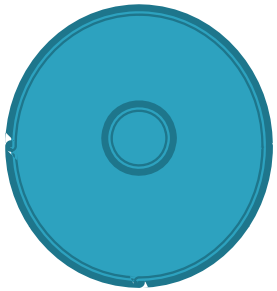
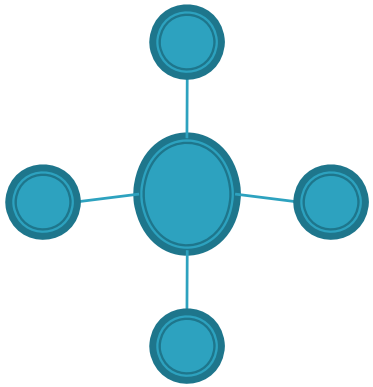
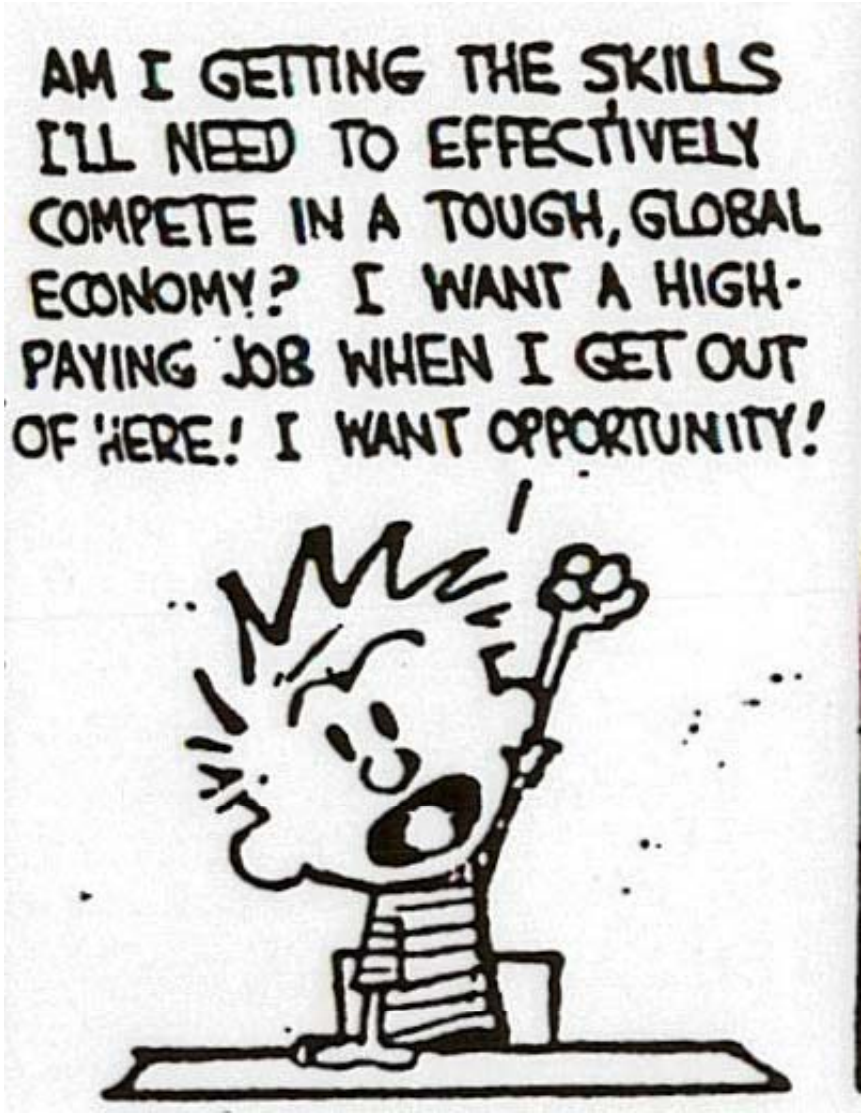
Focusing on Reading Comprehension

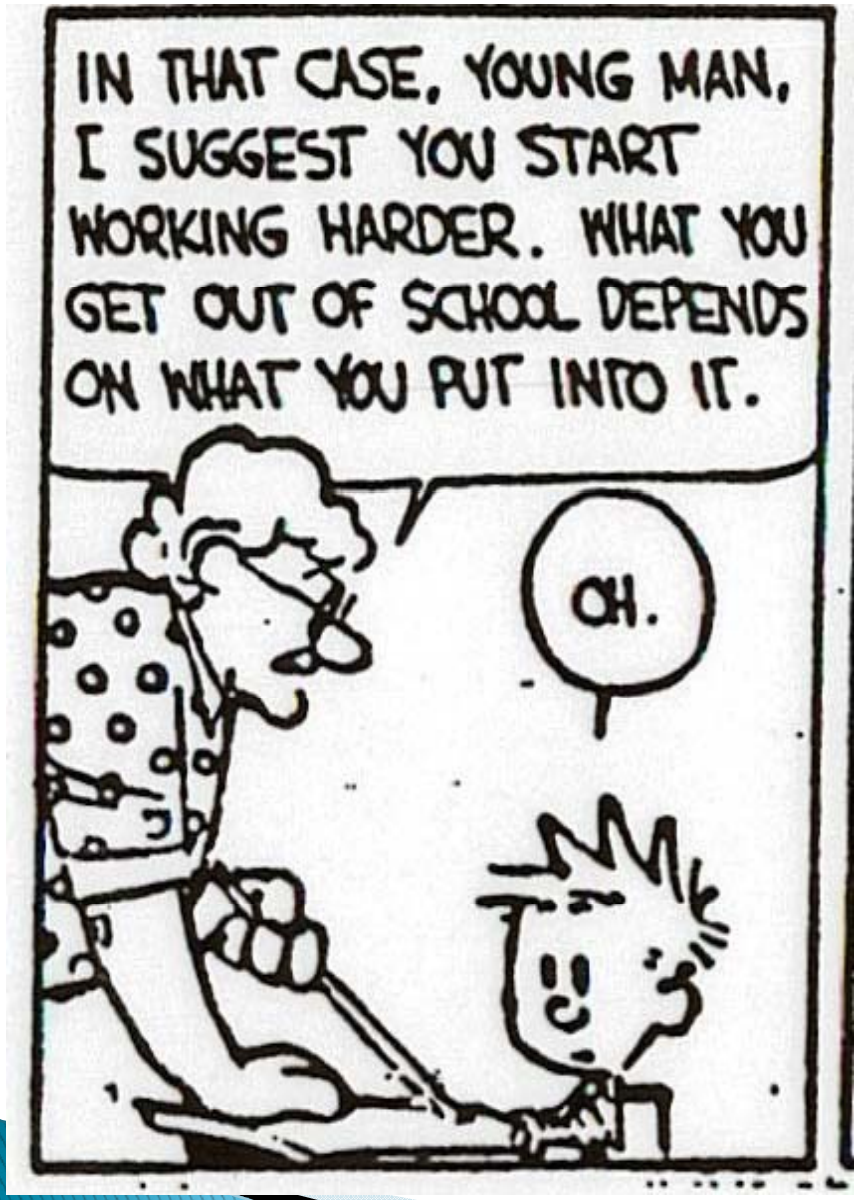


Using Thinking strategies to improve reading comprehension.



