



Oregon's
Instructional Frameworks | Adolescent Literacy

COLLABORATIVE LEARNING GUIDE

Disciplinary Reading



**OREGON
DEPARTMENT OF
EDUCATION**

Oregon achieves... together!

Overview

Purpose

This Collaborative Learning Session (CLS) is intended to complement Oregon's Adolescent Literacy Framework and extend the learning in the Disciplinary Reading Module, an asynchronous learning experience. The CLS Guide is designed to

- ◉ support a structured, facilitated session based on content from Oregon's Adolescent Literacy Framework and the aligned asynchronous professional learning modules.
- ◉ develop collective understandings of adolescent literacy practices and competencies in a group setting.
- ◉ provide school and district facilitators with guidance that can be adapted to lead groups of educators in lesson planning, reflection and more.
- ◉ take approximately 60 minutes, with optional extension activities that would lengthen the session to 90 minutes.

Disciplinary Reading Module Review

The Disciplinary Reading Module focuses on instructional techniques and strategies across the disciplines. It aims to help participants deepen their understanding of disciplinary literacy strategies and the text types and structures for their discipline. The module includes activities such as watching videos, reading brief articles, reflecting on practices and selecting strategies to implement in the classroom. Overall, the module provides resources and reflection opportunities to support educators in enhancing their instructional practices related to reading across the disciplines.

Participation in the Disciplinary Reading Module is not required for participation in this CLS, but doing so will deepen learners' experience.

Disciplinary Reading Collaborative Learning Session

The learning session focuses on the following essential questions:

- ⦿ What is literacy instruction in my discipline?
- ⦿ What does disciplinary reading look like in practice?

Learning Goals

Participants will

- ⦿ learn about evidence-based strategies that support students in becoming skilled readers across disciplines, and
- ⦿ explore how to integrate these evidence-based strategies into their disciplinary instruction.

Success Criteria

Participants will

- ⦿ describe reading strategies that support students in becoming skilled readers in their discipline,
- ⦿ understand how to implement a reading strategy in their discipline, and
- ⦿ integrate a reading strategy in a future lesson plan.

Preparing for Collaborative Learning Session

Adaptive Facilitation: Making the CLS Your Own

The agenda in this guide serves as a reference for those who prefer an agenda that is ready to implement. Facilitators can decide to adjust the agenda to better meet the needs of the team. This may include additional reflection time, work time for teachers to engage in activities, review of materials or feedback opportunities.

This CLS agenda is written with a range of session timings and audiences in mind. As a facilitator grounded in your own context and community, you may need to adapt portions of the agenda for the

time you have allotted for professional learning, how well you know your audience, the group size and space you are working with and the relevance of session-specific content.

As you prepare to adapt the CLS for your group, consider the following questions:

- ⦿ Who are your participants and what are their learning needs and preferences?
- ⦿ How familiar are your participants with Oregon's Adolescent Literacy Framework?
- ⦿ What instructional or schoolwide literacy goals are you exploring in this session?
- ⦿ What time and space do you have to prepare for facilitation?
- ⦿ How will participants engage? (small-group discussion, role play, individual journaling)
- ⦿ What steps or scaffolds will you use to guide the learning experience?

Facilitator Preparation

Review [Oregon's Adolescent Literacy Framework and Resources](#)

- ⦿ Revisit Module A: Disciplinary Reading as a refresher.

Schedule the CLS

- ⦿ Confirm the time and date for the CLS.
- ⦿ Communicate with your team about the session date, time, location and goals.
- ⦿ Consider sending a meeting invitation and reminder one to two days prior.

Prepare for Facilitation

- ⦿ Closely read the facilitator agenda below and get acquainted with the resources. You may want or need to adjust the flow to better meet the needs of your team. This may include additional reflection time, work time for educators to engage in activities, review of materials or feedback opportunities.
- ⦿ Print or set up access to digital copies of the handouts.
- ⦿ Determine how participants will be grouped. Participants may be grouped within or across disciplines. The benefit of disciplinary grouping is that it allows participants to go deeper into their

discipline-specific strategies with others who understand the field. The benefit of grouping across disciplines is that it allows participants to bring diverse experiences to the conversation and potentially bridge gaps among disciplines.

