



Adolescent Literacy Solutions

Comprehension

Presenter

Susan Van Zant

Essential Components of Reading Instruction



- Print awareness
- Letter knowledge
- Phonemic awareness
- Phonics
- Irregular word reading
- Multisyllabic word reading
- Fluency
- Vocabulary
- Comprehension



Reading Comprehension

“...the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”

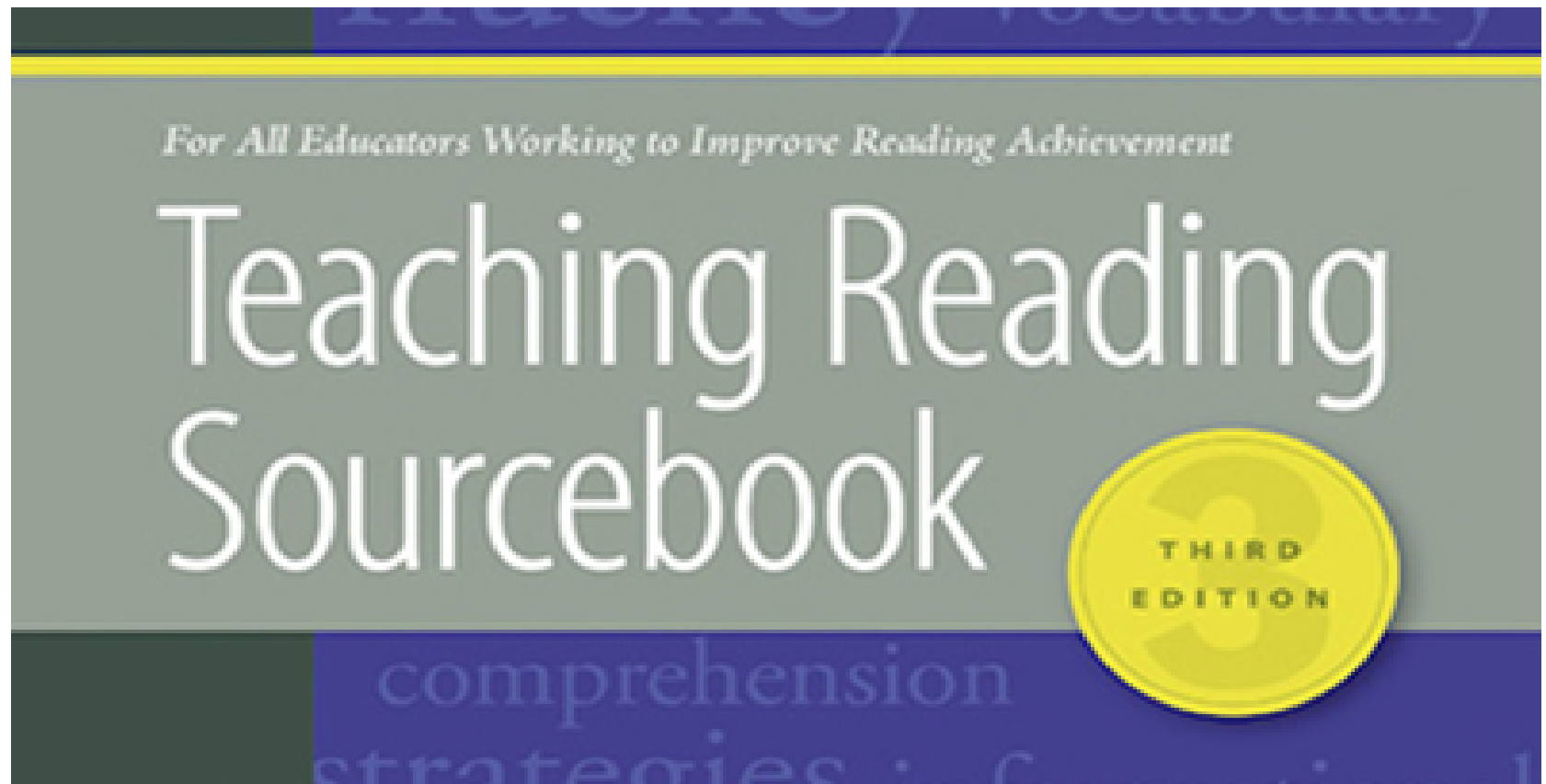
- – RAND Reading Study Group, 2002

“...the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.”

- – Harris and Hodges, 1995

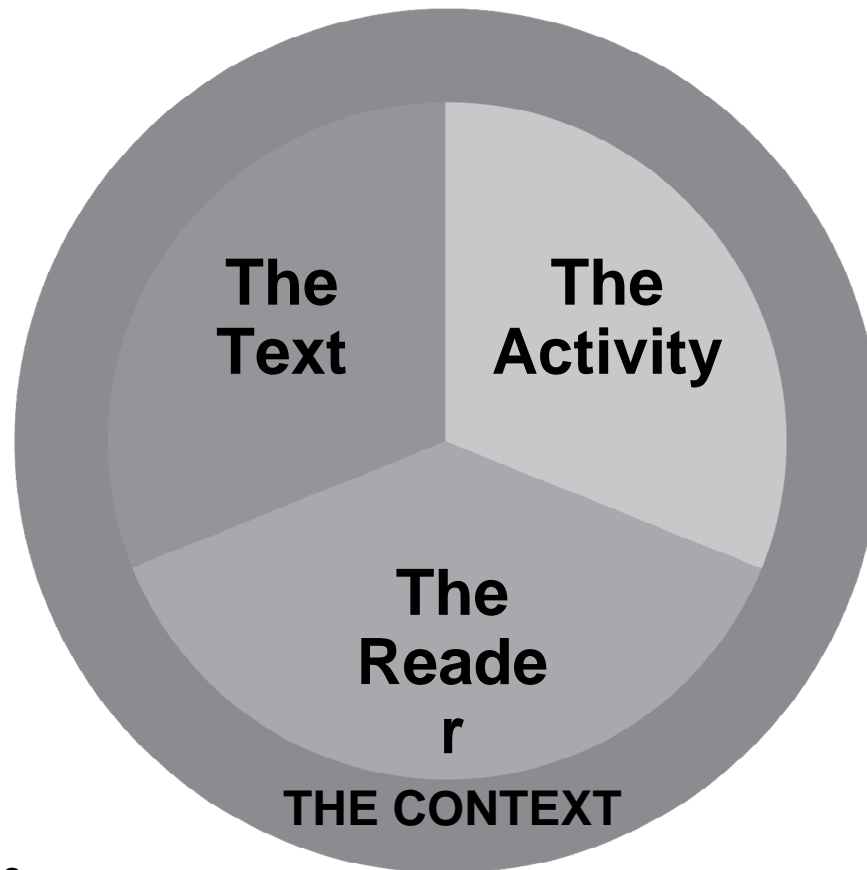
Section VI- Introduction to Comprehension

Sourcebook pages 609-631



Elements of Reading Comprehension

Sourcebook pages 609-610



Based on RRSg, 2002.

