



COMPREHENSION STRATEGIES WITH THINKING MAPS

Alief ISD



TEKS APP

Texas Essential Knowledge and Skills

[View More by This Developer](#)

By **MasteryConnect**

Open iTunes to buy and download apps.



Description

View the Texas Essential Knowledge and Skills in one app! A great reference for teachers, parents, and students to easily read and understand the standards. Quickly find and search standards by subject, grade level, and key word.

[MasteryConnect Web Site](#) [Texas Essential Knowledge and Skills Support](#)

What's New in Version 1.1.4

Bug fixes

[View in iTunes](#)

+ This app is designed for both iPhone and iPad

Free

Category: Education
Updated: Jul 25, 2015
Version: 1.1.4
Size: 25.9 MB
Languages: English, Danish, French, Simplified Chinese, Spanish, Traditional Chinese
Seller: MasteryConnect
© 2014 MasteryConnect, LLC
Rated 4+

Compatibility: Requires iOS 7.0 or later. Compatible with iPhone, iPad, and iPod touch.

Customer Ratings

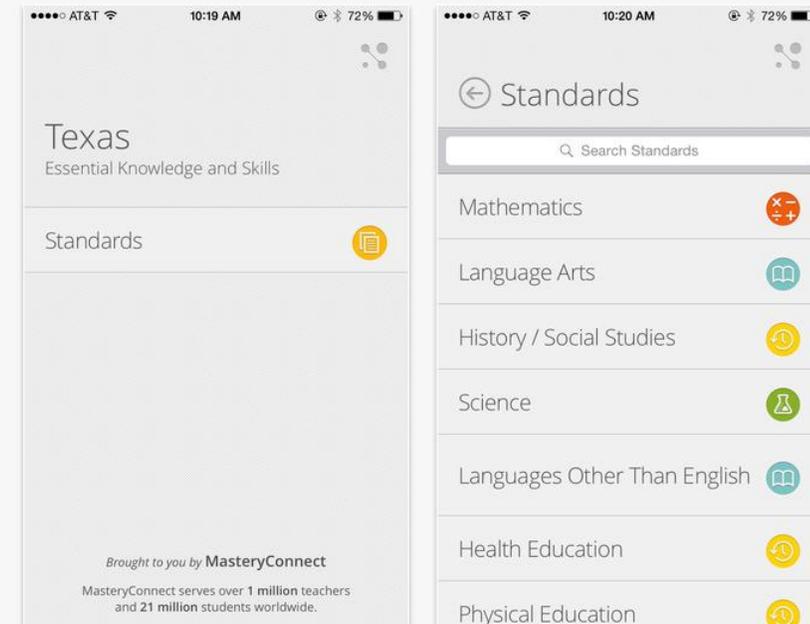
Current Version:
★ ★ ★ 12 Ratings
All Versions:
★ ★ ★ ★ 28 Ratings

More by MasteryConnect



Screenshots

iPhone | iPad





CHAMPS

Conversation: Yes! Share your ideas with your table partners. Tweet your ideas @AISDProfDev and/or @Holland_Poulsen

Help: Ask any time or check with your table partners.

Activity: Interact with those around you and complete the map activities

Movement: Structured throughout the workshop

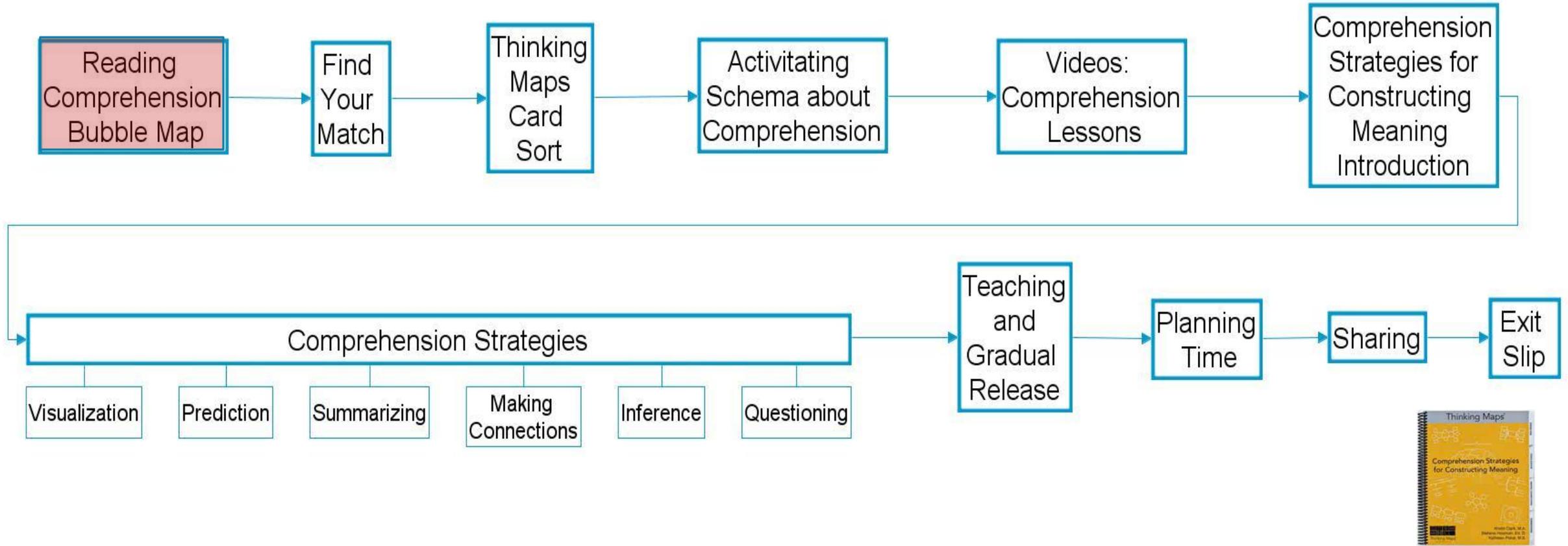
Participation: Keep an open mind, make connections to your subject area and have fun.

CONTENT AND LANGUAGE OBJECTIVES

Content: Today I will review and extend what I know about reading comprehension instruction as well as plan for using it in my classroom.

Language: Today I will speak with my colleagues, read journal articles, write about my plans, and listen to a variety of ideas all related to the practical implementation of reading comprehension strategies in my classroom.

Comprehension Strategies with Thinking Maps



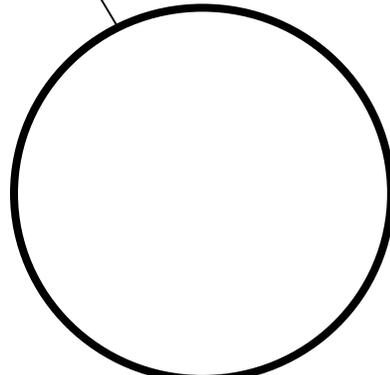
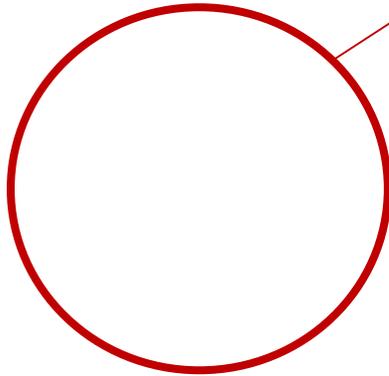
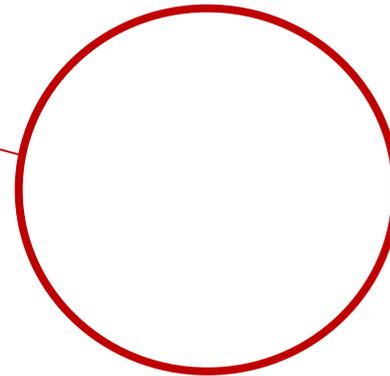
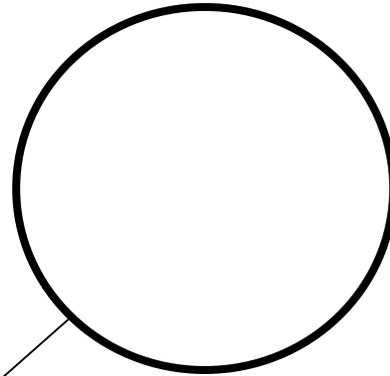
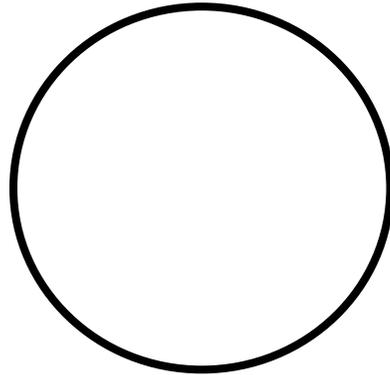
Reading
comprehension
is...

evidence

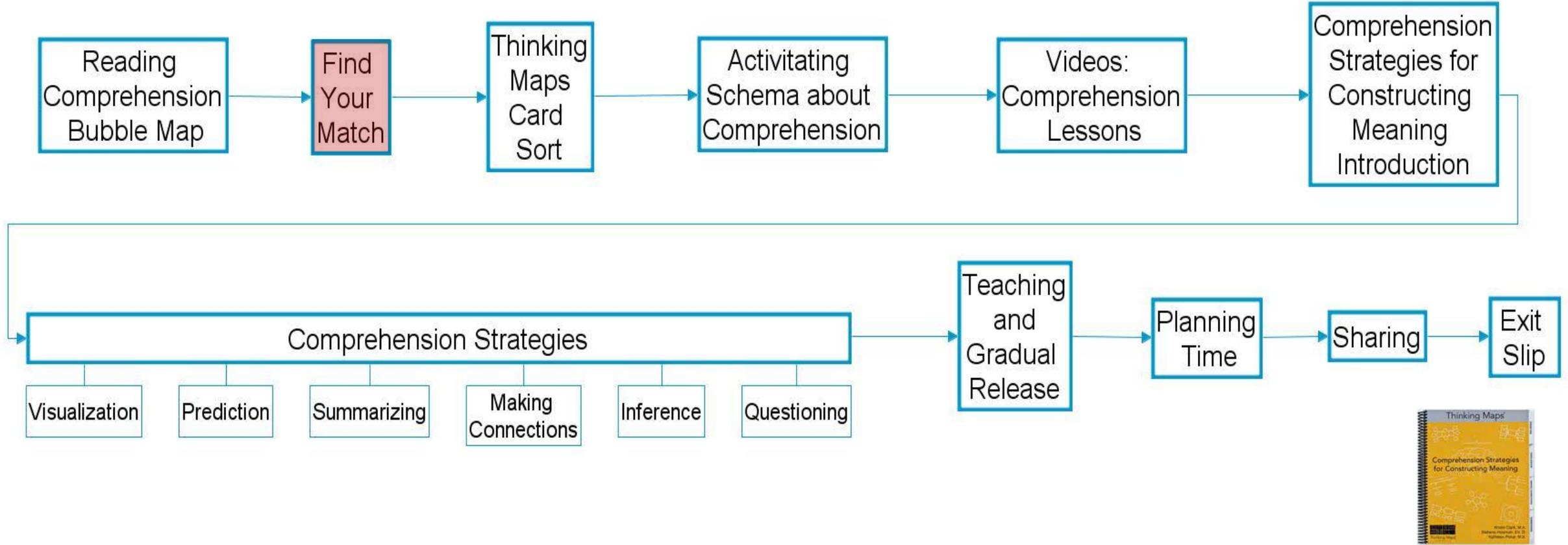
evidence

evidence

evidence



Comprehension Strategies with Thinking Maps



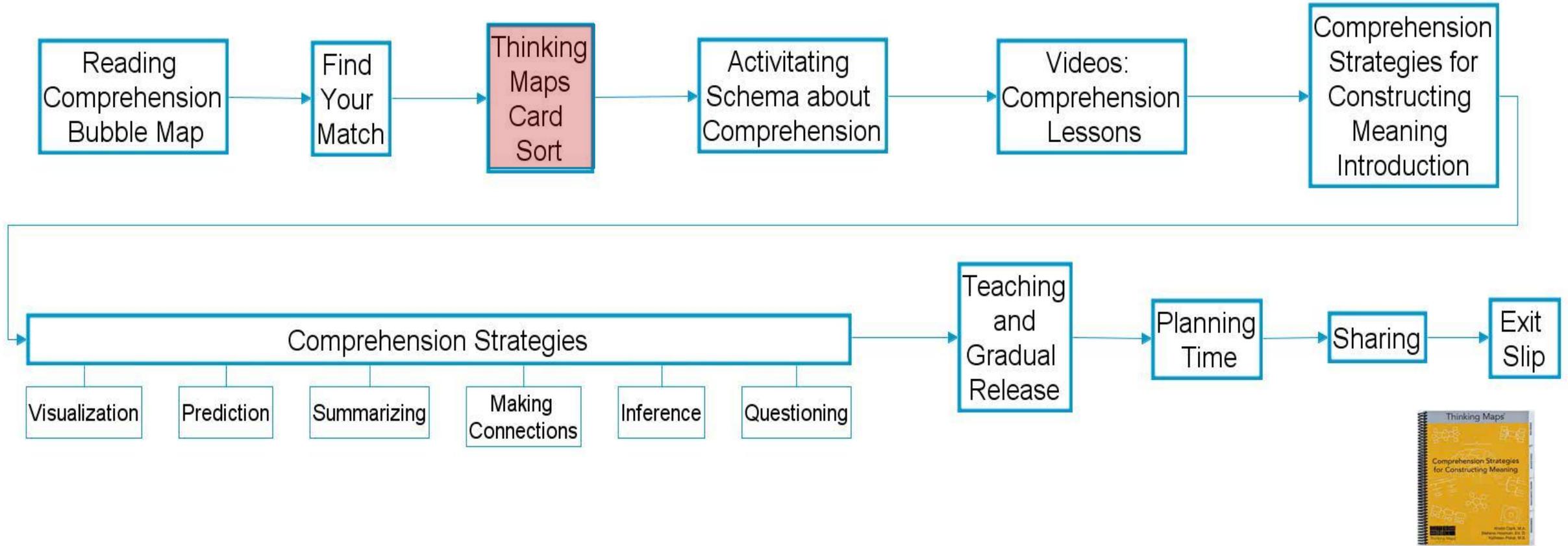
Find Your Match

Brightly

“But the children knew,
as I’m sure you know,
that the worst surroundings
in the world can be
tolerated if the people
in them are interesting
and kind.”

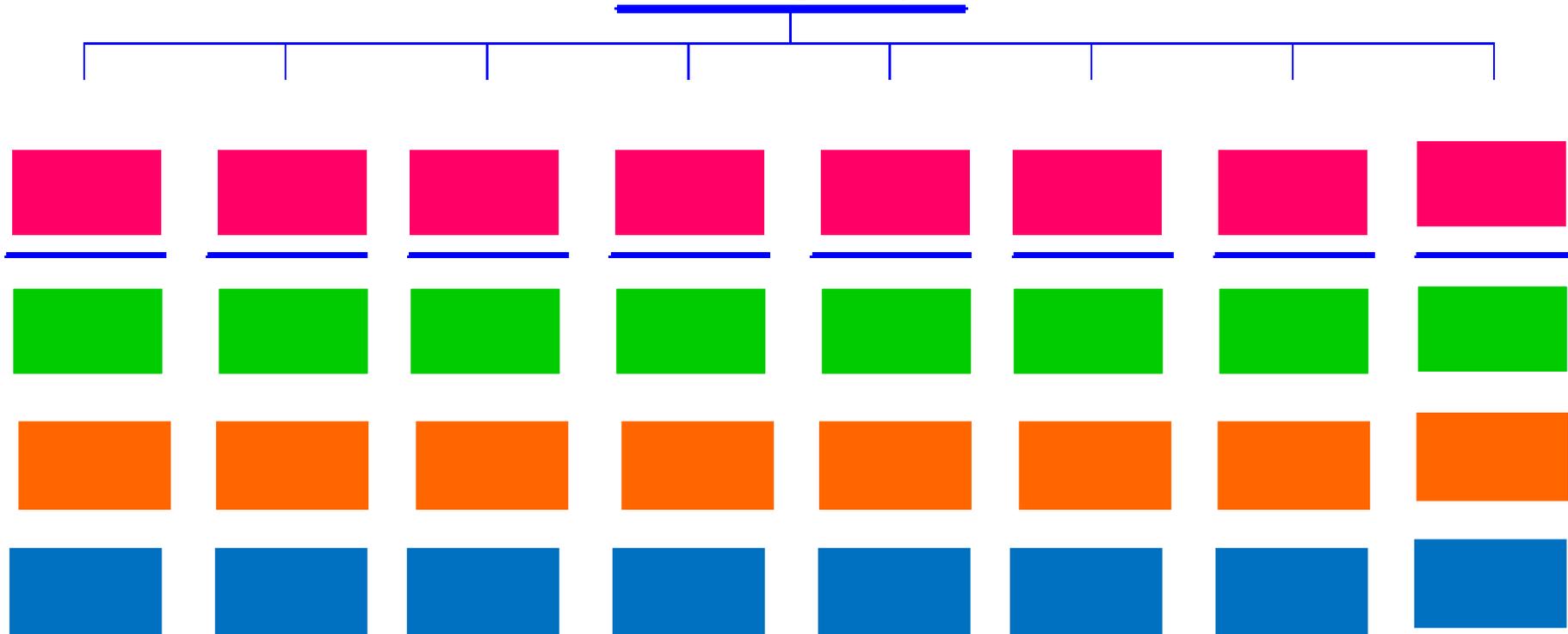
-*The Bad Beginning*
LEMONY SNICKET

Comprehension Strategies with Thinking Maps



Use the cards on your table to “build” a group Tree Map.
First line up the guiding questions, then classify the rest of
the cards under the correct category.

Thinking Maps



Overview

**Questions from Texts,
Teachers and Texts**

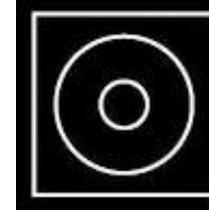
Thinking Process

**Thinking Maps as
Tools**

How are you defining this thing or idea? What is the context? What is your frame of reference?

**Brainstorming or
Defining in Context**

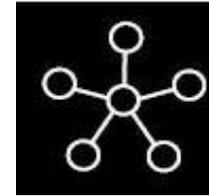
**Circle
Map**



How are you describing this thing? Which adjectives would best describe this thing?

Describing

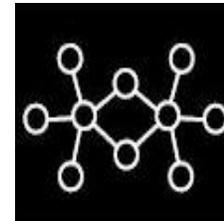
**Bubble
Map**



What are the similarities and differences of these two things? Which qualities do you value most? Why?

**Comparing and
Contrasting**

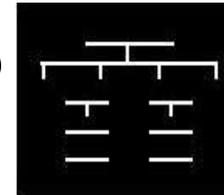
**Double
Bubble
Map**



What are the main idea, supporting ideas and details in this information?

Classifying

Tree Map



Overview

Questions from Texts,
Teachers and Texts

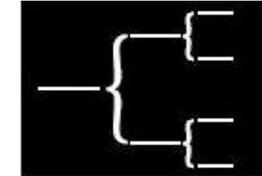
Thinking Processes

Thinking Maps as
Tools

What are the parts of this thing? What is the anatomy of this whole physical object?

Part-Whole

Brace Map



What happened? What is the sequence of events? What are the substages?

Sequencing

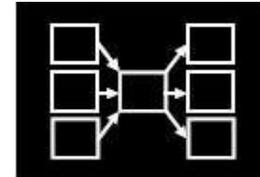
Flow Map



What are the causes and effects of this event? What might happen next?

Cause and Effect

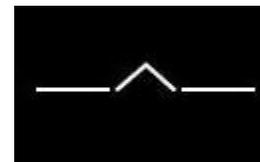
Multi-Flow Map



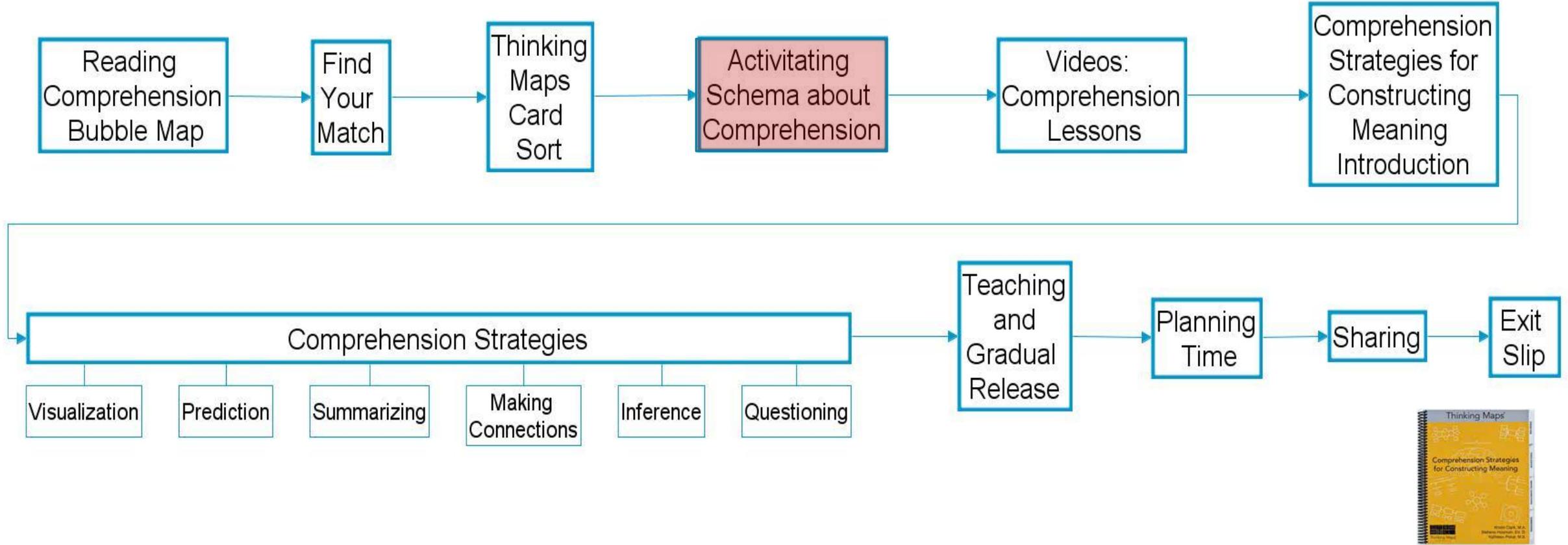
How are these things related?
What is analogy being used?
What is the guiding metaphor?

Seeing
~~Analogies~~
relationships

Bridge Map



Comprehension Strategies with Thinking Maps



**HOW MANY OF YOU CONSIDER YOURSELVES A
PROFICIENT READER?**

WHAT MAKES SOMEONE A PROFICIENT READER?



