

Lewis

The teacher-to-teacher initiative was created by the U.S. Department of Education to provide the latest strategies and research on educational practices that work inside a classroom. How do we transfer that knowledge and that information to the children in our classroom? So whatever you can do to bring it down to a level where they feel like they are happy about participating in that – that they feel excited about it and motivated – that’s what you need to do. This series features teachers from across the country and techniques that can be used with students of all ages. It’s just one way the Department of Education is helping teachers get the support they need so no child is left behind.

Our session today is on monitoring comprehension. What we’re going to talk about is the strategies that children need to be able to use to be able to access different types of text. But not only what types of strategies they are and what the research is behind them, but how do we transfer that knowledge and that information to the children in our classrooms, because that’s what’s really important, so we’re going to spend a lot of time today doing hands-on activities, and Greta already said that was going to be great with her. So she’s really excited about that. A friend of mine told the story about when she first decided that she was going to be a teacher. She went to a teacher training and she was ready to go. She’d finished her student teacher. She got into her classroom and she realized she really didn’t know how to teach reading comprehension – she just didn’t know what she was supposed to do. So she went to her colleagues and she said what do I do to teach reading comprehension. They said well, we’re reading Hatchett. And so she’s like great – okay, good! She ran out and got Hatchett and she’s an over-achiever by nature. She made questions for all the chapters, and she was just ready to go with that. And at the end of reading Hatchett, what she realized, and reading other stories, as she went to them and they said next Cricket In Times Square, and next Abel’s Island. She finished reading all these stories and it was wonderful literature, but what she realized at the end was her students were not better readers than they were when they started. The students who knew how to read – well they still knew how to read. And the students who didn’t know how to read – well they still didn’t know how to read. So what we’re going to talk about today is not just – and you know the literature is wonderful – it’s not the literature – but it’s how do students access that? How do they comprehend text? How can you model for them how to be good readers – how to be active readers? So that’s what we’re going to be talking about in our session today. What we’re going to do is we’re going to explore first what the research says. And the research that we’re really referring to today began with The National Reading Panel Report. And then really put this into nice, easy terms for teachers in the Put Reading First document, so if you don’t have this, there’s a website on the board and you can go to that website and download this for free. So this is great information for you if you don’t have that. And that’s kind of what we’re going to be talking about. We’re also going to talk about how to have students be able to access these strategies themselves – not just for us to have this information and for us to have this research, but can we transfer this knowledge to them so that they can be successful? Okay, we know that there are five components that are critical for reading instruction. The first component is phonemic awareness, the second one is phonics, the third one is fluency, then we have vocabulary and today what we’re really going to focus on is comprehension. This is just one of the pillars that are so important to reading instruction. We really think that all of them need to be used in the classroom effectively. You need to have direct instruction on each one of these specific types,

but today we are going to focus on reading comprehension. The National Reading Panel Report talked a lot about comprehension monitoring. What it really is talking about is how to provide our students with better metacognitive skills. We want to help them be good thinkers – we want to teach them to think about thinking. We want to make sure they have a higher level of thinking skills – that they’re able to be problem-solvers and decision-makers, because that’s what we really want from them. So that’s what we’re going to be doing. We’re going to talk a lot about cooperative learning and we’re really going to be participating in that kind of a model here today too, because we know that our students learn just as much from each other as they do really from us, and that’s an important component – to build a community of learners in your classroom and make sure that they can work together in small groups on clearly defined tasks so that they can share information with each other. We’re going to do that today also as professionals. Also the use of graphic organizers – we’re going to look at several different organizers – even some that my students made themselves. And some that we have made to see that once they leave you – once you’ve taught them these skills that you think they should have to monitor their comprehension – how do they take that to that next step? How do they go over it with each other and work together in this cooperative learning group and still be able to access those strategies, and still be able to monitor their comprehension. So that’s what we’re going to talk about. We’re also going to talk about question-answering. Now my friend, who is a wonderful teacher by the way, she did a great job of question-answering, right, with her stories? And we frequently do that. In fact, most of our models for comprehension are built on that. Read this – answer the questions. But what about question generating? What about teaching children to generate their own questions – to actively be a part of the text? That’s what really strengthens their comprehension. So we’re going to talk about that. And also story structure – the key elements of stories that help them be able to participate in the story all the way through the reading so that reading is a total experience and not just something that we do – not just reading the words. This is a really great definition of reading comprehension, and I think I like this definition specifically because of two words. There’s so many good definitions. There’s a hundred definitions of reading comprehension, but this one in particular I like because of two words. Can anybody think of the two words that might be – intentional thinking is really the words. That’s what we’re teaching them. We’re teaching them to really think. We’re not teaching them how to answer the questions, or how to read a specific piece of text. We want to teach them to be good thinkers, so that’s what we’re going to look at more closely. We know that good readers are very active. We know that they’re participating the whole time. We know that they are able to set a purpose for their reading, and that all throughout their reading they’re able to go back and monitor their own comprehension – that they can self-monitor their progress as they’re moving through the text that they’re reading. So we’re going to be talking about all of the different things that good readers do today, and we’ll be modeling some of the things that good readers do today. Text comprehension instruction really includes all of these elements together. Along with the reading comprehension strategies that we’re going to look at very closely today, your students need to be really familiar with all of those techniques and strategies to be able to be good at reading comprehension. They can’t just have one piece. One piece is great to start – and we want to teach each one of those pieces individually, but we need to make sure that they have that whole picture so we’re going to look at all of those elements today. So what do we teach? What do we do? We were here – and we were answering questions about Hatchett, right? So now what do we teach? Well, these are the reading comprehension strategies that the National Reading Panel has identified as the strategies that are most effective in teaching children how to

