

Unpacking the Comprehension Organizing Idea



Alberta **Regional** Consortia


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 understanding**s 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

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:

When does comprehension fit into the literacy instructional time?



DURING READ ALOUD

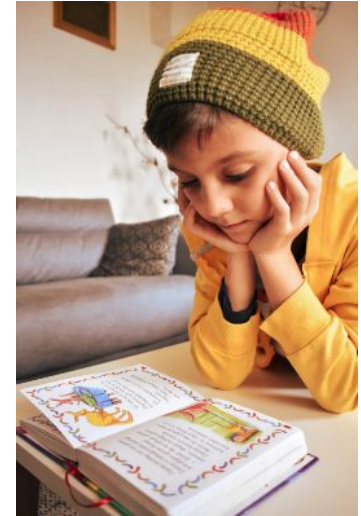
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DURING MINI-LESSONS



DURING SMALL GROUP WORK



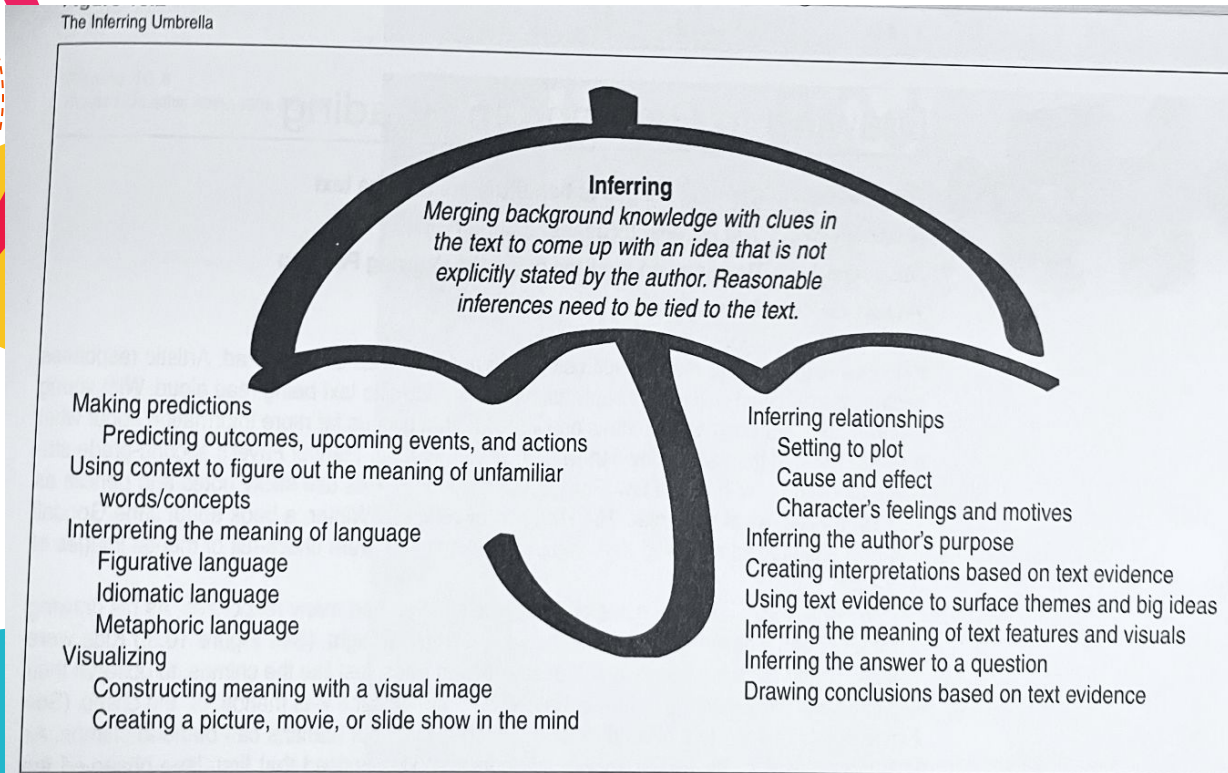
**DURING
INDEPENDENT
READING**

And Across the Whole Day!



Image retrieved from:
[canva.com](https://www.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.



