



TEXAS LITERACY INITIATIVE



# A Focus on Comprehension

Brownsville ISD

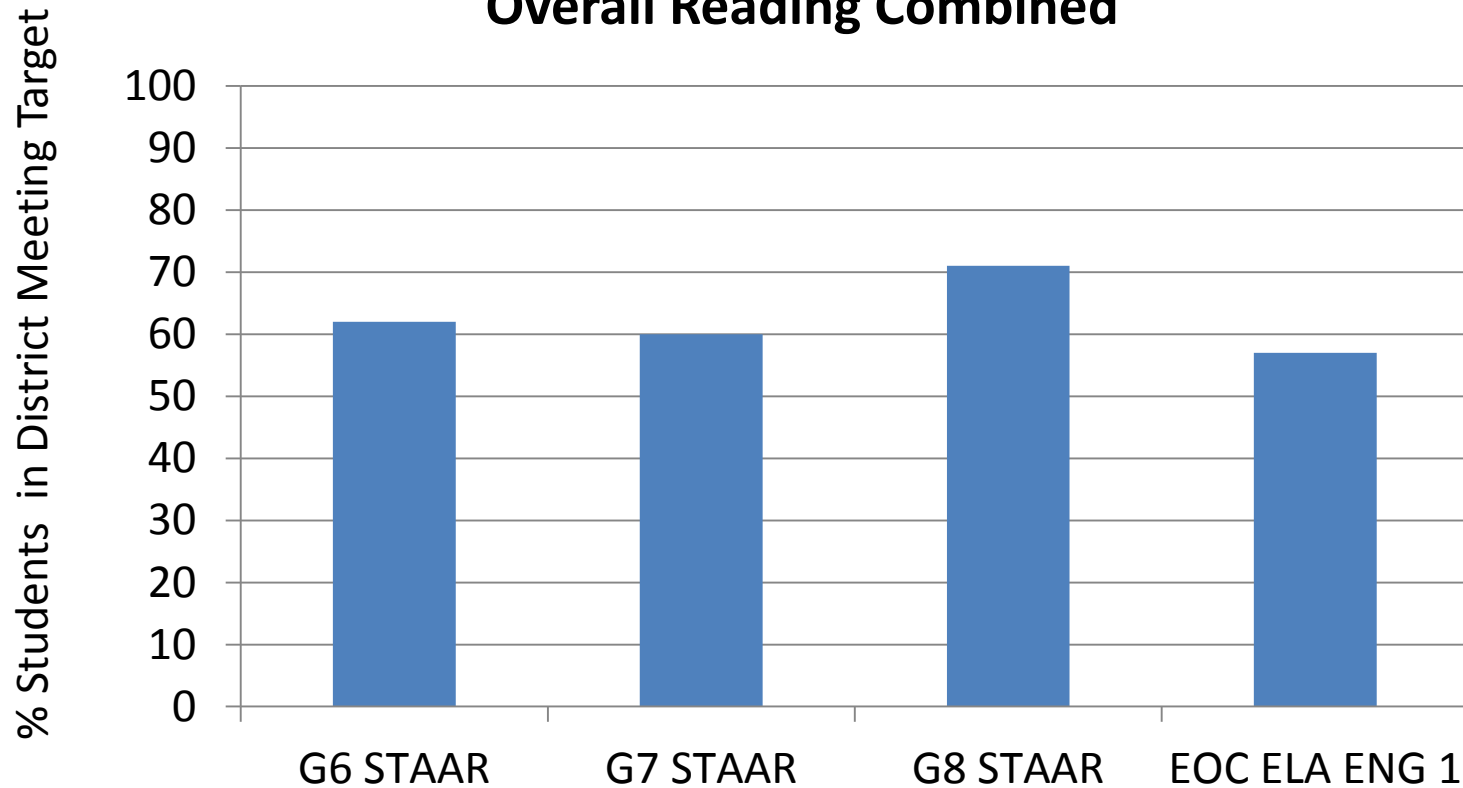
6-12





# A Focus on Comprehension

## Overall Reading Combined





# A Focus on Comprehension

## District TLI Goal Grades 6-8:

Increase the number of students who achieve mastery so that 70% of students increase in Comprehension in order to meet AYP and track student progress/performance and close the gap as measured on items assessing Figure 19 of 2013 STAAR assessment.





## A Focus on Comprehension

**District TLI Goal Grades 9-12:**  
Increase the number of students who achieve mastery of inferring so that 70% of students are successful as measured on items assessing Figure 19, RC(B) on the 2013 STAAR assessment. This will ensure that students meet AYP.





How can content-area, non-reading specialist teachers influence and support improvement in the academic literacy of adolescent learners?

We can begin by implementing consistent, aligned, research-based instructional approaches, routines and strategies across grade levels and content areas.





# A Focus on Comprehension

Instructional Routines	Cognitive Strategies
Reading With Purpose	Making Connections
Think-Turn-Talk	Creating Mental Images
Cognitive Strategy Routine	Making Inferences & Predictions
	Asking & Answering Questions
Listening Comprehension	Determining Importance & Summarizing





TEXAS LITERACY INITIATIVE



# Reading With Purpose

Brownsville ISD

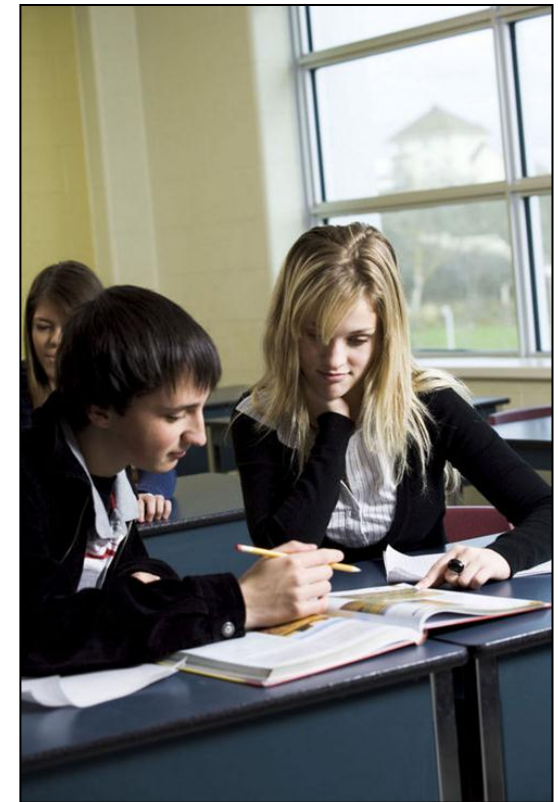
6-12





“69% of 8<sup>th</sup> grade students fall below the proficient level in their ability to comprehend the meaning of text. Reading ability is a key predictor of achievement in mathematics and science. Many adolescents need to improve their reading comprehension skills before they can take full advantage of instruction in the content areas.”

Doing What Works, U.S. Department of Education





# Adolescent Literacy

69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text. Reading ability is a key predictor of achievement in mathematics and science. Many adolescents need to improve their reading comprehension skills before they can take full advantage of instruction in the content areas. Students who are reading one to two levels below their grade level require intervention from a reading specialist.

## Intensive Intervention

- Use reliable screening assessments
- Match instructional intensity to student needs
- Extend intervention strategies to content-area instruction
- Use reading specialists to provide interventions

## Comprehension Strategies

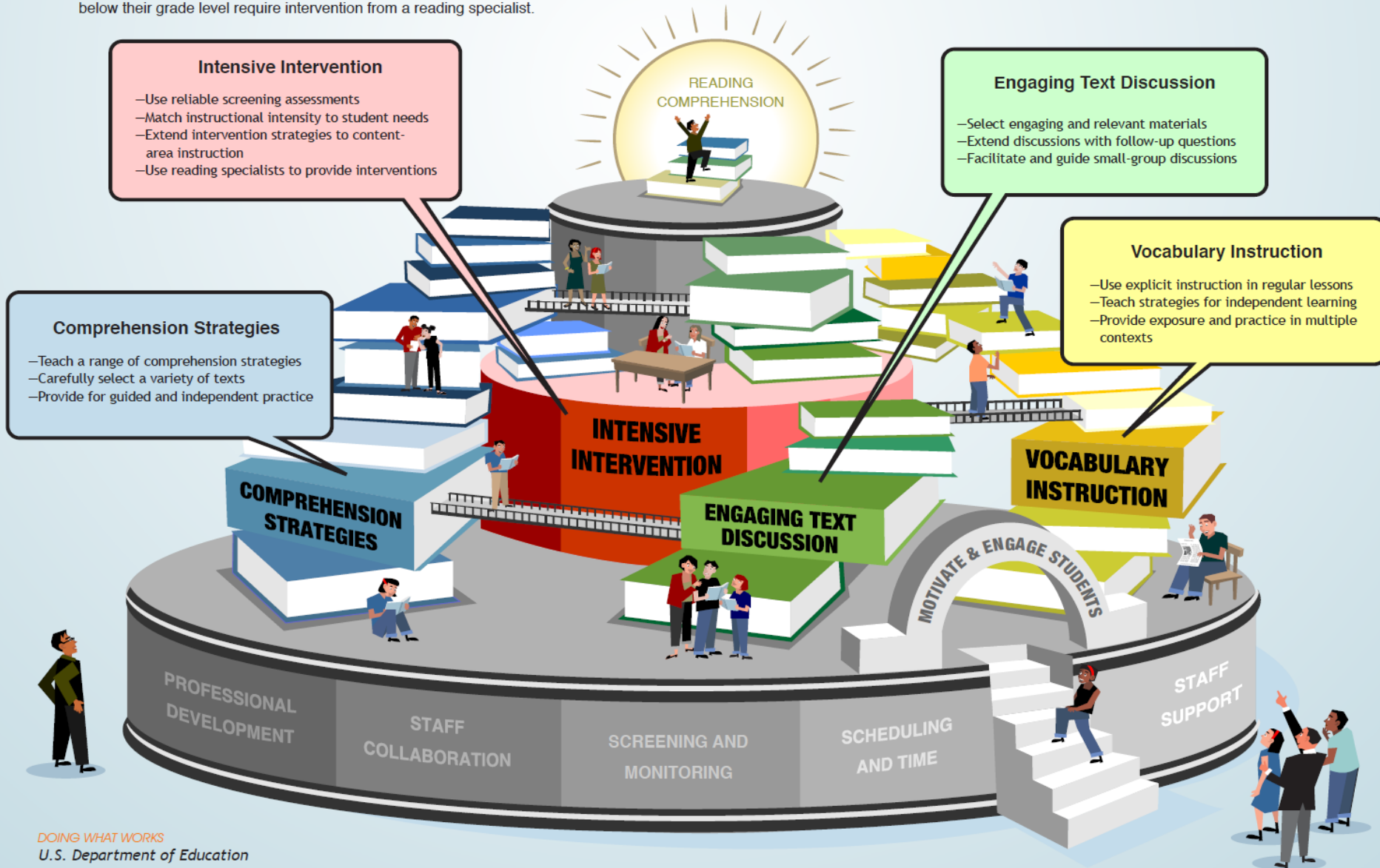
- Teach a range of comprehension strategies
- Carefully select a variety of texts
- Provide for guided and independent practice

## Engaging Text Discussion

- Select engaging and relevant materials
- Extend discussions with follow-up questions
- Facilitate and guide small-group discussions

## Vocabulary Instruction

- Use explicit instruction in regular lessons
- Teach strategies for independent learning
- Provide exposure and practice in multiple contexts





# Big Ideas

- Instructional purpose
- Supporting comprehension and increasing motivation
- Setting one “Great” question prior to reading





## Session Goals

- Clarify the importance of having a purpose for reading.
- Explore Comprehension Purpose Questions.
- Practice a process for setting Comprehension Purpose Questions.
- Evaluate potential Comprehension Purpose Questions.
- Select quality Comprehension Purpose Questions.





Why should we set a

# PURPOSE FOR READING?





# Comprehension

“Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

Good readers are both **purposeful** and **active.**”

(CIERA, 2003)





## Activity



- Read *The House* silently.
- Use a **yellow** highlighter to highlight the important information as you read.





## Activity

- What did you highlight and why?
- Share with a partner what you thought was most important in the text.





## Activity

- Read *The House* silently again.
- What information in the story would be important to you if you were the following character?







## Activity

- As you read, use a **pink** highlighter to highlight the important information.





## Activity

- What did you highlight and why?
- Share with a partner what you thought was most important in the text this time.





# Why is it important to have a purpose for reading?

Think

Turn

Talk





# Why should we set a purpose for reading?



## *Fig. 19* Reading/Comprehension Skills

Students are expected to ...

6-8(A) Establish purposes for reading selected texts based on own or others' desired outcome to **ENHANCE** comprehension.





What are the  
**3 TYPES OF PURPOSE?**





# 3 Types of Purpose to Consider

## 1. Author's Purpose

- What is the author trying to say?
- Why did the author write this?
- Who is the intended audience?





# 3 Types of Purpose to Consider

## 2. Reader's Purpose

- Why are you reading this?
- What are you hoping to find out / learn?





## 3 Types of Purpose to Consider

### 3. Instructional Purpose

- How will you teach students to comprehend the text?
- What cognitive strategy(ies) are you teaching/reinforcing to make the content of the text more accessible?
- How will you deepen and extend comprehension?
- How will you motivate students to read the text?







A Focus on

# INSTRUCTIONAL PURPOSE





# Instructional Purpose

Instructional purpose includes the use of one guiding question which is set prior to reading.

Comprehension Purpose Question (CPQ)





# Comprehension Purpose Questions

Thoughtful “questions appear to be effective for improving learning from reading because they:

- give students a purpose for reading;
- focus students’ attention on what they are to learn;
- help students to think actively as they read;
- encourage students to monitor their comprehension; and
- help students to review content and relate what they have learned to what they already know” (CIERA, 2003).





# Features of Effective Instruction

## **Systematic Instruction With Scaffolding**

“... the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning.”

(Dickson, Chard & Simmons, 1993 in Texas Education Agency/University of Texas System, 2007).





What did the colonists do to demonstrate their opposition to the Stamp Act?

**Stamp Act** Grenville also persuaded Parliament to pass the **Stamp Act** of 1765. The act placed new duties on legal documents such as wills, diplomas, and marriage papers. It also taxed newspapers, almanacs, playing cards, and even dice.

All items named in the law had to carry a stamp showing that the tax had been paid. Stamp taxes were used in Britain and other countries to raise money. However, Britain had never required American colonists to pay such a tax.

### Protesting the Stamp Act

When British officials tried to enforce the Stamp Act, they met with stormy protests from colonists. Lieutenant Governor Hutchinson in Massachusetts was not the only official to feel the anger of a mob. Some colonists threw rocks at agents trying to collect the unpopular tax. Others tarred and feathered the agents. In addition to riots in Boston, other disturbances broke out in New York City, Newport, and Charleston. In New York City, rioters destroyed the home of a British official who had said he would “cram the stamps down American throats” at the point of his sword.

The fury of the colonists shocked the British. After all, Britain had spent a great deal of money to protect the colonies against the French. The British at home were paying much higher taxes than the colonists. Why, British officials asked, were colonists so angry about the Stamp Act? As one English letter-writer commented,

“Our Colonies must be the biggest Beggars in the World, if such small Duties appear to be intolerable Burdens in their Eyes.”

—“Pacifcus,” *Maryland Gazette*, March 20, 1766

**“No Taxation Without Representation!”** Colonists replied that the Stamp Act taxes were unjust. The taxes, they claimed, went against the principle that there should be no taxation without representation. That principle was rooted in English traditions dating back to the Magna Carta.

Colonists insisted that only they or their elected representatives had the right to pass taxes. Since the colonists did not elect representatives to Parliament, Parliament had no right to tax them. The colonists were willing to pay taxes—but only if the taxes were passed by their own colonial legislatures.

**Uniting in Peaceful Protest** The Stamp Act crisis united colonists from New Hampshire to Georgia. Critics of the law called for delegates from every colony to meet in New York City. There, a congress would form to consider actions against the hated Stamp Act.

In October 1765, nine colonies sent delegates to what became known as the Stamp Act Congress. The delegates drew up petitions to King George III and to Parliament. A **petition** is a formal written request to someone in authority, signed by a group of people. In these petitions, the delegates rejected the Stamp Act and asserted that Parliament had no right to tax the colonies. Parliament paid little attention.



#### Viewing History

#### Protesting the Stamp Act



The Stamp Act created a storm of opposition in the colonies. Colonists expressed their opposition to the tax in many ways, including this message on a teapot.

#### Linking Past and Present

How do people today display their support or opposition to a political issue?

#### Primary Sources

See “The English Bill of Rights” on page 580 of the Reference Section.

West Davidson, J. (2003). *The American nation: Beginnings through 1877*. Pearson Education Inc., publishing as Pearson Prentice Hall, Upper Saddle River, NJ.







# 4.1 Plot Points in a Coordinate Plane

TEKS **A.1.D, A.1.E, A.2.B, A.5.C**

- Before**
- Now**
- Why?**

You graphed numbers on a number line.

You will identify and plot points in a coordinate plane.

So you can interpret photos of Earth taken from space, as in Ex. 36.



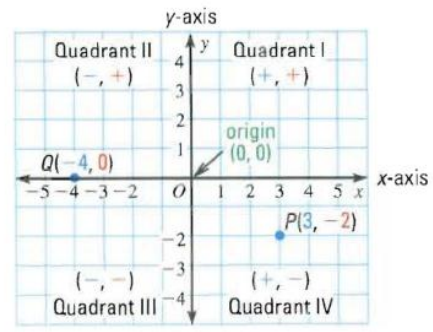
What are at least two key facts you should understand about quadrants?

coordinate plane, p. 921

- ordered pair, p. 921

In Chapter 1, you used a coordinate plane to graph ordered pairs whose coordinates were nonnegative. If you extend the  $x$ -axis and  $y$ -axis to include negative values, you divide the coordinate plane into four regions called **quadrants**, labeled I, II, III, and IV as shown.

Points in Quadrant I have two positive coordinates. Points in the other three quadrants have at least one negative coordinate.



### READING

The  $x$ -coordinate of a point is sometimes called the *abscissa*. The  $y$ -coordinate of a point is sometimes called the *ordinate*.

For example, point  $P$  is in Quadrant IV and has an  $x$ -coordinate of 3 and a  $y$ -coordinate of  $-2$ . A point on an axis, such as point  $Q$ , is not considered to be in any of the four quadrants.

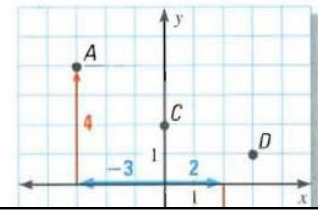
### EXAMPLE 1 Name points in a coordinate plane

Give the coordinates of the point.

- a.  $A$
- b.  $B$

### Solution

- a. Point  $A$  is 3 units to the left of the origin and 4 units up. So, the  $x$ -coordinate



Larson, R., Boswell, L., Kanold, T., Stiff, L. (2007). *Algebra 1(Texas Edition)*. McDougal Littell, a division of Houghton Mifflin Company.





What are the differences between the original function and the new function?

The amount an appliance repairman charges for each job is represented by the function  $t = 50h + 35$ , where  $h$  represents the number of hours he spent on the job and  $t$  represents the total amount he charges in dollars for the job. The repairman plans to change the amount he charge changes for each job. The amount he plans to charge is represented by the function  $t = 50h + 45$ . What will be the effect of this change on the amount he charges for each job?

Compare and contrast the original function and the new function.

- A. The total amount he charges for each job will increase by \$10. (ANSWER)
- B. The total amount he charges for each job will decrease by \$10. (It doesn't decrease, the hourly rate stays the same at 50, but the service fee goes up \$10, from 35 to 45).
- C. The amount he charges per hour will increase by \$10. (The hourly rate stays the same at 50.)
- D. The amount he charges per hour will decrease by \$10. (The hourly rate stays the same at 50.)

Submitted by Laura Beal  
Lanier High School, Austin, Texas

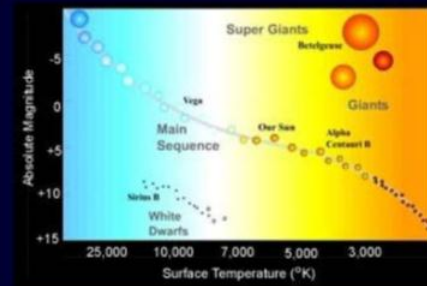




### Hertzsprung-Russell Diagram



Are all stars the same? Not in the least! Some stars are just beginning to form in nebulae, others are enjoying middle age along the main sequence, and some have begun to die. The life cycle of a star can be compared to the life cycle of humans. Find out what stage you would be in if you were a star. The Hertzsprung-Russell Diagram is a tool that shows relationships and differences between stars. It is something of a "family portrait." It shows stars of different ages and in different stages, all at the same time. But it is a great tool to check your understanding of the star life cycle. Let's go over the basics before we check your understanding.



In the Hertzsprung-Russell (HR) Diagram, each star is represented by a dot. There are lots of stars out there, so there are lots of dots. The position of each dot on the diagram tells us two things about each star: its luminosity (or absolute magnitude) and its temperature.

The vertical axis represents the star's luminosity or absolute magnitude. Luminosity is technically the amount of energy a star radiates in one second, but you can think of it as how bright or how dim the star appears. Depending upon the textbook you use, the labels on the HR diagram could be a little different. **Luminosity** is a common term, as is **absolute magnitude**. Absolute magnitude is the intrinsic brightness of a star. In either case, the scale is a "ratio scale" in which stars are compared to each other based upon a reference (our sun).

The horizontal axis represents the star's surface temperature (not the star's core temperature – we cannot see into the core of a star, only its surface)! Usually this is

How do you read an H-R diagram and what information do you learn from using it?

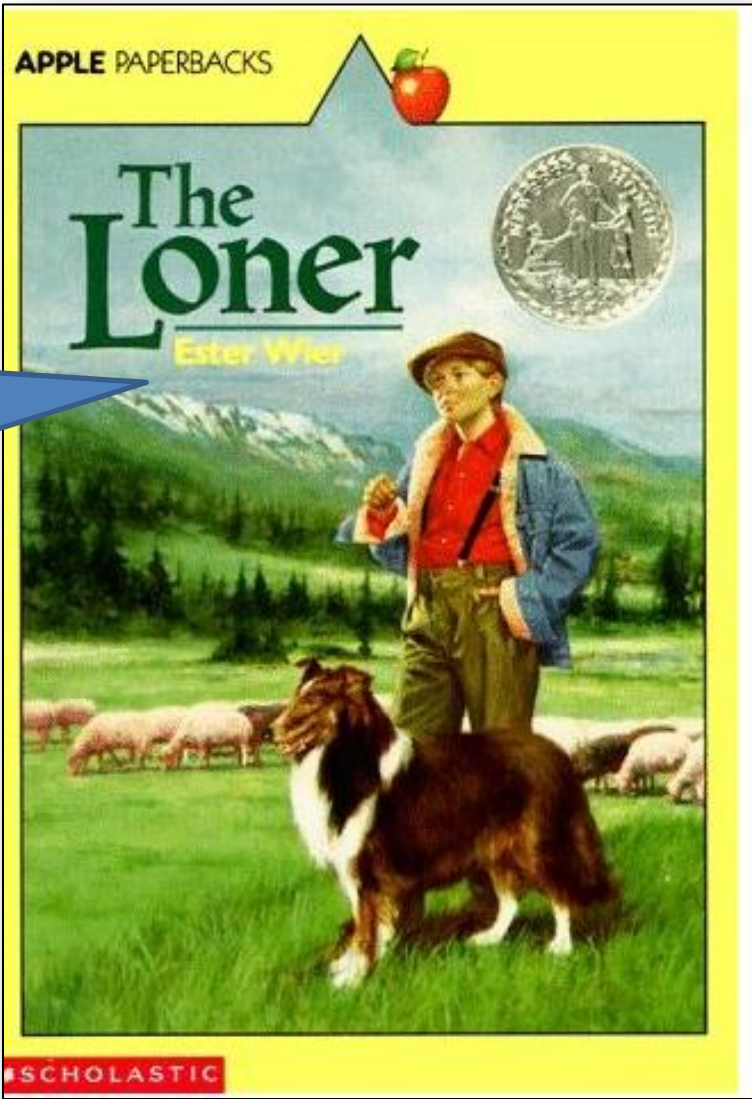
[http://aspire.cosmic-ray.org/labs/star\\_life/hr\\_diagram.html](http://aspire.cosmic-ray.org/labs/star_life/hr_diagram.html)







Chapter 1  
CPQ:  
What happens to  
Raidy and what  
effect does this  
have on the boy?

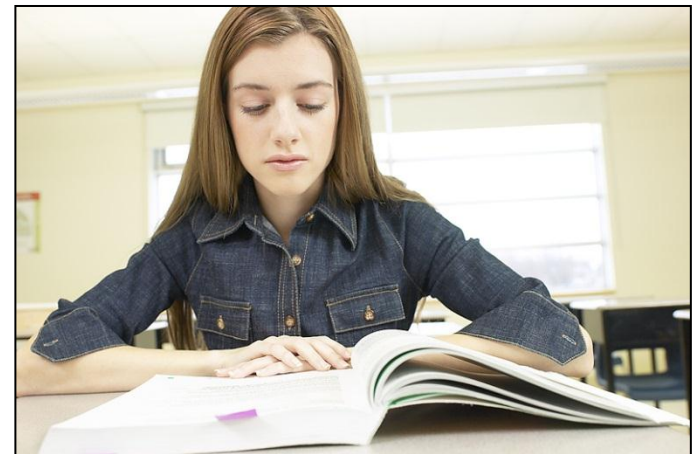




# Setting a CPQ to Support Comprehension

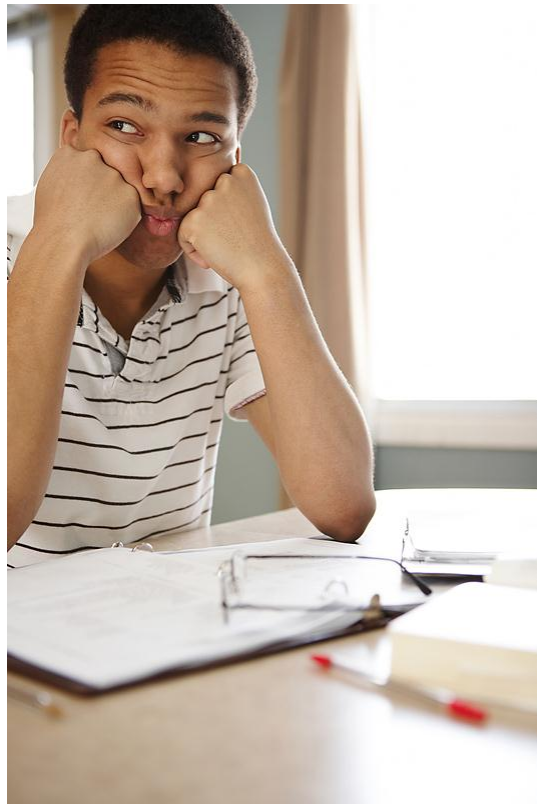
“When teachers choose to incorporate text in the teaching of academic content, they have to consider the content learning goals, but also the instructional goals for helping students understand the content of the text.”

(Jetton & Lee, 2012, p. 101)





## Use a CPQ to Increase Motivation

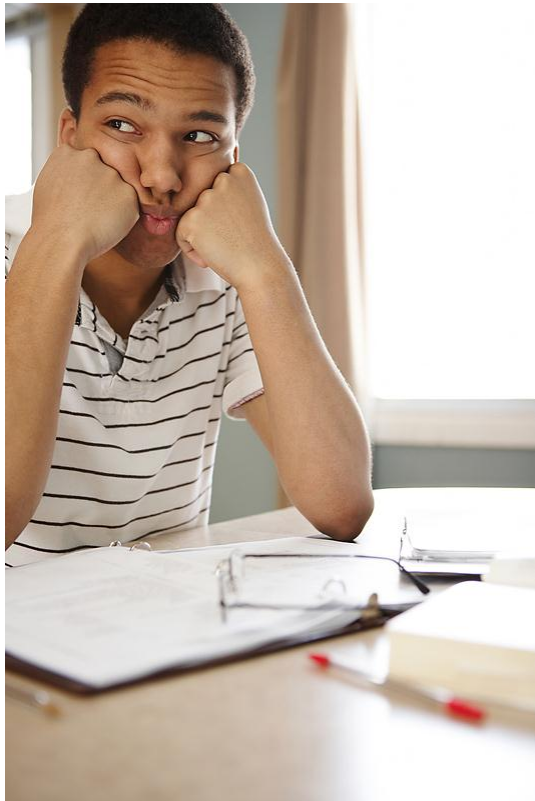


“As students transition from elementary to middle and high school, their motivation drops (Guthrie & Davis, 2003). This drop may be due to a number of factors, including students’ reluctance to read the difficult textbooks they encounter in middle and high school ...





## Use a CPQ to Increase Motivation



Teachers need to find opportunities to reengage these adolescent learners ... They must also plan instruction that includes social interaction, so that students and teachers can employ discourse to grapple with the ideas and theories of the discipline.”

(Jetton & Lee, 2012, pp. 99-100)

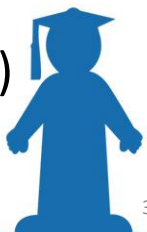




# High-Quality Discussions of Text

- Meta-analysis from 75 studies on discussion-oriented instruction
- Most important conclusion:
  - “approaches emphasizing critical analysis of the text or involving text discussion (either teacher- or student-led) of specific questions about text had the **most consistently positive effect** on reading comprehension outcomes.”

(Torgesen, 2007)







# Why Should we Set a CPQ?

Think

Turn

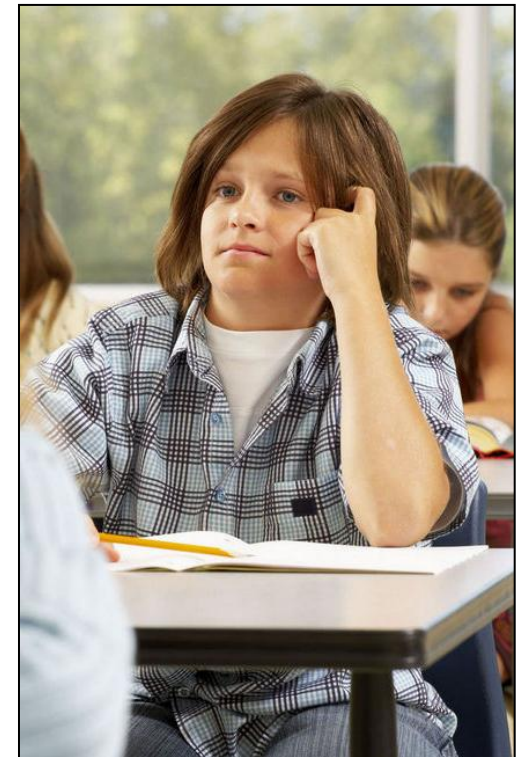
Talk





## Why Should we Set a CPQ?

Students who struggle to comprehend are less motivated to persevere with complex text. By setting a clear purpose and by helping students to understand the objectives of the lesson, they will more likely experience success.



Allen, J. (2000)., Berkeley, S., Mastropieri, M., & Scruggs, T. (2011)





How do we set

# COMPREHENSION PURPOSE QUESTIONS?







It can't be ...



that hard ...



can it?





CPQ: What happens to  
**Goldilocks?**





CPQ: What kind of person is **Goldilocks**, and why do you think that?





# What's important to remember when setting a CPQ?





## Discuss the CPQ

Share your understanding with a partner:

What's important to remember when setting a CPQ?





# What's Important to Remember ... ?

- Set a comprehension purpose question when the text includes important content all students must be able to access and understand.
- Choose a question that will focus attention throughout the reading.
- Link the CPQ to the strategy(ies) on which you'll focus.
- Post the CPQ for students to see and refer to.
- Provide opportunities to discuss and share after reading.





## Steps for Setting a Great CPQ

1. Record/annotate your thinking while reading the text you will ask students to read.
2. After reading, brainstorm possible CPQs (What do you want students to understand?).
3. Integrate with teacher resources if available.
4. Select a “Great” CPQ.





## Steps for Setting a Great CPQ

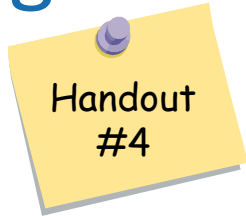
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# Step 1: Record / Annotate Your Thinking



**The *Washington Post***  
**Teens Are in No Rush to Drive**  
 As modes of socializing change, digital generation delays rite of passage

By Donna St. George  
 Jan. 24, 2010

WASHINGTON – The quest to get a driver’s license at 16—long an American rite of passage—is on the wane among the digital generation, which no longer sees the family car as the end-all of social life.

Federal data released Friday underscore a striking national shift: 30.7 percent of 16-year-olds got their licenses in 2008, compared with 44.7 percent in 1988.

“Driving is real important to a lot of the kids in the culture, but it is not the central focus like it was 25 years ago,” said Tom Pecoraro, owner of I Drive Smart, a Washington area drivers’ education program, who added that plenty of his students are older teens. “They have so many other things to do now,” he said, and, with years of being shuttled to sports, lessons and play dates, “kids are used to being driven.”

A generation consumed by Facebook and text-messaging, by Xbox Live and smartphones, no longer needs to climb into a car to connect with friends. And although many teens are still eager to drive, new laws make getting a license far more time-consuming, requiring as many as 60 supervised driving practice hours with an adult.

“Driving is real important to a lot of the kids in the culture, but it is not the central focus like it was 25 years ago.”

Rob Foss, director of the Center for the Study of Young Drivers, and others suggest that these “graduated” state licensing systems—which have created new requirements for learner’s permits, supervised practice hours, night driving and passengers in the car—are responsible for much of the decline in the number of licensed 16-year-olds. At the same time, drivers’ education has been cut back in some public schools, so families must scrounge up money—often \$300 to \$600—for private driving schools.

Then there is car insurance and gas, expenses that make driving too costly for some families and a stretch for others.

But waiting too long also has its drawbacks. “Learning to drive is a fundamental part of adolescence,” said psychologist Joseph Allen of the University of Virginia. “It gives teens a major responsibility they have to handle, and it also gives them the chance to move about on their own, to function independently of their families.”





# The *Washington Post*

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*Really? Why not? I couldn't wait to drive.*





St. George  
010

NGTON – The quest to get a driver’s  
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tion independently of their families.”

Texting.  
Facebook. Lack  
of in-person  
interaction.

20 years = 14%  
difference.  
That’s  
interesting.

Laws are  
tougher.  
Families have to  
pay.

Older because  
they need to get  
to work?

Higher  
standards  
means time  
commitment.

Kids are too  
dependent these  
days.





## Step 1: Record / Annotate Your Thinking



Read: *Watch your driving, kids. The parents are watching.*

As you read, record your authentic thinking on sticky notes.





## Steps for Setting a Great CPQ

1. Record/annotate your thinking while reading the text you will ask students to read.
2. After reading, brainstorm possible CPQs (What do you want students to understand?).
3. Integrate with teacher resources if available.
4. Select a “Great” CPQ.





## Step 2: Brainstorm Possible CPQs

How has the govt contributed to ~~fall~~ fewer teens getting their DL?

Why are teens not in a rush to drive?

What has changed for teens over time that has affected the need to drive as soon as they turn 16?

Why is driving no longer a central focus to teens?

What are the various reasons for ~~why~~ fewer kids ~~to~~ get their DL at age 16?

What are 5 reasons why fewer kids are getting their DL at age 16?

Why is it important for kids to get their DL?

~~How~~ In what ways might parents ~~play~~ be responsible for fewer teens getting their DL?







## Step 2: Brainstorm Possible CPQs

- Review the sticky notes on which you recorded your thinking.
- Think about what you would want students to understand after reading the article.
- Brainstorm possible CPQs for *Watch your driving, kids. The parents are watching.*





## Steps for Setting a Great CPQ

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**AFTER  
YOU  
READ**

## Section 2 Assessment

### Recall

1. **Identify** Explain the significance of (a) Pontiac's War, (b) Proclamation of 1763, (c) Stamp Act, (d) Townshend Acts, (e) writ of assistance, (f) Boston Massacre, (g) committee of correspondence.
2. **Define** (a) petition, (b) boycott, (c) repeal.

### Comprehension

3. How did Pontiac's War and the Proclamation of 1763 grow out of the migration of colonists?
4. Why did colonists oppose the Stamp Act and the Townshend Acts?

5. Name some of the new leaders who protested British policy.
6. What role did the Townshend Acts play in the events that led to the Boston Massacre?

### Critical Thinking and Writing

7. **Exploring the Main Idea**  
Review the Main Idea statement at the beginning of this section. Then, write a letter to a newspaper explaining why colonists object to the new taxes.
8. **Supporting a Point of View**  
Write a position paper explaining how British policies spurred the growth of representative government during the colonial period.

### ACTIVITY



#### *Take It to the NET* Connecting to Today

Use the Internet to find out more about Paul Revere's engraving of the Boston Massacre and other protest art in American history. Visit *The American Nation* section of [www.phschool.com](http://www.phschool.com) for help in completing the activity.





## Steps for Setting a Great CPQ

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4. **Select a “Great” CPQ.**





# Going From Good to Great!

## A good CPQ:

- Is answered in the text either explicitly or implicitly.
- Involves student thinking.
- Will focus on comprehension.
- Relates to student learning.

## A great CPQ:

- Cannot be completely answered until students have read the entire text.
- Involves higher order thinking, inferences, text evidence or synthesis of information.
- Will deepen and extend comprehension. Gets at the heart of what you want students to understand.
- Relates to the cognitive strategy(ies) currently being taught.



Why must Sid  
what do the  
and Ron sit?  
what do the  
children have  
do?

See Sid and Ron.  
Sid and Ron must sit.







## Step 4: Select a “Great” CPQ

- Review your list of brainstorm questions as well as any additions from teacher resources if applicable.
- Circle the question you think would make a good CPQ.
- Share your CPQ with a partner. Use your *Going From Good to Great!* card to see if you can improve your question and make it “great.”





## Sample CPQs

- How would you feel if your parents installed a video camera in your car?
- Why do parents want to watch their kids drive?
- When you have kids, will you install a video camera in their car?
- What are the pros and cons of having a video camera installed in a teen's car?





# Planning CPQs Across the **ACADEMIC DISCIPLINES**







# Planning a CPQ for Tomorrow's Lesson

- Select a piece of text you will assign to students in the next few days.
- Follow the 4 step process to create a great CPQ for your lesson.
- Use the CPQ and provide time for students to discuss their answer to the CPQ in class.
- Reflect on the CPQ and revise as necessary.





“The purpose of reading is  
always understanding.”

~ Harvey & Goudvis, 2007





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