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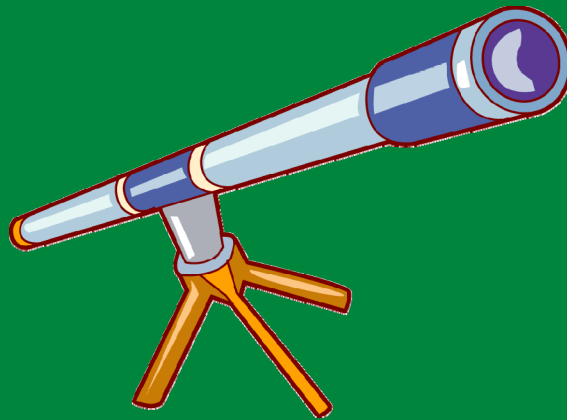
*Gretchen
Courtney*

COMPREHENSION KEYSTONE VOLUME 1

I

Predicting

F



E

A Guide for Teaching Comprehension:

*Building Readers for **LIFE** with
Balanced Reading Instruction*

Welcome

Volume 1 of the *Comprehension Keystones* is an expert's guide to teaching predicting. **Reading for LIFE**, the central philosophy driving the *Comprehension Keystones*, provides maximum support for teachers and students during each stage of the learning process.

The four phases of **LIFE**—Learning, Instructing, Facilitating, and Extending—correspond to the precise stages of balanced reading instruction. Each Keystone chapter fully prepares teachers to deliver successful comprehension instruction.

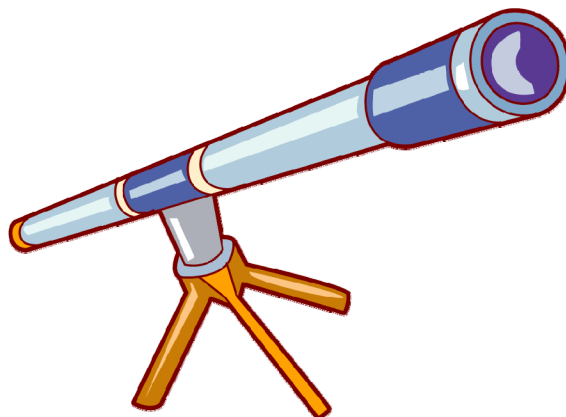
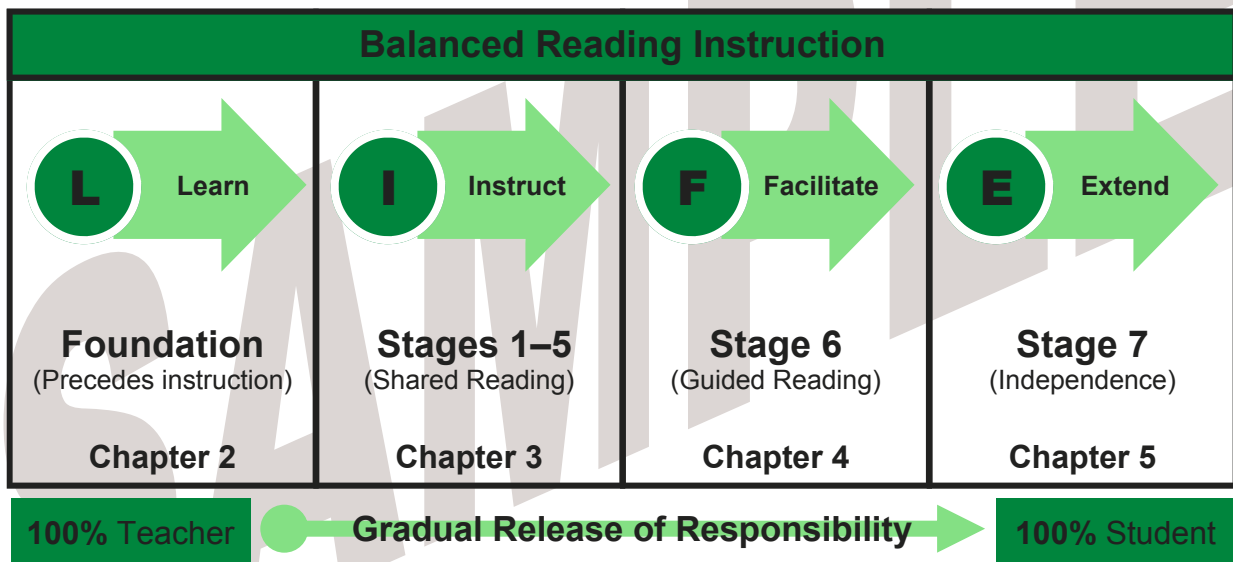




