

Study Guide

The Upper Elementary PD Series

Module 6—Comprehension

PREFACE

This study guide is intended to help teachers get the maximum benefit from the seven modules that make up the Upper Elementary 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.

Slide 7-8: 3PV 3RQ

Fill in the words that complete the 3PV 3RQ comprehension approach.

P-

R-

P-

R-

P-

R-

V-

Q-

Slide 9: Purpose



Explain two reasons why setting a PURPOSE for reading is very important for your students.

Slide 10: Prepare/Connect



CONNECT helps to activate a student's background knowledge. It helps pique their interest and to show them how the new reading relates to what they already know. Pick any grade level text and below describe how you would help your students make connections.

PREPARE helps students when they have little or no background knowledge about a text. Look at the examples in the notes on this slide (revolutionary war, lacrosse, oil spills). Then, select another topic about which your students will have little/no background knowledge and explain how you could prepare your students for a text about that topic.

Slide 11: Prepare/Connect Strategies



Below is a brief description of the strategies discussed on this slide.

1. **Using Analogies:** Analogies help students learn vocabulary and see relationships between seemingly disparate groups of objects.
2. **Teaching Words in Categories:** In CONVERGENT NAMING, you help students mentally organize concepts. You provide a list of related items that fit and students determine the category. DIVERGENT NAMING is the opposite. You name the category and students list items that fit under that umbrella.
3. **Multimedia:** Use the Internet to locate resources to help student prepare and connect. Be sure to preview the ones you want to use—this will save time and ensure you don't bring up inappropriate content.
4. **Compare and Contrast:** Have students compare the new concept with something they are already familiar. Use a Venn diagram or other graphic organizer to compare the two (see example on slide 12).

Slides 13-16: Predict

For each of the strategies listed below, explain in your own words how each can be used to help students make predictions.

TEACHER THINK-ALOUDS

SENTENCE STARTERS

CLASS OR STUDENT CRYSTAL BALLS

PREDICTION GRAPHIC ORGANIZERS

Slide 18: Vocabulary



The goal of introducing vocabulary before reading is to facilitate comprehension. There are many strategies to use to teach students crucial vocabulary.

- Student-friendly definitions
- Multiple meaningful exposures
- Examples and non-examples
- Engaging students in conversations
- Graphic organizers
- Fast mapping

Slide 20: Initial Read for Accuracy

Fill in the blanks from the word bank below:

An initial read for accuracy provides an opportunity for the teacher to provide _____. The initial read also gives the teacher important information about word study concepts that may need to be _____ and/or _____ into individual student reading _____ that will then be the focus of _____ instruction/_____ time.

re-taught

small group

corrective feedback

problems

intervention

insights

Slide 20: Second Read for Fluency

Fill in the term for each of the following definitions.

_____ reading multiple words together in a way that mimics natural speech

_____ raising and falling of our voices as we read to convey meaning or grammatical functions

_____ the ability to rapidly, effortlessly and accurately recognize and/or decode words

_____ using all the components of fluency to read text

_____ the number of words read correctly during a certain period of time

_____ reading a text with appropriate emotion

rate

chunking

automaticity

intonation

expression

prosody

Slide 20: Third Read for Comprehension

The third read allows students to turn their attention to the meaning of the text. Employing the accuracy and fluency tools from the first two readings frees up mental capacity to focus on the meaning.

Slide 21: Chunking Text

Read the slide. Note how the swoops underneath the text mimic the natural cadence of speech. Then, practice by drawing swoops under the text below.

Corduroy is a bear who once lived in the toy department of a big store. Day after day he waited with all the other animals and dolls for somebody to come along and take him home. The store was always filled with shoppers buying all sorts of things, but no one ever seemed to want a small bear in green overalls. Then one morning a little girl stopped and looked straight into Corduroy's bright eyes.

"Oh, Mommy!" she said. "Look. There's the bear I've always wanted."

"Not today, dear." Her mother sighed. I've spent too much already. Besides, he doesn't look new. He's lost a button to one of his shoulder straps."

Slide 22-23: Intonation and Expression

You read the examples we provided in the presentation. In the space below, come up with your own examples appropriate for your grade level.

