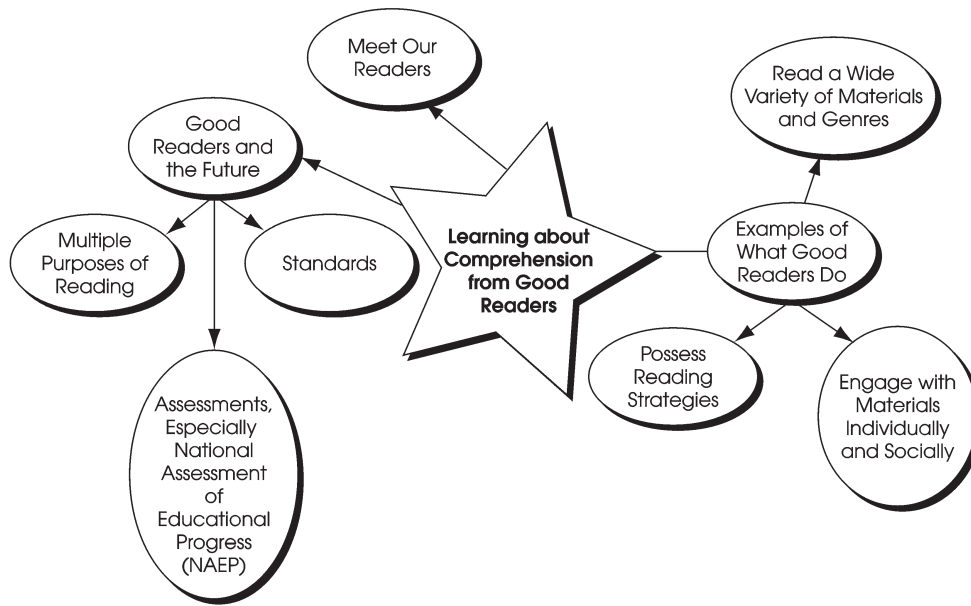**CHAPTER 1**

Learning about Comprehension from Good Readers

We begin our book by introducing some children who have become real readers, rather than by describing instruction or even a theory of reading comprehension. Then we look more broadly at what readers need to do to be considered "good comprehenders" in our society. Indeed, we can almost equate "reader" with "comprehender," for we know that reading is comprehending—making sense of what is read. (Figure 1.1 is a graphic organizer illustrating the topics we cover in this chapter.)

What *do* good comprehenders look like? Pause for a moment and see whether you can picture a good reader in your mind's eye. If you are a teacher, it may be one of your students. If you are not yet a teacher think of yourself or a classmate. Then think of another good reader who is different. That's just what we have done in beginning this book. We hope that by creating images of what good readers are like, we can more easily consider what our responsibilities are as teachers to create classrooms full of these empowered, confident readers. The students are our bottom line; they shape our instruction and are the reasons we make innumerable adjustments in our teaching on a daily basis. In later chapters, we discuss ways to reach children who are not able readers. But, for now, let's think about some active readers we know. From these descriptions, we want to develop a shared understanding of the depth and breadth of the deceptively simple term "reading." As we think about the many students with whom we have worked and who we know in personal ways, their individuality stands out. At the same time, so do many commonalities. A rich group portrait begins to emerge.

Meet Our
Readers

Good
Readers and
the Future

Read a Wide
Variety of Materials
and Genres

Multiple
Purposes of
Reading

Standards

Learning about
Comprehension
from Good
Readers

Examples of
What Good
Readers Do

Possess
Reading
Strategies

Engage with
Materials
Individually
and Socially

Assessments,
Especially
National
Assessment
of
Educational
Progress
(NAEP)

Resource Locator—Strategies and Resources Discussed in Chapter 1

| NAEP and Other Assessments | p. 14 |
| Standards | pp. 15–22 |

FIGURE 1.1. Graphic organizer for Chapter 1.

Meet Our Readers

Sara loves to read. She spends free time in the school library helping the librarians shelve books. She orders books from a book club regularly and has her own collection of prized books at home in her room. Her favorite authors right now are Cynthia Voigt and Paula Danziger. In class she readily takes part in book discussions. This year she even persuaded her teacher to add two books to the selections the teacher had planned for a unit on "Growing Up in America." Sara demonstrates good comprehension of story plot and great sensitivity to characters. She often makes comparisons between fictional situations and those she has experienced personally. Sara also writes prolifically; she is in the process of composing her first novel. As much as she thinks of herself as a reader and writer, however, when it comes time for science and social studies, Sara does not show the same enthusiasm for reading or for the textbooks and resource materials the teacher provides. She gravitates to fiction and postpones the expository reading that is assigned in class. Her teacher this year has noted that Sara does not seem to think of

ways to organize what she is learning from informational materials, as she can when she is reading fiction.

Ken is a different reader. His family has moved frequently, and he is interested in geography and history. He keeps *Cobblestone* and *Muse* magazines in his desk and will pick up books about states and locales where he has been when he is asked to read longer texts. He doesn't read a lot in his free time but enjoys reading during assigned reading periods. Ken takes a leadership role in his class when the integrated science/social studies units are underway. He knows how to navigate the Internet and prints out articles that help the team he's on collect the information they need. He loves to ponder maps and charts of the rainforest areas of the world and to trace the effects of El Niño. In the class study of sub-Saharan Africa, Ken brings in articles from *National Geographic* and *National Geographic World* that extend learning. Ken doesn't write much but will illustrate and make computer charts of concepts the group is working on to present in their reports. He is also good in helping his classmates connect pieces of information they gather from various resources. He has a clear idea of how to chunk information, develop categories that reduce the discrete items of information, and connect them together. He sometimes enjoys helping his social studies team prepare their group presentations, and he provides creative suggestions for ways to represent their findings.

