

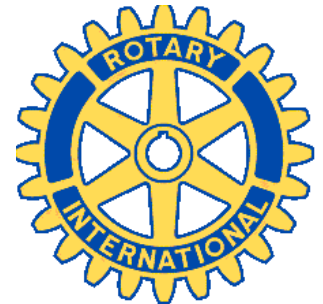


Professional Development Workshop

Reading Comprehension: Strategies & Activities



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the Rotary Club of Tucson





Welcome & Agenda

Thank you for joining us today!!

1. Housekeeping & Welcome
2. Introductions
3. Reading Comprehension research
4. Strategies
 - a) K-W-L, Whole Group, Role Play
 - b) Other Strategies
 - c) Cube Questions Practical
5. Table Talk
6. Closing & Evaluation

Introductions

- **Please introduce yourself with:**
 - Your **name**
 - **How long** you've been a Reading Seed coach
 - **School** where you coach

Learning Goals

- Coaches will understand the importance of teaching comprehension strategies
- Coaches will learn a variety of strategies & activities to use with their students to help improve reading comprehension.



What is Comprehension?

Comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning.

Comprehension is our purpose for reading.



Think/Turn/Talk

Take a few moments to individually think about the following question:

How do you as a reader make sense of text? What strategies do you use?



Why Focus on Comprehension?

- Readers who comprehend well are also good decoders
- Time spent reading is highly correlated with comprehension
- Students who do not focus on comprehension become “passive readers”.
- Reading is an active process in which the reader must interact with the text in order to gain comprehension.



Why Focus on Comprehension?

- Struggling readers need explicit instruction in comprehension.
- Coaches should have regular discussions with students about the strategies they can use as good readers to understand the text.
- Coaches should help students build their comprehension by using:
 - Modeling
 - Think-Alouds



Modeling and Thinking Aloud

- Modeling
 - The act of providing an example of what you expect the student to do
 - “Watch how I do this so that you can do it too.”
- “Think Aloud”
 - The act of showing the student how you think through a text
 - Demonstrates what good readers do to help them understand text



Seven Reading Comprehension Strategies

These strategies are used by proficient readers to make sure they understand what they are reading:

1. Activating Background Knowledge to Make Connections
2. Asking Questions
3. Drawing Inferences
4. Determining Importance
5. Creating Mental Images
6. Repairing understanding when meaning breaks down
7. Synthesizing Information



Strategy Focus:

Background Knowledge

- Research shows that activating and building a student's knowledge about a subject before reading a text greatly improves comprehension.
- Instruction should help children learn to use prior knowledge of content & genre in making specific connections to the text
- Use the overall theme of a fiction story or the topic of non-fiction to activate background knowledge
 - *Henry's Freedom Box* by Levine Nelson
 - Overall theme is slavery, injustice, something being unfair.

Practice

- In the next slide, I will model a think aloud using a short comic.
- **Listen** as I activate my background knowledge, ask questions and try to understand the text by thinking out loud.

Modeling and Think-Alouds

- Background Knowledge
- Asking Questions
- Drawing Inferences



Guided Practice

- What background knowledge do you have that could help you understand this comic? What does this comic remind you of?
- What questions come to mind?
- What inference can you make about Calvin or his father?
- Is there anything in the comic that you do not understand?



Independently

- Synthesis:
- What can you synthesize, or what idea can you conclude, about Calvin's character, based on all three comics?





Before your session...

1. Read the books your student may read
2. Think about how you strategize through the text:
 - What background knowledge do you use?
 - What questions pop up?
 - Are there areas that are difficult to understand?
3. Plan ways to “Think Aloud” with your student while reading the book so that he/she may hear the way you comprehend.



Close Read - Practice

- “The Orange” by Benjamin Rosenbaum.
- Listen to the way I think through the passage. Listen for the strategies that I use to make sense and build comprehension.
- Practice thinking aloud with a partner.



Researched-Based Strategies

Strategies:

Pre-Reading

- K-W-L
- Preview & Predict

During Reading

- Picture This!
- Click & Clunk
- Concept Maps

Post-Reading

- 3-2-1
- Wrap Up
- Get the Gist
- QAR
- Cube Questions
- Reading Log Questions



Pre-Reading Strategy #1

K-W-L

- Use with nonfiction
- Use before reading (K & W) and after reading (L)
- Goal: activate background knowledge of students & help students develop their own purposes for reading expository texts

K-W-L

- Know
 - Be specific in your questioning
 - Deepen student thinking with follow-up questions
 - Have student form categories of information for their knowledge
- Want to Learn
 - Develop student's reasons for reading
- Learned
 - Have student write down what they learned
 - Have student check their questions in Step W to see if they were answered

K-W-L

K-W-L strategy sheet

1. K—What we know

W—What we want
to find out

L—What we learned and
still need to learn

2. Categories of information we expect to use

A.
B.
C.
D.

E.
F.
G.

➤ What is the teacher's role during each stage of this discussion?



