



Unlocking Meaning

Kathleen Lord

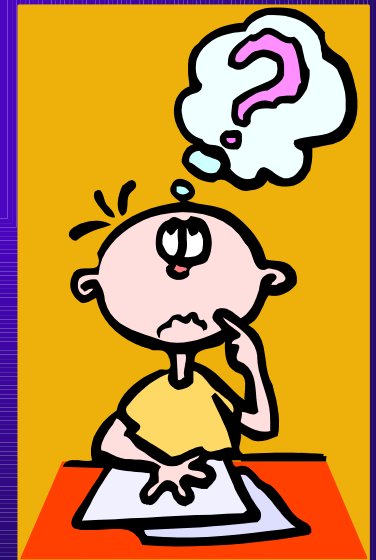
Tracey Martineau

Massachusetts Reading First



Today's Objectives

- ◆ Learn what Strategy Instruction –Reciprocal Teaching is...
- ◆ Strategy Instruction and Asking Comprehension Questions
- ◆ Types of Question
 - Literal
 - Inferential



STRANDS OF EARLY LITERACY DEVELOPMENT

LANGUAGE COMPREHENSION

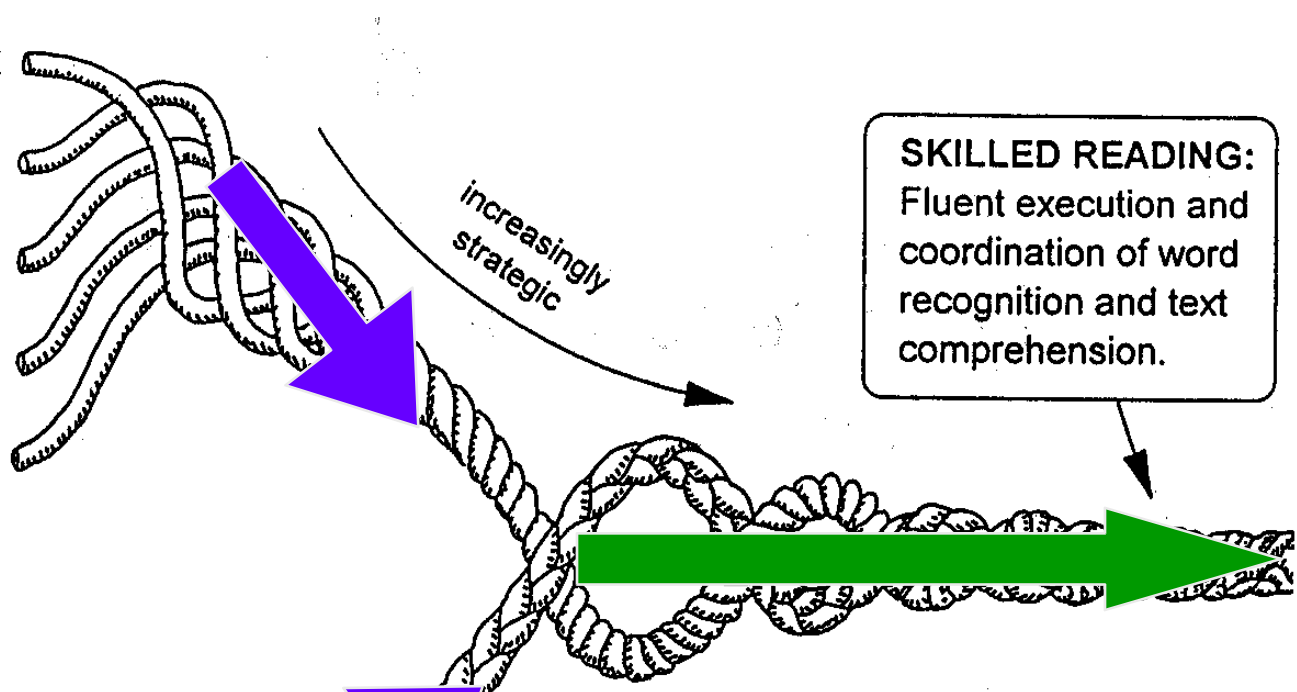
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

