

Applied Literacy: From the Word to the World - Comprehension

Workshop Focus Question: *What does it take to grow and show comprehension of text in meaningful and relevant ways?*

KNOW & UNDERSTAND

- what deep comprehension looks like - comprehension is both individual and social
- Students can demonstrate their knowledge of comprehension in various formats
- To increase comprehension, reading and writing activities should be purposeful (there should be a reason for why they are reading/writing).

BE ABLE TO DO & APPLY

- Implement multisensory strategies to demonstrate comprehension of text
- Be able to make personal connections to the text and connections from the text to the world

Key idea 1: Comprehension is transactional.

Key idea 2: Comprehension is social.

Key idea 3: Comprehension is applied.

Key Idea 4: Comprehension needs rich texts

Strategies

'Yes, And' Storytelling

Description:

This strategy is an effective way to recount or retell stories after students read stories in silence or, for younger students, after the teacher reads a story aloud.

Procedure:

1. Before the reading, inform students to listen carefully because after the reading they will have the chance to retell the story.

2. For younger students, read the story aloud. For older students allow them time to read a story in class or at home and to try to remember as many details as possible.

3. Gather students in small groups, and count off 1-2-3.

4. In small groups they will retell the story event by event. Students shouldn't just coldly retell the story, but explain that they will become storytellers telling the story with animation to an audience.

5. Students will go in order beginning with "1." Each student will tell a short part of the story. The next person will add "Yes, and . . ." and continue the story. Students will continue around the circle retelling the story in as much details as possible.

Important: Students can't discount or correct another student. If someone makes a mistake they need to pick up where the other student left off and keep the story moving, even if a big part of the story gets skipped.

6. At the end of the experience reflection is critical for comprehension. Have the students return to the original story and discuss what important omissions or changes they made to the storytelling.

Note:

This activity was developed by Kurt Wootton.

Key Word Outline Directions

1. Count the number of sentences. Number them on your paper.
2. Read the whole document aloud.
3. Read each sentence, one at a time, and underline 3 key words that help you remember the sentence.

When you are asking questions, you are thinking. Who or what is the sentence about? What is the action?

Could practice using symbols to represent ideas (for example and arrow pointing up to symbolize increase)

4. Test the words: use in your own sentence. Do they repeat or reflect the key idea of the sentence? Share with your neighbor.
5. Test your outline: rewrite the passage and make it better than the original. Underline the "dress up"* you are focusing on. Encourage changing words to own to deepen meaning and make it your own.
6. Play with where to insert "dress ups."
7. Skip lines and do not erase. Use pen. Important to make the writing process visible.
8. Final masterpiece typed up and add pictures or whatever they choose.
9. Read aloud to class.

*Dress Ups are any grammatical structure you are focusing on and want students to practice. For example, sentence combining, adverbs, or adverbial clause.

Headlines

(adapted from Harvard Project Zero, Visible Thinking Routines)

- Identify a subject matter topic in which students will gather a fair amount of new information or opinions about it.
- Communicate to students before the activity that they will be asked to write a newspaper headline capturing and summing up the essence of the materials.
- Ask students this core question: "If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?"
- Students should individually reflect on the task and then discuss in pairs or small groups.
- Have each group co-construct a headline.
- Make the headlines visible for the whole class and have students read aloud their contribution.

Check Your Knowledge!

1. Comprehension is _____. (Select all that apply.)
 - a. Transactional
 - b. Social
 - c. Applied
 - d. Needs rich texts
 - e. Requires a teacher

2. By arranging and discussing rational to key words and reconstruction of text, students learn to _____.

3. Prehendere, the Latin root of the word comprehension, means:
 - a. catch/capture
 - b. seize/grasp
 - c. take hold of in hand
 - d. All of the above

4. Readers build different meanings with the same text. This depends on other books we've read, culture, **AND** language.
True/ False

5. Best way to measure comprehension in test format is _____

Additional Notes, Insights and Questions: