



STAR

STUDENT ACHIEVEMENT IN READING

COMPREHENSION
INSTRUCTION

Comprehension

Understand an Author's Message

- ★ What does it say?
- ★ What does it mean?

Understand an Author's Message

Comprehension requires proficiency in alphabets,
fluency, and vocabulary.

Necessary, but not sufficient

Interacting with text in a purposeful way



Comprehension

Teaching Comprehension Strategies

Which of these strategies might you use to teach comprehension of the text?

As Time Flies By

Numerous films and science-fiction novels have used time travel to send their characters to the past and the future. The technology to make time travel possible, of course, does not exist. But even if the technology needed to travel through the ages did exist, how would it actually work?

| Activity | Use? |
|---|--------------------------|
| Ask students if they have ever thought of travelling through time | <input type="checkbox"/> |
| Use a globe to show the earth's movements | <input type="checkbox"/> |
| Give a bio of Marty McFly's life | <input type="checkbox"/> |
| Pre-teach vocabulary from the passage like <i>axis, orbit, rotation</i> | <input type="checkbox"/> |
| Have students name a time other than the present they would like to visit | <input type="checkbox"/> |
| Show the trailer from the movie <i>Back to the Future</i> | <input type="checkbox"/> |

Teaching Comprehension Strategies

Which of these strategies might you use to teach comprehension of the text?

Different Forms of Water

When you're thirsty, few things feel better than drinking a tall glass of water poured over ice. But as you're drinking, do you realize you are experiencing two very different forms of water and that each form can be used for totally different things?

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Teaching Comprehension Strategies

- ★ Teach the reader, not the reading.

Which Strategies to Teach?

- ★ Getting the GIST
- ★ Asking the 5 Ws and H
- ★ Using text structure
- ★ Reflecting and evaluating

Who Needs Comprehension?

Jacquie's Comprehension Assessment

| Name | TABE/ CASAS Reading GLE | Alphabetsics Instructional Level | | Fluency Instructional Level | | Vocabulary Instructional Level | Comprehension Instructional Level |
|---------|----------------------------------|-------------------------------------|----------|--------------------------------|---------------------|--------------------------------------|---|
| | | Basic | Advanced | Accuracy | Rate and Prosody | | |
| Jacquie | 5.7 | | X | 5 | 4 | 5 | 5 |

Why does **Jacquie** have a low comprehension score?

- Lack of comprehension skill.
- Weaknesses in other areas.

Who Needs Comprehension?

Emilio's Comprehension Assessment

| Name | TABE/ CASAS Reading GLE | Alphabetics Instructional Level | | Fluency Instructional Level | | Vocabulary Instructional Level | Comprehension Instructional Level |
|--------|----------------------------------|------------------------------------|----------|--------------------------------|---------------------|--------------------------------------|---|
| | | Basic | Advanced | Accuracy | Rate and Prosody | | |
| Emilio | 5.2 | Not needed | | 8+ | 8+ | 5 | 5 |

Why does **Emilio** have a low comprehension score?

- Lack of comprehension skill.
- Weaknesses in other areas.

Getting the Gist

College and Career Readiness Standards:

Understand key ideas and details

Getting the Gist

Students ask
TWO questions
about every
paragraph they
read.

Who or what is this about?
(the topic)

What's the most important thing
about it?
(the gist or the main idea)

Write a sentence that describes it.
(the summary)

Teaching Gist

- ★ Explain strategy.
- ★ Model – use text or picture.

2 questions:

Who or what is this mostly about?

What's the most important about the topic?

Write a summarizing sentence of main idea.

- ★ Do one together – at lowest instructional level of group.

Let's "Get The Gist!"

Practice

Use Explicit Instruction

- ★ Students practice at their own level.
- ★ Increase difficulty of text or teach a new strategy.

Moving Forward

Use more difficult text to teach a new strategy.

