



Primary Reading Instruction
Manuals for Educators

Comprehension Instruction




SAMPLE

region 4

Educated Solutions

Examples of Slides from Professional Development Training Session on Comprehension Instruction

13 What is comprehension instruction?



Comprehension strategies that are supported by research include

- * self-monitoring for understanding
- * using graphic and semantic organizers
- * answering questions and obtaining immediate feedback
- * generating questions about the text
- * recognizing story structure
- * summarizing key points

17 Research Findings and Implications for Practice

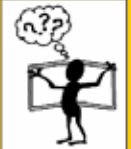

Strategies for comprehension that can be taught in the early grades include

- * activating prior knowledge
- * establishing a purpose for reading and listening
- * retelling the order of important events in stories
- * self-monitoring and using fix-up strategies
- * making inferences
- * drawing and discussing visual images based on text descriptions
- * identifying similarities and differences across texts

15 How do I teach comprehension?

Teacher Modeling

- * Use the think-aloud process during read alouds
- * Model how to self-monitor for understanding

- * Model how to predict and confirm predictions
- * Model how to ask and answer questions while reading

18 Research Findings and Implications for Practice


Students who are not explicitly taught to use cognitive strategies for comprehension when reading are unlikely to learn, develop, or use these procedures spontaneously.

(NICHD, 2000, p. 4-40)

15 How do I teach comprehension?

Guided Practice

- * Invite students to ask their own questions as the read aloud continues.
- * Form partner groups to discuss questions and search for answers in the text.



- * The groups come back together as a class to confirm their findings and address their unanswered questions.

Lessons and Activities









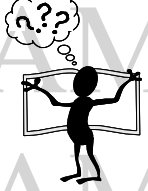
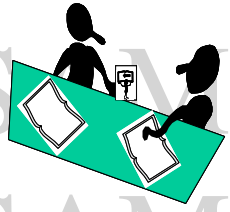
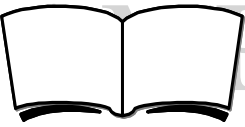

-  **Lesson 1: Establishing a Purpose for Reading and Listening**
-  **Lesson 2: Fix-Up Strategies**
-  **Lesson 3: Beginning Comprehension of Narrative Text Structure**
-  **Lesson 4: Using Graphic Organizers with Narrative Text**
-  **Lesson 5: Activating Prior Knowledge Using the K-W-L Chart**
-  **Lesson 6: Activating Prior Knowledge by Previewing Expository Text**
-  **Lesson 7: Using Graphic Organizers with Expository Text**

TABLE OF CONTENTS

Section I: Introduction	3
• Curriculum, Instruction, and Assessment Overview	5
Section II: Research on Comprehension Instruction	11
• Research Findings and Implications for Practice	13
• Comprehension Strategies	22
Section III: Lessons and Activities	25
• Lesson 1: Establishing a Purpose for Reading and Listening	27
• Lesson 2: Fix-Up Strategies	30
• Lesson 3: Beginning Comprehension of Narrative Text Structure	35
• Lesson 4: Using Graphic Organizers with Narrative Text	39
• Lesson 5: Activating Prior Knowledge Using the K-W-L Chart	42
• Lesson 6: Activating Prior Knowledge by Previewing Expository Text	49
• Lesson 6a: Sample Dialogues	54
• Lesson 7: Using Graphic Organizers with Expository Text	60
Section IV: Appendices and References	63
• Appendix A: Reading Purposes—Chart 1	65
• Appendix B: Reading Purposes—Chart 2	66
• Appendix C: Reading Purposes—Chart 3	67
• Appendix D: Reading Purposes—Student Cards 1	68
• Appendix E: Reading Purposes—Student Cards 2	69
• Appendix F: Fix-Up Strategies—Chart 1	70
• Appendix G: Fix-Up Strategies—Chart 2	71
• Appendix H: Fix-Up Strategies—Chart 3	72
• Appendix I: Fix-Up Strategies—Student Cards	73
• Appendix J: Fix-Up Strategies—Student Worksheet	74
• Appendix K: Fix-Up Strategies—Bookmark	75
• Appendix L: Narrative-Text Story Map	76
• Appendix M: Narrative-Text Story Map—Graphic	77
• Appendix N: Narrative-Text Story Map—Student Worksheet	78
• Appendix O: Teacher Resources for Comparing and Contrasting Texts	79
• Appendix P: Venn Diagram	82
• Appendix Q: K-W-L Chart	83
• Appendix R: K-W-L Bookmark	84
• Appendix S: Previewing-Checklist Bookmark	85
• Appendix T: Cooperative-Learning Chart—Steps	86
• Appendix U: Cooperative-Learning Chart—Goals	87
• Appendix V: Cooperative-Learning Chart—Student Jobs	88
• Appendix W: Brainstorming Web	89
• Appendix X: Previewing-Strategy Checklist	90
• Appendix Y: Resources for Reading Instruction	91
• References	92

How do I teach comprehension?

