

Workshop 4

Comprehension and Response

In this session, you will investigate and apply research-based principles of effective comprehension instruction in early literacy.

Learning Goals

At the end of this session, you will better understand:

- comprehension strategies used by proficient readers
- characteristics of effective comprehension instruction
- the components of explicit and strategic instruction
- the nature of reading response

Factors Related to This Session

- Background knowledge
- Word-recognition skills
- Vocabulary knowledge
- Text structure
- Fluency
- Monitoring comprehension
- Interest

Materials Needed for This Session

Participants: Trade book, short story, or story from basal anthology; the Comprehension Instruction Chart you completed for homework (see Session Preparation); and your Handbook for Effective Literacy.

Facilitator: Copies for each participant of Comprehension Lecture Posters (pages 102-105).

The thing about comprehension that's easy, for any of us who teach, is the assignment or assessment of comprehension. What's more difficult is to step back and figure out how you are actually demonstrating or modeling these [comprehension] processes. —Jeanne R. Paratore

Before You Watch

Video Summary

The video for this session examines comprehension and response to literature in grades K–2. In her lecture, Dr. Jeanne R. Paratore reviews the essential comprehension strategies of proficient readers, and the explicit and strategic instruction that promotes these strategies. The workshop participants then watch and discuss a set of classroom excerpts that illustrate these concepts. Following their discussion, they work in grade-level groups to develop a comprehension strategy lesson plan.

Session Preparation

To prepare for the workshop session, you will tap your prior knowledge, read an article on comprehension, and review important terms.

1. What do you already know?

Copy and complete the Comprehension Instruction Chart (page 101).

Reading comprehension is ...

a complex process involving interactions between readers and texts in various contexts and for various purposes. —Pearson, P. D., et al. “Developing Expertise in Reading Comprehension.” In Samuels, S. J., and A. Farstrup, eds. *What Research Has To Say About Reading Instruction*. 2d ed., 145–199. Newark, Del.: International Reading Association, 1992.

Thus, reading comprehension is not a series of separate skills but the interaction of the reader with the text for the purpose of reading to make meaning. Consider the three factors shown in the Comprehension Instruction Chart, how they apply to beginning reading instruction, and what challenges they present for planning and implementing effective comprehension instruction.

Assignment: Save your Comprehension Instruction Chart to update and revise throughout the session.

2. Read this article:

Duke, N. K., and P. D. Pearson. “Effective Practices for Developing Reading Comprehension.” In Samuels, S. J. and A. Farstrup, eds. *What Research Has To Say About Reading Instruction*, 205–224, 234–241. Newark, Del.: International Reading Association, 1992.

This reading is available as a downloadable PDF file on the *Teaching Reading K–2 Workshop* Web site. Go to www.learner.org/channel/workshops/readingk2/.

FACILITATOR’S NOTE: Be sure that everyone has access to this reading.
You may want to have a few copies available for those without Internet access.

3. Review these important terms:

Review the following definitions found in the Glossary in the Appendix: aesthetic response, comprehension, efferent response, explicit instruction, metacognition, scaffolded instruction, self-monitor, and strategic instruction.

4. Revise your chart:

Return to your Comprehension Instruction Chart. Add any new thoughts, ideas, or questions based on your reading and review of important terms.

Watch the Video

FACILITATOR'S NOTE: When the workshop session begins, you may want to spend a few minutes reviewing the reading and the Comprehension Instruction Chart to prepare for watching the video.

FACILITATOR'S NOTE: Hand out the Comprehension Lecture Posters.

Lecture

Throughout the session, questions are posed to guide you through the topic. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

In this section, you will watch Dr. Paratore's lecture on comprehension instruction in two parts.

As you watch the lecture, use the Comprehension Lecture Posters to note important information.



Video Segment: Comprehension Strategies Lecture (approximate times: 3:00–10:02): Find this segment approximately 3 minutes after the beginning of the video. Watch for about 7 minutes. Use the video image at left to locate where to begin viewing.

