



# **New Mexico Reads to Lead! Comprehension Evidence-Based Interventions Webinar**

April 17, 2013

# Common Core State Standards (CCSS)

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## The CCSS:

- Focus on the desired results rather than the means to get there;
- Provide **end** statements and not **in route** statements; and
- Emphasize reading across the disciplines

# Core Reading Programs

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- Provide evidence-based scope and sequence to teach the reading process
- Build pre-requisite skills to facilitate mastery of more complex skills

# Recommended Steps in Supplementing Core Reading

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- Bring in texts with sufficient text complexity ensuring a balance of informational and narrative texts.
- Select questions that are text dependent and support higher order thinking skills.
- Examine the alignment of the questions to the expectations in the standards.
- Examine the written task. Ensure that the writing task is grounded in the text.
- Have students **reread, think, discuss and then write.**

# Evidence-Based Practices: Comprehension

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Resource: ***Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide***

- [www.whatworks.ed.gov/publications/practiceguides](http://www.whatworks.ed.gov/publications/practiceguides)

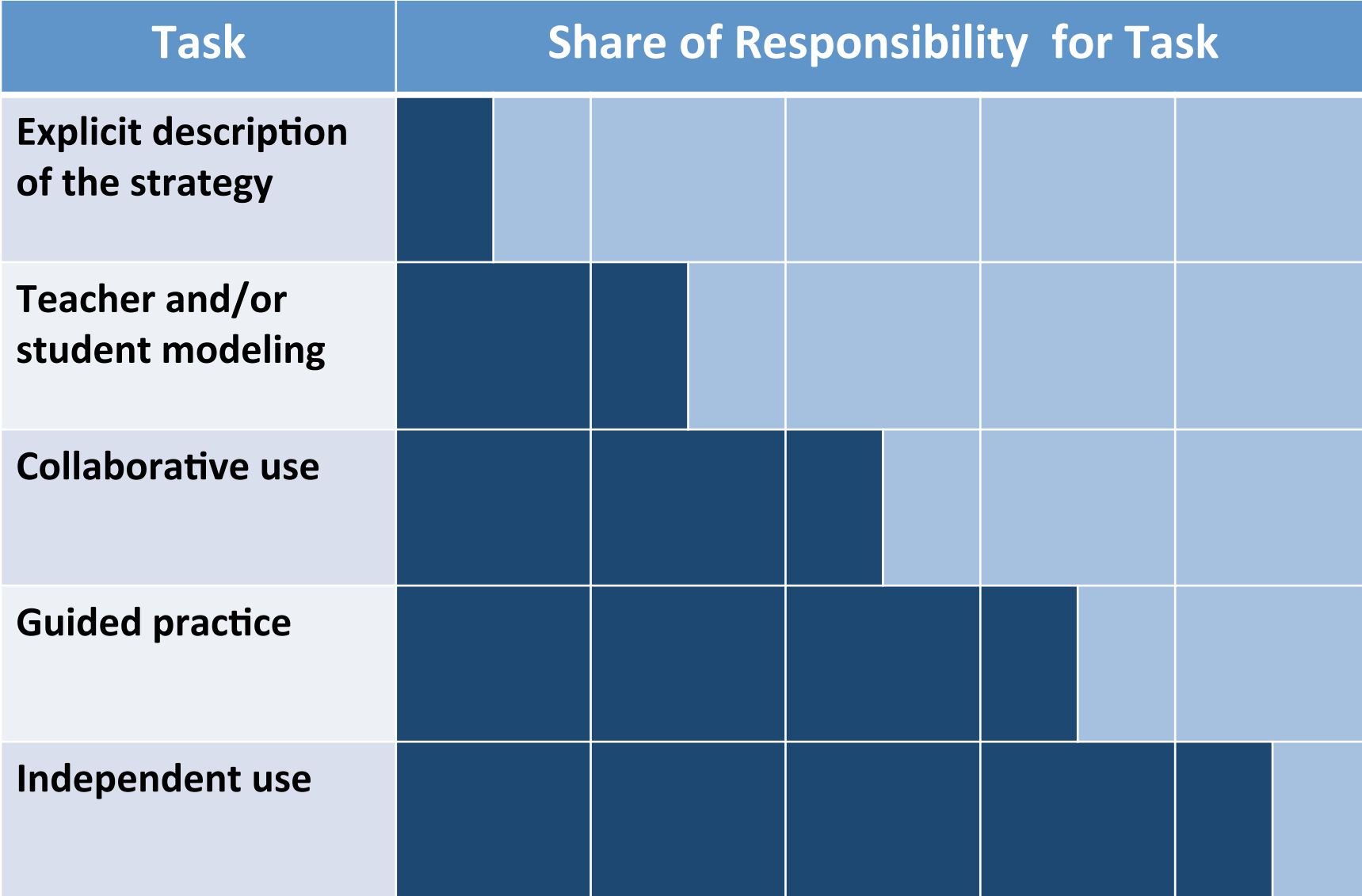
# Recommendation 1

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## *Teach students how to use reading comprehension strategies.*

- Teach students how to use several research-based reading comprehension strategies.
- Teach reading comprehension strategies individually or in combination.
- Teach reading comprehension strategies by using a gradual release of responsibility.

