

# Module 6 Online Comprehension 3-5

Preston

2020

Please make sure you registered at [maconpiattroe.org](http://maconpiattroe.org) for the training. You will be reading, viewing, and answering tasks on this online, self-paced training.

**TASKS will be in RED. Hyperlinks may have to be copied and pasted into your browser to be able view them.**

Please wait until the end of the module to send them to me. Please put your answers into a word document or a power point. I cannot open google docs or one drives.

When I receive the task answers, I will mark you completed and you will receive an evaluation form to fill out and submit. Once you do that, your hours will come to your email.

Send all **TASK** ANSWERS AND pre/post ASSESSMENT ANSWERS TO:

[prestonb@roe39.k12.il.us](mailto:prestonb@roe39.k12.il.us)

**I AM GLAD YOU ARE HERE**

# Pre and Post Test Module 6 Comprehension

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

**Copy the pre and post tests and send to me.**

Comprehension Statements	Pre	Post
I understand that Comprehension is the goal of Reading.		
I can identify my classroom materials and resources to aid comprehension.		
I can identify students who are deficient in Comprehension and can provide next steps for moving them towards mastery.		
I realize that phonics, fluency, and vocabulary build critical reading skills so that comprehension can be reached.		

# Welcome to Module 6 Comprehension-Gr. 3-5

**Without mastery of all the components of reading, comprehension would be difficult.**

- **It brings about the gist, understanding, and the ability to take information and use it in real life. In fiction, readers visualize and feel the emotions of the characters and the plot can be unbelievable. Fiction is usually read for enjoyment.**
- **Underneath comprehension is the capacity to consider nonfiction author's biases, values, research, and the validity of their written word.**
- **Evidence is needed to believe what an author writes or creates. Finding facts and finding truth is the ultimate goal of comprehension in our lives.**

# According to Dan Kurland

<http://www.criticalreading.com/>

**Non-critical** (or pre-critical) **reading** is concerned with recognizing what a text says about the topic. The goal is to make sense of the presentation as a sequence of thoughts, to understand the information, ideas, and opinions stated within the text from sentence to sentence, paragraph to paragraph. This is a linear activity.

**Critical reading** is an analytic activity. The reader *rereads* a text to identify patterns of elements -- information, values, assumptions, and language usage-- throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole.

**Critical thinking** involves bringing outside knowledge and values to bear to evaluate the presentation and decide what to ultimately accept as true.

# What is direct instruction or explicit instruction? **All 4 steps need to happen.**

I DO

- Start with explicit modeling, including showing students what is going on inside your head as you are completing the strategy (what you are thinking, wondering, etc)

WE DO

- The teacher is still engaged in the process, but complete the strategy together as a whole group and guiding the class in their attempts into successful methods

TWO DO

- The teacher backs away and students work with classmates to collaborate on the task, consolidate learning, look to peers for clarification, and completing the process in small group **This is the formative step so that teaches can support students who are still not getting the gist.**

YOU DO

- Allow them to practice independently, and discuss/share results. This step allows you to decide if more guided practice is needed or if they are ready to use the strategy independently in assignments

**IF YOU LEAVE ONE OF THESE STEPS OUT OF YOUR INSTRUCTION, IT WILL SHOW WHEN STUDENTS TRY TO MASTER STANDARDS.**

# Comprehension in a nutshell

Readers think not only about what they are reading, but what they are learning

- They understand
- They form opinions
- They may want to know more
- They store knowledge
- They develop insight
- Some readers can actually see their reading like a movie in their head

## COMPREHENSION

*Organization and selection of facts and ideas*

Re-tell \_\_\_\_\_ in your own words.

What is the main idea of \_\_\_\_\_?

What differences exist between \_\_\_\_\_?

Can you write a brief outline?

# Facts



The brain stores related words together.

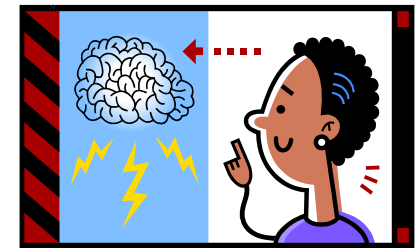
Understanding words works like this:

1. The spoken word “dog” enters the ear canal.
2. The listener decodes the sound pattern (duh-awh-guh) and decodes the word by recognizing the mental lexicon with the syntactic and semantic network. (This is the representation of a furry animal that barks)
3. The person knows the person said DOG.



Each person has had a different experience with the word dog

1. Some of us have had a pet that was part of the family.
2. Some of us had a dog that was a watch dog.
3. Some of us had parents who taught us kindness.
4. Some us had parents who taught us how to harm animals.
5. Some us have touched and smelled a dog, wet and dry.
6. Some of us have formed bonds with dogs.
7. Some of us just know a dog from pictures.



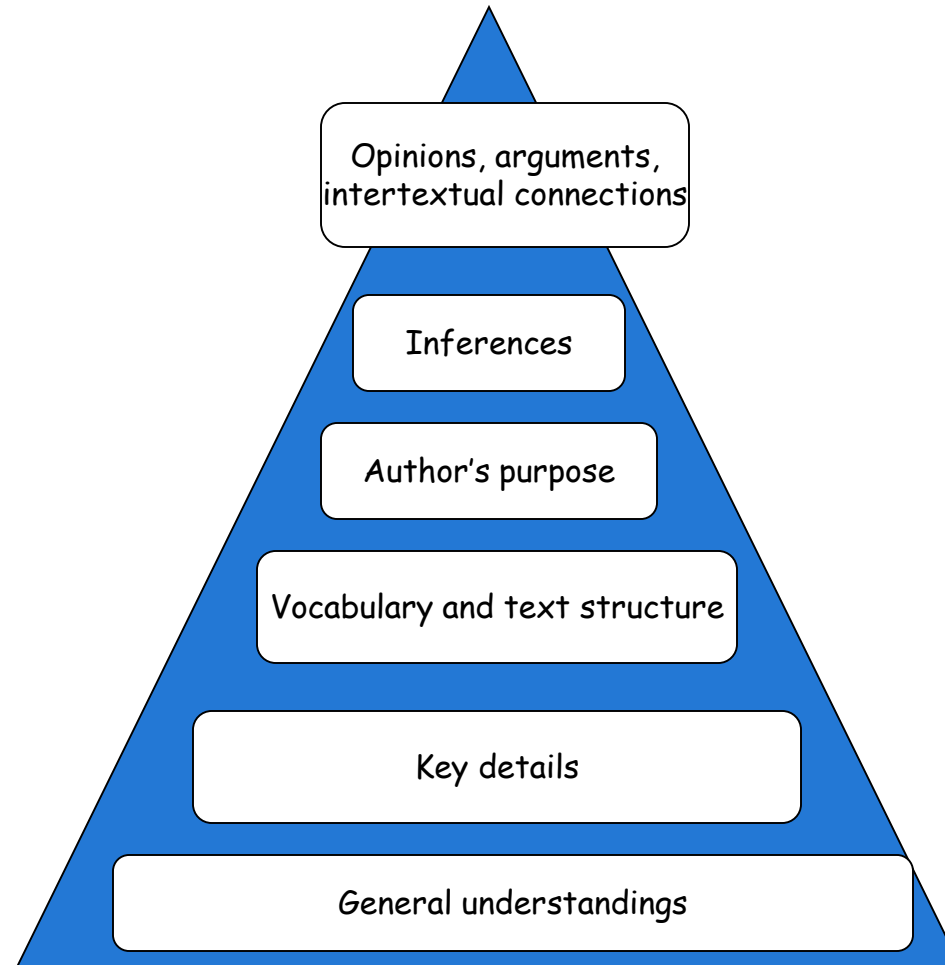
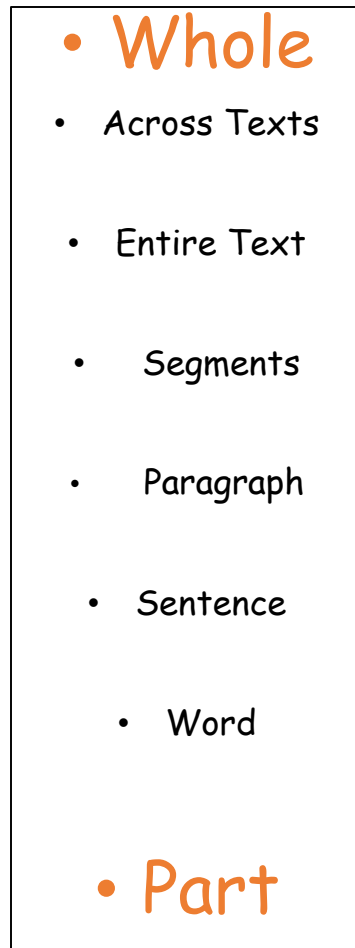


# So a DOG can have different meanings to the reader.

- Readers *construct* meaning by what they take the words to mean and how they process sentences to find meaning.

- They infer unstated meanings based on social conventions, shared knowledge, shared experience, or shared values. They make sense of remarks by recognizing implications and drawing conclusions.

Inference is a mental process by which we reach a conclusion based on specific evidence. Inferences are the stock and trade of detectives examining clues, of doctors diagnosing diseases, and of car mechanics repairing engine problems. We infer motives, purpose, and intentions.



### Progression of Text Dependent Questions

When you think about comprehension, it starts with a word and progresses into ACROSS TEXTS to actually find facts and make an opinion. Readers ask themselves questions even if they do not think they do. Motivating students to read is the first part in the process. Not everyone likes to read.

## TASK Two- Motivating Students to Read

<https://www.teachhub.com/how-motivate-students-love-reading> This article gives many ways to motivate student to read.

**Read this article and choose 5 of the strategies. Tell me how you would incorporate these into your classroom next year.**

<https://thecornerstoneforteachers.com/15-easy-book-character-halloween-costumes-for-teachers/> Pictures of easy to make costumes for characters

# <https://www.edutopia.org> Ideas for Reading

Some ideas for increasing students' self-efficacy and thus their motivation to read include:

- Establish specific, **short-term reading goals**, such as "read one chapter every day." Goals should be challenging but attainable.
- Introduce a **variety of comprehension strategies like graphic organizers** or two-column notes to help students better understand what they are reading.
- Allow students to **make choices and feel a sense of ownership for their reading**. Use choice boards, flexible grading, even self-determined due dates for assignments.
- Give **frequent, focused feedback**. Keep a watchful eye on students, so when they reach a milestone, you can praise and encourage.

# More from Edutopia...

- **Build connections.** Topics and reading materials that bridge students' personal lives with their school lives increase their motivation for reading. Make a connection. Look for literature that addresses topics that are relevant to the subject and to your students' reality.
- **Go beyond the print.** Motivate students to read by encouraging them to make a connection to popular movies based on the literature. Explore ways to promote reading through iPods, iPads, and Kindles.
- **Incorporate a variety of texts.** Young adolescents may consider the materials in most traditional school settings uninteresting and constrictive. Include a variety of appropriate, authentic young adolescent literature, including graphic novels, newspapers, and magazines.

