

Transcript: COMPREHENSION

Why is it important to include comprehension discussion in Guided Reading lessons with struggling readers?

COMPREHENSION DISCUSSIONS 1, Maryann McBride, Reading Recovery Teacher Leader

I think you know like I said meaning is the glue and the grease of reading. You don't have reading without meaning, and meaning is comprehension. So you've got to get kids to do the basic things that they're going to do. You got to do it quick and talk a little bit about the story. Otherwise they get the sense that they're just reading the story for the words. Yeah. I want to learn to take words apart. And I want you to learn these phonemic relationships and yes I want you to do that, but I want you to enjoy the story and I want you to see yourself in the story and I want you to be able to relate the story.

T: All right, girl, do you want to do Shopping, Rosa at the Zoo, or Ten Little Bears?

S: (pauses)

T: I know, it's a tough choice.

S: They're all my favorites!

T: I know.

S: (picks book).

T: Rosa at the Zoo

S: Like Bella when she went to the zoo

T: Like Bella. And like Pip. They all go to the zoo, don't they. How about you, have you been to the zoo?

S: A lot of times.

T: A lot of times.

S: (reading) We went to see the elephants. We – no, It was having a bath. Rosie likes baths. Sh-she looked at the elephant and said, "Me too, Me too! No Rosie, said Dad. That bath is for elephants.

S: (reading) The elephant- the elephant looks at Rosie. It – it – it looked up its trunk. Whoosh. Rosie – Whoosh! Rosa w-was wet all over. There you are, said Dad. No bath. No bath (with inflection). But you did get a shower.

T: Yea. How come she got a shower? What did she say to the elephant?

S: Me too! Me too!

T: Me too! Me Too! What did he think that meant?

S: He thought it meant, she wants a bath.

T: Yea, just like he was taking a bath.

COMPREHENSION DISCUSSIONS 2, Emily Garrett, Springfield Elementary School, (Level 4)

Usually after we complete our reading of the book, we do talk about the meaning, things that they've noticed throughout the text that happened, or maybe they can predict what's going to happen next. Like I said, there's a lot of Kitty Cat/Fat Cat books, so I wanted to plant that Kitty Cat is always going to cause trouble and so you just need to know that she's going to be safe throughout this story. I wanted them to think about that part at the end that Kitty Cat is kind of smart, she knows, I can fit through this door, he can't, let me get back so I won't get attacked by a Fat Cat that's mad at me for chasing the bird away. I always like to gather up that information for them to make sure that they have understood that the story had a meaning. Sometimes they can just read it and not really know what they've read about. So I do like to talk about afterwards, you know, what did we read about? What happened in this story? And what did you notice?

T: (turns to next child) What's tricking you, T?

S: (reading) Fat Cat is Safe.

T: Safe. You're right. See. Everybody turn to the last page. She's safe because what did she do?

S: She went in the house.

T: And what does she know? Who cannot get there?

S: Fat Cat.

T: Fat Cat.

S: He's so fat he can't even fit through the hole.

T: He cannot fit. So she's safe from him. Why did he want to get her?

S: Because she scared the bird away.

T: That he wanted. Yep. Good.

Katie Babb, Springfield Elementary (Level 5)

T: Wow, let's talk about our story. Tell me, what happened in the beginning of the story. What did you read about? M, what did you read about first? What was the very first thing that happened?

S: Baby Panda was running with Mother Panda.

T: Yes, and then what happened in the middle? Oh, this is where the problem happened. What happened, T?

S: Baby Panda falls.

T: He fell, yeah, didn't he, and he went down the hill. And what was wrong? What else happened? So he fell down the hill. Tell us a little more that happened in the middle.

S: And Momma Panda looked in the trees, looked down the hill and up the hill, and then that big cat saw her.

T: She saw the big cat, didn't she. So tell me what happened at the end. What happened, A, what happened at the end of the story, the last part?

S: She got saved.

T: She was safe, wasn't she? Why was she safe?

S: Cause the cat was trying to eat her

T: Well, and who got her? Who was she with at the end of the story? Who was Baby Panda with?

S: Momma Bear.

