



Rhode Island Reading First

Comprehension Instruction



Acknowledgements

- Florida Center for Reading Research (www.fcrr.org)
- *Teacher-to-Teacher Workshops*, USDOE
- Texas Primary Reading Academies
- *Teaching Reading in the Content Areas: IF NOT ME, THEN WHO? 2nd edition* (Billmeyer & Barton)
- *Classroom Strategies for Interactive Learning*, 2nd edition (Buehl)
- *Put Reading First* (National Institute for Literacy)

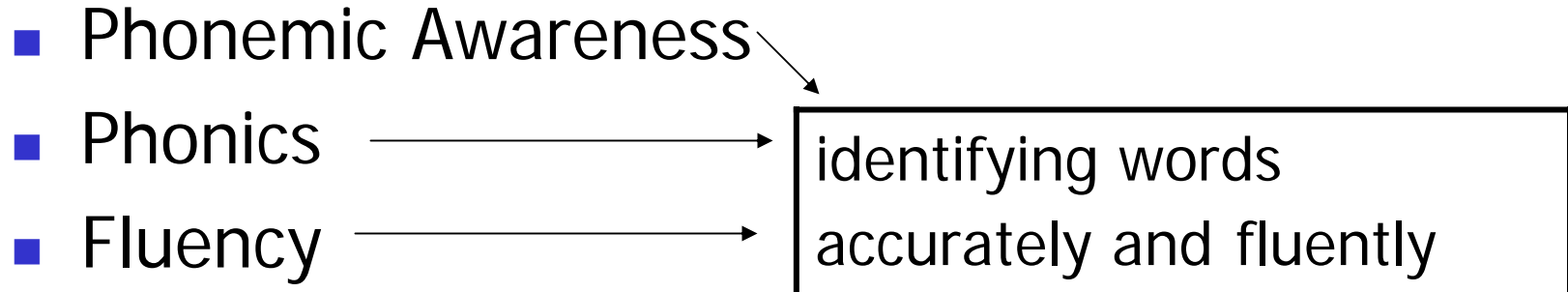


Building Reading Skills

- Phonemic Awareness

- Phonics

- Fluency



identifying words
accurately and fluently

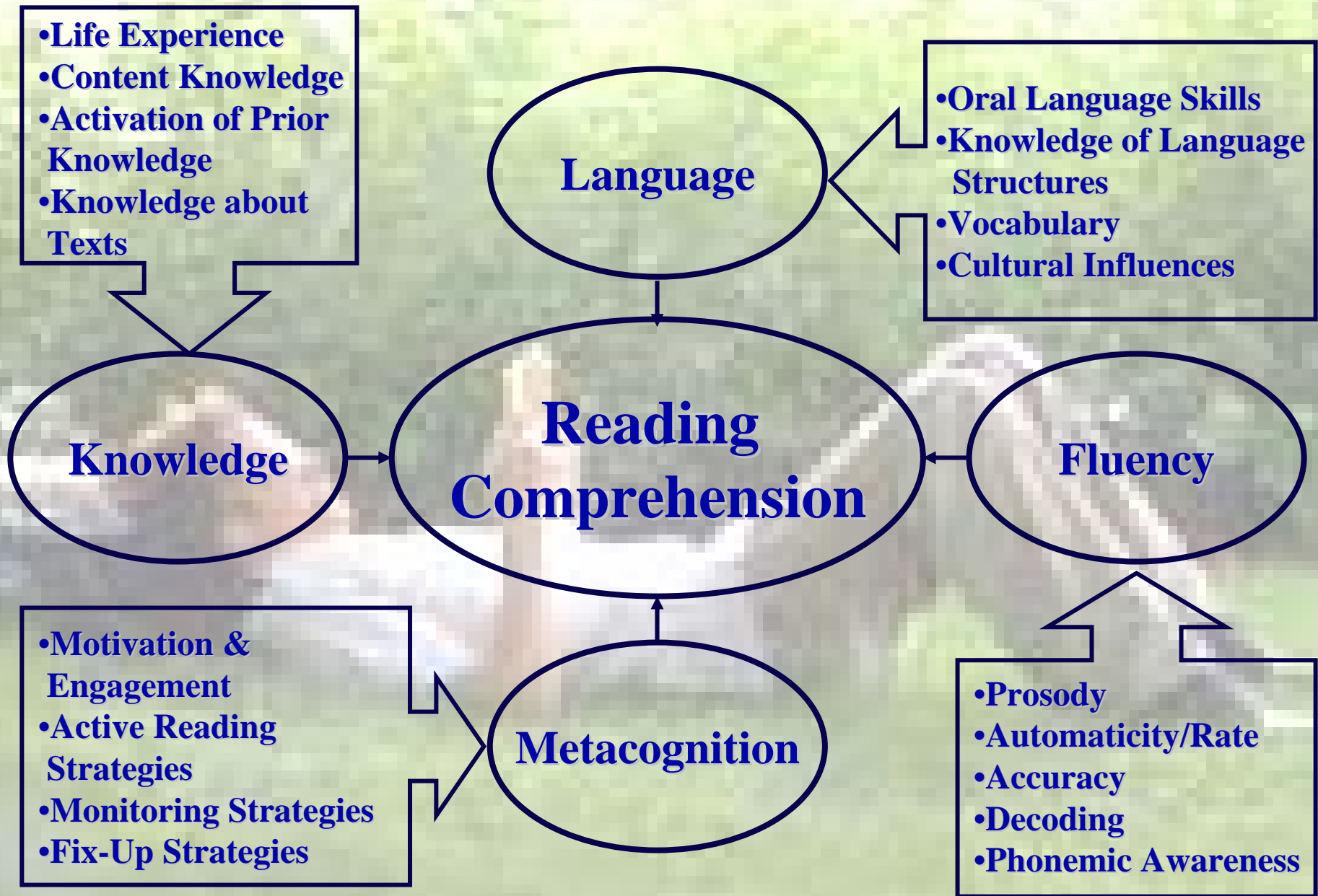
- Vocabulary

- Comprehension

- Strategies



Constructing meaning
once words are identified





Defining Comprehension

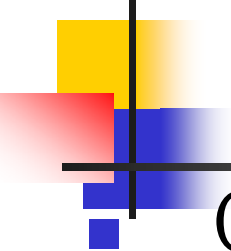
- “acquiring meaning from written text”
Gambrell, Block and Pressley, 2002
- “the process of extracting and constructing meaning through interaction and involvement with written language”
Sweet and Snow, 2002
- “thinking guided by print”
Perfetti, 1985



Growth of Reading Skills

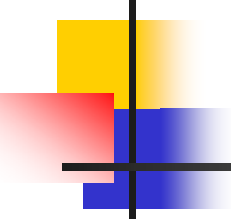
Dr. Joseph K. Torgesen, FCRR

- Accurate and fluent reading skills contribute importantly to the development of reading comprehension.
- Oral language vocabulary and other forms of verbal and conceptual knowledge contribute importantly to the development of reading comprehension.



■ Children must also develop and actively use a variety of comprehension monitoring and comprehension building strategies to reliably construct the meaning of text.

■ Motivation for learning to read is important to early reading development.

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- After basic skills are well established, continued motivation to read is critical for reading development.
 - Growth of reading skills after 3-4th grade is heavily influenced by the amount of reading the child does.



Ultimate Goal:

To help every child acquire the knowledge, skills and, attitudes that lead to proficient reading comprehension.

Dr. Joseph K. Torgesen, FCRR

Word reading fluency and accuracy

X

Knowledge and Strategies for Linguistic
Comprehension

X

Motivation and interest

=

Reading Comprehension

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers literal ^L , inferential ^I , and evaluative ^E questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters ^{MC} , setting ^S , theme ^T , and plot ^P	MC S	MC S	MC S,P	MC S,P	MC S,P,T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^S or informational passage ^I	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^C and generalizations ^G	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