Natural disasters, such as hurricanes and floods, can leave a lot of debris. Some of this debris may be burned during cleanup. Smoke from these outdoor fires is unhealthy for you to breathe.

Smoke may cause you to cough. It can cause shortness of breath or tightness in the chest. It also can sting your eyes, nose, or throat.

These problems can begin a very short time after you breathe the smoke. You may have little warning, especially if you have lung or heart disease. Infants, children, pregnant women, older adults, and people with chronic diseases such as asthma are at greater risk from smoke.

Multiple Opportunities to Practice

“Perhaps nothing is so important to successful reading comprehension as practice, by which we mean repeated engagements with reading texts of various types.”

From: Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg (2001), *Psychological Science in the Public Interest*

5 Ws and H

**Text-Dependent Questions =
Questions with answers found
only in the text.**

Who?

What?

When?

Where?

Why?

How?

5 Ws and H

Have you ever thought about time travel?

How far does the earth move in a single minute?

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That question may not have a simple answer at the moment, but it does raise a lot interesting points regarding what it means to “travel through time.” For a regular student, one piece of this challenge that is easier to think about is not time at all – it’s space.

In 2009, a blogger and scientist who goes by the username “Shechner” wrote a detailed examination of time travel in the film *Back to*

Be a Good Reporter!

Who?

What?

When?

Where?

Why?

How?



5 Ws and H

Explain the strategy

Keep the focus on **key** details, not trivia.

Model the strategy

Not every question type is equally important.

Flyer and Videos are good resources!

5 Ws and H Modeling

- ★ Lowest instructional level of the group.
- ★ Use different types of question.
- ★ Show which questions are more important than others.

5 Ws and H

Guided Practice & Application

- ★ Teacher and students try strategy together on another text.
- ★ Followed by guided and independent practice at students' instructional level.

5 Ws and H

Begin with questions answered explicitly in text.

Move to questions that require integrating information.

- Explanation
- Modeling
- Guided Practice
- Application

**Let's put our reporter hats on!
Practice the 5 Ws and H**

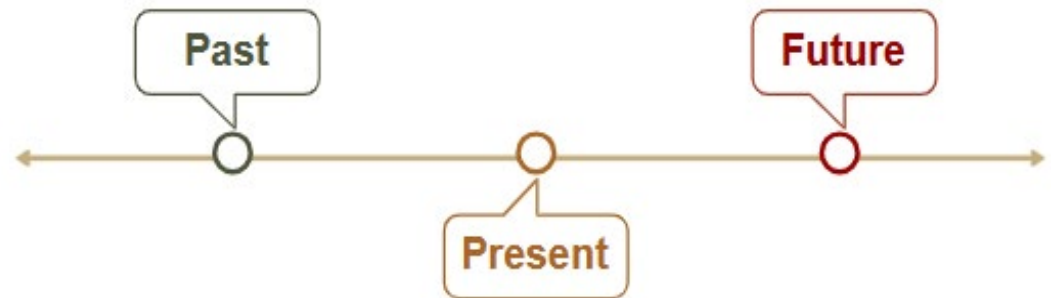


Strategies Support CCRS Standards

- ★ Understanding key ideas and details.
- ★ Understanding how the craft and structure of a text supports the author's purpose and message.

Text Structure

Chronology



Sequence

“first, second, then, next...”

Compare and Contrast

“similar to...” “as opposed to...”

