



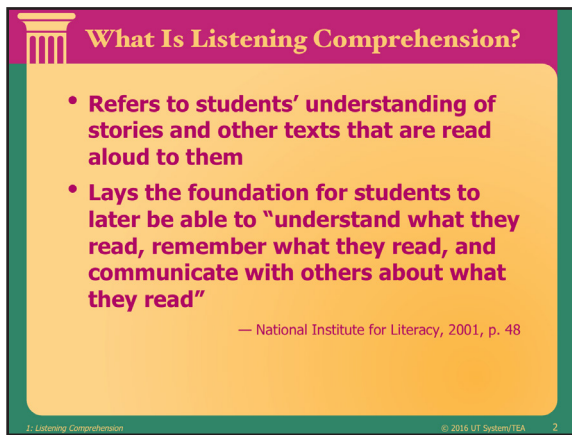
Listening Comprehension

Participant Notes




GRADE 1










Texas Essential Knowledge and Skills



TEXAS
ESSENTIAL
KNOWLEDGE AND
SKILLS (TEKS)

Listening and Speaking:
1(27) Students use comprehension skills to listen attentively to others in formal and informal settings.

Reading:
1(4) Students comprehend a variety of texts drawing on useful strategies as needed.

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Listening Comprehension Instruction

When you read aloud, encourage children to...

- Make predictions
- Answer questions about the book's content
- Read and talk along
- Share their own interests related to the book's content
- Ask questions of you and their peers
- Re-enact or retell the story

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Research-Based Comprehension Instruction

Comprehension instruction can include showing children how to...

- Monitor their comprehension
- Summarize
- Recognize story structure
- Use graphic organizers
- Answer and generate questions

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Monitoring Understanding

"Thinking aloud" models how good readers monitor their understanding of what they are reading.

Demonstrate...

- How you picture in your mind what is happening in a story or book
- How you reread certain parts
- How you stop and summarize what has happened
- How you regularly make predictions

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Reading Aloud Different Types of Texts

Narratives	Expository (or informational) texts
Tell a story using a familiar story structure that includes a beginning, a middle, and an end	Tell about one or more topics in different and varied ways


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Reading Aloud Different Types of Texts (cont.)

Reading narrative and expository texts aloud to students helps them...

- Make connections to real-life experiences and build background knowledge
- Increase their vocabulary and understand different types of books

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Teaching Narrative Story Structure


Story elements generally include...

- The setting and a character or characters with a problem to solve or goal to achieve introduced at the beginning of a story
- A series of plot episodes in the middle of a story
- The resolution of the problem or the attainment of the goal at the end of the story

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Teaching Expository Text Structure

The organizational structure of expository texts can differ from one text to another and sometimes within a single passage.


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Graphic Organizers

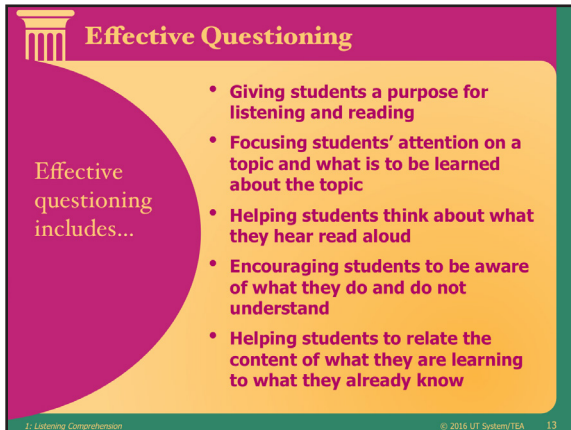


- Can guide students' thinking and help them remember important elements and information in both narrative and expository texts
- Can be used before, during, and after reading

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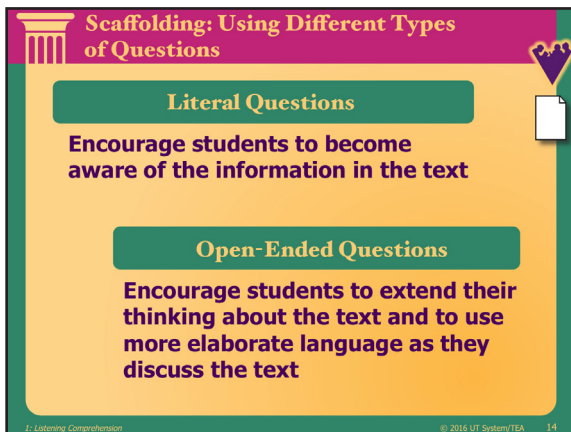


Effective Questioning

Effective questioning includes...

- Giving students a purpose for listening and reading
- Focusing students' attention on a topic and what is to be learned about the topic
- Helping students think about what they hear read aloud
- Encouraging students to be aware of what they do and do not understand
- Helping students to relate the content of what they are learning to what they already know

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Scaffolding: Using Different Types of Questions

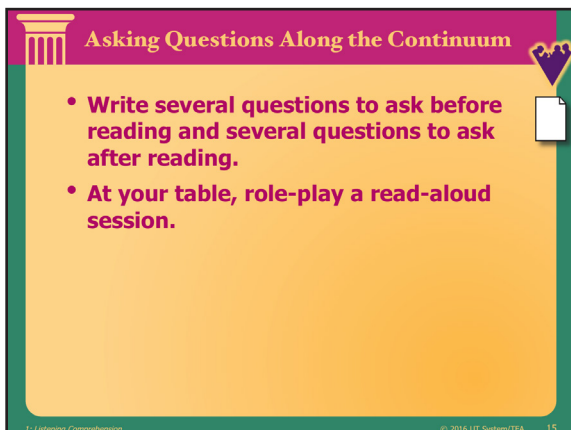
Literal Questions

Encourage students to become aware of the information in the text

Open-Ended Questions

Encourage students to extend their thinking about the text and to use more elaborate language as they discuss the text

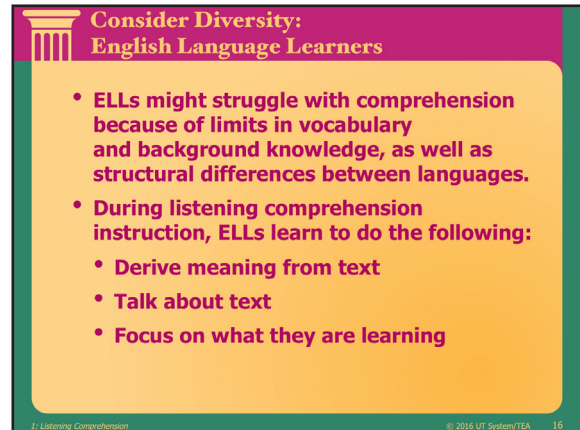
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Asking Questions Along the Continuum

- Write several questions to ask before reading and several questions to ask after reading.
- At your table, role-play a read-aloud session.

