

THE THOUGHTFUL CLASSROOM
PRESENTS
READING FOR UNDERSTANDING
A New Online Academy

ACADEMY INSTRUCTORS

Harvey Silver
Today's leading expert on instructional strategies, author of *Reading for Academic Success and the Tools for Today's Educators* series

Susan Kreisman **Joyce Jackson**

ACADEMY INFO

This academy consists of four online sessions of 90 minutes each (six instructional hours). Participants may register for morning or afternoon sessions, to be held on these dates:

- February 6, 2024 (11a or 4:30p ET)
- February 13, 2024 (11a or 4:30p ET)
- February 27, 2024 (11a or 4:30p ET)
- March 5, 2024 (11a or 4:30p ET)

School leaders and literacy coaches who have helped dozens of schools implement literacy strategies

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Why Focus on Reading for Understanding?

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If you could only help your students learn **ONE** thing well, what would it be?

READING FOR UNDERSTANDING

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Reading for Understanding Is Essential for Test Success

NYSTP, OAT, iLEAP, TCAP, ISAT, STEP, WCAP, HSA, AP Exams, PAWS, MontCAS, MEAP, WKCE, NPEP, AABE, SC PASS, CSAP, MEA/MHSA, AIMS, NECAP, CRCT, LSAT, WESTTEST, Terra Nova, OAKS, STAR, MCA II, MCT, DSTP, MSA, OCCT, MCAS, U-PASS, KSA, ISTEP+, MCAT, SOL, CMT/CAPT, PARCC, PSSA, EOG, FCAT, NeSA, TAKS, ITBS/ITED, NMSBA, ACT

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It's Critical for Learning in All Content Areas

"Students cannot understand, enjoy, or respond to **literature** without effective reading comprehension . . .

[and] students cannot gather new information from **science, math, or social studies** texts when they don't understand what they read"

-- Kelly Cartwright, 2015

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Reading Is a Skill that All Teachers Rely On

Increasingly Important as Students Move Up the Grades

No amount of lectures, presentations, inquiries, or videos will enable teachers to cover *all* the essential material in their disciplines.

Independent **reading** is what they count on to make up the difference.

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Reading is critical for success, in learning and in life

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Aim of the Academy:
Practical Resources for Building Comprehension & Literacy Skills

Let's do a quick preview . . .

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Resource #1: A Chart of Good Reader Behaviors

PREVIEW & PLAN	FOCUS ON WHAT'S INTERESTING	ACTIVELY READ & RESPOND	MONITOR SUCCESS & MAKE ADJUSTMENTS	REVIEW & REFLECT
I know what kind of text this is & what I'm reading it for. I set a goal.	I have an opinion regarding my reading and why I'm reading.	I notice what's happening or being described as I read.	I pause often to see if what I read makes sense, and if it's not, I reread or skip it.	I try to recall the main ideas or events.
I know the text is hard so I'll slow down and read hard sentences and hard words.	I read one section at a time and stop often to make sure I understand what I'm reading.	I read between the lines & understand my own ideas.	When words I don't know get in my way, I try to figure them out.	I review parts of the text that I want to remember or understand.
I know the text is hard so I'll slow down and read hard sentences and hard words.	I make notes that highlight and explain important information.	I understand things I need to watch out for & things I should know.	I notice what's important & make plans to use them again.	I ask myself what questions I have & how what I read is important or useful.
I ask myself what I already know about the topic or text.	I make notes that highlight and explain important information.	I ask myself questions to help me understand the text better.	I know what I should be looking for & what I should be looking for.	I reflect on how what I read fits with or changes my earlier ideas.
I create questions & answers to think about as I read.	I know what I think, feel, and wonder about as I read.	I look for good words & make notes on what I read.	I think about my progress & what I should be looking for.	I think about my reading goal and what I should be looking for.
I think about strategies that help me before I start reading.	I know what I think, feel, and wonder about as I read.	I look for good words & make notes on what I read.	I think about my progress & what I should be looking for.	I think about my reading goal and what I should be looking for.

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Resource #2: Instructional Tools for Developing the Behaviors

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Resource #3: A Lesson Design Framework

START
 designing content-rich lessons that develop core literacy skills

S TANDARDS
T EXTS
A SSESSMENTS
R EADING/LITERACY SKILLS
T OOLS

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Essential Questions:

- What separates great readers from the rest?
- How can we help ALL readers read like the best readers?
- How can we integrate literacy across the curriculum?

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Reading for Understanding

SESSION 1:
Helping ALL Readers
Read Like Our Best Readers

presented by
Harvey F. Silver and Joyce W. Jackson

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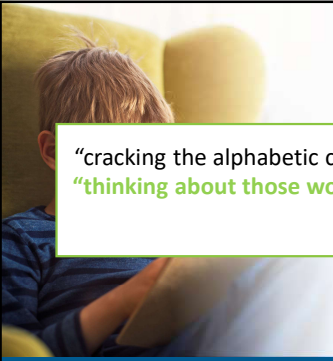
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What does it mean to be a successful reader?

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Successful Reading: Two Key Components

“cracking the alphabetic code to read the words” and
“**thinking about those words to construct meaning**”

—Harvey & Goudvis, 2017, p. 5

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What's the difference between **READING** the words & **MAKING MEANING** of the words?

