

# Cognitive Strategy Routine

You will need the following materials for this session.

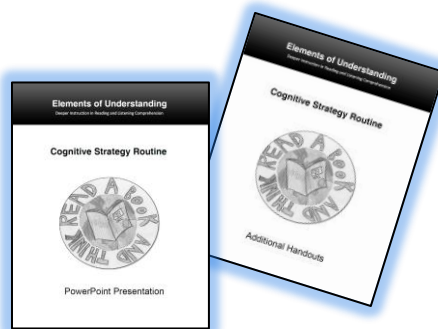
1. From your participant bag:

Supply pouch



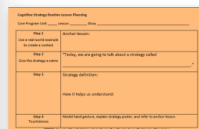
2. From your binder:

All handouts from behind Tab: Cognitive Strategy Routine



3. From the material bag:

- The blue and white Cognitive Strategy Routine Card
- The orange Cognitive Strategy Routine Planning Card





# Elements of Understanding

Deeper Instruction in Reading and Listening Comprehension

## Cognitive Strategy Routine



PowerPoint Presentation



## Cognitive Strategy Routine



Elements of Understanding  
Deeper Instruction in Reading and Learning Comprehension

Cognitive Strategy Routine:  
Coaching 2: Make it Happen<sub>1</sub>

## "Take-Aways"

Session Title	Connections to the TLI Grant Goals	Implications for Instruction	Planning	Materials
Cognitive Strategy Routine		Consistent Routine 8 Steps 6 Cognitive Strategies		Orange Planning Card Blue & White Strategy Card

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Deeper Instruction in Reading and Learning Comprehension

Cognitive Strategy Routine:  
Coaching 2: Make it Happen<sub>2</sub>

CPQ: How does Jamika's story shape your view of comprehension instruction?

Focusing on comprehension instruction

## JAMIKA'S STORY

Handout  
#1

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Coaching 2: Make it Happen<sub>3</sub>

How does Jamika's story shape your view of comprehension instruction?



**Think**



**Turn**



**Talk**

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Coaching to Make it Happen

## Goals for this Training

- Reflect on the importance of comprehension instruction
- Discuss the cognitive strategies good readers use to comprehend
- Learn a routine for explicit instruction of these cognitive strategies

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Why Should we Teach  
**COMPREHENSION?**

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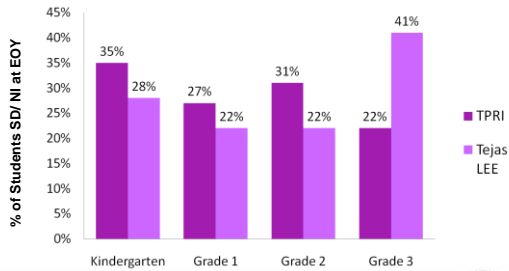
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## Why Should we Teach Comprehension?

Historical Data from sample Texas Schools  
EOY Comprehension Data



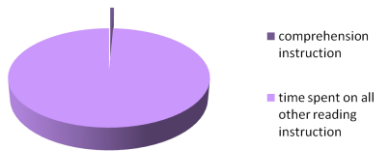
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## Why Should we Teach Comprehension?

Minutes of Comprehension Instruction  
During the Reading Period



Durkin, 1978-79; RAND, 2000; Taylor, Pearson, Clark & Walpole, 1999; Taylor, Peterson, Pearson & Rodriguez, 2002

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Cartoon by Bang Pham, 2008

## Can we Teach Comprehension?

Researchers Duke and Pearson say:  
The answer is a resounding

**yes!**

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Coaching & Making it Happen

## Comprehension Instruction Should be

direct,  
explicit, and  
systematic.

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## To put it Another way ...

“Good comprehension instruction includes both **explicit** instruction in **specific** comprehension strategies and a great deal of time and **opportunity** for actual reading, writing, and discussion of text”

(Duke & Pearson, 2002, p. 207).

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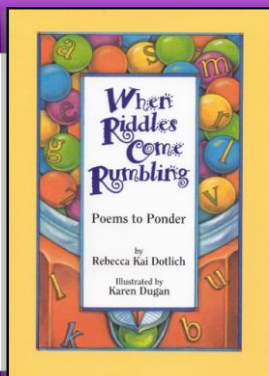


WHAT COGNITIVE STRATEGIES DO  
PROFICIENT READERS USE?

