Inclusion Across the Lifespan Conference

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Monitoring and Strengthening Reading Comprehension For All Students

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Monitoring and Strengthening Reading Comprehension of All Students

Presentation by Claire VanOstenbridge
Goal for this session

How to utilize formative assessment to determine the needs for reading comprehension in your classroom and help.
Use your question as your springboard

• Exit tickets are the quickest and easiest way to determine what your students learned from a lesson or text.
  – Exit tickets can require one-word answers or a couple of sentences.

• Before doing an exit ticket, consider what you’re going to ask your students and what kind of data you’re looking for.
How to get the most bang for you buck

• There are three main types of questions:

1. **Literal**: Lowest level- asks basic one word responses, focuses on recall

2. **Inferential**: Comprehension- asks the students to think about what they read, answer cannot be found word-for-word in the text

3. **Evaluative**: Highest level- asks the students to critically think about the text and respond, asks for judgment and ideas supported by evidence
Need a question starter?

Depth of Knowledge (DOK) Levels

Level One
(Recall)

Level Two
(Skill/Concept)

Level Three
(Strategic Thinking)

Level Four
(Extended Thinking)

Describe Explain Interpret

- Define
- Draw
- Identify
- List
- Label
- Illustrate
- Measure
- Name
- Report
- Infer
- Categorize

- Collect and Display
- Identify Patterns
- Organize
- Construct

- Graph
- Classify
- Separate
- Cause/Effect
- Estimate
- Predict
- Interpret

- Compare
- Relate
- Distinguish
- Use Context Cues
- Make Observations
- Summarize
- Show

- Revise
- Apprise
- Develop a Logical Argument
- Construct
- Use Concepts to Solve Non-Routine Problems

- Formulate
- Hypothesize
- Draw Conclusions
- Differentiate
- Cite Evidence
- Investigate
Example

• Questions for chapter 1 of *Gated* by Amy Christine Parker.
  – **Level 1**: *Who* was the only person to not shoot the gun accurately during target practice?
  – **Level 2**: What can you *infer* about Lyla’s personality based on her reaction to target practice?
  – **Level 3**: *Compare* Lyla’s decision to shoot the target’s knees to Marie’s decision to shoot the heart. Based on what you know so far, what do these actions reveal about each girl?
How to use this information to tailor your instruction.

• As you do different readings, be sure to ask a variety of questions.
• Track which questions your students typically answer correctly.
• Is there a trend?
• Ultimately, you want your students to be able to answer level two and three questions.
  – How can you get them there?
Options for tracking

• Comparison over time
  – Create multiple exit tickets over the course of a week and track your student’s ability to answer the questions.
  – Make sure the questions are related to reading material.
  – Circle the level of question that the student was able to answer.

<table>
<thead>
<tr>
<th>Student</th>
<th>2/16/16</th>
<th>2/17/16</th>
<th>2/18/16</th>
<th>2/19/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>B</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>C</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>D</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
Options for tracking

• DOK Chart
  – Give all three types of questions at once after reading the text and the lesson.
  – Plot students in the highest level of question they were able to answer.
# I have the data. Now what do I do?

<table>
<thead>
<tr>
<th>Many of my students cannot answer literal questions</th>
<th>Many of my students cannot answer inferential questions</th>
<th>Many of my students cannot answer evaluative questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to do…</td>
<td>What to do…</td>
<td>What to do…</td>
</tr>
<tr>
<td>• <strong>Before Reading:</strong></td>
<td>• <strong>Before Reading:</strong></td>
<td>• <strong>Before Reading:</strong></td>
</tr>
<tr>
<td>• Tea Party</td>
<td>• Tea Party</td>
<td>• Tea Party</td>
</tr>
<tr>
<td>• Whole group or small group KWL</td>
<td>• Anticipation Guide</td>
<td>• Small group KWL</td>
</tr>
<tr>
<td>• <strong>During Reading:</strong></td>
<td>• <strong>During Reading:</strong></td>
<td>• <strong>During Reading:</strong></td>
</tr>
<tr>
<td>• Thinking Marks</td>
<td>• Thinking Marks</td>
<td>• Thinking Marks</td>
</tr>
<tr>
<td>• Model Think Alouds with fix-it strategies</td>
<td>• Model Think Alouds with fix-it strategies</td>
<td>• Model Think Alouds with fix-it strategies</td>
</tr>
<tr>
<td>• Play Say Something</td>
<td>• Play Say Something</td>
<td>• Play Say Something</td>
</tr>
<tr>
<td>• Practice visualizing “Mind Movies”</td>
<td>• After Reading</td>
<td>• After Reading</td>
</tr>
<tr>
<td>• <strong>After Reading:</strong></td>
<td>• <strong>After Reading:</strong></td>
<td>• <strong>After Reading:</strong></td>
</tr>
<tr>
<td>• Complete KWL</td>
<td>• Complete after reading Anticipation Guide</td>
<td>• Complete KWL</td>
</tr>
<tr>
<td>• Likert Scales</td>
<td>• Twitter board discussion</td>
<td>• Twitter board discussion</td>
</tr>
<tr>
<td>• Text feature based summaries</td>
<td>• Blogging</td>
<td>• Blogging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Socratic seminar</td>
</tr>
</tbody>
</table>
Awesome! Now what does this look like in my classroom?

• All of the strategies will be made available to you after this PD.

• The best way to understand something is to try it and practice it for yourself.
  – Let’s try a few strategies.
Before Reading: Tea Party

1. Pull important sentences, phrases or words from the text you are going to read.
2. Write these on individual index cards and write the word “Theory” on the back.
3. Allow each student to draw a card and read over their sentence, phrase or word.
4. Students then circulate the room, introduce themselves and then read what their card says.
5. Allow about 5-7 minutes before having the students return to their seats.
6. Students create a theory for what they think the text will be about based on what they heard.
7. Share theories.

