

Informational Text Comprehension

Responding to the Common Core State Standards Part 2

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Review - CCSS and Informational Text Reading

close reading	complex text
text-dependent questions	comprehension
preteaching	informational text
vocabulary	background knowledge

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Comprehension - What?

“The process of simultaneously **extracting** and **constructing** meaning through interaction and involvement with written language.”

What Works Clearing House, 2010

Extracting = To understand what an author has stated, explicitly or implicitly

Constructing = To interpret what the author has said by bringing one’s “capacities, abilities, knowledge and experiences” to bear on what he or she is reading

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Review - Before Reading Strategies

- Teach the pronunciation and meaning of critical, unknown **vocabulary** words
 - Select
 - Teach explicitly
 - Provide distributive practice
- Review, teach or activate any necessary **background knowledge**
 - Review
 - Teach
 - Activate
- **Preview** the text

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Preview - During Reading Strategies

- Utilize passage **reading procedures** that provide adequate reading practice
- **Ask appropriate questions** during passage reading
- Have students **generate questions**
- Teach **text structure strategies** that can be applied to passage reading

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Passage Reading Procedures

- What are some disadvantages of “round-robin reading” when the group size is large?

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Passage Reading - Silent Reading

Augmented Silent Reading

- Pose pre- reading question
- Tell students to read a certain amount and to reread material if they finish early
- Circulate and monitor students' reading
Have individuals whisper-read to you
- Pose post- reading question

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Passage Reading - Choral Reading

Choral Reading

- Read selection with your students
- Read at a moderate rate
- Tell your students, “Keep your voice with mine”

(You may wish to have the students pre-read the material silently before choral reading.)

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Passage Reading - Cloze Reading

Cloze Reading

- Read selection
- Pause on “meaningful” words and have students read the word OR
Read the first part of the sentence and have students read the rest of the sentence
- Have students read the deleted words

Excellent practice for reading initial part of a chapter or when you need to read something quickly

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Passage Reading - Individual Turns

Individual Turns

- Use with small groups
- Call on an individual student
- Call on students in random order
- Vary the amount of material read

If used with large group,

- Assign paragraphs for preview and practice OR
- Utilize the me or we strategy. When called on, student has the option of saying “we” and asking everyone to join in reading.

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Passage Reading - Partners

Partner Reading

- Assign each student a partner
- **Reader** whisper-reads to partner
 - Narrative - Partners alternate by sentence, page, or time
 - Informational text - Partners alternate by the paragraph (Read - Stop - Respond).
- **Coach** corrects errors.
 - Ask - *Can you figure out this word?*
 - Tell - *This word is _____. What word?*
 - Reread the sentence.*

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Passage Reading - Partners

Alternatives to support lowest readers

- **Option #1** Higher reader reads material. Lower reader in partnership reads same material.
- **Option #2** Lowest reader placed on a triad and reads with another student
- **Option #3** Partners allowed to say “me” or “we”

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Comprehension- Informational Text Reading

- **Read**
- **Stop**
- **Respond**
 - answer teacher questions
 - generate questions/answer questions
 - verbally retell content
 - mark text
 - take notes
 - map/web content

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During Passage Reading

Read

Stop

Respond

-Teacher Asks Questions

- Students Answer Questions

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During Passage Reading - Ask Questions

Asking questions. A evidence-based, time honored procedure

The teacher asks questions to guide and monitor students' comprehension

(Ambruster, Lehr, & Osborn, 2001; National Reading Panel, 2000; McKeown, Beck, & Blake, 2009))

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During Reading Strategies - Ask Questions

Why do we ask questions on what has been read?

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During Reading - Ask Questions

The Teacher-Generated Questions

- Divide the material into appropriate segments.
- Develop questions on the content, focusing on the **most important** understanding that students should construct.

OR

Curriculum Questions

- Ask questions provided by the curriculum material.