Note: *If the school is implementing a schoolwide literacy practice, the CLS guide can easily be adapted to focus on the implementation of that practice. The CLS guide can then be used multiple times to introduce and explore additional evidence-based strategies.*

Participant Pre-work

1. Encourage participants to review Oregon's Adolescent Literacy Framework, specifically Sections 1–4 (pages 13–80), and complete the Oregon Adolescent Literacy Disciplinary Reading Module before participation. These are not required and will not limit participation; however, completion of these activities will provide the opportunity to start building common language and understanding prior to the session, allowing participants to delve deeper into implementation considerations.
2. Before the session, have participants complete the Participant Preparation Reflection Handout to consider opportunities for embedding literacy within their discipline. The handout will prompt participants to consider the context in which they teach and the assets their students bring.
3. Ask teachers to bring a text that they use with students to the session. This can be a text that is used during instruction or one that students use independently. Text types to consider include articles, manuals, primary source materials, guides, reports, infographics, essays, textbooks or literature.

Facilitator Agenda

Materials

- ⦿ Participant Agenda
- ⦿ Handouts:
 - [Practices to Support Reading Within Your Discipline](#)
 - [Modeling Reading Strategies Handout](#)
 - [Practicing a Think-aloud Handout](#)

Learning Goals

Participants will

- ⦿ Learn about evidence-based strategies that support students in becoming skilled readers across disciplines.
- ⦿ Explore how to integrate these evidence-based strategies into their disciplinary instruction.

Success Criteria

Participants will

- ⦿ Describe reading strategies that support students in becoming skilled readers in their discipline.
- ⦿ Understand how to implement a reading strategy in their discipline.
- ⦿ Integrate a reading strategy in a future lesson plan.

Essential Questions

- ⦿ What is literacy instruction in my discipline?
- ⦿ What does disciplinary reading look like in practice?



Time	Topic and Facilitator Guidance	Materials
3 minutes	<p>Grounding and Introducing Purpose and Goals</p> <p>Welcome participants to the session.</p> <ul style="list-style-type: none"> If there are participants who don't know each other, start with simple introductions (name, role and grade) before diving into the meeting agenda. <p>Introduce the topic.</p> <ul style="list-style-type: none"> Review learning goals and success criteria for the session on the participant's agenda. 	Participant Agenda
5 minutes	<p>Discussion and Sharing</p> <p>Discuss</p> <p>Ask participants to reflect for a few minutes on the following prompts with a partner:</p> <ul style="list-style-type: none"> What careers align with your discipline? Now, imagine someone in one of these fields. What kind of reading do they need to engage in for their job? Finally, think about your students. When and how does this type of reading show up in your class? <p>Share</p> <p>Invite participants to share any key insights from their talk with partners.</p> <p><i>As participants share, keep a list of text types that are used in class. Share the list with participants after the session.</i></p>	
20 minutes	<p>Activity: Practices to Support Disciplinary Reading</p> <p>Share the Practices to Support Reading Within Your Discipline Handout.</p> <p>Ask participants to read the Accessing Text portion of Section 6 of the Oregon Adolescent Literacy Framework for their discipline. Specific pages are listed below and in the handout.</p> <ul style="list-style-type: none"> Language arts: <i>Accessing Complex Text</i> pages 106–107 Mathematics: <i>Accessing Mathematical Texts</i> pages 116–118 Science: <i>Accessing Scientific Texts</i> pages 127–130 Social science: <i>Accessing Social Sciences Texts</i> pages 141–142 Career and technical education (CTE): — <i>Accessing CTE Texts</i> pages 150–152 Health and physical education — <i>Accessing Health and Physical Education Texts</i> pages 161–162 <p>As they read, have them consider how these key features show up in their classroom texts.</p> <p>After reading, have participants break into small groups (see prepare for facilitation) to review reading strategies and discuss what they look like in their discipline.</p>	Practices to Support Reading Within Your Discipline
25 minutes	<p>Activity: Modeling Reading the Disciplines</p> <p>Connect this activity to the previous activity by explaining that better understanding text types and reading strategies is the first step to building disciplinary reading practices, but the next step is implementing strategies to support student engagement and learning. Many of these strategies are naturally utilized by experienced readers, so demonstrating them clearly to students requires practice. The final goal is for students to use the strategies independently, but in order to do so, students need to see how to use them.</p>	Facilitator Think-aloud Script Modeling Reading Strategies Handout