Calvin & Hobbes by: Bill Watterson

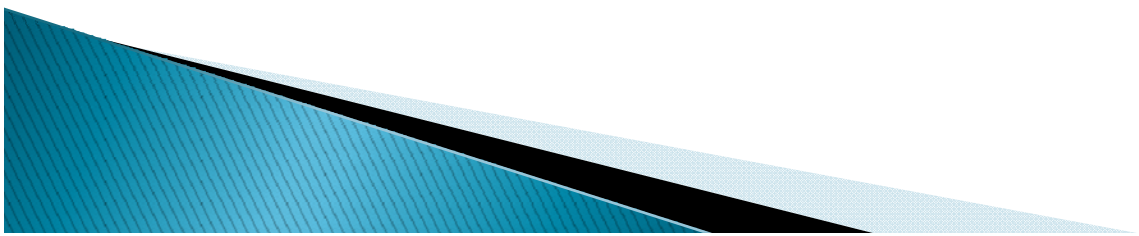



IN THAT CASE, YOUNG MAN, I SUGGEST YOU START WORKING HARDER. WHAT YOU GET OUT OF SCHOOL DEPENDS ON WHAT YOU PUT INTO IT.
OH.

THEN FORGET IT.

Constructed Response

- Who are the characters the author introduces in the beginning of the story? What is the setting?
- Compare Tacky to the other penguins. How is he like his companions? How is he different from them?
- How would you describe Tacky at the beginning of the story? As the story progresses, what new adjectives can you add to describe Tacky?



Constructed Response

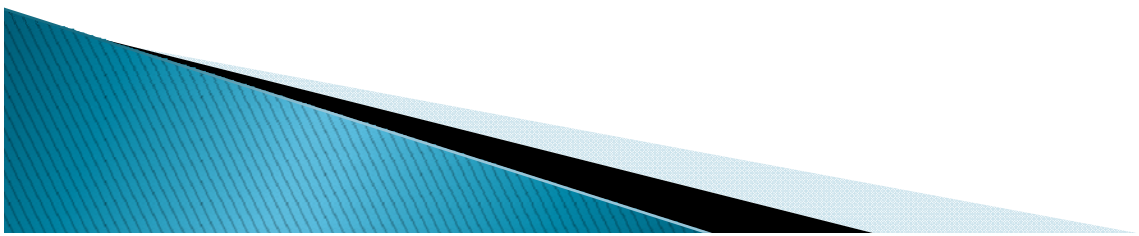
- What caused the Hunters to arrive in the penguin's land? What effect does their arrival have of the penguins?
- At the end of the story, Tacky outwits the Hunters. How does he outwit them? What causes him to be successful? What are some of the outcomes that result from Tacky outwitting the Hunters?
- What was the author's purpose for writing this story? Give evidence from the story to support your answer.

Thinking Maps: A Language for Literacy

- Using Thinking Maps for reading, writing, or discussing academic content promotes critical thinking for all students. The maps are beneficial to all students especially English Language Learners.

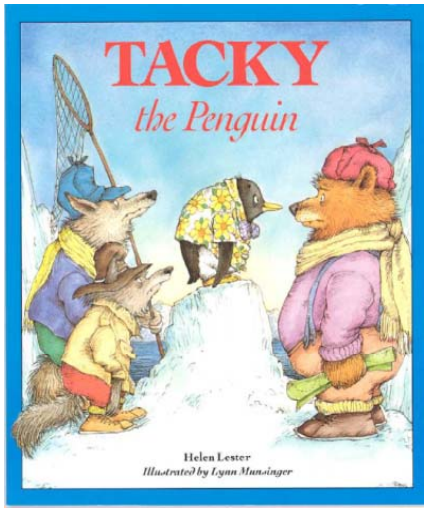
Thinking Maps are:

- Visual patterns
- Based on 8 Cognitive skills
- Used in all content teachers
- Used by all teachers
- Used in combination for depth of thought



READING COMPREHENSION

- TEXT FEATURES
- AUTHOR'S PURPOSE
- PREVIEWING THE TEXT
- PREDICTING BEFORE READING
- PREDICTING DURING READING
- MAKING INFERENCES
- CHARACTERIZATION
- SUMMARIZATION

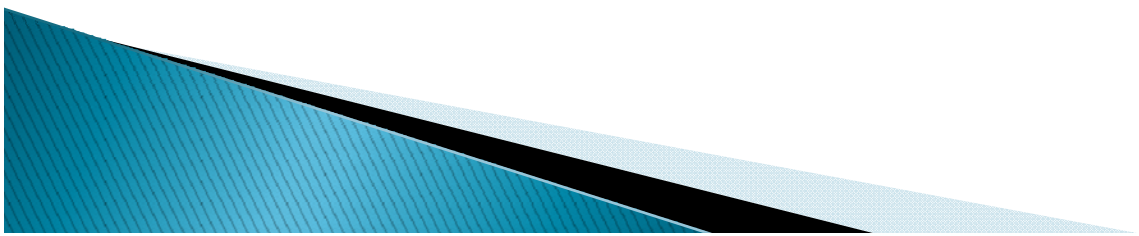


Circle Map –Defining in Context

- The circle map is designed for:
  - Defining a word or concept based on the context of the current investigation and study prior knowledge about the concept
  - Brainstorming ideas and thoughts about a topic.

Key words:

Context, List, Define, Tell everything you know, Brainstorm, Identify, relate prior knowledge, Explore the meaning,



