

Partnership READ: Focus on Comprehension

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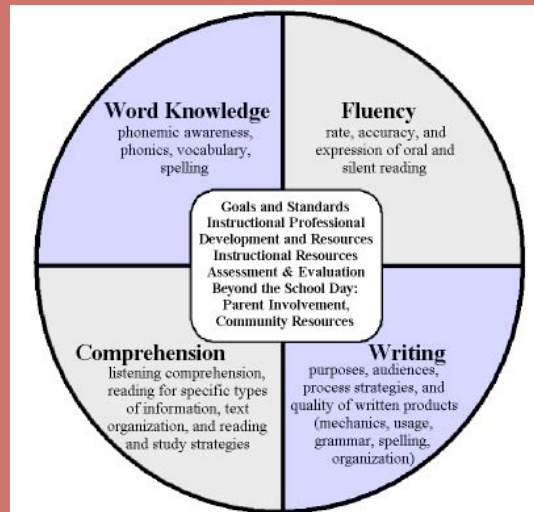
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Plans for this session

- Part 1. Understanding comprehension processes
- Part 2. Teaching a Comprehension Lesson
- Part 3. How do you know if your instruction is effective?
- Part 4. Connections to formal testing expectations

Part 1. Understanding Comprehension Processes



Understanding Comprehension Processes

Narrative
Informational

Watch and Listen to Anansi's Story

📺 Think about...

- 📺 What kind of knowledge did you bring to bear?
- 📺 What in the oral text were you focusing on?
- 📺 What did you have to think about to understand this (at more than a surface level of "retelling")!

Watch and Listen to Anansi's Story



Reflections...

- What kind of knowledge did you bring to bear?
- What in the oral text were you focusing on?
- What did you have to think about to understand this (at more than a surface level of “retelling”)

Connections Across Texts: A Second Tale - Pelican and Squirrel

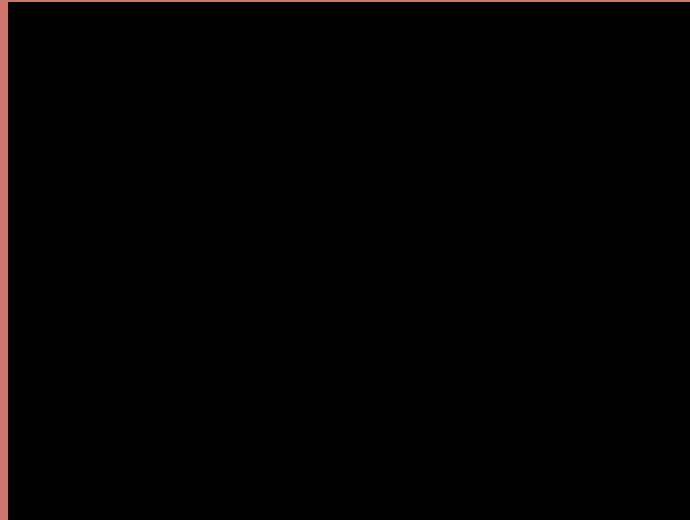
Watch Pelican and Squirrel

Think about...

What kind of knowledge did you bring to bear?

How does the Anansi story connect to this one?

Pelican and Squirrel



Read about ... The Tupelo River Mystery

- What kind of knowledge did you bring to bear?
- What in the oral text were you focusing on?
- What did you have to think about to understand this (at more than a surface level of “summarizing.”)?

Reading the Text

The Tupelo River Mystery

Reflecting on our comprehension processes

- What kind of knowledge did you bring to bear? What's in our heads?
- What in the written text were you focusing on? What's in the text?
- What did you have to think about to understand this (at more than a surface level of "summarizing.")? What did I think about to make sense?



So, What Shapes Comprehension?

**Using what you know:
What do I know and
how do I use it?**

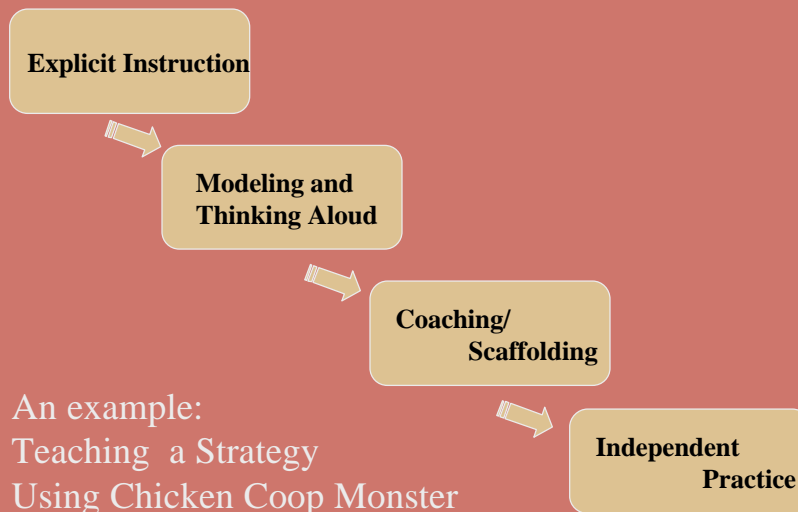
**Using the text:
What's in the text
and how do I use it?**

**Checking what you're
doing: Does what I'm
doing make sense?**

Part 2. Teaching a Comprehension Lesson

Where and How?

