

Connected Workshops™
Face to Face Professional Development for Educators

Connected Comprehension Workshop

Grades 4-8, Day 1

By Classroom Connect



Classroom Connect is an award-winning provider of professional development programs and online instructional materials for K-12 education. The company is devoted to helping teachers become better teachers by engaging them in their own learning and inspiring positive change in the classroom. Headquartered in Brisbane, CA, Classroom Connect is part of Harcourt Education, a global education provider serving students and teachers in PreK through grade 12, adult learners, and readers of all ages.

Agenda

Workshop Objective: Teaching Text Comprehension, Grades 4-8

In this workshop, participants will learn proven research-based strategies and techniques to improve their students' reading comprehension and critical thinking skills. Strategies will be presented for helping students to identify the narrative elements of stories, and to identify and analyze relationships between ideas in nonfiction selections. A wide range of reading comprehension strategies: self-monitoring for understanding, using graphic organizers, asking and answering questions, recognizing key points, and identifying organizational text structure will also be presented.

Part 1:

- Workshop Icebreaker
- Connected Reading: Preparing to Comprehend
- Overview and Definitions
- Strong Reader Checklist
- Connected Reading Leads to Connected Comprehension
 - KWL Chart: Preparing to Read
- Things To Read Student Warm-Up Puzzle
- Implementing Strategic Reading Comprehension Strategies
- Before-During-After Reading Classroom Poster

—Morning Break—

Part 2:

- Connected Comprehension
- Character Trait Map
- Summarizing and Drawing Conclusions Using Song Lyrics
- Summarizing Unique Vocabulary, Using Think Aloud Strategy
- Story Mapping Practice
- Reflect and Apply
- Resources, References, Contact Information

Teaching Text Comprehension Workshop IceBreaker

7 Great Reasons to Comprehend:

1. Comprehend to remember plot
2. Comprehend to recall important details
3. Comprehend to decipher symbols
4. Comprehend to appreciate a poem

Think of Another Great Reason to Comprehend!

Write it on the line below

5. _____

Turn Around and Tell Your Neighbor Your Reason.

Listen to their reason. Write it on the line below.

6. _____

Last of all, best of all

7. Comprehend Because You Know You Can!!

PART ONE

Connected Reading: Preparing to Comprehend

Connected Reading: Preparing to Comprehend → Overview

What Is Reading?

"Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation." *International Reading Association*

Strong Reading Is **ACTIVE**

Activates Prior Knowledge.

Creates Visual Images to Deepen Understanding

Tells, Retells, and Synthesizes What Is Read

Identifies Purposes for Reading

Verifies Priority of Ideas, Makes Predictions

Excludes Unimportant Details

What Is Reading Comprehension?

Reading Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text . It is one of the Five Essential Reading Components (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)

Strong Reading Comprehension Is **ACTIVE**

Applies “Fix-Up” Strategies When Unsure

Connects Vocabulary and Fluency

Translates the plot of the story or passage

Infers and Interprets an Author’s Intent

Voices a Summary, Opinion, or Question

Encouraging Higher-Level Thinking about Text

Connected Reading: Preparing to Comprehend

Strong Reader Checklist

Do I...

1. Stop reading and ask myself if I understand what the author is saying.
2. Stop reading to summarize, or recall what happened so far.
3. Look for relationships between events, characters, or ideas.
4. Reread when something is not clear.
5. Look at the cover, chapter titles, and illustrations to figure out what the content of the book.
6. Make predictions about what I'm going to read.
7. Check to see if my predictions were correct.

Connected Reading Leads to Connected Comprehension

KWL Chart: Preparing to Read

Objective:

To encourage students access their prior knowledge and share information with peers to build on that knowledge, and to help them refine that knowledge with your guidance.

Rationale:

Many components of a book give clues as to the plot of a story. Graphic organizers such as a KWL Chart can also help students' access prior knowledge, and build new knowledge before reading. Students complete each section of the KWL chart before, during and after reading. Also through follow-up they will be able to determine the accuracy of their predictions.

