

Teaching Reading Comprehension in K-5 ELs/MLs

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Today's objectives: Participants will experience, learn, & practice strategies to

- Delve deeper into reading comprehension.
- Use two (several) close reading strategies.
- Overview of follow up writing, editing, revising after reading.
- Participants' online access to teacher and student tools.

Reading

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Studies: Pandemic leads to further declines in reading

Children in every demographic group have been affected, but Black and Hispanic children, as well as those from low-income families, those with disabilities and those who are not fluent in English, have fallen the furthest behind.

Happy to see you here!

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ELs Need to Read Expository Text

Elements of Expository/Nonfiction Text

The purpose of expository text is to inform, explain, describe, define, or persuade through:

- Technical Vocabulary
- Text Features
- Text Structures



The goal of the reader is to learn.

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Integrating SEL, Language, Reading Comprehension, and Content

Social Emotional Learning is not a separate step!

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Tiers 3, 2 & 1

Summary of Vocabulary for ELs

TIER 3 Subject-specific words that label content discipline concepts, subjects, and topics. Infrequently used academic words.

TIER 2 Information processing words that nest tier 3 words in long sentences; polysemous words, transition words, connectors; more sophisticated words for rich discussions and specificity in descriptions.

TIER 1 Basic words ELs need to communicate, read and write. Those that should be taught.

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Climate Change Science Overview

Modified from the United States Environmental Protection Agency for usage in this lesson.

Earth's climate is changing in ways that affect our weather, oceans, snow, ice, ecosystems and society.

Natural causes alone, however, cannot explain all of these changes. Human activities which have been noted as contributing to climate change, are primarily due to the release of billions of tons of carbon dioxide (CO₂) and other heat-trapping gases, known as greenhouse gases, into the atmosphere every year.^[1]

Climate changes will continue into the future. Accordingly, the more greenhouse gases we emit, the larger future climate changes will be.

Human activities, like driving, manufacturing, electricity generation, and the clearing of forests contribute to greenhouse gas emissions and warm the planet.
Source: EPA, 2013; EPA, 2013; USACE, 2008

Changes in the climate system affect our health, environment and economy. Fortunately, we can prepare for some of the impacts of climate change to reduce their negative effects on our well-being.

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Climate Change Science Overview

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Changes in the climate system **affect** our health, environment and economy. **Fortunately**, we can **prepare for** some of the **impacts of** climate change to **reduce** their negative **effects** on our **well-being**.

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Navigating Expository Text



Nick's epic battle
Avaldale teenager undergoing rare surgery to fight cancer

Ramping things up
All 4 Loop 303/ I-10 ramps open only

Glossary
Adaptive Capacity
The ability of a system to adjust to climate change (including climate variability and extremes)...

Aerosols
Small particles or liquid droplets in the atmosphere that can absorb or reflect sunlight depending on their composition.

Carbon Dioxide
A naturally occurring gas, and also a by-product of burning fossil fuels and biomass, as well as land-use changes and other industrial processes.
<http://epa.gov/climatechange/glossary.html>

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Reading Road Signs

What Text Features Help with Comprehension?




"The price is great!"
Catherine the Great



CATHERINE'S WORLD

KEY

- Russia, 1763
- Land gained by Peter the Great by 1725
- Land gained by Catherine the Great by 1796
- Boundary of Poland before 1795
- Russia, 1796



Construction of Catherine's Palace

Time Line

1725 Peter the Great dies	1729 Catherine the Great becomes Empress of Russia	1741 Peter the Great's daughter Elizabeth becomes Empress	1762 Catherine the Great becomes Empress	1767 Catherine the Great issues the Empress's Edict on Freedom of Religion	1773 Proclamation of the Empress's Edict on Freedom of Religion	1796 Catherine the Great dies
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Text Features

- Title
- Table of contents
- Index
- Glossary
- Heading
- Keywords
- Illustrations & photographs
- Sidebars
- Captions
- Diagrams

- Labels
- Text boxes
- Maps
- Charts
- Hyperlinks
- Icons
- Bullets
- Timelines
- Cutaways
- Graphs
- Text types

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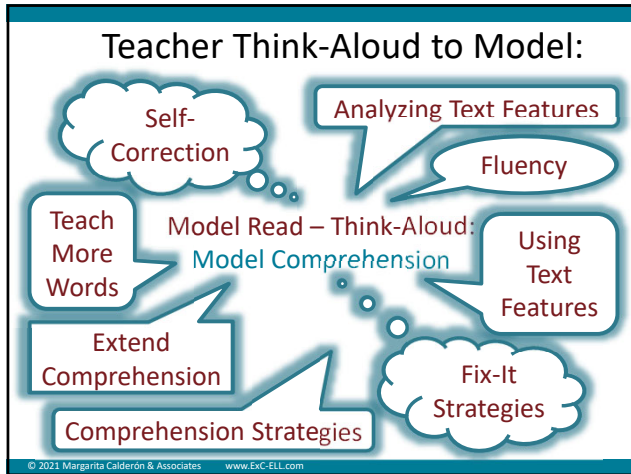
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In chat box:

