Slide 1

RESEARCH-BASED STRATEGIES FOR DEVELOPING COMPREHENSION FOR K-12 LEARNERS

Washington State Association of School Psychologists
March 19, 2021
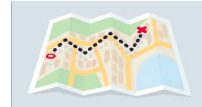
Dr. Sarah M. Lupo
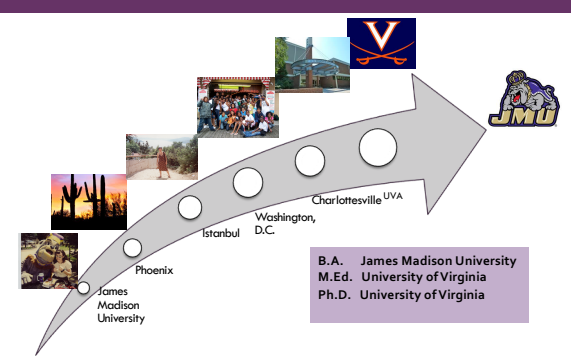James Madison University

Follow me on twitter:
@DrSarahLupo

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Slide 2

Roadmap

- Introductions
- Session 1:
  - What is Comprehension?
  - Text Complexity: Myths and Facts
  - Analyzing Texts
  - The Role of Knowledge
- Session 2:
  - Selecting Texts
- Session 3:
  - Scaffolding Comprehension
    - Before, During, After
- Session 4:
  - Assessment
  - Questions and Closing

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Slide 3

About Me

Charlottesville UVA
Washington, D.C.
Istanbul
Phoenix
James Madison University

B.A.   James Madison University
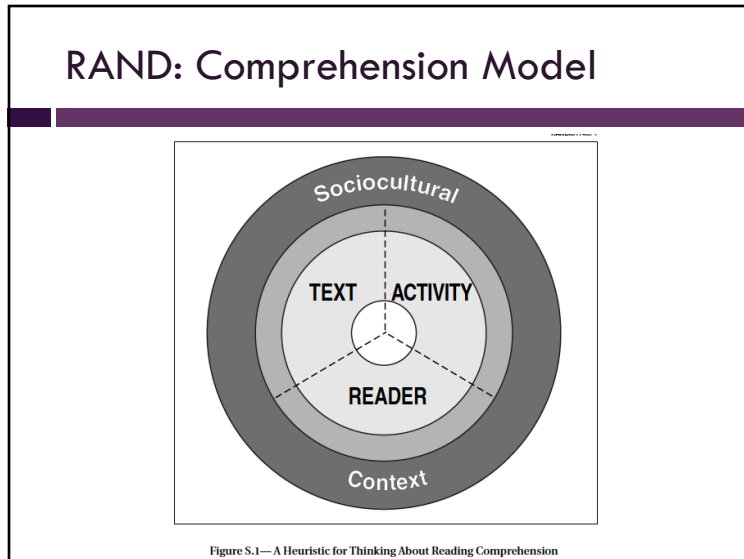M.Ed. University of Virginia
Ph.D. University of Virginia

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Slide 5

Session 1: Comprehension?

"My reading comprehension is so-so, but I make up for it with my highlighting skills."
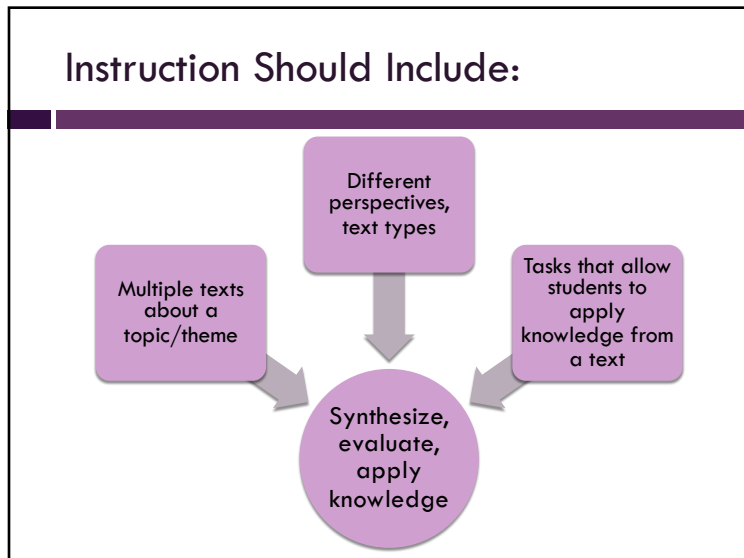
5

RAND: Comprehension Model

Figure S.1— A Heuristic for Thinking About Reading Comprehension

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What Are We Asking Students to Do?

Critical

Inferential

Literal

□ Evaluate and synthesize ideas across texts, apply knowledge to novel situations

□ Read between the lines, use prior knowledge to make inferences or analyses about the text

□ Recall key ideas and details

9

Instruction Should Include:

Different perspectives, text types

Multiple texts about a topic/theme

Tasks that allow students to apply knowledge from a text
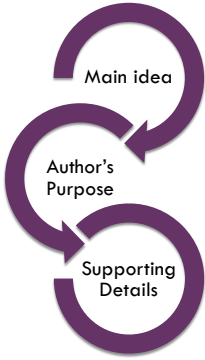
Synthesize, evaluate, apply knowledge

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Successful Readers Are Also:

□ Active
□ Purposeful
□ Evaluative
□ Thoughtful
□ Strategic
□ Persistent
□ Productive

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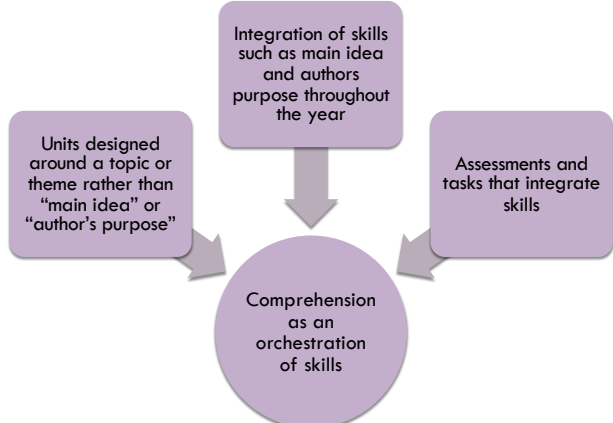## Comprehension is an Orchestration of Skills

- □ Skills are used together to develop an understanding of a text
- □ Individual skills cannot be broken down and taught separately
  - ■ Highly correlated

Afflerbach & Cho, 2011; Pearson, Valencia, & Wixson, 2014

Main idea

Author's Purpose

Supporting Details

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Instruction Should Include:

Integration of skills such as main idea and authors purpose throughout the year

Units designed around a topic or theme rather than "main idea" or "author's purpose"

Assessments and tasks that integrate skills

Comprehension as an orchestration of skills

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Text Complexity

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Rigorous Reading or Instructional Level Texts?

