... pray also for us, that God may open to us a door for the word, to declare the mystery of Christ.

*Colossians 4:3a*
Blessed is the one who finds wisdom, and the one who gets understanding.

*Proverbs 3:13*
Reading words correctly is not enough; you have to understand what they say. In fact, you not only need to understand what they say but you must also be able to go beyond the literal meaning of the text, think critically about the message, appreciate what the author is trying to say, and understand when you do not understand.

Klingner, Vaughn & Boardman, 2007
<table>
<thead>
<tr>
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<th>Anticipation-Reaction Guide</th>
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<tr>
<td>1.</td>
<td>Comprehension can improve in teaching just two explicit lessons each week through the year.</td>
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<td>4.</td>
<td>Students who summarize what has been read have been shown to make the most significant improvements in reading comprehension.</td>
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<tr>
<td>5.</td>
<td>Content reading skills are best taught throughout the reading process.</td>
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</table>
Reading comprehension is the ability to strategically think through the reading process to make sense of text (Durkin, 1979).
Many children are not engaged as they read. They don’t know when they’re comprehending—or not. They don’t know whether it’s critical for them to comprehend a given piece. And if they don’t comprehend, they don’t know what to do about it.
GOOD READERS…

- Are **active participants** in the reading process.
- **Constantly monitor** their understanding.
- Use a **repertoire of strategies** to construct meaning.
- Have an awareness of author’s style and purpose.
- Read both narrative and expository texts.
- Have ideas about how to figure out unfamiliar words.
- Use knowledge of text structure to process the text.
- Spontaneously **generate questions** throughout the reading process.
- Have the ability to discover new information for themselves.
- Read widely and gain exposure to a wide variety of genre and text formats.
- Know a variety of “fix-up” strategies and when to use them.
- Are consistently **focused on making sense** of the text and gaining new understandings.
Recent Research

• 67% of fourth graders and 69% of eighth graders read below the proficient level.
• Many students can decode words but have difficulty understanding what they read.

NAEP, 2015
Much of what we know about teaching reading comprehension strategies is not making its way to the classroom (Pearson, 2001).
Most students demonstrate improved reading achievement when teachers incorporate effective comprehension instruction before, during, and after reading.

Edmonds et al., 2009
Eight Core Comprehension Strategies

1. Previewing/Predicting
2. Making Connections
3. Knowing How Words Work
4. Visualizing
5. Self-questioning
6. Monitoring/Clarifying
7. Summarizing/Synthesizing
8. Evaluating
Eight Core Comprehension Strategies

**BEFORE**
- Previewing/Predicting
- Making Connections

**DURING**
- Knowing How Words Work
- Visualizing
- Self-questioning
- Monitoring/Clarifying

**AFTER**
- Summarizing/Synthesizing
- Evaluating
Take 3 Steps...

• **Step One:** *Before Reading*
  Activates a knowledge base upon which students can build and establishes a purpose for reading.

• **Step Two:** *During Reading*
  Allows students to measure comprehension, clarify, visualize, and build connections.

• **Step Three:** *After Reading*
  Expands prior knowledge, builds connections, and deepens understanding.
Effective Teaching of Comprehension Strategies Requires *Explicit* Instruction

- Explaining
- Demonstrating
- Guiding
- Practicing
- Reflecting
Show me.
Help me.
Let me.
Before Reading

The most powerful time to support reading is before the students begin to read! This activates prior knowledge and provides purpose for reading.

- Activate prior knowledge by previewing text before reading.
- Prepare and guide previewing activities to support and focus the connections students make.
- Use graphic organizers to introduce important information, to solicit prior knowledge from students, and to make predictions.
- Avoid soliciting guesses from students without guidance or feedback.
- Keep it short. Previewing should not take longer than 5 minutes.
- Explicitly teach key specialized vocabulary related to the topic.
- Teach and have students practice how to set a purpose for reading.
- Use an anticipation-reaction guide to help students link new and prior knowledge and activate students’ interest and curiosity for the topic, promoting motivation and engagement.
What Good Readers Are Thinking

- What do I think will happen next?
- Since...happened, I think...will happen next.
- I think I will learn about...because...
- I suppose...
- I’m guessing this will be about...
- This title/heading/picture makes me think...
- Although the author hasn’t told me this, I think...
- I bet...
- I wonder if...
- I think...will happen because...
- I imagine...
Teaching Ideas for Teaching Before Reading

