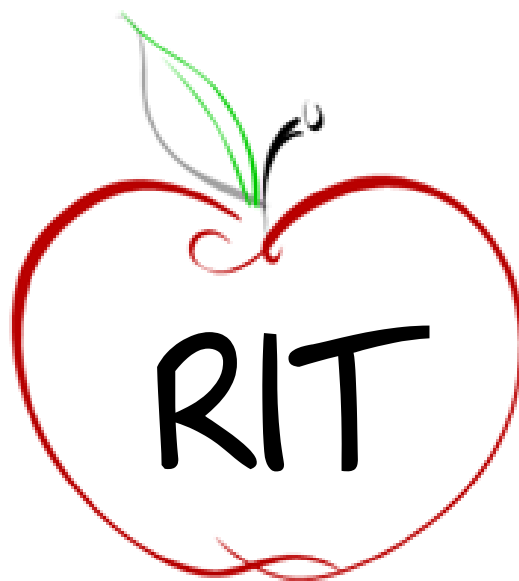# Reading is Thinking

Comprehension, Collaboration and Inquiry

RIT

June 28 – 29, 2016

Hoffman Estates, Illinois

Passion and Wonder are Contagious!

Inquiry is a way of life.

Inquiry based learning is not about a final product at the end;

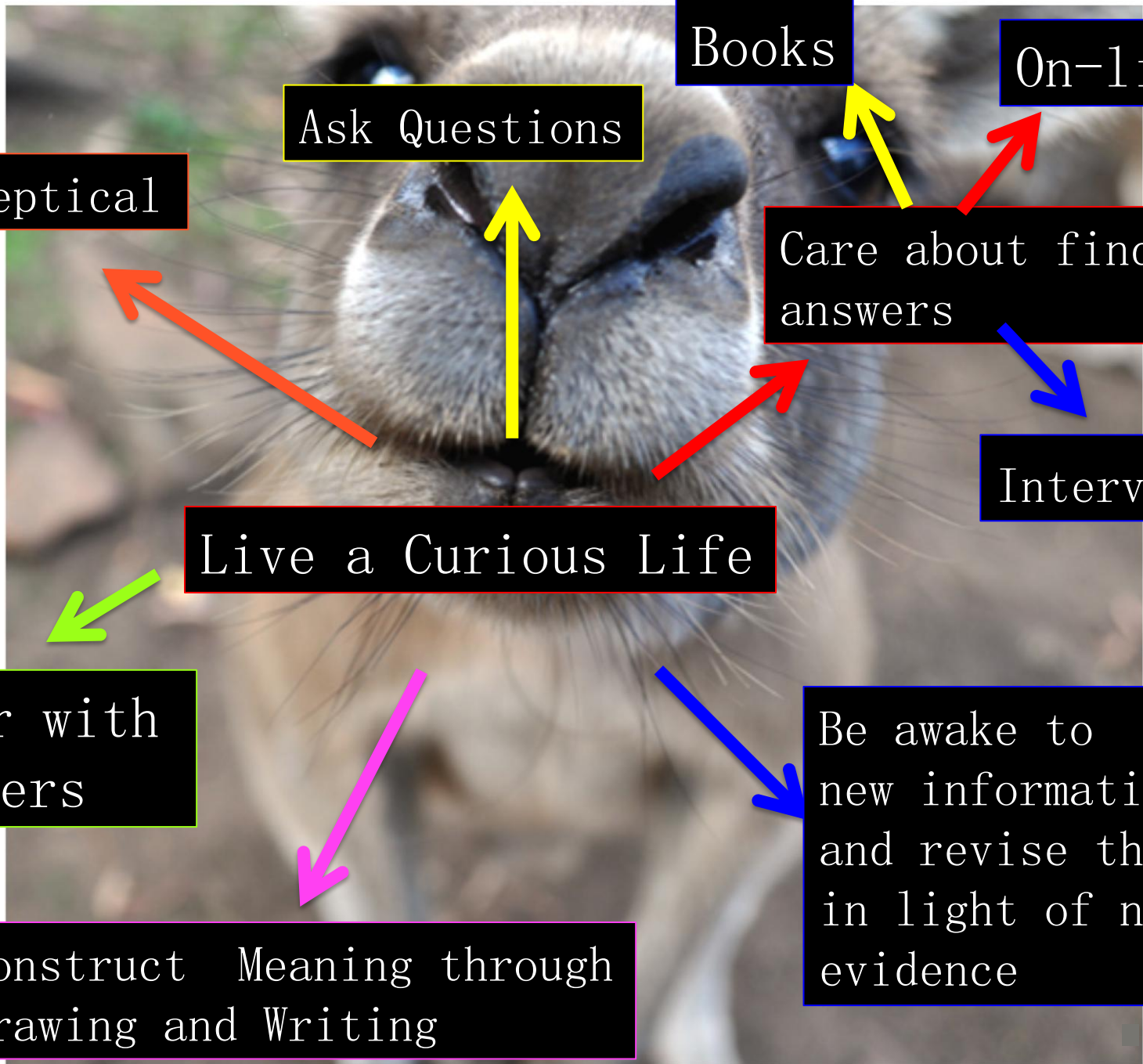Inquiry based learning is about living in a way that kids' questions matter.

