

JENNIFER SERRAVALLO

with MOLLY WOOD

The
Reading
Strategies
Book 2.0

STUDY GUIDE

Heinemann

DEDICATED TO TEACHERS™

Heinemann • Portsmouth, NH

Heinemann

145 Maplewood Avenue, Suite 300
Portsmouth, NH 03801
www.heinemann.com

Copyright © 2023 by Jennifer Serravallo

All rights reserved, including but not limited to the right to reproduce this book, or portions thereof, in any form or by any means whatsoever, without written permission from the publisher. For more information on permission for reproductions or subsidiary rights licensing, please contact Heinemann at permissions@heinemann.com.

Heinemann’s authors have dedicated their entire careers to developing the unique content in their works, and their written expression is protected by copyright law. We respectfully ask that you do not adapt, reuse, or copy anything on third-party (whether for-profit or not-for-profit) lesson-sharing websites.

—Heinemann Publishers

“Dedicated to Teachers” is a trademark of Greenwood Publishing Group, LLC.

The author and publisher wish to thank those who have generously given permission to reprint borrowed material:

New York State Next Generation English Language Arts Learning Standards, New York State Education Department. Used with permission.

Production: *Denise A. Botelho*

Design and composition: *Suzanne Heiser*

Cover image: *Mark Airs/Ikon Images*

Illustrations and photographs: *Many of the figures and photos were provided by Molly Wood.*

Photograph on page 9, ©Elizabeth, Adobe Stock

Photograph on page 26, ©Leah Familette



Contents

4 Welcome

1. Reflect on Strategy Types 6
2. Clarify Reading Skills 7
3. Know What to Teach 8
4. Plan Texts Carefully 9
5. Revise Your Curriculum to Be More Specific 10
6. Imagine the Course 12
7. Use the Right Kind of Data 13
8. Visualize It 14
9. Go from Page to Practice 15
10. Create a Toolkit 16
11. Mark Up a Mentor Text 17
12. Plan Prompts 18
13. Author New Strategies 19
14. Balance Whole-Class and Individual Goals 20
15. Compare Strategy Twists 21
16. Plan a Curriculum of Talk 22
17. Plan a Curriculum of Writing About Reading 23
18. Know What “Got It” Looks Like 24
19. Study Support 25
20. Teach, Review, Respond 26

27 Appendices

- Planning Your Week Form 27
- Class Profile Form 28
- A Curriculum of Talk Form 29
- A Curriculum of Writing About Reading Form 30
- Bibliography* 31

For more information about *The Reading Strategies Book 2.0* and related Heinemann resources, visit hein.pub/RSB2.



An Introduction to the Study Guide

Thank you for choosing to study *The Reading Strategies Book 2.0* with colleagues! Taking the opportunity to learn alongside other teachers and leaders has the potential to grow your practice exponentially. I've put together this guide with my colleague Molly Wood to jump-start collaboration. The ideas in this guide represent the sorts of activities we, and other colleagues from my consulting team, might use if we were there with you.

We've included ideas in this guide that will work well in discussion groups or meetings, and others that will work well when you practice inside a classroom with students. If your schedule doesn't allow you to teach alongside another teacher while school is in session, you may also consider filming your teaching and sharing it during after-school hours. One note about this: opening up your classroom (literally or with transcripts and videos) might seem a little nerve-racking at first, but doing so will provide endless opportunities for thoughtful reflection and revision of best practices. I highly recommend trying!

For easy navigation you'll see a repeated structure on each page to quickly read about the professional learning activity and get to work. Each collaboration suggestion has:

- A Title
- A Procedure: a clear, step-by-step process for the activity
- Coaching Tips: coach-to-coach notes that include helpful tips and more elaborated advice on how to engage in the professional learning activity. At times, there is also advice for making the activity more simple

or more sophisticated depending on the group of teachers who are practicing.

- Visuals: For example, photos, student work examples, or completed planning templates, are provided to help you imagine what you need or how the activity might go.

In the margin of each page, you'll see icons that refer to the amount of time it might take to complete the activity (one or multiple sessions), the activity type (discussion, make and take, or something to try to with students), and the component (planning, scheduling, or teaching). See the Symbol Key on this page for more information.

Happy teaching and learning!

Symbol Key

Time to Complete the Activity

- One 30- to 60-minute session
- Multiple sessions

Activity Type

- Discussion
- Make and take
- Try with students

Component

- Planning
- Teaching



One 30- to 60-minute session

Activity Type

Discussion

Component

Planning

Procedure Read through the chart from page 2 (also below) titled, “Types of Strategies, Definitions, and Examples.” Then, think about strategies you have recently taught. Determine if they are cognitive, metacognitive, or management strategies. Do you notice a trend in your instruction? Do you tend to offer students a variety of kinds of strategies or do you usually offer strategies that fall within one or two of these categories? What might you try now?

Coaching Tips We do our best teaching of the content and with the methods that are most familiar to us. Take the time to reflect on the types of strategies you offer students to better understand your own practices and patterns, and to open up ideas for ways to reach readers who may have different needs.

