Reasoning reading is one of the most important activities in all of my programs in reading. It is an essential auto-reasoning activity. This activity is based on research done by several researchers (Collins, 1991; Duffy et al., 1987; Lysynchuk et al., 1990; Kincade and Beach, 1996; Klingner and Vaugh, 1996; Palincsar and Brown, 1984; Pressley, 2000). It is through this activity that the profound nature of reading is made explicit to pupils. The application of Reading Reasoning necessitates substantial and interesting reading material. It is essential to provide both novels and informative books (one copy for each pupil).

Originally, Reading Reasoning was called Reading Paragraphs (in French, “Lecture par paragraphe”) (Boyer, 1993), and derived partially from Reciprocal Teaching by Palincsar and Brown (1984). Reciprocal Teaching shares certain links with the Russian psychologist Vygotski’s (1978) vision of learning which states that, amongst other things, learning is the result of social interaction. In that frame of mind, Reciprocal Teaching is a group discussion-based activity that creates exchanges between pupils and teachers about what was read. Pupils and teachers discuss excerpts by predicting, clarifying, questioning, and summarizing.

Reading Reasoning has become an activity aimed at making visible the reactions and internal reasoning of an accomplished reader, while reading. Reading Reasoning shares part of the structure developed by Reciprocal Teaching, but is more strongly inspired by the works and reflections of Collins (1991), Duffy et al., (1987) and Pressley (1994, 2000). Reading Reasoning is

61. Linda Roy, Linda Beauvais, and Claudette Martin contributed to the initial development of this activity.
made up of four reasoning categories: predict, elaborate, debug, and recall. *Reasoning Reading Who, When, Where, How* is a variation of *Reading Reasoning* that is usually introduced later, and includes the ability to create and answer literal and inferential questions. *Reading Reasoning* aims to 1) incite children to reason while reading without being prompted by their teacher (without clues), and 2) enable children to identify the different types of reasoning made.

**Brief Description of the Procedure**

After briefly presenting the different types of reasoning to pupils, the teacher begins to slowly read a section of the chosen book. He or she stops regularly to share whatever reasoning has gone through his or her mind while reading. Every type of reasoning is identified using the four main categories: predict, elaborate, debug, and recall.

To predict is the ability to deduce what will happen next in terms of actions. Predictions must always be supported by clues from the text. A non-justified or unsupported prediction is unacceptable. To elaborate is the ability to create links between the information that has been read (deduce, extrapolate, judge, etc.) without predicting what will happen next in terms of actions. Elaboration must also be supported and justified. Debugging implies that the reader has a comprehension breakdown, so she/he does not understand. Secondly, the reader must be able to identify the source of his or her breakdown (types of breakdown include a word, an expression or metaphor, a turn of phrase, and *where the author is going*). Thirdly, after identifying the source of the comprehension breakdown, a series of strategies must be used to formulate a hypothesis enabling the reader to repair his/her comprehension breakdown. The different strategies include analyzing the word (small word within the big word or big word within the small word), reading before
and after (restructuring the sentence or segmenting the sentence differently), making a movie with eyes open (using available illustrations if they are relevant), making a movie with eyes closed (visualising the situation), and creating an analogy (an almost automatic hypothesis without the use of *Reading Before and After, Analyzing the Word, and Making a Movie*). The ability to recall differs according to the type of text read and the reader’s intention. When the text is of an informative and/or the goal is to learn and remember precisely where the information is in a text, recalling is done by taking notes (one to five words) directly on the text or on sticky notes. Recalling frequency is greater in this case. When reading a novel, and/or when reading does not require one to meticulously process information, recalling relevant information is done verbally in less than 10 seconds before or after reading.

All of these skills must be modeled several times by the teacher throughout the school year. Pupils must follow what is being read at all times since the teacher can call on anyone at any given time to read the word following the last one read (word relay). Pupils are asked to contribute from the beginning, by identifying the type of reasoning made by the teacher or a fellow pupil, and by sharing their own justified reasoning to the group. Justified reasoning is an essential skill to develop. Moving quickly, but following the progress of the pupil, the teacher passes on the responsibility, partially or entirely, which includes reading out loud and reasoning. When the teacher is reading the text out loud—pupils must keep following, spot checking with word relay—the teacher simplifies the task and allows the pupils to concentrate on his or her reasoning, ultimately facilitating the development of the child’s own reasoning. When a pupil is given the responsibility to read out loud (slowly), and to share reasoning, the other pupils and teacher participation is maintained.
The right to speak is not automatic, and is controlled by the teacher. Pupils are told to raise their hand *when something is going through their head*. An open hand shows that a pupil has a prediction, an elaboration, or wants to recall information. A closed fist indicates a pupil’s comprehension breakdown. The teacher may choose not to give a pupil the right to speak. This depends on several factors, for instance, the number of stops already made, the level of participation of certain students, and whether or not the section read will be used for questioning or otherwise in the following activity. When pupils raise their hands, they must continue to follow the reading and lower their hand after three seconds if they are not called upon.

When pupils become skilled at reasoning while reading, we introduce *Reading Reasoning Who, When, Where, How*. In the following days, after careful planning, this activity can be done in pairs.

Many pupils with learning difficulties are willing to put in the effort to progress, but they do not always understand what must be done, how to do it, or why and when they must do it. We must understand that what we are asking pupils to learn are cognitive actions they generally cannot observe in their surroundings, such as reasoning while reading, understanding a question, making inferences, resolving a comprehension breakdown, etc. Pupils might be able to see a result of these cognitive actions, but rarely can they see the underlying process in action. As educational professionals, we must strive to constantly reduce the opacity of what we are asking of them. *Reading reasoning* is an Explicit Teaching activity that offers a clear vision of what reading is, and the skills children must develop.