Harvey 2014

Always be on the lookout for the presence of wonder.

E.B. White

Conditions for Curiosity:

- View learning and life as an experiment where we grow, learn & innovate by working on something, making mistakes and trying again (& again…)

- Celebrate the questioning and the learning rather than the knowing.

- Build in time every day for kids to experiment, explore and investigate.

- Model your own curiosity every day and show that you care about finding answers.

(Harvey 16)

Three Principles of Reading Achievement

❖ **Volume ---** Readers must read extensively in text they can and want to read. The more kids read the better they read. "Reading volume—the amount students read in and out of school—significantly affects the development of reading rate and fluency, vocabulary, general knowledge of the world, overall verbal ability and last, but not least, academic achievement". (Cunningham and Stanovich 1998 a and b) So we need to have text on a wide range of topics and on many levels readily accessible for the kids in our classrooms. (Allington 2005) Readers need a multi-source multi-genre curriculum if they are to read and understand.

❖ **Response ---** Readers must have opportunities to respond to their reading by talking, writing and drawing about their reading. The best way to better understand what we read is simply to talk about it. We must increase the amount of purposeful student-to-student talk in our classrooms. (Allington 2002) Book clubs, Lit Circles (Daniels 02) Read Write and Talk (Harvey and Goudvis 05) all provide opportunities for readers to talk and write about their reading. Writing in relation to reading leads to improved literacy achievement. And don't forget authentic artistic response for those who want to draw, sing, act etc.

❖ **Explicit Instruction ---** Readers need explicit instruction in the strategies to decode text as needed. They do not need phonics instruction if they can already read. And they need explicit instruction in the strategies to comprehend text. (Pearson et al 1992, Keene and Zimmerman 2007, Harvey and Goudvis 2007) Teachers need to make their thinking visible by modeling how they use a strategy and then give kids time to practice collaboratively and independently.

"The critical role of reading widely cannot be overemphasized. Many parents, administrators, and teachers still believe that literacy is primarily a matter of skill instruction. The importance of practicing, using and "living" literacy is often overlooked. Perhaps this is partly because we live in a society that does not always practice the literacy it preaches and supposedly values—libraries are underfunded, television is the predominant source of entertainment and information and 70% of all reading is done by only 10 % of the population. (Sanders 1994) We know that parents, teachers, and communities can dramatically affect how much children read.(Gambrell 1996) But we also know that a relatively simple intervention—reading---can have a powerful effect on students' comprehension, thinking knowledge of the world, and choices in higher education and life careers." (Shefelbine 1998)

In short, we need to build in a ton of time for our kids to read, just plain read. We need to show them how and then let them read. As Harvey Daniels says, "Why not just have kids go, choose a book, read it, talk to someone about it and then get another one?" Worksheets don't help. But thinksheets do--graphic organizers, post-its, margin annotations-give readers a place to work out their thinking so they can learn, understand and remember. Reading, talking, writing and thinking are what are kids need to be doing. Just plain reading and giving kids time to respond to text will make all of the difference.

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Allington, Richard (2005) *What Really Matters for Struggling Readers* (2nd Ed): New York: Allyn and Bacon

Cunningham, A. and Stanovich, K. (1998) "What Reading Does for the Mind." The American Educator. (Spring/Summer 1998): 8-15 American Federation of Teachers

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Daniels, Harvey (2002) *Literature Circles* (2nd Ed). Portland, ME: Stenhouse

Gambrell, L.B. Creating Classroom cultures that foster reading motivation." The Reading Teacher. 50, (1996): 235-262

Harvey, Stephanie and Anne Goudvis (2008) *The Primary Comprehension Toolkit.* Portsmouth NH: Heinemann

-------- (2007) *Strategies That Work* 2nd ED. Portland ME: Stenhouse

---------(2005) *The Comprehension Toolkit*. Portsmouth NH: Heinemann

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Pearson, P. David, J. A. Dole, G. G. Duffy, and L. R. Roehler. 1992. "Developing Expertise in Reading Comprehension: What Should Be Taught and How Should It Be Taught*?"* In What Research has to Say to the Teacher of Reading, ed I J. Farstrup and S. J. Samuels, 2nd ed Newark, DE: International Reading Association

Sanders, B. (1994) *A is for Ox*. New York: Vintage Books

Shefelbine, J. (1998) *Academic language and literacy development*. Paper presented at the 1998 Spring Forum on English Language Learners, Sacramento, CA.

(Harvey 07)

Comprehension is not about answering a bunch of questions at the end.

Comprehension is an ongoing process of evolving thinking.

It is the evolution of thought that occurs while we are reading listening and viewing.

It is, above all, the inner conversation that readers have with text, the voice in our heads that speaks to us as we read, our inner voice.