Types of Strategies, Definitions, and Examples

Type of Strategy	Definition	Examples	Example Strategies from This Book
Cognitive (see Brown & Palincsar, 1989; Mayer, 2008; Pintrich et al., 1991; Weinstein, Husman, & Dierking, 2000)	<i>Strategies used to increase understanding and make learning more meaningful</i>	Rehearsal strategies such as repeating information to remember it	9.5 Read, Cover, Remember, Retell
		Elaboration strategies such as building connections between information and summarizing and paraphrasing	5.16 Summarize with “Uh-oh . . . UH-OH . . . Phew!”
		Organization strategies such as drawing graphs or pictures to remember information or to represent relationships	8.14 Consider Structure: Problem/Solution
Metacognitive (see Schraw & Dennison, 1994; Veenman, Van Hout-Wolters, & Afflerbach, 2006; Zimmerman, 2002)	<i>Strategies that activate and regulate cognition and help learners to monitor and control their learning</i>	Planning strategies such as setting goals, making a plan for learning time, deciding an order in which to approach a set of tasks	2.9 Read with a Purpose in Mind
		Monitoring strategies such as checking on one’s learning/comprehension and taking action to correct misunderstandings, such as rereading	3.9 Check In with Yourself, Reread, Fix Up
		Evaluating strategies such as analyzing whether and how much was learned	7.25 Analyze the Development of Theme
Management (see Palincsar & Brown, 1984; Pintrich, 2000)	<i>Strategies used to manage context to improve learning</i>	Management of effort strategies such as staying focused on the task(s) despite distractions or challenges	2.17 Consider Mind over Matter
		Management of peers and others strategies such as working with peers or teachers in cooperation or collaboration to learn	12.11 Reflect and Set Goals for a Conversation
		Management of the environment strategies such as using materials appropriately during learning, setting up a learning environment to be successful	2.14 Choose Your Reading Environment



One 30- to 60-minute session

Activity Type

Discussion

Component

Planning

Procedure Read through the first two to three pages of each chapter. You'll notice a definition of each goal and its related skills (see the following example from the Engagement and Motivation chapter). With your colleagues, discuss how each skill relates to the goal, and how the definition is similar to and different from your own. Consider how the definitions you read can help you better understand your readers. Repeat this process for each goal within the book.

Coaching Tips When considering this activity, it might be an interesting twist to each list your own definition of a particular goal from the hierarchy *before* reading the chapter-specific definitions. Each of us has had different types of schooling, training, experiences, and students which inform our understanding of reading and the definitions we use for any common terms. In order to have cohesion within and across grade levels, it's very important to take the time to create shared definitions of this work for the benefit of the students.





One 30- to 60-minute session

Activity Type

Discussion

Component

Planning

Procedure Read across the opening pages of each of the thirteen goal chapters. Choose a student to study. Find assessment examples that will help you to understand that student aligned to one goal. Use the skill progression to help you find strategies to teach.

Coaching Tips The initial pages of each goal chapter in *The Reading Strategies Book 2.0* (see sections titled, “How do I know if this goal is right for my student?”) offer a brief introduction to the sorts of student work you may collect aligned to each goal. If, for example, you determine a student’s goal is comprehending Plot and Setting, that is Goal 5 and the skill progression for that goal is on page 163. Take a moment to study how the skill progression is organized. Locate where your student’s work falls along the skill progression, then select the strategies you’ll prepare to teach them over the next few weeks. On a sticky note, write the strategy you’ll teach the student first so that your teaching has even more transference. Over time, you’ll most likely teach students a few strategies that help them work toward their goal. It helps to provide students with a goal sheet on which they’ll collect these strategies. You might even want to devote some time during the day or week for students to reflect on when and how often they used their strategies and which were most helpful.

Reading Goals: A Hierarchy of Action





Multiple sessions

Activity Type

Discussion

Component

Planning

Procedure In the first few pages of each chapter, you'll find advice for text selection in the box titled, "What texts might students use when practicing strategies from this chapter?" Consider the materials you have for students to read as they work toward their goal(s). Would any changes help ensure that students are more successfully able to transfer and apply the strategies they are learning?

Coaching Tips In this activity, you're considering the importance of matching readers to not just reading goals and strategies but also texts.

For example, for a student with a goal of engagement and motivation, you might ask the question: *Why these books, now?* Look and listen for how students choose their books, whether the books are interesting and holding their attention, and whether they are able to practice their strategies with the texts they have.

Try taking a student's text set and looking through the collection with this question in mind: *Do these texts and materials set the student up to practice the strategies aligned to the goal(s) they are working on?* If not, support the reader in choosing texts using the recommended text box for suggestions.





Multiple sessions

Activity Type

Make and Take

Component

Planning

Procedure Choose a unit. Review the expected outcomes, goals, objectives, and/or enduring understandings. Think about which of the thirteen goals apply to the current unit. Using the “if” side of the skill progression, find appropriate strategies aligned to grade-level expectations and standards.