* High priority skill



Grade Level & Grade Span Expectations

R-4	Initial Understanding of Literary Text
R-5 R-6	Analysis and Interpretation of Literary Text, Citing Evidence
R-16	Generates a Personal Response
R-7	Initial Understanding of Informational Text (Expository and Practical Text across Content Areas)
R-8	Analysis and Interpretation of Informational Text (Expository and Practical Text across Content Areas), Citing Evidence
R-12	Strategies for Monitoring and Adjusting Reading
R-13	Reading Comprehension Strategies
R-14	Reading Widely and Extensively
R-17	Participating in Literate Community
R-15	Reading for Research Across Content Areas



Understanding Different Types of Texts

Narrative Texts

- Tell stories
- Follow a familiar story structure
- Include short stories, folktales, myths, fables, legends, autobiographies, biographies, fantasies, historical fiction, mysteries, science fiction, plays

Informational Texts

- Explain information or tell about topics
- Provide a framework for comprehension of content-area textbooks
- Include informational books, content-area textbooks, newspapers, magazines, brochures, catalogues



Comprehension Framework

Before

During

After

Reading



Before Reading

Help students:

- Set a purpose for reading
- Focus attention
- Preview the text to:
 - Activate and build students' background knowledge
 - Introduce vocabulary
 - Help students make predictions



During Reading

Help students:

- Monitor/clarify
- Repair comprehension (when needed)
- Stop for reactions, comments, questions, and predictions
- Avoid too many interruptions



After Reading

Help students:

- Determine important or main ideas and summarize
- Draw conclusions and makes inferences
- Evaluate information and personal use of strategies
- Assimilate information into knowledge base



Comprehension Strategies

COMPREHENSION STRATEGIES ARE...

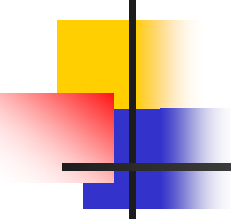
Plans or procedures that readers use and apply when they:

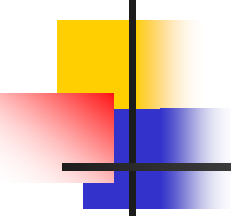
- hear text read aloud,
- read text with a teacher
- they read independently

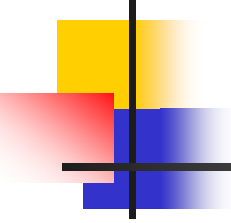


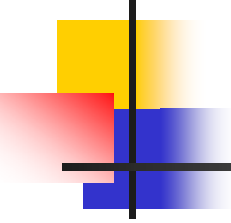
Pearson, Roehler, Dole and Duffy (1992)

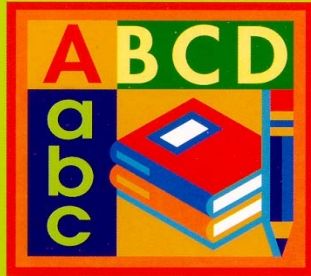
- Activate Prior Knowledge: Strategic readers use what is known about the topic of a text and the way a text is organized to check their comprehension and make mental connections between new information and existing knowledge.

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- Monitor Comprehension: Reading rate and strategies are adjusted when a reader needs to understand different kinds of text.
 - Repair Comprehension: When meaning has been lost, fix-up strategies (such as re-reading and skipping ahead) are used by strategic readers to move back on track.

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- Determine Important Ideas: Making predictions and identifying the most important ideas of the text come before, during, and after reading.
 - Synthesize: Throughout reading, strategic readers mentally summarize information.

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- Draw Inferences: Strategic readers combine prior knowledge with textual information to make inferences about the text. Gaps in understanding are filled in through predictions, inferences, and new ideas.

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- Ask Questions: Questions are developed and answered by strategic readers throughout the reading of the text to activate prior knowledge, check comprehension, classify ideas, and focus attention.

