

# Additional Handouts

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## Reading With Purpose



A Presentation for Elementary Teachers





## The House

The two boys ran until they came to the driveway. “See, I told you today was good for skipping school,” said Mark. “Mom is never home on Thursday,” he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. “I never knew your place was so big,” said Pete. “Yeah, but it’s nicer now than it used to be since Dad had the new stone siding put on and added the fireplace.”

There were front and back doors and a side door, which led to the garage, which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. “Don’t worry, the nearest house is a quarter mile away,” Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

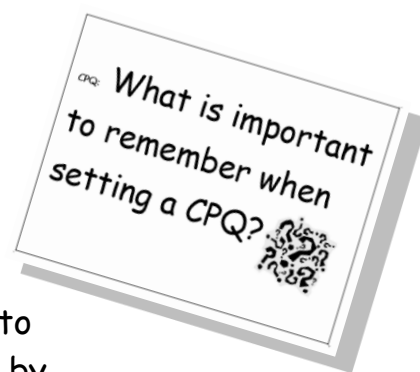
The dining room, with all the china, silver, and cut glass, was no place to play, so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn’t go to the basement because it had been damp and musty ever since the new plumbing had been installed.

“This is where my Dad keeps his famous paintings and his coin collection,” Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he’d discovered that his Dad kept a lot of it in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother’s closet, which was filled with furs and the locked box, which held her jewels. His sisters’ room was uninteresting except for the color TV which Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters’ room for their use. The big highlight in his room, though, was a leak in the ceiling where the old roof had finally rotted.

Pichert and Anderson (1977) in C. Tovani, *I read it but I don’t get it: Comprehension strategies for adolescent readers*. (2000). Portland, MA; Stenhouse.

# Comprehension Purpose Questions



Critical to planning for comprehension instruction is setting a comprehension purpose before reading. We want to find ways to help students deepen and extend understanding. We can do this by planning ahead and really thinking about the text before we read it to students or before they read it themselves.

We set a comprehension purpose question (CPQ) no matter how small the piece of text is - even if it is only a paragraph or a few sentences long. We set one before reading the story description on the back cover of the book or before reading the math problem we are about to solve. We set one for narrative as well as informational text. Sometimes we will have 2-3 comprehension purpose questions throughout a reading, always stopping to discuss, share thinking and to check understanding before setting a new one.

When we set a comprehension purpose question, we think about a question that will focus student attention throughout the reading. We think about the major understandings we hope that our students will acquire from the text. When focusing on a specific strategy, we try to set a CPQ that will support or strengthen that strategy. Each time we read a text, the first or the third time, we set a different CPQ. For the first reading, our CPQ might be more overarching and straight forward. By the third reading, our CPQ can be more complex, helping students to think more deeply about the text. CPQs should nudge students to engage in the reading, to think about the intended meaning of the text, and should facilitate discussion.

To help students focus on the CPQ during reading, we post it for all to see. With younger students, or to support our ELL students, we include a picture. During reading, we redirect attention to the CPQ to remind students what to think about as they read or listen. We plan, in advance, places to think aloud or places to stop and discuss the CPQ during reading. At the end of the reading, discuss the CPQ more in-depth. Make sure that all students have an opportunity to share their thinking either orally with a partner/whole group, or in a reflective writing or response task.

## Example Comprehension Lesson Plan

Book Title: Molly the Brave and Me

Comprehension Strategy: Making Connections

	1 <sup>st</sup> Reading Set Context	2 <sup>nd</sup> Reading Model Comprehension Strategy
Before Reading – 3-5 Minutes	<b>Build Background Knowledge:</b> Review what students have already learned about the theme Courage. Who do you know that is brave? Why do you think that person is brave?	<b>Explicit Explanation of Comprehension Strategy:</b> When you are reading a story and it reminds you of things you already know, that's called making connections. When you make a connection to a story you can listen better and understand the story better (show hand signal for Making Connections).
	<b>Vocabulary</b> 1. <u>guts</u> 4. <u>swatted</u> 2. <u>homesick</u> 5. <u>creepy</u> 3. <u>wimp</u> Place words/phrases on a chart with picture beside to point to during the reading.	<b>Review Vocabulary</b> Prompt students to retell the story by showing the picture on page 85. Assist the retelling by weaving in vocabulary words. Refer to the words and pictures on the chart to aid in reviewing the selected words.
	<b>Comprehension Purpose Question:</b> What do we learn about Beth and Molly?	<b>Comprehension Purpose Question:</b> What are the different ways that each girl shows courage?
During Reading – 10-12 Minutes	<b>Notes for reading:</b> Use voice and body movement to aid in clarifying words. Weave explanations into the story telling for challenging and/or target vocabulary words and refer to the pictures on the chart.	<b>Places to model strategy:</b> <b>p. 83</b> This reminds me of a time when I didn't want to go to ... that helps me to understand how Beth feels because I felt... <b>p. 91</b> I remember I told myself to be brave when ... that helps me to understand why Beth is talking to herself and not letting Molly know that she was actually hurt.
	<b>Think/Turn/Talk to engage students:</b> <b>p. 83 Q:</b> <u>What have we learned about Beth so far?</u> <b>p. 91 Q:</b> <u>What have we learned about the girls now?</u> <b>p. 97 Q:</b> <u>What else have we learned about the two girls?</u>	<b>Think/Turn/Talk to engage students:</b> <b>p. 81 Q:</b> <u>Why does Beth want to be like Molly?</u> <b>p. 86 Q:</b> <u>Why does Beth act like she likes dog spit?</u> <b>p. 95 Q:</b> <u>Does this remind you of anything? Have you ever been lost?</u>
After Reading – 5 Minutes	<b>Check Comprehension Purpose Question</b>	<b>Check Comprehension Purpose Question</b>
	<b>Check comprehension</b> How are Beth and Molly alike? How are they different? How do you know that the girls are good friends?	<b>Students share thinking/ reinforce strategy</b> Making Connections: Is there a time when you have felt afraid and someone else was brave? When have you been brave?
	<b>Vocabulary Follow-up</b> Discussion using pictures, definitions, & explanations of vocabulary words.	<b>Clarify as necessary, reinforce vocabulary</b>

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Comprehension Strategy: Making Connections

3 <sup>rd</sup> Reading Students Practice Strategy		Lesson Reflection:
Before Reading - 3-5 Minutes	<b>Explicit Explanation of Comprehension Strategy:</b> Yesterday we talked about making connections when reading. When we make connections, we think about what the story reminds us of. Do you remember how that helps us when we are reading?	<b>Successes:</b>
	<b>Review Vocabulary</b>  Review words by having students act out/think of examples of the words. Ask them to make connections to vocabulary words (e.g. times when they have felt homesick, swatted something, etc.).	
	<b>Comprehension Purpose Question:</b> What does the story teach us about courage and friendship?	
During Reading - 10-12 Minutes	<b>Places to prompt for strategy practice:</b> p. 87 This reminds me of when I used to visit my aunt ... <u>does this remind you of anything?</u> p. 93 <u>Does this remind you of anything?</u>	<b>Things to change:</b>
	<b>Think/Turn/Talk to engage students:</b> p. 99 Q: <u>Why is Beth so surprised that Molly said she was brave?</u>	
After Reading - 5 Minutes	<b>Check Comprehension Purpose Question</b>	
	<b>Students share thinking/ reinforce strategy</b> Making Connections: Have you ever helped a friend when they were feeling afraid? What helps you to be brave when you are afraid?	
	<b>Discuss Use of Strategy:</b> What connections did we make while reading? How did thinking about connections help us to understand this story better?	

Read the excerpt from *Brave as a Mountain Lion (Valiente como un puma)*, by Ann Herbert Scott.

2. Look at the suggested CPQs.

3. Decide which you would use for a first reading, second reading, and third reading.

What are Spider's many concerns?

What is Spider's problem?

What does Spider have in his pocket?

What do you learn about Spider?