# Gradual Release of Responsibility



 Student responsibility

 Teacher responsibility

# Research-based Reading Comprehension Strategies

Effective Strategy	Description	Activities to Promote Strategy Practice
<b>Activating Prior Knowledge/Predicting</b>	<p>Students think about what they already know and use that knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.</p>	<ol style="list-style-type: none"><li data-bbox="1277 305 1891 686">1. Pull out a main idea from the text and ask students a question that <i>relates the idea to their experience</i>. Ask them to predict whether a similar experience might occur in the text.</li><li data-bbox="1277 758 1891 1372">2. Halfway through the story, ask students to <i>predict what will happen at the end of the story</i>. Have them explain how they decided on their prediction, which encourages them to make inferences about what they are reading and to look at the deeper meaning of words and passages.</li></ol>



# Research-based Reading Comprehension Strategies, continued

Effective Strategy	Description	Activities to Promote Strategy Practice
<b>Questioning</b>	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as <i>where</i> or <i>why</i> to develop their questions.	<ol style="list-style-type: none"><li>1. Put words that are used to formulate questions (e.g., <i>where, why</i>) on index cards, and distribute to students.</li><li>2. Have students, in small groups, ask questions using these words.</li></ol>

## Research-based Reading Comprehension Strategies, continued

Effective Strategy	Description	Activities to Promote Strategy Practice
<b>Visualizing</b>	Students develop a mental image of what is described in the text.	<ol style="list-style-type: none"><li>1. Explain to students that visualizing what is described in the text will help them remember what they read.</li><li>2. Have students examine objects placed in front of them, and later a picture depicting a scene. Remove the objects and picture, and ask students to <i>visualize and describe what they saw</i>.</li><li>3. Read a sentence and describe what you see to the students. Choose sections from the text and ask students to practice visualizing and discussing what they see.</li></ol>

## Research-based Reading Comprehension Strategies, continued

Effective Strategy	Description	Activities to Promote Strategy Practice
<b>Monitoring/ Clarifying, and Fix Up</b>	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	<ol style="list-style-type: none"><li data-bbox="1277 305 1889 748">1. Relate each strategy to a traffic sign (e.g., stop sign—stop reading and try to restate in your own words what is happening in the text; U-turn—reread parts of the text that do not make sense).</li><li data-bbox="1277 819 1889 1148">2. Write different reading comprehension strategies on cards with their signs, and have students work in pairs to apply the strategies to <i>text they do not understand</i>.</li></ol>

## Research-based Reading Comprehension Strategies, continued

Effective Strategy	Description	Activities to Promote Strategy Practice
<b>Drawing Inferences</b>	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	<ol style="list-style-type: none"><li>1. Teach students how to look for key words that help them understand text, and demonstrate how they can draw inferences from such words. For example, a teacher might show that a passage that mentions “clowns” and “acrobats” is probably taking place in a circus.</li><li>2. Identify key words in a sample passage of text and explain <i>what students can learn about the passage from those words.</i></li></ol>

## Research-based Reading Comprehension Strategies, continued

Effective Strategy	Description	Activities to Promote Strategy Practice
<b>Summarizing/ Retelling</b>	Students briefly describe, orally or in writing, the main points of what they read.	<ol style="list-style-type: none"><li data-bbox="1277 305 1889 515">1. Ask a student to describe the text in <i>his or her own words to a partner or a teacher.</i></li><li data-bbox="1277 534 1889 858">2. If a student has trouble doing this, ask questions such as “What comes next?” or “What else did the passage say about [subject]?”</li></ol>

# Key Reminders

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- Provide students with a sense of how each strategy is applied and how it differs from other strategies they have learned.
- Create opportunities for students to read and practice using strategies with peers, with teachers, and independently.

# Recommendation 2

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***Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.***

- Explain how to identify and connect the parts of narrative texts.
- Provide instruction on common structures of informational texts.