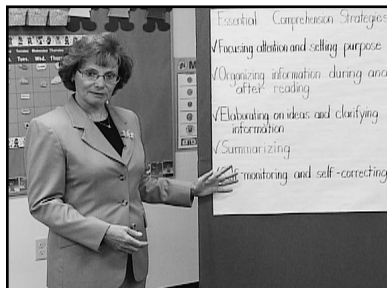
In the first video segment, workshop participants share their questions and challenges regarding effective comprehension instruction in K–2. Dr. Paratore then discusses essential comprehension strategies.

An accompanying lecture transcript is also available as a downloadable PDF file on the *Teaching Reading K–2 Workshop* Web site. Go to www.learner.org/channel/workshops/readingk2/.

After watching this video segment, review your notes and consider these questions:

- Which comprehension strategies characterize your most proficient readers?
- Based on your reading and your experience, what other strategies do beginning readers use to make meaning?

Return to your Comprehension Instruction Chart and add any new questions or challenges you may have.



Video Segment: Explicit and Strategic Instruction Lecture (approximate times: 10:02–15:08): Find this segment approximately 10 minutes and 2 seconds after the beginning of the video. Watch for about 5 minutes. Use the video image at left to locate where to begin viewing.

In the second video segment, Dr. Paratore discusses explicit and strategic instruction to promote comprehension.

After watching this video segment, think about the following statement by Dr. Paratore:

Research tells us that the more explicit we are about procedures, the more likely children will use the strategy on their own and acquire and use it successfully.

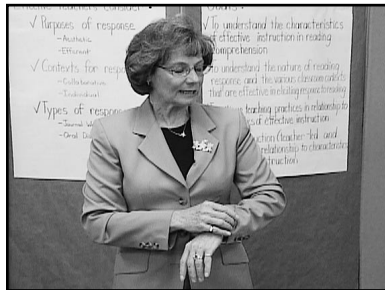
Watch the Video, cont'd.

Then review your notes and consider these questions:

- Why is explicit instruction critical to comprehension and response? How do children benefit from explicit instruction?
- What do teachers need to consider when planning explicit instruction?
- What is the purpose of strategic instruction? How does it promote independent learning from text?
- How does response differ from comprehension?
- What factors determine how children will respond to text?

Classroom Excerpts

In this section, you will relate Dr. Paratore's lecture and the reading to teaching practices in classroom excerpts.



Video Segment: Word Study Classroom Excerpts (approximate times: 15:10–25:48): Find this segment approximately 15 minutes and 10 seconds after the beginning of the video. Watch for about 11 minutes. Use the video image at left to locate where to begin viewing.

Now you will observe comprehension instruction in four classrooms—one kindergarten, two first-grades, and one first- and second-grade combination. In these classroom excerpts, you will see teachers working with both the whole class and small groups to foster comprehension and response in fiction and nonfiction texts.

After viewing the classroom excerpts, consider these questions:

- What reading strategies did the teachers emphasize in their instruction?
- How did the students demonstrate use of these strategies during the lessons?
- In what ways was the instruction explicit? Strategic? Which lessons clearly reflected explicit instruction? Which strategic?
- How did the lessons promote both comprehension and personal response?
- What lessons have you used to teach similar strategies?
- Would you have done anything differently in teaching any of these lessons?

Discussion

In this section, you will watch the workshop participants discuss the classroom excerpts.



Video Segment: Discussion (approximate time: 25:50–39:58): Find this segment approximately 25 minutes and 50 seconds after the beginning of the video. Watch for about 14 minutes. Use the video image at left to locate where to begin viewing.

Following the classroom excerpts, the workshop participants discuss the lessons. Compare your ideas with theirs.

Watch the Video, cont'd.

