



READING LINKS

Comprehension Manual

Participants

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

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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

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The LINKS Project

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) 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)

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

READING LINKS AGENDA

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



Reading LINKS Lessons

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

Also available at: www.linkslearning.com

ROPES: A GUIDING STRUCTURE FOR LEARNING

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

(adapted from a model designed by R. Carkhuff)

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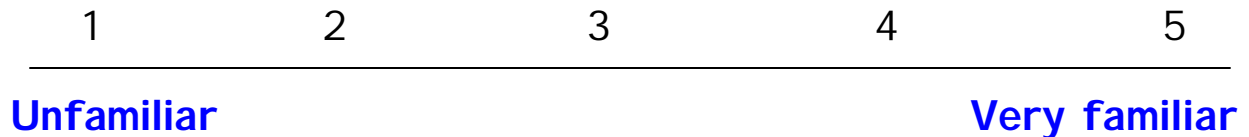
COMPREHENSION

SECTION 1: REVIEW

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.



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 organizer	KWL

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.

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)

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)



COMPREHENSION

SECTION 2: OVERVIEW

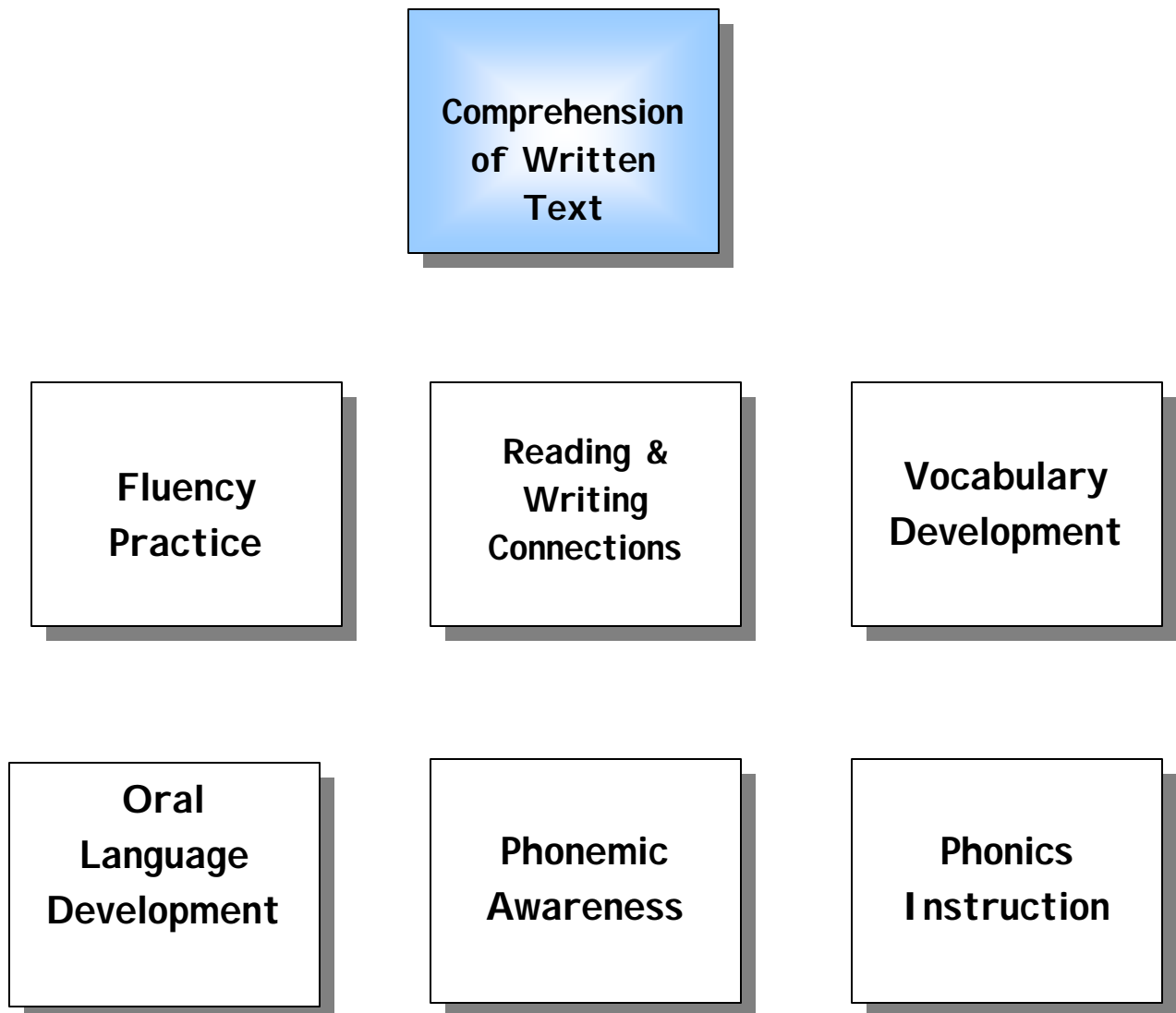
Key Learning Goals

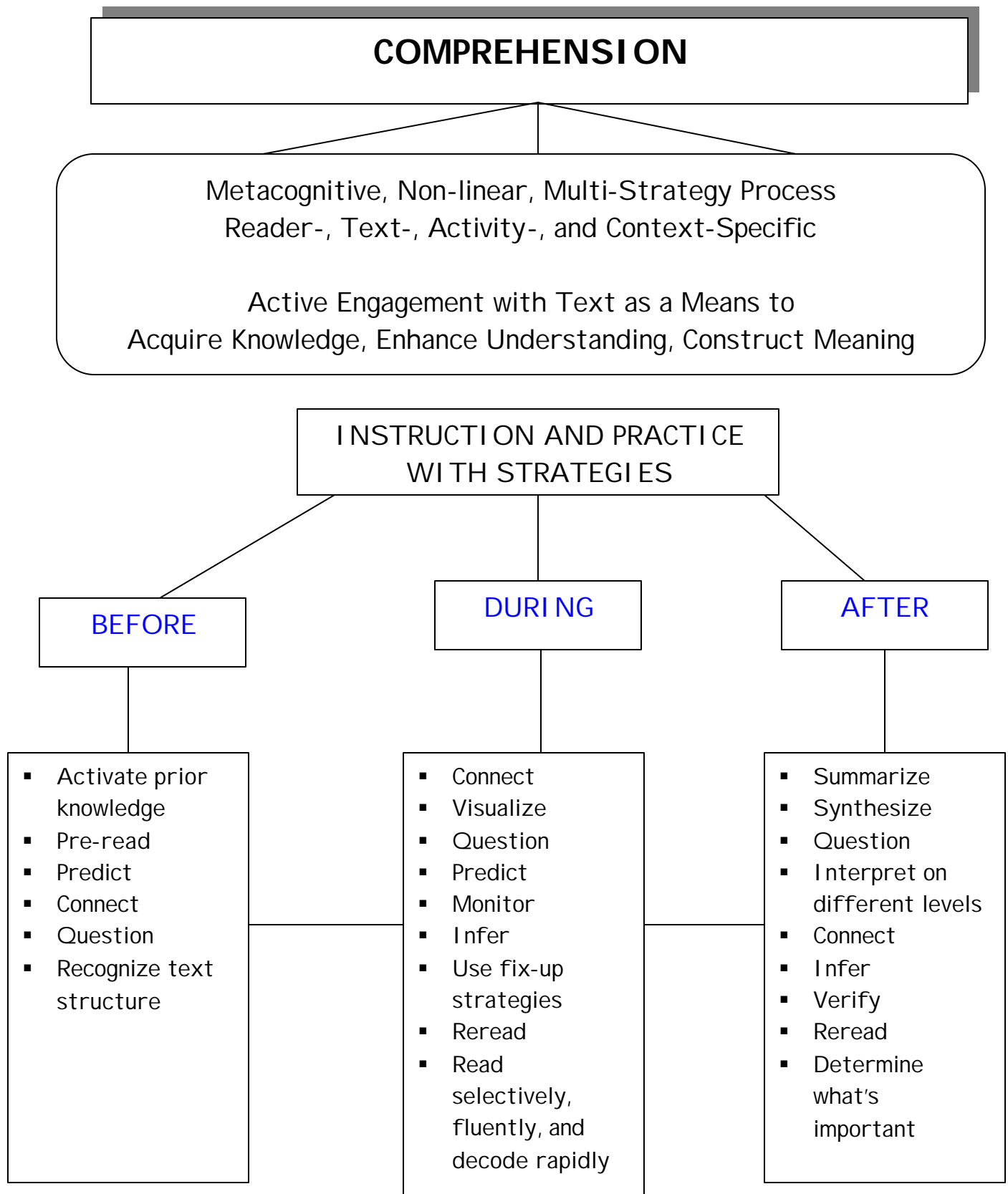


The participants will:

- 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.

Building Blocks for Teaching Children to Read







COMPREHENSION

SECTION 3: PRESENTATION

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.**

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)

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)

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)

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!