T: We're reading about Panda, he was with his – mother, right? And we know that mothers keep you safe.

How do we support comprehension in our GR lessons with struggling readers?

SUPPORTING COMPREHENSION (Levels 13-15) Maryann McBride, Reading Recovery Teacher Leader, Clemson University

Kids who don't read aren't any better off than kids who can't. So I don't want to make kids readers that aren't going to read. So I want them to enjoy story and I try to use what I ask and what I talk about with them to make the stories personal to them to get them to make the inferences and the connections because it's the connectedness of reading. I'm teased all the time - I'm a really huge Harry Potter fan and to this day I will never understand why people thought Harry Potter was going to die because he was the hero. And then in stories where heroes are tried they always come out on top. That's the traditional literature. And so Harry Potter wasn't going to be a tragedy. You don't write a story about a mother's love for a child and have a tragedy. So he wasn't going to die. Maybe everybody else around him was going to die. But he wasn't going to die. Why do I know that? Because I'm a reader. I've read enough stories to know that. And even though these are little books, they contain the elements of all the great stories. You know even if you look at *Rosa at the Zoo*, it's like it's organized like every story. There are three events. She runs into three animals and the third one has the surprise. And there's that's how stories are organized and that's how if you know that and something about stories I think comprehension is richer for you. I think you see the connectedness between one story and other. And I think it helps you to want to read more and want to enjoy that because you can anticipate, you can infer, you can do those things and it can be done very quickly. It doesn't have to take 40 minutes but you do have to vary your questions.

S: (reading) The wolf had eaten all the sheep. (looks up) Oh!

T: So what are you thinking?

S: He ate them.

T: He did. That wolf got them.

S; Stupid wolf. Bad wolf!

T: The wolf was bad. Who else was bad?

S: Him.

T: Yeah.

S: He made them go on

T: Yes, because what did he keep doing?

S: He kept playing the trick.

T: He kept playing a trick on them. They said, "Oh, we're done. We're not coming."

T: And you said at the beginning of the story you didn't know what was going to happen to Mrs. Spider's web. So what did happen to her web?

S: It broke.

T: Why?

S: Because the fly got into the web.

T: So what did Mrs. Spider do about that?

S: She cried.

T: She did. I bet she was upset. And then what did she do?

S: She made it again.

T: Right. Because you know what spiders are good at?

S: Making webs.

T: Making webs. They work. Like you work. Really, really hard.

S: Is there another book where, like the same exact spider, she makes a web, and then all her babies are like, in the little circle.

T: Oh, that would be an interesting story. You think she would – what would she use the web to do then, if she put her babies in that web?

S: She would first, well, she had a big tummy. First she would make the web, and then if a fly got in, she would just wrap it up, and then once the babies come, they're going to eat it.

T: Oh,

S: Just like in Charlotte's Web!

T: Just like in Charlotte's Web.

I could get up and show you she got several books that she's written on additional things to because she gets the story. See this story rabbit and bear made cookies and they make too many cookies so they decided to share them. And then in the end at the end there were they had no cookies and they hadn't even had one. So they went back and made some more cookies so she wrote. You know now that they have a bunch of cookies again. So she said I will take a bunch of cookies and eat them with my family. So you know I think when you do those kinds of things with children you get them to see the richness of story and enjoy it. Because our goal is not just to raise their level of reading and raise their processing but raise it in a way that they will keep on being readers and writers.

I mean this is a kid who says -I mean she said at the end, I know another spider, Charlotte's Web, I saw the movie, and you know she wants all this to go together and build this world around her and reading is really how we learn about the world around us how we've learned to have empathy, how we learned to have all those traits that we'd like and the best of them come from these stories.

Why and how do we support inferential thinking about the story within the Guided Reading lesson?

