

# PowerPoint Handout




## Cognitive Strategy Routine



A Presentation for Teachers  
Grades 6-12










TEXAS LITERACY INITIATIVE

# Cognitive Strategy Routine

Grades 6-12



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TEXAS LITERACY INITIATIVE

CPQ: How does Jamika's story shape your view of comprehension instruction?

## JAMIKA'S STORY



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TEXAS LITERACY INITIATIVE

### How does Jamika's story shape your view of comprehension instruction?

 Think

 Turn

 Talk



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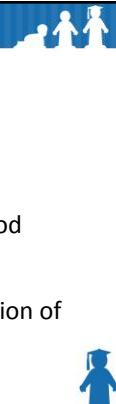
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### Goals for this Training

- Reflect on the importance of comprehension instruction
- Discuss the cognitive strategies good readers use to comprehend
- Learn a routine for explicit instruction of these cognitive strategies

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### Why Should we Teach COMPREHENSION?

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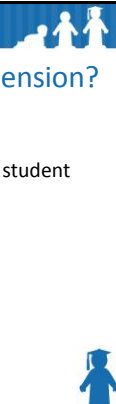
TEXAS LITERACY INITIATIVE

### Why Should we Teach Comprehension?

- Think about your data.
  - What does your data indicate regarding student comprehension?



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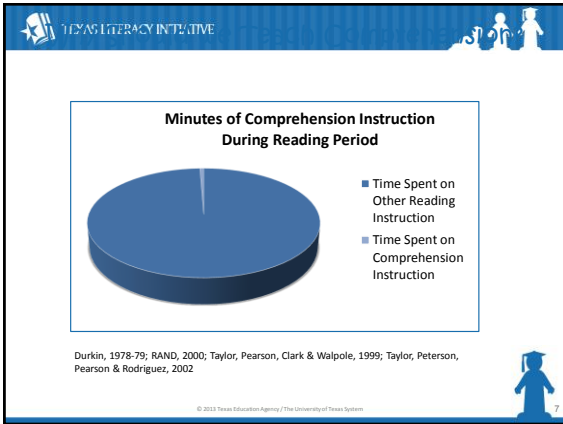
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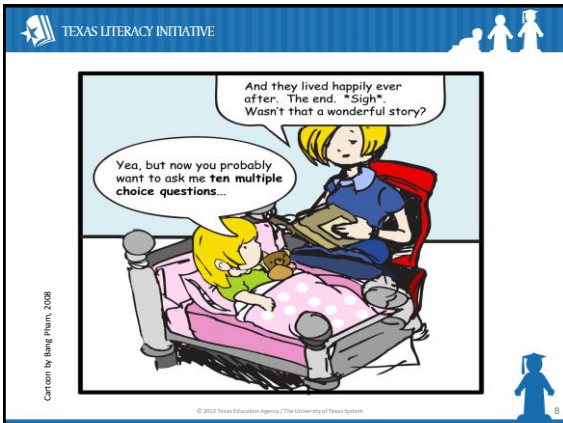
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Researchers Duke and Pearson say:  
The answer is a resounding

**yes!**

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direct,  
explicit, and  
systematic.

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**ELPS** English Language Learners

Improving comprehension instruction for ELLs includes:

- Instructional routines.
- Explicit and direct explanations of strategies.
- Modeling and think-alouds.
- Teaching useful linguistics structures.
- Providing high levels of support by scaffolding learning before, during, and after reading.
- Providing opportunities for structured practice.

(Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Dresler 7 Kamil, 2006; Genesee, Geva, Dresler, & Kamil, 2006; Lesaux, Lipka, & Siegle, 2006; Roit, 2006.)

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**ELPS** English Language Learners

Improving comprehension instruction for ELLs includes:

- Actively engaging students in monitoring, carefully selecting strategies, and reflecting on use of strategies.
- Helping students to understand how to adjust for the type of text being read, the purpose for the reading, and the format of the content.
- Alignment of comprehension instruction across the curriculum so students have opportunities to transfer and adapt strategies to new contexts.

(Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Dresler 7 Kamil, 2006; Genesee, Geva, Dresler, & Kamil, 2006; Lesaux, Lipka, & Siegle, 2006; Roit, 2006.)

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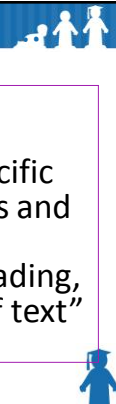
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“Good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text”  
(Duke & Pearson, 2002, p. 207).

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WHAT COGNITIVE STRATEGIES DO PROFICIENT READERS USE?

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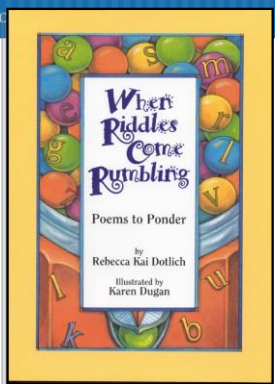
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### Comprehension Purpose Question

What might this riddle be about?

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I send you flying in the air,    *tossing kids up in the air*  
warm wind whistling            *Is it summer? Chinook?*  
through your hair;                *it's outside*   
you're jumping, jouncing,      *bouncing...*  
all around;                         *jump + bounce = jouncing*  
somersaulting,                    *everywhere...lots of fun*  
   *gymnastics?*

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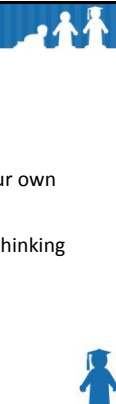
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TEXAS LITERACY INITIATIVE

- Cover up the riddle
- Read the riddle independently
- Reveal ONE line at a time and record your own thinking
- When you are done, quietly share your thinking with a neighbor
- CPQ:  
*What might this riddle be about?*

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What cognitive strategies did you use while reading the riddle?

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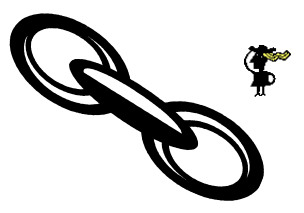
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Making Connections



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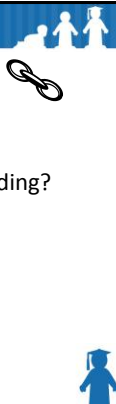
Making Connections 

- Reflect on your thinking.
- Did you **make connections** while reading?



Think

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### Creating Mental Images



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### Creating Mental Images

- Reflect on your thinking.
- Did you **create mental images** while reading?



**Think**

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### Asking & Answering Questions



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### Asking & Answering Questions

- Reflect on your thinking.
- Did you **ask and answer questions** while reading?

 **Think**

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TEXAS LITERACY INITIATIVE

### Making Inferences & Predictions



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TEXAS LITERACY INITIATIVE

### Making Inferences & Predictions

- Reflect on your thinking.
- Did you **make inferences and predictions** while reading?

 **Think**

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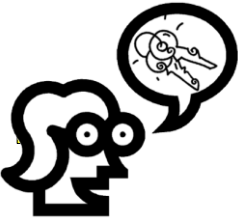
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TEXAS LITERACY INITIATIVE

## Determining Importance & Summarizing



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TEXAS LITERACY INITIATIVE


## Determining Importance & Summarizing

- Reflect on your thinking.
- Did you **determine importance and summarize** while reading?



**Think**

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TEXAS LITERACY INITIATIVE

## Monitoring & Clarifying



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## Monitoring & Clarifying

- Reflect on your thinking.
- Did you **monitor and clarify** while reading?

 **Think**

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TEXAS LITERACY INITIATIVE

What might this riddle be about?

