Promoting Comprehension of Text Within the Common Core State Standards

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Content Area Intervention

This model of instruction was designed to help teachers develop teaching routines for enhancing instructional capacity and reading for understanding.
Comprehension Canopy

| Springboards are used to motivate students and tie future learning to past experiences and concepts | A Purposeful “issue question” guides student reading and thinking |

**Comprehension Question**
Why were the American colonists willing to fight for their independence from the British?
Comprehension Canopy Routine  7–10 minutes

Materials
Video: “America, the Story of Us: First Continental Congress”

Introduce the Unit/Access Prior Knowledge

- What major obstacles did Britain’s colonists in North America face as they continued to push further west?
- What might have been the effect of greater prosperity in the American colonies, especially on their relationship with Britain?
- During the next couple of weeks, we will learn about the growing tensions between the colonists in America and their British rulers in America and England.

Springboard

- Introduce the video, “America, The Story of Us: First Continental Congress.”

  This video is about the colonial delegates who were sent to Philadelphia in September 1774 for the First Continental Congress. It will prepare you to learn more about the colonists’ growing resistance to British rule.

- Provide purpose for viewing the video.

  As you watch the video, write two reasons why the First Continental Congress was important.

- Prompt students to begin a “turn and talk” activity.

  What would threaten your freedom enough to make you rebel? What are some ways to achieve victory without using force?

Present the Comprehension Question

State the comprehension question that will guide students’ learning throughout the unit.

Why were the American colonists willing to fight for their independence from the British?
Domain-specific concepts are identified and integrated into instruction

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**revenue**
Money collected by a government in the form of taxes, fees, or fines

**Related Word:** income

**Example Usage:**
Britain needed more revenue to meet its expenses and pay the debt incurred while fighting the French and Indian War. The majority of government revenue is raised through income taxes.

**Examples:**
- Taxes, parking fines, driver’s license fees
- Examples: Payments, refunds, donations

**Turn and Talk:** Choose one of the following:
1. How do you and your family contribute to the revenue of our government?
2. How does the government use the revenue that it collects?

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**petition**
A formal, written request of an official person or group for a specific action

**Related Words:** appeal, plea

**Example Usage:**
American colonists sent many petitions to King George III, pleading with him to end his government’s abusive policies.

**Example:**
A letter from neighborhood residents requesting that city officials build a park nearby

**Nonexample:**
A letter to the editor of the newspaper complaining about the price of gas

**Turn and Talk:** Choose one of the following:
1. What is the difference between a petition and ‘liking’ a Facebook cause?
2. Do you think petitions are a useful way for people to persuade leaders? Why or why not?
Essential Words: Warm-Ups

Warm-Up activities give students an added opportunity to internalize and remember the word and its meaning by using the word in different contexts.
On the cell phone receipt above, circle the amounts that you think the state and federal governments collect for revenue. Note any charges about which you are unsure.

Next, list other items you use or buy that local, state, and federal governments tax to collect revenue.
Critical Reading of Text

Informational text reading throughout the unit is a teacher-guided process in which student learning is scaffolded through different grouping structures.

- To facilitate comprehension of informational text
- To provide text support for addressing the comprehension question
- To provide connections to essential words
- To prepare students for academic discourse during team-based learning knowledge application
The Stamp Act of 1765 was the first internal tax to be levied on the colonies to raise revenue for Great Britain. Benjamin Franklin argued before Parliament in favor of a petition from the colonies requesting that Parliament repeal the act. After much debate, Parliament agreed to repeal the Stamp Act on March 18, 1766, with the condition that the Declaratory Act be passed. The Declaratory Act stated that Parliament had the right to make laws for the colonies in all matters.

Franklin wrote the letter below from London to a friend back home in the colonies about relations between Great Britain and the colonies.

January 6, 1766

SIR,

I have attentively studied the paper you sent me, and I am of opinion that the measure it proposes, of a union of Great Britain with the colonies, is a wise one.

