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A MODEL READING SKILLS GUIDE

FOR SECONDARY TEACHERS

TO SUPPORT CLASSES ACROSS THE CURRICULUM

A Project Report

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by

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ABSTRACT

A MODEL READING SKILLS GUIDE

FOR SECONDARY TEACHERS

TO SUPPORT CLASSES ACROSS THE CURRICULUM

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July 17, 2002

The need for students to learn reading skills in each of their core subject areas was

studied. A skills guide, supported by research on effective reading strategies and

assessment tools, was then developed to help promote successful reading by secondary

students across the curriculum. The guide offers teachers various pre-reading, during-

reading, and post-reading activities to enhance the reading done by students in their

classes. It also provides assessment tools to enable teachers and students to measure their

progress.

ACKNOWLEDGEMENTS

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CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

"Reading skills are essential to the academic achievement of middle and high school students," wrote John H. Holloway (Holloway, 1999, p. 80). In an article written nine years earlier for the NASSP Bulletin, Hearne and Resch concluded, "Reading across the curriculum, like writing, can be best accomplished by a cooperative effort among departments" (Hearne & Resch, 1990, p. 85). Placed together, these two statements argued the importance of teachers from all disciplines learning to work together toward the common goal of students becoming effective readers. Though English teachers were traditionally looked upon as the sole providers of reading instruction, the research was clear that student performance in the other content areas was enhanced when those teachers taught their students how to read material specific to their courses (Simmers-Wolpow, Farrell, & Tonjes, 1991). This was a challenge for teachers, since many had not been trained to teach reading skills (Barton, 1997; Weller, & Weller, 1999).

With this in mind, research on reading assessments and cross-curricular reading strategies was gathered and reviewed. Three methods of assessment were identified and numerous reading strategies were chosen in order to provide teachers with tools to use in their classrooms. The resulting reading skills guide was intended to act as a resource for teachers from all disciplines who would like to improve their students' reading effectiveness.

Purpose of the Project

The purpose of this project was to develop a collection of pre-reading, during-reading, and post-reading strategies that could be taught to students by teachers from all subject areas. Additionally, in order to help teachers evaluate the progress made by their students, three forms of assessment were included. The ultimate goal was that teachers across the curriculum might use these tools to better share in the task of teaching students how to become better readers.

Significance of the Project

With new standards of achievement, such as the Washington Assessment for Student Learning (WASL) in Washington State, students have been receiving more pressure than ever to improve their academic skills. Strong reading skills, in particular, have been required in order to perform well in school and on the new standardized assessments (Barton, 1997). As a result, teachers have been asked to do more than simply teach their subject matters, while districts have begun "to make reading instruction a district-wide priority" (Borsa, 1997, p. 36).

More significantly, for many years reading has been considered a life-long skill that has benefited students in many ways (Showers, Joyce, Scanlon, & Schnaubelt, 1998). Furthermore, whether they read newspapers for information, novels for pleasure, or scientific studies for insights into medical dilemmas, people possessing a metacognitive understanding of how they acquire information from texts have had a significant advantage (Sammons & Davey, 1994). For many students who have yet to learn these skills, secondary schools may offer a final chance. Thus, it is imperative that teachers are

well-trained and well-equipped for this task (Barton, 1997). It is hoped that the strategies

included in this project may contribute toward this aspiration.

Scope of the Project

This project was intended to be used by high school social studies, math, English,

and science teachers, with possible applications by teachers in other "non-core" classes.

It was developed to enhance textbook comprehension and application in particular, but

may have some relevance for educators teaching prose-fiction and poetry, as well. Two

types of tools were included: reading assessments and reading strategies. The

assessments are most valuable when used near the beginning of the term to establish

baseline data and then used again at the end of the term to measure progress. The

exception to this is the portfolio assessment, which cannot be completed until the end of a

term. As for the reading strategies, repetition is the best way for students to incorporate

these skills into their regular practice (Simmers-Wolpow, Farrell, & Tonjes, 1991).

Additionally, this project has strategies to address both technical and motivational

reading needs of students.

Limitations of the Project

The assessments and strategies in this project are only useful if they are accessed

by teachers and used consistently. A lack of time presents a dilemma for educators who

might otherwise be inclined to incorporate these ideas into their lessons. Without the

time to study these methods and to choose the appropriate ones for the lessons being

taught, teachers will not have the success they might otherwise have. In addition, time to

train teachers on these techniques and money to fund the reproduction of this project will be needed.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Constructivism: "The view that readers' use of their background knowledge to 'construct' meanings is the fuel by which they navigate their way through texts, using a repertoire of behaviors to create, refine, and rethink meanings" (Tierney, 1990, p.37)

2. Cross-curricular reading strategies: Activities which may be given to students in any class to enhance their reading skills (Weller, & Weller, 1999).

3. Essential Academic Learning Requirements (EALRs): In Washington State, specific skills called EALRs have been identified at different grade levels as essential for academic success (Washington State Office of Superintendent of Public Instruction, 2002).

4. Metacognitive: An understanding of the thinking process that occurs during reading (Sammons & Davey, 1994).

5. Personalized motivation: Occurs when students choose to read and to focus their attention on their reading on their own volition (Podl, 1995).

6. Portfolio: A collection of samples of students' work "that exemplifies the depth and breadth of their expertise" (Valencia, 1990, p.338).

7. Pre-reading, during-reading, post-reading strategies: Strategies which activate schema, assist comprehension, and help to apply material (Barton, 1997).

8. <u>Reading across the curriculum</u>: The use of reading in math, science, and social studies courses, as opposed to having students just read in their language arts/English courses (Barton, 1997).

9. <u>Reading assessments</u>: Tools which enable teachers and students to measure reading skills (Valencia, 1990).

10. <u>Washington Assessment of Student Learning (WASL)</u>: To ensure that students are learning as much as they can as fast as they can, all students in Washington are tested to measure student achievement of basic academic requirements (Washington State Office of Superintendent of Public Instruction, 2002).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The review of literature has been organized to address four areas: reading

assessment, reading across the curriculum, personalized motivation, and specific

strategies to improve reading skills. Three specific reading assessment tools, the

Textbook Awareness Performance Profile (TAPP), the Metacognitive Reading

Awareness Inventory, and portfolios, have been identified from the literature and were

included in this project. Some case studies have also been done and some

recommendations made regarding teaching reading across the curriculum. The research

has shown that reluctant readers have responded well to a constructivist approach to

reading which has allowed students to personalize texts. Several strategies which teach

pre-reading, during-reading, and post-reading techniques were reviewed. The review was

concluded with a summary in Chapter 5.

Reading Assessment and Evaluation Tools

"It is essential to use varied assessment tools to determine whether students are

learning" (Borsa, 1997, p.37). Though several reading skills tests have been developed

over the years, none of them have focused specifically on assessing students' abilities in

reading textbooks (Sammons, & Davey, 1994). The Textbook Awareness and

Performance Profile (TAPP), Sammons and Davey argued, was designed to do just that.

Though students differed in their knowledge of the topic, their understanding of textbook

parts, their comprehension of the assignment, and their use of reading strategies (Miholic, 1994; Valencia, 1990), the TAPP was designed to be an interview process that cut through those variables by focusing on three areas (Sammons, & Davey, 1994). First, a metacognitive interview was given to each student to determine his or her understanding of the reading process (Miholic, 1994). Second, students were asked to complete activities which identified strengths and weaknesses in their textbook reading skills. Third, a strategy for improvement was employed based on the testing results. TAPP was intended for use with students from fourth grade through adulthood (Sammons, & Davey, 1994).

