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Teaching Executive Skills to Support Reading

Kelly B. Cartwright, Ph.D.
 Professor of Psychology, Neuroscience,
 & Teacher Preparation
kellycartwright@cnv.edu
 @KellyBCartwright1

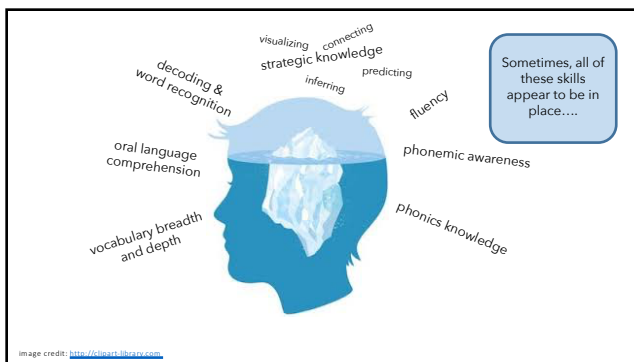

 CHRISTOPHER NEWPORT
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About Reading...

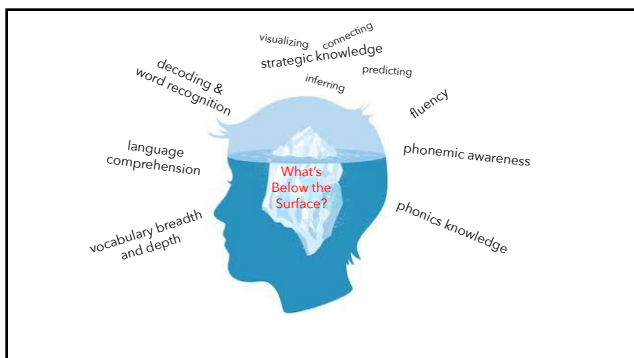
We keep meaning foremost.
 But the children still must know the words.
 It is not a case of words **or** meaning.
 It is a case of meaning **and** words.



--Dolch (1960, p. 189)



but, even with all those skills in place, reading comprehension STILL looks like this for some of our students...



executive skills

mental skills we use to manage our thoughts, feelings, & behaviors to achieve goals

IN READING: a critical set of mental skills that enable the management of reading processes toward the end goal of reading comprehension

Plan for the Workshop

What are executive skills?

Why are they important?

How can we teach them to support reading comprehension?

What are executive skills?

Coming to terms....

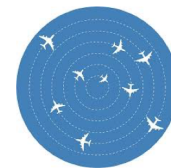
- executive skills
- executive functions
- executive functioning skills
- executive control
- executive control processes



What are executive skills?



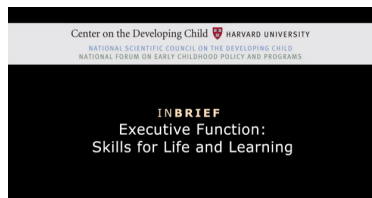
mental skills we use to manage our thoughts, feelings, & behaviors to achieve goals



self-regulation

Video Example

While you watch, list the skills you think would be important...



Turn and Talk

- What specific skills did you note?
- Do you see these (or the need for these) in your students?

3 Core (or Basic) Executive Functions*

working memory

- 2 parts: storage & processing/transforming information
- e.g., remembering directions while carrying them out, building text meaning in mind and updating while reading through a text



cognitive flexibility (shifting, switching)

- switching between ideas or activities; revising goals/plans; shifting
- e.g., transitioning from math to circle time, juggling words' sounds & meaning



inhibition (self control or inhibitory control)

- resisting impulses, controlling behavior, ability to STOP and THINK
- e.g., waiting turn, using words instead of grabbing, ignoring irrelevant word meanings or details, ignoring distractors in the environment while reading



*underlie more complex executive skills like planning, organization, & monitoring



Executive Skill Self Assessment

Dawson & Guare Executive Skills Questionnaire
https://www.ocali.org/up_archive/doc/EF_QUESTIONNAIRES-8-13-15.pdf



scoring your self-assessments

KEY			
Items	Executive Skill	Items	Executive Skill
1 - 3	Response Inhibition	4 - 6	Working Memory
7 - 9	Emotional Control	10 - 12	Task Initiation
13 - 15	Sustained Attention	16 - 18	Planning/Prioritization
19 - 21	Organization	22 - 24	Time Management
25 - 27	Flexibility	28 - 30	Metacognition
31 - 33	Goal-Directed Persistence	34-36	Stress Tolerance

Why are executive skills important?