Coaching Tips While unit outcomes and skills are often clear, sometimes the “how-tos”—the strategies—are not explicit in the plans. This may be especially true in content studies, where students would benefit from strategies for how to read and comprehend texts to support their knowledge building. During content studies, there can be pressure to cover a lot of material. Students are tasked with many things including observing, inquiring, researching, debating, reading, and writing. Students will continue to learn about the world for the rest of their lives, thus, it’s crucial to equip them with the “how-tos”—or, strategies—to obtain and evaluate content area information. In *The Reading Strategies Book 2.0*, there are dozens of strategies in the chapters devoted to comprehending topics and main ideas, key details, text features and vocabulary.

For example, consider Strategy 10.9, “Preview Important Words” in the chapter on comprehending text features. This strategy supports students in building knowledge and synthesizing information. If you were to couple this strategy with your teaching of vocabulary specific to your content area, students would be able to use the strategy to deepen their comprehension of the current topic as well as topics they research in the future. And, in this way, we see how explicit strategy instruction supports transfer and application to other texts in other situations.

The following is a sample content area unit on weather. The objectives in the left-hand column come from the Next Generation ELA Standards, and are aligned to selected reading strategies from *The Reading Strategies Book 2.0*.

Continued on next page

Alignment of Next Generation ELA Standards and Strategies from *The Reading Strategies Book 2.0* for a unit focused on Weather.

Objective	Strategies from <i>The Reading Strategies Book 2.0</i>
<p>3R1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</p>	<p>9.12 Frame Your Reading with a Question</p>
<p>3R3 In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>9.14 Categorize to Compare 8.13 Consider Structure to Find Main Idea(s) 8.15 Consider Structure: Cause and Effect</p>
<p>3R8 Explain how claims in a text are supported by relevant reasons and evidence.</p>	<p>9.17 Analyze the Development of an Idea with Details</p>
<p>3W6 Conduct research to answer questions, including self-generated questions, and to build knowledge.</p>	<p>8.7 Ask Questions, Form Main Ideas</p>
<p>3W7 Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>13.6 Organize Your Jots 13.4 Take Notes Based on Structure 8.19 Research and Recognize the Author’s Authority and Bias</p>
<p>3SL3 Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.</p>	



One 30- to 60-minute session

Activity Type

Make and Take

Component

Planning

Procedure With one student and their goal in mind, use the related skill progression to identify strategies that will work best now and in the near future. Skim through each strategy to select which would be best for that individual learner.

Coaching Tips Realistically, you'll decide on one strategy to teach, see how the student responds, and then decide whether to move on to a new strategy or reteach the same one. However, as an exercise in understanding and navigating the book, you could imagine one student's journey across several weeks, moving through the skill progression, as they work on their goal. As part of this process, you could even invent some of your own strategies alongside those you find in the book!

The following is an example of one reader's journey through the goal of comprehending theme.

Week 1	Teacher (T) taught "Give Advice to the Character" (Strategy 7.2) in a conference. Student (S) practiced in <i>Smile</i> and <i>Sisters</i> . T checked in at the end of the week in a small-group strategy lesson.
Week 2	T taught "Learn from Character Changes" (Strategy 7.4) in a small group. S practiced in <i>Sisters</i> . S seemed to need a lot of support. T met with S on Thursday in a conference to repeat lesson, offered a new example. S was reading <i>Guts</i> and practiced some more. T asked student to keep track of thinking in reader's notebook.
Week 3	T revisited "Learn from Character Changes" (Strategy 7.4) in the first conference of the week. T decided S is doing well. Introduced "Pay Attention to 'Aha Moments'" (Strategy 7.6). S chose <i>Measuring Up</i> and <i>The Crossover</i> this week.
Week 4	S practiced last week's strategy in <i>Measuring Up</i> and <i>The Crossover</i> . At the end of the week, T reviewed the S's work during a conference. T determined she could be more universal in her language and coached the S to rephrase the statements she had recorded.
Week 5	T met with S during two strategy lessons this week and helped her to incorporate all three new strategies, when appropriate, in her new books for the week: <i>New Kid</i> and <i>Allergic</i> .
Week 6	T introduced "Find a Story's Theme(s) by Focusing on Character" (Strategy 7.13) in a conference and S seems able to use the strategy right away. S continued practicing all four strategies during the week in two new books. At end of week, T decided to move to new goal.



Multiple sessions

Activity Type



Try with Students

Component



Teaching

Procedure Think of a student in your class. With that student in mind, read through the first two to three pages of each chapter, specifically the sections titled, “How do I know if this goal is right for my student?,” and the skill progressions. You’ll notice the suggestion to gather and analyze various pieces of data in order to determine a goal for a student. Do you have sufficient information for this student? Or, do you need to collect different kinds of data in order to set a goal for this reader? If you need to gather more data, meet with the student—read with them, talk to them, look at their writing about reading. Afterward, revisit the skill progression for the particular goal you want to teach toward, and select the specific strategies that correspond with where the student is along the skill progression.