A complimentary tool to TAPP, called the Metacognitive Reading Awareness Inventory, was created "to make students think about what they do while reading" (Miholic, 1994, p. 84). Though a metacognitive awareness of the reading process did not necessarily mean that students would apply their understanding to the practice of reading, it would help to show them the need to learn more about the reading process (Miholic, 1994: Sammons, & Davey, 1994). Students performed better with a metacognitive awareness (Holloway, 1999).

A very different form of assessment was the use of portfolios (Valencia, 1990). Just as artists used portfolios to demonstrate their growth over time, Valencia argued that young readers should also have a way of documenting their improvement in reading. Portfolios for readers showed the best each student had to offer, helped teachers utilize different ways of evaluating reading, and offered an authentic way to monitor and assess growth (Borsa, 1997). This assessment of reading was multi-dimensional, sampling a wide range of cognitive processes, affective responses, and literacy activities (Sammons,

& Davey, 1994). It also looked at interest and motivation, asking questions such as: Do students read voluntarily? Do they have a metacognitive understanding of the reading process? (Holloway, 1999) These questions were answered through the skilled utilization of portfolios, according to Valencia. She argued that effective portfolios were well planned, and the items included were purposeful. Teachers also needed the skills to teach reading and to teach portfolio making (Borsa, 1997; Valencia, 1990). The final step was that students learned how to manage the contents of their portfolios over time (Valencia, 1990).

Reading Across the Curriculum

Learning how to read and write better in high school was more about process than about content (Hearne, & Resch, 1990). When teaching writing, teachers should have begun with what the student already knew and had experienced; it should have involved pre-writing, writing, and post-writing activities (Hearne, & Resch, 1990). Similarly, the process of pre-reading, reading, and post-reading should also have been taught (Simmers-Wolpow, Farrell, & Tonjes, 1991). Reading and writing should also have been taught across the curriculum (Valencia, 1990). In all fields of study, students who were asked to read and write more creatively, were more successful because they learned that to be educated involved more than merely regurgitating what had already been discovered (Siegel, & Borasi, 2000; Hearne, & Resch, 1990). Rather, an education was recommended that involved students learning how to discover new information and ideas and to convey what they had learned in a writing format that was suited to the content, not the other way around (Hearne, & Resch, 1990).

A reading program at Ferndale High School in Northwestern Washington State supported the notion that all teachers from all disciplines should contribute toward the goal of student reading improvement. This program focused on process over content (Simmers-Wolpow, Farrell, & Tonjes, 1991). The principal and the teachers at this school agreed that something needed to be done to improve students' reading skills, so they made a plan to gather baseline data through student surveys and reading inventories. They then identified thirty skills necessary for student improvement in reading and divided those skills among the various departments; over the next four years they tried to teach each of those skills thoroughly. They also recognized the need for staff development in the area of reading, so they created "conspiracy days" (Simmers-Wolpow, Farrell, & Tonjes, 1991; Borsa, 1997). After having shared various teaching strategies with each other, they used conspiracy days to all teach the same reading skill to all of the students in the school on the same day. Though it occasionally became redundant for some students by the end of the day, nevertheless students learned the skill (Simmers-Wolpow, Farrell, & Tonjes, 1991). The success of this four-year effort was borne out by the subsequent data that was gathered, and Ferndale High School decided to permanently implement this program as a result (Simmers-Wolpow, Farrell, & Tonjes, 1991).

The POWER Program (Providing Opportunities With Everyday Reading) focused on reading in the content areas and also on independent reading (Weller, & Weller, 1999; Hearne, & Resch, 1990). Its three goals were to raise standardized test scores in reading (Holloway, 1999), to improve students' attitudes toward reading (Holloway, 1999), and to increase the amount of reading strategies that were taught in the classroom (Green,

2001). Winder-Barrow High School in Georgia began implementing this program in conjunction with the continuous improvement principle of Total Quality Management in the mid-1990s. Like other reading improvement programs, POWER relied upon effective training for teachers (Borsa, 1997), active support from the principal (Carter, & Klotz, 1991), and the utilization of several reading strategies (Weller, & Weller, 1999; Hearne, & Resch, 1990). The results of the four-year trial period showed dramatic growth on standardized tests; for example, students moved, on average, from the 34th to the 57th percentile on their test scores in reading (Weller, & Weller, 1999).

"To develop a successful program, you have to understand the systemic nature of the reading process—and you have to make reading instruction a district-wide priority" (Borsa, 1997, p.36). Borsa promoted not only school-wide coordination, as in the cases above at Ferndale and Winder-Barrow High Schools, but a district push to ensure vertical and horizontal articulation of the same literacy goals and methodologies. While Borsa emphasized early intervention, he advocated for quality staff development among K-12 teachers (Weller, & Weller, 1999; Simmers-Wolpow, Farrell, & Tonjes, 1991).

Personalized Motivation for Reading

While reading skills have been crucial to the success of students at the secondary level, many teachers have not been equipped with the teaching strategies necessary to help students improve their reading (Holloway, 1999; Weller, & Weller, 1999). Teachers have dealt with three issues to mediate this problem. First, they have connected reading assignments to real-world learning experiences (Estes, & Vasquez-Levy, 2001). This has fostered intrinsic motivation in the students to read, as it has allowed them to construct

their own personal interpretations of the texts (Holloway, 1999). Second, a lack of

experience with meaningful reading activities has been correlated to remedial readers

(Holloway, 1999). Third, the egocentrism of many students has gotten in their way of

learning; they have not known that they do not know things (Holloway, 1999). Had they

been taught to recognize their deficiencies in reading, they would have been open to

learning new reading strategies to help them be more successful in the classroom

(Holloway, 1999). The challenge for teachers has been to embrace the need to teach

reading skills and not to simply pass it off as someone else's responsibility (Siegel, &

Borasi, 2000; Simmers-Wolpow, Farrell, & Tonjes, 1991). "Teachers must give students

self-directed activities, invite collaborative learning, and allow for varied forms of self-

expression" (Holloway, 1999, p. 80).

Another factor in motivating students to read has been to engage their value

systems (Estes, & Vasquez-Levy, 2001). Estes and Vasquez-Levy asserted that the

argument over whether or not values should be taught in schools was moot. We *have*

been teaching values, could not have avoided teaching values, and, therefore, should have

taught values purposefully (Estes, & Vasquez-Levy, 2001). Teachers could have looked

no further than their curriculum to find out which values to have taught. Math teachers

could have easily led class discussions on the role of cause and effect in life (Siegel, &

Borasi, 2000; Estes, & Vasquez-Levy, 2001). Science was full of ethical dilemmas to

have been examined (Loranger, 1999). In English classes, literature has consistently

provided its readers with moral questions and choices for its characters. Teaching values

has not only included an examination on a philosophical level, but also personalization of

the value for students (Estes, & Vasquez-Levy, 2001; Holloway, 1999). Some questions

asked were: Do students see the role of cause and effect in their own lives? What would they do and why if they were a particular character in a book? How is that like something in their own lives? Estes and Vasquez-Levy concluded that students would not value what was taught if what was taught was value-neutral.

According to Tierney, four major developments toward the end of the twentieth century helped to expand our understanding of reading, and each focused on different ways in which readers personalize texts (Tierney, 1990). He described these as "viewing reading (1) as constructive processes (Siegel, & Borasi, 2000; Holloway, 1999), (2) as writing (Hearne, & Resch, 1990), (3) as engagement (Estes, & Vasquez-Levy, 2001; Holloway, 1999), and (4) as situation-based" (Tierney). The constructivist view helped teachers to understand that

> "a person's background knowledge was a good predictor of
> comprehension, (and) also guided the reader through the text and
> enabled him or her to suggest scenarios, make predictions, identify
> and empathize with characters, and relate to events or settings and
> their interplay" (Tierney, 1990, p. 38).

