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COMPREHENSION INTERVENTION

Small-Group Lessons for **The Primary Comprehension Toolkit**

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Anne Goudvis
Judy Wallis



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Comprehension Intervention User's Guide

WELCOME TO COMPREHENSION INTERVENTION, a resource of small-group lessons for *The Comprehension Toolkits*. *The Comprehension Toolkit* and *The Primary Comprehension Toolkit* focus on practices that feature explicit, robust, in-depth comprehension instruction. Successful Toolkit instruction leads to students reading engaging texts at their level, thinking deeply about them, interacting with others, and acquiring knowledge. The Toolkit is founded on several major principles of reading, learning, and achievement. Research (adapted from Allington 2009) indicates that to become proficient readers, students must:

- spend large amounts of time reading and thinking in text they can and want to read;
- have extensive opportunities to respond to their reading through talking, writing, and drawing;
- view reading as a meaningful activity that is personally fulfilling;
- focus on big ideas, issues, and concepts across disciplines; and
- receive explicit instruction in using strategies as tools for decoding and comprehension.

The comprehension lessons in the Toolkits are primarily launch lessons that are designed to be used with the whole class to kick-start kids into wide and effective reading. In fact, they are more than just whole-group lessons. They model practices we teach again and again with a variety of texts, in different contexts, and for many different purposes. We teach these lessons in science, social studies, for research and inquiry projects, in small groups and with individuals. Comprehension instruction in the Toolkits lays a foundation of thinking so that students internalize ways to comprehend what they read and apply strategies in their own independent reading and learning. The whole point of Toolkit comprehension strategy instruction is to move kids toward independence. We view *Comprehension Intervention* as a bridge to that reading independence.

We created *Comprehension Intervention* as a resource to provide additional support to kids who need more time and more explicit instruction to integrate comprehension strategies and use them as tools for learning and understanding. One might ask, why an intervention resource that focuses exclusively on comprehension instruction? The short answer is that there are many programs out there for small-group intervention that stress decoding, fluency, and other aspects of reading, but there are few, if any, that focus intensively on comprehension.

The long answer begins with the conclusions of the final report on Reading First (Gamse, Jacob, Horst, Boulay, and Unlu 2008): “Reading First did not produce a statistically significant impact on student reading comprehension.” All that time, money, and effort, and kids apparently didn’t get better at what really matters in reading, constructing meaning. So the small-group sessions in *Comprehension Intervention* provide authentic comprehension instruction that engages kids and teaches them to think actively as they read. Now we don’t for a minute believe that kids don’t need to be taught to decode the words, but surface-structure resources abound. *Comprehension Intervention* fills a void and provides a reading resource that teaches kids to think, to understand, and to use strategies as tools for learning. That, to our way of thinking, is what comprehension is all about.

FROM WHOLE GROUP TO SMALL GROUP

Of late, whole-group instruction has gotten a bad rap. And we understand why. Endless recitation sessions, reams of fill-in-the-blank worksheets, and kids reading the text out loud in unison often characterize whole-group work. And this isn’t hyperbole. According to Pianta, Belsky, Houts, and Morrison (2007), students spend about 92% of the school day in their seats listening to the teacher or doing individual seatwork. But whole-group instruction does not have to look like this.

In Toolkit whole-group learning, kids participate in guided discussions designed to get at significant issues, ideas, and concepts that matter. The teacher acts more as a “guide on the side” than a “sage on the stage.” Kids do much of the work—interacting with one another and responding throughout the lesson by talking, writing, and drawing. Rich talk about text leads to greater understanding and long-term learning. These active conversations help students transfer their collaborative thinking into their own reading. Discussions about shared texts build a community of learners, thinkers, and communicators who ask questions, debate opinions, build and actively use knowledge, work as a team, and ultimately care about each other and their place in the world.

We emphasize whole-group instruction in *The Comprehension Toolkit* and *The Primary Comprehension Toolkit* for two main reasons. First, we want all kids to engage in the spirited discussions and interactions that characterize Toolkit instruction so they can all contribute their thoughts and ideas to whole-class conversations. Kids in need of additional support should not be pulled out during the whole-class Toolkit lessons. The shared readings in the Toolkit whole-group lessons give all kids the chance to engage, participate, and learn from each other. Secondly, in whole-group Toolkit instruction, kids get the opportunity to practice

what they are learning right there in front of the teacher. They are bunched up close on the floor where all are engaged, with each other as well as with the teacher. This proximity allows the teacher to focus on their responses and to adapt instruction accordingly throughout the whole-group lesson. No more teacher doing all of the talking and kids merely staring back! All kids participate together in the active learning process. As the teacher models instruction, the kids turn and talk to one another, jot and draw thinking, and synthesize information.

During much of guided practice in the Toolkit lessons, the kids remain gathered on the floor to practice the task with a partner or on their own as the teacher touches base and confers. After time spent practicing up close with the teacher, the kids go off on their own or in pairs and continue reading and working. During this time, the teacher moves about the room meeting with the kids to support and assess how things are going. The teacher's observations guide the next instructional steps. This is when small groups come in. In short, small-group instruction does not replace whole-group instruction; it enhances it.

RESPONSIVE SMALL-GROUP INSTRUCTION

Children differ. They learn in fits and starts. What works for one may not work for another. For some, it's a matter of time. For others, it's a matter of interest. Some kids take these strategies and run with them after one whole-group Toolkit lesson. Others need additional time, guidance, and practice to internalize comprehension strategies and use them to make sense of what they read. The small-group sessions in *Comprehension Intervention* are specifically designed to support those kids. And small groups work. Pianta et al. (2007) found evidence that “opportunities to learn in small groups, to improve analytical skills, [and] to interact extensively with teachers . . . add depth to students' understanding.” But small groups need to be flexible and needs-based so we can meet kids where they are and take them where they need to go.

The small-group reading and thinking strategy sessions in *Comprehension Intervention* are especially useful for kids who find comprehension problematic. We all need a quiver full of strategies to pull out when reading gets tough. Kids who have difficulty with comprehension need even more carefully scaffolded support from the teacher if they are to transfer these strategies to their own reading and thinking and turn them into tools they can use flexibly and at will. Created to follow each Toolkit lesson, the *Comprehension Intervention* small-group sessions target a specific instructional focus, concentrating on critical aspects of the Toolkit's lesson strategy to reinforce kids' understanding, step by step.

Using the language of the Toolkits in a small-group setting, *Comprehension Intervention* approaches each Toolkit strategy lesson in a new way and with new texts, showing kids that they can apply the thinking and strategy language they learned within the whole group to a wide variety of readings.

