BOOK GROUP: *Mosaic of Thought*

How do students become thoughtful, independent readers who deeply understand what they read? The authors of *Mosaic of Thought* answer that question as they look at the characteristics of proficient readers. The thought processes used by proficient readers become the framework to teach comprehension strategies to readers. As we read *Mosaic of Thought*, we enter classrooms to observe teachers modeling and teaching the strategies to students. In addition, our own reading is enriched as the authors take the best of reading comprehension research and show us how to apply strategies and how to help children do the same.

Join with District colleagues to read and discuss *Mosaic of Thought*, a text heralded throughout the country as the best new piece on reading comprehension to come out in years. The discussion group will meet for five sessions:

- **Session 1** – Chapters 1, 2, 3
- **Session 2** – Chapters 4 and 5
- **Session 3** – Chapters 6 and 7
- **Session 4** – Chapters 8 and 9
- **Session 5** – Chapter 10, Epilogue, and Appendixes

Be prepared to discuss first three chapters at Session 1.

If you need to purchase a copy of the text, area bookstores will order *Mosaic of Thought* (ISBN #0-435-07237-4). A 20% discount is available with an educator’s discount card.

**CREDIT**

- 10 hours – Reading Time
- 10 hours – Meeting Time
- 2 PAC/10 DPI hours

Contact Diane Blum (663-4955), Program Assistant, Staff and Organization Development, to develop class roster for credit purposes. Submit roster to her following final session.
STUDY GROUP ORGANIZATION

Session 1 – Chapters 1, 2, 3

Think about your own early reading history.

- Reread poem, “First Reader” by Billy Collins.
  - How does the poem speak to your experience of learning to read?
  - What was your early reading instruction like?
  - How do you see yourself as a reader?

- Review the attachment: *Characteristics of Struggling and Strong Readers*.
  - Discuss the behaviors described. What instruction do we provide to move struggling readers into proficient reader behaviors? Develop a current list of instructional practices used before reading, during reading, and after reading. Revisit this list as you read through the text.
  - Discuss where your grade level or school is in regard to creating environments that rest on the key elements of time, ownership, response, and community.

- Chapter 2
  - Discuss the belief that reading comprehension used to be “caught rather than taught”? Does that remain a practice? What has changed?
  - Do you have students whom you feel are disengaged from reading? Why?
  - Does your instruction focus on the mental processes that underlie reading?
  - How much do you model what you want students to learn? (writing in front of them, thinking aloud as you read a content material)
  - What is your understanding of Pearson’s gradual release of responsibility model (pg. 21) for planning instruction?
  - How do you define metacognition?
  - Review pages 22-23 (also attached summary sheet) as they summarize the proficient reader research of seven metacognitive strategies. Does your instruction focus explicitly on these comprehension strategies?
  - As you finish Chapter 2 (final paragraph, pg. 28), discuss reading as a mind journey. What new understandings do you now have in thinking about reading comprehension instruction?

- Chapter 3
  - Reread *Savador, Late or Early* by Sandra Cisneros. What struggles did you have as a reader? Did you have similar questions, connections, images, inferences as the teachers in the text?
  - Talk about the idea, “when the text is challenging, we have to make a more conscious effort to understand it” (pg. 37). Does this happen to you as a reader? What about your students? Do they work hard? Are they aware of their thinking? Are they able to take action to solve problems?
  - Beginning on pg. 40, the authors share several explicit ways that teachers work with students to monitor understanding. Begin a listing of these strategies. Which are ones you use or are familiar to you?
  - Review pgs. 43-44. Using metacognition in the Reader’s Workshop: Some Key Ideas. What do you understand now that you didn’t understand at the beginning of Chapter 2? What are some of your key understandings as you synthesize these opening chapters?
Each subsequent chapter begins with a piece of writing (adult fiction, nonfiction) which the author uses as a means of sharing their thinking around a particular comprehension strategy. Use part of your discussion time to reread the selection offered in the text or bring in to your study group a piece of text to model your thinking or have the group members read and share thinking.