	<p>Use the provided facilitator script, which includes how to prepare for a think-aloud and a model of a think-aloud. It also includes and links to a video example of a think-aloud.</p> <p>Either assign participants a short portion of a disciplinary text or have participants use a text they brought with them. Provide a few minutes to mark up the text using the Modeling Reading Strategies handout. <i>If you are focused on a schoolwide strategy, encourage participants to look for opportunities to model this strategy.</i></p> <p>Using the Practicing a Think-Aloud handout, have each participant model a think-aloud with their peers. Peers will have the opportunity to provide feedback to each other during the process. As they work, challenge participants to think about how the strategy will support comprehension, deepen engagement or further disciplinary learning.</p> <p>Invite pairs to briefly discuss insights gained and strategies that were particularly effective. Ask the following questions:</p> <ul style="list-style-type: none"> • How can this strategy support students in building comprehension? Deepening engagement? • How can this further opportunities for disciplinary learning? <p>In addition, encourage participants to share any adjustments they plan to implement in their future think-alouds.</p> <p>The purpose of think-alouds is to scaffold students as they adopt reading strategies and support them until they are doing the thinking independently. Think-alouds can be used for traditional written text, but are also a transferable strategy. The same approach can be used to scaffold students' thinking with images, problem-solving and other activities. For example</p> <ul style="list-style-type: none"> • an art teacher may think aloud about how they view a famous painting or sculpture, • a PE teacher may think aloud about how they serve a tennis ball, or • a math teacher may think aloud how they think through a problem. <p>If you have 90 minutes</p> <ul style="list-style-type: none"> • participants can revise and try again after peer feedback, or • participants can focus on a different strategy or try a new text. 	<p>Practicing a Think-aloud Handout</p>
5 minutes	<p>Whole-group Reflection</p> <p>In a whole-group conversation, ask participants to reflect using the following prompts:</p> <p>Share a key moment of learning for you today.</p> <p>Share something that you are still curious about and want to explore further.</p> <p>Share one immediate next step that you will apply in your lesson planning or classroom</p>	

Optional Extension Activity: Integrating Disciplinary Reading Strategies

After completing the activities listed in the CLS above, you can schedule an additional CLS or extend the scheduled CLS with this activity.

Please note: Educators need to bring an upcoming lesson or disciplinary text they plan to use in class for this extension. Text types to consider include articles, manuals, primary source materials, guides, reports, infographics, essays, textbooks or literature.

[Integrating Reading Strategies into Lessons Handout](#)

- ⦿ Provide time for participants to review the handout and identify which evidence-based practices they want to implement.
- ⦿ Ask participants to share with a peer an overview of the lesson, which strategy they intend to implement, and why they chose that strategy.
- ⦿ Have participants work with a peer to map out what the strategy looks like at each stage of instruction.

Suggested Participant Agenda

Learning Goals

- ⦿ Learn about evidence-based strategies that support students in becoming skilled readers across disciplines.
- ⦿ Explore how to integrate these evidence-based strategies into their disciplinary instruction.

Success Criteria

- ⦿ Describe reading strategies that support students in becoming skilled readers in their discipline.
- ⦿ Understand how to implement a reading strategy in their discipline.
- ⦿ Integrate a reading strategy in a future lesson plan.

Essential Questions

- ⦿ What is literacy instruction in my discipline?
- ⦿ What does disciplinary reading look like in practice?

CLS Meeting Agenda

Time	Agenda
3 minutes	Welcome and Introducing Purpose and Goals of the CLS
5 minutes	Discussion and Sharing
20 minutes	Activity: Practices to Support Disciplinary Reading
25 minutes	Activity: Modeling Reading the Disciplines
20–35 minutes	Optional Extension Activity: Lesson Planning
5 minutes	Whole-group Reflection

Participant Preparation Reflection Handout

Directions: The following prompts ask you to consider your curriculum, classroom and students. Please reflect on these items prior to the collaborative learning session. Responses will not be collected; however, they will be discussed and referenced during the session.

