

I. Vocabulary

- A. Words are taken from the text being read and often chosen by the teacher.
 - Usually the teacher needs to narrow the words and this is often done by focusing on word patterns.
 - The patterns allow the teaching of base words, and affixes along with etymologies of a word or set of words.

- B. There are many strategies that focus on vocabulary including: word mapping, word associations, semantic feature analysis, capsule vocabulary, sentence word expansion and many other graphic organizers.

II. Spelling

- A. Spelling is not something that I have tested in the past. I believe it is valuable for students to be able to spell. I also know the students will never be able to spell everything they read and write. Therefore, I will teach students to use the tools they need to be able to find words so they can spell properly. This may be done using dictionaries or even computers.

- B. Students will learn spelling strategies through the learning of the word patterns. (Affixes, etymologies, etc.)

III. Comprehension

- A. Skills could include any or all of the following: making predictions, cause/effect, compare/contrast, inferences, understanding the Wh- question forms, drawing conclusions, main idea/supporting details, problem/solution(s).

- B. Comprehension strategies need to be done with students on multiple occasions in different contexts and genres.

IV. Strategies

- A. Strategies will include the following: KWL, visual organizers (story maps, outlining, power mapping, etc.) discussion types (Think/Pair/Share, Sticky Note Conversations, etc.), journaling, questioning, note taking.

- B. Strategies are varied and have many purposes. Therefore, it is my contention that sometimes strategies will be used for different strands of reading. It is important for the students to understand this happens.

V. Fluency

A. I have had students work on improving their fluency by doing partner reads, whisper reading to me, timed reading with students keeping track of their time as well as the comprehension of the story through the answering of questions.

B. It is important that students understand they should not sacrifice accuracy for fluency. At times reading a bit slower will increase the retention of the material.

Materials:

It is important to understand that the reading classes need to rotate on a two year cycle. Materials may or may not be able to be used from year to year since the reading classes are mixed with both seventh and eighth grade.

Year A

Roll of Thunder Hear My Cry
Lottery Rose
Call of the Wild
Fahrenheit 451
Harris and Me
Across Five Aprils
Killing Mr. Griffin
Johnny Tremain
Short stories that are mine

Year B

Gentlehands
Gulliver's Travels (book one)
Diary of Anne Frank
Zlata's Diary
Negro Cowboys
The Wave
Short Stories from the *Journeys* Book
Jamestown: Signature Series H and I
Short stories that are mine.

Most of the strategies I use in the classroom come from *Project CRISS* (Creating Independence through Student-owned Strategies)