Estimated Time:

15–20 minutes each before, during, and after reading

Materials:

KWL chart handout or online template see <http://www.oops.bizland.com/KWL.doc>

Historical Fiction text such as The Watson's Go To Birmingham or other expository text.

Procedure:

1. Give each student a copy of the "KWL Chart." Students will be working in groups but completing their charts individually, since each student's experience will be different.
2. Introduce the book by looking at the title and clues on the cover. Begin activating prior knowledge using guiding questions to elicit the time period of the story and major historical event.
3. Using the "What I Know" column on the chart, instruct students to work independently for a few minutes and list what they already know from the clues on the book cover and class discussion.
4. Instruct students to work with their group for five minutes. Each student shares what he or she knows as other students listen and fill items learned from their peers in their own KWL chart.
5. Next, the group reads the first two pages of the text (or chapter 1).
6. Students discuss, confirm, or question the information they entered in column one. They make predictions about what they want to know and add this to the "What I Want To Know" column. Allow five minutes for this discussion.
7. Once the reading section is completed instruct students to brainstorm in their groups to fill in the final column to determine what new information they have learned.
8. Bring students back together as a class, and for 5–10 minutes review new information to confirm or refine it. *NOTE:* Make sure that students who may have given erroneous information don't feel personally criticized—correct and refine the information, not the student. For information that remains in question that requires further investigation or reading, tell students to leave a question mark beside it on their charts.

Name: _____

KWL Chart

Title of Reading Selection: _____

What I Know	What I Want to Know	What I Learned

Name: _____

Things to Read Warm-Up Puzzle

C A L E N D A R S B H A W S S
 G C A R D S S E O A P L S E C
 U D L C N R N O L P D T E N H
 I Q B G E I K O L I R S P I E
 D K I T Z L M I I E A J I L D
 E S T A E S C P E T O M C D U
 S E G T K A E T O K C D E A L
 L A S O T B F T E S C E R E E
 M O O I M A P S I A T R R H S
 L B O S R E P A P S W E N I S
 I N S E G A S S E M B S R V D
 S D Y R E P O R T S H E D S N
 T D V S U N E M I K F T W T P
 S G S L E V O N H X A O I C P
 Y O N H F I V Q P A E N U H I

ADS
 BOOKS
 DIRECTIONS
 HEADLINES
 LISTS
 MENUS
 NOTES
 RECIPES
 SIGNS

APPLICATIONS
 CALENDARS
 EMAIL
 JOKES
 MAGAZINES
 MESSAGES
 NOVELS
 REPORTS
 STREET

BOOKLETS
 CARDS
 GUIDES
 LETTERS
 MAPS
 NEWSPAPERS
 POSTERS
 SCHEDULES
 WEBSITES

Connected Reading

Now It's Your Turn – Implementing Strategic Reading

Objective:

To review the strategies you have used in the classroom to construct meaning.

