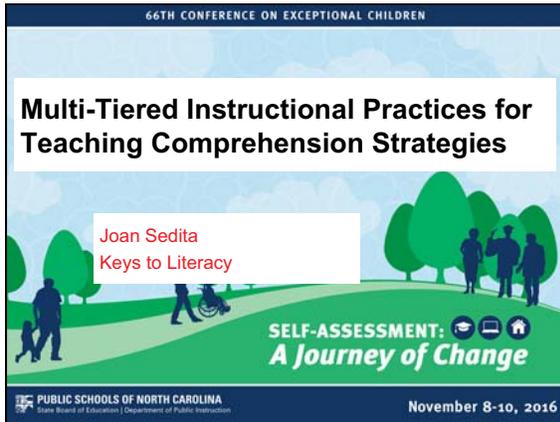


Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita



Rtl, MTSS Basics

- Promotes school improvement using **data-driven** problem solving based on assessment
- Provides **multiple levels of instruction** and support for all learners (struggling through advanced)
- Provides instructional support and **PD to teachers**
- Requires collaboration between **general and special ed**
- MTSS emphasizes **prevention** through effective, research-based core instruction

Tiered Literacy Instruction

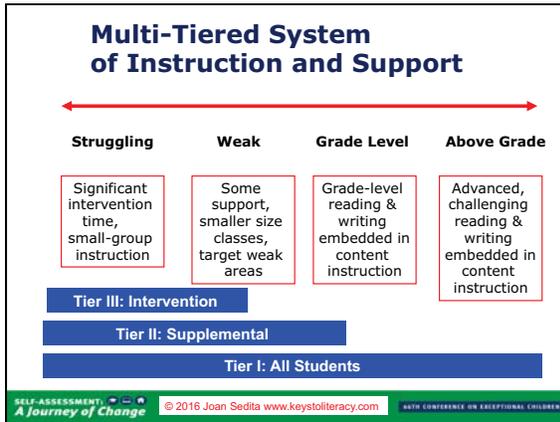
Tier 3:
Comprehensive & Intensive
Students who need individualized interventions.

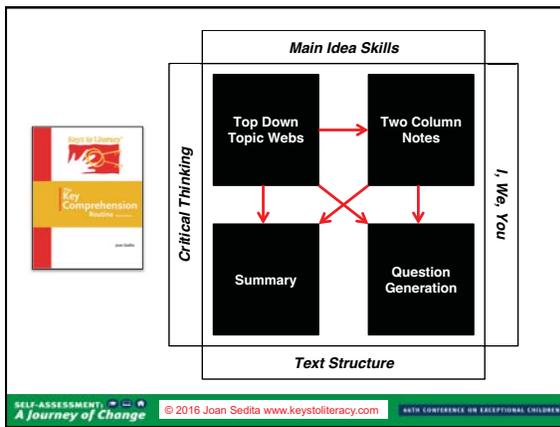
Tier 2:
Strategic Support
Students who need more support in addition to core instruction.

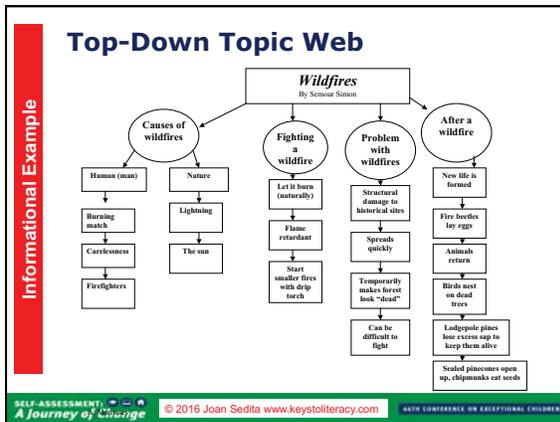
Tier 1:
Core Instruction
*All students, including students who require **differentiation and scaffolds**.*

Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita







Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita

Informational Example

Name: _____ Date: _____ Time: _____

Two-Column Notes
Book: Smithsonian

Wildfires by Suzanne Sloman

<p>What does need to burn?</p> 	<ul style="list-style-type: none"> • Fuel • air (not too hot) • Oxygen • combustible gas, not too hot/dry • heat
<p>Causes of wildfires</p> 	<ul style="list-style-type: none"> • Humans <ul style="list-style-type: none"> - camp fire - matches • Nature <ul style="list-style-type: none"> - lightning - hot - heat from fire can cause other fires
<p>How photos and animals adjust to wildfires during and after</p> 	<ul style="list-style-type: none"> • Some species of the seeds fire • Animals- like from the fire, like burned! • If an animal dies it is usually due to smoke inhalation • Dead woods, twigs, and bark accumulate on floor, need to burn • Fire heats by eggs • Birds nest on dead trees • Scaled pines open up • Insects crawl and feed on plants • Rodents build homes in grass • Bears drink tree sap, allow them to absorb to lower level tree
<p>Wildfire the natural of events</p> 	<ul style="list-style-type: none"> • can burn historical structures • drive visitors from the parks
<p>How to fight a wildfire</p> 	<ul style="list-style-type: none"> • let them burn • use a drip torch to burn main fire • fire retardant • water

SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Informational Example

Summary

Some people think wildfires are bad while others think they are good. **Regardless** of a persons feelings they are essential to continue the forest life cycle. **First**, wildfires can't be prevented. They happen often. **Sometimes** they are started by carelessness of humans **but** most start **because** of natural causes such as lighting. **Once** a first begins the firefighters must decide if they will fight the fire or let it burn. **More often than not** they will allow the fire to burn as this is a natural process. **However**, in 1988 at Yellowstone National Park they decided to fight the fire to protect historical structures from possibly burning down. **After** a fire finally burns out or is put out the life cycle begins again. Animals come back to the area, crops and tress begin to grow again and the plants that previously had no light **because** the trees were so tall start to prosper again. **However**, nobody knows when the wildfire cycle will hit the same area again.

SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Informational Example

Bloom's Questions

Remembering	What started the 1988 wildfire in Yellowstone National Park?
Understanding	Tell me in your own words why a wildfire can be considered good.
Applying	If you were in Yellowstone National Park and saw a fire burning what would you do?
Analyzing	What things are similar/different from a house fire and a wildfire?
Evaluating	Rank the events of the Yellowstone National Park in order of importance.
Creating	What would the world be like if there were no wildfires?

SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita

How can the routine be used?

- By individual teachers, but best used by a team of teachers or school-wide
- Consistent set of strategies are passed from grade to grade and subject to subject



SELF-ASSESSMENT: © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

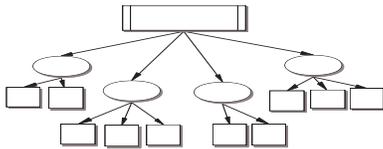
Practice Activity

- Review the sample text about napping.
- How was annotation used as a scaffold to aid comprehension?

SELF-ASSESSMENT: © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change 2

Top-Down Topic Web

Visual representation of the “big picture”

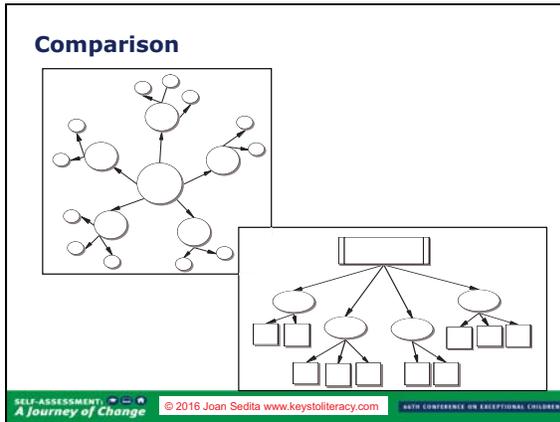


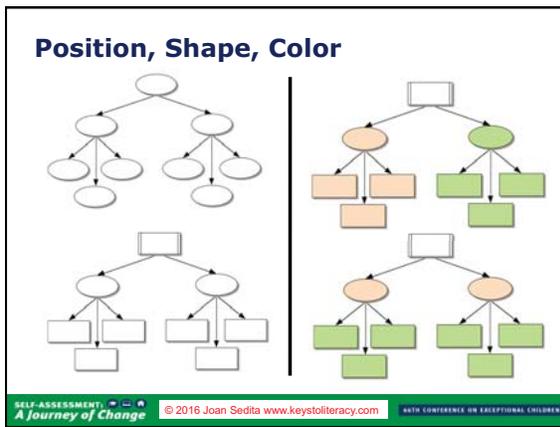
Shows relationships among topics and main ideas in a hierarchical way