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During Reading - Ask Questions

1. Ask **text-dependent** questions
 - The student must read the text to respond to the question
2. Ask **higher order** questions
 - Inferences, predictions, comparisons, summaries
3. Scaffold higher order questions with **foundation** questions
4. Use appropriate **active participation** procedures for asking questions

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During Reading - Text-Dependent Questions

Ask questions that focus on information (evidence) provided in the text.

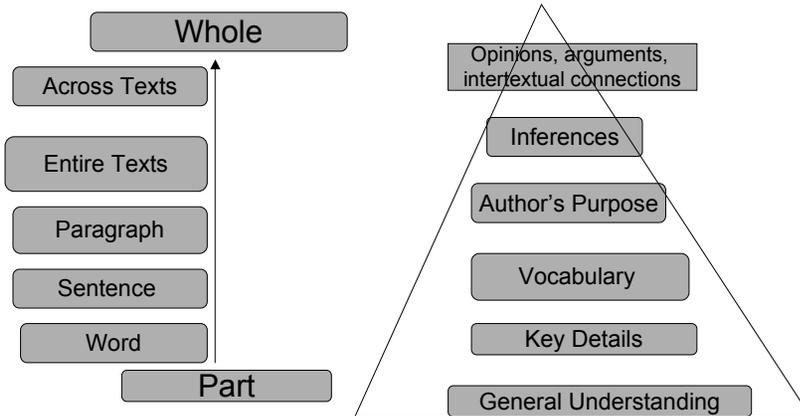
Students must answer the questions based on passage information NOT on previous experience or personal ideas.

Keep students cognitively in the text... don't draw them out of the text.

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During Reading - Text Dependent Questions

Fisher & Frey, 2012



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During Reading - Higher Order, Text Dependent Questions

(Summary from Common Core State Standards)

Grades 6 - 12

Key Ideas and Details

Cite textual evidence

- for what is stated explicitly
- for inferences

Determine central idea

- objectively summarize text
- analyze development of central idea

Analyze

- key individuals, events, ideas
- interactions between individuals, events, ideas

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During Reading - Higher Order, Text Dependent Questions

(Summary from Common Core State Standards)

Grades 6 - 12

Craft and Structure

- Determine meaning of words and phrases
- Analyze choice of words on meaning and mood
- Analyze structure of sentence, paragraph, chapter
- Analyze and evaluate development of ideas or claims
- Determine and analyze point of view

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During Reading - Higher Order, Text Dependent Questions

(Summary from Common Core State Standards)

Grades 6 - 12

Integration of Knowledge and Ideas

- Analyze topics through different sources
 - determine emphasized details
 - integrate information from different sources to answer a question
- Delineate and evaluate argument and claims in text
 - assess validity of reasoning
 - assess sufficiency of evidence
 - identify false statements
- Analyze significance of historical documents

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During Reading - Scaffold Higher Order Questions

- If the question is a difficult, higher order question, scaffold (support) the students' performance
- Provide a verbal or written sentence starter
- Ask lower order (literal) questions **first** to establish a foundation on which higher order responses can be based

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During Reading - Scaffold Higher Order Questions

Elementary Example

Support student responding by providing **sentence starters** (stems).

In what ways are emperor penguins different from other birds you know about?

Begin by saying:

Emperor penguins are different from other birds in a number of ways. First,

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During Reading - Scaffold Higher Order Questions

Scaffolding Questions:

Can penguins fly?

Does the mother or the father penguin sit on the egg to keep it warm?

Does the father penguin stay alone or with a group?

Big Question to be asked:

In what ways are emperor penguins different from other birds you know about?

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During Reading - Scaffold Higher Order Questions

(Secondary Example)

Scaffolding Questions

How many political parties were there in 1824?

Four men in the party ran for president. Did Andrew Jackson get a majority of votes?

Which of the 4 candidates received the most votes?

Who did the House of Representatives select as president?

Who helped Adams to be elected as president?

What position in the government was Clay given?

Big Question to be asked:

Why were Adam and Clay accused of making a "corrupt bargain" (stealing the election)?

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During Reading - Ask Questions

Procedure for asking students questions on text material.