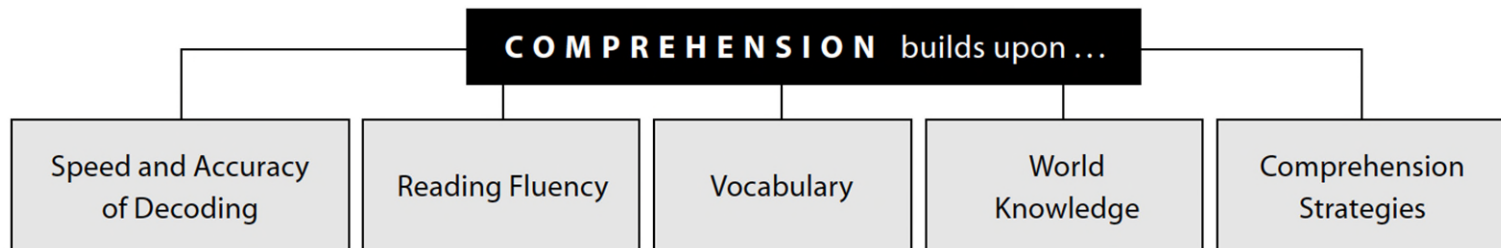
The Reader

Sourcebook page 609



No two people have the same comprehension of any one text because they bring different competencies.

- These competencies include:
Reading fluency, vocabulary, world knowledge, comprehension strategies and motivation

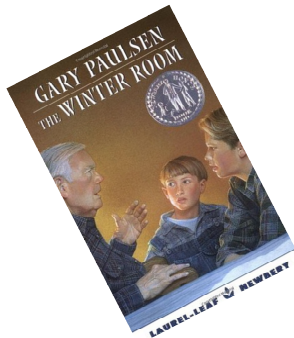


The Text

Sourcebook page 610

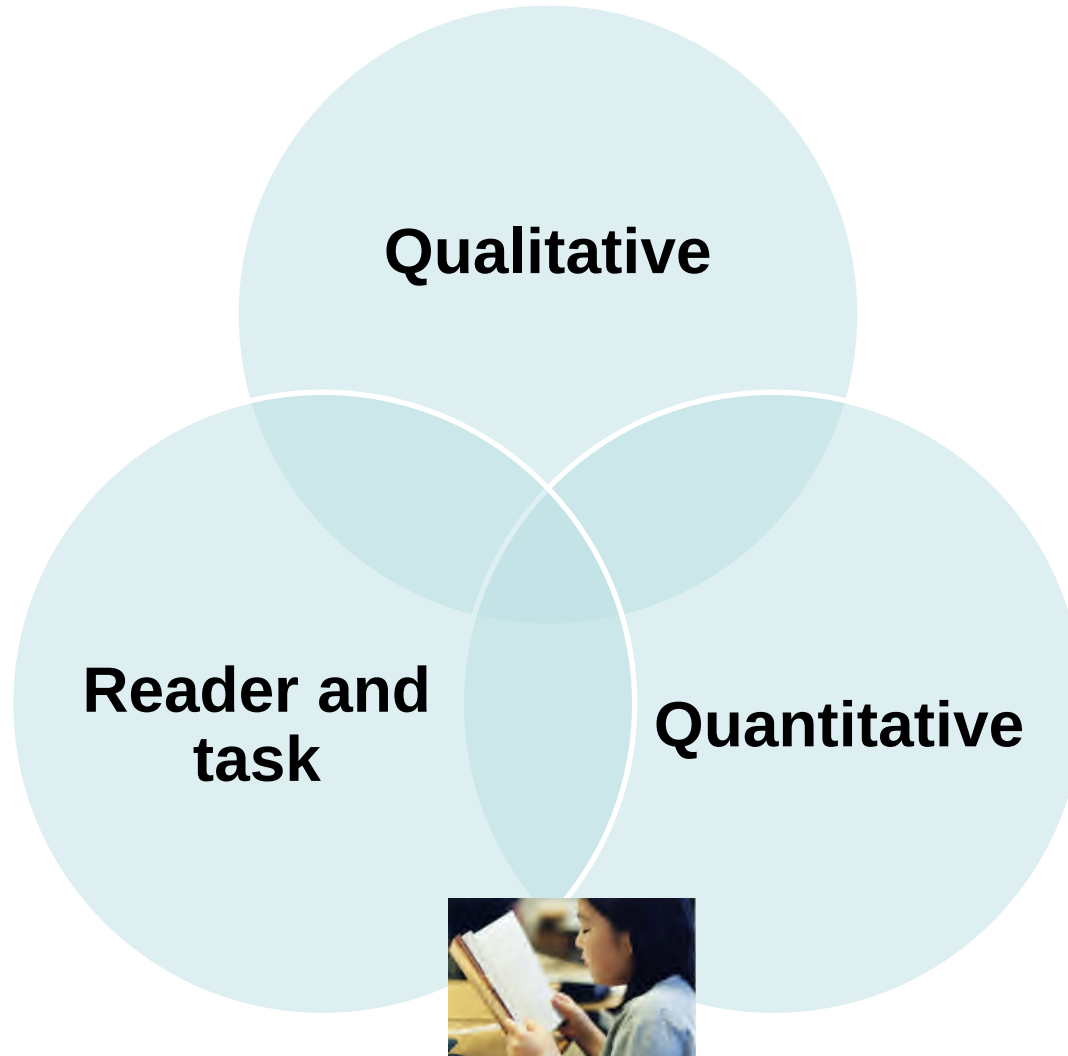
All students must be able to comprehend texts of increasingly complex material as they progress through school.

Text can be easy or difficult to understand, depending upon the complexity of the text



Components of Text Complexity-

Sourcebook Charts pages 610-611



How to Determine Qualitative Measures of Text Complexity?

- **Review charts handouts pages 55 and 56**
- **Use rubrics** for both literary and informational text that include descriptors for:
 - Meaning and purpose
 - Explicitly stated-----Ambiguous
 - Text structure
 - Simple organization-----Complex
 - Language features
 - Literal-----Unfamiliar
 - Knowledge demands
 - Common-----Extensive





TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

LITERARY TEXT



Text Title: _____

Text Author: _____

MEANING			
High Multiple levels/layers of complex meaning	Middle High Multiple levels/layers of meaning	Middle Low Single level/layer of complex meaning	Low Single level/layer of simple meaning
STRUCTURE			
High Narrative Structure: complex, implicit, and unconventional Narration: many shifts in point of view Order of Events: frequent manipulations of time and sequence (not in chronological order)	Middle High Narrative Structure: some complexities, more implicit than explicit, some unconventionality Narration: occasional shifts in point of view Order of Events: several major shifts in time, use of flashback	Middle Low Narrative Structure: largely simple structure, more explicit than implicit, largely conventional Narration: few, if any, shifts in point of view Order of Events: occasional use of flashback, no major shifts in time	Low Narrative Structure: simple, explicit, conventional Narration: no shifts in point of view Order of Events: chronological
LANGUAGE			
High Conventionality: heavy use of abstract and/or figurative language or irony Clarity: generally unfamiliar, archaic, domain-specific, and/or academic language; dense and complex; may be ambiguous or purposefully misleading	Middle High Conventionality: contains abstract and/or figurative language or irony Clarity: somewhat complex language that is occasionally unfamiliar, archaic, domain-specific, or overly academic	Middle Low Conventionality: subtle use of figurative language or irony Clarity: largely contemporary, familiar, conversational language that is explicit and literal; rarely unfamiliar, archaic, domain-specific, or overly academic	Low Conventionality: little or no use of figurative language or irony Clarity: contemporary, familiar, conversational language that is explicit and literal; easy-to-understand
KNOWLEDGE DEMANDS			
High Life Experiences: explores multiple complex, sophisticated themes; multiple perspectives presented; experiences portrayed are not fantasy but are distinctly different to the common reader Cultural/Literary Knowledge: requires an extensive depth of literary/cultural knowledge; many references/allusions to other texts and/or cultural elements	Middle High Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers Cultural/Literary Knowledge: requires moderate levels of cultural/literary knowledge; some references/allusions to other texts and/or cultural elements	Middle Low Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy Cultural/Literary Knowledge: requires some cultural/literary knowledge; few references/allusions to other texts and/or cultural elements	Low Life Experiences: explores a single theme; single perspective presented and everyday experiences are portrayed that are common to most readers or experiences are clearly fantasy Cultural/Literary Knowledge: requires only common, everyday cultural/literary knowledge; no references/allusions to other texts and/or cultural elements



