

Unpacking the Comprehension Organizing Idea



Introduce self.

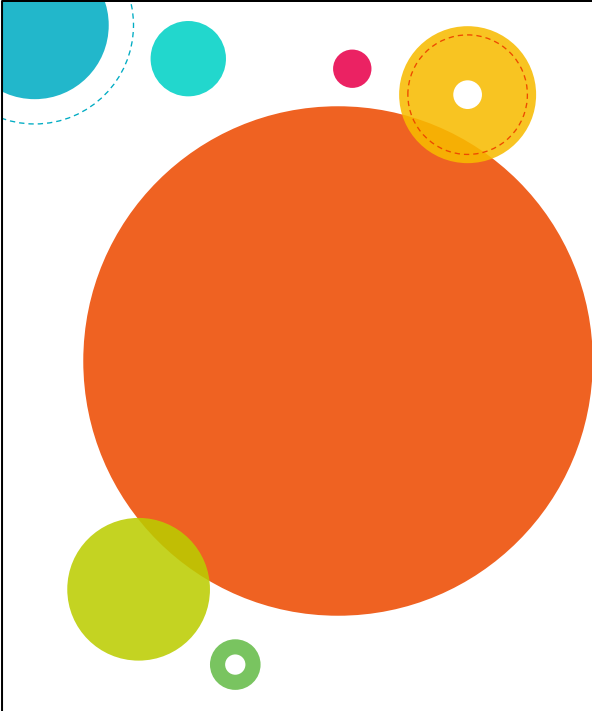
Grade Three

Organizing Idea: Comprehension - Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

Learning Outcome: Students analyze text and make connections to personal experiences to support meaning.

Understandings:

- **Critical thinking** can be **applied** to comprehend texts that **vary in length or complexity**.
- Comprehension involves **connecting** relevant **background knowledge and experiences** with **new information** in text.
- Comprehension involves **predicting outcomes** or events that reflect **clues** from texts.
- Comprehension can be enhanced by **inferring meanings** that are not stated explicitly in text.
- Comprehension is enhanced when **information is summarized**.
- The reading comprehension process involves the strategies of **monitoring understandings** and assessing options if meaning lacks clarity.



What are you teaching to ensure LO is mastered by the end of the year?

- ◎ Critical thinking applied to various texts (length, complexity)
- ◎ Make connections to new information using background knowledge & experiences
- ◎ Predict using text clues
- ◎ Infer meanings
- ◎ Summarize information
- ◎ Monitor for meaning

This is a summary of the key words from the highlighting I did so I can see at a glance what I need to teach. When I am reporting on this LO I would ask myself, “Can my students analyze texts and make connections to personal experiences to support meaning?”

Grade 4

Organizing Idea: Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

Learning Outcome: Students investigate strategies and connections that support text comprehension.

Understandings:

- Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.
- Comprehension is enhanced when relevant connections are made to information within and between texts.
- Comprehension and making predictions have a reciprocal relationship when understanding texts.
- Comprehension involves inference and relying on multiple critical thinking skills when engaging with texts.
- Comprehension is enhanced when information is synthesized and summarized.
- The reading comprehension process involves checking for understanding, problem solving and metacognition.

What are you teaching to ensure that students will have mastered the Learning Outcome by the end of the year?

Investigate strategies and connection that support text comprehension:

Adapted from: https://arpdc.ab.ca/pd-resource/elal_understandings/?site_language=english

Credit to Angela Desbarres for her work on using Understandings. I have adapted this template from her work. You may want to watch the video in the link below.

https://arpdc.ab.ca/pd-resource/elal_understandings/?site_language=english

When does comprehension fit into the literacy instructional time?



