

comprehension

general comprehension and fluency strategies

State Goal 1: Read with understanding and fluency.

1B: Apply reading strategies to improve understanding and fluency.

Goal 1C Students who meet the standard can comprehend a broad range of reading materials

Best Practices

- ◆ Comprehension instruction in a Reading Workshop engages students in in-depth units of study focusing on each of the 7 comprehension strategies.
- ◆ Teachers use mini-lessons to model/demonstrate/think-aloud through a read aloud or shared reading experience.
- ◆ Students are given time to practice each strategy during independent reading. Evidence of their thinking includes response journals, post-it notes, and graphic organizers.
- ◆ Students receive additional focused instruction in small, flexible groups.
- ◆ Teachers confer with students, providing feedback to individual student readers. Information gathered from these individual conferences along with formal and informal assessments are used to guide and plan instruction.
- ◆ Fluency instruction is used to enhance students reading rate, accuracy, phrasing, and expression.
- ◆ Through Oral Reading, students should be identified for intervention. Fluency can then be reinforced and practiced as a focus for small group.
- ◆ Paired Reading is utilized for students who are struggling with fluency
- ◆ Repeated Readings are utilized for students who are struggling with fluency
- ◆ Read alouds provide a model of fluency.

Related Descriptors

- Relate reading to self, world, and other texts and experiences and make connections to related information. 1.B.5a (MAKING CONNECTIONS)
- Use both implicit and explicit information to form an interpretation of text. 1.B.5a (INFERRING)
- Define the characteristics and structures of a variety of complex literary genres and analyze how genre affects the meaning and function of the texts. 1.B.5b (SYNTHESIS)
- Compare the author's strategies and organizational patterns in a variety of compositions. 1.B.5c (INFERRING)
- Analyze and compare a variety of texts for purpose, structure, content, detail, and effect. 1.B.5c (SYNTHESIS)
- Demonstrate fluency with age-appropriate materials. 1.B.5d (FLUENCY)
- Select and read books for recreation. (SELF-MONITORING)
- Use preview questions and predictions to guide reading across complex materials and confirm or deny predictions. 1.C.5a (MAKING CONNECTIONS)
- Use topic, theme, organizational pattern, context, and point of view to guide interpretation. 2.A.5b (INFERRING)
- Analyze and defend an interpretation of text by integrating interpretation with text-based support. 2.B.5a (SYNTHESIS)
- Evaluate how authors and illustrators use text and art to express their ideas. 1.C.5e (VISUALIZATION)
- Critically evaluate information from multiple sources. (2nd sem.) 1.B.5b (SYNTHESIS)
- Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.5D (DETERMINING IMPORTANCE)
- Analyze the techniques and effects of writing strategies. 1.C.5e (SYNTHESIS)
- Synthesize key points and supporting detail to form conclusions. 1.C.5d (SYNTHESIS)
- Analyze tables, graphs, diagrams, and/or maps for accuracy and relevancy for text support. 1.C.5f (VISUALIZATION/SYNTHESIS)
- Construct tables, graphs, and/or maps that are accurate and support written text. 1.C.5f (VISUALIZATION/SYNTHESIS)
- Recognize types of writing (e.g., expository, persuasive, narrative). 1.B.5c (INFERRING)

<u>Instructional Elements & Anchor Text</u>	<u>Student Products (Informal Assessments)</u>
Think Aloud/Model during Read Alouds Allow Opportunities for Discussion Marking Text 7 Comprehension Strategies (before/during/after reading) <ul style="list-style-type: none">- See below for essential elements of comp. strategies- Make class anchor charts for each strategy Text Structure Features of Text Create culture of "Reading Is Thinking"	Response Journals Reading Logs Post It Notes Graphic Organizers that support multiple strategies: <ul style="list-style-type: none">- T-Chart- 2 Column Notes
<u>Making Connections/Schema</u> <ul style="list-style-type: none">- T-S, T-T, T-W- Activate Prior Knowledge (Schema)- Previewing/Predicting	<u>Making Connections/Schema</u> <ul style="list-style-type: none">- Anticipation Guide- Venn Diagrams- KWL Chart
<u>Questioning</u> <ul style="list-style-type: none">- Thick and Thin Questions- QAR	<u>Questioning</u> <ul style="list-style-type: none">- KWL Chart- DRTA- Questioning Web- Anticipation Guide
<u>Visualization</u> <ul style="list-style-type: none">- mental images/"movie in my mind"- using schema to visualize- images from all senses and emotions- powerful language	<u>Visualization</u> <ul style="list-style-type: none">- Drawing pictures- Sketch to Stretch
<u>Inferences</u> <ul style="list-style-type: none">- reading between the lines- infer to predict- characterization and story elements- theme, mood- drawing conclusions- cause/effect- context clues	<u>Inferences</u> <ul style="list-style-type: none">- 2-column notes/T-Chart- Anticipation Guide
<u>Determining Importance in Text</u> <ul style="list-style-type: none">- Summary- Sequencing- V.I.P.s- Main Idea & Supporting Detail	<u>Determining Importance</u> <ul style="list-style-type: none">- V.I.P.- Point it Out- KWL