- Directed Reading/Thinking Activity
- Anticipation/Reaction Guides
- KWL
- Expectation Grid
- Give One, Get One
- Book Tour/Picture Walk
- Making Connections
- Predict-o-Grams
- Present New Vocabulary
Directed Reading/Thinking Activity

- Background knowledge
- Making connections
- Make predictions
- Set purpose for reading
- Use information
- Make evaluative judgments
**Anticipation-Reaction Guide**

1. Comprehension can improve in teaching just two explicit lessons each week through the year.  
   Agree  Disagree

2. Think alouds are an effective way to model reading strategies.  
   Agree  Disagree

3. There are eight strategies needed for teaching comprehension of text.  
   Agree  Disagree

4. Students who summarize what has been read have been shown to make the most significant improvements in reading comprehension.  
   Agree  Disagree

5. Content reading skills are best taught throughout the reading process.  
   Agree  Disagree
KWL/KNL

• Tried and true!
• Spice it up
  - Post-its
  - Notecards
  - Timers
  - Partners
Dengue Fever

In 10 seconds, write down everything you know about Dengue Fever :)
“Brazil Approves Use of Genetically Modified Mosquitoes to Combat Dengue Fever”
Expectation Grid

Just skim the article. Jot down quick points you find as you skim through the selection.

(Main idea here)
While most scientists are focused on creating vaccines for life-threatening diseases like dengue fever and malaria, British biotech firm Oxitech is taking a unique approach. They want to nip the problem in the bud of should we say larva, by killing the dengue-carrying mosquitos with the help of genetically modified laboratory versions.

The Oxford-based firm’s genetically modified (GM) mosquitos have two additional genes: one that makes a protein that causes the insect’s development to break down, and the other that acts as a marker to allow researchers to track the mosquitos in the field. Since female mosquitos are the ones responsible for spreading the virus, they are killed once the laboratory bred insects reach the larval stage. The males are released in areas that are prone to the disease where they mate with dengue fever carrying females and produce offspring that inherit the two extra genes. One ensures that they die before reaching maturity, while the tracker provides data on the effectiveness of the program.

The GM mosquitos ... were approved for commercial use in 2010. In the Cayman Islands and Malaysia. [A] large scale deployment... [took] place [in] 2013, when the Brazilian government launched a two-year program... Within six months, the population of dengue fever mosquitos declined by 79%!

Retrieved from dogonews.com (May 2014)
Encouraged by the results, on April 10th, 2014, Brazil became the first country in the world to authorize the use of GM mosquitoes, wherever necessary. With the disease starting to creep up into the U.S., the [FDA] is also considering introducing GM mosquitoes.

As is the case with any new solution, especially one as radical as this one, there is a lot of skepticism. Some believe the mosquitoes have not been tested adequately, and may pose some danger to humans, especially if a few [GM] females manage to escape. Others... think they are just too expensive to deploy across entire countries.

But given that this disease affects over 390 million people in over 100 countries and the fact that conventional methods like fumigation and insecticides... are not working,... [leaves] no choice but to seek out a new solution. Advocates of the method argue that GM mosquitoes are much better for... eco-system.

Dengue fever is a debilitating disease that is transmitted primarily by the dengue mosquito.. People affected by it display severe flu-like symptoms which can prove fatal... [T]here are currently no vaccines or... medications available to cure dengue fever... If successful, the company plans to create [GM] mosquito species that are responsible for spreading the malaria and yellow fever viruses, too!
Genetically modified mosquitoes

Mosquito-borne illness

British company

Vaccines ineffective against dengue

Seems effective/79%
# Give One, Get One

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<th>Give One</th>
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Scientists Reveal a Failproof Strategy to Win Rock-Paper-Scissors!

By June Liu

If you have ever had to decide on an outcome with a friend, chances are you have done it by playing rock-paper-scissors, the fun hand game where players simultaneously form one of the three shapes with an outstretched hand. Like most people, you probably thought that the game is designed for a random outcome, one in which neither player has an advantage. Turns out you were wrong. According to scientists from China’s Zhejiang University, there is a method to this madness—one that can be easily mastered so that you never lose a rock-paper-scissors duel again.