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Coaching: Make it Happen

Comprehension Purpose Question

What might this  
riddle be about?

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I send you **flying** in the air,    *tossing kids up in the air*

warm wind whistling    *Is it summer? Chinook?*

through your hair;    *it's outside* 

you're **jumping**, **jouncing**,    *bouncing...*  
   *jump + bounce = jouncing*

all around;    *everywhere...lots of fun*

somersaulting,    *gymnastics?*

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## Your Turn...

- Cover up the riddle
- Read the riddle independently
- Reveal ONE line at a time and record your own thinking
- When you are done, quietly share your thinking with a neighbor
- CPQ:  
*What might this riddle be about?*



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## Reflection Question

What cognitive strategies did you use while reading the riddle?

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I send you **flying** in the air, *tossing kids up in the air*

## Making Connections

warm wind whistling *Is it summer? Chinook?*

through your hair *it's outside*



you're **jumping**, **jouncing**

*jump + bounce = jouncing*

all around; *everything is full of fun*

somersaulting, *gymnastics?*

## Making Connections



- Reflect on your thinking.
- Did you **make connections** while reading?



Think

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I send you **flying** in the air, *tossing kids up in the air*

## Creating Mental Images

warm wind whistling *Is it summer? Chinook?*

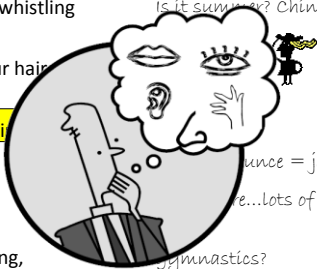
through your hair

you're **jumpi**

*jump + bounce = jouncing*

all around; *everything is full of fun*

somersaulting, *gymnastics?*



## Creating Mental Images



- Reflect on your thinking.
- Did you **create mental images** while reading?



Think

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I send you **flying** in the air, tossing kids up in the air

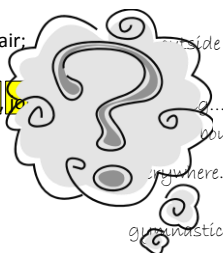
warm wind whistling **Questions** soft summer? Chinook?

through your hair;

you're **jumping**, to

all around;

somersaulting,



gymnastics?

## Asking & Answering Questions



- Reflect on your thinking.
- Did you **ask and answer questions** while reading?



Think

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I send you **flying** in the air, *tossing kids up in the air*  
**Making Inferences**

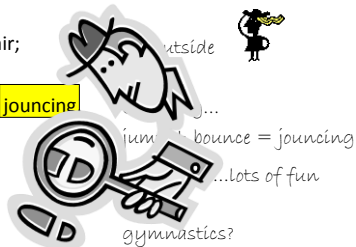
warm wind whistling **& Predictions** *mer? Chinook?*

through your hair;

you're **jumping, jouncing**

all around;

somersaulting,




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## Making Inferences & Predictions



- Reflect on your thinking.
- Did you **make inferences and predictions** while reading?



**Think**

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I send you **flying** in the air, *tossing kids up in the air*  
**Determining Importance**

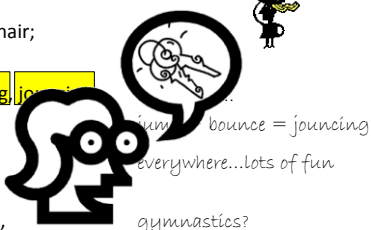
warm wind whistling **& Summarizing** *mer? Chinook?*

through your hair;

you're **jumping, jouncing**

all around;

somersaulting,




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## Determining Importance + Summarizing



- Reflect on your thinking.
- Did you **determine importance and summarize** while reading?



Think

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Coaching + Making it Happen

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I send you **flying** in the air, tossing kids up in the air  
warm wind whistling Is it summer? Chinook?

through your hair, side

you're **jumping, jouncing** sing...  
bounce = jouncing

all around; lots of fun

somersaulting, gymnastics?

## Monitoring + Clarifying



- Reflect on your thinking.
- Did you **monitor and clarify** while reading?



