

Study Guide

K-2 The Big 5 Trainings

Module 5—Comprehension

PREFACE

This study guide is intended to help teachers get the maximum benefit from the five main modules (and three optional advanced modules) that make up the K-2 The Big Five PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slides 6-8: Models of Reading Comprehension

Think about the various models of reading shown on these slides. Which model or aspect of these models make the most sense to you? Are there any parts of the models that you disagree with?

Slide 9: Monitoring Comprehension



Think about your own reading and the strategies shown on this page. Which strategies do you prefer to employ to aid your comprehension as you read?

Slide 10: Foundation Skills

Teaching students comprehension strategies are critical. However, these strategies are no substitute for having solid foundation skills (phonological awareness, phonics, fluency). The words of research Anita Archer are quite poignant in this regard:

“There is no comprehension strategy powerful enough to compensate for the fact that you can’t reach the words.”

Slide 11-12: Grammar and Syntax Knowledge

Knowledge of syntax and grammar is also crucial to understanding. Should students read through punctuation marks or pause in unintended places, the meaning of a text can change radically.

Slide 13: Monitoring Comprehension



Fix-it strategies when monitoring comprehension include:

- Re-reading the selection
- Looking up unfamiliar terms (vocabulary)
- Find more information by...
 - Seek out information online or in books; or
 - Ask someone for help with an unfamiliar topic
- Look for adjacent graphics, charts or illustrations for clarification
- Reconstruct information on a graphic organizer
- Read ahead to see if that will provide clarification

Slide 15: Monitoring Comprehension

Teaching students to become active readers through think-alouds helps them to monitor their comprehension. What types of questions should you model for your students to ask themselves while they are reading?

What insights did you get from The Plymouth Colony think aloud example?

Slide 16: Monitoring Comprehension Activities

Briefly explain the two activities discussed on this slide. Would you use these in your classroom?

Read and Say Something:

Three-Minute Pause:

Slides 18-19: Connecting to World Knowledge

The three types of connections mentioned on slide 18 are:

Text to self—This is when students can connect what they are reading to their own interests and/or experiences

Text to text—This is when students can tie concepts together within or across content areas to see the big picture (Compare and contrast; Venn diagrams; asking students to note similarities between two texts)

Text to world—The most challenging for students. This is when students can connect what they are learning in school to what is happening in the world...such as tying a unit on pollution/recycling to a non-fiction book such as *Where does the Garbage Go?*

What is the purpose of preparing and activating background?

Concept/Semantic Map—Using the graphic organizer shown on this slide helps students see how what they are reading connects to their own background and experience.

Slide 21: Predicting

Having students make predictions encourages them to be active readers and maintains their interest. This is true whether or not their predictions are correct.

When having students make predictions before reading, what parts of the text should you have them look at?

Remember to return to predictions after reading. A KWL chart can be helpful. Write down what K W and L stand for on the chart below

_____	_____	_____

Slide 25 Recognizing Text Structure

Different elements of text structure have different signal words associated with them. Next to the words below, write down the signal words your students might find in text that would indicate that a particular text structure is being discussed in the text. Then, click through the slide to bring up the signal words we came up with and compare that with your list.

Sequencing

Problem and Solution

Cause and Effect

Description

Compare and Contrast

Slide 26: Text Structure Graphic Organizers

Look at the graphic organizers on the slide. How can using visual aids such as these help your students better understand text structure?

Slide 28: Posing Questions Before Reading

In the space below, explain the benefits of posing a “comprehension purpose question” before students read a selection.

What are the features of a good comprehension purpose question?

Slides 29-30: Asking Questions After Reading

What can you do to help your students should they encounter difficulty with the “5Ws and 1H Strategy”?

In the space below, fill-in the information missing from the Question Answer Relationship graphic. What are the traits of each type of question? What are signal words that can help students recognize the question type?



Right There (literal)

On My Own (inferential and evaluative)

Think and Search (literal)

Author and Me (inferential)

Slides 34-35: Practicing Question Answer Relationship Activity

Read the passage below or on slide 35. Then develop questions for each of the four QAR question types.

He awoke at six and saw the rain, and it seemed as though he couldn't bear it.

For a while he stood gloomily indoors. Then he walked to the door and looked out. Drops of rain struck his face. His yard was cold and wet. His trough had an inch of rainwater in it. Templeton was nowhere to be seen.

"Are you out there, Templeton?" called Wilbur. There was no answer. Suddenly Wilbur felt lonely and friendless.

"One day just like another," he groaned. "I'm very young, I have no real friend here in the barn, it's going to rain all morning and afternoon, and Fern won't come in such bad weather. Oh, *honestly!*" And Wilbur was crying again, for the second time in two days.