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)

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)

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)

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

SECTION 4: ENGAGEMENT AND PRACTICE

SECTION 4: ENGAGEMENT AND PRACTICE

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

[Section 2](#): Assessment

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

[Section 4](#): Action Planning

Section 1
Classroom Strategies and Applications

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

SUGGESTIONS FOR TEACHING COMPREHENSION STRATEGIES

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

N = Narrative or Story text

E = Expository or Information text

B = Applicable to both Narrative and Expository text

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.

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)

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.”

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.

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.

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.

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.

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)

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.

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.

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))

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)

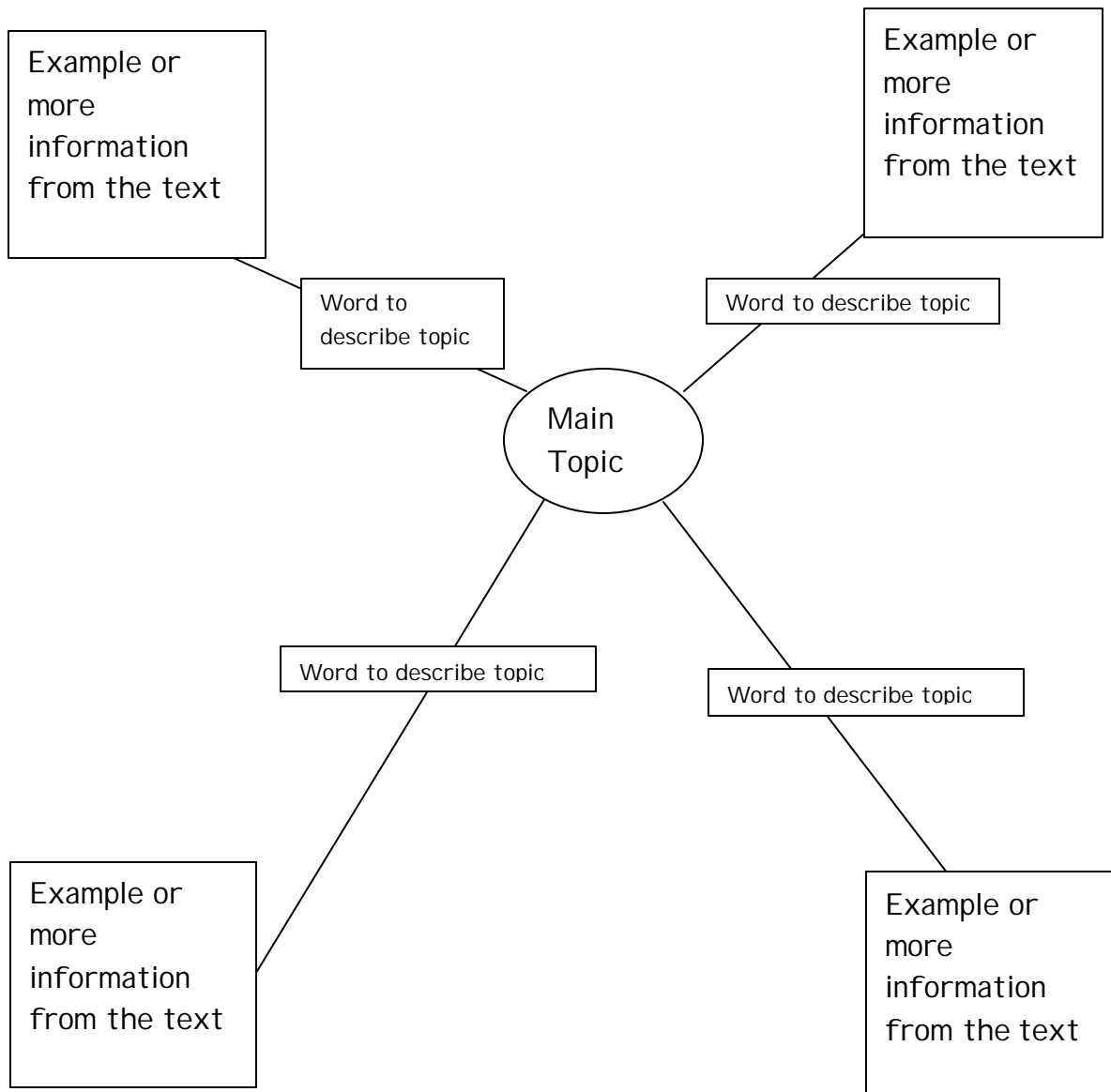
Graphic and Semantic Organizers

Application #1: Think Links

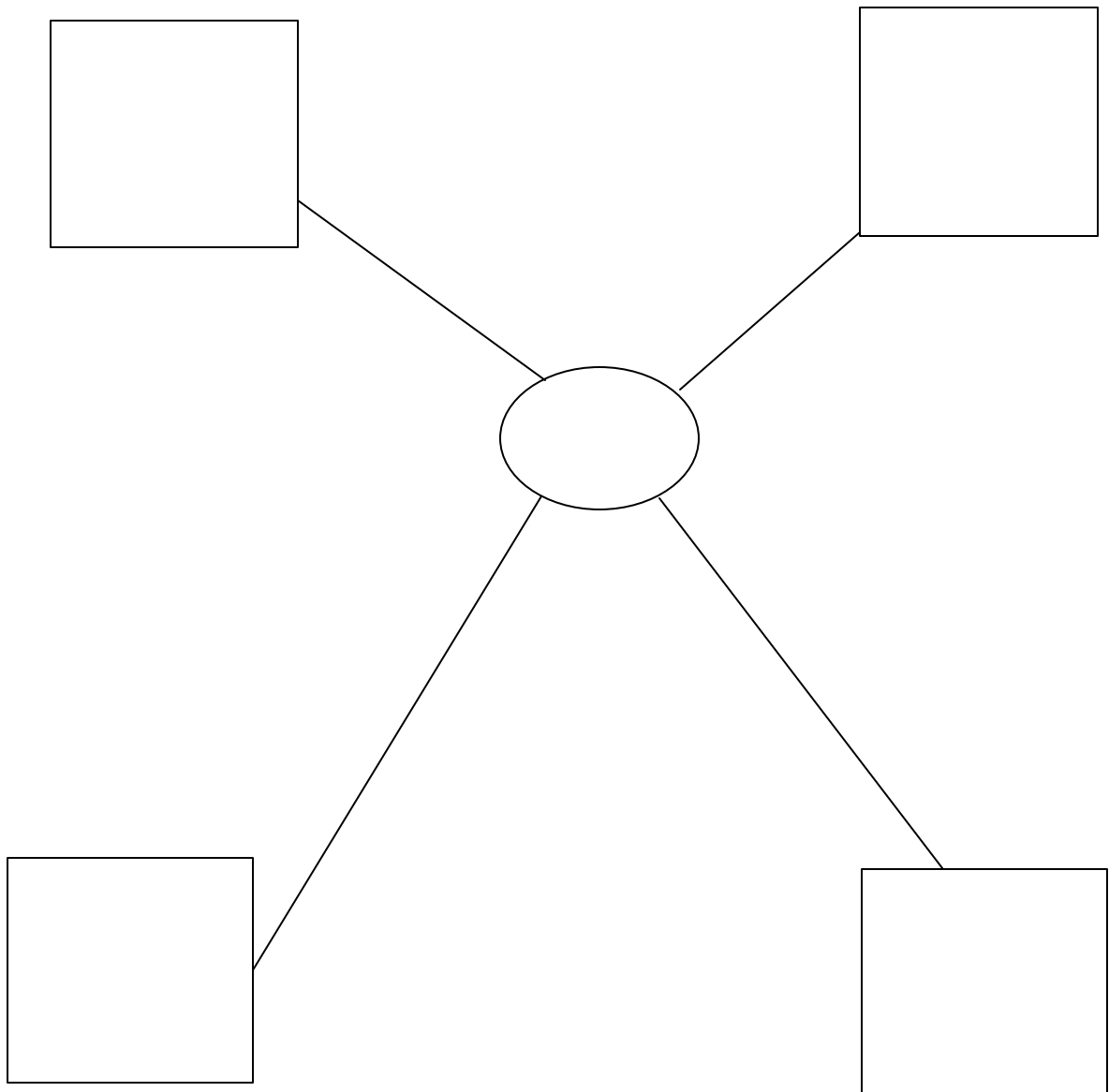
Think Links are used to summarize graphically the important parts of any type of reading. The procedures are as follows:

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.

Think Links (continued)



Think Links (continued)



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.

Application #2: Compare and Contrast (continued)

Concept 1	Concept 2
Examples Page # _____	Examples Page # _____

Compare (Similarities)

Both: (examples and page #) _____ _____ _____ _____ _____
--

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.

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.)

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*.)

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)

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)

FIND THE FEATURES AND CONNECT THEM CHART

TITLE OF STORY: *Goldilocks and the Three Bears*

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

FIND THE FEATURES AND CONNECT THEM CHART

TITLE OF STORY:

CHARACTER	SETTING	CONNECTION
PROBLEM	SOLUTION	CONNECTION

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.)