Saying answer to partner (Partners First)

1. Ask a **question**
2. Give students **thinking time or writing time**
3. Provide a verbal or written **sentence starter or paragraph frame**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in a **discussion**

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During Reading - Ask Questions

Discussion

- Have students discuss responses to question, task, or directive
- Scaffold the discussion with sentence starters

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During Reading - Ask Questions

Discussion sentence starters

Disagreeing

I disagree with _____ because _____.

I disagree with _____. I think _____.

Agreeing

I agree with _____ because _____.

I agree with _____ and I also think _____.

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During Reading - Asks Question

Adapted from presentation by Kate Kinsella, PhD

Structured Discussion

Agreeing

My idea is similar to _____ idea. I think _____

My ideas expand on _____ idea. I think _____

I agree with _____ and want to add _____

Disagreeing

I don't agree with _____ because _____

I have a different perspective from _____. I think _____

My views are different from _____. I believe _____

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During Reading - Ask Questions

Adapted from presentation by Kate Kinsella, PhD

Structured Discussion

Clarifying

Will you please explain _____

What did you mean when you stated _____

Could you please clarify your idea for me.

Paraphrasing

What I hear you saying is _____

So you believe _____

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During Reading - Ask Questions

What are the benefits of having students share answers with their partners before you call on them?

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During Passage Reading

Read

Stop

Respond

-Students generate questions

- Students answer questions

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During Reading - Students generate and answer questions

Student-Generated Questions based on Headings and Subheadings

1. Read the heading or subheading.
2. Generate one or two questions .
3. Read the section.
4. Answer the question.

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Student-Generated Questions -

Question-Answer Relationships Taffy Raphael, 1984

- **Right There.** The answer is in the text, and if we pointed at it, we'd say it's "right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.

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Student-Generated Questions -

Question-Answer Relationships Taffy Raphael, 1984

- **Think and Search.** The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages.

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Student-Generated Questions -

Question-Answer Relationships Taffy Raphael, 1984

- **Author and You.** The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question.
- **On My Own.** The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.

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During Passage Reading

**Read
Stop
Respond**

- Students create main idea statements
- Students respond to teacher or partner questions

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During Reading - Students generate main idea statements

Paragraph Shrinking

1. **Name the who or what.**
(The main person, animal, or thing.)
2. **Tell the most important thing about the who or what.**
3. **Say the main idea in 10 words or less.**

(Optional: Record your main idea sentence.)

(From the PALS program by Fuchs, Mathes, and Fuchs)

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During Reading - Students generate main idea statements

(Elementary Example)

The Coldest Continent

Antarctica is not like any other continent. It is as far south as you can go on earth. The South Pole is found there. Ice covers the whole land. In some places the ice is almost three miles thick. Beneath the ice are mountains and valleys.

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During Reading - Students generate main idea statements

The weather in Antarctica is harsh. It is the coldest place on Earth. The temperature does not get above freezing. It is also one of windiest places in the world

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During Reading - Students generate main idea statements

Not many living things are found in Antarctica. People go there to study for only a short time. Very few animals can live there. Yet many animals live on nearby islands. Seals and penguins swim in the ocean waters. They build nests on the land. Some birds spend their summers in Antarctica. But most of the continent is just ice, snow, and cold air.

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During Reading - Students generate written main idea statements (Secondary Example)

I do it.

Types of Rocks

One type of rock is **igneous** rock. Igneous means “fire-made.” Deep inside earth, rock is heated by the great weight of the rock above pressing down. The rock is heated so much that it melts becomes the liquid rock called **magma**. Sometimes magma pushes its way through cracks in the bedrock and spreads over the ocean floor. Other times it explodes from the ground as lava from a volcano. More often, magma rises only to earth’s crust where it cools. As magma cools, it forms crystals and becomes igneous rock. Sometimes it cools so quickly that crystals do not form, and the lava turns into volcanic glass, called obsidian. Granite is another common igneous rock.

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During Reading - Students generate written main idea statements (Secondary Example)

Record your main idea sentence

Igneous rock is formed when magma, liquid rock, cools.

