

Comprehension - The Big Question

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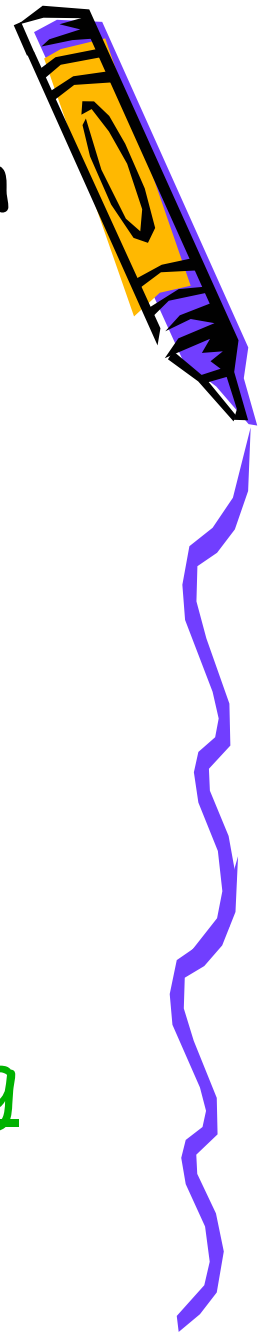
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Four Blocks Guided Reading

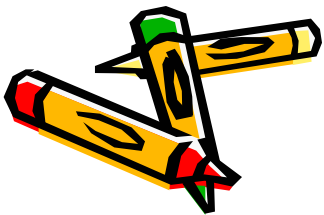
Before, During, and After Reading...

- Must be evident in every lesson
- Must be connected to one another
- Should tell students what they are to think about in all three phases of reading
- May be best implemented in the form of a "Big Question"



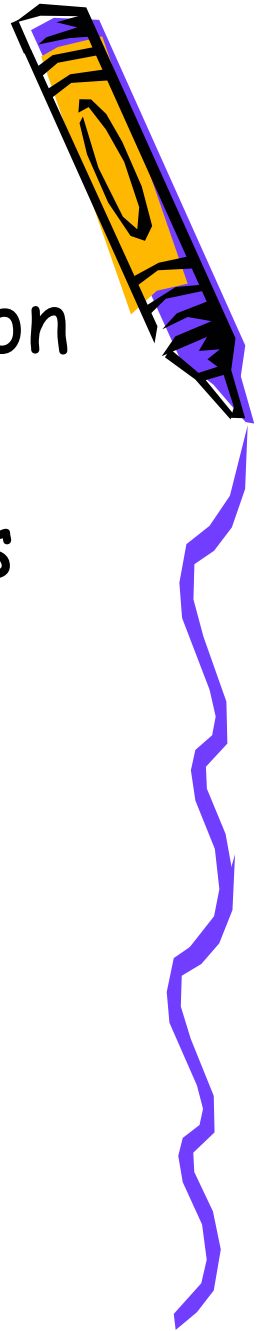
The "Big Question"

- "Big" indicates the level on Bloom's Taxonomy and the thinking students are to do
- Sets the purpose for reading through higher level questions
- Guides the thinking before reading



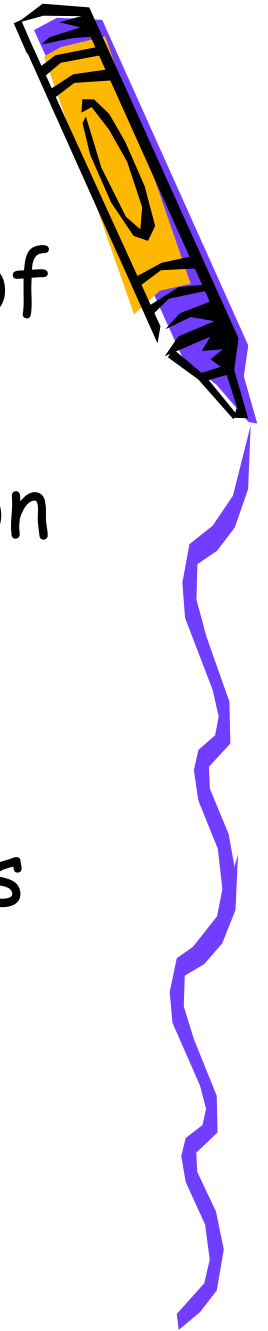
The "Big Question"

- Focuses the after reading discussion or writing activity
- Supports comprehension strategies
- Develops higher-order thinking
- Embeds "constructed response practice" into daily instruction



Marzano says...