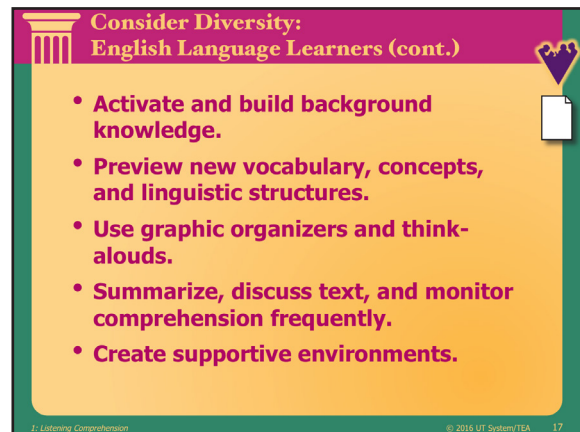
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**Consider Diversity:
English Language Learners**

- ELLs might struggle with comprehension because of limits in vocabulary and background knowledge, as well as structural differences between languages.
- During listening comprehension instruction, ELLs learn to do the following:
 - Derive meaning from text
 - Talk about text
 - Focus on what they are learning

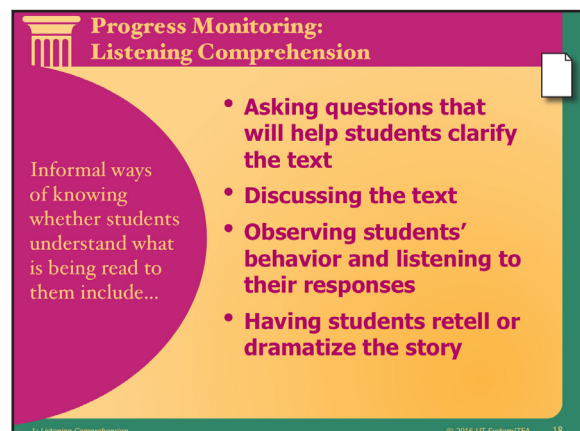
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**Consider Diversity:
English Language Learners (cont.)**

- Activate and build background knowledge.
- Preview new vocabulary, concepts, and linguistic structures.
- Use graphic organizers and think-alouds.
- Summarize, discuss text, and monitor comprehension frequently.
- Create supportive environments.

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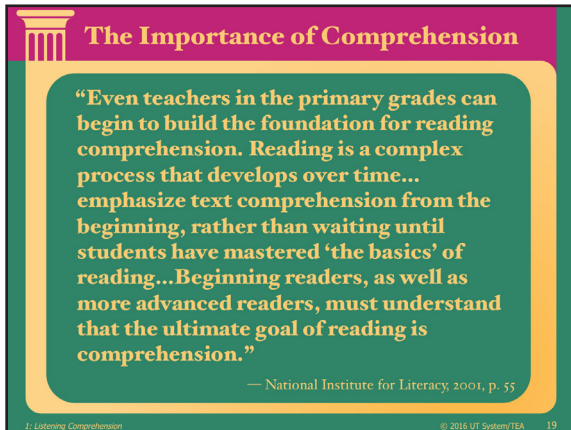


**Progress Monitoring:
Listening Comprehension**

Informal ways of knowing whether students understand what is being read to them include...

- Asking questions that will help students clarify the text
- Discussing the text
- Observing students' behavior and listening to their responses
- Having students retell or dramatize the story

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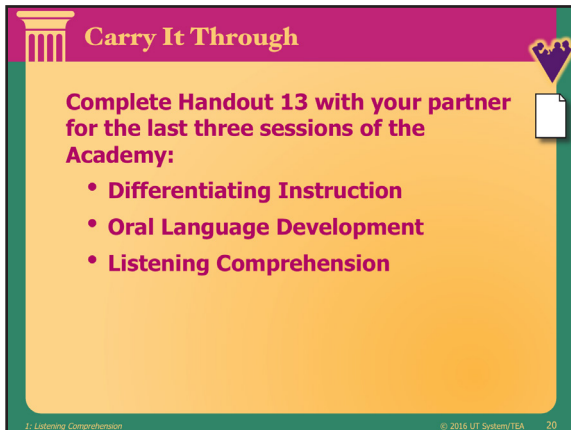


The Importance of Comprehension

“Even teachers in the primary grades can begin to build the foundation for reading comprehension. Reading is a complex process that develops over time... emphasize text comprehension from the beginning, rather than waiting until students have mastered ‘the basics’ of reading...Beginning readers, as well as more advanced readers, must understand that the ultimate goal of reading is comprehension.”

— National Institute for Literacy, 2001, p. 55

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Carry It Through

Complete Handout 13 with your partner for the last three sessions of the Academy:

- **Differentiating Instruction**
- **Oral Language Development**
- **Listening Comprehension**

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Listening Comprehension

Handouts



GRADE 1

ELAR TEKS Figure I 9

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language); (B) ask and respond to questions about text;	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon content to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;

Figure: 19 TAC §110.10(b)
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 <i>English Language Arts and Reading</i>)	First Grade (§110.12 <i>English Language Arts and Reading</i>)	Second Grade (§110.13 <i>English Language Arts and Reading</i>)	Third Grade (§110.14 <i>English Language Arts and Reading</i>)	Fourth Grade (§110.15 <i>English Language Arts and Reading</i>)	Fifth Grade (§110.16 <i>English Language Arts and Reading</i>)
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences based on the cover, title, illustrations, and plot;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text using textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) retell or act out important events in stories; and	(E) retell or act out important events in stories in logical order; and	(E) retell important events in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

SLAR TEKS Figure I 9

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
Subchapter A. Elementary
Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language); (B) ask and respond to questions about text;	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon content to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language Subchapter A. Elementary Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 <i>Spanish Language Arts and Reading</i>)	First Grade (§128.12 <i>Spanish Language Arts and Reading</i>)	Second Grade (§128.13 <i>Spanish Language Arts and Reading</i>)	Third Grade (§128.14 <i>Spanish Language Arts and Reading</i>)	Fourth Grade (§128.15 <i>Spanish Language Arts and Reading</i>)	Fifth Grade (§128.16 <i>Spanish Language Arts and Reading</i>)
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences based on the cover, title, illustrations, and plot;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text using textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) retell or act out important events in stories; and	(E) retell or act out important events in stories in logical order; and	(E) retell important events in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

Think-Aloud Prompts

“Thinking aloud” models different comprehension strategies that readers use to help monitor their understanding of what they are reading.