The reading as writing theories demonstrated a correlation between increased writing and increased reading (Hearne, & Resch, 1990). Furthermore, students' reading choices changed depending upon what and how often they were writing. According to Tierney, the reading as engagement movement

> "has moved us beyond the conceptualization of reading as a bare-
> boned schematization of ideas to a consideration of meaning that
> includes an appreciation of the images that readers trigger, the
> emotional involvements that may permeate their responses, and the
> sense of what Tolkein referred to as secondary world involvement
> into which readers transport themselves" (Tierney, 1990, p. 39).

Finally, a key tenet of situation-based reading was that "information that is to be used in lots of different ways needs to be explored in lots of different ways" (Tierney, 1990, p.40). In other words, texts should not have been limited to one point of view, one interpretation, one system of classification, one slant, or one case (Estes, & Vasquez-Levy, 2001). "A reader's understanding is enhanced when readers crisscross their explorations of ideas or vary their engagement within text worlds" (Tierney, p.39).

Research also has shown the benefits of allowing students to choose what they read and giving them class time for their reading (Podl, 1995; Holloway, 1999). Since we "live in a society where people thrive on doing several things at once with minimal effort" (Podl, 1995, p.56), Podl argued that students would likely not engage themselves unless they were able to personalize what they were reading by feeling empowered to choose. Podl gave her students several choices of material and cited anecdotal success for a program called Guided Independent Reading.

<u>Reading Strategies</u>

Loranger studied a first year science teacher who successfully taught reading across the curriculum to students by incorporating various reading strategies (Loranger, 1999). The teacher first employed a system called HEART, which involves the following steps: 1) Asking "How do much I already know about the topic?" 2) Asking "What is the purpose for studying?" 3) Noting questions I have as I read the text, 4) Recording the answers to my questions, and 5) testing myself on those questions (Loranger, 1999, p.240). Loranger collected testimonial evidence from students indicating that this process, along with several other strategies, was helpful (Simmers-Wolpow, Farrell, &

Tonjes, 1991). Some other strategies included: Book Shares, where students read two

books at home and then had several creative options as to how to share the content with

other students (Holloway, 1999); Reading Log, where students kept a log of when they

read, what they read, and how many pages they read (Loranger, 1999; Valencia, 1990);

Definition Starfish, a vocabulary exercise where students analyzed a new word from five

different perspectives in order to remember it; Portfolios, where students collected

evidence of the various texts they had read and the reading strategies they had used

(Valencia, 1990; Borsa, 1997). Loranger concluded that the teacher's skilled and

repeated use of these reading strategies led to improved student learning (Simmers-

Wolpow, Farrell, & Tonjes, 1991).

Barton cited low student achievement nationally as a reason to change what

schools do and to begin to coordinate the teaching of reading across the curriculum

(Barton, 1997; Holloway, 1999). Barton argued that effective readers used specific

strategies when they read, such as asking themselves: What is this text about? How does

that fit with what I already know? What is the author trying to say? What is going to

happen next? What does the author mean? (Green, 2001). Ineffective readers tended not

to ask these questions (Barton, 1997). Therefore, students needed their teachers to help

them "access and use background knowledge, text feature knowledge, and metacognitive

knowledge" (Barton, 1997, p.24; Holloway, 1999). Some of the strategies for teaching

these skills were listed and explained by Barton. They included: anticipation guides

(Duffelmeyer, 1994), Directed Reading/Thinking Activity (DRTA), K-W-L (What do

you know? What do you want to know? What did you learn?), studying how textbooks

use headings, bold-faced print, and graphics, and SQ3R (Survey, Question, Read, Recite,

Review). Metacognitive and vocabulary strategies were also recommended, such as the

Vocabulary Process Strategy (Barton, 1997; Valencia, 1990).

Using the Information Text Reading Activity (ITRA) was another excellent way

to engage students in meaningful learning (Moorman, & Blanton, 1990). The ultimate

goal of the ITRA was to develop independent learners who could plan, monitor and

evaluate their own reading (Valencia, 1990). It involved three steps: pre-reading, during-

reading, and post-reading (Moorman, & Blanton, 1990; Hearne, & Resch, 1990).

According to Cunningham and Wall, good students who were intelligent, had

high vocabularies, were well-read, were able to interpret symbolism in literature, and

could write creatively and analytically about literature still were not necessarily good at

comprehending what they read (Cunningham, & Wall, 1994; Barton, 1997). According

to Cunningham and Wall, this was because, unlike those other skills, reading

comprehension was often not taught. A six-step lesson plan helped teachers teach

comprehension skills: step one – teach background concepts, step two – give students a

purpose for reading, step three – allow students to read silently, steps four and five – give

students a comprehension task that they will perform as a group, and step six – debrief

the process (Cunningham, & Wall). This exercise was used initially with short texts, but

was then expanded to longer works. Students involved in this activity reported positive

results (Cunningham, & Wall).

Students who learned about clusters of words and the etymology of those words,

understood content area material better (Hennings, 2000; Joycek Hrycauk, & Calhoun,

2001). Being able to integrate new ideas into existing schemata was key for students in

reading and writing (Brandt, 1990). Therefore, students should have been taught Greek

and Latin roots across the curriculum, so they were able to encounter new terms and to

define them based upon prior knowledge (Hennings, 2000). Students were more

successful when a comprehensive study of prefixes and suffixes was done. Just as the

brain needed to make synaptic connections for understanding to occur, so students

needed to be able to make lingual connections (Borsa, 1997). This gave them the

vocabulary skills to learn more quickly and more broadly the concepts that were being

taught to them (Joycek Hrycauk, & Calhoun, 2001).

Summarizing text was another skill on which much research was focused. Hidi

and Anderson found that "the cognitive demands of summarization are dependent upon

the qualities of the text to be summarized" (Hidi, & Anderson, 1986, p. 473). Taylor

argued that regardless of the qualities of the text, students needed to understand the

hierarchical summary procedure, and practice summarizing the superordinate and

subordinate ideas in texts (Taylor, 1982). Bean and Steenwyk agree and emphasize

teaching the metacognitive processes necessary in order to summarize at a high level

(Bean, & Steenwyk, 1984).

Principals who learned about teaching reading in the content areas and then

evaluated teachers on their teaching of reading skills were more productive and prevented

friction with teachers regarding classroom observations (Carter, & Klotz, 1991).

Principals could not be experts in all fields, but they could have learned to observe how

all teachers taught reading skills in their classes. Therefore, principals would have a

focus for their observations, and students would reap the rewards by improving their

reading skills in the content areas. After arguing the need for teaching reading skills and

defining content reading, Carter and Klotz suggested four content area reading strategies:

activating schema (Hennings, 2000; Duffelmeyer, 1994), pre-teaching key vocabulary

(Hearne, & Resch, 1990), organizational guides (Taylor, 1982), and concept guides.

Summary

The research literature included in chapter two pointed toward several themes.

First, conducting before and after reading assessments was helpful to measure students'

success. Second, data showed reading improvement when non-language arts teachers

taught reading in addition to what was already occurring in the English classes. Third, a

metacognitive approach was helpful in order to get students could better grasp the

reading process. Fourth, students were more apt to read when their value systems were

connected to the content of the reading material. Fifth, students learned best when a

combination of pre-reading, during-reading, and post-reading strategies were utilized on a

regular basis. Sixth, a school-wide effort led by the principal to coordinate improved

reading skills was recommended.

