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Say *Hello* in the Chat Box!

- Name
- District
- Grade(s) or Role

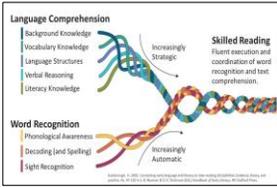


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Review content from previous webinars

Webinar 1: Background Knowledge
Webinar 2: Vocabulary Instruction
Webinar 3: Text Structure

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The Simple View of Reading

D	×	LC	=	RC
1	X	0	=	0
0	X	1	=	0
1	X	1	=	1

How might instruction that supports the strands of Language Comprehension benefit the students that you serve?

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Learning Intentions

Confirm	Deepen
Confirm understanding of the role of sentence-level comprehension in listening and reading comprehension.	Deepen understanding of strategies to support sentence-level comprehension.

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Resources

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The Importance of Syntax and Semantics

Even if the pronunciations of all the letter strings in a passage are correctly decoded, the text will not be well comprehended if the child:

- (a) does not know the words in their spoken form;
- (b) cannot parse the syntactic and semantic relationships among the words;
- (c) lacks critical background knowledge or inferential skills to interpret the text appropriately and "read between the lines."

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The Reader

Students who are categorized as poor comprehenders in Grade 8 performed poorly on tests of complex sentence comprehension in Grade 2 and Grade 4. (Catts et al., 2006)

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Comprehension at the Sentence Level

“If a reader cannot derive meaning from individual sentences that make up a text, that is going to be a major obstacle in text-level comprehension.”

(Scott, 2009)



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Are there phrases, clauses and sentence structures that may be difficult for your students?



How and when will you directly teach sentence comprehension?

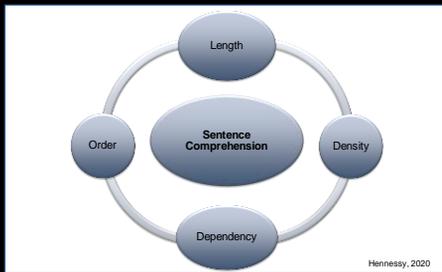


How will you facilitate the integration of ideas within and between sentences?

Questions for Consideration

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Potential Troublemakers



Hennessy, 2020

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Example

However, on August 24, 2006, the International Astronomical Union (IAU), a group of individual astronomers and astronomical societies from around the world, made an announcement.

Shanahan, 2020

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Sentence Example

Who was the sentence about?

the International Astronomical Union (IAU)

Who are they?

a group of individual astronomers and astronomical societies from around the world

What did they do?

made

Made what?

an announcement

When?

on August 24, 2006

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Another Example

The women of Montgomery, both young and older, would come in with their fancy holiday dresses that needed adjustments or their Sunday suits and blouses that needed just a touch—a flower or some velvet trimming or something to make the ladies look festive.

Shanahan, 2020

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Sentence Decomposition

Breaking a syntactically complex sentence down into simpler sentences.

Ideal for teaching comprehension of sentences with relative clauses and sentences with multiple clauses.

Example:

- Take long, complex sentences from text.
- "Watch me break this sentence down into several shorter sentences".
- Write each sentence on the white board.
- "Notice how each of these short sentences tells us about a different idea".

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Sentence Combining

Combining simple sentences to produce complex sentences.

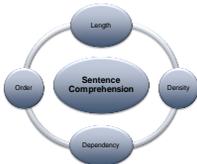
Can be used to facilitate comprehension of complex sentences.

- Introduce students to relative clauses and relative pronouns.
- Use several sentences related to content to teach students how to combine sentences.
- "Let's combine two simple sentences to make a simple complex sentence with a relative clause".

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Your Turn!

Identify the potential troublemaker.