Coaching Tips Each piece of data we collect tells part of a reader’s story. If a student reads aloud, we can assess their accuracy and fluency. If they write about the themes across their books, we can assess their whole book comprehension of themes. If we watch them read during the time students are supposed to work independently, we can look for behaviors that indicate their engagement and motivation. Each tool we use assesses certain aspects of a student’s reading life but no single assessment gives us perspective about *all* aspects. It’s important that you evaluate the information you can extract from each assessment tool you administer. What does each assessment reveal about your students? Which skills and factors does it take into consideration and which skills and factors does it not account for?

Take a close look at page 95, for example. Read about several types of assessments that you might use to determine if the goal of reading with Accuracy is right for a student. Consider the information that each of those assessments accounts for and how, when taken together, it paints a full picture of where your student is along the skill progression of reading with Accuracy. Then, try this with each goal throughout the book.

Assessment Tool	What is being assessed?
Word lists	⊗ reading + writing words in isolation
Spelling inventories	⊗ spelling of word features and patterns
Reading of connected texts	⊗ if/when student self-corrects

Do I have the data I need?

This T-chart can help name the assessment tool you use and what it’s assessing (and what it’s not assessing).



One 30- to 60-minute session

Activity Type

Make and Take

Component

Planning

Procedure Read through all the information about one strategy. Think of a student you want to teach this strategy to. Keeping in mind the age, stage of language acquisition, and learning needs of this student, create a visual that will work with this strategy, and for the student.

Coaching Tips You may find that some of the visuals in the book will work great as is with your own students. Fabulous! Feel free to copy, or use your copy of the Companion Charts. However, you may find that there are some visuals that are intended for a different learner than the one you're supporting. In this case, you can simplify the language, make the example more complex, swap out the mentor text for one your student knows, change the chart type, or whatever other modification you think will make the biggest difference.

For example, take a quick look at Strategy 6.11, "Track Feelings as They Change" (page 217). This example was created by a second-grade student, and is probably best used as an example for students in grades 1, 2, and 3. If you are teaching a student much older, you may want to re-create the chart with an example from a text more familiar to your students. Take a look at Strategy 6.15, "Notice When a Character Acts Out of Character" (page 221). I love the chart, but it's text dense. What if you have a multilingual learner, a younger student, or a student for whom that much print would be overwhelming? Can you reimagine the chart as a more picture- or icon-heavy version?

Reading a graphic novel?

- ① Study the character's expression in the panel
- ② Make that face! Think, "How is the character feeling?"
- ③ Name it!



Adapted from *The Reading Strategies Book 2.0* (Serravallo, 2023, pp. 212 and 221).



Multiple sessions

Activity Type



Try with Students

Component



Teaching

Procedure Choose a strategy. Read through the strategy, prompts, lesson language, and chart so you feel comfortable with what you plan to teach. Teach in front of your colleagues or record yourself teaching. Ask for feedback.

Coaching Tips When I was a first-year teacher, fresh out of college, I tried very hard to teach aligned to what I had read about in my course texts. But try as I might, I couldn't get it to work. I'll spare you the details of all the ways it failed (mostly to save myself from embarrassment). The good news is that it all changed for me the moment I had a staff developer model it for me with my class. Seeing what was on the page come to life made it "click" for me. It transformed my practice immediately and immensely. It's why I include videos with so many of the professional books I write today, such as *A Teacher's Guide to Reading Conferences* (2018), and advocate for in-classroom professional development with my consulting team.

As you read the strategies, lesson language, and prompts in the book, I hope you can start to visualize how you'll teach it to your own students. I recommend that you then do for one another what my staff developer did for me. Help your colleagues by bringing the page to life with students. Be brave!



To view this video, go to hein.pub/RSB2studyguide9, click on the lock icon on the top left corner of the image, enter the password RSB2sg9, and press Play.



One 30- to 60-minute session

Activity Type

Make and Take

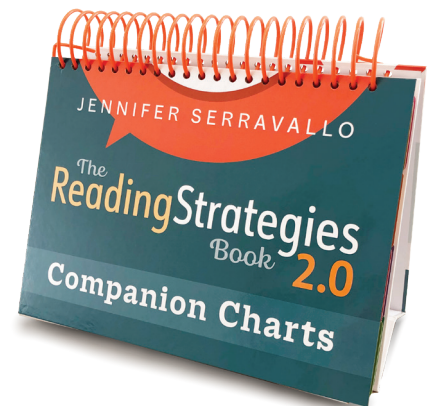
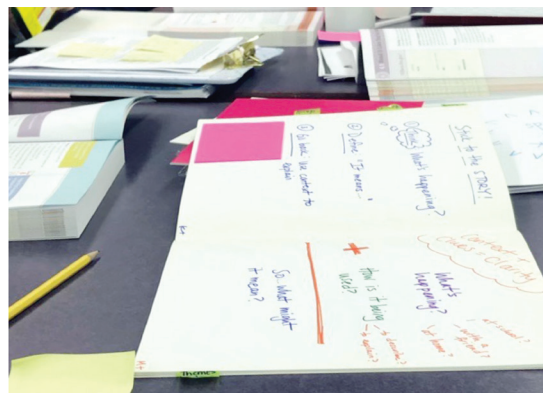
Component

Planning

Procedure Think about the strategies you anticipate will be most used in your classroom. Create a toolkit of minicharts, student tools, and other materials to leave with students after a lesson, or begin with your Companion Charts resource, making small tweaks to tailor the enlarged charts from the book to your students and their needs.

