Comprehension
Comprehension Purpose Questions

Critical to planning for comprehension instruction is setting a comprehension purpose before reading. We want to find ways to help students deepen and extend understanding. We can do this by planning ahead and really thinking about the text before we read it to students or before they read it themselves.

We set a comprehension purpose question (CPQ) no matter how small the piece of text is—even if it is only a paragraph or a few sentences long. We set one before reading the story description on the back cover of the book or before reading the math problem we are about to solve. We set one for narrative as well as informational text. Sometimes we will have 2–3 comprehension purpose questions throughout a reading, always stopping to discuss, share thinking and to check understanding before setting a new one.

When we set a comprehension purpose question, we think about a question that will focus student attention throughout the reading. We think about the major understandings we hope that our students will acquire from the text. When focusing on a specific strategy, we try to set a CPQ that will support or strengthen that strategy. Each time we read a text, the first or the third time, we set a different CPQ. For the first reading, our CPQ might be more overarching and straightforward. By the third reading, our CPQ can be more complex, helping students to think more deeply about the text. CPQs should nudge students to engage in the reading, to think about the intended meaning of the text, and should facilitate discussion.

To help students focus on the CPQ during reading, we post it for all to see. With younger students, or to support our ELL students, we include a picture. During reading, we redirect attention to the CPQ to remind students what to think about as they read or listen. We plan, in advance, places to think aloud or places to stop and discuss the CPQ during reading. At the end of the reading, discuss the CPQ more in-depth. Make sure that all students have an opportunity to share their thinking either orally with a partner/whole group, or in a reflective writing or response task.
Read the questions stems below. If the stem would make a good CPQ, write “CPQ” in the box beside it. If the question would not make a good CPQ, but is still a question you would use in instruction, write a “Q” in the box. The first one has been done as an example.

| Who is …? | Ex: Who is Goldilocks? | Q |
| What happens to …? | Ex: What happens to Goldilocks in this story? |
| Where does the story take place? | Ex: Where does Goldilocks and the Three Bears take place? |
| How does ______ feel about _______? | Ex: How does Goldilocks feel about the bears and their house? |
| Why does ______? | Ex: Why does Goldilocks leave the bears’ house? |
| How would you describe ______? | Ex: How would you describe Goldilocks? |
| What happens in the beginning? | Ex: What happens in the beginning of Goldilocks and the Three Bears? |
| What do we learn about? | Ex: What do we learn about the character of Goldilocks? |
| What does _______ learn? | Ex: What does Goldilocks learn in this story? |
| Who is the author? | Who is the author of Goldilocks and the Three Bears? |
| What is this story going to be about? | Ex: What is the story, Goldilocks and the Three Bear, going to be about? |
Read the questions stems below. If the stem would make a good CPQ, write “CPQ” in the box beside it. If the question would not make a good CPQ, but is still a question you would use in instruction, write a “Q” in the box. The first one has been done as an example.

<table>
<thead>
<tr>
<th><strong>Who is ...?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Who is Goldilocks?</td>
<td>Q</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What happens to ...?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: What happens to Goldilocks in this story?</td>
<td>CPQ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where does the story take place?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Where does Goldilocks and the Three Bears take place?</td>
<td>Q</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How does _____ feel about ________?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: How does Goldilocks feel about the bears and their house?</td>
<td>CPQ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why does ________?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Why does Goldilocks leave the bears’ house?</td>
<td>Q</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How would you describe ________?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: How would you describe Goldilocks?</td>
<td>Q</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What happens in the beginning?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: What happens in the beginning of Goldilocks and the Three Bears?</td>
<td>Q</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What do we learn about?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: What do we learn about the character of Goldilocks?</td>
<td>CPQ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What does _________ learn?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: What does Goldilocks learn in this story?</td>
<td>CPQ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who is the author?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the author of Goldilocks and the Three Bears?</td>
<td>Q</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is this story going to be about?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: What is the story, Goldilocks and the Three Bear, going to be about?</td>
<td>Q</td>
</tr>
</tbody>
</table>
Asking Effective Questions

- **Incorporate small group discussions as often as possible to actively involve students.**

- **To help students participate in all types of discussions, model different ways to respond.**

  Use questions to guide students in their understanding. For example: “How did Jessie act when he didn't get what he wanted on his birthday?”