INFERENTIAL THINKING, CC Bates, Clemson University

When I'm thinking about supporting comprehension I'm always thinking about supporting of course their literal understanding of the text, but more importantly, their inferential understandings. So you know kids are really good about being able to go back and tell me what happens at the beginning of the story, what happens at the middle and what happens at the end. And those are important understandings and so early on I'll scaffold for those things and I'll show them how to go back into the text. I think that's really important that kids understand how to go back and find sometimes, like I may have missed something, but I can flip back in the book and see what happened in the middle. So early on I am pushing for those types of understandings that are important and contribute to a child's inferential thinking. But most importantly I really want to get to their ability to have a bigger understanding about the characters and the overarching human condition. Does he begin to see some of those universal themes like love and friendship and how there may be problems in stories but those types of themes like friendship will help solve the problem in the text.

In *Mushrooms for Dinner* his mother and father bear always think baby bear is too little. Oh he can't help but he is the one that always comes through in a pinch. He's the one that sticks with it when they're fishing and catches the fish. He's the one that climbs the tree and sees the mushrooms. So I am also simultaneously trying to help children understand how those themes are not just in this book but also in other books. So I'll begin to teach them how to make text to text connections. I may pull out another book like *Little Bulldozer* and get him to begin to make some connections. How are Baby Bear and Little Bulldozer the same?

S: (reading) bears all had fish and mushrooms for dinner.

T: Right. So let me ask you a question about Baby Bear. Who finds the mushrooms in this story?

S: Baby Bear.

T: Who gives up?

S: Father Bear.

T: Father Bear gives up. And it's always little Baby Bear who comes through, right? Do you know another character that's like Baby Bear, they always think he's too little. (Brings *Little Bulldozer* book out.)

S: (reads title) *Little Bulldozer*.

T: Right. How do you think Baby Bear and Little Bulldozer might be the same?

S: (inaudible)

T: What?

S: They don't give up.

T: They don't give up, that's exactly right. They both keep working, right? Even though everyone thinks they're little, do you remember in *Little Bulldozer*, what did they think about Little Bulldozer?

S: He was too little to help them.

T: He was too little to help them.

S: He was too little to help a fire.

FROM BOOK INTRODUCTION TO AFTER READING, CC Bates, Clemson University

The other the other concept about this and this really links back to the book Introduction is that you know early on I'm paving the way for that overarching - I'm identifying that in the book Introduction.

So like always baby bear doesn't give up. You know I want to remind him that that's part of that idea that you don't give up. And in the end you're successful. It's perseverance that's a universal theme of perseverance. And so in the book Introduction I'm always thinking about if I've identified that when I come back to it at the end of the text reading I'm going to ask for support from the child to explain to me how he did persevere.

There's this I think a nuance between linking the way we introduced text to children and then also the way we follow up in the types of questions we ask. And if there isn't a connection between both of those then there is a disconnect and that disconnect is going to show up in the way that children respond. So I've got to figure out how to support them both in the introduction but also in the way that I come back and question the child.

T: What does Baby Bear do? What does Baby Bear say? (reading) I'm

S: good at finding mushrooms.

T: Right. He says, "I will go." So he goes (turns page), and does he give up?

S: NO

T: No he doesn't. Even when he doesn't get any help.

S: No

T: What does he do to help himself?

S: Climbs a tree

T: He climbs the tree. That's exactly right. He doesn't give up and he climbs the tree. It's a place where – you told me – what does climbing the tree help him do?

S: See from up high

T: And he saw that circle of mushrooms.

So it's not about I'm giving them this overarching meaning so that when I ask them a question at the end they can give me the response that I kind of paved the way for when I introduce the text. It's really there to kind of help them think in a big picture way about what this story is actually about. And then what that does is it serves to guide them through the episodes that occur in the text and feeds them forward into that text and helps them then integrate a processing system that accounts for their ability to make sense of text. He decided he was going to climb the tree so he could get a better view and look for the mushrooms. So it's not just that oh he decided to climb the tree because he's a bear and oh there's a mushroom. You know there are the mushrooms. He intentionally climbs the tree to get a better view because he's not giving up.