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

INFORMATIONAL TEXT



Text Title: _____

Text Author: _____

PURPOSE			
High Complex, implied, and/or difficult to determine; may have multiple purposes	Middle High Implied, but can be inferred; may have multiple purposes	Middle Low Implied, but easy to identify based on context	Low Explicitly stated
STRUCTURE			
High Organization: highly complex; implicit connections between ideas; conforms to the conventions of a specific content area or discipline Text Features: if used, are essential in understanding content Use of Graphics: if used, interpretation of complex graphics essential to understanding the text; may also provide information not conveyed in the text*	Middle High Organization: complex; some explicit connections between ideas; may exhibit traits common to a specific content area or discipline Text Features: if used, greatly enhance the reader's understanding of content Use of Graphics: if used, some graphics are complex and may occasionally be essential to the understanding of the text	Middle Low Organization: may be complex; largely explicit connections between ideas; generally follows the conventions of the genre Text Features: if used, enhance the reader's understanding of content Use of Graphics: if used, graphics are mostly simple and supplementary to understanding the text	Low Organization: simple; explicit connections between ideas; conforms to the conventions of the genre Text Features: if used, help the reader navigate and understand content but are not essential Use of Graphics: if used, graphics are simple and unnecessary to understanding the text
LANGUAGE			
High Conventionality: contains abstract and/or figurative language or irony Clarity: dense and complex language that is generally unfamiliar, archaic, discipline-specific, or overly academic; language may be ambiguous or purposefully misleading	Middle High Conventionality: occasionally contains abstract and/or figurative language or irony Clarity: somewhat complex language that is occasionally unfamiliar, archaic, discipline-specific, or overly academic	Middle Low Conventionality: largely contemporary, conversational language Clarity: largely explicit, familiar language; easy-to-understand and rarely archaic, discipline-specific, or overly academic	Low Conventionality: contemporary, conversational language Clarity: clear, explicit, literal, easy-to-understand language
KNOWLEDGE DEMANDS			
High Subject Matter Knowledge: requires extensive, perhaps specialized or even theoretical discipline-specific content knowledge Intertextuality: many references to/citations of other texts or outside ideas, theories, etc.	Middle High Subject Matter Knowledge: requires moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding Intertextuality: some references to/citations of other texts or outside ideas, theories, etc.	Middle Low Subject Matter Knowledge: everyday, practical knowledge is largely necessary; requires some discipline-specific content knowledge Intertextuality: few references to/citations of other texts or outside ideas, theories, etc.	Low Subject Matter Knowledge: requires only everyday, practical knowledge and familiarity with conventions of the genre Intertextuality: no references to/citations of other texts or outside ideas, theories, etc.

*NOTE: Many books for the youngest students rely heavily on graphics to convey meaning and are an exception to this generalization.

Measures of Text Complexity

Using a content area text, work with your group to:

- **Complete** the chart on handout page 57 to determine the level of text complexity for each of the your dimensions and explain your judgement.
- **Answer** and discuss the three questions related to comprehension on the bottom of the page



The Activity of Reading

Sourcebook page 612



The activity of reading includes **three task-related variables**:

1. One or more **purposes**- learning information:
 - Reading for pleasure, locating an answer...
2. A set of **processes** for reading the text:
 - Scanning for information, studying for a test, for enjoyment
3. Intended **outcomes**

The Context

Sourcebook page 612

The **classroom** is the primary context for students.

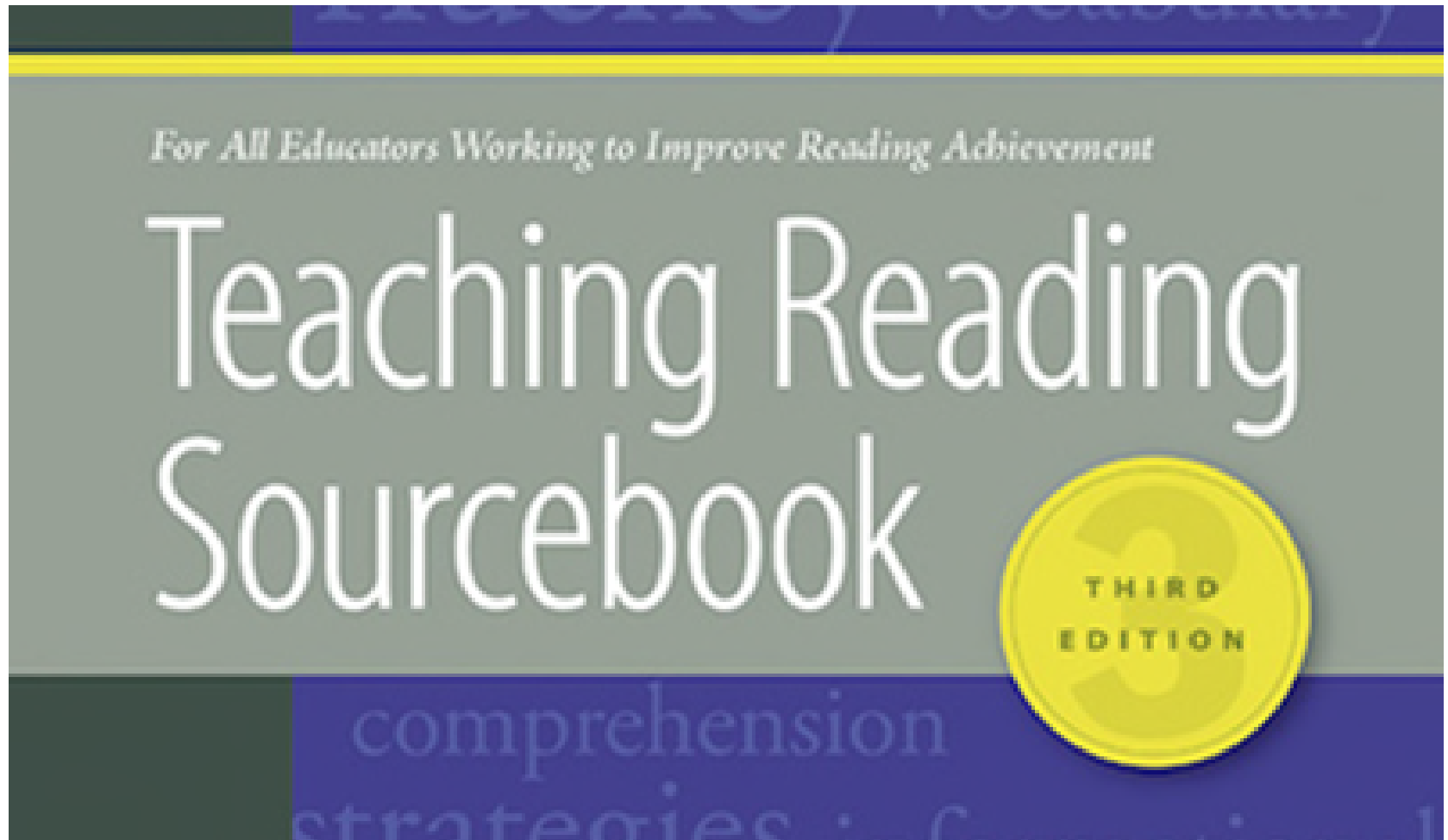
However, they bring their own capability and **understanding about reading that reflects social and cultural factors.**

