SECTION 5:
Comprehensive Literacy Instructional Models

KEY COMPONENTS

A comprehensive literacy program in Grades 4-12 should address the following English language arts competencies for all students: comprehension, vocabulary and writing. In addition, in the earlier part of this grade range, most students will benefit from the inclusion of activities designed to promote fluent and accurate word identification in context. Struggling students may continue to need instruction aimed at fluency or even basic accuracy of word identification into middle/junior high or high school.

Component 1: Fluent and Accurate Word Identification in Context

"Fluency is the ability to read with ease, without excessive attention to decoding individual words, so that the reader is free to focus on the meaning of the text. It requires the integration of automatic word identification (i.e., fast and effortless recognition of individual words) and online monitoring of comprehension (i.e., children must be thinking about meaning as they read)" (*Connecticut's K-3 Blueprint for Reading Achievement* 2000, 32). The National Reading Panel Report (2000, sec. 3, 1) states, "… fluency is a critical component of skilled reading … but is often neglected in classroom instruction."

Building fluency is a crucial, ongoing objective for students in kindergarten through Grade 3. It continues to be an important objective for many students in Grades 4-12. As vocabulary becomes more difficult and beyond students' listening and speaking vocabularies and as sentence structures become more complex, students need to:
- hear the new words several times so they know how to pronounce them when they encounter them in the reading;
- hear teachers read aloud and model fluent reading of text;
- reread passages, either silently or aloud, several times to reach a fluent reading level for particular passages; and
- independently read materials at an appropriate level of difficulty for continued practice in reading.

Older students who continue to struggle with reading fluency can benefit from a variety of specific instructional activities, such as repeated readings or Readers Theater (see Section 7), as well as from participating in programs designed to give struggling readers more opportunities to practice reading in motivating contexts. For instance, programs that pair older struggling readers with young students, in which the older student reads relatively easy books to the younger student, provide additional practice to struggling readers in a situation where they can experience success.

Component 2: Reading Comprehension

Reading comprehension, as defined by the Rand Study (2002, 11), is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." As the National Reading Panel Report (2000, sec. 4, 39) states, comprehension unquestionably is the crucial skill for students in Grades 4-12. The beginning of these comprehension skills is traced to children's earliest experiences with oral language, such as listening to stories. Oral comprehension and discussion remain important to children's literacy development well beyond Grade 3, but reading comprehension of increasingly sophisticated and demanding texts is critical to success in school. By Grade 4, most students have mastered the basic "learning to read" skills. They must build on these skills as they meet the literacy challenges of Grades 4-12.

As students continue to develop and refine their literacy skills, teachers significantly influence students' progress in becoming independent readers who comprehend and evaluate what they read. The RAND study (2002, xvii) states: "Good instruction is the most powerful means of promoting the development of proficient comprehenders and preventing reading comprehension problems. A good teacher makes use of practices that employ his or her knowledge about the complex and fluid interrelationships among readers, texts, purposeful activities, and contexts to advance students' thoughtful, competent, and motivated reading."

Component 3: Vocabulary

Vocabulary has been long recognized as a very significant factor in reading achievement. As the National Reading Panel Report (2000, sec. 4, 15) notes, Whipple in 1925 concluded that, "Growth in reading power means … continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination of word values."

Beyond Grade 3, students read increasingly challenging materials, and the vocabulary becomes much more demanding. The new, unfamiliar words in content areas are typically words that are not in students' listening or speaking vocabularies. Rich vocabulary instruction is essential. Teachers need to target words for instruction, especially words that are necessary for understanding the text and that are likely to occur in other contexts. Students need to manipulate these words in a variety of settings, take part in discussions of their uses and meanings, and compare new words with previously learned words. Students' attention should be drawn to common roots, prefixes and suffixes, and to the ways that knowledge about word parts is helpful in determining the meaning of a word (as well as its spelling). Students also need to be able to use resources, such as a dictionary, glossary or thesaurus, and they should be encouraged to try to infer new word meanings from context where possible.

Component 4: Writing

Beyond Grade 3, writing needs to be addressed in terms of mechanics and conventions of writing, in terms of strategies for the writing process (e.g., planning strategies such as outlining), and as a tool for learning and responding to ideas. Although students are expected to become more independent in

their use of the writing process as they advance into junior high school, constructive feedback from the teacher, as well as from peers, remains critical to all students' growth in writing. *Writing in response to reading and learning also should be part of students' experiences in every class at every grade level.*

Writing activities should permeate language arts and content area classes, but not every writing occasion needs to involve multiple drafts. However, teachers do need to arrange times for students to develop, refine and discuss their written work with others. In addition, although explicit instruction in most conventions of writing, such as use of punctuation or parallel language, will be the purview of the English language arts teacher, all teachers share responsibility for monitoring and providing feedback regarding students' use of writing conventions.

INSTRUCTIONAL PATTERNS THAT FACILITATE LITERACY LEARNING

Although all Grade 4-12 teachers must understand and address the literacy competencies relevant to their students' continued literacy development and content learning, teachers have many decisions to make as they plan their daily lessons. Literacy instruction can be structured in various ways, depending on student needs, text structures and characteristics, and teacher and curriculum expectations. Increasingly, research on effective instructional patterns is expanding the choices teachers have.

Two common research-based instructional patterns include: instruction organized around explicit instruction in a specific strategy or skill, and instruction organized around extensive discussion of text or content, including activities before, during and after reading. Both patterns should be used in all grades and in all content areas. Furthermore, teachers do not need to choose one pattern to the exclusion of the other; both patterns can and generally should be incorporated into literacy and content instruction.

EXPLICIT INSTRUCTION IN A SPECIFIC STRATEGY OR SKILL

In this pattern, the teacher identifies a strategy or skill that students need to learn and plans a lesson addressing this specific need. The teacher typically:
- initiates instruction by setting the objective for the lesson, explaining why the strategy or skill is important and when and how it should be used;
- models and demonstrates how to use the strategy/skill;
- provides guided practice with students working with partners or teams to try out the strategy/ skill while the teacher provides feedback and support; and
- designs activities or assignments that require students to independently apply the strategy/skill.

All literacy strategies (e.g., summarizing important points from a text or use of planning processes in writing) and literacy skills (e.g., spelling generalizations or use of commas to set off an appositive) can be taught using this explicit approach. A fourth-grade teacher might decide to teach the use of an apostrophe to show possession by explaining why correct use of punctuation in writing is important; by demonstrating examples of an apostrophe with a single subject (*the boy's house*) vs. a plural subject (*the boys' house*) and how they convey different meanings; and by including counterexamples not requiring

an apostrophe (*the boys went home*). The teacher might then ask the students to do guided practice on a set of appropriate sentences with a partner. As the students are working with their partners, the teacher listens, gives feedback, and re-teaches if necessary. When the teacher knows the students understand the skill, she/he can then ask them to apply it in subsequent writing assignments.

At the middle school level, a science teacher might determine that students need instruction in understanding the comparison/contrast organizational structure that is used in the science textbook. Before introducing the science selection the teacher would explain why it is important to understand the organizational structures used in the science materials, explain and model comparison/contrast patterns using a graphic organizer such as a comparison matrix or Venn diagram, have students in small groups complete a matrix or diagram and write an explanation of their thinking process, and finally ask students to work together to complete a comparison/contrast organizer using the class reading assignment.

Likewise, a high school social studies teacher may observe that students need to read more critically and question the author's assumptions and biases. The teacher would explain the purpose of the literacy-based lesson, model how to think about and what to look for when evaluating an author's assumptions and biases, and have the students do a guided activity involving the author's assumptions and biases. Independent practice could use class reading materials, newspaper editorials, articles from magazines or primary documents.

