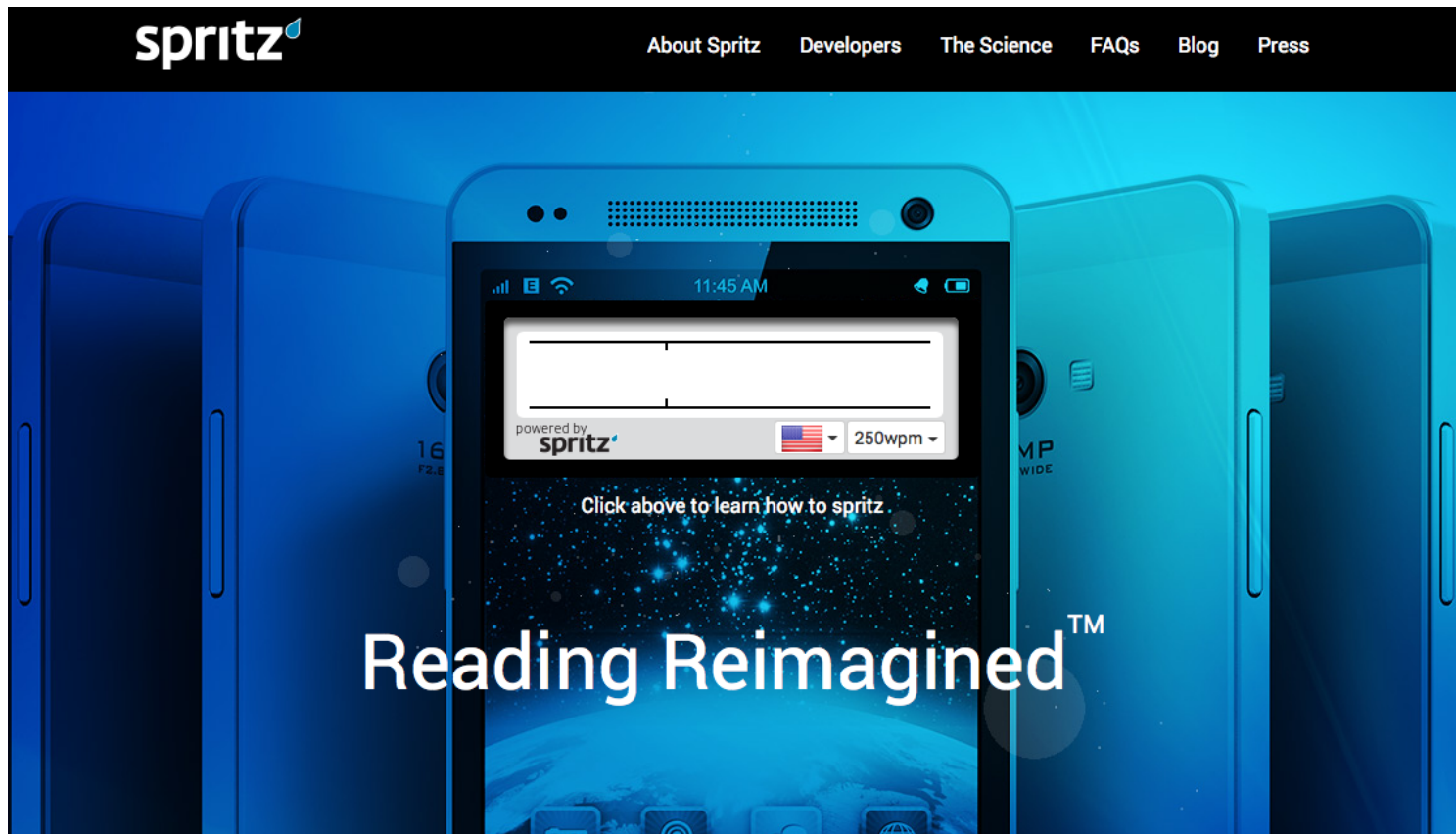


# Spritzinc.com



# Comprehension Agenda

6:00-6:05 Review of fluency presentation, questions, comments on the Weebly blog.