Harvey 2014

" We teach comprehension strategies so kids can acquire and use knowledge. "

Information

Thinking
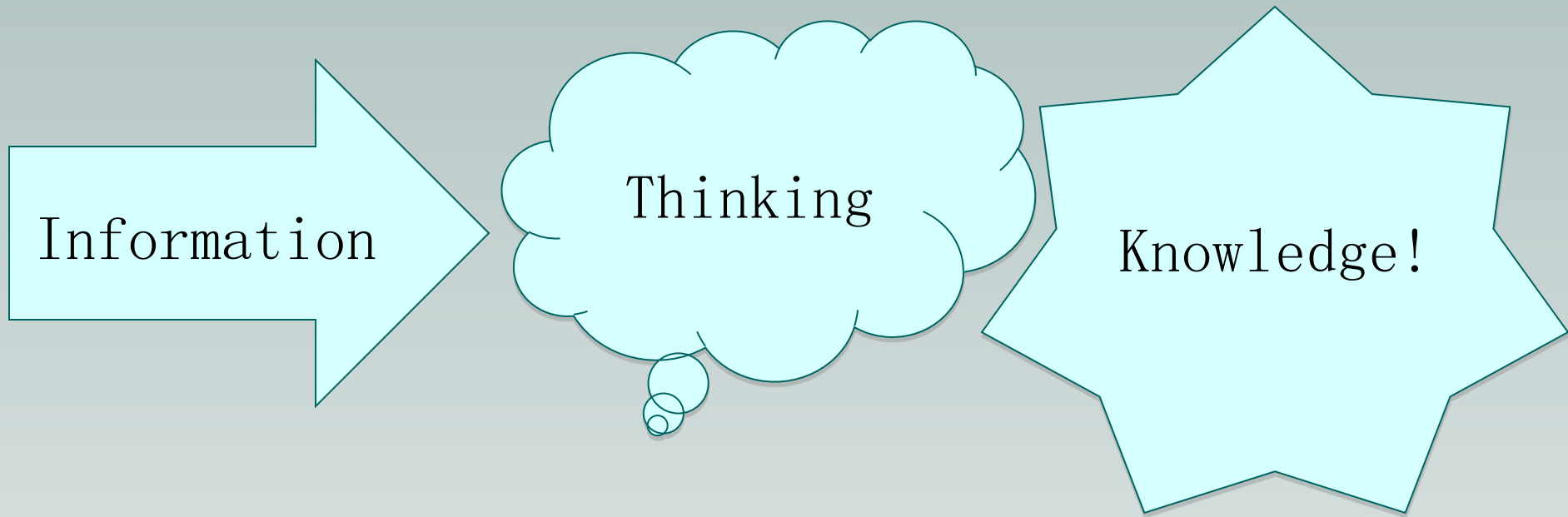
Knowledge!

"We turn information into knowledge by thinking about it."

Strategies for Active Reading

Active Readers:

❑ **Monitor Comprehension**

- listen to their inner voice and follow the inner conversation,
- notice when meaning breaks down and/or mind wanders
- leave tracks of their thinking by jotting thoughts when reading
- stop, think and react to information
- talk about the reading before, during and after reading
- respond to reading in writing
- employ "fix up strategies" ---reread for clarification, read on to construct meaning, use context to break down an unfamiliar word, skip difficult parts and continue on to see if meaning becomes clear, check and recheck answers and thinking, examine evidence
.

❑ **Activate and Connect to Background Knowledge**

- refer to prior personal experience
- activate prior knowledge of the content, style, structure, features and genre
- connect the new to the known- use what they know to understand new information
- merge their thinking with new learning to build knowledge base
- activate their schema to read strategically

❑ **Ask Questions**

- wonder about the content, concepts, outcomes and genre
- question the author
- question the ideas and the information
- read to discover answers and gain information
- wonder about the text to understand big ideas
- do further research and investigation to gain information

Infer and Visualize Meaning

- use context clues to figure out the meaning of unfamiliar words
- draw conclusions from text evidence
- predict outcomes, events and characters' actions
- surface underlying themes
- answer questions that are not explicitly answered in the text
- create interpretations based on text evidence
- visualize as well as hear, taste, smell and feel the words and ideas

Determine Importance

- sift important ideas from interesting but less important details
- target key information and code the text to hold thinking
- distinguish between what the reader thinks is important and what the author most wants the reader to take away
- construct main ideas from supporting details
- choose what to remember

Synthesize and Summarize

- take stock of meaning while reading
- add to knowledge base
- paraphrase information
- move from facts to ideas
- use the parts to see the whole--read for the gist
- rethink misconceptions and tie opinions to the text
- revise thinking during and after reading
- merge what is known with new information to form a new idea, perspective, or insight
- generate knowledge

💡 Comprehension Continuum

Answers Literal Questions	Retells	Merges Thinking with Content	Acquires Knowledge	Actively Uses Knowledge
Answering literal questions shows that learners can skim and scan for answers, pick one out that matches the question, and have short-term recall. ***Only demonstrates surface understanding.***	Retelling shows that learners can organize thoughts sequentially and put them into their own words. Shows short-term recall of events in a narrative and bits of information in nonfiction. ***Does not, in and of itself, demonstrate understanding.***	Real understanding takes root when learners merge their thinking with the content by connecting, inferring, questioning, determining importance, synthesizing, and reacting to information. ***Understanding begins here.***	Once learners have merged their thinking with the content, they can begin to acquire knowledge and insight. They can learn, understand, and remember. ***Shows more robust understanding.***	With new insights and understandings, learners can actively use knowledge and apply what they have learned to the experiences, situations, and circumstances at hand to expand understanding and even take action. ***Understanding used for problem solving and acting.***
Teacher Language	**Teacher Language**	**Teacher Language**	**Teacher Language**	**Teacher Language**
What is...? Where did...? Who was...? How did...? How many...?	Tell me what happened. Tell me what this was about. Retell what you read. What comes first, second, third? When did...?	What do you think? What did you learn? What does this remind you of? What do you wonder? What do you visualize? What do you infer? What is this mostly about? What makes you say/think that? How did you come up with that? What, if anything, confuses you?	What did you learn that you think is important to remember? Why does it matter? What do you think the author most wants you to get out of this? What evidence can you cite to make your claim? What do you think are some big ideas here? What difference does it make? Say more about that.	What do you want to do about this? Why do you want to take action? Is there a way you can get involved? How do you think you can help? How would you convince others of your point of view? What is your plan? How might you engage the help of others?

