

# Reading Strategy Presentations to the High School Teachers

April 12, 2004

Pass out "The Montillation of Traxoline" Read and answer the questions.

I have just recently learned that **baseball is a thinking person's sport**. I read in I Read It, but I Don't Get It that Cris Tovani's father taught his children to think at all times when they were playing ball. He wanted them to analyze the pitchers so they could adjust their swing and know where to stand in the batter's box. He wanted them to plan where to throw the ball when they were fielding so they could react in an instant. He expected them to figure out why they got a good hit and why they struck out. He taught them to think about baseball, and to think about life in the same way.

But Cris had trouble in reading. She could read the words. She expected the meaning to just follow. When it did not, she thought she was a bad reader. One day in high school, she worked up the nerve to ask her teacher what she was missing. "What do you do if you read every page but still have no idea what the book is about?"

He peered over his bifocals and said, "Obviously, you weren't concentrating. Reread the book and this time pay attention."

She was paying attention, but Cris was a "word caller." Word callers have mastered decoding and, as a bonus, also choose to read. However they don't understand that reading involves thinking. They go through the motions of reading but assume all they have to do is pronounce the words. When they don't understand or remember what they have read, they quit. Word callers are fairly good students but often don't do well with tasks that require them to use the words they read to think on their own. These readers feel powerless because the only strategy they have for gaining meaning is sounding out words.

I truly identify with Cris. I, too, was a word caller. I could read with fluency and expression, but I could not hold on to what I had read. About five years ago, When our SACS study concluded that our school was weak in teaching critical thinking skills, I took it as a personal challenge to find a solution to our problem. Through the Four Blocks mailing, I became aware of Mosaic of Thought- Teaching Comprehension in a Reader's Workshop by Ellin Keene and Susan Zimmerman. That book opened my eyes to seven (or eight) strategies that proficient readers use to make meaning as they read.

**Di Tri Berrese**—Think about your thinking processes as you make sense of this text.

We've got to find ways to make students carry more of the thinking load in our classrooms.

We want to give them some strategies for getting through a tough book so that they understand it well enough to write an essay or pass a test.

If teachers can begin to slow down their thinking and notice what they do as expert readers of their content, they will know how to design effective strategy instruction.

When students find ways to capture their thinking while reading, they are more willing to return to texts. They tend to participate more in classroom discussions as well as in small-group discussions. They have an easier time beginning writing assignments. Marked text gives them a way to review and study for a test. --p. 68 (DIR)

What Do Successful Readers Do?

**Successful readers monitor their comprehension.**

Readers have different types of voices going on in their heads. By listening to these voices, readers can monitor their comprehension. They can know when they are stuck and how to get unstuck.

Reciting voice: The voice a reader hears when he is only reciting the words and not drawing meaning from the text.

Conversation voice: The voice that has a conversation with the text. It represents the reader's thinking as she talks back to the text in an interactive way. This voice can take two forms:

Interactive voice: The voice inside the reader's head that makes connections, asks questions, identifies confusions, agrees and disagrees with ideas. This voice deepens the reader's understanding of the text.

Distracting voice: the voice inside the reader's head that pulls him away from the meaning of the text. It begins a conversation with the reading but gets distracted by a connection, a question, or an idea. Soon the reader begins to think about something unrelated to the text.

Successful readers use existing knowledge (or schema) to make sense of new information.

**Schema** is all the stuff that is already inside your head—all the experiences you've had that make up who you are and what you know and believe to be true. Schema can be personal experience—information from direct experience, or it can be personal knowledge—information from stories, news, movies, television, books, anything that helps you acquire information second hand. When you use your schema, it helps you use what you know to better understand and interact with the text.

Using schema to make connections helps readers :

- avoid boredom
- relate to characters
- visualize
- ask questions
- make inferences
- make comparisons and contrasts
- repair confusion
- listen to others
- read actively
- remember what they have read

Text-to-self

Text-to-text

Text-to-world

Author schema

Genre schema

## Successful readers ask questions about the text.

Good questions spring from background knowledge. It's tough to ask a substantive question about something we know or care nothing about.

