Breakout Sessions with

Stephanie Harvey

Explicit Instruction in Reading Comprehension

The Gradual Release of Responsibility (GRR) **(Pearson and Gallagher 1983)**

- ▶ Teacher Modeling
  - ➢ Teacher explains strategy
  - ➢ Teacher models strategy
  - ➢ Teacher think aloud when reading to show thinking and strategy use

- ▶ Guided Practice
  - ➢ After explicit modeling, teacher gradually gives students more responsibility for task engagement and completion.
  - ➢ Teacher and students practice the strategy together in shared reading contexts, reasoning through the text and co-constructing meaning through discussion and text lifting.
  - ➢ Teacher and students work together in whole group, small groups and conferences.
  - ➢ Students hear from each other about one another's thinking process.

- ▶ Collaborative Practice
  - ➢ Students work in small groups and pairs and reason through text together.
  - ➢ Students hear from each other about one another's thinking process.
  - ➢ Teacher moves about the room touching base with collaborative groups.

- ▶ Independent Practice
  - ➢ After working with teacher and other students, student tries practicing the strategy on own.
  - ➢ Student receives regular feedback from teacher and other students.

  ## Application of the Strategy
  - ➢ The student uses the strategy in authentic reading situations.
  - ➢ The student uses the strategy in a variety of different genres, settings, contexts, and disciplines.   (Harvey and Goudvis 2005)

THE BOOK IS THE
GREATEST INTERACTIVE
MEDIUM OF ALL TIME.
YOU CAN UNDERLINE IT,
WRITE IN THE MARGINS,
FOLD DOWN A PAGE, SKIP
AHEAD. AND YOU CAN
TAKE IT ANYWHERE.

MICHAEL LYNTON

The Components of Active Literacy

Reading, Writing, Drawing, Talking, Listening, Viewing and Investigating :

Engage in the world of issues and ideas, enhance understanding, expand thinking, develop insight, acquire and actively use knowledge.

▶ **Talking and listening to each other**

Having a conversation, discussing, agreeing, disagreeing, debating.

▶ **Reading and viewing to construct meaning**

Noticing and thinking about the inner conversation, asking questions, making connections, inferring, synthesizing information.

▶ **Responding to reading by talking and listening**

Having a conversation about the text, connecting to experience, wondering, thinking inferentially, thinking beyond the text.

▶ **Responding to reading by writing and drawing**

Writing and drawing to think and remember, noticing important information, connecting, asking questions, debating the author,

▶ **Writing and drawing to discover and explore thinking**

Learning new information, wondering, connecting, inferring.

▶ **Investigating and doing further research**

Asking and answering questions, finding out information, learning more, synthesizing, building and using knowledge, developing insight. (Harvey 2009)

The Anchor Chart:
A Record of Student Thinking

Connecting the Past to the Future

In an effort to connect daily teaching and learning, teachers and students can co-construct Anchor charts. Anchor charts provide a written record of student thinking which students can refer to over the course of the study or year to enhance their understanding and support them as they read independently. Anchor charts document previous teaching and learning. Anchor charts serve as reminders of what has come before so that we can better understand what is to come. Anchor charts are not fixed and can be added to at any time.
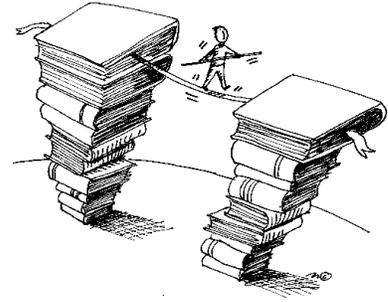
To construct anchor charts, teachers record their students' thinking on a large piece of paper. These charts might represent a record of thinking that occurred while the teacher read a book out loud and the kids responded with their thoughts, inferences, and/or questions. The title and author of the book head the chart. A few sentences describe the lesson and then the children's thinking is recorded on the chart. Then at a later date, teachers can point to the charts and remind students, "Remember last week when we read the story *Elizabeth* and asked all those questions, try that same process today in your own reading and see if it helps you better understand." (See attached Anchor chart of *Elizabeth*)

Several Types of Anchor Charts

▸ Strategy Charts

Anchor charts, like the one described above, that record kids' questions during a questioning study, their inferences during an inferring study, their connections during a connection study, etc.