6:05-6:15 Definition of Comprehension, Examples, Research

6:15-6:25 handout article, discuss

6:25-6:45 activity 1, discussion

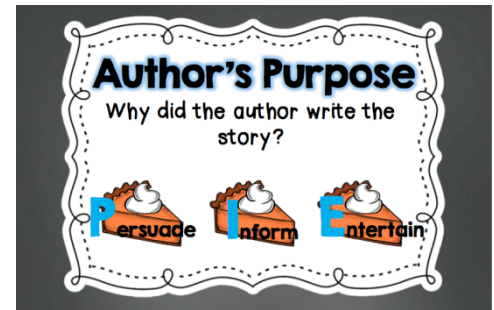
6:45-6:55 activity 2, discussion

6:55-7:00 wrap-up, closing

# Comprehension

Definition: "Readers work with the words they recognize, and somewhere in the interplay between what they see on the page and what they expect from what is in their heads, they construct an understanding of what they read. This activity is called **comprehension.**" (Temple et al, 2008)

# Examples



**Compare and Contrast:** two books with similar plot. How are they alike? How are they different?

**Cause and Effect:** Which came first? Which happened because of the first step?

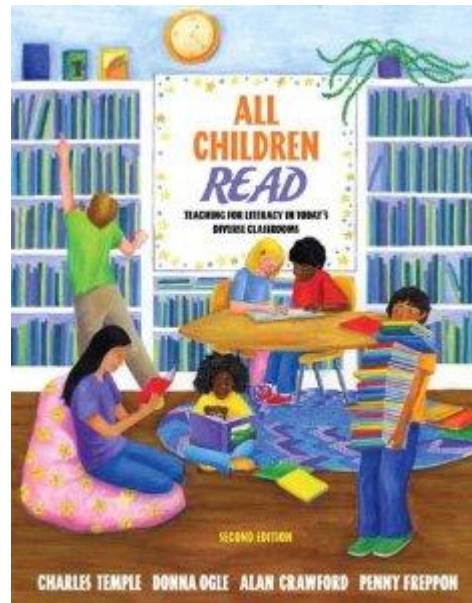
**Author's Purpose:** PIE--perform, inform, entertain

**Visualizing:** making a picture in your head.

**Retelling:** after reading, telling the story using your own words.

# Research

“Readers should easily recognize at least 95% of the words on the page as they read. If they do not, their comprehension will be impaired.” (Temple et al, 2008)



# Research Continued

“Good readers use many forms of thinking and analyzing text as they read . . . A strategy is the intentional application of a cognitive routine by a reader before, during, or after reading a text. Comprehension strategies help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text.” (IES, 2010)

# BrainPop Jr



Cause and Effect Strategy:

Cause: why an event happens.

Effect: the event that happens *because* of the cause.

[BrainPop, Jr. video & activity](#)

# Activity 2: Retelling Glove

Thumb: Stick people- Represents the characters in the story. Who is this story mostly about? Who are the characters in this story?





# Retelling Glove

Finger one: House- Represents the setting of the story. Where and when did the story take place?

Finger two: Lock- Represents the problem in the story. What is the problem in this story?

# Retelling Glove

**Middle finger:** Key Represents the solution to the problem in the story.  
How is the problem solved in this story?

**Pinky finger:** Ladder- Represents the beginning, middle, and end of the story.

# Retelling Glove

**Back of hand in middle:** Heart- Represents personal connections to the story. Does this story remind you of anything that you know about? Does this story remind you of anything that you have experienced?

**Front of hand middle of palm:** Light bulb- Represents the main idea of the story. What is this story mostly about? What did the author want you to think about?

# Online Connection

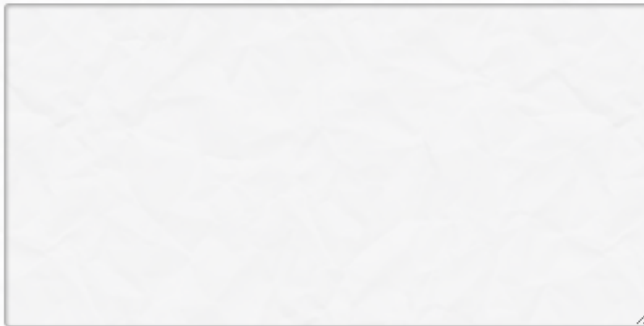
Weebly

## Comprehension Follow-Up

Overall, how do you feel about this session? \*

- Great, I learned a lot!
- Eh, ok...
- Help, I'm still lost!

List 3 areas you enjoyed... \*

A large, empty rectangular text box with a thin black border, intended for the user to list three areas they enjoyed from the session.

# Comprehension Summary

- Intentional actions during reading and deliberate efforts from adult modeling help the child improve his/her reading comprehension and better remember what is being read.
- Activating prior knowledge, questioning, visualizing, monitoring and clarifying, inferencing, and retelling are all proven effective reading strategies.
- Check out Weebly for more extensions!

# Comprehension Bibliography

- *BrainPop, Jr. <http://www.brainpopjr.com/readingandwriting/comprehension/>*
- Miller, D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse Publishers.
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- Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2008). *All Children Read: Teaching for Literacy in Today's Diverse Classrooms*. Boston, MA: Pearson Education, Inc.
- Wasik, B. A., & Hindman, A. H. (2013). Realizing The Promise of Open-Ended Questions. *The Reading Teacher, Vol. 67, Iss. 4*, pp. 302-311.
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