

COGNITIVE STRATEGIES (CONTENT - ongoing)

<p>Surface Structure Systems Identifying words, reading fluently</p>	<p>Deep Structure Systems: Comprehend literally to get the gist of the story, comprehend deeply and probe ideas</p>
<p>Grapho-Phonic System Letter/sound knowledge, alphabetic principle, phonemic awareness, decoding</p> <p>Lexical System Visual word recognition based on frequent visual exposure to words Visual memory for <i>all</i> words</p> <p>Syntactic System Understanding of language structures at the word, sentence, paragraph and whole text level (usually auditory -- see more under #4 Text Structures/Elements)</p>	<p>Semantic System Understanding word meanings from literal to subtle, discuss and write about experiences/associations related to words, precision and word choice in writing</p> <p>Schematic System Constructing meaning at the whole text level; understanding themes, ideas and concepts, storing and retrieving relevant knowledge, connecting the new to the known</p> <p>Pragmatic System Multiple experiences with ideas we've read or learned; sharing and applying meaning; constructing meaning through oral, written, artistic, and dramatic means; writing for specific purposes and audiences; revising thinking based on interactions with others; adopting the habits and mores of readers and writers</p>
<p>What children know and are able to do when using surface structure systems</p>	<p>What children know and are able to do when using deep structure systems</p>
<p>Use decoding strategies such as identifying word families, chunking, point and slide, cross check across systems (does the word make sense, sound like language, do the letters match the sounds), etc.</p> <p>Recognize sight words and other words in environment visually - repeated use of recognized words</p> <p>Use word analysis strategies such as identifying affixes, compound words and derivations</p> <p>Use text management strategies such as rereading/reading ahead, deep reading, skimming/scanning, using text features such as bold print, italics, etc.</p>	<p>Demonstrate increasingly sophisticated vocabulary in oral and written communication</p> <p>Use Comprehension Strategies:</p> <ul style="list-style-type: none"> • Monitor for Meaning • Activate and Create Schema • Ask Questions • Use Sensory and Emotional Images • Infer • Synthesize • Determine Importance <p>Engage in meaningful discourse about books to develop deeper understanding</p> <p>Write to develop deeper understanding</p> <p>Use art and/or drama to develop deeper understanding</p> <p>Reflect on own growth as a reader/writer</p>

What is Essential?
The Reading/Writing Curriculum K - 12

SURFACE STRUCTURE SYSTEMS

GOAL: Independent word use in which children use print knowledge to identify and write words, read and write fluently, orally and silently

 Grapho-Phonic (K - 2)

Teachers model and think

aloud to show:

- letters and features of letters (visually)
- letters in upper and lower case
- all sounds associated with each letter (auditory)
- the alphabetic principle - the principle that there is a consistent relationship between letters and corresponding sounds (visual and auditory)
- pronunciation of specific letter and blend sounds alone and within words - phonemic awareness
- patterns in words -- spelling patterns or word families

 Grapho-Phonic (K - 2)

Children can:

- recognize all letters in and out of context
 - recognize the sounds associated with letters in and out of context
 - Isolate and pronounce initial, medial vowel and final sounds when spoken
 - recognize increasingly complex spelling patterns and word families
 - generate new words from patterns already known in speaking and writing
 - identify grapho-phonically similar words in context
 - recognize that every syllable contains a vowel; represent all syllables when attempting to pronounce or write a word
 - recognize all long and short vowels in context
 - decode regularly spelled words
 - decode words with common pre-fixes and suffixes
- Use decoding strategies
- point and slide -- gradually reveal the letters in a word, pronouncing each sound or phoneme until he/she correctly pronounces the word
 - use pictorial and/or context clues to support decoding
 - pronounce unknown words using letter/sound knowledge
 - substitute a likely word, when unsure how to

pronounce a word in or out of context --
monitor attempt for graphic and/or phonemic accuracy

-search for words within words that are familiar; use them to pronounce unknown words and to write them

-represent all syllables when attempting to pronounce or write an unknown word

-use the grapho-phonetic system to make early attempts at writing words

Lexical (K - 12)

Teachers model and think aloud to show:

-all words can be recognized by sight (after or without sounding out)

-words are the same despite graphic differences in different contexts (i.e. FROG, frog, Frog)

