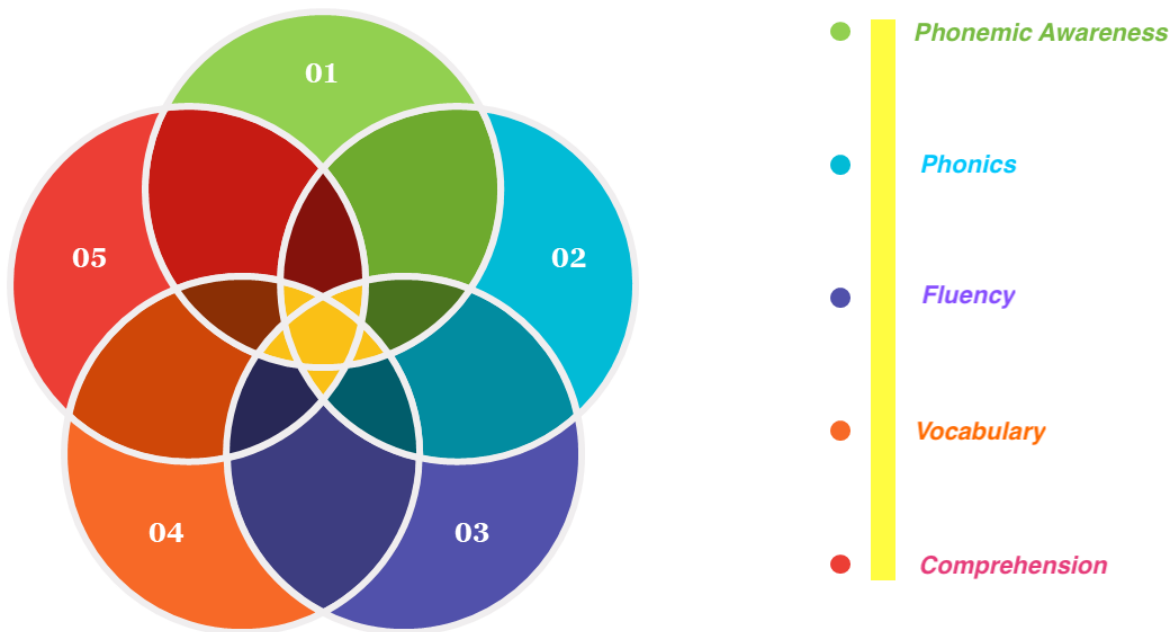


Reading Comprehension

Steve W. Dunn

5 Pillars of Literacy



www.stevedunn.com

The Research

from Joan Sedita, October, 2021 - Keys to Literacy

Comprehension Strategy Instruction

The National Reading Panel (2000) identified several comprehension strategies as effective for improving comprehension: comprehension monitoring strategies, use of graphic organizers and semantic maps (including story maps), question answering and generating by students, and summarization. In a **May, 2018 blog post**, Shanahan notes, “Strategies like monitoring, self-questioning, visualizing, comparing the text with prior knowledge, identifying text organization, and so on are all intentional, purposeful actions that are effective in improving comprehension or recall.... Comprehension strategies should be taught—and, according to research, should be taught using a gradual release of responsibility approach. That just means that the teacher models and explains when, how, and why to implement the strategies. Then the teacher guides students to use the strategies themselves, turning more and more of the responsibility for that over to them gradually.” Duke, Ward, and Pearson point out that, “Research has long shown that proficient comprehenders engage in particular mental activities to support their understanding of what they are reading. Some students learn to use these processes seemingly naturally, but many benefit from explicit instruction in how to think before, during, and after reading; how to monitor their understanding; and how to help themselves when meaning breaks down.” They go on to say, “A relatively recent meta-analysis included multiple-strategy instructional approaches in examining the effectiveness of comprehension strategy instruction in regular classroom settings in grades 3–12. The researchers found positive effects on both standardized and researcher-developed tests of reading comprehension. Reviews of the impact of comprehension strategy instruction with younger students have also found positive effects.” Approaches to comprehension strategy instruction that involve teaching several strategies that can be used in concert have also been found to be effective (National Reading Panel, 2000; Pressley, 2000; Duke et al., 2004).”