Think

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Coaching + Making it Happen

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## Comprehension Purpose Question

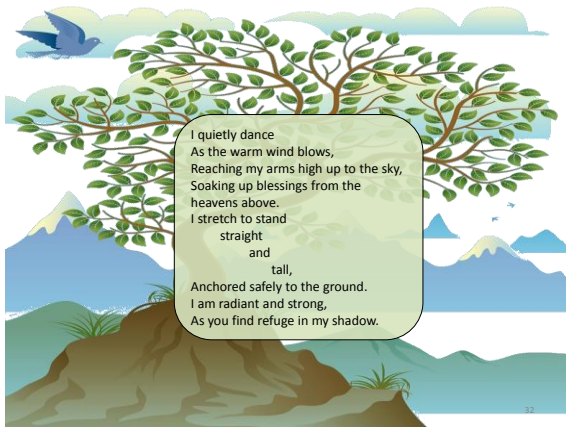
What might this riddle be about?

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## Cognitive Strategies



Making  
Connections



Making  
Inferences &  
Predictions



Asking &  
Answering  
Questions



Determining  
Importance &  
Summarizing



Creating Mental  
Images



Monitoring &  
Clarifying

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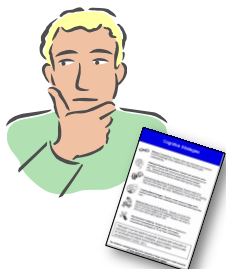
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## Cognitive Strategies...

- Reflect on the activity
  - Which strategy did you tend to rely on the most?
- In your group, share your thinking with a partner
  - How does reflecting on your own strategy use help you to think about comprehension instruction?



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### Cognitive Strategy Routine:

Coaching 2, Make it Happen 34

## Framework for Instruction to Teach the ELAR/SLAR TEKS

Figure 19 TAC §110.1050

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading  
Subchapter A. Elementary

Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	THIRD GRADE (§110.14 English Language Arts and Reading)	FOURTH GRADE (§110.15 English Language Arts and Reading)	FIFTH GRADE (§110.16 English Language Arts and Reading)
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

Handout  
#2

### Elements of Understanding

Deeper Instruction in Reading and Literacy Comprehension

### Cognitive Strategy Routine:

Coaching 2, Make it Happen 35

## Framework for Instruction to Teach the ELAR/SLAR TEKS

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language); (B) ask and respond to questions about text;	(A) establish purposes for reading selected texts based upon one or others' desired outcomes to achieve comprehension; (B) ask limited questions of text;	(A) establish purposes for reading selected texts based upon one or others' desired outcomes to achieve comprehension; (B) ask limited, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon one or others' desired outcomes to achieve comprehension; (B) ask limited, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon one or others' desired outcomes to achieve comprehension; (B) ask limited, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon one or others' desired outcomes to achieve comprehension; (B) ask limited, interpretive, and evaluative questions of text;

### Elements of Understanding

Deeper Instruction in Reading and Literacy Comprehension

### Cognitive Strategy Routine:

Coaching 2, Make it Happen 36



## Framework for Instruction to Teach the ELAR/SLAR TEKS

Kindergarten (1109.11 English Language Arts and Reading)	First Grade (1110.11 English Language Arts and Reading)	Second Grade (1111.11 English Language Arts and Reading)	Third Grade (1112.11 English Language Arts and Reading)	Fourth Grade (1113.11 English Language Arts and Reading)	Fifth Grade (1114.11 English Language Arts and Reading)
(C) narrate and adjust comprehension (e.g., using background knowledge, creating memory images, re-reading a portion aloud, generating questions).	(C) narrate and adjust comprehension (e.g., using background knowledge, creating memory images, re-reading a portion aloud, generating questions).	(C) narrate and adjust comprehension (e.g., using background knowledge, creating memory images, re-reading a portion aloud, generating questions).	(C) narrate and adjust comprehension (e.g., using background knowledge, creating memory images, re-reading a portion aloud, generating questions).	(C) narrate and adjust comprehension (e.g., using background knowledge, creating memory images, re-reading a portion aloud, generating questions).	(C) narrate and adjust comprehension (e.g., using background knowledge, creating memory images, re-reading a portion aloud, generating questions).
(D) make inferences based on the cover, title, illustrations, and plot.	(D) make inferences about text and use textual evidence to support understanding.	(D) make inferences about text and use textual evidence to support understanding.	(D) make inferences about text and use textual evidence to support understanding.	(D) make inferences about text and use textual evidence to support understanding.	(D) make inferences about text and use textual evidence to support understanding.
(E) recall or retell important events in stories, and	(E) recall or retell important events in stories in logical order.	(E) recall or retell important events in stories in logical order.	(E) recall or retell important events in stories in logical order.	(E) recall or retell important events in stories in logical order.	(E) recall or retell important events in stories in logical order.
(F) make connections to own experiences, to ideas in other texts, and to the larger community and diverse textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and diverse textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and diverse textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and diverse textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and diverse textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and diverse textual evidence.

