A Teacher’s Tool to Develop Proficient Readers

<table>
<thead>
<tr>
<th>Read Aloud/Think Aloud</th>
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</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>Phonics</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension</td>
</tr>
<tr>
<td>Upper Grades Strategies</td>
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<tr>
<td>Final thoughts...</td>
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</tbody>
</table>
What do Skillful Readers do?

- Researchers have concluded that a skilled reader’s eyes make thorough movements across the text, jumping and hopping across some text and fixating in other places (while deciphering words).
- Skilled readers read almost every word, skipping a few words like the and and.
- Rapid and automatic word recognition is a critical skill for expert reading.
- Good readers quickly break words into chunks and syllables.
- Skilled readers use their vocabulary to make connections.

Predicting Reading Problems...

- Studies have shown that reading failure is avoidable if children who demonstrate warning signs are identified in kindergarten.

What are we looking for, assessing and providing strong instruction in?

- Speech sound awareness (phoneme awareness)
- Knowledge of letters
- Speed in naming series of objects (colors, numbers, letters)
- Vocabulary
- Familiarity with print

Sample Vocabulary from Curious George Gets a Medal

<table>
<thead>
<tr>
<th>curious</th>
<th>hurled</th>
<th>professor</th>
<th>escape</th>
<th>lather</th>
<th>blotter</th>
<th>grazing</th>
<th>groping</th>
</tr>
</thead>
<tbody>
<tr>
<td>funnel</td>
<td>latch</td>
<td>lever</td>
<td>rattling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>squealing</td>
<td>grunting</td>
<td>permit</td>
<td>launch</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Think of the impact on vocabulary with upper elementary and middle grades teachers reading aloud upper level books with more advanced vocabulary!

What do you mean “THINK ALOUD”?

- The Think Aloud strategy helps readers think about how they make meaning and connect with the text.
- This strategy must be shown and modeled again and again for students to understand it.
- You will verbally share connections that you have with the text. (“This makes me think of…” “Oh, that reminds me of when I…”)
- Plan ahead and use post-it notes to help you generate connections.
- As students learn to think aloud, their comprehension will improve. Eventually, the thinking aloud will transform into thinking silently while reading.

Why Read Aloud?

- Develops background knowledge
- Builds vocabulary
- Develops familiarity with language patterns
- Develops familiarity with story structure
- Assists in acquiring familiarity with the reading process
- Demonstrates reading as a pleasurable activity
- Appropriate for all levels of learners

Making Connections while Thinking Aloud

Text to Self

- When reading this text, how does this story relate to your life? “This story reminds me of when I was little and would splash in mud puddles.” Use think-pair-share and let partners share connections or in small group to actively involve all students.

Text to Text

- This strategy helps students make connections with previous texts that have been read or when doing an author study. These connections help students better understand the text and even make predictions of what may occur. Graphic organizers such as Venn diagrams are great tools to use to enhance these connections.

Text to World

- This strategy helps students make connections with everyday applications. “How does this text connect to something going on in the world right now?” Great higher-order thinking can result from these discussions!

Check out these Instructional videos...

http://www.youtube.com/watch?v=I6S3JN_7wac&feature=related

http://www.youtube.com/watch?v=1Z9CFSlxvk&feature=related

Thinking Aloud with Fiction and Non-Fiction

Making Connections
Phonemic Awareness

**Examples:**
- appeals to children of all ages and can provide direct focus on specific sounds.
- Using alliteration is a great strategy for introducing new sounds. Alliteration is defined as a repetition of the same initial consonant sound.

### Did you know?
- Preschool-age children’s awareness of phonemes has been shown to hold singular predictive power, statistically accounting for as much as 50% of the variance in their reading proficiency at the end of first grade.
- Measures of preschool-age children’s level of phonemic awareness strongly predict future success in learning to read.

