



**READING POWER:  
TEACHING STUDENTS HOW  
TO THINK WHILE THEY READ**

Adrienne Gear

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Adrienne Gear

- **TEACHER** – in the Vancouver School District for over 25 years (now living in Kelowna)
- **PRESENTER** – of workshops locally and internationally
- **AUTHOR** – of eight professional books for teachers (Kindergarten – Grade 8)


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ADRIENNE GEAR  
"POWER" SERIES



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Reading and Writing  
Power in FRENCH



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Resources on my Website

• <https://www.readingpowergear.com/store?category=Resources>



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Contact Adrienne

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- 📘 [www.facebook.com/readingpowergear.com](https://www.facebook.com/readingpowergear.com)
- 🐦 @AdrienneGear
- 📷 [readingpowergear](https://www.instagram.com/readingpowergear) #gearpicks #readingpower #powerfulunderstanding

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**What is our GOAL?**

ALL students:

- become lifelong readers
- can read with **fluency and meaning**
- see themselves as readers; positive reading identity
- enjoy the experience of reading; are motivated readers
- leave my class better readers than when they walk in

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**Begin with...**

*" I don't know how you can teach kids until you know what they know"*

—Gail Boushey and Joan Moser

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**Balanced Reading Program —** What are the elements?

Formative Assessment – look for trends, find the gaps

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Class Summary Sheet				
Student	Mark	Strengths	Areas of Concern	Goals/ Focus for Instruction

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### Balanced Reading Program — What are the elements?

- **Formative Assessment** – look for trends, find the gaps
- **Guided Reading** – responsive teaching, targeted small group instruction

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### Guided Reading - Small Group Instruction



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- **Reading JOY! - Teacher Read Aloud** – daily (Fiction and Nonfiction)

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### Daily Read Alouds!!!



If you want students to  
**LOVE** to READ...  
Then **READ** amazing  
books **ALoud** to  
them every single day.

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### Shared Reading - reading with a specific purpose or goal



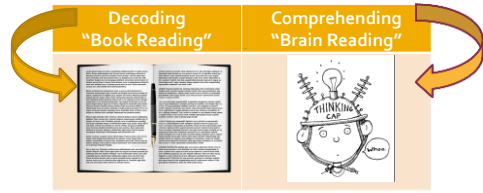
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- **Explicit Instruction: Phonics** – letters, sounds, words (K-2)

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## A proficient reader...



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## Reading Skills

"Book Reading"	"Brain Reading"
<b>Decoding:</b> <ul style="list-style-type: none"> <li>• Phonological Awareness                             <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Sounding Out</li> <li>• Self correcting</li> </ul> </li> <li>• Automatic recognition of familiar words</li> </ul>	<b>Comprehension Thinking Metacognition</b> <ul style="list-style-type: none"> <li>• Making Predictions</li> <li>• Literal Re-tell</li> <li>• Making Connections</li> <li>• Asking Questions</li> <li>• Visualizing</li> <li>• Inferring</li> <li>• Transformed Thinking</li> </ul>
<b>Fluency:</b> <ul style="list-style-type: none"> <li>• Pace</li> <li>• Phrasing</li> <li>• Punctuation</li> <li>• Intonation</li> </ul>	

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## Example of a Structured Phonics Program

A Common Sequence for Phonics Instruction	
Letter Names	KINDERGARTEN
Consonant Sounds	
Vowel Sounds	
Blending CVC words (short vowels)	FIRST GRADE
Blending CCVC words - Blends and Digraphs (with short vowels)	
S-Controlled Vowels	
Long Vowels with Silent e	
Complex Long Vowels and Other Vowels	SECOND GRADE & BEYOND
Inflected Endings (-ing, -ed, -s, -es)	
Syllable Blending	
Prefixes and Suffixes	

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## Decodables

- based on systematic phonics ie – teach “short a” words CVC
- **Benefits:**
  - Supports the application of sequential phonics skills
  - Supports orthographic mapping and teaches sounding out
- **Limitations:**
  - Limited words in early readers result in contrived stories – not accurately presenting how English actually sounds
  - Limited emphasis on vocabulary building and comprehension



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## Short “a” sound – CVC (consonant-vowel-consonant)



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## Systematic Phonics Programs:

- [Heggerty Phonics](#)
- [Secret Stories](#)
- [Jolly Phonics](#)
- [Really Great Reading](#)
- McCracken Spelling Through Phonics — 30th edition (an oldie but a goodie!)
- [www.ateachableteacher.com](http://www.ateachableteacher.com) — Great website with recommended resources and games for phonemic and phonics skills
- [5 Shockingly Free Phonics Websites for Kids](#)
- Decodable books <https://rolls.bubblup.com/abctutor/free-decodable-books>
- [More decodables](#)

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## Who to follow...

[Hanna Stroud – My Literacy Space](#)

Instagram: [#myliteracypace](#)



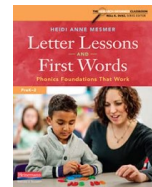
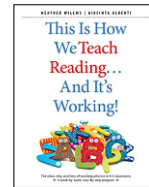
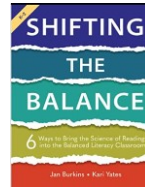
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## Nell Duke <https://www.nellkduke.org/>



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## Recommended Resources for Phonics Instruction



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## Phonological Awareness - "Reading Readiness"



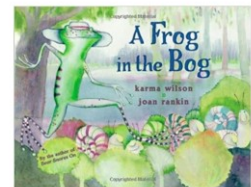
- Can play with rhyme
- Can clap syllables
- Can identify beginning sounds



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## Rhyming Texts!

There's a frog on the log  
in the middle of the bog.  
A small, green frog  
on a half-sunk log  
in the middle of the  
bog....



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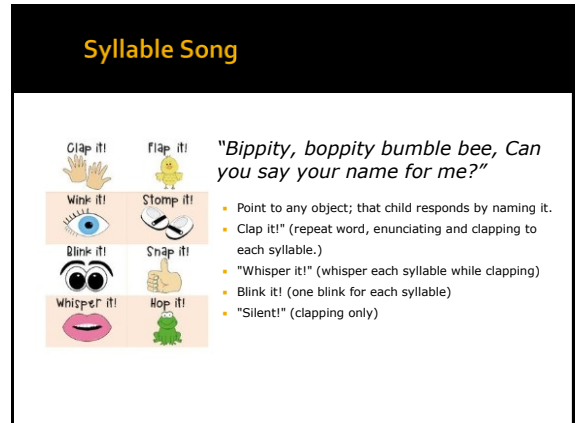
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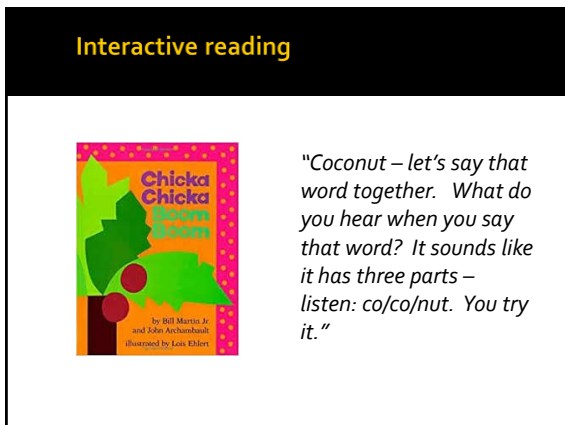
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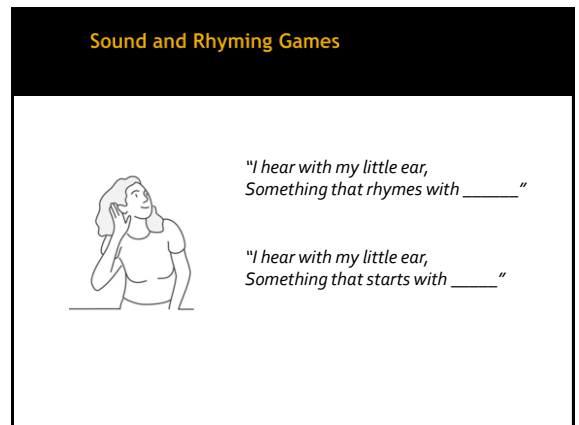
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## Apples and Bananas song



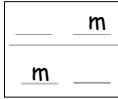
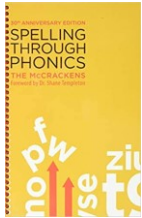
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## "Read around the Room"



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## McCracken Spelling



*Spelling Through Phonics: A Practical Guide for Kindergarten Through Grade Three* (P) by Marlene J. McCracken & Robert A. McCracken

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## Balanced Reading Program — What are the elements?