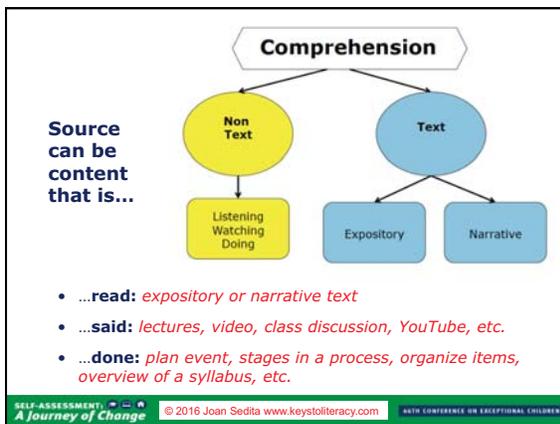
SELF-ASSESSMENT: © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita







Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita

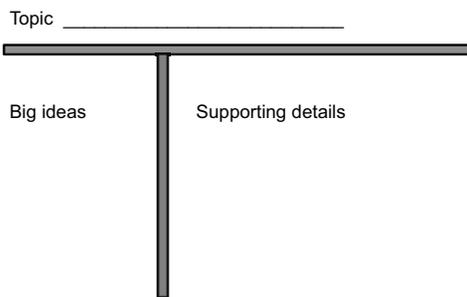
Scaffolding Topic Webs

- Introduce topic webs using **everyday** examples and visuals.
- Provide **partially completed** webs.
- **Provide topics**, have students sort into a topic web.
- **Scaffold the text** before students create a web.
 - chunk the text
 - highlight text features such as headings
- Allow students to create webs in small **collaborative** groups.



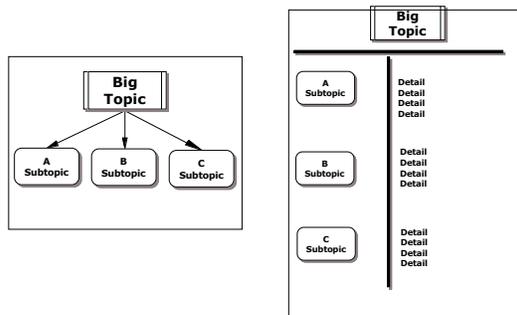
SELF-ASSESSMENT: A Journey of Change © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN

Two-Column Notes



SELF-ASSESSMENT: A Journey of Change © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN

From Webs to Notes



SELF-ASSESSMENT: A Journey of Change © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN

Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita

WHAT is a summary?

- One of the most effective strategies
- A review of the main ideas or most important events

How is summarizing different from retelling or recounting?

Sponge Metaphor



SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

WHY teach it?

Summarizing has been identified

- as one of the most effective comprehension strategies (*Nat'l Reading Panel, Reading Next*)
- as one of the most effective writing practices (*Writing to Read, Writing Next*)

Standards Connection:

- **R#2:** Determine central ideas or themes of a text and analyze their development; **summarize** the key supporting ideas and details.
- **W#8:** Gather relevant information from sources... integrate the information while avoiding plagiarism.

SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

What can be summarized?