Consider your curriculum:

- ⦿ What opportunities do students have to read? How often do they have opportunities to read?
- ⦿ What types of text (textbook, articles, research, media, etc.) do students engage with in the classroom?
- ⦿ What types of text do they need to be able to read for careers in your discipline?

Consider your classroom:

- ⦿ What literacy examples are in your classroom (consider charts, graphs, posters, vocabulary, books, magazines)?
- ⦿ How are your students reflected in the literacy examples? (See pages 31–32 in the [Oregon Adolescent Literacy Framework](#).)
- ⦿ What is the physical organization of the classroom? Is there space where students can collaborate and work together?

Consider your students:

- ⦿ What prior knowledge do students bring to your discipline? Consider what classes they took prior to your class, work experience and interests they have shared.
- ⦿ How can their life experience, interests and cultural identity add meaning to their learning? (See pages 32–33 in the [Oregon Adolescent Literacy Framework](#).)

Practices to Support Reading Within Your Discipline

Take 5 minutes to individually review the strategies for teaching key features of a text within your discipline in Section 6 of [Oregon's Adolescent Literacy Framework](#). *If your discipline is not listed below, choose a discipline that complements careers aligned with your discipline.*

- ⦿ Language arts: *Accessing Complex Text*, pages 106–107
- ⦿ Mathematics: *Accessing Mathematical Texts*, pages 116–118
- ⦿ Science: *Accessing Scientific Texts*, pages 127–130
- ⦿ Social sciences: *Accessing Social Sciences Texts*, pages 141–142
- ⦿ Career and technical education (CTE): *Accessing CTE Texts*, pages 150–152
- ⦿ Health and physical education: *Accessing Health and Physical Education Texts*, pages 161–162

Take 5 minutes to discuss the following questions with your small group:

- ⦿ How do these key features align with your experience reading disciplinary texts?
- ⦿ In your discipline, are there other features that are necessary for students to recognize and understand?
- ⦿ How would understanding these key features support students' reading in and out of class?

Review each instructional strategy in the following table. As a group, complete the final column by adding examples of where or how the strategy can be used to support students to better access and comprehend disciplinary texts. Consider the reading strategies used by professionals in your discipline.

Reading strategies in the disciplines

Strategy	What does it look like?	How can I support students?	How does this look in my discipline?
Explicit instruction	Intentionally and explicitly show students how to use a reading strategy by explaining what the strategy is and when to use it. Model how to use the strategy.	Make practicing with complex text part of routine practice. Ask students to think about the strategies they use and how they use them.	
Activate and access background knowledge	Ask students to think about what they already know and consider what they would like to learn about a topic.	Use a graphic organizer (KWL ¹ or LINK ²) to support students' thinking. Have students ask and answer questions about a topic.	
Build world knowledge	Prior to reading, provide background knowledge to access complex texts.	Show a short video or listen to a podcast. Provide easy, brief texts that provide key information.	
Introduce vocabulary	Introduce key vocabulary with simple definitions and create opportunities to use vocabulary.	Provide opportunities to use new words in speaking, writing and reading.	
Teach word learning strategies	Explicitly teach word identification and knowledge strategies.	Model how to break words into smaller units (prefix, suffix, root). Show how to use context clues to support defining a word.	
Teach monitoring and fix-up strategies	Demonstrate how students can recognize when they do not understand a part of the text and then apply strategies to clarify meaning.	Provide students a list of fix-up strategies to choose from, including rereading, reading ahead, slowing down, paraphrasing and seeking help.	
Set a purpose for reading	Introduce a clear objective for reading, such as finding specific information or understanding a particular theme.	Ensure students know how they are using the information they are reading. Provide or have students set goals for reading.	
Teach active comprehension strategies	Demonstrate how to engage with a text and provide	Provide opportunities to ask and answer questions.	

¹ KWL – A three column graphic organizer that has students list what they know, what they want to know, and what they learned.