▸ Process Charts

Anchor charts that record kids' insights into how a strategy better helps us understand what we read or write.

▸ Content Charts

Anchor charts that record interesting and important content-based information that kids have discovered during a content area study.

▸ Genre Charts

Anchor charts that record tips the kids have discovered about how to better read and understand different genres.

Nonfiction Reading Comprehension

Tips for better understanding

▶ ## Activate background knowledge

Very important in nonfiction reading, particularly if the reader has limited knowledge about the content area.

▶ ## Make connections between the known and the new

Nonfiction reader can be encouraged to think carefully about content they already know when they meet new information so they can anchor it to past knowledge to enhance understanding.

▶ ## Ask questions

Nonfiction readers are full of questions, particularly when they are reading about less familiar content. They can be encouraged to write their questions down, think about them and search for answers.

▶ ## Visualize

Nonfiction is chock full of features (maps, charts, graphs, photographs, illustrations) that help us get a picture of the concept. Use all of them to better understand. Nonfiction readers can often get a better picture of something if the writer compares its size or dimensions to a familiar object. Notice and use these comparisons to better understand a concept.

▶ ## Use the features of nonfiction to support understanding and remember important information

Information in nonfiction comes from the features as well as the text. The bold print, italics, framed text, photographs, maps, diagrams, graphs, charts, etc. support the reader to better understand.

▶ ## Read for the gist, stopping and thinking as you go

Nonfiction reading is more like a slide show or a newscast than a movie in your mind. Nonfiction readers need to stop frequently to think about the information they have read. They need to synthesize as they go.

▶ ## Read with a pen in hand

When reading nonfiction, we meet large amounts of unfamiliar information. We are far more likely to remember information if we jot something down, highlighting or coding as we go. We also meet compelling information and then stop and think about it, often asking a question or making a connection.

- ▶ Pay attention to your inner conversation when meeting new information

  Nonfiction reading is reading to learn. Nonfiction readers must be aware of when they learn new information. They can listen to their inner voice and notice what they hear when they meet new information, i.e., "I never knew that before" and then mark it in writing to help remember it later.

- ▶ Separate what is new and interesting from what is truly important

  In well written nonfiction text, important information is often embedded in rich detail. Nonfiction reader run the risk of being swept away from meaning by the interesting but less important tidbits that run through the genre.

- ▶ Skim and scan to get bits of information quickly

  Nonfiction readers skim and scan for quick information, noting key words and ideas. But skimming and scanning by definition reduces comprehension.

- ▶ Notice the paragraph structure

  Frequently in nonfiction, the first and last sentence of a paragraph or the first and last paragraph of a section hold important information.

- ▶ Notice the writing form

  The most common form of nonfiction writing includes a lead that hooks the reader and then a paragraph or so of straight information coupled with another more interesting paragraph that reengages the reader. Nonfiction readers must be made aware of this or they will skip right through the content piece to read the more interesting stuff.

- ▶ Notice the text structure

  Nonfiction is written in a variety of text structures including compare and contrast, cause and effect, question and answer, problem and solution, descriptive, and sequential. Point out these different expository structures and support students to recognize them as they read.

- ▶ Merge your thinking with the information and recognize the importance of your own thoughts

  Nonfiction is not merely about reading the writer's information. Nonfiction reading is about much more than remembering isolated facts. To learn and remember what we read in nonfiction text, we must merge our thinking with the ideas and information to understand it and come up with some thoughts of our own.

Overviewing & Annotating

Readers need to make their reading "thinking intensive". When students read nonfiction, they need to overview the text by skimming and scanning the text as follows:

- ➢ Activating prior knowledge

- ➢ Noting characteristics of text length and structure

- ➢ Noting important headings and subheadings

- ➢ Determining what to read and in what order

- ➢ Determining what to pay careful attention to

- ➢ Determining what to ignore

- ➢ Deciding to quit because the text contains no relevant information

- ➢ Deciding if the text is worth careful reading or skimming (Dole 1996)

Annotating Guidelines

To effectively annotate text, readers need to read the information, think about it and make conscious decisions about what they need to focus on in order to learn and remember. It is not helpful to highlight or underline without jotting down thinking in the margins or on a post-it. If readers want to learn and remember what they read, they need to merge their thinking with the text to understand it, annotating their thoughts in the margins as they go. They need to sort important information from rich, less important details. They need to pick out the big ideas and let go of ancillary information.

