

Comprehension Is an Outcome, Not a Strategy



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MISSISSIPPI
DEPARTMENT OF
EDUCATION

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program



EVERY School Has Effective Teachers and Leaders



4

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes



5

EVERY School and District is Rated "C" or Higher



6

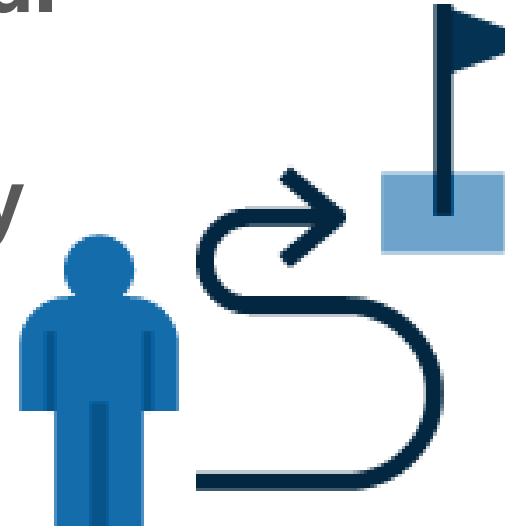
Session Norms

- **Silence your cell phones.**
- **Please check and/or reply to emails during the scheduled breaks.**
- **Be an active participant.**
- **Do not hesitate to ask questions.**



Session Goals

- **Affirm knowledge about comprehension.**
- **Review explicit vocabulary instructional routine.**
- **Ensure that accuracy and fluency are mastered.**
- **Support comprehension by building necessary background knowledge.**
- **Focus attention on critical content.**