comprehend text. And actually my students in my classroom have identified these strategies as the strategies that are the most important for teaching them how to comprehend text, because they are turning into great readers. At a first grade level, I have children in my classroom this year that are 5 and 6 years old, who actively engage in these strategies and who really enjoy reading as a whole process. So we're going to talk about how to teach these strategies today. We know that when students are reading, we want them to have that total experience – we're looking for the whole picture. So we need to provide them with strategies that they can use before reading, during reading, and after reading. Now the strategies before reading are previewing the text, making predictions, building background knowledge, and setting purposes. Today we're not going to talk a lot about prior knowledge, and I just want to say what an important piece that is. It's so important many teachers refer to it as front-loading, or pre-teaching, and it's huge. It's so important for them to make those connections. That's not one of the strategies that we're going to focus on today, but in one of our other sessions you can find more information on those types of strategies – very important. During reading, we're going to talk about checking their understanding, monitoring their comprehension, and also integrating new concepts, because are we introducing comprehension skills maybe within that text, because there is a difference in a comprehension strategy and a comprehension skill. Sometimes we provide students with diagrams so that they can do tracking, or we try and teach them that the text is set up for cause and effect. So we want them to be able to know what type of concepts they can integrate into their own reading experience to make it more effective for them. After reading we want to be able to summarize – to evaluate the ideas. We want them to be able to take what they did and take it to an application – that's what we're really looking for. Now what I want to say about this is even though we have these neatly packaged into these little arrows – it doesn't always stay like that. We want to constantly be going through this process as they're reading through this text. They're going to go all the way through those strategies – almost like a cycle in a way that they're going to keep filtering them. If you have been introduced at all to reciprocal teaching, then you'll know that that's kind of an effective strategy – that's something that we're looking at to help introduce them to as they're reading through the text. Comprehension monitoring – my 3rd graders last year – it was really hard for me to get them to do this by themselves. When I set the purpose – when I said we'll stop at the end of page 9 – at the end of page 9 what was unclear for you? Were there any ideas or events that were unclear for you? They could tell me all of them. And they were great – they'd say you know Ms. Lewis there was a really tricky word for me on page 8 and I had a hard time with that. Could we go over that? And it was a great learning process, but it was hard for me to get them to take that to a level where they were able to do that with themselves and with other students. So one of the students in my class, Kyle, he had a wonderful personality. He came up with a technique for us that we like to use all the time now. As they were reading – we were reading in groups – if they came to something like an unclear idea, or maybe an unclear word, whoever was reading would stop and say “What's Up?” So all over my classroom they're reading in these groups and you hear this echoing throughout the room “what's up, what's up.” But they really like that. It was something that helps them to connect to that and that's what we have to do then. Your students are not going to say, “Hm, this word is unclear to me – I think I'll stop and monitor my comprehension now.” They just aren't going to do that – they're kids! So whatever you can do to bring it down to them – to a level where they feel like they are happy about participating in that – that they feel excited about it and motivated – that's what you need to do. This is the model – how do we teach it? We talked about what we're going to teach. We talked about the

strategies – that’s what we’re teaching – well how are we going to teach the strategies? This is the direct instruction model – teach, model, practice, apply. And again you’re going to cycle through that all the way. Now my position that I was in last year – I had 85% of my students were English-language-learners. And it was a very difficult situation for students in 3rd grade, where they moved the text, it’s more complicating. And so suddenly they are challenged, just by the fact that they have a hard time with the language barrier itself. So you know that this model – teach, model, practice, apply – there is a reality model – it sort of goes teach, teach, teach, model, model, teach, model, model, model, practice, practice, practice, practice, apply, right? So sometimes it’s not going to be that easy – you’re not going to just teach them a lesson and then model how to do it – they’re going to practice and instantly they’re going to apply that new skill. But we know that that is the model that works for effective teaching, so that’s how we’re going to talk about teaching them. Okay, we’re going to talk about previewing the text – making predictions. Now we’re going to get to some fun stuff where we’re actually going to do some stuff where we can engage our students in these types of strategies. Making predictions is really based on the process of deductive thinking – where students make predictions based on the unknown. And I really found that a wonderful way of teaching them how to do this that really guides them in their thinking is providing them with different language frames – where they can begin to see that unique predictions in different ways – that it’s not just “I predict, I predict,” or forever mine were stuck in “I think, I think.” So now even my 1st graders – they’re wonderful at this strategy. We start out our reading process maybe just looking at the title and the author, right? And maybe the cover of the book. We’re talking about what kinds of details we see in the illustrations, and I’ll ask them “Who can give me an I wonder, or an I feel?” And they come up with their little cards and they say “I wonder” – because it’s easy for you to come up with something you wonder about. You may not have any knowledge yet to make a solid prediction, but you definitely have feelings already, based on the information that you’ve given, and you do have something that you’re wondering about. So they start off with that and then they move to I think, and I predict, and I’ll bet, and in the end – once we’ve gotten a little bit into the text and we go back and we look at these and we’ll talk about a model you can use with your students so they can actively participate in that and where you can teach them how to do that. We go back to I imagine. Now my 1st grade students in my classroom were reading a story called Hilda Hen’s Scary Night, and these were their predictions. Just based on the title Hilda Hen’s Scary Night and there was a picture of hen there and it’s got a dark sky, right? And they said “well I feel like she’s scared – I feel like she’s scared.” And I said okay, well I can see that. It says Hilda Hen’s Scary Night – she didn’t look like she was scared, but I know they’re accessing information from that title, so I like that. Then they said “Well, I wonder why she’s scared. I wonder what she’s so scared of.” And then they went on to say “I’ll bet she had a bad dream.” See how they’re changing? Each prediction is changing slightly, and it’s sort of guiding them into this new level of making predictions. And then they said “I think she will look out the window.” Well yeah she’s going to look out the window, because she was scared – she had a bad dream. This happened to be one of the more brave students in my classroom, who would actually go look out the window. Some of us weren’t sure if we were going to get off the bed. So we said I think she’ll look out the window. And then I had a 5-year-old student tell me “Oh, I want to do I imagine.” So I gave her the I imagine card and she came up and she said “I imagine she climbed out of her house and she found and she found a spooky forest. There were animals inside the forest and they were chasing her.” And I stopped right there. It was such an incredible teaching moment, and I said okay now you write the end of the story. We didn’t even read Hilda Hen’s

