Be the Lead Reader
Reading to Learn
Lead reading experiences to ensure all students comprehend text in all content areas.

**ELPS 1A, 1C. All of Strand 4.**
**IP Rubric I-1, I-6**

Why it works:
By using this strategy, students build reading competence and confidence as they read a variety of challenging but comprehensible texts across all content areas. Teachers should scaffold instruction as students *interact with text*, by providing processing time, peer support, and structured peer conversations. A research-based pre-reading ritual *prepare the learners* to engage with new information. Fisher & Fry’s gradual release model provides scaffolding before students are released to read independently.

Suggested strategies:
- **Checkpoints**
- **Flexible Grouping**
- **Engage/Connect**
- **What to Do**
- **Structured Peer Conversations**
- **Graphic Organizers**
- **Real-World Connections**
- **Chunking Text**

Tech tools:
- **Lead4Ward**
- **Houston Public Library**
- **PowerUpHUB**

In the Be the Lead Reader routine, we regularly:

- Select texts carefully.
- Read text closely.
- Lead a pre-reading ritual.
- Gradually release reading to the students.
- Guide students to process each chunk.
- Re-focus and reconnect after reading.
Classroom Implementation:

Select texts carefully.

When choosing text/s, consider text complexity and text features. Use Get to Know Me to search culturally relevant topics for your students. Supplement complex text with additional high-interest texts, adapted texts, or text in students’ native language.

Read text closely.

As you prepare for your lesson, read the text with all your students in mind, asking yourself, “What is critical? Interesting? Confusing? Difficult? Unnecessary?” Jot down key ideas related to the learning standard. Note the overall structure of the text. Pre-plan checkpoints with appropriate questions to interact with text and check for understanding using Do I Really Get It?. Determine how much to frontload or preview based on the text difficulty and student readiness. For students who need more support, consider providing text-to-speech software, or using Huddle and flexible grouping.

Lead a pre-reading ritual.

This suite of pre-reading strategies can be adjusted and re-ordered depending on the text.

- Skim and Predict. Engage/Connect by asking students to read the title and quickly skim the text and graphic features, then predict what they will learn using Let’s Talk.
- Focus. Set a purpose for interacting with text that relates to the learning standard. Present a guiding question and explain to students what to do.
- Activate Background Knowledge. Use strategies such as structured peer conversations, visuals, realia, Total Physical Response, Anticipation Guide, and graphic organizers/ Thinking Maps to help them build schema.
- Connect. Help students make personal and real-world connections with the text.
- Preview Vocabulary. Go through the text and call students’ attention to vocabulary using Pump Up the Vocab, realia, visuals and Total Physical Response.

Gradually release reading to the students.

A gradual release of responsibility in reading could look like this:

- I Do – Read aloud the first chunk of text, engaging students and checking for understanding.
- We Do – Assign sections to be read with a language partner (in unison or alternating).
- You Do – Students interact with text independently.

Guide students to process each chunk.

Have students process while chunking text orally or in writing. For instance, students can summarize using a graphic organizer/Thinking Map, Let’s Talk and Pen/cil to Paper.

Re-focus and reconnect after reading.

Have students apply what they have learned with an engaging, open-ended Pen/cil to Paper response using sentence stems and/or paragraph frames that allows them to think critically about new content (i.e., higher levels of Bloom’s taxonomy).