After viewing the workshop participants' discussion, consider these questions:

- How do the ideas generated in the discussion compare with your own?
- Workshop participants commented on the teachers' use of questions during all of these lessons. Were the questions used to assess or support comprehension? Did the questions advance comprehension and response to reading? How?
- In the whole-group discussion, Dr. Paratore said that scaffolding is when "teachers provide children support that enables them to do with help what they couldn't do on their own." What evidence of scaffolded instruction did you see in these classroom excerpts? How did it advance students' comprehension and response to reading?

Two concepts here are "zone of proximal development" and "responsive instruction." The ZOPD is seen as the distance between what the learner can do independently and what s/he can do with assistance or "assisted performance." Responsive instruction is seen as instruction that falls within the zone—that is, not too easy or too difficult. —Robert Rueda, University of Southern California, Rossier School of Education

Examine the Topic

Reading for Meaning

In this section, you will explore an activity to better understand what factors children use to comprehend texts.

Reading comprehension is a complex activity that involves interactions between the reader and the text. It requires readers to integrate their existing background knowledge and experiences with skills in reading the text. These skills include word recognition, vocabulary development, and the ability to connect what is known with the new information.

The activity Reading for Meaning allows you to understand the comprehension processes by reading to identify what the following passages are describing.

Try It Online! Reading for Meaning can be explored as an Interactive Activity. Go to the *Teaching Reading K–2 Workshop* Web site at www.learner.org/channel/workshops/readingk2/.

Reading for Meaning

Read the passages. What activity does each describe? Compare your responses with the answers provided.

Reading 1

The procedure is actually quite simple. First, you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run, this may not seem important but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another fact of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one can never tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually, they will be used once more, and the whole cycle will then have to be repeated. However, that is part of life.

Reading 2

A newspaper is better than a magazine, and on a seashore is a better place than a street. At first, it is better to run than walk. Also, you may have to try several times. It takes some skill but it's easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. One needs lots of room. Rain soaks in very fast. Too many people doing the same thing can also cause problems. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance.

Reading 3

Poised between going on and back, pulled
Both ways taut like a tightrope-walker.
Fingertips pointing the opposites,
Now bouncing tiptoe like a dropped ball
Or a kid skipping rope, come on, come on,
Running a scattering of steps sidewise,
How he teeters, skitters, tingles, teases,
Taunts them, hovers like an ecstatic bird,
He's only flirting, crowd him, crowd him
Delicate, delicate, delicate, delicate--now!

Your Answers

Reading 1

Reading 2

Reading 3

Compare your responses with the answers provided.

Reading 1 – Answer

This passage describes doing the laundry.

Reading 2 – Answer

This passage describes flying a kite.

Reading 3 – Answer

This poem describes a baseball game.

The poem is called "The BaseStealer."

Readings 1 and 2:

Bransford, J. D., and M. K. Johnson. "Contextual Prerequisites for Understanding Some Investigations of Comprehension and Recall." *Journal of Verbal Learning and Verbal Behavior* 11, no. 6 (1972): 717-72. Used with permission.

Reading 3:

"The Base Stealer" from *The Orb Weaver: Poems by Robert Francis*, Middletown, Conn.: Wesleyan University Press, 1960. Used with permission.

Examine the Topic, cont'd.

After completing the activity, consider these questions:

- What strategies did you use to understand each passage?
- Were you able to use your own background knowledge to make sense of each passage?
- What elements of the text helped you in comprehending these passages?
- What made these passages difficult to understand?

Extend Your Knowledge

In this section, you will expand your understanding of comprehension and response by comparing the ideas from the workshop video with passages from various publications. Read and respond to the ideas presented as they relate to your own teaching practices.

In the past, primary grade instruction focused on the development of phonics and word-recognition skills. Educators believed that comprehension would follow when children were older and knew how to read words. We now know that comprehension and response to reading is an important part of emergent and beginning literacy instruction in K–2 classrooms.

Read the following passage from “Fostering Reading Comprehension” by Gambrell and Dromsky. Consider it with respect to your own teaching philosophy and experiences.

