

PowerPoint Handout




TEXAS LITERACY INITIATIVE



Reading With Purpose

A Presentation for Middle School &
High School Teachers

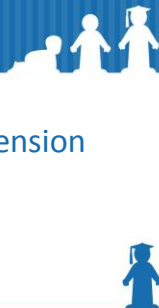


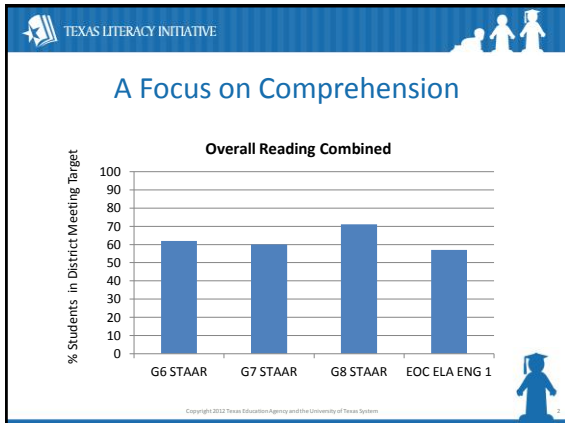



TEXAS LITERACY INITIATIVE

A Focus on Comprehension

Brownsville ISD
6-12



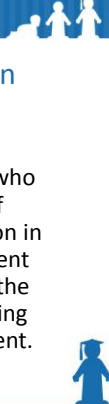






TEXAS LITERACY INITIATIVE

A Focus on Comprehension


District TLI Goal Grades 6-8:
Increase the number of students who achieve mastery so that 70% of students increase in Comprehension in order to meet AYP and track student progress/performance and close the gap as measured on items assessing Figure 19 of 2013 STAAR assessment.





 TEXAS LITERACY INITIATIVE 

A Focus on Comprehension

District TLI Goal Grades 9-12:
Increase the number of students who achieve mastery of inferring so that 70% of students are successful as measured on items assessing Figure 19, RC(B) on the 2013 STAAR assessment. This will ensure that students meet AYP.




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How can content-area, non-reading specialist teachers influence and support improvement in the academic literacy of adolescent learners?

We can begin by implementing consistent, aligned, research-based instructional approaches, routines and strategies across grade levels and content areas.




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A Focus on Comprehension

Instructional Routines	Cognitive Strategies
Reading With Purpose	Making Connections
Think-Turn-Talk	Creating Mental Images
Cognitive Strategy Routine	Making Inferences & Predictions
	Asking & Answering Questions
Listening Comprehension	Determining Importance & Summarizing



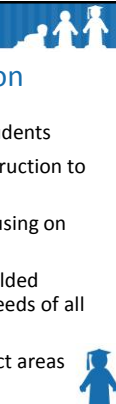
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Benefits of Implementation

- Improves the reading achievement of all students
- Provides teachers with a framework for instruction to meet the ELAR TEKS & SLAR TEKS
- Impacts the quality of instruction while focusing on comprehension
- Provides consistent routines in which scaffolded opportunities are embedded to meet the needs of all learners
- Influences student achievement in all subject areas


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Reading With Purpose

Brownsville ISD
6-12




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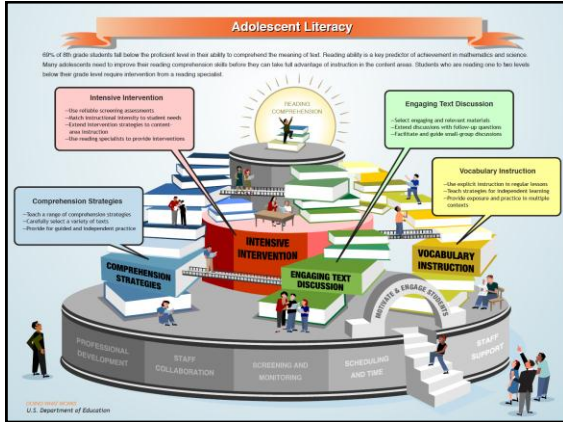
“69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text. Reading ability is a key predictor of achievement in mathematics and science. Many adolescents need to improve their reading comprehension skills before they can take full advantage of instruction in the content areas.”