Non-Text	Text
<ul style="list-style-type: none">• Experiment• Process• Event• Video• Lecture• Discussion	<ul style="list-style-type: none">• Expository<ul style="list-style-type: none">– Textbook section, chapter– Article• Narrative<ul style="list-style-type: none">– Literacy elements: character, setting, theme, problem/ solution– Plot summary

SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita

Example: list of main ideas

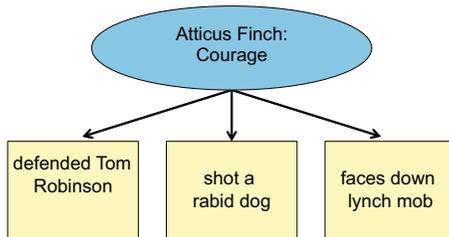
1. panic on island
2. ship sails by
3. fire goes out
4. they kill the pig

There is a lot of **panic** and arguing **on the island** during chapter 4. **First**, Ralph sees that a **ship sails by** and wonders why it didn't stop. He learns that the reason is **because** the boys let the **fire go out**. **Then** the boys are hungry and lacking food, **so** they decide to try and **kill a pig**.

SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Example: top-down topic web

*Summarize how the character Atticus Finch in **To Kill a Mockingbird** demonstrates courage.*



SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Character Summary

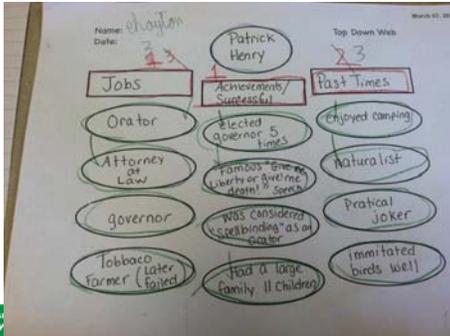
Throughout *To Kill a Mockingbird*, Atticus Finch demonstrates that he is a courageous man. **For instance**, he was willing to face criticism and threats of violence to **defend Tom Robinson**, a black man who was on trial during the Jim Crow era. Atticus **also** shows his courage by shooting a **rabid dog** that was running wildly in the streets **even though** he could have been bit. **Finally**, Atticus protects Tom by **facing down** a mob that is trying to lynch him.

SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita

5th grader uses his web to plan a summary



The student wrote his summary and used color to compare to his web.

Patrick Henry had an interesting life with many achievements, jobs, and past times. To begin with, he was very successful. He was elected governor 5 times. Also, he gave the famous "Give me Liberty or Give me Death" speech. In addition to being successful, he also had many jobs like an orator and attorney at law. Finally, he loved camping and was a nature list in his pastimes.

The Colonists Revolt

Example: notes

tension builds	<ul style="list-style-type: none"> "no taxation without representation" Proclamation of 1763 Sugar Act Stamp Act Quartering Act Boston Massacre Tea Act
Colonists rebel with boycotts, protests, threats	<ul style="list-style-type: none"> tar & feathering Sons of Liberty threaten to burn down houses of stamp sellers Boston Tea Party
war is on the horizon	<ul style="list-style-type: none"> Olive Branch petition rejected by King George, Aug 1775 Patrick Henry's speech - "Give me liberty or give me death" Lexington and Concord "...shot heard round the world..." April 1775

Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita

WHAT is question generation?

- Student created questions based on source to support comprehension
 - *Source: anything that is read, said or done*
- Student created questions along a continuum of cognitive levels to support lower and higher level thinking



SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Question Terms & Prompts

- Review the lists of question terms and prompts.
- **Remember!** Students need to learn:
 - *There are different levels of thinking*
 - *The level of thinking required to answer a question is based on the content of the question, not the question term(s) used*

<http://www.keystoliteracy.com/resources/worksheets/>

SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Instruction for Question Generation

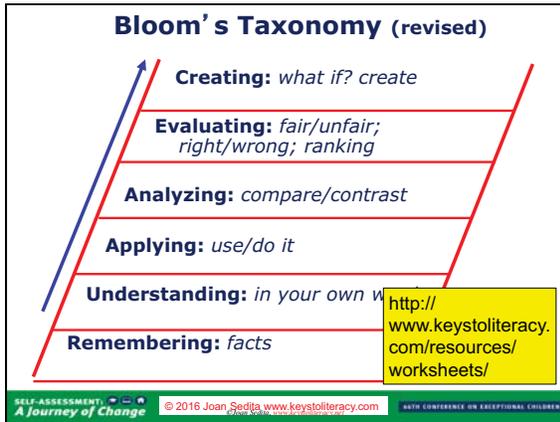
- Model question generation and provide guided practice
- Teach meaning and use of question terms
- Teach a continuum of questions