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- **Explicit Instruction: Phonemic Awareness, Phonics** – letters, sounds, words (K-2)
- **Word Wall** – featuring high frequency words

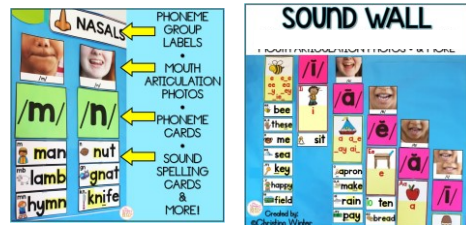
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## Word Walls – high frequency words



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## Sound Wall



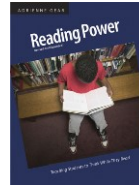
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## “Brain Reading” Skills



### Comprehension “Brain Reading”

#### Understanding

#### Monitoring

#### Constructing Meaning:

- Predicting
- Re-telling
- Making Connections
- Asking Questions
- Visualizing
- Inferring
- Transformed Thinking

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- **Read-to-Self:** Free choice, Independent reading (Daily Five)
- **Read-to-Others:** Partner/ Buddy reading
- **Read Along** – Listen while reading (listening centers)

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- **Listening to Reading** – Listening centers
- **Novel Study** (whole class reads the same novel) Grade 3?
- **Literature Circles** (different groups reading different novels)

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## Literature Circles



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## Reflect and Refine

- Choose TWO! Which two elements of your reading program do you think you could focus more on?
  
- Share with a partner!



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### Reading “Comprehension”

#### Mr. Frank's Problem

Mr. Frank pressed the white lever and was puzzled. It was obvious to him that something was wrong with either the plectrum or the jack.

Mr. Frank had to make a phone call because his clavier was broken. After taking a look, the repairman said it wasn't the plectrum or the jack. The lever wasn't pivoting correctly because it had a big crack.

In no time at all, the repairman had fixed Mr. Frank's favorite heirloom. Mr. Frank was able to enjoy it again.



#### “Comprehension” Questions:

1. What did Mr. Frank press?
2. Mr. Frank thought something could be wrong with what two things?
3. Why did Mr. Frank make a phone call?
4. Why wasn't the lever pivoting correctly?
5. Who fixed Mr. Frank's favorite heirloom?

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## Assign and Assess...

Comprehension Questions  
**DOING**



**NO TEACHING!**

Name	Date
<b>Going to the Pumpkin Patch</b>	
<p>Jim, his brother, and his family went on a family trip in October. They went to the pumpkin patch to pick a few pumpkins to take home. Could they pick all the pumpkins they wanted?</p> <p>Jim's brother picked the first pumpkin, while Jim picked an apple from an apple tree. When they went to the lot, Jim's brother accidentally stepped on his pumpkin. Their family became sad.</p>	
	
<ol style="list-style-type: none"> <li>1. Who picked the first pumpkin?</li> <li>2. What did Jim pick at the patch?</li> <li>3. When did Jim and his family go to the pumpkin patch?</li> <li>4. Where did Jim and his family go?</li> <li>5. Why was Jim sad at the end of the story?</li> </ol>	

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## Beginning teaching...

University of British Columbia



THE UNIVERSITY OF BRITISH COLUMBIA



*“The great thing about teaching grade 5 is that I don't have to teach reading. They already know how to read.”*

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## The Big Shift...

Comprehension Questions  
**DOING**



Comprehension Instruction  
**TEACHING**



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## Key Concept

*"The bottom line is that there is a huge difference between "doing reading" and "teaching reading." All students need support in becoming better at reading and understanding but they will not move forward in their reading skills if they are not being TAUGHT specific strategies in which to do so."*

- Adrienne Gear

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## Reading Skills

### Decoding

- ▶ Letters, sounds
- ▶ Phonological awareness
- ▶ Phonemic awareness
- ▶ Sight words
- ▶ Fluency



### Comprehension

- ▶ Thinking
- ▶ Understanding
- ▶ Constructing meaning
- ▶ Meta-cognition (awareness of thinking)

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***No matter how important code is,  
it is not the point of reading.***

- P. David Pearson



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## Thinking Strategies Used by Proficient Readers

(Based on the research of P. David Pearson)

A proficient reader, interacting with text, is able to ...

- Make Connections
- Ask Questions.
- Visualize.
- Draw inferences.
- Determine Importance.
- Analyze and Synthesize.
- Monitor Comprehension.



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## The Five Reading Powers

- Connect
- Question
- Visualize
- Infer
- Transform



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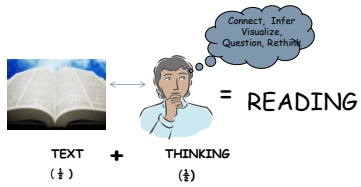
## Constructivist Theory

Construct = Build  
Building Understanding  
Text + Thinking = New Understanding



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## Interacting with Text...



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## What is Meta Cognition?

- Awareness - "I'm aware of my thinking"
- Thinking - "I can think about my thinking"
- Articulating - "I can talk about my thinking"

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## Draw a picture of an apple



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## Draw a picture of thinking



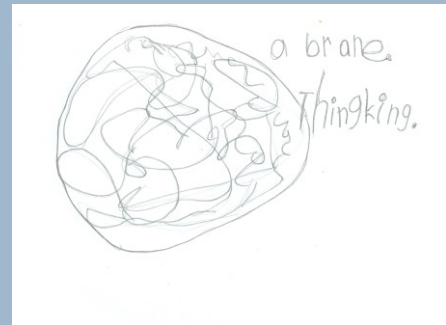
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## What does thinking look like?

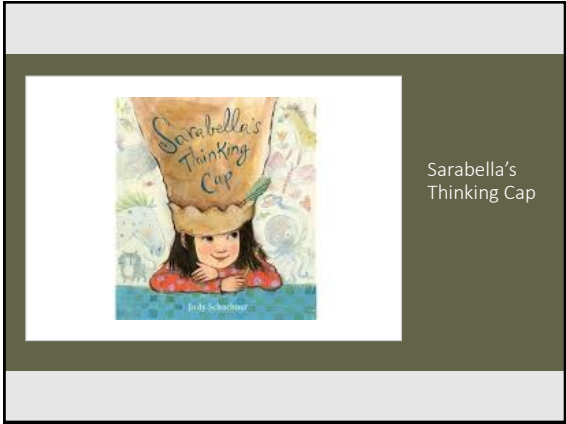


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## What does thinking look like?



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Sarabella's Thinking Cap

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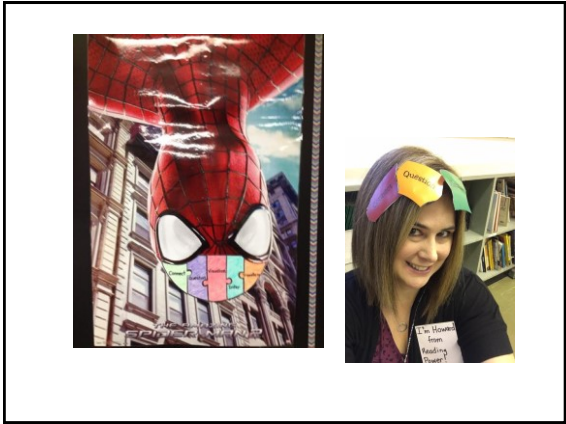
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### What does thinking LOOK like?

Fill Your Brain With...  
Reading Power!

Fill Your Brain With...  
Reading Power!

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### What does thinking SOUND like?

- Create a "common language" for thinking about and talking about reading
- Everyone one your staff uses the same language to talk about comprehension
- Common language in math: "add", "subtract", "multiply", "divide"

**Metacognition**

I'm thinking... *Thinking*

I'm wondering... *Stems!*

I'm noticing...

I'm picturing...

It reminds me of...

I'm figuring out...

I just learned...

Think about your thinking

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## Essential Teacher Modelling

Show your thinking!

Read aloud – Think aloud

"This reminds me of..."

"I'm wondering about..."



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## Building Oral Language

Essential TTYN! *Turn and Talk To your Neighbour!*



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## Book Collections:

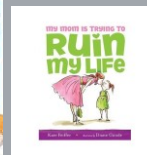
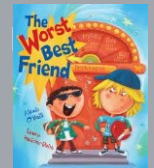
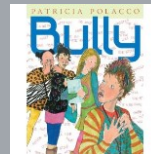
Students will make **CONNECTIONS** more successfully when reading books about:

- Family
- Friendships
- Siblings
- Feelings
- School
- Favorite toys

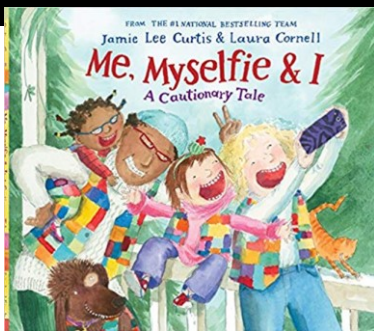


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## The Power to Connect...



