Comprehension.
Teaching for Meaning

Session 2
Objectives for Session 2

• Feedback from Session 1

• Two new strategies
  1. Determining Importance
  2. Inferring

The PDST is funded by the Department of Education and Skills under the National Development Plan, 2007-2013
Variables of Comprehension

- Prior Knowledge
- Word Identification Skills
- Reading Fluency
- Decoding Skills
- Personal Engagement
- Vocabulary Development
- Comprehension Strategies
- Motivation

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“Research has demonstrated that when students experience explicit instruction of comprehension strategies it improves their comprehension of new texts and topics”.

(Hiebert et al, 1998)
## Gallagher and Pearson – Gradual Release of Responsibility Model

<table>
<thead>
<tr>
<th>Degree of Control</th>
<th>Role of the Teacher</th>
<th>Modelling</th>
<th>Sharing</th>
<th>Guiding</th>
<th>Applying</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The teacher demonstrates and explains the strategy being introduced. This is achieved by thinking aloud the mental processes used when using the strategy.</td>
<td>The teacher provides scaffolds for students to use the strategy. Teacher provides feedback.</td>
<td>The teacher continues to demonstrate the use of the strategy with a range of problems inviting students to contribute ideas and information.</td>
<td>Students work with help from the teacher and peers to practise the use of the strategy using a variety of problems.</td>
<td>The teacher offers support and encouragement as necessary.</td>
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<tr>
<td>Role of the Student</td>
<td>The students participate by actively attending to the demonstrations.</td>
<td>Students contribute ideas and begin to practise the use of the strategy in whole-class situations.</td>
<td></td>
<td></td>
<td>The students work independently to apply the strategy in context across the curriculum.</td>
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3 Levels of Comprehension

**LITERAL**
- Creating Images
- Skimming/Scanning
- Consulting a Reference
- Self Questioning

**INFERENTIAL**
- Connecting
- Comparing
- Inferring
- Predicting

**EVALUATIVE**
- Synthesising
- Determining Importance
- Self Questioning
- Paraphrasing/Summarising
Determining Importance

To understand the main ideas of the text
Defining Determining Importance

“It is the process of selecting the essential information necessary from a text to satisfy one’s reading intention”

“Children need to be able to identify key pieces of information, sort it into categories and order the facts in an appropriate way”

Martin Gleeson, 2010
Determining Importance

Why Do Animals Hibernate?

Modelled – Shared – Guided – Independent
Try it out...

Using the script on Antarctica

• Whole group highlight agreed most important points
• In pairs, choose your seven key words or phrases
• Prepare an oral report on the topic just using your seven key words/phrases
Strategy in Action

• DVD – Teacher modelling “determining importance”

Source: Building Bridges of Understanding
Determining Importance

VIPs are very important people, they are very important points.

The pyramid helps me to find the best ideas.

It helps me to pick out the most important bits.

Great for our projects so we don't have to write a lot.

It's really good for history and staff, where you have to read a lot. If I pick out what is important, that's all I learn.

It helps me to choose what is important and what isn't important.
Choosing a Text...

What text do you have that you think is suitable for Determining Importance?
Determining Importance using Various Media

http://www.youtube.com/watch?v=qhiG6_83pbc
Inferring

“Is the ability to recognise the author’s meaning where it has not been explicitly stated. It is the ability to apply the evidence in the text to deduce the author’s intention.”

Gleeson (2010).
Read between the lines........

Invisible ink........
Inference

• An important distinction between prediction and inference.
• Prediction is ‘making a guess’ about what might happen. It may or may not be right.
• Inferring is piecing together clues from the text and your own life to draw a conclusion that is correct.
Inferring

Modelled – Shared – Guided – Independent

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Guided Sample Activities

- Character Self Portrait
- Interviews
- Rating Scale
- Report Card
- What’s my point of view
- Developing Dialogue
Anchor Chart

Inferring

‘Reading between the lines’
‘Invisible Ink’

Use context clues and pictures/diagrams to infer meaning

Helps us to infer the meaning of unknown words

Make decisions about texts that are not explicit
Independent

• Children taking charge of their own reading
• Can be paired or squared to allow for Talk and Discussion and sharing of ideas
• DEAR (Drop everything and read)
• USSR (Uninterrupted Sustained Silent Reading)
• SURE (Sustained Uninterrupted Reading for Enjoyment)
• Book Clubs / Book Discussion Groups
• Reciprocal reading
Integration

Consider the strategies we have discussed. Identify some integration possibilities with your group.
## Action Plan

<table>
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<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
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<tbody>
<tr>
<td>Share comprehension strategies with whole school staff</td>
<td>Facilitated by teacher who received training</td>
<td>Next Croke Park hours</td>
</tr>
<tr>
<td>Trial creating images with your class</td>
<td>You</td>
<td>Before Croke Park hours</td>
</tr>
<tr>
<td>Plan with support teachers to ensure consistency of approaches to comprehension</td>
<td>Class teacher and Support teachers</td>
<td>Ongoing</td>
</tr>
</tbody>
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