### Alliteration for Phonemic Awareness

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counting Words in a Sentence</strong></td>
<td>Write a short sentence on a sentence strip. Have the child place a unifix cube under each word. Count the words.</td>
</tr>
<tr>
<td><strong>Un-compound this Word</strong></td>
<td>See if students can segment compound words—Example: Cowboy—Say it without the “boy” - cow. Outside—Say it without the “side” - out.</td>
</tr>
<tr>
<td><strong>Initial letter sounds</strong></td>
<td>Sing this song to the tune of “Old MacDonald Had a Farm” “What’s the sound that starts these words: Turtle, time and teeth /t/ is the sound that starts these words Turtle, time and teeth. With a /t/ /t/ here and a /t/ /t/ there Here a /t/ /t/ there a /t/ /t/ everywhere a /t/ /t/ /t/ is the sound that starts these words Turtle, time and teeth.”</td>
</tr>
<tr>
<td><strong>Sing next round with /d/ sounds</strong></td>
<td>daddy, duck and deep.</td>
</tr>
<tr>
<td><strong>Develop ability to hear and make comparisons</strong></td>
<td>Use familiar poems and rhymes and change them to see if students hear the differences:</td>
</tr>
<tr>
<td></td>
<td>- Song a sing of sixpence</td>
</tr>
<tr>
<td></td>
<td>- Baa, baa, purple sheep</td>
</tr>
<tr>
<td></td>
<td>- I’m a little leapot</td>
</tr>
<tr>
<td></td>
<td>- Humpty Dumpty wall on a sat</td>
</tr>
<tr>
<td></td>
<td>- Twinkle, twinkle little car</td>
</tr>
<tr>
<td></td>
<td>- One, two shuckle my boo</td>
</tr>
<tr>
<td><strong>Rhyme through Movement</strong></td>
<td>Use familiar nursery rhymes while students are in a circle. The leader goes around the inside of the circle touching the two fists of all students while everyone says the nursery rhyme. When the nursery rhyme gets to a rhyming word, that student must put his fist behind his back. When both fists are behind the back, the student is out of the game. The child with a remaining fist out is the winner.</td>
</tr>
<tr>
<td></td>
<td>Hall &amp; Moat (1999)</td>
</tr>
<tr>
<td><strong>While teaching phonemic awareness to students, sing and chant often</strong></td>
<td>Point out sounds and rhymes continually.</td>
</tr>
<tr>
<td><strong>Beanbag toss</strong></td>
<td>In a circle, the beanbag is tossed as students complete the sentence with rhyming words to fill in the blank: The ship is loaded with ________ (cheese, peas, fleas, bees, trees, etc.). Change the rhyming word. Differentiate for higher level learners and involve rhyming words such as: Barking—parking Burning—turning Mixing—fixing Ringing—singing Looking—cooking Adams, et al. (1998)</td>
</tr>
</tbody>
</table>

### Activities

- **Develop ability to hear and make comparisons**—Use familiar poems and rhymes and change them to see if students hear the differences:
  - Song a sing of sixpence
  - Baa, baa, purple sheep
  - I’m a little leapot
  - Humpty Dumpty wall on a sat
  - Twinkle, twinkle little car
  - One, two shuckle my boo

- **Rhyme through Movement**—Use familiar nursery rhymes while students are in a circle.
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- **While teaching phonemic awareness to students, sing and chant often**. Point out sounds and rhymes continually.
  - **Beanbag toss**—In a circle, the beanbag is tossed as students complete the sentence with rhyming words to fill in the blank: The ship is loaded with ________ (cheese, peas, fleas, bees, trees, etc.). Change the rhyming word. Differentiate for higher level learners and involve rhyming words such as: Barking—parking Burning—turning Mixing—fixing Ringing—singing Looking—cooking Adams, et al. (1998)
Phonics instruction is designed for beginning readers in the primary grades who are learning the alphabetic system. Phonics instruction is also appropriate for students having difficulty learning to read.

The English language is complex. In teaching phonics, we want students to understand not simply that /j/ can be spelled with a j, g, or dge but also understand the conditions these spellings are most likely to occur. The understanding of these generalizations is necessary for proficient reading and writing. As complex and numerous as they are, almost none is 100 percent reliable. Common generalizations are included here with examples and exceptions.

### Some Common Vowel Generalizations

- If there is one vowel letter in an accented syllable, it has a short sound (Ex: city, exception: lady).
- When a word has only one vowel letter, the vowel is likely to be short (ex: lid, exception: mind).
- When two vowels appear together in a word, the long sound of the first one is heard and the second is usually silent (ex: seat, exception: chief).


### Phonics is understanding what sounds a letter can make under certain conditions. It is one of the cues, or clues, readers use to figure out words.

