FOSTERING READING COMPREHENSION FOR CHILDREN IN GRADES 3-6

DEVELOPING SKILLED EXPRESSION OF READING COMPREHENSION: THE IMPORTANCE OF DISCUSSION AND WRITING

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The Importance of Talking and Writing: The Role of Communication

- Refining and expanding comprehension both individually and as a community member
  - Forces us to integrate, organize, and prune our ideas

- Sharing serves as artifact of understanding and also to expand the comprehension of others

- It is inseparable from comprehension, therefore instruction must address it explicitly as part of comprehension instruction

IMPORTANT DIMENSIONS OF A TEACHER-LED DISCUSSION AT ALL GRADE LEVELS

- Authenticity-Watch out for dominance of IRE (Inquiry, Response, Evaluation)
- Uptake
- Level of evaluation
- Curricular connections
- High academic demands

Types of Talk

- Talk about the book
- Talk about the reading process
- Talk about connections
- Talk about group process

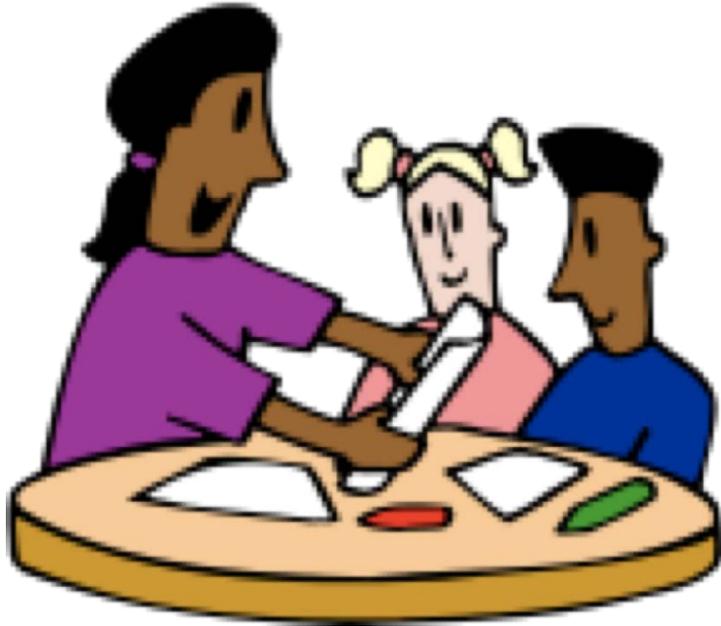# UNIQUE FEATURES OF LITERATURE CIRCLES AND BOOK CLUBS

- Student Choice
- Rich Literature
- Multiple forms of response

BEGINNING STEPS

- Explain
- Demonstrate
- Practice
- Debrief
- Refine

BEGINNING STEPS-TECHNIQUES TO INCLUDE

- Modeling
- Role-playing
- Fishbowl Conversations
- Gradual Release of Responsibility

PREPARING FOR DISCUSSION

(DANIELS, 2002)

- Post-it notes

- Response journals

- Coding

- Cornell notes/Double entry journal

- Bookmarks

- Role sheets

BOOKMARKS

- Fold a paper in thirds.

- In each section of the bookmark, students record a form of response to the text.

- Important information, interesting facts, questions, new vocabulary, summary, response

Role Sheets and "Jobs"

- Temporary scaffold only!!!!!!!!!!!!

- Maximum 3-4 weeks

- The value is the cognitive perspective of the role.

- The goal is for students to apply the cognitive perspective flexibly in response to the text and context.

TEMPORARY ROLES IN LITERATURE CIRCLES

Discussion director

Word Wizard

Connector

Summarizer

Illustrator

Investigator

ROLES FOR DISCOVERY CIRCLES

Connector

 Questioner

Passage master

Summarizer

Word Wizard

Researcher

Illustrator

MINILESSON TOPICS

- Content-based
  - Artist's craft
  - Theme
  - Strategy application
  - Applying disciplinary knowledge (sourcing, corroboration, contextualizing)

- Procedure-based
  - Sharing airtime
  - Disagreeing constructively
  - Self-assessment
  - Gatekeeping

ASSESSMENTS

- End-of-Book Log Collection
- Binary assessments
  - Prepared/Not
  - Participated/Not
- Student Self-assessments

Assessments

- Come prepared   20
- Active listener   15
- Share responsibility   15
- Ask follow-up questions   10
- Use text to support positions   30
- Recordkeeping   10

Self-Assessment- Use Likert Scale/Checks and Comments

- **Interact With The Text**

- Work together to clarify and answer questions about the text

- Work together to understand

- Use strategies (predict, summarize, visualize, clarify, question) to help understand the text

- Reread parts of the book

Self-Assessment- Use Likert Scale and Comments

- **Interact With Each Other**

- Ask questions

- Take turns talking

- Listen actively and respond to each other

- Be respectful

SELF-ASSESSMENT

Group member	Rating	Reason

Research Findings Related to Implementing Discussion Groups (García, G. E., Pearson, P. D., Taylor, B. M., & Bauer, E. B., & Stahl, K. A. D., 2011; Stahl, 2009)

- All classrooms used some form of student support or "cheat sheet" during the transitional stage.