Carlos is in a traditional school and must use the textbooks that form the core of "reading" in all curriculum areas. Last year in sixth grade, Carlos had a teacher who taught him how to read textbooks by mapping each chapter's main ideas in a graphic organizer. He gained confidence in using this strategy and now regularly maps assigned chapters and fills in information on "graphic organizers," akin to the ones we use at the beginnings of the chapters of this book, while he reads. His mother helps him review his chapter maps before exams, and he feels successful in reading for learning. He also likes to use the computerized encyclopedias that are available and makes good use of the headings and subheadings by turning them into questions to guide his reading—a strategy that his teacher recently explained to the class. In literature, his teacher has introduced the genre of mysteries and for the first time he has found some fiction that he really enjoys reading. He is even taking some of these books home to read independently. His teacher has encouraged him to write to the author of several of the books he likes, and he is drafting a letter on his computer. Because the literature curriculum is basically genre-based, Carlos's performance seems very uneven. When he likes a novel or short story, he puts much effort into reading it and adds much to class discussions. However, at other times he can be hard to motivate. At home he reads the sports page of the local newspaper with his dad, and he devours each issue of *Sports Illustrated for Kids* the day it arrives at his house. He also does a lot of reading in the Boy Scouts manual, as he is working on merit badges and has many projects to complete. Carlos finds he has to read this material carefully and reread it many times in order to follow directions accurately. He often stops and gets help from one of his

parents, because the vocabulary is tough. His dad noted in the teacher conference how persistent Carlos can be when he is motivated to finish a project. On weekends Carlos gets on the computer and plays games, some of which involve reading and figuring out puzzles.

LaToya is the real writer and poet in her class. She would rather do her own writing than spend lots of time reading. She plays with words and likes to create poems and raps for special occasions. She is also theatrical and a good speaker, so when the class turns stories into Readers' Theater, she is the first to volunteer. Her parents report that she has always liked words and that she began to speak at an early age. Her reading interests are varied, but when she wants to just "escape-read," she generally reads realistic fiction. She has favorite poets and transcribes poems into her own "private" journals. Sometimes she is impatient when the class engages in book discussions; she would rather work alone. However, LaToya is an active participant when the class compares stories to movies and video productions or when they engage in discussions to compare books she likes. Her interest is often sparked by the other students' comments, and she sees details and notices subtle differences in interpretations. She also brings reports of her family's discussions of movies and TV programs. Sometimes she also reports on talk at home about stories that make headlines in the newspaper. It is clear that LaToya gains a great deal from oral communication both at home and at school, despite her impatience.

Maria, a fourth grader, likes reading material that is very graphic. Her choice of books and magazines depends on the number and quality of their illustrations. The first books she remembers as being really engrossing were *The Magic School Bus* books. She vividly recalls poring over Ms. Frizzle's escapades inside the earth and in the water treatment plant. More recently she has discovered graphic novels and is building a collection that she shares with her close friends. When the teacher reads aloud to the class, Maria likes to draw pictures, so that she can really "see" what the author is describing in words. She uses the same strategy of drawing and illustrating when she needs to read for social studies and science; she can get more out of pictures and maps than many kids can from the running text. This year her teacher had Maria create a collage of the characters and setting of the core novels they read in literature. Other classmates really admired her work, and the collages stimulated good talk about the stories. Everyone enjoyed looking at the pictures she found, and several other students started collecting pictures that they put in their journals. On standardized tests, Maria sometimes does not score as high as the teacher thinks she should. Either short, disconnected passages pose problems for her, or she doesn't put effort into them. Her comprehension scores on individual assessments are better and reflect what she can actually do. The computer has also helped Maria read more, because the text and illustrations are both important. At home, she does read newspapers, comics, and books about her favorite TV characters, the Simpsons.

The dictionary and encyclopedia are friends to Jamie both in book form and online. Everyone else in his sixth-grade class thinks this is weird, but he doesn't care. His family likes to play "Pictionary" and other word games; he has grown up in a word-filled environment. Crossword puzzles and jokes with word play tickle this emerging adolescent and he often does puzzles online for fun. Keeping print material short and concrete is another value Jamie holds. His teacher has tried hard to find books that he will read and has resorted to "skinny" chapter books. His favorites are short mysteries, especially the Donald J. Sobol books. When the class is reading a regular novel and discussing it, Jamie has a hard time staying with the book. The teacher notices that he brings little emotional engagement to the discussions; questions that ask for personal connections don't elicit much response from him. Recently she has tried to get him to do more writing with his reading, so that he comes to discussions with thought-out answers. This is helping to some extent, but Jamie still is very concrete in his reading responses. He does like to read music, both at church and in his clarinet lessons; he finds reading music and also singing lyrics to songs relaxing. His sight reading is strong, and he picks up both the music and the lyrics easily. His collection of music on his iPod is important to him and he uses it with Garage Band. His facility with words helps him in classroom work. He doesn't put much energy into studying but finds he can remember well and often links things he has to learn with music he hums to himself. His first choice for information learning is the Internet and he is a master of Google. He doesn't mind doing worksheets and other homework assignments that are short, and he usually finishes the homework that is assigned quickly in his free time. He does well on these assignments and doesn't show any problems with detailed kinds of tasks. When his class is engaged in small-group work, Jamie takes part but is not a leader. He has a few close friends and feels comfortable in these relationships and with some of the friends he has made online.

Nikki enjoys reading in her fourth-grade class but doesn't want to risk taking a book home because her little brothers and sisters are likely to tear it up or ruin it in many "creative" ways. She particularly likes it when her teacher reads aloud in class: She can see the images in her head, and enjoys closing her eyes and visualizing the scene. When the teacher asks for predictions of what will happen next in stories the teacher reads orally, Nikki often volunteers good ideas; she follows a plot well and is sensitive to characters and their motives. The teacher notes, however, that Nikki does not make as many predictions in her own reading, as evidenced by her bland responses to written questions. This causes some concern because she wants Nikki to become more personally engaged as she reads. Nikki enjoys learning lists of new and difficult spelling words. She enjoys street rhymes, jingles, rap, and poetry, and after school she teaches friends jump-rope and clapping routines with complicated lyrics. Cooking from recipes is something she likes to do with an older woman who lives in her building. She reads carefully, knowing

that she must be exact with the ingredients she uses. Nikki does well in school and is proud of her ability as a reader. Just this year her teacher has introduced many new links between novels and the social studies units they study. Nikki became very interested in the Birmingham, Alabama, bombings of 1963 from the way the teacher connected them to *The Watsons Go to Birmingham—1963* (Curtis, 1995), which the teacher read to them as part of their study of the United States and the racial issues in the South. She hadn't thought much before about how many stories can be grounded in real events, but she has begun to ask these questions and look for connections.

