



TEXAS LITERACY INITIATIVE



Cognitive Strategy Routine

Grades 6-12





CPQ: How does Jamika's story shape your view of comprehension instruction?

JAMIKA'S STORY

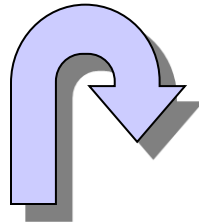




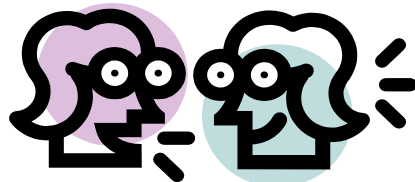
How does Jamika's story shape your view of comprehension instruction?



Think



Turn



Talk





Goals for this Training

- Reflect on the importance of comprehension instruction
- Discuss the cognitive strategies good readers use to comprehend
- Learn a routine for explicit instruction of these cognitive strategies





Why Should we Teach **COMPREHENSION?**





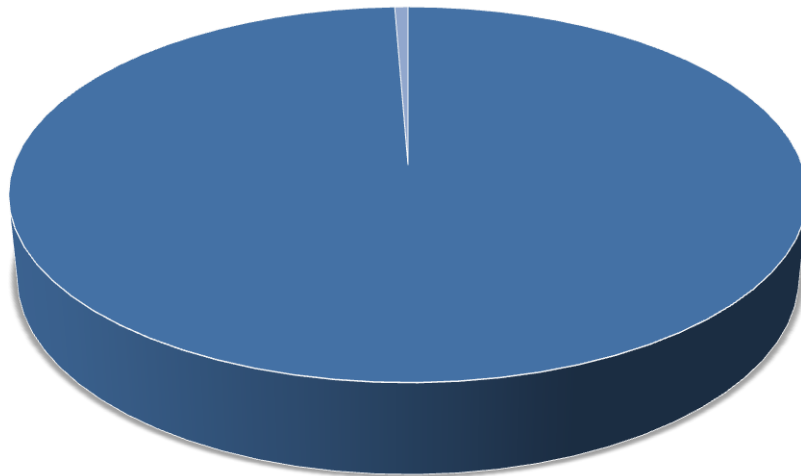
Why Should we Teach Comprehension?

- Think about your data.
 - What does your data indicate regarding student comprehension?





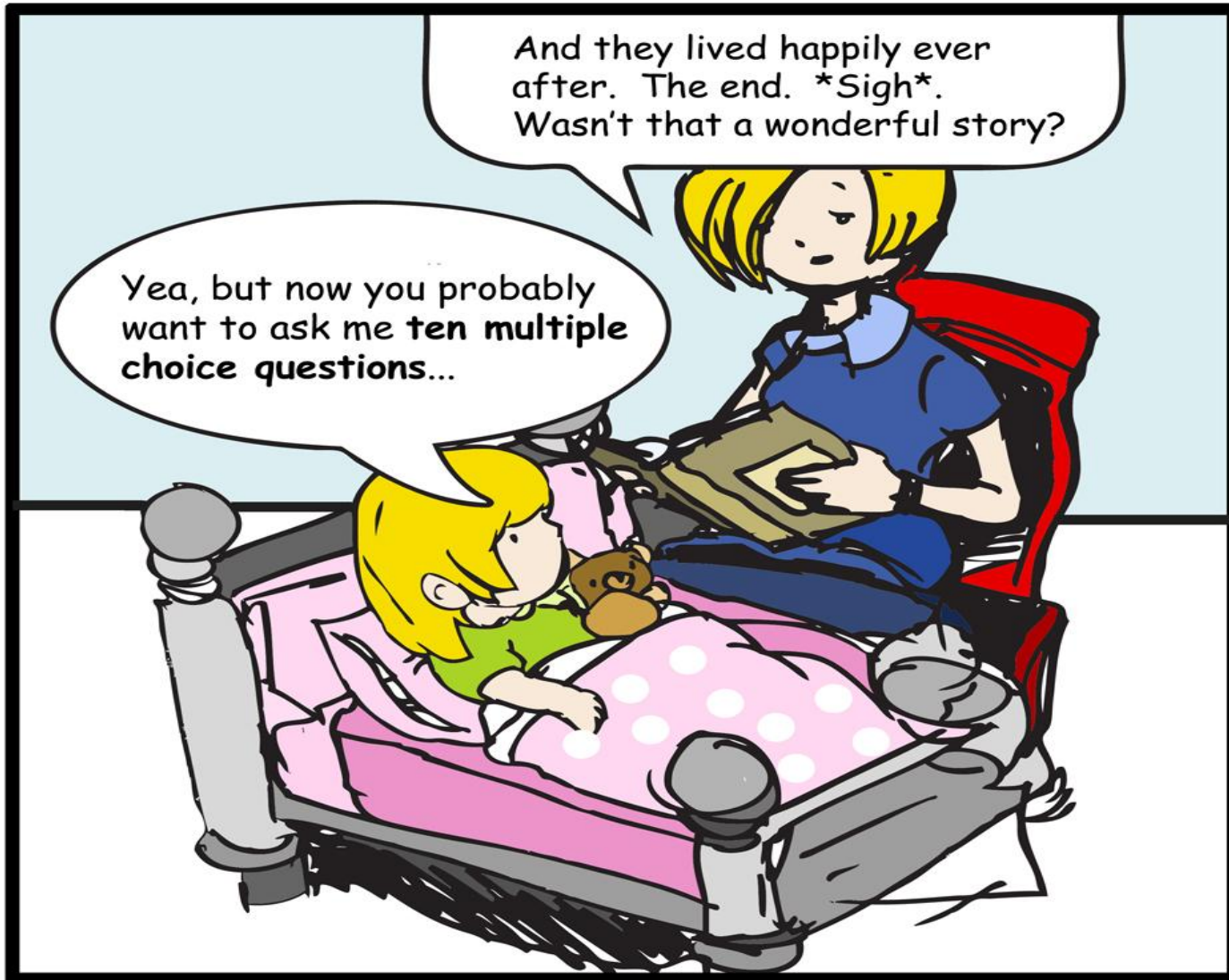
Minutes of Comprehension Instruction During Reading Period