Tied to long term academic and life outcomes

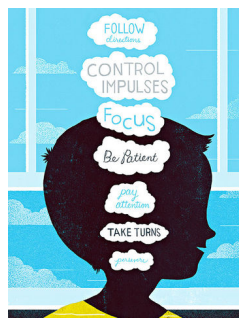


Illustration by Christopher Sims Neal for Parents Magazine: <http://www.parents.com/toddlers-preschoolers/development/executive-function-skills>

The Marshmallow Study...



The Marshmallow Study (Mischel et al. 1972)

- One marshmallow now, or wait and get two
- Self control (waiting, delaying gratification) was related to:
 - higher SAT scores
 - better social, cognitive, and emotional coping in adolescence
 - educational achievement
 - adult self-worth
 - better ability to cope with stress as adults
 - less crack cocaine use (in vulnerable populations)
 - less aggression, bullying

(Mischel et al., 2011)



Low self control in preschool

(Moffitt et al., 2011; controlled for IQ and SES)

- More teen "snares" that led to negative long term outcomes (early smoking, dropping out of school, pregnancy)
- Worse **health** as adults
- Higher risk of substance dependence as adults
- Poor money management, less **wealth** as adults
- More **crime** (more likely to be convicted of a crime by age 32)

Preschool executive skills predict...

Growth in emergent literacy, vocabulary, and math skills across Pre-K (McClelland et al., 2007)

Kindergarten literacy and math skills (Hart & Razza, 2007)

3rd grade reading comprehension (Guajardo & Cartwright, 2016)

Math & reading achievement at age 21 (McClelland et al., 2013)

College completion by age 25 (McClelland et al., 2013)

LIFESPAN ACADEMIC SUCCESS!



Specific executive skills underlie successful reading comprehension...

planning & organization (Cutting, Materek, Cole, Levine, & Mahone, 2009; Locascio, Mahone, Eason, & Cutting, 2010)

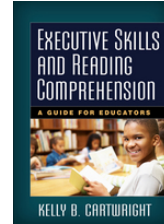
working memory (Borella, et al., 2010; Cain, 2006; Carretti, Cornoldi, De Beni, & Román, 2005; De Beni, Palladino, Pazzaglia, & Cornoldi, 1998; Oakhill, Hartt, & Samols, 2005)

cognitive flexibility (Cartwright et al., 2016; Cartwright et al., 2017; Cartwright et al., 2019)

inhibition (Borella, Carretti, & Pelegrina, 2010; Cain, 2006; Locascio, et al., 2010)

social understanding (Brown, Oram-Cardy, & Johnson, 2013; Cartwright et al., 2017; Guajardo & Cartwright, 2016;)

How can we teach executive skills to support reading comprehension?



Teaching executive skills...

- Requires that we TALK about THINKING in ways that may be unfamiliar to us
- Goes beyond comprehension strategies & typical think-alouds
- Is also familiar because it brings together many things that we already do!

Teacher Talk Examples: "Good readers are good thinkers..."

- **Good planners:** Know why they are reading and make a plan to get there
- **Organized thinkers:** Know how words, stories, and books are put together and use what they know to help them remember what they read
- **Are flexible thinkers:** Can think about (and do) lots of things at the same time
- **Have good memory:** Can keep some things in mind while doing other things
- **Are good at ignoring (inhibiting)** things that are not important to understanding
- **Are good "mind readers":** Can think about characters' thoughts and feelings

Introducing 6 executive skills...

For each of the 6 skills:

- introduction, definition, examples (assessments, games) – brief review from keynote
- how you might explain the skill
- applications to reading instruction

1. Planning (Chapter 2)

People with goals succeed because they know where they're going

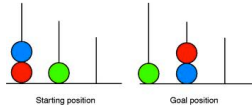
(good comprehenders understand because they know why they are reading)

-- attributed to Earl Nightingale, brainyquote.com

Planning (& Organization)

(ability to implement multi-step tasks, in proper order, to reach a goal)

- Tower of London task: arrange balls or disks on pegs to match a goal (count number of moves, errors, speed)



How many moves would it take you to get these colored balls from the starting position to the goal position, moving only ONE ball at a time?

- Games that require planning: Jenga, Chess, Checkers
- Games that require organization: 20 questions, Apples to Apples

Explaining Planning

"Good readers are good planners. This means that *before good readers start reading, they do lots of things to help themselves understand what they read. They start with a plan to understand! The first thing good readers do is to set a goal for reading.* This means that good readers know why they're reading. They make a plan to understand the text in a certain way or for a certain reason. Then, to help themselves reach the goal, they take steps to get there..."

