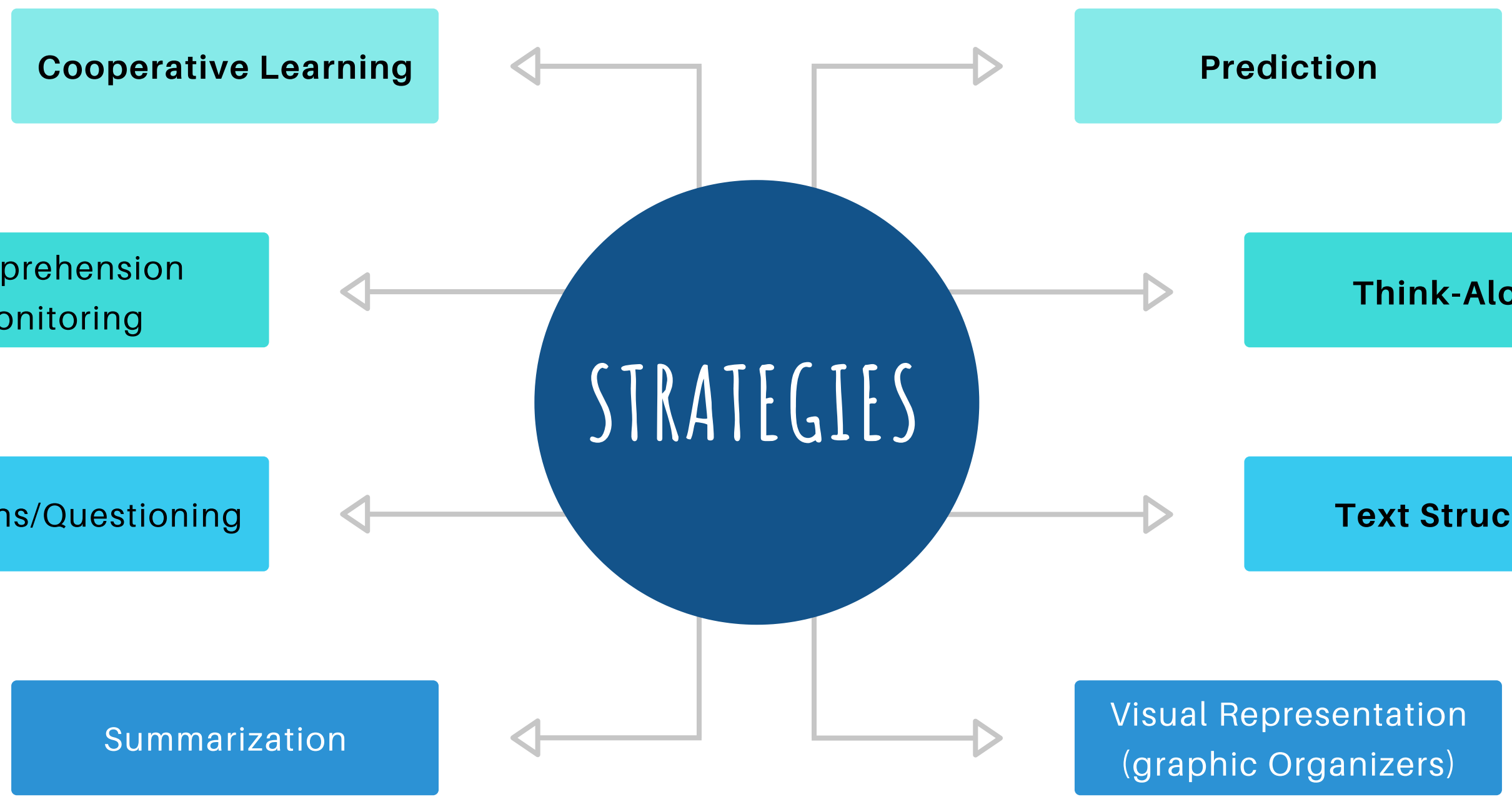# OPERATIONALIZING THE RESEARCH

into Reading Comprehehension
by David Pearson and Nell Duke

Reading Comprehension Strategies

Supportive Classroom Context

Cooperative Learning

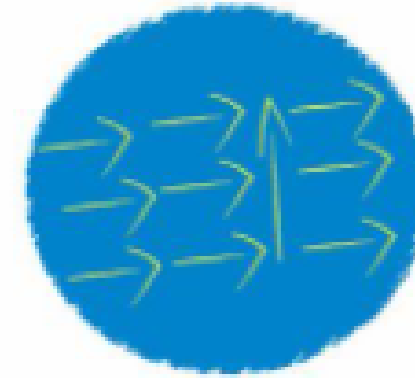Prediction

Comprehension Monitoring

Think-Aloud

Questions/Questioning

Text Structure

STRATEGIES

Summarization

Visual Representation (graphic Organizers)

Comprehension Instruction

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

Ritchart et al. (2011). Making Thinking Visible.