CHAPTER THREE

PROCEDURES OF THE PROJECT

Introduction

The purpose of the project was to develop a model reading skills guide for

secondary teachers across the curriculum. In order to complete this project, a review of

related literature was conducted. Materials were then selected for inclusion in the

resources section of the reading skills guide. Chapter 3 contains information related to

the procedures of the project and the planned implementation.

Need for the Project

Increased emphasis that *every* student be successful and increased accountability

in the form of the WASL and other measurements has made it imperative that students

learn how to read well. The research has revealed numerous techniques for raising

student achievement in reading across the curriculum, but these techniques have been

slow to work their way into many classrooms.

As an English teacher in my tenth year at Federal Way High School, I have been

consistently surprised at the inconsistency with which students read successfully (Green,

2001). While some students have had a genuine thirst for learning, many others have

resisted reading textbooks and novels as if their primary focus in school was to avoid

work. This was particularly frustrating to me as an English teacher, because I knew the

value that reading could hold for these students, but I did not have the tools to help make

that material more accessible to them. Many of my colleagues shared a similar lack of

training in teaching students how to read well. We had been trained to teach writing skills and to teach literary analysis, but most of us had never been given the tools to teach the fundamentals of reading that, as successful readers ourselves, we had always taken for granted.

Then, in 1997, the writer of this guide was sent to the Harvard Institute for School Leadership, along with the then assistant superintendent of the Federal Way School District (FWSD), Thomas Murphy. One of the significant points made during this conference was that districts and schools which tried to do everything well ended up doing little well. Schools needed a singular focus around which they could orientate their other activities. Three years later, Mr. Murphy became the superintendent of the FWSD and chose reading to be the central focus of the district and has since credited the Harvard experience for much of his current philosophical outlook on education.

The subsequent training provided by the district in the area of reading has been helpful, but still has yet to change the teaching practices of many of our educators, especially in non-language arts classes. Some teachers argue that it is not their job to teach reading. Most, however, would like to incorporate these reading tools into their curricula, but they need clear descriptions of how and when to use them. In short, the tools need to be made more user friendly.

It was this situation that encouraged the writer of this project to try to simplify some of the reading strategies that are available to teachers by suggesting some of their practical applications and by identifying the Essential Academic Learning Requirements (EALRs) that accompany each strategy. With training and easier access to the tools, it is hoped that more teachers will incorporate reading strategies into their curricula.

Procedures for the Project

The creation of this project began with a review of related literature from the past twenty years. Careful consideration was given to choosing literature from highly regarded journals. After concluding that research supported the training of teachers across the curriculum to teach pre-reading, during-reading, and post-reading strategies, a number of these strategies were gathered. Some of these materials were found in the articles themselves and others were gathered from sources in the Federal Way School District. Additionally, the research supported the use of assessment tools for teachers to measure the reading growth of their students, so two assessment tools recommended by the literature were included in this project.

Planned Implementation of the Project

The writer of this project will make a proposal to the principal of Federal Way High School and to the School Leadership Team to present the strategies included in the project to the teaching staff of Federal Way High School during the Fall of 2002. Funding for the reproduction of the reading skills guide will also be requested. Subsequent refresher training for staff will also be proposed. Depending on its acceptance and success, a proposal may then be made to the Federal Way School District for a wider distribution and training among its secondary schools.

CHAPTER FOUR

THE PROJECT

Introduction

The model reading skills guide for secondary teachers, which was the subject of

this project, has been presented in Chapter Four in four (4) units, including:

Unit One: Introduction

Unit Two: Reading Assessments

Unit Three: Pre-reading Strategies

Unit Four: During-reading Strategies

Unit Five: Post-reading Strategies

The sections on reading assessments is designed to give teachers the opportunity

to gather baseline data and thus monitor their students' reading progress over the course

of a given school year. The strategies in the pre-reading, during-reading, and post-

reading sections are accompanied by corresponding Essential Academic Learning

Requirements (EALRs).

A Model Reading Skills Guide

For Secondary Teachers

To Support

Classes Across the Curriculum

TABLE OF CONTENTS

UNIT ONE

Introduction

This guide was designed to help teachers from all subject areas to more easily access reading strategies to teach to their students. Included are three initial reading assessment tools that teachers might wish to use to monitor student progress, and twenty-three pre-reading, post-reading, and during-reading strategies that can be used in any class. In addition, each of these strategies has been summarized for easy reference and has the appropriate Essential Academic Learning Requirements (EALRs) noted.

It is hoped that teachers will find the reading strategies that make sense for their curricula and will use them with their students with regularity.

Reading Assessments

1.   **Textbook Metacognitive Reading Awareness Inventory**
2.   **Textbook Awareness and Performance Profile (TAPP)**
3.   **Portfolio Assessment**

Textbook Metacognitive Reading Awareness Inventory

Summary:

This inventory is an excellent tool to facilitate discussion with students about their awareness of how to be a successful textbook reader. Should you choose to use the inventory, note that the answer key follows the copy you would give to your students.

Most of us have experienced reading a text and ten seconds later having no idea what we just read. In order to prevent this phenomenon and to promote reading retention, several strategies have been developed. The inventory on the following page is one that is intended to pique student awareness of their reading habits and to help them avoid miscomprehension.

Students should be asked to choose the "most correct" answers. The discussion that follows and the subsequent reinforcement of the strategies identified in the inventory are necessary to encourage students to adopt these techniques into their long-term reading habits.

Metacognitive Reading Awareness Inventory

Please note: Content on this page was redacted due to copyright concerns.

Metacognitive Reading Awareness Inventory – KEY

Textbook Awareness and Performance Profile (TAPP)

Summary:
The TAPP is a thorough assessment tool used to analyze how well students read their textbooks. In a secondary setting, the TAPP's major limitation is it's length and the fact that it must be given on an individual basis. To counteract this, you might consider training your students to give it to each other. What follows is an explanation of TAPP from its creators.

"The TAPP is designed for use with students in Grades 4 and above (age 9 through adult)," according to Rebecca Bell Sammons and Beth Davey. "It has been pilot tested with middle school and high school students in a clinical setting as part of a diagnostic battery used to assess reading performance.

"The individual evaluation takes approximately 45-60 minutes. If time is limited, sample components may be selected and evaluated in depth. Alternatively, the complete TAPP can be given in two sections: On the first day, do the metacognitive interview and the listening evaluation; later do the silent reading evaluation.

"Students should be encouraged to choose the textbook used for the TAPP. Science, math, social studies, history, or health textbooks are all suitable choices. We recommend that the examiner preview the textbook if possible, preparing an index card to provide quick reference to the page numbers and sections of text that will be used. While notes can be recorded during the interview, we also recommend tape-recording the session. This will help in checking for accuracy later. Photocopies of the relevant pages from the textbook as well as any written products generated by the students during the evaluation can also be attached to the TAPP for future reference.

"Throughout administration of the TAPP, the examiner should focus on assessing the student's strengths and needs. To provide the most complete assessment, the TAPP should be used with more than one textbook. For example, students could select one textbook they really like to use and one they do not like. In addition, samples of textbook evaluations might be compiled over time and used as an ongoing record of a student's ability to use textbooks."[1]

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[1] Sammons, R. & Davey, B. (1993). Journal of Reading 37:4, 281 & 285

Textbook Awareness and Performance Profile (TAPP)

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Portfolio Reading Assessment

Summary:

Just as artists use portfolios to demonstrate their skills and achievements, so too can readers compile evidence of their reading progress. This allows teachers to conduct more accurate assessments of student achievement and enables students to better examine their own development.

