



# Professional Development Workshop

## December 12, 2011

### Reading Comprehension: Strategies & Activities



Major underwriting provided by  
the Rotary Club of Tucson





# Welcome & Agenda

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**Thank you for joining us today!!**

1. Housekeeping & Welcome
2. Introductions
3. Reading Comprehension
  - a) Cube Questions
  - b) Recent Research & Findings
  - c) K-W-L Whole Group Role Play
4. Table Talk
5. Closing & Evaluation

# Introductions

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- **Please introduce yourself with:**
  - Your **name**
  - **How long** you've been a Reading Seed coach
  - **School** where you coach



# Learning Goals

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**Reading Coaches will learn a variety of strategies & activities to use with their students to help improve reading comprehension.**

# Cube Questions

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- ❖ **Read Aloud**
  - ❖ **Number Cubes**
  - ❖ **Model it with a partner**
  - ❖ **Switch roles**
- Fiction
    - 1) Who was your favorite character? Why?
    - 2) What is the message in this book?
    - 3) What was your favorite part of this story?
    - 4) How would you change the ending of this story?
    - 5) What character would you like to be? Why?
    - 6) Did you like this book? Why? Give two good reasons!

# Recent Research

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## **Strategies:**

### **Pre-Reading**

- K-W-L
- Preview & Predict

### **During Reading**

- Picture This!
- Click & Clunk
- Concept Maps

### **Post-Reading**

- 3-2-1
- Wrap Up
- Get the Gist
- QAR
- Cube Questions
- Reading Log Questions



# Pre-Reading Strategy #1

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## K-W-L

- Use with nonfiction
- Use before reading (K & W) and after reading (L)
- Goal: activate prior knowledge of students & help students develop their own purposes for reading expository texts

# K-W-L

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- Know
  - Be specific in your questioning
  - Deepen student thinking with follow-up questions
  - Have student form categories of information for their knowledge
- Want to Learn
  - Develop student's reasons for reading
- Learned
  - Have student write down what they learned
  - Have student check their questions in Step W to see if they were answered

# K-W-L

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## K-W-L strategy sheet

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1. K—What we know

W—What we want  
to find out

L—What we learned and  
still need to learn

2. Categories of information we expect to use

A.  
B.  
C.  
D.

E.  
F.  
G.



# Pre-Reading Strategy #2

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## Preview & Predict

- Brainstorming

- Think about what you already know about a topic

- Predict

- Find clues in the title, subheadings, or pictures about what you will learn. Skim the text for keywords that might give you hints.

# Preview & Predict

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- **Steps:**
  - 1) Read the title
  - 2) Look for pictures/diagrams/figures
  - 3) Read each heading & think about its meaning
  - 4) Look for key words that are in bold, underlined or in italics & consider what they tell about the reading
  - 5) Read the first and the last paragraph



# During Reading Strategy #1

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## Picture This!

### Goals:

- Actively engage students while reading text
- Improve comprehension by creating mental images

# Picture This!

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- **Steps:**

- 1) Begin reading. Pause after a few sentences that contain good descriptive information.
- 2) Coach should share an item they've created in their mind and talk about which words from the book helped them "draw" the picture
- 3) Continue reading. Pause again and have the student share what he/she sees, hears, tastes, smells and feels. Ask which words helped him/her create the mental image.
- 4) Talk about how the coach and student's mental images are different and why
- 5) Encourage the student to use mental imagery when they read by themselves



# During Reading Strategy #2

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## Click & Clunk

**Purpose:** teach students to monitor what they are reading and to think about information in the text that they know more about and information that is causing them difficulties

Click = something you really get

Clunk = when you run into a brick wall



# Click & Clunk

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- **Goals:**
- Activate student's self-monitoring so they can recognize when they are following the information & when they aren't
- Teach student to identify when they know more about something
- Provide student with practice in identifying key words and principles that are new
- Teach student to grapple with the text by considering what the author is communicating, what they can contribute and what else they need to know

# Click & Clunk

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**Clunk Card #1** Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.

