



TEXAS LITERACY INITIATIVE



A Focus on Comprehension

Brownsville ISD

6-12





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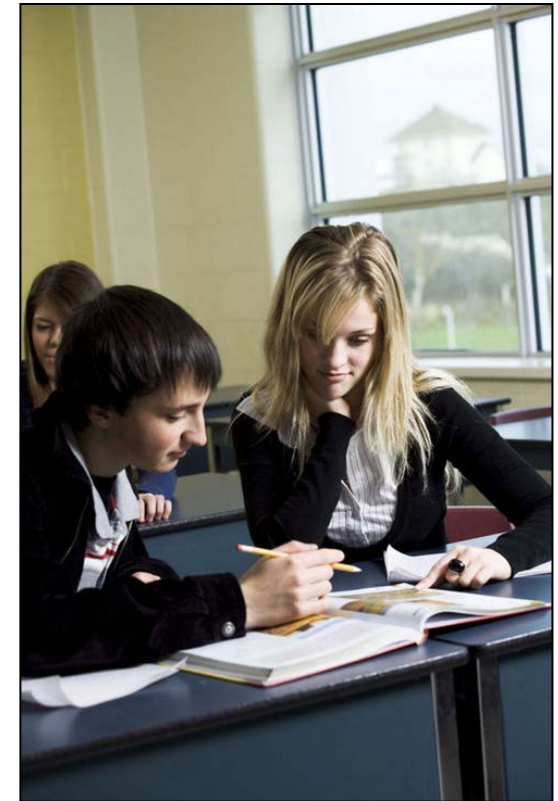
District TLI Goal Grades 9-12:
Increase the number of students who achieve mastery of inferring so that 70% of students are successful as measured on items assessing Figure 19, RC(B) on the 2013 STAAR assessment. This will ensure that students meet AYP.





“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.





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
Making Connections	Asking & Answering Questions
Marking Connections	Determining Importance & Summarizing





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Reading With Purpose

Brownsville ISD

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Purpose

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

Comprehension Purpose Question (CPQ)

- 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;





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.
- Post the CPQ for students to see and refer to.
- Provide opportunities to discuss and share after reading. Think-Turn-Talk Collaboration (TTT pairs)





Steps for Setting a Great CPQ

1. Record/annotate your thinking while reading the text you will ask students to read.
2. Use sticky notes to record your thinking.
3. Think about what you would want students to understand after reading the article.
4. Create a “Great” CPQ.





Step 1: Record / Annotate Your Thinking as you read

Take out
handout #1
RWP, CPQ,
TTT

Disabled students now enjoy sports after mandate¶

By LAURA B. MARTINEZ, The Brownsville Herald | Posted: Saturday, January 26, 2013 10:01 pm ¶
The U.S. Department of Education had issued a mandate requiring schools to provide sports for children with disabilities. ¶

Under the new mandate disabled students who want to compete in sports for their school can join traditional teams if officials can make "reasonable modifications" to accommodate them. The Associated Press reported Friday. If those adjustments would fundamentally alter a sport or give the student an advantage, the department says schools must create parallel athletic programs that have comparable standing to traditional programs. ¶

"It's a July Fourth for us," said Zarate on Friday. His 11-year-old daughter Zariah has Down syndrome and autism. "It is that big because now we don't have to fight so much and say 'Please, please comply.'" ¶

Zarate, co-founder of Down By the Border, a nonprofit organization that helps children with special needs, said he has been an advocate for the rights of special needs children for many years. ¶

Although some progress was made, it was not nearly the progress that the government handed parents of children with special needs on Friday, January 25, said Zarate. ¶

"BISD has for the most part done better, but now with this mandate it is now going to be done more than just to pacify one parent. It is a time to do the right thing for all children that have special needs," Zarate said. ¶

(TTT#1)¶

Mark Guess, athletic administrator for the Brownsville Independent School District, said the district wants to provide as many opportunities as possible to children with disabilities. ¶

"As we get more educated on the new mandate, we are going to adapt and do what we have to do to allow these kids to participate," he said. ¶