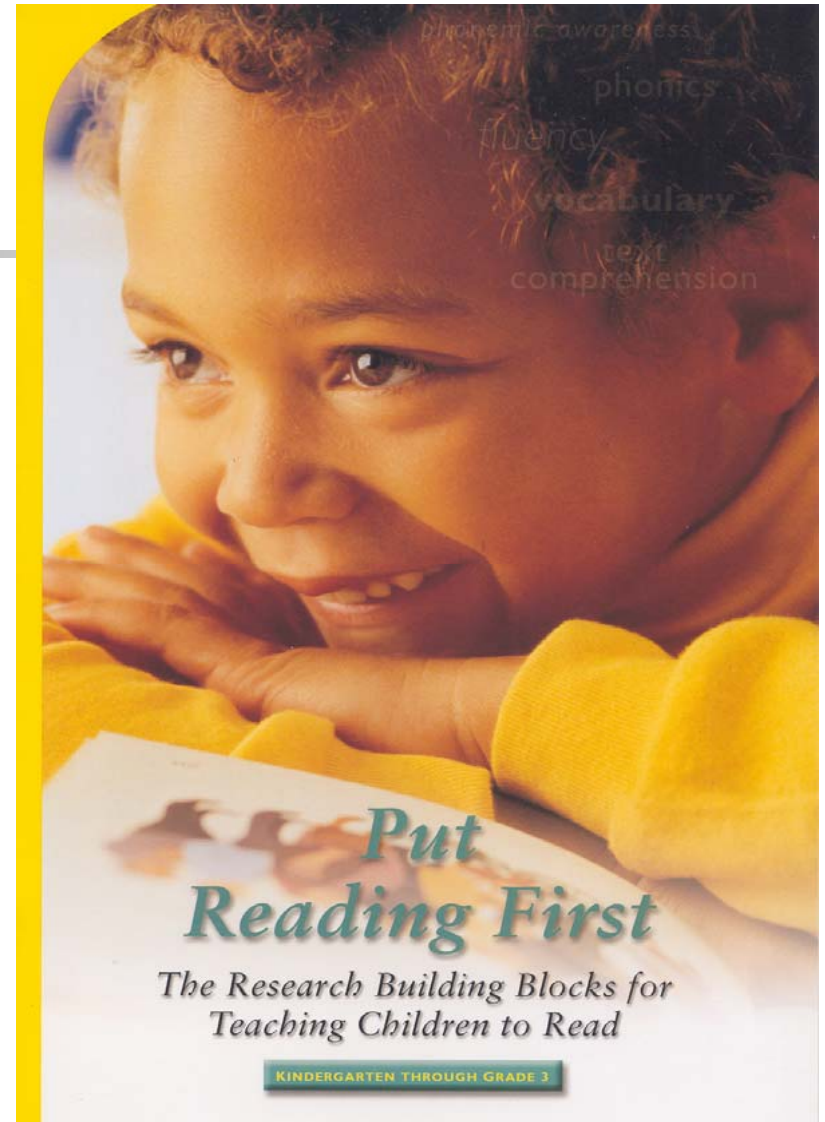


REPORT OF THE

National Reading Panel

TEACHING CHILDREN TO READ

An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction





Research-Based Comprehension Instruction

- **COMPREHENSION INSTRUCTION CAN INCLUDE SHOWING STUDENTS HOW TO...**

- Activate prior, relevant knowledge
- Monitor one's comprehension
- Visualize
- Summarize
- Recognize story structure
- Use graphic organizers
- Answer and generate questions
- Draw inferences to form conclusions, make critical judgments, and create unique interpretations



Effective Comprehension Instruction

- Comprehension instruction is more than just asking questions to assess student learning
- Effective comprehension instruction includes helping students to become more strategic, metacognitive readers so they will understand what they read



Strategy Awareness

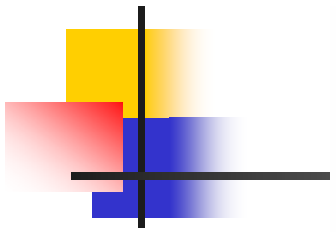
- WHAT...Name and develop an understanding of the strategy
- WHY... Give the reasons for using the particular strategy
- HOW... Show students how to use the strategy
- WHEN... Show students when to use the strategy



