# **BEYOND DECODING:**

COMPREHENSION & WRITTEN EXPRESSION JENNINGS MILLER, M.ED AOGPE-FELLOW

# **BLOOMS TAXONOMY**



# THE LANGUAGE CONTINUUM:

LISTENING - SPEAKING DECODING - ENCODING COMPREHENSION - WRITING

| A GOOD READER IS A PROFICIENT DECODER, A MASTER OF SEMANTICS, AND A   |  |
|---|--|
| COMMANDER OF SYNTAX DAVID KATZ  |  |
| TEACHING CHILDREN TO "SOUND" GOOD IS JUST THE BEGINNING. THEY MUST KNOW   |  |
| HOW TO CLEARLY ARTICULATE THEIR UNDERSTANDING OF WRITTEN WORD   |  |
| THROUGH THEIR OWN WRITTEN EXPRESSION.   |  |
|   |  |
| BEGIN WITH READING TO REMEMBER  |  |
|   |  |
| Jane ate fish and chips for snack.     REMEMBERING  |  |
| Mom is at the shop with my dad.   |  |
| We will have the pink cake after lunch.   |  |
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|   |  |
|   |  |
| SHORT PASSAGE TECHNIQUES WHEN RECALL FAILS  |  |
| <ul> <li>The kids are jumping rope in the backyard. Jane trips and scrapes<br/>her leg. She runs inside to get some help from Mom.</li> </ul> |  |
|   |  |
| What do you picture?  |  |
|   |  |
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|   |  |
|   |  |

### USING VISUALIZATION TO GENERATE MAIN IDEA

- Sharks are fish. Some sharks are as big as a bus. Others are so small
  they can live in a fish tank. Sharks use gills to breathe, so they need
  strong currents to survive. Sharks have many teeth. When one falls
  out, another takes its place! Most sharks are at the top of the food
  chain.
- What is in each picture? —> That's the subject of your main idea sentence.
- What is happening to the sharks in the pictures?

UNDERSTANDING

• Sharks are fish with lots of teeth, and they can be many sizes.

# RE-TELL STRATEGY USING WEBS \*\*\*NOT FOR STUDENTS WITH DYSGRAPHIA OR LANGUAGE IMPAIRMENT\*\*\*

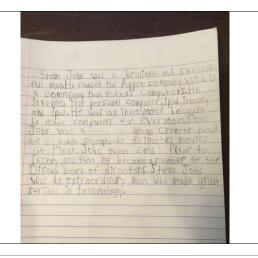
- Student reads passage (or multiple passages)
- Students identify main idea "what"

UNDERSTANDING!

- Students a create web around the "what"
- Include adjectives at the top for use during paragraph construction
- Students craft a paragraphs using all the details and a designated minimum number of adjective.

APPLYING!

# STUDENT READ 3 PASSAGES ABOUT STEVE JOBS Vertilisant Creative Print yellor Street Steve Company Vision Company



# RETELL USING HIGHLIGHTING AND NOTES FOR KIDS WITH DYSGRAPHIA, LANGUAGE IMPAIRMENT, AND/ OR EXECUTIVE FUNCTION IMPAIRMENTS

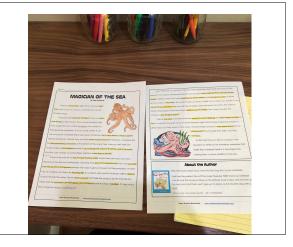
- Read a paragraph
- Reread and highlight key details (model this!)
- Remove text (THIS IS IMPORTANT!)

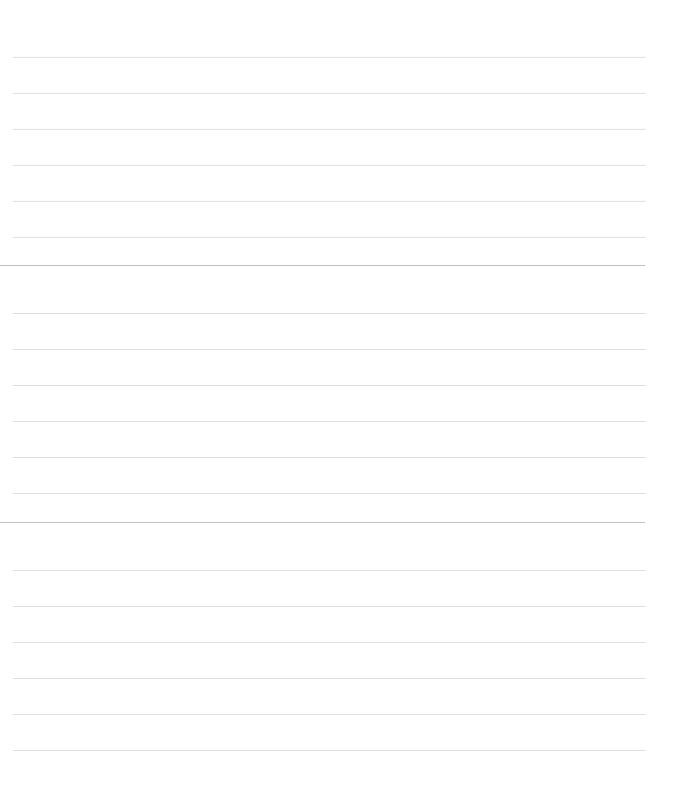
REMEMBERING!

