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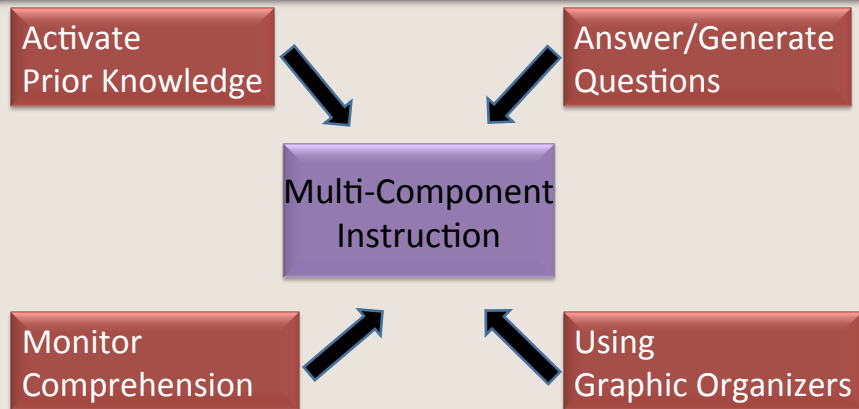
Fostering Text Dependent Comprehension

Deborah K. Reed, Ph.D.

Objectives

- Discuss the role of text dependent comprehension in college and career readiness
- Learn how to help students analyze perspectives about a concept in a text
- Review types of inferences
- Learn how to help students make text-based inferences
- Plan to implement text dependent comprehension strategies in content area lessons

Components of Effective Comprehension Instruction



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Requirements of Text Dependent Comprehension

Assignment: *Read the passage on climate change and write an essay describing how you feel about extreme weather events in your community being caused by rising temperatures around the world.*

- Does the assignment require you to read the text?
- Does it require you to consider a perspective other than your own?

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Goals of Text Dependent Comprehension

- Consider influence of reader's and author's perspectives
 - Historical period
 - Source of scientific information
 - Narrator of story
- Move beyond general impressions or surface-level facts
- Use text evidence

Turn and Talk

- Why is requiring the use of text evidence important to developing students' reading comprehension ability?

Structured Approach to Analyzing Multiple Perspectives

Anticipation-Reaction Guide Template

Statement	Agree	Disagree	Reader's Perspective Before Reading	Text Evidence	page #	Reader's Perspective After Reading
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	

Preparing the Guide

- Identify key concepts or themes
- Write ≈ 4 anticipatory statements as opinions
- CAUTION: must be amenable to alternative or competing perspectives

Typical A-R Guide

All bacteria are harmful.

CC Ready A-R Guide

It is important to keep everything as clean and free of bacteria as possible.

PRACTICE WRITING STATEMENTS FOR AN ANTICIPATION-REACTION GUIDE

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Explicit Instruction

- Teacher modeling
 - Guided practice
 - Independent practice
- } Share and discuss thinking

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A-R Guide Before Reading

- Teacher steps:
 - Introduce topic
 - Explain purpose of using the guide
 - Read each statement
- Teacher and/or students: Respond to statements
 - Agree/disagree
 - Provide rationale

A-R Guide During Reading

- Read and re-read segments of text
- Link statements to relevant text evidence
 - How to locate and record
 - Direct quotes vs. paraphrasing

A-R Guides After Reading

- Does evidence warrant modifying or qualifying previously held beliefs?
- Provide reasoning
 - Rationale from multiple sources
 - Share and discuss
- REMEMBER: must be amenable to alternative or competing perspectives