Call to increase the rigor

VERSUS

The traditional view of matching students with instructional level texts

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What the Research Shows

Instructional Level Texts	Challenging Texts
□ Increase fluency for early elementary students	□ Increase motivation and engagement
□ Increase decoding skill for K-1	□ Increase exposure to challenging vocabulary and concepts
□ Build background knowledge	□ Necessary to make inferences and develop higher level analysis skills
□ Increase confidence	

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Text Selection Considerations

□ What makes a text challenging

□ Level of support you will provide and type of tasks

Struggle is not a bad word.

19
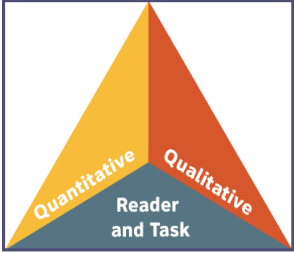
Three-Part Model of Text Complexity

Inherent to the Text:

1. Quantitative Measures

2. Qualitative Features

Teacher Considerations:

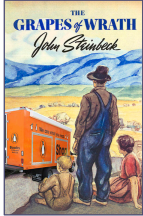3. Reader and Task

Quantitative   Qualitative

Reader and Task

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Quantitative: Lexile or Readability
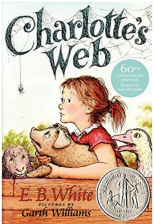
• Represents text complexity as a numerical value – for example: 820L or "8th grade" level

• Determined by a computer

• Based on:
  • Sentence and word length
  • Word frequency

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Which text is more complex?

640 Lexile
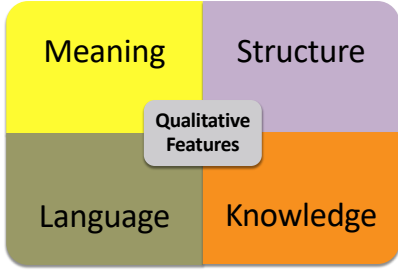
640 Lexile

Complexity is More Than Just a Number!

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Qualitative Text Complexity

- Layers of meaning
- Concept complexity
- Theme

- Vocabulary
- Syntax
- Figurative Language
- Historical Language or Dialects

Meaning

Structure

Qualitative Features

Language

Knowledge

- Organization
- Text Features
- Connections between ideas

- Content Knowledge
- Disciplinary Literacy skills
- Background and Experiences

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Why Does This Matter?

"Understanding the challenges that readers might face is necessary for providing adequate supports to ensure that all students will be able to comprehend the text."

"Struggle is Not a Bad Word: Misconceptions and Recommendations About Readers Struggling with Difficult Texts"
By Sarah M. Lupo, John Z. Strong, Kristin Conradi Smith

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What Not to Do

☐ Blind matching using readability or Lexile
☐ Keep kids who may struggle and ELLs away from challenging texts

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Where do we start?

Analyze texts to determine the challenges they present to readers

- ❏ What background knowledge does the author assume the reader has, and does the reader have that knowledge?
- ❏ Are there multiple meanings or abstract concepts/themes?
- ❏ Are students familiar with most of the words? Are there are a lot of academic words, complex syntax, discipline specific words, or figurative language?
- ❏ Is this text structured in a way that makes it easy to understand (i.e., good use of headings) or is the structure of the text complicated (i.e., does the reader have to infer how ideas are connected)?

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Pacific Cod: The Ageing of a Difficult Species

Historically, fish scales and otoliths have been the two most common structures used for determining the ages of fish species. Unfortunately, age-readers employing these structures have experienced limited success in the case of Pacific cod.
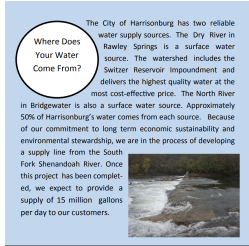
- ❏ *Retrieved from: https://www.fisheries.noaa.gov/alaska/science-data/pacific-cod-ageing-difficult-species.*

Text Feature	Challenge	Example
Knowledge	Topic and vocabulary knowledge challenging	Knowledge of the structures for determining age of fish Why fish scales and otoliths are the common structures Why pacific cod is a difficult species
Meaning	Abstract concepts described	Determining ages of fish
Language	Many abstract, discipline-specific words and syntax	Otoliths, age-readers
Structure	N/A	N/A

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Example of Text Analysis

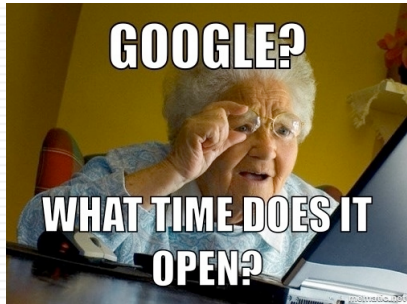| Text Feature	Analysis	Example
Background Knowledge	Students need to know what a watershed is and the concepts of economic sustainability and environmental stewardship as well as have an underlying understanding of how water sources work and why it matters.	"The watershed includes the Switzer Reservoir" "Because of our commitment to long term economic sustainability and environmental stewardship, we are in the process of developing a supply line…"
Meaning or Purpose	Does not contain multiple meanings or abstract concepts or themes	N/A
Language	Contains academic, discipline specific, and abstract language	Watershed, Cost-effective, economic, sustainability, environmental stewardship
Structure of Text	Minimal challenges as the structure is clear and pictures support learning	Heading "Where does your water come from" is clear with a picture to support students' understanding

Where Does Your Water Come From?

The City of Harrisonburg has two reliable water supply sources. The Dry River in Rawley Springs is a surface water source. The watershed includes the Switzer Reservoir Impoundment and delivers the highest quality water at the most cost-effective price. The North River in Bridgewater is also a surface water source. Approximately 50% of Harrisonburg's water comes from each source. Because of our commitment to long term economic sustainability and environmental stewardship, we are in the process of developing a supply line from the South Fork Shenandoah River. Once this project has been complet-ed, we expect to provide a supply of 15 million gallons per day to our customers.

Retrieved from:
https://www.harrisonburgva.gov/
water-quality

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Background Knowledge

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Centering on Diverse Forms of Knowledge

Knowledge of incorporating information across multiple texts

Linguistic Knowledge — Knowledge of language practices and linguistic structures

Metacognitive understanding of when how and why to use different types of knowledge

Conditional knowledge

Disciplinary knowledge

Strategic knowledge

Cultural knowledge — Knowledge of values and practices of a group of people

Deep understanding of the way ideas are connected to each other

Principled knowledge

Multimodal Text Knowledge

Hattan & Lupo, 2020

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Which of these statements is true?