Can you **READ** these words?

Are	Between	Consists	Variables
Continuously	Corresponding	Curve	Known
Draws	Variation	Graph	Values
If	Isolated	With	Table
Making	Only	Often	Set
One	Points	Relation	

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Can you **UNDERSTAND** the words?

Draw a picture showing your understanding of the text below.

“If the known relation between the variables consists of a table of corresponding values, the graph consists only of the corresponding set of isolated points. If the variables are known to vary continuously, one often draws a curve to show the variation.”


—Basic Math, 1945

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READING
the words is critical

UNDERSTANDING
is the ultimate goal



Effective reading instruction
needs to facilitate both

Our focus:
Reading for Understanding

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Let's start by defining the concept . . .

What does "reading for understanding" really mean?

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According to the Rand Reading Study Group . . .

Comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."

Developing an R&D Program to Improve Reading Comprehension (rand.org)

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What does it take to read for understanding?

What do good readers do to make sense of what they read?

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Let's read a challenging text and see what we can learn about . . .

- What separates great readers from the rest?
- How can we help ALL readers read like the best readers?
- How can we integrate literacy across the curriculum?

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The Healing Process

Endothelial cells bud and grow from existing blood vessels, undergo **canalization**, and form a vascular network by connecting to other cell buds. New vessels are all similar in appearance, with thin walls made of **endothelium**. Protein leaks out of the vessels, bathing the wound area in **plasma** and providing a rich nutrient medium that promotes rapid cell growth. Once this nutrient medium is established, **differentiation** can begin.

Some vessels will become **venules**, which are large and have thin walls, while others will become **arterioles**, which have muscular coats. As **granulation tissue** steadily changes, some vessels will disappear. Those that remain will become part of the **capillary bed**.

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Take a minute to reflect . . .

What was going on in your mind?

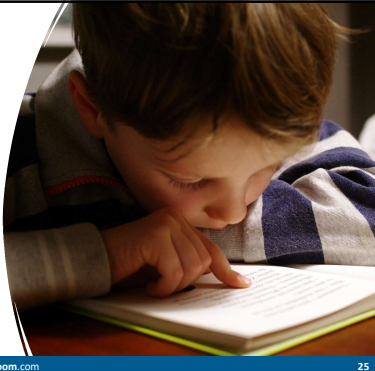
What did you do to help yourself understand the text?

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Our Big Goal:

Help students develop the skills and good-reader habits they need to become more successful and self-directed readers.



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Research On What Good Readers Do

Good readers are **active** readers

- Re-read
- Make notes
- Summarize


They use many strategies to understand & remember

- Organize information
- Use prior knowledge
- Ask questions
- Visualize
- Monitor & clarify
- Make connections
- Predict
- Preview
- Find & focus on important ideas

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That's why reading experts constantly remind us that . . .



“Reading is thinking.”

“Reading is problem-solving.”

“Reading is meaning-making.”

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The Good News

Comprehension skills can be taught successfully to nearly all readers, including young and emerging readers.

A wide body of research shows that teaching students comprehension skills has ‘a significant and lasting effect on students’ understanding.’

(Keene, 2010, p. 70)

“Even primary-grade students can be practicing a basic repertoire of comprehension strategies...with clear comprehension benefits”

(Pressley & Gaskins, 2006, p. 110)

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But comprehension skills aren't the only skills that impact success . . .

“New research is revealing that **executive skills** play important roles in literacy learning, with particularly critical roles in successful reading comprehension.”

—Kelly B. Cartwright, 2015

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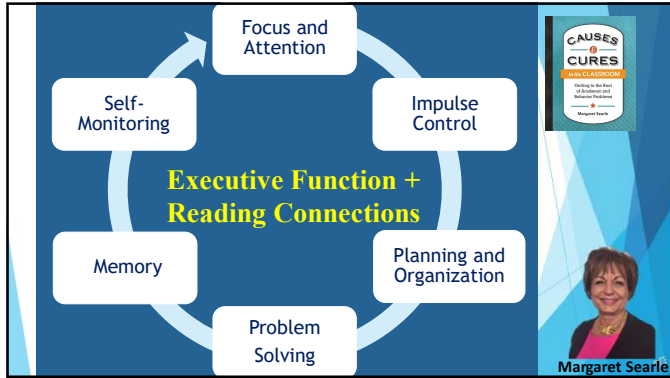
How do executive function (EF) skills help readers?



Margaret Searle

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We Know . . .

- Strong readers tend to have strong executive skills.
- Students who “read it but don’t get it” often have weaker executive skills.

—Kelly B. Cartwright, 2015

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Why is this important?