A Look at These Readers

All of the students described above are successful in school and are considered to be good readers by their peers, by their teachers, and by themselves. Yet it is clear that they are very different from one another. Before you read further, you may want to reflect on how you would describe the similarities and differences among these good readers. What are some of the qualities they possess that make them "good readers"? Below we discuss some of the major areas we think are important in differentiating these good readers. We also raise some issues that come from these comparisons for us to think about as teachers. The three categories we discuss are these: the readers' preferences in materials, their preferences in styles of engagement in reading, and their use of strategies.

Readers' Preferences in Materials

First, we can see that good readers have preferences. The most obvious is that different readers like to read different things. Traditional realistic fiction is one genre that Sara chooses for her personal reading, but Ken, Carlos, Maria, and Jamie all gravitate toward different forms of nonfiction, and LaToya and Nikki resonate to poetry. For Jamie, the Internet is an important source of information. Even these distinctions are very broad, since there are enormous varieties within any basic kind of reading preference. For example, Sara doesn't like to read all works of fiction. She has particular kinds of books and specific authors that she enjoys more than others, and these preferences change periodically. She is influenced by her friends and by what the librarian highlights as new and interesting. A look at her reading log for the past 3 years illustrates her range of reading. Her favorite authors have changed periodically. Three years ago she read several books by Beverly Cleary. The next year she indicated that her favorite was E. L. Konigsburg. Then she discovered Cynthia Voigt, and she continues to read from this author's series. Sara does not like adventure or animal stories but regularly selects contemporary realistic fiction about children, especially when it involves issues with which she

can identify and make personal connections. Luckily Sara has had teachers and librarians who have listened to her and helped her find the "right" books for her interests and abilities. They have also tried to broaden her reading interests and to introduce her to books set in other places and times, as well as books in other genres (e.g., fantasy and historical fiction).

Recognizing the variety of interests these good readers have underscores the need to provide a broad range of materials for reading instruction. We know children learn to love reading when they find their own interests and "themselves" represented in the materials they read. There are materials available at all grade levels on a wide range of topics. One of our responsibilities as teachers is to make sure that our selection includes some of each student's favorites.

Many children have not had experiences that make them "love" reading. For these children who are not as interested in reading as those described above, the need to take time to help link their interests to reading is even more important. We, as teachers, need to listen to our students and find some clear entry points for their reading. We can do this in several ways. We can confer with children about their interests and find connections between these interests and print materials. We can use interest inventories that help students identify their own experiences and preferences. We can read to children from a variety of materials and pique their curiosity about the world of literature and language. Most important, we can listen to and watch our students to find the right moments to connect them with reading materials. During the Olympics children generally get excited about the sports and about particular athletes. One whole school decided to learn about and follow the Olympic events. Children selected the athletes and events they wanted to study, and a daily TV news program was developed by the students to share their informative reporting. During the devastating tornado season of 2008, several teachers used this current event to introduce children to books and news articles about tornadoes, and many became engrossed in reading and learning. When one family had a new baby, another teacher found two books that helped ease the child's apprehensions and emphasized the wonder and mystery of new life. By listening carefully to students, we teachers can bring interests and print together for children.

Like Carlos's teacher, we must not only recognize students' preferences but help them expand the range of genres and materials they read through exposure and motivational experiences in our classrooms. We can do this in many ways. Some teachers have a list of genres they use each year and build units around them. Others have students independently select books and materials to read from a "genre wheel" and guide students to read from a wide variety of materials. Still other teachers do book talks and bring in interesting materials regularly to show students all the varieties of materials available. In many schools the librarians are wonderful resources in helping students expand their reading. They, too, often do book talks and introduce students to the range of materials available on whatever

topic is selected. Librarians have been known to find just the right book for just the right occasion almost miraculously!

We address this whole topic of selection of materials for instruction more fully in a later chapter, but there are some basic considerations that we can hold in mind. First, because children have such varied interests, we need to make a wide variety of high-quality materials available to our students. This means that we need to introduce these materials to students and help them find their own preferences. Then we need to extend those preferences and deepen them. A major underutilized source of reading material is children's magazines. If we think of our adult reading, we often spend more time reading magazines and newspapers than any other materials. Second, many current materials include a high proportion of the content presented in visual form—in pictures, charts, cartoons, graphs, or tables. Publishers have shifted the ways they present information in response to the much more visual orientation and short span of children's interests. How do we read these "texts" where much of the content is presented in captions and diagrams? We need to help children become familiar with reading in this new mode, where attention to visual presentation of ideas is central to the comprehension of the whole text. Books like *The Magic School Bus* series are illustrative of this new type of presentation.

Children also need to learn to read from and with multiple sources on the same topic if they are to be successful in our society. With so many interesting informational books now available to young readers, as well as so much material on the Internet, we need to help children get in the habit of reading several sources to verify and clarify information. None of the information on the Internet has been reviewed for accuracy in the way material printed in books is. Any point of view or idea can be included on a website that children may find. Therefore, they need to learn to check information in multiple sources and to evaluate the more authoritative ones. We suggest ways to do this in Chapter 8 of this book. The habit of reading more than one source is also valuable when reading fiction. Comparing how different authors handle the same topics or themes gives young readers a deeper understanding of and respect for point of view and perspective in human experience, as well as commonalities across cultures.