Doing What Works, U.S. Department of Education

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Big Ideas

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Session Goals


- Clarify the importance of having a purpose for reading.
- Explore Comprehension Purpose Questions.
- Practice a process for setting Comprehension Purpose Questions.
- Evaluate potential Comprehension Purpose Questions.
- Select quality Comprehension Purpose Questions.

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Why should we set a
PURPOSE FOR READING?

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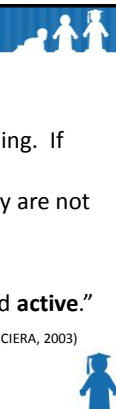
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Comprehension

“Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

Good readers are both **purposeful** and **active.**”
(CIERA, 2003)

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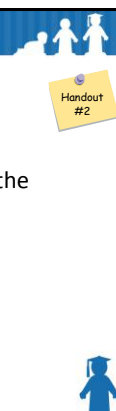
Activity

Handout #2

- Read *The House* silently.
- Use a **yellow** highlighter to highlight the important information as you read.



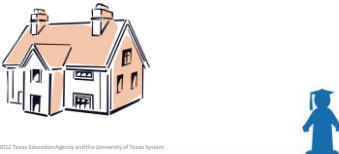
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Activity

- What did you highlight and why?
- Share with a partner what you thought was most important in the text.

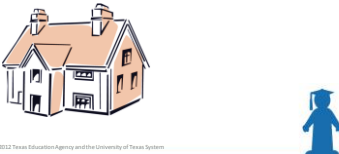


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Activity

- Read *The House* silently again.
- What information in the story would be important to you if you were the following character?

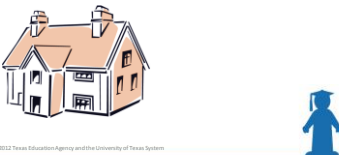


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Activity

- As you read, use a **pink** highlighter to highlight the important information.





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Activity

- What did you highlight and why?
- Share with a partner what you thought was most important in the text this time.





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Why is it important to have a purpose for reading?


Think
Turn
Talk



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Why should we set a purpose for reading?

 **Fig. 19 Reading/Comprehension Skills**

Students are expected to ...

6-8(A) Establish purposes for reading selected texts based on own or others' desired outcome to **ENHANCE** comprehension.




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What are the
3 TYPES OF PURPOSE?

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3 Types of Purpose to Consider

1. Author's Purpose

- What is the author trying to say?
- Why did the author write this?
- Who is the intended audience?

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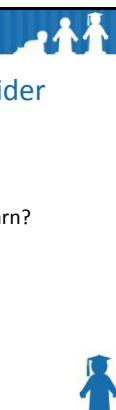
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3 Types of Purpose to Consider

2. Reader's Purpose

- Why are you reading this?
- What are you hoping to find out / learn?

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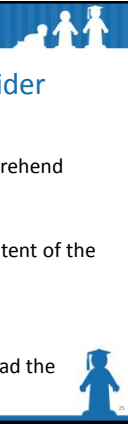
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3 Types of Purpose to Consider

3. Instructional Purpose

- How will you teach students to comprehend the text?
- What cognitive strategy(ies) are you teaching/reinforcing to make the content of the text more accessible?
- How will you deepen and extend comprehension?
- How will you motivate students to read the text?

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A Focus on

INSTRUCTIONAL PURPOSE

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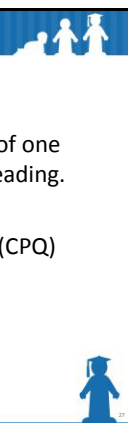
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Instructional Purpose

Instructional purpose includes the use of one guiding question which is set prior to reading.

Comprehension Purpose Question (CPQ)

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Comprehension Purpose Questions

Thoughtful “questions appear to be effective for improving learning from reading because they:

- give students a purpose for reading;
- focus students’ attention on what they are to learn;
- help students to think actively as they read;
- encourage students to monitor their comprehension; and
- help students to review content and relate what they have learned to what they already know” (CIERA, 2003).

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Features of Effective Instruction

Systematic Instruction With Scaffolding

“... the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning.”

(Dickson, Chard & Simmons, 1993 in Texas Education Agency/University of Texas System, 2007).

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What did the colonists do to demonstrate their opposition to the Stamp Act?

Protesting the Stamp Act
These British officials tried to enforce the Stamp Act, their first tax on printed matter in the colonies. Loyalist Governor Dinwiddie in Virginia, including some with their own. All towns named in the law had to carry a stamp showing that the tax had been paid. Some towns were open to British, and other towns were closed to them. However, Britain had never required American printers to pay such a tax.

