

Connected Workshops™
Face to Face Professional Development for Educators

Connected Comprehension Workshop

Grades 4-8, Day 2

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: Day 2

Workshop Objective: Teaching Text Comprehension, Grades 4-8

In this workshop, participants will practice proven research-based strategies and techniques to improve their students' reading comprehension and critical thinking skills. Strategic role-play opportunities to help students identify the narrative elements of stories, and to identify and analyze relationships between ideas in nonfiction selections will be given. 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→Book It!
Classroom Poster→ Give Reading A Hand
Connected Comprehension And Graphic Organizers
Story Structure and Graphic Organizers Overview
Humorous Poetry Lesson/Comic Sequencing Worksheet
Cause and Effect Lesson and Diagram

—Morning Break—

Part 2:

Connected Comprehension Questioning and Summarizing
Answering and Generating Questions Overview
Connected Comprehension: What Do Good Readers Do?
Continuum of Questions
QAR Strategy Lessons and Sample Passages
Reflect and Apply
Workshop Evaluations

Teaching Text Comprehension Workshop IceBreaker Day 2

Directions: Match the First Line on the left with the book on the right. Signal when finished. Circle the books on the right that you have read. Find a colleague with the same number of circles and have them initial your paper. Find out their name and how many years they have been teaching.

____1. One's-Self I sing, a simple separate person.

a. The Watson's Go To Birmingham

____2. In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since.

b. The Giver

____3. Scarlett O'Hara was not beautiful but men seldom realized it when caught by her charm as the Tarleton twins were.

c. Leaves of Grass

____4. When he was thirteen, my brother Jem got his arm badly broken at the elbow.

d. The Great Gatsby

____5. "Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

e. Gone with the Wind

____6. It was one of those super-duper-cold Saturdays.

f. Harry Potter and the Sorcerer's Stone

____7. Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much.

g. Charlotte's Web

____8. It was almost December and Jonas was beginning to be frightened.

h. To Kill A Mockingbird

Classroom Variation: Use the blank table on the next page to create your own "Talking About Reading" page. Ideas include Books Titles/Authors, Book Titles/Main Characters, Book Titles/Settings, Book Titles/Favorite or Memorable Quote.

Name: _____

Book It! Warm-Up

Directions:

_____ 1.	a.
_____ 2.	b.
_____ 3.	c.
_____ 4.	d.
_____ 5.	e.
_____ 6.	f.
_____ 7.	g.
_____ 8.	h.

Connected Comprehension Classroom Poster

Give Reading a “Hand”



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PART ONE

Connected Comprehension and Graphic Organizers

Connected Comprehension

Story Structure and Graphic Organizers

I. Graphic Organizers...

- A. Help students organize information visually
 - 1. Create a visual experience that will increase their level of engagement
- B. Illustrates concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices.
- C. Provide students with tools they can use to examine and visually represent relationships in a text
- D. Help students think about what they have read
- E. Evaluate thoughts and feelings
- F. Make connections
- G. Record responses to literature such as story elements, personal connections and questions
- H. Model connections between oral and written language
- I. Record information so that comparisons and connections can be made between books
- J. Act as a stimulus for varying and enhancing discussions of books
- K. Types of graphic organizers
 - 1. Story Map
 - 2. KWL Charts
 - 3. Concept Maps
 - 4. Venn Diagrams – Compare and Contrast
 - 5. Cause and Effect Diagrams
 - 6. Comic Strips
 - 7. Student-Created Diagrams

Connected Comprehension

Humorous Poetry Lesson

Objective:

To give students a fun experience with reading poetry and to implement the sequencing strategy.

Rationale:

Effective reading instruction includes daily contact with a variety of texts. Having fun with reading is important for student comprehension.

Estimated Time:

30 minutes

Materials:

- A grade-level humorous poem such as “Getting Dressed for School” found in **When the Teacher Isn’t Looking** by Kenn Nesbitt.
- Comic Sequencing Worksheet

Procedure:

1. Each student should have a copy of the poem you've chosen and the Comic Sequencing Worksheet.
2. Divide the class into pairs.
3. Explain to students that they'll be reading a poem and adding their own pictures. Invite students to read the selected poem.
4. Ask each student to draw at least three pictures in the sequencing boxes to represent the action and main idea of the poem. Tell students that they don't have to use all the sequencing squares.
5. Have students share their comic sequencing pictures with their partner. Give students a chance to compare their drawings and edit as needed.
6. Ask students to cut their boxes and shuffle the order. Student partners should look at the pictures and place the boxes in the correct order as it relates to the poem. Rotate one student from each pair until students have worked with four peers.
7. Have students work independently to write either a prose paragraph summary of the poem and/or another stanza for the poem. Invite students to read either their summary or extra poem stanza aloud. To close the lesson, ask students how their summaries are related to their sequencing pictures.
8. **Classroom Variation:** Use poems with a serious tone, include more squares for more drawings.

