What's The Main Idea

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Margo's Website

https://courtercommunications.com

MK Courter
Communications

Workshops, Presentations/Training,
Consulting, Advocacy

Objectives

- Determine Language Structures for Auditory and Reading Comprehension
- Explain How To Build And Revise Background Knowledge
- Describe Higher Order Language Skills Needed for Comprehension
- List Strategies to Support Reading Comprehension

Overview

Effective Communication for auditory and reading comprehension requires:

- Extensive Vocabulary
- Sentence Structure Knowledge (morphosyntax)
- Background Knowledge
- Strong Language Structure (phonology, morphology, syntax, semantics, pragmatics)
- Higher Order Language

Simple View of Reading

Gough and Tunmer (1986)

Decoding (Word Recognition) ✖ Language Comprehension = Reading Comprehension

Auditory and Reading Comprehension: In General

Understand Complex Morphosyntax	Develop Vocabulary	Understanding Main Idea
Inferencing	Predictions	Background Knowledge/Relational Reasoning
Comparing And Contrasting	Sequencing And Organizing Information	Pragmatics: Justifying A Position/Flexibility In Thinking
Short Term/Working Memory	Sustained Attention	Reading: Fluent And Accurate (Phonemic Awareness)

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MorphoSyntax

1. SAT/ACT: The clearest differentiator was students' ability to answer questions associated with complex texts (complex syntactical structure) NOT critical thinking skills.

2. & 3. Verb voice/clause structure (more errors in relative clauses)

4. Bilingual readers (mid elementary and above) who were poor readers demonstrated difficulty with semantic and syntactic skills
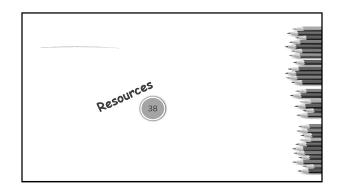
12 Verb Voices

	Past	Present	Future
Simple	I walked to the store. I ate ice cream.	I walk to the store. I eat ice cream.	I will walk to the store. I will eat ice cream.
Continuous	I was walking to the store. I was eating ice cream.	I am walking to the store. I am eating ice cream.	I will be walking to the store. I will be eating ice cream.
Perfect	I had walked to the store. I had eaten ice cream.	I have walked to the store. I have eaten ice cream.	I will have walked to the store. I will have eaten ice cream.
Perfect Continuous	I had been walking to the store. I had been eating ice cream.	I have been walking to the store. I have been eating ice cream.	I will have been walking to the store. I will have been eating ice cream.

Past Tense Modals

hypothetical or conditional past modal (could have, should have, would have)

Sequential Intervention

Step 1: Make sure the student knows the tenses

- a. Simple Present
- b. Continuous Present
- c. Simple Past regular verbs
- d. Simple Future
- e. Continuous Past (She was walking,)
- f. Continuous Future (She will be walking)
- g. Simple Past Irregular (She ate the ice cream)
- h. Introduce auxiliary verbs (have, has, had) for introduction to perfect tense verbs (action is complete or finished. It is "perfected.")
- i. Perfect Present (I have walked to the store. She has eaten ice cream.)
- j. Perfect Past
- k. Perfect Future
- l. Introduce will + have+ been+ present participle for introduction of perfect continuous verbs (actions that will continue to some point in the future)

Sequential Intervention

Step 2: Apply to Syntax

a. Begin with simple sentences.

b. Move to a simple compound sentence with easy conjunction (Mary walks to the store, and John runs to the store.)

c. Move to other compound sentences with other conjunctions (FANBOYS: for, and, nor, but, or, yet, so)

d. Move to complex sentences with a prepositional phrase at the end.

e. Move to complex sentences with a preposition phrase at the beginning.

f. Move to compound/complex.

Resources

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Building Up Morphosyntax

Picture Depicting a Scene

✗ Begin with a simple sentence: It is raining. It was raining. It rained. She stomps in the puddles.

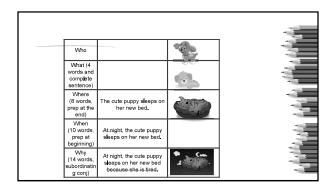✗ Move to compound sentence: She stomps in the puddles, and he watches the birds.

