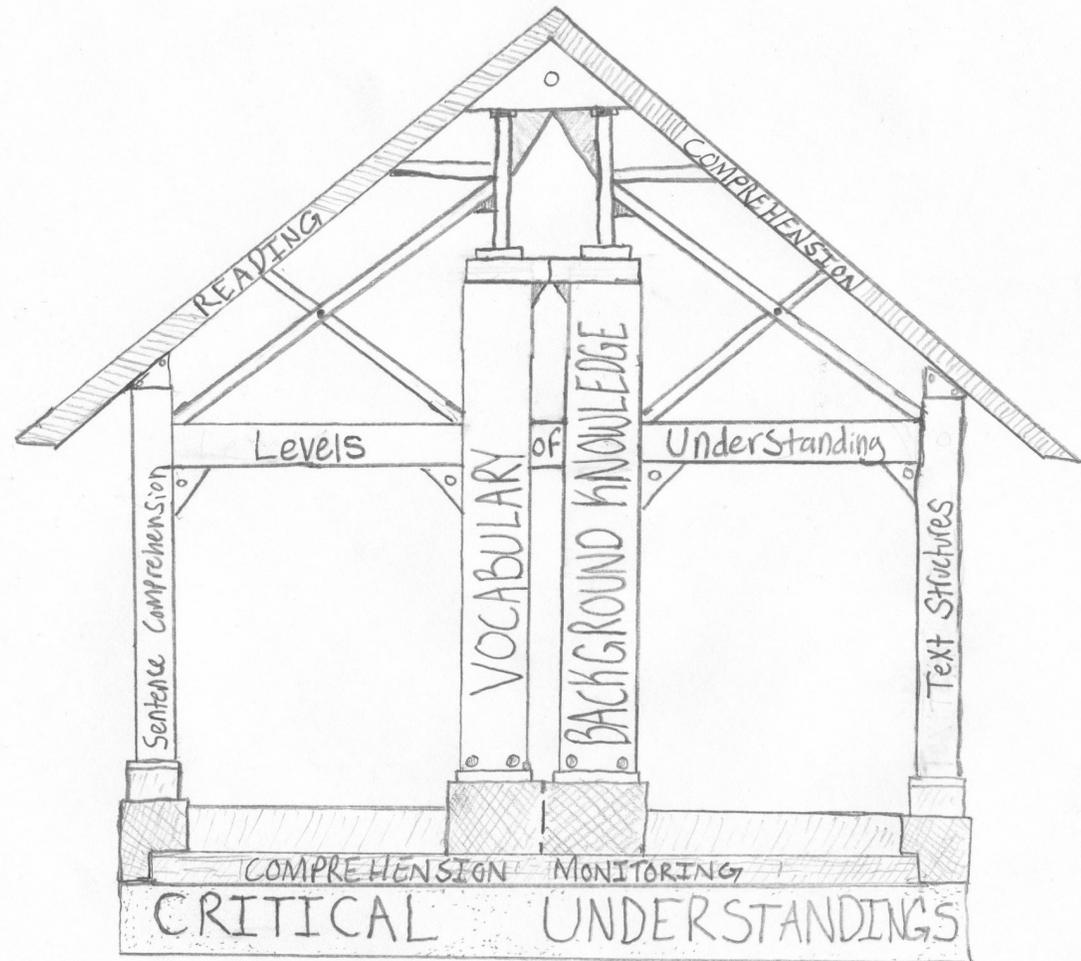


*Implementing a
Blueprint for
Constructing
Reading
Comprehension:
It's Time to Fill
Our Toolbox!*



Nancy Hennessy & Julia Salamone

IDA NJ

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Let's Learn Together...

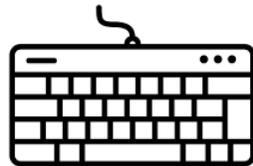
Handout #1-PPT

Handout #2-Participant Guide

Handout # 3- Activity Book Excerpts



Script



Share



Surface



Read

Today

- ✓ The Important Things about Reading Comprehension
- ✓ The Big Ideas about the Reading Comprehension Blueprint
- ✓ Implanting the Blueprint: Vocabulary
- ✓ Implementing the Blueprint: Sentence Comprehension
- ✓ Implementing the Blueprint: Knowledge
- ✓ Implementing the Blueprint: Inference

Let's honor what we know and do while committing to continuing what is effective and to changing course when the science tells us we should.



The important
things about
reading
comprehension...



Check In: Connect to Current Knowledge and Practices!

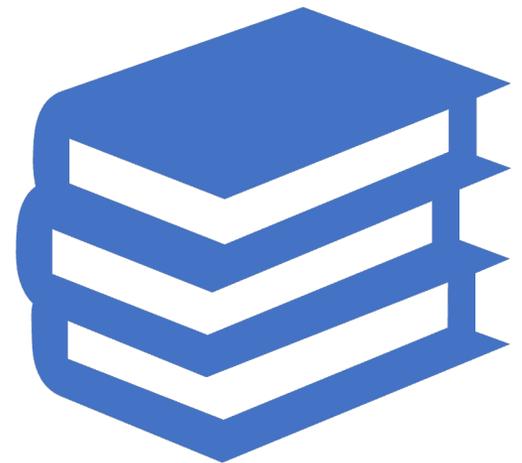
Our understanding of how the reader extracts and constructs meaning from text is foundational to how we think about instruction. How do you define or describe comprehension? Script a brief response.

Hennessy & Salamone, 2024

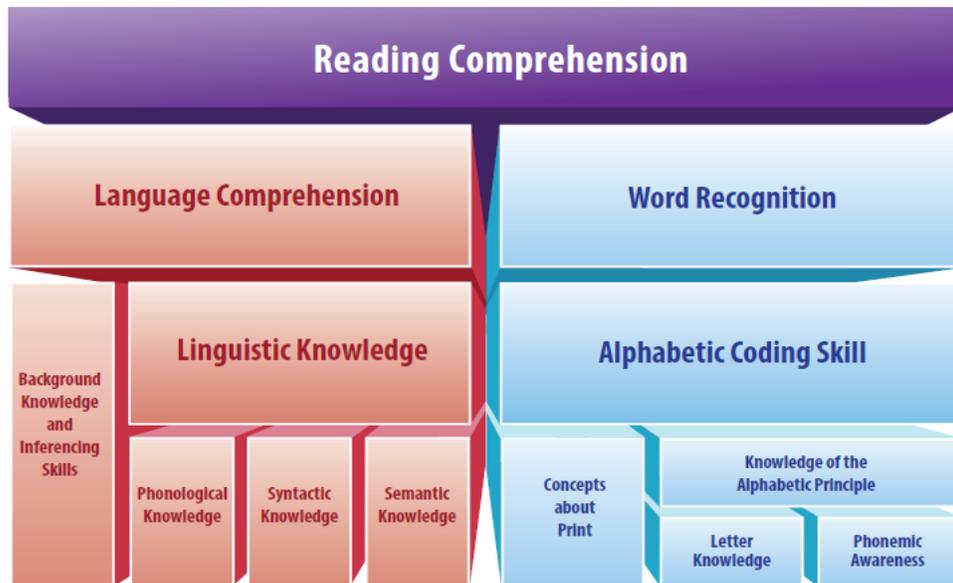


Reading is not a skill someone learns and then can then apply in different reading contexts. It is one of the most complex behaviors that we engage in on a regular basis and our ability to comprehend is dependent upon a wide range of skills and knowledge.

Catts, 2021-2022, p. 27



Cognitive Foundations of Reading

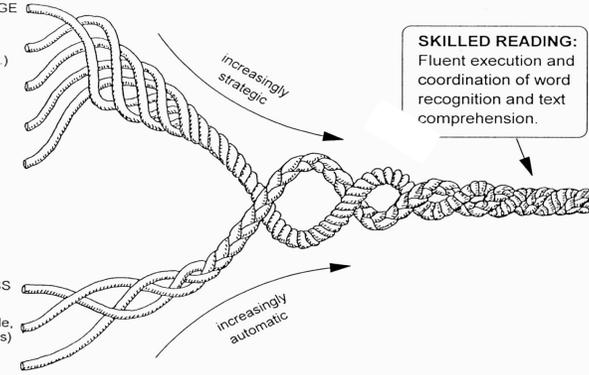


Hoover & Tunmer, 2020

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)



WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle,
spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)

Scarborough, 2001

Not a single entity

Castles et al, 2018

*Even if the pronunciations of all of the letter strings in a passage are correctly decoded, the text will not be well comprehended if the child (a) does not know the words in their spoken form; (b) cannot parse the syntactic and semantic relationships among the words; or (c) lacks critical background knowledge or inferential skills to interpret the text appropriately and “read between the lines.” Note that in such instances, “reading comprehension” deficits are essentially **oral language** limitations.*

Scarborough, 2001

....it is the orchestrated product of a set of linguistic and cognitive processes...

Castles et al, 2018

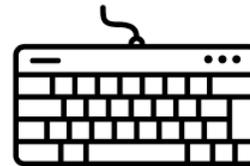


Lexicon Check:

A. indicators of what the reader knows and understands after reading is completed.

B. those cognitive and language activities by which the reader arrives at those products.

Process or Product



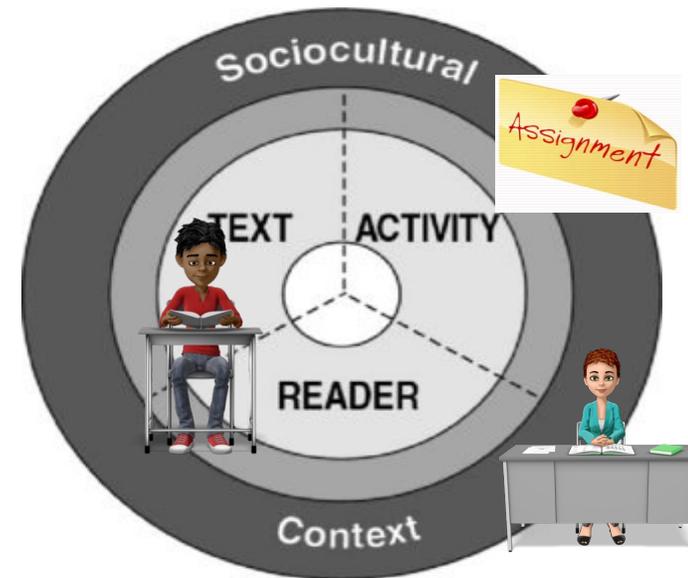
At the word level, the reader must decode individual words . . . access meaning of the words they hear or read.

At the sentence level, the comprehender needs to work out the syntactic structure and sense of each sentence. Simply deriving the meanings of individual words and sentences is insufficient.

In order to construct a mental model of the text, the comprehender needs to integrate information from different sentences to establish local coherence and to incorporate background knowledge and ideas (retrieved from long term memory) to make sense of details that are implicitly mentioned.

*...operating on **text**
and interacting with
background
knowledge, features
of the text, and the
purpose and goals of
the reading situation.*

Castles et al, 2018



*The Rand Reading Study Group Report
Heuristic, 2002*

What does this text demand of the reader?



Persepolis,

Meanings of words like *capitalism*, *decadence*, *veiled*, and *Western culture*

Knowledge of Iran's "Cultural Revolution" and its impact on people's freedom, education, and livelihoods.

Understanding of the graphic novel format, including the use of structures like panels, speech & thought bubbles, and captions

What does this word, phrase, sentence mean? Which who or what is it this about? What's happening? Why, where, how, when?

Microprocesses
Identifying idea units

How do the ideas in this and these sentences connect? Are there words that are clues to these connections and what do they mean?

What did the author want me to understand from reading this text-the big ideas? What am I taking away from this text?

Macroprocesses
Organizing overall understanding-a mental model.

Integrating & Constructing Meaning

Integrative
Integrating ideas between sentences

What do I know that connects to what I am reading? How will that help me understand what the author meant but did not say?

Integrating prior knowledge and inferencing

Do I understand what I am reading? What else do I need to do?

Metacognitive
Monitoring understanding

Products



Antonio-first grade
Stand Tall Molly Lou Mellon
**What was her
Grandmother's message?**

Kayla-fourth grade
Mystery of the Tattooed Mummy
**What were archaeologists looking
for?**

Matt-fifth grade
Tuck Everlasting
**Would you want to be immortal?
Why or why not?**

Maria-second grade
The Ants & the Grasshopper
**What do you know about ants
and how they behave?**

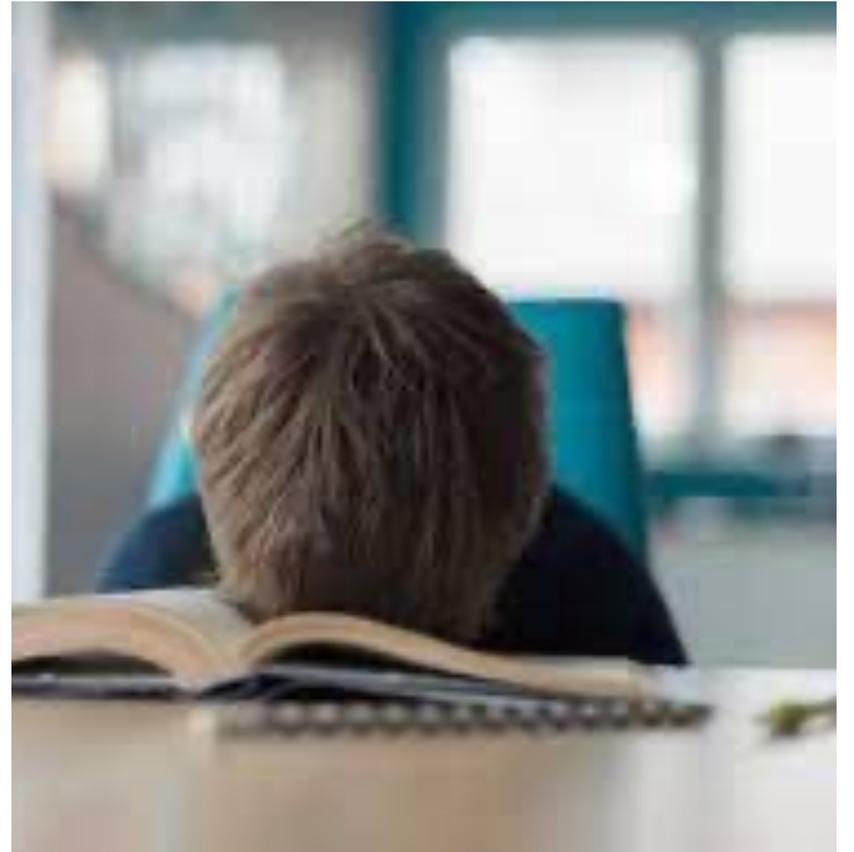
Jermaine-sixth grade
*The Founding of American
Democracy*
**Why did the Founding Fathers have
to compromise?**

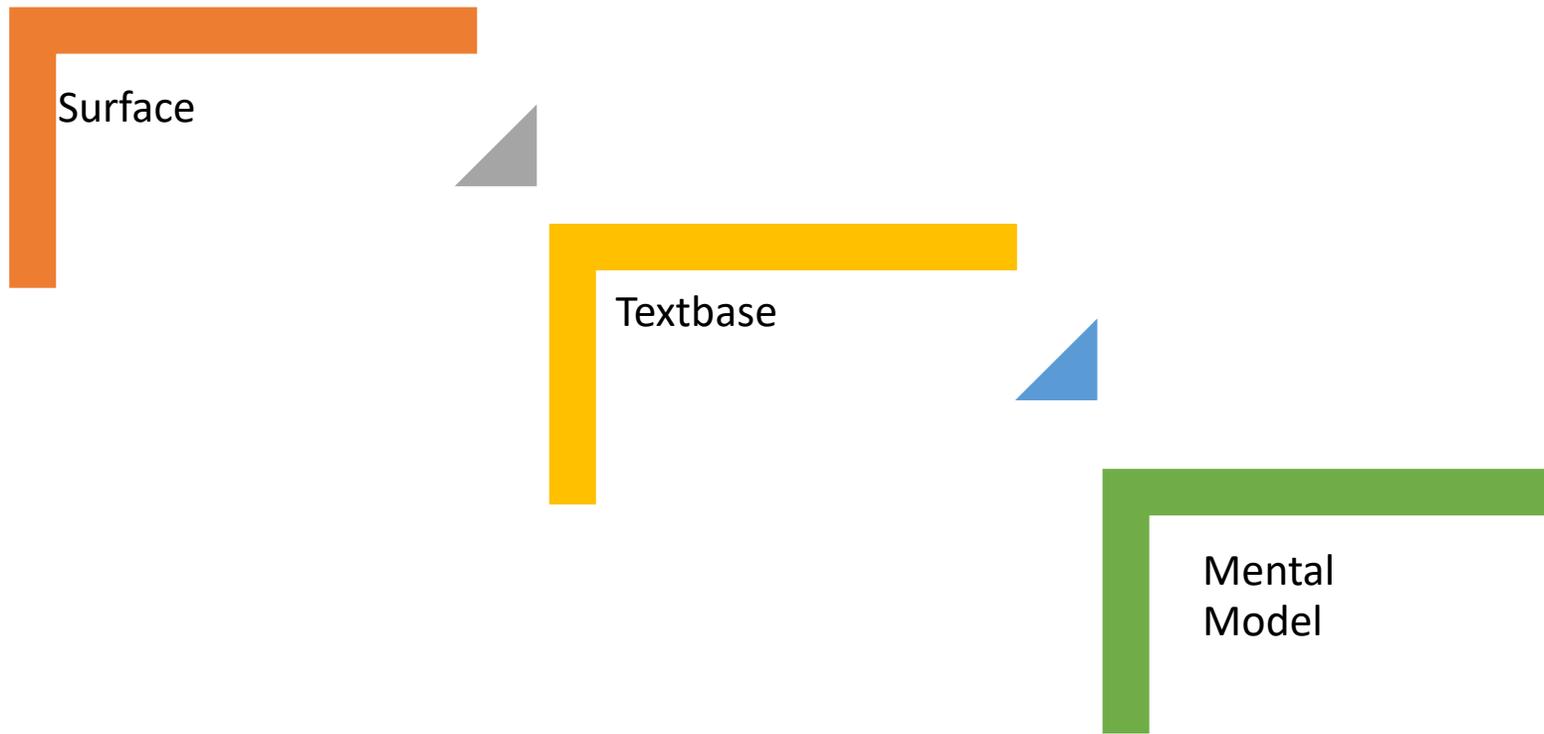
Will-third grade
Dear Benjamin Banneker
**Was Benjamin an activist?
Why or why not?**



When a child is repeatedly unsuccessful in comprehending texts that he/she has read, this suggests reading difficulties at the processing level. These difficulties can manifest themselves in various ways: failure to recall the main points of a story, failure to answer literal and/or inferential questions, failure to complete the actual reading of the text, and so on.

Kendeou et al, 2014





Skilled readers use both language and cognitive processes to integrate successive units of meaning at the surface and text base.

This is necessary for constructing a situation or mental model of the text.

The mental model is the reader's overall understanding of the situation expressed in the text. The reader stores this in memory and hopefully, accesses it for future application.

ULTIMATE GOAL: KNOWLEDGE



Check Out & Connect:

How has this discussion influenced your thinking about comprehension?

The Big Ideas about the Reading Comprehension Blueprint...



Check In: How does your current comprehension instruction address the acquisition of knowledge and critical language processes and skills? Share a brief response.



Based on the science and complexity of comprehension and increasing literacy demands across the grades, how could a blueprint for reading comprehension inform instruction?



In the broadest sense, it serves as a master plan or a guide for action. More specifically, it is an evidence-based framework for delivering instruction that facilitates the student's ability to extract and construct meaning from text. It is not a unit or lesson plan; rather, it is intended to organize and scaffold the teacher's preparation of varied texts for varied purposes. This framework can be used flexibly for reading one passage or multiple texts. Although all components are considered critical to comprehension, the teacher's instructional focus is determined by student needs. The Blueprint calls for the use of evidence-based strategies and activities but allows for the teacher to choose those that are most appropriate to his or her students and the educational context. It also acknowledges the metacognitive nature of teaching by prompting educators to ask and respond to a series of questions related to the design of instruction—questions that address both the process and product demands of comprehension.



Blueprint for Comprehension Instruction

<p>PREPARING FOR INSTRUCTION CRITICAL UNDERSTANDINGS OF TEXT</p>	<p>What do you want students to know and understand after reading the text? What are the critical concepts and understandings—big ideas you want your students to acquire? What texts will support these understandings?</p>
<p>PURPOSE FOR READING TEXT</p>	<p>What are the content instructional goals and objectives? What are the literacy instructional goals and objectives?</p>
<p>TEXT READING VOCABULARY</p>	<p>Which words will your students need to know? Which are worth knowing? Which ones will you intentionally target and directly teach? Which ones will you incidentally-on-purpose teach? How, when? Which words will you purposefully discuss and incorporate into expressive language activities? How and when will you teach and foster the use of independent word learning strategies?</p>
<p>LANGUAGE STRUCTURES (phrases, clauses, sentence comprehension)</p>	<p>Are there phrases, clauses, and sentence structures that may be difficult for your students? How and when will you directly teach sentence comprehension? How and when will you teach students to work with challenging sentences? How will you facilitate the integration of ideas within and between sentences, e.g., the use of cohesive ties and connectives? How and when will you teach students to work with these?</p>
<p>KNOWLEDGE • Text structure • Background knowledge</p>	<p>How is the text organized? How and when will you directly teach students the purpose, features, and signal words of different genres? How will you teach students to use the structure to understand purpose? To organize and express their understanding? What background knowledge is critical to understanding the text? How and when will you teach students to access and build their knowledge and integrate it with the text?</p>
<p>LEVELS OF UNDERSTANDING AND INFERENCE</p>	<p>How will you teach students to construct meaning at different levels of understanding, including the surface code, textbase, and mental model of text? How will you directly teach students to use inference to integrate ideas and connect background knowledge to the text? How will you support your students' deep comprehension of text?</p>
<p>EXPRESSION OF UNDERSTANDING</p>	<p>What strategies and activities will you use for students to demonstrate understanding at different levels during and after reading? How will you support their oral and written expression of understanding?</p>

Comprehension Monitoring
Before, During, and After Reading: Strategies and Activities

Aligns with the Science

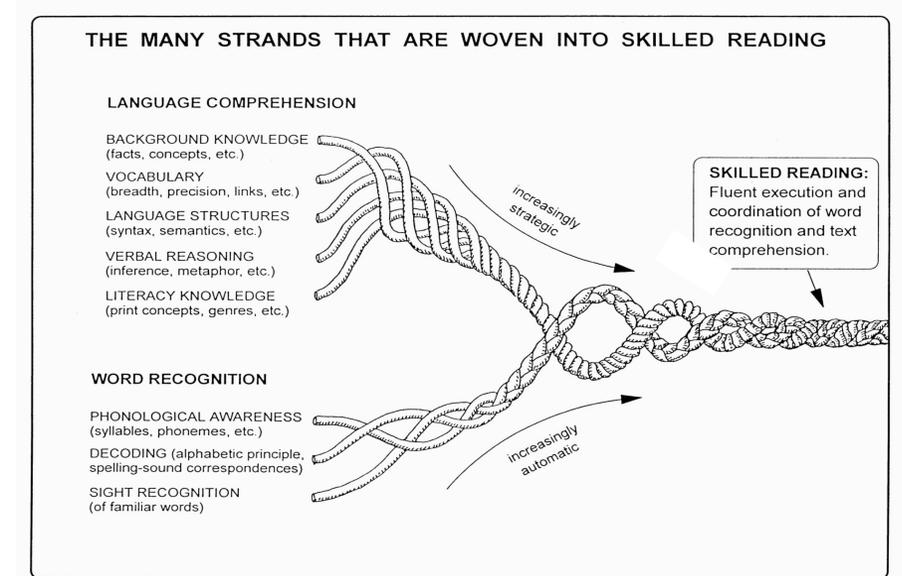
Structures & scaffolds instruction

Addresses process & product

Calls for informed routines, strategies
& activities

Allows for fidelity with flexibility

Recognizes the ultimate goal of
Comprehension



The Reading Comprehension Blueprint

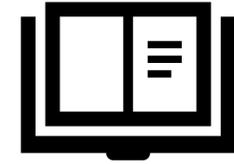
Critical Understandings & Purpose

- *What do you want your students to know, understand and be able to do?*
- *What are your content and literacy goals & objectives?*



Implementing the Blueprint: Prepping for Instruction

Tips for Success



Critical understandings share several characteristics including:

- *They connect to big ideas that have a lasting impact beyond the classroom.*
- *Are transferrable to other subject areas and disciplines.*
- *They go beyond facts and provide a foundation for helping students make deeper connections.*
- *Are reoccurring and can be revisited and built upon over time.*

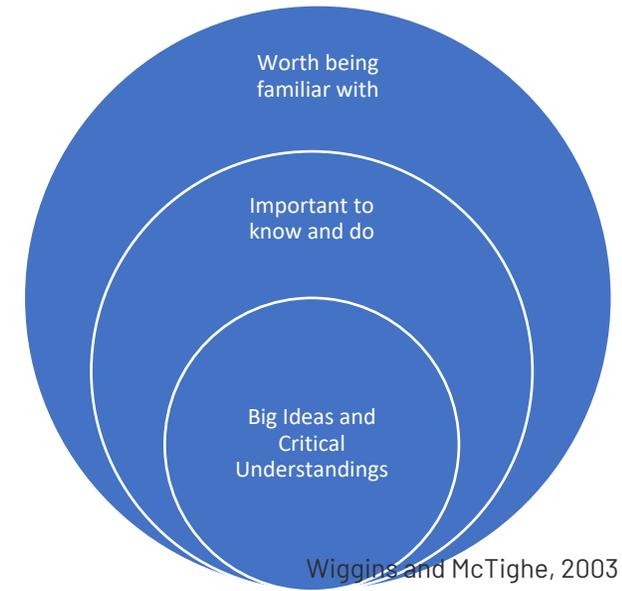
Critical Understandings

Grade 1: All About Me!