-words have particular features (i.e. vowels in each syllable)

-words should be written and pronounced consistently in different contexts

-instantly recognized words must also be written and spelled conventionally in writing

-readers build a large and growing bank of instantly recognized words through visual exposure to words in the environment, the content areas and through reading frequently

-readers store all newly learned words in visual memory so they can be read fluently when next encountered

Lexical (K - 12)

Children can:

-readers and writers use the lexical system to identify words and write words accurately and fluently

-demonstrate (write or show) various graphic representations of a word, showing knowledge that they are the same word (e.g. in all CAPS or mixing upper and lower case)

-use words he/she recognizes visually in daily writing, gradually build a large bank of conventionally spelled words, use them predictably in daily writing

-represent all syllables when attempting to pronounce or write an unknown word

-consistently read known words accurately demonstrate how to purposefully remember what a word looks like (closing eyes and picturing a word - making purposeful attempts to remember the word visually)

-mark, collect, and review frequently used words (sight words and words associated with content being studied) - spell them conventionally in writing and pronounce them conventionally in reading and speaking.

-practice fluent reading both orally and silently in increasingly difficult text

-read with appropriate inflection and use voice variation to show variations in meaning (prosody)

-read with reasonable speed given the demands of the text

📖 Syntactic (K - 12)

Teachers model and think aloud to show:

- readers recognize (hear) when language is constructed in a grammatically correct manner when spoken or written at the word, sentence, paragraph and whole text level
- readers recognize that certain words carry the weight of the meaning when spoken or written in a particular sentence or passage
- readers and writers recognize the 8 basic parts of speech and use this knowledge to predict as readers and use language conventionally and artistically as speakers and writers
- readers and writers use conventions (punctuation and grammar) to understand and write more clearly
- readers and writers recognize and write increasingly complex word, sentence, paragraph, and text structures in reading and writing
- readers use knowledge of text structure and conventions of language to read and write fluently and comprehensibly
- readers and writers recognize and use key types of expository paragraph/text structures (chronological, cause and effect, compare/contrast, problem/solution, enumerative, descriptive) to understand more thoroughly and write more cohesively
- readers recognize and overcome comprehension hurdles faced in expository text (anaphora, vocabulary load, inefficient predicting, insufficient background knowledge for text content and/or format, naïve conceptions)
- readers and writers recognize and use key features of expository text (bold print, captions, heading, italicized print, graphs, figures, photographs and charts)
- readers and writers recognize and use a variety of narrative text elements (character, setting, conflict, sequence of events, resolution) and tools (leads, endings,

📖 Syntactic (K - 12)

Children can:

- become familiar with and discuss the "architecture" of language and discover the syntactic system as the structure of language and what makes text at the word, sentence, text level predictable
- recognize (hear) increasingly subtle examples and non-examples of conventional syntax
- predict accurately and/or substitute a grammatically correct form when unsure about a word (i.e. substitute a noun for a noun, a verb for a verb)
- predict based on **text elements** (character, setting, conflict, sequence of events and resolution), **text features** (bold print, captions, italicized print) and **text structures**(beginning, middle, end, chronological, etc.)
- recognize and use key types of informational paragraph/text structures (chronological, cause and effect, compare/contrast, problem/solution, enumerative, descriptive) to explain and/or persuade effectively
- recognize and overcome hurdles faced in expository text (anaphora, vocabulary load, inefficient predicting, insufficient background knowledge for text content and/or format, naïve conceptions)
- recognize and use key features of expository text (bold print, captions, heading, italicized print, graphs, figures, photographs and charts) to focus on what is most important as readers and to enhance meaning as writers
- use conventional spelling, punctuation and grammar when speaking and in writing
- recognize and use a variety of narrative text structures (leads, endings, character, setting, conflict, sequence of events, building action, creating suspense)
- use increasingly complex sentence (phrases, clauses) etc.)and text structures in writing
- practice fluent oral reading, account for varying punctuation and meaning (prosody)
- recognize author style in relation to flexible use of syntax
- use word analysis strategies -- look for recognized words within words, root words, compound words, prefixes and suffixes; use knowledge of Greek and Latin roots to infer meaning and enhance meaning

character, setting, conflict, sequence of events, building action, creating suspense)

in writing

-experiment with syntactical forms for various stylistic effects in writing

-understand various text and paragraph structures at the word (root words, prefixes and suffixes) to text level in narrative (character, setting, etc.) and expository (cause and effect, compare/contrast, etc.) text