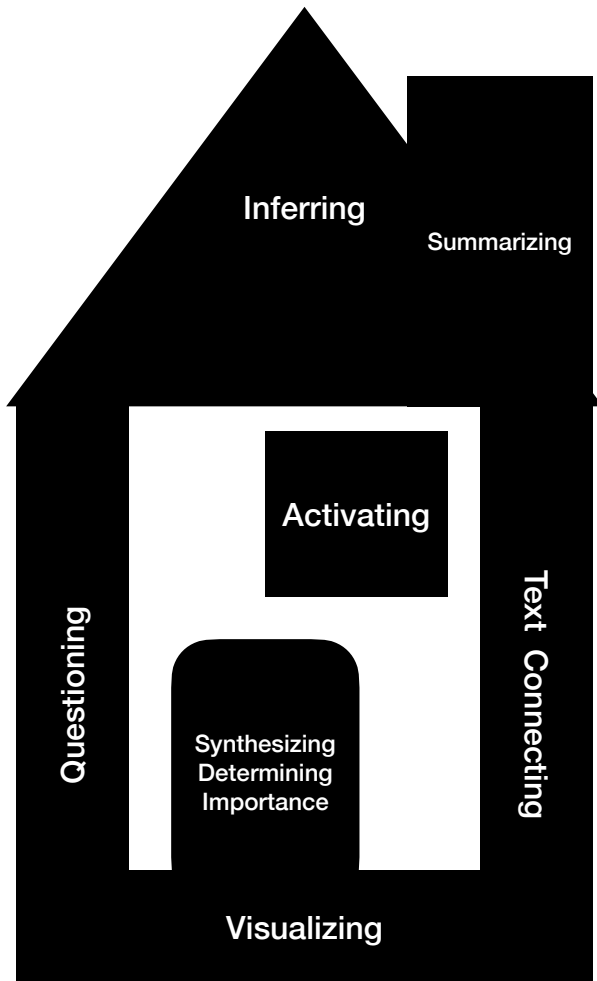
Text Structures for Expository Text

“Discerning the structure of a text aids comprehension — attention to the structure of the text during reading provides a scaffold for understanding. Duke, Ward, and Pearson note that, “A huge amount of research has examined the impact of text structure instruction. We have long known that students benefit from instruction in common structures and elements of narrative and informational text.”

Based on a meta-analysis of research related to the effects of teaching expository text structure on comprehension, **Pyle et al. (2017)** reported that this type of instruction is an effective reading comprehension strategy for a range of student abilities and grade levels. They explain, “It is likely that text structure instruction is effective because it presents students with an organizational framework for approaching expository text that is often complex and dense with academic vocabulary.” They suggest that teachers explicitly describe expository text structures and teach students the clue words associated with various text structures, model the use of text structures in reading (and writing) to draw students’ attention to the organization of the text to identify the key ideas and details to support their text recall, and consider introducing graphic organizers as a support to assist students with identifying and using the text structures to organize the critical information collaboratively with students.”