However, Britain holds back the colonies in every branch of commerce that she thinks interferes with her own; she drains the colonies, by her trade with them, of all the cash they can make by every art and industry in any part of the world, and thus keeps them always in her debt. While these circumstances continue, is it still necessary or wise to tax the colonies, in a Parliament wherein they have no representative? And are the colonists to be thought unreasonable and ungrateful if they oppose such taxes?

What's going on?

What have you read already?

How, they say, shall we show our loyalty to our gracious King, if our money is to be given by others, without asking our consent? And, if the Parliament has a right to take from us a penny for every pound, where is the line drawn, and what shall keep Parliament from demanding, whenever they please, for the rest of the pound?

What is the overall message of the passage?
Team Based Learning

Adapted from a university-level practice that provides opportunities for:

- Individual and group accountability
- Text-based discussion
- Immediate feedback

<table>
<thead>
<tr>
<th>TBL Comprehension Checks</th>
<th>TBL Knowledge Application</th>
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</thead>
<tbody>
<tr>
<td>Multiple choice</td>
<td>Reading and/or writing team activity</td>
</tr>
<tr>
<td>5-10 questions</td>
<td>Students apply knowledge in one of five purposes for academic discourse</td>
</tr>
<tr>
<td>Designed to encourage discussion</td>
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Procedure

1. Complete the Comprehension Check individually

2. Turn in the Comprehension Check

3. Take their Student Materials books and move into teams

1. Complete the Comprehension Check again as a team, using scratch-off cards. For each question have students do the following:
   a. Suggest an answer
   b. Cite evidence from previously read text(s) in this unit
   c. Agree on the correct answer
   d. Scratch off the answer, if incorrect, repeat the process.
TBL Knowledge Application

DATE _______________ CLASS PERIOD ______

TEAM MEMBERS

Step One

Find the following readings in your materials book:

• Page 38: “Speech to the Virginia House of Burgesses”
• Page 42: “A Speech Against Independence”

For the additional text, read and respond to questions in the boxes, as you have done with previous readings. Then read and discuss the questions below, listing supporting evidence on the chart provided.

Patrick Henry and John Dickinson both worked for more than a decade to resist the attacks of the British Parliament on the colonists' liberty. However, when it came to the question of whether to separate from England and declare independence, the men had different points of view.

Would you characterize Patrick Henry as a loyalist or as a patriot?

Would you characterize John Dickinson as a loyalist or as a patriot?

<table>
<thead>
<tr>
<th>Evidence From Text</th>
<th>Patrick Henry</th>
<th>John Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did the British send troops to the colonies?</td>
<td></td>
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<tr>
<td>Should the colonies continue to try to get along with Britain? Why?</td>
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<tr>
<td>Is it better for a king or a representative government to rule the colonies? Why?</td>
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<tr>
<td>Can the colonies have liberty under British rule?</td>
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Loyalist or patriot!
Step Two

As you have seen in the previous two readings and throughout the unit, one's interpretation of events or ideas depends on his or her point of view.

Imagine that your team has been asked to deliver a speech to the Second Continental Congress, either declaring independence from Britain or urging unity with Britain. Select the two best reasons for your position and support them with evidence.

We believe that the colonies ______________ (should or should not) declare independence from Great Britain because:

1. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Anticipate the strongest opposing argument to your position. How would you respond to this argument?

The strongest opposing argument to our position:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

The best way to respond to this argument:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Sample Inference Instruction
Follow along as the teacher reads this paragraph. Try to picture the scene in your head. Where does it take place? Who is talking?