The following page, which is a summary of an article by Sheila Valencia of the University of Washington published in The Reading Teacher (Jan. 1990), gives a thorough explanation of how to use portfolios to assess student reading progress.

Portfolio Reading Assessment[1]

Tips:
1. *Organization* – The portfolio should be about the size of a large, expandable file folder that should hold four types of material: (a) samples of the student's work selected by the teacher or the student, (b) the teacher's observational notes, (c) the student's own periodic self-evaluations, and (d) progress notes contributed by the student and teacher collaboratively. The key is that there are a variety of indicators of learning.
2. *Selectivity* – It is important to be selective about what goes into the portfolio. Since it is an assessment tool, the materials included should be connected to the curricular and instructional priorities of the classroom. Thus material that is evidence of meeting the instructional goals of the classroom should make up the bulk of the portfolio's contents.
3. *Instruction* – What can you do as the teacher instructionally to help your students create a complete portfolio? Besides consistently reminding your students to add to and subtract from their portfolios, you can think about your instructional goals and ask yourself what kind of activities students can document in order to demonstrate meeting those goals.
4. *Summary sheet* – In addition to the evidence of learning mentioned in Tip #1, students should include a summary sheet or organizing framework to help synthesize that information. A summary sheet also helps teachers to synthesize the information in a way that helps them make decisions and communicate with parents and administrators.
5. *Consistency* – An important element to the success of portfolio assessment is that students are asked to use them frequently and teachers should assess them regularly.
6. *Collaboration* – The final piece to portfolios is that collaboration that occurs between students and teachers when they meet to discuss progress, add written notes, and plan for the inclusion of other pieces. The intrapersonal and inter- personal dialogue that results from visits to the portfolio is a critical component of both assessment and instruction.

Rationale:
1. *Sound assessment is anchored in authenticity* – Students read diverse material for a variety of purposes. Reading assessment should therefore mirror the reality of a student's reading practice.
2. *Assessment must be a continuous, on-going process* – It should chronicle development. This is the difference between simply assessing the outcome of learning *(the product)* and assessing the *process* of learning over time.
3. *Valid reading assessment must be multi-dimensional* – It should be committed to sampling a wide range of cognitive processes, affective responses, and literacy activities.
4. *Assessment must provide for active, collaborative reflection by both teacher and student* – This strengthens the bond between student and teacher and establishes them as partners in learning.

[1]The tips and rationale for portfolio reading assessments on this page are summarized and excerpted from Sheila Valencia's article *"A portfolio approach to classroom reading assessment: The whys, whats, and hows. (1990) The Reading Teacher*, 43(4), 338-340. Reprinted with permission.

Pre-reading Strategies

1. **Anticipation Guide**
2. **Pre-reading Predictions**
3. **K – W – L**
4. **Directed Reading/Thinking Activity (DR/TA)**
5. **Problematic Situations**
6. **Concept Definition Mapping**
7. **Frayer Model**
8. **Student Activated Vocabulary Instruction**
9. **VOC Strategy**

Anticipation Guide

Summary:
Make statements about a reading that challenge students' beliefs. Then have students discuss those beliefs and develop a position. Students should then read the article looking for proof of their position. After reading the selection, lead a discussion on the reading and students' positions.

10th Grade Reading EALRs:

2.2   Expands comprehension
2.3   Thinks critically
3.1   Reads to learn new information
3.4   Reads for career applications

Anticipation Guide

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Please note: Content on this page was redacted due to copyright concerns.

Anticipation Guide
(Language Arts Example)

Animal Farm

Anticipation Guide
(Social Studies Example)

The Ku Klux Klan

Anticipation Guide
(Mathematics Text Literacy)

From: <u>Teaching Reading in the Content Areas: If Not Me, Then Who?</u>, Rachel Billmeyer and Mary Lee Barton, McREL, 1998. Reprinted with permission.

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Pre-reading Predictions

Summary:
Before students read a particular text, select several high interest words, and put them into columns or nouns, verbs, and adjectives, etc. Discuss meanings with students and ask students to form the words into possible sentences and to predict the story or main ideas of the text. After reading the text, compare text to students' predictions.

10th Grade Reading EALRs:
1.2   Builds vocabulary
1.4   Understands elements of literature – fiction
2.1   Comprehends important ideas and details
2.2   Expands comprehension
3.3   Reads for literary experience

Pre-reading Predictions

Please note: Content on this page was redacted due to copyright concerns.

Pre-reading Strategy #3…

K – W – L

Summary:
Have students fill out three columns on a particular subject: 1. What do you know? 2. What do you want to know? 3. What have you learned after reading?

10th Grade Reading EALRs:

2.1   Comprehends important ideas and details
2.2   Expands comprehension
2.3   Thinks critically
3.4   Reads for career applications

K – W – L

K-W-L worksheet for a science selection on toads

K-W-L Worksheet

K	W	L
What we know	*What we want to find out*	*What we learned and still need to learn*

Note: From Olson, Mary W., & Gee, Thomas C. (1991, December). Content reading instruction in the primary grades: Perceptions and strategies. *The Reading Teacher*, 45(4), 298-307. Reprinted with permission of Mary W. Olson and the International Reading Association. All rights reserved.

Directed Reading/Thinking Activity (DR/TA)

Summary:

Have students preview a particular story or text, looking at title, subheadings, pictures, etc. Then have them predict what will happen in the story or text. After reading, students should summarize what was learned from the prediction process.

Note: The teacher must choose the appropriate variation of this activity depending upon whether the reading is fiction or expository. Both versions are included.

10th Grade Reading EALRs:

2.1   Comprehends important ideas and details
2.2   Expands comprehension
3.1   Reads to learn new information
3.4   Reads for career applications

Directed Reading/Thinking Activity (DR/TA)

Directed Reading/Thinking Activity (Expository Text)

DR/TA

Directed Reading/Thinking Activity

What I know I know:

What I think I know:

What I think I'll learn:

What I know I learned:

Problematic Situation

Summary:
Design a problem similar to one in the text students are going to read. Pose the problem to the students. Compare the student solutions to the text. Discuss.

10th Grade Reading EALRs:

1.4	Understands elements of literature – fiction
2.2	Expands comprehension
2.3	Thinks critically
3.3	Reads for literary experience

Problematic Situations

Concept Definition Mapping

Summary:
Choose an important word or concept from a text students are going to read. Have students define the word, compare the word to other concepts, and give examples.

10th Grade Reading EALRs:

1.2	Builds vocabulary
2.1	Comprehends important ideas and details
3.1	Reads to learn new information
3.1	Reads to perform a task
3.2	Reads for literary experience
3.4	Reads for career applications

Concept Definition Mapping

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Completed Concept Definition Map for *polygon*

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Completed Concept Definition Map for *desert*

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Please note: Content on this page was redacted due to copyright concerns.