- Cues and Questions comprise 80% of classroom instruction
- ...should focus on critical information
- ...“higher level” questions produce deeper understanding of content
- ...inferential and analytical questions support open-ended constructed response questions



Bloom's Taxonomy



Evaluation - presenting and defending opinions by making judgments about information, ideas, or quality of work based on a set of criteria

Synthesis - compiling information together in a different way by combining elements or proposing alternative solutions

Analysis - examine and break into parts

Application - solve problems

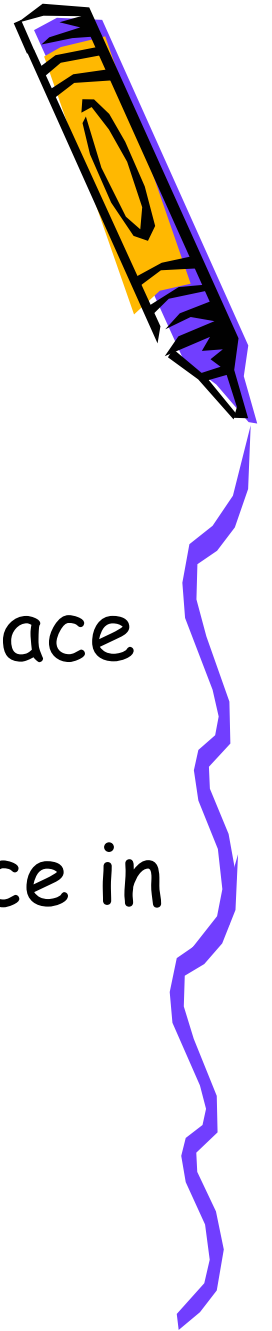
Comprehension - understanding

Knowledge - recall



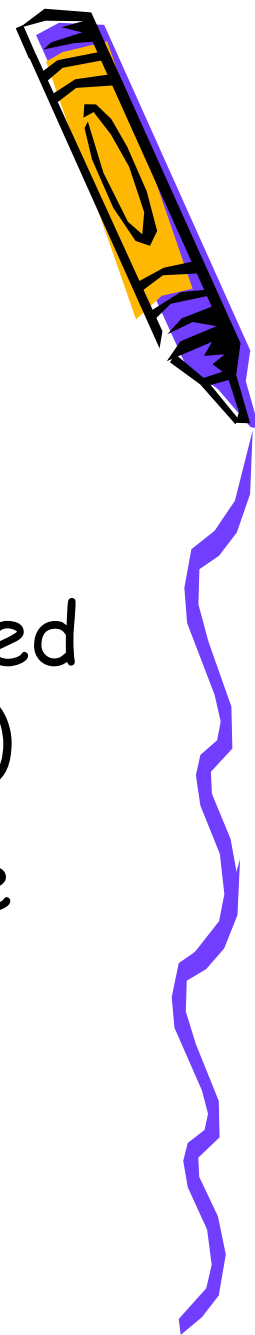
Setting

- ✓ How would the character's problem change if story took place on a farm instead of in the city? (synthesis)
- ✓ Why do you think this story takes place in the city? (analysis)
- ✓ How can you tell the story takes place in the city? (comprehension)
- ✓ Where does the story take place?
(knowledge)