Comprehension is an OUTCOME



The Simple View of Reading

Word Recognition

The ability to transform
print into spoken language

X

Language Comprehension

The ability to understand
spoken language

=

Reading Comprehension

Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

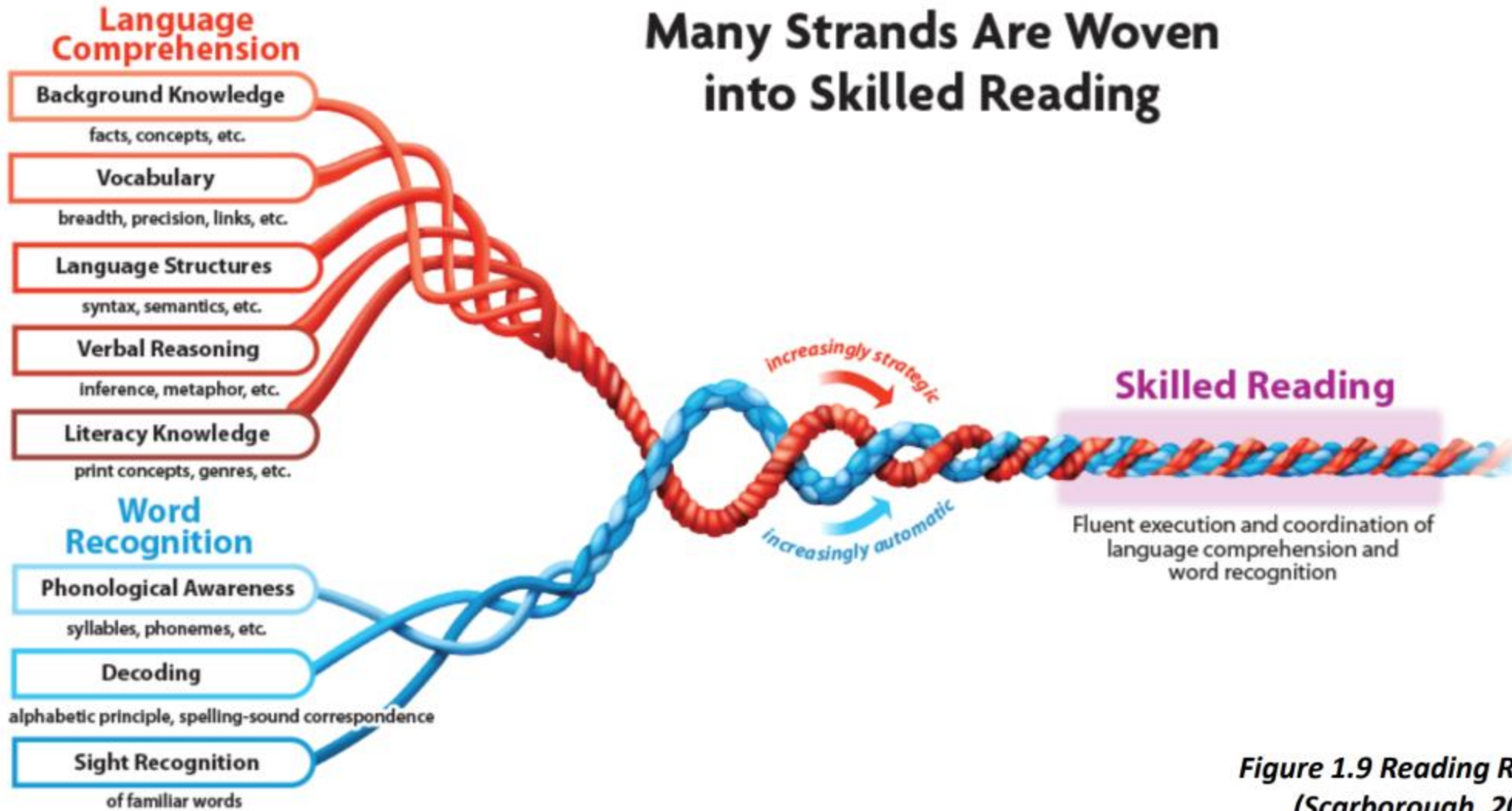


Figure 1.9 Reading Rope
(Scarborough, 2001)

Activity: Comprehension

- What is comprehension?
- Go to <https://www.menti.com> and enter the code 2580 6468.





- Comprehension is the ability to understand and critically think about a text.
- It is the purpose of skilled reading.

Comprehending a Passage

A student must be able to read words accurately and fluently to comprehend a passage.

A student must understand the meanings of embedded words to comprehend a passage.

A student must have necessary background knowledge to comprehend a passage.

A student must focus on critical content to comprehend a passage.

Accuracy and Fluency



"Cognitive science has shown beyond doubt that **fluent, accurate word recognition** is a hallmark of skilled reading along with comprehension."

(Adams, 1990; Rayner et al., 2001)

"Poor readers are almost always limited by their inability to use letter-sound skills (e.g., phonics skills) to identify unfamiliar words."

(Ehri, 1998, Rack, Snowling, & Olson, 1992)

"Many students have little sight vocabulary and fluency."

(Ehri, 2014, Miles & Ehri, 2019; Moats, 2019, Reading Development and Difficulties, 2019)





Checklist:

- ✓ Teach **foundational skills** to ALL students to **MASTERY**.
- ✓ Teach **advanced decoding** of multisyllabic words.
- ✓ Provide **systematic interventions** on foundational skills for struggling students.
- ✓ **Pre-teach the pronunciation of unfamiliar words** before passage reading (as necessary).



Preteaching Pronunciation of Words

bundle


bundles



command


commanded


obey

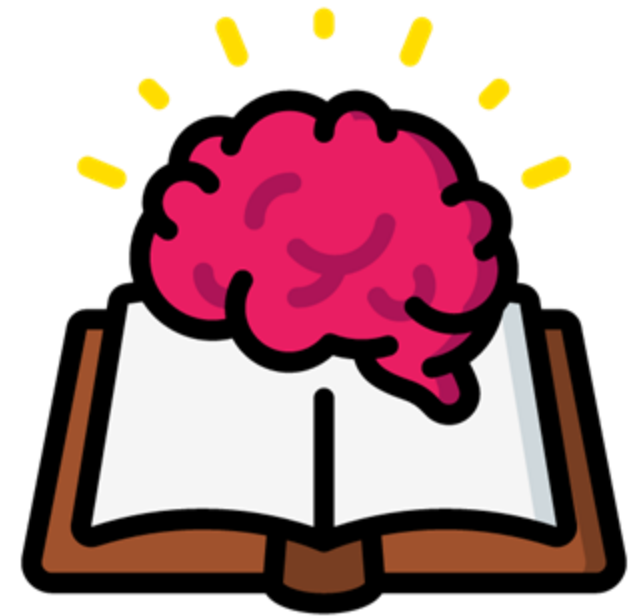

disobedient


palace


emperor




Word Meaning



“Indeed, one of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”
(Osborn & Hiebert, 2004)

“Direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content.”
(Marzano, 2001)

“Vocabulary development and reading comprehension are reciprocal.”