- ➢ Mark up the text with words, ideas or connnections that come up while reading

- ➢ Highlight or underline only necessary words and phrases, not entire sentences.

- ➢ When highlighting or underlining text information, jot notes in the margin or on a Post-it to record thinking and to remember the purpose for having highlighted or underlined in the first place.

- ➢ Look carefully at the first and last line of each paragraph. Important information is often contained there.

- ➢ Don't get thrown off by interesting details. Although fascinating, they often obscure important information.

- ➢ Note signal words. They are almost always followed by important information.

- ➢ Pay attention to the vast array of nonfiction features that signal importance.

- ➢ Pay attention to surprising information. It may signal new learning.

Nonfiction Features that Signal Importance

▶ ## Fonts and Effects

Teachers can note examples of different fonts and effects such as titles, headings, bold print, color print, italics, bullets, captions, labels, etc., that signal importance in text. We can remind kids that font and effect differences should be viewed as red flags that wave, This is important. Read carefully.

▶ ## Cue Words and Phrases

Nonfiction writing often includes text cues that signal importance. Signal words, like stop signs, warn readers to halt and pay attention. Proficient adult readers automatically attend to these text cues. Less experienced readers don't. We need to remember to point these signal words out to readers. Writers choose phrases such as *for example*, *for instance*, *in fact*, *in conclusion*, *most important*, *but*, *therefore*, *on the other hand*, and *such as*, so that readers will take notice. As students come across signal words, they can add them to a classroom chart of text cues and purposes to guide readers through difficult expository text.

▶ ## Illustrations and Photographs

Illustrations play a prominent role in nonfiction to enhance reading comprehension. Nonfiction trade books and magazines brim with colorful photographs that kidnap young readers and carry them deeper into meaning.

▶ ## Graphics

Diagrams, cut-aways, cross-sections, overlays, distribution maps, word bubbles, tables, graphs and charts visually inform nonfiction readers of important information.

▶ ## Text Organizers

Teachers cannot assume that kids know concepts such as index, preface, table of contents, glossary and appendix. When kids are surveying different texts for information, knowledge of these text organizers is crucial for further research.

▶ ## Text Structures

Expository text is framed around several structures that crop up in both trade and textbook publications and standardized test forms. Understanding different expository text structures gives readers a better shot at determining important information when reading nonfiction text. These structures include *cause and effect, problem and solution, questions and answer, comparison and contrast, description and sequence.*

Signal Words and Phrases

Signal words cue readers to pay attention to what's coming up. They signal a change in thinking, a contrast or a similar relationship between ideas, a conclusion etc. As kids read informational text, they will encounter a wide variety of signal words and phrases. Co-Construct an anchor chart of signal words for display in the classroom. And have kids be on the lookout for signal words in their own reading and have them note the purpose. Paying attention to signal words and phrases is a necessary skill for strategic readers as they read nonfiction in their daily lives and when the encounter nonfiction on the test!

Signal Word	Purpose
Surprisingly	Be prepared to expect the unexpected
Importantly	Signals importance! Stop and pay attention
But	Signals a change to come
However	Prepare to change your thinking
Likewise	Cues a similarity
Consequently,	Signals a result/cause and effect
Before, After, Next, Finally, Then, Now	All show sequence

| Signal Phrase	Purpose
In conclusion	Wraps up and synthesizes the information
In Sum	Wraps up and synthesizes
There are several factors	Signals an answer to a big question or idea
There are several reasons	Same as above
There are several purposes	Same as above
As opposed to	Signals a contrast
On the other hand	Signals a change to come
In addition to	Adds another factor
Because of	Cause and effect

Read, Write and Talk

A Process to Increase Comprehension

Reading is a social act. The number one way to enhance comprehension is to talk about what we read. To enhance understanding, readers need frequent opportunities to read and respond. The *Read, Write and Talk* process gives readers the opportunity to read, merge their thinking with the information, record their thoughts and talk about their reading when they finish. The goal is increased comprehension and deeper understanding. When readers notice their inner conversation, write down a few thoughts and then talk about their reading, they expand their thinking and are more apt to be transformed by their reading.
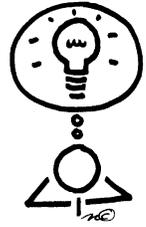
Launching *Read, Write and Talk*

▶ Modeling Thinking

Choose a piece of short text and model your own thinking as you read. Stop and record some of your thinking in the text margins-- your questions, connections, confusions, new learnings etc. so that kids can see how readers think and the kinds of things they might want to jot down quickly in the margins when they try this themselves. Share the piece as an artifact of your thinking.

