



Enhancement Newsletter

April 2008

Volume 1, Number 8

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Support Pages (sent in a separate email):

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- Kid Friendly Definitions of Comprehension Strategies
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- Card 15 Quiz

“Reading comprehension is thinking guided by print.” Perfetti, 1995

JILL JACKSON IN OREGON JUNE 3 AND 4

[Adopting a New Core Program.](#)

Registration on the MIKO group will be open early in April. Look out for the flyer with more details from Anna!

Jill Jackson’s Review of Explicit Reading Comprehension Strategy Instruction

On February 12, Jill Jackson provided a half-day training on Card 15 for the staff at Faulconer Chapman in Sheridan. The feedback from the teachers was extremely positive and the clarification that was provided around strategy instruction in reading strategies and comprehension was very helpful. Remember, Card 15 can be used in conjunction with other cards or on its own:

1. Phonics Decoding Strategy (card 16)
2. Word Learning Strategy (card 17)
3. Reading Strategy (Comprehension).

The session focused on Card 15 as it pertains to Reading Strategy (Comprehension) and will be the focus for this newsletter.

<p>④ Strategy Instruction</p>		<p>Add Card #15 Strategy Instruction</p> <p>⚡ During the reading of each selection follow the <i>Procedure for Strategy Instruction</i>. Remember to explain the reading strategies being used. Provide additional models, guided practice, and feedback for at-risk students.</p>	
<p>🔄 Comprehension Strategy Summarize Teacher Modeling</p>	<p>p. T125</p>	<p>Replace with Card #15 Strategy Instruction</p>	<p>Model: Summarize</p>

Details and Clarification on lesson maps:

As shown above, the lesson map explains which portions of card 15 to use during each day. (In this example the step is modeling for the strategy of summarizing.) Each step on the card is not meant to be taught each time the card is referenced. This would take way too much time! It is up to the teacher to determine the needs of his or her learners and how much modeling, guided practice and feedback is necessary before the students can successfully apply the strategy on their own. See the portion of the lesson map above that specifies, “Provide additional models, guided practice and feedback for at-risk students” This is why the guided practice and feedback steps are so crucially important and must engage ALL learners. The teacher needs to have a response from everyone

in order to determine if they are ready to apply the strategy on their own. The attached document entitled “Active Engagement Techniques for Every Classroom” includes great ideas to engage all students during this time.

The front page the lesson map lists strategies that are replaced by card 15. It is crucial for teachers to plan ahead **in detail** when teaching a comprehension strategy with Card 15. Finding the time to do this can be a challenge- so we suggest allocating part of your April grade level meeting to this task. Attached you will find a form created by Jill Jackson for this purpose entitled “Planning for an Explicit Comprehension Lesson”. Please review this at your April grade level meeting. You will also find the Card 15 Quiz that would be a great activity at your grade level meeting. The lesson maps at all grade levels K-3 in April and May will include Card 15 for reading comprehension strategy instruction, so this is a great time to review and clarify the implementation of this critical piece.

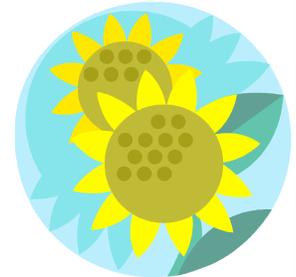
In addition to reviewing the specific steps on card 15, here are some useful pointers for each step that the teachers found helpful:

Explain/ Direct Definition

Staff may want to agree on standardized definitions of strategies. You can find **one example** of student friendly definitions in the attachments to this newsletter. These may not match the language that you have been using with your children, so feel free to make edits for use in your building.

“Prediction is when you take what you already know and make a good guess about what happens next. Then a good reader reads on to check the guess.”

“Good readers predict so they can stay on track with the text and understand what they read.”



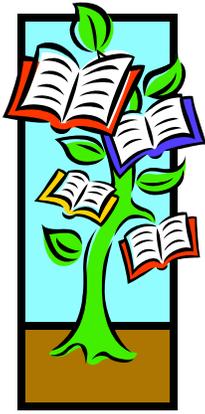
Model

Use the strategy name frequently.
Do not turn modeling into questioning

Guided Practice

Active Engagement. See the attachment for Active Engagement Techniques.

