

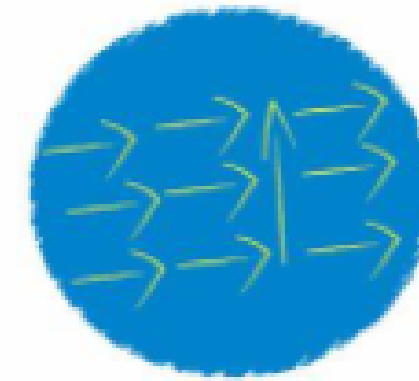


READING COMPREHENSION: THE 4 C'S
FINDING THE MAIN IDEA

References: David Pearson, Nell Duke, Ron Ritchart

THE 4 C'S THINKING MOVES

connections-challenges-concepts-changes



- Instructional strategy "package" routine used to structure nonfiction, text-based discussion.
- Routine elicits deeper thinking by encouraging students to do what good readers do:
 - Make **connections**
 - Encouraging questions and critical thinking by identifying **challenges**
 - **Summarize, compare, and prioritize by Identifying key concepts**
 - Anticipate **changes** to one's views or approach, depending on how the information is used

KEY CONCEPTS ARE:



topics
(sentence,
paragraphs,
visuals, chapters,
whole)



main idea(s),
thesis, theme,
gist, main point,
controlling idea
or thought



Supporting
points and
details.



WHY IS THIS IMPORTANT?

The End Goal:
Critical thinking meaning-makers

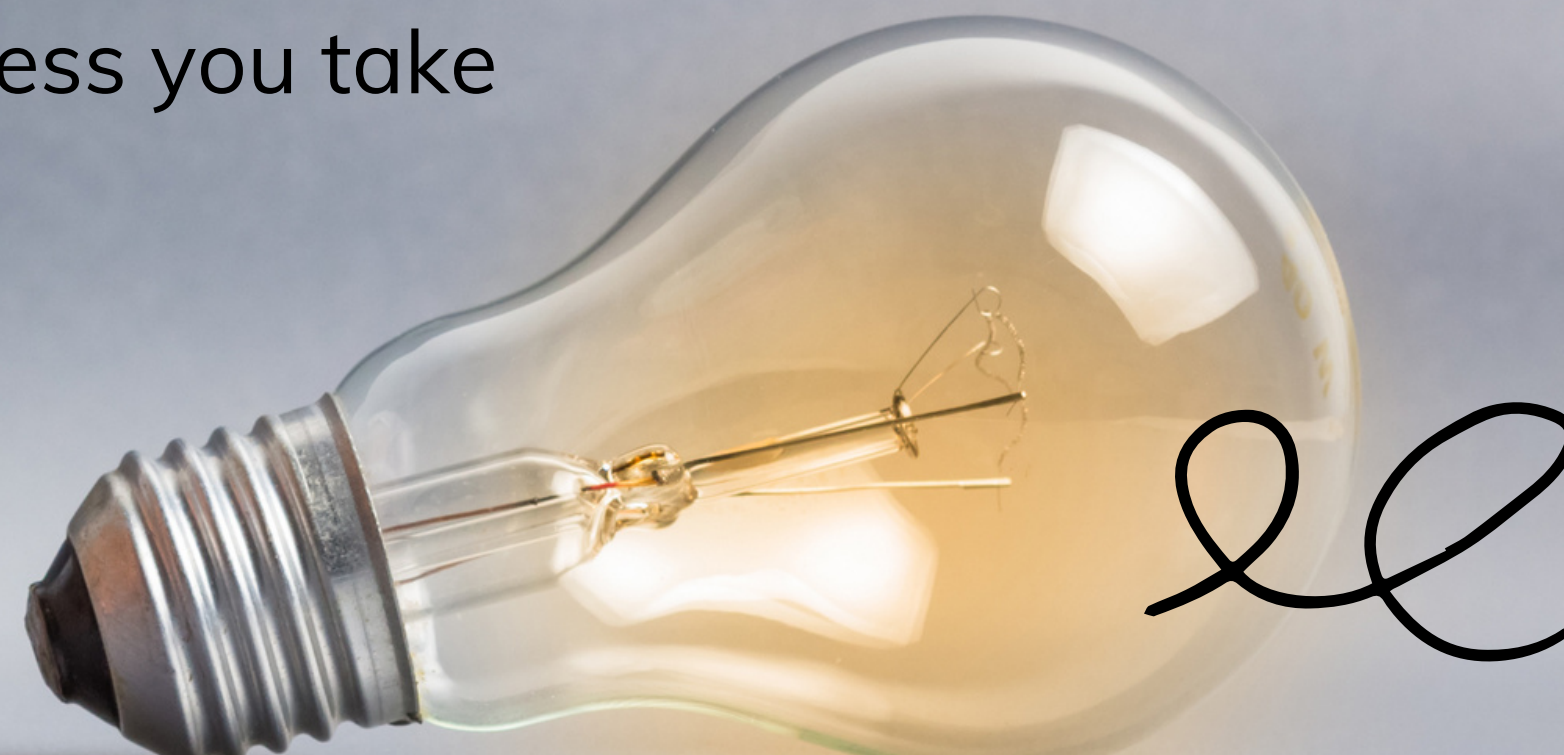
"but first, ya gotta get the words right and the facts straight before you can do the what-ifs and I wonder whats of the curriculum."