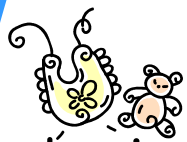
Educational Consultant/Teachers

Family

Literacy/Mento Facilitator

2 daughters

WritingTrainer



Lucia Addison Love

Yolanda

The Lake

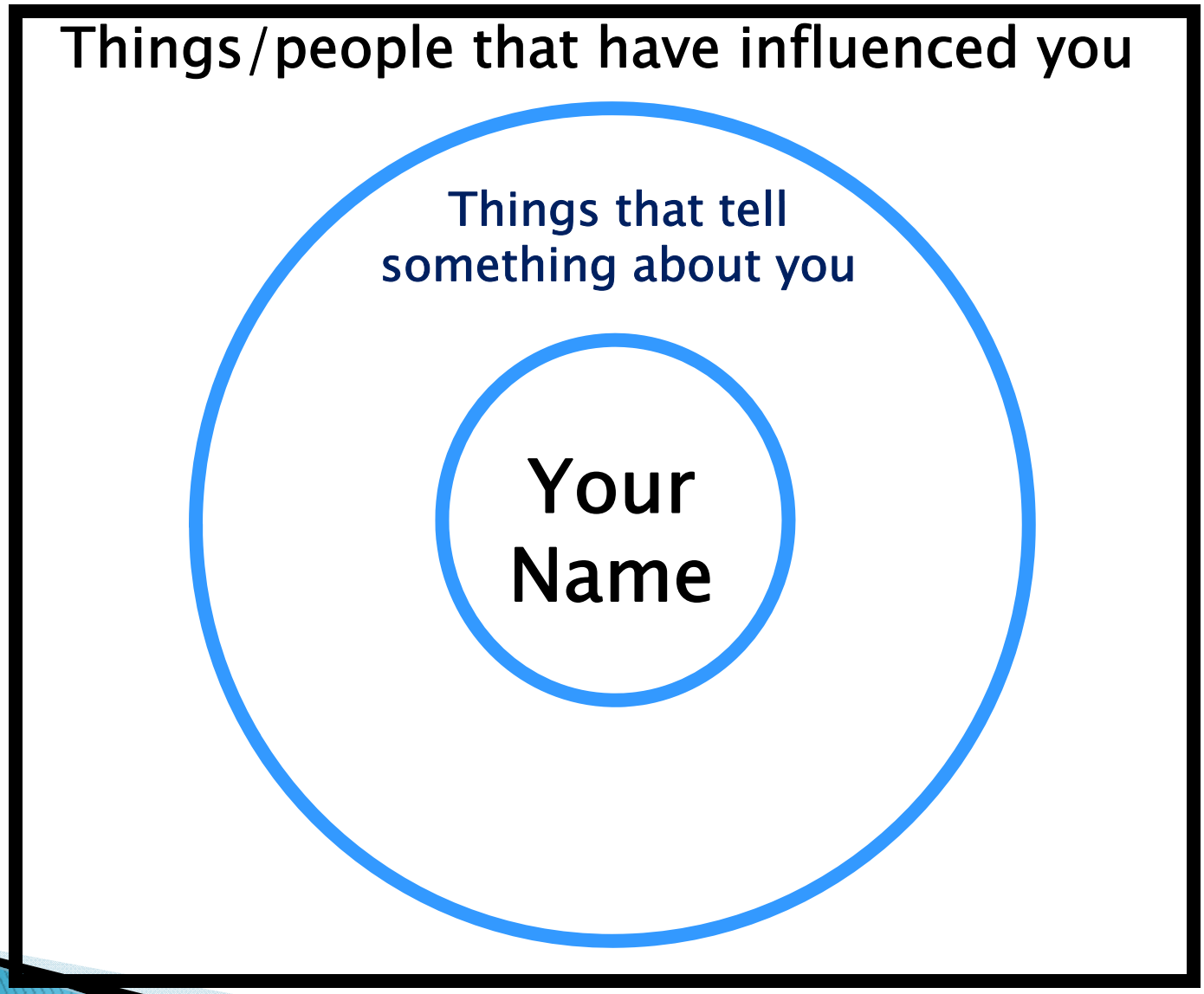
Always on a diet

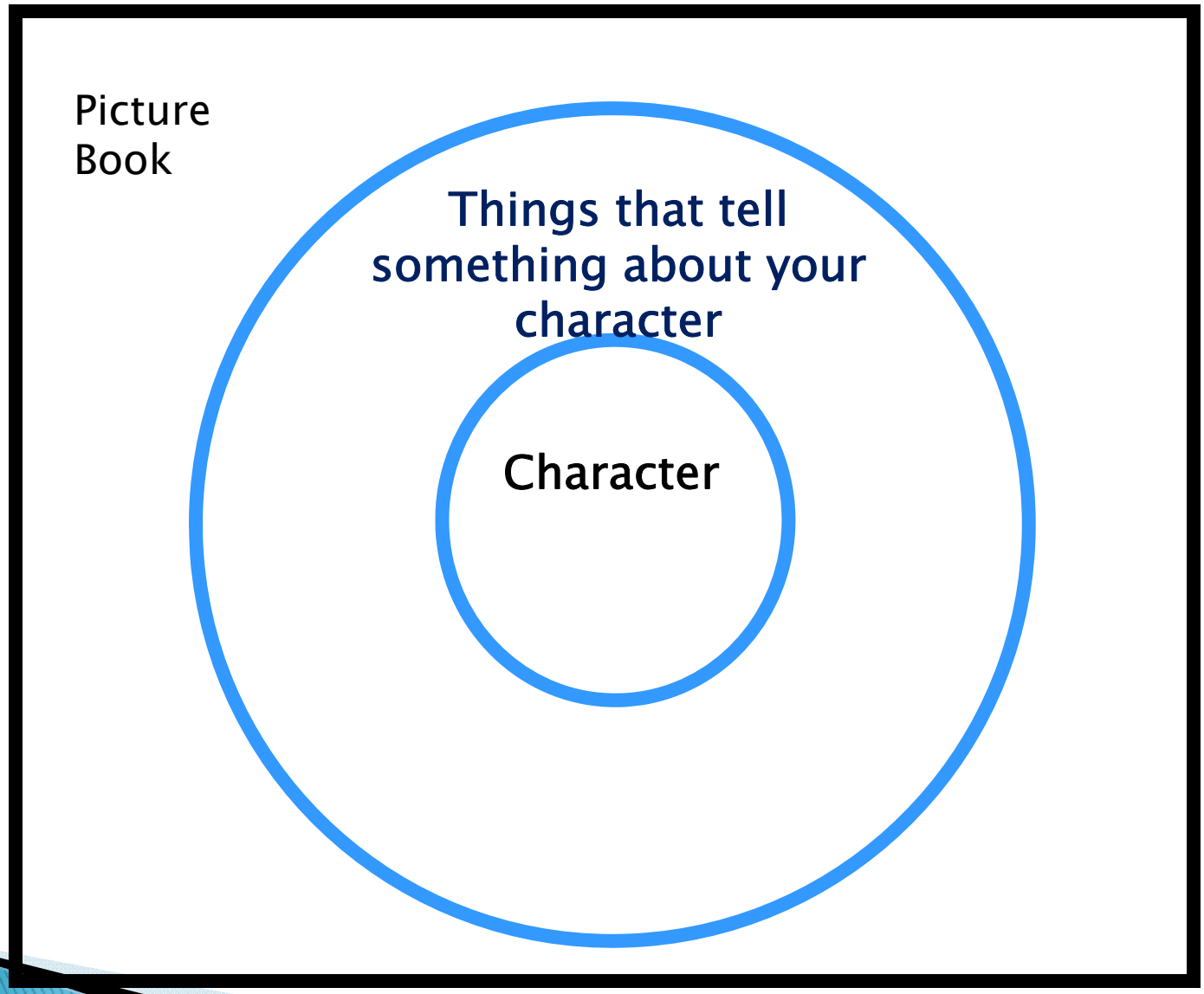
Love movies, books, PBP

Mrs. Kendall

Faith

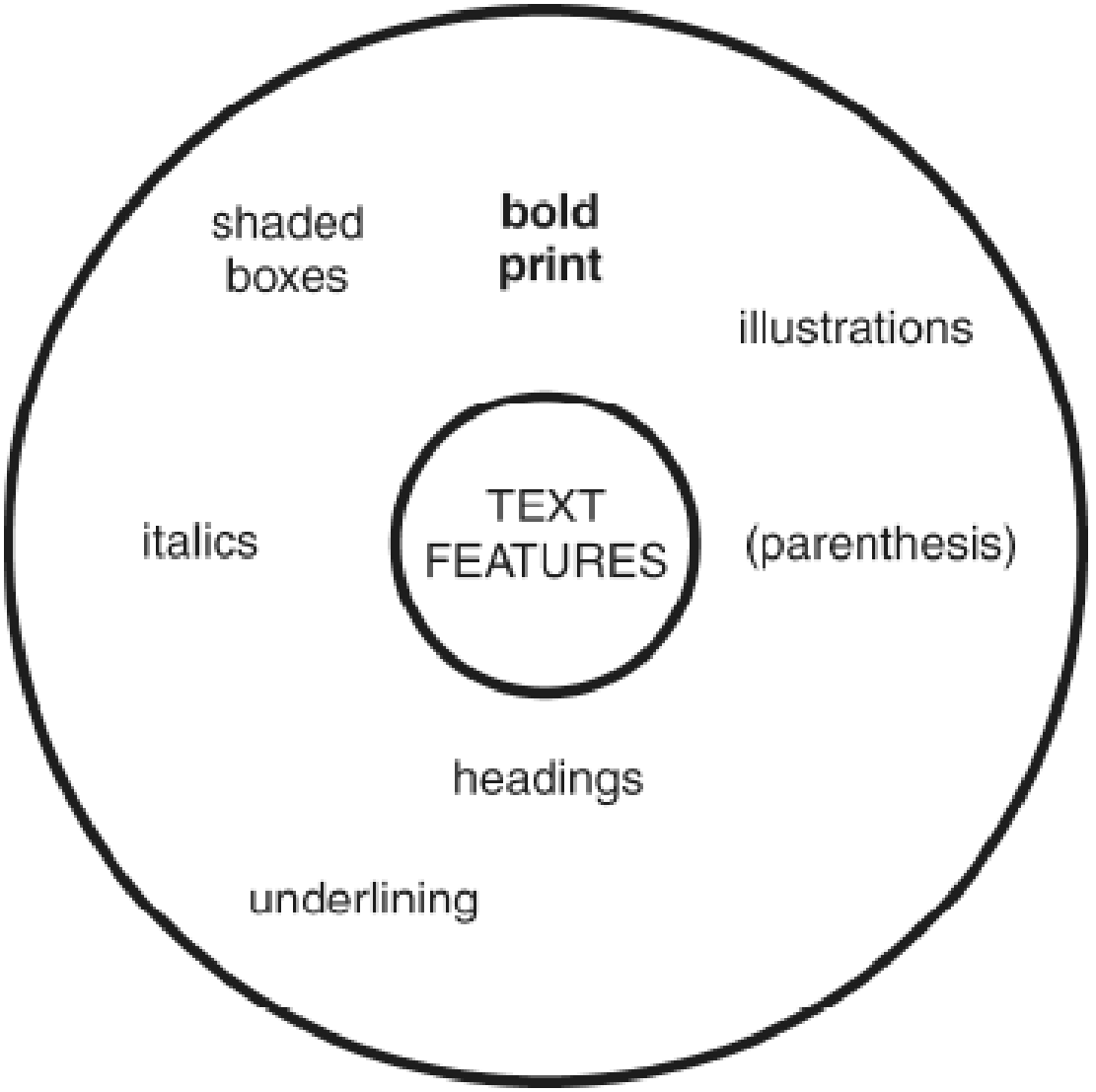
TEACHING THE CIRCLE MAP

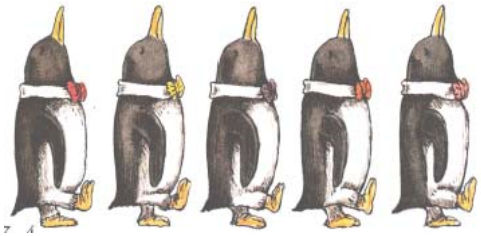



Picture Book
Things that tell something about your character
Character

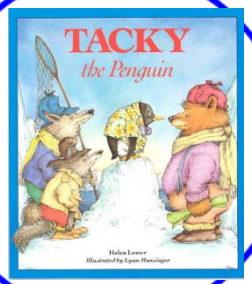
Text Features

Teaching students to recognize the text features an author uses to present information on a page will give students another tool to understand the text.





Predict what the story will be about based on the cover, pictures, etc.