Young children are natural comprehenders. Perhaps at no other time is the need to generate meaning more fervently experienced than in early childhood. Even before children learn to read, they communicate on many levels and seek to make meaning of their surroundings. This natural curiosity heightens as children learn to read and share literature.

The sophisticated process of gaining meaning from print begins early in literacy development. Educators have moved away from viewing reading comprehension as a set of late-developing, fragmented skills to viewing it as a more interactive and sociocognitive activity. Research has revealed that young children are quite capable of complex thinking, and comprehension is now considered an integral component of early literacy instruction (Applebee, Langer, and Mullis, 1988; Morrow, 1997).

For many years, the literature on the reading process centered on the scope and sequence of skills (Dole, Duffy, Roehler, and Pearson, 1991; Fielding and Pearson, 1994). In general, students were taught *how* to read before being introduced to more cognitively challenging tasks. Common practice included teaching the alphabet and a core set of sight words, and following a prescriptive program of phonics and basal reading series in the primary grades. The emphasis on teaching basic literacy elements before high-level skills such as comprehension sparked great debate over what constituted developmentally appropriate practice. The last two decades, however, have seen a marked increase in research into and knowledge about emergent literacy and developmentally appropriate approaches for young learners. Today, we know that young children are capable of higher-level comprehension and can respond capably to literature in ways that go far beyond mere literal interpretations of text. In fact, engaging children in thinking critically and solving problems prepares them for the challenges of reading more complex text. —Gambrell, L. B., and A. L. Dromsky. “Fostering Reading Comprehension.” In Strickland, D. S., and L. M. Morrow, eds. *Beginning Reading and Writing*, 143–144. New York, N.Y.: Teachers College Press, 2000.

Based on your experience and the reading you just completed, reflect on these questions:

- How has our understanding of young children’s reading comprehension changed?
- How is this understanding reflected in classroom practice?
- How does children’s ability to comprehend and respond to text develop in grades K–2?

Examine the Topic, cont'd.

Today, teaching comprehension in the early grades is crucial. Dr. Paratore's lecture and the article you read in the Session Preparation, "Effective Practices for Developing Reading Comprehension" by Duke and Pearson, outline the basic comprehension strategies used by proficient readers.

Read the following passage from *Preventing Reading Difficulties in Young Children* by Snow, Burns, and Griffin. Think about the specific strategies that young children are able to use as they listen to and read print. Compare this information with your lecture notes and your own experiences.

The Comprehension Accomplishments in Reading table below shows a set of particular accomplishments that the successful learner is likely to exhibit during the early school years. This list is neither exhaustive nor incontestable, but it does capture many highlights of the course of reading acquisition that have been revealed through several decades of research. Needless to say, the timing of these accomplishments will to some extent depend on the particular curriculum provided by a school. For example, in many areas of the country, the kindergarten year is not mandatory and little formal reading instruction is provided until the start of first grade. The sum sketch provided by the table of the typical accomplishments related to reading over the first years of a child's schooling presupposes, of course, appropriate familial support and access to effective educational resources. At the same time, there are enormous individual differences in children's progression from playing with refrigerator letters to reading independently, and many pathways that can be followed successfully....

Comprehension Accomplishments in Reading

Kindergarten Accomplishments

- Notices when simple sentences fail to make sense.
- Connects information and events in texts to life and life to text experiences.
- Retells, reenacts, or dramatizes stories or parts of stories.
- Listens attentively to books teacher reads to class.
- Demonstrates familiarity with a number of types or genres of text (e.g., storybooks, expository texts, poems, newspapers, and everyday print such as signs, notices, labels).
- Correctly answers questions about stories read aloud.
- Makes predictions based on illustrations or portions of stories.

First-Grade Accomplishments

- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Discusses how, why, and what-if questions in sharing nonfiction texts.
- Describes new information gained from texts in own words.
- Notices when simple texts fail to make sense.
- Can answer simple written comprehension questions based on material read.

