

STRIVE'S

GRADES 4-12 SCIENCE OF READING COURSE

Essential Questions, Learning Targets and
Success Criteria

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Disciplinary Literacy Module

Essential Question:

How can educators integrate discipline-specific literacy practices to support students in thinking, reading, and communicating like experts in each field?

Learning Target:

Participants will identify and apply evidence-based literacy moves that support students in thinking, reading, and communicating within the unique demands of each discipline.

Success Criteria:

1. Foundations of Disciplinary Literacy Section

Success Criteria: Develop a clear understanding of disciplinary literacy, how it differs from content-area reading and general literacy strategies, and why it is critical for deep engagement with texts in each academic subject.

2. The Science of Reading Secondary - Literacy vs Disciplinary Literacy Section

Success Criteria: Understand and articulate how the Science of Reading applies to secondary teaching and learning by:

- identifying how decoding, language comprehension, and background knowledge support disciplinary literacy at the secondary level.
- differentiating between authentic disciplinary practices and generalized strategy use.

3. Reading Like a Historian, Scientist, Mathematician, and Author Section

Success Criteria: Understand what it means to read like a content expert by:

- Analyzing authentic texts using the reading practices of historians, scientists, mathematicians, and other disciplinary experts.
- Identifying how expert reading strategies support meaning-making and deepen understanding within each discipline.

4. Text Complexity and Knowledge Building Section

Success Criteria:

- Evaluate and select complex, discipline-specific texts that support background knowledge and vocabulary development.
- Identify appropriate scaffolds to help students access challenging texts without diminishing rigor.
- Plan for integrating complex texts into instruction while maintaining a balance between support and productive struggle.

Disciplinary Literacy Module – Success Criteria Continued

5. Vocabulary and Language Structures in the Disciplines Section

Success Criteria:

- Understand, Identify, and explicitly teach vocabulary and language structures unique to each discipline.
- Integrate instructional routines that promote student independence and comprehension with academic and domain-specific language into content area lessons.

6. Writing as a Tool for Disciplinary Thinking Section

Success Criteria:

- Understand how writing reflects expert thinking and communication within different disciplines.
- Design and implement writing tasks that mirror authentic disciplinary practices.
- Use student writing formatively to assess understanding, guide instruction, and promote deeper critical thinking.

7. Integrating Literacy in Content Area Planning Section

Success Criteria:

- Embed authentic disciplinary literacy practices into lesson planning to support both content learning and literacy growth.
- Align literacy strategies with content goals during the planning process.
- Design formative assessments and identify instructional tools that integrate literacy and content instruction

8. Making it Work in your Context Section

Success Criteria:

- Reflect on current instructional practices to identify opportunities for strengthening disciplinary literacy integration.
- Explore tools and strategies that can support deeper literacy practices within content instruction.
- Plan actionable steps to adapt and apply strategies that align with the specific needs of your classroom or school context.

Follow-up Session: Deepening Disciplinary Literacy Through Reflection and Refinement

Success Criteria:

- Reflect on the implementation of disciplinary literacy practices and identify strengths and areas for growth.
- Analyze lessons to deepen understanding of authentic disciplinary reading and writing.
- Revise instructional materials to strengthen literacy integration based on reflection and collaboration.
- Develop clear next steps to continue refining literacy practices within content instruction.

Data-Based Decision-Making Module

Essential Question:

How can teachers use data-based decision making to provide students effective instruction so students meet or exceed grade level standards?

Learning Target:

Participants will learn and apply data-based decision-making strategies to scaffold Tier 1 core instruction, ensuring alignment with grade-level standards while addressing skill gaps through targeted interventions and using the Capti 4-12 screener as a data reference for progress toward grade-level goals throughout each module.

Success Criteria:

1. What is effective data-based decision making?
Success Criteria: Understand what data-based decision making is and how it supports instruction based on student performance and learning needs.
2. Why do teachers need to know data-based decision making?
Success Criteria: Understand the research that supports data-based decision making and its critical role in implementing instructional scaffolds that supports students in accessing grade level text and ELA standards.
3. Who should receive instructional scaffolds or targeted interventions?
Success Criteria: Identify students who need instructional scaffolds or targeted interventions based on their performance data, individual learning needs and gaps in understanding.
4. How should teachers use effective teaching strategies to provide support based on data?
Success Criteria: Integrate research-based teaching methods to provide instructional scaffolds or targeted interventions to close gaps in achieving grade-level standards.
5. When should instruction be scaffolded?
Success Criteria: Use observations, formative, summative data to determine based on student struggles, misconceptions, or gaps in understanding.
6. How do teachers and students use ongoing assessments for instructional purposes?
Success Criteria: Understand how to use ongoing assessments and PDSAs to monitor student growth towards grade-level standards.
7. How can educators bridge the Science of Reading with Disciplinary Literacy?
Success Criteria: Demonstrate a clear understanding of disciplinary literacy, how it differs from content-area reading and general literacy strategies, and why it is critical for deep engagement with texts in each academic subject.