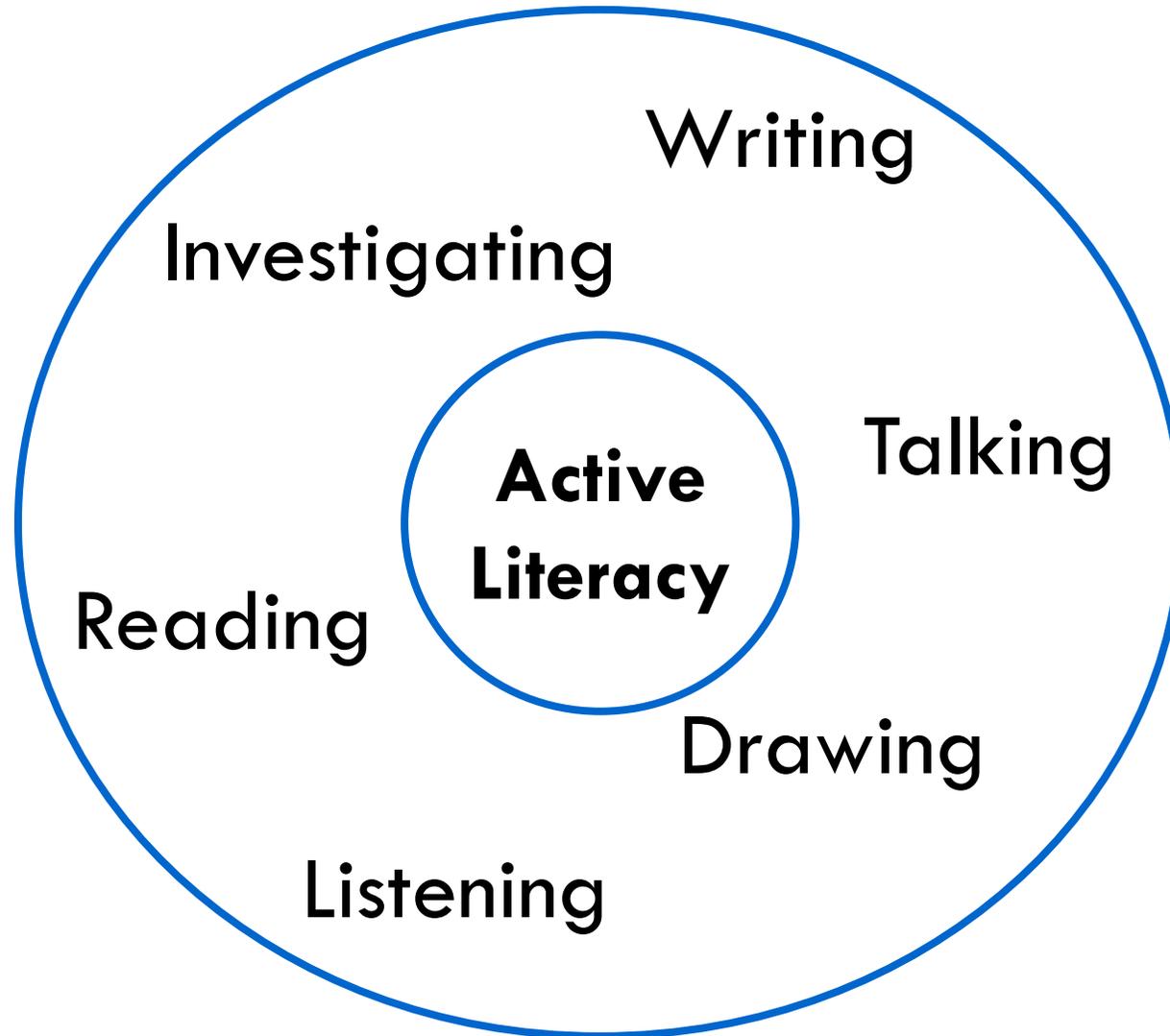
QUICK CHAT

- **What is reading comprehension?**
- **Why is it important?**
- **What does it take for a student to be proficient?**

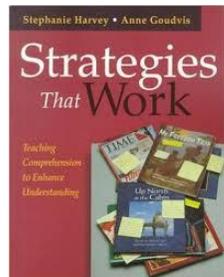
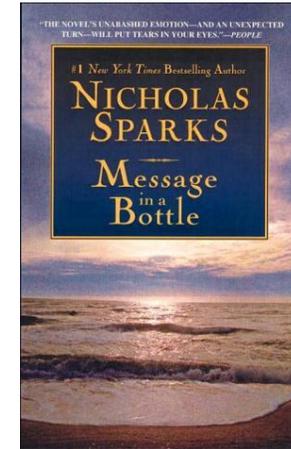
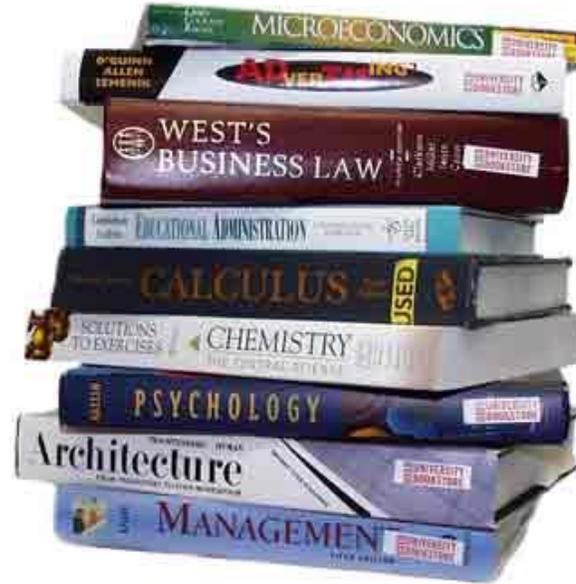
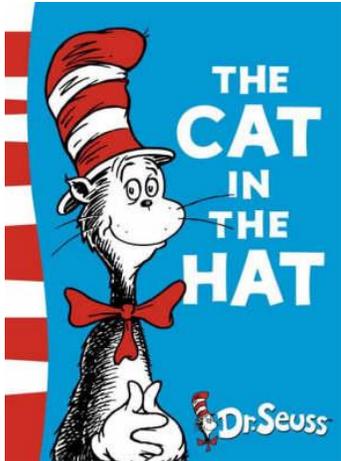
“ As I read, I consciously and subconsciously synthesize. I question, I infer, I create vivid sensory images. I relate the piece to my own experience. I tease out what I think is most important. I draw conclusions about what I think the key points of the passage are. Sometimes I use the strategies purposefully, other times they surface randomly. They are tools I use, sometimes effortlessly, sometimes purposefully to construct meaning. They intertwine and merge and I switch quickly among them, frequently using them simultaneously. They are the instruments which, as I become more familiar with them, give me the ability to read more quickly. They are the means to an end. For proficient readers, they are second nature.”

Keene and Zimmerman, 1997

WHAT ARE THE COMPONENTS OF ACTIVE LITERACY?



WHAT CHANGES IN REGARDS TO COMPREHENSION AS YOU READ DIFFERENT GENRES?





Holiday Cookie Recipe **Gingerbread Cookies**

3 cups flour	Heat over to 350°
2 teas ginger	Mix flour, ginger, cinnamon, baking
1 teas cinnamon	soda, nutmeg & salt in large bowl. Beat
1 teas baking soda	butter and brown sugar on medium
½ teas nutmeg	speed until fluffy. Add molassas, egg &
¼ teas salt	vanilla; beat well. Gradually beat in flour
¼ cup butter, soft	until well mixed. Chill dough at least one
¼ cup brown sugar	hour. Roll out dough ¼" thick & cut with
¼ cup molassas	cookie cutters of choice!



COMPLETE AND DISCUSS ONE OF THE FOLLOWING SENTENCE STEMS WITH A PARTNER.

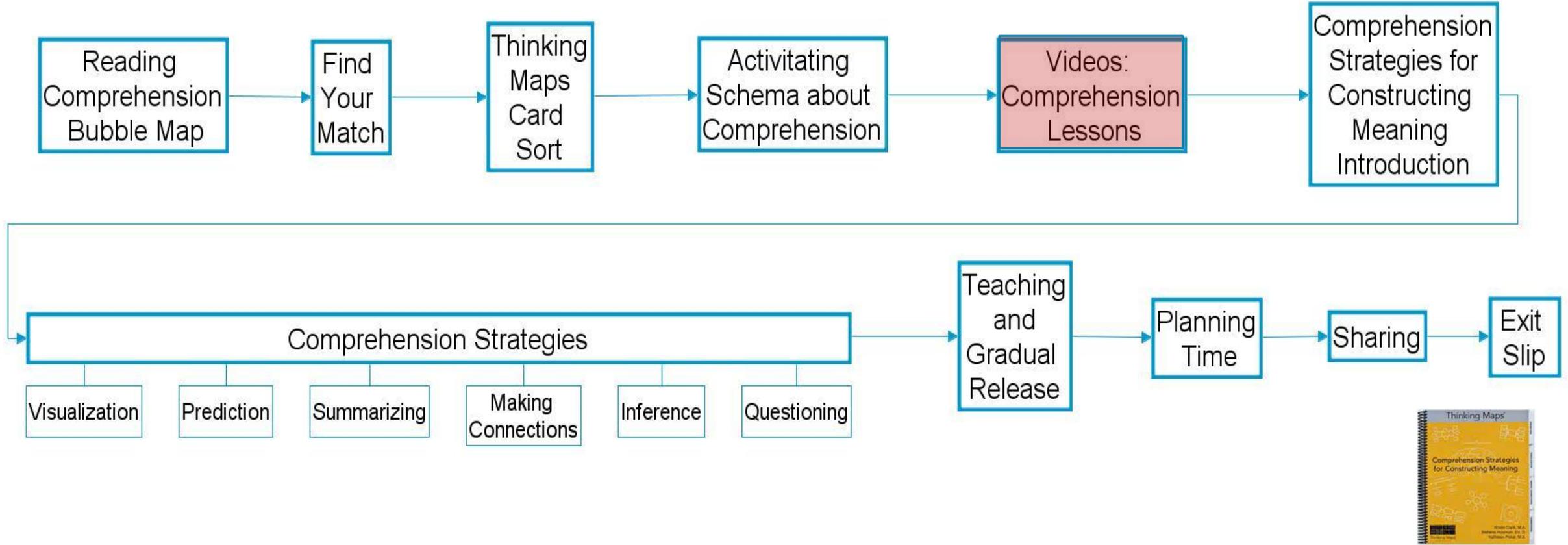
- We think aloud while reading to our students because _____.
- It is important to teach students how to use comprehension strategies because _____.
- I can tell my students really understand when they _____.
- One of my favorite questions to ask students during our read aloud is _____.

WHAT ARE THE EFFECTIVE CLASSROOM PRACTICES FOR DEVELOPING READING COMPREHENSION?

A review of the research conducted over 30 years established that the following three features of instruction consistently promote comprehension:

- reading
- explicit strategy instruction
- talk

Comprehension Strategies with Thinking Maps



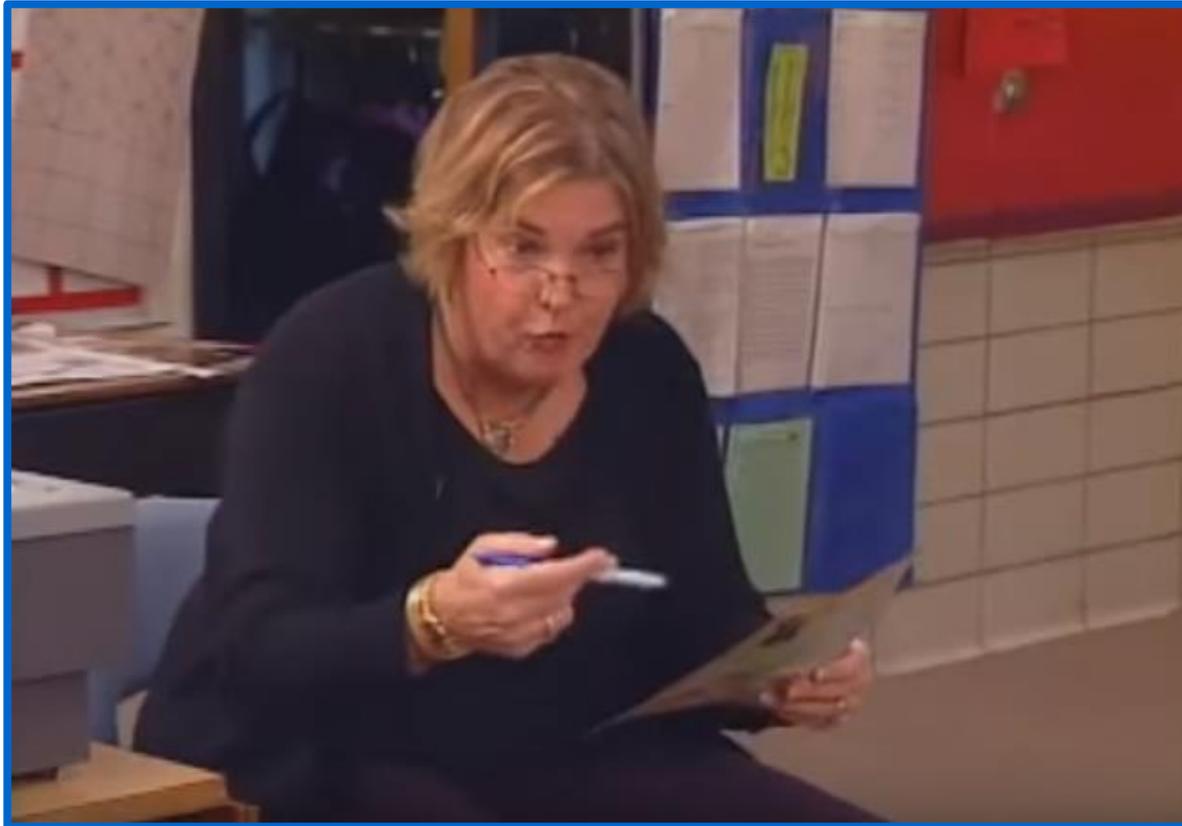
VIDEOS

Throughout the workshop we will watch a few videos focused on comprehension instruction.

Think about the following questions and your responses while we watch:

- How does each lesson support comprehension and response?
- What modifications would you make in your own classroom?

VIDEO #1: MODELING & DISCUSSION TO BUILD COMPREHENSION



CONCEPTS OF COMPREHENSION: AUTHOR'S PURPOSE 4th GRADE UNIT

Reading Passage

Turn It Off!

Can you imagine a week without *That's So Raven*, *SpongeBob SquarePants*, or the NBA playoffs? The TV-Turnoff Network wants you to do just that—and imagine what you can do instead of watching TV.

As a result, the theme of TV-Turnoff Week is "**Imagine**¹." The celebration takes place from April 24 to April 30. During the week-long event, TV-Turnoff officials hope to raise awareness about the harmful effects of too much television.

Each American watches, on average, more than four hours of television per day, according to RealVision and the TV-Turnoff Network. In fact, kids spend more time in front of the television (1,023 hours per year) than in school (900 hours per year)!

Experts say that too much time in front of the TV can have a **negative**² effect on children. Kids don't do as well in school and don't get enough exercise to stay in shape.

Robert Kesten, executive director of the TV-Turnoff Network, hopes that kids will turn off the television and get involved with other interests. "Turning off the television allows children to see the real world," Kesten told *Weekly Reader*. "We think kids will be surprised with the new discoveries they will make if they choose to shut off the TV for a week."

PROCESS



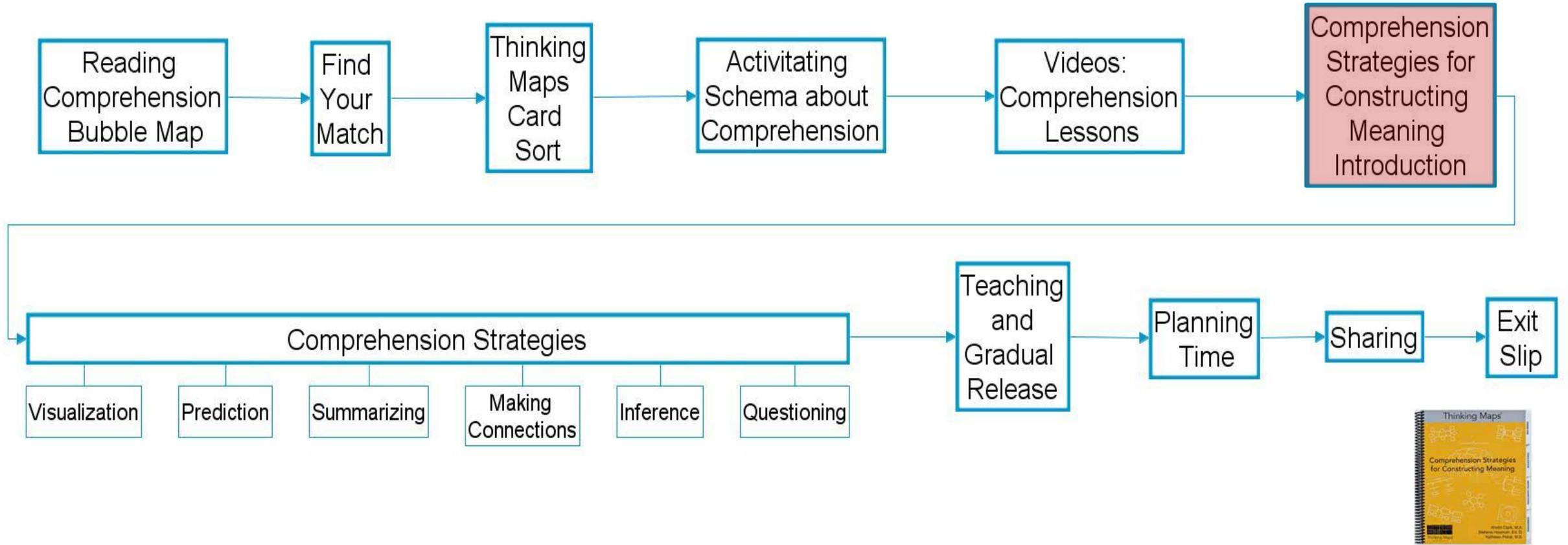
- How does the lesson support comprehension and response?
- What modifications would you make in your own classroom?



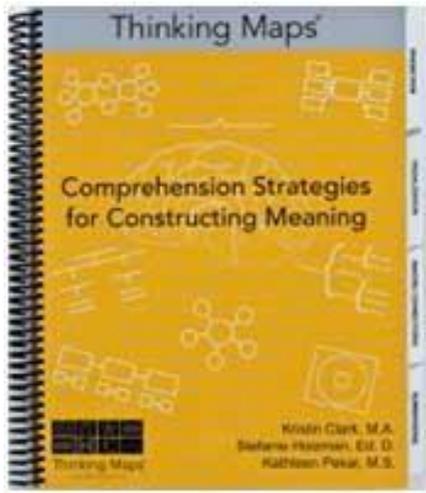
TIME TO

SHARE

Comprehension Strategies with Thinking Maps



Comprehension Strategies for Constructing Meaning



We are going to be learning more about six of the comprehension strategies.

Discuss comprehension strategies with your table partners and how you have used them in your classroom.

Look over the Table of Contents on page 3 of your manual.

Turn to page 7. Have a volunteer at your table read the entire page.

At your table groups, scan through pages 8-10 in your manual and discuss.

PROCESS

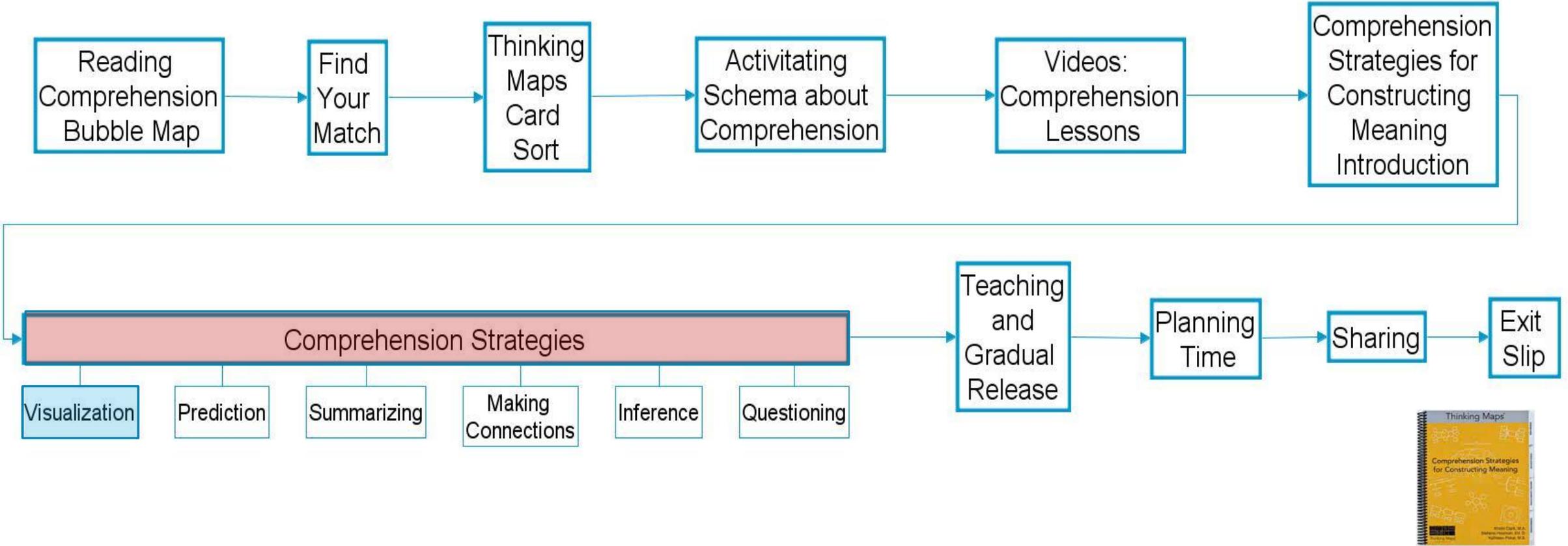




TIME TO

SHARE

Comprehension Strategies with Thinking Maps



Comprehension Strategies

Visualization

What is visualization?

Visualization is a strategy good readers use to make mental pictures in their minds about what is happening in the text. In fiction, readers may visualize many different literary elements such as characters, setting, and a sequence of actions/events. In non-fiction, readers may visualize events or complex processes.



Comprehension Strategies

Visualization

What to Visualize

In Fiction:

- Characters
- Setting
- Actions/Events

In Non-Fiction:

- Processes
- Action/Events

Comprehension Strategies

Visualization

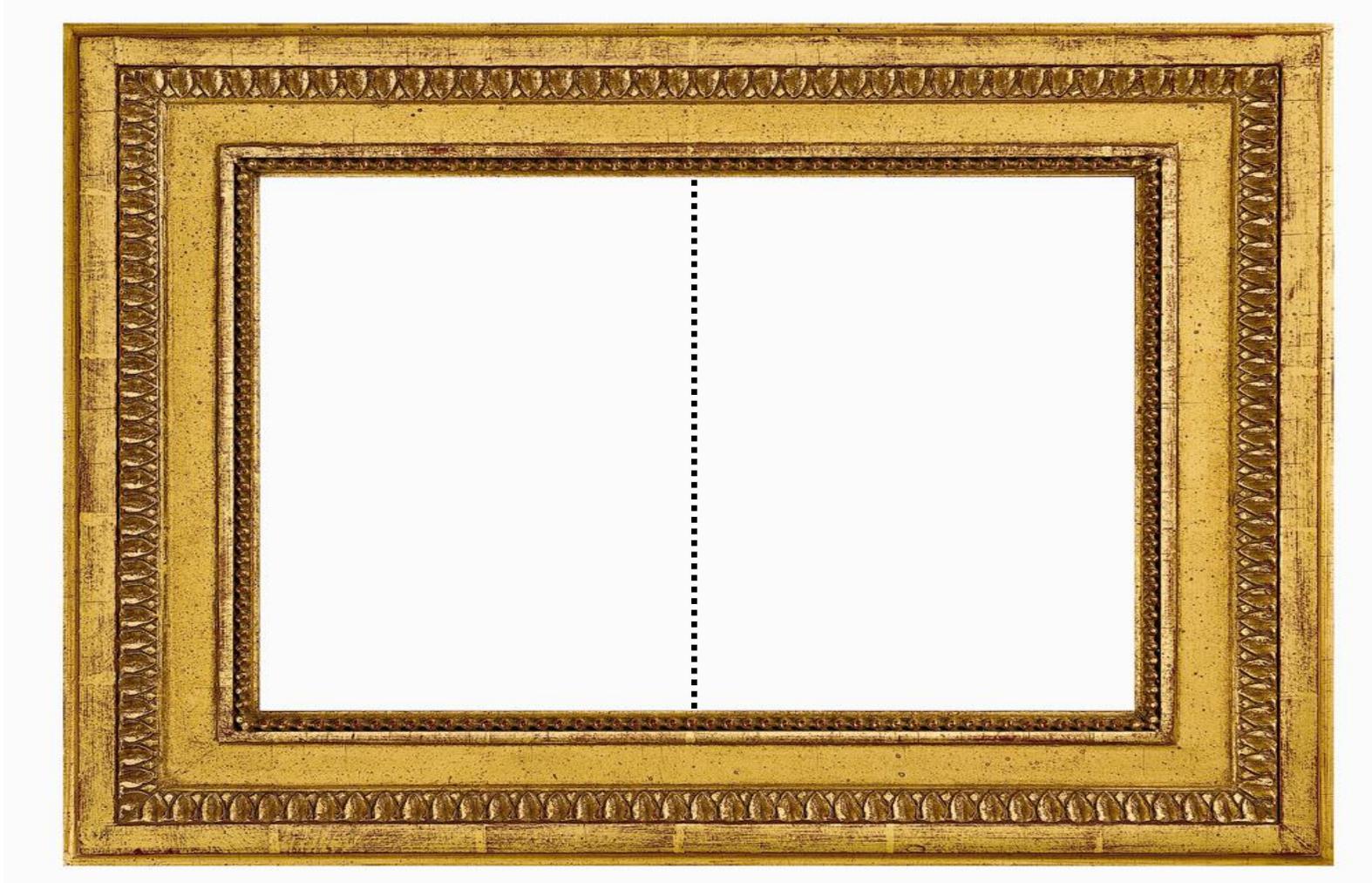
How To Visualize

Readers visualize by:

- Creating a mental picture in their minds from key words or passages in the text
- Drawing a picture of their visualization
- Creating a series of visualizations as an on-going mental “movie”

Fold a piece of paper in half.