Coaching Tips There are many ways this idea may help you in the classroom. One benefit is that by creating your own tools that you plan to leave with students, you'll internalize the strategy and better understand what you're teaching, before you teach it. Another benefit is that since you've done careful thinking about how you'll support students' independence in advance, you're more likely to have their independence in mind as you're teaching. Third, by having tools at the ready, your lessons will be swifter than if you were to make the tools on the spot. This means you can work with more readers in the same time period!

To save time, you can use the Companion Charts resource (a desktop flip chart of all charts, enlarged, from the book). You can modify the charts (e.g., swap out a mentor text example your students know versus the one in the example), add to the charts, or create tools to go along with the [charts](#). See the introduction in the beginning of the flip chart book for more ideas.



Create your own toolkit with a blank notebook (left) or use your companion charts (right) as-is or with slight tweaks.



Multiple sessions

Activity Type

Make and Take

Component

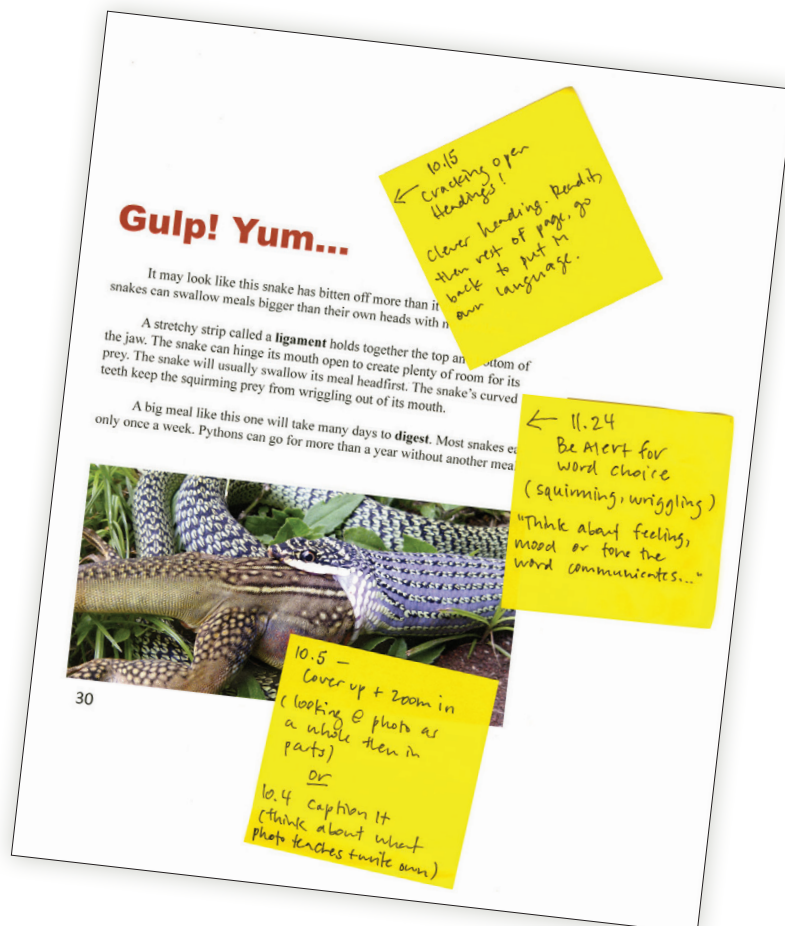
Teaching

Procedure Choose one of the mentor texts used throughout *The Reading Strategies Book 2.0*, or one of your own favorites. As you read the text, mark it with sticky notes indicating the strategy you could demonstrate using that portion of text.

Coaching Tips I learned from Carl Anderson many years ago that it's helpful to confer with a "text under your arm" (2000) so that when you need to give a quick example or demonstrate a strategy, the text is right there at your fingertips. I chose a small set of texts to use again and again throughout the 2.0 version of the book so you could get to know them well, and use them again and again in your teaching (visit AKJ Education to view the collections and order copies).

To make any demonstration text easy to use, I recommend reading the text aloud to students so they are very familiar with it. Then, when you're in the midst of a conference or small group you can quickly turn to a page to reference a small part, saving time in your teaching. You might even place extra blank sticky notes behind the premade sticky notes so that you can quickly jot the strategy for the student in the moment. When students see that there are things made just for them, they tend to use those materials more because they are so personalized.

The following is a page with strategies to use with readers during conferences and small group instruction.





One 30- to 60-minute session

Activity Type

Make and Take

Component

Planning

Procedure Choose a strategy from the book or one you’ve created yourself. Plan out a list of prompts, trying to push yourself to come up with at least one example of each type (directive, question, redirection, compliment, or sentence starter or frame). Make sure all the prompts match the strategy!

Coaching Tips For a more advanced spin on this activity, after generating prompts, think about how each prompt offers a different level of support. By sorting them into categories like the table on this page, or by marking each prompt in a list you’ve created with “more” or “less,” you can reflect on how much support you give readers and be mindful releasing support to students to become independent. See the chart on the top of page 24 for more info about level of support.