Executive function (EF) skills are a piece of the puzzle we often overlook when trying to help struggling readers

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A New Kind of Framework for Comprehension Instruction

Margaret Searle

Harvey F. Silver

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Executive Function	Proficient Reading
Planning and problem solving	Preview and predict
Memory	Monitor and clarify
Organization	Make connections
Focusing attention	Visualize
Impulse control	Ask questions
Self-monitoring	Summarize

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Good Reader Behaviors

PREVIEW & PLAN	FOCUS ON WHAT'S IMPORTANT	ACTIVELY READ & RESPOND	MONITOR SUCCESS	REVIEW & REFLECT
I know what kind of text this is & why I'm reading it (my "goal")	I use my goal to guide my reading and note making.	I picture what is happening or being described as I read	I pause often to see if what I read makes sense, and I try new strategies when it doesn't	I try to retell the main ideas or events
I scan the text to learn what it's about and what text features can help me	I read one section at a time and think about what's important to remember.	I read between the lines & construct my own ideas	When words I don't know get in my way, I try to figure them out	I review parts of the text that I want to understand or remember more clearly
I decide if the text is good for me and my reading goal	I make notes that highlight and organize important information	I connect things I read to each other & to things I already know	I keep track of helpful strategies & make plans to use them again	I ask myself what questions I have & how what I read is important or useful
I ask myself what I already know about the topic or text	I notice how ideas are organized & look for patterns I know (cause-effect, comparisons, etc.)	I ask myself questions to help me understand the text better	I stop after each chunk to see if I can retell the important ideas	I reflect on how what I read fits with or changes my earlier ideas
I create questions & predictions to think about as I read	I use text patterns, including story structures, to help me focus on important ideas	I note what I think, feel, and wonder about as I read	I check my predictions & make new ones as I read	I decide if I met my reading goal and what I can do if I didn't
I think about strategies that can help me before I start reading	I summarize what I read to help me focus on key points	I look for facts and reasons to support my ideas & the author's	I monitor my attention level & refocus myself if I need to	I reflect on how my effort and strategy use affected my success

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The chart addresses our first question:

➤ **What separates great readers from the rest?**

PREVIEW & PLAN	FOCUS ON WHAT'S IMPORTANT	ACTIVELY READ & RESPOND	MONITOR SUCCESS & MAKE ADJUSTMENTS	REVIEW & REFLECT
Have a purpose for what they're reading (e.g., to learn, to find an answer, to find a specific piece of information)	Scan the text to learn what it's about and what the main ideas are	Read one line at a time and think about what it means	Check to see if what they're reading makes sense	Think about what they've learned and how they can use it
Read slowly and carefully, especially when they come to a new idea or a difficult word	Read one line at a time and think about what it means	Read one line at a time and think about what it means	Check to see if what they're reading makes sense	Think about what they've learned and how they can use it
Read slowly and carefully, especially when they come to a new idea or a difficult word	Read one line at a time and think about what it means	Read one line at a time and think about what it means	Check to see if what they're reading makes sense	Think about what they've learned and how they can use it
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What about our second question?

➤ **How can we help ALL readers read like the best readers?**

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The First Step: Adjust a Mindset

We saw earlier that reading is an active process that requires thinking and effort.

Yet many struggling readers don't know this . . .

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"Ineffective readers . . . often don't realize they should be doing something while reading other than moving their eyes across the page."

"Unaware that they have an active role to play in their learning, these students think that comprehension simply happens."

—Urquhart & Frazee, 2012, p. 4

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We need to teach students that understanding doesn't happen by magic

Our Good-Reader Chart can help!

- That good readers use lots of "tricks" to make sense of what they read
- That ALL readers can learn and benefit from using these same tricks

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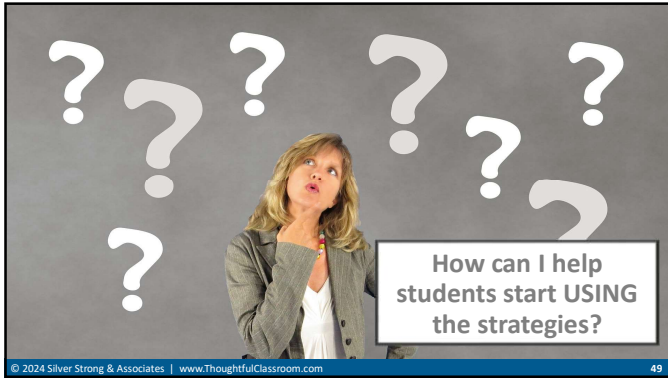
What Good Readers Do | FIVE SIMPLE STRATEGIES

PREVIEW & PLAN	FOCUS ON WHAT'S IMPORTANT	ACTIVELY READ & RESPOND	MONITOR SUCCESS & MAKE ADJUSTMENTS	REVIEW & REFLECT
I know what I'm going to read & why I'm reading it (e.g., "I'm going to learn about...")	I use my guide to guide my reading & thinking	I picture what is happening so being read as I read	I pause often to see if what I read makes sense, and I try new strategies if it doesn't	I try to recall the main ideas of the text
I scan the text to learn what it's about and what the main ideas are	I read one line at a time and think about what it means	I read between the lines & construct my own ideas	What words in the text are new to me? I try to figure out what they mean.	I review what I've learned & think about how I can use it
I decide if the text is good for me and my reading goal	I make notes to highlight and organize important information	I connect the text to what I already know	I keep track of what I understand & what I don't understand	I think about what I've learned & how I can use it
I ask myself what I already know about the topic or text	I notice how the text is organized & look for patterns I know (cause-effect, comparison, etc.)	I ask myself questions to help me understand the text better	I keep track of what I understand & what I don't understand	I think about what I've learned & how I can use it
I think about strategies that can help me before I start reading.	I summarize what I read to help me focus on key points.	I look for facts and reasons to support my ideas & the author's	I keep track of what I understand & what I don't understand	I think about what I've learned & how I can use it

They don't stop thinking when they finish reading. They review, reflect on, and apply what they learned.

