



READING LINKS

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# **Comprehension Manual**

## **Participants & facilitators**

Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. BOX 47200  
Olympia, Washington 98504-7200



# READING LINKS

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Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, Washington 98504-7200  
(360) 725-6035 - [smccune@ospi.wednet.edu](mailto:smccune@ospi.wednet.edu)

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# The LINKS Project

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The mission of the LINKS project is to develop educational multi-media products that can support school improvement and educational reform. The project has focused on the development of a website and the development of web assisted professional development programs.

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English language learners, turning a school around, and strategic change. A total of 18 lessons are provided on the LINKS website ([www.linkslearning.org](http://www.linkslearning.org)) as well as on CDs.

Reading LINKS also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences or meetings. The information provided in the lessons endeavors to provide teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills.

The LINKS project partnered with teachers and staff from Washington Alliance of Schools to highlight the importance, complexity, and elegance of effective teaching and learning.

These teachers along with a reading consultant and a Scottsdale, Arizona teacher are featured in the videos. They demonstrate a wealth of reading knowledge, skills in curriculum design, instruction and assessment, as well as an obvious concern and caring for the children they teach.

The LINKS project wishes to express its appreciation to the Washington Alliance that played a major role in the Reading LINKS project, the teachers who were filmed, and the teachers who participated in field-testing and evaluation.

In addition staff from the Longview, Washington School District and teachers from Washington Alliance districts have provided valuable feedback and suggestions.

It is our hope that the electronic and print Reading LINKS materials will provide information and models for new teachers, will stimulate discussion and experimentation with experienced teachers, and be useful in ensuring that all children learn to read and read well by the end of third grade and to continue their reading skills development throughout their school experience.

Shirley McCune  
Links Project Director

## Reading LINKS

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The LINKS project wishes to thank the many persons who contributed to the training materials that support and extend 18 Reading LINKS videos. ([www.linkslearning.org](http://www.linkslearning.org))

### Writers

Dr. Jonelle Adams – Washington Alliance  
Dr. Ramona Chauvin – Washington Alliance  
Christie McLean Kessler – Washington Alliance  
Roxanne Stuart – Longview School District  
Dr. Jan Rauth – Longview School District  
Sarah Jordan – Longview School District  
Jo Robinson – OSPI – Consultant  
Mo Anderson – OSPI – Consultant

### LINKS Project

Dr. Shirley McCune  
Dr. Sarita Schotta  
Jackie Hansman  
Rena McMurry

### LINKS Video Lessons

Limelight Technologies – Multi Media Product  
Videos – Technology Based Learning and Research, Arizona State University

**NOTES TO THE FACILITATOR**

Before beginning a Reading Links training session, please read the "Tips to Facilitating the Reading Links Modules." It is found in the back of this manual under tab 10, "Tips to Facilitating." It outlines the essentials for a successful training. The sections "Equipment and Materials," "Introducing Yourself and Participants," and "Workshop Expectations" are particularly useful for the opening of training because they describe how to begin a session. "Room Arrangement" may also be helpful.

The Agenda opposite this page is written as a generic guide to a Reading Links training. Before you begin, personalize the top portion by adding the date, times, location, and module to the training you will be delivering. This can also be adapted to serve as an advertisement or flyer.

**Materials to gather before beginning Comprehension:**

- 1) *The Report of the National Reading Panel* -- find this downloadable document at [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org).
- 2) *Put Reading First: The Research Building Blocks for Teaching Children to Read* -- also downloadable at [www.nifl.gov](http://www.nifl.gov).

Optional:

- 3) The Executive Summary of the RAND Report (2002) -- find this downloadable document at [www.rand.org](http://www.rand.org) and
- 4) *Mosaic of Thought* (Keene & Zimmerman, 1997).
- 5) *Strategies That Work* (Harvey & Goudvis, 2000) and *Words Their Way* (Bear, Invernizzi, Templeton, & Johnston, 2000).

**SUPPORT MATERIALS**

OH/PPT #1: Comprehension

OH/PPT #2: Agenda

**SESSION ACTIVITIES****Introductions**

1. Put up OH/PPT #1 and welcome the participants to your training.
2. Introduce yourself, your background and experience in education.
3. Have participants do a nametag or tent according to your preference.
4. Introductory activities for participants are outlined in the "Tips" document. Choose one according to how well the participants know each other, how much time is allotted for the training, and how many people are present.
5. Walk through the Agenda connecting the information to the times and particular module you are delivering.

# READING LINKS AGENDA

|                        |   |
|------------------------|---|
| <b>10 minutes</b>      | <b>Introduction and Expectations</b>  |
| <b>10 - 15 minutes</b> | <b>Overview</b><br>Reading Links Project<br>ROPES Guiding Structure<br>Participant Manual Layout                                      |
| <b>25 - 30 minutes</b> | <b>Section 1: Review Participant Background Knowledge and Understanding</b>   |
| <b>15 minutes</b>      | <b>Section 2: Overview</b><br>Key Learning Goals<br>Building Blocks   |
| <b>15 minutes</b>      | <b>Section 3: Presentation</b><br>Research-based Information and Content  |
| <b>10 minutes</b>      | <b>BREAK</b>  |
| <b>75 - 85 minutes</b> | <b>Section 4: Engagement and Practice</b><br>Classroom Strategies and Applications<br>Assessment<br>Video Modeling<br>Action Planning |
| <b>10 - 15 minutes</b> | <b>Section 5: Summarizing Key Learnings</b>   |
| <b>10 - 15 minutes</b> | <b>Evaluation and Feedback</b>  |

**NOTES TO THE FACILITATOR**

The opposite page is to provide the participants with an overall understanding of the Reading Links project and how it fits into the Links Learning Web site. Be sure to read it carefully before beginning your training session in order to answer questions as they arise. There is no need to have your participants read it. Your overview of the contents will be sufficient.

A FAQ about these materials is, "How can a school or district use them?" Along with the Reading Links overview, tell the participants why the materials were developed and guide them to finding the best use for their school or district if needed. Here is a list of suggested purposes for these materials:

1. To explain the scientific evidence base of teaching children to read in teacher friendly materials.
2. To connect the evidence to classroom practice.
3. To explain assessment choices to match instruction of that module.
4. To provide additional support to schools/districts so they can view their curriculum critically in order to find their strengths and weaknesses.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

1. Continuing with the Overview of the training, explain the Reading Links project to the participants highlighting how it began and what it is being used for in our state.
2. You may wish to post the above list of four purposes to the materials to help develop the value for the district/school/ or teachers in your training.





## Reading LI NKS Lessons

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|  |  |
|--|--|
| <b>Parent:</b><br><b>Early Oral Language Development</b>               | <b>Joan Moser:</b><br><b>Comprehension II</b>  |
| <b>Marti MacPhee:</b><br><b>Oral Language/ Pre-Reading Development</b> | <b>Robin Totten:</b><br><b>Upper Elementary Comprehension Strategies (Non-Fiction)</b> |
| <b>Kessler School:</b><br><b>Phonemic Awareness</b>                    | <b>Robin Totten:</b><br><b>Upper Elementary Comprehension Strategies (Fiction)</b>     |
| <b>Kessler School:</b><br><b>Phonics Instruction</b>                   | <b>Judy Rex:</b><br><b>Comprehension and Vocabulary</b>                                |
| <b>Anita Archer:</b><br><b>Primary Grades Reading</b>                  | <b>Judy Rex:</b><br><b>Vocabulary and Pre-writing</b>                                  |
| <b>Gail Boushey:</b><br><b>Early Guided Writing</b>                    | <b>Kathy Garcia:</b><br><b>ESL Instruction I</b>                                       |
| <b>Gail Boushey:</b><br><b>Early Comprehension/Fluency</b>             | <b>Kathy Garcia:</b><br><b>ESL Instruction II</b>                                      |
| <b>Anita Archer:</b><br><b>Intermediate Grades Reading</b>             | <b>Kessler School:</b><br><b>Turning a School around</b>                               |
| <b>Joan Moser:</b><br><b>Comprehension I</b>                           | <b>Mark Jewell/Tom Murphy:</b><br><b>Strategic Change</b>                              |

Also available at: [www.linkslearning.com](http://www.linkslearning.com)

**NOTES TO THE FACILITATOR**

The manuals are written using an advanced organizer known as ROPES. It stands for Review, Overview, Presentation, Engagement and Practice, and Summary. Each section has a purpose to the overall training session and content of the manual. Go over the ROPES structure with the participants, pointing out the purpose each section serves in helping them learn new material. Note the acronym and connect it to the manual's tabs. For example, the purpose of "R" or Review is to activate the participant's prior knowledge, provide entry learnings, and focus the session. Continue to go through each ROPES acronym, purpose, and connection to the manual. The pages that hold the information are then found under the Presentation tab. Be sure to credit Dr. Robert Carkhuff for its development. You may wish to use this power point slide as you introduce each new section during your training. Put this OH/PPT up on the overhead projector as an advanced organizer.

**SUPPORT MATERIALS**

OH/PPT #3: ROPES: A  
Guiding Structure

**SESSION ACTIVITIES**

1. Explain the ROPES structure to the participants, outlining each section's purpose to the training session.
2. Highlight the acronym.
3. Connect each section of ROPES to the tabs on the participant's manual. Have them locate each one.
4. The footer indicates the current section of ROPES with the use of capitals.

## ROPES: A GUIDING STRUCTURE FOR LEARNING

|   |   |
|---|---|
| R | <b>Review</b> – entry learning designed to activate and assess prior knowledge and to focus the session   |
| O | <b>Overview</b> – explicit statement of the goals and objectives of the session   |
| P | <b>Presentation</b> – presentation and discussion of research-based concepts that are needed to build background knowledge  |
| E | <b>Engagement and Practice</b> – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions |
| S | <b>Summary</b> – summarizing key learnings  |

(adapted from a model designed by R. Carkhuff)

# TABLE OF CONTENTS

## SECTION 1: REVIEW

|   |   |
|---|---|
| What Do I already Know About Comprehension? | 1 |
| Why Is Comprehension Important?             | 3 |
| Why Is Comprehension Instruction Important? | 4 |

## SECTION 2: OVERVIEW

|   |   |
|---|---|
| Key Learning Goals                            | 5 |
| Building Blocks for Teaching Children to Read | 6 |
| Comprehension Graphic Organizer               | 7 |

## SECTION 3: PRESENTATION

|   |    |
|---|----|
| How Have Our Views about Comprehension and<br>Comprehension Instruction Changed?                          | 8  |
| What Is Comprehension?  | 9  |
| What Do Proficient Readers Do to Enhance Their<br>Comprehension?  | 10 |
| Checking For Understanding  | 12 |
| What Comprehension Strategies Did the National Reading<br>Panel Identify as Most Promising and Effective? | 13 |
| How Can Comprehension Strategies Be Taught?   | 14 |
| When Is Comprehension Instruction Most Effective?   | 15 |
| What Are the Challenges for Teachers?   | 16 |

## SECTION 4: ENGAGEMENT AND PRACTICE

|  |    |
|--|----|
| <b>Classroom Strategies and Applications</b> |    |
| Comprehension Monitoring                     | 21 |
| Cooperative Learning                         | 27 |
| Graphic and Semantic Organizers              | 31 |
| Story (or Text) Structure and Mapping        | 38 |
| Questioning (Answering and Generating)       | 54 |

|  |    |
|--|----|
| Summarization  | 65 |
| Multiple Strategy Approach   | 70 |
| <b>Participant Engagement</b>  | 71 |
| <b>Assessment</b>  | 73 |
| <b>Video Modeling</b>  |    |
| Contexts and Procedures for Video Viewing                              | 76 |
| Video Modeling and Observation Chart                                   | 77 |
| <b>Action Planning</b>   |    |
| How Can I Put My New Learnings into Practice?                          | 79 |
| Constructing an Action Plan to Meet Instructional<br>Needs of Students | 80 |

## **SECTION 5: SUMMARY**

|                         |    |
|-------------------------|----|
| Comparative Thinking    | 81 |
| Evaluation and Feedback | 82 |

## **SECTION 6: HELPFUL RESOURCES**

## **SECTION 7: REFERENCES**

## **SECTION 8: GLOSSARY**

# REVIEW NOTES

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# COMPREHENSION

## SECTION 1: REVIEW

**NOTES TO THE FACILITATOR**

The activities on this page serve two outcomes. For the participants, it activates their background knowledge of comprehension. For you, these activities act as an assessment of the participants' previous knowledge. Use the page to gain information in order to alter your session accordingly. For example, after the participants have marked the continuum, note where most of their X's fell. If your participants have answered '1,' monitor the following activity closely.

**SUPPORT MATERIALS**

Blank Overheads  
OH projector markers  
Cut-out transparency copies  
of the words used in the  
word sort activity from p. 1  
(These cut-out words can be  
used to facilitate the group  
sharing of word sorts.)

OH/PPT #4: Think-Ink-Pair-  
Share

**SESSION ACTIVITIES**

1. On their own, ask the participants to rate their familiarity with Comprehension by marking an 'X' on the continuum.
2. Ink: Next, the participants review individually the 20 words related to comprehension that they will use in a word sort.
3. Have the participants complete their word sorts on the next page.
4. Pair-Share: Participants talk in small groups or with partners about their word sorts.
5. On blank overheads, have the participants summarize the group's answers and share on the front projector.



## What Do I Already Know About Comprehension?

### Think – Ink – Pair - Share

**Think:** Rate your familiarity with the research on comprehension by placing an X on the continuum and then completing the Word Sort below.

|                   |   |                      |   |   |
|-------------------|---|----------------------|---|---|
| 1                 | 2 | 3                    | 4 | 5 |
| <b>Unfamiliar</b> |   | <b>Very familiar</b> |   |   |

### Ink: Word Sort

Look over the following list of words. In the space provided on the next page, sort the words into categories and then label your categories.

|                 |           |             |                      |        |
|-----------------|-----------|-------------|----------------------|--------|
| coding text     | schema    | questioning | modeling             | QAR    |
| comprehension   | rate      | connections | fix-up               | retell |
| metacognition   | visualize | decode      | monitoring           | infer  |
| prior knowledge | fluency   | summarize   | graphic<br>organizer | KWL    |

**NOTES TO THE FACILITATOR**

Monitor the participants' progress and background knowledge during the word sorting activity.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Use some of the words from the word sort to demonstrate possible ways to group words.

After completing the sorting, remind participants that there is not "one right way" to sort the words. The power of this activity comes from the discussion generated as decisions are made where to place each word card.

Explain that this activity would work well for reinforcing comprehension in all content areas (e.g., math, social studies, science). Concepts, characters, descriptions or any other words/word phrases could be used to support comprehension.

Although the word sort is used here to activate and/or assess prior knowledge, word sorts may also be used midway or at the end of a story or unit.

This activity is more effective when done as cooperative learning in pairs or small groups rather than individually.

## **Word Sort** (continued)

Complete your word sort below.

**Pair - Share:** Share your word sort with a partner or a small group. Discuss how and why you sorted and labeled the words the way you did.

**Option:** Make an overhead transparency or a chart of your word sorts to share with the whole group.

**NOTES TO THE FACILITATOR**

This page builds on the discussion from the initial activity. Be sure to emphasize that the educational careers of 25 to 40 percent of American children are imperiled because of comprehension difficulties. Also, refer to the citation at the bottom of the OH/PPT, explaining to participants that this quotation comes from *Preventing Reading Difficulties in Young Children*.

**SUPPORT MATERIALS**

OH/PPT #5: Why Is  
Comprehension Important?

**SESSION ACTIVITIES**

1. Talk through the overhead and emphasize how important it is that we provide effective instruction in comprehension so that students—and our society—won't suffer (e.g., lower productivity, underemployment, mental health issues, etc.)

## Why Is Comprehension Important?

The educational careers of 25 to 40 percent of American children are imperiled because they do not read well enough, quickly enough, or easily enough to ensure comprehension in their content courses in middle and secondary school. Although difficult to translate into actual dollar amounts, the costs to society are quite high in terms of lower productivity, underemployment, mental health services, and other measures.

(Snow, Burns, & Griffin, 1998, p. 98)

**NOTES TO THE FACILITATOR**

Explain to participants that comprehension AND comprehension instruction are both important.

It is important to remember that asking your students comprehension questions is not the same as teaching comprehension.

**SUPPORT MATERIALS**

OH/PPT #6: Why Is  
Comprehension Instruction  
Important?

**SESSION ACTIVITIES**

1. Read these bullets out loud.
2. Emphasize the following:
  - increased need for high degree of literacy
  - poor comprehension performance with discipline-specific content
  - unacceptable gaps persisting
  - growing diversity
  - little direct attention to teacher training
  - efforts of adopted policies and programs are uncertain
3. Ask for reactions, past experience, or questions.

## Why Is Comprehension Instruction Important?

### Comprehension instruction is important because:

- Students are facing an **increased need for a high degree of literacy**, including the capacity to comprehend complex texts, but comprehension outcomes are not improving.
- Students in the United States are **performing increasingly poorly** in comparison with students in other countries **as they encounter discipline-specific content and subject-matter learning**.
- **Unacceptable gaps** in reading performance **persist**; the **growing diversity** in the U.S. will likely **widen the gaps even further**.
- **Little direct attention** has been devoted to **helping teachers** develop the skills they need to promote reading comprehension.
- **Policies and programs** are regularly adopted, but their **efforts are uncertain**.

(RAND Report Executive Summary, 2002)

# OVERVIEW NOTES

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# COMPREHENSION

## SECTION 2: OVERVIEW

**NOTES TO THE FACILITATOR**

Section 2 of the manual includes an overview of the key learning goals, the building blocks for teaching children to read, and a graphic organizer related to the specific component of the module.

**SUPPORT MATERIALS**

OH/PPT #7: Key Learning Goals

**SESSION ACTIVITIES**

Key Learning Goals

1. Read through each of the goals, emphasizing the main idea of each one such as "connecting," "learn, model, and teach," and "create an action plan." Be sure to note that the 3<sup>rd</sup> bullet is the classroom application portion that provides the practical instruction piece to the training.
2. Explain that the goals pertain to the session as well as to the manual.

## Key Learning Goals



### The participants will:

- Understand the **connection** between comprehension and reading development.
- **Learn, model, and teach** research-based strategies for comprehension instruction in the classroom.
- **Create an action plan** to apply key learnings from this module to their classroom practice.

**NOTES TO THE FACILITATOR**

The “Building Blocks for Teaching Children to Read” comes from the cover of the *Put Reading First* document by Armbruster, Lehr, and Osborn (2001). The Reading Links project has highlighted the five sections in this document as the essential components in teaching children to read as mirrored in the Report of the National Reading Panel. However, Reading Links also acknowledges that the job is larger than that. Therefore, other components of a student’s reading growth such as Oral Language and Connecting Reading and Writing across Content Areas are also included. There are manuals and training sessions to coincide with those components.

**SUPPORT MATERIALS**

Materials: *Put Reading First* document

OH/PPT #8: Building Blocks for Teaching Children to Read

**SESSION ACTIVITIES**

Building Blocks

1. Show the *Put Reading First* document to the participants.
2. Discuss its link to the NRP Report as an instructional view of the evidence. Point out to participants that this document, however, is limited in scope because its focus is only K through 3<sup>rd</sup> grade.
3. Point out how the participants may download a copy of this booklet by going to the National Institute for Literacy website at [www.nigl.gov](http://www.nigl.gov).
4. Put up the OH/PPT #8. Explain the “blocks” for teaching children to read as outlined in *Put Reading First* (PRF).
5. Explain that the Reading Links modules go beyond the research base and classroom applications of both PRF and the NRP Report.
6. A LINKS module for ELL students is also available.

# Building Blocks for Teaching Children to Read

**Comprehension  
of Written  
Text**

**Fluency  
Practice**

**Reading &  
Writing  
Connections**

**Vocabulary  
Development**

**Oral  
Language  
Development**

**Phonemic  
Awareness**

**Phonics  
Instruction**

**NOTES TO THE FACILITATOR**

The essential elements of comprehension are illustrated by the Comprehension Graphic Organizer. Comprehension is a metacognitive, non-linear, multi-strategy process. It is reader-, text-, activity-, and content-specific. It requires a reader's active engagement with text as a means to acquire knowledge, enhance understanding, and construct meaning. Effective comprehension instruction includes before, during, and after reading strategies.