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During Reading - Students generate written main idea statements (Secondary Example)

We do it.

The second type of rock is **sedimentary**. Earth builds sedimentary rock layer by layer. Forces such as wind, water, and ice cause rocks to break down into smaller pieces of rock and minerals. This soft material, called sediment, flows into river or sea beds where it is deposited in layers. Over thousands of years, the great weight of the sediment on the top compresses the pieces of the deeper sediment. At the same time, certain chemicals in the water act as a glue that cements the bits and pieces into a a solid mass. Thousands or millions of years later, the old sea floor may be thrust up as dry land, exposing the sedimentary rock layering. Sandstone, shale, conglomerate, and limestone are all examples of sedimentary rock.

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During Reading - Students generate written main idea statements (Secondary Example)

You do it.

The third type of rock is **metamorphic**. The word metamorphic means “changed in form.” Metamorphic rock is formed when igneous and sedimentary rocks are exposed to great heat and pressure. Metamorphic rocks are almost always found deep in young mountain ranges as rocks are folded and compressed beneath other rocks. Slate and marble are examples of metamorphic rock.

From Advanced Skills for School Success published by Curriculum Associates

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During Passage Reading

Read

Stop

Respond

- **Students “mark” the text**
- **Students write notes in the margins**

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During Reading - Students “mark” the text (See Avid's *Critical Reading*)

1. Number the paragraphs
2. Circle key terms, cited authors, and other essential terms
3. Underline the author's claims or other information relevant to the reading purpose

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During Reading - Students “mark” the text (See Avid's *Critical Reading*)

1. Number the paragraphs
2. Circle key terms, cited authors, and other essential terms
3. Underline the author's claims or other information relevant to the reading purpose

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During Reading - Students write notes in the margins

- Notes in the margin might include:
 - A drawing to illustrate a point
 - A summary of the content
 - Key vocabulary terms and definitions
 - Responses to interesting information, ideas, or claims

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During Passage Reading

Read Stop Respond

- Students take notes
- Students map/web the content

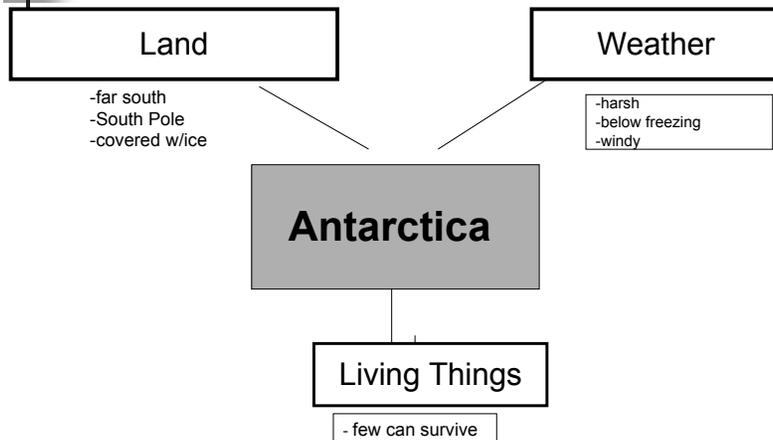
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During Reading - Students take two column notes

<i>Antarctica</i>	- far south continent
	- South Pole
	- Covered with ice
<i>Weather</i>	- Harsh
	- Below Freezing
	- Windy
<i>Living Things</i>	- Few
	<i>Antarctica, the most southern continent, has very harsh weather and is covered in ice. Few living things survive on Antarctica.</i>

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During Reading - Students map or web the content



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Preview - After Reading Strategies

- Have students complete or generate graphic organizers that summarize critical information
- Have students write in response to a passage:
 - Summary
 - Compare and Contrast
 - Argument

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After Reading - Graphic Organizers

The teacher:

- Provides students with a **graphic organizer** that reflects the structure of the text material
 - Central Idea
 - Hierarchy
 - Compare/Contrast
 - Sequence of Events
 - Cause/Effect
 - Problem/Solution

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After Reading - Graphic Organizers

- After completing the graphic organizer, students:
 - **Teach** the content on the graphic organizer to their partners
 - Use the graphic organizer as a support during **class discussions**
 - Write a **summary** of the content based on the graphic organizer

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Write a Summary - Writing Frames

Antarctica is the coldest continent on the earth.
The land is covered with _____.
_____ . The temperature stays below _____ and the _____ constantly blow. Because of these conditions, not many _____ things are found on this continent.