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TEXAS LITERACY INITIATIVE

I quietly dance  
As the warm wind blows,  
Reaching my arms high up to the sky,  
Soaking up blessings from the heavens above.  
I stretch to stand  
straight  
and  
tall,  
Anchored safely to the ground.  
I am radiant and strong,  
As you find refuge in my shadow.

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TEXAS LITERACY INITIATIVE


## Cognitive Strategies




**Making Connections**




**Making Inferences & Predictions**




**Asking & Answering Questions**



**Determining Importance & Summarizing**



**Creating Mental Images**



**Monitoring & Clarifying**

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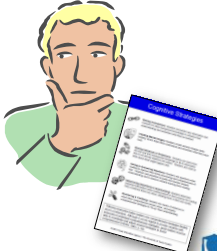
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## Cognitive Strategies...

- Reflect on the activity
  - Which strategy did you tend to rely on the most?
- Share your thinking with a partner
  - How does reflecting on your own strategy use help you to think about comprehension instruction?



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## Framework for Instruction to Teach the ELAR/SLAR TEKS

Handout #2

Figure 19 TAC §110.176a  
19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading  
Subchapter B. Middle School  
Reading/Comprehension Skills §110.18 - §110.20

Sixth Grade (§110.18 English Language Arts and Reading)	Seventh Grade (§110.19 English Language Arts and Reading)	Eighth Grade (§110.20 English Language Arts and Reading)	
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth as they become self-directed, critical readers. The student is expected to:	
<b>Cognitive Strategy Routine</b>			
English I (§110.91 English Language Arts and Reading)	English II (§110.92 English Language Arts and Reading)	English III (§110.93 English Language Arts and Reading)	English IV (§110.94 English Language Arts and Reading)
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth as they become self-directed, critical readers. The student is expected to:

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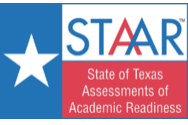
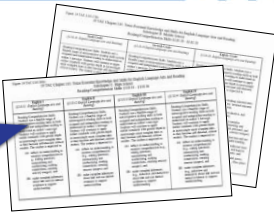
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TEXAS LITERACY INITIATIVE



ELAR/SLAR  
Figure 19



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The Texas State Literacy Plan  
A Roadmap for the 21st Century



SB8 page 46  
E4 page 48



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TEXAS LITERACY INITIATIVE

A COGNITIVE STRATEGY ROUTINE



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TEXAS LITERACY INITIATIVE

## Why Cognitive Strategies?

“The idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension when reading” (NRP as cited in Torgesen, 2007).

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TEXAS LITERACY INITIATIVE


## Our Task

Handout #3

**Comprehension Purpose Question:** What do we need to do, as teachers, to make sure our students are proficient readers?

“Teachers should model and explain comprehension strategies, have their students practice using such strategies with teacher support, and let students know they are expected to continue using the strategies when reading on their own. Such teaching should occur across every school day, for as long as required to get all readers using the strategies independently – which means including it in reading instruction for years” (Pressley, 2001, p. 4).

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TEXAS LITERACY INITIATIVE

## Cognitive Strategy Routine

Strategy Instruction	
Direct – Explicit – Systematic	
Gradual Release of Responsibility	1. Use a real-world example to create a context (teacher lesson).
	2. Give the strategy a name.
	3. Define the strategy, how and when it is used, and how it helps with reading.
	4. Give student touchstones, such as a hand gesture or icon, to help them remember the strategy.
	5. Think aloud, using the strategy in a variety of contexts.
	6. Engage students by providing opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.
	7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
	8. Provide accountability measures for student skills using the strategy independently.
Ongoing Assessment and Feedback	
Ongoing Assessment may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of reading goal status, strategies, and writing(s), as well as formal assessments.	

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## Cognitive Strategy Instruction

The diagram illustrates the progression of cognitive strategy instruction. On the left, a large blue arrow points downwards from the word "Support" to the word "Independence". To the right of this arrow is a box containing four stages of instruction: "Think-aloud", "Shared Application", "Scaffolded Practice", and "Independent Application". To the right of this box is the text "Ongoing Assessment and Feedback".