Truth
- Adolescents' background knowledge shapes how they interpret a text

Misconception
- Some adolescents lack knowledge to understand complex texts

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Activating vs. Building Knowledge? Which works better?

READING RESEARCH QUARTERLY

An Exploration of Text Difficulty and Knowledge Support on Adolescents' Comprehension

Sarah M. Lupo

Laura Tortorelli

Key Finding: "Instruction that included classroom discussion to *activate* relevant background knowledge prior to reading benefited all students regardless of text difficulty" (Lupo et al., 2019, p. 475)

Question 1: How does background knowledge help students comprehend texts that might be characterized as "too difficult" or beyond their reading ability?

Question 2: Why is it important to attend to background knowledge before and during comprehension instruction?
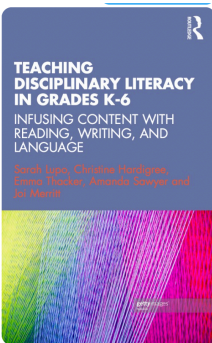
Question 3: What are tools do you use in the classroom to help activate students' background knowledge?
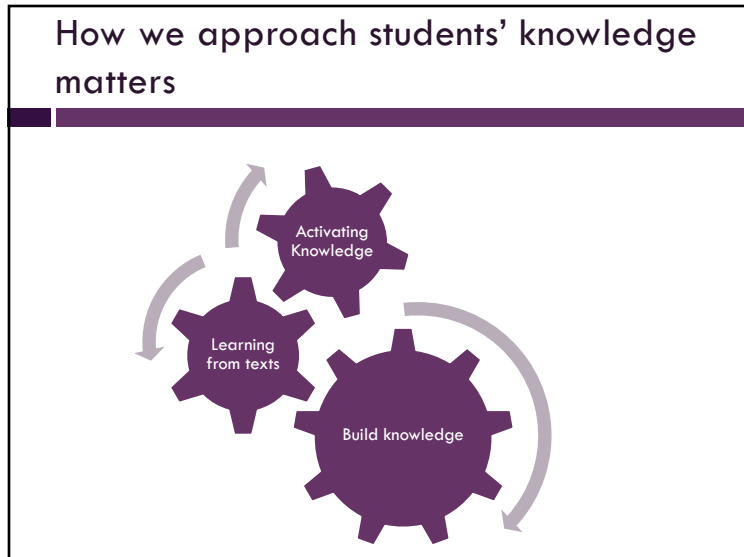
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Threading Content and Literacy is a Powerful Approach

- "*Learning to read* (the process of learning how to decode phonics patterns) and *reading to learn* (reading to learn content) cannot and should not be separated. Rather, students should build understanding of *what* they are reading at the same time as they are building their understanding and honing their skills of *how* to read"

TEACHING DISCIPLINARY LITERACY IN GRADES K-6
INFUSING CONTENT WITH READING, WRITING, AND LANGUAGE

Sarah Lupo, Christine Hardigree, Emma Thacker, Amanda Sawyer and Jill Merrill

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How we approach students' knowledge matters

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Why is Activating Knowledge Important?

ALL students bring relevant knowledge to the reading experience.

"By reframing the knowledge gap, educators can position children as having multiple strengths... to support the reading experience"

Hattan, C., & **Lupo, S. M.** (2020). Rethinking the Role of Knowledge in the K-12 Literacy Classroom. *Reading Research Quarterly.*

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Recommendations for K-12 Schools

□ Provide opportunities for students to read high-quality, content-based texts alongside valuing their funds of knowledge

□ Support children to use this knowledge to comprehend and learn from texts

□ Value and develop diverse forms of knowledge beyond content knowledge.

□ Write down one thing you will share with your colleagues about knowledge.

Chat Box

Hattan, C., & **Lupo, S. M.** (2020). Rethinking the Role of Knowledge in the K-12 Literacy Classroom. *Reading Research Quarterly.*

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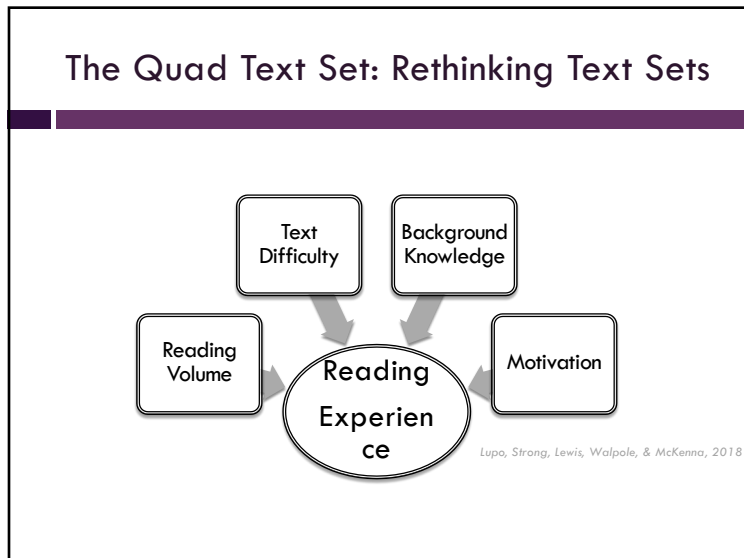## Session 2: Selecting Texts
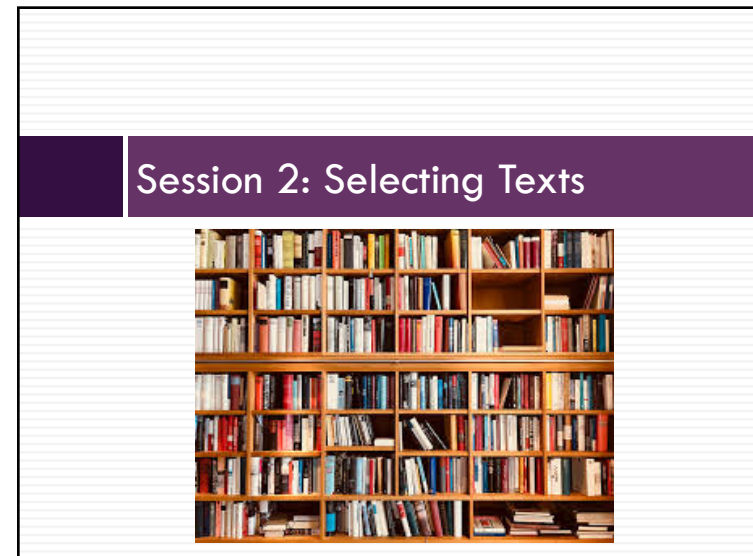
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What do I mean by "texts?"

