Measure/Skills Assessed: Daze-Reading Comprehension

Daze assesses a student’s ability to construct meaning from text. This measure serves as an overall indicator of reading comprehension skills. It requires use of word recognition skills, prior knowledge, familiarity with syntax and morphology, and cause and effect reasoning skills.

**CCSS for ELA Alignment**

**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

**RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**RL.3.16** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Part I: Interacting in Meaningful Ways**

**B. Interpretive**

1. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

2. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.

**Part II: Learning About How English Works**

**A. Structuring Cohesive Texts**

1. Understanding text structure.
2. Understanding cohesion.

**B. Expanding and Enriching Ideas**

5. Modifying to add details.

**C. Connecting and Condensing Ideas**


**General Instructional Recommendations**

1. Consider whether foundational literacy skills are impacting comprehension and address through instruction.
2. Adjust instruction based on student literacy level by being more explicit and allowing more practice time.
3. Practice comprehension strategies in a student’s native language as a scaffold to comprehension of English text.
4. Teach students to use first language to uncover the meanings of English words through use of cognates.
5. Reinforce comprehension skills and strategies within the context of oral language and other content area instruction.
6. Allow students to demonstrate understanding in multiple ways, such as diagrams and drawings. English learners often understand more than they are able to demonstrate.
7. Categorize errors using semantic (error relates author's message, e.g., reader says houses vs. home) and syntactic (error fits grammatically, e.g., burned vs. burned) cueing analysis to target specific errors.
8. Engage students in daily meaningful oral discussions and constructive conversations to analyze language structures, literacy knowledge, word study, verbal reasoning, etc.

**General English Learner Needs**

1. Level of instructional scaffolding should be aligned to student’s linguistic development on the ELD Proficiency Level Continuum.
2. Engage ELs in Constructive Conversations to develop language and to learn how to extend discourse in a variety of ways in a range of conversations.
3. Students need to use intentionally and purposefully both everyday vocabulary, general and domain specific vocabulary related to familiar and new topics.
4. Engage students in academic conversations around text language analysis and deconstruct sentences to analyze their structure (linguistic features) and make meaning (comprehension).
5. Use student language samples to capture and analyze oral language production.
6. Explicit instruction on how language is used differently considering task, purpose, and audience. Students need to develop awareness on how to self-monitor to adjust use of language.
7. Students need to be aware of the similarities and differences regarding grammatical structures between primary language and English (e.g., constructive analysis). Students need to learn how sentences are constructed in particular ways to convey meaning effectively in different contexts.
8. Provide appropriate linguistic support (e.g., prompt and response starters: What do you notice in the text? I think….) to develop discourse skills.
9. Use prompts that promote extended student discourse (e.g., What is happening in the text? How do you know?).
10. Use Word Hunt activities to support connection between word study and reading.
11. Use semantic maps, graphic organizers, charts and diagrams to illustrate relationships among concepts.
12. Engage in constructive conversations to activate prior knowledge as well as to explain a concept, structure, etc.
13. Engage in constructive conversations around text to actively extend and apply knowledge.

**English Learners need direct and explicit instruction in all components of comprehension instruction below.**

**Components of Comprehension Instruction**

<table>
<thead>
<tr>
<th>Components</th>
<th>Descriptions</th>
<th>Teaching Considerations/Activities/Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic English</strong></td>
<td>Language used in school to help students develop content knowledge and are expected to use to convey understanding.</td>
<td>Engage students in Constructive Conversations using complex text. Create guiding questions around the linguistic features of the text, based on CELDS, PART II: Learning About How English Works. Engage students in academic conversations to practice the linguistic features from the text.</td>
</tr>
<tr>
<td><strong>Background Knowledge</strong></td>
<td>Facts, concepts</td>
<td>Use strategies such as Lines of Communication, Inside-Outside Circle, and connect to prior content knowledge. In these strategies students take turns to respond to prompt, and in each turn students borrow and build on each other’s ideas.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Idiomatic and figurative language</td>
<td>Engage students in creating Semantic Webs, Vocabulary Maps, and Semantic Sorts Activities. Use graphic organizers and visuals to support students visual and oral relationships.</td>
</tr>
<tr>
<td><strong>Language Structure</strong></td>
<td>Syntax, semantics, etc.</td>
<td>Focus on a linguistic structures and provide students with a variety of prompt and response starters to use as they engage in academic conversations. Pared Close Activity: In pairs, students’ work together to fill in a cloze text, they negotiate the words through a discussion providing evidence for their choice.</td>
</tr>
<tr>
<td><strong>Verbal Reasoning</strong></td>
<td>Inference, metaphor, etc.</td>
<td>Engage students in Constructive Conversations using complex text. Think-Alouds to introduce, clarify, and model the language and skills of complex text and content. Engage students in academic conversations around text language. Use graphic organizers and visuals to support students visual and oral relationships.</td>
</tr>
<tr>
<td><strong>Literacy Knowledge</strong></td>
<td>Print concepts, genres, text structure</td>
<td>Engage students in academic conversations around features of the text. Use graphic organizers and visuals to support students visual and oral relationships.</td>
</tr>
<tr>
<td><strong>Metacognitive Strategies</strong></td>
<td>Monitoring one’s own comprehension</td>
<td>Compare &amp; Contrast</td>
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<tr>
<td></td>
<td>Using graphic and semantic organizers Generating questions</td>
<td>Cause &amp; Effect</td>
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<tr>
<td></td>
<td>Using mental imagery Summarizing Answering questions during and after reading</td>
<td>Engage students in Constructive Conversations, using constructive conversations skills of Create, Clarify, Fortify, and Negotiate.</td>
</tr>
</tbody>
</table>