DEEP STRUCTURE SYSTEMS

GOAL: Independent construction of meaning and interpretation during reading and independent construction of meaning during writing

 Semantic (K - 12)

 Semantic (K -12)

Teachers think aloud and model to show:

-that gradually building knowledge, associations and concepts about words is intriguing, intellectually interesting work that can lead to rich discussion

-how to select words for further study based on their importance to the text meaning as a whole and/or their importance to understanding a content-area concept

-how to co-construct knowledge, concepts and associations for a word with other readers and writers

-that interesting conversation stems from interesting words and extends our understanding of word meaning to the conceptual level

-that a large and growing vocabulary is essential to comprehending text and writing well and that reading frequently is one of the most important ways to build vocabulary

-that some words are taught and learned intentionally, others are learned incidentally - teachers carefully select fewer, but more important words to be learned intentionally from content areas and essential concepts in narrative text

-that readers develop knowledge not only of literal word meanings, but of associated words and phrases, advancing to more subtle meanings and concepts associated with words

-how readers build an understanding of concepts including new content area knowledge that relate

Children can:

-read frequently to build vocabulary

-use new vocabulary in spoken and written language

show (through writing or in oral language) that they understand a word conceptually; they can generate associations and talk about gradations of meaning for a growing number of words learned incidentally and intentionally

-generate graphic representations (word maps/webs, semantic feature analysis) to show that they understand conceptual understanding

-select words for further study with peers based on the word's importance to the text and/or content area

-experiment with words in writing and in oral language, striving to select the most precise, powerful or meaningful word depending on the audience and purpose for their writing

-work with others to generate associations for words, pooling background knowledge to determine a range of associations and conceptual understandings for words

-describe relative meanings to a word (this is what this word always means, may mean, will never mean)

to words and phrases

-how readers generate a wide variety of associations (personal and from background knowledge) for word meanings

-connections and relationships among many words

-how writers select the word with the closest gradation of meaning given purpose/audience, showing nuanced understanding of the word

- check a presumed meaning against authoritative meaning (dictionary, teacher's definitions, etc.)

-edit writing to add clarity through effective word choice

-clarify meanings of unfamiliar words by using a variety of resources (e.g. dictionary, thesaurus, internet, glossary)

-generate synonyms and antonyms for given words

-understand the potency of particular words in particular contexts

Schematic (K - 12)

Teachers model and think aloud to show

-readers and writers monitor for meaning - they know when they understand/communicate meaning when they don't, what they need to understand/communicate meaning and what they might do to repair comprehension when it breaks down (monitor for meaning)

-readers and writers use personal experiences that relate to the text to enhance understanding/meaning (use schema)

-readers and writers use knowledge of related texts to better understand a given text/enhance meaning (use schema)

-readers and writers use world knowledge that relates to the text to enhance understanding/write persuasively (use schema)

-readers and writers know how to create background knowledge when it is lacking in order to understand more challenging material/create more meaningful written pieces (create schema)

-readers and writers ask questions to clarify and inquire and reflect and cause their readers to question

-readers and writers create detailed images from all 5 senses and emotions in order to understand more deeply/write more clearly (use images)

-readers and writers change their thinking, incorporating new information during reading

Schematic (K - 12)

Children can:

USE COMPREHENSION STRATEGIES TO DEEPEN UNDERSTANDING

-Determine Importance

-Infer

-Ask Questions

-Activate and create schema

-Use sensory and emotional images

-Monitor for meaning

-Synthesize
(SEE KEY IDEAS document for more detail on each strategy)

(synthesize during)

-create a cogent synthesis incorporating information from other sources as well as values, beliefs and opinions after reading and in writing (synthesize after)

-readers and writers understand the whole text, draw conclusions about it that may include inferences, opinions and judgments/write in a way that causes their readers to infer (infer)

-readers understand key themes and ideas in a text (determine importance)

-readers can identify text-based evidence to support key ideas and conclusions

-readers make decisions about what is important to remember (determine importance)

NARRATIVE AND EXPOSITORY TEXT

-readers and writers use knowledge of text types, elements, structures, genres and formats to enhance understanding/create meaning

-readers and writers use knowledge about the author's style to better understand text/create meaning

-writers build a greater background knowledge than is actually used when writing fiction, non-fiction or poetry and use it to create meaningful fiction/non-fiction

-readers and writers recognize and use exposition, action and dialogue in narrative text to develop character and plot

-readers and writers recognize and use key features and structures of other types of text such as poetry, persuasive text, journalism, opinion/editorial, biography, etc.

