

THE X COMPREHENSION PLAYBOOK

GET STARTED GUIDE

ABOUT THE PLAYBOOK

The Comprehension Playbook is built upon the idea that the teacher is like a basketball coach. Just as an athletic coach operates from a book of plays, teachers need their own playbook for delivering explicit whole-class comprehension instruction.

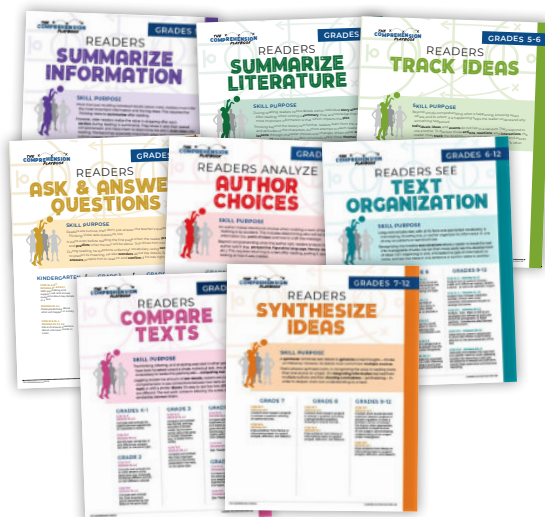
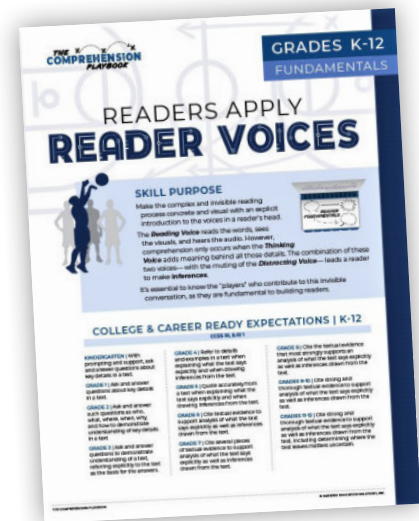
With the point-by-point guidance offered within *The Comprehension Playbook*, teachers can go beyond merely *doing* reading to truly *teaching* students how to think about and beyond texts.

COMPREHENSION “FUNDAMENTALS”

Before a basketball team starts to scrimmage or play games, the players need to know the fundamentals of dribbling, passing, and shooting.

Likewise, before we teach students how to comprehend text, they need a foundational understanding that **Readers Apply Reader Voices**.

This is the cornerstone of *The Comprehension Playbook*. In fact, the “Reader Voices” fundamental constitutes the first four consecutive weeks of instruction and its principles will be applicable in every comprehension Play all year long.



COMPREHENSION “PLAYS”

After starting students out with the fundamentals of reading comprehension, they are ready to learn comprehension Plays. These are the grade-level skills associated with the college and career-ready standards.

Depending on the grade level, each *Playbook* includes a combination of 5-7 Plays that provide guidance on how to teach specific skills using instructional “rounds” that spiral as they deepen student understanding across the school year.

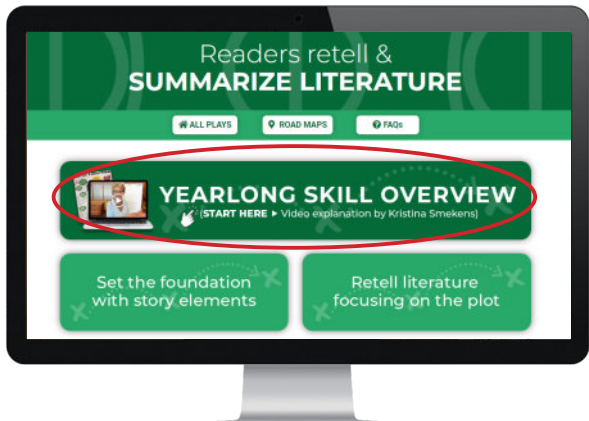
INSIDE: ✓ How to use the *Playbook* ✓ Dissecting a Play ✓ FAQ ✓ Yearlong planning