This strategy includes stopping to think about what is read and then checking for understanding.

Questions that prompt first-grade students to check their understanding of texts that are read aloud or read independently include the following.

Before Reading

- What do you think this story or book will be about? Why?
- What do you already know about ____?

During Reading

- Can you picture in your mind what is happening? What does it look like?
- Has [event that occurs in the story] ever happened to you? What did you do?
- Did you not know some of the words in the story?
- What do you think will happen next? Why?
- Do you have any questions?

After Reading

- What did you think would happen? Were you right? How do you know?
- Who or what is the story about? Where does the story take place? What happens to ____? Why? How does the story end?
- What happened in the story that surprised you?
- What have you learned?
- What is the most important thing that happened?
- Did you not understand a part of the story?

Adapted from Gunning, 2002; Lipson, 1996; Morrow, 2001.

Pensando en voz alta

Se pueden utilizar las siguientes preguntas para ayudar a los estudiantes a monitorear su comprensión al leer o escuchar historias.

Antes de leer

- ¿De qué creen que se va a tratar esta historia? ¿Por qué?
- ¿Qué saben sobre _____?

Durante la lectura

- ¿Puedes ver en tu mente lo que está pasando en la historia? ¿Qué está pasando?
- ¿Te ha sucedido algo similar a lo que ocurre en la historia? ¿Qué hiciste en esa situación?
- ¿Hay alguna palabra de la historia que no entiendas?
- ¿Qué crees que pasará después? ¿Sobre qué tratará la siguiente parte? ¿Por qué?
- ¿Tienes alguna pregunta?

Después de leer

- ¿Ocurrió lo que pensaste que iba a ocurrir? ¿Cómo sabes?
- ¿Sobre qué o quién se trata esta historia? ¿En dónde se lleva a cabo la historia? ¿Qué le pasa a _____? ¿Por qué? ¿Cómo termina la historia?
- ¿Qué fue lo que aprendiste en la historia?
- ¿Cuál es el evento más importante que ocurrió en la historia?
- ¿Hay alguna parte de la historia que no entendiste?

Adapted from Gunning, 2002; Lipson, 1996; Morrow, 2001.

Effective Read-Aloud Sessions

Before Reading

- Schedule time for read-aloud sessions:
 - Plan to read to students several times each day.
 - Invite parents to read books and to attend read-aloud sessions.
- Use a variety of grouping formats, including one-on-one, small groups, and the whole class:
 - Research strongly supports the effectiveness of reading aloud to students in small groups.
 - Small-group experiences ensure that everyone has an opportunity to participate and engage in discussions about books.
- Select different types of books.
- Read a wide variety of books one or two levels above the students' grade placement to expand and deepen students' background knowledge, vocabulary, and listening comprehension:
 - Include literary and informational texts.
 - Narrative texts tell stories that usually follow a familiar story structure.
 - Informational texts present and explain information in different and less predictable ways.
 - Experiences with informational texts provide a framework for students' comprehension of the content-area textbooks they will read later in school.
 - Reading aloud different types of texts enhances students' abilities to understand and make sense of a variety of written materials.

Criteria to Consider When Selecting Books

- Include stories and books that represent a variety of subjects, genres, and levels of difficulty. Select stories with intriguing plots and informational books that stimulate inquiry and discussion.
- Choose books that are personal favorites, books that other first-grade classes have loved, and students' classics. Favorite texts may be reread many times.
- Choose books that provide a context for building and extending students' language through new ideas, new vocabulary, and more elaborate syntax and that are one to two levels above grade placement.
- Include books that reflect our diverse society by presenting a variety of experiences, cultures, and role models. Help students identify with the characters and settings of the books.

- Look for books that contain unique presentation styles, formats, illustrations, or perspectives.
 - Select books that help students make connections across the curriculum. Relate read-alouds to topics in social studies, science, and math, and to curricular themes or units of study.
 - Read different books by the same author. As students become familiar with an author's style and characters, students begin to recognize patterns. The recognition of patterns can be used as a springboard for predicting or comparing and contrasting.
- Activate and build background knowledge:
 - Help students make predictions about a book's content based on its title and illustrations.
 - Discuss what students already know about the topic and relate the content of the story to students' personal experiences.
 - Include multicultural literature.

Criteria to Consider When Selecting Multicultural Literature

Does the book or story do the following:

- Accurately reflect different groups and their cultures (e.g., African Americans, Asian Americans, Native Americans, Hispanics)
- Address the diversity of the students in your classroom and create realistic, positive images of your students and their families, community, and culture
- Offer varying perspectives and make a difference in the way young students view the world
- Encourage appreciation and respect for diversity within and across social groups
- Credibly represent different ethnic groups through the storyline and descriptions, rather than only by illustrations
- Accurately depict characters' physical appearance, behaviors, attitudes, values, language, beliefs, and way of life
- Help correct misconceptions and eliminate stereotypical thinking
- Focus on diverse groups and cultures that have historically been distorted, patronized, or excluded from the curriculum and from literary genres
- Include background knowledge and explanatory notes in a preface or afterword about the author and literary traditions of a particular group or culture
- Promote critical discussion and prompt students to ask questions about their heritage and past, who they are today, and their future

- Teach new words and concepts:
 - Before reading aloud, discuss new concepts and new words and their meanings.
 - Link the new words and concepts to students' background knowledge.
 - Have students say the word and attend to the sounds in the word (e.g., "What sound does *quarrel* begin with?").
 - Ask questions about examples and nonexamples of the word (e.g., "If you help a friend, are you quarreling?").

During Reading

- Stop a few times for reactions, comments, predictions, and questions to keep students actively engaged:
 - Avoid long discussions that interfere with the flow of the story.
 - Asking too many questions during a read-aloud session is not as effective as interactions with students before and after reading.
- The talk that surrounds (before and after) the reading aloud of books is important in enhancing students' oral language, vocabulary development, and listening comprehension:
 - When you read with expression, you model fluent reading.
 - Make sure everyone can see when showing pictures or reading big books.

After Reading

- Engage students in discussions that go beyond literal comprehension:
 - Ask questions that require more than one-word answers and invoke thinking and problem solving. These questions often begin with *how*, *why*, and *what if*.
 - Reduce teacher dominance of discussions and increase students' talk about the story or informational text.
 - Encourage students to ask questions of the teacher and each other.
 - Encourage students to use the book language they have heard read aloud.
 - Provide feedback and ask for clarification of meaning whenever possible.
 - Prompt students to elaborate on their initial response (don't always extend it for them).
 - Link books to one another and to students' experiences.

