

HOW DO I GET MY STUDENTS TO USE COMPREHENSION STRATEGIES ON THEIR OWN?

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Goals

- Why don't students use strategies?
- What type of instruction helps readers become strategic?
- What can I do to help students transfer strategic processing in all contexts?

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Teaching Strategic Processes in Reading

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Almasi, J. F. (2003). *Teaching strategic processes in reading*. New York: Guilford.

Why Students Don't Use Strategies (Garner, 1990)

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- 1. Meager Knowledge Base
- 2. Personal Attributions/Motivation
- 3. Poor Cognitive Monitoring/Metacognition
- 4. Use Primitive Routines
- 5. Unable to Transfer Strategy Use

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Why Students Don't Use Strategies (Garner, 1990)

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- 1. Meager Knowledge Base
 - Task Structure
 - How to Do the Strategy
 - Where/When to Use Strategy

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6 What Can Help?

1. Provide Explicit Instruction

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The Strategy Instruction Model (Almasi, 2003)

Provide Explicit Instruction

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Explicit Instruction

Explicit Instruction

Explanation

- What is it?
- How do I do it?
- Where, when, why should I do it?

Modeling/Thinking Aloud

Guided Practice

Independence

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Possess a Variety of Strategies


- Comprehension
 - Set Purposes
 - Make Predictions
 - Tap Background Knowledge
 - Identify Text Structure
 - Summarize while Reading
 - Create Mental Images
 - Question Oneself/Monitor Comprehension

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Possess a Variety of Strategies

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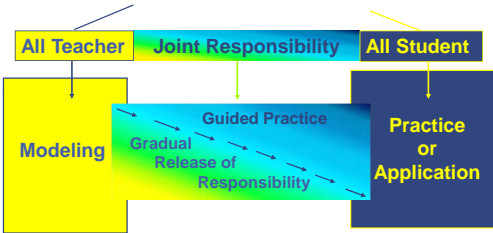
Word Identification

- Phonics
- Analogizing
- Chunking (recognizing orthographic patterns)
- Context cues
- Recognize by sight

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Scaffolding: Gradual Release of Responsibility (Pearson & Gallagher, 1983)

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The diagram illustrates the 'Gradual Release of Responsibility' model. It shows three stages of responsibility: 'All Teacher' (yellow box), 'Joint Responsibility' (green box), and 'All Student' (blue box). Below these, three corresponding stages are shown: 'Modeling' (yellow box), 'Guided Practice' (green box), and 'Practice or Application' (blue box). A dashed arrow labeled 'Gradual Release of Responsibility' points from the 'Modeling' stage to the 'Practice or Application' stage. A small inset photo shows a teacher and students in a classroom.

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Why Students Don't Use Strategies
(Garner, 1990)

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1. Meager Knowledge Base

2. Personal Attributions/Motivation

Requires Persistence

Must Attribute Success to Effort

Must be Confident

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**Motivating Students to Use Strategies:
Attribution Theory (Weiner, 1979)**

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Attribution	Stability		Causality		Controllability	
	Stable	Unstable	Internal	External	Control- lable	Uncon- trollable
Ability						
Effort						
Task Difficulty						
Luck						

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What Can Help?

2. Create a Safe Environment for Strategy Use

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The Strategy Instruction Model
(Almasi, 2003)

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The Impact of an Unsafe Environment

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*The "Multiple Identities" of Derek:
A Case Study Exploring One Student's Literacy Identity*
Angie Madden (2007)

Derek (Age 11) at Tutoring Derek at School

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How to Avoid Clunks
(Almasi, 1991)

LOOK at pictures, titles, and headings.

THINK about what you already know about the subject.

PREDICT what you think will happen as you read.

SET PURPOSES while reading. What do you want to find out?

IDENTIFY TEXT STRUCTURE. How is the text arranged?

PICTURE THINGS in your mind as you read.

QUESTION YOURSELF as you read. Does the text make sense?

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What to Do if You Meet a Clunk
(Almasi, 1991)

SLOW DOWN Read ahead slowly and carefully to see if the meaning gets clearer.


