

Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
- 2 To submit a question, click "Questions" in the webinar panel and type in your question
- 3 To minimize the webinar panel, click the orange arrow in the upper left of the panel
- 4 If you experience computer audio issues, you can switch to "Phone call" in the "Audio" section of the webinar panel and use the dial-in information provided

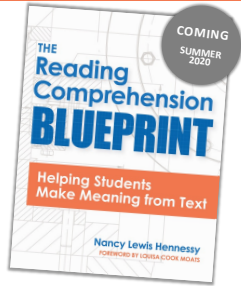


The Reading Comprehension Blueprint

Get the essential knowledge and practical tools needed to help every student become a proficient reader—and build a strong foundation for school success!

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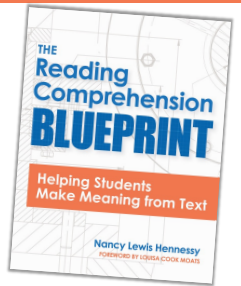
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Giveaway

We're giving away 3 FREE copies of **The Reading Comprehension Blueprint!**

Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!





COFFEE CHATS
WITH BROOKES

Comprehension Check-Up!
Time to Extract & Construct Meaning

Nancy Hennessy, M.Ed.
May, 2020

Comprehension Check Up

- Comprehension is one of the most complex behaviors our students engage in daily.
- It involves a range of language and cognitive processes that students must master to make sense of written text.
- Comprehension processes are necessary to create comprehension products.
- Multiple factors influence extracting and constructing meaning including the reader, text, task and the context.
- Informed instructional environments depend on the educator's knowledge and ability to implement practice that reflect the science of reading.

Complex & Complicated

Antonio-first grade
Velveteen Rabbit
What do you think this means:
"When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become Real."

Kayla-third grade
Mystery of the Tottoed Mummy
Why were the archaeologists surprised when they discovered the mummy?

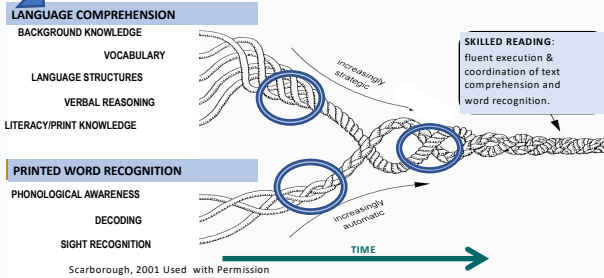
Matt-fifth grade
Tuck Everlasting
Would you want to be immortal? Why or why not?

Lily-ninth grade
Animal Farm
In what ways, does this fable serve as a condemnation of Soviet Communism?

Comprehension is a complex task that involves a range of language and cognitive processes and skills that students must master in order to make sense of written text.

Fletcher, Lyon, Fuchs, & Barnes, 2007; Oakhill & Cain, 2007; Swanson, Howard, & S'aez, 2006

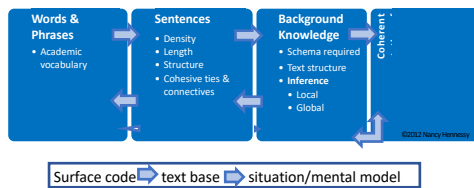
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING





Scarborough, 2001 Used with Permission


Levels of Language Processing...

Cain & Oakhill, 2007




The student's ability to extract and construct, then demonstrate understanding (product) depends on their access to and implementation of specific processes and skills. This is influenced by the nature of the text, task, context and by what the reader has acquired and can access.




Respond to the following questions based on your reading of Tuck Everlasting.




Constructing Comprehension

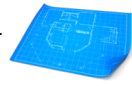
Language Comprehension	Instructional Components
Background Knowledge	Background Knowledge
Vocabulary	Vocabulary
Language Structures	Sentence Comprehension
Verbal reasoning	Levels of Understanding (e.g. inference)
Literacy Knowledge	Print awareness, text structures



The Reading Comprehension Blueprint



- An evidence based master plan that addresses both process and product demands.
- Organizes and scaffolds the teacher's preparation of a text for varied purposes.
- Calls for the use of evidence based strategies and activities.
- Allows for flexibility based on text, the student and context.
- Acknowledges the metacognitive nature of teaching.

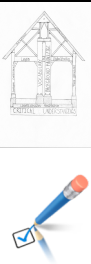


Blueprint for Comprehension Instruction	
PREPARING FOR INSTRUCTION CRITICAL UNDERSTANDINGS OF TEXT	What do you want students to know and understand after reading the text? What are the critical concepts and understandings—big ideas you want your students to acquire?
PURPOSE FOR READING TEXT	What are the content instructional goals and objectives? What are the literacy instructional goals and objectives?
TEXT READING VOCABULARY	Which words will your students need to know? Which are worth knowing? Which ones will you intentionally target and directly teach? Which ones will you incidentally-on-purpose teach? How, when? Which words will you purposefully discuss, incorporate into responsive language activities? How and when will you teach and foster the use of independent word learning strategies?
LANGUAGE STRUCTURES (Phrases, Clauses, Sentence Comprehension)	Are there phrases, clauses, sentence structures that may be difficult for your students? How and when will you directly teach sentence comprehension? How and when will you teach students to work with challenging sentences? How will you facilitate the integration of ideas within and between sentences, e.g., the use of cohesive ties and connectives? How and when will you teach students to work with these?
KNOWLEDGE • Text Structure • Background Knowledge	How is the text organized? How and when will you directly teach students the purpose, features, and signal words of different genres? How will you teach students to use the structure to understand purpose? To organize and express their understanding? What background knowledge is critical to understanding the text? How and when will you teach students to access and build that knowledge and integrate it with the text?
LEVELS OF UNDERSTANDING AND INFERENCE	How will you teach students to construct meaning at different levels of understanding, including the surface code, tentative, and mental model of text? How will you directly teach students to use inference to integrate ideas and connect background knowledge to the text? How will you support your students' deep comprehension of text?
EXPRESSION OF UNDERSTANDING	What strategies and activities will you use for students to demonstrate understanding at different levels, during and after reading? How will you support their oral and written expression of understanding?

Informed Instructional Framework		
Intentional Instruction	Incidental on Purpose Instruction	Intentional Independent Word Learning Strategies Instruction
<ul style="list-style-type: none"> ✓ Word Choice ✓ Principles of Instruction ✓ Instructional Routines ✓ Processing & Practice Activities 	<ul style="list-style-type: none"> ✓ Structured Point of Contact Teaching ✓ Structured Teacher-Student Talk ✓ Structured Shared Reading ✓ Structured Independent Reading 	<ul style="list-style-type: none"> ✓ Using the Dictionary ✓ Using Context Clues ✓ Using Morphemic Analysis
Word Consciousness	Word Consciousness <i>Purposeful Activities</i>	Word Consciousness <small>©2018 Nancy Hennessey</small>

The Blueprint

Designed to support the educator as he/she use their knowledge to identify learning goals, set purpose, organize instruction, select instructional activities, and monitor students' progress.



Consider Current Practices

Comprehension Check Up

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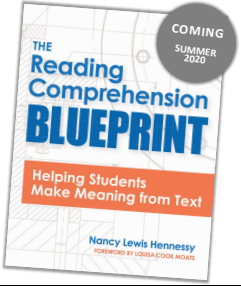
Questions?

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