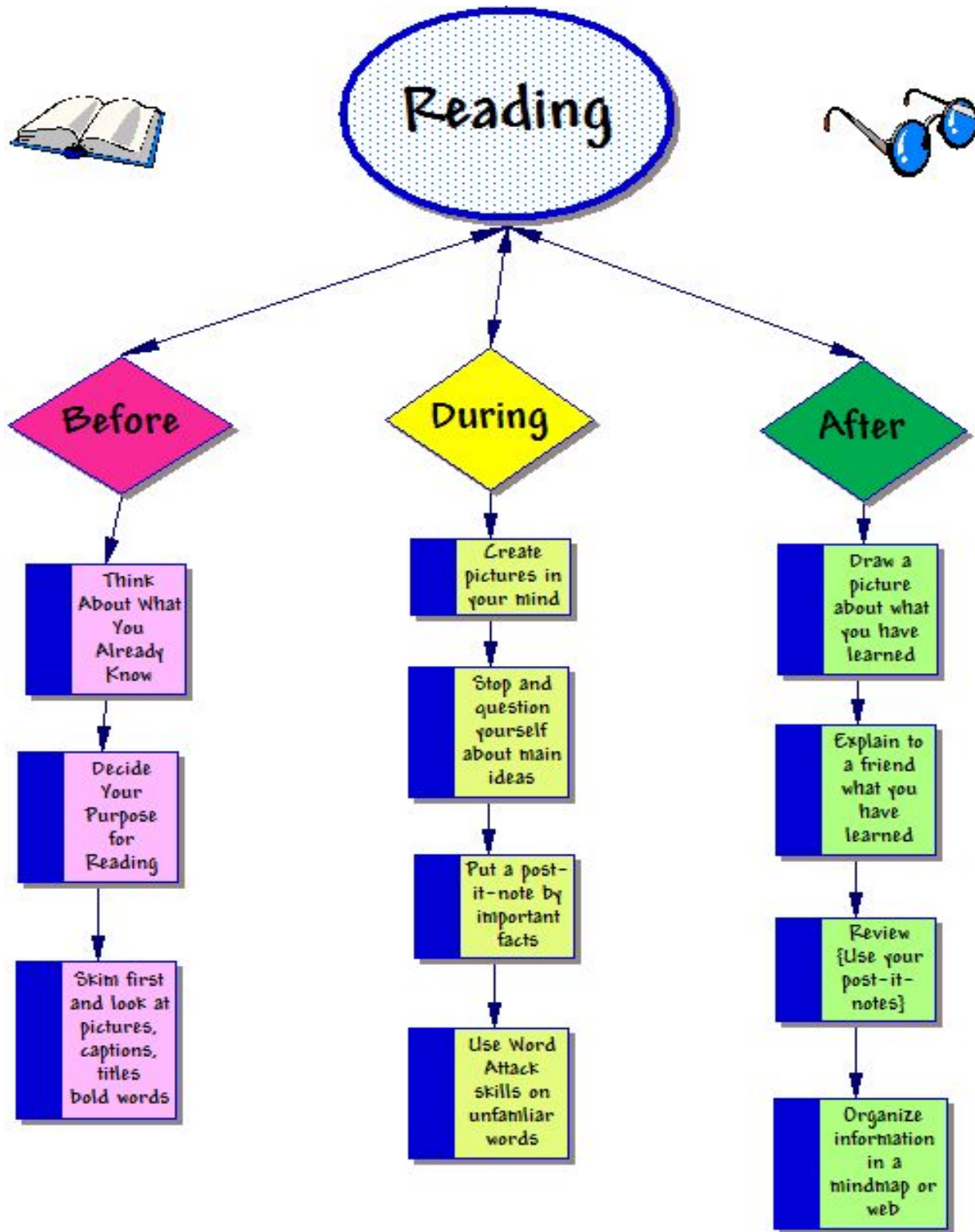
In Summary:

Comprehension includes the strategies students use for the purpose of text-based verification and understanding. In the past, literacy instruction maintained a narrow focus on literal comprehension. Students were asked to read a text and identify the main ideas, which were defined by the people who created curriculum. Research shows us that reading involves more than extracting information from a text. Instead of assuming that meaning lies buried within text waiting for readers to unearth it, the Reader Response Perspective recognizes that what readers bring to the text is just as important as what they take from it. Readers construct meaning by bringing their prior knowledge and their affective responses to the text. Discussing the text with others, asking and answering questions, debating, reflecting, each of these forms another crucial aspect of constructing meaning. It is very important that we try to incorporate all of these aspects of literacy.

Procedure:

Working with a group or a colleague, brainstorm at least three methods you use in YOUR classroom to make sure that your students UNDERSTAND what they are reading. How do you get your students to THINK while they read to construct meaning?

Please be ready to share!



