Connecting Common Core to Comprehension:
Using Interactive Think Alouds and Reciprocal Teaching!
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<u>Objective:</u> To explore and participate in demonstrations, view video clips of best research practices for improving comprehension while incorporating CCS with district adopted programs and texts.

Motivation **CCS Link**: Students set goals to read their level of books as well as increasingly more difficult fiction and informational texts. ***Reading Rock Stars**: Layne(2009) Krashen (2004)	**Lori's Top Play Lists** **Best Tips**: Build interest, attitude, motivation. Focus on HOW readers choose books; choice, interest, characteristics of books, referrals. ●**Life Books** (Oczkus, 2012) ●**Book Idol** (Oczkus,2012) ●**Summer Book Bags** (Allington/McGill-Franzen, 2003)
Read Aloud **CCS Link**: Students confirm understanding by asking/answering questions; provide evidence; infer visual images; use read aloud vocabulary during discussions. ***Reading Rock Stars**: Hiebert(1985)Trelease (2008)	**Best Tips**: Read a wide variety of texts. Make reading aloud interactive. Encourage discussion and critical thinking. ●**7 Times a Day Challenge** (Oczkus, 2012) ●**Interactive Bookmark/Partners** (Oczkus, 2012) ●**Literacy Mystery Boxes** (Pearlman, Camp, Hearst2004) ●**Poetry Break!** (Layne,2009)
Independent Reading **CCS Link**: Students set goals to read their level of books as well as increasingly more difficult texts. ***Reading Rock Stars**: Miller (2009) Reutzel(2010) Moss/Young (2010)	**Best Tips**: Be consistent–do it. Organize bins by topic not just levels. Set up procedures. Confer with students. Promote wide reading! ●**Be a Super Model** ●**Use reading logs/ goals/ discussion circles** ●**Reading Challenge 30–40 books** (Miller, 2009)

Interactive Think Aloud- Strategies and Scaffolding

1. Comprehension strategies can be taught to improve reading comprehension. *(Duke and Pearson,2002)*	Teach research-based comprehension strategies include: connecting, predicting, inferring, questioning, monitoring/clarifying, synthesizing, and evaluating. **Teaching idea:** *Post the strategies in your classroom. Use bookmarks and posters as reference tools.*
2. Think Alouds are an effective teaching technique for making thinking public and improving comprehension. *(Pressley and Afflerbach)* *"Scaffolding is the art of teaching."* P. David Pearson	Think aloud steps help you scaffold your lessons. ●**Introduce** the strategy/Define it/Ask students what they know about it ●**Model** the strategy using a mentor text, props, gestures, drama, etc. ●**Support Guided Practice-** in teams/pairs ●**Provide Independent Practice** ●**Wrap Up the Lesson** **Teaching Idea:** *Try using the steps for any lesson. Example: Questioning Flip It. Model how to turn sentences into questions while reading.*

3. **Metaphors** help students create new understandings. (Gallagher, 2004, Wormeli, 2009) Connect Predict/Infer Question Monitor/Clarify Summarize Evaluate	Assign metaphors/ props/ characters to each of the comprehension strategies to help cue the students to understand and use these tools as they read. **Connect**- chains **Predict**- crystal ball/weights **Infer-** magnifying glass **Question**- microphone **Monitor/Clarify**- glasses, pause /rewind, forward **Summarize**- rope, lasso **Synthesis**- chef's hat **Evaluate-** scale, judge's gavel **Teaching Idea-** *Use a prop in your think aloud lesson, then make a graphic organizer of that prop for students to record their team's strategy use. (example: questioning/microphone.*
4. **Mentor Texts** are carefully selected texts that we return to time and time again to learn from. We might chose author's craft, voice, genre, or comprehension strategies to teach or reinforce. (Oczkus 2009, Laminack 2007, Ray 1999)	Use powerful mentor text to model, and practice strategies **Teaching Idea**- Select *one mentor text and use it over a few days to model and demonstrate each of the comprehension strategies. OR select a different mentor text for each strategy. Include nonfiction texts as well. Nim and the War Effort by Millie Lee Mrs. Katz and Tush by Patricia Pollaco* **Connect-** *Wilfred Gordon McDonald Partridge (Fox) Predict* Dog *Breath (Pilkey)* **Infer** My *Brother Martin by Christine King Farris* **Question** *Knut by Hatkoffs and Uhlich* **Monitor/Clarify** – *Owl Moon (Yolen)* **Summarize** *Wilma Rudolph (Krull)* **Synthesis-** *Something Beautiful (Wyeth)* **Evaluate** *John, Paul, George, & Ben (Smith)*
5. **Kinesthetic motions** are effective tools for helping students create mental representations for abstract concepts. (Collins Block, 2005)	Use hand motions to represent the strategies or key vocabulary in the text. **Teaching Idea:** *Hand motion summary*- *Students work in pairs or teams to identify a limited number of key words or points from the reading. They assign hand motions to go with their key word summary and perform it for the class. Optional: Summary Posters.*
6. **Strategy starters** scaffold the language of the comprehension strategies.	For each of the comprehension strategies use strategy starters to encourage the students to talk about their thinking. **Teaching Idea***: Use the strategy starter "I can tell that… because…." to encourage students to infer.*
7. **Drama** provides students an alternate way to work through and think about the text in nonlinguistic representations.*(Wilhelm, 2002 Marzano, 2008)*	Use drama often to provide an alternate mode of understanding. Students can turn to partners and quickly dramatize a conversation or scene. Use pantomimes and other nonverbal drama techniques with ELL students. .
8. **Music** provides a brain compatible nonlinguistic modality for expressing and inspiring learning. (Campobello, 2002)	Students use the tune to a familiar song to make up a verse about either the strategy (ie making connections) or make up a verse to summarize the reading content. **Teaching Tip:** *Write a free verse poem about a character.*

