



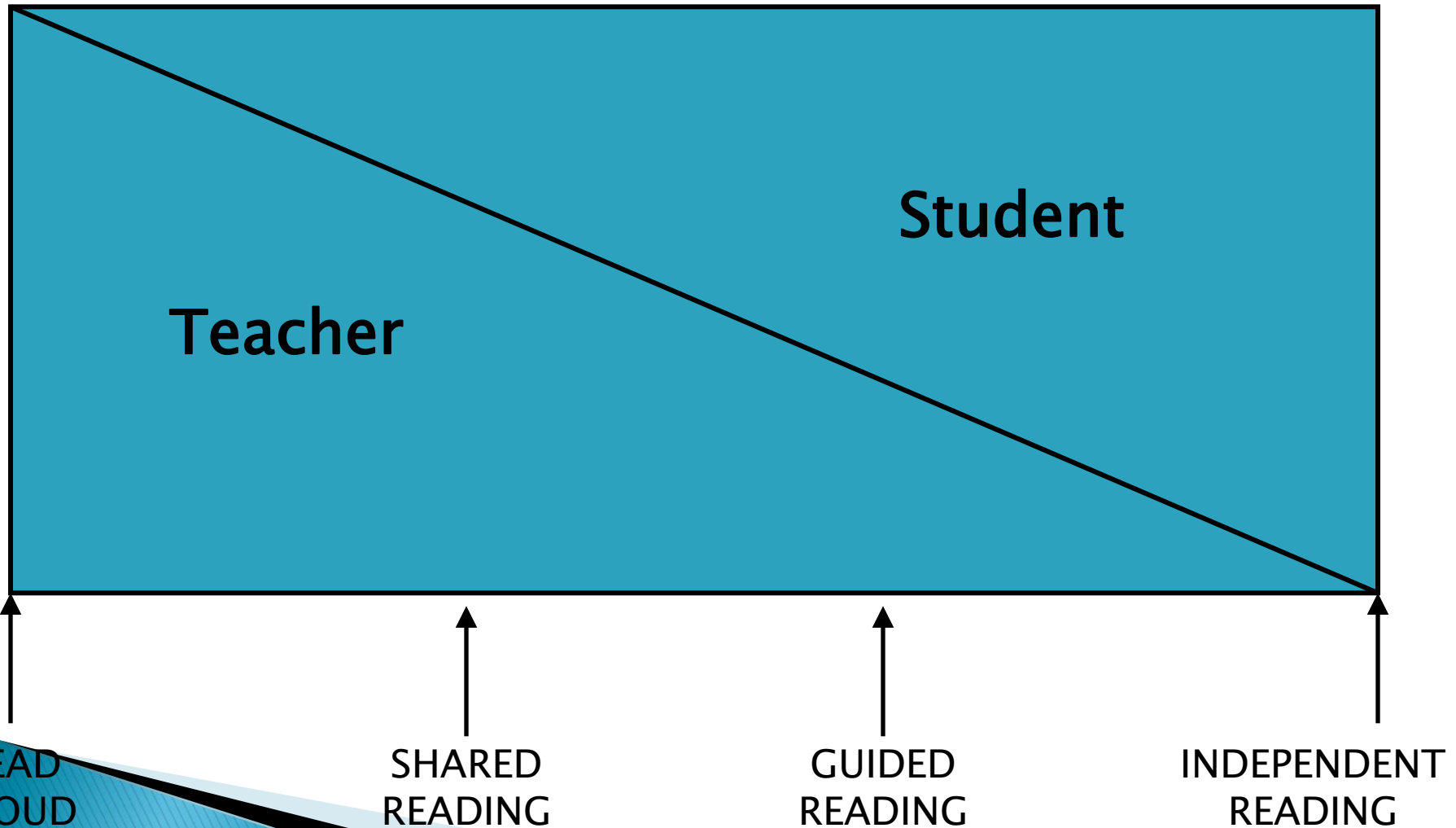
# **Turning the Light On for Deeper Comprehension Grades 3-6**

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Reading Specialists, Pearland ISD**

