

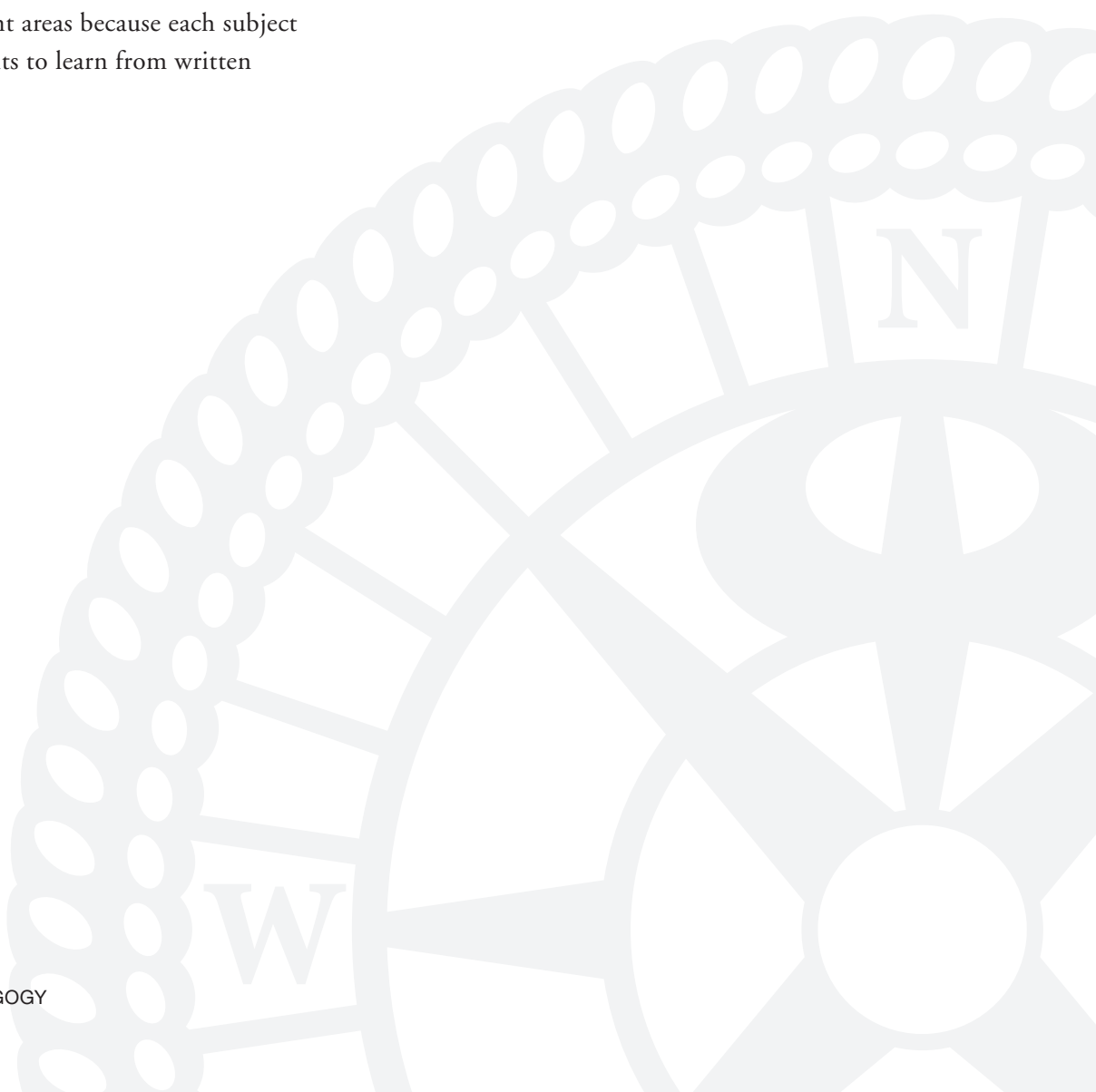
## Active Pedagogy: Teaching Reading K-12 Across the Disciplines

---

### Overview

Reading is a complex process that includes phonemic awareness, phonics, fluency, vocabulary development, and an array of comprehension strategies. In Expeditionary Learning schools, comprehension strategies are taught from kindergarten through high school to convey the idea that reading is all about making meaning. The excitement of learning expeditions motivates students to read; in turn, the explicit teaching of reading comprehension deepens students' understanding of content. Reading is taught across all the content areas because each subject area requires students to learn from written

materials and requires different kinds of text (e.g., science articles, primary sources in history, word problems in math). Trade books, primary sources, and discipline-related articles are used along with or instead of textbooks. Primary teachers in Expeditionary Learning schools teach students problem-solving strategies for fluent decoding and help students build solid theories of how letter-sound relationships work.



## BENCHMARK 2:

### TEACHING READING K-12 ACROSS THE DISCIPLINES

#### A. Understanding and Teaching the Reading Process

1. Teachers understand how students develop phonemic awareness, decoding skills, fluency, and comprehension so they can teach those skills and concepts explicitly.
2. Teachers are metacognitive about their own reading and understand how they use comprehension strategies to make sense of what they read.
3. Teachers use a common language to teach comprehension strategies.
4. Teachers model the use of comprehension strategies, the enjoyment of reading, and reading for multiple purposes.
5. Teachers know their students as readers and show them how to choose books.

#### B. Integrating Reading into Learning Expeditions

1. Teachers integrate reading into learning expeditions to teach content and to develop literacy skills.
2. An anchor text or texts are chosen for read-alouds to help teach expedition content.
3. Readers' workshops are used to teach decoding, comprehension strategies, learning expedition content, and to scaffold expedition products.
4. Literature circle texts often relate to the expedition theme, illuminate guiding questions, and build background knowledge.
5. Socratic seminars and other protocols for structured discussions are used for expedition-related articles and texts.
6. Texts selected for learning expeditions include a variety of genres and primary sources.
7. Issues of ethnicity, class, gender, and multiple perspectives are considered in selecting texts.

#### C. Creating a Culture of Literacy

1. Students read every day and discuss and write about what they read.
2. Students use the common language of comprehension strategies to discuss their reading.
3. Students enjoy reading, know how to choose texts, and read difficult texts.
4. Classrooms contain libraries with an assortment of resources, including texts related to expeditions, student-produced books, primary sources, and a range of media, genres, and levels.
5. Classrooms display evidence of student learning about literacy (e.g., anchor charts).
6. Reading is taught K-12 in all content areas.

#### D. Assessing Reading

1. Students are metacognitive about their reading.
2. Recording forms and reader-response journal entries document growth over time.
3. Teachers confer with students regularly.
4. All teachers keep records of students' reading progress (e.g., running records, profiles).
5. Standardized and performance-based test data are used to identify reading problems and inform instruction.