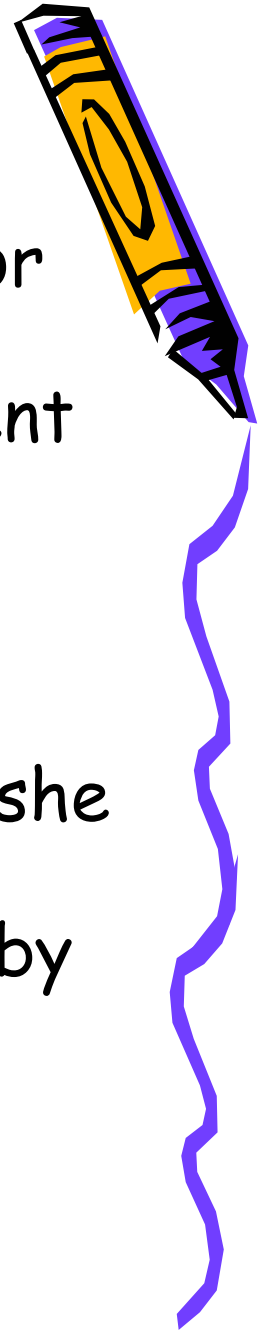
Character's Actions

- ✓ How do you think Erica would have reacted if the trophy had been awarded to Albert? (synthesis)
- ✓ Why do you think Erica was surprised when she won the trophy? (analysis)
- ✓ How did Erica act when she won the trophy? (comprehension)
- ✓ What did Erica win? (knowledge)



Goldilocks and the Three Bears

- **Evaluation** - Were Goldilocks' actions good or bad? Explain your answer.
- **Synthesis** - How would the story be different if it were Goldilocks and the Three Fish?
- **Analysis** - Compare this story to real life. What events in the story could not really happen?
- **Application** - What would Goldilocks use if she came to your house?
- **Comprehension** - Why did Goldilocks like Baby Bear's chair the best?
- **Knowledge** - What items did Goldilocks use while she was in the Bears' house?



A River Ran Wild

- **Evaluation** - What do you think was the most important thing the people did to bring change to the river? Why do you think so?
- **Synthesis** - What would happen if the Indians were able to stay by the river?
- **Analysis** - What is the relationship between man and the Nashua River?
- **Application** - What approach would you use to convince the people to restore the river?
- **Comprehension** - What is the main idea of A River Ran Wild?
- **Knowledge** - What caused the river to be polluted?



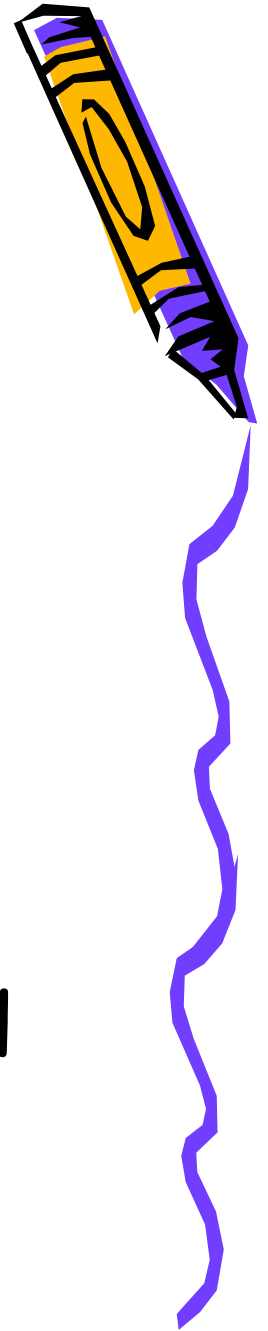
The "Big Question" and Four Blocks Guided Reading

Six sample lessons that compare:

Through Grandpa's Eyes
Chapter 2 of *Louis Braille*

Lessons meet the state standard:

Compare problems and solutions of
fictional characters to non-fictional
situations.