- Time Spent on Other Reading Instruction
- Time Spent on Comprehension Instruction

Durkin, 1978-79; RAND, 2000; Taylor, Pearson, Clark & Walpole, 1999; Taylor, Peterson, Pearson & Rodriguez, 2002





Cartoon by Bang Pham, 2008





Researchers Duke and Pearson say:
The answer is a resounding

yes!





direct,
explicit, and
systematic.





English Language Learners

Improving comprehension instruction for ELLs includes:

- Instructional routines.
- Explicit and direct explanations of strategies.
- Modeling and think-alouds.
- Teaching useful linguistics structures.
- Providing high levels of support by scaffolding learning before, during, and after reading.
- Providing opportunities for structured practice.

(Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Dresler & Kamil, 2006; Genesee, Geva, Dressler, & Kamil, 2006; Lesaux, Lipka, & Siegle, 2006; Roit, 2006.)





English Language Learners

Improving comprehension instruction for ELLs includes:

- Actively engaging students in monitoring, carefully selecting strategies, and reflecting on use of strategies.
- Helping students to understand how to adjust for the type of text being read, the purpose for the reading, and the format of the content.
- Alignment of comprehension instruction across the curriculum so students have opportunities to transfer and adapt strategies to new contexts.

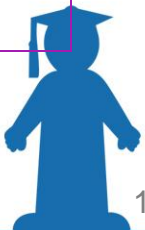
(Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Dresler & Kamil, 2006; Genesee, Geva, Dressler, & Kamil, 2006; Lesaux, Lipka, & Siegle, 2006; Roit, 2006.)





“Good comprehension instruction includes both **explicit** instruction in **specific** comprehension strategies and a great deal of time and **opportunity** for actual reading, writing, and discussion of text”

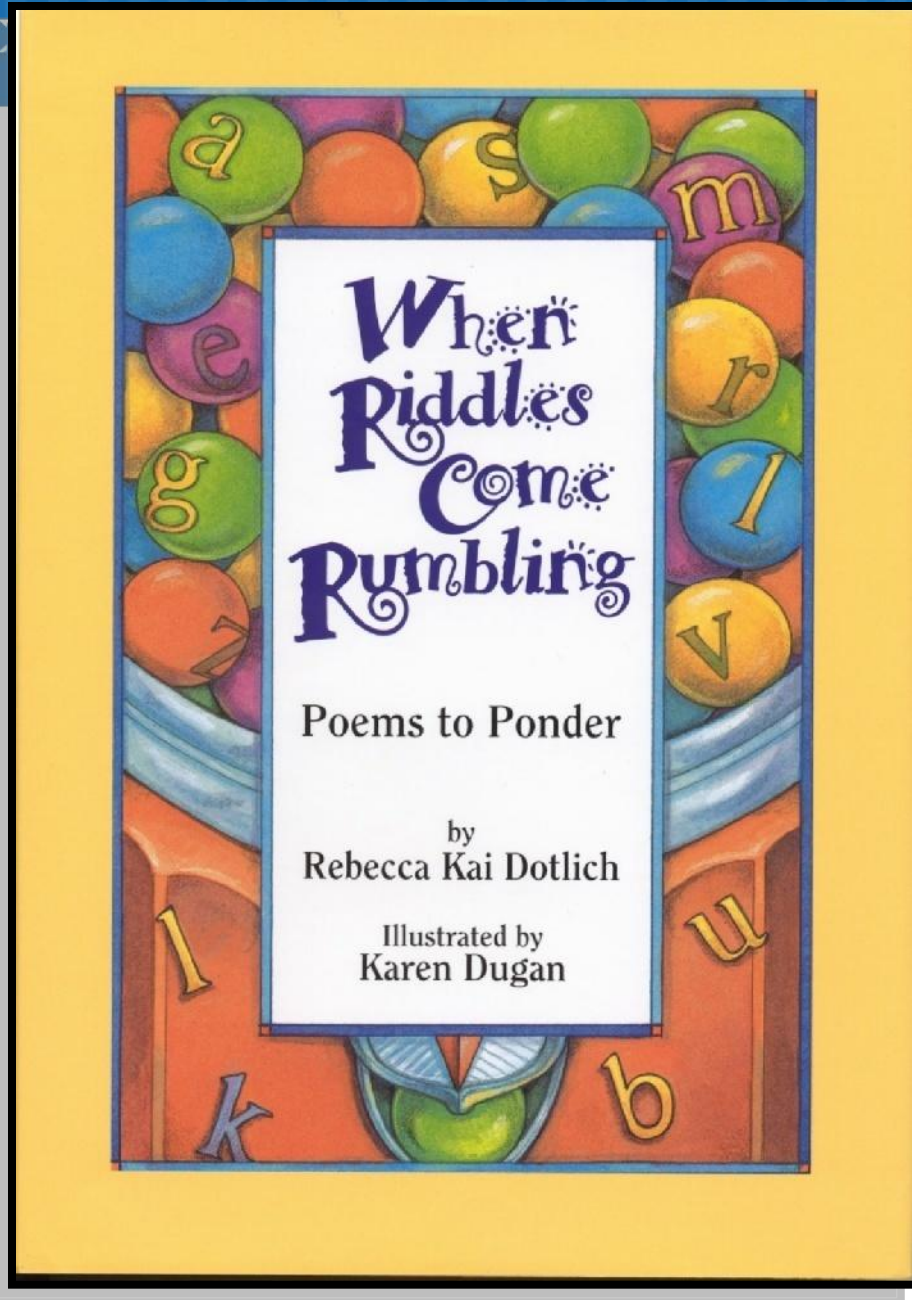
(Duke & Pearson, 2002, p. 207).





