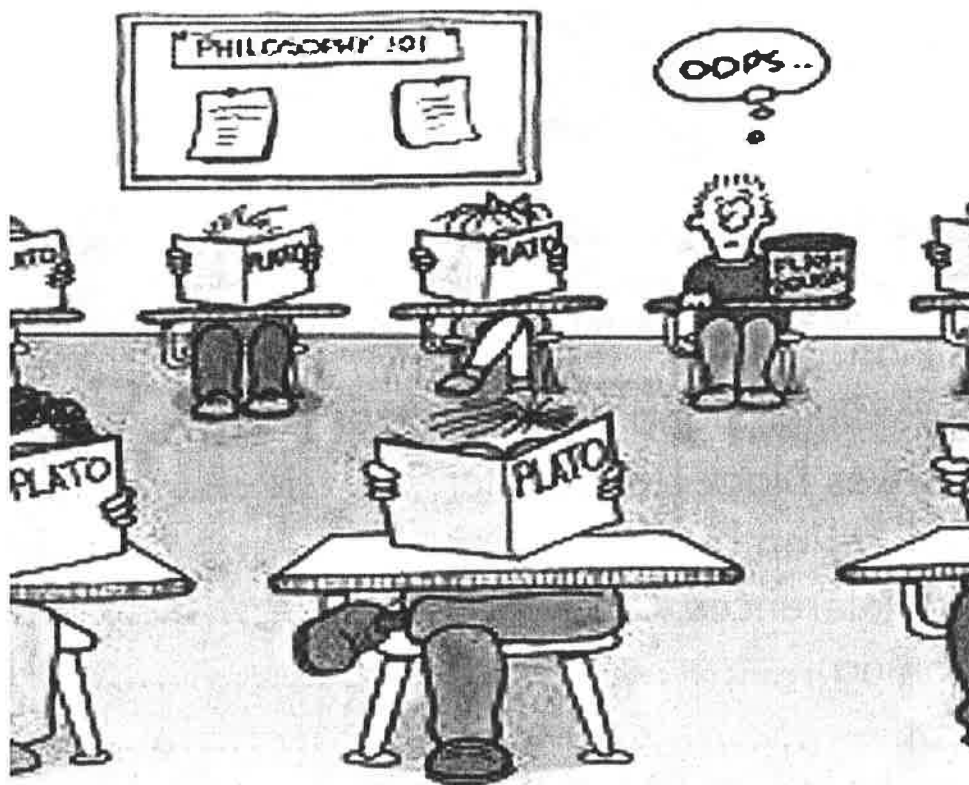


# Reading Beyond the Text: Guiding Students to Inferential and Evaluative Levels of Comprehension

Presented by Rick DuVall, Ph.D.

[www.drrickduvall.com](http://www.drrickduvall.com)

[www.drrickduvall.blogspot.com](http://www.drrickduvall.blogspot.com)



# Table of Contents



Welcome Letter.....	3
Meet Your Presenter.....	4
Action Plan.....	5
Forecast; Quiet Signal; Alpha-boxes Activity.....	6
Alpha-Boxes Black Line Master.....	7
Comprehension Levels.....	8
Types of Inferences.....	9
Questioning.....	10
Hot Seat.....	11
Inferential Instructional Activities.....	12
Inferring Emotions Cards.....	13
Inferring Everyday Experiences Cards.....	14
Syntax Surgery.....	15
It Says – I Say – And So.....	16
<i>Cat's in the Cradle</i> Lyrics.....	17
Professional Resources.....	23

## Meet Your Presenter



Dr. Rick DuVall is an award-winning educator, with over 25 years of teaching experience. He has taught all grade levels, pre-kindergarten through twelve, as well as serving as an instructional coach, as a school administrator, and as a university professor. He has consulted with schools and school districts in all 50 U.S. states and the District of Columbia, as well as in England, Australia, New Zealand, Puerto Rico, Jamaica, Mexico, Canada, Bahamas, Nigeria, Dominican Republic, Japan, and Peru. He also frequently speaks at regional, state, national, and international conferences (including the International Reading Association, the National Council of Teachers of English, the National Council of Teachers of Mathematics, the Association for Supervision and Curriculum Development, the National Staff Development Council, the National Science Teachers Association, the National Title I Conference, and the National Dropout Prevention Conference). Rick has also authored articles, chapters, and books on effective research-based instructional methods.