K-W-L

Use with Non-Fiction

- **Know**
 - activate prior knowledge
 - ask specific questions about the topic of the book
 - Deepen student thinking with follow-up questions
 - She has students form categories of information
- **Want to Learn**
 - Help students determine what they want to learn from the book – helps set a purpose for reading
- **Learned**
 - Compare what the students learned with the questions that the students wanted to be answered
 - Help extend their knowledge beyond the scope of the article



Pre-Reading Strategy #2

Preview & Predict

- Brainstorming

- Think about what you already know about a topic

- Predict

- Find clues in the title, subheadings, or pictures about what you will learn. Skim the text for keywords that might give you hints.

Preview & Predict

Steps:

- 1) Read the title
- 2) Look for pictures/diagrams/figures
- 3) Read each heading & think about its meaning
- 4) Look for key words that are in bold, underlined or in italics & consider what they tell about the reading
- 5) Read the first and the last paragraph



During Reading Strategy #1

Picture This!

Goals:

- Actively engage students while reading text
- Improve comprehension by creating mental images

Picture This!

- 1) Begin reading. Pause after a few sentences that contain good descriptive information.
- 2) Coach should share an item they've created in their mind and talk about which words from the book helped them "draw" the picture
- 3) Continue reading. Pause again and have the student share what he/she sees, hears, tastes, smells and feels. Ask which words helped him/her create the mental image.
- 4) Talk about how the coach and student's mental images are different and why
- 5) Encourage the student to use mental imagery when they read by themselves



During Reading Strategy #2

Click & Clunk

Purpose: teach students to monitor what they are reading and to think about information in the text that they know more about and information that is causing them difficulties

Click = something you really get

Clunk = when you run into a brick wall



Click & Clunk

Goals:

- Activate student's self-monitoring so they can recognize when they are following the information & when they aren't
- Teach student to identify when they know more about something
- Provide student with practice in identifying key words and principles that are new
- Teach student to grapple with the text by considering what the author is communicating, what they can contribute and what else they need to know

Click & Clunk

Clunk Card #1 Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.

Clunk Card #2 Reread the sentence without the word. Think about what would make sense.

Clunk Card #3 Look for a prefix or suffix in the word that might help.

Clunk Card #4 Break the word apart and look for smaller words.



Click & Clunk

Today's Topic _____

Date _____

Before Reading:

PREVIEW

During Reading:

CLUNKS

After Reading:

