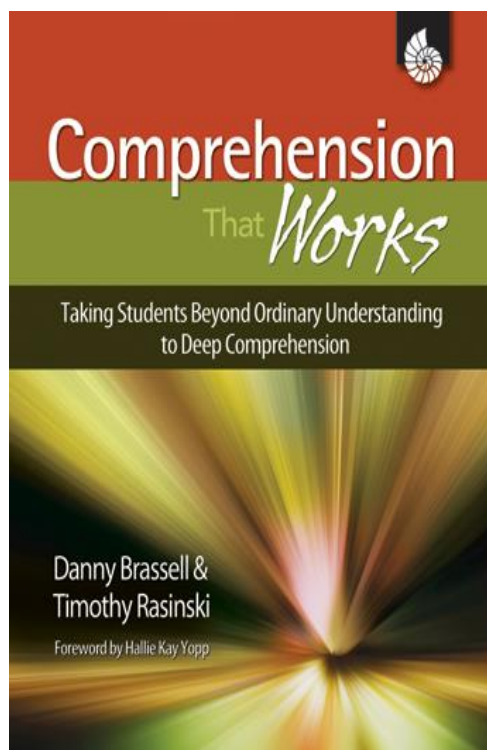


## Comprehension That Works!

Comprehension is what reading is all about! Learn how to foster students' comprehension by showing them how to: focus on relevant information, interpret it and integrate it with what they already know. You'll learn how to create an instructional environment that promotes risk taking and involves students in a variety of real reading situations – and meets standards. Your students will learn to focus on meaning as thoughtful readers.

Attendees will learn how to enhance our students' reading comprehension skills by:

1. Exploring what research says about the teaching and learning of reading comprehension;
2. Examining commonly used comprehension monitoring strategies; &
3. Differentiating among strategies that are appropriate before, during, and after reading.



## The Nature of Text

- A text has both content and organization.
- A reader who is able to detect the main idea of a text and its supporting details will better understand and retain information in the text than will a reader who fails to use the text's organization.
- A reader who has a good sense of story structure can use the structure of a story as a framework for remembering it.

### What, How & Why

- What questions generally assess literal understanding
- Why and how questions help the reader integrate aspects of the story and create causal or other relationships
- Why questions also foster making inferences

### Discussions

- Should also include an opportunity for students to construct personal responses
- Structure is the skeleton of the story
- Reader's response is the heart of the piece

## Reading Essentials

According to the National Reading Panel:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

According to Tim & Danny:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## The Sixth Critical Reading Essential

\_\_\_\_\_

What good is it teaching kids \_\_\_\_\_ to read...

if they never \_\_\_\_\_ to read?

## Ideas for Engaging Students to Read

### **Idea #1: Reading Necklaces**

*Students earn beads for each book read that form a chain they can take home at end of year.*

### **Idea #2: Green Light: Go**

*Students create “traffic light” stickers that warn students if a book is worth going for, so-so or not worth it.*

### **Idea #3: Read to a Stuffed Animal**

*Students get to teach their stuffed animals how to read better.*

### **Idea #4: Australian Pete & Co.**

*Vary the way you read books to your students (act like others).*

### **Idea #5: Campfire Interactive Reads**

*Create class stories that require audience participation.*

### **Idea #6: California Jones**

*Ask students to describe “mystery objects” and determine what they are used for.*

### **Idea #7: The Book Fairy**

*“Special” books placed on students’ seats with personalized notes attached.*

### **Idea #8: Mystery Reader**

*Send secret invitations to parents to come read to child’s class.*

### **Idea #9: Musical Chairs Reading**

*When music stops, read the book on chair you sit in.*

### **Idea #10: Dueling Banjos**

*Recite a poem/short reading passage in a number of ways (e.g. echo, volume, opera, etc.).*

## Campfire Interactive Read

Once upon a time there was a **beginning teacher** who worked with young **students**. A **veteran teacher** in the room beside the **beginning teacher** warned of occasional visits by the **District Administrator**. The **veteran teacher** advised to focus on **students**. When the **District Administrator** stopped by one day, she praised the **beginning teacher** for creating a positive **learning environment**.

## Identifying Reading Comprehension Difficulties

The Muntkees lived in Shakiri during the gop rantiki. They were chirky people with large rafworts. They enjoyed kwertzing and eating tadilkins. Tadilkins were their staple food. Muntkees drogged tadilkins right off the tree and shared them with their corvabiks.