WHAT COGNITIVE STRATEGIES DO PROFICIENT READERS USE?







Comprehension Purpose Question

What might this riddle be about?





I send you **flying** in the air,

warm wind whistling

through your hair;

you're **jumping, jouncing,**

all around;

somersaulting,

tossing kids up in the air

Is it summer? Chinook?

it's outside



bouncing...

jump + bounce = jouncing

everywhere...lots of fun

gymnastics?





- **Cover up the riddle**
- Read the riddle independently
- Reveal ONE line at a time and record your own thinking
- When you are done, quietly share your thinking with a neighbor
- CPQ:
What might this riddle be about?





What cognitive strategies did you use while reading the riddle?





I send you flying in the air, tossing kids up in the air

Making Connections

warm wind whistling

Is it summer? Chinook?

through your hair,

it's outside



you're jumping, jouncing,

bouncing..

jump + bounce = jouncing

all around;

everywhere...lots of fun

somersaulting,

gymnastics?

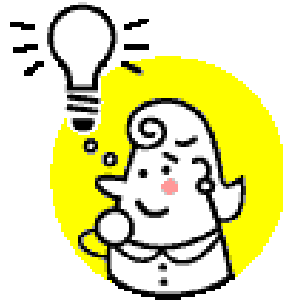




Making Connections



- Reflect on your thinking.
- Did you ***make connections*** while reading?