Completed A-R Sample

Statement	Agree	Disagree	Reader's Perspective Before Reading	Text Evidence page #	Reader's Perspective After Reading
1. It is regrettable that animals lose their homes when we cut down trees to mine natural resources. However, it is more important that we obtain those natural resources to make the things we want and need to live.	✓		There were news reports on the great gray owl being endangered by the fire in the Sierra Nevada forest. If we log the trees, it could become extinct.	Trees and plants of the rainforest are home to animals of many different species. To save trees and animals, we can use alternatives to minerals that must be mined so that trees do not have to be cut down to clear the land for mining. p. 320	It is not only logging that destroys the animals' homes, but also clear cutting for building or for mining.
2. It is better to eat food that is grown close to your town than to buy bananas grown in South America.	✓	X	We can only buy locally grown bananas at the farmer's market, and they are very expensive. My sister does not think they taste as good, so we end up wasting more money when she throws them away after a couple bites.	Some food travels thousands of miles to reach our grocery stores. It takes a lot of resources to ship food from another country to the United States. If more people support local farms, prices may become more reasonable. p. 327	We can support local farms and also grow some of our fruits and vegetables, which will save money. There are community gardens with people who can help us learn. My sister has to make a choice to not waste the food.

Scaffolding

- Provide sentence stems for rationale
 - *I agree/disagree with this statement because ___ and ___ support that idea that ___.*
 - *I agree/disagree with ___ because I learned that ___.*
 - *I agree/disagree with ___ because when I ___.*
 - *On page ___ it says that ___. This means ___.*
- Supply the page numbers or the paragraph where evidence can be found for each statement
- Use different options for responding
 - Response cards
 - Share reasoning with partner
 - Debate sides

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Planning for Implementation

- Consider what current practices need to be replaced with those described here
- Consider what you would need to do to implement these practices:
 - How often?
 - With what resources?
 - Professionally supported in what way(s)?

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Text Dependent Comprehension:

MAKING INFERENCES

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What am I?

- Lives in winter
- Dies in summer
- Grows with its root upward

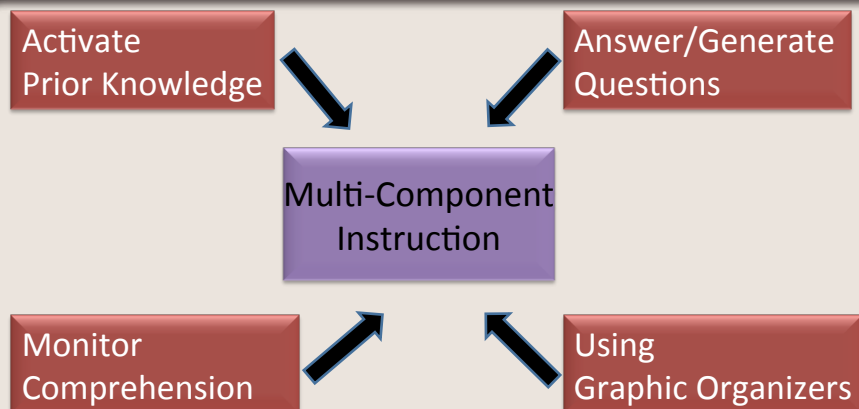
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The Importance of Inference Making

- Impacts overall reading comprehension (Carlson, van den Broek, & McMaster, 2014)
- Move beyond the decoding of text to creating a coherent mental representation of it (Kendeou et al., 2014)

Components of Effective Comprehension Instruction



Types of Inferences by Theory

- Coherence (text-connecting or inter-sentence)
- Elaborative (gap-filling)
- Local
 - Coherence
 - Role assignment
 - Antecedent causal
- Global
 - Coherence
 - Theme
- On-line
- Off-line

Sample Types of Inferences by Task

- Author's purpose
- Main idea/summary
- Prediction
- Evaluation
- Conclusion
- Emotion
- Causal consequence
- Text-to-text
- **Text-to-background**

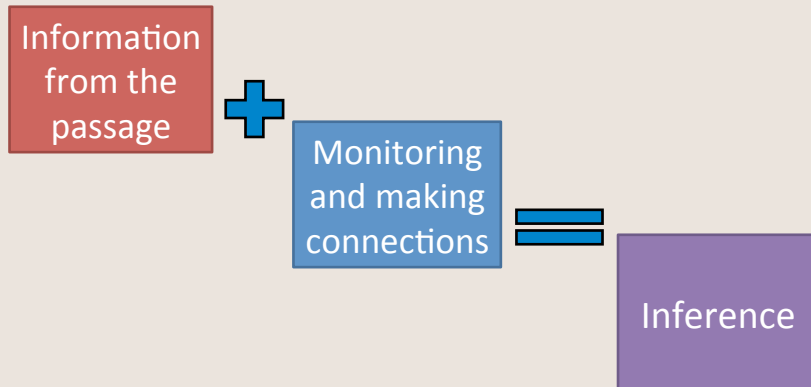
Skills Required to Make Inferences (Kispaal, 2008)