  When students experience difficulty, model appropriate ways to respond: “Jessie was angry when he received a cookbook for his birthday. He ran to his room and slammed the door.” Follow up with another question, and if necessary, continue to help students with responses.

- **Incorporate different levels of questions.**

  Questions progress from literal (or explicit) to more complex (or implicit).

  Questions should elicit more than a simple yes or no response.

  Ask for students’ opinions and feelings, which require more than just simple yes or no responses.

  For example, ask students to:
  
  - elaborate what they are thinking or feeling about an event or character in a story, and
  
  - connect what is in the story to their real lives.

  Different levels of questions can help students increase their comprehension of texts that are read aloud and those that are read independently.

- **Help students learn how to answer questions.**

  Reread text to help them answer questions.

  Some questions may require students to combine information from more than one part of the text.

  Some answers are not found in the text but are based on their own background knowledge or experiences.

- **As students talk about books, observe their responsiveness, noting the quality of their responses as well as the number of times they respond.**

  Encourage students to join in discussions and to share their thoughts and feelings.
• To help students develop the ability to clearly express their ideas and feelings about topics and information in books, provide prompts and extend their responses.

  Repeat the main idea using new vocabulary.

  Encourage students to do the following:
  —tell what part they liked best and why,
  —tell what they might have done if they were a character, or
  —describe what they have learned from the story.

• Promote questions and conversation among students.

  Encourage students to ask each other questions during discussions.

  Teach students to ask their own questions.

• Provide appropriate feedback.

  Ask questions in different ways that turn the thinking back to the students for further consideration, such as “John thinks the girl is unhappy. Does anyone know why she might be unhappy?”

  Spotlight what someone has contributed to a discussion; for example, “Mary noticed that the policeman was angry.”

  Encourage all students to join in.

  When students understand that their ideas and responses are valued, they are more likely to participate.

• Provide sufficient wait time for students to think and respond.

  Struggling learners often need more time to respond. Be patient.

Questions can be asked based on what students know (the knowledge in the left-hand column) and on how they think as they actively engage in discussions and other instructional activities (thought processes across the top of the chart). This continuum reflects a newly revised version of Bloom’s taxonomy and is designed for teachers at all grade levels.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Thought processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts:</strong> Basic elements students must know</td>
<td><strong>Remember</strong></td>
</tr>
<tr>
<td><strong>Concepts:</strong> Connections between basic elements</td>
<td><strong>Understand</strong></td>
</tr>
<tr>
<td><strong>Procedures:</strong> How to do something</td>
<td><strong>Apply</strong></td>
</tr>
<tr>
<td><strong>Metacognition:</strong> Awareness of their own thinking and learning</td>
<td><strong>Analyze</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Thought processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts:</strong> Basic elements students must know</td>
<td><strong>Remember</strong></td>
</tr>
<tr>
<td><strong>Concepts:</strong> Connections between basic elements</td>
<td><strong>Understand</strong></td>
</tr>
<tr>
<td><strong>Procedures:</strong> How to do something</td>
<td><strong>Apply</strong></td>
</tr>
<tr>
<td><strong>Metacognition:</strong> Awareness of their own thinking and learning</td>
<td><strong>Analyze</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Thought processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts:</strong> Basic elements students must know</td>
<td><strong>Remember</strong></td>
</tr>
<tr>
<td><strong>Concepts:</strong> Connections between basic elements</td>
<td><strong>Understand</strong></td>
</tr>
<tr>
<td><strong>Procedures:</strong> How to do something</td>
<td><strong>Apply</strong></td>
</tr>
<tr>
<td><strong>Metacognition:</strong> Awareness of their own thinking and learning</td>
<td><strong>Analyze</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Thought processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts:</strong> Basic elements students must know</td>
<td><strong>Remember</strong></td>
</tr>
<tr>
<td><strong>Concepts:</strong> Connections between basic elements</td>
<td><strong>Understand</strong></td>
</tr>
<tr>
<td><strong>Procedures:</strong> How to do something</td>
<td><strong>Apply</strong></td>
</tr>
<tr>
<td><strong>Metacognition:</strong> Awareness of their own thinking and learning</td>
<td><strong>Analyze</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Thought processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts:</strong> Basic elements students must know</td>
<td><strong>Remember</strong></td>
</tr>
<tr>
<td><strong>Concepts:</strong> Connections between basic elements</td>
<td><strong>Understand</strong></td>
</tr>
<tr>
<td><strong>Procedures:</strong> How to do something</td>
<td><strong>Apply</strong></td>
</tr>
<tr>
<td><strong>Metacognition:</strong> Awareness of their own thinking and learning</td>
<td><strong>Analyze</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Thought processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts:</strong> Basic elements students must know</td>
<td><strong>Remember</strong></td>
</tr>
<tr>
<td><strong>Concepts:</strong> Connections between basic elements</td>
<td><strong>Understand</strong></td>
</tr>
<tr>
<td><strong>Procedures:</strong> How to do something</td>
<td><strong>Apply</strong></td>
</tr>
<tr>
<td><strong>Metacognition:</strong> Awareness of their own thinking and learning</td>
<td><strong>Analyze</strong></td>
</tr>
</tbody>
</table>