Think





I send you flying in the air,

Creating Mental Images

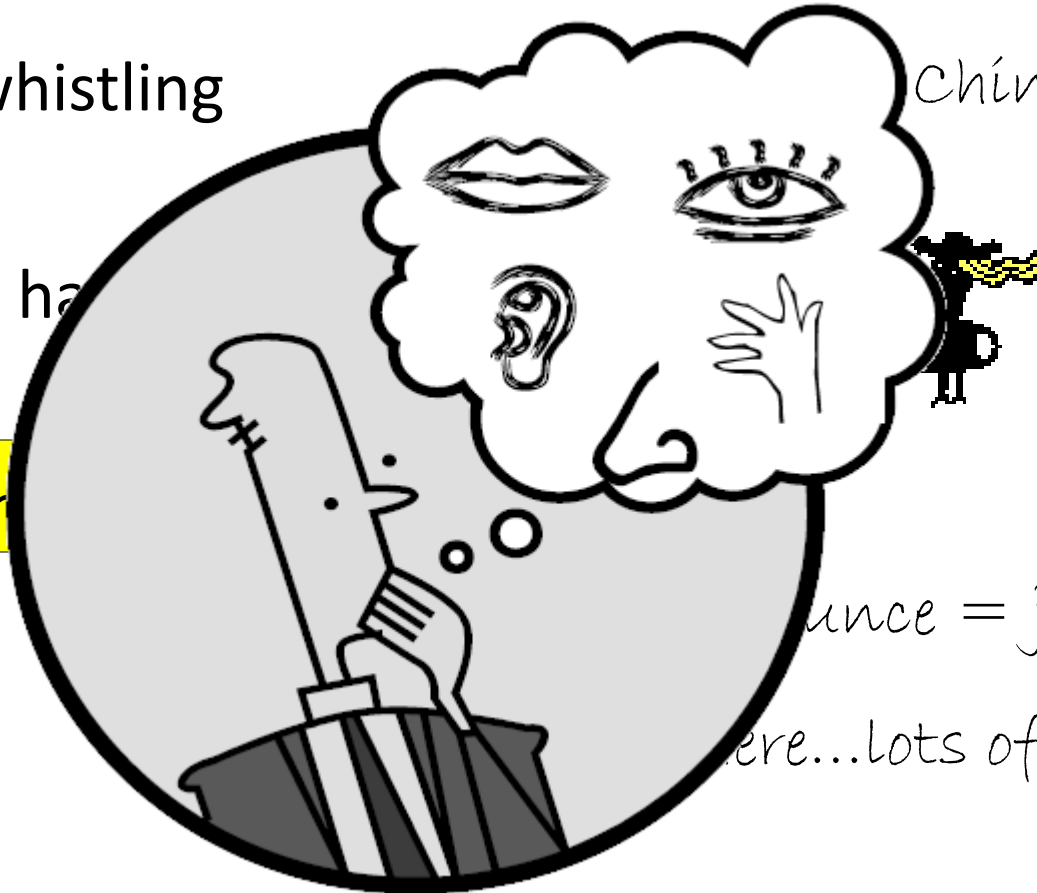
tossing kids up in the air

warm wind whistling

chinook?

through your hair

you're jumping



all around;

ounce = jouncing

somersaulting,

here...lots of fun

gymnastics?

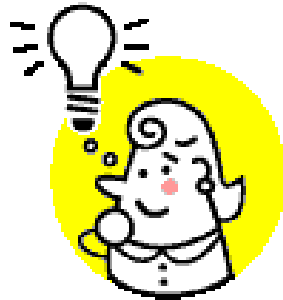




Creating Mental Images



- Reflect on your thinking.
- Did you ***create mental images*** while reading?



Think





I send you flying in the air, Asking & Answering questions that pop up in the air

Questions

warm wind whistling

Is it summer? Chinook?

through your hair,

side



you're jumping, jouncing,

...

- bounce = jouncing

all around;

anywhere...lots of fun

somersaulting,

gymnastics?

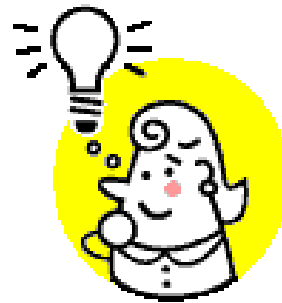




Asking & Answering Questions



- Reflect on your thinking.
- Did you ***ask and answer questions*** while reading?



Think





I send you **flying** **Making Inferences** *flapping wings up in the air*
& Predictions

warm wind whistling *Is it summer? Chinook?*

through your hair; *side*



you're **jumping, jouncing,** *bouncing...*

nce = jouncing

all around; *re...lots of fun*

somersaulting, *gymnastics?*

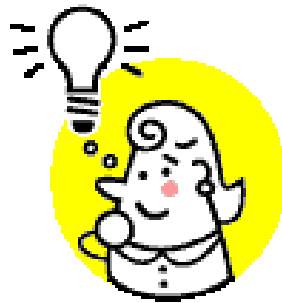




Making Inferences & Predictions



- Reflect on your thinking.
- Did you ***make inferences and predictions*** while reading?



Think





I send you flying through the air, tossing things up in the air

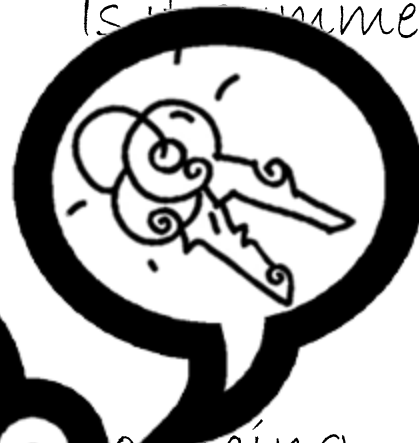
flying

Determining Importance & Summarizing

warm wind whistling

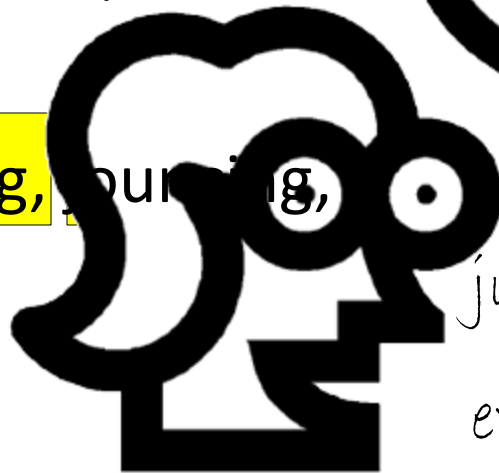
Is it summer? Chinook?

through your hair;



you're jumping, bouncing, jouncing...

jumping, bouncing



jump + bounce = jouncing

all around;

everywhere...lots of fun

somersaulting,

gymnastics?

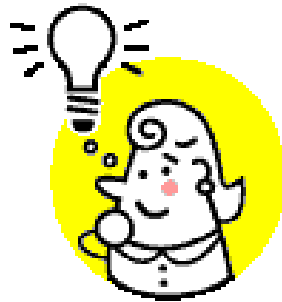




Determining Importance & Summarizing



- Reflect on your thinking.
- Did you ***determine importance and summarize*** while reading?