Support

Think-aloud

Shared Application

Scaffolded Practice

Independent Application

Ongoing Assessment and Feedback

Independence

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TEXAS LITERACY INITIATIVE

## Step 1

Use a real-world or familiar example to create a context.

Example:

I have a backpack here. I don't know to whom it belongs. There is no name on it. Let's be detectives and use our background knowledge and the clues inside the backpack to help us figure out to whom it belongs.

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## Step 2

Give the strategy a name.

Example:

Today we are going to learn a comprehension strategy called "making inferences."

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TEXAS LITERACY INITIATIVE


### Step 3

Define the strategy, how and when it is used, and how it helps with reading.

Example:

The strategy we're talking about today is called "making inferences." Sometimes the author doesn't tell us everything, but leaves hints to help us figure things out. When we make inferences, we use clues from the text and our background knowledge to figure something out.

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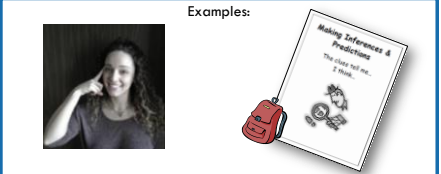
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TEXAS LITERACY INITIATIVE


### Step 4

Give students touchstones, such as a hand gesture or visual representation, to help them remember the strategy.

Examples:



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TEXAS LITERACY INITIATIVE

### Step 5


Think aloud, using the strategy in a variety of contexts.

Example:

Handout #4

Hmm, I'm inferring that this boy is very responsible. He tells Mr. Crawford what he's done without making excuses. That tells me a lot about his character. I know from my background knowledge, that when someone takes responsibility for what they've done, they ask what they can do to make it better. The author doesn't tell us he's responsible, but we can use the clues in the text and our background knowledge to infer that the boy is responsible.

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### Step 6

Engage students by providing meaningful opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.

Example:

Let's think for a moment. Can you infer how young Abe feels about this book? How do you know that? ...

Turn and talk with your partner about how Abe feels about this book.

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TEXAS LITERACY INITIATIVE

### Step 7

Scaffold practice, providing opportunities for students to use the strategy while reading with the teacher's support and monitoring.

Example:

Read the next two paragraphs on your own and think about the inferences you have to make to answer this question:

Why does Susan B. Anthony say there will be a rebellion? Jot down the clues you use to infer the answer to the question.

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### Step 8

Provide accountability measures for students when using the strategy independently.

Example:

When you are reading today, place a sticky note in the text when you make an inference. Be ready to share the clues from the text and the background knowledge you used to make that inference.

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TEXAS LITERACY INITIATIVE


## Cognitive Strategy Routine

Handout #5



With a partner, use the Cognitive Strategy Routine Card to help you match the examples on the left side of the handout to the 8 steps on the right.

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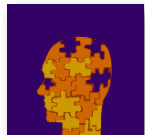
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## Keep in Mind ...

Although we might introduce and practice comprehension strategies one at a time, it is important to realize that strategies “are not linear steps. They are employed simultaneously” and automatically as needed by the reader (Lyons & Pinnell, 2001).



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TEXAS LITERACY INITIATIVE

## HOW MIGHT THE COGNITIVE STRATEGY ROUTINE IMPACT JAMIKA?

### JAMIKA'S STORY

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TEXAS LITERACY INITIATIVE



### Written Conversation

Use all time for writing  
No talking when passing  
Read the entry, then write:

- a comment
- pose a question
- raise a new topic

Pass to the left, two times on my signal  
Get yours back, read and discuss

(Daniels & Steineke, 2004)



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TEXAS LITERACY INITIATIVE

"Help children access what they already know...."

Be genuine.  
Laugh.  
Love.  
Be patient.

You're creating a community of readers and thinkers."

Miller, 2002, p.26



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