-readers and writers understand the differing demands for comprehending and writing in a wide range of text types - use different text management strategies depending on the demands of the text (re-reading, writing about text, note-taking, adjusting the pace of reading)

-writers communicate persuasively and meaningfully in a wide range of genres

-writers recognize and use characteristics and qualities of a wide variety of genres

NARRATIVE AND EXPOSITORY TEXT

Children can identify, discuss, model and write to show that they can:

-recognize and use exposition, action and dialogue in narrative text to develop character and plot

-recognize and use key features and structures of other types of text such as poetry, persuasive text, journalism, opinion/editorial, biography, etc.

-understand the differing demands for comprehending a wide range of text types - use different text management strategies depending on the demands of the text (re-reading, writing about text, note-taking, adjusting the pace of reading)

-write persuasively and meaningfully in a wide range of genres

Pragmatic (K - 12)

Teachers model and think aloud to show:

- readers interact with others and/or use writing (art, music, drama) to better understand the ideas in a given text
- readers and writers set and/or use a particular purpose for reading and writing
- writers adapt written form and content for an audience
- readers and writers understand the social mores associated with building and creating meaning through written and spoken language
- readers enhance comprehension because of and in conjunction with the interpretations of others
- writers use others' opinions and recommendations to revise their writing
- readers assume a stance or bias with respect to the author, the text, other readers
- readers create models (oral, written, artistic and dramatic) to show thinking about text
- readers recall and reapply concepts in new texts and contexts

Pragmatic (K - 12)

Children can:

- use and enjoy the rituals and routines that characterize a serious reader's and writer's life,
- know how a reader selects material to read, choosing to challenge him/herself in increasingly more difficult texts and writing tasks
- use a variety of approaches to select writing topics wisely and write for a particular audience and purpose write
- seek others' opinions and feedback; use that feedback to shape one's own opinions or modify their writing and their interpretations of text
- understand that readers and writers are changed because of what they read and write and articulate those changes in themselves
- engage fervently in reading and writing every day
- dwell and focus on certain ideas in order to understand and/or articulate them with more depth and insight
- are willing to struggle and persevere in order to understand a concept or to articulate it in writing
- manipulate their own thinking (use comprehension strategies) during a particular reading in order to understand more effectively
- create oral, written, artistic and/or dramatic models of their thinking about a text
- build an increasing stamina and passion reading and writing
- engage in rigorous discourse about text and other's writing

Assessment and Instruction: Differentiating for a Range of Needs

<p><i>1. Grapho-Phonemic System (K-2)</i> Initial word identification Goal: Rapid, accurate identification of unfamiliar words in or out of context - ONCE!</p>
<p>Assessment/Patterns of Need- How you find out if student can apply?</p>
<p>Assessment strategies: Oral reading - observation notes, Running Record, student self-identification, reading in challenging, but comprehensible text</p> <p>Look for patterns:</p> <ul style="list-style-type: none"><input type="checkbox"/> Are the words the student mispronounces important to understanding the meaning or are they technical terms/proper nouns?<input type="checkbox"/> Are the words multi-syllabic? If so, which syllable poses the most consistent problems?<input type="checkbox"/> Are the words in a specific (and repeated) position in the sentence or passage - i.e. nouns/verbs, etc.?<input type="checkbox"/> Can the student identify words within a larger word (word families/spelling patterns)<input type="checkbox"/> Can the student isolate and blend sounds to pronounce a word?<input type="checkbox"/> Can the student use knowledge of word families/patterns to identify unknown words?
<p>What you do if they can't</p>
<p>In a Conference - work with a passage that has 5 - 10 identified words that are difficult for the child to pronounce</p> <ul style="list-style-type: none"><input type="checkbox"/> Think aloud with the student about the patterns of need you or they identify<input type="checkbox"/> Ask the student to identify patterns and think aloud about the kinds of problems he/she faces most consistently from these patterns<input type="checkbox"/> Think aloud or demonstrate how you solve the specific kinds of problems he/she faces most consistently (a fix up strategy)<input type="checkbox"/> Ask the student to apply the fix up strategy and to mark/identify

when/how he/she uses it

- Set a time to confer again - repeat in more difficult text

Student Practice-follow up evidence that student can...