HOW TO USE THE PLAYBOOK

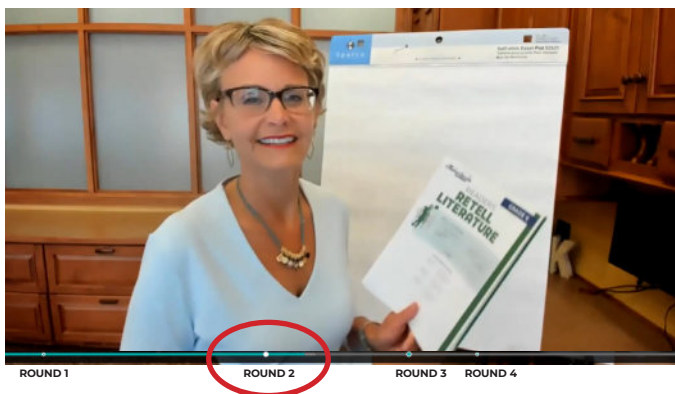
STEP 1

View the Yearlong Skill Overview video.

Before beginning any Play, take time to view this important video located on the digital resources website. In this video, author Kristina Smekens casts a vision for how to teach the specific Play for that particular grade range, including how to grow the anchor chart across the year of instruction.



◀ On the digital resource website, select the Play— and then click on the Yearlong Skill Overview.



▲ Each Play includes a set of Yearlong Skill Overview videos— one for specific to each grade band.

◀ The little dots located at the bottom of the video player make it easy to view the portion of the video that relates to a specific round.

STEP 2

Read through an entire “Play.”

Examine the Play to see how instructional points initially focus on simple subskills and then end the year with grade-level expectations.

The Play outlines whole-class lessons to be taught *across* the year in 3-4 separate rounds. Rather than revealing everything about a complex Play in consecutive weeks, parcel it out in portions, give students several weeks to “scrimmage” before layering new, more complex skills. (Each round is approximately a week— 4-7 days. Rounds vary based on instructional points.)

STEP 3

Study the “Text Considerations” for each round.

Located along the right side of each round, the Text Considerations column does NOT list specific text titles per week. Instead, it identifies the genres, lengths, and characteristics of text needed to teach and model the week’s comprehension skill.

After learning about the skill (Step 1) and the text ingredients needed, look through your collection of texts to find excerpts that could be used in the lesson models.

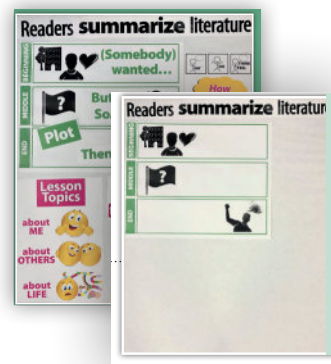
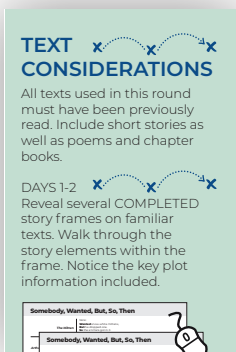
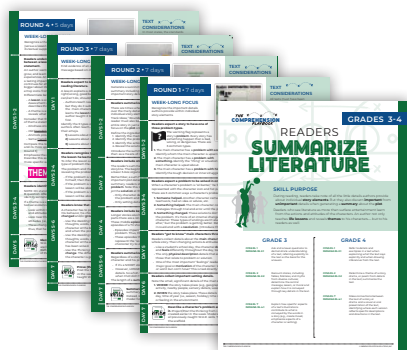
STEP 4

Analyze the Anchor Chart.

Review the corresponding anchor chart that visually supports this yearlong Play. This chart is built *across* the year.

At the top of each round is a photograph depicting the NEW pieces added during that week of instruction.

Watch the corresponding Yearlong Skill Overview video to learn what each piece on the physical or digital anchor chart represents.



Maximize the digital resources website



Set up your account.

The first page of the *Playbook* binder includes instructions for accessing the digital resources. Complete this process right away!



View Kristina's "How-to" video.

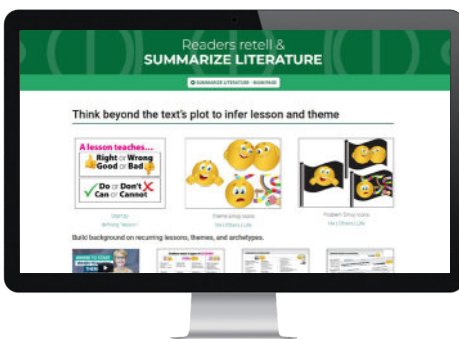
This 20-minute video provides an overview of the *Playbook's* purpose, along with practical guidance for implementation.



