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For Chapter 8 of *Hatchet*  
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to email with questions ☺

Sincerely,  
Karen Haag

I use Dowhower's Comprehension Framework for planning many strategy lessons. I read her article in The Reading Teacher, April 1999. I was struck by the common sense of her thinking. She's the author who explained the reasons for reading in parts - not assigning a whole chapter to struggling readers. View the column on the left to see that she suggests assessing students' knowledge of the strategy, building background knowledge, explaining the strategy target, dividing the reading into "cycles", and assessing. She is the first author I read who included a self-evaluation for TEACHERS to reflect on the success of their lessons. I find the lesson plan template easy to follow and successful with students.

**Example:**

<b>Comprehension Framework Steps</b>	<b>Hatchet Lesson, Chapter 8</b>
Prereading Assessment	<ol style="list-style-type: none"> <li>1. Find out if students know what a strategy is.</li> <li>2. Teach my definition of the difference between inference and observation (by relating it to the cartoon lesson from yesterday or inferring cards - page 4).</li> <li>3. LEARNING TARGETS:                             <ul style="list-style-type: none"> <li>• I can use observation and inference to read better.</li> <li>• I can read slower by "chunking" the text. (<i>Hatchet</i>, chapter 8)</li> <li>• I can use a double entry journal to record observations and inferences.</li> <li>• I am willing to change my mind.</li> </ul> </li> </ol>
Build Background Knowledge  Map of Canada available???	Find out what students already know about the content of Hatchet. Share: <ul style="list-style-type: none"> <li>• Brian alone on small Cessna plane with pilot</li> <li>• Pilot has heart attack and dies</li> <li>• Crashes in the Canadian wilderness</li> </ul>
Focus on strategy	Readers infer meaning from texts they read because not everything is written. The author expects you to gather clues and make meaning. It's more interesting. Reading is like a puzzle. Readers search for clues and put the clues together to form the whole picture. Slowing down and reading in chunks will help you build comprehension. Students create in 2 colors - if possible. <ul style="list-style-type: none"> <li>• Double Entry Journal: <b>Observation on one side/Inference on the other</b></li> </ul>
Cycle 1	Teacher reads 1 <sup>st</sup> line of the chapters and asks, What am I reading to find out? (The sound) What clues do I have? ( <i>Observations: I, growl, first time</i> ) What is my inference based on the clues I have? ( <i>A bear?</i> ) Ask, What am I reading to find out? ( <i>What's the sound?</i> )
Cycle 2	Teacher reads second cycle aloud: What clues do I have now? (Observation) What is my inference based on the text? (Share with your partner and tell WHY; who agrees with me; who changed their mind and WHY?) <b>What am I reading to find out?</b> (The sound had been identified as the wind, but is there still something out there?)

Cycle 3	<p>Students read next cycle silently.                  They record their <b>observations</b> on the left side.                  They record their <b>inferences</b> on the right side.                  Share <b>observations/inferences</b> with partner.                  Debrief as a class.  <b>What are reading to find out now?</b></p>
Cycle 4	<p>Partners read next cycle aloud, alternating paragraphs.                  This time --- write your <b>inference</b> first and your <b>observations</b> (or evidence) second.  <b>Readers interpret and alter what they read in accordance with their prior knowledge about the topic --- so what do you know that changes your mind?</b>  <b>How many of you have changed your mind since your first inference?</b>  <b>What are we reading to find out now? (If we are right!)</b></p>
Cycle 5	<p>Read to confirm or disconfirm our inferences. Are we right now?</p>
Postreading Assessment	<p>Write a letter to your partner in your daybook telling them the answer to these 2 questions. "We will start with your answers to these 2 questions tomorrow."                  1. What did you experience by slowing down to observe and then infer what you were reading?                  2. How and where can you apply what you learned today from your reading experience to other texts?</p>

**III. Postreading: Independent Activities**

These activities are done after reading and working the text. They are done alone or in small groups without the teacher.

- A. Recall of Content: This may include the traditional answering of comprehension questions, sequencing the text parts, drawing a picture of an important episode.
- B. Reader Response: Students respond in some fashion to the text.
- C. Extension of Text: Students go beyond the text doing other reading, writing, listening, or speaking activities that are related, such as repeated reading, partner reading, taping the story, Readers Theater, or writing a new ending.
- D. Strategy Use and Transfer: Students practice the strategy with a new text.
- E. Informal or Self-Assessment: Students may retell the story or demonstrate comprehension of the text and strategy use in some way. Also, students might explain or evaluate how effectively they use certain strategies "on the run" by recording them and rating them as they read.