"Immigrant families were crowded everywhere, along with boxes and barrels of supplies. Everything smelled badly. Everywhere you turned, you bumped into someone or fell over a bundle. It was pure havoc. One or another of the boys was bawling most of the time, especially George. It took a lot of impatience for me to hit a child, but one night I had had it. In anger, I got up, struck a match, and lit the kerosene lamp on the wall. My eyes focused on the ceiling quite accidentally and I saw a mass of crawlers squirming and creeping into crevices. I examined George's body and found bedbugs crawling about, his body covered with red blotches, and then I knew why he was crying..." (Hoobbler, p. 101)

1. What do you think this paragraph is about?
2. Does this take place in the past or in the present?
3. How do you know?
4. What is an "immigrant"?
5. What does "havoc" mean?
Essential Words

• Daily instruction of overarching concepts.

• Simplified definitions, visuals, sentence use, think-pair-share question.

Word Study and Fluency

• Build reading speed, accuracy and expression.

• Begins with word reading and moves to sentence, paragraph, and whole passages.

• Individualized materials and instruction based on student need.
In 1867, a boy found a large, glassy stone near Kimberley. When it proved to be a ________________, fortune hunters came from all around the world. From that unexpected beginning, both gold and diamonds became a major source of revenue for South Africa.
All around the world, fall is a time to harvest. It is the result of many months of work. In spring before anything is planted, the fields are bare. Farmers plant their seeds. As the little plants grow, the farmers care for them. They water them during the sweltering heat of summer. They pull weeds and protect the plants from bugs.
Close Text Reading: Teaching Vocabulary

1. Select text at sentence level for younger students or less proficient readers and paragraph level for more proficient readers. (See Slide 3)
2. Underline key vocabulary words.
3. Make text available to students.
4. Read text aloud together (teachers and students)
5. Ask students to work in pairs or small groups and to read the text multiple times using the text as a source for determining the meaning of the underline word.

6. Students then report out their understanding of work meaning to class as a whole.
Vocabulary Maps

Components

1. Word Recognition
2. Definitions
3. Illustrations
4. Context
5. Vocabulary Associations
6. Vocabulary Building
7. Application
1. The **conflict** between the two tribes started when both tribes wanted to settle in the same area by the lake.

2. Definition: Underline the key words.

   A disagreement.

3. Illustration

4. Context: Circle the correct sentence.

   The conflict broke out of prison last night after the guards went to sleep.

5. Word Associations: Choose two related words.

   A. Disagreement  
   B. Thump  
   C. Skip  
   D. Argument

6. Word Building: Choose a real word and then write another word.

   A. Conflicting  
   B. Conflictment

7. Provide: an example phrase, sentence, or definition.

   A disagreement.
Vocabulary and Comprehension
Vocabulary Development

Teacher checks student knowledge with a survey.
Students use context sentences and mixed media to determine the meaning of the word.
Vocabulary Development

Embedded notes reinforce strategies and support the teacher if students struggle to respond.
Vocabulary Development

While reading aloud a whole-class text, the teacher models how to determine the meaning of the vocabulary word.
Vocabulary Development

Students define the terms in their own words. Answers are recorded in the student journal.
Reading Comprehension

Teacher introduces comprehension strategy.

Recall
Reading Strategy: Paraphrase to Clarify Understanding

Tell students that today you will be reading an article about robots. Explain that this article is similar to text they might read in a social studies textbook or in an informative article about science or social studies. Point out that the text contains some vocabulary and ideas that may be difficult to understand. Remind students that they can monitor their understanding as they read by asking themselves

paraphrase

Follow these steps to paraphrase:
1. Reread the passage and ask yourself whether you understand its meaning.
2. If necessary, look up any difficult words in a dictionary.
3. Restate the passage in your own words.

Remember!
- A paraphrase is usually about the same length as the original passage.
- A paraphrase uses simpler language than the original passage.
Teacher reads aloud a grade-level anchor text while the class follows along. The Stop icon indicates a Think Aloud…
Reading Comprehension

The teacher models the strategy while projecting the content in the white box.
Students apply the skills on a nonfiction text at their reading level. Students will also write a summary of the text.
Q & A