

Teaching Secondary Reading

A Resource for Improving Academic Literacy with Adolescents

Sample *General* Enduring Understandings for Reading

Big Idea: Forming a Foundation for Reading

Students will understand that:

- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc.).
- Developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
- Many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

Big Idea: Developing an Initial Understanding of Text

Students will understand that:

- Reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.
- Different purposes to read include: reading to acquire new information and reading for personal fulfillment. The use of a variety of comprehension strategies greatly enhances understanding of text. Among these texts include fiction, non-fiction, classic and contemporary works.
- Different types of texts place different demands on the reader. Understanding text features, text structures, and characteristics associated with different text genres (including print and non-print) facilitates the reader's ability to make meaning of the text

Big Idea: Interpreting Text

Students will understand that:

- Interpretations of text involve linking information across parts of a text and determining importance of the information presented.
- References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
- Authors make intentional choices that are designed to produce a desired effect on the reader.

Big Idea: Reflecting and Responding to Text

Students will understand that:

- Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations. Connections may be expressed as comparisons, analogies, inferences, or the synthesis of ideas.
- References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.
- Reading a wide range of literature by different authors, and from many time periods, cultures, and genres, builds an understanding of the extent (e.g., philosophical, ethical, aesthetic) of human experience.

Big Idea: Demonstrating a Critical Stance

Students will understand that:

- Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluate texts; showing evidence of responsible interpretations of texts and examining texts critically.
- References from texts provide evidence to support judgments made about why and how the text was developed and considers the content, organization, and form.
- Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts.
- All citizens need to critically consider messages provided through a variety of media in order to make informed decisions.