Strategies to Support Inferring – Visualizing

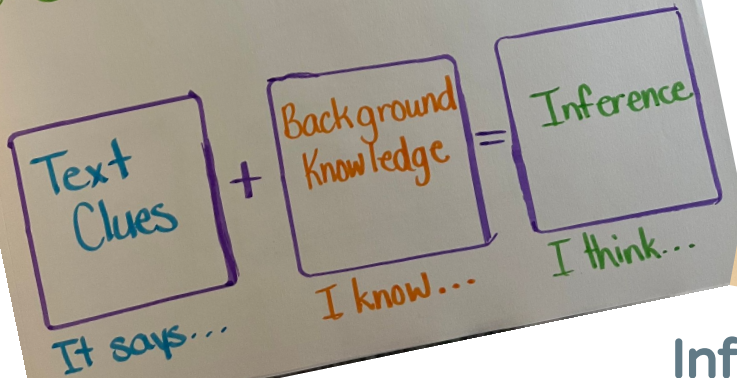
- ◎ Drawing to respond to reading
- ◎ Sketch-noting
 - During read-aloud
 - As annotation

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)

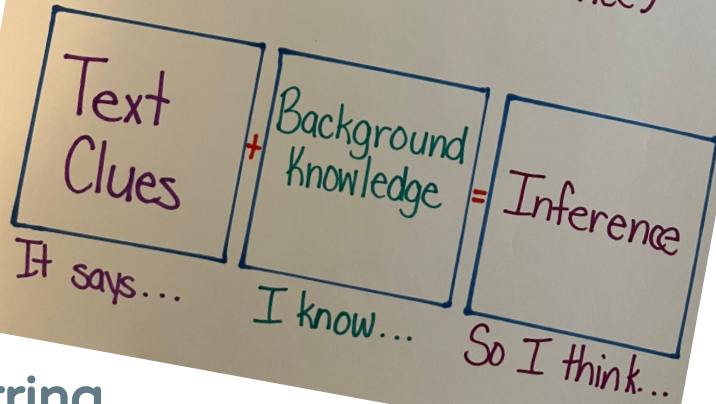


Readers develop inferences by...

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

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



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



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.

SUMMA RIZE...



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.



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.
- 



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?



Synthesizing:
3 Big Questions

3 BIG Questions

What surprised me?

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

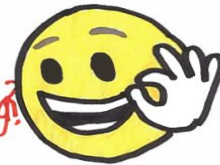


What did the author
think I already
knew?

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...



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

It's All About the

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Literary Texts

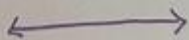
Narratives
Poetry
Mystery
Science Fiction
Fables
Folktales
Myths
Fairytails

THEME

Informational Texts

Memoirs
Autobiographies
Historical Accounts
Science Books
How-to Guides
Cookbooks
New Articles

Main / Central
IDEAS



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.



