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| “Read like a detective” | Nontrivial inference | Read increasingly complex text with growing independence |
| “Use the eraser” | Reading to “acquire knowledge” | Complex texts |
| Progressions of texts | Effective  Scaffolding | “Gain knowledge of both words and the world” |
| Drawing knowledge from text | “What lies within the four corners of the text” | Probe and ponder |
| Stamina and persistence | “Worth reading closely” | “[Questions] worth answering” |
| Shift the balance of texts and instructional time | “Bodies of literature” | Cornerstone or anchor texts |
| Claims… “square with the evidence” | Engage students | NOT  “Cookie-Cutter” questions |
| Background knowledge “illuminates… but not replaces” reading | Sustained attention to the specifics of the text and their impact | Effective question sequences |
| Explicit models | “Cultivate student interest and engagement | Rich texts |
| “Read inquisitively and carefully” | Productive connections and comparisons | Synthesis of multiple sources |
| Abilities to “marshal an argument” | Experience rather than avoid complex text | Questions  rather than explanations |
| Bootstrapping | Reading strategies “work in the service of reading comprehension” | Cultivate student responsibility and independence |
| “Writing to clarify, examine and organize… thinking” | Independent Analysis | Text as the focus of instruction |
| Genuinely measure progress | Impact of specific word choices | Draw evidence from a text |
| Analyze… Synthesize… Present | Short, focused research projects | Research… to develop expertise |
| Read complex texts with fluency | Real, substantial academic discussions | Multimedia / technology engages rather than distracts or replaces |
| Approach language as a matter of craft | Applied grammar | Productive engagement with text |
| Significant shifts | Substantially expanding literacy requirements | Develop mature language skills and conceptual knowledge |
| Participate in thoughtful discussions | Keen focus on informational text | Read and extract knowledge |
| Large volumes of text | “Worth instructional time to examine deliberately” | Valid inferences that logically follow from the text |
| Build a more coherent understanding of a subject | Careful comprehension of the text | Independent capacity to read and write in every domain |
| “Encountering text on its own terms” | Guide readers in use of appropriate strategies and habits | Promote deep thinking and substantive engagement with text |
| Higher, clearer, fewer | High quality questions about what is being read | Practice use of academic vocabulary |
| Independent analysis | Writing to sources | Use and integration of evidence |
| Accuracy matters | Demonstrate knowledge through precision and detail | Focus on the elements or characteristics of good writing |
| Writing coherently with well-developed ideas | Develop expertise to conduct research independently | Standards define literacy skills for which teachers are responsible |
| Robust and relevant to the real world | Integrated view of literacy | Close, attentive reading |
| Wide, deep and thoughtful engagement with text | Required achievements | Read widely and deeply |
| Curriculum intentionally and coherently structured | Rich content knowledge within and across grades | Habits of reading independently and closely |
| Literary nonfiction built on informational text structures | “Sophisticated nonfiction” | Extended Text |
| Text- dependent approach | Shared responsibility | Reading and re-reading |
| Close, sustained reading of complex texts | High-quality text worth reading | “Illuminate the reading” |