Responsive instruction is differentiation at its best. *Comprehension Intervention* lays out a framework for effective small-group instruction and builds the following best practices into differentiated instruction.

These small-group sessions provide the perfect opportunity to:

- Scaffold comprehension instruction, providing guidance to kids and instant feedback to teachers
- Zero in on comprehension strategies as tools for understanding
- Provide flexible differentiated instruction based on individual needs
- Focus on key Toolkit goals in need of reinforcement
- Reinforce the strategy language and concepts of the Toolkit lessons
- Extend the time dedicated to guided practice, giving kids opportunities to read and use strategies with text at their level and the teacher right there
- Keep sessions child-focused and fast-paced with kids doing most of the work
- Break down strategy lessons into smaller parts and teach those explicitly
- Use engaging text to promote new learning in the context of real reading
- Match texts to kids' interests and reading levels
- Observe and assess individuals' understanding of specific strategies
- Check children's understanding of a variety of genre included in the Toolkits: nonfiction, poetry, realistic and historical fiction

ASSESSING WHILE TEACHING

Our instruction must match our kids' needs. After a whole-group lesson, we assess children's reading and convene flexible small groups based on these needs. One of the reasons we meet with small groups is so we can readily and seamlessly assess kids' progress. With a small group, we can pay very close attention to exactly what our students are thinking and doing. We can easily hear them read. We can read their Post-its quickly. And we can engage in extended conversations with them—all so we can uncover their thinking as they make sense of text (or not). So when we meet in small intervention groups, it is a 24/7 assessment opportunity. Think of it as a teaching-

assessing loop, where we are continuously engaged in formative assessment. By reading students' work and listening to them read and talk, we get a good idea of what to teach next and where each student needs to go.

Comprehension Intervention focuses on ongoing formative assessment while we teach comprehension. At the end of each session, an Assess and Plan section focuses attention on key performance indicators for that session and on what might be done to address them. In the Toolkits, each lesson in each strategy book has an extensive assessment section that gives examples of kids' work accompanied by our analysis. We recommend that as you take kids through the intervention sessions, you frequently refer back to the Reflect and Assess sections of the Toolkit and use the annotated work samples and our commentary as a guide for your own assessment throughout the intervention sessions. In addition, both Toolkit and *Comprehension Intervention* have tools for summative assessment at the end of each unit.

INSTRUCTIONAL SETTINGS FOR *COMPREHENSION INTERVENTION*

Philosophically, it is important that, as teachers, we get to know kids as readers and thinkers. We watch them carefully in an effort to target our instruction to their specific needs. After kids participate in the whole-group Toolkit lesson, we form small groups based on our close observation of kids' work and progress. Our intervention groups stem from what we learn about kids as we instruct them and assess their reading. Some of these intervention groups are classroom-based and led by the classroom teacher. Others occur outside of the classroom with specialists providing the instruction. The *Comprehension Intervention* sessions can be beneficial in the following instructional settings.

Guided reading groups—Sometimes we convene small, flexible, needs-based guided reading groups to reinforce or extend what we have taught in a Toolkit lesson. In a small group, we can carefully guide instruction and gradually release kids as they demonstrate increased independence. These groups may meet two or three times or more frequently, based on kids' needs, to ensure that they are internalizing the Toolkit strategies and using them in their independent reading. These guided reading groups can be taught by the classroom teacher or a specialist.

Tier 2 RTI (Response to Intervention) groups—Tier 2 support is additional, intensive, small-group instruction delivered by the teacher or a reading specialist. Experts suggest that a Tier 2 small-group intervention might span eight to twelve weeks and is considered temporary.

“Tier 2 intervention increases the intensity of instruction...by reducing the size of the group and increasing the duration and frequency of support.” (Howard 2009, 71) The best and most effective Tier 2 instruction encourages kids to spend an additional 30 minutes a day reading authentic text at their level and of interest to them, with the teacher providing explicit comprehension instruction. *The Comprehension Intervention* sessions are designed to take about 30 minutes. They break down the original Toolkit instruction into smaller steps, making learning more accessible for Tier 2 students.

Tier 3 RTI groups—Tier 3 increases the instructional intensity further by decreasing the size of the group to either one-on-one or up to three students and increasing the frequency and duration of instruction to two 30-minute daily sessions. (Howard 2009, 79) The sessions in *Comprehension Intervention* are useful because they help teachers continue to break strategy instruction down into smaller steps using a variety of texts and allowing additional time for instruction and practice.

Special education—Kids who are identified for special education and have IEPs (individual education plans) in reading can also benefit from the *Comprehension Intervention* sessions. Whether the kids go to the resource room or the special ed teacher comes into the classroom, the sessions target very specific skills and strategies and build children’s comprehension over time. And perhaps best of all, the Toolkit whole-group lessons are ideal for special ed inclusion because they are based on shared readings, which allow for natural differentiation. All kids can participate in the whole-group Toolkit lessons and then have their individual needs met in the small-group intervention sessions.

Other reading support groups: Title 1, after-school tutoring, summer school, and so on—The *Comprehension Intervention* sessions offer opportunities for engaging small groups in real reading and carefully scaffolded instruction in settings outside of the classroom as well as in it. Most of the reading problems that kids demonstrate are comprehension-based, so we need to teach explicitly in a variety of small groups, such as Title 1 reading groups, summer school support, and after-school tutoring.

ORGANIZING FOR COMPREHENSION INTERVENTION: IN-CLASS INSTRUCTION

One reason that classroom teachers often shy away from small-group instruction is the need to keep the rest of the class occupied while they concentrate on the small group. Seriously, how can we create thoughtful, independent practice for all of the other kids while we are leading a

small group? That is the \$64,000 question! And it's not just about keeping kids busy. When loaded up with worksheets and other busy work, kids quickly lose interest, management issues surface, and learning goes south. Active literacy means that kids need to stay busy for sure, but busy with thoughtful work, work that stimulates, challenges, and engages them. Our solution is to take the practices from the Toolkit and set up tasks where kids can read, apply Toolkit strategies, think and question, and add to their knowledge base all on their own. When you are with a small group, the other kids can:

- Interact with images, placing Post-its of their thoughts and questions on the image and talking about it with a partner
- Read text, interacting with it by jotting their thinking and drawing what they are learning
- Listen to someone read, jotting down what they learned and what they wonder, sharing that with the reader
- Watch streaming video and write and draw questions, connections, and other thoughts while watching
- Refer to anchor charts that were created during a Toolkit lesson and use them to guide a variety of responses
- Write and draw their own books, using the many nonfiction texts and images in the room as mentor texts
- Use nonfiction features in their writing and drawing to help readers better understand what they have written
- Create posters to demonstrate learning
- Research topics related to ongoing content area units
- Create group murals of topics from the content areas that the class is studying
- Respond to and illustrate their thoughts about poetry
- Extend their learning by asking questions and searching for answers
- Go online to answer questions and find information at approved sites
- Work with several others in inquiry circles or literature circles
- Read text simply for the sake of it!!
- Participate in any other interactive process that nudges kids to think, learn, and understand