WRAP UP

What I Already Know About the Topic

What I Want to Learn/
What I Predict I Will Learn

Questions About the Important Ideas in the Passage

CLICKS

What I Learned



During Reading Strategy #3

Concept Maps

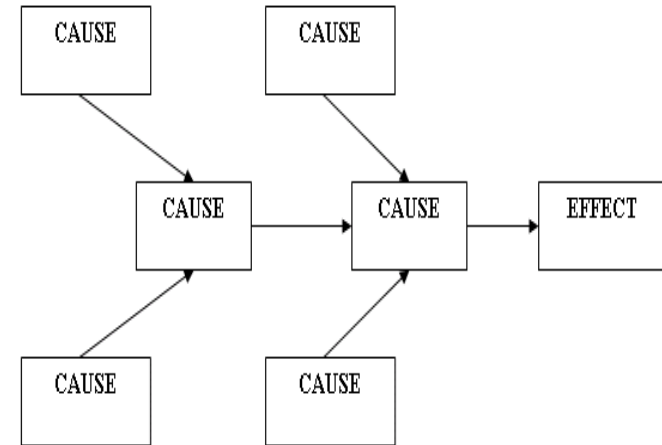
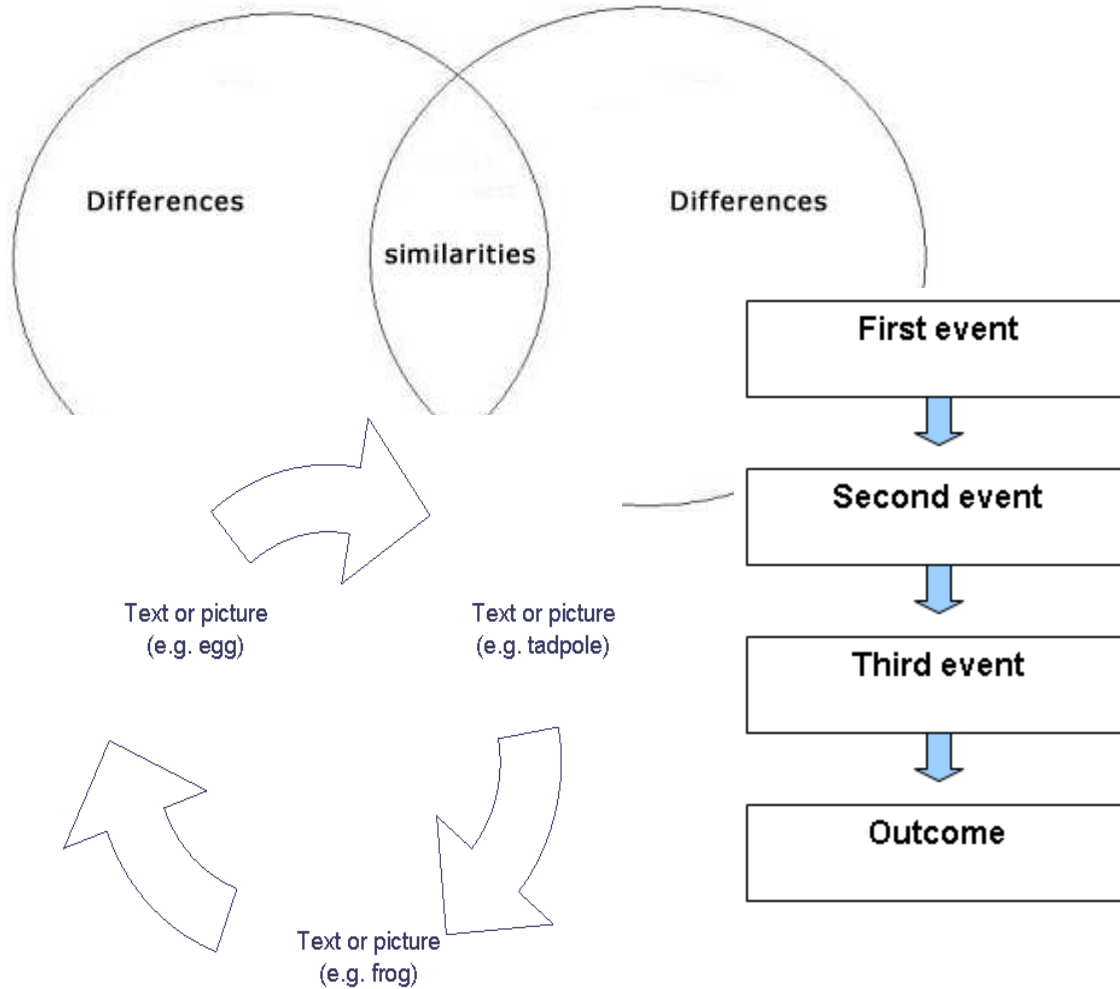
- Help students organize information
- Good for visual learners
- Help students make meaningful connections between the main idea and other information
- **Mostly used for non-fiction – factual information**

Concept Maps

- **Steps:**

- 1) Model how to identify the major ideas or concepts in a section of the book as you read
- 2) Organize the ideas into categories. Remind students that their organization may change as they continue to read and learn more information
- 3) Use lines/arrows on the map to represent how ideas are connected to one another, a particular category, and/or the main concept. Limit the amount of information on the map to avoid frustration
- 4) After students finish the map, have them share and reflect on how they made each connection between concepts.
- 5) Encourage students to use the concept map to summarize what they read.

