# P.I.T.A Conference - 2010

## An Introduction to Reading Power – Adrienne Gear
(Fiction and Nonfiction)

| READING SKILLS | |
| --- | --- |
| **Decoding** | **Comprehension** |
| • Letters, sounds<br>• Phonological awareness<br>• Spelling, vocabulary<br>• Fluency | • Thinking<br>• Constructing meaning<br>• Meta-cognition (awareness of thinking) |

**A proficient reader, engaged and interacting with text** … **(based on the research of David Pearson)**

- Makes Connections

- Asks Questions.

- Visualizes

- Draws inferences.

- Determines Importance.

- Analyzes and Synthesizes.

- Monitors Comprehension.

| Five *Reading Powers for* **FICTION:** | Five *Reading Powers for* **NONFICTION:** |
| --- | --- |
| • **Connect**<br>• **Question**<br>• **Visualize**<br>• **Infer**<br>• **Transform** | • **Zoom-In**<br>• **Determine Importance**<br>• **Connect**<br>• **Question/Infer**<br>• **Transform** |

## Key Points of Reading Power:

1) **Meta-cognition** – awareness of and ability to articulate thinking

2) **Common language** – everyone uses the same language when teaching the strategies

3) **"Interacting with Text"** – teaching students that the text is only HALF of reading. The other half is the thinking that they integrate and weave into and through the text
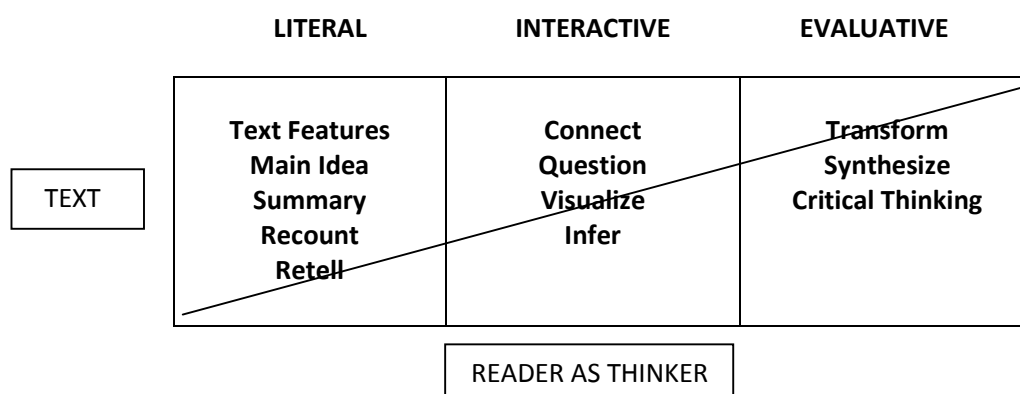
**interact**

| Text + Thinking = Reading |
| --- |

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# Three Layers of Understanding Text (based on Bloom's Taxonomy)

| LITERAL | INTERACTIVE | EVALUATIVE |
|---|---|---|

| TEXT | Text Features Main Idea Summary Recount Retell | Connect Question Visualize Infer | Transform Synthesize Critical Thinking |
|---|---|---|---|

READER AS THINKER

## Key Questions:

- How does reading information texts differ from reading stories?

- Does our brain engage in the same way?

### *What is the purpose of reading information?  Why do we read it?*

A)    WHAT?  To  learn new content and information (retell, summarize, memorize)

 B)    SO WHAT?  To think through the information - revise and rethink to enhance understanding    (synthesize, rethink, transform)

## Three Components of Reading Power:

1.  *Reading Power Visual*  - poster to promote meta-cognition and common language

2.  *Reading Power Books* – used to support the strategies

3.  *Method of Instruction* – your intentional and explicit teaching of the strategies

## Components of comprehension instruction that follows a *gradual release of responsibility* approach:

1.  **Introduce the strategy – "I explain"**  - Explain the concept of the strategy
2.  **Teacher Modeling – "I do, you watch" -** Read aloud/think aloud - "speaking voice/thinking voice"
3.  **Guided Practice – "We do together" -** Reinforce the strategy through whole class practice, guided reading groups
4.  **Independent Practice  "You do, I watch/monitor" -** Student practices the strategy on their own
5.  **Application  - "You do on your own"**  - Student applies the strategy to real life reading experience

