Teach Them All to Read

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Winter in Tucson
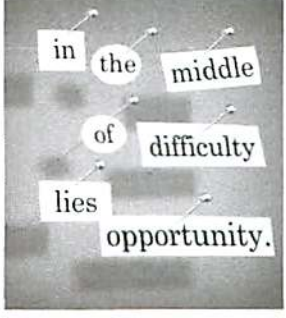
Courtesy of my friend, Jane Belz Stash

How to Cognitively Process

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
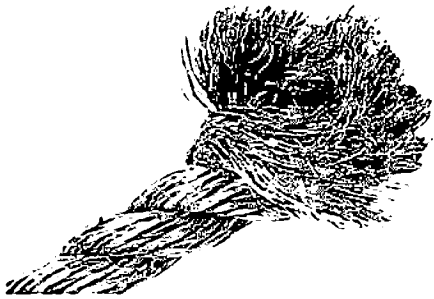- Write a response on the Chat Board.

Turn to Your Neighbor, Raise Your Hand, or Type Into Chat

- In one word, describe your feelings after the workshop last Tuesday?
- In a second word, describe how you're feeling about tonight's workshop.

in the middle of difficulty lies opportunity.

Loose Ends

PPT and Resource Packet: Directions

- Posted to link on Monday before class

- PPT Slides in a 4 slides to a page format

- Resource pages are located behind the slide page on which they are first mentioned.

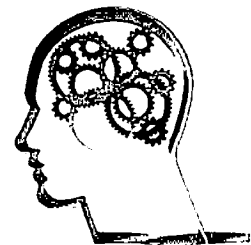## Components of Literacy Instruction
Definitions are on p. 1 of RP

- Phonemic Awareness
- Phonics (Word ID)
- Spelling
- Vocabulary
- Fluency
- Reading a Lot
- Comprehension
- Writing in Response to Reading

Five Cs of Summarizing
Reproducible Poster on p. 2 of RP
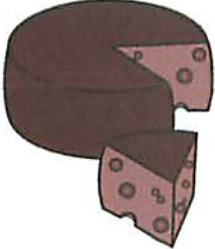
- Comprehend
- Chunk
- Compact
- Conceptualize
- Connect

Puzzle Piece	Definition
Phonemic Awareness	The ability to identify and manipulate the sounds of letters, principally blending sounds to make words and segmenting words into sounds.
Phonics	An understanding of the alphabetic principle (letters either singly or in combination represent various sounds) and the ability to apply this knowledge in the decoding of unfamiliar words
Spelling	Recognizing, recalling, reproducing, or obtaining orally or in written form the correct sequence of letters in words
Fluency	The ability to read so effortlessly and automatically that working memory is available for the ultimate purpose of reading—extracting and constructing meaning from the text.
Vocabulary	The mastery of pronunciations, spellings, and meanings of words students need to understand text.
Comprehension	The extraction and/or construction of meaning from text using the seven cognitive strategies of highly skilled readers as appropriate
Reading a lot	The mindful and engaged reading of a large volume of text both in and out of school, at increasing levels of difficulty, with personalized accountability
Writing in Response to Reading	The ability to communicate through various written formats such as graphic organizers, short answers, essays, and reports. Writing employs the skills of handwriting or keyboarding, spelling, and punctuation; draws on knowledge of vocabulary, syntax and textual conventions; and requires an understanding of the audience and purpose for writing

Figure 32.3

The Five Cs of Summarizing

Comprehend		Read and understand the text.
Chunk		Divide the text into parts.
Compact		Make each chunk smaller.
Conceptualize		Think of a keyword for each chunk.
Connect		Combine the keywords into a summary sentence.

Source: McEwan, 2004. Used with permission.

The Five Cs of Summarizing

- The Five Cs of Summarizing (figure 32.3, *40RIS*, p. 232)
- Graphic Organizer for Five Cs (figure 32.6, *40RIS*, p. 235)

Examples and Non-Examples

- Examples of summaries can be found on p. 231 in *40RIS*.
  - Sports stories
  - Obituaries
  - Summaries of best-selling books in the NYT
- Non-examples of summaries can be found on pp. 3-5 RP.

