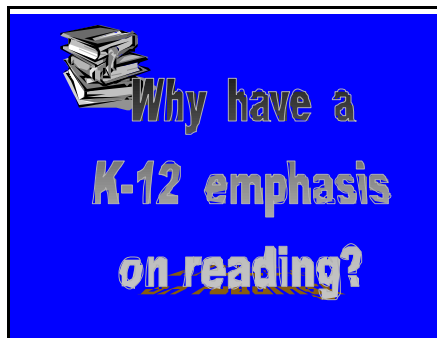


Slide 1



Slide 2



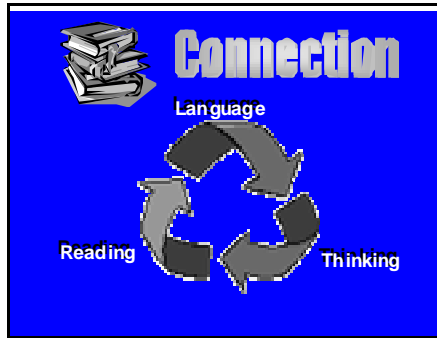
Cleveland Heights-University Heights is focusing (K-12) on reading instruction. All data have shown the need for a systematic approach to instruction.

Slide 3



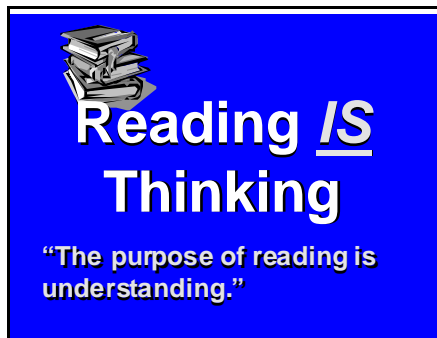
Our district embraces a balanced literacy approach to literacy acquisition that involves an interaction among these connected processes.

Slide 4



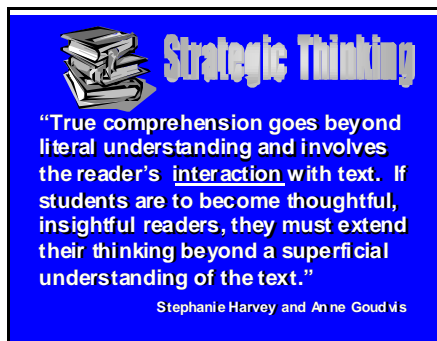
Language, Thinking, and Reading are inter-connected. Reading involves cracking the alphabetic code to determine the words and then thinking about those words to construct meaning. Strategic readers address their thinking in an inner-conversation that helps them make sense of what they read.

Slide 5




Stephanie Harvey and Anne Goudvis, authors of Strategies That Work, state that, "Getting readers to think when they read, to develop an awareness of their thinking, and to use strategies that help them comprehend are the primary goals of comprehension instruction..." Reading strategies focus on language development and the thinking aspects of reading.

Slide 6



Active engagement with a text is different from a cursory reading of words and answering questions at the end of a story.

Slide 7




### Why teach reading strategies?

“Once thought of as the natural result of decoding plus oral language, comprehension is now viewed as a much more complex process involving knowledge, experience, thinking and teaching.”

(Linda Fielding and P. David Pearson, 1994)

Students may be able to decode or read the words in a book but if they don't have the knowledge of the subject or some experience to connect to what they read, they won't understand the text.

Slide 8



### What strategies should be taught?

Researchers identified strategies that proficient readers use to construct meaning from text.

Pearson, Keene, Harvey, Goudvis, Robb and others summarized these strategies.

The six-pack of Reading Strategies the Cleveland Heights-University Heights District is focusing on are based on research in the field of reading. They support brain-compatible instruction and make reading explicit for all readers; thereby, deepening students' understanding of texts.

Slide 9




### Comprehension Strategies

1. Making Connections
2. Visualizing
3. Inferring
4. Questioning
5. Determining Importance
6. Synthesizing

Fix - Up Strategies

Here they are ---Nothing surprising. Fix-up strategies should be taught throughout the reading process. The act of reading cannot be made to fit a linear, hierarchical model; all of the strategies influence a readers' understanding whether or not the strategy has been made explicit through instruction. In other words, readers will relate to text in a variety of ways in order to make sense of it.