Beers (2003)

#### Definitions:
- **Graphemes**—Graphemes are the letters of our alphabet. We have 26 graphemes in our written alphabet.
- **Phonemes**—Phonemes are the smallest unit of sound. The word cat has three graphemes [c, a, t] and three phonemes [/k/, /a/, /t/].
- **Rimes**—A rime is a vowel and any consonant that follow it in a syllable (in the word cat, /-at/ is the rime).
- **Onsets**—The onset is the consonant before the vowel (in the word that, /-th/ is the onset).
- **Consonant teams (consonant digraphs)**—Consonant teams occur when two or three consonants appear together to create a single sound.
- **Consonant blends**—When consonants are combined to create sounds that blend together, they form a consonant blend.

#### Common Phonics Generalizations

**Consonants:**
- When two of the same consonants appear side by side in a word, only one is heard (Ex: berry, Exception: suggest)
- When the letter c is followed by the letter o or a, the c makes the /k/ sound (ex: cat)
- The digraph ch is usually pronounced /ch/ as in chair. (Exception: chef)
- When letters c and h appear side by side in a word, they stand for only one sound (rich).
- The letter g often has a sound similar to j in jump when it comes before i or e (ex: ginger, exception: give)
- When a word ends in ck, it has the /k/ sound (ex: sick).
- When the letters gh appear together, the letters gh are silent (flight)
- When words begin with kn, the k is silent (Know).
- When words begin with wr, the w is silent (Wrong).

Adams (1995)

#### Vowel Generalizations...

- The letter w is sometimes a vowel and follows the vowel digraph rule (ex: snow, exception: few)
- The letter a has the same sound as the /o/ when followed by l, w, and u (ex: fall, exception: canal)
- In ay, the y is silent and gives a its long sound (ex: play, exception: bayou).
- When the letter a followed by the letter r and final e, we typically hear the sound that is in care (ex: dare, exception: are)
- When the letter i is followed by the letters gh, the letter i typically stands for its long sound and the gh is silent (ex: high, exception: neighbor).

Beers (2003)

#### Syllabication rules:

- Every syllable usually has a vowel sound.
- A word usually has as many syllables as it has vowel sounds.
- Vowel teams should not be separated into different syllables (ai, ay, ee, ea, ow, oo, io, ou, ie, ei)
- When a word has two consonants together in the middle of a word, divide between the two consonants (VC.CV) (examples: yellow, ad/mire, con/test)
- When a word has one consonant between two vowels, divide between the first vowel and consonant (CV/CV divides as V/CV—pi/lot)
- When a word has one consonant between two vowels and the consonant is an x, divide after the x
- When a word has a consonant plus le, the consonant le make the last syllable (lit/tle, sy/lfa/ble)

Klijn 2011
### Strategies to help students become more fluent readers...

- Have students read passages repeatedly while offering guidance and feedback.
- Provide students with models of fluent reading (either with you reading to students or allowing them to listen to a recording of a fluent reader).
  - Read aloud daily to students.
  - Use expressive and show students how a reader's voice can help the written text make sense.
  - After you model fluent reading, have the students read the passage. Researchers have found that usually having students read a text four times is sufficient to improve fluency (if at the appropriate level).
- Ensure that the books that students are choosing to read are at their independent level of reading ability.
- Poems are often well suited to practice fluency since poems for children are usually short and include rhythm and rhyme.

### A Teacher’s Self-check on Promoting Fluency

- How often do you give students instructional or independent-level texts to read?
- How much time in class do you give your students?
- How often do you read aloud to students?
- When struggling readers read aloud, do you correct their mistakes or prompt them to correct their own mistakes?
- What prompts do you offer to struggling students beyond “sound it out”?
- Do you remind students to transfer what they do with oral reading to their silent reading?

### Text Levels for Fluency

<table>
<thead>
<tr>
<th>Grade</th>
<th>Oral Rate per minute</th>
<th>Silent Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>70-120</td>
<td>90-120</td>
</tr>
<tr>
<td>4</td>
<td>90-140</td>
<td>110-140</td>
</tr>
<tr>
<td>5</td>
<td>100-150</td>
<td>160-190</td>
</tr>
<tr>
<td>6</td>
<td>110-150</td>
<td>160-190</td>
</tr>
</tbody>
</table>

**Armbruster, Lehr, & Osborn (2003)**

### Fluency vs. Automaticity

Automaticity is the fast, effortless word recognition that comes with reading practice. When students are first learning to read, they may be accurate but slow and inefficient at recognizing words. Continued practice will help word recognition become more rapid, automatic and effortless. Automaticity refers only to accurate, speedy word recognition and does not include reading with expression. Automaticity is necessary for fluency—but it is not sufficient to say that a reader can read fluently.