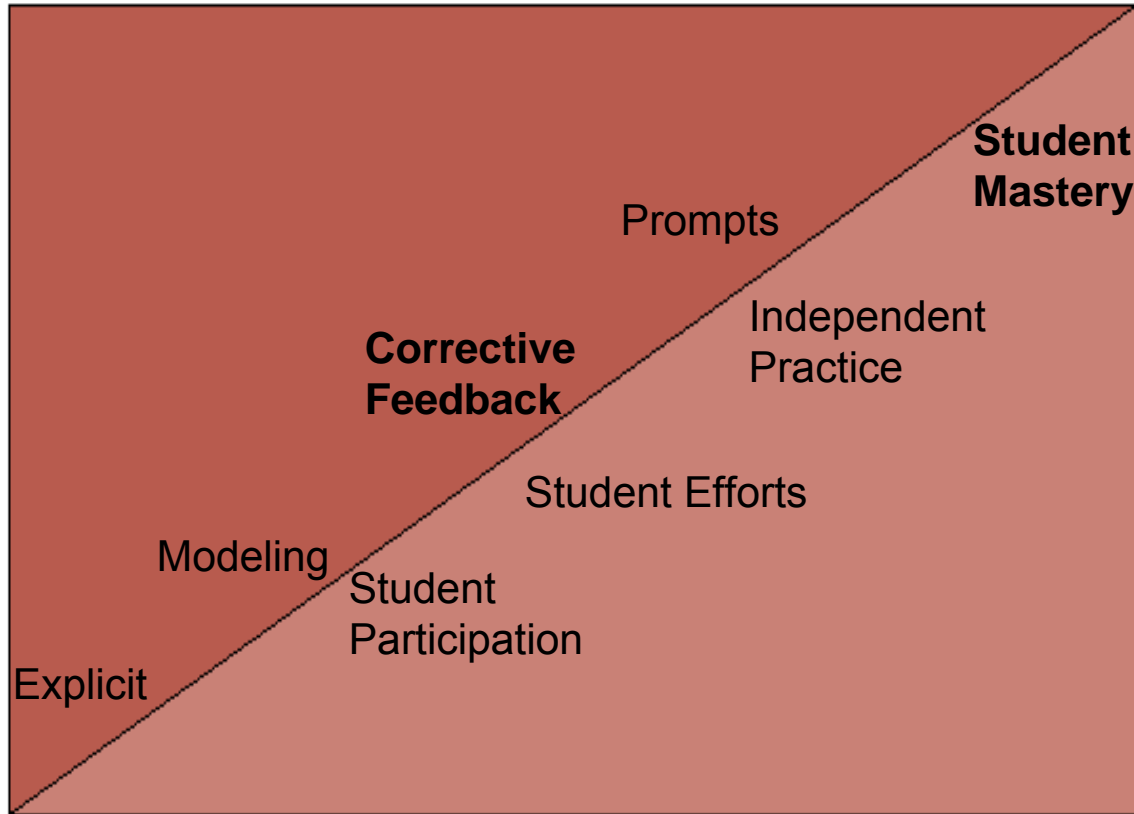
Teaching Comprehension Strategies

- Model and discuss:
 - What a given strategy is and why it is important
 - How, when, and where to use a strategy
 - Which strategies work best in certain instances
 - How to apply different strategies to different types of texts and reading situations
- Provide extensive practice

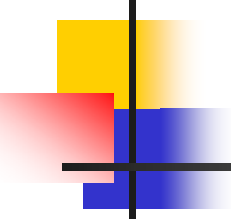
Scaffolding



Teacher



Student



Teach Comprehension Strategies

- Model within context
- Teach when to use
- Teach to self-monitor
- Provide scaffolds for using the strategy
 - Check list of steps
 - Graphic organizer
- Provide guided practice and feedback
- Provide opportunities to apply during other units of study

Dickson, Collins, Simmons, Kameenui 1999
Dickson, Simmons, Kameenui, 1999
Scanlon, Deshler, & Schumaker, 1996

