

PREPARED

For Complex Text



Purpose Set
for Reading



Retrieve Prior Knowledge and
Build Background Knowledge



Examine Critical
Vocabulary



Pause and Reflect
with Metacognition



Apply Active
Reading Strategies



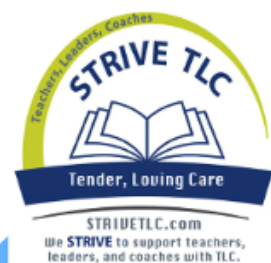
Read the Text: Students
Do the Heavy Lifting



Engage in Summarizing
and Paraphrasing



Discuss and Question: Going
Deeper After Reading the Text



STRIVE'S

P.R.E.P.A.R.E.D. FOR
COMPLEX TEXTS

OVERVIEW

Introduction: In the elementary classroom, complex texts are gateways to new worlds, ideas, and vocabularies. They challenge students to think critically and to engage deeply with content, which demands thoughtful preparation and the use of evidence-based strategies by teachers. The "PREPARED" framework provides a systematic approach to engaging with these texts, focusing on key stages before, during, and after reading. This guide can be used with any curricular resource.

- **P - Purpose Set for Reading:** Establishing a clear objective for reading to guide students' focus and comprehension.
- **R - Retrieve Prior Knowledge and Build Background Knowledge:** Activating and expanding students' existing knowledge relevant to the text.
- **E - Examine Critical Vocabulary:** Identifying and understanding key vocabulary to deepen text comprehension.
- **P - Pause and Reflect with Metacognition:** Encouraging students to think about their thinking process while reading to enhance understanding.
- **A - Apply Active Reading Strategies:** Utilizing active reading strategies to engage with the text, such as annotating and questioning.
- **R - Read the Text: Students Do the Heavy Lifting:** Engaging students directly with the text, including reading aloud and independent reading for deeper comprehension.
- **E - Engage in summarizing and paraphrasing:** Summarizing the text to distill its main ideas and paraphrasing those ideas to express understanding in one's own words.
- **D - Discuss and Question: Going Deeper After Reading the Text:** Facilitating discussions and posing questions to deepen understanding and engagement with the text.

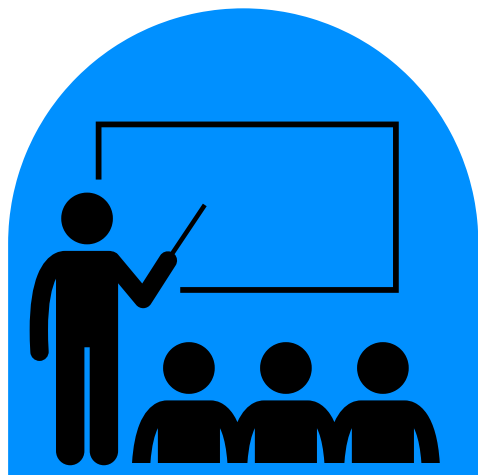
This approach considers the text's Lexile level, its complexity, and qualitative aspects like language richness, thematic depth, and narrative structure. For example, understanding the nuanced language in a historical fiction piece, exploring the layered themes in a science article, or deciphering the intricate plot in a classic novel. Ideal for teachers, this guide also serves as a crucial resource for instructional coaches and educational leaders, offering comprehensive tools like step-by-step instructions, checklists, learning stations, rubrics, and instructional routine cards to foster effective planning and implementation of complex texts.

This guide is focused on students doing the heavy lifting of reading the complex text through the use of **Gradual Release of Responsibility**. This is in an effort to improve reading, writing, and discussion skills and build knowledge. Read Alouds also serve an important role in a complex text, and we do not address that in this resource except as a model for students.

STRIVE'S

P.R.E.P.A.R.E.D. FOR
COMPLEX TEXTS

TEACHERS, LEADERS, COACHES (TLC)



TEACHERS

Teachers can use the practical classroom strategies to refine and enhance their instruction, ensuring they are effectively engaging students before, during, and after reading complex texts. The explicit steps for 'I do (teach and model), We do (guided practice), You do (application) provide a structured approach to lesson planning and gradual release of responsibility during instructional delivery. Teachers can directly implement these strategies in their lesson plans, monitor student progress using the provided guidelines, and adapt their teaching methods based on the feedback and monitoring suggestions. PREPARED can be used with any curricular resource.



LEADERS

Educational leaders can use this information to understand and support effective literacy instruction in their schools. It helps them recognize and promote teaching practices that facilitate deeper understanding of complex texts. Leaders can encourage professional learning centered around these strategies, evaluate classroom effectiveness based on the before, during, and after reading complex text strategies, and provide resources or support to implement these strategies school-wide. PREPARED can be used with any curricular resource.



COACHES

Instructional coaches can use this detailed guide to mentor teachers in enhancing and refining their literacy instruction. The breakdown of strategies offers a rich resource for coaching sessions to ensure a more guaranteed and viable curriculum across classrooms. Coaches can use these strategies in one-on-one or group professional development sessions. They can observe teachers using these strategies in the classroom and provide targeted feedback to improve teaching and learning. PREPARED can be used with any curricular resource.

GRADUAL

RELEASE OF RESPONSIBILITY

This guide and the steps within are built around the Gradual Release of Responsibility model. The model scaffolds the teacher leading (I do), then dancing together (we do), and finally the students dancing on their own (you do). If the students stumble, the teacher steps back in to help with another we do or I do. Once you have explicitly taught a strategy and feel like most of your students are getting it, let students try it without the I do, and we do. Then back up as needed or pull small groups that need extra support and let the rest of the students apply what you have taught them. Monitor and provide support.

Example using Metacognition

I Do (Model and Demonstration): "Watch me as I read this paragraph. I'm going to stop halfway and ask myself: 'Why did the character do that?' This helps me understand the story better because I'm thinking about the character's reasons, just like I would think about why a friend did something in real life."

We Do (Guided Practice and Feedback): "Let's read the next few lines together. When we reach the comma, we'll pause, and I'll ask: 'What do you think is happening here?' Then you can use the sentence starter, 'I think this is happening because...' to share your ideas."

You Do (Student Application of Learning): "Now it's your turn. Read the next sentence independently and use the prompt 'I wonder why...' to reflect on your reading. Write down your thoughts. If you get stuck, we can discuss it together as a group."

In this approach, the teacher demonstrates how to engage in metacognition and then practices it with the students, providing support and sentence starters. Finally, the students try it independently, with the understanding that they can return to group discussion if needed.

Note: Teacher monitors and provides support and goes back to a **we do** or **I do** as necessary. As students need less of the we do and I do for a certain strategy, teachers can begin with the you do and provide a we do and I do as needed. Monitoring and support is critical with the gradual release of responsibility.

You Do (Student Application of Learning): "Start by reading the next section of the text on your own. Remember to pause after key sentences and reflect on what you're reading. Use the sentence starter 'I wonder why...' to help you understand the text. If you feel confused or unsure, we can discuss it together."

We Do (Guided Practice and Feedback): "Now let's read together. I'll stop us at certain points, and we can use sentence starters like 'I think this is happening because...' to discuss our thoughts. I'll help guide the discussion and answer any questions."

I Do (Model and Demonstration): "Let me show you how I reflect on the text as I read. I'll read aloud and stop to ask myself questions about the text, like, 'Why did the character do that?' Watch and listen as I think through the passage. This is what you can do too when you're reading on your own."

PURPOSE SET FOR READING

BEFORE READING

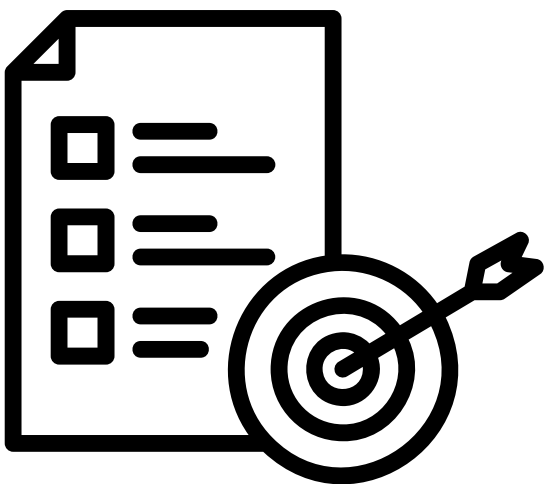


Teacher Steps (I do, we do, you do):

- I Do: Model identifying the purpose by reading the title and introduction aloud and sharing what I aim to understand by reading the text. Connect purpose to learning objectives (essential questions, learning targets, and success criteria).
- We Do: Together, we preview section headings and discuss possible learning outcomes and connections to learning objectives.
- You Do: Teacher monitors and supports as needed while students individually write a statement of purpose for their reading, connecting it to the learning objectives.

Student Steps (I do, we do, you do):

- I Do: Students articulate what they think they will learn from the text based on the title and text features (i.e., graphics).
- We Do: In pairs, students discuss their purposes and how reading the text will help them achieve the learning objectives and how it might connect to their lives and community.
- You Do: Each student writes down a personal goal for their reading, considering what they hope to understand or learn.



Scaffold Ideas: Provide a clear, student-friendly explanation of the text's purpose. Use visual aids like posters or slides to illustrate the objective.

Additional Resources for Purpose:

- Instructional Routine Cards p. 34-37

PURPOSE SET FOR READING

INSTRUCTIONAL ROUTINE AND EXAMPLES

Teacher Steps	Student Steps
1. Preview the text to identify the purpose	1. Review the title, headings, and any text headings to anticipate content.
2. Share the purpose with the students, linking it to the learning objectives (essential questions, learning targets, and success criteria)	2. Discuss with peers what they aim to learn from the text.
3. Guide students through a discussion on how this reading fits into their learning journey. How will reading this help students become better readers and writers? What knowledge will they gain? How will this help them achieve their learning goals.	3. Write down personal learning goals related to the text (i.e. purpose, improving reading, writing, and discussion skills, meeting learning objectives).

EXAMPLE TEACHER AND STUDENT LANGUAGE

Teacher Language:

- Previewing the Text:
 - "Class, today we are going to read [Title of the Text]. Let's take a moment to look at the title, headings, and any pictures or graphs in the text. These features give us clues about what we'll be learning."
- Sharing the Purpose:
 - "The purpose of reading this text is to [explain the specific purpose, aligning it with learning objectives]. This will help us understand [mention key topics or themes]."
- Guiding Discussion:
 - "Now, let's talk about why this reading is important for us. How do you think reading this will help you become better readers and writers? What knowledge will you gain from it? How does this fit into our learning objective for this lesson/unit?"