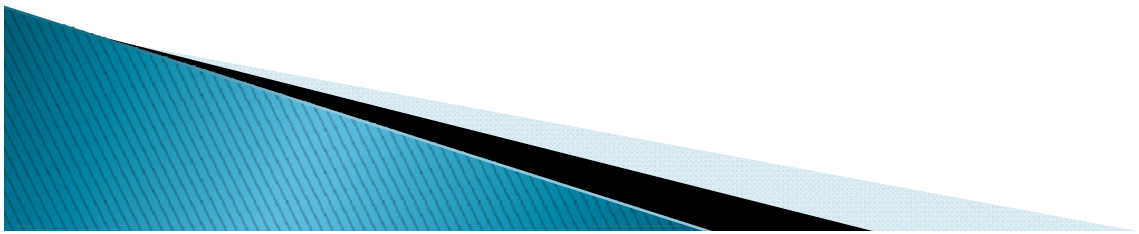


Bubble Map – Describing

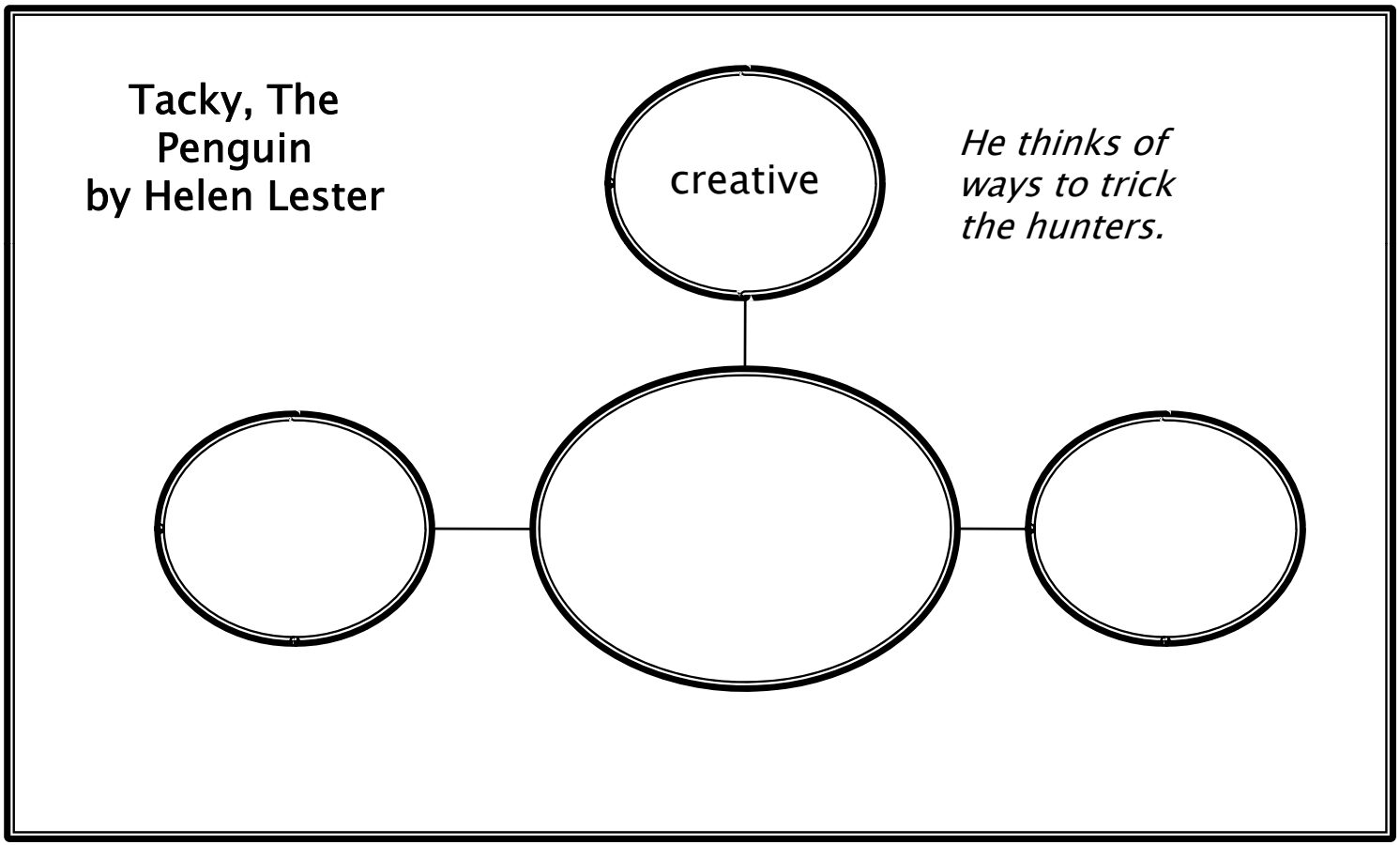
- The bubble map is designed for:
  - Describing using adjective
  - Identifying the sensory, logical and emotional qualities of any topic or concept

Key Words:

Describe, Use vivid language, Use your five senses
Qualities, Attributes, Characteristics, Properties



Bubble Map: Describing



"Taking It Off the Map"

Tacky the penguin is very_____
(adjective)

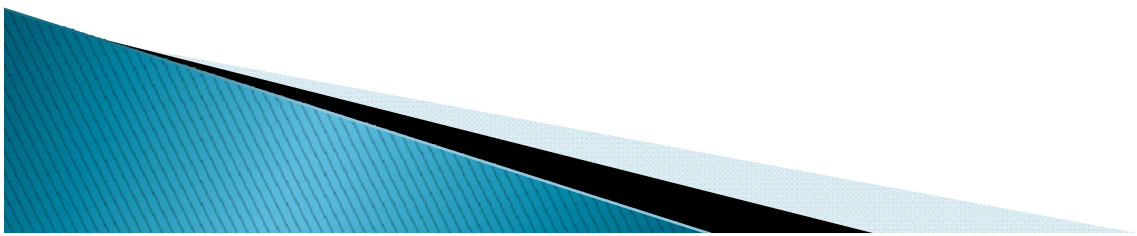
when he _____.

Tacky think of very creative ways to_____

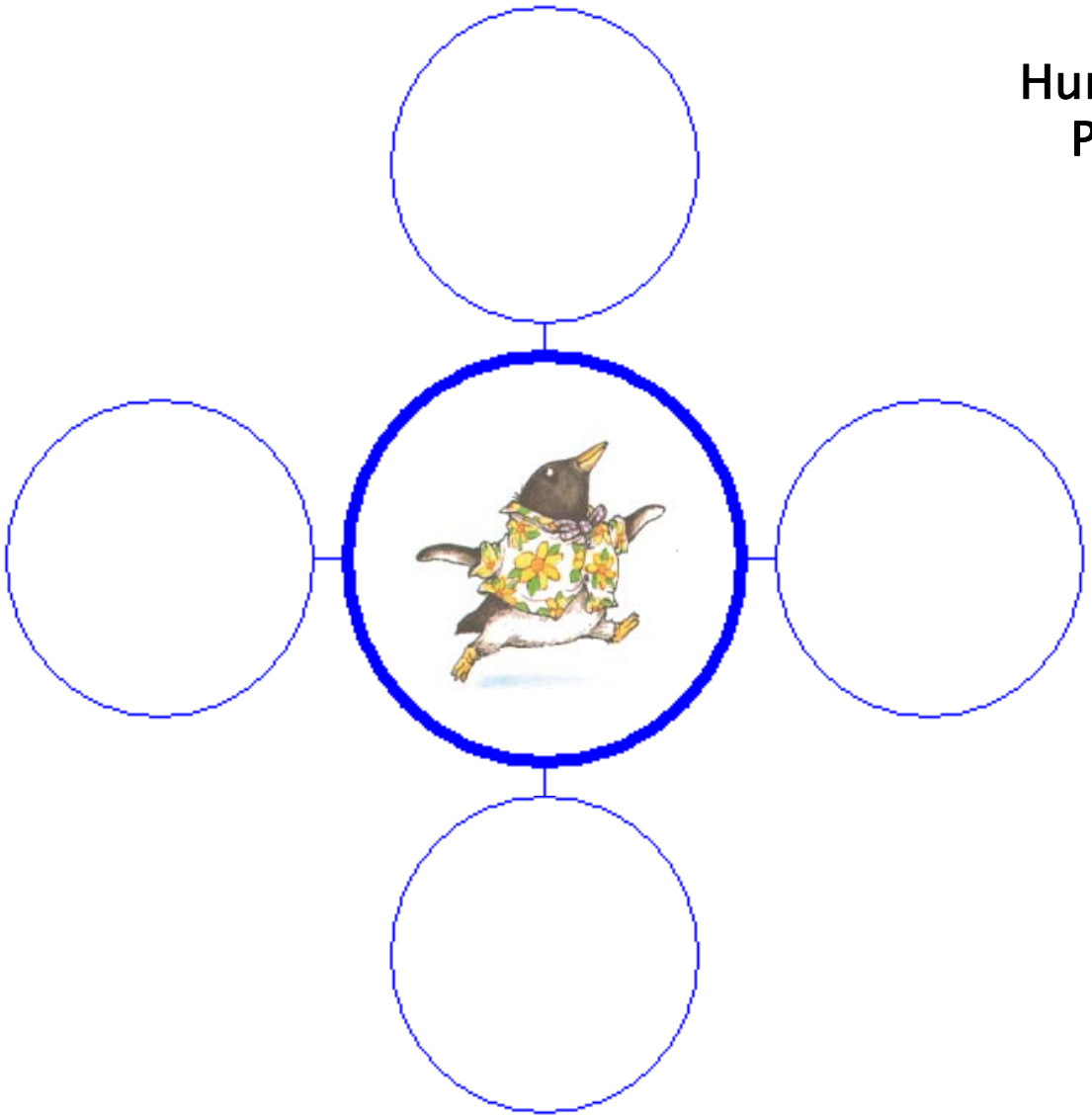
_____.