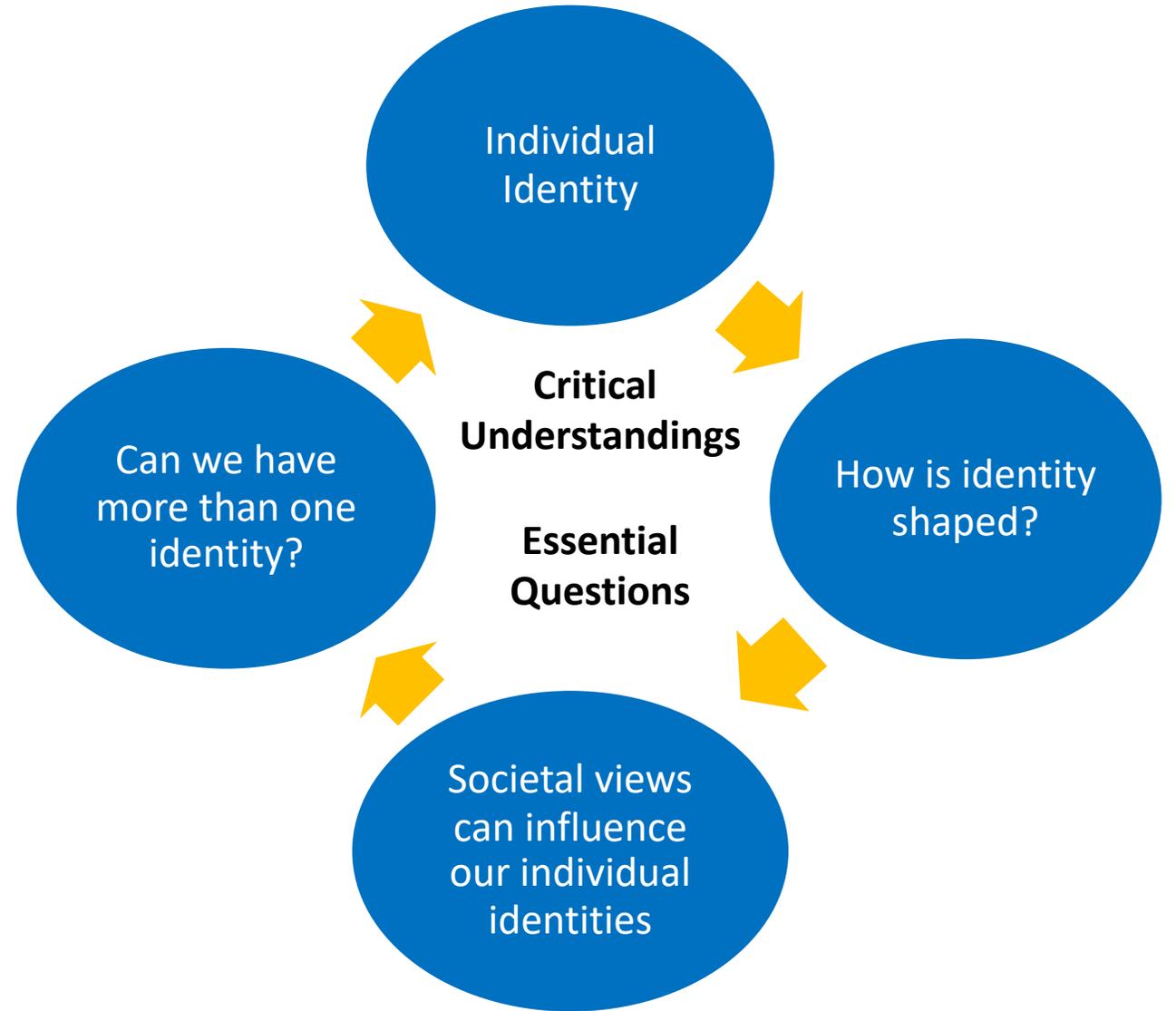
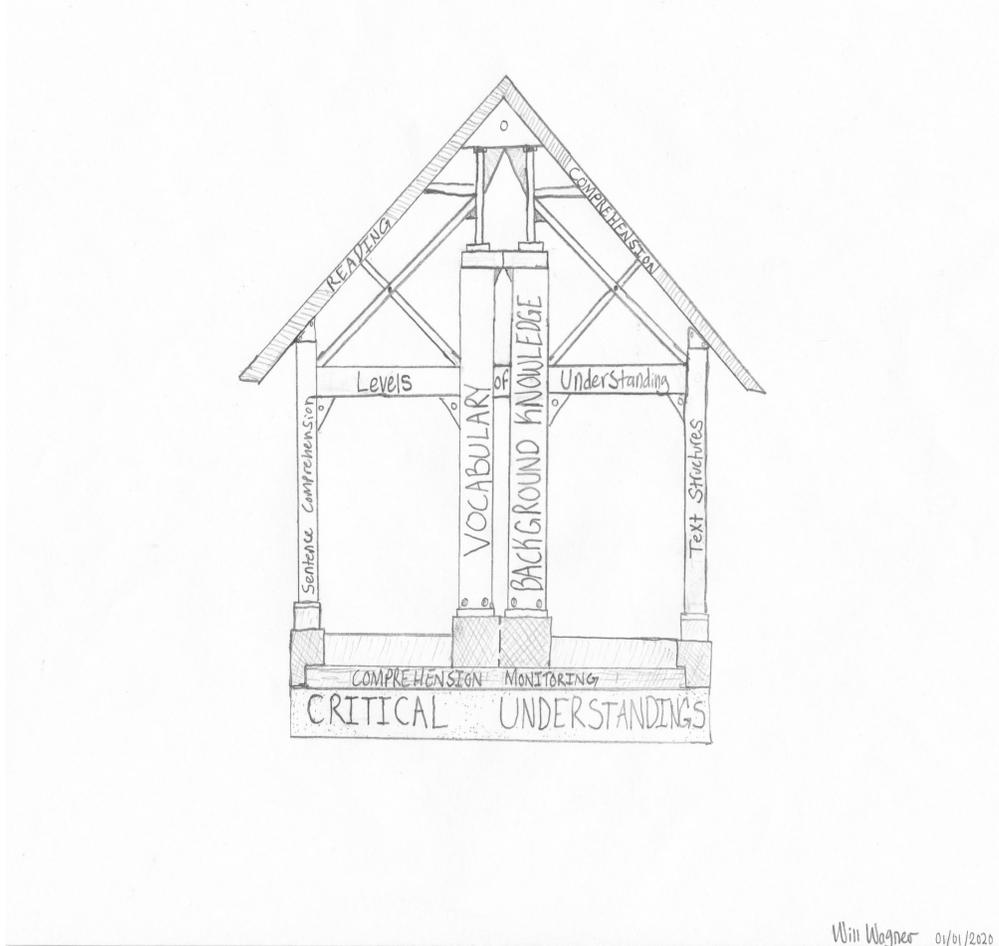
- I am unique; there is no one else like me.
- I have likes and dislikes.
- I have strengths and challenges.
- I am part of a family and a classroom community.
- My family is unique.
- All of the people in my class are unique, have their own interests, and can do different things.

Grade 8: Who am I?

- Individual identities are complex and show themselves in many ways.
- Everyone has multiple identities.
- Societal views can influence individual identity.
- Our identities have similarities and differences.
- It's important to see my identities as well as the identities of others reflected in the world around me.



Purpose



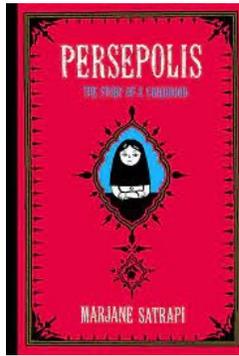
Literacy Goals



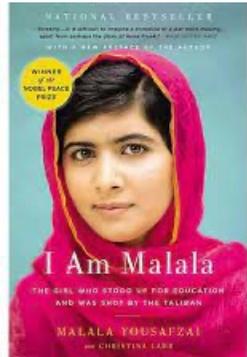
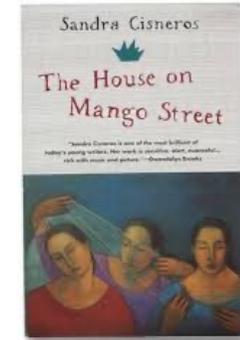
Content Goals

Choosing purposeful readings...

Persepolis by Marjane Satrapi



The House on Mango Street by Sandra Cisneros



I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai

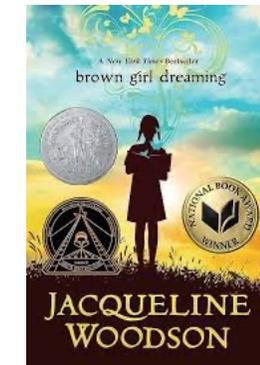


“Fish Cheeks” by Amy Tan

“The Jacket” by Gary Soto



Brown Girl Dreaming by Jacqueline Woodson



Critical Understanding: Individual identities are complex and show themselves in many ways.

All About Me!	Who Am I?
<ul style="list-style-type: none"> • <i>Leo the Late Bloomer</i> by Robert Kraus • <i>Eyes that Kiss the Corner</i> Joanna Ho • <i>Chrysanthemum</i> by Kevin Henkes • <i>Frederick</i> by Leo Leoni • <i>The Proudest Blue</i> by Ibtihaj Muhammad • <i>We are all Wonders</i> by R. J. Palacio • <i>The Best Part of Me</i> by Wendy Ewald • <i>It's Okay to be Different</i> by Todd Parr • <i>The Day You Begin</i> by Jacqueline Woodson • <i>Fry Bread</i> by Kevin Noble Maillard • <i>Hair/Pelitos</i> by Sandra Cisneros • <i>Too Many Tamales</i> by Gary Soto • <i>Bee-Bim Bop!</i> by Linda Sue Park • <i>The Family Book</i> by Todd Parr • <i>Last Stop on Market Street</i> by Matt de la Peña • <i>All are Welcome</i> by Alexandra Penfold 	<ul style="list-style-type: none"> • <i>Persepolis</i> by Marjane Satrapi • <i>American Born Chinese</i> by Gene Luen Yang • <i>El Deafo</i> by Cece Bell • <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah • <i>Red Scarf Girl: A Memoir of a Cultural Revolution</i> by Ji-li Jiang • <i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> by Malala Yousafzai • <i>Brown Girl Dreaming</i> by Jacqueline Woodson • "The Jacket" by Gary Soto • Various chapters from <i>The House on Mango Street</i> by Sandra Cisneros • "Fish Cheeks" by Amy Tan • "When I was Puerto Rican" by Esmerelda Santiago • "Richard" by Allie Brosh

Choosing Purposeful Readings

What are your students reading?

Yes or No?

 Do your readings support the development of knowledge?

 Do your readings provide opportunities to develop necessary language processes and skills?

 Do your texts provide opportunities to develop and apply academic language skills to text ?

 Do your readings represent different genre, disciplines, the interests and experiences of your readers, are culturally responsive?

 Have you considered access issues for struggling readers?

Hennessy, 2020



Before, During & After Instruction

Intentional & Incidental on Purpose

Teach, Model, Practice & Apply

Evidence based instructional routines, strategies and activities in the service of developing processes necessary for quality products

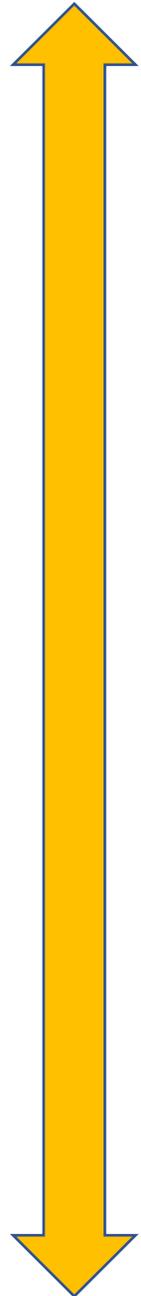
Blueprint for Comprehension Instruction	
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The Reading Comprehension Blueprint by Nancy Lewis Hennessy.
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Comprehension Monitoring?

...the reader's ability to reflect on their understanding of a written text.

LARCC, 2017



Why...

Word meaning

Sentence meaning

Knowledge

Paragraph/section meaning

Purpose

Engagement

So...

Think about using your independent word learning strategies (dictionary, morphemes, context) to figure out what the word means.

Reread & ask yourself:

- Where is the who or what and the do in the sentence?*
- What words are standing in or substituting for important words in the sentences?*

Think about what you know and make connections. Look up or ask for additional information about the topic.

Reread the paragraph & ask yourself:

- What is this all about?*
- What does it tell me?*

Ask yourself about the text structure. Is it narrative or expository? Think about how each is organized-elements. Look for signal words.

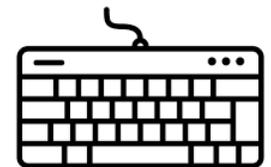
Tell yourself to stop at the end of a section or page to:

- summarize*
- annotate*
- visualize*
- question*

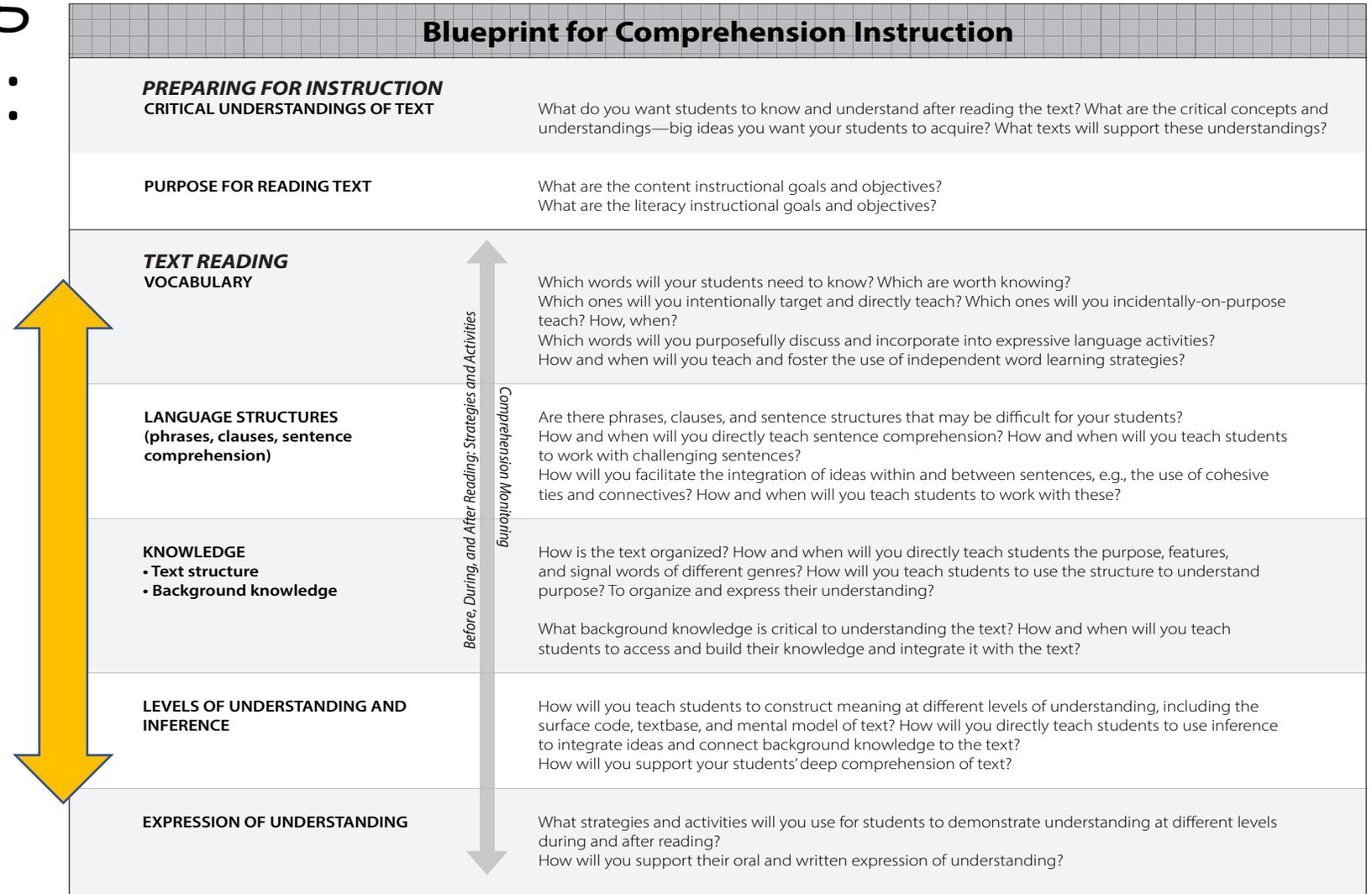
Hennessy & Salamone, 2024

Check Out & Connect:

What are you taking away from this discussion?



Implementing the Blueprint: Text Reading



Implementing the Blueprint: Vocabulary



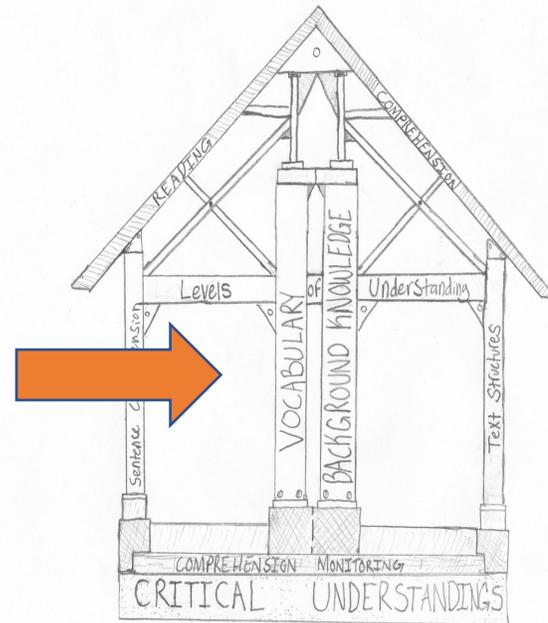
Check In: Connect to Current Knowledge and Practices!

Surface & script what comes to mind when you think about the what, why, and how of vocabulary.

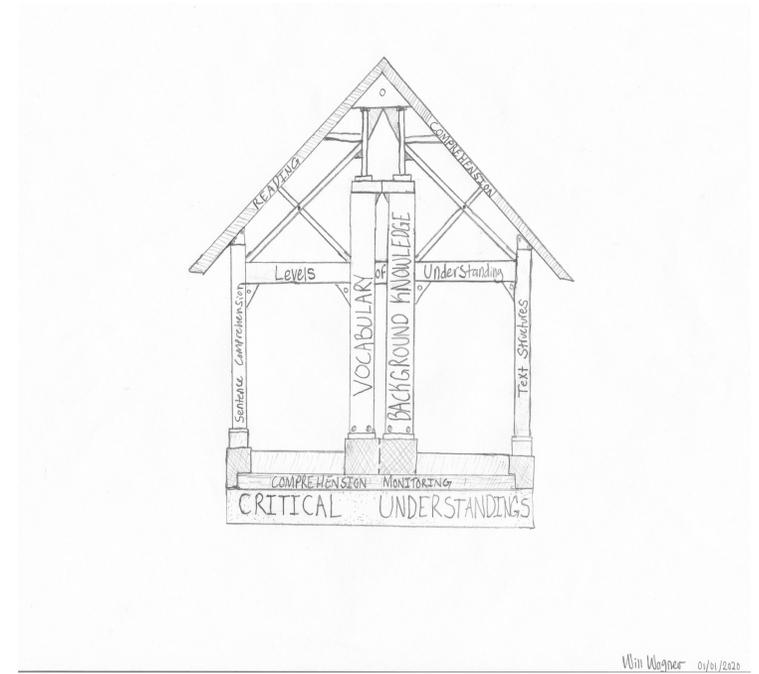


- ✓ *Which words will your students need to know?
Which are worth knowing?*
- ✓ *Which ones will you intentionally target and directly teach?*
- ✓ *Which ones will you incidentally-on-purpose teach?
How? When?*
- ✓ *How and when will you teach and foster the use of independent word learning strategies?*
- ✓ *Which words will you purposefully discuss and incorporate into expressive language activities?*

Implementing the Blueprint: Vocabulary



What is the connection between vocabulary and reading comprehension?



©Hennessy, 2020

Constructing the Comprehension House

*...It is the orchestrated
product of
a set of linguistic and
cognitive processes...*

Castles et al, 2018

At the word level, the reader must decode individual words . . . access meaning of the words they hear or read.

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Cain & Oakhill, 2007

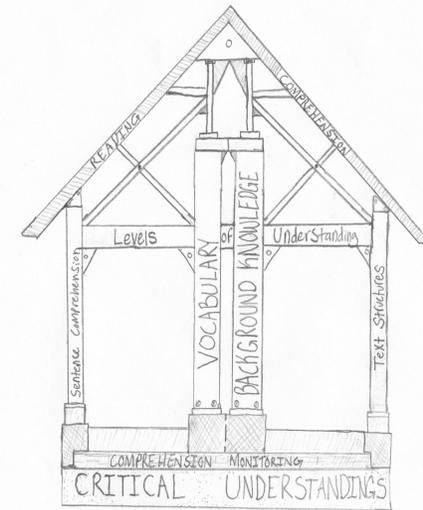
Vocabulary knowledge at deep levels, and in particular, the speed with which that knowledge can be accessed, is predictive of reading comprehension skill.

