

## Leaving Tracks of Your Thinking

### STRATEGY CLUSTERS

#### 1. Monitor Comprehension

- \* Listen to the 'voice' in your head and leave tracks of your thinking.
- \* Notice when you lose your way, focus your thinking.
- \* Read, Write, and Talk: Think your way through the reading.

#### 2. Make Connections

- \* Read and Think about new information
- \* Connect the New to the Known: Activate and build prior knowledge

#### 3. Ask Questions

- \* Learn to ask questions as you read
- \* Ask questions to gain information
- \* Ask questions to understand the 'big ideas.'

#### 4. Infer Meaning

- \* Use context clues to 'unpack vocabulary
- \* Infer beyond the literal, answers to questions, the meaning of titles and subheads, to infer themes.

#### 5. Determine Importance

- \* Separate important interesting details from important ideas.
- \* Look for 'key' information

#### 6. Summarize and Synthesize

- \* Read to get the gist, summarize as you go.
- \* Move from facts to ideas

### REFERENCES



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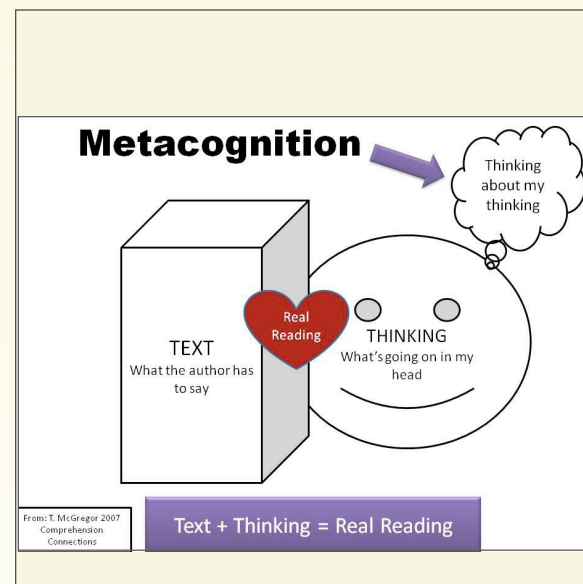
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# METACOGNITION

## THINKING ABOUT THINKING



Thomas Jefferson once said, "He who knows best knows how little he knows."



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### What Proficient/Good Readers Do:

- \* They have an understanding of how they think and use strategies during reading
- \* They adapt strategies for the purpose of reading

Perkins & Swartz (1992) define four aspects of metacognitive knowledge that suggest how learners adapt strategies to their purpose for reading:

- Tactic learners/readers: Lack awareness of how they think while reading.
- Aware learners/readers: Use their thinking and comprehension strategies, but may not possess sufficient 'fix it' strategies to solve problems.
- Strategic learners/readers: Use thinking and comprehension strategies and are able to monitor understanding when they become distracted.
- Reflective learners/readers: Strategic about thinking, monitor thinking and understanding, they also reflect on their thinking, make revisions of strategies as needed.



# Monitoring for Comprehension

## Reader's Workshop

Reading Workshop has Five Components:

1. **Mini-lessons**- 10-15 minutes: explicit teaching on a particular process: e.g., comprehension strategy, workshop procedure, vocabulary,
2. **Small-group instruction**-organized around guided reading and literature discussion.
3. Independent practice
4. One-to-one or small group conference
5. Share time: Reflection logs, projects etc. to share with class

### What happens when I 'stop' listening to my inner voice? (Below responses are from fourth grade students)

- (Check for Understanding) "I don't get it"
- "I'm not questioning"
- "I don't have a personal reaction"
- (Inference) "I'm not figuring this out"
- (Using schema) "I'm not connecting"
- "I don't understand these tough words"
- (Mental images) "I don't see anything in my mind or have a fuzzy picture"

### Fix-it Strategies

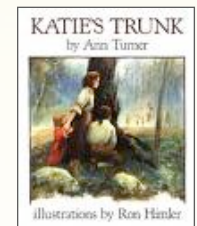
- Reread
- Skip, Read, Think
- Use Schema, (Think about what you know)Reread
- Stop and Think



## Resources

### Sample Books for Practicing Strategies

*The Wretched Stone* by Chris Van Allsburg  
*Train to Somewhere* by Eve Bunting  
*One Green Apple* by Eve Bunting  
*Crow Call* by Lois Lowry  
*The Stranger* by Chris Van Allsburg  
*Wangari's Trees in Peace* by J. Winter  
*Mary Celeste* by Jane Yolen  
*Spider* by Karen Hesse?  
*The Salem Witch Trials* by Jane Yolen  
*Katie's Trunk* by Ann Turner  
*The Way to Start a Day* by Byrs Baylor  
*The Story of Ruby Bridges* by Robert Cole  
*The Two of Them* by Aliki  
*Where the River Begins* by Thomas Locker  
*Fly Away Home* by Eve Bunting  
*The Three Questions* by Jon Muth



Eleanor Roosevelt:

*Every effort must be made in childhood to teach the young to use their own minds. For one is sure: if they don't make up their own minds, someone will do it for them.*