Slide 10




**Strategy 1:  
Making Connections**

Making Connections: A Bridge From  
the New to the Known

Text to Self  
Text to Text  
Text to World

According to Harvey and Goudvis, “Readers pay more attention when they relate to the text. Readers naturally bring their prior knowledge and experience to reading but comprehend better when they think about the connections they make between the text, their lives, and the larger world.”

Slide 11



**Strategy 2:  
Visualizing**

Visualizing: A Tool to Enhance  
Understanding


“Visualizing is a comprehension strategy that enables readers to make the words on a page real and concrete.”

Keene and Zimmerman

“Active readers create visual images in their minds based on the words they read in the text. The pictures they create enhance their understanding.” Teachers sometimes explain this as “creating a movie of the text in your head.” When students create scenarios and pictures in their minds while reading, their level of engagement increases and their attention doesn’t wander.

*Harvey and Goudvis*

Slide 12




**Strategy 3:  
Inferring**

“Inferring is at the intersection of taking what is known, garnering clues from the text, and thinking ahead to make a judgment, discern a theme, or speculate about what is to come.”

Harvey and Goudvis

Inferential thinking occurs when text clues merge with the reader’s prior knowledge and questions to point toward a conclusion about an underlying theme or idea in the text. If readers don’t infer, they will not grasp the deeper essence of texts they read.

Slide 13



**Strategy 4:  
Asking Questions**


**Asking Questions: The Strategy That Propels Readers Forward**

“Questioning is the strategy that keeps readers engaged. When readers ask questions, they clarify understanding and forge ahead to make meaning. Asking questions is at the heart of thoughtful reading.”

*Harvey and Goudvis*

Questioning can occur on various levels. It is important to share examples of questions you, as the teacher, have about what is being read and to talk about what you are wondering while you are reading. Categorizing questions as superficial or deep also helps students understand that there are a variety of questions that can be asked regarding a text.

Slide 14




**Strategy 5:  
Determining Importance**

“Thoughtful readers grasp essential ideas and important information when reading. Readers must differentiate between less important ideas and key ideas that are central to the meaning of the text.”

*Harvey and Goudvis*

Determining important ideas and information in text is central to making sense of reading and moving toward insight. Teachers need to support readers in their efforts to sift and sort essential information depending on their purpose for reading.

Slide 15



**Strategy 6:  
Synthesizing**

**The Evolution of Thought**

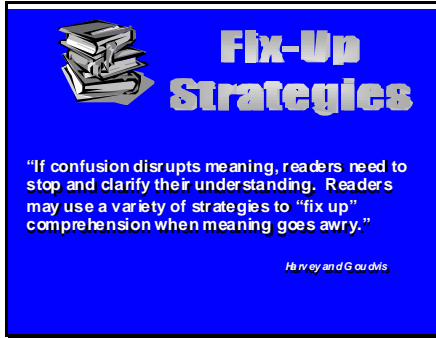
Synthesizing is putting together separate parts into a new whole....a process akin to working a jigsaw puzzle.

*Harvey and Goudvis*

“Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. Reviewing, sorting, and sifting important information can lead to new insights that change the way readers think.”

*Harvey and Goudvis*

Slide 16



**Fix-Up Strategies**

"If confusion disrupts meaning, readers need to stop and clarify their understanding. Readers may use a variety of strategies to "fix up" comprehension when meaning goes awry."

Harvey and Goudvis

Many students just don't know that they don't know. They lack the awareness of how they think when they read. Others are aware that meaning is breaking down but they don't know what to do about it. Teachers need to point out to their students that even they lose focus or "space out" while reading and need to use "fix-up" strategies to repair their understanding.