Oakhill, 2015

Reading comprehension occurs in real time, so it is crucial that the reader can access word meanings and other knowledge rapidly and accurately. Thus, the speed of activation of word meanings is important for comprehension.

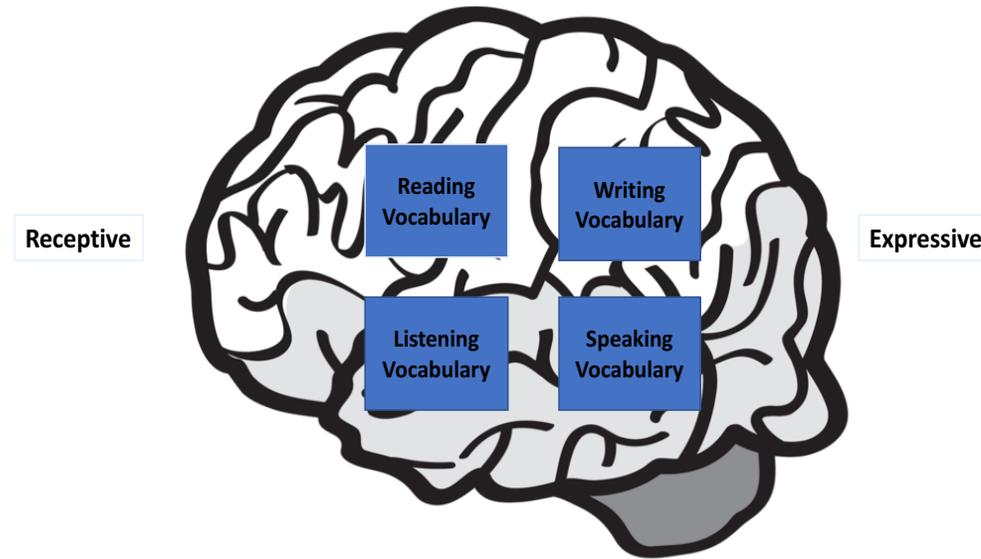
Cain, Oakhill & Elbro, 2020

What does your semantic network for the word-vocabulary-include?



Witt Wagner 01/01/2020

Constructing the Comprehension House



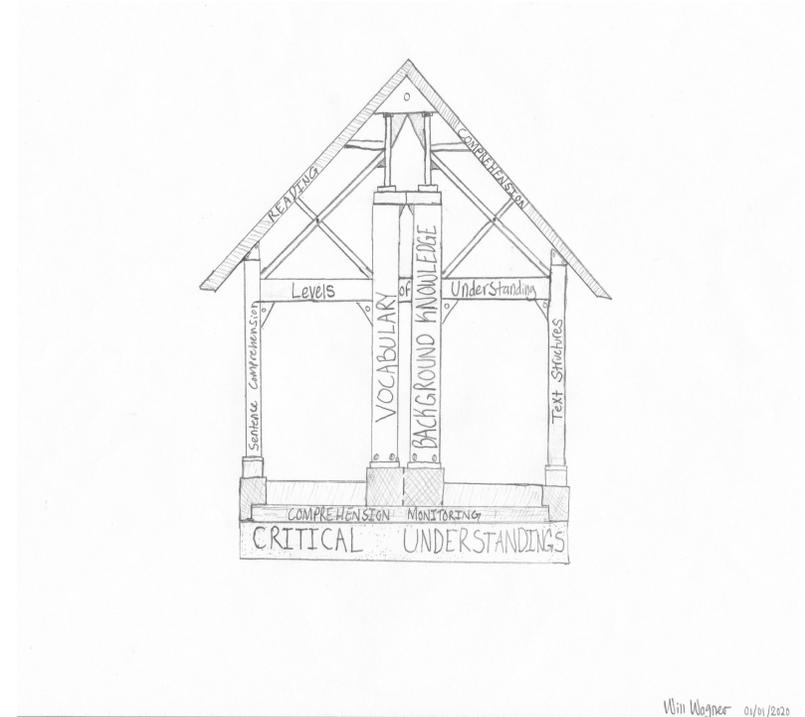
Mental Dictionary

*Words are not just words.
They are the nexus—the interface—
between communication and thought.
When we read, it is through words
that we build, refine, and modify our knowledge.
What makes vocabulary valuable and important
is not the words themselves
so much as the understandings they afford.*

Adams, 2011

More than a definition...

*How do we acquire
word meaning?
What does an
informed framework
for instruction
include?*



Constructing the Comprehension House

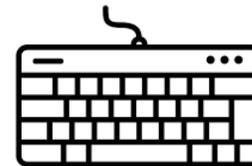
Lexicon Check

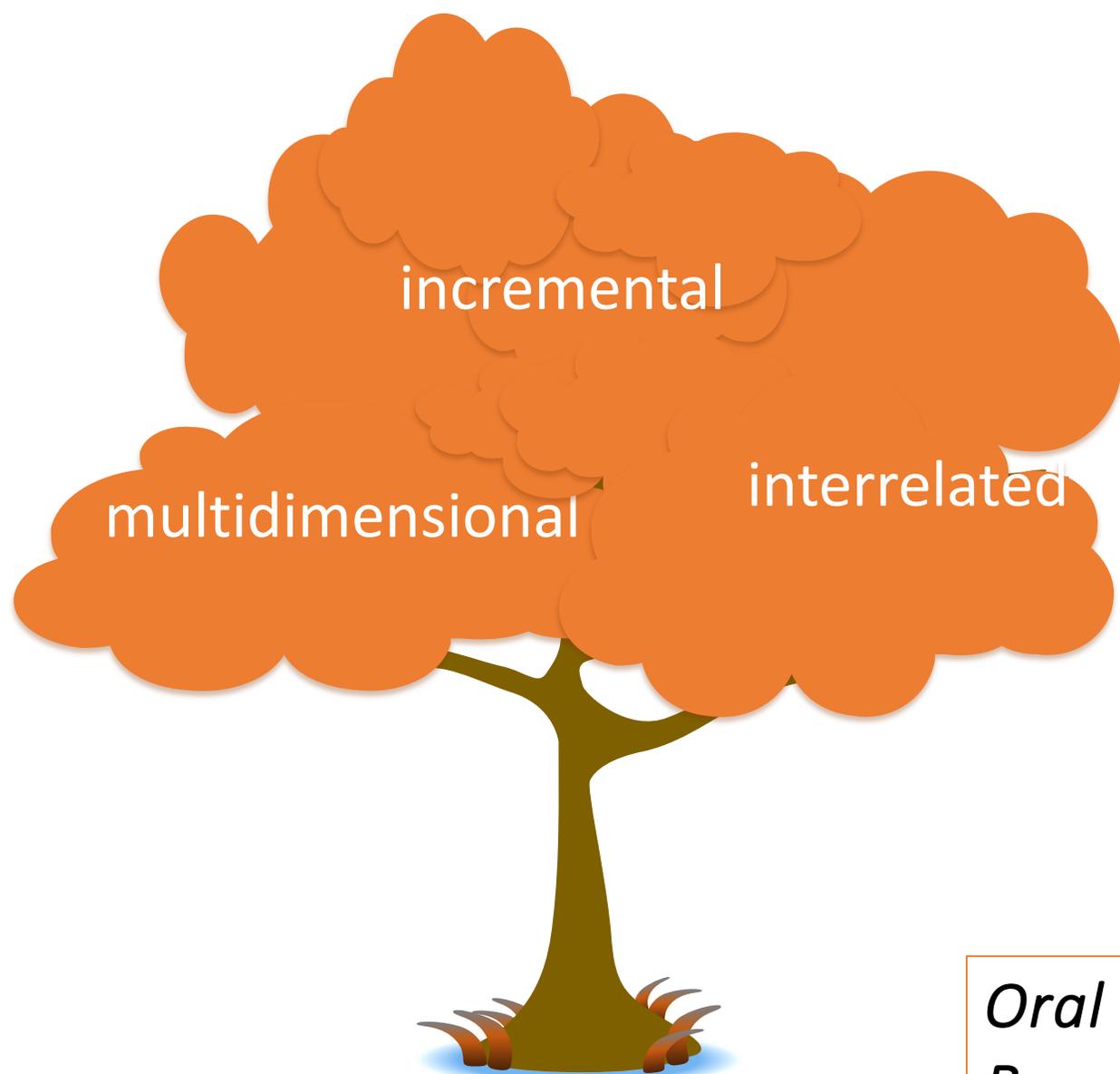
A. Refers to the richness of word knowledge the individual possesses about known words. It represents the learner's ability to understand the multiple uses of words determined by context and to use precisely in speaking and writing.

B. Represents the individuals' ability to quickly access the meaning of the word within the context which it is used.

C. Refers to the size of an individual's mental lexicon. It denotes how many words a learner recognizes at a more general level.

Breadth, Depth, Fluency





Acquiring word
meaning...

*Oral & Written Experiences:
Breadth, Depth & Fluency*

Consensus on Effective Instruction...

- *Present both definitional and contextual information.*
- *Provide multiple encounters in multiple rich contexts.*
- *Engage active processing of word meaning.*

An Informed Structure for Vocabulary Instruction



Intentional Instruction	Incidental on Purpose Instruction	Intentional Independent Word Learning Strategies Instruction
<ul style="list-style-type: none"> ✓ Word Choice ✓ Simple Instructional Routine: Definitional & Contextual Information ✓ Complex Instructional Routine: Processing & Practice Activities 	<ul style="list-style-type: none"> ✓ Structured Point of Contact Teaching ✓ Structured Teacher-Student Talk ✓ Structured Shared Reading ✓ Structured Independent Reading 	<ul style="list-style-type: none"> ✓ Using the Dictionary ✓ Using Context Clues ✓ Using Morphemic Analysis
<p>Word Consciousness</p>	<p>Word Consciousness</p> <p><i>Purposeful Activities</i></p>	<p>Word Consciousness</p>

Choosing words...“fuzzy problem space”

Usefulness &
Importance

Understanding

Growth



Tips for Success

The following prompts provide the attuned educator with a series of questions to ask themselves when engaged in reflecting upon a word's usefulness. Their use can be included in the planning process and are an excellent way for teachers to fully think about their word selection.

Usefulness and importance:

- *Does the word provide accessibility to the text?*
- *Is it a general-purpose word that will be encountered in other academic texts?*
- *Does the word have enduring importance?*

Understanding:

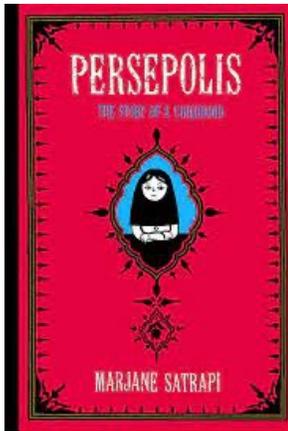
- *Is the word critical to understanding varied levels of the text?*

Growth:

- *Does the word support growing/generating learning of other words?*
 - *Morphological family*
 - *Semantic relatives*
 - *Multiple meanings*



Enduring Understandings

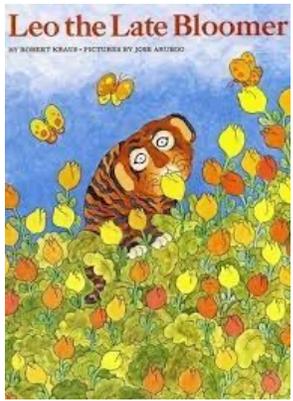


All About Me!

- I am unique; there is no one else like me.
- I have likes and dislikes.
- I have strengths and challenges.
- I am part of a family and a classroom community.
- My family is unique.
- All of the people in my class are unique, have their own interests, and can do different things.

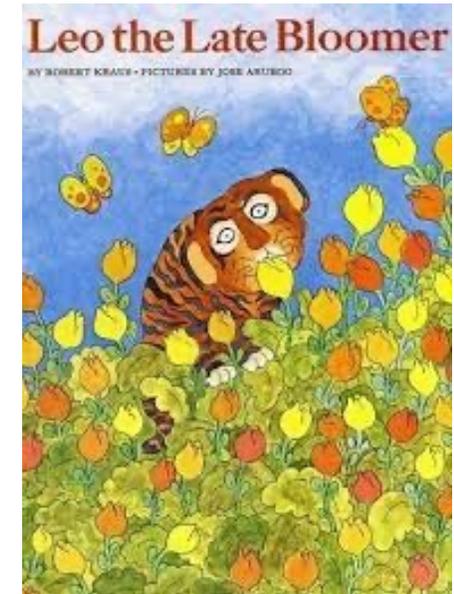
Who am I?

- Individual identities are complex and show themselves in many ways.
- Everyone has multiple identities.
- Societal views can influence individual identity.
- Our identities have similarities and differences.
- It's important to see my identities as well as the identities of others reflected in the world around me.



Choosing Words: Preparing the Text

Intentional Individual Words	Incidental Words	Intentional Word Learning Strategies
bloom/bloomer patience neatly sloppy	could/couldn't	Context: signs Morphology: budded

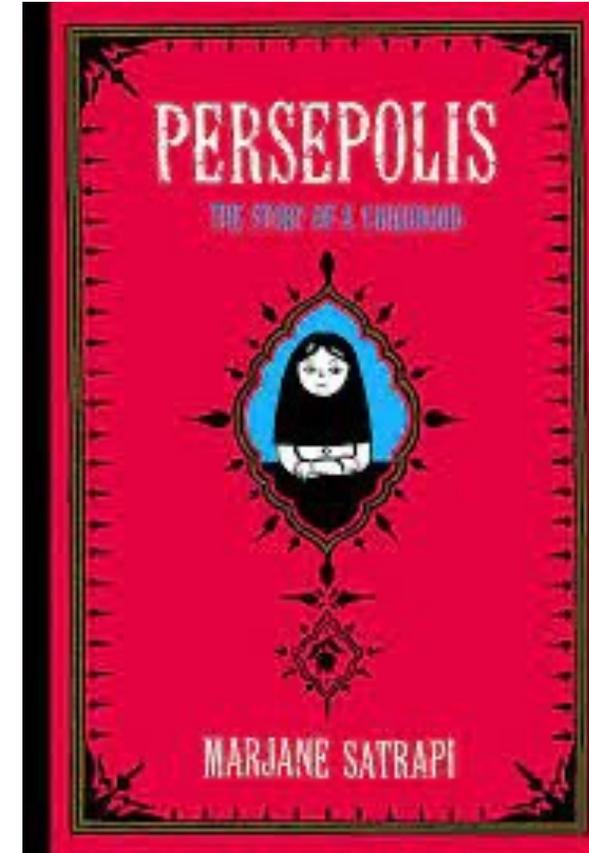


Usefulness &
Importance
Growth
Understanding

Word Choice

Intentional Individual Words	Incidental Words	Intentional Word Learning Strategies
banal coagulation ideological indoctrination insolent malaise reproached resilient secular systematically	coup d'état espadrilles	Context: avant-garde biome chador flagellate Morphology: deplorable pretext

Usefulness & Importance Understanding Growth

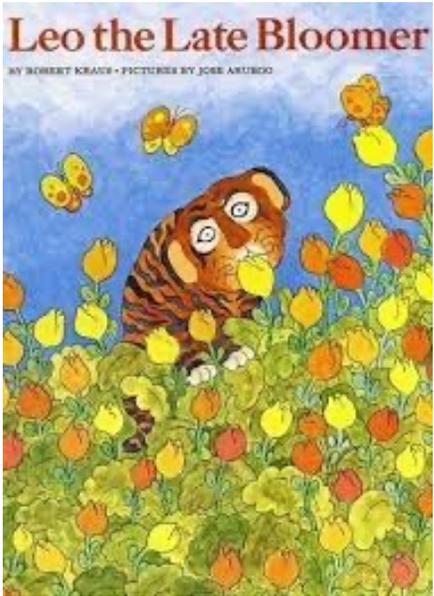


Go for words that are important to the text...



The science: use of definitional and contextual information.

Word Meaning Map-Noun



bloom

What is it (category)?

A flower

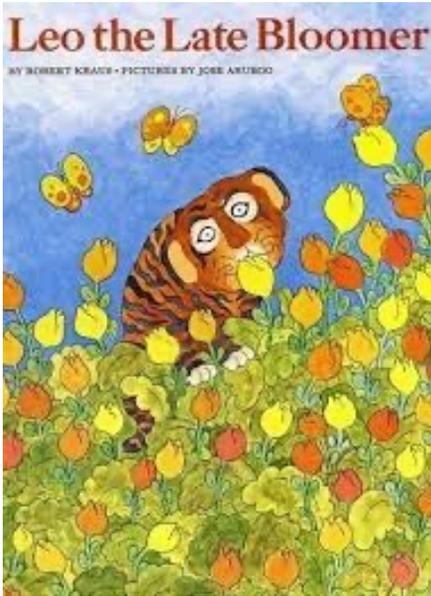
What's it like (features)?

It's beautiful; it grows and changes

Example: Roses are blooms cultivated, or grown, for their beauty.

Example: Some people mark the start of spring by the very first blooms they see.

Word Meaning Map-Noun



bloomer

What is it (category)?

Something that blooms

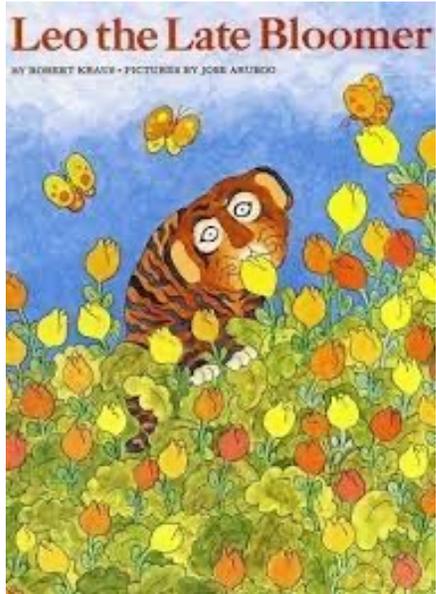
What's it like (features)?

It grows or matures

Example: A plant that produces flowers at a specific time. For example a night-bloomer flowers at night time.

Example: A person who grows or matures at a specific period of time. For example, in the story, Leo is a late bloomer, who developed after his peers.

Try This!



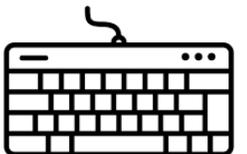
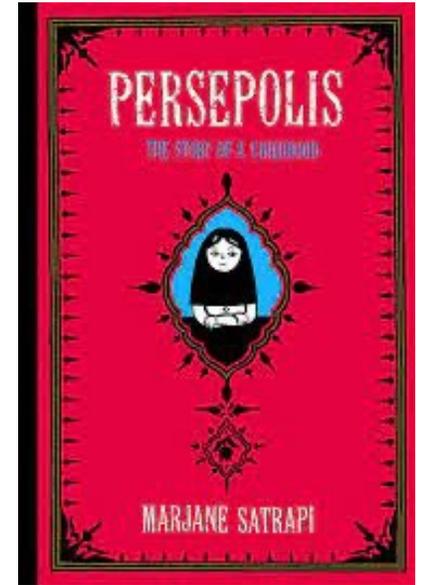
identity

What is it (category)?

What's it like (features)?

Example:

Example: Marjane's identity shifts back and forth between her Iranian heritage, and that of a Westerner.



Teacher Behavior 	Student Behavior 	Critical Connections
Pronounces targeted word and discusses structure and/or asks questions about linguistic structure.	Listens to teacher pronounce targeted word. Responds to questions.	Phonology Morphology Syntax
Asks students to repeat.	Echoes targeted word.	Phonology
Explains the meaning in everyday language.	Listens to explanation of meaning.	Semantics Definitional
Provides examples from context and other situations. Asks students for example.	Provides examples reflecting own experience.	Contextual
Says, spells and writes the word.	Repeats & writes in notebook, on cards etc.	Phonology Orthography

Words are not isolated units of language but fit into many interlocking systems and levels. Because of this, there are many particular things to know about words and many degrees of knowing.

Nation, 2001

There are phonological, orthographic, syntactic, and semantic ways of knowing a word which together constitute lexical quality, a central component of skilled reading.

Perfetti, 2007

The Blueprint & Lesson Plan

The unit organizer serves as the foundation for the design of the lesson plans. Each lesson connects to the unit's enduring understandings and essential questions. It addresses the overarching goals of the unit while mapping out specific objectives, activities and assessments to grow students' skills and knowledge necessary for making meaning of a specific text.

Addendum: Lesson 1: The Simple Routine





The science: multiple exposures to targeted words & engagement in deep processing of each word generating information that ties the word to known information.

Connect	Represent	Use
Semantic Maps	Pictures Drawings Videos	Questions, Examples
Semantic Feature Analysis	Gestures and Movement	Conversation Prompts
Concept Maps	Word Walls	Writing Stems

Hennessy, 2018

Connect-Maps

Try This!

Directions:

1. Select a set of opposite pairs (e.g. hot/cold, fast/slow, short/tall).
2. Generate 3-5 synonyms for each word.
3. Organize the first set of synonyms from most to least extreme.
4. Organize the second set of synonyms from most to least extreme.
5. Finally, arrange both sets of synonyms from most to least extreme along the gradient.
6. Discuss with your small group.



eagerness

annoyance

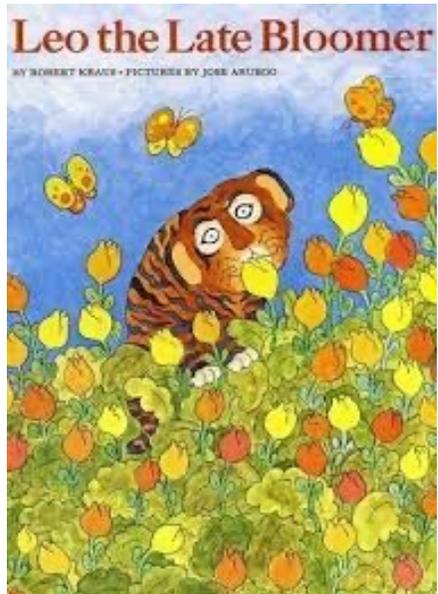
calmness

self restraint

restlessness

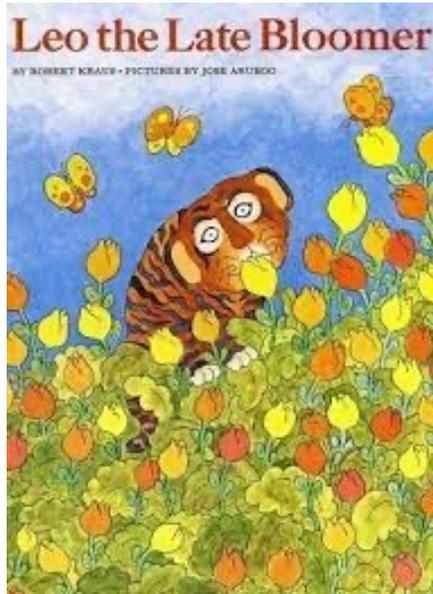
tolerance

Represent -Word Wall



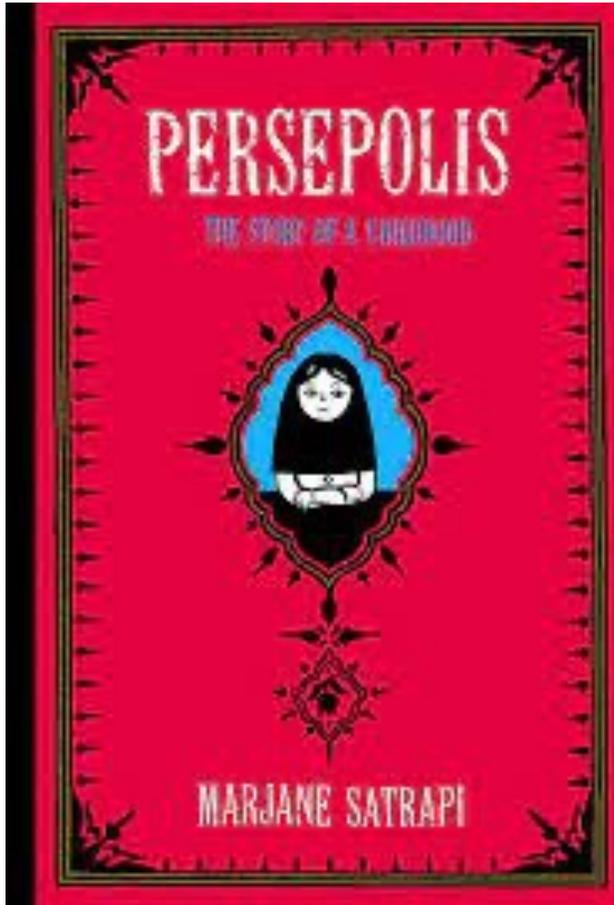
Nouns Who or what	Verbs is/was doing	Adjectives which one, what kind, how many	Adverbs when, why, how
bloom/bloomer	budded	sloppy	neatly
patience	could/couldn't		
signs			

Use-Speaking



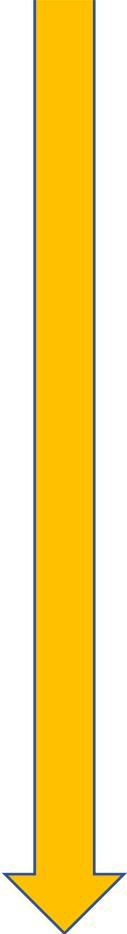
<p>Examples:</p> <p>If I say something that requires patience, then raise your hand.</p>	<p>Questions, Reasons...</p> <p>Why would someone need to write neatly?</p> <p>Why would someone require patience?</p>
<p>Applause, Applause!</p> <p>Applaud how much you would want to be:</p> <p>patient</p> <p>sloppy</p>	<p>Connections:</p> <p>I budded when _____.</p>
<p>Describe a time when:</p> <p>You did something sloppy.</p>	<p>Relationships:</p> <p>How are these words related?</p> <p><i>bloom, bloomer, budded</i></p>

Represent-Word Walls



Nouns Who or what	Verbs is/was doing	Adjectives which one, what kind, how many	Adverbs when, why, how
avant-garde	flagellate	banal	systematically
biome	reproached	deplorable	
chador		ideological	
coup d'état		insolent	
coagulation		resilient	
espadrilles		secular	
indoctrination			
malaise			
pretext			

Use Speaking-Writing



Have you ever
experienced **malaise**?
When?