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Write a Summary - Strategy

Write down the topic of the summary.

- | | |
|------------------|---|
| List | - Make a list of important ideas. |
| Cross-out | - Cross out any unnecessary or weak ideas. |
| Connect | - Connect ideas that could go in one sentence. |
| Number | - Number the ideas in the order that they will appear in the paragraph. |

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(Elementary Example) List - Make a list of important ideas.

Penguin's birth

- *Male takes care of egg*
- *Female lays egg*
- *Female leaves*
- *Female spends winter at sea*
- *The water is very cold*
- *Male puts egg on his feet under belly*
- *Male stays on egg for two months*
- *Male doesn't eat*
- *Egg hatches*
- *Male must care for baby*

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Cross-out - Cross out any unnecessary or weak ideas.

Connect - Connect ideas that could go in one sentence.

Penguin's birth

Male takes care of egg

Female lays egg

Female leaves

Female spends winter at sea

The water is very cold

Male puts egg on his feet under belly

Male stays on egg for two months

Male doesn't eat

Egg hatches

Male must care for baby

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Number - Number the ideas in the order that they will appear in the paragraph.

Penguin's birth

3 *Male takes care of egg*

1 *Female lays egg*

2 *Female leaves*

Female spends winter at sea

The water is very cold

4 *Male puts egg on his feet under belly*

Male stays on egg for two months

5 *Male doesn't eat*

Egg hatches

6 *Male must care for baby*

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Write a summary - Strategy

The birth process of penguins is fascinating and quite different from that of other animals. The female penguin lays an egg. However, the female penguin leaves soon after laying the egg and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin continues to take care of the infant penguin.

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Summary - Strategy

Write down the topic of the summary.

- List** - Make a list of important ideas.
- Cross-out** - Cross out any unnecessary or weak ideas.
- Connect** - Connect ideas that could go in one sentence.
- Number** - Number the ideas in the order that they will appear in the paragraph.

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(Secondary Example)

Prompt: Summarize some of the major results of the collapse of the Roman Empire and the absence of a central government.

Results of collapse of Roman Empire

- 1- no central government
- 3- rise of new leaders such as Charlemagne
- 4- increase in role of Catholic Church in providing services
 - monks lived in monasteries & nuns lived in convents
- 5
 - development of new systems of government such as Feudalism
 - Feudalism led to lesser nobles obtaining land
- 2- people living in the country rather than in cities

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Write a summary.

There were many important results of the collapse of the Roman Empire. The major result was the destruction of the central government that previously maintained roads, water systems, and buildings. Without a protective government, people fled to the countryside. New leaders such as Charlemagne emerged. In addition, the Catholic Church participated in the governance of the people and provided services such as care of the sick and elderly. But the most striking result of the collapse of the Roman Empire was the emergence of new systems of government including Feudalism in which lesser nobles obtained land in exchange for providing services, particularly military protection, to the higher nobles.

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Compare and Contrast - Think Sheet

- Use a “think sheet” to plan
- Think - how are two things the same
- Think - how are the two things different

Write one or more paragraphs to show how they are the same and different.

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Argument or Opinion - Think Sheet

- Use a “think sheet” to plan
 - Determine the Task-Audience-Purpose
 - Determine your claim
 - Determine the logical reasons for your claim
 - Support your reasons with logical arguments, facts, and details
- Write the body of essay
- Write the introduction
- Write the conclusion

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Thank you.

How well we teach = How well we learn

Teach with Passion

Manage with Compassion

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