*Note: Patterns marked with an asterisk are found in the mCLASS® Now What 7th Edition Advisor, and are provided under license from Amplify Education, Inc."*

**Daze: Reading Comprehension**

Supporting English Learners Using Data to Drive Instruction

12/1/2016
Comprehension instruction Background

Comprehension is the active process of drawing or extracting meaning from print material. It is not memorization or regurgitation.

Responding to questions and retelling stories provides students with comprehension practice; in addition to these activities, comprehension must be explicitly taught.

Students need direct and explicit small group instruction in comprehension. This includes providing multiple models, guided practice, and independent practice of skills.

In the early stages of learning to read, comprehension instruction should focus on general language skills, literal comprehension, and basic story grammar through three components:

1. Explicit and systematic teaching of foundational language skills.
2. Teaching comprehension related to stories the teacher reads orally to provide practice with listening comprehension skills and facilitate vocabulary development.
3. Teaching comprehension related to text that students read. Texts used will be less complex than those that can be used for oral comprehension instruction.

Comprehension instruction then shifts to inferential comprehension, summarization, comprehension monitoring, determination of main ideas, and use of multiple strategies (Carnine, Silbert, Kameenui, & Tener, 1995).

Types of Helpful Context Clues

Several studies suggest that simple practice in inferring word meanings from context may be just as effective as instruction in specific context-clue types (Kuhn and Stahl 1998). Teaching students how to use context clues to determine word meanings seems to be a logical-and critical-component of vocabulary instruction. Since students encounter such an enormous quantity of words as they read, even a small improvement in their ability to infer the meanings of unfamiliar words can result in a large number of words learned.

Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>The author provides a direct definition of an unfamiliar word, right in the sentence.</td>
<td>A pongo is a barrel-shaped drum.</td>
</tr>
<tr>
<td>Appositive Definition</td>
<td>A type of definition clue. An appositive is a word or phrase that defines or explains an unfamiliar word that comes before it.</td>
<td>At night you can see constellations, or groups of stars, in the sky.</td>
</tr>
<tr>
<td>Synonym</td>
<td>The author uses another word or phrases that is similar in meaning, or can be compared to an unfamiliar word.</td>
<td>My dog Buck travels everywhere with me. My friend’s canine buddy travels everywhere with him, too.</td>
</tr>
<tr>
<td>Antonym</td>
<td>The author uses another word or phrase that means the opposite of, or is in contrast with an unfamiliar word.</td>
<td>I thought the movie would be weird, but it turned out to be totally mundane.</td>
</tr>
<tr>
<td>Example</td>
<td>The author provides several words or ideas that are examples of an unfamiliar word.</td>
<td>In science we are studying marine mammals such as whales, dolphins, and porpoises.</td>
</tr>
<tr>
<td>General</td>
<td>The author provides some nonspecific clues to the meaning of an unfamiliar word, often spread over several sentences.</td>
<td>Einstein rode his bike everywhere. He thought driving a car was way too complicated.</td>
</tr>
</tbody>
</table>

Context Clues-Direct Explanation

Context clues are words or phrases that give readers clues or ideas to the meaning of other words.

Inform students that having knowledge about context clues may help to determine the meanings of unfamiliar words they may come across in their reading.

Using Context Clues Chart

Show students how to use context clues to figure out the meaning of an unfamiliar word that they may encounter in their reading.

Using Context Clues chart to figure out the meaning of the word ‘___’. Ask students to follow the steps on the chart to determine the meanings of unfamiliar words. Independent Practice

Using the same sentence, passage, or text, underline a word. Ask students to use context clues to figure out the meaning of the word ‘___’.

The Vocabulary Strategy

The Vocabulary Strategy is an adaptation of the Vocabulary Rule, a teaching strategy employed in two recent studies by Bauman et al. (2002, 2003, 2005). When encountering unfamiliar words in their reading, students can expand their vocabulary by knowing when to use contextual analysis (e.g., context clues), when to use morphemic analysis (e.g., word part clues), and when to use both strategies in combination. The Vocabulary Strategy is presented in two parts: introducing the strategy and practicing the strategy. These sample lesson models can be used to enhance word-learning strategy instruction in any instructional reading program.

To figure out the meaning of an unfamiliar word that you come across while reading:

2. Look for Word Part Clues Within the Unfamiliar Word.
   A. Try to Break the Word into Parts. (If you can’t skip to Step 3).
   B. Look at the Root Word. What does it mean?
   C. Look at the Prefix. What does it mean?
   D. Look at the Suffix. What does it mean?
   E. Put the Meanings of the Word Parts Together. What is the meaning of the whole word?
3. Guess the Word’s Meaning (Use Steps 1 and 2).
4. Try Out Your Meaning in the Original Sentence to Check Whether or Not It Makes Sense in Context.
5. Use the Dictionary, if Necessary, to Confirm Your Meaning.

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