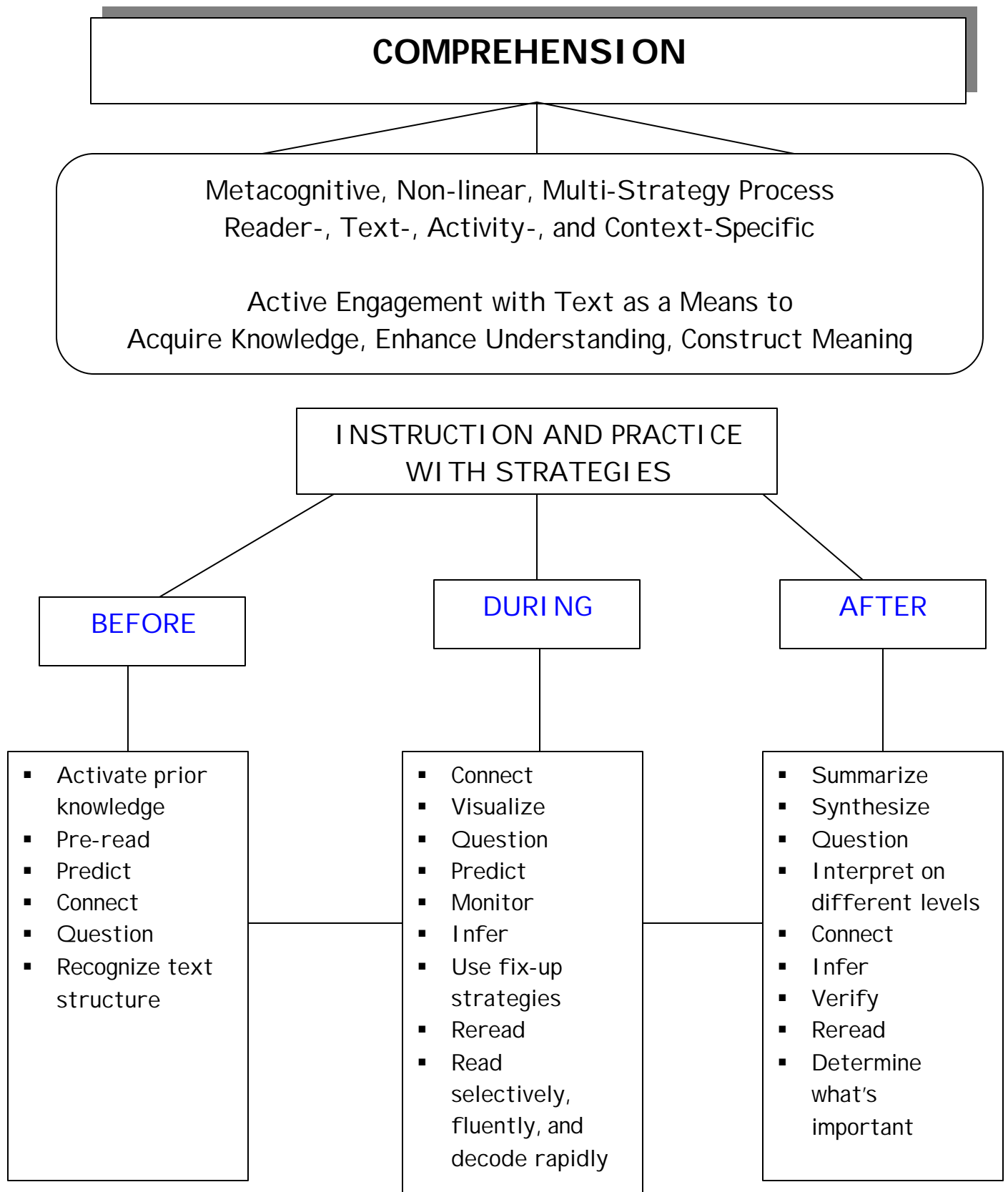
**SUPPORT MATERIALS**

OH/PPT #9: Comprehension Graphic Organizer

**SESSION ACTIVITIES**

Comprehension Graphic Organizer

1. Show the graphic organizer.
2. Explain the metacognitive, non-linear, multi-strategy processes that a reader uses while reading to comprehend -- or actively engaging with text as a means to acquire knowledge, enhance understanding, and/or construct meaning.
3. Explain that each reading "event" is reader-, text-, activity-, and context-specific. This means that no two readings are ever the same. Each reader brings his/her own background knowledge/experiences to a specific text based on the activity—or assignment—and the given context of the reading event.
4. Explain the before-, during-, and after-reading instruction and practice that readers need.



# PRESENTATION NOTES

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# COMPREHENSION

## SECTION 3: PRESENTATION

**NOTES TO THE FACILITATOR**

Section 3: Presentation of the manual begins with “How Have Our Views about Comprehension and Comprehension Instruction Changed.”

**SUPPORT MATERIALS**

OH/PPT #10: How Have Our Views....Changed?

**SESSION ACTIVITIES**

1. Read the four statements, emphasizing the italicized phrases that indicate the differences between what we once thought about comprehension and what, based on current research, we now believe to be true.
2. Emphasize that word calling is not reading—or comprehending, and that “testing” comprehension is not effective teaching of comprehension.

## How Have Our Views about Comprehension and Comprehension Instruction Changed?

We once thought of comprehension as **a natural result of decoding plus oral language.**

We now know that **saying words without understanding** how to put the words and concepts together to make sense **is not comprehending; and in fact, it is not reading.**

We once thought that by **asking students different levels of questions**, we were **teaching them how to comprehend.**

We now know that there is **much more to comprehension instruction than asking questions. Asking questions most often involves assessing, rather than teaching, comprehension.**

**NOTES TO THE FACILITATOR**

The "What Is Comprehension" page restates the processes involved when students comprehend.

**SUPPORT MATERIALS**

OH/PPT #11: What Is Comprehension?

**SESSION ACTIVITIES**

Explain

1. Talk through each bullet and paragraph.
2. The last paragraph explains that comprehension is not a product of reading. It is, rather, a purposeful, thoughtful, and active interaction between the reader, the text, the activity, and the sociocultural context.
3. Remember to cite the research sources that are listed at the bottom of the OH/PPT.

## What Is Comprehension?

### Comprehension is:

- the process of simultaneously extracting and constructing meaning through interaction and involvement with written language
- an active, complex, long-term developmental, cognitive process of acquiring knowledge, of enhancing understanding, of constructing meaning that involves knowledge, experience, thinking, and teaching
- understanding beyond knowing

### Comprehension is not a product of reading.

Rather, **it requires purposeful, thoughtful, and active interactions** between the reader, the text, the activity, and the socio-cultural context.

(Armbruster & Lehr, 2001; Fountas & Pinnell, 2001; Harvey & Goudvis, 2000; Irwin, 1991 as cited in Tompkins, 2001; Mooney, 1999; NRP, 2000; RAND Report Executive Summary, 2000)

**NOTES TO THE FACILITATOR**

This page is based on the proficient reader research conducted by P. David Pearson that is cited in *Mosaic of Thought* by Keene and Zimmerman. This research has been influential in how we currently look at comprehension, and it has been useful in informing how we teach comprehension.

**SUPPORT MATERIALS**

OH/PPT #12: What Do Proficient Readers Do to Enhance Their Comprehension?

Optional Materials: *Mosaic of Thought* (Keene & Zimmerman)

**SESSION ACTIVITIES**

Explain

1. Talk through each bullet. Highlight that this research is based on what proficient readers do to comprehend text.
2. Emphasize that proficient readers have a variety (or a repertoire) of strategies to use for comprehension (e.g., activate background knowledge, question, consider purpose, visualize and use sensory images, verify, and read selectively, fluently, and decode rapidly).
3. Remember to cite the research source, and show the *Mosaic of Thought* text if you have it.

## What Do Proficient Readers Do to Enhance Their Comprehension?

### Proficient readers:

- Activate background knowledge and make associations or connections with text.
- Ask questions before, during, and after reading.
- Use awareness of the purpose in reading the text, text forms and features, and then make decisions about reading rate based on this awareness.
- Visualize and use sensory images and emotions.
- Verify or change predictions based on the text and/or what is known about an author and his/her style.
- Read selectively, fluently, and decode rapidly.

(Keene & Zimmerman, 1997)

**NOTES TO THE FACILITATOR**

This page continues the proficient reader research conducted by P. David Pearson that is cited in *Mosaic of Thought* (Keene and Zimmerman, 1997).

**SUPPORT MATERIALS**

OH/PPT #13: What Else Do Proficient Readers Do to Enhance Their Comprehension?

Optional Materials: *Mosaic of Thought*

**SESSION ACTIVITIES**

Explain

1. Talk through each bullet. Highlight that this research is based on what proficient readers do to comprehend text.
2. Emphasize that proficient readers have a variety (or a repertoire) of strategies to use for comprehension (e.g., self-monitor, use "fix-up" strategies, determine what's important, infer, synthesize, interpret on many levels, read/write a variety of text forms).
3. Remember to cite the research source, and show the *Mosaic of Thought* text.



## What Else Do Proficient Readers Do to Enhance Their Comprehension?

### Proficient readers also:

- **Monitor** comprehension.
- Use “**fix-up**” strategies when comprehension breaks down.
- **Determine what is important** in the text.
- **Draw inferences** during and after reading.
- **Synthesize** information.
- **Interpret text** on a variety of levels.  
(e.g., literal, interpretive, evaluative)
- **Read and write a variety of text forms.**  
(e.g., narrative, expository, technical)

(Keene & Zimmerman, 1997)

**NOTES TO THE FACILITATOR**

The purpose of "Checking for Understanding" is to provide time for the participants to process the information they have just learned. Because the "Presentation" section of the manuals provides the capacity building for the component, you can decide when you need to use this activity. Be aware of when the participants have 'had enough' new information and need time to digest the new learning. It is not necessary to have an OH of the opposite page. Your instructions will let the participants know which steps to follow. Be sure to watch a clock and indicate to the partners when to switch turns.

**SUPPORT MATERIALS****SESSION ACTIVITIES****Partner Review**

1. Have each participant choose a partner.
2. Each pair designates a "1" and a "2."
3. Everyone reviews his/her notes.
4. Proceed with the directions on the page.
5. Provide time for open discussion and questions at the end.

# Checking for Understanding Partner Review

## What Have You Learned So Far?



- Review your notes.
- Partner 1 reviews new learning for 90 seconds.
- Partner 2 for 45 seconds.
- Partner 1 again for 30 seconds.
- Partner 2 finishes by reviewing for 15 seconds.
- Write any remaining questions.

**Remember:** You cannot repeat what your partner shares!

**NOTES TO THE FACILITATOR**

Show the Report of the National Reading Panel again. Explain that in every module we have summarized the NRP's findings regarding that building block of reading. Section 4, Engagement and Practice, gives examples of these classroom strategies and applications.

**SUPPORT MATERIALS**

OH/PPT #14: What  
Comprehension Strategies  
Did the National Reading  
Panel Identify as Most  
Promising and Effective?

NRP Report

**SESSION ACTIVITIES**

Explain

1. Read the bullets.
2. Explain that examples of the classroom strategies and applications will be modeled and shared in Section 4.

## **What Comprehension Strategies Did the National Reading Panel Identify as Most Promising and Effective?**

The NRP identified the following comprehension strategies as most promising and effective for helping students improve their comprehension:

- Comprehension Monitoring
- Cooperative Learning
- Graphic and Semantic Organizers
- Story (or Text) Structure and Mapping
- Questioning (Answering & Generating)
- Summarization
- Multiple Strategy Approach

(NRP, 2000)

**NOTES TO THE FACILITATOR**

Show the PRF brochure again. Explain how we as teachers must be explicit in our strategy instruction. This means we have to explain, model, and provide opportunities for guided and independent practice.

**SUPPORT MATERIALS**

OH/PPT #15: How Can  
Comprehension Strategies Be  
Taught?

Materials: *Put Reading First*  
brochure

**SESSION ACTIVITIES**

Explain

1. Talk through each bullet, highlighting the explicit nature of comprehension strategy instruction.
2. Emphasize modeling of strategies using think alouds.
3. Effective comprehension instruction must be repeated using a variety of texts, so students can generalize the strategies for greater use.
4. As students are developing their comprehension strategies, they need to be cued to use them (they won't necessarily choose the best strategies for a text, or may not apply a strategy at all).

## How Can Comprehension Strategies Be Taught?

Effective comprehension strategy instruction is **explicit**.

The teacher tells readers why and when they should use strategies, what strategies to use, and how to apply them. The steps typically include an explanation of the strategy, teacher modeling, guided practice, and application.

- **Explanation** – The teacher explains to students why the strategy helps comprehension and when to apply it.
- **Modeling** – The teacher models or demonstrates how to apply the strategy, usually by “thinking aloud” while reading text that students are using.
- **Guided Practice** – The teacher guides and assists students as they learn how and when to apply the strategy.
- **Application** – The teacher helps students practice the strategy until they can apply it independently.

The teacher then helps readers to use strategies flexibly and in combination with other strategies.

Effective comprehension strategy instruction can also be accomplished through cooperative and collaborative learning.

(Armbruster, Lehr, & Osborn, 2001)

**NOTES TO THE FACILITATOR**

This page builds upon the previous page by giving more specific examples of what teachers can do to be more effective when teaching comprehension. Show *Strategies That Work* (Harvey & Goudvis, 2000) if you have it.

**SUPPORT MATERIALS**

OH/PPT #16: When Is  
Comprehension Instruction  
Most Effective?

Optional Materials:  
*Strategies That Work*  
(Harvey & Goudvis, 2000)

**SESSION ACTIVITIES**

Explain

1. Read the bullets.
2. Emphasize key concepts in each one of the eight bullets.
  - Model and think aloud your own use of strategies
  - Provide explicit and in-depth instruction and practice over time
  - Discuss explicitly the benefits
  - Make connections between the familiar and the unfamiliar
  - Release responsibility to students
  - Build in time for actual reading/practice
  - Show the applications across areas
  - Help students see how effective strategies are interrelated



## When Is Comprehension Instruction Most Effective?

**Comprehension instruction is most effective when teachers:**

- Model and think aloud their own use of the strategies.
- Provide explicit and in-depth instruction and practice of strategies over time.
- Discuss explicitly how each strategy helps readers to better comprehend text.
- Make connections between each new strategy and what the reader already knows.
- Gradually release responsibility for the use of strategies to students.
- Build in time for actual text reading and guided practice in strategy application by the students.
- Show students how each strategy applies to other texts, genres, formats, disciplines, and contexts.
- Help students notice how strategies intersect and work in conjunction with one another.

(Harvey & Goudvis, 2000)

**NOTES TO THE FACILITATOR**

This final list of instructional considerations is described as 'challenges' to the teacher. This is a way of emphasizing their importance in the classroom.

**SUPPORT MATERIALS**

OH/PPT #17: What Are The Challenges for Teachers?

**SESSION ACTIVITIES**

Explain

1. Talk through each bullet.
2. Emphasize the 3<sup>rd</sup> bullet. This will be the basis of Section 4: Engagement and Practice.

# What Are the Challenges for Teachers?

The challenges are for teachers to:

- Understand, choose, model, and use varied comprehension strategies.
- Design lessons requiring active participation.
- Match strategy selections to the reading purpose, the text, the readers' instructional needs, the activities, and the context.
- Provide multiple opportunities for purposeful and active strategy application and practice.
- Take time to observe and confer directly with students about their strategy learning and keep records of those observations and conferences.
- Provide ongoing assessment with the understanding that both assessment and improvement take time.
- Motivate students with energy, support, and positive reinforcement.



# ENGAGEMENT & PRACTICE NOTES

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# COMPREHENSION

## SECTION 4: ENGAGEMENT AND PRACTICE

**NOTES TO THE FACILITATOR**

Section 4, Engagement and Practice contains four subsections in this manual: Classroom Strategies and Applications, Assessment, CD/Video Modeling, and Action Planning.

**SUPPORT MATERIALS**

OH/PPT #18: Section 4:  
Engagement and Practice

**SESSION ACTIVITIES**

Explain

1. Section 4 has been divided up into four subsections in this manual because it is large.
2. Describe each of the subsections and their content. For Example: The Classroom Strategies and Applications section has numerous activities for teaching comprehension that you can use in your room tomorrow. We will be practicing some of those as a whole group. We will then discuss four tools for Assessing Comprehension that we will practice on a recording of a student reading. The next subsection CD/Video Modeling – is where you will see those applications and more being taught in a teacher's real classroom with her students. Finally, Action Planning provides the time for you to think about your classrooms and students and apply some of what you learned.

## SECTION 4: ENGAGEMENT AND PRACTICE

[Section 1](#): Classroom Strategies and Applications

[Section 2](#): Assessment

[Section 3](#): CD/Video Modeling

[Section 4](#): Action Planning

## NOTES TO THE FACILITATOR

In this section of the manual (Classroom Strategies and Applications), there are many considerations for the facilitator. All of the applications in the manual cannot be covered as in previous pages. Instead, you must pick and choose which classroom strategies to model as a whole group. Keep in mind, there are three opportunities for the participants to experience the strategies and applications – once in a whole group setting with your facilitation, again in small groups during Jigsaw Teaching, and individually during Action Planning.

In order to decide how to train the whole group portion of the session, first review all of the applications offered. Choose which strategies would best fit your training by considering the following:

- **Background knowledge level of the participants** - It may be best to plan 1 or 2 activities under each category and adjust accordingly.
- **Audience** – Consider the grade range/levels when selecting which strategies and applications to model.
- **Staff development needs** – The principal or contact person that hired you to do the training may have a particular need that he/she wants emphasized.
- **Time allotment** – How much time is remaining? Have I followed the timeframe laid out on the Agenda closely? Or has discussion and questioning been heavy for this session? How much time does the activity take as a whole group? Can I describe some of the activities just as well as model them?
- **Flexibility and adaptability** – Some of the activities are highly adaptable to many tasks. Select one of two of these (e.g., Think Aloud, Reciprocal Teaching, Question Generating) to model as a whole group which will give teachers many ideas from one lesson.

(continued on the next page of the facilitator's manual)



## Section 1

### Classroom Strategies and Applications

**NOTES TO THE FACILITATOR**

What to Consider When Deciding Which Tasks to Model (continued):

- **Engagement level for adults** – Sometimes what is engaging for children and adults is different. Choose applications you feel adults would like to do. Examples from this manual may be Click Clunk, Find the Features and Connect Them, QARs.
- **Room set up and space available** – Is there space available for all of the participants to engage comfortably and actively? Can you demonstrate a lesson using a small group when space doesn't allow for more?
- **Materials and Supplies** – Be sure to review each application you plan on modeling. The materials needed to teach it may require addition supplies beyond the generic list in the "Tips for Training a Reading Links Module."

# **Classroom Strategies and Applications for Improving Comprehension**

## **Comprehension Monitoring**

[Application 1](#): Think-Alouds

[Application 2](#): Click Clunk

## **Cooperative Learning**

[Application 1](#): Reciprocal Teaching

[Application 2](#): Paired or Partner Reading

## **Graphic and Semantic Organizers**

[Application 1](#): Think Links

[Application 2](#): Compare and Contrast

## **Story (or Text) Structure and Mapping**

[Application 1](#): Find the Features and Connect Them

[Application 2](#): Story Maps or Frames

## **Questioning (Answering and Generating)**

[Application 1](#): Question Stems

[Application 2](#): Question Generating Strategy

[Application 3](#): Question Answer Relationships (QARs)

## **Summarization**

[Application 1](#): Summarizing Narrative and Expository Text

[Application 2](#): Summary Ladder

**NOTES TO THE FACILITATOR**

Most effective strategies are adaptable to multiple grade levels and text types. However, it is sometimes difficult to know where to begin. The chart entitled "Suggestions for Teaching Comprehension Strategies" can be helpful when selecting strategies based on grade level and/or text type.

**SUPPORT MATERIALS**

OH/PPT #19: Suggestions  
for Teaching Comprehension  
Strategies

Optional Materials:  
*Strategies That Work*  
(Harvey & Goudvis, 2000)

**SESSION ACTIVITIES**

Introduce

1. Put the transparency on the overhead and explain the categories, grade levels, and text types.

Explain

2. Remind participants that effective strategies can be adaptable to multiple grade levels and text types. However, this chart is designed to help them get started.
3. Show *Strategies That Work* (if you have it) and cite it as another source for ideas. Refer the participants to the Helpful Resources in Section 6 for specific strategies from this source.