Professional Growth Unit

- A set of learning activities designed to provide professional development about a specific literacy topic.
- Professional Growth Unit on Differentiation in February 22 Resource Packet on pp. 8-15.
- Professional Growth Unit on Teaching Cognitive Strategies on pp. xx-xx of March 1 Resource Packet.

What question is still whirling around in your brain?

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.

1. Non-Example of a Summary

<u>Many years ago there was an Emperor who was very fond of new clothes.</u> The Emperor gave a lot of money to some weavers and they set up their looms. The Emperor sent ministers and ambassadors to check on the weavers and <u>they reported to the Emperor that the cloth was extraordinarily magnificent.</u> When the Emperor went to see it, <u>he told the weavers that the cloth was charming and that it had his full approval.</u> When he put his outfit on for the procession, everyone said, <u>"How beautiful are the Emperor's new clothes."</u>

- Too long

- Is a retelling rather than a summary

- Too much plagiarism (underlined)

- Doesn't contain the main idea of the story.

1

2. Non-Example of a Summary

<u>Many years ago there was an Emperor who didn't have time for the movies or hunting</u>. The Emperor gave a lot of money to some weavers and they set up their looms. *The weavers did all sorts of things to fool the Emperor into thinking they were really weaving like staying up all night pretending to work, asking for more silk and gold, pretending to roll cloth off the looms, cutting the air with their scissors, and sewing with needles that had no thread.*

- Unimportant information (underlined)

- A list of actions that needs to be collapsed into a key word or phrase (italicized)

- Doesn't contain the main idea of the story

2

3. Non-Example of a Summary

Many years ago there was an Emperor who was very fond of new clothes. The Emperor gave a lot of money to some weavers and they set up their looms. The weavers fooled the emperor into thinking they were really working but they weren't. When the Emperor put on his new outfit everyone said it was beautiful.

▶ Too long

▶ Totally misses the main idea

▶ Is more of a retelling, but doesn't even do that very well

3

## How to Teach 7 Strategies of Highly Effective Readers

- Directly and explicitly
- Model your own thinking every day
- Teach the seven strategies of highly effective readers
- Teach at every grade level

- Activating
- Inferring
- Monitoring-Clarifying
- Questioning
- Searching-Selecting
- Summarizing
- Visualizing-Organizing

Resources for Cognitive Strategy Instruction

- Hat's Off! A Reading Strategy Guide for K-2 (p. x)
- Seven Reading Hats (p. x RP)
- Choral Reading (use with faculty or older students)-p. x RP
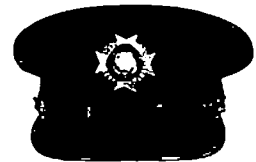
Monitoring-Clarifying

A habitual early-warning system that alerts readers to mix-ups in comprehension accompanied by a set of fix-up strategies that are routinely used to repair these mental mix-ups
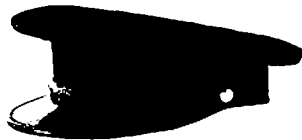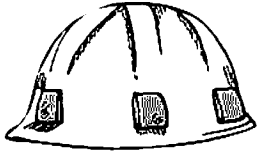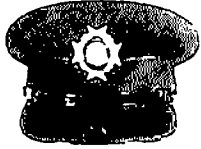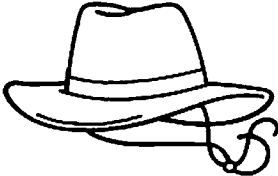
Questioning

Engaging in learning dialogues with authors, peers, teachers, and oneself through question generation, question-asking, and question answering
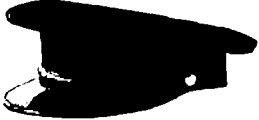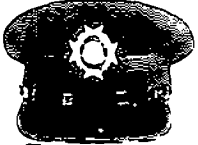
Hat's Off! A Reading Strategy Guide