**Session 2 – Chapter 4, Homes in the Mind (making connections) and Chapter 5, Essence of Text (determining importance)**

- **Chapter 4**
  - What is your understanding of schema theory and its role in the proficient reader research?
  - What instructional practices do you use to activate students’ prior knowledge?
  - Debbie Miller’s first grade instruction is showcased in Chapter 4. What impressions are you left with after reading about this group of first grade readers?

- **Chapter 5**
  - Discuss the concept of considerate and inconsiderate text. Do your readers respond the way Jeremy did in this example?
  - Review the list of key ideas on pgs. 94-95. Which of these do you feel are central to your instruction?
  - What instructional approaches listed on page 95 are ones you use? Are ones you will try?

**Session 3 – Chapter 6, Developing Deeper With Questions (questions) and Chapter 7, A Mosaic in the Mind (visualizing)**

- **Chapter 6**
  - How often do students in your classrooms generate their own questions about the reading they do?
  - Char’s first grade classroom is showcased in this chapter. What do you take away from the comprehension instruction in questioning that you will pull into your instruction?
  - Review: Some Key Ideas on pg. 119. Which ones strike you as ones that might have most effect on getting readers to ask questions?
  - Review the strategy study . . . at bottom of pgs. 119-121. Talk through how you might plan for a study in your content area.

- **Chapter 7**
  - In what ways do your students use sensory images to enhance understanding? Talk about Todd’s classroom and its four literature response areas. How was this approach successful in deepening student’s understanding? Is this organization one which you might try?
  - Review: Some Key Ideas on pg. 141. Discuss how instruction might be focused to explicitly teach using images.
  - Review: Sample Comprehension Strategy Study (pgs. 141-142). Discuss how you might incorporate into your teaching.
Session 4 – Chapter 8, The Intersection of Meaning (inferring) and Chapter 9, The Contour and Substance of Meaning (synthesizing)

- **Chapter 8**
  "To infer as we read is to go beyond literal interpretation and to open a world of meaning deeply connected to our lives" (pg. 149). Discuss how this might serve as a definition of making an inference.
  - How does your instruction create the content for students to “discuss, ponder, argue, restate, reflect, persuade, relate, write about” information considered important?
  - Teaching inferring to Christina, a first grader, is showcased in this chapter. Discuss how the author lead her to deeper understandings.
  - Review: Some Key Ideas, pg. 162. What deeper understandings do you now have on inferring?

- **Chapter 9**
  Discuss synthesis as the “mind’s mosaic artistry” (pg. 169). How does the author further define synthesis?
  - What distinction is made between summary and synthesis? Do you agree or disagree?
  - Talk about the many ways in which the showcased classrooms illustrated the students’ cognitive synthesis.
  - Review: Some Key Ideas, pg. 184. Which ideas lead you to deeper understanding of synthesizing?

Session 5 – Chapter 10, From Problem to Resolution (using fix up strategies), Epilogue & Appendices

- **Chapter 10**
  Reread Comrade Past and Mister Present (pg. 187). What actions did you take to comprehend this piece? Did you gain an understanding? Did you give up? Relate your experience to how struggling readers at your grade level might be in a familiar situation. What actions do they take?
  - What fix up strategies do you explicitly teach students?
  - Discuss Cris Tovani’s instruction with ninth graders. What do you take away from your reading of her modeling of fix up strategies?
  - Review chart on pgs. 201-204. Analyze the cueing systems and problem/solutions. How might you use this chart to develop a toolbox of fix up strategies?

- **Epilogue**
  “It is through our own experience in reading — using these strategies very consciously at times — that we internalize and are able to teach them” (pg. 217). How has your reading of this text added to your understanding of reading comprehension instruction? Have you changed or grown as a reader?

- **Appendices**
  Take some time to revise the various appendices. Appendix 4 and 6 are most interesting for classroom instruction.