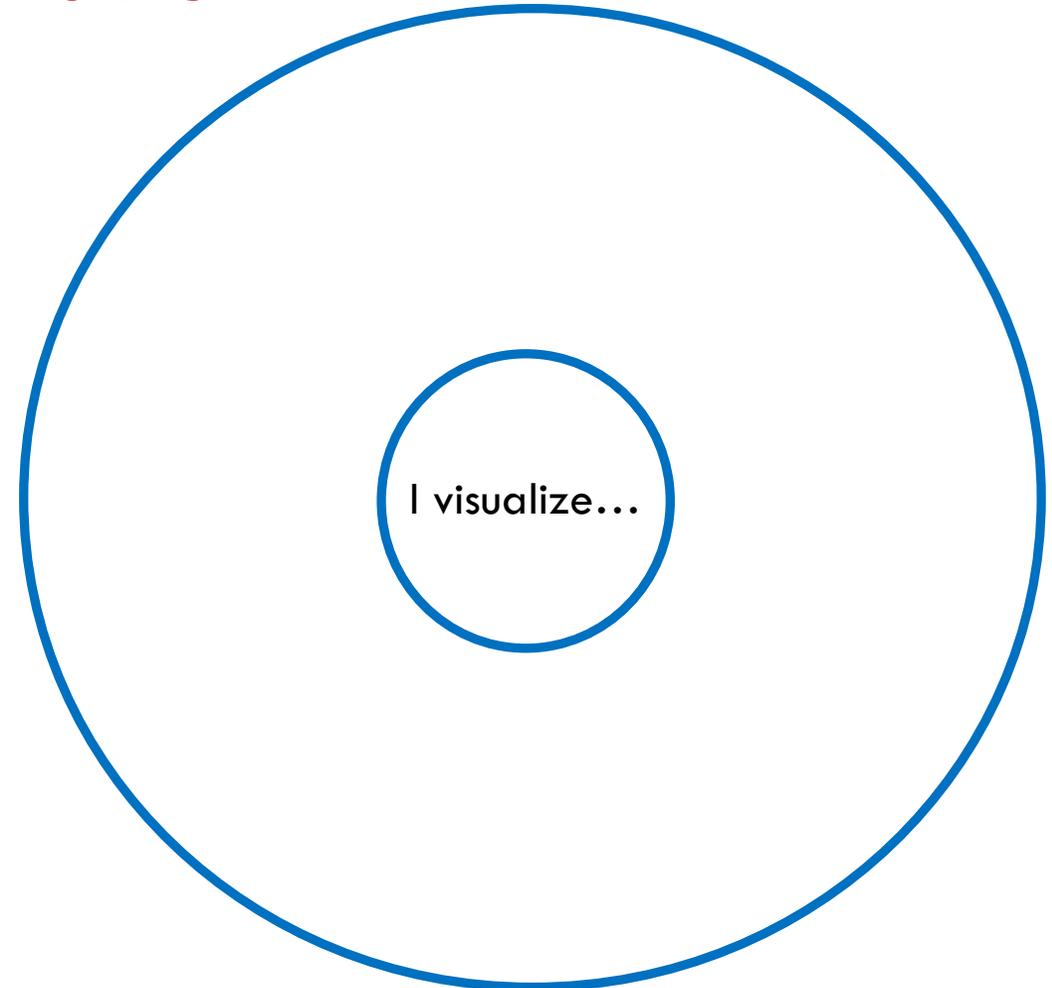
Visualization



Comprehension Strategies

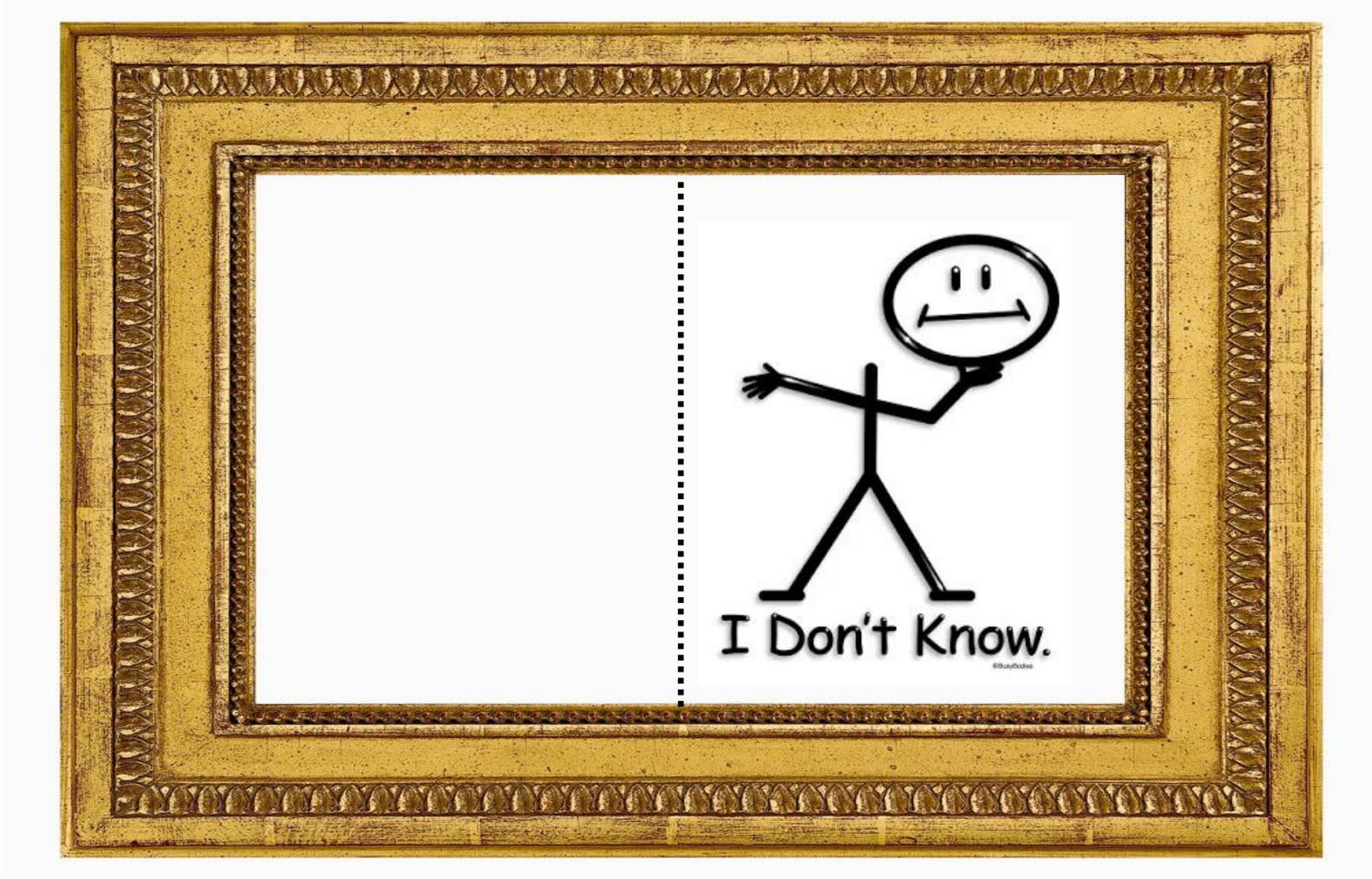
Visualization

On the left side of your paper, create a Circle Map to describe the images in your head when you visualize while listening to the song played. Include as many ideas as you can in the time provided.



Draw a picture on the right side of your paper of what you visualized as the music played using your Circle Map to guide you.

Visualization





Sample Visualization Lesson

Listen to informational text about Wrigley Field.



Use a Circle Map to take notes using words and/or pictures.

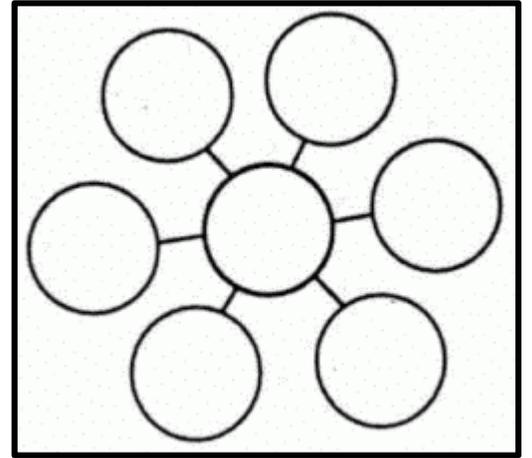
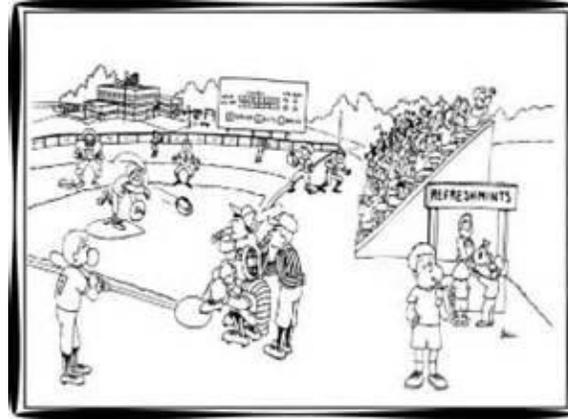
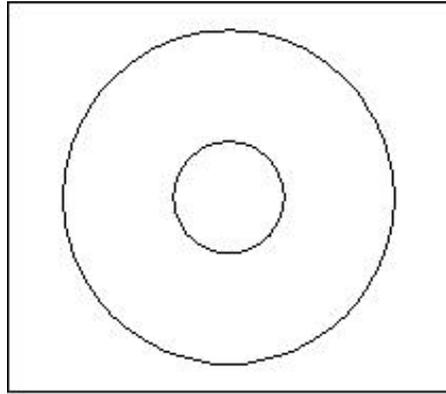


Work with your table group to create a sketch of Wrigley Field.

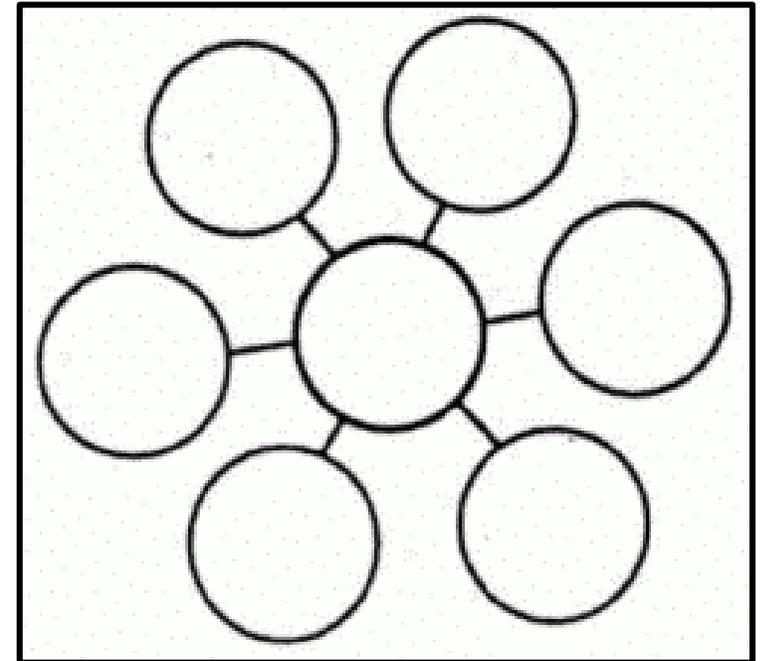


As a group, create a Bubble Map to describe what you might see, smell, taste and hear at the ballpark.

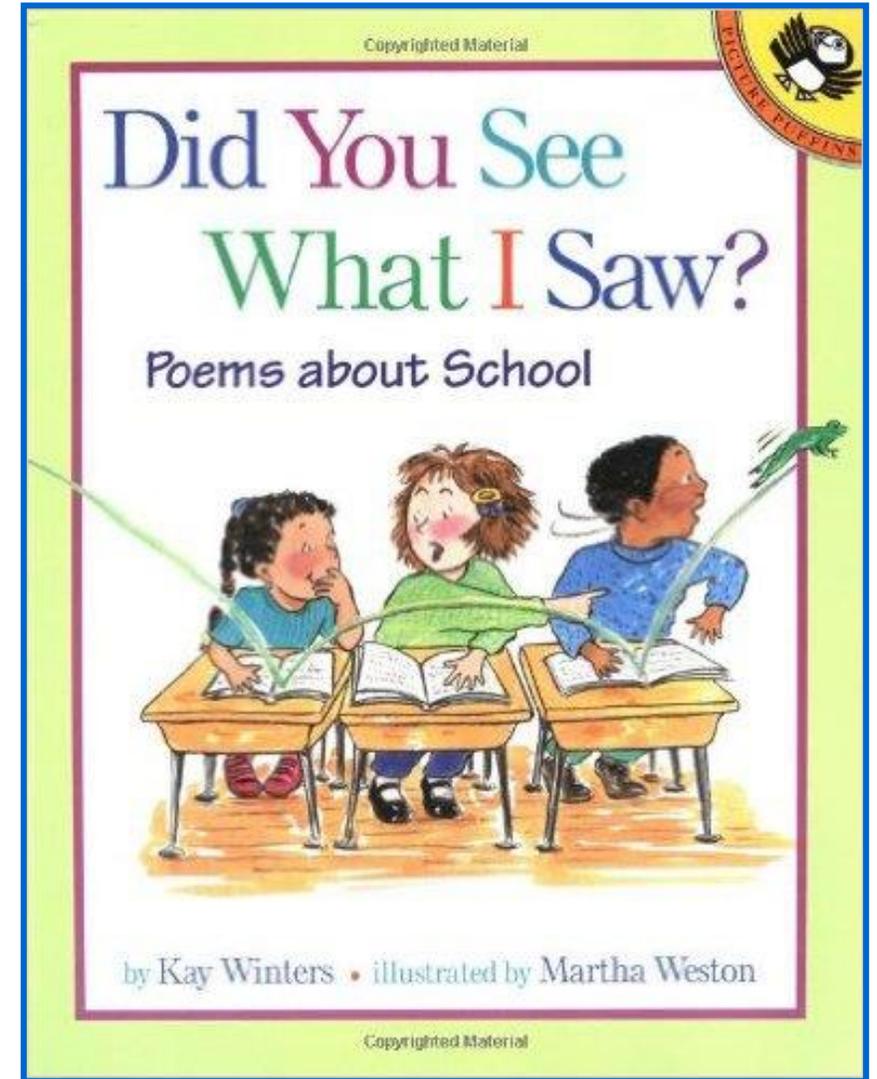
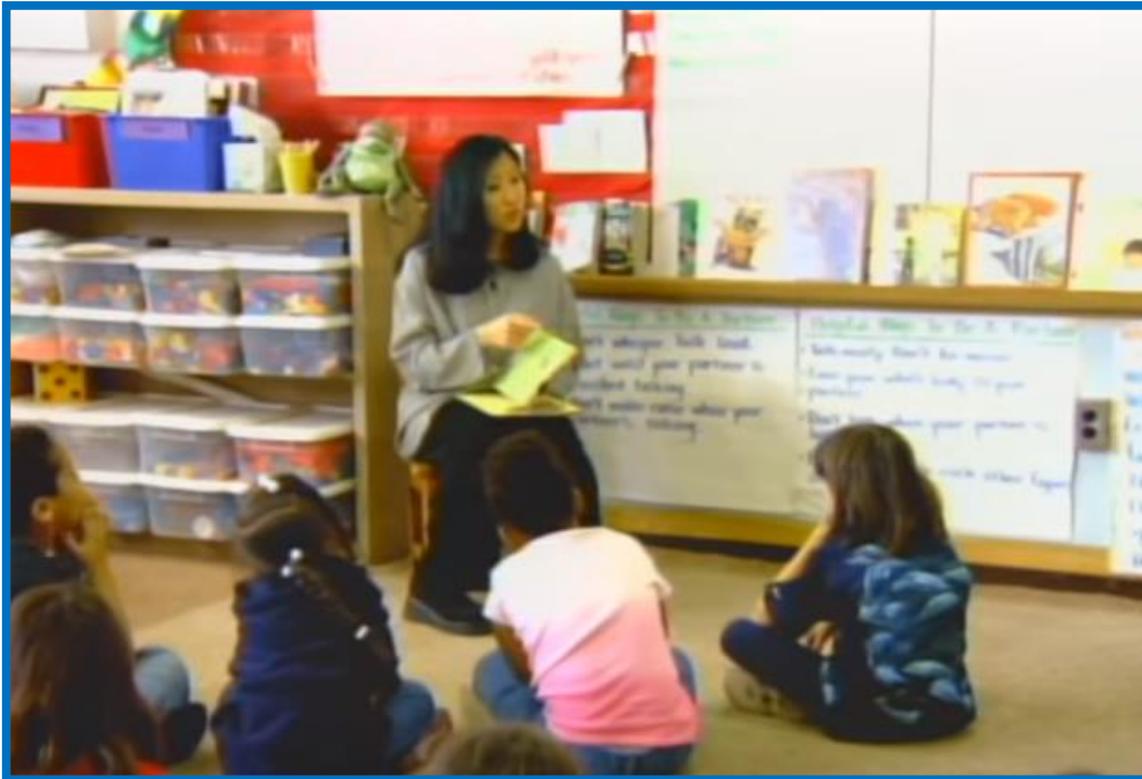
Visualization



Visualization



VIDEO #1: VISUALIZATION



PROCESS

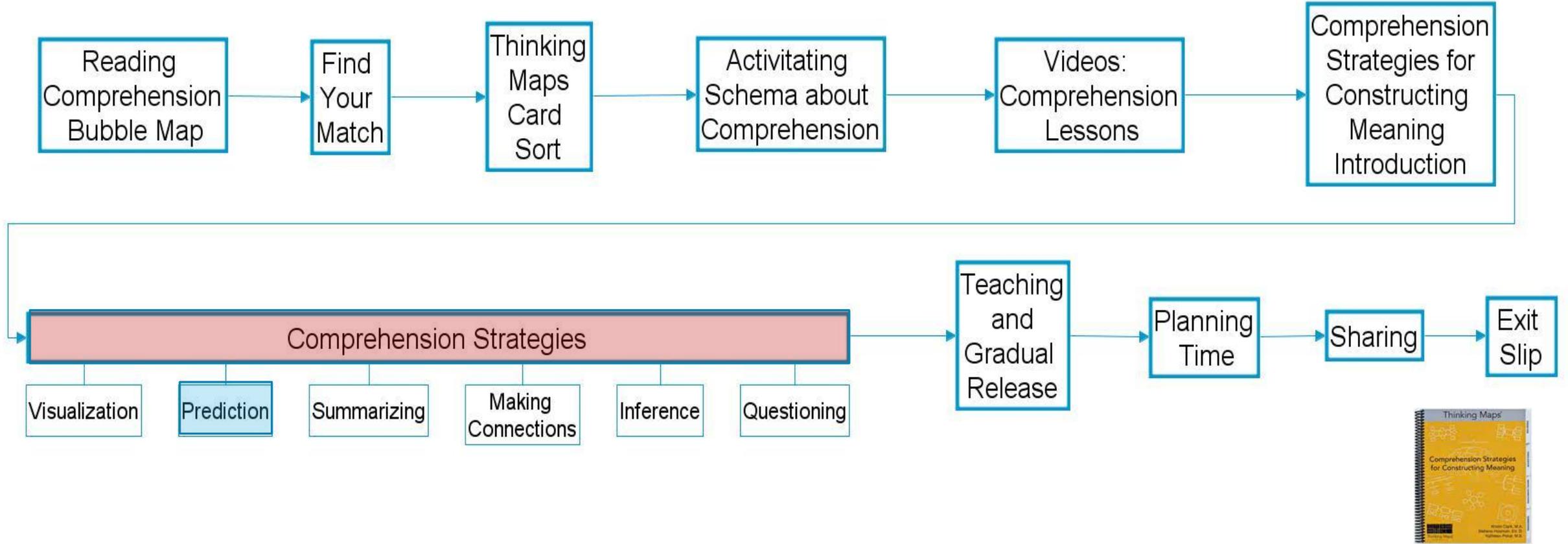


- How does the lesson support comprehension and response?
- What modifications would you make in your own classroom?



pages 43-58

Comprehension Strategies with Thinking Maps



Comprehension Strategies



Prediction

What is prediction?

Prediction is a comprehension strategy good readers use to actively engage with a text. As defined by Keene & Zimmerman (1997), “Prediction is inference. It is the play of imagination as we mentally expand the text.” Readers make informed guesses about what they think will happen next. In nonfiction text, readers make predictions not about the kinds of things they think will happen but the kinds of things they think they will learn (Miller, 2002).

Prediction is one of the most involved comprehension strategies because further reading requires the readers to confirm or deny their predictions, making their initial understanding more concrete.

