Insignificant Events in the Life of a Cactus

DUSTI BOWLING

Comprehension Strategies

Comprehension Strategies:

The users of this guide span varied grade levels and student abilities. As such, a diverse set of **Comprehension Strategies** have been curated to support the reading process, with the goal of building and checking student comprehension of the Read Aloud text and other supplementary materials.

The **Comprehension Strategies**, just like the **Vocabulary Strategies** were gathered to support cross-curricular implementation and use. Additionally, the strategies below were selected to span multi-modal forms, not all the strategies require written output.

Comprehension Strategies:

Learning Story Grammar: Story Champs Program

Use this to: Retell and summarize sections of the book (orally).

Materials:
Icons
Student retelling checklists

For the first section of the book, model for the students what an oral retelling looks and sounds like. Begin with a class brainstorm/discussion. Record this on the board.

Identify (these icons should be used to help students make an association between the grammar of the story and what they need to orally retell:

Once you have identified and recorded the parts, model for students how they can retell the story. Note: as long as students retell the story and use all the parts of the story grammar, they can be successful. There is no order that they need to follow other than what the plot sequence is in the story.

Put students in pairs. (Consider putting students with similar learning styles together or have someone who is struggling with retelling pair with someone who can model these skills for them). Pass out student retelling checklists. Using the checklist iconography and what resulted from the class brainstorm, student 1 retells the story to student 2. Student 2 checks off the boxes on the checklist when they hear the part of the story represented by the icon. Then they switch and repeat the process.

Depending on time, students can then partner with a different person and go through the process again. This is based on the Story Champs program, a speech and language tool that encourages students to orally retell stories. Students will work on learning how stories are constructed so that they can learn how to effectively summarize. Oral language is emphasized over written – this could lead up to video or voice only summaries. Strengthening academic language via oral narratives can facilitate growth in other academic skills such as recalling and sharing information, acquiring word meanings through context, expanding domain knowledge, producing more advanced writing, and comprehending text

Student Retelling Checklist:

CHARACTERS	
SETTING	
PROBLEM	
CHARACTER EMOTIONS	
PLAN	
ACTION	
CONSEQUENCES	
ENDING	
END FEELING	

Comprehension Strategies

Choice Board

Use this to: Provide students with different options to communicate their thinking, to teach students to show their thinking in different ways.

Have students choose from the different the attached **Choice Board** categories, to show their understanding. You may choose to pre-teach each category through the week(s) or have students navigate categories on their own. The prompts serve as a sentence starter bank to model varied sentence patterns and types of thinking.

The **Choice Board** can be done formally (*print out student copies, have them record and write out their ideas, work in pairs or small groups to complete one prompt per section*) or informally (*project or post the prompts and have students use prompts to share out orally*). These prompts are also meant to be transferable to other subject areas.

Always invite students to orally share thinking (*whether they are working in the oral or written form*) with the class to learn from one another's interpretations and ideas as well as to model the grade level expectations of prompt application. Always have them say aloud the full prompt to model full sentence responses.

Pair/Share

Use this to: Teach students to listen to other's ideas, to teach students to justify their thinking with reasoning, to teach students to go beyond the text, and make hypothesis or predictions.

Have students utilize the **Pair/Share** method as a verbal comprehension strategy.

Project the below **Pair/Share** prompts/expectations, depending on what you want students to focus on. Depending on the age, ability and time allotted for activity, it is suggested for the conversation time to be limited to a one to two question task. Students may benefit from time to collect their ideas before sharing. Ensure there is a full group share out after the **Pair/Share** time, in order for the whole group to benefit from instructional clarifications and support.

Here are some suggestions of **Pair/Share** questions to project in order to check-in on student comprehension:

- What was the most significant event in our listening today? Explain.
- What is something that happened in this section that connects to a previous section? Explain.
- What is something that is unclear? Explain what makes it confusing.
- What is a prediction you have? Explain why your prediction makes sense.

 **Extension** – have students develop their own **Pair/Share** questions to pull from.

  Extension – when sharing out, ask students to share a good idea from their partner (this supports community building and student-to-student active listening).