# Build Motivation in Narratives and Expository Reading

- **Narratives:** If you are studying immigration, gather several narratives about the immigration experience, introduce each book in great detail, and allow students to select the book that most interests them. If their interest is piqued and they can self-select their narrative, students feel empowered, become excited to read, and look forward to sharing their reading experiences with others. Students' learning soars to new heights!
- **Build a classroom library that includes a wide range of nonfiction** that naturally links to science, math, social studies, and the arts, and include varying readability levels. Encourage cover-to-cover reading, independent supplemental research, or read-alouds.
- **Promote conversations.** Middle grades learners love to talk, so establishing literature-rich learning environments that capitalize on activities and provide time for talk supports students' strengths, interests, and desires. Structuring the academic day to incorporate meaningful, purposeful opportunities for students to talk about books enhances their engagement.

# Thinking Routines also Motivate Students to Read

- Problem-based learning, where small groups need to determine their own solutions to teacher-suggested and/or student-solicited issues—ways to organize school lunchtime more effectively, what it would take to have a human colony on Mars, strategies to get more healthy food choices available in the neighborhood, etc.
- <http://www.pz.harvard.edu/projects/visible-thinking> has **Thinking Routines** in a classroom. Video 4.32 minutes. May want to watch it.

**Take a genuine interest in your students:** Learn their interests, hopes, and dreams. Ask them about what is happening in their lives. In other words, lead with your ears and not your mouth. Don't make it a one-way street—share some of your own stories too.

**Act friendly in other ways:** Smile, joke, and sometimes make a light, supportive touch on a student's shoulder.

**Be flexible and keep your eyes on the learning goal prize:** One of my students had never written an essay in his school career. He was intent on maintaining that record during an assignment to write a persuasive essay about what students thought was the worst natural disaster. Because I knew two of his passions were football and video games, I told him that as long as he used the writing techniques we'd studied, he could write an essay on why his favorite football team was better than its rival or on why he particularly liked one video game. He ended up writing an essay on both topics.

**Don't give up on students:** Be positive (as much as humanly possible) and encourage a [growth mindset](#).

## RELEVANCE

- Have students write about how they see what they are learning as relevant to their lives. [Researchers](#) had students write one paragraph after a lesson sharing how they thought what they had learned would be useful to their lives. Writing one to eight of these during a semester led to positive learning gains, especially for those students who had previously been “low performers.”
- It is not uncommon for teachers to explicitly make those kinds of real-life connections. However, [research](#) has also found that this kind of teacher-centered approach can actually be demotivating to some students with low skills. A student who is having a very difficult time understanding math or does just not find it interesting, for example, can feel threatened by hearing regularly from a teacher how important math is to his or her future. Instead of becoming more engaged in class, he or she may experience more negative feelings.
- These researchers write that a “more effective approach would be to encourage students to generate their own connections and discover for themselves the relevance of course material to their lives. This method gives students the opportunity to make connections to topics and areas of greatest interest to their lives.”



# Teachers have all kinds of Learners in Front of Them Each Day.

Look at the next slides on learning types carefully.



<u>Visual Learner</u>	Tips for teachers	
<p>Uses visual objects such as graphs, charts, pictures, and seeing information</p> <ul style="list-style-type: none"> <li>• Can read body language well and has a good perception of aesthetics</li> <li>• Able to memorize and recall various information</li> <li>• Tends to remember things that are written down</li> <li>• Learns better in lectures by watching them</li> </ul>	<ul style="list-style-type: none"> <li>• Turn notes into pictures, charts, or maps</li> <li>• Avoid distractions (windows, doorways, etc.)</li> <li>• Learn the big picture first and then focus on the details</li> <li>• Make mind and concept maps instead of outlines</li> <li>• Color code parts of new concepts in your notes</li> <li>• Use flash cards when trying to study vocabulary</li> </ul> <p>Write out directions.</p> <p>Use visual aids such as flashcards and blocks.</p> <p>Show the visual patterns in language to teach spelling, vocabulary, grammar, and punctuation.</p> <p>Talk with the child face-to-face and make eye contact whenever possible.</p> <p>When directions are given verbally, encourage the child to ask for clarification when she doesn't understand fully.</p> <p>Encourage the child to write plenty of notes and organize information on paper and with objects.</p> <p>Provide a quiet, neat place to study, and minimize distractions as much as possible.</p> <p>computer graphics, maps, graphs, charts, cartoons posters, diagrams</p> <p>graphic organizers, text with a lot of pictures</p>	

Auditory Learner	Tips for Teachers of Auditory Learners
<ul style="list-style-type: none"> <li>• Retains information through hearing and speaking</li> <li>• Often prefers to be told how to do things and then summarizes the main points aloud to help with memorization</li> <li>• Notices different aspects of speaking</li> <li>• Often has talents in music and may concentrate better with soft music playing in the background</li> </ul>	<ul style="list-style-type: none"> <li>• Record lectures and then listen to them</li> <li>• Repeat material aloud and in your own words</li> <li>• Discuss materials in your study groups</li> <li>• Listen to wordless background music while studying</li> </ul> <p>Play word games and use rhymes to practice language. Have the child read aloud, even when alone, and follow the text with her finger. Allow the child to explain concepts verbally and give oral reports. Have the child memorize information by repeating it aloud. Assign projects and study times to be done in small and large groups.. Provide a personal voice recorder the child can use to record notes or questions. Use beats, rhythms, and songs to reinforce educational information.</p>

Kinesthetic Learners	Tips for Teachers of Kinesthetic Learners
<ul style="list-style-type: none"> <li>• Likes to use the hands-on approach to learn new material</li> <li>• Is generally good in math and science</li> <li>• Would rather demonstrate how to do something rather than verbally explain it</li> <li>• Usually prefers group work more than others</li> </ul>	<ul style="list-style-type: none"> <li>• Take study breaks often</li> <li>• Learn new material while doing something active (e.g., read a textbook while on a treadmill)</li> <li>• Chew gum while studying or snack</li> <li>• Try to take classes with instructors who encourage demonstrations and fieldwork</li> </ul> <p>Let the child try something first before you give detailed instructions.</p> <p>Provide plenty of hands-on learning tools, such as crayons, blocks, puzzles, maps, modeling clay, science experiments, an abacus, and a geoboard (a square board with pegs used to teach shapes and geometric concepts).</p> <p>Don't limit the study space to the usual desk. Allow the child to study while moving around, lying on the floor, or slouching in a couch.</p> <p>Use the outdoors for learning opportunities.</p> <p>Teach educational concepts through games and projects.</p> <p>Assign presentations in which children demonstrate concepts or skills.</p> <p>Encourage physical movement while studying. For example, quiz the child while taking a walk around the block.</p> <p>Find a school with mandatory physical education. Kinesthetic learners suffer most from the recent cutting of P.E. in many schools.</p> <p>Drawing, playing board games, making dioramas, making models following instructions to make something</p>

### Extroverted Students

I like getting my energy from active involvement in events and having a lot of different activities. I'm excited when I'm around people and I like to energize other people. I like moving into action and making things happen. I generally feel at home in the world. I often understand a problem better when I can talk out loud about it and hear what others have to say.

### Introverted Students

I like getting my energy from dealing with the ideas, pictures, memories, and reactions that are inside my head, in my inner world. I often prefer doing things alone or with one or two people I feel comfortable with. I take time to reflect so that I have a clear idea of what I'll be doing when I decide to act. Ideas are almost solid things for me. Sometimes I like the idea of something better than the real thing.

### Global Learners

Global learners are spontaneous and intuitive. They do not like to be bored. Information needs to be presented in an interesting manner using attractive materials. Cooperative learning strategies and holistic reading methods work well with these learners.

Global learners learn best through:  
choral reading, recorded books, story writing,  
computer programs, games, group activities



### Analytical Learners

Analytic learners plan and organize their work. They focus on details and are logical. They are phonetic readers and prefer to work individually on activity sheets.

They learn best when:  
information is presented in sequential steps  
lessons are structured and teacher-directed  
goals are clear, requirements are spelled out



# Convergent vs divergent thinkers

## Where do you and your students stand?

Convergent and divergent thinking are two poles on a spectrum of cognitive approaches to problems and questions (Duck [1981](#))

On the **divergent end**, thinking seeks **multiple perspectives and multiple possible answers to questions** and problems. **More liberal thinkers**

On the other end of the spectrum, **convergent thinking** assumes that a question has **one right answer** and that a problem has a single solution (Kneller [1971](#)). **More conservative thinkers**

# Task Three

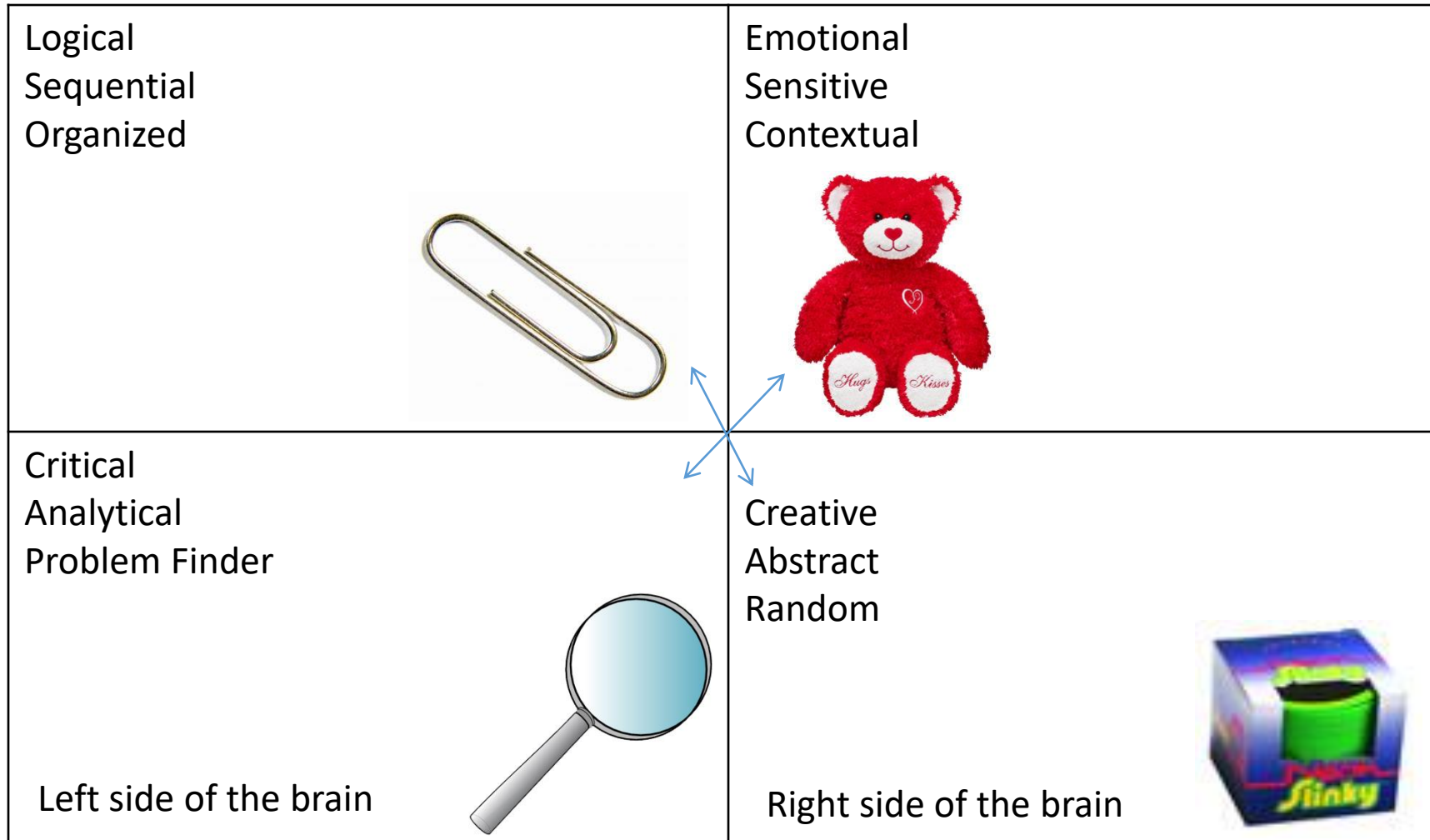
The previous slides on Types of Learners and Tips for Teachers gives lots to think about.