Comprehension Module

Essential Question:

How can teachers utilize purposeful evidence-based strategies and assessments to support students in the development of skills to deeply engage with, understand, interpret and think critically about written text?

Learning Target:

Participants will develop a comprehensive understanding of comprehension, including the science behind it, the relevant standards, effective teaching strategies, and the use of ongoing assessments to adapt instruction to meet the needs of all students, including those with learning challenges.

Success Criteria:

1. **What** is reading comprehension?
Success Criteria: Develop an understanding of reading comprehension, the struggles students face, and how students can be successful with understanding, learning, and thinking critically about the content within both narrative and informational texts
2. **Why** do teachers need to know the science behind reading comprehension?
Success Criteria: Understand the evidence-based rationale for teaching comprehension so students can be successful with understanding, learning, and thinking critically about the content within both narrative and informational texts.
3. **Where** are the standards teachers should be teaching for comprehension?
Success Criteria: Develop a common understanding of reading comprehension standards as well as the connection to written expression.
4. **How** should teachers teach reading comprehension?
Success Criteria: Learn and implement engaging and motivating activities for teaching comprehension that promote ongoing understanding and critical thinking before, during, and after reading.
5. **Who** needs explicit teaching of reading comprehension?
Success Criteria: Learn how to engage students in differentiated instruction that includes a combination of explicit instruction, modeling, guided practice, and independent application through scaffolded support so all learners can be successful.
6. **When** do teachers teach comprehension?
Success Criteria: Develop and implement effective instructional routines for before, during, and after reading that supports students in effectively engaging with and analyzing text across subject areas.
7. **How** do the teacher and students use ongoing assessments?
Success Criteria: Understand how to use ongoing formative and summative assessments to monitor student progress and adapt instruction as needed.

Vocabulary Module

Essential Question:

How can educators intentionally teach and develop vocabulary and oral language as mutually reinforcing skills through evidence-based strategies and assessments that address the diverse needs of all learners?

Learning Target:

Participants will develop a comprehensive understanding of vocabulary instruction as it relates to the science of word learning, the multifaceted nature of word knowledge, as well as its role in reading comprehension and oral language development. They will examine both direct and indirect instructional methods, explore effective strategies for teaching vocabulary before, during, and after reading, and learn to use ongoing assessments to tailor instruction to meet the diverse needs of all students, including those with learning challenges.

Success Criteria:

1. **What** is vocabulary instruction?

Success Criteria: Develop a common understanding of the components of effective vocabulary instruction and the rationale for teaching it.

2. **Why** do teachers need to know the science behind vocabulary instruction?

Success Criteria: Understand the rationale for explicit vocabulary instruction and effective teaching strategies, including modeling, guided practice, and review as well as the importance of implicit vocabulary acquisition through rich language experiences.

3. **Where** are the standards teachers should be teaching for vocabulary?

Success Criteria: Develop a common understanding of the standards and how vocabulary is uniquely embedded across the strands of reading, writing, and listening, speaking, viewing, & exchanging ideas, as they relate to the different types of vocabulary instruction and word knowledge.

4. **How** should teachers teach vocabulary?

Success Criteria: Develop and implement high-quality instructional routines for students to learn vocabulary and apply both direct and indirect word-learning strategies across disciplines.

5. **Who** needs explicit teaching of vocabulary?

Success Criteria: understand that all students—particularly multilingual learners, students with limited language exposure, and those with language-based learning needs—benefit from explicit vocabulary instruction that is intentional, structured, and responsive to their individual language development levels.

6. **When** do teachers teach vocabulary?

Success Criteria: Demonstrate an understanding of directly and indirectly teaching vocabulary and oral language by consistently planning for explicit instruction as well as leveraging natural classroom moments to model, scaffold, and reinforce these skills across all disciplines throughout the day.

7. **How** do the teacher and students use ongoing assessments?

Success Criteria: Understand how to use a data system including ongoing formative, summative and progress monitoring assessments to adapt instruction to meet the needs of all students, especially students who are struggling. Factors such as working memory, attention, executive function, and processing speed also need to be considered.

Fluency Module

Essential Question:

How can teachers effectively teach fluency, utilizing evidence-based strategies and assessments, to enhance students' abilities to comprehend texts, express ideas clearly in writing, and communicate effectively through oral language?

Learning Target:

Participants will develop a comprehensive understanding of fluency, including the science behind it, the relevant standards, effective teaching strategies, and the use of ongoing assessments to adapt instruction for all students, including those with learning challenges, including deficits in oral language development.