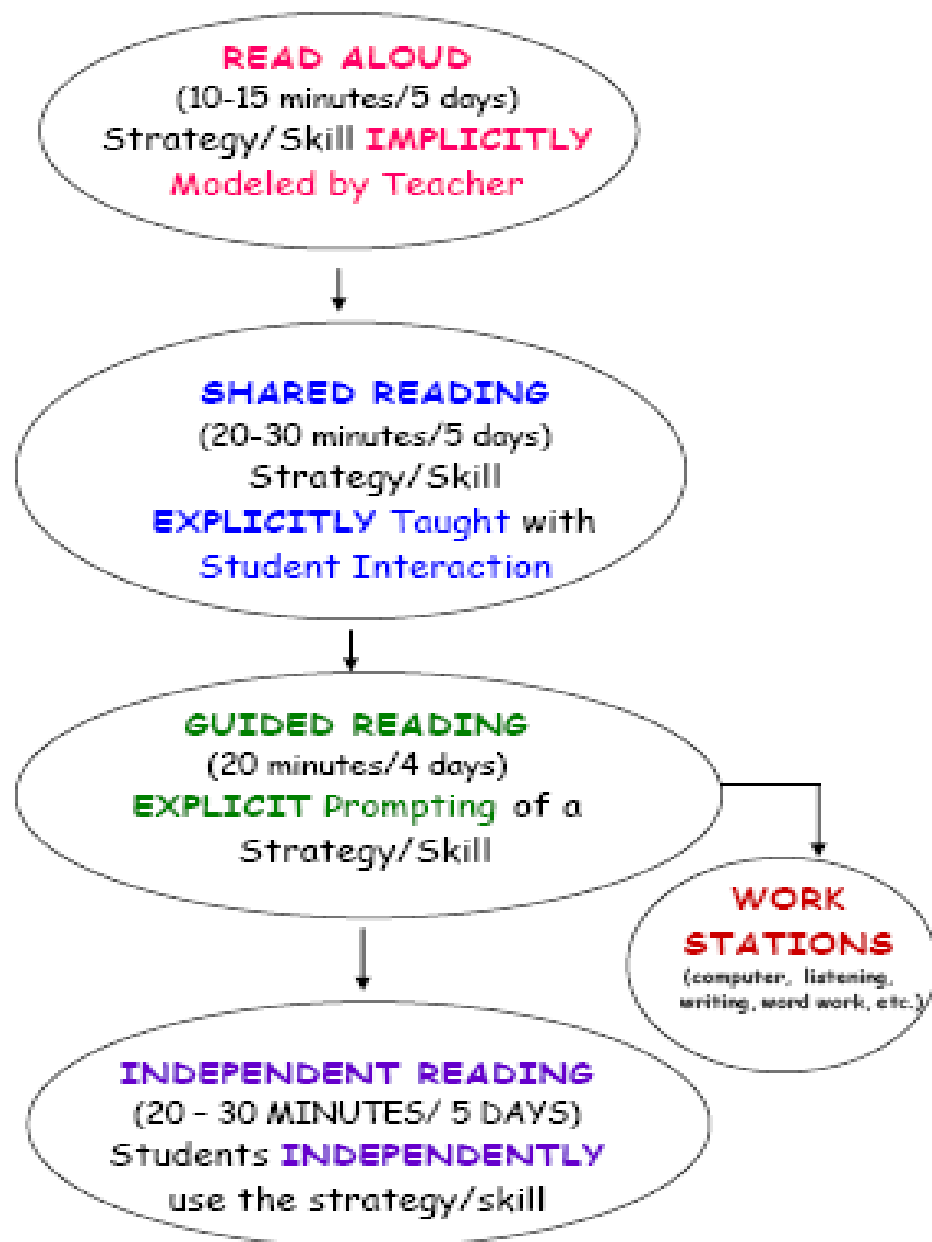
**TWU Reading Recovery & Literacy Institute K-6  
November 3-4, 2011**

# Gradual Release Model of Instruction

(Adapted from Pearson & Gallagher, 1983 and Margaret Mooney, 1990)