DURING READ ALOUD

Images retrieved from:
canva.com



DURING MINI-LESSONS



DURING SMALL GROUP WORK



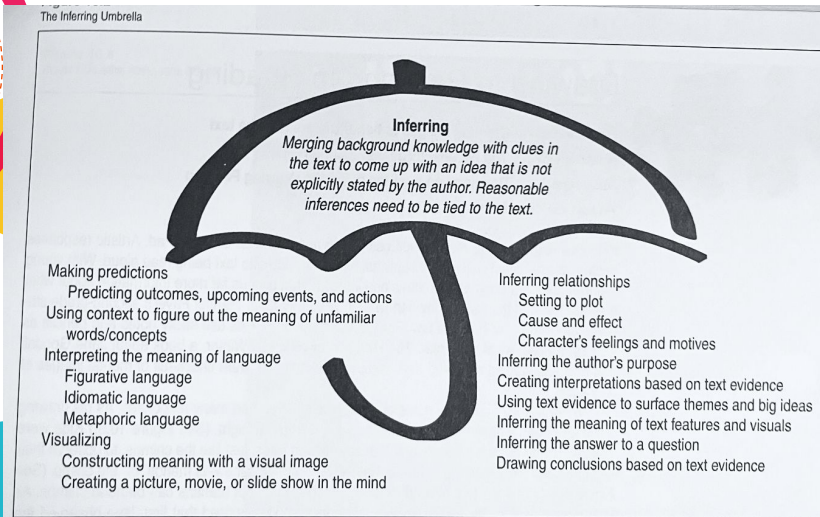
DURING INDEPENDENT READING

And Across the Whole Day!



Image retrieved from:
canva.com

Predicting & Inferring



Harvey, S. & Goudvis, A. (2017). *Strategies that work: Teaching comprehension, for understanding, engagement, and building knowledge, grades K-8*. Pembroke Publishers: Markham, ON.

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Stephanie Harvey and Anne Goudvis share this umbrella of inferring in their book *Strategies that Work*. There are many mental processes that fall under this “umbrella of inferential thinking...Predicting is related to inferring, of course, but we predict outcomes, events, or actions that are confirmed or contradicted by the end of the story. Prediction is one aspect of inferential thinking” (Harvey & Goudvis, 2017, p. 153).

When we ask students to make predictions about outcomes or events, we want to make sure we ask them, “Why do you think that is going to happen? What in the text or your own life is making you think that?”



Strategies to Support Inferring - Visualizing

- ◎ Drawing to respond to reading
- ◎ Sketch-noting
 - During read-aloud
 - As annotation

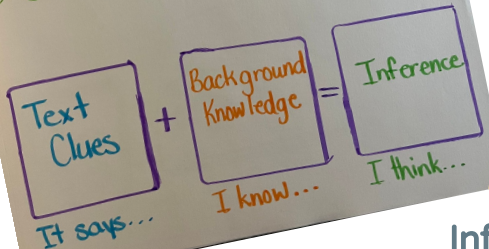
Visualizing is a form of inferring using images rather than words.

Link for sketch-noting:

<https://teachingandlearninginmrsgentrystclass.com/2019/03/03/how-i-teach-and-use-sketch-notes-for-reading-comprehension/>

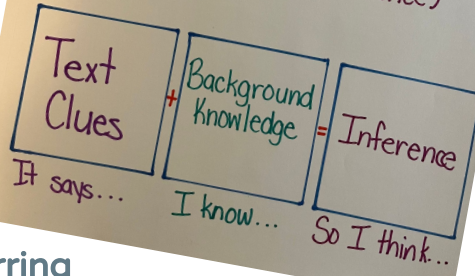
Readers develop inferences by...

1. Noticing clues in the text. (Text Clues)
2. Combining the clues with what they already know. (Background Knowledge)
3. Stating an idea. (Inference)



Readers develop inferences by...

1. Noticing clues about the character in the text. (Text Clues)
2. Combining the clues with what they already know about people like this. (Background Knowledge)
3. Stating an idea. (Inference)



Inferring

Serravallo, J. (2023). *The reading strategies book 2.0: Your research-based guide to developing skilled readers.* Heinemann: Portsmouth, NH



Making Connections - Fiction

Serravallo, J. (2023). *The reading strategies book 2.0: Your research-based guide to developing skilled readers*. Heinemann: Portsmouth, NH

Connect Texts to Analyze Theme

New Kid

Merci Suarez
Changes Gears

Theme: Navigating life between two worlds
and working to stay true to self.

by Jerry Craft

by Meg Medina

Now your turn...

- Think about two books you've read with a similar theme.
- Compare the theme in each book:
 - Any similarities?
 - Any differences?
- How did the author of each book develop the theme across the story?



What I Think I Know	Confirmed	Misconceptions	New Learning	Wonderings

Stead, T. *Reality checks: Teaching Reading Comprehension with nonfiction, K-5*. Pembroke Publishing: Markham, ON.

Making Connections - Nonfiction Text

This is an alternative to the K-W-L.