SCAFFOLDING INFERENTIAL THINKING, CC Bates, Clemson University

One of the things that concerns me when I'm working with children, when I ask questions, especially inferential questions, like How does this character feel, oftentimes I'll get happy or sad. And that's it. And I really have concerns about leaving it there. Like right first of all it's a response. And sometimes I think then they were looking at me and I smile and say great, then they'd given me the right response. But I also want them to understand some deeper, more complex emotions and feelings that characters have, because that's really important to being empathetic around the characters that they're reading around and to develop a deeper understanding about what as texts become longer and more complex internal struggles for example that characters face. So I don't want to just leave it happy or sad. And so I really push a lot on how characters are feeling and how their feelings change over time depending on the problem and solution. And so even if he doesn't have words to attach to those emotions I want to begin to develop an understanding around those feelings so he can describe in more detail characters, change in characters.

This was his running record book today [*Pip and the Little Monkey*] and I think the question I asked was and I will write the question on the bottom of my running record because what happens is oftentimes if I'm not careful I immediately want to go back to where I want him to work, basically the teaching point that I feel is most important from this text and I want first and foremost for him to understand this book as the reader. It's not about let's go back to page 11 and try this again for me. So I have on the bottom of my running record, "How did Pip's feelings change in this story" and when I asked that I can see in his eyes that's a pretty broad question. So let me go back and take you through the text and help you understand exactly what I'm asking. I'm really trying to scaffold his understandings and in other words if I come in and do all the work and he just nods along as I supplement happy or sad, then when he walks away I'm not quite sure what he really understands. So I do that early on to teach for those things, but then I also gradually release that back to the child to see if they've taken it on.

S: (*reading*): The little monkey jumped and jumped. It was happy. Pip was happy too.

T: How did Pip's feelings change in this story? How did she feel here?

S: sad

T: Why was she sad?

S: Because she didn't want him to leave.

T: She didn't want to leave the monkey. They were having fun. (turns page). How did her feelings change and what did she see happen here?

S: The monkey runs to her mom.

T: The monkey goes to his mom. That's right. (turns page) So how does that make Pip feel now?

S: Happy

T: Right. Why is she happy now?

S: Because he's back with Mom.

T: He's back at home. She realizes she can't keep him, he has to be with his Mom.

So where I'm headed with him right now is I'm trying to give him broader questions. Again the initial question was How did Pip's feelings change in this story. But when I don't get an immediate response, which I didn't expect for him to say, well Pip was really sad and she wanted to keep the monkey at home. But when I took him back in which is what he needs to do as a reader he's got to find evidence in the text to support his responses and his inferential thinking about how these characters feel. So I take him back to the places where he needs to do that and he's able to do it. So hopefully in a week

when I say How did Baby Bear's feelings change over time in House Hunting, he may be able to do that without me taking him back into text. So it's that gradual release of being able to ask more general questions about inferential thinking and him getting a hold of that and being able to talk about the text and if need be go back into the text independently and show me his thinking.

How do we support readers in transitional text with comprehension as they read?

STRATEGIES FOR RECALLING AND SUMMARIZING INFORMATION, Ashinique Owens, Nevitt Forest Elementary School

Listen, boys and girls, when I start you reading. Everyone has a sticky note in their book. After you finish reading, I want you to come back and write down your key word for each place where there's a sticky. Do we understand?

S: (writing on sticky note)

T: You wrote the word "tomato" down. Tell me what "tomato" is going to help you to recall.

S: It's going to help me recall that the sauce is made out of tomatoes.

T: OK. Where do they get it from?

S: They get it from – tomatoes?

T: But where do they get the tomatoes from?

S: The farmers grow the tomatoes.

T: That's a good key word. Keep going. Go back and read that and do your key word.

T: So let's talk for a second. What did you write?

S: shreds

T: shreds. OK, so what is that going to help you recall?

S: When the cows make the cheese

T: Do the cows make the cheese?

S: The farmer milks the cows, and then the farmer makes the cheese.

T: What does –

S: The farmer milks the cows, and

T: So you wrote "shreds" – What's shredded?

S: The cheese.

T: The cheese. So tell me about that.

S: The farmer shreds the cheese. And they get the cheese to the store.

T: They do, but listen, the farmer doesn't shred the cheese. What does it say about – what does that say?

S: (reads) The pizza maker shreds the cheese to go on top of the sauce.