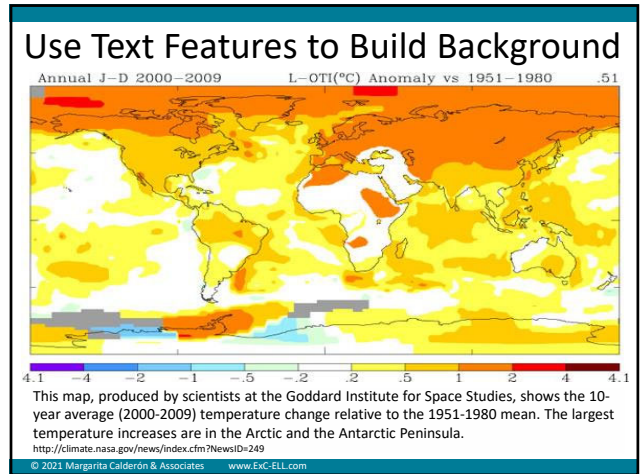
What other text features do your texts use?

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Think-Aloud in Your Classroom

Think about your science lessons.

CHAT BOX

How might your students benefit from your think-aloud?

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Text Structure

Organizational Structure

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Text Structure	
Structure	Tier 2
Description <ul style="list-style-type: none"> Provides a specific topic and its attributes Main idea(s) is/are supported by rich/descriptive details 	above, across, all, also, appears to be, as an example, behind, below, beside, by observing, characteristics are, for example, for instance
Sequence <ul style="list-style-type: none"> Provides information/events in chronological order Details are in specific order to convey specific meaning 	additionally, after, after that, afterward, another, at __ (time), before, during, finally, first, following, initially, last, later, meanwhile, next
Problem-Solution <ul style="list-style-type: none"> Problems are identified and solutions are provided Supporting details describe the problem and solution 	accordingly, answer, as a result, because, challenge, decide, fortunately, if __ then, issue, one reason is, outcome is, problem, so

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Text Structure	
Structure	Tier 2
Cause-Effect <ul style="list-style-type: none"> Tells an event or action and the reason(s) it happened Cause = what happened, why it happened Effect = what happened as a result, the impact is/was 	accordingly, as a result, because, because of, consequently, due to, effects of, for this/that reason, if, if __ then, in order to, is caused by, lead/s to, since, so, so that, thereby, therefore, this led to, thus, when __ the, responsible for
Compare-Contrast <ul style="list-style-type: none"> Gives the similarities and differences of 2 or more items/ideas/objects/places Examines how things are alike or different 	also, although, as opposed to, as well as, both, but, compared to/with, different, different from, either __ or, however, in comparison, in contrast, instead of, like, likewise, on the other hand, resembles, same/same as, similar (ly), too, unlike, while, yet

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The reason why we're here!

Building reading comprehension in your content areas as your ELs:

- ✓ Use that vocabulary you pretaught.
- ✓ Develop collaborative and communication skills.
- ✓ Develop Social Emotional Learning (metacognitive) competencies
- ✓ Engage ELs in reading – and liking it!

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Practice Partner Reading

Human Causes Can Explain These Changes

A Compared to natural causes, most of the warming of the past half century has been caused by human emissions of greenhouse gases. **B** Greenhouse gases come from a variety of human activities, including: burning fossil fuels for energy, clearing forests, fertilizing crops, storing waste in landfills, raising livestock, and producing some kinds of industrial products. *End of paragraph. Summarize with your partner*

A Unfortunately, greenhouse gas emissions are not the only way that people can change the climate. **B** Activities such as agriculture or road construction can also change the reflectivity of Earth's surface, leading to local warming or cooling. **A** This effect is observed in urban centers, where temperatures are often warmer than surrounding, less populated areas. **B** Along with these activities, emissions of small particles, also known as aerosols, into the atmosphere can also lead to reflection or absorption of the sun's energy. *Summarize with your partner*

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Your Turn: Partner Reading

- In a moment, you will be placed into breakout rooms.
- Practice partner reading with the text on the previous slide. This is the same text you have in your handouts.
- Remember:
 - Partner A reads a sentence
 - Partner B reads the next sentence
 - Continue alternating
 - Stop at the end of the paragraph, and work together to summarize what you just read

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Practice Modeling Comprehension Strategies

Climate Change Science Overview

By the United States Environmental Protection Agency

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Debrief Partner Reading Activity

Reflect on what you discovered as you took on the role of a student.

- What are the implications for your teaching?
- What are the benefits of Partner Reading this way?
- Why summarize after each paragraph?

What questions might you have about partner reading and partner summarization?

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Partner Reading with a Newcomer

The newcomer (NC) is grouped together with two higher-level ELs or native English speakers (s1 & s2).

When s1 reads a sentence, NC whisper-reads the sentence.

When s2 reads a sentence, NC whisper reads along.



Eventually the reading is done:
s1 ⇒ NC ⇒ s2 ⇒ NC ⇒ s1 ⇒ NC ⇒ s2 ⇒ NC

This gives NC double turns during each cycle.

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Building Block #3

Partner Summarization with a Newcomer

The newcomer (NC) is grouped together with two higher-level ELs or native English speakers (s1 & s2).