Think





I send you flying through the air
Monitoring & Clarifying
Testing kids upon the air

warm wind whistling

summer? Chinook?

through your hair;

it's outside



you're jumping, jouncing,

g...

nce = jouncing

all around;

even...lots of fun

somersaulting,

gymnastics?

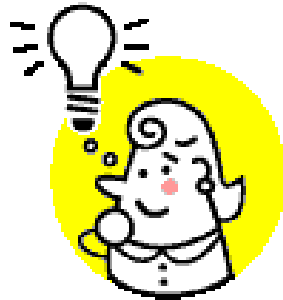




Monitoring & Clarifying



- Reflect on your thinking.
- Did you ***monitor and clarify*** while reading?



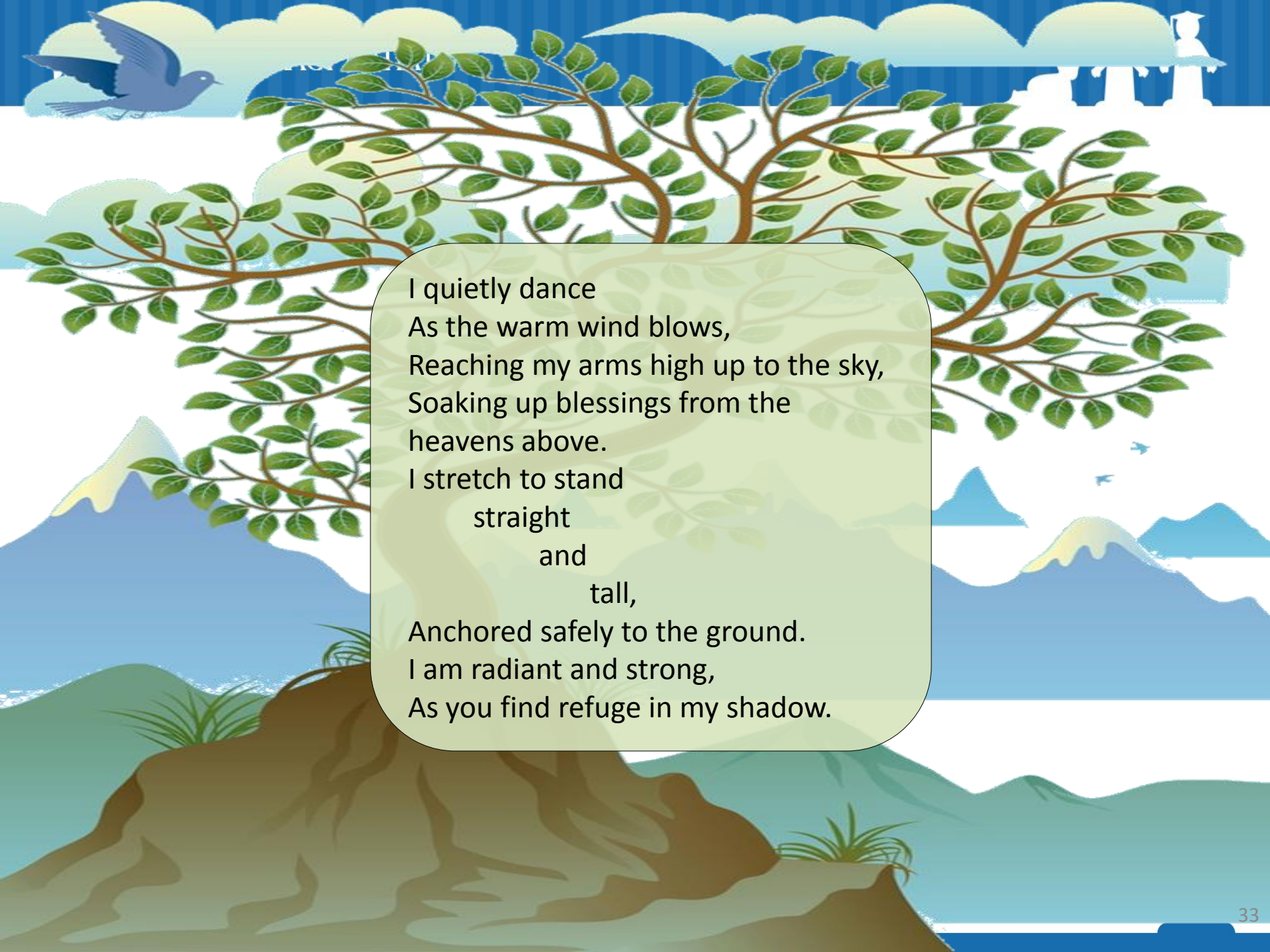
Think





What might this
riddle be about?





I quietly dance
As the warm wind blows,
Reaching my arms high up to the sky,
Soaking up blessings from the
heavens above.
I stretch to stand
straight
and
tall,
Anchored safely to the ground.
I am radiant and strong,
As you find refuge in my shadow.