In each example, the teacher identifies a needed strategy or skill, uses appropriate materials as examples, and then plans systematic transfer of the strategy or skill to daily work. The lesson may take 15 minutes or several days depending on the students and the complexity of the strategy. Instruction may take place in whole class, small group or individual settings. For many students, transfer and consistent use of a given strategy or skill will not be accomplished in a single lesson, but rather will require ongoing monitoring and feedback from teachers. Furthermore, struggling students may require more time and more opportunities for practice than typically achieving students to acquire a new strategy or skill.

Explicit instruction in specific strategies or skills forms part of many instructional approaches. Readers Workshop and Writers Workshop both include a mini-lesson as part of their structure; the mini-lesson typically is organized around an explicit instruction pattern. The Reciprocal Teaching Model, discussed later, also involves explicit instruction in four reading strategies that are explained and modeled by the teacher, who then gradually releases responsibility for using the strategies to the students. In a thorough review of research on comprehension instruction for students with learning disabilities, Gersten, Fuchs, Williams and Baker (2001) concluded that structured, explicit instruction in well-defined strategies seemed most effective for this population. (For an example, see the Strategic Instruction Model developed by researchers at the University of Kansas, described in Peterson et al., 2000, http://www.ku-crl.org/sim/index.html.)

BEFORE/DURING/AFTER READING SCAFFOLDING PATTERN

A somewhat different pattern of instruction emphasizes extensive discussion of text, with the teacher promoting active engagement in reading and skillfully guiding or helping to structure the discussion. Discussion involves student-student as well as teacher-student interactions. In this pattern, the emphasis is on careful reading and thoughtful reflection more than on acquisition of specific literacy strategies, although strategies may also be explicitly taught.

An example of this kind of pattern involves the use of scaffolding activities before, during and after reading/learning. The teacher scaffolds the reading and learning process by incorporating in the lesson activities that support students' use of literacy skills and that at the same time meet the content learning goals. The ideas and concepts of the content area are the focus of the lesson, whereas the literacy strategies are the means to the end: mastery of the content ideas. The scaffolding activities may take a day with a small section of text, or a week or two with a complex chapter. These scaffolding activities are appropriate for all content areas and all learning levels; they can be used when students learn from videos, websites, lectures and laboratory activities, as well as reading texts, with ongoing opportunities for using small group and partner work.

Table 1, located below and on the next page, provides an example of a three-step plan incorporating before/during/after activities for literacy and learning. Note that the activities in the far-right column are only examples; many other appropriate activities are possible, and typically only one or two of the activities in each section (before/during/after) will be done in any single lesson.

TABLE 1. SAMPLE PLAN AND ACTIVITIES FOR BEFORE/DURING/AFTER READING

	Teacher's Purpose	Examples of Reading/ Writing Strategies	Examples of Possible Activities (Described in Chapter 7)
Before Reading	Prepare the students for learning by activating prior knowledge, making predictions, introducing needed vocabulary, setting goals for reading, and if necessary, conducting an explicit mini-lesson on a particular strategy or skill	• Activate prior knowledge • Establish a purpose for reading • Preview text • Make predictions about text • Expand bank of words recognized and instantly known	• KWL chart • Semantic map • Read-aloud • Quick writes • Chapter tours • Anticipation guides • Word maps • Vocabulary rating scales • Think-aloud

During Reading	Assist students in organizing the concepts in the material Assist students in maintaining active reading and staying on task	• Relate new information to known information • Question the ideas and the author's presentation while reading • Organize ideas by importance • Synthesize ideas • Monitor for meaning and adjust reading approach and reading rate as necessary	• Graphic organizers to be completed while reading • KWL chart • Adding to before-reading semantic web • QAR • Partner reading • Reciprocal teaching • Power notes • Reporter's notes
After Reading	Assist students in synthesizing and evaluating ideas in the text Assess extent to which key literacy and content competencies have been acquired by students and use this information to plan future instruction Provide feedback to students	• Verify major ideas • Draw conclusions about the author's purpose • Use evidence from the text to support conclusions • Analyze the author's craft • Evaluate the validity of explicit and implicit information in the text • Demonstrate an awareness of values, customs, ethics and beliefs included in the work	• Discussion and comparison of graphic organizers • Vocabulary rating scale revisited • KWL chart completed • Adding to semantic web • Response journal • Partner/small group discussion • QAR revisited • Research paper • Persuasive essay