▶ Guided Practice

After having modeled your own thinking on an article, give each child a copy of a like-kind short text piece and read through it together, stopping frequently to jot down thoughts in the margins while reading (both you and the kids) and stopping now and then to talk with each other. After completing the reading, have the kids turn to a partner and discuss the piece, using their margin notes to inform their conversations. Listen in on their conversations. Then share some of what you notice about their process and some of what they noticed as well.

▶ Independent Practice

On another day, after modeling and providing an opportunity for guided practice, bring in at least three short pieces, (no more than one page in length) to offer some choice. *Time for Kids* is a great resource to launch this. Choose pieces kids can sink their teeth into--pieces that are worth talking about. Do an enthusiastic book talk on each piece. The articles might be unrelated or might fall into a specific content area, genre, or topic study. Choose interestingly written pieces that represent a range of readability levels, although none very difficult. Invite the kids to choose one, read through it and jot down some thoughts as they read. When they finish, have them find someone who has read the same piece and talk together. After they have had some time to talk, have them turn over their paper. Suggest the following: *Jot down anything important or interesting that you learned in the article. Secondly write down what you noticed about the conversation you had with a partner after reading. How did it help you?* Then gather them together to talk about their process, while you record their comments on an overhead transparency for all to see and share.

▶ Application Ongoing

This process is ongoing throughout the year. At least once a week, kids have an opportunity to do this, in language arts, social studies, or science, etc. As the year progresses, the kids often choose the articles. *Read, Write and Talk* encourages readers to think when they read, share their thinking with others, and listen to the ideas of others. It is an authentic process that replicates what real readers do. It supports kids to ask more questions, to ponder information, to think more deeply and to engage in the world of ideas.

The Definition Question

- What is it?
- What is happening?
- What is going on?
- Why is this happening?

The Consequence Question

- Why does it matter?
- What difference does it make?

The Action Question

- What can we do about it?

(Harvey and Daniels 09)

Collaboration= Teamwork

The skills most necessary for success in
the 21st Century workplace.
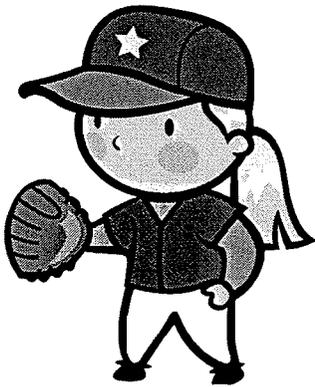
- Good communication skills

- Ability to work in teams

- Ability to build relationships

2008 Ohio Labor Task Force

How Proficient Collaborators Think and Act	
Strategy	**Examples/Actions**
1. Be responsible to the group	• Come prepared: work completed, materials and notes in hand • Bring along interesting questions/ideas/artifacts • Take initiative, help people get organized • Live by the group's calendar, work plan, and ground rules • Settle problems within the group • Fess up if unprepared and take on some other work
2. Listen actively	• Make eye contact • Nod, confirm, look interested • Lean in, sit close together • Summarize or paraphrase • Use names • Take notes when helpful
3. Speak up	• Join in, speak often, be active • Connect your ideas with what others have said • Ask lead and follow-up questions • Use appropriate tone and voice level • Draw upon the notes, materials, or drawings you've brought • Overcome your shyness
4. Share the air and encourage others	• Show friendliness and support • Take turns • Be aware of who's contributing; work to balance the airtime • Monitor yourself for dominating or shirking • Invite others to participate • Build upon and learn from others' ideas
5. Support your views and findings	• Explain and give examples • Refer to specific passages, evidence, or artifacts • Connect or contrast your ideas to others' • Dig deeper into the text or topic; revisit important ideas
6. Show tolerance and respect	• Receive others' ideas respectfully; no put-downs allowed • Try to restate opposing views • Use neutral language in disagreeing • Offer your different viewpoint; don't be steamrolled • Welcome and seek insight in divergent viewpoints
7. Reflect and correct	• Do frequent reflections or "think-backs" on group processes • Identify specific behaviors that helped or hurt the discussion • Talk openly about problems • Make plans to try out new strategies and review their effectiveness • Keep written record of group processing