Through Grandpa's Eyes

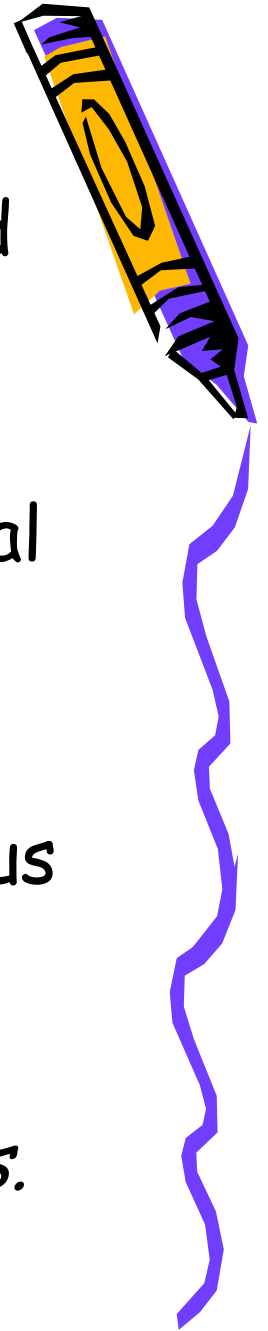
Day 1: Why do you think the author named the story *Through Grandpa's Eyes*?
(author's purpose) (analysis)

Before: Ask the "Big Question." Take a picture walk. Ask students to make logical predictions supported by the pictures.

During: ERT

(Hint: Write at least as many Figure Out statements as Find Out statements; focus some of your statements on the "Big Question.")

After: Share why you think the author named the story *Through Grandpa's Eyes*.



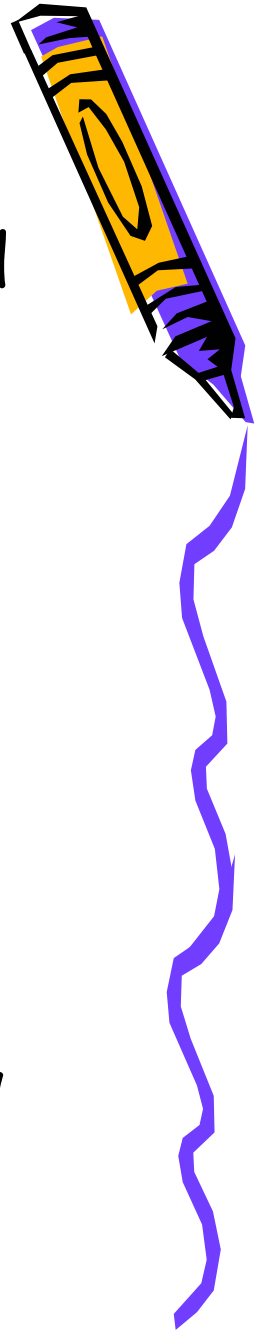
Through Grandpa's Eyes

Day 2: Why do you think the author named the story *Through Grandpa's Eyes*? (author's purpose) (analysis)

Before: Ask students to revisit their predictions. Remind them of the "Big Question" they are to answer.

During: Read the rest of the story with a partner. Find text to support your predictions.

After: Share predictions and support with the class. Have students write a one sentence response to the "Big Question."



Through Grandpa's Eyes

Day 3: How are Grandpa's Eyes Like John's fingers? (evaluation)

Before: Tell your neighbor three things Grandpa had to do different than John did because he was blind. Tell students the "Big Question" to be answered today.

During: Reread the text in Three Ring Circus. Have students use sticky notes to mark the text that answers the "Big Question."

After: Have students answer the "Big Question" in a Quick Write.



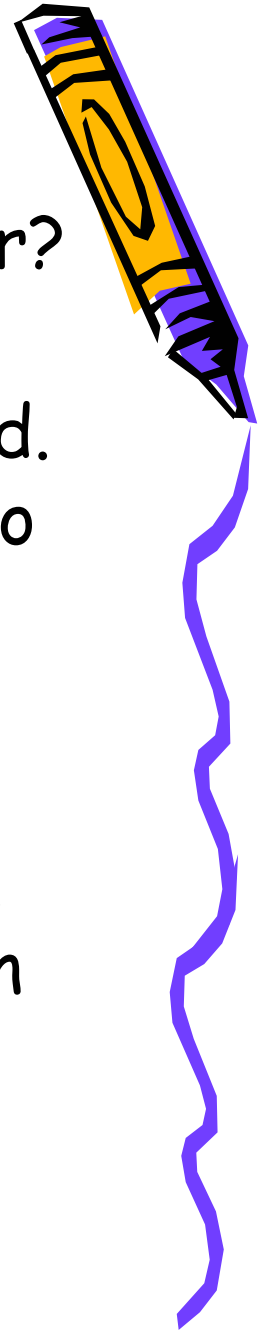
Louis Braille, chapter 2

Day 4: What is the main idea of this chapter?
(comprehension)

Before: Tell students how Louis became blind. Tell students they will read this chapter to find out more about Louis as a child. Tell them the "Big Question" they are to think about.