Within this plan a teacher may decide to add an explicit mini-lesson either in the before or after stages. For example, vocabulary may be a significant and difficult part of a particular science assignment and a teacher may elect to do an explicit mini-lesson on common root words in science. This kind of mini-lesson will be sufficient for most students, although some struggling readers may require additional instructional time spent on vocabulary or on identification of complex words.

Both instructional patterns provide many opportunities for a teacher to select and use a variety of activities that are research-based and that engage students and promote literacy learning. These activities include read-alouds throughout all grades and subject areas, partner work, independent practice, think-alouds, reader response logs, graphic organizers, and vocabulary activities. Examples of many specific activities are described in detail in Section 7. Both patterns also are applicable to writing instruction. Mini-lessons in the Writers Workshop emphasize explicit instruction in a specific strategy

or skill. The scaffolding pattern can involve the use of before writing activities (brainstorming ideas, accessing background experiences and knowledge, setting purpose for writing, conferring with partner, small group, teacher, etc.); the during writing stage (organizing ideas, using an organizer, drafting, conferring with peers or teacher); and the after writing stage (revising, additional conferring with peers or teacher, editing, sharing). The teacher scaffolds and supports students' writing at each stage just as in the reading instructional pattern.

OTHER INSTRUCTIONAL PATTERNS PARTICULARLY RELEVANT FOR NARRATIVE AND EXPOSITORY TEXTS

In addition to the two patterns discussed above, content teachers frequently use instructional models or approaches that may be particularly well suited to their domains. Again, these other instructional approaches generally are not mutually exclusive with the previously discussed patterns, but rather overlap with or complement them. Examples of other approaches include: reciprocal teaching, questioning the author, Readers Workshop, literature or reading circles, Writers Workshop, Readers Theater.

RECIPROCAL TEACHING

This small-group instructional pattern developed by Palinscar and Brown, 1984, is built around four comprehension and comprehension-monitoring strategies that teachers and students use to understand text: predicting information that may occur in the text, generating questions about the text, clarifying information not understood, and summarizing the text. In the first stage of the Reciprocal Teaching process, the teacher models how an experienced reader uses each of these strategies. For example, the teacher may generate questions about a text and show how an experienced reader is constantly asking questions while reading. After the students have observed the teacher modeling each of the strategies several times, the students attempt the task with teacher support. Eventually, students are able to independently use the four strategies as they read their content-area assignments. For detailed information, see Oczkus' *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension,* International Reading Association, 2003.

QUESTIONING THE AUTHOR

This approach to comprehension was developed by Isabel Beck and her colleagues (Beck, McKeown, Hamilton and Kucan, 1997). Questioning the Author (QtA) involves extensive group discussion of text that students are reading for the first time, while they are actually in the process of reading. The text may be either narrative or informational (e.g., content textbooks) in structure. The teacher uses a series of open-ended questions, or queries, to facilitate students' development of ideas and understanding of the text. Queries are oriented toward the author's meaning or intent (e.g., What is the author's message? What does the author mean by just this one sentence? Does the author explain this idea clearly?) In QtA, the focus tends to be on thoughtful analysis and discussion of text rather than on instruction in specific comprehension strategies, but strategies may certainly be taught either in the context of Q&A discussions or in a separate lesson.