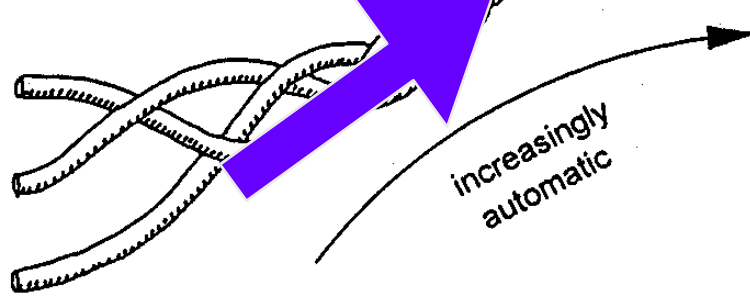


WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.



Comprehension

- ◆ “**Intentional** thinking during which meaning is constructed through interactions between text and reader” (Harris and Hodges, 1995).
- ◆ Readers derive meaning by **actively** relating the ideas represented in print to their own knowledge and experiences and construct mental representations in memory (National Reading Panel, 2000).



Third-grade readers should:

- * Summarize major points from fiction and nonfiction texts
- * Read longer fictional selections and chapter books independently
- ⌘ Discuss underlying themes or messages when interpreting fiction

Distinguish cause and effect, fact and opinion, main idea and supporting details when interpreting nonfiction.

♦ (Snow et al., 1998)



Comprehension Instruction (NRP, 2000)

- ◆ Comprehension Monitoring
- ◆ Cooperative Learning
- ◆ Using Graphic and Semantic Organizers
- ◆ Question Answering
- ◆ Question Generation
- ◆ Story Structure
- ◆ Summarization



COMPREHENSION STRATEGY INSTRUCTION



What does the research say???

- ◆ Sixteen studies reviewed found that reciprocal teaching improves reading comprehension (Rosenshine & Meister, 1994).
- ◆ Palincsar and Brown (1983) found that after 15 – 20 days of instruction students standardized test scores increased from 30% to 80% in reading comprehension.
- ◆ After 76 lessons, students improved by one or two grade levels (Cooper et al., 2000).
- ◆ After a year of strategy instruction, second-grade students outperformed comparison students on a standardized test (Brown et al., 1996).



Set Reading Goals

- ◆ Activate prior knowledge
- ◆ Browse the text
- ◆ Decide what to expect from the text



Monitoring and Clarifying

- ◆ Become aware of
 - When you don't understand
 - Loss of concentration
 - Unfamiliar vocabulary
 - Lack of sufficient background knowledge
- ◆ Reread or Read Ahead
- ◆ Visualize or graphically represent
- ◆ Slow down
- ◆ Restate in own words
- ◆ Use glossary or dictionary



Asking Questions



- ◆ Think of good questions a teacher might ask
- ◆ Who, What, When, Where, How, Why
- ◆ **Caution: Very difficult task!**



Types of Questions



Types of questions

➤ Literal

➤ Inferential



Literal Questions

(Right There) (Raphael et al, 1986)

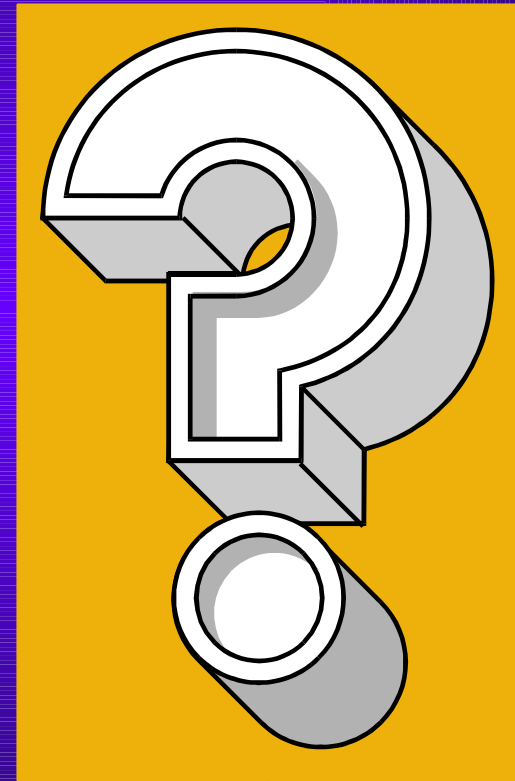
- Answers can be found in the one sentence in the passage/text
- The reader can locate the answer directly from the text, thus assessing locating skills
- Does not assess comprehension – it remains unclear whether the reader understands the text