## SUGGESTIONS FOR TEACHING COMPREHENSION STRATEGIES

| STRATEGY                                     | PreK -<br>1 | 2 -<br>3 | 4 -<br>6 | Text<br>Type |
|--|-------------|----------|----------|--------------|
| <b>COMPREHENSION MONITORING</b>              | X           | X        | X        |              |
| Think-Alouds                                 | X           | X        | X        | B            |
| Click-Clunk                                  |             | X        | X        | B            |
| <b>COOPERATIVE LEARNING</b>                  | X           | X        | X        |              |
| Reciprocal Teaching                          |             | X        | X        | B            |
| Paired or Partner Reading                    | X           | X        | X        | B            |
| <b>GRAPHIC AND SEMANTIC ORGANIZERS</b>       | X           | X        | X        |              |
| Think-Links                                  |             | X        | X        | E            |
| Compare or Contrast                          | X           | X        | X        | B            |
| <b>STORY (OR TEXT) STRUCTURE AND MAPPING</b> | X           | X        | X        |              |
| Find the Features and Connect Them           | X           | X        | X        | N            |
| Story Maps or Frames                         |             | X        | X        | N            |
| <b>QUESTIONING</b>                           | X           | X        | X        |              |
| Question Stems                               |             |          |          | B            |
| Question Generating Strategy                 | X           | X        | X        | B            |
| Question-Answer Relationships                |             |          | X        | B            |
| <b>SUMMARIZATION</b>                         |             | X        | X        |              |
| Summarizing Text                             |             | X        | X        | B            |
| Summary Ladder                               |             |          | X        | B            |
| <b>MULTIPLE STRATEGY APPROACH</b>            |             | X        | X        |              |

N = Narrative or Story text

E = Expository or Information text

B = Applicable to both Narrative and Expository text

**NOTES TO THE FACILITATOR**

Now pick your whole group demonstration classroom applications as per the criteria bulleted at the beginning of Section 4.

All of the applications are written with step-by-step directions on how to teach that activity.

Use the space below to record your training notes if you choose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension  
-Comprehension Monitoring

**SESSION ACTIVITIES**

## Strategies for Improving Comprehension

### Comprehension Monitoring

#### Definition:

Comprehension monitoring is a critical part of **metacognition** – the ability to think about one's own thinking. Students who practice comprehension monitoring know when they understand what they are reading, and they know when they do not understand what they are reading. If they do not understand, they are able to use specific strategies to improve their comprehension.

#### Instructional Method:

The teacher provides explicit instruction on the purpose of **comprehension monitoring** – why, when, and how it is used. “Think aloud” procedures are essential to teaching and learning this strategy.

**Application #1:** Think-Alouds

**Application #2:** Click-Clunk

In addition to **explicit instruction** as part of the teacher's lesson plan, **comprehension monitoring** may be taught when children experience difficulties in the context of their daily reading. Students can be cued to reread or look back or forward in the text to find phrases or passages that will clarify meaning for them.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Strategies for Improving  
Comprehension  
-Comprehension Monitoring  
Continued



## Comprehension Monitoring (continued)

Comprehension monitoring may be taught as a discrete strategy; however, the power of comprehension monitoring increases as students learn to combine it with other “fix-it” comprehension strategies.

### Outcome:

Comprehension monitoring helps students:

- I identify where and when a difficulty occurs
- I identify what the difficulty is
- Restate the difficult sentences or passages in their own words
- Look back through the text
- Look forward in the text for information that might help them resolve the difficulty

(Armbruster, Lehr, & Osborn, 2001; NRP, 2000)

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Comprehension Monitoring

Application #1:

Think-Alouds

## Comprehension Monitoring

### Application #1: Think-Alouds

Comprehension monitoring is a cognitive strategy that requires students to think about their own thinking. In order to teach this strategy, teachers must share with students what is going on in their own minds, why they are thinking those ideas, and how they could adjust or modify their own comprehension. In other words, teachers must verbalize what they are thinking – think aloud.

The teacher reads a passage aloud to the students as they follow along, and the teacher stops intermittently to think aloud, and names the strategy being used.

#### Examples:

Make predictions:

"This is my prediction. In this next part, I think we'll find out why the men flew into the hurricane."

Visualization:

"I need to visualize. I have a picture of this scene in my mind. The car is on a dark, probably narrow, road; there are no other cars around."

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Comprehension Monitoring  
Application #1:  
Think-Alouds Continued

**SESSION ACTIVITIES**

If you choose to demonstrate the juxtaposition of read-aloud, you can choose a position to the right of the room for one, and physically move a few steps to the left for the other.

Read in one position.

Move, then think aloud in the other position.

This physical movement helps students differentiate between what is written on the page and what you're thinking in your head.

### Application #1: Think-Alouds (continued)

Link to prior knowledge: "This is like a time I remember. We were driving to Seattle and had a flat tire. We were worried and we had to walk three miles for help."

Monitoring ongoing comprehension

"This just doesn't make sense." Or  
"Hmm. That's not what I thought was going on."

Possible Fix-Up Strategies: "I'd better re-read." Or "Maybe I'll read ahead a little more to see if it gets any clearer."

Every time teachers do think-alouds, they should direct students to the original text and explain why they made a particular link or what seemed confusing about a particular part (e.g., "I think the cousins are going to have trouble, because on page 23 it says they left with only light jackets and sack lunches. I know it gets cold in the woods at night.")

Physically changing position during teaching can help students differentiate between covert and overt thinking. The teacher can stand in one position when reading the text, then change position, (e.g. on the right side) step to the left side a bit, or put one hand aside the head when thinking aloud. When returning to reading the text, the teacher assumes the original position.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Comprehension Monitoring  
Application #2:  
Click Clunk

## **Strategy #1: Comprehension Monitoring Cont.**

### **Application #2: Click Clunk**

Students who monitor their comprehension know when they understand what they are reading (Click) and when they do not understand what they are reading (Clunk).

If they understand what they are reading (Click), they continue to read on. If they do not understand what they are reading (Clunk), they must employ some "fix-it" strategies.

### **Examples of Fix-It Strategies:**

- Re-read the word or sentence that is causing the "Clunk:"

- Go back and re-read the prior paragraph.

- Look in the glossary (if it is a problem word).

- Ask yourself, "What did this paragraph say?"

- Ask yourself, "What do I remember about this passage?"

- Ask for help.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Comprehension Monitoring  
Application #2:  
Click Clunck Continued



## Application #2: Click Clunk (continued)

Instruction may begin with the teacher reading a passage as the students follow along. The teacher pauses during reading and asks the students to respond. They may say "Click" or "Clunk," hold up different colored cards, signal with thumbs up or down, or any other signal of the teacher's choosing.

Students responding with "Click" are expected to verbalize their thinking. Students responding with "Clunk" are guided through possible "fix-it" strategies.

As with all comprehension strategies, students must be:

- taught explicitly and systematically,
- given multiple opportunities to practice with the teacher's guidance,
- cued to use the strategy, and
- monitored closely by the teacher as they become more independent in using this strategy.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**Caveats**

1. Organizing cooperative learning groups by ability should be done sparingly. Students benefit most from heterogeneous groups.
2. Cooperative groups should be kept small. Groups of 3-4 have shown a greater effect size, statistically, than larger groups. In fact, groups of five or more showed an average negative effect size. (*Marzano, Pickering, & Pollack, 2001*).

**SUPPORT MATERIALS****SESSION ACTIVITIES****Cooperative Learning**

# Strategies for Improving Comprehension

## Cooperative Learning

### Definition:

Cooperative learning refers to instructional strategies in which students work together as partners or in small groups on clearly defined academic tasks.

### Instructional Method:

1. The teacher provides explicit instruction on the purpose of the cooperative learning strategy and how it will help students improve their reading skills.
2. The teacher demonstrates the cooperative learning strategy and the reading task for students.

**Application #1:** Reciprocal Teaching

**Application #2:** Partner or Paired Reading

3. The teacher monitors and gives feedback to students, both on the cooperative learning strategy and the academic task, as they work cooperatively in pairs or small groups.
4. The teacher provides continuing opportunities for students to work cooperatively.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Cooperative Learning  
Continued

## Strategies for Improving Comprehension

### Cooperative Learning (continued)

#### Outcome:

- Promotes intellectual discussion about reading materials between students.
- Increases the learning of reading strategies.
- Increases reading comprehension.
- Gives students more control over their learning and social interaction with peers.

(Armbruster, Lehr, & Osborn, 2001; NRP, 2000)

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

Question stems are mentioned in the last paragraph. Question stems may be tailored to each particular text.

Examples are:

Narrative – What problem did (character) face? What are some of the steps he/she took to solve this problem?

Narrative and/or Expository – Explain why (event) happened. What are two ideas from the story to support your answer?

Expository – This selection might be useful to someone who wanted to \_\_\_\_\_. In what way might it be useful?

(OSPI.K12.WA.US)

**SUPPORT MATERIALS**

Cooperative Learning  
Application #1:  
Reciprocal Teaching

**SESSION ACTIVITIES**

More suggestion stems are listed on pages 57-59 in this model.

# Strategies for Improving Comprehension

## Cooperative Learning

### Application #1: Reciprocal Teaching

Reciprocal teaching provides guided practice in the use of the four comprehension strategies. These strategies are designed to enhance students' ability to understand text (Preventing Reading Difficulties in Young Children, 1998). The strategies are:

1. Predicting
2. Question generating
3. Summarizing
4. Clarifying

The students and the teacher read selections from text and use the comprehension strategies to guide the discussion about the text.

In the beginning the teacher models the use of the strategies and provides guidance in the discussion that follows. As students increase in their ability to use the strategies on their own, the teacher's participation as facilitator decreases and the students and the teacher take turns leading the discussion of text.

Reciprocal teaching can be used with individuals, small groups, or whole classes. The use of question stems as prompts for discussion will reinforce students' use of comprehension strategies.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Cooperative Learning  
Application #2:  
Paired or Partner Reading



# Strategies for Improving Comprehension

## Cooperative Learning

### Application #2: Paired or Partner Reading

In paired or partner reading, students read and discuss text. Focusing the discussion for students is an essential component of instruction for the teacher.

1. Two students take turns reading portions of the text aloud to each other or read silently to a designated spot and then discuss together what they have read.
2. To begin the paired or partner reading, the students skim the section of text before beginning the oral reading.
3. While one student reads the text out loud, the other student follows along and gives support as needed.
4. When the student finishes reading the section, he/she retells or discusses what was read.
5. The second student then reads aloud the next section.
6. The pair continues with the pattern of read, support, retell/discuss until all of the text has been read.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Graphic and Semantic  
Organizers

## Strategies for Improving Comprehension

### Graphic and Semantic Organizers

#### Definition:

Students graphically represent ideas and relations for either narrative or expository text while reading in either a natural reading or content area instructional context.

**Graphic organizers** illustrate concepts and interrelationships among concepts in a text using diagrams or pictures. There are four main types of graphic organizers: hierarchical (main concept with ranks and levels or subconcepts under it), conceptual (central idea with supporting facts), sequential (arranges events in order), and cyclical (series of events within a process is a circular formation).

**Semantic organizers** are graphic organizers that connect a central concept to a variety of related ideas and events, like a spider web.

(Broley, K, Irwin-De, L, and Modlo, M., (1995))

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

Examples of graphic organizers are in Section 6: Helpful Resources.

The easiest way for at-risk students to understand graphic organizers, is to receive one partially filled in. The next level is a blank organizer to be filled in. The most difficult level is for a student to create his/her own graphic organizer.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Graphic and Semantic  
Organizers Continued

## Strategies for Improving Comprehension Graphic and Semantic Organizers (continued)

### Instructional Method:

- During the reading of either narrative or expository text, the teacher provides explicit instructions as to why graphic organizers work and when they should be used.
- The teacher demonstrates the use of graphic organizers while “thinking aloud” during the reading of text.

Application #1: Think-Links

Application #2: Compare and Contrast

- The teacher routinely guides and assists students in how to use graphic organizers.
- The teacher helps students use graphic organizers independently and strategically to improve student comprehension.

### Outcome:

- Helps students focus on text structure
- Visually represents relationships in text
- Helps students write well-organized summaries of text
- Helps students remember what is being read

(Armbruster, Lehr, & Osborn, 2001; NRP, 2000)

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Graphic and Semantic  
Organizers

Application #1: Think Links

**SESSION ACTIVITIES**

A simpler version of the Think-Link would be to have early primary students think of two words that represent “big ideas” from the story. The students then write each word and make a simple drawing to support their thoughts. Students are given the opportunity to “explain their thinking”

## Graphic and Semantic Organizers

### Application #1: Think Links

Think Links are used to summarize graphically the important parts of any type of reading. The procedures are as follows:

1. The students read a selection.
2. The teacher asks the students to identify the main topic of the text and to list some words that describe the topic.
3. The teacher asks students to give some examples or more information from the text for each one of the descriptive words that they listed.
4. The students organize and link the information using a web.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

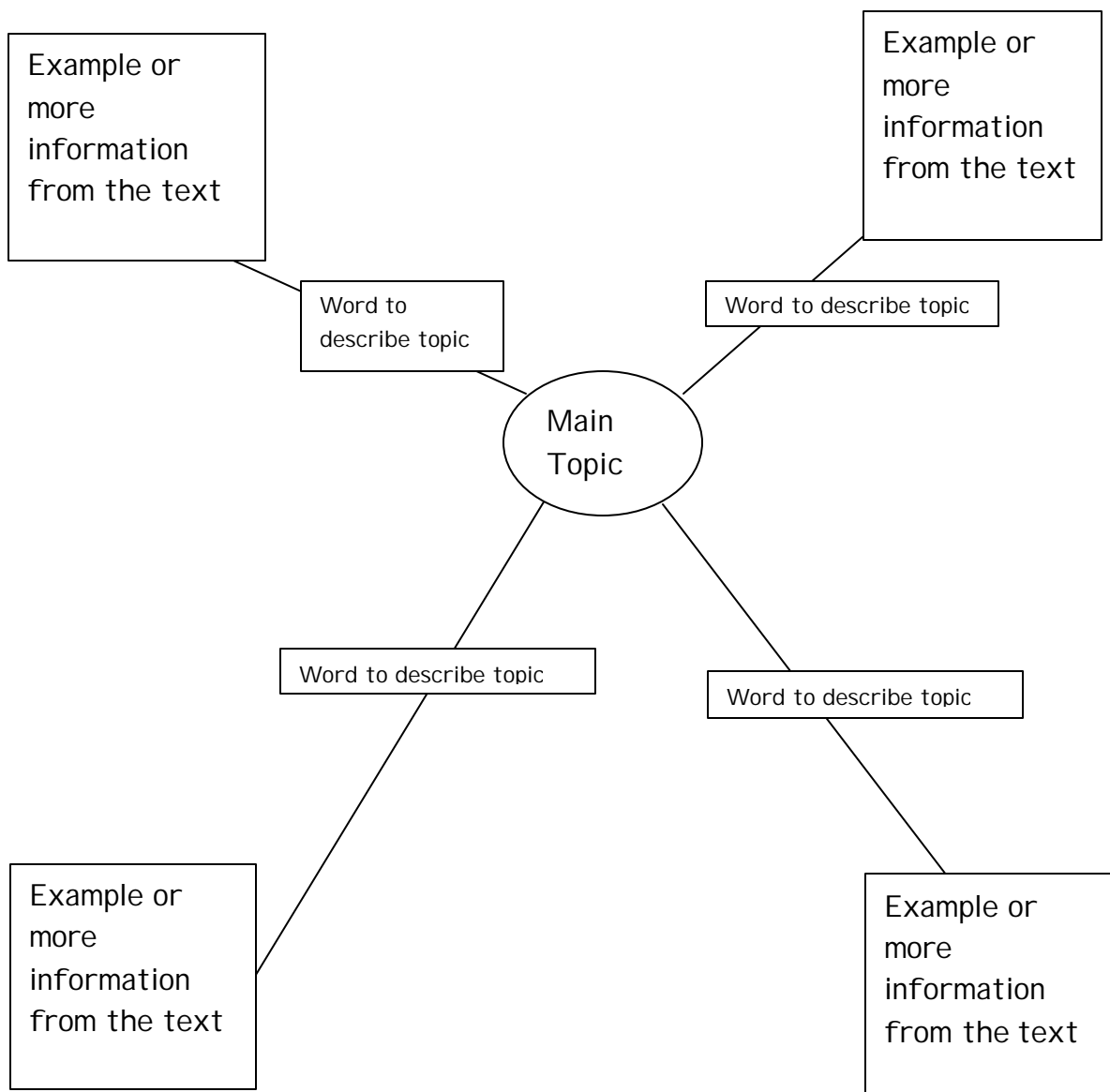
**SUPPORT MATERIALS**

Graphic and Semantic  
Organizers  
Application #1:  
Think Links Continued

**SESSION ACTIVITIES**



## Think Links (continued)



**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

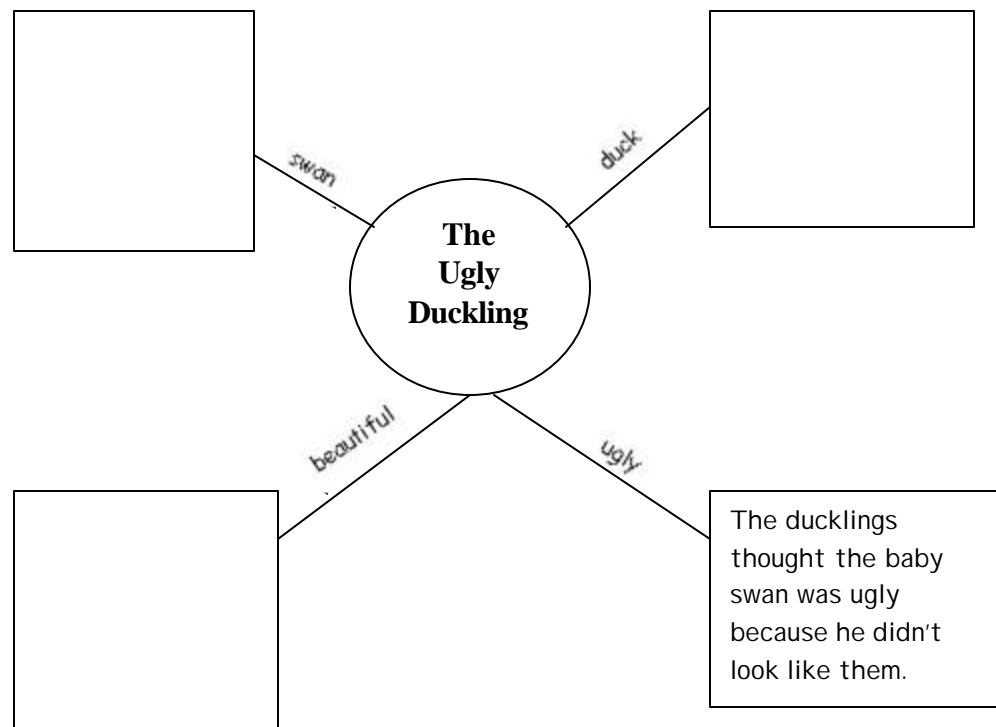
**SUPPORT MATERIALS**

Graphic and Semantic  
Organizers  
Application #1:  
Think Links Continued

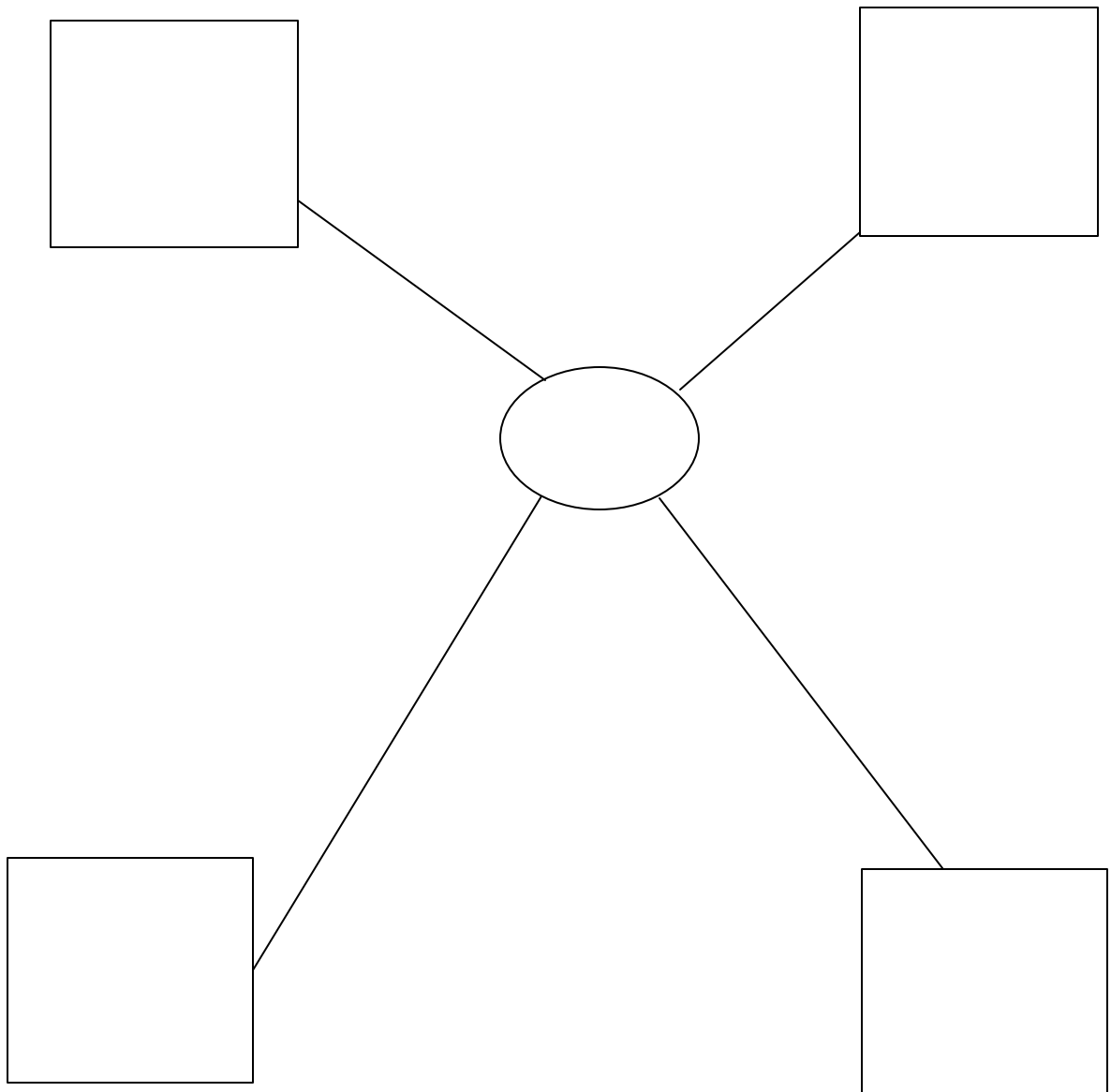
**SESSION ACTIVITIES**

If you choose to do this activity, you could fill in an overhead with ideas from a familiar story.

