

# Reading Comprehension

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Alaska Webinar  
Session 3

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Reading Comprehension:

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**Before Reading**  
**During Reading**  
**After Reading**

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## Literature – Stories, Dramas, Poems

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- Before Reading
- During Reading

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# Reading Standards for Literature Fourth Grade

## Key Details

- Explain what text says
- Draw inferences
- Refer to details and examples
- Determine theme
- Summarize text
- Describe characters, setting, event

## Craft and Structure

- Determine meanings of words and phrases
- Explain differences in structural elements between poems, drama, prose
- Compare and contrast points of view
- Determine differences between first and third narrations

## Integration of Knowledge and Ideas

- Connect text and visual or oral presentations of text
- Compare and contrast themes and patterns of events

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# Reading Standards for Literature Fifth Grade

## Key Details

- Explain what text says
- Draw inferences
- Quote accurately from text
- Determine theme
- Summarize text
- Compare and contrast characters, settings, events
- Draw on details in text

## Craft and Structure

- Determine meanings of words and phrases
- Determine meaning of figurative language
- Explain how parts form structure of story, drama, poem
- Compare and contrast points of view
- Describe how point of view influences events

## Integration of Knowledge and Ideas

- Analyze how visual and multimedia elements contribute to text's meaning, tone, beauty
- Compare and contrast themes and topics

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# Reading Standards for Literature Seventh Grade

## Key Ideas and Details

- Analyze what text says explicitly
- Draw inferences
- Cite supporting textual evidence
- Determine theme or central idea
- Analyze development of theme or central idea
- Summarize text
- Analyze interaction of story elements

## Craft and Structure

- Determine meanings of words and phrases
- Determine figurative and connotative meanings
- Analyze the impact of rhymes and repetitions of sounds
- Analyze how form and structure contribute to meaning
- Analyze development of different points of view of characters, narrators

## Integration of Knowledge and Ideas

- Compare and contrast written, audio, filmed versions of story, drama, poem
- Compare and contrast fictional and historical accounts of same time period

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# Before Reading Strategies

- Teach the pronunciation and meaning of critical, unknown **vocabulary** words.
- Teach or activate any necessary **background knowledge**.
- **Preview** the text.
- Establish a clear **purpose** for reading.

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## Short Story - Science Fiction

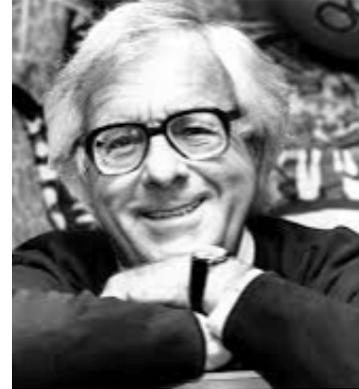
### *Dark They Were, and Golden Eyed*

*Martian Chronicles*

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## Ray Bradbury, Author

Background Knowledge



**Nationality:** American

**Born:** August 22, 1920

**Died:** June 5, 2012

**Education:** High School

**Awards:**

- 2000 National Book Foundation Medal for Distinguished Contribution to American Letters
- 2004 National Medal of Arts,
- 2007 Pulitzer Prize Special Citation

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## Ray Bradbury, Author

Background Knowledge



Ray Bradbury was a writer of:

- fantasy
- science fiction
- horror
- mystery

He wrote 50 books and numerous short stories. His stories became a radio series, a TV series, and movies.

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## Ray Bradbury Books

Background Knowledge

### Books



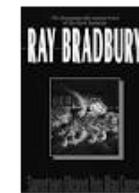
Fahrenheit  
151  
953



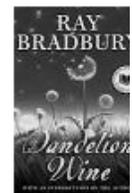
The Martian  
Chronicles  
1950



The  
Illustrated  
Man



Something  
Wicked This  
Way...  
1962



Dandelion  
Wine  
1957



Setting  
opposite of **utopia**

## **dystopia**

- An imaginary place or state in which the condition of life is extremely bad.

**dys** - a Latin prefix

- dys = bad
- dystopia
- dysfunctional
- dyslexia

**vacuum** noun

- a space entirely devoid of matter
- *synonyms*: emptiness, nothingness, black hole

## Purpose - Essential Question

- How did Mr. Bittering's **perception of Mars** change in the short story *Dark They Were, and Golden-eyed?*
  - *Beginning*
  - *Middle*
  - *End*

## Passage Reading Procedures

- Augmented Silent Reading
- Choral Reading
- Cloze Reading (say missing word)
- Cloze Reading (read to end of sentence)
- Partner Reading

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## DARK THEY WERE, AND GOLDEN-EYED by Ray Bradbury

THE rocket's metal cooled in the meadow winds. Its lid gave a bulging pop. From its clock interior stepped a man, a woman, and three children. The other passengers whispered away across the Martian meadow, leaving the man alone among his family.