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PART TWO

Connected Comprehension

Connected Comprehension

Character Trait Map

Objectives:

To help students identify character traits

To identify problems characters face and the solutions to their problems

Rationale:

Understanding characterization is an important step in understanding stories and the way writers organize story events. This activity helps students recognize character traits and use this ability to understand the importance of characterization in story development.

Estimated Time:

Approximately 30 minutes.

Materials:

- Character Trait Map
- Expository Text such as “The Giver”
- Pencil or pen

Procedure:

1. Print a Character Trait Map for each student.
2. Assign a story (or chapters from a story) that has at least two important characters.
3. Students read the story in intervals of 2-5 pages and write on the chart at least two character's names and identify important character traits, actions, and feelings.
4. Students may write in phrases or complete sentences, depending on the degree of difficulty desired by the teacher.
5. Students may respond with actual quotes or dialogue. Page numbers may be added as needed for accuracy.
6. Students may work in pairs to peer edit their Character Trait Maps. Assign 5 points (or other incentive) for each helpful suggestion that students find on each other's maps.

Variation: Use online stories such as the books read by popular celebrities at Storyline Online

<http://www.storylineonline.net/>

Name: _____

Character Map For _____

Character: _____

Traits	Actions	Feelings

Character: _____

Traits	Actions	Feelings

Character: _____

Traits	Actions	Feelings

Connected Comprehension

Summarizing and Drawing Conclusions

Objective:

To help students use an information web to write a summary of a lyrical song text.

Rationale:

Students often need help distinguishing important information from extraneous details. Their love of music can be a bridge to understanding. Information webs help students identify the main idea in an appropriate, popular song.

Estimated Time: 40 minutes

Materials:

- Information Web Worksheet
- A popular song with appropriate lyrics such as “When There Was Me And You” from “High School Musical.” NOTE: Music Lyrics may be found online at websites such as www.allmusicals.com and <http://lyrics.astraweb.com/>.

Procedure:

1. Print the Information Web Worksheet for each student. Each student should also have a copy of the song lyrics you've chosen.
2. Divide the class into pairs.
3. Explain to students that they'll be reading and then summarizing a song lyric.
Direct students to read the selected song.
4. Ask each student to fill out an information web based on the reading. Remind students that the main idea of the song should go in the oval at the center, with supporting verses from the song ideas in the ovals surrounding it. Tell students that they will have to read the song more than once to ascertain its meaning and they don't have to use all the ovals and that they may add additional ovals if they wish.
5. Have students share their information web with their partner, compare their webs and edit as needed.
6. Students, using their information web, write a sentence summarizing the main idea or feeling of the song.

Variation: Transition to use with expository text.

Repeat steps 1-6 above

7. Ask students to work independently and write a short summary of the text. Remind students to use their information web to help them decide what to include and what to leave out.
8. Have students read their summaries aloud. Ask students how their summaries are related to their information webs.