STORY (OR TEXT) STRUCTURE AND MAPPING

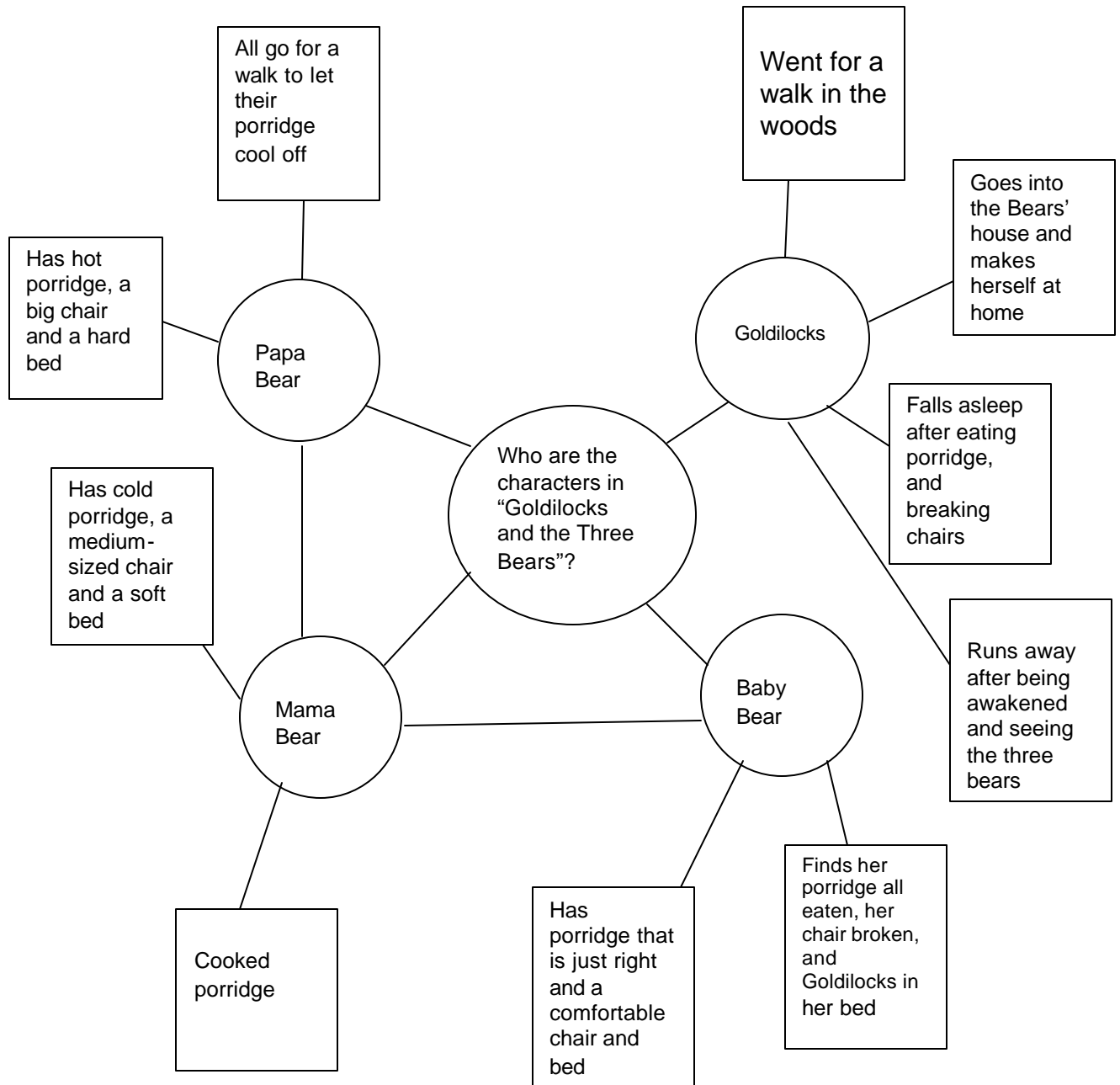
Application #2: Story Maps or Frames (continued)

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)

