



K-3 Literacy Pilot: MoMEntum Common Professional Learning # 12.1

**Comprehension:
A K-3 Literacy Essential**

**“You have to teach children how to use
comprehending processes to achieve
comprehension.”**

**Paula Moore and Anna Lyon,
New Essentials for Teaching Reading
in PreK-2, 2005**

What the Child is Having Trouble With	Possible Teacher Prompts
Monitoring	<ul style="list-style-type: none"> • You stopped. Is it making sense? • What have you read about so far? • Rereading is smart. When you don't understand what you've read, go back and read it again.
Using schema / making connections	<ul style="list-style-type: none"> • What does that make you think about/ remind you of? How does that help you understand what you're reading? • What do you already know about ___? How can that help you?
Asking questions	<ul style="list-style-type: none"> • What are wondering about as you read? • What questions do you have? • Did the author answer any of your questions? Where? • What questions do you still have?

Diller, D 2007, Making the Most of Small Groups Differentiation for All

What the Child is Having Trouble With	Possible Teacher Prompts
Visualizing	<ul style="list-style-type: none"> • What are you picturing? What do you see /hear/smell/feel as you this? • Which part helped you see something more clearly?
Inferencing	<ul style="list-style-type: none"> • What might happen next? What else might you find out? • Why do you think ...? • Join together what you know with what the words say. What are you thinking now? • What does the author mean? How did you figure that out?
Summarizing	<ul style="list-style-type: none"> • If you wanted to tell a friend about what you just read, what would you say? Don't give away the whole thing. Just tell what it was mostly about. • What are the important parts?
Using Text Structure	<ul style="list-style-type: none"> • What kind of structure did this author use? questions answer...problem/solution... compare/contrast... time order • How can that help you understand what you're reading?

Diller, D 2007, Making the Most of Small Groups Differentiation for All

Text Dependent Questions

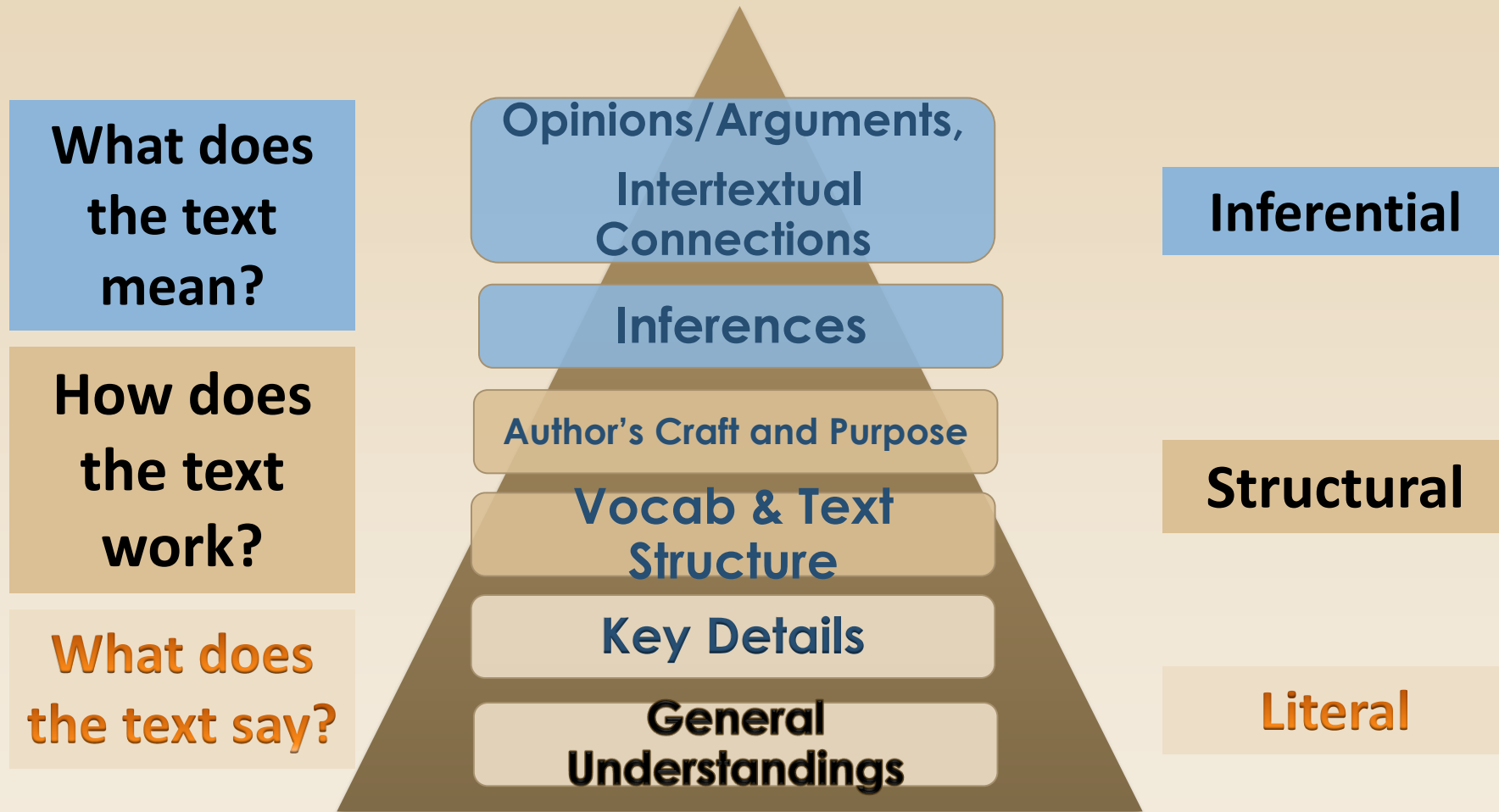
Text dependent questions can only be answered by referring explicitly back to the text that is being read.