The Components of Active Literacy

Reading, Writing, Drawing, Talking, Listening, Viewing, Doing and Investigating:

Engage in the world of issues and ideas, enhance understanding, expand thinking, develop insight, acquire and actively use knowledge.

▶ **Talking and listening to each other**

Having a conversation, discussing, agreeing, disagreeing, debating.

▶ **Reading and viewing to construct meaning**

Noticing and thinking about the inner conversation, asking questions, making connections, inferring, synthesizing information.

▶ **Responding to reading by talking, listening, writing and drawing**

Having a conversation about the text, connecting to experience, wondering, thinking inferentially, thinking about and beyond the text, writing and drawing to think and remember, noticing important information, connecting, asking questions, debating the author.

▶ **Writing and drawing to discover and explore thinking**

Learning new information, wondering, connecting, inferring.

▶ **Investigating and doing further research**

Asking and answering questions, finding out information, learning more, synthesizing, building and using knowledge, developing insight.

▶ **Designing, doing and making**

Designing and planning, putting stuff together, building things.

Make thinking audible and visible

- Anchor Charts
- Annotations
- Turn and Talks
- Conferences
- Speaking

Foster rich talk about

- Text
- Content
- Process
- Experiences

Build in opportunities for kids to interact throughout the day

- Turn and Talk
- Partner Work
- Small Group Work
- Think/Pair Share
- Book Clubs/Lit Circles
- Inquiry Circles

Turn and Talk Guidelines

- Listen attentively
- Ask follow up questions
- Make eye contact
- Use first names
- Disagree agreeably
- Use polite language

Overviewing & Annotating

Readers need to make their reading "thinking intensive". When students read nonfiction, they need to overview the text by skimming and scanning the text as follows:

- Activating prior knowledge

- Noting characteristics of text length and structure

- Noting important headings and subheadings

- Determining what to read and in what order

- Determining what to pay careful attention to

- Determining what to ignore

- Deciding to quit because the text contains no relevant information

- Deciding if the text is worth careful reading or skimming (Dole 1996)
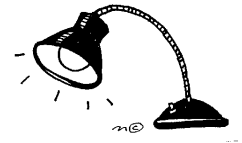
Annotating Guidelines

To effectively annotate text, readers need to read the information, think about it and make conscious decisions about what they need to focus on in order to learn and remember. It is not helpful to highlight or underline without jotting down thinking in the margins or on a post-it. If readers want to learn and remember what they read, they need to merge their thinking with the text to understand it, annotating their thoughts in the margins as they go. They need to sort important information from rich, less important details. They need to pick out the big ideas and let go of ancillary information.

- Mark up the text with words, ideas or connnections that come up while reading

- Highlight or underline only necessary words and phrases, not entire sentences.

- When highlighting or underlining text information, jot notes in the margin or on a Post-it to record thinking and to remember the purpose for having highlighted or underlined in the first place.

- Look carefully at the first and last line of each paragraph. Important information is often contained there.

- Don't get thrown off by interesting details. Although fascinating, they often obscure important information.

- Note signal words. They are almost always followed by important information.

- Pay attention to the vast array of nonfiction features that signal importance.

- Pay attention to surprising information. It may signal new learning.

Annotate Text: *Leave Tracks of Thinking*

See this lesson in action on pages 149, 179, 183, 209.

TIP: When working with library books or textbooks that cannot be marked up, kids use Post-its instead of writing in the margins. Post-its are especially handy for our earliest readers, since they can also draw their thoughts. The 3x5 size works very well for the youngest kids. We teach older students to use the whole range of text-marking tools—Post-its, codes, underlining, and annotation—so they can really "attack" the surface of texts and dig out meaning.

WHEN *and* WHY: As kids do research and read for information, they need to leave tracks of their thinking so they can learn, understand, and remember what they read.

INITIATE: Annotation is a powerful reading tool. Explain that we need to make our reading "thinking intensive" and interact with the text while we read by jotting our thinking. Share an analogy. Talk about the tracks animals leave in the snow after a storm. When we wake up in the morning after a snowfall, we can tell who has been there from the fresh tracks, even though the animal is long gone. Explain that we need to see the kids' thinking even if they are no longer reading. Readers need to leave tracks in the margins, just as animals do in the snow or on the beach.

TEACH/MODEL: Explain that *annotating* means writing down your ideas as you read. Tell them, "Nothing matters more than your thinking when you read." Let kids know that instead of highlighting, you are going to jot your thoughts because when readers do that, they remember why they wrote something and are better able to understand. Mention that tracks like these give readers a place to hold their thinking. At the overhead projector, think aloud through a piece of text and jot connections, questions, important information, and inferences in the margins. Share some text codes—a ★ for an important information, a **?** for a question, and so forth. Show how you notice when you find an answer or how you might need to research further if your question is not answered.