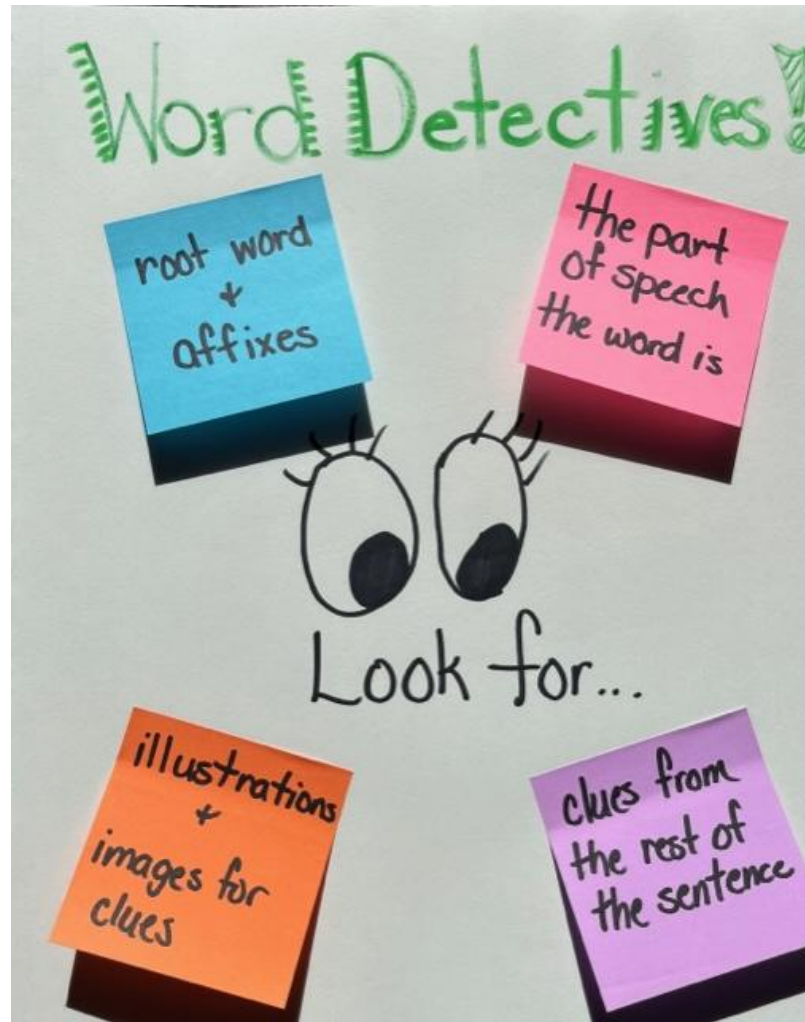
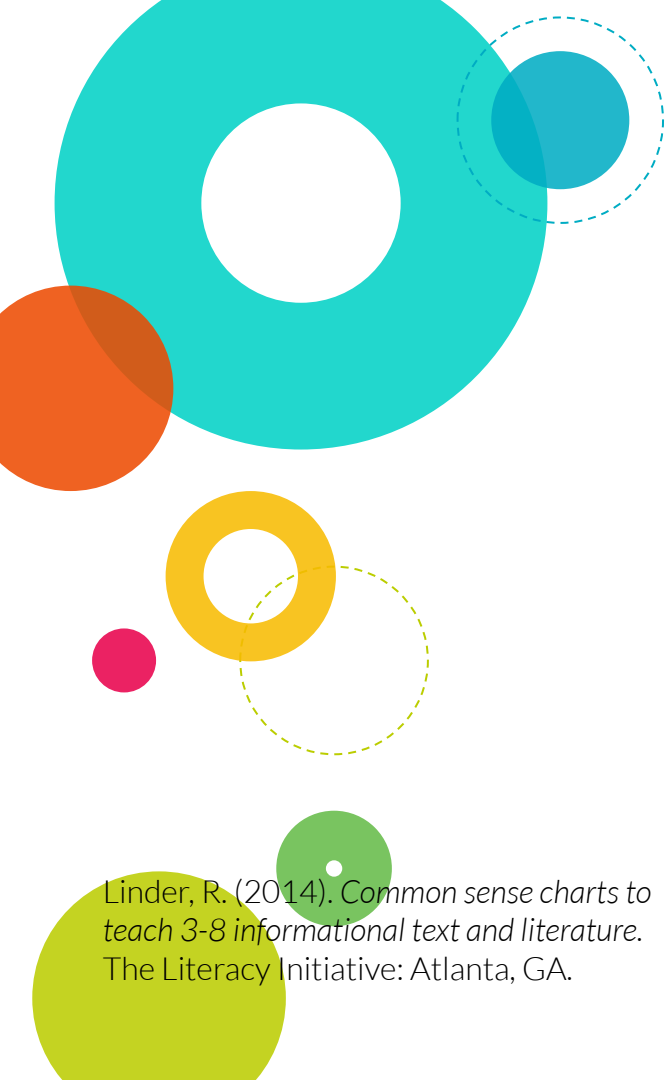
Author Bias	<ul style="list-style-type: none">● I think the author...because...● The author tried to persuade me by...it worked/didn't work because...
Give Opinion with Evidence	<ul style="list-style-type: none">● I think...because...● The book says...I agree/disagree because...● I think the character...because...● 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



