

be automatic and read with expression and proper phrasing aids in meaning making. After that, comprehension, divided into seven key areas, in a loose order of importance, with fiction comprehension coming before nonfiction unless you are working in a nonfiction unit or you are a content area teacher in search of strategies to support nonfiction reading specifically. The vocabulary chapter, Goal 11, contains strategies for helping students with vocabulary awareness and determining meaning in both narrative and expository texts. Vocabulary is typically something I would work on with a reader in fiction who has already shown his or her understanding of plot, setting, and characters is strong, and for a nonfiction reader who has main idea and key details down. Writing about reading and strategies for conversation are incredibly important as well, but I place them after the comprehension chapters because it's hard to talk or write well about your reading if you aren't understanding the book. It is important to note that there may be exceptions to this hierarchy. For instance,

Determining Where to Start: A Hierarchy of Possible Goals

