



# Assessment for Learning in ELAL K-6: Comprehension

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# Prompts for Comprehension Conversation

## Prompts for Comprehension Conversations

Comprehension Focus	Prompts
Retelling	Tell me what happened in your book? Story? Tell me what you learned about _____.
Making Connections	<b>Text-to-Self:</b> What does this story remind you of? Does anything in this story remind you of your own life? <b>Text-to-Text:</b> Does this remind you of another book/character you have read? How is it the same as other things you have read? Different?

# Listening to Reading—Watching While Writing Protocol – Duke & Ward, 2020

<https://www.nellkduke.org/listening-to-reading-protocol>

Please Read this First



A blog post that introduces  
the LTR-WWWP

*Observing Young Readers  
and Writers: A Tool for  
Informing Instruction*

Video Introduction to the Listening  
While Reading—Watching While  
Writing Protocol



Listening to Reading—  
Watching While Writing Protocol  
(Duke, Ward, & Klingelhofer, 2020)

Literacy Coaches' Panel Discussion  
About Use of the Tool



Katherine A. Clark  
Ashelin Currie  
Kari Maki



Moderated by Nell K. Duke

The LTR-WWWP  
in Printable Form

The LTR-WWWP  
as a Digitally  
Fillable PDF

# “The Science of Reading Comprehension Instruction” – Duke, Ward, & Pearson

- Comprehension instruction should begin early
- Teach text structures and features
- Comprehension strategy instruction improves reading comprehension
- Supporting engagement with text fosters comprehension development
  - Volume of reading
  - Text discussion and analysis
  - Writing

Duke, N., Ward, A., & Pearson, P. D. (2021). The science of reading comprehension instruction: What have decades of research told us about the nature of comprehension and how to develop students' comprehension in schools? *The Reading Teacher*, 74(6), 663–672. <https://jla.onlinelibrary.wiley.com/doi/10.1002/trtr.1993#>

# Comprehension - KUSPs



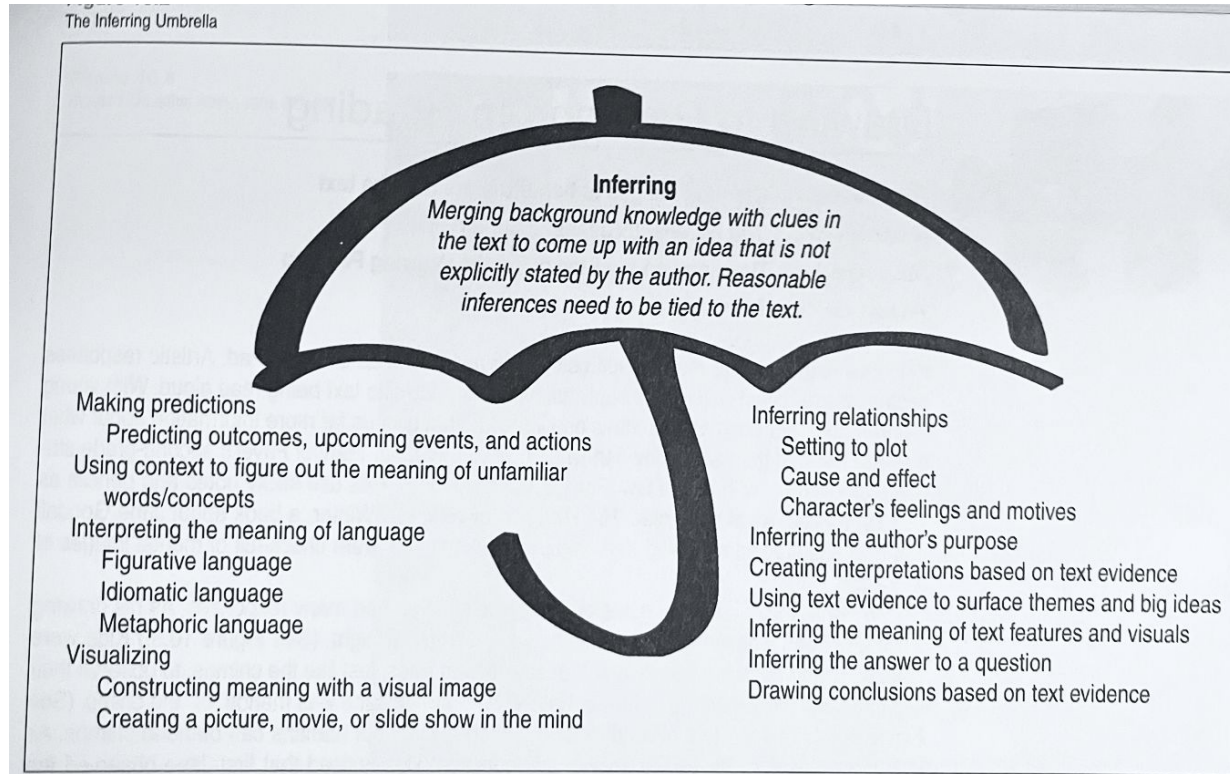
K	1	2	3
<p>Retell/sequencing</p> <p>Making connections (feelings &amp; experiences)</p> <p>Asking &amp; answering questions</p> <p>Predicting - before &amp; during</p>	<p>Self-monitoring</p> <p>Main idea &amp; details</p> <p>Retell/sequencing</p> <p>Making connections (background knowledge)</p> <p>Asking &amp; answering questions</p> <p>Predicting - before &amp; during</p>	<p>Self-monitoring</p> <p>Main idea &amp; details</p> <p>Summarizing</p> <p>Making connections - text-to-text</p> <p>Synthesizing</p> <p>Making &amp; revising predictions</p>	<p>Predicting</p> <p>Making connections - text-to-text, text-to-world</p> <p>Synthesizing</p> <p>Inferring</p> <p>Summarizing</p> <p>Self-monitoring</p>