# Pearland ISD's Balanced Literacy Flowchart



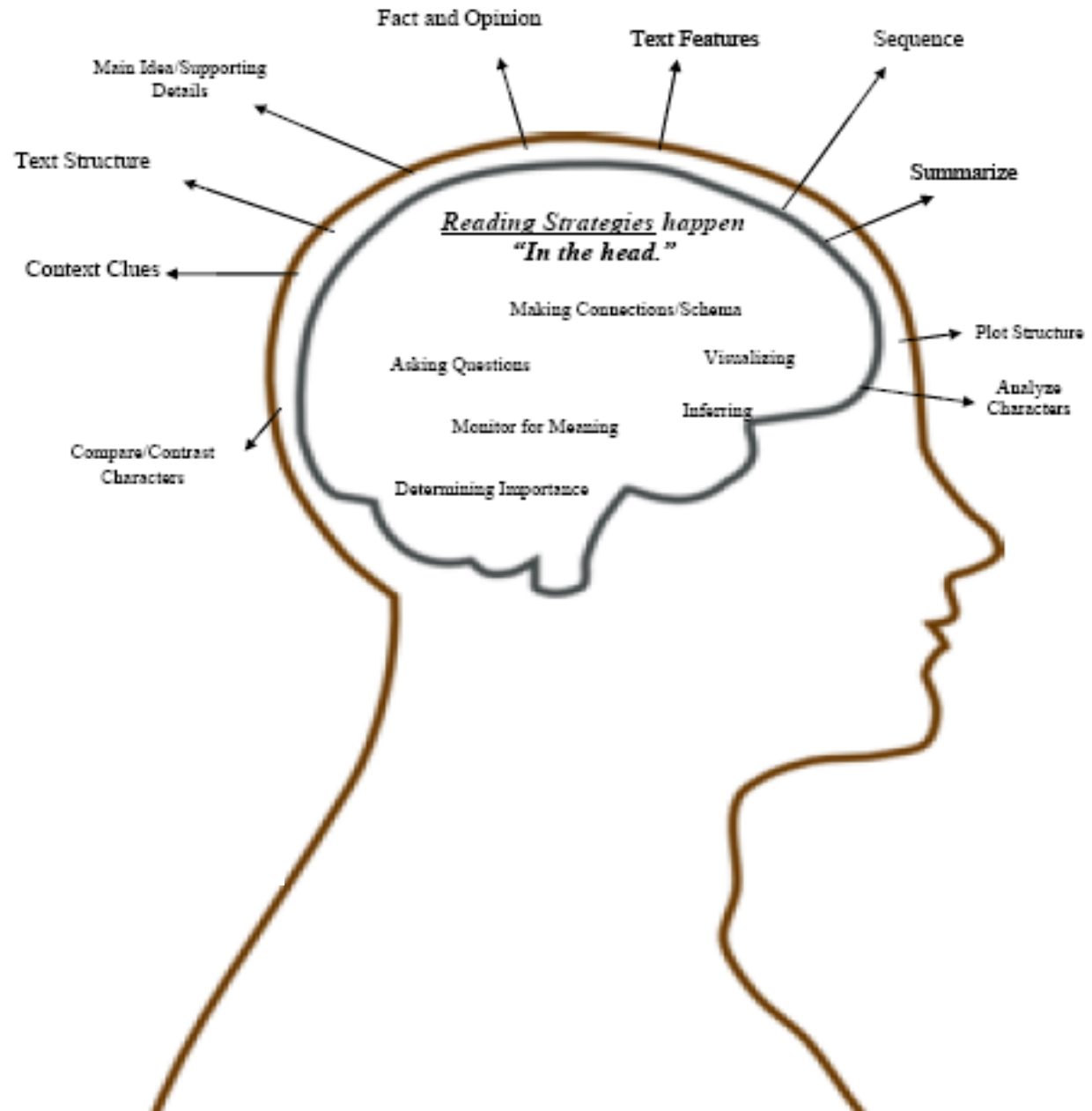
# Metacognitive Strategies



- ▶ **Monitoring for meaning-knowing when you know, knowing when you don't know**
- ▶ **Schema-making connections between the new and the known, building and activating background knowledge**
- ▶ **Asking questions-generating questions before, during, and after reading that lead you deeper into the text**
- ▶ **Determining importance-deciding what matters most, what is worth remembering**
- ▶ **Inferring-combining background knowledge with information from the text to predict, conclude, make judgments, interpret**
- ▶ **Visualizing-creating mental images to deepen and stretch meaning**
- ▶ **Synthesizing-creating an evolution of meaning by combining understanding with knowledge from other texts/sources**

*Reading Skills are observable behaviors that occur because the strategies "in the head" happen.*

# What's the difference between a strategy and a skill?



# Unpacking the TEKS

## *Fourth Grade Example*

**4.6A sequence and summarize the plot's main events and explain their influence on future events**

- .Identify plot's main events
- .Sequence the plot's main events
- .Summarize the plot's main events
- .Explain their influence on future events



# Visualizing in 3<sup>rd</sup> Grade

- ▶ 3.10 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses. (*Supporting*)

# Visualizing in 4<sup>th</sup> Grade

- ▶ 4.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery. *(Supporting)*

# Visualizing in 5<sup>th</sup> Grade

- ▶ 5.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, **make inferences** and **draw conclusions** about how an **author's sensory language creates imagery in literary text** and **provide evidence** from text to support their understanding. Students are expected to **evaluate the impact of sensory details, imagery, and figurative language in literary text.** (*Readiness*)