Readers' Preferences in Styles of Engagement

The readers described above all have differences in the ways they engage best with print, in addition to their obvious preferences in genres and in kinds of materials. Some students fall into their books and become part of whatever the author has created, like our reader Sara. During silent sustained reading she loses herself in her reading and seems to forget where she is. Others in the class notice her facial responses to her reading; sometimes she even gasps or laughs audibly. Books take her places!

For other students, like Carlos, time at home is best for getting involved deeply in longer books. In class, he does best when focused on a text with a reading guide to help him. The noises and movements in the classroom distract him easily and he doesn't seem to have the same total identification with what he reads that characterizes Sara. Ken needs a computer at hand to pull together his ideas, and he doesn't seem as willing to lose himself in his reading. He stays outside but is very aware of what happens. Some of the other readers engage more deeply by using other senses. Maria needs to draw, and LaToya needs to turn things into rhyme and poetry, to comprehend print material fully and deeply. So not only do we teachers need different materials for such students, we need some options for reading and responding to print, even when the students are reading core books or working with a core text. Becoming engaged as a reader—understanding deeply and feeling the ideas—means different things for different readers.

Different social arrangements also come into play with our students' learning. Sara likes time alone and enjoys responding in her own journal to what she reads, though she is happy to be part of a response group after she is all done reading if it is a book she likes. Ken like to work in a group but focuses on being the leader, as does Carlos. These boys are good leaders, and other students generally follow their ideas and don't challenge their ideas much. When challenges do occur, they can create some tension in the groups, so their teachers are careful both to make the rules for small-group discussion and projects clear and to monitor the students' participation. LaToya and Nikki like to be active group members, and both share and listen well. LaToya helps draw others into the discussions by giving encouraging feedback when ideas are shared. Both girls like opportunities to create short dramas and Readers' Theater productions, and enjoy being part of a performing group. These children like having their performances and quick word play appreciated, and they need an audience for their efforts. Maria, by contrast, is another solitary learner who likes to get lost in her picture books. The pace of class discussions often causes her to fall behind and get frustrated, though she does like to partner with Nikki when they have chosen the same book. Jamie hardly ever demonstrates his understanding of what he reads well in a group setting. His word-processed papers and responses are much better reflections of his understanding and appreciation. He is likely in a group to try to do other work of his own, or just to drift off.

The ways teachers organize classroom activities and opportunities make a difference in how the students grow in their comprehension, too. We see how our good readers learn from and with each other. Ken helps others learn about the computer and how to use it to build knowledge and check their ideas against other sources. His ease with the computer helps others enjoy this form of learning. Because his teacher encourages students to work together and learn from each other, he has become a real resource. Students learn that they can value each other and do not have to depend solely on the teacher. In LaToya's classroom many visitors

come and share their ideas about books. By hearing older students and adults who like reading talk about their experiences and favorites, the students acquire models for their own developing tastes and for their identification as parts of a literate community. The school itself has a commitment to "visible literacy," and ever since she was in the primary grades LaToya has enjoyed adults and older students who share their own reading. She even remembers a policeman who read to them in first grade. Each year the third graders have a special day when they dress up like their favorite book characters. The younger and older students get to guess who they are and can ask questions about the characters as the third graders visit each class. All of these experiences help create a community where reading and comprehending are valued and enjoyed. LaToya and her fellow students have learned a great deal from these regular shared experiences.

These students, like all others, have preferences in how they engage with other students in class. Some do better with discussion and verbal exchanges, some prefer individual engagement, and some need more teacher guidance and direct explanation. Their stamina and attention span for reading also vary; some need to be more physically active or socially engaged to make reading meaningful. So in a "good-comprehension classroom"—that is, a classroom where the teacher is ensuring that all students can develop their ability to read and comprehend with confidence—various groupings for learning must exist, both to let students work where they are strong and to help them develop new skills and stamina. Even though students clearly have preferences, a teacher's job is both to honor these preferences and to broaden the students' horizons. All students need to know how to become self-regulating readers. There will always be times when students must do work or read alone. Readers also must know how to participate in group discussion and work together. They will comprehend more fully as they learn to listen to classmates, extend discussion by sharing personal ideas, and participate positively in exchanges. Even the opportunity to summarize what one has read (like telling about a TV program or movie one has seen) is important, and this skill improves with practice. Oral reading, dramatic reading, and forms of interpretation provide powerful ways to help students connect the emotions and perspective of characters. Therefore, in teaching we must assess how our students engage most naturally and easily with reading, and we must support all of our students so they can feel comfortable and confident when operating in many ways as readers in and outside our classrooms.

Strategies Readers Possess

The students we have described vary in the types of strategies they employ when engaging with print material, just as they vary in the kinds of materials they like to read regularly. They are also in the process of developing different repertoires of strategies to fit different reading needs, purposes, and materials. Sara has a good

understanding of story structure and characters and can engage personally and emotionally with a story. Her discussion skills and social sensitivity in discussion are well developed, and as a reader she identifies with adults, such as the librarian she admires. She is limited sometimes in her work with nonfiction and class text-books. Both her lack of motivation in these areas and her possible lack of skills need to be recognized and worked with, so she can become a fuller reader.

Ken sees the "big picture" in his work. He can formulate questions and organize information from many sources to answer his own questions. He has also learned to create graphics that depict the relationships among ideas; he seems to work well with images. We don't know whether he uses these same imaging and organizing strategies when he reads fiction. He may, but his teachers need to find out more about ways to connect his various interests and extend his strategic processing. He is good at leading his group in inquiry and so has developed ways to describe what he does and how to engage others in the process. This probably means that he is developing metacognitive control over his reading.

Unlike Ken, Jamie focuses on details. He loves to amass esoteric information on all sorts of topics. However, he needs instruction on seeing the overall ways in which these details connect. His teacher is using graphic organizers to help round out his comprehension and also is focusing the critical reading of websites.