Planning and Reading Comprehension

- Draws on many things we know good readers do
- Involves goal-setting and teaching students steps they can take to reach their reading goal for a particular text

My Plan to Understand

Good readers are good planners. Know why they are reading and make a plan to get there

My Plan to Understand

First, set a goal: _____ **discuss w/students*
THEN ask yourself these questions

- **Preview:** Looking through the book, what do I see to help me get there?
- **Focus:** Should I pay more attention to some parts and slow down for others?
- **Connect:** What do I already know about this topic that will help me reach the goal?
- **Question:** What goal-related question(s) can I ask myself?
- **Predict:** What do I guess will be in this book?
- What other steps can I take to reach my goal?
- What will I know when I'm done?

Questions to guide goal-setting discussions (first step in plan)...

- Why are you reading this text?
- What kind of a text is it, a story or an informational text (fiction or non-fiction)?
- What do you need to know when you are done?
- Do you need to remember details of a story, or are you reading to learn information about a new topic?
- Are you reading to answer questions?
- Are you reading to find a particular kind of information?
- Are you reading for fun?

Explicit reminders to support the development of planning...

- Don't forget to follow the steps in your Plan to Understand
- While you're reading, it helps to keep your goal in mind.
- Remember what you're trying to do; remember why you're reading this text.
- Use your steps to help you _____ (fill in the goal).
- Good job! You remembered what this text was about (or wrote a good summary, or found the information you were looking for, etc.) because you followed your Plan to Understand.

Planning for Students

My Plan to Understand

First ask: Why am I reading? What is my goal?

Then, with my goal in mind . . .

- Preview: Looking through the book, what do I see to help me get there?
- Should I pay more attention to some parts and slow down for others?
- Connect: What do I already know about this topic that will help me reach the goal?
- Question: What goal-related question(s) can I ask myself?
- Predict: What do I guess will be in this book?
- What other steps can I take to reach my goal?
- What will I know when I'm done?

2. Organization (Chapter 3)

Organization is what you do before you do something, so that when you do it, it's not all mixed up.

(Authors use different kinds of organization to help us understand text; good readers use that organization to help themselves understand text.)

- Attributed to A. A. Milne (<https://www.goodreads.com/quotes>)

Explaining Organization

"Remember how we talked about good readers being good planners? Good readers are also organized thinkers! **This means that they are good at noticing patterns and sequences in things, and using those patterns and sequences to better understand text.** Sometimes, good readers pay attention to the patterns in stories to help them remember information from stories they read. **Other times, good readers notice the different kinds of patterns in informational texts** - books that are written to give us information - and use those patterns to understand texts better. **Good readers are also good at arranging information in their heads so that it's easier to remember and use later...**"

Organization and Reading Comprehension

Recognition of organization already in texts

- syntax (word order)
- text structure (narrative or various informational structures)

Ability to USE a text's organization to remember what's in it

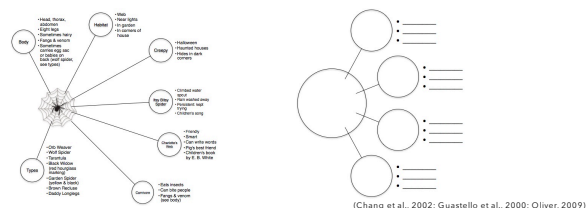
Ability to apply one's own knowledge of organization to words and texts (requires explicit knowledge of organization as a tool)

Good readers are organized thinkers. They know how words, stories, and books are put together and use what they know to help them remember what they read

Teaching Conceptual Organization

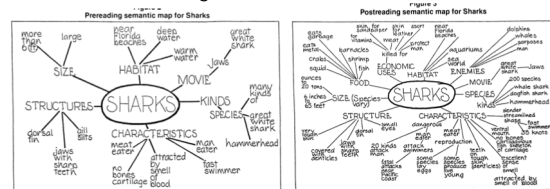
Concept Maps (organizing information in our heads)

use pre- and post-reading concept maps to assess growth of conceptual organization; have them self-assess!

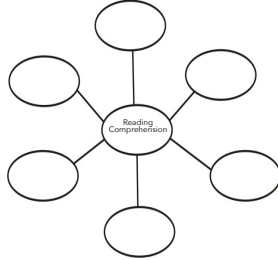


Concept Maps (Semantic Maps)

• Pre- and Post-reading Assessment (Johnson et al., 1982)



Your knowledge of reading comprehension...