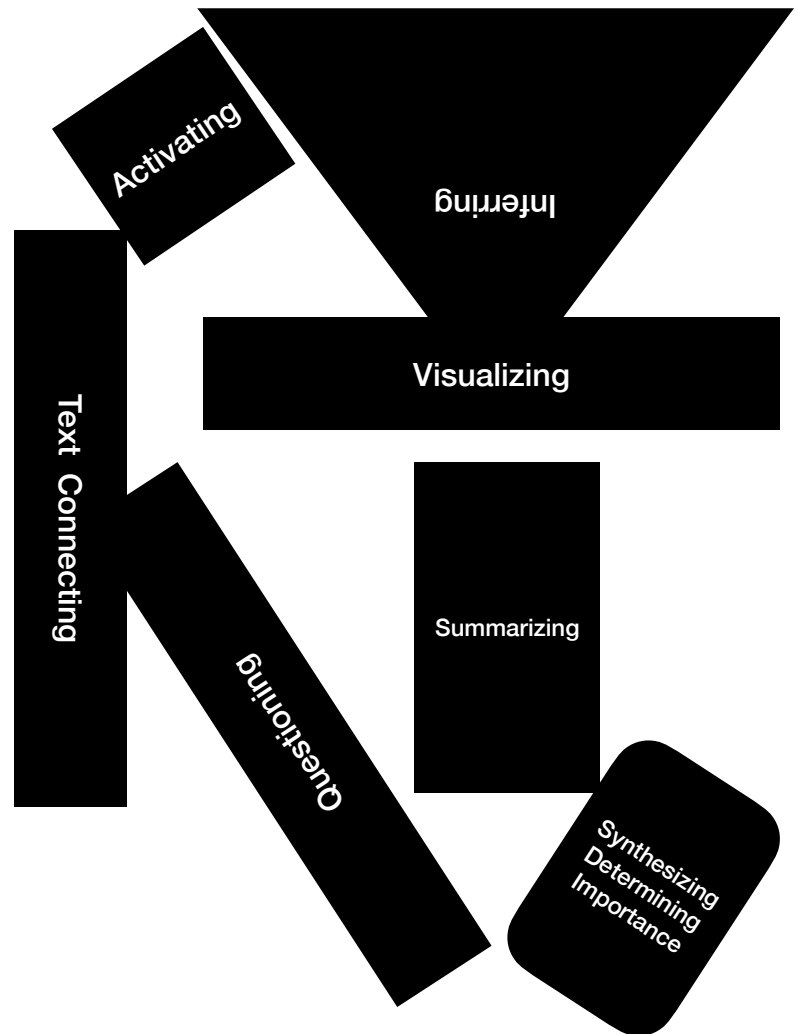
Teaching Comprehension Two Outcomes

Desired Outcome



During instruction, strategies are isolated but then integrated before introducing a new focus strategy leading the student to have deep comprehension.

Unintended Outcome



During instruction, if strategies are isolated but NOT integrated, the student could end up with a bunch of unconnected, unrelated ideas that do not lead to deep comprehension.

Quick Guide to Comprehension Strategies

Strategies to develop thoughtful engaged readers who deepen their understanding of new knowledge about themselves and their world through reading.	
Visualizing	Readers create a 'movie' in their head as they read. Often it is total sensory involved (tasting, smelling, seeing, hearing, feeling, touching). Readers use this information to promote other comprehension strategies as well as to help form.
Summary	Readers identify the main idea (who / did or is what) and include important support details. Readers bring this strategy along and add to the summary as they read.
Inferring	Readers go beyond the printed word and literal meaning of the text. This is often called "reading between the lines." Readers put together pieces of what is written to imply what the writer is saying.
Questioning	Readers purposefully ask questions to help clarify and give direction for future reading. Questions can help clarify words, relationships, and motives to help readers move deeper into the story. Questioning occurs before, during, and after reading.
Predicting	Readers use what is known from the text to think about what will happen next. This is a continuous activity only when there is enough information to accurately predict. Readers revise and edit their predictions as they read.
Making Connections	Readers purposefully search for prior knowledge gained through personal experiences, world activities, or other texts they have read to help predict, question, and move deeper into understanding the text.
Synthesizing	Readers go put together information they read and their own background knowledge to create new understanding. Readers continually change their thinking as they respond to text. This is the revising of thinking as readers negotiate text.
Analyzing	Readers begin to understand author style and craft as they gain reading mileage. They understand genre characteristics, universal concepts of literature, and sift out relevant and useful information. They understand the significance of word choice to convey deeper understanding.
Critiquing & Evaluating	Readers evaluate and critique text based upon the reader's text connections or text knowledge which leads them to critically think about how the text is constructed. They construct a point of view from the author's text.