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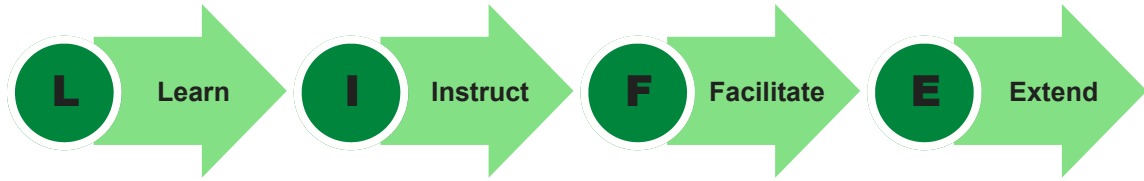


Figure 1.1: Teaching Reading with Gradual Release of Responsibility, LIFE

Reading for LIFE is a teaching opportunity that ensures student success in reading. **Learning, Instructing, Facilitating, and Extending** reading instruction in the classroom produces sustained, measurable student achievement. Reading for LIFE is more than just what to teach; it is a way for every teacher to develop expertise in reading instruction.

One of the fundamental goals of education is teaching students to be lifelong readers who deeply enjoy and comprehend text. It can be challenging to make reading comprehension strategy instruction appeal to both teacher and student. Because reading is a complex process that does not develop naturally; comprehension instruction requires careful examination of one strategy at a time before readers are able to blend them,