Turn and Talk

- What did you write?
- What factors contribute to successful reading comprehension?

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Teaching Language Organization: Scrambled Sentences

Syntax: the way language is organized to make meaning

Example:

quickly backyard dog the she in brushed the

You can begin each day with a sentence anagram (scrambled sentence) on the board to provide practice! Discuss and have them explain reasons for their choices.

Guo et al., 2009; Nation & Snowling, 2000; Shiotsu & Weir, 2007)

Assess Language Organization

See
Pages
96-97

Syntax: the way language is organized to make meaning

1. like dogs I _____
2. have cats fur _____
3. fast run horses very _____
4. books fun reading is _____
5. I apple the red eat _____
6. school ride I the bus to _____

Word Grouping Activity...(Weaver, 1979)

See
Page
98

box took Jessica school the to happily

First: Which word is the action word?

Next: Group the rest of the words by answering these questions

- Who did it? (The answer to this question usually goes before the action word.)
- How did they do it? (The answer to this question usually goes right before the action word.)
- To whom or what did they do it? (The answer to this usually goes after the action word.)
- Where did they do it? (The answer to this usually goes at the end of the sentence.)

Jessica happily took the box to school.

Organization: Causal Connections

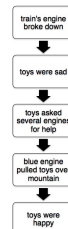
(van den Broek, 1989; Walker, Gopnik, & Ganea, 2014; Wolman, van den Broek, & Lorch, 1997)

In narratives, events are connected because of cause/effect



Think about The Little Engine that Could:

How are events causally connected?

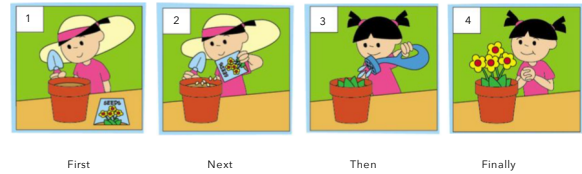


Poor comprehenders struggle with understanding cause and effect in stories: their retellings are like a string of unrelated events!

Organization: Scrambled Stories

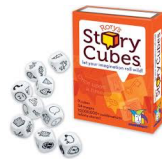


Tell me what's happening in this story...



Story Cubes

- Do students' stories include:
- Causal connections?
 - Connecting words?



Let's make a story...



Teaching Organization: Causal Connections in Narratives

Story sequencing (putting pictures in correct order) with verbal explanation for WHY they are connected

Google "story sequence images" & also use wordless picture books

Students' use of connecting words tells you much about their understanding of causal connections

Keep track of students' use of connecting words!

(Cain, 2003; Trabasso et al., 1981)

Teaching Organization: Causal Connections in Narratives

Teach and Assess Connecting Words:

Independence Between Ideas:

and, additionally, now, as well, also, in addition...

Dependence (Connection) Between Ideas:

if, but, because, so, so that, in order to, however, in contrast, or else, instead of...

Time Sequence:

later, first, next, since, and then, when, before, finally...

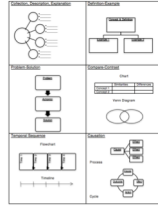
(Cain, 2003; Trabasso et al., 1981)

Teach Informational Text Organization

Teach them explicitly!

- collection, description, explanation
- definition-example
- problem-solution
- compare-contrast
- temporal sequence
- causation (process or cycle)

start with one at a time; then, provide multiple texts and have students identify multiple structures (some texts have more than one, too)

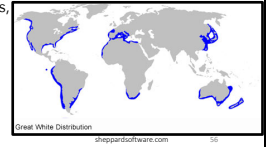
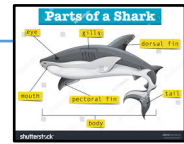


See page 110

(Reutzel, Read, and Fawson, 2009; Williams, 2003, 2005; Williams et al., 2014)

Teach Text Features

- Using the table of contents and headings as clues to structure
- Using bold and italic terms and glossaries to find key ideas
- Using pictures, illustrations, maps, timelines, charts, to support understanding of text content
- Components of graphics:
 - diagrams, labels, captions, interpreting graphs, etc.



3. Cognitive Flexibility (Chapter 4)

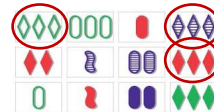
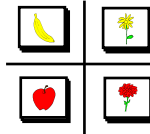
The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time, and still retain the ability to function.

(and the test of a good reader is whether he or she can juggle multiple aspects of text, actively switching between them while reading!)

