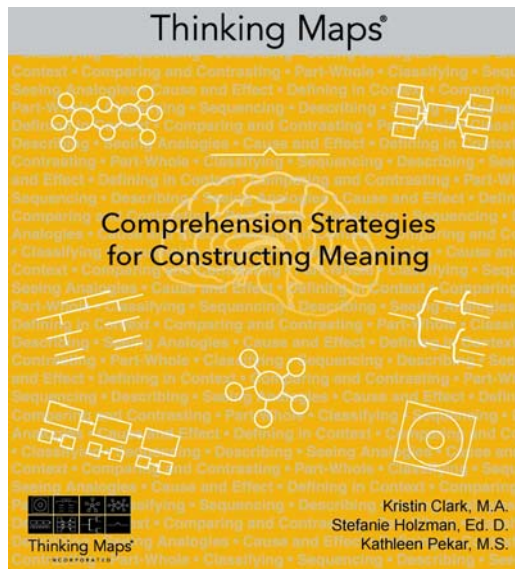
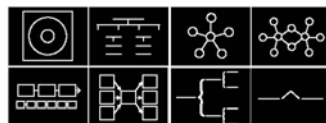


Thinking Maps®: Comprehension Strategies for Constructing Meaning

Preview Packet

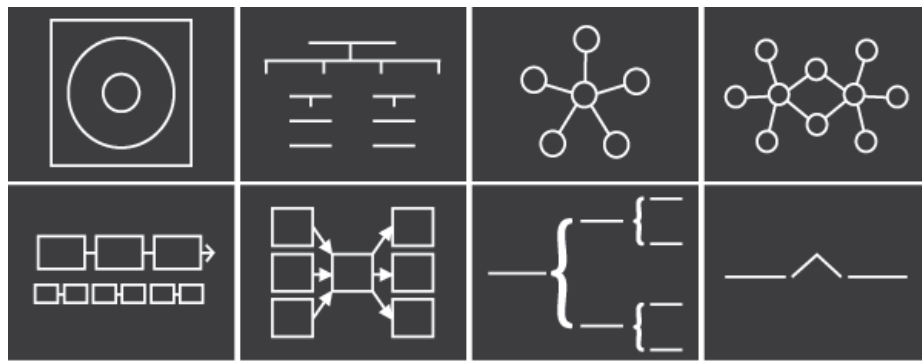


**Training Manual
in spiral-bound format**



Thinking Maps®
INCORPORATED

**THINKING MAPS[®]:
COMPREHENSION STRATEGIES
FOR
CONSTRUCTING MEANING**



Thinking Maps[®]
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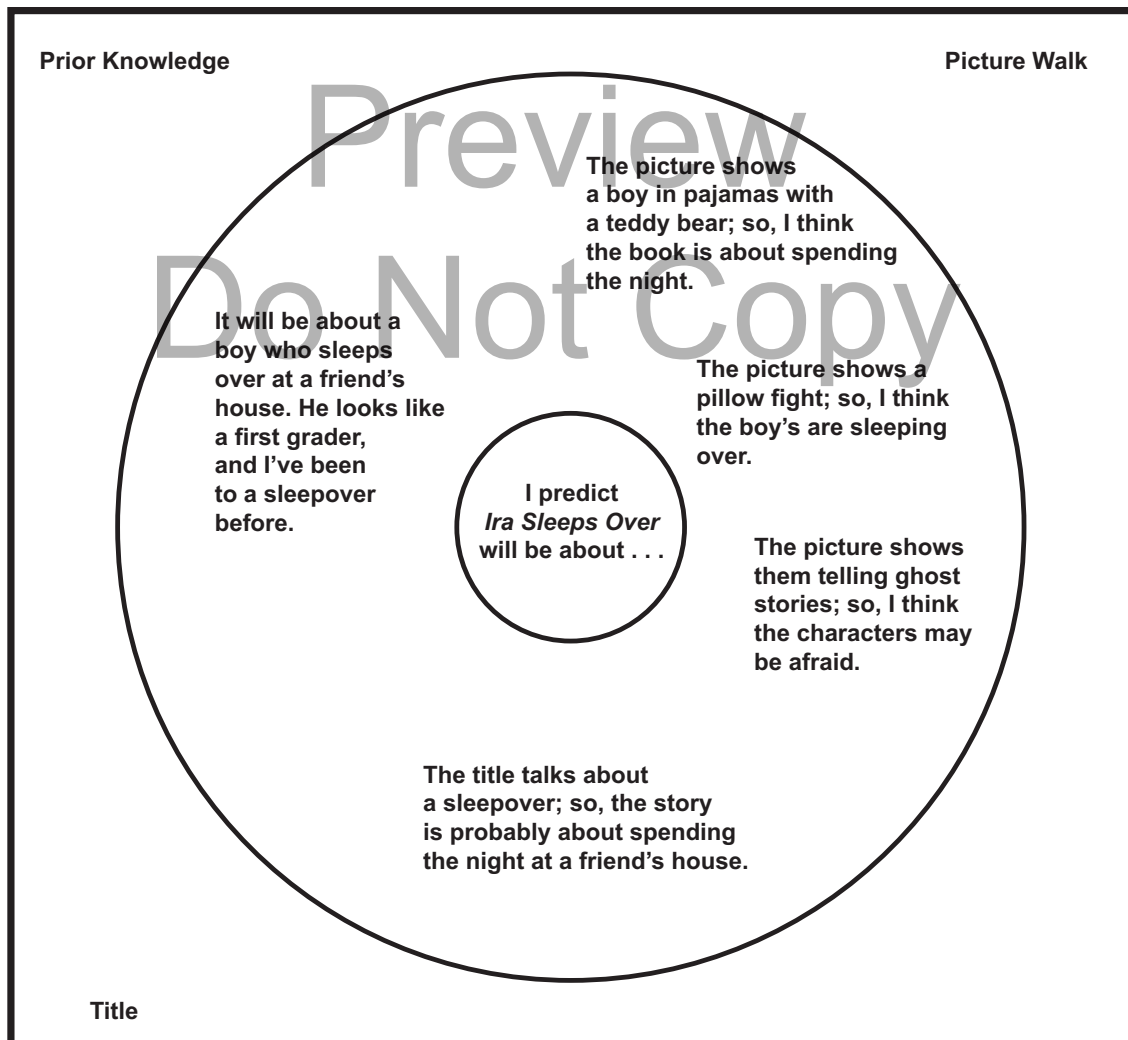
**THINKING MAPS[®]: COMPREHENSION STRATEGIES FOR
CONSTRUCTING MEANING**