GUIDED PRACTICE: Engage kids in the process by handing out a copy of the same article you have been modeling with. Read a paragraph, then stop and give students time to jot their thoughts and codes in the margins. Encourage them to turn and talk to a partner and discuss their thinking tracks. Create an anchor chart of various text codes that you come up with together.

TEXT CODES
✓	for something known
L	for new learning
? or Q	for a question
??	for confusion
★	for important information
!	for exciting or surprising information
R	for a connection (Reminds me...)

COLLABORATIVE PRACTICE: Encourage kids to leave tracks of their thinking as they continue to read and respond to articles in their inquiry circles.

The Gradual Release of Responsibility in *Toolkit*

CONNECT AND ENGAGE
Before we begin to model a strategy, we capture our kids' enthusiasm and activate their prior knowledge. We share a compelling image, a lively video, an interesting title, some content knowledge, or a personal story to get them excited about what's to come. And we have them turn and talk about their own experience and what they think they might already know about a topic at hand.

MODELING
As literacy teachers, we open up our own cognitive process to show kids how we read, sharing both our successes as readers and how we handle challenges along the way. We model instruction by thinking out loud, reading aloud interactively, and conducting shared readings.

GUIDED PRACTICE
Much of our teaching and learning in the Active Literacy Classroom occurs during guided practice. We invite kids to turn and talk throughout the lesson so that they have a better shot at understanding. Guided practice allows us to respond to the kids while they practice up close to us, and we scaffold our instruction to meet their needs.
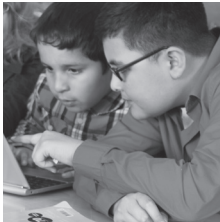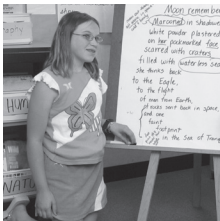
COLLABORATIVE PRACTICE
During collaborative practice, kids work in pairs or small groups throughout the room to read, draw, write, and talk together as we move around and confer with individuals or small groups.
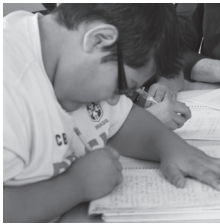
INDEPENDENT PRACTICE
The ultimate goal of instruction in the Active Literacy Classroom is to move kids toward independence. We want all kids to become confident, capable, agentive readers and thinkers who initiate further learning. So we allow plenty of classroom time for kids to read, write, and practice the strategies on their own as we confer, assess, and coach.

SHARING THE LEARNING
As a community, we share informally throughout the entire GRR process. Kids turn and talk briefly during our minilessons. They share their thoughts with partners and small groups during guided and collaborative practice. And they always come back together at the end to share more formally, teaching their classmates and responding to each other's ideas.

(adapted from Gallagher and Pearson 1983, Fielding and Pearson 1994)

Our students need to be able to use knowledge, not just know about things. Understanding is about making connections among and between things, about deep and not surface knowledge and about great complexity, not simplicity.

Vito Perrone

**Our kids need to be
thinking intensive readers,
thinking intensive listeners and
thinking intensive viewers.**

To understand complicated ideas, complex issues, multi-faceted problems and to turn information into knowledge, readers need:

- to think about what they know to understand new information.
- to think inferentially to figure out meaning in the absence of explicit information.
- to question the text, surface big ideas and synthesize the Information.

© Harvey 2015

17

Text complexity is not merely about dense text, Lexile level and technical vocabulary. It is about complicated ideas with multiple perspectives that can be presented in many different ways. Complex text demands the reader's recognition and thoughtful consideration of the many facets of an idea, issue or a problem.

Readers must consider :

          economic implications

           cultural implications

          political implications

          religious implications

          historic implications

          practical implications

Stephanie Harvey, 2013

INFERRING

Merging background knowledge with text clues to come up with an idea that is not explicitly stated by the author

Making predictions

    Predicting outcomes, upcoming events

Using context to figure out the meaning

    of unfamiliar words/concepts

Inferring relationships

    Setting to plot

    Cause and Effect

    Character's feelings and motives

Visualizing

    Inferring with a mind picture

Drawing conclusions

Surfacing themes

Getting the gist

Inferring the authors' purpose

Reading between the lines

Relating text to life/text/world

OPENED: SEPT. 2009

OPENED: MAR. 2010

LOCATION:
MALDIVES
SPECIES PRESENT:
30

353,743
SQ. MI.

LOCATION:
PALAU
SPECIES PRESENT:
130

233,317
SQ. MI.

LOCATION:
BAHAMAS
SPECIES PRESENT:
40

OPENED: JULY 2011

242,971
SQ. MI.

LOCATION:
MARSHALL ISLANDS
SPECIES PRESENT:
30

LOCATION:
HONDURAS
SPECIES PRESENT:
40

OPENED: JUNE 2011

92,757
SQ. MI.

LOCATION:
TOKELAU, N.Z.
SPECIES PRESENT:
30

OPENED: SEPT. 2011

OPENED: SEPT. 2011

123,179
SQ. MI.