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Characteristics of Text Sets

- □ Center on a **single topic** (i.e., insects, desert animals, entrepreneurship)
- □ Contain a **variety of texts** (i.e., books, articles, videos, websites, infographics)

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The Quad Text Set: Rethinking Text Sets

Lupo, Strong, Lewis, Walpole, & McKenna, 2018

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Comprehension Goals

Goals		Actions
Increase text volume	➥	Use a set of related texts
Embrace complexity	➥	Select a challenging target
Build knowledge	➥	Include visual texts and simpler information texts
Target motivation	➥	Deliberately select a text to garner buy-in

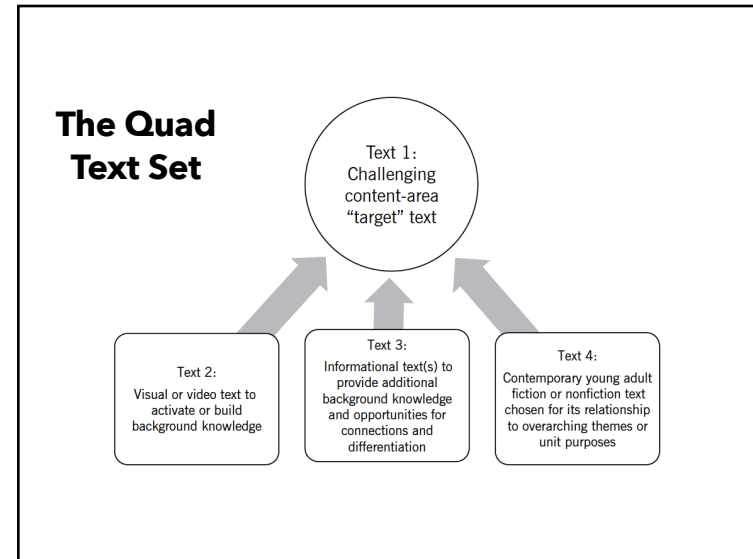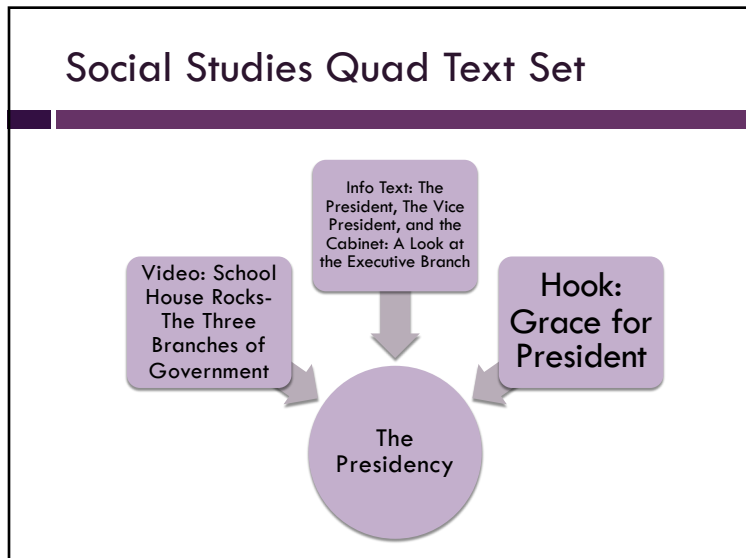*Lupo, Strong, Lewis, Walpole, & McKenna, 2018*

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Target Text Examples

- **Social studies**
  - Textbook chapter
  - Article with applications of social studies themes
  - Primary source documents
- **Math**
  - Word problem
  - Complex concept (fractions)

- **Science**
  - Research report
  - Steps of an experiment
  - A pop science article
  - Textbook chapter
- **English**
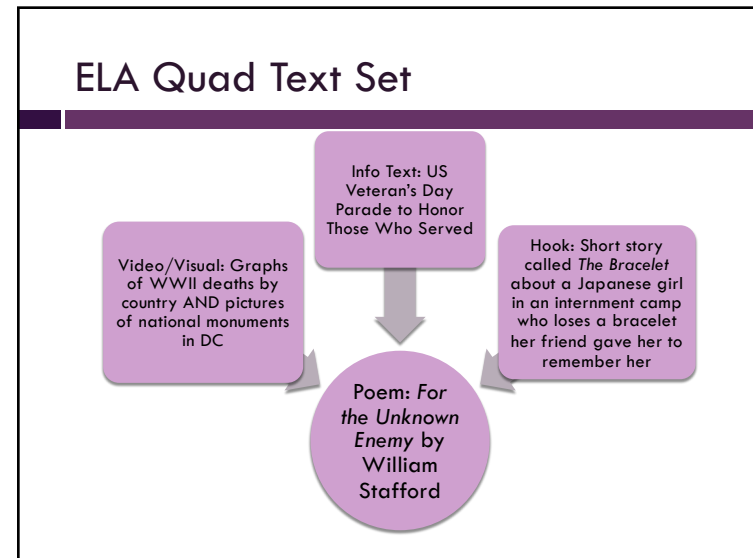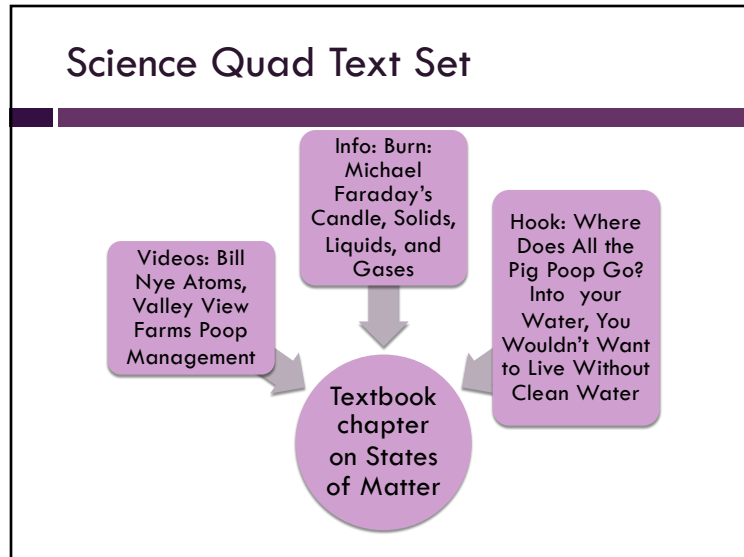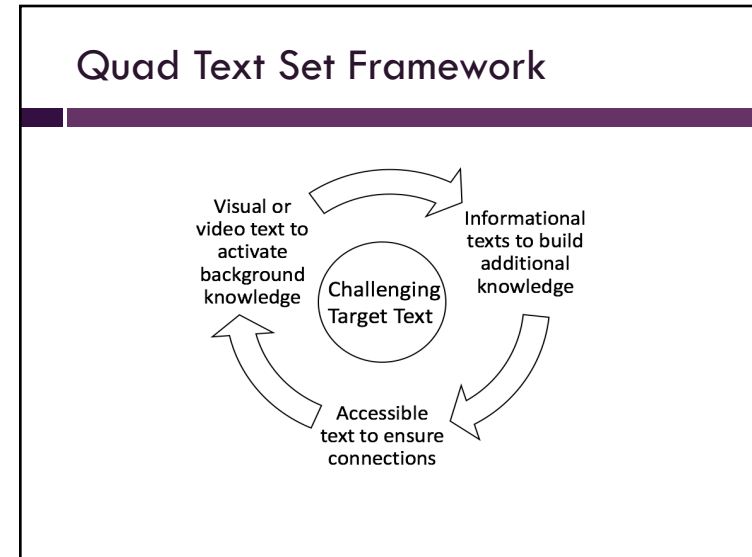 - Excerpt from a challenging chapter book
  - Poem
  - Short Story