Concept Maps



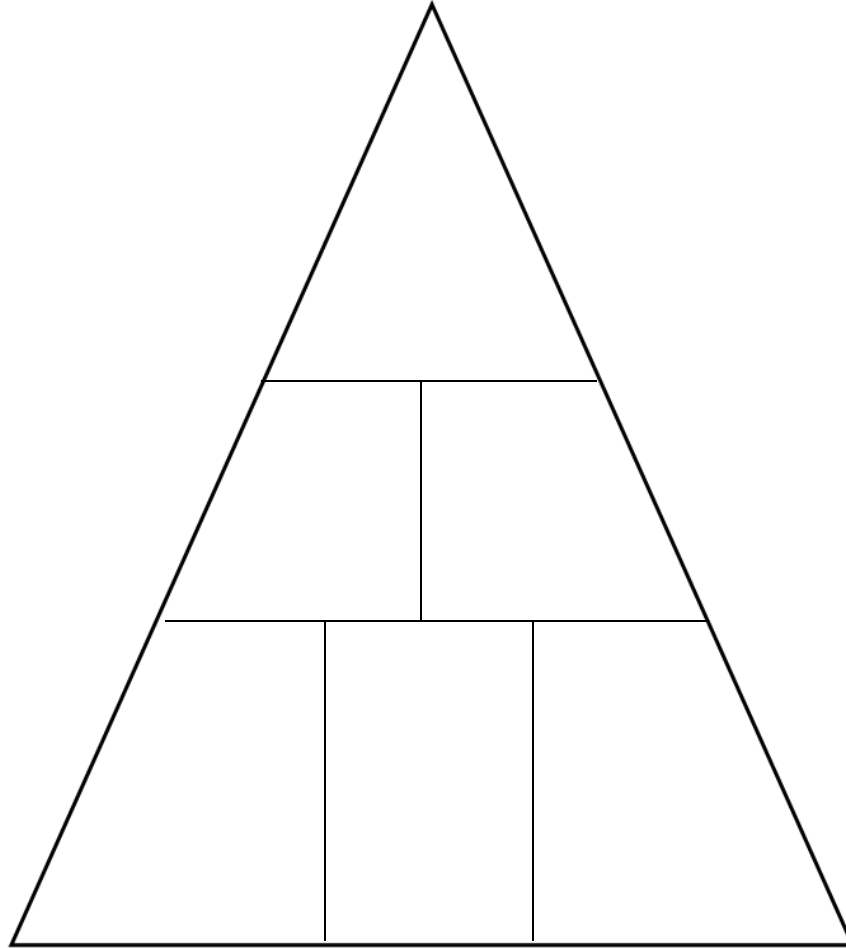


Post-Reading Strategy #1

3-2-1

- **3 Things you discovered**
 - Student summarizes important points from the text
 - Encouraging students to pay closer attention to the text
- **2 Interesting things or things you liked**
 - Student shares insights about what aspects of passages are most interesting or intriguing to them
 - Student is able to share his/her own attitudes
- **1 Question you still have**
 - Students ask hypothetical or clarifying questions about the text

3-2-1





Post-Reading Strategy #2

Wrap Up

Purpose: give students the opportunity to review what they have read to assist with understanding and remembering what they have read

Question Stems:

- What do you think would happen if?
- How would you compare and contrast....?
- How do you think _____ could have been prevented?
- How were _____ and _____ the same? Different?
- How would you interpret...?
- Who could have made a difference in the ending? What would they have had to do?



Post-Reading Strategy #3

Get the Gist

- **Purpose:** teach student how to determine the main idea of a passage

Steps:

- 1) Ask, “Is the main idea about a person, place, thing or idea?”
- 2) Have student rephrase the most important point in the text in their own words
- 3) Limit the number of words students can use for summary
- 4) Ex: “Tell me what this book is about in 10 words or less. You can write it down in your reading journal if it helps.”

Post-Reading Strategy #4

QAR (Question, Answer, Response)

FIGURE 2
Definitions of QAR Types

RIGHT THERE QARs. The answer is *right there* in the text book; *right there* on the page; *right there* in the same sentence. Usually the same words that make up the answer are found in the question. In the words of Amy C., a middle school student, "A Right There QAR is a QAR that is right there in the book. . . . You don't really need to think about the answer. You just look for the answer in the text."

THINK AND SEARCH QARs. The answer is in the book, but you have to *think* about it and *search* for it. The answer is in the text, but not just in one sentence. The words in the question are not the same words that are found for the answer. In math, a Think and Search QAR would be a question that is just like an example in the text, except that the numbers are different. Dana E., a seventh grader, said, "You know it is a Think and Search QAR when the answer is in the book, but you have to think and search for it. The answer is not in one sentence either. Also, sometimes there is an example to follow and the number is changed. There aren't the exact words in the book, just rules and examples. You must do the work and *search* for the answer."

AUTHOR AND ME QARs. The answers to the questions are not directly in the text; there may not even be an example like it in the text. However, the author has given you information in the text that you have to put together with what you already know (perhaps from previous sections or chapters). The author assumes that you have a brain and that you use it. According to Melanie O., a student in third period, "In an Author and Me QAR, the author supplies enough information to let you answer the question with some thought."