-David Pearson



HOW DO YOUR STUDENTS FIND MAIN IDEAS AND OTHER CONCEPTS IN THEIR READING?

Do you have a process you take students through?



"IDENTIFYING KEY CONCEPTS" REQUIRES...

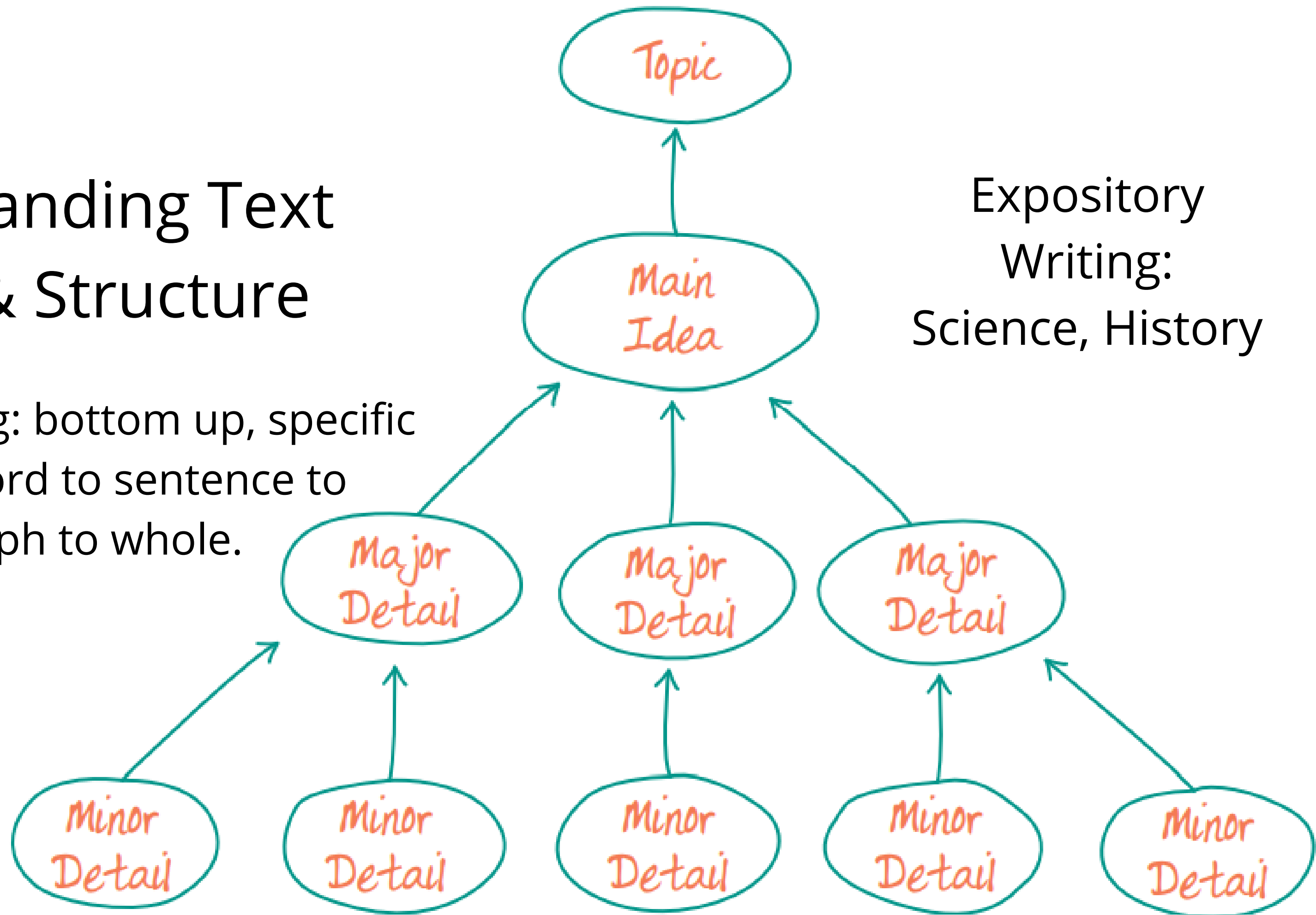
- Understanding text structure so we know where the ideas will be and how to put them together...