MAKING CONNECTIONS

Text to Text

- other parts of the same text
- other texts in the same subject
- other texts from other subjects and classes.
- oral histories
- creation stories

Text to Self

- your physical appearance
- the material things that surround you.
- your experiences & feelings
- your values, beliefs
- your culture
- your family, ancestry, history

Text to World

- your home
- your school
- your community
- physical/natural environment
- local or global social and political environments
- historical issues and events
- ideologies, theories, philosophies

What connections do you draw between the text and your own life or your other learning?

HOW TO:

The following "checklist" is a recipe for increasing the quality of students' thinking and communication.

The goal is to gradually release responsibility through the "I do, we do, you do" teaching method.

- Introduce the 4 Cs; teach 1 at a time
- Teacher defines "connection"
- Teacher Models with a planned "think-aloud"
- Co-Construct criteria with students
- Establish gradients after showing "poor" example
- Make & Use a rubric
- Chunk the reading
- Read and practice together (get feedback)
- S's make connections; annotate &/or use graphic org.
- S's Share with peers
- Get feedback from peers/teacher with rubric language

CONNECT

I do

1. What does "connect" mean?

2. What makes a good one?

3. Listen to mine after I read this chunk.

4. Was mine good? Why? what can we add to our list of ingredients for a good connection?

5. How can I make mine better?

We do

1. Read the next chunk.
2. Let's try together to make a connection using the criteria.
3. Let's try making a poor connection. What would one look like?
4. Make or find examples at each step of the proficiency scale, creating a rubric as you go.
5. Read the next chunk and try individually to make an "exceeding" connection.
6. Partners share and provide each other with feedback.
7. Teacher circulates and gives feedback, using rubric language.

You Do

1. Read the chunk.
2. Students annotate
3. Students use graphic organizer or other place to "hold" or record thoughts. NO WORKSHEETS!
4. Students share, provide one another with feedback
5. Students can write a self-reflection or Core Competency self-assessment to reflect on learning and set new goals.
6. Begin learning next of the 4C's.

SURFACE CONNECTIONS

MY CONNECTION

TEXT

I have a cat, like the main character.

DEEP CONNECTIONS

MY CONNECTION **TEXT**

I connected with the main character when she said that she missed her cat when she was away at summer camp. I felt the same way when I went to visit my grandma in Florida and we left our cat with our neighbor.

Strategy	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Predict	• Uses text features and clues to make logical predictions. • Uses background knowledge to make predictions. • Consistently uses the language of predicting. • Gives solid reasons for predictions using text evidence. • Discusses predictions with detail after reading to change or confirm. • Uses what has happened so far to predict what will happen next.	• Makes logical predictions. • Makes predictions based on text clues and background information. • Confirms and changes predictions throughout reading; usually gives reasons for predictions. • Checks predictions after reading. • Uses the language of predicting most of the time. • Sometimes uses what happened so far to predict.	• Makes some simple, sensible predictions. • Sometimes uses text clues and background to make predictions. • Makes some predictions that are not sensible. • Sometimes gives reasons for predictions using text evidence. • Begins to use the language of predicting with prompting. • Once in a while uses events to predict.	• Predictions don't always make sense. • Does not use text clues such as illustrations and headings to make logical predictions. • Predictions are wild and not text based. • Experiences difficulty even when prompted in giving reasons for predictions.
Question	• Consistently asks a mix of well-crafted questions, including recall questions that go with the events and ideas of the text, inferential questions, and critical thinking questions that take the discussion beyond the text. • Asks questions about the theme and deeper meanings of the text.	• Asks several levels of questions, including a mix of literal recall questions about main ideas or details and asks inferential questions. • Wonders about the text and beyond. • Sometimes asks questions of the author. • Asks critical thinking questions.	• Asks simple recall questions that go with the text and begin with *who, what, when, where, why, how,* and *what if.* • Asks simple "I wonder" questions that relate to the text. • Sometimes asks inferential questions. • Sometimes asks main idea questions.	• Experiences difficulty formulating simple literal recall questions that begin with question words. • Asks questions about details in the text rather than important ideas. • Asks questions that do not correspond to the text.
Clarify	• Identifies words and ideas that are unclear. • Consistently identifies and uses a rich variety of strategies for figuring out difficult words and ideas and portions of text (e.g., reread, read on, sound out). • Identifies and clarifies high-level ideas, such as idioms, metaphors, and symbolism.	• Identifies words to clarify. • Sometimes identifies ideas and portions of text to clarify. • Consistently uses more than one strategy for clarifying words and ideas (e.g., reread, read on, sound out).	• Identifies words to clarify. • Identifies ideas and portions of text to clarify when prompted. • Uses the same one or two strategies to figure out words and ideas. • Sometimes does not realize that meaning has been lost. • Begins to use language of clarifying.	• Does not stop to figure out words. • Identifies words to clarify when prompted. • Identifies ideas to clarify if prompted. • Uses only one strategy to figure out words or ideas and needs to be reminded of others. • Does not realize when he or she is stuck.
Summarize	• Retells in own words using some of the new vocabulary. • Gives only most important events, points, and key details. • Summarizes points in order. • Uses text structure to organize summary. • Uses rereading and text supports, such as illustrations and headings, to summarize.	• Leaves out unimportant details. • Usually retells in own words using a vocabulary word or two from the text. • Gives most of the points in correct order. • Usually draws from text structure to summarize. • Rereads and uses clues from the text.	• Finds it difficult to separate main ideas from unimportant details. • Includes some of the events in order but some out of order. • Leaves out some of the important events and ideas. • Needs prompting to reread or use text clues.	• Does not remember much of the reading. • Recalls random ideas or events from the text and not in order. • Includes unimportant details. • Needs heavy prompting to respond. • Does not reread or use text clues as tools for summarizing.

Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension (3rd ed.), by Lori D. Oczkus, 2018, Alexandria, VA: ASCD. Copyright 2018 by ASCD.

OUR TURN

Let's build a shared understanding of what quality Connections look and sound like.

How? Let's try reading/viewing and making three types of connections:
text-to-text, text-to-self, and text-to-world.
What would an exemplary connection of each type look like? Describe the criteria.

Def Poetry: Daniel Beaty - Knock Knock (Official Video)

	Emerging	Developing	Proficient	Exceeding
Text-To-Text	Add a little bit of body text	Add a little bit of body text	Add a little bit of body text	I changes to We Sees himself as one of a group Pony Boy
Text-To-Self	I don't know anyone in jail	Add a little bit of body text	Add a little bit of body text	Parents disappearing or leaving other siblings' loss and the lessons we can make to
Text-To-World	Lots of people in jail i	Lots of people in jail in the US and so is the father.	Add a little bit of body text	We can't judge someone based on their families We are not our father's choices.

	Emerging	Developing	Proficient	Exceeding
Text-to-Text	• Needs prompting to stop and think. • Has trouble remembering the reading. • Struggles to identify important aspects to make a connection to. • Connections might reveal a misreading of the text.	• Stops to monitor comprehension at obvious breaks such as chapter ending. • Can make connections between objects or characters in places within same text or in very similar texts. • Makes connections among random facts or unimportant details.	• Pauses to think. • Makes connections that rely on inferences. • Identifies changes in main ideas, or characters' feelings and experiences. • Can identify similarities and differences in main elements of text in different parts or in different texts.	• Pauses to think and clarify difficult vocab or sentence structure. • Might annotate text. • Identifies changes or patterns in abstract ideas or text elements, like a character's changing identity or values, evolution of a symbol. • Makes connections between the reading at hand and other, vastly different types and genres of text.
Text-to-Self	• Needs prompting to stop and think. • Has trouble remembering the reading. • Struggles to identify important aspects to make a connection to. • Connections might reveal a misreading of the text. • May reveal limited skills self-reflection.	• Pauses in obvious breaks. • Can make connections to superficial or literal aspects of character or setting, such as physical appearance, gender, language, or other things we can see or hear. • Demonstrates understanding at literal level.	• Pauses to think. • Makes connections that rely on inferences. • Makes connections to • Identifies important ideas.	• Pauses to think and clarify difficult vocab or sentence structure. • Might annotate text. • Makes connections between self and large and important ideas, like theme, culture, values, beliefs, symbolism, etc.
Text-to-World	• Needs prompting to stop and think. • Has trouble remembering the reading. • Struggles to identify important aspects to make a connection to. • Connections might reveal a misreading of the text. • May reveal limited background knowledge.	• Pauses in obvious breaks. • Can make connections to superficial or literal aspects of character, events, or setting, such as physical appearance, gender, language, or other things we can see or hear. • Demonstrates understanding at literal level.	• Pauses to think. • Makes connections that rely on inferences. • Makes connections to larger, abstract ideas in text. • Identifies important ideas.	• Pauses to think and clarify difficult vocab or sentence structure. • Might annotate text. • Makes connections between large and important ideas in text, like theme, setting, values, beliefs, symbolism, and our country or world.