

## GUIDED NOTES: SESSION 5

Define comprehension.

What is the difference between comprehension products and comprehension processes? Why does it matter?

What are the most effective comprehension strategies to be taught?

Sample Test Questions:

1. A teacher notices that a student reads fluently but struggles to understand the text afterward. Which of the following strategies is best for the teacher to implement to help increase the student's understanding?
  - A. Lowering the readability level of text the student is reading
  - B. Limiting comprehension questions about the text to literal questions
  - C. Encouraging the student to think about connections with the text
  - D. Requiring the student to do increased time trials of short passages of text
2. Ms. Jones introduces visualizing as a comprehension skill to her first-grade students using a short passage of text. Which of the following strategies illustrates how to best introduce the skill?
  - A. Allowing the students to read the passage independently and draw an illustration to match it
  - B. Assigning partners to illustrate the passage that is read aloud by the teacher
  - C. Demonstrating how to summarize the passage using a story map with pictures
  - D. Explaining the process in detail and modeling it by thinking aloud while reading the passage

Explain, in your own words, what is happening in this model.

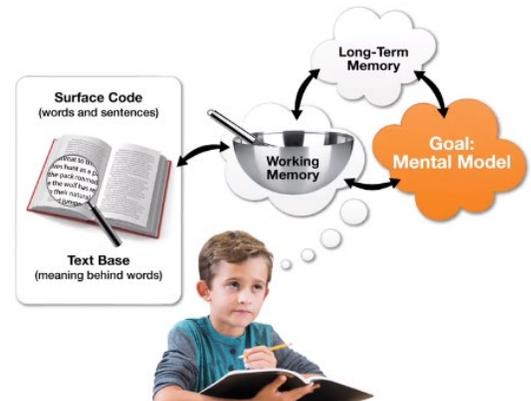


Figure 6.1 Constructing the Mental Model  
Figure also on page 78 of the LETRS manual.

What are the important aspects of language comprehension?

- 1.
- 2.
- 3.
- 4.
- 5.

Sample Test Question:

3. A teacher laminates pictures of book covers for several favorite read-aloud stories and places them in the retelling center. Student A chooses a cover and, without showing it to Student B, describes the beginning, middle, and end of the story. Student B guesses which story Student A is describing.  
The activity is best suited to reinforce which of the following literacy skills?
  - A. Developing oral reading fluency
  - B. Conveying a point of view
  - C. Visualizing a book's story elements
  - D. Interpreting a communicated message
4. A team of fifth-grade teachers collaboratively provide explicit instruction to support the development of students' listening skills. The teachers select a series of videos and recorded books to build students' background knowledge, vocabulary, understanding of text structures, and inferencing abilities.  
The teachers' actions best indicate an understanding of which of the following research-based findings related to the connection between listening and reading comprehension?
  - A. The influence of listening comprehension on reading comprehension increases over time, since both require the application of similar language processes.
  - B. Content presented orally is of greater interest to and easier for students to process than reading a text that requires proficient word-recognition skills.
  - C. As students develop more advanced literacy skills over the elementary years, the influence of listening comprehension on reading comprehension lessens.
  - D. Students who lack basic decoding skills will need effective instruction in listening to learn content and limit the gap between reading and listening comprehension.

Define each of the Language Comprehension Strands:

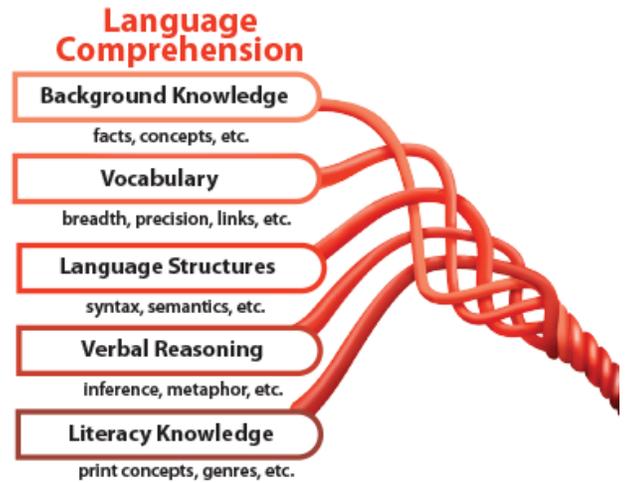
**Background Knowledge:**

**Vocabulary:**

**Language Structures:**

**Verbal Reasoning:**

**Literacy Knowledge:**



What is schema?

What is syntax?

What is semantics?