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PREDICTION BEFORE READING: CIRCLE MAP WITH FRAME OF REFERENCE**Primary Fiction Example: *Ira Sleeps Over* by Bernard Waber**

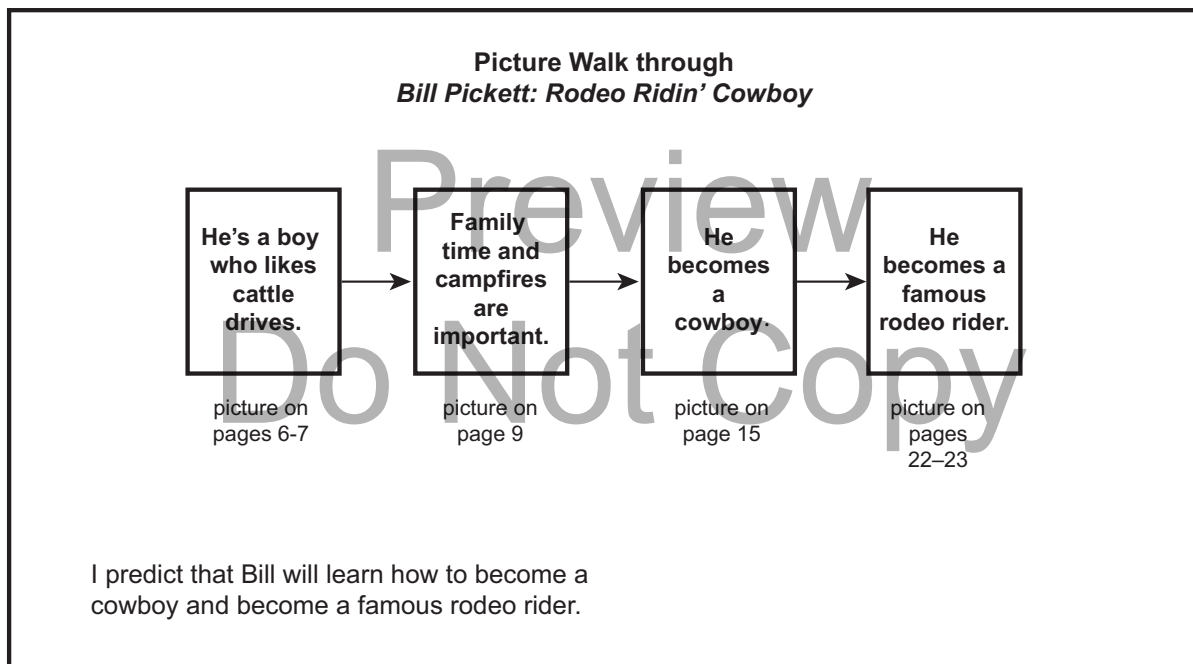
Before reading, proficient readers use different cues to predict what a story will be about: the title, the picture clues (“picture walk”), and their own prior knowledge. Using the Frame of Reference, students generate predictions based on these cues. Predictions must be backed by evidence in the Frame of Reference.



PREDICTION BEFORE AND DURING READING: FLOW MAP

Intermediate Fiction Example: *Bill Pickett: Rodeo Ridin' Cowboy* by Andrea D. Pinkney

Before reading, students make predictions with a Flow Map based on a picture walk through the book. Students should add a Frame of Reference and make an overall prediction about the story. Students can include page numbers or pictures in the Frame of Reference to justify their predictions.