## How to Make This Workshop a Terrific Success

1. **Relax...** This workshop will be active, enjoyable, and well worth your time!
2. **Socialize...** Sit next to someone whom you don't know very well or at all. A wealth of knowledge and experience is represented in this room. Learn from each other. One of the benefits of this workshop is that individuals like yourself (with at least one like interest) have been brought together for a period of time. Take full advantage of it. It is a good idea to talk to others during breaks and maximize your contacts.
3. **Take care of yourself...** If you need to stand up, or move around, or go to the corridor, or go to the restroom, or get something to eat or drink, do it.
4. **This workshop could be one of the most valuable...** difference-making things you do this year. Give it a chance; apply yourself. What you may gain is greater job satisfaction, fun, knowledge, experience, and a lot of valuable skills.
5. **Write down good ideas...**and things you want to remember from the workshop. Draw bright, eye-catching illustrations or symbols on your notes. This will help reinforce your learning and help you recall the material later. The memory is rarely as faithful as the enthusiasm of the moment.
6. **Do your very best to leave your domestic concerns at home...**Turn cell phones off. Use the 500-mile rule: if this workshop were 500 miles from home and work, would you make that same phone call?
7. **Follow directions please...**If they're unclear, ask (or at least look very confused!).
8. **Your presenter can only be responsible for your concerns...**to the extent that you share them. If this program is not meeting your needs, talk to Rick at the breaks or lunch.
9. **Make a commitment to review what you learn...**Share your "major learnings" with someone who can support you, such as your fellow teachers and your administrator. Take out your calendar and make a one hour appointment with yourself a month from now to "retake" the workshop. Don't put your good ideas away with your notes.
10. **Enjoy yourself...**Open up to the process . . . and now, let's get started!

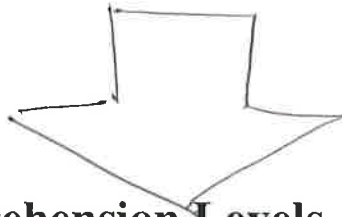
Rick

Rick DuVall, Ph.D.

Name \_\_\_\_\_ Topic \_\_\_\_\_

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b> <b>Y</b>	<b>Z</b>

Comprehend literal meaning



### Comprehension Levels

High	<del>Critical Evaluative Level</del> Critical Evaluative Level: Readers evaluate and make critical judgments about their readings. They express opinion rather than fact, and apply the knowledge gained from the text in other situations.
Med	Inferential Level: Readers deal with and understand the writer's ideas. They make generalizations about text, understand the writer's purpose, and anticipate and predict outcomes.
Low	Concrete Literal: Readers supply answers based on information directly stated in the text.

NAEP → National Assessment ~~of~~ Educational Progress (NAEP)

### Readers Who Infer . . .

Draw conclusions about their reading by connecting the text with their background ~~background~~ knowledge.

Synthesize new ideas and information.

Infer:

- ① Make inference
- ② Confirm/Disconfirm [not wrong]

Don't Say:

"You were right/wrong"

Create unique understandings of the text they are reading.

Make predictions about the text, confirm or disconfirm those predictions based on textual information, and test their developing comprehension of the text as they read.

Extend their comprehension beyond literal understandings of the printed page.

Authors imply; Readers infer.