769,205
SQ. MI.

Fin-Win Situation

We're a far bigger danger to Jaws and company than they are to us—which is why the world's largest shark sanctuary was recently established by the Marshall Islands, in the central Pacific. Here's where, and why, our toothy pals are finding safe haven. **BY SAM POLCER AND ALICIA BUCHL PEREZ**

ILLUSTRATION BY TIM VIENCKOWSKI

Deaths each year

SHARKS BY HUMANS
up to 73 million

HUMANS BY SHARKS
2–3 (65 injured)

$100
average price of a bowl of shark fin soup, a delicacy in parts of Asia

In Palau,
A SINGLE SHARK
brings in an estimated
$1.9 MILLION
to the tourist economy over its lifetime

VS.

the **$108**
it is worth once it's
CAUGHT
and brought ashore

Shark ecotourism brings in
$18 MILLION
to Palau each year,

making up **8%** of the national GDP

Annually, shark diving brings
$24.7 MILLION
to
Canary Is., Spain,
and
$40 MILLION
to
the Indo-Pacific region

Discussion prompts for Close Viewing

What do you notice?

What do you see?

What do you wonder?

What do you think?

What in the image makes you think that?

Where is the evidence for that idea?

What do you want to know more about?

Discussion Prompts for Close Listening

What does the text make you think about?

What do you wonder?

What does it remind you of?

What do you hear?

What did you hear that makes you think that?

What do you want to hear more about?

Close Reading of Complex Text

1st Reading — Focus on what you know rather than what you don't understand

2nd Reading — Ask questions and use what you came to understand during the first reading to infer the meaning of unfamiliar words and concepts for deeper understanding

Successive Readings — Note previous annotations, address your questions, build on what you know to deepen comprehension, infer for a more robust understanding

What it Says	Questions	What it Means

Discussion Prompts to Support Understanding of Complex Text

What in the text makes you say that?

How do you know?

What makes you think that?

Where is the evidence for that?

What might be some additional interpretations?

Who has another idea?

What is the evidence for that idea?

Who might disagree?

What makes you disagree?

How might you explain the different interpretations?

How might you convince someone to change their mind?

What is the author trying to prove?

What kind of proof does the author use?

What is the author assuming I will agree with?

Is there something the author leaves out that would strengthen the argument?

Is there something the author included that hurts the argument?

Does the author adequately defend the argument?

Simple Problems vs. Complex Problems

Simple problems are often singular in nature requiring less deep thinking to understand and solve.	***Complex problems*** are comprised of multi-faceted, multi-dimensional issues with multiple perspectives.

Simple Problems

- Are easily solved
- Don't require a great deal of thought to solve
- Don't take much time to solve
- Are generally less important in the long run
- Can often be solved alone, without much help

Complex Problems

- Are generally difficult to solve
- Require a great deal of thought to solve
- May take a lot of time to solve
- The solution is often very important
- People may have many different ideas about how to solve the problem
- Generally require a good deal of collaboration and cooperation to solve

How Proficient Collaborators Think and Act

Strategy	Examples/Actions
1. Be responsible to the group	• Come prepared: work completed, materials and notes in hand • Bring along interesting questions/ideas/artifacts • Take initiative, help people get organized • Live by the group's calendar, work plan, and ground rules • Settle problems within the group • Fess up if unprepared and take on some other work
2. Listen actively	• Make eye contact • Nod, confirm, look interested • Lean in, sit close together • Summarize or paraphrase • Use names • Take notes when helpful
3. Speak up	• Join in, speak often, be active • Connect your ideas with what others have said • Ask lead and follow-up questions • Use appropriate tone and voice level • Draw upon the notes, materials, or drawings you've brought • Overcome your shyness
4. Share the air and encourage others	• Show friendliness and support • Take turns • Be aware of who's contributing; work to balance the airtime • Monitor yourself for dominating or shirking • Invite others to participate • Build upon and learn from others' ideas
5. Support your views and findings	• Explain and give examples • Refer to specific passages, evidence, or artifacts • Connect or contrast your ideas to others' • Dig deeper into the text or topic; revisit important ideas
6. Show tolerance and respect	• Receive others' ideas respectfully; no put-downs allowed • Try to restate opposing views • Use neutral language in disagreeing • Offer your different viewpoint; don't be steamrolled • Welcome and seek insight in divergent viewpoints
7. Reflect and correct	• Do frequent reflections or "think-backs" on group processes • Identify specific behaviors that helped or hurt the discussion • Talk openly about problems • Make plans to try out new strategies and review their effectiveness • Keep written record of group processing