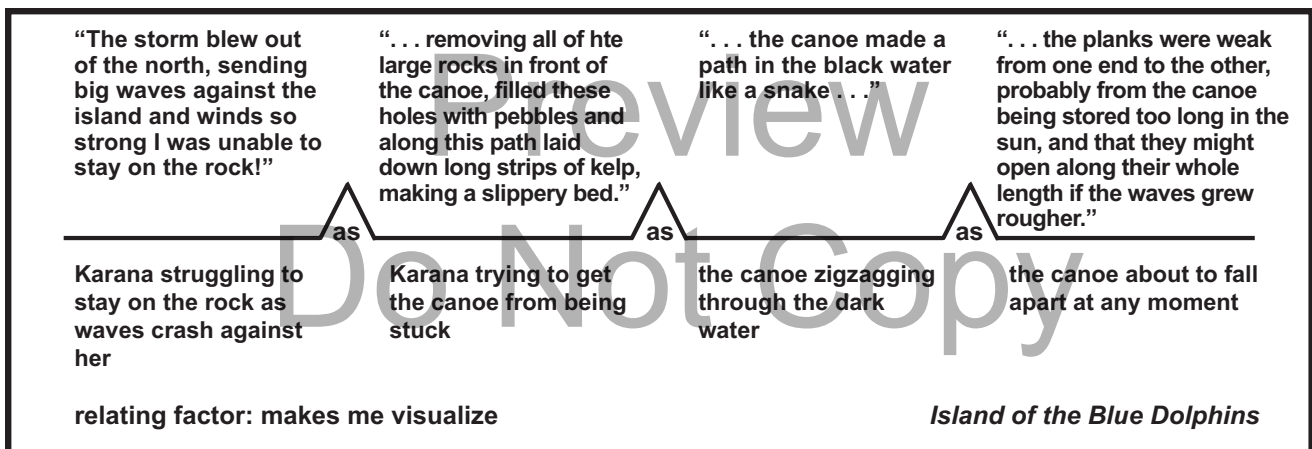


During reading, students check their predictions and write their new predictions or justifications for their before-reading predictions in the Frame of Reference.

VISUALIZATION DURING READING: BRIDGE MAP

Intermediate Fiction Example: *Island of the Blue Dolphins* by Scott O’Dell

Using a Bridge Map, students find the relationships between words or phrases in a text and their own visualizations.



VISUALIZATION DURING READING: BRACE MAP WITH FRAME OF REFERENCE

Primary Fiction Example: *Amelia’s Road* by Linda Jacobs Altman

Using a Brace Map, students identify the parts of the setting discussed in the chapter. In the Frame of Reference, they visualize the different parts using their prior knowledge and evidence from the text. Finally, in the Frame of Reference, students should write the conclusions they draw because of their visualizations.

I visualize a bright green rolling meadow with purple flowers.

I visualize a rocky, narrow, dirty, dusty path with no footprints.

Preview

Do Not Copy

The Setting of
The Accidental Road

“footpath”

“grassy meadow”

“clump of bushes”

“gentle hill”

“wondrous tree”

I visualize bushes hiding the road.

I visualize a hill leading to town.

I visualize a strong, huge tree shading the path.

The setting is important because Amelia feels safe here. I also think Amelia feels joy here when she only otherwise feels pain.

CHAPTER 3

READING COMPREHENSION STRATEGY: MAKING CONNECTIONS

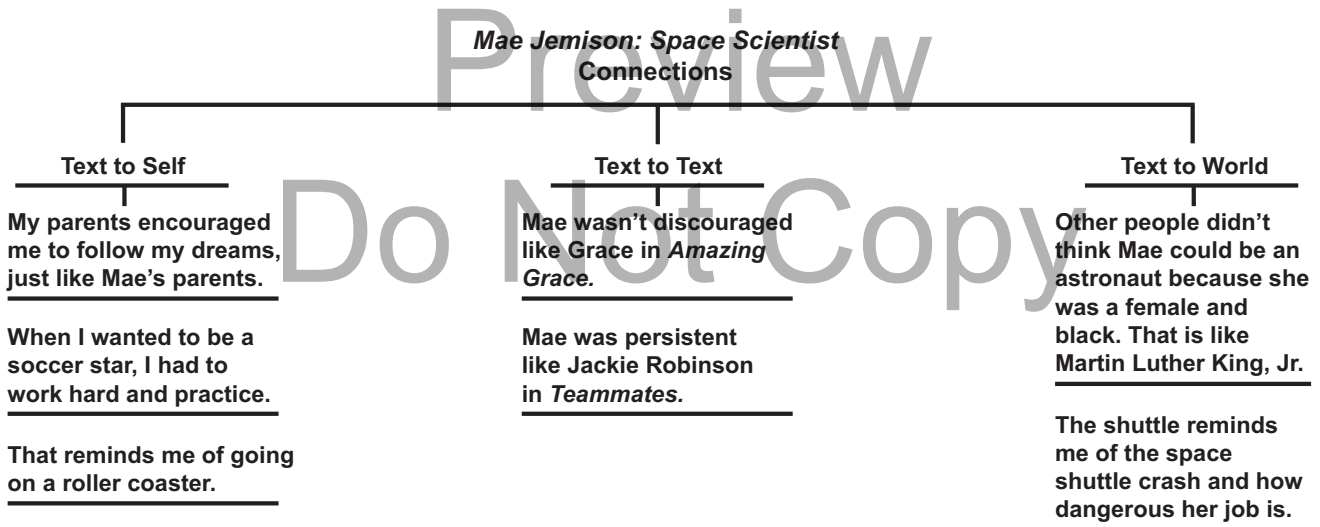
WHAT IS MAKING CONNECTIONS?