Sample Test Questions:

5. A kindergarten teacher is helping students develop concepts about print. The teacher can best achieve the goal by using which of the following approaches?
  - A. Helping students understand that a new word is formed when adding certain sounds to the beginning of a familiar word
  - B. Having students identify a missing word in a familiar text when only one vowel in the word is provided
  - C. Asking students questions about the number of words in a sentence and where a sentence begins and ends in a paragraph
  - D. Creating word-family charts so that students can see that words look alike when their endings sound alike

6. Which of the following reading skills is the most important prerequisite to understanding an author's purpose?
- A. Creating mental images while reading
  - B. Eliminating unnecessary information
  - C. Distinguishing between facts and opinions
  - D. Making personal connections to the text

Review: What is print concepts?

What is genre?

What is story grammar?

Sample Test Questions:

7. Ms. Dorsey, a second-grade teacher, begins a lesson by reviewing the story grammar of conventional short fiction. She reminds students that most stories have a beginning that includes information about the setting and the main characters. Then an event introducing a goal or problem occurs, followed by a series of events in which the characters attempt to solve the problem. At the end of the story, the goal or problem is finally resolved. Which of the following best explains the teacher's rationale for instructing students in recognizing story grammar in fictional texts?
- A. To provide a framework that helps students to comprehend and retain story information
  - B. To improve skill in noticing how character traits change over the course of a story
  - C. To support interest and motivation to engage in wide, independent reading activities
  - D. To use the understanding of repetition in fictional plot development to write an original story
8. A first-grade teacher selects a picture book that retells the well-known fairy tale *Goldilocks and the Three Bears* to read aloud to the class. Following the first oral reading of the text, the teacher distributes a graphic organizer with a set of questions for students to answer as the text is read again. During the second reading, the teacher pauses at different parts of the story and asks students to independently answer one of the questions related to that part of the story on the work sheet. A portion of the graphic organizer the teacher uses is shown below.

Question	The Story Says	I Say	And So I Believe...

The teacher’s instructional method best engages students in which of the following thinking processes related to successful reading comprehension?

- A. Making decisions about what is going to happen next in a story by connecting existing knowledge to new information an author gives as a text is read
- B. Determining what is important in a story and recording it in the student’s own words
- C. Searching a story to reach a conclusion based on clues an author gives and prior knowledge to construct meaning that goes beyond what is literally stated
- D. Creating mental images of the events happening in a story that support recall of main ideas

9. Fourth-grade students are researching animals using informational texts. They complete the inquiry chart (I-chart) below to record what they find in various texts.

Topic	Question 1: <i>Where do elephants live?</i>	Question 2: <i>What do elephants eat?</i>	Question 3: <i>Do elephants live together?</i>
What do I/we already know?	<i>In Africa</i>	<i>Grass and plants using their trunks</i>	<i>?</i>
Source 1	<i>African elephants live in the savanna. Some elephants live in forests</i>	<i>leaves, twigs, fruit, bark, grass and roots</i>	<i>Female elephants live together and male elephants live together</i>
Source 2	<i>African, Southeast Asia and South Asia</i>	<i>Adult elephants eat about 330 pounds of plants every day</i>	<i>They care for each other and are sad when their family dies</i>
Source 3	<i>Elephants like to live near water</i>	<i>Elephants spend about 18 hours a day eating</i>	<i>Families have between 3 and 25 elephants</i>

Which of the following is the most important pedagogical reason for having students complete an I-chart?

- A. It enables students to evaluate the reliability of expository texts.
- B. It encourages students to build on their prior knowledge of a topic.
- C. It supports students’ understanding of content vocabulary.
- D. It promotes students’ understanding of expository text features.

10. A teacher has students read the following passage during a science lesson. The teacher then refers to the same passage during the reading block to demonstrate the structure of certain forms of informational text.

*Not all stars are the same, and it is important to understand their properties. There are five parameters of stars that we can measure. Luminosity is the measure of how much energy is emitted by the star. Stars also have their own size and temperature. The mass of stars can be measured, and we can also determine their composition.*

The passage best demonstrates which of the following text structures?

- A. Generalization
- B. Sequence
- C. Enumeration
- D. Classification

What is the difference between trade books and textbooks?

Trade Books/Narratives	Textbooks/Expository

What are some teaching elements that should occur before, during, and after a comprehension lesson?

Before	During	After

Sample Test Questions:

11. During a whole-class literacy lesson, a third-grade teacher uses an electronic whiteboard to display the paragraph below.