T: OK. So what does shred help you to recall?

S: It helps me remember that the pizza maker shreds the cheese.

T: For what?

S: For the pizza.

T: OK.

Elizabeth Arnold, Hodges Elementary School

These kids are also practicing STP, we've been doing that for a couple of weeks now, where they read a little bit, and they have to stop, cover up, and retell what they've read so far. Stop, think, and paraphrase. It gives them a chance to really read more thoughtfully.

T: While you're reading, what do we need to do as readers?

S: Stop, think, and paraphrase.

T: OK, so when you read a page, maybe 2, no more than that, I want you to cover up the picture, and I want you to say out loud what you just read, what is happening in the story. OK?

T: *I'm glad you fixed that up. That wasn't making sense, was it?*

S: CAPTION: Should I stop, think, and paraphrase here?

T: Absolutely. That way you'll make sure that you are understanding everything that's happened. So did you stop, think, and paraphrase here?

S: (Shakes head no)

T: OK, so you're going to stop, think, and paraphrase now. So stop, think and tell us about what's happened so far.

S: So he was reaching up for his Mom, and his whole family was there. And he lifted up his trunk and tried to eat some grass with it

T: That sounds like a very good STP so far. We always think, think, think as we read.

MAKING THOUGHTFUL PREDICTIONS, Elizabeth Arnold, Hodges Elementary School

T: Tomorrow, you'll get into the really exciting part, because you guys are already thinking forward. So let's make a prediction.

S: I think he might be able to handle it.

T: You think he might be able to handle whatever it is?

(all talk at once)

T: Hold on, I want to ask you a question, can you make a prediction about what you think is going to happen, from what you've read in the story? And tell me what do you think is going to happen?

S: I think he's going to run from the lion – the tiger

T: Do you think it's a tiger? We'll find out. I don't know.

S: And run to his family, and the mother's gonna beat up the tiger.

T: So the momma's gonna take care of it. What do you think is going to happen?

S: I think he might go (inaudible), like , or his like, his cousins to help

T: OK, so we're thinking, he's got all this family. You're thinking the family is going to help.

S: If the lion gets him down on the ground, I think he can use his trunk, because he might be able to pull him and drag him down on the ground.

T: So maybe the trunk will help. What are you predicting?

S: Probably the momma will get him away from the lions, and he don't get away from the lions, he will get eaten and he's not gonna stay alive.

T: So you think he might die? Is that what you're predicting, or no, you think he'll be fine?

S: I think so because lions run fast.

T: Lions run fast. I think that's a good prediction. It would be a sad prediction, but – OK, G is the only one who hasn't made a prediction.

S: I think his Mom will help him, because usually when stuff happens like that, if the Dad's there, or the Mom, if the Mom's there they will actually take in the action and try to get it.

T: D, we'll find out tomorrow what happens. And it's OK if our predictions aren't just right, we're just thinking deeply about our story.

We should all be making predictions when we read, because it does show that you're understanding the story and it's important that you be thinking about what could happen next. So I did hear E__ say, C__ you weren't right, it wasn't a tiger. So I just wanted to make sure that they knew that it's not about being right or wrong, it's about being thoughtful and logical with what you're predicting. And then to make sure that N didn't feel – she had predicted it could end in death for Nelson, and her prediction was really well thought out. She was thinking these are fast lions, and that happens in nature. So I wanted them to understand that it's not about being right or wrong, it's about being thoughtful and thinking more carefully about the story with predicting. And we've also talked so much about how predictions can change from page to page, so that they're constantly thinking about their story and what's coming next, just so that meaning is solid.

I thought they were all using what they knew from the story and also making connections to what they know outside of this book into making really thoughtful predictions.

PROMPTING FOR COMPREHENSION STRATEGIES, Elizabeth Arnold, Hodges Elementary School

T: Oh, so what are you predicting is going to happen?

S: He's going to run down here to help.

T: Read and find out, because this page is going to give you some information about that.

(S reading, T turns to next child)

T: You think the mother's helping. Is she already in the story, or are you just predicting?

S: No, I already read that.

T: So who's this one?