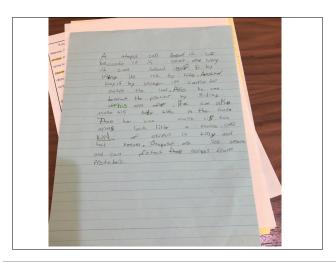
- Students make bulleted notes from memory
- Repeat steps until passage is complete (this may take multiple sessions)
- Students generate a main idea from notes and craft a summary.

UNDERSTANDING!

APPLYING!







# Let's try one...

While many children and adults have enjoyed books by Dr. Seuss, few know about the man himself. Dr. Seuss was born in 1904. His parents named him Theodor Seuss Geisel. He grew up in Springfield, Massachusetts and went to college in New Hampshire. In college, he wrote for the school newspaper. It was then that he created the permane, Dr. Seuss. Seuss thought he would become a professor, but a classmate saw him sketching and suggested that he become an arrist.

After college, he got a job as a cortonist for a newspaper. During World War II. Seuss worked as an artist for the Army and mode different kinds of war movies and films to train the soldiers. Publishers saw his work and wanted him to illustrate a children's book.

Dr. Seuss had a slow start as an author. His first book almost did not get published. However, after many months, his persistence paid off. Seuss got a contract with a new publisher and began writing more books. While writing, Dr.

Seuss often wore silly hats to help him relax. This led to The Cat in the Hat, his most famous story. For years Dr. Seuss wrete and illustrated books with his style. He won many owards for his books and many were made into movies and tv shows. The name, Dr. Seuss, became very popular in children's literature. Though Theodor Geisel passed away in 1991 at the age of 87, his books live an.

When did he decide to become an artist?

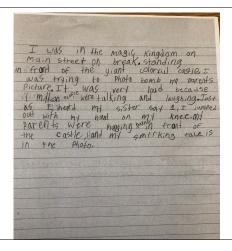
Why do you think Dr. Seuss's books have been popular with

What is your favorite Dr. Seuss book and why?

### WRITING CREATIVELY: DESCRIPTIVE WRITING

- Provide multiple examples of descriptive text and have students identify the presence of structure words
  - what, color, size, shapes, perspective, background, where, sounds, when, movement, mood, number

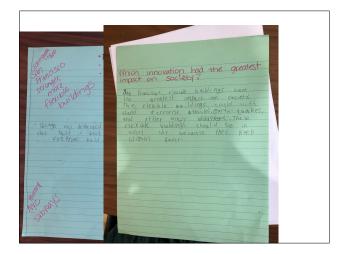
# CHOOSE AN EVENT THAT THEY REMEMBER CLEARLY! A PHOTOGRAPH IS HELPFUL!

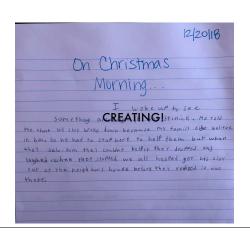


# **BEYOND SUMMARY**

## COMPARISONS, OPINIONS, & ORIGINAL WORK

- These are higher level operations!
- Kids must demonstrate success with the remembering, understanding, and applying steps first!
- For Comparisons ANALYZING and Opinions EVALUATING
  - Follow steps for generating main idea for each "what"
  - · Identify differences and similarities
  - Generate new main idea statement for beginners this could be "A & B have many similarities and differences."
  - Provide clear structure for crafting paragraphs.







| "HUMANS ARE BORN WITH THE GENETIC BLUEPRINT FOR DEVELOPING LANGUAGE, AND NEED ONLY THE NEURAL AND MECHANICAL "HOOK-UPS" FUNCTIONING SMOOTHLY AND COOPERATIVELY, TO BECOME GOOD COMMUNICATORS AND SUCCESSFUL LANGUAGE USERSMARGARET RAWSON |  |
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