Student Language:

- Reviewing Text Features:
 - "Let's look at the title, headings, and other features. Based on these, I think this text might be about [students share their thoughts based on the text features]."
- Discussing Learning Aims:
 - "I'm discussing with my peers what we aim to learn from this text. I think this will help me [students share with their peers what they hope to learn or achieve by reading the text]."
- Writing Down Personal Goals:
 - "Now, I'm writing down my personal learning goals related to this text. My goal is to improve my understanding of [specific topic] and enhance my [reading/writing/discussion] skills. This aligns with our learning objectives by [students connect their goals to the broader learning objectives]."

RETRIEVE PRIOR KNOWLEDGE AND BUILD BACKGROUND KNOWLEDGE

BEFORE READING



Teacher Steps (I do, we do, you do):

- I Do: Share a story or fact from my knowledge or a previous lesson or unit that connects to the text's topic. You could also use an anticipation guide to connect to students' prior knowledge.
- We Do: Conduct small group discussions where students contribute what they already know about the topic from a previous lesson or unit or their own background knowledge.
- You Do: Teacher monitors and provides support as groups of students organize their knowledge (i.e., a K-W-L chart or other graphic organizer) about the text's subject (Note: If first time using K-W-L, provide explicit instruction to the entire class).

Student Steps (I do, we do, you do):

- I Do: Students think about what they already know about the text's subject and make connections to previous lessons and units.
- We Do: In small groups, students listen to teacher directions and questions and then exchange information and build upon each other's ideas using question and discussion protocols.
- You Do: In groups, partners, or individually, each student organizes their knowledge through writing or sketches something they know about the topic (i.e., K-W-L).

Scaffold: Use graphic organizers, such as K-W-L charts or mind maps, to help students organize their thoughts and connect to the text.

Additional Resources for Prior Knowledge and Background Knowledge:

- Instructional Routine Cards p. 34-37



RETRIEVE PRIOR KNOWLEDGE AND BUILD BACKGROUND KNOWLEDGE

INSTRUCTIONAL ROUTINE AND EXAMPLES

Teacher Steps	Student Steps
1. Share a relevant personal story or previous lesson's content to activate prior knowledge (i.e., use an anticipation guide).	1. Reflect on what they already know about the topic.
2. Facilitate group discussions for students to share their knowledge. Plan for intentional groups and question and discussion protocols.	2. Share and build on each other's ideas in small groups.
3. Support students as they create a K-W-L chart or similar organizer.	3. Contribute to the class's collective knowledge organizer.

EXAMPLE TEACHER AND STUDENT LANGUAGE

Teacher's Script:

- Activating Prior Knowledge:
 - "Let's begin our exploration of [Topic]. To connect what we're about to learn with what we already know, I'll share a brief story from my experience or a recap of our last lesson. [Share a personal story or relevant content from a previous lesson]. Now, think about how this relates to our new topic."
- Facilitating Group Discussions:
 - "I've arranged you into small groups. In your groups, discuss what you already know about [Topic]. Use these questions [provide specific questions] to guide your discussion. Remember, everyone's ideas are valuable, so listen and build on what your classmates say."
- Guiding Knowledge Organizer Creation:
 - "Now, as a class, we're going to create a K-W-L chart. This will help us organize what we know (K), what we want to know (W), and later, what we've learned (L) about [Topic]. Let's start with the 'K' column. What do you already know?"

Students' Script:

- Reflecting on Topic Knowledge:
 - "Based on what the teacher shared and what I remember from before, I know [students think about and note down what they already know about the topic]."
- Sharing in Groups:
 - "In my group, I'm sharing my thoughts about [Topic]. I'm also listening to my classmates and adding to their ideas. We're using these questions [refer to provided questions] to help us discuss."
- Contributing to Knowledge Organizer:
 - "Together with my classmates, I'm contributing to our class K-W-L chart. In the 'K' column, I'm writing what we collectively know about [Topic]. This will help us see what we understand as a group and what we want to learn more about."

EXAMINE CRITICAL VOCABULARY

BEFORE READING



Teacher Steps (I do, we do, you do):

- I Do: Introduce and discuss critical vocabulary from the text (usually identified in lesson and unit planning), using explicit instruction and scaffolds as needed (images, examples, non-examples, sentence frames).
- We Do: Practice the words together through a matching activity or using words in a sentence and provide sentence frames as needed.
- You Do: The teacher monitors and provides support as students create examples and non-examples with the new vocabulary and share them with their peers using the words in complete sentences. Students identify if it is an example of a non-example.

Student Steps (I do, we do, you do):

- I Do: Students listen to the teacher's instructions and then practice saying the word and using it in a sentence with teacher support.
- We Do: Listen to teacher directions. With peers, say the word and match it to the correct definition and/or use it in a sentence using sentence frames as needed.
- You Do: Students create examples and non-examples with the new vocabulary and share them with their peers using the words in complete sentences. Students identify if it is an example of a non-example.

Scaffold: Introduce challenging vocabulary with images, synonyms, and antonyms. Use vocabulary games to reinforce understanding.

Additional Resources for Vocabulary:

Additional Resources for Prior Knowledge and Background Knowledge:

- Instructional Routine Cards p. 34-37
- Vocabulary Ideas for Practice p. 46



EXAMINE CRITICAL VOCABULARY

INSTRUCTIONAL ROUTINE AND EXAMPLES

Teacher Steps	Student Steps
1. Identify critical vocabulary from the text during lesson planning.	1. Participate in vocabulary introduction activities.
2. Introduce new words with definitions, images, and examples.	2. Use new words in sentences and share examples with peers.
3. Engage the class in activities to practice the new vocabulary.	3. Create personal vocabulary cards for reference and study or add to a vocabulary journal

EXAMPLE TEACHER AND STUDENT LANGUAGE

Teacher Script:

- **Identify Vocabulary:**
 - "I have selected critical vocabulary words from our text. Let's explore these words together. I will introduce each word and its definition and use it in a sentence. Look at these images, which also illustrate each word."
 - "Today, one of the critical vocabulary words we're focusing on is 'analyze.' Let's break it down. To analyze something means to examine it in detail to understand it better or to find important information. Now, let me use it in a sentence: 'Scientists analyze data from experiments to conclude.' Look at these images showing different scenarios where analysis is used, like a scientist looking at test tubes or a detective examining clues."
- **Engage in Practice Activities:**
 - "Now, let's do some activities to practice these words. We'll use matching games, fill-in-the-blanks, and create sentences using these new words."

Student Script:

- **Participate in Introduction Activities:**
 - "I'm participating in the vocabulary activities, listening to the word definitions, saying the word and definition, and looking at the images."
- **Use Words in Context:**
 - "I'm using the new vocabulary words in sentences and sharing my examples with my peers. I'm also creating personal vocabulary cards to add to my journal."

PAUSE AND REFLECT WITH METACOGNITION

DURING READING



Teacher Steps (I do, we do, you do):

- I Do: Read aloud a complex sentence and demonstrate my thinking process to understand it.
- We Do: Together, we read a paragraph, and I prompt students to express their thoughts or confusion.
- You Do: Students read a section silently and note down their reflections or questions.

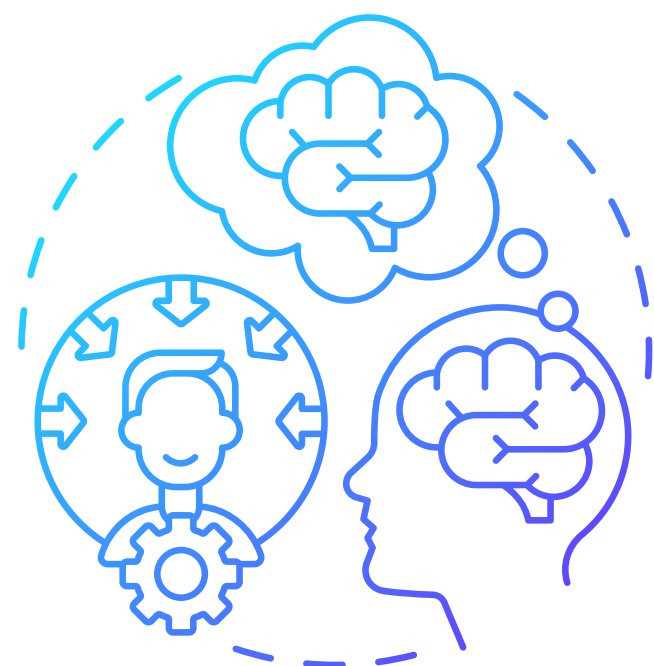
Student Steps (I do, we do, you do):

- I Do: Students listen to teacher examples of metacognition and think about what they are reading and how they can identify parts of the text they understand well or find confusing.
- We Do: Practice with the teacher and then in pairs or small groups, students share their thoughts and clarify misunderstandings paragraph by paragraph.
- You Do: Each student keeps a reading journal where they write reflections on each section read or add sticky notes as annotations for using metacognitive strategies.

Scaffold Ideas: Give students sentence starters or prompts to help them articulate their thoughts during metacognitive pauses.

Additional Resources for Metacognition:

- Instructional Routine Cards p. 34-37
- Sentence Starters p. 42-43



PAUSE AND REFLECT WITH METACOGNITION

INSTRUCTIONAL ROUTINE AND EXAMPLES

Teacher Steps	Student Steps
1. Model reading a passage and verbalize your reflective thought process.	1. Follow along with the teacher's modeling and practice metacognitive thinking.
2. Encourage students to share their understanding and questions during group readings. Preplan stopping points and questions you will ask students.	2. Share their thoughts and questions during group readings.
3. Provide sentence starters and prompts to aid students in metacognitive reflection.	3. Annotate or journal their reflections during independent reading.

POSSIBLE TEACHER AND STUDENT LANGUAGE

Teacher Script:

- **Model Reflective Reading:**

- "As I read this passage aloud, listen to how I pause and think about what I'm reading. Notice how I question and connect the text with what I know."

- **Guide Group Reflections:**

- "Now, as we read together, I will stop at planned points and ask questions. Share your thoughts and questions about the text."

Student Script:

- **Practice Metacognitive Thinking:**

- "I'm following the teacher's model and thinking about my understanding of the text. What does this make me wonder about? How does this connect to what I know?"

- **Share in Group Readings:**

- "During our group reading, I'm sharing my thoughts and questions. I'm also writing down my reflections in my journal or annotating the text."

APPLY ACTIVE READING STRATEGIES

DURING READING



A - Apply Active Reading Strategies

Teacher Steps (I do, we do, you do):

- I Do: Demonstrate how to annotate a text by underlining key points and writing questions in the margins in print and electronically.
- We Do: As a class, we annotate a new section together, discussing our findings.
- You Do: The teacher monitors and provides support as students annotate a portion of the text independently, employing strategies we've practiced.

Student Steps (I do, we do, you do):

- I Do: Students listen and learn how to annotate text, identify key points, and write questions in the margins to make predictions about the text and note key information as they read.
- We Do: In pairs, students compare annotations and discuss their significance.
- You Do: Students independently create a summary or graphic representation of the text segment.

Scaffold Ideas: Provide annotation tools, such as highlighters and sticky notes, and model how to use them effectively in the text.

Additional Resources for Apply Active Reading Strategies:

- Instructional Routine Cards p. 34-37
- Additional Active Reading Strategies (Before, During, and After Reading the Text) p. 22-25

Note: There are many active reading strategies; annotation is just one example.



APPLY ACTIVE READING STRATEGIES

INSTRUCTIONAL ROUTINE AND EXAMPLES

Teacher Steps	Student Steps
1. Demonstrate various active reading strategies such as annotating.	1. Practice the demonstrated reading strategies in a group setting.
2. Guide students through a shared reading, applying these strategies together.	2. Apply strategies such as annotating in partnership with peers.
3. Observe and assist students as they apply strategies independently, providing specific feedback.	3. Use strategies independently and reflect on their effectiveness.

EXAMPLE TEACHER AND STUDENT LANGUAGE

Teacher's Script

- Demonstrating Active Reading Strategies:
 - "Today, we're focusing on active reading strategies that will enhance your comprehension and engagement with the text. Watch closely as I demonstrate annotating a passage. Notice how I underline important points, write questions in the margins, and make connections to what we've already learned. These annotations will help us think deeply about the text."
- Guiding Shared Reading with Strategies:
 - "Let's apply these strategies together now. We'll read the next section as a class. As we go through it, I'll pause occasionally for us to annotate together. Think about the main ideas, any questions you have, and connections you can make to other texts or experiences. This shared practice will help you understand how to apply these strategies effectively."
- Observing and Assisting Independent Application:
 - "Now, I'd like each of you to continue reading the next part of the text on your own. Use the strategies we practiced. I'll be walking around the room to observe and assist. If you're stuck or have a question, just raise your hand. Afterwards, I'll provide specific feedback to help you refine your strategy use."

Student's Script

- Practicing Strategies in Group:
 - "In our group reading session, I'm practicing the strategies the teacher showed us. As we read together, I'm underlining key points, writing questions, and making notes in the margins of my text. I'm thinking about what's important and what I'm curious about."
- Applying Strategies with Peers:
 - "Now, I'm working with a partner to apply these reading strategies. We're reading a section together and discussing our annotations. We're helping each other understand the text better and clarifying any confusing parts. It's helpful to see how my peer is annotating and to compare our thoughts."
- Using Strategies Independently:
 - "I'm reading the next section on my own, applying the annotating strategies we learned. As I read, I'm underlining important points, writing down my questions, and noting connections. After I finish, I'm taking a moment to reflect on how these strategies helped me understand the text better and how I can improve."

READ THE TEXT: STUDENTS DO THE HEAVY LIFTING

DURING READING



Teacher Steps (I do, we do, you do):

- I Do: Lead the reading of a challenging passage, modeling purpose, metacognition and gaining meaning to building knowledge. Note: This is a great opportunity to model fluent reading and not read the entire text to the students. The students need to do the heavy lifting of reading complex text.
- We Do: Ask a few students to read a challenging part of the text and model their purpose, metacognition and gaining meaning to build knowledge. Prepare initial and follow-up questions to support the students.
- You Do: Students read independently, in small groups or in partnership to read aloud and discuss the text among themselves. Note: It is imperative that students do as much of the reading of the complex text as possible. This will help them increase their literacy skills and build knowledge.

Student Steps (I do, we do, you do):

- I Do: Students listen attentively as the teacher reads, following along with their own text.
- We Do: Students take turns reading aloud to the class and discussing as a group. Ask for volunteers until the class has heard a few good models. Do not make this into a round robin whole class reading.
- You Do: Independently or in pairs or small groups, students read sections to each other and share their interpretations.

Scaffold Ideas: Pair students strategically for partner reading, matching higher and lower proficiency readers, and provide discussion questions to guide their interaction.

Additional Resources for Read the Text:

- Instructional Routine Cards p. 34-37
- [Purposeful Partners](#) - Strive Blog Linked
- Reading Complex Text in Different Disciplines p. 26-28

Note: Explain to students how real experts read and the challenges and desired outcomes of reading complex text in different disciplines.



READ THE TEXT: STUDENTS DO THE HEAVY LIFTING

INSTRUCTIONAL ROUTINE AND EXAMPLES

Teacher Steps	Student Steps
1. Conduct a read-aloud session, modeling fluent reading and engagement.	1. Actively listen during the teacher's read-aloud and follow along.
2. Facilitate a shared reading session with guided discussions. Release reading of text to all students as soon as possible.	2. Engage in shared reading, taking turns to read aloud and discuss.
3. Monitor and support students as they read in pairs or small groups, discussing the text together.	3. Collaborate with peers in reading and discussing the text in small groups.

EXAMPLE TEACHER AND STUDENT LANGUAGE

Teacher's Script

- Conducting a Read-Aloud Section of Text:
 - "Class, let's begin with me reading aloud a section of the text. I want you to listen carefully as I read. Pay attention to how I express the words and phrases, and how I engage with the text. This will help you understand the flow and rhythm of the language."
- Facilitating Shared Reading:
 - "Now, we will move to a shared reading session. I will read a sentence or paragraph, and then I'd like one of you to continue reading. After each section, we'll pause for a brief discussion. Think about what the text means and how it connects to what we've learned."
- Supporting Pair and Small Group Reading:
 - "Next, I'd like you to form pairs or small groups. Each group or pair will read a section of the text together. Discuss what you read with your group members. Focus on understanding the content and expressing your thoughts about it. I'll walk around to assist and listen to your discussions."

Student's Script

- Listening During Read-Aloud:
 - "I'm listening attentively to the teacher's read-aloud. I'm following along in my text and paying attention to how the teacher reads fluently, noting the tone and expression used."
- Participating in Shared Reading:
 - "Now it's my turn to read aloud. I'll read a section and then listen to my classmates as they read. After each section, I'll participate in the discussion, sharing my understanding and listening to others' interpretations."
- Collaborating in Small Groups:
 - "In my group, we take turns reading parts of the text. We're discussing what we read, asking each other questions, and sharing our thoughts. I'm contributing to the discussion and listening to my peers' perspectives."

AFTER READING



Teacher Steps (I do, we do, you do):

- I Do: Summarize the main points of the text or section of the text, highlighting (emphasizing and /or annotating) the central message and themes. Note: Explicitly teach this until most students no longer need the I do and/or we do. Move from summarizing to paraphrasing as students become more skilled and as appropriate for the text and learning objectives.
- We Do: Together, create a class summary on a shared document or board.
- You Do: Students write individual summaries, incorporating vocabulary and concepts discussed with a different section of text or a new text while the teacher monitors and provides support.

Student Steps (I do, we do, you do):

- I Do: Students identify the main points and central message of the text.
- We Do: In groups, students collaborate to create a collective summary or visual representation.
- You Do: Students write their own summary or reflection, connecting the text to their personal experiences or prior knowledge.

Scaffold Ideas: Use summary frames or paragraph frames to help students structure their summaries clearly and coherently.

Additional Resources for Summarize and Paraphrase:

- Instructional Routine Cards p. 34-37
- Summarizing TA p. 43-44
- Summarize p. 22
- Paraphrase p. 22



ENGAGE IN SUMMARIZING AND PARAPHRASING

INSTRUCTIONAL ROUTINE AND EXAMPLES

Teacher Steps	Student Steps
1. Summarize the text's main points, highlighting central messages.	1. Identify key points and themes from the text.
2. Work with students to co-construct a class summary. Use a sentence or paragraph frame as needed.	2. Collaborate with classmates to summarize the text's main ideas.
3. Guide students as they create their individual summaries.	3. Write personal summaries, integrating their understanding and insights.

EXAMPLE TEACHER AND STUDENT LANGUAGE

Teacher's Script

- Summarizing Main Points:
 - "Let's summarize the key points of our text. I'll start by highlighting the central themes and messages. Pay attention as I demonstrate how to concisely capture the essence of what we've read."
- Co-Constructing Class Summary:
 - "Now, let's work together to create a class summary. We'll use a sentence/paragraph frame to organize our thoughts. Think about the main ideas and how we can best articulate them in our summary."
- Guiding Individual Summaries:
 - "It's time for you to write your individual summaries. Reflect on the main points and themes, and write a summary incorporating your understanding and insights."

Student's Script

- Identifying Key Points:
 - "I'm identifying the key points and themes from the text. I'm thinking about what stood out to me and what the main message was."
- Collaborating on Class Summary:
 - "In our class discussion, I'm contributing ideas for our collective summary. We're using a sentence/paragraph frame to help structure our thoughts."
- Writing Personal Summaries:
 - "Now, I'm writing my own summary. I'm including the main ideas and expressing them in my own words, integrating my understanding of the text. I'm using sentence/paragraph frames if I need them."

DISCUSS AND QUESTION (GOING DEEPER)

AFTER READING



Teacher Steps (I do, we do, you do):

- I Do: Pose thoughtful, open-ended questions about the text and offer interpretations.
- We Do: Conduct a whole-class discussion where each student shares their thoughts and questions and moves into small group discussion as soon as possible. Avoid hand raising and use warm calling.
- You Do: The teacher monitors and provides support as students prepare their own questions for a peer-led discussion or debate.