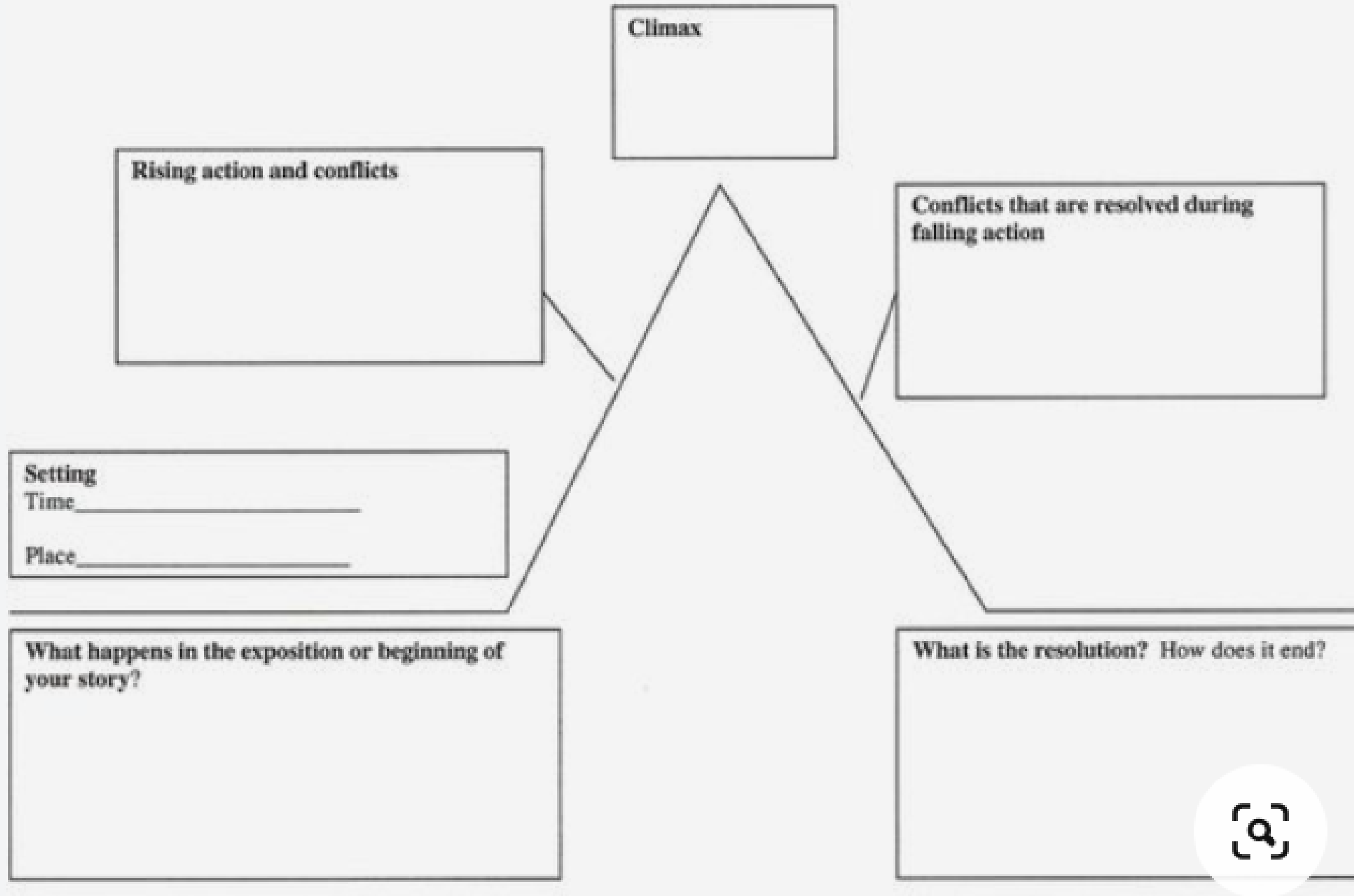


Understanding Text Genre & Structure

Expository Writing:
Science, History

Inductive thinking: bottom up, specific to general, word to sentence to paragraph to whole.





Narrative Writing:
Stories, novels



A NOTE ABOUT VOCAB*

*See [Newsela](#) for the same articles at different reading levels

"IDENTIFYING KEY CONCEPTS"
IN INFORMATIONAL TEXT
REQUIRES...

TEACHING DICTION TERMINOLOGY:

Specific & General

1) IDENTIFY SPECIFIC AND GENERAL KEY WORDS ”

” 2) RECOGNIZE SPECIFIC AND GENERAL PHRASES.

Research has shown people who play video games such as "Fortnite" or "Rocket League" have higher visual acuity. This means they can keep track of multiple moving objects at once. They might even see things in the fog or rain that others cannot. It's one of the many benefits researchers like me have discovered about playing video games.

3) INDUCE GENERAL TOPIC.

4) FIND THE TOPIC SENTENCES.

5) RECOGNIZE SUPPORTING SENTENCES.

Topic: benefits of video games

Topic Sentence: People who play video games of higher visual acuity.

Supporting Sentences: Can keep track of multiple moving objects and even see things in fog or rain.

6) DISCERNING BETWEEN DETAIL, TOPIC, & THESIS,

Topic:

1) One word subject of a whole work.