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The Quad Text Set

Text 1: Challenging content-area "target" text

Text 2: Visual or video text to activate or build background knowledge

Text 3: Informational text(s) to provide additional background knowledge and opportunities for connections and differentiation

Text 4: Contemporary young adult fiction or nonfiction text chosen for its relationship to overarching themes or unit purposes

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Social Studies Quad Text Set

Info Text: The President, The Vice President, and the Cabinet: A Look at the Executive Branch

Video: School House Rocks- The Three Branches of Government

Hook: Grace for President

The Presidency

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ELA Quad Text Set

Info Text: US Veteran's Day Parade to Honor Those Who Served

Video/Visual: Graphs of WWII deaths by country AND pictures of national monuments in DC

Hook: Short story called *The Bracelet* about a Japanese girl in an internment camp who loses a bracelet her friend gave her to remember her

Poem: *For the Unknown Enemy* by William Stafford

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Science Quad Text Set

Videos: Bill Nye Atoms, Valley View Farms Poop Management

Info: Burn: Michael Faraday's Candle, Solids, Liquids, and Gases

Hook: Where Does All the Pig Poop Go? Into your Water, You Wouldn't Want to Live Without Clean Water

Textbook chapter on States of Matter

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Quad Text Set Framework

Visual or video text to activate background knowledge

Informational texts to build additional knowledge

Challenging Target Text

Accessible text to ensure connections

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Creating a Quad Text Set

1. **Select a topic and a "target text"**
   - Complex because of language + knowledge demands
   - Aligned with curricular goals

2. **Gather additional texts**
   - Visual texts – support knowledge building for target text
   - Hook text – to invest students
   - Informational Texts – to build knowledge

3. **Purposefully sequence the resources**
   - Consider the content and complexity (less → more complex)

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Step 1: Select a Topic and a "Target Text"

Things to Consider:

□ Is the topic specific enough? Is there an opportunity to make it even more specific?

□ Will reading about this topic deepen students' understanding of the discipline I teach?

□ Will I be able to find a range of accessible and appropriately complex texts on this topic?

□ Is this text rich and complex?

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Things to Consider

Content	Complexity
☐ What is the most logical way to sequence the content? ☐ In what order must students be introduced to new ideas and concepts?	☐ Which texts are less complex, and should be read early in the sequence? ☐ Which texts are more complex, and should be read later in the sequence?

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Where to Find Texts?

☐ www.sciencenewsforkids.org (Science, History)

☐ www.readinga-z.com (free trial, all subjects)

☐ www.learninga-z.com (free trial, sciencea-z here)

☐ www.timeforkids.com (Science, History, English)

☐ www.kids.nationalgeographic.com/kids/ (History, Science)

☐ www.bet.com (short, fun news or health trends)

☐ www.readworks.org (all subjects, best for English)

☐ www.lexile.com (all subjects, book searches)

☐ www.Newsela.com (all subjects)

☐ www.Getepic.com (all subjects)

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Session 3: Supporting Comprehension

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Scaffolding Instruction

☐ Problem:
  - Gap between students knowledge, skills, and demands of text/content

☐ Solution:
  - Teacher provides support and instruction

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Supporting Comprehension

Before Reading	During Reading	After Reading
- Activate relevant knowledge - Engage reader with the topic - Set a purpose for reading - **PREPARE**	- Provide supports to scaffold the reader's understanding the passage - **ASSIST**	- Evaluate and analyze the text through writing and discussion - Apply knowledge to a novel situation - **REFLECT**

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Setting a Purpose Before Reading
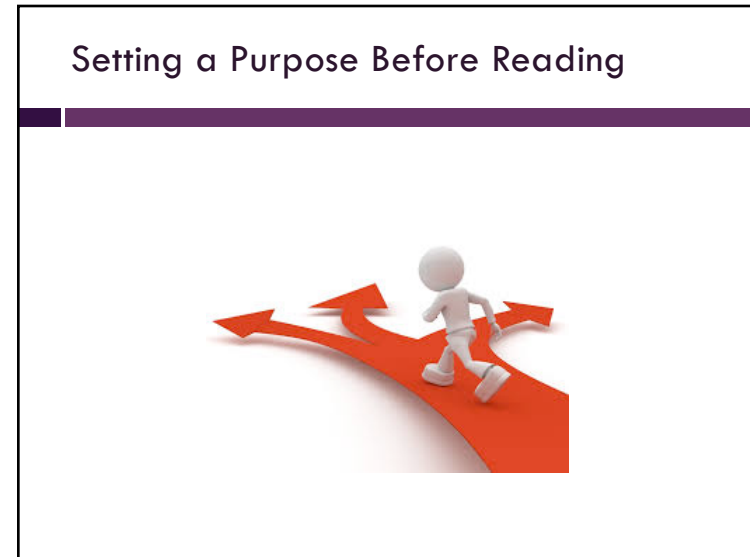
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The House

On your handout, read the story *The House* and underline the main idea and most important details.

Chat Box

- What did you find important?
- What was difficult about this task?

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Purpose Setting

DO THIS
□ Provide a text specific purpose for reading a text
  ▪ **Read the following text and identify the lifecycle stages of a spider**
□ Help students set a purpose for reading so they know what information to look for

NOT THIS
□ Tell students to read and identify the main idea or author's purpose
  ▪ *Purpose for reading is text and task specific!*

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Setting a Purpose: Be Captain Obvious

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Knowledge Matters

How we approach students' knowledge matters

Knowledge SHAPES our comprehension

Hattan & Lupo (2020), Lupo et al. (2019)

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What About Building Knowledge?