Strategy Hats	Strategy	Student-Friendly Definition	If the Hat Fits, Wear It!
	Activating Prior Knowledge	Recalling what you already know about a topic. *I already know…*	A graduate has a large amount of prior knowledge from which to draw.
	Inferring (Predicting)	Using clues in the text to find deeper meaning. *The clues help me to…*	A detective searches for clues to solve a mystery.
	Monitoring-Clarifying	Thinking about your reading while fixing up any mix-ups. *I can fix this problem…*	A construction worker identifies problems and fixes them.
	Questioning	Having conversations with or about the text. *I wonder…*	A police officer must ask questions to get to the bottom of the story.
	Searching and Selecting	Identifying necessary information in the text. *This is important because…*	An explorer only has time to visit the most important places.
	Summarizing	Restating the meaning of the text. *Somebody wanted…But…So then…*	A reporter must stick to the facts and be concise.
	Visualizing-Organizing	Creating a mental image in your head. *I am picturing…*	An artist constructs mental pictures or graphic designs to create beautiful works of art.

Seven Reading Hats

Activating	Recalling information you know and experiences you have had so you can connect them to what you are reading in order to better understand and remember	A graduate has a large store of prior knowledge from which to make connections.
Inferring	Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text and what is already known by the reader in order to understand and remember the information and ideas in the text	A detective searches for clues to solve a mystery.
Monitoring-Clarifying	Thinking about how and what you are reading both during and after the act of reading for purposes of determining if you are comprehending the text, combined with the ability to clarify and fix-up any mix-ups if necessary	A limousine driver must be aware of when he is lost and immediately make a correction.
Questioning	Engaging in "conversations" with authors, peers, and teachers through self-questioning and question generation	A police officer must ask questions to get to the bottom of a story.
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information	An explorer has time to visit only the most important places.
Summarizing	Restating the meaning of text in your own words—different words from those used in the original text	A reporter must stick to the facts and be concise.
Visualizing-Organizing	Constructing a mental image or graphic organizer for understanding and remembering the information and ideas found in text	An artist creates mental images to make a picture come alive.

Seven Strategies Choral Reading

Opening Act: Comprehension
First Group:
Comprehension—the essence of reading.
Comprehension—the goal for ALL readers.
But how do we get there?
What do we do?

Second Group:
We use our brains as strategic mind tools.
We use our brains to interact with the text.
Through activating and inferring,
Through monitoring, clarifying,
and questioning,
Through searching and selecting,
Through summarizing, visualizing, and
organizing,
We read strategically.

First Group:
Seven strategies for comprehension.
Seven strategies for ALL readers.
But what do they mean?
How do we use them?

Second Group:
Activating is priming the pump.
Inferring is connecting written, unwritten,
and the known.
Monitoring and clarifying are status checks
of comprehension.
Questioning is engaging
in learning dialogues.
Searching and selecting are gathering
necessary information.
Summarizing is restating the meaning
in one's own words.
Visualizing and organizing are creating
and constructing images of meaning.

We use the strategies together to read
strategically.
First Group:
Activating and inferring;
Monitoring, clarifying, and questioning;
Searching and selecting;
Summarizing, visualizing, and organizing;
Seven powerful strategies.
But how are they taught?
How are they learned?

Second Group:
Through thinking aloud as an master
to an apprentice
With explicit models, scaffolded support,
and thoughtful coaching statements.
I do it. We do it. You do it.
Meaningful practice using relevant texts
Both fiction and nonfiction.
Starting simply and slowly to build success
for students and teachers
from the beginning.

First Group:
Think alouds from an expert model,
Scaffolds and coaching to support learning,
Fiction and nonfiction texts relevant
to the reader,
Taking time to practice, practice, practice.
I know we can do it.
I know we can become strategic.

Everybody:
Comprehension—the essence of reading.
Comprehension—the goal for ALL readers.
With seven strategies we can get there.
With powerful teaching we ALL can be
strategic readers.

Searching-Selecting

Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information

Summarizing

Restating the meaning of text in one's own words, different words from those used in the original text

Visualizing-Organizing

Constructing a "personal" schema (graphic organizer) or mental image for understanding and remembering the information and ideas found in text

What's the biggest comprehension problem your students have?

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.