(Seigneuric & Ehrlich, 2005; Oakhill, Cain, & Elbro, 2019)



Checklist:

- ✓ Use high quality classroom language.
- ✓ Consistently use academic vocabulary.
- ✓ Read narrative and informative read-alouds in the primary grades.
- ✓ Promote wide independent reading.
- ✓ Teach word learning strategies.
- ✓ Explicitly teach critical vocabulary terms.



1

Deliberate word
selection

2

Carefully
explained
word meanings

3

Follow-
Up

McKeown and Beck, 2019 in Reading Development Difficulties

Explicit Vocabulary Routine

1 Introduce the word's pronunciation.

2 Introduce the word's meaning.

3 Illustrate the word with examples.
(and non-examples when helpful)

4 Check students' understanding.

Step 1. Introduce the word's pronunciation.

- Display the word on chart, board, or screen.
- Read the word and have students repeat the word.

If the word is difficult to pronounce or unfamiliar have the students repeat the word multiple times, read the word by parts, or tap and say the parts of the word.

Step 1 Example



- The word is **scowl**. What is the word?
- Tap out the syllables in the word.
- Say the word **scowl** again.
- **Scowl** is a noun: a person, place, or thing.

Step 2. Introduce the word's meaning.

- Tell students the explanation or have them read the explanation with you.



Step 2 Example

25



- A **scowl** is a frown of anger or disapproval on your face.
- **Synonyms:** frown, grimace
- **Antonyms:** grin, beam

Step 3. Illustrate the word with examples.

- **Concrete examples**-share an object and/or add a gesture.
- **Visual examples**-share clip art or draw a picture example.
- **Verbal examples**-give a sentence or have students share sentences using the new word.





- Charlie was told to complete his homework. Seeing Mom's **scowl**, Charlie knew he'd done something wrong.

Step 4. Check students' understanding.

Option #1. Ask "deep processing questions".

- Why might a teacher scowl?

Sentence starter:

A teacher might scowl because...



Step 4. Check students' understanding.

Option #2. Have students discern between **examples** and **non-examples**.

- Tell me **scowl** or **not scowl**.

The emperor slammed the door and glanced back with a glare.

scowl

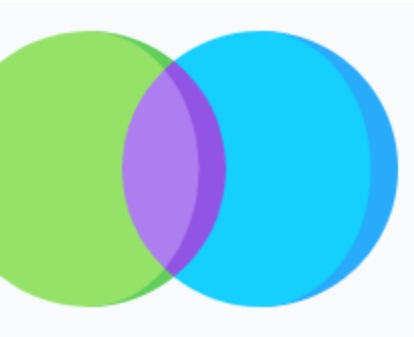
The emperor slammed the door and glanced back with a twinkle in his eye.

not scowl



Step 4. Check students' understanding.

Option #3. Have students **compare and contrast** vocabulary terms.



Last week we learned the word **grimace**.

Ones, think how **grimace** and **scowl** are similar.

Twos, think how **grimace** and **scowl** are different.

Introduce Word Relatives 31



scowl
scowled
scowling

- With a **scowl**, the emperor looked at Ma Liang.
- Ma Liang snickered as the emperor **scowled** furiously at him.
- The emperor's **scowling** face promised ill for Ma Liang's future.

Background Knowledge





"Background knowledge of text has a major impact on whether a reader can comprehend text."

(Anderson & Pearson, 1984, Bransford, Et.al, 1984; Wilson & Anderson, 1986.)

"Across grade levels and reading ability, prior knowledge of subject area and key vocabulary results in higher scores on reading comprehension measures."

(Langer, 1984;Long, et. al, 1989;Stevens, 1980)

"The more you know about a topic, the easier it is to read a text, understand it, and retain the information."

(Alexander, Kulikowich, & Schulze, 1994; Shapiro, 2004)

- General word knowledge
- Domain specific knowledge
- Broad knowledge in many domains



- Why is background knowledge important?
- Go to <http://www.menti.com> and enter the code 9380 9179.



Checklist:

- ✓ Read **informative read-alouds** in the primary grade including books on the same topic to build knowledge networks.
- ✓ Directly teach **science, social studies, and health**.
- ✓ Promote **wide independent reading**.
- ✓ Directly teach **critical background knowledge** before reading the passage.