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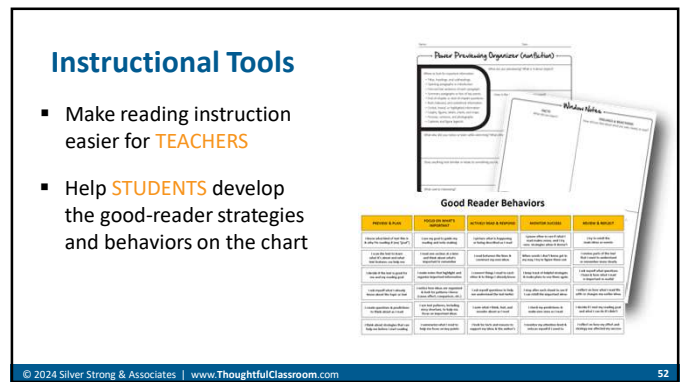
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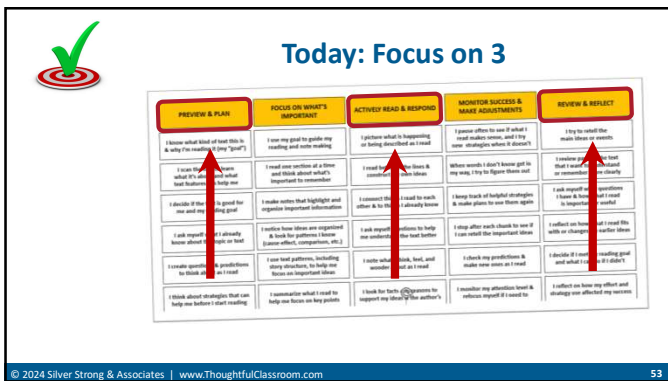
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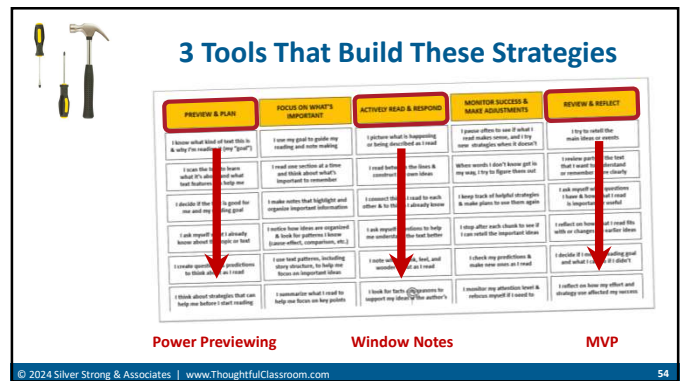
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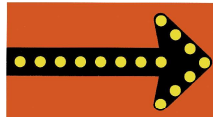


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The Tools: Immediate & Long-Term Benefits



"Right Now" Comprehension




Transferable Habits

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The First Strategy We'll Target: Previewing & Planning



Good Reader Behaviors

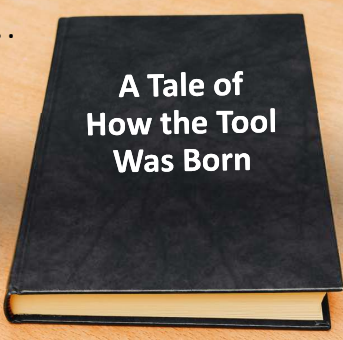
PREVIEW & PLAN	FOCUS ON WHAT'S IMPORTANT	ACTIVELY READ & RESPOND	MONITOR SUCCESS	REVIEW & REFLECT
I know what kind of text this is & why I'm reading it (my "goal")	I know my goal for good my reading and note making	I picture what is happening or being described as I read	I pause often to see if what I read makes sense, and I try new strategies when it doesn't	I try to recall the main ideas or events
I use the text to plan what I want to do	I read one section of a text and think about what's important to remember	I read between the lines & connect my own ideas	When words I don't know get in my way, I try to figure them out	I review parts of the text that I want to understand or remember more clearly
I decide if this is good for me and my goal	I make notes that highlight and organize important information	I connect things I read to each other & to things I already know	I keep track of helpful strategies & make plans to use them again	I ask myself what questions I have & how what I read is important or useful
I ask myself if I already know about the text or text	I make connections and organized & look for patterns (some types of text, comparisons, etc.)	I ask myself questions to help me understand the text better (e.g., why, how, what if...)	I try after each chunk to see if I can recall the important ideas	I reflect on how what I read fits with or changes my earlier ideas
I create questions, predictions to think and respond to as I read	I use text patterns, including story structure, to help me focus on important ideas	I know what I think, feel, and wonder about as I read	I check my predictions & make new ones as I read	I decide if I want to reread part of what I read or do it again
I think about strategies that can help me before I start reading	I consider what I want to help me focus on key points	I think for facts and reasons to support my ideas & the author's	I consider my own	

A Great Tool: Power Previewing

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But first . . .



A Tale of How the Tool Was Born

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Previewing comes naturally to GOOD readers.

↓

ALL readers can learn.

↓

ALL readers can benefit.