How Do We Teach? Building Students' Independence



The Chicken Coop Monster by Patricia McKissack

The year I turned nine, my parents' ten-year marriage ended in divorce. The grownups never talked about it around me, but I knew what was going on. Mama and Daddy didn't love each other anymore. So where'd that leave me?

As soon as school was out, they shipped me off to the Tennessee boonies to stay with my grandparents, Franky and James Leon Russell. I didn't want to go, but no one was listening to me.

A monster lived there. I knew it the minute I set foot on their farm. ...It lived in the chicken coop--the tingling in the back of my neck was strongest when I passed by there. Its hot mean eyes watched me as I played on the back porch. Sometimes I chased my ball close and smelled its foul breath. ... I'd come across something terrible.

Q1. Have you ever had to do something you didn't want to do? Explain what it was and what it felt like.

Q2. Why was the narrator so sure there was a monster in the chicken coop?

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Q1. Have you ever had to do something you didn't want to do? Explain what it was and what it felt like.

Q2. Why was the narrator so sure there was a monster in the chicken coop?

The Chicken Coop Monster (continued)

Ma Franky wants Melissa to go out to the Chicken Coop to lock the door, but Melissa knows that would break one of the monster rules -- get in the house before dark and don't go out by yourself. They get into an argument about it when Melissa tries to explain why she can't go outside.

"There's a monster in your chicken coop," I blurted out. "So I'm not going out there."

Of course, Ma Franky had other ideas. "Girl," she said, "if you don't stop this foolishness!" She gave me a little push. "Go on, now. Go close the door, or something will get in the coop and scare my setting hens."

Her hens? What about me?

Melissa now knows there is a monster because of another rule: Monsters make helpers out of unsuspecting victims.

Q1. How was Ma Franky being a helper to the monster?

Q2. Describe a time your parents or grandparents didn't seem to listen to what you were trying to tell them, like Melissa's grandma is not really listening to her.

The Chicken Coop Monster (continued)

When the six Harper kids come to visit, Melissa and the children play hide-and-peek. Mae Lizabeth and Melissa partner up to hide and Mae Lizabeth wants to hide in the chicken coop

With a partner read p. 118. Answer the two questions together and tell where you found the answer information:
In the Book or In My Head

- Q1. What did Melissa do when Mae Lizabeth went into the chicken coop?
- Q2. Do you think the chicken coop would be a good place to hide? Why or why not?

Finish Chicken Coop Monster

- 📖 *Daddy James asks Melissa to tell him about the monster she thinks is in the coop. Read p. 120-122*
- 📖 *Answer these questions on your own and tell where your information came from:*
 - 📖 *What does Daddy James tell Melissa she must do to be rid of the monster forever?*
 - 📖 *Why could "facing your fears" be a good theme for this story?*

Building Independence: A Four-Step Model

- Teacher does, students observe
- Teacher does, students help
- Students do, teacher helps
- Student do, teacher observes

Teaching Steps

- Coaching individuals
 - Students work on the assignment individually under teacher supervision.
- Assessment
 - Students carry out the strategy independently on a preset assignment or test.
- Goal setting
 - Students assess their work according to the rubric, receive teacher feedback, and set goals.

What do we teach?
The Processes We Have Been
Identifying through Our Own
Experiences

- What do I know or need to know?
- What's in the text?
- How can I tell if the text makes sense?

Where Do We Teach?

Guided Reading

Explicit Teaching/
Mini-Lessons

Shared Reading

Discussion Groups

Shared Writing

Independent Reading

Transitions

Read Aloud

Student-Led Activities

Inquiry Process

Part 3. How Do We Know if Instruction is Effective?

Listening for evidence of comprehension



Classroom-Based Evidence: Written Work

- ▣ Students' writing about Anansi
- ▣ Students' writing about Tupelo
- ▣ What do the responses tell you about how students are using knowledge, the text, their strategies?
- ▣ How would you use this information to guide your instruction?

Looking at Evidence

- ▣ Students responded to the question:
What is the Anansi story about?
- ▣ What do students' responses tell you?
(see the Handout)
 - ▣ about what they understand?
 - ▣ about what comprehension is?

Looking at Evidence

“The Tupelo River Mystery”

Students responded to the question: Explain the idea of a river community.

Students responded to the question: Explain the author’s statement that the people of Bregsville had been right to be worried about the nuclear power plant.

- ❏ What do students’ responses tell you? (see handout)
 - ❏ about what they understand?
 - ❏ about what comprehension is?

Relating Classroom Evidence to Assessment

Student-Friendly Extended-Response Reading Rubric Gr. 3 ISAT

Score	Criteria
4	<ul style="list-style-type: none">•I explain the main ideas and important information from the text.•I connect the important ideas to my own ideas or experiences.
3	<ul style="list-style-type: none">•I explain some of the main ideas and important information from the text.•I connect some of the important ideas to some of my own ideas or experiences.
2	<ul style="list-style-type: none">•I explain only a few ideas from the text.•I connect only a few of the important ideas to my own ideas or experiences. Or <ul style="list-style-type: none">•I explain my own ideas without explaining the text.
1	<ul style="list-style-type: none">•I explain little or nothing from the text•I connect very few or none of the important ideas to my own ideas or experiences.
0	<ul style="list-style-type: none">•I write nothing.

Can we leave this all up to the Third Grade Reading Teacher?

- Comprehension is developmental
 - We need to begin working on these comprehension skills from the very early phases of listening and reading to text
- Work in range of classroom routines and subject matter areas
- Comprehension instruction runs in parallel with instruction in other areas of the CRI