The researchers whose study... was published in April [2014], began their investigation by recruiting 360... students to play the game. The students were split into... groups of 6 people, with each student playing 300 rounds against the other five group members. To encourage students to try their best, the scientists paid them for every individual victory.

Retrieved from dogonews.com (May 2014)
In the beginning stages of each round, rock, paper, scissors were chosen about the same number of times. However, the randomness of the results began to fade as the tournaments progressed and the scientists started to notice a pattern. Players that had won the previous round, were prone to choosing the winning option in the next round to try to continue their winning streak. On the other hand, those that had lost, immediately switched to a different option—usually the one that came next in the order of the game’s name. That means a player who had lost with rock would likely choose paper next and then move to scissors, if that did not work. This led the scientists to conclude that if one pays close attention to their opponent’s choices, it would be easy to anticipate their next move and ensure a victory. Of course, this trend is only exploitable if the outcome is based on the “best of three” results.

Prior to this study, researchers had believed rock-paper-scissors operated on the “Nash equilibrium,” a game theory principle which stipulates that players tend to choose each of the three options equally, over a period of time.

Of course, this revelation may come as no surprise to those highly-skilled rock-paper-scissor players that have used this strategy for many years. The good news is that you, too, can now be amongst those elite few, and ensure that the decision always tilts in your favor. Good luck!
## Book Tour/Skim & Scan

### Fiction
- Preview cover, title, illustrations
- Preview text structure for clues using story structure: setting, characters, problem, solution, events, theme or lesson
- Use the frame: *I think this is about ... because ...*

### Nonfiction
- Preview headings, illustrations, and text features, such as maps, captions, and tables
- Look for clues to predict
- Preview text structure and decide if it is compare-contrast, sequence, main idea and details, cause-effect
- Use the frame: *I think I will learn ... because ...*
You’re Invited…

“How to Make a Fire in the Stove”

The Silent Readers: Fifth Reader

by Lewis & Rowland

1920
"How to Make a Fire in the Stove"

...She filled the stove with paper and kindling and wood, and set a match to it. The paper blazed up, but the wood didn’t catch. She stuffed in more paper; she poked and rearranged; but no fire would burn.

...”First of all, we must brush out these ashes from below... Now do you see this little handle that opens a little sliding door at the front of the stove near the bottom? That’s a damper, to let the air from outside pass up through the fire. The other little handle at the top of the stove toward the back opens the chimney damper, which allows the draught of air to pass through the fire and up the chimney...

“... Now some kindling on top of the paper; and now we’re ready for the larger pieces of wood. You must lay them crisscross, and some of them slanting, so there will plenty of space between the pieces. Now... we’ll light the paper, and put on the lid.”

In a few minutes there came a roaring sound from the stove. Mrs. Allen lifted the lid and peeped in. “It’s going nicely... Now in a little while close the dampers, so the heat will stay in and not go up the chimney, and so your fuel won’t burn away too quickly.”
“Things Are Not Always Black or White” by Judie Paxton in *Chicken Soup for a Kid’s Soul* (1998)
Teach Vocabulary Explicitly

Spend time working with and making sense of the words, rather than simply defining them.

Runkle, 2009
Strategies for Teaching New Vocab

• Focus on key vocabulary
• Include signal and directional words
• Connect to book tour with pix and charts
• Highlight, post-its, notecards, flip charts, t-notes
• Decode, analyze, spell
• Use it or lose it!
Dengue

mosquito
fumigation
chemical
pesticide
If you want students to learn something, tell them what it is.

McCormick, 2007
During Reading

• Ask and answer questions about text.
• Ask and answer specific types of questions, such as questions whose answers are explicitly stated in the text and those that require students to make inferences based on what they have read (e.g., QAR).
• Incorporate *The Fab Four* strategies (Lori Oczkus)
• Use graphic organizers to identify, organize, and remember important ideas.
• Explicitly teach comprehension monitoring strategies, or “fix-up” strategies when comprehension breaks down such as
  o Re-reading
  o Asking someone questions about the text
  o Considering relevant background knowledge
  o Examining the graphics more carefully
Teaching Ideas for During Reading

- Visualization
- Topic-Detail-Main Idea
- Text Coding/Post-it Notes
- QAR
- Graphic/Visual Organizers
- Running records
- Semantic Maps
- Response Journals
- Monitoring andClarifying
What Good Readers Are Thinking

