



Turning the Light On for Deeper Comprehension Grades K-2

Noel Gray

Director of Curriculum & Instruction, Pearland ISD

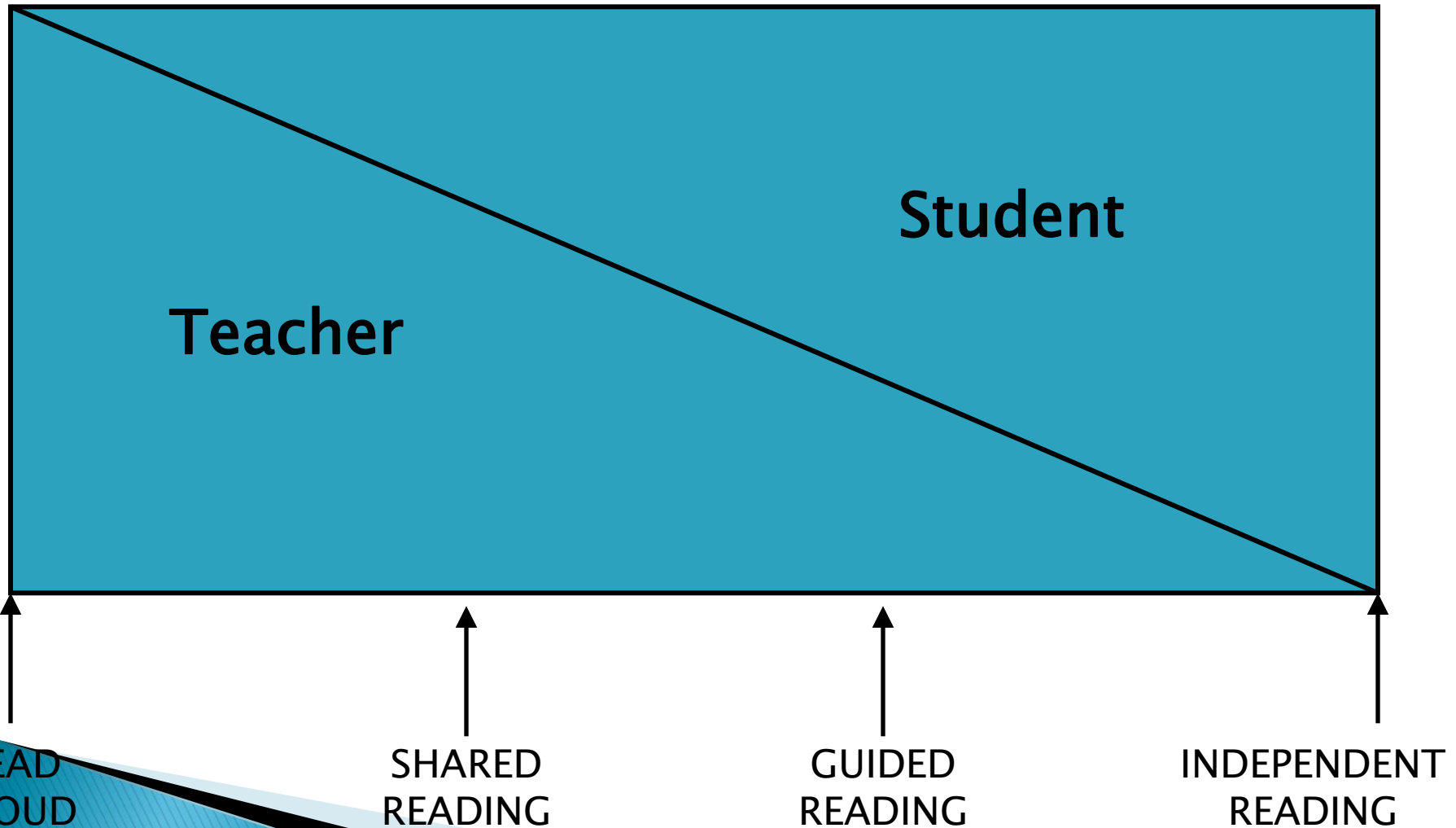
Nicki Booker

Reading Specialist, Pearland ISD

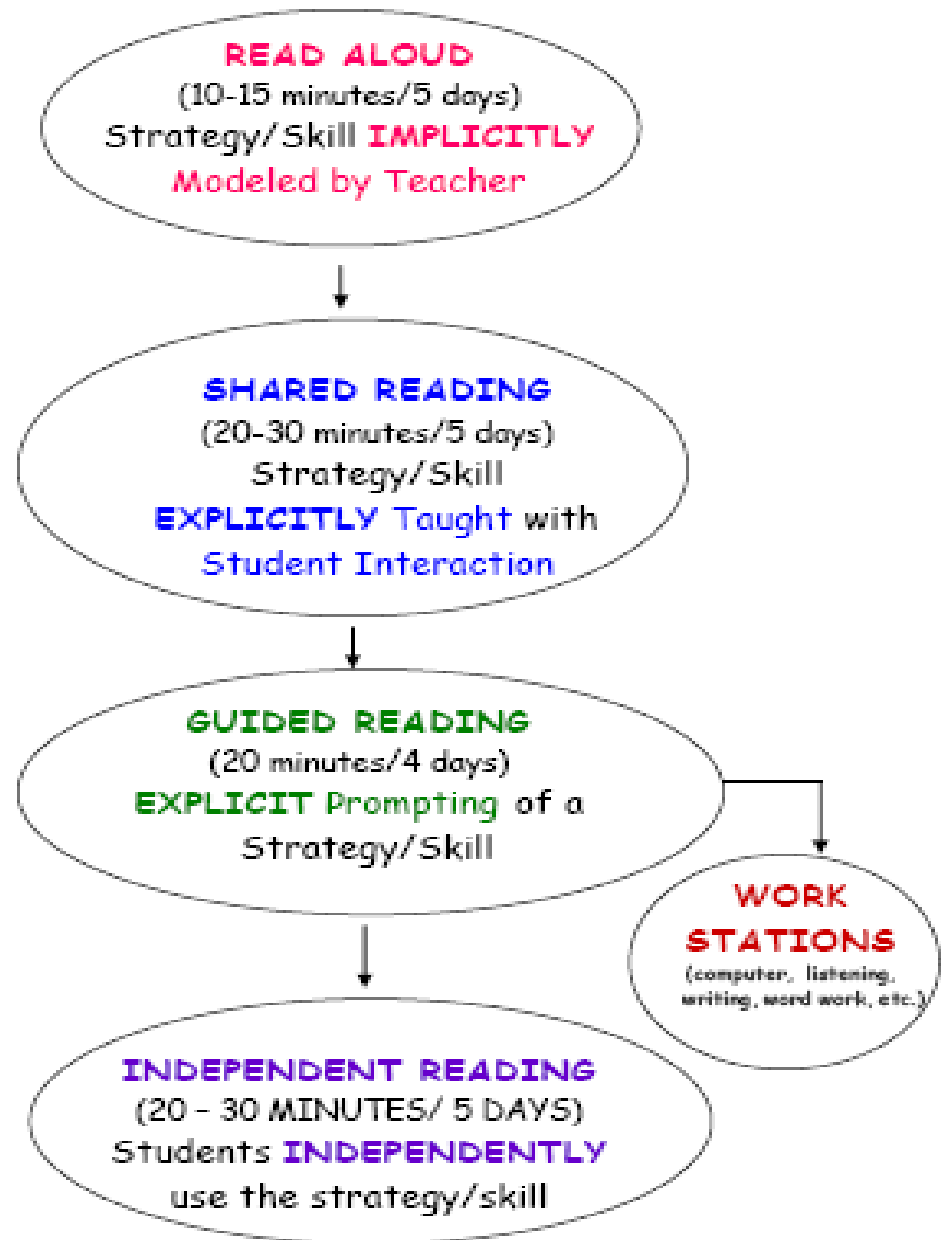
**TWU Reading Recovery & Literacy Institute K-6
November 3-4, 2011**

Gradual Release Model of Instruction

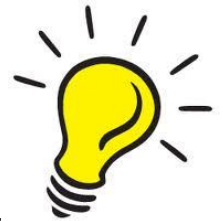
(Adapted from Pearson & Gallagher, 1983 and Margaret Mooney, 1990)



