Be the Lead Reader

Reading to Learn

Lead reading experiences to ensure all students comprehend text in all content areas.

ELPS *1A. 1C. All of Strand 4.*

IP Rubric *I-1, I-6*

- How can I help my students read difficult texts?
- How do I help them remember what they read?
- How can I motivate them to read with

Why it works:

By using this strategy, students build reading competence and confidence as they read a variety of challenging but comprehensible texts across all content areas. Teachers should scaffold instruction as students **interact with text**, by providing processing time, peer support, and structured peer conversations. A research-based pre-reading ritual **prepare the learners** to engage with new information. Fisher & Fry's gradual release model provides scaffolding before students are released to read independently.

Suggested strategies:

Checkpoints
Flexible Grouping
Engage/Connect
What to Do
Structured Peer Conversations
Graphic Organizers
Real-World Connections
Chunking Text

Tech tools:

Lead4Ward

Houston Public Library

PowerUpHUB

In the **Be the Lead Reader** routine, we regularly:

- ☑ Select texts carefully.
- ☑ Read text closely.
- ☑ Lead a pre-reading ritual.
- ☑ Gradually release reading to the students.
- ☑ Guide students to process each chunk.
- ☑ Re-focus and reconnect after reading.

Classroom Implementation:

☑ **Select texts carefully.**

When choosing text/s, consider text **complexity** and text **features.** Use **Get to Know Me** to search **culturally relevant topics** for your students**.** Supplement complex text with additional high-interest texts, adapted texts, or text in students' **native language**.

☑ **Read text closely.**

As you prepare for your lesson, read the text with all your students in mind, asking yourself, "**What is critical? Interesting? Confusing? Difficult? Unnecessary?**" Jot down key ideas related to the learning standard. Note the overall structure of the text. Pre-plan **checkpoints** with appropriate questions to **interact with text** and check for understanding using **Do I Really Get It?**. Determine how much to **frontload or preview** based on the text difficulty and student readiness. For students who need more support, consider providing **text-to-speech software**, or using **Huddle** and **flexible grouping.**

☑ **Lead a pre-reading ritual.**

This suite of pre-reading strategies can be adjusted and re-ordered depending on the text.

- o **Skim and Predict. Engage/Connect** by asking students to read the **title** and quickly **skim** the text and graphic features, then predict what they will learn using **Let's Talk**.
- o **Focus**. Set a purpose for **interacting with text** that relates to the learning standard. Present a **guiding question** and explain to students **what to do**.
- o **Activate Background Knowledge.** Use strategies such as **structured peer conversations**, **visuals**, **realia**, **Total Physical Response**, **Anticipation Guide**, and **graphic organizers**/ **Thinking Maps** to help them build schema.
- o **Connect.** Help students make personal and **real-world connections** with the text.
- o **Preview Vocabulary.** Go through the text and call students' attention to vocabulary using **Pump Up the Vocab**, **realia**, **visuals** and **Total Physical Response**.

☑ **Gradually release reading to the students.**

A **gradual release of responsibility** in reading could look like this:

- o **I Do** – **Read aloud** the first chunk of text, **engaging** students and **checking for understanding**.
- o **We Do** – Assign sections to be read with a **language partner** (in unison or alternating).
- o **You Do** – Students **interact with text** independently.

☑ **Guide students to process each chunk.**

Have students **process** while **chunking text** orally or in writing. For instance, students can summarize using a **graphic organizer**/Thinking Map, **Let's Talk** and **Pen/cil to Paper**.

☑ **Re-focus and reconnect after reading.**

Have students apply what they have learned with an engaging, open-ended **Pen/cil to Paper** response using **sentence stems** and/or **paragraph frames** that allows them to think critically about new content (i.e., higher levels of Bloom's taxonomy).