✓ What are the pictures/scenes in my mind?
✓ What do I hear, taste, smell, or feel?
✓ What do the characters, the setting, and the events of the story look like in my mind?
✓ Can I picture this new information?
Visualization & Verbalization

✓ Gallery Images
✓ Graphic/Visual Organizers
✓ Guided Imagery
✓ Open-Mind Portrait
✓ Pictographs of the Mind
✓ Sketch to Stretch
<table>
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</table>
The car bumped along the gravelly asphalt road, and Michaela’s seat belt pressed into her stomach uncomfortably. Outside, the scenery had been green and leafy for hours. At first, it had been exciting and beautiful—Michaela had never seen so many trees and so much underbrush before. But after five hours stuck in a car with her younger twin brothers and nothing to look at but a bunch of plants, Michaela was ready to scream. Suddenly the idea of a whole entire week in the middle of a forest, hiking and looking at waterfalls with just her family, did not seem like a fun prospect. Why couldn’t they just go to the beach like all of her friends’ families?

“And all was well,” the British voice from the Harry Potter book on tape said.
“I never knew Harry Potter was so moral,” Michaela’s mom said, turning around in her seat to smile at Michaela, Zack, and Steve. “Did you guys like it?”

“It was good,” Michaela said, staring out the window. Both Zack and Steve had (thankfully) fallen asleep, one head leaning on the other. The best part about being a twin, Michaela thought (and she would know, having watched her little brothers for five straight years), was that you always had a shoulder rest that was at the exact height you needed.

“Sadly, there are no more audiobooks,” her mom said, turning back to the front.

“That’s a tragedy,” Michaela’s dad said, as he pulled the car into a rest stop. “I have to stretch my legs. Michaela, do you want a chocolate bar?”
Michaela jumped out of the car and followed her dad to the gas station store. Theirs was the only car at the rest stop. Stretching, Michaela leaned back to look up at the tops of the trees.

“Pretty, huh?” her dad said.

“Yeah, it’s okay,” Michaela shrugged.

Her dad smiled. “Ah, are we at that age yet?”

“What age?”

“When you stop talking to Mom and me. They warned me about this!” He picked her up by her armpits and swirled her around like he used to do when she was a kid.

“Dad, stop!” she shrieked.
“No one is around, I promise,” he said, setting her down gently. He playfully punched her arm. “Will that be a Reese’s peanut butter cup for the lady?” She smiled and nodded.

He went in to buy the candy, and Michaela leaned up against the brick gas station and stretched her legs. She looked back at the car: it seemed that Zack and Steve were awake and pulling each other’s hair. Their mom had gotten out of the car, and she was trying to stop them from the open door.

“What hooligans,” her dad said, letting the gas station door close behind him.

“They’re so annoying,” Michaela said.

“Yeah, but they’re cute at least, right?” her dad said, throwing his arm around her shoulders and steering her back to the car.

“Kind of,” Michaela grumbled, taking the candy out of the plastic shopping bag her dad was holding.

“I know they’re hard to handle. But just try to ignore them... We’ll let Mom deal with them on this trip, huh? Either way, you’ll get used to them,” he said, and laughed. “I got used to Mom!”

“What’s that?” Michaela’s mom asked.

“Nothing, honey!” her dad said, grinning. Michaela held back a giggle and climbed into the car, feeling a teeny bit better about this week-long trip to the middle of nowhere.
**Topic-Detail-Main Idea**

**T-Notes**

<table>
<thead>
<tr>
<th>JOTT Topic</th>
<th>JOTT Details</th>
<th>Write Questions</th>
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<tr>
<td>JOTT Main Idea</td>
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**J.O.T.T.s**

Just One, Two, or Three Words
Text Coding/Post-it Notes

*?* Something you want to know more about

*!* Something that is interesting or new to you

*+* Something you connect with or already know
Running Records

✓ Stop-Think-Write
✓ Post-it Notes
✓ Graphic/Visual Organizers
✓ QAR
✓ T-Notes (Summary at the end is key!)
✓ Four-Square Reading (Fab Four)
✓ Response Journals
Four Door Chart

Predict

Question

clarify

Summarize

(Lori Oczkus)
Response Journals

An Understanding
Frankie Glenn
10/14/2016
Monitoring involves asking, “Does this make sense?” and clarifying by adapting strategic processes to accommodate the response. Monitoring is knowing if meaning is being constructed and what to do if it is not. When readers monitor, they are actively engaged in thinking while reading.
What Good Readers Are Thinking