What did you think about as you looked at these slides?

Tell me one observation you had about yourself while reading them.  
Be specific please.





# What type of learner are you?

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> online inventory



Each type can be a helper to the other type. Opposites do attract and work well together.



<p>Logical Sequential Organized</p> 	<p>Emotional Sensitive Contextual</p> 
<p>Critical Analytical Problem Finder</p> 	<p>Creative Abstract Random</p> 

**Magnifying glass (convergent) to the Slinky (divergent) makes for good problem solving.**  
<http://www.whatismylearningstyle.com/> site with different student tests to take.

## TASK Four Each type of learner needs to be satisfied in order to learn.

**Paperclips:** Focus for today is:

Breaks will be at 10:30, 11:30, and 2:00

1. **Understand** the impact an engaging classroom has on student achievement. **(conceptual)**
2. **Be able to apply** differentiated instruction that will motivate and engage students. **(procedural)**
3. **Know** specific components of an engaging classroom. **(factual)**

**TASK Four -You have just viewed slides on Types of Learners. All of these types are in your classrooms. Tell me what type of Learner you are and how you will make sure to find out about your students and their LEARNING STYLES? We teach in the way we learn. We need to teach in ways students learn. How will you begin to use this information as an instructor?**

### **Magnifying Glass:**

Not everything will work for you

There will be time to think, collaborate, and practice

### **Expectations are:**

Get comfortable

Self-regulate

Have a professional learning community

### **Teddy Bears**

Need partners: Shoulder, Table, Across the Room Partners

We will have breaks and time to collaborate

***“Establishing a classroom community that is *secure, safe and welcoming* where *all students can articulate the expectations*; and can *find the joy in learning* are the first steps toward engaging and motivating learners.” R. Cash 2015***

# Teachers need to talk to children and let them talk to each other.

- Read alouds should be **chosen carefully and three words and one strategy should be taught with each book.**
- Always **preview the book, read the title, talk about** what you think it will be about.
- When someone raises their hand to ask a question, listen and respond. **Maybe let the children try to answer the question with a partner or a group before you give the answer to them.**
- Getting to the end of the book is not always the most important part of the read aloud.



Task Five Let's look at the brain and reading  
View one of the videos below and summarize the content for me in 15 words or less.



<https://www.youtube.com/watch?v=5kB7GgLIR7M> 2.2 min. Video. The Reading Brain  
<https://www.youtube.com/watch?v=bPTpVRb4R7Y> 3.29 min *Reading Can Change the Brain*  
<https://www.youtube.com/watch?v=0QrbdHhP2Us> 3.19 min. *Benefits of reading everyday*

# Isn't it time to use what we know? Task Six

.... so that teachers can choose instructional strategies that will result in successful reading.

Society success depends on humans being able to read and comprehend words so that decision making is done with thought and understanding.

**TASK Six** Take the T/F Test on the next pages. 1-9. Record your answers on a sheet 1-9 True or False. Indicate the ones you missed and explain why you think you missed them. Send that to me.  
**Celebrate the ones you knew.**

## Assess your current knowledge True or False

1. The brain's ability to learn spoken language improves for most people during their early 20's.
2. Learning to read, like learning spoken language, is a natural ability.
3. There are about 200 ways to spell the sounds of the 44 phonemes in the English language.
4. Research studies have concluded that neither the phonological approach nor the whole language approach is more effective in teaching most children how to read.
5. Non-English-speaking children can be taught to read English even if their spoken English is very weak.
6. Most children with ADHD are also dyslexic.
7. Dyslexic students often have problems in other cognitive areas.
8. Many poor readers have attention problems that schools are not equipped to handle.
9. There is little that secondary school content area teachers can do to improve the comprehension skills of their students who are poor readers.

# Answers

1. **False**-It is best during the first 10 years. It will take more effort to learn new language after 20.
2. **False**-The brain has no areas specialized for reading. The skills need to link the sound of language to the letters of the alphabet must be learned through instruction.
3. **False**-Actually, there are more than 1,100 ways to represent the sounds of the 44 English phonemes. This is known as deep orthography and is the major reason that English is so difficult to learn. Spanish and other languages have a more reliable letter-to-sound correspondence.
4. **True**-No one program works for every child. Phonemic Awareness (sounds of individual phonemes) is needed by every child before they can read. ABC's must be recognized. Phonics should be taught to help spelling and word analysis. Never teach it separately or in rote memory ways. A balanced approach works best.

# Answers

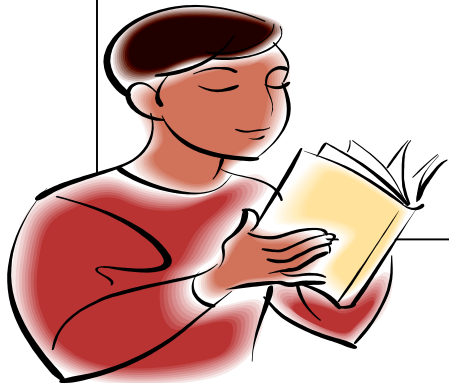
5. **False**-During reading, the brain relies heavily on a person's spoken vocabulary to decode words. Building a child's native reading skills while also enhancing the English language skills is successful with ELLs.
6. **False**-ADHD and dyslexia are two separate disorders.
7. This is still being established, but dyslexics seem to have more reading difficulties. It may be detected even earlier so that instruction can be geared toward their right/left frontal lobe which depends on word recognition.
8. **False**-Many poor readers expend a great deal of effort at first trying to decode, but their struggle leads to frustration and eventually to inattentiveness.
9. **False**-Content area teachers can use numerous tested strategies that aid poor readers in understanding vocabulary and comprehension in the content they read.



# The reader.....

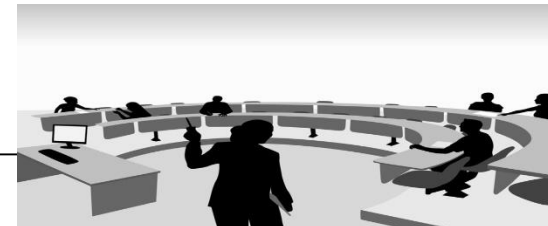
## **Three interactive elements that interfere with comprehension**

1. What the reader brings to the reading
2. The learning climate
3. Characteristics of the written text



## EVERY LESSON SHOULD INCLUDE THESE AREAS

1. Before the lesson begins, daily tell the students **“THIS IS WHAT WE ARE GOING TO LEARN TODAY. THIS IS HOW WE WILL LEARN IT. THIS IS HOW IT WILL AFFECT YOU FOR THE REST OF YOUR LIFE.”**
2. Help students become **actively involved** in the reading of the unit.
3. Give many **opportunities to talk and discuss** with their peers and teacher should listen in on the conversations
4. Help students **attack print to create meaning** using metacognition
5. Give opportunities to write and draw
6. Help students **understand the author’s craft** in writing the reading they are comprehending
7. Help them know a **variety of ways to organize the information** they are learning
8. **Explain and model** continually
9. Provide **thought-demanding activities**
10. Make it **real world**



# Lesson Planning is Key for Differentiation

## **CONTENT**

- Focus on a standard or essential question
- Pre assess student background knowledge
- Build background knowledge if necessary
- Leveled materials to learn content other way to convey the content

## **PROCESS**

- Whole group, small group, partners, individual
- Visual, auditory, or kinesthetic
- Video, Computer, Website, Reading, Taped Reading, Mini Lecture,
- Engaging Practice, Questioning, Student accountability

## **PRODUCT**

- Producing a mastery product in their learning modality

## **ENVIRONMENT**

- Inside, outside, field trip, on the carpet, at centers, in the library, with another teacher.
- Lighting, fresh air, seating that is comfortable, respectful talk, and treating each other the way we would like to be treated.

# Common Core Standards in Reading

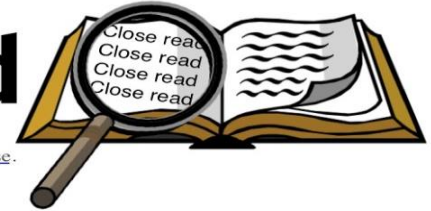
**Progression** is needed if students are to master each grade level.

Look at the next 2 slides to see the progression and how **Re-Reading** is so important for comprehension.

## Close Read



Close Read by Tracy Watanabe is licensed under a [Creative Commons Attribution 3.0 Unported License](https://creativecommons.org/licenses/by/3.0/).



- 1 **1st Read:** Students read and annotate
- 2 Students think and quick write
- 3 Students talk with partner
- 4 **2nd Read:** Teacher reads, students listen
- 5 Think, write, talk
- 6 **3rd Read:** Listen and watch while teacher reads and annotates
- 7 **4th Read:** Students reread to find answers and evidence
- 8 Respond in writing, citing evidence from the text

I DO

We Do  
Two Do

You Do

## Reading Standards for Literature K-5

RL

Grade 3 students:		Grade 4 students:		Grade 5 students:	
<b>Key Ideas and Details</b>					
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.	Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>Craft and Structure</b>					
4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6.	Distinguish their own point of view from that of the narrator or those of the characters.	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6.	Describe how a narrator's or speaker's point of view influences how events are described.
<b>Integration of Knowledge and Ideas</b>					
7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>Range of Reading and Level of Text Complexity</b>					
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

1<sup>st</sup> Reading : What a text says

2<sup>nd</sup> Reading : How the author says it

3<sup>rd</sup> Reading: Why does it matter?

1<sup>st</sup> Reading : What a text says2<sup>nd</sup> Reading : How the author says it3<sup>rd</sup> Reading: Why does it matter?



Good to know  
the End Goal

## Reading Standards for Literacy in History/Social Studies 6-12

RH

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

1<sup>st</sup> Reading : What a text says

2<sup>nd</sup> Reading : How the author says it

Third Reading: Why does it matter?

## **CLOSE CAREFUL READING PHASES**

Adapted from Fisher and Frey PD Resource Center

### **What does the text say?**

- Story elements

### **How does the text work?**

- Text structure
- Text features
- Craft elements-tone, mood, sentence variety
- Reading like a writer

### **What does the text mean?**

- Making inferences and citing the parts that support the inference.
- Author's purpose, point of view, intertextual connections/compare and contrast

### **What does the text inspire you to do?**

- Can students compare this to another content?
- Do students want to write about what they just learned and research more on the subject?
- Classroom debates could occur.