Teach Inference Progressively

- Begin with familiar real-world scenarios (home, community, school).
- Then, use the Form to Keep Track of Inferences During Reading (PB p. 177) and Kinds of Inferences (PB p. 178).
- For older readers, use the license plates (see What Can We Infer About These Drivers? on PB p. 180).
- Use high-interest picture books that have multiple opportunities for inference.

What Is an Inference?

- A decision you make about what the evidence means
- See Teaching Students About Inferences (Grades 3–6) (40RIS pp. 195–200).

Teaching Students About Inferences
(Intervention 28, pp. 195–202)

- Sample lesson for teaching inference (figure 28.1, pp. 197–200)
- Teacher think-aloud for making an inference (The Wind in the Willows, figure 28.2, pp. 200–201)
- Four sources of evidence on which to base an inference (figure 28.3, p. 202)

Sample Lesson for Teaching Inference
(see p. xx)

Sample Lesson for Directly Teaching Inference

Lesson Steps	Lesson Notes
1. Directly teach the strategy.	
a. Define the strategy.	Inferring is making a decision about what the evidence means.
b. Explain the purpose the cognitive strategy serves during the act of reading.	Good readers make inferences to understand what is happening in stories when the author doesn't directly explain what is happening in the text.
c. Explain how, when, or where the strategy might be used.	You will use the inferring strategy when the author doesn't tell you everything you need to know to figure out what's going on in the story. You will also use inference when the teacher or the test asks a question that isn't answered right in the book.
d. Describe the critical attributes of the strategy.	A good inference uses four sources of evidence: 1) what the author directly states in the text (factual evidence); 2) what the author means, but doesn't actually state in the text; 3) what you know from your real-life experiences that could help you make a decision about the evidence; and 4) what you have learned from classes in school or reading books. The last three categories of evidence are called circumstantial evidence.
e. Provide concrete examples and non-examples of how the strategy looks, sounds, and feels to the reader when it is being employed.	There are many kinds of inferences and we will learn about three kinds of inferences: coherence inferences, elaborative inferences, and higher level inferences. When you use one of the inferring words: think, believe, assume, deduce, conclude, judge, and surmise, you are making an inference. You will know it is a good inference because you can point to evidence in the text (factual) and evidence from other sources (circumstantial).
2. Model the strategy by thinking-aloud for students.	
3. Facilitate guided practice with students.	
4. Follow-up with coaching and scaffolding students' strategy usage as needed to move students toward the automatic use of strategies during independent reading.	

Figure 28.3

Four Sources of Evidence on Which to Base an Inference

What does the author directly state in the text?		
What does the author mean, but doesn't actually state in the text?		
What do you know from your real-life experiences that could help you make a decision about the evidence?		
What have you learned from classes in school and reading books that might help you make a decision about what the evidence means?		

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1.a Define inferring.

- Inferring is making a decision about what the evidence means.
- Inferring is figuring out what actually happened in a story when you don't have all of the evidence.
- Inferring can be making a prediction about what will happen.
- Inferring is combining factual proof with circumstantial proof to reach a conclusion.

1.b Explain the purpose of inferring

- To understand what is happening in stories when the author doesn't directly explain in the text.
- To solve mysteries while you are reading or listening.
- To get smarter.

1.c Explain when to make an inference.

- When the author doesn't tell me everything I need to know to figure out what's going on in the story
- When the teacher or the test asks a question that isn't answered right in the book

1.e Describe examples of inferences.

- When you use one of the inferring words: think, believe, assume, deduce, conclude, judge, and surmise
- When you use one of the "inferring" words and it makes sense to you
- When you use one of the "inferring" words you can point to some evidence in the text

1.e Describe non-examples of inferences.

- I am making a wild guess.
- I have no evidence at all.
- I am making things up because I want to have an answer for the question.
- I like my answer.
- My inference has nothing at all to do with the story.

2. Model and scaffold inferring.

- What does the author directly state in the text?
- What does the author mean, but doesn't actually state in the text?
- What do you know from your real-life experiences that could help you make a decision about the evidence?
- What have you learned from classes in school and reading boos that might help you make a decision about the evidence?

- See pp. 200-201 in *40RIS* for a sample think-aloud of a teacher modeling how she infers while reading text.
- See p. 202 in *40RIS* for a reproducible download of the four sources of evidence on which to base an inference.