✓ Is this [sentence, paragraph, page, chapter] making sense?
✓ Wait, what’s going on here?
✓ I can’t figure out this [word, sentence, part, visual, chapter] so I need to [use fix-up strategies, reread, read on, break the word into parts, skip it, ask a friend, consider connections].
✓ What have I learned?
✓ Should I slow down? Speed up?
✓ Do I need to reread?
✓ How do I say this word?
✓ What does this word mean?
✓ What text clues help me fill in missing information?
✓ What part am I not understanding?
Teaching Ideas for Monitoring/Clarifying

✓ Bookmark Technique
✓ Patterned Partner Reading
✓ Say Something
✓ Roll the Dice
✓ Think-alouds
Take turns reading your article with a partner. After each paragraph, stop and “say something” about what you’ve read. Read the next paragraph and repeat the process until you complete the selection.
Biting into Whole Foods Can Lead to Bad Behavior in Kids

The next time you are chided for bad behavior blame on the whole apple, pear, or pretty much any uncut food that your parents packed in your lunchbox. That’s because biting into anything that requires the use of the front teeth, is likely to cause rowdy behavior in kids! At least that’s the conclusion some researchers from Cornell University... have reached after observing 12 elementary school students at a summer camp. The ... results were published... in the scientific journal, *Eating Behavior*...

The researchers began by putting the 6-10 year olds into two groups. On the first day, one group was given chicken on the bone—a food they had to lift and bite into with their front teeth. The other was provided with the same chicken, except it was cut into dainty, bite-size pieces so that the only way to consume it was with a fork. The following day, the foods were switched, so that the first group received the small pieces and cutlery, while the second enjoyed the poultry on the bone. Each day, the camp counselors also gave the kids strict instructions to remain within a circle with a 9-foot radius.
The researchers diligently videotaped both the meal sessions and then asked behavior experts, as well as the camp counselors who were supervising the kids, to evaluate what ensued. Both agreed that the kids that were asked to bite the foods were twice as likely to exhibit aggressive behavior and disobey the adults, than those that were focused on eating their food with cutlery. If that isn’t bad enough, the former group was also more likely to leave their assigned circle and even stand and jump on the picnic tables!

This has lead [the researchers] to conclude that for some reason, kids that bite into their food are more likely to exhibit bad behavior than those forced to eat with cutlery. Hence, he advises parents that wish to enjoy a peaceful meal to cut up any foods they serve to their kids!
1. Predict: I think... will happen because...
2. Question: I wonder...
3. Clarify: I didn’t get the word... so I...
4. Summarize: This was mostly about...
5. Free choice: Any strategy
6. Free choice: Any strategy

Lori Oczkus
Think-alouds

Look inside my brain and see my brain work!

Instruction that encourages students to continually summarize, visualize, connect, predict, question, organize, infer, and monitor will increase comprehension.
More Strategies for Think-alouds

✔ Reread the parts not understood.
✔ Read on to look for clues.
✔ Think about what is known.
✔ Talk to a friend.
✔ Find the key words.
✔ Think about which ideas in the text are supported with convincing evidence.
After Reading

- Use **self-questioning strategies to reflect** on what has been read.
- **Summarize** the main ideas of what they read:
  - Summarize small amounts of text such as a short paragraph before summarizing longer sections.
  - Provide **modeling, feedback**, and many opportunities to **practice** summarization rules such as:
    - Selecting a topic sentence or inventing a topic sentence if one is not explicitly stated
    - Using one word to replace a list of related items
    - Deleting trivial and redundant information
    - Re-reading to make sure your summary makes sense.
- Use **graphic organizers** to write summaries.
- Provide examples and non-examples of summaries to help students recognize and produce summaries that contain only **key ideas**.
- Use of graphic organizers to write summaries, review information, and make connections
Have students use the new information in a meaningful way they can apply prior knowledge and skills.