S: The mama

T: Look again. You read that page, because that's not his momma yet. Reread.

T: Where are you stuck?

S: "fled"

T: What does "fled" mean?

S: (shrugs)

T: You've got to think about your story.

S: Run away?

T: Oh. So when you're stuck on a word and not sure what it means, we can check the picture, we can reread, and what is the one you always like to do when you're not sure what a word is?

S: (inaudible)

T: Well, I often hear you say, I'm going to put another word in the sentence and see if it makes sense.

T: So does it make sense – "They turned and ran away." Is that what they're doing?

S: Yes

T: That works for you. So what does "fled" mean?

S: Run away.

T: That's a very good strategy that you learned to use.

S: (reading) ..the grass. His trunk was not big enough or strong enough.

T: Are you right?

S: Because he's – they've got it stronger, he don't, cause he's just a baby.

T: Yeah, just like us when we were babies. We're not very strong as babies, right. The older you get, the more you eat, the stronger you get. That makes sense. Keep going.

S: (reading) "For a long time after that, they did not play too far away from their family." They're not going to do that again.

T: What? Did they learn a lesson?

S: Yes

T: What did they learn?

S: To not leave behind.

T: To not leave

S: Leave Nelson behind.

T: Nelson learned to stay where –

S: with his sister.

S: The family came

T: The family came

S: Cause Nelson did not want to be left behind. If they not coming, he would of died. T: If they wouldn't of come, you're right. Yesterday, you said that lions were very fast, and they were strong, and you

were worried that something would happen to him. Your prediction was a very good prediction. Thank goodness the author decided to let Nelson be saved, right?

COMPREHENSION DISCUSSION, Elizabeth Arnold, Hodges Elementary School

I really think that kids need lots of opportunities to talk. We know oral language is a big indicator in success in reading and success as a writer, so the more they talk, the easier reading is going to be and writing is going to be.

Yesterday, I asked you to stop and make a prediction. And you guys were very thoughtful. You were thinking about the story; you were thinking about what you know about animals, and made very, very thoughtful predictions.

S: Lions are the ones that have like the little beards.

T: Let's talk about that.

T: It could have been that tigers were coming. Was that a good prediction? Sure. Now that we've read, though, we know what happened, so we can take what we learned, and we can talk about what did come true in the story, and what the author decided to have happen in the story. Now you said, that is not a lion in that picture, because it doesn't have the big mane.

S: Well mothers don't.

T: Oh! Tell us what you know about that. OK, let G tell. What do you know about that?

S: They don't have manes, only the boy lions do.

T: Only the males have the manes. Now in the story, they didn't just call them lions

S: They called them lions-ss

T: You're so close

S: lioness

T: lioness A lioness is the girl, is the female. So these were not males hunting down elephants, these were the females. And I'm pretty sure I'm right about this. I think that the females do most of the hunting. And I think the males, they just get to eat the food.

S: They might guard the babies though, while they do that.

T: You think they guard the babies? We'll have to learn more about that.

S: (all talking)

T: Wait, don't step on each other's words. One at a time.

S: Maybe she goes and gets the food, and he protects the babies.

T: That's a good plan.

S: Well, I think they should both do it. Because one can go hunt food, and if anything tries to get it, then, like, boys –

T: You think boys should do both jobs.

S: Yea.

T: Yea, that would be good. But I'm pretty sure they don't. Look at all these females. Lioness.

Comprehension: Growth Over Time

CHANGES IN READING OVER TIME, Katie Babb, Springfield Elementary School

I served G in kindergarten in small group and have been serving her obviously in small group in first grade as well. We did pick her up for reading recovery and I've seen tremendous growth from the time that we started serving her in Reading Recovery until now.

October small group lesson

(kids reading)

T: ff – what would make sense?

S: ff-oo-rr

T: Now look, G, go back and reread when you get stuck like that, and see what would make sense.

That was good looking, go back here and make it make sense too.

S: (reads): Big Chimp wakes us. Big Chimp is looking for Little Chimp.

T: So, G, when you get stuck like that, look what you can do. Go back and reread, OK, and think about what would make sense. That was good looking. Make it make sense.