### Continuum de Preguntas

Se pueden hacer preguntas basándose en lo que los estudiantes saben (conocimiento en la columna de la izquierda) y en los procesos de pensamiento que se utilizan en discusiones orales y otras actividades (otras columnas). Este continuum refleja una nueva versión de la taxonomía de Bloom y está diseñado para ser utilizado en todos los niveles.

<table>
<thead>
<tr>
<th>Conocimiento</th>
<th>Procesos de pensamiento</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hechos:</strong> Elementos básicos que los estudiantes deben saber</td>
<td><strong>Recordar</strong></td>
</tr>
<tr>
<td><strong>Conceptos:</strong> Conexiones o relaciones entre elementos básicos</td>
<td><strong>Entender</strong></td>
</tr>
<tr>
<td><strong>Procedimientos:</strong> Cómo hacer algo</td>
<td><strong>Aplicar</strong></td>
</tr>
<tr>
<td><strong>Metacognición:</strong> Estar concientes de sus procesos mentales y de su aprendizaje</td>
<td><strong>Analizar</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conocimiento</th>
<th>Procesos de pensamiento</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hechos:</strong> Elementos básicos que los estudiantes deben saber</td>
<td><strong>Recordar información</strong></td>
</tr>
<tr>
<td><strong>Conceptos:</strong> Conexiones o relaciones entre elementos básicos</td>
<td><strong>Entender el significado</strong></td>
</tr>
<tr>
<td><strong>Procedimientos:</strong> Cómo hacer algo</td>
<td><strong>Utilizar el material aprendido en nuevas maneras; Utilizar procedimientos, conocimientos</strong></td>
</tr>
<tr>
<td><strong>Metacognición:</strong> Estar concientes de sus procesos mentales y de su aprendizaje</td>
<td><strong>Separar y entender las partes de algo</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conocimiento</th>
<th>Procesos de pensamiento</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hechos:</strong> Elementos básicos que los estudiantes deben saber</td>
<td><strong>Tomar decisiones; Evaluar algo basándose en ciertos criterios.</strong></td>
</tr>
<tr>
<td><strong>Conceptos:</strong> Conexiones o relaciones entre elementos básicos</td>
<td><strong>Crear</strong></td>
</tr>
<tr>
<td><strong>Procedimientos:</strong> Cómo hacer algo</td>
<td><strong>Hacer conexiones; combinar elementos.</strong></td>
</tr>
</tbody>
</table>

Developing Questions to Enhance Comprehension

Title of Book: _______________________________________

Author: ____________________________________________

Illustrator: _________________________________________

<table>
<thead>
<tr>
<th>Types of Questions</th>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of Different Types of Questions

**Mary Had a Little Lamb**

Mary had a little lamb,  
Its fleece was white as snow.  
Everywhere that Mary went,  
The lamb was sure to go.  
It followed her to school one day,  
Which was against the rules.  
It made the children laugh and play,  
To see a lamb at school.

<table>
<thead>
<tr>
<th>Types of Questions</th>
<th>Mary Had a Little Lamb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td>What followed Mary to school?</td>
</tr>
<tr>
<td>Understand</td>
<td>Can you explain what was against the school’s rules?</td>
</tr>
<tr>
<td>Apply</td>
<td>What would you do if your pet followed you to school?</td>
</tr>
<tr>
<td>Analyze</td>
<td>What caused the children to laugh and play?</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Do you think Mary got in trouble? Why or why not?</td>
</tr>
</tbody>
</table>
| Create             | How do you suppose the children felt when they saw Mary’s lamb at school?  
                     | What words lead you to believe they felt this way? |
Narrative Story Questions

Remember
• Who are the main characters?
• When did the story take place? (setting)
• Where did the story take place? (setting)

Understand
• What is the main idea of the story?
• What are the major events in the story?
• Sequence the events of the story.
• Retell the story.
• Describe the setting. Describe the main character.
• What is the mood of this story?
• Give examples of when _____ (a character) felt _____.
• What is the problem in this story?