# Comprehension - KUSPs

4	5	6
Making connections - text-to-self text-to-text text-to-world  Synthesizing  Inferring  Summarizing  Self-monitoring, problem solving, metacognition	Predicting  Inferring  Making connections  Summarizing  Synthesizing  Evaluating  Self monitoring/metacognition	Predicting  Inferring  Making connections  Summarizing  Synthesizing  Evaluating  Self monitoring

Alberta Education. (2022). *English Language Arts and Literature (K-6)*. Alberta Education.

# Predicting & Inferring



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

# Inferring - Track Feelings as They Change

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Strategy: Think about how the character is feeling at one point in the story and what caused them to feel that way. Jot a word or sketch a picture to capture your thinking. Now, look at how the character feels later. Jot or sketch a new feeling and event. Look across the sticky notes to explain how the feelings changed and what caused those changes.

# Strategies to Support Inferring - Visualizing

- Drawing to respond to reading
- Sketchnoting
  - During read-aloud
  - As annotation

# Inferring Think Aloud Sentence Starters

- From the text clues, I can conclude that...
- Based on what the text says and what I know, I think...
- This information makes me think...
- This evidence suggests...
- That is probably why...
- Although the author does not come right out and say it, I can figure out that...
- It could be that...
- Maybe/perhaps...
- This could mean...
- Based on what I know about these characters, I bet he/she is going to...
- With what just happened, I imagine this character is feeling...

*p. 168*

Ness, M. (2018). *Think big with think alouds: A three-step planning process that develops strategic readers, Grades K-5*. Corwin Literacy.

# Making Connections – Fiction – Meaningful Connections

- Characters or situations that are relatable for children

When we put ourselves in the shoes of the character and ponder what he or she is thinking and feeling, it helps us to better comprehend (or understand) the story. Let's think about how we would feel if we were in the same situation as \_\_\_\_\_ and how we might use what we learned from this book in our own life.

# Making Connections - Nonfiction Text



What I Think I Know	Confirmed	Misconceptions	New Learning	Wonderings

# Asking and Answering Questions

- I wonder...
- I would like to ask the author...
- Who...?
- What...?
- Where...?
- When...?
- Why...?
- How...?
- This makes me wonder about...

Ness, M. (2018). *Think big with think alouds: A three-step planning process that develops strategic readers, grades K-5*. Corwin Literacy,

# Retelling

- Use a pocket chart with sentence strips
- Put the events/list in order
- Check by rereading