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4.1 Plot Points in a Coordinate Plane

Before: You graphed numbers on a number line. You will identify and plot points in a coordinate plane.

Why? So you can interpret photos of Earth taken from space, as in Ex. 36.

In Chapter 1, you used a coordinate plane to graph ordered pairs whose coordinates were nonnegative. If you extend the x -axis and y -axis to include negative values, you divide the coordinate plane into four regions called **quadrants**, labeled I, II, III, and IV as shown.

Points in Quadrant I have two positive coordinates. Points in the other three quadrants have at least one negative coordinate.

READING For example, point P is in Quadrant IV and has an x -coordinate of 2 and a y -coordinate of -3 . A point on an axis, such as point Q , is not considered to be in any of the four quadrants.

EXAMPLE 1 Name points in a coordinate plane

Give the coordinates of the point.

$a. A$

Solution

$a.$ Point A is 3 units to the left of the origin and 4 units up, so, the x -coordinate is -3 and the y -coordinate is 4 .

Larson, R., Boswell, L., Kanold, T., Smith, L. (2007). Algebra 1 (Texas Edition). McDougal Littell, a division of Houghton Mifflin Company.

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What are at least two key facts you should understand about quadrants?

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The amount an appliance repairman charges for each job is represented by the function $t = 50h + 35$, where h represents the number of hours he spent on the job and t represents the total amount he charges in dollars for the job. The repairman plans to change the amount he charge changes for each job. The amount he plans to charge is represented by the function $t = 50h + 45$. What will be the effect of this change on the amount he charges for each job?

Compare and contrast the original function and the new function.

A. The total amount he charges for each job will increase by \$10. (ANSWER)

B. The total amount he charges for each job will decrease by \$10. (It doesn't decrease, the hourly rate stays the same at 50, but the service fee goes up \$10, from 35 to 45.)

C. The amount he charges per hour will increase by \$10. (The hourly rate stays the same at 50.)

D. The amount he charges per hour will decrease by \$10. (The hourly rate stays the same at 50.)

Submitted by Laura Beal
Lanier High School, Austin, Texas

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What are the differences between the original function and the new function?

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Hertzsprung-Russell Diagram

Are all stars the same? Not in the least! Some stars are just beginning to form in nebulae, others are enjoying middle age along the main sequence, and some have begun to die. The life cycle of a star can be compared to the life cycle of humans. **What life stage you would be in if you were a star?** The Hertzsprung-Russell Diagram is a tool that shows relationships and differences between stars. It is something of a "family portrait." It shows stars of different ages and in different stages, all at the same time. But it is a great tool to check your understanding of the star life cycle. Let's go over the basics before we check your understanding.

In the Hertzsprung-Russell (HR) Diagram, each star is represented by a dot. There are dots of stars out there, so there are lots of dots. The position of each dot on the diagram tells us two things about each star: its luminosity (or absolute magnitude) and its temperature.

The vertical axis represents the star's luminosity or absolute magnitude. Luminosity is technically the amount of energy a star radiates in one second, but you can think of it as how bright the star is to the rest of the galaxy. Observing stars the way we can, the labels on the HR diagram could be a little different. Luminosity is a common term, as is absolute magnitude. Absolute magnitude is the intrinsic brightness of a star. In other cases, the label is "Y-axis label" in which cases are compared to each other based upon a reference (our sun).

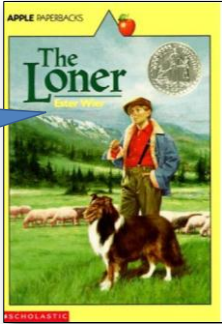
The horizontal axis represents the star's surface temperature (not the star's core temperature - we cannot see into the core of a star, only its surface!) Usually this is

http://aspire.cosmic-ray.org/labs/star_life/hr_diagram.html

How do you read an H-R diagram and what information do you learn from using it?

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Chapter 1
CPQ:
What happens to
Raidy and what
effect does this
have on the boy?



