



Comprehension

Second Grade

Assignment for Observation

- Take an accuracy check of one child from assigned group during familiar reading.
- Ask the student to retell some of what he or she has read. Listen for any use of comprehension strategies, such as “I made a connection, I had a question, I think...” Ask some questions about the content and record the student’s responses.
- Record a few anecdotal notes that reflect his use or non-use of higher order thinking.
- Pay particular attention to the comprehension instruction during the Strategy Based Mini-Lesson and look for modeling of comprehension during the Read Aloud.
- Record student and teacher behavior during the discussion of the Guided Reading text as well as whole group instruction.
- Observe the assigned group of students in the entire block, carefully watching for evidence of independent student processing.
- Collect samples of written responses from the student’s Reader’s Response journal.

Participant Materials

Reading First Notebook

- Arkansas K-12 English Language Arts Curriculum Framework, Revised 2003
- Arkansas Reading First Comprehensive Literacy Instruction Map
- Arkansas Reading First Classroom Observation Protocol
- *A Closer Look at the Five Essential Components of Effective Reading Instruction (A Closer Look)*
- *Put Reading First*

Texts

Guiding Readers and Writers. Fountas and Pinnell

Images Magazine, Volume 4, Number 1

Strategies That Work. Harvey and Goudvis

The Skirt. Soto

I’ve DIBEL’d, Now What?

Presenter Materials

All Participant Materials

Idea/Details Transparency – Appendix 35, *Guiding Readers and Writers*

What is Comprehension?

- Comprehension is the reason for reading.

What is Comprehension?

Comprehension is the reason for reading. Highlight *Put Reading First (PRF)*, p. 48, “If readers can read the words but do not understand what they are reading, they are not really reading.”

“Comprehension is the ability to understand or get meaning from text.” *An Introductory Guide for Reading First Coaches*, p.10, chapter 2.

Research Identifies 8 Effective Strategies

- Monitoring Comprehension
- Using graphic and semantic organizers *
- Answering Questions *
- Generating Questions *
- Recognizing story structure
- Summarizing *
- Making Use of Prior Knowledge
- Creating Mental Images

Research Based Strategies

Highlight *PRF*, p. 49, “Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.”

The National Reading Panel research identifies six comprehension strategies that are most effective.

- Monitoring Comprehension
- Using graphic and semantic organizers *
- Answering Questions *
- Generating Questions *
- Recognizing story structure
- Summarizing *

In addition, the following strategies are identified as significantly effective:

- Making Use of Prior Knowledge
- Creating Mental Images

Research also reveals that students **can be taught** to use these comprehension strategies.

* Indicates focus for professional development in the Arkansas Reading First summer camps.

Students can be taught to use comprehension strategies.

- Direct explanation
- Modeling
- Guided practice
- Application

Explicit Strategy Instruction

Highlight and tab **PRF, p. 53**:

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling, guided practice, and application.

- **Direct Explanation.** *The teacher explains to students why the strategy helps comprehension and when to apply the strategy.*
- **Modeling.** *The teacher models or demonstrates how to apply the strategy usually by thinking aloud while reading the text*
- **Guided Practice.** *The teacher guides and assists students as they learn how and when to apply the strategy.*
- **Application.** *The teacher helps students practice the strategy until they can apply it independently.*

Refer to **Strategies That Work, p. 13**. Compare the language used; attend to examples.

Resource C1 Blank Strategy Based Mini Lesson Form. Look at how the Strategy Based Mini-Lesson form follows this explicit teaching model.

Use **A Closer Look, pp. 34-36**, to identify steps of explicit instruction in the lesson excerpt.

Strategy Based Mini-Lesson

S-Skills or Strategies

M-Management

L-Literary Analysis

Explicit Lesson Focus:

Type of Mini-Lesson

S M L

Student Learner Expectation (SLE):

Materials

Direct Explanation

Explain what the strategy is and why and when to use it.

Model or Demonstrate

Show how to use the strategy.