☐ We build knowledge through reading multiple texts about a topic or theme and thoughtfully ordering texts from easier to more complex.

☐ Then, we maximize learning knowledge from the texts using scaffolding techniques

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What is Activating Knowledge?

Activating knowledge is "*helping students bring relevant prior experiential knowledge to the foreground*"

"The **goal** of activating knowledge is to make it "*more likely that [students] will use that knowledge to understand the text*"

Cervetti and Hiebert, "Knowledge at the Center of ELA Instruction"

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Anticipation Guides

- Agree/disagree with statements related to the texts
- Read to prove/disprove their answers
- Include important vocabulary and concepts
- Include provocative statements to engage students

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Text: Was Edward Snowden a Traitor?

Anticipation Guide

Agree or Disagree	Before Reading	After Reading	Comments
The government has the right to listen in on phone conversations of regular people in order to protect the nation.			
The US government has violated the fourth amendment by tapping cell phones.			
The 2001 privacy act does not give permission for the government to listen in on phone calls.			
I want my parents to listen in on my phone calls in order to protect me.			
Edward Snowden is a traitor and should be tried in the US for leaking government secrets.			

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Text: Phase Changes of Matter

Before		Statement and Evidence	After	
Agree	Disagree		Agree	Disagree
		1. Some matter does not take up space. Evidence:		
		2. Temperature doesn't affect phase change. Evidence:		
		3. Gases can change to liquids. Evidence:		
		4. Liquid needs hot temperature to evaporate. Evidence:		

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KWL Promotes Discussion

KWL Chart
Name _____
Date _____
Topic: _____

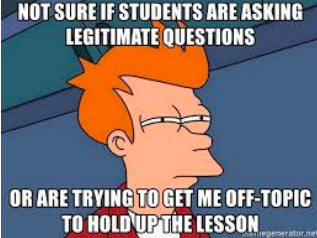| Know	Wonder	Learned
Before you read, write what you think you know about the topic.	Before or during your research, record questions about the topic.	After you finish reading, write what you learned about the topic.

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What if Students Don't Share Knowledge?

- **Switch topics**
  - Students have limited information about the topic of Syria so the teacher asks about another related topic to the article, the Holocaust

- **Go broader:**
  - Students have limited knowledge of the country of Guinea so teacher asks about Africa in general

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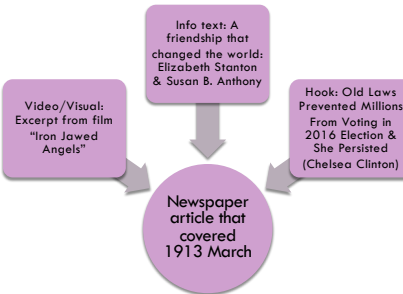## What if What Students Want to Learn Isn't What You Need Them to Learn?

- "Does Ebola affect your bowel movements?"
  - What are the symptoms of Ebola?
- "Can newborn babies contract Ebola?"
  - Who can contract Ebola?
  - Who is impacted most by the Ebola virus?

NOT SURE IF STUDENTS ARE ASKING LEGITIMATE QUESTIONS

OR ARE TRYING TO GET ME OFF-TOPIC TO HOLD UP THE LESSON

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Pre-Post Journal

Students share ideas in response to a prompt BEFORE they read or learn about it, and then afterwards they'll come back to it and write about how their thinking was affirmed or adjusted.

Info text: A friendship that changed the world: Elizabeth Stanton & Susan B. Anthony

Video/Visual: Excerpt from film "Iron Jawed Angels"

Hook: Old Laws Prevented Millions From Voting in 2016 Election & She Persisted (Chelsea Clinton)

Newspaper article that covered 1913 March

Example: *How did women gain the right to vote? Who were the key players? Is voting now fair or are some groups of people still discriminated against?*

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What About Vocabulary?

- Engage students with vocabulary but don't pre-teach
- Focus on teaching vocabulary AFTER reading

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Example: Probable Passage

- ❑ Choose a list of 8 to 12 key words from the reading
- ❑ Use a graphic organizer
- ❑ Place the words in specific boxes
- ❑ Students then formulate a "gist statement" about what they will read.

- ❑ Before-reading activity
- ❑ A way to build common background knowledge regarding a story, unit, or event.

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Let's Try Probable Passage

Example: Life along the Nile.

Key words: Egyptian, receded, desert, Nile, 6,000 B. C. E., silt, canals, irrigation, papyrus, barren, Sahara, farming

Chat Box

Probable Passage

Characters	Setting
Problem	**Resolution**

Gist Statement:

_____
_____
_____
_____

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Probable Passage After Reading

- ☐ Consider:
  - ◻ Would you move any of the words around?
  - ◻ Can you explain why you have words where you have them?
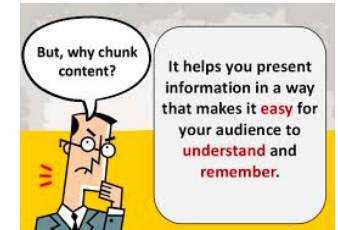 - ◻ Would you change your gist statement?

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Chunking

- ☐ Divide a text into smaller "chunks"
- ☐ Chunks may be uneven in size
- ☐ Provide supports between readings of chunks

But, why chunk content?

It helps you present information in a way that makes it **easy** for your audience to **understand** and **remember**.

KEEP CALM AND USE CHUNKING METHOD

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DL/RTA

- Directed Listening/Reading and Thinking Activity
- Students make predictions and revisit predictions while reading
- Chunk text, stop between chunks

- Choose 4-5 good stopping points
- Introduce and engage students with the text
- Make a prediction before reading
- Assign (or read aloud) the first chunk and discuss initial prediction
- Stop after each chunks, make a new prediction or adjust initial prediction
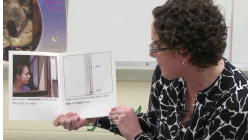- Repeat with the remaining chunks of the text

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Content Area DRTA

Statement	Question	Make a Hypothesis	Write the Answer	Support your answer	Research
What do you think the text will tell you? Scan the subheadings. Write each idea as a	Change each statement into a	What do you think will be the answer to each question?	After reading the text, what did you find out? Without looking at the text.	Now, look at the text to check your answer. Write the page # and part of the text to	Additional Questions for further
1.					
2.					
3.					
4.					