They also bring **their prior experiences about reading in general-** for enjoyment, to gain information or as an assignment.



What Good Readers Do

Sourcebook page 613



Comprehension Strategies

Sourcebook page 614



Monitoring
comprehension

Connecting to
world knowledge

Predicting

Recognizing text
structure

Asking questions

Answering
questions

Constructing
mental images

Summarizing

Metacognition

Sourcebook page 616

- Metacognition is knowledge and control we have of our own thought processes.
- Metacognition has two key aspects:
 1. Metacognitive knowledge
 - How do I learn
 2. Metacognitive control
 - How can I learn better



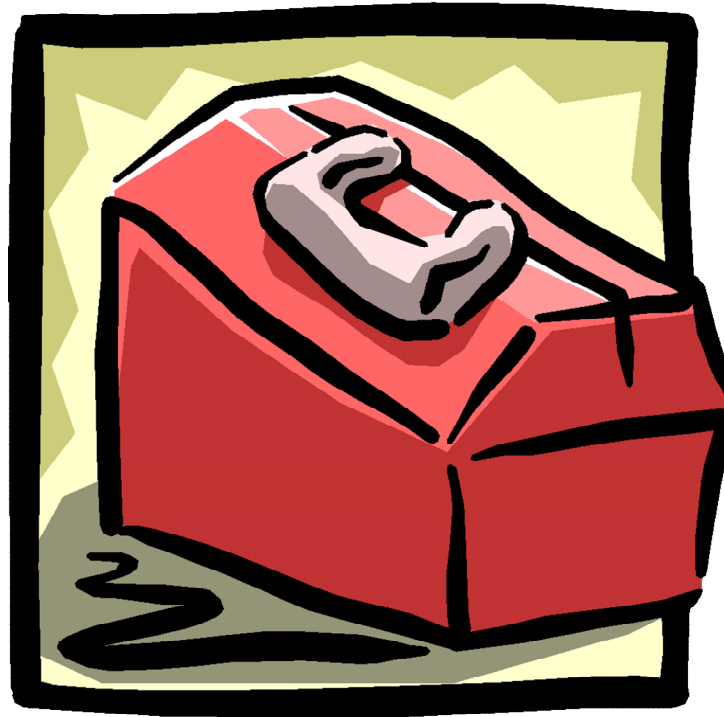
Cognitive Toolbox

Monitoring

**Connecting to
World Knowledge**

Predicting

**Recognizing
Text Structure**



Summarizing

**Constructing
Mental Images**

**Answering
Questions**

**Asking
Questions**

Explicit Comprehension Strategy Instruction

Sourcebook page 625

Direct explanation

- Explain what, why, when and how to use.

Model:

- Demonstration by thinking aloud how to use the strategy

Guided Practice:

- Assist students when they begin to apply the strategy and provide feedback

Independent practice:

- Monitor as students begin to generalize
- We will watch an Anita Archer video



Scaffolding

Sourcebook page 626

Scaffolding is “a temporary supportive structure that teachers create to help a student or a group of students to accomplish a task that they could not complete alone”

- (Graves et al. 1994)



Providing support **only when students need it** is part of a process of shifting responsibility for learning from the teacher to the students.

Instructional Tools That Scaffold and are Culturally Responsive

Sourcebook pages 627-628



Graphic organizers

Prompts

Cooperative learning

Read-aloud methods

Additional explanation, modeling, guidance, and feedback

Scaffolding in My Classroom



Find your original birthday partner:

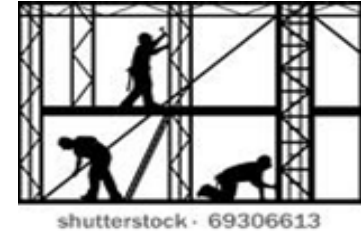
Reference handbook pages 58-60

Turn to handout 61

- Work with your partner to complete the chart
 - Find another set of partners and compare answers
 - Be prepared to share ideas with the whole group

Pairs Compare

Instructional Tools That Scaffold



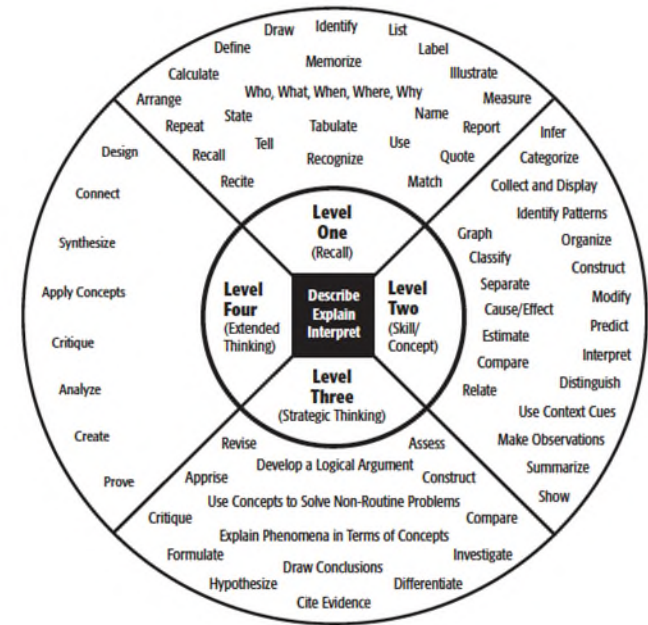
- **Sentence Stems** – helps students form appropriate responses.
- **Deconstructing Sentences** – helps students to understand complex sentences, syntax, phrasing
- **Pre-Teach Vocabulary** – especially important for informational text.
- **Visuals** – provides background knowledge
- **TPR: (Total Physical Response)** – serves as a kinetic memory reminder
- **Oracy strategies** - embedded throughout every lesson – speak with fluency and authority

SUPPORTING EFFECTIVE QUESTIONING

Webb's Depth of Knowledge-

Sourcebook pages 631-632

- Written by Norman Webb (University of Wisconsin, 1997 and 1999) and the National Institute for Science Education
- **Scale of cognitive demand** (depth we expect students to demonstrate understanding of the content)
- Reference to the **complexity of mental processing** that must occur to answer a question, perform a task, or generate a product
- About **cognitive complexity**, not difficulty



Webb's Depth of Knowledge

Sourcebook pages 631- 632

Webb's Depth of Knowledge

DOK 1

Recall & Reproduction

Who?
What?
Where?
When?