✗ Move to complex: (Start with dependent clause at the end of the sentence. Then, move to beginning. Don't forget relative clauses.) She stomps in the puddles in the rain. She is stomping in the puddles in the rain. She would have stomped in the puddle if she was allowed.
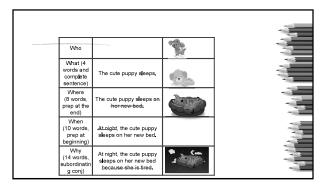
✗ Move to compound-complex: She stomps in the puddles in the rain, and he watches the birds. She is stomping in the puddles in the rain, and he is watching the birds. She would have stomped in the puddle if she was allowed, and he would have joined her.
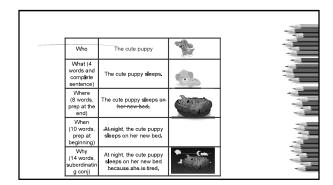

Expanding a Sentence through Questioning

Who	The cute puppy	
What 4 words/complete sentence	The cute puppy sleeps.	
Where 8 words	The cute puppy sleeps on her new bed.	
When 10 words	At night, the cute puppy sleeps on her new bed.	
Why 14 words	At night, the cute puppy sleeps on her new bed because she is tired.	

Breaking Down

Who		
What (4 words and complete sentence)		
Where (8 words, prep at the end)		
When (10 words, prep at beginning)		
Why (14 words, subordinating conj)	At night, the cute puppy sleeps on her new bed because she is tired.	

Who		
What (4 words and complete sentence)		
Where (8 words, prep at the end)		
When (10 words, prep at beginning)	At night, the cute puppy sleeps on her new bed.	
Why (14 words, subordinating conj)	At night, the cute puppy sleeps on her new bed because she is tired.	

Slide 1

Who		
What (4 words and complete sentence)		
Where (8 words, prep at the end)	The cute puppy sleeps on her new bed	
When (10 words, prep at beginning)	At night, the cute puppy sleeps on her new bed.	
Why (14 words, subordinating conj)	At night, the cute puppy sleeps on her new bed because she is tired.	

Slide 2

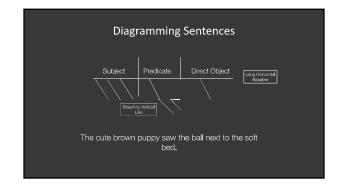|		
Who		
What (4 words and complete sentence)	The cute puppy sleeps.	
Where (8 words, prep at the end)	The cute puppy sleeps on her new bed.	
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Why (14 words, subordinating conj)	At night, the cute puppy sleeps on her new bed because she is tired.	

Slide 3

Who	The cute puppy	
What (4 words and complete sentence)	The cute puppy sleeps.	
Where (8 words, prep at the end)	The cute puppy sleeps on her new bed.	
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Breaking Down Syntax

✘ Identify subject and predicate

Scaffolding: Identify extra information and put a line through to get to a simple sentence.

1. In the book, it said: "Boa constrictors (subject) swallow (Predicate) their prey whole, without chewing it." (HINT: In the book, it said is a prepositional phrase and does not have a subject)
2. I(s) pondered(predicate) deeply, then, over the adventures of the jungle.
3. And after some work with a colored pencil, I (subject) succeeded(P) in making my first drawing. (HINT: And after some work with colored pencils is a dependent clause)

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Diagramming Sentences

Subject | Predicate | Direct Object   Long Horizontal Baseline

Bisecting Vertical Line

The cute brown puppy saw the ball next to the soft bed.

Diagramming Sentences

Puppy | Saw | Ball   Long Horizontal Baseline

The · Cute · Brown | Next to · Bed · The · Soft | The

Bisecting Vertical Line

The cute brown puppy saw the ball next to the soft bed.

Diagramming Sentences

Subject | Predicate | Direct Object | Long Horizontal Baseline

The | the

Bisecting Vertical Line | the

The cute brown puppy saw the ball next to the soft bed.

