

<i>Reading Tool</i>	<p>Strategies of Independent strategic Readers Supported by this Reading Tool:</p> <ol style="list-style-type: none"> 1. Have strategies to use when encountering new words. 2. Connect new knowledge to make meaning. 3. Think ahead to what might be coming. 4. Continually evaluate own understanding. 5. Create images of what is being read. 6. Periodically summarize and organize. 7. Use textual cues, visuals, and organization. 8. Have a plan for how to approach the task.
<p>Reading Assignment Planning</p>	

How to use:

- Complete the “Reading Assignment” section by entering the pages or text to be read. Include a due date, if appropriate.
- Determine what you expect students to know or be able to do as a result of completing the reading assignment. Enter these expectations in the “Purpose/Expected Results” section.
- Select the terms from the reading that are important for understanding the text. List those terms in the “vocabulary” section.
- Check the “Text Features to watch” that will provide guidance to students as they read. If the text has unique features, add them to the existing list.
- Check the “Suggested Reading Tips” that students might use to help them accomplish the purpose of the reading
- Note any parts of the text that are especially important in the “Pay Special Attention to” section.

Tips/Variations:

- The first time you use this tool, consider completing each section before giving it to students. As students continue to use the tool, ask them to complete it from your verbal instructions.
- After giving some insights into the content of the reading assignment, have them determine the best purpose for the reading. Make sure students come to consensus on a common purpose.
- Ask students to place a star by those vocabulary words or terms that they already know. They might also add words to the list by scanning the reading assignment.
- Consider having students continue to add new vocabulary words they don’t know as they complete the reading assignments.
- Explain any text features or reading tips that may be new or unfamiliar to students.

READING ASSIGNMENT PLANNING

Reading Assignment:

Be specific about the assignment.
Include page numbers and/or date,
if appropriate.

Purpose/Expected Results:

Write the purpose in terms
of what the student should
be able to know or do as a
result of completing the
reading assignment.

Vocabulary:

List the vocabulary
words or phrases that are
important to
understanding the text
and that you think
students may not know.

Encourage students
to add any words
they don't know as
they read.

Text Features to watch: _____ italicized work

_____ Headings/subheadings

_____ Pictures/graphs

_____ Bold- faced words

_____ Footnotes

Check the text
features that will
help the reader
understand the
text.

Suggested Reading Tips: _____ Scan

_____ Make predictions

_____ Make inferences

_____ Use a graphic organizer

_____ Summarize

_____ Analyze Perspective

_____ Organize details

_____ take notes

Check strategies that
will be useful for
this reading
assignment.

Pay Special Attention to:

If there are any
sections that students
take special note of,
list them here.

READING ASSIGNMENT PLANNING

Reading assignment: Read pages 238-247: "Right to Equal Opportunity"

Purpose/Expected Results: Be able to explain how the guarantees of equal protection and due process work together to guarantee equal opportunity.

Vocabulary:

<u>Equal protection</u>	<u>Equal opportunity</u>	<u>Due process</u>
<u>Discrimination</u>	<u>Physical disability</u>	<u>Manager</u>

Text Features to Watch: _____ Italicized words _____ Bold-faced words
 _____ Headings/subheadings _____ Footnotes
 _____ Pictures/graphs

Suggested Reading Tips: _____ Scan _____ summarize
 _____ Make predictions _____ Analyze perspective
 _____ Make inferences _____ Organize details
 _____ Use a graphic organizer _____ Take notes

Pay special attention to: _____

READING ASSIGNMENT PLANNING

Reading Assignment: Read "On the Rainy River" pp. 549-563.

Purpose/Expected Results: 1. Read for details.
2. Decide if you agree with his view of war, or is it just this war?

Vocabulary:

<u>Hawk</u>	<u>Consensus</u>	_____
<u>Pacifist</u>	<u>Acquiescence</u>	_____
<u>C.O.</u>	<u>Impassive</u>	_____
<u>Conviction</u>	<u>Vigil</u>	_____

Text Features to Watch: italicized words Bold-faced words
 Headings/subheadings Footnotes
 Pictures/graphs Words to know/Use
 Underlined words

Suggested Reading Tips: Scan Summarize
 Make predictions Analyze perspective
 Make inferences Organize details
 Use a graphic organizer Take notes

Pay Special Attention to: What his reasons were for going and staying.

READING ASSIGNMENT PLANNING

Reading Assignment: Chapter 19, Section 1, pp. 455-460
Section 2, pp. 461-466

Purpose/Expected Results: 1. Understand how geography affected each side's strategy for fighting the war.
2. Describe the impact of the Union's victories at sea and in the west.

Vocabulary:

<u>Front</u>	<u>Shiloh</u>	_____
<u>Antiseptic</u>	<u>Cavalry</u>	_____
<u>Anesthetic</u>	<u>Seven Day's Battle</u>	_____
<u>First battle of Bull Run</u>	_____	_____

Text Features to Watch: italicized words Bold-faced words
 Headings/subheadings Footnotes
 Pictures/graphs

Suggested Reading Tips: Scan Summarize
 Make predictions Analyze perspective
 Make inferences Organize details
 Use a graphic organizer Take notes

Pay Special Attention to: Commanders (leaders) for both the North and South at the various battles.

READING ASSIGNMENT PLANNING

Reading Assignment: "Chee's Daughter," pp. 528-538

Purpose/Expected Results: After completing the reading, be prepared to agree or disagree with the results of the child custody battle.

Vocabulary:

Furrow

Surmise

Pinyon

Gaudy

Mesas

Belligerently

Acrid

Deference

Pseudo-Navajo

Text Features to Watch:

_____ Italicized words

_____ Bold-faced words

_____ Headings/Subheadings

_____ Footnotes

_____ Pictures/graphs

Suggested Reading Tips:

_____ Scan

_____ Summarize

_____ Make predictions

_____ Analyze perspective

_____ make inferences

_____ Organize details

_____ Use a graphic organizer

_____ Take notes

Suggested Reading Tips: Cultural customs and characterization

READING ASSIGNMENT PLANNING

Reading Assignment: “English Fold Song Suite”

Purpose/expected Results: Understand the performance practices of the music.

Vocabulary:

Symphonies
Scale
Arpeggio
Minor

Articulate
Rubato
Tenuto
Dynamics

Fanfare
Marcato

Text Features to watch:

Text Features to Watch:

_____ Italicized words
_____ Headings/Subheadings
_____ Pictures/graphs

_____ Bold-faced words
_____ Footnotes

Suggested Reading Tips:

_____ Scan
_____ Make predictions
_____ make inferences
_____ Use a graphic organizer

_____ Summarize
_____ Analyze perspective
_____ Organize details
_____ Take notes

Pay special attention to: How the practices described in the reading apply to you.

READING ASSIGNMENT PLANNING

Reading Assignment: _____

Purpose/Expected Results: _____

Vocabulary:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Text Features to Watch:

Text Features to Watch:

_____ Italicized words

_____ Headings/Subheadings

_____ Pictures/graphs

_____ Bold-faced words

_____ Footnotes

Suggested Reading Tips:

_____ Scan

_____ Make predictions

_____ make inferences

_____ Use a graphic organizer

_____ Summarize

_____ Analyze perspective

_____ Organize details

_____ Take notes

Pay Special Attention to: _____