Connected Comprehension

Humorous Poetry Lesson

Comic Sequencing Worksheet

Connected Comprehension

Cause and Effect Lesson and Diagram

Objective:

Identifying potential causes of a problem or issue experienced by a character in either genre reading or personal experience in an orderly way, such as:

- ✓ What is the most important motivator for this character?
- ✓ Why did this character react as he/she did?

Rationale:

A Cause and Effect Diagram is an analysis tool to display possible causes of a specific problem or condition. This might include summarizing major causes under four categories as identified in step 3.

Estimated Time:

30-45 minutes

Materials:

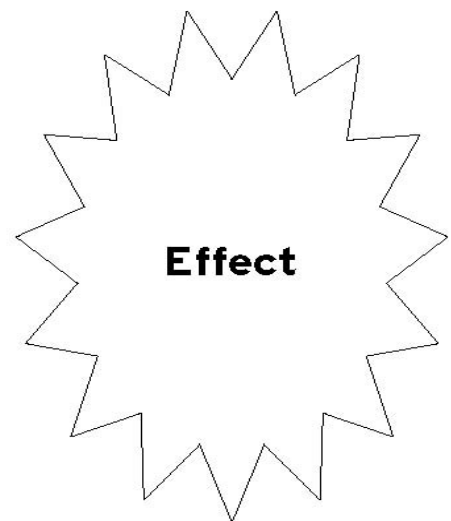
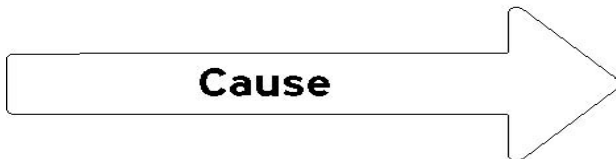
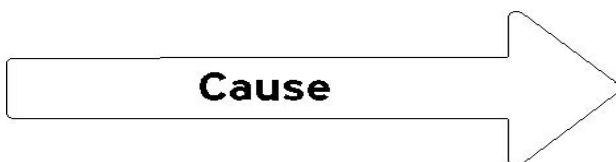
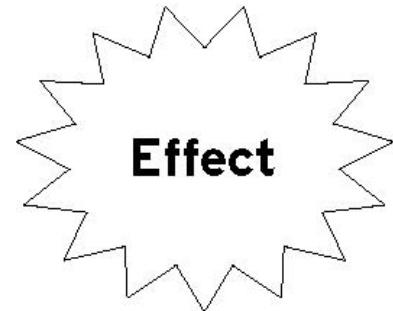
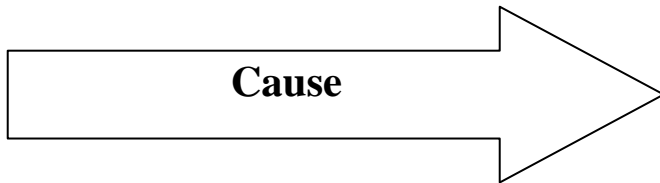
- Cause and Effect Diagram, such as the one on the next page.
- Expository Text such as “The Watson’s Go To Birmingham”

Procedure:

1. Prepare an overhead transparency of the template.
2. Write the issue (problem or process condition) on the right side of the Cause and Effect Diagram.
3. Identify the major cause categories and write them in the four boxes on the Cause and Effect Diagram. You may summarize causes under categories such as:
 - Methods, Machines, Materials, People
 - Places, Procedures, People, Policies,
 - Surroundings, Suppliers, System, Skills
4. Brainstorm potential causes of the problem and decide as a group where to place them on the Cause and Effect Diagram. Possible causes may be listed under more than one major cause category.
5. Review each major cause category. Circle the most likely causes on the diagram.
6. Review the causes that are circled and ask, "Why is this a cause?" Asking "why" will help identify the cause of the problem.
7. Reach an agreement on the most probable cause(s). This activity may also be applied to a central story issue or theme.

