

# **K-3 Literacy Pilot: MoMEntum Common Professional Learning #12 Webinar**



Comprehension:  
A K-3 Literacy Essential

# Learning Intentions

Educators will:

- better understand surface, deep and transfer.
- discuss the importance of comprehension instruction.
- develop a common understanding of comprehension components.
- discuss instructional implications.

# Reading Development

- 6 Pillars of Reading Instruction

<b>Constrained</b>	<b>Unconstrained</b>
Phonemic Awareness	Vocabulary
Phonics	Comprehension
Fluency (rate and accuracy)	Fluency (prosody)
	Knowledge Development

# Phases of Learning

- Hattie (2012) defines learning as,
  - “the process of developing sufficient **surface** knowledge to then move to **deeper** understanding such that one can appropriately **transfer** this learning to new tasks and situations”.
  - 90% of instruction conducted by teachers can be completed by students using *only* surface-level skills (Hattie, 2012).

# Practices to Facilitate **Surface** Learning

<b>Practice</b>	<b>Effective Size</b>
Leveraging prior knowledge	0.67
Phonics instruction	0.54
*Vocabulary techniques	0.67
*Reading comprehension in context	0.60
Wide reading on the topic under study	0.42
*Repeated reading	0.67

# Ways to Facilitate **Deep** Learning

<b>Practice</b>	<b>Effect Size</b>
Concept mapping	0.60
Discussion and questioning	0.82
Metacognitive strategies	0.69
Reciprocal teaching	0.74

# Ways to Facilitate Transfer

<b>Practice</b>	<b>Effect Size</b>
Organizing and transforming conceptual knowledge (reading across documents, socratic seminars, extended writing)	0.85
Problem-Solving Teaching	0.61
Peer tutoring	0.55

## Think – Turn – Talk

Reflecting upon the previous slides, which learning is most important surface, deep or transfer? How does it impact comprehension. Explain your thinking.



# Importance of Comprehension

<b>John Hattie</b>	
Comprehension programs	.60 effect size
Classroom discussions	.82 effect size
Teaching Strategies	.62 effect size
Direct instruction	.59 effect

<b>Nell Duke</b>	
Modeling/ Demonstrating	
Explicit Instruction	
Motivation and Engagement	
Build Comprehension	
Read Alouds	

## Comprehension

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language, or, more simply....

**thinking guided by print.**

(Stuart Greenberg, FCRR, 2004)



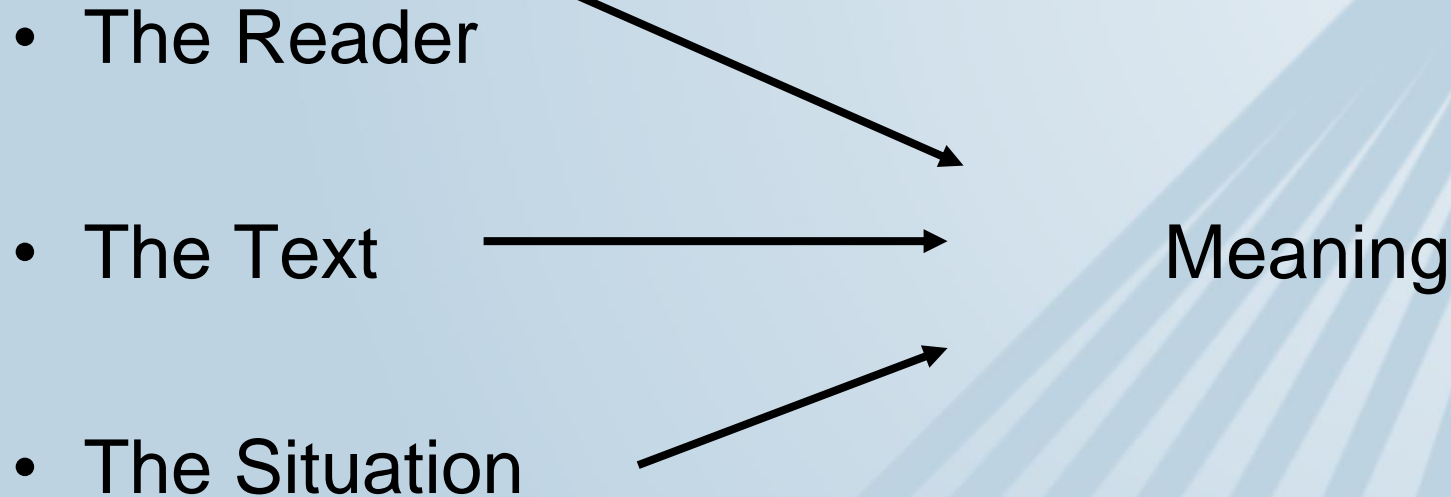
# Views About Comprehension Instruction

- Then.....
  - Comprehension was once thought to be a natural result of decoding plus oral language.
- Now.....
  - Saying words without understanding is not comprehending, in fact, it is not reading.