2) Subtopics or major details
One-word subject of each paragraph

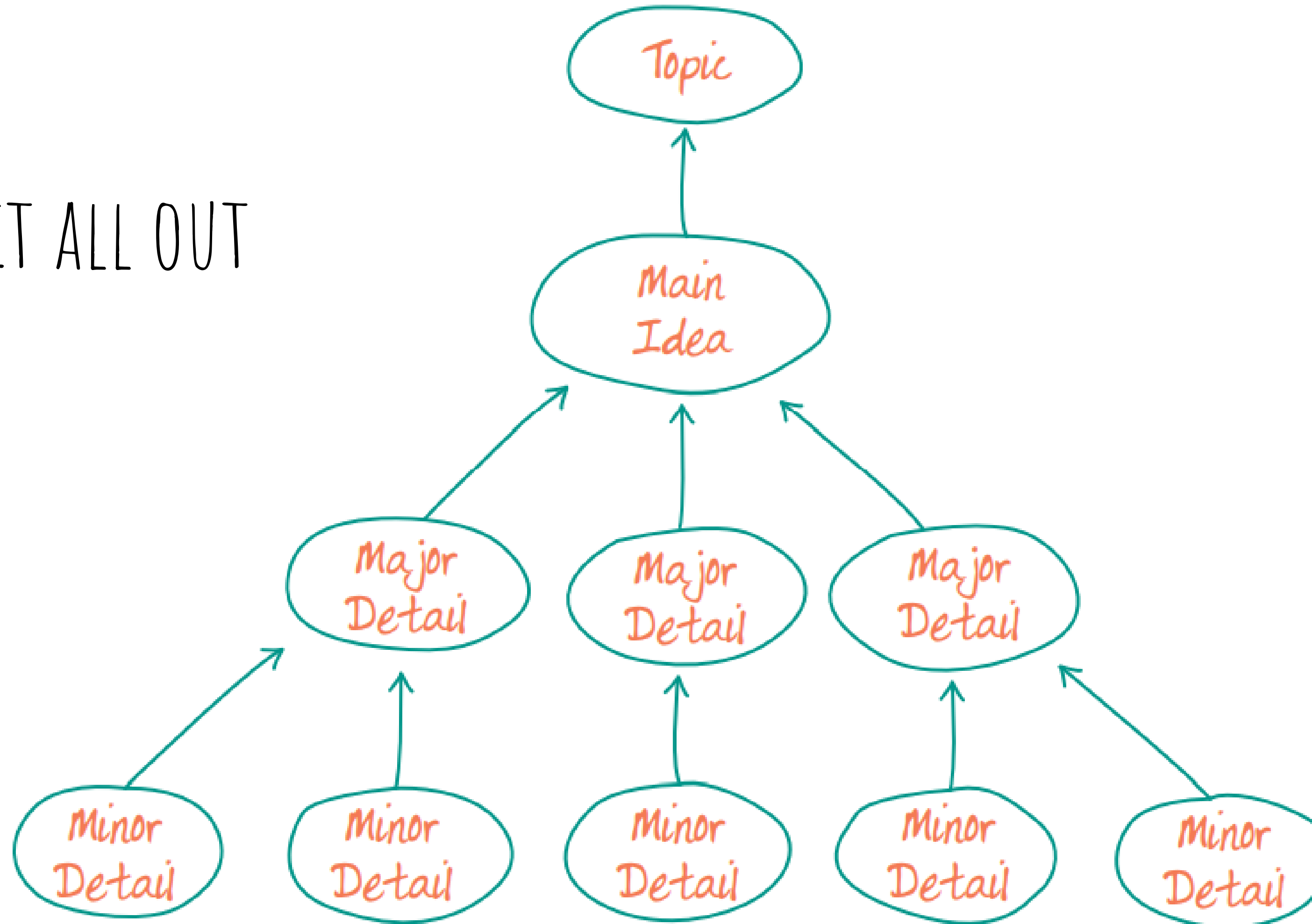
Supporting or Minor details:

- 2-3 supporting details per paragraph (also called supporting points, reasons)
- These may be the criteria on which author's argument based.
- examples usually support each detail. Example may BE the detail

