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# Information About Learning Teams

## Purpose

The purpose of a learning team is to create a community of learners interested in processing information on the same topic. Learning teams meet to study the latest research, monitor the impact of students' learning, collect, analyse and interpret student data. *Strategic Reading in the Content Areas* is formatted so that four or five interested individuals can read the information and learn together how to develop strategic readers. Each chapter begins with questions to ponder before, during and after reading, and a process activity to focus the readers' minds.

## Learning Teams

- are homogeneous or heterogeneous groupings
- meet on a regular basis
- establish a set of norms
- rotate leadership responsibilities
- monitor progress with an agenda distributed to group members in advance
- use agreed upon effective communication mechanisms both inside the group and with the school

## Roles

Three major roles foster productive learning teams

### **Facilitator**

- focuses group energy
- keeps group on task
- directs processes
- encourages everyone to participate
- elicits clarity regarding meeting follow-up

### **Recorder**

- keeps record of learning team meeting
- supports the facilitator
- records basic ideas
- uses participants' language
- asks group members for corrections
- asks group members what not to record
- writes legibly

### **Engaged Participant**

- monitors own and others' adherence to the learning team agenda and norms
- seeks and provides data
- clarifies processes when needed
- opens the door for others to speak
- listens to other team members
- is conscious of own assumptions and knowledge and how these interfere with listening

(Adapted from: *The Adaptive School: Developing Collaborative Groups*, Robert Garmston and Bruce Wellman)

# Session 2: Strategic Reading and Strategic Reading and Strategy Use

## Outcome(s)

Participants will:

- understand what strategic reading is
- understand the link between strategic reading and strategy use
- examine why readers need to reflect on the benefits of strategy use

## Materials

- *Strategic Reading in the Content Areas SRCA* (yellow)  
Chapter 3 pp. 21–22 and pp. 23–25 (top)
- *Strategies to Engage the Mind of the Learner SEML* (blue)  
Chapter 5 pp. 236–241  
Walk About Review strategy pp. 184–186  
Text Tagging strategy p. 115  
Guided Reading strategy p. 116  
Save the Last Word for Me strategy p. 100  
Complete Reflecting on Strategy Use Log  
One-Minute Assessment p. 211

## Focus Activity or Opener

- Review ground rules created in session 1
- Give the recorder the Learning Log for the session
- Complete the Walk About Survey SEML (blue) p. 186

## Purpose of Learning Team

- Participants will understand what strategic reading is and how strategies support strategic reading.
- Participants will understand the importance of having students reflect on strategy use.

## Process Activity/Strategy(s)

- Text Tagging
- Guided Reading

## Complete Product/Process as a Group

1. Introduce – “What is strategic reading?”
2. Teach the “Text-tagging” strategy.
3. Have the class read pp. 21–22 SRCA (yellow) using the Text Tagging strategy.
4. Discuss “What is strategic reading?” and the applications to their core content area.
5. Discuss benefits of the Text Tagging strategy.
6. Introduce – “Strategic Reading involves using strategies”.
7. Teach Guided Reading strategy.
8. Have team members read pp. 23–25 (top) using Guided Reading strategy.
9. Discuss the reading and how this applies to their core content areas.

# Exploring the 4 Traits of a Strategic Reader

## *Pairs Read Strategy*

1. With a partner, decide who will be the reader and who will be the listener/summariser.
2. Read Trait 1 aloud to your partner and read through the attributes for Trait 1.
3. Partner summarises the essence of the trait with the sentence stems:
  - *This trait is mostly about . . .*
  - *Specific teaching examples are . . .*
4. Continue steps 1–3 with each trait, reversing roles.
5. Process question:  
In what ways can the 4 Traits and Attributes support the development of strategic readers?
6. Read the Pairs Read strategy and discuss applications.

# Session 10: Essential Reading Ingredients

## Outcome(s)

Participants will:

- know what, why and how to read aloud to students
- understand the benefits of sustained silent reading
- examine ways to involve parents in developing readers

## Materials

- *Strategic Reading in the Content Areas SRCA* (yellow)  
Learning Team pp. 209–210  
Chapter 8 Essential Reading Ingredients pp. 211–217
- *Strategies to Engage the Mind of the Learner SEML* (blue)  
Enlighten Your Thinking pp. 136. Questions in the light bulbs
  - ✓ *What risks have you taken?*
  - ✓ *What do you think about strategic readers?*
  - ✓ *What have you learned about strategic readers?*
  - ✓ *What has been your most successful reading strategy?*Mind Sketching pp. 37  
Reflecting on Strategy Use Log  
Walk About Survey pp. 184–186

## Focus Activity or Opener

- Review ground rules created in session 1
- Give the recorder the Learning Log for the session
- Use Enlighten Your Thinking p. 136. Write the following questions in the light bulbs:
  - ✓ *What risks have you taken?*
  - ✓ *What do you think about strategic readers?*
  - ✓ *What have you learned about strategic readers?*
  - ✓ *What has been your most successful reading strategy?*

## Purpose of Learning Team

- Learn the importance of Read-Alouds and the benefits of sustained silent reading, and examine ways to involve parents in developing readers

## Process Activity/Strategy(s)

- Mind Sketching

## Complete Product/Process as a Group

1. Read Learning Team pp. 209–210 SRCA (yellow).
2. Read the selection pp. 211–217 and complete the Mind Sketching strategy on p. 210.
3. Share:
  - Read-Alouds you have done or with which you are familiar . . .
  - include literature at any level – primary, intermediate or secondary