How did the regime use
education and schools as a
means of **indoctrination**?

What actions would you
consider **deplorable**?

Marjane and her
family were **resilient**
because...

Marjane's family had to
give up their **avant-garde**
lifestyle because...

The contrast between
Marjane's spiritual beliefs to
her parents' **secular** ones to
highlight...

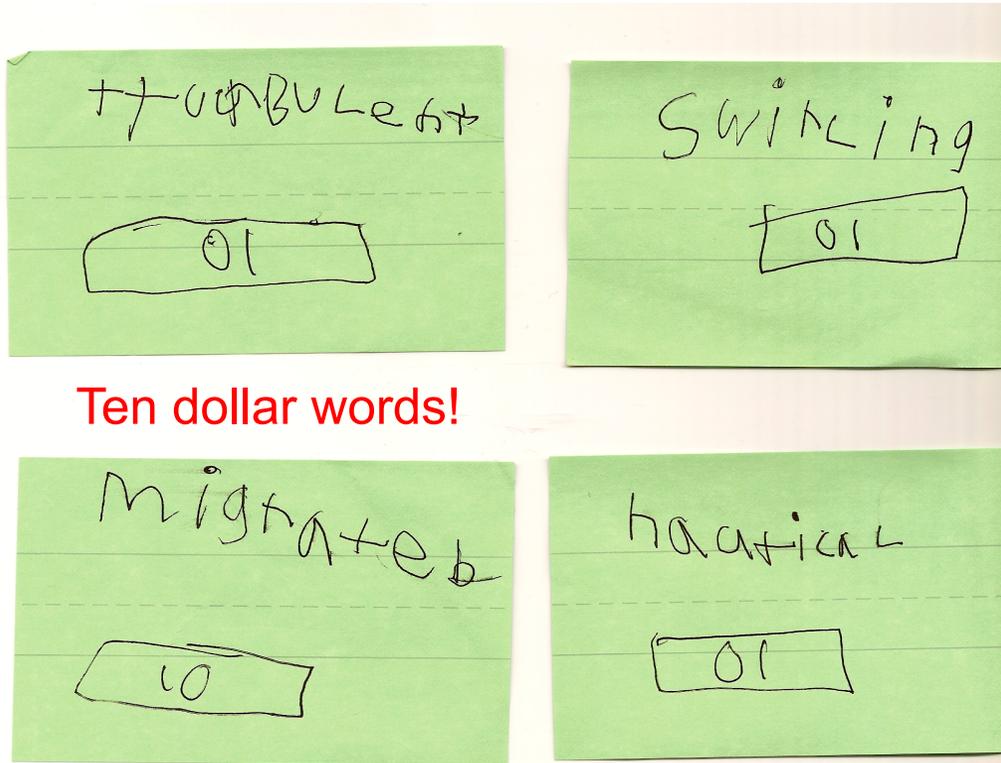
An Informed Structure for Vocabulary Instruction



Intentional Instruction	Incidental on Purpose Instruction	Intentional Independent Word Learning Strategies Instruction
<ul style="list-style-type: none"> ✓ Word Choice ✓ Simple Instructional Routine: Definitional & Contextual Information ✓ Complex Instructional Routine: Processing & Practice Activities 	<ul style="list-style-type: none"> ✓ Structured Point of Contact Teaching ✓ Structured Teacher-Student Talk ✓ Structured Shared Reading ✓ Structured Independent Reading 	<ul style="list-style-type: none"> ✓ Using the Dictionary ✓ Using Context Clues ✓ Using Morphemic Analysis
<p>Word Consciousness</p>	<p>Word Consciousness</p> <p><i>Purposeful Activities</i></p>	<p>Word Consciousness</p>

Teacher-Student Talk

The Ten Dollar Word Phenomenon

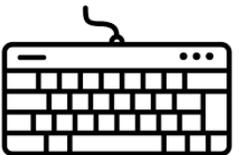


Ten dollar words!

Louis the Buoy, 2005

*Thirty Second Conversation,
Dodson*

*Revisit the incidental on
purpose instruction activities
and identify something you
currently use or want to know
more about.*



An Informed Structure for Vocabulary Instruction



Intentional Instruction	Incidental on Purpose Instruction	Intentional Independent Word Learning Strategies Instruction
<ul style="list-style-type: none"> ✓ Word Choice ✓ Simple Instructional Routine: Definitional & Contextual Information ✓ Complex Instructional Routine: Processing & Practice Activities 	<ul style="list-style-type: none"> ✓ Structured Point of Contact Teaching ✓ Structured Teacher-Student Talk ✓ Structured Shared Reading ✓ Structured Independent Reading 	<ul style="list-style-type: none"> ✓ Using the Dictionary ✓ Using Context Clues ✓ Using Morphemic Analysis
<p>Word Consciousness</p>	<p>Word Consciousness</p> <p><i>Purposeful Activities</i></p>	<p>Word Consciousness</p>

Students consistently encounter unknown words when they read independently.

It is apparent that they need additional tools to unlock meaning.

The informed educator intentionally teaches students to use independent word learning strategies including the use of the dictionary, context clues and morphology.

Hennessy, 2020

Effective strategy instruction is explicit, provides opportunity for guided and independent practice including application.

Type of Context Clue	Explanation	Example
Definition	The word is directly defined in the sentence in which it appears.	Ecosystems, or <u>the communities where the organisms interact with their physical environment as a unit</u> , are amazingly complex.
Antonym (contrast)	The word is defined by telling what it is NOT. Can use the conjunctions/signal words: but, although, however, etc.	While ecosystems include biotic organisms, they also feature <u>non-living</u> things like air, water, and soil.
Synonym (restatement)	The word is defined twice: once with a difficult word that is then restated in a more simple way.	There are a number of different biomes on Earth. These <u>large geographical regions</u> have a certain climate with specific plants and animals adapted to living there.
Example	The word's meaning is illustrated by an example. Often uses the phrases: for example, for instance, such as, etc.	Ecosystems include abiotic components such as <u>rocks, temperature, and humidity</u> .
General	The word's meaning is illustrated by several words or statements.	Biodiversity is critically important for human well-being and is something people should strive to <u>protect</u> . In fact, the more <u>variety</u> of <u>animals, plants, fungi, bacteria</u> , and so forth <u>within an ecosystem</u> , the stronger it will be since this <u>variation</u> helps it adjust to small changes.



Persepolis

Targeted Word

Context

p. 75

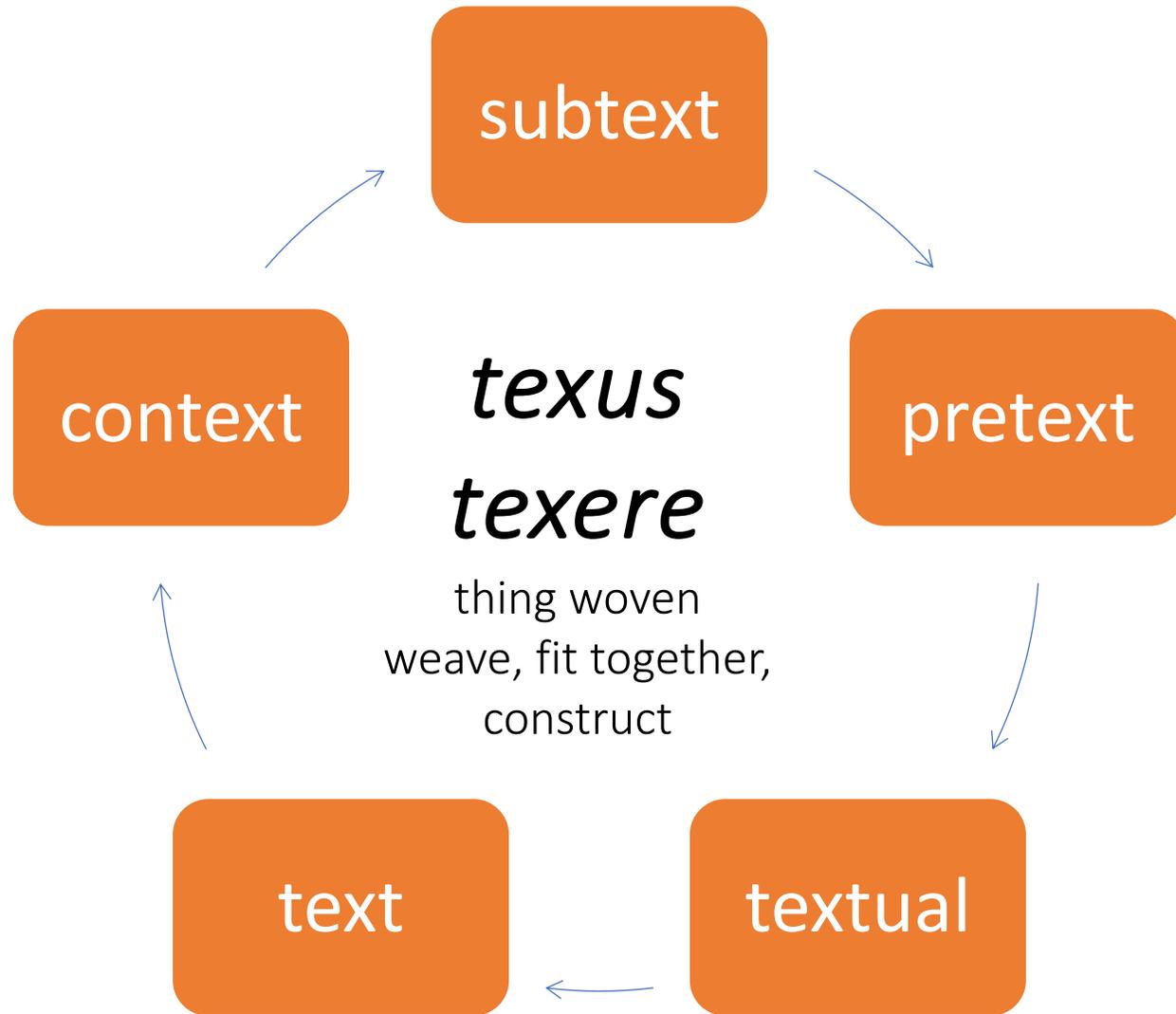
chador

“Look at her! Last year she was wearing a miniskirt, showing off her thighs to the whole neighborhood. And now madame is wearing a chador. It suits her better, I guess.”
(antonym)

p. 96

continuously

“Hitting yourself is one of the country’s rituals. During certain religious ceremonies, some people flagellated themselves



Estimated that 60% of word meanings
can be predicted through their morphemes

Nagy & Anderson, 1984, Kieffer & Le Saux, 2012

The LD Student: Access to Age & Grade Appropriate Texts

Provide opportunities to read by ear. Technology can make wide reading and access to academic vocabulary possible for students with word recognition difficulties, thus developing breadth and depth of word meaning.

Hennessy, 2020

The ELL Student: Connection to Native Language

Use English and native language to speak the word, identify sounds, letters, syllables, use in a sentence.

Adapted Cardenas-Hagan, 2018

Teacher Script Template for Individual Vocabulary Instruction

To teach the first word from a particular vocabulary lesson, apply the following script.

We have had several discussions related to the topic of _____.

Today we will explore words related to the topic of _____.

This will help you understand and use words when you speak and when you write.

The word is _____. It means _____.

In your native language, the word is _____.

Say the word in your native language.

Say the word in English.

How many sounds do you hear in this English word?

How many sounds do you hear in this word from your native language?

Do the words have the same number of syllables?

How many letters are used in English for this word?

How many letters are used in Spanish for this word?

What is the same? What is different between these words?

The part of speech is a _____ for this word.

Let's look at a visual that represents these words and discuss any other meanings.

Can we act out the word?

Let's use the word in a sentence in English.

Let's use the word in a sentence in your native language.

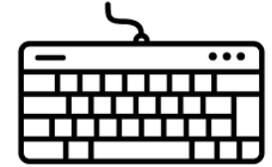
Good job. Now we will add this word to our word bank or word wall for use in the future.

We will have many opportunities to practice using our new vocabulary words.

Repeat procedure for remaining words.

Figure 3.16. Teacher script template for individual vocabulary instruction. (From Cárdenas-Hagan, E. [2017]. Working with English language learners: Teacher manual (2nd ed.). Brownsville, TX: Valley Speech Language and Learning Center; adapted by permission.)

Check Out & Connect: The Evidence...

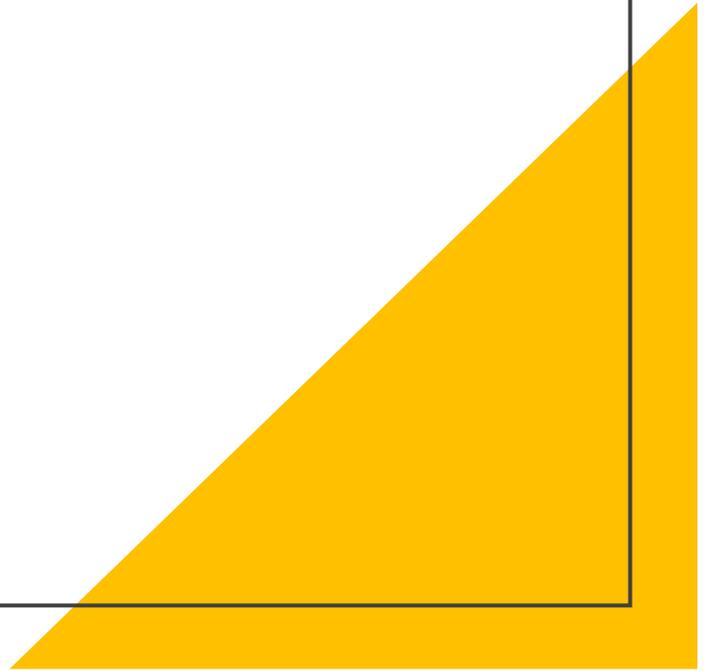


Teach	Teach	Focus on	Increase	Provide
teach vocabulary intentionally	teach independent word-learning strategies (morphological analysis)	focus on developing semantic networks	increase opportunities to use new words in discussion and writing	provide a motivating and language-rich learning environment

Elleman et al, 2017

What resonated with you? Why?

Implementing the Blueprint: Sentence Comprehension

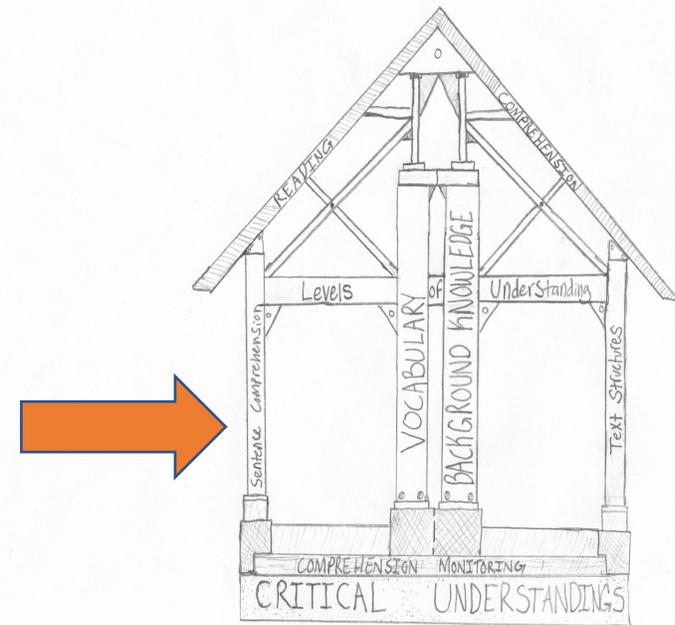


Check In & Connect: Surface what comes to mind for the what, why, and how of sentence comprehension.



Implementing the Blueprint: Sentence Comprehension

- ✓ Are there parts of speech, phrases, clauses, and/or sentence structures that may be difficult for your students?
- ✓ How and when will you directly teach sentence comprehension?
- ✓ How and when will you teach students to work with these structures?
- ✓ How will you facilitate the integration of ideas (e.g., the use of cohesive ideas and connectives)? How and when will you teach students to work with these?



Lexicon Check: Syntax is...



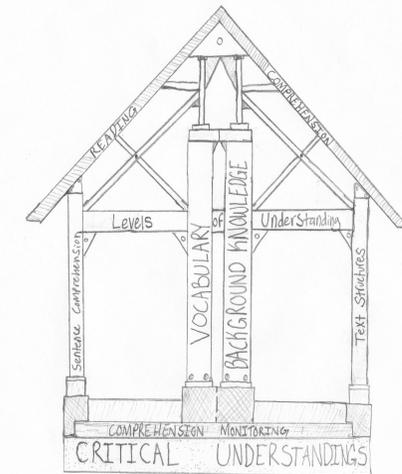
arrangement of words...

Internal structure of a sentence

...the architecture of phrases, clauses and sentences in a language.

Shapiro, 1997

What is the connection between syntax and reading comprehension?



Wm Wagner 03/01/2020

©Hennessy, 2020

Constructing the Comprehension House



When skilled readers come to text, they, access meaning
of the words they hear or read and at the sentence
level, the comprehender needs to work out the syntactic
structure and sense of each sentence...

Cain & Oakhill, 2007

*who or
what*



did what



to whom

Our spoken or written words carry *meaning*,
while syntax provides the *structure* for organizing and communicating ideas.

Syntax allows for the creation of an infinite number of sentences that serve as the “worker bees of text”.

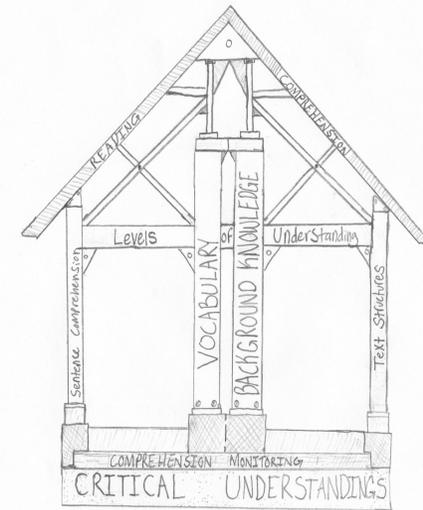
Scott, 2004

The ability to understand sentences contributes to students' reading comprehension.

Predictive of poor comprehension

Problematic for individuals with specific language impairment & learning disabilities.

How do you define a sentence?



Witt Wagner 01/01/2020

Constructing the Comprehension House

The Sentence?

...an abstract linguistic frame that has slots for categories of words and phrases.

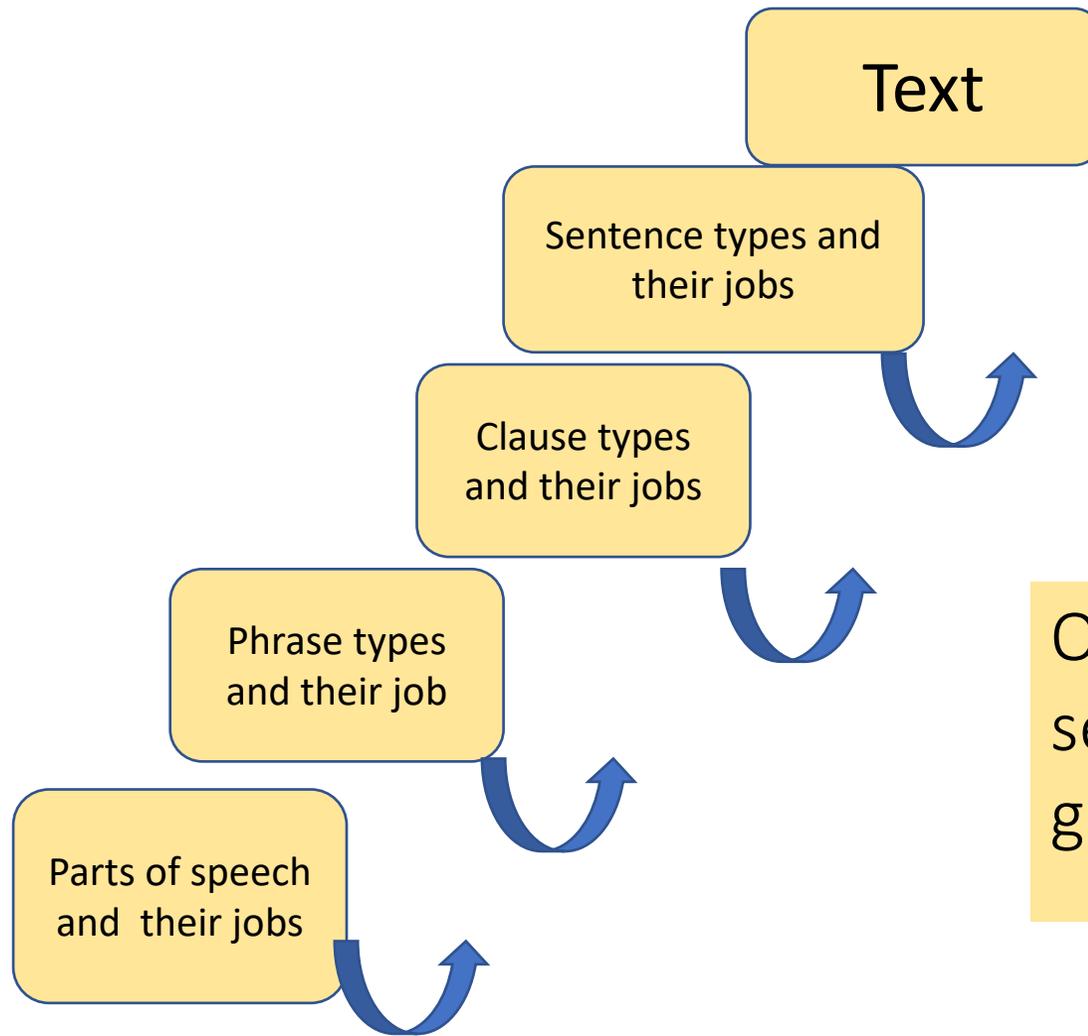
Moats & Hennessy, 2011



*Before the words slide into their slots, they are just discrete items, pointing everywhere and nowhere. Once the words are nested in the places 'ordained' for them—'ordained' is a wonderful word that points to the inexorable logic of syntactic structures—they are **tied by ligatures of relationships** to one another. They are subjects or objects or actions or descriptives or indications of manner, and as such they **combine into a statement about the world**, that is, into a meaning that one can contemplate, admire, reject, or refine.*

Stanley Fish, 2011, p. 2

The Building Blocks of Meaning



One by one, the sentences add up to the gist of the text.