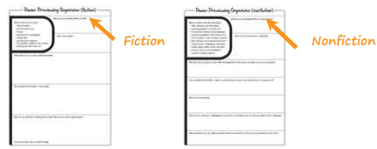



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Power Previewing

A tool that prepares all students to read more successfully by training them to **preview** texts **BEFORE** reading them using specially designed visual organizers

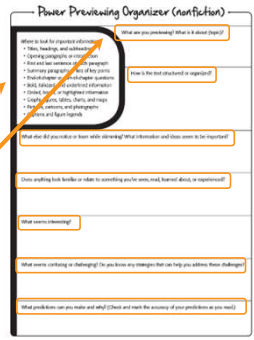
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Organizers help students preview more effectively in two ways . . .

Where to look for important information

Questions good readers ask themselves



Power Previewing Organizer (nonfiction)

- What are you previewing? (What's it about?)
- What are you looking for? (What's important?)
- What are you wondering? (What questions do you have?)
- What are you thinking? (What do you think about?)
- What are you learning? (What do you know now?)
- What are you reflecting on? (What do you think about?)
- What are you connecting or challenging? (Do you know any things that can help you address these challenges?)
- What predictions can you make and why? (Check and mark the accuracy of your predictions as you read.)

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A Closer Look at the Tips in the "P"

Where to look for important information:

- Titles, headings, and subheadings
- Opening paragraphs or introduction
- First and last sentence of each paragraph
- Summary paragraphs or lists of key points
- End-of-chapter or start-of-chapter questions
- Bold, italicized, and underlined information
- Circled, boxed, or highlighted information
- Graphs, figures, tables, charts, and maps
- Pictures, cartoons, and photographs
- Captions and figure legends

Where to look for important information:

- Titles, headings, and subheadings
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- Summary paragraphs or lists of key points
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- Bold, italicized, and underlined information
- Circled, boxed, or highlighted information
- Graphs, figures, tables, charts, and maps
- Pictures, cartoons, and photographs
- Captions and figure legends

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Power Previewing

What are you previewing? What is it about (topic)?

*A textbook chapter.
The title/topic is "Civilizations in the Americas."*

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Power Previewing

How is the text structured or organized?

- The chapter is broken down into three major sections. Each one focuses on a different geographical region: Mesoamerica, South America, North America.
- Within these bigger sections, there are smaller subsections about each individual civilization.

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Power Previewing

What else did you notice or learn while skimming? What information and ideas seem to be important?

- The words "trade," "art," "geography," and "religion" appear in lots of different subsections.
- There are lots of pictures and sidebars about art, architecture, religion, and science.
- Several section headings and chapter questions focus on how geography impacted the civilizations.

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Power Previewing

Does anything look familiar or relate to something you've seen, read, learned about, or experienced?

- We talked about how geography impacts the development of civilizations in our unit on ancient Egypt.
- The art in some of the pictures looks like what we saw on our field trip to the museum.

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Power Previewing

What seems confusing or challenging? Do you know any strategies that can help you address these challenges?

- I might get the different civilizations mixed up. A graphic organizer might help me keep things organized.

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Power Previewing

Where to look for important information:

- Titles, headings, and subheadings
- Opening paragraphs or introductions
- First and last sentences of each paragraph
- Summary paragraphs or lists of key points
- End-of-chapter or end-of-lesson questions
- Basic, selected, and underlined information
- Captions, figures, tables, charts, and maps
- Pictures, cartoons, and photographs
- Captions and figure legends

What are you previewing? What is it about [topic]?

How is the text structured or organized?

What else did you notice or learn while skimming? What seems to be important?

Does anything look familiar? Or relate to something you've seen, read, learned about, or experienced?

What seems interesting?

What seems confusing or challenging? Do you know any strategies that can help you address these challenges?

What predictions can you make and why? (Check and mark the accuracy of your predictions as you read.)

- There's a lot on art and architecture, so I predict that these civilizations were known for those things.
- The word "trade" appears a lot, so I predict that trade was important to all these civilizations.

Finalist digital
The "Where to Look for Important Information" chart is the text structured or organized?

- The digital is better than the paper version. It has more information in a different way.
- The digital is better than the paper version. It has more information in a different way.
- The digital is better than the paper version. It has more information in a different way.

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What About Younger Students?

Simplify or skip the organizer as needed

- What did you see?
- What do you think this is about?
- Does anything look familiar?
- Is there anything you wonder about?
- Can you predict what might happen?

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Pause & Ponder

How would using the tool help students read more effectively?

What good-reader behaviors would the tool help students develop?

Look at the good-reader chart. See what you think . . .

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Match the questions to the chart behaviors

Where to look for key information:

- Titles, headings, and subheadings
- Opening paragraphs or introductions
- First and last sentences of each paragraph
- Summary paragraphs or lists of key points
- End-of-chapter or end-of-lesson questions
- Basic, selected, and underlined information
- Captions, figures, tables, charts, and maps
- Pictures, cartoons, and photographs
- Captions and figure legends

What are you previewing? What is it about [topic]?

How is the text structured or organized?

What else did you notice or learn while skimming? What seems to be important?

Does anything look familiar? Or relate to something you've seen, read, learned about, or experienced?

What seems interesting?

What seems confusing or challenging? Do you know any strategies that can help you address these challenges?

What predictions can you make and why?