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**Planning Your Year –** *How to integrate Fiction and Nonfiction Reading Powers*

SEPTEMBER, OCTOBER – Connect (F and NF)
NOVEMBER, DECEMBER – Visualize (F)
JANUARY, FEBRUARY – Nonfiction Focus – Zoom In, Determine Importance
MARCH, APRIL – Question/Infer (F and NF)
MAY, JUNE – Transform (F and NF)

**Recommended Professional Resources for Comprehension Instruction:**

▶ Brownlie, Faye & Schnelert, Leyton.  ***It's All About Thinking:  Collaborating to Support All Learners***.  Portage & Maine 2009.

▶ Gear, Adrienne. ***Reading Power: Teaching Students How To Think While They Read***. Pembroke, 2006.

▶ Keene, Ellin.  ***Assessing Comprehension Thinking Strategies.***  Shell Education.  2007.

▶ Keene, Ellin.  ***To Understand: New Horizons in Reading Comprehension*** Heinemann, 2008.

▶ Kelley, Michelle J. & Clausen-Grace, Nicki. ***Comprehension Shouldn't Be Silent***. International Reading Association, 2007.

▶ Harvey, Stephanie & Goudvis, Anne.  ***Strategies That Work.*** Stenhouse, 2000 (2nd ed. 2007)

▶ McGregor, Tanny.  ***Comprehension Connections.***  Heinmann.  2007.

## Reading Power books are available from:

- Vancouver Kidsbooks **www.kidsbooks.ca**
- United Library Services **www.uls.com/ReadingPower**

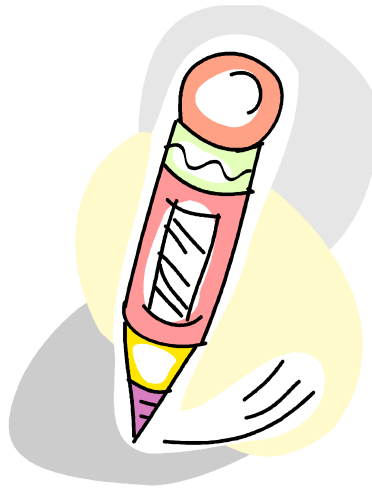Check out my new website!  www.readingpowergear.com

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# Notes...

"*If you are teaching and not learning, you are not teaching*"