Scott & Balthazar, 2013

Think Function First, Then Form

Tips for Success

It is important to remember that sentences found in academic texts can be challenging and complex based on construction. These potential troublemaker sentences may interfere with understanding. They are often longer, contain multiple ideas, varied types of clauses, separation of the who and do, and written in passive voice.

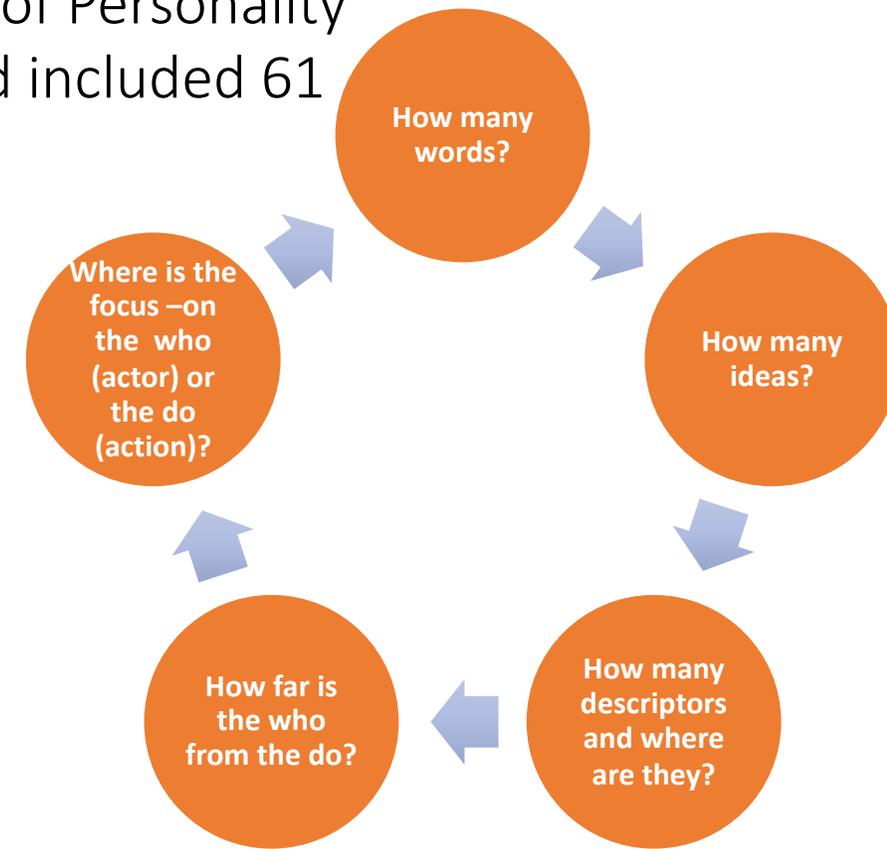


Challenging Sentence Structures?

His obituary, delivered three years later by Nikita Khrushchev, one of Stalin's closest collaborators and most fervent lackeys, had the spellbound audience of almost 2,000 delegates to the 20th Congress of the Soviet Communist Party. The oration, officially titled "On the Cult of Personality and Its Consequences," lasted from midnight to 4 a.m., and included 61 specific charges of Stalin's atrocities and blunders.

Stalin: A Brutal Legacy Uncovered By Mike Kubic

<https://www.commonlit.org/en/texts/stalin-a-brutal-legacy-uncovered>



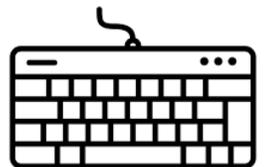
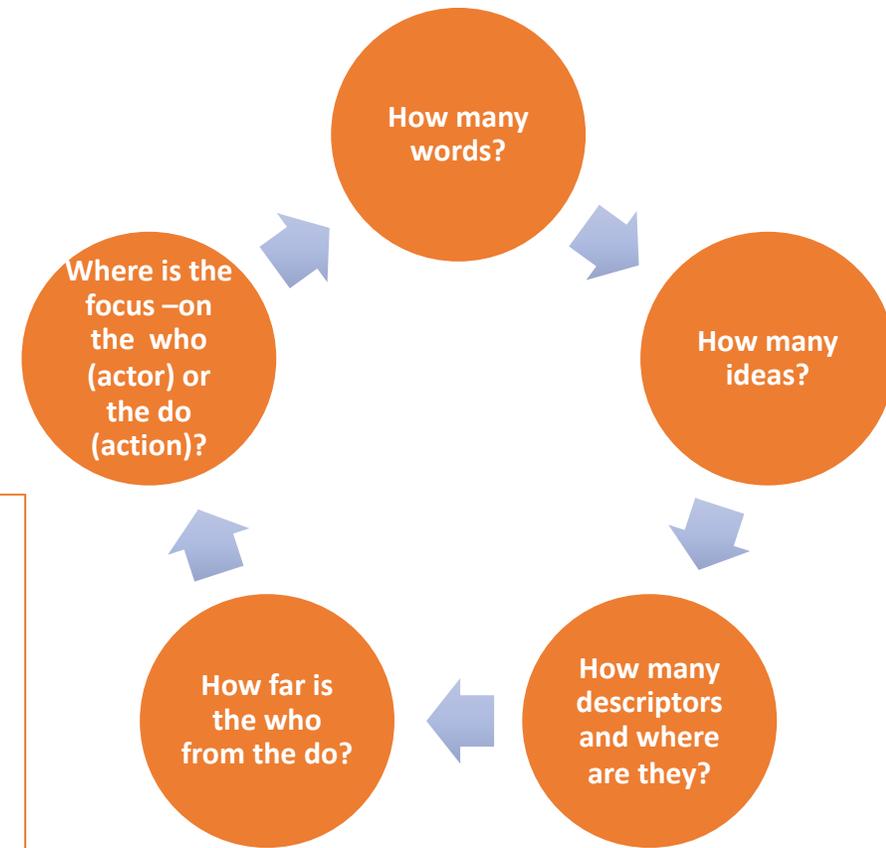
Try This!

1. When Benjamin grew to be a man, he discovered to make a decent living, he had little choice but to tend the tobacco farm his parents left him, a grassy hundred acres he called Stout.

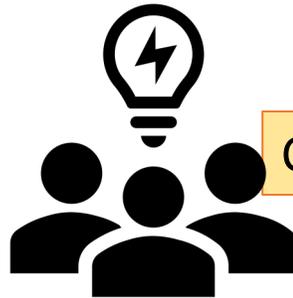
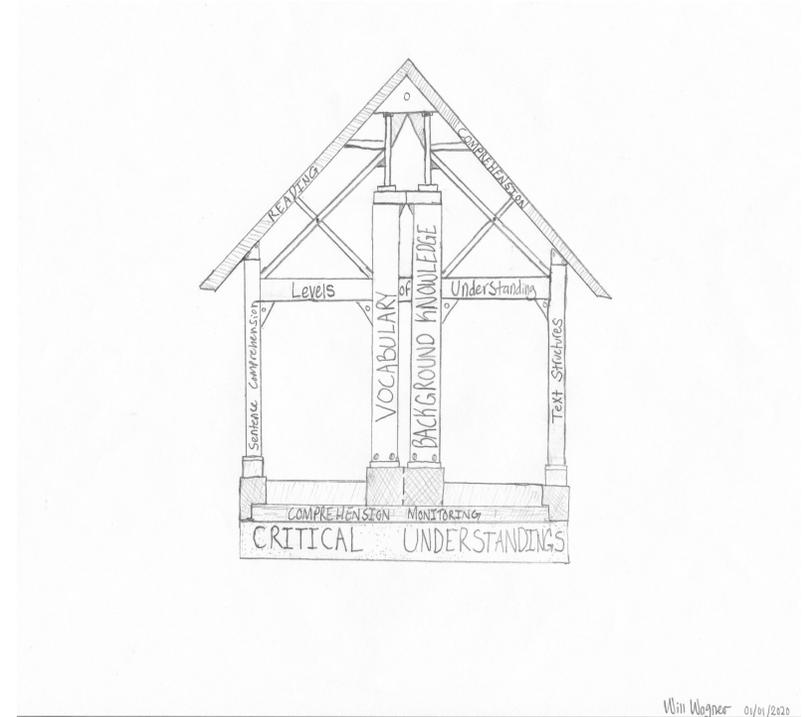
Dear Benjamin Banneker

2. The Founding Fathers are a group of men who were key figures in initiating America's independence from Britain and establishing American government and early international relations.

The Founding of American Democracy



*How do we develop
sentence
comprehension?
What does an
informed framework
for instruction
include?*



Constructing the Comprehension House

General Guidelines

Zipoli, 2017

1. Many diverse learners will benefit from receiving instruction in both the oral and written modalities.

2. Many students will benefit from being taught about sentence structure by strategically integrating reading and writing.

3. Teaching will be more effective when explicit instruction on sentence structures is combined with opportunities to practice skills during activities embedded within the general education curriculum.

Intentional On Purpose: Focus	Intentional On Purpose: Activities	Incidental On Purpose: Focus	Incidental On Purpose: Activities
Building Blocks of Sentences  <ul style="list-style-type: none"> o Parts of Speech & their Jobs o Phrases & their Jobs o Clauses & their Jobs 	<i>Questioning/Parsing</i> <i>Structured Organizers</i> <i>Sorts (pictures, words)</i> <i>Visual Representations</i>	Building Blocks of Sentences	<i>Reading Experiences</i> -Shared -Group -Independent -Fluency Connection
The Sentence <ul style="list-style-type: none"> o The Sentence & their Jobs o The Problem Sentence 	<i>Questioning</i> <i>Structured Sentence Organizers</i> <i>Sentence Frames</i> <i>Diagramming</i> <i>Anagrams (word cards)</i> <i>Sentence Building: Combining & Expansion</i>	The Sentence	<i>Oral Experiences</i> -Oral Response -Student/ Teacher Talk -Sentence Instruction -Written Responses
Cohesive Devices <ul style="list-style-type: none"> o The Role of Cohesive Ties o The Role of Connectives 	<i>Questioning</i> <i>Coding</i>	Writing Connections	<i>Writing Experiences</i> -Written Responses

The Blueprint & Lesson Plan

Addendum: Lesson 1 Parsing

Building Blocks

QUESTION

who, what or whose?

who or what?

is or was doing?

which one, how many, what kind?

when, where, how, why?

what's the relationship between the words
before and after?

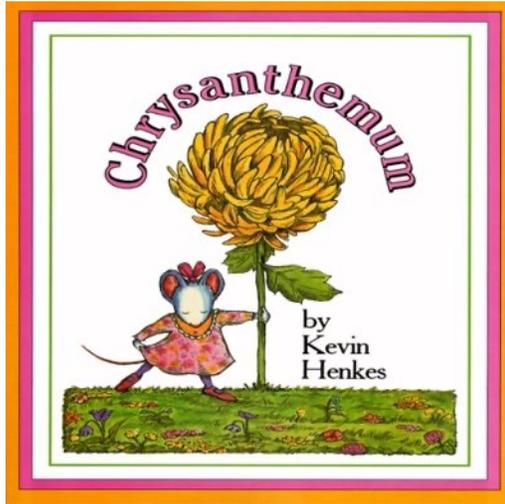
what's connected or needs to be glued
together?

PART OF SPEECH



Hennessy, 2020

Focus On Function First, then Form!



*“On the first day of school,
Chrysanthemum wore her
sunniest dress and her
brightest smile”*

Hennessy & Salamone, 2024

*Which word answers who
this sentence is about?*

Chrysanthemum

*Which word tells what
she did?*

wore

*Which word(s) tell what
she wore?*

dress & smile

*Which word tells what kind
of dress?*

sunniest

*Which word tells what kind
of smile?*

brightest

When did this happen?

on the first day of school

“The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole”

The Jacket

- ✓ Who is this sentence about? (the author Gary Soto who uses the pronoun *I*)
- ✓ What is he doing? *discovered*
- ✓ What did he discover? *a jacket*
- ✓ Where was the jacket? *draped on my bedpost*
- ✓ When did he discover it? *The next day when I got home from school*
- ✓ Which jacket? the one *the color of day-old guacamole*.



Picture Prompted Generation



Who/what?	Is/was doing?	Which one, what kind, how many?	Where, when, how, why?
pioneers settlers Native Americans bison	ventured moved fleeing journeyed displaced	male uncertain fearful	west by train by Oregon Trail in covered wagon on horseback forcibly from their land

As the settlers journeyed west in covered wagons, the unsettled Native Americans were forcibly displaced from their land.

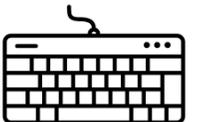
Try This!



Now it's your turn to try it! Read the sentence below and answer the series of questions that follow. Afterward reflect: how did your responses compare to the key provided?

Which word answers who/whom?	
Which word(s) tell what she did?	
Which word(s) tell what she thought?	
Which word tells how funny it was?	
Which word(s) tell when she giggled?	

“Chrysanthemum thought it was wildly funny and she giggled throughout the Dance of the Flowers” (Henkes, 2009).





Which word answers who/whom?	<i>Chrysanthemum</i>
Which word(s) tell what she did?	<i>thought & giggled</i>
Which word(s) tell what she thought?	<i>it was funny</i>
Which word tells how funny it was?	<i>wildly</i>
Which word(s) tell when she giggled?	<i>throughout the Dance of the Flowers</i>

Phrases...

...group of words that work together & answers specific questions.

- ✓ noun-*the road*
- ✓ verb-*wandered along*
- ✓ adjectival-*ragged & forlorn*
- ✓ adverbial-*rather abruptly*
- ✓ prepositional-*to the top of the hill*

Tuck Everlasting

Clauses...



...group of words with both a who and a do & answer specific questions.

- ✓ dependent-independent

But when the archaeologists lifted the gold bowl covering the mummy's face, they found the biggest surprise yet

- ✓ Later developing relative, adverbial, object complement clauses

The Mystery of the Tattooed Mummy

Lexicon Check

Phrases

Noun Phrase	Verb Phrase	Adjectival Phrase	Adverbial Phrase	Prepositional Phrase
the syllables	baptize myself	sad and red and crumbly	before that	by the window



The Jobs of Phrases and Clauses

ReadWorks® Six Mass Extinctions in 440 Million Years

Six Mass Extinctions in 440 Million Years

This text is provided courtesy of the American Museum of Natural History.

All things must pass. But the idea that a species could go extinct is a relatively new one, first proposed by anatomist Georges Cuvier in a presentation in Paris in 1796 in a lecture on the extinction of the mastodon, then thought by some to still be roaming the ill-explored western reaches of North America.

Cuvier's suggestion that life on Earth was not static, and that species could disappear, was groundbreaking. Studying the collections of the National Museum of Natural History in Paris and records from other collections around the world, he soon identified several species whose like we would never see again, including the mosasaur, the cave bear, and the Irish elk.



AMNH / Research LibraryAMNH

an illustration of an Irish elk by Charles R. Knight and a fossil of the same animal at the Museum

Booyed by the research of scientists like Charles Lyell and Charles Darwin, the idea that species developed gradually, over time, gained acceptance in the scientific community. For generations, it was dogma that extinctions happened slowly, too. The idea that species could be wiped out in a fell swoop, even one with catastrophic consequences, wasn't given much credence.

ReadWorks.org
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Words Working Together

Prerequisite knowledge: Understanding the role of phrases and clauses in constructing sentences

Materials: Sample Word Cards (phrases and clauses selected from sentences in current text)

Structured Question Organizer (questions related to function)

Activity:

1. The teacher selects sentence(s) from the current text.

Sample sentence: “Towards the end of the Devonian period around 370 million years ago, a pair of major events known as the Kellwasser Event and the Hangenberg Event combined to cause an enormous loss in biodiversity” (selected from “Six Mass Extinctions in 440 Million Years,” ReadWorks, 2018).

2. Using the sample sentence, teacher models/reviews response to structured questions:

Who or What?	<i>a pair of major events</i>
Is or was doing?	<i>combined to cause an enormous loss in biodiversity</i>
Where?	<i>towards the end of the Devonian period</i>
When?	<i>around 370 million years ago</i>
Which events?	<i>the Kellwasser Event and the Hangenberg Event</i>

The teacher models how to construct sentences using these responses. For example, *Around 370 million years ago, towards the end of the Devonian period, a pair of major events, the Kellwasser and the Hangenberg Events, combined to cause an enormous loss in biodiversity.*

3. The teacher distributes sets of cards with phrases and clauses from the current text and copies of the question organizer. Students are instructed to work in pairs or small groups and use word cards to find answers to the questions in the structured organizer.

Intentional On Purpose: Focus	Intentional On Purpose: Activities	Incidental On Purpose: Focus	Incidental On Purpose: Activities
Building Blocks of Sentences <ul style="list-style-type: none"> o Parts of Speech & their Jobs o Phrases & their Jobs o Clauses & their Jobs 	<i>Questioning/Parsing</i> <i>Structured Organizers</i> <i>Sorts (pictures, words)</i> <i>Visual Representations</i>	Building Blocks of Sentences	<i>Reading Experiences</i> -Shared -Group -Independent -Fluency Connection
The Sentence  <ul style="list-style-type: none"> o The Sentence & their Jobs o The Problem Sentence 	<i>Questioning</i> <i>Structured Sentence Organizers</i> <i>Sentence Frames</i> <i>Diagramming</i> <i>Anagrams (word cards)</i> <i>Sentence Building: Combining & Expansion</i>	The Sentence	<i>Oral Experiences</i> -Oral Response -Student/ Teacher Talk -Sentence Instruction -Written Responses
Cohesive Devices <ul style="list-style-type: none"> o The Role of Cohesive Ties o The Role of Connectives 	<i>Questioning</i> <i>Coding</i>	Writing Connections	<i>Writing Experiences</i> -Written Responses

Sentence Anagrams

Rearranging words that are out of sequence into sentences and adding the correct capitalization and punctuation reinforces the concept of sentence and the grammatical roles of words in sentences.

Hochman & MacDermott-Duffy, 2019

1. Look for capitalization and ending punctuation first. Where do these items usually go in a sentence?
2. Identify verbs. Which words connect those verbs?
3. Next, find the adjectives and the nouns they describe.
4. Locate conjunctions (and any mid-sentence punctuation). How can they be used to link ideas?
5. Look for words that go logically together and group them together.

Hennessy & Salamone 2024

Anagrams

prepare and long

The gather mice the winter

for ahead. supplies

The mice gather supplies and

prepare for the long winter ahead.



Sentence Expansion

Directions: Using the image and question words, expand upon the kernel sentence below.

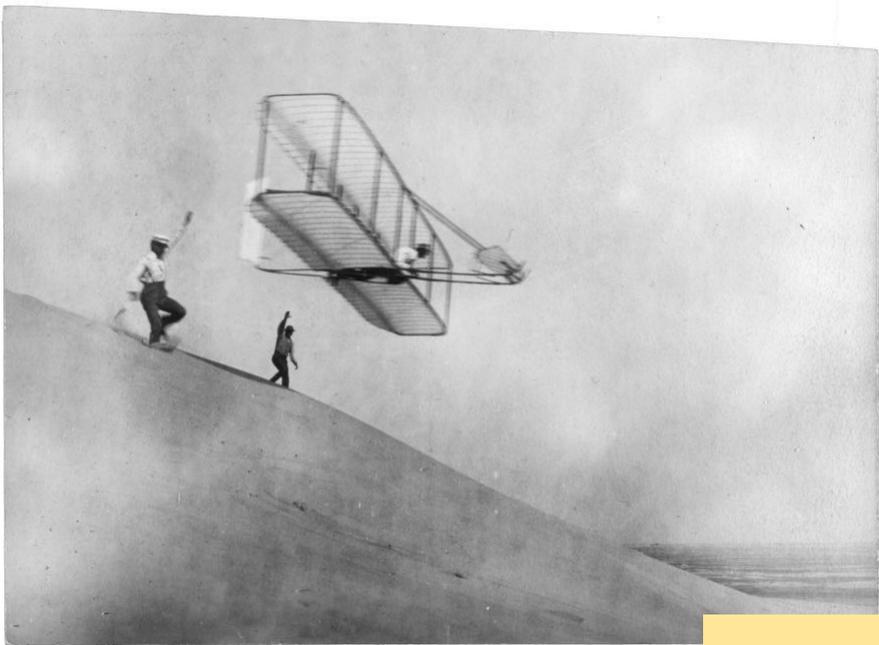
Kernel sentence: Lightning flashes.

How?: brightly

Where?: in the night sky

Expanded sentence: Lightning flashes brightly in the night sky.

Weather Unit



Try This!

Library of Congress

Kernel sentence: They Flew.

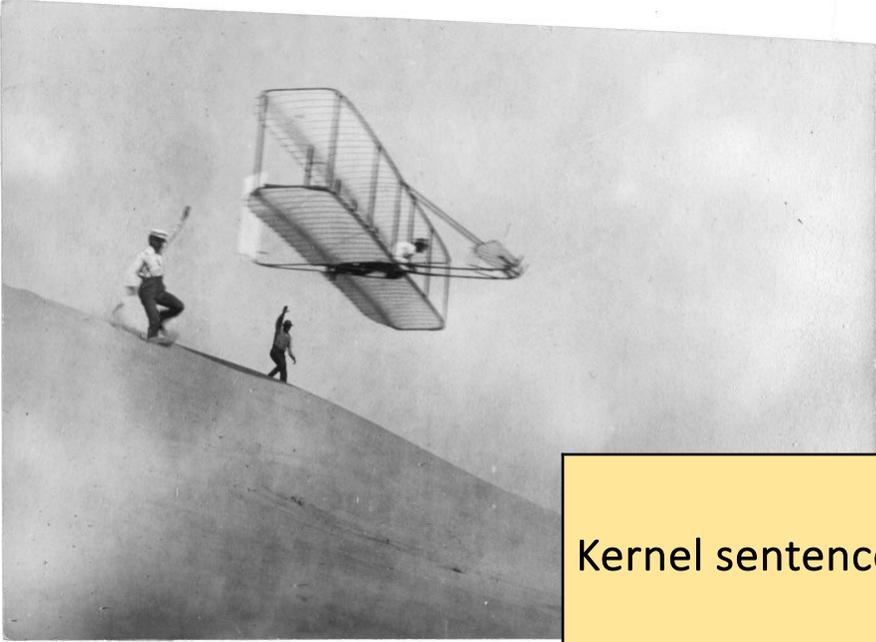
Who?:

(Did) What?:

Where?:

When?:

Expanded sentence:



Kernel sentence: They flew.