View the digital resources orientation video.

During this 12-minute orientation video, learn how to maximize the digital resource website.

access.smekenseducation.com/playbook

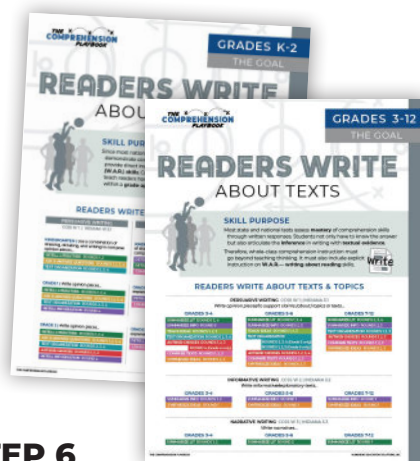


STEP 5

Review the digital resources available for the Play.

These include resources designed to build the teacher's background knowledge on the purpose and significance of the skill.

Additionally, there are numerous tools and visuals to use within the whole-class lesson itself. Others are intended for students to use when practicing the new skill in *You-do* experiences. These include blackline masters and editable Google Docs.



STEP 6

Plan for W.A.R. Lessons.

The goal in basketball is to score—to win! Similarly, the goal in comprehension is that “Readers Write About Texts,” demonstrating their depth of understanding.

Every time the “Write” icon appears at the end of a round, teachers return to “Readers Write” to teach the next write-about-reading skill listed in the scaffold. (The K-2 version details oral, pictorial, word, and simple sentence lessons.)



At the end of a round

As each round concludes, know that NONE of the readers will have mastered the skill. The daily lessons were all about explicitly delivering new information. This meant that *the coach* was holding the ball, breaking down the thinking, and modeling the process in *I-do* and *We-do* experiences.

After the instruction has been delivered, it's time to pass the ball to the players for *You-do* tasks. Now, the students do the reading and the thinking with authentic text in small groups, whole-class read alouds, and content-area texts.

Allow for growth to occur over days and weeks of practices and scrimmages, where the coach is nearby reminding, supporting, and differentiating.

DISSECTING A PLAY

STANDARDS

The cover panel always includes the specific Reading Literature and/or Reading Informational Text standards targeted within the Play.

Since the college and career-ready expectations are similar in all states, teachers can find the corresponding language within most state standards.

THE COMPREHENSION PLAYBOOK

GRADES 3-4

READERS SUMMARIZE LITERATURE



SKILL PURPOSE

During reading, readers take note of all the little details authors provide about individual **story elements**. But they also discern **important** from **unimportant** details when generating a **summary** about the **plot**.

Readers who see literature as more than surface entertainment learn from the actions and attitudes of the characters. An author not only teaches **life lessons** and reveals **themes** to his characters—but to his readers as well.

PLAY TITLE & GRADE LEVEL

Each Play displays the yearlong comprehension skill and the relevant grade range based on similar expectations outlined in the standards.

SKILL PURPOSE

This overview identifies the overarching comprehension skills taught within a Play and their relevance to a reader.

GRADE 3

CCSS RL.1
INDIANA RL.2.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS RL.2
INDIANA RL.2.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

GRADE 4

CCSS RL.1
INDIANA RL.2.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS RL.2
INDIANA RL.2.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS RL.7
INDIANA RL.4.1

Make connections between the text of a story or drama and real-life events.

Readers summarize literature

BEGINNING (Somebody) wanted...

MIDDLE But... So... **How did the character change?**

END Then...

Lesson Topics

about ME

about OTHERS

about LIFE

the ME
the message the author teaches ME

What about (the lesson) did he learn?
What did he realize?

ROUND 1	ROUND 2	ROUND 3	ROUND 4
Recognize the important details authors provide within individual story elements.	Generate a succinct 1-2 sentence summary including only the most important story details.	Find evidence of an author's lesson or message based on character change.	Recognize a theme statement (versus a lesson topic) and identify its textual support.

FINAL ANCHOR CHART

On the inside flap, a full-color, end-of-year photo reveals what the final anchor chart should look like after all rounds of the Play have been taught.