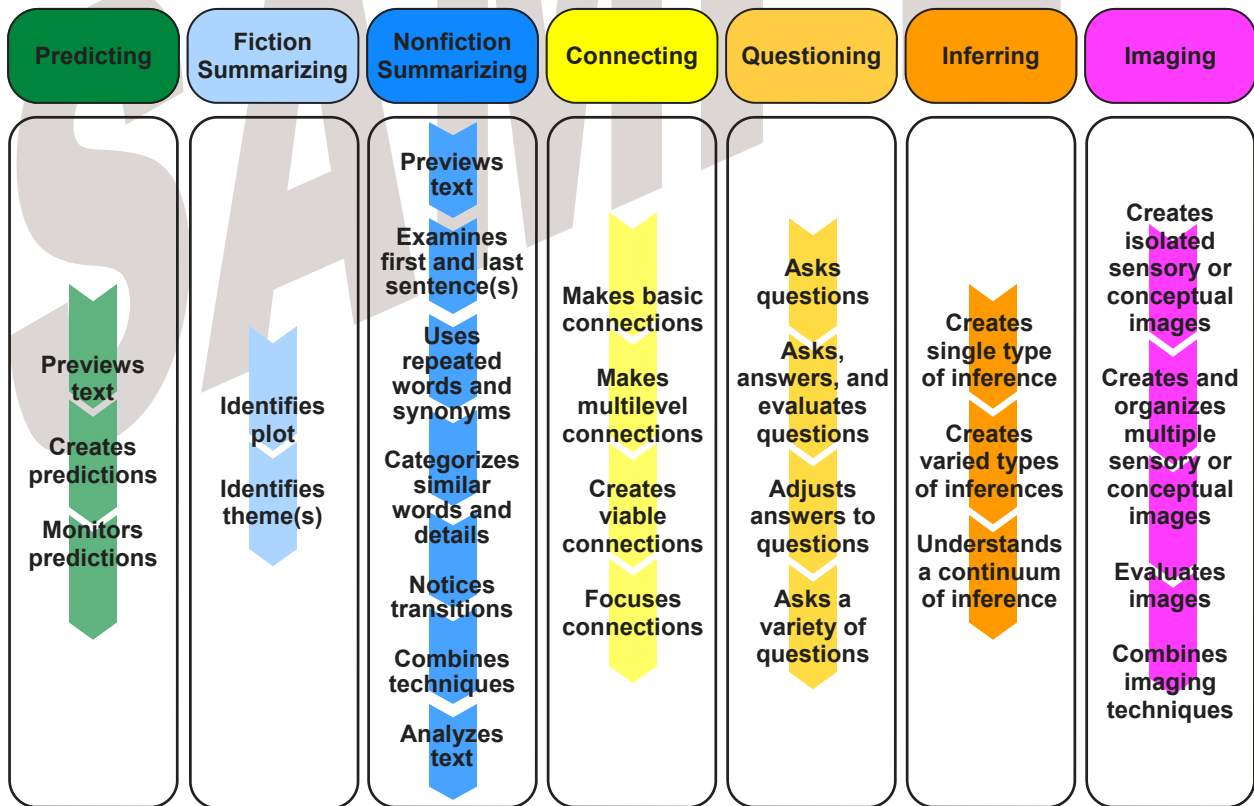


Figure 1.2: Keystone Comprehension Strategy Continuums

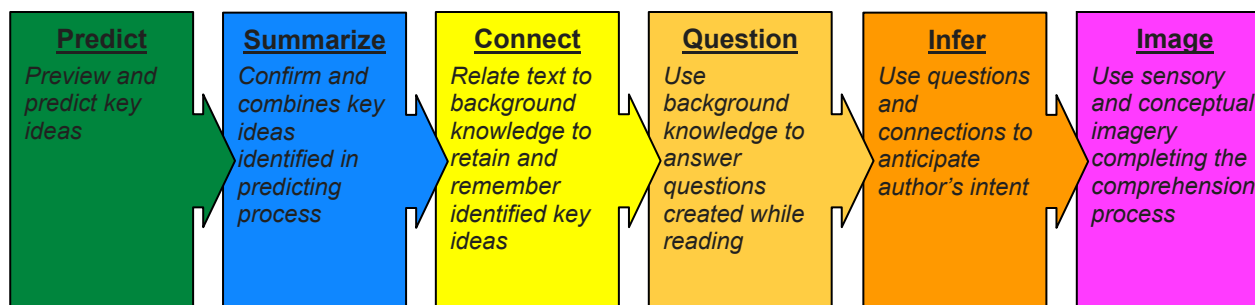


Figure 1.3: Rationale for Comprehension Strategy Instruction Sequence

creating complex comprehension of a range of reading materials. While proficient readers are able to weave the strands of predicting, summarizing, connecting, questioning, inferring, and imaging together into a concert of comprehension, it is often difficult to separate strategy use for purposes of explanation and discussion.

The understanding, use, and instruction of the comprehension strategies—predicting, summarizing, connecting, questioning, inferring, and imaging—is not a simple process. Students need time and nurturing to develop into strategic, fluent readers. The most progressive and productive reading curriculums focus on single-strategy instruction over an extended period of time. Systematic, repeated, and authentic exposure to a single comprehension strategy for a sustained period of time (four to six weeks), allows students to develop and internalize each strategy. Gradual release of responsibility for strategy acquisition from teacher to student allows students time to develop the neural hardwiring necessary for the understanding and use of all comprehension strategies. Figure 1.1 outlines this process.

LIFE and Comprehension

The complex system of comprehension strategies is composed of many distinct strands: previewing/predicting, summarizing (both fiction and nonfiction), connecting the new to the known, questioning, drawing inferences, and creating mental images. These separate strands blend automatically during proficient reading. Students develop reading comprehension proficiency by slowly learning a hierarchy of skills organized in a logical, connected way. The systematic precision needed for comprehension instruction is illustrated by the Keystone Comprehension Strategy Continuum in Figure 1.2.

All Levels (K–8)

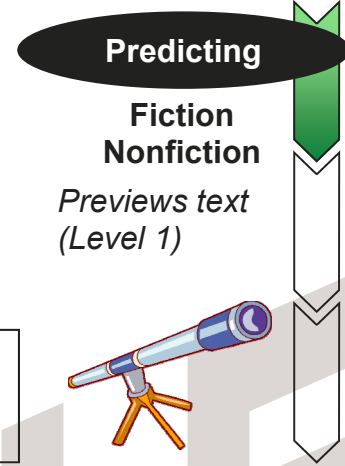
Teach students what to preview in fiction and nonfiction text.

1. Teach students what information or which text feature is represented by each icon on the preview icon strip.
2. Help students identify several examples of each possible type of preview in many different genres of text.
3. Demonstrate how to look carefully at the information in the previewed item.

Model *When I see graphs and maps in the text, I look carefully at each one to make sure I see all the information.*

4. Teach students that a preview is what you look at and a prediction is what you create when you connect background knowledge and make an educated guess about what the author will write.