An effective reader uses many strategies to comprehend text, and effective teachers know that these strategies must be taught, modeled, practiced, and applied in order for them to become independent reading tools. Let's look at an example of how to apply the components of effective lesson design to comprehension instruction.

<p>The teaching cycle begins with EXPLICIT INSTRUCTION. For instance, a graphic organizer may be used to assess what students already know about a topic and to activate prior knowledge.</p>	
<p>The teacher uses the think-aloud process during a read aloud to MODEL how to self-monitor for understanding by predicting and confirming and asking and answering questions while reading.</p>	
<p>The teacher provides opportunities for GUIDED PRACTICE by inviting students to ask their own questions as the read aloud continues. When the read aloud is over, students form partner groups to discuss questions recorded on the graphic organizer and try to find the answers as they search the text. The groups come back together as a class to confirm their findings and address their unanswered questions.</p>	
<p>The teacher discusses how to explore available resources so that students may continue researching their questions. The groups come back together as a class to confirm their findings and address their unanswered questions. INDEPENDENT PRACTICE reading provides an opportunity for students to apply the self-monitoring strategies on their own.</p>	
<p>The teacher MONITORS students' use of the strategies in individual conferences and guided reading groups.</p>	

Effective comprehension-strategy instruction is explicit: teachers teach why and when students should use strategies, what strategies to use, and how to apply these strategies. The National Reading Panel Report suggests that teachers can learn to teach comprehension strategies effectively, leading students to a greater understanding of what it means to read strategically and thereby moving them toward the goal of increased comprehension.

The NRP report identifies instructional methods, materials, and approaches that are beneficial for students of varying abilities. The report also provides direction for classroom application. The key points of the comprehension section of the National Reading Panel Report are summarized below. Following the summary statements are implications for practice, which provide the foundation for the activities included in this manual.



“Beginning in the earliest grades, instruction should promote comprehension.... This instruction can take place while adults read to students or when students read themselves”

(SNOW, BURNS, & GRIFFIN, 1998, P. 7).

IMPLICATION FOR PRACTICE

Comprehension instruction should not wait until students have learned to decode text. Teachers must provide even the youngest students with opportunities for in-depth and extensive experiences with books. Read alouds can promote students' listening comprehension through discussions that occur before, during, and after reading children's literature.

Early instruction in expository text can alert students to the different types of conversations and instructional dialogues that informational text invites and also can encourage students' resultant interest and excitement when they read books on topics that interest them (FIGURE 2.1).