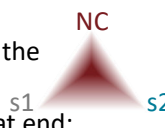
When s1 summarizes, NC whispers the sentence or fragments or words.

When s2 summarizes, NC whispers the sentence or fragments or words.

Newcomer tries to summarize at end:

s1 ⇒ NC ⇒ s2 ⇒ NC ⇒ s1 ⇒ NC ⇒ s2 ⇒ NC

This gives NC double turns during each cycle.



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Summarize During & After Reading

What's so important about summarizing?

Summarization is one of the most underused teaching techniques we have today, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.

Rick Wormeli, from *Summarization in Any Subject* (2005)
<http://www.ciera.org/library/presos/2001/2001MRACIERA/nduke/01cmndk.pdf>

“Comprehension is based on summarizing—restating content in a succinct manner that highlights the most crucial information.”

Robert Marzano, from *The Art and Science of Teaching/Summarizing to Comprehend* (2010)

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SEL During Partner Reading

Interpersonal/Intrapersonal skills

- Intentionality and mindfulness
- Listening skills – really listening to partner
- Speaking skills – knowing how to socially interact

Cognitive growth

- Close reading
- Keeping information in mind
- Using new information

Attitude

- Willing to try
- Accept feedback and/or help

In chat box:
What other skills are ELs using during Step 6?

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EL Talk & Comprehension

- **Turn-to-Your-Partner** or **Think-Pair-Share** – mostly used to answer a question.
- **Teach Your Buddy!** Similar to Think-Pair-Share but partners **teach each other** what the teacher has just explained. Randomly call to share.
- **L1 Chat time** – students with same native language discuss/clarify a topic or chat at the end of the day.
- **Round Table Summaries** – four students use (*Initially, subsequently, moreover, finally*) for 2-minute verbal summaries.

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Round-Table Summarization

After Partner-Reading three or four chunks of text, place students into groups of four.

- Student #1 - Initially, the text section...
- Student #2 - Following that,...
- Student #3 - Subsequently,...
- Student #4 - Finally,...

The activity continues until all sections are summarized.

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After Reading

Activities That Require Use of New Vocabulary

1. Concept and/or semantic maps in teams
2. Content retell - using new vocabulary
3. Team discussions/open-ended questions
4. Writing sentences similar to those in text
5. Work with words with multiple meanings
6. Pronunciation practice
7. Content-related writing
8. Reflections on emotions and relationships

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Enrichment or Center Activities

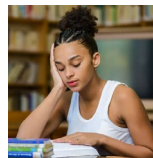
Students work in pairs to:

- Discuss what they learned
- Summarize what they have read up to now
- Practice formulating questions
- Practice pronouncing and spelling new words
- Give each other spelling pre-tests
- Play word games
- Take turns reading for fluency



Students work independently to:

- Complete and study word banks
- Write in their journal/learning log



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Formulating Questions

- Writing **high-quality** text-dependent questions must be modeled.
- Begin with simple questions requiring **attention to specific words, details, and arguments.**
- Series of questions demonstrates students' ability to follow the details of what is explicitly stated in the text.
- This is a perfect example of close reading!

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This is the resource at the bottom of the document:

Revised Bloom's Taxonomy
Use this resource as you create your questions

Level	Verbs to Use		Model Questions, Prompts, or Starters
REMEMBER	Arrange	Memorize	Who...?
	Choose	Name	Where...?
	Describe	Order	Which one...
	Define	Outline	What...?
	Duplicate	Recite	How...?
	Identify	Recognize	What is the best...?
	Label	Relate	Why...?
	List	Reproduce	How much...?
	Locate	Select	When...?
	match	State	What does it mean?
	UNDERSTAND	Ask	Indicate
Calculate		Interrelate	Which are facts...?
Convert		Interpret	What does this mean...?
Discuss		Infer	Is this the same as...?
Report		Judge	Give an example...
Classify		Match	Select the best definition...
Defend		Paraphrase	Condense this paragraph...
Demonstrate		Represent	What would happen if...?
Distinguish		Restate	State in one word...
Explain		Rewrite	Explain what is happening...
Express		Select	What part doesn't fit...?

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From Vocabulary for Speaking, Listening, to Reading & Writing

1. Peer practice of new vocabulary (Step 6)
2. Partner Reading with Verbal Summaries
3. Team discussions with Numbered Heads
4. Team projects or Project-Based Learning
5. Cooperative Learning strategies such as Numbered Heads Together, Corners, Jigsaws, Concentric Circles, Conga Lines
6. Collaborative Writing Strategies: Pair, triad or team writing, editing and revising

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Today's objectives: Participants will experience, learn, & practice strategies to

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- Overview of follow up writing, editing, revising after reading.
- Participants' online access to teacher and student tools.

Reading

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The ExC-ELL Website

- www.ExC-ELL.com
- Click on RESOURCES for a plethora of downloadable resources for your classroom



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Closing Chat Activity

Before we adjourn, please choose one of the sentences below and complete it in the chat box for us:

- Something I learned today is...
- Something I will do as a result of this session is...
- A question I still have is...



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