# Text Structure

## 1. Explain how to identify and connect the parts of narrative texts.

Element	Description	Example
Characters	Who the story was about	A girl named Little Red Hood, her grandmother, and the wolf
Setting	Where and when the story happened	The forest and Grandmother's cabin, during the day
Goal	What the main character was trying to do	Little Red Riding Hood set out to deliver a basket of food to her sick grandmother.
Problem	Why the main character took certain actions	Little Red Riding Hood was not aware that the wolf had eaten Grandmother.
Plot or Action	What happened to the main character or what she or he did to try to solve a problem	She met the wolf on her way to Grandmother's, and the wolf pretended to be Grandmother.
Resolution/Solution	How the problem was solved and how the story ended	A nearby hunter rescued Little Red Riding Hood and her grandmother from the wolf.
Theme(s)	General lessons or ideas	You should not talk to strangers.



# Text Structure

## 2. Provide instruction on common structures of informational texts.

Structure	Description	Example	Common Clue Words	Sample Activities
Description	What something looks, feels, smells, sounds, tastes like, or is composed of	Characteristics of a hurricane		Have students use the details in a descriptive paragraph to construct an illustration or three-dimensional display
Sequence	When or in what order things happen	A storm becomes a hurricane	first, then, next, after, later, finally	Assign each student to represent one event in a sequence. Ask the class to line up in order and, starting at the front of the line, to explain or enact their respective events in turn.

# Text Structure continued

## 2. Provide instruction on common structures of informational texts.

Structure	Description	Example	Common Clue Words	Sample Activities
Problem and Solution	What went wrong and how it was or could be fixed	Hurricane Katrina destroyed homes and stores, so groups like the Red Cross had to bring food and medicine from other parts of the U.S.	because, in order to, so that, trouble, if, problem	Provide opportunities for students to act out key phases of a passage.
Cause and Effect	How one event leads to another	What happened to the people who lived in Louisiana after Hurricane Katrina	because, therefore, cause, effect, so	Have students match up pictures representing “causes” and “effects” in a game-like activity

# Text Structure continued

2. Provide instruction on common structures of informational texts.

Structure	Description	Example	Common Clue Words	Sample Activities
Compare and Contrast	How things are alike and different	How hurricanes are the same as or different from tornadoes	both, alike, different, but, however, than	Set out overlapping hula hoops, one to represent each side of the comparison, and have students sort visual representations of each characteristic into the shared and different areas of each hoop.

# Recommendation 3

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***Guide students through focused, high-quality discussion on the meaning of text.***

- Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.
- Develop discussion questions that require students to think deeply about text.
- Ask follow-up questions to encourage and facilitate discussion.
- Have students lead structured small-group discussions.

# High Quality Discussion

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1. Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.
2. Develop discussion questions that require students to think deeply about text.
3. Ask follow-up questions to encourage and facilitate discussion.
4. Have students lead structured small-group discussions.

# Recommendation 4

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## ***Select texts purposefully to support comprehension development.***

- Teach reading comprehension with multiple genres of text.
- Choose texts of high quality with richness and depth of ideas and information.
- Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and the instructional activity.
- Use texts that support the purpose of instruction.

# Supporting Purpose of Instruction

- **Giving a lesson on text structure**
  - Begin with a text about a familiar topic in which the structure is easy to identify. Move to a text on a less familiar topic and with a somewhat more complex structure.
- **Introducing students to a strategy (such as summarizing)**
  - Select a text where the strategy is easily applied. Once students have had time to practice, select a more challenging text.
- **Building a student's depth of understanding**
  - Avoid texts that only reinforce a student's knowledge of sound-letter relationships. These types of texts are more suitable for practicing decoding and word recognition.
- **Teaching students to make predictions**
  - Select a text that is unfamiliar to them, or one in which many outcomes are possible.
- **Reading with students (such as with a big book or digitally projected text)**
  - Select a text that is just above the students' reading level.
- **Reading to students (such as a read-aloud)**
  - Select a text that is well above the students' reading level but is at their listening comprehension level.

# Recommendation 5

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***Establish an engaging and motivating context in which to teach reading comprehension.***

- Help students discover the purpose and benefits of reading.
- Create opportunities for students to see themselves as successful readers.
- Give students reading choices.
- Give students the opportunity to learn by collaborating with their peers.



# Collaborating With Peers

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- Ask students to read the same text and then talk to a partner about what they read, what they predicted, and any connections they made while reading.
- Pair a student who wants to read a book that is too difficult with a higher-performing reader.
- Pair or group students to learn interesting facts from informational texts.
- Group students to perform a scripted version of a story they have read, create their own dramatization of a story, or write a new story.

# Evidence-Based Practices: Comprehension

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# Resource

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**IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade, What Works Clearinghouse (2010)**

<http://ies.ed.gov/ncee/wwc/>