**My idea for postreading: Record results in journal in letter from to teacher or in partner journal.**

**IV. Evaluation of Teaching: Reflection of Self**

- How clear were your explanations of the strategy?
- How well did you reinforce the strategy throughout the lesson?
- How well do you think the students understood the strategy and were able to apply it to their comprehension?
- In what ways did you support the use of other strategies?
- How well did the students do independently?
- How well were you able to construct the theme of the reading?

## Comprehension Strategy Framework

From *Reading Teacher*, April 1999, "Supporting a strategic stance in the classroom," by S. Dowhower

### I. Prereading: Enabling Activities

- A. **Assess/elicite prior knowledge:** Teacher determines with students what they already know about the topic, ideas, structure, or contents of the text to be read. Also, the teacher checks students' knowledge of what a strategy is and if they have ever used the particular strategy targeted or others to increase their understanding of what they have read.
  
- B. **Build background/ relate to prior knowledge:** Teacher and students build bridges from known to unknown through the use of questions, statements and activities. What do the students know that will help them understand the text and the new strategies introduced here?
  
- C. **Focus attention on strategy:** Teacher establishes what comprehension strategy students are going to learn and why it will help the students. The teacher gives a model or brief description of how the strategy works.

### II. Active Reading: Interaction Between Students, Teacher and Text

- A. **Cycle 1:** Establish a purpose for reading. Reasons for reading the section are set by either the students or teacher or jointly. Read pages or stanzas xx silently. Students should be encouraged to self-monitor, think about and react to what they're reading, and to use the strategy as well as other strategies they know to understand the reading.  
Discuss/work the story. Together students and teacher negotiate the meaning of the section. The teacher includes 1-2 open-ended questions for discussion, starting first with the purpose for reading. Utmost in the teacher's mind is working toward meaningful themes. The teacher also supports strategy construction by naming the strategy and showing how he/she uses it personally.

**Cycle 2 and beyond:**

- Establish purpose.
- Read silently pages or stanzas xx.
- Discuss/work the story.
- Repeat cycle as needed.

- B. **Final Discussion: Theme and Comprehension strategy.** Teacher includes 1-2 open-ended questions that get at the heart of the story (theme) and tie the discussion of the sections together. It is important for the students to explicitly discuss what strategy they learned, why it helped comprehension, and where they could use the strategy again in other texts, particularly in their independent reading. Encourage students to identify other comprehension and decoding strategies that they used as they read.

**III. Postreading: Independent Activities**

These activities are done after reading and working the text. They are done alone or in small groups without the teacher.

- A. Recall of Content: This may include the traditional answering of comprehension questions, sequencing the text parts, drawing a picture of an important episode.
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- E. Informal or Self-Assessment: Students may retell the story or demonstrate comprehension of the text and strategy use in some way. Also, students might explain or evaluate how effectively they use certain strategies “on the run” by recording them and rating them as they read.

**IV. Evaluation of Teaching: Reflection of Self**

- How clear were your explanations of the strategy?
- How well did you reinforce the strategy throughout the lesson?
- How well do you think the students understood the strategy and were able to apply it to their comprehension?
- In what ways did you support the use of other strategies?
- How well did the students do independently?
- How well were you able to construct the theme of the reading?

Show the cards on the SmartBoard. Ask students to answer the question (inference). Ask them to underline the evidence that led them to their conclusion. Some have more than one answer that matches the clues. You will probably only need 1-2 cards to teach the difference between observing and inferring. You could put the others in a center.

**#1: LOCATION QUESTION**

He pulled his reindeer coat more closely around his shoulders and drove his dog team on into the storm. The stinging winds bit through his sealskin boots and trousers.

*Where was the man?*

**#2: LOCATION QUESTION**

Brian liked to go down and watch the ships get closer. When he went down, he often found pretty shells.

*Where did Brian go?*

**#3: LOCATION QUESTION**

After we paid for our ticket, we gave the clerk the ticket, got popcorn and found our seats.

*Where were we?*

**#4: OCCUPATION OR PASTIME QUESTION**

The tall man put handcuffs on an angry looking man. Then he took him to a car that had a blue light on top. *What is the occupation of the tall man?*

**#5: OCCUPATION OR PASTIME QUESTION**

She looked at the crying baby and picked her up. Then she took the baby's temperature. She frowned as she read the thermometer and called a prescription into the pharmacy. *What is the occupation of the woman?*

**#6: OCCUPATION OR PASTIME QUESTION**

The young man had just had a haircut. His uniform was carefully tailored and freshly pressed. He could see his reflection in his shoes. *What is the young man's occupation?*

**#7: TIME QUESTION**

Michael gathered all the leaves onto the front porch. He placed a big bowl of candy on a table and then hid under the leaves waiting for the boys and girls to yell "Trick or Treat!" *What time of the year is it?*

**#8: TIME QUESTION**

We wanted to stop and see our friends, but when we drove to their house, there were no lights on. We decided they were not at home.

*What time was it?*