	<p>Feedback All students must respond- increase instructional intensity. More active participation will result in more opportunities to give feedback.</p> <p>Application Remind students to use the strategy while they are reading the text. Fremont County School District in Riverton, Wyoming created the bookmarks for students to keep as reminders when they are reading. (See attachment entitled, “Bookmarks of Comprehension Strategies”)</p>
	<p>Template Practice and Observations</p> <p>This time of year, after Spring break and before the end of the year, it is very important to maintain instructional intensity during template and chart practice. Remember to watch out for group responses that drone on and allow for coat-tailers. Coat-tailers are students who answer just a split second behind the group. The best defense against coat-tailers is to clean up the wait time provided and also making sure that the signal is sharp to ensure all students are answering together. This is also a great time to review Jill Jackson’s presentation from October, specifically slide 9 where she listed common characters who pop up during chart practice: Ms. Linger Finger, Perpetual Hover Crafter, Speedy Gonzales, Debbie Downer and many more! More to come on this topic in May....</p>
<p>Contact Us rkatz@uoregon.edu pnash@uoregon.edu dbaker@uoregon.edu</p>	<p>April Activities</p> <p>Kindergarten</p> <ul style="list-style-type: none"> <input type="checkbox"/> Template Cleanup Practice- Card 3, Card 9 <input type="checkbox"/> Card 15- Practice planning for explicit comprehension lesson. <input type="checkbox"/> Card 15 Quiz <p>Grade 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Template Cleanup Practice- Card 3, Card 7, Card 10, <input type="checkbox"/> Card 15- Practice planning for explicit comprehension lesson <input type="checkbox"/> Card 15 Quiz <p>Grade 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Template Cleanup Practice- Card 3 Multisyllabic Irregular Words, Card 10 Multisyllabic words <input type="checkbox"/> Card 15-Practice planning for explicit comprehension lesson <input type="checkbox"/> Card 15 Quiz <p>Grade 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Template Cleanup Practice- Card 3 Multisyllabic Irregular Words, Card 10 Multisyllabic words <input type="checkbox"/> Card 15 - Practice planning for explicit comprehension lesson <input type="checkbox"/> Card 15 Quiz 



Sustainability of Enhancements and Lesson Maps

Lesson Maps for New Core Programs Now Available

- Houghton Mifflin Reading (ver. 2003, 2005, 2006, 2008)
- Harcourt Trophies Reading (ver. 2003, 2005, 2007)
- Macmillan/ McGraw-Hill Reading (ver. 2003, 2005)
- Macmillan/ McGraw-Hill Treasures (ver. 2007)
- Scott Foresman Reading (ver. 2004, 2007, 2008)
- Scott Foresman Reading Street (ver. 2007, 2008)

Please email Rachell at rkatz@uoregon.edu if you are interested in getting training in a new program. If we have enough people interested we are going to try to schedule a training with Jennifer Ashlock in Oregon.

ELL Corner

Predict and Infer. These strategies refer to what students might think will happen in the story. They help increase student understanding of what they read because they guide their thinking about the text (Perfetti, 1995). However, it is important that students, particularly ELLs, provide thoughtful predictions. If students are asked to predict what the story will be about based on the book cover or the title alone, it is very likely that they will not provide thoughtful predictions because book covers and titles may not provide enough information on the story itself. Book covers and titles might be good opportunities to practice description or defining key vocabulary words. The best strategies to ensure initial thoughtful predictions are: (a) building student background knowledge on the story they will read (e.g. using additional visuals and prompts besides the front cover of a book), and (b) providing enough specific information about the story (e.g. read the first two pages together with the students or have the teacher summarize the story briefly in three to five sentences prior to asking ELLs to read the story). For example, if the story is about the traditions of Mexican Americans in the Southwest, the teacher might first (prior to students reading the story) talk about traditions, ask students about their family traditions, and bring some visuals or objects that might be relevant to Mexican American traditions in the Southwest.

Predictions are also a good opportunity for ELLs to discuss stories and build their academic language. For example, if ELLs provide a prediction about what will happen next, teachers can then expand on student responses by asking them to explain their predictions. Teachers can say: ***“How do you know that might happen?”*** or ***“Where in the passage does it say that.....X will have trouble?”*** Always encourage ELLs to answer in complete sentences and make sure teachers repeat what the student said in grammatically correct sentences so all students can hear the answer. Using some of the pair-share activities suggested in the “Active Engagement Techniques” supporting page in this issue provides ELLs additional opportunities to practice their academic language.