

Strategic Reading

English Language Arts Curriculum Framework

Revised 2010

Course Title: Strategic Reading
 Course/Unit Credit:
 Course Number: 358140
 Teacher Licensure:
 Grades: 6-8

Strategic Reading

Strategic Reading is a two-semester course designed to dramatically accelerate reading growth by strengthening comprehension outcomes in middle level grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will synthesize literary and informational texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres. In addition, students will engage in learning events tied to a variety of literary and informational texts with increasing complexity. Additionally, students will demonstrate competencies through purposeful applications based on individual and collective literacy goals. Strategic Reading does not require Arkansas Department of Education approval.

Strand	Content Standard
Engaging the Reader	
	1. Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.
Comprehension Strategies	
	2. Students shall use a variety of strategies to comprehend literary and informational texts.
Response to Text	
	3. Students shall respond to a variety of texts through writing and extended discussion.
Vocabulary Development	
	4. Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.

Strand: Engaging the Reader

Content Standard 1: Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.

		Connections to AR ELA	Connections to CCSS
ER.1.SR.1	Analyze personal literary interests by exploring and tracking reading preferences (e.g., peer and teacher reading conferences, reading logs/learning logs, surveys, self-assessments, personal interest inventories)	R.10	RL.10 RI.10
ER.1.SR.2	Choose personal and content learning goals	R.10	RL.10 RI.10
ER.1.SR.3	Prepare for meaningful discussions, individually or collaboratively, through inquiry and analysis	OV.1 R.9, 10 IR.12	W.7, 8, 9 RL.1 RI.1 SL.1
ER.1.SR.4	Participate in extended discussions of diverse texts in a variety of genres that offer multiple perspectives of real-world experiences between cultures and communities	OV.1 R.9, 10	RL.1, 9 RI.1, 3 SL.1, 2, 4, 6
ER.1.SR.5	Develop questions and solutions through collaborative inquiry, using multiple resources	R.9, 10 IR.12	W.7 SL.1
ER.1.SR.6	Engage in real-world literacy practices (e.g., read and write letters to the editor, view and respond to <i>multimedia</i> presentations, navigate Web sites)	W.5 R.10 IR.12	RL.7 RI.7 W.1, 2, 6 SL.5
ER.1.SR.7	Participate in active <i>inquiry-based activities</i> including electronic and visual media	OV.3 IR.12	RL.7 RI.7 W.8 SL.2, 5

Strand: Comprehension Strategies

Content Standard 2: Students shall use a variety of strategies to comprehend literary and informational texts.

		Connections to AR ELA	Connections to CCSS
CS.2.SR.1	Apply effective comprehension strategies to improve understanding of literary and informational texts <ul style="list-style-type: none"> • Questioning • Inferring • Determining importance • Noting similarities and differences • Predicting • Summarizing and/or paraphrasing • Visualizing 	R.9, 10	RL.1, 2, 10 RI.1, 2, 10
CS.2.SR.2	Synthesize information and ideas within and across texts and/or media sources to create meaning	R.9, 10	RL.7, 9 RI.7, 8, 9
CS.2.SR.3	Summarize literary and informational texts succinctly, individually and with peers	R.9, 10	RL.2 RI.2
CS.2.SR.4	Self-monitor comprehension by using fix-up strategies to repair or maintain understanding of text <ul style="list-style-type: none"> • Rereading • Slowing down for complex texts • Hypothesizing and/or predicting • Visualizing a picture • Writing questions or notes • Asking for help • Reading further to clarify • Chunking text • Stopping and thinking • Identifying the central idea of a paragraph, page, or passage • Underlining and/or highlighting 	R.9	RL.10 RI.10

Strand: Comprehension Strategies

Content Standard 2: Students shall use a variety of strategies to comprehend literary and informational texts.

		Connections to AR ELA	Connections to CCSS
CS.2.SR.5	Activate background knowledge before and during reading by making relevant connections	R.9	RL.10 RI.10
CS.2.SR.6	Analyze text structure (e.g., description, compare and contrast, chronological, question/answer, problem/solution, definition) to clarify meaning	R.9, 10	RL.5 RI.5
CS.2.SR.7	Apply knowledge of text features (e.g., bold headings, sidebars, italicized words, tables, charts, graphs, pictures) to determine key ideas and details	R.9 IR.12	RI.7
CS.2.SR.8	Use graphic organizers to identify, organize, and remember important ideas in various formats	R.9, 10	W.2
CS.2.SR.9	Demonstrate growth in rate, <i>prosody</i> , and <i>automaticity</i> to build <i>fluency</i>	R.11	RL.10 RI.10

Strand: Response to Text

Content Standard 3: Students shall respond to a variety of texts through writing and extended discussion.