**Clunk Card #2** Reread the sentence without the word. Think about what would make sense.

**Clunk Card #3** Look for a prefix or suffix in the word that might help.

**Clunk Card #4** Break the word apart and look for smaller words.



# Click & Clunk

Today's Topic \_\_\_\_\_

Date \_\_\_\_\_

Before Reading:

***PREVIEW***

During Reading:

***CLUNKS***

After Reading:

***WRAP UP***

What I Already Know About the Topic

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What I Want to Learn/  
What I Predict I Will Learn

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Questions About the Important Ideas in the Passage

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**CLICKS**

What I Learned

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# During Reading Strategy #3

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## Concept Maps

### Goals:

- Help students organize information
- Help students make meaningful connections between the main idea and other information

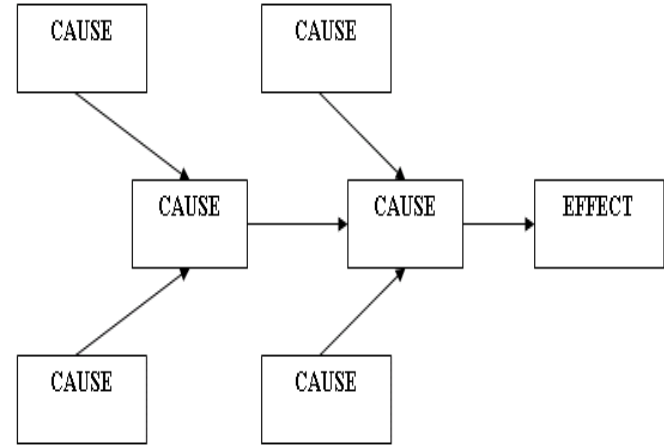
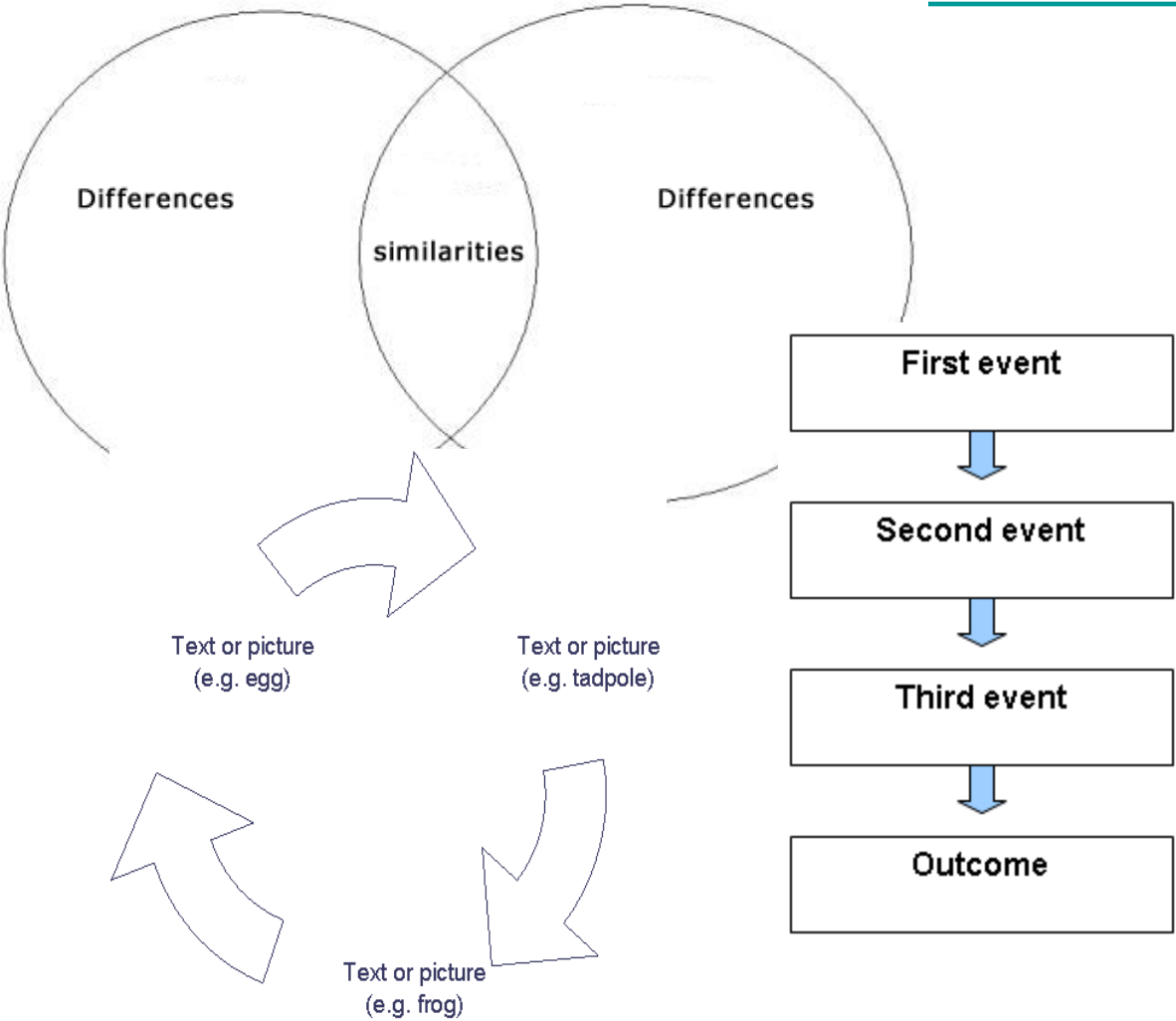
# Concept Maps