Student Steps (I do, we do, you do):

- I Do: Students think about responses to the teacher's questions, maybe referring to notes or a graphic organizer.
- We Do: In small groups, students discuss their questions and responses.
- You Do: Each student leads a small group discussion using prepared questions.

Scaffold Ideas: Offer discussion cards with pre-written questions to guide peer discussions, ensuring that all students can participate meaningfully.

Additional Resources for Discuss and Question

- Instructional Routine Cards p. 34-37
- Questioning p. 23
- Initial and Follow-Up Questions p.



DISCUSS AND QUESTION: (GOING DEEPER)

INSTRUCTIONAL ROUTINE AND EXAMPLES

Teacher Steps	Student Steps
1. initiate discussions with open-ended questions about the text.	1. Engage with the teacher's questions and contribute to the class discussion.
2. Facilitate class discussions, encouraging student-led dialogue referring to text evidence. Use questioning and discussion protocols.	2. Participate in small group discussions, taking on various roles. Follow questioning and discussion protocols.
3. Support students as they prepare and lead their peer discussions.	3. Develop and ask their questions in peer-led discussions, deepening their understanding of the text.

EXAMPLE TEACHER AND STUDENT LANGUAGE

Teacher's Script

- Initiating Discussions:
 - "Let's delve into a discussion about the text. I'll start with some open-ended questions to get us thinking. Remember to refer back to the text for evidence when you share your thoughts."
- Facilitating Class Discussions:
 - "As we discuss, I encourage you to take the lead in the conversation. Consider different perspectives and text evidence. Let's have a rich and respectful dialogue."
- Supporting Peer Discussions:
 - "Now, you'll prepare and lead discussions in small groups. Think about questions that will deepen your understanding of the text."

Student's Script

- Engaging with Questions:
 - "I'm engaging with the teacher's questions, thinking deeply about the text. I'm sharing my thoughts and using the text to support my ideas."
- Participating in Group Discussions:
 - "In my small group, I'm actively participating in our discussion. I'm taking on different roles, like facilitator or note-taker, to contribute meaningfully."
- Developing and Leading Peer Discussions:
 - "I'm preparing my own questions about the text. I'm leading a discussion with my peers, asking thoughtful questions, and exploring different viewpoints."

TEACHERS

- Additional Active Reading Strategies (Before, During, and After Reading) p. 22-25
 - Questioning p. 22
 - Summarizing p. 22
 - Predicting p. 23
 - Connecting through Metacognition p. 23
 - Visualizing p. 24
 - Skimming and Scanning p.24
 - Reading Aloud p. 25
- Complex Text in Different Disciplines p. 26-28
- Content Specific Examples p. 29-33
- Instructional Routine Cards p. 34-37
- Initial and Follow-Up Questions with Sentence Starters p.
- Lesson Plan Template Example p. 38-39
- Summarize and Paraphrase p. 43-44
- Purposeful Partners
- Questioning and Sentence Starters p. 41-42
- Vocabulary Ideas for Practice p. 46

LEADERS

Note: All additional resources listed above for teachers

- PREPARED Implementation Rubric p. 47-51
- Support Plan Example p. 46

COACHES

Note: All additional resources listed above for teachers

- Instructional Routine Cards p. 34-37
- Professional Development Grab and Go: Prepared Framework Stations
 - Contact STRIVE for this resource. debbie@strivetlc.com
- Before, During, and After Reading Example “We Made Do” p. 52-53

ADDITIONAL STRIVE RESOURCES

- Website: www.strivetlc.com
- Publications p. 54
- Social Media p. 55

Additional Active Reading Strategies (Before, During, and After Reading the Text)

Note: There are many active reading strategies. A few are listed below. Contact STRIVE for additional resources and check out the resources on our website. www.strivetlc.com

Questioning

Description: This involves asking questions about the text to enhance comprehension and engagement. Questions can range from basic understanding to more in-depth analysis.

Teacher Steps

- *I Do:* Model by reading a text and asking different types of questions.
- *We Do:* Facilitate a class discussion, encouraging students to ask and answer questions.
- *You Do:* Guide students as they read independently and formulate their own questions.

Student Steps

- *I Do:* Observe and learn from the teacher's examples.
- *We Do:* Participate in a group discussion, asking and answering questions.
- *You Do:* Independently read and create questions about the text.

Summarizing

Teacher Steps

- *I Do:* Demonstrate how to identify key points and summarize a text.
- *We Do:* Lead a group activity to co-create a summary.
- *You Do:* Assist students as they independently summarize a section.

Student Steps

- *I Do:* Learn by observing the teacher's summarization.
- *We Do:* Work together to summarize a shared text.
- *You Do:* Independently write a summary of a selected passage.

Additional Active Reading Strategies (Before, During, and After Reading the Text)

Predicting

Description: Predicting involves making educated guesses about what will happen next in the text, based on clues and prior knowledge.

Teacher Steps

- *I Do:* Model making predictions based on the text.
- *We Do:* Lead a class discussion to predict outcomes collectively.
- *You Do:* Observe as students make their own predictions on a new text.

Student Steps

- *I Do:* Learn prediction techniques from the teacher.
- *We Do:* Share predictions in a group setting.
- *You Do:* Independently read and predict future events in the text.

Connecting Through Metacognition

Description: Connecting involves relating the text to personal experiences, other texts, or world events, enhancing personal engagement and understanding.

Teacher Steps

- *I Do:* Illustrate making connections between the text and various experiences or events.
- *We Do:* Facilitate a group discussion for students to find and share connections.
- *You Do:* Support students as they independently make connections.

Student Steps

- *I Do:* Observe different types of connections explained by the teacher.
- *We Do:* Discuss and share connections in small groups or as a class.
- *You Do:* Independently find and note connections while reading.

Additional Active Reading Strategies (Before, During, and After Reading the Text)

Visualizing

Description: Visualizing involves creating mental images based on the descriptions in the text, aiding in comprehension and memory.

Teacher Steps

- *I Do:* Demonstrate forming mental images from text descriptions.
- *We Do:* Encourage students to share their visualizations during a read-aloud.
- *You Do:* Guide students as they independently visualize parts of the text.

Student Steps

- *I Do:* Learn visualization techniques from the teacher.
- *We Do:* Share visualizations with peers during a group reading.
- *You Do:* Independently read and visualize scenes or concepts.

Skimming and Scanning

Description: Skimming and scanning are techniques for quickly getting the gist of a text (skimming) or finding specific information (scanning), and is especially helpful with informational text and modeling and teaching text structures (i.e., problem/solution, cause/effect, and etc.).

Teacher Steps

- *I Do:* Explain and demonstrate how to skim and scan a text looking for headings, subheadings, and graphics.
- *We Do:* Practice these skills together using a chosen text.
- *You Do:* Observe as students apply these skills independently.

Student Steps

- *I Do:* Learn skimming for the main idea and scanning for details using headings and subheadings and graphics.
- *We Do:* Practice skimming and scanning in a group setting.
- *You Do:* Use these techniques on a new text independently.

Additional Active Reading Strategies (Before, During, and After Reading the Text)

Reading Aloud

Description: Reading aloud helps improve fluency, pronunciation, and understanding, as it involves actively engaging with the text through voice. This is not round robin reading. The goal is to have as many students as possible reading aloud. After the teacher models reading aloud, partner reading with teacher monitoring and support ensures all students get lots of practice reading aloud.

Teacher Steps

- *I Do:* Read a passage aloud to model fluency and expression.
- *We Do:* Organize a group reading where each student reads a part.
- *You Do:* Listen and provide feedback as students read sections aloud individually.

Student Steps

- *I Do:* Pay attention to the teacher's reading style.
- *We Do:* Participate in a group reading session.
- *You Do:* Read a section of the text aloud on their own and receive feedback from a partner or teacher.

Website resources

For additional resources and downloadables go to www.strivetlc.com

Resource comes from STRIVE's L.I.T.E.R.A.C.Y. book. www.strivetlc.com/literacy.

Reading Complex Text in Different Disciplines	
Teachers can incorporate the ways experts read into daily instruction. The chart below identifies the challenges and desired outcomes for reading complex text in different disciplines, and it gives ideas on how to have students read discipline-specific texts.	
Scientists	
Science content challenges:	<ul style="list-style-type: none"> • Includes dense, content-specific vocabulary • Includes graphics and text that are equally important
Desired outcomes:	<ul style="list-style-type: none"> • Advances and or challenges explanations • Identifies similarities (convergence) across studies • Replicates outcomes
How:	<ul style="list-style-type: none"> • Searches for answers to questions • Evaluates the quality of evidence and scientific data • Determines if the source is valid • Analyzes charts and graphs and focuses on details and numbers • Determines meaning of vocabulary
What:	<ul style="list-style-type: none"> • Websites, blogs • Tables and graphs • Scientific journals
Historians and Social Scientists	
History & social studies content challenges:	<ul style="list-style-type: none"> • Needs background knowledge to understand all facets of the text • Reads the narrative as one account of history and takes it as truth • Uses and understands sources (primary, secondary, tertiary)
Desired outcomes:	<ul style="list-style-type: none"> • Understands the author's purpose • Builds a shared and credible narrative from evaluating multiple sources
How:	<ul style="list-style-type: none"> • Compares and contrasts documents and events, including text and images • Analyzes and interprets sources to determine bias and truth • Uses knowledge of the past to make connections and decisions for the present • Determines what is important in the text that supports a theory, idea, method, or historical outcome • Determines meaning of vocabulary
What:	<ul style="list-style-type: none"> • Timelines • Current events, news, and headlines • Primary documents (i.e., court documents, historical documents, letters, journals)

Resource comes from STRIVE's L.I.T.E.R.A.C.Y. book. www.strivetlc.com/literacy.