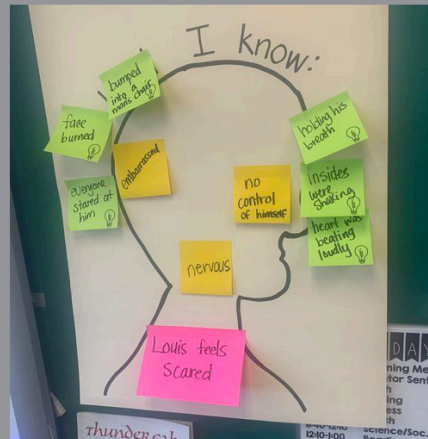
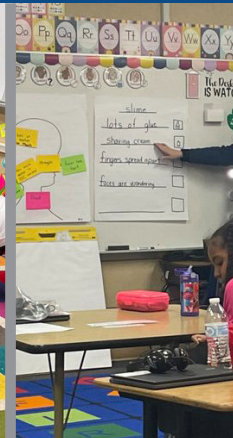
At the top of each individual panel there is a photograph that reveals the new elements to add during that round.

INSTRUCTIONAL ROUNDS

Rather than teaching all the intricacies of one Play in the first week, the *Playbook* breaks each yearlong skill into 3-4 separate weeks— or rounds.

The first round teaches the foundational concepts related to the comprehension skill. As the students get comfortable with these major concepts, the coach spirals through the skill on multiple occasions, adding depth and complexity.

FREQUENTLY ASKED QUESTIONS



Which standards does *The Comprehension Playbook* address?

The Comprehension Playbook addresses all of the grade-level comprehension standards for reading literature/fiction and reading informational text/nonfiction.

Can I use the *Playbook* if I don't follow the Common Core?

All states have similar college and career-ready expectations for teaching comprehension. Refer to your state's Common Core correlation guide to determine how your state standards align to those listed on the cover of each Play.

What order should I teach the skills?

Each *Playbook* contains a unique combination of yearlong comprehension skills to teach. A grade-level road map is included, highlighting the suggested order to spiral through instruction all year long.

How can I use the *Playbook* with my own scope and sequence?

Although *The Comprehension Playbook* comes with its own suggested scope and sequence, if your school already has one, use the *Index of Skills* to locate the *Playbook* lessons and teach them in the required order.

When in my elementary reading block do I teach these lessons?

Each day, as part of your reading block, you'll set aside 15 minutes to teach a whole-class comprehension mini-lesson. You'll still provide other instruction (phonics, fluency, word work). And your reading block will still include small groups and stations. The *Playbook* is a separate and additional mini-lesson on a specific comprehension skill that teaches the comprehension standards.

When in my MS/HS class period do I teach these lessons?

Reading instruction must be explicit and direct. Rather than simply reading and asking questions, we must teach students how to think. Every day, you'll need to teach a 10-15-minute comprehension mini-lesson. Then continue reading novels, whole-class texts, etc. that allow students to practice the skills you've taught.

What texts do I use for the lessons?

The *Playbook* does NOT come with texts. Rather you'll use the texts you have on hand from your reading curriculum, chapter books/novels, science, social studies, and even math. Each round of every Play includes specific guidelines for selecting appropriate text for the skill being taught.



Does the *Playbook* replace my reading curriculum/reading series?

NO. You'll still need your reading curriculum to teach phonics, fluency, and vocabulary. The *Playbook* is a powerful and necessary instructional tool that provides what most curricula lack — *how* to teach the comprehension skills required in the college and career-ready standards.

How does the *Playbook* work with my reading series/basal?

The *Playbook* provides the instructional points to teach DURING the mini-lessons. The basal/reading curriculum offers grade-level texts to practice comprehension skills AFTER the mini-lesson. Teachers will continue to use other components of the reading series/basal to teach phonics, phonemic awareness, word study, and fluency.

How does *The Comprehension Playbook* support the Science of Reading?

Recent educational research surrounding the science of reading reinforces the five pillars of reading instruction identified by the National Reading Panel in 2000. And although the newer research results are not different, they have been refined to highlight the importance of foundational skills related to word recognition.

While elementary schools have heightened their focus on phonics programs, reading instruction based solely on decoding is not enough. There is an intertwining connection between teaching word recognition and language comprehension, as illustrated by the research-based *Scarborough's Reading Rope*.