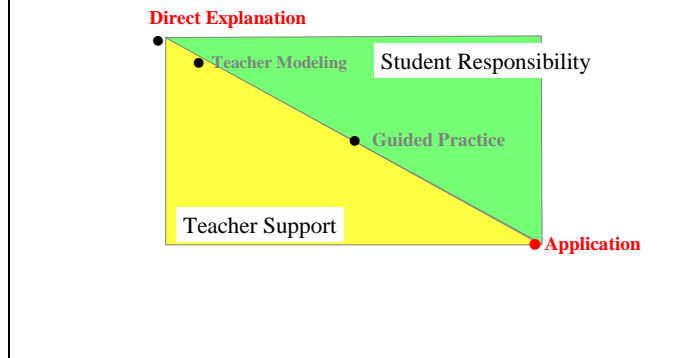
Guided Practice

Scaffold the use of the strategy.

Apply the Process

Use the strategy.

Instructional Sequence



Gradual Release of Responsibility

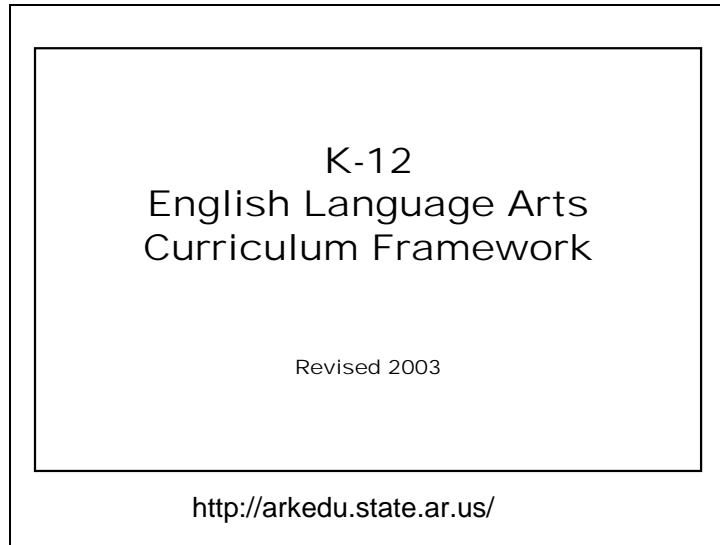
Research supports the use of the gradual release of responsibility. With higher teacher support, less responsibility is expected of the student; conversely, with less teacher support, more responsibility is expected from the student.

Relate the research supported explicit strategy instruction sequence from *PRF*, p. 53 to the graphic on the slide.

Using the Classroom Observation Protocol, look at this instructional sequence in relation to the Read Aloud. During the Read Aloud component, the teacher models how to use comprehension strategies. Following the modeling, students engage in guided practice.

However, during a Strategy Based Mini-Lesson, students take on more responsibility and the teacher decreases her level of support from direct explanation to student application.

A mini-lesson includes teacher modeling and guided practice of a specific strategy, then students apply the strategy in an assignment in their Reader's Response Journal. True application is evident when students apply the strategy and use the language to respond to their comprehension of the text.



Arkansas K-12 English Language Arts Curriculum Framework

Refer to **Arkansas K-12 English Language Arts Curriculum Framework, Standard 9, p. 24-27** and identify the Student Learner Expectations (SLEs) that address comprehension. Note that the strategies identified in the research are the strategies required in the Framework.

Because of time limitations, this professional development will focus on:

Strand: Reading

Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.

Student Learner Expectations

R.9.2.4 Discuss how, why, and what-if questions about text

R.9.2.5 Locate information within the text to answer literal and inferential questions

R.9.2.6 Ask others questions that seek elaboration and justification

R.9.2.9 Determine a text's main idea and how those ideas are supported with details

R.9.2.12 Summarize major points of a text

Refer participants to the **Arkansas Comprehensive Literacy Instruction Map, Comprehension, Standard 9**. Remind participants that this is a pacing guide for instruction.

Arkansas Reading First Classroom Observation Protocol

Look at the Second and Third Grade Classroom Observation Protocol and note how it addresses the Student Learner Expectations.