- The largest shifts were seen in a classroom that used videos and self-evaluations in tandem over time.

- Younger students needed more support in every way.

- Student-led groups started sooner when the expectation and support were in place.

TEACHER FEEDBACK
(GARCÍA, G. E., ET AL., 2011; STAHL, 2009)

- Student choice does matter.
  - Groups
  - Texts

- Texts do need to be complex and interesting to the students.

- Figuring out and balancing level of teacher engagement was a challenge.

- Explicit instruction and coaching were ongoing.

Factors to Consider in Engaging the Unengaged(Maloch, 2005)

- Relationship to teacher and other group members

- Academic demands

- Degree of choice

Relationship to Teacher and Other Group Members

- Monitor group dynamics

- Provide scaffolding as needed

- Model acceptance and inclusion of all voices

- Explicitly teach how to have a discussion

ACADEMIC DEMANDS

- Provide a range of text choices and support

- Provide the necessary level of reading support

- Provide support in preparing for a discussion

CHOICES

- Provide text choices
- Provide reading choices
- Provide response choices
- Provide group choices
- Use a variety of configurations

COMPREHENSION STAPLES FOR BEGINNERS (TEACHERS AND STUDENTS)

- Directed Reading-Thinking Activity (Stauffer, 1969)
- Reciprocal Teaching

  (Palincsar & Brown, 1984)

RESEARCH-BASED APPLICATIONS FOR DIGGING DEEPER

- Questioning the Author (Kucan, Beck, & McKeown, 1996)
- Instructional Conversations and Logs (Tharp &Gallimore, 1988; Goldenberg & Saunders, 1999)
- Collaborative Reasoning (Anderson, Chinn, & Waggoner, 2001)
- Concept-Oriented Reading Instruction (Guthrie et al., 1998, 1999)

WRITING IN RESPONSE TO TEXT

- Answering questions
- Notes, summarizing, and synthesizing
- Building new knowledge, research projects
- Evaluating and critiquing
- Creating Arguments (Different than supporting opinion)
- Other purposeful writing activities

Applying the Gradual Release of Responsibility

- Explicit Instruction and Anchor Texts

- Teacher Modeling

- Shared Writing Experiences (Often Whole Class)
  - (See http://www.readingrockets.org/article/extending-interactive-writing-grades-2-5)

- Guided Writing-Small Group Compositions and/or Feedback

- Independent assignments and production

SITUATING WITHIN DISCIPLINARY KNOWLEDGE BUILDING: WHAT COUNTS AS EVIDENCE

Literary (Rosenblatt, 1978)	Social Studies (Wineberg, 1991)	Science (Douschl & Osborne, 2002; Herrenkohl & Cornelius, 2013)	Web Resources (Beck, 1997; Coiro, 2003)
Story grammar elements Theme Author point of view Author craft Universal human experience	Context (time, place written) Source (author and media) Corroboration of information by other sources	Precise language Quality of data Corroboration of information by other studies Comprehensiveness of experimental sample Visual evidence (tables, charts, diagrams, models)	Accuracy Author background Objectivity Recency Comprehensive coverage of topic

Cohesiveness Between Reading and Writing

- Instructional Conversations and Logs (Tharp &Gallimore, 1988; Goldenberg & Saunders, 1999)
- Collaborative Reasoning (Anderson, Chinn, & Waggoner, 2001)
- Concept-Oriented Reading Instruction (Guthrie et al., 1998, 1999)
- Close reading- individual responses following discussions

SELF-REGULATED STRATEGY DEVELOPMENT (GRAHAM AND HARRIS)

- **Every child can write**

1. Assist students in developing knowledge about writing and powerful skills and strategies involved in the writing process, including planning, writing, revising, and editing.

2. Support students in the ongoing development of the abilities needed to monitor and manage their own writing.

3. Promote children's development of positive attitudes about writing and themselves as writers.

4. Originally designed for special education, but expanded and effective for all students.

ASSESSING WRITING

- Use Detailed Rubrics to 3-4 Times a Year to Inform Instruction (eg. 6 + 1 Traits http://educationnorthwest.org/traits/traits-rubrics)

- Use rubrics that are used to evaluate the state ELA tests as part of common formative assessments after each unit of study (Literary, Science, Social Studies)

- Teach students to self-evaluate using the selected rubrics