Some studies have shown that it is good practice to not allow students to chew gum in class. While some students may think this is unfair, there are many good reasons why this is a good rule. First of all, some observations of students' behavior show that they may not be considerate of their classmates and leave the gum on the bottom of desks or tables, drop it on the floor, or put it on another classmate's property. Consequently, the student's action can result in a mess that disturbs others and can affect their efforts to learn. Another reason why some researchers recommend that chewing gum in school should not be permitted is because it is a distraction. When students are allowed to chew gum, it has been found that they can be more focused on chewing it and making popping noises and as a result not listen and fully participate in class activities. Therefore, many schools today have adopted a policy of not allowing gum chewing in class.

The teacher uses the format of the passage to conduct a think-aloud strategy that supports students' comprehension of informational writing within the context of viewing and analyzing an authentic text. The teacher's instruction primarily models for students that comprehension improves when a reader

- A. is familiar with identifying an author's purpose in conveying information in a wide variety of literary genres
- B. analyzes the degree to which transition words and phrases are repeated in a text to achieve coherency
- C. can evaluate the degree to which the vocabulary an author selects communicates new ideas in a clear, concise manner
- D. has knowledge of organizational patterns and cue words found in various fiction and nonfiction text structures

12. As part of a social studies unit on the American Revolution, a sixth-grade teacher plans to prepare students to read a short historical nonfiction novel about the Boston Tea Party. Which of the following prereading strategies will best assist the teacher in building students' background knowledge and improving their general understanding of the topic?

- A. Providing time for students to skim the text and create a list of new vocabulary words and ideas that the author discusses
- B. Encouraging students to look at the illustrations in the text and discuss with a partner what they see in the images
- C. Presenting a list of statements about the topic and having students indicate whether they agree or disagree with each one
- D. Having students visit approved Web sites before reading the text to view video clips and primary documents related to the topic

13. A teacher focuses on the following skills while working with a group of students.

- Clarifying a purpose for reading
- Previewing a text before reading
- Monitoring understanding by adjusting reading speed
- Checking for understanding after reading a text

The teacher is primarily developing students' ability to:

- A. draw conclusions from information or clues they find in a text
- B. use metacognitive strategies to think about and have control over their reading
- C. activate background knowledge to help them understand what they are reading
- D. synthesize information in a text to explain what the text is about

**\*\*NOTE: The following passage will be utilized in the following three questions:**

A fifth-grade class is reading the narrative nonfiction story *Can't You Make Them Behave, King George?* by Jean Fritz. The story details the life of George III the third who was king of England when the American Revolution was fought. Read the excerpt below and answer the next 3 questions that follow.

*(1) Firm, firm, firm. (2) From now on he would be firm. (3) After the Battle of Lexington and the Battle of Bunker Hill, King George said he felt strong as a lion. (4) People would soon see, he said, that Americans would back down, meek as lambs.*

*(5) Instead, on July 4, 1776, Americans declared their independence. (6) Naturally King George was annoyed. (7) But he wasn't worried. (8) How could children, however rebellious, succeed against a firm father? (9) How could a few colonies hold out against a powerful empire? (10) He'd just send a few more regiments over and then watch the Americans come around! (11) It never occurred to George the Third that he might not be right. (12) "I wish nothing but good," he once said, "therefore everyone who does not agree with me is a traitor or a scoundrel."*

14. After reading the excerpt aloud to students, the teacher deduces that the students are struggling with understanding several unfamiliar vocabulary words. The teacher asks students to identify the top three most difficult words that they cannot define. The words are “rebellious,” “regiments,” and “traitor.” Which of the following teaching methods best helps students learn the meaning of the words in the excerpt?

- A. Having students read the sentences aloud and look for context clues
- B. Advising students to look up the words on their electronic devices and create electronic flash cards
- C. Instructing students to refer to a list of common affixes that break the words into parts that they can define
- D. Dividing students into groups to study one assigned word and make a word map for classroom display

15. After reading the passage, the teacher asks students to make an inference about what is shown by King George’s description of himself in sentence 3 versus his perception of the American colonists in sentence 4. Which of the following methods initiated by the teacher will best help students make inferences?

- A. Discussing the value of the dialogue for providing information
- B. Examining the use of a simile to create comparisons
- C. Considering the inclusion of many of the capitalized words
- D. Analyzing the presence of hyperbole for dramatic effect

16. The teacher gives the student an assignment to annotate the text while reading it a second time. One of the students, Logan, annotates a portion of the text as shown.