DOK 2

Basic Application of Skills and Concepts

How did it happen?
Why did it happen?
How does it work?
Why does it work that way?

DOK 3

Strategic Thinking

How can you use it?
Why can you use it?
What is the cause?
What if the effect?
What is the reason?
What is the result?

DOK 4

Extended Thinking

What is the impact?
What is the influence?
What is the relationship?
What if?
What would happen?
What could happen?
What do you think, feel, believe?



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The Three Little Pigs

Work with your elbow partner reference handout page 62:

1. What happened after the mother pig told the three pigs that they were too big to live with her? (DOK 1)
2. How were the pigs alike and different? (DOK 2)
3. If all of the pigs had built brick houses, what might have happened? (DOK 3)
4. Write a different ending to the story. (DOK 4)

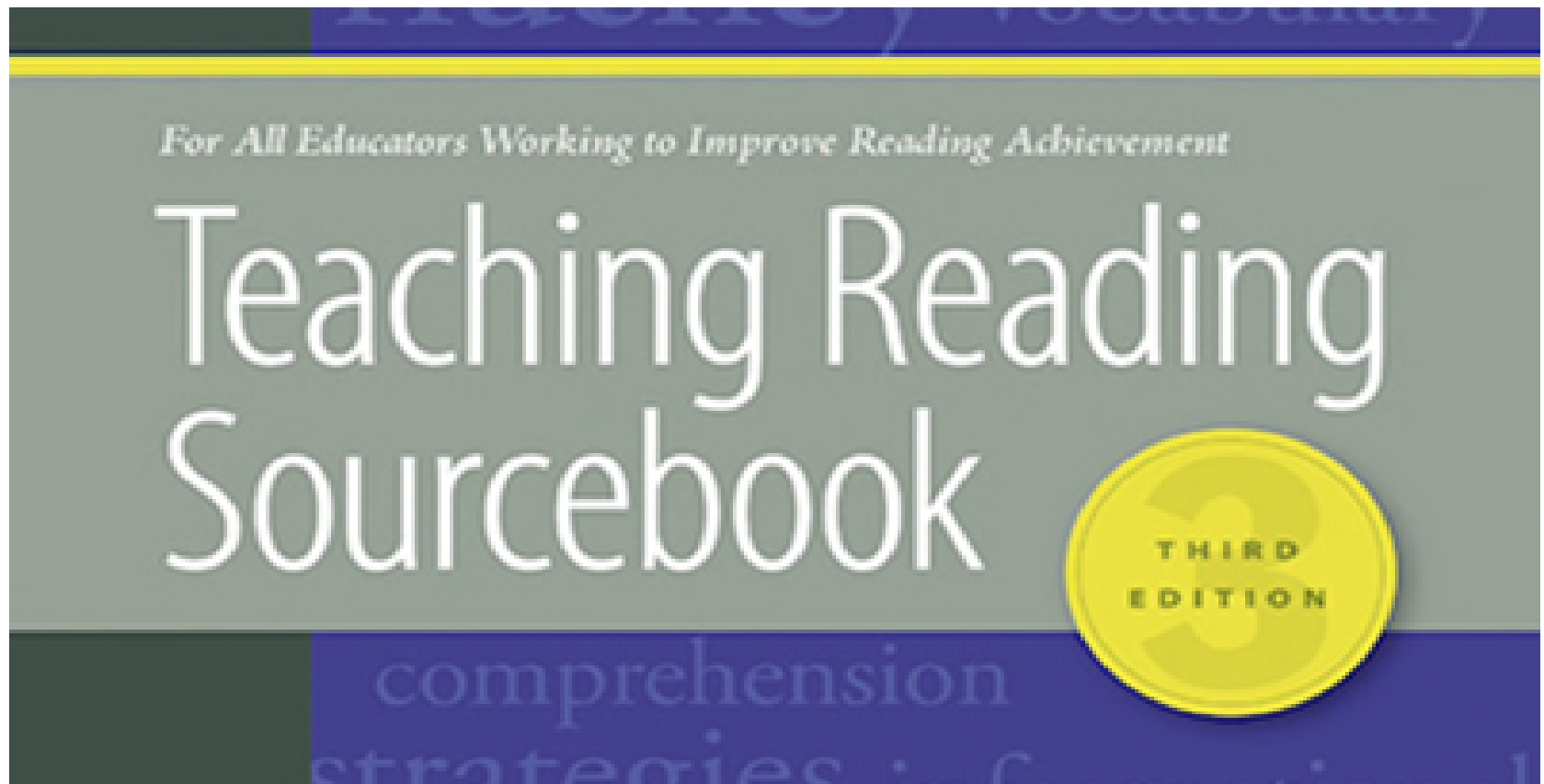


Some programs reference Bloom's others Webb's, some neither.

How are you going to make this information truly accessible to your struggling readers as you emphasize **“asking and answering questions”**, a comprehension strategy?

Chapter 14- Literary Text

Sourcebook page 633



Comprehension Strategies Used in Narrative Literary Text

Sourcebook page 636

1. Recognizing
narrative text
structure

2. Asking
questions

3. Answering
questions

4. Monitoring
comprehension

5. Connecting
to world
knowledge

6. Predicting

7. Constructing
mental images

8. Summarizing



SUPPORTING EFFECTIVE QUESTIONING

Bloom's Taxonomy- Review

Program Resource Guide page 4-7



- Originally written in 1956 by Benjamin Bloom
- Educators often assign Bloom's Taxonomy levels according to the main action verb of a question/task
- **Revised in 2001** by Anderson, Krathwohl et al.
- Emphasized both the processes (verbs) and the knowledge (nouns)
- Changed the taxonomy levels from nouns to verbs
- The top two levels of the taxonomy exchanged places

Bloom's Taxonomy	Revised Bloom's 2001
Knowledge	Remembering Factual
Comprehension	Understanding Conceptual
Application	Applying Procedural
Analysis	Analyzing Procedural
Synthesis	Evaluating Metacognitive
Evaluation	Creating Metacognitive