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- **Steps:**

- 1) Model how to identify the major ideas or concepts in a section of the book as you read
- 2) Organize the ideas into categories. Remind students that their organization may change as they continue to read and learn more information
- 3) Use lines/arrows on the map to represent how ideas are connected to one another, a particular category, and/or the main concept. Limit the amount of information on the map to avoid frustration
- 4) After students finish the map, have them share and reflect on how they made each connection between concepts.
- 5) Encourage students to use the concept map to summarize what they read.

# Concept Maps





# Post-Reading Strategy #1

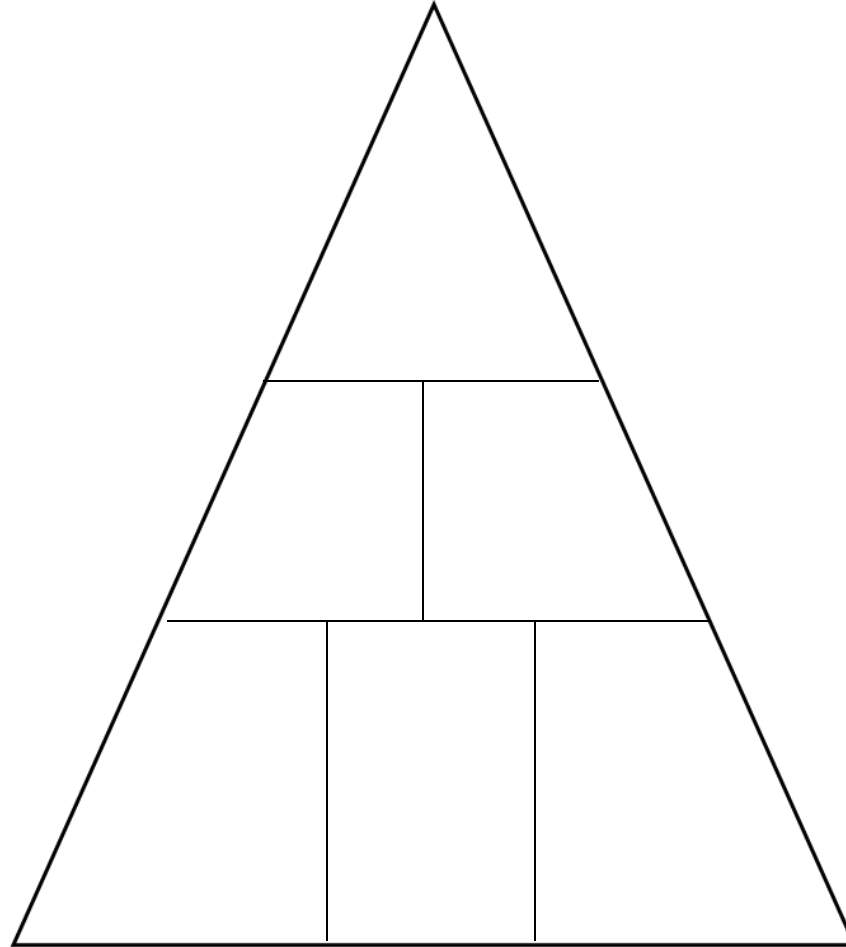
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## 3-2-1

- **3 Things you discovered**
  - Student summarizes important points from the text
  - Encouraging students to pay closer attention to the text
- **2 Interesting things**
  - Student shares insights about what aspects of passages are most interesting or intriguing to them
  - Student is able to share his/her own attitudes
- **1 Question you still have**
  - Students ask hypothetical or clarifying questions about the text

# 3-2-1

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# Post-Reading Strategy #2

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## Wrap Up

**Purpose:** give students the opportunity to review what they have read to assist with understanding and remembering what they have read

## Question Stems:

- What do you think would happen if ....?
- How would you compare and contrast....?
- How do you think \_\_\_\_\_ could have been prevented?
- How were \_\_\_\_\_ and \_\_\_\_\_ the same? Different?
- How would you interpret...?
- Who could have made a difference in the ending? What would they have had to do?