Let’s try it!
During Reading: Thinking Marks

• In your Google folder, I have the template for the Thinking Marks bookmarks.
• When teaching this, be sure to model the marks and think aloud.
• You can also play Say Something in combination with this strategy.

Let’s try it!
### Thinking Marks!
**An easy way to write what you’re thinking...**

| **Wow!**       | This part is important or exciting.  
|                | I want to talk about this part with a friend. |
| **Huh??**      | This part is confusing.  
|                | I need to use a fix-it strategy. I need to ask a friend or teacher about this part. |
| **Connection!**| I made a connection to this part.  
|                | I feel the same way as this author. |
| **Hmmm...**    | This part makes me wonder about _____.  
|                | I can make a prediction here to what will happen next! |
| **Mind Movie** | I visualized this part in my head.  
|                | I understand it really well. When I read this part, I saw ____ in my head. |

(Beers, 2003)

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So...

**What can Thinking Marks look like?**
During Reading: Say Something

• Choose stopping points throughout the reading to stop at and play Say Something.
• Students can use their Thinking Marks to help them play this game so no one is caught off guard.
• While reading, at stopping points, students can be asked to “say something” to help them keep track of their reading.
  – When you’re first doing this strategy, it’s best to take volunteers only.
  – This can be done in partners too if you have students who are shy!
“Say Something”
Sentence Starters

• This helps the game go a lot smoother
• Have the students keep in a safe place
  • OR laminate the cards and pass them out during class/ partner readings
• Encourage the students to use their Thinking Marks to help them play “Say Something”

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### SAY SOMETHING!

Be prepared to share your thinking about the text you are reading. When the teacher says, “Say Something,” turn and talk.

<table>
<thead>
<tr>
<th>MAKE A PREDICTION</th>
<th>ASK A QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I predict that...</td>
<td>• Why did...</td>
</tr>
<tr>
<td>• I bet that...</td>
<td>• What's this part about?</td>
</tr>
<tr>
<td>• I think that...</td>
<td>• How is {this} like {this}</td>
</tr>
<tr>
<td>• Since {this} happened, then I bet the next thing to happen will be...</td>
<td>• What would happen if...</td>
</tr>
<tr>
<td>• Reading this part makes me think that {this} is about to happen.</td>
<td>• Why...</td>
</tr>
<tr>
<td>• I wonder if...</td>
<td>• Who is...</td>
</tr>
<tr>
<td>• What does {this} section mean?</td>
<td>• Do you think that...</td>
</tr>
<tr>
<td>• I don't get this part here...</td>
<td>• My favorite part so far is...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLARIFY SOMETHING</th>
<th>MAKE A COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oh, I get it...</td>
<td>• This is good because...</td>
</tr>
<tr>
<td>• Now I understand...</td>
<td>• This is hard because...</td>
</tr>
<tr>
<td>• This makes sense now...</td>
<td>• This is confusing because...</td>
</tr>
<tr>
<td>• No, I think that means...</td>
<td>• I like the part where...</td>
</tr>
<tr>
<td>• I agree with you. This means...</td>
<td>• I don't like this part because...</td>
</tr>
<tr>
<td>• At first I thought... but now I think...</td>
<td>• My favorite part so far is...</td>
</tr>
<tr>
<td>• This part is really saying...</td>
<td>• I think that...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAKE A CONNECTION</th>
<th>SUMMARIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This reminds me of...</td>
<td>• I learned...</td>
</tr>
<tr>
<td>• This part is like...</td>
<td>• The setting is...</td>
</tr>
<tr>
<td>• {This} character is like {this person} because...</td>
<td>• The conflict is...</td>
</tr>
<tr>
<td>• This is similar to...</td>
<td>• Somebody, Wanted, But, So Then</td>
</tr>
<tr>
<td>• The differences are...</td>
<td>• I also...</td>
</tr>
<tr>
<td>• I also...</td>
<td>• I never...</td>
</tr>
<tr>
<td>• This character makes me think of...</td>
<td>• This character makes me think of...</td>
</tr>
<tr>
<td>• The setting reminds me of...</td>
<td>• The setting reminds me of...</td>
</tr>
</tbody>
</table>

(Beers, 2003)
After Reading: Text Features-Based Summaries

• To help them analyze their reading even further, have the students write mini-summaries based on text features such as headings and subheadings.

• Practice pulling out key information that explains the heading by giving more detail or answering a question.
  – This takes practice and you will need to demonstrate it first so the students learn what is relevant and what is extra information.
After Reading: Twitter Board Discussion

• How well did these strategies help your students?
  – Find out with a Twitter Board discussion.

• Create a twitter account for the class and post questions about the reading to track their comprehension.
  – This gives the students an opportunity to talk to each other about the reading.

• Nervous about using a live Twitter account?
  – Create a concrete Twitter board in the classroom so students can post. Allow them to comment with sticky notes on other students’ tweets.
Write a sentence with one adjective, one noun, a capital letter, and a full stop.

- @MissSexton: #tweetticket
- @Oisin: I love my cool dog.
- @Leon: The really old lady stole Ms Sexton’s purse and did a runner!
- @Aisling: The dark blue car was very small.
- @Ryan: The dark blue car had no door.
- @Oisín: The bright car had no door.
- @LukeMcK: The bright car had no door.
- @Barry: I went on a trip.
- @Mary: The sky was clear, but a heavy cloud covered our view.
- @Andy: The car escaped from the police.
- @Ben: The boy was surprised in the bright lights.

Can you ‘tweet’ something? You have learned in your lesson?
Works Cited


Thank you so much for coming!