The Magic Paintbrush

Genre: Fiction - Folktale

Characters

Ma Liang

The teacher

The old man

The emperor

Setting

Ancient China





ANCIENT LIBRARY

Story for kids

Background Knowledge: Setting -China



Background Knowledge: Location of China 40





- The emperor in China was considered the ruler of China.
- Emperors of China had tremendous power and responsibility.
- The emperor's role is very ceremonial.



- Dragons are legendary creatures in Chinese mythology, folklore, and culture.
- Dragons are mostly associated with snake-like forms.
- Dragons represent prosperity, good fortune, good harvest, and abundance to Chinese people.
- The colors on the dragon hold unique symbolism. For example, red represents good fortune.



- The Chinese gold coin is called the panda.
- These gold coins are issued by the People's Republic of China.
- Chinese gold coins are a symbol of wealth and luck.
- Years ago, the Chinese gold coin was produced with a square hole in the center, which allowed the coins to be threaded on strings for ease of handling.

Activity: Retrieval Practice

- What are some things that you have learned about ancient Chinese culture?

Start by saying:

Here are some things I learned about ancient Chinese culture.

OR

I learned _____ about ancient Chinese culture.



Critical Content



“Executive function is required for comprehending oral and written language.”
(Cain & Bigrell, 2014)

“Understanding that reading is a complex cognitive activity, dependent on a range of knowledge bases and skills working in coordination with each other to achieve understanding, is foundational to effective instruction.”
(Oakhill, Cain, & Elbro, 2015)

“Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”
(Snow, 2002)



Checklist:

- ✓ Ask questions on **critical content** as we read books to students.
- ✓ Ask **text-dependent questions** as students are reading text.
- ✓ Have students **generate questions** on passages.
- ✓ Teach **text features**, both narrative and informative.
- ✓ Use **retrieval practice** procedures to review content.
- ✓ Have students **write in response to passages**.



- Ask questions that are text dependent.
- The text should be the focus.
- Ask questions throughout the reading to guide students to focus on critical content.



- Questioning helps students in the moment as well as with future text.
- Stop at natural breaks within the text.
- Question to check for word meaning.
- Utilize scaffolding questions to prepare.



Text Dependent Questions

- The text must be read to create and/or answer questions.
- Text dependent questions are answered from the text.
- Keeps the readers focused within the text instead of outside the text.
- Asking questions outside of the text can reduce concentration and comprehension.



Once upon a time, long ago in the land of China, there lived a poor boy named Ma Liang. To help earn money for his family, Ma Liang gathered bundles of firewood to sell. But what he really wanted to do, more than anything else in the world, was paint. Ma Liang was so poor, however, that he could not even buy a single paintbrush.(1)

One day, as Ma Liang passed by the village school, he saw the children busily painting pictures. “Please, sir,” said Ma Liang to the teacher, “I would like to paint, but I have no brush. Will you loan me one?”

“What!” cried the teacher. “You are only a little beggar boy. Go away!” “I may be poor,” said Ma Liang, “but I will learn to paint!” (2)

1. What did Ma Liang really want to do and why could he not do it?

Scaffolding question for #2

Why did the teacher call Ma Liang a beggar?

2. How did the teacher feel about Ma Liang?



The next time he went to gather firewood, Ma Liang used a twig to draw birds on the ground. When he came to a stream, he dipped his hand in the water and used his wet finger to draw a fish on the rocks. That night, he used a piece of burned wood to draw animals and flowers.

Everyday Ma Liang found time to make more pictures. People began to notice. “How lifelike the boy’s pictures look!” they said. “That bird he has drawn looks as though it’s ready to fly away. You can almost hear it sing!” (3)

Ma Liang enjoyed hearing the people’s **praise**, but still he thought, “If only I had a paintbrush!” (4)

One night, after Ma Liang had worked hard all day, he fell into a deep sleep. In a dream, he saw an old man with a long, white beard and a kind face. The old man held something in his hand. “Take this,” he said to Ma Liang. “It is a magic paintbrush. Use it with care.” (5)

3. Do people think Ma Liang’s pictures are well done? How do you know?

4. What does Ma Liang still want?

5. What did the old man give to Ma Liang in his dream?

When Ma Liang awoke, he found his fingers wrapped around a paintbrush. “Am I still dreaming?” he wondered. Quickly he got up and painted a bird. The picture flapped its wings and flew away! He painted a deer. As soon as he had put the last spot on the animal’s coat, it brushed its nose against Ma Liang then ran into the woods.