# Post-Reading Strategy #3

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## Get the Gist

- **Purpose:** teach student how to determine the main idea of a passage

## Steps:

- 1) Ask, “Is the main idea about a person, place, thing or idea?”
- 2) Have student rephrase the most important point in the text in their own words
- 3) Limit the number of words students can use for summary
- 4) Ex: “Tell me what this book is about in 10 words or less. You can write it down in your reading journal if it helps.”

# Post-Reading Strategy #4

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## QAR (Question, Answer, Response)

**FIGURE 2**  
**Definitions of QAR Types**

**RIGHT THERE QARs.** The answer is *right there* in the text book; *right there* on the page; *right there* in the same sentence. Usually the same words that make up the answer are found in the question. In the words of Amy C., a middle school student, "A Right There QAR is a QAR that is right there in the book. . . . You don't really need to think about the answer. You just look for the answer in the text."

**THINK AND SEARCH QARs.** The answer is in the book, but you have to *think* about it and *search* for it. The answer is in the text, but not just in one sentence. The words in the question are not the same words that are found for the answer. In math, a Think and Search QAR would be a question that is just like an example in the text, except that the numbers are different. Dana E., a seventh grader, said, "You know it is a Think and Search QAR when the answer is in the book, but you have to think and search for it. The answer is not in one sentence either. Also, sometimes there is an example to follow and the number is changed. There aren't the exact words in the book, just rules and examples. You must do the work and *search* for the answer."

**AUTHOR AND ME QARs.** The answers to the questions are not directly in the text; there may not even be an example like it in the text. However, the author has given you information in the text that you have to put together with what you already know (perhaps from previous sections or chapters). The author assumes that you have a brain and that you use it. According to Melanie O., a student in third period, "In an Author and Me QAR, the author supplies enough information to let you answer the question with some thought."

**ON MY OWN QARs.** The answers to these questions are not in the book at all. You can answer the question without even looking in the book. These questions ask you to think about and use your own experience. Bob, one of our students, said that he thought of On My Own QARs in this way: "You already know how to do the question. They aren't even in the book at all. There isn't even a similar question in the book. It is like a test of your thinking."

# QAR

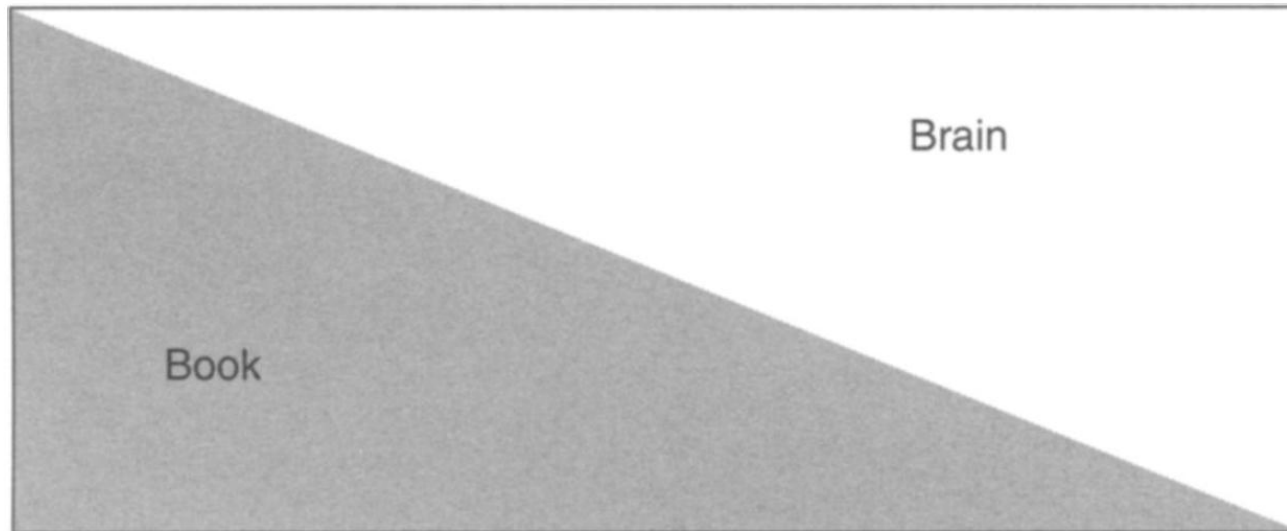
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- **\$10.00** questions are ones where the answer is right in the text and can be provided in one or two words
- **\$20.00** questions are ones where the answer is right in the text but requires more than a couple of words to give
- **\$30.00** questions are ones where the answer is in the text but you have to have read the text and to compose the answer yourself based on what you've read
- **\$40.00** questions are ones where the individual has to use his or her own previous experiences and integrate them with what they have learned from the text