Mathematicians	
Math content challenges:	<ul style="list-style-type: none"> • Uses its own language including text, symbols, and visual elements • Incorporates prior knowledge and mastery to impact new learning • Adds hidden math content within a story or text
Desired outcomes:	<ul style="list-style-type: none"> • Finds or replicates explicit steps to solve problems
How:	<ul style="list-style-type: none"> • Reads through word problems and equations to determine mathematical representations of information • Draws mathematical representations using visual elements such as symbols, numbers, tables, and graphs to display thinking • Uses knowledge of math academic vocabulary to display comprehension of what the math word problem is asking students to do • Utilizes appropriate math academic language to make connections to word problems and information and academic math vocabulary to explain process thinking when solving equations or math word problems
What:	<ul style="list-style-type: none"> • Graphs and tables • Word problems
Literary Critics	
English & literature content challenges:	<ul style="list-style-type: none"> • Uses prior knowledge and experience to impact the understanding of complex, abstract ideas • Includes dense and complicated language and syntax
Desired outcomes:	<ul style="list-style-type: none"> • Experiences and interacts with various perspectives, genres, and text to critique, form arguments, and analyze to fully understand literature • Develops reading, writing, and discussion skills • Communicates claims to a variety of audiences
How:	<ul style="list-style-type: none"> • Compares/contrasts pieces of texts of various lengths and genres • Analyzes published texts (including informational articles and novels) to identify the author's purpose, rhetorical choices, and subtext • Uses discussion protocols regularly to gain increased comfort with publicly stating claims and providing spoken evidence • Writes texts for many purposes and of many lengths (including fiction, information articles, and arguments) that use multiple sources for evidence to write shorter and longer pieces for many purposes (including to entertain, to inform, to argue or to persuade) • Writes literature reviews and analysis (i.e., novels, stories, articles)
What:	<ul style="list-style-type: none"> • News articles and journal submissions • Textbooks and essays • Novels, short stories, poems, plays

Resource comes from STRIVE's L.I.T.E.R.A.C.Y. book. www.strivetlc.com/literacy.

Career and Technical Education	
CTE content challenges:	<ul style="list-style-type: none"> • Needs background knowledge to understand all facets of a text • Includes dense and content-specific vocabulary • Includes symbols, images, graphics that act as their own languages
Desired outcomes:	<ul style="list-style-type: none"> • Replicates processes and procedures to solve problems or to create one's own work
How:	<ul style="list-style-type: none"> • Uses explicit text evidence to support thinking and justify responses • Activates prior schema to link ideas, thoughts, and responses to extended content-specific questions • Links other texts or references into content-specific responses • Extends thinking by questioning and annotating text • Annotates text with purpose or reasoning
What:	<ul style="list-style-type: none"> • How to manuals and textbooks • Websites and blogs • Academic journals
Artists & Musicians	
Fine arts content challenges:	<ul style="list-style-type: none"> • Analyzes art and music as traditional texts • Includes symbols, and images that act as their own languages
Desired outcomes:	<ul style="list-style-type: none"> • Experiences and interacts with various genres and perspectives to understand, critique, analyze, replicate, and produce different forms of art and music
How:	<ul style="list-style-type: none"> • Compares and contrasts different pieces of art and music • Analyzes different pieces of art and music to identify the author's purpose, artistic choices, and subtext • Understands and applies academic vocabulary and techniques to reproduce or produce one's own work
What:	<ul style="list-style-type: none"> • Paintings and sculptures • Drawings and photos • Musical compositions and song lyrics

Content Specific Examples

Art Class: Color Theory

Teacher Steps

I Do (Model):

- Introduce color theory concepts such as "Primary Colors," "Complementary Colors," and "Color Saturation" using a color wheel and examples from famous artworks.
- Pronounce each term, demonstrate it on the color wheel, and have students repeat it.
- Explain each concept with visual examples, like showing how complementary colors work in a painting.
- Check for understanding by asking students to identify these concepts in a piece of art.

We Do (Guided Practice):

- Engage students in a collaborative exercise where they create a color scheme using the color wheel and the introduced concepts.

You Do (Application):

- Assign a project where students create their own artwork, focusing on the application of color theory.

Monitoring & Feedback:

- Observe and critique the artworks, particularly noting how effectively students apply color theory concepts.

Student Steps

I Do (Restate and Gain):

- Listen carefully to the explanations of color theory, observe the demonstrations, and understand the concepts using the color wheel and art examples.

We Do (Gain and Apply):

- Actively participate in creating a color scheme with classmates, applying the learned concepts.

You Do (Apply and Extend):

- Independently apply the color theory concepts in creating an artwork, reflecting on the choice of colors and seeking feedback.

Content Specific Examples

Business Class: Marketing Concepts

Teacher Steps

I Do (Model):

- Introduce terms like "Brand Awareness," "Market Segmentation," and "Consumer Behavior" using real-world examples, like well-known advertising campaigns.
- Pronounce each term, write it on the board, and have students repeat it.
- Explain the meanings with simple definitions and examples, such as discussing a specific brand for "Brand Awareness."
- Check understanding with questions like, "What might be a strategy for increasing brand awareness?"

We Do (Guided Practice):

- Conduct a group activity where students analyze different marketing strategies of various brands and match them with the introduced terms.

You Do (Application):

- Have students create a basic marketing plan for a hypothetical product, using the learned vocabulary.

Monitoring & Feedback:

- Review and provide feedback on students' marketing plans, focusing on the correct and contextual use of the vocabulary.

Student Steps

I Do (Restate and Gain):

- Listen attentively to the term introductions, repeat them, and understand their applications in marketing through examples.

We Do (Gain and Apply):

- Collaborate in the group activity, applying terms to analyze real marketing strategies.

You Do (Apply and Extend):

- Independently work on the marketing plan, employing the new vocabulary thoughtfully and seeking feedback for improvement.

Content Specific Examples

English Lesson: Analyzing Themes in Literature

Teacher Steps

- **I Do (Model):** Present a mini-lesson on identifying and analyzing themes in literature, referencing past lessons (essential questions, learning targets, and success criteria) on literary devices and character development.
- **We Do (Guided Practice):** Engage students in a discussion about the themes in a specific piece of literature, encouraging them to share their interpretations and understanding.
- **You Do (Application):** Assist students as they individually analyze a chosen literary work, focusing on identifying its central themes and supporting their interpretations with evidence from the text.
- **Monitoring & Feedback:** Observe students' analytical process, assessing their ability to connect themes with literary elements, and provide constructive feedback to deepen their literary analysis skills.

Student Steps

- **I Do (Engage):** Listen attentively to the lesson on literary themes, making connections with previous lessons (essential questions, learning targets, and success criteria) on literary analysis.
- **We Do (Participate):** Participate in the class discussion, sharing insights and interpretations of the themes in the literature, and engage with peers' viewpoints.
- **You Do (Explore):** Independently analyze a chosen piece of literature, identifying and supporting themes with textual evidence.
- **Reflect & Adapt:** Reflect on the analysis, considering feedback from the teacher and peers, and refine understanding of the themes and literary analysis techniques.

Content Specific Examples

History Lesson: Industrial Revolution

Teacher Steps

I Do (Model):

- Introduce key terms like "Industrialization," "Innovation," and "Urbanization" using images of factories, inventions, and cityscapes.
- Write each word on the board, pronounce it clearly, and have students repeat to ensure correct pronunciation.
- Explain each word's meaning, possibly using a short video or text snippet to contextualize it.
- Use historical examples to illustrate each term, such as the invention of the steam engine for "Innovation."
- Check for understanding by asking questions like, "How would you describe the living conditions in urban areas during the Industrial Revolution?" to ensure students can differentiate between correct and incorrect applications of the terms.

We Do (Guided Practice):

- Engage students in a matching game where they pair vocabulary words with their definitions and relevant images or historical figures.

You Do (Application):

- Assign a short essay or a discussion topic where students must use these terms to describe the impact of the Industrial Revolution.

Monitoring & Feedback:

- Observe and assess students' use of vocabulary in their essays and discussions, providing feedback on their accuracy and understanding.

Student Steps

I Do (Restate and Gain):

- Students attentively listen to the term introductions, repeat the words after the teacher, and engage with the visual and historical contexts to understand their meanings.

We Do (Gain and Apply):

- Actively participate in the matching game, collaborating with peers to correctly match words with definitions and historical contexts.

You Do (Apply and Extend):

- Independently write an essay or engage in a discussion, using the new vocabulary to express thoughts on the Industrial Revolution, while reflecting on and seeking feedback about their usage.

Content Specific Examples	
Science Lesson: Ecosystems	
Teacher Steps	<ul style="list-style-type: none"> • I Do (Model): Introduce the concept of ecosystems, linking it to previous units (essential questions, learning targets, and success criteria) on habitats and environmental changes. Use visuals and real-world examples to illustrate how ecosystems function and interact. • We Do (Guided Practice): Lead a class discussion on different types of ecosystems, encouraging students to share their previous knowledge and personal experiences related to the topic. Utilize guiding questions to facilitate deep thinking and connections. • You Do (Application): Guide students to research a specific ecosystem, observing how they apply new information to understand its components and interactions. Provide various resources for a comprehensive view. • Monitoring & Feedback: Monitor students' research process, focusing on how they integrate new information about ecosystems with previous knowledge. Offer feedback to enhance their understanding and research skills.
Student Steps	<ul style="list-style-type: none"> • I Do (Engage): Pay attention to the introduction of ecosystems, noting how they are connected to previous topics and units (essential questions, learning targets, and success criteria) like habitats • We Do (Participate): Actively participate in the class discussion, sharing any prior knowledge or experiences related to ecosystems, and ask relevant questions. • You Do (Explore): Independently research a chosen ecosystem, using multiple sources to understand its unique characteristics and how it fits into the broader environmental context. • Reflect & Adapt: Reflect on the new information gathered, compare it with prior knowledge, and adjust understanding accordingly.

Purpose for Reading



- ☐ Preview the text to identify purpose

"Class, today we are going to read [Title of the Text]. Let's take a moment to look at the title, headings, and any pictures or graphics in the text. These features give us clues about what we'll be learning."

- ☐ Share the purpose with the students, linking it to the learning objective (EQ, LT, SC)

"The purpose of reading this text is to [explain the specific purpose, aligning it with the learning objectives]. This will help us understand [mention key topics or themes]."

- ☐ Guide students through a discussion on how this fits into their learning journey

"Now, let's talk about why this reading is important to us. How do you think reading this will help you become better readers and writers? What knowledge will you gain from it? How does this fit into our learning objectives for this lesson/unit?"

Retrieve Prior Knowledge



- ☐ Share a relevant personal story or previous lesson's content to activate prior knowledge (i.e., use an anticipation guide).