Runkle, 2009
After Reading Strategies

- Reread
- Confirm Predictions
- Summarize
- Synthesize
- Reflect
- Question
Teaching Ideas for After Reading

- Extended Anticipation Guide
- Thick and Thin Questions
- Graphic/Visual Organizers
- Save the Last Word for Me
- Rating Scale
- 3-2-1
- Summary Cubes
- Minute Papers
## Extended Anticipation Guide

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>General Statement</th>
<th>After Reading</th>
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Summary Statement:
Use questions to focus attention on important components of the text

1. What are Thick Questions?
   - Help reader to see big picture and large concepts.
   - Involved, complex open-ended answers.

2. What are Thin Questions?
   - Limited to short and literal info.
   - Specific content or words.

Sharing questions aloud may bring new ideas to mind.

More on Thick and Thin Questions
Graphic Organizers

- Venn Diagram
- Fishbone (main idea/details)
- Sequencing
- Fact and Opinion
- Problem-solution
- Compare-contrast
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<tr>
<th>DESERT ANIMALS</th>
<th>DIFFERENT</th>
<th>ALIKE</th>
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|               | • Store water for longer or need less to survive  
|               | • Adapted to warm temps  
|               | • Breed and raise young during most of year  
|               | • Lots of reptiles and insects  | • Adapted to handle the environment, especially extreme heat and cold  
|               |                                      | • Many hibernate during the winter  
|               |                                      | • Many migrate south, like birds  |

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<tr>
<th>ARCTIC ANIMALS</th>
<th>DIFFERENT</th>
<th>ALIKE</th>
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|               | • Adapted for extreme cold winters  
|               | • Breed and raise young quickly during short summer season  
|               | • Mammals have thicker fur and more fat  
|               | • Fewer reptiles  |
Save the Last Word for Me

Side 1

Pick an idea, phrase, quote, concept, fact, etc., from the text which evokes a response. Write it on your card. Include the paragraph #.

Side 2

Write your reaction to what you wrote on side 1.

(1) When I was in elementary school, I got into a major argument with a boy in my class. I have forgotten what the argument was about, but I have never forgotten the lesson I learned that day.

(2) I was convinced that I was right and he was wrong—and he was just as convinced that I was wrong and he was right.

(3) The teacher decided to teach us a very important lesson. She brought us up to the front of the class and placed him on one side of her desk and me on the other. In the middle of her desk was a large round object. I could clearly see that it was black. She asked the boy what color the object was. “White,” he answered.

(4) I couldn’t believe he said the object was white, when it was obviously black! Another argument started between my classmate and me, this time about the color of the object.

(5) The teacher told me to go stand where the boy was standing and told him to come stand where I had been. We changed places, and now she asked me what the color of the object was. I had to answer, “White.” It was an object with two different colored sides and from his viewpoint it was white. Only from my side was it black.

(6) My teacher taught me a very important lesson that day: you must stand in the other person’s shoes and look at the situation through their eyes in order to truly understand their perspective.

Judie Paxton in *Chicken Soup for the Kid’s Soul* (1998)
Rating Scale

• Students identify important facts or topic.
• Students rank them in order of importance—thinking critically about the topic.
• Students must explain the rankings.
Write:

• 3-New facts learned during your reading.
• 2-Strategies you’re definitely going to use.
• 1-Question you still have.
3-2-1 with “The Piggy Bank”

Write 3 new facts you learned during your reading.
1.

Write 2 strategies you could use with this reading.
1.

Write 1 new question you have after your reading.
1.
Dogs can bury bones. Squirrels gather nuts to last through the winter. Camels store food and water so they can travel many days across deserts. But do pigs save anything? No! Pigs save nothing. They bury nothing. They store nothing.

So why do we save our coins in a piggy bank? The answer: Because someone made a mistake!

During the Middle Ages in about the fifteenth century, metal was expensive and seldom used for household wares. Instead, dishes and pots were made of an economical clay called pygg. Whenever housewives could save an extra coin, they dropped it into one of their clay jars. They called this their pygg banks or their pyggy banks.

Over the next two hundred to three hundred years, people forgot that “pygg” referred to the earthenware material. In the nineteenth century when English potters received requests for pyggy banks, they produced banks shaped like a pig. Of course, the pigs appealed to the customers and delighted children.