**Armbruster, Lehr, & Osborn (2003)**

### Activities for Repeated Oral Reading Practice

- Student-adult reading—reading one-on-one with an adult who can provide a model of fluent reading and can offer feedback to the reader.
- Choral reading—reading aloud simultaneously in a group.
- Recorded-assisted reading—reading aloud simultaneously or echoing an audio model.
- Partner reading—reading aloud with a more fluent partner (or of equal ability) who can model fluent reading.
- Readers’ theatre—the rehearsing and performing before an audience of a dialogue-rich script from a book.

**Armbruster, Lehr, and Osborn (2003)**

### Strategies for improving fluency...

- *Improve Students’ Knowledge of High Frequency Words and Sight Words*  
  - **Practice Dolch words**—The Dolch Basic Sight Vocabulary contains 220 words. Although this list was generated decades ago, these words still account for over 50% of the words found in textbooks today.  
  - **Practice Fry’s Instant Word List**—1000 most frequently used words. Of Fry’s words, the first twenty words make up about a third of all printed material. The first hundred words make up about half of all written material, and the first three hundred make up about 65 percent of all written material.
- Give students various opportunities to hear texts with a fluent reader modeling.
- **Teach phrasing and intonation**  
  - Read a sentence aloud and allow students to practice stressing the underlined word:  
    - Please write your name.
    - Please write your name.
    - Please write your name.
- **Read the sentences aloud again changing your voice to reflect the punctuation:**  
  - Please write your name!
  - Please write your name!
  - Please write your name.

**Armbruster, Lehr, and Osborn (2003)**

### More Self-Check questions...

- How often do you discuss with students why you read a passage a certain way?
- Do you ask students to pause while they are reading silently to reflect on how the reading sounds in their heads?
- Do you give students specific instructions before they read silently about how the reading should sound in their heads?

**Beers (2003)**
Vocabulary instruction, like spelling instruction, tends to be one of those things we know we should be doing, but often don’t know much about how best to do it. We fall back on how we were taught vocabulary words. On Monday, teachers give a list of vocabulary words which the students look up definitions. During the week, students memorize the definitions. On Friday, a vocabulary test is given. On Saturday, most students have no memory of what the words were, let along what their meanings are!

We must make the words have meaning and connect to our students’ worlds. Students learn more words when we focus on fewer words and use those words in our own speech. Beers (2003)

Vocabulary in Content Courses

For students who struggle to learn vocabulary words in context, a matrix that shows relationships between terms can be helpful. Interactive discussions produce better vocabulary learning and higher scores on comprehension measure for students who have difficulty learning new words.

Key:
+ = true
- = false
O = opinion
? = unsure

<table>
<thead>
<tr>
<th>For humans</th>
<th>For animals</th>
<th>For storage</th>
<th>Large/lacy</th>
<th>Small</th>
<th>Crude/rough</th>
<th>Permanent</th>
<th>Portable</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>+</td>
<td>-</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>shack</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>?</td>
<td>-</td>
</tr>
<tr>
<td>lean-to</td>
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<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>?</td>
</tr>
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<td>-</td>
<td>+</td>
<td>o</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
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<td>o</td>
<td>o</td>
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<td>+</td>
</tr>
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<td>mansion</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>

Dependent readers can increase their vocabulary when they learn Greek or Latin root words as well as meanings of prefixes and suffixes. See the most common root words, prefixes and suffixes below. Beers