Examine the Topic, cont'd.

Second-Grade Accomplishments

- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Rereads sentences when meaning is not clear.
- Interprets information from diagrams, charts, and graphs.
- Recalls facts and details of texts.
- Reads nonfiction materials or answers to specific questions or for specific purposes.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.
- Discusses similarities in characters and events across stories.
- Connects and compares information across nonfiction selections.
- Poses possible answers to how, why, and what-if questions.

—Snow, C. E., M. S. Burns, and P. Griffin. *Preventing Reading Difficulties in Young Children*, 79–82. Washington, D.C.: National Academy Press, 1998.

Now consider these questions:

- How do these comprehension accomplishments relate to those in the lecture and in the article you read at the beginning of the session?
- Which accomplishments were demonstrated in the classroom excerpts?
- How do children’s “accomplishments” in reading comprehension change from kindergarten through grade 2?
- Acknowledging these accomplishments, what do (will) you consider when planning comprehension and response instruction for all of your students?

Assignment: Submit your written response to the questions.

Wrap Up

Reflect on Your Learning

In this section, you will review and revise your notes on comprehension and response.

Review the notes you have taken during this session. Return to the Comprehension Instruction Chart you completed in Session Preparation. Add any new ideas and insights about comprehension instruction to the chart. Use your revised chart and the following questions to reflect on the ideas presented in this session. In a paragraph, respond to the following questions:

- What other issues or questions do you have?
- What questions were answered during the session?
- Has your view of comprehension strategies or comprehension instruction changed?
- What will you do differently in your planning and teaching of comprehension strategies?
- What will you continue to do in your instruction?

Assignment: Submit your written reflection.

Put It Into Practice

Choose Activities

In this section, you will apply what you have learned to your own teaching. The three activities are designed to assist you in developing resources for your comprehension instruction. Choose one or more of the activities from the list below.

Activity 1: Match Books to Strategies

Target comprehension strategies and identify books that best support teaching the strategy.

Activity 2: Develop a Lesson Plan

Use the principles explored in this session to develop a lesson plan for teaching comprehension strategy. Watch examples developed by the workshop participants.

Activity 3: Create a Handbook

Collect literary resources for each workshop session in a Handbook for Effective Literacy Practices.

1. Match Books to Strategies

In this activity, you will target specific comprehension strategies and identify books from your classroom library and school that best support teaching the strategy.

Selecting appropriate books for explicit and strategic instruction is an essential component of planning a successful comprehension strategy lesson. When making decisions for teaching comprehension you should match the book to the strategy:

- Target specific comprehension strategies you would like to teach your class.
- Identify books from your classroom library and around your school that would be effective in supporting each specific comprehension strategy.
- To add a level of higher understanding, identify a theme for each book. Encourage children to make connections between their own experiences and the events in the story, and relate them to the theme.
- Record this information on searchable index cards.

For example:

Title	Strategies	Theme
<i>Frog and Toad</i>	Organizing Information: story structure	Friendship
<i>Brave Irene</i>	Elaborating on Ideas: character description	Reaching goals

Here are some suggestions of genres that are useful in teaching the following strategies:

Genre	Strategies
Folk Tales	Story structure, summarization
Fables	Cause/Effect
General Fiction	Character change
Realistic Fiction	Making connections with child's own experiences
Non-fiction	Sorting and categorizing

Put It Into Practice, cont'd.

You may also choose to arrange these titles by reading format—those books that are best used as read-alouds, shared reading, or guided reading groups.

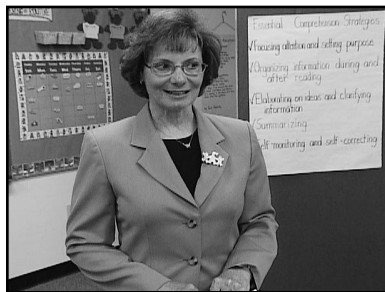
Assignment: Submit a list of books from your classroom library and the strategies and themes they support.