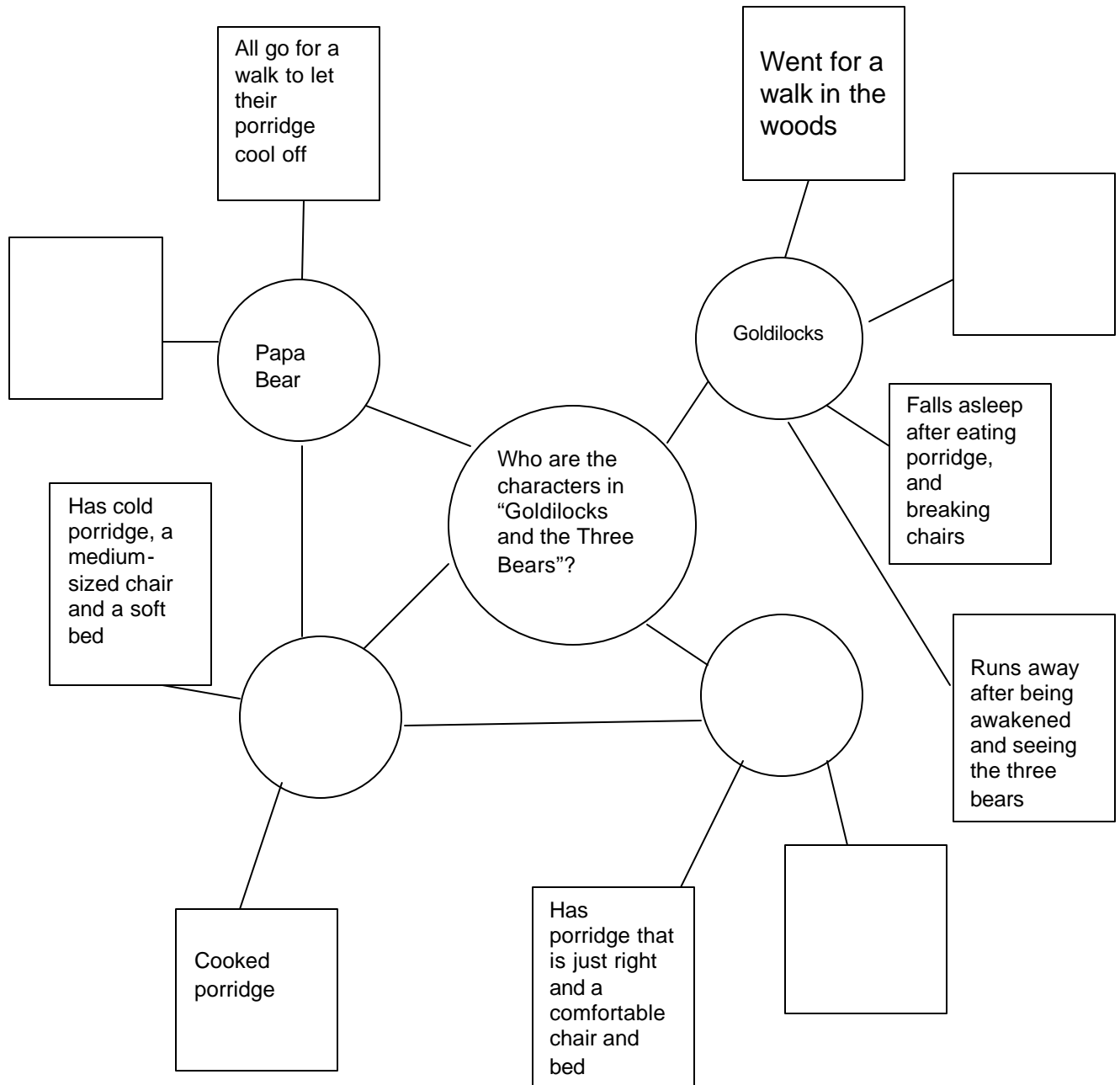
LITERAL STORY MAP

(Based on "Goldilocks and the Three Bears")



