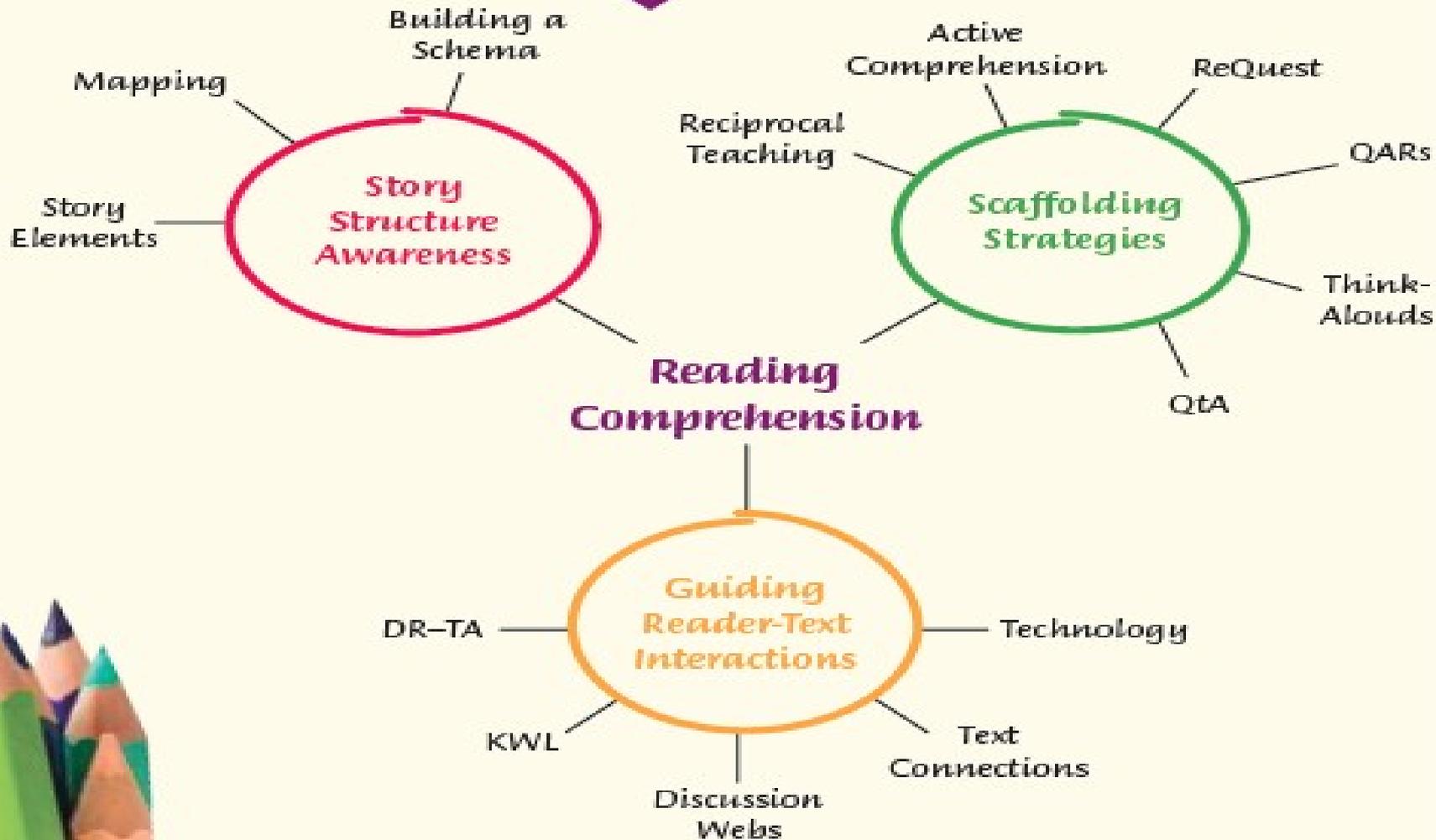


Chapter Ten

Reading Comprehension

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Concept Map



In this chapter, you will discover and be able to:

- Explain the importance of teaching story structure and story elements for comprehension.
- Scaffold comprehension strategies.
- Guide readers' interactions with texts.