# IDENTIFYING THE AUTHOR'S CRAFT AND DESIGN

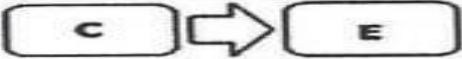

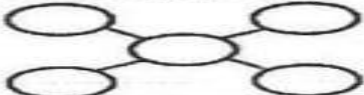

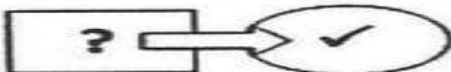
When are these taught and mastered?

My Mini Anchor Chart

## Text Structure

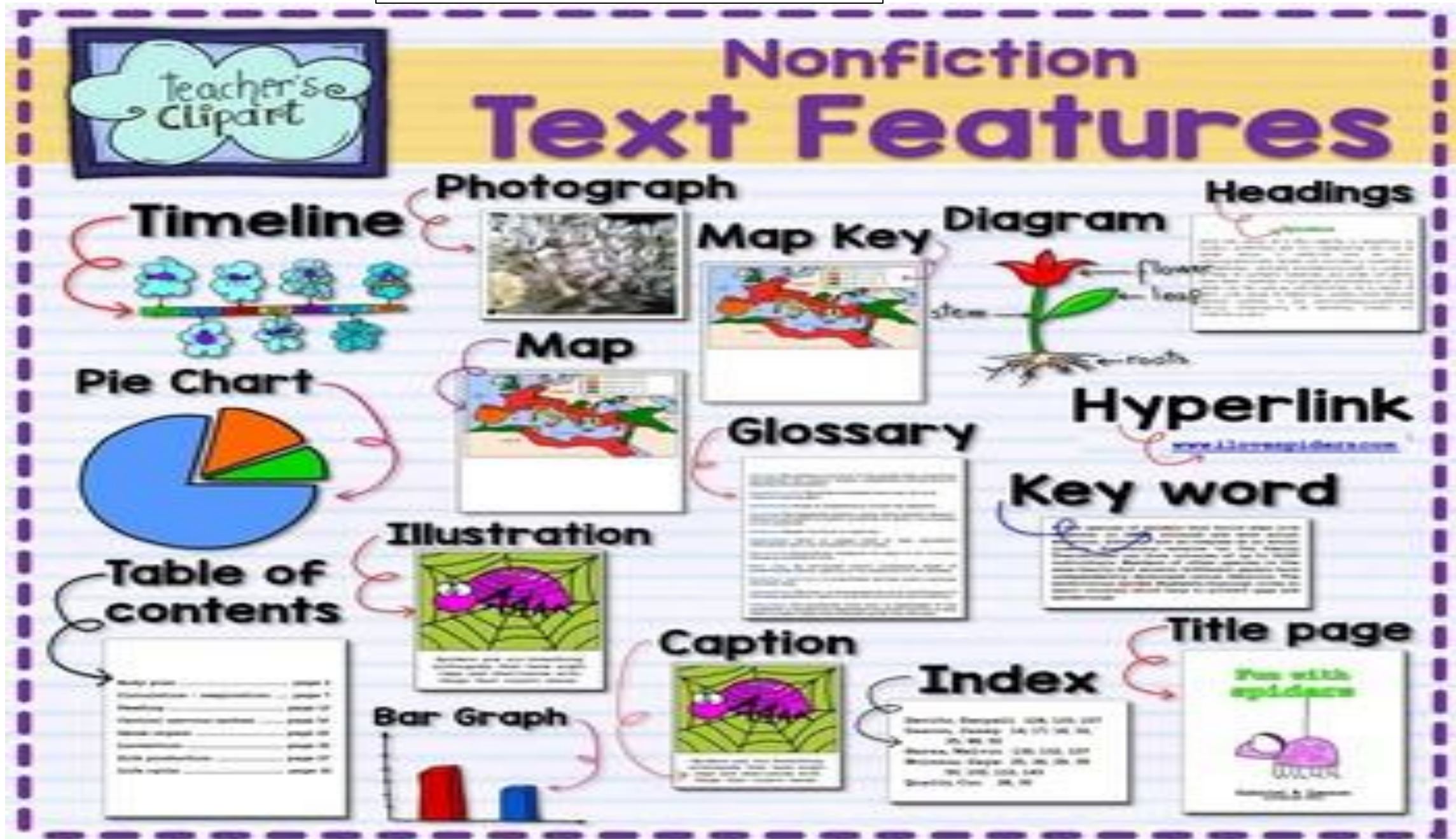
Authors of non-fiction text organize their writing in a way that is helpful to their readers. The way they choose to organize their text is called text structure.

**There are five main non-fiction text structures.**

Type	Explanation	Key Words
<b>Cause &amp; Effect</b> 	The text shares information about an event and what caused it to occur.	cause, effect, since, then, because, if, when, so
<b>Compare &amp; Contrast</b> 	The text has two or more ideas or topics and the author writes about the similarities and differences.	like, unlike, but both, also, most, similar to, different from
<b>Description</b> 	The text provides a detailed description of the topic of the text.	to begin with, for instance, examples of, features include
<b>Sequence</b> 	The text is written in order of events or chronological order.	first, next, then, finally, before, after, during meanwhile
<b>Problem &amp; Solution</b> 	The text includes information about a problem and possible or attempted solutions.	problem, solution, because, since, the issue is, resolved by



When are these taught and mastered?



# The Best Way to Teach Comprehension is.....

- Show kids how to comprehend vs. telling them what to do
- Make what is implicit, explicit
- Teach strategies (common ones for grade bands)
- Encourage the use of these strategies
- Listen to book discussions and give constructive feedback
- Read Aloud & Think Aloud
- Class Annotations for when reading fiction and nonfiction
- Show kids what you are as a reader

TASK Seven- Read this article. Task is on next slide

<https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

The section on Metacognition with the questions was interesting to me.

# Task Question

1. List the Comprehension Teaching Points in the article.
2. Choose the ones you need to improve upon in your instruction.
3. List those and tell me how you will attempt to improve in those areas

## Perseverance Quotes

**It does not matter how slowly you go as long as you do not stop**

**Confucious**



## How teachers might implement close reading

**Close reading** is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. It is a key requirement of the Common Core State Standards and directs the reader's attention to the text itself. Mike Fisher

1. Select shorter texts
2. Model several readings of short texts
3. Read and re-read deliberately, slowly examining and thinking about
  - the meanings of individual words,
  - the order of sentences
  - the development of ideas
4. Read with a pencil in hand, annotate the text while marking the big ideas and skills. You may want to have annotations that everyone uses.
5. Look for patterns in things you noticed about the text – repetition, contradictions, similarities. commonalities.
6. Identify unfamiliar vocabulary words (Tier II Words)
7. Teacher-led discussions of the text
8. Write about the text using evidence to support student responses

**The major difference between this framework and guided reading, shared reading, or read-aloud frameworks is that the teacher does not provide a lot of background information for the reader other than an initial purpose for the first reading.**

- **The rationale is that teachers need to give children the opportunity to focus on the text alone during the first reading instead of relying on pre-reading information from the teacher.**



Please watch first video. It will explain close reading clearly.

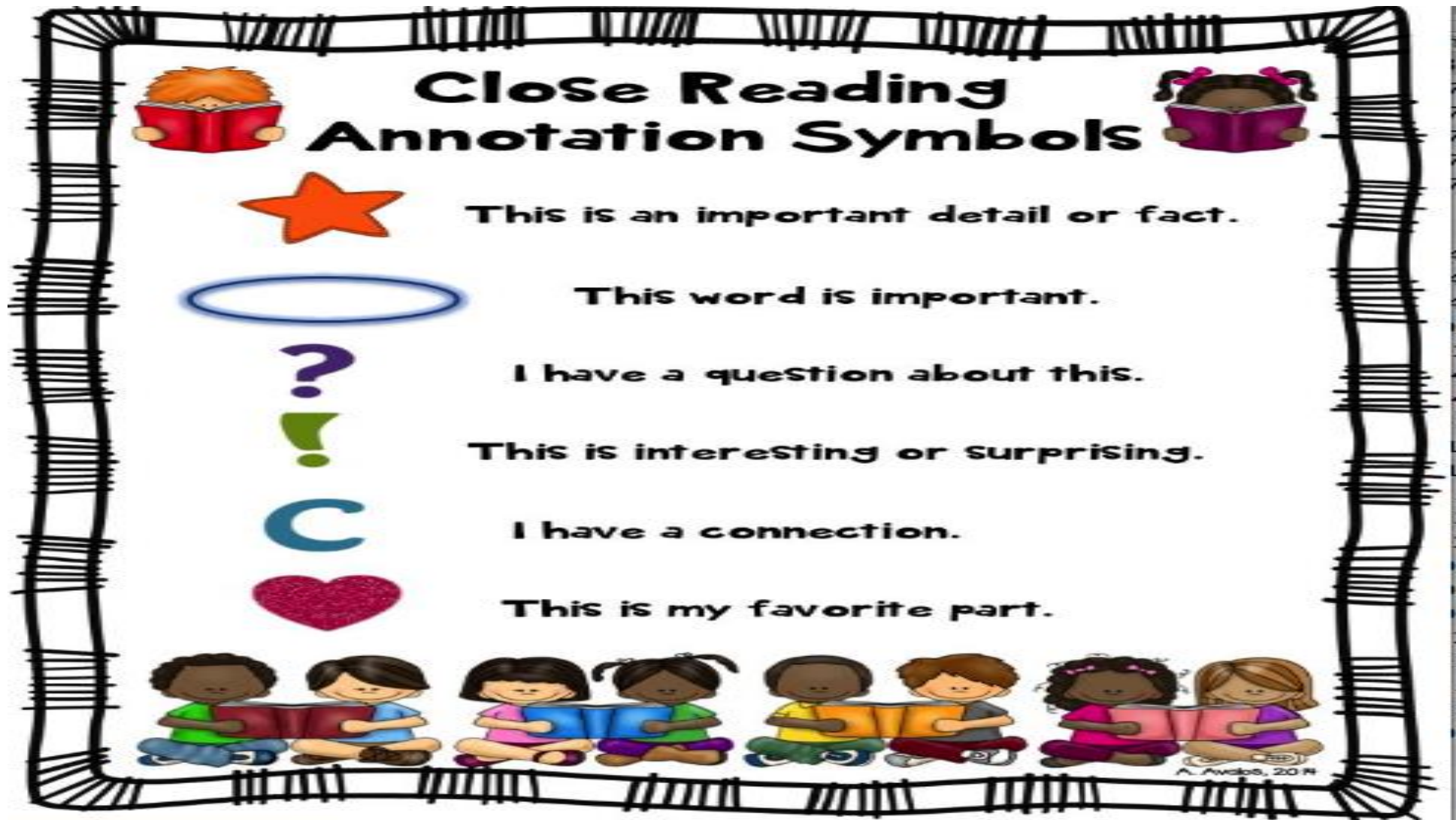
- <https://www.youtube.com/watch?v=adXdTXEzmzE> 4.12 min video

Oh the Places You'll Go explanation of close reading.

[https://nieonline.com/tbtimes/downloads/CCSS\\_reading.pdf](https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf) article that you may use for your instruction.





<https://achievethecore.org/aligned/category/tools-and-resources/>  
love this

Annotations are helpful, especially if teachers come up with grade band annotations.  
K-3 use a simple one. 4-8 Continue with the simple, but add needed annotations.



# Annotating Symbols

Grades K-2

	For something known
	For new learning
?	For a question
	For confusion
★	For important information
!	For exciting or surprising information
	For a connection 'reminds me...'