REREAD If the meaning is not clear reread the parts you are not sure of.

ASK SOMEONE who can help you understand.

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Reason #3




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Why Students Don't Use Strategies (Garner, 1990)

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1. Meager Knowledge Base	2. Personal Attributions/Motivation	3. Poor Cognitive Monitoring/Metacognition
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3. Help Students Learn to Verbalize their Thinking



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The Strategy Instruction Model

(Almasi, 2003)

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Fostering Verbalization through Think Alouds

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Think Alouds

(Kucan & Beck, 1997)

- Focus on strategic processes used while reading
 - Teacher modeling during instruction
 - Students use during instruction and guided practice

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What Did You Notice?

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- What about Patty George's Lesson helped students learn to monitor their comprehension?
- What about her language helped foster student verbalization?

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Statements to Foster Verbalization
(Johnston, 2004)

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- **“What are you thinking? Stop and talk to a neighbor about it.”**
 - Can occur in the middle of a read aloud
 - Calls attention to children’s thought processes and builds metacognitive awareness
 - Helps children see that meaning-making is not a matter of getting the “right” answer

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Statements to Foster Verbalization (Johnston, 2004)

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- **“You managed to figure that out. How did you do that?”**
 - An invitation to tell a narrative
 - The “story” is one in which there is a process (strategy or series of strategies) used to solve a problem
 - Rehearsing and sharing these narratives helps children see a variety of ways to solve such problems

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Ways to Foster Verbalization

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- Watch Patty George’s Comprehension Monitoring Lesson #2
- As you listen, follow along on the transcript and highlight each line in which she encourages students to verbalize their strategic processes.

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Ways to Foster Verbalization

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- What types of statement/questions did Patty George use to foster verbalization of thought processes?




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Encouraging Metacognition in Tasks and Texts

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- Plan literacy activities that require critical and evaluative thinking
- Use texts that foster critical and evaluative thinking




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Why Students Don't Use Strategies (Garner, 1990)

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1. Meager Knowledge Base	2. Personal Attributions/Motivation	3. Poor Cognitive Monitoring/Metacognition
4. Use Primitive Routines		



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Need a Variety of Strategies

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... And the ability to analyze the task to know where and when to use them

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Why Students Don't Use Strategies (Garner, 1990)

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What is Scaffolding?

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- **Temporary** support to assist a child or novice solve a problem, complete a task, or achieve a goal that would be beyond their ability **without assistance**

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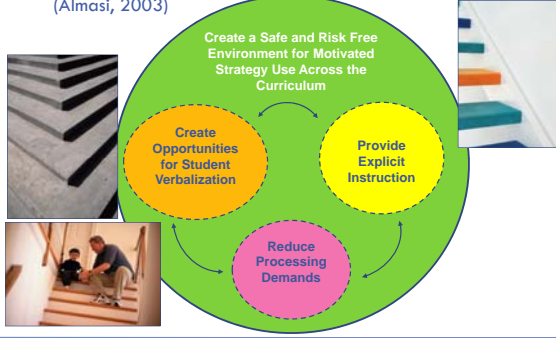

34 What Type of Instruction Helps Readers become Strategic?

4. Reduce Processing Demands through Scaffolding



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The Strategy Instruction Model (Almasi, 2003)





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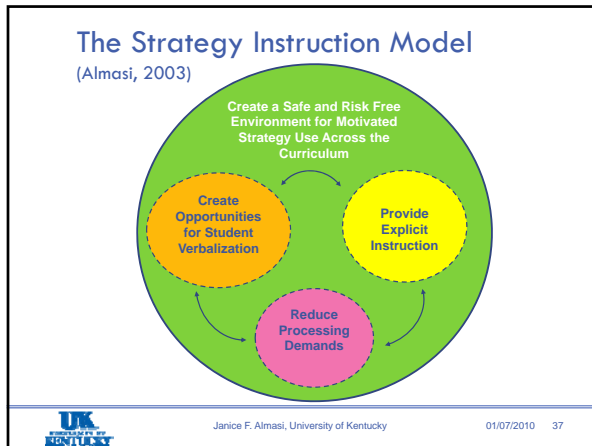
Ways to Scaffold and Reduce Processing During Instruction