Summarizing

- ⦿ Not the same as retelling
- ⦿ Related to synthesizing
- ⦿ Naturally use summarizing when answering some questions
- ⦿ Delete unimportant information
- ⦿ Highlight important words or phrases
- ⦿ Put ideas into own words

Johnson, P. & Keier, K. (2010). *Catching readers before they fall: Supporting readers who struggle, K-4*. Stenhouse Publishers: Portland, ME.

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There is a difference between retelling and summarizing. Summarizing is related to synthesizing. Retelling is simply recalling who, where, when, what.

SUMMA RIZE...

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① What does the character want?

② Think of one event per chapter that connects back to the want.



③ Summarize by saying events in order.

Serravallo, J. (2023). *The reading strategies book 2.0: Your research-based guide to developing skilled readers*. Heinemann Publishing: Portsmouth, NH.



Get the GIST-Nonfiction

1. Read the first paragraph/section of a text.
2. Write a 20 word summary the describes what the section is mostly about.
3. Read a second paragraph/section.
4. Write a 20 word summary that combines the information from both the first gist statement and the second section.
5. Continue this procedure for the entire passage so that in the end you have a 20 word “gist” summary for the entire passage.

https://greatmiddleschools.org/wp-content/uploads/2018/07/GettheGist_Science_Web.pdf

GIST is an acronym for Generating Interactions between Schema and Texts.



Synthesizing - Think Alouds & Sentence Stems

- ◎ Before I read, I thought...but now I think...
- ◎ This part gives me an idea...
- ◎ Now I understand...
- ◎ I learned...
- ◎ The author's most important ideas were...
- ◎ If I asked the author to just tell me in one sentence what the big idea, they would say...

Mess, N. (2018). *Think big with think alouds grades K-5: A three-step planning process that develops strategic readers*. Corwin Literacy: Thousand Oaks, CA.

Synthesizing -
Book Head Heart
BHH


Beers, K. & Probst, R. (2017). *Disrupting thinking: Why how we read matters*. Scholastic: New York, NY.

BHH Reading

WHEN YOU READ,
THINK ABOUT WHAT IS...


• IN THE BOOK

- What's this about?
- Who's telling the story?
- What does the author want me to know?




• IN YOUR HEAD

- What surprised me?
- What does the author think I already know?
- What changed, challenged or confirmed my thinking?
- What did I notice?



• IN YOUR HEART

- What did I learn about me?
- How will this help me to be better?



This is one of my favourite synthesis strategies for fiction texts.

Synthesizing:
3 Big Questions

Beers, K. & Probst, R. (2017).
Disrupting thinking: Why how we read matters. Scholastic: New York, NY.

3 BIG Questions

What surprised me?

I was surprised when...
I never thought...
I could not believe...
Really?



What did the author think I already knew?