Cause and Effect

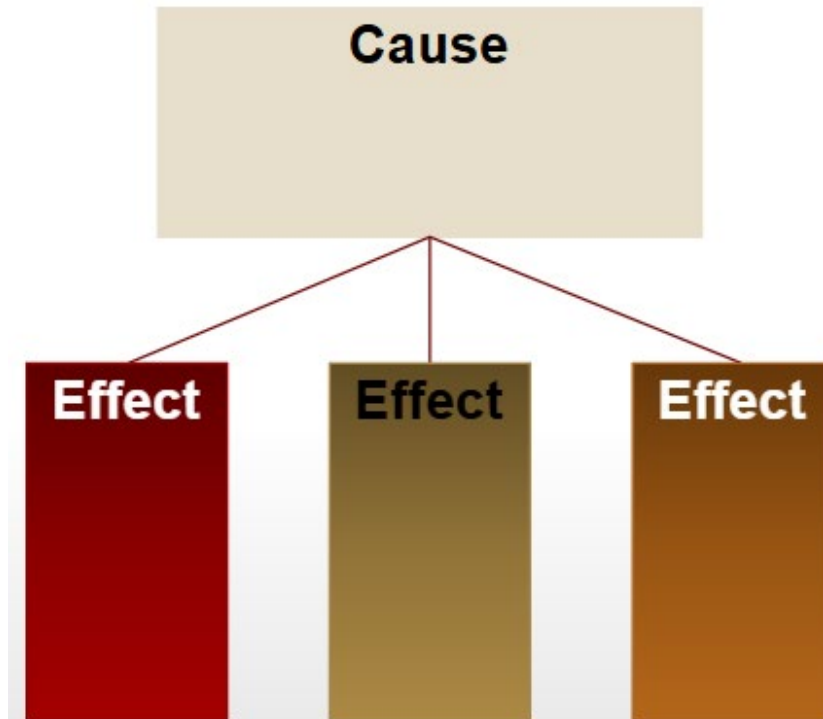
“this led to that which led to the next thing...”

Problem/Solution

“things looked bad but then I realized...”

Text Structure – using graphic organizers

Cause and Effect



Sequence



Text Structure

**Chronology + Cause and
Effect + Problem/Solution =**

Confusion?

Text Structure

What is this passage mainly about?

- a time travel experiment
- how and why to measure time
- Marty McFly's trip to the future
- how time and space are related

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Text Structure

Chronology or sequence
– good place to start –
familiar. Key words –
first, once, next, when,
then.

Using text that everyone
can understand – read
through highlighting
words that help reader
understand what text
structure author is using
–then help students fill in
graphic organizer.

Gaining U.S. citizenship can provide many opportunities for a resident of the United States. The **first** question is whether you have a U.S. green card (lawful permanent residence). **Once** you have established your eligibility, you need to **next** file some paperwork with U.S. Citizenship and Immigration Services (USCIS). **When** your application has been accepted, you will **then** be mailed a date for your fingerprinting and biometrics. In order to process your application, a background check will have to be performed **next**. **Then** you will be given a date and address to a local office where you will be fingerprinted. **After** your fingerprinting, you should **then** receive an appointment date and address for an interview with a USCIS officer. **Finally**, if you are approved at (or soon after) your interview, you will be called in for a large public ceremony, at which you and others will be given the oath in which you swear loyalty to the United States. **Then** you will be given a certificate of naturalization, showing that you are a U.S. citizen.

Text Structure

Less familiar

Compare and contrast

Cause and effect

Problem/solution

Compare and Contrast

Read through the text once – highlight words that give hints about author's purpose. Think aloud and explain that the words tell the authors purpose is to show how things are alike and different.

Use explicit instruction:

- Explanation
- **Modeling**
- Guided Practice
- Application

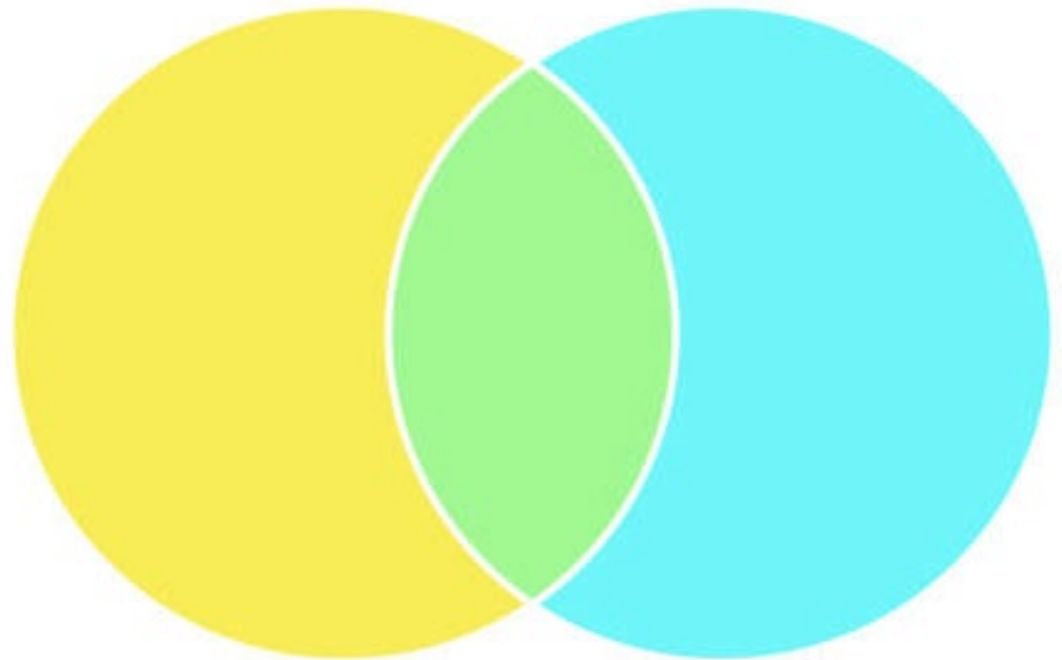
Compare and Contrast

Oranges and apples are both fruits that grow on trees. But orange trees need a warm climate to produce fruit. In contrast, apples can grow in most climates.

Compare and Contrast

What's common?

What's unique?