For Example:



## Think Links (continued)



**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

In this application, compare means to look for similarities, and contrast means to look for differences.

However, in dictionaries, the first definition of the word “compare” is to look for both similarities and differences.

**SUPPORT MATERIALS**

Graphic and Semantic  
Organizers

Application #2:

Compare and Contrast

**SESSION ACTIVITIES**

## Graphic and Semantic Organizers

### Application #2: Compare and Contrast

Compare and Contrast graphic organizers are used to show the similarities and differences of two concepts.

#### Procedures:

1. The students read a selection.
2. Under each appropriate section of the graphic organizer, the students list examples from the text of the differences between the two concepts.
3. Under the appropriate section of the graphic organizer, the students list examples from the text of the two concepts being similar.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

This graphic organizer is a change from the typical Venn diagrams used for comparisons.

**SUPPORT MATERIALS**

Graphic and Semantic  
Organizers  
Application #2:  
Compare and Contrast  
Continued

**SESSION ACTIVITIES**

## Application #2: Compare and Contrast (continued)

| Concept 1   | Concept 2   |
|---|---|
| Examples<br>Page #<br><br><hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | Examples<br>Page #<br><br><hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

### Compare (Similarities)

|  |
|--|
| Both: (examples and page #)<br><br><hr/> <hr/> <hr/> <hr/> <hr/> |
|--|

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Application #1:

Find the Features and  
Connect Them

**SESSION ACTIVITIES**



## STORY (OR TEXT) STRUCTURE AND MAPPING

### Application #1: Find the Features and Connect Them

This strategy is effective in showing students how story features (e.g., setting, characters, problems, solutions, etc.) relate to each other. Before using the strategy, however, teachers should create several lessons that help students to understand and identify the story features. This could be done by reviewing stories that have already been read in class and asking the following questions:

- ▶ **Who were the people or animals in the story (or book) we read this week?** (Accept their responses, and then identify the story feature as the CHARACTERS. Depending upon the knowledge level of the students, you may have them generate the term CHARACTERS.) For instance, if you had read *Goldilocks and the Three Bears*, the characters are Mama Bear, Papa Bear, Baby Bear, and Goldilocks.
- ▶ **Where/when did the story (or book) take place?** (Repeat the procedure as above, and identify the story feature as the SETTING.) In *Goldilocks and the Three Bears*, the setting is the Bear's house in the woods.
- ▶ **What was the PROBLEM in the story (or book)?** If this term is difficult for students, ask them about problems they may have had as individuals. You may have to think aloud and identify for them the problem in a story. Let them know that all good stories have problems (or conflicts). You might ask them why the bears in *Goldilocks and the Three Bears* did not eat their breakfast. This was one PROBLEM -- the porridge was too hot to eat.

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Application #1:

Find the Features and  
Connect Them Continued

**SESSION ACTIVITIES**

### Application #1: Find the Features and Connect Them (continued)

- ▶ **How was the problem solved (or fixed)?** You might have to refer to the individual problems the students mentioned earlier, and ask them how their problems were solved. This feature is called the SOLUTION. You might ask them how the three bears in *Goldilocks and the Three Bears* solved the PROBLEM of the porridge being too hot to eat. The SOLUTION was that the bears went for a walk while the porridge cooled.

Repeat the questioning process until students are familiar with the story feature terms. Introduce the Find the Features and Connect Them Strategy by using the following procedures:

1. Tell students that good readers and writers use their knowledge of story features to help them understand and remember stories.
2. Review the story features. You might choose to have students make story feature cards on Popsicle sticks or have them stand or clap to identify different features.
3. Reread a familiar story (or book). During the reading have students identify the features. If the students have story feature cards, have them raise the correct card that identifies the feature. For example: Whenever you say one of the three bears' names, the students would raise the character card. Whenever you state a time or place in the story, the students would raise the setting card and so on.)

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Application #1:

Find the Features and  
Connect Them Continued

**SESSION ACTIVITIES**

## Application #1: Find the Features and Connect Them (continued)

### Variation:

Divide the students into different story feature groups so that they have to listen for and identify only one or two of the features instead of all four.

4. After you have read the story, have volunteers identify the features. If you are reading the text from the overhead, you might have volunteers come up to identify the features using different colored markers or different marking methods (e.g., circle the characters, underline the settings, draw a box around the problems, draw a wavy line under the solutions, etc.). Record the features on a Find the Features and Connect Them chart. (See the charts on the next pages.)
5. Help students make the connections between the characters and the setting. (See the completed chart.)
6. Help students make the connections between the problem(s) and the solution(s). (See the completed chart.)
7. Select another short story (or book) that has all the story features and repeat the process. (Many teachers use fables because they are short and often have only one or two settings, characters, and problems. "The Sly Fox" is included as a sample fable to use after practicing with a familiar story like *Goldilocks and the Three Bears*.)

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Application #1:

Find the Features and  
Connect Them Continued

**SESSION ACTIVITIES**

### **Application #1: Find the Features and Connect Them (continued)**

This strategy can be used with readers or nonreaders (using pictures of characters, settings, problems, solutions). It can also be used to help students plan their own creative stories. Additional story features can be added once these four basic features are learned.

(Richards, Gipe, & Necaise, 1994)

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Sample Text to Use for  
Teaching Find the Feature  
and Connect Them Strategy

*A Sly Fox*

**SESSION ACTIVITIES**



## Sample Text to Use for Teaching Find the Features and Connect Them Strategy

### A SLY FOX

A sly fox and a robin both lived in a forest. Every day the sly fox had nothing to eat except the same old food – bugs and cabbages. He often wished for something different to eat. One day as he was walking in the forest, he saw a robin sitting in a tree eating a piece of cheese. The sly fox wanted the cheese so he said, “Mrs. Robin, you have a beautiful voice. Please sing a song for me.” So, the robin opened her mouth very wide to sing a song and dropped the cheese right into the fox’s mouth. The fox ran off feeling very proud of himself.

(story excerpt suggested by Dreher & Singer, 1980)

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Find the Features and  
Connect Them Chart  
*Goldilocks and the Three  
Bears*

**SESSION ACTIVITIES**

## FIND THE FEATURES AND CONNECT THEM CHART

**TITLE OF STORY:** *Goldilocks and the Three Bears*

| CHARACTER   | SETTING                           | CONNECTION   |
|---|-----------------------------------|--|
| <i>Mama Bear</i><br><i>Papa Bear</i><br><i>Baby Bear</i><br><i>Goldilocks</i> | <i>The woods</i>                  | <i>The bears lived <u>in</u> the woods.</i><br><i>Goldilocks lived <u>near</u> the woods.</i><br><i>Goldilocks <u>walked</u> in the woods.</i> |
| PROBLEM   | SOLUTION                          | CONNECTION   |
| <i>The porridge was too hot to eat.</i>                                       | <i>The bears went for a walk.</i> | <i>Some of the porridge got cool <u>while</u> the bears were gone.</i>   |

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Find the Features and  
Connect Them Chart  
(Blank)

**SESSION ACTIVITIES**

## FIND THE FEATURES AND CONNECT THEM CHART

TITLE OF STORY:

---

| CHARACTER | SETTING  | CONNECTION |
|-----------|----------|------------|
|           |          |            |
| PROBLEM   | SOLUTION | CONNECTION |
|           |          |            |

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Application #2 Story Maps  
and Frames

**SESSION ACTIVITIES**

## STORY (OR TEXT) STRUCTURE AND MAPPING

### Application #2: Story Maps or Frames

Story maps are visual representations of stories used to improve comprehension and aid students in a greater understanding of story structure. Beck and McKeown (1981) suggested the use of story maps to promote comprehension by questioning students about setting, problems, goals, actions, events, and outcome. However, there are many different types of story maps (e.g., literal story maps, cloze story maps with parts left blank to be filled in by students during the reading, cause/effect, or comparison/contrast story maps.)

Story maps can be used before reading (to help students make predictions, to explicitly represent the story's structure,) during reading (to make periodic checks of comprehension,) and after reading (to provide a structured review of the story.)

### Procedures for Developing Story Maps

1. Brainstorm useful story elements based on the type of story map being used and/or the questions being asked (e.g., Who are the characters in the story? What do we know about the characters? What does each character decide to do? What happens because of the character's actions?; or ask questions about setting, problems, resolutions, themes.)
2. Arrange the brainstormed information in some kind of order (e.g., chronological order, character development, based on story features or elements.)

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Application #2: Story Maps  
or Frames Continued

**SESSION ACTIVITIES**



## STORY (OR TEXT) STRUCTURE AND MAPPING

### Application #2: Story Maps or Frames (continued)

3. Place the main idea/topic for mapping in the center.
4. Place second-level information in bubbles coming out of the main idea/topic. Different-shaped bubbles may be used to distinguish types/levels of information.
5. Continue this process until all levels of information have been included.
6. Discuss the story maps, the kinds of information included, and the relationship of the information to the main idea/topic.

(Beck & McKeown, 1981)

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

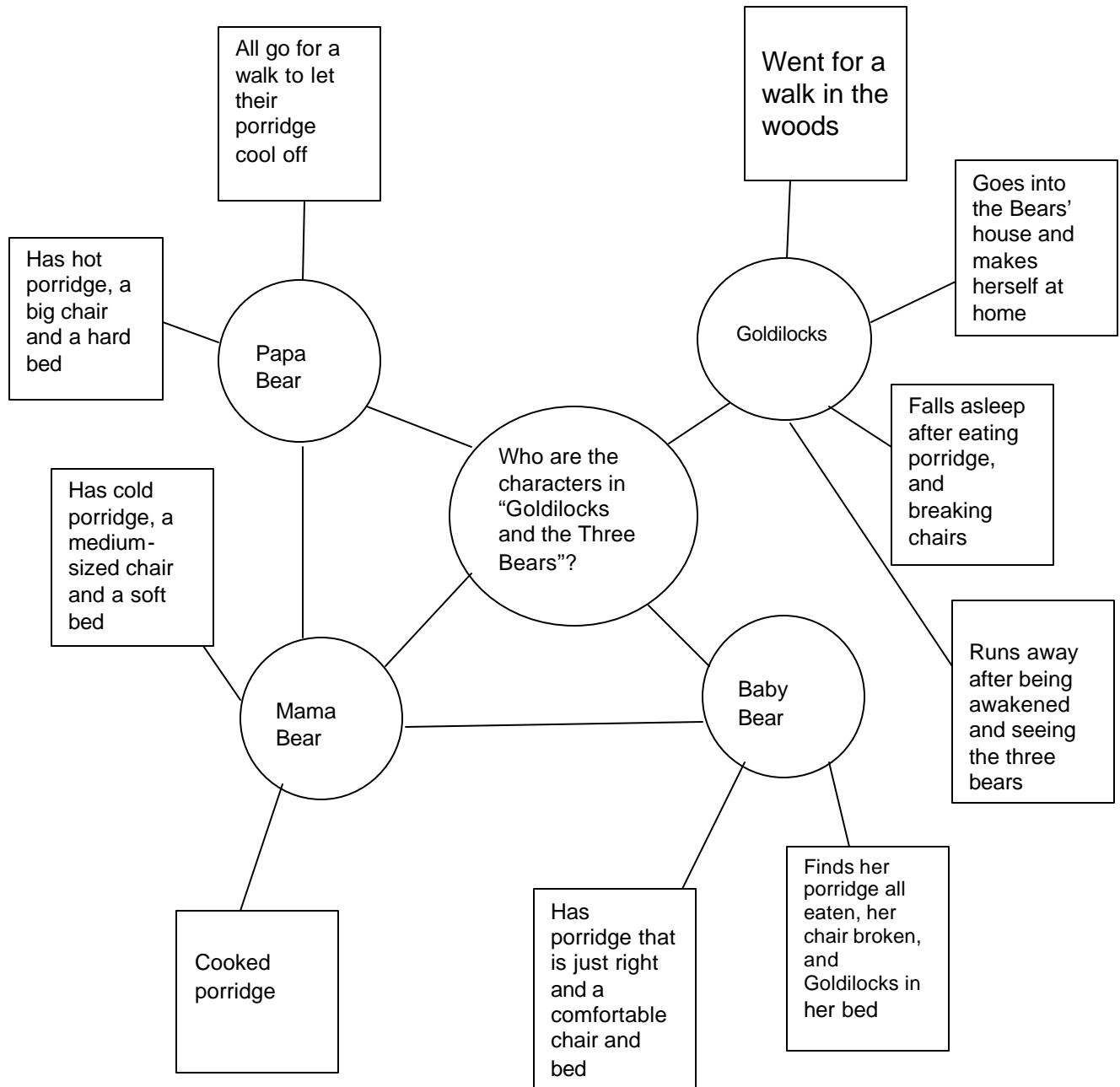
Story (or text) Structure  
and Mapping

Literal Story Map  
(Based on *Goldilocks and the  
Three Bears*)

**SESSION ACTIVITIES**

## LITERAL STORY MAP

(Based on "Goldilocks and the Three Bears")



**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

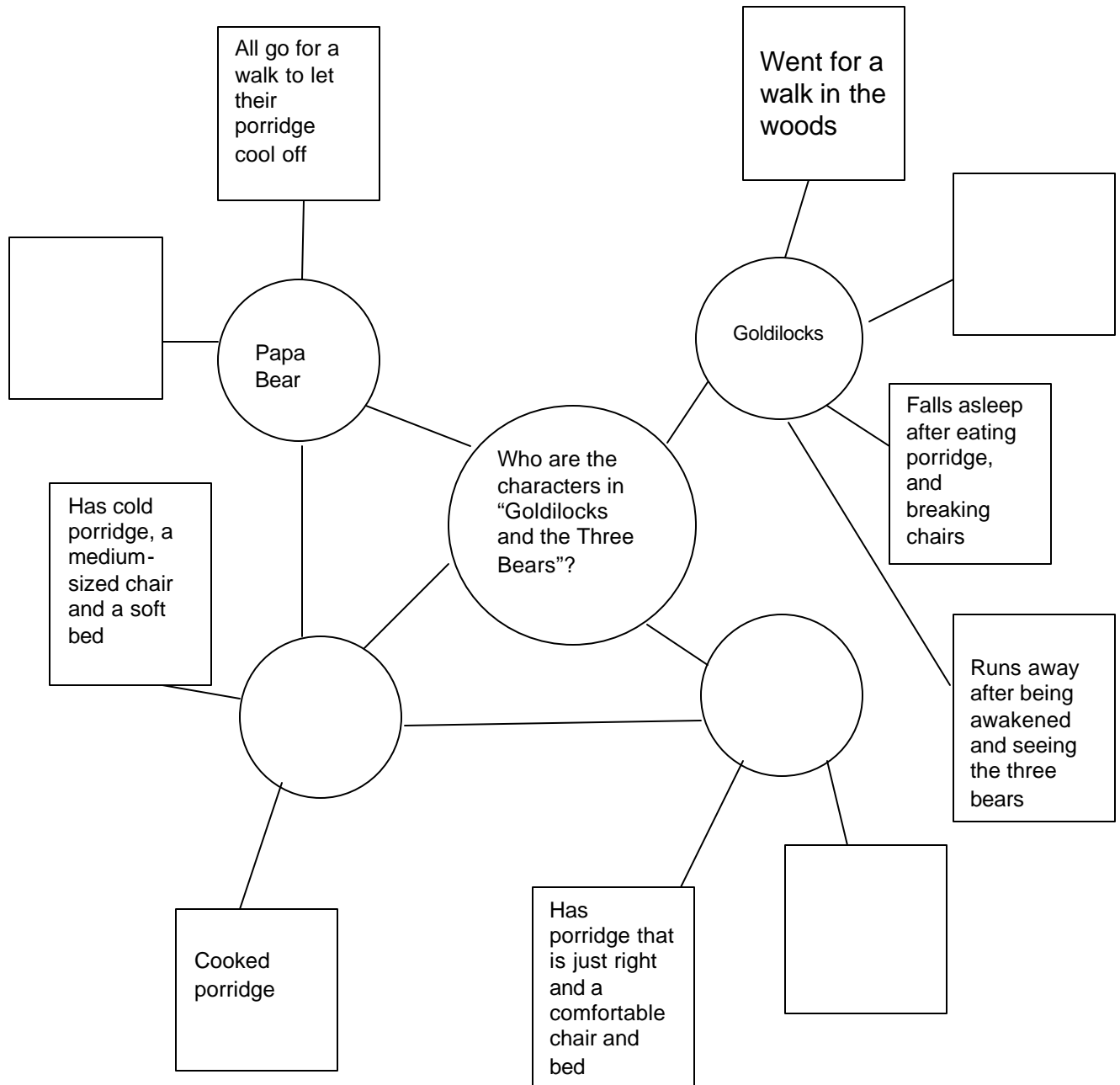
Story (or text) Structure  
and Mapping

CLOZE Story Map  
(Based on *Goldilocks and the  
Three Bears*)

**SESSION ACTIVITIES**

## CLOZE STORY MAP

(Based on "Goldilocks and the Three Bears")



**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Story Map Based on Story  
Structure/Grammar  
(Based on *Goldilocks and the  
Three Bears*)

**SESSION ACTIVITIES**

## STORY MAP BASED ON STORY STRUCTURE/GRAMMAR

(Based on "Goldilocks and the Three Bears")

**Characters:** Goldilocks, Papa Bear, Mama Bear, Baby Bear  
and

**Setting:** Bears' house in the woods

**Problem:** Goldilocks goes into bears' house while they are out.

**Goal:** Goldilocks decided to make herself right at home.

**Event:** She tasted the bears' porridge and ate all of Baby Bear's.

**Event:** She sat in the bears' chairs and broke Baby Bear's.

**Event:** She tried out the bears' beds and fell asleep in Baby Bear's.

**Resolution:** The three Bears came home, found their porridge tasted, their chairs sat in, and Goldilocks in Baby Bear's bed. Goldilocks woke up and ran away.

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Story Map Based on Story  
Structure/Grammar  
(Blank)

**SESSION ACTIVITIES**



## STORY MAP BASED ON STORY STRUCTURE/GRAMMAR

**Title:**

Characters:

and

Setting:

Problem:

Goal:

Event:

Event:

Event:

Resolution:

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Application #4: Story or  
Paragraph Frames

**SESSION ACTIVITIES**

## STORY (OR TEXT) STRUCTURE AND MAPPING

### APPLICATION #4: STORY or PARAGRAPH FRAMES

Story or paragraph frames can be used to assess awareness of text organizational patterns and to provide useful instructional tools for focusing on the structure of narrative and expository text. Using a cloze format, both story and paragraph frames provide key words based on the organizational pattern of the text that can help students to write about what they have already read.

The following pages provide different types of Story Frames.

As guided practice, teachers may wish to make overhead transparencies of the Story Frame and fill them in together with the class.

(Cudd & Roberts, 1987; Fowler, 1982)

**NOTES TO THE FACILITATOR**

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The story frame samples do not allow enough room on the lines; so if you choose to model this activity, you'll want your overhead transparency to have more space for the answers. You may also choose to show only one type of story frame per page.