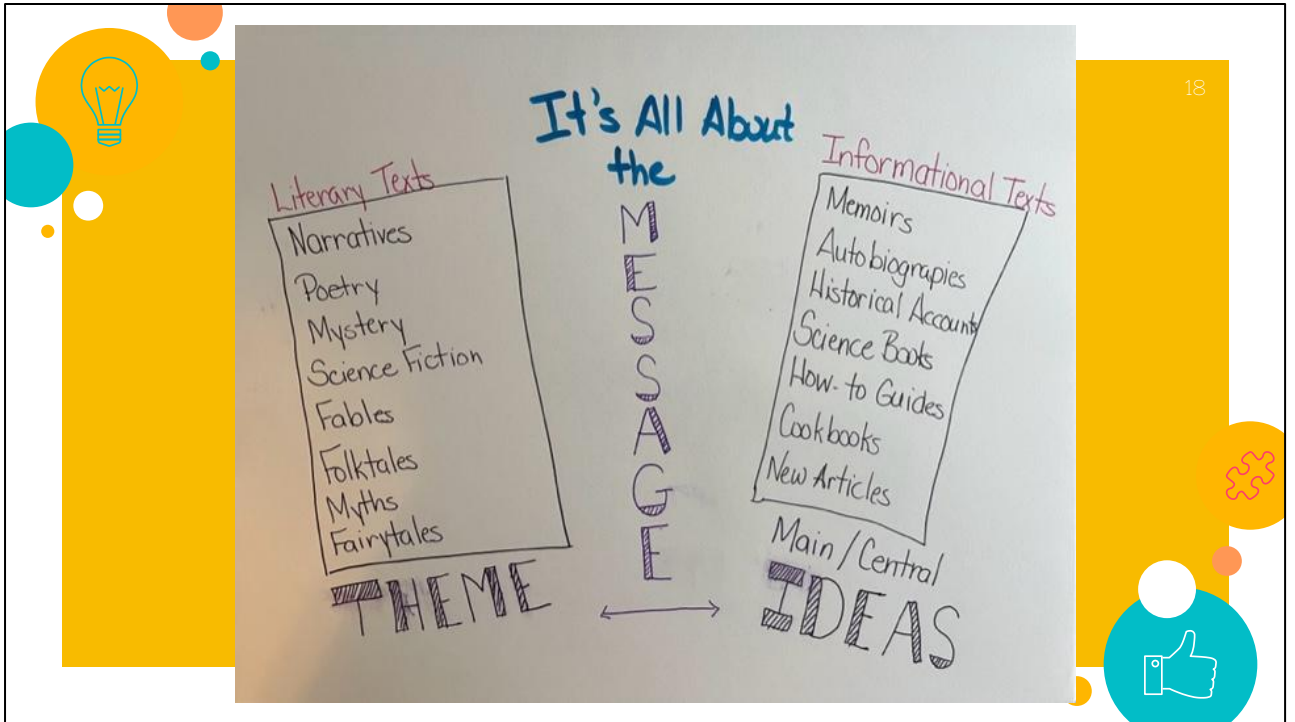
I did not know...
I was confused by...
The author assumed...
The author thought I knew...

What changed, challenged or confirmed my thinking?

At first I thought... but...
I had to rethink...
My understanding changed when...
I was right/wrong about...



This is another excellent strategy from Beers and Probst's *Disrupting Thinking* that works for informational texts.

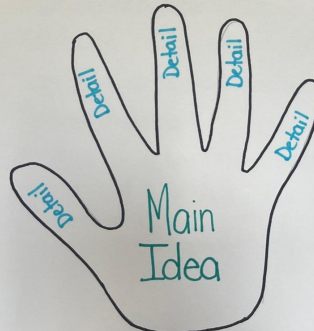


When we are thinking about synthesis, we can think about theme in literary texts and main idea in informational texts.

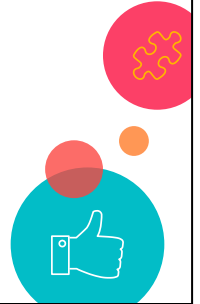
Nonfiction Readers Think About Main Ideas & Supporting Details

At the end of each section ask:

- What's the one BIG thing this section teaches?
- How do the details connect to this?



Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Heinemann: Portsmouth, NH.



Author Bias	<ul style="list-style-type: none">• I think the author...because...• The author tried to persuade me by...it worked/didn't work because...
Give Opinion with Evidence	<ul style="list-style-type: none">• I think...because...• The book says...I agree/disagree because...• I think the character...because...• I liked/didn't like...because...
Points of View	<ul style="list-style-type: none">• I think character thinks/acts...because...• I think the author thinks...because...• If I were character... I would...because...
Author's Craft	<ul style="list-style-type: none">• I liked/disliked the way the author...because...• One thing I would change is...because...

Evaluating

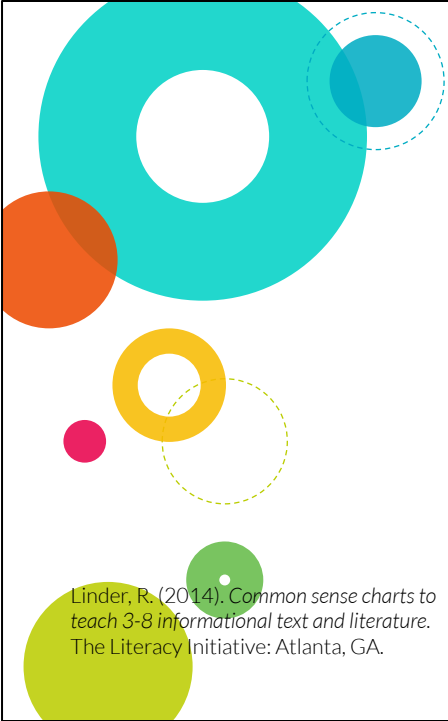


Monitoring for Comprehension-Tovani's "Red Flags"