At six-thirty Wilbur heard the banging of a pail. Lurvy was standing outside in the rain, stirring up breakfast.

"C'mon pig!" said Lurvy.

Wilbur did not budge. Lurvy dumped the slops, scraped the pail, and walked away. He noticed that something was wrong with the pig.

RIGHT THERE question:

THINK AND SEARCH question:

OWN MY OWN question:

AUTHOR AND ME question:

Slide 37: Students Generating Questions



What are the benefits when students learn how to ask questions while reading texts? How does this skill help them in other content areas?

Slide 41-42: Constructing Mental Images

Read the excerpt below and on the next page. Then note your mental images.

Jonathan felt the men around him shift uneasily, sensing the fear that had settled over the group like a suffocating blanket.

Hessians. The butchers of Long Island.

“So many of them...” came a strained voice from right behind.

Hessians. The mercenaries who killed for coin...

“Shut up!” roared the Corporal, trying to keep his voice under control. “No talking. Stand your ground.”

“Them’s grenadiers,” came another voice, unnaturally high. “See how big they are? Their match cases? See them? Do you see that boys? Grenadiers.”

As Jonathan watched the enemy troops continued to pace themselves to the beat of the drum. He couldn’t see the drummer or the player, but he knew they must be boys. Perhaps, he thought, they were younger than he. He wanted to see them, want them to be much younger.

The Hessians continued to march.

“Keep your lines!” the Corporal shouted. “Keep them!”

Slide 41-42: Constructing Mental Images Continued

The men lifted their guns and pointed them straight down the road at the oncoming soldiers.

“Hold your fire until I tell you!” the Corporal shouted. “Don’t waste your shot. They’re still too far!”

Jonathan could not take his eyes from the advancing troops. All of them had cleared the bend now, moving so steadily that Jonathan wondered if they saw that the road was blocked. But just as he had the thought, they came to a stop, and the smooth flow of their march broke with a clumsiness that momentarily eased Jonathan’s tension. On his horse, the Hessian officer centered forward, looking up the hill at the Americans.

Jonathan lifted his gun a little higher. He glanced behind. His father’s friend, his head glistening with sweat, was there.

“Aim low!” the Corporal cried. “Or your shot’ll go high!”

Jonathan looked at his own gun. At the moment it felt light. He stole a look at the men around him. He saw their fingers flex, grip, release, and grip again.

“Where’s your Snyderstown Committee, Corporal?” came a call. “Why don’t they come? Is there something we don’t know?”

As you read this passage, in your mind, what did you see...what did you hear...what could you smell...what did you taste...did you sense a physical sense of touch...Emotionally what did you feel? Where and how did you feel it?

Slides 45-46: Main Idea W-I-N Strategy

Help your students understand that the main idea may be explicit or implicit. A main idea should be stated in 1-2 brief sentences. The WIN strategy helps students write these brief statements:

W—Who/what is the passage mostly about?

I—What is the most important information about the who/what?

N—Write/state the main idea in the fewest number of words (10 or less is ideal).

There is a common belief that while the dog is man's best friend, the coyote is his worst enemy. The bad reputation of the coyote traces back to his fondness for small animals; he hunts at night and is particularly destructive to sheep, young pigs, and poultry. Yet it is sometimes wise to encourage coyotes. Provided valuable farm animals are protected, the coyote will often free the property of other animals, like rabbits, which are ruinous to crops and certain trees. He is especially beneficial in keeping down the rodent population. Where coyotes have been allowed to do their work without molestation, ranchers and fruit growers have found them so valuable that they would no more shoot them than they would shoot their dogs.

W—Who/What?

I—What is the most important information about who/what?

N—Put together in the fewest number of words possible.

Slide 47: Summarization

Summarization involves the generation of the main idea and the most important details from a text.

There are 5 rules for writing a summary:

1. Delete irrelevant or trivial information.
2. Delete redundant information.
3. Select topic sentences.
4. Substitute a superordinate term or event for a list of terms/actions.
5. Invent topic sentences when the author has not provided any.

Slide 48: Metacognition

Metacognition refers to “thinking about our thinking”. It is the knowledge and control we have over our own thought processes. There are two key aspects to metacognition:

Metacognitive knowledge: *How do I learn?*

Metacognitive control: *How can I learn better?*

Slide 51: Linking Vocabulary Across All Content Areas

Consider the strategies covered in this module and the struggles your students face with comprehension across the curriculum. Think about how you can apply various strategies when teaching science and social studies? What is your biggest takeaway from this training?

KEY

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W--**Coyotes**

I—**Are both helpful and harmful (supporting details include specifics of each of these—e.g., destructive to...;will keep down rodent population)**

N—**Put together: (Coyotes can be both helpful and harmful.)**