Who?: Wright brothers

(did) What?: made history; flew the first flight

When?: December 17, 1903

Where?: Kitty Hawk, North Carolina

Expanded sentence: On December 17th, 1903, the Wright brothers made history and flew the first flight in Kitty Hawk, North Carolina.

Sentence Combining



Targeted Pattern	Question & Sentences	Combined Response
Adjectives & adverbs	How would you describe the ant? The ant collected stores for the winter. The ant was industrious.	The industrious ant collected stores for the winter.
Compound subjects & objects	How was Winnie feeling? Winnie was afraid. She felt disheartened	Winnie was afraid and felt disheartened.
Compound sentences using coordinating conjunctions	What was the colonists' attitude toward taxation? The colonists resisted high taxes. They fought taxation without representation.	The colonists resisted and fought taxation without representation.
Possessive nouns	Why was a compromise necessary? The representatives had different viewpoints. These required a compromise.	The representatives' different viewpoints required a compromise.
Adverbial clauses using subordinating conjunctions	Why did the archaeologists spend months at the site? The archaeologists spent months digging at a sacred site. They were sure the tomb contained treasures.	The archaeologists spent months digging at a sacred site because they were sure the tomb contained treasures.
Relative Clauses	How would you describe Stalin? Stalin was ruthless and ruled through fear. He executed hundreds of thousands of his countrymen and committed multiple atrocities against his own people.	Stalin, who was ruthless and ruled through fear, executed hundreds of thousands and committed atrocities against his own people.

Visual Representations

Diagramming
“the original graphic organizer”

Eberhardt, 2013

Pictures



Passive construction: *The almanac was written by Benjamin Banneker.*

Active construction: *Benjamin Banneker wrote an almanac.*

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Fluency connections

*"And as you stand in front of that room, you can only
remember how the heat waved as it lifted off the curb, and
your days spent at home caring for your little sister, who
made you laugh and hugged you hard at naptime.*

-Jacqueline Woodson, pg. 12

Phrasing is used by the proficient reader to mirror spoken language and convey meaning.

Hennessy & Salamone, 2024

STUDENT –TEACHER TALK

Math	Science
<p>_____ has _____ sides/angles.</p> <p>My first step to solve the problem is...</p> <p>I can check my answer by...</p> <p>_____ is a tool to measure _____.</p> <p>Variables are used to represent...</p>	<p>My data shows...</p> <p>I can predict _____ because...</p> <p>My hypothesis was correct because...</p> <p>I observed...</p> <p>The cause of _____ is _____.</p> <p>The effect of _____ is _____.</p>
History/Social Studies	Language Arts
<p>The _____ ...led to... _____, which led to....</p> <p>_____ had a significant influence on...</p> <p>Based on the time this was written, I believe....</p> <p>This evidence shows that...</p> <p>Living in this time period, people would have experienced...</p>	<p>I predict _____ will happen because...</p> <p>There are several clues that let us know how _____ felt. One is...</p> <p>On page _____, it says ...</p> <p>Based on _____, I can infer that...</p> <p>The key information is...</p> <p>I think this represents...</p>

Intentional On Purpose: Focus	Intentional On Purpose: Activities	Incidental On Purpose: Focus	Incidental On Purpose: Activities
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Check Out & Connect: The Evidence...

1. Many diverse learners will benefit from receiving instruction in both the oral and written modalities.

2. Many students will benefit from being taught about sentence structure by strategically integrating reading and writing.

3. Teaching will be more effective when explicit instruction on sentence structures is combined with opportunities to practice skills during activities embedded within the general education curriculum.

What resonated with you? Why?

Implementing the Blueprint: Knowledge



Check In & Connect: Surface what comes to mind for the what, why, and how of knowledge.



Text Knowledge

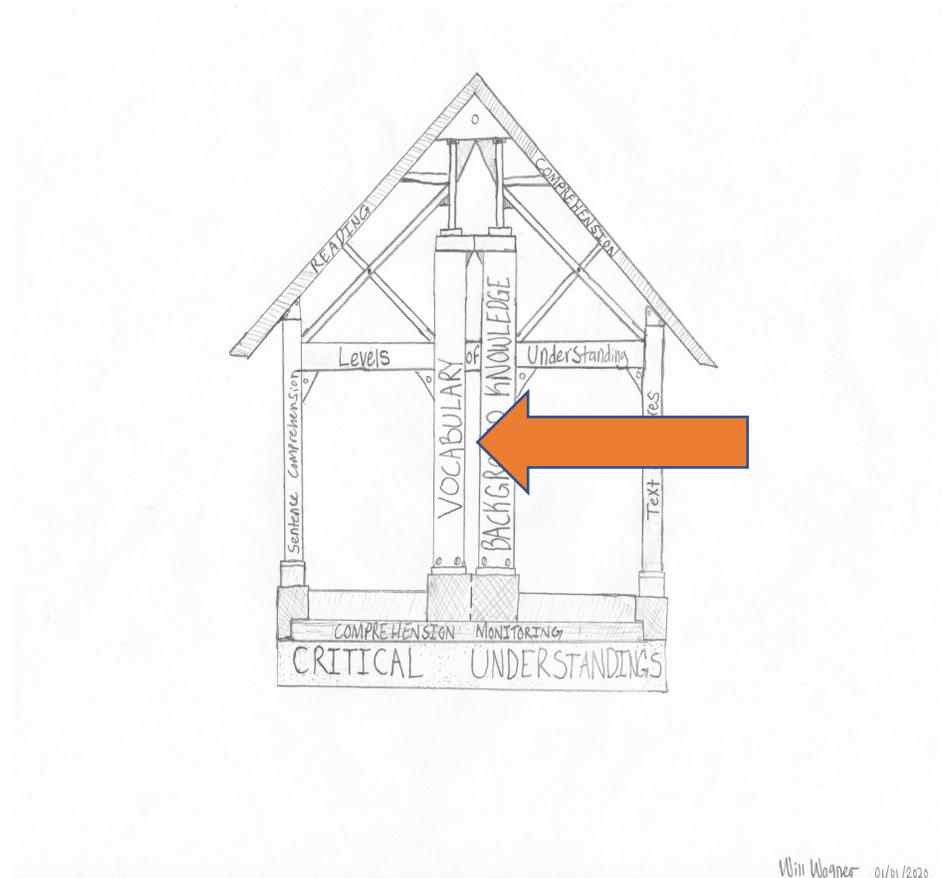
How is the text organized?

- ✓ How and when will you directly teach the purpose, features, and signal words of different genres?
- ✓ How will you teach students to use the structure to understand purpose? To organize and express their understanding?

Background Knowledge

- ✓ What background knowledge is critical to understanding the text?
- ✓ How and when will you teach students to access, build their knowledge and integrate it with the text?

Implementing the Blueprint: Knowledge





Lexicon Check: Knowledge

Strategic Knowledge

Cultural Knowledge

Text Knowledge

*Knowledge is complex
& indicates the sum of
what an individual or
group knows.*

Alexander et al, 1991

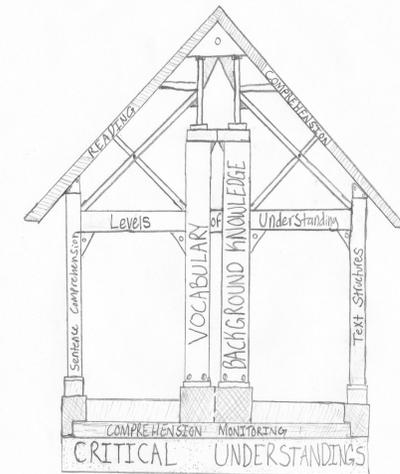
Linguistic Knowledge

Content/Topic Knowledge

Conditional Knowledge

Conceptual Knowledge

What is the connection between knowledge and reading comprehension?



Wim Wagner 03/01/2020

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Constructing the Comprehension House



Formal comprehension skills can only take students so far; knowledge is what enables their comprehension to keep increasing.

Hirsch, 2006

Readers who possess high levels of knowledge consistently exhibit better comprehension and retention than readers with low levels of knowledge.

Compton et al, 2014

To understand language, whether spoken or written, we need to construct a situation model consisting of meanings construed from the explicit words in the text, as well as meanings inferred from relevant background knowledge. The spoken and the unspoken taken together constitute the meaning. Without this relevant, unspoken background knowledge, we can't understand the text.

Hirsch, 2006

Strategic Knowledge

Cultural Knowledge

Text Knowledge

*Knowledge is complex
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group knows.*

Alexander et al, 1991

Content/Topic Knowledge

Linguistic Knowledge

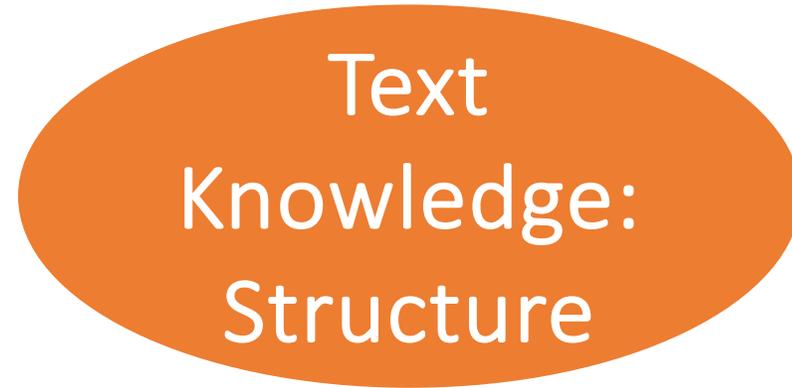
Conditional Knowledge

Conceptual Knowledge

Literacy Knowledge

Narrative & Expository

Mental Map



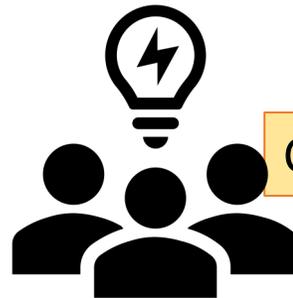
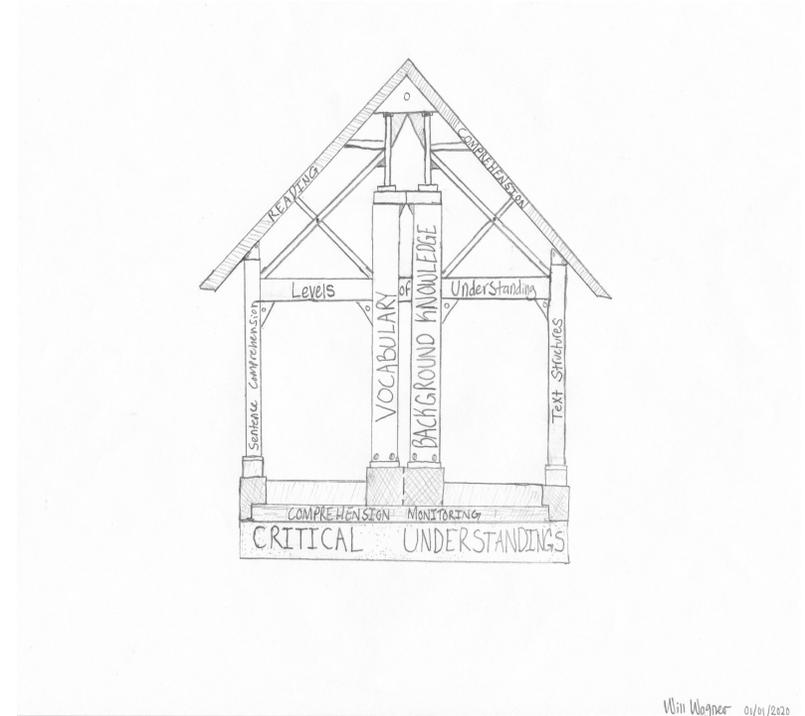
Purpose

Specialized Background Knowledge

Readers who are familiar with the particular structure of the text have several advantages: they know what to expect from different parts of the text, where to search for particular types of information and how the different parts of the text are linked together.

Oakhill, Cain, and Elbro, 2015, p. 82

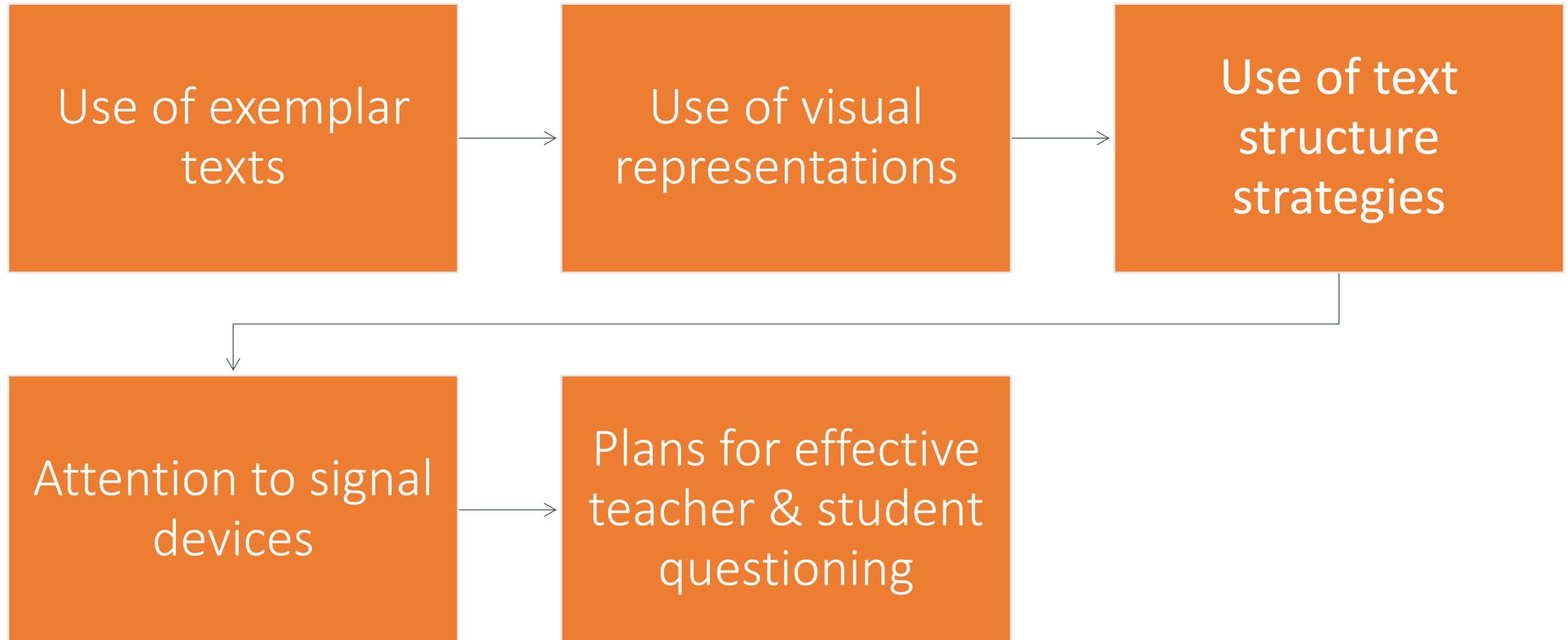
*How do we develop
text structure
knowledge?
What does an
informed framework
for instruction
include?*



Constructing the Comprehension House

General Guidelines

Hennessy & Salamone, 2024



Questioning

Table 5.3. Story element questions

Elements	Basic questions	Advanced questions
Setting	<p>Where did the story take place?</p> <p>When did it happen?</p> <p>Does the setting change?</p>	<p>What might the setting foreshadow?</p> <p>How does the setting contribute to mood?</p> <p>What language does the author use to describe the setting?</p> <p>Does the setting affect the conflict?</p>
Character	<p>Who is the story about?</p> <p>What is _____ like?</p> <p>What is _____'s physical appearance? Personality traits?</p> <p>What are _____'s values and motives?</p>	<p>Who is the protagonist? Who is the antagonist?</p> <p>How does the antagonist get in the way of what the protagonist needs or wants?</p> <p>How does the external world affect the character's internal world?</p> <p>How do the characters' internal emotions affect their understanding of the external world?</p>
Problem or purpose	<p>What is the main character's problem?</p> <p>What does the character need or want?</p> <p>What "kicks off" or starts this problem?</p>	<p>What type of conflict does the main character face?</p> <p>Describe the conflict.</p> <p>How does the context affect the context?</p> <p>What does the conflict reveal about the character's values and motives?</p>
Sequence of events	<p>What did _____ do about _____?</p> <p>What will _____ do now?</p> <p>What would you do now?</p>	<p>What motifs are represented throughout the text?</p>
Outcome	<p>How did _____ solve the problem?</p> <p>How did _____ achieve the goal?</p>	<p>What events led to the outcome?</p> <p>How did the process influence the outcome?</p> <p>Who wins? Who loses? Explain.</p> <p>What has changed since the beginning of the story? Explain.</p>
Theme	<p>What is the story's major point or big idea?</p> <p>What is the story's moral or lesson?</p> <p>What did _____ learn in the end?</p>	<p>What story actions contribute to theme?</p> <p>Explain the main themes present in the text.</p>
Symbolism	<p>Identify an example of symbolism in the story.</p> <p>What does this symbol represent?</p>	<p>What is the symbol's significance to the main characters?</p> <p>Why do you think the author chose to use this symbol?</p>
Point of view	<p>Who is the narrator in the story?</p> <p>What narrative point of view is used in the story (i.e., first-person, second-person, third-person limited, or third-person omniscient)?</p>	<p>How does the narrator's point of view impact the events in the narrative?</p> <p>Can we trust the narrator's version of events? Are they reliable?</p> <p>What is the tone of the narrator's point of view (i.e., is it humorous, disengaged, hopeful)?</p> <p>Why do you think the author chose to write the story from this point of view?</p>

Questioning

Table 5.6. Informational text structure questions

Text structure	Basic questions	Advanced questions
Description	Who/what is being described? What is included in this description?	What are the parts or features of _____ ? How did the author describe _____ ? How else could you describe _____ ? Which of the five senses does _____ evoke?
Chronological sequence	What is happening? In what order? Does the order matter? Can it be changed?	What are the most important events/ideas/steps to remember? Why? How are these events/ideas connected? What would happen if this event/idea/step was removed? What happens right after _____ ?
Compare and contrast	What is being compared? In what ways are they alike? In what ways are they different?	What is the central focus, claim, or goal of each? What conclusions do they offer? What did you notice as true about _____ and _____ ? What elements are unique to _____ ? Why? Which of these do you identify with and why? Who is providing the information? How might it differ if shared from a different account?
Problem and solution	What is the problem? Why is it a problem? What is being done? Does the possible solution work?	Can you think of a similar problem to _____ ? Can you think of a better way to _____ ? Is there a better solution to _____ ? What solutions would you suggest for _____ ?
Cause and effect	What happened? Why did it happen? What caused it to happen? What is affected?	When _____ occurred, what was the outcome? How did _____ lead to _____ ? How would you analyze the impact of _____ ?

Strategic Knowledge

Cultural Knowledge

Text Knowledge

*Knowledge is complex
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Alexander et al, 1991

Content/Topic Knowledge

Linguistic Knowledge

Conditional Knowledge

Conceptual Knowledge

Background Knowledge?

While a part of general knowledge, background knowledge is specific to the situations, problems, and concepts presented in targeted texts used in an academic setting. It has been referred to as “concepts, experiences, information, and text structures that are relevant to a text under study.”

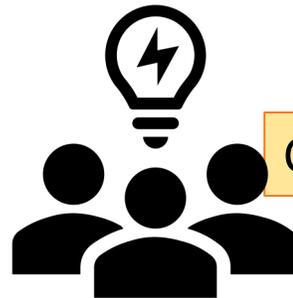
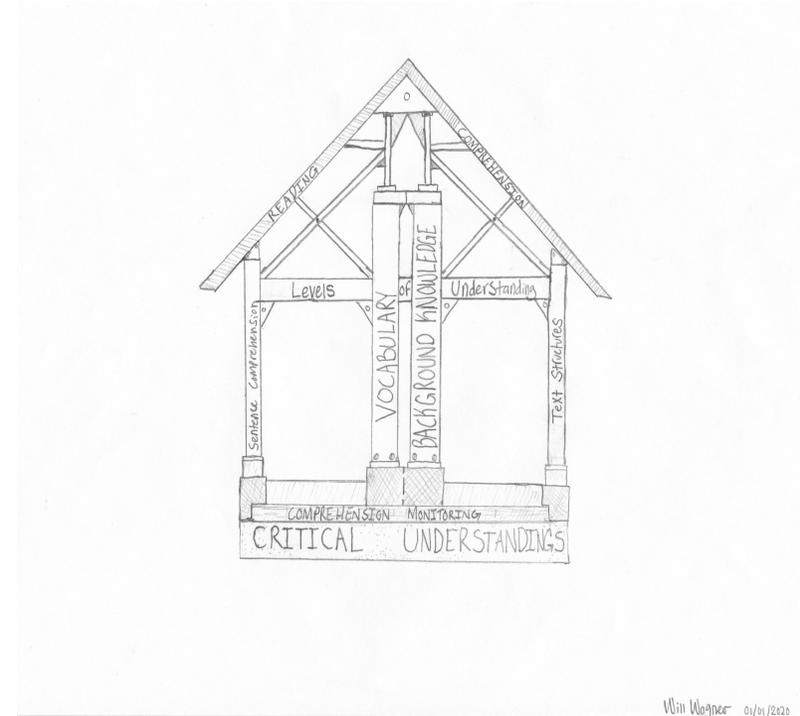
Brody, 2001, p. 241



- ✓ *provides a framework for organizing incoming information and guides us as we read through a text.*
- ✓ *allows us to make inferences and fill in information that is not explicitly provided.*
- ✓ *is the most critical component of critical thinking.*
- ✓ *allows us to make the most use of our working memory.*

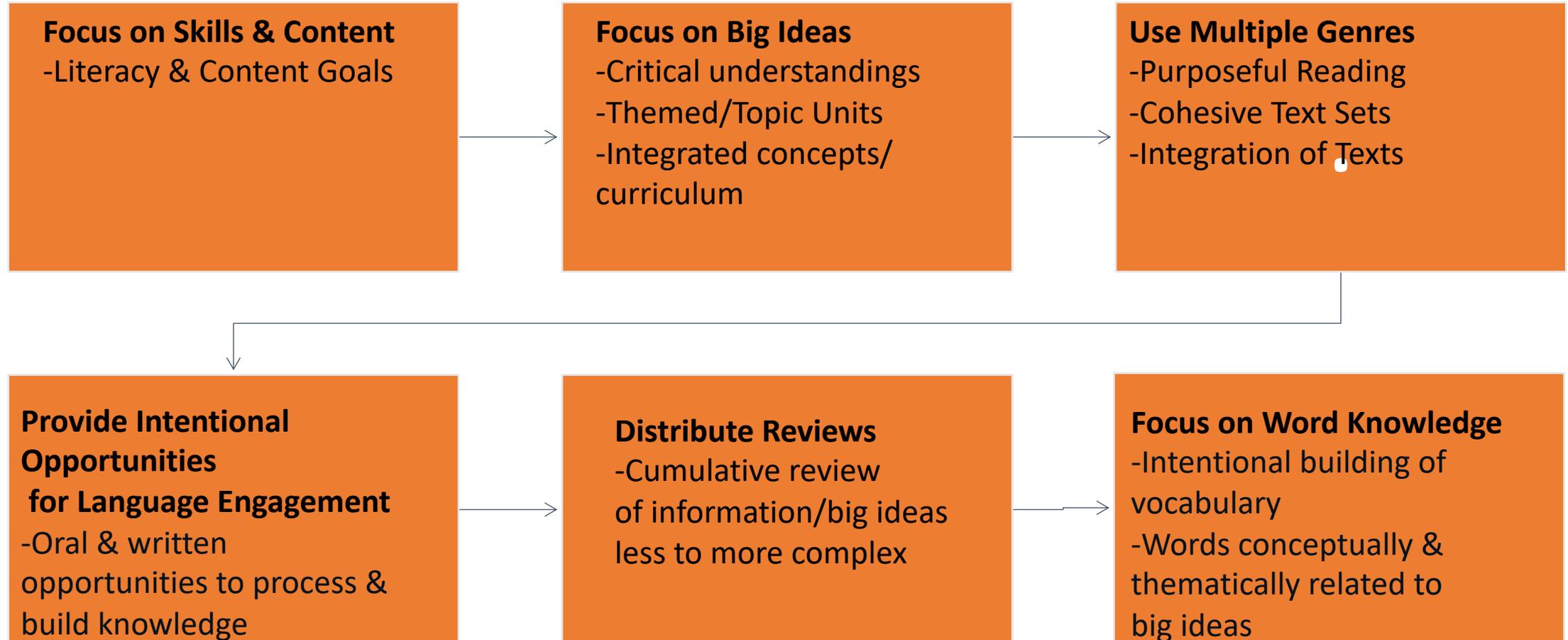
*How do we develop
knowledge?*

*What does an
informed framework
for instruction
include?*

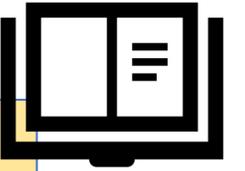


Constructing the Comprehension House

General Instructional Principles



Based on Neuman, 2019 & Cabell, 2023



- ✓ *What is necessary for understanding the critical topics and understandings represented in this text?*
- ✓ *What did the author assume readers would bring to the text?*
- ✓ *How will I activate or gain access to my students' knowledge?*
- ✓ *Given what my students know, what else might my students need to know?*
- ✓ *How will I facilitate the building of necessary knowledge?*
- ✓ *How will I prompt students' integration of background knowledge with the text?*

Hennessy, 2020

How often or not do you consider the planning questions indicated?