Making Connections is a strategy used by good readers to interact with a text. The best way to get readers to interact with a text is to show them that they have something in common with it. There are three specific types of text-to-reader connections: text-to-self, text-to-text, and text-to-world. Text-to-self connections are connections between the text and a reader's experiences, memories, and/or prior knowledge. Text-to-text connections are connections that the reader makes between two or more types of texts. Text-to-world connections are made between what the readers knows about the text and what he knows about the world (Tovani, 2000).

Teaching readers to actively make connections can be facilitated by modeling a teacher's inner dialogue by a think-out-loud process. This will open up the door for readers to make connections during independent reading. However, after teaching readers the three types of connections that can be made with text, much teacher modeling needs to be done to show readers the difference between making connections and making **meaningful** connections. For example, when reading a text about dogs, a beginning reader may offer a text-to-self connection such as, "I like dogs." True, it is a text-to-self connection. However, it is not a meaningful text-to-self connection because it is not furthering the reader's understanding of the story. Therefore, in this book there are lessons to introduce making connections as well as lessons that explicitly explain **meaningful** connections.

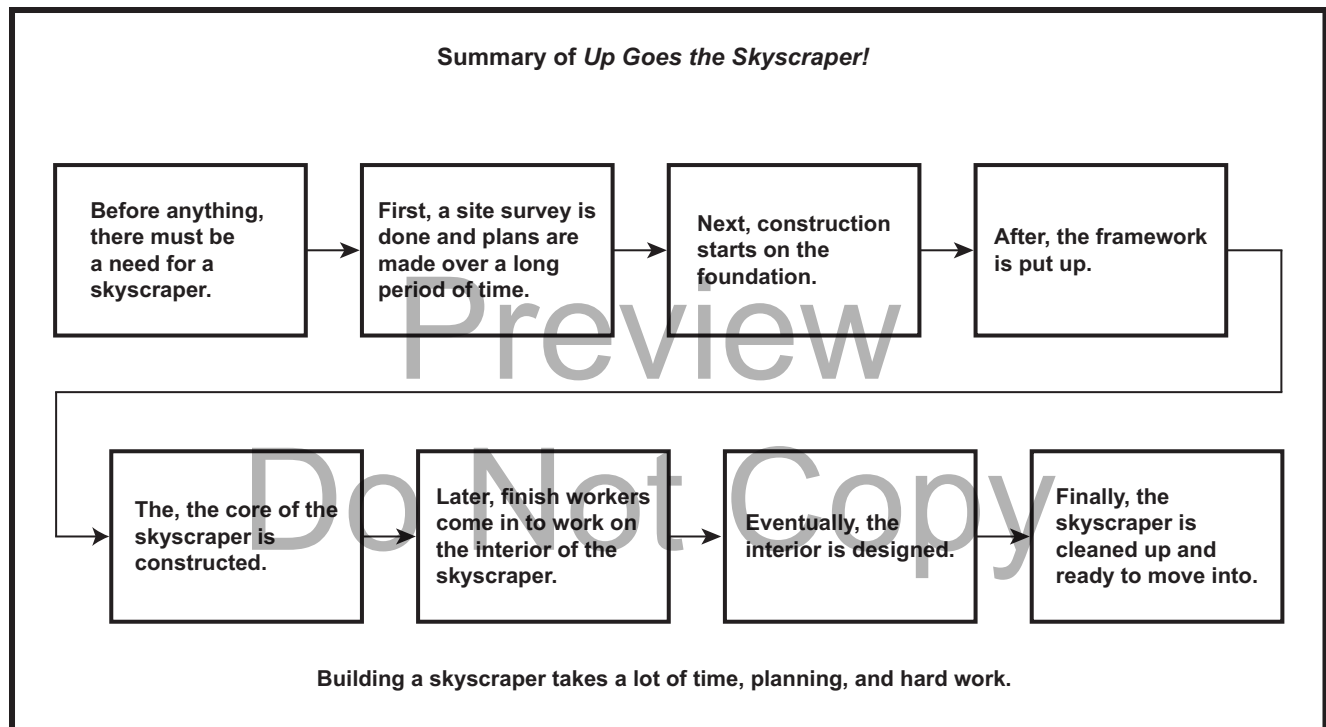
MAKING CONNECTIONS: TREE MAP**Non-Fiction Example: *Mae Jemison: Space Scientist* by Gail Sakurai**

During reading, good readers use their schema to make connections between new information in the text and what they already know about their own experiences, another text, or real world issues. Connections allow readers to fill in gaps that the author cannot. Making these types of connections gives readers a deeper understanding of the book's meaning by causing them to identify with different elements of a book such as the character, setting, or theme. During reading, students record new information from a text categorized on a Tree Map.