Amount of Textual Support

		Concrete ← → Abstract							
		Events/Experiences	Movies/Videos	Wordless Picture Books	Read Alouds	Shared Reading	Picture Books	Texts	
Students' Cognitive Responsibility	Less	Teacher/Whole Class	1	2	3	4	5	6	7
	Small Groups	8	9	10	11	12	13	14	
	Trios	15	16	17	18	19	20	21	
	Pairs	22	23	24	25	26	27	28	
	More	Individual	29	30	31	32	33	34	35



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What can I do to help students transfer to other contexts?

A Series of Sample Lessons on Prediction

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Prediction Lesson #1:



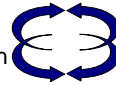
Use of Events and Experiences

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□ "Footprints Activity"

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Making Predictions

- ◆ LOOK at the evidence 
- ◆ THINK about what you know 
- ◆ LINK the evidence and your information 

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Making Predictions

Look + Think = Link

LOOK What do you see?	+ THINK What do you know?	= Make a LINK
+		=
+		=

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Amount of Textual Support

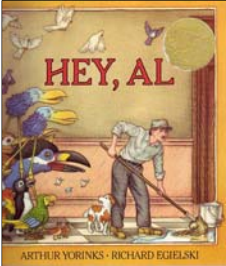
		Concrete				Abstract		
		Events/Experiences	Movies/Videos	Wordless Picture Books	Read Alouds	Shared Reading	Picture Books	Texts
Less ↑ ↓ More	Teacher/Whole Class	1	2	3	4	5	6	7
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Prediction Lesson #2:
Use of Read Alouds

Look + Think = Link

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□ Hey Al
by Arthur Yorinks

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Amount of Textual Support

		Concrete				Abstract		
		Events/Experiences	Movies/Videos	Word-less Picture Books	Read Alouds	Shared Reading	Picture Books	Texts
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Sample Lesson #3:
Narrative Text Structure and Prediction

Goal of Lesson:

□ 2nd Grade Students will learn to:

- Use relevant vocabulary to make predictions about story grammar elements
- Identify evidence used to make predictions
- Monitor their predictions as they read



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Moving toward Abstraction:
Working with a Partner Look + Think = Link

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Vocabulary-Language Prediction Activity




What are they?

Cures

How do they make you feel?

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Making Predictions

- ◆ LOOK at the evidence 
- ◆ THINK about what you know 
- ◆ LINK the evidence and your information 

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Mr. Penny	scare	sing	play	Halloween	town	tickle
mayor	hiccups	Bert	hopping	ghost	water	worried
Laura	Setting	Characters	Problem	Attempts to Solve Problem	Solution	
		Character Traits				

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Kenneth and Robert

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Setting	Characters	Problem	Attempts to Solve the Problem	Solution
Halloween town play	ghost Mr. Penny mayor Bert Laura traits hopping	hiccups worried	water sing tickle	scare

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Cheryl and Chris

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Setting	Characters	Problem	Attempts to Solve the Problem	Solution
town Halloween	Bert Mr. Penny ghost Laura mayor traits	play	worried hiccups tickle	water sing hopping scare

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Lori and Kimberly

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Setting	Characters	Problem	Attempts to Solve the Problem	Solution
town Halloween	Mr. Penny mayor Laura ghost Bert Traits	play scare hiccups	hopping	sing tickle water worried

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Assessing the Products: How Did Each Child/Pair Do?

	Use of Vocab to Predict Story Grammar	Identify Evidence to Make Predict	Update Predictions while Rdg
Kenneth			
Robert			
Cheryl			
Chris			
Lori			
Kimberly			
	+++++	√√√√√	√√√√√

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Instructional "Next Steps"

Amount of Textual Support

		Concrete ←————→ Abstract							
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