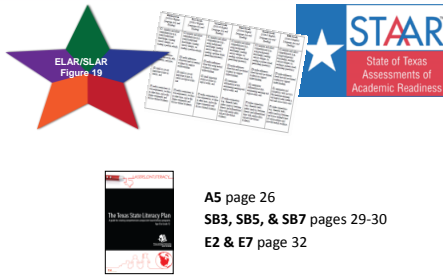
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Cognitive Strategy Routine:

Coaching: Make it Happen

## Framework for Instruction



A5 page 26  
SB3, SB5, & SB7 pages 29-30  
E2 & E7 page 32

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Cognitive Strategy Routine:

Coaching: Make it Happen

## A COGNITIVE STRATEGY ROUTINE

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Cognitive Strategy Routine:

Coaching: Make it Happen

## Why Cognitive Strategies?

“The idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension when reading” (NRP as cited in Torgesen, 2007).

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Cognitive Strategy Routine:

Coaching, Making it Happen

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## Our Task

Comprehension Purpose Question: What do we need to do, as teachers, to make sure our students are proficient readers?

“Teachers should model and explain comprehension strategies, have their students practice using such strategies with teacher support, and let students know they are expected to continue using the strategies when reading on their own. Such teaching should occur across every school day, for as long as required to get all readers using the strategies independently – which means including it in reading instruction for years” (Pressley, 2001, p. 4).

Handout #3

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Deeper Instruction in Reading and Learning Comprehension

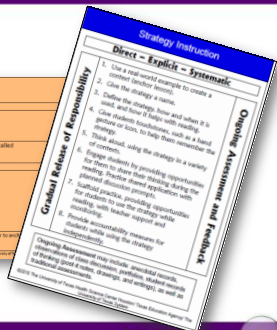
Cognitive Strategy Routine:

Coaching, Making it Happen

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## Cognitive Strategy Routine

Cognitive Strategy Routine Lesson Planning	
Core Program Unit _____ Lesson _____ Story _____	
Step 1: Use a relevant scenario to create a context	Anchor lesson
Step 2: Introduce the strategy to learn	"Today, we are going to talk about a strategy called _____"
Step 3: Strategy definition	How it helps us understand _____
Step 4: Practitioner	Model hand gestures, explain strategy context, and refer to text _____



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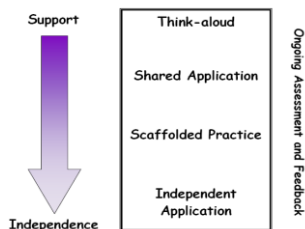
Cognitive Strategy Routine:

Coaching, Making it Happen

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# Support to Independence

## Cognitive Strategy Instruction



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Cognitive Strategy Routine:

Coaching & Making it Happen

## Step 1

Use a real-world or familiar example to create a context.



Example:

I have a backpack here. I don't know to whom it belongs. There is no name on it. Let's be detectives and use our background knowledge and the clues inside the backpack to help us figure out to whom it belongs.

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Cognitive Strategy Routine:

Coaching & Making it Happen

## Step 2

Give the strategy a name.

Example:

Today we are going to learn a comprehension strategy called "making inferences."

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Cognitive Strategy Routine:

Coaching & Making it Happen

### Step 3

Define the strategy, how and when it is used, and how it helps with reading.

Example:

The strategy we're talking about today is called "making inferences." Sometimes the author doesn't tell us everything, but leaves hints to help us figure things out. When we make inferences, we use clues from the text and our background knowledge to figure something out.

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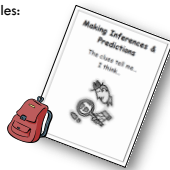
Cognitive Strategy Routine:

Coaching: Make it Happen

### Step 4

Give students touchstones, such as a hand gesture or visual representation, to help them remember the strategy.