SUMMARIZING: FLOW MAP OF PROCESS**Primary Non-Fiction Example: *Up Goes the Skyscraper!* by Gail Gibbons**

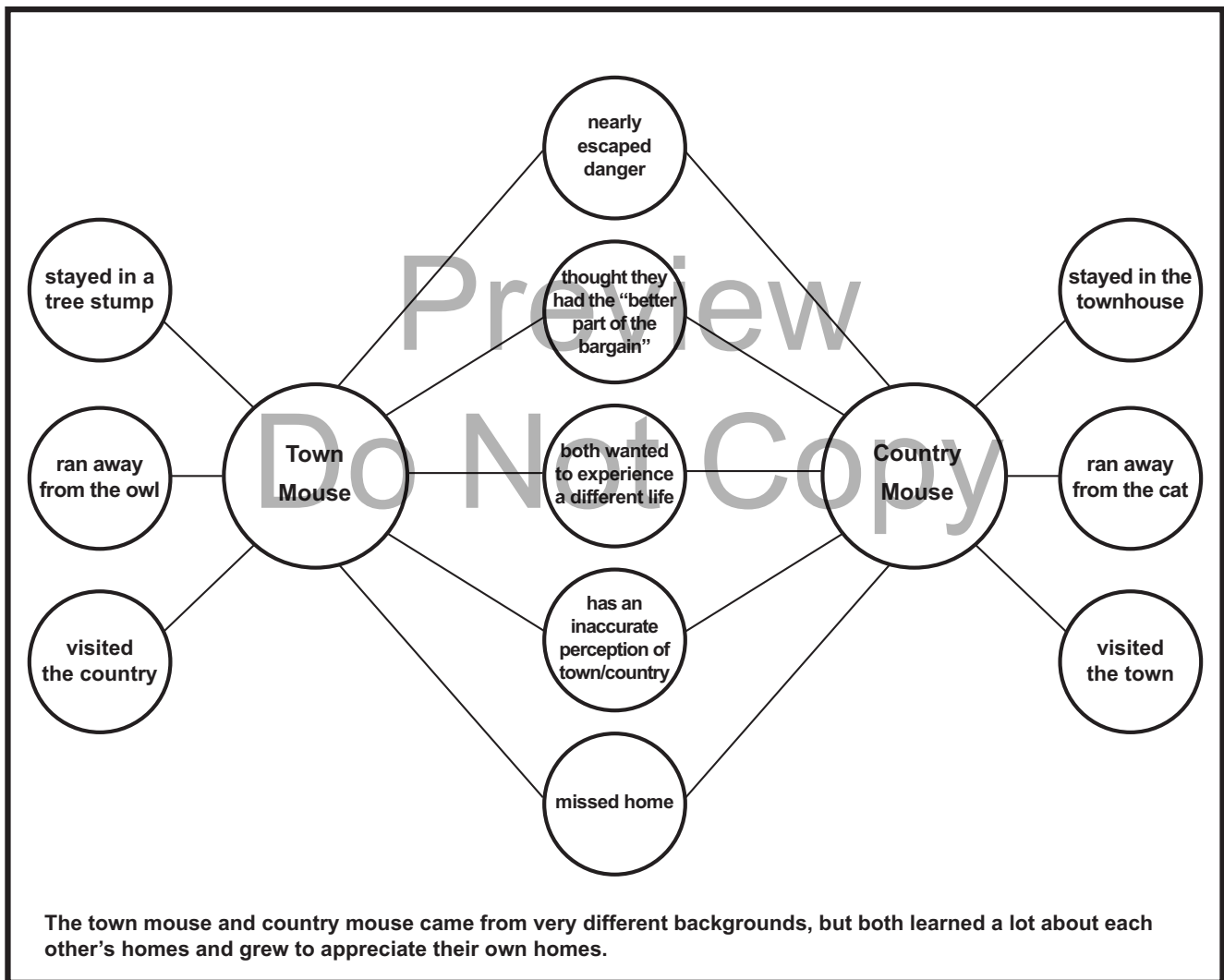
Using a Flow Map, students sequentially describe the process of building a skyscraper using big ideas, significant details, and transition words.

