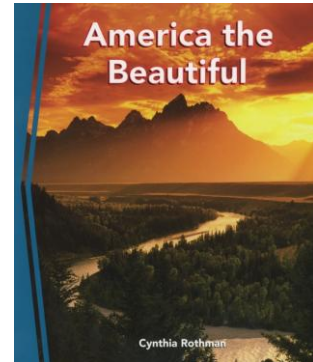
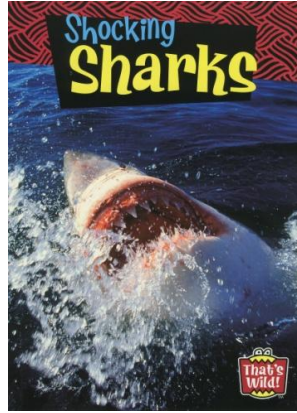


Plug into Practical Classroom Strategies for Nonfiction Comprehension



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Reciprocal Teaching With Fiction or Nonfiction

Guided Reading Grades 3-6 Sample Plan

Text: Narrative () Expository ()
(instructional small groups)

Group:

Materials: Leveled texts at their instructional level, simple response journals

Objectives(s): Students will (list a comprehension strategy for your focus):

BEFORE READING: Purposes: 1) activate relevant prior knowledge; 2) supply needed background knowledge; 3) motivate; 4) have the students anticipate the content; 5) set a goal or strategy focus.

DURING READING: While students read or re-read assigned text, the teacher listens to each student and coaches for good reader strategies and probes for comprehension. Note strengths or needs with using meaning (M), structure/grammar (S), visual information/phonics (V), fluency, or vocabulary.

AFTER READING: Remember your objective/comprehension focus for this lesson. Note strengths or needs with comprehension as you discuss the story. You should plan several questions from the text to probe for basic understanding and inference.

Students can respond with Reciprocal Teaching Format by drawing a "4 Square" in their response journal:

Predictions	Questions
Clarify Words or Ideas	Summarize

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1 way to organize groups

Set Up Reading Clubs

Grades 3-6

1. Divide class into 3-6 groups by approximate reading level.
2. Put materials (books + journals) in a convenient box or tub by groups.
3. Teach Super 6 Strategies (Predict, Question, Clarify, Summarize, Comment, Connect)
 - a. Teach one at a time, over time and each group practices after mini-lesson

Super Six Strategies

1. Read assigned pages
2. Write in journal based on the focus strategy
3. Early finishers re-read or read in an independent book
4. Discussion with Book Club based on the focus strategy

b. Spend enough time teaching each strategy to build deep understanding.

4. Distribute task cards to be used for writing and discussion

- a. Make extras of all cards if groups are larger than 6
- b. More than one student can ask questions, comment etc.
- c. Number the cards in the order you want to go, with Predict the last number for the group (they predict what happens next)

IF YOU WANT TO ROTATE TASKS...

5. Basic Format

READ: Students read silently the assigned pages that are written on the board or a small whiteboard for each Reading Club to follow.

LISTEN: Adult taps students on the shoulder for them to read aloud individually

- i. Prompts for Good Reader Strategies or may help with decoding unknown words
- ii. May ask a comprehension question for deeper understanding

WRITE: Student's journal writing is based on their task card (write words to clarify, write a summary, etc.). If finished, they can write another task.

DISCUSS: Discussion is held when most students are done with their writing. Some students may not have the writing completed. They can do their part of the discussion orally (unless they were goofing off). Student with card #1 always goes first, then #2... Teacher participates in the conversation as a member of the group...asking probing questions to get them to think more deeply about the reading.

ROTATE: As the group finishes, students rotate their task card to the person to their left. The student puts their task card in their book as a book mark and then they are ready for their **new** task the next day. **NOTE:** ROTATE AFTER WEEKS OF PRACTICE

OR...JUST USE THE TASK CARDS FOR YOU TO DIRECT THE DISCUSSION WHEN YOU MEET WITH YOUR GROUP AFTER THEY HAVE READ.

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Predict

What do you think might happen next based on what you already know and what you have read?

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Based on Reciprocal Teaching by Annemarie Palincsar,

Comment

How has your thinking changed?
While reading, did you notice...
something funny, sad, strange,
interesting, etc.? Why do you
feel that way?

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Based on the work of Linda Dorn

? Question ?

Anything related to what you have read...

Characters and how they act

Setting Plot Problem/Solution

Why? Do you think? Who?

When? Where? How?

What? What if...? Did...?®

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Based on Reciprocal Teaching by Annemarie Palincsar,

Clarify

A word or idea you don't understand

Word: What does that mean?

Idea: I don't get the part where...

You can always choose words or ideas a younger student wouldn't understand.

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Based on Reciprocal Teaching by Annemarie Palincsar and the work of Lori Oczkus

Connect

When reading, what relates?

1. to your life (text to self)
2. to another book (text to text)
3. to the world (text to world)

From *Strategies That Work* by Harvey and Goudvis, c 2000

Summarize

Write a brief summary of today's reading.

Main ideas / Big ideas

What happened?

Short and in order

Comprehension Instruction for Nonfiction

Use these tomorrow!

