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Methods of Teaching Literacy

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### Theory into Practice III

- g. How does the strategy/practice reinforce phonics or fluency?
  - h. Describe how the strategy/practice reinforces the Common Core Standards
  - i. Give any references/quotes/ and names of theorists from your readings
  
- A. Active Comprehension allows students to comprehend what they are reading while reading. This strategy uses three categories of questions to help students actively comprehend; literal questioning by using information explicitly stated in the text, inferential questions by using their background knowledge along with information from the text, and evaluative (or critical reading) questions by making judgments about what they read.
  
- B. Materials that would be needed for this strategy include the said text and an idea of purposeful questions to ask students while reading, or a worksheet of questions students can fill out while they read.
  
- C. This strategy is culturally relevant in the sense that comprehension is relevant to read. This strategy is a relevant way to build comprehension by using a mix of questions that make the child interact with the text.
  
- D. This strategy promotes English proficiency by having the student interact with the text on multiple levels. Interacting with stories or passages and making connections builds proficiency.

- E. This strategy has students use their prior knowledge of subject matters to make connections with the text. Infernal questions can not be answered by just using the text.
- F. This strategy has students think critically when finding the answers and making connections from the story, the text, and their understanding.
- G. This strategy reinforces fluency by building comprehension. Students who have high comprehension skills are more prone to reading fluently.
- H. This strategy reinforces Common Core State Standard CCRA.R.10.
- I. “The Common Core State Standards (CCSS) challenge teachers to model strategies so that they will be able to read a myriad of multiple complex texts critically and reflectively (Hollenbeck & Saturnus, 2013)”(Vacca, pg. 255).