# QAR

**FIGURE 1**  
**Levels of Book/Brain Involvement in the Four QAR Categories**

Right There    Think and Search    Author and Me    On My Own





# QAR

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**Question:** \_\_\_\_\_  
\_\_\_\_\_

**Answer:**

**\$10** Right There \_\_\_\_\_

**\$20** Think & Search \_\_\_\_\_

**\$30** Author & Me \_\_\_\_\_

**\$40** On My Own \_\_\_\_\_

**Response:**

\_\_\_\_\_  
\_\_\_\_\_

# Post-Reading Strategy #5

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## Reading Log Questions

- The problem in this story is....
- Here is an important point from this book:
- My favorite character is:
- My favorite word in this story is:
- My favorite part is...
- I like the character \_\_\_\_\_ because...
- Here is a quote that I like:
- This book made me think about...
- The character Sees: \_\_\_\_\_ Does: \_\_\_\_\_ Feels: \_\_\_\_\_ Thinks: \_\_\_\_\_
- I think the author wrote this book because....
- Here are some wondrous words from this book:
- After reading this book, I wonder...
- This is something I learned from this book:
- If I could be a character in this book I would be \_\_\_\_\_ because...

# Role Playing with K-W-L

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- Whole group will role play a script taken from Ogle (1986) that demonstrates how coaches should model the K-W-L strategy with their students
- We need 14 volunteers to read
- Focus Question:
  - What is the teacher's role during this discussion?

# K-W-L

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- Know
  - She is activating prior knowledge
  - She asks specific questions about the topic of the book
  - She deepens student thinking with follow-up questions
  - She has students form categories of information
- Want to Learn
  - She helps students determine what they want to learn from the book
  - She encourages students to use the K-W-L graphic organizer
- Learned
  - She compares what the students learned with the questions that the students wanted to be answered.
  - She helps extend their knowledge beyond the scope of the article

# Break Time!!!

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**We will begin again in 10 minutes!**



# Table Talk

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- Your knowledge is essential!!
- At your **table**, please **discuss and share what strategies & activities you have tried that have (or have NOT) worked with your students!**
- **1 person at each table** should be in charge of **recording the highlights** of the discussion.
- **Quick group share:** Most interesting discovery or insight.



# Literacy Connects Website

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- Quick Links for Coaches!
- Resources for Reading Coaches
  - Books: Lending Library & Free Book Area
  - Reading Seed Game Board
  - Professional Development Workshops
  - Books Reviews
  - Literacy Links
- Coming Soon: Detailed School Lists with Contact Information



# Upcoming Workshops

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- **Working with Beginning Readers: Phonics, Decoding & More**
  - Wednesday, January 18th, 1:00 – 3:30 pm
  - Martha Cooper Branch Library, 1377 N. Catalina Ave.
- **Choosing the Right Book & the Reading Seed Lending Library**
  - Wednesday, February 15th, 1:00 – 3:30 pm
  - Martha Cooper Branch Library, 1377 N. Catalina Ave.

**Reservations are required!**

**Call Tamara McKinney at 520-798-0700 or send an email to [tmckinney@literacyconnects.org](mailto:tmckinney@literacyconnects.org) to register today!**



# Workshop Evaluation

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- **+/- Sticky Notes**

- Please **share what you liked** about today's workshop **AND what you didn't like or would want different** at future Professional Development Workshops.
- Place your **notes on the +/- paper on the way out.**



# Follow-up Information

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- **Notes & Materials from today's training** will be emailed to group.

## Questions?

Contact Tamara McKinney at  
[tmckinney@literacyconnects.org](mailto:tmckinney@literacyconnects.org)

or call 520-798-0700.