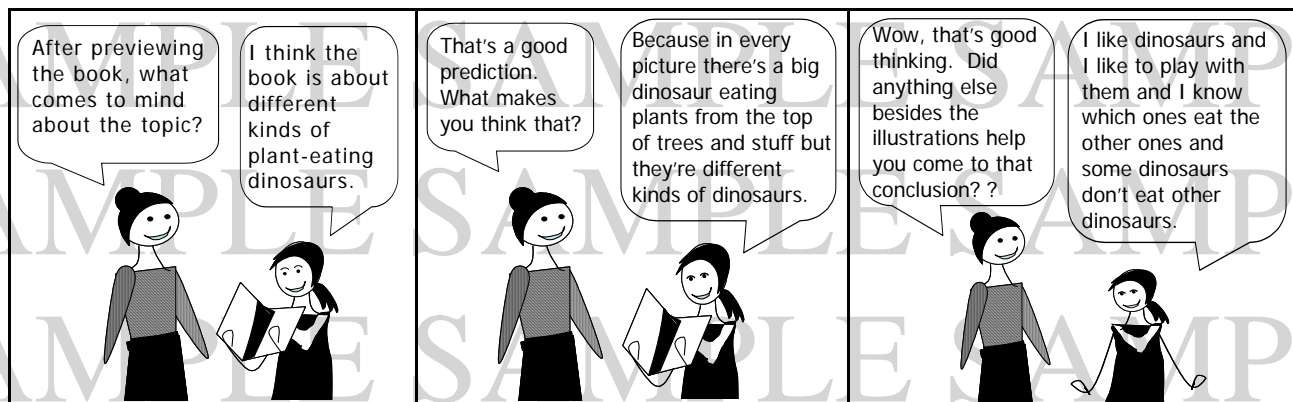


FIGURE 2.1

SECTION II: RESEARCH ON COMPREHENSION INSTRUCTION
RESEARCH FINDINGS AND IMPLICATIONS FOR PRACTICE



“Beginning readers, as well as more advanced readers, must understand that the ultimate goal of reading is comprehension” (LFA, 2000, p. 55).

IMPLICATION FOR PRACTICE

In kindergarten, students listen and respond to a wide variety of literature, nonfiction, and informational material. Kindergarten students learn about simple story structure and can distinguish fiction from nonfiction. Teachers can expect kindergarten students to learn to listen attentively, ask and respond to questions, and retell stories. From the earliest grades, students are expected to actively participate in processing activities that demonstrate their understanding of the text.

First- and second-grade students continue to develop their listening comprehension skills but in addition to listening, they are also learning to read connected text and to comprehend what they read. In first and second grades, students can learn to use a variety of strategies to comprehend selections read aloud or independently. First- and second-grade students can learn to ask and answer questions, retell stories, make predictions, and make and explain inferences. They can learn to set a purpose for reading, summarize what they read, and represent their ideas with story maps, charts, and drawings (FIGURE 2.2).

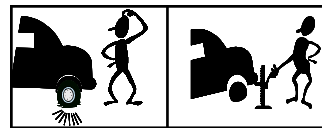
BEGINNING, MIDDLE, AND END STORY MAP

<p>What happened at the beginning of the Three Bears story?</p> <p>Goldilocks went for a walk in the forest and she saw the Three Bears' house.</p>	<p>What happened in the middle of the story?</p> <p>She went inside and ate all of Baby Bear's porridge and broke his little chair, and she went to sleep in Baby Bear's bed.</p>	<p>And what happened at the end of the story?</p> <p>The Three Bears came home and surprised Goldilocks and she woke up and she ran home.</p>									
<p>Let's write what you said on a story map. A story map is like a timeline for the events in the story. Tell me again how the story begins and we can write it together.</p> <p>Well, first she went for a walk in the forest.</p>	<table border="1"> <tr> <td data-bbox="609 1459 803 1585">BEGINNING</td> <td data-bbox="803 1459 1274 1585">Goldilocks went for a walk in the forest. She saw the house of the Three Bears. Goldilocks was curious and so she went inside.</td> <td data-bbox="1274 1459 1421 1585"></td> </tr> <tr> <td data-bbox="609 1585 803 1732">MIDDLE</td> <td data-bbox="803 1585 1274 1732">Goldilocks ate all of Baby Bear's porridge. Then she broke Baby Bear's chair. Then she fell asleep on Baby Bear's bed.</td> <td data-bbox="1274 1585 1421 1732"></td> </tr> <tr> <td data-bbox="609 1732 803 1858">END</td> <td data-bbox="803 1732 1274 1858">When the Three Bears came home, they were surprised to find Goldilocks asleep in Baby Bear's bed. Goldilocks woke up and ran home.</td> <td data-bbox="1274 1732 1421 1858"></td> </tr> </table>		BEGINNING	Goldilocks went for a walk in the forest. She saw the house of the Three Bears. Goldilocks was curious and so she went inside.		MIDDLE	Goldilocks ate all of Baby Bear's porridge. Then she broke Baby Bear's chair. Then she fell asleep on Baby Bear's bed.		END	When the Three Bears came home, they were surprised to find Goldilocks asleep in Baby Bear's bed. Goldilocks woke up and ran home.	
BEGINNING	Goldilocks went for a walk in the forest. She saw the house of the Three Bears. Goldilocks was curious and so she went inside.										
MIDDLE	Goldilocks ate all of Baby Bear's porridge. Then she broke Baby Bear's chair. Then she fell asleep on Baby Bear's bed.										
END	When the Three Bears came home, they were surprised to find Goldilocks asleep in Baby Bear's bed. Goldilocks woke up and ran home.										

FIGURE 2.2



Lesson 2: Fix-Up Strategies



Description—The student will use fix-up strategies to monitor comprehension. These strategies can be used with both narrative and expository text.