Independent or pair practice (K - 2)

- Practice identifying words within words
- Recognize spelling patterns and word families - generate new words from patterns already known
- Point and slide -- gradually reveal the letters in a word as they are pronounced
- Use invented spelling during daily writing
- Isolate sounds from within words and pronounce the sounds correctly
- Pronounce sounds based on recognition of letters and blends out of context
- Find grapho-phonically similar words in context
- Substitute a likely word, when unsure how to pronounce a word in or out of context -- monitor attempt for graphic and/or phonic similarity
- Search for words within words that are familiar; use them to pronounce unknown words and in writing
- Represent all syllables when attempting to pronounce an unknown word

Summary of Observations:

Strengths:

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Areas for Growth:

-

Recommendations:

-

II. Lexical system

Oral/silent reading fluency

Goal: Instantaneous recognition of all words, fluency in oral and silent reading

Assessment/Patterns of Need- how you find out if student can apply

Assessment strategies: Oral reading - observation notes, Running Record, student self-identification, ask the child to read in challenging, but comprehensible text, ask student to read aloud to you or into a tape recorder, identify a "reasonable" time (the goal) for silent reading of a passage - compare the student's time to the goal

Look for patterns

- Does the student read slowly enough that the meaning is likely to be disrupted?
- Does the student read without expression?
- Does the student read through punctuation without self-correcting?
- Does the student pause to sound out words he/she has already read?
- Does the student fail to immediately recognize words that have been pronounced on other occasions?

What you do if they can't

In a conference or small group:

- Think aloud with the student(s) about the patterns (e.g., multi-syllabic words) of need you or they identify
- Ask the student(s) to identify patterns and think aloud about the kinds of problems they face most consistently from these patterns
- Think aloud or demonstrate how you solve the specific kinds of problems he/she faces most consistently (a fix up strategy)
- Ask the student to apply the fix up strategy and to mark/identify when/how he/she uses it
- Set a time to confer again - repeat in more difficult text
- Environmental print - ensure that there are hundreds of frequently changing words in the room - lift words from content area study, books and student's writing

Student Practice-follow up evidence that student can

Individually or in pairs

- Demonstrate (write or point out) various graphic representations of a word, knowing that they are the same word

- Use words he/she recognizes visually in daily writing, gradually build a large bank of conventionally spelled words, use them predictably in daily writing
- Demonstrate how to purposefully remember what a word looks like (closing eyes and picturing a word), find known words and pronounce them by sight
- Mark and collect frequently used words (sight words and words associated with content being studied)
- Students can be asked to record stories for younger children, repeat with progressively more difficult text
- Practice increasingly fluent reading both orally and silently in increasingly difficult text
- Read with reasonable speed given the demands of the text

Summary of Observations:

Strengths:

-

Areas for Growth:

-

Recommendations:

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III. Syntactic system

Understanding and using text structures/elements

Goal: Using text structures to know when language sounds like language (is grammatically correct) identify unknown words (context clues) and to predict, at the whole text level, conventional use of grammar and punctuation

Assessment/Patterns of Need- how you find out if student can apply

Assessment Strategies: Oral reading and listening to oral language - observation notes, Running Record, student self-identification, ask the child to read in challenging, but comprehensible text, ask student to read aloud to you or into a tape recorder, analyze student writing to identify patterns of error, use a cloze procedure (omitting key words or particular parts of speech - ask students to fill in possible words, ask students to "hear" examples and non-

examples of text read orally or silently

Look for patterns

- Is the student able to hear examples and non-examples of syntactically correct speech when spoken or read aloud?
- Does the student replace nouns with nouns, verbs with verbs or do the miscues cross parts of speech
- Can the student identify which words carry the weight of the meaning in a given sentence?
- Can the student predict based on knowledge of text elements and structures? (see below)

Fiction-

- character, setting, conflict, sequence of events and resolution

Non-fiction-

- compare/contrast
- problem/solution
- cause/effect
- chronological
- enumerative
- descriptive

- Can the student identify hurdles or obstacles that interrupt reading in non-fiction?