Types of Inferences

(Not There)

- ◆ Emotion
- ◆ Trait
- ◆ Intent
- ◆ Causal Consequence
- ◆ Theme
- ◆ Prediction

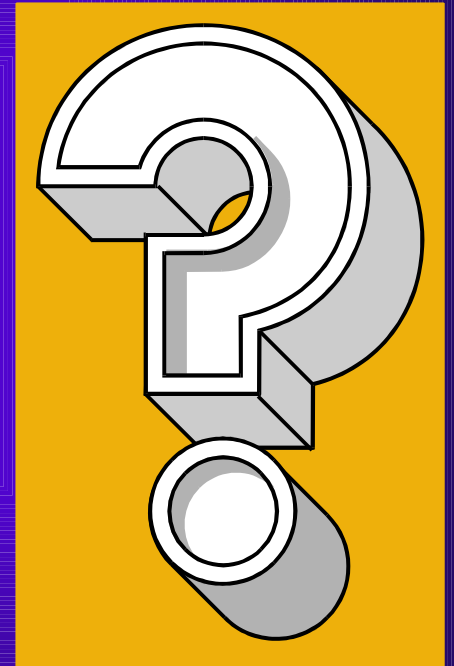
(Graesser, Singer, & Trabasso., 1994)



Types of Inferences

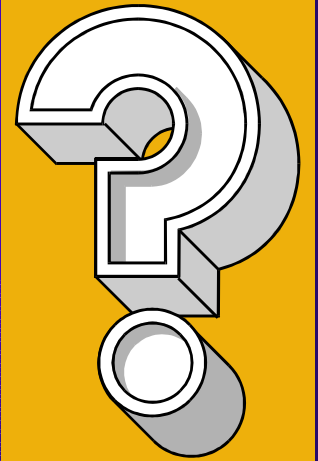
(Here and There)

- ◆ Causal (antecedent)
- ◆ Substitution
- ◆ Summarizing/Main Idea
- ◆ Text Structure



Inferential Questions

- ◆ Answers require the reader to think about question and apply what they know to what they are being asked
- ◆ Assesses comprehension
- ◆ Common MCAS question

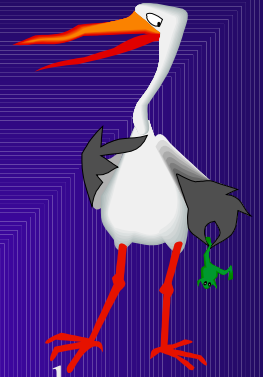




Activity One



The Fox and the Stork



Long ago there was a fox who lived in the forest. Fox liked to play tricks on his friends.

One morning, Fox rowed his boat around the pond. He saw his friend Stork. “Would you like to come to my house for dinner?” Fox asked.


“How kind of you to ask!” said Stork. “Yes, I would like that.”

The next day, Stork went to Fox’s house for dinner. She tapped on Fox’s door with her long bill.

“Come in,” said Fox. “I made soup”

“Wonderful!” said Stork. “I like soup.”





Fox and Stork sat down to eat. Fox didn't put the soup in a bowl. He served it in a flat dish. Fox felt very smart. Stork couldn't eat from the dish. All she could do was dip the tip of her long bill into the soup. Fox soon slurped it all up! Stork was still hungry, but she didn't complain.

"Thank you for the dinner," said Stork. "Come to my house, and I'll make dinner for you."

The next day, Fox rowed his boat to Stork's house.

"I don't like to boast," said Stork, "but my soup is the best. I use greens that grow in my own garden."

"Wonderful!" said Fox. "Let's eat!"

Stork served the soup in a tall jar. Fox couldn't get a drop. All he could do was lick the top of the jar. Stork dipped in her long bill and drank it all up.

Fox moaned and groaned as he rowed home.

"I'm so hungry! This is my reward for tricking a friend!"