Inferences

Coherence Inferences

- Cohesive devices (see Intervention 29, *40RIS*, pp. 203–210)
  - Pronoun resolution
  - Anaphoric reference
- Knowledge-based inferences (see inference chart, RP pp. xx-xx)
  - The cause of an event
  - Temporal inferences
  - Emotional inferences
  - Spatial inferences

(Graesser, Singer, & Trabasso, 1994; McKoon & Ratcliff, 1992)

Elaborative (Extending) Inferences

- Inferences about the consequences of a specific action
- Predictions about forthcoming events
- Speculations regarding the instrument used to perform an action
- Suppositions about the physical properties of characters and objects

What's Happening in There?

- Referents of nouns and pronouns
- Properties of objects
- The causes and consequences of events and actions
- Spatial relationships among entities

- Goals and plans that motivate characters actions
- Characters' emotional states

Graesser, Mills, & Zwaan (1997)

8

Higher-Level Inferences

- Meanings of unknown words
- Subtle connotations in text
- Elaborations of ideas based on knowledge of the text or author or subject matter
- How ideas in text relate to one's own opinions and theories
- The author's purpose in writing the text

- The author's assumptions about the world
- The author's sources and strategies in writing
- The text characters' intentions and characteristics
- The nature of the world at the time it was written
- The conclusions of the text

(Pressley & Afflerbach, 1995)

What to Do With Students Who Don't Pay Attention to the Evidence

- Scaffold silent reading (Intervention 34-*40RIS*) and coding of text (Intervention 35-*40RIS*).
- Model your own comprehension by thinking aloud about the text (Intervention 30-*40RIS*).
- Have students think aloud one sentence at a time about the meaning (simple inferences).
- Teach anaphoric relationships (Intervention 29-*40RIS*).
- Give text previews (Intervention 37-*40RIS*).

Catch a Clue

- Read the statement.
- Gather clues from the text and use what you know to answer the question.
- Resource Packet (pp. x-x)
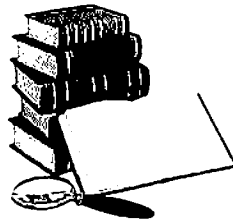
A Dozen Ways to Infer-Find pp.xx

1. Location, place, or setting
2. Occupation, job, or career
3. Feelings or attitudes
4. Time (day, season, or historical period)
5. Action

6. Instrument, tool, or device
7. Cause
8. Effect
9. Object
10. Category
11. Problem
12. Solution

Directions: Read each statement on the left. Gather clues and use what you know to answer the questions.

Location or Setting	Where is this happening?
The rider hung on tightly with both legs to avoid being tossed to the ground.	
The girl felt the tide sweep her further away until she could no longer see the umbrellas.	
Career or Occupation	What is this person's occupation?
She swirled the frosting around the cake and then placed it in the display case.	
He went through his checklist and then got permission from the tower before take-off.	
Instrument or Tool	What is the tool?
She said, "You have a very high fever."	
Long before he made his first cut, the lumberjack knew which way the oak would fall.	
Object	What is the object?
There was something in the display window to please every shopper—beanbags, wingbacks, and even rockers.	
Maya wanted one that was self-cleaning and big enough to cook a 20-pound turkey.	

Directions: Read each statement on the left. Gather clues and use what you know to answer the questions.

Action	What is the action?
She ran the bases in record time but was called out at home plate.	
He saw the ripple in the water and cast his fly in the stream where he hoped it would be eaten.	
Time	**What is the time?**
The birds were singing, and the sun was high in the sky.	
The leaves in the trees were mostly orange and brown.	
Feelings	**What is the feeling?**
I won first prize in the science fair.	
No one was home except me, but I thought I heard footsteps in the living room.	
Category	**What is the category?**
We have been to Disneyland and Sea World, and we are going to Legoland next.	
I did not know that white-tipped, tiger, bull, and great whites were all in the same family.	

Directions: Read each statement on the left. Gather clues and use what you know to answer the questions.