Slide 17



**Comprehension Strategies**

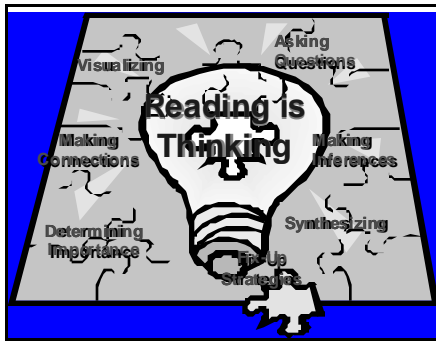
**CAUTION!**

"Although these strategies tend to be introduced independently, readers rarely use these in isolation when reading. These thoughts interact and intersect to help readers make meaning and often occur simultaneously during reading."

Harvey and Goudvis

These strategies are not something that can be taught on Monday and tested on Friday. They must be interwoven throughout ALL curricular areas. The strategies are introduced, modeled, and supported - Kindergarten through 12<sup>th</sup> grade.

Slide 18

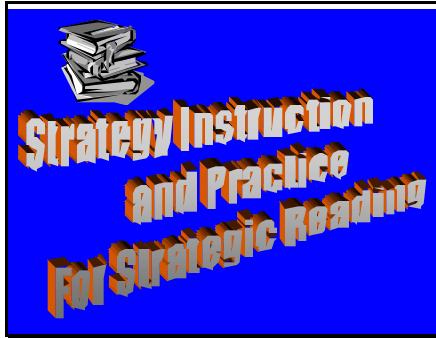


**Reading is Thinking**

Visualizing, Asking Questions, Making Connections, Making Inferences, Determining Importance, Synthesizing, Fix-Up Strategies

Throughout this school year (2005-2006) we will continue to focus on reading particularly these six reading strategies. We will feature a reading strategy each month. Buildings will receive a new Power point presentation for that strategy. The power points can be shared at staff meetings, department meetings, or grade level meetings.

Slide 19



Slide 20



Definition:

Metacognitive knowledge is an *awareness* of how one thinks and uses strategies during reading.

Teachers need to understand their own reading comprehension strategies and notice how they play out in their own reading before they can successfully teach them to children. Self-awareness is the first step.

Slide 21



Perkins in 1992, defined 4 levels of metacognitive knowledge that are helpful to understanding how readers adapt strategies to their reading purposes. They illustrate how learners and readers move from less to more sophisticated ways of monitoring their own thinking:

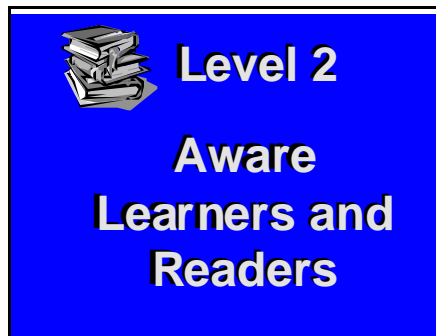
Slide 22



Tacit learners or readers lack awareness of how they think when they read

They say, "OK, I read it, now what?" or "I'm done, what do you want me to read next?"

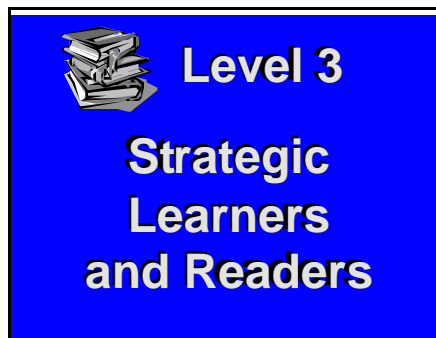
Slide 23



Aware learners and readers realize when meaning has broken down or confusion has set in but may not have sufficient strategies for fixing the problem.

They freeze and say, "I don't get it."

Slide 24

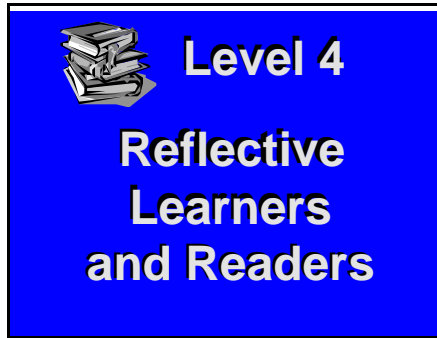


Strategic learners and readers use thinking and comprehension strategies to enhance understanding and acquire knowledge. They are able to monitor and repair meaning when it is disrupted.