ORGANIZING FOR *COMPREHENSION INTERVENTION*: OUT-OF-CLASS INSTRUCTION

Pullout groups solve the challenge of keeping the other kids busy but create another one: How do you keep intervention instruction consistent and coherent with the foundation whole-class Toolkit lesson the kids have already experienced? This is especially difficult if another teacher or a specialist is in charge of small-group reinforcement. *Comprehension Intervention* is designed to make the transition from whole class to small

group as seamless as possible. The *Comprehension Intervention* objectives and instructional language match and in some cases extend the Toolkit lessons. Pullout teachers who pick up *Comprehension Intervention* sessions for the first time and are unfamiliar with the Toolkit will still be using the same terminology, the same teaching language, and the same learning prompts with which the classroom teacher introduced the original Toolkit lesson. *Comprehension Intervention* also provides an avenue for more effective communication between the regular education teacher and the pullout specialist since the intervention sessions are designed to follow up the whole-class Toolkit lesson. The conversation between teachers can focus more explicitly on instruction because kids are working on the same strategies both in and out of the classroom. In addition, the Assess and Plan section at the end of each intervention session provides specific recommendations that can be used to coordinate with other members of a student’s instructional team.

GETTING STARTED WITH COMPREHENSION INTERVENTION

The *Comprehension Intervention* small-group sessions are designed to follow the whole-group lessons in the Toolkits. They are effective for kids who need additional support. There is a fine line, however, between convening a small group too soon and waiting too long to reteach and reinforce the lesson.

Assessing to Plan Instruction—Before deciding on and planning to engage kids in a small intervention group, we assess them to determine if they need additional scaffolded instruction and to design that instruction. To do this, we:

- Observe children’s efforts and participation during the guided, collaborative, and independent practice part of the whole-class Toolkit lesson
- Read and analyze children’s responses from the whole-group lesson as well as any follow-up lessons
- Listen in on their conversations as they practice collaboratively and independently
- Listen to them read and talk to them about their reading
- Confer with them individually to assess their understanding and make sure we understand the thinking behind their written and drawn responses
- Notice how effectively they use the strategies we have taught

Based on our assessment of how purposefully and effectively students use strategies to understand what they read, we convene small interven-

tion groups for those who need more instructional time and practice to access and use reading and thinking strategies. They frequently fall into the categories mentioned earlier: flexible guided reading groups, Tier 2 or Tier 3 RTI groups, and a variety of other reading support groups, including special education.

Gathering Appropriate Texts—We have said it before: Half of our success as teachers is getting the right texts into kids’ hands. The right book or article can ignite kids’ interest, launching them into a lifetime of reading. Nonfiction is the most accessible genre. Stuffed with information of every type, it is a powerful way into reading. Packed with illustrations, graphs, charts, photos, maps, and so forth, nonfiction lures the kids to jump in and explore the real world.

Although each *Comprehension Intervention* session provides suggestions for texts that are appropriate for teaching the particular lesson strategy, you will want to have an arsenal of surefire texts at hand. As we gather text for small-group comprehension instruction, we make sure that we collect a variety of nonfiction text at different levels on a wide range of topics. Kids who find reading a challenge often gravitate to the topics that they are interested in, and nonfiction frequently fills the bill. We take great care to match students with text they are interested in at their reading level. When kids are reading at their own level, they devour books and effectively use strategies not only to understand but also to think beyond the text. Above all, we make sure to build in a great deal of time for kids to actually read text at their level, so they can develop as readers and become lifelong learners.

The Toolkit lessons are primarily centered on nonfiction. Kids in small intervention groups will have had exposure to the nonfiction text in the original Toolkit lessons. For the *Comprehension Intervention* sessions, we encourage you to choose text that will fire up your kids and to match it to the reading level of most of the group. Since intervention groups average from 20–30 minutes in length, the text must be short. We offer several text possibilities in each of the *Comprehension Intervention* sessions, but you also might want to consider the following sources:

- Articles from *Keep Reading: A Source Book of Short Text* in *The Primary Comprehension Toolkit* and articles from *The Source Book of Short Text* in *The Comprehension Toolkit* for grades 3–6. In addition to the lesson texts, both of these source books include lots of additional practice texts. In the grades 3–6 *Source Book*, pages 92–135 include texts on a variety of levels and a myriad of topics from magic to the Tour de France. In *Keep Reading*, the primary source book,

pages 50–137 include articles at different levels on nature, weather, sports, and a variety of other topics.

- Articles from *Toolkit Texts*. At www.comprehensiontoolkit.com or at www.heinemann.com, you can order our *Toolkit Texts*, three volumes of short nonfiction articles on a universe of topics. We have arranged these texts by “grade level.” You can choose from grades 2–3, grades 4–5, or grades 6–7, whatever meets your kids’ needs.
- Additionally, seek out articles and books that relate to the content of the Toolkit lesson text or whatever social studies or science unit currently engages your class. Once kids whet their appetite for a topic, they can hardly wait to read more about it. Magazines for kids and online sources are all just a click away. We have extensive bibliographies in the Toolkits to help you find just the right text for your kids. Check out the bibliographies beginning on page 139 in *Keep Reading in The Primary Comprehension Toolkit* and on page 127 in *Extend and Investigate in The Comprehension Toolkit*, grades 3–6.
- Listings of websites containing a wealth of information and more articles begin on page 154 in *Keep Reading in The Primary Toolkit* and on page 138 in *Extend and Investigate in the grades 3–6 Toolkit*.
- Don’t forget the books and topics you love! Passion is contagious and your kids will likely hop on board as you share text you care about.

THE INTERVENTION SESSIONS

In *Comprehension Intervention*, we have broken down the original Toolkit lessons into smaller chunks of instruction to make them more explicit and accessible. For instance, if a Toolkit lesson has three goals, we may have three separate intervention sessions to help kids meet these goals. But the intervention sessions are designed to be flexible and to target very specific comprehension needs. Sometimes our kids need all of the sessions on a specific strategy, other times one or two suffice. Kids come to the intervention sessions with some experience with the strategies that were the focus of the whole-group lesson, but our intervention highlights and revisits specific language and thinking behaviors that need additional reinforcement and practice.