READERS WORKSHOP

Students participate in activities that parallel what adult readers do when they read. They choose reading materials, read for extended periods of time, talk with friends about their books and their reactions to the book, write about ideas that interest or puzzle them, and learn strategies through mini-lessons conducted by an "expert" reader, the teacher. These mini-lessons may include not only specific skills or comprehension strategies, but also other topics such as selecting an appropriate book, visualizing during reading, and analyzing and evaluating an author's craft. In some models of Readers Workshop students choose any book they wish; in other models students select from books that the teacher has determined are at their particular reading level. This model is particularly appropriate for social studies and language arts classes. For detailed information see Atwell (1998).

LITERATURE OR READING CIRCLES

Students meet in small groups to discuss, respond and reflect on a book of their own choice. In the beginning the teacher may facilitate the discussion, and as students progress, they will be able to take on the role of the facilitator. The goal of literature or reading circles is for students eventually to discuss the book with minimal teacher coaching. This model is particularly appropriate for social studies and language arts classes. For detailed information see Daniels (2002).

WRITERS WORKSHOP

Students spend extended periods of time in writing authentic pieces of work. They choose their own topics and form of writing, keep journals, brainstorm, organize, draft, revise edit, and share on their own time schedule. The teacher presents mini-lessons on needed writing strategies and skills. The Writers Workshop format can be used with research assignments in any content area. For detailed information see Atwell (1998).

READERS THEATER

Students read and interpret texts and then in small groups discuss their interpretations and evaluate what is critical to the selection. In small groups they next write a script based on their interpretation and perform for an audience. (The performance does not necessarily have to involve costumes, props or a stage.) After the performance, the performers and audience discuss the selection and the choices made when writing the script. In other versions of Readers Theater, students read directly from the actual text, with the different roles (e.g., various characters and a narrator) assigned to different students; the emphasis is on expressive reading and opportunities for practicing rereading of the same text (see the Readers Theater activity in Section 7 for an example).

ENGLISH LANGUAGE ARTS BLOCK:
PUTTING INSTRUCTIONAL PATTERNS INTO A WEEKLY SCHEDULE

In Grades 4-12, reading and writing are often taught as specific subject areas. The instructional objectives focus on reading and writing strategies, students receive grades in reading and writing, and the texts include both fiction and nonfiction materials.

In this setting the instructional block, it is at least 90 minutes and preferably 120 minutes in length. The instruction within the block should be planned, systematic and ongoing. Many activities that improve reading, comprehension and writing can be incorporated into daily instruction. These include activities such as read-alouds, partner reading, vocabulary study, shared and independent reading, think-alouds, literature projects, reading response logs, journal writing, learning logs, and graphic organizers.

Additionally, several instructional models may be used, depending on the teacher's purpose and student needs. The teacher may choose to present an explicit strategy or skill lesson, use a reader's workshop or writer's workshop model, organize literature or reading circles, or implement a before/during/after reading scaffolding model. Within instructional models, the teacher can move between whole class and small group instruction, one-on-one conferences, partner work, or cooperative learning groups.

Table 2 shows a sample weekly plan for English language arts. Whole class explicit instruction is followed by small flexible group reinforcement to address additional student needs, with students given the opportunity to practice the strategies and skills addressed. The times are only approximations and should be adjusted to meet individual needs. This plan may be used in Grades 4-12.

TABLE 2. SAMPLE WEEKLY PLAN FOR ENGLISH LANGUAGE ARTS CLASSES WITH EXPLICIT LITERACY LESSONS AND FLEXIBLE GROUPING

Day 1	Day 2	Day 3	Day 4	Day 5
Vocabulary development *Component: Vocabulary* 15 min	Read aloud and discussion *Component: Oral comprehension/vocabulary* 15 min	Vocabulary development *Component: Vocabulary* 15 min	Read aloud and discussion *Component: Oral comprehension/vocabulary* 15 min	Vocabulary development *Component: Vocabulary* 15 min
Explicit literacy strategy lesson/whole group *Component: Comprehension* 15 min	Explicit literacy strategy lesson/whole group *Component: Comprehension* 15 min	Explicit literacy strategy lesson/whole group *Component: Comprehension* 15 min	Explicit literacy strategy lesson/whole group *Component: Comprehension* 15 min	Explicit literacy strategy lesson/whole group *Component: Comprehension* 15 min