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What Social Strategy Use Looks and Sounds Like

Strategy	Sounds/Looks Like	Doesn't Sound/Look Like
1. Be responsible to the group	"Does everyone have their articles? Good, let's get going." "Let me show you this great website I found …" "I'm sorry, guys, I didn't get the reading done." "Ok, then today I'll take notes on the meeting."	"What? There's a meeting today?" "I left my stuff at home." "Teacher, Bobby keeps messing around." Arriving late, unprepared, without materials.
2. Listen actively	"Joe, pull your chair up closer." "I think I heard you say…" "So you think …" Asking follow up questions	Not looking at others "Huh? I wasn't listening." Playing with pencils, shuffling materials.
3. Speak up	"What you said just reminded me of…" "Can I piggyback on this?" "What made you feel that way?" "Let me show you my drawing."	Silence Whispering or shouting Not using/looking at notes Hiding from participation
4. Share the air and encourage others	"Can you say more about that, Chris?" "We haven't heard from you in a while, Joyce." "I better finish my point and let someone else talk." "That's a cool idea, Tom."	"Blah blah blah blah blah blah blah blah…" "I pass." "You guys are so boring." Declining to join in when invited
5. Support your views and findings	"I think Jim treats Huck as a son because…" "Right here on page 15, it says that…" "The person I interviewed said …" "My thinking was a lot like Jennifer's …"	"This book is dumb." "Well, that's my opinion anyway." "No, I didn't consider any other interpretations."
6. Show tolerance and respect	"Wow, I thought of something totally different." "I can see your point, but what about…" "I'm glad you brought that up; I never would have seen it that way."	"You are so wrong!" "What book are *you* reading?" "Where did you get *that* idea?" Rolling eyes, disconfirming body language.
7. Reflect and correct	"What went well today and where did we run into problems?" "We are not sharing the talk time evenly." "OK, so what will we do differently during our next meeting?"	"We rocked." "We sucked." "It was OK." "Who cares?"

Home Court Advantage: *Showing Friendliness and Support*

➡ TIP: This lesson was originally developed in high school, where put-downs are a special concern. Yes, it sounds corny—but it works. And even the little ones comprehend the metaphor of this lesson—so many of them are on soccer teams! In place of showing the newspaper article, you can simply question them about their experiences playing at home versus away.

WHEN *and* WHY: We use this lesson for group-building early in the year or at times when bickering or disunity have occurred. Thanks to Nancy Steineke for introducing us to this powerful lesson.

INITIATE: From the sports pages of the newspaper, clip out the standings for a local baseball, football, or soccer team—the ones that include home and away game outcomes. Make copies for kids or project them on a screen.

TEACH/MODEL: *"OK, guys, take a look at these standings from today's paper. What do you notice about home games versus away games? Turn and talk with a partner for a minute."*

Kids will report back that teams generally win more home games than away games.

"Why do you think that is? What would be some reasons? Get back together and jot down a few ideas you have."

Kids typically will return with ideas like these:

Fans cheer you.	You know the field/court
Nobody boos	Feel comfortable
Same place we practice	Your friends are watching
No distracting fans	

As a whole group, prioritize the suggestions and make a consensus list. If kids don't bring it up along the way, be sure to highlight the issue of put-downs.

"Is anyone in here on a team? What do you do when one of your teammates makes a mistake?"

Students may offer ideas like, "We say, 'Nice try Bob' " or "We don't laugh or boo."

"Exactly. And in the classroom we are a team also, we are all on the same side. You never put down a teammate. If you hear a put-down in here, you can just quietly say 'home court' to remind people we are a team. OK?"

INDEPENDENT PRACTICE: Invite kids to make posters that depict the idea of home court advantage. They can place the term at the center and elaborate around it with drawings and specific sayings people can use with teammates ("Good effort, Janie" or "No put-downs"). Hang posters around the room and refer to them periodically.