What you do if they can't

Small group or conference

- Think aloud with the student about the patterns of need you or they identify
- Think aloud or demonstrate how you solve the specific kinds of problems he/she faces most consistently (a fix up strategy)
- Ask the student to apply the fix up strategy and to mark/identify when/how he/she uses it
- Set a time to confer again - repeat in more difficult text
- Show visual and use spoken examples and non-examples of syntactically correct speech - think aloud about how to hear when language sounds like language

Whole group

- Show (using a document camera) examples of text elements and structures from a wide variety of genres, text types and difficulty levels

- Show (using a document camera) examples of hurdles or obstacles students are likely to encounter in expository text i.e. anaphora, vocabulary load, lack of schema for content or text structure, concept load, staccato reading, naïve conceptions, pacing demands, etc.

Student Practice-follow up evidence that student can...

Individually, in pairs or in small groups

- Recognize (hear) increasingly subtle examples and non-examples of syntax
- Predict accurately and/or substitute a grammatically correct form when unsure about a word (i.e. substitute a noun for a noun, a verb for a verb)
- Predict based on text structures (beginning, middle, end, chronological, etc.)
- Use increasingly complex sentence and text structure forms in writing
- Practice fluent oral reading, account for varying punctuation
- Recognize author style in relation to flexible use of syntax
- Use word analysis strategies -- look for recognized words within words, root words, compound words, prefixes and suffixes
- Experiment with syntactical forms for various stylistic effects in writing
- Understand various text and paragraph structures from the word (root words, prefixes and suffixes) to text level in narrative (character, setting, conflict, sequence of events, resolution) and expository (cause and effect, compare/contrast, chronological, enumerative, descriptive and problem/solution) text
- Ask students to identify text elements and structures as well as hurdles following instruction - use transparency text from content areas and ask students to identify text structures and hurdles to eventually present to the other groups

Summary of Observations:

Strengths:

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Areas for Growth:

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Recommendations:

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IV. Semantic System

Understanding word meanings/associations

Goal: To understand literally and associative meanings for a wide range of words

Assessment/Patterns of Need- how you find out if student can apply

Assessment strategies: observation notes, ask students to categorize words in context at 3 levels:

1. I have no knowledge of the word
2. I can say a few words about what the word might mean
3. I have lots of back-ground knowledge and many associations for this word

- Ask students to create double entry journals for words they don't know or are unsure of in books or content area passages - first column is the word, second column lists/speculates on *everything* the word *might mean*
- Ask students to gradually incorporate new vocabulary into their written and spoken language

Look for patterns

- Is student willing/able to speculate about word meanings when unsure of a word's meaning?
- Is the student able to generate several associations or meanings with challenging, but known words?
- Is the student able to make connections between known words and the words being discussed?
- Is the student able to talk about how/why the word is important to the text?

Instruction/Venue-what you do if they can't

Large, small group instruction, conferences

- Think aloud with the student about the patterns of need you or they identify
- Think aloud to show how readers recall background knowledge of and speculation about word meanings
- Think aloud to show understanding of concepts that relate to words and

phrases

- Think aloud to show how you generate a wide variety of associations (personal and from background knowledge) for word meanings
- Think aloud to show how you understand and describe connections and relationships among many words
- Write on a transparency or document camera to show how you select the word with the closest gradation of meaning given purpose/audience,
- Think aloud about how you recognize the potency of particular words in particular contexts
- Think aloud about how you build background knowledge and associations for a word when you lack either

Student Practice-follow up evidence that student can...