- **Instructional Approach: Read Aloud**
 - ✓ Models constructing meaning
 - ✓ Uses appropriate strategies to guide comprehension
- **Instructional Approach: Strategy Based Mini-Lesson**
 - ✓ Teaches a comprehension strategy that will enable students to read more effectively
- **Instructional Approach: Guided Reading**
 - ✓ Introduction: Discusses a specific strategy for **comprehending** this text
 - ✓ After Reading: Discusses student use of the target **comprehension** strategy
 - ✓ Extension: Makes assignment for rereading the guided reading text to apply specific **comprehension** strategies
- **Instructional Approach: Guided Literature Discussion Group**
 - ✓ When necessary, teacher prompts for student use of comprehension strategies.
 - ✓ Teacher records observation notes of strategies used by students.
 - ✓ Comprehension strategies used by students (without teacher prompt) include: story retelling, monitoring, using graphic organizers, answering questions, generating questions, summarizing, making connections, visualizing.
 - ✓ Teacher provides specific feedback to students on the use of comprehension strategies based on observation notes.

Graphic Organizers . . .

- help students focus on text structure as they read.
- provide students with tools they can use to examine and visually represent relationships in a text.
- help students write well-organized summaries of a text.

Graphic Organizers

Graphic organizers are known by different names such as maps, webs, graphs, charts, frames or clusters. Used with informational text, graphic organizers can help students see how concepts fit common text structures. Graphic organizers are also used with narrative text, or stories, as story maps.

Use **Resource C1 Ideas/Details Graphic Organizer** (Appendix 35, *Guiding Readers and Writers*) for summarizing. **Ideas/Details** is a graphic organizer that shows students how to list textual evidence and demonstrate how background knowledge helps them interpret what the evidence means. On the left side of the paper, write the main idea of a section, passage, or paragraph. On the right side, write the supporting details for that main idea.

Model the Resource C2 Strategy Based Mini-Lesson: Using Graphic Organizers for Ideas and Details. Sample graphic organizer notes follow the model lesson.

Name/s _____

Ideas/Details

Important Idea

Details

page ____

page ____

page ____

page ____

From *Guidina Readers and Writers*. Appendix 35. Fountas and Pinnell

Strategy Based Mini-Lesson

S-skills and strategies M-management L-literary analysis

Explicit Lesson Focus: Using Graphic Organizers for Ideas and Details

Type of Mini-Lesson

S M L

Student Learner Expectation:

R.9.2.9. Determine a text’s main idea and how those ideas are supported with details

<p>Materials</p>	<p><i>Images Magazine</i>, Volume 4, Number 1, “Nature” Ideas/Details transparency Ideas/Details recording sheet for each student</p>
<p>Direct Explanation Explain what the strategy is and why and when to use it.</p>	<p><i>When we are reading non-fiction, it is necessary to find the important ideas within segments or paragraphs. Then we need to find the supporting details so that we can better understand what we are reading about. I think it is important even for second graders to learn how to find the main idea and the details that support the main idea as they read. This will help you to remember what is important in what you’ve read.</i></p>
<p>Model or Demonstrate Show how to use the strategy.</p>	<p><i>I am going to model for you how to think about what is important and show you how to take notes as you read.</i></p> <p>Before: Activate Background Knowledge about the Southwest. Preview the beginning portion of the text using captions and pictures. Determine the purpose for reading based on title and headings. (How do plants and animals survive in the Southwest desert?)</p>
<p>Guided Practice Scaffold the use of the strategy.</p>	<p>During: Begin reading pp. 22-24, thinking aloud and using the transparency of the Ideas/Details graphic organizer. Demonstrate how to read the first paragraph and think aloud how to determine the main idea. Share with students how to fill out the graphic organizer by writing down the main idea of that paragraph. The topic is <i>Desert Tortoise</i> and the topic sentence is: <i>The desert tortoise is an animal that survives in the desert climate.</i> Then, think aloud how the desert tortoise survives and show students how to fill in the details side. Be sure to demonstrate how each section should only contain words and phrases as opposed to complete sentences. For example, details for the desert tortoise: <i>stores water in its shell, uses the water later when there is no rain.</i> Repeat this process with the next paragraph for demonstration.</p>
<p>Apply the Process Use the strategy.</p>	<p>Pass out graphic organizers for students. Have students practice by reading the next paragraph aloud to them. Stop to discuss with the group what the main idea of the third paragraph is. Conduct whole group discussion as to what the supporting details are and have them fill in the details on their graphic organizer. Repeat this collaborative process until they have completed all but one idea/details section.</p> <p>Have students fill out the fourth Idea/Detail section of the graphic organizer with an animal of choice from the remainder of the article as you read aloud.</p>