Students in small groups individually engage in reading activities while teacher conducts small group explicit strategy/skill lesson or guided reading lesson for targeted students. *Component: Comprehension* 30 min	Students in small groups individually engage in reading activities while teacher conducts small group explicit strategy/skill lesson or guided reading lesson for targeted students. *Component: Comprehension* 30 min	Students in small groups individually engage in reading activities while teacher conducts small group explicit strategy/skill lesson or guided reading lesson for targeted students. *Component: Comprehension* 30 min	Students in small groups individually engage in reading activities while teacher conducts small group explicit strategy/skill lesson or guided reading lesson for targeted students. *Component: Comprehension* 30 min	Students in small groups individually engage in reading activities while teacher conducts small group explicit strategy/skill lesson or guided reading lesson for targeted students. *Component: Comprehension* 30 min
Journal Writing *Component: Writing* or Independent Reading *Component: Comprehension/ vocabulary/fluency* 15 min		Journal Writing *Component: Writing* or Independent Reading *Component: Comprehension/ vocabulary/fluency* 15 min		Journal Writing *Component: Writing* or Independent Reading *Component: Comprehension/ vocabulary/fluency* 15 min
Spelling/Writing Conventions *Component: Writing/ word study* 15 min	Vocabulary Development *Component: Vocabulary* 15 min	Spelling/Writing Conventions *Component: Writing/ word Study* 15 min	Vocabulary Development *Component: Vocabulary* 15 min	Spelling/Writing Conventions *Component: Writing/word Study* 15 min
Writers Workshop with mini-lessons as needed *Component: Writing* 30 min	Writers Workshop with mini-lessons as needed *Component: Writing* 45 min	Writers Workshop with mini-lessons as needed *Component: Writing* 30 min	Writers Workshop with mini-lessons as needed *Component: Writing* 45 min	Writers Workshop with mini-lessons as needed *Component: Writing* 30 min
Total: 120 min	**Total: 120 min**	**Total: 120 min**	**Total: 120 min**	**Total: 120 min**

Table 3 presents another English language arts schedule that incorporates Readers Workshop and Writers Workshop and that again is appropriate for Grades 4-12. Both workshop models include explicit strategy and skill instruction. This model is appropriate for classes that are on a traditional 45-50 minute period schedule or classes that are on an extended-time block schedule. Explicit strategy or skill instruction is typically presented to the whole class followed by opportunities for students to practice the targeted strategies or skills. Reading materials are primarily fiction with some nonfiction included. Targeted literacy strategies and skills will be based on student needs and curricular expectations.

TABLE 3. SAMPLE WEEKLY PLAN FOR ENGLISH/LANGUAGE ARTS CLASSES WITH READERS WORKSHOP AND WRITERS WORKSHOP

Day 1	Day 2	Day 3	Day 4	Day 5
Explicit strategy and skill instruction/ whole class with follow-up in small groups and with independent literacy practice	Readers Workshop (with mini-lessons related to reading text)	Readers Workshop (with mini-lessons related to reading text)	Writers Workshop (includes whole, small group, and individual instruction)	Writers Workshop (includes whole, small group, and individual instruction)
Vocabulary development activities	Mini-lessons related to writing	Vocabulary development activities	Mini-lessons related to writing	Vocabulary development activities
Journal writing/ independent reading	Journal writing/ independent reading	Journal writing/ independent reading	Journal writing/ independent reading	Mini-lessons related to writing

CONTENT-AREA SCHEDULES: PUTTING INSTRUCTIONAL PATTERNS INTO A WEEKLY SCHEDULE

In Grades 4-12, students should also receive literacy instruction during content area classes. Teachers should analyze the strategies needed to read the content materials and prepare explicit instruction lessons and before/during/after scaffolding lessons. Teachers may use part of the literacy instructional block as part of the content time. For example, a teacher may choose to address the literacy comprehension strategy of making connections in social studies and use the social studies text and content for examples and application of the strategy. Part of the language arts block could be used for this integration of literacy and social studies. The five-day content plan in the next section illustrates how this integration might occur in a five-day sequence.