Comprehension Strategies

Prediction

What to Predict

In Fiction:

- Events in a story
- The causes of a story
- The effects of a story
- A character's actions/behavior
- A character's feelings
- A character's decision/choice
- Story elements
- What the story will be about

In Non-Fiction:

- What a reader expects to learn
- Events
- Feelings
- Actions/Behavior
- The causes of an event
- The effects of an event

Comprehension Strategies

Prediction

How To Predict

Readers predict by:

- Activating schema about a topic/story
- Activating schema about the type of text to be read
- Using evidence stated in the text
- Looking at the title of the book, cover picture, summary on the back, schema about the author, table of contents during reading
- Using key events that happen in the book

VIDEO #2: MAKING PREDICTIONS



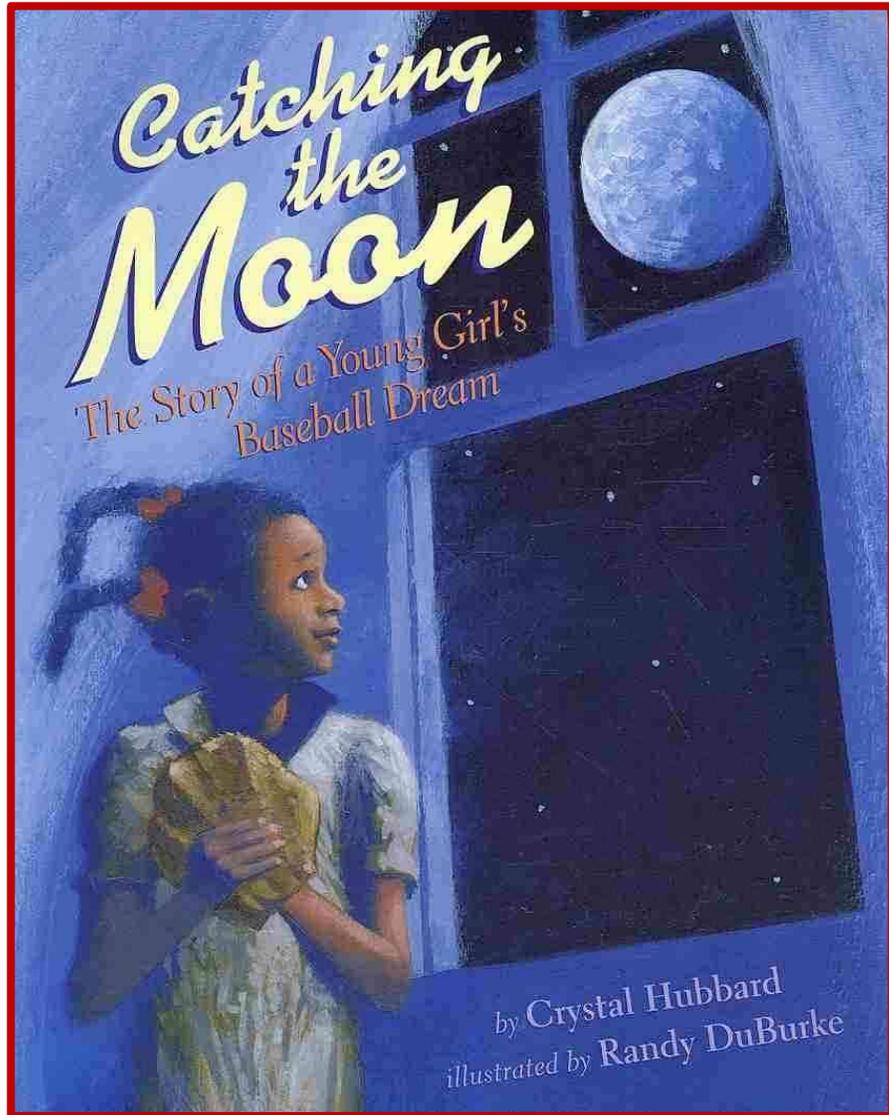
- A better prediction is more specific!
- Predict based on character's action.
- What will the character do?

PROCESS

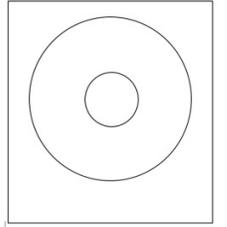


- How does the lesson support comprehension and response?
- What modifications would you make in your own classroom?

Comprehension Strategies



Prediction



Turn and talk with a partner:

What do you predict *Catching the Moon* will be about?

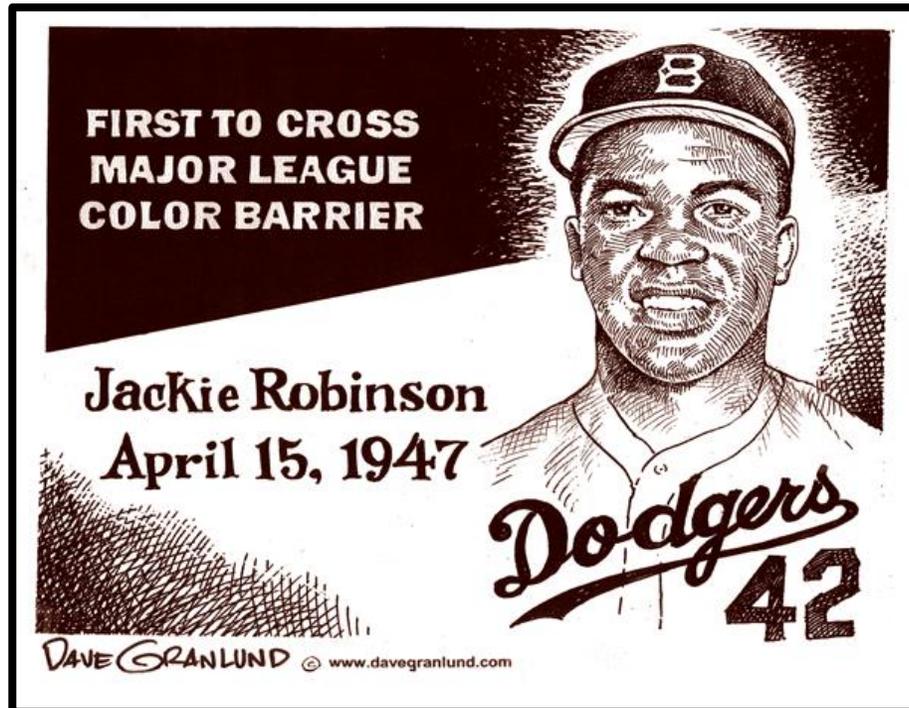
What do you predict might happen next in *Catching the Moon*? Write your prediction on a post-it note.



Comprehension Strategies

Prediction

How might you model the prediction strategy with students using a non-fiction example such as the article about Jackie Robinson?



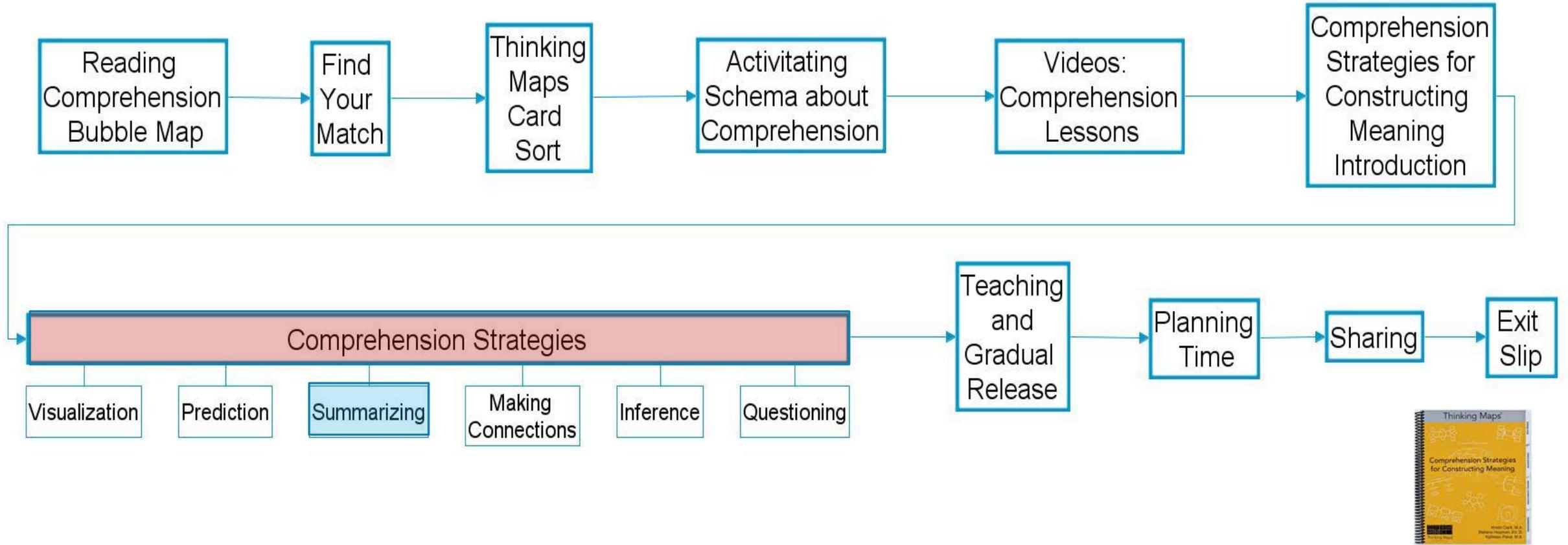
Processing Time





pages 11-42

Comprehension Strategies with Thinking Maps



Comprehension Strategies

Summarizing



What is summarizing?

Summarizing is a comprehension strategy good readers use to better understand a text by retelling in their own words or using inner dialogue. When summarizing, it is important for readers to tell only what is important to make sense, and not include too much information (Harvey & Goudvis, 2007).

There are different approaches to summarizing depending on text structure. When summarizing a fiction text, a sequence of key events seems most appropriate. For non-fiction, summarizing by text structure seems most direct. These might include cause and effect, categorizing, compare and contrast, and process sequencing.

Comprehension Strategies

Summarization

How To 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

Comprehension Strategies

Summarizing

When to Summarize

Readers summarize at different points depending on text type.

- At the end of a paragraph
- At the end of a chapter
- At the end of a book
- By the following story elements: characters, setting, problem, attempts to solve problem, and solution
- When significant to the plot
- When a process has occurred
- When a theme or main idea is presented
- Based on a text structure
- A timeline of events
- Based on text features

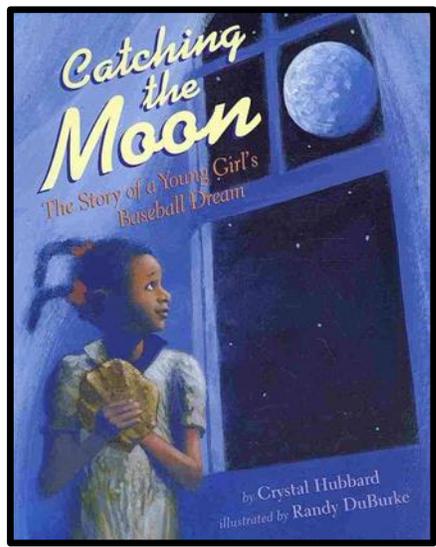
RETELLING VS. SUMMARIZING

Turn & Talk: What is the relationship between retelling and summarizing?

Summary Writing is like ESPN Sports Center Video

The logo for ESPN SportsCenter, featuring the word "SPORTS" in white, a red circle with a white "S" inside, and the word "CENTER" in white, all on a black background.





Comprehension Strategies

Summarizing Fiction



SWBST

Somebody...

Wanted...

But...

So...

Then...

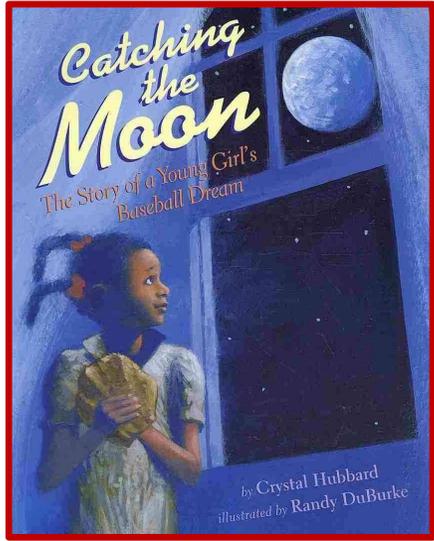
Using the SWBST
format, develop an
oral summary of
Catching the Moon.

_____ wanted _____ but _____.

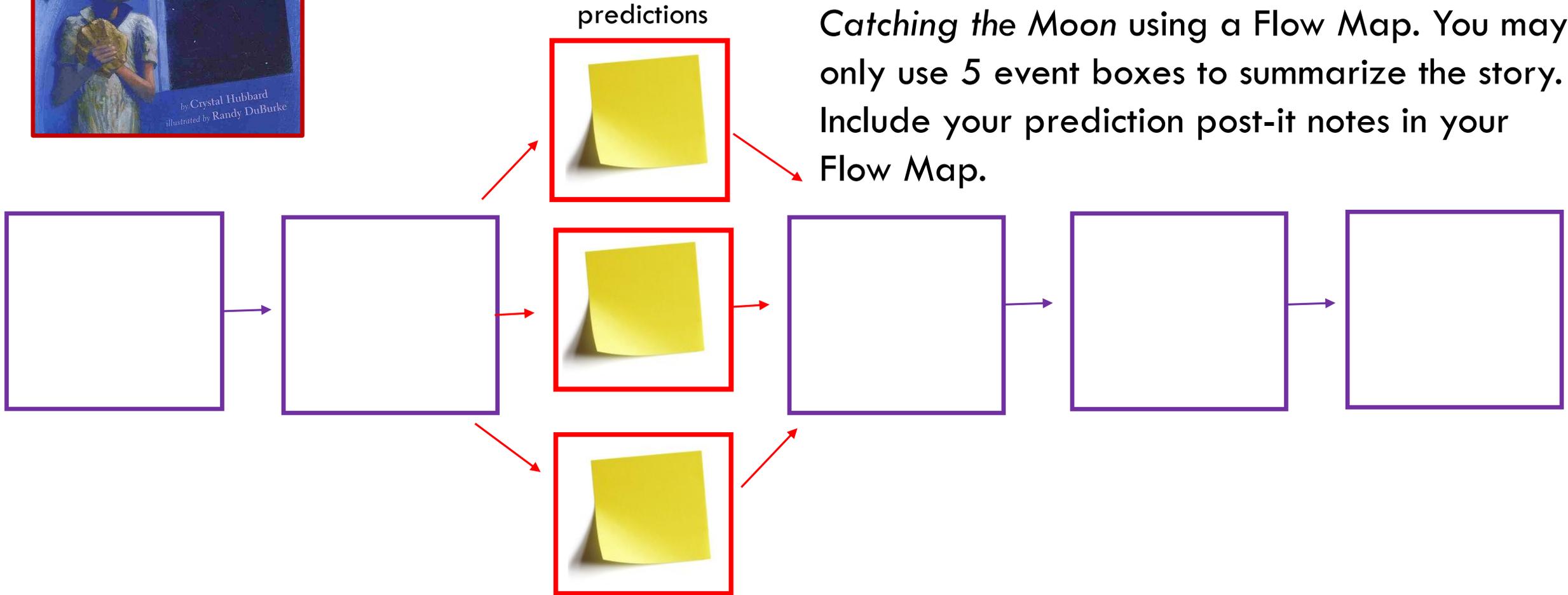
So, _____. Then, _____.

Comprehension Strategies

Summarizing



With your small group, summarize the events in *Catching the Moon* using a Flow Map. You may only use 5 event boxes to summarize the story. Include your prediction post-it notes in your Flow Map.



WHAT IS SUMMARIZATION?

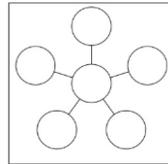
There are different approaches to summarizing depending on text structure. When summarizing a fiction text, a sequence of key events seems most appropriate. **For non-fiction, summarizing by text structure seems most direct.** These might include cause and effect, categorizing, compare and contrast, and process sequencing.

(Harvey & Goudvis, 2007)

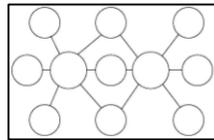
SUMMARIZING- NONFICTION

TEXT STRUCTURES

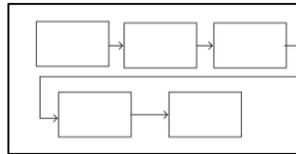
■ **Description**



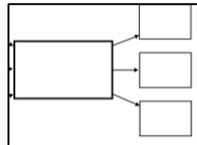
■ **Compare/Contrast**



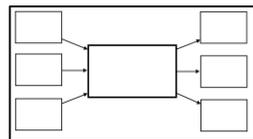
■ **Sequence**



■ **Problem/Solution**



■ **Cause/Effect**



TEXT STRUCTURES- SUMMARY SENTENCE FRAMES

DESCRIPTION:

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

_____.

TEXT STRUCTURES- SUMMARY SENTENCE FRAMES

COMPARE/CONTRAST:

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

TEXT STRUCTURES- SUMMARY SENTENCE FRAMES

SEQUENCE:

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

TEXT STRUCTURES- SUMMARY SENTENCE FRAMES

PROBLEM/SOLUTION:

_____ wanted

_____, but

_____. So, _____.

Then, _____.

TEXT STRUCTURES- SUMMARY SENTENCE FRAMES

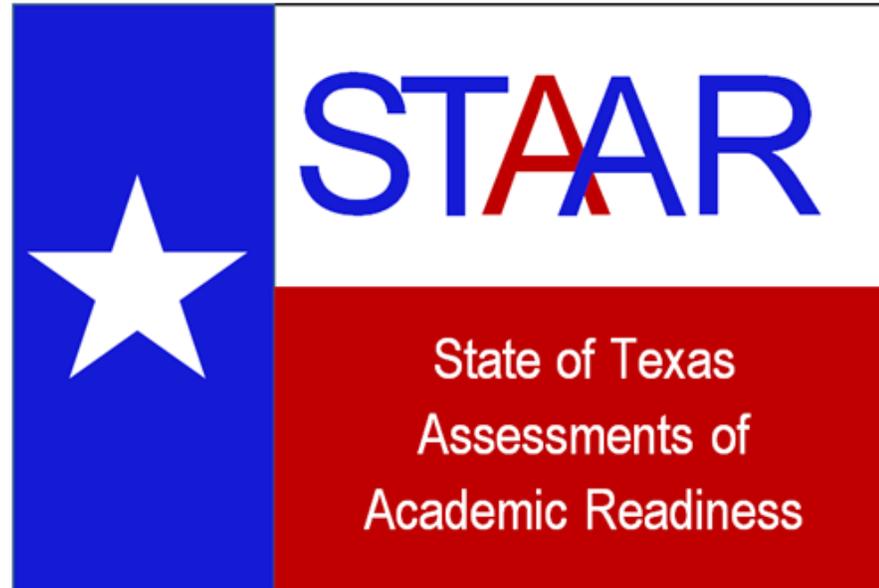
CAUSE/EFFECT:

The effects of _____
are significant because _____.

One result of _____ is
_____. Another result is
_____.

Because of these outcomes, it is important that
_____.

STAAR: SUMMARY EXAMPLES



STAAR EXAMPLES- 3RD 2015

28 What is the best summary of this story?

- F** Chelsea talks to her father about how she feels about their last name. Chelsea's father tells her about the long history of their family name and gives her some advice.
- G** Chelsea is interested in changing her last name, but her father helps her understand why that is not a good idea. Chelsea goes to school and sits with twin brothers at lunch.
- H** Chelsea wants to change her last name before going to a new school. After talking to her father, she follows his advice and is able to make friends at her new school.
- J** Chelsea is nervous about going to a new school because she thinks it will be difficult to make new friends. When she goes to her new school, she meets a nice girl and feels much better.

STAAR EXAMPLES- 3RD 2015

- 34** What is the best summary of the section titled “*Arturo’s Desert Eagle*”?
- F** A team built a giant paper airplane. It could fly higher and farther than a small paper airplane. A helicopter was used to release the giant paper airplane into the air.
 - G** Arturo Valdenegro won the paper airplane contest after several rounds of competition. He worked with experts at the museum to build a giant paper airplane. It was called *Arturo’s Desert Eagle*.
 - H** After the contest a team built a giant paper airplane. It was based on the design of the winning paper airplane. A helicopter released the paper airplane into the air. After a short flight the paper airplane crashed into the desert.
 - J** A boy named Arturo Valdenegro won a paper airplane contest. Winning the contest meant that his airplane design would be used to build a giant paper airplane. The giant paper airplane was called *Arturo’s Desert Eagle*.

STAAR EXAMPLES- 4TH 2015

- 8** Which of these is the best summary of the story?
- F** Jen thinks her epidermis is exposed while she is at school, but she laughs when she finds out that the word just means “skin.” Then she waits until dinnertime to share a difficult word that she learned with Joey.
 - G** Joey tells Jen her epidermis is showing, which worries her because she does not know what the word means. After learning that it means “skin,” she surprises Joey by telling him that his proboscis is showing.
 - H** Jen feels like people are laughing at her because her epidermis is showing. When she looks up the word in the dictionary, she laughs. Then she tells Megan about a plan she has made.
 - J** After Joey scares Jen by saying her epidermis is showing, Jen asks her teacher Mrs. Warden about it. Then Jen and Megan spend all morning trying to learn what an epidermis is.

STAAR EXAMPLES- 4TH 2015

24 What is the best summary of the selection?

- F** A hawk named Pale Male and his mate built a nest near Central Park. Before long, they were raising baby hawks in their nest. Some people had a problem with the hawks and wanted the family of birds to find a new home.
- G** People were happy when a hawk chose to make his home in a city where hawks are not commonly seen. Some residents living near Central Park were upset when the hawk and his mate built a nest on their building. Finally New Yorkers found a solution that worked for humans and hawks.
- H** Some people in New York City were upset about a hawk family that lived near them. After they complained, building owners tried to make the hawks move away from Central Park. But the hawks rebuilt a nest in the same place.
- J** A hawk named Pale Male found a mate and built a nest near Central Park. Soon the hawks had a family. The bird-watchers in the area were thrilled to have a hawk family to observe. They cheered while viewing the hawks and wanted to help them stay.

STAAR EXAMPLES- 5TH 2015

21 What is the best summary of the story?

- A** A peasant finds a bag of money behind a fish market and returns it to a merchant for a reward. The merchant refuses to pay the reward. The peasant goes to the prince and tells his story. The merchant also tells his story. The bag is supposed to have 1,000 coins but has only 900. The prince listens to both the peasant and the merchant.
- B** After losing a bag of money, a merchant promises a reward of 100 coins for its return. When the bag is returned by a peasant, the merchant tries to avoid paying the reward by saying the peasant took some of the money. They both go before a Romanian prince. The prince uses the merchant's statements against him to reward the peasant.
- C** One day a Romanian prince asks a peasant and a merchant to appear in his chambers to talk about a bag of money. The merchant says the peasant took some money out of the bag. The prince can tell that the merchant is greedy. He holds up the money bag. It is made of leather just like other money bags. The prince says the bag does not belong to the merchant.
- D** A merchant travels to Romania, where he loses a bag of money. He says that he will give 100 coins to the person who finds it. A peasant finds the bag and returns it to the merchant. The merchant tells the peasant that the bag is missing the reward money. The peasant says that he did not take any money out of the bag. The prince gives the bag of money to the peasant.

STAAR EXAMPLES- 5TH 2015

- 37** What is the best summary of the section titled "A Difficult Journey"?
- A** Jackson and Crocker left San Francisco and after only 15 miles of driving, their rear tire went flat. They were able to use a spare tire for the rest of that day. They had trouble getting accurate directions at times, and bad weather was also an obstacle to completing their journey.
 - B** Jackson and Crocker encountered many difficulties on their trip. Sometimes they got lost, their car frequently needed repairs, and they encountered harsh weather. They planned well, though, and received help when they needed it.
 - C** When Jackson and Crocker left San Francisco, they could not predict what would happen to them in the next three months. During their journey they drove on many dirt paths. People helped the two men repair their car when it broke down from the rough travel.
 - D** When Jackson and Crocker drove across the country, the land was difficult to cross. The roads were bumpy, and fields were often muddy. Bad weather made travel even more difficult and caused the car to break down at times.