Cause	What is the cause?
My room has never looked so neat.	
My book report was not completed on time.	
Effect	**What is the effect?**
I rode the Ferris wheel three times.	
I ate a whole cake all by myself.	
Problem	**What is the problem?**
I have to stop eating so many ice-cream sandwiches.	
I need to watch how loud I play my music.	
Solution	**What is the solution?**
I need money to buy a birthday present for my mom.	
I have 30 math problems to complete by Friday.	

Form to Keep Track of Inferences During Reading

Kind of Inference	Text Statement	Question
Location or Setting		Where is this happening?
Career, Occupation, or Job		What is this person's occupation?
Feeling		What is the feeling being described?
Time (Clock) or Time (Historical)		What is the time of day? What is the period in history?
Action		What is the action being described?
Instrument, Tool, or Device		What tool is being used?
Cause		What is the cause?
Effect		What is the effect?
Object		What is the object?
Category		What is the category?
Problem		What is the problem?
Solution		What is the solution?

Kinds of Inferences

| Kind of Inference	Text Statement	Question
Location or Setting	The rider hung on tightly with both legs to avoid being tossed to the ground.	Where is this happening?
Career, Occupation, or Job	She swirled the frosting around the cake and then placed it in the display case.	What is this person's occupation?
Feeling	I won first prize in the science fair.	What is the feeling being described?
Time (Clock or Historical Period)	The birds were singing and the sun was high in the sky.	What is the time of day?
Action	He ran the bases in record time but was called out at home plate.	What is the action being described?
Instrument, Tool, or Device	"You have a very high fever," she said.	What tool is being used?
Cause	My room had never looked so neat.	What is the cause?
Effect	I rode on the Ferris wheel three times.	What is the effect?
Object	There was something to please every shopper in the display window: beanbags, wingbacks, and even a rocking model.	What is the object?
Category	We've been to Disneyland, Sea World, and now we're heading off to Legoland.	What is the category?
Problem	I have to stop eating so many ice cream sundaes.	What is the problem?
Solution	I need money to buy a birthday present for Mom.	What is the solution?

Where Is This Happening?

- The rider hung on tightly with both legs to avoid being tossed to the ground.

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What Is This Person's Occupation?

- She swirled the frosting around the cake and then placed it in the display case.
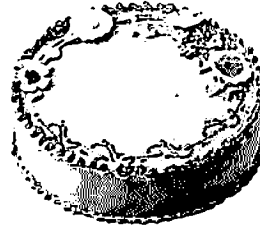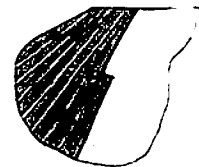
38

What Is the Feeling Being Described?

- I won first prize in the science fair.

39

What Time of Day Is It?

- The rooster was crowing.

40

What Season of the Year Is It?

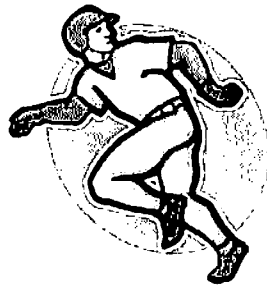- Jane was planting seeds in her garden.

41

What Time in History Is It?

- The ships were carrying 20,000 soldiers. Not all of the soldiers were English. Some were German. England was paying them to help in the war.

42

What Is the Action?

- He touched every base, but was called out at home.

43

What Tool Is Being Used?

- "You have a very high fever," she said.
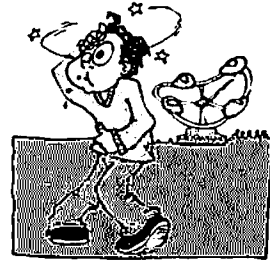
44

What Is the Cause?

- My room had never looked so neat.

45

What Is the Effect?

- I went on the Ferris wheel three times.

46

What Is the Object Being Described?

- There were bean bags, wing-backs, and even a rocking model. I didn't know which one to choose.

47

What Is the Category?

- We've been to Disneyland, Sea World, and now we're headed off to LEGOLAND.
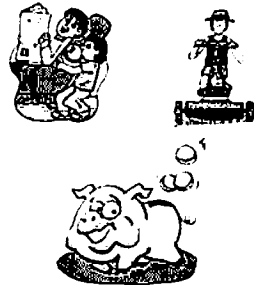
48

What Is the Problem?