- Students can identify associated words and concepts related to newly learned vocabulary
- Ask students to complete concept webs and maps to show knowledge of and associations with words they identify as unknown in books they read or from content area study
- Ask students to work in pairs and trios to build associations and multiple possibilities for words

Summary of Observations:

Strengths:

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Areas for Growth:

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Recommendations:

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V. Schematic system

Understanding key ideas/themes/probing meaning deeply

Goal: Understanding key ideas, themes, subtleties and probing meaning more deeply

Assessment/Patterns of Need- how you find out if student can apply

Assessment strategy (Formal - use Assessing Comprehension Thinking Strategies (Shell, 2006))

Self or Teacher Identification

- Ask students to use oral, written, artistic or dramatic means to share thinking e.g. thinking records, double entry journals, written conversations, annotations and post-it notes, etc.
- Students can actively engage in discussion about text and concepts revealing what they understand at the literal and inferential level

Look for patterns

- Can the student identify key themes or content?
- Can the student make relevant personal connections?
- Can the student generate inferences?
- Does the student ask probing questions?
- Does the student determine importance at the word, sentence or idea level?
- Does the student create detailed images?
- Can the student generate a cogent synthesis?

Instruction/Venue-what you do if they can't

Large or small group instruction or conferences

- Think aloud with the student about the patterns of need you or they identify
- Think aloud to show how you identify when you understand and when you don't understand (monitoring)
- Think aloud using personal experiences that relate to the text to enhance understanding (schema)
- Think aloud using world knowledge that relates to the text to enhance understanding (schema)
- Think aloud to show how you create background knowledge when lacking in order to understand more challenging material (schema)
- Think aloud to show how you use knowledge of text types, elements, structures, genres and formats to enhance understanding (schema)
- Think aloud to show how you use knowledge about the author's style to

better understand text (schema)

- Think aloud to show how you use knowledge of related texts to better understand a given text (schema)
- Think aloud about how you generate detailed images from all your senses and your emotions in order to better understand the text (sensory and emotional images)
- Think aloud about how you use questions to clarify and probe meaning more deeply before, during and after reading (questioning)
- Think aloud to show how you understand the whole text, draw conclusions about it that may include inferences, opinions and judgments (infer)
- Think aloud to show how you understand key themes and ideas in a text (determine importance)
- Think aloud about how you change your mind as you read and how you create a cogent synthesis incorporating ideas from other sources as well as your opinions, values and beliefs after you read (synthesize)

Student Practice-follow up evidence that student can...

- Monitor for meaning
- Activate and create schema
- Use sensory and emotional images
- Question
- Infer
- Determine Importance
- Synthesize

Summary of Observations:

Strengths:

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Areas for Growth:

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Recommendations:

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VI. Pragmatic system

Using what is understood: applying concepts/insights in new contexts
Goal : Using what is understood in a variety of contexts - applying concepts in new contexts - using oral, written, artistic and dramatic means to show thinking about text

Assessment/Patterns of Need- how you find out if student can apply

Assessment strategies

(formal - Use "Assessing Comprehension Thinking Strategies - Shell, 2006)

Self identification or teacher observation

- Review oral, written, artistic or dramatic expressions of thinking
- Interview students about their perceptions of themselves as readers and how they define what good readers do
- Observe book clubs, teams, partner sharing, etc.
- Set aside time to take observational notes

Look for patterns

- The student understands a variety of ways to interact with others in order to better understand the text
- The student knows that his/her interpretations may enhance others' knowledge vice versa
- The student understands how readers interact with one another to probe meaning more deeply

Instruction/Venue-what you do if they can't

**Large or small group instruction/
demonstration**

- Think aloud with the student about the patterns of need you or they identify
- Create a wide range of tactics (oral, written, artistic and dramatic) and demonstrate how these means can be used to share thinking and deepen understanding in a wide variety of texts.

Student Practice-follow up evidence that student can...

- Determine Importance
- Infer
- Ask Questions
- Activate and create schema
- Use sensory and emotional images

- Monitor for meaning
- Synthesize
- Use the rituals and routines that characterize a serious reader's and writer's life,
- Know how a reader selects material to read, choosing to challenge him/herself in increasingly more difficult texts and writing tasks
- Use a variety of approaches to select writing topics wisely and write for a particular audience and purpose write
- Seek others' opinions and feedback; use that feedback to shape one's own opinions or modify their writing and their interpretations of text
- Understand that readers and writers are changed because of what they read and write - articulate those changes in themselves
- Engage fervently in reading and writing every day
- Dwell and focus on certain ideas in order to understand and/or articulate them with more depth and insight
- Be willing to struggle and persevere in order to understand a concept or to articulate it in writing
- Manipulate one's thinking (use comprehension strategies) during a particular reading in order to understand more effectively
- Create oral, written, artistic and/or dramatic models of one's thinking about a text
- Build an increasing stamina for reading and writing
- Engage in rigorous discourse about text and other's writing