The point here is not that you’d try to use every type of prompt every time you teach, but rather to help you become aware of how different prompt types support readers in different ways, what your tendencies are when you prompt, and what other options are available to you.

Strategy	More Supportive Prompts	Less Supportive Prompts
Gradual Release →		
<p>“Look quickly at the cover and flip through the inside pages of the book. As you look, decide what type of book it is. Is it a story? It is going to teach you something? Go back to the beginning to explore the pages in order, storytelling or learning from the pictures.”</p>	<ul style="list-style-type: none"> • “You noticed the same character appears in most of the pictures in this book. So, is this a <i>story</i>, or a <i>book that will teach you about a topic</i>?” • “Yes, the photographs make me think it will be a teaching book, too. What might this book teach you about the topic?” 	<ul style="list-style-type: none"> • “What kind of book is it?” • “Say more about the topic.” • “Use what you know about how story books go.” • Teacher pauses and gives wait time before prompting again. • Teacher puts a story book and a teaching book in front of the student. Then she says, “Which one is your book most similar to?”

Consider how much support each prompt offers to readers. These prompts connect to Strategy 1.4, “Notice the Type of Book to Decide How to Read It.” Adapted from *The Reading Strategies Book 2.0* (Serravallo, 2023, p. 42).



One 30- to 60-minute session

Activity Type

Make and Take

Component

Planning

Procedure Read a text that you plan to use with your students. Notice what you do as a reader to comprehend, decode, read fluently, write, and/or talk about your reading. Articulate strategies you can imagine teaching students in your class.

Coaching Tips As you teach strategies from the book, you'll become more and more familiar with how to break down a skill into steps. You might also start to get some ideas for additional strategies!

My tips: Read the text and then at first, just name what you notice yourself doing. For example, when reading a fantasy novel, you may say, "I keep track of the names and relationships; I make a timeline; I think about what things symbolize; I think about what the author is trying to say." Then, take one and try to break down it down and articulate your process as a series of actionable steps.

Dog Days, by Karen English	
What I notice myself doing as a reader :	Implications for the Character Unit :
<ul style="list-style-type: none"> ⊗ I read the chapter title and quickly thought about what it might mean 	<ul style="list-style-type: none"> ⊗ Support readers in using chapter titles before, during + after reading each chapter
<ul style="list-style-type: none"> ⊗ I had to pause to visualize the new setting and setting changes 	<ul style="list-style-type: none"> ⊗ Teach how and when to picture setting (esp. in books with little pic support)
<ul style="list-style-type: none"> ⊗ I thought about how the change in setting was impacting Gavin (main character) 	<ul style="list-style-type: none"> ⊗ Teach how to link setting with character development and change

One teacher's thinking about her challenges while reading *Dog Days* by Karen English (2013) and the work she might teach readers to do in order to deepen their comprehension.



One 30- to 60-minute session

Activity Type

Make and Take

Component

Planning

Procedure Create a class profile to see your class at glance, listing names, goals, and where their work might align on skill progressions. Look for patterns to decide what strategies you'll teach to the whole class (since most of the students need it), what you'll teach to small groups (because some students need it), and what you'll teach in conferences, one-on-one. Create a plan for how your literacy block will flow throughout the week plugging in strategies for each lesson type.

Coaching Tips There are many lenses through which we can view our students. When we think of them as demonstrating certain behaviors and having certain strengths and needs, we develop a fuller picture of who they are and what we might be able to teach them next. This is very different than viewing students through the lens of the levels of texts they are reading. In *The Reading Strategies Book 2.0*, skill progressions can assist you in aligning assessments with strategy selection.

Student's Name	Reading with Accuracy	Fluency	Comprehending Plot and Setting	Comprehending Characters	Vocabulary and Figurative Language	Comprehending Theme
Cameron			✓	✓		
Amaro					✓	
Chandler						
Aiden	✓		✓			
Sarahnah			✓			
Jacob	✓	✓				
Alexa						✓
Emily			✓			✓
Kayla				✓		✓
Joel				✓		
Bryan				✓		
Cassandra				✓		
Karl				✓	✓	
Sophia						✓
Darlyn						
Sam				✓		
Jahsir						

This class profile shows each reader's goal from the hierarchy of action. This template also supports the teacher in creating goal-based small groups. A blank version of the Class Profile Form is included in the Appendices.

This Planning Your Week template helps you plan for the strategies you might teach readers in small groups and conferences, as well as during the whole-class instruction. A blank version of the Planning Your Week Form is included in the Appendices.

	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Class Instruction (5-10 mins)	Strategy 5.9	5.19	6.8	6.13	7.1
Small Group (10 mins)	Aiden } Alexa }	Bryan } Karl } Sophia } Jahsir }	Aiden } Alexa } Chandler }	Joel } Cassandra }	Emily } Aiden } Alexa } Chandler }
Small Group (10 mins)	Cam } Sarahnah } Jacob }	Chandler } Sam }	Amaro } Darlyn }	Aiden } Alexa }	Chandler } Sam }
Individual Conferences (5 mins each)	Emily - 4.7	Joel - Cassandra	Cam - Sarahnah Jacob Kayla	Emily - Amaro Darlyn	



Multiple sessions

Activity Type



Try with Students

Component



Teaching

Procedure Choose a strategy that each teacher in the group plans to teach. Record yourself teaching the strategy, or bring the students into a room and teach in front of each other. Compare and contrast each teacher's version.