While phonics instruction is an essential strand of Scarborough's Reading Rope, *The Comprehension Playbook* provides what is often missing from many reading curricula—the necessary resources to deliver explicit instruction within the comprehension strand. As important as it is that students learn phonics, they must simultaneously learn how to think about the words they are decoding. This requires teacher-led, whole-class instruction on comprehension skills and strategies. *The Comprehension Playbook* shows teachers how to make the abstract and invisible thinking processes more concrete and visible through whole-class comprehension lessons.

YEARLONG PLANNING



Follow the Comprehension Road Map

Each *Playbook* comes with a grade-specific *Comprehension Road Map*. Tucked into the front pocket of the binder, this color-coded document provides guidance on how to scaffold instruction by deliberately cycling through mini-lessons from each Play in stages, or rounds.

By spiraling comprehension instruction, students have opportunities to practice, or scrimmage, with a focus on the most recently-learned layer of thinking.

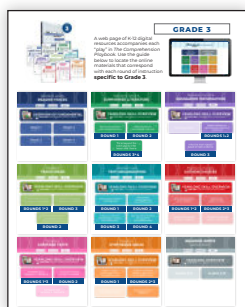
The *Road Map* represents the author's recommendations on how to deliver a developmentally-appropriate sequence of lessons that will lead to mastery of grade-level comprehension standards.

Following the *Road Map* is recommended but not required. Educators who are bound by a predetermined school or district curriculum map are encouraged to use the *Index of Skills* to align the *Playbook* with their curriculum maps.



A video explanation of the *Comprehension Road Map* for each grade level is located on the digital resources website. In addition, each yearlong calendar is provided in an editable Google Doc for teachers to customize.

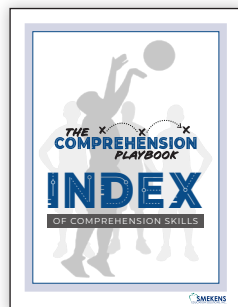
TUCKED INTO YOUR PLAYBOOK



Resources by Round

A one-page guide to help users locate the grade-specific digital resources that correspond with each round of instruction.

(Page 2 in the binder)



Index of Skills

A four-page guide listing the specific skills included within *The Comprehension Playbook* and a directory of where to locate those skills within specific Plays.

(Tucked in the back pocket)

	CCSS.ELA-LITERACY	CCSS.MATH	CCSS.SCI	CCSS.SOC	CCSS.ARTS	CCSS.PHYSICAL EDUCATION	CCSS.CAREER AND TECHNICAL EDUCATION
GRADE 1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
	1.2	1.2	1.2	1.2	1.2	1.2	1.2
GRADE 2	2.1	2.1	2.1	2.1	2.1	2.1	2.1
	2.2	2.2	2.2	2.2	2.2	2.2	2.2
GRADE 3	3.1	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2	3.2
GRADE 4	4.1	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2	4.2
GRADE 5	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2
GRADE 6	6.1	6.1	6.1	6.1	6.1	6.1	6.1
	6.2	6.2	6.2	6.2	6.2	6.2	6.2
GRADE 7	7.1	7.1	7.1	7.1	7.1	7.1	7.1
	7.2	7.2	7.2	7.2	7.2	7.2	7.2
GRADE 8	8.1	8.1	8.1	8.1	8.1	8.1	8.1
	8.2	8.2	8.2	8.2	8.2	8.2	8.2
GRADE 9	9.1	9.1	9.1	9.1	9.1	9.1	9.1
	9.2	9.2	9.2	9.2	9.2	9.2	9.2
GRADE 10	10.1	10.1	10.1	10.1	10.1	10.1	10.1
	10.2	10.2	10.2	10.2	10.2	10.2	10.2
GRADE 11	11.1	11.1	11.1	11.1	11.1	11.1	11.1
	11.2	11.2	11.2	11.2	11.2	11.2	11.2
GRADE 12	12.1	12.1	12.1	12.1	12.1	12.1	12.1
	12.2	12.2	12.2	12.2	12.2	12.2	12.2

Index of Common Core State Standards

A one-page listing of the *Playbook* contents and how they are aligned to the college and career-ready standards for literature and informational texts.

(Tucked in the back pocket)