Goal—The student uses a variety of strategies to comprehend selections read both aloud and independently.

Objective—The student will

- monitor his/her own comprehension and act purposefully when having difficulty, using strategies such as rereading, searching for clues, and asking for help.

Materials

- Fix-Up Strategies—Charts (FIGURE 3.4, APPENDICES F, G, and H)
- Fix-Up Strategies—Student Materials (FIGURE 3.4, APPENDICES I, J, and K)
- Chart paper
- Instructional-level text selections
- Stick-it notes

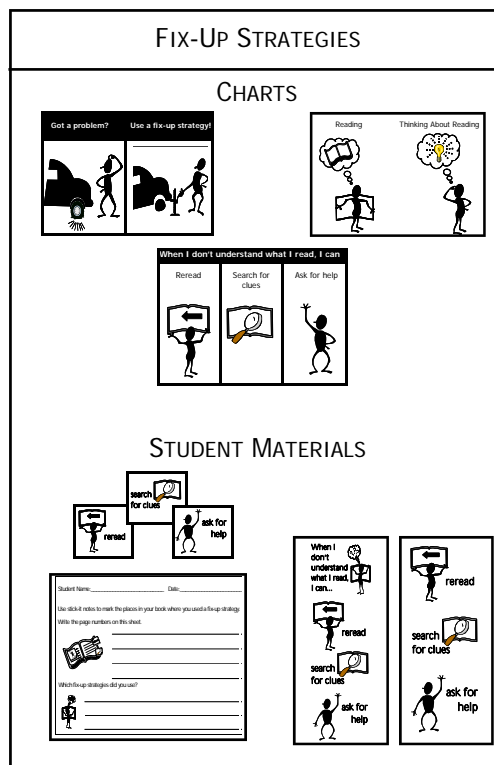
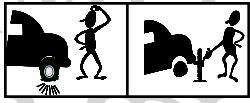


FIGURE 3.4

Background Information for the Teacher

Awareness of one's own comprehension and understanding is an active process known as *metacognition* (thinking about thinking). Through the think-aloud process the teacher models and demonstrates how to actively self-monitor comprehension and more importantly, what to do when comprehension breaks down.



Teacher Modeling, continued

Prepare your students for the think-aloud lesson. Think alouds differ from other lessons in that the teacher is not engaging with students directly. Instead, the students' role is to observe the teacher and the teacher's role is to model the strategy. Primary-grade students are more accustomed to being active participants in lessons, and teachers must help students understand how to watch and learn in this situation.

Explain that you are going to demonstrate what good readers do when they are reading. Ask students to be very quiet because you need to concentrate and focus so you can make sense of what you're reading. Assure them that they will get a turn to read and talk about the text when you are finished, but for the purpose of this lesson they should pretend to be invisible in order to "hear you think" (CUNNINGHAM & ALLINGTON, 2003).

Read the book (or selected portions) and demonstrate the think-aloud strategy (FIGURE 3.6).

- Preview the text to determine the purpose for reading. (Why am I going to read this? Is it to be informed, to be entertained, or to get instructions?)
- Model how to activate background knowledge about the content. (What do I already know about this topic? Have I read any other books about this topic? What does this remind me of?)
- Comment on the pictures or illustrations first, then read the text, stopping at the pre-determined places.
- Demonstrate how you monitor your own comprehension. (Wait a minute. That doesn't make sense. I need to slow down and think about it.)
- Demonstrate other reading strategies as appropriate (making and confirming predictions, visualizing, summarizing, etc.). Start with one or two strategies and add more as the year progresses.
- Use the "rereading" fix-up strategy. (I'm not sure what that means. I'm going to go back and reread the sentence.) Continue reading after using the strategy so students can see how it works to help your comprehension.
- Use the "looking for clues" fix-up strategy. (I don't understand what the author means by _____. I need to look back to see where this was mentioned before.)
- Use the "ask for help" fix-up strategy. (I don't know this word. I'm going to ask my friend to help me look it up in the dictionary.)