Pearland ISD's Balanced Literacy Flowchart



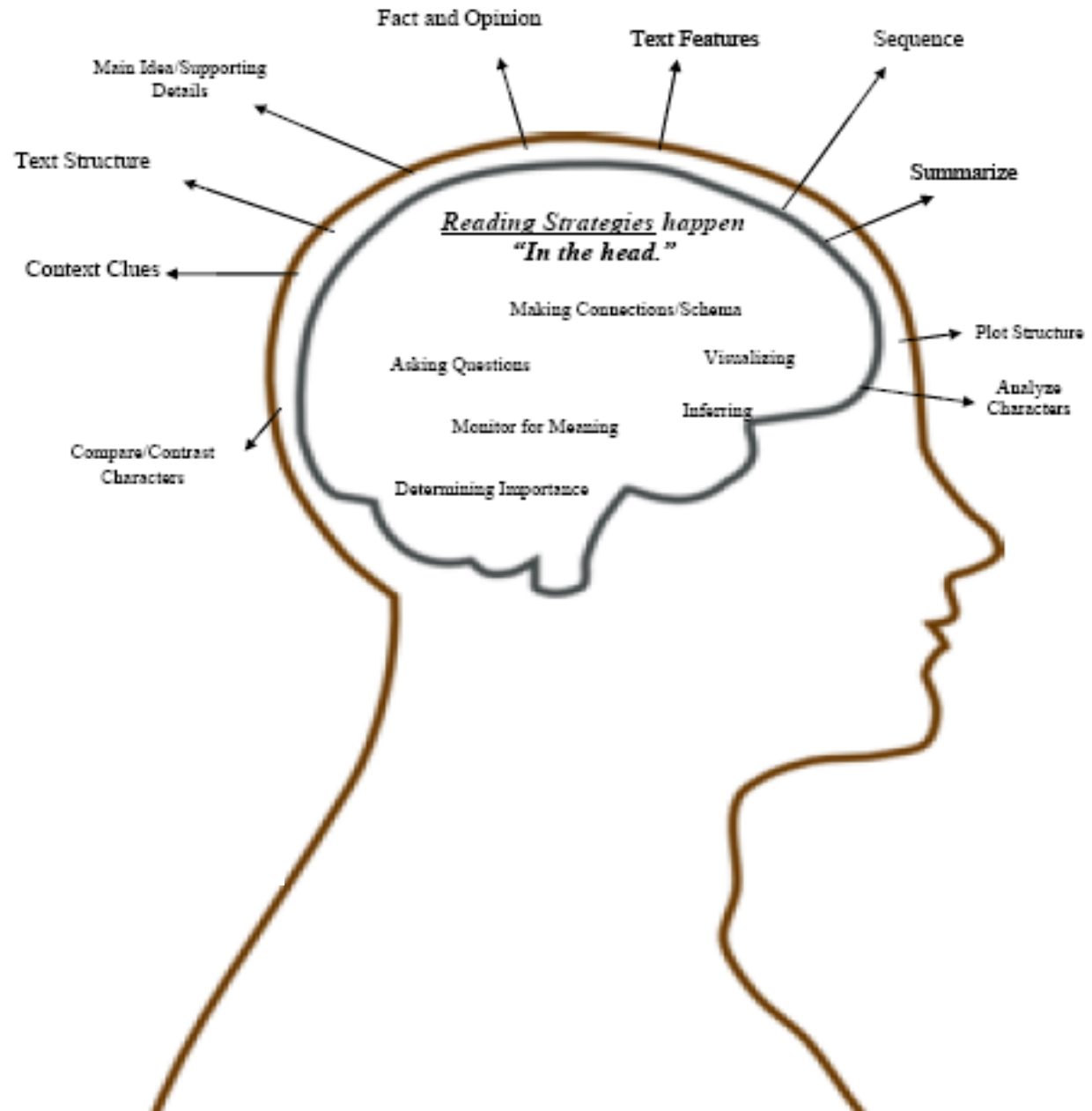
Metacognitive Strategies



- ▶ **Monitoring for meaning** - knowing *when you know*, knowing *when you don't know*
- ▶ **Schema** - making connections *between the known and the new*, 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?



Questioning TEKS in K-2

Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.

Students are expected to:

K.4B: Ask and respond to questions about texts read aloud.

1.4B: Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.

2.3B: Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.

Instructional Techniques

- ▶ **Gradual Release**
 - Reading With Meaning
- ▶ **Concrete → Abstract → Concrete**
 - Comprehension Connections
 - Anchor Charts
- ▶ **Anchor Lessons with Mental Models**
 - Pearland ISD Initiative
 - Language and Activity for Direct Instruction

Questioning Anchor Lesson



Questioning Anchor Lesson

Asking Questions Anchor Lesson (1st Grade)

Mental Model: Question Mark



Materials Needed:

Chart Paper

Markers

Copy of a version of *Three Little Pigs*

Copy of *Dr. DeSoto* by William Steig

Post-Its

Question Mark mental model (ex. Popsicle stick or cap)

Implementing the Lesson:

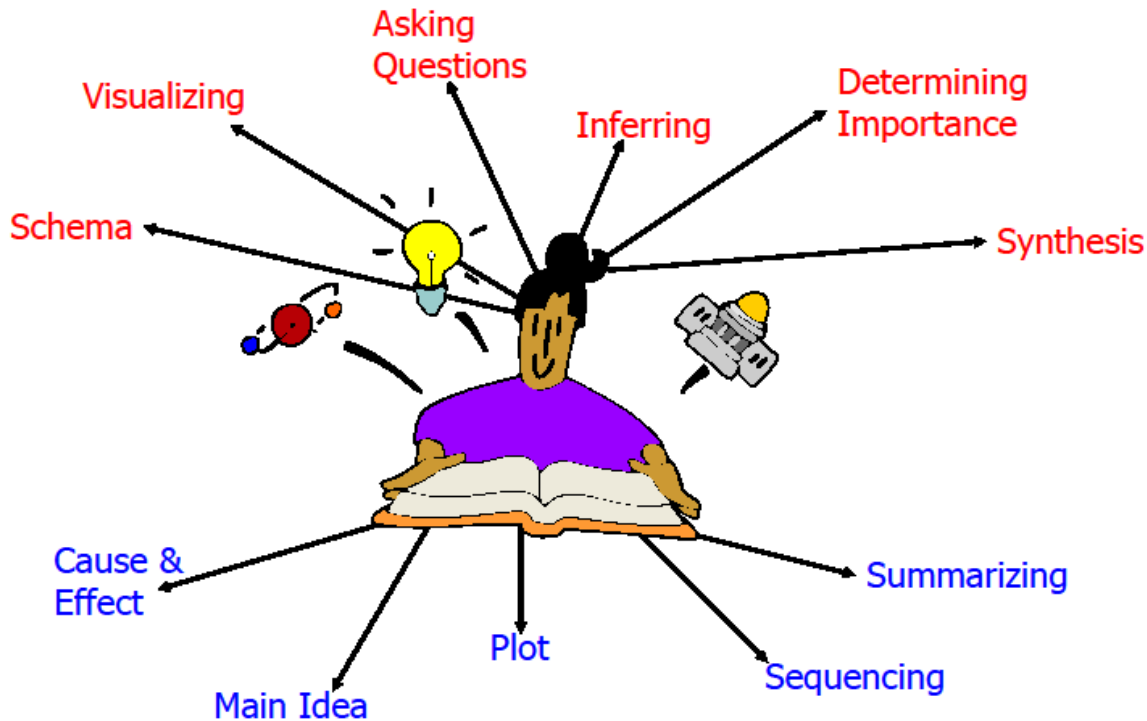
Introducing the Strategy of Asking Questions:

Have students come and sit around you on the floor.

Tell students, "Good readers ask questions before, during, and after reading a text. Asking

Instructional Link Between Strategy and Skill

Reading Strategies...What Goes On In the Reader's Head



Reading Skills...What Falls Out of Reading Strategies

Plot TEKS in K-2

Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Students are expected to:

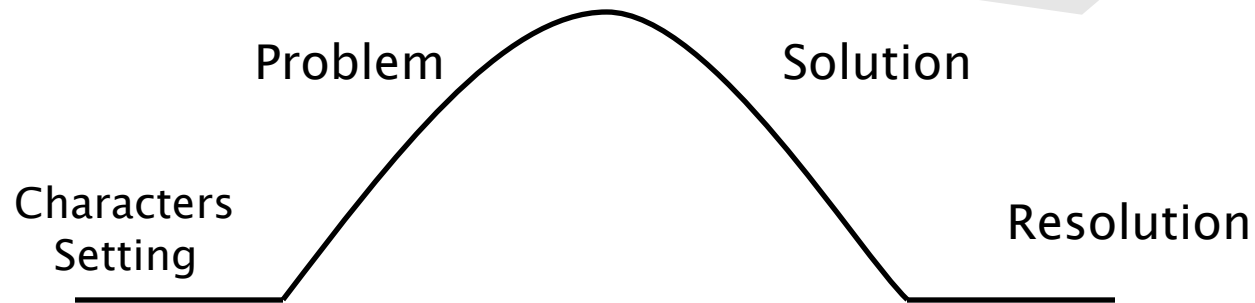
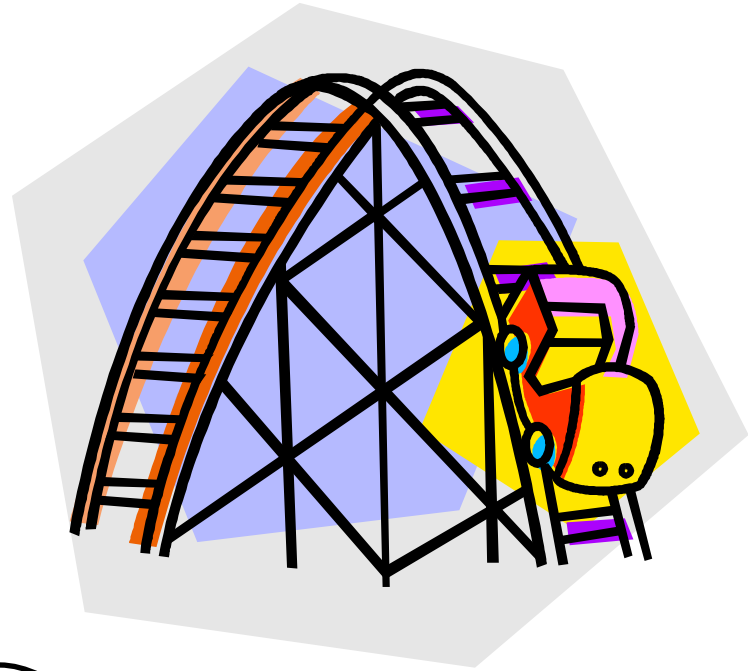
K.8A: Retell a main event from a story read aloud.