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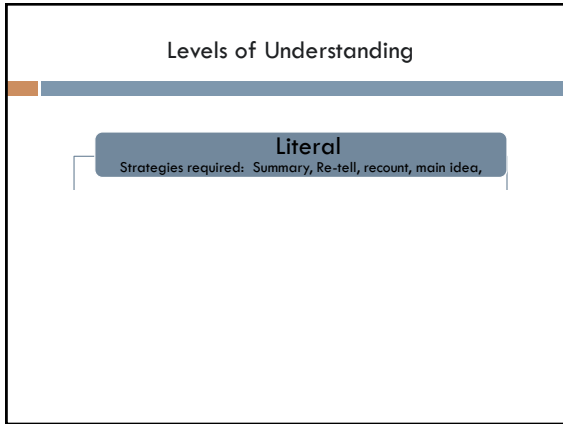
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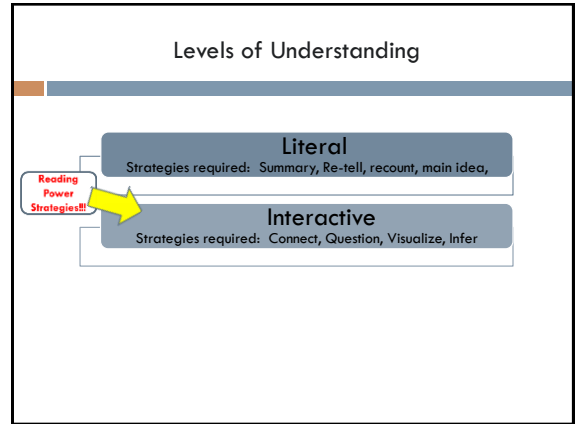
"The words on the page  
are only half the story...  
the rest is what you bring  
to the party."

- Annie Proulx

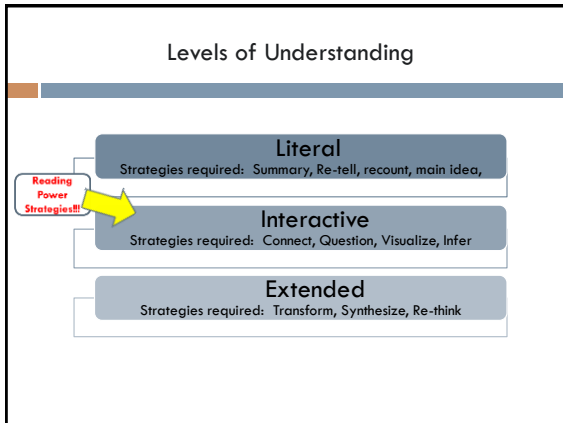
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- ### Reading Power – PHASE 1
- SEPTEMBER, OCTOBER – Connect (F and NF)
  - NOVEMBER, DECEMBER – Visualize (F)
  - JANUARY, FEBRUARY – Nonfiction – ZI and DI
  - MARCH, APRIL – Question/Infer (F and NF)
  - MAY, JUNE – Transform (F and NF)
- Teach the concept first, then apply it to both books.  
What does this look like when we read fiction?  
What does it look like when we read nonfiction?

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## CONNECT

**“No story sits by itself. Sometimes stories meet at corners and sometimes they cover one another completely, like stones beneath a river.”**

- Mitch Albom, *Five People You Meet in Heaven*

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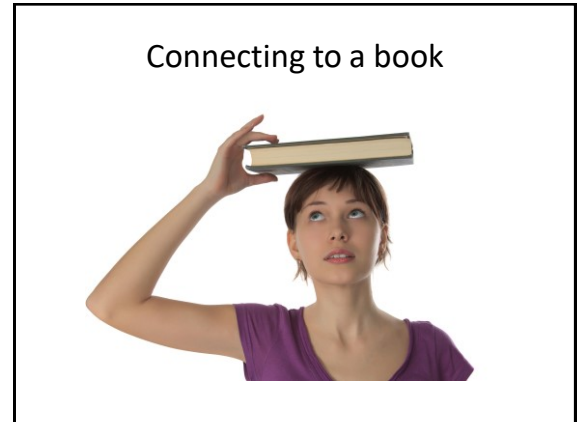
### Connect M.I.T.s

- Not all connections help you understand the story better! Be sure your connection is **CONNECTED** to the heart of the story. **BIBB** it, Baby! (Bring It Back to the Book!)
- Just say **NO** to **Quick Connections!** (random and not connected to the heart of the story) Focus on **Deep-Thinking Connections** – connections to feelings, experiences, characters in the story
- Use your **BRAIN POCKETS** to help you find connections!

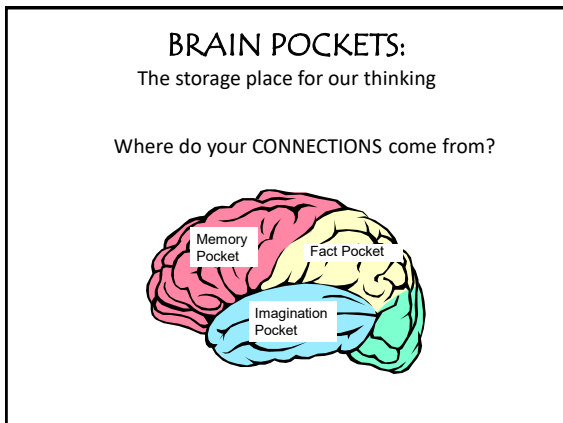
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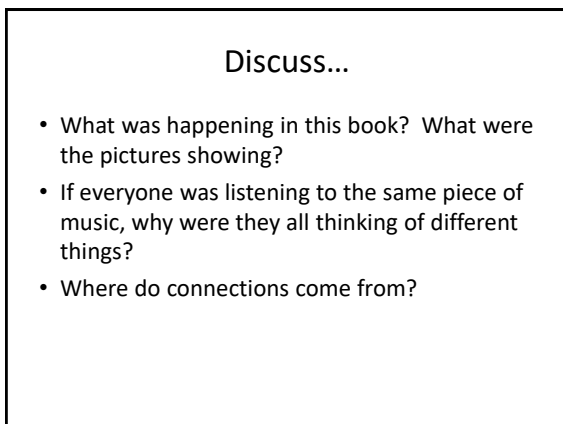
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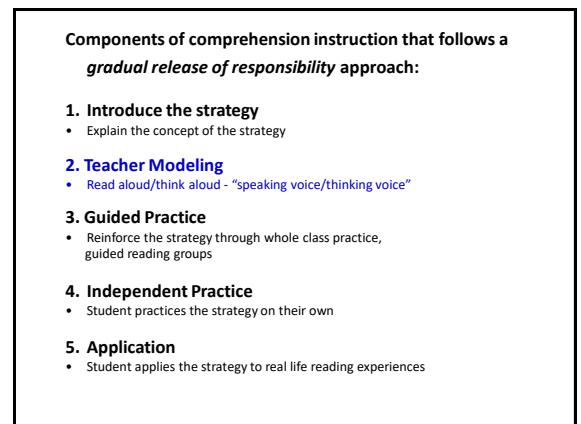
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## Effective Modeling

- Find your special “connect book” – a book that you make a lot of personal connections to
- Read-aloud/Think aloud – use post it notes or “thinking bubbles”



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## Essential Teacher Modelling

### Show your thinking!

Read aloud – Think aloud

“This reminds me of...”

“I’m wondering about...”



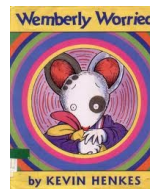
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## Thinking bubble post-its and head-bands!

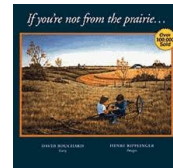


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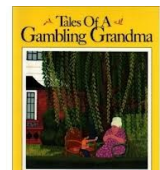
## What is your special “connect” book?



Connection to myself

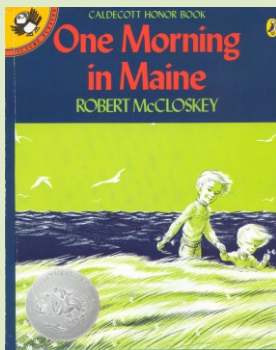


Connection to a place



Connection to family

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My special “CONNECT” book

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


- 1. Introduce the strategy**
  - Explain the concept of the strategy
- 2. Teacher Modeling**
  - Read aloud/think aloud - “speaking voice/thinking voice”
- 3. Guided Practice**
  - Reinforce the strategy through whole class practice, guided reading groups
- 4. Independent Practice**
  - Student practices the strategy on their own
- 5. Application**
  - Student applies the strategy to real life reading experiences

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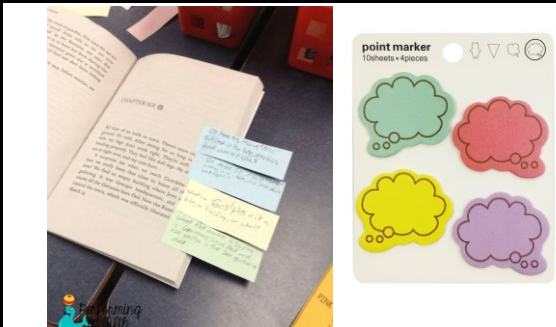
## Group Connect

It's Your Turn!