- Focus on rare and challenging words:
 - Discuss words in context and their meanings to ensure that students have an adequate understanding of new words.
 - Reread parts of the story and use the cloze procedure to prompt students to use new vocabulary. Deliberately pause and allow time for students to supply the word—for example: “Some of Jerry’s _____ came to visit.”
 - Add pictures or discuss other books or stories that contain similar vocabulary words.
 - Use graphic organizers to help students make connections among words. Semantic maps and word webs provide a visual representation of how words are related to one another.
- Repeat-read favorite books:
 - Rereading books often gives repeated exposure to new and challenging words and concepts.
 - Rereading also helps students develop an understanding of story structure.
- Provide opportunities for story retell and dramatization:
 - By retelling stories, students can improve their narrative skills. Students can learn to introduce a story with its setting and characters and sequence the events in the story.
 - Story retells reveal students’ comprehension of story details and their ability to make inferences and interpretations.
 - Begin by modeling how to retell a story and demonstrate how to use props, such as flannel boards and puppets.
 - Have students take turns retelling different parts.
 - Provide scaffolding as needed.
 - Create opportunities for students to practice retelling stories using props.
- Extend talk about books at home:
 - Encourage parents and caregivers to talk to their children about books they read aloud.
 - Emphasize the value of reading aloud with their first-grade children.
 - Offer suggestions for how to read and talk about books.
 - Send notes home announcing and describing thematic units and new books.
 - Circulate books between school and home.

Adapted from Bellon & Ogletree, 2000; Bishop, 1997; Blachowicz & Ogle, 2001; Blok, 1999; Burns, Griffin, & Snow, 1999; Dickinson, 2001; Dickinson, Cote, & Smith, 1993; Dickinson, De Temple, Hirschler, & Smith, 1992; Duke & Kays, 1998; Fountas & Pinnell, 1996, 1999; Gunning, 2000; Hall & Moats, 2000; IRA & NAEYC, 1998; Morrow, 2001; Morrow, Strickland, & Woo, 1998; Neuman, 2001; Silverman, 2007; Snow, Burns, & Griffin, 1998; Snow & Tabors, 1993.

Storybook Read-Alouds Planning Sheet

Day 1		Pages:
Words:	Definitions:	
1.		
2.		
3.		
4.		
Comprehension focus and questions:		

Day 2		Pages:
Words:	Definitions:	
1.		
2.		
3.		
4.		
Comprehension focus and questions:		

Day 3		Pages:
Words:	Definitions:	
1.		
2.		
3.		
4.		
Comprehension focus and questions:		

Day 4		Pages:
Words:	Definitions:	
1.		
2.		
3.		
4.		
Comprehension focus and questions:		

Day 5: FINAL DAY

Words to review:

Games and scaffolds to use:

Narrative and Expository Texts: Graphic Organizers

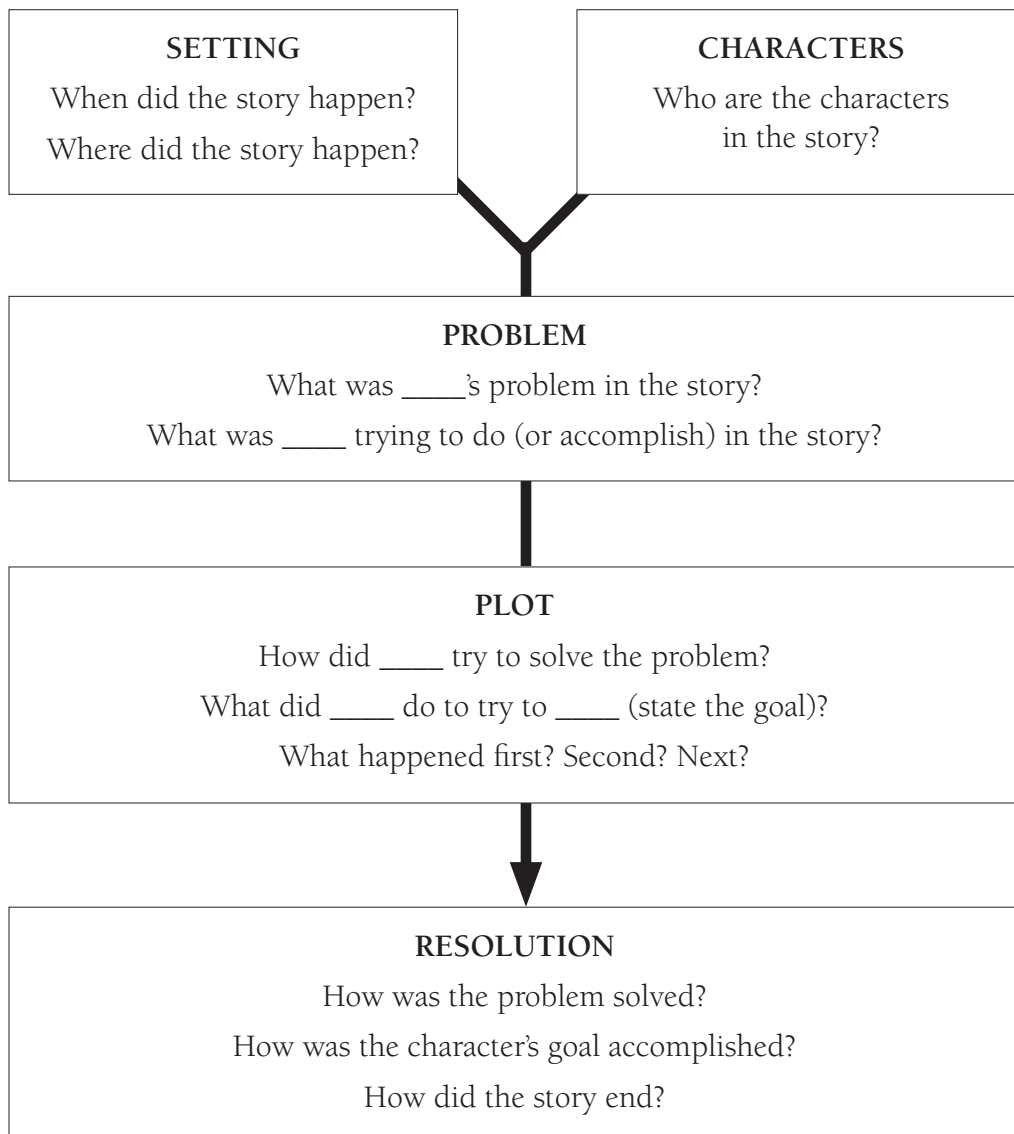
Narratives

Narratives tell a story using a familiar story structure that includes a beginning, middle, and end.