What Social Strategy Use Looks and Sounds Like

Strategy	Sounds/Looks Like	Doesn't Sound/Look Like
1. Be responsible to the group	"Does everyone have their articles? Good, let's get going." "Let me show you this great website I found…" "I'm sorry, guys, I didn't get the reading done." "Ok, then today I'll take notes on the meeting."	"What? There's a meeting today?" "I left my stuff at home." "Teacher, Bobby keeps messing around." Arriving late, unprepared, without materials.
2. Listen actively	"Joe, pull your chair up closer." "I think I heard you say…" "So you think …" Asking follow up questions	Not looking at others "Huh? I wasn't listening." Playing with pencils, shuffling materials.
3. Speak up	"What you said just reminded me of…" "Can I piggyback on this?" "What made you feel that way?" "Let me show you my drawing."	Silence Whispering or shouting Not using/looking at notes Hiding from participation
4. Share the air and encourage others	"Can you say more about that, Chris?" "We haven't heard from you in a while, Joyce." "I better finish my point and let someone else talk." "That's a cool idea, Tom."	"Blah blah blah blah blah blah blah blah…" "I pass." "You guys are so boring." Declining to join in when invited
5. Support your views and findings	"I think Jim treats Huck as a son because…" "Right here on page 15, it says that…" "The person I interviewed said …" "My thinking was a lot like Jennifer's…"	"This book is dumb." "Well, that's my opinion anyway." "No, I didn't consider any other interpretations."
6. Show tolerance and respect	"Wow, I thought of something totally different." "I can see your point, but what about…" "I'm glad you brought that up; I never would have seen it that way."	"You are so wrong!" "What book are *you* reading?" "Where did you get *that* idea?" Rolling eyes, disconfirming body language.
7. Reflect and correct	"What went well today and where did we run into problems?" "We are not sharing the talk time evenly." "OK, so what will we do differently during our next meeting?"	"We rocked." "We sucked." "It was OK." "Who cares?"

Home Court Advantage: *Showing Friendliness and Support*

See this lesson in action on pages 227, 247.

➡ **TIP:** This lesson was originally developed in high school, where put-downs are a special concern. Yes, it sounds corny—but it works. And even the little ones comprehend the metaphor of this lesson— so many of them are on soccer teams! In place of showing the newspaper article, you can simply question them about their experiences playing at home versus away.

WHEN *and* **WHY:** We use this lesson for group-building early in the year or at times when bickering or disunity have occurred. Thanks to Nancy Steineke for introducing us to this powerful lesson.

INITIATE: From the sports pages of the newspaper, clip out the standings for a local baseball, football, or soccer team—the ones that include home and away game outcomes. Make copies for kids or project them on a screen.

TEACH/MODEL: *"OK, guys, take a look at these standings from today's paper. What do you notice about home games versus away games? Turn and talk with a partner for a minute."*

Kids will report back that teams generally win more home games than away games.

"Why do you think that is? What would be some reasons? Get back together and jot down a few ideas you have."

Kids typically will return with ideas like these:

Fans cheer you.	You know the field/court
Nobody boos	Feel comfortable
Same place we practice	Your friends are watching
No distracting fans	

As a whole group, prioritize the suggestions and make a consensus list. If kids don't bring it up along the way, be sure to highlight the issue of put-downs.

"Is anyone in here on a team? What do you do when one of your teammates makes a mistake?"

Students may offer ideas like, "We say, 'Nice try Bob' " or "We don't laugh or boo."

"Exactly. And in the classroom we are a team also, we are all on the same side. You never put down a teammate. If you hear a put-down in here, you can just quietly say 'home court' to remind people we are a team. OK?"

INDEPENDENT PRACTICE: Invite kids to make posters that depict the idea of home court advantage. They can place the term at the center and elaborate around it with drawings and specific sayings people can use with teammates ("Good effort, Janie" or "No put-downs"). Hang posters around the room and refer to them periodically.

"Reading and writing are always better when they are tools not goals."

If we don't realign the current curricular imbalances, science and social studies may suffer, but ultimately reading and writing will suffer.

Reading and writing are not about reading and writing in general. They are about reading and writing particular texts that are grounded in particular experiences.

PD Pearson

Principles & Practices of Content Literacy Teaching and Learning

Use comprehension strategies flexibly to turn information into knowledge and actively use it.

Live a life full of wonder and curiosity.

Interact with text, resources, teacher and each other.

Merge thinking with new learning to learn, understand and remember it.

View nonfiction as compelling and accessible.

Make thinking audible and visible.

Bathe content learning in rich talk and discussion.

Build interest and intrigue through visuals, artifacts & interviews as well as text.

Grasp the big ideas and essential questions they encounter as they read research.

Harvey 2016

Content Literacy Lessons

- Stop, think and react to new information STR: Annotate text with information and thinking.

- Use parallel annotation: Record text information on the left and thinking on the right

- Distinguish between what the text is about and what it makes you think about.

- View and read informational text features

- Interpret and infer from infographics

- Crack open features: Infer the meaning of titles and subheads

- Teach signal words & phrases and their purposes

- Distinguish your thinking from the author's

- Ask questions and read and view to answer them

- Ask questions to read critically: Use the Definition / Consequence/Action framework

- Form an educated opinion: Distinguish between an opinion and an informed opinion

- Debate an issue: Use evidence to support your claim

Signal Words and Phrases

Signal words cue readers to pay attention to what's coming up. They signal a change in thinking, a contrast or a similar relationship between ideas, a conclusion etc. As kids read informational text, they will encounter a wide variety of signal words and phrases. Co-Construct an anchor chart of signal words for display in the classroom. And have kids be on the lookout for signal words in their own reading and have them note the purpose. Paying attention to signal words and phrases is a necessary skill for strategic readers as they read nonfiction in their daily lives and when the encounter nonfiction on the test!