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## Thinking Book Marks

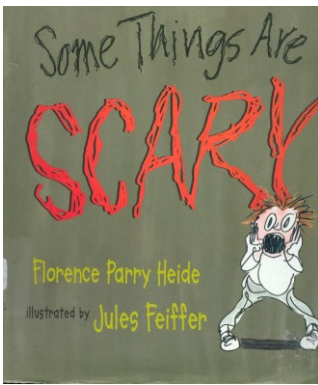


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## Thinking basket



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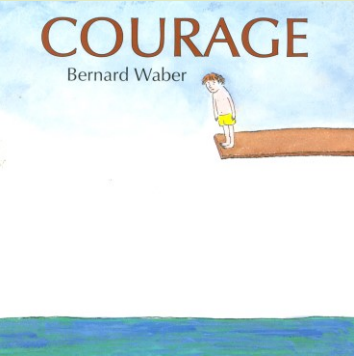
## Share Your Connection!

With a partner...

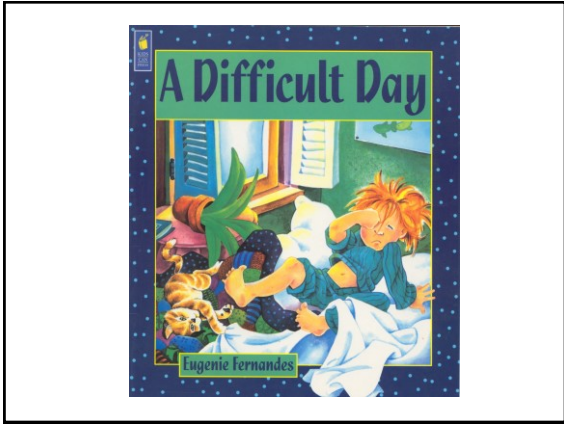
- Describe the picture from the book and then explain your connection.
- Try to add
  - details
  - feelings



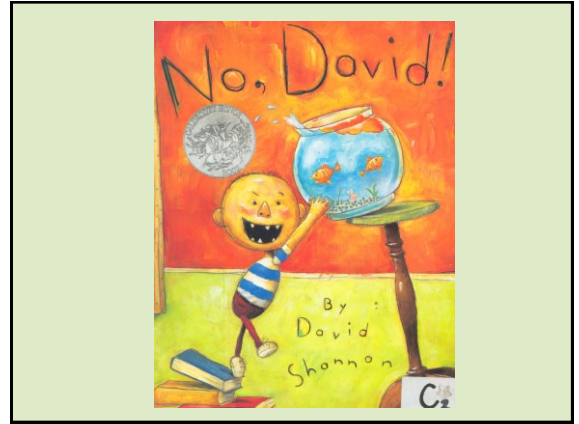
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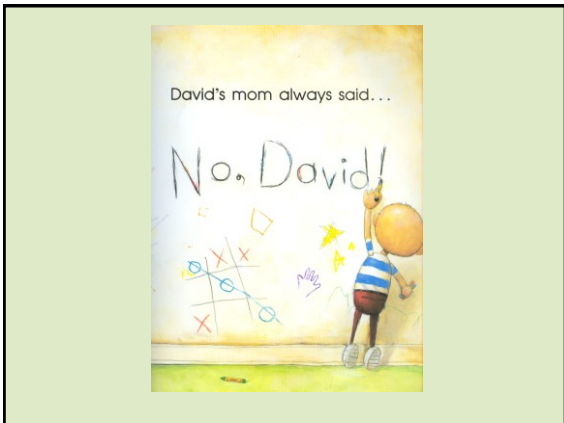
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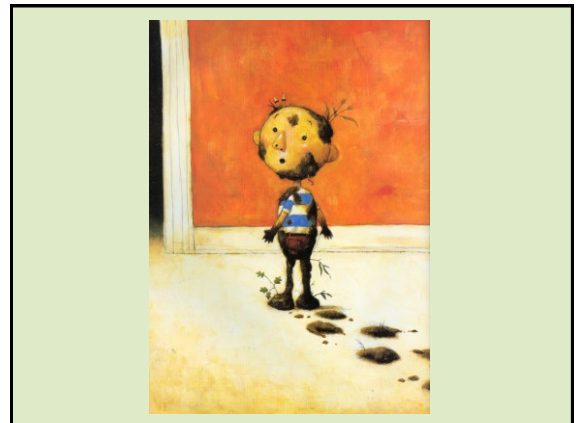
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104



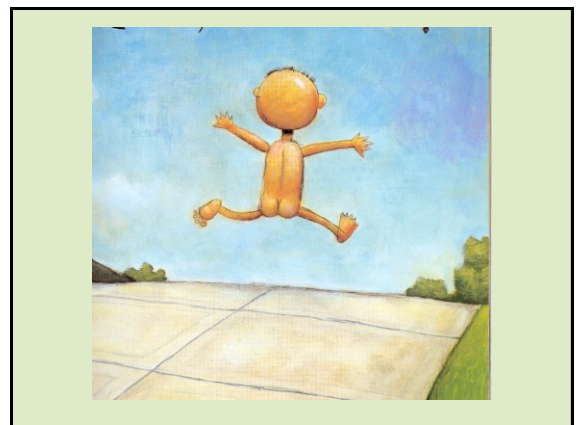
105



106



107



108

## Book Collections:

Students will make **CONNECTIONS** more successfully when reading books about:

- Family
- Friendships
- Siblings
- Feelings
- School
- Favorite toys



109

## The Power to Connect...



110

## Favorite "Connect" Books



111

## New FEELINGS books for 2022!

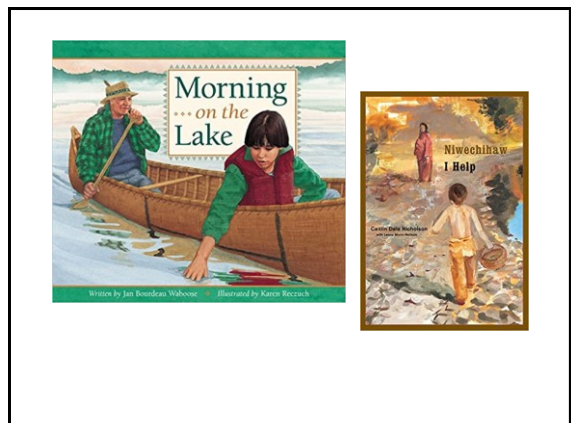


112

## Connecting to culture



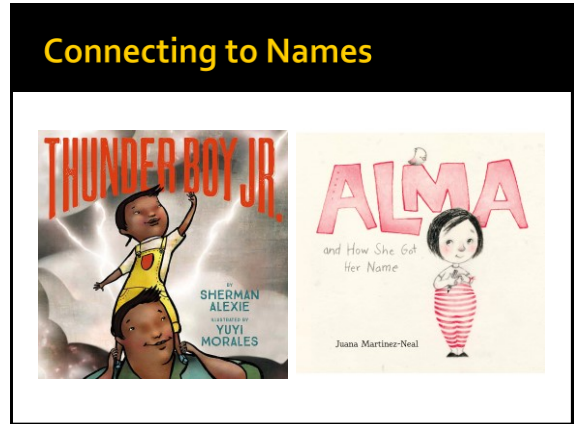
113



114



115



116



117



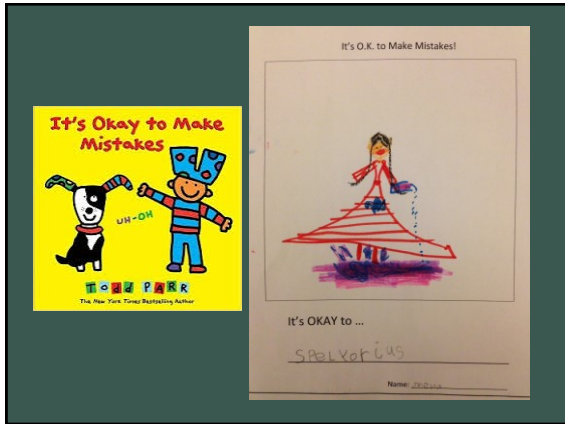
118



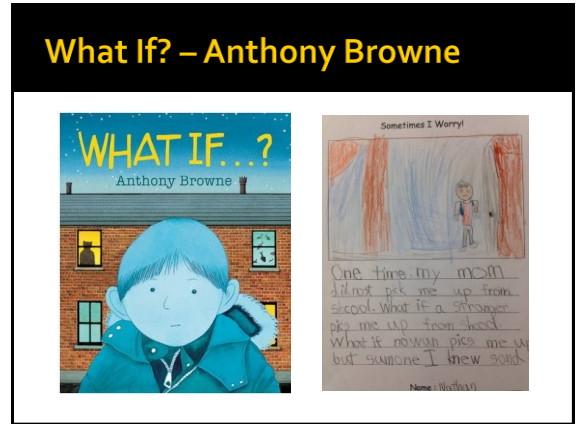
119



120



121



122

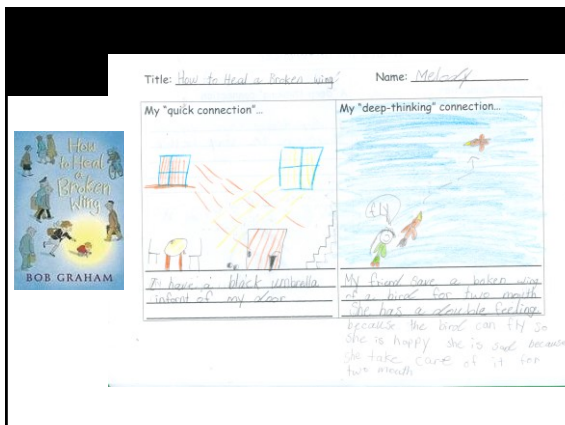


123

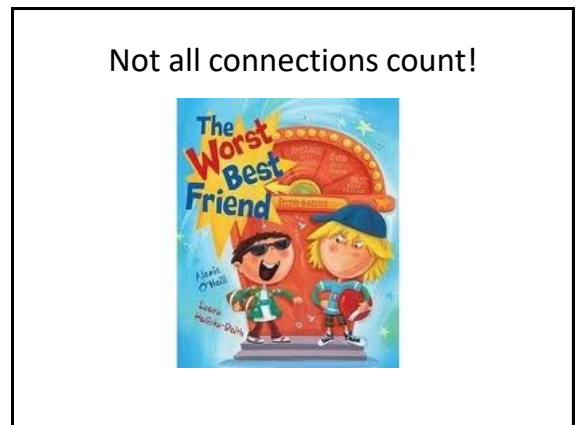
### Expanding Connections

<p><b>Quick Connections</b></p> <ul style="list-style-type: none"> <li>"I have a dog!"</li> <li>"My Grandma wears glasses, too!"</li> <li>"That looks just like my Dad's new jacket!"</li> </ul>	<p><b>Deep Thinking Connections</b></p> <ul style="list-style-type: none"> <li>"This reminds me of the feeling I had when I had a fight with my friend. I felt very lonely and sad".</li> <li>"This reminds me of the time when had to sing a song in front of the whole school. I felt very nervous and also embarrassed."</li> </ul>
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124



125



126

What connections are you making?



"I'm making a connection to that hamburger."

127

## Expanding Connections

"Put on your **"B.I.B.B.":**

**"B. ring I. t B. ack to the B. ook"**

"How has your connection (question, inference) helped you to understand the story better?"

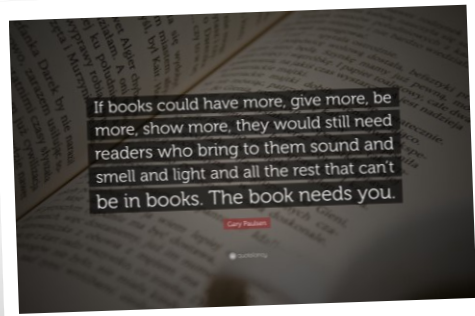


128

### Levels of connections

- Level 1 - no connection at all (empty cone) → *I don't have a connection to the story.*
- Level 2 - "random connection" - not connected to the "heart" of the story (single scoop) → *The kid in that picture has a blue hat. I have a blue hat.*
- Level 3 - connection related to the story but with little or no explanation or detail (double scoop) → *That reminds me of my brother.*
- Level 4 - connection related to the story with **detail and feeling** (triple scoop) → *I'm making a connection to that part when the Jacob's sister got lost. My brother once got lost in the mall and I remember how scared I felt.*
- Level 5 - connection related to the story with detail and **feeling AND explaining HOW the connection helps them understand.** (banana split) → *That reminds me of when my brother got lost in the mall. I remember I felt really scared and my mom started to panic. I remember feeling helpless. This connection helps me understand how Jacob was feeling in the story.*

129



130

## The Power to Visualize



When your head's full of pictures, They have to come out.

- Incredible Ned, Bill Maynard, 1997

131



## Visualize M.I.T.s

- A visual image is not a picture you see with your eyes. It's a "thinking picture" you see in your brain.
- You need to "Train your Brain" to visualize!
- Use your BRAIN POCKETS to help you find your visual images!
- Try using ALL your sense when you visualize - sight, sound, taste, smell, touch, and emotions.

132

### What is visualizing?

Artist



Writer



133



Visualizing Exercises

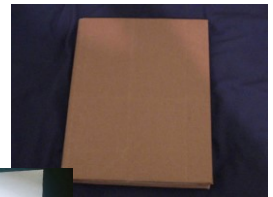
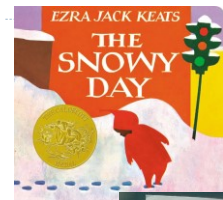
“Train your brain!”

134



135

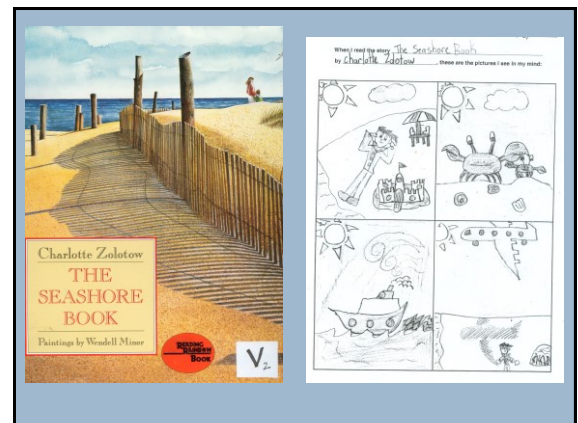
Cover the cover!



136



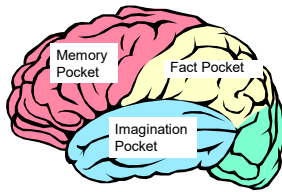
137



138

## BRAIN POCKETS: The storage place for our thinking

Where do your **VISUAL IMAGES** come from?



139

Name: \_\_\_\_\_ Date: March 2006

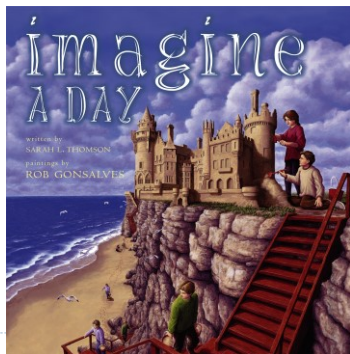
When I read the story Paperboy by Dave pilkey, these are the

things I see ... 	sounds I hear ... soft breeze cat meowing noisy snar creaking bike water running dog barking loud ban chirping birds
feelings I get ... happy busy cold wonderful tired sleepy peaceful	words that stick ... dog bike paperboy

Gr. 4

140

**Imagine a Day** – Sarah Thomson  
Great book for Visualizing and IMAGINATION POCKET!!!



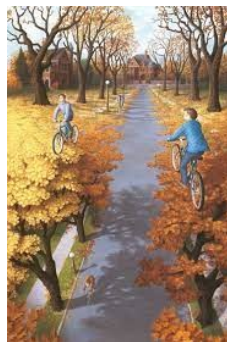
141

Imagine a day...  
...when your wishes float  
On a puff of air  
To summon back the blue

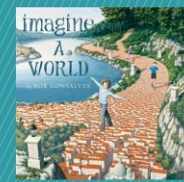
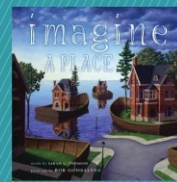


142

imagine a day ...  
... when autumn is  
a yellow canopy above you,  
a burnt orange carpet underneath,  
a road you have never  
ridden on before.



143



144



Visualize... Draw... Describe

Title: \_\_\_\_\_ Author: \_\_\_\_\_

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145

## The Power to Question

The answers aren't important really.....  
What's important is knowing all the questions.

- The Changeling, Zilpha Keatly Snyder, 1970

146

### QUESTION M.I.T.s

- Good readers ask questions BEFORE, DURING, and AFTER they read!
- **Quick Questions** – help clarify the what's happening in the story (thinking stops once we know the answer)
- **Deep Thinking Questions** – help STRETCH our thinking (thinking keeps going)
- Not all questions help you understand a story better. Make sure your questions are connected to the main idea of the story. BIBB it, Baby!

147

### Questions

Quick Question	Deep-Thinking Questions
<ul style="list-style-type: none"> <li>• Literal</li> <li>• <i>Who? What? Where? When? How?</i></li> <li>• helps to clarify the content</li> <li>• often one correct answer</li> <li>• answer can be found directly in the text</li> <li>• thinking "stops"</li> </ul>	<ul style="list-style-type: none"> <li>• Inferential</li> <li>• <i>Why? I'm wondering...</i></li> <li>• helps stretch our thinking</li> <li>• answer is NOT found in the text</li> <li>• answer comes from your thinking</li> <li>• not one correct answer</li> <li>• thinking "keeps going"</li> </ul>

148

Let's try "quick" and "deep-thinking" questions with text!