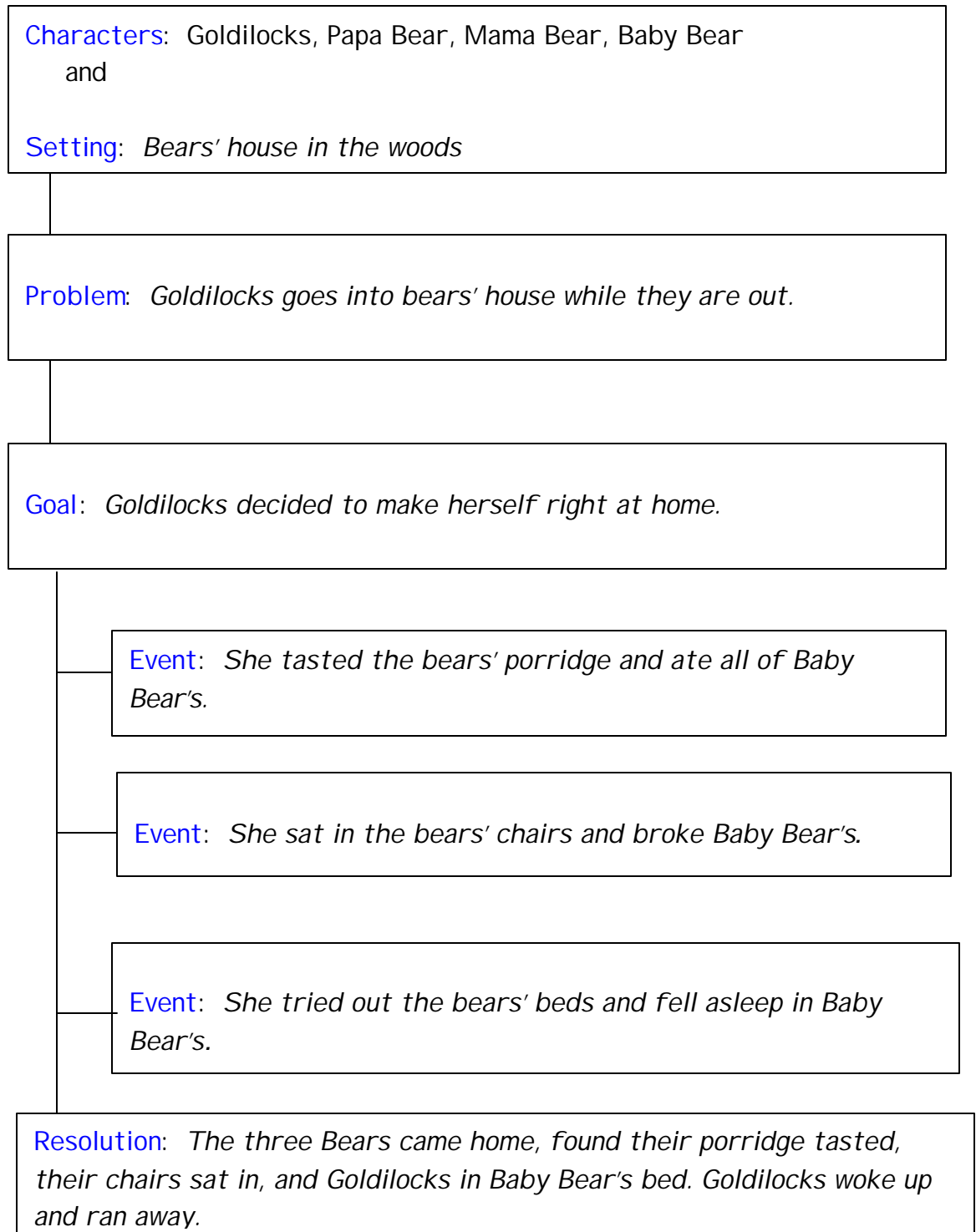
CLOZE STORY MAP

(Based on "Goldilocks and the Three Bears")



STORY MAP BASED ON STORY STRUCTURE/GRAMMAR

(Based on "Goldilocks and the Three Bears")



STORY MAP BASED ON STORY STRUCTURE/GRAMMAR

Title:

Characters: and Setting:

Problem:

Goal:

Event:

Event:

Event:

Resolution:

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)

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 _____
_____.

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 _____
_____.

STORY PROBLEM FRAME

In the story _____, the problem starts when _____

After that, _____

Next, _____

Then, _____

_____ . The problem was solved

when _____ .

In the end, _____ .

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)

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)

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 . . . ?

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 . . . ?

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)

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.

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)

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)

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.

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)

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)

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.

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

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.

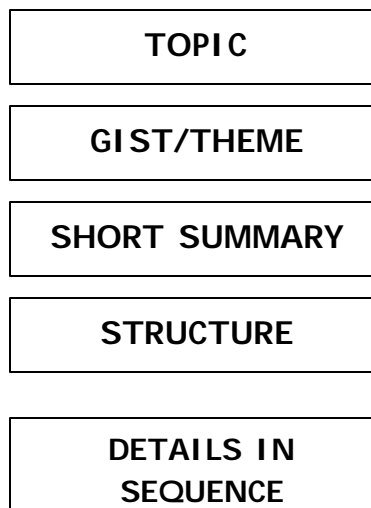
SUMMARIZATION

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



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)

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.

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

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

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

Section 2
Assessment

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)

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)

Section 3
CD/Video Modeling

Contexts for CD/Video Viewing

CD/Video Viewing

Context #1: Gail Boushey (1st grade)

Focus: Questioning

Context #2: Joan Moser (3rd grade)

Focus: Before, during, and after reading strategies
Personification

Context #3: Robin Totten (5th grade)

Focus: Summarizing

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>

Section 4
Action Planning

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.

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?



COMPREHENSION

SECTION 5: SUMMARY

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 organizer	KWL

Complete your word sort below:



COMPREHENSION

SECTION 6: HELPFUL RESOURCES

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

CD/VIDEO MODELING CHECKLIST

EFFECTIVE TEACHING CHARACTERISTICS	If observed, make notes as to how the teacher handled this characteristic.
LEARNING ENVIRONMENT	
1. Communicates a warm interest in and respect for the students.	
2. Provides a literacy-rich learning environment.	
MANAGEMENT	
1. States objectives, expectations, and routines.	
2. Takes actions to keep all students engaged.	
INSTRUCTION	
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.	