Narratives include short stories, folktales, tall tales, myths, fables, legends, autobiographies, biographies, fantasies, historical fiction, mysteries, science fiction, some poetry, and plays.

Discussing story structure or story grammar can help students understand how narrative text is organized, focus their attention on the sequence of major events in a story, and develop a common language for talking about stories and books.

Narrative Story Map



Narrative Question Map

Who?	
What?	
When?	
Where?	
Why?	
How?	

Informational Texts

Informational texts explain information or tell about topics in different and varied ways. They might also tell how to do something.

Informational texts include informational books, content-area textbooks, newspapers, magazines, brochures, catalogs, and recipe books.

The information provided in informational texts can help students comprehend content-area textbooks later.

K-W-L Charts

K-W-L is a graphic organizer that can be used before and after reading informational texts. It is usually used as a whole-group activity.

K (What We Know)

What We Know is completed before the text is read.

This first step helps set a purpose for reading and gives the teacher insight into what students already know about a topic.

Interest is generated by asking students to brainstorm what they already know about the topic of a story or book.

W (What We Want to Know)

In this second step, students are asked to generate questions that they want answered.

L (What We Learned)

After the text is read, students tell what they learned and answer the questions they asked before reading.

Variations

Some teachers add a fourth column: What We Still Want to Learn.

What We Know	What We Want to Know	What We Learned

Narrative and Expository Texts

Comprehension Charts

Comprehension charts are most commonly used after teacher read-alouds. These charts help students think about what has been read, evaluate their thoughts and feelings, and make connections. Comprehension charts can be used to record students' responses to texts so that comparisons and connections can be made between books when participating in ongoing units of study (e.g., several books on a particular topic or by a particular author). Comprehension charts also serve as documentation for topics of study that are completed throughout the year.

Procedures for Using Comprehension Charts

- Choose the type of chart to match the text and purpose of discussion.
- Provide time for students to discuss what they have listened to before you begin writing on the chart.
- Write students' responses on the chart as they watch.
- Acknowledge students' ideas by placing their names at the end of their comments. Ensure that all students' responses are recorded on a regular basis.

Examples of Different Types of Comprehension Charts

Narrative Chart

Title	Author	Beginning	Middle	End
-------	--------	-----------	--------	-----

Author Chart

Title	Illustrator	Main Character	Problem	Resolution	Connections to Other Books
-------	-------------	----------------	---------	------------	----------------------------

(Include several rows, depending on how many books you read by a selected author.)

Connection Chart

Title	Author or Illustrator	Description	Observations	Connections
-------	-----------------------	-------------	--------------	-------------

Prediction Chart

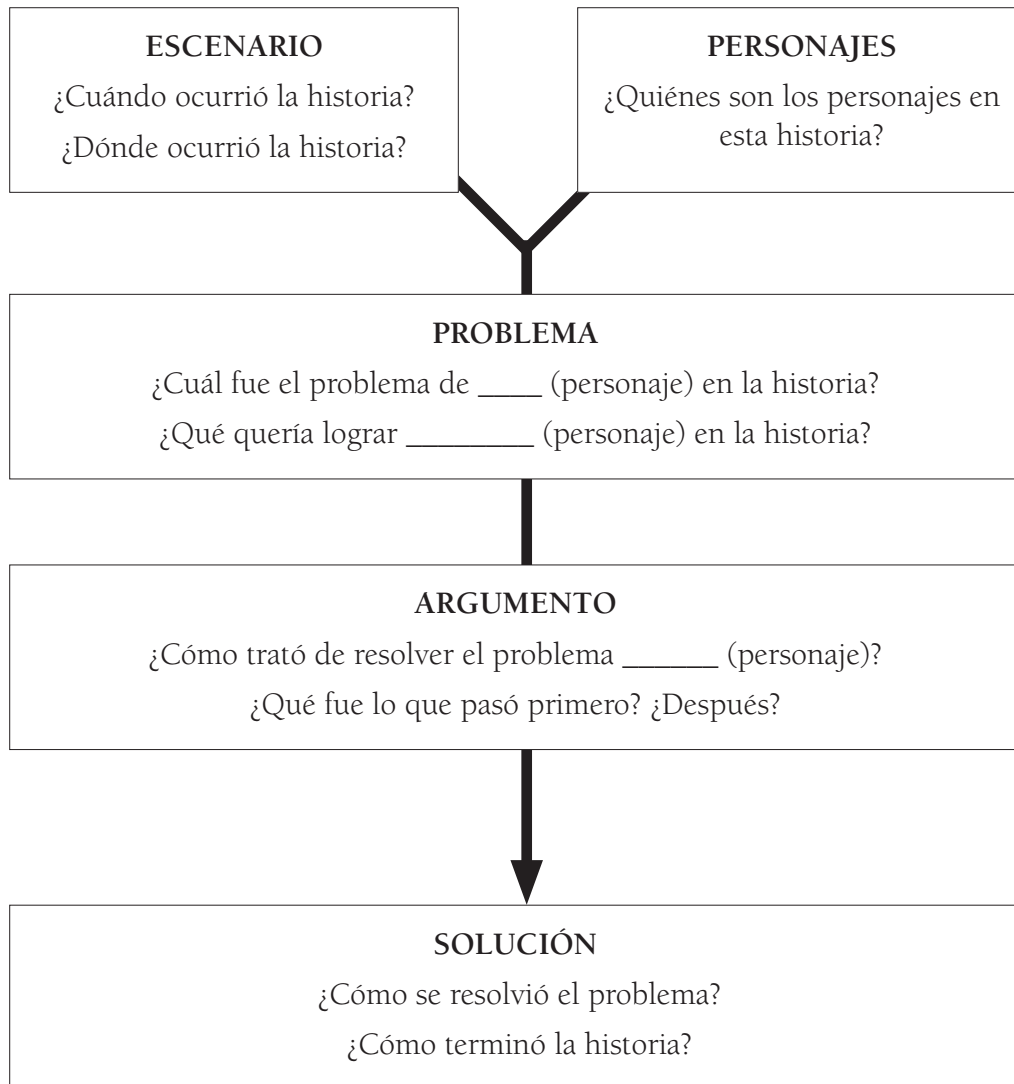
Title and Author	Predictions	Checking Predictions
------------------	-------------	----------------------

Adapted from Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Gunning, 2002; Mathes, Fuchs, & Fuchs, 1997; Morrow, 2001; Ogle, 1986; Roser, Hoffman, Labbo, & Farest, 1992; Tompkins, 1998.