Scary Night that day. This was such an effective tool. They were so effective at using these strategies, they were learning so much from them, it was better for them to take these strategies into an application process at that point – and we’re going to talk about how you can do that too. What we’re going to use today to talk about making predictions and sort of pick it up a notch is DRTA – it’s a directed reading thinking activity where students learn to make predictions, right? They’re predicting initially in the process. And then they learn to rationalize their predictions – now this is important because when I asked Nathan why he thought she would look out the window because that’s what he would do. If he was scared and he had a bad dream and he thought something was outside, he heard something, he would look out. We want them to rationalize why do you think that. The students that said I feel like she’s scared – well, why do you feel like she’s scared? And again we said well that may have come from the title. So we want them to know where are you accessing this information? Why are you making the predictions that you’re making? What is the thinking behind your thinking? So we’re going to talk about rationalizing. And then also we want them to keep reading. You don’t just make a prediction and then read the end of the story, because then your predictions are not effective. We want them to continue reading and then we want them to go back – confirm those predictions, modify those predictions, and even prove or disprove those predictions in the end. So what we’re going to do is a little activity. Inside your handout you have a story called The Shoes – if you would look to the back of your handout. It’s called The Shoes and we’re going to do a DRTA activity right now so that you can see how your students would really be motivated by this type of a strategy. We are going to make some predictions, and we are going to confirm them. Okay, so your story is titled The Shoes. I want to give you a little bit of information, because the one thing that we don’t have that our students normally have – especially in elementary classrooms – is they have access to illustrations, right? But we’re adults and we don’t have access to the illustrations right now, but we can still do it based on this information. The title of your story is The Shoes. This story is a Grimm Fairy Tale. So you have title, you have author, and you have a genre. It’s a Grimm Fairy Tale. The title is The Shoe. What kind of predictions could you give me? Who has an I wonder? Is there something that you wonder just based on that information? What do you maybe wonder right away. Inaudible. Ooh, good one – I wonder if they are magic. Who has an I feel? Are magic – this is a great one – I love this one. Who has an I feel? Inaudible. You feel there’s something special. Now why do you feel there’s something special about the shoes? The title of the story – if they just called the story The Shoes – I mean that’s all it’s saying is just The Shoes. There must be something important about them. Now why do you think they might be magical? Why do you think they might be magical – the shoes? You said you wonder if the shoes are magic – why do you think they might be magical? Inaudible. What makes you think magic, though? What about your past experiences – something that you know – your prior knowledge – makes you think they might be magical? Inaudible. Do we know of any fairy tales? Inaudible. In fairy tales, there’s always something magical, so we predict that there’s going to be something magical because we know in fairy tales that happens, so we’re accessing information that we know about genre. Okay, who has an I think? What do you think? What do you think might happen, based on your prior knowledge and experience? What do you think Teresa? Inaudible. Oh, good. Inaudible. Ooh, an evil character. I think they will have happy ending, okay, and an evil character. Okay so we predict an evil character. Now if I was in my classroom I’d just get down on my knees and start writing. I predict an evil character. Now why would we predict an evil character? What do we know about that – about evil characters? What about the author? Let’s access the information

about the author right now. Inaudible. Yeah, it's a Grimm Fairy Tale – so even though we know fairy tales have happy endings, we know Grimm's – those stories can occasionally be not so happy, and they usually do have an evil character. So I predict there will be an evil character. Okay, now you guys have been listening to me talk for a while, so who would like to read the first paragraph for us of The Shoes. Somebody who can read nice and loud – any volunteers? Great, thank you. There was once upon a time a king who had 12 daughters – each one more beautiful than the others. They all slept together in one chamber in which their beds stood side by side. And every night when they were in them, the king locked the door and bolted it. But in the morning when he unlocked the door he saw that their shoes were worn out with dancing. And no one could find out how that had come to pass. Then the king caused it to be proclaimed that whoever could discover where they danced at night should choose one of them for his wife and be king after his death. But that whoever came forward and had not discovered it within 3 days and nights should have forfeited his life. It was not long before a king's son presented himself and offered to undertake the enterprise. He was well-received and in the evening was led to a room adjoining the princesses sleeping chamber. His bed was placed there and he was to observe where they went and danced and in order that they might do nothing secretly or go away to some other place, the door of their room was left open, but the eyelids of the prince grew heavy as lead and he fell asleep and when he awoke in the morning, all 12 had been to the dance. So their shoes were standing there with holes in the soles. On the second and third nights there was no difference. And then his head was struck off with no mercy. Okay, let's rationalize our predictions. Let's talk about and what do we know. Are there any that we could confirm yet? Could we confirm anything that we said? Yes. The shoes are important. So I want to know right away that I have confirmed that prediction. I can say yes, I can confirm that prediction. We already rationalized why we thought it was important when we made the prediction and now we've confirmed it. We're only two paragraphs into the story, and they've already gone through that cycle. So you can see that the cycle will continue to repeat itself. Any other predictions that we could confirm? Maybe not at this point, right? Now what about – do we want to modify any of our predictions, because now we have a lot more information. We have some really good information now – do we have any new predictions? Do we want to make new predictions or changes? Because do predictions have to stay the same? No, they don't have to stay the same. That's the rule about predictions that kids love – first you can be wrong, and they love that you can be wrong – and they love that you can change them. As soon as you have a new idea you get to change them. So are there any we want to change or do we like these? Inaudible. You don't think. Inaudible. Ooh, so let's add that up here. A magical place – because that's a new thought that we have. Do you have any new predictions now that you have some information? What do you think? What I'm wondering is when it says all 12 had been to the dance, where their shoes were standing there with holes in the soles. Is he assuming all 12 had been to the dance, or do we know all 12 had been to the dance? What kind of a prediction does she have? Which one, which frame? She has an I wonder. I wonder is there a character wearing the shoes that night. Oh, so she wonders if the princesses are still staying in their beds and maybe somebody else is wearing out their shoes. That's true, okay, so they may be doing that. Let's say that I wonder if another character is wearing out the shoes. Okay can we have one more reader please? Then the others came after this and undertook the enterprise, but all forfeited their lives. Now it came to pass that a poor soldier that had a wound and could serve no longer found himself on the road to the town where the king was. There he met an old woman who asked him where he was going. I hardly know myself, answered he. I had half a mind to discover where the princesses dance

their shoes into holes and thus became king. That is not so difficult said the old woman. You must not drink the wine which will be brought to you at night and pretend to be sound asleep. With that she gave him a little cloak and said if you wear this you will be invisible and then you can steal after the twelve. When the soldier had received the good advice he fell to in earnest, took heart, went to the king, and announced himself as a suitor. He was as well-received as the others and royal garments were put upon him. He was conducted that evening at bedtime into the ante-chamber and he was about to go to bed. The butler came and brought him a cup of wine, but he had tied a sponge under his chin and let the wine run down into it, without drinking a drop. Okay, now what do we know? Can we confirm any of our predictions? Are there any that we can confirm? What about we said that maybe there was a magical place and we haven't confirmed that the shoes were magic, but have we found magic? What did we find? The invisibility, Harry Potter – four hundred years ago – it was Harry Potter, right? So yes, we have that. Okay do we have any evil characters? You think the king is evil? And there is a great character study – right there, there's a great character study to take that into something. Well why would she think that? Okay and then I think they will have a happy ending. Now we don't know about that and we're not going to continue all the way through but I'm going to tell you what happens, because I know I'd be sitting there going wait, what happens, what happens? So this is what happens. The soldier pretends like he's sleeping and he follows the girls off – it was the girls going off. So they would wait until he was asleep and they would go off, except that, and he had his cloak so they didn't know he was following them, except that the youngest daughter kept feeling like something was wrong, and she kept trying to warn them, saying something's wrong, something's not right. She would hear things, and he accidentally stepped on the bottom of her dress one time, and she heard him break a twig as he went by, and she kept warning them, and the oldest daughter kept saying don't worry – you worry too much – you're all stressed out – come on don't worry. So I thought it was funny that in the end, he does follow them, and he does bring back artifacts to prove to the king where they were going. And in the end when the king lets him choose his wife he chooses the oldest daughter, and I thought that was ironic because she was the one that kept saying don't worry, don't worry. So anyway, this is the DRTA – this is what this is. This is about children not just making predictions and setting them aside. It's about making the most of that reading comprehension strategy. It's about teaching them how to think about their predictions – why they're making them, why they're important, and what those predictions lead to, which is inductive thinking. We talked about the process of deductive thinking, where students make predictions based on the unknown – and what we've taken them into is the process of inductive thinking, where now they're drawing conclusions, based on new information. We're leading them to making inferences, which is a higher level thinking skill. So this is why this is such a great strategy.