One thing he did was_____.

Another thing Tacky did was_____.



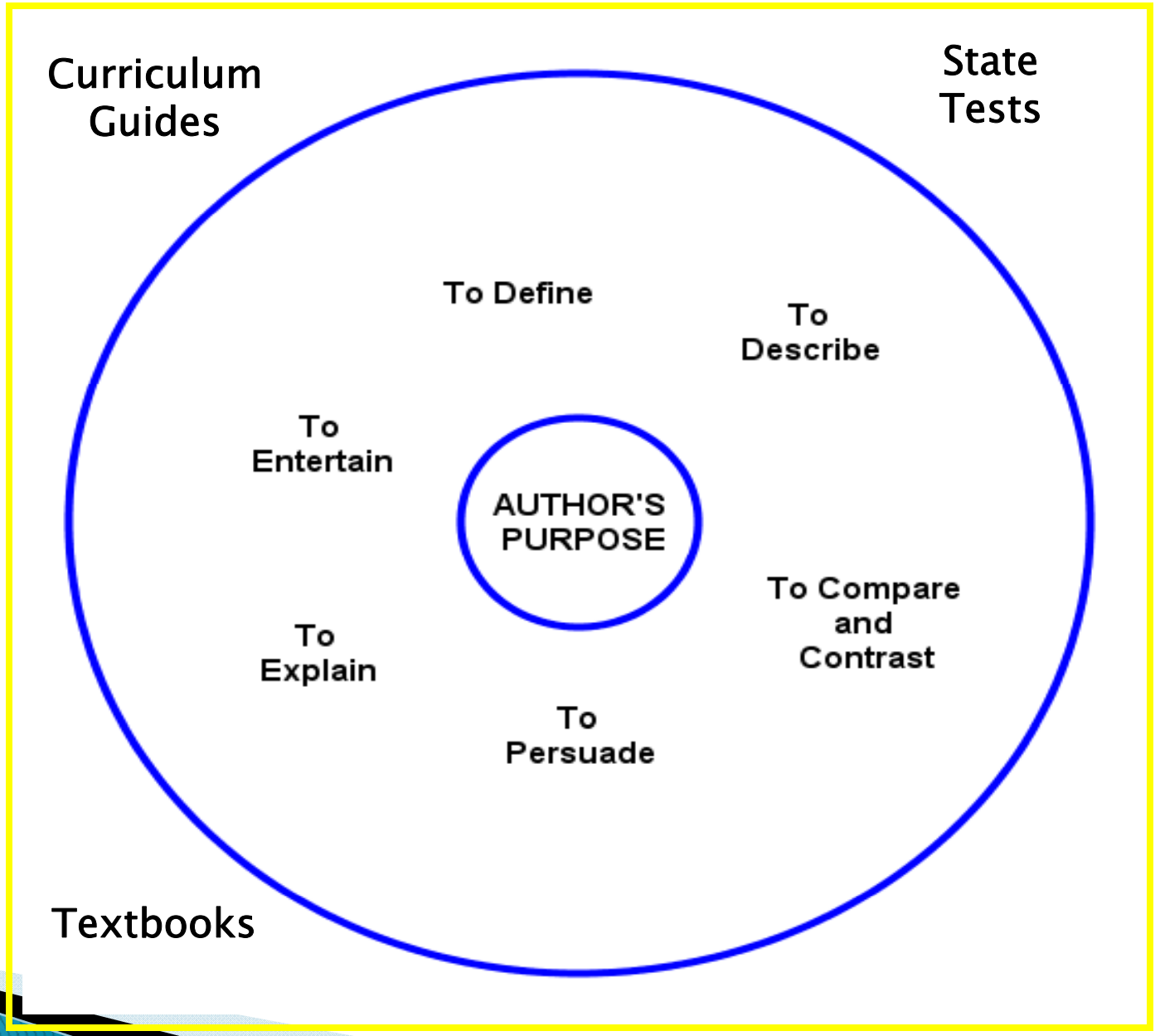
Making Inferences



Hunters' POV

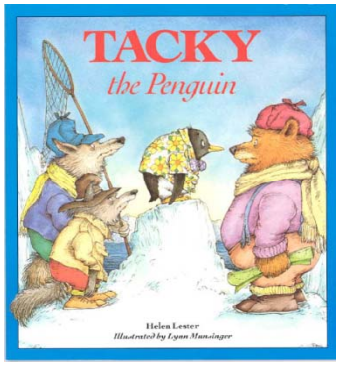
AUTHOR'S PURPOSE

Why did the author write this passage?