At last Fox saw that being kind to others is the right thing to do.





Summarizing

- ◆ *“A brief statement that contains the essential ideas of a longer passage or selection”* (Harris & Hodges, 1995)
- ◆ Paraphrase – put into your own words
- ◆ When?
 - To keep track of what is being read
 - After a long period of time or a number of events
 - After a critical scene
 - When confused
 - When returning to a selection



Summarizing, cont.

- ◆ How?
- ◆ Start with single paragraphs or pages
 - First summarize paragraphs and construct a summary of summaries
- ◆ Use the structure of the text
- ◆ Macrorules:
 - Delete trivia
 - Delete redundancy
 - Superordination
 - Select a topic sentence
 - Invent a topic sentence



Summarization is not Retell

◆ Summarization

- Includes main points
- Reconstructive
- Paraphrased
- Assess comprehension

◆ Retell

- Includes anything
- Reproductive
- Verbatim
- Assess memory

Prediction

- ◆ Inference
- ◆ Predict, confirm, and revise
- ◆ At first, tell students what clues helped you predict - not guessing
- ◆ Student should use what he/she already knows from the text
- ◆ Ask student to back up prediction
- ◆ Prediction should be confirmed/contradicted





Strategy instruction

- ◆ Skilled readers use an orchestration of cognitive processes
- ◆ Internalization – automatic
- ◆ Long-term
- ◆ A few powerful strategies – explained and modeled
- ◆ Coach students – offer hints
- ◆ Teachers, and students, think-aloud
- ◆ Emphasize usefulness of strategies

(Brown et al., 1996; NRP, 2000)



Whole group strategy instruction

(Oczkus, 2003)

- ◆ Model and think aloud
- ◆ Use 4-door worksheet
- ◆ Group summarization activity
- ◆ Assign roles – all students involved in activating prior knowledge, then
 - Clarifier
 - Questioner
 - Summarizer
 - Predictor

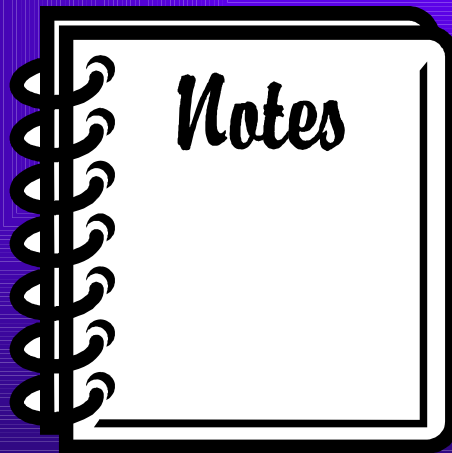
Four Door Worksheet



Clarify



Question



Summarize



Predict

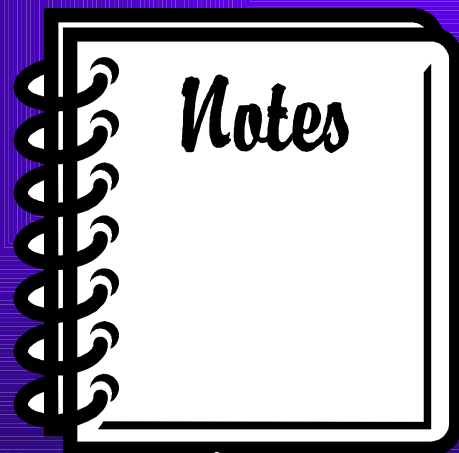
Four Door Worksheet



Clarify



Question



Summarize



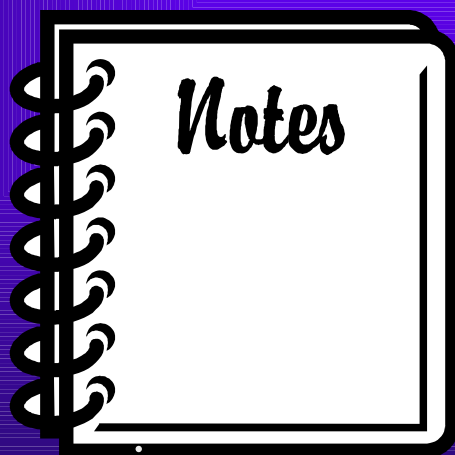
Predict

Four Door Worksheet

Clarify



Question



Summarize



Predict

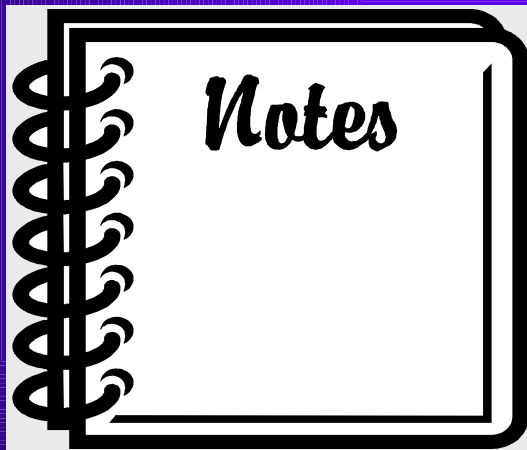
Four Door Worksheet



Clarify



Question



Summarize



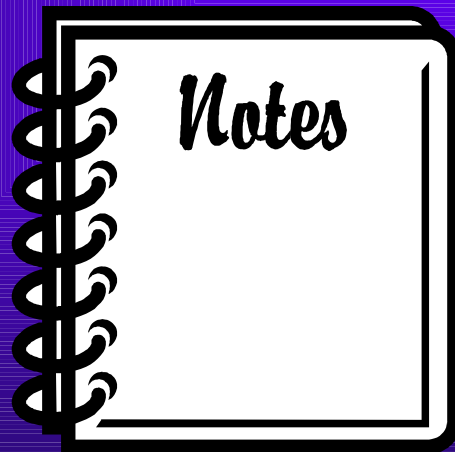
Predict

Four Door Worksheet

Clarify



Question



Summarize



Predict



Four Door Worksheet

CLARIFY:

- ◆ I need clarification on...
- ◆ I need to clarify...
- ◆ I am confused about...

QUESTION:

What? Who? Where?
Why? What if? How?

SUMMARIZE:

- ◆ Who was the most important person/character?
- ◆ What is the most important thing that happened?
- ◆ One or two sentences

PREDICT:

- ◆ I think... will happen
- ◆ I predict that...



Independent small groups

- ◆ Fishbowl
- ◆ Start with strong readers during small group instruction
 - Begin teacher-led, gradually release to group
 - Then divide strong readers to lead new groups
- ◆ Always monitor
- ◆ Assess by book reports/reviews, summaries, discussion sheets



Activity Two

Using GRADE & DIBELS data
to form reciprocal reading groups



Developing Cooperative Groups Using Data

- ◆ High ORF and high GRADE passage comprehension
- ◆ Low ORF and high GRADE passage comprehension
- ◆ High ORF and low GRADE passage comprehension
- ◆ Low ORF and low GRADE passage comprehension



| Student Name | DIBLES ORF Score | GRADE Stanine Passage Comp. | Rank | | | |
|--------------|---------------------|-----------------------------------|------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| Anne | 90 | 5 | | | 3 | |
| Billy | 116 | 7 | | | 1 | |
| Carla | 99 | 6 | | | 1 | |
| David | 66 | 3 | | | | 4 |
| Elliot | 100 | 8 | | | 1 | |
| Frances | 77 | 6 | | | 2 | |
| Gary | 87 | 7 | | | 2 | |
| Helen | 131 | 8 | | | 1 | |
| Isiah | 55 | 2 | | | | 4 |



Good strategy instruction involves:

- ◆ Modeling and think-alouds
- ◆ Scaffolding
- ◆ Independent use of strategies
- ◆ Begin with fiction until strategy use is in place and then gradually introduce more difficult text
- ◆ Supplement strategy instruction with additional materials when needed



Strategy Instruction simplified!

- ◆ Activate prior knowledge
- ◆ Clarify
- ◆ Question
- ◆ Summarize
- ◆ Predict



Activity Three

- ◆ Using the MCAS selection and the script, practice reciprocal teaching in small groups.



Activity Four

- ◆ Using Houghton Mifflin – Theme ? , Lesson ? , determine whether the questions are:

Right There

Here and There

Not There



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