Coaching Tips I hope each teacher using this book can become comfortable enough with the strategies to make them their own. As interesting as it is to read the strategy ideas on the page, it'll be even more exciting to compare different teachers' interpretations! As you turn what's in the book to actual practice in your classroom, you may find:

Two teachers who read the same strategy interpret it in different ways.

When you get in front of children, you may need to make some changes to what's written in order to respond to them as learners.

The way it's written and the way you say it aren't the same. Rephrasing the language of the strategy so you "own it" is crucial.

The mentor text in the Lesson Language example in *The Reading Strategies Book 2.0* isn't familiar to your readers, so you made a change.

Some questions to guide your discussions of the different lessons:

What was similar and what was different? Share your thinking.

What was your decision process behind adapting the chosen strategy?

What seemed most effective?

What other students might also benefit from this strategy? How might it be adapted for them?

What other text(s) might make for good examples/demonstrations?





One 30- to 60-minute session

Activity Type

Make and Take

Component

Planning

Procedure Look at the Speaking and Listening standards your district follows. Discuss together the end-of-year expectations you have for your students. Plan each month's goals. Create a calendar with strategies (from Goal 12) you'll teach for your "curriculum of talk."

Coaching Tips Think about your end-of-year or midyear goals, and work backward. Plan to introduce one or two new strategies a month during the read-aloud time, and then plan to repeat those strategies the following month as you support students in small group or partnership conversations. When planning a curriculum of talk I tend to follow this pattern because I think of the read-aloud as a more supportive time, and partnerships and clubs as more independent. I also want to make sure I'm spiraling my curriculum, revisiting strategies and concepts again and again. See the Appendices for a template you may use, or make your own!

Month	Unit of Study	Talk Skills	To Teach Partners and Clubs	To Teach During Read Aloud
March	Author Study Book Clubs	See the skill progression on page 391 in <i>The Reading Strategies Book 2.0</i>	<p>12.1 Set Yourself Up to Listen</p> <p>12.2 Say Back What You Heard</p> <p>12.3 Listen and Connect</p> <p>12.4 Jot, Follow, Fit</p>	<p>12.12 Prompt Yourself with Sentence Starters</p> <p>12.14 Ask Power Questions</p> <p>12.15 Extend the Line of Thinking</p>
April	Biography Book Clubs	See the skill progression on page 391 in <i>The Reading Strategies Book 2.0</i>	<p>12.12 Prompt Yourself with Sentence Starters</p> <p>12.14 Ask Power Questions</p> <p>12.15 Extend a Line of Thinking</p>	<p>12.15 Extend a Line of Thinking</p> <p>12.16 Move On to a New Idea</p> <p>12.17 Take Risks with <i>Maybe</i></p>



One 30- to 60-minute session

Activity Type

Make and Take

Component

Planning

Procedure Look at the Writing About Reading standards your district follows. Discuss expectations you have for your students by the end of the year. Plan one goal per month. Choose strategies from Goal 13 that you will teach as you work toward those goals..

Coaching Tips Writing about reading shouldn't be used strictly as an accountability tool; as in, "Write to prove to me that you read." After reading Goal 13, I hope you're filled with new ideas for many purposes for and types of writing about reading. Chances are good your curriculum is largely filled with ideas for what students can be doing or thinking about as readers. But look through the lens of writing about reading: Have you planned to teach strategies to teach them how to write about reading?

As you plan for your year, consider balancing purposes such as:

- to hold on to information as I read
- to draw connections between information
- to draw connections between ideas
- to reflect on myself as a reader
- to archive my thinking
- to prepare for conversation with other readers.

As well as formats you'd like students to try:

- stopping and jotting in the midst of reading
- writing long in a notebook, free-form
- writing formal responses to reading with clear structure (i.e., book reviews, essays).

Month	Unit of Study	Strategies to Teach This Month	During Read Aloud or Shared Reading
March	Author Study Book Clubs	Organizing notes, synthesizing ideas, and expanding thinking.	<p>13.6 Organize Your Jots</p> <p>13.8 Draw a Web to Find Relationships</p> <p>13.11 Write, Talk, Write</p>



Multiple sessions

Activity Type

Try with Students

Component

Teaching

Procedure As a study group, choose one strategy that would work for at least one student in each of your classrooms. Go back to your respective classrooms and teach the strategy. Bring back something—a transcript, a sticky note, a recording, or a photo—to show evidence of the student’s learning. Discuss the evidence of students’ learning, using the skill progression to help.

Coaching Tips In *The Reading Strategies Book 2.0*, you’ll find strategies and prompts to help nudge readers along as they practice. Knowing when to use which prompt, when to decide to stop prompting, and even when to move on to a new strategy means learning to respond to students’ responses to strategies.