SELF-ASSESSMENT:  © 2016 Joan Sedita www.keystoliteracy.com 64TH CONFERENCE ON EDUCATIONAL CHILDREN
A Journey of Change

Multi-Tiered Instructional Practices for Teaching Comprehension Strategies

Joan Sedita



Example: School Lunch

- **Remembering:** What is on the lunch menu today?
- **Understanding:** In our own words, what does nutritious mean?
- **Applying:** Using the rules and procedures at our school, order and purchase lunch today.
- **Analyzing:** Compare school lunch and lunch at home on the weekends.
- **Evaluating:** Rank the three best lunches the school offers. Justify your ranking.
- **Create:** Create a lunch menu that is both nutritious and appealing to students.

SELF-ASSESSMENT: A Journey of Change | © 2016 Joan Sedita www.keystoliteracy.com | 64TH CONFERENCE ON EDUCATIONAL CHILDREN

Keys to Literacy

- The Key Comprehension Routine
- The Key Vocabulary Routine
- Keys to Close Reading
- Keys to Content Writing
- Keys to Argument Writing
- The ANSWER Key Routine for Extended Response

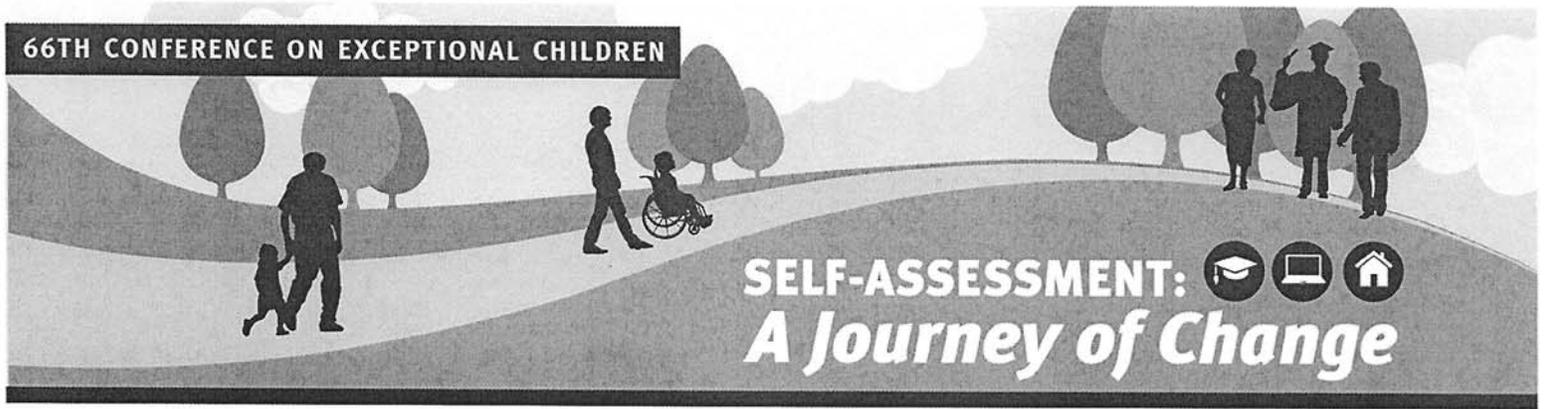
Literacy Lines Blog
<http://blog.keystoliteracy.com/>

Twitter
[@keystoliteracy](https://twitter.com/keystoliteracy)

Free Instructional Resources
<http://www.keystoliteracy.com/resources/articles/>



SELF-ASSESSMENT: A Journey of Change | © 2016 Joan Sedita www.keystoliteracy.com | 64TH CONFERENCE ON EDUCATIONAL CHILDREN



Multi-Tiered Instructional Practices for Teaching Comprehension

Joan Sedita
joan@keystoliteracy.com

Disclaimer: Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

The Secret Truth About Napping

By Maria Allegra

introduction

Napping: Only for Kids?

In general Americans regard napping as an unproductive habit. They think that only little children should take naps. However, there is evidence that napping can benefit people of all ages.