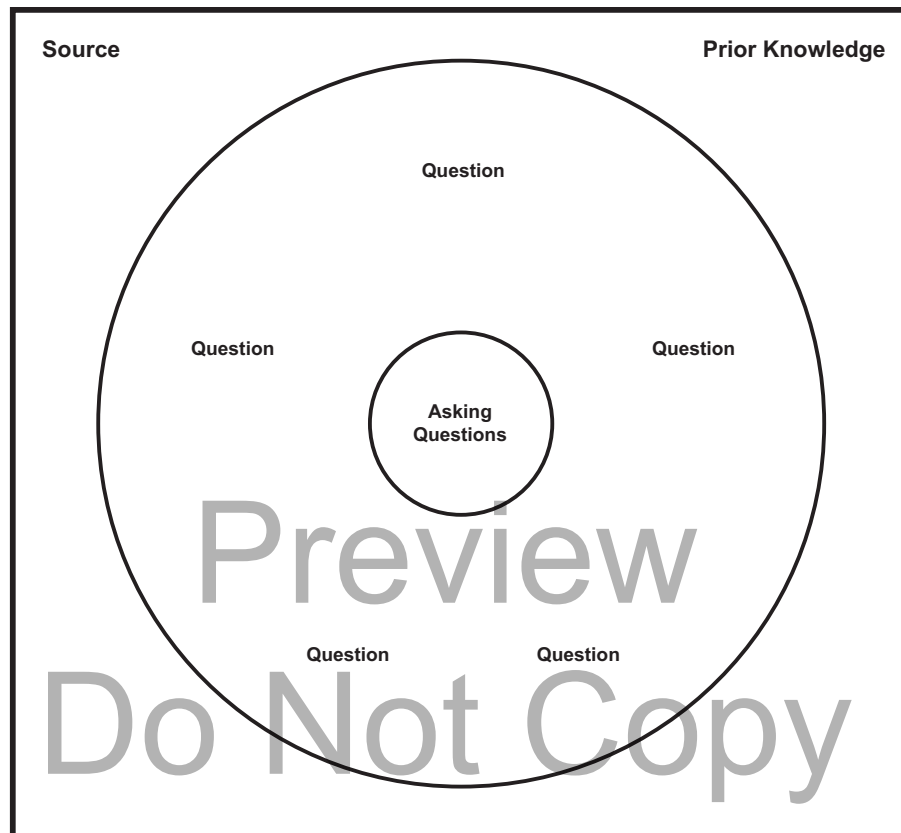


**SUMMARIZING: DOUBLE BUBBLE MAP WITH COMPARE/CONTRAST
TEXT STRUCTURE**

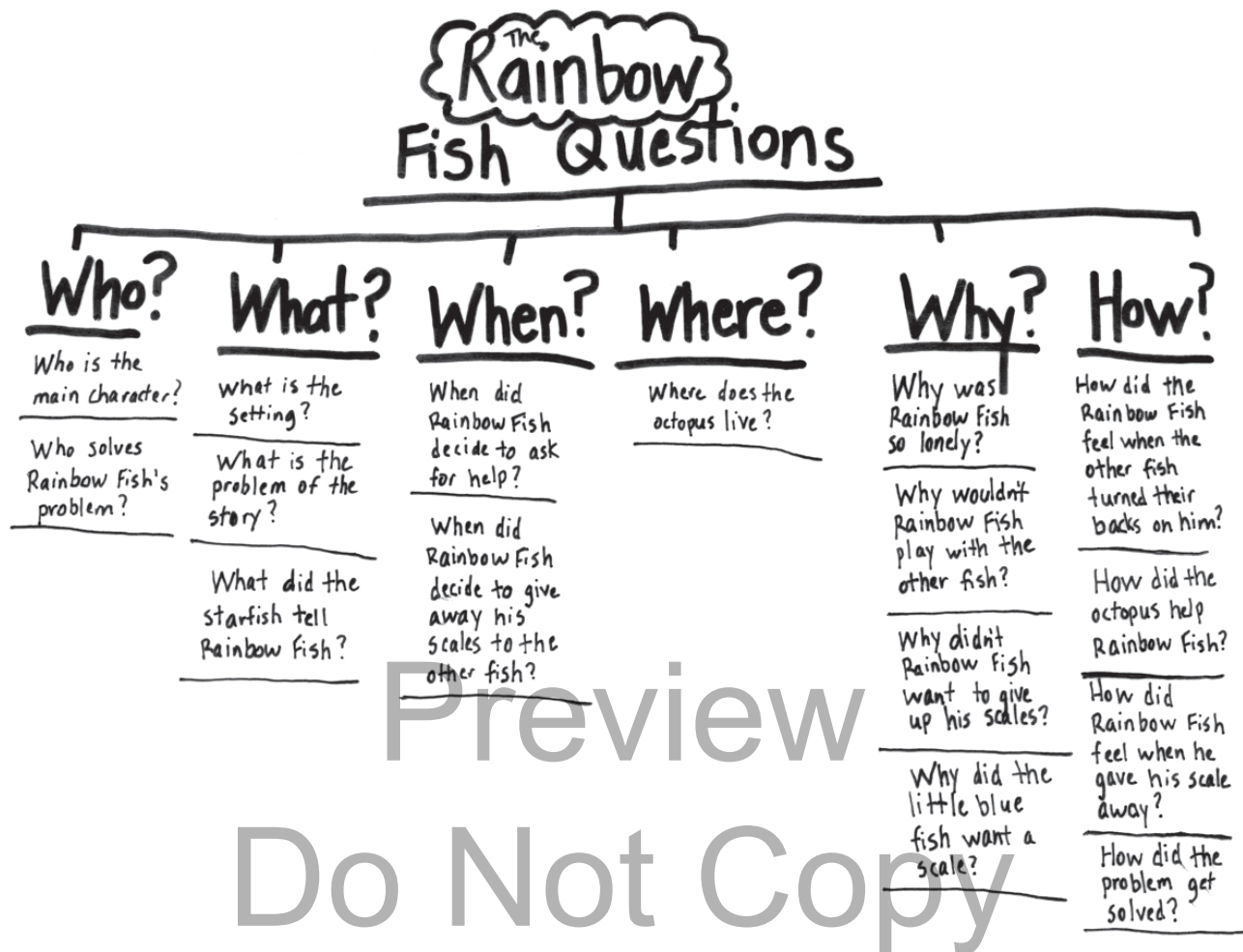
Primary Fiction Example: *Town Mouse Country Mouse* by Jan Brett

Students summarize the compare/contrast text structure on a Double Bubble Map.



