

Study Guide Created by Russell Yates

Focus Questions for Mosaic of Thought

One

1. What were the author's purposes in writing Mosaic of Thought?
2. What is your interpretation of the last line of Billy Collins' poem, "First Reader" on page two?
3. How does our Reading instruction here at _____ school compare/contrast with what the authors are describing?
4. What do you think is the focus of this book?

Two

1. When teaching in a Reader's Workshop, how is the teaching of comprehension skills different than the way we learned to read (i.e. comprehension questions, vocabulary words, three reading groups a day with seat work)?
2. Why do the authors suggest teaching in a Reader's Workshop instead of a programmed reading instruction? How is this accomplished?
3. What are the reading strategies used by a proficient reader? What role does metacognition play in teaching/learning reading comprehension?

Three

1. What were you thinking as you read "Salvador, Late or Early?" What were your thoughts after you finished reading?
2. Why is it important to understand how you comprehend reading before teaching our students?
3. What did Sharon do in her classroom to make students aware of their own comprehension?
4. How do you use metacognition in Reader's Workshop?

Four

1. What are the steps needed in order for the students to begin to use a comprehension strategy independently as they read?
2. What kind of a chart could you use in your classroom to ensure that your students are making the connections between their own schema and text?
3. In what ways do you apply the information in this chapter when working with your students?
4. What was the single one (or two) most interesting or valuable insights while reading this chapter?

Five

1. Read pages 73-96
2. Bring a non-fiction book and an idea on how to model the important information (what is essential) in your book.

Six

1. According to research what is the biggest contributor to student's low performance in reading? Why?
2. What kind of questions were modeled by the classroom teacher? Explain the process she used.
3. What connections can you make to First Steps Reading from this chapter?
4. How can we incorporate students' questions in our reading conferences? What can be done to ensure the students remember their questions?
5. What are invitational groups and how could you implement them in your classroom or as a support team member?

Seven - Cloze Procedure

Images are spawned by the _____, but are linked to our experiences. Children gradually assumed responsibility for _____, paying attention to, and elaborating their own mental _____ as they read, marking the text with self-adhesive notes when they became aware of _____ an image. They began to differentiate between sensory and _____ images.

The large group sharing time at the end of most readers' workshops focused on how awareness of images deepens _____ and _____.

Each literature response area provided the space and different materials students could use to express images _____ during the reading or their own books.

Images of proficient readers emerge from all _____ senses, as well as the _____, and are anchored in a reader's prior knowledge.

Proficient readers _____ their images as they continue to read. Images are revised to incorporate new _____ as they are developed by the reader.

The process of _____ should be almost entirely _____ directed in the early mini lessons. Most mini lessons at this stage will be done with interesting, but relatively _____ text with the whole class.

In conferences, the teacher asks children to read and think aloud about their images and helps them to _____ between images that are _____ to understanding the text and those details in images that may be interesting, but not critical to understanding the text as a whole.

The teacher meets with small _____ groups to support children who need more instruction and modeling in order to make the _____ between awareness of their images and comprehension.

Key elements to _____ are images that are central to understanding _____ points in the text rather than _____ details; images that are detailed and richly descriptive; images that extend and enhance the text; images that come from all the _____ and the emotions.

Eight- Match the terms and definitions.

- | | |
|---------------------------|--------------------------------------|
| a. Infer | 1. words printed on a page |
| b. Inference | 2. stated directly in the text |
| c. Build meaning..... | 3. wide variety of interpretation |
| d. Implicit meaning | 4. push beyond the literal |
| e. Schema | 5. predictions |
| f. Explicit meaning | 6. doing something with the text |
| g. Fiction text | 7. prior knowledge |
| h. Non-fiction text | 8. weave our own sense into the text |
| i. Literal | 9. a mosaic |
| j. Inferences..... | 10. not stated directly in the text |
| k. Original meaning..... | 11. narrower range of interpretation |

Nine- Working in small groups, participants write a summary or a synthesis of the chapter.

Ten- Cake walk all the strategies. Describe the strategy. Give activities.