★ Famous Nappers *main idea*

Many famous historical figures have been nappers. American presidents John F. Kennedy, Ronald Reagan, and Bill Clinton all took frequent naps to help them deal with the pressures of leading a powerful nation. Napoleon Bonaparte, a French emperor, often gave rousing speeches at a moment's notice. Perhaps this was due to his habit of taking frequent naps. Winston Churchill, who helped lead the Allied Powers to victory during World War II, slept for at least an hour every afternoon. He stated that a nap could renew a person's energy.

Other famous historical nappers include the brilliant scientist Albert Einstein and the world-changing inventor Thomas Edison. The amazing artist Leonardo De Vinci also took naps. They all had unusual sleep patterns that allowed them to work in a focused and creative way.

Maybe if Edison had skipped his naps, he would never have invented the light bulb. Maybe Leonardo would have been too sleepy to paint the Mona Lisa.

★ Naps for Certain Careers

Scientific studies show the benefits that naps can provide for individuals with unusual work schedules. Examples include astronauts and certain medical personnel. The human body operates according to an internal clock. This clock operates in relation to the Earth's pattern of darkness at night and bright light during the day. When a person's internal clock is in sync with her or his habits, the person can most likely sleep well at night and remain awake and alert all day. But if the person's job makes for interrupted sleep – or sleep at odd hours – the internal clock can become confused. Then the person has trouble getting enough sleep.

main idea

Astronauts traveling in space are not exposed to regular patterns of light and darkness. As a result, astronauts average two hours less sleep than usual during every night they spend in space. They often have trouble concentrating. They also become grumpy. NASA decided to study whether astronauts should take naps. They did research with volunteers. The researchers found that napping improved memory, but not alertness. NASA researchers also concluded that longer naps work better than shorter ones. Mark Rosekind of NASA, who conducted the research, stated that even a 26-minute nap boosted a pilot's mental performance by 34%. A 45-minute nap gave roughly the same mental boost but the boost lasted more than 6 hours.

main idea

Doctors in training, known as residents, work very long hours. As a result, they are often sleep-deprived. Emergency-room doctors working at night also have problems sleeping. Sleep experts recommend that these health workers take short naps on the job. A team of researchers led by David F. Dinges, a professor at the University of Pennsylvania, found that letting subjects nap for as little as 24 minutes improved their mental performance. So even short naps can reduce the number of mistakes a tired person makes.

main idea

The main takeaway seems to be that a deep sleep, whether it is nighttime sleep or a daytime nap, primes the brain to function at a higher level, allowing us to come up with better ideas, find solutions to puzzles more quickly, identify patterns faster, and recall information more accurately.

main
idea

★ Siesta Tradition

There is a word in the Spanish language to describe the habit of taking a nap in the mid-afternoon: siesta. However, taking a midday nap is common not only in Spain, but it is also common in Greece where people traditionally take a break in the middle of the day. They eat a large meal and then take a nap.

main
idea

It is not the big noontime meal that makes Greeks sleepy. Evidence suggests that people, in general, become drowsy between 2:00 p.m. and 4:00 p.m. In fast-paced America, workers and students usually fight to stay awake during this so-called "nap zone."

After a nap, people tend to be happier and more alert. They do better work and avoid making mistakes. Nappers may even have better long-term health than non-nappers. In 2007, a study by the Harvard School of Public Health discovered that people who took 30 minute naps at least three times a week were 37% less likely to die of heart disease. Furthermore, the study found that even people who napped for less than 30 minutes or napped only one or two times per week were 12% less likely to die from heart disease. In a 2011 study, researchers at Allegheny College found that napping was a factor in lowering blood pressure after mental stress. The people in the study who took a daily 45 minute nap on average had lower blood pressure after taking a mental stress test than those who didn't have a nap.