# Views About Comprehension Instruction

- Then....
  - We once thought that by asking students different levels of questions, we were teaching them to comprehend.
- Now....
  - We know there is more to comprehension than asking questions. In fact, asking questions most often involves assessing, rather than teaching comprehension.

# Factors that Affect Comprehension



Comprehension is the reason for reading. It involves the process of actively constructing meaning through interaction with written language.

# Comprehension Instruction

Comprehension is not a product of reading. It is the purposeful, active, and complex meaning-making process that occurs before, during, and after reading.

- **Before reading**, efficient readers engage in the comprehension strategies of activating prior knowledge, making predictions, and asking questions.
- **During reading**, efficient readers engage in a variety of comprehension strategies: making connections, visualizing, confirming or revising earlier predictions, making inferences, determining important information, and asking questions.
- **After reading**, efficient readers summarize, synthesize, ask questions, or make connections or make inferences with what they read.

## Comprehension Before, During and After

Before, During and After Questions: Promoting Reading Comprehension and Critical Thinking

<https://www.youtube.com/watch?v=Sd1FIXxpVIw>

Here's - What note taking sheet.



# Comprehension Assessment Techniques

- Formally
  - Reading inventories to measure listening comprehension of graded passages.
- Informally
  - Ask questions
  - Discuss the text
  - Observe and listen to responses
  - Ask for retellings of the story

# Comprehension Assessment Techniques

- Process Focused
  - Interviews
  - Observations and notes
  - Think-alouds
- Product Focused
  - Retellings
  - Informal Reading Inventories
  - Cloze procedures
  - Graphic organizers
  - Comprehension questions
  - Literature discussions and logs
  - Response projects

# Strategies Readers Use to Comprehend

- Activate **background knowledge** and make associations or connections with text.
- Make **predictions**, and then verify or change predictions based on the text.
- Set a purpose for reading and use story **structure/text features** to determine reading rate.
- **Ask questions** before, during, and after reading, and work toward answering questions during and after reading.

# Strategies Readers Use to Comprehend

- **Synthesize and interpret** information (summarize).
- **Draw inferences** during and after reading.
- **Visualize** and use sensory images and emotions.
- **Monitor** understanding and use “fix-up” strategies when comprehension breaks down.
- Read a variety of texts **fluently**.

<b>Comprehension</b>	<b>Strategic Actions</b>
Solve Words	Use a range of strategies to read and understand words.
Monitor and Correct	Check on accuracy and understanding and work to self correct errors.
Search for and Use Information	Notice and use information sources (meaning, language structure, visual information).
Summarize	Remember important information and carry it forward.
Maintain Fluency	Read a rate, with phrasing, pausing, intonation, and appropriate stress.
Adjust	Take action in flexible ways to solve problems or fit purpose and genre.

<b>Comprehension</b>	<b>Strategic Actions</b>
Predict	Think about what may happen next.
Make Connections (Personal/World/Text)	Connect the text to personal and world knowledge as well as to other texts.
Synthesize	Adjust present understandings to accommodate new knowledge.
Infer	Think about what the writer means but has not stated.
Analyze	Notice aspects of the writer's craft and text structure.
Critique	Think critically about the text.

Fountas & Pinnell, 2012

# Comprehension Strategies Need to Be Explicitly Taught

**Explanation**—The teacher explains why the strategy helps comprehension and when to apply it.

**Modeling**—The teacher models or demonstrates how to apply the strategy, usually “thinking aloud” while reading the text.

**Guided Practice**—The teacher guides and assists students as they learn how and when to apply the strategy.

**Application**—The teacher helps students practice the strategy until they can apply it independently.

# Comprehension: Questioning

<https://www.teachingchannel.org/videos/informational-text-lesson-equip>

## Informational Texts: Reading for Inquiry

Grade 2/ ELA/ Questioning

Here's - What note taking sheet.



# What Are You Wondering?

- Think about what we have considered so far.
- What has surprised you? What are you wondering?
- Turn and talk to a partner.
- Be prepared to share your thinking during the live vocabulary professional learning.

# Completing the Survey

Copy and paste the link to the survey into a browser window.

<https://www.surveymonkey.com/r/ComprehensionK-3>

Complete the survey.

A certificate of one contact hour will be issued by your literacy coach.