Cognitive Strategies



Making
Connections



Making
Inferences &
Predictions



Asking &
Answering
Questions



Determining
Importance &
Summarizing



Creating Mental
Images



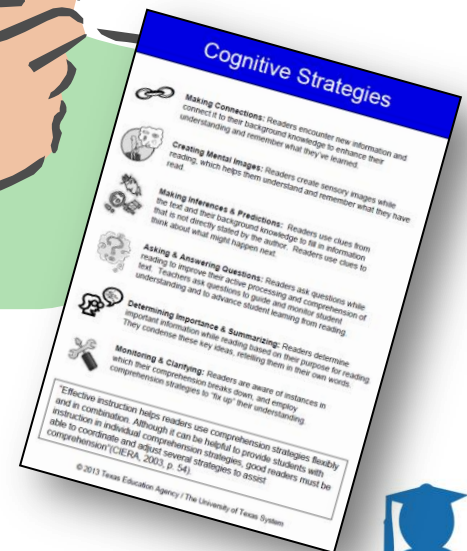
Monitoring &
Clarifying





Cognitive Strategies...

- Reflect on the activity
 - Which strategy did you tend to rely on the most?
- Share your thinking with a partner
 - How does reflecting on your own strategy use help you to think about comprehension instruction?



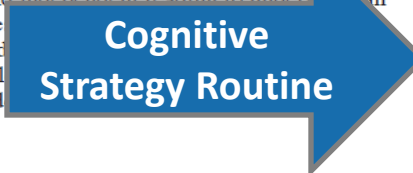


Framework for Instruction to Teach the ELAR/SLAR TEKS

Figure: 19 TAC §110.17(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter B. Middle School
Reading/Comprehension Skills §110.18 - §110.20

Sixth Grade (§110.18 English Language Arts and Reading)	Seventh Grade (§110.19 English Language Arts and Reading)	Eighth Grade (§110.20 English Language Arts and Reading)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>

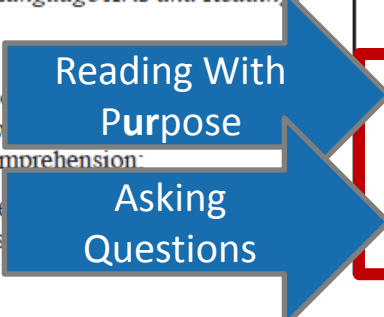


English I (§110.31 English Language Arts and Reading)	English II (§110.32 English Language Arts and Reading)	English III (§110.33 English Language Arts and Reading)	English IV (§110.34 English Language Arts and Reading)
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Sixth Grade (§110.18 <i>English Language Arts and Reading</i>)	Seventh Grade (§110.19 <i>English Language Arts and Reading</i>)	Eighth Grade (§110.20 <i>English Language Arts and Reading</i>)
(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;



English I (§110.31 <i>English Language Arts and Reading</i>)	English II (§110.32 <i>English Language Arts and Reading</i>)	English III (§110.33 <i>English Language Arts and Reading</i>)	English IV (§110.34 <i>English Language Arts and Reading</i>)
(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.	(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.	(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.

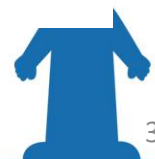




Figure: 19 TAC §128.30(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
Subchapter C. High School
Reading/Comprehension Skills §128.31 - §128.32

English I for Speakers of Other Languages <i>(§128.31. English I for Speakers of Other Languages)</i>	English II for Speakers of Other Languages <i>(§128.32. English II for Speakers of Other Languages)</i>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>





Sixth Grade <i>(§110.18 English Language Arts and Reading)</i>	Seventh Grade <i>(§110.19 English Language Arts and Reading)</i>	Eighth Grade <i>(§110.20 English Language Arts and Reading)</i>
<p>Determining Importance & Summarizing</p> <p>Making Connections</p> <p>Creating Mental Images</p> <p>Making Inferences</p> <p>Determining Importance & Summarizing</p> <p>Making Connections</p> <p>(C) monitor and evaluate reading progress using background knowledge, sensory images, and generative questions</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>	<p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>	<p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.</p>