3 -6th use advanced big books or leveled text

GROUPING: WHOLE CLASS, SMALL GROUPS AND INTERVENTION PULL OUT

Think Alouds

Model Predicting and Making Inferences

Materials: Fiction: Big Books, Read Aloud, or student texts in a small group

Steps:

1. Model thinking aloud how to make predictions from the title, cover or illustrations.
2. Show how to combine information from the text + pictures to ask "What more do I know?"
3. Encourage deeper comprehension with probing questions:

"What are you thinking?" "Why are you thinking that?" "How do you know that?"

Video: Current Best Strategies for Teaching Reading Comprehension by Mary Beth Allen, BER 2007

I Wonder

Practice Predicting + Questioning

1. Kids write ?'s before reading
2. Share ?'s with partner
3. Read to find out
4. Generate more ?'s after reading

Read Cover

Summarizing key information

Remember Retell

Slows down reading to process text

READ

COVER

REMEMBER

RETELL



Materials: great with non-fiction, whole class with text book, or testing practice

Steps:

1. Model how to cover a portion or a whole page with your hand
2. Read and then cover to try to remember---be sure to show peeking!
3. Retell what you have read, peek again if needed to encourage rereading for information
4. Have partners read/cover/remember/retell as teacher monitors

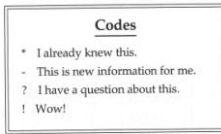
Video: *Comprehension Strategies That Help Your Struggling Students Be More Successful Readers*, Grades 2-5, BER, Linda Hoyt adapted this strategy from Jan Ellison

Into Non-Fiction

(included)

Get them using all parts of the book!

Coding Strategy



Tapping into known/unknown about topic

Questioning while reading

Reacting to information



Materials: Non-fiction, whole class with text book, paper strips or post it strips

Steps:

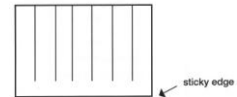
1. Model finding something you already know and code it with a star and stick it by the text
2. Continue modeling something new (-), something you wonder about (?), and WOW (!)
3. Pass out small strips with paper clips, or post it notes cut in strips like the VIP Strategy
4. After reading, use coding to discuss the text and deepen comprehension

Video: *Comprehension Strategies That Help Your Struggling Students Be More Successful Readers, Grades 2-5*, BER, Linda Hoyt developed this strategy

VIP Very Important Points

Summarizing key information

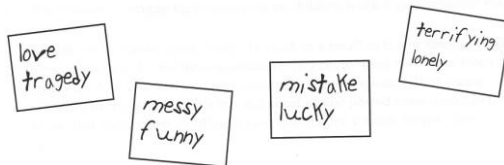
Materials: limited number of fringed post it notes, fiction or nonfiction text



Steps: Help overloaded readers learn to focus on the big ideas by marking them while reading. Because they have a limited number of strips, they must prioritize the most important. Students compare their points with others and justify their selection. Students should be able to summarize from their points and use them to write a summary.

Two Word Strategy

Summarizing key information



Materials: Fiction, small piece of paper or reading journals

Steps: After doing VIP's for a time, narrow the focus to 2 key words

1. Model stopping after a section of the text to reflect on everything just read. This can be events, facts, personal connections...any aspect of the text.
2. Think aloud about choosing just 2 words that reflect the big ideas about this section.
3. Practice doing it together several times before expecting partner or independent work.
4. Wait time is built in between the question and the response---struggling students need this time to think, process and feel comfortable participating. Why the words are chosen leads to engagement, justification of opinions and explanations of their connections.

Sketch to Stretch/

Quick Draw

(chart included)

Use simple drawings to draw what they

know and use it to share with a partner

Credit and thanks to Linda Hoyt and her BER videos on comprehension

Teach how this genre of text works...

INTO NONFICTION:

How to read for information in Tiers 1-3!

3-6th use leveled text

GROUPING: WHOLE CLASS, SMALL GROUPS, INTERVENTION

From the Title:

- Brainstorm words that might be in this book. List
- Ask questions using these words. List



From the Table of Contents:

- Will our questions be answered?
- Where? Group looks for possible answers in text.
- Generate further questions from the Table of Contents or Index

Pre-Reading

- Read a sentence from the chapter
- "I won't tell you which chapter"
- Group predicts which chapter it came from by using the Table of Contents
- Group checks chapters to confirm

OR...

- Teacher describes (don't show it) an illustration or graphic from the book
- Which chapter might it be from? Again, dive into the book for information
- Group checks chapters to confirm.

Repeat:

IF NECESSARY, REPEAT THE PROCESS BY READING OTHER KEY LINES AND DISCUSSING KEY PICTURES

SCAFFOLDS:

1. TEACHER MODELS PROCESS AND WRITES FOR GROUP
2. STUDENT PARTNERS TEAM TO BRAINSTORM WORDS AND READ
3. INDIVIDUALS WRITE THEIR OWN WORDS/QUESTIONS & READ

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S
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T

Quick Draw

Title: _____

Before Reading:		
After Reading:		

Quick Draw by Gail Tompkins, 1996, provides a way for students to document what they know about a topic before reading, focus during reading and record what they learned after reading.

Deeper Comprehension for Grades 3-6 in Tiers 1-3

Conversational Moves

- I agree because...
- I disagree because...
- I also noticed...
- I'd like to add...
- I didn't really understand...
- I wonder why...
- One way to prove it is...
- I think...
- Say more about what you mean...
- Show me where that is in the book?
- What is your evidence?
- I think the author meant...
- Why do you think that?
- What did the author say that
makes you think that?



From *Teaching for Deep Comprehension* by Linda Dorn