We ask questions before, during, and after reading. Questions asked early give the reader a purpose for reading. It engages the reader especially in relation to difficult or uninteresting material. Asking questions and searching for answers insures that we are monitoring comprehension and interacting with the text to construct meaning. When students generate their own questions, not only do they remember the information better, they are more interested in the reading.

Readers who are taught how to question the text can infer and clear up confusion better than those who simply decode words and accept ideas unchallenged.

Questioning is a strategy that can be taught in connection with any subject, to students of all abilities.

Each time you ask a question, put the words *I wonder* in front of it. These two words help students frame their curiosity as a question and lead them toward inferential thinking. At first, students tend to make predictions instead of asking questions. Adding *I wonder* to a statement changes a prediction into a question and allows the reader to go beyond the text which in turn makes inferential thinking possible.

## Successful readers draw inferences from the text.

Inferring occurs at the intersection of questioning, connecting, and print. Visualizing strengthens our inferential thinking. When we visualize, we are in fact, inferring, but with our mental images rather than words and thoughts.

Authors leave clues in the text for readers to find. Good readers look for these clues as they read. People won't take you seriously if your opinions aren't based on facts. Search the text for evidence that will support your inferences. Inferences are steeped in evidence and saturated in personal experience.

Example: No David!

## Successful readers create sensory images.

Proficient readers spontaneously and purposefully **create mental images** while and after they read. The images emerge from all five senses, as well as the emotions, and are anchored in a reader's prior knowledge. These images immerse the reader in **rich detail** as they read. This gives depth and dimension to the reading, engaging the reader more deeply, **making the text more memorable**. They use these images to **draw conclusions**, to create **distinct and unique interpretations of the text**, to **recall details** significant to the text, and to **recall a text** after it has been read. Readers adapt their images as they continue to read, to incorporate new information revealed through the text and new interpretations as they are developed by the reader.

## Successful readers determine what is important.

We need to show students how to set a purpose for their reading. The purpose for reading determines the speed of the reading and helps **determine what is important**. Purpose determines what the reader remembers. When they have a purpose, they tend to remember more of the text.

Recognizing how a piece is organized helps readers locate information more quickly. Some struggling readers believe that they have to read everything from cover to cover, even nonfiction. Taking time to explain how a piece is organized helps students figure out where information is found. It helps them determine what is important.

Importance is also determined by the reader's schema for the text content, the reader's beliefs, opinions and experiences related to the text, the reader's schema for text format, and concepts another reader mentions. Focus, not only on what is important, but on how and why the reader has arrived at that conclusion.

## Successful readers synthesize information to create new thinking.

As they read, proficient readers **actively change their thinking, or synthesize**. As they read, they attend more directly to character, setting, conflict, sequence of events, resolution and theme in fiction and to text patterns such as description, chronological order, cause and effect, comparison/contrast, and problem/solution in nonfiction. New information is assimilated into the reader's evolving ideas about the story.

## Successful readers use “fix-up” strategies when meaning breaks down.

A “fix-up strategy” is any strategy used by a reader to help get unstuck when the text becomes confusing.

Indicators that help readers know when confusion or mind wandering is setting in:

1. The voice inside the reader’s head isn’t interacting with the text.
2. The camera inside the reader’s head shuts off.
3. The reader’s mind begins to wander.
4. The reader can’t remember what has been read.
5. Clarifying questions asked by the reader are not answered.
6. The reader reencounters a character and has no recollection when that character was introduced.

Make a connection between the text and the following:

- your life
- your knowledge of the world
- another text.

Make a prediction.

Stop and think about what you have already read.

Ask yourself a question and try to answer it.

Reflect in writing about what you have read.

Visualize.

Use print conventions.

Retell what you have read.

Reread.

Notice patterns in text structure.

Adjust your reading rate: slow down or speed up.