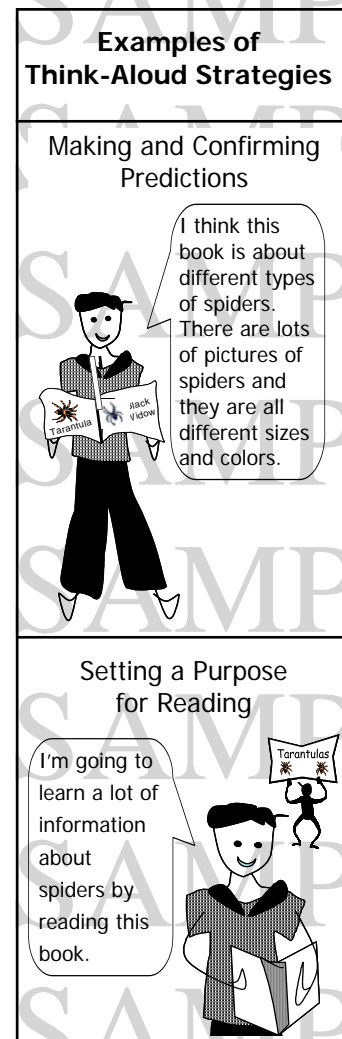


FIGURE 3.6



Teacher Modeling, continued

After the think aloud is completed, discuss students' observations of your reading and thinking. Write "Reading" at the top left side of a piece of chart paper and "Thinking About Reading" at the top right side. "Reading" and "Thinking About Reading" graphics are included (FIGURE 3.7, APPENDIX G).

Write the title of the book on the left side of the chart. Ask students to think about the text that you read aloud and to tell you a few things they remember. Record student responses on the "Reading" side of the chart. Then ask students if they noticed what you did when you didn't understand what you were reading. Record student responses on the "Thinking About Reading" side. As you talk about your fix-up strategies, post pictures from the fix-up strategy chart (APPENDIX H) on the "Thinking About Reading" side (FIGURE 3.7).

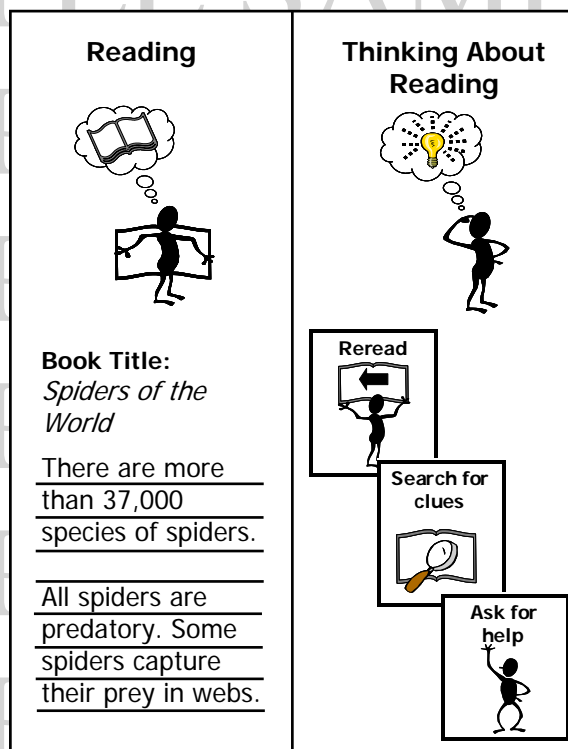


FIGURE 3.7

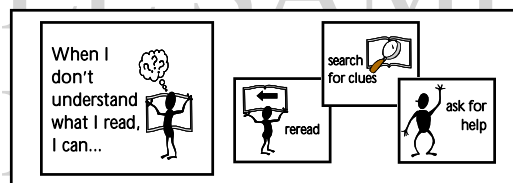
Guided Practice

ACTIVITY 1: Provide a set of fix-up strategy cards for each student (FIGURE 3.8, APPENDIX I). Reread the portions of the text and model the strategy again.

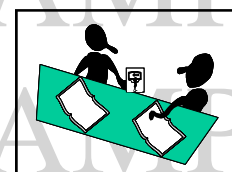
Ask students to hold up the matching card as you talk about each strategy in context. Read aloud an instructional-level text selection. Pause to model appropriate fix-up strategies (rereading, searching for clues, asking for help). Think aloud the reason for choosing a certain type of fix-up strategy.

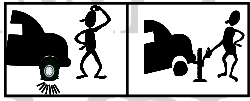
ACTIVITY 2: Provide each student with a set of fix-up strategy cards. Read aloud an instructional-level text selection. Pause at appropriate instances and ask students to show a fix-up strategy that should be used. Provide feedback as necessary. Continue until you have finished the text selection.