APPLE PAPERBACKS

The Loner
Gary Soto


RECHOLASTIC

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Setting a CPQ to Support Comprehension


“When teachers choose to incorporate text in the teaching of academic content, they have to consider the content learning goals, but also the instructional goals for helping students understand the content of the text.”
(Jetton & Lee, 2012, p. 101)



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Use a CPQ to Increase Motivation




“As students transition from elementary to middle and high school, their motivation drops (Guthrie & Davis, 2003). This drop may be due to a number of factors, including students’ reluctance to read the difficult textbooks they encounter in middle and high school ...

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Use a CPQ to Increase Motivation



Teachers need to find opportunities to reengage these adolescent learners ... They must also plan instruction that includes social interaction, so that students and teachers can employ discourse to grapple with the ideas and theories of the discipline.”

(Jetton & Lee, 2012, pp. 99-100)

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High-Quality Discussions of Text

- Meta-analysis from 75 studies on discussion-oriented instruction
- Most important conclusion:
 - “approaches emphasizing critical analysis of the text or involving text discussion (either teacher- or student-led) of specific questions about text had the **most consistently positive effect** on reading comprehension outcomes.”

(Torgesen, 2007)

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Why Should we Set a CPQ?

Think

Turn

Talk




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Why Should we Set a CPQ?

Students who struggle to comprehend are less motivated to persevere with complex text. By setting a clear purpose and by helping students to understand the objectives of the lesson, they will more likely experience success.



Allen, J. (2000), Berkeley, S., Mastropieri, M., & Scruggs, T. (2011)

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How do we set

COMPREHENSION PURPOSE QUESTIONS?

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It can't be ... that hard ... can it?



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CPQ: What happens to **Goldilocks**?



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CPQ: What kind of person is **Goldilocks**, and why do you think that?




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Handout #3

What's important to remember when setting a CPQ?

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Discuss the CPQ

Share your understanding with a partner:

What's important to remember when setting a CPQ?




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What's Important to Remember ... ?

- Set a comprehension purpose question when the text includes important content all students must be able to access and understand.
- Choose a question that will focus attention throughout the reading.
- Link the CPQ to the strategy(ies) on which you'll focus.
- Post the CPQ for students to see and refer to.
- Provide opportunities to discuss and share after reading.




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Steps for Setting a Great CPQ

1. Record/annotate your thinking while reading the text you will ask students to read.
2. After reading, brainstorm possible CPQs (What do you want students to understand?).
3. Integrate with teacher resources if available.
4. Select a "Great" CPQ.



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TEXAS LITERACY INITIATIVE

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1. Record/annotate your thinking while reading the text you will ask students to read.
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Step 1: Record / Annotate Your Thinking

Handout #4

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The Washington Post

Teens Are in No Rush to Drive

As modes of socializing change, digital generation rite of passage

By Donna St. George
Jan. 24, 2010

WASHINGTON — The quest to get a driver's license at 16—long an American rite of passage—is on the wane among the digital generation, which no longer sees the family car as the end-all of social life.

Federal data released Friday underscore a striking national shift: 30.7 percent of 16-year-olds got their licenses in 2008, compared with 44.7 percent in 1988.

"Driving is real important to a lot of the kids in the culture, but it is not the central focus like it was 25 years ago."

Rob Foss, director of the Center for the Study of Young Drivers, and others suggest that these "graduated" state licensing systems—which have created new requirements for learner's permits, supervised practice hours, night

Really? Why not? I couldn't wait to drive.

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Texting, Facebook. Lack of in-person interaction.

Older because they need to get to work?

Higher standards means time commitment.

20 years = 14% difference. That's interesting.

Driving is real important to a lot of the kids in the culture, but it is not the central focus like it was 25 years ago.

Laws are tougher. Families have to pay.

Kids are too dependent these days.

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Step 1: Record / Annotate Your Thinking

Handout #5

Read: *Watch your driving, kids. The parents are watching.*

As you read, record your authentic thinking on sticky notes.

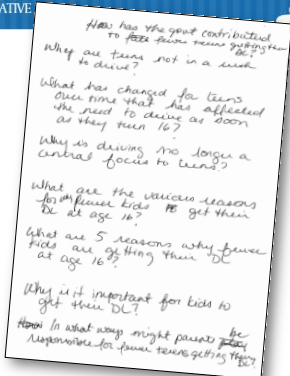
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Steps for Setting a Great CPQ

1. Record/annotate your thinking while reading the text you will ask students to read.
2. After reading, brainstorm possible CPQs (What do you want students to understand?).
3. Integrate with teacher resources if available.
4. Select a "Great" CPQ.