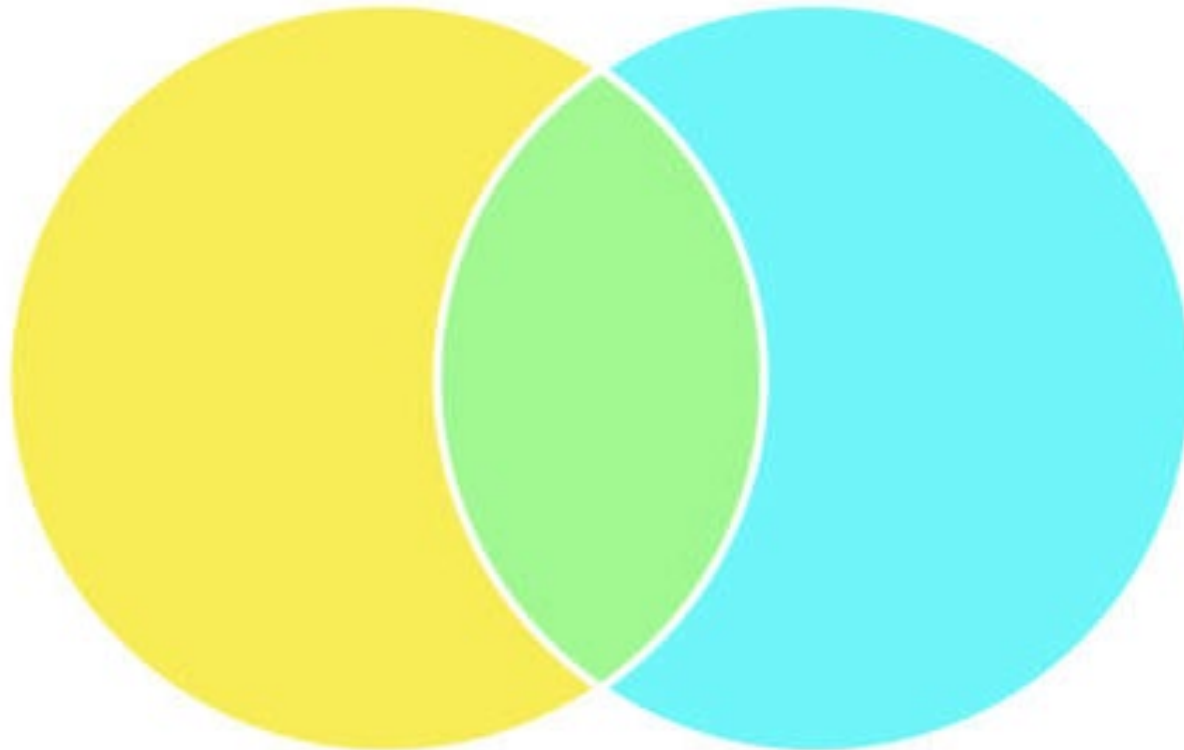
Compare and Contrast

Text Frame:

_____ and _____ are similar and different in many ways. They both _____ and _____. However, _____ is _____, while _____ is _____.

Another way they differ is _____.

Compare & Contrast – Let's try it!



Evaluate Text Quality

College and Career Readiness Standards:

Understand key ideas and details

Understand structure and craft

Evaluate quality or value of a text

Reflect and Evaluate

What is the evidence?

How strong is the evidence?

Can a better case be made?

Reflect and Evaluate

- ★ Work with paired texts.
- ★ Which text has stronger evidence.
- ★ Advertisements are a great resource, their goal is to persuade you.

Reflect and Evaluate

What's this ad about?

What's the main idea?

How is it supported?

Reflect and Evaluate

Which text is more
persuasive?

Why?

After why?
How could the other
author have been
more persuasive?

Reflect and Evaluate

Use a graphic organizer.

Start with weaker text.

Which text is more
persuasive?

Why?

Some schools have decided to relax their policies about what students can bring to school. Students at these schools are encouraged to bring their own smart phones to class, and teachers are incorporating them into lessons. Thinking of ways to use cell phones to enhance education has many
rters.

Many schools are cracking down on cell phone use by students. Even schools that used to allow students to use cell phones during lunch now require students to turn off cell phones during school hours. According to a recent study by the Pew Research Center, 64 percent of teens with cell phones sent texts during class.

Reflect and Evaluate

It's not about whether you agree or disagree.

It's about how well the author supports the argument.

How much evidence and how strong is the evidence?

Monitor Progress

- ★ Monitoring and guided progress should be done at level everyone can understand.
- ★ Small group and individual work.

Reflect and Evaluate - Practice



Review

**Plan enough time for
comprehension instruction.**

Teach a few strategies well.

**Explain how new strategies
connect to those already
taught.**

Tips

- ★ Making sure it's not a discussion about the subject matter – can I reflect and evaluate what the author is saying – **focus is on the strategy**. You are **developing a skill** – not giving information.
- ★ *Need a lot of texts at a lot of levels to teach comprehension.*

Your Thoughts?

- ★ Do you see yourself using these strategies in your classroom?
- ★ How would your students do?
- ★ What strategies do you think they would like most?
- ★ How would they fit into the schedule?
- ★ How difficult would planning be?

Resources

Websites with Graded Passages

Newsela

<https://newsela.com/>

Readworks

<http://www.readworks.org/>

Center for the Study of Adult Literacy

<http://csal.gsu.edu/content/homepage>

Southwest ABE

<http://www.southwestabe.org/>

Magazines with Graded Passages

The Change Agent

<http://changeagent.nelrc.org/>

**Commercially Available Sources of Graded
Passages Six Way Paragraphs Timed
Readings**

Presentation Resources

5Ws and an H Script

As Time Flies By

Compare and Contrast Script

Different Forms of Water

Graphic Organizers – Text Structure

Reflect & Evaluate