STAAR EXAMPLES- 5TH 2015

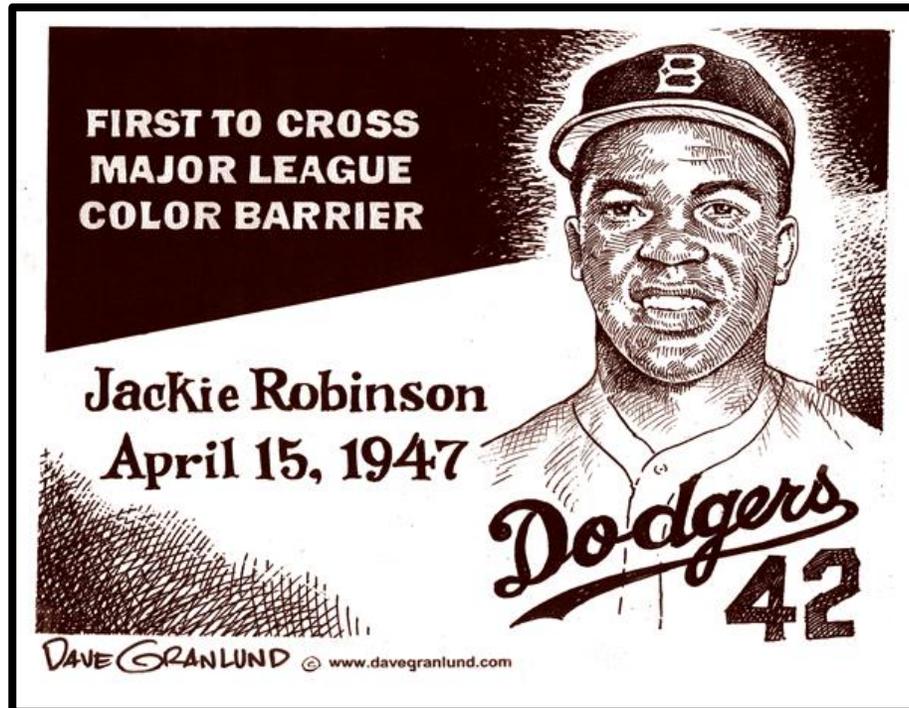
45 Which of these is the best summary of the play?

- A** Leo is trying to sleep, but his younger brother Dexter keeps talking to him about a bus trip the boys will be taking the next day. Leo finally reads Dexter his favorite book, and Dexter falls asleep.
- B** Leo and Dexter are about to go on a bus trip without their mom or dad, and Dexter keeps talking about it. Dexter asks Leo whether he is going to miss a girl who came over to work with him on a science project for school.
- C** Dexter and Leo have a conversation about missing their mom and about how they will take a bus trip to Dallas the next day. Leo says Dexter is too old for bedtime stories but admits that he used to like the same story.
- D** Dexter, Leo's younger brother, wakes Leo up to ask whether they've packed everything and whether they might get lost when they go on a bus trip the next day. Leo tells Dexter that nothing will go wrong.

Comprehension Strategies

Summarization

How might you model summarization with students using a non-fiction example such as the article about Jackie Robinson?



Processing Time



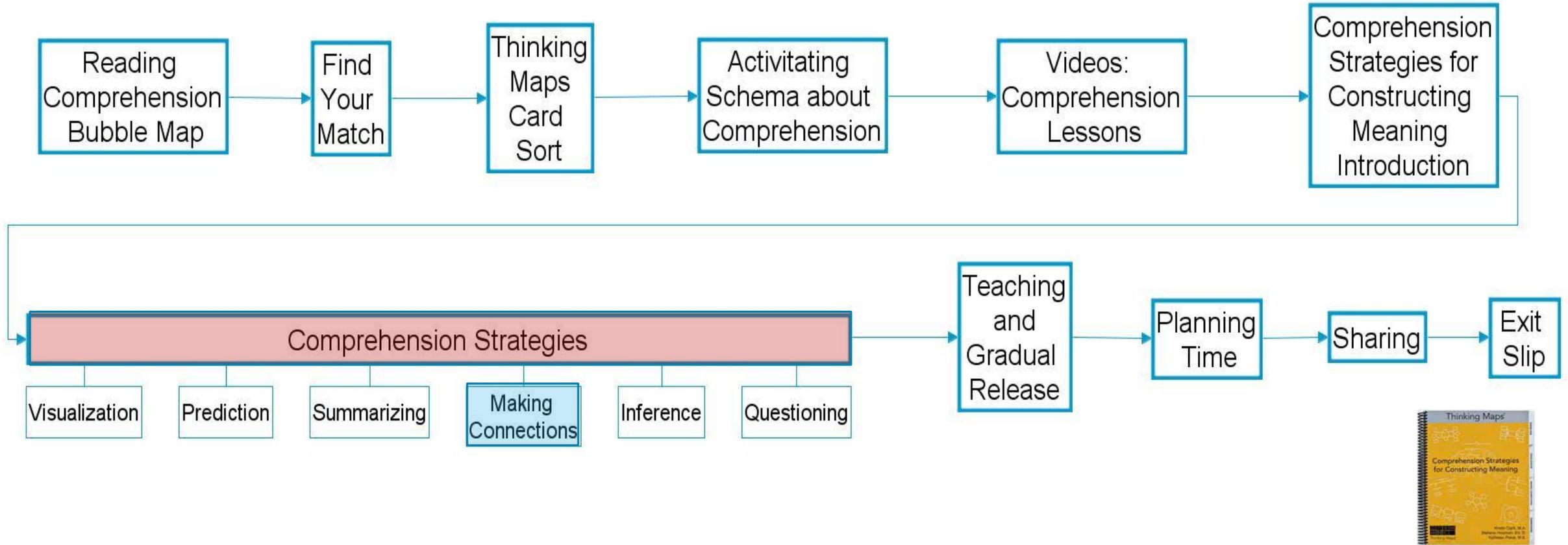


pages 77-104



TIME FOR A BREAK

Comprehension Strategies with Thinking Maps



Comprehension Strategies

Making Connections

What is making connections?

Making connections is a strategy used by good readers to interact with a text. The best way to get readers to interact with a text is to show them that they have something in common with it. There are three specific types of text-to-readers connections: text-to-self, text-to-text and text-to-world.

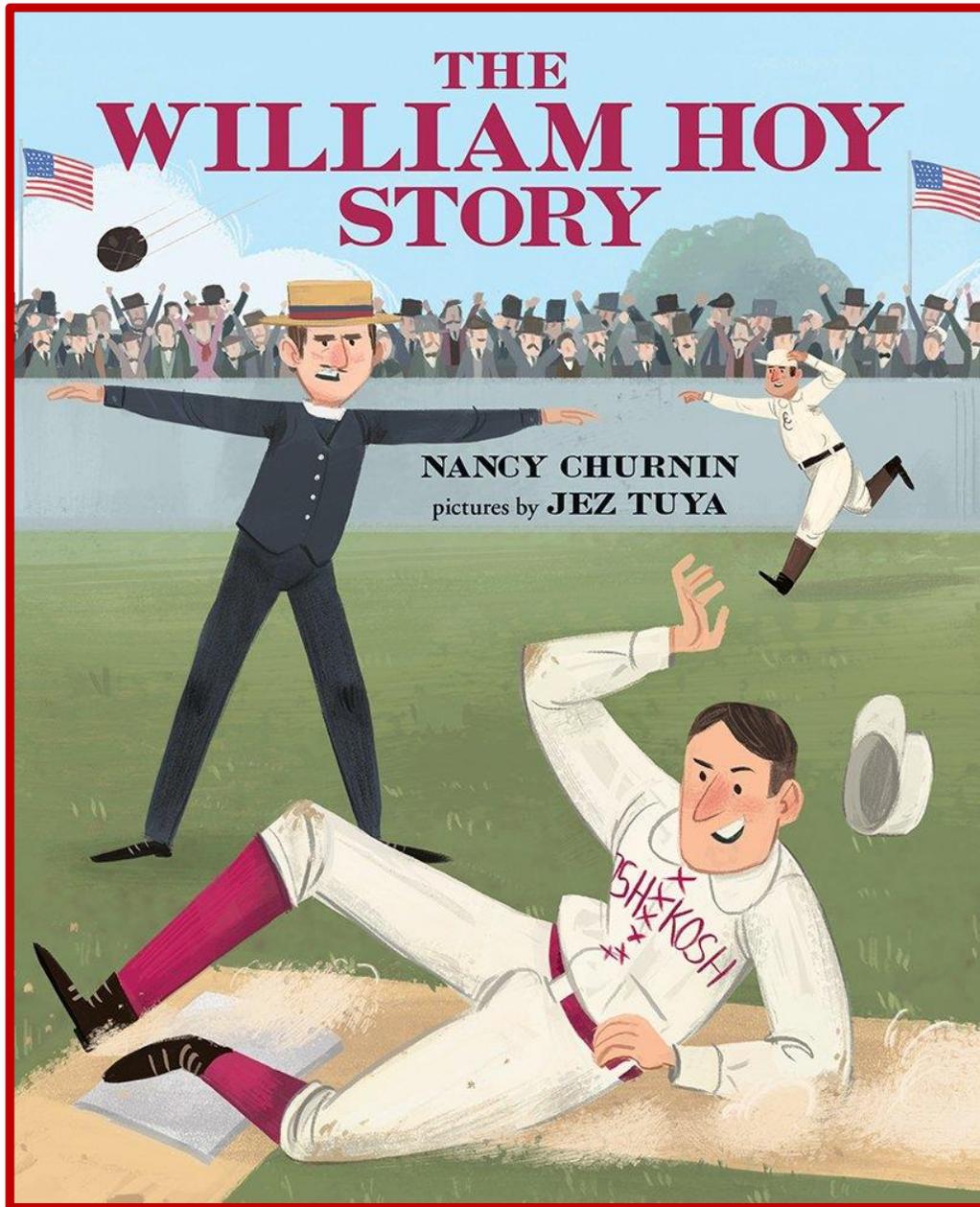
Teaching reader's to actively make connections can be facilitated by modeling a teacher's inner dialogue by a think-out-loud process. Later, after teaching the three types of connections, teacher modeling should be done to show readers the difference between making connections and making meaningful connections.

Comprehension Strategies

Making Connections

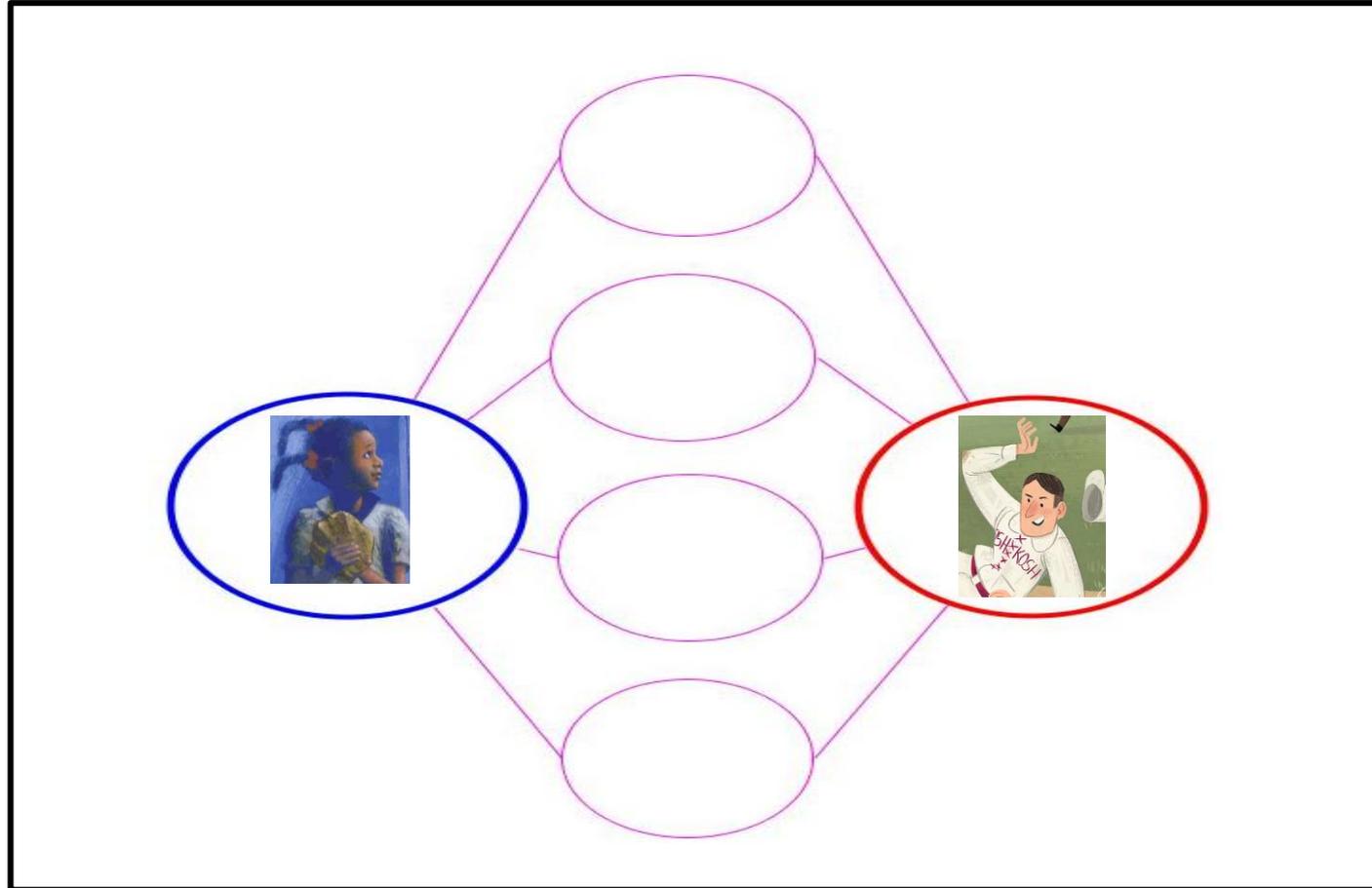
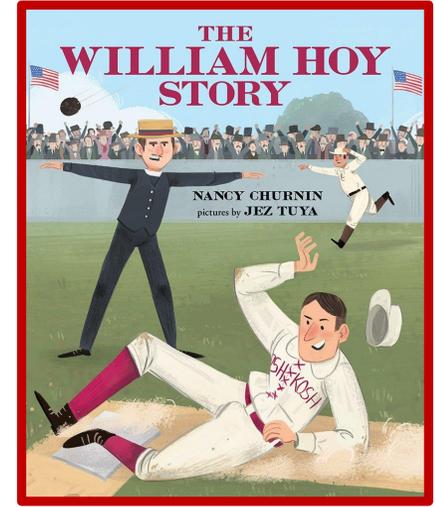
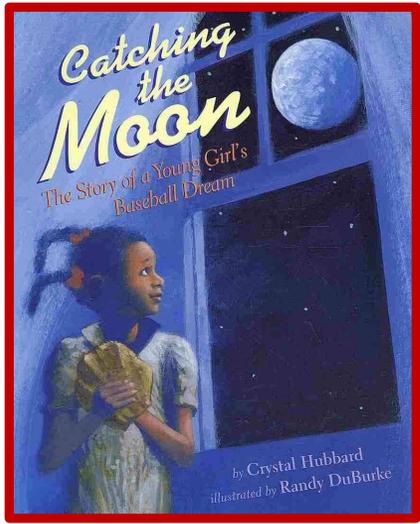
Readers make connections:

- Between prior knowledge and experiences to text passages (text-to-self connections)
- Between one specific text passage and another text passage or audiovisual clip (text-to-text connections)
- Between world facts or information and a text passage (text-to-world connections)
- Using specificity for **meaningful** connections



Comprehension Strategies

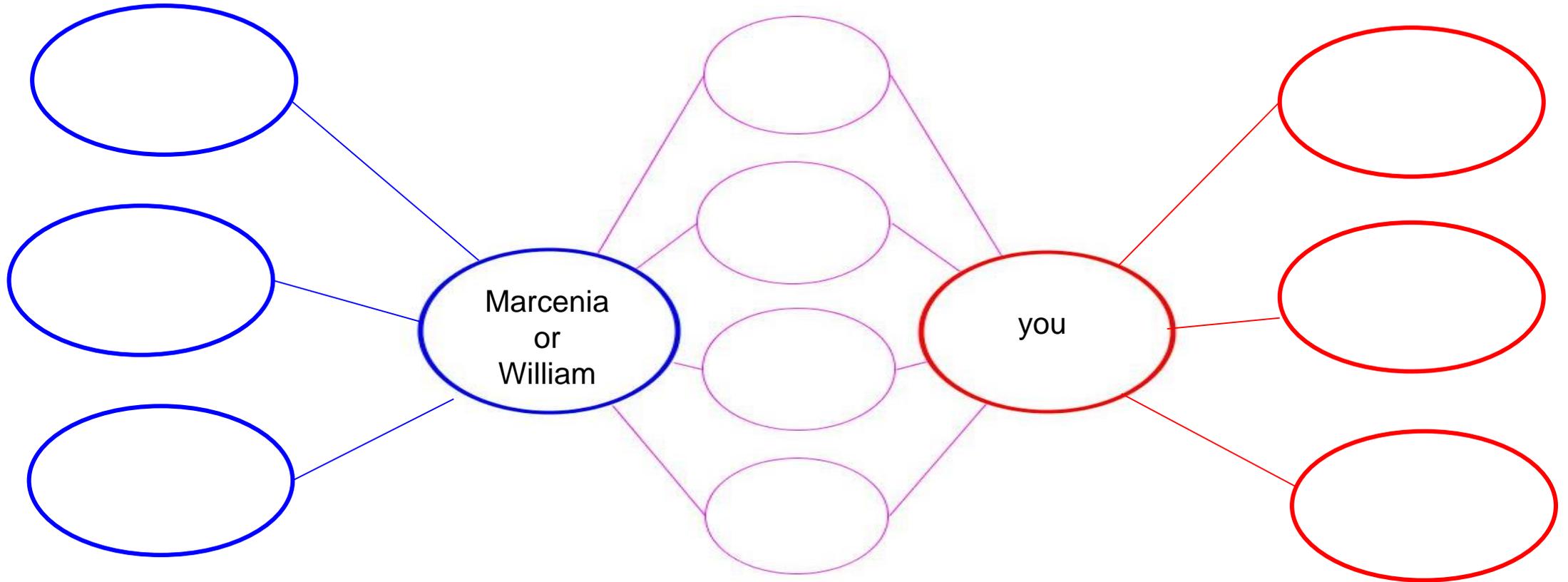
Making Connections



Text-to-Text

Comprehension Strategies

Making Connections



Text-to-Self

Comprehension Strategies

Making Connections

reminds me
of
Relating Factor



text
evidence

text
evidence

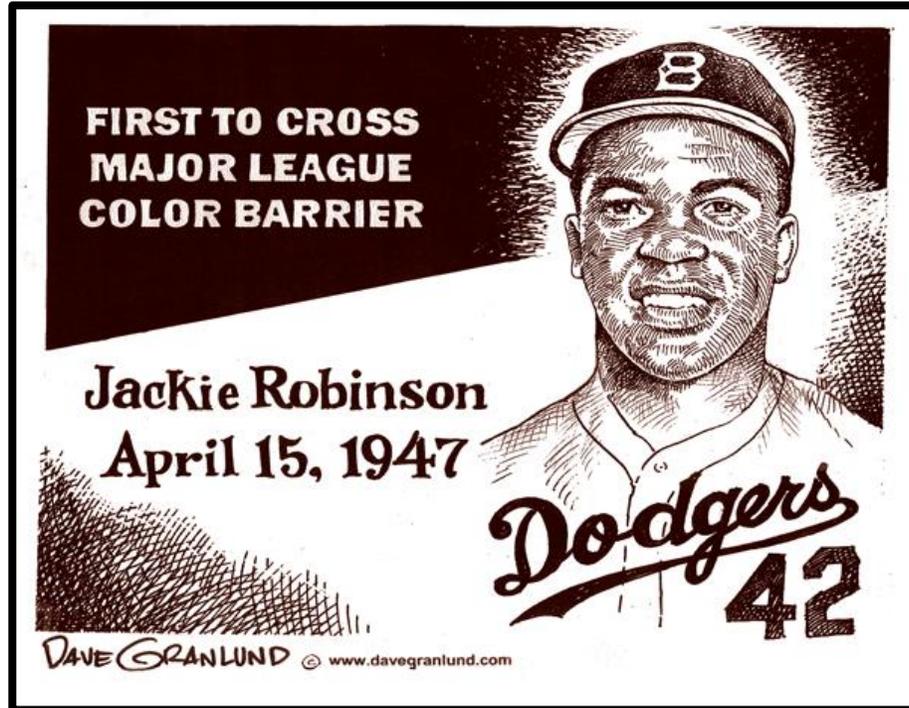
text
evidence

_____ reminds me of _____ because _____.

Comprehension Strategies

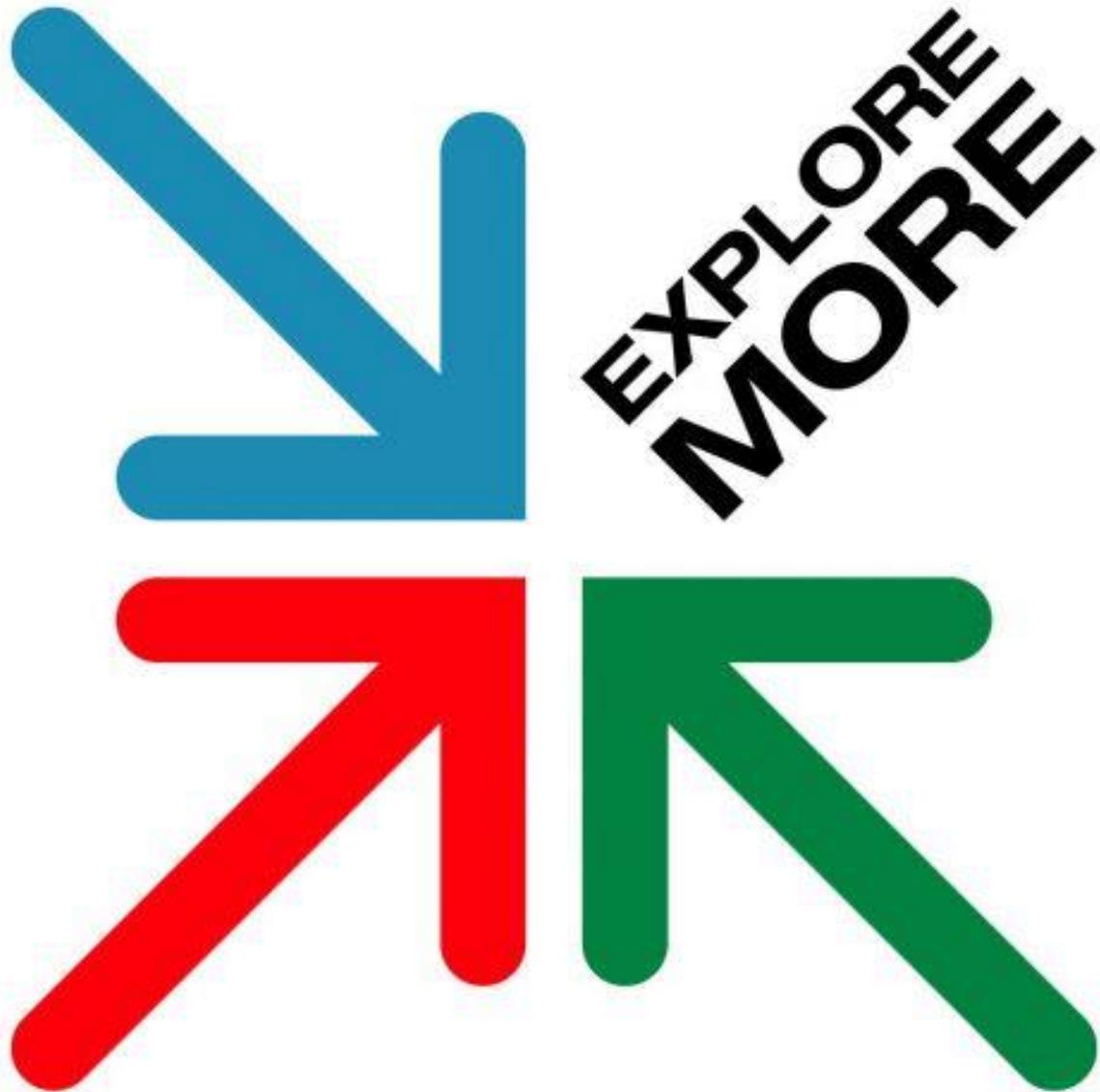
Making Connections

How might you model making connections with students using a non-fiction example such as the article about Jackie Robinson?