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Cause and Effect Diagram



PART TWO
Connected Comprehension
Questioning and Summarizing

Connected Comprehension

Questioning and Summarizing→Overview

I. Questioning Types

A. Questions Provide Opportunities for:

1. Making Inferences
2. Synthesizing
3. Analyzing Literary Elements
4. Summarizing, Sequencing, and Visualizing
5. Distinguishing Important vs. Less Important Information
6. Using Knowledge of Text Structure

II. Questioning Types

A. Reflective Questions

1. Seek Motives
2. Expand a Vision
3. List Implications
4. Search for Unintended Consequences
5. Identifying Issues

B. Evaluative Questions

1. Built-in set of Evaluative Criteria
2. Judgments are based on Specific Criteria
3. All Student Response Should Be Accepted

C. Divergent Questions

1. Evoke a Wide Range of Responses
2. Elicit Longer Responses
3. Ideal for Building Confidence
4. Do Not Always Have a Right or Wrong Answer

D. Convergent Questions

1. Focus on a Narrow Objective
2. Elicits Short Responses
3. Focuses on Lower Thinking Taxonomy
4. Leads to a Common Set of Responses

Connected Comprehension

Questioning and Summarizing: What Do Good Readers Do?

Adapted from an original idea by Cris Tovani

Objective: To invite students to talk about reading and create meaning about their reading

Rationale: Students often need help processing their thoughts about reading. Some process best through speaking, some through writing. This activity encourages both thought processes.

Estimated Time:

20-30 minutes

Materials:

- Small 1' x 1' post-it notes
- Transparency or Computer connected to a projector to record student responses

Procedure:

1. As students enter the room, (or at another transition time) give three post-it-notes.
2. Guiding Questions → Ask Students to answer each question on a post-it-note
 - a. What do you think good readers do?
 - b. What do good readers look like when they are reading?
 - c. What kinds of ideas do good readers remember?
3. After a few minutes, ask students to share their responses. Record their responses on a transparency or word processing file connected to a projector.
4. **NOTE:** There may be some intense discussion as students work through their answers to these questions. You may observe a new type of “3R’s” → Reticence, Reluctance, and Resistance. Some students want to push responsibility for their learning onto their teachers. Some students are accustomed to the teacher supplying the “correct” answer if they wait. Some students will make excuses. Your patient modeling of cooperative discussion practice will be an added benefit to this lesson.
5. Possible Answers:

What Do Good Readers Do?

Reread

Ask
Questions

Take
Notes

What do Good Readers Look Like?

Use iPods

Frown

They are
quiet

What kinds of ideas do good readers remember?

Main
Idea

Stuff that
was said

Important
Details

Connected Comprehension

Questioning and Summarizing

Continuum of Questions

Know	Understand	Apply	Analyze	Synthesize	Evaluate
☺ Recall facts	☺ Grasp the meaning	☺ Use learned material in new ways	☺ Separate & understand the parts of something	☺ Make connections ☺ Create something new	☺ Make decisions ☺ Judge something based on criteria
Define Identify Label List Match Name Recognize Repeat	Describe Discuss Explain Extend Give examples Illustrate Paraphrase Summarize	Construct Demonstrate Discover Predict Relate Show Solve Use Classify Collect	Compare Contrast Determine Distinguish cause and effect Infer Point out Draw conclusions	Combine Compose Imagine What if... Suppose Create design Develop Plan Rearrange	Conclude Judge Rate Choose Select Measure Weigh



Checklist for Scaffolding Discussions

You can scaffold discussions to help students clearly express their ideas and feelings about stories they listen to or read.

- ✓ Incorporate small group discussions as often as possible to actively involve students.
- ✓ Model different ways to respond to questions.
- ✓ Use questions and prompts.
- ✓ Paraphrase and expand what students say during discussions.
- ✓ Request clarification.
- ✓ Promote questions and conversation among students.
- ✓ Provide appropriate feedback.
- ✓ Give sufficient wait time for students to think and respond.

Connected Comprehension

Questioning and Summarizing

QAR Lesson Plan

Objective: To understand that there are four kinds of questions that can be asked about what you read. To match the Question-Answer-Relationship pairs with the correct QAR.