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Step 2:
Brainstorm
Possible
CPQs



How has the great contribution to ~~teen~~ teen driving changed?
Why are teens not in a rush to drive?
What has changed for teens since time that has affected the need to drive as soon as they turn 16?
Why is driving no longer a central focus to teens?
What are the various reasons for ~~teen~~ kids to get their DL at age 16?
What are 5 reasons why ~~teen~~ kids are getting their DL at age 16?
Why is it important for kids to get their DL?
How in what ways might parents be responsible for teen driving safety?

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Step 2: Brainstorm Possible CPQs

- Review the sticky notes on which you recorded your thinking.
- Think about what you would want students to understand after reading the article.
- Brainstorm possible CPQs for *Watch your driving, kids. The parents are watching.*

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TEXAS LITERACY INITIATIVE

Steps for Setting a Great CPQ

1. Record/annotate your thinking while reading the text you will ask students to read.
2. After reading, brainstorm possible CPQs (What do you want students to understand?).
3. Integrate with teacher resources if available.
4. Select a "Great" CPQ.

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Section 2 Assessment

Recall

- Identify** Explain the significance of (a) Pontiac's War, (b) Proclamation of 1763, (c) Stamp Act, (d) Townshend Acts, (e) writ of assistance, (f) Boston Massacre, (g) committee of correspondence.
- Define** (a) petition, (b) boycott, (c) repeal.

Comprehension

- How did Pontiac's War and the Proclamation of 1763 grow out of the migration of colonists?
- Why did colonists oppose the Stamp Act and the Townshend Acts?
- Name some of the new leaders who protested British policy.
- What role did the Townshend Acts play in the events that led to the Boston Massacre?

Critical Thinking and Writing

- Exploring the Main Idea**
Review the Main Idea statement at the beginning of this section. Then, write a letter to a newspaper explaining why colonists object to the new taxes.
- Supporting a Point of View**
Write a position paper explaining how British policies spurred the growth of representative government during the colonial period.

Activity

Take It to the NET
Connecting to Today

Use the Internet to find out more about Paul Revere's engraving of the Boston Massacre and other protest art in American history. Visit *The American Nation* section of www.gheshool.com for help in completing the activity.

Chapter 5 Section 2 ★ 153

West Davidson, J. (2003). *The American nation: Beginnings through 1877*. Pearson Education Inc., publishing as Pearson Prentice Hall, Upper Saddle River, NJ.

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Steps for Setting a Great CPQ

- Record/annotate your thinking while reading the text you will ask students to read.
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- Integrate with teacher resources if available.
- Select a "Great" CPQ.

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Going From Good to Great!

A good CPQ:


- Is answered in the text either explicitly or implicitly.
- Involves student thinking.
- Will focus on comprehension.
- Relates to student learning.

A great CPQ:

- Cannot be completely answered until students have read the entire text.
- Involves higher order thinking, inferences, text evidence or synthesis of information.
- Will deepen and extend comprehension. Gets at the heart of what you want students to understand.
- Relates to the cognitive strategy(ies) currently being taught.

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See Sid and Ron.
 Sid and Ron must sit.




adventure 12
1
2
lesson 1

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Step 4: Select a "Great" CPQ

- Review your list of brainstorm questions as well as any additions from teacher resources if applicable.
- Circle the question you think would make a good CPQ.
- Share your CPQ with a partner. Use your *Going From Good to Great!* card to see if you can improve your question and make it "great."



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Sample CPQs

- How would you feel if your parents installed a video camera in your car?
- Why do parents want to watch their kids drive?
- When you have kids, will you install a video camera in their car?
- What are the pros and cons of having a video camera installed in a teen's car?

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Planning CPQs Across the
ACADEMIC DISCIPLINES

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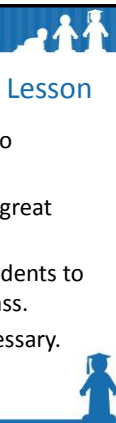


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Planning a CPQ for Tomorrow's Lesson

- Select a piece of text you will assign to students in the next few days.
- Follow the 4 step process to create a great CPQ for your lesson.
- Use the CPQ and provide time for students to discuss their answer to the CPQ in class.
- Reflect on the CPQ and revise as necessary.

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**"The purpose of reading is
always understanding."**

~ Harvey & Goudvis, 2007

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