Informed Instructional Approach: ABCs Background Knowledge

Hennessy, 2020

Activate and assess
background knowledge

Build background
knowledge

Connect to background
knowledge

Activating involves bringing to mind what one knows related to experience, ideas or topic at hand.

Building involves using varied tools & activities to construct related knowledge.

Connecting involves integration & revision as combine text-based information with background knowledge assimilating into existing schema.

Informed Instructional Approach: ABCs Background Knowledge

Hennessy, 2020

Activate and assess background knowledge	Build background knowledge	Connect to background knowledge
Anticipation guides	Multiple topical/themed texts	Anticipation guides
Questions and prompts	Virtual and real-time experiences	Questions and prompts
Charts, webs, maps	Authentic artifacts/visual images	Charts, webs, maps
Visual images	Vocabulary connections	Application to other readings

Activate & Access

✓ *Anticipation guides*

		Before Reading	After Reading	
Agree	Disagree	Statement	Agree	Disagree
		A family often includes children and the grownups who care for them.		
		Families are a loving community.		
		There are different ways to be a family.		
		Family members have the same roles and responsibilities.		

I am part of a family and a classroom community.

Activate & Access

✓ Questions and prompts

What do you already know about [topic/enduring understanding/big idea]?

What experiences have you had related to [topic/enduring understanding/big idea]?

What do you think it would be like to live _____ (place) during _____ time?

Do you know what it is like to be _____ (characteristic or quality)?

Do you remember reading or learning about _____ (connections to other readings)?

Based on what you know about _____ (topic), what might _____ (text, passage) be about?

What type of text is this? Have I seen this type of text before?

Activate & Assess

✓ Charts

K - What do you <u>know</u> about: The Columbian Exchange	W - What do you <u>want</u> to know about: The Columbian Exchange	H - <u>How</u> will you find out about: The Columbian Exchange	L - What did you <u>learn</u> about: The Columbian Exchange
<p>Named after Columbus.</p> <p>Happened during the Age of Exploration.</p> <p>Explorers came in boats.</p> <p>Columbus wanted gold and gems.</p> <p>He thought he discovered India.</p>	<p>What was Columbus' purpose for exploration?</p> <p>Why was Columbus credited with "discovering" America?</p> <p>What was exchanged?</p> <p>How did this exchange impact different countries and societies?</p> <p>Was the Columbian Exchange a positive or negative event in world history?</p>		

All About Me!	Who Am I?
<ul style="list-style-type: none"> • <i>Leo the Late Bloomer</i> by Robert Kraus • <i>Eyes that Kiss the Corner</i> Joanna Ho • <i>Chrysanthemum</i> by Kevin Henkes • <i>Frederick</i> by Leo Leoni • <i>The Proudest Blue</i> by Ibtihaj Muhammad • <i>We are all Wonders</i> by R. J. Palacio • <i>The Best Part of Me</i> by Wendy Ewald • <i>It's Okay to be Different</i> by Todd Parr • <i>The Day You Begin</i> by Jacqueline Woodson • <i>Fry Bread</i> by Kevin Noble Maillard • <i>Hair/Pelitos</i> by Sandra Cisneros • <i>Too Many Tamales</i> by Gary Soto • <i>Bee-Bim Bop!</i> by Linda Sue Park • <i>The Family Book</i> by Todd Parr • <i>Last Stop on Market Street</i> by Matt de la Peña • <i>All are Welcome</i> by Alexandra Penfold 	<ul style="list-style-type: none"> • <i>Persepolis</i> by Marjane Satrapi • <i>American Born Chinese</i> by Gene Luen Yang • <i>El Deafo</i> by Cece Bell • <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah • <i>Red Scarf Girl: A Memoir of a Cultural Revolution</i> by Ji-li Jiang • <i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> by Malala Yousafzai • <i>Brown Girl Dreaming</i> by Jacqueline Woodson • "The Jacket" by Gary Soto • Various chapters from <i>The House on Mango Street</i> by Sandra Cisneros • "Fish Cheeks" by Amy Tan • "When I was Puerto Rican" by Esmerelda Santiago • "Richard" by Allie Brosh

Build

✓ Multiple
topical/themed texts

Build

- ✓ Authentic artifacts/Visual Images



Name Parks Rosa L. Classification 28 MO 12
Surname Given Name Middle Name
Alias 28 MI
Nickname: Reference
No. 79521 Color B. Sex Female

RIGHT HAND				
1. Thumb	2. Index finger	3. Middle finger	4. Ring finger	5. Little finger
LEFT HAND				
6. Thumb	7. Index finger	8. Middle finger	9. Ring finger	10. Little finger

Impression taken by Mary Queen
(Signature of official taking prints)
Files searched by Rosa L. Parks Rosa L. Parks
Four fingers taken simultaneously Four fingers taken simultaneously

100-7-55

Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-1-55 19

Complainant J.F. Flake (wm) Phone No. _____
Address 27 No. Lewis St.
Offense Misc. Reported By Same as above Phone No. _____
Address _____
Date and Time Offense Committed 12-1-55 6:06 pm
Place of Occurrence In Front of Empire Theatre (On Montgomery Street)
Person or Property Attacked _____
How Attacked _____
Person Wanted _____
Value of Property Stolen _____ Value Recovered _____

Details of Complaint (list, describe and give value of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.
We (Day & Mixon) also saw her.
The bus operator signed a warrant for her. Rosa Parks, (cf) 634 Cleveland Court.
Rosa Parks (cf) was charged with chapter 6 section 11 of the Montgomery City Code.

Warrant # 11254

THIS OFFENSE IS DECLARED:
UNFOUNDED
CLEARED BY ARREST
EXCEPTIONALLY CLEARED
INACTIVE (NOT CLEARED)

Officers J.D. Day
D.W. Mixon
Division Patrol Time 7:00 pm
12-1-55

Build

✓ Real Time Experiences

Michelangelo

Galileo

Experience the Renaissance:

Students become the great thinkers of the Italian Renaissance, joining together as members of an artisan's guild in 16th century Florence. Under the tutelage of their patron, students discover the accomplishments of each luminary in the guild and examine how each individual contributed to this exciting era of rebirth and enlightenment.

AIM Academy-Interactive Humanities

Medici

da Vinci

Build

- ✓ Authentic
Artifacts/Visual
Images



- *What people and objects do you see? How are they arranged?*
- *Do you notice any words? If so, what do they say?*
- *What do you already know about the women's suffrage movement?*
- *What do you think it would be like to live as a woman during this time?*
- *What strategies do you think women used to win the right to vote?*

Build ✓ Combinations

K - What do you <u>know</u> about: The Columbian Exchange	W - What do you <u>want</u> to know about: The Columbian Exchange	H - <u>How</u> will you find out about: The Columbian Exchange	L - What did you <u>learn</u> about: The Columbian Exchange
<p>Named after Columbus.</p> <p>Happened during the Age of Exploration.</p> <p>Explorers came in boats.</p> <p>Columbus wanted gold and gems.</p> <p>He thought he discovered India.</p>	<p>What was Columbus' purpose for exploration?</p> <p>Why was Columbus credited with "discovering" America?</p> <p>What was exchanged?</p> <p>How did this exchange impact different countries and societies?</p> <p>Was the Columbian Exchange a positive or negative event in world history?</p>	<p>Complete a search on the Internet.</p> <p>Go to the school library.</p> <p>Review resources like my textbook.</p>	

Connect

✓ Anticipation guides

Before Reading			After Reading	
Agree	Disagree	Statement	Agree	Disagree
		A family often includes children and the grownups who care for them.		
		Families are a loving community.		
		There are different ways to be a family.		
		Family members have the same roles and responsibilities.		

I am part of a family and a classroom community.

Connect ✓ Chart

K - What do you <u>know</u> about: The Columbian Exchange	W - What do you <u>want</u> to know about: The Columbian Exchange	H - <u>How</u> will you find out about: The Columbian Exchange	L - What did you <u>learn</u> about: The Columbian Exchange
<p>Named after Columbus.</p> <p>Happened during the Age of Exploration.</p> <p>Explorers came in boats.</p> <p>Columbus wanted gold and gems.</p> <p>He thought he discovered India.</p>	<p>What was Columbus' purpose for exploration?</p> <p>Why was Columbus credited with "discovering" America?</p> <p>What was exchanged?</p> <p>How did this exchange impact different countries and societies?</p> <p>Was the Columbian Exchange a positive or negative event in world history?</p>	<p>Complete a search on the Internet.</p> <p>Go to the school library.</p> <p>Review resources like my textbook.</p>	

Students with specific reading comprehension difficulties, those who lack access to text due to word recognition issues like dyslexia, and English Learners may experience difficulty with activating and using prior knowledge. Thus, it is our responsibility as educators to adapt our instruction to meet the needs of all learners. This includes assessing for and building knowledge of academic vocabulary, as this is a critical component of background knowledge needed to understand the text.

Additionally, teachers should anticipate and preview topics that might be different or unfamiliar to the learners that they teach. For instance, English Learners may have different knowledge of elections and government based on their experiences in their native country. The informed educator looks to build connections between what the learner knows about a topic in the context of their own unique culture and experiences and uses this as a bridge to build upon and expand their understanding. Finally, it is critical to avoid making assumptions about what knowledge students do and do not possess. In this way, we honor the knowledge each learner brings with them and create a welcoming environment for all.

Adapting for your students...

Informed Instructional Approach: ABCs Background Knowledge

Hennessy, 2020

Activate and assess background knowledge	Build background knowledge	Connect to background knowledge
Anticipation guides	Multiple topical/themed texts	Anticipation guides
Questions and prompts	Virtual and real-time experiences	Questions and prompts
Charts, webs, maps	Authentic artifacts/visual images	Charts, webs, maps
Visual images	Vocabulary connections	Application to other readings

Checkout & Connect-
What do your ABCs look like?

Implementing the Blueprint: Inference



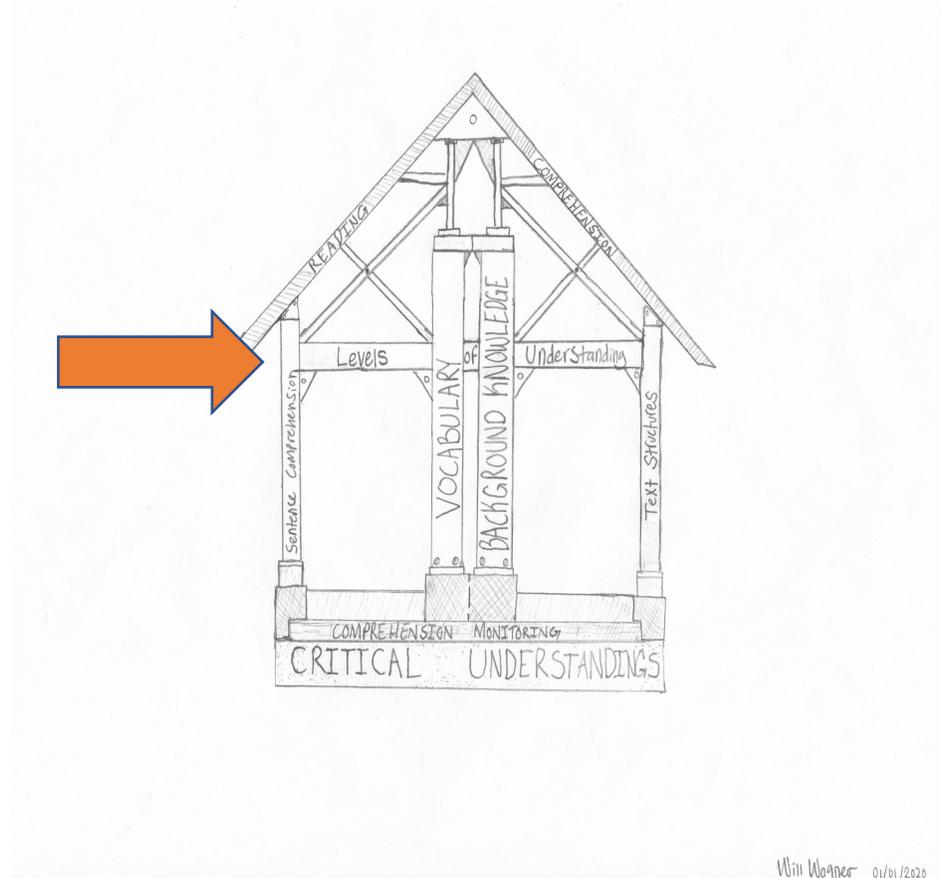
Check In & Connect: Surface what comes to mind for the what, why, and how of inference.



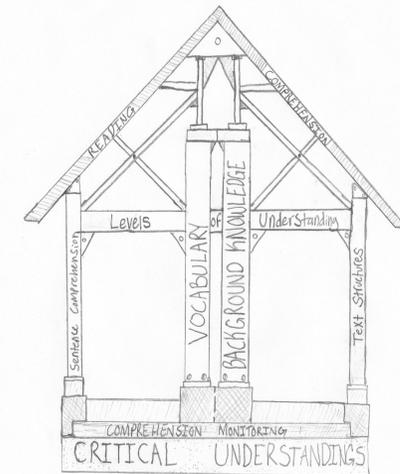
- ✓ How will you teach students to construct meaning at different levels of understanding including the surface, textbase, and mental model?
- ✓ How will you directly teach students to use inference to integrate ideas and background knowledge to the text?
- ✓ How will you support your student's deep comprehension of text?

Hennessy, 2020

Implementing the Blueprint: Inference



What is the connection between inference and reading comprehension?



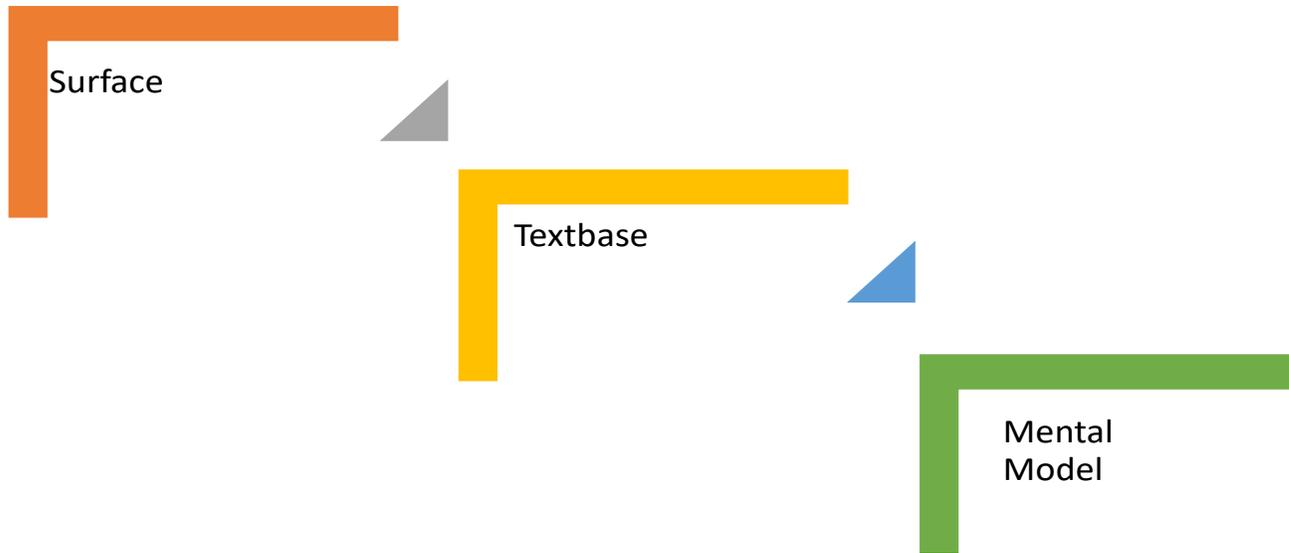
Wm Wagner 03/01/2020

©Hennessy, 2020

Constructing the Comprehension House

In linguistics, cognitive psychology and education, researchers consider inference as a central component in language comprehension and essential to reading comprehension.

Elleman, 2017



Skilled readers use both language and cognitive processes to integrate successive units of meaning at the surface and text base. This is necessary for constructing a situation or mental model of the text. This mental representation of text includes information explicitly stated as well as implied in the text.

Kintsch & Rawson, 2005

*At the heart of this process is **inference generation**, the process by which a reader integrates information within or across texts using his or her background knowledge to fill in information not explicitly stated.*

Elleman, 2017

I live here because I am too much gorilla and not enough human. My domain is made of thick glass, rusty metal and rough cement. Stella's (an elephant) is made of metal bars. The sun bears' domain is made of wood; the parrot's is made of mesh.

The One and Only Ivan, 2012

Mental Model:

Overall understanding of the meaning of the text.

What does this story teach us about kindness & empathy?

Text Base:

Goes beyond the words and sentences on the page.

Where do they live?

Surface Code:

Exact words and syntax used in the text.

What is his domain made of?

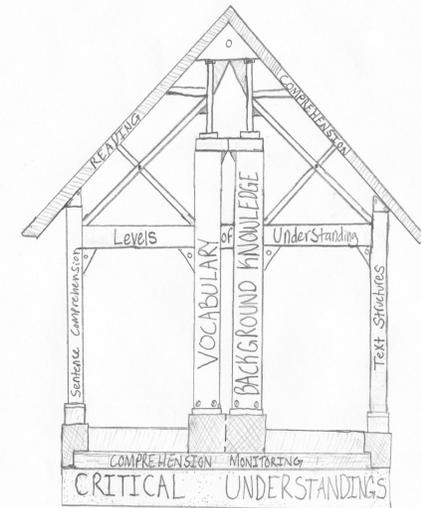
Inference

...identification of meaningful relations between the various parts of the text, and between those parts and the reader's background knowledge.

Kendeou, Bohm-Gettler, White & van den Broek, 2008

*What types are necessary
to comprehension?*

*How do we build
proficiency
instructionally?*



Witt Wagner 01/01/2020

Constructing the Comprehension House

Lexicon Check: Coherence....



When the ideas presented in a text “stick together” or cohere, they are linked in a logical and organized manner.

When the text is cohesive, the reader understands how the ideas and relationships presented within a text work together and contribute to understanding.

Local Coherence Inference

The information is provided by words, syntax within and between different sentences combined.

- ✓ are text based.
- ✓ bridge or link ideas and concepts.
- ✓ are necessary and often automatic



Cohesive Devices

Tips for Success

- ✓ *How will I explain the function of cohesive devices?*
- ✓ *Which type will I target based on student understanding of the text itself?*
- ✓ *How will I explain the difference between cohesive ties and connectives?*
- ✓ *Which text examples will I use? Which are the most relevant to my students' needs?*
- ✓ *How will I explicitly teach strategies for acquiring and applying these skills?*
- ✓ *Are there manipulatives, gestures, and/or visuals that could support/scaffold student understanding?*
- ✓ *How will I provide for individual, partner, or small group interaction?*



Cohesive devices-syntactic and semantic elements are necessary for bridging & integrating information within and between sentences and paragraphs.