149

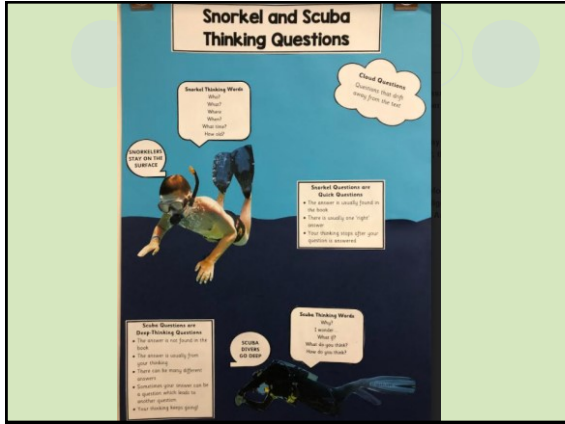
### One idea...

*Cloud Questions* – drifting away from the text

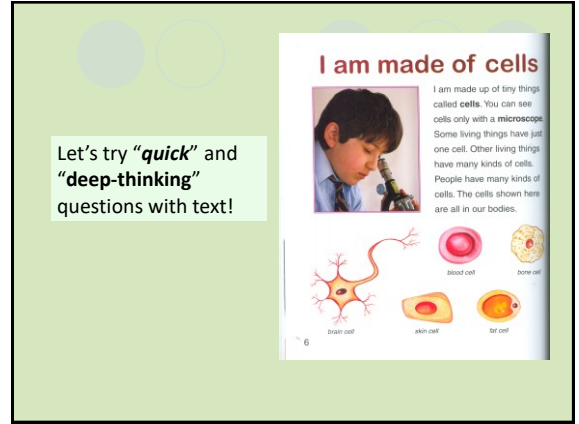
*Snorkelling Questions* – surface questions (literal)

*Scuba Questions* – diving deeper into the text (inferential)

150

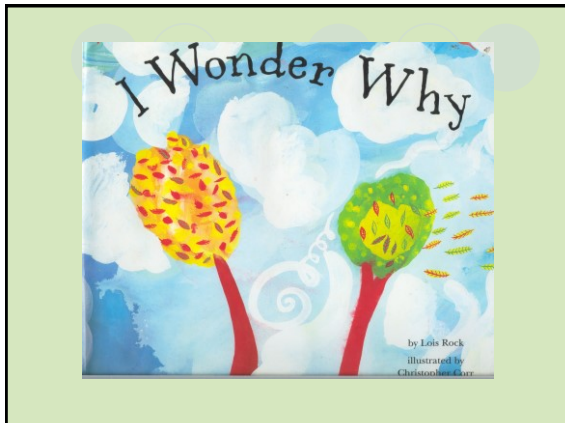


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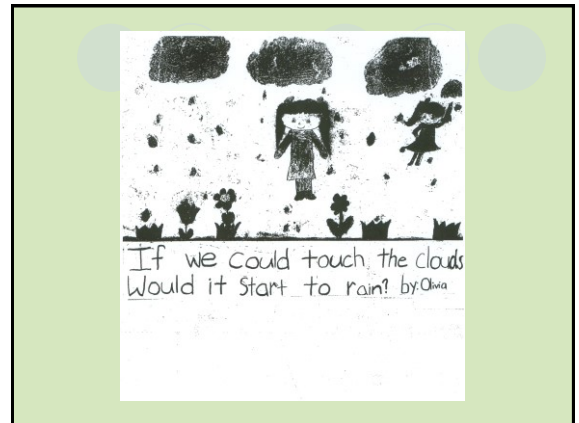


Let's try "quick" and "deep-thinking" questions with text!

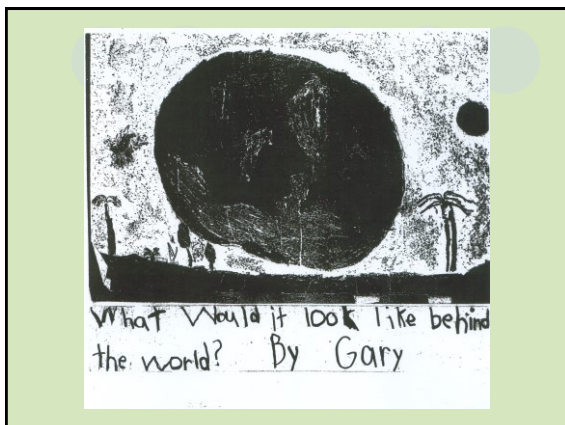
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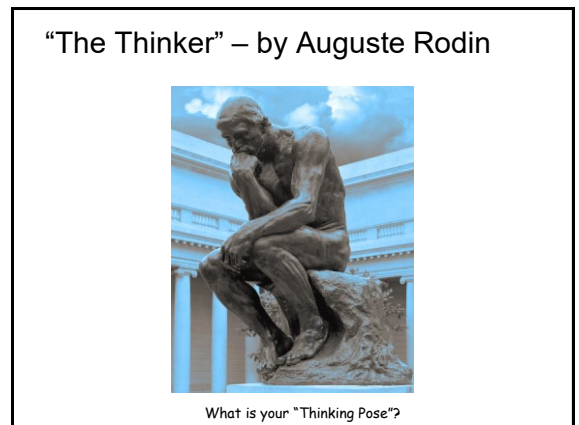
153



154



155



"The Thinker" – by Auguste Rodin

What is your "Thinking Pose"?

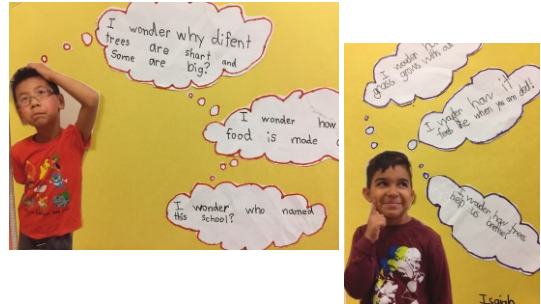
156

## Deep Thinking Poses!

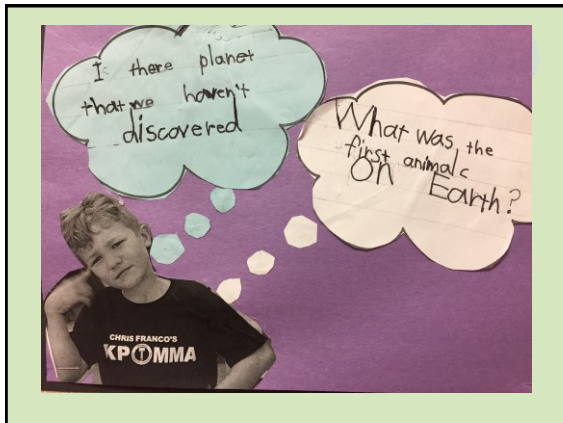


157

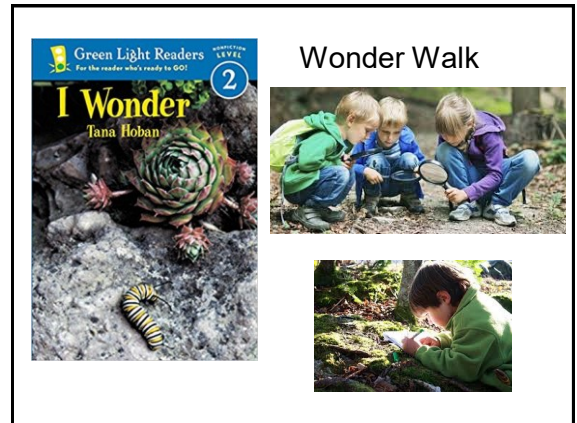
## Deep Thinking Questions



158

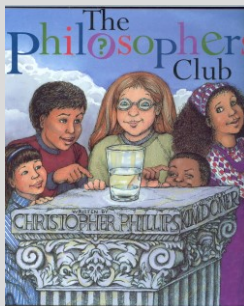


159



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Great book to promote DEEP THINKING Questions!