<p><u>Synthesizing</u></p> <ul style="list-style-type: none">- theme- mood- author’s purpose- connecting all strategies to make deeper, personal meaning- extending meaning through discussion <p><u>Self Monitoring</u></p> <ul style="list-style-type: none">- re-reading- context clues- reading aloud to clarify meaning <p><u>Anchor Text</u></p> <p><i>Macbeth</i></p> <p><i>The Old Man and the Sea</i></p> <p><i>Our Town</i></p> <p><u>Supplemental Texts</u></p> <p><i>See timelines for each course</i></p> <p><i>Teacher selected</i></p>	<p><u>Synthesizing</u></p> <p>Mind mapping</p> <ul style="list-style-type: none">- Column Charts- Synthesis Organizer- Classroom discussion- Story Elements graphic organizer <p><u>Self-Monitoring</u></p> <ul style="list-style-type: none">-Teacher observation-bookmark
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general comprehension strategies

<p><u>Teacher Resources</u> Refer to resource index</p>	<p><u>Formal Assessment</u> ISBE suggested assessment Teacher made assessment</p>
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Notes:

comprehension

exploring genre & literary elements

State Goal 2: Read and understand literature representative of various societies, eras, and ideas.

2A: Understand how literary elements and techniques are used to convey meaning.

2B: Read and interpret a variety of literary works.

Best Practices

- ◆ Teachers use mini-lessons to model/demonstrate/think-aloud through informational read alouds or shared reading experiences using informational big books.
- ◆ Students are given time to practice during independent reading. Classroom libraries should contain a variety of genre at a range of reading levels.
- ◆ Evidence of their thinking includes response journals, post-it notes, and graphic organizers.
- ◆ Students receive additional focused instruction in small, flexible groups.
- ◆ Teachers confer with students, providing feedback to individual student readers. Information gathered from these individual conferences along with formal and informal assessments are used to guide and plan instruction.

Related Descriptors

- Evaluate how the author uses literary elements and techniques to achieve the intended effect. 2.A.5b (SYNTHESIS)
- Support assertions with evidence from the text. 2.A.5a (INFERRING)
- Critique the author's style or form. 2.B.5d (SYNTHESIS)
- Evaluate an understanding of the interrelationships among reader, author, form, and text. 2.A.5b (SYNTHESIS)
- Evaluate how a text reflects a culture, society, or historical period. 2.A.5b (SYNTHESIS)
- Analyze and compare ideas and impressions communicated through a variety of literary works. 2.A.5b (SYNTHESIS)
- Evaluate an interpretation by linking the interpretation to specific aspects of the text. 2.A.5b (SYNTHESIS)
- Demonstrate how a text reflects its time, place, and circumstances. 2.A.5b (INFERRING)
- Construct connections to relevant aspects of contemporary and historical human experience. 2.A.5d (MAKING CONNECTIONS)
- Evaluate the treatment of issues in works from varying historical periods and cultural perspectives. 2.A.5b (SYNTHESIS)
- Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism). 2.A.5b (INFERRING)

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exploring genre & literary elements

Instructional Elements & Anchor Text

Read aloud/Think Aloud from a variety of genre

Students read a variety of genre

- Book Clubs/Literature Circles
- Guided Reading Groups
- Genre Studies

FICTION ESSENTIALS

(see Literary Elements descriptors)

Combine the teaching of literary elements with comprehension strategies:

- Genre
- Character analysis (INFER)
- Dialogue and Narration
- Flashback
- Foreshadowing
- Mood and tone
- Plot (SUMMARIZING/RETELLING)
- Point of view
- Symbolism
- Setting (VISUALIZE)
- Author’s viewpoint
- Poetic License
- ◆ Literary Devices
 - Allusion
 - Idiom
 - Irony
 - Hyperbole
 - Imagery
 - Metaphor and Simile
 - Personification
 - Analogy

NON-FICTION ESSENTIALS

- Features of Non-fiction: bold print, headings, subheadings, etc.
- Five text structures of non-fiction: cause and effect, compare and contrast, sequence, problem and solution, description.

FICTION ESSENTIALS

- Concept ladders
- Concept maps
- Graphic Organizers
- The Learning Works Literary Techniques activities
- See Binder for additional activities and exercises

- Strategy lesson supports
- The Learning Works Figurative Language activities
- Five/Fifteen lessons
- See binder for additional activities and exercises

NON-FICTION ESSENTIALS

- Structure sorts
- Graphic organizers
- Signal word/question activities
- Five/Fifteen lessons
- See binder for additional activities and exercises

<p><u>Anchor Text</u> <i>Macbeth</i> <i>The Old Man and the Sea</i> <i>Our Town</i></p> <p><u>Supplemental Texts</u> <i>See timelines for each course</i> <i>Teacher selected</i></p>	
<p><u>Teacher Resources</u> Refer to resource index</p>	<p><u>Formal Assessments:</u> ISBE suggested assessment Teacher made assessment</p>
<p><u>Notes:</u></p>	

vocabulary and word study

general strategies

State Goal 1: Read with understanding and fluency.
1A: Apply word analysis and vocabulary skills to comprehend selections.

Best Practices

- ◆ Allow for word study
- ◆ systematic phonics instruction for purpose of teaching students strategies for reading/spelling
- ◆ Teach and model strategies in whole and small groups: context clues, read on, sound out, look for smaller words, chunking sounds.
- ◆ Flexible word study groups
- ◆ Assess students regularly to establish accurate reading level. Then, provide students with time to practice reading books at their independent reading level using leveled books in a classroom library.

Related Descriptors

- Analyze and interpret specialized vocabulary/ terminology.
- Apply knowledge of word origins and derivations in a variety of practical settings.
- Determine the relationship(s) between pairs of words in analogous statements.
- Extend ideas and enrich vocabulary through independent exploration of words.
- Select/use strategies to analyze the meaning of abstract concepts to facilitate comprehension.

Essential Elements

Word Study Essentials in Instruction:

Word building activities

- Making Words
- Word Ladders

Word pattern activities

- Chunking
- Root Word Tree

Word hunts

Root Words and Affixes

Affixionaries

Create a Word, Create an Animal

Etymologies

Vocabulary Essentials in Instruction:

- ◆ Modeling/Think Alouds
- ◆ Word Learning Strategies
 - Association Strategy
 - Keyword
 - Pre-teaching Vocabulary
 - Knowledge Rating Chart with Visual
- Connection
 - Context Strategy
 - Contextual Redefinition
 - Categorization Strategy

Student Products

(Informal Assessments)

Word Sorts

Word Study Notebooks

Word Ladders

Root Tree

Concept Maps & other graphic organizers for vocabulary

<p>List, Group and Label Word Sorts to Word Hunts Vocabulary Notebooks</p> <ul style="list-style-type: none"> - Word Relatedness <ul style="list-style-type: none"> Root Words and Affixes Affixionaries Created a Word, Create an Animal Etymologies - Word Learning Games <ul style="list-style-type: none"> Homophone Rummy Scattategories and More ◆ Mulitmedia - Semantic Mapping <ul style="list-style-type: none"> Semantic Clusters Semantic Feature Analysis Synonym Web Root Word or Antonym Tree Word Map - American Sign Language - Hypertext <p><u>Anchor Texts</u> <i>Word/Root/Affix List</i> <i>Any text used in class</i></p>	
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Vocabulary and word study
general strategies

<p><u>Teacher Resources</u> Word Root Packet Refer to resource index</p>	<p><u>Formal Assessments</u> ISBE suggested assessment Teacher made assessment</p>
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