Organizadores gráficos para textos narrativos y expositivos

Textos narrativos

Mapa de la historia



Mapa de preguntas sobre la historia

¿Quién?	
¿Qué?	
¿Cuándo?	
¿Dónde?	
¿Por qué?	
¿Cómo?	

Textos expositivos

Tabla S-Q-A en español

Lo que Sabemos	Lo que Queremos saber	Lo que Aprendimos

Gráficos de comprensión

Gráfico para un texto narrativo

Título	Autor	Inicio	Intermedio	Final
--------	-------	--------	------------	-------

Gráfico del autor

Título	Ilustrador	Personaje principal	Problema	Resolución	Conexión con otros libros
--------	------------	---------------------	----------	------------	---------------------------

Gráfico de conexiones

Título	Autor/ Ilustrador	Descripción de los personajes	Observaciones	Conexiones
--------	----------------------	-------------------------------	---------------	------------

Gráfico de predicciones

Título/Autor	Predicciones	Verificar predicciones
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Adapted from Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Gunning, 2002; Mathes, Fuchs, & Fuchs, 1997; Morrow, 2001; Ogle, 1986; Roser, Hoffman, Labbo, & Farest, 1992; Tompkins, 1998.

Continuum of Questions

Questions can be asked based on what students know (the knowledge in the far-left column) and on how they think as they engage in discussions and other instructional activities (thought processes across the top of the chart). This continuum reflects a revised version of Bloom's taxonomy and is designed for teachers at all grade levels.

Knowledge	Thought Processes					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Facts: Basic elements students must know Concepts: Connections between basic elements Procedures: How to do something Metacognition: Awareness of own thinking and learning	Recall information Define Identify Label List Match Name Recognize Repeat	Grasp the meaning Describe Discuss Explain Extend Give examples Illustrate Paraphrase Summarize Clarify	Use learned material in new ways Use procedures and knowledge Construct Implement Demonstrate Discover Predict Relate Show Solve Use Classify Collect	Separate and understand the parts of something Compare Contrast Determine Distinguish cause and effect Infer Point out Draw conclusions Distinguish	Make decisions Judge something based on criteria Conclude Judge Rate Choose Select Measure Weigh Test Check	Make connections Put elements together Combine Compose Imagine What if... Suppose Create Design Develop Plan Rearrange

Adapted from Anderson & Krathwohl, 2001.

Continuum de preguntas

Se pueden hacer preguntas basándose en lo que los estudiantes saben (conocimiento en la columna de la izquierda) y en los procesos de pensamiento que se utilizan en discusiones orales y otras actividades (otras columnas). Este continuum refleja una nueva versión de la taxonomía de Bloom y está diseñado para ser utilizado en todos los niveles.

Procesos de pensamiento						
Conocimiento	Recordar	Entender	Aplicar	Analizar	Evaluar	Crear
	Recordar información	Entender el significado	Utilizar el material aprendido en nuevas maneras; Utilizar procedimientos, conocimientos	Separar y entender las partes de algo	Tomar decisiones; Evaluar algo basándose en ciertos criterios.	Hacer conexiones Combinar elementos.
	Definir Identificar Etiquetar Enlistar Correlacionar Nombrar Reconocer Repetir	Describir Discutir Explicar Extender Dar ejemplos Ilustrar Parafrasear Resumir Aclarar	Construir Implementar Demostrar Descubrir Predecir Relacionar Mostrar Resolver Usar Clasificar	Comparar Contrastar Determinar Distinguir causa y efecto Inferir Señalar Sacar conclusiones Distinguir	Concluir Evaluar Categorizar Escoger Seleccionar Medir Pesar Comprobar Revisar	Combinar Componer Imaginar “Qué pasaría si . . .” Suponer Crear Diseñar Desarrollar Planear Reacomodar

Adapted from Anderson & Krathwohl, 2001.

Asking Effective Questions

Incorporate small-group discussions as often as possible to actively involve students.

To help students participate in all types of discussions, model different ways to respond.

- Use questions to guide students in their understanding. For example: “How did Jessie act when he didn’t get what he wanted on his birthday?”
- When students experience difficulty, model appropriate ways to respond. For example: “Jessie was angry when he received a cookbook for his birthday. He ran to his room and slammed the door.” Follow up with another question and, if necessary, continue to help students with responses.

Incorporate different levels of questions.

- Questions progress from literal (or explicit) to more complex (or implicit).
- Questions should elicit more than a simple yes-or-no response.
- Ask for students’ opinions and feelings, which require more than just simple yes-or-no responses. For example, ask students to do the following:
 - Elaborate what they are thinking or feeling about an event or character in a story
 - Connect the story to their lives
- Different levels of questions can help students increase their comprehension of texts that are read aloud and those that are read independently.

Help students learn how to answer questions.

- Reread text to help students answer questions.
- Some questions may require students to combine information from more than one part of the text.
- Some answers are not found in the text but are based on students’ own background knowledge or experiences.

As students talk about books, observe their responsiveness, noting the quality of their responses and the number of times they respond.

Encourage students to join in discussions and to share their thoughts and feelings.

To help students develop the ability to clearly express their ideas and feelings about topics and information in books, provide prompts and extend their responses.

- Repeat the main idea using new vocabulary.
- Encourage students to do the following:
 - Tell what part they liked best and why
 - Tell what they might have done if they were a character
 - Describe what they have learned from the story

Promote questions and conversation among students.

- Encourage students to ask each other questions during discussions.
- Teach students to ask their own questions.

Provide appropriate feedback.

- Ask questions in different ways that turn the thinking back to the students for further consideration, such as “John thinks the girl is unhappy. Does anyone know why she might be unhappy?”
- Spotlight what someone has contributed to a discussion—for example, “Mary noticed that the policeman was angry.”
- Encourage **all** students to join in.
- When students understand that their ideas and responses are valued, they are more likely to participate.

Provide sufficient wait time for students to think and respond.

Struggling learners often need more time to respond. Be patient.

Adapted from Beck & McKeown, 2001; Blachowicz, & Ogle, 2001; McKeown & Beck, 1999; National Institute for Literacy, 2001; O'Connor, Notari-Syverson, & Vadasy, 1998.

Examples of Different Types of Questions

Mary Had a Little Lamb

Mary had a little lamb,
Its fleece was white as snow.
Everywhere that Mary went,
The lamb was sure to go.
It followed her to school one day,
Which was against the rules.
It made the children laugh and play,
To see a lamb at school.