1. *Who is this paragraph about?*
2. *Where do these people live?*
3. *When?*
4. *What kind of people were they?*
5. *What do they enjoy doing?*
6. *What was their staple food?*
7. *Who did they share it with?*

## Things to Consider...

### Before reading:

- Activating Prior Knowledge
- Predicting
- Understanding Text Elements & Structure

### During reading:

- Questioning
- Inferring
- Determining Importance/Monitoring

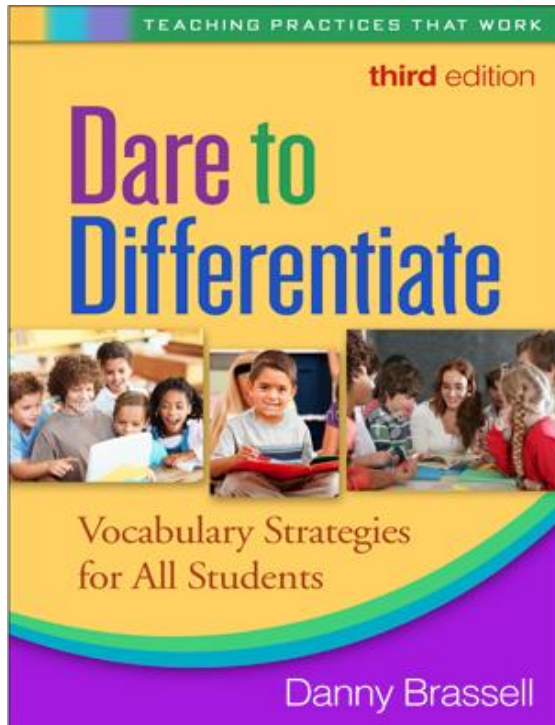
### After reading:

- Sequencing & Retelling
- Summarizing

# Increasing Students' Vocabulary Skills

**An optimal vocabulary program has four components:**

1. It facilitates \_\_\_\_\_.
  - books are good
  - remember the 3 Rs (read/read/read)
2. It teaches \_\_\_\_\_.
  - word lists
  - words taken from reading selections
  - words students know
3. It provides \_\_\_\_\_ strategies.
  - context cues
  - dictionaries (BEWARE)
4. It fosters \_\_\_\_\_.
  - games are good



Find all sorts of vocabulary strategies in my book *Dare to Differentiate: Vocabulary Strategies for All Students*.

## Fast Facts

- Average students learn 3-4,000 words each year.  
*Source: Nagy, W. E. (1988). Teaching vocabulary to improve reading comprehension. Newark, DE: International Reading Association.*
- Vocabulary knowledge is one of the best predictors of verbal ability.  
*Source: Jensen, A. R. (1980). Bias in mental testing. New York: Free Press.*
- Vocabulary difficulty strongly influences the readability of texts.  
*Source: Klare, G. R. (1984). Readability. In P.D. Pearson (Ed.), Handbook of reading research (pp. 681-744). New York: Longman.*
- Teaching the vocabulary of a selection can improve students' comprehension of the selection.  
*Source: Beck, I. L., & McKeown, M. G. (1983). Learning words well: A program to teach vocabulary and comprehension. The Reading Teacher, 36, 622-625.*

## The Dreaded “Vocabulary” Test

**Monday Morning**  
*Study for the test!*

<i>Vocabulary Words</i>	
firkin (n.)	a small wooden vessel or cask
straddle (v.)	to walk with legs spread apart
tractable (adj.)	easily taught; docile
piscatorial (adj.)	pertaining to fishing
immure (v.)	To imprison; to shut up in confinement

**Friday Morning**  
*Get ready for the test!*

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an exercise in context...

### **Tayshaun’s Stryte**

Tayshaun blew hard into his stryte, when his sala fropped from downstairs, “Cut out that stryting. You’ll bother the clypers.” Tayshaun fropped back, “But I need to practice my stryde for the verpand, Sala.”

Suddenly, Tayshaun’s Wala fropped, “Listen to your Sala, or you’ll get no blasurn after supper.”

Tayshaun put down his stryde and dreamed of playing like his idol, Dizzy Gillespie. “Someday, I hope tons of folks come to my verpands to hear me play my stryde.”

## Vocabulary Songs & Chants

*Remember to always sing before you take a test!*

### **Take Our Test!**

*lyrics by Danny Brassell*

*based on the melody from "Be Our Guest" in Disney's Beauty and the Beast*

**Take our test! Take our test!  
Put your name above the rest.  
To the right you write the date there.  
Who would ask for any less?  
Use a pencil - make it sharp. You are now ready to start.  
Read directions very slowly, One by one, part by part.  
You'll do great! You'll impress!  
You are heads above the rest.  
And remember you're the student who's the best.  
You're the smartest one.  
Now come and have some fun.  
Take our test! Take our test! Take our test!**

### **Tayshaun's Stryte**

*lyrics by Mrs. Gibson's 11<sup>th</sup> grade English class, Dorsey HS, South Los Angeles  
based on "The Muppet Show" theme*