Success Criteria:

1. What is fluency?
Success Criteria: Define oral reading fluency as the ability to read a text accurately, at an appropriate rate, and with proper expression (prosody) as well as understand that oral reading fluency is where decoding meets speaking and is deeply rooted in oral language development.
2. Why do teachers need to know the science behind fluency?
Success Criteria: Develop an understanding that oral reading fluency is a critical bridge between decoding and comprehension as fluency integrates the word recognition and language comprehension processes in the reading brain. This understanding empowers teachers to make informed instructional decisions that directly impact student reading achievement.
3. Where are the standards teachers should be teaching for fluency?
Success Criteria: Identify, interpret and apply fluency standards within the foundational reading section of national or state-specific standards in order to guide lesson objectives, assessments, and instructional strategies that support students' development of accurate, expressive, and meaningful oral reading.
4. How should teachers teach fluency?
Success Criteria: Develop and implement explicit, evidence-based strategies to teach fluency within authentic literacy tasks that support comprehension, align with grade-level standards, reinforce the connection between fluency and oral language, encouraging expressive reading and purposeful communication addressing learners with diverse needs.
5. Who needs explicit teaching of fluency?
Success Criteria: Understand that all developing readers, especially in early grades (K–3), benefit from explicit fluency instruction as part of foundational skills, and in addition, students reading below grade level, including multilingual learners, students with dyslexia, and those with limited oral language exposure, require targeted, scaffolded fluency practice.
6. When do teachers teach fluency?
Success Criteria: Develop and implement effective instructional routines that include explicit fluency instruction and practice as part of the daily reading lessons, as well as embedding fluency opportunities into cross-curricular reading activities and ongoing oral language development throughout the day.
7. How do the teacher and students use ongoing assessments?
Success Criteria: Develop a data system by which educators and students use ongoing, formative assessments to monitor fluency and reading progress, adjust instruction, set goals, and reflect on learning to promote growth and accountability.

Phonics and Word Work Module

Essential Question:

How can teachers effectively support students with building skills in phonics and advanced word work, utilizing evidence-based strategies informed by assessments?

Learning Target:

Participants will develop a comprehensive understanding of phonics and advanced word work, including the science behind it, the relevant standards, effective teaching strategies, and the use of ongoing assessments to adapt instruction for all students, including those with learning challenges.

Success Criteria:

1. What is phonics and advanced word work?
Success Criteria: Develop a common understanding of phonics and advanced word work.
2. Why do teachers need to know the science behind phonics and advanced word work?
Success Criteria: Understand the rationale for teaching phonics and effective teaching strategies, including modeling, guided practice, and application.
3. Where are the standards teachers should be teaching for phonics and advanced word work?
Success Criteria: Develop a common understanding of the standards and how they relate to the sequence of phonics instruction from simple to more complex.
4. How should teachers teach phonics and advanced word work?
Success Criteria: Develop and implement high-quality instructional routines for students to learn and apply phonics skills.
5. Who needs explicit teaching of phonics and advanced word work?
Success Criteria: Understand the need for explicit teaching of phonics, especially for students who require additional support.
6. When do teachers teach phonics and advanced word work?
Success Criteria: Develop and implement effective instructional routines that include phonics instruction.
7. How do the teacher and students use ongoing assessments?
Success Criteria: Understand how to use ongoing assessments to adapt instruction for struggling students, considering factors such as working memory, attention, executive function, and processing speed

Phonological Awareness Module

Essential Question:

How does the development of phonological awareness skills impact reading proficiency across different grade levels, and how can high-quality instructional routines and assessment data be used to teach students with varying levels of phonological awareness?

Learning Target:

Participants will develop a comprehensive understanding of phonological awareness and its importance in reading proficiency, the sequence of phonological awareness instruction aligned with standards, high-quality instructional routines, and the use of ongoing assessments to adapt instruction for learner challenges.

Success Criteria:

1. What is Phonological Awareness?
Success Criteria: Develop a common understanding of phonological awareness and the rationale for teaching it.
2. What is the science behind phonological awareness?
Success Criteria: Develop a common understanding of the relationship between phonological awareness and reading proficiency
3. Where are the standards teachers should be teaching for phonological awareness?
Success Criteria: Develop a common understanding of the standards and how they relate to the sequence of phonological awareness instruction from simple to more complex.
4. How should teachers teach phonological awareness?
Success Criteria: Develop an understanding of the progression of phonological awareness skills and high-quality instructional routines for students to learn and apply phonological awareness skills.
5. Who needs explicit teaching of phonological awareness?
Success Criteria: Understand the need for explicit teaching of phonological awareness, especially for students who require additional support.
6. How do teachers and students use ongoing assessments?
Success Criteria: Understand how to use ongoing assessments to adapt instruction for struggling students.



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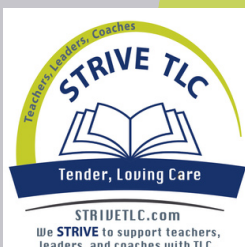
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Value Statements

- **Data-Driven Instruction:** With STRIVE's resources educators can effectively plan, teach, and assess the content they teach, leveraging data to inform instruction and support student success.
- **Professional Development:** STRIVE provides extensive professional development opportunities, including virtual and on-site PD, designed to improve literacy achievement and advance teacher and student success.
- **Evidence-Based Practices:** STRIVE is deeply committed to utilizing research-based methods and practices, ensuring that teachers, leaders, and coaches are equipped with effective and scientifically supported strategies.



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