

Ways to Teach the Reading Thinking Steps

What are the Reading Thinking Steps?

Each component skill in the KIPP Wheatley reading lessons has a chart of Reading Thinking Steps. These steps represent the cognitive process readers can complete to use a reading skill such as analyzing the point of view in a text. The Reading Thinking Steps appear in reading lessons as an anchor chart for teachers to display and/or distribute. Instruction for presenting the steps follows the anchor chart.

How should the Reading Thinking Steps be taught?

The first time a component skill is taught at a grade level, the lesson includes complete modeling of each step. For all subsequent lessons with the skill, the steps are used through Guided Practice instruction that elicits students' description of the most important step.

Teachers can choose how to instruct the Reading Thinking Steps, including through Modeling, Guided Practice, or Prompting Support. These three approaches reflect points on a continuum of instruction, rather than mutually exclusive practices. Teachers should choose the approach that best meets their students' needs, based on data about progress toward skill mastery.

What are the three main choices for teaching the Reading Thinking Steps?

1. MODELING

Description: Teacher demonstrates how to perform the skill, sharing a think-aloud of the cognitive process and decisions involved at each step. Each step is modeled, although basic steps and text information may be elicited from students. The focus is on modeling what readers notice and think about, not on memorizing a procedure.

When to Use:

- When a component skill is brand new (The lesson will contain this option the first time a skill is taught.)
- When most students are struggling with a skill
- When the skill is in use with a very complex text

Before the Lesson	During the Lesson	Guidance
<ul style="list-style-type: none">• Make an anchor chart of the Reading Thinking Steps to display and/or distribute.• Keep the anchor chart handy for future lessons with the skill.	<ul style="list-style-type: none">• Model the thinking steps while reading a text, showing students what you are doing, noticing, and thinking at each step.• Give students an active role during the Model, such as taking notes, providing basic information, or watching to be able to retell the steps. They can also use the Reading Thinking Steps anchor chart as a note-taker.• Choose from the modeling language in the right-hand column of the Reading Thinking steps chart, prioritizing the most essential and rigorous steps.• Ensure that the Reading Thinking Steps are stamped or summarized, ideally by students.• Have students emphasize the priority step.• Refer to the anchor chart at each step of modeling and when prompting students during Read for Deeper Meaning.	<ul style="list-style-type: none">• Keep modeling short: 5–10 minutes for most lessons.• Prioritize the most rigorous part of the skill (indicated in lessons by orange shading)• Consider creating student note-takers with the Reading Thinking Steps anchor chart.

2. GUIDED PRACTICE

Description: Teacher elicits demonstration of the skill from students, using guiding questions and prompting as support. Each step is practiced or defined by students, in response to teacher questions or prompting. If desired, only the most important steps might be practiced or discussed. *Note that this is a fuller version than offered in the KIPP Wheatley Guided Practice lessons, which only focus on the priority step.*

When to Use:

- When students have demonstrated basic competence with most of the steps associated with a skill
- When the skill has been recently taught (The lessons contain brief Guided Practice after the first instance of a skill's instruction.)
- When students need more support during Read for Deeper Meaning

Before the Lesson	During the Lesson	Guidance
<ul style="list-style-type: none">• Display/distribute the Reading Thinking Steps anchor chart created in a previous lesson for the skill.• Plan Guided Practice with the text pages from Read for Deeper Meaning.• Adjust lesson timing as needed.	<ul style="list-style-type: none">• Guide students in using the reading thinking steps with the lesson text• Have students summarize the steps, focusing on the most important one.• Have students use the steps with the lesson text, guiding and redirecting them as necessary.	<ul style="list-style-type: none">• Prioritize the most rigorous parts of the skill (indicated in lessons by orange shading).• Once students show competence with the most important part of the skill, transition to Independent Practice.• Utilize the anchor chart to prompt students during Independent Practice.

3. PROMPTING SUPPORT (Modeling as Mop Up)

Definition: Students proceed directly to independent practice. If misconceptions or confusion arise, the teacher pauses the class or a small group to model specific steps for the skill, “mopping up” any misconceptions.

When to Use:

- When the majority of the class has demonstrated competence with a skill
- When a skill has been recently practiced
- When you want to see what students can do independently before giving instruction
- When students get stuck during Read for Deeper Meaning

Before the Lesson	During the Lesson	Guidance
<ul style="list-style-type: none">• Display/distribute the Reading Thinking Steps anchor chart from a previous lesson.• Adjust lesson timing as needed (this approach takes the least amount of time.)	<ul style="list-style-type: none">• OPTIONAL: Begin by having students scan and briefly summarize the Reading Thinking Steps for the targeted skill.• Have students proceed directly from Read for Gist and Joy to Read for Deeper Meaning.• Actively monitor and use the Reading Thinking Steps anchor chart to prompt students who need more help.	<ul style="list-style-type: none">• This method is quicker than modeling, so it allows for more time for Read for Deeper Meaning. Adjust lesson timing accordingly.