During: Read with a partner to find the main idea. Write a sentence describing the main idea.

After: Partners read their sentence to another partnership.



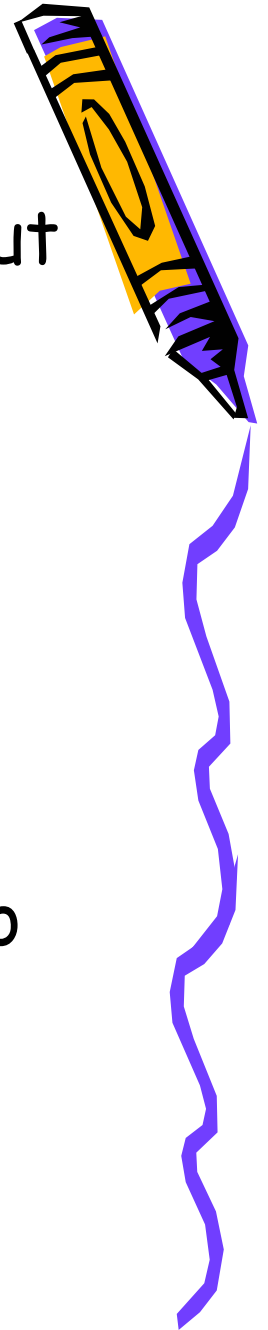
Louis Braille, chapter 2

Day 5: What conclusions can you draw about what Louis' life will be like based on his childhood? (analysis)

Before: Turn to a neighbor and tell what Louis' childhood was like. Tell students they will be reading the chapter again to answer the "Big Question."

During: Reread the text in Three Ring Circus. Have students use sticky notes to mark the text that answers the "Big Question."

After: Have students share details that support their conclusions.



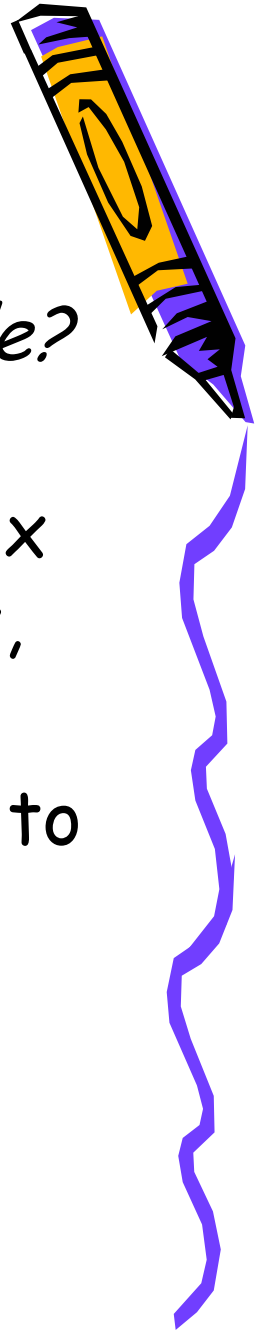
Louis Braille, chapter 2

Day 6: How does *Through Grandpa's Eyes* compare with chapter two of *Louis Braille*? (evaluation)

Before: Show students a Comparison Matrix with the attributes: age, walk, work, play, smell, hear, and touch

During: Have students read with a partner to complete the Comparison Matrix

After: Have partners share their Matrix with another partnership.



Your Turn....

Get into groups of 3 or 4.

Write Guided Reading lessons with "Big Questions" OR

Write questions for each level of Bloom's Taxonomy for:

- The Three Little Pigs
- Little Red Riding Hood
- Cinderella