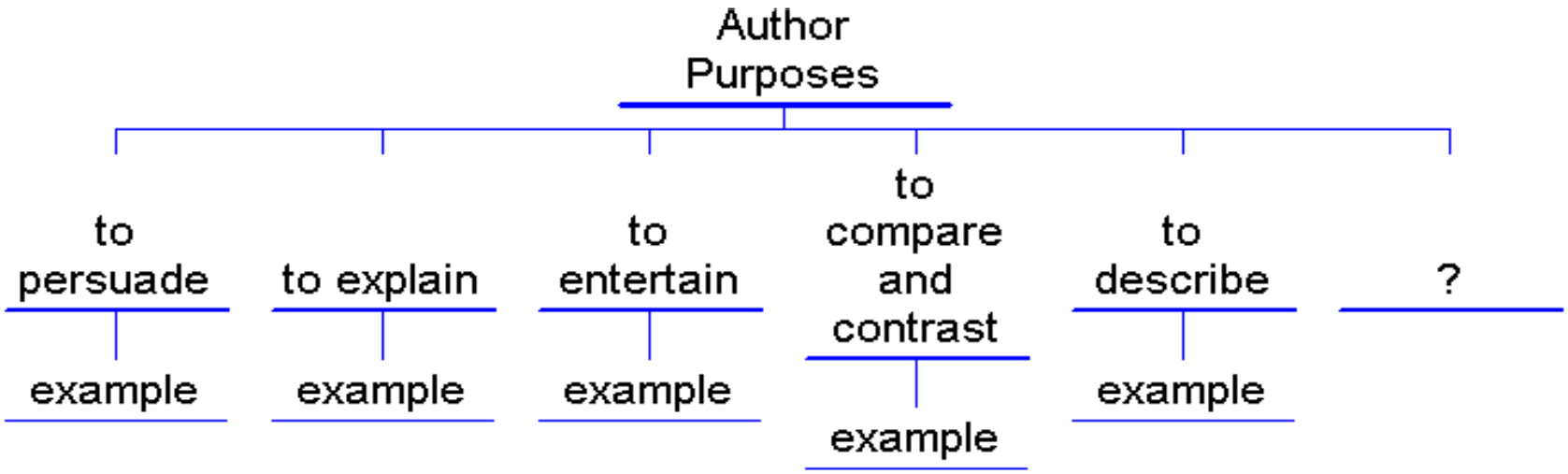
AUTHOR'S PURPOSE

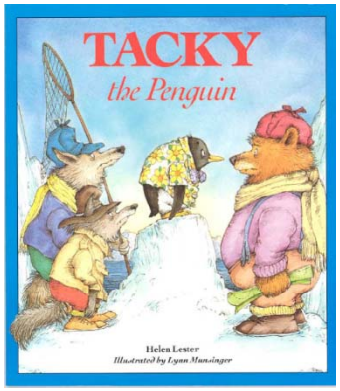
HELEN LESTER WROTE



AUTHOR'S PURPOSE

Once students have begun to understand the concept of Author's Purpose, create a bulletin board Tree Map to classify examples of each type of reading that you and your students identify.



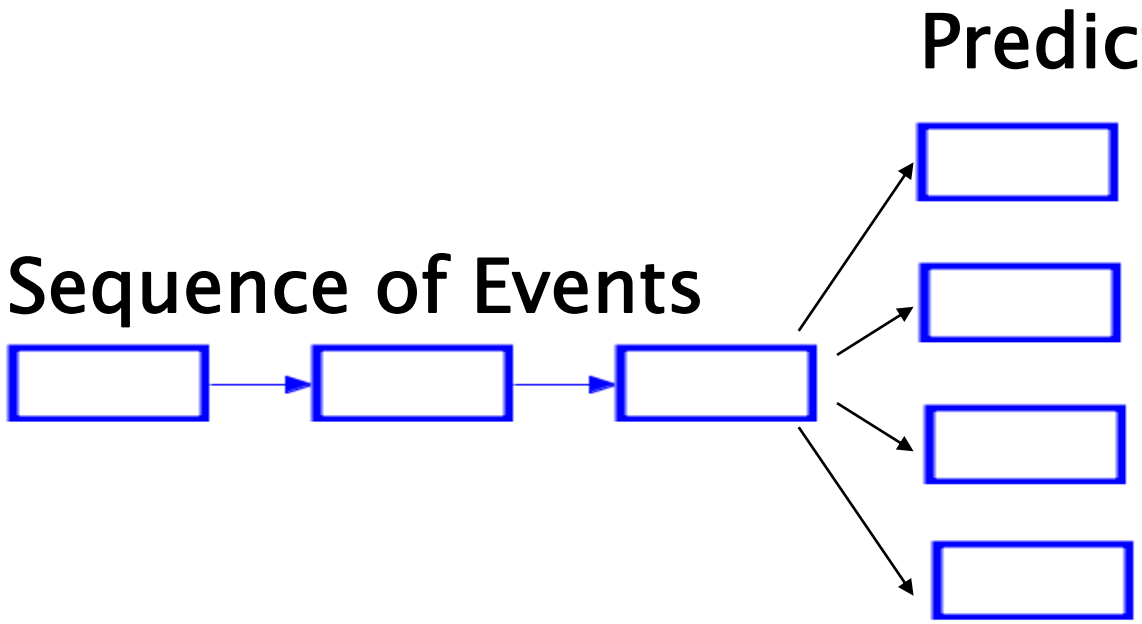


PREDICTING DURING READING

As you read a story, record the events in a Flow Map.

At an important point in the story, stop reading and ask students to predict what they thing will happen next.

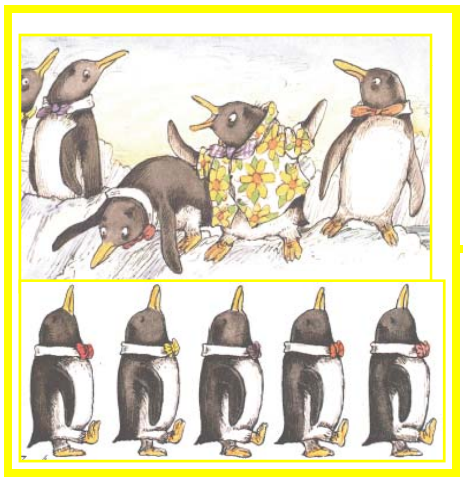
Record their ideas in a one-sided Multi-Flow branching out from the Flow Map.



PREDICTING DURING READING

Predictions

Sequence of Event



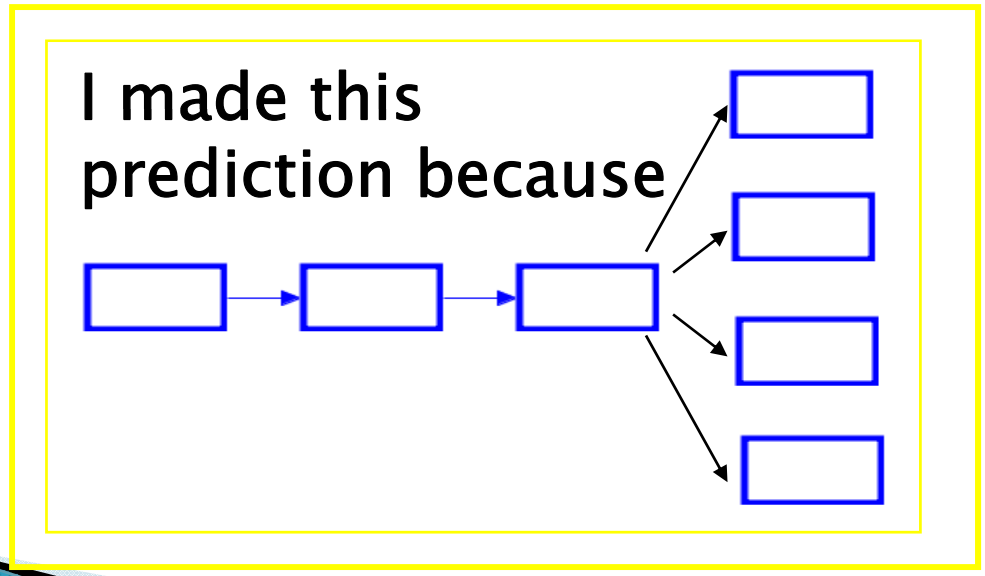
I made these predictions because…

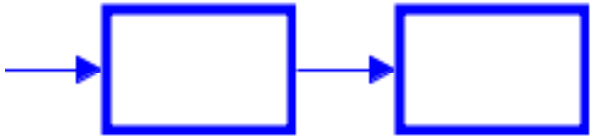
PREDICTING DURING READING

Add a Frame of Reference and ask students to explain why they made their predictions. Record their answers in the Frame.