Each intervention session corresponds to a specific Toolkit lesson and goals. Based on the complexity of the Toolkit lesson, we have created small-group sessions to reinforce specific parts of the Toolkit lesson. For some of the Toolkit lessons, we offer one intervention session. For others we offer as many as three or four. These multiple sessions are

designated by the notation *a*, *b*, *c*, and so forth, so small-group sessions 4a and 4b are both companions to Toolkit Lesson 4. You are free to teach any or all of these based on your kids' needs.

SUMMATIVE ASSESSMENT

We have created guidelines for a summative assessment conference to target how effectively children are using the strategies as tools for understanding as they read, listen, and view. Once kids have completed all of the intervention sessions in a specific strategy and have had lots of time to practice, we suggest you use our Reading Conference protocol and recording form. This conference provides an opportunity for a more formal assessment of how your kids are using strategies to understand what they read.

SESSION WALK-THROUGH

Comprehension Intervention's four-part session supports a gradual release of responsibility from teacher to student.

1. Build Background, Word and Concept Knowledge
2. Teach/Model
3. Guide/Support Practice
4. Wrap Up

Each small-group session is identified by a numeral that matches the Toolkit lesson it follows, and, when there are multiple small-group interventions for one Toolkit lesson, a letter. So Session 2a is the first lesson for Toolkit Lesson 2; Session 2b is the second.

The first page of every session supports planning for instruction.

- **Session Goals** restate key objectives from the Toolkit launch lesson.
- **Text Matters** explains the attributes of text appropriate to this lesson and provides examples.
- **Considerations for Planning** discusses the teaching focus and key understandings as well as noting materials teachers will need to prepare for the session.

Part of inviting children to notice is helping them see what kind of things might be noticed and to name the things being noticed. (Johnston, 2004)

SMALL-GROUP **2a** SESSION

Preview Features in a Text

In *The Primary Comprehension Toolkit* Lesson 2, students explore non-fiction features in a variety of texts and construct a class chart of features and their purposes. The two sessions supporting Lesson 2 offer students the opportunity to think about features in a selected text. In this session, they make a *Feature/Purpose* chart specific to the text they will read in the next session.

TEXT MATTERS
Gather a variety of texts with features kids can explore and think about: photographs, illustrations, captions, bold print, and labels. These are the first features we teach young readers to notice and use in gaining meaning.

Also select a short text kids can read, so you can show them how to preview the features. “The Three Goats,” “The City,” “Prairie Dog Homes,” and “Kids at Play” in *Key Reading* have features kids can explore and use in strategic ways. So do articles from *Time for Kids* and *National Geographic* included in *The Primary Comprehension Toolkit*.

Be sure to select a text that is well suited for your particular group. The number of features will vary. Selecting a text with too many features may overwhelm some groups.

SESSION GOALS
We want students to:
= notice the visual and text features of nonfiction and understand that they signal importance.
= recognize that the visual and text features have a purpose.

CONSIDERATIONS FOR PLANNING
Look through the text you have selected. Plan how you will scaffold and model how to access the visual and text features. This session focuses on previewing the features, preparing students to read the text in the next session.
In addition to the text students will read, gather other good examples of features so students see a range of possibilities.
If possible, display and refer to the class *Feature/Purpose* chart from *The Primary Comprehension Toolkit* Lesson 2 (the chart with visual examples of each feature).

Small-Group Session 2a: Preview Features in a Text | 9

Like the Toolkit lessons, these sessions include both **TEACHING MOVES**, the step-by-step teaching procedure, and **TEACHING LANGUAGE**, the words you may use to teach key concepts to kids.

Build Background, Word and Concept Knowledge begins the session, and the teacher may:

- Connect and engage kids with the strategy
- Ask, “What do you think you know about ____?” to evaluate background content knowledge
- Provide a brief text or picture walk to preview key concepts and vocabulary
- Anticipate the hurdles that content, vocabulary, genre knowledge, decoding issues, and the like may present and troubleshoot accordingly

Build Background, Word and Concept Knowledge

TEACHING MOVES

- = Engage students by showing them texts with a variety of visual and text features. (Selection will be based on the group’s unique needs.) Tell students in a general way (you will explore in depth later) that the author’s purpose for adding features is always to help readers better understand the text, information, and concepts.
- = Be sure to “name” the features. The language you use in an incidental way will be important as you continue to investigate more explicitly how features support readers and their evolving understanding. The more kids hear and use the language of reading, the better readers they become.
- = Introduce the text kids will read. Ask them to name some of the features and share what they know about the topic.
- = Preview words and concepts that might be unfamiliar. Often specialized vocabulary in informational text presents challenges for students. When you introduce words, be sure to link them to the larger concepts and ideas in the text. This helps students see the relationship of words, concepts, and features.

TEACHING LANGUAGE

... I am eager to show you the text I have selected for us to read today. It is nonfiction, and it gives us some great information. We can learn a lot of information from the print and photographs (or illustrations).

... First let’s look at some features in other texts. (Show examples in several texts.) Notice how this photograph offers us a close look at ... This text includes a diagram of ... This illustration labels the parts of a ...

... Today you will have a chance to read a text about ____ (topic). Let’s look through the text to identify some of the features the author has included. (Support kids to name the features.)

... What do you already know about ____ (topic)? Turn and talk.

... I want to show you some important words the author uses. Authors often use special words related to the ideas in the text. Since the ideas may be new to us, we may not know the words. Let’s look at this word, for example ... And here is another interesting word. Let’s see how the author uses it ...

10 | Comprehension Intervention: Small-Group Lessons for The Primary Comprehension Toolkit

In **Teach/Model**, the teacher:

- Previews the text with kids
- Provides a brief read-aloud or think-aloud
- Explains the strategy and demonstrates how to use it

Teach/Model

TEACHING MOVES

- Explain that **reading involves reading all the features** the author includes to increase understanding.
- Think aloud as you investigate the visual and text features students will encounter in the text. Create a **Feature/Purpose** chart to show how each feature is a source of information for the reader.
- **Model how you notice and name the features.** The language used will offer kids a way to anchor their own inner conversation when they read independently.
- **Invite kids' observations.** Ask students to turn and talk as you share your thinking. Listen to kids' comments for insights about their understanding.

TEACHING LANGUAGE

... Today we will work together to learn more about these features and their purposes. Reading involves reading all the features the author includes, so let's investigate!

... Let's preview the text together, looking at the features. I want you to listen and watch me as I think about the features and their purposes. To help us keep track of all the ways the author supports and expands our thinking through the features, let's record them on a chart.