After 5 weeks in Reading Recovery

S: (reading) Where are you going Aja Rose? I'm going to climb a tree. Can we come with you, Aja Rose? I'd LOVE you to come with me.

T: And I think that's exactly how she would sound. She's a good friend, isn't she? I'd LOVE you to come with me.

S: (reading) Little Dinosaur hit the crab and it came off his nose. Little Dinosaur looked up. Help! Help! Help! A bad day for Little Dinosaur.

S: (reading) Little Dinosaur ran to his hole. And in he went. A lucky day for Little Dinosaur after all.

T: Hmm, your voice sounded really good on this one too.

T: All right, so what happened. This said it was a lucky day. Why was it a lucky day for Little Dinosaur?

S: Because he went back in his hole.

T: Yes, and if you think back at your whole story, what was happening to him on every page?

S: He had a bad day.

T: Everything went wrong, didn't it? Until finally, on this page, this was the only thing that went well.

What did he do?

S: He went in his hole.

T: So it's going to say up here, "And in he went." That means he went into his hole. Practice that again.

S: And in he went.

T: Oh, yeah. In he went.

DIAGNOSING THROUGH OBSERVATION, Katie Babb, Springfield Elementary School

When I pulled her and I started reading one on one with her, you do learn so much more about the kids when you just have them one on one and so during roaming I quickly realized that she did not understand story at all. In the group we had really worked on sight words because she didn't have those either, she just had so much – she was really not holding onto her sight words and I noticed she just sounded out each word letter by letter. So those were some of the things I knew we were going to have to work on, but we were reading *The Gingerbread Boy* and I got to the end of the story and we were talking about the crumbs here and I said something about the gingerbread boy being eaten and I said well, what do you think happened here and she said those are rocks. So that was just an aha moment for me. She had no clue that he just ate the gingerbread boy. So I quickly realized with G, she could tell you what happened on this page and she could tell you what happened on this page but as far as putting the whole story together she just did not understand that all of this goes together. And then when I explained to her these are crumbs, you know this whole book was about all these characters trying to catch this gingerbread boy and that's what the whole book was about, and here the fox finally got him. When I realized that I thought, wow, you know we have done a lot of work with words, but we've got to get her to where she understands the story and understands that all of this goes together. There's going to be problems in the story and there's going to be a solution a lot of times, and thinking about what happened in the story.

I just I just knew that I was gonna have to prompt for that and really explain these things to her to get her to think in that kind of mindset because it was very literal on you know if it wasn't on this page she didn't really, she wasn't thinking and inferencing as she went along and I know that's that's a harder on deeper part of comprehension but it's one that we have to start to think about and move out of that just right there, literal type of understanding. So I've worked on that from day one. This is lesson 25 for her so she's come a long way pretty quickly now that she I think she's put that together.

SUPPORTING PROGRESS THROUGH UNDERSTANDING STORY, Katie Babb, Springfield Elementary School

I chose a lot of these books because they do have such a strong story line and there's usually a problem and like I said they're just fun to read.

When I give her the book introduction, I would stop her for a while and make her tell me now what's this whole story going to be about? Like using my gist, what the story is going to be about, thinking about that all the way through the story so that she's not just right here on this page but what is the story going to be all about.

T: Now this one's called *A Lucky Day for Little Dinosaur*, so it's the same Little Dinosaur and this time he's brave, he's going to come out of his little hole because he's hungry. And he's going to go out and look for some more food, except for this time, he's having a lucky day. He finds all kinds of things to eat. Let's read about his lucky day and all the things that happen.

S: Is it tomorrow?

T: Well it could be the next day, we don't know. It doesn't tell us. He might have stayed in there for a day. I would have. So look, what's happening here?

S: Little Dinosaur came out of his hole.

T: He came out, yep. Remember, what did I tell you this story was all about?

S: All about a lucky day.

T: He's going to have some good things happen. So see, he's relaxing here.