-- F. Scott Fitzgerald (1964, p. 69)

3. Cognitive Flexibility

(ability to consider multiple bits of info & actively switch between them)



- Multiple Classification tasks

sort sets of cards along 2 (or more) dimensions at once; indicate consider these dimensions at the same time the flexibility with which individuals can

- Games: Set®



- Uno



Explaining Cognitive Flexibility

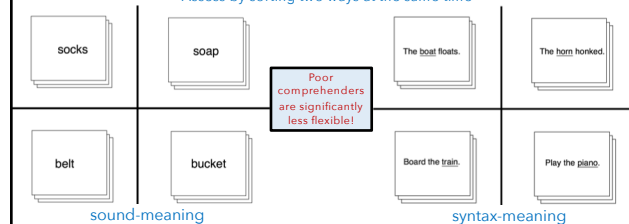
"Good readers are flexible thinkers. Does anyone know what flexible means? (students respond) ...Yes, that's right! Flexible means that someone can bend or stretch really well. When good readers read, they don't just think about texts and words in one way or stretch their minds a little bit. Instead, they are able to bend or stretch their thinking so that they can juggle lots of aspects of the words they're reading at the same time!..."

Cognitive Flexibility and Reading Comprehension

(Cartwright, 2002, 2010; Cartwright et al., 2016, 2017)

Good readers are flexible thinkers: They can think about (and do) lots of things at the same time

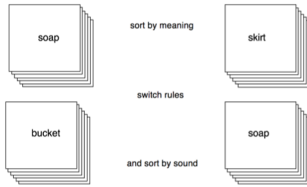
Assess by sorting two ways at the same time



Teaching Cognitive Flexibility

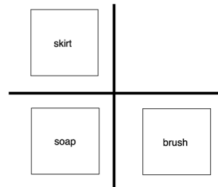
(Cartwright, 2002, 2010; Cartwright et al., 2017; Cartwright, Marshall, Huemer, & Payne, 2019)

first, single sorts



2 steps with one card set

then, sort completions
(place 3, ask child to complete, then repeat)



(criterion of 4-in-a-row correct)

You try it!

- You sort by sound and meaning
- You teach sound-meaning sorts to a "student"
 - Single sorts first
 - Fill-in-the-blank second

Teaching Cognitive Flexibility: Multi-feature Questions - sound & meaning

I am thinking of a **yellow food** that **starts with /b/**.

I am thinking of a **beach container** that **rhymes with rail**.

Tell me a **/d/ word** that names a **kind of flower**.

Can you think of a **/p/ word** that **you can eat**?

4. Working Memory (Chapter 5)

I am an omnivorous reader with a strangely retentive memory for trifles.

(Isn't that what we want for all of our readers - to retain what they read?!)

— Sherlock Holmes (Doyle, 1986, p. 692)

4. Working Memory

(storage & processing: ability to hold information in mind while completing a task)

Let's try a sentence completion task...

- *light, wheels, bananas*

Another assessment: the letters backward task

- "I'm going to say some letters, and you repeat them backwards."
 - G K becomes K G
 - Z P N becomes N P Z
 - F T S B becomes B S T F

Games: "Johnny has a _____ in his pocket" & "The name game"

- **Pocket Game:** Students take turns, add an item each time; alphabetical order; say entire list PLUS their new item on their turn
- **Name Ice breaker:** Each student says their name and something they like; subsequent students must remember each student, their liked item, AND come up with their own response, adding it to the list

Explaining Working Memory

"Today I'm going to tell you about another thinking skill that good readers have. Good readers have really good memories. And, they are good at a specific kind of memory called working memory. **Working memory is that space in your head where you hold information while you're doing something because that information will help you do it better.** When you're reading, working memory helps you understand texts better. It helps you connect things in texts to knowledge you already have, and it helps you connect different pieces of text together. Both of these help you better understand what you read. Let me show you what I mean...(see book)

Working Memory and Reading Comprehension

• Storage AND Processing

- Constructing and remembering text meaning (storage), while
 - Processing anaphors (e.g., pronoun references)
 - Encountering new ideas in a text & updating
 - Connecting text with prior knowledge
 - Inferring missing bits by connecting text parts or filling gaps
 - Using strategies to monitor/maintain meaning
 - Keeping goal of reading in mind while reading

Good readers have good memories: They can keep some things in mind while doing other things

Teaching Working Memory: Resolving Anaphors

Sally ~~loves to go to the~~ park with Jane because ~~she~~ always pushed ~~her~~ very high on the swings.

Authors use **shortcuts** when writing. They **substitute shorter words or phrases for longer bits of text**, and we have to figure out what they mean. Requires holding words in mind so you can connect them to later words.