Fluent readers integrate the comprehension strategies to facilitate a thoughtful response to text. They rely on the different strategies to engage in advance dialogue with the author and those around them.

Reading Components to Teach Comprehension



Read Alouds

Reading by the Teacher

Purposes:

Demonstrates fluent reading behaviors by expert readers

Develops story sense, book talk, meaning, syntax, vocabulary, love of reading, and oral language

Shared Reading

Reading with the Teacher & Students

Purposes:

Demonstrates the Concepts of Print, Concepts of Literature, the reading process, and the metacognition of a reader (comprehension strategies and skills)

Develops reading cues, reading strategies, reading skills, story sense, vocabulary, oral language, the love of reading, self-monitoring, and reading response

Guided/ Small Group Reading

Reading by Student with Teacher Support/ Monitoring

Purposes:

STUDENT: Solve textural problems using his/.her reading strategies and cueing systems; practice and consolidation of reading process; develop additional strategies and skills; become automatic in the reading process

TEACHER: Assess students; intervene when necessary; suggest, model, guide students to use strategies; construct future instruction based on observation

Independent Reading

Reading by the Student

Purposes:

Independently **apply** and practice reading strategies and cueing systems

Develop fluency, independent confidence, and behaviors of a fluent reading; become self-renewing reader; become self-extending

Fitting it All Together

Reading Workshop

Shared Reading Whole Group - Heterogeneous Using Short Text to teach strategies, skills, genre		
Tracking the Reading Process		
Emergent Readers (should only be a few students)	Early Fluent Readers	Fluent Readers
Instruction Guided Reading which includes Reading Cues, Comprehension Work, Word Work, and Guided Writing Assessment	Instruction Guided Literature Circles Skills Word Work Assessment	Instruction Small Group to assess Shared Reading strategies and reteach if necessary Assessment
Independent Work <ul style="list-style-type: none"> • Read from book box daily • Word Work • Listening Post • Library • Writing 	Independent Work <ul style="list-style-type: none"> • Read rest of book practicing strategies that are being taught • Book Box • Genre Studies • Expository Text in pairs to independence using compare/contrast, synthesis, opinion/argumentative writing, summarizing, text structures, and text response • Preparation for Guided Literature Circles using fiction text and comprehension strategies 	Independent Work <ul style="list-style-type: none"> • Genre Studies • Expository Text in pairs to independence using compare/contrast, synthesis, opinion/argumentative writing, summarizing, text structures, and text response • Literature Circles using comprehension strategies
Sharing/Strategy Usage Whole/Small Group - Heterogeneous		

Shared Reading – Whole Group

More Nonfiction Than Fiction

Purposes:

- Enjoyment and appreciation of texts/genre
- Teaching comprehension strategies and skills
- Teaching high-level word work and context clues
- Analyzing how texts work
- Developing oral language

Setting:

- A place that is close to the teacher (sitting on rug or in a circle)
- Whole class (some students may be at the listening level while others are at the instruction or recreational level)
- Start with easy text to clearly show the strategy/skill and work then put it in context of grade-level text
- Each student can see the text (on smart board)
- Teacher does the initial reading
- A risk-supported environment that is set up for turn and talks
- Teacher uses several short pieces of text to demonstrate a strategy over the course of two to three weeks
- Gradual Release is used - Think Aloud & Think Together - Guided Practice is used during small group time when text level matches the reading level of students



Focus on Comprehension Overview

The purpose of this manual is to guide teachers through the process of using explicit direction instruction and the gradual release process when teaching comprehension. On day one of a new strategy, an anchor poster should be create WITH the students at the end of the the demonstration. The teacher introduces the strategy BY thinking aloud. The anchor poster is a result of the demonstration. Below is a sample of an anchor poster (they DO NOT need to be pretty, just create authentically with students and in student language).