Source Sets

Multi source, multi-level, multi-genre, multi-cultural, multi-media curriculum. Source Sets foster:

- **Authentic, Relevant, Significant and Interactive Topics**
- **Concept-based Teaching and Learning**
- **Curricular Integration**
- **Differentiation—(both text level and interest)**
- **Meeting Curricular Standards**
- **Passion and Wonder**
- **Small Group Collaboration**
- **Nonfiction Literacy**

Source Set Content Suggestions

- Picture books
- Trade books
- Images
- Videos
- Fiction chapter books related to the content
- Short fiction stories
- Magazines
- Newspapers
- Artifacts
- Objects
- Feature articles
- Essays
- Editorials
- Interviews
- Press releases
- Web sites
- Primary Sources—posters, tickets
- Primary source documents
- Maps
- Power Points
- Poetry
- Music/chanting
- Performance Art/Dance, theater
- Brochures
- Advertisements etc...   **Stephanie Harvey 2010**

💡 Inquiry Approach *versus* Coverage Approach

INQUIRY Approach

- Student voice and choice
- Questions and concepts
- Collaborative work
- Strategic thinking
- Authentic investigations
- Student responsibility
- Student as knowledge creator
- Interaction and talk
- Teacher as model and coach
- Cross-disciplinary studies
- Multiple resources
- Multimodal learning
- Engaging in a discipline
- Real purpose and audience
- Caring and taking action
- Performance and self-assessments

COVERAGE Approach

- Teacher selection and direction
- Required topics and isolated facts
- Solitary work
- Memorization
- As if/surrogate learning
- Student compliance
- Student as information receiver
- Quiet and listening
- Teacher as expert and presenter
- One subject at a time
- Reliance on a textbook
- Verbal sources only
- Hearing about a discipline
- Extrinsic motivators
- Forgetting and moving to next unit
- Filling in bubbles and blanks

💡 Small-Group Collaboration Skills

❶ **Be responsible to the group**

❷ **Listen actively**

❸ **Speak up**

❹ **Share the air and encourage others**

❺ **Support your views and findings**

❻ **Show tolerance and respect**

❼ **Reflect and correct**

Four Types of Inquiry Circles

Mini Inquiry

Curricular Inquiry

Lit Circle Inquiry

Open Inquiry

Inquiry Circle Phases

Immerse

Investigate

Coalesce

Go Public

Mini Inquiry :

- Is authentic and life like

- Is relevant

- Answers questions fast—QF's (Quick Finds)

- Teaches the research process

- Prepares students for more in-depth inquiry

- Is engaging

- Honors the learner's curiosity and thinking

Ways to Get Our Questions Answered

- Live a curious life

- Write down our questions

- Care about finding answers

- Is skeptical

- Talk to someone

- Interview specialists and experts

- Read books and articles

- Go online

- Use specific words to narrow search

- Be awake to new information

- Change our minds in light of new

  evidence

Questions to ask when evaluating online information

Is the source accurate and authoritarian?

Do you recognize the source? Do other trusted sites refer to it? Can you verify the information from another source? What does the URL tell you?

Is it credible?

Is the information incredulous? Could it possibly be real? Does it defy reality?

Is it up to date?

Timeliness matters. Is the site current? Is there a date on the site?

Can I identify bias in this source?

Sites are rarely neutral. Who is the author? What is their stake in the information? Is the subject controversial? Can you identify the purpose, informational, satiric, editorial? Does the purpose match the purpose of your project?