Jim's mother said **he** couldn't have **a pet** because **he** didn't have time to take care of **one**.

(García-Madruga et al., 2013; Oakhill & Yuill, 1986; Yuill & Oakhill, 1988)

Teaching Working Memory Resolving Anaphora (4 types)

Type	Definition	Example
Reference	Pronouns that refer a reader back to a person or object	The rabbit nibbled lettuce and carrots, then it darted under the fence to avoid running into the farmer. (In this sentence, the pronoun it refers to the rabbit.)
Substitution	A word or words that replaces another word or words	Jason turned in the homework, and then Mary did. (In this sentence the word did substitutes for the words turned in the homework.)
Ellipsis	Similar to substitution, except that the missing phrase is not replaced by words, much as an ellipsis (...) permits one to omit words in a list	Sharon asked if Kathy's dog was really a miniature poodle, and Kathy replied, "Yes it is." (In this example, the reader must understand that the words, a miniature poodle, are implied but not present in Kathy's reply.)
Lexical	When words are linked in meaningful ways but that linkage must be inferred by the reader.	Bill collected a bunch of seashells, and then he emptied his bucket so that he could build a sand castle. (In this example the reader must understand that Bill is collecting seashells in the bucket even though the text doesn't explicitly state that fact.)

Teaching Working Memory: Inferences

It was 8:55, and the school bell rings at 9:00.
Andy was pedaling as fast as he could, because he was worried that he might miss his test.

Where was Andy going? (Text-connecting, local coherence inference)

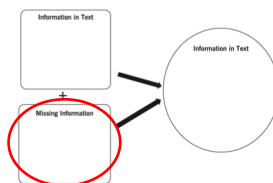
How was Andy getting there? (Gap-filling, global coherence inference)

(Bowyer-Crane & Snowling, 2005; Cain & Oakhill, 1999; Elbro and Buch-Iversen, 2013)

Teaching Working Memory: Inferences

(Elbro & Buch-Iversen, 2013)

- Some inferences (global coherence, gap-filling) REQUIRE that readers supply information from their own heads
- "Authors expect us to figure some things out, like a detective!"

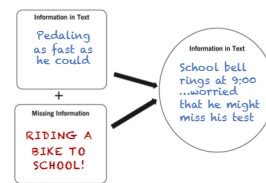


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Teaching Working Memory: Inferences

(Elbro & Buch-Iversen, 2013)

- Some inferences (global coherence, gap-filling) REQUIRE that readers supply information from their own heads
- "Authors expect us to figure some things out, like a detective!"



5. Inhibition (Chapter 6)

*Upon reading these various extracts,
they not only seemed to me irrelevant, but
I could perceive no mode in which any one of them
could be brought to bear upon the matter at hand.*

— Poe (1899, p. 87)

Inhibition

(ability to wait, stop and think, and restrain habitual, potent responses; self-control)



In adults: color word inhibition (Stroop)

- Name patches of color    
- Read color words **green** **red** **blue** **red**
- Then, name the **ink colors** **green** **blue** **red** **red**

In children: happy/sad task

- When you see a happy face, say "sad"
- When you see a sad face, say "happy"



Games: Simon Says, Taboo (trying NOT to say a target word)

Explaining Inhibition

"Sometimes our thinking gets in the way of understanding!" Let me explain what I mean. Sometimes, when we read words that can have two meanings, we think about the wrong meaning – the one that doesn't fit in the text. When we do that, we don't understand what we read as well as we could. Other times, words might distract us, and get us thinking about things that are not related to what we are reading, like when you start thinking of your own birthday party when reading about a character's birthday. So, **good readers are good at ignoring things that are not relevant or important for understanding a text.** The ability to ignore things that aren't important to understanding texts is called inhibition. Good readers are good at inhibition."

Inhibition Problems

- Calling up irrelevant word meanings (**jam**: traffic jam or edible jam)
- Difficulty inhibiting/ignoring irrelevant word meanings
- Trouble ignoring irrelevant details
- Trouble ignoring distractions while reading
- Reflexively blurting out the first word that comes to mind with partial letter-sound information ("bring" for "bridge")
- Reflexively blurting out "stories" that are marginally related to a text

Good readers are good at ignoring (inhibiting) things that are not important to understanding



"We must stop eating!" cried Toad as he ate another.
"Yes," said Frog, reaching for a cookie, "we need will power."
"What is will power?" asked Toad.

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"Will power is trying hard *not* to do something that you really want to do," said Frog.