The man felt his hair flutter and the tissues of his body draw tight as if he were standing at the center of a vacuum. His wife, before him, trembled. The children, small seeds, might at any instant be sown to all the Martian climes.

The children looked up at him. His face was cold.

'What's wrong?' asked his wife.

'Let's get back on the rocket.'

'Go back to Earth?'

'Yes! Listen!'

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The wind blew, whining. At any moment the Martian air might draw his soul from him, as marrow comes from a white bone.

He looked at Martian hills that time had worn with a crushing pressure of years. He saw the old cities, lost and lying like children's delicate bones among the blowing lakes of grass.

'Chin up, Harry,' said his wife. 'It's too late. We've come at least sixty-five million miles or more.'

The children with their yellow hair hollered at the deep dome of Martian sky. There was no answer but the racing hiss of wind through the stiff grass.

He picked up the luggage in his cold hands. 'Here we go,' he said – a man standing on the edge of a sea, ready to wade in and be drowned.

They walked into town.

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# Comprehension- Informational Text Reading

- **Read**
- **Stop**
- **Respond**
  - answer teacher questions
  - generate questions/answer questions
  - verbally retell content
  - formulate main idea statements (Paragraph Shrinking)
  - mark text
  - add information in the margins
  - take notes (Cornell notes, foldables, etc.)
  - map/web content

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# Comprehension- Narrative Text

- **Read**
- **Stop**
- **Respond**
  - answer teacher questions
  - generate questions/answer questions
  - verbally retell content
  - mark text
  - add information in the margins
  - utilize story grammar elements

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# During Reading - Teacher Asks Questions

## Guidelines:

1. **Purpose:** Keep the reading purpose in mind as you select, adapt, or write questions. Also, carefully consider the author's purpose.
2. **Text-Dependent Questions:** Ask questions that focus on information (evidence) provided in the text.
3. **All Respond:** Everyone thinks.  
Everyone writes.  
Everyone shares with his/her partner.

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# During Reading - Teacher Asks Questions

Guidelines continued:

4. **Think Time:** Provide an adequate amount of thinking time.  
For higher order questions, provide up to 6 seconds.

Results: More detailed, logical answers  
Greater participation  
Number of questions asked increases

5. **Scaffold as needed:**
  - Ask foundation questions before higher order questions
  - Support answers with **sentence starters**
  - Use optimum **active participation** procedures

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■ Summarize the **events** that occurred at the beginning of the story.

■ Begin by saying:

At the beginning of this story, .....

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Underline words or phrases that indicate how Mr. Bittering perceived Mars when he and his family arrived.

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## **DARK THEY WERE, AND GOLDEN-EYED** by Ray Bradbury

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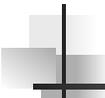
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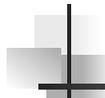
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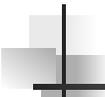
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When Mr. Bittering first arrived on Mars with his family, he perceived Mars as \_\_\_\_\_.



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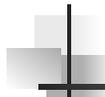
When Mr. Bittering first arrived on Mars with his family, he perceived Mars as strange and frightening. His body became tight, his face cold, and he trembled as he looked over the alien land. He felt as if “Martian air might draw his soul from him.” His first response was to flee Mars, telling his wife “Let’s get back on the rocket.”



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## Narrative Structure – Story Grammar

- Students are taught the structural elements of a story including: (List story elements such as title, setting, etc.)



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## Narrative Structure – Story Grammar

When students were explicitly taught how to identify **story grammar** elements, it

- Improved students ability to retell and summarize stories.
- Transferred to other stories.

(Morrow, 1985)

## Narrative Structure – Story Grammar

Uses of narrative elements (story grammar).

1. Students can be given a story grammar reference sheet to use in **discussions**.
2. Teachers can **ask story grammar questions** during passage reading.
3. Students can **generate story grammar questions**.
4. Students can complete a **story grammar graphic organizer on short story**. This can be done with the entire class, a cooperative team, a partner, or independently.

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## Narrative Structure – Story Grammar

What is the **title** of the story?

What might the title mean?  
What was the significance of the story title?  
Why might the author have chosen this title?

What was the **setting** of the story?

Why did the author select this setting for this story?  
What was the significance of the setting?

Who is the **main character** of the story?

How did you determine who was the main character?  
What were the most important traits of the main character?  
Why did the author emphasize these traits?

What **other characters** are introduced?

Who was the protagonist? the antagonist?  
What role did \_\_\_ play in the plot?  
What traits did the author emphasize for \_\_\_? Why  
Compare and contrast \_\_\_ and \_\_\_?

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## Narrative Structure – Story Grammar

What was the main character's **problem or conflict or goal**?

Why was \_\_\_ a problem (conflict or goal)?  
How did the author develop the conflict over the course of the story?