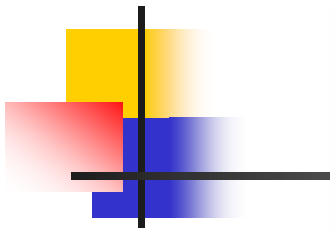


Monitoring Understanding

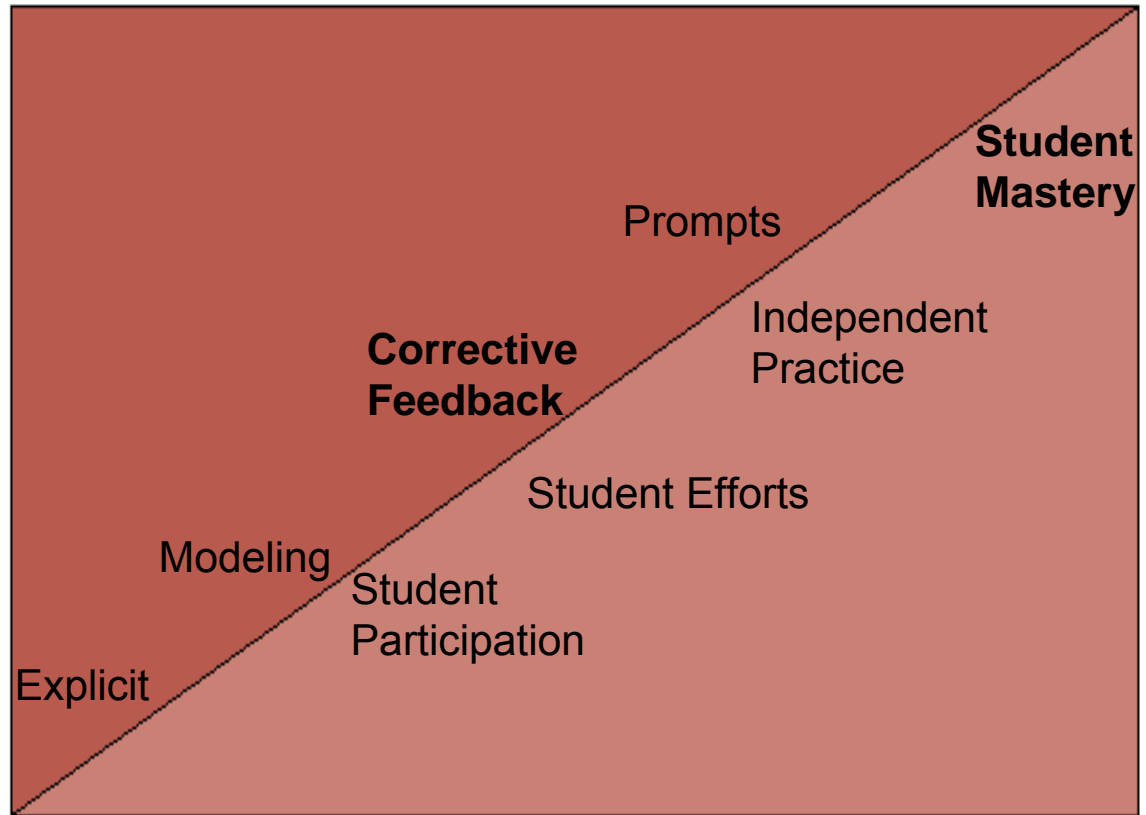
By thinking aloud, you can model what good readers do to help monitor their understanding of what they are reading.

- Model:
- How you picture in your mind what is happening in the text
 - How you reread certain parts
 - How you stop and summarize what has happened
 - How you regularly make predictions

Scaffolding



Teacher



Student



Scaffolding Learning

- Effective Instructional Strategies & Activities
- Graphic Organizers
- Questioning



Effective Instructional Strategies

“Teaching strategically means being purposeful and thoughtful about planning instruction. It means analyzing how every aspect of the lesson will contribute to the instructional goal or objective. It means selecting teaching and learning strategies that will enhance student learning.”