Grades 3-12

✓	For something known, predicted
L	For new learning
X	Something that contradicts what you know or expect.
?	For a question
??	For confusion
★	For important information, powerful
!	For exciting or surprising information
R	For a connection 'reminds me...'



## Annotation for 6-12

Symbol	Stands for:	Means:
$\infty$	Connections you have to the text.	You have seen, read, or thought about that before.
?	Question	I don't understand. I need more information.
!	Main Idea	This is the important point the author is trying to get across.
+ (E)	Agree	I agree with the author on this point. <u>(Support with (E)vidence)</u>
- (E)	Disagree	I disagree with the author. I think differently. <u>(Support with (E)vidence)</u>
NEW	New information	This is brand new to my thinking.
<u>Highlight</u>	Word analysis	Structure/figurative language

\*\*\*\*\*Notice on this one, **EVIDENCE** is included. On all IAR testing Research Simulation Questions, evidence will be needed in the answer.

# Task Eight Teach Like This Video-and next slide.

- [http://www.youtube.com/watch?v=l\\_hhMeE7Osw](http://www.youtube.com/watch?v=l_hhMeE7Osw) 4.13 min Teach Like This Video on Close Reading Any grade level

How do you do close reading in class?	What ideas in the video stood out to you?
1.	1.

Fill in this T-chart as you watch the video. Close Reading asks for explicit tasks. What are they?  
Do you feel this would be something that would help students read more closely?

# Scaffolding to support students' ability to read increasingly complex texts



- ▶ Non-text sources
  - For example, multi-media and class discussions, build the foundation of vocabulary, language and content knowledge
- ▶ Easier, supplemental texts
  - can provide instructional-level reading material
- ▶ Instructional scaffolding activities
  - For example, teacher-facilitated read-alouds, discussion of text excerpts, partner reading, peer coaching
- ▶ Explicit instruction
  - on vocabulary, text structure, & comprehension strategies
- ▶ Multiple texts
  - More in *K-12 Teacher: Building Comprehension in the Common Core*

**Have you ever used any of these strategies in your classroom? Did they work? Tell me one example.**

# *Purpose, Craft, and Meaning*

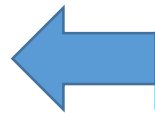
1. Anticipate areas that may prove difficult for students. Then **model how to manipulate the challenges.**
2. Text might have difficult vocabulary. Teacher could **show methods of monitoring and adjusting as they read.**
3. Text might have a **place where students could actually interact with annotations.**
4. Teacher might **mark areas for think a louds.**
5. **Mark areas for collaborative conversations** with questions partners or groups can talk about.
6. Stop and **write or draw areas**

# How to Use Stop and Chat 6

## Part of Purpose, Craft, and Meaning.



1. **Student teams place a marker at an agreed-upon stopping point.** upon reaching this point, they **exchange their thoughts about what they have read so far** and then **place the marker at the next agreed upon stopping point** in preparation for another chat.
  2. To get the conversations started, you and the students can brainstorm some **generic prompts**, or you can offer your own. For example:
    - Given our purpose, what have we learned so far?
    - What is this part about?
    - What did the author teach in this section?
    - What do you think will happen next?
    - Is there a word that is either important or confusing?
  3. Systematically and explicitly point out **literary elements, figurative language, and literary devices that authors use.**
    - Alliteration, Repetition, Onomatopoeia,
    - Flashbacks, irony,
    - Similes, metaphors, analogies
3. As students gain experience with stop-and-chats, **follow up with lessons based on observations of their performance** should be planned and recorded.



When are these taught and mastered?

# Question Stems for Close Reading Informational Texts



- What clues show you ...
- Point to the evidence...
- How does the author describe X in paragraph X? What are the exact words?
- What reasons does the book give for X? Where are they?
- Share a sentence that (tells you what the text is about/describes X/gives a different point of view)
- What is the purpose of paragraph X? What are the clues that tell you this?
- What does the author think about X? Why do you think so—what is your evidence?
- What do you predict will happen next? What are the clues that make you think so?

(Adapted from *Race to the Top/Strategies for Close Reading*)

# Number One Sentence or word!

- Encourage close reading by giving students a **sentence challenge**.
- Students **use highlighting tape** or an erasable highlighter to **mark what they think is the most important sentence in a designated section of text or in the whole text.**
- You can teach students to **choose a sentence** that signifies an important concept worth considering or one that best signifies the main idea.
- After students have individually highlighted key sentences (or done so in teams) **allow discussion time with a small group or the whole class.**

# Notes to the Author

Students use **sticky notes to comment to the author** on what they are thinking as they read.

- For example, they may comment on feelings: ***"This part is so sad!"*** They might comment on the content: ***"So, whales migrate to warm water to have their babies? That makes sense."***
- They may even have a little advice for the author: ***"You could have written more about that. It would have been interesting."*** ***"I wish you would have defined echidna."***

Close reading is encouraged as students have an "audience" (albeit imagined) with whom to share their thinking. Of course, it's always fun for students to share their notes with one another, and this can encourage creativity and a desire to keep writing.



# Independent Practice-Rereading with Close Reading can be the YOU DO in Gradual Release Instruction

- Students try to apply the strategy on their own
- The teacher provides regular feedback to the students by conferring with them
- Apply the strategy to new genre or format and demonstrate to the teacher that they understand how to use the strategy on their own.



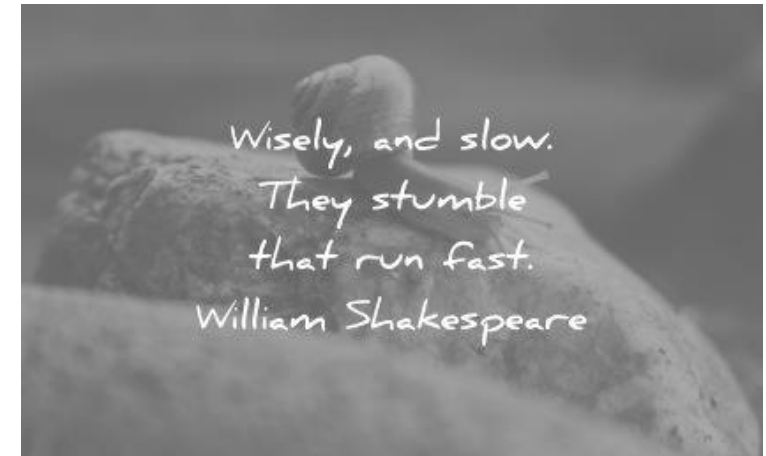
# Anything can be closely read

- <http://www.calisphere.universityofcalifornia.edu/jarda/> Pictures throughout Japanese history to close read.
- [http://www.calisphere.universityofcalifornia.edu/themed\\_collections/](http://www.calisphere.universityofcalifornia.edu/themed_collections/) Themed lessons in pictures
- <http://www.calisphere.universityofcalifornia.edu/for-teachers.html> Teacher resources for use on any historical era

# Films, videos, art prints, quotes, primary resources.....

**Each of these can be closely analyzed and evidence drawn from them.**

4. RL. 7 Making connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.



# Task Nine Primary Resources



<https://www.docsteach.org/resources/document-analysis>

1. This site has worksheets that you can use when closely reading photos, primary resources, quotes etc., Click on it and scroll down to all the hyperlinks that you could use. It has elementary and secondary resources.

2. Tell me how you could use this in your classroom with content area instruction. How is this close reading?

This source has the entire training on how to use a document for close reading.

[https://socialstudies.madison.k12.wi.us/files/socialstudies/docs/using\\_primary\\_sources.pdf](https://socialstudies.madison.k12.wi.us/files/socialstudies/docs/using_primary_sources.pdf)

## Research on Classroom Questioning -Read these, please

- **Posing questions during the lesson is more effective in producing achievement gains.**
- **Students perform better on tests if they have been posed similar type questions.**
- **Oral questions posed during classroom recitations are more effective than written ones.**
- **Frequently asking questions during class discussions positively relates to learning facts.**
- **Increasing the frequency of classroom questions does NOT enhance the learning of more complex material. In fact, some negative relationships have been found.**
- **Before reading and studying posing questions work well with students who have background knowledge and are interested in the materials.**
  - **Some students who do not read well tend to focus only on the answering of the question if the questions come before they read.**





# BLOOM'S REVISED TAXONOMY

Higher-order thinking

## **Creating**

Generating new ideas, products, or ways of viewing things  
Designing, constructing, planning, producing, inventing.

## **Evaluating**

Justifying a decision or course of action  
Checking, hypothesising, critiquing, experimenting, judging

## **Analysing**

Breaking information into parts to explore understandings and relationships  
Comparing, organizing, deconstructing, interrogating, finding

## **Applying**

Using information in another familiar situation  
Implementing, carrying out, using, executing

## **Understanding**

Explaining ideas or concepts  
Interpreting, summarising, paraphrasing, classifying, explaining

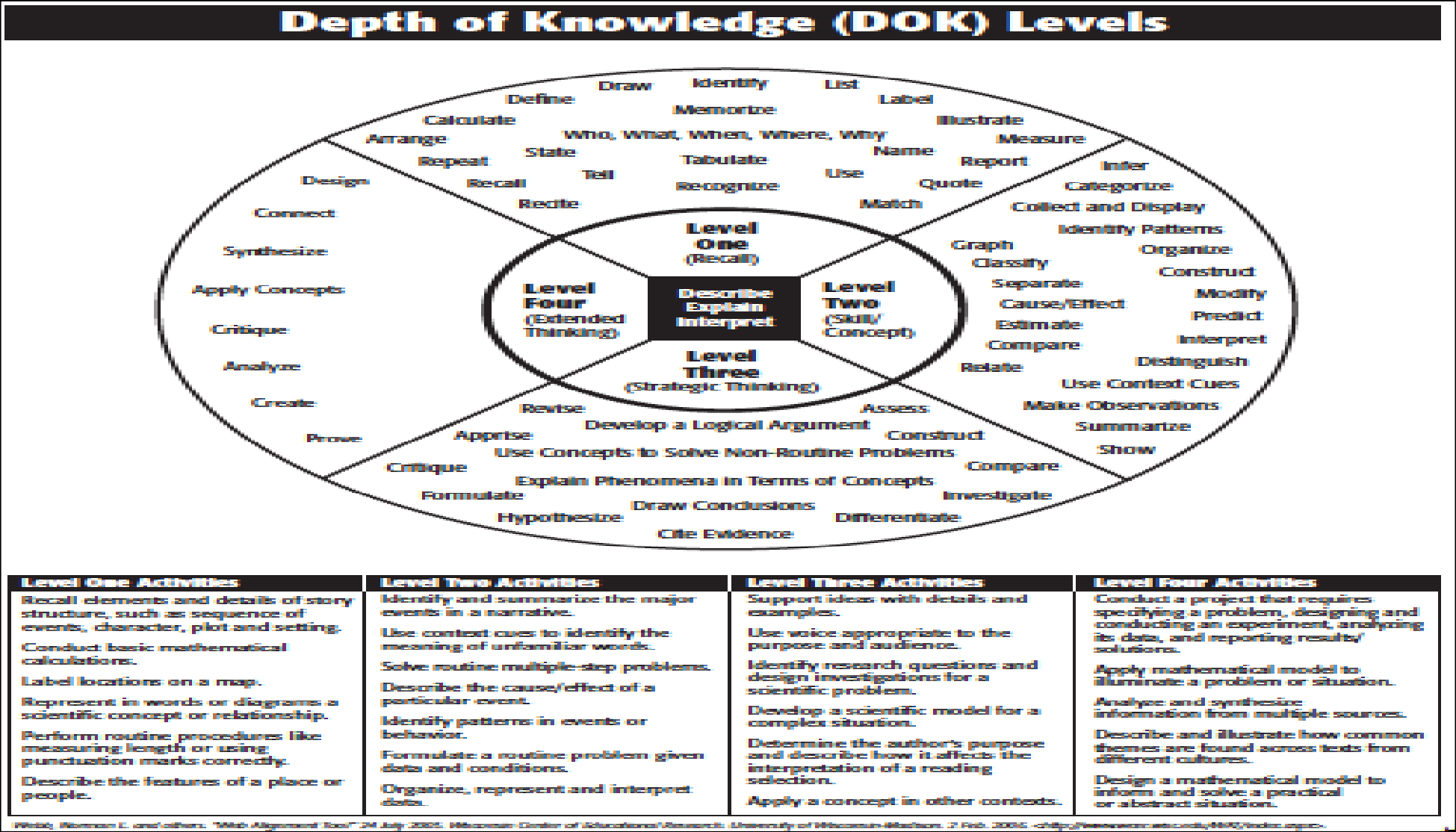
## **Remembering**

Recalling information  
Recognizing, listing, describing, retrieving, naming, finding