Rationale: This activity helps students understand and use the QAR strategy.

Estimated Time:
30 minutes

Materials:

- Colored index cards

Procedure:

1. Introduce Question-Answer-Relationships by explaining to students that they are going to learn to use a strategy to locate answers to questions about a text called **Question-Answer-Relationships, or QAR**.
2. Hand out two 3 x 5 cards in different colors. On one card, write **"In the Book"** and on the other write **"In My Head."** Explain to students that those are two places where they find information.
3. Distribute four more 3 x 5 cards-two of each color. Students write **"Right There"** and **"Putting It Together"** on two cards the same color as the **"In the Book"** card and **"Author and Me"** and **"On My Own"** on two cards the same color as the **"In My Head"** card.
4. Suggest that students write notes on the backs of their cards to remind them of each QAR. Model the strategy by using the passage on the worksheet to ask and answer questions and to demonstrate each QAR.
5. "Right There" → The answer is in the book. You can put your finger on it.
6. "Putting It Together" ("Think and Search") → The answer is in more than one place. You have to read more than one paragraph or maybe several pages to find it.
7. "Author and Me" → You have to use your head along with the ideas in the text to figure out the answer.
8. "On My Own" → The answer comes from your head. You need to think about what you read. Some questions will ask you what you think about the text or use information in a new way.
9. Print a copy of the passage about the New England Aquarium for each student.
10. Have the students complete the activity and then discuss their answers.

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Questioning and Summarizing, QAR Strategy

Sample Passage

Use this passage to model the QAR strategy. Read it aloud to the students or write it on the board. Have the students answer the questions independently, with a partner, or as a group and determine which QAR strategy to use to determine each answer. After they have completed the activity, discuss their answers.

If you'd like some "fishy fun," make your next stop the New England Aquarium in Boston. You'll find it on Central Wharf on the waterfront. Step inside and you'll notice that the aquarium is dimly lit. This is to make you feel as if you're under the sea. The best part of this special place is the four-story ocean tank. It holds 187,000 gallons of water—as well as many kinds of fish, sea turtles, and sharks. As you walk around the tank, you may think the sea creatures are watching you. And they are! If you have time, hold a starfish, a crab, or a sea urchin in the Edge of the Sea Tidepool. Before you leave the wharf area, take in the dolphin and sea lion show nearby.

From DISCOVERIES IN READING, Challenges, Book 2. Copyright © by Harcourt, Inc. All rights reserved. Used by permission of the

Sample Question	Answer	QAR Strategy
Where is the New England Aquarium?	_____ _____	_____ _____
Why is the aquarium dimly lit?	_____ _____	_____ _____
What is different about this aquarium?	_____	_____
How would you feel in this type of aquarium?	_____ _____	_____ _____

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Questioning and Summarizing, QAR Strategy

Now It's Your Turn – QAR Lesson Plan

QAR Strategy

Read the following text and review the questions that follow. Decide which QAR category applies to each question. Match each category to the appropriate question.



Cesar Chavez was a Chicano, or Mexican American, who was born near Yuma, Arizona. In 1937 his parents lost their farm in Arizona, and the family moved to California. There they worked in the fields for others instead of for themselves. They had to move from place to place as the fields were planted and harvested.

Mexican-American farm workers were very poor. Cesar Chavez started an organization called the National Farm Workers Association to protect their rights.

- ____ 1. What else do you know about the history of Mexican Americans? **A. On My Own**
- ____ 2. Do you think Cesar Chavez would have started and organization to protect farm workers' rights if his family had not lost the farm? **B. Putting It Together**
- ____ 3. How did the lives of Cesar Chavez and his family change after they lost their farm? **C. Author and Me**
- ____ 4. When was Cesar Chavez born? **D. Right There**

Text on Cesar Chavez from HORIZONS: People and Community, Grade 3. Copyright by Harcourt, Inc. All rights reserved. Used by permission of the publisher.

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Questioning and Summarizing, QAR Strategy

Now It's Your Turn – QAR Lesson Activity on Longer Reading Passage

Use this passage to model the QAR Strategy for a longer passage. After you have read it, create three questions in the table on the next page.

In the Classroom: Run this passage on a transparency and project. Have the students answer your questions independently, with a partner, or as a group and determine which QAR Strategy to use to determine each answer. After they have completed the activity, discuss their answers. Then, have students create their own question for question #4.