“ . . . researchers recommend that each strategy be taught with singular focus, over a long period of time, to students from kindergarten through twelfth grade and beyond, and that teachers model and students practice the strategies with a variety of texts. If teachers focus their attention on a strategy, beginning with a great deal of modeling and gradually releasing responsibility (Gallagher and Pearson, 1983) to the children to practice it independently, the researchers believe students could actually be taught to think differently as they read. They would comprehend more deeply, critically, and analytically.”

Baseball coaches don't just tell a novice player to go out and hit a homerun. A good coach will model how to stand, how to hold the bat, how to swing, and when. The player practices and grows under his coaching. I am suggesting that each of us coach our students in these thinking strategies. Model how good readers read. Think about what you as a reader do to construct meaning and share this information with your students. Different types of reading require different strategies. Don't feel pressured to teach all your students how to read everything well. Just show them how you read the material you assign.—Teach them the strategies that will help them read the assigned material, and assign interesting accessible text. p. 21 (IRI)

It is my dream to begin a dialogue among our faculty, that will enable us to work together to observe these strategies in our own reading, to grow, ourselves, as readers, and to equip and encourage one another as we work as a team to equip our students to be proficient readers and critical thinkers.

## Resources:

Keene, Ellin, and Susan Zimmerman, 1997 Mosaic of Thought: Teaching Comprehension in a Reader's Workshop. Portsmouth, NH: Heinemann.

Miller, Debbie, 2002 Reading with Meaning: Teaching Comprehension in the Primary Grades. Portland ME: Stenhouse Publishers

Harvey, Stephanie, and Anne Goudvis, 2000 Strategies That Work: Teaching Comprehension to Enhance Understanding. York, ME: Stenhouse Publishers

Tovani, Cris. 2000. I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers. Portland ME: Stenhouse Publishers

Tovani, Cris. 2004. Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12. Portland ME: Stenhouse Publishers

Mosaic Listserve Website <http://www.readinglady.com/mosaic>

Mosaic Listserve Tools <http://www.readinglady.com/mosaic/tools/tools.htm>

Readinglady <http://www.readinglady.com/>

Stenhouse Publishers Books On-line (Where you can read Cris Tovani's book Do I Really Have to Teach Reading? and parts of many more.) <http://www.stenhouse.com/pdfbooks.htm>

Teaching ideas from Cris Tovani:

Model, model, model. (See IRI p.28 for examples.)

Important book and literary histories form—Recall a book that has had an impact on their life. (IRI p. 10)

Note, on a slip of paper, an example of reading they have done over the weekend and their purpose for the reading. (DIR p. 53)

Double Entry Diary

Quote or description from a scene in the reading:	Record of the strategy being taught:
	For example (Different options):  I'm wondering . . .  This reminds me of . . .  I'm confused and this is how I got unstuck . . .  The most important part is . . .  My thinking has changed in this way . . .  I'm picturing . . .  I'm inferring . . .

Pink highlighter—underline things that are understood well enough to explain to a neighbor.

Yellow highlighter—underline things that are confusing.

Comprehension Constructors—see Tovani books

Stickies—note page number, quote, and connection/comment/question—stick to notebook paper and turn in.

Highlight text with scientific terms they didn't understand—mark passages where the terms were defined later in the article.

Mark images and then draw pictures for each.

Coding text: BK-SI-?-huh?-I-

How does that help you understand the piece better?

Write down questions to return to later.

Instructional Purpose

What Is Essential for Students to Know?

1. What two places may cause students difficulty?
2. What will you model that will help students negotiate the difficult parts?
3. What do they need to do with the information they are reading?
4. How will they hold their thinking while they read?

Provocative picture—"What do you think?"—Note thinking strategies.

Getting students Started with Marking Text—DIR p. 69

1. Mark one quote in the text, and have a conversation about the quote.
2. Write a question that doesn't have a simple answer.
3. Ask your partner/s opinion about your ideas.
4. Are you copying information from the text or sharing your thinking? Share thinking!
5. Make a statement or recommendation, based on what you've read. Don't be wishy-washy.

Read a piece and record at least two pieces of thinking in the margin. Each piece of thinking is worth five points. Show effective examples to the class.

Collect *their* questions and use them as a study guide. Reteach gaps.