Model *I see a chart about _____ and I know charts tell me information. I already know _____ about the information on this chart. I predict _____.*



Graphic Organizer: Previews Text (All levels)

1621, A New Look at Thanksgiving
Catherine O’Neil
Grace & Margaret
Bruchac

(National
Geographic)
All pages



*Predicting
Comprehension Library*

Description: This book, which was produced with the Plymouth Plantation, uses many types of nonfiction preview possibilities, from a fascinating table of contents to a recipe illustration. Photographs from Plymouth Plantation make it easy for students to connect their background knowledge to this well-known North American holiday.

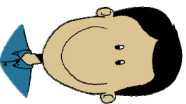
Application: Demonstrate how to preview this book in sections, starting with the cover photograph, title, and table of contents. Model for students the amount of information available for previewing and the time required to preview proficiently.

HINT: Many students confuse previewing with predicting. Help them to use previewing as a step toward predicting by making observations and tapping into prior knowledge.

Fiction



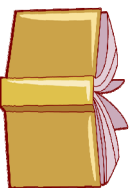
Author



Character



Setting



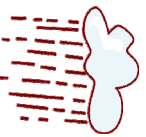
Genre



Action



Event



Tone/mood

Nonfiction



Author



Pictures



Artwork



Captions



Titles, headings



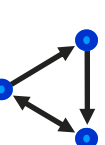
Text features



Charts



Maps



Diagrams



Symbols



Photographs

Independent Practice Graphic Organizer: Strategy Discussion Group

Instructions:

1. Students read, view, or listen to a piece of text independently.
2. Students use what they have learned in predicting lessons.
3. Students complete the strategy discussion sheet prior to meeting with a small independent strategy discussion group.
4. Students share their strategy use in the strategy discussion group.
5. Students evaluate themselves and the group in the rating scales on the bottom of the page.
6. Predicting discussion group is evaluated on the strategy discussion rubric.

	Self Rating	Group Rating
4	<ul style="list-style-type: none">• Fully prepared.• Read entire assignment.• Fully participated in discussion.• Remembered to bring materials.	<ul style="list-style-type: none">• All members fully prepared and participated equally.• Discussion focused fully on text and connected topics.• Group was respectful of all members.
3	<ul style="list-style-type: none">• One or two minor errors in preparation or participation which did not hinder group progress.• Good participation in group discussion.	<ul style="list-style-type: none">• All but one member fully prepared and participated equally.• Discussion was largely focused on text and connected topics.
2	<ul style="list-style-type: none">• More than two minor mistakes in preparation or participation, which effected group progress.• Joined discussion only after being asked.	<ul style="list-style-type: none">• Group was occasionally off task.• A good discussion, but some conversations strayed off topic.
1	<ul style="list-style-type: none">• Could not discuss major parts of assigned reading.• Did not join discussion, even after being asked.	<ul style="list-style-type: none">• Group was frequently off task and loud.• Discussion did not show evidence of all members' participation.
0	<ul style="list-style-type: none">• No evidence that required reading was read or understood.	<ul style="list-style-type: none">• Group was not prepared or focused.• Strategy discussion group will meet again to fulfill assignment requirements.

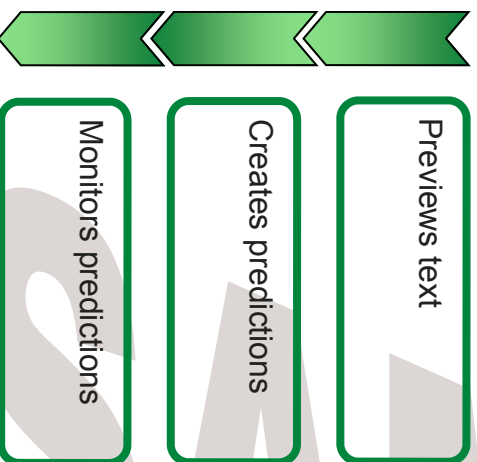
Predict



What will happen next? What will you learn?

Instructions:

1. Preview text and make your predictions.
2. Record at least:
 - One prediction made **before** reading
 - One prediction enhanced/adjusted **during** reading
 - Text information remembered **after** reading
3. Close strategy discussion group by making new predictions for the next reading assignment.



Text: _____

Assignment Pages: _____

Predict • Summarize • Connect • Question • Infer • Image

- Circle your task(s).
- On the lines below, record how you prepared for and participated in your strategy discussion group.

Signature: _____ Date: _____

My Rating: ① ② ③ ④ Group Rating: ① ② ③ ④

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