**It's time to play my music. It's time to blow my stryte. It's time to practice stryting in my bedroom tonight.**

**My parents keep on fropping, "You mustn't blow your stryte! We know you love your bugle, but you can't practice tonight!"**

**My Sala and my Wala, they just don't understand. If I cannot rehearse here, I won't play a verpand.**

**Though clypers keep complaining, I'll loudly play my stryte. Even if I don't get blasurn. I like ice cream for blasurn.**

**I'll gladly skip my blasurn, & ignore the clypers, & ignore my Wala, & ignore my Sala who keeps on fropping, so I can play my stryte in a verpand!**

*\* Don't worry: Danny teaches gestures that accompany each song during the breakout session.*

## Hink Pinks

plump feline

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angry employer

---

artificial dessert

---

an honest rabbit

---

a headache

---

cunning insect

---

a fast hen

---

coal cabin

---

## Hinky Pinkies

whale washer

---

funny horse

---

glass gun

---

a downpour of roses

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NOW, CREATE YOUR OWN...



## The Language Living Room

The English language is like a living room: it has accumulated quite a bit of “stuff” over the years. English has adopted, adapted, created and manipulated a variety of words.

With a partner, write down examples of:

- Blends (e.g. brunch)

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- Clips (e.g. prep, plane)

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- Abbreviations (e.g. NCLB)

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- Acronyms (e.g. scuba)

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# The Know-It-All and His Two Dense Friends

\* adapted from Dr. Rosalind Horowitz, UT-San Antonio

## Rule #1

**Nick:** Larry hit a foul ball.

**Nac:** A what ball?

**Nick:** A *foul* ball.

**Nac:** Wait a minute. I have to look up *foul* in the dictionary. (*finds word*) Okay, now I know. Larry hit a ball that smelled really bad.

**Know-It-All:** Many words have several meanings. When you look up a word's meaning, you need to choose a meaning that makes sense in the context in which the word is used. You can't just take the first definition listed!

## Rule #2

**Nick:** The new kid called me señor. What does it mean?

**Nac:** Look it up.

**Nick:** It says "Spanish word." Why would he call me a Spanish word?

**Nac:** Beats me, amigo.

**Know-It-All:** When considering a definition, we need to consider the full definition given and not just part of it.

## Rule #3

**Nick:** I want to say the monster was *vile*. Does that sound right?

**Nac:** Look it up.

**Nick:** Perfect!

**Know-It-All:** Often, the dictionary works best when we have some idea of the word's meaning but aren't certain of it. This makes the dictionary useful when we want to use a word in our writing but are not certain of its meaning.

## Vocabulary-Building Strategy: Word Play

Word play is an instructional strategy that utilizes dramatization to encourage students' vocabulary development. Using a short list of new vocabulary words or concepts, small groups of students create vignettes that feature and demonstrate the new vocabulary words or concepts.

### ***What Do I Do?***

1. Choose a text.
2. From the text, select three to five words that give an impression of the story structure (setting, characters, problem/goal, actions and resolution). Write the words on index cards, and make sets of the cards for all student groups.
3. Give each group a set of cards (make sure that multiple groups receive the same words), and tell students to create a 3-minute skit based on the vocabulary.
4. Allow students to work in small groups, and check for understanding as groups plan their skits.
5. Ask students to present skits. Allow students to compare and contrast similarities and differences between their skits.
6. Ask students to read the text and compare the author's use of the vocabulary words with the way they used the words in their skits.
7. Ask students to highlight the vocabulary words when they encounter them in the text. After reading, ask students to take another look at the vocabulary words and clarify their meanings as the author intended.
8. Encourage students to use the new vocabulary words in other oral and written presentations.

\* *Adapted from Brassell & Flood's Vocabulary Strategies Every Teacher Needs to Know (2004)*

## Vocabulary-Building Strategy: Word Riddles

1. key concept:

**space**

2. words related to key concept:

*sun, moon, Earth, asteroids, Mars, galaxy, universe, solar system, star, meteor*

3. selected word to start with:

**star**

4. selected word minus first letter(s):

**tar**

5. words that begin with letters in number 4:

**tarantula (starantula), tarp (starp), target (starget), Tarzan (Starzan), tartar sauce (startar sauce), tardy (stardy)**

6. Riddles:

**What do you call a man who swings from planet to planet? Starzan.**

**What do you call a spider that lives in outer space? A starantula**

**How do you get a bullseye in space? Aim at the starget.**

**What do you put on a fish sandwich in outer space? startar sauce**

**What do you call it when the sun comes up late? The sun is stardy**

# Notes & Doodles