Idea: Try this activity with other teachers in your study group or with teachers during grade-level meeting times.

2. Develop a Lesson Plan

In this activity, you will use the research-based principles presented in the lecture and the reading to develop a lesson plan for teaching comprehension strategy.

As you watch the video segment, note the issues the workshop participants considered in their planning.



Video Segment: Develop a Lesson Plan (approximate times: 40:00–49:05): Find this segment approximately 40 minutes after the beginning of the video. Watch for about 9 minutes. Use the video image at left to locate where to begin viewing.

The workshop participants design a lesson plan for the story *Stone Soup* in grade-level groups.

FACILITATOR'S NOTE: Show this clip before the end of the session, or loan out the tape for participants to watch.

Before planning your lesson:

- Think about these questions based on the video segment:
 - How did the workshop participants' planning reflect the principles of explicit and strategic instruction?
 - What should you consider when selecting books to teach?
 - How would you have changed or modified the instruction to meet the needs of your students?
- Review the principles of explicit and strategic instruction using Dr. Paratore's lecture posters and your notes.
- Copy the Lesson Plan Template (page 106) and use it to develop your lesson.

Structure your lesson plan around a book you have taught or plan to teach to your students. Identify the comprehension strategy you want to target. When planning the different stages of your lesson, consider the following questions:

- Introduction of the Strategy
 - What supporting activities could you use to introduce the strategy?
 - How will you provide background knowledge? Introduce new vocabulary?
- Modeling and Demonstration
 - How will you model and demonstrate the strategy? Will you use other texts?
 - What support materials are needed?

Put It Into Practice, cont'd.

- Guided Practice
 - How will you prepare students to read the selection?
 - How will you scaffold student learning as they use the strategy in their reading? How will students respond to their reading using the strategy?
- Independent Practice
 - How will students apply the strategy independently?
 - What activities will allow them to apply the strategy concept? How will they demonstrate effective strategy use?

Assignment: Submit your lesson plan.

3. Create a Handbook

In this ongoing project, you will collect literacy resources in a Handbook for Effective Literacy Practices (see page 6) to use in your classroom.

Today, you will create a section focused on comprehension strategies and instruction. Include resources you already use and plan to use in the future. Place these resources in the section for **Comprehension and Response**. You may want to include:

- the matched books and strategies you compiled in Activity 1
- the lesson plan you developed in Activity 2
- a list of books used specifically for modeling and demonstrating
- graphic organizers for organizing information
- other lesson plans you have designed for comprehension instruction
- a list of books that are versions of the same story
- questions for response (efferent and aesthetic) to use with any book
- postreading written response questions to use with any book
- easy books for struggling readers to practice strategies

Assignment: Submit a copy of your completed Handbook at the end of the workshop series. **Idea:** Do this activity with your colleagues to create a comprehensive collection of resources and instructional plans.

Assignments

If you are taking this workshop for credit or professional development, submit the following assignments for session 4: Comprehension and Response.

1. Session Preparation

Complete the Comprehension Instruction Chart.

2. Extend Your Knowledge

Read the selected passages and respond to the questions that follow.

3. Reflect on Your Learning

Review and complete your notes. Write a final reflection on the session.

4. Match Books to Strategies

Submit a list of books from your classroom library and the strategies they support.

5. Develop a Lesson Plan

Develop a comprehension lesson centered on a book you have taught or plan to teach.

6. Create a Handbook

Submit a copy of your completed Handbook at the end of the workshop series.

For Next Session

Go to session 5: Before You Watch. Review the Video Summary and complete the Session Preparation activities.

Related Resources

Blachowicz, C., and D. Ogle. *Reading Comprehension: Strategies for Independent Learners*. New York, N.Y.: Guilford Press, 2001.

Cunningham, P. M., and R. L. Allington. *Classrooms That Work: They Can All Read and Write*. New York, N.Y.: Longman, 1999.

