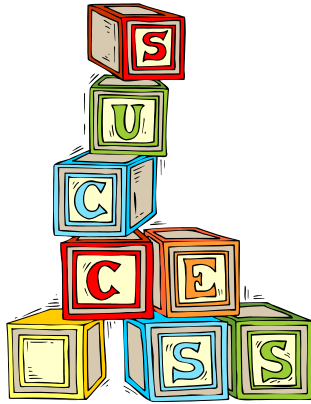## Teach Them All to Read

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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

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 the next three pages of your handout.

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.

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.

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 (next three pages)

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

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

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 and Kinds of Inferences

- For older readers, use the license plates: What Can We Infer About These Drivers?

- 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 *40RIS*)

- Sample lesson for teaching inference (figure 28.1, pp. 197–200*40RIS*)

- Teacher think-aloud for making an inference (*The Wind in the Willows*, figure 28.2, pp. 200–201 *40RIS*)

- Four sources of evidence on which to base an inference (figure 28.3, p. 202 *40RIS*) can be found on next page

## Sample Lesson for Teaching Inference (see page after Four Sources of Evidence)

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 text 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.	

From Collaborative Teacher Literacy Teams: Connecting Professional Growth and Student Achievement. Forthcoming, 2011. Elaine K. McEwan-Adkins. Solution Tree Press. May not be reproduced without written permission of author: emcewan@elainemcewan.com

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.
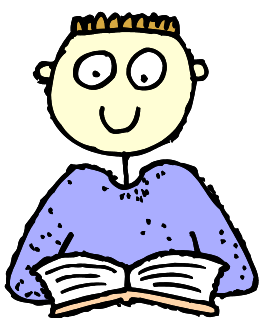
1.b Explain the purpose of inferring

- 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.
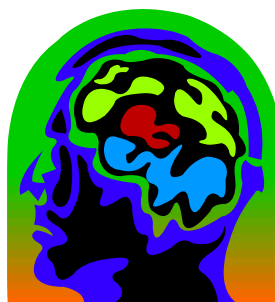
- To get smarter.

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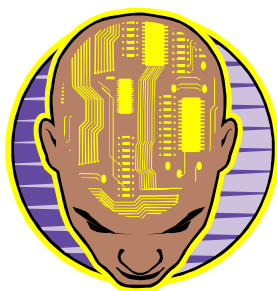
- I am making a wild guess.
- I have no evidence at all.
- I am making things up because I want to have an answer for the question.
- I like my answer.
- My inference has nothing at all to do with the story.

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
- 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)

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 (See next three pages.)

A Dozen Ways to Infer-Find
See the pages after the Catch a Clue Worksheets

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

Where Is This Happening?

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

37

What Is This Person's Occupation?

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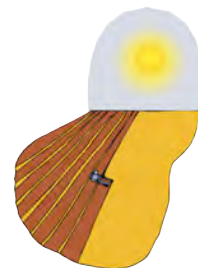
38

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.

49

What Is the Solution?

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

50

What Can We Infer About the Owners of These Vehicles?

What Can We Infer About These Drivers?

Reading a Lot

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