PREVIEW & PLAN

I know what kind of text this is & why I'm reading it (my "goal")

I scan the text to learn what it's about and what text features can help me

I decide if the text is good for me and my reading goal

I ask myself what I already know about the topic or text

I create questions & predictions to think about as I read

I think about strategies that can help me before I start reading

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Your turn . . .

Where to look for key information:

- Titles, headings, and subheadings
- Opening paragraphs or introductions
- First and last sentences of each paragraph
- Summary paragraphs or lists of key points
- End-of-chapter or end-of-lesson questions
- Basic, selected, and underlined information
- Captions, figures, tables, charts, and maps
- Pictures, cartoons, and photographs
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What are you previewing? What is it about [topic]?

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Power Previewing: A Real Winner

Where to look for key information:

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Help develop the previewing habit:



Pause and Preview

Power Previewing
HOW TO "POWER-SKIM" A TEXT

- P**rowl for clues: What features stand out?
- P**encil in key information: What's the text about? How is it organized?
- P**ry open your memory: What looks familiar?
- P**ersonalize: What seems interesting?
- P**redict: What will you learn?

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Another Strategy to Target: Actively Reading & Responding



Good Reader Behaviors


PREVIEW & PLAN	FOCUS ON WHAT'S IMPORTANT	ACTIVELY READ & RESPOND	MONITOR SUCCESS	REVIEW & REFLECT
I know what kind of text this is & why I'm reading it (my "goal")	I know my goal for reading and note making	I know what is happening on being described as I read	I pause often to see if what I read makes sense, and try new strategies when it doesn't	I try to recall the main ideas or events
I use the text to learn what it's about and what text features can help me	I read one section at a time and think about what's important to remember	I read both aloud & silently	When words I don't know get in my way, I try to figure them out	I review parts of the text that I want to understand or remember more clearly
I decide if the text is good for me and my reading goal	I make notes that highlight and organize important information	I comment on what I read to each other or to the teacher	I keep track of helpful strategies & make plans to use them again	I ask myself what questions I have & how what I read is important or useful
I ask myself what I already know about the topic or text	I make connections to what I've read before	I ask myself how to help me understand the text better	I try after each chunk to see if I can recall the important ideas	I reflect on how what I read fits with or changes my earlier ideas
I create questions & predictions to think about as I read	I use text features, including story arcs, to help me focus on important ideas	I read aloud to myself, out loud, and monitor as I read	I check my predictions & make new ones as I read	I decide if I met my reading goal and if I can do it again?
I think about strategies that can help me before I start reading	I comment on what I read to help me focus on key points	I think for feedback reasons to support my ideas & the author's	I monitor my attention level & refocus myself if I need to	I reflect on how my effort and strategy may affect my success

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MAKING NOTES

can be a great strategy for getting students to actively think about & interact with what they read



BUT...

Note-taking doesn't always involve thinking

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Two students' notes on the same passage:

→ Which student was thinking while reading?

Note Taking

→ How can you tell?

Note Making

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One Little Letter Makes a HUGE Difference

What's the difference between . . .

Taking notes and **M**aking notes?

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Note Taking is a passive process

What Was Life Like in Colonial New England?

When people first began colonizing New England, they retained the customs of the Old World and tried to replicate it in their everyday lives. Colonists thought, spoiled, and generally acted as though they were an extension of England. Their society was structured like European society, with several classes of people. At the top of the social hierarchy were the gentry, made up of wealthy merchants, planters, lawyers, and doctors. Below the gentry were those who owned property but were not wealthy, including farmers, shopkeepers, and craftsmen. The bottom level consisted of poor, unskilled laborers who were or contracted servants. The biggest difference between the social structure in the colonies and the structure in England was mobility. In the colonies, unless you were a slave, it was possible to rise to a higher class.

- Very little thinking
- Minimal retention
- Will not promote deep understanding

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Note Making requires active thinking

Summarized information

What Was Life Like in Colonial New England?

When people first began colonizing New England, they retained the customs of the Old World and tried to replicate it in their everyday lives. Colonists thought, spoke, dressed, and generally acted as though they were an extension of England. Their society was structured like European society with several classes of people. At the top of the social structure were the gentry, made up of wealthy merchants, planters, lawyers, and doctors. Below the gentry were those who owned property but were not wealthy, including farmers, shopkeepers, and craftsmen. The bottom level consisted of poor, unskilled laborers who were generally slaves or contracted servants. The biggest difference between the social structure in the colonies and the structure in England was mobility. In the colonies, unless you were a slave, it was possible to rise to a higher class. → Why only possible in colonies?

Social structure

- Gentry
- Shopkeepers/craftsmen
- Poor/unskilled laborers
- Slaves

Government

England controlled the government of the colonies. Each colony had a governor appointed by the government.

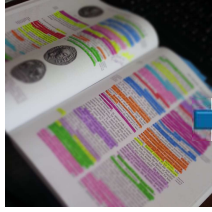
Handwritten notes:

- Domestic customs mostly the same as England
- Captured main idea
- Biggest difference: Social mobility
- Like each state has a governor
- Raised a question
- Made connections & comparisons

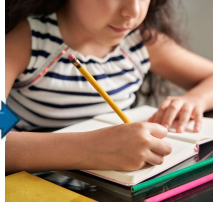
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How can we transform students from



Note TAKERS



Note MAKERS?