As students enter the middle grades, reading and writing shift from being graded subjects to being tools used in thinking and learning. At this level, students typically are in a departmentalized organizational structure and the content objectives of each class guide the planning, instruction and assessment in the class. Students definitely still need instruction in literacy, but now the instructional focus is on using literacy skills as primary tools in learning. Literacy instruction becomes more specific to the content areas and must be part of each content area teacher's curriculum.

Middle and high schools need to ensure that instruction fosters the continuing literacy development of all students. One way to accomplish this goal is to have a school plan for who is teaching which strategies at what time. For example, a school faculty might decide to have each teacher for the first four weeks teach students how to use their background knowledge in comprehending materials in the

teacher's particular content area. Students would hear about background knowledge, its importance in comprehension, and how to be thinking about background knowledge in every one of their classes. They would learn to reconcile background knowledge with their new learning and to discard background knowledge that does not fit with their new learning.

By the end of the first four weeks, students should be at least approaching the point where evaluating and appropriately using their background knowledge is automatic. The second four-week block might be focused on summarization, the next on the use of planning strategies in writing (e.g., using outlines and graphic organizers), and so on throughout the year. The team approach in many middle schools supports this approach. A team can coordinate literacy instruction across several content areas and organize ongoing, consistent application of strategies and skills.

Another approach for facilitating ongoing development of literacy at the middle school level is for each department to identify the strategies or skills most significant for its particular content area and then devise a plan for teaching them. A math department might select identifying relevant and irrelevant information in word problems, understanding symbols and multiple-meaning words, and learning content-specific vocabulary as its three significant literacy strategies and then plan how these will be addressed in each course. By the time students complete high school, they should have experienced continual instruction and reinforcement of literacy skills and have developed many tools for lifelong learning.

Note that, in both approaches to fostering students' literacy development, instruction involves many activities that content teachers probably already are doing. For example, virtually all math teachers recognize the importance of students' abilities to sift relevant from irrelevant information in word problems and likely address this ability in instruction. For most content teachers, fostering students' ongoing literacy development does not require adopting a radically different approach to instruction or substituting a completely new set of activities for those they currently use. Rather, in many cases, it primarily requires thoughtful consideration of which strategies and skills are already addressed well and which ones need more attention; more systematic use of ongoing assessment and more systematic teaching of certain specific student competencies; incorporating some additional activities (or adapting existing ones) better to meet the needs of individual students; and coordinating literacy instruction across teachers and content areas to provide the most effective program for all students. School administrators must take a leadership role in organizing and supporting these efforts.

Table 4 presents a sample plan of what five days of instruction in a content area might contain. Whole class explicit instruction should be followed by small flexible group work where students are given the opportunity to practice the strategies and skills presented and transfer them to their daily reading. This plan assumes a class period of 45-50 minutes.

The content learning objectives should be the focus of instruction with literacy strategies or skills as tools for learning. A teacher would continue this model until the entire reading assignment is completed. Strategies and skills taught will vary and will require different amounts of instructional and practice time. Summarizing, inferring, evaluating information, and writing require extended, repeated periods of instruction and practice (with practice time including homework). Topics such as using the characteristics of the text or learning specific vocabulary words typically need somewhat shorter instructional time blocks. The amount of instructional or practice time needed will also vary for individual students.