Gambrell, L. B., and A. L. Dromsky. "Fostering Reading Comprehension." In Strickland, D. S. and L. M. Morrow, eds. *Beginning Reading and Writing*. New York, N.Y.: Teachers College Press, 2000.

Harvey, S., and A. Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, Maine: Stenhouse, 2000.

Keene, E. O., and S. Zimmerman. *Mosaic of Thought: Teaching Comprehension in a Readers' Workshop*. Portsmouth, N.H.: Heinemann, 1997.

Miller, D. *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Portland, Maine: Stenhouse, 2002.

Pearson, P. D., et al. "Developing Expertise in Reading Comprehension." In Samuels, S. J., and A. Farstrup, eds. *What Research Has To Say About Reading Instruction*. 2d ed., 145–199. Newark, Del.: International Reading Association, 1992.

Pressley, M., et al. *Learning To Read: Lessons From Exemplary First-Grade Classrooms*. New York, N.Y.: Guilford Press, 2001.

Rosenblatt, L. *Literature as Exploration*. New York, N.Y.: Modern Language Association, 1983.

Rosenblatt, L. *The Reader, the Text, and the Poem*. Carbondale, Ill.: Southern Illinois University Press, 1978.

Snow, C. E., M. S. Burns, and P. Griffin. *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press, 1998.

Related Research

Durkin, D. "What Classroom Observations Reveal About Reading Comprehension Instruction." *Reading Research Quarterly* 14 (1978): 481–533.

Rosenblatt, L. *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Carbondale, Ill.: Southern Illinois University Press, 1978.

Classroom Excerpts Used in the Video

Classrooms shown in the video session are from *Teaching Reading K–2: A Library of Classroom Practices*.

Building Oral Language with Cindy Wilson

Promoting Readers as Leaders with Valerie Kostandos

Staying on Topic with Martha Duran-Contreras

Students Making Choices with Becky Pursley



Instructions:

Complete this chart by considering the factors related to reading comprehension. Then, list what you do to address each factor in your instruction. Finally, list questions/challenges you have about effectively teaching reading comprehension.

Comprehension Instruction Chart

Factors Related to Comprehension	Issues to Address	Challenges/Questions
Reader		
Text		
Context (Purpose)		



Instructions:

As you watch Dr. Paratore's lecture, use the posters to note important information.

Session 4: Comprehension and Response Lecture Poster 1

Essential Comprehension Strategies
Focusing attention and setting purpose
Organizing information during and after reading
Elaborating on ideas and clarifying information
Summarizing
Self-monitoring and self-correction



Instructions:
As you watch Dr. Paratore's lecture, use the posters to note important information.

Session 4: Comprehension and Response Lecture Poster 2

Explicit Instruction	
Demonstration	
Guided Practice	
Independent Practice	

Instructions:
As you watch Dr. Paratore's lecture, use the posters to note important information.

Session 4: Comprehension and Response Lecture Poster 3

Strategic Instruction
Explains what to do
Shows how to do it
Explains when and why the strategy is useful



Instructions:

As you watch Dr. Paratore's lecture, use the posters to note important information.

Session 4: Comprehension and Response Lecture Poster 4

Effective teachers consider:	
Purpose of response	<ul style="list-style-type: none">• Aesthetic• Efferent
Context for response	<ul style="list-style-type: none">• Collaborative• Individual
Types of response	<ul style="list-style-type: none">• Journal Writing• Oral Discussion



Lesson Plan Template

Reading Selection: _____

Focal Strategy: _____

Effective Instruction is:

Strategic - Explains to Students

- What to do
- How to do it
- When and why it is useful to them

Explicit

- Shows students what to do
- Helps them to do it
- Provides opportunity for independent practice

1. Introduction of the Strategy
2. Modeling the Process
3. Guiding Practice
4. Independent Practice

Name: _____ Grade: _____