Types of Questions	Questions for “Mary Had a Little Lamb”
Remember	What followed Mary to school?
Understand	Can you explain what was against the school’s rules?
Apply	What would you do if your pet followed you to school?
Analyze	What caused the children to laugh and play?
Evaluate	Do you think Mary got in trouble? Why or why not?
Create	How do you suppose the children felt when they saw Mary’s lamb at school? What words lead you to believe they felt this way?

Narrative Story Questions

Remember

Who are the main characters?

When did the story take place?

Where did the story take place?

Understand

What is the main idea of the story?

What are the major events in the story?

Sequence the events of the story.

Retell the story.

Describe the setting. Describe the main character.

What is the mood of this story?

Give examples of when [a character] felt ____.

What is the problem in this story?

Apply

Does the story remind you of anything?

What do you predict will happen next if the story continues?

How is the problem solved in this story?

Can you think of other possible solutions to the problem?

Analyze

Why do you think [a character] did [an action]?

How did [a character] change/grow during the story?

What caused [a character] to change/grow?

Why do you think [a character] felt ____?

[A character, setting, problem] is like [another character, setting, problem] because ____.

[A character, setting, problem] is different from [another character, setting, problem] because ____.

How did [a character] feel when [an event] happened?

Evaluate

A place in the story I'd like to be is _____ because _____.

A place in the story I would not like to be is _____ because _____.

My favorite part of the story was _____ because _____.

I like this story because _____.

I do not like this story because _____.

Create

If you were [a character], what would you do?

How could you change the story to make it more _____.

If _____, what would have happened?

Create a new setting/problem for the story.

Imagine you are [a character] and plan a day in her/his life.

Ejemplos de diferentes tipos de preguntas

Los pollitos

Los pollitos dicen pío, pío, pío
Cuando tienen hambre, cuando tienen frío.
La mamá gallina busca arroz y trigo,
Les da la comida y les presta abrigo.
Bajo sus dos alas acurrucaditos,
Duermen los pollitos pío, pío, pío.

Tipos de preguntas	Los pollitos
Recordar	¿Qué es lo que dicen los pollitos cuando tienen hambre?
Entender	¿Puedes explicar por qué la mamá gallina busca arroz y trigo?
Aplicar	¿Qué harías si tus mascotas tuvieran hambre?
Analizar	¿Por qué la mamá gallina cuida a los pollitos?
Evaluar	¿Cómo crees que los pollitos se sintieron con todo lo que recibieron? ¿Por qué crees que se sintieron así?
Crear	¿Qué hubiera pasado si la mamá gallina no hubiera estado cerca de los pollitos?

Preguntas sobre la estructura de un texto narrativo

Recordar

¿Quiénes son los personajes principales?

¿Cuándo ocurrió la historia? (el escenario)

¿Dónde ocurrió la historia? (el escenario)

Entender

¿Cuál es la idea principal de la historia? (Haz un resumen.)

¿Cuáles son los eventos más importantes de la historia?

Escribe en orden los eventos de la historia.

Relata la historia otra vez.

Describe el escenario. Describe el personaje principal.

Da unos ejemplos para explicar cuando ____ (un personaje) se sintió ____.

¿Cuál es el problema en la historia?

Aplicar

¿Qué te recuerda la historia?

¿Qué predices que va a pasar después en la historia?

¿Cómo se resolvió el problema en esta historia?

¿Cuáles otras soluciones puedes imaginar para resolver el problema?

Analizar

¿Por qué crees que ____ (un personaje) ____ (una acción)?

¿Cómo cambió ____ (un personaje) durante la historia?

¿Qué le ocurrió a ____ (un personaje) que le hizo cambiar de opinión y aprender algo nuevo?

¿Por qué se sintió ____ (un personaje) ____ (un sentimiento)?

____ (un personaje, el escenario o el problema) se parece a (otro personaje, escenario o problema) porque ____.

____ (un personaje, el escenario o el problema) es diferente a (otro personaje, escenario o problema) porque ____.

Evaluar

Un lugar de la historia en el que te gustaría estar es ____ porque ____.

Un lugar de la historia en el que no te gustaría estar es ____ porque ____.

La parte que más te gustó es _____ porque ____.

Te gusta esta historia porque ____.

No te gusta esta historia porque ____.

Crear

¿Si fueras ____ (un personaje) qué harías?

¿Cómo podrías cambiar la historia para hacerlo más ____?

Imagínate que _____. Entonces, ¿qué ocurriría?

Developing Questions to Enhance Listening Comprehension

Title of Book: _____

Author: _____

Illustrator: _____

Types of Questions	Before Reading	After Reading
Remember		
Understand		
Apply		
Analyze		
Evaluate		
Create		

English Language Learners and Listening Comprehension

English language learners (ELLs) may have comprehension difficulties due to a lack of vocabulary, insufficient background knowledge, or structural differences between languages. Support ELLs' listening comprehension in the following ways.

Activate and build world knowledge. Research has demonstrated that the less familiar a reader is with the topic and structure of a text, the more difficult it is to understand the text. Before a listening comprehension lesson, analyze texts to identify unfamiliar content or topics for ELLs. Connect what students already know to the story they will listen to, and, if needed, explicitly explain new topics. You can use pictures, short videos, or oral discussions to familiarize ELLs with a new topic.

Preview new vocabulary, concepts, and linguistic structures. Analyze texts to identify sentence structures, concepts, idioms, and vocabulary that may be challenging for or unfamiliar to ELLs. Teach key words, phrases, idioms, and other language structures unknown to ELLs. Although not every unfamiliar word or phrase can be pretaught, it is important to give students meanings of and uses for the key words in the story.

Scaffold ELLs' listening comprehension. Graphic organizers and think-alouds are two examples of scaffolding techniques that can help ELLs. Think-alouds are particularly beneficial for ELLs because you model both language and comprehension skills. When possible, provide support in their native language. Use facial expressions, hand gestures, photos, or objects to promote understanding.

Summarize, discuss text, and monitor comprehension frequently. When reading aloud or discussing a story, the linguistic and cognitive demand for ELLs is large. Stop often to ensure that students understand. Restate important information by paraphrasing and using synonyms, cognates, and visual clues. When possible, explain parts of the text or discussion in a student's native language.

Promote participation in the discussion of texts. Create supportive environments where ELLs feel safe when using their new language to talk about stories and texts. Scaffold language production by using sentence frames that students can use to create their own sentences. Provide enough wait time for students to formulate their ideas before attempting to say them aloud. Allow ELLs to work with a partner to discuss stories and other texts. When possible, allow ELLs to express their thoughts in their native language.