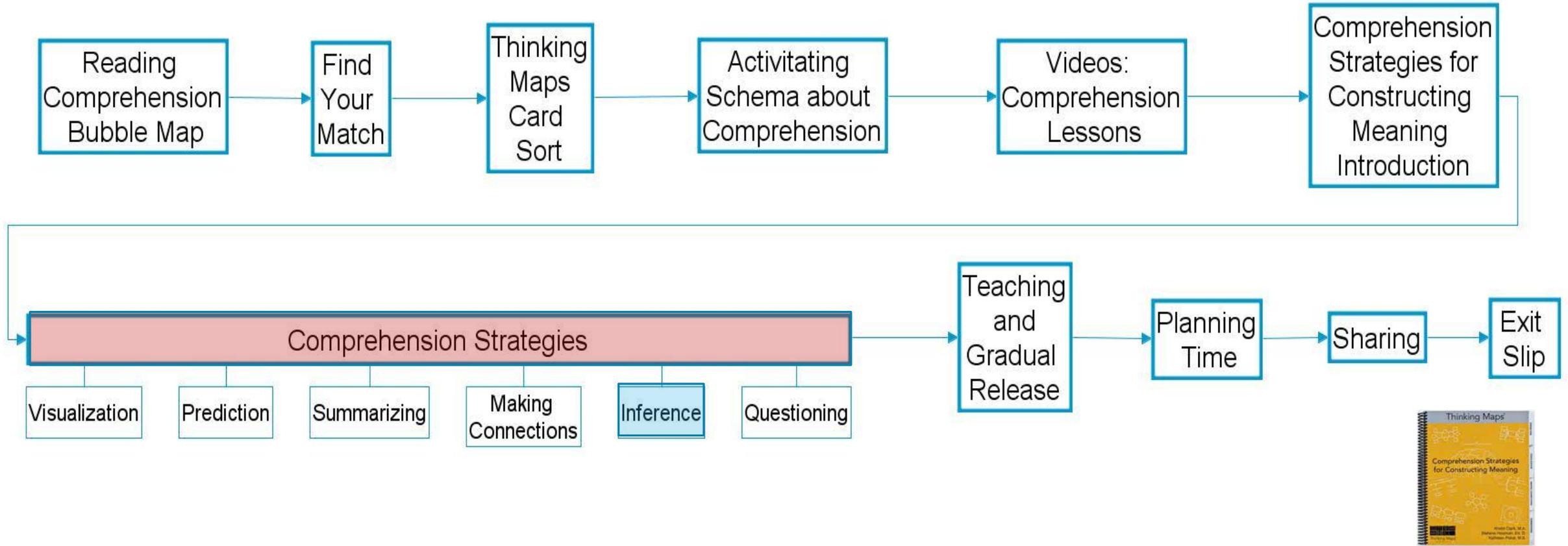
Processing Time





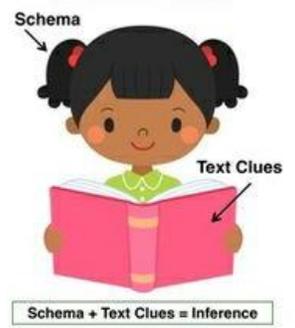
pages 59-76

Comprehension Strategies with Thinking Maps



Comprehension Strategies

Inference



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.

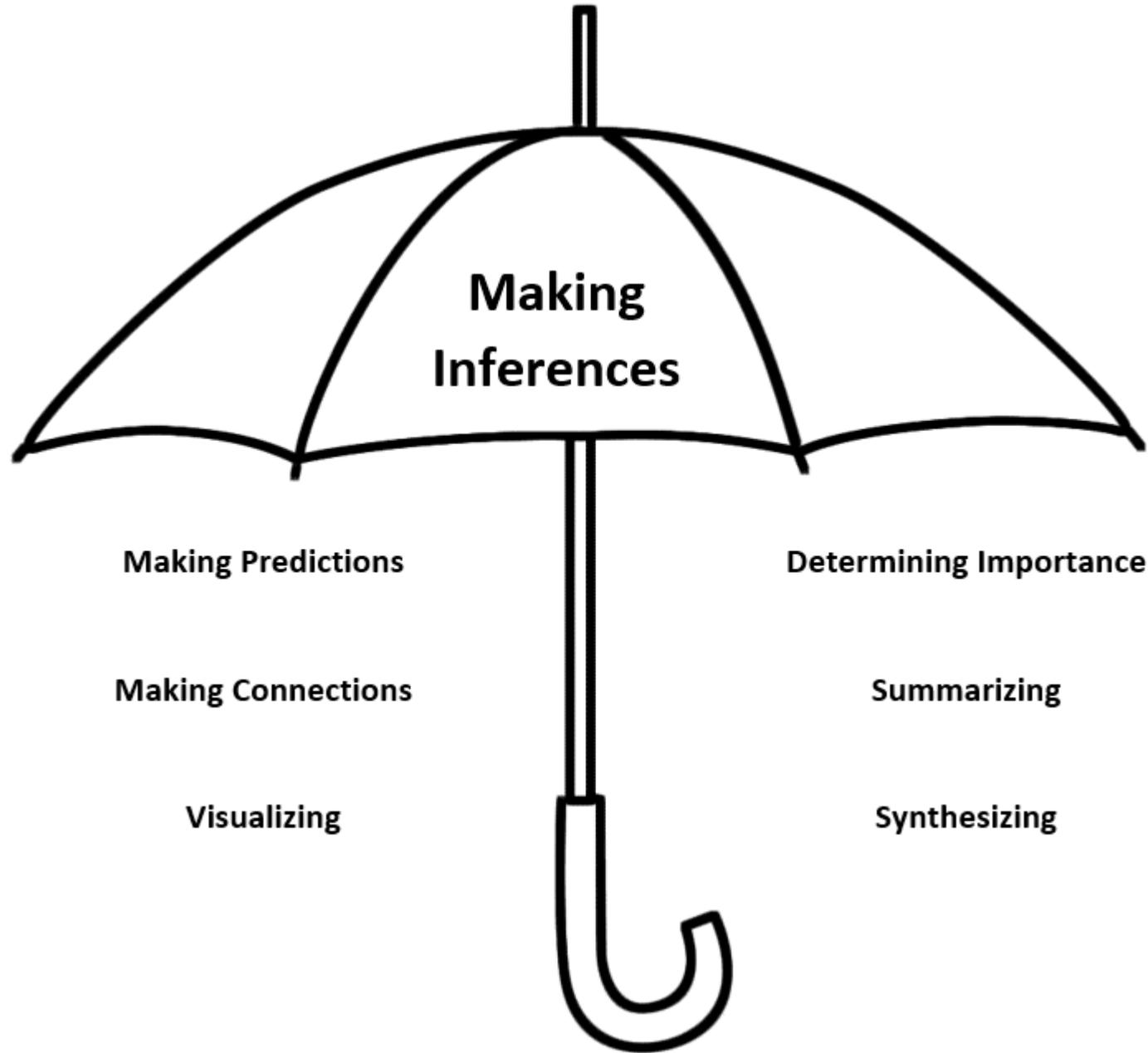
One of the best ways to teach inference with Thinking Maps is to use reverse mapping because reverse mapping works inductively, from specific to general.

Comprehension Strategies

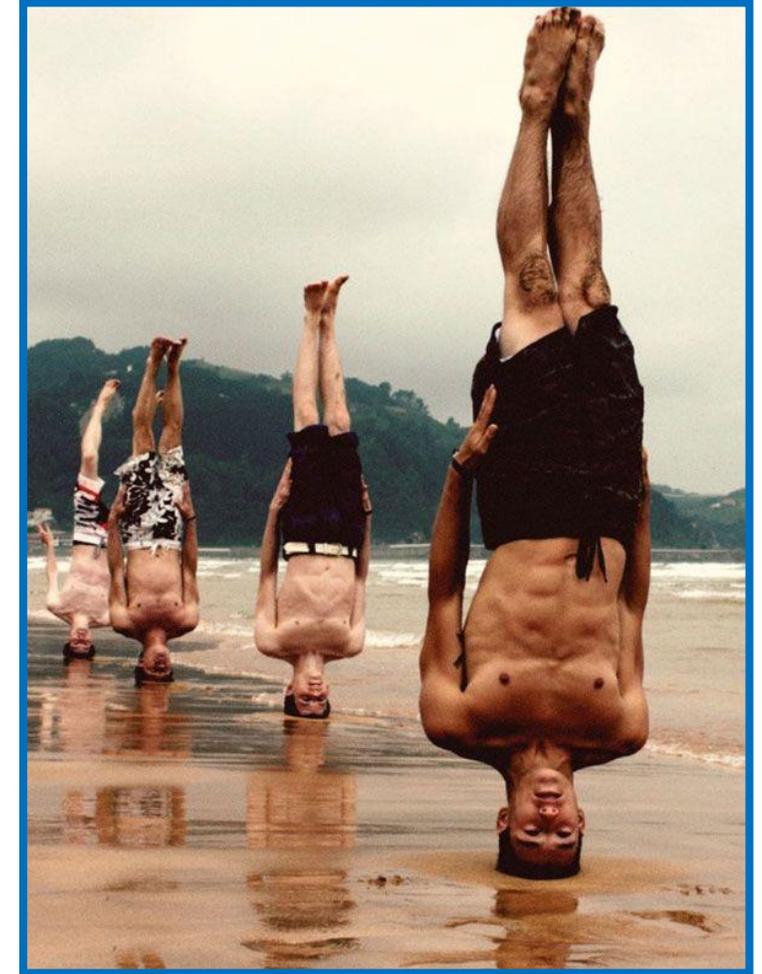
Inference

When to Use Inference

- When using any of the other reading comprehension strategies
- When analyzing story elements such as characters, setting, problem, solution
- When looking for cause and effect relationships in both fiction and non-fiction texts



Inference with Pictures



Inference with Pictures



What are three things you can tell about the person who these feet belong to?



- What is my inference?
- What information did I use to make the inference?
- How good was my thinking?
- Do I need to change my thinking?

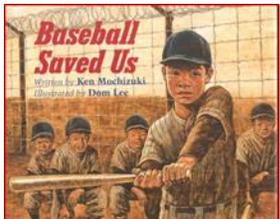


#2

Yours Truly
Babe Ruth

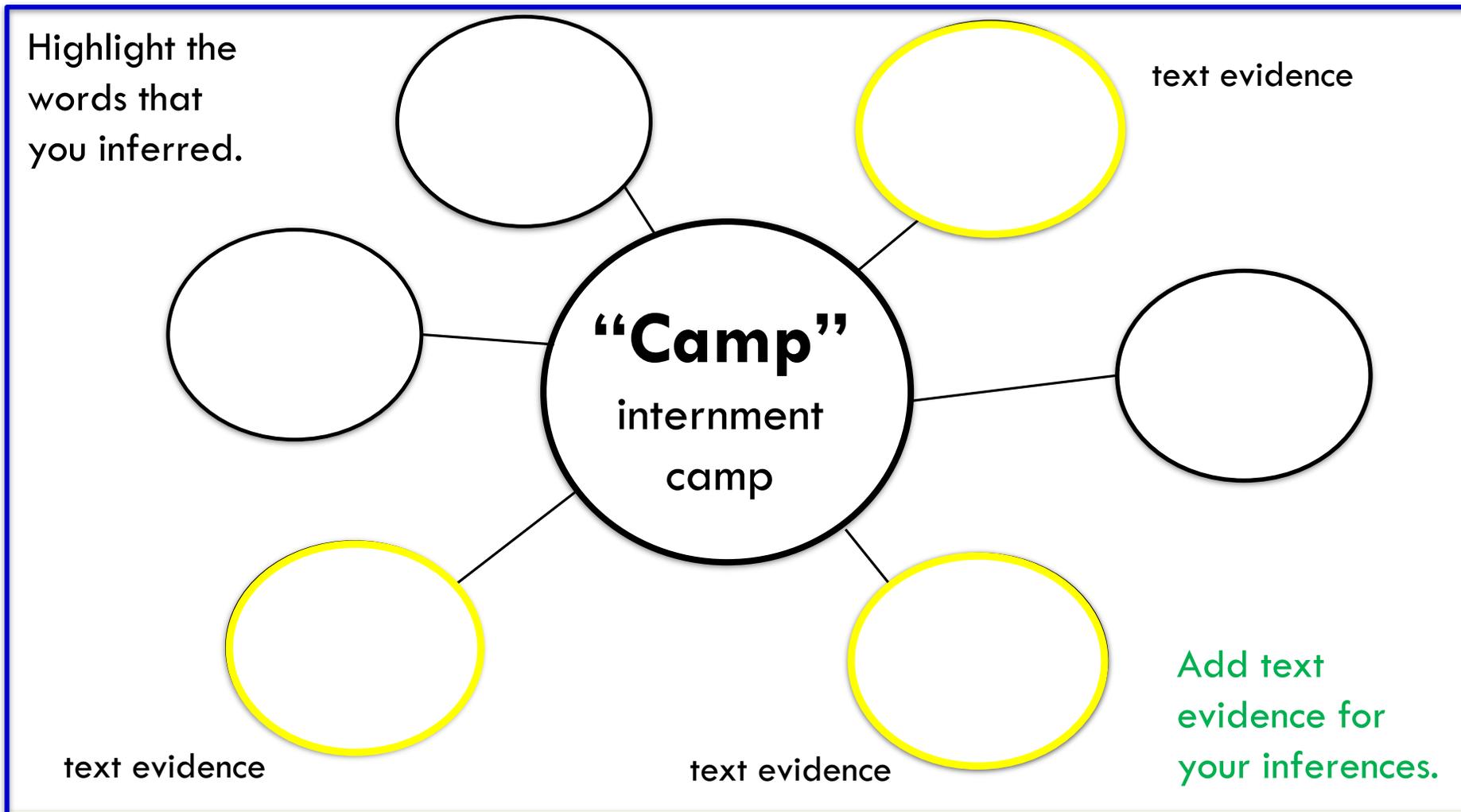
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#6

#6



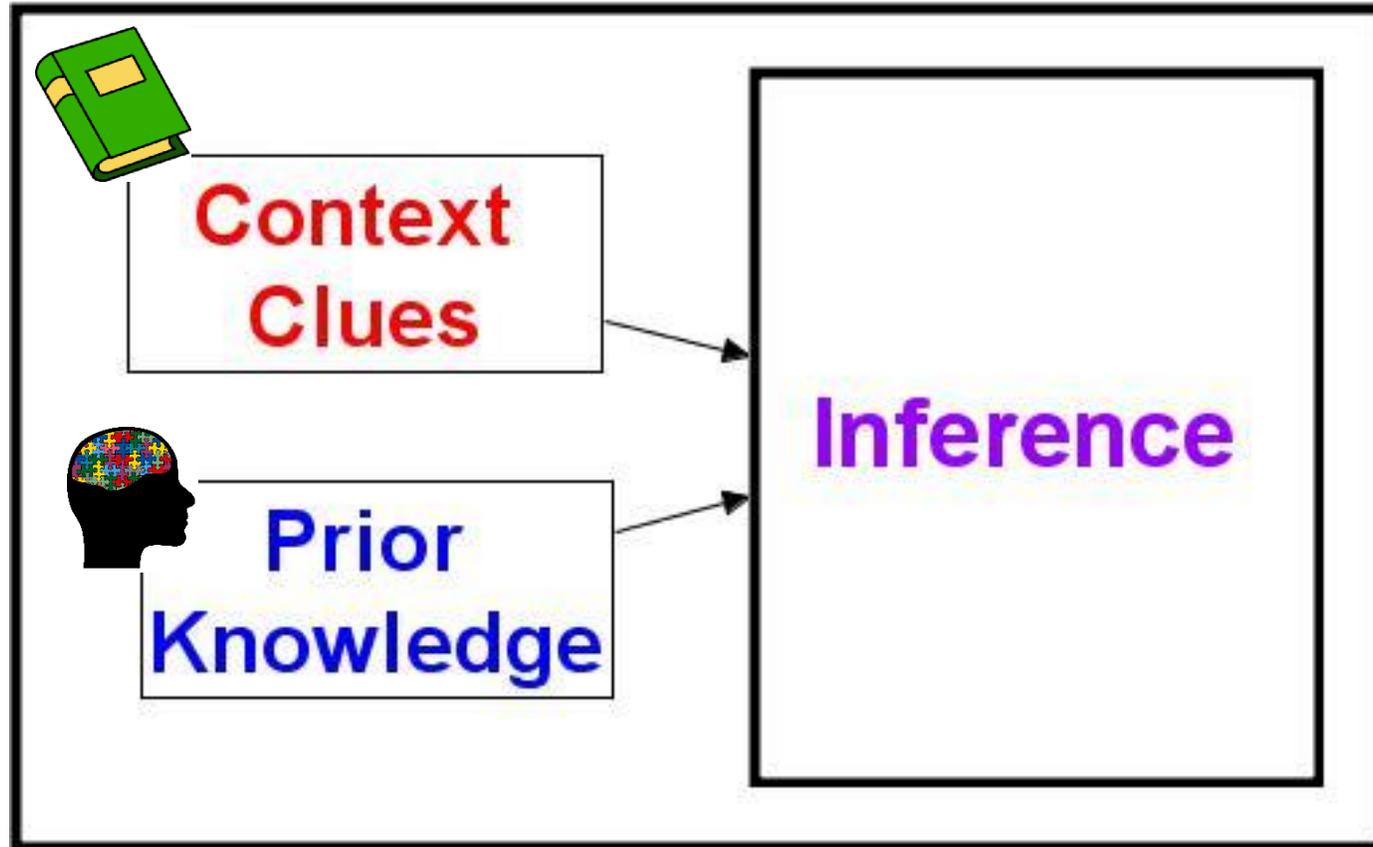
Comprehension Strategies

Inference



Comprehension Strategies

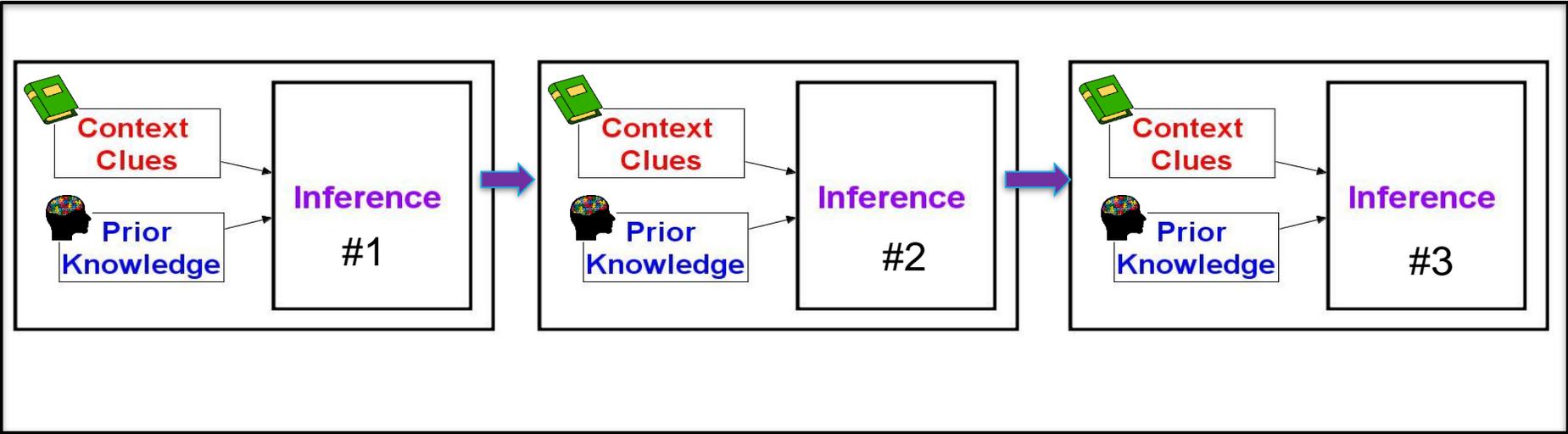
Inference



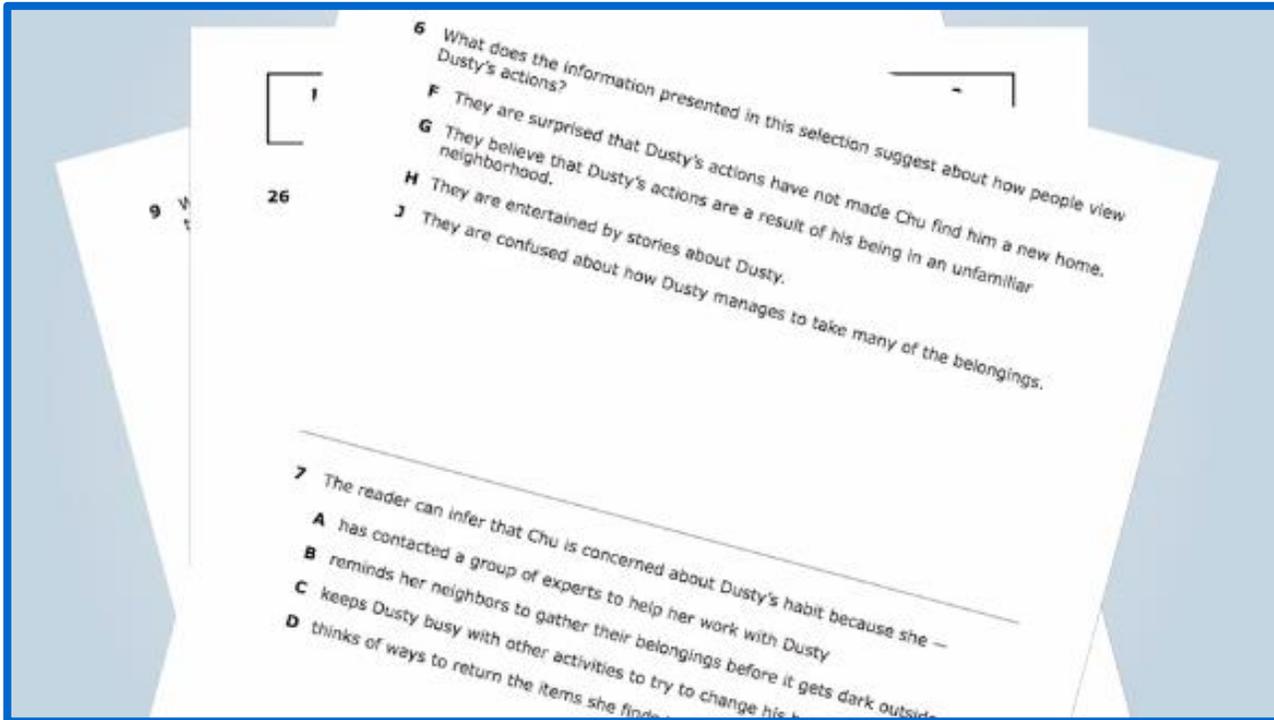
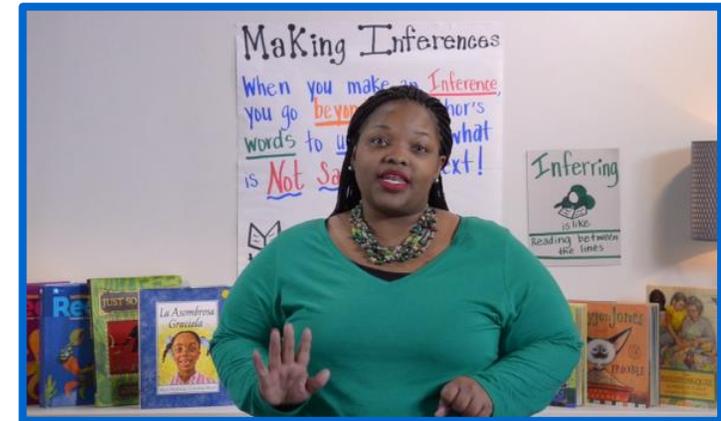
Based on the text, _____ as well as what I know about _____,
I infer that...