They say, "I had to read it three times to figure it out, but now I get it!"



Slide 25

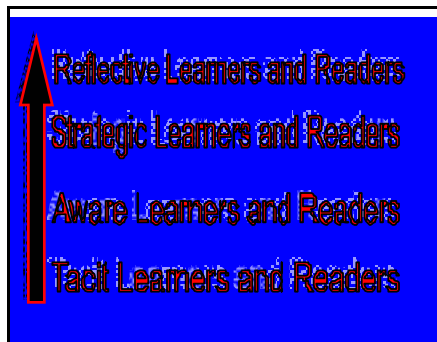


Level 4 learners and readers are strategic about their thinking and able to apply strategies flexibly depending upon their goals for reading. They reflect on their thinking and ponder and revise their use of strategies.

They say, “I found the answer I was looking for and I think I can predict what will happen next.”

Or they may say, “This is a science text so I need to slow down my reading rate to understand all the concepts.”

Slide 26



Our goal is to move readers from tacit to reflective. This process does not occur in a week or even in one year’s time. This is the goal for reading instruction K-12.

Slide 27



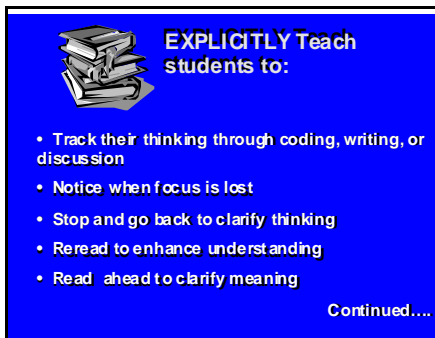
Through comprehension monitoring, we teach learners to develop their metacognitive knowledge or in more simple terms, become more aware of what they’re thinking while reading. It’s the inner conversation that takes place when reading.

Slide 28



According to Harvey and Goudvis, “We need to be **EXPLICIT** about teaching kids to be **aware**, to check for understanding, and to dip into their reservoir of reading comprehension strategies, to make meaning, and to monitor and repair their understanding.”  
Explicit teaching of comprehension monitoring builds reflective readers and learners.

Slide 29



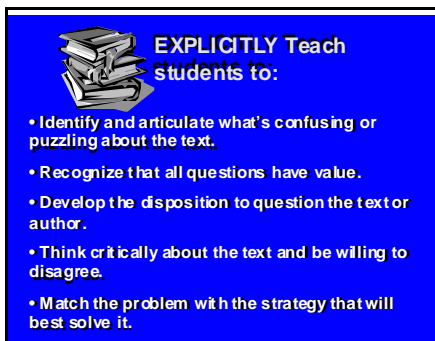
**EXPLICITLY** Teach students to:

- Track their thinking through coding, writing, or discussion
- Notice when focus is lost
- Stop and go back to clarify thinking
- Reread to enhance understanding
- Read ahead to clarify meaning

Continued....

Proficient readers employ these strategies automatically to monitor their own comprehension.

Slide 30



**EXPLICITLY** Teach students to:

- Identify and articulate what's confusing or puzzling about the text.
- Recognize that all questions have value.
- Develop the disposition to question the text or author.
- Think critically about the text and be willing to disagree.
- Match the problem with the strategy that will best solve it.

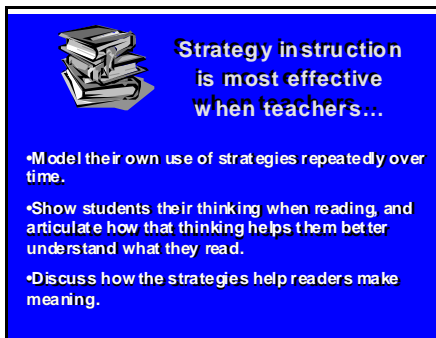
However, the majority of students will need explicit instruction in these areas.

