



Comprehension

" A reader with no questions might just as well abandon the book."

By the authors Stephanie Harvey and Anne Goudvis

From *Strategies that Work*

Oakland Terrace Elementary School

Reading Night

Presented by Ms. Trilling, Ms. Bensman,
Ms. Joseph, and Ms. Johnson

Selecting a “Just Right” Book

- Comprehension can't occur without an appropriate reading text that is at the right level for the child.



The Goal of 1st Grade Comprehension

■ Oral Comprehension

- Retelling- Beginning, Middle, End
- Answering Questions that are both within the text and require higher order thinking such as "Why" and "How"
- Understanding Story Elements in Fiction (characters, setting, problem, solution)
- Understanding Text Structures/Text Features in Non- Fiction (cause/effect, description, problem/solution)



4 Types of Questions

- "Right There"- Questions found in the text that ask students to find the 1 right answer.
- "Think and Search"- Questions based on the recall of facts that can be found directly in the text.
- "Author and You"- Questions require students to use what they already know with what they have learned from reading the text.
- "On Your Own"- Questions are answered based on a students' prior knowledge and experiences.



Stance Questions

Areas of Comprehension

Questions



■ GLOBAL

- In my head from what I've read

■ INTERPRETATION

- Into the book for a better look

■ PERSONAL REFLECTION

- The book and me connect you see



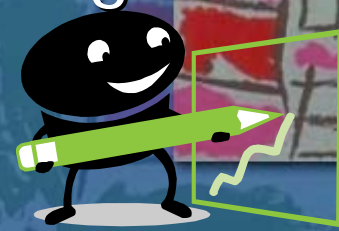
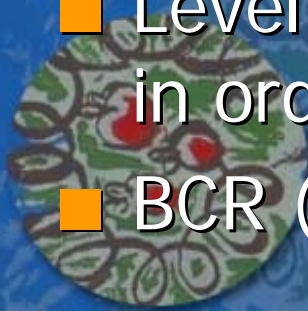
■ CRITICAL

- A critical note about what the author wrote
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Written Comprehension

- Written comprehension is responding to reading in writing.
- All students are exposed to written comprehension
- Level 10/G texts students are held accountable for the writing
- Level J and above students to score a 2 or 3 in order to meet the benchmark in writing.
- BCR (Brief Constructed Response)



How to answer a question!