... Let's begin ... Here is a photograph. Let's think about why the author might have included it. (Continue to explore the features, having kids turn and talk as you notice and name the features.)

... We can be sure when an author includes a text feature, we should say, "Wow, this is probably important!"

| Feature | Purpose |
|------------|---|
| photograph | to show something |
| label | to tell about the photograph or drawing |

Small-Group Session 2c: Preview Features in a Text | 11

Throughout **Guide/Support Practice**, kids and teacher work together on the strategy.

- Kids and teacher read a section together; kids turn and talk; and all practice using the strategy.
- Kids read a section and use the strategy independently; teacher listens in and confers as needed.
- Kids whisper-read and use the strategy; teacher listens in, monitoring and coaching fluency and strategy use.

In **Wrap Up**, the final part of the teaching sequence, kids share and consolidate their knowledge.

- Kids share out.
- Kids and teacher summarize what was learned.
- Kids create or add to an anchor chart with the teacher.
- Kids reread for fluency practice.
- Kids go off to use the strategy with their own independent texts.

Guide/Support Practice

TEACHING MOVES

- During the guided practice, **involve students in discussing the features.** This will lay the groundwork for reading the text in the next session.
- During this session, see if students are able to **name a feature and its purpose.** Celebrate kids' successful attempts, adding any additional information that might make a strong model.
- As students continue through the remainder of the book, stop to **add features and purposes to the chart**, furnishing or co-constructing the name and purpose when necessary.
- Students will use the chart as support when they **read the text in the next session.**

TEACHING LANGUAGE

... It's time for you to help me. Look at the next two pages. Turn and talk about any features you see, and consider why the author might have included them—what their purposes might be. When you talk, it might sound like this:

- This is an illustration ... I think the author might have included it right here to help me. ...
- Here's a label. Wow, this really helps me because I wasn't sure what that was!

(Add features to the chart as they are identified, scaffolding kids as necessary with terms and purposes.)

Teaching Tip

Use consistent language when naming features. While terms vary and are all correct, select the one you will use and stick to it.

Wrap Up

TEACHING MOVES

- Have students **reread the Feature/Purpose** chart for this text. You may have kids take turns reading individually or use the chart as shared reading.
- Ask kids to review and **summarize what they learned** in this session.

TEACHING LANGUAGE

... Let's review our **Feature/Purpose** chart for this text. This chart is great because it will help us as we read the text next time we meet.

... You did a good job today! Let's close by having you share your new learning. Who can summarize why the features are so important for us to note as readers? Name some of the features you have learned and the purposes they serve.

12 | Comprehension Intervention: Small-Group Lessons for The Primary Comprehension Toolkit

Each session ends with **Assess and Plan**, a section that supports daily progress monitoring with strategy-specific suggestions for reviewing student work, assessing students' thinking and accomplishment of session goals, and determining the need for additional practice.



ASSESS AND PLAN

How did students' language show evidence of their learning and understanding of features and their purposes?
Look for evidence of understanding and determine how much review might be necessary before the students read the text in the next session. Since this session includes challenging concepts, some review will likely be important.

Did the text seem appropriate for students? If not, why?
Evaluate the appropriateness of the text. If it was not easily accessible to students, you might want to begin again with another text on the same topic for the next session.

Which features did students find easy or challenging? Did any of the students seem confused?
Consider your observation of students as they turned and talked and summarized. Plan to give any reader who might need extra support opportunities to look at and talk about some additional examples.

How can you coordinate with others who work with the students?
Since visual and text features are an important part of content-area study, be sure to let science, social studies, and math teachers know what students are learning. The *Feature/Purpose* chart from this session can be typed and shared. Students may use it as a text to read and reference as needed.

Small-Group Session 2c: Preview Features in a Text | 13

A PLUG FOR READING!

Often when kids are identified as needing special help in reading, they are pulled out of the room during class reading time. What's wrong with this picture? Children who need additional support in reading should get *more* time with reading instruction, not less. They should participate fully in classroom reading instruction as well as receiving additional small-group support, either in or out of class. Kids' strategy knowledge is cumulative. As they participate in both whole-group and small-group comprehension lessons, they acquire a repertoire of strategies to use as tools for understanding. They integrate comprehension strategies as a part of their entire thinking process.

But collaborative whole-group and differentiated small-group instruction alone aren't enough. To get better at reading, kids need to log a lot of reading time in text they can and want to read. The less developed the reader, the more reading time he or she needs! Too often, the more students struggle with reading, the less time they actually get to read, partly because they are in text that is too hard for them and frequently because they are spending time on isolated skill-and-drill worksheets that provide no opportunities to read and learn. Allington (2009) suggests that students who are "behind grade level" in reading need to spend up to three times as much time reading as their grade-level peers. Kids get better at reading by reading! And reading makes them smarter, too. So give all of our kids lots of time to read, but give even more reading time to kids who need additional support. A nose in a good book is the best intervention of all!

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Monitor Comprehension

When readers monitor their comprehension, they keep track of their thinking as they read, listen, and view. They notice when the text makes sense and when it doesn't. They distinguish between what the text is about and what it makes them think about. Primary-grade kids are always thinking about what they hear, see, and (if they can) read. They are noticing, wondering, making connections, and making judgments all the time. When they monitor their comprehension, they use that awareness to steer their thinking as they enter texts. They expect to interact with the pictures, the features, the words, and the ideas. Rather than simply retelling the story, kids need to go beyond retelling to merge their thinking with the text. This is how they come up with the "big ideas." So we focus on teaching kids not just to retell, but to think about the words, the pictures, the features, and the ideas that spring from the text. They stay on track when they talk, draw, and write about their thinking. By interacting with the text and with each other, they gain understanding.

| | | |
|------------|---|----|
| Session 1 | Leave Tracks of Your Thinking | 3 |
| Session 2a | Preview Features in a Text | 9 |
| Session 2b | Integrate Information from Features | 14 |
| Session 3 | Explore Visual and Text Features | 18 |
| | <i>Monitor Comprehension</i> Reading Conference | 23 |

“Part of inviting children to notice is helping them see what kind of things might be noticed and to name the things being noticed.” (Johnston, 2004)

Preview Features in a Text

In *The Primary Comprehension Toolkit* Lesson 2, students explore non-fiction features in a variety of texts and construct a class chart of features and their purposes. The two sessions supporting Lesson 2 offer students the opportunity to think about features in a selected text. In this session, they make a *Feature/Purpose* chart specific to the text they will read in the next session.

Companion to ...

