

# Cognitive Strategies



**Making Connections:** Readers encounter new information and connect it to their background knowledge to enhance their understanding and remember what they've learned.



**Creating Mental Images:** Readers create sensory images while reading, which helps them understand and remember what they have read.



**Making Inferences & Predictions:** Readers use clues from the text and their background knowledge to fill in information that is not directly stated by the author. Readers use clues to think about what might happen next.



**Asking & Answering Questions:** Readers ask questions while reading to improve their active processing and comprehension of text. Teachers ask questions to guide and monitor student understanding and to advance student learning from reading.



**Determining Importance & Summarizing:** Readers determine important information while reading based on their purpose for reading. They condense these key ideas, retelling them in their own words.



**Monitoring & Clarifying:** Readers are aware of instances in which their comprehension breaks down, and employ comprehension strategies to “fix up” their understanding.

“Effective instruction helps readers use comprehension strategies flexibly and in combination. Although it can be helpful to provide students with instruction in individual comprehension strategies, good readers must be able to coordinate and adjust several strategies to assist comprehension”(CIERA, 2003, p. 54).

# Strategy Instruction

## DIRECT • EXPLICIT • SYSTEMATIC

Gradual Release of Responsibility

1. Use a real-world example to create a context (anchor 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 students 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 students while 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 thinking (post-it notes, drawings, and writings), as well as formal assessments.



## Asking Questions – Anchor Lesson Plan

Teacher actions are **bolded**. Teacher script is unbolded.

Objective	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> <li>- Define the strategy of asking questions</li> <li>- Practice asking questions about a non-print text (picture)</li> </ul>
Opening	<p><b>Preparation: For one or two days before the lesson, record some student questions in a notebook or on sticky notes. They may be questions about any topic.</b></p> <p><b>Students should be situated in pairs.</b></p> <p><b>Say:</b> Today, we are going to practice something you are already very good at – asking questions. How do I know that you are good at this? Well, I know because I have been paying attention to the questions you ask. Here are some of the questions you asked yesterday:</p> <p><b>Show students the questions you have recorded. Read 2-3 examples.</b></p> <p><b>Sample script:</b> Jose asked, “When is lunch?” Perla asked, “What’s a denominator?” Kanye asked, “Does thunder happen because lightening hits the ground?” These are all great questions.</p> <p><b>Say:</b> Today, we are going to think about the questions you ask and what happens inside your head to make you think of those questions.</p>
Explanation	<p><b>Say:</b> I am going to show you a picture. I’d like you be aware of all of the questions that come into your mind as you look at it. Some questions might pop into your mind immediately; other questions may come to you after you study the picture more carefully. I’d like you to keep your questions to yourself. We’ll have a chance to share our questions in a few minutes. Ready</p> <p><b>Show students a picture, big enough for all to see. Give students 20-30 seconds to look closely at the picture and think. If students are older, you may have them write their questions on sticky notes or notebook paper.</b></p>

Practice	<p><b>Ask students to share their questions with a partner. Once students have shared their questions with each other, have them share out with the whole class. Record the questions on chart paper. Ask how many wondered the same thing. Ask students to explain what made them think of their question. Reinforce how they used their background knowledge to formulate questions. Point out similarities or differences in questions, questions that build on other questions, etc.</b></p> <p><b>Say:</b> You've had a chance to share your questions with others. Let's now reflect on this process. What did you notice about your own thinking? What kinds of questions did you wonder first? Did your thinking change when you shared your questions with others?</p> <p><b>Provide time for partners to discuss. After two minutes, select one or two students to share with the whole group.</b></p> <p><b>Say:</b> When we ask questions, we make connections to our background knowledge. Sometimes we find that a question we have will lead us to another question. Sometimes when we share our questions, we discover that others think the same things as we do. And sometimes, their questions will make us think of even more questions. Quite often, the first questions we think about are kind of on the surface, when we have more time to really think however, our questions might be really deep and thoughtful.</p> <p><b>Say:</b> Let's reflect on our questions.</p> <p><b>Review the questions on the chart paper you created when students shared their questions about the picture you showed them at the beginning of the lesson. On the chart paper, circle question words: who, why, what, etc.</b></p> <p><b>Sample Script:</b> <i>As you can see, questions may begin in many ways. Some questions are about what is happening (<b>underline those questions</b>). Some questions are about setting (<b>underline those questions in another color</b>). At other times, we were wondering why the man in this picture is behaving so calmly. That question is about a character (<b>underline those questions in a third color</b>).</i></p> <p><b>Say:</b> All of these questions helped us to think more deeply about what was happening. More so than we might have if we just glanced at the picture without taking time to really think and be aware of our questions. Here, we are asking questions about a picture. When we read, we ask questions as well.</p>
Closing	<p><b>Say:</b> When we ask questions as we read, our questions can help us discover what we would like to know more about, how we can understand better, and where our reading will take us next. Over the next couple of weeks, we'll practice asking questions while we read to help us comprehend better.</p>
Follow-up	<p><b>Post the question chart and the picture for students to see.</b></p> <p><b>Refer to the chart and picture to help students remember the strategy and how it is used.</b></p>

## Lesson Plan: Introducing a Focus Strategy

<b>Date:</b>	<b>Grade/Subject:</b>
<b>TEKS:</b>  <b>ELPS:</b>	
<b>Lesson Objective(s):</b>	
<b>Strategy Focus:</b>	
<b>Text:</b> <b>Additional Materials:</b> <b>Scaffold:</b>	
<b>Vocabulary:</b>	
Before Reading (5 mins.)	<p><b>Step 2 (Give the strategy a name):</b>  “Today we are going to learn a strategy called Asking and Answering Questions.”</p> <p><b>Step 3 (Define the strategy):</b>  “When you read or someone reads aloud to you, it’s important to pay attention to the questions that come into your mind. Your own questions are very important. When you think about the questions you have, then you pay more attention to the text because it makes you want to find the answers to your questions. This helps you understand and remember the important parts of the text.”</p> <p><b>Step 4 (Give students touchstones):</b>  “Remember when we looked at the picture of Nikola Tesla’s experiment? We had a long list of questions we wondered about. These are the same kinds of questions good readers think about when they read. You will know when I am thinking of a question while reading, because I will show you this hand signal. I’ll put my hand on my chin and look up a bit. That’s often what people do when they are wondering something. Look at our strategy poster. See the big question mark? It reminds us to pay attention to the questions that come into our minds as we read.”</p> <p><b>Lesson Explanation:</b></p>
	<b>Before Reading Behaviors:</b>
	<b>Comprehension Purpose Question:</b>



# Asking Questions

I wonder ...



who

what

when

where

why

How



# Haciendo Preguntas

Me pregunto ...



¿Quién?	¿Qué?
¿Cuándo?	¿Dónde?
¿Por qué?	¿Cómo?