main
idea

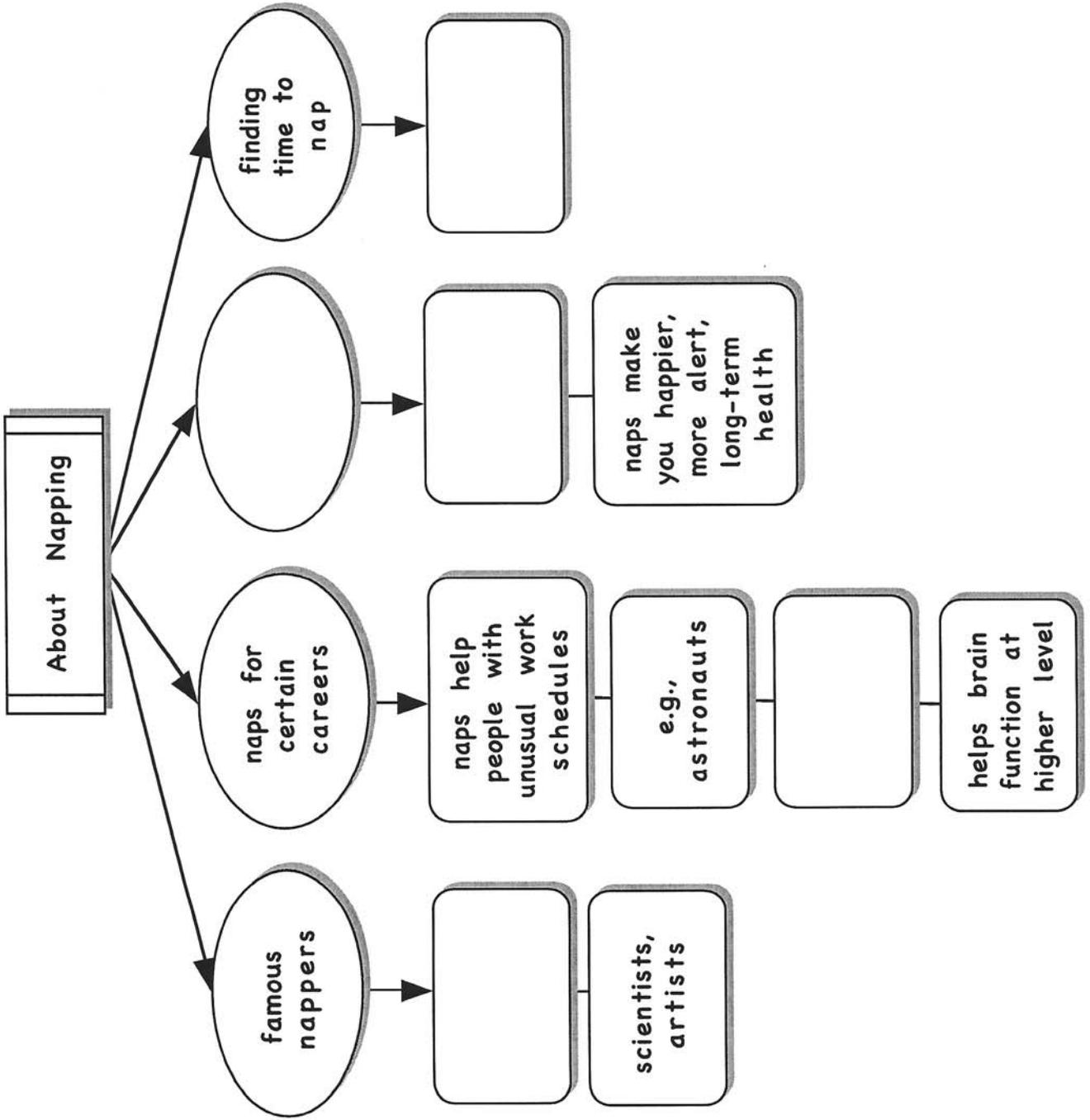
★ Finding Time to Sleep

But finding time to sleep – or nap – can be challenging. Students involved in sports or other extracurricular activities after school aren't often able to find time to nap before evening sleep time. And finding places to nap during the day at school is challenging. However, Anton Anderson, and English teachers at Greenwich (Connecticut) High School, decided to do something to help the waves of weary teens he was seeing every day. In 1998, he founded the Power Napping Club, which allows students to nap for about 20 minutes at the end of the day before going to extracurricular activities. Its motto: *Veni, Vidi, Dormici* (Latin for "I came, I saw, I slept").

main
idea

The Power Napping Club co-president emphasizes the boost that naps provide. "Obviously, it's no substitute for sleep, but I definitely feel more relaxed afterward," she says.