- I have to stop eating so many ice cream sundaes.

What Is the Solution?
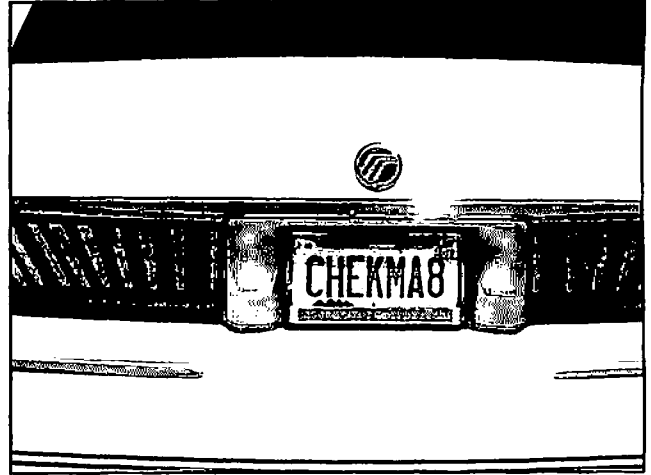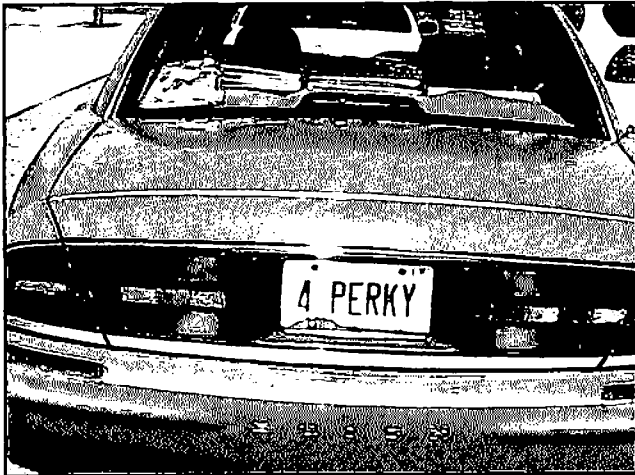

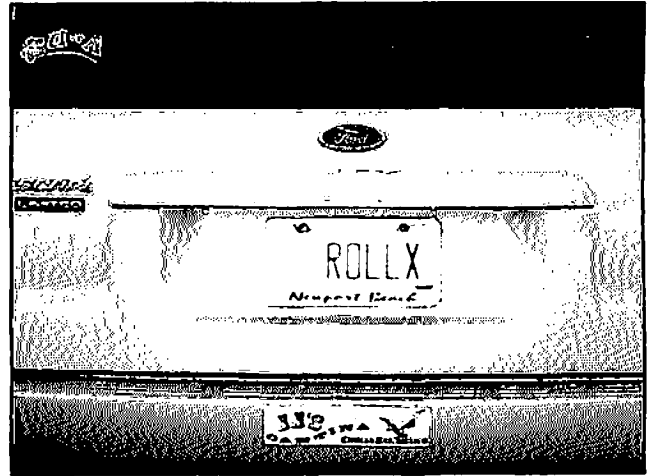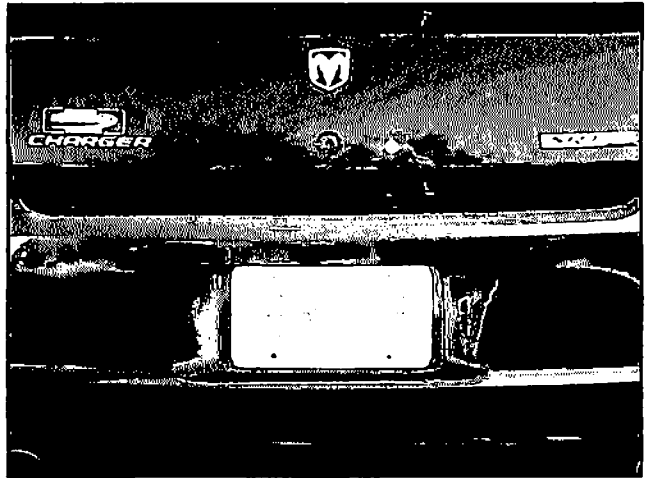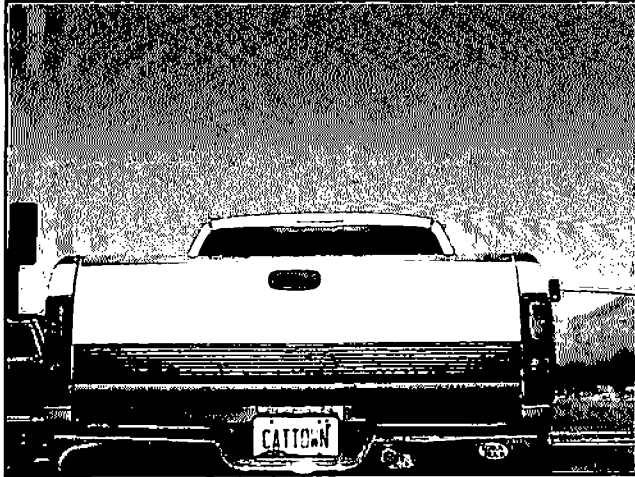- I need money to buy a birthday present for Mom.