1. Read the Question

2. Circle the important words in the question.

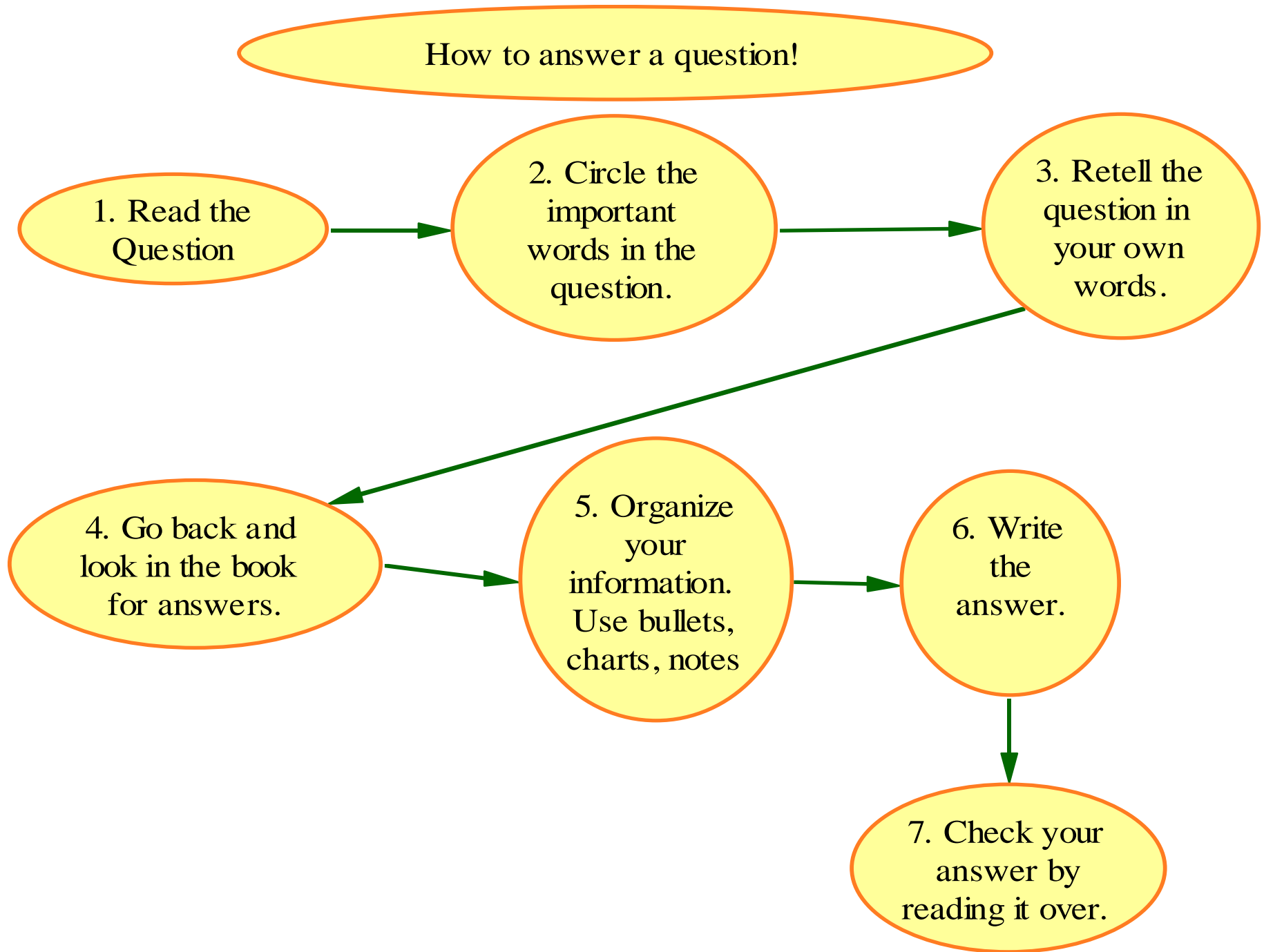
3. Retell the question in your own words.

4. Go back and look in the book for answers.

5. Organize your information.
Use bullets, charts, notes

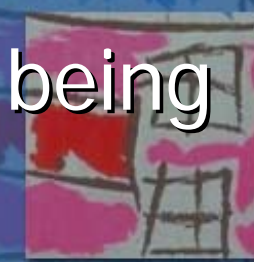
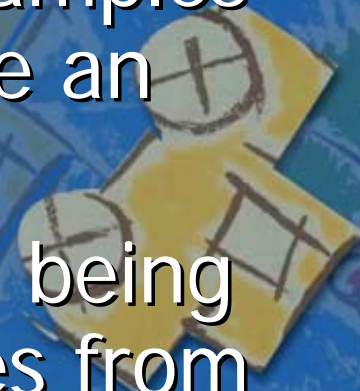
6. Write the answer.

7. Check your answer by reading it over.



MSA Rubric

- 3 (Answer the question(s) being asked, provides specific examples from the story, and make an interpretation)
- 2 (Answer the question(s) being asked and provide examples from the story)
- 1 (Answer the question(s) being asked)



Let's take a look at how a BCR is scored!

www.mdk12.org

Go under instruction
for sample BCRs
(2nd or 3rd grade)





Fiction BCR

Sample and Scoring

Question: What was the author's message in the story?
Use details from the text to explain your answer.

■ Score 0

Goldilocks was a girl.


■ Score 1

Goldilocks should not have gone into the bear's house.