Billmeyer and Barton

Reading Strategies

Strategies for the Three Phases of Cognitive Processing		Preactive Preparation Before Reading	Interactive Assistance During Reading	Reflective Reflection After Reading
Vocabulary Development	Page Number			
1 Concept Definition Mapping	70	x	x	x
2 Frayer Model	74	x	x	x
3 Prereading Predictions	78	x		
4 Semantic Feature Analysis	79	x	x	x
5 Semantic Mapping	82	x	x	x
6 Stephens Vocabulary Elaboration Strategy (SVES)	85		x	x
7 Student VOC Strategy	87	x	x	
8 Word Sorts	89	x	x	x
Narrative Text				
9 Character Map	90		x	x
10 Directed Reading/Thinking Activity (DR/TA)	92	x	x	x
11 Probable Passages	93	x		
12 Story Frame	95			x
13 Story Grammar/Maps	97		x	x
14 Story Mapping through Circular Pictures	100		x	x
15 Venn Diagram	102	x	x	x
Informational Text				
16 Anticipation Guide/Prediction Guide	104	x	x	
17 Directed Reading/Thinking Activity (DR/TA)	107	x	x	x
18 Graphic Organizers	109	x	x	x
19 Group Summarizing	112			x
20 Informational Paragraph Frames	114	x		x
21 K-W-L—What I Know; Want to Learn; Learned	116	x		x
22 Pairs Read	119		x	
23 Prereading Plan (PreP)	121	x		
24 Problematic Situations	122	x		
25 Proposition/Support Outlines	124		x	x
26 Reciprocal Teaching	128	x	x	x
27 SQ3R (Survey, Question, Read, Recite, Review)	130	x	x	x
28 Search Strategy	132		x	
29 Semantic Mapping	134	x	x	x
30 Sensory Imagery	136		x	
31 Structured Note-taking	137	x	x	x
32 "Think-alouds"	139		x	
Reflection Strategies (Questioning; Writing; Discussion)				
33 Concept Question Chain	142			x
34 QAR—Question-Answer Relationships	145			x
35 Learning Logs	148	x	x	x
36 RAFT—Role/Audience/Format/Topic	151			x
37 Writing-to-Learn	154	x	x	x
38 Creative Debate	158			x
39 Discussion Web	160			x
40 Scored Discussion	163			x



Graphic Organizers

Teaching students to organize the ideas that they are reading about in a systematic, visual graph benefits the ability of the student to remember what they read, to better comprehend, and to achieve.

National Reading Panel, Report of Sub-groups



Graphic Organizers can . . .

- Guide students' thinking and help them remember important elements and information in both narrative and informational texts
- Provide an organizational framework for students who are unfamiliar with the structure of a particular text
- Be used before, during and after reading



Graphic Organizers and Semantic Maps

- Appropriate for all types of instructional settings and at all age levels:
 - ▶ strengthen vocabulary
 - ▶ pre-reading and pre-writing
 - ▶ organize information during reading
 - ▶ create a study guide after reading



Teacher Questioning

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know



Different Types of Questions

- Level one questions involve responses that can be found word-for-word in the text.
- Level two questions can be answered by looking in the text, but the answers are more complex and require a response of one sentence or more
- Level three questions cannot be answered by looking in the text; they require students to think about what they have read, think about what they already know, and think about how it all fits together.



Student Generated Questions

- Improves students' active processing of text and their comprehension
- Requires students to integrate information from different segments of text
- Students become aware of:
 - ☑ their ability to answer the questions
 - ☑ if they understand what they are reading



Instructional Approaches: Motivation and Engagement

- Give choices
 - Reading materials
 - Inquiry
 - Projects
- Small groups
- Balance ease of access with challenging content

Consider Diversity: English Language Learners

- Activate prior knowledge
- Preview new vocabulary and concepts
- Scaffold students' learning
- Summarize frequently
- Promote participation in discussions
- Frequently monitor comprehension





The Importance of Comprehension

“Even teachers in the primary grades can begin to build the foundation for reading comprehension. Reading is a complex process that develops over time...emphasize text comprehension from the beginning, rather than waiting until students have mastered ‘the basics’ of reading...Beginning readers, as well as more advanced readers, must understand that the ultimate goal of reading is comprehension.”



Words of Wisdom . . .

“A hundred years from now, it will not matter the sort of house I lived in; what my bank account was; or the kind of car I drove. But the world may be different because I was important in the life of a child.”

Anonymous