↑ the author implied

↑ the reader inferred

Reading Beyond the Text Dr. Rick DuVall

making inferences - not inferencing

## Types of Inferences

Adapted from *When Kids Can't Read: What Teachers Can Do* by Kylee Beers (2003), Heinemann

<b>WHAT to Do</b>	<b>HOW to Do It</b>
Recognize the antecedents for <u>pronouns</u>	Look for pronouns and figure out what to connect them to. <i>She - who is she.</i>
Provide details about the <u>setting</u>	Think about the details the author has provided for the setting. Try to visualize what those details look like. You might think about places that you have seen (in real life, in movies, on television) that remind you of the details the author has provided.
Understand intonation of characters' <u>words</u>	Look at how the character said something. Think about how you would have interpreted what that character said if s/he had said it differently.
Identify characters' beliefs, <u>personalities</u> , and motivations.	After you read a section, think about <i>why</i> the character may be acting this way.
Understand characters' <u>relationships</u> with one another.	Think about the way people you know in similar relationships might interact.
Provide explanations for <u>events</u> or ideas that are presented in the text	Think back to what has already happened and what you have discovered about the characters. Think about the <i>cause</i> of what is currently happening.
Offer details for events or your own explanations of the events presented in the text	See above. Also, you might think about how <i>you</i> or <i>people you know</i> might have reacted had the event happened to you.
Relate what is happening in the text to your own knowledge of the <u>world</u>	Think about something that you know about the topic in the text and see how that fits with what's in the text.
Offer <u>conclusions</u> from facts presented in the text	Tie the facts together and identify a common thread that runs through the facts.
Figure out the meaning of unknown words from <u>context</u> clues	Look for words you don't know and see if any of the other words in the sentence or surrounding sentences can give you an idea of what those unknown words mean.
Figure out the grammatical <u>function</u> of an unknown word	Think about the function, or the role, of the word in the sentence.
Understand the <u>author's</u> view of the world	As you read the section, look for clues that would tell you how the author might feel about the topic (or the character or the setting).
Recognize the author's <u>biases</u>	See above. Also, see if you can detect any <i>opinion</i> words being used by the author ( <i>might be, could be</i> ).

## Inferring Thinking Stems

My thought/idea is . . .

Maybe . . .

It could be that . . .

Perhaps . . .

This could mean . . .

I predict . . .

I infer . . .

from *Comprehension Connections: Bridges to Strategic Reading* by Tanny McGregor (2007; Heinemann Publishers)

### T-Chart for students using inferences Concrete Experience

Inference	Evidence
① Someone's moving in <del>② boxes moved in, unopened</del>	→ moving van, furniture in driveway <del>→ maybe they saw a truck ahead of them</del>
② maybe they sent truck ahead of them, their from a faraway place	② boxes moved in, but left unopened, no one home
③ They have a dog	③ a.) dog treats <sup>boxes</sup> from trash, b.) dog coupons
④ small injury	④ empty Band-Aid
⑤ Weight conscious	⑤ low-fat food wrappers, labels, etc...

### Anchor Charts

## The Language of Beginning Questioning

- Who? →
- What? → What event happened in scene 3?
- Where? → where did they go.
- When? → In what season did it start?
- Why? → Why did Wilbur want to protect Charlotte's spiderlings?
- How? →

highest → ○ Should? → Should he have protected them?



## Hot Seat

1. Select a student to play the role of a main Character in a text (fiction or nonfiction).
2. Send the student out of the room.
3. Have students generate and record interesting questions to ask the character.
4. Bring the student into the room and seat him or her on the "hot seat."
5. The class asks questions of the character who attempts to respond appropriately.
6. When the activity is finished, discuss the experience with the students.

book → "Once Upon a Time, The End"

## Purposes of Hot Seat

- Develop students' questioning skills
- Strengthen students' ability to generate and answer questions requiring inferences
- Review important information about characters and events from a text
- Probe deeply into the thoughts and feelings of characters
- Increase motivation for reading

## Benefits of Hot Seat

- Easy to implement
- Requires no special materials
- Works well with any text that has well-defined characters
- Students love it!