IAR Testing uses more DOK than Blooms

[https://www.youtube.com/watch?v=P\\_0kJcxJxI8](https://www.youtube.com/watch?v=P_0kJcxJxI8) 3.32 min explanation of DOK and Blooms

<https://www.youtube.com/watch?v=MFbvgVENgq4> 2.97 min of how to teach DOK



# Text Dependent Questioning

Even when we infer, we can find in the text EVIDENCE that made us think or refer back to something we already knew.

Text Dependent Questions are ones that are asked in IAR testing. Evidence is the proof of the comprehension of the words or objects in the story, article, quote, poem, video, art representation, or audio clip.

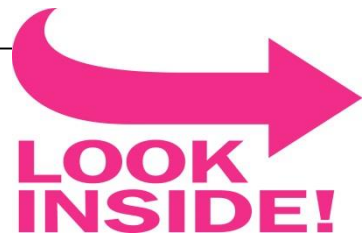
IAR Testing is asking for evidence or proof of your answer. Please mimic these type of questions throughout the year so they will not be something new to students when they take the test.



# Text Dependent Questions

## Text Dependent Questions: What Are They?

1. Specifically asks a question that can only be answered by referring explicitly back to the text being read
2. Does not rely on any particular background information nor depend on students having other experiences or knowledge
3. Uses the text and what students can extract from what is before them.



# General Understandings

- These questions ensure that students grasp the overall view of the text are global questions require that students demonstrate an understanding of what the author really said.
- They may probe the sequence of information presented, the story arc, the main claim and evidence presented, or the gist of a given passage.



# Key Details

- These text-dependent questions require that readers pay attention to the details respond to questions that ask *who, what, when, where, why, how much, or how many* search for nuances in meaning determine importance of ideas find supporting details for the main ideas.

Name: \_\_\_\_\_ RIT.2

I CAN EXPLAIN HOW KEY DETAILS SUPPORT the  
**MAIN IDEA**

Title: \_\_\_\_\_

In one or two words, what is the article mostly about?

\_\_\_\_\_

(a person, place, or thing or idea, process, event or concept)

And what about it?

\_\_\_\_\_

And how do you know?

\_\_\_\_\_

Write a 10-word GIST statement below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

hello LITERACY

# Vocabulary and Text Structure

Text-dependent questions focus on the **specific words and phrases the author uses** as well as **the structure of the text** requires that the reader bridge literal and inferential meanings, noting both denotation (literal or primary word meanings) and connotation (the idea or feeling that a word invokes) as well as the **shades of meaning elicited by the word choice**.

- For example, an author might use the words *walk, stroll, amble, saunter, meander, or wander*.

The shades of meaning are different, and readers should take note of these choices. **When is this concept taught and mastered?**

Readers should notice **figurative language** and how the **organization of the text contributes to meaning**.

- “What type of poem is this?”
- “Knowing the structure, what do we expect?”

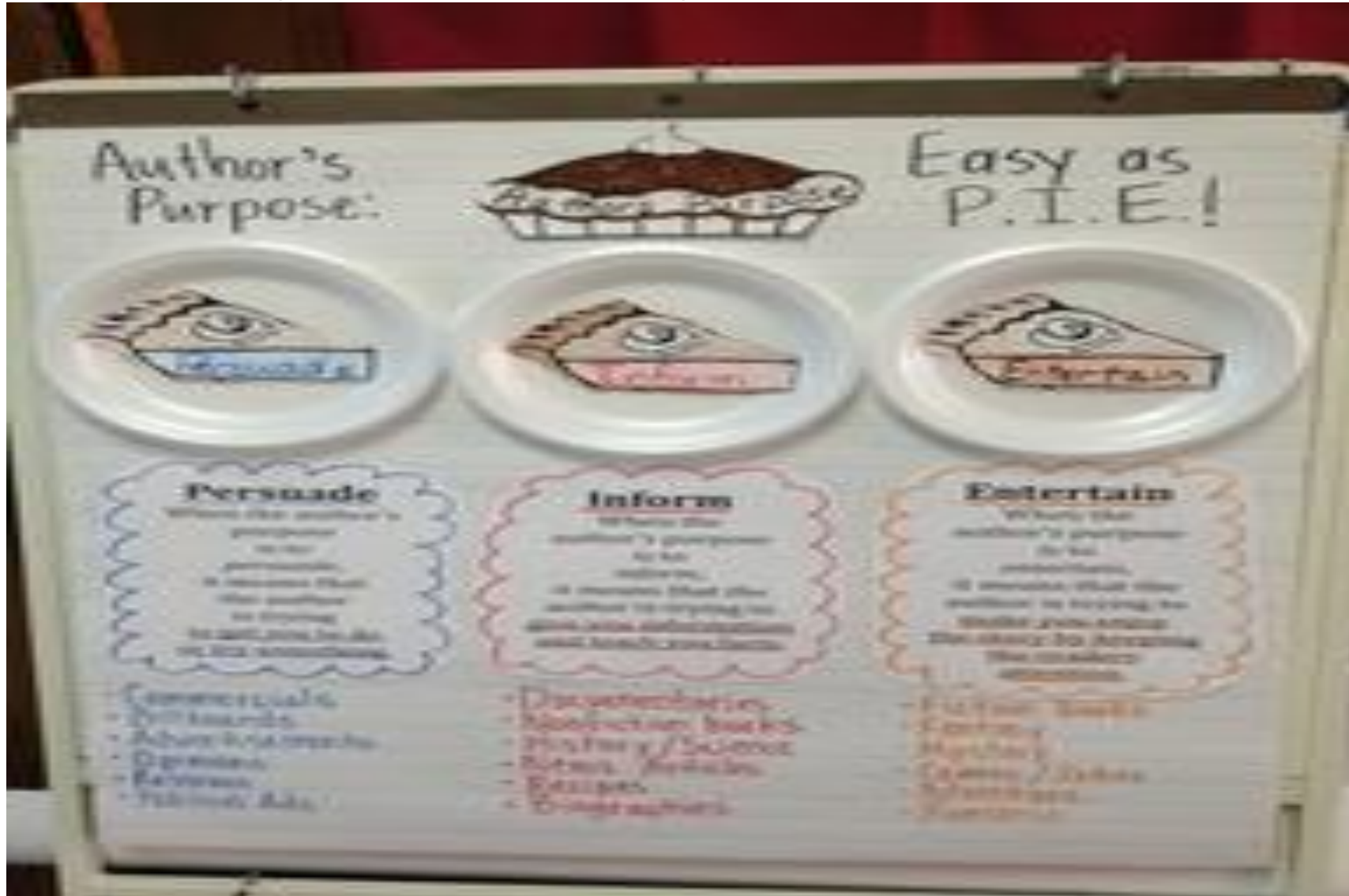
# Author's Purpose

There is a purpose for each text.

- The **genre** helps the reader understand the author's purpose
  - Was the specific text written to **entertain, explain, inform, or persuade?**
  - Way in which the author **constructs the text—the point of view—helps** readers determine the purpose.
  - Texts are **told from a specific vantage point**, and readers want to know, whose story is not represented?



# Author's Purpose is Easy as PIE



# Easy Activity for any age





# Inferences

- **Inferences are more than guesses or simply telling students to "read between the lines."**
- Readers should know how to **probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.**
- Questions should allow students to **consider the information that is provided and then make informed guesses** from the information provided

**Inferring is what you see as evidence and what you already know**

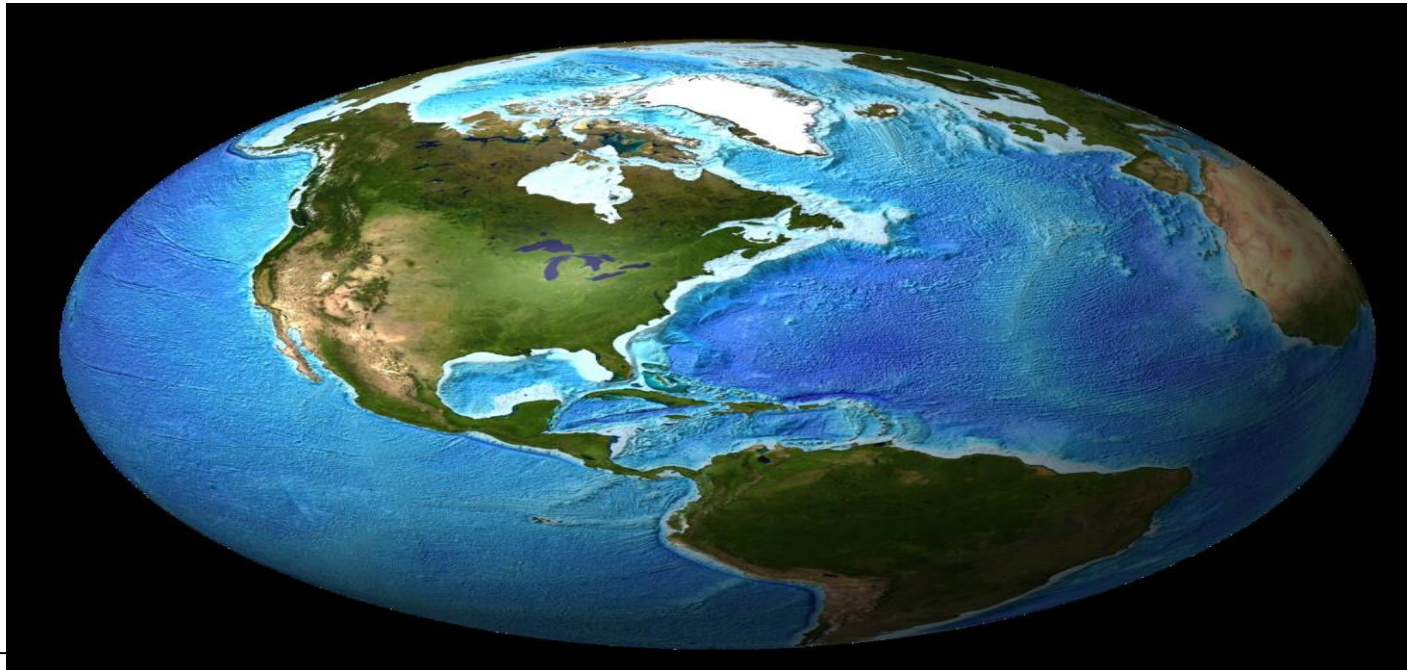
What I see Evidence	What I know Schema	My Inference
------------------------	-----------------------	--------------



# Opinions, arguments, and inter-textual connections.

THE  
REAL  
WORLD

- These types of questions are after exploring the text dependent questions.
- These are the discussion, writing, debating, and inter connections part of the understanding how the text fits into the world.