Cohesive Ties

Pronouns

Synonyms, substitutions

Repetition

Ellipsis



Connectives

Conjunctions

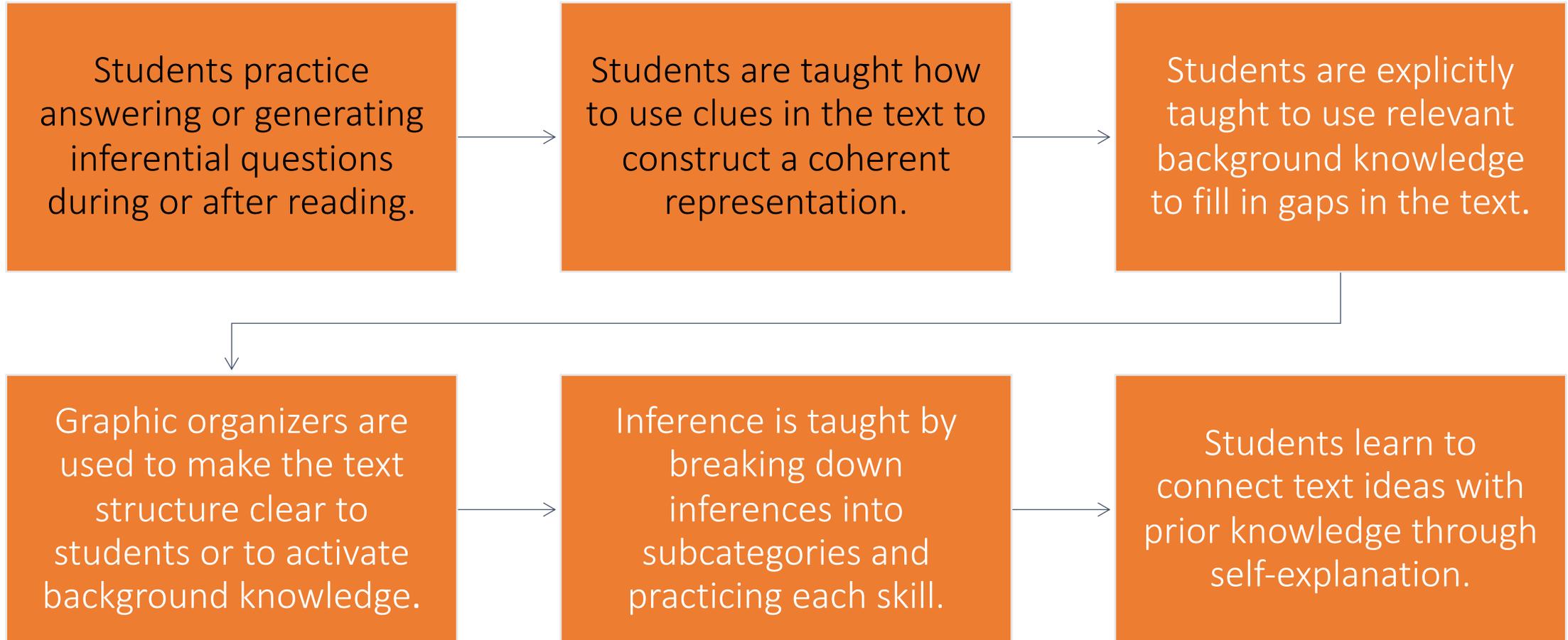
Adverbs

Cohesive ties	Example from text	Aligned question(s)
<p>Pronoun referents-author uses a pronoun to refer to a word found before or after in the text.</p>	<p>My <i>relatives</i> licked the ends of <u>their chopsticks</u> and reached across the table, dipping <u>them</u> into the dozen or so plates of food.</p>	
<p>Substitution/synonyms-author replaces a word or group of words in the text.</p>	<p>Then my father poked his chopsticks just below the fish eye and plucked out the <u>soft meat</u>. “Amy, <u>your favorite</u>,” he said, offering me the tender <u>fish cheek</u>.</p>	
<p>Repetition-author repeats a noun or phrase in text.</p>	<p>What would Robert think of our shabby <u>Chinese</u> Christmas? What would he think of our noisy <u>Chinese</u> relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but <u>Chinese</u> food?</p>	<p style="text-align: right;">Fish Cheeks, 1987</p>

The Inference Attuned Teacher: The Evidence



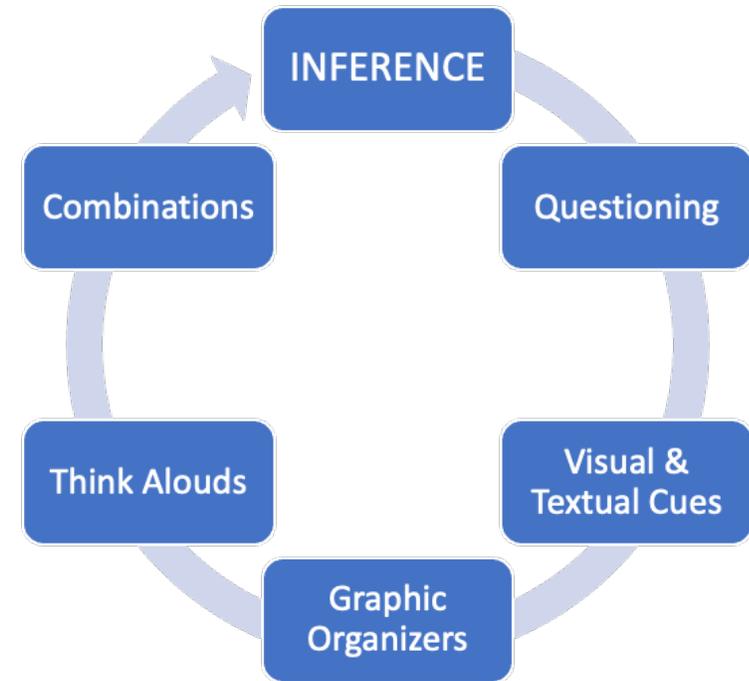
Elleman, 2017



Instructional Routine

- ✓ *Identify targeted words and phrases in the text.*
- ✓ *Frame a question or task.*
- ✓ *Search for clues or connections.*
- ✓ *Make the connections visually or verbally.*

Hennessy, 2020



Hennessy & Salamone, 2024

Cohesive Ties & Connectives

Pronoun Referents

- Teacher identifies targeted word or phrase: the teachers.
- Teacher frames a question or task.
- Teacher searches for clues & makes the connection.

Underline the pronouns that refer to the word teachers in the last sentences.

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess Frankie T., the playground terrorist, pushed me to the ground and told me to stay there until recess was over. My best friend, Steve Negrete, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. **The teachers** were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half covering their mouths.

The Jacket, 1986



Underline the pronouns that refer to the word “teachers” in the last sentences.

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess Frankie T., the playground terrorist, pushed me to the ground and told me to stay there until recess was over. My best friend, Steve Negrete, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. **The teachers** were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half covering their mouths.



Synonyms, Substitutions

- Teacher identifies targeted word(s) or phrase(s): *Frankie T. & Steve Negrete*
- Teacher frames a question or task.
- Teacher searches for clues & makes the connection.

Draw an arrow connecting the synonyms/substitutions to the words they refer to.

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess **Frankie T.**, the playground terrorist, pushed me to the ground and told me to stay there until recess was over. My best friend, **Steve Negrete**, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half covering their mouths.

The Jacket, 1986



Draw an arrow connecting the synonyms/substitutions to the words they refer to.

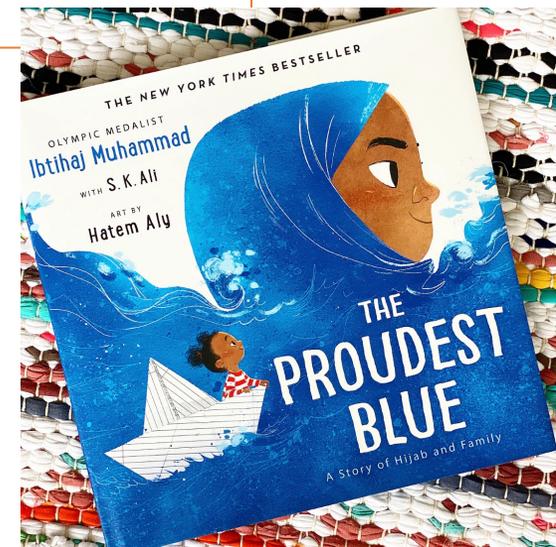
That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess **Frankie T.**, **the playground terrorist**, pushed me to the ground and told me to stay there until recess was over. **My best friend**, **Steve Negrete**, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half covering their mouths.



Try This!

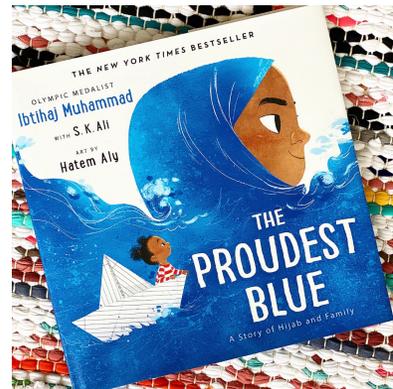
The Proudest Blue: A Story of Hijab and Family (Muhammad, 2019)

Asiya takes me to my line first, hugs me goodbye. I turn to watch her leave, give a little curtsy to the princess going to the sixth-grade area. She's easy to see. Her hijab smiles at me the whole way.



The Proudest Blue: A Story of Hijab and Family (Muhammad, 2019)

Asiya takes me to my line first, hugs me goodbye. I turn to watch her leave, give a little curtsy to the princess going to the sixth-grade area. She's easy to see. Her hijab smiles at me the whole way.



Cohesive ties	Example from text	Aligned question(s)
Pronoun Referents	My relatives licked the ends of <u>their</u> chopsticks and reached across the table, dipping <u>them</u> into the dozen or so plates of food.	In this sentence, which pronoun refers to Tan’s relatives? To the chopsticks? What do you notice about these pronouns? Why does this usage make this sentence trickier to comprehend?
Synonyms and Substitutions	Then my father poked his chopsticks just below the fish eye and plucked out the <u>soft meat</u> . “Amy, <u>your favorite</u> ,” he said, offering me the tender <u>fish cheek</u> .	Which words does the author use here to stand in for or mean the same as fish cheek?
Repetitions of nouns and phrases	What would Robert think of our shabby <u>Chinese</u> Christmas? What would he think of our noisy <u>Chinese</u> relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but <u>Chinese</u> food?	Why do you think the author chooses to repeat the word Chinese throughout this passage? Why is this important to note?

Cohesive devices-syntactic and semantic elements are necessary for bridging & integrating information within and between sentences and paragraphs.



Cohesive Ties

Pronouns

Synonyms, substitutions

Repetition

Ellipsis



Connectives

Conjunctions

Adverbs

Connective	Example from text	Aligned question(s)
Additive and, in addition, furthermore	<p>And then they arrived -- the minister's family and all my relatives in a clamor of doorbells and rumped Christmas packages.</p>	
Temporal before, after, as, while, during	<p>At the end of the meal, my father leaned back and belched loudly, thanking my mother for her fine cooking.</p>	
Causal because, as a result, consequently, so	<p>A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.</p>	
Adversative (contrast) instead, but, alternatively, although, even though	<p>And even though I didn't agree with her then, I knew that she understood how much I had suffered during the evening's dinner.</p>	<p style="text-align: right;">Hennessy & Salamone, 2024</p>

Put a box around the connectives that signal the reader to the passage of time.

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess Frankie T., the playground terrorist, pushed me to the ground and told me to stay there until recess was over. My best friend, Steve Negrete, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half covering their mouths.

The Jacket, 1986



The boxed words are connectives.

Each signals a relationship with words that come before and after. They indicate when/time, what /a change in thinking and what's connected.

Put a box around the connectives that signal the reader to the passage of time.

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. **During** the morning recess Frankie T., the playground terrorist, pushed me to the ground and told me to stay there **until** recess was over. My best friend, Steve Negrete, ate an apple **while** looking at me, and the girls turned away to whisper on the monkey bars. The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half covering their mouths.

The Jacket, 1986

The boxed words are connectives.

Each signals a relationship with words that come before and after. They indicate when/time, what /a change in thinking and what's connected.



Connectives	Example from text	Aligned question(s)
Additive	And then they arrived -- the minister's family and all my relatives in a clamor of doorbells and rumped Christmas packages.	Which word does the author use to express an addition of ideas or concepts? (and)
Temporal	At the end of the meal, my father leaned back and belched loudly, thanking my mother for her fine cooking.	Which word in this sentence cues the reader to the passage of time? (at)
Causal	A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.	Can you find the word that infers a causal relationship? (so)
Adversative (contrast)	And even though I didn't agree with her then, I knew that she understood how much I had suffered during the evening's dinner.	Which word does author Amy Tan use to signal a contrast in ideas? (even though)





1. **Underline the pronouns that refer to Gary's mother.**
2. **Draw an arrow connecting the synonyms/substitutions to the words that refer to the jacket**
3. **Put a box around the connectives that signal the reader to the passage of time.**

When I needed a new jacket and my mother asked what kind I wanted, I described something like bikers wear: black leather and silver studs with enough belts to hold down a small town. We were in the kitchen, steam on the windows from her cooking. She listened so long while stirring dinner that I thought she understood for sure the kind I wanted. The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole. I threw my books on the bed and approached the jacket slowly, as if it were a stranger whose hand I had to shake. I touched the vinyl sleeve, the collar, and peeked at the mustard-colored lining.

Try This!



1. Underline the pronouns that refer to Gary's mother.
2. Draw an arrow connecting the synonyms/substitutions to the words that refer to the jacket
3. Put a box around the connectives that signal the reader to the passage of time.

When I needed a new *jacket* and my mother asked what kind I wanted, I described *something like bikers wear*: black leather and silver studs with enough belts to hold down a small town. We were in the kitchen, steam on the windows from her cooking. She listened so long while stirring dinner that I thought she understood for sure *the kind* I wanted. The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole. I threw my books on the bed and approached the jacket slowly, as if it were a *stranger* whose hand I had to shake. I touched the vinyl sleeve, the collar, and peeked at the mustard-colored lining.



Global Coherence Inferences

- ✓ are knowledge-based.
- ✓ fill in the gaps and make the text cohere.
- ✓ establish the connections in text and links with mental model.

Tips for Success

- ✓ *How will I explain this type of inference?*
- ✓ *How will I explain the importance of using background knowledge?*
- ✓ *Which text examples will I use? Which are most relevant to my students' needs?*
- ✓ *What strategies or activities will I use to engage students in acquiring or applying skills?*
- ✓ *Are there manipulatives, gestures, and/or visuals that could support/scaffold student understanding?*
- ✓ *How will I provide for individual, partner, or small-group instruction?*



Global Coherence Inferences

- ✓ are knowledge-based.
- ✓ fill in the gaps and make the text cohere.
- ✓ establish the connections in text and links with mental model.

Comprehension demands background knowledge because language is full of semantic breaks in which knowledge is assumed and, therefore, comprehension depends on making correct inferences.

Willingham, 2018

Subcategories...

___ *understand the cause of events.*

___ *predict future actions.*

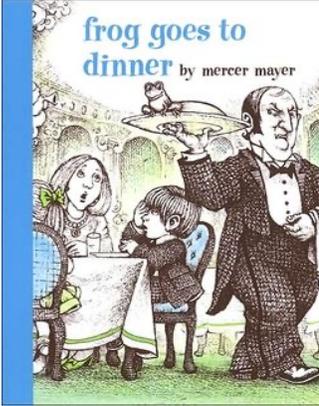
___ *identify setting.*

___ *identify character's motives, beliefs, traits.*

___ *understand character relationships.*

___ *draw conclusions.*

___ *understand author's view and/or biases.*



1. Drawing Conclusions:

Who do you think brought the frog to dinner? Why?

Cover Picture-Frog Goes to Dinner, 2003

2. Identifying Setting:

I live here because I am too much gorilla and not enough human My domain is made of thick glass, rusty metal and rough cement. Stella's (an elephant is made of metal bars. The sun bears' domain is made of wood; the parrot's is made of mesh.

Where is the gorilla? How do you know?

The One & Only Ivan, 2012

3. Understanding Cause:

People started coming to North America in the 1600's. They were called colonists. They were from all over Europe, but most came from England. Soon the British had the greatest influence in America. Because of this, America became part of England. Why did people leave their homes to come to North America?

The Founding of American Democracy, p. 1

Understanding a character's reactions to different events is important to interpreting the young boy's reaction to what he had done in *Frog Goes to Dinner* (Mayer, 2003).

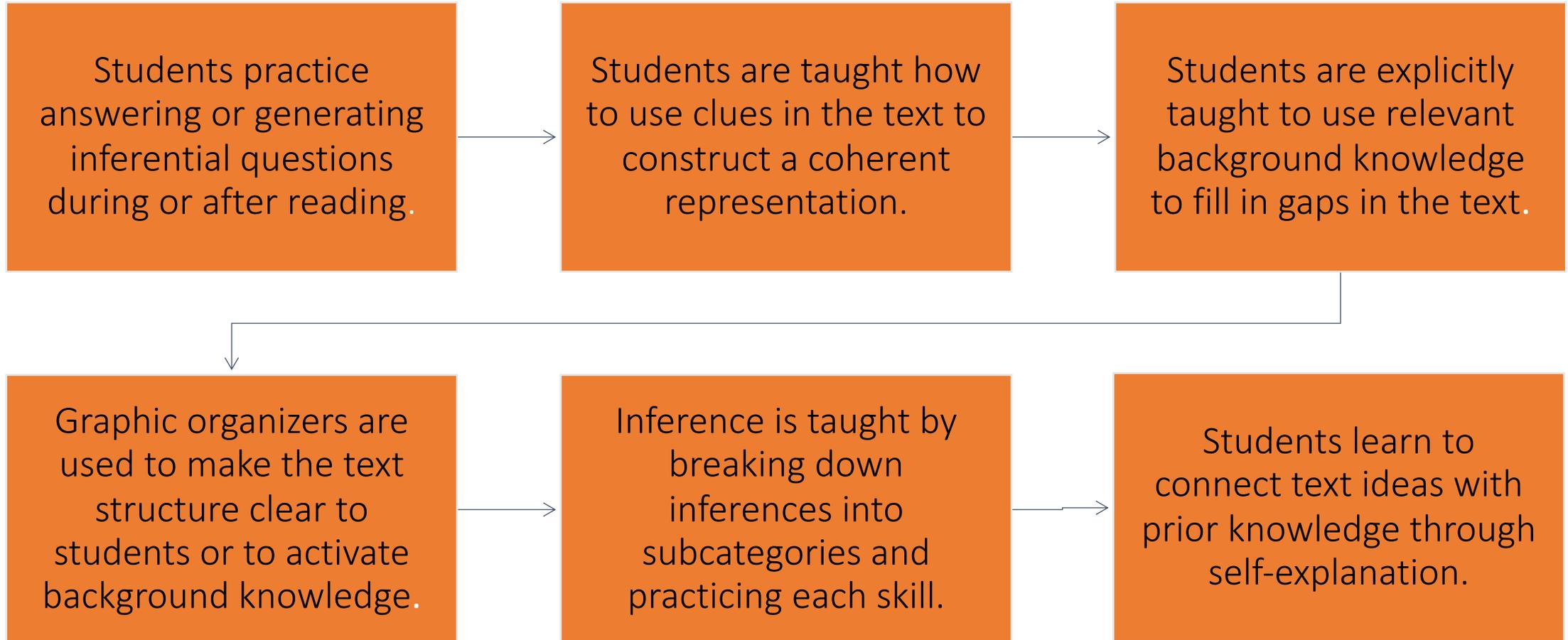
Understanding the rights of animals and the role of compassion and friendship is important for students who are reading *The One & Only Ivan* (Applegate, 2012).

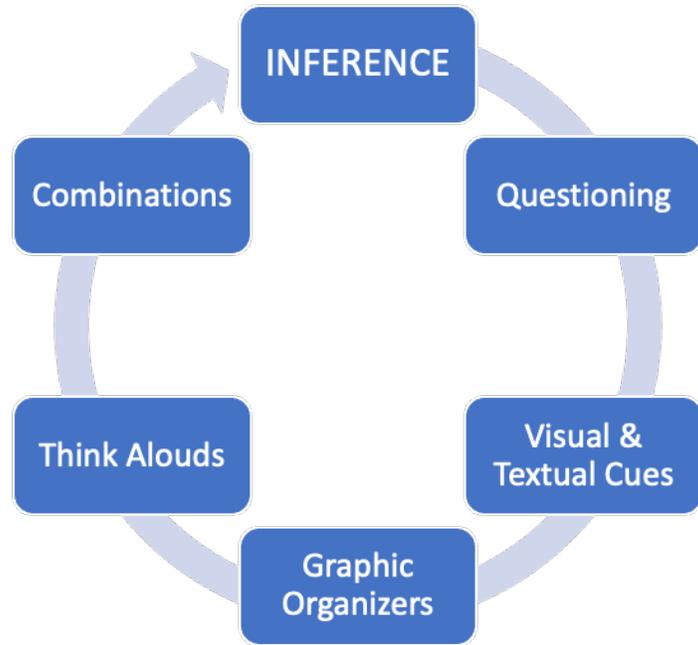
Understanding the accomplishments of the Founding Fathers in the *Founding of An American Democracy* (McBirney, 2016) requires a historical perspective related to America's struggle for democracy, including the colonists' and legislative leaders' perspectives.

Role of Knowledge

The Inference Attuned Teacher: Connect to the Science...

Elleman, 2017





Hennessy & Salamone, 2024

Instructional Routine:

- ✓ *Identify & prepare the text (picture).*
- ✓ *Frame inferential questions/prompts.*
- ✓ *Model strategies, activities, clues that prompt integration of background knowledge.*
- ✓ *Model response to questions/prompts.*

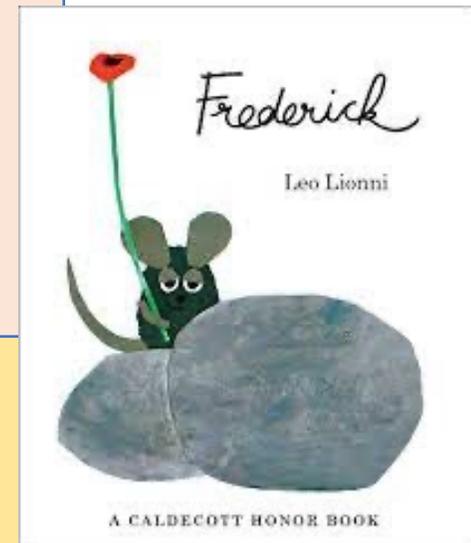
Hennessy, 2020

The Blueprint & Lesson Plan

Addendum: Lesson 2 Using Graphic Organizers to Support Global Coherence Inference Making

What do we know about Frederick's personality?

Thoughts & Feelings Frederick thinks about ways to brighten the dark days of winter.	Description Dreamy, creative, a poet
Frederick	
Actions Frederick gathers sun rays, colors, and words instead of corn, nuts, wheat, and straw. He writes poetry.	Words “I <i>do</i> work. I gather sun rays for the cold, dark winter days.” “I gather colors for winter is gray” “I gather words for the winter days are long and many, and we’ll run out of things to say.”



1. Analyzing Primary Source Documents

2. This primary source photograph, *The First Picket Line*, is from the National Library of Congress's expansive collection and could be used to activate students' background knowledge about the women's suffrage movement.

Potential questions could include:

- *What people and objects do you see? How are they arranged?*
- *Do you notice any words? If so, what do they say?*
- *What do you already know about the women's suffrage movement?*
- *What do you think it would be like to live as a woman during this time?*
- *What strategies do you think women used to win the right to vote?*

3. I see women holding up signs asking the president what he "...will do for women's suffrage". They are standing peacefully in front of the White House. The sashes they wear show the names of colleges and universities (e.g. Oberlin, Stanford, University of Kansas).

4. I think this photograph shows how women used peaceful protest methods to attain the right to vote. They used their education and knowledge to rally in meaningful ways.



Hennessy & Salamone, 2023



Jeremy Hart, 2023

1. Analyzing Political Cartoons

2. This French cartoon, from the year 1898, is entitled "*China: The Cake of Kings... and of Emperors*".

Using what you know about Imperialism during China's Qing dynasty, consider the questions below:

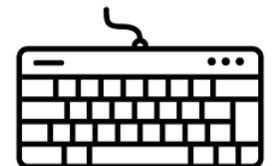
- *What was happening when this cartoon was made? Explain the actual history behind the cartoon.*
- *Do you think it is an accurate representation of history?*
- *Can you tie the cartoon to any primary sources?*
- *Who do you think was the audience for this cartoon? Why?*
- *What techniques, such as symbols, word choice, caricature, exaggeration, and irony, help communicate the overall message?*
- *What do you think the cartoonist's opinion on this issue is?*

3. In this image, a stereotyped caricature of a Qing official throws his hands up in protest as many imperial nations (including England, Germany, France, Russia, and Japan) attempt to divide up China.

4. I think the cartoonist deliberately chose to depict the Qing official as powerless. Especially since the "unequal treaties" were imposed upon China by these imperialist nations and the Chinese people had to cede land, pay reparations, legalize opium sales, and so forth under threat of military action.

Try This!

The image below accompanies an American History unit on child labor and human rights. It is from the Library of Congress' Lewis Hine collection and depicts a "tipple boy", one of the child laborers who worked the tipple, a structure used to load coal into railway cars. Using this image, brainstorm a series of questions that could be used to activate learners' background knowledge and prepare them to learn more about this topic.



Scaffolded Organizer

My question
??

It says...



I know...



So I think...



Why do you think Benjamin Banneker wrote to Thomas Jefferson?

Jefferson signed the Declaration of Independence.
Most black men & women were enslaved in the late 1700s.
Jefferson owned slaves.
Banneker was an abolitionist.

Benjamin Banneker was a free man and the son of a slave. He accomplished many things including writing an almanac, predicting a solar eclipse. But others like him, had very little opportunity. Jefferson, with others, had written the words "all men were created equal."

Banneker knew slavery was wrong, was angry about the injustice and felt he must do something about it. He knew Jefferson was powerful, had fought for independence and thought he might listen to him. Jefferson was in a position to do something.

Your Insights
or
Inferences?

Gratitude!

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