Carlos excels at school task reading. He has learned from instruction how to map chapters and apply this strategy to textbook learning. His basic comprehension is always strong. He's a good student and learns quickly, but he needs adult or teacher input to get moving. He is just beginning to develop interest in and awareness of the fictional genres that are already familiar to his classmates. Under his teacher's guidance, he is now making more personal connections to what he reads and thinking of authors as people who share ideas. Carlos has also learned the importance of rereading when using printed material to perform tasks. He knows how to "fix up" his understanding when something does not make sense; he has learned to ask his parents for help. Now the teacher wants to find out whether he can turn to other resources (e.g., glossaries and dictionaries) to clarify ideas on his own.

LaToya and Nikki thrive on word play and performance but are less patient with genres that don't lend themselves to this exploration. Like Maria, they respond best to shorter text, shorter assignments, and opportunities to transform standard texts into nontraditional formats. They can use this interest in creating their own "texts" as a way of reviewing key ideas they read in other textbooks and stories. LaToya also makes personal connections with what she reads. Her habit of writing about her reading in her personal journal is a powerful strategy that she can elaborate on as she grows as a reader.

These students illustrate why we as teachers must provide instruction on reading comprehension strategies that can be applied to many different types of materials, and must continually guide even good readers to broaden their strategies to

meet the many needs of contemporary literacy. Ken can't always be the leader; Sara needs to deal with informational material, not just poetry or pictures. All the readers must deal with the structure and vocabulary of many genre and content areas. Our first task as teachers is to determine what strategies students use regularly and successfully and then to develop an instructional program that broadens their repertoires of strategies to include those useful for the major purposes of reading.

Good readers approach reading actively. First, we prepare before actually letting our eyes fall on the page. We reflect generally on the kind of material we are about to read. We think of the genre; perhaps something about the author has attracted us to the text. We may read the book's dust jacket and think about the summary provided there. We begin to activate our own information and experiences connected to the text. In this generally very rapid prereading activity, we also begin to form questions that will guide our reading: What is Dicey's problem? Where did the Great Pyramids come from? When did South Africa begin apartheid, and what really brought it to an end? What do girls in Native communities in Canada do to indicate their maturity? What teams won the games last night? How can we really deal with conflicts in our families among siblings? These are just brief examples of the kinds of questions that come to us as we begin to read.

The second general phase of reading occurs as we connect with the words and illustrations provided by the author. At this time, we are actively connecting ideas while reading and monitoring the meaning-making process. We connect ideas across sentences and paragraphs; we form images and predict where the author is taking us. We revise our ideas as we take in new information. When there is confusion, we may engage in ways of "fixing up" problems so that comprehension is ongoing.

During and after reading, we readers engage in reflection about what we have read. We usually connect it to other texts, events, and experiences in our own life. We reflect on the author's point of view and compare it with other experiences we have had: Does this make sense? Are there other ways of describing, explaining, or interpreting this? In this process we both summarize, reflect, and extend what we have read, making the act of reading our own and using what we have gained in a more global way.

An active, constructive process characterizes most reading. However, specific strategies are particularly suited to specific materials and purposes. For example, reading for a course in which where there will be an examination of the depth of our mastery of the material we may need to employ strategies that deepen our understanding and memory. In some cases, visualizing what we read helps create a deeper understanding. In other cases, underlining with a pen and/or making notes in the margin or on a separate sheet of paper helps us sort out very dense texts and create a sense of the relatedness of different parts. If there are many characters in a novel, then keeping a chart of names, relationships, and so on can deepen the reading. Rereading, note making, and rehearsing key ideas are just a few strategies

for absorbing difficult content. Students need to know how and know when to use strategies that are most appropriate for particular tasks and materials. As teachers, we cannot simply define what our students already do well or what we like to teach. We need to have a clear sense of the range of strategies all readers should have at their disposal and to ensure that our students develop these. We need to begin with where our students are, and then to extend their strategic knowledge until they are competent with multiple types of texts and the various purposes for which we read.

Later in this book, we describe in detail several very useful strategies students can develop to increase their effectiveness as comprehenders. These include brainstorming and predicting before reading, visualizing, making maps and graphic organizers during reading, various forms of note making, writing two-column notes and double-entry journals, and many more. The number of ways to describe this active reading process is almost overwhelming, and most of us find some strategies we prefer over others to use in our teaching. What is most important is that we share with students the nature of reading in its multiple forms and purposes, and that we help them develop a repertoire of powerful strategies so reading is enjoyable and they comprehend successfully. The range of teaching strategies is great and is needed to motivate and interest the range of students in our classes. However, the number of actual reading comprehension strategies students need is much smaller.

Looking to the Future

When we think about our students as readers, we begin with a description of where they are today in their development. We also need to look ahead to see what and how they will need to read in the future. This leads us to an exploration of the various purposes for reading. A look at materials used for reading instruction over the last few decades points out that we have often depended on enjoyment of literature and practice with narratives to become good readers. Now there are so many different varieties of reading, and so many everyday demands, that we must go beyond narratives. Studies of the range of reading done by adults and students demonstrates that less than 25% of reading is done in narrative texts (Snowball, 1995). So, as teachers, we must extend what comes naturally to us—teaching with stories and pieces of literature that exemplify many forms of reading, so that students develop competence with multiple literacies. The range of interests in a normal classroom lends itself to this extension, because students bring so many preferences with them.

As teachers, we need to look at students' preferences in reading but also to consider the "big picture." What counts as literacy in today's society, and what kinds of uses do adults make of reading? From this forward look, it is apparent

that literacy fulfills personal goals (pleasure, expression, confirmation of beliefs and religious values, etc.) and also is crucial for daily life (work, interactions at home) and for civic activities (political action, etc.). One of the clearest shifts in reading comes from the technological revolution in the use of the computer. Increasingly, much information and many business and personal communications come from interactions on computers. Readers will do well to be selective—to determine what sources and websites and what aspects of more general topics they want to pursue, and to think critically about what they are gaining in information.