Designed by Kevin Flanigan

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Interactive Read Alouds

- Help students build or activate knowledge & vocab
- Develop basic reading skills (COW/P, PA, rhyme)
- Develop students cognitive capabilities (ability to reason, evaluate, infer)
- Develop students' linguistic awareness & understanding of genres

- Select appropriately challenging text
- Chunk the text and plan questions to ask
- Engage all students in participating
- Ask inferential questions
- Provide an opportunity to write afterwards

https://tinyurl.com/interactiveRA

Duke & Carlisle, 2011

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Think Alouds

WHAT IT IS

- Attend to the four types of thinking (vocab, comp, text features and structure)
- Teacher models thinking
- Teacher provides an opportunity for students to try the same kind of thinking AFTER modeling

WHAT IT'S NOT

- Asking students questions to prompt thinking about a story WITHOUT first modeling the thinking
- Asking students comprehension questions

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How to Design a Think Aloud

Title of text: _____		
Text	Teacher Script	Strategies modeled/practiced

1. Select a couple of (short!) segments of your text to read aloud
2. Select a part of that text that students may find confusing
3. Select a strategy to model for your students to demonstrate how you make sense of the confusing part
4. Write a script of what you will say during your think aloud
5. Provide an opportunity for your students to practice the same kind of thinking with another part of this text

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Reading Guides

DO THIS

- Written directions and a compilation of supports from you to the students to help students understand a particular text
- Effective in all content areas
- Personalized to each text

NOT THIS

- NOT comprehension questions at the end of the chapter or reading

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How to Create a Reading Guide

- Read the entire text and identify the places that students will struggle
- Return to each spot and decide exactly why this spot is difficult
- Create a support for each spot:
  - Provide a brief explanation
  - Help students make a connection
  - Write guiding questions
  - Create a table or graphic organizer to show how ideas are related
  - Find a visual that can help
  - Define key vocabulary terms

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How to Create a Reading Guide

- Compile supports in chronological order
- Make sure that students are moving back and forth between the text and the reading guide during reading
- Other ways to support reading:
  - Create a timeline for students to track ideas
  - Have students keep track of characters in a graphic organizer
  - List events and students can jot down notes about these events as they read through

From Cracking the Common Core by Lewis, Walpole, and McKenna, 2014

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Reading Guide: *Primary Source Document*

The Gettysburg Address (November 19, 1863)
Abraham Lincoln

Four score and seven years ago our fathers[1] brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.[2]

Eighty-seven / Score = Twenty
Formed
A suggestion

Now we are engaged in a great civil war, **testing whether that nation, or any nation so conceived and so dedicated, can long endure.** We are met on a great battlefield[3] of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

Let's Simplify!
Thomas Jefferson called the United States an "experiment." Think about your science classes. If the first paragraph is the question or hypothesis, what is being tested? How is it being tested?

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take

Make holy, honor as holy

Take away

Let's Think!
This speech is a dedication ceremony for a cemetery. The war is still being fought. Is Abraham Lincoln looking at the past or toward the future?

110

Reading Guide: Separate document

Before you begin reading: → Walk through article and focus on the Map

Why does it make sense that our article about school integration is set in Arkansas?

Where is Little Rock, Arkansas in relation to me?

Introduction:

Paragraph 3: Vocab - Mob

Paragraph 5: cover photo →

Why did this photo outrage both white and blacks throughout the US?

End of paragraph 5 — Civil Rights Movement:
- Other important events of this movement include:
  - Martin Luther King Jr's "I Have a Dream" Speech

Courtesy of Lauren Bunch and Kasey Lam

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Do students need to write on the guide?

IT DEPENDS

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Double Entry Journal

- A chance to make personal response connections to their reading (or viewing or listening)
- A two-column chart: in the left column, students record direct quotes from the source; in the right column, they use sentence starters to react to those quotes
  - Examples: "I found out...," "I was surprised...," "I would ask the author...," and so on.

Double Entry Journal: *Robinson*
- *How does this source contest or support the textbook account?*
- *What specific phrases or information in the sources support your comparison?*
- *How might we revise the textbook account to reflect our new information? What sentences need revision? How so?*

Write down quotes from the text that contest or support the textbook account.	Reflect on how the quotes support or context the textbook account.

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3/16/21

Summarizing

- AIDS in comprehension (note-**not** checking comprehension)

- Must be scaffolded, modeled, and explicitly taught

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ABC Summary Statements

- **Identify:** Who?

   +

- **Select a verb:** demonstrates, defends, presents, contrasts, describes, suggests, argues

   +

- Summarize! Use this strategy:

A. Identify	+	B. Select a Verb	+....C. Finish your thought!
(Who)		(ex: defends, presents, contrasts, describes, suggests, argues)	(Big idea, main concept)

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Somebody Wants But So

Best with narrative texts

- **Somebody**- name an important character
- **Wants-** what does this person want in the text?
- **But-** what is preventing this person from getting what they want?
- **So-** What do they do solve their problem and get what they want?

Note- can be repeated for multiple characters/people

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SWBS Example

Courtesy of Alexa Weeks

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Support Students' Learning from Texts

Before Reading

□ Activate what they know about a topic

□ Set a text-specific purpose for reading the text with students

During & After Reading

□ Assist students in integrating new knowledge with prior knowledge

Activating Knowledge

Learning from texts

Build knowledge

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Classroom Talk

Elaborate on ideas

Make analogies and connections to other texts

Evaluate ideas

Teacher asks students to:

Argue, speculate, share opinions

Analyze and interpret the text

Provide evidence to support ideas

Juzwik et al., 2013, Mercer & Littleton, 2007

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Increase amount of reading

Increase amount of writing

Improve students' overall literacy abilities

Write about what they read

Graham & Hebert, 2010

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Revisit Before Reading Strategies

□ Anticipation Guide

□ KWL

□ Probable Passage

□ Pre-post journal

To read without reflecting is like eating without digesting.

Edmund Burke

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Free Response Journal

- Students write in an open-ended fashion about a prompt or stimulus
- Allows for a number of prior knowledge connections
- An open-ended way to connect with provocative readings

□ **Example: What do you know about Rosa Parks?**

OR

□ **Describe a time when someone misjudged you or misunderstood you.**

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Perspective Journal

- Ask students to put themselves into a situation or into another person's shoes
- The perspective doesn't have to be a human one: Students could write from the perspective of:
  - A black widow
  - An electron
  - The role of a water drop in the water cycle

□ Example: Write from the perspective on of the groups of people prevented from voting in the 2016 election- how did you feel? What can you do to solve the situation?

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ReQuest

□ Students create two questions about the text.

□ The purpose of your questions is not to trick or trip up your classmates with minutia but to demonstrate your understanding of the reading and to help your classmates understand the reading.

□ The oldest person in the group goes first and asks one of his or her questions to the person on the left.

□ The person who is selected to answer will answer to the best of his or her ability (using the text is encouraged) and then the other group members may chime in after to agree or disagree. The answerer provides the final answer.