Summary of Observations:

Strengths:

-

Areas for Growth:

-

Recommendations:

-

My Own Life

By OLIVER SACKS

February 19, 2015

A MONTH ago, I felt that I was in good health, even robust health. At 81, I still swim a mile a day. But my luck has run out — a few weeks ago I learned that I have multiple metastases in the liver. Nine years ago it was discovered that I had a rare tumor of the eye, an ocular melanoma. Although the radiation and lasering to remove the tumor ultimately left me blind in that eye, only in very rare cases do such tumors metastasize. I am among the unlucky 2 percent.

I feel grateful that I have been granted nine years of good health and productivity since the original diagnosis, but now I am face to face with dying. The cancer occupies a third of my liver, and though its advance may be slowed, this particular sort of cancer cannot be halted.

It is up to me now to choose how to live out the months that remain to me. I have to live in the richest, deepest, most productive way I can. In this I am encouraged by the words of one of my favorite philosophers, David Hume, who, upon learning that he was mortally ill at age 65, wrote a short autobiography in a single day in April of 1776. He titled it "My Own Life."

"I now reckon upon a speedy dissolution," he wrote. "I have suffered very little pain from my disorder; and what is more strange, have, notwithstanding the great decline of my person, never suffered a moment's abatement of my spirits. I possess the same ardour as ever in study, and the same gaiety in company."

I have been lucky enough to live past 80, and the 15 years allotted to me beyond Hume's three score and five have been equally rich in work and love. In that time, I have published five books and completed an autobiography (rather longer than Hume's few pages) to be published this spring; I have several other books nearly finished.

Hume continued, "I am ... a man of mild dispositions, of command of temper, of an open, social, and cheerful humour, capable of attachment, but little susceptible of enmity, and of great moderation in all my passions."

Here I depart from Hume. While I have enjoyed loving relationships and friendships and have no real enmities, I cannot say (nor would anyone who knows me say) that I am a man of mild dispositions. On the contrary, I am a man of vehement disposition, with violent enthusiasms, and extreme immoderation in all my passions.

And yet, one line from Hume's essay strikes me as especially true: "It is difficult," he wrote, "to be more detached from life than I am at present."

Over the last few days, I have been able to see my life as from a great altitude, as a sort of landscape, and with a deepening sense of the connection of all its parts. This does not mean I am finished with life.

On the contrary, I feel intensely alive, and I want and hope in the time that remains to deepen my friendships, to say farewell to those I love, to write more, to travel if I have the strength, to achieve new levels of understanding and insight.

This will involve audacity, clarity and plain speaking; trying to straighten my accounts with the world. But there will be time, too, for some fun (and even some silliness, as well).

I feel a sudden clear focus and perspective. There is no time for anything inessential. I must focus on myself, my work and my friends. I shall no longer look at "NewsHour" every night. I shall no longer pay any attention to politics or arguments about global warming.

This is not indifference but detachment — I still care deeply about the Middle East, about global warming, about growing inequality, but these are no longer my business; they belong to the future. I rejoice when I meet gifted young people — even the one who biopsied and diagnosed my metastases. I feel the future is in good hands.

I have been increasingly conscious, for the last 10 years or so, of deaths among my contemporaries. My generation is on the way out, and each death I have felt as an abruption, a tearing away of part of myself. There will be no one like us when we are gone, but then there is no one like anyone else, ever. When people die, they cannot be replaced. They leave holes that cannot be filled, for it is the fate — the genetic and neural fate — of every human being to be a unique individual, to find his own path, to live his own life, to die his own death.

I cannot pretend I am without fear. But my predominant feeling is one of gratitude. I have loved and been loved; I have been given much and I have given something in return; I have read and traveled and thought and written. I have had an intercourse with the world, the special intercourse of writers and readers.

Above all, I have been a sentient being, a thinking animal, on this beautiful planet, and that in itself has been an enormous privilege and adventure.

Oliver Sacks, a professor of neurology at the New York University School of Medicine, is the author of many books, including "Awakenings" and "The Man Who Mistook His Wife for a Hat."