Activity: Sentence Combination Tasks Using Microsoft Sentence Diagrammer

We are not allowed to play the game if it is lightning.

We have seen three lightning strikes.

We have to call off the game.

Diagramming Sentences: Microsoft Sentence Diagrammer

We are not allowed to play the game if it is lightning, and we have seen three lightning strikes, so we have to call off the game.

We are not allowed to play the game if it is lightning.

We have seen three lightning strikes.

We have to call off the game.

Auditory and Reading Comprehension: In General

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Inferencing	Predictions	Background Knowledge/Relational Reasoning
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Vocabulary: The Three Tiers

Tier III: Curriculum Specific Vocabulary
(400,000 words)

Tier II: High Utility Vocabulary
(7,000 words)

Tier I: Basic Vocabulary
(8,000 words)

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1. Framework: Determine Tier II Words

Beck, McKeown, and Kucan (2013)

Utility	Instructional Potential	Way to Express	Explain
• Importance • Frequency of use	• Context and use • Could include multiple meaning words	• Conceptual understanding	• Using known words

Slide 1

2. Story based vocabulary instruction

3. Vocabulary delays in primary years continues into adolescence

4. 36 exposures

5. Younger children: after reading

Older children: preview before

6. Essential to improve reading performance

7. Explicit instruction

Slide 2

Six Step Approach

Student keeps a vocabulary notebook

1. Provide description/explanation

2. Student restates

3. Nonlinguistic representation

4. Periodic review

5. Discuss with other students

6. Games to play with the words (i.e.: Would you rather)

Slide 3

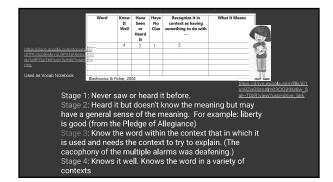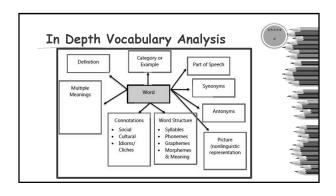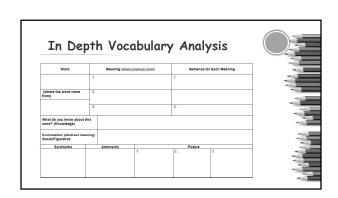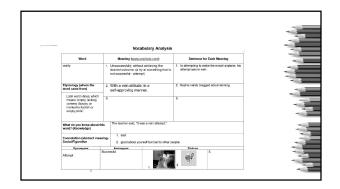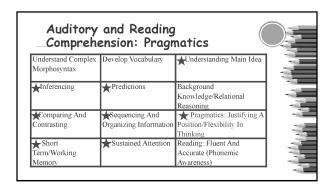| Word	Know It Well	Have Seen or Heard It	Have No Clue	Recognize it in context as having something to do with …	What It Means
	4	2	1	3	

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Used as Vocab Notebook

Blachowicz & Fisher, 2004

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Stage 1: Never saw or heard it before.
Stage 2: Heard it but doesn't know the meaning but may have a general sense of the meaning. For example: liberty is good (from the Pledge of Allegiance)
Stage 3: Know the word within the context that in which it is used and needs the context to try to explain. (The cacophony of the multiple alarms was deafening.)
Stage 4: Knows it well. Knows the word in a variety of contexts

Slide 4

In Depth Vocabulary Analysis

Definition

Category or Example

Part of Speech

Multiple Meanings

Word

Synonyms

Antonyms

Connotations
- Social
- Cultural
- Idioms/Cliches

Word Structure
- Syllables
- Phonemes
- Graphemes
- Morphemes & Meaning

Picture (nonlinguistic representation)

Slide 5

In Depth Vocabulary Analysis

Word	Meaning (www.onelook.com)	Sentence for Each Meaning
	1.	1.
(where the word came from)	2.	
	3.	3.
What do you know about this word? (Knowledge)		
Connotation (abstract meaning- Social/Figurative)		

Synonyms	Antonyms	Picture		
		1.	2.	3.

