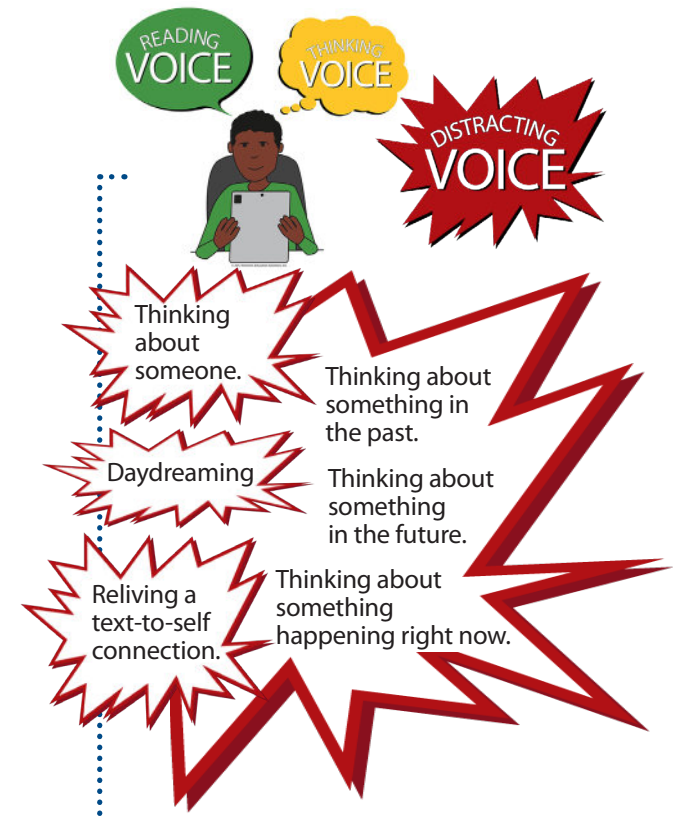
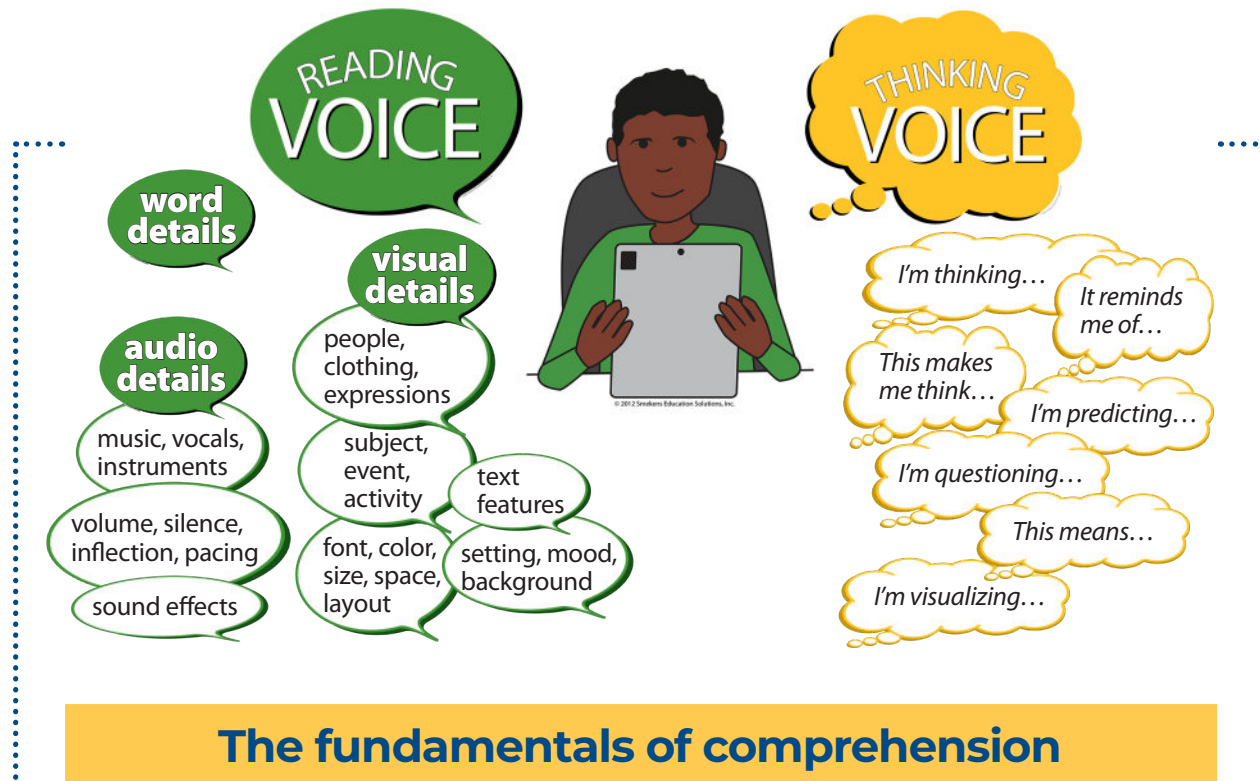


# Introduce Students to the 3 Reader Voices



**KRISTINA SMEKENS**  
EDUCATOR, AUTHOR, &  
LITERACY CONSULTANT

Make the reading process concrete and visible.