Several fake web sites to help with evaluating credibility

Phil Bradley monitors these at http://philb.com/fakesites

The Northwest Pacific Tree Octopus http://zapatopi.net/treeoctopus

Buy dehydrated water www.Dehydratedwater.com

Pet or food http://petsorfood.com

Small-Group Inquiry Model

STAGE	TEACHER	KIDS
Immerse *Invite Curiosity, Build Background, Find Topics, and Wonder*	• Invites curiosity, questioning, engagement • Shares own curiosity • Models personal inquiry • Shows how to ask questions • Demonstrates topic finding • Gathers and organizes relevant materials and resources • Immerses kids in topics to build background • Facilitates small-group formation to ensure heterogeneous groups with compatible interests • Confers with small groups and individual	• Express their own curiosity • Explore, experience, and learn about topics using texts, visuals, Internet, artifacts, etc. • Think about what they know and connect new information to background knowledge and experience • Wonder and ask questions • Read, listen, and view to build background • Respond with questions, connections, and reactions • Meet with teams to set schedules, ground rules, and goals
Investigate *Develop Questions, Search for Information, and Discover Answers*	• Floods kids with resources and materials on a topic or question • Models how to read, listen, and view with a question in mind • Models how to take notes by interacting with text, coding text, and writing in margins or on Post-its • Demonstrates how to determine importance • Helps kids sharpen or change inquiry focus • Facilitates changes in group membership or topics • Confers with groups and individuals • Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Connects kids' questions to the curricular concepts and focus questions	• Articulate thoughts and questions that stem from their own interests and experience • Listen, talk, view, and read to gain information • Write, talk, and draw to think about information • Develop questions; then read, listen, and view to answer them • Use text and visual features to gain information • Meet with teams to set and monitor schedules and task completion
Coalesce *Intensify Research, Synthesize Information, and Build Knowledge*	• Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Engages kids in guided discussions and debates • Shares how to evaluate sources • Teaches interviewing strategies • Facilitates arrangements for out-of-school resources • Confers with groups and individuals	• Engage in deeper reading and research using books, articles, websites, videos, library visits • Target key ideas and information • Keep asking: So what? What about this really matters? • Practice interviewing • Conduct "people" research: interviews, surveys, questionnaires, focus groups • Check sources and determine reliability • Synthesize information to build knowledge • Meet with teams to monitor schedules, complete specific tasks, and plan for sharing

Small-Group Inquiry Model, *cont.*

STAGE	TEACHER	KIDS
Go Public *Share Learning, Demonstrate Understanding, Take Action*	• Co-constructs expectations for final projects • Shares the widest range of possibilities for sharing/performing • Welcomes kids' suggestions for these demonstrations • Helps kids find real audiences and opportunities to share their knowledge and teach others • Helps students reflect on content and process • Co-creates rubrics to assess and evaluate projects • Responds, assesses, and evaluates projects • Helps kids to share the learning by taking action	• Co-construct expectations for final projects • Demonstrate learning and understanding in a variety of ways: performances, posters, models, essays, picture books, tableaux, poetry • Become teachers as they share their knowledge with others • Articulate their learning process and how learning changes • Reflect on their knowledge building and their cooperative process • Pose and investigate new questions for further research • Consider changes in their own beliefs or behavior • Take action through writing, speaking, community work, advocacy

	Social Studies	Science	Math	Language Arts (Lit study, genre study, text structure, etc.)
Reading				
Writing				
Oral Language				

SUBJECT

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Writing					
Oral Language					

Inferential Thinking

"Inferring allows readers to make their own discoveries without the direct comment of the author." (Susan Hall 1990)

► Inferring involves taking what you already know (your background knowledge) and merging that information or idea with the clues in the text to draw a conclusion, predict an outcome, surface a theme--to make an inference. Background Knowledge+Text = Inference (BK+T=I)

► Inferential thinking is at the heart of reading. If readers don't infer, they are unlikely to grasp the deeper essence of text. Writers don't spill their thoughts onto the page; they leak their ideas slowly, engaging readers by enticing them to read between the lines. The more information readers pick up in the text, the more likely they are to make an inference that hits the mark.

► Inferring is not wild guessing! An inference must be related to clues in the text. Wild guessing is questioning. A question can emerge solely from one's background knowledge with little regard for the text. An inference always involves merging the clues in the text with the reader's background knowledge.

A few book and author recommendations for teaching inferring:

The George and Martha series by James Marshall
The Frank and Ernest series by Alexandra Day
The Frog and Toad series by Arnold Lobel
Creatures of the Earth, Sea and Sky by Georgia Heard
Encounter by Jane Yolen
The Gardener by Sarah Stewart
Tight Times by Trina Schart Hyman
See The Ocean by Estelle Condra
The Van Gogh Café by Cynthia Rylant
Anything by Chris Van Allsberg
Wordless picture books
POETRY, POETRY, POETRY!!!