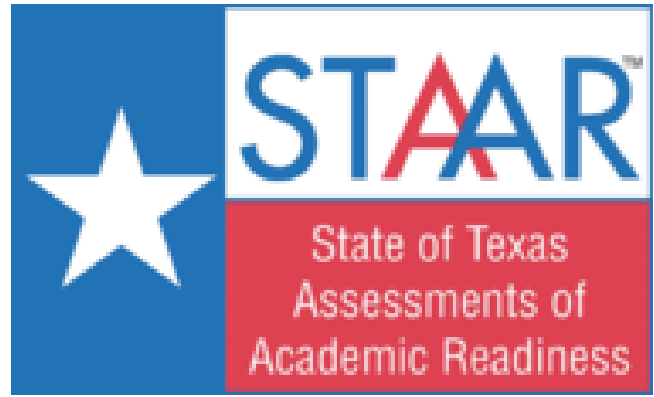
ELAR/SLAR
Figure 19

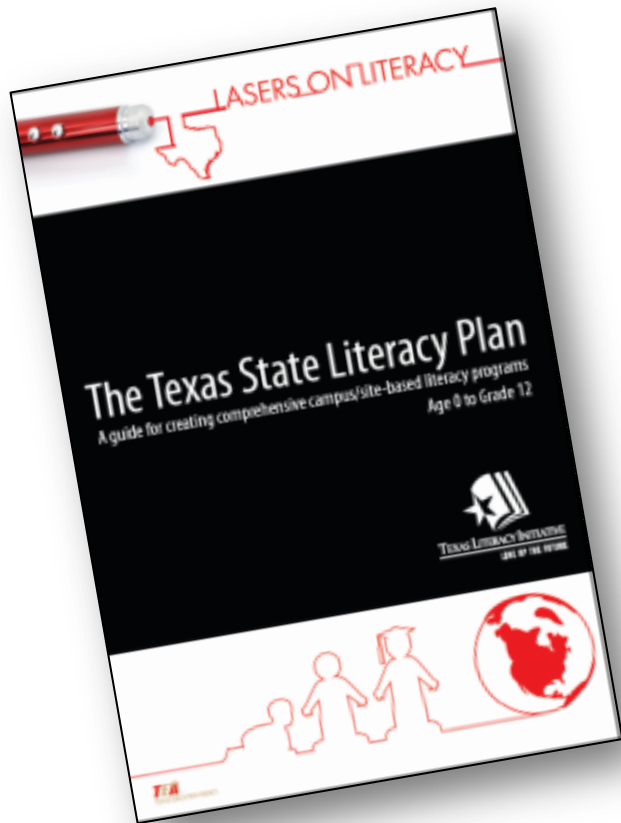
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SB8 page 46
E4 page 48





A COGNITIVE STRATEGY ROUTINE





Why Cognitive Strategies?

“The idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension when reading” (NRP as cited in Torgesen, 2007).





Our Task



Comprehension
Purpose
Question:
What do we
need to do, as
teachers, to
make sure our
students are
proficient
readers?

“Teachers should model and explain comprehension strategies, have their students practice using such strategies with teacher support, and let students know they are expected to continue using the strategies when reading on their own. Such teaching should occur across every school day, for as long as required to get all readers using the strategies independently – which means including it in reading instruction for years” (Pressley, 2001, p. 4).





Cognitive Strategy Routine

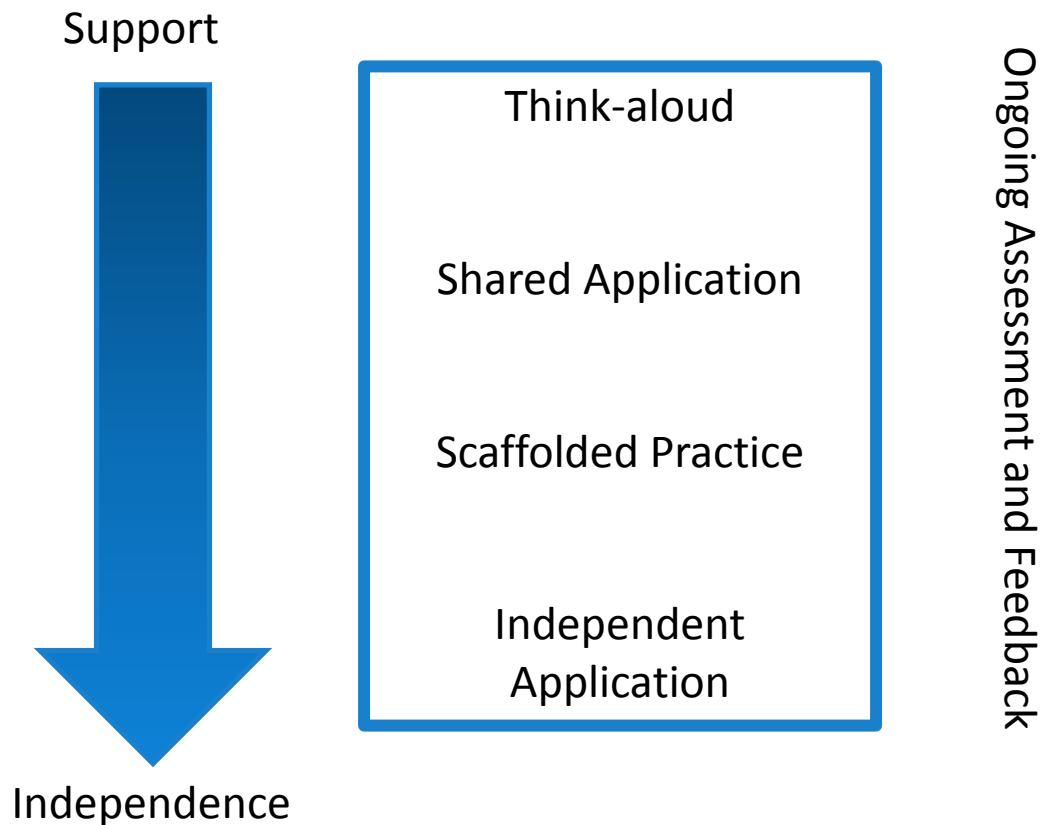
Strategy Instruction		
Direct – Explicit – Systematic		
Gradual Release of Responsibility	<ol style="list-style-type: none">1. Use a real-world example to create a context (anchor lesson).2. Give the strategy a name.3. Define the strategy, how and when it is used, and how it helps with reading.4. Give students touchstones, such as a hand gesture or icon, to help them remember the strategy.5. Think aloud, using the strategy in a variety of contexts.6. Engage students by providing opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.8. Provide accountability measures for students while using the strategy independently.	Ongoing Assessment and Feedback
<p>Ongoing Assessment may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of thinking (post-it notes, drawings, and writings), as well as formal assessments.</p>		

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Cognitive Strategy Instruction





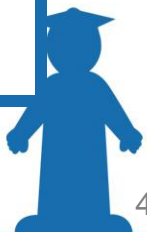
Step 1

Use a real-world or familiar example to create a context.