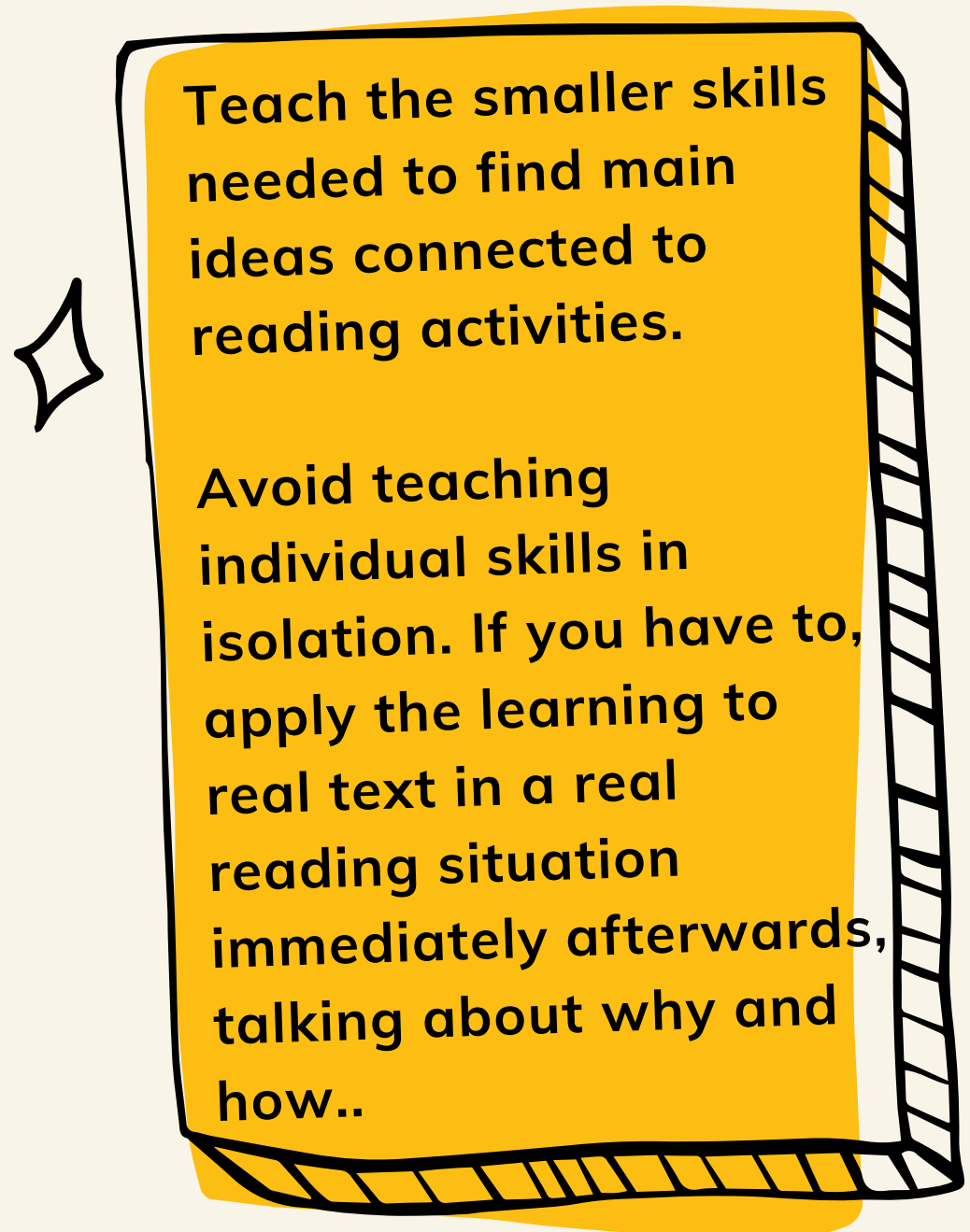
Thesis/Main Idea

- Full sentence statement or opinion ABOUT the topic.
- Topic + tone (author's feeling about topic) = THEME or THESIS