		Connections to AR ELA	Connections to CCSS
RT.3.SR.1	Apply <i>protocols</i> for discussion in a variety of settings	OV.1, 2	SL.1
RT.3.SR.2	Contribute meaningful responses in collaborative small and whole group settings, building on ideas of others	OV.1	SL.1, 2
RT.3.SR.3	Support claims with relevant evidence from multiple sources (e.g., interviews, graphs, charts, literary and informational texts)	W.4, 5, 6, 7 R.9, 10 IR.12	RL.1 RI.1, 7, 8, 9 W.1, 7, 8, 9 SL.1, 4 L.1, 2, 3
RT.3.SR.4	Compare and contrast multiple viewpoints from literary and informational texts	R.9, 10	RL.3, 9 RI.3, 9
RT.3.SR.5	Generate, pose, and respond to questions in discussion and written formats	OV.1, 2 W.5, 6, 7 R.9, 10 IR.12	W.7, 9 SL.1, 6
RT.3.SR.6	Respond to literary and informational texts (e.g., quick write, visuals, dramatizations, <i>tableau</i>)	OV.1 W.5 R.10	W.2, 4, 9, 10 SL.1
RT.3.SR.7	Write as a tool for learning (e.g., personal reactions, note-taking, concept mapping, summarizing, reflecting, monitoring understanding)	W.5	W.2, 8, 9, 10
RT.3.SR.8	Write to present and defend individual interpretations and/or author's point of view	W.5 R.10	RL.6 RI.6 W.1, 2, 9

Strand: Vocabulary Development

Content Standard 4: Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.

		Connections to AR ELA	Connections to CCSS
VD.4.SR.1	Infer word meaning from context	R.11	RL.4 RI.4 L.4
VD.4.SR.2	Apply knowledge from one text to determine word meaning in another text	R.9, 11	L.4, 6
VD.4.SR.3	Build vocabulary (e.g., academic, specialized and/or technical, <i>high utility</i>) through wide reading	R.11	L.6
VD.4.SR.4	Use word origins, word relationships (e.g., synonyms, antonyms, analogies, <i>homographs</i>), and personal connections to develop vocabulary.	R.11	L.4, 5, 6
VD.4.SR.5	Apply a range of word learning strategies (e.g., <i>personal word walls</i> , vocabulary notebooks, semantic mapping, concept definition maps, <i>Fruyer Model</i>) in order to internalize new vocabulary	R.11	L.4, 6
VD.4.SR.6	Select a variety of print (e.g., dictionary, glossary, thesaurus) and digital resources (e.g., online dictionary, visual dictionary) to determine and clarify meaning	R.11	L.4
VD.4.SR.7	Develop word consciousness to learn multiple meanings of words (e.g., oxymoron, word play, <i>palindromes</i> , <i>connotation</i> , <i>denotation</i>)	R.11	RL.4 RI.4 L.4, 5
VD.4.SR.8	Apply knowledge of prefixes, suffixes, and root words to determine meaning of new words	R.11	L.4

Glossary for Strategic Reading

Automaticity	Acting or doing something spontaneously or unconsciously
Connotation	The set of associations implied by a word in addition to its literal meaning
Denotation	The most specific or direct meaning of a word, in contrast to its figurative or associated meanings
Fluency	The ability to read with appropriate speed, expression, and accuracy
Frayer Model	An adaptation of the concept map; includes the concept word, the definition, characteristics of the concept word, and examples and non-examples of the concept word
High utility	Frequently encountered words
Homographs	One of two or more words that have the same spelling but differ in origin, meaning, and sometimes pronunciation
Inquiry-based activities	Learning activities based around student questions
Multimedia	Using, involving, or encompassing several media such as photographs, films, art, music, and digital productions
Palindromes	A word, phrase, number, or other sequential unit that can be read the same way in either direction
Personal word walls	A systematically organized collection of words in a personal journal or notebook
Prosody	The rhythmic and intonational aspect of language
Protocols	Standard procedures of communication that allow students to voice their opinions, ideas, and concerns with one another in a democratic and orderly manner
Tableau	A description of a scene presented on a stage by silent and motionless costumed participants