

Creating Comprehension Conversations

February 2010

Two Questions

- How can we help students learn to comprehend text?
- How do we help students comprehend text at deeper levels?

Network of Processing Systems for Reading

Fountas and Pinnell

Looking at Conversations

- Read the conversation
- Share what you notice about the teacher's and student's role in the conversation.
- Determine which conversation is more effective and why.

Conversation One

- Initiate-Respond-Evaluate
- Teacher Talk
- Absence of Modeling

Conversation Two

- Verbal interaction
- Encourages talk
- Natural

Thinking Deeper About Text

- Within the Text
- Beyond the Text
- About the Text

Think-Aloud

- Listen to the short story.
- During the pauses, record your thinking.

Evaluate Your Think-Aloud

- Code your thoughts as being within the text, beyond the text, or about the text.

Our Language

- I Know...
- I Wonder...
- I Learned...

Traditional Language

- What was the message of the story?
- Was there anything that confused you? Why?
- What do you think will happen next?
- Why do you think that?
- Does anyone agree or disagree?

How Can We Prompt For Strategy Use?

Application To Read Alouds

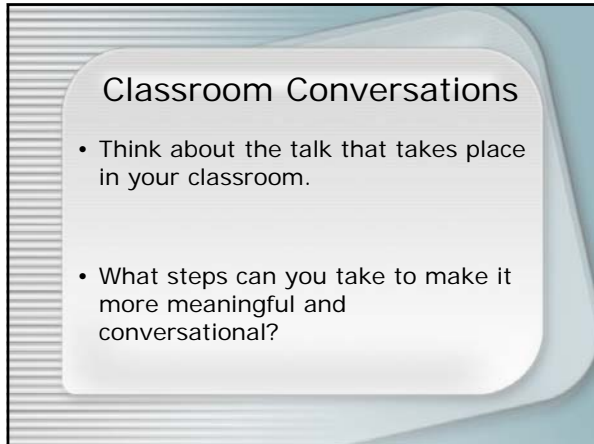
- Identify the theme
- Locate a few places in the story that you would pause to facilitate student understanding of the text.
- Video

Application to Guided Reading

- Identify the theme of the book or chapters.
- Provide a clear book introduction that scaffolds the conversation.
- Video

Application to Conferring

- Engage in conversation about the book.
- Use the know, wonder and thinking language to help uncover the deeper aspects of the text.
- Take notes and return to prompt if necessary.



Classroom Conversations

- Think about the talk that takes place in your classroom.
- What steps can you take to make it more meaningful and conversational?