Springer Science+Business Media. (2011, February 28). Napping may help with blood pressure management. Science Daily. Retrieved from: <http://www.sciencedaily.com/releases/2011/02/110228105308.htm>



napping can be helpful

examples of famous nappers	<ul style="list-style-type: none">- historical figures<ul style="list-style-type: none">o American presidents: Kennedy, Reagan, Clintono French emperor Napoleono Churchill during WWII
naps help people with unusual work schedules	<ul style="list-style-type: none">- internal clock = sleep and waking aligned to night and day- jobs that create interrupted sleep or sleep at odd hours<ul style="list-style-type: none">o confuses internal clocko hard to get enough sleep- ex: astronauts<ul style="list-style-type: none">o irregular sleep pattern = problemso naps help memory, longer naps better- ex: doctors in training (residents) or emergency drs.<ul style="list-style-type: none">o researchers: found naps improve mental performance and reduce mistakes- deep sleep including naps: helps brain function better
afternoon naps: siestas	
makes people happier, more alert, healthy	

Summary Activity

Directions: Review the summary below. Add an introductory sentence. Identify places where transitions would be helpful. Use transitions to start or combine sentences. Underline words/phrases that are more connected to the main ideas in the piece, and double underline words/phrases that are more connected to details in the piece.

Introductory sentence: _____

There have been many successful American presidents and historical figures who were nappers.

Ronald Reagan was a napper. Researchers have found that napping helps people in certain careers.

Certain careers with unusual work schedules confuse workers' internal clocks are confused. Astronauts

average less sleep. Astronauts have trouble concentrating and are grumpy. Longer naps were found to

help astronauts' memory and mental performance. Some cultures take regular afternoon naps. These

afternoon naps are called siestas. People who take naps like siestas tend to be happier. They tend to be

more alert. They have better long-term health. People who took 30 minute naps at least three times a

week were less likely to die of heart disease. Finding time to nap can be challenging.

Question Generation Activity

Directions: Identify the highest level of thinking required to answer these questions about the practice activity.

R = Remembering U = Understanding AP = Applying AN-Analyzing E = Evaluating C = Creating

<i>Level</i>	<i>Questions</i>
	Design a two-week schedule for your fellow students that incorporates time for taking 3 naps per week.
	Has a nap ever been helpful to you? How?
	Name 3 famous nappers.
	Explain what a <i>siesta</i> is.
	Do you think siesta's would be a good idea in the United States? Justify your answer.
	Compare and contrast the sleep issues that astronauts and doctors have.

Directions: Create a question related to the article for each box below.

<i>Level</i>	<i>Questions</i>
Remembering OR Understanding	
Applying OR Analyzing	
Evaluating OR Creating	

Question Terms

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Cite	Describe	Adapt	Analyze	Appraise	Assemble
Define	Discuss	Apply	Arrange	Assess	Compile
Find	Explain	Compute	Categorize	Choose	Compose
Give an example	Interpret	Demonstrate	Compare	Conclude	Concoct
Identify	Paraphrase	Dramatize	Contrast	Criticize	Construct
Label	Report	Draw	Deconstruct	Critique	Create
List	Restate in own words	Illustrate	Detect	Debate	Design
Locate	Retell	Implement	Dissect	Deduce	Develop
Match	Review	Interview	Distinguish	Defend	Devise
Name	Summarize	Make	Examine	Hypothesize	Formulate
Quote	Translate	Operate	Group	Judge	Generate
Recall		Practice	Inspect	Justify	Imagine
Recite		Role play	Integrate	Prioritize	Invent
Recognize		Sequence	Organize	Rank	Make
Retrieve		Solve	Probe	Rate	Originate
Show		Use	Research	Reject	Prepare
			Separate	Validate	Produce
			Sift		Set up
					What if?

Adapted from Bloom, 1956, and Anderson and Krathwohl, 2001