

Reading Comprehension

Grades 2-5

THE COMPONENTS OF ACTIVE LITERACY

Reading, Writing, Drawing, Talking, Listening and Investigating

Engage in the world of issues and ideas, make thinking visible, enhance understanding, expand thinking, and develop insight.

- Talking and listening to each other

Having a conversation, discussing, agreeing, disagreeing, and debating.

- Reading to construct meaning

Noticing and thinking about the inner conversation, asking questions, making connections, inferring, synthesizing information.

- Responding to reading by talking

Having a conversation about the text, connecting to experience, wondering, thinking inferentially, and thinking beyond the text.

- Responding to reading in writing and/or drawing

Writing and drawing to think and remember, noticing important information, connecting, asking questions, arguing with the author, agreeing with the author, noticing craft.

- Writing and drawing to discover and explore thinking

Learning new information, wondering, connecting, inferring.

- Investigating and doing further research

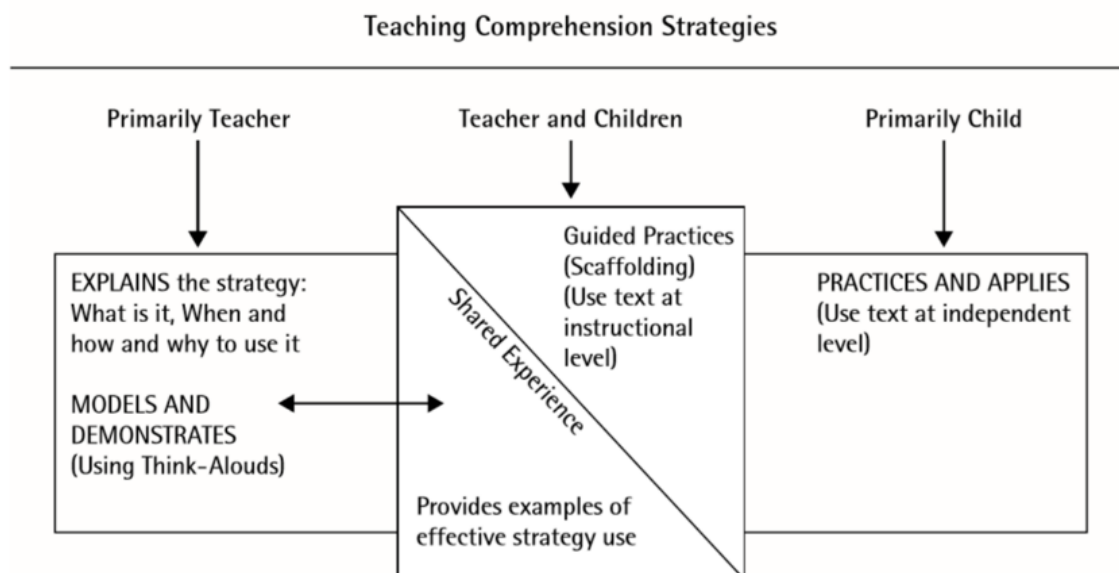
Asking and answering questions, finding out information, leaning more, building knowledge, synthesizing, and developing insight.

PROFICIENT READERS

- Use existing knowledge to make sense of text
- Make connections between new information and that which is known
- Ask questions before, during and after reading
- Create images of the text in their minds
- Draw inferences during and after reading
- Determine what is important in text
- Synthesize information during and after reading
- Use fix-up strategies to repair meaning

Use these strategies to monitor and repair comprehension throughout the reading process, record thoughts and questions during reading to track thinking and remember information; talk about the reading before, during and after reading; respond in writing after reading.

GRADUAL RELEASE OF RESPONSIBILITY



THE GRADUAL RELEASE OF RESPONSIBILITY

(Pearson and Gallagher 1983)

➤ Teacher Modeling

- Teacher explains strategy.
- Teacher models strategy.
- Teacher thinks aloud when reading to show thinking and strategy use.

➤ Guided Practice

- After explicit modeling, teacher gradually gives students more responsibility for task management and completion.
- Teacher and students practice the strategy together in shared reading contexts, reasoning through the text and co-constructing meaning through discussion and text lifting.
- Teacher and students work together in whole group, small groups and conferences.
- Students hear from each other about one another's thinking process.

➤ Collaborative Practice

- Students work in small group and pairs and reason through text together.
- Students hear from each other about one another's thinking process.
- Teacher moves about the room touching base with collaborative groups.

➤ Independent Practice

- After working with teacher and other students, student tries practicing the strategy on their own.
- Student receives regular feedback from teacher and other students.

➤ Application of the Strategy

- The student uses the strategy in authentic reading situations.
- The students uses the strategy in a variety of different genres, settings, contexts, and disciplines.

WHAT'S THE CONNECTION?

Main Idea: The main idea is the point of the paragraph. It is the most important thought about the topic.

Retell: A retelling is to tell (a story, tale, etc.) over again or in a new way

Summary: A summary gives a short overview, or the main points, of something longer.

Determining Importance: Determining importance is a strategy that readers use to distinguish between what information in a text is most important versus what information is interesting but not necessary for understanding.

HOW DO READERS SUMMARIZE?

Readers summarize by:

- Determining the most important information in one's own words
- Using key words or phrases
- Only including important information
- Weeding out extraneous details
- Getting to the essence of the text in as little words as possible

SUMMARIZING FICTION

SWBS (SWBSTF)

Somebody...

Wanted...

But...

So...

(Then...)

(Finally...)

The Boy Who Cried Wolf

A long time ago there was a boy who watched his father's sheep. Each day he took them to a pasture on the hillside above the village, and there he sat and watched them all day long. In the afternoon, as the sun began to go down, he drove the sheep home again.

Often he became quite lonely because he had no one to play with. How he longed for just a little bit of company! One day when he became very lonely indeed, he remembered what his father had told him when he first began to care for the sheep. "You must always beware of the wolf," his father said. "And if you should see one, be sure to call for help."

Now the boy had never seen a wolf. But he thought that it would be so pleasant to have some company that he decided to make-believe. "Wolf! Wolf!" he cried at the top of his lungs. "Wolf! Wolf!" Far below, the villager heard him. They all dropped their work, seized their axes and rushed up to the pasture. But, when they got there, they saw only the sheep and the boy. There was no wolf at all. He was so glad to see them that they were not very angry at him for having fooled them. But they told him he must not do it again.

For a long time he did not. One day, though, he was feeling lonelier than ever. He knew that he shouldn't, but cried out, as loudly as he could, "Wolf! Wolf!" Again the villagers came rushing to help him. But when they got there, they saw only the sheep and the boy. They were very upset at having been disturbed at their work again, and told the boy that he absolutely must not do it again.

And he did not. One day as he sat quietly watching his sheep, he saw a big gray wolf come slinking out of the forest. "Wolf! Wolf!" he called with all his might. "Wolf! Wolf!" The villagers, far below, heard his cries, but went on with their work. They did not want to be fooled again. "Wolf! Wolf!" cried the boy. "Wolf! Wolf! Wo---"

At this the villagers were startled. Perhaps he did not need help. They dropped their work, seized their axes and rushed to the pasture. But they were too late. When they got there the wolf had gone, and all they ever found of the little boy was his little pointed shepherd's hat.

SUMMARIZING NONFICTION

Text Structures

DESCRIPTION:

_____ has many characteristics. It/He/She is a/an
_____ that/who _____,
_____ and _____.

COMPARE/CONTRAST:

_____ and _____ are
similar in that they both _____ and _____.
They are different because _____ and _____.

SEQUENCE:

_____ followed a series of steps to _____.
She/He/It begins with _____, continues with
_____, and ends with _____.

CAUSE/EFFECT:

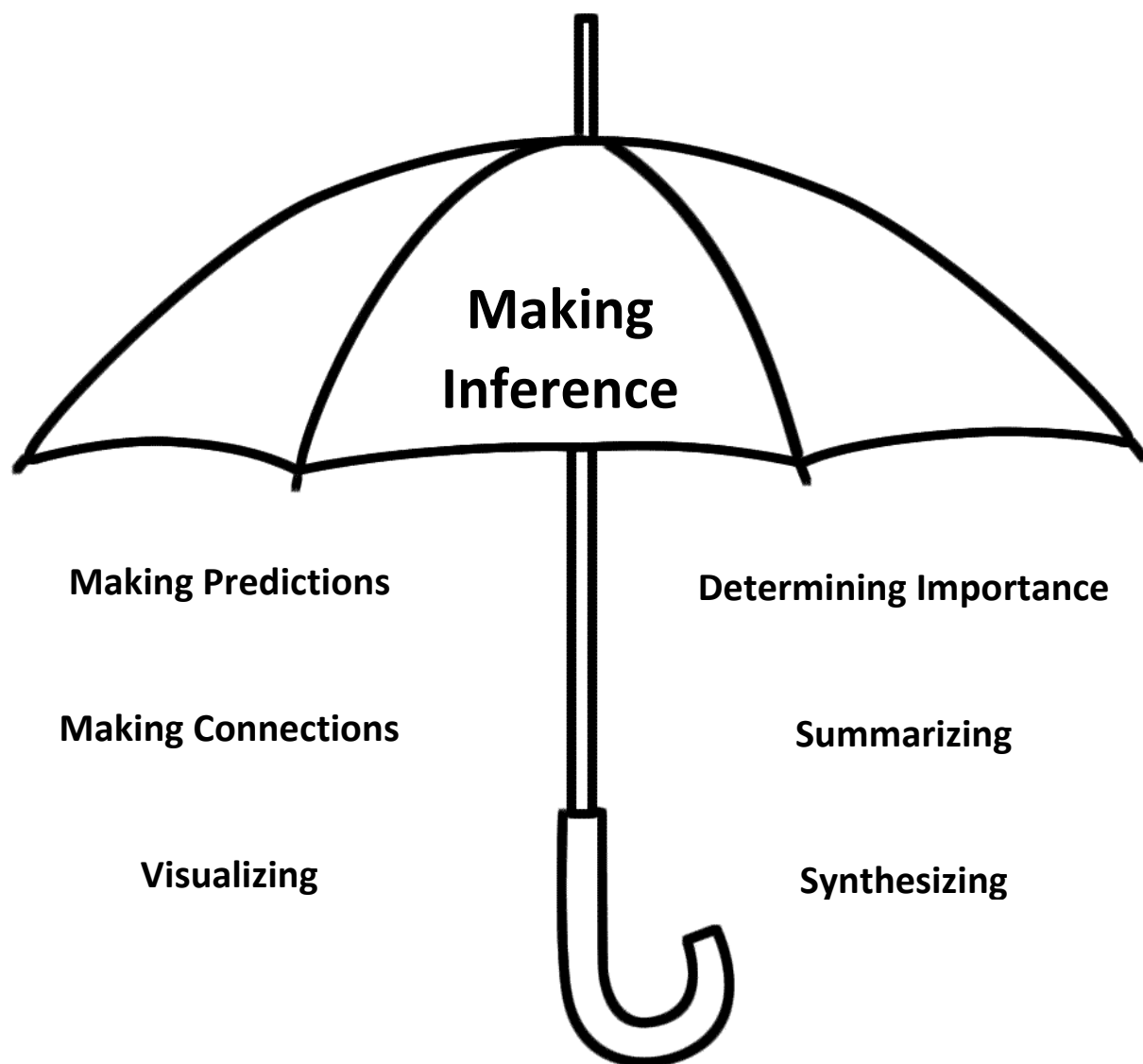
The effects of _____ are significant because _____.
One result of _____ is _____.
Another result is _____.
Because of these outcomes, it is important that _____.

PROBLEM/SOLUTION:

_____ wanted _____, but
_____. So,
_____. Then, _____.

What is Inference?

Inference is the ability to figure something out when it is not explicitly written in the text. In other words, inferring is being able to “read between the lines,” to go beyond the literal meaning of a text (Keene & Zimmermen, 1997). Good readers are able to make inferences based on textual clues and schema (prior knowledge and personal experiences.) No two readers will infer the same exact way because inference is based on an individual’s life experience, knowledge, and creativity combined with the text being read. In fiction, readers can infer about literary elements such as characters, setting or problem/solution. In non-fiction texts, readers can infer content.



DRAWING INFERENCES

Readers

- Readers use their schema and textual information to draw conclusions and form unique interpretations from text.
- Readers make predictions about text, confirm their predictions and test their developing meaning as they read on,
- Readers know when and how to use text in combination with their own background knowledge to seek answers to questions.
- Readers create interpretations to enrich and deepen their experience in a text.

SENTENCE STARTERS FOR RESPONSE

- 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 writer does not come right out and say it, I can figure out that . . .

Resources:

<http://www.philtulga.com/Riddles.html>

<https://www.pinterest.com/reallyrachel/inference-with-pictures/>

<http://www.pdesas.org/module/content/resources/13032/view.ashx>