Ideas/Details

Important Idea

page 22

The desert tortoise is an animal that survives in the desert climate.

Details

stores water inside its shell

uses what is stored when there is no rain

page 23 (examples may include but are not limited to:)

The longhorn cactus beetle has its own way of surviving in the desert.

hard shell allows it to get down into a cactus

the cactus protects it from birds and rodents

page 23

Plants are desert survivors.

seeds stay in the ground until it rains

they need little water and can live in sandy soil

page 23-24

The yucca plant survives because of an insect.

the yucca moth carries pollen from one plant to another

the pollen helps the yucca plant produce new seeds

From *Guiding Readers and Writers*. Fountas and Pinnell

Summarizing

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate redundant and unnecessary information; and
- Remember what they read.

Summarizing

Highlight, **PRF, p. 53**, “*Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words.*” Summarizing requires readers to:

- identify or generate main ideas.
- connect the main or central ideas.
- eliminate redundant and unnecessary information.
- remember what was read.

Summarizing is most effective with non-fiction or content area texts. Retelling is more effective for narrative text or fiction stories.

Refer to **Strategies That Work, pp. 126,130-131,134,146,149, chapters 9 and 10** for examples of appropriate mini-lessons.

Review the **Resource C3 Strategy Based Mini-Lesson: Summarizing**. Have participants use the **Ideas/Details** graphic organizer to write a summary.

Strategy Based Mini-Lesson

S-skills and strategies

M-management

L-literary analysis

Explicit Lesson Focus: Summarizing		Type of Mini-Lesson
		<u>S</u> M L
Student Learner Expectation: R.9.2.12. Summarize major points of a text		
Materials	Completed graphic organizer for the “In the Desert” article Chart paper or a transparency for a ‘write-aloud’	
Direct Explanation Explain what the strategy is and why and when to use it.	<p><i>A summary helps us to tell about the important information we have read and we tell it in our own words in writing or speaking. In summarizing, we only tell the important part. This helps us to weed out anything else that is not important. This will help us remember just what is most important about a topic.</i></p> <p><i>We will use our Ideas/Detail graphic organizer about the Living Desert to help us summarize what we have read.</i></p>	
Model or Demonstrate Show how to use the strategy.	<p><i>First, we take an important idea and write a topic sentence using our own words. The teacher will model writing aloud using chart paper or onto a transparency. <u>A desert tortoise survives the hot and dry climate of the Southwestern desert in several ways.</u></i></p> <p><i>Then, we choose one detail to elaborate on our important idea. <u>One way the tortoise survives is by storing water and fat from fruit in its hard shell.</u> Continue to model, <u>The tortoise then can use those stored supplies when there is no food or water available.</u></i></p>	
Guided Practice Scaffold the use of the strategy.	<p>Continue this same procedure yet encourage participation and suggestions from the students as they share their important ideas and details from their own graphic organizers.</p> <p>(To ensure a successful lesson, it is best if the graphic organizers have been previewed by the teacher prior to the lesson.)</p>	
Apply Use the strategy.	<p>Students will practice the strategy using their own Ideas/Details graphic organizer from previous lesson. They will use the Important Idea and Details they generated independently to write their summary.</p>	

Answering Questions

Research shows that teacher questioning strongly supports and advances students' learning because questions:

- Give students a purpose for reading;
- Focus students' attention on what they are to learn;
- Help students to think actively as they read;
- Encourage students to monitor their comprehension; and
- Help students to review content and relate what they have learned to what they already know.