"Let's begin our exploration of [Topic]. To connect what we're about to learn with what we already know, I'll share a brief story from my experience or a recap of our last lesson. [Share a personal story or relevant content from a previous lesson]. Now, think about how this relates to our new topic."

- ☐ Facilitate group discussions for students to share their knowledge. Plan for intentional groups and question and discussion protocols.

"I've arranged you into small groups. In your groups, discuss what you already know about [Topic]. Use these questions [provide specific questions] to guide your discussion. Remember, everyone's ideas are valuable, so listen and build on what your classmates say."

- ☐ Support students in activating their prior knowledge.

Now, as a class, we're going to take what you discussed and organize our knowledge (i.e., K-W-L chart or other graphic organizer). This will help us organize what we know (K), what we want to know (W), and later, what we've learned (L) about [Topic]. Let's start with the 'K' column. What do you already know?"

Examine Critical Vocabulary



- ☐ Identify critical vocabulary from the text during lesson planning.

"I have selected critical vocabulary words from our text. Let's explore these words together. I will introduce each word, its definition, and use it in a sentence. Look at these images which also illustrate each word."

- ☐ Introduce new words with definitions, images, and examples.

"Today, one of the critical vocabulary words we're focusing on is 'analyze.' Let's break it down. To analyze something means to examine it in detail to understand it better or to find important information. Now, let me use it in a sentence: 'Scientists analyze data from experiments to draw conclusions.' Take a look at these images showing different scenarios where analysis is used, like a scientist looking at test tubes or a detective examining clues."

- ☐ Engage the class in activities to practice the new vocabulary.

Now, let's do some activities to practice these words. We'll use matching games, fill-in-the-blanks, and create sentences using these new words."

Pause and Reflect with Metacognition



- ☐ Model reading a passage and verbalize your reflective thought process.

"As I read this passage aloud, listen to how I pause and think about what I'm reading. Notice how I question and connect the text with what I know."

- ☐ Encourage students to share their understanding and questions during group readings. Preplan stopping points and questions you will ask students.

"Now, as we read together, I will stop at planned points and ask questions. Share your thoughts and questions about the text."

- ☐ Provide sentence starters and prompts to aid students in metacognitive reflection.

Apply Active Reading Strategies



- ☐ Demonstrate various active reading strategies such as annotating.

"Today, we're focusing on active reading strategies that will enhance your comprehension and engagement with the text. Watch closely as I demonstrate annotating a passage. Notice how I underline important points, write questions in the margins, and make connections to what we've already learned. These annotations will help us think deeply about the text."

- ☐ Guide students through a shared reading, applying these strategies together.

"Let's apply these strategies together now. We'll read the next section as a class. As we go through it, I'll pause occasionally for us to annotate together. Think about the main ideas, any questions you have, and connections you can make to other texts or experiences. This shared practice will help you understand how to apply these strategies effectively."

- ☐ Observe and assist students as they apply strategies independently, providing specific feedback.

"Now, I'd like each of you to continue reading the next part of the text on your own. Use the strategies we practiced. I'll be walking around the room to observe and assist. If you're stuck or have a question, just raise your hand. Afterwards, I'll provide specific feedback to help you refine your strategy use."

Read the Text: Students do the heavy lifting



- ☐ Conduct a read-aloud session, modeling fluent reading and engagement.

"Class, let's begin with me reading-aloud a section of the the text. I want you to listen carefully as I read. Pay attention to how I express the words and phrases, and how I engage with the text. This will help you understand the flow and rhythm of the language."

- ☐ Facilitate a shared reading session with guided discussions. Release reading of text to all students as soon as possible.

"Now, we will move to a shared reading session. I will read a sentence or paragraph, and then I'd like one of you to continue reading. After each section, we'll pause for a brief discussion. Think about what the text means and how it connects to what we've learned."

- ☐ Monitor and support students as they read in pairs or small groups, discussing the text together.

"Next, I'd like you to form pairs or small groups. Each group or pair will read a section of the text together. Discuss what you read with your group members. Focus on understanding the content and expressing your thoughts about it. I'll walk around to assist and listen to your discussions."

Engage in Summarizing and Paraphrasing



- ☐ Summarize the text's main points, highlighting the central messages.

"Let's summarize the key points of our text. I'll start by highlighting the central themes and messages. Pay attention as I demonstrate how to concisely capture the essence of what we've read."

- ☐ Work with students to co-construct a class summary. Use a sentence or paragraph frame as needed.

"Now, let's work together to create a class summary. We'll use a sentence/paragraph frame to organize our thoughts. Think about the main ideas and how we can best articulate them in our summary."

- ☐ Guide students as they create their individual summaries.

"It's time for you to write your individual summaries. Reflect on the main points and themes, and write a summary incorporating your understanding and insights. You can use a sentence/paragraph frame if you need one."

Discuss and Question (Going Deeper)



- ☐ Initiate discussions with open-ended questions about the text.

"Let's delve into a discussion about the text. I'll start with some open-ended questions to get us thinking. Remember to refer back to the text for evidence when you share your thoughts."

- ☐ Facilitate class discussions, encouraging student-led dialogue referring to text evidence. Use questioning and discussion protocols.

"As we discuss, I encourage you to take the lead in the conversation. Consider different perspectives and text evidence. Let's have a rich and respectful dialogue."

- ☐ Support students as they prepare and lead their peer discussions.

"Now, you'll prepare and lead discussions in small groups. Think about questions that will deepen your understanding of the text."

Lesson Planning: **Lesson Plan Template 1**

Teacher Name:

Unit Title:

Lesson Title:

Length of Time:

LESSON (Before, During, and After Reading)

Learning Objectives

- ☐ *Include standards and disciplinary literacy outcomes.*
- ☐ *Craft essential questions: Develop thought-provoking questions that stimulate inquiry and connect to the overarching concepts of the unit.*
- ☐ *Define learning targets: Clearly articulate the specific knowledge and skills that students should acquire by the end of the lesson.*
- ☐ *Establish success criteria: Create measurable criteria that define what successful attainment of the learning targets looks like.*

Before Reading

- ☐ ***P - Purpose Set for Reading:***
Establishing a clear objective for reading to guide students' focus and comprehension.
- ☐ ***R - Retrieve Prior Knowledge and Build Background Knowledge:***
Activating and expanding students' existing knowledge relevant to the text.
- ☐ ***E - Examine Critical Vocabulary:***
Identifying and understanding key vocabulary to deepen text comprehension.

During Reading

- ☐ **P - Pause and Reflect with Metacognition:** Encouraging students to think about their thinking process while reading to enhance understanding.
- ☐ **A - Apply Active Reading Strategies:** Utilizing active reading strategies to engage with the text, such as annotating and questioning.
- ☐ **R - Read the Text: Students Do the Heavy Lifting:** Students engaging directly with the text, including reading aloud and independent reading for deeper comprehension.

After Reading

- ☐ **E - Engage in Summarizing and Paraphrasing:** Summarizing the text to distill its main ideas and paraphrasing to express understanding in one's own words.
- ☐ **D - Discuss and Question: Going Deeper After Reading the Text:** Facilitating discussions and posing questions to deepen understanding and engagement with the text.

QUESTIONING TARGETED ACTIVITY

Resource comes from STRIVE's L.I.T.E.R.A.C.Y. book. www.strivetlc.com/literacy.

Questioning Targeted Activity: Open-Ended Questioning		
Why:	The Open-Ended Questioning activity engages all students by asking and answering questions to check for understanding, to deepen understanding, to build content knowledge, and to involve students in more dialogue.	
How:	<div><input type="checkbox"/> Create a safe environment for discussion by explicitly teaching discussion protocols.</div> <div><input type="checkbox"/> Plan open-ended questions in advance, including initial and follow-up questions.<div><input type="checkbox"/> Use Open-Ended Question Prompts p.145, 146</div></div> <div><input type="checkbox"/> Ask open-ended questions and provide time to<div><input type="checkbox"/> Think of answers <input type="checkbox"/> Search for answers <input type="checkbox"/> Write notes about answers</div></div> <div><input type="checkbox"/> Warm Call or ask for volunteers to answer the question.</div> <div><input type="checkbox"/> Have students expand upon the given answer. Provide sentence stems as needed:<div><input type="checkbox"/> "I agree because..." <input type="checkbox"/> "I hear your perspective and respectfully disagree because..."</div></div> <div><input type="checkbox"/> Ask follow-up questions; monitor student responses, and engage all students.</div>	
Scaffolds		
Tier 1 Create a checklist to break down tasks into smaller steps and help students ensure they have completed each step accurately.	Tier 2 Provide a graphic organizer with sections for main points, supporting evidence, and counterarguments to assist students in organizing their thoughts and preparing for class discussions.	Tier 3 Provides a modified version of the question set for students who need extra support, asking them to justify only 1 response with 1 piece of explicit text evidence instead of a larger number.
Content-Specific Examples, Videos, and Resources available at www.strivetlc.com/literacy .		

Resource comes from STRIVE's L.I.T.E.R.A.C.Y. book. www.strivetlc.com/literacy

Questioning Targeted Activity: Open-Ended Question Prompts		
Open-Ended Questions	Follow-up Question Prompts	Responding to Prompts
<ul style="list-style-type: none"> Do you agree/disagree with the author? 	<ul style="list-style-type: none"> Can you elaborate on ____? What do you mean by ____? Can you give an example from the text? What is a real world example? What might be other points of view? 	<ul style="list-style-type: none"> I think it means that . . . I believe that . . . For example . . . An example from ____ is . . . Another point of view might be . . . I don't think there is another point of view because . . .
<ul style="list-style-type: none"> What inferences can you make from closely reading the text? 	<ul style="list-style-type: none"> Can you give examples from the text that would make you think that? I wonder if... What do we know so far? What is the evidence for that? What predictions do you have for what will happen next? What is the evidence that makes you think the prediction could be right? 	<ul style="list-style-type: none"> In the text it said that . . . For instance . . . If _____, then _____ What struck me about what you said is . . . Then again, I think that . . .
<ul style="list-style-type: none"> What connections can you make from closely reading the text? 	<ul style="list-style-type: none"> Can you give an example from the text? What are some examples from other texts? What is an example from your life? Why is that a good example? 	<ul style="list-style-type: none"> In the text it said that . . . On one occasion . . . For instance, . . . To demonstrate, . . .
<ul style="list-style-type: none"> Do you approve or disapprove of this past or present . . . Person Policy Movement Event What lessons did you or can we learn from it/them? 	<ul style="list-style-type: none"> How/why is that important? How does that connect to? Can you unpack that for me? What do you think about the idea that . . . ? What might be other points of view? 	<ul style="list-style-type: none"> It is important because . . . It is similar to when . . . An analogy for this might be . . . I would add that . . . Another way to look at this could be . . .