**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Plot Summary Frame

**SESSION ACTIVITIES**

## PLOT SUMMARY FRAME

The story \_\_\_\_\_ is about \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_ is an important character in this story. \_\_\_\_\_  
\_\_\_\_\_ tried to \_\_\_\_\_.  
This story ends when \_\_\_\_\_.

## SETTING FRAME

The story \_\_\_\_\_ takes place \_\_\_\_\_  
\_\_\_\_\_. I know this because on page \_\_\_\_\_  
the author used the words "\_\_\_\_\_. "  
Other clues that show when and where the story takes  
place are \_\_\_\_\_  
\_\_\_\_\_.

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Character Analysis Frame

Character Comparison Frame

**SESSION ACTIVITIES**

## CHARACTER ANALYSIS FRAME

\_\_\_\_\_ is an important  
character in \_\_\_\_\_. \_\_\_\_\_ is  
important because \_\_\_\_\_.  
Once, he/she \_\_\_\_\_.  
Another time, \_\_\_\_\_.  
I think that \_\_\_\_\_ is  
because \_\_\_\_\_.

## CHARACTER COMPARISON FRAME

\_\_\_\_\_ and \_\_\_\_\_ are two  
characters in the story \_\_\_\_\_. \_\_\_\_\_  
is \_\_\_\_\_ while \_\_\_\_\_  
is \_\_\_\_\_. For instance, \_\_\_\_\_  
tries to \_\_\_\_\_ and \_\_\_\_\_ tries  
to \_\_\_\_\_. \_\_\_\_\_ learns a  
lesson when \_\_\_\_\_.  
\_\_\_\_\_.

**NOTES TO THE FACILITATOR**

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The story frame samples do not allow enough room on the lines; so if you choose to model this activity, you'll want your overhead transparency to have more space for the answers. You may also choose to show only one type of story frame per page.

**SUPPORT MATERIALS**

Story (or text) Structure  
and Mapping

Story Problem Frame

**SESSION ACTIVITIES**



## STORY PROBLEM FRAME

In the story \_\_\_\_\_, the problem starts when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

After that, \_\_\_\_\_

\_\_\_\_\_.

Next, \_\_\_\_\_

\_\_\_\_\_.

Then, \_\_\_\_\_

\_\_\_\_\_. The problem was solved

when \_\_\_\_\_.

In the end, \_\_\_\_\_.

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

**SESSION ACTIVITIES**

## STRATEGIES FOR IMPROVING COMPREHENSION

### Questioning (Answering and Generating)

#### Definition:

- ▶ Answering: Intended to aid students in learning from text by focusing on particular content
- ▶ Generating: Intended to teach students how to engage with text by self-questioning before, during, and after reading

#### Method:

- ▶ Provide explicit modeling and instruction
- ▶ Teach strategically using examples such as the following:

**Application #1:** Question Generating Strategy

**Application #2:** Question-Answer Relationships

- ▶ Include in all content areas and as part of a multiple strategy approach

#### Outcome:

- ▶ Leads to an improvement in answering questions after reading and in strategies for finding answers, and confirming/adapting predictions
- ▶ Benefits reading comprehension in terms of memory, answering questions based on text, and integrating and identifying main ideas through summarization
- ▶ Enables students to be actively involved in reading and to be motivated by their own questions rather than those of others

(NRP, 2000)

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Comprehension Questions

**SESSION ACTIVITIES**

## Comprehension Questions

Research shows that children who struggle as readers tend not to ask questions at any time as they read - before, during, or after.

(Keene & Zimmerman, 1997)

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Comprehension Question  
Stems for Narrative Text

Application #1: Question  
Stems

**SESSION ACTIVITIES**

## **Comprehension Question Stems for Narrative Text**

### **Application #1: Question Stems Before Reading Question Stems**

- What does the title tell me about this story?
- What do the pictures tell me?
- What do I already know about . . . ?

### **During Reading Question Stems**

- Who?  
Tell who the story is about or name the characters.
- What?  
State the problem.
- When?  
Tell the time the story takes place.
- Where?  
Tell the place of the story.
- Why?  
Explain why something happened.
- How?  
Tell how the problem was solved.
- What do I think will happen next? Why?

### **After Reading Question Stems**

- Who were the characters?
- What was the setting
- What was the problem?
- How was the problem solved?
- Why did . . . ?

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Comprehension Question  
Stems for Expository Text

**SESSION ACTIVITIES**



## Comprehension Question Stems for Expository Text

### Before Reading Question Stems

- What does the title tell me?
- What do I already know about the topic?
- What do the pictures tell me?
- What do I want to learn about . . . ?

### During Reading Question Stems

- Does this make sense?
- What have I learned so far?
- What questions do I still have?

### After Reading Question Stems

- What new words did I learn?
- What was this mainly about?
- What did I learn?
- What else do I want to know about . . . ?

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Comprehension Question  
Stems for Higher Level  
Thinking

**SESSION ACTIVITIES**

## Comprehension Question Stems for Higher Level Thinking

### During Story Discussion

- Why do you believe that?
- What evidence from the story do you have to support your idea?
- How does your idea compare with others that have been shared?
- Can you tell me more about that?
- Why is it important?
- Can you summarize the idea that was just shared?
- What do you believe about the idea that was just shared?
- Do you agree or disagree with what was just shared? Why? Can you share evidence from the story?
- Is there something you can add to that idea that is missing?
- What would happen if . . . ?
- How can you relate your personal experience to that idea?
- What does the author want you to know?
- Does this remind you of something else you have read?

(Teacher Reading Academy, Texas Center for Reading and Language Arts, 2000)

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

Adding “I wonder” to a statement changes a prediction into a question and allows the reader to go beyond the text, which in turn makes inferential thinking possible. (Tovani, 2000)

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Application #2: Question  
Generating Strategy

**SESSION ACTIVITIES**

## QUESTIONING (ANSWERING AND GENERATING)

### APPLICATION #2: Question Generating Strategy

Question generating, if modeled, taught well, practiced, and applied in authentic literacy experiences, may be the most useful strategy for promoting meaning construction before, during, and after reading any type of text. Teaching students to generate questions—by self-questioning (Davey & McBride, 1986) and by questioning the author/text (Beck, McKeown, Hamilton, & Kucan, 1997)—teaches them to think as they read and to integrate information.

#### Suggested Procedures:

1. Model Think Alouds that include asking yourself questions and looking for answers to the questions in the text.
2. Preview text (e.g., titles, cover, illustrations through a picture/text walk) and generate questions/ "I wonder" statements, such as:

- I wonder what this text is going to be about.
- Given the title of this text (or the headings, bold print), what do I think it is going to be about?
- What do the pictures, illustrations, charts tell me about the text?

3. Make a list of your questions to be used during the reading.
4. Use your question list as one of the focus points during your reading.

**NOTES TO THE FACILITATOR**

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**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Application #2: Question  
Generating Strategy  
Continued

**SESSION ACTIVITIES**

## QUESTIONING (ANSWERING AND GENERATING)

### APPLICATION #2: Question Generating Strategy (continued)

5. Generate new questions/ "I wonder" statements during your reading, such as:

- I wonder what is going to happen next.
- I wonder what the author meant when he/she wrote...

6. Code the text and/or your questions during and after your reading.

Students can use highlighters, markers, Post-its, or paper clips to mark or code text where (as readers) they became aware of or used a strategy.

#### POSSIBLE CODES

| Code | Strategy        | Code | Strategy                |
|------|-----------------|------|-------------------------|
| I    | Important       | ?    | Question                |
| PK   | Prior Knowledge | P    | Prediction              |
| S    | Synthesis       | C    | Prediction Confirmed    |
| MI   | Mental Images   | D/C  | Prediction Disconfirmed |
| !    | An inference    |      |                         |

(Keene & Zimmerman, 1997, p. 244-245)

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Application #3: Question-  
Answer Relationships (QARs)

**SESSION ACTIVITIES**



## QUESTIONING (ANSWERING AND GENERATING)

### APPLICATION #3: Question-Answer Relationships (QARs)

Many readers need to be taught that it is both acceptable and necessary to use one's prior knowledge about the world to answer some types of comprehension questions. Taffy Raphael's classification scheme for QARs is based on Pearson and Johnson's (1978) question taxonomy of [textually explicit](#) (the answer to the question is directly stated in one sentence in the text), [textually implicit](#) (the answer to the question is in the text but requires some integration of text material) and [scriptally implicit](#) (the answer must come from the reader's prior knowledge).

In Raphael's original scheme, the first question-answer relationship (QAR) was termed [right there](#) because the answer is directly stated in a single statement. The second QAR was termed [think and search](#) because the answer requires information that spans several sentences or paragraphs. The third QAR was termed [on my own](#) because readers must rely on their own background knowledge for the answer. After conducting additional research studies, Raphael (1986) revised her classifications to include a fourth QAR, [author and you](#), which recognizes that for some questions the answer comes from the reader's background knowledge, but only in connection with information provided by the author. The revised scheme now consists of two main categories: [in the text](#) (which includes [right there](#) and [think and search](#)) and [in my head](#) (which includes [author and you](#) and [on my own](#)).

(Gipe, 1996, p. 280)

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Application #3: Question-  
Answer Relationships (QARs)  
Continued

**SESSION ACTIVITIES**

### APPLICATION #3: QARs (continued)

The following steps, which have been adapted for content area situations, are suggested for teaching QARs:

1. Introduce the concept of QARs by showing students a chart or an overhead transparency containing a description of the four basic question-answer relationships:

- A. **RIGHT THERE:** You can find the answer to the question directly stated in the material.
- B. **THINK AND SEARCH:** You can find parts of the answers in different places of the text, but you will have to put the pieces together to come up with the answer.
- C. **ON MY OWN:** You must rely on your own background knowledge for the answer.
- D. **THE AUTHOR AND YOU:** You must rely on both your own background knowledge and the information from the author in the text.

2. Begin by assigning students several short passages from the textbook (no more than two to five sentences in length). Follow each reading with one question from each of the QAR categories on the chart. Then discuss the differences between a Right There question and answer, and Think and Search question and answer, an On My Own question and answer, and an Author and You question and answer. Your explanations should be clear and complete. Reinforce with additional short text passages and practices.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Questioning (Answering and  
Generating)

Application #3: Question-  
Answer Relationships (QARs)  
Continued

**SESSION ACTIVITIES**

### APPLICATION #3: QARs (continued)

3. Continue the second day by practicing with short passages, using one question for each QAR category. First, give students a passage to read along with questions and answers and identified QARs. Discuss. Then, give students a passage with questions and answers, but have them identify the QAR for each. Finally, give students passages and decide together which strategy to use. Have them write their responses.
4. Review briefly the third day. Assign a longer passage with up to six questions. Have students work in groups to decide the QAR category for each question and the answers for each. Next, assign a second passage for students to work on individually. Discuss their responses.
5. Apply the QAR strategy to actual content area assignments.

(Raphael, 1982, 1986)

**NOTES TO THE FACILITATOR**

The multiple strategy approach has been identified as one of the most promising and effective strategies. Explain the definition, method, and outcome of this strategy. Tell the participants that applications for this strategy will be included in the Reading and Writing Connections across the Content Areas module.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Summarization

**SESSION ACTIVITIES**

## STRATEGIES FOR IMPROVING COMPREHENSION

### Summarization

#### Definition:

- ▶ The ability to identify the most central and important ideas in text

#### Method:

- ▶ Provide explicit modeling and instruction
- ▶ Teach strategically using examples such as  
[Application #1: Summarizing Text](#)

[Application #2: Summary Ladder](#)

#### Outcome:

- ▶ Improves memory and identification of ideas
- ▶ Can be transferred to situations regarding general reading comprehension
- ▶ Leads to improved written summaries and for some students better notetaking and organizational skills
- ▶ Can make students more aware of text structures and how ideas in different texts are related (e.g., story structure, informational text)

(NRP, 2000)

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Summarization

Application #1: Summarizing  
Text

**SESSION ACTIVITIES**

Beginning readers may start summarizing by making summary statements (rather than a combination of sentences). One simple way is with this graphic organizer.

|  |  |
|--|--|
| somebody   | wanted   |
| <div style="border: 1px solid black; width: 130px; height: 65px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 130px; height: 65px; margin: 0 auto;"></div> |
| but  | so   |
| <div style="border: 1px solid black; width: 130px; height: 65px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 130px; height: 65px; margin: 0 auto;"></div> |

Summary statement:

wanted \_\_\_\_\_,  
but \_\_\_\_\_



## SUMMARIZATION

### Application #1: Summarizing Text

When teaching students how to summarize, it is helpful to model first. It can also be helpful to provide guidelines and/or strategy posters to help students develop and use this skill on their own (Brown & Day, 1983; Cooper, 2000).

### Narrative Text

The following guidelines can be helpful when teaching students how to summarize narrative text:

1. Preview the text to determine what type of text it is. (You can use the Picture/Text Walk strategy to help make this determination.) If it is narrative text (or a story), look for the following important text features while you are reading:

- a. Setting
- b. Characters
- c. Problem
- d. Action
- e. Outcome

2. Remember to ask yourself questions about the text and about what you already know. These strategies can be helpful to you.
3. Make notes of the features as you read (e.g., story map, story features chart, two-column notes, etc.).
4. Look over your notes to decide what is most important and what can be left out.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Summarization

Application #1: Summarizing  
Text Continued

**SESSION ACTIVITIES**

## SUMMARIZATION

### Application #1: Summarizing Text (continued)

5. Remember that a summary is different from a retell. A summary includes the main ideas/themes with a few supporting details while a retell includes all that you can remember from the story, including its features and even some of the characters' dialogue.
6. Think about how you will tell or write your summary to make it clear.
7. Tell or write your summary.

### Expository or Informational Text

The following guidelines can be helpful when teaching students how to summarize expository or informational text:

1. Preview the text to determine what type of text it is. (You can use the Picture/Text Walk strategy to help you.) If it is expository or informational text, look for the following important text features, which are included in many expository texts:

- a. Headings
- b. Main idea/topic sentences (not always stated directly)
- c. Supporting details
- d. Charts and diagrams
- e. Concepts in bold print
- f. Summary paragraphs

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Summarization

Application #1: Summary  
Text Continued

**SESSION ACTIVITIES**

## SUMMARIZATION

### Application #1: Summarizing Text

#### Expository or Informational Text (continued)

2. Think about what you already know that might be related to the topic.
3. Make notes of the features as you read (e.g., map or web, two-column notes, Post-it notes, etc.).
4. Look for information that is repeated. This is a clue that it is important.
5. Look over your notes to decide what is most important and what can be left out.
6. Group related terms under one category.
7. If you cannot find a main idea sentence, write one of your own.
8. Remember: A summary includes the main ideas with a few supporting details. Delete any information that is not necessary to support what you have decided is the main idea.
9. Think about how you will tell or write your summary to make it clear.
10. Tell or write your summary.

**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Summary Ladder

**SESSION ACTIVITIES**

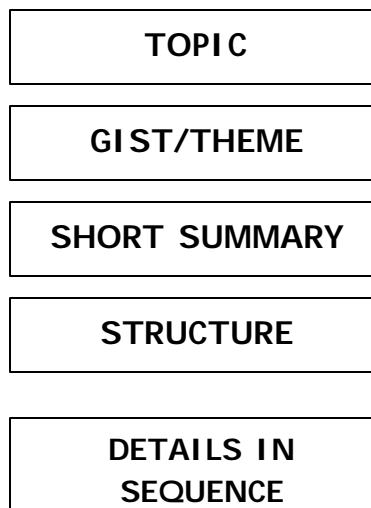
## SUMMARIZATION

### Application #2: Summary Ladder

Being able to summarize requires that students are able to identify the main concepts encountered in a text as well as the supporting details. The Summary Ladder (see Janet Bergman's work with SAIL; Robin Totten's video lesson in this series) can be used as a visual reminder of the processes readers often use in summarizing text:

1. Identifying and sequencing details
2. Relating the details to the text structure (e.g., story structure vs. informational text structure)
3. Deleting trivial and redundant information
4. Constructing short statements that include the main concepts
5. Stating the gist or the theme of the text in general terms
6. Identifying the major topic(s)/concept(s) in one or two words

#### SUMMARY LADDER



**NOTES TO THE FACILITATOR**

Continue to use the space below to record your training notes if you choose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Multiple Strategy Approach

**SESSION ACTIVITIES**



## STRATEGIES TO IMPROVE COMPREHENSION

### Multiple Strategy Approach

#### Definition:

- ▶ Teaching students to use and coordinate more than one strategy/process in order to construct meaning while reading

#### Method:

- ▶ Provide explicit modeling and instruction
- ▶ Teach strategically
- ▶ Teach in the context of dialogue/feedback during reading

#### Outcome:

- ▶ Leads to the acquisition and use of reading strategies
- ▶ Facilitates comprehension as evidenced by memory, summarizing, and identifying main ideas
- ▶ Improves reading ability and academic achievement

(NRP, 2000)

**NOTES TO THE FACILITATOR**

The "Participant Engagement" page encourages the participants to get together in groups to dialogue around the comprehension strategy categories that were modeled and discussed in the session.

**SUPPORT MATERIALS**

Strategies for Improving  
Comprehension

Multiple Strategy Approach

Participant Engagement

**SESSION ACTIVITIES**

Participant Engagement

1. Divide the participants into small groups to facilitate their dialoguing around the comprehension strategy categories that were modeled and discussed in the session.
2. Read the three questions included on the opposite page.
3. Encourage the participants to write their responses on the opposite page.
4. Monitor the groups as they engage in dialogue.
5. Facilitate whole group discussion and sharing of ideas/strategies.

## Participant Engagement

**Circle the Comprehension Strategy you will focus on for this exercise:**

- |                                   |                        |
|-----------------------------------|------------------------|
| * Comprehension Monitoring        | * Cooperative Learning |
| * Graphic and Semantic Organizers | * Questioning          |
| * Story Structure and Mapping     | * Summarization        |

1. List the applications(s) of the strategy you circled that you already use in your classroom and could model for others.

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2. Choose one of these applications and briefly describe how you select, construct and/or implement this strategy .

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3. Explain how you would make explicit the importance of the strategy before, during, and after reading.

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**Share your responses with a partner, at your table, or with the whole group.**

**NOTES TO THE FACILITATOR**

Section 2: Assessment

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Section 2 Assessment

**NOTES TO THE FACILITATOR**

Review the assessment quotations taken from the RAND Report.

**SUPPORT MATERIALS**

OH/PPT # 20 Quotations  
from RAND Report

Optional Materials: Copy of  
the RAND Report

**SESSION ACTIVITIES**

1. Put up the overhead.
2. Read the quotations and discuss their implications.
3. Share the RAND Report if you have it.

## ASSESSMENT

**Knowledge, application, and engagement are all critical outcomes of reading with comprehension; assessments that reflect all three of these outcomes are needed. (p. xix)**

**Research has shown that improving reading comprehension and preventing poor reading outcomes require measuring outcomes at every stage of learning. (p. xii)**

(Executive Summary of the RAND Report, 2002)

**NOTES TO THE FACILITATOR**

In addition to traditional paper/pencil assessments, informal assessment is very helpful.

Regardless of whether answers are written or spoken, students should be expected to explain their answers.

Review the Assessment and Instruction Guidelines adapted from *Words Their Way* (Bear, et. al., 2000) that are applicable to all forms of assessment.

**SUPPORT MATERIALS**

OH/PPT # 21: Assessment and Instruction Guidelines

Optional Materials: Copies of *Words Their Way* (Bear, et. al., 2000)

**SESSION ACTIVITIES**

Assessment and Instruction Guidelines

1. Put up the OH/PPT and review the guidelines, highlighting the text that is in boldfaced print:
  - Work from a developmental model. (If you have words their way you can see an example on page 14, figure 2-1.)
  - Use informal assessments as you teach.
  - Welcome surprises for what assessments say about individual children.
  - Do not assess at their frustration level.
  - Start with what students can do and track their progress over time.



## ASSESSMENT and INSTRUCTION GUIDELINES

1. **Work from a developmental model** that integrates the literacy behaviors of reading, spelling, and writing.
2. **Use informal assessments as you teach.**
  - a. Observations and anecdotal records
  - b. Checklists
  - c. Literacy/learning interviews and attitude surveys
  - d. IRI s, running records, miscue analysis
  - e. Fluency checks
  - f. Reading, spelling, and writing samples
3. **Welcome surprises for what the assessments say about individual children.** (What students can do and what they want to show may not match expectations based on the developmental model.)
4. **Do not assess students at their frustration level.**
5. **Start with what students can do and track progress over time.**

(adapted from Bear, Invernizzi, Templeton, & Johnston, 2000, p. 34)

**NOTES TO THE FACILITATOR****Section 3: CD/Video Modeling**

The cd/video modeling subsection is the time for participants to view a “real teacher” (not a simulated classroom or actor) demonstrating classroom application strategies from this module. Some of the videos show explicit teaching of strategies; some are models of a strategy integrated into many lessons. In either case, preview the entire CD/video. You will need to make decisions as to how the video can be used most effectively for your training. The following options are available:

- Highlight a portion(s) of the CD/video rather than showing it in its entirety.
- Use the Pre/Post teaching interviews during this session or save for another time.
- Reserve the video to be shown again at a future time.
- Use the CD/Video Modeling Observation Chart for the first viewing and the Checklist in the Helpful Resources for additional viewings.