² LINK – A strategy where students list what they know, inquire about information, note what they learned, and read and write about they know about a topic.

	opportunities for students to monitor comprehension.	Prompt students to summarize short sections of text.	
Teach text structure and text features	Introduce various text structures and text features, such as titles, headings, captions or graphs.	Use graphic organizers to model text structures. Provide key vocabulary that signals text structure types.	
Provide opportunities for extended discussion	Create an environment that encourages and provides opportunities to discuss text.	Facilitate small-group and whole-group discussions. Use discussion protocols, prompts and questions that encourage students to do most of the talking.	

For more details on the reading strategies referenced in the table above, see Section 4 of [Oregon's Adolescent Literacy Framework](#).

Facilitator Think-aloud Script

Use the script below or create your own to model a think-aloud, illustrating how you use reading strategies to better understand the text. If you prefer to use a video, some examples are

- ⦿ [*Thinking Like an Expert: Teacher Modeling and Thinking Aloud*](#) (includes math and science examples)
- ⦿ [*Building Better Readers with Scaffolded Read Alouds*](#) (1:34–3:10): 4th grade language arts example
- ⦿ [*Go beyond a model; reveal a Think Aloud*](#)

Preparation Steps

First, I need to **choose a text** relevant to the subject I am teaching, such as a scientific article, historical document or mathematical proof. Next, I want to make sure it will reinforce a concept that my students need to know and is a stretch text that would be a challenge to them.

Next, I need to **consider my students**. What do they already know? What areas have I observed that have been a challenge? Which students or groups of students may need specific strategies modeled? This may help me narrow down which strategies I model and how I elaborate on my thinking.

Then I am going to **identify which reading strategies** I plan to model. I want to make sure and think about which strategies I can model with the selected text and which strategies will benefit my students the most.

Next, I need to **analyze the text**. To do this, I am going to pay attention to the sections and key ideas. I want to identify any vocabulary, concepts and structures that may be a challenge for my students. I also want to look for opportunities where I can make my thinking visible, where I can talk through how I am grappling with the text. I also want to make sure that I am using the strategies I want to focus on.

Last, I need to **prepare the script**. I am going to write out the think-aloud script, including annotations in the text where I will pause and articulate my thoughts.

Sample Disciplinary Text

For this scenario, let's consider a short excerpt from an AI-generated scientific article on climate change, focusing on greenhouse gases.³ The strategies I am focusing on include setting purpose, text structure, vocabulary and comprehension strategies (questioning, summarizing, visualizing).

Sample Article:

Understanding Greenhouse Gases

Introduction: Greenhouse gases are crucial in understanding global warming and climate change. These gases trap heat in the Earth's atmosphere, contributing to the greenhouse effect, which warms the planet.

Key Greenhouse Gases: The most abundant greenhouse gases in Earth's atmosphere are carbon dioxide, methane, and nitrous oxide. Each of these plays a different role in atmospheric warming.

Carbon Dioxide (CO₂): Released through natural processes such as respiration and volcano eruptions and through human activities like deforestation and burning fossil fuels.

Methane (CH₄): Generated by both natural sources, such as wetlands and human activities like livestock farming. It is more effective than CO₂ but less abundant.

Nitrous Oxide (N₂O): Produced by soil cultivation practices, especially the use of commercial and organic fertilizers.

Impact on Climate Patterns: As these gases accumulate, they enhance the natural greenhouse effect, leading to more heat being trapped and a gradual increase in Earth's average surface temperature, known as global warming.

Conclusion: Addressing the sources and impacts of greenhouse gases is essential in mitigating climate change effects. Through understanding and action, it is possible to lessen human impact on the global climate.

³ This fictionalized text provides a structured context for a disciplinary literacy session, allowing facilitators to model reading strategies without infringing on copyrighted material. CLS Guide authors carefully reviewed to ensure that the generated text complexity was appropriate for the grade level in this example.

Think-aloud Script

Today, I will model a think-aloud using a scientific article about climate change. As I read, I'll share my thought process to help you understand the strategies I use to comprehend complex texts.

First, I need to know why I am reading the article. My purpose for reading is to understand how greenhouse gases contribute to climate change, so I am reading for information to help me understand. I also want to stop and think about what I already know about greenhouse gases. I know that they contribute to climate change, but I am not sure how they contribute.

