



*Thank you*

FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt from Teaching Reading Across the Day, Grades K-8.

[LEARN MORE](#) about this title!

# Mapping Lesson Structures to the 19 Components of the “Active View of Reading” Model

In *Teaching Reading Across the Day*, Jennifer Serravallo provides nine research-based, easy-to-use lesson structures that facilitate teaching knowledge and vocabulary building, as well as strategy and skill development in English language arts, Social Studies, and Science. Lesson structures include read aloud, phonics and spelling, vocabulary, focus, shared reading, close reading, guided inquiry, reader’s theater, and conversation.

The Active View of Reading is a reader model developed by Duke and Cartwright in 2021. Like other reader models (such as Scarborough’s Rope or the Simple View of Reading), it synthesizes and organizes research findings. Chapter 1 of *Teaching Reading Across the Day* introduces this model and discusses the nineteen components that research shows should be included in effective reading instruction.

To see how using the nine lesson types featured in *Teaching Reading Across the Day* facilitate explicit, engaging reading instruction, the following chart matches the nineteen components of the Active View of Reading to the nine lesson types.

Lesson Type	What Is It?	Which components from the Active View of Reading can you use this lesson structure to support?	
<b>Read Aloud Lessons</b>	When you read aloud a text (or excerpt) and engage students in thinking about its meaning using questions and invitations to discuss and respond. Scaffold students’ understanding by thinking aloud, including defining words as needed.	<ul style="list-style-type: none"> <li>• Motivation &amp; engagement</li> <li>• Strategy use</li> <li>• Recognition of words on sight</li> <li>• Print concepts</li> <li>• Reading fluency (modeled)</li> <li>• Vocabulary knowledge</li> <li>• Cultural knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Reading-specific background knowledge</li> <li>• Verbal reasoning</li> <li>• Language structure</li> <li>• Theory of mind</li> </ul>
<b>Phonics and Spelling Lessons</b>	Lessons to help children develop phonemic awareness (ability to isolate and blend individual sounds in words), decode words, and spell words.	<ul style="list-style-type: none"> <li>• Executive function skills</li> <li>• Strategy use</li> <li>• Phonological awareness</li> <li>• Alphabetic principle</li> <li>• Phonics knowledge</li> <li>• Decoding skills</li> <li>• Morphological awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of words at sight</li> <li>• Print concepts</li> <li>• Reading fluency</li> <li>• Vocabulary knowledge</li> <li>• Graphophonological-semantic flexibility</li> </ul>
<b>Vocabulary Lessons</b>	Lessons to help students learn meanings of specific words, meaning-based parts of words, (i.e., morphology), and how word meanings connect to other word meanings (i.e., semantic connections).	<ul style="list-style-type: none"> <li>• Strategy use</li> <li>• Vocabulary knowledge</li> <li>• Morphological awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Graphophonological-semantic cognitive flexibility</li> <li>• Language structure</li> <li>• Verbal reasoning</li> </ul>

Lesson Type	What Is It?	Which components from the Active View of Reading can you use this lesson structure to support?	
<b>Focus Lessons</b>	Brief, targeted lessons to deliver explicit instruction about an individual strategy.	<ul style="list-style-type: none"> <li>• Motivation &amp; engagement</li> <li>• Executive function skills</li> <li>• Strategy use</li> <li>• Phonics knowledge</li> <li>• Print concepts</li> <li>• Reading fluency</li> <li>• Vocabulary knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural knowledge</li> <li>• Content knowledge</li> <li>• Reading-specific background knowledge</li> <li>• Verbal reasoning</li> <li>• Language structure</li> <li>• Theory of Mind</li> </ul>
<b>Shared Reading Lessons</b>	When you engage children in choral and echo reading of a text-on-display, with all eyes on the same physical copy. You'll pause the reading to prompt, redirect, and question readers to support their engagement with the text and also their skill development.	<ul style="list-style-type: none"> <li>• Motivation &amp; engagement</li> <li>• Executive function skills</li> <li>• Strategy use</li> <li>• Print concepts</li> <li>• Decoding skills</li> <li>• Recognition of words at sight</li> <li>• Reading fluency</li> <li>• Vocabulary knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Graphophonological-semantic cognitive flexibility</li> <li>• Cultural knowledge</li> <li>• Content knowledge</li> <li>• Reading-specific background knowledge</li> <li>• Verbal reasoning</li> <li>• Language structure</li> <li>• Theory of mind</li> </ul>
<b>Close Reading Lessons</b>	When you engage students in deep, careful, slow reading, pausing to prompt, redirect, and question readers to support their engagement with the text and also their skill development.	<ul style="list-style-type: none"> <li>• Executive function skills</li> <li>• Strategy use</li> <li>• Vocabulary knowledge</li> <li>• Cultural knowledge</li> <li>• Content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Reading-specific background knowledge</li> <li>• Verbal reasoning</li> <li>• Language structure</li> <li>• Theory of mind</li> </ul>
<b>Guided Inquiry Lessons</b>	Lessons to support students to develop a notice and name habit of mind, discovering and drawing conclusions from texts, conversations, images, and/or their own work (to set goals) and more!	<ul style="list-style-type: none"> <li>• Motivation &amp; engagement</li> <li>• Executive function skills</li> <li>• Strategy use</li> <li>• Print concepts</li> <li>• Vocabulary knowledge</li> <li>• Cultural knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Reading-specific background knowledge</li> <li>• Verbal reasoning</li> <li>• Language structure</li> <li>• Theory of mind</li> </ul>
<b>Reader's Theater Lessons</b>	Students read and re-read scripts to prepare for a low-stakes "performance" while you provide strategies and feedback (including vocabulary support) to help them.	<ul style="list-style-type: none"> <li>• Motivation &amp; engagement</li> <li>• Executive function skills</li> <li>• Strategy use</li> <li>• Print concepts</li> <li>• Reading fluency</li> <li>• Vocabulary knowledge</li> <li>• Cultural knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Reading-specific background knowledge</li> <li>• Verbal reasoning</li> <li>• Language structure</li> <li>• Theory of mind</li> </ul>
<b>Conversation Lessons</b>	Students discuss texts in pairs, groups, or as whole class, with teacher support and feedback.	<ul style="list-style-type: none"> <li>• Motivation &amp; engagement</li> <li>• Executive function skills</li> <li>• Vocabulary knowledge</li> <li>• Cultural knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Verbal reasoning</li> <li>• Theory of mind</li> </ul>