Sample Passage

When most people read the phrase “Pennsylvania Dutch Country,” they begin thinking of wooden shoes and windmills, famous symbols of the Netherlands. However, the “Dutch” part actually refers the German language. Believe it or not, “Deutsch” is the German word for German.

The people who live in Lancaster County, Pennsylvania, are actually descendants of German immigrants known as the Amish. The Amish came to Lancaster County as a part of William Penn’s “holy experiment,” allowing people to practice their own faith without interference by the government. The Continental Congress met there one day in September of 1777. They were afraid the British would overtake Philadelphia, and used Lancaster as their meeting place for one day on their way to York. As a matter of fact, Lancaster was once the capitol of our country.

If somehow you could find a Nimbus 200 broom like Harry Potter’s you could zoom over the beautiful hills and valleys and follow Highway 30, which leads from Philadelphia to Lancaster. You’d see covered bridges straight from the nineteenth century, built so well they can still be used. You would find small towns with interesting names like Bird-in-Hand, Paradise, and White Horse. You’d probably want to stop in Hershey, home of the world-famous chocolate industry. There, you would find streets like Chocolate Avenue and streetlights shaped like Hershey kisses.

The Amish people who live in the Dutch Country would tell you, however, that zooming over this area isn’t the best way to see it. They might suggest a horse and buggy ride. The Amish people believe that a simpler life is better. Their lifestyle is still “Agrarian,” which means that you grow your own food instead of buying everything from a supermarket. The Amish are famous for their wonderful homemade foods and crafts. There is nothing better than a home-cooked meal of tender roast beef, garden tomatoes, green beans, and hot loaves of homemade bread from one of their restaurants. If you visit, you might want to eat in Pennsylvania Dutch country. Some day one of these inns might have a sign with your name: “Joe was here.”

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Connected Comprehension

Questioning and Summarizing, QAR Strategy

Sample Question	Answer	QAR Strategy
1,	<hr/> <hr/>	<hr/> <hr/>
2.	<hr/> <hr/>	<hr/> <hr/>
3.	<hr/>	<hr/>
4.	<hr/> <hr/>	<hr/> <hr/>

Reflect and Apply

Reflect and discuss how the QAR activity may benefit your students. How would you use this with your students? What adjustments would you make?

Resources and References:

Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon. Michael Presley, http://www.eric.ed.gov/sitemap/html_0900000b8000606e.html

Making a Difference Means Making It Different: Honoring Children’s Rights to Excellent Reading Instruction. A position paper of the International Reading Association, 2000.

Miller, Debbie. **Reading with Meaning.** Portland, ME: Stenhouse, 2002.

Putting Reading First, <http://www.nifl.gov/partnershipforreading/publications/PFRbookletBW.pdf>

Read Around the Text, <http://www.asdk12.org/MiddleLink/HighFive/RAT/index.asp>

Tate, Marcia. **Worksheets Don’t Grow Dendrites,** Thousand Oaks, Corwin Press, 2003.

Teaching All Students to Read,
<http://www.fcrr.org/Interventions/pdf/teachingAllStudentsToReadSummary.pdf>

Teaching Reading IS Rocket Science www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf

Tovani, Cris. **I Read it, but I Don't Get it: Comprehension Strategies for Adolescent Readers.** Portland, ME: Stenhouse, 2000.

Web Resources:

Children’s Literature Web Guide, <http://www.ucalgary.ca/~dkbrown/lists.html>

Fluency With Beginning Readers, http://reading.uoregon.edu/flu/flu_benchmarks.php

No Child Left Behind: Fact Sheets, <http://www.nochildleftbehind.gov/>

Reading Assessment Database & Reading Assessment Summary and Comparison Chart
<http://www.sedl.org/reading/rad/database.html>

Reading Resources at *OOPS*: <http://www.oops.bizland.com/read.htm>

Reading Rockets: An Action Plan for Improving Reading Instruction,
www.readingrockets.org/lp.php?CID=12

The Official DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Home Page,
<http://dibels.uoregon.edu/>

Books Shared in Day 1 and Day 2 Workshops:

The Watsons Go To Birmingham, by Christopher Paul Curtis

Last Shot: A Final Four Mystery, by John Feinstein

When the Teacher Isn't Looking, by Kenn Nesbitt

The Giver, by Lois Lowry

Akeelah and the Bee, by James W. Ellison

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