"You mean like trying *not* to eat all of these cookies?" asked Toad.
"Right," said Frog.

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Lobel, A. (1979). *Frog and Toad Together*. Harper Collins.

He eats shoots and leaves.
He eats, shoots, and leaves.

Let's eat Grandma!
Let's eat, Grandma!

commas save lives!

Teaching Inhibition Resolving Ambiguous Meanings

(inhibiting incorrect ones, focusing on correct ones; also requires working memory)

Homonyms and Homophones
e.g., bear/bare, deer/dear,

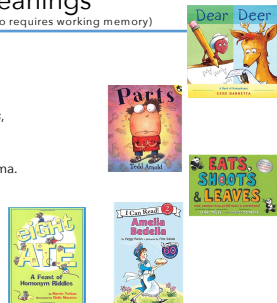
Idioms and Other Figures of Speech
e.g., hold your tongue; *Parts and More Parts*,

Ambiguous Sentences
e.g., Let's eat Grandma. vs. Let's eat, Grandma.

Books with Multiple Meanings
e.g., *Amelia Bedelia*, riddles books

Making Jokes and Riddles

(Yuill, 1996, 2008; Zipke, 2008; Zipke, Ehri, & Cairns, 2009)



Teaching Inhibition: Polysemy and Academic Language (Homonyms)

- Poly = many; semy = meanings
- Sometimes we expect students to learn (or know) academic meanings for words that also have everyday meanings

readers (and listeners) must inhibit the common meaning and pay attention to the more specialized academic meaning!

"sentence" in language arts vs. math class
"some" (part) vs. "sum" (total)

80

Common vs. Academic Meanings...

(Logan & Kieffer, 2017 - assessment for common & academic meanings)

I scratched my **head** in confusion.

The general is the **head** of the army.

Does *head* mean:

In this case, does *head* mean:

- a. cabbage
- b. sneaker
- c. part of the body
- d. leader of a group
- e. to go somewhere

- a. cabbage
- b. sneaker
- c. part of the body
- d. leader of a group
- e. to go somewhere

6. Social Understanding (Chapter 7)

"What an astonishing thing a book is. It's a flat object made from a tree with flexible parts on which are imprinted lots of funny dark squiggles. But one glance at it and you're inside the mind of another person, maybe somebody dead for thousands of years. Across the millennia, an author is speaking clearly and silently inside your head, directly to you. Writing is perhaps the greatest of human inventions, binding together people who never knew each other, citizens of distant epochs. Books break the shackles of time. A book is proof that humans are capable of working magic."

-- Carl Sagan (Sagan, Druyyan, & Soter, 2000)

Explaining Social Understanding

"Good readers are really good at thinking about why characters do the things they do, because good readers think about what characters might be thinking or feeling! You might say that good readers are good 'mind readers.' They read characters' minds! When we read about characters, we read about the actions that they take, but that is only part of the story..."

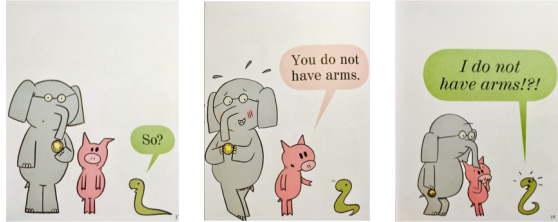
Social Understanding

(understanding internal mental states: thoughts, feelings, intentions, beliefs, desires...)



Social Understanding

(understanding internal mental states: thoughts, feelings, intentions, beliefs, desires...)



Teaching Social Understanding

(Carmine, Stevens, Clements, & Kameenui, 1982; Guajardo & Cartwright, 2016; Lysaker & Miller, 2002)

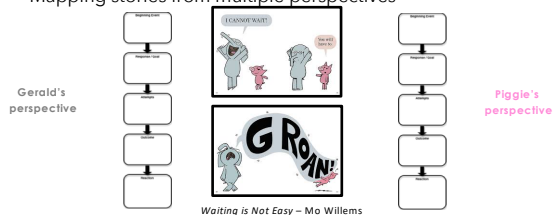
- Required to understand WHY characters do what they do
- Supports **social inference-making** – essential for narrative texts and social informational texts (e.g. history and social studies)
- Supports understanding of author's purpose
- Reciprocal: Adults who read more fiction have better social understanding! (Kidd & Castano, 2013)

Good readers are good "mind readers": Can think about characters' thoughts and feelings

Teaching Social Understanding

(Shanahan & Shanahan, 1997)

- Mapping stories from multiple perspectives



Talk about it....