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Examples</th>
<th>Root</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>act</td>
<td>do</td>
<td>action, actor, react, transact, enact</td>
<td>aud</td>
<td>hear</td>
<td>audience, auditorium, audible,</td>
</tr>
<tr>
<td>cred</td>
<td>believe</td>
<td>credit, discredit, incredible, credulous</td>
<td>dic</td>
<td>speak</td>
<td>dictate, predict, verdict</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
<td>autograph, paragraph, telegraph</td>
<td>loc</td>
<td>place</td>
<td>allocate, dislocate, location</td>
</tr>
<tr>
<td>man</td>
<td>hand</td>
<td>manual, manufacture, manipulate</td>
<td>mot</td>
<td>move</td>
<td>demote, motion, motor, promote</td>
</tr>
<tr>
<td>ped</td>
<td>foot</td>
<td>pedal, pedestrian, pedestal</td>
<td>pop</td>
<td>people</td>
<td>population, popular, populace</td>
</tr>
<tr>
<td>port</td>
<td>carry</td>
<td>import, export, transport</td>
<td>sign</td>
<td>mark</td>
<td>insignia, signal, signature</td>
</tr>
<tr>
<td>spec</td>
<td>see</td>
<td>inspect, respect, spectacle</td>
<td>tract</td>
<td>pull, drag</td>
<td>attract, contract, subtract, tractor</td>
</tr>
<tr>
<td>vid</td>
<td>see</td>
<td>evidence, video, provide</td>
<td>volve</td>
<td>roll</td>
<td>evolve, involve, revolve</td>
</tr>
</tbody>
</table>

Vocabulary Tree

- **act**: to do, action, actor, react, transact, enact
- **cred**: to believe, credit, discredit, incredible, credulous
- **graph**: to write, autograph, paragraph, telegraph
- **man**: hand, manual, manufacture, manipulate
- **ped**: foot, pedal, pedestrian, pedestal
- **port**: carry, import, export, transport
- **spec**: see, inspect, respect, spectacle
- **vid**: see, evidence, video, provide

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<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad-</td>
<td>to</td>
<td>adapt, addict, admit, adhere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an-</td>
<td>not</td>
<td>anarchy, anorexia, anonymous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>auto-</td>
<td>self</td>
<td>automobile, automatic, autograph</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>co-</td>
<td>together</td>
<td>coauthor, coincide, cooperate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>im-</td>
<td>into</td>
<td>immerse, immigrate, import</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ir-</td>
<td>not</td>
<td>irregular, irresponsible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>subcontract, subject, submarine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| -ade  | action or process | parade, blockade, voyage, marriage, development, government |
| -ant  | one who | assistant, merchant, servant |
| -dom  | state or quality of | boredom, freedom, wisdom |
| -less | without | ageless, careless, tireless |
| -let  | small | leaflet, owllet, starlet |
| -or   | one who | actor, auditor, doctor, donor |
Strategies that Effective Readers Use:

- Activate prior knowledge (schema) before, during and after reading text—connect to what they already know
- Create visual images (and other sensory images) while reading and reflecting
- Draws inferences from text, makes critical judgments, and creates own interpretations
- Ask questions of themselves, the author and the text
- Determine the most important ideas and themes in a text
- Synthesize that they have read.

QAR technique (Question–Answer Relationship)

This technique allows students to categorize questions in terms of how to determine the answer.

<table>
<thead>
<tr>
<th>In the Book QARs</th>
<th>In My Head QARs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right there</strong></td>
<td><strong>Author and Me</strong></td>
</tr>
<tr>
<td>The answer is &quot;right there&quot; in the text—usually fairly easy to find.</td>
<td>The answer is not in the text. You will need to think about what you already know, what the author has stated and how they fit together.</td>
</tr>
</tbody>
</table>

**Think and Search**

The answer is in the story, but the reader may have to put different story parts together to find it.

**On My Own**

The answer is not in the story. You need to use your own experience to answer the question.

Helping students understand inferences...

- What is an inference? An inference is the ability to connect what is in the text with what is in the mind to create an educated guess.
- Many times, students struggle with making inferences and understanding the author's message.
- To help students understand what is meant by inferring, try discussing these bumper stickers/signs:
  - Enter at your own risk. An unknown bacteria is said to be growing in this room. (Hanging on a teenager’s door)
  - I am your coach, not your mother. (Hanging in a locker room)
  - Don’t slow down on my account. But if you don’t, it probably will hurt your account. (Posted on a highway patrolman’s car).

What does scientifically based research tell us about effective comprehension instruction?

Armbruster, Lehn, and Osborn (2003)

Comprehension strategies are conscious plans. These strategies have proven to improve text comprehension:

1. **Teach students to monitor comprehension**—Students are aware of what they understand and what they do not understand. They also know some strategies to resolve the problems in comprehension. Monitoring strategies include:
   - Identify where the difficulty is (“I don’t understand the second paragraph on page 32.”)
   - Identify what the difficulty is (“I don’t get what the author means when she says, ‘This moment was a milestone for me.’”)
   - Restate the difficult passage in their own words (“Oh, so the author means that....”)
   - Look back through the text (“Maybe if I reread the first chapter where this character was described I can figure this out.”)
   - Look forward in the text for information (“The next section shows a picture and includes a passage under the picture that explains what the author is describing.”)