➤ **Emotional Pictures**

~~Norman Rockwell~~

➤ **Music and Art**

Normal Rockwell - Thanksgiving Dinner  
 Harris 'Harry' Pippin - Painter  
 Cat's in the Hat - Harry Chapin

➤ **Nursery Rhymes**

Jack & Jill  
 Old Lady & the shoe

➤ **Comics**

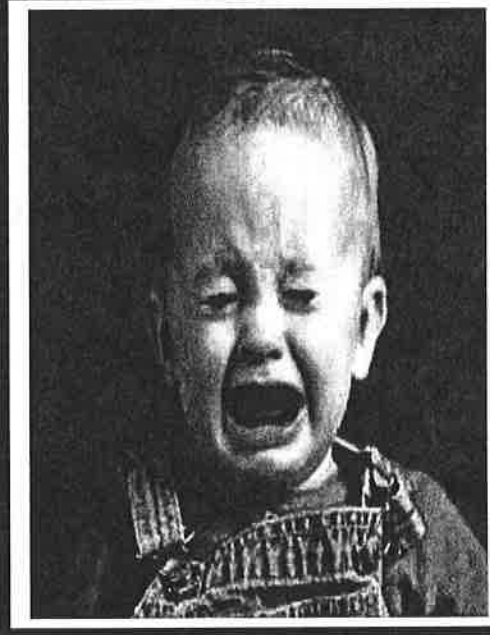
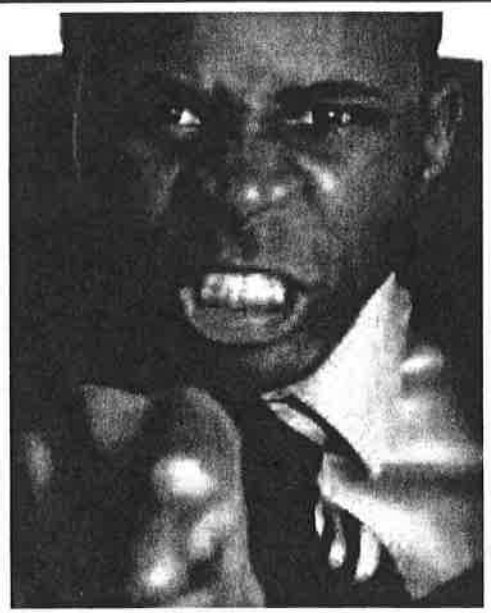
Calvin & Hobbes!  
 Single frame Comics - farside, mutts

➤ **Bumper Stickers**

Keep honking, I'm reloading  
 Women make great leaders, You're following one now

➤ **Picture Books**

The Happy Hocky Family - Lane Smith



<p>Sue blew out the candles on her cake and got presents.</p> <p><i>What special event is likely happening?</i></p>	<p>Mary plays her flute for two hours every day.</p> <p><i>If Mary continues this, what will probably happen to her ability to play the flute?</i></p>
<p>The boat drifted in the middle of the lake.</p> <p><i>What might have caused this to happen?</i></p>	<p>John ran into the street without looking.</p> <p><i>What could possibly happen to John if he continues to do this?</i></p>
<p>Rasheeta was the star pitcher, but she had a broken finger.</p> <p><i>How is Rasheeta likely feeling?</i></p>	<p>When I woke up, there were branches and leaves all over the yard.</p> <p><i>What has probably happened?</i></p>
<p>We screamed when our team made another homerun.</p> <p><i>Where is this probably taking place?</i></p>	<p>I forgot to set my alarm clock last night.</p> <p><i>What might have happened as a result of this?</i></p>
<p>Yesterday the students cleaned out their desks and took everything home.</p> <p><i>What is the likely setting – when and where?</i></p>	<p>Everyone stopped when the referee blew the whistle.</p> <p><i>Why did everyone most likely stop?</i></p>

## Syntax Surgery

He put down \$10.00 at the window. The woman behind the window gave \$4.00 back to him. The person next to him gave him \$3.00, but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn.

