**RI.6.10**

By the end of the year, read and comprehend literary nonfiction in the grades 6‐8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**SCAN & RUN.**

This instructional framework consists of cues for strategies that

help students plan and monitor their comprehension before, during, and after

reading. Instruction in the use of SCAN & RUN involves several steps that

facilitate independent use of the strategy by students.

**Before Reading – SCAN**

**S**=Survey headings and turn them into questions(answer while reading)

**C**=Capture the captions and visuals (try to understand their meanings)

**A**=Attach boldface words (find the meanings)

**N**=Note and read the chapter questions before reading

**While Reading – RUN**

**R**=Read and adjust speed (slow through difficult sections)

**U**=Use word identification skills such as sounding it out, looking for other

words clues in the sentence, or breaking words into parts for unknown words.

**N**=Notice and check parts you don’t understand and reread or read on (place

a “?” next to the part you don’t understand, and decide to reread that section

or skip it and go back to it after you’re finished reading).

**After Reading.**

Students extend their understanding of the text by answering

questions at the end of the selection and discussing the text (Salembier 1999).

**Read, Rate, Reread.**

This strategy will help students improve their reading

comprehension by emphasizing the importance of careful, repeated readings

of material. The students will read a short selection three times and evaluate

their understanding of the passage on each successive reading. They will

further develop their skill at monitoring their own reading comprehension

(Adapted from All America Reads).

**Formative Assessment Tip.**

Feedback is provided and recorded on these

suggested artifacts in order to regroup students for targeted learning

opportunities. Teachers are encouraged to strategically score progress with a

watchful eye on the formative assessment process. It is important to keep in

mind that a “final grade” represents a summative score.

1. Students write a summary or essay that cites the textual evidence that

most strongly supports an analysis of what the text says explicitly as

well as inferences drawn from the text. Aligned assessment and

feedback of writing products can move learning forward with regards

to writing skill, language acquisition, and reading comprehension.

2. Students answer and receive feedback on text dependent questions.

3. Students engage in a variety of discussions and/or Socratic questioning

to display competency with regards to this standards. Aligned

assessment and feedback of speaking and listening skills also promote

growth is this area.

4. Students prepare a visual representation illustrating and citing the

textual evidence that most strongly supports an analysis of what the

text says explicitly as well as inferences that may be drawn.

5. Students engage in formal and informal presentations of a variety of

products outlined above. Aligned assessment and feedback of

speaking and listening skills during presentations also promote growth

is this area.

**References:**

Salembier, G. (1999). Scan and Run: A reading comprehension strategy that works. *Journal of Adolescent and Adult Literacy*. Newark, DE: International

Reading Association.

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