When we think ahead to what children will need to be able to do in secondary school and postsecondary education, then our priorities have to include reading to learn. They must be able to comprehend very densely written and abstract material in a wide range of content areas. This leads us to know that we must help young readers develop strategies for dealing with textbooks, tables of contents, maps, and other simple book resources. We must also help them learn to use a variety of expository texts, functional materials, and sets of directions. Comprehension takes on new dimensions when we think of these reading challenges. At upper levels, most of us teachers assume that students can comprehend the basic ideas of texts; what we want is more thinking. We want problem solving and critical responses to ideas; we want students who can form interpretations and defend them. We lay the foundations for this in elementary and middle school, but the fruits of our efforts come throughout life.

Recognition of a broad view of reading comes from many sources and is reflected in the newer forms of national standardized assessments, especially the National Assessment of Educational Progress (NAEP). Most large-scale assessments now have passages that require the reading of narrative, poetry, informational texts, and functional reading (reading to perform a task). This broader definition of reading is also reflected in most state standards and related assessments. These public documents include the expectation that students will be able to read and construct meaning from individual pieces of text, to combine ideas across texts (intertextuality), and then to think critically about what they read. In states like Michigan and Illinois, some test items on the state assessments require students to include open-ended writing in their responses. In addition, several states include in their standards and some in their assessments expectations that students not only will read in more traditional ways but will be able to use technological resources, to select appropriate materials, and to create meaningful products as a result of their research and reading. (Two Illinois state goals, with standards that reflect these expectations, are presented in Figures 1.2 and 1.3. Figure 1.4 is Virginia's Grade Four standards.) Other state assessments, like those in Maryland, have recognized the need to use information and have created problem-solving tasks for groups of children to engage in over a period of 1 week as part of their state evaluation. So, whereas we teachers have traditionally looked at reading in elementary schools as primarily being for enjoyment, we now have to develop more functional

STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

A. Apply word analysis and vocabulary skills to comprehend selections.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	**1.A.2a** Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	**1.A.3a** Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	**1.A.4a** Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	**1.A.5a** Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	**1.A.2b** Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	**1.A.3b** Analyze the meaning of words and phrases in their context.	**1.A.4b** Compare the meaning of words and phrases and use analogies to explain the relationships among them.	**1.A.5b** Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

B. Apply reading strategies to improve understanding and fluency.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	**1.B.2a** Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	**1.B.3a** Preview reading materials, make predictions and relate reading to information from other sources.	**1.B.4a** Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	**1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.

(continued)

FIGURE 1.2. Illinois state goal 1 for English and language arts, and its accompanying standards. From Illinois State Department of Education (2007). Copyright © 1997–2008, Illinois State Board of Education, reprinted by permission. All rights reserved.

1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	**1.B.2b** Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	**1.B.3b** Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	**1.B.4b** Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	**1.B.5b** Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	**1.B.2c** Continuously check and clarify for understanding (e.g., *in addition to previous skills*, clarify terminology, seek additional information).	**1.B.3c** Continuously check and clarify for understanding (e.g., *in addition to previous skills*, draw comparisons to other readings).	**1.B.4c** Read age-appropriate material with fluency and accuracy.	**1.B.5c** Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	**1.B.2d** Read age-appropriate material aloud with fluency and accuracy.	**1.B.3d** Read age-appropriate material with fluency and accuracy.		**1.B.5d** Read age-appropriate material with fluency and accuracy.

C. Comprehend a broad range of reading materials.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.C.1a Use information to form questions and verify predictions.	**1.C.2a** Use information to form and refine questions and predictions.	**1.C.3a** Use information to form, explain and support questions and predictions.	**1.C.4a** Use questions and predictions to guide reading.	**1.C.5a** Use questions and predictions to guide reading across complex materials.
1.C.1b Identify important themes and topics.	**1.C.2b** Make and support inferences and form interpretations about main themes and topics.	**1.C.3b** Interpret and analyze entire narrative text using story elements, point of view and theme.	**1.C.4b** Explain and justify an interpretation of a text.	**1.C.5b** Analyze and defend an interpretation of text.
1.C.1c Make comparisons across reading selections.	**1.C.2c** Compare and contrast the content and organization of selections.	**1.C.3c** Compare, contrast and evaluate ideas and information from various sources and genres.	**1.C.4c** Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	**1.C.5c** Critically evaluate information from multiple sources.

FIGURE 1.2. *(continued)*

1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	**1.C.2d** Summarize and make generalizations from content and relate to purpose of material.	**1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.	**1.C.4d** Summarize and make generalizations from content and relate them to the purpose of the material.	**1.C.5d** Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	**1.C.2e** Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	**1.C.3e** Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	**1.C.4e** Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	**1.C.5e** Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	**1.C.2f** Connect information presented in tables, maps and charts to printed or electronic text.	**1.C.3f** Interpret tables that display textual information and data in visual formats.	**1.C.4f** Interpret tables, graphs and maps in conjunction with related text.	**1.C.5f** Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.

FIGURE 1.2. *(continued)*

reading that takes in all of the various purposes for which our students read now and will need to read in the future.

At the same time that reading assessments are changing to reflect new expectations, the national educational standards movement has also embraced a broad sense of what is important for good readers to be able to accomplish. Across the United States, groups of educators have spent a great deal of time discussing what is most important for students to know and to be able to do. The results of these discussions have been written in statements of standards and then benchmarks either at specific grade levels or for a few grades at a time. (For example, in Illinois, we have established benchmarks for the early elementary/primary level, up to and including grade 3; the intermediate level, for grades 3–6; and the middle/junior high level, for grades 6–8.)

As we worked to develop state standards, we had long discussions about the intermingling of process in Illinois statements (e.g., "make predictions") and content or outcome statements (e.g., "understand basic concepts or identify basic structure of the text"). We also felt that students should be aware of their own progress in making sense of text. Successful readers need this ability to self-monitor and to engage in effective "fix-up" strategies. Finally, we chunked many of our specific ideas under three key standards: "comprehend," "read strategi-

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.A.1a Identify questions and gather information.	**5.A.2a** Formulate questions and construct a basic research plan.	**5.A.3a** Identify appropriate resources to solve problems or answer questions through research.	**5.A.4a** Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	**5.A.5a** Develop a research plan using multiple forms of data.
5.A.1b Locate information using a variety of resources.	**5.A.2b** Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, websites, CD/ROMs).	**5.A.3b** Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	**5.A.4b** Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	**5.A.5b** Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.