Music

Let's move on. Now questions – we want to talk about questions also. We can go back to Hatchett – here we have it again. We were reading the story, we were answering the questions. And not that there's anything wrong with that. In order to say that there's something wrong with that maybe by itself, but not that there's something wrong with that. But what we want students is the relationship between the questions and the answers. The relationship between the text and the answers – between the text and themselves. We want to teach them about all of this. We want to teach them that some questions are just literal questions, right? They just answer like

who, what or where. And some questions are inferential questions – they’re a higher level thinking skill – and they answer questions like what if, and why. We want them to know that. We are going to look at QAR. This research that we’re talking about today is really based on Dr. Taffy Raphael and that is on your slide. What she’s talking about is teaching students four specific strategies so that they can access that question/answer relationship. So we’re going to look at four specific types of questions – how students can use what type of a question that is to know where to find the answer, or to know what they need to do to be able to have a good answer for that, so we’re going to talk about that right now. Okay, we’ve talked about the two different types of questions – we mentioned that briefly. The first types of questions that we’re going to talk about are found in the text. Two different types. One of them is a right there, and one of them is a think and search. And if you look on your desk, you have cards that are in front of you. You have one card with a strange picture on it for each one of the question types that we’re going to be talking about today, so just so you have those in front of you, you might want to spread those out in front of you just so you can see them and really be thinking about them. So the first two we’re talking about are in the text and those are right there questions and think and search. Now the second two that we’re going to talk about are questions that we say are in our heads. And I really like what one of the teachers in one of the other workshops shared with me. She said that at her school the way they talk about them they say that those are book questions, and those are brain questions. So that’s just one more way – that’s that one thing that might make a difference for our kids in how they can remember these strategies. So we’re going to talk about the questions that are in my head also. Remember those are the inferential questions leading students to higher level thinking skills. Author and you, and I just want to say I’ve seen it author and I, I’ve seen it author and me – and that’s really a personal preference. I like to use author and I – maybe that was just my grandmother making me say author and I – but I like to use that and I’ve seen it lots of different ways – I just want to say however it feels comfortable for you, because you can change that and modify that for your classroom. Author and I and then also on my own – we want to teach students that some questions are just all by yourself – it’s on your own that you’re going to come up with the answer for that. So we’re going to look really closely at these. Okay, so let’s give an example of a right there question. A right there question, remember, is in the text, right? It was in our first one, so we know it’s in the question. A right there question is a text-explicit answer. The reason it’s text-explicit is because you know it’s found in the text, and also it’s found in one sentence from within the text. So, the words that are used to make the question are also used to make the answer – and these are our students favorite types of questions, right? They love these. They might as well do a little cheer when they get one of these. So here’s the question. What year did the Civil War end? This would be an answer. The Civil War ended in 1865. So you can see that they’ve used the same words in the question – the same words in the answer. Remember that the one other thing about this one – what makes it a right there – is that it’s also found in one place in the text – usually in the same sentence. That’s an important clue to communicate to your students. Initially you’ll want to teach them maybe one of these other times, but then once they can use all of them that’s the way they’ll be able to access the strategy. So one sentence of the text – words to make up the question – same as the words to make up the answer. Let’s look at the next one. Okay – the next one is think and search. Okay now think and search I teach my kids to start being investigators. I tell them you have to go on a scavenger hunt. It’s still in the text. The answer is still found in the text, except now you’re going to have to look closer, because the words for the question and the words for the answer are not the same. You’re going to have to find little pieces here and

there. So I'm going to take a piece of information from over here, piece of information from over here, and I'm going to put those together and I'm going to have my answer, but still in the text. So here's think and search – an example. What are the primary organs of the digestive system? The esophagus, stomach, and intestines make up the digestive system. Now with this answer what you would have found – what the students would have found – is that they probably would have found the esophagus in one place, they would have found the stomach in one place, they would have found the intestines in the one place, and they need to keep referring back to the question – okay, I'm looking for three, so they're going to three different places, they're taking that information, and they're putting it together, but still in the text, right? They can access that information – it's right there in front of them. So the next one we're going to talk about is author and I – the answer is not in the text, but the text is going to be used to find your answer. This is where we start building those text-to-self connections for our readers. We want them to start identifying the relationship of the knowledge that they have and what's happening in that text. We want to start building on that. And that's what this one is going to be all about. And one example of that is using the graph, explain why you think there was a sharp dip in sales in 1991. Now the reason we put a graph on here is because sometimes what happens is you have to go get a piece of information out of the text. You've got to go into the text to find a little piece, but you need to be able to analyze it. You need to think about it, you need to think about what do you already know, how can you make that information real, make the connection, and that's how you can find the answer. Does it have to always be a graph? No, it wouldn't always have to be a graph. So just so that you know that – but that's just one way that you'll see this type of an answer. So this one is author and I. The last one is on my own. Now, the thing with on my own – and this is really the answer. This is where students are completely using their prior knowledge, their experiences, what they know about the world, what they know about that previous topic, to be able to come up with the answer. The answer for this type of a question is not in the text. And how many people have students who look for 20 minutes – I get discouraged when I see one of my students looking for so long for an answer to a question that's not there – it's not even in the text. But we have teach them specifically that there are questions that you won't find the answer to in the text, and you have to know the difference between what type of a question is in the text and what type of a question is not in the text. And a good example of that is why is it a good idea to conserve water? Now if I ask Mary why is it a good idea to conserve water? She is not going to have to read a water conservation essay to give me an answer. She already has an idea. She's been around. She knows why it's a good idea. So she's going to rely on her prior experiences – her knowledge that she already has – to give me a good answer on that. And you'll find that often these answers start with I think – right – because it's their opinion truthfully of why they think it's a good idea. So these are the four specific types of questions that we're going to look at. What I want to do really quickly is do an activity with it. What I'd like to do is show you what I do with my students in the classroom, because again, what I feel like is the most important is not that we have this information, because whether or not I know that's a text-explicit answer and it's this and it's that is not going to help my students. What's going to help my students is being able to take these strategies and be able to use them in the classroom. So you have your cards in front of you. You have the right there, you have the think and search, you have the author and I, and you have the on my own. Now hold up the two cards for me please that are found in the text. Hold up the two where you can find the answers in the text – because that's the biggest clue for our kids right there and I try and help my students separate those initially so that they know that. Now hold up the two that are found – on my own,