Slide 31



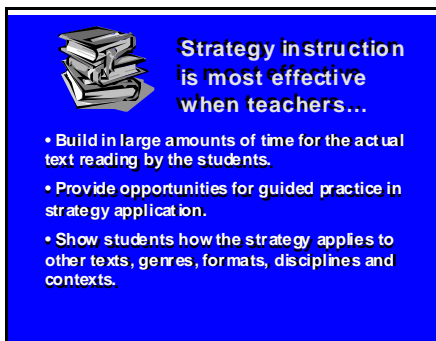
Strategy instruction is not something you can introduce on Monday and test on Friday. There is no fixed time to leave one strategy and move onto another. The strategies will need to be practiced over time until kids are observed applying the strategy across different genres and in different situations.

Slide 32




Comprehension strategy instruction is most effective when teachers do the following:  
Modeling...  
Showing...  
Discussing..

Slide 33



In addition, it is also effective if teachers...  
Build in time...  
Provide opportunities...  
Show application to other genres...

Slide 34




**Strategy instruction is most effective when teachers...**

- Help students notice how the strategies intersect and work in conjunction with one another.
- Take time to observe and confer directly with students about their strategy learning, and keep records.
- Remind students that the purpose of the strategy is to better understand the text.

And teachers should...  
Show the connection between strategies...  
Take time for observation and conferring...  
Continually emphasize that the bottom line is  
**COMPREHENSION...**

Slide 35




**Strategy instruction is most effective when teachers...**

- Make connections between the new strategy and what the reader already knows.
- Respond in writing by coding the text according to a particular strategy.
- Gradually release responsibility for the use of the strategy to the students..

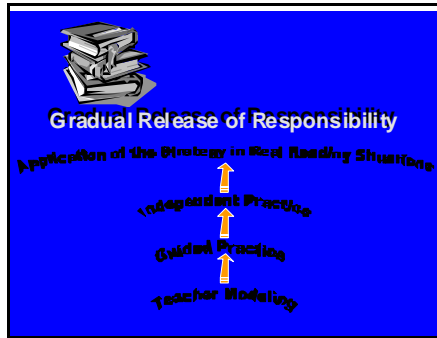
Finally, teachers need to....  
Point out the connections between new strategies and what the students already know...  
Use text coding such as TS for Text to Self Connections, TT for Text to Text Connections, a ?mark for confusion... to provide an opportunity for each student to use and own the strategy.

Slide 36



**The Gradual Release of Responsibility**

Slide 37



This framework represents the process of gradually releasing responsibility to the student.

Slide 38

The slide has a blue background. At the top left is an icon of a stack of books. To its right, the text 'The Gradual Release of Responsibility' is written in white. Below this, the text 'Teacher Modeling' is written in a larger, bold white font. Underneath, there is a bulleted list of three items in white text:

- The teacher explains the strategy.
- The teacher demonstrates how to apply the strategy successfully.
- The teacher thinks aloud to model the mental processes she uses when she reads.

Modeling is more than reading directions and assigning worksheets. It involves giving the students a window into the mind of a proficient reader. This can be accomplished using a think aloud.

Slide 39


The slide has a blue background. At the top left is an icon of a stack of books. To its right, the text 'The Gradual Release of Responsibility' is written in white. Below this, the text 'Guided Practice' is written in a larger, bold white font. Underneath, there is a bulleted list of two items in white text:

- After explicitly modeling, the teacher gradually gives the student more responsibility for task completion.
- The teacher and students practice the strategy together.

Continued.....

There needs to be a balance between teacher modeling in large in group instruction and guided practice in a small group setting.

Slide 40




The Gradual Release of Responsibility

### Guided Practice

- The teacher scaffolds the students' attempts and supports student thinking, giving feedback during conferring and classroom discussions.
- Students share their thinking processes with each other during paired reading and small - and large - group discussions.

The benefit of guided practice is that it gives the teacher an opportunity to see into the student's mind as the student practices the strategies with the necessary support.

Slide 41




The Gradual Release of Responsibility

### Independent Practice

- After working with the teacher and with other students, the students try to apply the strategy on their own.
- The students receive regular feedback from the teacher and other students.