INTONATION (A sentence on which you can change which word the stress falls on, impacting the meaning)

EXPRESSION (A short word or phrase your kids will enjoy reading with different emotions to sound how different they sound)

Slide 24-26: Creating Mental Images

After you read the passage on slides 25-26, jot down your mental images. In your mind's...

EYE, what did you see?

EAR, what did you hear?

NOSE, what did you smell?

MOUTH, what did you taste?

SKIN and EMOTIONS, what did you feel?

Slide 27: Making Connections—Read and Say Something

Here are some of the sample questions we provided on this slide:

- Who are the main characters?
- What is the setting?
- What is happening?
- What is the problem being discussed?
- What is the solution being discussed?
- What two things are being compared and contrasted?

What additional questions can you think of that would work for this activity?

Slide 29: Self-Monitoring Strategies



If a student diagnoses their reading problem as one of the following, what would be the first fix-it strategy you would recommend they try?

1. I'm having problems with pronouncing...
2. I don't understand this key word...
3. I can't figure out...
4. I don't have a clear mental image of the story...
5. This doesn't make sense...

Slide 29: Self-Monitoring Strategies



Here we have summarized the self-monitoring “fix it” strategies discussed on this slide.

Re-read the selection—When a student realizes they have lost the thread of a story, re-reading the selection is an excellent strategy to apply.

Read on—Reading on can also be effective because sometimes with text, the subsequent paragraph may provide just the clarification needed to understand the troublesome part of the story.

Summarizing—It can also be helpful to simply stop reading when comprehension breaks down and simply summarize what has happened so far (fiction) or what you do understand about the topic (non-fiction)

Clarifying difficult words—When not understanding a word leads to a comprehension breakdown, try re-reading the text to try to figure out the meaning of the word. Also, look for word parts that might help (roots, affixes); try to sound it out; see if the word is similar to one you already know or look it up in a student friendly dictionary.

Create mental images—Re-read with a conscious effort to create mental images to see if this clarifies the meaning of text.

Talk to a friend—Seeking out a classmate who has read or is reading the same selection can often shed light on a troublesome part of the text. If a group is reading it together, they can discuss as part of a literature center, parts of the text that some readers find difficult. It is often helpful to see how peers interpreted or understood key pieces of the text.

Slide 30-34: Review



In the space below, write an example of how you could teach the three main strategies discussed on these slides to your students.

1. **Determining Importance**

2. **Summarizing**

3. **Recognizing Story Structure**

Slides 35-37: Retell



Retells serve to develop students' working memory. A retell also gives great insight as to the depth or a student's understanding of a text. Students who understand a text well do a retell in their own words and do so with reach details. Teachers can use the quality and detail of retell to determine the extent of their understanding of this critical skill—armed with this information they can plan re-teaching and intervention as needed.

Slides 38-40: Answering and Generating Questions



All teachers ask questions in order to check for understanding.

What are the additional benefits for having your students generate their own questions?

Slide 41: Linking Comprehension Across All



Content Areas

Think about how your students struggle with comprehension in your content area courses. Do you think any of the strategies presented in this module can be applied to help your students overcome those

KEY

Slide 9: Purpose

Explain two reasons why setting a PURPOSE for reading is very important for your students.

1. A purpose provides students with the reason why you are having them read the selection.
2. A purpose allows students to better focus on the what they are expected to learn from the selection.

Slide 20: Initial Read for Accuracy

Fill in the blanks from the word bank below:

An initial read for accuracy provides an opportunity for the teacher to provide corrective feedback. The initial read also gives the teacher important information about word study concepts that may need to be re-taught and/or insights into individual student reading problems that will then be the focus of small group instruction/ intervention time.

re-taught

small group

corrective feedback

problems

intervention

insights

Slide 20: Second Read for Fluency

Fill in the term for each of the following definitions.

chunking reading multiple words together in a way that mimics natural speech

intonation raising and falling of our voices as we read to convey meaning or grammatical functions

automaticity the ability to rapidly, effortlessly and accurately recognize and/or decode words

prosody using all the components of fluency to read text

rate the number of words read correctly during a certain period of time

expression reading a text with appropriate emotion

rate	chunking	automaticity	intonation	expression	prosody
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