How did the main character try to **solve** the problem?

How did the protagonist **resolve** the conflict?

How did the protagonist attempt to resolve the conflict? Was the attempt successful or not? Why

What was the **theme** of the story?

What evidence did you use to determine the story's theme?  
Why might the author have selected this central theme?

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## Narrative Structure – Story Grammar

Summarize the story

- Title
- Setting(s)
- Main Characters
- Problem
- Attempts to resolve the problem
- Solution
- What happened in the end

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## Preview - After Reading Strategies

- Engage students in a collaborative conversation (discussion) about the passage.
- Have students complete or generate graphic organizers that summarize critical information
- Have students write in response to passage:
  - Summary
  - Compare and Contrast
  - Opinion

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## Discussion

- Prepare a specific question or questions to be used for text discussion.
- Have students prepare for the discussion.
  - Answer written questions.
  - Complete graphic organizer.
  - Share with partner before class discussion.
- Scaffold the discussion with sentence starters.

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## Discussion sentence starters

### Disagreeing

I disagree with \_\_\_\_\_ because \_\_\_\_\_.

I disagree with \_\_\_\_\_. I think \_\_\_\_\_.

### Agreeing

I agree with \_\_\_\_\_ because \_\_\_\_\_.

I agree with \_\_\_\_\_ and I also think \_\_\_\_\_.

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## Discussion sentence starters

Adapted from presentation by Kate Kinsella, PhD

### Agreeing

My idea is similar to \_\_\_\_\_ idea. I think \_\_\_\_\_

My ideas expand on \_\_\_\_\_ idea. I think \_\_\_\_\_

I agree with \_\_\_\_\_ and want to add \_\_\_\_\_

### Disagreeing

I don't agree with \_\_\_\_\_ because \_\_\_\_\_

I have a different perspective from \_\_\_\_\_. I think \_\_\_\_\_

My views are different from \_\_\_\_\_. I believe \_\_\_\_\_

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## Discussion sentence starters

Adapted from presentation by Kate Kinsella, PhD

### Structured Discussion

#### Clarifying

Will you please explain \_\_\_\_\_

What did you mean when you stated \_\_\_\_\_

Could you please clarify your idea for me.

#### Paraphrasing

What I hear you saying is \_\_\_\_\_

So you believe \_\_\_\_\_

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## After Reading - Graphic Organizers

### The teacher:

- Provides students with a **graphic organizer** that reflects the structure of the text material.

#### Narrative

- Story Grammar

#### Informational Text

- Central Idea
- Hierarchy
- Compare/Contrast
- Sequence of Events
- Cause/Effect
- Problem/Solution

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## After Reading - Graphic Organizers

- After completing the graphic organizer, students:
  - **Teach** the content on the graphic organizer to their partners
  - Use the graphic organizer as a support during **class discussions**
  - Write a **summary** of the content based on the graphic organizer

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## Write a Summary of Informational Text - Writing Frames

Antarctica is the coldest continent on the earth. The land is covered with \_\_\_\_\_.  
The temperature stays below \_\_\_\_\_  
and the \_\_\_\_\_ constantly blow. Because of these conditions, not many \_\_\_\_\_ things are found on this continent.

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## Write a Summary - Writing Frames

### Summary of Informational Text

Chapter: \_\_\_\_\_ Topic: \_\_\_\_\_

- In this section of the chapter, a number of critical points were made about ...
- First, the authors pointed out that...
- This was important because...
- Next, the authors mentioned that...
- Furthermore, they indicated...
- This was critical because...
- Finally, the authors suggested that...

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## Write a Summary - Writing Frames

### Chapter: *Drifting Continents* Topic: *Wegener's Theory*

- In this section of the chapter, a number of critical points were made about *Alfred Wegener's theory of continental drift*. First, the authors pointed out that *Wegener believed that all the continents were once joined together in a single land mass that drifted apart forming the continents of today*. This was important because *it explained why the outline of the continents as they are today fit together*. Next, the authors mentioned that *Wegener argued that there were many pieces of evidence supporting his theory of continental drift*. Furthermore, they indicated that *Wegener used evidence of similar landforms and fossils on different continents to prove his theory*. This was critical because *this evidence could be validated by other scientists*. Finally, the authors suggested that *despite this evidence, other scientists did not accept Wegener's theory because he could not explain the force that pushes and pulls the continents*.

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## Write a Summary - Writing Frames

### Summary of Opinion Article

- Name of Article:...
- Author: ...
- Topic: ...
- In this article, \_\_\_\_\_ discusses...
- The author's primary claim is that ...
- First, she/he states....
- She/he then points out that ...
- In addition, \_\_\_\_\_, indicates that....
- Finally, she/he conclude.....