CD/VIDEO MODELING CHECKLIST (continued)

INSTRUCTION (cont)	
6. Ensures extensive reading/writing time for students on a daily basis (e.g. instructional as well as independent).	
STRATEGIC TEACHING	
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.	
ASSESSMENT	
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.	

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
Content			
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?			
Instruction			
1. Will the materials cover the range your students need?			

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Instruction (cont)			
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?			
Support			
1. Are supplemental materials provided?			
2. Is teacher support available?			
3. Is teacher in-service offered?			

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS (continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Support (cont)			
4. Are there opportunities for ongoing professional development?			
Assessment			
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?			

SAMPLE LESSON PLANS

Teaching and Learning Lesson Plan #1

Teacher: Gail Boushey

Lesson: Shared Reading *Charlie Anderson* by Barbara Abercrombie

Grade: 1st

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 Comprehension Text to self connections Questioning Metacognitive modeling of the comprehension strategy of Asking Questions for deeper meaning	Whole class Individual think alouds 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

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 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>ACCOMMODATIONS</p> <p>This story was chosen for all students to learn the comprehension strategy of questioning. All students are part of this discussion.</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>	

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.

Teaching and Learning Lesson Plan# 2

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

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

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

Teaching and Learning Lesson Plan #2 (continued)

INSTRUCTIONAL DECISIONS

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

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.

Teaching and Learning Lesson Plan #3

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

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">•Comprehension•Questioning – using context clues for self - questioning•Fluency development.	<ul style="list-style-type: none">•Small Guided Reading Group•One-on-one interactions•Individual reading

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.

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 comprehension of important ideas and details.</p> <p>identification and discussion of during reading strategies, including how to work out unknown words.</p> <p>use of fix-up strategies when comprehension breaks down.</p>	<p>Explicitly make the connection of all of the following prior knowledge strategies to comprehension and fluency.</p> <p>Think aloud conversations.</p> <p>Record on chart.</p> <p>Vocabulary development. Generate potential vocabulary on chart.</p> <p>Conversation</p> <p>Confirm 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>ACCOMMODATIONS</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"> - Individual Reading Assessment (by Elden Ekwall) - Running Records - Anecdotal Records - Chart paper

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."

Teaching and Learning Lesson Plan #4

Teacher: Joan Moser

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

Grade: 3rd

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

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.

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"> •Chart with important information. •Think aloud •Two column note forms •Metacognitive think alouds and discussion •Vocabulary collection 	<ul style="list-style-type: none"> •Student vocabulary rings •Stickies (Sticky notes) •Reading spiral notebooks
		<p style="text-align: center; color: blue;">ACCOMMODATIONS</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"> -Individual Reading Inventory (by Elden Ekwall) -Running Records -Anecdotal Records -State Reading Frameworks

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.

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

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.

Teaching and Learning Lesson Plan #5 (continued)

INSTRUCTIONAL DECISIONS

PROCEDURES	STRATEGIES	MATERIALS
<ol style="list-style-type: none"> 1. Review the summarizing ladder. 2. Generate a minimum of five details from the story. 3. Generate two pieces of the story structure. 4. Individually sketch one setting of the story. 5. Create a two to three sentence short summary including characters, problem, and resolution. 6. State the gist of the novel. 7. Generate at least two themes of the novel. Tell the topic of the novel in one or two words. 8. Make connections to other learning. 	<ul style="list-style-type: none"> • Small group discussion and recording • Share with full class • Visualize one setting and sketch on paper • Use a graphic organizer: the summarizing ladder • Teacher prompts <p style="margin-left: 20px;">Interaction of students building on one another's ideas.</p>	<ul style="list-style-type: none"> • Summarizing Ladder Visual • Paper and pencils • Sentence strips or note cards for posting generated ideas • Tape <hr/> <p style="text-align: center;">ACCOMMODATIONS</p> <p>Heterogeneous small groups:</p> <ul style="list-style-type: none"> • Allow for interaction and inclusion of LEP and special needs learners. • Expand thinking for talented and gifted learners. <p>Cooperative learning:</p> <ul style="list-style-type: none"> • Students as peer coaches • Teacher prompting as needed to deepen thinking and use of strategies.

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.



COMPREHENSION

SECTION 7: REFERENCES

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SECTION 8: GLOSSARY

SECTION 8: GLOSSARY



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SECTION 9: POWERPOINT/OVERHEADS

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