QUESTIONING: CIRCLE MAP WITH FRAME OF REFERENCE**Fiction or Non-Fiction Example****Tips and Hints**

- The Circle Map can be color-coded based on question type. For example, “Who” questions would be green, “What” questions would be blue, etc.
- As a scaffold, a separate reference chart may be necessary to explain further the use of different question types. For example, “Who” questions refer to a person or character, “Where” questions refer to setting, etc.
- The Circle Map is the first map used in a questioning lesson. The Tree Maps on the following pages categorize the questions based on the lesson objective.
- The questions can be written on Post-Its. Once they are collected on the Circle Map, they can be taken off to categorize on a Tree Map.

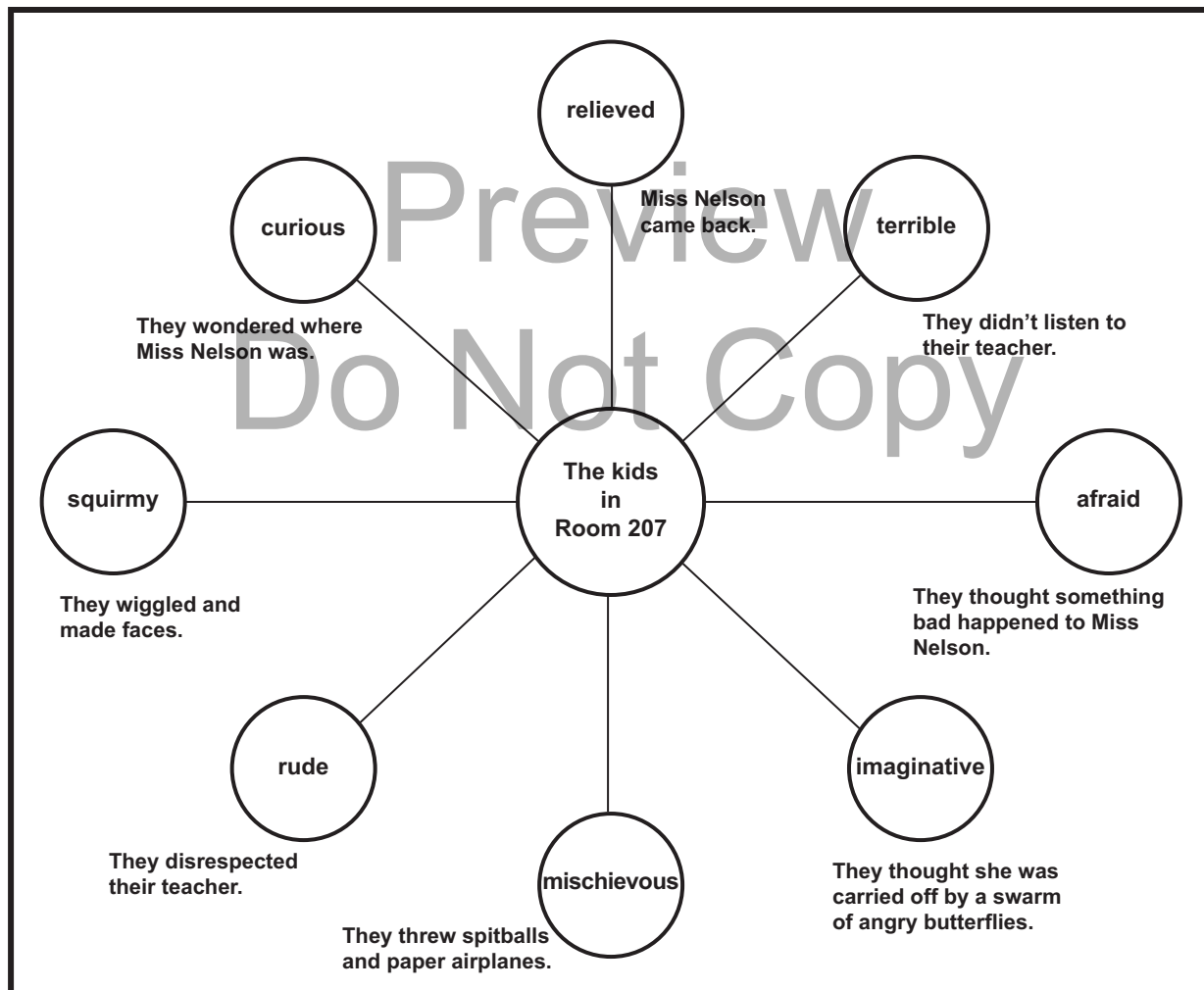


Who, What, When, Where, Why, How Tree Map of 1st Graders' Questions During Reading

INFERENCE: BUBBLE MAP WITH FRAME OF REFERENCE

Primary Fiction Example: *Miss Nelson is Missing* by James Marshall

During reading, good readers use textual clues and their prior knowledge to make inferences about characters in a story. On a Bubble Map, students make inferences to describe a character in a story. In the Frame of Reference, students write the evidence proving their inference.