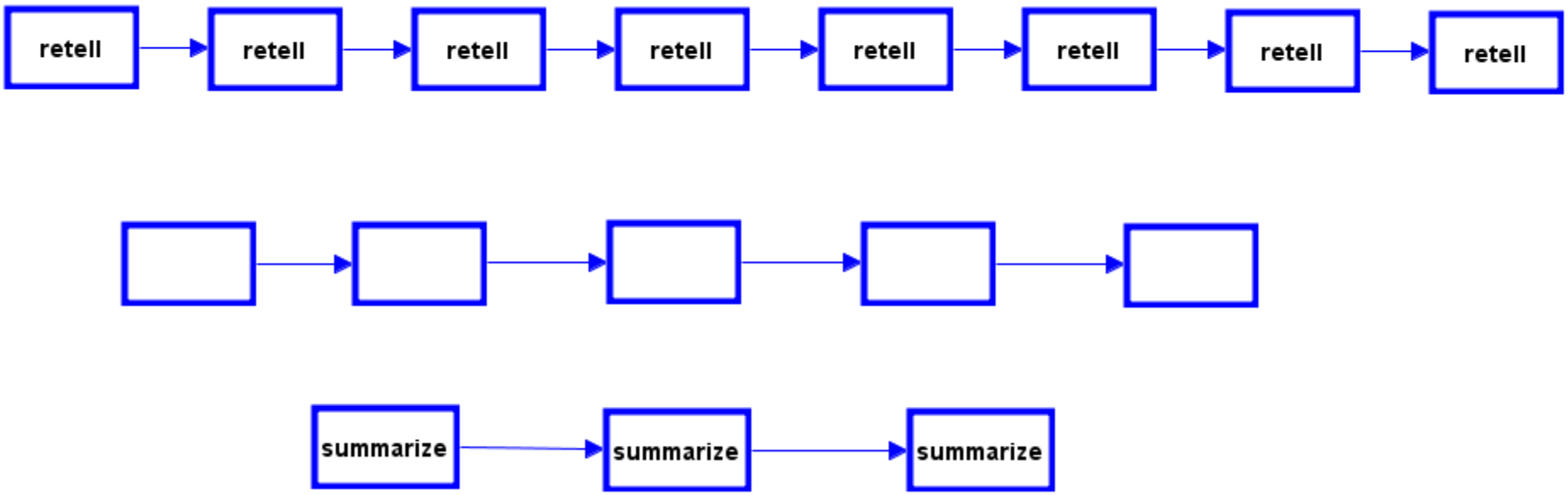
Continue reading the story and check their predictions against the events in the story.

Put a check beside the correct predictions and explanations.

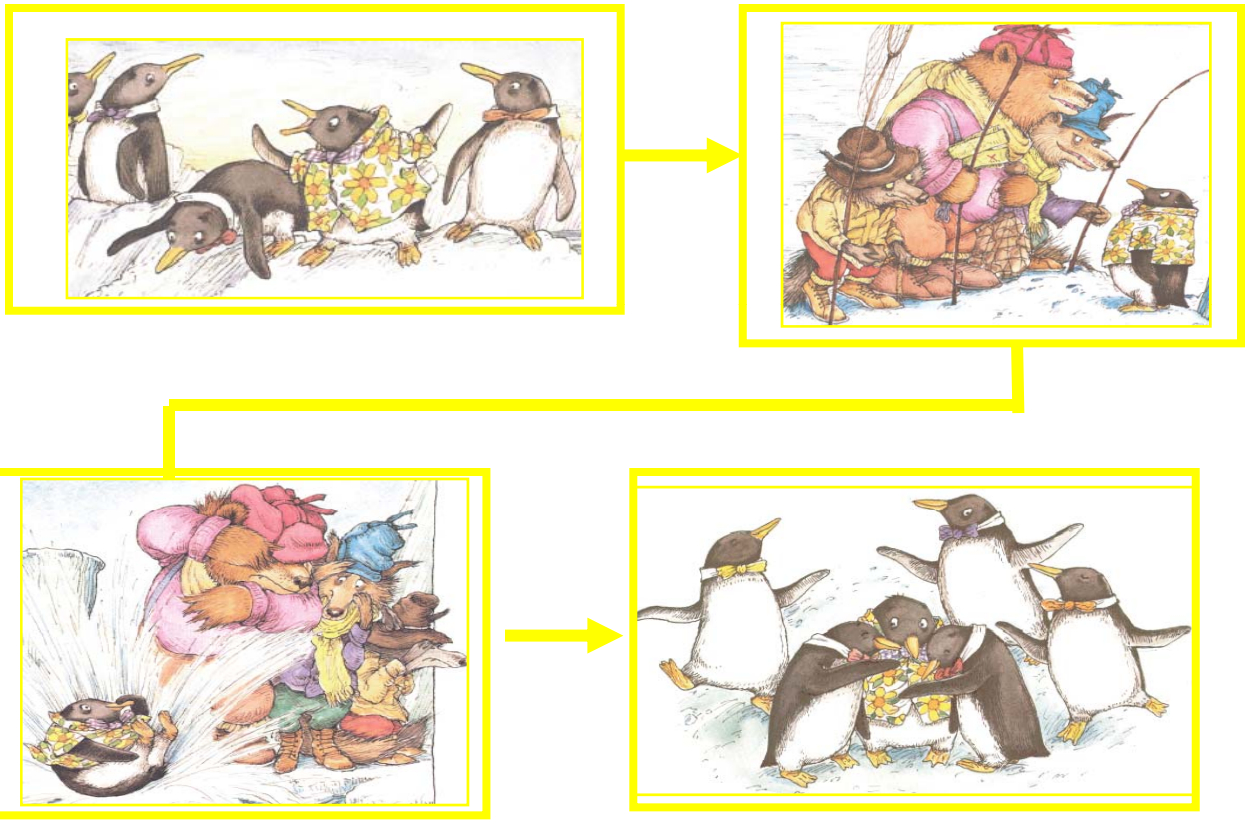




SUMMARIZING FICTION



What do you understand now that you have read and summarized this story?



What are some of the BIG ideas you are learning from this story?

Better learning will come not so much from finding better ways for the teacher to

INSTRUCT…

…but from giving the learner better ways to

CONSTRUCT MEANING.

Seymore Papert, 1990

THE MAPS SHOULD BECOME

STUDENT TOOLS FOR THINKING.