Eight Critical Attributes of Teaching a Comprehension Lesson

ME, WE, TWO, YOU

(Gradual release of learning responsibility from teacher to students)

ME

Teacher models the skill or strategy.

1. Explicitly state the skill the students will learn and why it is important.
2. The focus in this lesson is the comprehension skill (not necessarily the content of the text).
3. Assess and activate prior knowledge about vocabulary in relationship to the skill to be learned.
4. Use a "think aloud" to model the critical attributes of the skill.

WE

Teacher models with student input.

5. Use another "think aloud" to provide a second model of the critical attributes of the skill as guided practice for students. Scaffold learning so students are gradually showing responsibility. A graphic organizer might be a helpful model.

TWO

Students work together while the teacher offers assistance.

6. Have students work in pairs as the teacher:
    - Clarifies the next steps
    - Monitors students as they discuss and/or record responses
    - Listens for misconceptions
    - Has students signal agreement or disagreement
    - Discuss why an answer is correct
    - Discuss process used to arrive at their answer (provide evidence)

YOU

Students work independently. Teacher offers interventions.

7. Assign independent activities when students have a 75-95% chance of being successful. Monitor for indicators that students understand the critical attributes of the skill or tool to be learned.
8. Ask students to reflect on why and how to use the comprehension skill or strategic reading tool they have learned.

*This should **not** be an assessment yet, but a chance to work independently so teacher can check for individual understanding.

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Example: Fact & Opinion

ME

Teacher models the skill or strategy.

We will be reading a non-fiction article about Jellyfish. In this article we will be reading many facts about Jellyfish. **Facts** are statements which can be proven to be correct. Facts are proven by:

- Observing
- Reading it from a source that has studied them
- Pictures, dates, maps, numbers

After reading some facts about Jellyfish, you will be able to form your own opinions about them. **Opinions** are statements of how someone feels about a subject. Opinions can be changed. You can agree or disagree with someone's opinion. Opinions may include words such as:

- Great, beautiful, wonderful, best, perfect, nice, always
- Bad, terrible, ugly, worst, awful, mean, never
- I think, I feel, I believe . . .

It is important to know the difference between facts and opinions when we are reading. This helps us to be critical thinkers. The opinions may be the author's feelings (or point of view) and not your own. **Show an anchor chart.**

WE

Teacher models with student input.

Let's take a look at these statements about _____ to learn the difference between facts and opinions. I'll record them on this **T-Chart** as **we** decide (graphic organizer).

Show some factual and opinion statements to sort. Topics should be those students are familiar with (snow, rain, spaghetti, trees, dogs, etc.) This is guided practice with your students to help them learn the difference between the two. Teacher will make sure students are NOT confusing fact-opinion with true-false statements.

TWO

Students work together while the teacher offers assistance.

Now that you have an idea about the difference between fact and opinion, you will work with your partner to find some facts in our story about Jellyfish. On your **T-chart**, you will look **together** for 6 facts about them and write them on the Fact side. Write the page number where you found the fact. If you find some statements you think are the author's opinion about Jellyfish, write them on the Opinion side (with the page#). Then each of you add 2 of your own opinions about Jellyfish. You will have ___ minutes for this.
Teacher's role: Circulate among students, listen in, affirm their choices, ask questions, clear up misconceptions, keep them on task.
Whole class: Share results of partner activity. Clear up confusions.

YOU

Students work independently. Teacher offers interventions.

On the same day (or another day), refer back to the **anchor chart**: Now you will work on your own to sort some facts and opinions. Provide a **T-chart** like you used with students on the WE and TWO parts. Give them some facts and opinions to sort on their own. This could also be an opportunity to use the same article on Jellyfish to work independently to write facts and opinions (similar to what they did with their partner but done on their own).

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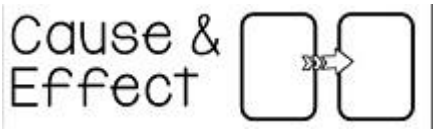
Example: Cause & Effect

We will be reading a non-fiction article about Superstorms. The author wrote it to inform us of different types of super storms. In this article we will be reading what **effects** these storms have on people and property. Storms **cause** many problems. I can show this relationship between cause and effect with this graphic organizer. 

ME

Teacher models the skill or strategy.

We might notice words such as these:

- As a result
- Because of
- Therefore
- The cause is

It is important to identify the causes and effects as we read to understand why certain things happen and the results. This often helps us learn from others' successes and failures. **Show the above information via an anchor chart.**

WE

Teacher models with student input.

Let's take a look at the types of superstorms in our article. I am going to list each one in the left side box of our **graphic organizer**. (Show one box for each type: tornado, hail, lightning, snow, hurricane). These storms cause different problems. On the right side, **we** will list some effects of these storms. (Connect each storm box with an arrow to the right as the above graphic organizer shows.)

This is guided practice with your students to help them learn how one event can cause several things to happen, and how to find it in the text via words, pictures, and captions.

Choose one of the storm types (the first one mentioned in the text) and show how to find the effects and list them in the right hand box. Add the page #.

TWO

Students work together while the teacher offers assistance.

Now that you have an idea about how one type of storm can cause different problems, you will work with your **partner** to find the effects of other types of storms mentioned in the article. Try to list at least 2 effects for each cause. Write in the page # where you found the information. You will have ___ minutes for this.

Teacher's role: Circulate among students, listen in, affirm their choices, ask questions, clear up misconceptions, keep them on task.

Whole class: Share results of partner activity. Clear up confusions.

YOU

Students work independently. Teacher offers interventions.

On the same day (or another day), refer back to the **anchor chart**: Now you will work on your own to match some causes with possible effects.

Provide some cause effect relationships and a graphic organizer like they used with their partner to write or cut/paste the choices. For enrichment or those who need a challenge, provide a cause or an effect and students must tell the missing relationship. Example: Broken window could be an effect. There could be multiple causes: a rock hit it, hailstorm, someone hit a baseball

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