Effective Secondary Reading Instruction

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Abstract

Not all high school students are taught reading skills and strategies that allow them to be strong readers. When students enter college or the workforce after graduating high school without the necessary reading skills to comprehend complex texts, opportunities for deeper understanding, critical thinking, career advancement, and financial success are negatively affected. When teachers are faced with preparing high school students who are often more than a few years behind in reading, without knowing how to best support young learners, students suffer. As a teacher who teaches in East Oakland, California, I have concluded that learning how to teach reading effectively, is critical to addressing systemic inequities within our society. I selected five key areas of research that have the most impact how I teach reading skills effectively: instruction, practice, feedback, assessment, and meta-reflection. My intervention consisted of me teaching five reading strategies that support students' reading comprehension: “right there” questions, wondering questions, identifying and annotating key information, coding text, and identifying the reading purpose. At the end of my action research, I was able to support my students’ reading skill development through clear and focused instruction, designing meaningful practice, creating formative and summative assessments that provided specific data that informed reteaching, and prioritizing time for my students to reflect and track their own growth. My students showed growth in their ability to process lessons, going from resisting direct instruction to viewing modeling as helpful to their skill development. Many students developed in their abilities to use practice time effectively and implement feedback. Many students reflected on not only having a more positive attitude toward reading, but also feeling more equipped with the strategies and comprehension skills necessary to attack challenging complex texts. Evidence of the improvement of their comprehension skills can be seen in the Scholastic Reading Inventory (SRI) results, End of Quarter Reading Conferences, and final reading assessments given at the end of each reading strategy cycle.

Keywords: literacy, reading, instruction, education, high school, secondary, strategies

Note: Names have been anonymized throughout the paper

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Context

Over the past 14 years, the collective community of leaders, teachers, students, parents, and community partners has made Star Charter School, Oakland, one of the most successful public school organizations in Oakland. At the end of the 2016 school year, 98% of graduates had been accepted to colleges and universities, two receiving the prestigious Gates Millennium Scholarship. 90% of students were the first in their family to go to college. 87% of our graduates remain in or have graduated from college.

Star students come from a community composed predominantly of recent immigrants, and is often characterized by high unemployment, poverty, linguistic isolation, and low educational attainment rates. 85% of students qualify for free or reduced lunch. Star Charter School serves a large number of English Language learners and first generation families. 80% of students are English Language Learners. 79% of students identify as Latino, 12% African American, 3% Asian, and 6% other.

I believe all students deserve to be taught by teachers who are effective, but I choose to work in a school that serves urban youth because these students are often underserved. I want to hone my practice with this action research in order to teach reading skills effectively, so students can internalize and use these skills in ways that will support their growth and open doors.

Problem of Practice

Despite Star Charter Schools’ goal of preparing all K-12 students for college and/or the career of their choice, many students are entering high school well below reading level and graduating from Star's without the reading skills necessary to succeed in college and the careers of their choice. The ability to read well is an equity issue because not all students are taught to read effectively and therefore are unable to fairly compete for a satisfying and stable career.

Teachers and administration at Star are trying to address this issue. One of our K-12 2015-2016 school-wide professional outcome goals was to address these reading gaps: ¨100% of students, including subgroups, will make a year of growth and 100% of those not yet meeting proficiency levels will make more than a year’s worth of growth.¨ The high school Humanities team decided on our own goal to address our reading concerns: ¨All students would grow their reading score by one grade level.¨ In addition to this year-long goal the high school Humanities teachers planned a Long-term PLC goal: “By the end of the 2015-2016 PD arc, participants will be able to plan and teach small group reading instruction”. The goals of this PLC arc were:

At the end of this PLC teachers will be able to:

- Use an assessment tool to identify growth areas for groups of students
- Use data to form small groups
- Plan targeted small group instruction
- Teach and re-teach specific reading skills to students within their ZPD
- Draw from a toolkit of reading instruction strategies

Despite these efforts 9th grade (current 10th graders) SRI scores were low, with 65% of student scoring at grade level in Fall and then falling to 56% in Winter. As a result, teachers questioned their ability to teach reading effectively.

In deciding my problem of practice, I did not want to write off many of the great learning that happened last year because the scores did not reflect the desired growth. I learned the importance of using Scholastic Reading Index (SRI) data to select texts that matched students' abilities. I learned how to modify readings through resources such as NewsELA and Readability Scores. One of my coworkers piloted quarterly reading conferences with great success, where students and the teacher would discuss reading by using a series of carefully selected prompts. She reported that she was better able to understand and address students' needs and apprehensions about reading. In addition, one of my colleagues was able to support students in setting their own reading goals which promoted a sense of agency. I worked to support some of my lowest readers through small group instruction. I learned that students who were given reading that was either too hard, or too easy, did not support students in reading growth. I assigned close reading protocols such as annotating for specific purpose, talking to the text, and writing gist statements after each paragraph. All of these skills were aimed at supporting students in checking for understanding as they read. With exposure to these strategies, I was left wondering: Why weren't my instructional shifts yielding positive student results?

To ground my action research project, and assess the needs of my students, I collected data in a few ways: I used Scholastic Reading Index (SRI) data from the 2015-2016 year and the Fall 2016 year to get a sense of students' reading levels. I also made attempted to use one-on-one reading conferences to get a better understanding of the reading habits and attitude toward reading. 82% of my students admitted to ¨never¨ reading for pleasure and gave me a variety of explanations ranging from a lack of access to texts that were of interest to a lack of time. During reading conferences, I had my students come up with a reading goal that addressed the prompt: ¨I would feel more confident in my skills as a reader if I...¨ To my surprise many students were, with relative ease, able tell me what they thought would support them in their reading skill development. Some admitted to needing to address their attitude toward reading by finding texts that are of interest and making time to read those texts, other students said they needed specific skill development, everything from ways to check for understanding while reading to specific vocabulary strategies to support their engagement while reading complex texts were mentioned. Despite these insightful conferences and the data they provided, I knew that these conferences were only one way for me to get a sense of students' reading needs. My preliminary research indicated that students' reflection were only as strong as their awareness of their needs, and that motivation was only one part of the picture. My students' inability to cite more than a handful of strategies as being strategies they self-reported in using were often the same few strategies other students expressed they needed to learn to use. This left me wondering about transference of the strategies since students were only able to recall a handful of the couple dozen strategies they had been ¨taught¨ prior to their 10th-grade. I was also left wondering about the strategies that students said they needed to learn how to use and noticed how they were strategies that I had thought I had already taught. It was in these initial wonderings that I found my problem of practice: **Students are not using the reading strategies that they have been taught.**

As a humanities teacher, it is my goal to have all students prepared to not only meet their college and career goals but to be able to understand and think critically about the world around them. These goals are made significantly more challenging and sometimes even impossible without strong reading skills. The confidence to read and understand what you are reading is a precious skill that all too often urban youth are left scrambling for. By working to ensure that all of my student not only have the skills to read a variety of challenging texts, but feel confident in their ability to think critically about a range of topics accessed via text, is an issue of equity. Students are empowered through the vulnerable practice of learning high leverage reading skills and strategies. I am teaching reading skills and strategies, students look like they are reading, but students are not using the reading strategies while reading complex texts. Several questions were raised: Are my reading lessons effective? What is preventing students from transferring the practiced strategies to their reading? Why are students resistant to practicing strategies? Why are students resistant to reading? Why aren't students motivated to read independently? Am I giving students enough feedback while they are practicing their reading skills? Am I teaching high leverage skills? How can I support my students in developing their identity as readers? How can I support students in strengthening their reading skills?

In my experience, teachers are aware of a few of the necessary steps of providing successful reading instruction for students, but implementation and execution of these steps prove to be hard for teachers and students for a variety of complex reasons ranging from lack of teacher education to classroom management challenges. For my problem of practice, I decided I wanted to develop a culture of reading in my class and really support that culture by working on my instruction, ensuring students have opportunities to practice, assessing and providing feedback on a small number of high leverage reading skills, and lastly giving students an opportunity to reflect throughout their learning process.

My hope is that by taking the steps to learn how to effectively teach a few key strategies, students will be able to practice these strategies to support comprehensions, build confidence in their reading, and transfer these acquired reading skills while reading a variety of complex texts both inside and outside school. By focusing on teaching a few high leverage reading strategies I hope to work on my ability to teach a strategy, assign effective practice, assess the practice and give meaningful feedback, and provide students with metacognitive reflection time. My focus on my own reading instruction moves comes from my acknowledgment that I might not be effectively teaching reading lessons at the moment. In addition, I might not be assigning effective practice at the proper intervals to ensure feedback is given and students are tailoring their use of the strategies. By addressing my own ability to teach reading effectively by selecting no more than five reading skills, learning to design assessments that accurately assess levels of student understanding, and provide feedback to address low levels of understanding. I will address my students' reluctance around reading being something that feels challenging, tedious, and void of pleasure, by supporting them in developing necessary reading strategies which will support a level of comfort and confidence while reading, if not kindling a love of reading itself.

Review of Literature

"...About two-thirds of fourth graders, three-fourths of eighth graders, and three-fourths of [American] twelfth graders were reading at a 'basic" level'" (Murnane et al., 2012). According to the U.S. Department of Education and the National Institute of Literacy, 19 percent of high school graduates can't read. Sadly, research conducted by the National Assessment of Adult Literacy (Kurtner et al. 2003) says that this rate hasn't improved in the last ten years. According to the Department of Justice, the connection between literacy and those in the juvenile court system is clear, with 85 percent of juveniles classified as illiterate (Kurtner et al., 2006). With literacy comes access to understanding and confidence to act on your own behalf, everything from civic engagement to access to health benefits (Bradshaw and Nichols, 2004). If students are not reading at grade-level upon entering high school, they must be taught efficiently and effectively in order to graduate with the skills needed to succeed in college or the career of their choice, and more importantly have agency over what becomes of their lives (Bradshaw and Nichols, 2004). According to a panel discussion at the Institute of International Education in New York City (2015) Marcie Craig Post, Executive of International Literacy Association said, 32 million adults, around 14% of Americans can't read. High school is often the last chance a person has to learn to read and change the course of their lives. Much of my research points to a variety of potential causes leading up to high school students not being able to read, ranging from lack of interest in the assigned texts to teachers not actually teaching reading.

Reading is not just the process of comprehending words on a page, but it is the act of making meaning of the text (Fielding and Pearson, 1994; Ogle, 1986; Tovani, 2000, Keene and Zimmermann, 1997; Harvey and Goudvis 2000). Although my initial research around the questions: What is reading and how is reading being taught? These questions were integral to my understanding of my problem of practice: **Students are not using reading strategies when they read**. These questions guided me to an unexpected and indispensable third question: How do you ensure students want to learn to read? This question was born from my growing awareness of the fact that my students didn’t just not know how to read effectively by using strategies, the majority of my students didn’t seem to want to read period. I quickly realized that if any of my research on how to teach reading skills effectively was going to take root, I first needed to address that my classroom lacked a culture of reading and my students didn’t think reading was a meaningful use of time, and in fact had limited understanding of how reading benefited them.

In the following review, I examine literature related to developing positive reader identity, and successful reading instruction and feedback practices. I argue that if teachers support students in developing positive association with reading through intentional work around reader identity and purpose, then students will be invested and focused on learning reading strategies and mastering reading skills. In addition, I argue that teachers must effectively teach reading skills if students are going to become strong readers. To effectively teach reading, teachers must give sufficient amount of time on instructional arcs, meaningful purposeful leveled texts, model thinking strategies used by strong readers during instruction, provide ample rounds of practice and feedback to support students in mastering discrete reading strategies, and provide students with time to reflect on their own processes of learning.

Reading Culture

> As a class we will read powerful text. It will change our thinking forever. Our reading will compel us to share our pasts, passions, and concerns. Creating meaning together will force total strangers to connect. We will reveal strengths, expose our weaknesses, and grow stronger as we build a community of readers. (Tovani, 2000).

Even the most skilled reading teacher would find it challenging to teach reading strategies to students who claim to “hate” reading. My research sheds a little light on what teachers can do to support students in developing a positive reader identity. In order to support students in learning to read, teachers must create a classroom where students’ thinking is valued so that students may truly engage with text is a supportive environment (Harvey and Goudvis, 2000). Many student have experienced trauma at the hands of teachers trying to teach reading (Harvey and Goudvis, 2000). In some cases, this trauma might have been caused by being put into a supportive reading group without a clear purpose at a tender socio-developmental time, while for others it is year after year of being made to read texts that do not interest or engage the student. Teachers must be willing to hear students when they say they “hate reading”, and explore the reasons behind this statement in a safe supportive way that honors the students’ reading realities (Fielding, Audrey, Schoenbach, 2003). Before students can be truly honest about their experiences as readers, a teacher must first cultivate a safe classroom space where all students are encouraged and feel comfortable sharing (Fielding, Audrey, Schoenbach, 2003; Berger and Woodfin, 2014; Keene and Zimmermann, 1997). It is not only appropriate, but encouraging for teachers to support students in revisiting past reading traumas in order to support students in writing new positive narratives of themselves as readers and to disseminate negative perceptions. Teachers should also reflect on their own identities as readers and be open to sharing how these narratives developed, making sure not to hide the challenging moments (Fielding, Audrey, Schoenbach, 2003; Rennie, 2016). Without students ability to reflect on their understanding of reading, they will be hard pressed to come to value the process of learning reading skills to support their understanding (Fielding, Audrey, Schoenbach, 2003; Berger and Woodfin, 2014; Melanlioglu 2014).

As cited by the psychologist Carol Dweck, a growth mindset is a belief that everyone gets smarter through effort, and that intelligence is not something that some are born with and some are not (Berger and Woodfin, 2014). Many students who have suffered reading trauma struggle to believe that their reading efforts will pay off, and instead choose to resist or even avoid reading altogether (Harvey and Goudvis, 2000, Tovani, 2000; Rennie, 2016). Teachers can support students in overcoming this cognitive trap by supporting them in facing and overcoming past reading trauma, develop a classroom culture that honors all readers and their diverse experiences, and support students in building their own reader identity and purpose for reading (Tovani, 2000).

Before teachers can support students in developing reading skills, students must have clarity and time to explore why readers read and what reading means to them (Fielding, Audrey, and Schoenbach, 2003; Berger and Woodfin, 2014). The purpose of this exploration is to support students in addressing past reading success and trauma in a safe and inclusive space, while having the support of a teacher to help, students make meaning of their own purpose for reading (Tovani, 2000). Teachers should showcase the experiences of a variety of readers to assist students in realizing that reading is challenging, and is not only a worthy pursuit, but a skill that opens many doors (Fielding, Audrey, and Schoenbach, 2003). The language used to discuss reading in class should shift away from language that indicates force, but instead reflect interest, choice, individual experiences, and empowerment. One example could be the simple shift of calling “Silent Sustained Reading”, which sounds dull and controlling, to “Pleasure Reading”, which implies choice and enjoyment of the activity. When students hear the message that reading can be pleasurable they become more open to the learning tasks required of them and are able to engage more deeply with the practices that good readers employ while reading.

As cited by Harvey (1998), “Acquiring information allows us to gain knowledge about the world and ourselves in relation to it. We build up our store of knowledge not so much for its own sake but in order to develop insight. With insights, we think more deeply and critically. We question, interpret, and evaluate what we read. In this way, reading can change thinking" (Harvey and Goudvis, 2000). If students are left, or even worse, forced, to read texts that are unenjoyable or interesting, they might lose an interest in reading all together (Berger and Woodfin, 2014). As cited by Harvey and Goudvis (2000) students should be "encourage to explore their passions, interests, and questions to bring the world into focus" to support their association with reading being purposeful and meaningful. Teachers should select texts that are purposeful and support students in finding the purpose of the reading (Tovani, 2000). Rarely are young readers tasked with determining the purpose of their reading. Teachers are doing students a disservice when they do this by robbing students of agency for interacting with a text. When readers are challenged to determine the importance of a text based on their own purpose for the reading they are more likely to be engaged with the text (Pichert and Anderson, 1997). When students are allowed to interact on a personal level with the text they can bring their own experiences into the classroom, supporting a deepening of knowledge and a connection to content that is outside of the book itself (Harvey and Goudvis, 2000; Berger and Woodfin, 2014)**.** Teachers must insist on creating a climate that values the diverse experiences of all learners making sure to communicate that true understanding of a text does not live in the literal meaning of the words, but in the interaction the reader has with them and that within the text lives a potential to make sense of the world around them (Harvey and Goudvis, 2000). Teachers must support students in identifying and determining their own purposes for reading texts. Without this crucial step, teachers will find that they are trying to teach skills to an unengaged audience.

When you look at the research around who isn’t reading, it points to issues of access. Many student do not have access to texts that are of interest and are at the appropriate reading levels (Harvey and Goudvis, 2000; Fielding, Audrey, Schoenbach, 2003; Berger and Woodfin, 2014). If students are forced to read texts that are not interesting for years, students will learn to dislike reading (Harvey and Goudvis, 2000; Fielding, Audrey, Schoenbach, 2003; Berger and Woodfin, 2014). Lack of access is a serious issue. Students must not only be exposed to, but should be encouraged, to read a diversity of compelling texts covering a wide variety of genres, styles, forms, and topics (Harvey and Goudvis, 2000). As cited by Donald Graves, students should be selecting about 80% of their texts to maintain a high level of interest in what they are reading. If students have a chance to select and enjoy what they are reading, they will want to get better at reading (Harvey and Goudvis, 2000; Berger and Woodfin, 2014). Text complexity, both qualitative (concepts, structures, language) and quantitative (syntax and vocabulary) structures give students experience with different types of texts, ensuring a level of awareness and confidence in themselves as versed readers (Berger and Woodfin, 2014). Interest in text isn’t the only way to ensure that students are able to develop identities as readers; students must also be reading texts that are at the appropriate reading level.

According to the National Governors Association Center for Best Practices, Council of Chief State School Officers (2010), students’ proficiency occurs at different rates (Berger and Woodfin, 2014). Teachers must be mindful of the texts that they assign students. Teachers can not assign challenging texts without supporting the acquisition of skills and strategies first. By preparing students to employ strategies, teachers can ensure that students develop the necessary skills and confidence to access material and avoid the possible trauma that would have otherwise resulted (Berger and Woodfin, 2014). An example of a simple lexile level check is the five finger rule vocabulary; if a student finds more than five words on the page that they do not understand, the text is too hard (Fielding, Audrey, Schoenbach, 2003; Keene and Zimmermann, 1997). Assigning text students do not understand is a waste of time and can cause more harm than good to a student's reader identity. Tovani (2000) provides four clear ways to determine if a text is at an appropriate level for a student: 1) A text is not appropriate for a student if they are not able to use strategies necessary to make meaning of the text. This can occur when students have not been taught strategies or when they have not had sufficient practice of the strategies. 2) If students do not have sufficient background knowledge, they will be unable to make connections to the text and result in readers feeling disconnected from the text. 3) If students are unable to recognize organizational patterns, then students will not be able to establish a cognitive framework, making it nearly impossible for students to understand to organize, prioritize what is important from the text. 4) If students can't determine the purpose or importance of the text, the text is too challenging. By providing texts that are interesting and level appropriate, teachers' students are encouraged to build positive reader identities and a willingness to read. Another way to ensure that students find a sense of pleasure in reading is by not only giving them choice over what they read, but by providing the time and space to read.

"Reading for pleasure is key for building lifelong readers and enables developing readers to make choices about their own reading likes and dislikes as they construct their own reading identities" (Berger and Woodfin, 2014, p.45). For many students, access to quality texts that are of interest and level appropriate is not the only challenge. For many students, intentionally planned reading time during the school day is the only reading students will engage in (Fielding, Audrey, Schoenbach, 2003). In order to ensure that this reading time is meaningful and productive, students should be held accountable for their reading by having opportunities to think about their reading process and the content of the text in a variety of modalities (Harvey and Goudvis, 2000). When students have the strategies to make meaning of challenging texts they begin to feel more confident in their reading skills.

Ensuring that a positive classroom reading culture is fostered takes time. Students must have ample think time to determine what reading means to them. They need to be instructed to select choice texts with intention and be given time to not only read, but to reflect on their reading. These steps allow for a solid foundation so that effective reading instruction can be received, and so that students can do the hard work of using reading skills to become effective readers.

Reading Instruction

As cited by Pearson, Roehler, Dole, and Duffy (1992), historically, researchers have believed that the ability to comprehend text is "caught rather than taught" (Keene and Zimmermann, 1997). Many teachers, but especially secondary teachers, are not clearly taught how to teach reading. In my struggles to teach reading, I was often forced to confront the same challenge that my students didn't seem to want to learn how to become strong readers because they had internalized that they had not "caught" how to read. Many students are left unengaged and unable to comprehend what they read, and as a result don't care to learn the skills and strategies because they didn't think they can (Keene and Zimmermann, 1997). This is not to say that all teachers were failing to teach reading; some teacher were "teaching reading skills", but were failing to allow students the chance to engage and make meaning of the text themselves. In other words, they were not providing effective opportunities for students to grapple with challenging texts (Fielding, Audrey, Schoenbach, 2003; Tovani, 2000).

Beck et al (1997) defined the constructivist view of understanding as, "being able to explain information, connect it to previous knowledge, and use information" (Harvey and Goudvis, 2000, p. 15). It is essentially the reader's job to make meaning. Without an opportunity to make meaning, students are left doing little cognitive lifting and as a result are unengaged. Students need to be provided the opportunity to construct meaning by: enhancing their understanding, acquiring and using their knowledge, monitoring their understanding, and developing insights (Harvey and Goudvis, 2000; Fielding, Audrey, Schoenbach, 2003). Many students are comfortable being told what to think by teachers, and teachers actually enable this level of comfort by not providing opportunities to allow students to build meaning (Tovani, 2000). Students must face academically challenging tasks if they are to become skilled readers (Berger and Woodfin, 2014). Classrooms that promote student ownership, engagement with the real world, and a rigorous culture of learning will inherently be more successful at cultivating and supporting strong readers (Berger and Woodfin, 2014).

There are a series of actions that teachers must take to support students in learning what it means to read well; both the physical and mental processes and strategies that are used to make meaning while reading must be made transparent for students (Fielding, Audrey, Schoenbach, 2003). As cited by Durkin, this knowledge is not intuitive and many teachers fail to demonstrate how to solve the task cognitively (Harvey and Goudvis, 2000), and as a result, teachers fail to help students connect the strategies they are taught to their individual struggles with reading (Fielding, Audrey, Schoenbach, 2003; Tovani, 2000). In the mid-1980s the Writer's Workshop founded by Donald Graves and Nancie Atwell was based on the premise that you must demonstrate how good writers think to support students in becoming good writers. The Reader's Workshop came shortly after and supported a similar theory, that if you could teach students what good readers do and think when they read, you could in effect, teach reading (Tovani, 2000; Keene and Zimmermann, 1997; Fielding, Audrey, Schoenbach, 2003). By demonstrating that strong readers' brains are working to make meaning, students who may not have understood how to make meaning, can see what it looks like (Fielding, Audrey, Schoenbach, 2003). Doing this type of modeling also allows students to understand how readers control their own process of making sense of complex texts (Fielding, Audrey, Schoenbach, 2003). Teachers must be clear on what the highest leverage reading skills are for students so they can be intentional in the teaching of those skills and the strategies that are most conducive to their development. Careful planning allows teachers to spend the necessary time supporting students in not only becoming proficient, but at mastering high leverage skills and strategies. When an appropriate amount of time is designated for the teaching of a specific high leverage reading skill, teachers can provide effective instruction on reading strategies, practice, and feedback cycles to support students in refining those strategies (Harvey and Goudvis, 2000; Keene and Zimmermann, 1997; Hattie and Timperley 2007).

As a teacher with little to no formal reading instruction training, who started teaching not realizing I needed to teach high school students how to read, I was overwhelmed by the number of skills and strategies various books insisted I needed to teach my student. Fortunately, research points to strong readers using a very manageable seven or eight thinking strategies while reading (Keene and Zimmerman, 1997; Harvey and Goudvis, 2000). As cited by Pearson et al (1992), the following strategies are employed by strong readers: make connections between prior knowledge and text, ask questions, visualize, draw inference, determine important ideas, synthesize information, and monitor and repair understanding (Harvey and Goudvis 2000; Keene and Zimmermann, 1997). In addition to thinking strategies, there are systems that the brain uses to make sense of text.

Rumelhart (1976) identified six cueing systems that people use to make meaning of text. The first three are surface structures that support students in making sense of the individual words: graphophonic, lexical, and syntactic cues. The deep structures support readers in making sense of the meaning of sections of the text and they include: semantic, schematic, and pragmatic cues (Tovani, 2000). As a secondary teacher, I chose to focus my research on the deep structures, which I watch my students struggle to use to make meaning. I will focus on strategies employed by strong readers that support comprehension of complex texts. As a class, we will read powerful text.

Asking questions during the reading process is arguably more important than knowing the answers to the questions. Questions allow students to interact with the text, motivate students to read, clarify information in the text, and infer beyond the literal meaning of the text (Tovani, 2000; Keene and Zimmermann, 1997). At times these questions support understanding of individual words or sentences, sometimes these questions might be deeper thinking questions that supports students in thinking critically about the world around them (Harvey and Goudvis, 2000; Dole et al. 1991; Tovani, 2000). In addition to teaching the strategy of questioning, supporting students in thinking and reflecting on the type of questions they ask by categorizing or coding them can support students developing the strategy of questioning. By categorizing or coding questions as: questions answered in the text, questions answered from background knowledge, questions that can be inferred, questions answered by discussion, questions answered by research, and questions that signal confusion, students can begin to be metacognitive about how specific types of questions can address specific types of understanding (Harvey and Goudvis, 2000; Fielding, Audrey, and Schoenbach, 2003). As students begin to develop purposeful questioning strategies, they can start to have more clarity on question depth, a thick question asking “why,” “how come,” or “I wonder” questions, often engage students in thinking about large universal concepts, where a thin question usually clarifies the text or word choice (Harvey and Goudvis, 2000). Asking questions supports students in understanding complex texts by forcing them to check on their understanding of what they are reading and then to go one step further in addressing the holes in their understanding. By practicing the skill of questioning, students start to notice the different types of questions they ask before, during, and after reading (Keene and Zimmermann, 1997). They can then use these questions to address holes in their understanding. Over time, students will begin to notice the variety of ways that the questions can be addressed, at times these questions can be easily addressed directly in the text, at other times some deeper thinking about the information the text is providing, and lastly students will come to realize that some of the very same questions that they have been puzzling over are similar or the same universal questions that other people have been puzzling over, sometimes for hundreds or even thousands of years (Keene and Zimmermann, 1997). Teachers must teach the strategy of asking different types of questions because it allows students to interact with the text in a variety of ways. Questions motivate students to actually use text to address their curiosities. Text can be used to clarify other information. By asking questions, texts become a place where students can think beyond the literal meaning of the words on the page and begin to infer about intended meanings (Tovani, 2000). I would argue that questions are the key to unlock the meaning that students often are so challenged to find in text.

Students are not the only ones that need to be thinking about the types of questions they ask. Teachers need to consider the type of questions that they ask students when doing informal and formal reading instruction and assessment (Harvey and

Goudvis, 2000). A teacher who effectively plans reading instruction is intentional about the types of questions he or she asks. Assessment questions are questions that have a clear answer that the teacher knows or questions we ask to monitor student's understanding of the text. Sincere questions are questions that teachers transparently do not know the answer to, wonder about, or that need additional research to answer (Harvey and Goudvis, 2000). When teachers are clear about the type of questions they are asking, they can better model how strong readers use questioning to make sense of complex texts.

Questions should not only be asked while reading, but should also be asked before and after reading to both engage the reader and support deeper understanding of the text (Keene and Zimmermann, 1997). Questions should be used to clarify meaning, wonder about forthcoming text, speculate about an author's intent, style, content, or format. They should also be aware that some questions can be answered in the text and others must be inferred based on the reader's background knowledge (Keene and Zimmermann, 1997). Teachers should encourage transparency around the ways that questions either help or hinder students' understanding through whole class and group discussion and visually posted around the classroom (Keene and Zimmermann, 1997). By using the gradual-release-of-responsibility model students are being supported in thinking metacognitively about the process of asking questions before, during, and after reading. Therefore, students will be able to come to understand both the why and when of asking questions when reading (Pearson and Gallagher, 1983; Tovani, 2000). Questions are just one of the ways that students can begin to make connections within the text and across texts and can be spoken or given to students in written form at the start or end of a reading lesson.

It is vital that students make connections while they read. By connecting to a text through personal knowledge, any knowledge gained secondhand, such as information readers have from stories, movies, television, books, and personal experiences is made relevant (Tovani, 2000; Keene and Zimmerman, 1997; Harvey and Goudvis, 2000). Students should be supported in labeling the connections they make in one of three ways: personal (self to text), world connections (world to text), and connections made to other texts (text to text) (Keene and Zimmerman, 1997; Harvey and Goudvis, 2000). If students are encouraged to connect to the text in a variety of ways and then reflect on these connections, they will see how connections help them become strong readers that are able to relate to the text, avoid boredom while reading, pay attention to detail, listen to others' ideas about the text, and read actively (Tovani, 2000).

As previously mentioned, it is not enough to just teach reading strategies. Even modeling and practice and feedback cycles can only do so much to engage a student in the purpose behind the strategies they are using. Teachers must also model the metacognitive processes (monitor awareness) that take place before, during, and after reading, and then support students in becoming aware of these processes in their own practice of reading (Keene and Zimmermann, 1997; Melanlioglu, 2014; Conley, 2014, Nash-Ditzel 2010). By supporting students in this type of reflection on their thinking, teachers ensure that students see that not only are they capable of making sense of the text, but that the very act of reading is owning the meaning-making process through your own experience with a text (Tovani, 2000; Melanlioglu, 2014; Conley, 2014, Nash-Ditzel 2010). Some examples of sentence starters that students might use to address confusion and slow down their thinking process are: “I do not understand…”; “This is how I feel this moment...”; “This is what I need to do/understand to make meaning of the text…”; “How do you know when you are confused when reading?”; and “What do you do when you are confused to repair the confusion?” (Tovani, 2000). Reflection questions focus on the process of using specific strategies that might look like: “Did you use reading strategies?”; “What strategies did you use?”; “ Did you use them correctly?”; “Were they helpful in supporting your understanding?”; “What did you notice about using these strategies?”; and “How did it feel to use these strategies?” (Tovani, 2000). As cited by Duffy et al. 1987; Paris, Cross, and Lipson 1984 , “Proficient readers know what and when they are comprehending and when they are not comprehending, so they can identify their purposes for reading and identify the demands placed on them by a particular text. They can identify when and why the text is unclear to them, and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text.” (Keene and Zimmermann, 1997). By supporting students in monitoring their own comprehension, they will realize that they are in control of their reading experience, resulting in a developed sense of confidence while reading (Tovani, 2000; Fielding, Audrey, Schoenbach, 2003; Melanlioglu, 2014; Conley, 2014, Nash-Ditzel 2010). Once teachers start to notice students are feeling more confident in their skill practice and strategy use, teachers need to take action to ensure that instruction continues to push student thinking.

A gradual release approach to reading instruction is necessary to hold students accountable in the practicing of targeted reading strategies. When teachers model their thinking processes and the physical things they do while reading, such as coding a text or making annotations, they are providing only one necessary piece of a reading puzzle (Fielding, Audrey, Schoenbach, 2003). If students are not given time to then take ownership over their learning by practicing the strategies they have learned little to nothing and they miss being held accountable to the actual practice of the strategies and even more detrimental, miss out on the realization that reading strategies are what allow readers to address confusion and make sense of complex texts (Fielding, Audrey, Schoenbach, 2003; Keene and Zimmermann, 1997). The most effective way to ensure students own the learning is to gradually release students to be able to use the strategy independently (Fielding, Audrey, Schoenbach, 2003; Keene and Zimmermann, 1997; Pearson and Gallagher 1983; Tovani, 2000). Gradual release supports students in feeling confident and accountable to deep levels of understanding and accountability of the reading strategies. First, direct instruction allows for a teacher to control the room completely during the modeling portion of instruction. By not having students directly involved in this part of the instruction cycle, teachers ensure clarity on how to practice and what strategy and cognitive practices are taking place (Harvey and Goudvis, 2000; Fielding and Pearson 1994; Keene and Zimmermann, 1997). The second phase of instruction is guided practice; this ensures that students are receiving in the moment feedback that is normed as a whole class, demystifying the fact that learning is a process and takes time, effort, and refining. The third and fourth phase of instruction include the gradual release from partner or group collaboration to independent practice of a strategy. Both of these phases should be supported by the teacher rotating or dialoguing with students about their practice while providing feedback on their execution of the strategy (Harvey and Goudvis, 2000; Hattie and Timperley 2007). The cycles of practice allow teachers to get a pulse of the classroom and to reteach and address any confusion as needed ensuring that students are practicing the strategy correctly and that the use of the strategy has the intended purpose. It is important to note that students should not only receive feedback on what they are doing on paper, but also on the ways that they are thinking while reading. To ensure that teachers are able to give feedback on both the physical execution of the skill as well as the mental one, teachers need to build in a variety of modes of practice to ensure that there are a variety of ways that teachers can catch students in their confusion and provide actionable feedback that students are able to understand (Harvey and Goudvis, 2000; Hattie and Timperley 2007).

Teachers must provide authentic and creative ways for students to give teachers a glimpse into how they think when they read (Harvey and Goudvis, 2000). Responses should be meaningful to students AND teachers for different reasons. A reading response can be metacognitive and support students in considering their own levels of understanding. By asking students to respond to texts, we are prompting them to think more critically about the text, to consider or argue with the author, to ask deep questions that may not have a clear answer, and to make connections between the text and their lives. Common forms of reading responses are oral and written response, but they need not be limited to those mediums.

Reading assessments come in a variety of forms some holding more weight because they yield more useful data. All reading assessments should focus on capturing a child's reading process and understanding rather than completion, to best inform the reader and the teacher on current skill levels (Harvey and Goudvis, 2000).

Practice, Assessment, and Feedback

Research suggests that practice is an important component of the learning process in which students learn that they have the ability to improve with effort (Conley, 2013; Wiggins & McTighe, 2006; Hattie and Timperley 2007); however, students can only improve if they are directly informed of their progress (Dweck, Walton & Cohen, 2014; Farrington et al., 2013; Wiliam, 2011; Hattie and Timperley 2007). To ensure that there is a way to assess students on their reading, they should be held accountable of their understanding (Fielding, Audrey, Schoenbach, 2003). There are specific actions that teachers should take to ensure that they can closely monitor students' reading progress in content understanding and self reflection. Teachers must assign short, complex texts, and frequent writing assignments that enable all students to participate regardless of current ability (Berger and Woodfin, 2014). These assignments should allow teachers to gain a better understanding of the reader's skill level, attitude towards reading, and his/her understanding of the text, and use of the taught strategies. In addition to looking at practice (evaluative assessment) and formal assessment, having students self-reflect regularly on their reading experience can be useful for all.

Metacognitive Reflection

Reader response journals or metacognitive logs can provide teachers with honest insight into what is going on for a student while they read (Fielding, Audrey, Schoenbach, 2003; Keene and Zimmermann, 1997). The journal serves the purpose of teaching students to reflect on their process of reading and allows them to see what they do and do not do while reading. These journals can then be used by teachers to target students specific challenges that might otherwise have gone unnoticed (Fielding, Audrey, Schoenbach, 2003). One example of a way that the journals could be used is to hold students accountable for the thinking they do pre-reading, during reading, and post-reading. This could look like students owning when they get distracted and what strategies they use to re-engage with the text. Another way to engage with students that might not feel as comfortable or confident reflecting on reading in writing is through verbal communication.

Formal quarterly conferences can allow students to be supported in creating their own data based reading goals, book choices, and reading log assessment (Fielding, Audrey, Schoenbach, 2003; Harvey and Goudvis, 2000). Skill based reading conferences allow teachers to meet one-on-one with students to assess real time practice of skills (Keene and Zimmermann, 1997).

Holding students to a high level of accountability with regard to their own goals is necessary to support students in having a sense of agency over their learning. One example of this might look like a teacher monitoring reading logs by circling around the classrooms and checking students' choice book page numbers to ensure they are reading, and then support students in taking action if they are not meeting their goal by either changing their text or altering the reading space for the student.

Another way that teachers can effectively and efficiently monitor and address reading challenges is during small group instruction (Keene and Zimmermann, 1997). These meetings are short 10-12 minute invitation that allow for students to get specific targeted instruction that reinforces and extends concepts that have already been taught.

Conclusion

In conclusion, learning to read has the ability to reduce government dependence, extend life expectancy, support higher earning, ensure higher levels of education, and choice in life. To support students in becoming strong readers, students must be given an opportunity to develop a positive identity as a reader, and teachers must effectively instruct students, assign meaningful practice, and provide clear actionable feedback. Extensive research states the benefit of the use of teachers and students focusing on metacognitive strategies during reading practice.

Based on my research, I have come to the conclusion that students must feel that reading matters before they are invested in doing the work of learning and perfecting the skills strong readers use while reading. I acknowledge the importance of supporting students in developing positive identities as readers and spending time addressing reading trauma. I consider this the foundation or pre-work of teaching reading skills effectively; it is for that reason that I have chosen to make reader identity and cultural building my pre-research work. I will spend the two months prior to starting my action research working on supporting students in exploring their purpose for reading, how their reader identities came to be formed, and how they might come to see themselves as strong readers. I will also dedicate twice a week to 25-30 minutes of pleasure reading, where students can select texts based on two factors: interest and Lexile level. I acknowledge that Lexile level is only one metric for selecting texts that are at the appropriate reading level. In the interest of time and data, I have chosen to teach students about their Lexile level and the five finger reading level assessment aimed at making sure that the vocabulary in a text is not too easy or two difficult for students. In addition to pleasure reading time, students will support me in sorting through our class library (and giving away any texts that the majority of students think are uninteresting), ordering new texts that represent topics and genres of interest, and cataloging all of these into fiction and nonfiction shelves organized by genre.

I have decided to make my focus the instructional part in my research. The reason I have selected this part is because I find that reading instruction is something I have not been taught how to do, and I think my personal growth will positively benefit students' reading. The little that I did know of reading instruction, I found hard to implement and a bit unclear. I would like to commit to really improving my reading instruction skills, and as a result, improve my students' ability to understand complex texts. My research findings support the idea that teachers should choose a single strategy to focus on for a significant amount of time to allow students to fully understand, value, and use the strategy effectively through practice and actionable feedback.

My proposed intervention is the result of a series of takeaways: Students need lengthy amounts of time to master high leverage reading skills and ensure a level of confidence with the skill. I have chosen to teach reading strategies that support reading comprehension. Teachers must model what good readers do when using the skill in a variety of modes to address the needs of different types of learners--visual, auditory, and/or kinesthetic learners. Students must be given time to practice the skill in class in a variety of authentic modes, so that all learners can accurately demonstrate their level of proficiency and so that teachers can get accurate data on student proficiency levels. Students' must practice the skill in class so that the teacher can support students, address holes in understanding, and reteach when necessary. The teacher must support the whole class, small groups, and independent learners with clear actionable feedback on their practice that relates to the correct use of the specific skill. Over time the teacher must release the students to tackle the skill independently as they grown in proficiency. Lastly, students and teachers should reflect on student skill level, experiences with the text, and feeling about themselves as a reader. This metacognitive process allows for the student to build a growth mindset and an awareness of how the skill(s) supports understanding of the text.

Theory of Action

Problem of Practice	**Literature Review**	**Intervention**	**Expected Outcome**	**Research/Data Collection**
•My students are not using reading skills they have been taught while reading	•Purpose and Identity •Lessons focus on what good readers do • Appropriate practice •Assessment and Feedback to support support mastery •Reflection to support growth mindset	•Seven week skill focused on questioning (Harvey and Goudvis, 2000; Fielding, Audrey, and Schoenbach, 2000; Keene and Zimmermann, 1997) •Lesson arc reflects what good readers do when they ask questions to support understanding of text •Cycle of practice and actionable feedback are appropriate, and found in a variety of engaging and authentic forms •Gradual release •Reflection	•Students will demonstrate an understanding of the purpose of questioning •Students will report asking the three types of questions while reading without prompting •Students will reflect that asking questions supports their understanding critically thinking •Students will demonstrate use of the skill by asking a variety of questions	Process: •Cognitive reading journal • Assessments will reflect skill level •Teacher journal and lesson plans •Do Now and Exit Ticket feedback Impact: •Reading conferences at start and end of the seven weeks • SRI Data (Fall, Winter) reflect growth •Do Now and Exit Ticket feedback on my lessons and actionable feedback

Intervention Design

Over the last five years, I have worked to become a better teacher of reading, but have struggled to make reading feel relevant and meaningful enough to students to have my lessons be more effective. I realized I was not teaching reading lessons effectively enough because I was often not clear on exactly what I was expecting students to be able to do. I was not giving students enough time to master the strategies and skills, and I was not providing enough practice and feedback. With my newfound clarity on what teaching reading strategies should look like and a clear belief that all of my students have the ability to master reading strategies that support reading comprehension regardless of their current reading abilities, I aim to improve my instruction in a way that empowers my students to effectively use these reading strategies.

I intend to carefully and intentionally plan a series of reading strategies that will support reading comprehension. A key part of my intervention, and something I feel ready to dig into, is crafting intentional cycles of practice and actionable feedback that are appropriate and found in a variety of engaging and authentic forms. Over the course of my action research project, I plan to gradually release my students as they grow in their ability to use these strategies independently while reading. Finally, I will plan intentional opportunities for metacognitive reflection on a weekly basis to help students cement what they have been learning and reflect on how they have been using the skill in service of their own understanding goals.

Successful action research cycles will result in students being able to demonstrate an understanding of strategies and show confidence in their comprehension skills.

Students will report using reading strategies to support their understanding of complex texts. Students' understanding of the texts will be clear to them and to me.

Research Methods

Looking for Evidence Of	Data Collection Methods
Planning is clear and gradual release spirals are appropriately timed (Fielding, Audrey, Schoenbach, 2003)	•Do Now and Exit Tickets •Assessments •Cognitive journals •Teacher Journal •Reading Conferences •Lesson Plans •Teaching Video
Practice is engaging and the readings are at the appropriate level (Fielding, Audrey, Schoenbach, 2003; Keene and Zimmermann, 1997; Tovani, 2000)	•Do Now and Exit Tickets •Assessments •Cognitive journals •Teacher Journal •Reading Conferences •Lesson Plans
Skill is seen as useful and is being used correctly with and without prompting	Do Now and Exit Tickets •Assessments •Cognitive journals •Teacher Journal •Reading Conferences •Lesson Plans •SRI scores reflect growth between the Fall and Winter scores
Feedback is supportive and actionable (Dweck, Walton & Cohen, 2014; Farrington et al., 2013; Wiliam, 2011)	•Do Now and Exit Tickets •Assessments •Cognitive journals •Teacher Journal •Reading Conferences
Development of Growth Mindset (Fielding, Audrey, Schoenbach, 2003; Keene and Zimmermann, 1997)	•Cognitive reading journals •Assessments •Do Now and Exit tickets •Teacher Journal •Reading Conferences

I plan to teach the same lessons in all three of my classes. I will be collecting data from block Y, which contains 27 students, and will be analyzing and sharing the data from that block in this paper. I choose to collect data from this block because this block contains students with a wide variety of reading levels. Four students in this class receive support from a reading intervention teacher. Three students in this block have IEPs. Three students have repeated the grade. One student is an English Language Learner (ELL).

I plan to record and analyze a variety of forms of data to have a better sense of the effects of my actions on my students' ability to use reading strategies to support their reading comprehension. For process data, I will be looking for proof that planning and gradual release spirals are yielding student growth, and when the evidence shows otherwise, I will aim to fine tune my teaching (Fielding, Audrey, Schoenbach, 2003). I will collect this data using Do Now and Exit Tickets, reading conferences conducted between students and myself, and my teaching journal to capture reflections, quotes, and notes.

My goal is to have a clear direct instruction and that students feel that instruction supports their understanding of the purpose of the texts we are reading, as well as provides them a visual and verbal model of how to practice using reading strategies in a way that will support their understanding of complex texts.

Students will be engaged in the practice because the readings are at the appropriate level, don't overwhelm students with new content, and are interesting (Fielding, Audrey, Schoenbach, 2003; Keene and Zimmermann, 1997; Tovani, 2000).

I will be asking my students to directly reflect on the texts through their Cognitive Reading Journals, Reading Conferences, partner shares, Do Nows, and Exit Tickets. Furthermore, data will be collected in the form of reading assessments, Do Nows and

Exit Tickets, Reading Conferences, practice, and my teaching journal. They will reflect that the strategies are understood by students, seen as useful, and are being used correctly with and without prompting. In addition, I will use the Scholastic Reading Index (SRI) to see if the strategies support my students' comprehension of the texts and have them reflect on their growth during Reading Conferences.

I will aim to provide actionable feedback that supports students' growth (Dweck, Walton & Cohen, 2014; Farrington et al., 2013; Wiliam, 2011) so that I can see clear shifts in students' thinking and implementation of the strategy on assessments, reflected orally in Reading Conferences, and noted in their cognitive reading journals. I will collect clear data weekly through Do Now and Exit Tickets that will allow students to reflect on the feedback that I am giving them while giving me a clear idea of how useful they feel my feedback is so that I can adjust it as needed.

By the end of my five action research strategy cycles (right there questions, wondering questions, highlighting key information and gisting, coding the text, and defining the reading purpose) my students will develop a Growth Mindset (Fielding, Audrey, Schoenbach, 2003; Keene and Zimmermann, 1997) about their ability to get better at reading. Many of the ways I collect data will provide me with information about process, so that I can address holes in my teaching and my students' understanding sooner rather than later.

Impact data will reflect a variety of student growth in their understanding of the taught strategies and ability to use those strategies to support their understanding of complex texts. I will know that my research was successful if the data collected reflects that students have few questions about the process of using a strategy and even fewer questions on why they should use the strategy and how it should help them in their understanding. A second success that my data will reflect is that my students were engaged during practice because it was at their reading level or modified to address student skill needs, and as a result they don't feel overwhelmed and actually supported their use of the strategies as seen in final assessment data. My goal is for my students to start to see that using reading strategies is helpful and that they can use them without being prompted. The students will reflect that the feedback I gave was supportive and actionable to the extent that both they and I saw growth. Lastly, I hope that students have developed a growth mindset about reading and reflect that the strategies supported their understanding and thinking about complex texts.

Data Analysis and Findings

Research Questions

- When students have choice books, how much more time is actually spent reading?
- Are students evaluating thinking process modeling as valuable?
- Are students naming "taught strategy" as a strategy that they used while reading?
- Can students reflect honestly on their reading experiences?
- Are students evaluating feedback as helpful and what types of feedback are most valued?
- Do students think the strategy cycle timeline was a sufficient amount of time to master the reading strategy?

My research questions changed as I began to teach the strategy cycles. Originally, I set out to focus my entire research project on questioning strategies that I felt supported reading comprehension. In addition, I moved away from questions that focused on my students' feelings about their learning and my teaching and toward questions about data produced during practice and a variety of assessments. This was due to my own understanding about how to better evaluate my own teaching and my students' learning.

Revised Research Questions

Instruction	**1. How can I ensure students feel reading is purposeful?** **2. How can I ensure students feel capable and have the tools to support their understanding?** **3. How will students know how to successfully practice and execute use of the reading skill?**
Practice	**1. Will students practice reading strategies more if I assign additional opportunities for practice in a variety of forms?**
Feedback/ Assessment	**1. How can I ensure students get better through feedback?** **2. How can I catch students with holes in their understanding?**
Student Metacognative Reflection	**1. Will students' sense of agency over their own learning shift if I provide opportunities for students to metacognitively reflect on their learning?**

Impact Data Overview

Students' ability to use "taught reading" strategies improved over the study. There is evidence that the instructional shifts that were made affected students' reading comprehension skills positively. Students asked fewer process questions about how to use strategies after direct instruction included explicit modeling. Students were more likely to engage in practice after the amount of class time given was reduced and feedback was being given consistently. Reading assessment scores differed depending on the strategy and at what point in the lesson cycles they were assigned, but overall data showed positive growth. Scholastic Reading Index (SRI) data shows 60% of students scores showed growth during the course of this study (Appendix A2). Eighteen students showed over 100 points of growth (proficient scores at the end of 10th grade is 1080). Of these students 44% were still not meeting and 57% of these students were proficient. moving from "basic" to "proficient." Two students fell from "Basic" to "Below Basic." Little growth and some reduction in scores occurred for my advanced readers. Of the 44 students or 61% that received "Advanced" scores, 21 students or 29% of students showed no growth or dropped in score. This data makes me wonder about the implications of teaching reading strategies that my advanced students possibly already use.

Students showed an increase in their ability to reflect metacognitively throughout their reading strategy lesson arcs and these reflections often showed growing awareness in using reading strategies; however, not all students were actively engaged in these reflections - even at the end of the fifth strategy cycle.

Process Data Overview

The goal of this social action project is to **support students in using reading strategies independently to support their comprehension of complex texts**. I found that my own awareness around what instructional moves I needed to make grew. I realized clear instruction that supports student learning means that you should focus on one skill and teach strategies that support development of that single skill. Without clarity on the reading skill you are trying to support students in developing, it is nearly impossible to figure out what reading strategies you are trying to teach. I taught students five specific reading strategies aimed at supporting reading comprehension: Asking Literal Questions (Data Set 1), Asking Wondering Questions (Data Set 2), Annotating Key Information and Gisting (Data Set 3), Coding Text (Data Set 4), and Identifying the

Reading Purpose (Data Set 5). I learned that the skills you teach need to meet students needs by meeting them at their reading level, which is why I changed my original strategy cycle plan from exclusively focusing on questioning strategies to supporting students with building more foundational comprehension strategies. Modeling skills means modeling strategies in a way that engages students and has them thinking about their own learning process. Students were asked to engage during direct instruction modeling by being engaged observers and being asked to process what they understood after the modeling was complete. Modeling does little to support student growth without authentic, meaningful, and level appropriate practice. Students were assigned much more reading practice then I have ever assigned, but it looked different than in years past; this practice was shorter. I gave enough time for most students to finish the practice, but significantly less time than I had in the past. Practice was tailored through modification and text sets in order to meet students at their reading level. I assigned students practice and communicated clear expectations about the variety of forms that practice took; sometimes this was assigned partner work time, at others it was small group, and at other times still was independent. Practice needs to be support with scaffolds at first and then scaffolds need to be taken away to ensure that students are working at their Zone of Proximal Development (ZPD) and gaining confidence. Practice and assessment serve two purposes: 1) they push students to actually use what they are being taught and 2) teachers should use data from these sources to tailor instruction, practice, and feedback to meet students' needs. Students saw me collecting data regularly and referencing this data helped them understand that I was not only looking at their work but tailoring my teaching to their work. Lastly, I developed a newfound understanding for why students need to reflect metacognitively on their learning. When students understood what reflection looked like, why I asked them to engage in reflection, and why I gave students clear opportunities for metacognitive reflection, students realized that their hard work was in fact supporting their development and their understanding. During the course of the study, I feel that the attention I put on these five discrete aspects of teacher and student interaction in the classroom ensured growth in my ability to support students' development in their reading skills and my students' growth in reading comprehension through the use of said strategies.

Instruction - Reading Purpose and Modeling

One of my first action research questions was: **How can I ensure students feel reading is purposeful?** It took me teaching two strategy cycles to realize that reading feels purposeful to students when they have clarity on what they should be focused on while reading, when they understand why they should be focused on it, and how they should access this information, more specifically, clarity on what strategies they should use and how they should use them. In other words, students feel reading is purposeful when they have a clear purpose and understanding of strategies that support them in accessing content.

Instruction - Process Data. When I first started this research project, I noticed that students were not actually using strategies that I had taught them the year prior. I was convinced that those skills would support their reading comprehension if I could figure out how to teach them more effectively. I was left wondering:

1. **How can I ensure students feel reading is purposeful?**
2. **How can I ensure students feel they have tools to support their understanding?**
3. **How will students know how to successfully practice and execute the use of the reading strategies?**

In trying to address my “problem of practice” (**Students are not using reading strategies that they have been taught)**, I hoped to make a series of instructional shifts to better support students in using reading strategies independently when reading complex texts. While lesson planning, I aimed to establish the reading purpose and ensured that students had an understanding of the strategies, how they would support them in their deeper learning, and then clearly modeled the reading strategy. I did my best to select texts that were accessible to the average student’s reading level and made sure to frontload vocabulary so my students could focus on the strategy being taught. I avoided covering new content because I noticed that when I did assign texts with new content students were focused on the new content and often less focused on the strategy. While modeling the strategies on the overhead as I verbally explained my thinking process, I was able to ensure my students saw my metacognitive steps, aiming to demystify the “magic” of reading, and allow students to see the thinking that happens during reading that often is overlooked and/or unverbalized.

Reading Purpose - Process Data. When I first set out to teach students about the reading purpose, I was not very effective. In one of my earlier strategy cycles (Data Set 2 - Wondering Question - Lesson Plans), my reading purpose in my lesson plans lacked clarity. It was not focused on the strategy or the expectation of what students should understand, but instead was focused on the expectation that they should use the strategy a specific number of times. I simply told students the purpose of wondering questions and showed them some examples of me asking wondering questions on a model. It should not have come as a surprise that many students did attempt to ask wondering questions, but the majority of the class failed to ask wondering questions that actually supported the understanding I was hoping they would get from practicing the strategy. 25% of students had 75% or more of their wondering questions support their reading purpose. 17% of students had between 50-74% of their questions support the reading purpose. 49% of students did not ask wondering questions that actually supported their reading purpose. In my teaching journal, I reflected on the results, “I think the students really struggled with wondering questions. I think this was the case because my reading purpose was overly tailored to completion and students were focused on delivering with little consideration to the what and why of the reading. When I model the strategy tomorrow I am going to make sure to really review what we are supposed to be focused on in the text, why we are focusing on that, and how it connects to our overall learning in the unit…” Evidence of this change in my planning is evident in my lesson plan (Appendix C1). I changed the focus to include this shift in my awareness, that clarity around understanding expectations needs to be messaged to students. Students were much more clear on the reading purpose and the focus of the reading purpose after I was much more clear in my plans about the what, why, and how.

At the start of my study, I wrote the reading purpose on the board or overhead and read it to students. I noticed that many students lost focus on what they were supposed to focus on during the lesson and during practice. I was getting questions like, “What am I supposed to be focusing on while I read?” I caught myself often pointing to the board. As a result, I started asking students to write the reading purpose on the top of each assigned text, from those that I used to model the strategy, to those I assigned for homework. Eventually, I started to have students that were ready to take ownership of the reading purpose and try writing it independently and then checking it with mine. This provided some challenge even for my stronger readers, some of which did very well, while some of my strongest readers still struggled to figure out the reading purpose. I remember reviewing one lesson with my coach when I realized that maybe it was a good idea for me to give the reading purpose to students, but it also made me realize how much of a skill it is to have clarity on what you are reading and why you are reading it. This realization eventually resulted in me teaching “reading purpose” as a comprehension strategy for my last strategy cycle (Data Set 5 - Reading Purpose). I taught the strategy of identifying a reading purpose and had students defining the what, why, and how of the reading purpose in preparation to practice this strategy independently. I did continue to insist that students write the reading purpose at the top of their text, or select students that struggled with this skill during the final strategy cycle. I provided them with a clear reading purpose to ensure that they were not lost when interacting with a text (Data Set 5 - Reading Purpose).

Reading Purpose - Impact Data. Having students understand the reading purpose and ensuring they were aware of the what, why, and how of that purpose meant they were more engaged with the reading because they were better equipped to build understanding even when a text was challenging. When the reading purpose was clear I observed fewer students asking process questions. During practice, students were more attentive to their work. When asked why it was important to understand a reading purpose the majority of students could clearly state because it made it clear why the reading had value. One student responded on an exit ticket, “The reading purpose helps me know what to pay attention to when I am reading.” At the end of the year, I polled students, and 76% of students reported that knowing the reading purpose positively impacted their ability to comprehend a complex text.

One place where my findings were contradictory was in the case of a final reading assessment regarding students’ ability to consistently identify the reading purpose having a direct effect on supporting comprehension. On this assessment, 31% of the students who took it failed to write the reading purpose at the top of the assessment despite that being a requirement; 6% of students wrote an incorrect reading purpose; 19% of student wrote a correct, but overly vague reading purpose; and 44% wrote a correct reading purpose. In spite of this data, 69% of students were able to demonstrate clear understanding of the text in their summaries. In my journal, I reflected:

> “In spite of the relatively low reading purpose data, 69% of my students were able to write an accurate summary of the text. This complicates my thinking about the importance of reading purpose being clear and makes

> me wonder if the students know the reading purpose, but are just not writing it for some reason. These reasons might relate to them wondering if I will check it, how it will affect their grade, or how important the actual act of writing it down is for their understanding. I also think this data might be flawed because I have been talking about reading purpose long before teaching this reading comprehension strategy."

In hindsight, I also wonder if this text was just too easy for students, and they didn't need a clear reading purpose to be able to summarize it. I realized over the course of teaching all five strategies in each class, there were students who already had mastered strategies and, in some cases, my trying to force them use strategies they were already easily using made them resistant to reading and even resistant to using strategies.

A positive finding with regard to reading purpose supporting reading comprehension occurred in a poem analysis practice where students were tasked with understanding the author's message. That data reflected that a little over one-third of students wrote the reading purpose when unprompted on one of the practices where students were required to code a poem (Data Set 4 - Coding - Poem 1 Practice). This finding suggests that the strategy is helpful to students because they are using it without being prompted and in conjunction with other more complex strategies.

Because the data reflect that not all students are writing the reading purpose, one might wonder if students actually mastered the strategy and were willing to use the strategy when confronted with a challenging text. I think it is important to note that when

I circulated the room on multiple occasions during multiple strategy cycles and confronted students who did not write a reading purpose at the top of their paper, many of these students reported that they knew the reading purpose and were busy trying to read the text. When I pressed some of these students, they could in fact tell me the reading purpose and explain how the reading purpose supported them in their reading.

When instruction was clear and students understood what they were doing, how to do it, and why they were doing it, I saw an increase in engagement which had a direct correlation on successful practice. I noticed that very few questions were asked about the purpose for reading or why they should practice the specific strategy. In general students asked fewer questions about how to actually use the strategy, and students were less hesitant to try the practice work. On many occasions, I noted a shift in the type of questions students seemed to be asking. Even if their practice was incorrect, they seemed to have an understanding of what was tripping them up and could ask for my specific feedback on it, or were more receptive to my specific feedback. I attribute this to students feeling more engaged, less overwhelmed, and them being aware of and using reading strategies.

Modeling - Process Data. I now realize that instruction is rarely effective without clear, accessible, and engaging modeling. The first time I modeled asking wondering questions (Data Set 2 - Wondering Question - Modeling Artifact 1) I spoke for too long and failed to focus on modeling the skill I actually was trying to model. Instead, I got off topic by discussing some overly challenging vocabulary that a student said he was struggling with before coming back to the modeling at hand. By that point, the classroom full of students looked confused. One ELL student raised her hand at the end of my 23 minute modeling session (Data Set 2 - Wondering Question - Video) and said, “Ms. B., I thought this was supposed to be about reading not about vocabulary.” Lesson learned. My journal reflects me realizing I talked for too long, on too many strategies, and used a text that was not accessible to the majority of my students. I also reflected on how checked out everyone seemed. I felt like I was talking to myself. From this initial modeling lesson, I learned that effective modeling needed to follow a simple prescription: focus on a single reading strategy, and not involving students (at least not during the active modeling phase to reduce confusion) and not exceeding a reasonable amount of time to ensure students stay engaged and do not feel overwhelmed. My next modeling lesson did go much better because my timing was better, I stayed focused, and didn’t talk too much. Nevertheless, when I observed my class, I noticed students were doing nothing! I wondered if they understood what I was modeling? I asked my students to check if there wondering questions supported the reading purpose. 49% of the class reflected that more than 50% of their questions did not support the reading purpose despite my clear instruction of the reading purpose, and the modeling of the what, why, and how questions. I reflected in my journal that I didn’t think that waiting until formal practice to check if my students were engaged during the modeling was a good idea because I was aware students were lost as the modeling lesson was complete. To engage students during modeling, I decided to assign students tasks before the lesson that would then be done after the modeling. At times this looked like T-chart notes, turn and talks, and complete the sentence starter type activities. In one example, I gave sentence starters that prompted students to reflect on what they saw when I modeled the reading strategy: "I noticed Ms. B was doing ____ while modeling the use of _____ strategy. I think she did this because _________." There were other times I had students simply write what they saw me doing. In many of these reflection students are able to reflect an awareness of the strategies and convey complexities in the application of the strategy (See Appendix 2B). I found that, when I designed my modeling sessions with active engagement in mind, my students started to realize that I was holding them accountable after modeling (i.e. growing understanding).

Furthermore, I realized I needed to be better at planning to use clear language while modeling. Toward the end of my strategy cycles I noticed that when I used different words that I thought would convey the same idea, students would get confused. I even recorded one example of a student thinking there were two different parts to a strategy because I used "gist" and "key point" in reference to the important information in a paragraph while modeling. Being consistent with language also allows students to get more comfortable using it. I have an example of tasking students with checking each other's wondering questions on a series of bullseye charts with clear levels of what makes a top quality wondering question. These bullseye charts used the same language I had used during modeling. When I asked students to verbally explain whether they thought a wondering question was strong or not, they had the vocabulary from the modeling right in front of them, and as a result were able to be more clear with their explanations.

Modeling - Impact Data. The impact of modeling was that students grew in their understanding of how to use reading strategies and how they could support them in understanding a challenging text. Students reflected that modeling was helpful particularly in the last three strategy cycles (Data Set 3 - Annotate Key Information and Gist - Journal, Data Set 4 - Coding, Data Set 4 - Reading Purpose). At the end of the coding strategy cycle, I asked students to rate their understanding on a scale of 1-3, with “3” being very confident in understanding. Here, 60% of students gave themselves a “2” in understanding.Of those students, 12% referenced modeling, and 16% reflected that modeling and practice together supported them. Meanwhile, among the 8% of students who rated themselves a “3” in understanding, those students cited modeling and practice as being most helpful. The three students that rated their understanding a “1” did not answer the reflection question on what they found helpful. These unprompted references to modeling are evidence modeling is supporting students; ideas of their understanding of reading strategies.

In Data Set 3 - Annotate Key Info and Gist - Modeling/Revision Data, 100% of the students that did not meet on the homework saw me remodel the strategy and as cited in their reflections, many students were able to revise because of the modeling session where they reflected on where they had erred and went on to show proficient understanding. Modeling can be used at various parts in a lesson cycle and can support reteaching after students have had an opportunity to practice a strategy.

In my second to last strategy cycle on coding, I noted two of my ELLs,who were particularly resistant to practice work, got right to work after I modeled coding a text on the very first lesson (Data Set 4- Coding - Student Quotes). The level of engagement that these two ELLs showed with an unfamiliar strategy is a testament to the efficacy of modeling in supporting students in developing reading strategies.

Practice - Assigned, Assessed, and Ensure Students are Supported

Effective practice needs to be assigned and assessed regularly throughout a strategy being learned. Equally important is students' need to be supported during practice to ensure they are taking the actions necessary to understand the text. At the start of the year, I assigned reading practice sporadically. It was often random, didn't connect directly to whatever large assessment students were working on, and was assigned in class with excessive amounts of work time given. I noticed that students were often resistant to the practice and often didn't finish the practice despite the long amounts of work time. I felt like the practice I assigned often didn't provide me with the data I wanted, nor the impact my teaching was having, nor the individual growth data I was hoping to see from students. I wondered:

1. **Will students practice reading strategies more if I assign additional opportunities for practice in a variety of forms?**

Meaningful Practice - Process Data. Practice must be purposeful and appropriately timed. I noticed that when I made it really explicit how the practice was going to support students, or how the strategy they were practicing would directly support them on their upcoming project, they were more willing to actually put effort into the practice instead of just looking like they were busy when I walked by. I discovered that the timing of the practice was also important. If I gave students too little practice time, they often rushed through the practice or copied off one another when they thought I didn't notice. This fast paced practice often resulted in my ELLs and my struggling readers feeling completely overwhelmed and turning in blank practice sheets, even when I tried my best to circulate around the classroom to support them. When I gave too much time for students to practice, the majority of the class often got started on the work, but again didn't produce high quality work because they rushed through to finish at the end of the practice period. The students that did use their time effectively and completed the practice to high quality were left with little to do and then distracted the other students.

In my earlier reading skill cycles, I had students practice just to practice, but their practice wasn't actually working towards a formal assessment. For example, I had students ask wondering questions (Data Set 2) about a biography on George Orwell. Many of my students were interested in the biography and even had choice in a few different George Orwell biographies that were tailored to their reading level to ensure students who needed a more challenging text to actually use a reading skill that helped them develop understanding However, they were resistant! The culminating assessment of this project was to write a final chapter of the book *Animal Farm*. I then realized that students did not actually need to understand nuances of Orwell's life to do this. Instead, the practice would have been more meaningful if I had supported them in their final assessment, which was to write a new ending to the book. In hindsight, practicing asking wondering questions about a section of *Animal Farm* would have helped them get ready for the story development process that supports strong narrative writing.

Meaningful Practice - Impact Data. Students need to be assigned meaningful practice in order to practice "taught strategies" effectively. This seems really obvious, but I did not assign nearly enough meaningful reading practice at the start of the year to collect the data that I needed to have a clear understanding of how my students were progressing throughout a lesson series. When it isn't clear to students why they should apply themselves during practice and how it will directly benefit them, they are less likely to engage with it. When I was clear with students how the practice was going to impact their final assessments or support their understanding of complex content, they were more likely to engage. My students' increased effort on meaningful practice allowed me to make instructional decisions like reteaching, doing small group support, or moving a lesson cycle along because the majority of students understood the strategy. In my final two strategy cycles, all practice was directly related to final assessments, and I made sure to clearly convey that to students. I made sure that the practice time was an appropriate length so students felt a sense of agency. You can see in the lesson plan (Appendix C1) that the independent practice is ten minutes long, enough time for the majority of students, but not so much time that students feel like they can be off task or distract others. At the start of the year, it was not unusual for me to assign twenty to thirty minutes of practice which resulted in students not applying themselves fully to the practice.

Attention to Reading Level - Process Data. I resisted the idea of grading all practice to incentivize it. Instead, I opted to try to figure out how I could make it more meaningful. In the end, communicating directly how practice would benefit them was most helpful. I worked to tailor practice to be interesting and not overwhelm student with new content. I got a lot of traction when giving them choice texts for practice. These texts were different levels, and I was able to encourage students at different levels to take different texts. One of my struggling and resistant readers did not read a full text or complete a full practice for most of the year, which was partly due to his reading level. When he was given a text that was at his level and was of interest to him, I was able to support him in completing the practice.

After assigning some practice about midway through my social action research project and well into cycle three, which focused on identifying and annotating/gisting key information, I decided to strictly observe my class. I was interested in seeing what patterns emerged between practice and skill. You can imagine my horror when I noticed that during the times where I would normally be focused on small group instruction or circulating to individual students, I noticed a little bit more than one third of my class - a total of nine students--was not actually practicing the reading skill I had just modeled. Instead, they were just reading the text and putting comments in the margins with little focus to what they were trying to understand. For this particular practice, students were tasked with contrasting Israeli and Palestinian perspectives on key events from two texts. My goal was that they would use the text and gist key information to make understanding and synthesize the opinions of two groups of people more easily. As I looked at the students who were opting not to do the practice, I noticed that they were all my lowest readers and all were practicing a wide array of avoidance techniques everything from looking like they were doing the work without writing a single thing down to asking to go to the bathroom for the second time that period as soon as practice started. As I began to hone my ability to recognize avoidance techniques, I also got better at addressing the causes of the avoidance. For my ELLs,this avoidance was often a result of feeling overwhelmed even when the reading was accessible. All I had to do to support or modify practice for some of these students was chunk the text or reduce the amount of text and remind them that I was really looking for deep understanding of the section that they read, meaning I wanted to see strong effort on their practice work of the modeled strategy over completion of the entire practice. When I helped students who were avoiding practice, they were often surprised at their own understanding of assessments that they had originally deemed too hard. By ensuring that practice is meeting students at their current reading level and that the texts are accessible, students are more able to engage in practicing the taught strategies.

Attention to Readings- Impact Data. When I gave students texts that were at their level, or modified the texts by providing vocabulary supports, or highlighting sections that I wanted students to really push to understand, they were more engaged and more willing to complete practice work and apply the reading strategies to the best of their ability. Many of the students that generally avoided challenging reading strategy practice were working with limited prompting from me when the texts were at their level or modified to meet students needs. Unfortunately, my numerical data doesn't match these observations. I selected a random sampling of practice assignments and calculated the number of students that did not apply themselves to their practice. In chronological order, Practice #1: 5/25 or 25%, Practice #2 6/23 or 26%, Practice #3 1/23 or 4%, and Practice #4 2/27 or 7%. It is not clear that students were more engaged when I gave more attention to ensuring texts were leveled to meet students reading needs. There are a few possible reasons for this discrepancy: the data might not be an accurate measure of engagement. It is possible these numbers are more reflective of the quality of the lessons versus how engaged students are when a teacher is able to accurately modify texts to meet students' needs.

Varied Supports- Process Data. Support during practice is critical for many students to gain enough traction in trying a challenging task for them to be able to eventually do the practice on their own. When I saw student work in groups, they were not only more likely to try the practice, but they were also more likely to normalize the struggle which resulted in resistant readers either listening to the conversation and trying the practice, or at the very least just listening and learning from their peers' conversation. Small groups were also an effective practice support for struggling students, especially when I had data on who was struggling. I was better able to group students that needed similar supports or challenges and work with them, or pair students with a student at a higher skill level for extra support.

In my journal I reflected: Today I saw many of my students working, but very few of them working independently. I feel like I am over-scaffolding and allowing my students to have too many supports and giving them very little opportunity to make their own meaning of the text. In future lesson cycles, I want to really make sure to be conscious about independent practice. After this realization I made a conscious shift to be more careful about planning to take away scaffolds as much as I was trying to be intentional about providing them.

Independent practice is just as critical as group practice. When students were not given the clear instruction to complete practice work on their own, they work together.

This can result in some students relying on peers and not gaining confidence in their own skills. Lastly, direct teacher support is also necessary. The more I moved around the class giving student support when they needed, the fewer students were able to say, “I didn’t do it because I didn’t get it”. When I saw who “didn’t get it,” I was able to attend to those students needs. Understanding exactly what supports students’ need is challenging. Trying to decide what supports are needed by whom and including them in lesson plans was very helpful and ensured I was able to support the students whose needs I wasn’t able to predict. Because students learn at different rates, really considering who needs what during practice work time can change how students see reading practice, making them more likely to engage in practicing reading strategies.

Varied Supports- Impact Data. In all four intentionally planned varied support lessons, that majority of the students completed the practice, Practice #1: 20/25 or 80%, Practice #2: 17/23 or 74%, Practice #3:22/23 or 96%, Practice #4:25/27 or 93%. My ELL student was not engaged in one of these lessons. This also happened to be the lesson where I was working at his table doing small group support. One possible reason for this might be the student feeling singled out in some way.

Assess Practice - Process Data. As I mentioned earlier, one of my biggest realization around reading practice was how much data it could provide and how helpful this data was in informing the supports I was able to provide my students. Practice is a form of assessment and data if it is checked. I often found that I couldn’t get around to giving feedback to everyone and felt overwhelmed circulating to all students during practice work time. What I realized is that when I did circulate in class, even if I couldn’t get to everyone for every single class, students found that my immediate feedback was more meaningful because they could apply it in the moment and then they were less likely to have been practicing a strategy incorrectly. When a few students were practicing something incorrectly, I could in the moment gather those students, or redirect the whole class to quickly clarify or reteach when necessary. This was the case with the coding lesson. My model had only four codes that were used to code a poem. On the second lesson day, I assigned the coding practice, and students were working in groups. As I walked around the class I noticed that students were using upward of 10 codes on a small poem making the poem even harder to understand. I quickly was able to check in with the two groups that were doing that and give them feedback about using only a limited number of codes to reduce confusion. Assessing practice in class proved to ensure students were practicing strategies correctly because I was able to notice their progress and address any concerns shortly after instruction. Practice and feedback cycles needed to happen often throughout a lesson cycle to give me more data and a more accurate read on where students' skill level was.

Assess Practice - Impact Data. Having cycles of practice that were tailored to students' needs ensured students engaged in the practice. When I assessed practice regularly I was able reteach or break down strategies to meet students needs and as a result students were less overwhelmed by the amount of feedback coming all at once, but instead in smaller amounts. In addition, students felt more comfortable going into final assessments because of the amount of increased practice and feedback.   One student remarked, "Yes, Ms. B., I got it. We practiced coding a lot. I know how," when I told her

I would be assessing her coding skills the following day (Data Set 4 - Coding - Student Quote) . For this particular ELL to say this was an incredible testament to how important scaffolded practice was. For a bit of context, at the start of this year, the same student promised me should would not read a single book in my class.

Assessments and Feedback

Any piece of work that student do could be considered worthy of a teacher's time because student work provides data about where students are at in their understanding of strategies. I consider pre-assessments, practice, and final assessments useful not only for data purposes but also for feedback. When I first started this research project, I set out to address why students were not using the strategies that they had been taught. Over the course of this project, I realized that this was often the case because the students never truly mastered these strategies. I wondered:

1. **How can I ensure students get better through feedback?**
2. **How can I catch students with holes in their understanding?**

Assessment/Feedback - Process Data. At the start of my research, the majority of students were not taking time to complete revisions when I provided feedback on practice. Occasionally, some students would look at the feedback and do revisions on assessments that were worth a grade. As I walked around the class giving feedback, I noticed that a good number of my students were continuing to not actually take action on the feedback I was giving them. It was then that I began to wonder if it was the way that I was giving feedback. At the start of the year, my feedback was a simple system of check plus, check, and check minus. This system was based on two ideas: first, that I felt that I had to look at each student’s work, and second, that it needed to be efficient. I occasionally coupled this feedback with verbal feedback. The next lesson (Data Set 3 - Highlight Key Info and Annotate), I decided to circulate and give more specific feedback based on what I saw the day before. By planning out what I expected students might be struggling with (the amount of highlighting, correctly locating the key info in the text, and too little highlighting) I was able to ask questions that steered my students to revise without me telling them what to do. These feedback questions produced action. For a handful of students, I asked the same two questions when I noticed that they had highlighted too much text, “What is the purpose of highlighting text? How do you know what is most important based on what you highlighted?” Four out of five of those students were able to come to the conclusion that they had highlighted too much text without me saying that explicitly. This mental lift supported students in catching their own mistake. To ensure that students actually incorporated the feedback and revised, I continued to use the check plus, check, and check minus method, but clearly verbalized and wrote down that I expected students to revise based on the check they received and would be doing a reflection on their revision. Out of the 27 students, only one student refused to revise, and I noticed and checked in with him. After I supported him, he went on to get a check plus. On this second lesson, 38% of students received a meeting after revising, 50% of students did not get a meeting. There was still work to be done. I think the fact that I was not able to get to all students, only a little under half during this lesson can be seen in these statistics. However, I met the 11 students that did not meet at first and I was able to give clear, actionable feedback to them and ask them probing questions that allowed them to reflect on what they needed to do to revise their work. After the meetings, 100% of these students revised and showed understanding of the strategy.

Assessment/Feedback - Impact Data. Without many opportunities for assessments being assigned, students do not get feedback on their learning. Without this feedback, students are not working towards improving their use of reading strategies effectively. At the start of the year, I did not give very much feedback because I wasn't assigning enough opportunities to be able to assess students' skill levels. When I assigned assessments that clearly assessed what students did not did not learn about a reading strategy, I received valuable data about my students' abilities and my own teaching. I was able to provide feedback and students were able to grow in their ability to use the strategy as a result of that feedback. In addition, I was able to see where little progress was being made by students, as well as reflect on my own instruction. During the wondering questions strategy cycle, I realized after giving a simple three question assessment about what makes a quality wondering question that my students did not understand the checks I had taught them. Because of this assessment, I was able to go back and reteach the lesson to address students' confusion.

Student Reflection

I asked students to take time to reflect on their learning. These reflections were done at a variety of times: prior to me teaching a reading strategy, during the practice cycles, and at the end of teaching a reading strategy cycle. I wanted students to take ownership of their learning and promote deeper engagement by prompting students to evaluate their learning processes. At the start of this year, I recognized that reflection was important, but I often did not make time during class. During my action research, I made sure that students had time to metacognitively reflect. Much of my initial research into reading instruction touched on the importance of students being asked to reflect on their learning to support awareness of their understanding, as well as what supports and hinders their learning growth. At the start of my action research I wondered:

1. **How can I support students in catching holes in their own understanding/practice?**
2. **How can I support students in becoming aware of the actions that they take that either promote or hinder their learning.**

Eventually, I changed this question to: **Will students' sense of agency over their own learning shift if I provide opportunities for students to metacognitively reflect on their learning?**

Give Student Time to Reflect - Process Data. In my first few strategy cycles I didn't do the best job of providing time for students to deeply reflect on their learning process. In a few of my lessons, I gave students the last three minutes of class to reflect on the learning they did during their practice. Giving students such a limited amount of time at the end of a class period resulted in a lot of blank reflections, even more single line sentences that were often not complete thoughts, and lastly a tiny number of thoughtful reflections that often required those students stay past the transition time - these were often my high achieving students. I noted that the timing is key to having students metacognitively reflect in a way that is going to be supportive of their learning. When I had students metacognitively reflect after practice, they were more likely to reflect deeply. In one student's sample reflection, he wrote, "I figured out the reading purpose by thinking about the content and events, reading into the text a bit, and forming conclusions about how it would support me.”

One challenge with metacognitive reflection is the amount of time it takes and the fact that you can’t read every metacognitive reflection each time you ask students to engage in them. I found that these reflections, although providing important data, are really a way for students to take ownership. Thinking about thinking ensures that students are aware of the actions that they are taking to ensure growth in understanding.

Give Student Time to Reflect - Impact Data. Before my research began, students rarely if ever reflected on their reading experiences metacognitively. After ensuring students were given time in my lesson plans to reflect on their learning, they did. Over time, this practice of reflecting on learning allowed them to see how the skills were actually supporting them understand complex texts become more expected. One student wrote in her metacognitive reflection, after a coding lesson, that she thought coding was dumb at first and slowed her down. The same student later reflected after the final coding assessment that coding was useful and that she thought it supported her better than annotating and gisting. The first metacognitive reflection showed 30% not completing any type of reflection, while in the final strategy cycle 20% of students failed to complete a metacognitive reflection. Although this data does show an increase in the number of students completing reflections, it is important to note that metacognitive reflection completion data fluctuated widely based on the type of metacognitive reflection I assigned (online survey versus questions answered on the back of an assessment) and the timing allotted for the reflection.

Students were more invested in their learning when they were made to reflect on their own learning process. I reflected in my teacher journal:

> "Going around today talking to students about their interaction with the model of correct key information highlights and collecting their reflections about how their confidence in their ability with the strategy of highlighting key information and gisting (comprehension skill) it for homework was fascinating. The depth at which they could explain why they felt confident or not in their skill practice was clearly grounded in their own ability to reflect on what practice of the skill should look like. Students were also better able to see the connection between effective practice and attention to strategies impacting their final assessment products."

Prompt Reflection - Process Data. I started the action research cycles with students writing meta-reflections in notebooks after pleasure reading time. After reviewing these reflections, I noticed that the majority of students were producing shallow reflections at best, generally focused on what they liked or didn't like about the text and less of what strategies they used. "Today's text was boring." or "I liked what we read today. I want to learn more about the Israel Palestine conflict," were common. I ended up modeling and providing students with some specific questions that allowed for a deeper reflection during the next reading. I asked questions like, "What are the two mental checks you can use to ensure that you have a clear reading purpose?" (Appendix C1)

The first time I asked students to turn over a piece of strategy practice classwork on asking wondering questions and asked them to reflect on their learning, many students turned in blank reflections. The few that did reflect simply regurgitated what I had said during the lesson instead of reflecting on their own interactions with the reading strategy during the practice. I realized students needed to be instructed on how to metacognitively reflect on the use of reading strategies. I ended up modeling this process for students and seeing only a small shift. I noticed that many students didn't feel comfortable with meta-reflection. They expressed that it was boring, hard, and/or unnecessary. I tried to listen to these complaints and be more explicit about the purpose of the reflections, explaining that when you can reflect on your learning, you become more aware of what is helping and hindering your understanding of learning a reading strategy and how that strategy is benefiting you.

Another way I tried to address students' resistance to reflections was by changing the medium of the reflection. I changed my idea on meta-reflections being something I needed students to write out so that I could check it and became more flexible with how students were asked to reflect. This resulted in more engaged reflection. Students were asked to reflect on their reading in reading journals, on post-it notes, and verbally in pairs while I circulated around the classroom. By varying the ways I had students reflect, I was able to get a bit more buy in and students were less resistant. This is not to say that all students clearly valued the reflection process, and even in my last strategy cycle, I still had a few students who resisted reflecting on their learning. These students often cited how reflection felt like busy work. I continued to try to push them and gave students sentence starters that sometimes supported their reflection, but again their reflections were not always metacognitive or deep. I noticed that when I provided a sentence starter, the result was often a shorter reflection versus when I had students do five minute open reading journal meta-reflections. Here are a few examples of the reflections from a sentence starter that started, “ I figured out the reading purpose by…” (Data Set 5 - Reading Purpose - Student Quotes):

> **Student 1**: “I figured out the reading purpose by looking at the title and reading the first few lines of the first paragraph.”
> **Student 2**: “I figured out the reading purpose by just looking at the title.”
> **Student 3**: “I figured out the reading purpose by looking at the context and events, reading into the text and forming conclusions, and rereading.”

After looking at their reflections, I examined the data from the next day’s reading purpose lesson. The text “Introduction - A New Negotiated Revolution” was assigned as practice during classwork time. Students were tasked with writing the reading purpose at the top of the page. 4% of my students did not write a reading purpose; 17% wrote a reading purpose that was not correct; 17% percent wrote a reading purpose that was correct, but vague; and 57% of students wrote a correct reading purpose. I can’t be certain that it was the meta-reflection from the day prior on the lesson and practice that supported 57% of students in getting correct reading purposes, but I can say that the sample quotes reflected a deeper awareness of the reading strategy process and supported students in being clear about how to figure out a reading purpose. I later reflected further on the data in my journal:

> “Interestingly, out of the students that did not get the reading purpose correct, four out of the five wrote down the correct rationale for how to come up with a reading purpose. This data makes me think about how easy it is for students to have a false sense of confidence around their work when they are regurgitating what I have said to them during instruction instead of really thinking through their own process. This data also highlights the importance of letting students grapple and giving them multiple opportunities to practice a reading skill, and that sometimes four lessons in close succession are not enough.”

I mentioned having students metacognitively reflect on their use of reading strategies in a variety of ways. One of these ways was through reading conferences that happened at the end of each quarter after students took the SRI. This allowed for students and I to reflect on their growths and challenges with regard to reading and provided some of the most useful data about what students felt was helping them, what was not helpful, and an opportunity to really support students with their self-perceptions around reading and their use of reading strategies. I was able to reference these insights that students shared with me during practice and feedback cycles.

Prompt Reflection - Impact Data. When I explained what metacognitive reflection was, gave students time to reflect, was clear about how meta-reflection would benefit them, and modeled meta-reflection, students were able to make deeper reflections about their learning. This was evident when students used the same vocabulary from the wondering question model to convey what they had learned from their peers and my feedback on their wondering questions. In all five strategy cycles, students were prompted and many students did engage in metacognitive reflection on reading strategies. Sometimes these reflections focused on the feedback I gave them, and the actions they needed to take. One student reflected, “It isn’t a strong wondering question because it isn’t clearly related to the reading purpose.” At other times, their meta-reflection allowed for a deeper self-guided revision after looking at an example and being prompted to reflect on what was done well and what needed to be improved. A student reflected, “I used too many codes and that got me confused.” In one case, I asked students to reflect on how confident they were on a piece of homework where they practiced highlighting key information and writing gist statements and provide some explanation on their confidence. I later showed the students a key to the correctly highlighted text that included the gist statements and I asked students to re-reflect, revise, and at the end of class re-rate their confidence in the use of the strategy against, asking them to explain. I was shocked to find out some of my strongest students changed their scores from the five (highest rated confidence) to a two after seeing they had practiced the strategy incorrectly. One student reflected, “I highlighted way too much. Highlights shouldn’t be the whole sentence or entire paragraph. That isn’t the key info.” Their reflections clearly explained what they thought they should have been doing and could specifically explain what they had learned and revised.

Related Data. During the entire research cycle, I collected data that related to students’ success around reading comprehension and feeling about reading that might relate to or be a result of actions taken during my social action research project. I have included that data in this section of my paper.

Attitude. I saw a significant shift in the attitude of students at a variety of reading levels.One of my most resistant readers at the start of the year exclaimed in class one day, "Today I wanted to tell you that I am so happy. I am reading page 120 of my book. I am so happy because, thanks to you, I started reading in English. You showed me that a book is more than a lot of pages." It is true that she didn't directly cite any specific reading strategies, but it is evident that the reading lessons have some correlation to her confidence in her ability to read. To provide some context, this same student refused to read the directions off the top of a handout at the start of the year. Another student came into class saying, "Ms. B., you made me a book addict and a book nerd. When my mom tells me to do chores, I sneak and get on my phone these days to sneak reading! This is your fault Ms. B." Some of this was the result of normalizing reading and the challenges of reading, and exposing students to reading strategies that supported them when reading felt challenging.

It was not just these two students that experienced a change in their attitude toward reading. 37% of students acknowledged that they need to read more during their Fourth Quarter Reading Conference. This acknowledgment is significant when you consider the high number of students who avoided reading and considered reading to be "pointless," "boring," and "not helpful." At the end of the year, I reduced the amount of pleasure reading time students had so we could work on end of the year culminating projects. Between all three of my classes, dozens of students made comments expressing concern or upset at the lack of pleasure reading time. Another example of students shifting attitude toward reading was their request for books. At the start of the year, I spent a few hundred dollars on books to update our classroom library. I asked students to go on Amazon and research books they wanted to read. Many students finished reading these books and asked when I was going to be ordering more books. I am sure the interest in literature was higher due to choice, reading culture, access, and interest, but I can't help but wonder if any of these changes were the result of the work on reading strategy.

Reading Strategies Are Named. At the start of the year, during the Quarter One Reading Conference, many students struggled to name even two reading strategies that they used. During the final Quarter Four Reading Conference, when asked in an open ended question, "What did you improve on with regard to reading skill and strategy development?" 79% of students named strategies that I explicitly taught without prompting. Of those that did not cite specific reading strategies, 10% said they improved on persevering through challenging readings. The other 10% did not cite specific strategies, but said that they felt they read more.

Also during the Quarter Four Reading Conference, I asked students to respond to the open ended question: What most supported your reading comprehension when you read challenging texts this quarter? Of the strategies that were named, 26% were strategies that I explicitly taught, with students citing annotation, coding, and reading purpose as being most useful (Appendix A1). Interestingly, these were the strategies that I taught in the second half of my study. This makes me wonder if I was more effective at teaching later strategy cycles, and if the shift I made away from questioning strategies to more foundational strategies that supported reading comprehension could better meet students where they were at. There is conflicting evidence around students being able to cite taught reading strategies as being helpful during the Quarter Four Reading Conference. 74% of students did not explicitly cite strategies I taught (Appendix A1). This data reflects that my students might not fully understand what a strategy is. Perseverance and more reading practice are not strategies but rather what my students did that supported them in developing reading skills. I did not make an attempt to correct students during the Reading Conferences because I wanted raw student response. However, 49% of students said reading more supported them; 2% of students said learning to persevere when reading was hard supported them; and 23% of students cited vocabulary attack skills helped them, which was a strategy I taught prior to the study (Appendix A1). One could argue that students citing reading more as being helpful might have something to do with the explicit instruction around reading strategies and that general practice was helpful to students.

Implications

Instruction Implications

Reading Purpose. Students must have clarity on their reading purpose for them to be brought into reading and practicing reading strategies. For students to be clear on the reading purpose, teachers and students need to be clear on, not only the reading purpose, but understanding what is important about the reading purpose, why the information found in the text is important in the larger scheme of what students are learning, and how students should begin to access and understand this information through the use of strategies.

Modeling. Direct instruction is a key component of teaching reading strategies. To provide effective direct instruction, students need to be walked through not only the physical/visual modeling of a strategy, but also verbalizing the metacognitive process on a text that is accessible to the majority of the class to ensure they are practicing strategies correctly.

Accessible Texts. Providing students with accessible and interesting texts during direct instruction ensures that the students are focusing on the reading strategy being taught and not distracted by new content. Teachers should not model using a text so challenging that students are resistant to practicing the strategy.

Practice Implications

Assigned. Practice needs to actually be assigned to students throughout the lesson cycle. This practice needs to shift depending on the student's needs.

Texts Selection. Student should be assigned practice that is meaningful and at their reading level. Practice should directly connect to a final assessment and students should be made aware of this connection.

Supported. Practice should be modified, scaffolded, and supported and then supports need to be removed as students use of the strategy improves. When students can see how practice benefits them, they are more likely to work to the best of their abilities, and teachers are better able to collect accurate data about where students are in developing their skills.

Assessment and Feedback Implications

Assign Assessments. Assessment should be assigned often as they provide crucial data throughout the learning cycles. Even practice allows students and teachers to assess where they need support. If students are not assigned varying types of assessments, students and teachers are not able to track progress or lack thereof. Assessments should be designed to assess students' skill level and not to check for completion. Not all assessments need to be culminating final assessments, and in fact assigning a variety of types of reading assessments ensure a more accurate understanding of students' reading level.

Collect Data. Assessments offer data for students and teachers. When this data is reviewed and actions are taken to ensure gaps in students' understanding are addressed, data works to serve students. Assessment data can also be used to inform teachers on where instructional shifts need to be made.

Give Clear Actionable Feedback. When students are provided with specific actionable feedback through models, direct questioning that allows them to achieve bigger cognitive gains, they are able to revise their work successfully. Feedback on all types of assessment, both formal and informal, is key to students being able to improve on the use of reading strategies. A variety of feedback methods should be used to ensure that students with different learning styles are receptive to feedback; these include verbal, visual (on the overhead examples), and written feedback on their work. Without feedback, students cannot be sure if they are completing work correctly. Feedback must be clear and actionable. Simply telling students that they are either meeting or not meeting an assessment doesn't inform them of what they are doing correctly or incorrectly. Students may be given feedback in the form of one-on-one written or verbal feedback, whole class feedback if the teacher notices that the majority of the class is making the same type of error, and even pairing students so that stronger students can provide feedback on assessment can prove useful for their peers. Questions should be considered a form of feedback that support students in doing more of the cognitive lifting, which is realizing how they are learning and what they need to keep working on, during a revision.

Student Metacognitive Reflection Implications

Clarity on Metacognitive Processes. Many students need support on understanding exactly what metacognition is - it is the process of reflecting on your thinking and the actions that support your thinking. Once students have clarity on metacognition, it allows them to reflect on their growth and the processes that support or hinder that growth. They can then fine tune their own learning process and are less reliant on the teacher, ensuring students have more agency over their own learning.

Time for Reflection. When students are given time to reflect on their learning, clearly understand what metacognitive reflection means, and supported in understanding why they should reflect they are more likely to engage in meaningful reflection. When teachers fail to make metacognitive reflection an important part of the learning process, students do not have the opportunity to do a critical cognitive lift. When students can own their own learning process, they are empowered and learning becomes less about what teachers tell students to do and more about what students can do.

Conclusion

The actions I took over the course of this action research project were aimed at ensuring my students had the necessary reading skills and the confidence to use those skills independently while reading challenging texts inside and outside the classroom. There is strong evidence that my instructional practice improved and that my students' understanding of reading strategies improved, although it is clear that not all students improved.

Over the course of this project, I became aware of many instructional moves I needed to be making, as well as changing a few that I had originally thought were helpful, but were in fact not helpful to my students, and potentially even confusing to students. The impact data revealed the importance of proper clear instruction that included modeling, focused regular practice, assessment and actionable feedback cycles, and lastly the importance of metacognitive reflection before, during, and after instruction and practice.

I set out to study the impact of instruction, practice, assessment and feedback, and student metacognitive reflection on their understanding and ability to utilize taught reading strategies when faced with complex texts. My research made it apparent that no single focus area was more or less valuable than the next, just as no single reading strategy seemed to make more of an impact on students abilities. I believe it was my attending to all of these areas that honed my reading instruction and supported my students in their development of a variety of reading strategies that supported their reading comprehension.

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Appendix A - Tables

A1. Quarter Four Reading Conference - Strategies

Note: Quarter Four Reading Conference Question #3: What most supported your reading comprehension when you read challenging texts this quarter?

Strategies That Were Not Explicitly Taught		
Reading Strategy	Number of students	Percent
Read more	24/52	49%
Persevere	1/52	2%
Vocab Attack	12/52	23%
Total number of students citing strategies that **were not** explicitly taught: 74%		

Strategies That Were Explicitly Taught		
Reading Strategy	Number of students	Percent
Annotation	4/52	8%
Code	1/52	2%

Reading Purpose	2/52	4%
“Strategies”	8/52	15%
Total number of students citing strategies that **were** explicitly taught: 26%		

A2. Scholastic Reading Inventory (SRI) Data

September 2016 - 71 Students

Below Basic	18/71	25%
Basic	18/71	25%
Proficient	30/71	42%
Advanced	5/71	7%

January 2017 - 73 Students

Below Basic	16/73	22%
Basic	12/73	16%
Proficient	40/73	55%
Advanced	5/73	7%

- *Total number of students showing growth from September to January SRI 47/73=64%*
- *9 or 12% of students showed no growth. Oddly, these same students on average had a proficient or advanced scored in both September and January*
- *4 students or 5% of students grew over 100 points, out of these four student were receiving small group reading support in a support class*

June 2017 - 71 Students

Below Basic	17/72	24%
Basic	11/72	15%
Proficient	41/72	57%
Advanced	3/72	4%

•Total number of students showing growth from January to June SRI 43/72=60%
•18 students showed over 100 point score gain, of these students 8 or 44% were still not on grade level and 10 or 57% of these students were meeting (Proficient score at the end of 10th grade is above 1080)
•Of the 44 student or 61% that received a meeting or advanced score 21 students or 29% showed zero growth

Appendix B - Quotations

2B. Wondering Questions Student Metacognitive Reflection

Notes: The following are quotes captured from metacognitive reflections conducted by students after I modeled a wondering questions strategy.

Student A	"Ms. B asked complicated and deep questions."
Student B	"The questions she was asking were helping her make connections and make her get a better understanding."
Student C	"Questions she asked couldn't be answered in the text."
Student D	"The questions she asked made me think about the book and the author's life."
Student E	"Ms. B is making connections while she is reading. She stops reading after each paragraph and talk about the things she is wondering about."
Student F	"She checked if the question she wondered about connected back to her reading purpose."
Student G	"Questions she asked were clear, specific, and relevant to the reading purpose."

Student H	“Ms. B really notices every detail of the bio.”

Appendix C - Lesson Plans

C1. Lesson Plans - May 26th 2017

May 26th 2017
10th Grade Humanities

Reading Purpose Lesson Sequence

0)Monday/Tuesday - Pre Assessment
1) Wednesday - Lesson 1 (Today) - Key words (found in text) and understanding goals (Text: Artist Statement)
2) Thursday - Lesson 2 - Key word and understanding goal (Text: Letters from Moshoeshoe)
3) Friday - Lesson 3 -
4) Friday - Final assessment

1. How does knowing your reading purpose support your understanding of the text?
2. How can you figure out your reading purpose?
3. How can you check your reading purpose?

Daily Objective - Whole Class - 1 min

IWBAT name my specific reading purpose (without initial teacher support)

IWBAT use a checklist to make sure my reading purpose is clear and supports me in understanding the text

IWBAT write a clear and organized artist statement

Announcements:

1. Office hours at lunch today

Opening: Reading Purpose - Independent - 10 min

Directions: Today we will be working on our Artist Statements. We will be reading an article about artist statements and reading an example of an artist statement to understand how to organize our own artist statement.

1. What message is your Israel-Palestine project conveying?

2. Describe your intentional choices about your art project?

Lesson: Reading Purpose Model - Whole Class - 5 min

Lecture:

What: The purpose of a reading purpose is to ensure you(the reader) has clarity on what you are trying to understand by reading the text.

Why: Having a clear purpose or goal for reading something, it is helpful to be clear on what you are trying to get out of a text.

Ms. B Model thinking through article Reading Purpose and Reading Strategy - Text: Your Artist Statement: Explaining the Unexplainable

a. Key words (often found in text features like titles)
b. Clear understanding goal
    i. What are the two things you want to check for to ensure you have a clear reading purpose?

Show example two - pre assessment

Work Time - Read Article answer TDQ - Pairs/Group/Indep./Small group support - 15 min

CFU - Check for understanding of reading purpose as being met - Did you understand the purpose of an Artist Statement and how to write one? What supported you in your understanding?

Ms B Introduce Text: Artist Statement by Karen Atkinson - 10 min

Reading Purpose

1. Why would we look at an artist statement?
2. What strategies can you use to write your reading purpose?
3. Write your reading purpose

Self-Assessment using checklist + revise - Independent - 3 min

1. How can you check to make sure that your reading purpose is clear and supports your understanding?
    a. Key words
    b. Clear understanding goal

Highlight:

1. Key words that show specificity about what you are looking to learn about/understand
2. Clear understanding goal
    a. Revise as necessary
    b. Reflect whole class: What did you notice?

T - Circulate to provide feedback on RP

Peer-Assess + provide feedback - Pairs - 3 min

1. Check your peers
    a. Key words that show specificity about what you are looking to learn about/understand
    b. Clear understanding goal
2. Support them in revising as necessary
3. Reflect whole class: What did you notice?

T - Circulate to provide feedback on RP

Check T model + reflect on Reading Purpose - 3 min

Check for understanding: Did you get the correct reading purpose?

a. Key words that show specificity about what you are looking to learn about/understand
b. Clear understanding goal

CHECK Reading Purpose: Read to understand content and structure of artist statement

T - Circulate to provide feedback on RP

Reading Skill that supports Reading Purpose - 2 min

Turn and talk: What reading strategy should we use to support this reading purpose?

Read Sample Artist Statement and Practice Reading Strategy - Independently - 12 min

Write Artist Statement using outline and rubric - Independent - 10 min

1. Read rubric
2. Read outline/sentence starters (use as needed)

Closing: Reading Purpose Check - Independent - 5 min

1. What did you learn today about reading purposes? What are the two checks you can use to ensure that you have a clear reading purpose?

2. How are you feeling about your understanding of reading purposes?

3. What new understanding do you have about artist statements?

4. What questions do you have about artist statements? What supports do you need from me?

HW: Bring a draft of your artist statement tomorrow

Appendix D - Handouts

D1. Opening Handout - Reading Purpose

Opening: Reading Purpose - Independent - 10 min

Directions: Today, we will be working on our Artist Statements. We will be reading an article about artist statements and reading an example of an artist statement to understand how to organize our own artist statement. To prepare, answer the following questions:

1. What message is your Israel-Palestine project conveying?

2. Describe your intentional choices about your art project?

D2. Closing - Reading Purpose

Closing: Reading Purpose Check - Independent - 5 min

1. What did you learn today about reading purposes? What are the two checks you can use to ensure that you have a clear reading purpose?

2. How are you feeling about your understanding of reading purposes?

3. What new understanding do you have about artist statements

4. What questions do you have about artist statements? What supports do you need from me?