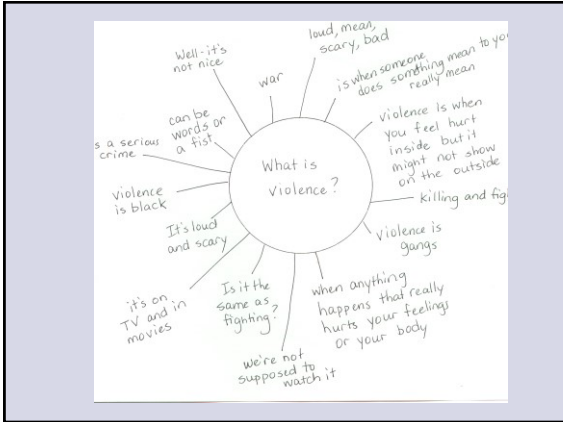


161

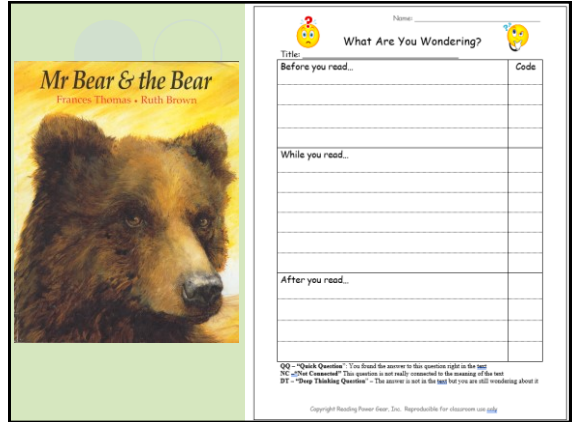
### Questions

- Which came first, the chicken or the egg?
- What is philosophy?
- What is violence?
- Is this glass half empty or half full?
- Is it possible to be happy and sad at the same time?
- What is silence?
- Why do we ask questions?
- What is the difference between the truth and a lie?
- Are the mind and the brain the same thing?
- Why are we here?

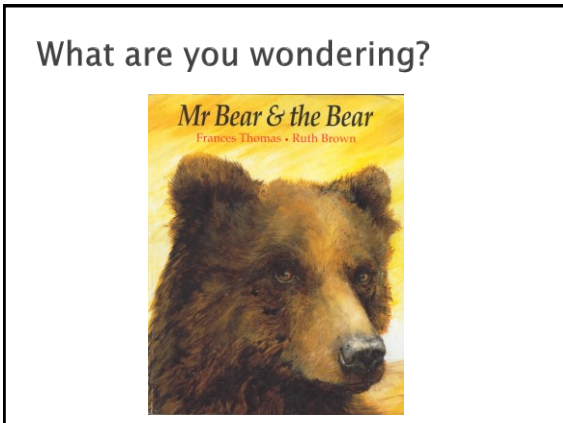
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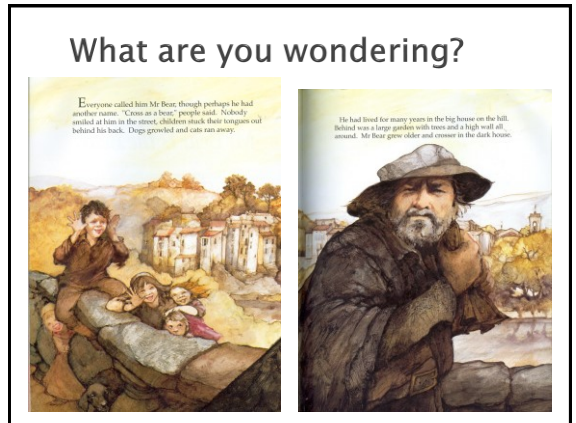
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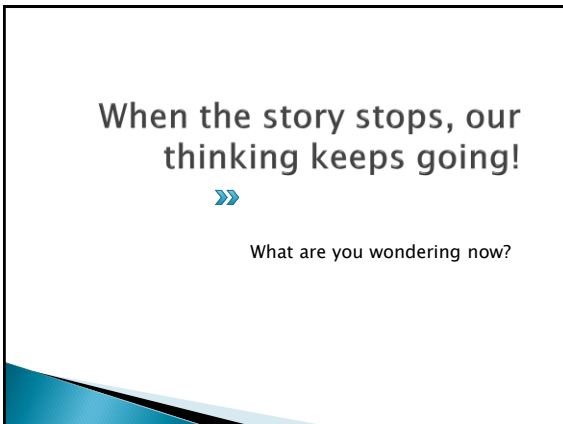
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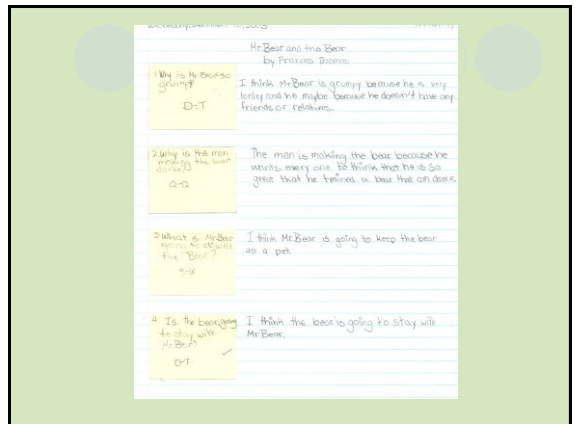
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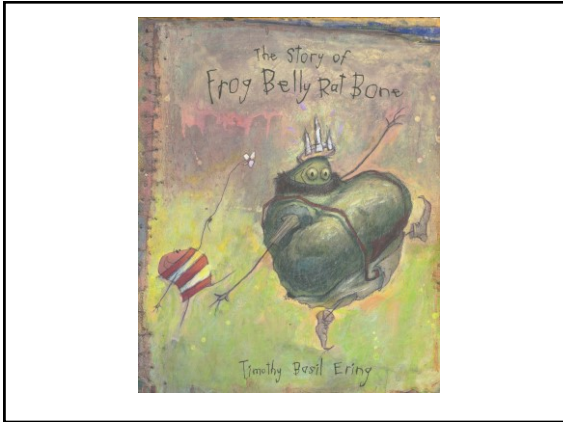
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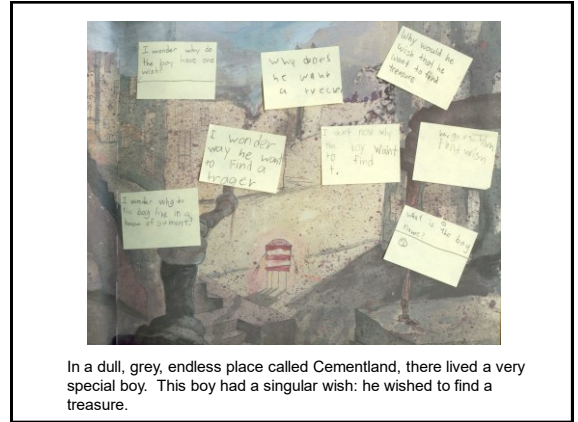
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168

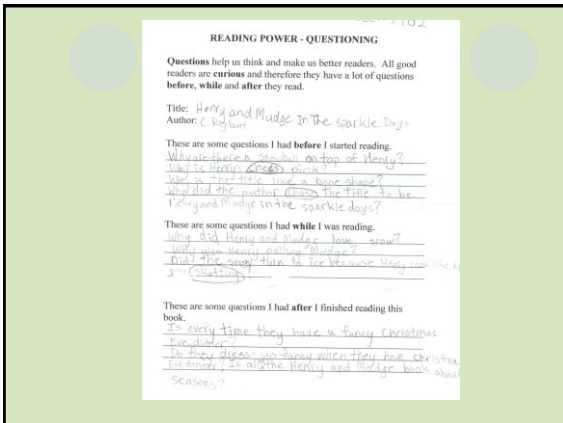


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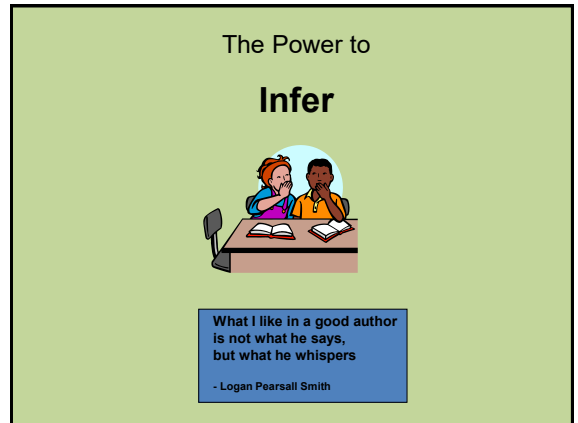


In a dull, grey, endless place called Cementland, there lived a very special boy. This boy had a singular wish: he wished to find a treasure.

170



171



172

## INFER M.I.T.s

- You already know how to INFER!
- Remember: Good writers leave spaces for our thinking. Inferring is when a reader notices the spaces and FILLS IN what's missing
- Use your BRAIN POCKETS to find your inferences!
- Start your inferences with "Maybe..." or "I think..."
- Best places in a story to infer: **character traits, emotions, themes**

173



174



175

### Secret of inferring:

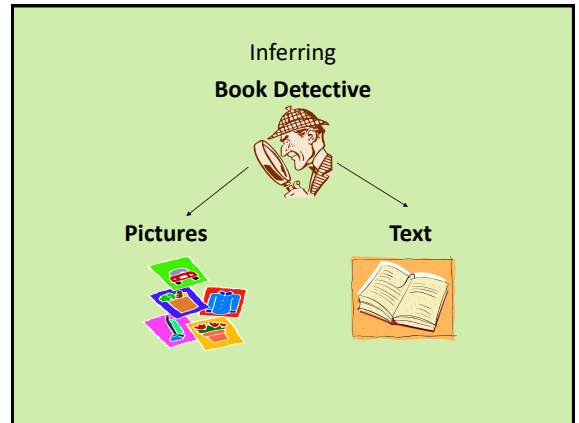
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*Not all writers tell you everything.  
The best writers leave spaces for our thinking.  
Our job, as a reader, is to add our thinking to those spaces.*

176

*Less inking means more thinking*

177



178

### Mastering the Art of Inferring

**Step One:**  
Look and/or read the clues – what is **THERE** in the text or illustrations

**Step Two:**  
Think about what is **NOT THERE**. What did the author or illustrator leave out that you are wondering about?