B. Analyze and evaluate information acquired from various sources.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.B.1a Select and organize information from various sources for a specific purpose.	**5.B.2a** Determine the accuracy, currency and reliability of materials from various sources.	**5.B.3a** Choose and analyze information sources for individual, academic and functional purposes.	**5.B.4a** Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.	**5.B.5a** Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.

(continued)

FIGURE 1.3. Illinois state goal 5 for English and language arts, and its accompanying standards. From Illinois State Department of Education (2007).

5.B.1b Cite sources used.	5.B.2b Cite sources used.	5.B.3b Identify, evaluate and cite primary sources.	5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.	5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.C.1a Write letters, reports and stories based on acquired information.	**5.C.2a** Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	**5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	**5.C.4a** Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.	**5.C.5a** Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	**5.C.2b** Prepare and deliver oral presentations based on inquiry or research.	**5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	**5.C.4b** Produce oral presentations and written documents using supportive research and incorporating contemporary technology.	**5.C.5b** Support and defend a thesis statement using various references including media and electronic resources.
		5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	**5.C.4c** Prepare for and participate in formal debates.	

FIGURE 1.3. *(continued)*

Grade Four

The fourth-grade student will communicate orally in large- and small-group settings. Students will read classics and contemporary literature by a variety of authors. A significant percentage of reading material will relate to the study of math, science, and history and social science. The student will use text organizers, summarize information, and draw conclusions to demonstrate reading comprehension. Reading, writing, and reporting skills support an increased emphasis on content-area learning and on utilizing the resources of the media center, especially to locate and read primary sources of information (speeches and other historical documents) related to the study of Virginia. Students will plan, write, revise, and edit narratives and explanations. The student will routinely use information resources and word references while writing.

Oral Language

4.1 The student will use effective oral communication skills in a variety of settings.
- Present accurate directions to individuals and small groups.
- Contribute to group discussions.
- Seek the ideas and opinions of others.
- Begin to use evidence to support opinions.

4.2 The student will make and listen to oral presentations and reports.
- Use subject-related information and vocabulary.
- Listen to and record information.
- Organize information for clarity.

Reading/Literature

4.3 The student will read and learn the meanings of unfamiliar words.
- Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.
- Use word-reference materials including the glossary, dictionary, and thesaurus.

4.4 The student will read fiction and nonfiction, including biographies and historical fiction.
- Explain the author's purpose.
- Describe how the choice of language, setting, and information contributes to the author's purpose.

Writing

4.7 The student will write effective narratives and explanations.
- Focus on one aspect of a topic.
- Develop a plan for writing.
- Organize writing to convey a central idea.
- Write several related paragraphs on the same topic.
- Utilize elements of style, including word choice, tone, voice, and sentence variation.
- Edit final copies for grammar, capitalization, punctuation, and spelling.
- Use available technology.

- Compare the use of fact and fantasy in historical fiction with other forms of literature.
- Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges.

4.5 The student will demonstrate comprehension of a variety of literary forms.
- Use text organizers such as type, headings, and graphics to predict and categorize information.
- Formulate questions that might be answered in the selection.
- Make inferences using information from texts.
- Paraphrase content of selection, identifying important ideas and providing details for each important idea.
  Describe relationship between content and previously learned concepts or skills.
- Write about what is read.

4.6 The student will read a variety of poetry.
- Describe the rhyme scheme (approximate, end, and internal).
- Identify the sensory words used and their effect on the reader.
- Write rhymed, unrhymed, and patterned poetry.

4.8 The student will edit final copies of writings.
- Use subject-verb agreement.
- Avoid double negatives.
- Use pronoun "I" correctly in compound subjects.
- Use commas in series, dates, and addresses.

Research

4.9 The student will use information resources to research a topic.
- Construct questions about a topic.
- Collect information, using the resources of the media center.
- Evaluate and synthesize information for use in writing.
- Use available technology.

FIGURE 1.4. Virginia state standards document.

cally," and "use word analysis and decoding skills." However, we also knew that how readers use their reading abilities is critical. We crafted another standard for inquiry and research, indicating our recognition that readers read differently when they want to find information to create some persuasive or informative product. Because multimedia presentations are a key to successful communication, we embedded use of technology in how students access and present information. Individual districts are also concerned that students develop and use technology in their literacy experiences. (See Figure 1.5 for an example of a local district's standards in this area.)

In reviewing other states' standards, we have found many similarities. No longer is reading a single narrative all that we want students to be able to do. Reading across different texts, reading critically, and reading that enables students to synthesize and represent ideas are all important comprehension outcomes. This certainly does raise the stakes in literacy. There is also new emphasis on the processes

Technology Scope and Sequence—6-7-8

Keyboarding

- Locate Home Row
- Use two hands when typing
- Type 20 wpm in keyboarding program
- Consistently use Home Row

Painting/Drawing

- Use the floor fill (paint bucket)
- Use the pencil tool
- Create rectangles/ovals
- Resize/scale graphic
- Use the paintbrush/adjust paintbrush size
- Save/retrieve paint or draw document
- Know the difference between paint and draw
- Import a graphic into a paint/draw program
- Use group/ungroup/lock/unlock

Multimedia (MM)

- Understand purpose of multimedia
- Add test to MM presentation
- Import/create graphics to enhance MM presentation
- Add sound to MM presentation
- Add motion to MM presentation

Telecommunications

- Navigate the Internet with use of a browser
- Perform search for specific information
- Understand acceptable-use policy
- Understand modem vs. network connection
- Compose e-mail
- Retrieve e-mail
- Send e-mail

Research Tools

- Use electronic research tools
- Use an online catalog
- Gather data with computerized sensory measuring devices (probes)
- Evaluate the value, authority, and quality of reference resource
- Choose most appropriate reference sources
- Use appropriate search techniques to search for information (CD-ROMs, Web)

FIGURE 1.5. An example of a local district's standards for development and use of technology in literacy experiences. Used by permission of Northbrook (Illinois) District 27.

of reading, matching strategies with text structure and purpose, and demonstrating comprehension in a variety of ways—from recognition of important author ideas to interpretation and application of these ideas in new forms. Many also include critical evaluation of ideas and the creative use of information in new ways.

Workplaces also require literate performance and have become concerned in recent years about the level of literacy of high school graduates. As an indication of their concern about the preparation needed for workers in the future, they have created statements of what they think citizens need to be able to do. The SCANS Report (U.S. Department of Labor, 1991) (developed to reflect business needs) emphasizes that we must prepare citizens for the work force who can communicate, solve problems, work on teams, and read and think critically. This report stresses that our society will need young people who can identify problems, ask appropriate questions, locate resources and information, and formulate and test solutions to the problems. The ability to communicate effectively what they find is also valuable.

Think about what you consider essential for your students to do well if they are to be good comprehenders. Are their personal selection of reading materials and engagement in reading important? Is the ability to discuss with others what they like about a story essential? Is flexible vocabulary development one of your concerns? Where does the use of informational, especially expository, text enter into your expectations? Do you watch for and evaluate strategy use and flexibility in your young readers? Do you expect your students to be able to monitor their own comprehension and correct themselves when meaning goes awry?

Putting It All Together

We have begun our book by focusing on particular students in classrooms and then have introduced the perspective of the larger society, with an emphasis on how standards and assessment demands are changing. We want to get you to think about the richness and complexity of the terms "good reader" and "good comprehender" from both of these important perspectives. As teachers, we always need to balance what we know about children and their individual development with what we know about the social context and expectations in which they live and grow. Our jobs are to create classrooms in which both perspectives are reflected. By thinking of the larger picture—the picture of the world beyond the individual learner—we can make wiser decisions about the use of our time and the ways we scaffold for learning. Our vision becomes clearer.

As teachers, we must think about our students as individuals, too. We hope that the students described in this chapter can help us focus on the need to think about the wide variety in the individuals we want to nurture and help develop into competent and flexible readers and thoughtful members of society. As we have

looked at some typical good comprehenders, we have recognized both their commonalities and their differences. We have discussed these as differences in preferences for materials, differences in engagement, and differences in strategies. We realize that all these students are likely to be found in any one classroom. This variety does not mean that for us as teachers, the task is an impossible one. Rather, it means that in an organized and planned curriculum, we need to account for each of these issues and to plan for variety.

As we recognize individuality and honor it in how we provide activities in the classroom, we also know that part of our role as teachers is to extend our students' knowledge and skills to ensure their success in the future. We need to begin by discovering the different preferences of our students, and then find materials that will stimulate them to read more deeply in their areas of interest. We also need to extend their reading to a much broader range of materials and genres. We must observe students' preferred styles of engaging with reading, noting where and how they read most effectively and how they like to share their responses to their reading. When these varieties are made public within the classroom, all students can learn from each other and develop a more flexible repertoire of styles of engagement. As teachers, we also need to watch our students to determine what strategies they use while reading. These strengths can then be built on both individually and for the whole class. New strategies can be introduced to extend students' successes with the broadening range and difficulty of print materials and books students encounter in literacy-rich classrooms.

Teachers regularly do a great deal to create reading comprehension programs that work for their own students. Much of this comes almost automatically after a few years of experience. At first it may seem overwhelming. We hope it won't feel that way for long! Focusing on major priorities and involving the students in creating their own reading programs can make teaching a most exciting and enjoyable collaboration. The books, newspapers, technological resources, and magazines available today are outstanding. To make our task more manageable in this book, we have focused on the three major dimensions of program planning that correspond to the three aspects of differences among readers.

The first dimension of planning is providing a rich variety of materials. In Chapter 3 we provide practical examples of ways in which your materials collection can provide the appropriate variety for your students. This doesn't necessarily demand a bigger budget, just a wiser way of thinking about what you purchase and how to locate other resources. A good thing to remember is that a teacher doesn't need to teach directly with all these materials. Building in self-selection and personal reading time ensures that students will be exposed to a variety of materials. Teacher-guided instruction can expose them to the genres that are appropriate for each age level.

The second dimension is to consider varieties of engagement with text. We know that students vary in their preferences. What we as teachers need to do is to

scaffold their learning so that they can become effective in a few key structures. These should include individual reading, such as that done in sustained silent reading or in Readers' Workshop. The students also need to participate in paired and small-group reading experiences. And, finally, they need to participate in teacher-guided reading on a regular basis.

Third, we have seen that students naturally choose from a variety of strategies when engaging in reading. Maria makes cartoon notes; LaToya writes down fragments in her journal; Ken uses the computer to record; Carlos uses study guides. Classrooms can make use of these naturally chosen strategies by having students make their preferred strategies visible in group work. This also allows teachers to introduce new strategies that can be effective alternatives and to discuss when a preferred strategy may not be useful in a particular instance. In later chapters, we look at strategic reading in general (Chapter 4) and through specific lenses, as varied by genre and purpose.

Purpose is the last issue we have raised in this chapter. It's clear that we all read for our own purposes, and that these are many and varied. For the classroom, we want to look both at purposes that emerge naturally and at those that our curriculum and school learning dictate, that match our standards, and that prepare kids for the future. This means not only reading literature for personal aesthetic response, but also reading for information, reading to solve problems, and reading to perform tasks. We also recognize that society and schooling demand their own purposes for reading. Therefore, what need to be included in our classrooms are not only what students themselves have as personal purposes, but also what we as educators know the students will need to be able to do to successfully negotiate the variety of reading tasks they encounter as they grow.

Think, now, of what you most want and need to learn. After you read Chapter 2, look over the rest of the book and find chapters that will be most helpful as your starting points. Then fill in additional information and consider alternatives suggested in the book. We hope that as you are reading, you will try the general ideas against what you are doing now. We also hope you will engage in using some of the specific teaching ideas with children you are teaching to read well. It is as you make the vision real that comprehension and implementation come together.