Well-designed text dependent questions prompt students to reread the text closely, to identify evidence from within the text to support their answers and to deepen their comprehension through analysis.

Text dependent questions do not rely on students' background knowledge or experiences.

Text-dependent questions strive to ensure that readers come to understand the author's intended meaning while extending their own knowledge.

Progression of Text-Dependent Questions (Fisher & Frey, 2015)



What Does the Text Say?

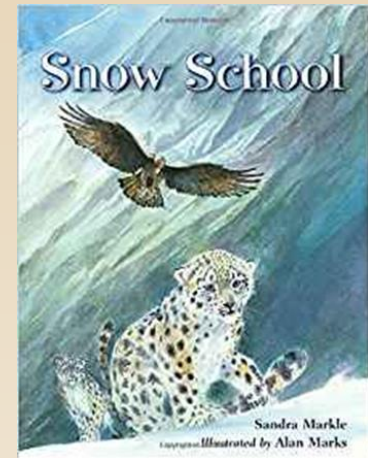
Why teach literal comprehension?

- By the end of 2nd grade students are expected to be asking and answering questions about the key details of the text, especially questions that ask about who, what, when, where and how.
- Citing and using supporting evidence to support your point is a critical skill.
- Understanding the literal level of a text is the gateway to analysis and conceptual thinking.

What Does *Snow School* Say?

General Understanding

- What is this text about?
- What did you learn?
- Where does the text take place?
- What happened in Snow School?
- What surprised you in Snow School?
- What confused you?
- What are you wondering about?



Key Details

- What time of the year does the text begin? What time does the text end?
- What is the mother leopard doing in the story?
- Where do the leopards live?
- What do the leopards eat?
- How do the leopard cubs behave?
- What is the weather like where the leopards live?

What Does *Two Bobbies* Say?

General Understanding

What is this text about?

What did you learn?

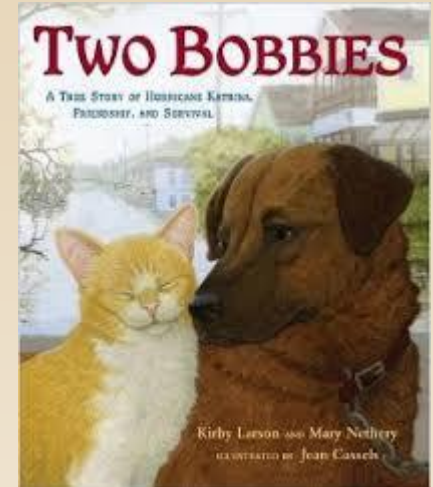
Where does the text take place?

What happened in Two Bobbies?

What surprised you in Two Bobbies?

What confused you?

What are you wondering about?



Key Details

What time of the year does the text begin? What time does the text end?

Why were Bobbie and Bob Cat left behind?

Where do Bobbie and Bob Cat live at the end of the story?

Why were their nights filled with danger?

How Does the Text Work?

What is structural comprehension and why teach for it?

- Expository or literary structures and features, and vocabulary words and phrases are elements that organize a text. These structures properly channel the flow of information, so the reader can follow the ideas and concepts presented.
- Structural text dependent questions focus students on organizational structures and word choices that organize the text. They also enhance what the author is doing, author's craft and purpose.
- Students must consider the structures that the author used to create the text, which in turn leads to deeper understanding of the text.

