

Common Core Anchor Reading Standards that intersect with these practices (CCSS, p. 35)

Key Ideas and Details

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

↓ How Sarah enacts the practice	← Teaching Practice →	How Oak Park teachers enact the practice ↓
→ Rotates between individual response, small-group processing and large-group discussion, creating multiple opportunities for students to engage through conversation and writing with multiple fulcrum, context, and texture texts. → Uses the framework of themes and essential questions, creating discourse that relies on varying perspectives.	Establish frames for productive classroom discourse that open opportunities for students to make meaning of texts through conversation with others (e.g., classmates, teacher, those outside of the classroom).	→ Orienting classroom instruction toward classroom discourse and discussion about a range of reading selections. → Employing grouping strategies to facilitate ongoing conversations about texts.
↓ How Sarah's students enact the practice	← Learning Practice →	How Oak Park students enact the practice ↓
→ Through careful observation, locating patterns, and drawing conclusions, students talk and write in response to texts, working to create nuanced readings.	Students engage regularly in sustained discussion in small and large groups about the texts they are reading and the relationship and connections between texts.	→ Discussing ideas and responses to texts with classmates in small groups and whole-class settings. → Listening and responding to classmates' ideas.

NCTE Principles Regarding Reading

Reading is a complex and purposeful sociocultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text.

See pages 120–121 for more on NCTE principles regarding reading instruction.

Common Core Anchor Reading Standards that intersect with these practices (p. 35)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

↓ How Sarah enacts the practice	← Teaching Practice →	How Oak Park teachers enact the practice ↓
<ul style="list-style-type: none"> → Using a combination of teacher and student choice, texts for students to read are based on how the text will support students' thinking about the texts and themes. → Focusing on varied readings with textual evidence, texts are used to grow students' proficiency as readers capable of making meaning of complex texts. 	<p>Create opportunities for students to read for pleasure and to think critically about how and why texts develop, convey ideas, and impact readers as well as how authors craft texts for specific audiences and purposes.</p>	<ul style="list-style-type: none"> → Using instructional tools (e.g., sticky notes and charts) to record thinking about reading. → Focusing on varied readings with textual evidence.
↓ How Sarah's students enact the practice	← Learning Practice →	How Oak Park students enact the practice ↓
<ul style="list-style-type: none"> → Through relevance to student questions and motivations, learners work toward generating readings that demonstrate nuance, perspective, and a range of ideas. 	<p>Students read texts both for pleasure and to think critically about how and why texts develop ideas, convey ideas, impact readers, and reflect a range of author choices.</p>	<ul style="list-style-type: none"> → Identifying key ideas in a text. → Drawing on textual evidence to support claims about texts. → Analyzing how and why authors craft texts to develop ideas.

NCTE Principles Regarding Reading

Readers read for different purposes.

The writer's language and knowledge of the topic as well as skill in using written language influence the reader's ability to construct meaning.

See pages 120–121 for more on NCTE principles regarding reading instruction.