Apply
• Does the story remind you of anything?
• What do you predict will happen next if the story continues?
• How is the problem solved in this story?
• Can you think of other possible solutions to the problem?

Analyze
• Why do you think ____ (a character) did ___ (an action)?
• How did ___ (a character) change/grow during the story?
• What caused ___ (a character) to change/grow?
• Why do you think ____ (a character) felt ___?
• ____ (a character, setting, problem) is like ___ (another character, setting, problem) because ___.
• ____ (a character, setting, problem) is different from ___ (another character, setting, problem) because ___.
• How did ___ (a character) feel when ____ (an event) happened?

Evaluate
• A place in the story I’d like to be is ____ because ____.
• A place in the story I would not like to be is ____ because ____.
• My favorite part of the story was ____ because ____.
• I like this story because ____.
• I do not like this story because ____.

Create
• What if you were ____ (a character, a place), what would you do?
• How could you change the story to make it more ____.
• Suppose _____, then what would have happened?
• Create a new setting/problem for the story.
• Imagine you are ____ (a character) and plan a day in her/his life.
Ejemplos de Diferentes Tipos de Preguntas

Los pollitos dicen pío, pío, pío
Cuando tienen hambre, cuando tienen frío.
La mamá gallina busca arroz y trigo,
Les da la comida y les presta abrigo.
Bajo sus dos alas acurrucaditos,
Duermen los pollitos pío, pío, pío.

<table>
<thead>
<tr>
<th>Tipos de preguntas</th>
<th>Los Pollitos</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recordar</strong></td>
<td>¿Qué es lo que dicen los pollitos cuando tienen hambre?</td>
</tr>
<tr>
<td><strong>Entender</strong></td>
<td>¿Puedes explicar por qué la mamá gallina busca arroz y trigo?</td>
</tr>
<tr>
<td><strong>Aplicar</strong></td>
<td>¿Qué harías si tus mascotas tuvieran hambre?</td>
</tr>
<tr>
<td><strong>Analizar</strong></td>
<td>¿Por qué la mamá gallina cuida a los pollitos?</td>
</tr>
</tbody>
</table>
| **Evaluar**        | ¿Cómo crees que los pollitos se sintieron con todo lo que recibieron?  
|                    | ¿Por qué crees que se sintieron así? |
| **Crear**          | ¿Qué hubiera pasado si la mamá gallina no hubiera estado cerca de los pollitos? |
Preguntas sobre la Estructura de un Texto Narrativo

Recordar
- ¿Quiénes son los personajes principales?
- ¿Cuándo ocurrió la historia? (el escenario)
- ¿Dónde ocurrió la historia? (el escenario)

Entender
- ¿Cuál es la idea principal de la historia? (Haz un resumen.)
- ¿Cuáles son los eventos más importantes de la historia?
- Escribe en orden los eventos de la historia.
- Relata la historia otra vez.
- Describe el escenario. Describe el personaje principal.
- Da unos ejemplos para explicar cuando ___ (un personaje) se sintió ___.
- ¿Cuál es el problema en la historia?

Aplicar
- ¿Qué te recuerda la historia?
- ¿Qué predices que va a pasar después en la historia?
- ¿Cómo se resolvió el problema en esta historia?
- ¿Cuáles otras soluciones puedes imaginar para resolver el problema?

Analizar
- ¿Por qué crees que ___ (un personaje) _____ (una acción)?
- ¿Cómo cambió ___ (un personaje) durante la historia?
- ¿Qué le ocurrió a ____ (un personaje) que le hizo cambiar de opinión y aprender algo nuevo?
- ¿Por qué se sintió ____ (un personaje) ____ (un sentimiento)?
- ____ (un personaje, el escenario o el problema) se parece a (otro personaje, escenario o problema) porque ___.
- ____ (un personaje, el escenario o el problema) es diferente a (otro personaje, escenario o problema) porque ___.