Text and Structure

- **Basic Narrative Structure**
- **Alternative Narrative Structure**
- **Structural Patterns in Nonfiction Texts**

T-Chart for Two Bobbies

Effect	Cause
Massive flooding. Streets and homes full of water. People evacuated.	110 miles an hour wind. Walls of water. Levees broke.
Pets were left behind.	Only people could be rescued.
Bobbie broke his chain. Bobbie and Bob Cat left their home.	Food and water gone.
Dangerous in the streets.	Other homeless and hungry dogs roamed the streets.
Bobbie and Bob Cat were saved.	Volunteers helping clean up and rebuild after the hurricane.

How Does the Text Work?

Let's dig deeper into *Snow School* with text dependent questions designed to examine *how the text works*.

Sample:

(Pg.1) What are the cubs doing? Where is their mother?

(Pg.2) What was the first lesson that the male cub learns? How does he learn this lesson? Use both the text and illustration to support your answer.

(Pg.5) What are the cubs doing? Why?

(Pg.6) Who is the prey?

Pg.9) What lesson do the cubs learn? Why do the cubs need to leave their scent?

(Pg.10) The author tells us "Loose stones tumble, clattering downhill." Why do you think the author tells us this?

What words show how hard it is for the snow leopard to catch its prey? Why won't the cubs forget this lesson?

(Pg.12) What are two traits of being a good hunter?

Overarching—Do you notice anything about how the author organizes the information about how the cubs are learning?

How Does the Text Work?

Let's dig deeper into *Two Bobbies* with text dependent questions designed to examine *how the text works*.

Sample:

(Pg.1) How do you think people in New Orleans generally feel?

(Pgs.2-3) How do Bobbie and Bob Cat feel? Use both the text and illustration to support your answer.

(Pgs. 7-8)How would you describe the setting?

(Pgs. 1-11) How does what you already know about hurricanes help you understand this story.

(Pgs.7-9)What words or phrases did the author use to spark your interest in the topic?

(Pgs.1-10) What ideas does the writer want you to think about?
What words or pictures supports your thinking.

Why might learning about this topic be important?

What Does the Text Mean?

Why teach inferential comprehension?

- Text dependent questions that draw on multiple sources require students to utilize critical thinking skills to make inferences within and across texts. They also allow the reader to consolidate ideas and concepts learned in one or more of the disciplines.
- Understanding a text more deeply allows students to make logical inferences from the text.

What Does the Text Mean?

Opportunity to analyze & synthesize information from across the text, confirm inferences with evidence, and connect information in this text with other texts.

What are the lessons the baby snow leopards learned?

How did they learn them?

Why are these lessons important?

How do the cubs change over time?

Why did the author title this text *Snow School*?

How are the snow leopards dangerous to other animals?

Who is dangerous to snow leopards?

How is the information in *Snow School* the same as in *Snow Leopards*?

What information in *Snow School* is new or different from what you learned in *Snow Leopards*?



What Does the Text Mean?

Opportunity to analyze & synthesize information from across the text, confirm inferences with evidence, and connect information in this text with other texts.

Are the illustrations interesting (high quality)? Or are they boring (low quality)?

What do you know about this topic after reading this material?

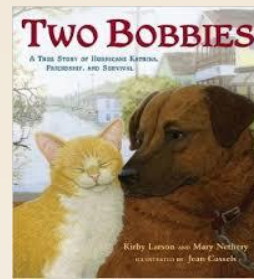
How did this story change the way you think about the effects of weather?

Are the facts consistent throughout the book? How current is the information on the topic?

What challenges do the characters encounter and how do they deal with them?

How is the information in *Two Bobbies* the same as in *Surviving a Hurricane*?

What can this type of story do that other kinds of books cannot do?



What Does the Text Inspire You to Do?

Why teach for action oriented comprehension tasks?

- Learning advances when students are able to transform information into products.
 - Debate
 - Presentation
 - A piece of writing
- Transfer requires learners to actively choose and evaluate strategies, consider resources, and receive feedback. Learners need to demonstrate they have transformed that knowledge by making it their own.

Instructional Techniques

Craft multiple literal level text dependent questions.

Craft multiple structural level text dependent questions.

Craft multiple inferential level text dependent questions.

Craft multiple action oriented questions and tasks.

How might you include technology to teach and assess comprehension?

Select a comprehension activity from the site below and try it out

http://www.fcrr.org/resources/resources_sca.html

Exit Slip

- 3 Learnings
- 2 Techniques you will try.
- 1 Question about Comprehension