# Visualizing in 6<sup>th</sup> Grade

- ▶ 6.6 Reading/Comprehension of Literary Text/Sensory Language. Students understand, **make inferences** and **draw conclusions** about how an **author's sensory language creates imagery in literary text** and **provide evidence** from text to support their understanding. Students are expected to explain how authors **create meaning through stylistic elements and figurative language** emphasizing the use of **personification, hyperbole, and refrains**. (*Readiness*)

# Instructional Techniques

## ▶ Gradual Release

- Reading With Meaning

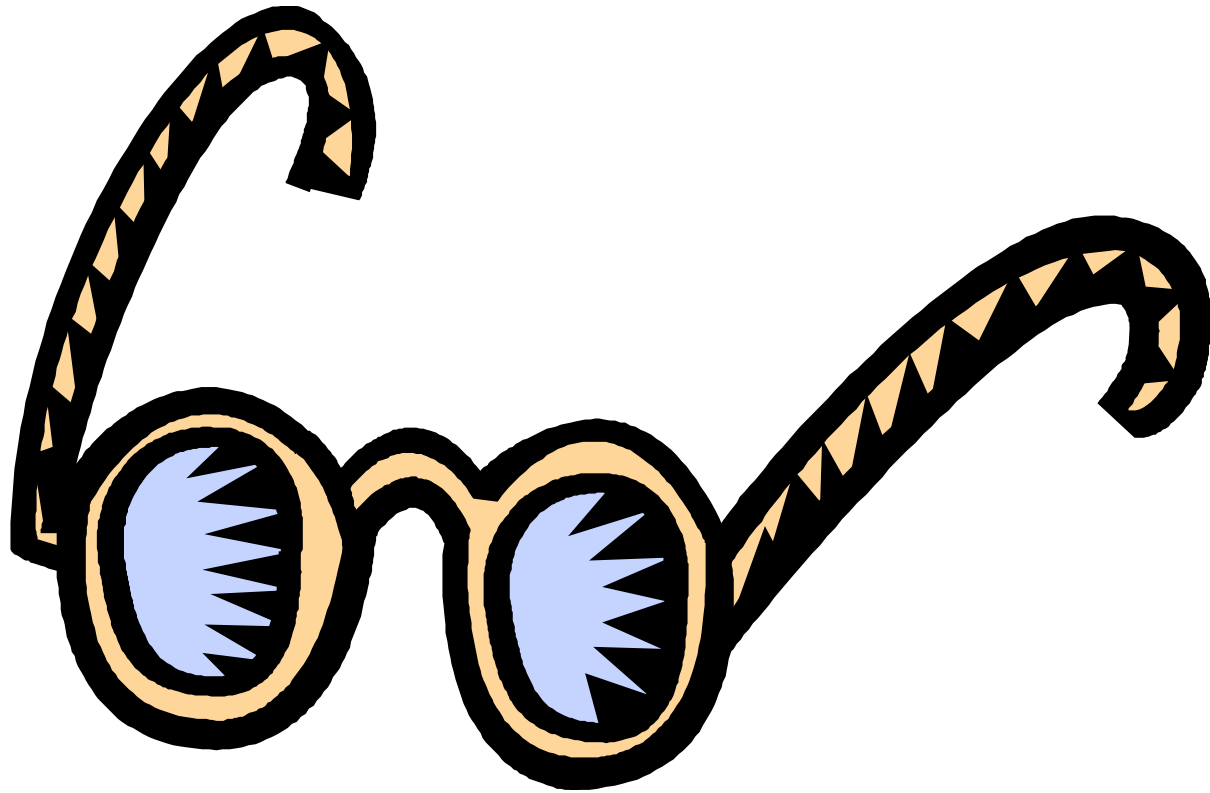
## ▶ Concrete → Abstract → Concrete (Anchor Charts)

- Comprehension Connections

## ▶ Anchor Lessons with Mental Models

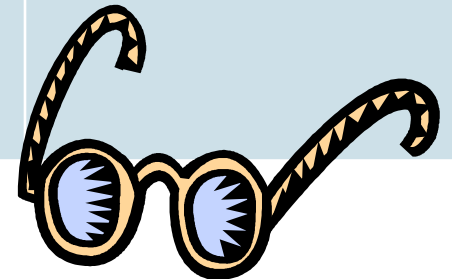
- Pearland ISD Initiative
  - Instructional Language and Activity for Direct Instruction
  - Vertical Alignment