Before I start reading, I need to preview the text. Let's look at the title, subheadings, and any diagrams or charts. The title, 'Understanding Greenhouse Gases,' gives me a clue about the main topic. Based on the headings, I predict we'll learn about different types of gases and their impacts on the climate.

Now I want to do a quick scan to review some key terms: carbon dioxide, methane, deforestation and climate change. I'll circle them in the text and think about their meaning. I am pretty familiar with climate change and carbon dioxide, but methane and deforestation are new to me. I can see that methane must be a gas because it is a key greenhouse gas, but I may need to look that one up. I can break deforestation into de-forest-ation, which tells me that it is the process of taking away the forests, which must mean cutting down the forests.

Now, time to jump into the text. As I read the first paragraph, "*Greenhouse gases are crucial in understanding global warming and climate change. These gases trap heat in the Earth's atmosphere, contributing to the greenhouse effect, which warms the planet.*" I notice the mention of 'carbon dioxide levels rising.' I'll pause and visualize what that means by thinking of a graph showing an upward trend over time.

Now on to the second section. "**Key Greenhouse Gases:** *The most abundant greenhouse gases in Earth's atmosphere are carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O). Each of these plays a different role in atmospheric warming. Carbon Dioxide (CO₂): Released through natural processes such as respiration and volcano eruptions and through human activities like deforestation and burning fossil fuels. Methane (CH₄): Generated by both natural sources such as wetlands and human activities like livestock farming. It is more effective than CO₂ but less abundant.*" I don't understand what it means that methane is more effective than CO₂ but less abundant. It isn't clear in the text, but I think it means that it is more effective at trapping heat, but I am going to note that question in the margin and make sure I check another source or ask someone.

Let's keep going, "**Nitrous Oxide (N₂O)**: Produced by soil cultivation practices, especially the use of commercial and organic fertilizers. seems to be the most prevalent gases that contribute to global warming." Okay, this section seems to go over three types of gas that contribute to global warming. I think that methane may be the most impactful, but I still wonder if CO₂ or N₂O is worse after that. I'm going to read on to see if I learn anything new.

The next section focuses on the impact. "**Impact on Climate Patterns**: As these gases accumulate, they enhance the natural greenhouse effect, leading to more heat being trapped and a gradual increase in Earth's average surface temperature, known as global warming." This repeats the introduction and reinforces the idea that these gases contribute to climate change.

The final section, "**Conclusion**: Addressing the sources and impacts of greenhouse gases is essential in mitigating climate change effects. Through understanding and action, it is possible to lessen human impact on the global climate." I think mitigating is another keyword. I'm not sure that I can break it down, but if I look at it in context, I think it means to lessen or stop. If I read the sentence with either of those words, it seems to make sense. Addressing the sources and impacts of greenhouse gases is essential in lessening the effects of climate change.

Overall, this leaves me with a lot of questions. I have a better idea of the gases that contribute to climate change, but I don't know what can be done to address them. I know my purpose was to figure out how these gases contribute to climate change, and I can say that they help trap the heat on Earth, and I also have a basic understanding of how each gas is created.

Modeling Reading Strategies Handout

Preparation Steps

- 1. Choose a relevant, challenging text.** Select a section of text or a short text. Make a copy to display or provide copies to your students.
- 2. Consider my students.** What do they already know? Where are areas that I have observed that have been a challenge? Which students or groups of students may need specific strategies modeled?
- 3. Identify reading strategies to model.** What pre-reading strategies do you want to use? What during-reading strategies will you focus on?
- 4. Analyze the text.** Identify any vocabulary, concepts and structures that may be a challenge for your students. Look for opportunities to make your thinking visible, where you can talk through how you are grappling with the text.
- 5. Prepare the script.** Write out the think-aloud script, including annotations in the text where you will pause and articulate your thoughts.
- 6. Optional AI.** Use AI to generate a think-aloud for the text. This can be used to help get started, but the generated script needs to be reviewed for accuracy and revised to suit your purpose. Use the following prompt to help you:

I am a [6th, 7th, 9th grade] teacher modeling the think-aloud of a [science, math, CTE] text for my students. The text that I am reading aloud is [pasted below, attached]. I want to model previewing the text, using text structure to build comprehension and stopping to summarize while reading. Can you generate a think-aloud script that uses the text and stops to share my thinking as I read?

