

Curriculum Connection

11/28/11

Comprehension

Real comprehension has to do with thinking, learning, and expanding a reader's knowledge and horizons.

1. Create mental images
2. Use background knowledge
3. Ask questions
4. Make inferences
5. Determine the most important ideas and themes
6. Synthesize information
7. Use "fix up" strategies

This week's focus: Use Background Knowledge/Schema

Background knowledge is all that you as a reader bring to a book: your personal history, all you've read or seen, your adventures, the experiences of your day-to-day life, your relationships, and your passions. The meaning you get from a piece is intertwined with the meaning you bring to it. Be aware, without schema, students' comments quickly turn to questions and word observation.

- ✓ Model use of a **lint roller** as being the student's brain, picking up everything with which it comes in contact. Use small slips of paper as thoughts connected to the brain that the roller can pick up.
- ✓ **Concentric circles** encircling text, text-to-self, text-to-text, and text-to-world. Discuss.
- ✓ **Read alouds** give students the chance to gain background knowledge from *you*.
- ✓ Use **sticky notes** in books to identify connections.
- ✓ Double entry journals; students jot down words or sentences from the book on one side of the page and write their responses/connections to those words on the other side of the page.

References:

7 Keys to Comprehension, Susan Zimmermann and Chryse Hutchins.

Comprehension Connections, Stephanie Harvey

Important Dates

End of Course Assess (G7 – 12)	10/17 – 12/21
SRI Benchmark (G6–G12)	11/28 - 12/20
DIBELS and TRC- MoY (K – G5)	1/9/12 – 2/3/12
ACUITY (G6 – G8)	1/9/12 – 1/30/12

Technology

Four minute **video** on background knowledge showing a second and a fifth grade class:

<http://www.readingrockets.org/podcasts/bgknowledge/>

Good writing resource:

<http://www.greatsource.com/iwrite/students.html>

Gradual Release of Responsibility

Optimal learning is achieved when teachers use the **Gradual Release of Responsibility Model** of instruction. This is a systematic process where a teacher scaffolds learning from total teacher support or modeling to student independence.

I do, You watch! – Focused Lesson

I do, You help! – Guided Instruction

You do, I help! – Collaborative Learning

You do, I watch! – Independent Learning

It is important to understand that the gradual release of responsibility model is not linear. Students move back and forth among each of the components as they master skills, strategies, and learning standards.

ACUITY

The ACUITY assessments for round 1 can be found in: district shares- curriculum resources- assessments- **ACUITY- Custom Test PDF.**

K-G2 Collaboration Topics

- RtI students
- DIBELS Data
- Guided Reading Groups
- progress monitoring

G3-G8 Collaboration Topics

- RtI students
- ACUITY matrix reports
- Guided Reading Groups –progress monitoring