Comprehension Strategies

Inference



VIDEO #4: MAKING INFERENCES



Character's Name

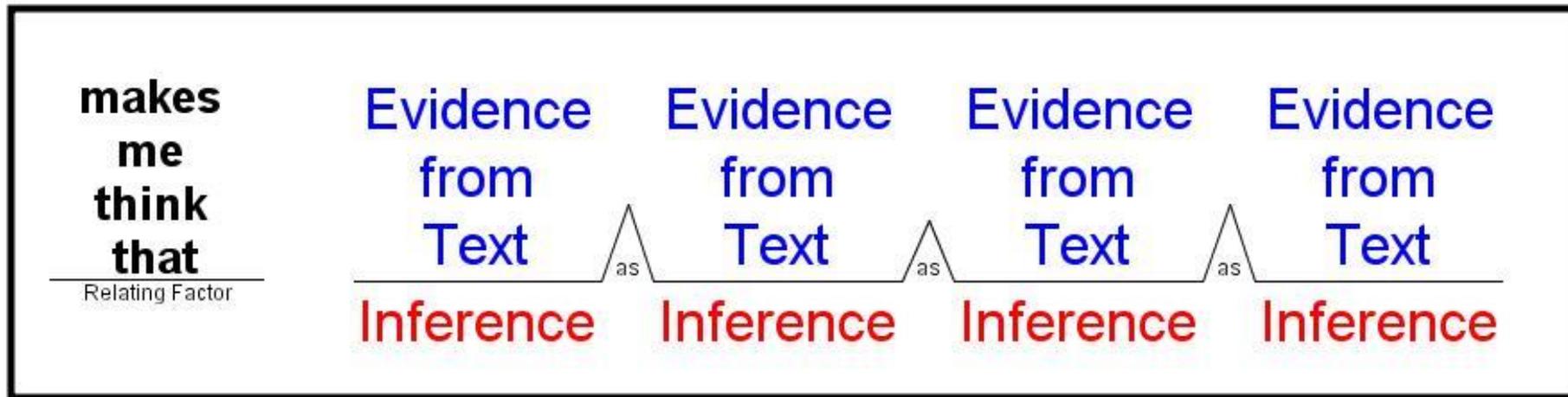
- Facts about the Character
- What the Character Says
- Characters Actions
- Thoughts & Feelings

MAKING INFERENCE PRACTICE

Emilio took the cap off his head, dropped the baseball bat, and rested his elbows on the fence. It's not that he couldn't find the ball. It was sitting right in the middle of the lawn, just beyond the fence. The fence was not very high either. Emilio could probably get a running start, grab the top of the fence, and flip right over it. But there was a dog, a large Rottweiler with a spiked collar. He sat under an awning a few feet away from the ball. He looked at Emilio and let out a menacing growl. Archie, Scotty, and Dutch ran up to Emilio and surveyed the situation. Archie was the first to speak, "So, are you going to do it, Emilio?"

Comprehension Strategies

Inference



- What were the boys doing right before the text begins?
- What problem is Emilio facing?
- Why is this problem Emilio's instead of Archie's, Scotty's, or Dutch's?

MAKING INFERENCE PRACTICE

Manuel was on the baseball team that was playing the first place team. It was the first game that his grandparents and uncle Thomas attended. Manuel swung his bat while looking for his family in the large crowd. Just as he spotted his grandmother, his greatest fear came true. He lost his grip on the bat, and it started to fall. Even though he caught it quickly, Manuel's face became red. He felt as if he had made a horrible mistake and everyone were staring at him.

The passage suggests that Manuel almost dropped his bat partly because he -

- was thinking about the baseball game
- wasn't strong enough
- was looking for his family
- was frightened by a loud noise

INFRENCING WITH POETRY

Catch Me If You Can

When somebody hits me,
a crowd always cheers.
I don't understand it,
but it brings me to tears.

It thrills people silly
to throw me around
and make me go bouncing
across the hard ground.

What have I done
to deserve this cruel fate?
I've gone from just mad
to completely irate!

I'm battered by bats
just to make the crowd shout.
I am sick of this game-
it's not safe, I want out!

What Am I?

PROCESS

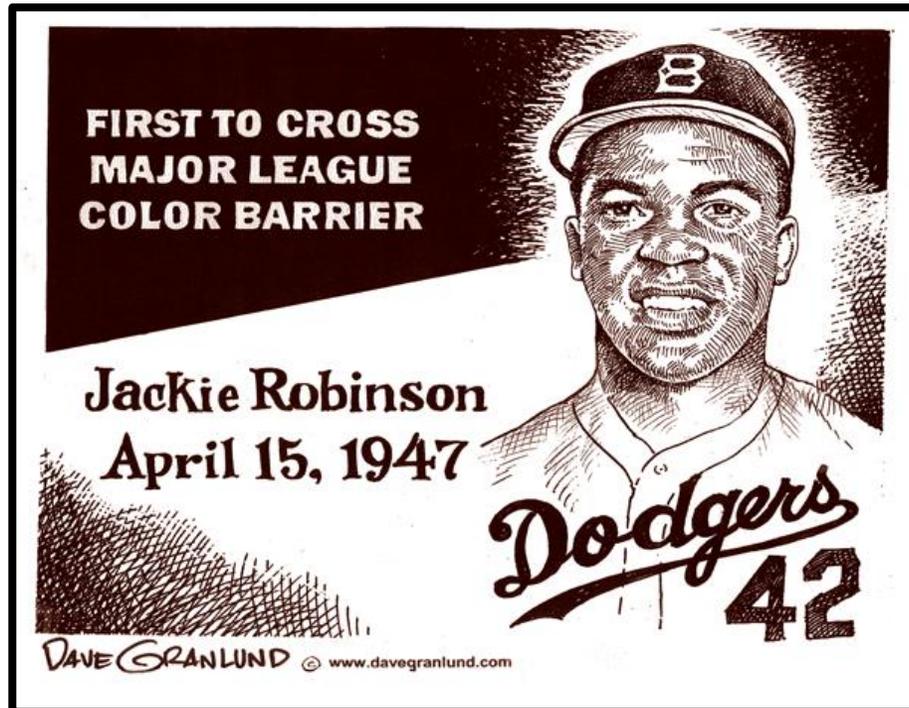


- How does the lesson support comprehension and response?
- What modifications would you make in your own classroom?

Comprehension Strategies

Inference

How might you model making inferences with students using a non-fiction example such as the article about Jackie Robinson?



Processing Time





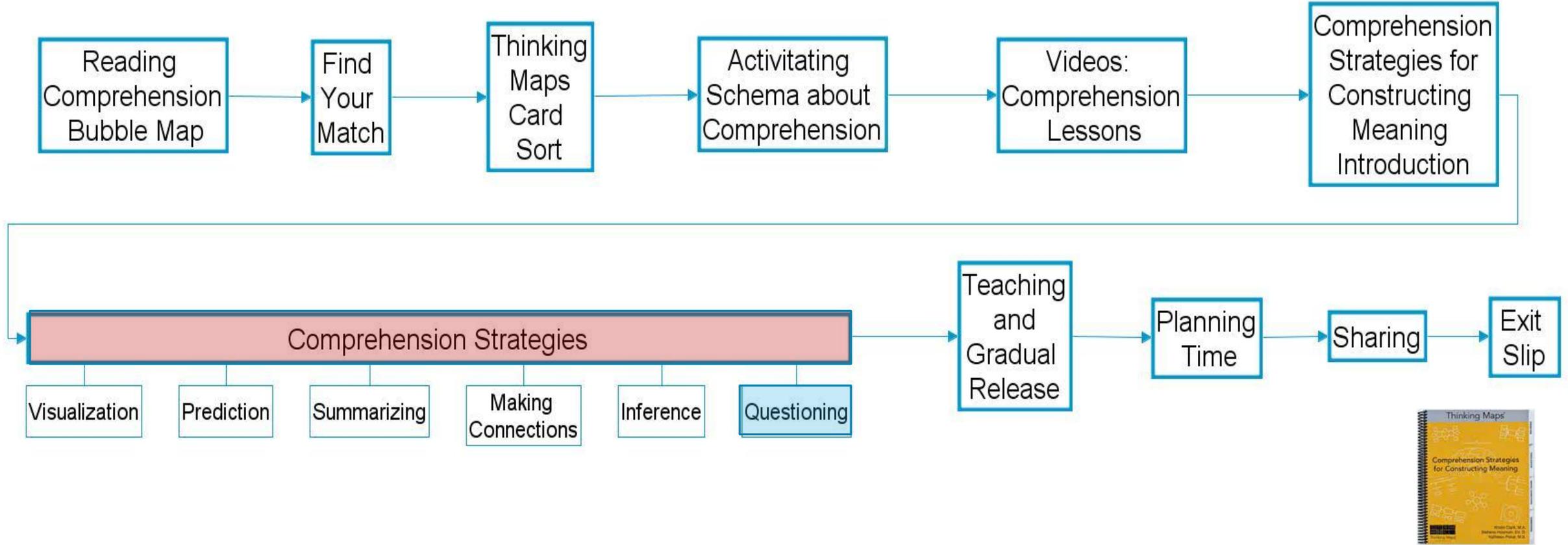
pages 131-146



TIME FOR

LUNCH

Comprehension Strategies with Thinking Maps



Comprehension Strategies

Questioning



What is questioning?

Readers not only need to be able to answer questions after reading, but they need to be asking them internally for active text engagement. Question generation should increase awareness in readers' minds as to whether or not they understand a text (Chhabra & McCardle, 2004). Readers need to be able to determine if answers to their questions can be found in the text or if they will need to use the skill of inference to answer their questions (Miller, 2002).

Asking questions happens before, during and after reading. Sometimes questions get answered during the reading and sometimes they do not. In fact, often readers' questions are unanswered. In non-fiction texts, unanswered questions open the door for research. With the questioning strategy, teachers want two things out of their students:

- They want students to ask questions on their own as readers.
- They also want students to be able to answer comprehension questions after reading a text or on a standardized test.

Comprehension Strategies

Questioning

When to Ask Questions

- Readers ask questions before, during, and after a reading
- Readers ask questions in their mind while engaging with a text and are asked in the school setting to answer questions about a text after reading it.
- Readers have an on-going wonderment about why something is happening.

Comprehension Strategies

Questioning

What Type of Questions Should Be Asked

Asking Questions

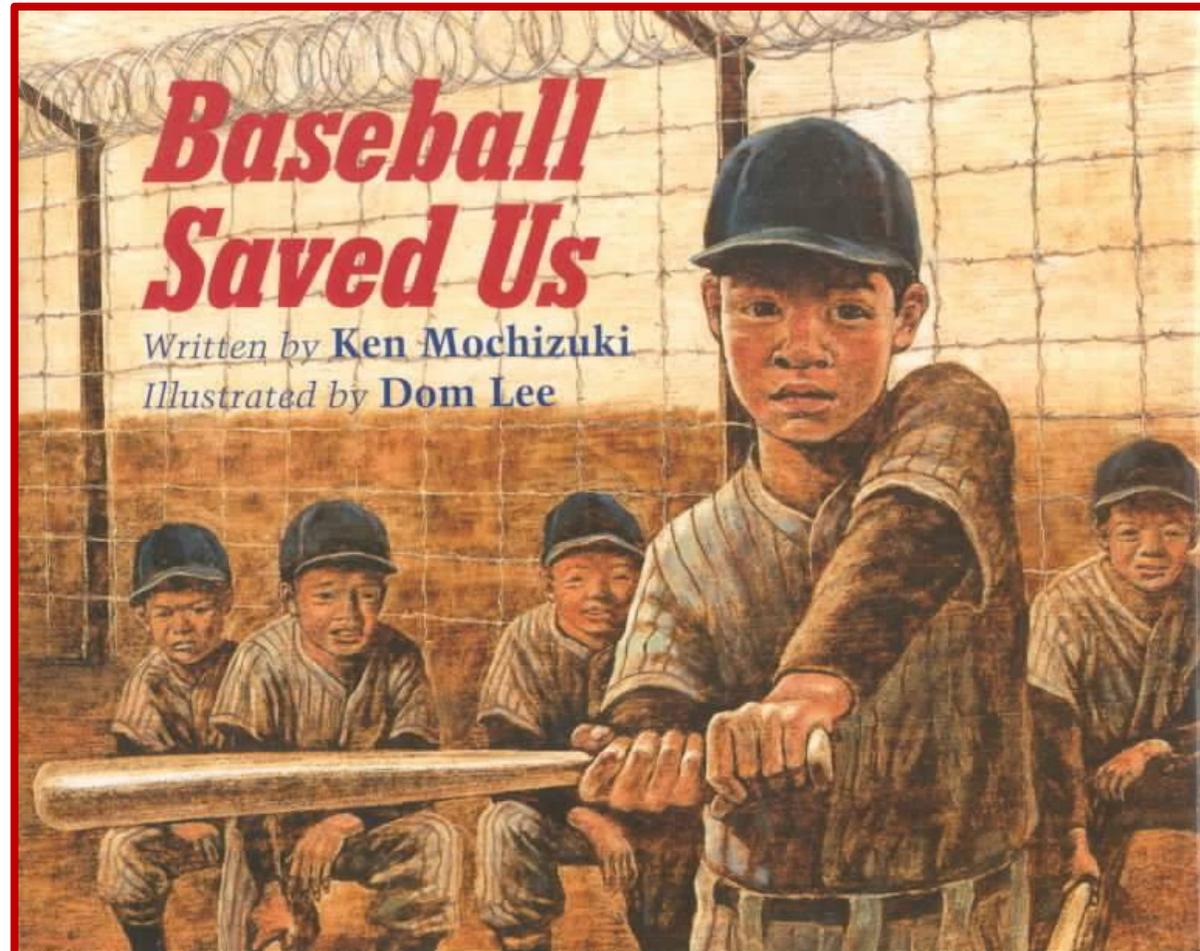
- Questioning words: Who, What, When, Where, Why, How
- Answered versus Unanswered Questions
- Questions Before, During and After Reading
- On-GOING Wonderment Questions

Answering Questions

- Text versus Inference (Book versus Brain) Questions

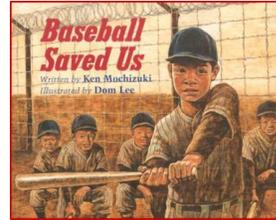
Comprehension Strategies

Questioning

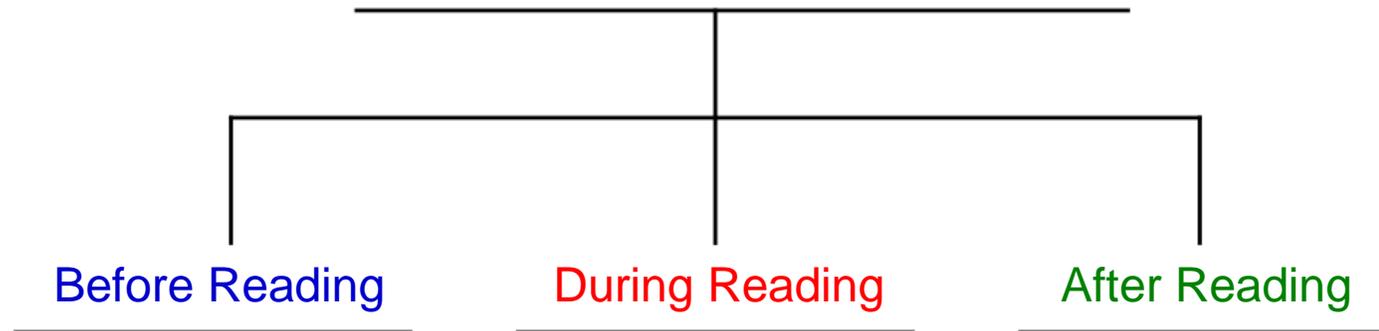


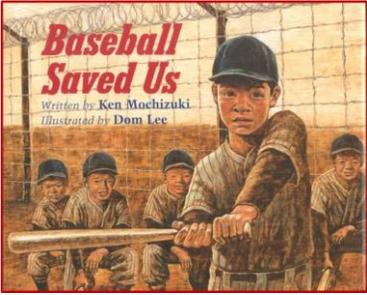
Comprehension Strategies

Questioning



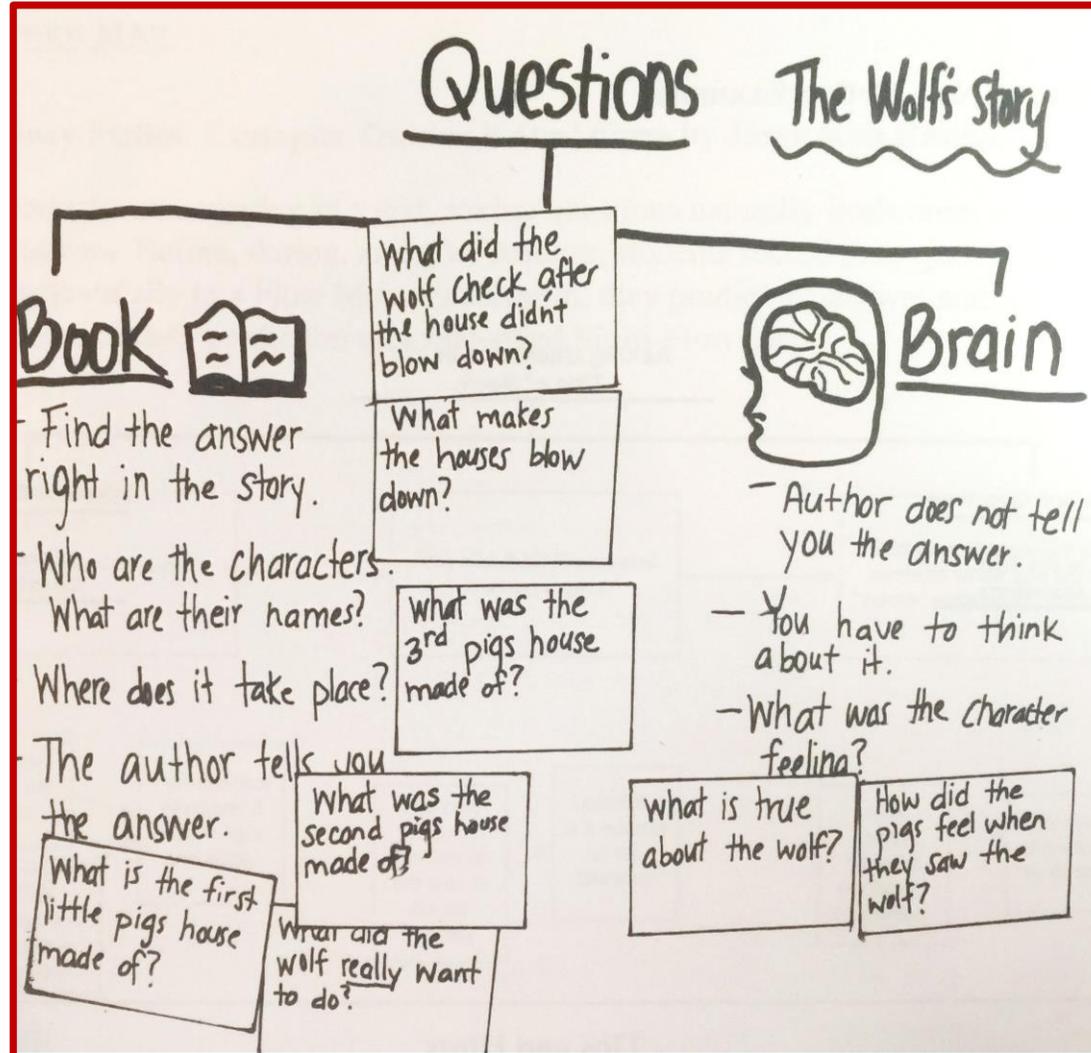
QUESTIONS



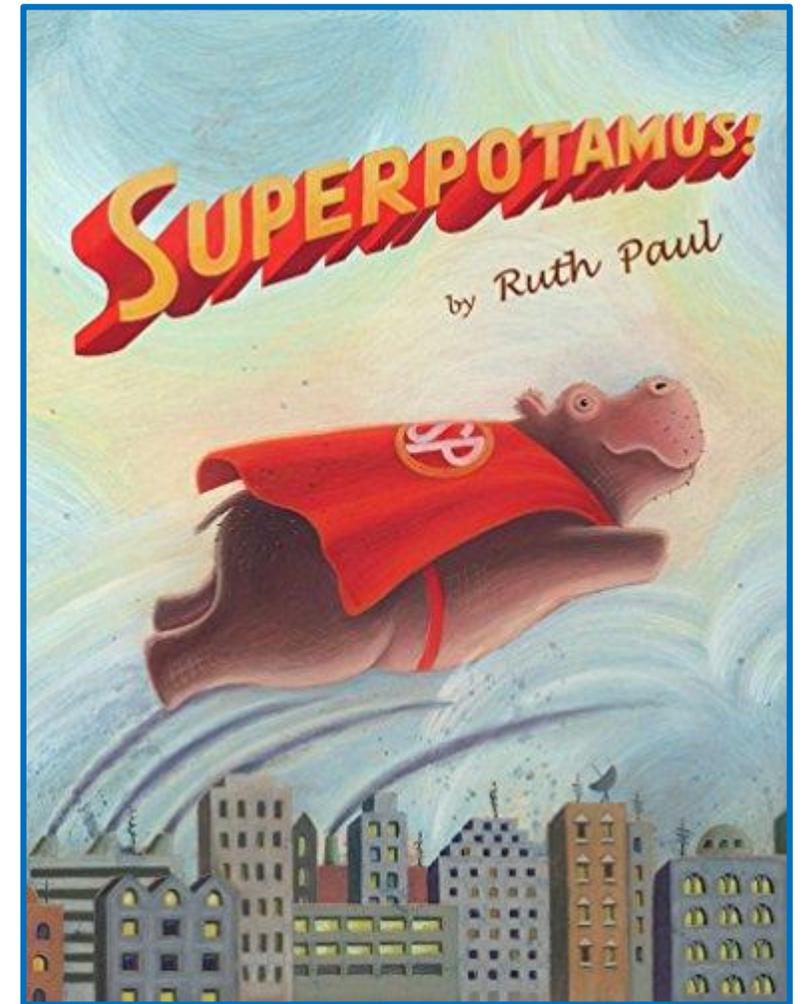
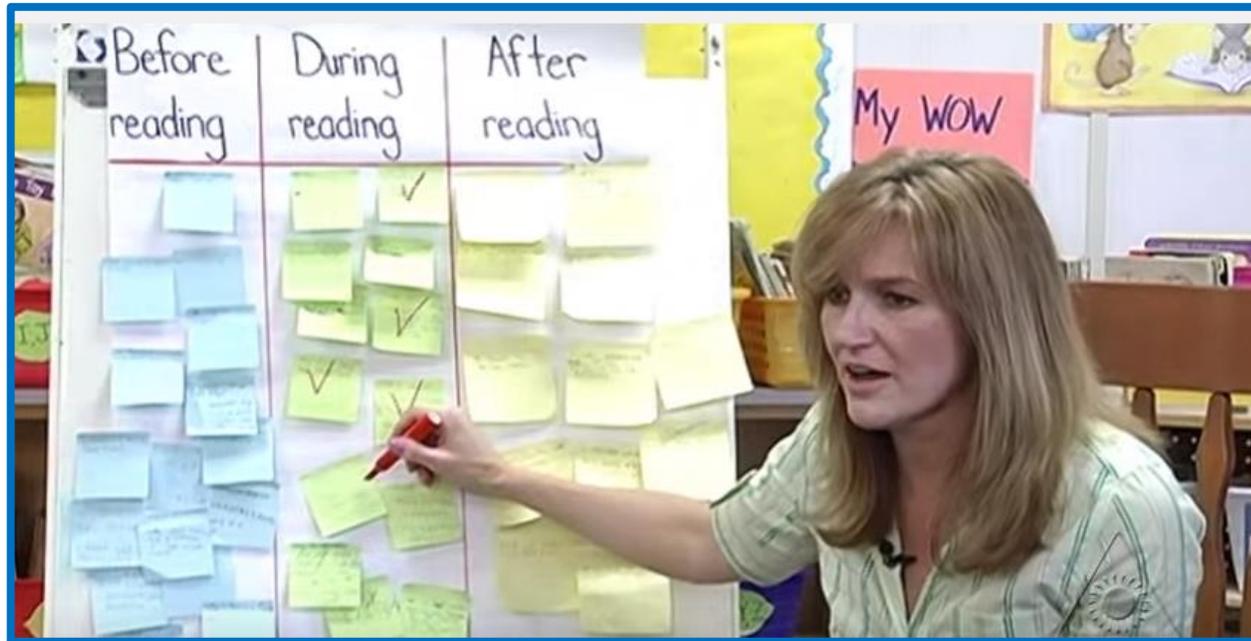


Comprehension Strategies

Questioning



VIDEO #3: ASKING QUESTIONS



PROCESS



- How does the lesson support comprehension and response?
- What modifications would you make in your own classroom?