Attachments in Study Guide:
- Summary of Mosaic of Thought Strategies
- Strategy Use Interview
Strategies

Mosaic of Thought: Teaching Comprehension in a Readers Workshop by Ellin Oliver Keene and Susan Zimmerman

Proficient readers are metacognitive. They think about their own thinking as they interact with text. Keene and Zimmerman describe this as a central piece in the mosaic of reading, "Metacognition is a turning inward, purposely at first and automatically thereafter, to reexamine our processes of comprehending, changing interpretations of the text and our reflections in order to elaborate and deepen our own understanding of a text."

In Mosaic of Thought, the authors organize the text around the following cognitive strategies:

<table>
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<tr>
<th>Activating relevant. prior knowledge (schema) before, during, and after reading text. Proficient readers &quot;use prior knowledge to evaluate the adequacy of the model of meaning they have developed&quot; and to store newly learned information with other related memories (Pearson et al. 1992; Gordon and Pearson, 1983; Hansen, 1981).</th>
<th>Creating visual and other sensory images from text during and after reading. These images may include visual, auditory and other sensory connections to the text. Proficient readers use these images to deepen their understanding of the text.</th>
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<tr>
<td>Determining the most important ideas and themes in a text. (Afflerbach and Johnston, 1986; Baumann, 1986; Tierney and Cunningham, 1984; Winograd and Bridge, 1986). Proficient readers use their conclusions about important ideas to focus their reading and to exclude peripheral or unimportant details from memory.</td>
<td>Drawing inferences from text. Proficient readers use their prior knowledge (schema) and textual information to draw conclusions, make critical judgments, and form unique interpretations from text. Inferences may occur in the form of conclusions, predictions, or new ideas (Anderson and Pearson, 1984).</td>
</tr>
<tr>
<td>Asking questions of themselves, the authors, and the texts they read. (Andre and Anderson, 1979; Brown and Palincsar, 1985). Proficient readers use their questions to clarify and to focus their reading.</td>
<td>Retelling or synthesizing what they-have read. Proficient readers attend to the most important information and to the clarity of the synthesis itself. Readers synthesize in order to better understand what they have read (Brown and Day, 1983).</td>
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<td>Utilizing a variety of fix-up strategies to repair comprehension when it breaks down. Proficient readers select appropriate fix-up strategies from one of the six language systems (pragmatic, schematic, semantic, syntactic, lexical, or grapho-phonic) to best solve a given problem in a given reading situation (i.e., skip ahead or reread, use the context and syntax, or sound it out). (Garner, 1987)</td>
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Strategy Use Interview

Uses Schema
1. When you read the story did it remind you of anything you know about? Why did it remind you of that?
2. Are there things you know about or things in your life that help you to understand this book?
3. We have talked about what this book reminds you of. What do you understand that now that you didn't understand before?

Infers
1. Can you predict what is about to happen? Why did you make that prediction? Can you point to something in the book that helped you make that prediction? What did you already know that helped you decide that?
2. What did the author mean by _______ ? What helped you know that? What do you already know that helped you to decide that?
3. We have talked about predicting and inferring. What do you understand now that you didn't understand before?

Asks Questions
1. What did you wonder about while you were reading this story?
2. What questions do you have about this story now?
3. We have discussed the questions you asked. What do you understand now that you didn't understand before?

Determines What Is Important In Text
1. Are there some parts of this story that are more important than the others? Which ones? Why do you think they were the most important?
2. What do you think the author thought was the most important so far in this story? Why do you think so?
3. We have just talked about important parts of the story. What do you understand now that you didn't understand before?

Monitors Comprehension/Uses Appropriate Fix-Up Strategies
1. Did you have any problems while you were reading this story? What could you do to solve the problems?
2. When you are reading other stories what kinds of problems do you have? What are all the ways you solve the problems?
3. We have just discussed problems you have. What do you understand now that you didn't understand before?

Visualizes and Creates Mental Images While Reading
1. When you were reading this story did you make any pictures or images in you head? Tell me about the pictures or images. How do they help you understand the story better?

