

# Reading Standards Instructional Procedure

## *Plan Instructional Focus*

- Select appropriate informational and/or literary text
- Target Primary & Secondary\* Benchmarks/GLEs/CBCs
- Choose Strategy/Graphic Organizer/Question Task Cards to develop primary benchmark question depending of the length of the piece and the obvious text structure
- Determine Critical Concept Vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark
- Develop Phonics Patterns/Grammar/Structure/Spelling
- Provide multiple opportunities to reread for Fluency

## *Teacher Directed Instruction – Selected Grade Level Text*

Before	Activate/build background knowledge Introduce critical concept vocabulary using webs/maps Preview and predict selection Set a purpose for reading
During	Initial Reading to adjust prediction, summarize, and address Author's Purpose Repeated readings using various modes (shared reading, buddy reading, silent reading) to develop fluency, vocabulary connections to draw inferences and make benchmark connections
After	Use selection to teach appropriate strategy/organizer for retention and application of benchmarks and questioning.

## *Teacher Modeling/Think Aloud*

- Teacher/student analyze questions by discussing what is necessary to fulfill the requirement of the task
- Teacher/students examine text to support the responses.

## *Write Answers To The Questions*

- Students write individual answers
- Students share written responses in pairs/groups

## *Improving Responses*

### *Compare and Justify*

- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

### *Develop Better Responses*

- Use student responses to build and model complete paraphrased text-based answers

## *Application For Ongoing Instruction*

- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using the reading standards format

\*Primary Benchmark refers to the comprehension skill most evident in the reading selection. Secondary Benchmarks are the additional comprehension skills that are consistent with text structure and genre format. The following benchmarks must be addressed with all text when reading for meaning: Main Idea, Author's Purpose, and Vocabulary.