MUTE THE

**DISTRACTING VOICE!**

→ THE **READING VOICE**:

- Says the words.
- Sees the visuals.
- Hears the sounds.

← THE **THINKING VOICE**:

- Thinks about what the words mean.
- Thinks about what the visuals mean.
- Thinks about what the sounds mean.

1. STOP!
2. GO BACK.
3. RE-READ.



**& REREAD**





1. Introduce the purposes of the *Reading Voice* and the *Thinking Voice*.
2. Model the quantity of reader thoughts.
3. Model the variety of reader thoughts.
4. Model the voices with a variety of text genres, modes, & formats.







Readers put their thinking adjacent to the author's ideas.

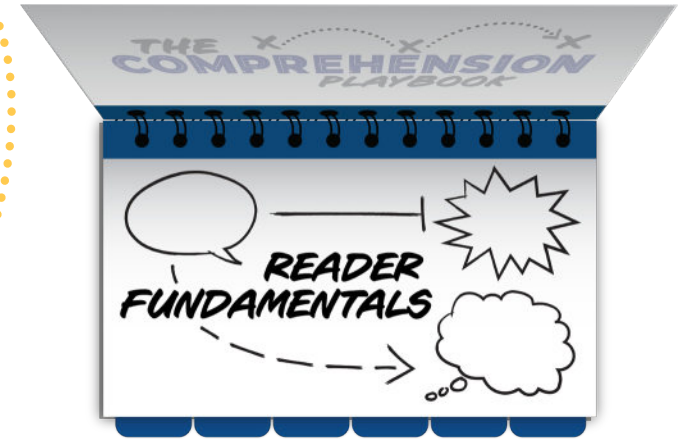
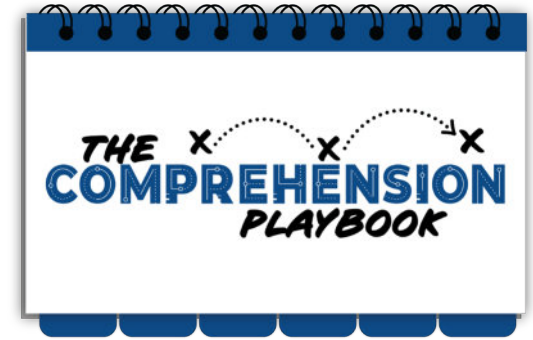
**NOTE-TAKING:** Lift information out of the text.

ONE TEXT:

MULTIPLE TEXTS:



**ANNOTATE:** Mark information *within* the text.



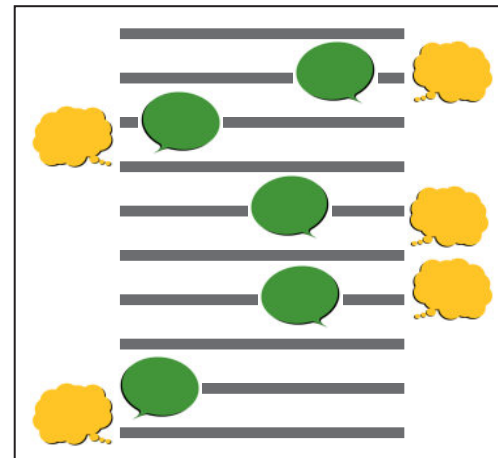
**Whylight**

Why do you want to remember it?

Why is that part important?

What did your Thinking Voice whisper?

How does that help you answer the question or understand the idea?



# LEARN, PLAN, & REJUVENATE

# CompCON

A COMPREHENSION CONFERENCE FOR K-12 EDUCATORS



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IN-PERSON

**CHICAGO, IL**

July 27-28, 2021

## DAY 1

### Teach whole-class comprehension skills with explicit instruction

**CompCON attendees will learn how to:**

- ✓ Utilize a list of explicit instructional points per comprehension skill.
- ✓ Layer instruction across a multi-day mini-lesson series—targeting a new comprehension skill each week.
- ✓ Execute the essential facets of an effective whole-class mini-lesson, including how to make lessons explicit and honor the gradual release of responsibility (i.e., *I do, We do, You do*).

## DAY 2

### Map out a year of skills, texts, and writing

**CompCON attendees will learn how to:**

- ✓ Launch the first weeks of their whole-class comprehension instruction.
- ✓ Spiral their yearlong comprehension skills to build on one another.
- ✓ Choose the texts that are best suited for individual skill instruction.
- ✓ Layer writing-about-reading instruction to prepare students for standardized assessment expectations.