Strategy	Sample Think-aloud Statements
Activate and access background knowledge	Because I already know... I can predict ... This reminds me of ... I know ... already.
Build world knowledge	This is a new [idea, fact, concept]. I think it means ...
Teach word learning strategies	This word reminds me of ... I can break this word into ... which tells me it means ... I can read on to see if I can figure out what this means. I think this means ... based on the context.



Teach monitoring and fix-up strategies	<p>This is a tough part. I am going to [re-read, slow down, look at the context] to help me figure it out.</p> <p>Let me stop and think about what I just read. In my own words, I think this means ...</p>
Set a purpose for reading	<p>My purpose for reading this is to [learn, answer a question, understand] ...</p>
Teach active comprehension strategies	<p>There was a lot of information in this section. Let me put it into a few sentences ...</p> <p>This section makes me wonder ...</p> <p>I think this answers [question].</p>
Teach text structure and text features	<p>How is the text organized? I think this is going to be a [narrative, cause and effect, sequence of events, problem solution] which tells me ...</p> <p>The [title, headers, pictures, captions] make me think this will be about ...</p>

Practicing a Think-aloud

Overview:

Working in pairs to practice reading a think-aloud and provide feedback. Each round lasts 5 minutes, resulting in a total activity duration of 10 minutes.

Roles:

Reader: The participant modeling the think-aloud.

Listener: The participant observing the modeler and providing feedback.

Round 1 (5 minutes)

Step 1: Model the think-aloud. (3 minutes)

Reader: Choose a section of the text you annotated to read aloud.

Listener: Listen to the reader and, if possible, read along with the text.

Step 2: Get feedback from the listener. (2 minutes)

Listener: Provide feedback to the reader on what went well and areas they may want to consider improving. The following sentence starters may be used to support feedback.

- ⦿ "I noticed that you successfully highlighted the importance of [specific strategy]. For example, when you [describe action]."
- ⦿ "It was helpful when you paused to summarize [specific section of the text], because it clarified [point]."
- ⦿ "I think further emphasizing [strategy] by [suggest specific enhancement] could make your read-aloud even more engaging."

Round 2 (5 minutes)

Step 1: Model the think-aloud. (3 minutes)

Role switch: Listener becomes the reader, and the reader becomes the listener. The new reader shares another section of the text or the same section using a different approach, focusing on modeling reading strategies.

Step 2: Get feedback from the listener. (2 minutes)

Listener: Observe the new reader and provide constructive feedback. The following sentence starters may be used to support feedback.

- ⦿ "Your previewing of the text really set the stage for understanding the main concepts. I appreciated how you [specific action]."
- ⦿ "Stopping to reflect on [section] helped clarify the text structure and its role in understanding the content."
- ⦿ "Perhaps incorporating [specific feedback] could enhance the clarity of your think-aloud at [specific point in the text]."

Integrating Reading Strategies into Lesson Planning

Think about these steps to effectively teach your student an instructional strategy to support disciplinary reading in your subject: start with explicit instruction, move to guided practice and then provide opportunities for independent practice. Use the following points to guide your thinking as you think about your next lesson.

Lesson Title:
Grade Level and Subject:
Standards Addressed:
Learning Objectives:
Materials and Texts:
Evidence-based Instructional Strategy:
Explicit Instruction (5–10 minutes)
<ul style="list-style-type: none"> ⦿ Activate prior knowledge related to the topic. ⦿ Introduce the text and explain its relevance to the discipline. ⦿ Present key vocabulary and critical background knowledge.
Guided Practice (15–20 minutes)
<ul style="list-style-type: none"> ⦿ Model the instructional strategy using a section of the text.



- ⦿ Think aloud to demonstrate how to engage with the text using the strategy.
- ⦿ Engage students in practicing the strategy in small groups or pairs.

Independent Practice (15–20 minutes)

- ⦿ Allow students to apply the strategy independently with a new text or passage.
- ⦿ Encourage students to annotate or use graphic organizers, as appropriate.

Discussion and Reflection (10-15 minutes)

- ⦿ Facilitate a class discussion to share insights and understanding. Focus on the purpose set for reading the text.