Pigs are still one of the most popular forms of coin banks sold in gift shops today.
Summarizing and providing opportunities to express a synthesis of what has been read through a variety of means improves reading comprehension of fiction and nonfiction most significantly to construct overall understanding of the material.
More Creative Ways to Summarize Text

- Dramatizing a favorite part.
- Do a quick-sketch of a scene.
- Create hand motions for key events.
- Bullet point key facts.
## Cornell Notes

<table>
<thead>
<tr>
<th>Key Points</th>
<th>Details</th>
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**Summary:**

*Summary is the key!*
The main idea is the most important element of a paragraph or selection. It is the focus of the text. Details are sentences that tell about the main idea. Details are “small pieces of information.” Facts are “small pieces of information” that can be proven true.

Questions that help students identify main ideas and supporting details:

- Based on the title, what do you think the article will be about?
- What do you think is the BIG IDEA of this article? Of this paragraph?
- What two words would you use to describe the “gist” of the paragraph? selection?
- Which details helped you picture . . .?
- What details from the selection support this hypothesis?
- When students read, they think about what most of the sentences are describing. Is there one sentence that describes the main idea for this topic?
- What was the focus of this reading selection?
Paraphrasing is restating or explaining ideas in your own words while retaining the meaning and ideas in the original selection. Retelling captures all of the main ideas with most of the supporting details. Paraphrasing helps young readers check their own comprehension.

Questions that invite students paraphrase information:
• How can you put these facts into your own words?
• Which words capture the main ideas from this selection? How can you use the list of key words to make your own fact statements?
• If you wrote the key ideas as a grocery list, how would you compact the text? Which items are essential to the list? Which items can be omitted?
• What was your purpose for reading? Which details matched your goals? Which details were irrelevant to your purposes for reading the article?
• What questions did you want answered in the text? What answers were revealed?

Stop—Cover—Retell
Summarize Information

A summary is a short statement -- usually a few sentences -- that gives the main ideas of a selection. A summary does not include all of the details as in a retelling. The essence of summary is that it is brief; it literally focuses on the key ideas of the text. Readers filter out less significant or repetitious details, identify a general term for a list of specific details, combine ideas into a broad category, and create a topic sentence.

Questions that help students summarize information:

• What do you think is the BIG IDEA of this article? Of this paragraph?
• What two words would you use to describe the “gist” of the paragraph? selection?
• When students read, they think about what most of the sentences are describing. Is there one sentence that describes the main idea for this topic?
• What was the focus of this reading selection?
• How can you condense the information described in this article using key ideas?
• Which details were most significant? Which details were less significant?
Highlighting is easy...determining **what** to highlight is the challenge!

Students need to be taught *explicitly* how to highlight effectively and efficiently.
J.O.T.T.S.

Just one, two, or three words
Nonfiction Tip Chart

• Nonfiction reading is to learn something.
• Reading nonfiction takes time.
• Reread to remember.
• Consider it to be like a newscast or slide show.
• Stop often and ask if it is making sense.
• Use highlighters, quick-stick notes, an FQR Chart, Venn diagrams or two-column notes.
• Think carefully before you write.
Research-based Strategies

If teachers use explicit strategies 15-20 minutes a couple of times each week, students will increase reading levels and significantly improve performance in reading comprehension.

Terri Sessoms
Remember!

- Model *many* times
- Be *actively* engaged through the process
- Look over text ahead of time
- Select proper interval (one paragraph, two sections?)
- Consider format (on own, as large group, in small groups, by pairs?)
Consider Beyond Your Texts

- Other printed materials such as magazines, newspaper articles, Internet sources, library books, all of which can supplement content area learning.
- Tasks for students to monitor their reading such as graphic organizers, study guides, note-taking charts, reading logs, timelines, checklists, cloze activities, journals.
- Sticky notes, index cards, or any type of paper for students to write summaries, predictions, questions, and unknown words as they read sections of text.
- Informative posters, definitions, charts, maps, and graphs on the walls in the classroom to reinforce concepts and vocabulary.

Utilize your “natural setting” for informational reading.
What Do We Use?

Anything and everything!
1. Comprehension can improve in teaching just two explicit lessons each week through the year. **Agree** **Disagree**

2. Think alouds are an effective way to model reading strategies. **Agree** **Disagree**

3. There are eight strategies needed for teaching comprehension of text. **Agree** **Disagree**

4. Students who summarize what has been read have been shown to make the most significant improvements in reading comprehension. **Agree** **Disagree**

5. Content reading skills are best taught throughout the reading process. **Agree** **Disagree**
“It is my prayer that your love may abound more and more, with knowledge and all discernment.”

Philippians 1:9

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