One thing I've tried to do with her, when she gets to the end of the sentence, we'll stop, and sometimes I'll repeat it back to her, to get her to where she's listening to herself. Because I think that is much harder to read all the way through, and then think, did that make sense. Sometimes it would make sense to the point of error, but if you keep on reading, it doesn't make sense. So you should stop, if you're really listening to yourself and thinking about your story. So I stopped her, sometimes when she's right, sometimes when she's wrong, and repeat it back, and make her look at me, and listen to what she's saying. I'll repeat it back to her and say, "Does that make sense? Could we say it that way?" And have her decide, yes or no.

Also you heard me talking a lot about fluency with her because she just didn't understand you know the characters are talking here and you know think about what they're saying and what's going on with the story. So we've worked on that quite a bit. I modeled that, modeled that, just lots of talk about what's going on in the story and I really do think that's helped her quite a bit.

This book was pretty easy for her, but even these structures here like, "Dad, Dad, can we go in the castle?" Just really explaining to her, they're talking to each other. She's calling out to Dad, so see how we're going to read this, "Dad! Can we go in the castle?" Helping her to start to see this punctuation and start to phrase it to make it make sense, so she understands what's going on in the book.

S: (reading) Come on, said the fox, come on. Yum, yum said the fox. Hey, we were going to get that, we said.

T: Who, who did we say said that? Who's they – they said?

S: the old man and the woman.

T: That's right. They were upset, because hey, we were going to eat that. That's probably what they said over here. That was really smart. And I like how you read that. You stopped right here at this comma, "Hey, we were going to eat that." I like how you did that. And right here, you stopped right

here. And you were thinking about your story. The fox said, "Come on!" Did you hear your voice? Were you listening to it? It sounded really good.

BUILDING BACKGROUND AND CONCEPT KNOWLEDGE, Katie Babb, Springfield Elementary School

We read *Sally's Red Bucket*. It's about this girl who goes to the beach and she starts playing with her friend and the bucket gets washed out in the ocean. I quickly realized G has never been to the ocean, so she didn't even understand that the waves would come in and take the bucket back out. So I knew I had to explain that to her, this is what happens. I even brought up my phone and showed her how the ocean comes in and goes out, just to help her start to understand why this happened. I think we can so easily overlook the things that we take for granted because we understand them, but if they've not had the experience, and some of the concepts. Even when we were reading yesterday, she called the crab a crocodile. So I just had to explain to her, this is a crab, and we talked about the pinchers that will pinch you, just to make sure she understands that.

I think it's just making sure, knowing your kids and knowing that maybe she hasn't had some of the experiences with the beach and some of the concepts, just making sure that she's understanding what's happening in the story. Because I think we can get caught up in the words quite easily, and we don't want to take it down to the word level. And I always, even when she was breaking words, I always take it back to meaning, just to be sure she understood, yes, I can take these words apart, but I still have to make it make sense. We've got to build this background, what they're missing, it's our job to build those experiences through the books.

Here, I didn't tell her "beach," went down the beach, but we've read several books – Sally and the Waves, and all of those settings are at the beach. So we've talked a lot about the beach. Well, in here you can see that she's starting to understand what the beach is like, because she didn't even question that, and she completely understood it. And I think she loves it. I just feel like her reading is a joy now, versus, let me just read the words.

I saw a shift as to where her voice started to change and you know I just modeled, think about what they would say and how they would say it and I really tried to choose books that would lend itself to that and so then I started noticing where she started to talk about the stories as she's turning the page and that's what I do I bridged a good bit when she was turning the pages just to get her to continue thinking about your story and what might happen next.

S: (reading) A Lucky Day for Little Dinosaur. Little Dinosaur came out of his hole. He went to sit in the sun.

T: It's a good day, isn't it? He's relaxing in the sun.

With G, like we said, she's so quiet and so complacent, I just didn't really even realize that she really didn't understand the story. In a group – you've got to pull them in groups, and work with them in these small groups in the classroom. But I also think it's very powerful to also have independent reading where you have these individual conferences. I know classroom teachers cannot do what Reading Recovery teachers do, but in your classrooms when you're having these side by side conversations, I mean like two minutes, one minute, that you can spend with them, how powerful that can be, and you can start to realize what she's doing by herself.