Concept Definition Map

Concept Definition Mapping

Frayer Model

Summary:

Have students use this graphic organizer of key concepts and words, which asks them to define, identify characteristics, and find examples and non-examples of any word or concept.
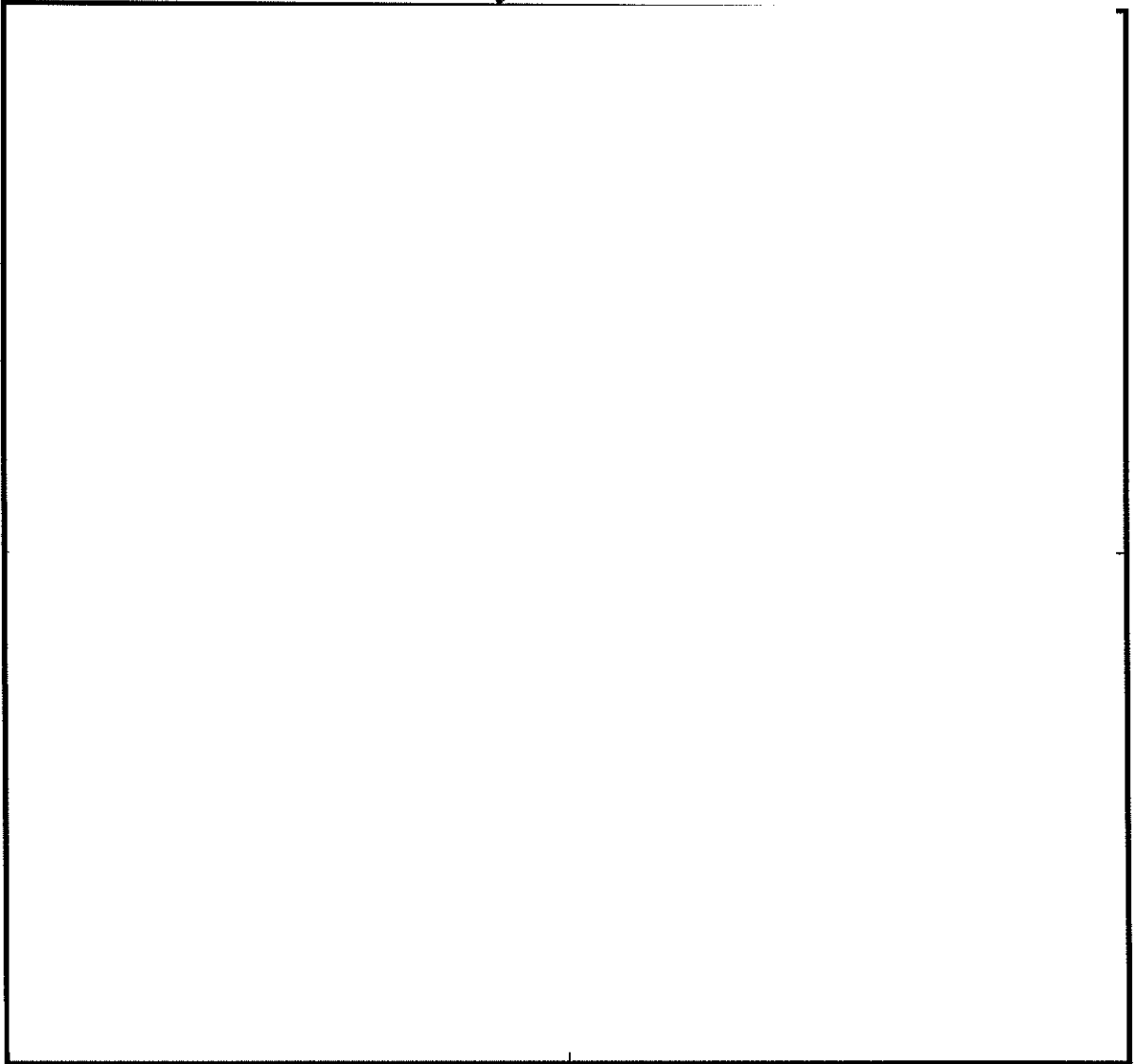
10th Grade Reading EALRs:

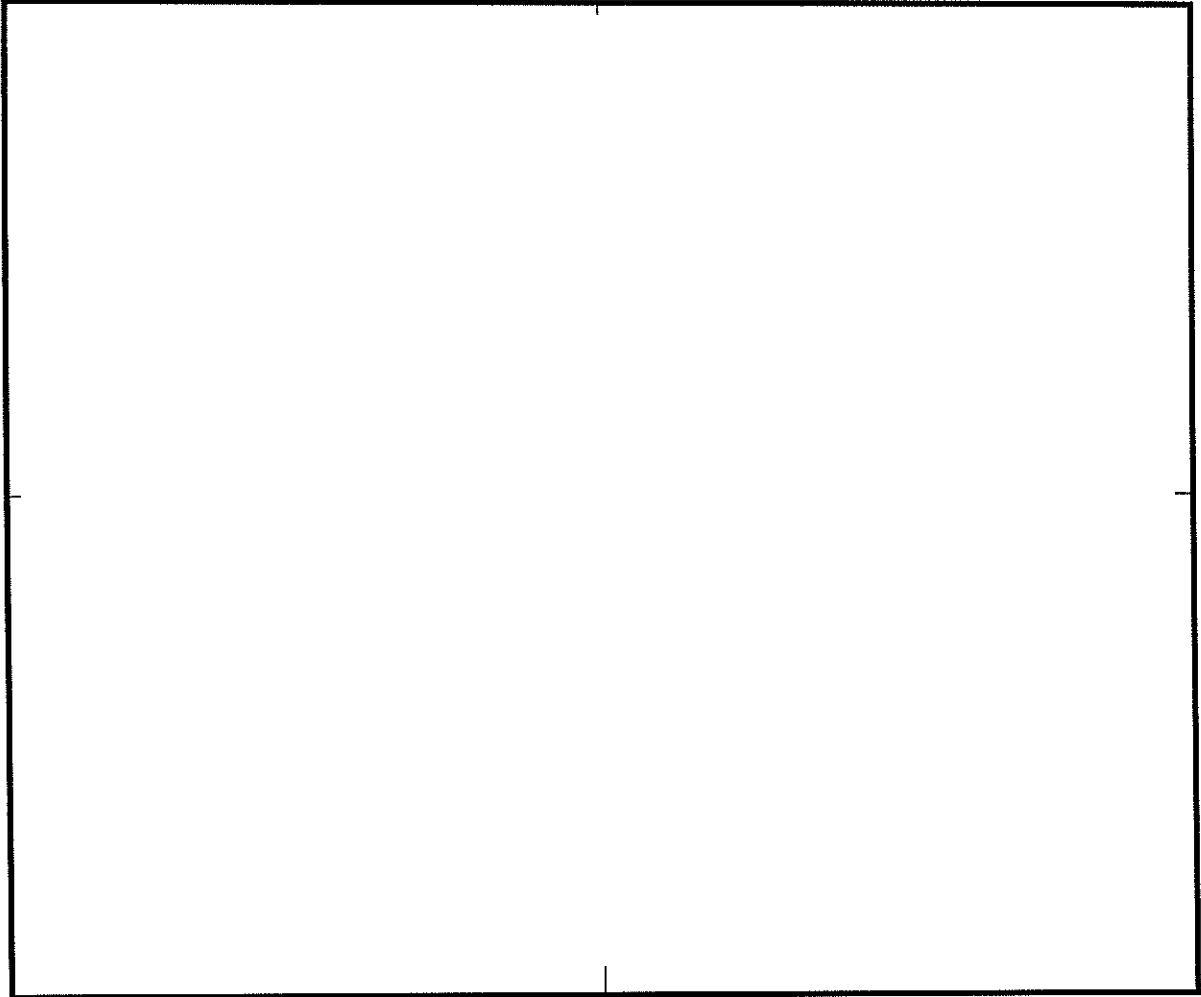|	
1.2	Builds vocabulary
2.1	Comprehends important ideas and details
3.1	Reads to learn new information
3.2	Reads to perform a task
3.3	Reads for literary experience
3.4	Reads for career applications

Frayer Model

Please note: Content on this page was redacted due to copyright concerns.

Frayer Model

Frayer Model

Frayer Model

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VOC Strategy

Summary:

Have students use these two vocabulary strategies that help students analyze word meanings from context.

10th Grade Reading EALRs:

1.2   Builds vocabulary
3.1   Reads to learn new information
3.2   Reads to perform a task
3.3   Reads for literary experience
3.4   Reads for career applications

Student VOC Strategy

Student VOC Strategy

From: <u>Teaching Reading in the Content Areas: If Not Me, Then Who?</u>, Rachel Billmeyer and Mary Lee Barton, McREL, 1998. Reprinted with permission.

Student Activated Vocabulary Instruction

During-reading Strategies

1. Pairs Reading
2. Proposition/Support
3. Reciprocal Teaching
4. SQ3R
5. Think-Aloud
6. Learning Logs

During-reading Strategy #1...

Pairs Reading

Summary:
Have students work in pairs with one student being the coach and the other being the reader. The coach summarizes what the reader has read and asks clarifying questions. The roles are reversed for the next paragraph or section.

10th Grade Reading EALRs:
2.1   Comprehends important ideas and details
2.2   Expands comprehension
3.2   Reads to learn new information
3.4   Reads for career applications
4.2   Seeks and offers feedback

Pairs Read

Please note: Content on this page was redacted due to copyright concerns.

Proposition/Support

Summary:

After teaching the concepts of facts, opinions, and propositions, have students analyze the propositions made by an author of a particular text and find supporting details.

10th Grade Reading EALRs:

2.2   Expands comprehension
2.3   Thinks critically

Proposition/Support Outlines

Proposition/Support Outlines

Please note: Content on this page was redacted due to copyright concerns.

Proposition/Support Outlines

Please note: Content on this page was redacted due to copyright concerns.

Reciprocal Teaching

Summary:
Have your students use this strategy in which students learn the skills of summarizing, questioning, clarifying, and predicting well enough to perform as the instructor.

10th Grade Reading EALRs:
2.1   Comprehends important ideas and details
2.3   Thinks critically
3.1   Reads to learn new information
3.2   Reads to perform a new task
3.4   Reads for career applications
4.2   Seeks and offers feedback

Reciprocal Teaching

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Please note: Content on this page was redacted due to copyright concerns.

During-reading Strategy #4...

SQ3R

Summary:
Select a text and have students survey, question, read, recite, and review it.

10th Grade Reading EALRs:

1.2   Builds vocabulary
1.5   Uses features of nonfiction text and software
2.1   Comprehends important ideas and details
2.2   Expands comprehension
3.1   Reads to learn new information
3.2   Reads to perform a task
3.4   Reads for career applications

SQ3R (Survey, Question, Read, Recite, Review)

SQ3R (Robinson, 1961) is a versatile study strategy because it engages students during each phase of the reading process. Students preview the text material to develop predictions and to set a purpose for reading by generating questions about the topic; they read actively, searching for answers to those questions; they monitor their comprehension as they summarize; and they evaluate their comprehension through review activities.

Provide students with a copy of the following instructions. Model how you would respond to each set of questions or tasks. Assign a text passage to be read and have students practice the strategy in pairs or small groups. When it's clear that they understand each phase of the strategy, assign additional passages to be read, but have students work individually on the strategy.

Instructions to Students:

1. **Survey what you are about to read.**
   - Think about the title: What do I know about this subject? What do I want to know?
   - Glance over headings and/or skim the first sentences of paragraphs.
   - Look at illustrations and graphic aids.
   - Read the first paragraph.
   - Read the last paragraph or summary.

2. **Question.**
   - Turn the title into a question. This becomes the major purpose for your reading.
   - Write down any questions that come to mind during the survey.
   - Turn headings into questions.
   - Turn subheadings, illustrations, and graphic aids into questions.
   - Write down unfamiliar vocabulary and determine the meaning.

3. **Read actively.**
   - Read to search for answers to questions.
   - Respond to questions and use context clues for unfamiliar words.
   - React to unclear passages, confusing terms, and questionable statements by generating additional questions.

4. **Recite.**
   - Look away from the answers and the book to recall what was read.
   - Recite answers to questions aloud or in writing.
   - Reread text for unanswered questions.

Think-Aloud

Summary:
Using the Think-Aloud chart, model for students the thinking process that occurs when skilled readers read. Have them use the chart when reading a particular text.

10th Grade Reading EALRs:

1.1   Uses word skills to read and comprehend
1.2   Builds vocabulary
1.3   Reads fluently
1.4   Understands elements of literature – fiction
1.5   Uses features of nonfiction text and software
2.1   Comprehends important ideas and details
2.2   Expands comprehension
2.3   Thinks critically
3.1   Reads to learn new information
3.2   Reads to perform a task
3.3   Reads for literary experience
3.4   Reads for career applications
4.1   Assesses strengths and need for improvement
4.2   Seeks and offers feedback
4.3   Develops interests and shares reading experiences

Think Alouds

Assessing My Use of the _Think-aloud_ Strategy

While I was reading, how much did I use these _think-aloud_ strategies?

	Not Much	A little	Most of the time	All of the time
Making and revising predictions				
Forming mental pictures				
Connecting what I read to what I already know				
Creating analogies				
Verbalizing confusing points				
Using fix-up strategies				

Note: Figure adapted from Davey, Beth. (1983, October). _Think Aloud: Modeling the cognitive process of reading comprehension. Journal of Reading_, 27(1), 44-47. Used with permission of Beth Davey and the International Reading Association.

Learning Logs

Summary:

Learning Logs are a writing to learn process. Have students reflect in writing on either the text content or on their own reading and learning processes. Learning Logs are not a personal diary of feelings, but rather an analysis of ideas and process.

10th Grade Reading EALRs:

2.1	Comprehends important ideas and details
2.2	Expands comprehension
2.3	Thinks critically
3.1	Reads to learn new information
3.2	Reads to perform a task
3.4	Reads for career applications
4.2	Seeks and offers feedback
4.4	Assesses strengths and need for improvement

Learning Logs

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UNIT FIVE

Post-reading Strategies

1. Q A R
2. Venn Diagram
3. Writing to Learn
4. Discussion Web
5. Final Word
6. Creative Debate
7. Group Summarizing

Question–Answer Relationship (QAR)

Summary:

This strategy helps students analyze question forms. After explaining the process, give them questions and answers to analyze.

10th Grade Reading EALRs:

1.4   Understands elements of literature – fiction
2.1   Comprehends important ideas and details
2.2   Expands comprehension
2.3   Thinks critically

Question-Answer Relationships (QAR)

From: <u>Teaching Reading in the Content Areas: If Not Me, Then Who?</u>, Rachel Billmeyer and Mary Lee Barton, McREL, 1998. Reprinted with permission.

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Compare/Contrast
Venn Diagram

Summary:
Using either a narrative or expository text, have students use a Venn Diagram to compare and contrast selected ideas or concepts.

10th Grade Reading EALRs:
1.4   Understands elements of literature – fiction
2.2   Expands comprehension
3.1   Reads to learn new information
3.4   Reads for career applications

Venn Diagram

Comparison and Contrast
Venn Diagram

Post-reading Strategy #3...

Writing to Learn

Summary:
These Writing to Learn strategies offer students a variety of opportunities to reflect in writing upon what they have read.

10th Grade Reading EALRs:

2.2   Expands comprehension
2.3   Thinks critically
3.1   Reads to learn new information
3.2   Reads to perform a task
3.4   Reads for career applications
4.5   Develops interests and shares reading experiences

Writing-to-Learn

From: <u>Teaching Reading in the Content Areas: If Not Me, Then Who?</u>, Rachel Billmeyer and Mary Lee
Barton, McREL, 1998. Reprinted with permission.