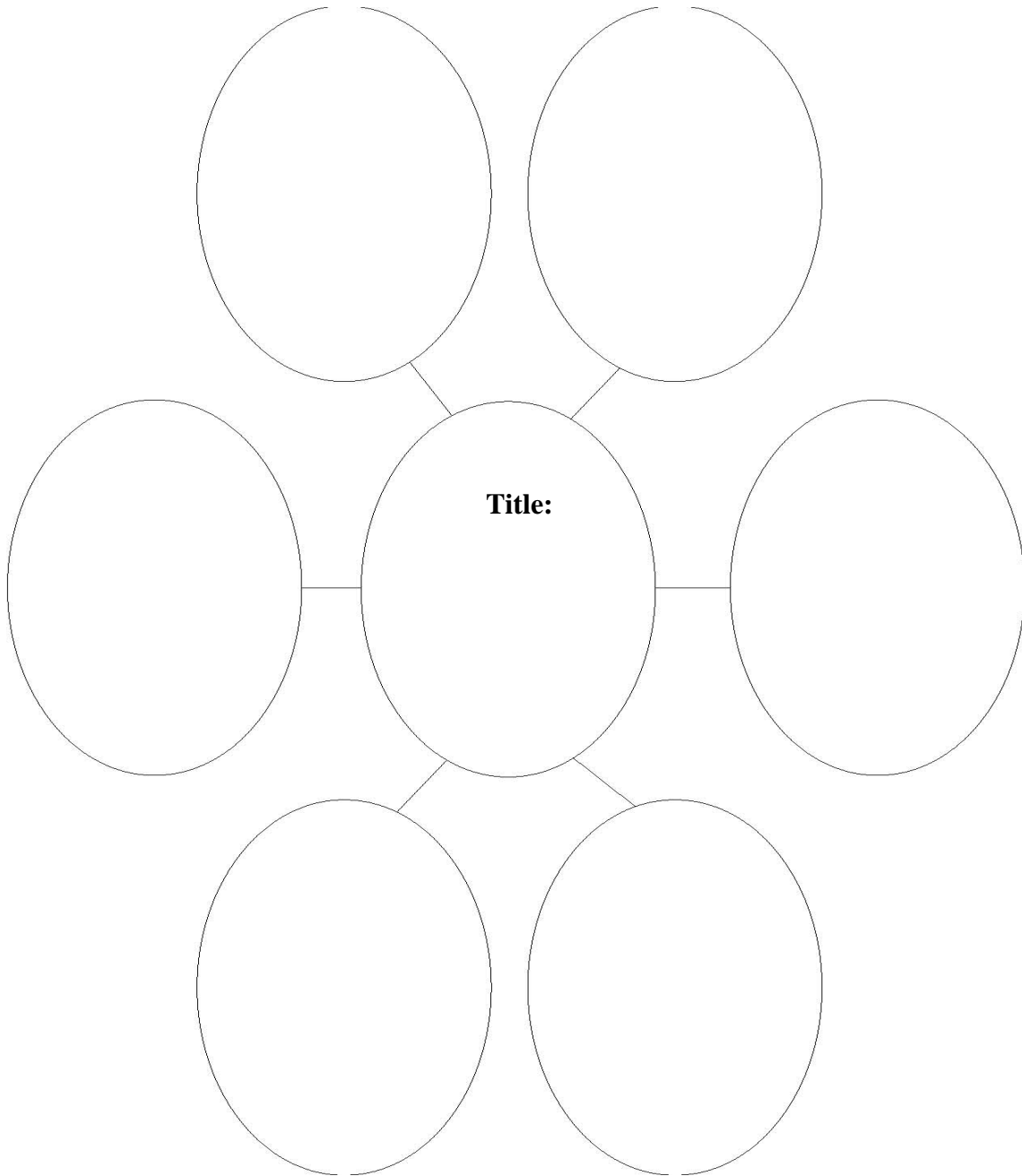
Name: _____

Information Web: Sample Filled In
“When There Was Me And You” from *High School, The Musical*



Name: _____

Information Web



Connected Comprehension

Summarizing Passages with Unique Vocabulary, Using Think Aloud Strategy

Objective:

To encourage students to read and comprehend text that appeals to them. To model the “Think Aloud” and context clues comprehension strategies.

Rationale:

Students learn comprehension strategies best when they are modeled by teachers. Reading from a variety of text, such as sports literature, is an incentive for students to read independently. Providing passages and books about sports helps individualize instruction and tailor comprehension practice to individual readers.