Lesson 2 LESSON OVERVIEW

Notice and Think about Nonfiction Features

Construct a Feature/Purpose chart

Goals: Assessment

- We want students to:
 - notice the visual and text features of nonfiction and understand that they signal importance.
 - recognize that the visual and text features have a purpose.
 - find and label features and their purposes on their own Feature/Purpose Chart.

How

Connect and Engage

- Change each of the words by drawing a number of magnifying glasses, post-its, and labels. Post on the bottom.
- Invite kids to explore a wide variety of texts and flip through them to discover visual and text features.

Model

- Review the word purpose.
- Model how students pay attention to visual and text features and think about their purposes.
- Invite kids to search for evidence as you write features and purposes in a nonfiction Feature/Purpose chart.

Guided

- Change kids in the process of noticing and thinking about nonfiction features and recording them on their own Feature/Purpose Chart.
- Continue modeling your thinking while kids discover new features with you on their own.

Collaborate or Practice Independently

- Give kids 10 minutes to work in a partner on an array of nonfiction texts and then record features and purposes on their Feature/Purpose Chart.

Share the Learning

- Give students 10 minutes to share the features they found and model or provide for respectful sharing.
- Review what students learned during the lesson.

Text Matters

When teaching students to notice and think about nonfiction features and recognize their purposes, we search for text that is rich with a variety of features. We give over magazines, newspapers, and trade books to find more examples of photographs, captions, maps, graphs, charts, diagrams, headings, and other visual and text features. We find the most with nonfiction text of all types so that kids have access to the widest possible assortment of features. When choosing materials for this lesson, we search for material that is prepared with both visual and text features, particularly photographs, illustrations, captions, and labels. There are some of the best features we teach our primary kids.

Resources: Materials

Lesson Text

- TIME for Kids Biggie Picture Edition (Fall 2011) "Taking a Trip" poster
- National Geographic Young Explorer (Spring 2010) "Try Weir a Butterfly" magazine

Additional Text

- TIME for Kids Biggie Picture Edition poems on text on any array of magazines and children's books

Classroom Supplies

- Feature/Purpose chart
- Post-its
- Magnifying glasses

Student Supplies

- Clipboard with two-column Feature/Purpose Chart (see *The Primary Comprehension Toolkit*, page 55, in the PDF below)

Why: What

When students need evidence, they gain information from the visual and text features as well as from the words themselves. Nonfiction is rich with visual features such as photographs, illustrations, diagrams, graphs, and charts. And it is also packed with text features such as bold print, italics, captions, titles, headings, subheads, and more. These visual and text features make nonfiction more accessible for our younger readers since they can get lots of information without having to read the words. By explicitly teaching the features of nonfiction and their purposes, we help kids gain a more complete understanding of the information in the text.

© The Primary Comprehension Toolkit: Notice Nonfiction Features

The Primary Comprehension Toolkit
Lesson 2: Notice and Think about Nonfiction Features

TEXT MATTERS

Gather a variety of texts with features kids can explore and think about: photographs, illustrations, captions, bold print, and labels. These are the first features we teach young readers to notice and use in gaining meaning.

Also select a short text kids can read, so you can show them how to preview the features. “The Three Goats,” “The City,” “Prairie Dog Homes,” and “Kids at Play” in *Keep Reading* have features kids can explore and use in strategic ways. So do articles from *Time for Kids* and *National Geographic* included in *The Primary Comprehension Toolkit*.

Be sure to select a text that is well suited for your particular group. The number of features will vary. Selecting a text with too many features may overwhelm some groups.

SESSION GOALS

We want students to:

- notice the visual and text features of nonfiction and understand that they signal importance.
- recognize that the visual and text features have a purpose.

CONSIDERATIONS FOR PLANNING

Look through the text you have selected. Plan how you will scaffold and model how to access the visual and text features. This session focuses on previewing the features, preparing students to read the text in the next session.

In addition to the text students will read, gather other good examples of features so students see a range of possibilities.

If possible, display and refer to the class *Feature/Purpose* chart from *The Primary Comprehension Toolkit* Lesson 2 (the chart with visual examples of each feature).

Build Background, Word and Concept Knowledge

TEACHING MOVES

- **Engage students by showing them texts** with a variety of visual and text features. (Selection will be based on the group’s unique needs.) Tell students in a general way (you will explore in depth later) that the author’s purpose for adding features is always to help readers better understand the text, information, and concepts.
- **Be sure to “name” the features.** The language you use in an incidental way will be important as you continue to investigate more explicitly how features support readers and their evolving understanding. The more kids hear and use the language of reading, the better readers they become.
- **Introduce the text kids will read.** Ask them to name some of the features and share what they know about the topic.
- **Preview words and concepts** that might be unfamiliar. Often specialized vocabulary in informational text presents challenges for students. When you introduce words, be sure to link them to the larger concepts and ideas in the text. This helps students see the relationship of words, concepts, and features.

TEACHING LANGUAGE

. . . I am eager to show you the text I have selected for us to read today. It is nonfiction, and it gives us some great information. We can learn a lot of information from the print and photographs (or illustrations).

. . . First let’s look at some features in other texts. (Show examples in several texts.) Notice how this photograph offers us a close look at . . . This text includes a diagram of . . . This illustration labels the parts of a . . .

. . . Today you will have a chance to read a text about ____ (topic). Let’s look through the text to identify some of the features the author has included. (Support kids to name the features.)

. . . What do you already know about ____ (topic)? Turn and talk.

. . . I want to show you some important words the author uses. Authors often use special words related to the ideas in the text. Since the ideas may be new to us, we may not know the words. Let’s look at this word, for example . . . And here is another interesting word. Let’s see how the author uses it . . .

Teach/Model

TEACHING MOVES

- Explain that **reading involves reading all the features** the author includes to increase understanding.
- Think aloud as you investigate the visual and text features students will encounter in the text. **Create a *Feature/Purpose* chart** to show how each feature is a source of information for the reader.
- **Model how you notice and name the features.** The language used will offer kids a way to anchor their own inner conversation when they read independently.
- **Invite kids' observations.** Ask students to turn and talk as you share your thinking. Listen to kids' comments for insights about their understanding.

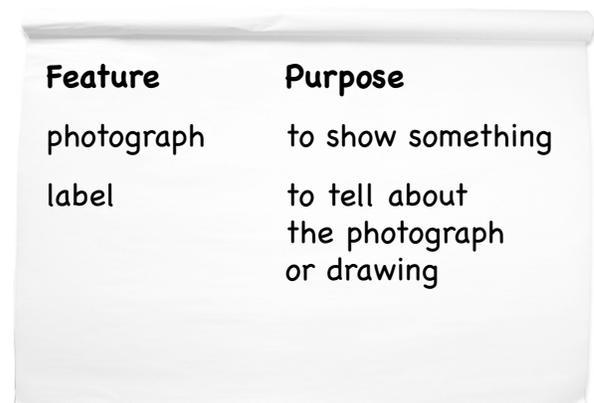
TEACHING LANGUAGE

... Today we will work together to learn more about these features and their purposes. Reading involves reading all the features the author includes, so let's investigate!