CHOICE BOARD:
Thinking About What You Are Listening/Reading

Summarizing:	Connecting:
•A main idea in this text is _____. I know this because ... •The section in three sentences: First _____. Then _____ . In the end _____.	•_____ reminds me of .... •I can relate to _____ because ... •I can't relate to _____ because ... •I thought _____ was meaningful because ...
Visualizing:	**Going Beyond the Text:**
•When I read about _____ I imagine ... •When I visualize this moment, I hear _____, I see _____, I feel _____.	•It doesn't tell me but I think ... •The character said _____ but I think the character really meant ... •The author doesn't spell it out, but I think it means ... •I wish that _____ would happen because ... •Something that I can't see happening is ...
Question:	
•I wonder if ... •I wonder how ... •I don't understand why ... •If I could talk to this character, I would ask ... •If I could ask the author a question it would be ...	
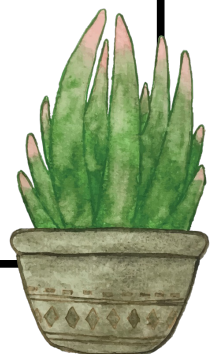
Comprehension Strategies

Three Types of Questions

Use this: To teach students that different skills are needed for different questions.

Be clear with students about the different types of questions that exist – and the different skills they need to apply for each type of question.

For students who struggle with comprehension, this creates a road map for their energy. Being explicit with students about where they are meant to 'find' information can be universally applied across most subject situations.

For example, **Right There** Question, means a targeted investigation. Words in the question match words in the text. The answer is *right there*. **Think and Search** Questions means to go beyond a single point in the text. Keep reading to gather more data, as the answer isn't in a single spot. Finally, **Author & Me** Question have to be rooted in a connection to the text but also demand inferring, bringing in prior knowledge and making educated guesses about author choice.

Being clear with students about the type and skill associated with a question – can support independence in tasks and increase meaningful connections to text.

As students build confidence around the three types of questions – they can also create questions that align with each group.

Additionally, this questioning framework means that as teachers, we ensure we include and model all three questions and question answering strategies with students to support layered comprehension of a text.

Source:
https://www.readingrockets.org/strategies/question_answer_relationship

Question Type	Description
Right There Question	The information to answer the question is considered 'right there' because often the words in the question are in the same sentence. This type of question can also be referred to as a **text-dependent question.**
Think and Search Question	The information needed to answer the question is in different parts of the text so the student needs to 'think and search' to figure out the answer. This type of question can also be referred to as a **text-dependent question**
Author & Me Question	To answer the question, the student must connect information in the text with information they learned or read previously. This type of question can also be referred to as an **inferential question.**

Author & Me Prompt Card

1. Read Paragraph
2. Make a connection between something you know, have learned or experienced. *(What we know helps us connect to what we think the author meant)*
3. Decide what you think the author meant.
4. Justify your answer by identifying information in the text that supports what you are thinking.

Comprehension Strategies

Questioning While Reading

Use this: To teach students to question as they read, to teach students to develop thoughtful and diverse types of questions.

As students listen and or read along with any text, provide them with an area to record questions as they read. Encouraging students to ask questions about the content of the text, leads to a deeper understanding of the text's meaning. Anytime you are wanting students to record as you read – chunk the text (reading the text and pausing for short periods to complete the task).

Providing question stems for students to use, is helpful in ensuring they create diverse types of questions. While listening to a chapter for example – it would be effective to provide the **Question Stems** below and require students to come up with 3-5 questions. At each chunking or pause – remind students to select a different stem, crafting a different type of question. If students are familiar with the **Three Types Of Questions** from the previous strategy– they can also identify the type of question they have created.

Have students at the end of the listening and question writing period, identify their best question. Have students share out what made them think this was their best question. Collect questions and reasoning as a formative exit slip.

Question Stems
Who is (are) _____?
What happens (happened) when _____?
What is (was) _____?
Why did (does) _____?
How do (does) _____?
How do _____ and _____ compare?
What can you say about _____?
What would happen if _____?