or it's a text to self-connection, where they're starting to rely on their prior experience. In the beginning we talked about the five components of reading instruction and we're really focusing on comprehension, but you never want to lose a moment in your class to pull in one of those other pieces, so if you ever can do that you want to do that – that's what really provides kids with that access to all of those different components at the same time. And I like to use this type of an exercise. If I'm working on this strategy with my students, and I'm really working on making sure they can identify the relationship between the questions and the answers – that's the strategy I'm focusing on. But I also like to use – when I have stuff that goes up on the overhead, and sometimes the overhead goes on and it goes up and they go um. And so I like to use it as an opportunity to build fluency with them as well. So I ask that they do a choral reading for me so that I know that they're fully participating. So I'm going to ask you to do that with me today and help me read the paragraph please about farmers. Farmers are a part of our community. They grow many of the foods that we eat. Farmers raise animals that are used for food and clothing. We need farmers so we have good food to eat. In paragraph 2, right in the beginning when they start out. Now why did I start out with a piece of information – I know I'm in a roomful of adults who are professionals and well-educated. With this type of a strategy you're always going to start with this. It doesn't matter if you have a room full of adults or a room full of 1st graders. You want to start easy – you want to start small – because it's not whether or not they can answer the questions – in fact, I tell my students I don't want to know the answer to the questions. They start raising their hands right away – they're waving their hands wild – because they know the answer. I don't want to know the answer – I want to know if you know what kind of an answer it is and where you find the answer. I want to teach them the strategy. So this is what I want to do – the first first question says farmers are a part of our? And the second one says farmers give us two things for food. I want you to take a minute – meet with your buddy – decide what kind of an answer you think that is and then we'll look at those together and I'll show you how my students do those on their sheets. Okay, would you hold up your cards for #1 please – this is what I ask my students to do. Hold up #1 and tell me what kind of an answer you think that was. Right there – good. If you held up right there – because that answer is right there. It is the same words for the question are used for the answer – it's used in the paragraph – they find it in one sentence in the text, and this is what I ask my students to do. I don't really – like I said – care at this point if they can get the right answer. Eventually that's where I want to take them to, but what I want to know is have they made all the connections. So what I ask them to do, is I ask them to take the little sheet – this right here – and I ask them to put that on the side of the questions. So they don't have to write right there. It's not a long thing – it's just a quick thing – I want them to tell me what type of an answer that was. And then I ask them to underline it. Because I'm a mean teacher – I'm just kidding, I'm not, I love my kids, I'm not a mean teacher – but because I really want to hold them accountable, I really want to make sure that they are making those connections, that they are learning, I actually tell them they have to show me in there where to go to, because I don't want my students to just start underlining stuff in the text, so I want to know 3 things. I want to know what type of answer was it, I want to know where did you find it in the text, and I also want to know which underline mark in the text goes with which question. Because once you start getting into bigger text and you have more complicated things happening, you don't want them to just start underlining – because you know what will happen? They'll start underlining the whole text. They'll just start underlining everything and you know that's what happens in our classroom. So this is why I ask them to do this. At first in the beginning I won't let them pick the answer. This is just so terrible for them. They want to tell

you the answer, because they know the answer, and they're proud of the answer, but I want them to have an understanding of how important it is that they knew where to find it. It was more important that you knew what kind of a questions that was and you knew where to find the answer than that you got the right answer because if we can teach them the skill, they're going to be getting the right answers for all of their text in the future. You know, wherever they go – to the next grade level, when they go to college, wherever they go, they're going to be relying on this information to help them so we want to make sure they have that skill. Okay, #2 – hold up your cards for #2 – what do you think? We have a couple of differences, right? I put this in here on purpose, because this is the 2 that your students will get the most confused with. This happens all the time. This is a great analysis of text though. You start getting some great ideas. You start getting some great classroom discussion based on these two. In fact I would say you might get some heated discussions. Because Sarah is going why did the author and I – Sarah it's not author and I, it's think and search – it's think and search – I know it's think and search – why did she have author and I? You know they start looking around. Now what have we done with this? With this whole process of reading this paragraph and answering these questions – what have we just done with it? We've made it what? A game – it's fun – it's like a game – they're motivated – they want to know if they've got the right doodle mark – do they have the right card – they're looking around to see what everybody else has – they're involved in the text that they're reading. So, is it okay that they're reading and answering questions? Absolutely. But are they engaged in the questions, and are they engaged in the text, and do they know the relationship between those two. Now back to this one, because everyone's going yeah, but you didn't tell us. Okay, so author and I and think and search. Okay, what would be the argument for think and search, because there's good arguments for think and search – what would be the argument for this one? Who would pick think and search – did anybody pick think and search? It's not directly given – it's there. But you have to actually read and make a little inference. It is there – she knows that it's there, but you have to read and you have to start making an inference. Where was she taking them. She was taking them to that inferential type of a question. I'm going to show you the difference. This is a good example of the difference. Farmers give us two things for food – and right in here it says – they grow many of the foods that we eat. And then it says farmers raise animals that are used for food. But does it say that they plants were giving food? We know that, right? We're going to come down here and the answer is going to be plants and animals. And we know that farmers grow many of the foods that we eat, but they need to make that connection. They need to pull in a little bit of that science information right