Slide 6

Vocabulary Analysis

Word	Meaning (www.onelook.com)	Sentence for Each Meaning
vainly	1. Unsuccessfully; without achieving the desired outcome. (a try at something that is not successful - attempt)	1. In attempting to make the model airplane, his attempt was in vain.
Etymology (where the word came from)	2. With a vain attitude; in a self-approving manner.	2. Sophia vainly bragged about winning.
Latin word vänus, which means 'empty, lacking content, illusory, or marked in foolish or empty pride'.	3.	3.
What do you know about this word? (Knowledge)	The teacher said, "It was a vain attempt."	
Connotation (abstract meaning- Social/Figurative)	1. sad 2. good about yourself but bad to other people.	

Synonyms	Antonyms	Picture		
Attempt	Successful		1.	2.	3.

Auditory and Reading Comprehension: Pragmatics

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★Inferencing	★Predictions	Background Knowledge/Relational Reasoning
★Comparing And Contrasting	★Sequencing And Organizing Information	★Pragmatics: Justifying A Position/Flexibility In Thinking
★Short Term/Working Memory	★Sustained Attention	Reading: Fluent And Accurate (Phonemic Awareness)

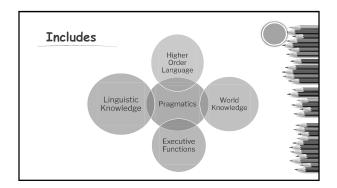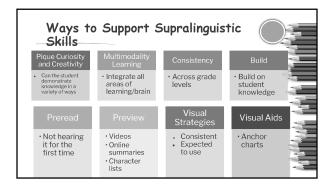## Pragmatics

Pragmatics is the most complex aspect of linguistic functioning, as it requires integration of information across numerous cognitive systems Consequently, for intervention to yield effective long-term outcomes, clinicians need to approach pragmatics as an integrative domain combining (Martin & McDonald, 2003).

Includes

- Higher Order Language
- Linguistic Knowledge
- Pragmatics
- World Knowledge
- Executive Functions
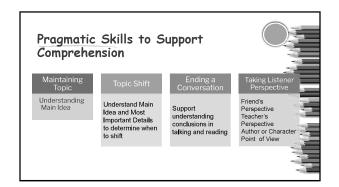

Higher Order Language Skills (Supralinguistics)

1. Includes inferencing, comprehension monitoring, and awareness of text structure. These skills are necessary to understand complex directions, stories, informational texts, and conversations

2. Ability to monitor new information with background and make repairs for comprehension

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Ways to Support Supralinguistic Skills

Pique Curiosity and Creativity	Multimodality Learning	Consistency	Build
• Can the student demonstrate knowledge in a variety of ways	• Integrate all areas of learning/brain	• Across grade levels	• Build on student knowledge

Preread	Preview	Visual Strategies	Visual Aids
• Not hearing it for the first time	• Videos • Online summaries • Character lists	• Consistent • Expected to use	• Anchor charts

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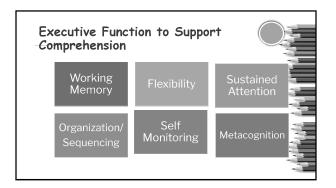
Executive Function

✗ A set of processes that all have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for the neurologically based skills involving mental control and self-regulation (Cooper-Kahn & Dietzel, 2008).
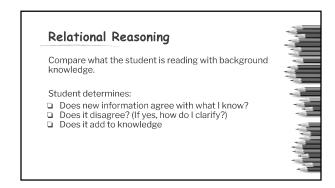
✗ Begin around 6 months

Refer to Sequence, Organize, and Plan in this handbook

Pragmatic Skills to Support Comprehension

Maintaining Topic	Topic Shift	Ending a Conversation	Taking Listener Perspective
Understanding Main Idea	Understand Main Idea and Most Important Details to determine when to shift	Support understanding conclusions in talking and reading	Friend's Perspective Teacher's Perspective Author or Character Point of View

Executive Function to Support Comprehension

Working Memory	Flexibility	Sustained Attention
Organization/ Sequencing	Self Monitoring	Metacognition

Reading Comprehension Extras

Reading Comprehension

1. Syntax
2. Vocabulary
3. Background knowledge
4. Pragmatics/Supralinguistics/Executive Function
5. **** May require additional strategies for reading comprehension

Relational Reasoning

Compare what the student is reading with background knowledge.