Put a sticky note at the place of confusion and describe the confusion.

Copy an article for each student and put it on a transparency. Tell them to record their questions in the margins next to the words that have caused them to wonder. Record their questions on a blank transparency. Point out questions that are likely to be answered in the text and which ones will probably have to be answered by drawing an inference. Which ones will help us better understand what's happening and which ones are unimportant to the story? Which ones might a teacher ask?

Write questions before reading a book.

Write each question in red and blue. Sort red headings:

In the Text

In My Head

In Another Source

Sort blue by:

Ponderable questions

Clarifying Questions.

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## Reading Strategies In-Service

August 2, 2004-Day 1

Jama MOSHER

### I. Introduction

I'm not an expert. I'm a learner. I want to invite you to learn with me, to dialogue with me, and to teach me.

The need to teach our students to read and think.

TV/media

We must model, model, model,

Use accessible text,

Teach them to set a purpose,

Teach them to hold their thinking.

The strategies used by proficient readers:

Schema-activating prior knowledge/making connections

All the stuff already inside your head—all the experiences you've had that make up who you are and what you know and believe to be true. Schema can be personal experience-information from direct experience, or it can be personal knowledge-information from stories, news, movies, television, books, anything that helps you acquire information. Response stems: That made me think of . . .

I read another book where . . . That reminds me of . . . .

Sensory images-I see, I hear, I smell, I taste, I feel, I feel

(emotions.)-Sensory images immerse the reader in rich detail, giving depth and dimension to the reading, making the text more memorable. Helps the reader draw conclusions and create distinct and unique interpretations of the text. Readers adapt their images as they read. Response stem: I visualized . . . I could hear . . . I could picture . . . A mental image I had was . . .

Questions-Our questions help us find meaning, but children who

struggle as readers tend not to ask any questions at any time as they read. Readers who are taught to question the text can infer and clear up confusion better than those who simply decode and accept ideas unchallenged. Good questions spring from background knowledge. Ask questions before, during and after

reading. Questions are answered in the text, text and reader, other source, and in the reader's mind. Response stem: I wonder . . .Why. . . How does . . . Why didn't . . . I was confused when . . . I'm not sure why . . . I am curious about . . .

Inferences-When readers infer, they use their schema, or prior

knowledge, and textual clues to draw conclusions and form unique interpretations of text. (Sensory imaging is actually a form of inference.) Authors leave clues in the text for readers to find. Good readers look for these clues. Inferences must be text-based. Real world inferring-boss, kindergartener-We recognize plot and infer themes. Good Dog, Carl George and Martha Response stems: I think that . . . Maybe it means . . . I'm guessing that . . . I predict . . .

Determining importance-Set a purpose for reading. It

determines the speed of reading, what is important, what the reader remembers. Recognizing how a piece is organized helps us locate information more quickly and helps determine importance. The reader's schema, beliefs, experiences, schema for text format also determines importance, so we must focus on the importance and why and how the reader has arrived at that conclusion. Response stems: The most important ideas are . . . I have learned that . . . Some interesting facts are. . . The story was about . . . I noticed that . . .

Synthesizing-As they read, proficient readers actively change

their thinking, or synthesize.

Story synthesis-character, setting, conflict, sequence of events, resolution, theme.

Informational text synthesis-description, chronological order, cause/effect, comparison/contrast, problem/solution.

New information is assimilated into the reader's evolving ideas.

Response stems: Now I understand that . . . After reading . . . I thought . . . This gives me an idea . . . This compared to . . . That was different from . . . This story teaches . . . I realized that . . . I never thought about . . . At first thought . . . but now I'm thinking . . . I felt . . . at the end because . . .

Monitoring for comprehension/fix-up strategies-see  
metacognition

## II. Metacognition

### Voices

Reciting voice

Conversation voice

interacting voice-making connections, asking

questions, inferring, making sensory images, determining importance,  
identifying confusion, agreeing or disagreeing with ideas.

distracting voice-pulls the reader away from the  
meaning of the text.

Good readers recognize when meaning breaks down.