Evaluar
- Un lugar de la historia en el que te gustaría estar es ___ porque ___.
- Un lugar de la historia en el que no te gustaría estar es ___ porque ___.
- La parte que más te gustó es ______ porque _____.
- Te gusta esta historia porque _____.
- No te gusta esta historia porque _____.

Crear
- ¿Si fueras ___ (un personaje) qué harías?
- ¿Cómo podrías cambiar la historia para hacerlo más ___?
- Imaginate que _______. Entonces, ¿qué ocurriría?
- Crea un nuevo escenario o problema para la historia.
- Imagina que eres ____ (un personaje) y planea un día en su vida.
Think-Aloud Prompts

“Thinking aloud” models different comprehension strategies that readers use to help monitor their understanding of what they are reading. This strategy includes stopping to think about what is read and then checking for understanding. Questions that prompt kindergarten students to check their understanding of texts that are read aloud or read independently include:

**Before reading:**
- What do you think this story or book will be about? Why?
- What do you already know about ____?

**During reading:**
- Can you picture in your mind what is happening? What does it look like?
- Has this [event that occurs in the story] ever happened to you? What did you do?
- Are there any words in the story that you don't know?
- What do you think will happen next? Why?
- Do you have any questions?

**After reading:**
- What did you think would happen? Were you right? How do you know?
- Who or what is the story about? Where does the story take place? What happens to ____? Why____? How does the story end?
- What happened in the story that surprised you?
- What have you learned?
- What is the most important thing that happened?
- Is there any part of the story that you didn’t understand?


©2009 University of Texas System/Texas Education Agency
Pensando en Voz Alta

Se pueden utilizar las siguientes preguntas para ayudar a los estudiantes a monitorear su comprensión al leer o escuchar historias.

Antes de leer:

- ¿De qué creen que se va a tratar esta historia? ¿Por qué?
- ¿Qué saben sobre ____________?

Durante la lectura:

- ¿Puedes ver en tu mente lo que está pasando en la historia? ¿Qué está pasando?
- ¿Te ha sucedido algo similar a lo que ocurre en la historia? ¿Qué hiciste en esa situación?
- ¿Hay alguna palabra de la historia que no entiendas?
- ¿Qué crees que pasará después? ¿Sobre qué tratará la siguiente parte? ¿Por qué?
- ¿Tienes alguna pregunta?

Después de leer:

- ¿Ocurrió lo que pensaste que iba a ocurrir ¿Cómo sabes?
- ¿Sobre qué o quién se trata esta historia? ¿En dónde se lleva a cabo la historia? ¿Qué le pasa a ______? ¿Por qué? ¿Cómo termina la historia?
- ¿Qué fue lo que aprendiste en la historia?
- ¿Cuál es el evento más importante que ocurrió en la historia?
- ¿Hay alguna parte de la historia que no entendiste?


©2009 University of Texas System/Texas Education Agency
Narrative and Expository Texts: Graphic Organizers

Narratives

Narratives tell a story using a familiar story structure that includes a beginning, middle, and end.

Narratives include short stories, folktales, tall tales, myths, fables, legends, autobiographies, biographies, fantasies, historical fiction, mysteries, science fiction, some poetry, and plays.

Discussing story structure or story grammar can help students understand how narrative text is organized, focus their attention on the sequence of major events in a story, and develop a common language for talking about stories and books.

Narrative Story Map

**Setting**
- When did the story happen?
- Where did the story happen?

**Characters**
- Who are the characters in the story?

**Problem**
- What was ----’s problem in the story?
- What was ---- trying to do (or accomplish) in the story?

**Plot**
- How did ---- try to solve the problem?
- What did ---- do to try to ---- (state the goal)?
- What happened first? Second? Next?

**Resolution**
- How was the problem solved?
- How was the character’s goal accomplished?
- How did the story end?
### Narrative Question Map

<table>
<thead>
<tr>
<th>Who?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
</tbody>
</table>
Expository Texts

Informational texts are a type of expository text that explain information or tell about topics in different and varied ways. They might also tell how to do something.

Informational texts include informational books, content-area textbooks, newspapers, magazines, brochures, catalogs, and recipe books.

The information provided in informational texts can help students comprehend content-area textbooks later on.