Potential Troublemakers:
Length, Density, Dependency, Order

"When the grasshopper found itself dying of hunger, it saw the ants distributing, every day, corn and grain from the stores that had collected in the summer." -retell of Aesop's The Ant and the Grasshopper (Roberto, 1994)

"There was once a velveteen rabbit, and in the beginning, he was really splendid; he was fat and bouncy, as a rabbit should be; his coat was spotted brown and white; he had real thread whiskers, and his ears were lined with pink satin." - The Velveteen Rabbit (Williams, 1992)

As they unrapped the bundled layers, hundreds of treasures were revealed, including gold nose rings and necklaces, sparkling crowns, and huge war clubs usually reserved for the Moche's greatest warriors." - The Mystery of the Tattooed Mummy (Gates, 2007)

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A Note About Sentences with Passive Voice

A sentence has a passive voice when the "doer" of an action and the recipient of that action are reversed.

A sentence has an active voice when the "doer" of an action comes before the receiver of the action.

- Active: The boy threw the ball
- Passive: The ball was thrown by the boy.
- Active: The students completed the assignment.
- Passive: The assignment was completed by the students.

Easier to process active sentences.

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Sentences with Passive Voice

 To process a passive sentence, you have to hold the receiver in your short-term memory long enough to hear the "doer" AND then reorganize the order of the "doer"/action/receiver to understand it.

 Students need to understand small function words: "was" and "by" and how they operate within a sentence.

 Another area of confusion: When reading passive sentences about events that differ from their expectations, background knowledge, etc.

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Sentences with Three or More Clauses

The ability to understand and produce sentences with multiple clauses is extremely important.

English language learners and students who have deficits in attention, working memory, and processing speed, may be more likely to experience difficulties comprehending sentences with multiple clauses.

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Examples of Compound-Complex Sentences

1. There was heavy traffic in the neighborhood, so I used the GPS to find a quicker route, and was able to get there on time.
2. The cat ran away, but nobody was worried because he was trained to find his home.
3. Since she was a vegetarian, she refused to eat the turkey, but she was more than happy to eat the potatoes.

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General Principles of Oral and Written Language

Many students will benefit from being taught about sentence structure by strategically integrating reading and writing.

Teaching will be more effective when explicit instruction on sentence structures is combined with opportunities to practice skills during activities embedded within the general education curriculum.

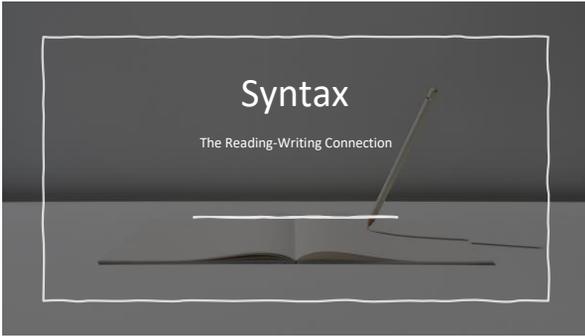
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REFLECT:

Share something that makes sense to you regarding the role of syntax in supporting the development of Language Comprehension.



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The Problem: Assigning Writing but Not Teaching It

 Many school systems haven't been teaching students how to write. Teachers may have assigned writing, but they haven't explicitly taught it in a careful sequence of logical steps, beginning at the sentence level.

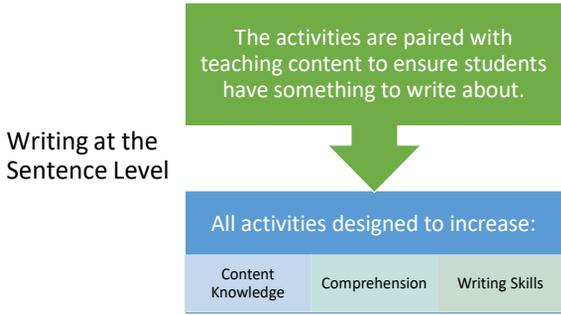
 Writing is often the hardest thing we ask students to do and evidence suggests that very few students become good writers on their own.

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"To be effective, writing instruction should start in elementary school. But when students do get a chance to write in elementary school, they're often encouraged to write at length too soon, sometimes at a furious pace. They don't learn how to construct interesting and grammatically correct sentences first."