“It is a magic brush!” said Ma Liang. He ran to where his friends lived. He painted toys for the children. He painted cows and tools for the farmers. He painted bowls full of delicious food for everyone.

Scaffolding question for #6
Is the paintbrush like other paintbrushes, Why not? How is it different? Is Ma Liang drawing good or bad things?

6. Is Ma Liang using his paintbrush for kindness?

- Teacher and student generated questions should be focused on the narrative or informative components of the text.

| Narrative Components | Informative Components |
|----------------------|------------------------|
| Title | Topic |
| Setting | Details |
| Main Character | Sequence |
| Problem | Cause and Effect |
| Solution | Compare |
| Plot | Contrast |

- Teach students elements of story grammar.
- Story grammar can be used for....
 - Teacher generated questions
 - Student generated questions
 - Retell
 - Summaries
 - Writing Narratives



- What is the setting of the narrative?
- Who is the main character of the narrative?
- What is the character's problem/conflict/goal?
- What did the character do to resolve the problem?
- What happened in the end?
- What is the theme of the narrative?



Activity: Story Grammar

Scaffolding with Story Grammar

| Question | Answer |
|---|--------|
| Who were the main characters ? | |
| What was the setting of the story? | |
| What was Ma Liang's problem ? | |



Student Generated Questions and Answers 58

Scaffolding with Story Grammar

| Question | Answer |
|---|---|
| Who were the main characters ? | Ma Liang |
| What was the setting of the story? | long ago, in China |
| What was Ma Liang's problem ? | Ma Liang has a magic paintbrush that caused whatever he painted to come to life, but the greedy emperor wanted to use the magic to make himself wealthy |

Scaffolding with Story Grammar

| Question | Answer |
|-------------------------------------|--|
| How was the problem solved ? | Ma Liang drew what the emperor wanted but also made sure the emperor was trapped on the island with the tree of gold and could not return. |
| What happened in the end ? | Ma Liang was able to use his magic paintbrush to help others. |



Summary Writing

- The title of this story is....
- The setting of the story is....
-was the main character of the story.
- In the story, we learned that was....
- His/her main problem/conflict/goal was....
- At first, tried to resolve the problem/conflict/goal by....
- Later, he/she tried to resolve the problem/conflict/goal by....
- In the end, the following happened....



The title of this story is *The Magic Paintbrush*. The setting of the story was long ago in the land of China. Ma Liang a young poor boy was **the main character of the story**. **In the story, we learned** that Ma Liang wants to paint, but he does not have a paintbrush, and no one will give him a paintbrush. One night Ma Liang dreams that an old man gives him a magical paintbrush. Ma Liang uses his magic paintbrush to draw good things that will help people. Ma Liang's **main problem** is the emperor who is greedy and wants Ma Liang to draw things that will make him wealthy. At first, Ma Liang **tries to resolve the problem** by not drawing what the emperor request. However, Ma Liang's paintbrush is taken away and he is placed in jail. The emperor learns that the magic paintbrush only works for Ma Liang so he tells Ma Liang that if he draws what he request, then Ma Liang could have all the wealth and food he wanted. Later, Ma Liang **tried to resolve the problem** by drawing an island and then drew the emperor in a boat in a stormy ocean. **In the end, the following happened** the greedy emperor is stranded on the island and Ma Liang continues to use his paintbrush to draw good things that will help people.



Activity: Sentence Expansion

Kernel Sentence: He received a magic paintbrush.

Who: Ma Liang -----

When: one night -----

Why: to help others by painting good things that would become real -----

Expanded Sentence: One night, Ma Liang received a magic paintbrush to help others by painting good things that would become real.

| | | |
|---------|----------------------------|--|
| because | Tell the reason why | Key words |
| but | Shows change of direction | Although, while, even though, however, on the other hand |
| so | Indicates cause and effect | Consequently, as a result, thus, therefore |

- Ma Liang wanted a paintbrush **because**....
- Ma Liang wanted to use his magic paintbrush to help others, **but**....
- Ma Liang decided to use his magic paintbrush for good **so**....