INFERRING

Merging background knowledge with text clues to come up with an idea that is not explicitly stated by the author

- Visualizing
- Inferring with a mind picture
- Drawing conclusions
- Surfacing themes
- Getting the gist
- Inferring the authors' purpose
- Reading between the lines
- Relating text to life/text/world

- Making predictions
- Predicting outcomes, upcoming events
- Using context to figure out the meaning of unfamiliar words/concepts
- Inferring relationships
- Setting to plot
- Cause and Effect
- Character's feelings and motives

The Voice You Hear When You Read Silently

is not silent, it is a speaking-

out-loud voice in your head: it is *spoken,*

a voice is *saying* it

as you read. It's the writer's words,

of course, in a literary sense

his or her "voice" but the sound

of that voice is the sound of your voice.

Not the sound your friends know

or the sound of a tape played back

but your voice

caught in the dark cathedral

of your skull, your voice heard

by an internal ear, informed by internal abstracts

and what you know by feeling,

having felt. It is your voice

saying, for example, the word "barn"

that the writer wrote.

but the "barn" you say

is the barn you know or knew. The voice

in your head, speaking as you read,

never says anything neutrally-some people

hated the barn they knew,

some people love the barn they know

so you hear the word loaded

and a sensory constellation

is lit: horse-gnawed stalls,

hayloft, black heat tape wrapping

a water pipe, a slippery

spilled *chirr* of oats from a split sack,

the bony filthy haunches of cows...

And "barn" is only a noun-no verb

or subject has entered into the sentence yet!

The voice you hear when you read to yourself

is the clearest voice: you speak it

speaking to you.   Thomas Lux-- New Yorker 7/97

Assessment & Evaluation

What is the Difference?

Assessment is at the heart of teaching and learning. Assessing students gives us needed information. We assess kids 24/7 to inform us of their progress, to inform us about our past instruction, and to inform future instruction.

Evaluation is putting a value on the work—grading the work. We evaluate occasionally and only after students have had time to practice a new strategy or concept. We don't grade what kids already know; we grade what they have learned with practice.

In this process, we are moving from an assign and correct curriculum to a teaching and learning curriculum—assessing constantly so that we know our kids, know what they can do, and know what they need. We evaluate occasionally to hold them accountable and to satisfy the norms of school and society. But learning is always the highest goal.

One **Big Happy** – **Houston Chronicle** 1/13/04

Hard at Work

Facts	Opinions	Changes in thinking
The USA gets most of its bananas from Ecuador.	• That's alot of bananas!	• At age 14 9% kids are not in school I thought they had a half day of
1 in 4 kids in Ecuador work.	• There are about 250 million Kids that work around the world. That's alot of Kids.	School and a half day of work.
Some kids work & go to school.	• I feel sorry for those kids.	• Some people said working there would be fun. I bet
Kids are exposed to dangerous chemicals.	• Why do they put poisonous chemicals on them if people are going to eat them?	right! They would be really poor.
Families have to make choices, school or food. If they choose school they might starve.	• Poor things.	• I didn't know it was that bad! My dad went to Africa and it was kind of like
They only get about $27 a week or 11 people. That's only about 4 dollars a day for food for all of them.	• That would be really hard. 4 dollars a day for 11 people!	that. At least a third world country. The kids there did go to school though But they were still very poor.

I Learned	I Wonder
Spidrs eat insects	Do sum insects eat spidrs?
I nvr new spidrs can jump.	Do spidrs have wings?
spidrs wrk in grops. Thay make big webs	bubl Why dos bubl pop?
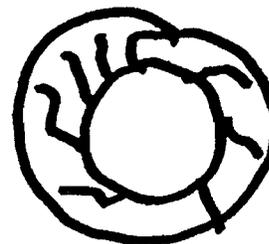
Back Home Plan

Choose at least one topic, practice, issue, or idea that struck you during the workshop today. Think about how you might apply this in your classroom and how it might change your teaching and/or your students' learning. Jot your thoughts below.

Topic:			
How am I presently addressing this topic, and what changes might I consider in my literacy teaching?	List of specific resources or steps that I need to take to facilitate this change.	List of specific outcomes I hope will occur in my student learning from this change.	Other thoughts or considerations.