K-W-L Charts

K-W-L is a graphic organizer that can be used before and after reading informational texts. It is usually used as a whole-group activity.

**K (What We Know)**
- What We Know is completed before the text is read.
- This first step helps set a purpose for reading and gives the teacher insight into what students already know about a topic.
- Interest is generated by asking students to brainstorm what they already know about the topic of a story or book.

**W (What We Want to Know)**
- In this second step, students are asked to generate questions that they want answered.

**L (What We Learned)**
- After the text is read, students tell what they learned and answer the questions they asked before reading.

**Variations**
Some teachers add a fourth column: What We Still Want to Learn.

<table>
<thead>
<tr>
<th>What We Know</th>
<th>What We Want to Know</th>
<th>What We Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comprehension Charts

Comprehension charts are graphic organizers that are most commonly used after teacher read alouds. They help students think about what has been read, evaluate their thoughts and feelings, and make connections.

Comprehension charts can be used to record students’ responses to texts so that comparisons and connections can be made between books when participating in ongoing units of study (for example, several books on a particular topic or by a particular author).

Comprehension charts also serve as documentation for topics of study that are completed throughout the year.

Procedures for using Comprehension Charts:

• Choose the type of chart to match the text and purpose of discussion.

• Provide time for students to discuss what they have listened to before you begin writing on the chart.

• Write students’ responses on the chart as they watch.

• Acknowledge students’ ideas by placing their names at the end of their comments. Ensure that all students’ responses are recorded on a regular basis.

Examples of Different Types of Comprehension Charts

Narrative Chart

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

Author Chart

<table>
<thead>
<tr>
<th>Title</th>
<th>Illustrator</th>
<th>Main Character</th>
<th>Problem</th>
<th>Resolution</th>
<th>Connections to Other Books</th>
</tr>
</thead>
</table>

(Include several rows depending on how many books you read by a selected author.)
Connection Chart

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/ Illustrator</th>
<th>Description</th>
<th>Observations</th>
<th>Connections</th>
</tr>
</thead>
</table>

Prediction Chart

<table>
<thead>
<tr>
<th>Title/Author</th>
<th>Predictions</th>
<th>Checking Predictions</th>
</tr>
</thead>
</table>
Organizadores Gráficos para Textos Narrativos y Expositivos

Textos Narrativos

**Mapa de la historia**

- **Escenario**
  - ¿Cuándo ocurrió la historia?
  - ¿Dónde ocurrió la historia?

- **Personajes**
  - ¿Quiénes son los personajes en esta historia?

- **Problema**
  - ¿Cuál fue el problema de ____ (personaje) en la historia?
  - ¿Qué quería lograr ______ (personaje) en la historia?

- **Argumento**
  - ¿Cómo trató de resolver el problema _____ (personaje)?
  - ¿Qué fue lo que pasó primero? ¿Después?

- **Solución**
  - ¿Cómo se resolvió el problema?
  - ¿Cómo terminó la historia?

Nombre: _____________________________
<table>
<thead>
<tr>
<th>¿Quién?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué?</td>
<td></td>
</tr>
<tr>
<td>¿Cuándo?</td>
<td></td>
</tr>
<tr>
<td>¿Dónde?</td>
<td></td>
</tr>
<tr>
<td>¿Por qué?</td>
<td></td>
</tr>
<tr>
<td>¿Cómo?</td>
<td></td>
</tr>
</tbody>
</table>
**Textos Expositivos**

**Tabla S-Q-A en Español**

<table>
<thead>
<tr>
<th>Lo que Sabemos</th>
<th>Lo que Queremos saber</th>
<th>Lo que Aprendimos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Textos Narrativos y Expositivos**

**Gráfico para un texto narrativo**

<table>
<thead>
<tr>
<th>Título</th>
<th>Autor</th>
<th>Inicio</th>
<th>Intermedio</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gráfico del autor**

<table>
<thead>
<tr>
<th>Título</th>
<th>Ilustrador</th>
<th>Personaje Principal</th>
<th>Problema</th>
<th>Resolución</th>
<th>Conexión con otros libros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gráfico de conexiones**

<table>
<thead>
<tr>
<th>Título</th>
<th>Autor/Ilustrador</th>
<th>Descripción de los personajes</th>
<th>Observaciones</th>
<th>Conexiones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gráfico de predicciones**

<table>
<thead>
<tr>
<th>Título/Autor</th>
<th>Predicciones</th>
<th>Verificar predicciones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for Motivating Students to Read

- Include a variety of different types of books, such as picture books without words, fairy tales, nursery rhymes, picture storybooks, realistic literature, decodable and predictable books, information books, chapter books, biographies, big books, poetry, and joke and riddle books.