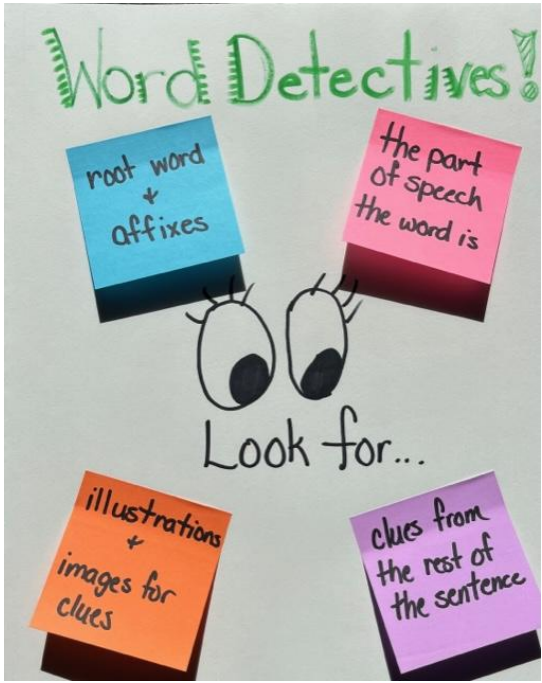
- ⦿ When the voice inside the reader's head is passive, or is not interacting with the text
- ⦿ When the camera—which helps a reader to visualize what is happening in a text—inside a reader's head shuts off
- ⦿ When the reader's mind is wandering, and not focusing on the text
- ⦿ When the reader can't recall what he or she has read
- ⦿ When the reader meets a character, event, or setting that has previously been introduced, but has no recollection of the person, event, or place p. 37

Mess, N. (2018). *Think big with think alouds grades K-5: A three-step planning process that develops strategic readers*. Corwin Literacy: Thousand Oaks, CA.

Molly Ness cites the work of Cris Tovani in her book *I Read It But I Don't Get It* (2000).



Linder, R. (2014). *Common sense charts to teach 3-8 informational text and literature.* The Literacy Initiative: Atlanta, GA.



p.91



Supports for Striving Students

- ◎ Gradual Release of Responsibility
- ◎ Text selection
- ◎ Anchor charts
- ◎ Individual and small group instruction that is based on assessment
- ◎ Reading format



Other Strategies for Monitoring

- ⊙ Reread
- ⊙ Read on to look for clues
- ⊙ Ask a question
- ⊙ Use background knowledge or find out more if you need to
- ⊙ Stop and refocus
- ⊙ Stop-Think-Paraphrase
- ⊙ Slow down

<p>Task: In your group, create a tableaux (motionless scene) that represents the most powerful passage, in your opinion, from the novel studied in your book club. After the scene, provide reasons why your group felt it was the most powerful passage.</p>			
<p>Organizing Idea - Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes., Learning Outcome: Gr. 6 Students interpret and respond to texts through application of comprehension strategies</p>			
<p>Task Requirements: <i>What do I need to do?</i></p>	<p>Criteria for Proficiency <i>What do I need to do it well?</i></p>	<p>Self-Reflection <i>What's going well?</i> <i>What's my next best step?</i></p>	<p>Teacher Guidance <i>What is going well?</i> <i>What revisions need to be considered?</i></p>
<p>Decide which passage from our novel is most powerful and create a list of reasons, including text evidence, to support that opinion.</p>	<p>Create an opinion that is supported by reasons.</p> <p>Use implied ideas/information from the novel to support my opinion.</p> <p>Select information needed to support a perspective.</p>	<p>Going well</p> <p>Needs work</p> <p>Next steps</p>	<p>Going well</p> <p>Needs work</p> <p>Next steps</p>

Assessment - Guide to Success

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<https://arpdc.ab.ca/wp-content/uploads/2023/05/Guide-to-Success.pdf>

The Guide to Success model is from Garfield Gini-Newman's work. It is really assessment for and as learning. It is a tool to guide self-reflection. ARPDC has a short resource on the website about this tool. If you chose to use this tool as a summative assessment, I would do that separately. You could create a 4 point rubric using the criteria.



Favourite resources



Thank you!

More information and supports:

- © arpdc.ab.ca
- © [New Learn Alberta Boards](#)
- © [New Learn Alberta Resources](#)