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Revisit Vocabulary

□ Concept maps or sorts
□ List-Group-Label
□ Graphic organizers (e.g., tree diagram, continuum, Venn Diagram)

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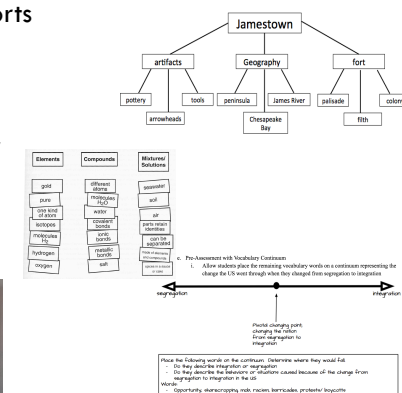
Session 4: Assessment

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Assessing Reading

Accuracy (% words read correctly)	Expression/ Prosody (scaled rubric)
Rate (words read per minute)	Comprehension (% questions answered correctly)

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Comprehension Assessment

- □ Comprehension is **text & experience specific**
  - ◘ Motivation, reading attitudes, background knowledge play an indefinable role
- □ **Complex** and **dynamic:** an orchestration of skills
- □ Difficult to "quantify" and measure

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Constrained vs. Unconstrained Skills (Stahl, 2011)

Constrained Skills	Unconstrained Skills
□ Include limited number of items and can be mastered □ **Examples: Alphabet, fluency, phonics patterns**	□ Learned across a lifetime □ Variable across texts □ Never fully "mastered" because proficiency varies □ **Examples: Vocabulary, knowledge, comprehension**

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Types of Comprehension Assessments

Type of Assessment	Examples
Comprehension of a specific passage (formative assessment)	A test about a particular book or text, summary of a book, answering comprehension questions about a text
Norm-Based Measures	NWEA MAP assessment
Standards-based Tests	"Benchmark" tests, often created by schools or publishers to determine if students have achieved the standards (main idea, author's purpose, etc.)

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Comprehension of a Specific Passage

Read a passage and assess understanding of that passage.

But what if I assessed your reading of:
1. Graduate level Chemistry textbook?
2. *The Knowledge Gap* by Wexler?

How might your own comprehension vary? What does that tell us?

BACKGROUND KNOWLEDGE MATTERS!

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A Word on Reading Level

- ONE factor in determining a students' literacy "health"
- The measures for determining reading level are often norm-based
- But how we determine text levels is not aligned

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What can we learn from each assessment?

Type of Assessment	What it tells us about students' comprehension
Comprehension of a specific passage (formative assessment)	Whether students understood this particular passage (easy, challenging?) with the scaffolds we provided (*Formative*)
Norm-Based Measures	How students performed relative to others (*screener*)
Standards-based Tests	How students may perform on the end of year standardized assessment (*screener*)

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Diagnosing Needs and Measuring Progress

How much scaffolding do students need? (and how does that vary across texts?)

What types of scaffolds help my neediest readers?
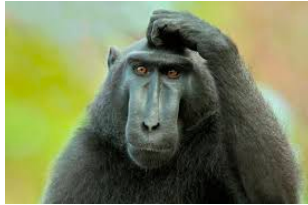
Can my students read and understand harder texts with fewer scaffolds as the year goes on?

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The Measure We Need

We need a comprehension assessment that…

- Supports **complex nature** of comprehension (captures scaffolding and text level)
- Utilizes **authentic texts** and **tasks**
- Shows how students perform with **various texts** and **levels of scaffolding**

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Solution: "Narrative Profiles"

- Multiple **authentic texts** of varying levels of difficulty
- **Tasks** that are part of regular instruction
- Different levels of **scaffolding**
- Can be repeated throughout the year to **capture growth**

KEEP CALM THERE MAY BE NO PERFECT SOLUTION

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What is a *Task*?

- A **task** is what you want students to *do* with what they read.
- **Examples:**
  - Describe a character's motivation for acting in a story in an exit ticket or graphic organizer
  - Explain the process of photosynthesis in a journal
  - Justify your anticipation guide responses "after" reading

Name a task that you might use! Chat Box

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What can this look like?

Level	Text	Scaffolding	Task
Easier text	Pro/Con article about fighting for freedom	LOW (DR-TA, pre-post journal)	Post journal response about fighting for freedom
Challenging	Fiction story with freedom theme	MEDIUM (anticipation guide and double entry journal)	Double entry journal response
Challenging	Article about Syrian crisis	HIGH (KWL, discussion, scaffolded partner reading)	L of KWL chart

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You can also use a rubric

Rubric

3	**High Comprehension**
2	**Good Comprehension**
1	**Some comprehension**
0	**No comprehension**

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You can also look for growth across texts and tasks and create a profile

Student	Below GL, low scaffolding	On GL, medium scaffolding	Above GL, high scaffolding	Student Profile
Kayla	2	1	1	Challenging texts tough even with high scaffolds
Chris	3	3	2	Discussion based scaffolds seem to help the most
Janae	3	2	2	Demonstrates some comprehension of all texts with supports
William	1	1	0	Needs additional scaffolding with easier texts
Marisol	3	1	2	Writing based scaffolds help a lot

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Can compile additional data too

Student	Below LOW	On MED	Above HIGH	Low Passage			Medium Passage			On Grade Level Passage		
				Acc	WPM	Prosody	Acc	WPM	Prosody	Acc	WPM	Prosody
Jessica	3	3	2	100	160	4	100	140	4	98	140	4
Jesus	3	2	2	98	180	3	96	170	3	90	170	2
Maddie	2	2	1	89	90	3	85	80	2	75	75	2
Trevor	2	1	0	99	200	4	98	180	4	96	170	4
Jacob	1	0	0	85	93	2	80	78	2	70	65	1

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Steps for Creating a Narrative Profile

Step 1: Identify Texts & Text Levels

Step 2: Create Scaffolds to support readers

Step 3: Create Tasks the reader will complete

Step 4: Assess comprehension of reader *(can use a rubric)*

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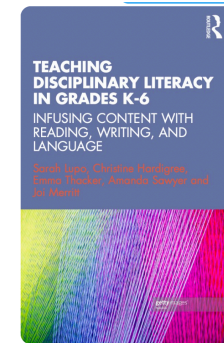## Additional Resources

Articles

□ Check out additional articles here:
  ◘ https://tinyurl.com/ washPDresources

Book Available Summer of 2021!

TEACHING DISCIPLINARY LITERACY IN GRADES K-6
INFUSING CONTENT WITH READING, WRITING, AND LANGUAGE

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Reflection and Closing

Questions?

Thank you for your time!

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  ◘ Follow me on twitter: @drsarahlupo
  ◘ Blog: www.appliedliteracy.net

WHAT ARE YOU TEACHING THE WORLD?

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