- The voice inside his head is not interacting with the text.
- The camera inside his head shuts off.
- His mind begins to wander.
- She can't remember what has been read.
- Clarifying questions are not answered.
- The reader reencounters a character and has no recollection when that character was introduced.

When that happens:

- Make a connection.
- Make a prediction.
- Stop and think about what you have already read.
- Reflect in writing about what you have read.
- Visualize.

- Use print conventions.
- Retell what you have read.
- Reread.
- Notice patterns in text structure.
- Adjust your reading rate; slow down or speed up.

## Gradual Release of Responsibility

- Model, model, model—When an activity flops it is usually because we haven't modeled enough. When students act up or shut down, it may be because they don't know what to do or how to do it. It's better to be seen as lazy than dumb.
- Invite the students to contribute to the strategy discussions.
- Allow them to practice the strategy in small groups.
- Work individually on assigned text.
- Work independently on self-selected text.

"The Singer"-jot down 3-5 pieces of thinking-

Frame: When I read . . . strategy response . . .

Today we have reviewed the reading strategies used by proficient readers, and have practiced being metacognitive. Tomorrow we will look at using accessible text, setting a purpose for reading, and how to help our students to hold their thinking so that they can remember and reuse it. I am looking forward to learning together.

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# Reading Strategies In-service

August 3, 2004-Day 2

Jama Mosher

## I. Introduction

Yesterday we reviewed what it means to be metacognitive—to think about our thinking as we read.

We looked at the strategies that proficient readers use:

- schema
- sensory images
- questions
- inferences
- determining importance
- synthesizing
- monitoring for comprehension/fix-up strategies

We talked about the importance of modeling.

I may have given the impression that you need to forsake content to teach reading, but actually what I'm encouraging you to do is to explicitly teach your students to read and think about the text that you must assign to cover your content, and to teach them strategies that will help them most in your subject area.

Today we want to look at accessible text, finding purpose in reading, and at some techniques and tools for holding their thinking to remember and reuse in class discussions and projects.

## II. Accessible Text

- Interesting, well-written text, appropriately matched to the level of students
- High interest
- Found in contexts outside of school—newspapers and magazines
- Pleasant to the eye
- Interesting to read
- Timely, short-read in 1 sitting
- Helps students make a connection between school subjects and the real world.

Can helpfully be arranged in “text sets.”—containers organized by units of study containing several texts about the topic that vary in length, format, and genre.

By supplementing the textbook with text sets, the focus of the study becomes concepts rather than the content of any one book.

Text sets are not designed to catch kids who aren't reading, but to give reluctant readers a choice of interesting and accessible text. They provide opportunities for learning and practicing reading strategies.

Samples of material that could fit in various text sets.

The use of text sets can be evaluated in the following ways:

Writing letters to future users of the sets to include with the material.

Observing students as they use the sets and conferring with them.

Asking students to compare and contrast pieces in a text set.

Recording questions to ponder and research. (These questions can be attached to the lid of the box for others to see.)

Marking interesting and important places in the text with sticky notes that describe connections made by the reader.

## Examples of text set use:

- Health class: Text sets could be designed around tobacco and alcohol use, illegal drugs, and at-risk behaviors, exercise, diet, and the World Wrestling Federation. Possible uses: When students can't participate in class for any reason, they could read a text set for the period and complete a double-entry diary, instead of sitting on the bleachers watching their grade drop and their waistline expand.
- Science class: Text sets could be designed around current units of study. Current news articles and various genres exploring the topics of cloning, genetic engineering, or environmental pollution that connect science to the real world could be included. Possible uses: When students do poorly on a test they could read a text set and write a paragraph to practice summarizing.
- Math class: Text sets could be designed around famous mathematicians, numbers found in nature, patterns, interesting number combinations, or graphs of useful information.

There is nothing wrong with textbooks. We need to know how to read them, too, but how much richer our teaching/learning will be when we supplement with accessible text.

### III. Setting a Purpose

Example – what reading did you do on the weekend, and for what purpose?