Estimated Time 40 minutes

Materials:

- “Opening Day” sample passage
- Highlighters

Procedure:

1. Print the “Opening Day” passage for each student. (Option: Choose and photocopy a different expository text. The text should be grade-level and at least several paragraphs long.)
2. Explain to students that they'll be reading about something that happens only once a year. Read the first paragraph of “Opening Day.” As you read, model the “Think Aloud” comprehension strategy. For example, to emphasize contextual clues, you might think aloud as follows: “I haven't seen the word ‘jersey’ before, but from the rest of the sentence I can tell that it must be a shirt that the players wear.” Ask students to read the remainder of the text on their own. This time, have students apply the comprehension strategy by themselves.
3. Ask each student to highlight the sport described and any unique vocabulary words or proper names that relate to the sport. Instruct students to circle the main idea of the passage with the highlighter.
4. Ask student to predict what the unique sports vocabulary words mean from the text clues surrounding the word using the bottom of the passage sheet.
5. Using a text-based or online dictionary, such as <http://www.m-w.com> have students look up the unique words and check if their prediction. If their prediction is correct, students should place a checkmark by the word. If their prediction is not correct, students should cross out their prediction and write the correct definition next to the word.
6. Ask students to write an alternate headline for the sports passage. Students may also add illustrations at the bottom of the passage sheet.

Extension: Using Longer Reading Sources from the internet, magazines, and books.

Website: Sports Illustrated for Kids website, <http://www.sikids.com/index.html>

Magazine: Listen Magazine, <http://www.listenmagazine.org/>

Books: Last Shot: a Final Four Mystery by John Feinstein, ISBN-0553494600

Hawk: Occupation Skateboarder, by Tony Hawk, ISBN-006098316

Name: _____

Opening Day

October 5th is finally here and it's Flyer hockey time again. I have been waiting for this day since the last horn sounded five months ago. I don't understand why the pages of the calendar turn so slowly when my guys are not on the ice, but all that is behind me now. I sit here on my couch, with my Peter Forsberg jersey on, waiting for the first puck of the season to drop.

I followed every off-season trade rumor, and cringed every time I read an injury report. I couldn't help but celebrate when we signed a new player, and I even cried when Keith Primeau retired. But now it's time for game one and I can hardly wait for the first big check, and the first goal of the season.

My Mom thinks I am crazy but she has never seen someone take the puck across the blue line and score a goal with five seconds left to win the game. To be honest, I am not even sure my Mom knows the difference between a blue line and a clothesline, but she makes sure I always get my homework done in time for the game. I guess deep down she must be a Flyers fan.

Well it is five minutes to game time and the Flyers are lining up for the National Anthem. I have my soda and chips ready, and my best friend Scratch, the dog is by my side with his ears sticking straight up waiting for all the action. It may seem like forever since I last watched a hockey game, but this is the best time of the year. The only bad thing is the season only lasts 82 games.

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Unique Words → What I Think It Means → ✓

Connected Comprehension

Story Mapping Practice

Objective:

To reinforce student examination of narrative text

Rationale:

One way teachers can help students remember a story is to help them understand story structure. This activity uses an everyday student activity to focus on the strategy.

Estimated Time:

Reading period

Materials:

Story map
Pencil or pen

Procedure:

1. Print out a copy of the Story Map and hand one out to each student.
2. Choose a TV show, video, or movie for the class to read or watch either independently or as a group. Examples include “7th Heaven,” “Akeelah and the Bee,” “Searching for Bobby Fisher.”
3. Have students work as a class to complete the story map.
4. Discuss the setting and identify the main characters.
5. Identify and discuss the problem.
6. Discuss the important events and how students decided which events were the most important.
7. Determine the conflict.
8. Discuss the solution and whether the students understood what happened.
9. Discuss the story conclusion and whether or not the students were satisfied with it, after they have completed the story map.