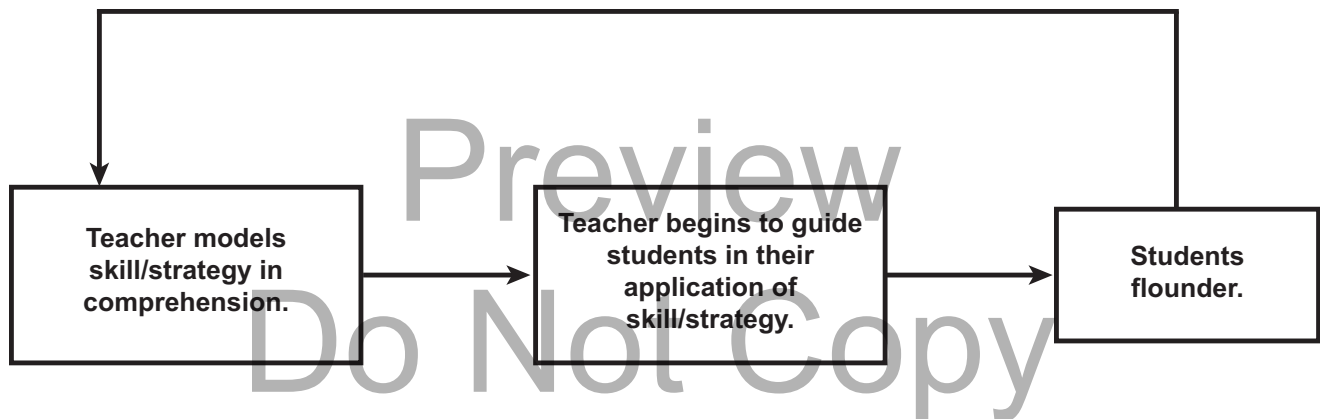
DRAWING CONCLUSIONS: BRIDGE MAP WITH FRAME OF REFERENCE**Intermediate Non-Fiction Example: *Koko's Kitten* by Dr. Francine Patterson**

During reading, good readers draw conclusions as they gather information from a story. Students construct a Bridge Map of all of their conclusions about a story.

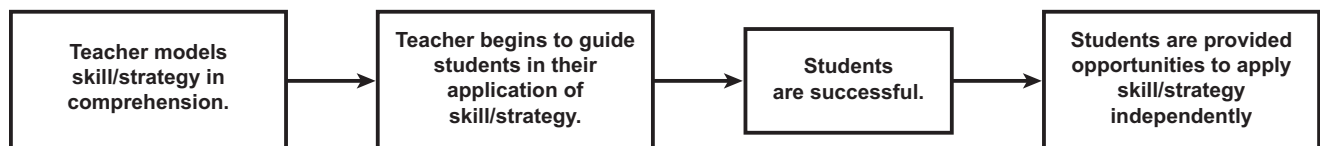


SCAFFOLDING FOR SUCCESSFUL LEARNING

The gradual release of responsibility also provides for meeting students needs if they do not meet the objective of the lesson as planned by the teacher. **IF** students flounder during the guiding portion of the lesson, teachers must quickly revert back to a modeling stance so as to clear up students' misunderstandings. The teacher can then move students again into the guiding portion of the lesson. As students become more and more successful at applying Thinking Maps to comprehending the text, teachers slowly remove the scaffold they have been providing. Continuous monitoring of students' responses is essential. Teachers may need to reinstate part of the scaffold to ensure successful attempts as students apply the strategy. See the figures below.

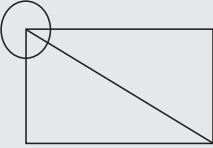
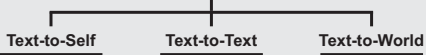
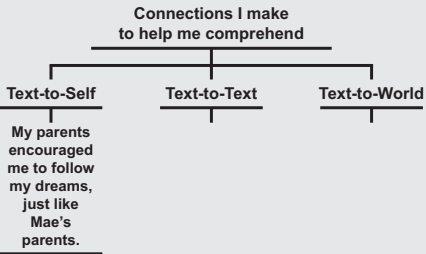


Scaffolding students when they struggle during the lesson.



After students are successful during the guided portion of the lesson, the teacher moves them to independent practice.

The following is a brief example of how the gradual release of responsibility could be used to teach **making connections during reading**.

Level of Gradual Release	Teacher Talk	Student Interaction
<p>Teacher models. No student responsibility.</p> 	<p>I can make connections before I read this book by doing a picture walk, by looking at the title and using my prior knowledge. But I think that I can also help myself comprehend this book even more if I make connections while I'm reading the book.</p> <p>Remember that a text-to-self (TS) connection is when I read something and I can connect it to something in my own life. A text-to-text (TT) connection is when I read something and it reminds me of something I've read from another book. A text-to-world (TW) connection is when something from my book reminds me of something from the real world, e.g. something I learned from watching a news show on TV. I'm going to use a tree map and put the three kinds of connections as branches.</p> <p>I'm going to read and as I do whenever I find a connection, I'm going to put it on my tree map under the type of connection it is.</p> <p><i>Teacher reads a small portion of the text. She stops when she can make a legitimate connection to something that happens in the book.</i></p> <p>I can make a connection here. It says that "Mae's parents encouraged her to follow her dream." That is exactly what my parents used to say to me. My text-to-self connection helped me understand how Mae must have felt even though the author didn't say that in the book. She must have felt very free to choose her own career. That's how I felt. I'm going to write my connection under the text-to-self branch of the tree map.</p>	<p>None.</p> <div style="text-align: center;"> <p>Connections I make to help me comprehend</p>  </div> <div style="text-align: center;"> <p>Connections I make to help me comprehend</p>  </div>