**What’s In and What’s Out?**

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| IN | OUT |
| 1. Focusing on the complexity of what students can read | 1. Focusing only on what students can do with what they read (skills) |
| 1. Texts worthy of close attention | 2. Reading any ‘ol text |
| 1. Emphasizing informational texts | 3. Emphasizing narratives |
| 1. Coherent sequences of texts | 4. Collection of unrelated texts |
| 1. Mostly text-dependent questions | 5. Mostly text-to-self questions |
| 1. Writing evidence-based analyses | 6. Writing personal narratives |
| 1. Accent on academic vocabulary | 7. Accent on literacy terminology |
| 1. Emphasis on reading and re-reading | 8. Emphasis on pre-reading strategies |
| 1. Emphasis on particular content (e.g., U. S. Founding Documents) | 9. Content-free |
| 1. Student supports (pre-mediation) | 10. Student supports (only re-mediation) |

Provided by Susan Pimental