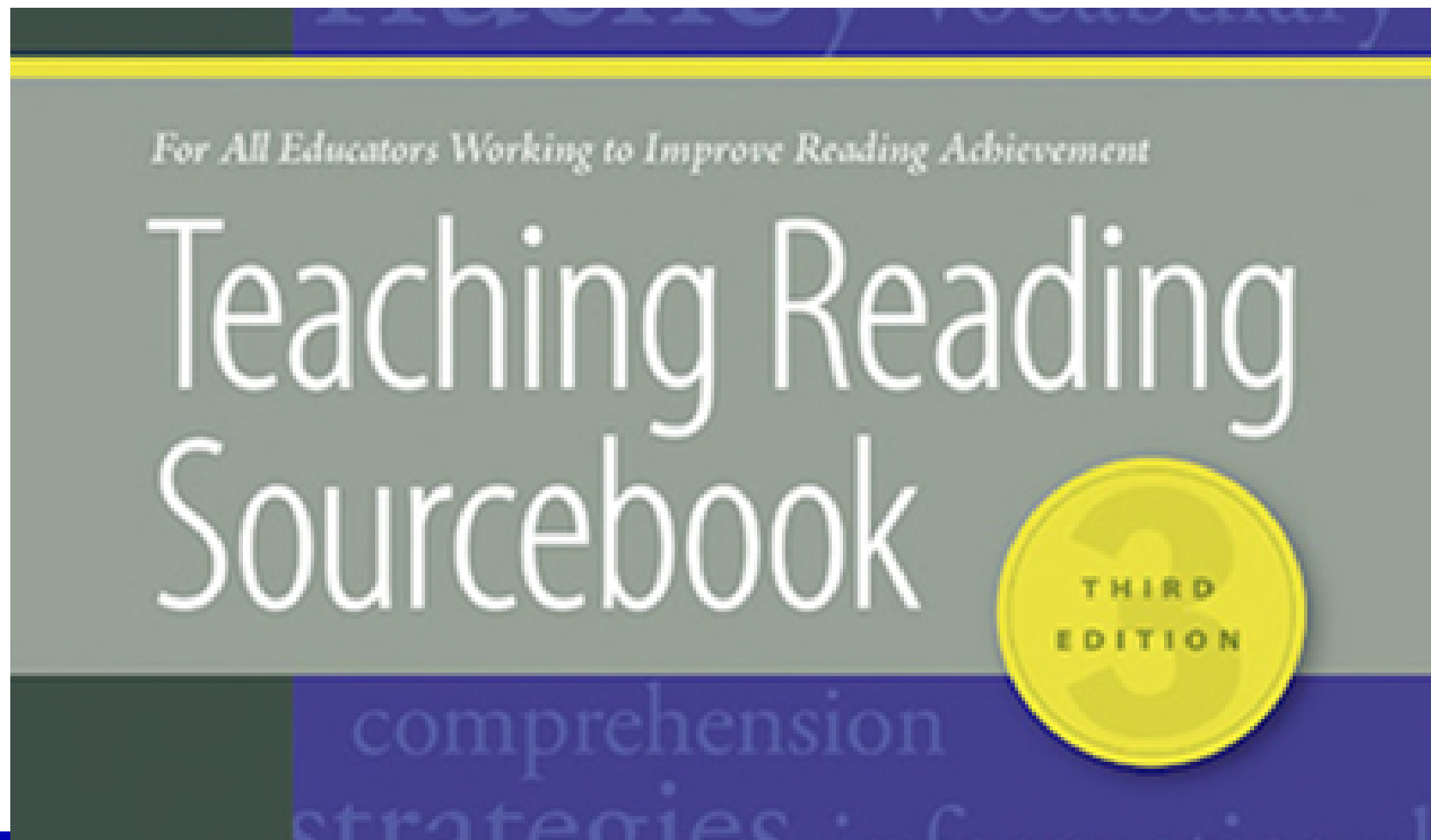
Examples of Possible Questions for Bloom's Revised Taxonomy



Level	Question
Remember	What happened when the mother pig told the three that they were too big to live with her.
Understand	How were the pigs alike and different?
Apply	If all of the pigs had built brick houses, what might have happened?
Analyze	
Evaluate	How effective was the author in developing the story? Were you interested? Did the ending surprise you? Support your answer
Create	Write a different ending to the story.

How? Sample Lessons

Sourcebook page 651



Story Map

TITLE: *Common Sense: An Anansi Tale*

Setting

*jungle
a long, long time ago*

Characters

*Anansi
small boy*

Problem

Anansi wants to have all the common sense in the world so he can sell it and be rich.

Sequence of Events

- 1. Anansi starts collecting common sense in a sack.*
- 2. Anansi stuffs all the common sense into a calabash.*
- 3. Anansi looks for a place to hide the calabash full of common sense.*
- 4. Anansi tries to hide common sense at the top of a tall tree.*
- 5. Anansi gets bruised by the calabash banging into his belly as he climbs the tree.*
- 6. A small boy tells Anansi that he is foolish.*
- 7. Anansi loses his temper and smashes the calabash.*

Outcome

The common sense blows all over the world for everyone to share. Anansi does not get rich.

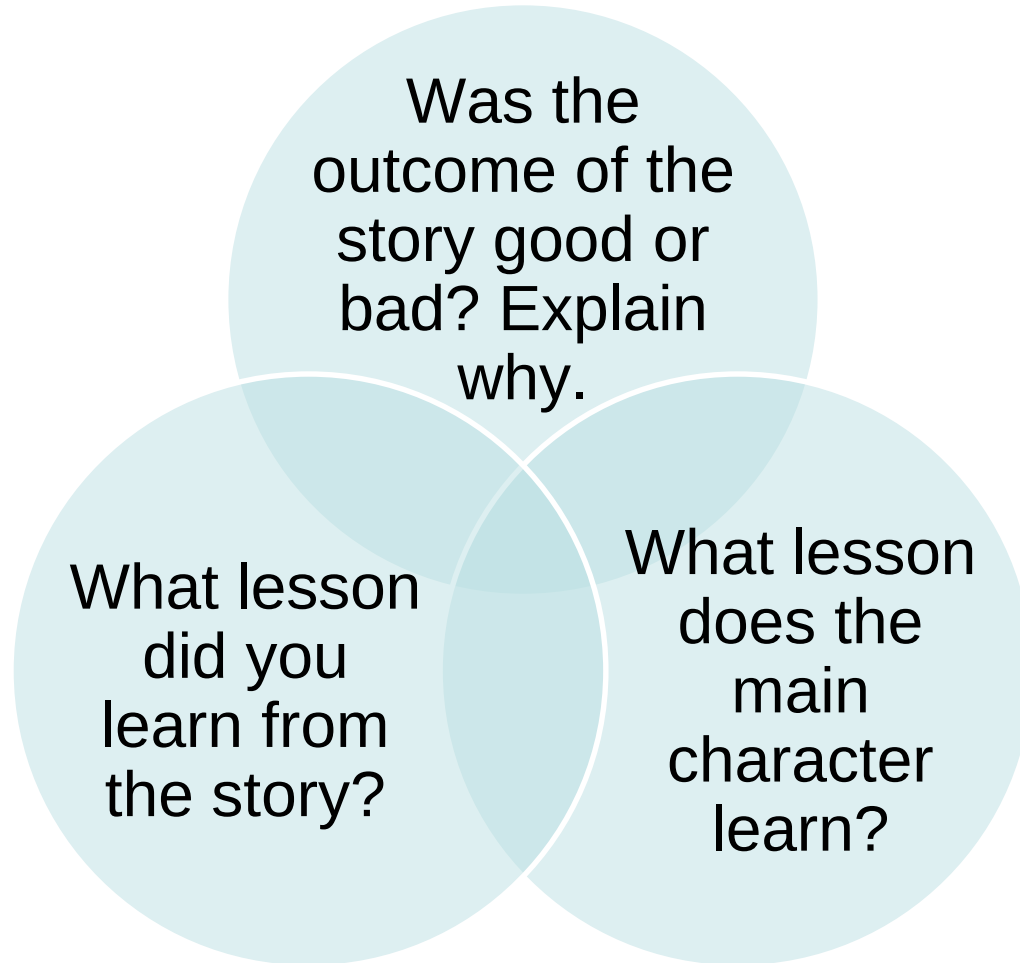
Theme

Don't be greedy.

PLOT

Theme Identification Questions

Theme = **The** message



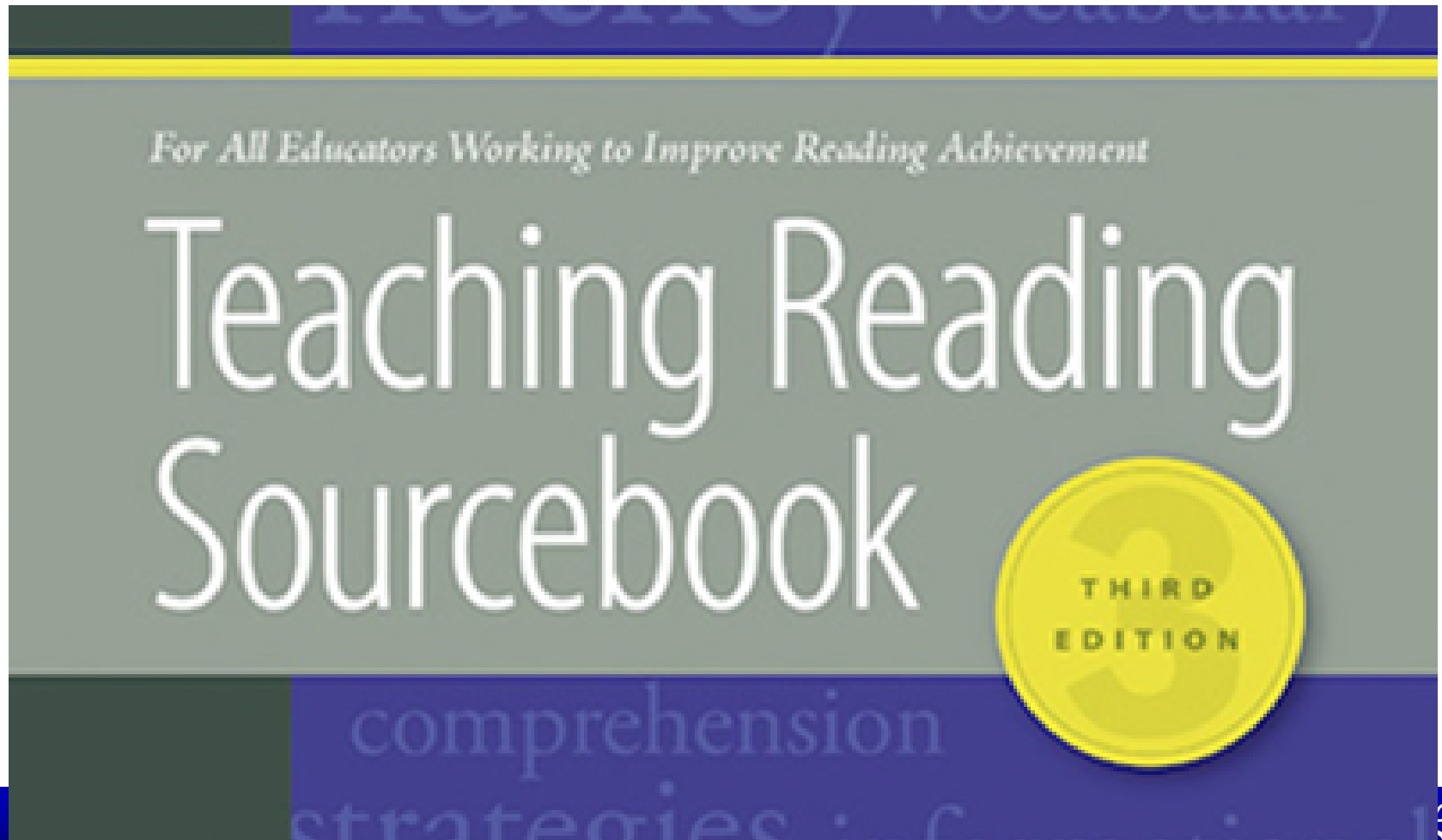
Summarization Frames

<https://www.scoe.org/files/primary-writing-products.pdf>

_____ took place
in/at _____.
The main character of this story was _____.
His/her major problem was _____
_____.
_____ tried to solve this problem by _____
_____.
In the end _____

Informational Text

Sourcebook page 682





Informational Text Structure

Sourcebook page.683

- Informational text has **several types of structures**, **each associated with a set of signal words** that indicate the underlying organization,
- Teaching **students to recognize the various structures of informational text** helps them locate information and comprehend what they are reading.
- Teaching **student to recognize and understand signal words** with make a tremendous difference in their ability to comprehend informational text.
- Note: Chart- Informational Text Structure and Signal Words

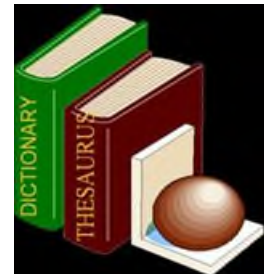
Informational Text Structures

Individual Activity

Handout page 63

Reference: Handbook page 64

1. Identify the text structure for each paragraph.
2. Circle any signal words that provide clues to the text structure for each paragraph.



Using Graphic Organizers

Table Groups



Handouts page 66 and 67
and

Sourcebook page 767 “The Greenhouse Effect”

Participant Resource Guide page 4-10

- Use your white board to **design** a graphic organizer that would help your students understand the text.
- **Share** your graphic organizer with your table group

Considerate Texts

Sourcebook page 686



Structural cues:

- introductions, summaries, glossaries, graphic features such as titles, headings, charts, lists, icons

Coherence:

- explicit main ideas, little nonsupporting information, logical order of information, signal words, precise terms

Audience appropriateness:

- concepts build on student knowledge, number of concepts introduced is appropriate to target audience