You could practice this together as a group. Go into a classroom, teach a strategy to the whole class or a group of kids, bring all of their responses back, and sort them into piles: “got it,” “kind of got it,” “didn’t get it.” Alternatively, you can each collect information from your own classes and bring the students’ work to a meeting to share and sort together. Beyond just sorting into piles, you’ll then want to discuss *why* you put the work in the category you did, and what it means to “get it.”

Refer to the skill progression language for support. Remember, the strategies are the “how-to” to get to the skill. Evidence of understanding will align to the skill progression language.





Multiple sessions

Activity Type

Make and Take

Component

Teaching

Procedure Watch a colleague teach a strategy to an individual or a group (either on video or in a classroom). Listen for the prompts they use and jot them as best you can. Study the level of support offered with each of the prompts. Plan the next steps for the student with gradual release in mind..

Coaching Tips Remember that ultimately, we want students to outgrow the strategies we teach them and develop automaticity.

This sort of independence will only be possible if students receive lessened support from their teacher over time and are supported to take on more of the work themselves. For many students, this will mean that while you may offer very supportive prompts when the strategy is new, you want to be aware of how much support you're giving and eventually lessen it to the point where the student is doing the work without your help.

To get started with this activity, you may look at the coaching prompts that are included with any of the 300+ strategies. In a meeting, you can name whether each prompt offers a high or low amount of support. You can also brainstorm some more prompts that would connect to the strategy, and name those as "high" and "low" as well



Here, I'm prompting a reader to try Strategy 3.21, "Write It, Read It."



One 30- to 60-minute session

Activity Type

Discussion

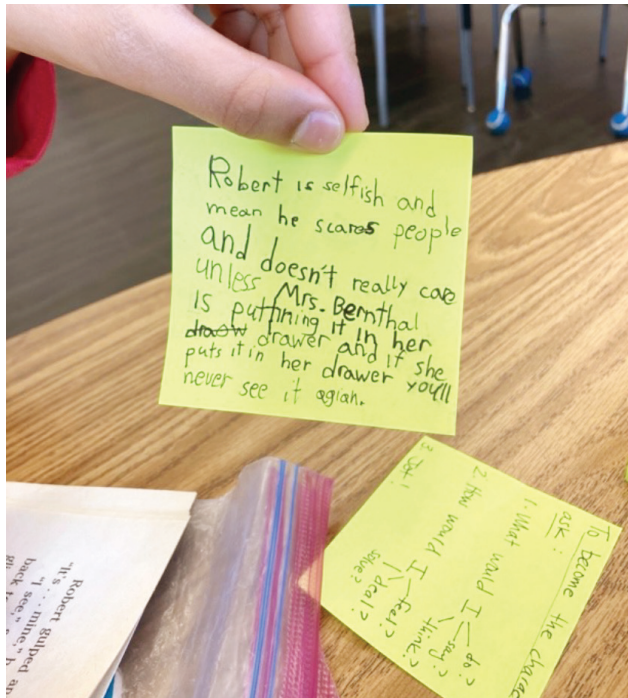
Component

Planning

Procedure Bring an artifact of learning from a particular student (e.g., a sticky note, reading log, photo, or audio recording). Review the student's learning using the skill progression to help. Consider whether you'd repeat the same strategy with some modification, repeat as is, or move on to a new strategy.

Coaching Tips After teaching a student (or students) the strategy, review their work (what they say or do, or what they jot down) and reflect. Which most applies?

- The student seemed confused by the strategy! You'll decide to choose a strategy from earlier on in the skill progression for next time.
- You notice the student approximated but still could use more time with the strategy. You'll reteach the strategy the next time you see them.
- The student showed mastery of the strategy while you were with them. You'll leave them to keep working, check in in a couple days, and decide whether to move on at that point.
- Seemingly before you had the words out of your mouth, the student showed an ability to use the strategy. You'll plan to check the skill progression for a more advanced strategy for next time.
- You've taught several strategies to the student, including this last one, and the student has been doing well with his goal. You notice their work now aligns to the description farther along on the skill progression. The student is ready to move on to a new goal.
- The student has shown mastery of all the goals. The student is ready to move on to harder texts.



Planning Your Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Strategy Lesson (10 min)					
Strategy Lesson (10 min)					
Conferences (5 min each)					
Book Club/ Partnership Conversation (___ min)					
Other (___ min)					
Notes					

A Curriculum of Talk

By the end of the year, my _____ grade students should be able to:

Month/Unit of Study	Goals	What will you teach during book clubs/ partnership conversation?	What will you teach during whole-class READ ALOUD with accountable talk?

A Curriculum of Writing About Reading

By the end of the year, my _____ grade students should be able to:

Month/Unit of Study	Goals	What will you teach and expect for independent practice?	What will you teach during whole-class lessons?



Bibliography

Anderson, Carl. 2000. *How's It Going?* Portsmouth, NH: Heinemann.

Serravallo, Jennifer. 2018. *A Teacher's Guide to Reading Conferences*. Portsmouth, NH: Heinemann.

———. 2023. *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann.