**Reading Strategy Action Plan**

Background information about the instructor, lesson, and students provided in the sections below:

Instructor’s name:

Reading Strategy: *T-Chart*

Description of students/learners: *On average, approximately 70% of my Personal Finance students are either seniors or juniors. The remaining 30% are sophomores. Since this is an elective course, the academic achievement level of the students swings wildly from elite to struggling. I differentiate my instruction, especially with projects, to keep the high achievers motivated while ensuring that I don’t leave any student behind.*

Content Area Application: *Personal Finance*

Unit, lesson, or topic title: *Saving Money for College, Going to College*

Materials needed for the lesson: *The main source of information for this lesson comes from information I’ve gathered from multiple personal finance references as well as news organizations such as The Wall Street Journal. I will also use current videos and recent news reports that cover this dynamic topic.*

Description/explanation of the **instruction of the reading strategy. Include** Before and During components in the sections below:

| **Instruction of the Reading Strategy** | **Description/Explanation** |
| --- | --- |
| **Before:**  How will you introduce the reading strategy, prepare the students?  How will you activate prior knowledge and build background knowledge? | Before allowing the students to conduct this strategy individually, I will first reiterate the importance of reading comprehension in education. Next, I explicitly instruct students on the connection between literal reading comprehension and inferential reading comprehension and give several examples. To further explain the link between literal and inferential reading comprehension, I plan to use a previous reading assignment and walk students through the *Proposition/Support Outline* strategy (Billmeyer, 2006) for them to understand the difference between facts, statistics, examples, expert authority, and logic/reasoning. I want to do this because I want them to how much information is really between the lines. I will also use another previous reading and have the students conduct a *Thinking from Different Perspectives* (Billmeyer, 2006) exercise. These two warm-ups should get my students in the proper mindset to work on the T-Chart. |
| **During:**  What will you model for instruction?  What will the students do?  How will you support students during the lesson? | To model the T-Chart strategy for the students, I will ask them to read the same business article that I will. I will use this article to model the T-Chart strategy and make between 4-7 dual entries (depending on the length of the article). At this point, I want the students to understand how to use the strategy. The next day, I will have them read another article with me. This time they will help me make entries on the T-Chart. On the third day, I will give them another article to read and allow them to complete individual T-Charts that they will share in groups towards the end of class. During the individual T-Charting, I will walk around the class and check for understanding. I will also ask prompting questions to students who may be stuck on a particular point. |
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Reflect on the action plan with a peer educator face-to-face. Include his/her reaction and ideas for modifying or adapting the action plan for future use in the sections below:

| **Reflection Element** | **Reflection** |
| --- | --- |
| **PROFESSIONAL LEARNING AND LEADERSHIP**   PEER EDUCATOR’S REACTION:  Describe two or more details of your peer educator’s reaction including the value of the reading strategy for aiding learning and helping students understand the content and his/her suggestions to improve the activities. For example, specific changes for introducing and modeling the reading strategy, or recommendations of additional materials to use when teaching the reading strategy. | My peer and good friend Tom Gaffigan once again reviewed my action plan for this project. Tom is a veteran Language Arts teacher who teaches the senior capstone course at my high school. Tom was familiar with the T-Chart strategy and stated that “it pushes readers to extract the meaning piece by piece and allows them to sit back and discern the writer’s tactics as well as making judgments about substance.” Our readings for this module, although tremendous, did not express this type of description for strategies aimed at teaching inferential reading comprehension. Tom liked that I was taking time to “carpet bomb” the introduction of the strategy by annotating the steps on how to use the tool multiple times. However, he suggested that I think about adding a few more items. First, Tom suggested that I begin the engagement by using what he termed a high interest/low stakes model for fun. He intends that I use a topic that students are extremely fond of to introduce the tool. Secondly, he suggested that the small group sharing is a good idea but will be enhanced by using a large easel, google slides or post-it notes for the entire class to see what every student had found while reading the same article. He also ended his critique with another great quote, “a forced march from private thought to public thought.” |
|  |  |
| Diversity:  Explanation of ways you would adapt and implement instructional approaches, as well as materials, to meet the language proficiency needs of (a) students who struggle with learning to read and write, and (b) students who are not fluent with the English language. For example changes for **introducing and modeling the strategy with struggling learners and ELL learners, (a) students who struggle with learning to read and write, (b) students who are not fluent with the English language,** supporting students, materials used with the strategy, and reflection or follow-up. | Students who struggle with learning to read and write:  I will consider using the *Think Aloud* (Readance, Bean, & Baldwin, 1989) strategy with students who struggle with learning to read and write. Starting with a few sentences initially, I will model for these students how to ask questions to locate facts. Also, I will show them how link prior knowledge with facts to answer questions. The *QAR* (Raphael & Pearson, 1985) strategy is also one that I would use to teach students a hard process for inferential thinking. I like this strategy because it starts out with the basic identification of facts and culminates with total inference and creative comprehension.  Students who are not fluent with the English language:  Short of soliciting help from ELL aides, I will more than likely use the *What Is It?* (Pennell, 2002) strategy to help students better understand prior knowledge, current text, and possible inferences. I may consider using *Cucumber Cues* (Pennell, 2002)as well depending on how much the student struggles with English. |
| **PROFESSIONAL LEARNING AND LEADERSHIP** Description of how you will share your learning with individual or groups of teachers in the future. For example, level one coaching such as: providing instructional materials to colleagues (handout of best practices, graphic organizer, a list of recommended books and websites). Another example is facilitating a discussion about differentiated instruction and/or adaptations that will help ELL students transfer lessons to obtain full literacy and be agents of their literacy learning. | I have several opportunities to share best practices and new tools with my peers. My department has a weekly meeting. My high school staff meets twice a month. Our entire district staff meets every quarter, and I’m a member of a district level teaching team. In all instances, we are encouraged to share best practices, new tools, innovative teaching techniques, etc. Throughout the course, I’ve compiled copies of the strategies that I plan to use in my courses, but I’ve also gathered strategies that will work for most of my colleagues. I plan to share with my department the changes I will make to my curriculum and will distribute copies of graphic organizers (my favorites) and specific websites to all of the department heads at my school. I will also choose a few key strategies to present at a staff meeting this fall. |
| **Written Communication**  Self-assess your action plan’s organization and presentation of ideas for clarity, cohesiveness, and professional language, and proof for spelling, grammar, and or mechanical errors. | While this action plan is okay, I think it is an improvement over my initial vocabulary action plan. I paid a lot more attention to focusing on reviewing background information before jumping into new topics. I believe the organization is clear and cohesive. Since my courses are directed electives most of the content is factual. There is not too much room for conjecture. Fortunately, as I have read through all of the materials, I have found good strategies that will help my students improve their inferential reading comprehension. I’ve never considered teaching this type of topic in my courses; I have only taught the facts. I can see how improving inferential reading comprehension will help students with the facts. |

Billmyer, R. (2006). *Strategies to Engage the Mind of the Learner,* 2nd Ed.

Pennell, D. (2002). *Inferential Reading Comprehension Consideration Packet.* Training& Technical Assistance Center, The College of William & Mary.

**T-Chart**

*Do Elite Colleges Lead to Higher Salaries? Only for Some Professions*

(Above the left side of the T crossbar) (Above the right side of the T crossbar)

| **Reading Between the Lines, I See** | **Words or Phrase that Gave me the Idea** |
| --- | --- |
| 1. STEM degrees are cost effective 2. Elite colleges take care of their liberal arts majors 3. The decision of where to go to college has a lot of variables | 1. No statistically significant differences 2. Better alumni networks 3. Families may be wasting money |