TABLE 4. SAMPLE WEEKLY PLAN FOR CONTENT-AREA CLASSES WITH BEFORE/ DURING/AFTER READING ACTIVITIES AND EXPLICIT LITERACY LESSONS

Day 1	Day 2	Day 3	Day 4	Day 5
Before reading/ whole group – activating background knowledge related to the content topic/reading topic and setting purpose for reading	After reading/ whole group – discussion of material read at end of class and at home with focus on key concepts and associated vocabulary words, and literal and evaluative level thinking Aspects of assignment such as use of graphic organizer, journal entry, etc. are part of discussion.	After reading/ whole or small group – discussion of material read at end of class and at home with focus on literal and evaluative level thinking Aspects of assignment such as use of graphic organizer, journal entry, etc. are part of discussion Teacher monitors students' acquisition of key concepts and vocabulary and provides re-teaching as needed	After reading/ whole or small group – discussion of material read at end of class and at home with focus on literal and evaluative level thinking Aspects of assignment such as use of graphic organizer, journal entry, etc. are part of discussion Teacher monitors students' acquisition of key concepts and vocabulary and provides re-teaching as needed	After reading/ whole or small group – discussion of material read at end of class and at home with focus on literal and evaluative level thinking Aspects of assignment such as use of graphic organizer, journal entry, etc. are part of discussion Assessment of concepts, vocabulary and other content if appropriate
Before reading/ vocabulary introduction and discussion with focus on ties to background knowledge; other known words; structural analysis of roots prefixes, and suffixes if appropriate; other nonfiction or fiction read or viewed, etc.	Explicit literacy instruction: strategy or skill selected based on need, reading assignment, curricular expectations, etc. (Sample strategies/ skills might include summarization; presentation of written ideas in logical order; different connotations of vocabulary words)	Explicit literacy instruction continued (same strategy/skill): discussion of how students used strategy/skill in reading previous day's assignment or in writing assignment involving class content	Explicit literacy instruction continued/partner or small group: discussion of how students used strategy/skill in reading previous day's assignment or partner/small group writing activity involving class content	Explicit literacy instruction continued: students evaluate how effectively they used strategy or skill (may be journal entry, short essay to hand in, self check list) and discuss future use

During reading – individual or partner or teacher-led small group – students begin reading the assignment using graphic organizer, journal entry, etc. assigned	During reading – individual or partner – beginning of next reading assignment with literacy strategy/skill applied As needed small teacher-led group to review content and literacy strategy/skill	During reading – individual or partner – beginning of next reading assignment with literacy strategy/skill applied As needed small teacher-led group to review content and literacy strategy/skill	During reading – individual or partner – beginning of next reading assignment with literacy strategy/skill applied As needed small teacher-led group to review content and literacy strategy/skill	During reading – individual or partner – beginning of next reading assignment with literacy strategy/skill applied As needed small teacher-led group to review content and literacy strategy/skill
Homework: Complete reading assignment looking for specific vocabulary and features of the writing (e.g., how the text is organized or how specific vocabulary words are used in context)	Homework: Complete reading assignment using literacy strategy/skill presented in explicit instruction lesson (including a writing assignment if appropriate)	Homework: Complete reading assignment using literacy strategy/skill presented in explicit instruction lesson (including a writing assignment if appropriate)	Homework: Complete reading assignment using literacy strategy/skill presented in explicit instruction lesson (including a writing assignment if appropriate)	Homework: Complete reading assignment using literacy strategy/skill presented in explicit instruction lesson (including a writing assignment if appropriate)

Within each of the instructional models, teachers should consider incorporating a variety of activities that require students to be active, involved participants in the learning process (e.g., partner reading, project work, learning logs). Teachers should also seek ways to address individual differences in students' instructional needs. For example, based upon ongoing assessments (e.g., Day 5 above), a teacher might notice that one group of students often has difficulty due to weaknesses in vocabulary, whereas another group has difficulty reading the textbook due to poor fluency. The two groups' different needs might be addressed by the teacher during small group activities, with the first group receiving additional emphasis on learning key content vocabulary and the second on activities to promote fluency, such as repeated readings of sections of the textbook (see sample activity in Section 7). In-class partner activities or homework might also sometimes be tailored in similar ways.