1.9A: Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.

2.9A: Describe similarities and differences in the plots and settings of several works by the same author.

Plot Anchor Lesson

Who? Where?
What? Why?
How?



Plot Anchor Lesson

First Grade Plot Anchor Lesson

Mental Model: Roller Coaster



Materials Needed:

Read Aloud Books and Shared Reading

Chart Paper

Markers

Post-It Notes

Implementing the Lesson:

Introduce the Skill:

Have students seated on the floor around teacher. Begin by explaining plot: "One thing that good authors do to make stories interesting is to have a strong plot. Plot is all the parts of a story like the characters, setting, problem, and resolution."

“Unpacking” the TEKS

First Grade Example:

1.9A: Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.

Instructional Objectives:

Address vocabulary: plot, sequence, events





Problem and solution

Beginning - middle - end

Sequencing (logic)



Going Beyond the Anchor Lesson

Read Aloud	Shared Reading	Guided Reading	Independent Reading/LWS
 An illustration for the 'Read Aloud' strategy. It features a large yellow question mark character with a face and legs, standing on a light blue background. Below it is a smaller illustration of a colorful roller coaster car on a track, set against a light blue background with a white hexagonal shape behind it.	 An illustration for the 'Shared Reading' strategy. It features a large yellow question mark character with a face and legs, standing on a light blue background. Below it is a smaller illustration of a colorful roller coaster car on a track, set against a light blue background with a white hexagonal shape behind it.	 An illustration for the 'Guided Reading' strategy. It features a large yellow question mark character with a face and legs, standing on a light blue background. Below it is a smaller illustration of a colorful roller coaster car on a track, set against a light blue background with a white hexagonal shape behind it.	 An illustration for the 'Independent Reading/LWS' strategy. It features a large yellow question mark character with a face and legs, standing on a light blue background. Below it is a smaller illustration of a colorful roller coaster car on a track, set against a light blue background with a white hexagonal shape behind it.

Rubric for Assessing Questioning K-2



Level 1 Below Basic	Level 2 Basic	Level 3 Proficient	Level 4 Advanced
Does not ask questions	Asks questions about the story; may confuse questions vs. statements	Asks questions relevant to the story; can answer questions	Asks questions to enhance meaning; can easily answer questions; beginning awareness of different types of questions

Rubric for Assessing Plot during Read-Aloud and Shared Reading



	Level 1 Below Basic	Level 2 Basic	Level 3 Proficient	Level 4 Advanced
K	Does not identify story elements as parts of a plot structure	Can recall <i>some</i> elements of plot structure	Can recall <i>many</i> key elements of plot structure	Identifies <i>all</i> key elements of plot structure <i>in logical sequence</i>
1 st	Does not identify story elements as parts of a plot structure	Can identify <i>some</i> elements of plot structure	Can identify <i>many</i> key elements of plot structure	Identifies <i>all</i> key elements of plot structure <i>in logical sequence... and Guided Reading</i>
2 nd	Does not identify parts of a plot structure	Can identify <i>most</i> elements of plot structure... and Guided Reading	Can identify <i>all</i> key elements of plot structure <i>in logical sequence... and Guided Reading</i>	Identifies and uses all key elements of plot structure in logical sequence in order to <i>summarize</i> text... and Guided Reading

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 2nd Edition)
 - Ellin Oliver Keene and Susan Zimmermann
- ▶ Comprehension Connections
 - Tanny McGregor
- ▶ Strategies that Work
 - Stephanie Harvey and Anne Goudvis

 - Heinemann and Stenhouse publishers

Contact Information

- ▶ Noel Gray grayn@pearlandisd.org
- ▶ Nicki Booker bookern@pearlandisd.org