Resource comes from STRIVE's L.I.T.E.R.A.C.Y. book. www.strivetlc.com/literacy

Questioning Targeted Activity: Open-Ended Question Prompts

Open-Ended Questions	Follow-up Question Prompts	Responding to Prompts
<ul style="list-style-type: none"> • What problem (s) does the study of this . . . • Person • Policy • Movement • event • . . . help us solve or learn from for the present or future? 	<ul style="list-style-type: none"> • What makes you think that? • What is the evidence for that? • What would illustrate that? • What can you add to this idea? 	<ul style="list-style-type: none"> • It is similar to when . . . • In this situation . . . • An illustration of this could be . . . • I would add that . . .
<ul style="list-style-type: none"> • What can we infer from the text about the time in history, place, or culture? 	<ul style="list-style-type: none"> • What do we know so far? • Can you show where it says that? • What key idea can we take away? • Can you give a real world example? 	<ul style="list-style-type: none"> • We can say that . . . • In the text it says that . . . • The key idea seems to be . . . • An example in my life . . .
<ul style="list-style-type: none"> • Do you perceive bias in this section? 	<ul style="list-style-type: none"> • What evidence leads you to believe that bias exists? • Who is the author's intended audience, and what in the text provides that information? • What is the purpose of the text? 	<ul style="list-style-type: none"> • The evidence that demonstrates bias is . . . • The author's intended audience is . . . • The purpose of the text is . . .

Summarizing Targeted Activity: **8 Steps to Summarizing**

By following these steps, you'll empower students to develop strong summarizing skills, which are valuable for academic success and effective communication of information.

Step 1: Introduce the process:

- Begin by explaining the importance of summarizing to students. Emphasize that summarizing helps them remember information and is a crucial skill for future academic tasks.
- Define summarizing as the ability to retell the most important information from a text in a shorter form and in their own words.

Step 2: Model the process:

- Provide a paragraph about students being allowed to have their phones in class.
- Read the paragraph aloud to the class.
- Explain that you will identify the main idea together.

Step 3: Identify the main idea:

- Highlight or underline the sentences that capture the main idea of the paragraph. For instance, in a paragraph about phones in class, use sentences discussing the school's phone policy.

Step 4: Eliminate unimportant information:

- Explain to students that it's essential to remove or cross out any information that is not crucial to the main idea.
- Discuss why some sentences or details may not be important for understanding the school's phone policy.

Step 5: Create a concise summary:

- Challenge students to turn the highlighted sentences into a single sentence summary. For the example paragraph, it could be: "The school's new policy allows students to have their phones in class under certain conditions."

Step 6: Compare with the original text:

- After creating the summary sentence, compare it with the original paragraph to evaluate its quality.
- Highlight that a good summary focuses on the main idea, excludes trivial details, is much shorter than the original, and is expressed in their own words.

Step 7: Implement guided practice:

- Initially, conduct this activity as a whole class, providing explanations for each step.
- Encourage students to practice summarizing paragraphs with your guidance, ensuring they identify the main idea, summarize lists or sequences, and omit unimportant details to create a single-sentence summary.

Step 8: Implement partner practice:

- As students become proficient, have them work in pairs to practice summarizing paragraphs.
- Circulate among the partners to offer support and to identify students ready for independent work.

SUMMARIZING TARGETED ACTIVITY

Resource comes from STRIVE's L.I.T.E.R.A.C.Y. book. www.strivetlc.com/literacy.

Summarizing Targeted Activity: **8 Steps to Teach Paraphrasing**

By following these steps, students will develop the skill of paraphrasing, enabling them to engage effectively with academic material, avoid plagiarism, and express complex ideas in their own words.

Step 1: Introduce paraphrasing—Begin by explaining the importance of paraphrasing to students. Paraphrasing is the process of rephrasing or restating a text or spoken statement in your own words while preserving the original meaning and intent. It involves expressing the same ideas, concepts, or information, using different words and sentence structures. Paraphrasing is commonly used in writing and communication to avoid plagiarism, to simplify complex language, or to clarify the content for a different audience without changing the original message. Emphasize that paraphrasing helps them comprehend and internalize information effectively, a valuable skill for academic tasks and research. Define *paraphrasing* as “the skill of expressing someone else's ideas from a text in their own words while retaining the original meaning.”

Step 2: Model the process—Provide a paragraph(s) about a complex topic, such as the advantages and disadvantages of school uniforms. Read the paragraph(s) aloud to the class. Explain that you will identify and demonstrate how to paraphrase key ideas together.

Step 3: Identify key ideas—Conduct a second read, and highlight or underline the sentences that contain essential concepts and ideas in the paragraph. For instance, a paragraph about school uniforms, this could include sentences discussing improved school discipline and potential loss of individuality.

Step 4: Restate in your own words—Explain to students that they need to rephrase the highlighted sentences using their own words while maintaining the original meaning. Discuss why using synonyms, changing sentence structure, and applying creativity in expression are essential for effective paraphrasing.

Step 5: Compare with the original text—After creating their paraphrased sentences, compare them with the original paragraph to ensure accuracy and clarity are conveyed in the paraphrase. Share with students that a good paraphrase (1)conveys the same ideas as the original, (2) avoids plagiarism, and (3) showcases the student's unique expression.

Step 6: Use a guided practice—Initially, conduct this activity as a whole class, providing models and explanations for each step. Encourage students to practice paraphrasing paragraphs with your guidance and explicit explanation, ensuring they identify key ideas and successfully rephrase them while preserving the original meaning.

Step 7: Use partner practice—As students become proficient, have them work in pairs to practice and share their paraphrased paragraphs. Circulate among the pairs to offer support, to clarify doubts, and to identify students who need additional support or who are ready for more advanced tasks.

Step 8: Include independent application—Challenge students to apply their paraphrasing skills to various texts, articles, or research sources on their own. Provide opportunities for students to present their paraphrased content and assess each other's work, fostering self-evaluation and improvement.

Educational Leader: Support Plan Example

Objective: To assess the effectiveness of literacy instruction and support the implementation of the PREPARED framework at the school.

PROCESS:

Classroom Observations:

- Action: After high-quality professional development on the PREPARED framework, conduct regular observations focusing on the use of the PREPARED framework. You could also use a detailed rubric that measures each aspect of PREPARED in practice.
- Consideration: Schedule observations post-PD (at least 1 week later) to allow teachers time to incorporate strategies.

Teacher Interviews:

- Action: Have informal discussions and formal interviews with teachers about their experiences with the PREPARED framework.
- Consideration: Create a supportive atmosphere where teachers feel comfortable sharing their insights and needs.

Student Work Analysis:

- Action: During teacher team meetings, review a range of student works, such as reading journals, annotated texts, and summaries, to assess understanding and application of the complex texts. A rubric would help guide teacher discussions.
- Consideration: Look for evidence of higher-order thinking, connection to prior knowledge, and use of vocabulary.

Professional Development Feedback:

- Action: Gather and review feedback on PD sessions from teachers to refine future training.
- Consideration: Use surveys, focus groups, and informal discussions to gather comprehensive feedback.

Outcomes:

- Action Plan Development: Create an action plan based on observations and feedback to address areas for improvement and reinforce strengths.
- Resource Allocation: Ensure that teachers have access to complex texts and supplementary materials needed to support diverse learners.
- Ongoing Support: Establish a mentorship program pairing experienced teachers with those new to the PREPARED framework.

Monitoring and Adjusting:

- Action: Regularly review the implementation of the action plan and make adjustments based on student literacy outcomes and teacher feedback.
- Consideration: Recognize and celebrate successes and be responsive to changing needs.

Vocabulary Ideas

1. Semantic Mapping:

- **Strategy:** Create visual semantic maps to illustrate the relationships between words, their meanings, and how they are used in sentences.
- **Example:** In a history class studying the American Revolution, create a semantic map connecting terms like "colonists," "taxation," "protest," and "independence" to show how they relate to one another in the context of the historical events.

2. Frayer Model:

- **Strategy:** Use the Frayer Model, a graphic organizer, to define and illustrate vocabulary terms, provide examples and non-examples, and use them in sentences. Choose words that are very complex and deserve the time a Frayer Model takes.
- **Example:** In a science class learning about ecosystems, fill out a Frayer Model for a term like "biodiversity," including a definition, a picture of a diverse ecosystem, examples of diverse habitats, and sentences using the term.

3. Word Walls:

- **Strategy:** Create a word wall in the classroom, displaying key vocabulary terms prominently with definitions and visual aids.
- **Example:** In an English literature class, feature terms like "foreshadowing," "symbolism," and "irony" on the word wall with their definitions and examples from famous literary works.

4. Contextual Sentences:

- **Strategy:** Provide sentences or short passages where the vocabulary word is used in context, and have students work together to determine the word's meaning.
- **Example:** In a math class learning about geometry, present a sentence like, "The angles of a square are always right angles," and ask students to determine the meaning of "right angles" based on the context.

5. Morphological Analysis:

- **Strategy:** Teach students how to break down words into their root words, prefixes, and suffixes to understand the meanings of complex terms.
- **Example:** In a language arts class, explore the term "unbelievable" by breaking it into "un-" (not), "believe" (to accept as true), and "-able" (capable of). This helps students deduce that "unbelievable" means "not capable of being believed."

6. Vocabulary Games:

- **Strategy:** Incorporate engaging vocabulary games like crossword puzzles, word searches, or word bingo to reinforce word meanings.
- **Example:** In a foreign language class, use word bingo with English meanings on the bingo cards and foreign language words called out. Students must match the word to its English translation.

7. Word of the Day:

- **Strategy:** Introduce a "Word of the Day" to expand students' vocabulary gradually. Discuss its meaning, use it in sentences, and encourage students to incorporate it into their conversations.
- **Example:** In a social studies class, introduce a word like "monarchy" as the Word of the Day. Discuss how monarchies work and ask students to find examples in historical contexts.