The landmark order is reminiscent of the Title IX expansion of sports programs for girls and women four decades ago and could bring sweeping changes to school budgets and locker rooms for years to come, The AP reported. ¶

The guidelines offered several examples of "reasonable modifications" that schools could make for students with disabilities, such as a visual cue to accompany a starter pistol for a hearing-impaired sprinter. Or waiving the rule that requires every swimmer to touch the wall with both hands if a one-armed student otherwise meets the requirements to compete on the team. ¶

It's not clear whether the new guidelines will spark a sudden uptick in sports participation. There was a big increase in female participation in sports after Title IX guidance instructed schools to treat female athletics equal to male teams, according to The AP. That led many schools to reduce or eliminate funding for some men's teams, arguing that it was necessary to be able to pay for women's teams. ¶

(TTT#2)¶

"Sports can provide invaluable lessons in discipline, selflessness, passion and courage, and this guidance will help schools ensure that students with disabilities have an equal opportunity to benefit from the life lessons they can learn on the playing field or on the court," Education Secretary Arne Duncan said in a prepared statement. ¶

"This has always been a civil rights issue" for the families, Zarate said. "ADA (American with Disabilities Act) laws changed in 1990 and it has been very slow. This is something that is very much in our backyard." ¶

Handout #1

Parents want their children to be able to participate in sports.

Post It Notes

Who will determine what establishes a reasonable modification?

Girl Participation in Sports increased greatly after Title IX





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 (Involve higher order thinking, view DOK charts (Handout #2))
- Select a Great CPQ to give students to be thinking about as they read. (CPQ Cards)





What would be a Great CPQ for Article?

Think

Turn

Talk





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.





Why should we Set a CPQ?

Think

Turn

Talk





Why should we use

THINK-TURN-TALK?





Engagement

- One powerful method proven to increase motivation, is when teachers create opportunities for students to engage in discussions focused on learning and understanding from text.

(Torgesen et al., 2007, pp. 53-54)





The Power of Think-Turn-Talk

1. Engagement
2. Comprehension
3. Think-time
4. Process Information
5. Safer Environment
6. Application
7. Accountability
8. Assessment





Planning

- Explicitly discuss expectations with students for how they are to share their thinking with a partner or group
- Think about how you will pair or group students
- Randomly select students to share thinking with the whole class



<http://youtu.be/X02F9DIkPJg>





Think-time

Positive effects on students:

- “The length and correctness of their responses increase.
- The number of their ‘I don't know’ and no answer responses decreases.
- The number of volunteered, appropriate answers by larger numbers of students greatly increases.
- The scores of students on academic achievement tests tend to increase.”

135
seconds

(Stahl, 1994)





Think-time

Positive effects on teachers:

- “Their questioning strategies tend to be more varied and flexible.
- They decrease the quantity and increase the quality and variety of their questions.
- They ask additional questions that require more complex information processing and higher-level thinking on the part of students.”

(Stahl, 1994)





Planning

Plan stops and questions well in advance.

*Where will you stop?
Why will you stop there?*

- What is the critical information?
- Is there a part that students will need support in understanding?
- How long have students been focused without an opportunity to interact?





Planning

- Ask questions that involve critical thinking, opinion, or an extended answer.
 - Specific: “Why does ...?”
 - General: “What are you thinking?”
- Ask questions that relate to the CPQ.
- Ask questions that reinforce the cognitive strategy you are focusing on in the lesson.
- Write questions on sticky notes and place them in your copy of the text as a reminder where to stop and what question you will ask.



Handout #1

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What can you infer will take place after this new mandate?

Why do you think the Department of Education issued the new mandate?

What are some pros and cons of this new mandate?



Planning

- After a student shares their thinking, ask them to expand on their answer and explain why they think what they do.
- Follow-up student sharing with immediate and corrective feedback.





Features of Effective Instruction

Immediate and Corrective Feedback

1. *Describing why an answer is correct.*

Examples:

- Describing why the work was good/well done
- Commenting on specific word usage
- Explaining correct responses by one student to the whole class
- Confirming a student's performance

(Texas Education Agency/University of Texas System, 2007)





“The purpose of reading is
always understanding.”

~ Harvey & Goudvis, 2007