1. How many characters are in this selection?
2. What is the relationship between these characters?
3. What is the setting of this selection?
4. Why are the characters in this setting?

### It Says – I Say – And So

**Question:** \_\_\_\_\_ the question.

**It Says:** Find information from the \_\_\_\_\_ that will help you answer the question.

**I Say:** Think about what you \_\_\_\_\_ about the information.

**And So:** \_\_\_\_\_ what the text says with what you know to come up with the answer.

## Making Predictions

### Present Your Prediction

Your Prediction	Confirm or Disconfirm?	Your Evidence from the Text

## Three Types of Connections That Good Readers Make:



## Cat's in the Cradle

*By Harry Chapin*

My child arrived just the other day  
 He came to the world in the usual way  
 But there were planes to catch and bills to pay  
 He learned to walk while I was away  
 And he was talkin' 'fore I knew it, and as he grew  
 He'd say "I'm gonna be like you, Dad.  
 You know I'm gonna be like you"

And the cat's in the cradle and the silver spoon  
 Little boy blue and the man on the moon  
 When you comin' home, Dad?  
 I don't know when, but we'll get together then.  
 You know we'll have a good time then .

My son turned ten just the other day.  
 He said, "Thanks for the ball, Dad,  
 come on let's play. Can you teach me to throw?"  
 I said "Not today, I got a lot to do."  
 He said, "That's okay."  
 And he walked away but his smile never dimmed  
 And said, "I'm gonna be like him, yeah.  
 You know I'm gonna be like him."

And the cat's in the cradle and the silver spoon  
 Little boy blue and the man on the moon  
 When you comin' home?  
 Son, I don't know when, but we'll get together then.  
 You know we'll have a good time then

Well, he came from college just the other day  
 So much like a man I just had to say,  
 "Son, I'm proud of you, can you sit for a while?"  
 He shook his head and he said with a smile,  
 "What I'd really like, Dad, is to borrow the car keys.  
 See you later. Can I have them please?"

And the cat's in the cradle and the silver spoon.  
 Little boy blue and the man on the moon  
 When you comin' home, son?  
 I don't know when, but we'll get together then, Dad.  
 You know we'll have a good time then

I've long since retired, my son's moved away.  
 I called him up just the other day.  
 I said, "I'd like to see you if you don't mind."  
 He said, "I'd love to, Dad, if I can find the time.  
 You see my new job's a hassle and kids have the flu,  
 But it's sure nice talking to you, Dad.  
 It's been sure nice talking to you."

And as I hung up the phone it occurred to me --  
 He'd grown up just like me.  
 My boy was just like me.

And the cat's in the cradle and the silver spoon  
 Little boy blue and the man on the moon.  
 When you comin' home, son?  
 I don't know when, but we'll get together then, Dad.  
 We're gonna have a good time then.

## Professional Resources

***Comprehension Connections: Bridges to Strategic Reading*** by Tanny McGregor. Portsmouth, NH: Heinemann. 2008.

***Comprehension from the Ground Up*** by Sharon Taberski. Portsmouth, NH: Heinemann. 2011.

***Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*** by Valerie Ellery. Newark, DE: International Reading Association. 2009.

***A Practical Guide to Reciprocal Teaching*** by Shira Lubliner. Bothell, WA: Wright Group. 2001.

***Reading Essentials*** by Regie Routman. Portsmouth, NH: Heinemann. 2003.

***Spotlight on Comprehension: Building a Literacy of Thoughtfulness*** by Linda Hoyt. Portsmouth, NH: Heinemann. 2005.

***Strategies That Work: Teaching Comprehension for Understanding and Engagement*** by Stephanie Harvey and Anne Goudvis. Portland, Maine: Stenhouse. 2007.

***Teaching for Comprehending and Fluency*** by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. 2006.

***When Kids Can't Read: What Teachers Can Do*** by Kylene Beers. Portsmouth, NH: Heinemann. 2003.