- Active comprehension
- Circular story maps
- Close reading
- Directed reading-thinking activity (DR-TA)
- Discussion webs
- Evaluative questions
- KWL
- Literal questions
- Macrocloze stories
- Question-answer relationships (QARs)

Key Terms

- Reciprocal teaching
- ReQuest
- Scaffolded instruction
- Scrambled stories
- Story frames
- Story grammar
- Story map
- Story schema
- Text connections
- Think-alouds

Developing Readers' Awareness of Story Structure

- Elements in a Story
- Mapping a Story for Instructional Purposes
- Building a Schema for Stories

Mapping Story Structure

Chain of Events	
Time and place:	Character(s):
Chain of Events	
The beginning event that initiates the action	
Internal response and goal/problem	
Attempt(s) and outcome(s)	
Resolution	
Reaction	

Scaffolding the Development and Use of Comprehension Strategies

- Active Comprehension and Asking Questions
- Reciprocal Questioning (ReQuest)
- Question-Answer Relationships (QARs)
- Questioning the Author (QtA)
- Reciprocal Teaching
- Think-Alouds

Introducing Question-Answer-Relationships



Think and Search

The answer is in the text, but the words used in the question and those used for the answer are not in the same sentence. You need to think about different parts of the text and how ideas can be put together before you can answer the question.

In the Text:

Right There

The answer is in the text. The words used in the question and the words used for the answer can usually be found in the same sentence.



or

In My Head:

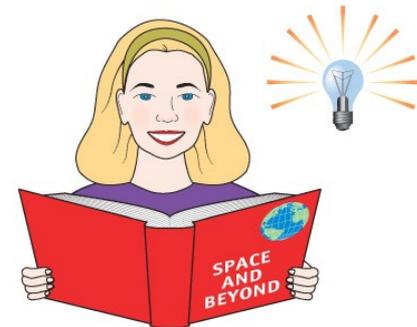
On My Own

The text got you thinking, but the answer is inside your head. The author can't help you much. So think about the question, and use what you know already to answer it.



Author and You

The answer is not in the text. You need to think about what you know, what the author says, and how they fit together.



Scrambled Story from Aesop's Fable "The Crow and the Pitcher"

By using this method, the water gradually reached the top, and the crow was able to drink it with ease.

The crow hoped that the pitcher was filled with water.

A crow was ready to die from thirst when he spotted a pitcher.

Little by little does the trick.

So the crow gathered up some pebbles and began to drop them into the pitcher one by one.

He tried to overturn the pitcher, but it was too heavy.

Much to his dismay, the crow found only a little drop of water at the bottom, which he was unable to reach.

Potential Stopping Points and Open-ended Questions in a DR-TA

What do you think this story is going to be about?

Why do you think so?

Title

STOP

Setting, introduction of characters, and beginning event

What do you think is going to happen next?

Why do you think so?

STOP

Character's response and goal or problem

What do you think is going to happen next?

Why do you think so?

STOP

Attempts made to alleviate problem and achieve goal

What do you think is going to happen next?

Why do you think so?

STOP

Outcomes or attempts and resolution of problem

STOP

Character's reaction to events

KWL Chart

K What do you <u>know</u> ?	W What do you <u>want</u> to find out?	L What did you <u>learn</u> ?
CATEGORIES OF INFORMATION YOU EXPECT TO USE		
A. B. C. D.		E. F. G. H.

Text Connections

- Text to Self
- Text to Text
- Text to World

Technology and Comprehension

- Viewpoints regarding reading comprehension and conventional text are being challenged and expanded as the face of literacy changes.
- Social media has impacted reading comprehension
- iPads and e-readers are changing the way reading takes place in the classroom.