Judith Hochman, The Writing Revolution

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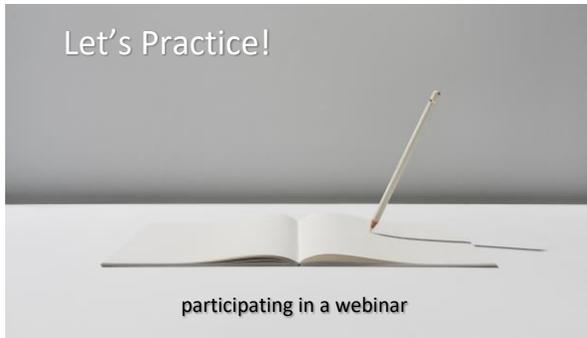


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Fragments to Sentences

Start	Start with a fragment • ate a meal
Add	Add details: Who, What, Where, When and Why
Teach	Teach students to begin with the Who • Josanna finally ate a meal on the tundra with her family after a long-awaited hunt.

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Complete Sentence or Fragment?

Example: Food Chains – Page 8 in Participant Handout

Sentence or Fragment	Corrected Sentence
1. living things depend on	Living things depend on food and shelter to survive.
2. bugs need food to survive	Bugs need food to survive.
3. bottom of the food chain	Small animals and plants are at the bottom of the food chain.
4. sharp teeth and claws	Sharp teeth and claws help predators catch prey.

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Sentence Combining

Helps	Helps students learn to write more syntactically mature sentences.
Simple	Simple sentences (2 or more) are turned into a more complex sentence.
Goal	The goal is not just to create longer sentences, but to make better sentences (those that convey the writer's intended message).

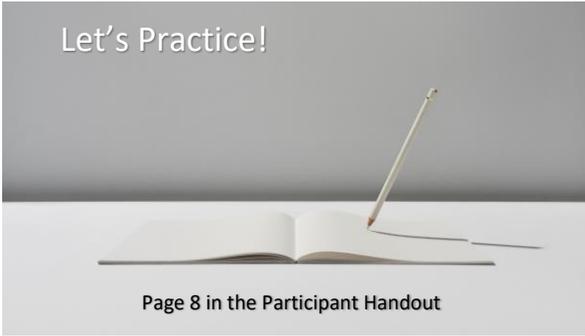
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Sentence Combining

- Provide students with a series of short statement sentences.
- Encourage them to find various ways of combining those sentences into one longer, complex sentence.
 - Gloria rode her snow machine every day.
 - Gloria loved riding the snow machine.
 - Gloria needed to get to school.



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Food Chains

An ecosystem is like a habitat where an organism lives, but it includes many habitats plus the nonliving systems that support them. In an ecosystem, each living thing depends on other living and nonliving things for survival. In a forest ecosystem, living things depend on one another. Many living things depend on trees for shelter and food. You can almost certainly find things on an tree. Woodchoppers can find them too!

If you dig down into the soil or simply walk some tree bark, you will discover all sorts of other critters in the forest ecosystem, such as worms, beetles, and ants.

You might not see all those insects and other little critters when you look around the forest, but they are there! You can find them under leaves, rocks, and fallen trees. Usually, their world is underground and out of sight, unless you are willing to get dirty digging for them!

What are all those bugs doing there? They are doing what all living things do: running. To survive, living things need food. The numbers of food provide energy for the bugs. Without energy, the food stops. It is that simple! What do ants dig and other living things dig besides eating? They are doing whatever it is they need to do in order to produce young. They make seeds, hatched, such as squirrel and deer, all from both to lay babies. Bugs and birds lay eggs.

Squirrels make egg sacs like the one in this image. When the sac opens, hundreds of tiny baby squirrels will run out. Most of them will be eaten by other bugs. Those that survive will grow to be squirrels like their parents.