## Section 3

### CD/Video Modeling

**NOTES TO THE FACILITATOR**

For Comprehension, there are three classroom examples to view. Gail Boushey's video lesson involves a whole class shared reading lesson on questioning strategies using the picture book, *Charlie Anderson*. This lesson is conducted with first graders.

Joan Moser's whole class shared reading lesson involves before, during, and after reading strategies and a focus on personification using the picture book, *Winter's Child*. This lesson is conducted with third graders.

The third lesson involves Robin Totten's whole class lesson on using a summary ladder to get to the gist and theme of *The Sign of the Beaver*. This lesson is conducted with fifth graders.

**SUPPORT MATERIALS**

CD/video of Gail Boushey's 1<sup>st</sup> grade lesson, including the lesson plan found in Helpful Resources Section 6

CD/Video of Joan Moser's 3<sup>rd</sup> grade lesson, including the lesson plan found in Helpful Resources Section 6

CD/Video of Robin Totten's 5<sup>th</sup> grade lesson, including the lesson plan found in Helpful Resources Section 6

Optional Materials:  
*Strategies That Work*  
(Harvey & Goudvis, 2000)

**SESSION ACTIVITIES**

CD/Video Viewing  
Cue up the videos and discuss as determined by the needs of your participants.

## Contexts for CD/Video Viewing

### CD/Video Viewing

Context #1: Gail Boushey (1<sup>st</sup> grade)

Focus: Questioning

Context #2: Joan Moser (3<sup>rd</sup> grade)

Focus: Before, during, and after reading strategies  
Personification

Context #3: Robin Totten (5<sup>th</sup> grade)

Focus: Summarizing

**NOTES TO THE FACILITATOR**

This Observation Chart is a recording device to be used by the participants as they watch the videos.

**SUPPORT MATERIALS**

CD/Video of Gail Boushey

CD/Video of Joan Moser

CD/Video of Robin Totten

**SESSION ACTIVITIES**

CD/Video Viewing

1. Have the participants read the four guiding questions on the Observation Chart.
2. Introduce the CD/video the participants are about to see by describing the lesson(s) you previewed and chose for this session.
3. Explain that the CD/video was filmed in the teacher's real classroom with her students present.
4. View the CD/video or sections of you have chosen to be seen.
5. Have the participants record their observations to the guiding questions on the observation chart as they view the CD/video.
6. Discuss each question and the observations at the end of the viewing.

## CD/Video Modeling Observation Chart

|  |   |
|--|---|
| <p>What activities for teaching comprehension did the teacher use?</p>   | <p>What classroom management strategies did the teacher use to support instruction?</p>                         |
| <p>How did the teacher assess, engage, or reinforce student success?</p> | <p>What else did you observe (e.g. other literacy enrichment, physical environment, and/or accommodations)?</p> |

**NOTES TO THE FACILITATOR**

## Section 4: Action Planning

Action Planning is designed to provide the participants with time to plan an application of their new learnings for their classrooms. See “Key Learning Goals” #3 in Overview that states “The participants will create an action plan to apply key learning from this module.” Encourage them to plan small and soon.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Action Planning

1. Encourage the participants to follow the 3-step process to put comprehension in their classrooms tomorrow.
2. Read the 3 steps – Review, Revise, and Plan.
3. Give time for each participant to follow the plan.
4. Ask for questions.



## Section 4

### Action Planning

**NOTES TO THE FACILITATOR**

As the participants are planning, roam the room providing assistance where needed. For example, provide guidance to those who are having difficulty and feedback on the plans to those who finish quickly.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

Action Planning: How Can I  
Put My New Learnings into  
Practice?

## Action Planning: How Can I Put My New Learnings into Practice?

1. **Review:** Look over the notes you made during the Think-Ink-Pair-Share activities completed at the beginning of this session.
1. **Revise:** What additions or revisions can you make to your notes?
2. **Plan:** What are my next steps to incorporate comprehension purposefully into my lesson plans tomorrow?

How will those plans meet the instructional needs of my students?

Using the form on the next page, **construct an action plan** that will help you address the instructional needs of your students.

**NOTES TO THE FACILITATOR**

Constructing an Action Plan to Meet the Instructional Needs of Students

**SUPPORT MATERIALS**

What plans can I try tomorrow?

How will the plans address the instructional needs of my students.

**SESSION ACTIVITIES**

Action Planning Recording Page

1. Instruct the participants to record their plans on this page.
2. Share plans in small or whole group(s).

## Constructing an Action Plan to Meet the Instructional Needs of Students

| What plans can I try tomorrow? | How will the plans address the instructional needs of my students? |
|--------------------------------|--|
|                                |  |
|                                |  |
|                                |  |
|                                |  |
|                                |  |
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# SUMMARY NOTES

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# COMPREHENSION

## SECTION 5: SUMMARY

**NOTES TO THE FACILITATOR**

This is the time for participants to sum up their new learning acquired during this training.

The summary activity that the participants will do is Comparative Thinking. This process involves revisiting the word sorts that were completed at the beginning of the session, discussing, confirming, deleting, adding to, changing, and/or re-sorting the words to reflect new learning or understandings about comprehension and comprehension instruction.

**SUPPORT MATERIALS**

Word sorts generated at the beginning of the session

**SESSION ACTIVITIES**

Comparative Thinking

1. Have the participants select partners to revisit the word sorts that they generated at the beginning of the session.
2. Have them discuss, confirm, delete, add to, change, or re-sort the words, reflecting new learnings or understandings about comprehension and comprehension instruction.
3. The participants complete their word sorts, if different from the beginning word sort, in the blank space provided on the opposite page. Share their ideas as a whole group.



## SECTION 5: SUMMARY

### Comparative Thinking

Choose a partner and revisit the Word Sort that you completed at the beginning of this session. Discuss and then confirm, delete, add to, change, or re-sort to reflect your new learnings on comprehension. Compare your new learnings with your prior knowledge.

|                 |           |             |                      |        |
|-----------------|-----------|-------------|----------------------|--------|
| coding text     | schema    | questioning | modeling             | QAR    |
| comprehension   | rate      | connections | fix-up               | retell |
| metacognition   | visualize | decode      | monitoring           | infer  |
| prior knowledge | fluency   | summarize   | graphic<br>organizer | KWL    |

**Complete your word sort below:**

**NOTES TO THE FACILITATOR**

After the summarizing activity, conclude your training session. Please acknowledge the commitment that the participants have made to their students, classrooms, and themselves by taking the time beyond their already busy jobs to learn more. Celebrate with them that their learning is also important.

Lastly, have the participants fill out an evaluation of the training before they leave. In the "Tips to Facilitating" there are suggested forms.



# HELPFUL RESOURCES NOTES

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# COMPREHENSION

## SECTION 6: HELPFUL RESOURCES

## NOTES TO THE FACILITATOR

**Section 6: Helpful Resources** section is similar to an appendix.

Possible Uses for Section 6:

Section 6: Helpful Resources consists of 3 sections – Checklist for Evaluating Instructional Materials, Video Modeling Checklist, and Sample Lesson Plans. The Checklist for Evaluating Instructional Materials is a guide to assessing the content and uses of instructional materials. The Video Modeling Checklist is a guide to watching the videos for effective teaching behaviors. The Sample Lesson Plans are from the video(s) that match this module. The teachers featured wrote them to help participants have a written guide for video viewing. The Material and Video Modeling Checklists are designed to be used at a later date. If a staff wanted to reconvene, for example, and peruse its curriculum, it could use the Materials Checklist as a guide to the strengths and weaknesses of the classroom materials. Further, as suggested in the Video Modeling subsection, a staff may want to view the videos for this module on two or three separate occasions. The Video Modeling Checklist offers additional observational categories and content.

### **Section 7: References**

This section lists the resources cited within the manual. Additional resources are also included.

### **Section 8: Glossary**

This section includes the literacy terms and definitions for all of the terms included in the Reading Links manuals.

### **Section 9: PowerPoint and Overheads**

This section exists only in the Facilitator's Manual of any module. It is for your organization of overhead transparencies and/or PowerPoint slides to facilitate this module.

### **Section 10: Tips to Facilitating**

This section, like section 9, exists only in the Facilitator's Manual. It is a module in and of itself that contains the general guidelines to facilitating a Reading Links training.

## SECTION 6: HELPFUL RESOURCES

- Checklist for CD/Video Modeling
- Checklist for Evaluating Instructional Materials
- Sample Lesson Plans
- Sample Graphic Organizers
- Using Page and Paragraph references

## NOTES TO THE FACILITATOR

### CD/VIDEO MODELING CHECKLIST



## CD/VIDEO MODELING CHECKLIST

| <b>EFFECTIVE TEACHING CHARACTERISTICS</b>  | <b>If observed, make notes as to how the teacher handled this characteristic.</b> |
|--|---|
| <b>LEARNING ENVIRONMENT</b>  |   |
| 1. Communicates a warm interest in and respect for the students.                         |   |
| 2. Provides a literacy-rich learning environment.  |   |
| <b>MANAGEMENT</b>  |   |
| 1. States objectives, expectations, and routines.  |   |
| 2. Takes actions to keep all students engaged.   |   |
| <b>INSTRUCTION</b>   |   |
| 1. Uses a variety of teaching/learning methods.  |   |
| 2. Paces instruction to keep the class involved.   |   |
| 3. Uses a variety of grouping strategies to increase student engagement and interaction. |   |
| 4. Models the designed behaviors and provides think-alouds.                              |   |
| 5. Asks open-ended questions and provides adequate wait time for thinking.               |   |

## NOTES TO THE FACILITATOR

CD/VIDEO MODELING CHECKLIST CONT.

**CD/VIDEO MODELING CHECKLIST (continued)**

|   |  |
|---|--|
| <b>INSTRUCTION (cont)</b>   |  |
| 6. Ensures extensive reading/writing time for students on a daily basis (e.g. instructional as well as independent).                                |  |
| <b>STRATEGIC TEACHING</b>   |  |
| 1. Explicitly explains how strategies can help reader/writers.  |  |
| 2. Makes connections between new strategies/information and what students already know.   |  |
| 3. Provides opportunities for guided practice in strategy application.  |  |
| <b>ASSESSMENT</b>   |  |
| 1. Uses a variety of ongoing assessment techniques to improve instruction (observations, checklists, anecdotal records, informal inventories, etc.) |  |
| 2. Evaluates the lesson and diagnoses what was learned and what needs to be covered.  |  |

## NOTES TO THE FACILITATOR

### CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

## Checklist for Evaluating Instructional Materials

Use the checklist below to guide your decision-making processes when considering which instructional materials will best meet the needs of students.

### CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

| TOPIC ADDRESSED  | YES | NO | COMMENTS |
|--|-----|----|----------|
| <b>Content</b>   |     |    |          |
| 1. Is the instructional material aligned with state/school standards?                          |     |    |          |
| 2. Is the information and approach research-based?   |     |    |          |
| 3. Is the focus aligned with the scope and sequence of your school/district's reading program? |     |    |          |
| 4. Are the materials and strategies appropriate for your students' needs?                      |     |    |          |
| <b>Instruction</b>   |     |    |          |
| 1. Will the materials cover the range your students need?                                      |     |    |          |

## NOTES TO THE FACILITATOR

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS CONT.

## CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS (continued)

| TOPIC ADDRESSED   | YES | NO | COMMENTS |
|---|-----|----|----------|
| <b>Instruction (cont)</b>   |     |    |          |
| 2. Are the materials student and teacher - friendly and clearly presented?                          |     |    |          |
| 3. Does the instructional design provide for a balanced approach to reading?                        |     |    |          |
| 4. Is there a coherent instructional progression of skills and strategies?                          |     |    |          |
| 5. Do the lessons include a variety of engaging student activities?                                 |     |    |          |
| 6. Are there teaching options offered to accommodate for a variety of teaching and learning styles? |     |    |          |
| 7. Are opportunities provided for skills development and strategies?                                |     |    |          |
| <b>Support</b>  |     |    |          |
| 1. Are supplemental materials provided?   |     |    |          |
| 2. Is teacher support available?  |     |    |          |
| 3. Is teacher in-service offered?   |     |    |          |

## NOTES TO THE FACILITATOR

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS CONT.



**CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS (continued)**

| <b>TOPIC ADDRESSED</b>   | <b>YES</b> | <b>NO</b> | <b>COMMENTS</b> |
|--|------------|-----------|-----------------|
| <b>Support (cont)</b>  |            |           |                 |
| 4. Are there opportunities for ongoing professional development?                               |            |           |                 |
| <b>Assessment</b>  |            |           |                 |
| 1. Is there an appropriate assessment component that is aligned with the standards/objectives? |            |           |                 |
| 2. Does the assessment program include a variety of formal and informal evaluation activities? |            |           |                 |
| 3. Are the performance skills and strategies identified in the lessons?                        |            |           |                 |

## **NOTES TO THE FACILITATOR**

### SAMPLE LESSON PLANS

#### Teaching and Learning Lesson Plan #1

## SAMPLE LESSON PLANS

### Teaching and Learning Lesson Plan #1

**Teacher:** Gail Boushey

**Lesson:** Shared Reading *Charlie Anderson* by Barbara Abercrombie

**Grade:** 1<sup>st</sup>

#### ACTIVATE AND ASSESS PRIOR KNOWLEDGE

Discuss student's schema about cats

Look at cover, title, and illustrations to ask questions

Discuss type of story, what is expected when reading it

#### CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

| Concepts   | Contexts of Learning   |
|--|--|
| Shared Reading – Narrative, fiction<br>Comprehension<br>Text to self connections<br>Questioning<br><br>Metacognitive modeling of the<br>comprehension strategy of Asking<br>Questions for deeper meaning | Whole class<br>Individual think alouds<br>Partner think alouds |

#### TARGETED GOALS, OBJECTIVES, STANDARDS, AND/OR BENCHMARKS

Build vocabulary through reading

Comprehend important ideas and details

Expand comprehension by questioning ideas and information

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #1 Continued

Read to learn and confirm new information

## Teaching and Learning Lesson Plan #1 (continued)

| PROCEDURES  | STRATEGIES   | MATERIALS  |
|---|--|--|
| <p>Activate Prior Knowledge by stating, "I wonder why this is called Charlie Anderson."</p>   |  | <p>Book <i>Charlie Anderson</i> by Barbara Abercrombie</p>   |
| <p>I have some questions in my mind. Do you have any questions in your mind that you want answered? Continue this prereading discussion about questions the story is eliciting.</p> | <p>Record some questions on chart paper. Validate the importance of questions and refer back to them to confirm answers.</p> | <p>Chart Paper<br/>Questions on Chart</p>  |
| <p>Have student tell elbow buddies questions they have while some are generated on chart paper.</p>   | <p>Partner work so all are involved.</p>   |  |
| <p>Begin reading the book, model questions I have as we are reading. When students have a question write it up on the chart board.</p>  | <p>Model metacognitive thoughts about questions</p>  |  |
| <p>When finished with story go back over questions and write an A next to the questions that were answered in the story.</p>  | <p>Revisit questions and code them to confirm if they were answered in the story.</p>  |  |
| <p>Review the strategy of asking questions to better comprehend a story.</p>  | <p>Have students buddy buzz with a partner to review these strategies.</p>   | <p><b>ACCOMMODATIONS</b></p> <p>This story was chosen for all students to learn the comprehension strategy of questioning. All students are part of this discussion.</p> |

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #1 Continued

## **Teaching and Learning Lesson Plan #1 (continued)**

### **OUTCOMES and ASSESSMENTS: PERFORMANCES, PROCESSES, AND PRODUCTS**

- Students will add one question about the story either with whole group or in partner work.
- Students will explain to partner the significance of questioning as a way to comprehend more deeply.
- Students will check for understanding either with whole group or with a partner.
- Outcomes will be assessed through anecdotal records, conversations, and observations.

### **NEXT STEPS**

- Continue to model the use of questioning when reading aloud, moving it next to guided reading. At this point asking students to start to question within their group and finally asking questions during independent reading.
- Students will begin to share with the class specific reading strategies, which helped them with their reading.

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #2



## Teaching and Learning Lesson Plan# 2

**Teacher:** Joan Moser  
**Lesson:** Shared Reading *Winter's Child* by Mary K. Whittington  
**Grade:** 3<sup>rd</sup>

### ACTIVATE AND ASSESS PRIOR KNOWLEDGE

- Discuss student's schema about winter.
- Look at cover, title, and illustrations to make predictions
- Generate any questions cover may raise.

### CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

| Concepts  | Contexts of Learning   |
|---|--|
| Shared reading – fiction, personification <ul style="list-style-type: none"><li>• Comprehension</li><li>• Text to Text Connections</li><li>• Think critically about the author's use of personification and mood.</li><li>• Metacognitive modeling of Before, During, and After Reading Strategies that good readers use for comprehension, fluency, and accuracy.</li><li>• Metacognitive modeling of the comprehension skill of asking questions.</li></ul> | <ul style="list-style-type: none"><li>• Whole Class</li><li>• Individual think alouds</li><li>• Multiple strategy approach</li></ul> |

### TARGETED GOALS, OBJECTIVES, STANDARDS, AND/OR BENCHMARKS

- Build vocabulary through reading/listening
- Understand elements of literature – fiction, in particular, personification
- Comprehend important ideas and details; expand comprehension by analyzing, interpreting, and synthesizing information and ideas
- Read/listen for literary experience in a variety of forms

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #2 Continued

## Teaching and Learning Lesson Plan #2 (continued)

### INSTRUCTIONAL DECISIONS

| PROCEDURES  | STRATEGIES   | MATERIALS   |
|---|--|---|
| <ol style="list-style-type: none"> <li>1. Activate prior knowledge by asking, "What do you know about winter? What do you know about <i>Winter's Child</i>?"</li> <li>2. Fiction or non-fiction?</li> <li>3. What kind of words might we find in this book?</li> <li>4. Continue with pre-reading strategies, having students tell their elbow buddies what the next strategy might be.</li> <li>5. Begin reading book, focusing on during reading strategies. As "Great words" (vocabulary) are encountered, record on chart.</li> <li>6. Quickly make the Text to Text connection with <i>Old Winter</i> and <i>Brave Irene</i>.</li> <li>7. As reading story, model asking questions, during reading strategies, and connections.</li> </ol> | <ul style="list-style-type: none"> <li>• Connect these prior knowledge questions to the before reading strategies that all good readers try to use to better comprehend.</li> <li>• Record potential vocabulary on chart.</li> <li>• refer to board with the strategies posted.</li> <li>• model these strategies metacognitively.</li> <li>• Metacognition</li> </ul> | <ul style="list-style-type: none"> <li>• Book <i>Winter's Child</i> by Mary K. Whittington</li> <li>• Reading Strategies on Board</li> <li>• Chart</li> <li>• Great Words chart</li> <li>• <i>Old Winter</i> by Judith Benet Richardson</li> <li>• <i>Brave Irene</i> by William Steig</li> </ul> |
|   |  | <p><b>ACCOMMODATIONS</b></p> <p>This story was chosen for shared reading rather than guided reading, because it is above the independent levels of many of the students.</p>  |

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #2 Continued

## Teaching and Learning Lesson Plan #2 (continued)

### OUTCOMES and ASSESSMENTS: PERFORMANCES, PROCESSES, AND PRODUCTS

- Students will begin to notice and identify personification in their own independent reading.
- Students will start to utilize before, during, and after reading strategies in their own reading.
- These outcomes will be assessed through anecdotal records, and conversations and observations of children. Families will also begin to see these strategies in use at home.

### NEXT STEPS

- We will continue to work with personification as a style of written communication.
- We will be doing a piece of poetry written with the style of personification, which students will create a mask to go along with, and perform for the class.
- Before, during and after reading strategies are an on-going and daily process of teaching.

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #3

## Teaching and Learning Lesson Plan #3

**Teacher:** Joan Moser  
**Lesson:** Guided Reading – *The Quiet World* by Raewyn Casey  
**Grade:** 3<sup>rd</sup>

### ACTIVATE AND ASSESS PRIOR KNOWLEDGE

Before Reading Strategy Discussion:

- Predictions based on cover of the book (this strategy helps prepare for higher level of comprehension and fluency).
- Anticipatory vocabulary (supports comprehension and fluency)
- Fiction/nonfiction prediction. Which one is it?
- Knowledge of content (guiding text to self connections)
- Pace and purpose for reading.

### CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

| Concepts   | Contexts of Learning   |
|--|--|
| <u>Reading</u> – Realistic Fiction, recount <ul style="list-style-type: none"><li>•Comprehension</li><li>•Questioning – using context clues for self - questioning</li><li>•Fluency development.</li></ul> | <ul style="list-style-type: none"><li>•Small Guided Reading Group</li><li>•One-on-one interactions</li><li>•Individual reading</li></ul> |

### TARGETED GOALS, OBJECTIVES, STANDARDS, AND/OR BENCHMARKS

- Comprehend important ideas and details.
- Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.
- Understand elements of literature – such as similes and flashbacks.
- Use word recognition and word meaning skills to read and comprehend text.
- Identify and discuss reading strategies including working out unknown words, self-correcting, and rereading when necessary to comprehend.

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #3 Continued



## Teaching and Learning Lesson Plan #3 (continued)

| PROCEDURES  | STRATEGIES  | MATERIALS   |
|---|---|---|
| <p>Activate prior knowledge by asking, "What do you think <i>The Quiet World</i> is? What does it mean?"</p> <p>Fiction or Non-fiction prediction.</p> <p>Ask students to anticipate the kinds of words we may find in the story.</p> <p>Picture Walk – open book</p> <p>What is the mood/feeling, setting?</p> <p>Can we confirm fiction/non-fiction?</p> <p>Students read "in their head" pages 2,4,5. Check for understanding. Can you confirm or negate ideas about <i>The Quiet World</i> and support those confirmations with the text? (See #1 for ideas about the text)</p> <p>Continue with Guided Reading Lesson. Focus on <b>comprehension</b> of important ideas and details.</p> <p><b>identification</b> and discussion of during reading strategies, including how to work out unknown words.</p> <p><b>use</b> of fix-up strategies when comprehension breaks down.</p> | <p><b>Explicitly</b> make the connection of all of the following prior knowledge strategies to comprehension and fluency.</p> <p><b>Think</b> aloud conversations.</p> <p>Record on chart.</p> <p><b>Vocabulary</b> development. Generate potential vocabulary on chart.</p> <p><b>Conversation</b></p> <p><b>Confirm</b> ideas generated on chart.</p> | <p><i>The Quiet World</i> by Raewyn Caisley. One copy per student.</p> <p>This text is written below the frustrational reading level of all students participating in this guided reading group.</p>  |
|   |   | <p><b>ACCOMMODATIONS</b></p> <p>All participants of this Guided Reading Group have the same strategy needs, based upon current teacher-administered assessments:</p> <ul style="list-style-type: none"> <li>- Individual Reading Assessment (by Elden Ekwall)</li> <li>- Running Records</li> <li>- Anecdotal Records</li> <li>- Chart paper</li> </ul> |

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #3 Continued

## Teaching and Learning Lesson Plan #3 (continued)

### INSTRUCTIONAL DECISIONS

#### OUTCOMES and ASSESSMENTS: PERFORMANCES, PROCESSES, AND PRODUCTS

- Metacognitive modeling of comprehension strategies being used.
- Metacognitive use of before, during, and after reading strategies to support comprehension, fluency, and accuracy.
- After the Next Steps:
  - Re-read for fluency.
  - Partners share their two-column chart to group.
  - Students share their descriptive writing using similes.

### NEXT STEPS

- Re-read for fluency
- Students imagine what it would be like living in a quiet world. With a partner, make a two-column chart: *Things we would miss in a quiet world. Things we would like about a quiet world.*
- Students create a quiet world, just like the main character. They describe three things, utilizing their other senses, with similes, as in the book. "I felt the breeze tickle over me like an ostrich feather."

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #4

## Teaching and Learning Lesson Plan #4

**Teacher:** Joan Moser

**Lesson:** Guided Reading – *Tail Tales* by Sally Markham-David

**Grade:** 3<sup>rd</sup>

### ACTIVATE AND ASSESS PRIOR KNOWLEDGE

- Review yesterday's beginning lesson where overview strategy was introduced as a way to determine important information in text. Story and text features were introduced. The focus was on: table of contents, text structure, headings and glossary
- Review the before reading strategy of overview.
- Remind students that when we read non-fiction, we can help our comprehension by determining the most important information in the text.
- Go back and look at sticky notes, and two column notes taken yesterday.

### CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

| Concepts  | Contexts of Learning   |
|---|--|
| <u>Reading</u> – Non-Fiction, expository, natural science <ul style="list-style-type: none"><li>•Comprehension</li><li>•Determining most important information through use of overview, coding text, two column notes, and vocabulary</li></ul> | <ul style="list-style-type: none"><li>•Small Guided Reading Group</li><li>• Partner reading/think alouds/coding</li><li>•Individual reading/think alouds</li></ul> |

### TARGETED GOALS, OBJECTIVES, STANDARDS, AND/OR BENCHMARKS

- Build vocabulary through reading.
- Use features of non-fiction text, in particular to this story: table of contents, index, and glossary.
- Comprehend important ideas and details, in particular with the use of informational text.
- Read to learn new information. ("Next steps" of this lesson will include locating and using a variety of resource materials.)
- Seek and offer feedback to improve reading.

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #4 Continued

## Teaching and Learning Lesson Plan #4 (continued)

### INSTRUCTIONAL DECISIONS

| PROCEDURES  | STRATEGIES   | MATERIALS  |
|---|--|--|
| <p>Review "overview" strategy - refer to chart from previous day's lesson, and prior knowledge.</p> <p>Ask students to review the vocabulary of text features: table of contents, glossary, and index.</p> <p>Revisit during reading comprehension strategy of "determine most important information" through text coding and two column notes.</p> <p>Working in small guided reading groups, continue with the reading of text, coding, and two column notes.</p> | <ul style="list-style-type: none"> <li>•Chart with important information.</li> <li>•Think aloud</li> <li>•Two column note forms</li> <li>•Metacognitive think alouds and discussion</li> <li>•Vocabulary collection</li> </ul> | <ul style="list-style-type: none"> <li>•Student vocabulary rings</li> <li>•Stickies (Sticky notes)</li> <li>•Reading spiral notebooks</li> </ul>   |
|   |  | <p><b>ACCOMMODATIONS</b></p> <p>*All participants of this Guided Reading Group have the same strategy needs, based upon current teacher-administered assessments:</p> <ul style="list-style-type: none"> <li>-Individual Reading Inventory (by Elden Ekwall)</li> <li>-Running Records</li> <li>-Anecdotal Records</li> <li>-State Reading Frameworks</li> </ul> |

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #4 Continued



## Teaching and Learning Lesson Plan #4 (continued)

### OUTCOMES and ASSESSMENTS: PERFORMANCES, PROCESSES, AND PRODUCTS

- Metacognitive modeling of strategies being used.
- Completion of two-column note and stickies.
- Able to show ability to use Table of Contents, Glossary, and Index to gain information.
- Beginning understanding of most important ideas within non-fiction text.

### NEXT STEPS

- Assign partners to continue text coding and two column notes.
- Choose one portion of text, practice for fluency, read to group, asking for suggestions and feedback.
- Create a poster, with partner, organizing the most important information from the book. Share with class.
- Choose one animal from text, locate and use a variety of sources to find more information on the animal. Utilize text coding and two column notes to organize the information. Prepare information to present to group.

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #5

## Teaching and Learning Lesson Plan #5

**Teacher:** Robin Totten      **Grade:** 5th

**Lesson:** Mini-lesson for extending reading comprehension using the summarizing ladder

### ACTIVATE AND ASSESS PRIOR KNOWLEDGE

- Build on a previous summarizing lesson
- Apply summarizing skills by using a novel the students recently finished reading
- Students generate details, short summary, gist, and theme from a social studies novel

### CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

| Concepts  | Contexts of Learning  |
|---|---|
| <ul style="list-style-type: none"><li>• Apply and deepen understanding of each step in the summarizing ladder.</li><li>• Analyze an historical fiction novel from a social studies unit on American history and states.</li><li>• Comprehend important ideas and details by generating details, short summary, gist, theme, and topic of a novel.</li></ul> | <ul style="list-style-type: none"><li>• Whole class</li><li>• Small heterogeneous groups within the class</li><li>• Social Studies novel:<br/><i>Sign of the Beaver</i></li></ul> |

### TARGETED GOALS, OBJECTIVES, STANDARDS, AND/OR BENCHMARKS

- Show understanding of important ideas and themes of an historical fiction novel.
- Comprehend important details by summarizing and analyzing text.
- Think critically by interpreting and synthesizing author's purpose and perspective.

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #5 Continued

## Teaching and Learning Lesson Plan #5 (continued)

### INSTRUCTIONAL DECISIONS

| PROCEDURES  | STRATEGIES   | MATERIALS  |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. Review the summarizing ladder.</li> <li>2. Generate a minimum of five details from the story.</li> <li>3. Generate two pieces of the story structure.</li> <li>4. Individually sketch one setting of the story.</li> <li>5. Create a two to three sentence short summary including characters, problem, and resolution.</li> <li>6. State the gist of the novel.</li> <li>7. Generate at least two themes of the novel. Tell the topic of the novel in one or two words.</li> <li>8. Make connections to other learning.</li> </ol> | <ul style="list-style-type: none"> <li>• Small group discussion and recording</li> <li>• Share with full class</li> <li>• Visualize one setting and sketch on paper</li> <li>• Use a graphic organizer: the summarizing ladder</li> <li>• Teacher prompts</li> </ul> <p>Interaction of students building on one another's ideas.</p> | <ul style="list-style-type: none"> <li>• Summarizing Ladder Visual</li> <li>• Paper and pencils</li> <li>• Sentence strips or note cards for posting generated ideas</li> <li>• Tape</li> </ul>  |
|   |  | <p><b>ACCOMMODATIONS</b></p> <p>Heterogeneous small groups:</p> <ul style="list-style-type: none"> <li>• Allow for interaction and inclusion of LEP and special needs learners.</li> <li>• Expand thinking for talented and gifted learners.</li> </ul> <p>Cooperative learning:</p> <ul style="list-style-type: none"> <li>• Students as peer coaches</li> <li>• Teacher prompting as needed to deepen thinking and use of strategies.</li> </ul> |

## NOTES TO THE FACILITATOR

SAMPLE LESSON PLANS CONT.

Teaching and Learning Lesson Plan #5 Continued

## Teaching and Learning Lesson Plan #5 (continued)

### OUTCOMES and ASSESSMENTS: PERFORMANCES, PROCESSES, AND PRODUCTS

- Group recording, sharing, and charting of information
- Individual visualization of one setting of the story

### NEXT STEPS:

- Generate five important events in the novel; sequence events.
- Individually create a storyboard.
- Use the summarizing ladder steps while reading ("on-line processing") a new text.
- Use summarizing steps in reading response journals and social studies logs.

# **REFERENCES NOTES**

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# COMPREHENSION

## SECTION 7: REFERENCES

## NOTES TO THE FACILITATOR

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## NOTES TO THE FACILITATOR

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COMPREHENSION  
READING LINKS PARTICIPANT'S MANUAL

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# GLOSSARY NOTES

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# COMPREHENSION

## SECTION 8: GLOSSARY

## NOTES TO THE FACILITATOR

### SECTION 8: GLOSSARY

## SECTION 8: GLOSSARY

# POWERPOINT/OVERHEADS NOTES

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# COMPREHENSION

## SECTION 9: POWERPOINT/OVERHEADS



# Comprehension

Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. BOX 47200  
Olympia, Washington 98504-7200



COMPREHENSION  
READING LINKS PARTICIPANT'S MANUAL  
COMPREHENSION OH#1

## READING LINKS AGENDA

|                        |  |
|------------------------|--|
| <b>10 minutes</b>      | <b>Introduction and Expectations</b>   |
|                        | <b>Overview</b>  |
| <b>10- 15 minutes</b>  | Reading Links Project<br>ROPES Guiding Structure<br>Participant Manual Layout            |
| <b>25 - 30 minutes</b> | <b>Section 1: Review Participant Background Knowledge and Understanding</b>              |
|                        | <b>Section 2: Overview</b>   |
| <b>15 minutes</b>      | Key Learning Goals<br>Building Blocks  |
|                        | <b>Section 3 Presentation</b>  |
| <b>15 minutes</b>      | Research-based Information and Content   |
| <b>10 minutes</b>      | <b>Break</b>   |
|                        | <b>Section 4: Engagement and Practice</b>  |
| <b>75 - 85 minutes</b> | Classroom Strategies and Applications<br>Assessment<br>Video Modeling<br>Action Planning |
| <b>10- 15 minutes</b>  | <b>Section 5: Summarizing Key Learnings</b>  |
| <b>10- 15 minutes</b>  | <b>Evaluation and Feedback</b>   |

COMPREHENSION  
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AGENDA OH #2

# ROPES: A GUIDING STRUCTURE

|   |  |
|---|--|
| R | <b><u>Review</u></b> – entry learning design to activate and assess prior knowledge and to focus the session   |
| O | <b><u>Overview</u></b> – explicit statement of the goals and objectives of the session   |
| P | <b><u>Presentation</u></b> – and discussion of research-based concepts that are needed to build background knowledge.  |
| E | <b><u>Engagement</u></b> – and practice – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions |
| S | <b><u>Summary</u></b> – summarizing key learnings  |

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ROPES OH #3

# What Do I Already Know About Comprehension?

## THINK - INK - PAIR - SHARE

**THINK - INK:** Rate your familiarity with the research on comprehension by placing an X on the continuum and then completing the Word Sort below.

|            |                |   |   |               |
|------------|----------------|---|---|---------------|
| 1          | 2              | 3 | 4 | 5             |
| Unfamiliar | INK: Word Sort |   |   | Very familiar |

Look over the following list of words. In the space provided on the next page, sort the words into categories and label your categories.

|                 |           |             |                   |        |
|-----------------|-----------|-------------|-------------------|--------|
| Coding text     | Schema    | Questioning | Modeling          | QAR    |
| Comprehension   | Rate      | Connections | Fix-up            | Retell |
| Metacognition   | Visualize | Decode      | Monitoring        | Infer  |
| Prior knowledge | Fluency   | Summarize   | Graphic organizer | KWL    |

COMPREHENSION

READING LINKS PARTICIPANT'S MANUAL

WHAT DO I ALREADY KNOW ABOUT COMPREHENSION? OH#4

# Why Is Comprehension Important?



The educational careers of 25 to 40 percent of American children are imperiled because they do not read well enough, quickly enough, or easily enough to ensure comprehension in their content courses in middle and secondary school. Although difficult to translate into actual dollar amounts, the costs to society are quite high in terms of lower productivity, underemployment, mental health services, and other measures.



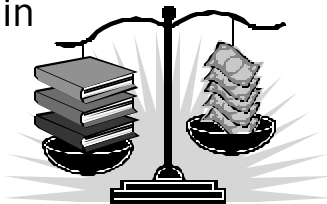
COMPREHENSION

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WHY IS COMPREHENSION IMPORTANT? OH #5

# Why Is Comprehension Instruction Important?

- Students are facing an increased need for a high degree of literacy, including the capacity to comprehend complex texts, but comprehension outcomes are not improving.
- Students in the United States are performing increasingly poorly in comparison with students in other countries as they encounter discipline-specific content and subject-matter learning.
- Unacceptable gaps in reading performance persist; the growing diversity in the U.S. will likely widen the gaps even further.
- Little direct attention has been devoted to helping teachers develop the skills they need to promote reading comprehension.
- Policies and programs are regularly adopted, but their efforts are uncertain



(RAND Report Executive Summary, 2002)

COMPREHENSION

READING LINKS PARTICIPANT'S MANUAL

WHY IS COMPREHENSION INSTRUCTION IMPORTANT? OH #6

## Key Learning Goals

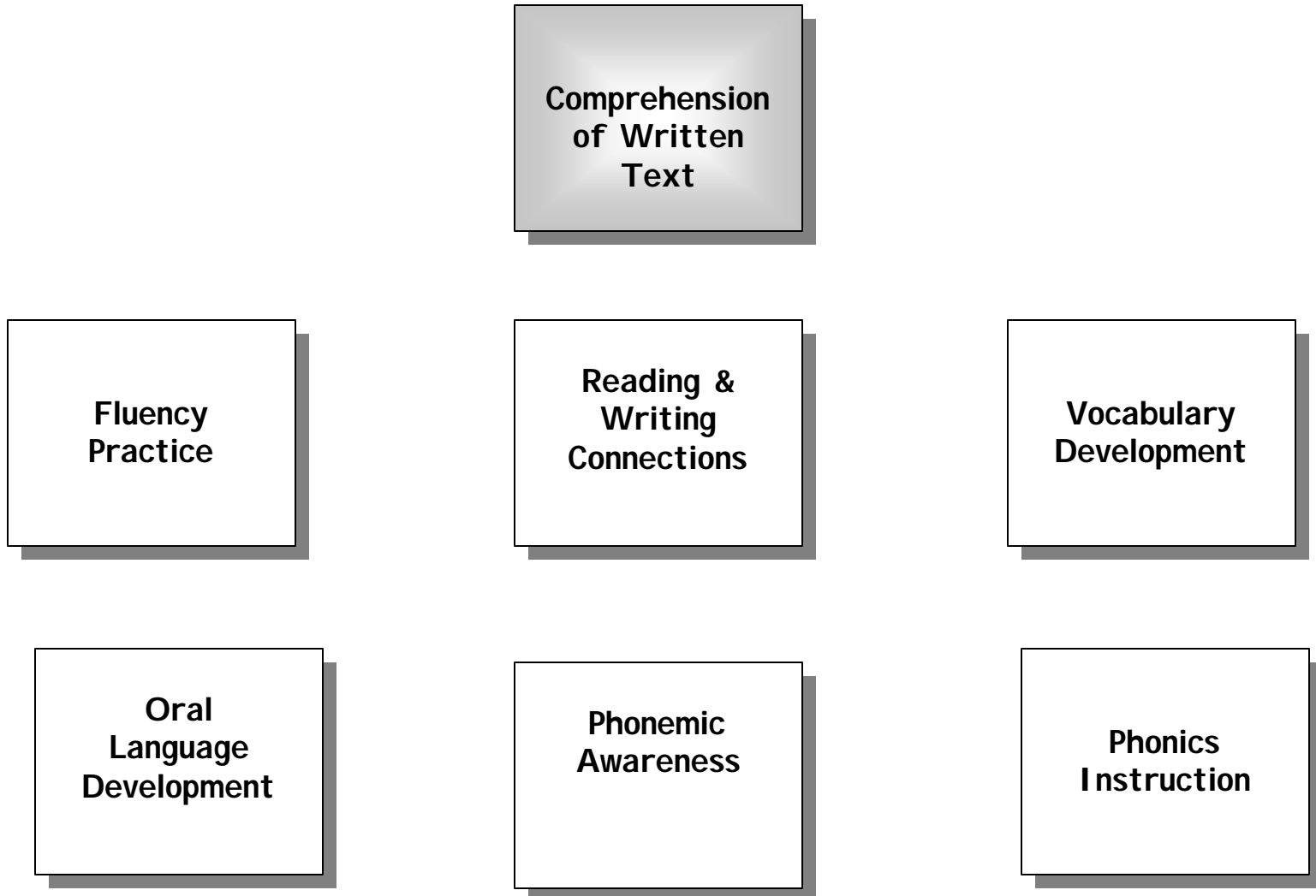


The participants will:

- Understand the connection between comprehension and reading development.
- Learn, model, and teach research-based strategies for comprehension instruction in the classroom.
- Create an action plan to apply key learnings from this module to their classroom practice.

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KEY LEARNING GOALS OH #7

# Building Blocks for Teaching Children to Read



COMPREHENSION  
READING LINKS PARTICIPANT'S MANUAL  
BUILDING BLOCKS OH #8

# COMPREHENSION

Metacognitive, Non-linear, Multi-Strategy Process  
Reader-, Text-, Activity-, and Context-Specific

Active Engagement with Text as a Means to  
Acquire Knowledge, Enhance Understanding, Construct Meaning

## INSTRUCT AND PRACTICE WITH STRATEGIES

### BEFORE

- Activate prior knowledge
- Pre-read
- Predict
- Connect
- Question
- Recognize text structure

### DURING

- Connect
- Visualize
- Question
- Predict
- Monitor
- Infer
- Use fix-up strategies
- Reread
- Read selectively, fluently,  
and decode rapidly

### AFTER

- Summarize
- Synthesize
- Question
- Interpret on different levels
- Connect
- Infer
- Verify
- Reread
- Determine what's important



COMPREHENSION  
READING LINKS PARTICIPANT'S MANUAL  
COMPREHENSION OH #9

# How Have Our Views about Comprehension and Comprehension Instruction Changed?

We once thought of comprehension as a natural result of **decoding plus oral language**.