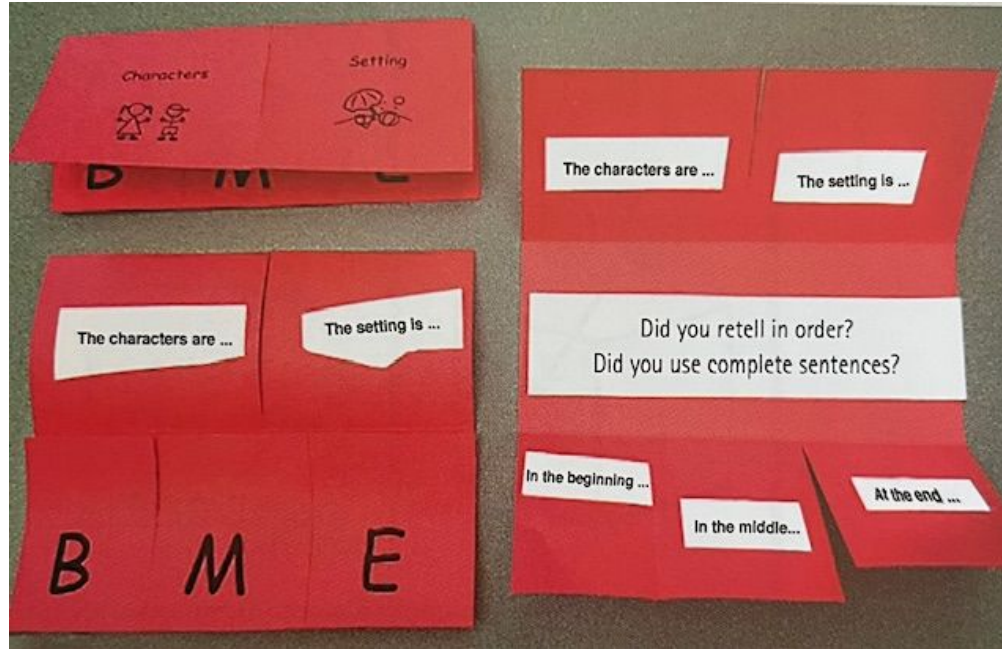
# Summarizing

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- 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.

# Summarizing - Say What's Most Essential



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

# Summarizing - Somebody-Wanted-But-So-Then



**Somebody - Who is the main character?**

**Wanted - What is the main thing they want?**

**But - Think about obstacles, problems...**

**So - What does the character do in response to the problems?**

**Then - How does it all end up? Connect it back to the problem and/or want.**

# Synthesizing – Think Alouds & Sentence Stems

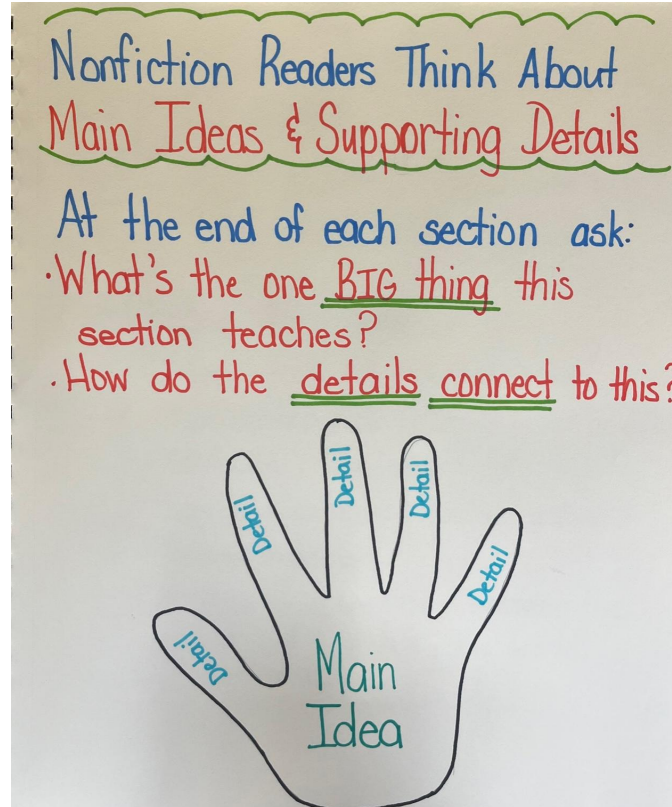
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- Before I read, I thought...but now I think...
- This part gives me an idea...
- Now I understand...
- I learned...
- The author's most important ideas were...
- If I asked the author to tell me in one sentence what the big idea is, they would say...

p. 35

Ness, M. (2018). *Think big with think alouds: A three-step planning process that develops strategic readers*. Corwin Literacy.

# Main Idea and Supporting Details



# Self-Monitoring

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- 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

# COMPREHENSIVE LITERACY GUIDES

Grades K-6

**Read Alouds** | Shared Reading | Small Group Reading  
Instruction | Vocabulary | Fluency | Writing | Phonological Awareness |  
Phonics | Oral Language | Independent Reading



- Read Aloud
- Small Group Reading
- Shared Reading
- Independent Reading

For more resources and Professional Learning Opportunities visit: [aplc.ca](https://aplc.ca)

To contact our office directly email: [info@aplc.ca](mailto:info@aplc.ca)