Signal Word	Purpose
Surprisingly	Be prepared to expect the unexpected
Importantly	Signals importance! Stop and pay attention
But	Signals a change to come
However	Prepare to change your thinking
Likewise	Cues a similarity
Consequently,	Signals a result/cause and effect
Before, After, Next, Finally, Then, Now	All show sequence

Signal Phrase	Purpose
In conclusion	Wraps up and synthesizes the information
In Sum	Wraps up and synthesizes
There are several factors	Signals an answer to a big question or idea
There are several reasons	Same as above
There are several purposes	Same as above
As opposed to	Signals a contrast
On the other hand	Signals a change to come
In addition to	Adds another factor
Because of	Cause and effect

Source Sets

Multi source, multi-level, multi-genre, multi-cultural, multi-media curriculum. Source Sets foster:

- **Authentic, Relevant, Significant and Interactive Topics**
- **Concept-based Teaching and Learning**
- **Curricular Integration**
- **Differentiation—(both text level and interest)**
- **Meeting Curricular Standards**
- **Passion and Wonder**
- **Small Group Collaboration**
- **Nonfiction Literacy**

Source Set Content Suggestions

- Picture books
- Trade books
- Images
- Videos
- Fiction chapter books related to the content
- Short fiction stories
- Magazines
- Newspapers
- Artifacts
- Objects
- Feature articles
- Essays
- Editorials
- Interviews
- Press releases
- Web sites
- Primary Sources—posters, tickets
- Primary source documents
- Maps
- Power Points
- Poetry
- Music/chanting
- Performance Art/Dance, theater
- Brochures
- Advertisements etc...   **Stephanie Harvey 2010**

Four Types of Inquiry Circles

Mini Inquiry

Curricular Inquiry

Lit Circle Inquiry

Open Inquiry

Inquiry Circle Phases

Immerse

Investigate

Coalesce

Go Public

Small-Group Inquiry Model

STAGE	TEACHER	KIDS
Immerse *Invite Curiosity, Build Background, Find Topics, and Wonder*	• Invites curiosity, questioning, engagement • Shares own curiosity • Models personal inquiry • Shows how to ask questions • Demonstrates topic finding • Gathers and organizes relevant materials and resources • Immerses kids in topics to build background • Facilitates small-group formation to ensure heterogeneous groups with compatible interests • Confers with small groups and individual	• Express their own curiosity • Explore, experience, and learn about topics using texts, visuals, Internet, artifacts, etc. • Think about what they know and connect new information to background knowledge and experience • Wonder and ask questions • Read, listen, and view to build background • Respond with questions, connections, and reactions • Meet with teams to set schedules, ground rules, and goals
Investigate *Develop Questions, Search for Information, and Discover Answers*	• Floods kids with resources and materials on a topic or question • Models how to read, listen, and view with a question in mind • Models how to take notes by interacting with text, coding text, and writing in margins or on Post-its • Demonstrates how to determine importance • Helps kids sharpen or change inquiry focus • Facilitates changes in group membership or topics • Confers with groups and individuals • Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Connects kids' questions to the curricular concepts and focus questions	• Articulate thoughts and questions that stem from their own interests and experience • Listen, talk, view, and read to gain information • Write, talk, and draw to think about information • Develop questions; then read, listen, and view to answer them • Use text and visual features to gain information • Meet with teams to set and monitor schedules and task completion
Coalesce *Intensify Research, Synthesize Information, and Build Knowledge*	• Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Engages kids in guided discussions and debates • Shares how to evaluate sources • Teaches interviewing strategies • Facilitates arrangements for out-of-school resources • Confers with groups and individuals	• Engage in deeper reading and research using books, articles, websites, videos, library visits • Target key ideas and information • Keep asking: So what? What about this really matters? • Practice interviewing • Conduct "people" research: interviews, surveys, questionnaires, focus groups • Check sources and determine reliability • Synthesize information to build knowledge • Meet with teams to monitor schedules, complete specific tasks, and plan for sharing

Small-Group Inquiry Model, *cont.*

STAGE	TEACHER	KIDS
Go Public *Share Learning, Demonstrate Understanding, Take Action*	• Co-constructs expectations for final projects • Shares the widest range of possibilities for sharing/performing • Welcomes kids' suggestions for these demonstrations • Helps kids find real audiences and opportunities to share their knowledge and teach others • Helps students reflect on content and process • Co-creates rubrics to assess and evaluate projects • Responds, assesses, and evaluates projects • Helps kids to share the learning by taking action	• Co-construct expectations for final projects • Demonstrate learning and understanding in a variety of ways: performances, posters, models, essays, picture books, tableaux, poetry • Become teachers as they share their knowledge with others • Articulate their learning process and how learning changes • Reflect on their knowledge building and their cooperative process • Pose and investigate new questions for further research • Consider changes in their own beliefs or behavior • Take action through writing, speaking, community work, advocacy

Back Home Plan

Choose at least one topic, practice, issue, or idea that struck you during the workshop today. Think about how you might apply this in your classroom and how it might change your teaching and/or your students' learning. Jot your thoughts below.

Topic:			
How am I presently addressing this topic, and what changes might I consider in my literacy teaching?	List of specific resources or steps that I need to take to facilitate this change.	List of specific outcomes I hope will occur in my student learning from this change.	Other thoughts or considerations.