*- Frank McCourt*

# Reading Power

BLACKLINE MASTERS

# READING POWER

# Brain Pieces



QUESTION · VISUALIZE · INFER · CONNECT · TRANSFORM



QUESTION · VISUALIZE · INFER · CONNECT · TRANSFORM

# Fiction Brain Pieces



MAIN IDEA · CONNECT · QUESTION · ZOOM IN · INFER · TRANSFORM
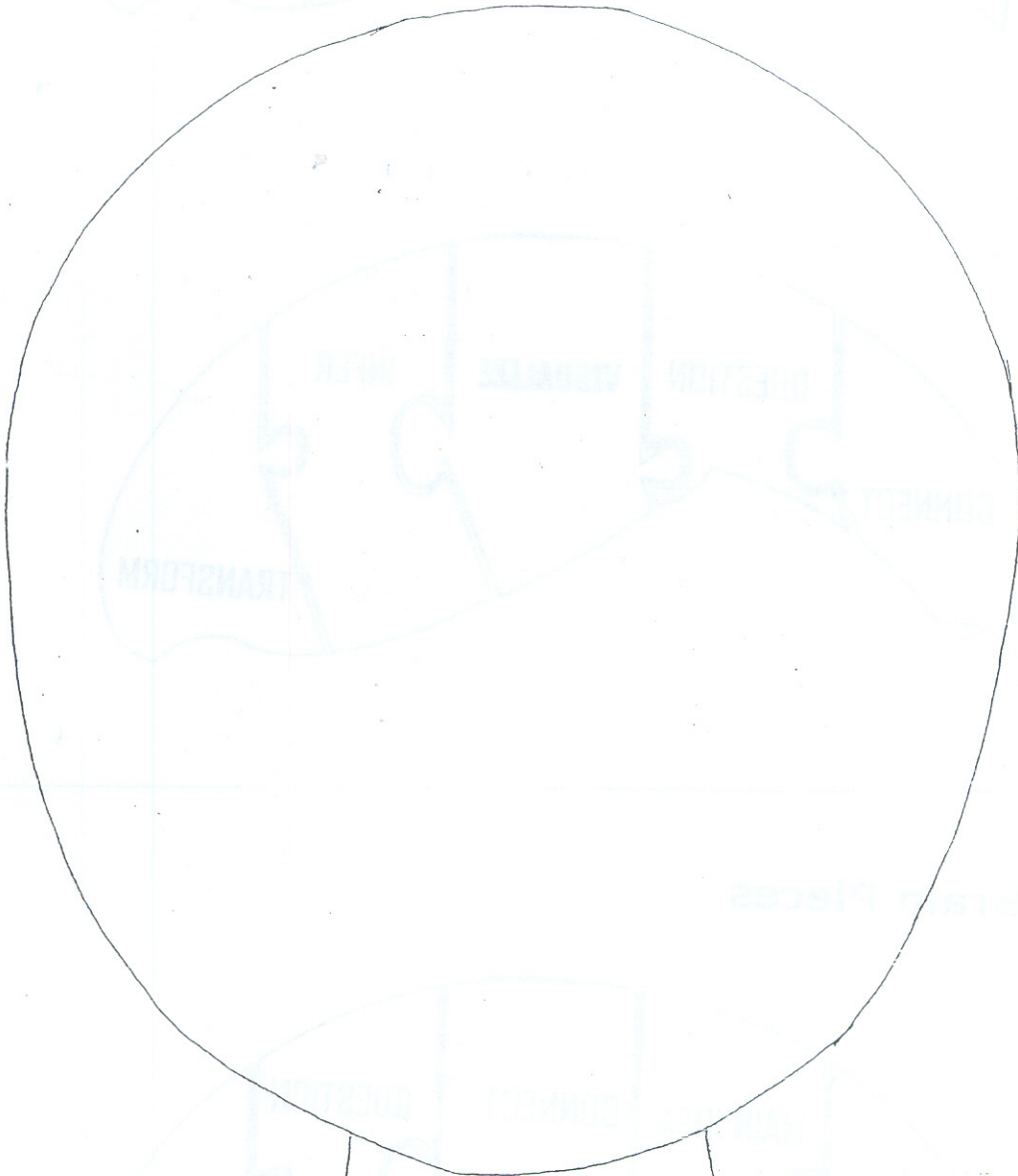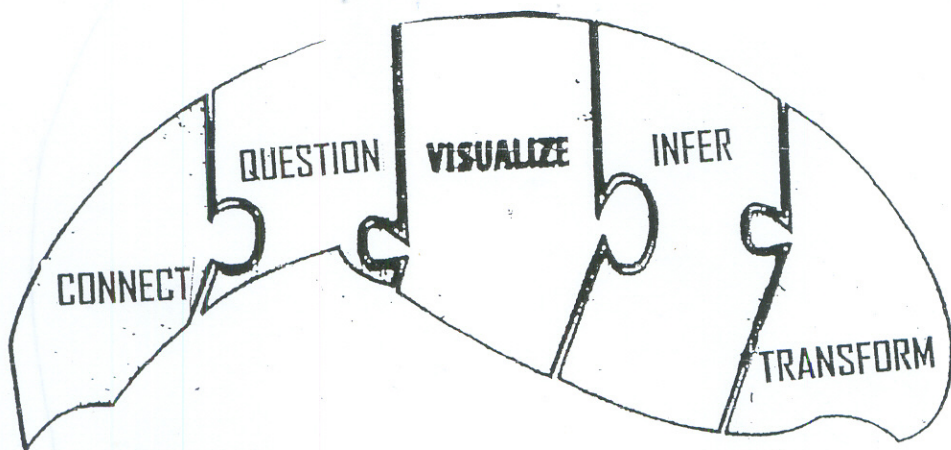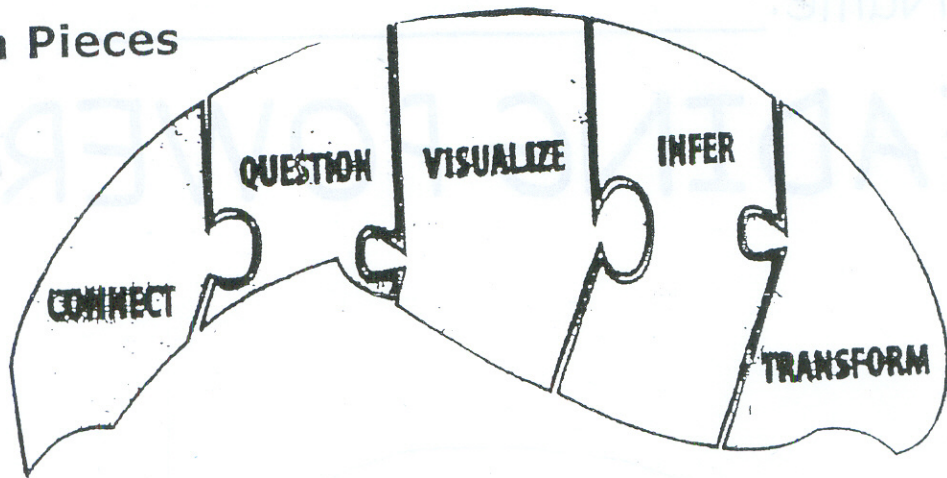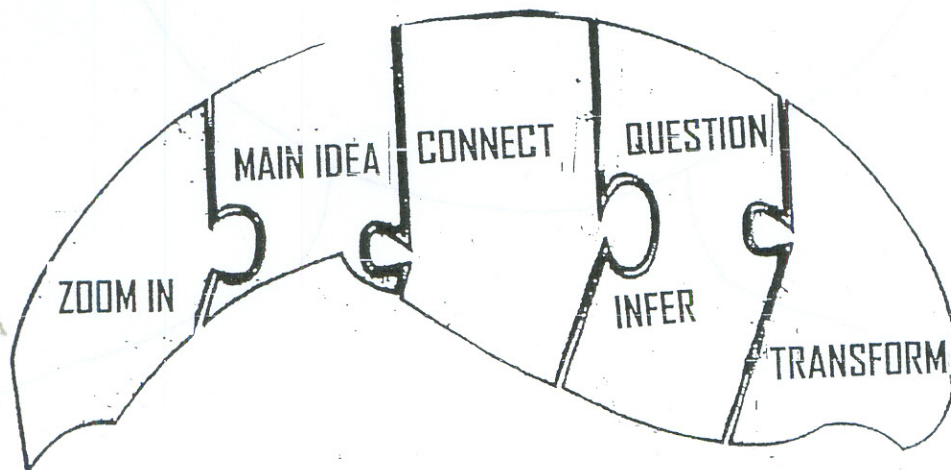
# *Pay attention to your thinking voice…*

**"This reminds me of……"** (connection)

**"I'm wondering…?"** (why? how? When? What? Who?) (question)

**"I can see this in my mind ….."** (visualize)

**"Maybe…** (this is what I think is going to happen next) **(prediction)**

**"Maybe…** (this isn't in the book, but now I'm thinking…) **(inference)**

**"So far…"** (summary)

**"This is important…."** (main idea)

**"Now I'm thinking…."** (transform)
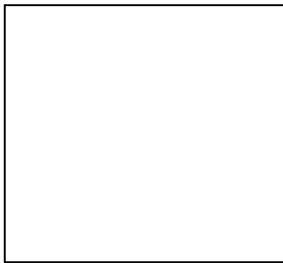
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# RETELL and RETHIINK

| WHAT?<br>**Here's what's going on in the text …**<br>(summary of the information) | SO WHAT?<br>**Here's what's going on in my head…**<br>(my "thinking voice") |
|---|---|
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