ON MY OWN QARs. The answers to these questions are not in the book at all. You can answer the question without even looking in the book. These questions ask you to think about and use your own experience. Bob, one of our students, said that he thought of On My Own QARs in this way: "You already know how to do the question. They aren't even in the book at all. There isn't even a similar question in the book. It is like a test of your thinking."

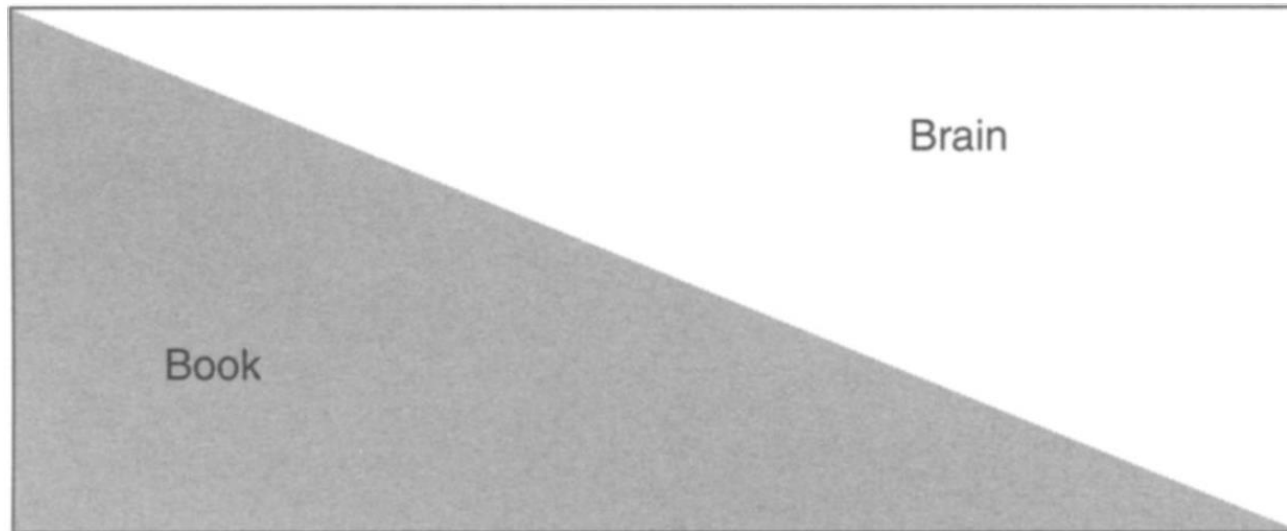
QAR

- **\$10.00** questions are ones where the answer is right in the text and can be provided in one or two words
- **\$20.00** questions are ones where the answer is right in the text but requires more than a couple of words to give
- **\$30.00** questions are ones where the answer is in the text but you have to have read the text and to compose the answer yourself based on what you've read
- **\$40.00** questions are ones where the individual has to use his or her own previous experiences and integrate them with what they have learned from the text

QAR

FIGURE 1
Levels of Book/Brain Involvement in the Four QAR Categories

Right There Think and Search Author and Me On My Own





Examples of QAR Questions

\$10 Question:

What kind of tree does Chatty live near?

\$20 Question:

What does Chatty like to do?

\$30 Question:

Why is Chatty worried about other animals finding his nuts?

\$40 Question:

Do you think Chatty chose the best place to hide his nuts?



Post-Reading Strategy #5

Cube Questions

❖ Create Your Cube

❖ Number sides 1-6

❖ Cut Out Cube

❖ Assemble with Tape

❖ Model Cube Questions with a partner

❖ Switch roles



Post-Reading Strategy #6

Reading Log Questions

- The problem in this story is....
- Here is an important point from this book:
- My favorite character is:
- My favorite word in this story is:
- My favorite part is...
- I like the character _____ because...
- Here is a quote that I like:
- This book made me think about...
- The character Sees: _____ Does: _____ Feels: _____ Thinks: _____
- I think the author wrote this book because....
- Here are some wondrous words from this book:
- After reading this book, I wonder...
- This is something I learned from this book:
- If I could be a character in this book I would be _____ because...



Practice Session Preparation

- Select a book that you think your student would enjoy and is not too difficult.
- We will practice preparing and planning for a coaching session that will be dedicated to helping your student comprehend the text.



Follow-up Information

- **Notes & Materials from today's training** will be emailed to group.

Questions?

Contact Jessica Dennes at
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or call 520-798-0700.