End of tape

The information in here that they use – they grow food, and they raise animals that are used for food – again, they're going to put a 2 next to this so they can show me that that information is what they used to decide on this answer, and again they're not going to pick an answer. This is just in the beginning of course, because this is just while you're teaching them the strategies, and then eventually what you want is for them to be able to select the correct choice. This is a great tool for improving your test scores – your standardized test scores – absolutely. It's a powerful reading comprehension strategy and we've just seen why. Because we can see them engaged in the text in the answer – so we know it's a powerful strategy for reading comprehension – but it's also a great tool for you for improving your test scores. So if you have test scores that you're responsible for at the district level, at the state level – we all know that we have those – this is a

great tool for that. This will really help your students in that effort. Okay, let's look at one more really quick. Look at the next one. And see how I'm progressing now to a little bit larger text? I went from one that was more friendly, and you're going to progress at the rate obviously that you need to for your students, depending on what you're teaching – your students, the level of achievement in your classroom, but no matter what grade you're teaching, and what students you're starting with, even if they're high-achieving students, you going to want to start them right where we started with a very basic text. But I want to show the progression, because you start with smaller text, and you start with them being able to identify the questions a little bit easier, and then you want to move progressively to a more intense text. Okay, so this one is The Swimming Rules, and I would like for you to just quickly read it to yourself or with your buddy next to you and see if you can figure out what questions #1, #2 and #3 are, and then let's look at those. What time does the pool close? Let me see your cards. What time does the pool close? As I'm walking around, what am I doing? I'm checking for understanding – absolutely. It's like a form of informal assessment. I want to walk around and I want to see what kind of cards my kids are holding up. I want to see if Rodrigo is still holding up a card, but looking to see what they have next to it and changing it, because that gives me information as a teacher that he may not have a firm grasp on those, that he may need some more support from me. So I want to walk around as I'm doing this and make sure that I'm assessing my students throughout it. So if you hold up right there – I agree with you. So again, I'm going to put my arrow here. I'm going to come up and what time does the pool close? Pool closes at 7. And what else do I need now? What's my last thing I'm asking them to identify? #1. That this information was the information that they used to answer this question – so I'm holding them accountable for where they got their information – how they made their decision. And this is really good for decision-making too. Because this is hard for them to make their decision – it was hard for us. It's hard for them. But once they start this, they are so engaged in the text, they become so good at this that my kids, my students, will make these connections all the time. We'll be doing a completely different activity and one of my students will raise their hand and say that's a think and search, Ms. Lewis. And I'll say, well why was that a think and search? And they'll say because I found information here and I found information here, and I put those together and that was a think and search. Or they'll say that's an on my own. And we always look for great examples of on my own. Okay, what are two rules you should obey at the pool? Let me see your cards. Okay, if you have think and search, I agree with you. The reason I would say think and search is because it's in two places, but it's right in there. You could go in here and you could pick out two rules. One rule, no diving – one rule no eating, and I'm going to say that those go with #2. Oh, no rafts, yes, or floats. They could in fact pick any two rules, as long as they pick two and they came from two places. But again, their answer is yes, there's no rafts. Okay so then they would have their – and somebody already pointed out how fun this one is. The kids love think and search because it's like sunglasses with eyeballs that are kind of googly, so they really like that one. Okay, why are rules important at the swimming pool? Here we go – this is our first introduction to on my own. Okay we don't have time to look at this further, but you can use these examples and you can go back to your school and see this is used for all different types of text. It doesn't matter if it's narrative text or expository text – this still is going to help them. This is a good strategy for them to be able to use. Now we're back to our QAR – the relationship between questions and answers. And again I told you we want to make those connections for students. And I like to include these because this is what you can see a teacher has done in their own classroom. In their classroom they have the different questions you see up at the top – who, when, and where.

And they want them to know that those are above the surface. Those are literal questions – they’re above the surface. The other ones are harder to get to because they’re below the surface. Those are the inferential questions like what, how and why. And this one is a kindergarten classroom. This is a kindergarten teacher accessing these strategies for her students and teaching them the relationship between questions and answers. She’s teaching them that there are different types of questions – that some are above the ground and that some are below the surface. So that’s a really good strategy for you to use. Okay, we’re back to monitor and clarify. Another really important strategy – we talked a little bit about my friend Kyle in my classroom and his “what’s up?” But we didn’t talk about what he was clarifying, and we want to make sure that we teach students what types of things they might have to clarify and how they can do that. What are some ways that you can figure out something that’s happening when you’re unclear about an idea in text? What’s one thing you could do? Kids always say look at the picture, right? If there are illustrations involved that’s a great resource for them. That might give them clues about what’s happening. Sometimes we have to go back and read it. I’m thrilled to see my daughter using that strategy herself now. That she goes oh, and I’ll hear her just go back and reread something and correct herself. That’s what we want them to do. We want them to also say a word is unclear. A word might just be unclear and what could I do to figure out what that word is? Could I read on a little bit? Could I read the other things around? Could I look again at that illustration? How can I figure out? Can I use the content around it to help me figure it out? So we want them to be able to do that – and again clarifying an idea. Before we can ask you to monitor events and relationships within a piece of text, we need to make sure that we’ve helped them set a purpose. It’s so important that they set a purpose for their reading – that they know why they’re reading – that they know why they’re reading – that they know that they need to stop and monitor themselves continuously, because remember it’s a cycle – it’s a cycle that they’re going through. So we want to teach them to do that. Initially you’re going to have to set the goal and the purpose for your students, but eventually we want them to do that. We want them to set their own purpose for reading. Okay, we’re going to talk about summarizing now. We’re going to do another fun activity. When we talk about summarizing, we’re really talking about pulling out those important pieces. We’re looking for those really important chunks in text. And we know that narrative text is going to look a lot different than expository text, and the way that we teach them to summarize it will be different in some ways, but the same in some ways. We are teaching them to find the important information. What we’re going to look at right now, is we’re going to look at – since we read a narrative text earlier, I’d like to go back to that, so we have something to draw on. So we’re going to talk about that. These are the things inside of a summary that you would want to start with, where you would have key places and ideas. What are some of those things that we include in a story – in a story summary. Think about story structure – think about the elements of story structure – characters, definitely. We need to know who is in the story. We need to know where the story takes place. And we need to know the plot. You know, sometimes you can use transitions like this. There’s all different ways of transitions – that’s kind of what I want to point out. The activity that we’re going to do right now has a set way of transitions. But what I want to tell you is you can modify those to fit whatever purpose you need, for whatever type of story or text that you’re working with. You want to provide them with those elements or that structure that they can use so that they have those language frames to help them start putting those pieces together and identifying those important pieces. Okay, so we’re looking for key people and items. We’re looking for key places. We’re looking for key words and synonyms. And we’re also looking for key ideas and

concepts. Now again, since we read the story *The Shoes* – usually what I have another one of our things that we talk about in the beginning that was also in our National Reading Panel Report is how important it is for students to use graphic organizers. And I have to tell you when I first started teaching, I was really good about using graphic organizers – I love them. And I was really good about using them, but I always use them at the end. I had them like do their reading, they did their activities, and then I had them collect their ideas where they were supposed to go. But what about having them do it while they're reading? I mean, while they're reading – what a great activity for them – especially in a cooperative learning group, in like buddy teams, or in small groups – for them to go through and collect these ideas. Isn't it going to be easier for them to summarize in the end once they've done that? The next thing I need to do – and I've provided them with a graphic organizer – so they have that scaffolding they need to start beginning to collect those pieces that are important. Another thing I need to do is provide them with oral language activities. If you work with English language learners, you need to provide those students with oral language activities. You need to make to make the connection between their thoughts and written communication. How can they write a summary for you until they've learned to organize their thoughts and how they would begin something like that? What type of dialog would they use for that? So this is a great oral language activity you can use with your kids. I just call it my circle of cards. I'm going to pass these out to you. And if I pass these out to you, you'll find on one side, it has a piece of story structure, and then on the back it's got a little frame. It tells them how to start. It starts them off with what I would want them to do. And if I bring one of these cards to you I'm going to ask you if you would come up please to the front.