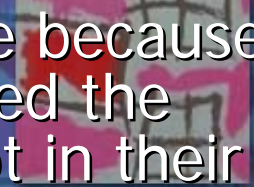
■ Score 2

Goldilocks should not have gone into the bear's house because when she did, she broke the chair, ate the porridge and slept in the bed.

■ Score 3



Goldilocks should not have gone into the house because she was not invited by the bears. She touched the bear's porridge, broke baby's chair, and slept in their beds.





Non-Fiction BCR Sample and Scoring

Question: What information could someone learn from reading this text? Use details from the text to explain your answer.

■ Score 0

I liked this book.

■ Score 1

Spiders live in lots of places.

■ Score 2

Someone could learn that spiders live in lots of places like the seaside and the desert.

■ Score 3

Someone could learn that spiders live in many different places. For example, trapdoor spiders build their burrows in the ground and come up to hunt.



Literature Circles:

- *Students lead own discussions
- *Each student has their own job
- *Promotes higher order thinking



Overview of the Instructional Approach to Literature Circles

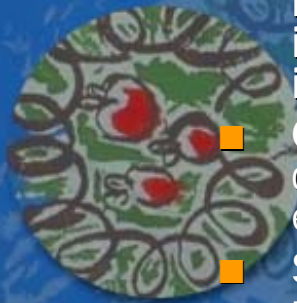
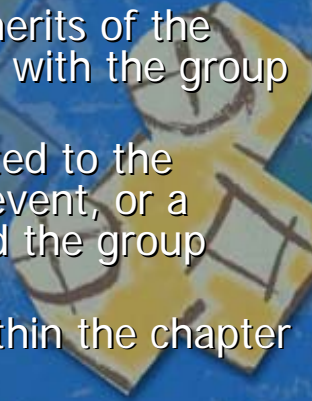
By Gail E. Tompkins

Literacy for the 21st Century: A Balanced Approach

- **Purpose:** To provide students with opportunities for authentic reading and literary analysis activities which are tied to student led oral comprehension.
- **Components:** Literature circles are formed to read and discuss books that are chosen for them. They often assume roles for the book discussion and sometimes create projects to extend their learning after reading.
- **Theory Base:** Literature circles reflect reader response and critical literacy theories because students work in small, supportive groups to read and discuss books. The books they read often involve them to share their interests in the book, make text-to- self, text- to- world, and text- to- text connections that require critically thinking.
- **Applications:** Students have opportunities to do independent reading and literacy analysis within reading group instruction.
- **Strengths:** Students have opportunities to work with their classmates. Students participate in authentic literacy experiences. Activities are student directed, and students work at their own pace. Teachers may participate in discussions to help students clarify misunderstandings and help them think more critically about the book.



Roles and Responsibilities

- **Discussion Director:** The discussion director guides the group's discussion and keeps the group on task. To get the discussion started or redirect the discussion, the discussion director may ask: What did the reading make you think of? What questions do you have about the reading? What do you predict will help next?
 - **Passage Picker:** The passage picker focuses on the literary merits of the book. The student chooses several memorable passages to share with the group and tells why he or she chose each one.
 - **Artful Artist:** The artful artist draws a picture or diagram related to the reading. The illustration might be about a character, an exciting event, or a prediction. The student shares the illustration with the group, and the group talks about it before the illustrator explains it.
 - **Scene Setter:** The scene setter identifies all of the settings within the chapter and page numbers to direct the other students.
 - **Word Sleuth:** The word sleuth is responsible for vocabulary. This student identifies 4 to 6 important, unfamiliar words from the reading and looks them up in a dictionary. He or she selects the most appropriate meaning and other interesting information about the word to share with a group.
 - **Character Captain:** The character captain identifies 1 character in the chapter and writes traits that describe that character. Students have to provide examples to support the character traits.
 - **Super Summarizer:** The super summarizer prepares brief summary of the reading to convey the big ideas to share with the group. This student often begins the discussion by reading the summary aloud to the group.
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