Questioning the Author

Definition:
As readers read, they ask question to clarify the text, clarify vocabulary, or ask the author question. They question, before and during reading and sometimes after.

Purpose:

- Self-monitoring
- Uncover words that are not known
- Clarifies confusion
- Clarifies vocabulary
- Helps my visualization stay focused on the author's meaning
- Gives me a reading focus
- Helps me understand the author's purpose
- Keeps me as an active reader
- Helps me stay with the text even though there is confusion

Definition and Purpose Poster

Question

<i>Text</i>	<i>Inferred</i>
<div style="background-color: yellow; padding: 5px; margin-bottom: 10px;">Who are they running from Pg 4 - the master</div> <div style="background-color: yellow; padding: 5px;">Who are the other people Pg 5 - other slaves</div>	<div style="background-color: yellow; padding: 5px; margin-bottom: 10px;">Where are they going? Pg 5 escape from farm</div>
<hr style="border: 1px solid black;"/> <p><i>Not Answered</i></p>	
<div style="background-color: yellow; padding: 5px;">Will they get caught?</div>	<div style="background-color: yellow; padding: 5px;">Will the mater chase them?</div>

Example of Graphic Organizer

As you build the anchor poster (especially for purpose), only write the things that students notice (with your guidance). The following day as you model, you will want to emphasize other purposes from the list in the manual. The goal is to build five or six good purposes. Use a variety of texts AND genre. Compare and contrast how fiction and nonfiction are sometimes different when using a strategy. For example, I usually visualize in charts, graphs, and diagrams when reading nonfiction. With fiction, I usually make mind movies using the 5 senses. Both help me understand the text but in different ways.

How Reader's Workshop Supports Differentiation

Gradual Release of Responsibility

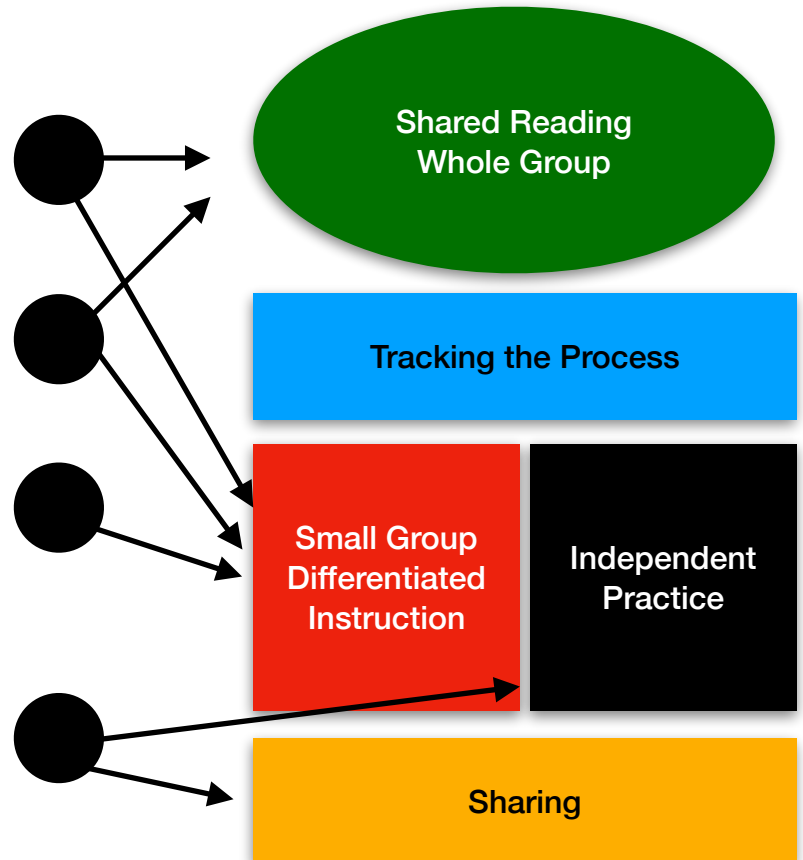
Reader's Workshop Format

Think Aloud

Think Together

Guided Practice

Independent Practice



Any time the initials T/T are used, it means to have students Turn and Talk to allow process time and engagement.