Adapted from Dickinson et al., 2010; Gersten et al., 2007; Johnson, 2009; Linan-Thompson & Vaughn, 2007.

Using Story Retells to Monitor Students' Comprehension

Through story retells, students learn to introduce a story with its setting and characters, recount the problem, sequence plot events, and state the solution or outcome. Students also reveal their comprehension of story details and sequence and their ability to add inferences and interpretations.

Lesson Plan

- Read the story aloud on several different occasions.
- Model a retell activity.
- Use questions or prompts to scaffold students' first retell attempts.
- Use props.

General Questions

- What is the title of this book?
- Where does it take place?
- Who are the characters?
- What is it about?
- What happened first?

Questions When Students Omit Important Details

- How did...?
- Why did...?

Story Retell Record Sheet

Name:

Date:

Story:

Number of Times Story Has Been Read:

Story	Student’s Retelling	Prompts
Beginning		What happened in the beginning? Where did the story happen? Who were the main characters? What was the problem?
Middle		What happened next? What did ____ do? Why?
End		How was the problem solved? How did the story end?

Adapted from Morrow, 2001;Tompkins, 1998.

Elements of Effective Instruction: Listening Comprehension

Listening comprehension instruction involves reading books and other reading materials aloud. Effective read-alouds include questions and discussions that help students comprehend what is read.

Grouping for Instruction

Listening comprehension instruction can occur in whole groups, in small groups, or one-on-one.

Increase the amount and quality of talk about books by reading aloud to small groups of students.

Group students based on their interests, knowledge, and needs.

Explicit and Systematic Instruction

Research indicates that effective comprehension instruction helps students learn to use specific comprehension strategies as they read.

Comprehension strategies are conscious plans or steps that readers use to better understand text.

Some comprehension instruction can be provided in first grade. During whole-group or small-group read-aloud sessions, help students become active and purposeful listeners as you read to them.

Comprehension instruction in first grade can include showing students how to do the following:

- Monitor comprehension
- Summarize
- Recognize story structure
- Use graphic organizers
- Answer and generate questions

By thinking aloud, you can model different comprehension strategies that good readers use to help them monitor their understanding of what they read.

Occasionally stop reading and tell students what you are thinking.

Demonstrate how you picture what is happening in a story or book, how you reread certain parts, how you stop to summarize what has happened, and how you regularly make predictions.

Help students become aware of different types of texts and their organizational structure.

Reading a variety of texts aloud helps students make connections to real-life experiences and builds background knowledge. It also helps students increase their vocabulary and understand different topics and different types of books.

Narratives tell a story using a familiar story structure that includes a beginning, a middle, and an end.

In first grade, the narrative is the most common type of text that teachers read aloud.

Story elements generally follow this pattern:

- In the beginning of a story, the setting and one or more characters with a problem to solve or goal to achieve are introduced.
- In the middle of a story, a series of plot episodes unfold (a series of events in which the character or group of characters attempt to solve the problem or achieve the goal).
- In the end, the problem is resolved or the goal is accomplished. (A theme is sometimes revealed.)

Understanding story structure helps students focus their attention on the sequence of major parts in a story and on the characters.

When you use story structure terminology during read-alouds, students develop a common language for talking about and retelling stories.

Knowledge of story structure will enhance students' ability to write narratives later.

Helping first-grade students appreciate and understand informational text is an important part of early reading instruction.

Expository (or informational) text tells about one or more topics in different and varied ways.

The organizational structure of expository texts can differ from one text to another and sometimes within a single passage.

To help students understand the more complex structures of expository text, preview the organization of the text before reading it aloud. Previews can also include discussions of topics, events, people, places, and unusual vocabulary.

Using graphic organizers can improve comprehension.

Graphic organizers can guide students' thinking and help them remember important elements and information in both narrative and expository texts.

Graphic organizers provide a visual means of reinforcing students' developing listening and reading skills. They can be used before, during, and after reading.

Story maps, one type of graphic organizer, can help young students see and understand how a story is organized.

The discussions that occur while using graphic organizers are enjoyed by all and add to read-aloud experiences.

Graphic organizers benefit all learners, especially English language learners and students struggling with comprehension.

Both content and structure are often discussed as graphic organizers are constructed and filled in. Questions can be used to guide and monitor students' understanding of narrative and expository texts.

Research indicates that teacher questioning improves students' comprehension.

Effective questioning includes the following:

- Giving students a purpose for listening and reading
- Focusing students' attention on a topic and what is to be learned about the topic
- Helping students think about what they hear read aloud
- Encouraging students to be aware of what they do and do not understand
- Helping students to relate what they are learning to what they already know

Scaffolded Practice

Asking a variety of questions from simple to complex is one way to scaffold learning.

Literal questions encourage students to become aware of the information in the text.

Open-ended questions encourage students to extend their thinking about the text and to use more elaborated language as they discuss the text.

Ask open-ended questions, and then expand, extend, and clarify students' answers.

Provide opportunities for students to make connections with personal experiences and to elaborate in greater detail when describing an event, character, or idea.

To scaffold English language learners, ask questions based on their level of English proficiency.

Progress Monitoring

As teachers read aloud, they can informally monitor students' understanding.

Informal ways of knowing whether students understand what is being read to them include the following:

- Asking questions that will help students clarify the text
- Having discussions about the text
- Observing students' behavior and listening to their responses
- Having students retell or dramatize the story

By regularly assessing what each student knows and needs to know, you can make sound instructional decisions.

Adapted from Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Bromley, 1998; Burns, Griffin, & Snow, 1999; Cunningham & Allington, 1999; Dickinson et al., 1992; Duke & Kays, 1998; Gunning, 2000; Jacobs, Morrison, & Swinyard, 2000; IRA & NAEYC, 1998; Mathes, Fuchs, & Fuchs, 1997; McKeown & Beck, 1999; Moats, 1999; Morrow, 2001; Morrow, Strickland, & Woo, 1998; NIFL, 2001; NRP, 2000; Neuman, 2001; Raphael, 1986; Slaughter, 1993; Snow, Burns, & Griffin, 1998; Westby, 1999.

Carry It Through

Topic(s): _____

Key Ideas

My Questions

What I Need and Who Can Help

Actions I'll Take

Topic(s): _____

How can I enhance my instruction to address the needs of each student?

1. Consider the features of effective instruction:
- Explicit instruction with modeling
 - Systematic instruction with scaffolding
 - Multiple opportunities to practice and respond
 - Immediate and corrective feedback

2. Identify areas for differentiating instruction:

Struggling Readers and Writers	Other Strategies
English Language Learners	
Other	

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