- What texts can you think of that would support the development of understanding multiple perspectives?
- Share with your shoulder partner.



Teaching Social Understanding p. 222

Mental and emotional state vocabulary

- Assess how often these words appear in retellings
- Teach these kinds of words to improve social understanding

💖	cognition (thinking): believe, bet, dream, figure, forget, guess...	😄
😞	motivation (desires): desire, hope, like, love, miss, need, want...	😟
😭	emotion (feelings): afraid, angry, bad, bored, cry, frustrated...	😡

(e.g., Dyer, Shatz, & Wellman, 2000)

Turn and Talk

- How can you use emojis to help teach social understanding?
- What other ways can you incorporate social understanding into instruction?

😄 Come up with at least three things to try!

Pulling It All Together (Chapter 8)

(Cartwright, 2015)

"Re-vision – the act of looking back, of seeing with fresh eyes, of entering an old text from a new critical direction."

-- Rich (1972, p. 18)

(familiar literacy skills in underlined blue font and executive skills in **BOLD blue font**)

Before reading...

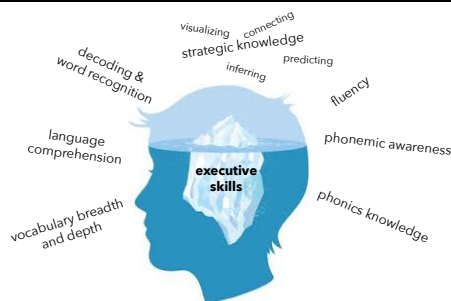
When skilled comprehenders pick up a new text, they **approach the reading task very deliberately, with a plan** to understand the text for a particular purpose. To prepare to understand a text, they preview the text, making connections to their own prior knowledge about the topic of the text, asking themselves questions about what they might encounter in the text, and making predictions about what they expect to discover as they read. They preview the text's structure, because they are aware that knowledge of text structure will help them **organize incoming information** as they read and support their own construction of a model of the text's meaning in **working memory**. Thus, even when **planning** for comprehension before reading begins, skilled comprehenders display remarkable **cognitive flexibility**, shifting between thoughts of their own prior knowledge, asking questions, making predictions, and previewing text structure, all while **maintaining focus on their primary goal** for understanding the text.

During reading...

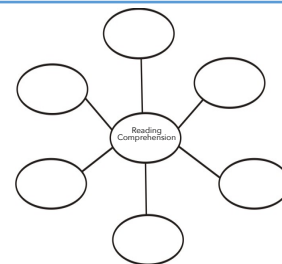
Skilled comprehenders build a coherent model of text meaning in **working memory**. To do this, they **flexibly juggle multiple kinds of information** as they read, such as letter-sound information, information about text and language organization, word meanings, and links to prior knowledge, making gap-filling inferences when necessary. They check predictions, visualize events, make text-based inferences, and use **social understanding** to make inferences based on characters' internal mental worlds, while continually monitoring understanding and progress toward their planned goal, and updating their mental model of text meaning in working memory. They draw on inhibition to suppress irrelevant information, ignore distractions, and refrain from engaging in behaviors that undermine reading comprehension. They are able to **manage flexibly** all of these processes while they identify, and **hold in working memory**, the most important features of text to construct summaries that will support comprehension and memory for text content.

After reading...

Skilled comprehenders continue to reflect on text content in working memory, connecting the new information they have learned to their existing knowledge structures in ways that capitalize on their existing **conceptual organization**, **flexibly shifting and adjusting** their own knowledge structures as necessary in response to the new information gleaned from text. They also draw conclusions about the questions and predictions that guided their **planning** and processing of the text, and they evaluate the extent to which they were successful in implementing their **plan to reach particular comprehension goals**. These post-reading activities necessarily **recruit working memory** as readers reflect on their summary of text information and **flexibly shift between** thinking about their own prior knowledge, predictions, and questions, revising knowledge structures as necessary, and evaluating the extent to which their comprehension goals were met.



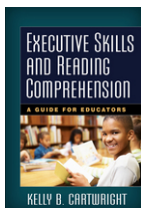
Rethinking your knowledge of reading comprehension...



Turn and Talk

- What do you already do that supports the development of executive skills and self regulation?
- What could you change to better support these skills in your students?

How have you re-visioned reading today?



Learn more about executive skills and reading comprehension in this book!



For more information, visit:
<http://www.kellycartwright.com>

Thank you!

email:
kelly.cartwright@cnu.edu
[@KellyBCartwig1](#)

Learn more about poor comprehenders in this book.