What Can We Infer About the Owners of These Vehicles?

Find the What Can We Infer About These Drivers? activity sheet on PB p. 180.

Reading a Lot

- See p. x of Resource Packet
- Grades K-2
- Available as a download at go.solution-tree.com/literacy

Figure 38.1:

Checklist for Setting Up a Program for Reading a Lot

✔	Steps
	1. Meet with your grade-level colleagues to explain what you would like to do. Ideally, the entire grade level will participate. Choose one or two individuals to present your plan to your administrator.
	2. Meet with your administrator to explain your idea. You'll need your administrator's help, and hopefully he or she will attend the meeting with the librarian to convey his or her support for the project. The librarian will have many questions and concerns. Often these questions and concerns focus not on students and reading but on logistics, work, and time. The presence of your administrator is required to articulate the basic principle: nothing should stand in the way of bringing students and books together. Once you have secured the support of colleagues, administrator, and librarian, the most difficult aspects of implementing this intervention are behind you.
	3. Schedule a parent meeting to explain the program. Be ready to give the rationale for the program. The more reading students do both in and out of school, the greater the likelihood that they will become skilled readers. Explain that every student needs a backpack that will go back and forth between home and school every day. Inform parents that if anyone needs help with procuring a backpack, you have some extras that you would be willing to share (if that is the case). If needed, make sure to have translators present to explain the program to parents. Take parents on a tour of the library, and show them where the picture books are shelved. Read aloud a sample story to demonstrate how they should read to their children. Empathize with how tired and busy they are, but remind them that this is one of the most important things they can do for their children in terms of future academic success. If you have the sense that some parents would be more comfortable with a tape player and book bag, offer to provide them from the start.
	4. Purchase charts and stars at the teachers' store. Print all of the students' names on your chart.
	5. Make sure the librarian has plenty of parent volunteers available to help on the first day of checkout.
	6. Explain the routine to students: Check out a book. Put it in your book bag immediately. Take it home. Take your book out of the book bag and show it to your mother, father, babysitter, or older sibling, and tell them this is your read-aloud and that they have to read it aloud to you before bedtime. Explain that parents are busy people and often need to be reminded to read stories. However, if no one reads the story aloud to them, they will not get a star the next day, and they won't be able to check out a new book.
	7. Schedule the first checkout day with the librarian. Send no more than five students from one class at a time.
	8. On the second day, ask students about their read-aloud experience the night before. Who read a story to them? What was the story about? Did anybody have a problem getting their story read? If there are students who did not return a book, find out why and give them another chance the next day. If a student admits that he brought his book back even though no one read it to him, remind him that he won't get a star unless the book has been read aloud. If in doubt, ask the student what the story was about.
	9. Make telephone calls to any parents who are having difficulty with the routine. Find out if they would rather have a book bag and tape player so the student can take responsibility for his or her own reading. Check in with the librarian to give appreciation and affirmation for a job well done.