Summary:
This Strategic Teacher PLC Guide focuses on Reading for Meaning, a reading and reasoning strategy that helps students understand new ideas, make inferences and support their thinking with evidence. The strategy is designed around research showing that proficient readers use a specific set of thinking skills to build deep understanding of the texts they read and apply those skills in three distinct phases: before reading, during reading and after reading. Reading for Meaning gives all students the opportunity to practise this three-phase approach by

• Using simple statements to preview and predict before reading
• Actively searching for relevant evidence during reading.
• Reflecting on and synthesising both their learning and their thinking process after reading.

This book takes you and your colleagues on a “guided tour” of Reading for Meaning, enabling you to

• Learn how Reading for Meaning builds reading, reasoning and problem-solving skills.
• Experience a model lesson using the Reading for Meaning strategy and learn from sample lessons and planning forms designed by other teachers.
• Plan a complete Reading for Meaning lesson for your classroom.
• Reflect deeply on your lesson to refine and expand your use of the strategy.
• Examine student work at various levels of proficiency and use your findings to plan next steps in building students’ reading, thinking and comprehension skills.
Supporting Resources:

- *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson* (107059)
- *Task Rotation* (A Strategic Teacher PLC Guide) (110129)
- *The Interactive Lecture: How to Engage Students, Build Memory and Deepen Comprehension* (A Strategic Teacher PLC Guide) (110127)
- *Compare & Contrast: Teaching Comparative Thinking to Strengthen Student Learning* (A Strategic Teacher PLC Guide) (110126)