# Visualizing Anchor Lesson

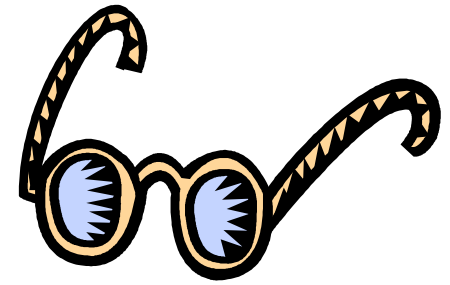


# Going Beyond the Anchor Lesson

Read Aloud	Shared Reading	Guided Reading	Independent Reading/Literacy Workstations



# Rubric for Assessing Visualizing–5<sup>th</sup> Grade



Level 1	Level 2	Level 3	Level 4
<p>Students use sensory language to–</p> <ul style="list-style-type: none"><li>•Create mental images</li><li>•Provide some text evidence</li><li>•Identify sensory details</li></ul>	<p>Students use sensory language to–</p> <ul style="list-style-type: none"><li>•Monitor comprehension</li><li>•Provide text evidence</li><li>•Identify sensory details, imagery, figurative language</li></ul>	<p>Students use sensory language to–</p> <ul style="list-style-type: none"><li>•Monitor comprehension</li><li>•Infer and draw conclusions</li><li>•Provide text evidence</li><li>•Identify sensory details, imagery, figurative language</li></ul>	<p>Students use sensory language to–</p> <ul style="list-style-type: none"><li>•Monitor comprehension</li><li>•Infer and draw conclusions</li><li>•Provide text evidence</li><li>•Evaluate impact of sensory details, imagery, figurative language</li></ul>

# Theme in 3<sup>rd</sup> Grade

- ▶ 3.5 Reading/Comprehension of Literary Text/Theme and Genre. Students **analyze**, **make inferences** and **draw conclusions** about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
  - ▶ (A) **paraphrase the themes and supporting details of fables, legends, myths, or stories;** and *(Supporting)*

# Theme in 4<sup>th</sup> Grade

- ▶ 4.3 Reading/Comprehension of Literary Text/Theme and Genre. Students **analyze**, **make inferences** and **draw conclusions** about **theme and genre** in different **cultural**, **historical**, and **contemporary contexts** and **provide evidence** from the text to support their understanding. Students are expected to:
  - ▶ (A) **summarize** and **explain** the **lesson or message** of a work of **fiction** as its **theme**;  
*(Supporting)*

# Theme in 5<sup>th</sup> Grade

- ▶ 5.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
  - ▶ (A) compare and contrast the themes or moral lessons of several works of fiction from various cultures; *(Supporting)*
  - ▶ (C) explain the effect of a historical event or movement on the theme of a work of literature. *(Supporting)*

# Theme in 6<sup>th</sup> Grade

- ▶ (3) Reading/Comprehension of Literary Text/Theme and Genre. Students **analyze**, **make inferences** and **draw conclusions** about theme and genre in different **cultural**, **historical**, and **contemporary contexts** and **provide evidence** from the text to support their understanding. Students are expected to:
  - ▶ (A) **infer the implicit theme** of a work of fiction, **distinguishing theme from the topic**; *(Supporting)*

# Theme Anchor Lesson



# Going Beyond the Anchor Lesson

Read Aloud	Shared Reading	Guided Reading	Independent Reading



# Rubric for Assessing Theme



Level 1	Level 2	Level 3	Level 4
<p>Students are able to–</p> <ul style="list-style-type: none"><li>• Identify the lesson or message in fiction</li><li>• Provide evidence from the text</li></ul>	<p>Students are able to–</p> <ul style="list-style-type: none"><li>• Explain and summarize the lesson or message in fiction</li><li>• Provide evidence from the text</li></ul>	<p>Students are able to–</p> <ul style="list-style-type: none"><li>• Summarize and explain the lesson or message in fiction</li><li>• Analyze, infer, and draw conclusions about theme</li><li>• Provide evidence from the text</li></ul>	<p>Students are able to–</p> <ul style="list-style-type: none"><li>• Summarize and explain the lesson or message in fiction</li><li>• Analyze, infer, and draw conclusions about theme in a wide range of contexts</li><li>• Provide evidence from the text</li></ul>

# Importance of “Shining the Light” on Comprehension



“Once thought of as the natural result of decoding plus oral language, comprehension is now viewed as a much more complex process involving knowledge, experience, thinking, and teaching.”

Fielding & Pearson 1994

# Go-To Professional Books

- ▶ Reading with Meaning
  - Debbie Miller
- ▶ Mosaic of Thought (now in 2<sup>nd</sup> Edition)
  - Ellin Oliver Keene and Susan Zimmermann
- ▶ Comprehension Connections
  - Tanny McGregor
- ▶ Strategies that Work
  - Stephanie Harvey and Anne Goudvis
  
  - Heinemann and Stenhouse publishers

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