Our Window Notes tool scaffolds the process

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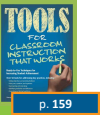
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Window Notes

A tool that uses a window-shaped organizer to encourage active thinking and note making while reading



The organizer trains ALL students to make four kinds of notes that good readers make naturally







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Window Notes

- Facts
- Feelings/Reactions
- Questions
- Connections

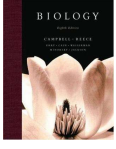



<p>FACTS What did you learn?</p> 	<p>FEELINGS & REACTIONS How did you feel about what you saw, heard, or read?</p> 
<p>QUESTIONS What do you want to know or wonder about?</p> 	<p>CONNECTIONS Can you make any connections to people, places, or things you know about? Or to experiences you've had?</p> 

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Window Notes

➤ Can be used with all kinds of texts

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Window Notes

A 4th-grade student's notes on tornadoes:

<p>FACTS</p> <ul style="list-style-type: none"> Tornadoes are rotating columns of air. They go from a thunderstorm in the sky down to the ground. They form when warm moist air rises, cool, dry air. They can reach wind speeds of 300 miles per hour. 	<p>FEELINGS & REACTIONS</p> <ul style="list-style-type: none"> Tornadoes are really scary. I didn't know how much damage they could cause!
<p>QUESTIONS</p> <ul style="list-style-type: none"> How do they measure the wind speed inside a tornado? Why don't tornadoes keep going? What makes them stop? 	<p>CONNECTIONS</p> <ul style="list-style-type: none"> I saw something about a tornado on TV when my parents were watching the news. Some of the people were crying because their houses had gotten blown away. Tornadoes remind me of getting off to school. I am trying to do so many things and I am so rushed that it feels like I am spinning at 300 miles per hour!

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Window Notes

A high school student's notes on Maya Angelou's "Caged Bird"

<p>FACTS</p> <ul style="list-style-type: none"> The poem goes back and forth between a free bird and a caged bird. The free bird leaps and flaps and flits and "dares" the sky. The caged bird's wings are clipped and its feet are tied. The poem is written in free verse. 	<p>FEELINGS & REACTIONS</p> <p>The poem makes me feel sorry for the caged bird. It can't fly and longs to be free. I really like the way it repeats the words about the caged bird singing of freedom. The song can't be stopped.</p>
<p>QUESTIONS</p> <p>Is the caged bird actually triumphant at the end?</p>	<p>CONNECTIONS</p> <p>The poem reminds me of a technique they sometimes use in movies where they keep cutting back and forth between two different characters.</p>

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Window Notes

It even works with our youngest students:

CLASS-GENERATED NOTES on the bee hummingbird

<p>Facts</p> <ul style="list-style-type: none"> The bee hummingbird is the world's smallest bird. They can fly forward, backward, and upside down. Hummingbirds are the only birds that can stay in place while they fly. This is called hovering. Bee hummingbirds had their wings 80 times in a second. 	<p>Feelings and Reactions</p> <ul style="list-style-type: none"> Bee hummingbirds are amazing! It must feel really cool to fly upside down. We want to learn more about bee hummingbirds.
<p>Questions</p> <ul style="list-style-type: none"> How do they fly upside down and backward? Why can't other birds hover? 	<p>Connections</p> <ul style="list-style-type: none"> I saw a nature show on hummingbirds once. I remember that their wings were so fast that you can't see them flapping. It's probably called a bee hummingbird because it's they like a bee.

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Take the tool for a test drive . . .

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Guernica
Pablo Picasso
1937

- Facts & Observations
- Feelings or Reactions
- Questions
- Connections

We'll respond by "waterfall" in the chat

→ Make sure chat window is open and visible so everyone can see

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Window Notes: Another Real Winner

ACTIVELY READ & RESPOND

- I picture what is happening or being described as I read
- I read between the lines & construct my own ideas
- I connect things I read to each other & to things I already know
- I ask myself questions to help me understand the text better
- I note what I think, feel, and wonder about as I read
- I look for facts and reasons to support my ideas & the author's

- Teaches students they're *supposed to be* active readers and note-makers
- Develops several good-reader behaviors

Making connections

Posing questions

Recording thoughts, feelings, reactions

- Promotes learning & retention of content

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The End Goal Isn't the Tool: It's TRANSFER

Students make these 4 kinds of notes naturally -- without using the organizer!

FACTS	FEELINGS & REACTIONS
QUESTIONS	CONNECTIONS

The End Goal Isn't the Tool: It's TRANSFER. This means that students should be able to use their reading skills to understand and analyze text on their own, without relying on a specific tool or organizer. The goal is to help students develop a habit of active reading and note-taking that they can apply to any text they encounter.