Answering Questions

Highlight **PRF, p. 51**, Answering questions, *“Research shows that teacher questioning strongly supports and advances student learning from reading.”*

Discuss how questions improve student comprehension. They:

- give students a purpose for reading.
- focus students' attention on what they are to learn.
- help students to think actively as they read.
- encourage students to monitor their comprehension.
- help students to review content and relate what they have learned to what they already know.

Question-Answering Instruction

- Text explicit (stated explicitly in a single sentence)
- Text implicit (implied by information presented in two or more sentences)
- Scriptal (not found in the text at all, but part of the reader's prior knowledge or experience)

Question – Answer Relationships (QAR)

Highlight *PRF*, p. 51,

Another type of instruction helps students understand question-answer relationships-the relationships between questions and where the answers to those questions are found.

Direct participants to the slide and discuss the three types of questions:

- **Text Explicit** (stated explicitly in a single sentence)
- **Text Implicit** (implied by information presented in two or more sentences)
- **Scriptal** (not found in the text at all, but part of the reader's prior knowledge or experience)

On *PRF*, p. 52, look at the examples of these types of questions. Refer to **Resource C4 Strategy Based Mini-Lesson: Answering Questions** for an explicit lesson.

Strategy Based Mini-Lesson

S-skills and strategies

M-management

L-literary analysis

Explicit Lesson Focus: Answering Questions Type of Mini-Lesson

S M L

Student Learner Expectation:

R.9.2.5. Locate information within the text to answer literal and inferential questions

Materials

Passage from *The Skirt* by Gary Soto
Put Reading First, p. 52

Direct Explanation

Explain what the strategy is and why and when to use it.

Good readers ask themselves questions as they read. Some answers are found in the text, and some answers come from the reader's prior knowledge. By asking questions and thinking about the answer, the reader becomes aware of whether they understand what they are reading or not. Listen as I reread this passage from The Skirt for the purpose of answering questions about the text.

Model or demonstrate

Show how to use the strategy.

“After stepping off the bus, Miata Ramirez turned around and gasped, ‘Ay!’ The school bus lurched, coughed a puff of stinky exhaust, and made a wide turn at the corner. The driver strained as he worked the steering wheel like the horns of a bull.

Miata yelled for the driver to stop. She started running after the bus. Her hair whipped against her shoulders. A large book bag tugged at her arm with each running step, and bead earrings jingled as they banged against her neck.

‘My skirt!’ She cried loudly.’ Stop!’”

*I put a sticky note here, asking myself, “Did Miata try to get the driver to stop?” When I look back at the text I see the words **“Miata yelled for the driver to stop.”** The answer to my question is **yes** and it’s right there in the text.*

*Another sticky note has the question “Why did Miata want the driver to stop?” The text tells me that as Miata runs after the bus, she yells **“My skirt! Stop!”** Now I understand that she remembers that she has left her skirt on the bus. To answer this question I have to get information from different parts of the text.*

Another question is “Was the skirt important to Miata?” I know Miata is trying to get the driver to stop. I don’t think she would have been running after the bus if she didn’t want it back. This is a “think” question because I can’t locate the answer in the book. I have to “think” about what I read and what I already know to come up with the answer. If the skirt weren’t important, she wouldn’t have tried to get it back.

Guided Practice

Scaffold the use of the strategy.

Use another portion of the text to guide students to answer questions.

As you are reading during independent reading time, and have questions about your text, go back and look in your text for the answer. If the answer isn’t in the text, think about what you already know to help you answer your questions. As your questions are answered, you will understand the story better, and if they are not answered, you will need to try something else.

Apply the Process

Use the strategy.

Adapted from Put Reading First

Generating Questions

Teaching students to ask their own questions improves their active processing of text and their comprehension.