Example:

I have a backpack here. I don't know to whom it belongs. There is no name on it. Let's be detectives and use our background knowledge and the clues inside the backpack to help us figure out to whom it belongs.





Step 2

Give the strategy a name.

Example:

Today we are going to learn a comprehension strategy called "making inferences."



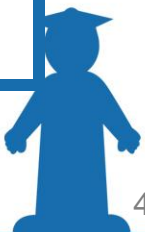


Step 3

Define the strategy, how and when it is used, and how it helps with reading.

Example:

The strategy we're talking about today is called "making inferences." Sometimes the author doesn't tell us everything, but leaves hints to help us figure things out. When we make inferences, we use clues from the text and our background knowledge to figure something out.

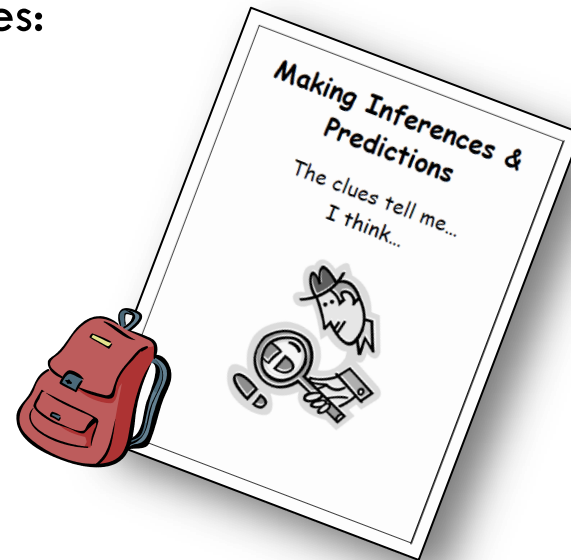




Step 4

Give students touchstones, such as a hand gesture or visual representation, to help them remember the strategy.

Examples:





Step 5

Handout
#4

Think aloud, using the strategy in a variety of contexts.

Example:

Hmm, I'm inferring that this boy is very responsible. He tells Mr. Crawford what he's done without making excuses. That tells me a lot about his character. I know from my background knowledge, that when someone takes responsibility for what they've done, they ask what they can do to make it better. The author doesn't tell us he's responsible, but we can use the clues in the text and our background knowledge to infer that the boy is responsible.





Step 6

Engage students by providing meaningful opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.

Example:

Let's think for a moment. Can you infer how young Abe feels about this book? How do you know that? ...



Turn and talk with your partner about how Abe feels about this book.





Step 7

Scaffold practice, providing opportunities for students to use the strategy while reading with the teacher's support and monitoring.

Example:

Read the next two paragraphs on your own and think about the inferences you have to make to answer this question:

Why does Susan B. Anthony say there will be a rebellion? Jot down the clues you use to infer the answer to the question.



Step 8

Provide accountability measures for students when using the strategy independently.

Example:

When you are reading today, place a sticky note in the text when you make an inference. Be ready to share the clues from the text and the background knowledge you used to make that inference.





Cognitive Strategy Routine



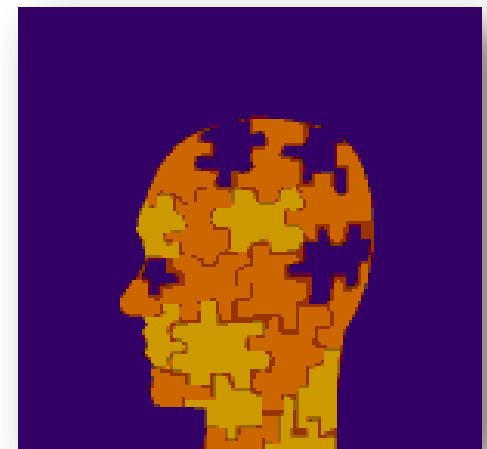
With a partner, use the Cognitive Strategy Routine Card to help you match the examples on the left side of the handout to the 8 steps on the right.





Keep in Mind ...

Although we might introduce and practice comprehension strategies one at a time, it is important to realize that strategies “are not linear steps. They are employed simultaneously” and automatically as needed by the reader (Lyons & Pinnell, 2001).





HOW MIGHT THE COGNITIVE STRATEGY ROUTINE IMPACT JAMIKA?

JAMIKA'S STORY





Written Conversation

Use all time for writing

No talking when passing

Read the entry, then write:

- a comment
- pose a question
- raise a new topic

Pass to the left, two times on my signal

Get yours back, read and discuss



(Daniels & Steineke, 2004)





“Help children access what they already know....

Be genuine.
Laugh.
Love.
Be patient.

You’re creating a community of readers and thinkers.” (

Miller, 2002, p.26





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