... Let's preview the text together, looking at the features. I want you to listen and watch me as I think about the features and their purposes. To help us keep track of all the ways the author supports and expands our thinking through the features, let's record them on a chart.

... Let's begin ... Here is a photograph. Let's think about why the author might have included it. (Continue to explore the features, having kids turn and talk as you notice and name the features.)

... We can be sure when an author includes a text feature, we should say, "Wow, this is probably important!"



| Feature | Purpose |
|----------------|---|
| photograph | to show something |
| label | to tell about the photograph or drawing |

Guide/Support Practice

TEACHING MOVES

- During the guided practice, **involve students in discussing the features**. This will lay the groundwork for reading the text in the next session.
- During this session, **see if students are able to name a feature and its purpose**. Celebrate kids' successful attempts, adding any additional information that might make a strong model.
- As students continue through the remainder of the book, stop to **add features and purposes to the chart**, furnishing or co-constructing the name and purpose when necessary.
- Students will use the chart as support when they **read the text in the next session**.

TEACHING LANGUAGE

... It's time for you to help me. Look at the next two pages. Turn and talk about any features you see, and consider why the author might have included them—what their purposes might be. When you talk, it might sound like this.

- This is an illustration . . . I think the author might have included it right here to help me . . .
- Here's a label. Wow, this really helps me because I wasn't sure what that was!

(Add features to the chart as they are identified, scaffolding kids as necessary with terms and purposes.)

Teaching Tip

Use consistent language when naming features. While terms vary and are all correct, select the one you will use and stick to it.

Wrap Up

TEACHING MOVES

- Have students **reread the *Feature/Purpose* chart** for this text. You may have kids take turns reading individually or use the chart as shared reading.
- Ask kids to review and **summarize what they learned** in this session.

TEACHING LANGUAGE

... Let's review our *Feature/Purpose* chart for this text. This chart is great because it will help us as we read the text next time we meet.

... You did a good job today! Let's close by having you share your new learning. Who can summarize why the features are so important for us to note as readers? Name some of the features you have learned and the purposes they serve.



ASSESS AND PLAN

How did students' language show evidence of their learning and understanding of features and their purposes?

Look for evidence of understanding and determine how much review might be necessary before the students read the text in the next session. Since this session includes challenging concepts, some review will likely be important.

Did the text seem appropriate for students? If not, why?

Evaluate the appropriateness of the text. If it was not easily accessible to students, you might want to begin again with another text on the same topic for the next session.

Which features did students find easy or challenging? Did any of the students seem confused?

Consider your observation of students as they turned and talked and summarized. Plan to give any reader who might need extra support opportunities to look at and talk about some additional examples.

How can you coordinate with others who work with the students?

Since visual and text features are an important part of content-area study, be sure to let science, social studies, and math teachers know what students are learning. The *Feature/Purpose* chart from this session can be typed and shared. Students may use it as a text to read and reference as needed.

“When readers interact with the text, they are more apt to stay on top of meaning as they read.”
(Harvey and Goudvis, 2007)

Integrate Information from Features

This session picks up where the previous one leaves off. Students read the text and integrate information from the features.

Companion to . . .

LESSON OVERVIEW

Lesson 2

Notice and Think about Nonfiction Features

Construct a Feature/Purpose chart



Goals: Assessment

We want students to:

- notice the visual and text features of nonfiction and understand that they signal importance.
- recognize that the visual and text features have a purpose.
- find and label features and their purpose on their own Feature/Purpose chart.

How

Connect and Engage

- Engage kids in this session by showing a number of magazines, posters, and ads. Point out the features.
- Invite kids to explore a wide variety of ads and flip through them to discover visual and text features.

Model

- Choose the word *purpose*.
- Model how readers pay attention to visual and text features and think about their purpose.
- Invite kids to search for evidence as you write features and purposes on a nonfiction Feature/Purpose chart.

Guide

- Engage kids in the process of noticing and thinking about nonfiction features and recording them on their own Feature/Purpose Charts.
- Continue modeling your thinking while kids discover new features with you on their own.

Collaborate or Practice Independently

- Give kids small assignments to work in groups on an array of nonfiction texts and then record features and purposes on their Feature/Purpose Charts.

Share the Learning

- Give students 30 minutes to share the features they found and make a poster for respectful sharing.
- Review what students learned during the lesson.

Text Matters

When teaching readers to notice and think about nonfiction features and recognize their purposes, we search for text that is rich with a variety of features. We pose open questions, conversations, and write leads to find more examples of photographs, captions, maps, graphs, charts, diagrams, headings, and other visual and text features. We find the most with nonfiction text of all types so that kids have access to the widest possible assortment of features. (When choosing assignments to use for this session, we search for material that is presented with both visual and text features, particularly photographs, illustrations, captions, and labels. There are some of the best features we teach our primary kids.

Resources: Materials

Lesson Text
Read: *Kid Rigger Picture Edition (Fall 2011)* “Taking a Trip” poster
Additional Geographic Theme Explorer (Spring 2010) “Ty Was a Runaway” magazine

Additional Text
Text: *Kid Rigger Picture Edition* poems on text on a variety of assignments and activities books

Classroom Supplies
 Feature/Purpose chart
 Pencils
 Markers

Student Supplies
 Clipboard with two-column Feature/Purpose Chart
Student Copy Strategy Book 2, pages 55-6, in the CD-ROM folder

Why: What

When readers need context, they gain information from the visual and text features as well as from the words themselves. Nonfiction is rick full of visuals, such as photographs, illustrations, diagrams, graphs, and charts. And it is also packed with text features, such as bold print, italics, captions, titles, headings, subheads, and more. These visual and text features make nonfiction more accessible for our younger readers since they can get lots of information without having to read the words. By explicitly teaching the features of nonfiction and their purposes, we help kids gain a more complete understanding of the information in the text.

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Lesson 2: Notice and Think about Nonfiction Features 19

TEXT MATTERS

We continue using the text from the previous session.

CONSIDERATIONS FOR PLANNING

Look through the text to review the visual and text features and students’ responses to them. Questions you might ask yourself in planning for this session include:

- How confident did the students seem in using the language of the features?
- Did students grasp the understanding that the features signal important information?
- Did students see the connection between a feature and its purpose?
- What features presented the most difficulty?