- Active reading
- Zero tolerance for inconsistency
- Background knowledge
 - Breadth of knowledge and experiences
 - Vocabulary
 - Cultural information

What am I?

- In marble walls as white as milk,
- Lined with a skin as soft as silk,
- Within a fountain crystal clear,
- A golden apple does appear.
- No doors there are to this stronghold,
- Yet thieves break in and steal the gold.

Text-dependent Inferences



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Steps to Teaching How to Make Inferences

Components

- Build background knowledge
- Read text and note given information
- Stop periodically to monitor comprehension/ make inferences

Explicit Instruction

- I do
- We do
- You do

(Reed & Lynn, under review)

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Step 1: Build Background Knowledge

- Supply facts and content
- Pre-teach vocabulary
- Correct misunderstandings

Step 2: Read Text and Note Given Information

Organizer adapted from McMackin & Witherell, 2005

Inference Graphic Organizer	
Name: _____	Date: _____
Title of Reading	
What are the things you know for sure from the reading?	
What things were you able to infer or figure out while you read? (You may use the Inference Stems)	



Step 3: Monitor Comprehension with Stems


1. The title of this story makes me think that...
2. I notice that ____ and ____ are similar because...
3. I notice that ____ and ____ are different because...
4. ____ makes me think about when I read ____ because...
5. ____ makes me predict that ____ will happen because...
6. I think the reason ____ happened was because...
7. I think the problem of ____ could be solved by...
8. I think ____ made the person ____ feel ____ because...
9. If the event ____ were told from the perspective of ____, I think the information would change by...
10. Because ____ and ____ happened, I think the result will be...
11. If ____ were to happen today, I think...
12. If the event happened in ____ (location), I think the information would change by...

(Reed & Lynn, under review)

Make Inferences

Organizer adapted from McMackin & Witherell, 2005

Inference Graphic Organizer	
Name: _____	Date: _____
Title of Reading	
What are the things you know for sure from the reading?	
What things were you able to infer or figure out while you read? (You may use the Inference Stems)	



Early Use: Correspondence of Information to Inferences

(Reed & Lynn, under review)

Title of Reading Appointment With Love
<p>What are the things you know for sure from the reading?</p> <ol style="list-style-type: none"> 1. Army lieutenant, is writing on a girl he never seen. 2. The title is appointment with love 3. lieutenant is getting letter from her and she give him strength 4. lieutenant told about his age, because he is 29 and she 20. 5. She don't want to send lieutenant a picture 6. He/she don't have a picture
<p>What things were you able to infer or figure out while you read? (You may use the Inference Stems)</p> <ol style="list-style-type: none"> 1. If the Army lieutenant were to see the girl he never seen I think he might be her boyfriend. 2. The title of this story fits into the fact that the army lieutenant has a appointment with his love. 3. I think the girl made the lieutenant feel comforted because she write him letters in the army. 4. Because lieutenant told about his age, I think the result will be she don't love him any more. 5. She make me predict that she don't want to send pictures. Will happen because she's might be ugly. 6. I notice that pulls and hamant are similar because their eye hairs.