- Ma Liang wanted a paintbrush **because** he wanted to paint beautiful things. He was given a magic paintbrush that allowed whatever he painted to become real.
- Ma Liang wanted to use his magic paintbrush to help others, **but** the greedy emperor wants Ma Liang to paint gold to make him wealthy.
- Ma Liang decided to use his magic paintbrush for good **so** he could help others.

- Remember comprehension is the outcome, it is not a strategy.
- It takes all parts of the reading rope to reach the ultimate goal of comprehension.
- We want our students to be able to read and comprehend text.

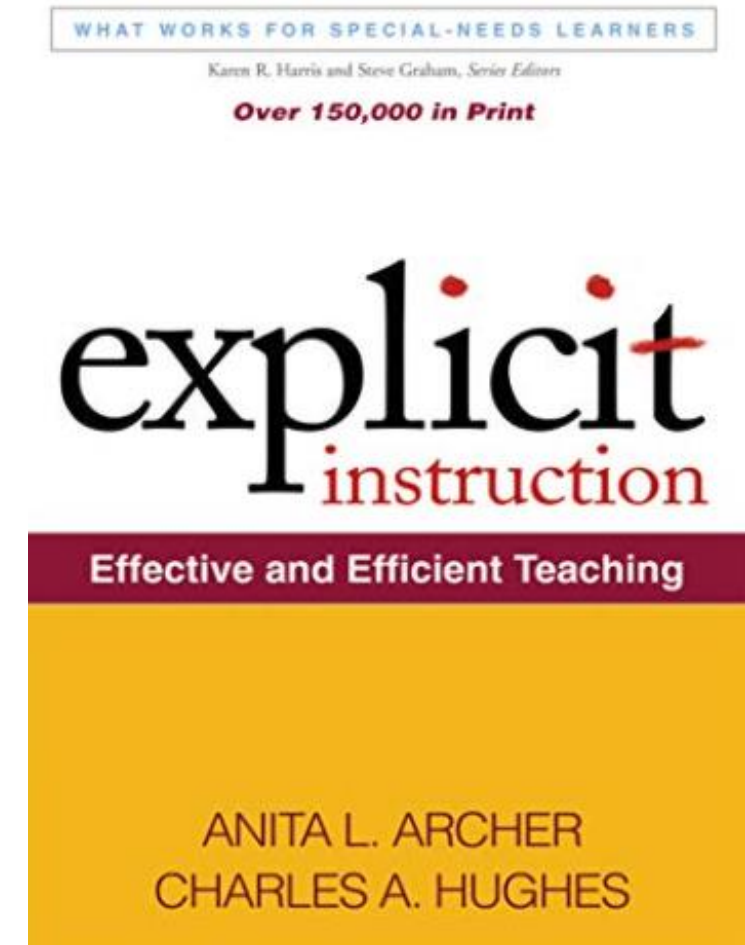
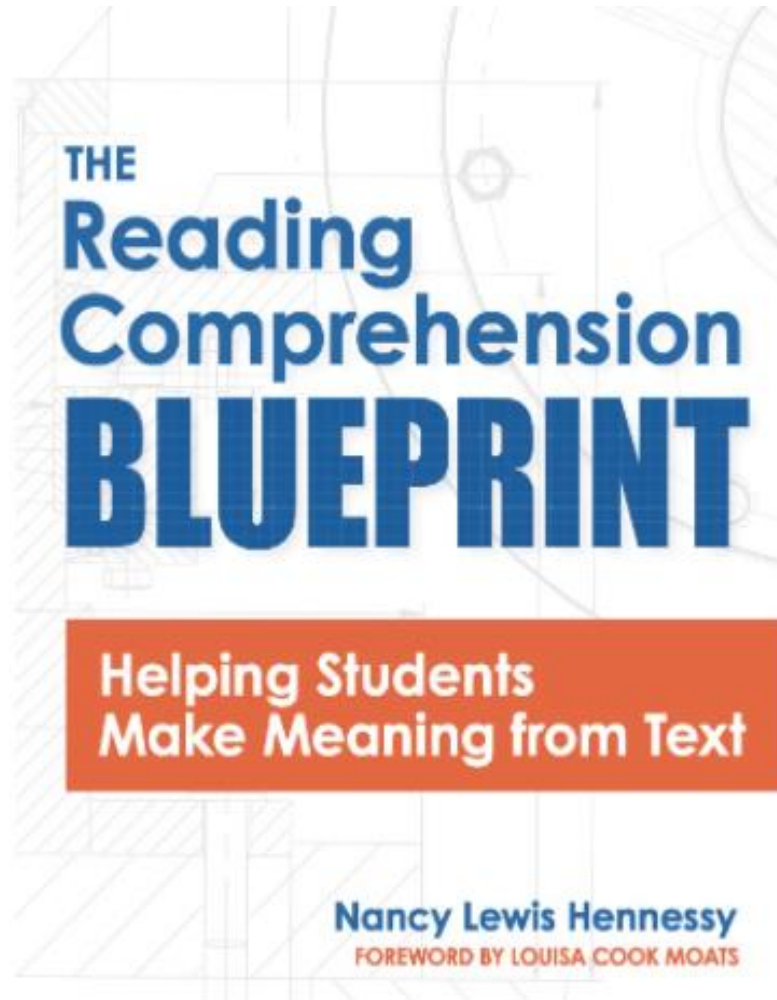
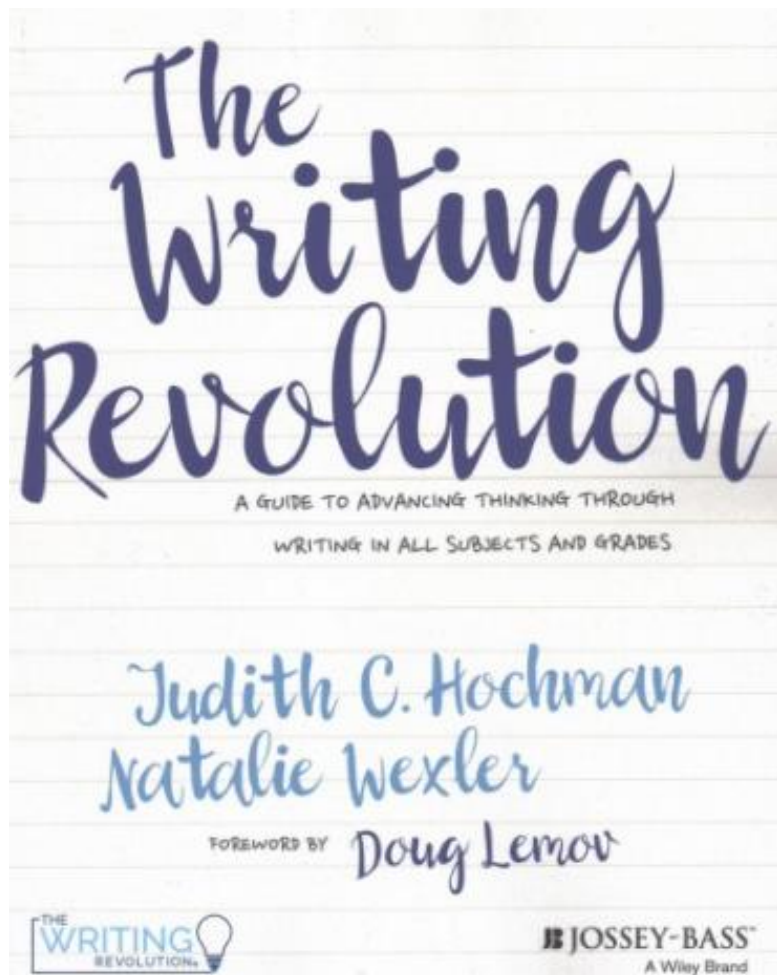


Activity: Start-Stop-Keep



Questions?





- Archer, A., & Hughes, C. (2011). Explicit Instruction: [Effective and Efficient Teaching](#). NY: Guilford Publications.
- CKLA Lessons <https://www.coreknowledge.org/curriculum/download-curriculum/>
- MPB Classroom TV <https://education.mpbonline.org/mpb-classroom-tv/>
- The Magic Paintbrush: A Chinese Folktale
<https://docs.google.com/document/d/1rVo0hK4map35uzxP1AjxhZY-YdGwhlQWTByspwJK6FE/copy>





- Statewide public awareness campaign promotes literacy, particularly among Kindergarten through 5th grade students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit <https://strongreadersms.com> for more information



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