- Provide other types of print such as newspapers, magazines, and brochures.

- Introduce and discuss several books each week (may be theme-related, have same authors or illustrators, be same types of books, etc.).

- Have multiple copies of popular books.

- Include books in students’ native languages.

- Have an easy-to-use system for checking out books.

- Provide a record-keeping system for keeping track of books read (may include a picture-coding system to rate or evaluate books).

- Showcase many books by arranging them so that the covers are visible, especially those that are new, shared in read-aloud sessions, or theme-related.

- Organize books on shelves by category or type (may color code) within easy reach of students.

- Provide comfortable, inviting places to read (pillows, rugs, a sofa, large cardboard boxes, etc.).

- Encourage students to read to “friends” (include stuffed animals and dolls for “pretend” reading).

- Have an Author’s Table with a variety of writing supplies to encourage students to write about books.

- Have a Listening Table for recorded stories and tapes.

Guidelines for Effective Instruction: Comprehension

Comprehension instruction involves reading books and other reading materials aloud. Effective read alouds include questions and discussions that help students comprehend what is read.

Grouping for Instruction
Comprehension instruction can occur in whole groups, in small groups, or one-on-one.

You can increase the amount and quality of talk about books by reading aloud to small groups of students.

Group students based on their interests, knowledge, and needs.

Explicit and Systematic Instruction
Research indicates that effective comprehension instruction helps students learn to use specific comprehension strategies as they are reading.

Comprehension strategies are conscious plans or steps that readers use to better understand text.

Some comprehension instruction can be introduced in kindergarten. During whole group or small group read-aloud sessions, help students become active and purposeful listeners as you read to them.

Comprehension instruction in kindergarten can include showing students how to:

- monitor comprehension,
- summarize,
- recognize story structure,
- use graphic organizers, and
- answer and generate questions.

By thinking aloud, you can model different comprehension strategies that good readers use to help them monitor their understanding of what they are reading.

Occasionally stop reading and tell what you are thinking.

Demonstrate how you picture in your mind what is happening in a story or book, how you reread certain parts, how you stop and summarize what has happened, and how you regularly make predictions.

Help students become aware of different types of texts and their organizational structure.
Reading a variety of texts aloud helps students make connections to real-life experiences and builds background knowledge.

It also helps them increase their vocabulary and helps them understand different topics and different types of books.

Narratives tell a story using a familiar story structure that includes a beginning, middle, and end.

In kindergarten, narratives are the most common types of texts that teachers read aloud.

Story elements generally follow this pattern:

- In the beginning of a story, the setting and one or more characters with a problem to solve or goal to achieve are introduced.
- In the middle of a story, a series of plot episodes unfold (a series of events in which the character or group of characters attempt to solve the problem or achieve the goal).
- In the end, the problem is resolved or the goal is accomplished. (A theme is sometimes revealed.)

Understanding story structure helps students focus their attention on the sequence of major parts in a story, as well as the characters.

When you use story structure terminology during read alouds, students develop a common language for talking about and retelling stories.

Knowledge of story structure will enhance students' ability to write narratives later on.

Helping kindergarten students appreciate and understand informational text is an important part of early reading instruction.

Expository (or informational) text tells about one or more topics in different and varied ways.

The organizational structure of expository texts can differ from one text to another and sometimes within a single passage.

To help students understand the more complex structures of expository text, you can preview the organization of the text before reading it aloud.

Previews can also include discussions of topics, events, people, places, and unusual vocabulary.

Using graphic organizers can also improve comprehension.

Graphic organizers can guide students’ thinking and help them remember important elements and information in both narrative and expository texts.
Graphic organizers provide a visual means of reinforcing students’ developing listening and reading skills. They can be used before, during, and after reading.

Story maps, one type of graphic organizer, can help young students see and understand how a story is organized.

The discussions that occur while using graphic organizers are enjoyed by all and add to read-aloud experiences.

Graphic organizers benefit all learners, especially English language learners and students struggling with comprehension.

Both content and structure are often discussed as graphic organizers are constructed and filled in.