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

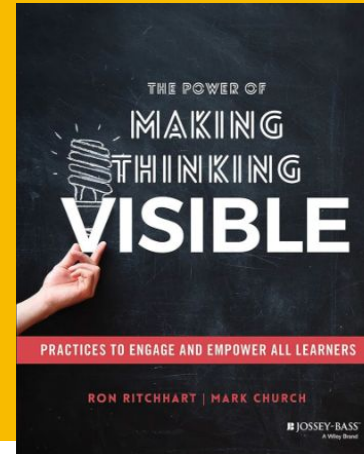
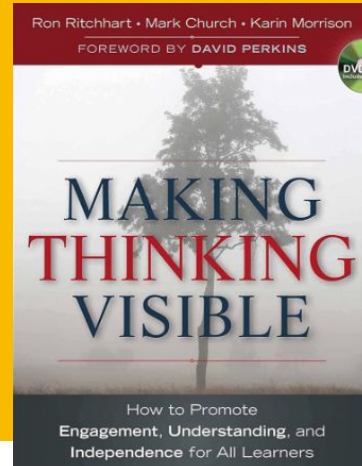
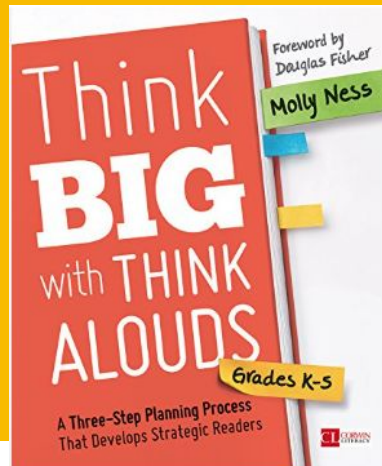
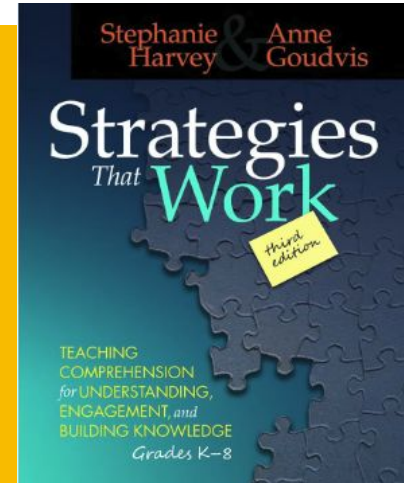
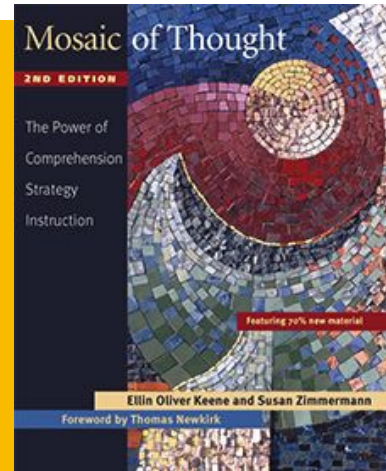
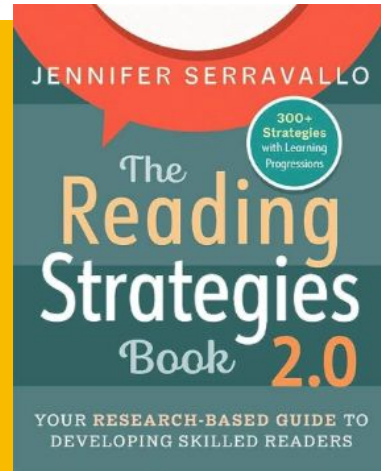
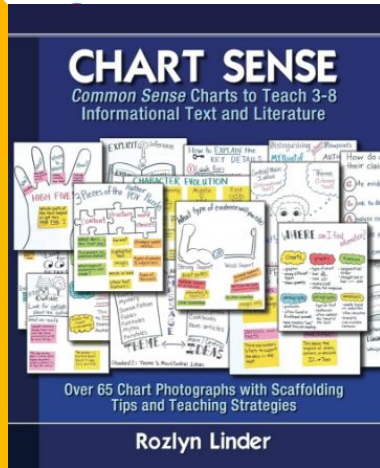
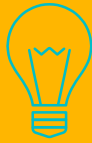
Task: In your group, create a tableaux (motionless scene) that represents the most powerful passage, in your opinion, from the novel studied in your book club. After the scene, provide reasons why your group felt it was the most powerful passage.

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

Task Requirements: <i>What do I need to do?</i>	Criteria for Proficiency <i>What do I need to <u>do it well</u>?</i>	Self-Reflection <i>What's going well? What's my next best step?</i>	Teacher Guidance <i>What is going well? What revisions need to be considered?</i>
Decide which passage from our novel is most powerful and create a list of reasons, including text evidence, to support that opinion.	Create an opinion that is supported by reasons. Use implied ideas/information from the novel to support my opinion. Select information needed to support a perspective.	Going well Needs work Next steps	Going well Needs work Next steps





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