

Comprehension Strategy Instruction for the School Year												
	Weeks 1-3	Weeks 4-6	Weeks 7-9	Weeks 10-12	Weeks 13-15	Weeks 16-18	Weeks 19-21	Weeks 22-24	Weeks 25-27	Weeks 28-30	Weeks 31-33	Weeks 34-36
K	Metacognition/Monitoring Meaning: continually modeled, instructed, and reinforced throughout school year											
	Launching Workshop: First 20 Days	Connections/Prior Knowledge (Schema)			Visualizing/Sensory Imagery		Predicting and Asking Questions		Making Inferences		Determining Importance and Summarizing	Synthesis
1	Metacognition/Monitoring Meaning: continually modeled, instructed, and reinforced throughout school year											
	Launching Workshop: First 20 Days	Connections /Prior Knowledge (Schema)	Visualizing/Sensory Imagery			Predicting and Asking Questions		Making Inferences		Determining Importance and Summarizing		Synthesis
2	Metacognition/Monitoring Meaning: continually modeled, instructed, and reinforced throughout school year											
	Launching Workshop: First 20 Days	Connections /Prior Knowledge (Schema)	Visualizing/Sensory Imagery		Predicting and Asking Questions			Making Inferences		Determining Importance and Summarizing		Synthesis
3	Metacognition/Monitoring Meaning: continually modeled, instructed, and reinforced throughout school year											
	Launching Workshop: First 20 Days	Connections /Prior Knowledge (Schema)	Visualizing/ Sensory Imagery	Predicting and Asking Questions		Making Inferences			Determining Importance and Summarizing		Synthesis	
4	Metacognition/Monitoring Meaning: continually modeled, instructed, and reinforced throughout school year											
	Launching Workshop: First 20 Days	Connections /Prior Knowledge (Schema)	Visualizing/ Sensory Imagery	Predicting and Asking Questions		Making Inferences		Determining Importance and Summarizing			Synthesis	
5	Metacognition/Monitoring Meaning: continually modeled, instructed, and reinforced throughout school year											
	Launching Workshop: First 20 Days	Connections /Prior Knowledge (Schema)	Visualizing/ Sensory Imagery	Predicting and Asking Questions		Making Inferences		Determining Importance and Summarizing		Synthesis		

*K-5 will teach all strategies in sequence as they build upon each other, but each grade level will focus upon one specific strategy for a 9-week unit.

Launching Workshop: First 20 Days

Proficient readers don't just 'happen'; intentional instruction of procedural and management strategies build independent reading stamina.

Connections/Prior Knowledge (Schema)

Proficient readers spontaneously and purposefully recall their relevant, prior knowledge (schema) before, during, and after they read and learn to make connections.

Visualizing/Sensory Imagery

Proficient readers spontaneously and purposefully create mental images while and after they read. These images enable the reader to draw conclusions, create distinct and unique interpretations of the text, to recall details significant to the text, and to recall a text after it has been read. These images become part of the reader's comprehension.

Predicting

Proficient readers spontaneously and purposefully make predictions based upon prior knowledge, experiences, and connections to the text.

Asking Questions

Proficient readers spontaneously and purposefully generate questions before, during, and after reading a text to clarify meaning, speculate about the text yet to be read, determine an author's purpose, and locate a specific answer or consider rhetorical questions inspired by the text.

Making Inferences

Proficient readers create a meaning that is not stated explicitly in the text. This process requires active engagement and reflection upon what has been read.

Determining Importance

Proficient readers make purposeful and spontaneous decisions about what is important in text. These decisions are based upon the reader's purpose, the reader's schema for text content and text format, the reader's beliefs/opinions, and ideas generated from discussion with others.

Summarizing

Proficient readers manage to take large selections of text and break down into smaller key ideas that reflect the gist of the text.

Synthesis

Proficient readers maintain a cognitive awareness of various text elements (characters, setting, conflict, resolution, theme) and use this knowledge to tend to making meaning. Synthesis = information from text + reader's schema + interpretation