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Math Notes

A variation on Window Notes that helps students handle word problems more successfully by teaching them to **preview** the problems and **make a plan** for solving them

Want a copy? Just ask!
questions@thoughtfulclassroom.com

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Our Final Strategy: Reviewing & Reflecting

Good Reader Behaviors

PREVIEW & PLAN	FOCUS ON WHAT'S IMPORTANT	ACTIVELY READ & RESPOND	MONITOR SUCCESS	REVIEW & REFLECT
I know what kind of text this is & why it's reading it (non-fiction?)	I know my goal for good reading & why it's important to me	I know what is happening or being described as I read	I know what I need to do to understand the text	I know what I need to do to understand the text
I can look for clues about what the text features can help me	I read one section at a time and think about what's important to remember	I read between the lines & understand my own ideas	When words I don't know get in my way, I try to figure them out	I know what I need to do to understand the text
I decide if the text is good for me and my reading goal	I make notes that highlight and organize important information	I connect things I read to each other or to things I already know	I keep track of helpful strategies & make plans to use them again	I know what I need to do to understand the text
I look myself up about already know about the topic or text	I make notes that highlight & link for patterns (names, dates, etc., comparisons, etc.)	I ask myself questions to help me understand the text better	I try after each chunk to see if I can understand the important ideas	I know what I need to do to understand the text
I make questions & predictions to think about as I read	I use text features, including story structure, to help me know an important idea	I know what I think, feel, and wonder about as I read	I check my predictions & make sure they are true	I know what I need to do to understand the text
I think about strategies that can help me before I start reading	I remember what I read to help me focus on key points	I look for facts and reasons to support my ideas & the author's	I remember my attention level & reduce myself if I need to	I reflect on how my effort and strategy are affecting my success

- Understand
- Remember
- Apply

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The Problem:

Many students stop *THINKING* as soon as they stop reading.

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Most Valuable Point (MVP)

A tool that encourages students to review and synthesize what they've learned by having them identify and elaborate on the **Most Valuable Point** ("MVP")

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The Basic Steps:

1. Review Key Points
2. Determine MVP
3. Support with Details & Examples

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Most Valuable Point (MVP)

MVP: Living things share many common characteristics.

You might not guess it by looking at them, but living things like polar bears, plants, and people are actually very similar on the inside. In fact, all living things share several important characteristics. At the most basic level, all living things are made up of one or more cells. And no matter what kind of organism you are, your cells actually contain the same basic ingredients—things like water, minerals, proteins, and DNA. Speaking of DNA, all living things have DNA as their...

Reviewing MVP paragraphs lets you assess understanding

2nd Grade Example:
Class-generated MVP paragraph

Writing MVP paragraphs builds key writing skills

PARAGRAPH = Topic sentence/MVP + 4 examples + conclusion

Fish can do a lot of strange things. MVP = Topic sentence

- Some fish can spit.
- Other fish can fly and climb trees.
- One kind of fish can blow up like a balloon.
- Another kind of fish lives in water, but sleeps on land.

Fish are more interesting than you might think. Conclusion

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MVP: Another Winner

REVIEW & REFLECT


- ↳ Try to read the main idea or events.
- ↳ Review parts of the text that I want to understand or remember more clearly.
- ↳ Ask myself what questions I have & how I want to read to figure out what's important or useful.
- ↳ Reflect on how what I read fits with or changes my earlier ideas.
- ↳ Decide if my reading goal and what I can do if I don't.
- ↳ Reflect on how my effort and strategy can affect my success.

- Develops the habit of reflecting after reading.
- Encourages big-picture understanding by teaching students to review and synthesize key ideas
- Develops other good-reader behaviors from across the chart—e.g., *figuring out what's important, supporting ideas with evidence*
- Develops writing skills as well!



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Take the tool for a test drive . . .

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Use MVP to process today's session

- Think about what we learned.
- What would you say is the MVP?




Please respond in the chat.

MVP: We can teach all readers to become better readers. We can do this by teaching them the strategies that good readers use to make sense of what they read. And by using tools to help students develop those strategies.

- Can you elaborate, using details from the session?

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Three Essential Questions:

- What separates great readers from the rest?
- How can we help ALL readers read like the best readers?
- How can we integrate literacy across the curriculum?

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Three Essential Questions:

1. What separates great readers from the rest?

STRATEGY & TOOL	STRATEGY & TOOL	STRATEGY & TOOL	STRATEGY & TOOL
Preview & Activate	Read & Annotate	Review, Reflect & Revise	Summarize & Synthesize
Preview & activate: Preview the text before reading to activate background knowledge and set a purpose for reading. Annotate: Mark the text with symbols and notes to indicate understanding, questions, and connections.	Read & annotate: Read the text carefully, marking important information and making connections to prior knowledge and the text. Annotate: Mark the text with symbols and notes to indicate understanding, questions, and connections.	Review, reflect & revise: Review the text after reading to reflect on what was learned and how it fits with prior knowledge. Reflect: Think about what was learned and how it fits with prior knowledge. Revise: Revise understanding and notes based on reflection.	Summarize & synthesize: Summarize the main ideas and supporting details of the text. Synthesize: Connect the main ideas and supporting details to form a coherent understanding of the text.


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Three Essential Questions:

2. How can we help ALL readers read like the best readers?



You'll receive copies of the tools from the session.

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Three Essential Questions:

3. How can we integrate literacy across the curriculum?

↓

NEXT SESSION

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Think about our big goal and how you can move toward it

How can you start helping students develop the skills and good-reader habits they need to become more successful and self-directed readers?

TASK: Use what you learned today to map out something concrete that you can do.

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Thank you!

*We look forward to seeing you next time.
We'd love to hear from you!*

Questions or comments? Use "chat" or email:

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