(9) How could a few colonies hold out against a powerful empire? (10) He’d just send a few more

The primary purpose for Logan’s annotation of the text is to:

- A. make a personal connection to the king as portrayed in the story
- B. help develop mental visual imagery of life during the American Revolution
- C. prepare for an exam with questions about the major story elements
- D. connect reading and writing by considering examples of characterization

*He is going to send more troops over to fight and kill colonists. This would make the people who are left change their mind about wanting to leave England.*  
regiments over and then watch the Americans come around!  
*I think this means he wants good and right things all the time*

(11) It never occurred to George the Third that he might not be right.

(12) “I wish nothing but good,” he once said, “therefore everyone who does not agree with me is either a traitor or a scoundrel.” *A traitor is someone who betrays someone else. Someone who betrays a king would be punished, maybe by death. A scoundrel is a bad person and a liar. King George believes he is right and anyone who doesn’t agree with him is wrong.*

*\*The circled sentence is the most important because he was wrong but he was too overconfident to see it.*

How does the balance of English Language Arts (ELA) instruction change from Kindergarten-1<sup>st</sup> Grade to 2<sup>nd</sup> Grade-3<sup>rd</sup> Grade?

What is assessment of comprehension difficult?

What are some informal comprehension assessment techniques that could be utilized?

Sample Test Questions:

17. The data is based on a recent assessment of fourth-grade students reading a short passage. The teacher analyzes the data to identify areas most in need of improvement. Which of the following instructional strategies will best meet the needs of Molly, Marcy, and Don?

Students	Vocabulary	Comprehension	Fluency
Molly	75%	68%	60%
Marcy	73%	65%	60%
Don	72%	70%	55%

- A. Giving the students review activities and games to practice unknown words
- B. Pairing the students to read aloud and provide feedback to each other
- C. Providing the students with graphic organizers to use while reading
- D. Encouraging students to read more books at home for pleasure

What are some strategies you could utilize for EL students who are struggling with language comprehension?

What are some strategies you could utilize for SPED students who are struggling with language comprehension?

List 5 Comprehension Strategies that you would like to learn more about.

- 1.
- 2.
- 3.
- 4.
- 5.

Sample Test Questions:

18. Mr. Krause's fourth-grade students are having difficulty answering text-dependent comprehension questions. He plans to use the question-answer relationship (QAR) strategy to help students comprehend the types of questions being asked. The QAR strategy supports students in

- A. distinguishing between textually explicit and textually implicit questions
- B. identifying the text structure presented in the questions asked
- C. determining whether the question requires an answer or is hypothetical
- D. using words directly from the question to formulate a complete response

19. A teacher reviews the following student scores on a standardized reading test with the goal of determining the areas in which the student will require additional instruction.

75<sup>th</sup> percentile in vocabulary knowledge

85<sup>th</sup> percentile in decoding

40<sup>th</sup> percentile in comprehension

70<sup>th</sup> percentile in fluency

Based on the data, which of the following activities best addresses the student's needs?

- A. Reviewing high-frequency words
- B. Identifying context clues in sentences
- C. Listening to an audio version of the text
- D. Using a plot chart to track the events in a story

20. A second-grade teacher reviewed data from the midyear literacy screening and compared them to the data from the beginning-of-the-year literacy screening. The data revealed that the students who were grade-level readers at the beginning of the year showed very little growth in reading comprehension, and two-thirds of the emergent readers were ready to be placed with the grade-level readers. Which of the following strategies will best help accelerate the growth of the grade-level readers?
- A. Playing recordings of interesting stories that are above the students' reading level and discussing character development, plot, and theme
  - B. Using guided reading groups to assign students texts at their independent reading level and asking them to complete comprehension questions
  - C. Telling students to practice silent reading with texts at their instructional level and requiring them to journal about setting, conflict, and resolution
  - D. Using guided reading groups to assign students texts at their frustration level and practicing the use of context clues to define new words
21. Which of the following strategies is most likely to be effective in motivating elementary students to read independently in school?
- A. Reminding students that reading is crucial to being successful in the future
  - B. Providing extrinsic rewards such as free time when students read more
  - C. Allowing students to choose texts about topics that interest them
  - D. Engaging students in critical thinking activities during guided reading
22. Below are various problems students encounter when self-selecting texts. Match each strategy a teacher can use to best solve each student's problem.
1. The student no longer enjoys a book he or she has been reading.
  2. The student chooses the same book repeatedly
  3. The student is overwhelmed with selecting a text
  4. The student selects a text that has too high a reading level

Strategies:

- A. Encourage the student to select a book by a favorite author or topic.
- B. Suggest the student read the book using paired reading with a parent.
- C. Ask the student about his or her interests and explain how the books are organized in the library.
- D. Provide several book choices and encourage the student to determine the readability of a text before making a selection.