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Research (Reed & Lynn, under review)

- 27 middle school students
 - Learning strategies class for LD
 - Juvenile justice facility
- 3 groups
 - Inference alone
 - Inference + individual goal setting
 - Inference + group goal setting
- 6 lessons
 - 4-6 weeks
 - Pre-/post-test

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Did it work? (Reed & Lynn, under review)

- Significant improvement across all groups
 - Pre-test average: 50%
 - Post-test average: 83%
- No significant difference between groups
 - No “business as usual” condition
 - Issues with goal setting
- Student reactions
 - Need for affirmation
 - Transfer to other settings

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Monitoring with Self-Generated Questions

- **Level 1 Questions: Right There**
 - Answers are explicitly stated, word for word, in one place in the text
- **Level 2 Questions: Putting it Together**
 - Can be answered by looking in the text, but require the reader to put information together from different parts of the text.
- **Level 3 Questions: Making Connections**
 - Cannot be answered by looking in the text alone; require students to think about what they have just read, what they already know, and how these ideas relate.

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(Vaughn et al., 2006)

Generating Questions: Modeling Phase

- Introduce one question type at a time.
- Explain the purpose for generating questions
 - Help you understand what you read
 - Help you remember important information about what you read
- Introduce the question type
 - Provide salient features of question
 - Provide salient features of answers

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(Vaughn et al., 2006)

Generating Questions: Modeling Phase *continued*

- Use a short passage from your text to model how to create the question type.
 - Read the passage aloud.
 - Locate related facts/information.
 - Demonstrate following the steps of writing the question type.
 - Show how to use text-based information to answer the question.

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(Vaughn et al., 2006)

Generating “Putting it Together” Questions

Practice Passage: *Trees Please!*

Correct Examples

- Why is it important to protect forests?
- Describe two different processes that living trees carry out.

Incorrect Examples

- Where do tree roots grow?
- What is a forest?
- How are trees different from grasses?

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Generating “Making Connections” Questions

Practice Passage: *Trees Please!*

Correct Examples

- How is protecting the forests similar to protecting fresh water sources?
- What would happen to the forests of the Northeastern US in a prolonged pattern of El Niño?

Incorrect Examples

- What plants can be used to make tree-free paper?
- Why is tree bark important?
- Where is the largest forest in the world?

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Generating Questions: Guided Practice

- Have students work with partners to create a specified number of each question type.
 - Read the passage together and discuss what it is about.
 - Putting it Together:
 - Locate related facts from at least two different places in the text.
 - Combine the facts to make a question.
 - Put information together to answer the question.
 - Making Connections:
 - Relate something in the passage to something previously read, studied, or experienced.
 - Use the stems to make a question.
 - How is _____ like (similar to) _____?
 - How is _____ different from _____?
 - How is _____ related to _____?
 - Combine information in the passage with what is already known to answer the question.

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Generating Levels 1, 2, and 3 Questions: Examples in Platform

	Level 1: Right There	Level 2: Putting It Together	Level 3: Making Connections.
English language arts	Who is Atticus Finch in <i>To Kill a Mockingbird</i> appointed to defend?	How does Boo Radley show kindness toward Jem and Scout?	How is Atticus Finch similar to and different from the father figure in <i>Much Ado About Nothing</i> ?
Mathematics	What information is given in the problem?	What math symbols/language/equations will I need to represent the problem statement?	How do I know if my solution is reasonable?
Science	What is the rate of change of velocity over time?	What are two vector quantities included in Newton's Laws?	How is physics related to other sciences?
Social Studies	When did the Berlin Wall fall?	What two events led to the end of the Cold War?	How was the Cold War different from a conventional war?

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Using the Generated Questions After Reading

- Foster discussion.
- Return to the text multiple times.

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(UT System & TEA, 2009)

Differentiation: Scaffolds for Generating Questions

- Break the text into smaller sections at first, but gradually increase the length.
- Provide a suggested number of questions to generate for each section.
- Levels 1 and 2: Provide passages with some facts already underlined.
- Level 3: Indicate what types of prior knowledge would be helpful in making a connection to the passage.
- Regularly share students' questions and provide positive or corrective feedback.

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(UT System & TEA, 2009)

What am I?

- You couldn't give it to the man who made it.
- The man who ordered it hated to see it.
- The man who used it never set eyes on it.

Planning for Implementation

- Consider what current practices need to be replaced with those described here
- Consider what you would need to do to implement these practices:
 - How often?
 - With what resources?
 - Professionally supported in what way(s)?