Strategy Starters

Connect	Infer
I think I already know…	*I can tell that… because..*
This reminds me of..	*Book clues….My clues…*
Predict	**Summarize**
I think .. will happen because..	*This is about….*
I think I will learn because..	*First, next, then, finally.*
Question	**Synthesis**
I wonder… Who, What, When, Where,	*I now think… because..*
Why, How Why do you think?	*My "ahha" is.. because…*
Clarify/ Monitor	**Evaluate**
I didn't get the …. so I……	*I rate… because…. I disagree.. agree..*

Common Core Connections

Students will read independently and closely, ask and answer questions, **provide evidence**, compare/contrast, infer, determine the meanings of words/phrases, identify main ideas/details, summarize, and participate in rich collaborative discussions.

Students will identify the text structure, use and evaluate text features, determine meanings of words and phrases using a variety of strategies, determine theme, and compare/contrast texts. Determine academic words relevant to the subject area. Discuss author's purpose.

Interactive Think Aloud Lesson Menu
Lori Oczkus (Scholastic, 2009)

Connect	Infer
I think I already know... *This reminds me of..* •Connection Chains •One Minute Book Look	*I can tell that... because..* *Book clues....* *My clues...* •I can tell that... because.. •Feelings Check
Predict *I think I will learn.. because* *I think.. will happen .. because* •So Far, Next! • Whisper Skim and Scan	**Summarize** *This is about.... First, next, then, finally.* •Hand Motion Summary •Cover, Remember, Retell (Hoyt) •Main Idea Hand
Question *I wonder... Who, What, When, Where, Why, How ? Why do you think......?* •I Know and I Wonder •Flip It	**Synthesis** *I now think... because..* *My "ahha" is.. because...* •Write a free verse poem. •Key word dance (Preble)
Clarify/ Monitor *I didn't get the .... so I......* •One Word, One Idea •Can You See it?	**Evaluate** *I rate... because....* *I agree/disagree with.. becaus* •Rate and rank the reading •Judge it, Award it, Score it!

Books / Materials/Professional Development
by Lori Oczkus (www.lori oczkus.com)

Interactive Think Aloud Lessons: 25 Ways to Engage Students and Improve Comprehension (book and DVD- Scholastic, 2009 and IRA)

Best Ever Literacy Survival Tips: 72 Lessons You Can't Teach Without! (IRA,2012)

Reciprocal Teaching at Work (book and DVD-International Reading Association, 2010)

Guided Writing: Practical Lessons, Powerful Results (Heinemann, 2007)

Fabulous Four Reading Comprehension Puppets *(Primary Concepts, 2008)*

Super Six Comprehension Strategies: 35 Lessons and More for Reading Success (Christopher Gordon, 2004)

Comprehension Lesson Planning Form
created by Lori Oczkus, 2012

Comprehension Strategy_____ Title of book _____

Name of the lesson_____ Grouping (circle one- whole class, small group)

Beginning of the Lesson ## Introduce the Strategy/Lesson -Explain the strategy. (Define, when to use it, and why it is useful to readers) -Ask what students know about the strategy. -If using a character or prop tell what "job" is. *"Good readers use this when…"* *"These are the steps for…."* ## Model the Strategy Choose a passage or page to model. Engage students with prop or gesture or repeat the strategy starter. "*I am stopping here to….* *"I am stuck so I think I will try…* *"I think… because…"*	
Middle of the Lesson ## Guided Practice (partners or tables share, then whole group share) ## Independent Practice	
End of the Lesson **Wrap Up** *"The strategy.. helped us.. "* *"We liked the strategy … because.."*	

THE POWERFUL READING VITAMIN
BOOSTING COMPREHENSION WITH NEW RECIPROCAL TEACHING LESSONS
With Lori Oczkus

- What is reciprocal teaching? Are you a walker, jogger, or runner?
- How does it fit into a broader comprehension strategy package?
- What are the results you can expect when using reciprocal teaching?

Four Foundations for a fantastic lesson

Think Alouds Watch me as I think and do.	**Scaffolding** Let's try together with supports.
Metacognition How does ____ help you read?	**Cooperative Learning** Pairs, tables, teams, circles

Getting Started- Jump in!