The Primary Comprehension Toolkit
Lesson 2: Notice and Think about Nonfiction Features

SESSION GOALS

We want students to:

- notice the visual and text features of nonfiction and understand that they signal importance.
- recognize that the visual and text features have a purpose.

Be sure to consider how you will monitor not only students’ actual reading of the text but also their use and integration of the features for increased understanding and engagement.

Post the *Feature/Purpose* chart that you created with the kids in the previous session, or have typed copies for students to use.

Build Background, Word and Concept Knowledge

TEACHING MOVES

- Engage students in a very quick **review of the *Feature/Purpose* chart** they made in Session 2a. If you have typed the chart, offer each student a copy to read as a shared text. If not, use the group chart to review.
- **Listen for the “names” of the features.** Strive for consistency so that students create shared language around the features.
- **If any vocabulary needs to be reviewed,** do it quickly, either pointing to the word within the text or jotting it on a dry-erase board.

TEACHING LANGUAGE

. . . I can hardly wait to start reading the text we explored for features and their purposes! Before we begin, however, let’s look over the chart we made. Who wants to start us off by sharing one of the features and its purpose? (Continue until all have been reviewed.)

. . . I really liked the way you “named” the features and then told us why the author included them.

. . . Let’s also consider some of the new words we explored. Those will be important as you read today.

Teach/Model

TEACHING MOVES

- **Remind the students** that they built good background in the preview and discussion of the features. Reinforce that reading nonfiction involves paying close attention not only to the text, but also to all the features.
- **Do a very short model** so students recall and use their learning from the previous session. As you model, review or demonstrate with a feature that might be challenging for kids. You might discuss information learned from it or review its purpose.
- **Check students’ understanding** quickly, asking what they notice.

TEACHING LANGUAGE

. . . Before we start reading, let’s talk about what you already know about the text from our preview of the vocabulary and features.

. . . I will read a little of the text to get you started. Watch how I learn information from the features as I read. (Model quickly, but use precise language to show kids how they can learn information from visual and text features.)

. . . Listen as I read the text . . . I am going to stop here because there is a (photograph). It shows . . . This helps me understand . . . (Keep the model brief.)

. . . What did you notice me doing as I read?

Guide/Support Practice

TEACHING MOVES

- **Have students read on.** They may read either softly or silently, depending on their development.
- During the guided practice, **offer support as needed.** Be sure to prioritize your support, listening in on the students who seem less secure.
- **Move about the group to listen in** to individual students.
- **Listen for:**
 - **phrasing and fluency** (phrasing will often reveal understanding because the reading sounds natural and expressive)
 - **accuracy** (check to be sure students are able to read the text)
 - **thinking** as they share the inner conversation
 - **connections** to and **integration** of the information

TEACHING LANGUAGE

. . . It's time for you to read. I will be listening as you read. Be sure to use your whisper voice, but also be sure you let me hear your thinking. You will read along and when you see a visual or text feature, you will stop and let me hear your inner conversation. All set? Any questions?

Teaching Tip

Coach students only as needed, offering “just enough” scaffolding. Too much support will mask what readers can do as they problem solve.

Wrap Up

TEACHING MOVES

- Have students **look back at the *Feature/Purpose* chart** they made for the text. Have them share how the features enhanced their reading and understanding.
- Be sure to **celebrate the readers' contributions** and reinforce when they make good connections.

TEACHING LANGUAGE

. . . Let's look back at our *Feature/Purpose* chart for this text. Share some of the features you found and how those features helped you gain a better understanding of the topic.

. . . Great connections! Did you hear that? When you see a _____, it helps you . . .

. . . Now turn and talk. Share a feature that was particularly helpful to you—one where you were able to say, “This must really be important to remember!”

. . . You did a good job today!



ASSESS AND PLAN

How did students' reading show evidence of their understanding of features and their purposes?

Look for evidence in the “inner conversation” students shared and note how they learned from text and visual features.

Was the text appropriate for students? If not, how will you plan to offer students a second, more appropriate text?

Consider texts that might be good for follow-up and offer additional practice.

Which features did students share at the end? What features might you need to review or reteach?

If students did not mention some features, plan to incorporate those in a future session. Remember, there will always be opportunities for review of things you have previously taught.

What additional practice might be necessary?

Consider creating a box or basket of texts students might select from for additional practice. Include a copy of the *Feature/Purpose* chart.

Monitor Comprehension

After this unit, you want to know that students are consciously making meaning, so your conference should help the student talk about both the process and the content of reading—what he or she was thinking while reading—and be aware of how nonfiction features communicate information to the reader.

1. **Invite the student to choose a passage and create a context for it.**
 - Choose a part of your book to read to me.
 - Tell me what you were thinking when you read that part.

2. **Focus in on monitoring strategies by prompting the student to talk about the text and his or her written or drawn responses.**
 - Write or draw something about what you just read. Tell me about what you wrote.
 - What did this part make you think or wonder about?
 - Does this remind you of anything? What?

3. **(If the student is reading nonfiction with visual and text features) Determine what the student knows about nonfiction features, their purposes, and what he or she can learn from them.**
 - What nonfiction feature(s) do you notice in your book? (*photos, labels, headings, captions*)
 - Show me a text or visual feature. What information does it give you?
 - How does this feature help you as a reader? Why do you think the author included it?

| Reading Conference Recording Form: Monitor Comprehension | |
|--|---------------------------|
| Name _____ Date _____ | |
| Book title _____ | |
| GOAL | EVIDENCE |
| The student . . . 1. Understands the text • Tells what the book is about and talks about what she or he was thinking while reading | This student . . . |
| 2. Is aware of what he or she thinks about the text • Writes or draws something about the text • Talks about what the text makes him or her think or wonder about • Talks about what the text reminds him or her of | |
| 3. (If reading nonfiction with features) Knows about text and visual features and their purposes • Names text and visual features • Shares information learned from text and visual features • Explains the purpose of a feature | |

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Conference Recording Form for “Monitor Comprehension,” located in “Resources” section.

Language students may use to demonstrate that they are monitoring meaning

- I am thinking . . . The story makes me think about . . .
- This reminds me of . . .
- I learned . . .
- I wonder . . .

Follow-Ups

If a student has difficulty with any of the primary goals in this unit, prompts like the following may be helpful during independent work in subsequent units.

- What are you thinking?
- Does this remind you of anything? What?
- What did you learn from the nonfiction features in this text?
- Any questions?
- How can you keep track of your thinking in this book?
- You look puzzled about that part. Tell me what you are thinking right here.

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