The purpose readers set for themselves determines the speed of the reading (phone books, math problems).

Purpose determines what the reader remembers.

Purpose determines what is important.

We must be clear to set a purpose when assigning reading.

We must teach students to set their own purposes for those

times when a purpose is not assigned:

- Look for interesting details that could have multiple meanings. Ask yourself, “Why did the author or cartoonist add that detail?”
- Ask questions about the title and subtitle. Try to figure out how the title and subtitle are connected to the piece.

- Ask questions about the piece. As you read, record the questions and keep them in the back of your mind. Look for the answers as you read. If you don't find the answers, ask the questions the next day in class.
- Look for the author's opinion. Compare his or her opinion with your own. Does the author agree or disagree with you?
- Read a piece to learn new information. Is there anything in the reading that helps you understand the topic better?
- Make a connection to the piece. Does the piece remind you of an experience, a movie, or information you already know? Does the connection help you relate to a person or situation? Use information you have about the topic to connect more personally to the piece.
- Who is the author? Do you know anything about the author and his or her style of writing? Is he or she sarcastic or serious? Is he or she politically conservative or liberal? What you know about the author might help you anticipate what is coming in the reading.

#### IV. Holding Thinking

When we make reading assignments, we do students a favor when we give them a purpose and options for holding their thinking so they can remember and reuse that thinking. Making thinking visible is very important.

Mark Twain—"No one is smart enough to remember all that he knows."

We need a way to make our thinking permanent.

When students find ways to capture their thinking while reading, they are more willing to return to texts. They tend to participate more in classroom and small group discussions. They have an easier time beginning writing assignments. The marked text gives them a way to review and study for a test.

#### Guidelines for marking text:

- Write the thinking next to the words on the page that cause you to have the thought.
- If there isn't room on the text to write, draw a line showing the teacher where the thinking is written.
- Don't copy the text; respond to it.
- Merely underlining is not enough. Thinking about the text must accompany the underlining.

- There is no one way to respond to text. here are some possible options: Ask a question, make a connection to something familiar, give an opinion, draw a conclusion, make a statement.

Be explicit about teaching them how to mark text.

Model, model, model.

Getting students started with marking text:

- Mark one quote in the text, and have a conversation about the quote.
- Write a question that doesn't have a simple answer.
- Ask your partner's opinion about your ideas.
- Are you copying information from the text, or sharing your thinking? Share your thinking.
- Make a statement or recommendation, based on what you've read. Don't be wishy-washy.

Tools for Holding Thinking-Highlighters and Sticky notes

Possible uses of Highlighters

Suggestion: Photocopy a short piece of text, a page from the textbook or novel, a graph or a word problem. Make a transparency, and model places in the text where you highlight. Give students an opportunity to do the same. Use highlighted students' sheets to drive the discussion.

- Give students a yellow highlighter to mark places that are confusing, and a pink highlighter to mark places that they understand well enough to explain to someone else in the class.
- Use any color highlighter to emphasize the reader's purpose in the text. For example:
  - a line that causes the reader to ask a question
  - a line that the reader can personally relate to
  - a line that strikes the reader
  - a word or term that is unknown
  - a section that is well written.

*Groups worked from Cris Tovani's books to present to one another*

- *marking text,*
- *Double entry diaries*
- *Comprehension constructors*
- *Whole group thinking*
- *Instructional purpose focus sheet*
- *Staying with the text-Frankenstein*
- *Highlighters-Smallpox*

From the web-Text-mapping <http://www.textmapping.org>

From Strategies that Work-Shadowball

## V. Conclusion

We can help our students be successful by teaching them to think about their thinking by using the reading strategies. We teach them best by modeling, using accessible text, giving them purpose for their reading, and tools for holding their thinking. It is up to us to work as a team to teach them to be strategic readers and thinkers. Hopefully, as the years go on, you will notice that students are coming to you from the elementary school already knowing many of these techniques, but it will always be up to you to stretch and grow their thinking abilities. I hope I have given you some helpful ideas to think about and pursue as we work together to make a difference in the world by making a difference in the lives and minds of our students.