

Spotlight on Comprehension:

Building a Literacy of Thoughtfulness

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Good Readers

Linda Hoyt, Adapted from the work of Pearson, Duke (1999)

- Have clear goals for their reading
- Look over the text before reading
- Activate prior knowledge
- Make predictions
- Use meaning and expect the text to make sense
- Understands whether or not comprehension is occurring
- Makes connections: text to self, text to text, text to world
- Create visual images
- Uses text features (pictures, headings, bold face type)
- Draw inferences, conclusions
- Ask questions as they read
- Make inferences, draw conclusions
- Read different kinds of texts, differently
 - √In narrative, attend to characters and plot
 - √In expository, construct and revise summaries skim and scan to recheck information can locate information
 - √Adjust rate to match the demands of the text
- Identifies important ideas and words
- Consciously shift strategies:
- Retell, summarize, synthesize

Use a variety of fix-up strategies

- √Read on
- √Backtrack
- √Context clues

Publications by Linda Hoyt

- Spotlight on Comprehension: Building a Literacy of Thoughtfulness***, Heinemann, 2005
- Exploring Informational Texts: From Theory to Practice***, Hoyt, Mooney, Parkes, Heinemann, 2003
- Make It Real: Strategies For Success With Informational Texts***, Heinemann, 2002
- Snapshots: Literacy Minilessons Up Close***, Heinemann, 2001
- Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension***, Heinemann, 1999

Video Programs:

- Navigating Informational Texts: Easy and Explicit Strategies***, Video Series, Hoyt, Heinemann, 2003
- Improving Comprehension Through Guided Reading***, grades 3-6, BER Video Program, 2002
- Snapshots: The Video***, Heinemann, 2001
- Comprehension Strategies*** Video Training Program, BER, 1999

Projects under development:

- National Geographic **Windows on Literacy** K-2 Support Program
- Literacy Lessons for Interactive Read Alouds**: Teaching Comprehension Strategies, Literary Elements, Analytical Traits and Standards, Heinemann First Hand, Fall 2006

Print Preview: Worm Work

“I think that means...”

1. It pushes its throat out of its mouth to grab food.
2. Food is ground up in the gizzard.
3. Waste comes out as castings.
4. Worm castings make the best topsoil.
5. Food moves from the esophagus into the crop.
6. The worm eats little stones.

How the Worm Eats... from page 8

Worm Work, by Jo Windsor, Rigby, 2001

The worm pushes its throat out of its mouth and grabs its food. The food gets wet with saliva and is pulled into the mouth. It moves through the esophagus and into the crop. Food is ground up in the gizzard by little stones that the worm has eaten.

The food moves into the worm's intestine, where it is digested so the worm will have energy to live. The waste that is left over comes out of the body as castings. Worm castings make the best topsoil in the world.

Environment:

- Create a beautiful, organized space
- Make strategy instruction visible to all stakeholders
- Create spaces that support whole class and small group strategy instruction
- Focus on books... wonderful books, displayed face out in a way that invites readers and extends into their thinking about personal reading

Comprehension Instruction:

- Think Aloud all day long... in every content area.
- Extend comprehension strategies into small group times and independent reading.
- Teach students to engage in partner think alouds to deepen and enrich their understanding of strategy use.