Student determines:
- ❏ Does new information agree with what I know?
- ❏ Does it disagree? (If yes, how do I clarify?)
- ❏ Does it add to knowledge

Highlighting

Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

Main Idea and Supporting Details

John Robert Lewis (February 21, 1940 – July 17, 2020) was an American politician and civil-rights leader who served in the United States House of Representatives for Georgia's 5th congressional district from 1987 until his death in 2020 from pancreatic cancer. Lewis served as the chairman of the Student Nonviolent Coordinating Committee (SNCC) from 1963 to 1966.

Lewis was one of the "Big Six" leaders of groups who organized the 1963 March on Washington and the last surviving one at the time of his death. He fulfilled many key roles in the civil rights movement and its actions to end legalized racial segregation in the United States. In 1965, Lewis led the Selma to Montgomery marches across the Edmund Pettus Bridge. In an incident which became known as Bloody Sunday, armed Alabama police attacked unarmed civil rights demonstrators, including Lewis, Hosea Williams, and Amelia Boynton.

A member of the Democratic Party, Lewis was first elected to Congress in 1986 and served for 17 terms in the U.S. House of Representatives. Due to his length of service, he became the dean of the Georgia congressional delegation. The district he represented includes the northern three-quarters of Atlanta.

He was a leader of the Democratic Party in the U.S. House of Representatives, serving from 1991 as a Chief Deputy Whip and from 2003 as Senior Chief Deputy Whip. Lewis received many honorary degrees and awards, including the Presidential Medal of Freedom.

https://en.wikipedia.org/wiki/John_Lewis_(civil_rights_leader)

Compare and Contrast

Compare and Contrast Chart — readwritethink

Item #1 _____   Item #2 _____

How are they alike?

How are they different?

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Summarizing 2/3 1/3 Notetaking

Name: _____
Class: _____

I.	Main Idea		Comments
	A. Detail		Questions
	B. Detail		Link to what you know
	C. Detail		Vocabulary
II.	Main Idea		What you would like to
	A. Detail		learn more about
	B. Detail		
	C. Detail		
III.	Main Idea		
	A. Detail		
	B. Detail		
	C. Detail		

2/3   1/3

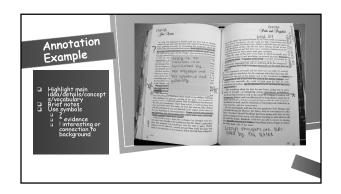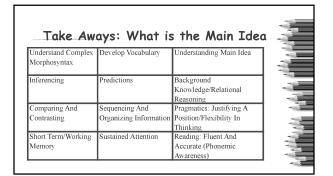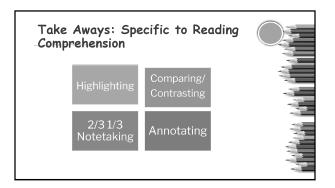
Annotating

1. Circle or highlight main idea, important details, concepts, and vocabulary.
a. Use a different color for different types of information.
b. If online, look for extensions for highlighting and commenting, or other annotating features
2. Write brief notes, comments, or vocabulary to look up in the margin.
3. Use abbreviations and symbols
   a. ? when you have a question or something you need to explore   b. ! When something is interesting, a connection to background knowledge, or otherwise worthy of note
   c. * example or evidence

Annotation Example

❑ Highlight main idea/details/concepts/vocabulary
❑ Brief notes
❑ Use symbols
   ❑ ?
   ❑ * evidence
   ❑ ! interesting or connection to background

Take Aways: What is the Main Idea

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Take Aways

Specific to Reading Comprehension

Decoding (Word Recognition) ✖ Language Compre-hension = Reading Compre-hension

Take Aways: Specific to Reading Comprehension

Highlighting	Comparing/ Contrasting
2/3 1/3 Notetaking	Annotating

"I hear and I forget, I see and I remember, I do and I understand"
(Confucius)

Thank You!

Margo Kinzer Courter