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PART 1 IDEAS THAT LAST

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- CHAPTER 2 Insights and Empathy: What does it mean to comprehend deeply in narrative text? We explore the Outcomes of Understanding in narrative text. 20
- CHAPTER 3 From the Inside: Integrating strategy instruction and narrative outcomes An in-depth look at one lesson in which the Outcomes of Understanding are woven into strategy instruction. Video accompanies this chapter 30
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From the Inside

VIDEO SEGMENTS

From the Inside chapters (Chapters 3, 5, and 7) focus on one lesson in depth and are accompanied with video. Readers can read all the way through the chapter and go back to watch the accompanying video or can stop at designated places in the chapter and view the video section that corresponds to the lesson's written description. From the Inside chapters highlight the use of the **Outcomes of Under**standing and the Talk **About Understanding** Principles in real classroom settings.



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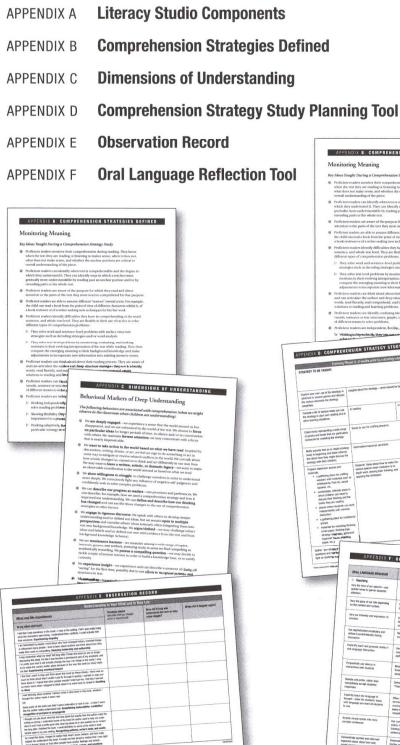
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APPENDICES

To see the appendices, go to www.heinemann.com/products/E02839.aspx and click on the Companion Resources tab.



	ADDENDIV B. COMPO	EHENSION STRATEGIE	
	Monitoring Meaning	EHENSION STRATEGIE	S DEFINED
	Key Ideas Taught During a Compre	hension Strategy Study	
01	8 Proficient readers monitor their co when the text they are reading or li	emprehension during reading. They k istenting to makes sense, when it does sether the unclear portions are critical	BOW,
	what does not make sense, and wh overall understanding of the piece.	sether the unclear portions are critica	d to
	which they understand it. They can gradually more understandable by	en text is comprehensible and the de n identify ways in which a text become reading past an unclear portion and	Jes Justy
	Proficient readers are aware of the attention to the parts of the text th	purpose for which they read and dire	ret Lautronia
	 Proficient readers are able to assum the child can read a book from the p 	e different 'stances' loward a text. For point of view of different characters wi ag new techniques for his/her work.	example, thin k, of
	a book reviewer or of a writer seekir Proficient readers identify difficult	ng new techniques for his/ber work. Ses they have in comprehending at th	or word,
	Proficient roaders identify difficult scatterics, and whole-text level. The different types of comparhension; 1. They solve word and sentence.	ey are flexible in their use of factics to problems: Jensi residents with audion structure	solve
	 □ They solve word and sentence- strategies such as decoding stra □ They solve text-lovel problems 	stegics and/or word analysis. by monitoring, evaluating, and maki	14
	arranges som accooming unit Pittey solve text-loved protherms revisions to their evolving inter- compare the emerging essential adaptaments to incorposate ner- 6! Proficions readers can think aloud- and cus articolate the surface and words, read fluently, and compreh- solutions to reading and learning is	pretation of the text while reading. To g to their background knowledge and w information less relisting memory o	hey then I make stores.
	B Proficient readers can think aloud and can aniculate the surface and	about their reading process. They are deep structure strategies they use to	name of khentify
	words, read fluently, and compreh solutions to reading and learning a M. Proficieur maders can identify con	end, and they can manage and creati problems. during Man, thomas, and for surface	obstances.
	Proficient maders can identify con (words, sentence or text structures of different means to solve probler	, graphs, tables, etc.) and can suggest ns.	t a vortiety
	 Proficient readers are independent Woodsupindeyendently, they or 	St. Suchander	¬.
		STUDY PLANNING TOOL	
APPENDIX D: CO	MPREHENSION STRATEGY (Darries Teach) 2 medicant base	hately (fath)	
STRATEGY TO BE TAUGH	ri .		
		and the body	
Explore your cars use of it adult ton to several gone the various elements the cosmictee.	the stratogy in any discount the stratogy—when	S CARDER on man-	
the various elements the complities.	Manufacture Principle	St ages, prouved agrespoore:	-
Compile a list of version the standard in your own other learning utwarbon	n reading and in		- 1
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hates outsig	(IC)		
Costner * per- questionn at light on shall	APPENDI	V E. 00	
These standards	Asset Control of the	(F: ORAL LANGUAGE)	
	ORAL LANGUAGE SENSON		rvoiga
	stary the base of our absence— quieter foreign to parmer obudient attention.	the a range of tone and volume for specific purposes in the lesson.	
	Vary the pace of our talk depend on the content and context.		
	Vary our intensity and expression on other	Personal pensor in the lesson.	
	Use apprinticated vaculation and	tof the a range of emotions, labeling and documents how they relate to understanding.	
	Use suphisticand vocatulary and define it parenthelically during discussion	Company Charles Co.	
	Explicitly teach and promote clusty and surgouge interaction.	y in Oemoratries and practice civility and more forms, acedenic anguings at particular fines, in specific settings.	
	Purposefully use silence in interactions with infudents		
		Model by being time in silence to three about your own responses. Give students time to Evrill in Silence	
	Prestate and probe, rather than Annechately accept Hadents' responses.	Deher deoper; was, "What else?" "Then what were you through"	
	Explicitly leads the language of Except t—abor the shaderful ideas with language you want at shadering to use.		
		When presides, teach the appropriate formacology (outcomes) to work succincitly define an idea a student seem to share. "That feeding in called intendity."	
	Angely simple system into more complex systemces		
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		the complex sectences: necourage and/or help children to also to their their degree of their section of their benteroos with more complex ones.	
	Seminatriale specified and inferrend implement about distort loss from last, model wide it reasons to consider the models while the controller the produce them of others.	Datalog Practice "responsible" introle increase relia mora complex ones. Descriptiones Epinal about water, Number opinione. Epinal about water, in which you make these influenced by others yourse.	