Independent practices gives students an opportunity to try out their newly acquired skills in a safe and supportive environment.

Slide 42



The Gradual Release of Responsibility

### Application of Strategies In Real Reading Situations

- Students apply a clearly understood strategy to a new genre or format.
- Students demonstrate the effective use of a strategy in more difficult text.

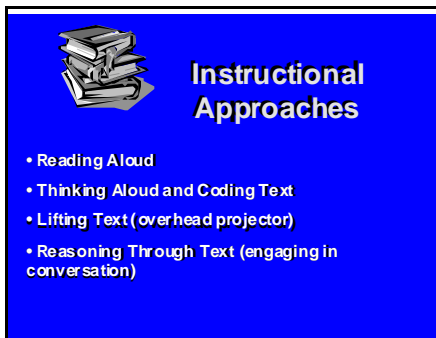
Once the student has developed independence he or she is ready to apply the strategies in real life settings.

Slide 43



According to Harvey and Goudvis, "When we take the time to show kids how, we reap big rewards."

Slide 44




Reading aloud involves a blend of reading for pure enjoyment and strategy instruction. It models for the students what a fluent reader sounds like and puts all students on a level playing field .

Thinking aloud demonstrates thought processes of the proficient reader and is visually enhanced through coding of text.

Lifting text allows the teacher to use samples from many different content areas. When put on a transparency for the overhead projector it is useful for demonstrating strategy application.

When reasoning through text, teachers have an opportunity to clear up misconceptions, clarify ideas and help children monitor their comprehension.

Slide 45



### Instructional Approaches


- Providing Anchor Experiences (mini lessons on strategies)
- Rereading for Deeper Meaning (multiple readings of text)
- Sharing Our Own Literacy by Modeling With Adult Literature (using more difficult text to teach)

Anchor experiences serve as reminders of past strategy lessons.

Multiple readings of text can be used to enhance understanding.

Sharing our own literacy experiences shows students that teachers are also readers. This is also a way to provide more complex text examples.


Slide 46



### Beyond Dioramas and Projects: Responding to Reading

Lucy Calkins, professor and Teachers College writing project director, notes that when she finishes a book late at night in bed, she doesn't grab her husband by the arm and say, "Oh, I just can't wait to get downstairs and make a diorama."

Slide 47



### Responses to Reading

# AUTHENTIC DIVERSE OPEN-ENDED

Authentic responses to reading tell us what's REALLY going on in kids' heads! Diverse open-ended responses tell us the most about what children understand or don't understand.



Slide 48




## Oral Responses

- Whole class discussions
- Pair shares
- Small informal discussion groups
- “Compass” group – four way share
- Book Clubs or Literature Circles
- Informational Study Groups

} Teacher “listens in”

The next few slides show ways students can respond in an authentic manner.


Slide 49



## Written Responses

- Coding text with sticky notes
- Making notes in the margins
- Circling, highlighting, framing, bracketing, and underlining the text
- Using two-and three-column note forms to explore thinking


Slide 50



## Written Responses

- Writing and responding in notebooks – Steno notebooks, literature response journals, Think Books
- Writing letters to teachers, classmates, others in the school community, authors, illustrators


Slide 51



## Written Responses

- Quick Write or Stop and Write – write about strategies or gist of story, story events, thoughts about characters, etc...
- Story Maps, Webs, KWL Charts – key themes, questions, important ideas, images, conclusions, story elements, etc...

Slide 52



## Other Responses...

- Artistic
- Dramatic
- Musical
- Numeric
- Scientific
- Historic
- Economic

Multiple intelligence research advises that educators not neglect these types of responses.


Slide 53



## Using Short Text for Explicit Teaching of Strategies

Most of the reading we do as adults is short text so there is some validity to making short text available to student in school. Short text is especially effective for teaching comprehension.

Slide 54




### Short Text

- Magazines
- Poetry
- Newspapers
- Short Stories
- Essay
- Picture Books

Here are some great resources for short text.

Slide 55



**Explicit instruction is  
the key to the  
development of  
successful readers!**

*(Read slide.)*