

APPENDIX D: COMPREHENSION STRATEGY STUDY PLANNING TOOL

Planning Phase (1–2 weeks prior to a strategy study)		
STRATEGY TO BE TAUGHT:		
Explore your own use of the strategy in adult text in several genres and discuss the various elements the strategy comprises.	Insights about the strategy—what should be taught:	
Compile a list of various ways you use the strategy in your own reading and in other learning situations.	In reading:	In other learning situations:
Collect texts representing a wide range of genres and levels that are particularly conducive for modeling the strategy.	Books to use for crafting sessions:	
Notify parents that an in-depth strategy study is beginning and share information about how they might discuss the strategy with their children.	Information/resources sent/date:	
Prepare classroom spaces and materials: <ul style="list-style-type: none"> • a gathering place for crafting sessions with materials such as whiteboards, Post-its, carpet squares, etc. • comfortable, intimate areas in which children can meet to discuss their thinking and the books they are reading • places where students can work independently with minimal distraction • a gathering place for invitational groups • materials for recording thinking (chart paper, thinking logs, strategy notebooks, advanced organizer forms, sketching paper, etc.) 	Students' ideas about how to make the various spaces most conducive to in-depth work, sharing their thinking, and applying the strategies:	Wish list for materials and classroom spaces:
Gather “pre-strategy” data using questions and rubrics that will shed light on students' current strategy use.*		

*These assessment rubrics can be found in Ellin Keene, *Assessing Comprehension Thinking Strategies* (Huntington Beach, CA: Shell Publishing, 2012).

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Early Phase (1–2 weeks of instruction)

OBJECTIVES AND PRIORITIES:

Teacher	Notes/Observations/Next Steps	Students
<i>Teacher utilizes crafting sessions and conferences and is much more involved than students in thinking aloud about the strategy</i>		<i>Students observe the teacher, share insights, and begin to apply the strategy in pairs and independently</i>
In crafting sessions, use thinking aloud and modeling to reveal how a proficient reader uses the strategy (in short text) and why it helps proficient readers understand.		In composing (independent reading), students begin to experiment with the strategy in their own work—in groups of four, two, and individually.
In crafting sessions, discuss how you use the strategy when you are reading and how the strategy is useful in other areas of learning.		In composing, students begin to keep track of their individual application of the strategy through sticky notes, sketches, logs, conversations.
In crafting sessions and in conferences, begin to model ways in which proficient readers use the strategy differently in different text genres and levels.		In composing, students continue to apply the strategy in text that is very familiar and/or at their instructional level. This may include text that has been read aloud several times (at least 3) in the classroom. Teachers may wish to copy short excerpts of text that has been read aloud for students to use as they begin to apply the strategy.
In individual conferences, focus on students' early attempts to articulate their thinking and use the strategy; encourage them to think about how using the strategy helps them understand more deeply.		

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Middle Phase (middle 3–4 weeks)		
OBJECTIVES AND PRIORITIES:		
Teacher	Notes/Observations/Next Steps	Students
<i>Teacher fully utilizes all four instructional venues—crafting sessions, conferences, invitational groups, and reflection sessions—to reveal a wide range of uses of the strategy; the emphasis is a slow release of responsibility as students apply the strategy</i>		<i>Students gradually assume more responsibility for using the strategy independently and in progressively more diverse and difficult text</i>
In crafting sessions, continue to think aloud frequently—vary think-alouds by using longer, more complex, and/or unfamiliar text.		Students show evidence of using the strategy independently.
In crafting sessions, compare your strategy use in more difficult text to earlier think-alouds; encourage students to do the same.		Students use the strategy in progressively more difficult text.
In crafting sessions, focus on how the strategy is used differently in different genres.		Students' book clubs focus on strategy use and ways in which strategy use enhances comprehension.
In crafting sessions, conferences, and invitational groups, model and think aloud to reveal how use of the strategy actually helps readers to understand more deeply and permanently.		Students are increasingly able to articulate not only how they use the strategy, but why it helps them comprehend more deeply and permanently.
In crafting sessions, demonstrate how readers reveal their thinking through the use of oral, written, artistic, and dramatic means.		Students begin to use oral, written, artistic, and dramatic means to share their thinking and demonstrate strategy use.
In crafting sessions, invitational groups, and conferences, engage students in conversation about the levels of strategy application and invite them to use an existing rubric* or create their own rubrics.		

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Middle Phase (<i>continued</i>)		
Teacher	Notes/Observations/Next Steps	Students
In crafting sessions, begin to discuss ways in which the strategy relates to strategies previously studied—how the strategies are used individually and in an integrated manner.		
Convene invitational groups to meet particular needs—e.g., students who aren't yet applying the strategy in text at their level, articulating their thinking about the strategy, or selecting challenging text in which to apply the strategy.		
In conferences, focus on diversifying the text in which students are independently using the strategy—encourage new genres, longer text, more difficult text. Urge students to analyze how their use of the strategy changes in different text.		Students begin to diversify the genres in which they apply the strategy.
Convene reflection sessions in which children use a variety of means to demonstrate independent strategy use.		Students begin to share experiences in using the strategy to comprehend more deeply with other students and their teacher.
Keep parents informed about their children's progress in using the new strategy, perhaps invite them into the classroom to review the "thinking made public" students have recorded on charts, in strategy notebooks, etc.		

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Late Phase (final week)		
OBJECTIVES AND PRIORITIES:		
Teacher	Notes/Observations/Next Steps	Students
<i>Think-alouds and large-group lessons give way to conferring and meeting with small groups</i>		<i>Students have almost full responsibility for independent application of the strategy in a wider variety of text; they teach each other new applications of the strategy</i>
In crafting sessions, invitational groups, and conferences, think aloud using the strategy in more challenging texts and in a wider variety of genres. The emphasis is on how using the strategy deepens comprehension in the current text and in all other texts.		Students assume responsibility for articulating their use of the strategy clearly and concisely in conferences and to other students. Students use the strategy and can articulate their thinking about the strategy in several genres. Students show eagerness to use the strategy in increasingly difficult text.
In crafting sessions, use text you've never read to authentically reveal, through thinking aloud, how you use the strategy the first time through a text or passage.		Students read unfamiliar and more difficult text, showing how strategy use helps them understand more deeply than reading without the strategy.
In crafting sessions, reveal the ways in which the strategy integrates with strategies previously studied.		Students share ways in which they use the strategy independently (not during class reading time) and in an integrated manner with other strategies previously learned.
Use questions and rubrics to describe growth from pre- to post-strategy.*		Students demonstrate using the strategy <i>independently</i> and show how it helps them understand more deeply. Students use the strategy <i>flexibly</i> (they use the strategy when they most need it and can "turn it down in their minds" when they need it less). Students use more than one of the strategies <i>adaptively</i> (use one strategy in one type of text and a different strategy in a different type of text).
In reflection sessions, facilitate students' sharing/teaching of the strategy.		Students teach some of the mini-lessons, thinking aloud about how using the strategy helps them comprehend more deeply and permanently.
Begin the planning phase for the next strategy:		

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