We now know that **saying words without understanding how to put the words and concepts together to make sense** is not comprehending; and in fact, is not reading.

We once thought that by **asking students different levels of questions**, we were teaching them how to comprehend.

We now know that there is **much more to comprehension instruction than asking questions**. Asking questions most often involves assessing, rather than teaching, comprehension.

COMPREHENSION

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HOW HAVE OUR VIEW ABOUT COMPREHENSION AND COMPREHENSION  
INSTRUCTION CHANGED? OH #10

# What is Comprehension?

## Comprehension is:

- the process of simultaneously extracting and constructing meaning through interaction and involvement with written language
- an active, complex, long-term developmental, cognitive process of acquiring knowledge, of enhancing understanding, of constructing meaning that involves knowledge, experiences, thinking, and teaching
- understanding beyond knowing

**Comprehension is not a product of reading. Rather, it** requires purposeful, thoughtful, and active interactions between the reader, the text, the activity, and the sociocultural context.

(Armbruster & Lehr, 2001; Fountas & Pinnell, 2001; Harvey & Goudvis, 2000; Irwin, 1991 as cited in Tompkins, 2001; Mooney, 1999; NRP, 2000; RAND Report Executive Summary, 2000)

COMPREHENSION

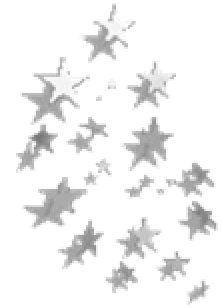
READING LINKS PARTICIPANT'S MANUAL

WHAT IS COMPREHENSION? OH #11

# What Do Proficient Readers Do to Enhance Their Comprehension?

## Proficient Readers:

- Activate background knowledge and make associations or connections with text
- Ask questions before, during, and after reading
- Use awareness of the purpose in reading the text, text forms and features, and then make decisions about reading rate based on this awareness
- Visualize and use sensory images and emotions
- Verify or change predictions based on the text and/or what is known about an author and his/her style
- Read selectively, fluently, and decode rapidly



(Keene & Zimmerman, 1997)

COMPREHENSION

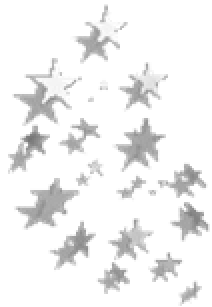
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WHAT DO PROFICIENT READERS DO TO ENHANCE THEIR COMPREHENSION?  
OH #12

# What Else Do Proficient Readers Do to Enhance Their Comprehension?

## Proficient Readers also:

- Monitor comprehension
- Use “fix-up” strategies when comprehension breaks down
- Determine what is important in text
- Draw inferences during and after reading
- Synthesize information
- Interpret text on a variety of levels (e.g., literal, interpretive, evaluative)
- Read and write a variety of text forms (e.g., narrative, expository, technical)



(Keene & Zimmerman, 1997)



COMPREHENSION

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WHAT ELSE DO PROFICIENT READERS DO TO ENHANCE THEIR  
COMPREHENSION? OH #13

# What Comprehension Strategies Did the National Reading Panel Identify as Most Promising and Effective?

The NRP identified the following comprehension strategies as most promising and effective for helping students improve their comprehension:

- Comprehension Monitoring
- Cooperative Learning
- Graphic and Semantic Organizers
- Story (or Text) Structure and Mapping
- Questioning (Answering & Generating)
- Summarization
- Multiple Strategy Approach

(NRP, 2000)



COMPREHENSION

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WHAT COMPREHENSION STRATEGIES DID THE NATIONAL READING PANEL  
IDENTIFY AS MOST PROMISING AND EFFECTIVE? OH#14

# How Can Comprehension Strategies Be Taught?

Effective Comprehension strategy instruction is **explicit**.

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The teacher tells readers why and when they should use strategies, what strategies to use, and how to apply them. The steps typically include an explanation of the strategy, teacher modeling, guided practice, and application.

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- **Explanation** – The teacher explains to students why the strategy helps comprehension and when to apply it.
- **Modeling** – The teacher models or demonstrates how to apply the strategy, usually by “thinking aloud” while reading text that students are using.
- **Guided Practice** – The teacher guides and assists students as they learn how and when to apply the strategy.
- **Application** – The teacher helps students practice the strategy until they can apply it independently.

The teacher then helps readers to use strategies flexibly and in combination with other strategies.

Effective Comprehension strategy instruction can also be accomplished Through cooperative and collaborative learning.

(Armbruster, Lehr, & Osborn, 2001)

COMPREHENSION

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HOW CAN COMPREHENSION STRATEGIES BE TAUGHT? OH#15

# When Is Comprehension Instruction Most Effective?



Comprehension instruction is most effective when teachers:

- Model and think aloud their own use of the strategies
- Provide explicit and in-depth instruction and practice of strategies
- Discuss explicitly how each strategy helps readers to better comprehend text
- Make connections between each new strategy and what the reader already knows
- Gradually release responsibility for the use of strategies to students
- Build in time for actual text reading and guided practice in strategy application by the students
- Show students how each strategy applies to other texts, genres, formats, disciplines, and contexts
- Help students notice how strategies intersect and work in conjunction with one another

(Harvey & Goudvis, 2000)

COMPREHENSION

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WHEN IS COMPREHENSION INSTRUCTION MOST EFFECTIVE? OH #16

# What Are the Challenges for Teachers?

The challenges are for teachers to:

- Understand, choose, model, and use varied comprehension strategies
- Design lessons requiring active participation
- Match strategy selections to the reading purpose, the text, the readers' instructional needs, the activities, and the context
- Provide multiple opportunities for purposeful and active strategy application and practice
- Take time to observe and confer directly with students about their strategy learning and keep records of those observations and conferences
- Provide ongoing assessment with the understanding that both assessment and improvement take time
- Motivate students with energy, support, and positive reinforcement





COMPREHENSION

READING LINKS PARTICIPANT'S MANUAL

WHAT ARE THE CHALLENGES FOR TEACHERS? OH #17

## **Section 4: ENGAGEMENT & PRACTICE**

Subsection 1: Classroom Strategies and Applications

Subsection 2: Assessment

Subsection 3: CD/Video Modeling

Subsection 4: Action Planning



COMPREHENSION

READING LINKS PARTICIPANT'S MANUAL

SECTION 4: ENGAGEMENT & PRACTICE OH #18

# SUGGESTIONS FOR TEACHING COMPREHENSION STRATEGIES

| Strategy                                     | Pre K-1 | 2-3 | 4-6 | Text Type |
|--|---------|-----|-----|-----------|
| <b>Comprehension Monitoring</b>              | X       | X   | X   |           |
| Think-Alouds                                 | X       | X   | X   | B         |
| Clink-Clunk                                  |         | X   | X   | B         |
| <b>Cooperative Learning</b>                  | X       | X   | X   |           |
| Reciprocal Teaching                          |         | X   | X   | B         |
| Paired or Partner Reading                    | X       | X   | X   | B         |
| <b>Graphic and Semantic Organizers</b>       | X       | X   | X   |           |
| Think-Links                                  |         | X   | X   | E         |
| Compare or Contrast                          | X       | X   | X   | B         |
| <b>Story (or text) Structure and Mapping</b> | X       | X   | X   |           |
| Find the Features and Connect Them           | X       | X   | X   | N         |
| Story Maps or Frames                         |         | X   | X   | N         |
| <b>Questioning</b>                           | X       | X   | X   |           |
| Question Stems                               |         |     |     | B         |
| Question Generating Strategy                 | X       | X   | X   | B         |
| Question-Answer Relationships                |         |     | X   | B         |
| <b>Summarization</b>                         |         | X   | X   |           |
| Summarizing Text                             |         | X   | X   | B         |
| Summary Ladder                               |         |     | X   | B         |
| <b>Multiple Strategy Approach</b>            |         | X   | X   |           |

N =  
Narrative or  
Story text

E =  
Expository  
or  
Information  
text

B =  
Applicable to  
both  
Narrative  
and  
Expository  
text

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SUGGESTIONS FOR TEACHING COMPREHENSION STRATEGIES OH #19

# **ASSESSMENT**

**Knowledge, application, and engagement are all critical outcomes of reading with comprehension; assessments that reflect all three of these outcomes are needed (p.xix)**

**Research has shown that improving reading comprehension and preventing poor reading outcomes require measuring outcomes at every stage of learning. (p. xii)**

(Executive Summary of the RAND Report, 2002)

COMPREHENSION  
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ASSESSMENT STATEMENT OH#20

# Assessment and Instruction Guidelines

- **Work from a developmental model** that integrates the literacy behaviors of reading, spelling, and writing.
- **Use informal assessments as you teach.**
  - o Observations and anecdotal records
  - o Checklists
  - o Literacy/learning interviews and attitude surveys
  - o IRI s, running records, miscue analysis
  - o Fluency checks
  - o Reading, spelling, and writing samples
- **Welcome surprises for what the assessments say about individual children.** (What students can do and what they want to show many do not match expectations based on the developmental model.)
- **Do not assess students at their frustration level.**
- **Start with what students can do and track progress over time.**

(adapted from Bear, Invernizzi, Templeton, & Johnston, 2000, p.34)



COMPREHENSION

READING LINKS PARTICIPANT'S MANUAL

ASSESSMENT AND INSTRUCTION GUIDELINES OH #21



# COMPREHENSION

## SECTION 10: TIPS TO FACILITATING THE READING LINKS MODULES

## Tips to Facilitating the Reading Links Modules

This information may also be accessed as a separate LINKS facilitator's manual.

## Introduction

The LINKS training modules are designed to help teachers understand how reading research can be put into practice in today's classrooms. Recognizing that teachers are the true change agents in education, these modules are intended for current classroom teachers and/or students pursuing teaching credentials.

This LINKS facilitator's module includes: a list of equipment and materials needed for the training session, room arrangement suggestions, and cooperative group procedures with a chart for cross-referencing to other LINKS modules. It is important to study and understand this section before beginning the training.

## ROPES Lesson Design

The LINKS training modules use the ROPES model as a framework for instruction. The ROPES framework provides a lesson design known to promote the acquisition and retention of new learnings. The following lesson design will help guide you as well as your participants.

The following is a diagram of your training plan.

|   |  |
|---|--|
| R | Review - or affective entry learning designed to activate prior knowledge and to focus the session.  |
| O | Overview - explicit articulation of the goals and objectives of the training                         |
| P | Presentation - concepts and information that are needed to achieve the lesson objective are provided |
| E | Exercise or Practice - activities that demonstrate the understanding of the content are practiced    |
| S | Summary - action planning into specific plans for classroom use                                      |

Dr. Robert Carkhuff designed the ROPES model.

## Equipment and Materials

The following equipment and materials should be gathered and in place prior to beginning the training:

### Equipment (make sure these are in working order before you begin)

- Overhead projector
- Laptop computer (or other computer) with compact disc player and means to project for large group viewing
- Overhead screen
- Extension cords (if needed)
- Timer (an overhead timer is desirable)
- Tape recorder (for Fluency Module)

### Materials

- Overhead transparencies (These are supplied in blackline form and you will need to make them into transparencies.)
- Training manuals (one for each participant and a few extras)
- Name tags
- Fine point pens for name tags
- Chart paper
- Chart pens
- Overhead pens
- Masking tape or other sticky medium for hanging chart paper on walls
- 3"x 5" lined cards or cut paper for making notes and submitting questions to trainer

### Optional (but appreciated)

- Coffee, water, snacks
- Signs in the building directing participants to the training room
- Attendance sign-in sheet (required by some districts)
- Copies of training compact discs (one for each participant)
- Large version of agenda with breaks noted

### Workshop Expectations

Trainers need to establish some simple group expectations at the beginning of the workshop. This should be done quickly and in an upbeat manner.

"We want your training to be meaningful and worthwhile. To ensure the success of this workshop for all participants, we'd like you to commit to the following."

Sample list of expectations:

- Everyone will participate; group tasks are followed and carried out
- Stay on task with the group; please refrain from correcting student work, doing needlework, or talking while others are talking
- If you need to communicate with your neighbor, pass notes instead of visiting
- Be respectful to each participant
- Keep on the main area of focus – don't take the group off track
- Disagree agreeably
- Turn off cell phones and pages or switch to text messaging

### Number of Participants

Although you may have no choice in this matter, 16-35 is the recommended number of participants for maximum efficacy.

### Time Allotments

The agenda for each LINKS module will include approximate times. "Housekeeping" items such as passing out materials, filling out registration and clock hour forms, and brief breaks may increase your time frame.

The size of your group may influence the length of time you need to complete each module. Larger groups may require more time for group processes.

### Room Arrangement

Many room arrangements are workable. The room arrangement should allow all participants to view the overhead and computer projection as well as process the new learnings in cooperative groupings.

When planning your classroom arrangement, make sure no participants have their backs to you or your visuals. Walk around the room to see what the participants will be able to see from various seats.

The best arrangements also allow for participants to interact easily with one another. Leave space for the trainer to circulate around the room and interact with each participant. This is especially important when the trainer monitors participants for understanding.

Groupings of 4-6 work best.

### Cooperative Group Procedures

Brain research states new learning is remembered if it is broken into small, meaningful units and actively processed in some manner.

Cooperative learning group procedures help participants take new learnings and process them.

" When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially" (Slavin, 1982).

When group procedures are used, be sure to give clear, specific directions and the reason why the procedure is being used.

The following cooperative learning procedures will also be embedded in your facilitator's script.



## LINKS Project Cooperative Learning Ideas

### LINKS Modules

| Cooperative Learning Ideas   | Phonemic Awareness | Phonics | Fluency    | Vocabulary | Comprehension |
|--|--------------------|---------|------------|------------|---------------|
| Jigsaw   | X                  | X       |            | X          |               |
| Literature Circles   |                    |         |            |            | X             |
| Partner or Paired Reading  |                    |         | X          |            | X             |
| Partner Review   | X                  | X       |            | X          |               |
| Reciprocal Teaching  |                    |         |            |            | X             |
| Think/Ink/Pair/Share <ul style="list-style-type: none"> <li>• Filling the Head</li> <li>• Participant Engagement</li> <li>• Synectics Search</li> <li>• Word Sort (Categorization)</li> <li>-- Comparative Thinking</li> </ul> | X                  | X       | X<br><br>X | X          | X<br><br>X    |
| Modeling and group/partner practice are <b>essential</b> in all modules.   | X                  | X       | X          | X          | X             |

### Jigsaw (modified for LINKS modules)

This procedure is used when there is a lot of material to cover and not much time. The participants each take one piece of the material, learn it, and then share the learning with the others in the group.

1. Each participant is given a specific task, reading selection, teaching strategy, or new learning to practice.
2. Each participant practices until he or she is able to teach the concept to the group.
3. The participants then teach each other the new learnings. Everyone in the group should know all the learnings at the end of the jigsaw.

### Literature Circles

This comprehension strategy is used to promote interest in reading and book discussion.

Participants read the same story or book. Group roles and responsibilities are assigned. Discussion rules are also outlines. Discussion is centered on the text and each participant's interpretation of the text. Leadership of the group may vary.

### Partner or Paired Reading

This fluency and comprehension strategy is used with two students or one student and one adult.

Partners sit next to each other. The first student reads orally as the other partner reads along silently giving support if a word is miscued. The first student stops at a predetermined spot, usually after a paragraph or two has been read, and retells/discussed the text.

A variation of this strategy is to have both partners read together. As soon as the first student is comfortable, a signal (such as a tap on the table) is given and the second partner drops out. The second partner gives support if the first student miscues on a word. Then the students read in tandem again until the first student gives the signal again for the second student to follow along silently.

### 3-Minute Partner Review

This is an ideal way to process new information with a partner.

1. Partners take turns sharing what they have learned so far by reviewing their notes.
2. The first partner starts by orally reviewing for 1½ minutes (use your timer here).
3. The second partner orally reviews for 45 seconds and cannot repeat anything the first partner said.
4. The first partner orally reviews for 30 seconds adding only new information.
5. The second partner finishes by orally reviewing for 15 seconds. Again, only adding new information and not repeating anything previously stated.
6. At the end have the pair write down any questions they still have on a 3"x 5" card. Cards are submitted to the facilitator.

### Reciprocal Teaching

This comprehension strategy is used for small groups or whole class discussions.

The facilitator takes turns with the participants being “teacher.” Reading text is divided into sections, usually paragraphs. The “teacher” asks the group to respond to the text section. Participants are asked main idea questions, to summarize what has just been read, to make predictions, and to clarify any unclear sections of the text. The “teacher” and other participants give feedback. After each section of text has been discussed, another “teacher” is chosen to lead the discussion.

### Think – Ink – Pair – Share

Participants have a chance to think of their own answers, reflect with a partner, and then share with the group.

1. The trainer poses a question or topic to the group.
2. Each participant (working individually) takes a specified amount of time (usually 1-3 minutes) to “think” and write a response.
3. After the time has elapsed, participants “pair” with another person at the table and discuss the question or topic and their responses.
4. Pairs then “share” with the rest of the participants at their table.

## Variations of Think - Ink - Pair - Share

### Filling the Head

In this variation, two participants work together to think, share with another pair, then share with the group. This strategy involves a concept mapping strategy called the Frayer Model of Concept Attainment (Frayer, Frederick, & Klausmeier, 1969). Participants form pairs and complete a concept map together. After each pair has completed their concept map, they share their work with another pair. Individuals or pairs then share with the whole group.

### Participant Engagement

Participants are asked to extend the learning by completing a “think sheet” and then sharing responses with a partner, and/or with the small table group, and/or the whole group.

### Synectics Search (Simile)

For this activity, participants use a synectics process to summarize key learnings. This synectics process involves constructing, comparing, and/or associating a mental image or picture of a concept with other words, pictures, or experiences in their background knowledge. Participants complete a simile on their own and share with a partner or with the whole group.

Example:

\_\_\_\_\_ is like \_\_\_\_\_ because \_\_\_\_\_

### Word Sort (Categorization)

Participants are asked to look over a list of words critical to an area of study. Words are then sorted into categories. Participants are asked to share their lists with a partner. This activity can also be extended to sharing with the small table group and/or the whole group.

### Comparative Thinking

This activity is similar to “Word Sort.” It is used as a summarization of new learnings. With a partner, participants reflect on their new learnings and sort critical words into categories. Comparisons are made as to what was already known before the module and what was learned. Participants share with the small table group and/or the whole group.

### Dealing with Change

Sometimes when new information is presented to veteran teachers, misperceptions may develop (e.g., some people may think that if the new information is different from their past practices in teaching, they’ve been doing things “wrong”). Teachers deserve respect and support for what they have already contributed to education and what they will become as educators.

During a workshop, “treat the past with respect. Frame whatever is passing as useful to what you are moving toward. Remember that people may identify with past practices in a positive way. Never demean the old way of doing things” (Garmston, 1997).

Keeping this in mind, though, part of your job as a facilitator is to establish a *need* to make pedagogical changes among participants by providing specific, research-based information to effect and support that change.

### Formula for Helping Teachers Change

Training can be a tool for helping change instructional practice.

This formula for change has been built into the structure of this module.

$$D \times V \times F \times S > RC$$

D = DISSATISFACTION – Help teachers discover dissatisfaction with where they are today

V = VISION – Give teachers a good picture or vision of what researched- based Reading strategies look like

F = FIRST STEPS –Help teachers discover specific reading instructional strategies that will help move toward the vision

S = SUPPORT – Provide follow-on support and systems to help manage the journey in their classrooms

RC = RESISTANCE TO CHANGE – As a trainer you must work on building this side of the equation (D x V x F x S) in order for teachers to break through their inertia, fear of change, barriers etc. that would impede their progress toward the vision

### Less is More

The LINKS training should be “teacher friendly” and include the salient points of reading acquisition. Too much information in one session can be overwhelming.

DeFour and Eaker (1998) emphasize in *Professional Learning Communities at Work*, “While there is no single way to eliminate nonessential content, it is difficult to overstate the significance of the task” (p. 166).

As facilitators, we know the vastness of the knowledge base in reading. The LINKS modules emphasize only the most essential elements.

### Modeling

Many of the good teaching practices you incorporate into your training of teachers may be generalized for use by teachers with their own students.

Remember to model all new practices. "I do it, we do it, you do it" (Anita Archer) is a simple way to explain this idea. Always model for the students using exemplary practice and procedures. Continue by practicing together – teacher and students – before expecting students to perform independently. In the training sessions, the teachers are your students.

Theory, suggest Joyce and Showers (1980), provides increased conceptual control and rationale; however, it is with the addition of modeling and practice that mastery is acquired. Feedback and reflection regarding the new learning change behaviors over the long term.