Considerate Text

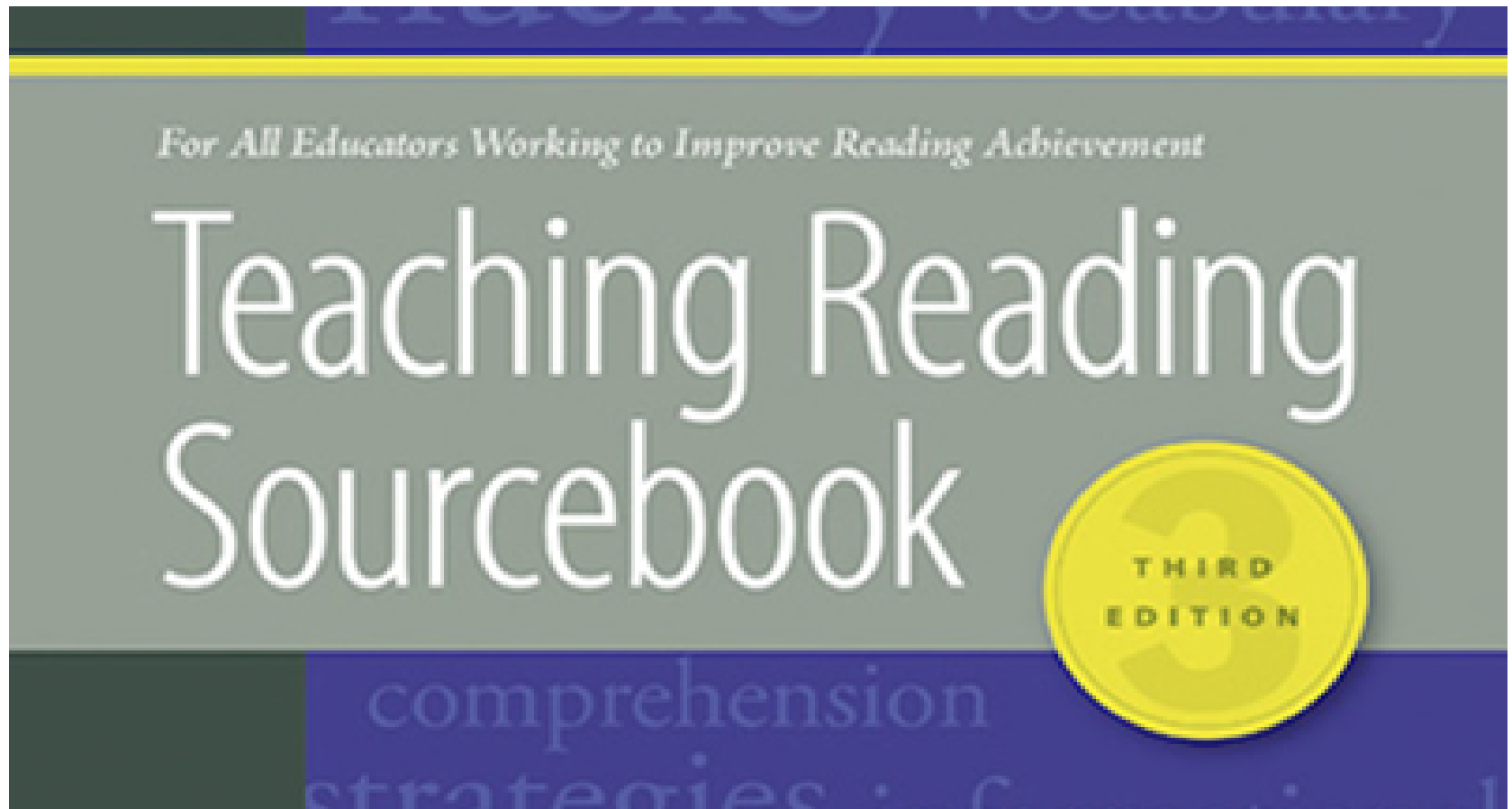
Handout out page 67,

This form can be used with content area teachers to review text used in your classrooms.



How? Informational Text

Sourcebook page 702



QAR

Question Answer Relationship



Students **assume** that every question's answer is directly stated somewhere in the text and spend far too much time looking for answers that are not “right there,” and their frustration mounts.

QAR strategies help to end that frustration

Question Answer Relationships: QAR

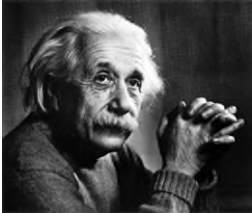
Lesson Mode Sourcebook page 702

Sample Text Sourcebook 758

IN THE TEXT	IN MY HEAD
Right There : The answer to the question is “right there” in one sentence: the question and answer have the same wording.	On My Own : The answer to the question comes entirely from the students’ world knowledge.
Think and Search : The answer to the question requires searching across the text; the question and the answer have different wording.	Author and Me : The answer to the question comes from understanding the text in conjunction with students’ world knowledge. (Not included with primary icons

Albert Einstein Asks A Question

Reading Sourcebook pages 758-759



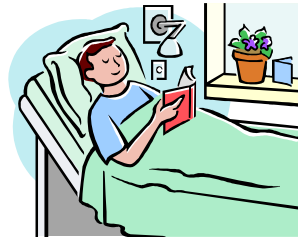
Turn to “Einstein Asks a Question” pages 758-759

- Read the first paragraph:
- When Albert Einstein was sick what did his father give him?

A compass

How did you know this answer?

Right there in the text.



Albert Einstein Asks a Question

- Why would you give a gift to someone who was sick?



- How did you know the answer to this question?

From past experience

Einstein Asks a Question

Notice:

Students have just uncovered the two main places to look for information.

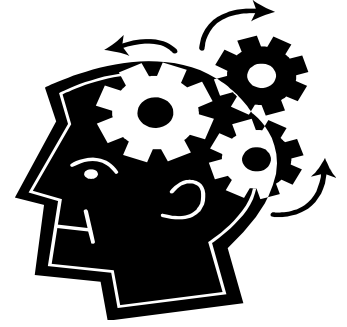
✓ In the Text

✓ In My Head



SVZ 2010

QAR Questions



Read the second paragraph

3. What did Einstein tell young people who wanted to become scientists?

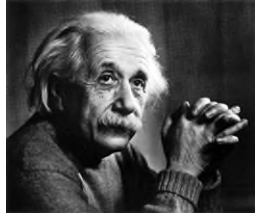
To keep asking questions

How did you know?

Right There-The words in the text match the question.

“The most important thing is to keep asking questions”, Einstein would always tell young people who wanted to become scientists.

QAR Questions



What topics did Albert think about a lot?

Space, time, energy, atoms, energy, light

Think and Search- The answer is in the text but you have to look in different places.

He thought a lot about **space and time**. He thought a lot about energy. He thought about **atoms** and how all the **energy** inside of them could explode outward. He thought about how **light** travels in waves

QAR Questions : In My Head

Have you ever misjudged someone's ability?

Share with your partner.



The answer is **On My Own**. It is not found in the text but is based on my own experience.

How did the gift of a compass change Einstein's life?

This is an **Author and Me** answer. I couldn't have answered the question without reading the text, but the author didn't provide all the information I needed.

Note: These are the questions that are on State Test yet teacher often do not ask them in class.



Working With Your Partner



Read Paragraphs 3 & 4 answer the Questions and determine where you found the answer

1. What is Einstein's most famous theory?
2. What types of experiments do scientists do?
3. Based on Einstein's simple description of relativity provide a similar example of relativity in your life?
4. How did Einstein travel around New Jersey?



QAR Practice



Use paragraphs 5- 6 of “Albert Einstein Asks a Question” on Sourcebook page 758.

Work with your group to create questions with answers for each type of QAR.

Write the questions, answers, and QAR on the QAR activity master in your Participant Resource Guide, as directed.

Scaffolding for QAR Instruction



First, model all parts for students so they have an understanding of how to recognize QARs.

Second, provide students with questions and answers and have them determine the QAR of each.

Next, provide students with questions and have students find the answers and give the QARs.

Finally, have students create questions that, when answered, represent each type of QAR.

Informational Text : Why and When?



Why : Sourcebook pages 698-699

Review and select a single sentence that you find most compelling.

When: Sourcebook page 700

Comprehension assessment text must be at students' instructional level of difficulty- at least a 90% rate of accuracy.

Comprehension Assessment Response Format Chart



It has been my pleasure to have presented to you. It is evident that you truly care about ensuring that all of your students, especially those who struggle, are about to access, read and understand content area text. With a little focus you can help all students improve their reading skills, and ultimately score at or above proficiency.

Susan

Please complete the CORE Evaluation form



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