7) MAP IT ALL OUT

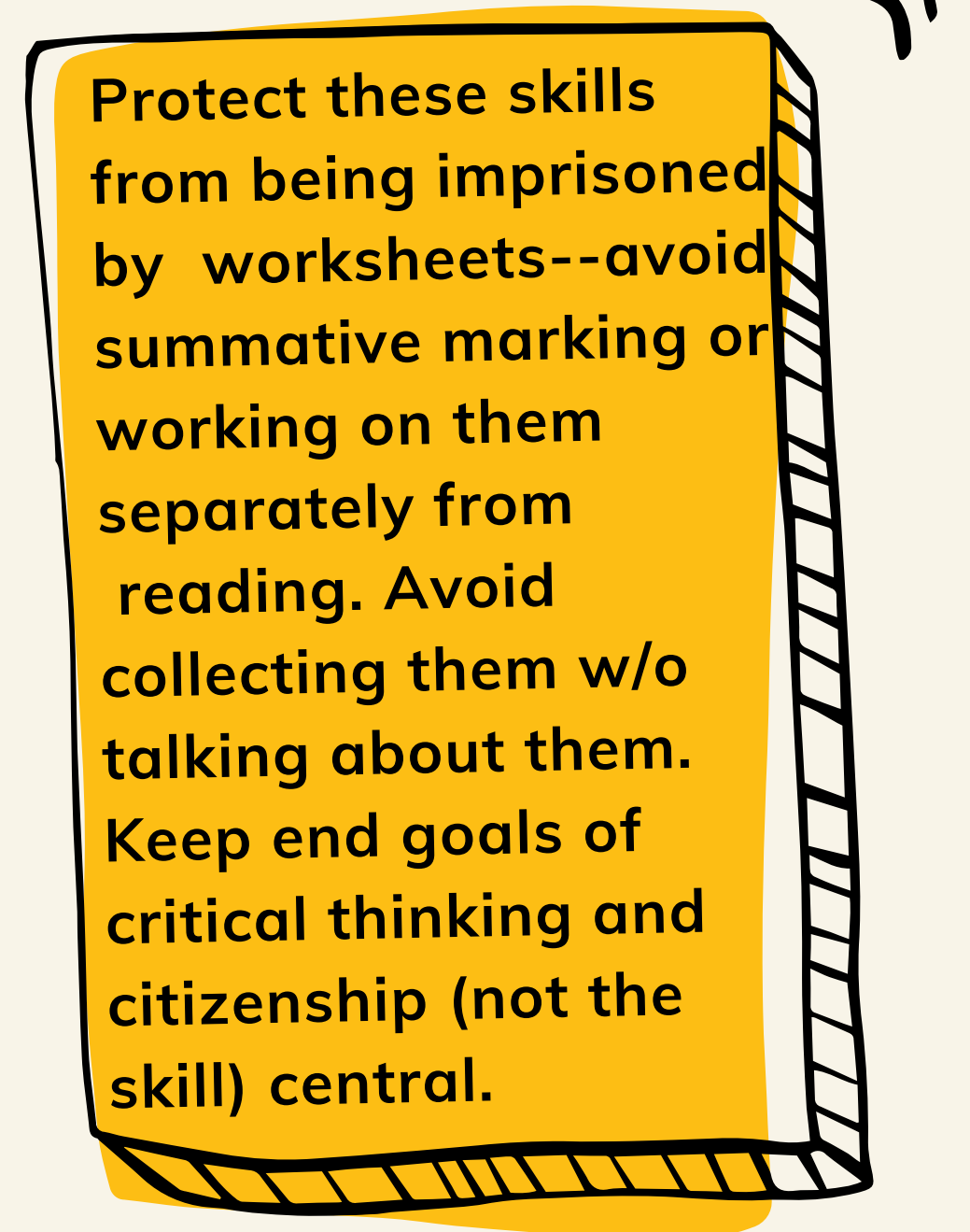


CAUTIONS

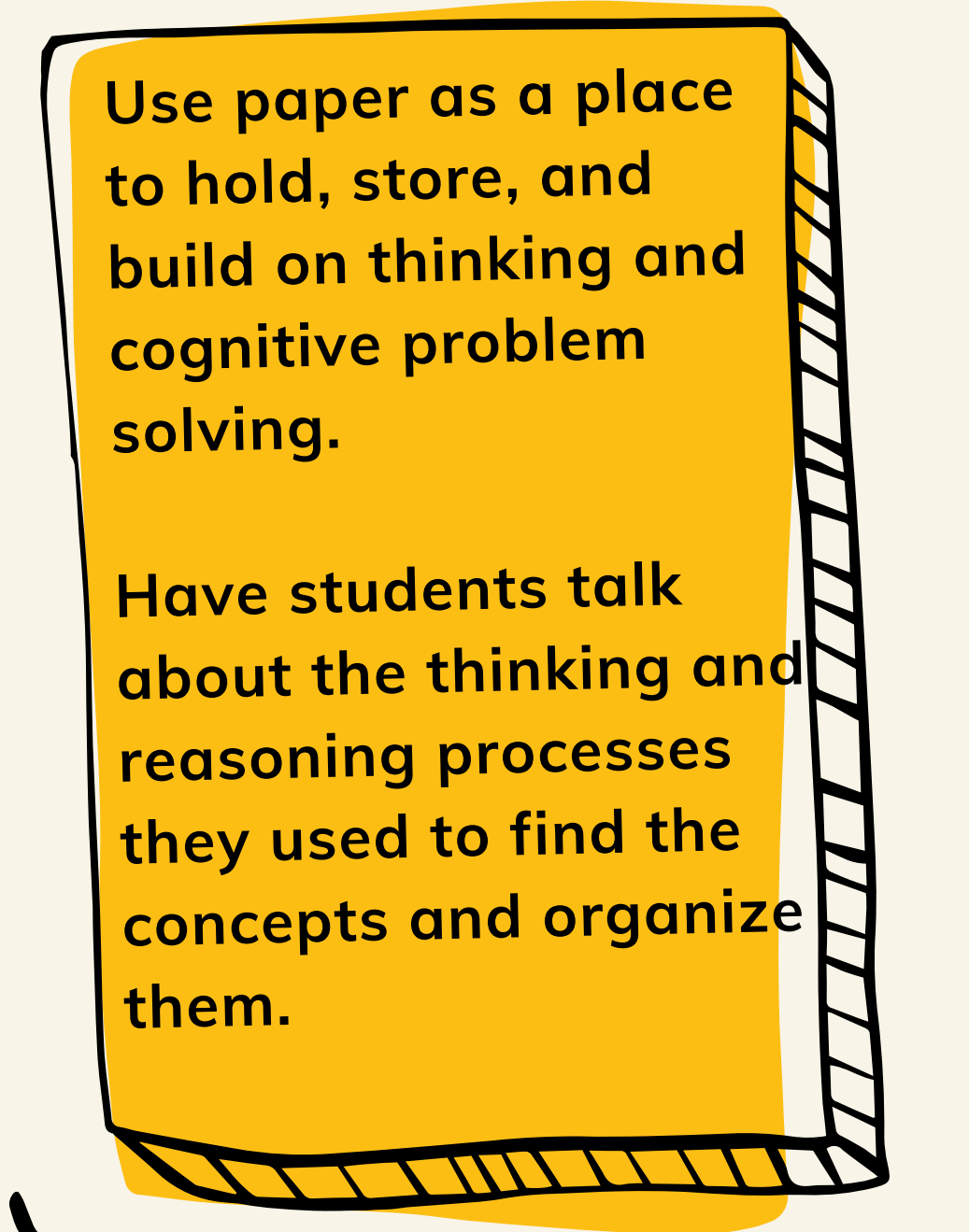


Teach the smaller skills needed to find main ideas connected to reading activities.

Avoid teaching individual skills in isolation. If you have to, apply the learning to real text in a real reading situation immediately afterwards, talking about why and how..



Protect these skills from being imprisoned by worksheets--avoid summative marking or working on them separately from reading. Avoid collecting them w/o talking about them. Keep end goals of critical thinking and citizenship (not the skill) central.



Use paper as a place to hold, store, and build on thinking and cognitive problem solving.

Have students talk about the thinking and reasoning processes they used to find the concepts and organize them.

CONCEPTS

Now students will be able to summarize, analyze, synthesize, apply, and communicate their critical thinking and reasoning with others.

Let's look at:

- Student handout