Their real world

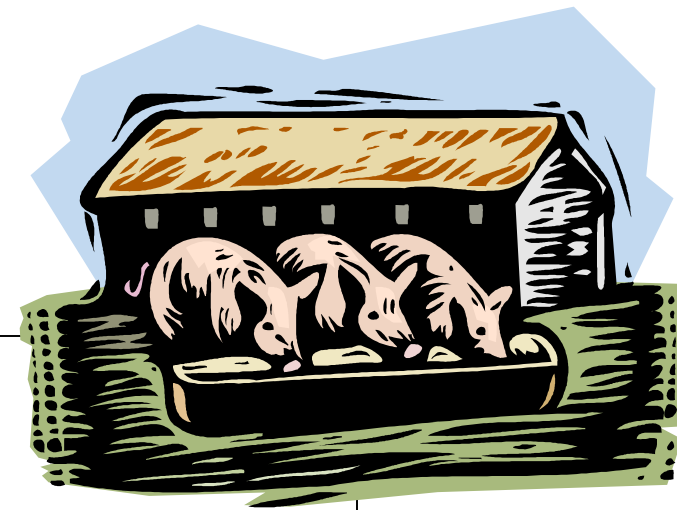
# **QAR** Taffy Raphael, 1998

## QUESTION ANSWER RESPONSE

<b>RIGHT THERE</b> <b>Literal</b> –find it on one page or a picture	<b>THINK AND SEARCH</b> <b>Literal</b> –find it on several paragraphs or pages, diagram, map, chart
<b>AUTHOR AND ME</b> <b>Inferential</b> -Comes from your own schema and the book. Must be able to understand the reading in order to answer.	<b>ON MY OWN</b> <b>Inferential</b> -The text can prompt my schema, but I could answer the question from what I already know. The text just gives me the genre and idea.

# TASK Ten -QUESTION ANSWER RESPONSE

## 4 Types of Questions



***RIGHT THERE***

***AUTHOR AND ME***

***THINK AND SEARCH***

***ON MY OWN***

1. How many pigs were in the story The Three Little Pigs?
2. What did the pigs build their homes out of?
3. Were the pigs afraid when the wolf was at the door?
4. What will you do if someone knocks at your door tonight and you are all alone?

Label these with the 4 types of questions RT for Right There, AM for Author And Me, TS for Think and Search, OO for On My Own.  
Send through email to me. .

# Task Eleven-Fold a Piece of Paper for 4 squares

## Use it for the next slide....

Right There Question-In the Book

Think and Search Questions –In the Book

Author and Me Questions-Inference

On My Own Questions-No book needed

# Let's Practice Cinderella

## Tell me what type of question?

1. What is the name of the main character in the fairy tale?
2. Identify all the secondary characters in the fairy tale.
3. List the chores Cinderella has to complete each day?
4. Why is Cinderella treated differently from her stepsisters? Use evidence from the story.
5. If Cinderella would not have dropped her slipper, would she have seen the prince again by rushing home at midnight? Use evidence from the story to make your inference.
6. Assess the family dynamics in which Cinderella lived. Then with evidence from the story to back your assessment, what do you think the relationships with her stepsister and stepmother will be after she marries the prince? Use evidence from the story that supports your answer.
7. If you lived with a family that truly did not show you any love, what would you do?

**Number a sticky note 1-7. Place the number of the sentence in the correct square. Send a picture of it or copy of it to me through email. Whatever works for you.**

# Common **GRAPHIC** Organizers and Common Language

Cross Grade Level Collaboration is a must. Common vocabulary is a must.

Topics to discuss and finalize are:

1. Common vocabulary of all subjects
2. Common Graphic Organizers to use
3. Common Differentiating Strategies
  - Leveling of books
  - Menu of products
  - Use of rubrics
  - Use of prototypes
  - Learning Environment/Social and Emotional Standards are used.
  - Use of Center Practice Work

# Common Graphic Organizer

## 4 Square

Preston, 2003

The following slides will show a four-square organizer.

1. Each genre can use this structure for writing about what they read.
2. Each genre has its own unique structure
3. Each genre has its own unique lesson
4. Each genre has its own unique vocabulary



# 4 SQUARE ORGANIZER – FICTION

Character	Setting
Problem	End Resolution Prediction

# FOUR SQUARE – NONFICTION

Main Idea	Important Facts
Questions to Look Up	Things I learned

# Four Square for Compare/Contrast

Things to be compared-Square and a Circle	Square features
Circle features	Similarities

# Four Square Cause and Effect

Concept to find cause/effect Tornado	Causes
Effects	What should be learned from this?

# FOUR SQUARE ORGANIZERS

Inference/Making Predictions/Drawing Conclusions

Title or chapter	Inferences or connections
Predictions	Conclusions I draw from this:

# 4-Square Comprehension

If the story was Cinderella, the students would have a set of characters to place in the square, several settings, several problems, and an end. Teachers can set it up so that each setting is to be recorded in the square or an overall of the whole story.



# Cinderella Overall 4-Square Retell

## Character

Cinderella-Main Character –Good person, pretty  
Stepmother-Mean, bossy, cruel to Cinderella  
Step sisters-Mean, bossy, just like their mom  
Prince-Handsome, rich, looking for a wife  
Fairy Godmother-magical, supportive, helps Cinderella

## Setting

In the house –at the beginning –Fairy Tale  
In a bedroom –crying, magic, ready for the ball  
In the ballroom-dancing, strike of 12, leaving without her slipper

## Problem

Cinderella wants to go to the ball, but her stepfamily will not let her go because they are jealous of her beauty and stepmother wants her daughters to win the Prince.

## End

A fairy godmother comes and helps  
Cinderella gets to the ball and finds her prince.  
Moral is that no matter what happens in your life, you can reach your goal if you keep the goal in mind. Being kind helps too.



# Retelling Rubric-You can adjust expectations for grade level

5	Student includes main ideas and supporting details, sequences correctly, infers, relates text to own life, understands text structure, summarizes, gives opinion and justifies it, may ask questions, and is complete in the retelling.
4	Student includes most main ideas and details, sequences properly, relates text to own life, understands text structure, summarizes, gives opinion, fairly complete retell.
3	Includes some main ideas and details, sequences most of the text, understand text organization, gives opinion, almost complete retell.
2	Includes a few ideas and details, some difficulty sequencing, may give irrelevant information, gives opinion, and an incomplete retell.
1	Gives details, poor sequencing, irrelevant information, very incomplete retell

## **Task Twelve** One area to get lots of ideas for classrooms

<http://www.theteachertoolkit.com/index.php/tool/all-tools>

This tool will open up many helpful and engaging ideas to use.



**Please look at this site and choose 3 strategies you can use in your classroom and how you would use it and why?**

# Listening In-Recording-Informing Instruction

- Teacher should get valuable information from the discussion.
- Teacher should **hear parts of the lesson, parts of the class discussion, or activity the class encountered inside the group discussion**
- If that does not happen, then the teacher should make time to re-teach in a different way.
- **Keep track of essential vocabulary, accountable talk in the discussion**, and if students are mastering the concept.
- Use a phone recording of groups that you did not get to.



### **Geographic Literacy**

**To develop geographic literacy, students must:**

- Develop an awareness of place
- Develop locational skills and understanding
- Understand human and environmental interaction
- Understand human movement
- Understand world religions and their historical, cultural, economic and political characteristics

### **Economic Literacy**

**To develop economic literacy, students must:**

- Understand the basic economic problems confronting all societies
- Understand comparative economic systems
- Understand the basic economic goals, performance, and problems of our society
- Understand the international economic system

Many Types of Literacy in a Student's School Life.

### **Historical Literacy**

**To develop historical literacy, students must:**

- Develop research skills and a sense of historical empathy
- Understand the meaning of time and chronology
- Analyze cause and effect
- Understand the reasons for continuity and change
- Recognize history as common memory, with political implications
- Understand the importance of religion, philosophy, and other major belief systems in history

### **Sociopolitical (Civic) Literacy**

**To develop sociopolitical (civic) literacy, students must:**

- Understand the close relationship between social and political systems
- Understand the close relationship between society and the law
- Understand comparative political systems

# Strategy – Think Aloud

You could use the 4-square to guide the think aloud.



# Think Alouds can.....

- Deepen awareness of the reading process
- Move beyond literal meaning to global meaning
- Learn about themselves and their own reading strategies they use
- See what students do and don't as they read
- Understand what in the text confuses the student
- Support readers and assess their progress
- Teacher can predict, monitor, summarize, point out symbolism, irony, charts, graphs, structure of dialogue, figurative language and on and on.
- <https://www.youtube.com/watch?v=fBB0nbY-a8Y> 4.12 min. Explaining Think Alouds.
- <https://www.youtube.com/watch?v=G0ZHimY5YZo> 2.25 min video of a teacher teaching a think aloud
- <https://www.youtube.com/watch?v=oi7RfnlkTL4> 5.41 min. Teacher working with 4<sup>th</sup> grade students on a think aloud **LOOK AT THIS ONE PLEASE**

# Let's try one.....

## Characters-Cinderella

Think about her after you read the story or during the story.

- I am thinking that Cinderella must really miss her own mom and dad. Her stepmother and stepsisters do not treat her like her real mom and sisters would. What do you think?

LET STUDENTS DISCUSS WITH A PARTNER  
CALL ON A FEW TO GET THEIR THINKING or  
LET THEM TALK TO ANOTHER SET OF PARTNERS.

**Listen in and see how they are thinking. It is important for you to know how they approach a question like this.**



# Visualizing Text –Using the same Graphic Organ.

Help students identify words that help them visualize text.

Words that help me SEE

A picture of what I SEE

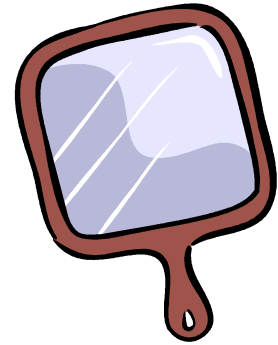
Words that help me HEAR

A picture of what I HEAR

# General Process of Reading

Mirroring what you read in your thoughts.

- Activate prior knowledge to motivate the brain to want to read (Continually connecting to the reading)
- Decode
- Set a purpose for reading
- Make a prediction
- Visualize
- Question
- Summarize
- Monitor
- Reflect
- Prepare to apply what has been learned



# NONFICTION

1. Skim headings, charts, pictures, table of contents to see what the book is about.
2. Look at the questions at the end of the books to find out some key points to watch for.
3. List some questions you have about the topic.
4. Pick a strategy to read with, coding, underlining, highlighting, sticky notes
5. Stop and think about what you are reading every page
6. Pick up as much information as you can
7. Did you answer your questions?
8. Talk to someone about what you learned or draw what you learned
9. How did you help yourself be a good reader?