Variation:

1. Compare and Contrast a TV show, video or movie with a novel using a Venn Diagram. See Page 22

Name: _____

Story Map

Title: _____

Setting

Characters



Problem



Important Events

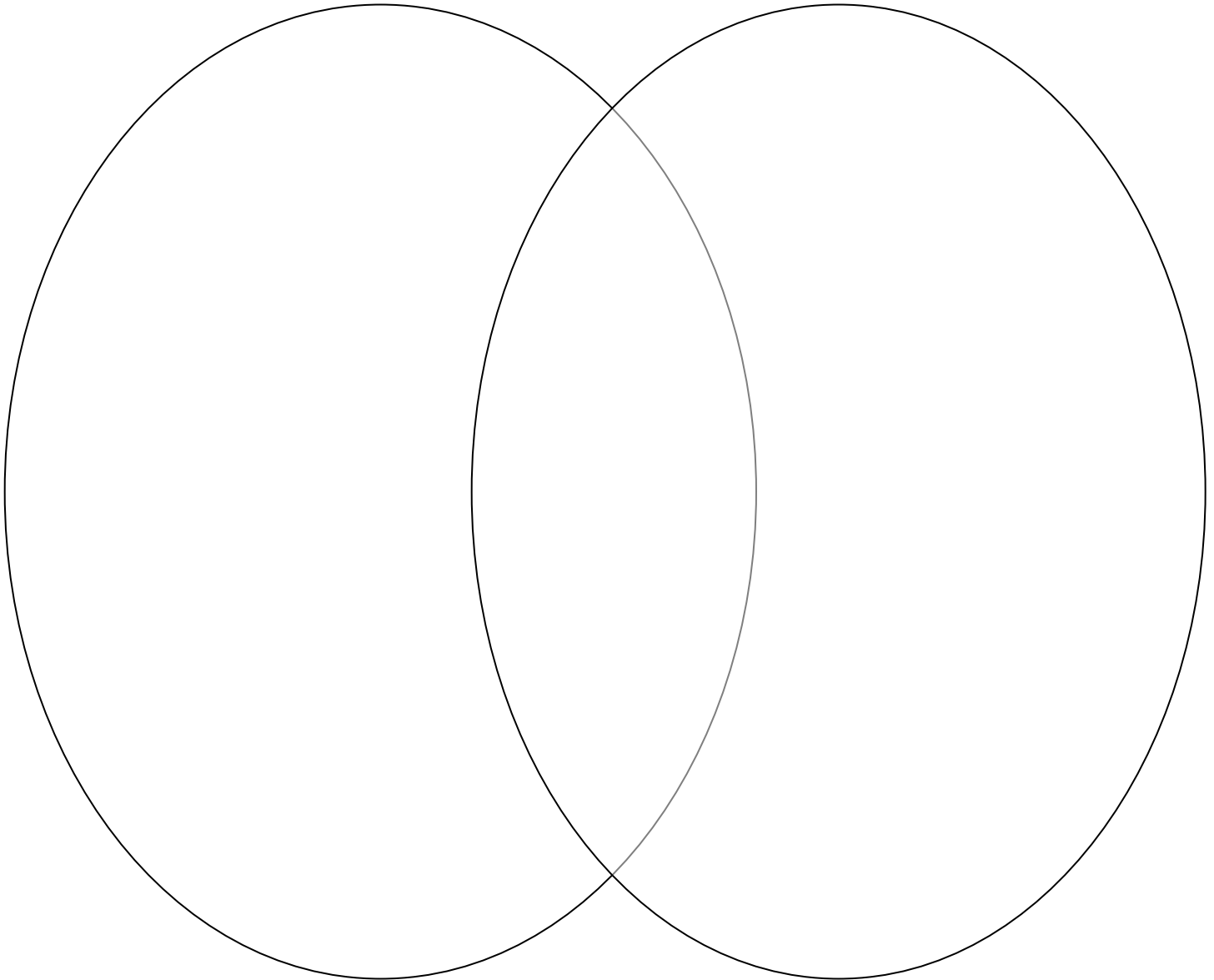


Outcome

Name: _____

Venn Diagram

Title: _____



Reflect and Apply

Please respond to the following questions:

I. Preparing to Comprehend

Three Things I Have Learned About Reading and Comprehension

I will apply this by...

II. Teaching and Learning Methods

3 Strategies I Saw:

I will apply this by...

Resources and References:

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