- monitor understanding
- integrate information from different segments of the text
- keep engaged

Generating Questions

Refer participants to *PRF*, p. 51 and highlight:

- **Monitor Understanding.** *“By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading.”*
- **Integrate Information.** *“Students learn to ask themselves questions that require them to integrate information from different segments of text.” For example, students can be taught to ask main idea questions that relate to important information in a text. ”*
- **Keep Engaged.** Good readers ask themselves questions about the text. “I wonder...”, “How come...”, “Why...”, “I’m confused...”.

Strategy Based Mini-Lesson

S-skills and strategies

M-management

L-literary analysis

Explicit Lesson Focus: Generating Questions		Type of Mini-Lesson
		<u>S</u> M L
<p>Student Learner Expectation: R.9.2.6. Ask others questions that seek elaboration and justification.</p>		
<p>Materials</p>	<p><i>Images Magazine, Volume 4 No. 1 “In the Desert”</i> chart paper for anchor chart sticky notes for teacher and students</p>	
<p>Direct Explanation Explain what the strategy is and why and when to use it.</p>	<p><i>When we are reading, we sometimes have questions about what we’ve read. The kind of thinking that you have to do to come up with really good questions helps you combine what you’ve read with what you already know. It also helps you understand and remember what you have read. There are two types of questions that I want you to learn how to write. Thin questions can be answered by finding specific facts or information in what you have read. They have short answers and don’t require you to use what you already know. Thick questions require you to connect information in the text with things you already know. This kind of thinking helps you understand more of what you’ve read.</i></p>	
<p>Model or Demonstrate Show how to use the strategy.</p>	<p><i>In our Images magazine, there is a small inset about Camels on page 29 that I will use to model for you how to generate questions and determine if they are thick or thin questions. I have already read this selection and have my questions recorded on sticky notes.</i></p> <p>Read the inset about Camels on p. 29 and share questions below:</p> <ul style="list-style-type: none"> • When did the Army import camels to the United States? • I wondered what the author meant when she said Camels were often called ships of the desert? • I was also wondering why the Army needed camels for desert duty? 	
<p>Guided Practice Scaffold the use of the strategy.</p>	<p><i>The first question helps me remember an important fact. The answer is stated in the text and the answer is a short answer, 1856. Because of this, I know it is a thin question, which helps me to remember an important fact. For my second question, I used my prior knowledge and what I read in the text in the first and second sentences to come up with my answer. Therefore, I know this is a thick question because I know that a ship carries heavy loads and the author referred to the camel as a ship. For my last question, I had to use my prior knowledge about the Army and the desert. I had to put that prior knowledge with the text and decide that the Army trains their soldiers in all types of climates such as a desert. The Army must have wanted their soldiers to use camels to carry their supplies in the desert.</i></p> <p>Give students a sticky note and reread the passage for them to generate a question they may have. Discuss two to three of their questions and discuss with the group if their question is a thin question that will help them to remember facts or if it is a thick question that requires the use of prior knowledge and context clues.</p>	
<p>Apply the Process Use the strategy.</p>	<p><i>As you are reading today, I want you to generate at least one question to share with the class during our share time.</i></p>	

Planning and Discussion

1. Ask the **Master Teacher** to share her thinking as she planned today's comprehension lesson.

The Master teacher should tell her plans for the students in the following weeks to further develop their use of this strategy OR tell what she has done in the past weeks to get her students to this point.

Sample Language

I chose this particular selection to teach or model using _____ comprehension strategy because it supports this thinking strategy.

2. Lead a discussion on the comprehension strategy discussed today. In their groups, participants will discuss how the students they observed used comprehension strategies to process and understand the text. The participants will use their protocols to look for evidence of students' attempts to use comprehension strategies throughout the day. The discussion should include whether or not the students attempted to use the strategies the teacher taught and how successful the students were with the strategies.
3. In small groups, the participants will plan interventions in comprehension for the next day.

Interventions

- In small group instruction, teach students how to skim through the text to highlight, underline, and make note clues by the author to summarize the main idea.
- *I've DIBEL'd, Now What?*, pp. 274-280