- Newsella article
- Pearson Education Main Idea Chapter FOR TEACHERS ONLY.



A Brief History

- 17th-19th C: Oral capacity, fluency, expression and memorization were valued and measured
- 1900: Reading comprehension starts to be measured as an indicator of intelligence.
- 1900-1930: massive immigration, child labour laws lead to need for efficient and objective tools. Standardized multiple choice tests (1914) & silent reading are born. Reading comprehension, synonymous with intelligence, is a measurable, unitary component of our psychology.
- 1970's: cognitive revolution
- 1944-1972: Research by Davis: reading comprehension is not a unitary process, but multivariate, and synonymous with reasoning.
- Finding that general cognitive processes can be measured and taught independently led to erroneous conclusion that reading processes can be as well. Rise in single skill tests.
- 1990's interest in reading from other fields leads to breakdown of construct of reading comprehension into so many subskills that text becomes irrelevant and is used as a vehicle to develop isolated skills, like sequencing.
- Structure theory: knowing the genre and structure tells us where a main idea is.
- Schema theory: adds what the reader brings--memory, experience. Also accounts for variance in comprehension among students. Raised questions about where meaning resides: author, text, reader?
- 1990's: Metacognition becomes valued.

Why Comprehension?

- “ Keep our curricular wits about us?
- “ Keep the enablers separate from the goals
 - “ Phonemic awareness may be important
 - “ But it is on the pathway to
 - “ Phonics, which may be important
 - “ But it is on the pathway to...
 - “ Word reading, which may be important
 - “ But it is on the pathway to...
 - “ Word meaning, which may be important
 - “ But it is on the pathway to...
 - “ Comprehension, which may be important
 - “ But it is on the pathway to...
 - “ Critical reasoning, which may be important
 - “ But it is on the pathway to...
- “ Action to make our lives and democracy better