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## Write a Summary - Writing Frames

Name of Article: *The Writing Revolution*

Magazine/Journal: *the Atlantic* (September, 2012)

Author: Peg Tyre

Topic: Writing Instruction

In this article, *Peg Tyre* discusses *writing instruction in today's schools*. The author's primary claim is *that a return to traditional, explicit instruction on the fundamentals of writing could be the answer to poor writing exhibited in schools*. First, she states *that teachers at New Dorp High School determined that their students poor performance was due to the fact that they could not express their ideas on paper*. She then points out that *when New Dorp adopted intense, explicit instruction on the skills of analytic writing, test scores and graduation rates improved*. In addition, Tyre indicates *that thinking, speaking, and reading skills are strengthened through writing instruction*. Finally, she concludes *that a return to traditional writing instruction may be the key to improving the writing skills of failing students*.

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## Write a Summary of Narrative –

Writing Frame

The title of the story is.....  
The story takes place in.....  
The main character is .....  
His/Her main problem was ....  
He/She tried to solve this problem by....  
In the end, the following happened: .....

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## Write a Summary - Strategy

Write down the topic of the summary.

- List** - Make a list of important ideas.  
**Cross-out** - Cross out any unnecessary or weak ideas.  
**Connect** - Connect ideas that could go in one sentence.  
**Number** - Number the ideas in the order that they will appear in the paragraph.

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## List - Make a list of important ideas.

*Penquin' s birth*

- *Male takes care of egg*
- *Female lays egg*
- *Female leaves*
- *Female spends winter at sea*
- *The water is very cold*
- *Male puts egg on his feet under belly*
- *Male stays on egg for two months*
- *Male doesn' t eat*
- *Egg hatches*
- *Male must care for baby*

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**Cross-out** - Cross out any unnecessary or weak ideas.

**Connect** - Connect ideas that could go in one sentence.

*Penquin' s birth*

- Male takes care of egg*
- Female lays egg*
- Female leaves*
- Female spends winter at sea*
- The water is very cold*
- Male puts egg on his feet under belly*
- Male stays on egg for two months*
- Male doesn' t eat*
- Egg hatches*
- Male must care for baby*

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## Number - Number the ideas in the order that they will appear in the paragraph.

- Penguin's birth*
- 3 *Male takes care of egg*
  - 1 *Female lays egg*
  - 2 *Female leaves*
  - Female spends winter at sea*
  - The water is very cold*
  - 4 *Male puts egg on his feet under belly*
  - Male stays on egg for two months*
  - 5 *Male doesn't eat*
  - Egg hatches*
  - 6 *Male must care for baby*

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## Write a summary - Strategy

The birth process of penguins is fascinating and quite different from that of other animals. The female penguin lays an egg. However, the female penguin leaves soon after laying the egg and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin continues to take care of the infant penguin.

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## Compare and Contrast –

Writing Frame

### Same

\_\_\_\_\_ and \_\_\_\_\_ are similar in a number of ways.

First, they both.....

Another critical similarity is .....

An equally important similarity is .....

Finally, they .....

### Different

The differences between \_\_\_\_\_ and \_\_\_\_\_ are also obvious.

The most important difference is .....

In addition, they are .....

In the final analysis, \_\_\_\_\_ differs from \_\_\_\_\_ in two other major ways: .....

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## Compare and Contrast –

Writing Frame

*Narrative and informative written products are similar in a number of ways. First, they both have an author intent on sharing his/her ideas. Another critical similarity is the goal of informative and narrative writing: to communicate to a reader or group of readers. An equally important similarity is that both genres utilize the words, mechanics, and grammar of the author's language. Finally, both are read on a daily basis across the world.*

The differences between *narrative and informative written products* are also obvious. The most important difference is *their purpose. Narratives convey a story, real or imagined, while informative products transmit information that the reader needs or is interested in learning.* In addition, they are structured differently. *The structure of a narrative is based on the elements of a story: settings, characters, the character's problem, attempts at resolving the problem, and finally its resolution. In contrast, when writing an informative product, authors organize the information into paragraphs each containing a topic and critical details. In the final analysis, narratives differ from informative text in two major ways: content and structure.*

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## Explanation — Writing Frame

There are a number of reasons why...  
The most important reason is...  
Another reason is ...  
A further reason is ...  
So you can see why...

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## Explanation — Writing Frame

There are differing explanations as to why...  
One explanation for this is...  
The evidence for this is ...  
An alternative explanation is ...  
The explanation is based on...  
Of the alternative explanations, I think the most likely is...

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## Opinion — Writing Frame

### **Opinion**

Though not everybody would agree, I want to argue that...  
I have several reasons for arguing this point of view.  
My first reason is ...  
A further reason is...  
Furthermore...  
Therefore, although some people might argue that ...  
I have shown that ...

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## Thank You

How well we teach = How well they learn

Teach with Passion.  
Manage with Compassion.

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