Focus on Comprehension

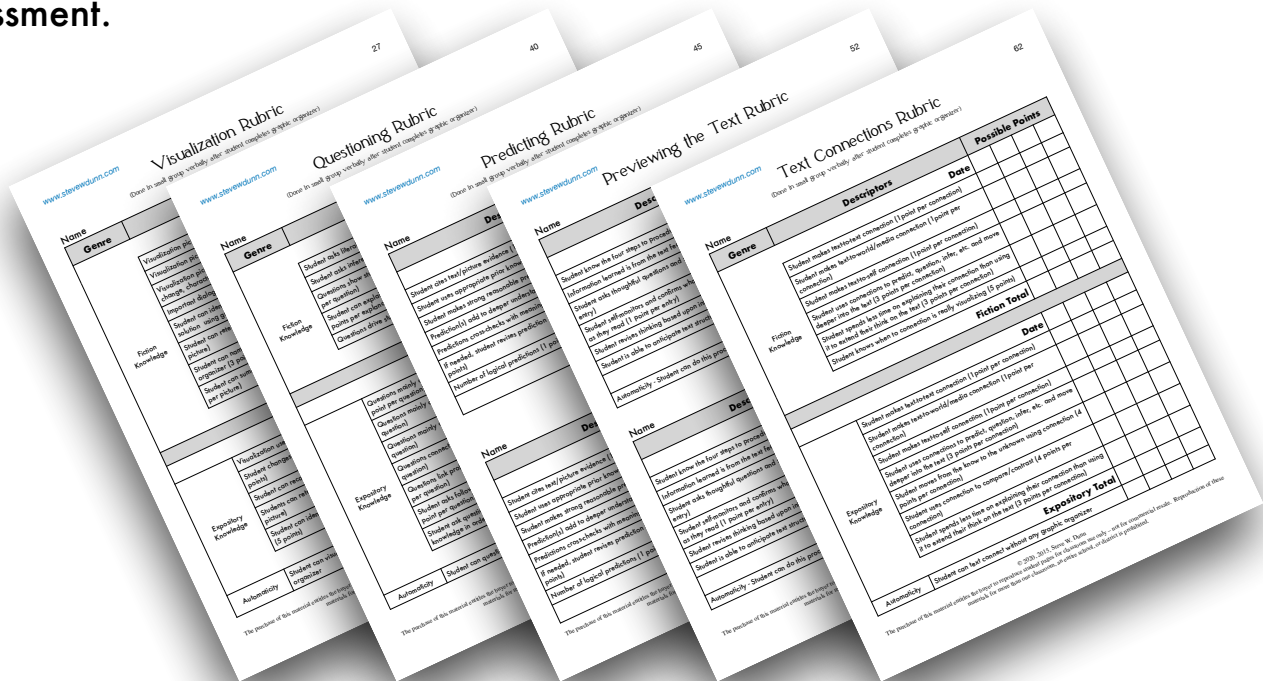
Each strategy comes with an overview, definition, purposes, sample script, how to use the graphic organizer, place to list future resources, and a rubric to be used in small group. Comprehension Strategies include: visualization, inference, questioning, predicting, previewing the text, text connections, synthesis, and analysis.

Text Structure includes sequential, chronological, descriptive, compare/contrast, problem/solution, and cause/effect.



Focus on Comprehension

Rubrics have been created to use in small group instruction as a part of ongoing assessment.



Sample Scripts have been created for the purpose of introducing the strategy.



Professional Development is offered and can be provided throughout the year with in classroom demonstrations. For more information, please visit www.stevewdunn.com or call 714.357.1253.

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