Living things also must develop ways to protect themselves from other things in the ecosystem. Squirrels build their nests high in trees, away from predators. Worms dig down into the soil. Snails and turtles have shells to protect them.

Unfortunately for squirrels, worms, snails, and turtles, these defenses do not always work. The predators that hunt and eat other animals for a living have sharp teeth and claws for catching their prey.

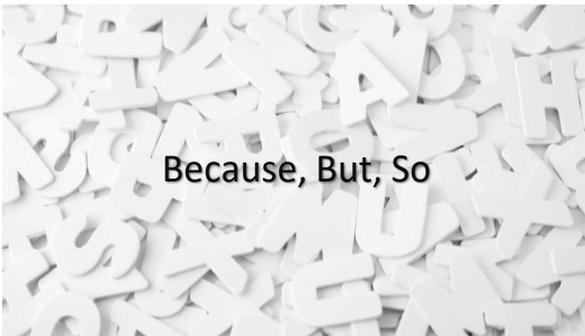
There are ecosystems in many places. Each ecosystem has its own food chain. Look at the image of the wolf, the deer, and the acorn. This is a very simple way to think of the food chain. Smaller animals are eaten by slightly larger animals. And the image only represents a small part of a real food chain. Most food chains also include plants. They also include bacteria and other tiny, microscopic organisms.

Plants and smaller animals are usually near the bottom of the food chain. At the top of the food chain, you will find animals like grizzly bears, lions, blue whales, or great white sharks. These animals are too big to be hunted by anything else. A lion or shark is called an apex predator because it is at the top of the food chain.

Can you identify 2-3 simple statements that could be used for sentence combining?

- Each ecosystem has its own food chain.
- Plants and small animals are near the bottom.
- Apex predators are at the top of the food chain.

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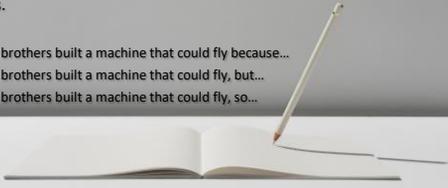


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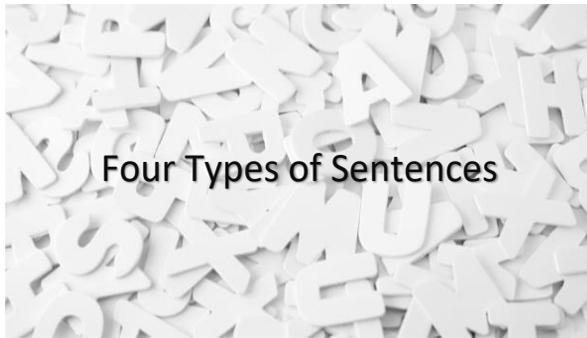
Let's Practice!

Use Page 10-11 in the Participant Handout to complete the because, but, so sentences.

- The Wright brothers built a machine that could fly because...
- The Wright brothers built a machine that could fly, but...
- The Wright brothers built a machine that could fly, so...



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Four Types of Sentences

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Four Basic Sentence Types

Declarative Sentence (Statement)	A statement/declarative sentence is a statement of an idea and ends in a period.
Interrogative Sentence (Question)	A question/interrogative sentence asks a question and always ends with a question mark.
Imperative Sentence (Command)	A command/imperative sentence gives instructions or expresses a request or a command.
Exclamatory Sentence (Exclamation)	An exclamatory sentence expresses force or a strong emotion and ends with an exclamation point.

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Let's Practice

Sentence Type: Statement Word: constellation	The Big Dipper is a group of stars or a constellation.
Sentence Type: Question Words: Earth's rotation	Did you know the earth's rotation is counterclockwise on its axis?
Sentence Type: Command Word: Big Dipper	On a spring night, go find the Big Dipper by looking straight up in the sky.
Sentence Type: Exclamation Word: orbit	It's so amazing how the Earth's orbit determines which constellations we can see at different times of the year!

Page 13 in Participant Handout

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