Fab Four in a circle with scaffolding	• Introduce/model using metaphors, props, characters, optional voices characters
	 • Hand signals for each strategy
	 • Strategy Starters
	 Predict- I think this is about…. because
	           I think I will learn…..because…
	 Question-Quiz Questions, Wonder Questions, Thinking Questions
	 Clarify- I didn't get _____ so I _____.
	 Summarize This is about……
	          First, next, then, finally.
	 Four Door – fold a paper into 4 boxes or use four door pattern

Read aloud, pause think aloud,partners	Try poetry, high interest articles, picture books. Alternate thinking aloud, students try in pairs/bookmark
Mentor Texts	**Predict** *Dog Breath* by Pilkey **Question** *Winter's Tail* Hatkoff etc all **Clarify**- *Owl Moon* Jane Yolen **Summarize** *Listen to the Wind* Mortenson

RT Whole Class Lessons   (Oczkus,2010)

Materials	Lesson	Support /Scaffold Independence	Move to independence
Hand Motions	Which one do I need?	Teacher models. Partners try. Ask students, *Which strategy do I need now?*	-hand motions -4 students -poster /prompts
Whole Class Text	Table Runners Charts	Teacher models-students write-partners share-tables share. One child brings the group response up to a chart	-Move to students working in teams - Four Door
Any materials whole class is reading	Fast Fab Four With Whole Class Strategy	-As students read independently or in teams, teacher rotates to conduct a fast fab four for just 1-2 pages	-Dial for fast fab four -bookmarks -poster of prompts

Fab Four Menu

Predict	Question
Grab Word/Skim/Scan Roll your Prediction Story Map Prediction	Quiz/Wonders/Thinking Flip It Pop the Question
Clarify	Summarize
Pause / Clarify It! One Word/One Idea Clarify It: Picture It!	Draw or Drama Hand Motion Limited Word Challenge

RT Guided Reading Lessons   (Oczkus,2010)

Materials	Lesson	Support /Scaffold Independence	Observe independence
Leveled text	Fiction / Nonfiction	Model with graphic organizers, self stick notes	book mark, partners -Coach individuals.
Any Text, Leveled text	Mark Your C's and Q's	Students mark text while reading either words to clarify or questions	Students find one C and Q and choose WHEN to mark

RT Literature Circle Lessons (Oczkus,2010)

Materials	Lesson	Support /Scaffold Independence	Observe independence
Any	Fish Bowl On a Roll	One group models/ others follow	Video tape students!
High interest	Jigsaw Expert Huddle	-Students alternate reading SSR book and the group text -Pass out role cards. Huddle!	-rotate to groups to assist -fishbowl
Independent Level or Instructional	Rotating Roles	-Students rotate roles Predictor, clarifier, questioner, summarizer, reader	-Practice in guided reading first with the teacher
Any	Free For All!	-A discussion director leads the group through a text. During the discussion students use strategies as needed.	-hand motions

Fab Four Menu
By Lori Oczkus, 2010

Predict

I think …..
I bet……
I think I will learn…

Word Pop/Skim and Scan/Grab a Word
Roll Your Prediction (Oczkus, 2009)
Story Map Prediction (Oczkus, 2004)

Question

I wonder….
Who, what, where, when, why, how?

Wonders/Quiz/Thinking Questions
Pick a Question
Flip It (Oczkus, 2009)
Hot Seat

Clarify

I didn't get the _____
(word, sentence, part, page, picture, chapter) where ____ so I_____.

Pause and Clarify It!
One Word, One Idea/ Underline (Oczkus, 2009)
Clarify It: Picture It!

Summarize

This was about…..
I learned…………
First, next, then, finally
Somebody, wanted, but, so..

Draw or Dramatize Summary
Think of Three/Snowball
5 Word Hand Motion (Oczkus, 2009)
Cover, Remember, Retell (Hoyt)
Limited Word Summary

Reciprocal Teaching Observation Form
Designed by Lori Oczkus, 2010

Lesson: (fiction, nonfiction,)
Grade Level:_____
Type of Lesson (whole class, guided reading group, literature circle)

Directions: *Check off the following necessary elements of a Fab Four Lesson. Note the Fab Four may be taught in any order. Take notes on the lesson strategies.*

Strategy	Notes on Lesson Activities
__*Activate Prior Knowledge* *I think I know..* *This reminds me of...*	
__**Predict** *I think I will learn..* *I think this is about...*	
__**Question** *I wonder...* *What, when, where, why, how, who* *What do you think?*	
__**Clarify** *I don't get the (word, part, sentence, picture, page, chapter) so I ...*	
__**Summarize** *This is about...* *First, Next, Then, Finally..*	

Note an interesting student to student interaction:

Note an interesting student/teacher interaction:

Directions: Keep track of the **Four Foundations** on the back of this paper.

Think Alouds	Scaffolding
Watch me as I think and do.	*Watch me. Let's try together. Support with individual attention, materials, strategies.*
Cooperative Learning *Pairs, tables, table groups, teacher groups, literature circles.*	**Metacognition** *How do you know? What are the steps?* *How does ___ help you read?*