Music

Pause

Music

Go ahead and come on up. What I'm going to ask you to do first, is to see if you can get in order of the way you think those pieces go in our summary. We know that we're looking for characters and setting. Let's start on this side and let's move to this direction. So what would we start with? We said maybe – gender – yes, good, good. And I like to let my kids put themselves in order, because this is part of the thinking process. Do they know the order of the way that this summary should go – so ask them to do that. And then we talk about the order that they put themselves in. Is it okay to be wrong? It is definitely okay to be wrong! That's part of the whole thinking process too, right? It's talking about why each piece should be in the place that it is. I love that the setting came first, and teachers go back and forth with the characters and the setting. I like to start with the setting, because her frame on the back says "The story takes place," right? Where does that story take place? So I like to start with the setting. After you know where the story's at, what do you want to know? Who's in the story? So we are working with that, right? That was good. That was his natural instinct though, by the way, so we should give him credit for that. Inaudible. Oh, he wants to go first – see how he is, okay. Now in the beginning we know we need a little piece of the beginning first. Now, after the beginning – hold up the rest of your cards – I want to see. What do you think would come next after the beginning? A problem – good! Then we start to see the problem. Hold your cards up so we can

see what piece of the story structure you have, and keep the frame to yourself. You had it right. Okay, then we have the middle. Now, would we have the end first, or would we have the solution first? The solution first, and then we would have the ending. Now this is where we get to find out – I'm sorry, what was your name? Dara – this is where we get to find out if Dara is an optimist or a pessimist – this is always so exciting! Okay, now, what I want to say right now is – my friend Mary, here, is an English language learner. She's at a beginning level and I've just given her this card and asked her to come up to the front of the room. Is she scared? Yes – she's worried, she's frightened, she's afraid that she's not going to be successful. So part of what this is – and this is a great oral language activity – this is great for English language development. I want Mary to come up. In fact, I going to pick Mary all of the time to come up, right? But I'm going to provide her with the support she needs initially. I'm going to put her in different places all the time and eventually is she going to have this frame herself? It says the story takes place, and eventually she's going to know that that's what this means, and that that's how she can start her summary now. So now she's got the language frames that she needs to be successful. I also – especially last year with a classroom that you have a lot of English language learners – this is a great way – I go behind them and I give them little clues if they don't know it first. So we'll see how our friends do at first, but if they need help and support, I will go behind them and give them little clues. And try and prompt them in their thinking so that they can come up with one. Okay, let's have a summary now. We're going to do an oral summary of The Shoes – our story, remember, was The Shoes. Inaudible. The story takes place in the magic land far, far away. The main characters are the king, the guy that got his head chopped off, the 12 daughters – one being young, one being older, who were the main daughters, and the wounded soldier. Absolutely – good job – okay, next. In the beginning, the king notices that every morning his daughters' shoes are worn out, so he begins to lock... Now, what would I want to do right now – what do I want to do right now? How do I want to guide that? How much information do I want? And you can already tell she's a gate student, right? She's got it all down. She's given us all the information. But how much information do I want from her? I only want what piece? Just the beginning from her. So in the beginning the king notices that the daughters have holes in their shoes every morning. Excellent! And the problem is – now read the back of your card because I like this. The conflict in the story is – what am I doing there? I'm teaching them synonyms and vocabulary and ways that they can put that that says the conflict in the story. So you're adding those little pieces in. The kind doesn't know where his daughters are going at night because they're dancing and their shoes have holes in them and he wants to know what's happening. In the middle different men get selected to try to identify how the princesses are getting out of their chamber at night to go dancing – unsuccessfully. The problem is solved when the final suitor – the soldier – meets with an old woman who gives him some advice that he follows. And he follows the girls to find out where they're going. Very good. Now, here we go. In the end we need to know if Dara is an optimist or a pessimist – in the end. In the end the prince, or the suitor, is following the women, and the younger is listening and hearing things and she thinks there must be something up. The older one is telling everybody else to just ignore that. And they do live happily ever after and then he picks the older one because she can whenever necessary. Okay, give them a hand – give them a hand. That was very good. Thank you. Have a seat. Good job – you guys did great! Okay, go ahead and have a seat. Okay, you can see – and I'll pass these around – you're welcome to look at these. I have cards like that for everything I do. Some say in the beginning, next, after that, finally. Some say main idea, detail, explanation, detail, explanation – because remember sometimes I'm working with expository