These evidence-based strategies can be adapted to various subjects and grade levels, making vocabulary acquisition an engaging and effective part of the learning process.

PREPARED Implementation Rubric

Creating a rubric based on the PREPARED framework involves defining clear criteria for each component that will guide teachers, coaches, and school leaders in implementing and assessing the use of complex texts. Here is a sample rubric that can be adapted for different grades and subjects.

Scoring Legend:

- 4: Exemplary - Above standard
- 3: Proficient - Meets standard
- 2: Basic - Approaching standard
- 1: Needs Improvement - Below standard

Purpose Set for Reading (P)

Criteria	4	3	2	1
Purpose for Reading	Purpose is clearly defined, apparent to students and connected to learning objectives (essential questions, learning targets, success criteria).	Purpose is clear and apparent to students and related to learning objectives.	Purpose is somewhat clear but may not connect well with learning objectives and may not be apparent to students.	Purpose is not defined or not apparent to students.

Retrieve Prior Knowledge (R)

Criteria	4	3	2	1
Retrieve Prior Knowledge	Prior knowledge of students is thoroughly activated (i.e., story, past lesson) and linked to new content.	Prior knowledge of students is activated (i.e., story, past lesson) and generally connected to new content.	Attempts to activate student's prior knowledge are made, but connections are weak.	Prior knowledge of students is not activated or connections to new content are not made.

Examine Critical Vocabulary (E)

Criteria	4	3	2	1
<p>Examine Critical Vocabulary</p> <p>Note: Depending on the lesson vocabulary can be observed before, during, and after reading.</p>	Vocabulary instruction is explicit (i.e., teacher and students say the word, definition and use in a sentence, and understand how images illustrate the word). All students are engaged (i.e., practicing vocabulary words) in learning the words.	Vocabulary instruction includes some explicitness (i.e., teacher and students say the word, definition and use in a sentence, and understand how images illustrate the word). Students are mostly engaged (i.e., practicing vocabulary words) in learning the words.	Vocabulary is introduced but with limited context and examples and little engagement of students	Vocabulary needs are not addressed or are incorrectly introduced.

Pause and Reflect with Metacognition (P)

Criteria	4	3	2	1
<p>Pause and Reflect with Metacognition</p>	Metacognitive strategies (i.e., teacher reflection and modeling, preplan stopping points for student reflection, sentence starters and prompts) are consistently used and most students can articulate their thought process.	Metacognitive strategies (i.e., teacher reflection and modeling, preplan stopping points for student reflection, sentence starters and prompts) are sometimes used and some students can articulate their thought process.	Metacognitive strategies are sporadically used with minimal student reflection.	Metacognitive strategies are not used or are misunderstood by students.

Apply Active Reading Strategies (A)

Criteria	4	3	2	1
Apply Active Reading Strategies	Active reading strategies (i.e., annotations, questioning, summarizing, predicting) are consistently used and applied effectively (demonstrate/model, guide students, observe and assist students) with evidence of most students applying understanding the strategies.	Active reading strategies (i.e., annotations, questioning, summarizing, predicting) are sometimes used and sometimes applied effectively (demonstrate/model, guide students, observe and assist students) with evidence of some students applying and understanding the strategies.	Reading strategies are applied with inconsistent success.	Reading strategies are not applied or are applied incorrectly.

Read the Text: Students do the heavy lifting (R)

Criteria	4	3	2	1
<p>Read the Text: Students do the heavy lifting</p> <p>Note: Pair Active Reading Strategies with Reading the Text (i.e., partners read a paragraph and annotate based on questions teacher provided and their own questions).</p>	Teacher models fluent reading and engagement with text to ensure students engage deeply with the text and each other (i.e., small groups, pairs, independent). Most students demonstrate understanding of the text and building of knowledge.	Teacher sometimes models fluent reading and engagement with text to ensure students engage deeply with the text and each other (i.e., small groups, pairs, independent). Some students demonstrate understanding of the text and building of knowledge.	Teacher provides little to no modeling of reading the text. Students participate but may not fully engage or show full understanding of text and therefore build limited knowledge.	Teacher provides no modeling of reading the text. Most students are not participating and show little understanding of the text.

PREPARED IMPLEMENTATION RUBRIC

Engage in Summarizing (E)

Criteria	4	3	2	1
Engage in Summarizing	Teacher consistently models (i.e., I do, we do, you do...with gradual release) and provides guided practice on how to summarize text to ensure students understand how to find the central themes and messages. Most students demonstrate identifying themes and central messages through summarizing.	Teacher sometimes models and provides guided practice on how to summarize text to ensure students understand how to find the central themes and messages. Some students demonstrate identifying themes and central messages through summarizing.	Teacher provides little to no modeling and guided practice on how to summarize text. Few students are able to create summarizes that identify the themes and central messages.	Teacher provides no explicit models and guided practice. Few students are able to create summarizes that identify the themes and central messages.

Discuss and Question (Going Deeper) (D)

Criteria	4	3	2	1
Discuss and Question (Going Deeper) (D)	Teacher has open-ended questions planned and models and provides guided practice answering open-ended questions and finding text evidence. Teachers and students use questioning and discussion protocols that have been explicitly taught. Most students engage in peer discussions using questioning and discussion protocols.	Teacher has open-ended questions planned and sometimes models and provides guided practice. Teachers and students sometimes use questioning and discussion protocols that have been explicitly taught. Some students are able to engage in peer discussions using questioning and discussion protocols.	Teacher has open-ended questions planned but little to no modeling and guided practice. Teachers and students use little to no questioning and discussion protocols. Few students are able to engage in peer discussion using questioning and discussions protocols.	Teacher has open-ended questions planned but no modeling and guided practice. Teachers and students do not use questioning and discussion protocols. Few students are able to engage in peer discussion.

This rubric provides a framework for observation and self-assessment of the implementation of the PREPARED strategy in classrooms. For each component, the rubric details what successful implementation looks like (score of 4) and describes the progress towards that standard (scores of 3 to 1).

Educational leaders and instructional coaches can use this rubric to observe teachers and provide constructive feedback as part of an implementation and support plan. Teachers can use it to self-assess their practices and identify areas for professional growth. The rubric aims to foster a reflective practice among educators and promote continuous improvement in teaching complex texts.

For additional resources and downloadables go to www.strivetlc.com

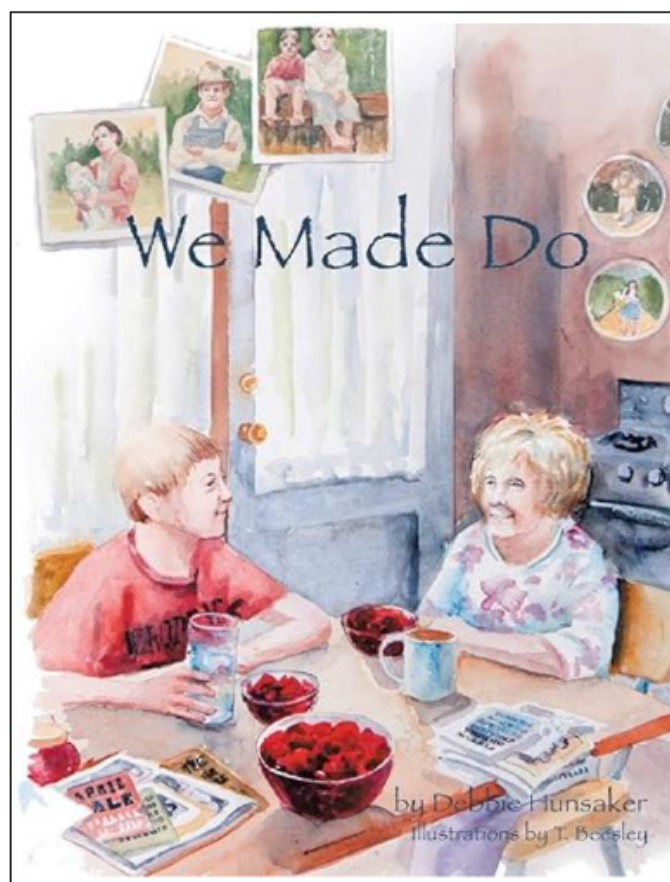
READING EXAMPLE "WE MADE DO"

Before, During, and After

Reading Example: "We Made Do"

Before Reading:

- **I Do (Teacher):** Introduce the historical context of the Great Depression. Present the purpose of reading "We Made Do" to understand resilience during challenging times.
- **We Do (Students):** Brainstorm what they know about the era. Discuss vocabulary such as "ration," "stock market," "dust bowl."
- **Scaffolds:** Display images from the era, provide a historical timeline.



During Reading:

Chunk out the text and determine stopping points for annotations and answering questions.

Note: There are many Additional Active Reading Strategies that can be used during reading.

- **I Do (Teacher):** Read the first paragraph, modeling annotation for understanding character motivations.
- **We Do (Students):** In pairs, read the next section, annotating questions and comments.
- **Scaffolds:** Use a metacognitive bookmark with reflection questions.

After Reading:

- **I Do (Teacher):** Summarize the story's key events and themes, connecting them to the concept of resilience.
- **We Do (Students):** In groups, discuss how the characters' experiences relate to their own lives. When have they been selfless? What is something they treasure? Would they be willing to share it?
- **Scaffolds:** Provide discussion cards with open-ended questions about the **characters' decisions**.

Assessment:

- Collect student annotations and journals.
- Facilitate a Socratic seminar with students leading the discussion.
- Students write a reflective paragraph and/or essay on the theme of resilience.

Professional Development Activity:

- Coaches role-play the lesson with teachers, then provide feedback.
- Coaches model a lesson using a short text and applying the PREPARED framework.
- Teachers plan a similar lesson with a different text, applying the PREPARED framework.

PUBLICATIONS

STRIVE has authored many resources that support the implementation of evidence-based practices.



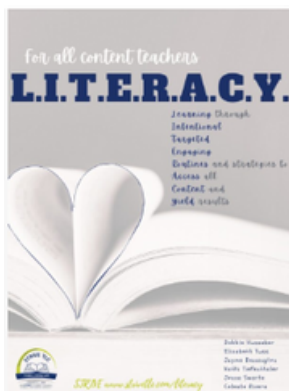
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