Questions can be used to guide and monitor students’ understanding of narrative and expository texts.

Research indicates that teacher questioning improves students’ comprehension.

Effective questioning includes:

- Giving students a purpose for listening and reading,
- Focusing students’ attention on a topic and what is to be learned about the topic,
- Helping students think about what they hear read aloud,
- Encouraging students to be aware of what they do and do not understand, and
- Helping students to relate the content of what they are learning to what they already know.
Scaffolded Practice

Asking a variety of questions from simple to complex is one way of providing support or scaffolding learning.

When teachers ask literal questions, they encourage students to become aware of the information in the text.

When teachers ask open-ended questions, they encourage students to extend their thinking about the text and to use more elaborated language as they discuss the text.

Ask open-ended questions, and then expand, extend, and clarify students’ answers.

Give opportunities for students to make connections with personal experience and to elaborate in greater detail when describing an event, character, or idea.

To scaffold English language learners, ask questions based on their level of English proficiency.

Progress Monitoring

As teachers read aloud, they can informally monitor students’ understanding.

Some informal ways of knowing if students understand what is being read to them are:

- asking questions that will help students clarify the text,
- having discussions about the text,
- observing students’ behavior and listening to their responses, and
- having students retell or dramatize the story.

In kindergarten, reading inventories usually measure students’ listening comprehension.

By regularly assessing what each student knows and needs to know, you can make sound instructional decisions.

Adapted from the KTRA Listening Comprehension presenter notes that are based on: Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Bromley, 1998; Burns, Griffin, & Snow, 1999; Cunningham & Allington, 1999; Dickinson et al., 1992; Duke & Kays, 1998; Gunning, 2000; Jacobs, Morrison, & Swinyard, 2000; IRA & NAEYC, 1998; Mathes, Fuchs, & Fuchs, 1997; McKeown & Beck, 1999; Moats, 1999; Morrow, 2001; Morrow, Strickland, & Woo, 1998; NIFL, 2001; NRP, 2000; Neuman, 2001; Raphael, 1986; Slaughter, 1993; Snow, Burns, & Griffin, 1998; Westby, 1999.
Using Story Retells to Monitor Students’ Comprehension

• Through story retells, students learn to introduce a story with its setting and characters, recount the problem, sequence plot events, and state the solution or outcome.

• Through retelling, students reveal their comprehension of story details and sequence and their ability to add inferences and interpretations.

• To help students learn how to retell stories:
  • read the story aloud on several different occasions,
  • model a retell activity,
  • use questions or prompts to scaffold first retell attempts, and
  • use props.

Questions to Ask:

What is the title of this book?
Where does it take place?
Who are the characters?
What is it about?
What happened first?
If students leave out details important to the logical sequence of the story, ask them “how” or “why” questions to fill in what’s missing.
How did...?
Why did...?
# Story Retell Record Sheet

<table>
<thead>
<tr>
<th>Story</th>
<th>Students’ Retelling</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
<td>What happened in the beginning? Where did the story happen? Who were the main characters? What was the problem?</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td>What happened next? What did ___ do? Why?</td>
</tr>
<tr>
<td>End</td>
<td></td>
<td>How was the problem solved? How did the story end?</td>
</tr>
</tbody>
</table>


©2009 University of Texas System/Texas Education Agency
References


Resources for All Grade Levels


<table>
<thead>
<tr>
<th>Web Sites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School-Home Links Reading Kit</strong> (February, 1999)—kindergarten resources</td>
<td><a href="http://www.ed.gov/pubs/CompactforReading/tablek.html">http://www.ed.gov/pubs/CompactforReading/tablek.html</a></td>
</tr>
<tr>
<td><strong>Martha Speaks, PBS KIDS animated series</strong>—program summaries and activities</td>
<td><a href="http://pbskids.org/martha/parentsteachers/program/summary.html">http://pbskids.org/martha/parentsteachers/program/summary.html</a></td>
</tr>
<tr>
<td><strong>Colorín Colorado</strong>—a bilingual site for families and educators of English language learners</td>
<td><a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></td>
</tr>
<tr>
<td><strong>Reading Rockets, PBS Launching Young Readers</strong>—information about programs and resources</td>
<td><a href="http://www.readingrockets.org/shows/launching">http://www.readingrockets.org/shows/launching</a></td>
</tr>
</tbody>
</table>