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Discussion Web

Summary:
This post-reading strategy incorporates all four areas of language arts: listening, speaking, reading, and writing. It gives all students an equal opportunity to share their ideas in discussions.

10th Grade Reading EALRs:

1.4	Understands elements of literature – fiction
2.1	Comprehends important ideas and details
2.2	Expands comprehension
2.3	Thinks critically
3.3	Reads for literary experience
4.1	Assesses strengths and need for improvement
4.2	Seeks and offers feedback
4.3	Develops interests and shares reading experiences

Discussion Web

From: <u>Teaching Reading in the Content Areas: If Not Me, Then Who?</u>, Rachel Billmeyer and Mary Lee Barton, McREL, 1998. Reprinted with permission.
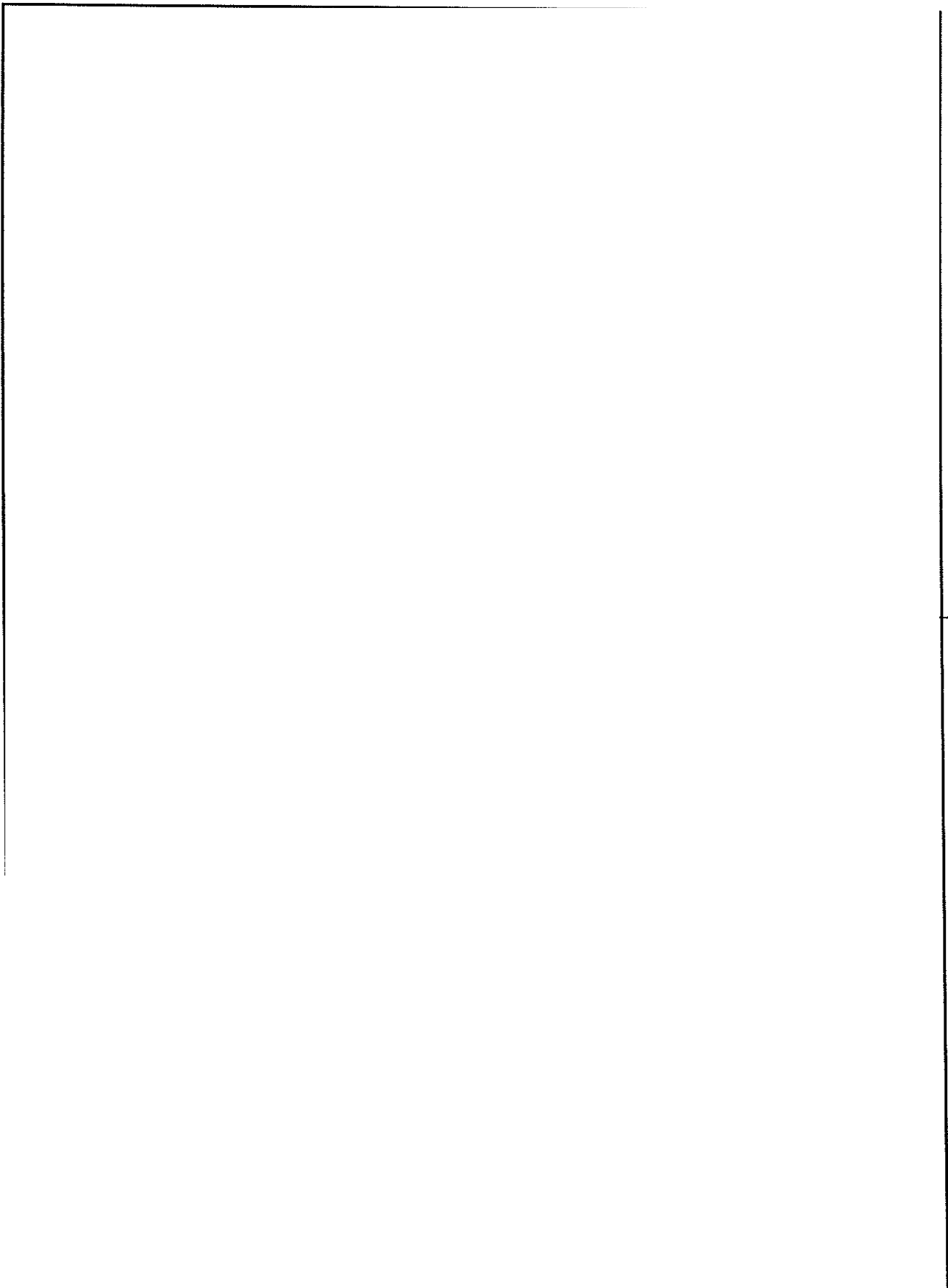
THE FINAL WORD
A text-based protocol

PURPOSE: Expanding a group's understanding of a text in a focused way and in a limited amount of time

STRUCTURE: Groups of four are organized:

--a facilitator and time keeper are chosen for each round

--time is organized into four rounds of discussion

--each round is 11 minutes

--timing for each round:

1. the person who starts gets 3 minutes
2. each person responding gets 2 minutes
3. the person who started gets 2 more minutes to have the "Final Word"

PREPARATION: After reading and reflecting on a common text, each person in the group of four selects one significant quote or section of the text to discuss.

PROCEDURES:
(11 minutes for each round)

1. One person begins by explaining the significance of his/her selection to the group (3 minutes).

2. Each person in the group then comments on that same selection from the text: (2 minutes each; 6 minutes total)

   --in response to what the first person said

   --in any other way that extends the understanding of that section

3. The person who started has the "Final Word" to add any insights or to comment on what has been raised by other members of the group (2 minutes)

Post-reading Strategy #6...

Creative Debate

Summary:
A method to include debate in regular content classrooms.

10th Grade Reading EALRs:
2.2   Expands comprehension
2.3   Thinks critically
4.2   Seeks and offers feedback
4.3   Develops interests and shares reading experiences

Creative Debate

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Please note: Content on this page was redacted due to copyright concerns.

During-reading Strategy #7...

Summarization

Summary:
Students will go through a process to help them summarize the main ideas in a text.

10th Grade Reading EALRs:
1.4   Understands elements of literature – fiction
2.1   Comprehends important ideas and details
3.1   Reads to learn new information
3.2   Reads to perform a task
3.4   Reads for career applications

Group Summarizing

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this project was to create a reading skills guide for secondary teachers across the curriculum and to implement this guide at Federal Way High School. To accomplish this purpose, a review of related literature and research was conducted. Additional related information from selected sources were selected.

Conclusions

Conclusions reached as a result of this project were:

1. Reading across the curriculum is critical for the success of many students at the secondary level.

2. Specific reading strategies exist for the teaching of reading across the curriculum.

3. Staff development time is necessary for teachers to successfully implement the strategies includes in this project.

4. Significant improvement in student achievement is possible if a teaching staff makes a coordinated effort.

Recommendations

As a result of developing this project, the following recommendations are suggested:

1. Schools should identify a focus for improvement and not get distracted by having too many goals.

2. Principals should become familiar with reading strategies and use them as a measurement when doing staff evaluations.

3. Teachers should reflect upon their own practice and incorporate reading strategies into their curriculum.

4. The strategies contained in this project should be restudied annually so as to ensure their incorporation into the school's curriculum.

5. Teachers should choose a few reading strategies to use frequently, rather than using several strategies only once or twice.

6. More strategies could be added to this guide.

7. A strategy should be created for the introduction and implementation of this reading skills guide.

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