ACTIVITY 3: Have students work in partner groups. Provide each pair with one set of fix-up strategy cards. Have Student 1 read aloud an instructional-level text selection. Have Student 2 listen to Student 1 and show a fix-up strategy that should be used when Student 1 encounters difficulty during reading. Have students alternate roles. Monitor and provide feedback.



Fi





SECTION III: LESSONS AND ACTIVITIES
LESSON 2: FIX-UP STRATEGIES

Independent Practice

Provide students with an instructional-level text selection, a set of stick-it notes, and a Fix-Up Strategies—Student Worksheet (FIGURE 3.9, APPENDIX J).


Have students read text and use a stick-it note to mark the places where they used a fix-up strategy and then to record the page number on the worksheet. When they finish reading the text have them record which strategies they used as they read. Allow time for students to share their work with a partner or a small group.

Provide students with a Fix-Up Strategies—Bookmark (APPENDIX K) to use during independent reading.

Student Name: Belen Canseco Date: Oct. 15, 2004

Use stick-it notes to mark the places in your book where you used a fix-up strategy.

Write the page numbers on this sheet.

	<u>page 3</u>	<u>page 4</u>
	<u>page 6</u>	<u>page 7</u>
	<u>page 8</u>	<u>page 9</u>

Which fix-up strategies did you use?



	<u>I read the sentence again.</u>
	<u>I slowed down.</u>
	<u>I asked for help.</u>

FIGURE 3.9

Monitoring Progress

Monitor student use of comprehension monitoring strategies continually throughout the school year.

Questions to ask include the following.

- Where did the student encounter the problem?
- Why did the student have difficulty with comprehension?
- Which fix-up strategy did the student use?

Use a fix-up strategy!

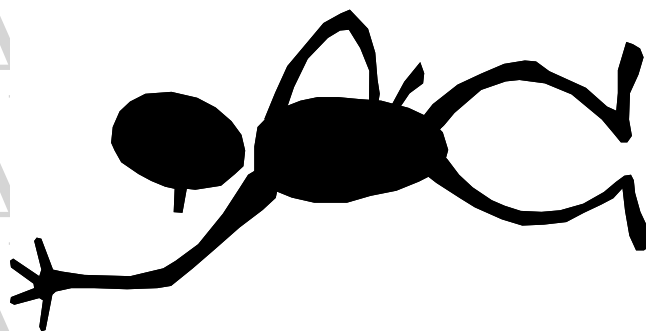


Got a problem?

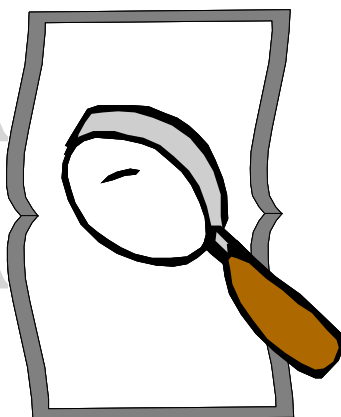


When I don't understand what I read, I can

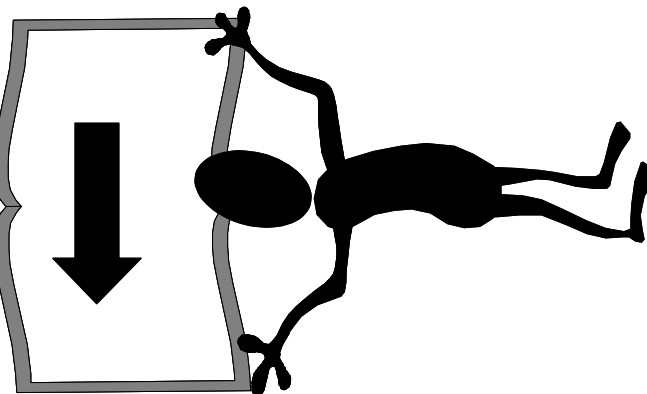
Ask for help

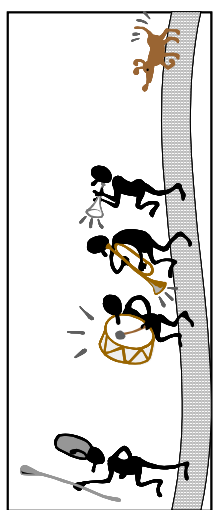


Search for
clues



Reread





End

The story ends when



Story Title:

Middle

After that,



Beginning

The story begins when