Synthesizes
1. If you were to tell another person about the story you just read, and you could only use a few sentences, what would you tell them?
2. Think about what you have just said about the story. What do you understand now that you didn't understand before?
### CHARACTERISTICS OF STRUGGLING AND STRONG READERS

#### BEFORE READING

<table>
<thead>
<tr>
<th>Struggling Readers</th>
<th>Strong Readers</th>
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<tbody>
<tr>
<td>reluctantly approach or resist reading tasks</td>
<td>confidently approach reading tasks</td>
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<tr>
<td>possess limited background knowledge</td>
<td>activate their background knowledge on the subject before reading</td>
</tr>
<tr>
<td>inconsistently recall or use background knowledge</td>
<td>connect background knowledge to new learning</td>
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<tr>
<td>read without a clear purpose</td>
<td>know their purpose for reading</td>
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<tr>
<td>read without considering how to approach the material</td>
<td>make predictions and choose appropriate strategies</td>
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<tr>
<td>set minimal or no goals</td>
<td>set relevant, attainable goals</td>
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#### DURING READING

<table>
<thead>
<tr>
<th>Struggling Readers</th>
<th>Strong Readers</th>
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<tr>
<td>possess a limited attention span</td>
<td>focus their complete attention on reading</td>
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<tr>
<td>need guidance for reading tasks</td>
<td>are able to read independently</td>
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<tr>
<td>possess a limited vocabulary</td>
<td>possess an extensive vocabulary</td>
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<tr>
<td>do not consistently apply word attack skills</td>
<td>use appropriate decoding or word attack skills</td>
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<tr>
<td>read word-by-word, lack fluency</td>
<td>read fluently</td>
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<tr>
<td>do not monitor their comprehension</td>
<td>monitor their comprehension</td>
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<tr>
<td>a. do not perceive organizational structures</td>
<td>a. use text structure to assist comprehension</td>
</tr>
<tr>
<td>b. read everything at the same rate, often very slowly</td>
<td>b. adjust rate according to purpose</td>
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<td>c. read to get done</td>
<td>c. read to learn; anticipate and predict meaning</td>
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<tr>
<td>d. give up when reading is difficult or uninteresting</td>
<td>d. persevere with even unfamiliar passages</td>
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<tr>
<td>e. get only pieces rather than integrating information</td>
<td>e. organize and integrate new information by searching for main ideas, inferring, synthesizing, etc.</td>
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<td>f. do not ask relevant questions</td>
<td>f. raise related questions</td>
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<td>g. often do not create mentor images as they read</td>
<td>g. create visual and sensory images from text</td>
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<tr>
<td>h. do not realize and/or know what to do when they do not understand</td>
<td>h. use fix-up strategies when they do not understand (re-read, read aloud, etc.)</td>
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<tr>
<td>i. do not recognize important vocabulary</td>
<td>i. strive to understand new terms</td>
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<td>j. do not use context clues</td>
<td>j. use context clues</td>
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<tr>
<td>use a limited number of strategies or repeat their mistakes</td>
<td>are flexible according to task</td>
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## AFTER READING

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<thead>
<tr>
<th>Struggling Readers</th>
<th>Strong Readers</th>
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<tr>
<td>forget or mix-up information</td>
<td>reflect on what they have read &amp; add new information to their knowledge base</td>
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<tr>
<td>only look for “the answer” and give verbatim responses</td>
<td>summarize major ideas &amp; recall supporting details, make inferences, draw conclusions, paraphrase</td>
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<tr>
<td>do not read outside of school</td>
<td>seek additional information from outside sources</td>
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<tr>
<td>feel success is unattainable, a result of luck</td>
<td>feel success is a result of effort</td>
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<tr>
<td>rely on the teacher for information</td>
<td>can independently gain information</td>
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<td>express negative feelings about reading</td>
<td>express opinions about or pleasure in selections they have read</td>
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<tr>
<td>avoid reading at all costs</td>
<td>choose reading for the sheer joy of it</td>
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