# Informational Text

## Text Features

- Headings/Subheadings
- Boldface print
- Use of capitals to indicate importance
- Titles
- Framed information
- Bullets
- Captions
- Italics
- Call-outs or sidebars
- Labels
- Font styles
- Changing colors
- Illustrations/Photographs/Drawings
- Highlighted information
- Textual clues (for example, in fact, in conclusion, on the other hand)

## Graphic Features and Visuals to pay attention to:

- Diagrams
- Cross sections and overlays
- Photographs
- Illustrations
- Graphs
- Timelines
- Figures
- Timelines
- Charts
- Word bubbles
- Tables
- Maps
- Graphic organizers
- Cut a ways

## TEXT ORGANIZATIONAL FEATURES

- Preface, table of contents, index, glossary,
- Pronunciation key, appendix

Adapted from *Making Nonfiction Come Alive*, 2004

# STRATEGIES

- Activate prior knowledge
- Question
- Determine main ideas and facts
- Monitor comprehension
- Draw inferences
- Synthesize info
- Visualize
- Connecting
- Coding or marking the text
- Highlighting
- Sticky note marking
- Leveling



# GOLDILOCKS STRATEGY for The Right Book

- Many times students do not understand what they read because they are in a level of reading that is at their frustration level.
- Use this strategy so children can choose material that is right for them.

## TOO EASY

- Short
- Big print
- Read it before
- Know all the words
- Lots of pictures
- You are an expert on the topic

## JUST RIGHT

- Book looks interesting
- You can decode most of the words
- You can read the graphs, charts, captions
- You have read other books by the same author
- Someone will give you help if you need it.
- You know something about the topic

## Too Hard

- Book is long
- Print is small
- Not many pictures, graphs, diagrams ..
- Lots of words you don't know
- There is no one to help you
- You don't know much about the topic

# READING LEVELS

**INDEPENDENT LEVEL** –Level to use when they are reading

Independently without the help of an adult or peer. This level is the only level students should be reading alone. This is also the level used in Guided Reading when reading on their own.

However, they should know the level they are at, the level they should be at, and have ways of getting better.

Teachers will need to keep track of the ORF on each child and challenge them to keep a graph of their ORF rates each week.

They should be moving towards the level they should be at each week. Most of the time, 1.5 words per week better.

**INSTRUCTIONAL LEVEL**-This is the level to use when teaching or when a student is with a peer.

This is the level used for basal reading or when the class does whole group with a teacher. This is also the level used for Guided Reading when they are with the teacher in a small group.

**Reading Level Correlation Chart**

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivilant	Lexile Levels	
Kindergarten	A, B	A	A	Readiness		
	1		1			
	2	B	2	PrePrimer 1		
	3	C	3			
4			4	PrePrimer 2		
Grade 1	5	D	6			
	6					
	7	E	8	PrePrimer 3		
	8					
	9	F	10	Primer		
	10					
	11	G	12			
	12					
	13	H	14	Grade 1	200-299	
	14					
	15	I	16			
	16					
	Grade 2	18	J, K	20	Grade 2	300-399
20		L, M	28	400-499		
Grade 3	22	N	30	Grade 3	500-599	
			34			
	24	O, P	38		600-699	
Grade 4	26	Q, R, S	40	Grade 4	700-799	
Grade 5	28	T, U, V	44	Grade 5	800-899	
Grade 6	30	W, X, Y		Grade 6	900-999	
Grade 7	32	Z		Grade 7	1000-1100	
Grade 8	34	Z		Grade 8		



# COMPILED ORF NORMS

Hasbrouck & Tindal (2017)


ORAL READING FLUENCY CHART

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>1</b>	90		97	116
	75		59	91
	<b>50</b>		29	60
	25		16	34
	10		9	18
<b>2</b>	90	111	131	148
	75	84	109	124
	<b>50</b>	50	84	100
	25	36	59	72
	10	23	35	43
<b>3</b>	90	134	161	166
	75	104	137	139
	<b>50</b>	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>4</b>	90	153	168	184
	75	125	143	160
	<b>50</b>	94	120	133
	25	75	95	105
	10	60	71	83
<b>5</b>	90	179	183	195
	75	153	160	169
	<b>50</b>	121	133	146
	25	87	109	119
	10	64	84	102
<b>6</b>	90	185	195	204
	75	159	166	173
	<b>50</b>	132	145	146
	25	112	116	122
	10	89	91	91

\*WCPM = Words Correct Per Minute

Ask Questions	Make Connections	Visualize	Self-Monitor and Clarify
 <p>Ask and answer questions before, during, and after reading about important ideas and wonderings in the story.</p> <p>If I'm having trouble, I can:</p> <ul style="list-style-type: none"> <li>re-read the story to look for answers.</li> <li>think about what I've already read and what I already know.</li> </ul>	 <p>Think of my own experiences that compare with a situation in my book.</p> <p>This reminds me of _____ because _____.</p> <p>This is different from _____ because _____.</p>	 <p>Imagine the story in my mind and add extra details using my senses.</p> <p>What could I see, smell, hear, taste, or feel?</p> <p>I visualized _____ when I read _____.</p>	 <p>Stop and think while I read.</p> <ul style="list-style-type: none"> <li>Does my reading make sense?</li> <li>Did I understand this sentence, paragraph, page, or chapter?</li> <li>Did I learn what I needed to learn?</li> </ul> <p>If I'm having trouble, I can...</p> <ul style="list-style-type: none"> <li>Read the sentence or paragraph again.</li> <li>Use a dictionary or glossary to look up unknown words.</li> <li>Read ahead.</li> </ul> <p>After Reading:</p> <ul style="list-style-type: none"> <li>What did the reading say?</li> <li>I didn't understand the _____ (word, part, sentence, paragraph, chapter) so I _____.</li> </ul>

# INTERACTIVE BOOKMARKS

## A Highly Effective & Easy Way to Build Metacognition

Start date & entry dates track the students' reading rates.

Quickly reference the text using the page and paragraph number.

Easily identify the student, book, genre, and author.

Codes provide reminders on the many ways to think about reading.

Name: _____ Start Date: _____ Title: _____ Author: _____ Genre: _____	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____
	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____
	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____
	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____
	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____
	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____	<input type="checkbox"/> page #: _____ date: ____/____/____ <input type="checkbox"/> paragraph: ____/____

includes versions with and without writing lines

Code boxes make it easy to see if the student is using a variety of thinking strategies.

Clutter-Free Classroom

www.CFClassroom.com

There is the perfect amount of space for students to make notes without getting distracted and off task.

# Writing Letters

Write a letter about the book you just read and show a picture of the meaning.

Dear Judy,

We just read about counting by 5's.

5, 10, 15, 20, 25, 30, Each time you count, it is 5 more than the last time.  
It was fun.

Love,

Kim



# REPORTS

- Choose and narrow the topics
- Design research questions
- Collect information
- Draft the report
- Edit the report
- Publish the report



# STORY BOARDS

- Collect two copies of the book.
- Cut one copy up and remove it from its cover.
- Attach the pages to pieces of cardboard.
- Laminate the cards.
- Use the cards for sequencing or retell.
- Some students may need to use them for word work or vocabulary.
- Some may want to put them into a different order and tell the story in a different way.



## CUED RETELLS

- Student retell the story with beginning, middle, and end cue.
- Student tell the story or the facts with cues from teacher.

(Tompkins, 2004)

# Extending the Reading

## **GRAND CONVERSATIONS**

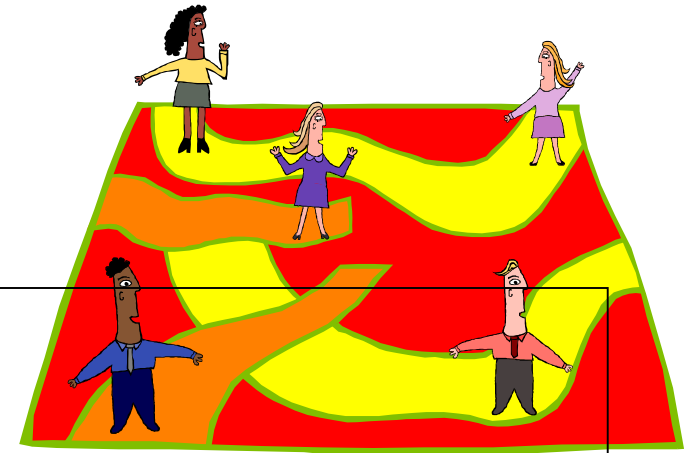
Responding to the reading by having a grand conversation. Grand conversations are led by teacher who has set up the questions to focus on two or three teaching points or review points. The students use the book to refer to answers and things they would like to talk about (Eeds & Wells, 1989). Students then reflect on the conversation in their reading log.

## **PROJECTS**

Create products to extend the story. Puppet, reports, posters, drama, poem, rap, recording, play, etc., to perform.

## **SKETCH TO STRETCH**

Sketch so that the drawing reflects the story. Share them and see if the students can understand what you are trying to convey. Revise sketches from the conversation with others (Harste, Short, Burke, 1988).



# Quick writes Quick draws

- This could be done throughout a story where the children compose in their journals drawings or writings when the teacher stops and has them visualize the story.



# I WONDER

During reading keep an I wonder pad nearby.

As you read, put down any thing you are wondering about.

If you find the answer to the I WONDER, place that I WONDER in the book where you found the answer.

Share with someone your wonderings and answers.



# Read, Cover, Remember, Retell

Read only as much as your hand  
can cover.

Cover the words with your hand

Remember what you have just  
read. Look back if you have to.

Retell what you just read inside  
your head to a partner.

*Teacher could put on a timer for  
this.*

## My Investigation

My topic

Important Facts I have  
learned

I will include a map or  
diagram of

My drawings will be

Draw it with a border.

# Word sorts

- SELECT WORDS OR PHRASES FROM THE BOOK
  - STUDENTS WORK IN TEAMS TO SORT THE WORDS IN DIFFERENT WAYS.
1. Closed sort is when the teacher gives the headings to put words under
  2. Open sort is when the student comes up with sorting the words in their own way

- USE AS A MOTIVATOR
- USE AS A PREVIEW
- USE AS A BACKGROUND KNOWLEDGE BUILDER
- USE AS A RETELL
- USE AS AN ASSESSMENT
- USE AS A REVIEW



# ABC FORMAT

- Students make an alphabet book about what they read.

## Cinderella story

A – ashes from the fireplace she had to clean

B – ball that she gets to go to

C – Crushed is how she felt when she thought she could not get ready for the ball

Task Thirteen- Fill in this chart with as many words drawings, or symbols about this training as you can. Just send the list of them to me. It doesn't have to be the chart.

### A B C Brainstorm

Topic:

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X, Y, Z

# Task Fourteen Answer these questions, too, please.

1. What have you learned in this module that you will take back and use this year?
2. How will it help students achieve more?
3. What part of this module can help you become a better instructor? Tell me the slide numbers, please.
4. What do you still need?



It has been said:

**The teacher is the number one indicator of student success.**

**Do you believe this?**

**If you do, how can you be the indicator this year?**

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