**Step Three:**  
Make connections! Add your thinking (background knowledge or your own experiences) to the clues to infer what is **NOT** in the text.

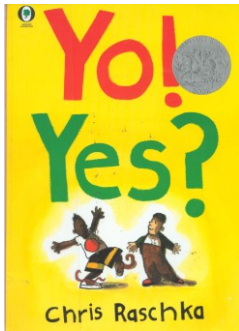
**Step Four:** Add your “Maybe...”

179

Where do our *inferences* come from?

180

Inferring from Wordless or ALMOST Wordless picture books



PDF of the book:  
<https://www.arvinduptatoys.com/arvindupta/yo-yes-caldecott.pdf>

181

Inferring Poetry

**Poem**

I loved my friend  
 He went away from me  
 There's nothing more to say  
 The poem ends,  
 Soft as it began-  
 I loved my friend.

—Langston Hughes (1902–1967)

182

O.W.I.

Fact from the text...	What are you wondering?	Inference...
<ul style="list-style-type: none"> <li>• person loved their friend</li> <li>• the friend went away</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where did the friend go?</i></li> <li>• <i>How long were they friends for?</i></li> <li>• <i>Did they have a fight?</i></li> <li>• <i>Did the friend die?</i></li> <li>• <i>Did the friend move away?</i></li> </ul>	<p><i>Maybe...</i></p> <p><i>The friend is feeling very sad and lonely because they were friends for a long time and they had a fight and now they aren't talking and his heart is hurting</i></p> <p><i>The friend maybe died and the other person feels lost and alone and the oneness feels really big.</i></p>

183

*Is a prediction the same as an inference?*

**Prediction** – a “level one” inference that is verified by the time you finish the book.

Thinking stops.



**Inference** – a “level two” – not verified but adds meaning to the text.

Thinking keeps going.



184

The Power to Transform



*Sometimes a book reaches deep inside and shakes the heart awake.*

- Jean Little

185



TRANSFORM MITs


- Transform is when a thought in your head gets “re-arranged” because of something you read.
- A transformed thought does not ERASE or REPLACE a thought. It's the same thought only now it looks different
- Transforming is when your thinking **STRETCHES**
- Not all books are transforming but **SOMETIMES**, a book can change the way we think or act.
- Pay attention to your thinking when you read!

186

**TRANSFORM...**  
*What is a TRANSFORMER?*  
 (a toy that starts out as a robot and then changes into a car)

*How does it change?*  
 (move the pieces around –  
 re-arrange, re-organize)

*Once it's been transformed, is it a different toy?*  
 (No, it's the same toy, only now it looks different)



187

**TRANSFORMED THINKING...**

*"We all have ideas and thoughts in our heads before we start reading. Sometimes while we're reading, our thoughts get re-organized and re-arranged. When we've finished reading, our thoughts might look a little different because of what we just read."*

188



**BRAIN STRETCH**

**STRETCH YOUR THINKING!**

189

**Learning vs. Understanding**

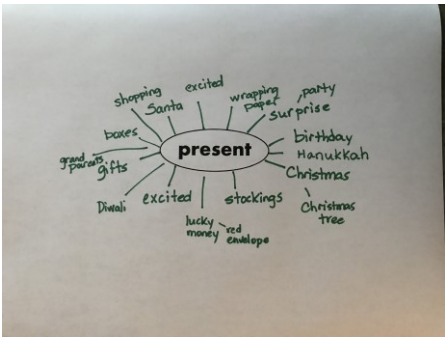
LEARNING Re-Tell	UNDERSTANDING Re-Think
<i>"Wolves are social animals. They spend much of their time hunting, eating, sleeping and travelling in packs. A wolf pack is an essential part of a wolf's survival."</i>	<i>"So, I started to think a lot about wolf packs. How they do everything together like hunting and eating and sleeping and they always seem to get along. So, then I started thinking about humans and how we don't always seem to get along when we are in a group. Sometimes people argue and maybe some might be mean. And so I wondered how wolves can do it but we can't."</i>

190

First thoughts about ...  
 (connection, visual image, feeling)

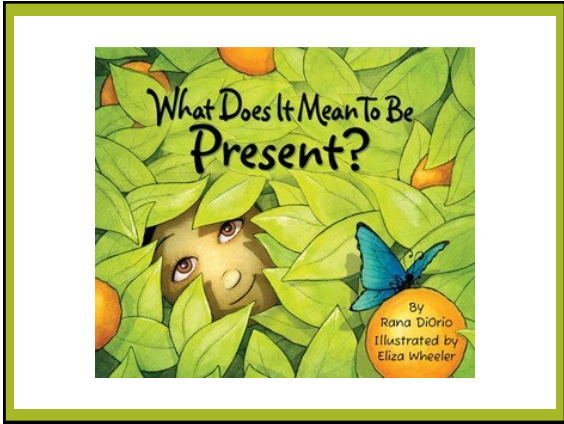
**present**

191

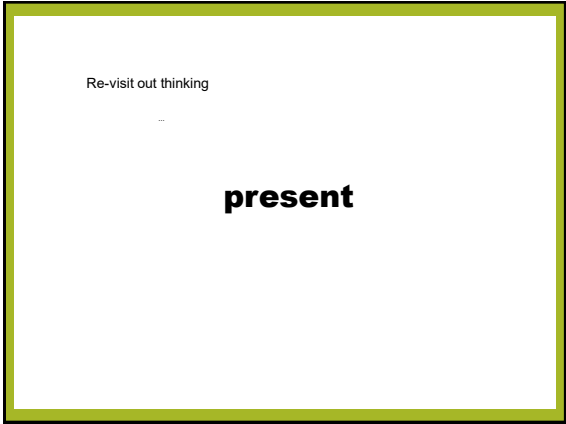


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193



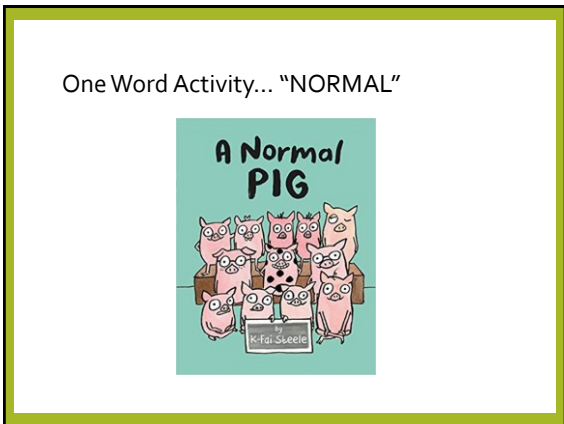
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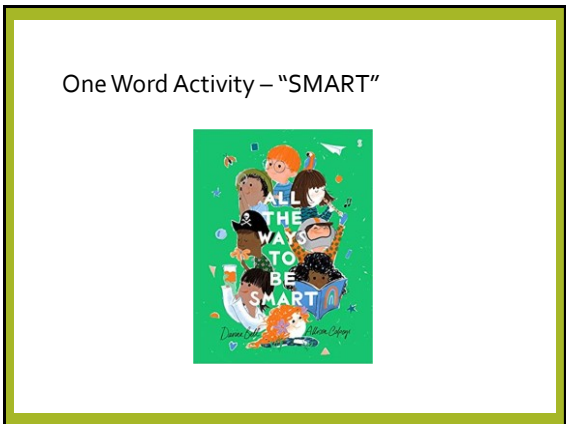
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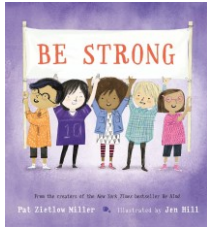


197



198

One Word Activity – “STRONG”



199

Turn and talk...

# Knew – New Connection

200

What are you thinking now about...

# Comprehension

201

Please share....



202

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

- Frank McCourt  
"Teacher Man"



203

Thank you!



I hope that you ....

- Have experienced a "shift in thinking" about reading comprehension
- Have something to take back to your district, school or classroom that you can implement this year
- [adrienne@readingpowergear.com](mailto:adrienne@readingpowergear.com)
- [www.readingpowergear.com](http://www.readingpowergear.com) (blog link)
- [www.facebook.com/readingpowergear](https://www.facebook.com/readingpowergear)
- @AdrienneGear

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