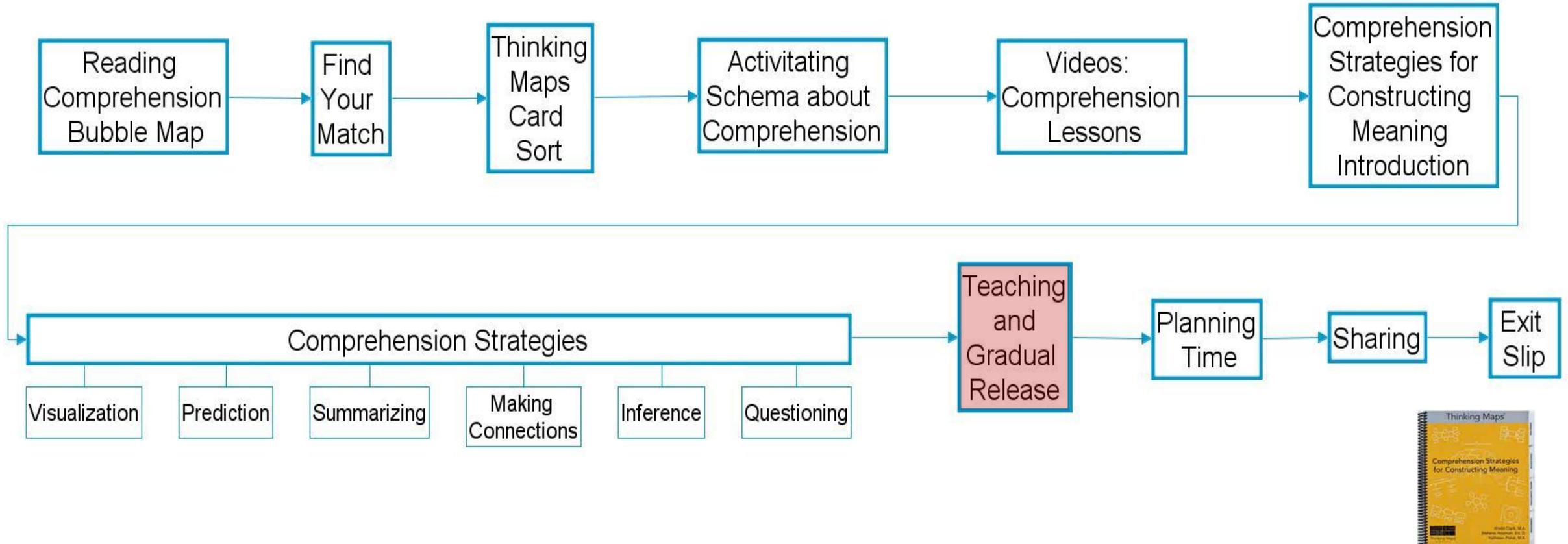
Processing Time





pages 105-130

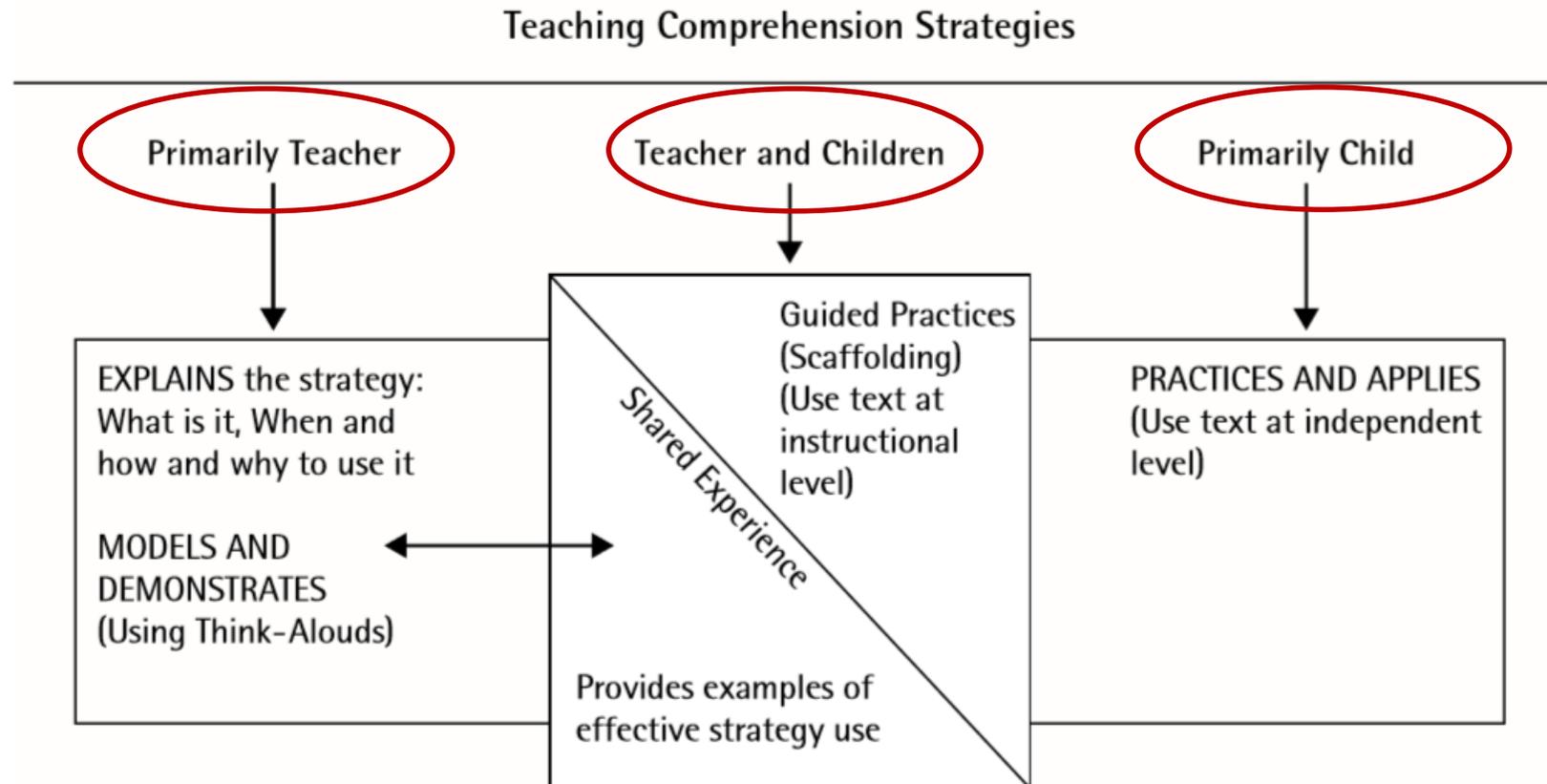
Comprehension Strategies with Thinking Maps



TEACHING

Read the overview on page 147 and highlight any key information.

To ensure that students are successful users of the Thinking Map strategies for comprehension, it is important to scaffold student learning using the gradual release of responsibility.



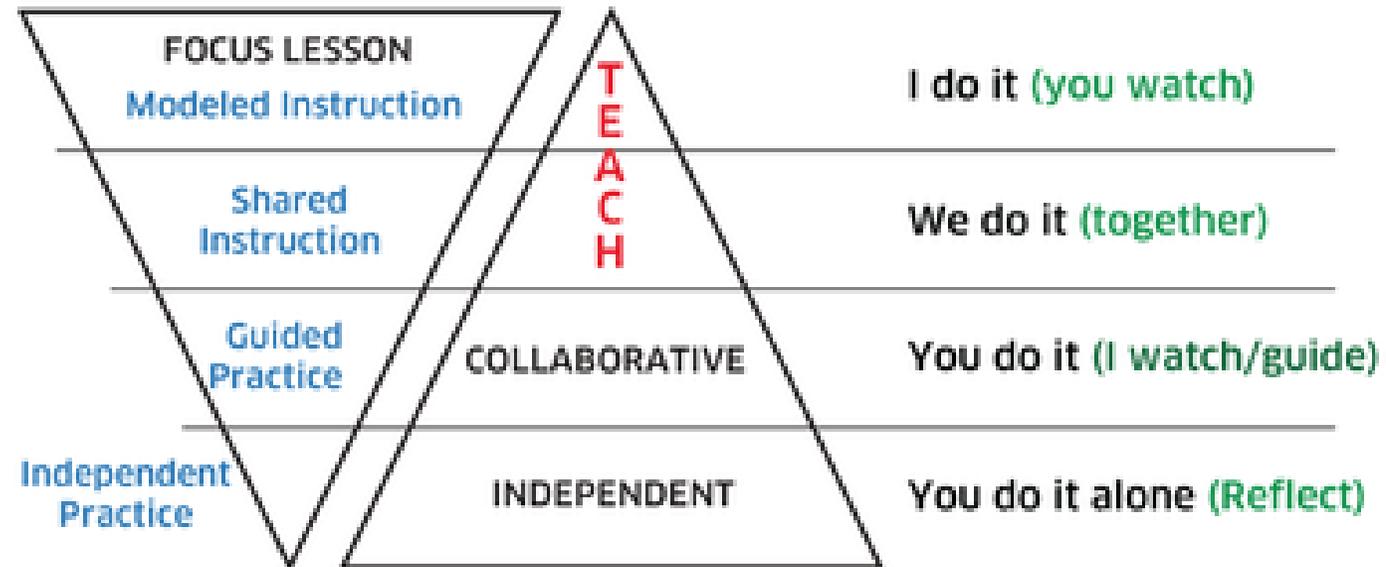
TEACHING

Read the overview on page 147 and highlight any key information.

To ensure that students are successful users of the Thinking Map strategies for comprehension, it is important to scaffold student learning using the gradual release of responsibility.

The Gradual Release Model

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

Figure 1: The Gradual Release Model

TEACHING: THE GRADUAL RELEASE OF RESPONSIBILITY

Work with your table group to organize the information about gradual release of responsibility on pages 147-159 using Thinking Map(s).



You may choose any Thinking Map(s) you'd like to process the information from these pages.



Keep in mind what the teacher's responsibility is and what the students' responsibility is for each of the levels.



Answer the following questions in the Frame of Reference:

What do we know now about the gradual release of responsibility? (summary)

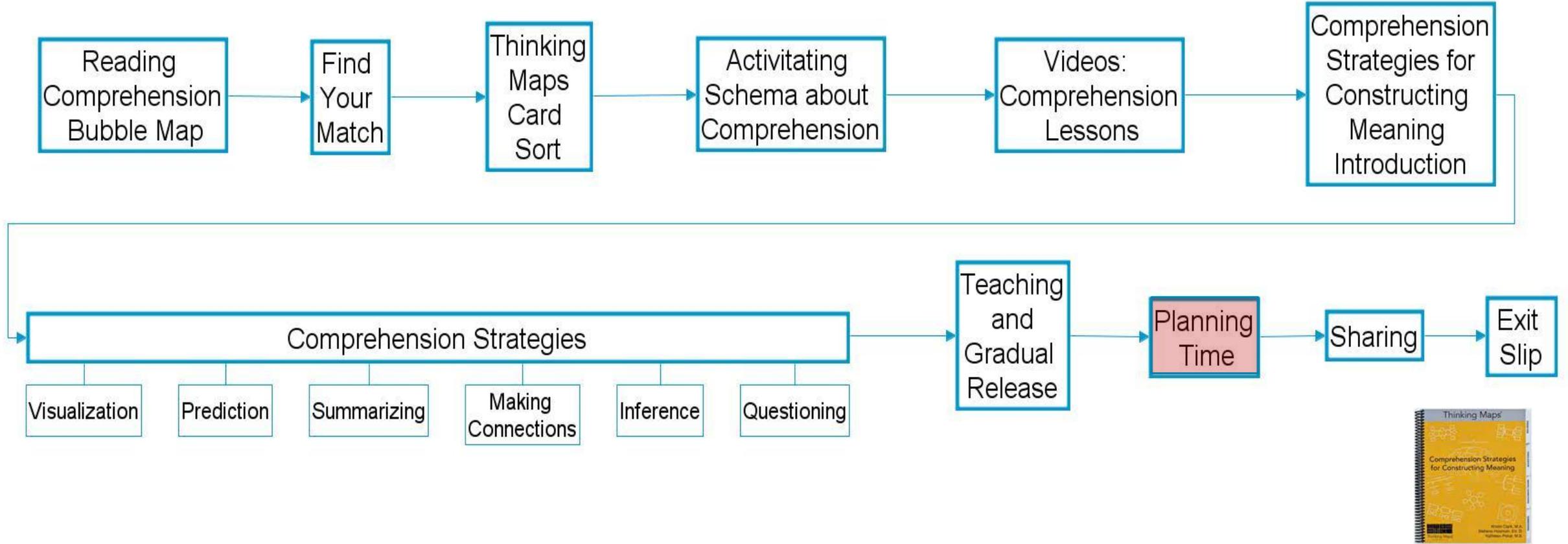
Why is this important?



TIME TO

SHARE

Comprehension Strategies with Thinking Maps

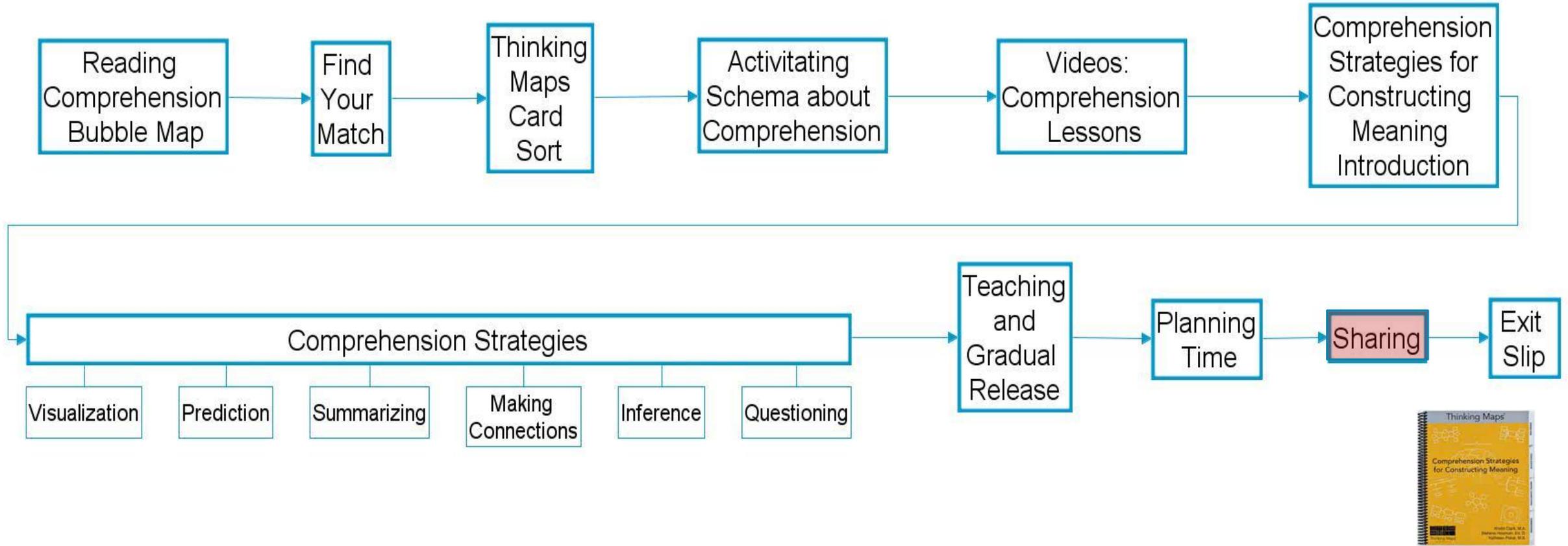




TIME TO

PLAN

Comprehension Strategies with Thinking Maps

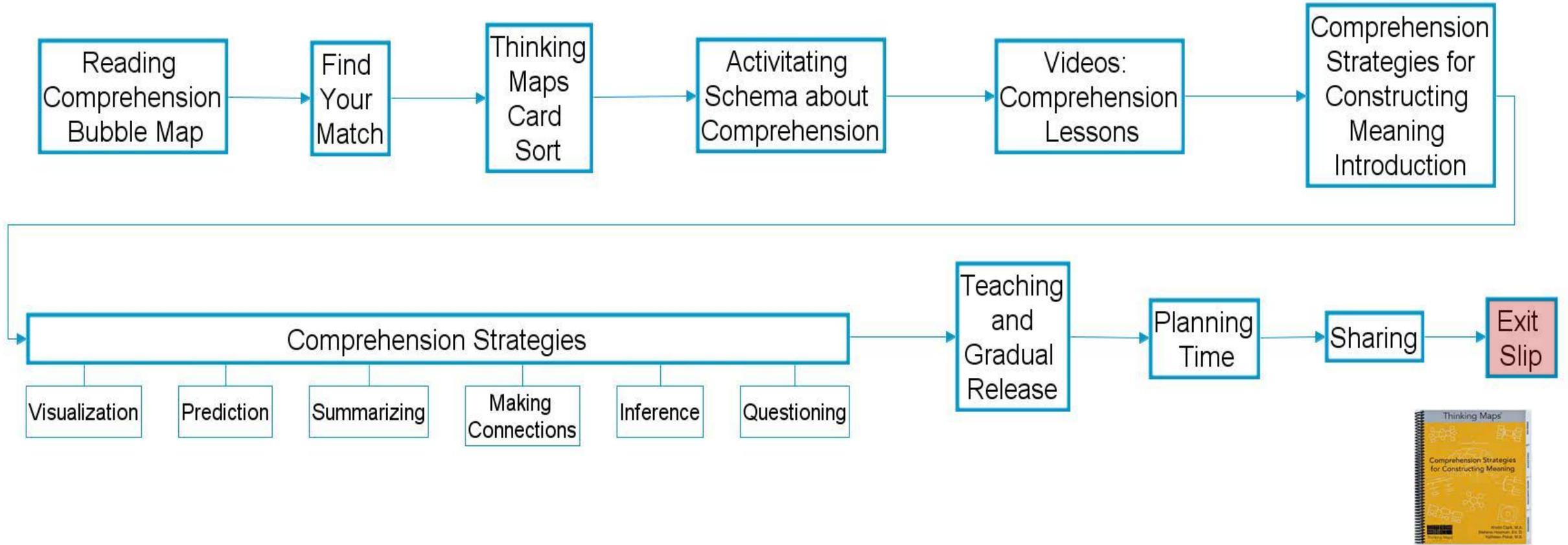




TIME TO

SHARE

Comprehension Strategies with Thinking Maps



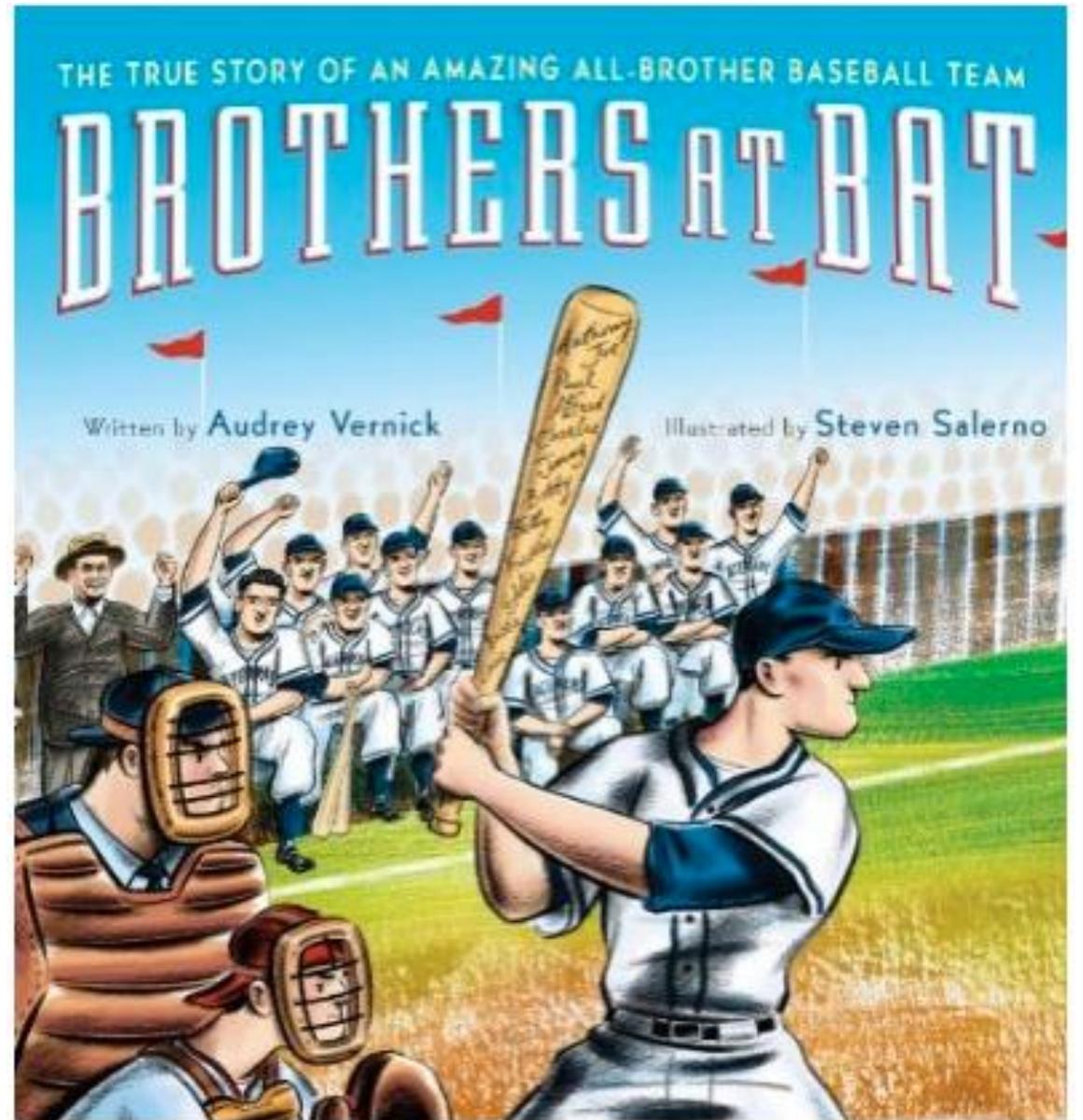
EXIT SLIP

On a notecard, please provide feedback on the following:

- What is one idea that you will take back and implement in your classroom?
- What is one suggestion for improving this session?

thank
you!

Holland Poulsen
hollandpoulsen@gmail.com



<https://www.youtube.com/watch?v=IEbTufw3a50>