Examples:



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Cognitive Strategy Routine:

Coaching: Make it Happen

### Step 5

Think aloud, using the strategy in a variety of contexts.

Example:

Hmm, I'm making an inference here. I think that this letter is written in a language that Juno can't read. He needs to find his parents so that they can read it to him. There are some clues in the text to help me figure this out. It says that Juno looked at the letters and words but he couldn't understand them. Then he decided to go find his mom and dad. I can see in the picture that the letter is written in symbols, not the alphabet letters I know. I also know from my background knowledge, that kids often ask their parents for help. When I make inferences, I use clues from the text and my background knowledge to help me understand something the author doesn't tell me directly.

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## Step 6

Engage students by providing meaningful opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.

Example:

Let's think for a moment. We can make an inference here. How did Juno know what the letter said before his mother read it to him? ...



Turn and talk with your partner about how Juno knew what the letter said.

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Cognitive Strategy Routine:

Coaching • Make it Happen

## Step 7

Scaffold practice, providing opportunities for students to use the strategy while reading with the teacher's support and monitoring.

Example:

Read the next two paragraphs on your own and think about the inference you have to make to answer this question:

Why does Juno's grandmother need to change the cat's name? Jot down the clues you use to infer the answer to the question.

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Cognitive Strategy Routine:

Coaching • Make it Happen

## Step 8

Provide accountability measures for students when using the strategy independently.

Example:

As we're buddy reading today, place a sticky note in the text when you are making an inference while reading. Be ready to share the clues from the text and the background knowledge you used to make that inference.

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Cognitive Strategy Routine:

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## Cognitive Strategy Routine



With a partner, use the Cognitive Strategy Routine Card to help you match the examples on the left side of the handout to the 8 steps on the right.

Handout #4

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Deeper Instruction in Reading and Learning Comprehension

Cognitive Strategy Routine:

Coaching to Make it Happen

## Keep in Mind ...

Although we might introduce and practice comprehension strategies one at a time, it is important to realize that strategies “are not linear steps. They are employed simultaneously” and automatically as needed by the reader (Lyons & Pinnell, 2001).



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Cognitive Strategy Routine:

Coaching to Make it Happen

How might the Cognitive Strategy Routine impact Jamika?

Focusing on comprehension instruction

## JAMIKA'S STORY

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Deeper Instruction in Reading and Learning Comprehension

Cognitive Strategy Routine:

Coaching to Make it Happen

## Written Conversation

Use all time for writing

No talking when passing

Read the entry, then write:

- a comment
- pose a question
- raise a new topic



Pass to the left, two times on my signal

Get yours back, read and discuss

(Daniels & Steineke, 2004)

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Deeper Instruction in Reading and Learning Comprehension

Cognitive Strategy Routine:

Coaching & Making it Happen

## "Take-Aways"

Session Title	Connections to the TLI Grant Goals	Implications for Instruction	Planning	Materials
Cognitive Strategy Routine		Consistent Routine 8 Steps 6 Cognitive Strategies		Orange Planning Card Blue & White Strategy Card

Elements of Understanding

Deeper Instruction in Reading and Learning Comprehension

Cognitive Strategy Routine:

Coaching & Making it Happen

## "Take-Aways"

Which TLI Grant Goals does this session connect to?

Session Title	Connections to the TLI Grant Goals	Implications for Instruction	Planning	Materials
Cognitive Strategy Routine		Consistent Routine 8 Steps 6 Cognitive Strategies		Orange Planning Card Blue & White Strategy Card

### Texas Literacy Initiative Grant Goals

1. Increase the oral language and proficiency skills of participating preschool children.
2. Improve the performance of participating K-2 students on early reading assessments.
3. Increase the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades 3 through 12.
4. Increase the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings.
5. Increase the implementation of effective literacy instruction through literacy clubs.

Write the number of the Grant Goal in the box under the heading  
Connections to the TLI Grant Goals.

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Deeper Instruction in Reading and Learning Comprehension

Cognitive Strategy Routine:

Coaching & Making it Happen

“Help children access what they already know....

Be genuine.  
Laugh.  
Love.  
Be patient.

You’re creating a community of readers and thinkers.” (Miller, 2002, p.26).



Elements of Understanding

Deeper Instruction in Reading and Literacy Comprehension

Cognitive Strategy Routine:

Coaching: Make it Happen

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