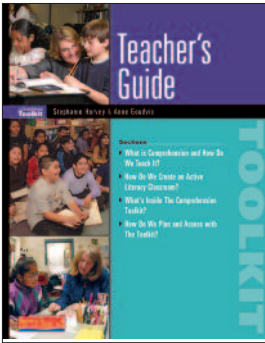


The Comprehension Toolkit: Grades 3-6



Teacher's Guide

In the *Teacher's Guide*, Steph and Anne explain the research and thinking behind *The Comprehension Toolkit*. They include an overview of the *Toolkit's* components and instructional design as well as guidelines for assessing student work.

Contents

What Is Comprehension and How Do We Teach It?

- Definition
- The Principles That Guide Our Work
- How Do We Create an Active Literacy Classroom?

What's Inside *The Comprehension Toolkit*?

- Understanding the *Toolkit*
- Launching the *Toolkit*
- Extending the *Toolkit*

How Do We Plan and Assess With *The Comprehension Toolkit*?

- How Does the *Toolkit* Fit into the School Day?
- A Note About Materials
- How Do We Choose and Use Text?
- What Do We Do About Assessment?

Flexible Sample Schedule for Ten-Week Nonfiction Genre Study

One Hour to 90 Minutes a Day

WEEK 1 MONITOR COMPREHENSION
Day 1 **Lesson 1 Follow Your Inner Conversation**
Day 2 **Lesson 2 Notice When You Lose Your Way**
Day 3 **Practice in self-selected text**
Day 4 **Lesson 3 Read, Write, and Talk**
Day 5 **Independent Practice as described in Lesson 3**

WEEK 2 ACTIVATE AND CONNECT
Day 1 **Lesson 4 Follow the Text Signposts**
Day 2 **Lesson 5 Merge Your Thinking With New Learning**
Day 3 **Practice in self-selected text**
Day 4 **Lesson 6 Connect the New to the Known**
Day 5 **Practice in self-selected text**

WEEK 3 ASK QUESTIONS
Day 1 **Lesson 7 Question the Text**
Day 2 **Lesson 8 Read to Discover Answers**
Day 3 **Practice in self-selected text**
Day 4 **Lesson 9 Ask Questions to Expand Thinking**
Day 5 **Practice in self-selected text**

WEEK 4 PRACTICE, EXTEND, AND REFLECT
Spent this week giving kids time to read extensively, helping them use the Toolkit strategies as they read. Form small, needs-based groups to provide added support and guided practice. This is a great week to give more developed readers an opportunity to test their wings with more challenging text. Likewise, some readers may need more time and practice to incorporate and use strategies to help them comprehend. Spend time conferring with individuals to better assess their reading progress. You might use the teacher assessment questions in the End-of-Strategy Assessments to determine individual growth and need. Finally, this is an excellent time for kids to reflect on their own learning using the student assessment checklist found in the End-of-Strategy Assessments.

WEEK 5 INFER MEANING
Day 1 **Lesson 10 Infer the Meaning of Unfamiliar Words**
Day 2 **Lesson 11 Infer With Text Clues**
Day 3 **Practice in self-selected text**
Day 4 **Lesson 12 Tackle the Meaning of Language**
Day 5 **Practice in self-selected text**

WEEK 6 INFER MEANING (CONTINUED)
Day 1 **Lesson 13 Crack Open Features**
Day 2 **Lesson 14 Read With a Question in Mind**
Day 3 **Practice in self-selected text**
Day 4 **Lesson 15 Wrap Your Mind Around Big Ideas**
Day 5 **Practice in self-selected text**

WEEK 7 DETERMINE IMPORTANCE
Day 1 **Lesson 16 Spotlight New Thinking**
Day 2 **Practice in self-selected text**
Day 3 **Lesson 17 Record Important Information**
Day 4 **Lesson 18 Target Key Information**
Day 5 **Practice in self-selected text**

WEEK 8 DETERMINE IMPORTANCE (CONTINUED)
Day 1 **Lesson 19 Determine What to Remember**
Day 2 **Practice in self-selected text**
Day 3 **Lesson 20 Distinguish Your Thinking From the Author's**
Day 4 **Lesson 21 Construct Main Ideas from Supporting Details**
Day 5 **Practice in self-selected text**

WEEK 9 SUMMARIZE AND SYNTHESIZE
Day 1 **Lesson 22 Read, Think, and React**
Day 2 **Lesson 23 Think Beyond the Text**
Day 3 **Practice in self-selected text**
Day 4 **Lesson 24 Read to Get the Gist**
Day 5 **Practice in self-selected text**

WEEK 10 SUMMARIZE AND SYNTHESIZE (CONTINUED)
Day 1 **Lesson 25 Reread and Rethink**
Day 2 **Practice in self-selected text**
Day 3 **Lesson 26 Read, Write, and Reflect**
Day 4 **Practice writing a summary response**
Day 5 **Practice writing a summary response with a self-selected text**

During the final two practice days of the Toolkit course of study, kids work on summary responses and practice independently in their own reading. The teacher confers with kids individually and in small groups about their progress and the reflection and assessment questions. This is an excellent time for kids to reflect on their own Toolkit learning using the Student Assessment checklists found in the End-of-Strategy Assessments. The teacher keeps track of how kids are using a variety of comprehension strategies on the Toolkit rubrics and Master Tracker as well as through informal observation.

The Gradual Release of Responsibility

TEACHER MODELING

- Teacher explains strategy.
- Teacher models strategy.
- Teacher thinks aloud when reading to show thinking and strategy use.

GUIDED PRACTICE

- After explicit modeling, teacher gradually gives students more responsibility for task engagement and completion.
- Teacher and students practice the strategy together in shared reading contexts, reasoning through the text and co-constructing meaning through discussion and text lifting.

COLLABORATIVE PRACTICE

- Students share their thinking process with one another.
- Students work in small groups and pairs and reason through text together.
- Teacher moves from group to group, checking on how things are going.

INDEPENDENT PRACTICE

- After working with teacher and other students, students try practicing the strategy on their own.
- Student receives regular feedback from teacher and other students.

APPLICATION OF THE STRATEGY

- The student uses the strategy in authentic reading situations.
- The student uses the strategy in a variety of different genres, settings, contexts, and disciplines.

(From Fielding and Pearson, 1994, adapted by Harvey and Goudvis 2005)

Whether the *Toolkit* is implemented as part of your literacy block or within your subject area curriculum, a variety of implementation plans suggest alternate ways to integrate the *Toolkit* into your day.

The Gradual Release of Responsibility framework guides instruction and text selection.