text. But what I want to do is get my kids involved. I need some oral language going. Because what they're going to do is they're going to take what they just did up here and they're going to take that into written communication and how successful are they going to be now. They're going to be successful. And I've seen this. My 1st grade students do this this year – I'm so excited! When I went from 3rd grade to 1st grade I was worried. I was like "Oh, they're so little – what are they going to do?" They do this! They're great at this – because they have the support they need to be successful. Okay, so this is where they're collecting their ideas – they move to the oral language activity – and then I can take them to that application process with a written summary – and I really like that. This would just be an example of maybe how they would be collecting their ideas if it was expository text. Again, I would move to an oral language activity. Again I would move to application after that. Okay, now what I want to do is we've talked about some of these strategies – really important strategies – and I have them up again on the wall over here, if you want to remember from a previous slide. These are the strategies that we're talking about that make a difference in text comprehension, but what we want to do is make sure that our students can access these strategies all the time – not just that they can access them, but do they know which ones to use? In *The Shoes* – when I'm reading *The Shoes* – which strategies would I use? And which strategies would I use if I'm reading about polar bears living in the Arctic? I need to know when to use strategies? What strategies to use? And I need to pull them all in together. Because do I go through my entire reading process only using my prediction strategy? No. I'm accessing all kinds of strategies. Sometimes I'm using all of my strategies. What if I was reading a medical textbook? If I was reading a medical strategies I promise you I would be reading all of those strategies. I'd be predicting that I wasn't going to understand a lot, and I'd be using those strategies. And as adults – as good readers – that's what we do. And that's what we want our students to do. We want them to be able to use those strategies. This is something my friend Molly came up with. This is comprehension city. And this is another great – a visual for students – a way of bringing it to them. Because what she likes to tell them – and we have stories about Molly getting lost – we'll tell you later – but if they get lost when they're in their reading experience, where do they go? Where can you go? Well, you know what? If you get lost you could maybe ask a question. And then maybe you could monitor something. You might need to visualize some details about the setting or the characters to help you make those connections. Maybe you need to stop and rationalize your predictions and modify them and make some new predictions. And eventually you'll need to summarize and you can get where you're going. So she uses that visual to help kids understand that it's not one thing that you're doing. That you may need to access all kinds of different strategies, and you'll use different strategies, depending on what type of text it is and what type of a situation they're in. Okay, I like this one, because this reminds me to tell my students that it doesn't – it's not just one process. I'm not starting with that top strategy and going through and when I get to the last one I'm all done – I did it – I did them all – it's not like that. I like this one because the last one says go and continue reading for more information. Keep going back through that cycle, because you're going to go through that cycle – sometimes you won't go the whole cycle in a text. Sometimes you'll go through it 3 times in one text. So you want to make sure that they need to understand that they need to keep going and reading for more information and then go back to which strategy they need. This is an example of how teachers have used strategy posters in their classroom. In my classroom I have an area in my classroom that goes with my curriculum and it's called a focus wall. But any type of curriculum would support – absolutely any type of curriculum supports these strategies – but also an interactive wall. Some kind of an interactive

wall where kids can engage in these strategies where if they forgot what they were they can go there and they can access them. So I'm going to pass these around for you. This is the way one teacher did it in their classroom. These are some from my 3rd grade classroom. And you can just get some ideas from those. Just to see it's just another way that you can help be reminding them of that – provide it to them in their environment – make sure that they have access to this information at all times. It's not something you teach them one time – it's something they have access to at all times. Okay, assessing reading comprehension – I just want to make one connection for us with assessing reading comprehension because what I want to say about assessments is that within your school site – within your district – within your state – you have specific assessments that they're requiring you to use. And this session is not about assessment, but I do want to make one really important connection about assessments – it was really important for me – and it helped me I think when I was teaching my students – is the connection between the different types assessment – diagnostic, formative, and summative assessment. The connection between these types of assessment and how often I'm assessing my students. Remember when I was walking around and I would say what am I doing – I'm assessing – I'm doing things. I need to assess them before they're reading. I need to assess them during their reading. And I need to assess them after they're reading. I need to be constantly knowing what type of information do they have, what do they need, what are they unsure about, and what do I need to do to modify my teaching and my concepts that I'm giving them to help them be more successful. So that was my big connection that I made – that was really the most important thing for me was that. Again you need to do the assessments that obviously you have for your specific needs, but if you can remember to make those connections. Just like we were asking them to use strategies before, during and after assessment as teachers we need to make sure that we are assessing them during each stage of that process. Okay, I'm back to this – the conscious selection of strategies – teach, model, practice, and apply in cooperative groups. This is what I call a total comprehension picture. This is from my 3rd grade classroom last year. The story was wonderful and I'll let you come over and look at it once we're finished. You can come over and see what kinds of things my students did. But this is where in a cooperative learning group I'm actually holding them accountable for coming up with the different strategies they used, and what type of information they accessed for each one of those strategies. There's a section for before reading, on the sides it's for during reading, and on the bottom it's what they did after they were reading. The students collaborated together – they worked on it together – and each person – each student in the group was responsible for application – the written application of each section. This one would be one that they would do more as an individual, or a buddy team together. And what it does is – I'm providing them with the scaffolding to take that next step away from me. We're doing all this stuff together. As a teacher I'm walking them through all the stuff that we're doing. Now I need them to take that next step. But are they ready to just go away and be proficient readers – they'll comprehend text forever because we did a lesson on strategies? No, I want to make sure that they are still being reminded of what strategies they can use and when to access them. So this helps them walk through that. It takes them to their predictions – it asks them to make new predictions – it asks them to find those story structure elements that we were talking about – it asks them to say what did you have to clarify? I don't just want to know “I did the monitor clarify strategy, Ms. Lewis.” Great, what did you clarify? What did you clarify – can you put that here for me. And can you tell me how you clarified it also? I want to know how you clarified it. In this story they talked about how she grumbled – that she grumbled. Well initially the student thought she was hungry. Because that's what he

thought – if you grumble it means that your stomach’s hungry. So he put that. He had to keep reading and he had to look for clues in the story to realize that she was complaining – she was grumbling – she was complaining. So that’s just one way that I’ve helped them be able to use these strategies away from me – it’s that next step away from in cooperative learning where they can work together and share ideas. They learn so much from each other. So that’s a really important piece. In closing what I want to say – I just want to go back to where we started – at Hatchett. Your students cannot read a story and answer the questions and be good at comprehending text. You know, in fact, we were talking about it last night – I was talking with some teachers last night – you will have a couple of students who can do that, right? We all have those students who can do that. They naturally understand that – they do that – they adapt to that. But we know that most of our students are going to need us to directly teach them the strategies – to model it for them – to provide them with the practice they need with us and in groups to be able to be successful. There’s one other piece that I think is the most important piece, because we really want them to buy in – we want them to be motivated – more than anything we want them to trust us and feel like they can invest in what we’re telling them. And the way that we do that – I have – is part of the special surprise. I came around in the beginning and I introduced myself to some people and I told them – I gave them a little card and I told them it was a secret. On the back of those cards it’s numbered so I won’t make you try and figure out what order you go it, but I would like you to come up - #1 starting over here – going all the way through – and would you hold your cards out toward us, please. Could you come up now. This is the most important thing you can communicate to your students for them to be successful. This is my last message I want to leave with you for today. First you need to make sure you’re in order so can you count your numbers off first? I ask my students to count their numbers. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. Now can you turn your cards so the word is facing towards me please? And I’m going to ask you when it comes to you – when it’s your turn if you could say your word really loud for us please? You told me not to read it so I haven’t read it yet. I know who you are and I care about your success. Thank you, thank you – good job. That’s the most important message you can communicate to your students. This is what’s really going to make them invest in what we’re talking about today. This is really what teaching is all about. So make sure that they know – so you know who they are and you care whether or not they’re successful with these strategies. You need to assess them so you know what they need from you. And you need to communicate to them that their success is important. Thank you so much. I hope you guys enjoyed it. Thank you.

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