2. **Teach students to use graphic and semantic organizers** to help students focus on text structure as they read, provide tools to examine and visually represent relationships in the text, and help write well-organized summaries of a text.

3. **Teach students to ask and answer questions** (See Upper Grades Strategies—Reciprocal Teaching and QAR)

4. **Teach students to summarize**—determine what is important in what they are reading and condense the information. Instruction in summarizing helps students:
   - Identify the main idea
   - Connect the main or central ideas
   - Eliminate unnecessary information
   - Remember what they have read.

More on Comprehension...
Presenting the text in a natural and readable format:

Reading involves a two-prong attack—cracking the alphabetic code to determine the words and thinking about those words to construct meaning.

Harvey & Goudvis (2000)

Many of the types of reading that adults participate in involve short text reading—newspapers, magazine articles, manuals, cookbooks, brochures, newsletters, reports, etc.). Since much of the reading that students will do as adults involve short text, we need to include short-text instruction in our classroom discussions. The good news is that short text is the most effective type for teaching comprehension!

Choose text pieces based on the following criteria:

- **Content**—Does this text support and build background knowledge of the content that we are teaching? (Making connections for students)
- **Strategy practice**—Will this text require and encourage students to use effective reading strategies—asking questions, clarifying sections of the text, summarizing, etc.?
- **Features**—Does this text include some features such as headings, bold print, captions, etc. to signify important information?
- **Form**—Does this text expose students to a form that the class has not discussed lately—i.e. letters, articles, columns, essays, recipes?
- **Genre**—Does this text add to our collection of various genres—poetry, short stories, nonfiction informational articles, etc.?
- **Text structure/Cue Words**—Does this text include cue words and text structures that will allow the readers to advance their predictions? (For example: When a sentence includes the word *but*, readers should be ready for a change to come, in other words is followed by a definition, and *most important* usually means very important point to remember.
- **Perspective**—Does this text bring a different perspective that will draw students’ attention, enhance classroom discussions and is of high writing quality?

Harvey & Goudvis (2000)

### More on Comprehension

#### Literacy Growth Chart


**Hall & Moats (1999)**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8—9 Years/Third Grade</strong></td>
<td>Reads aloud with fluency and comprehension (grade level fiction and nonfiction). Uses letter-sound correspondence knowledge and structural analysis to decode words. Reads longer fictional selections and chapter books independently. Can identify specific words or phrases that are causing comprehension problems. Can summarize text. Asks how, why and what-if questions in interpreting text. Infers word meaning from roots, prefixes and suffixes. Correctly spells words using spelling patterns and structures.</td>
</tr>
<tr>
<td><strong>10 Years/Fourth Grade and beyond</strong></td>
<td>Reads to learn. Comprehension and fluency continues to improve. Reading for pleasure continues and text complexity grows. Still enjoys being read aloud to and interacting with text and others. Can compare, summarize and synthesize text and make connections to the world.</td>
</tr>
</tbody>
</table>
Often in Science and Social Studies classes, textbooks are the most common reading material. Utilize the SQ3R strategy to:

Survey: Read through CHAPTER HEADINGS
Question: Generate questions based on the HEADINGS
Read: Read each CHAPTER SECTION to answer questions
Recite: Recite or take notes on the HIGHLIGHTS of each section
Review: After reading the whole chapter, review main points

For students struggling to make sense of the textbook, try an add-on to SQ3R... MULTIPASS
MULTIPASS involves much more explicit instruction in how to use headings and chapter questions to identify central concepts. The strategy requires students to make three “passes” over the chapter.

1st PASS—SURVEY
- Read the title and introductory summary sections
- Examine the illustrations
- Read heading to see how the chapter is organized
- Examine the table of content to see the chapter’s relationship to other chapters
- Paraphrase information learned

2nd PASS—SIZE-UP
- Use questions at the end of the chapter, headings and italicized words as clues to key concepts in the chapter
- Generate new questions based on these clues
- Answer the new questions by reading relevant portions of the chapter
- Paraphrase important ideas

3rd PASS—SORT-OUT
- Reinforce understanding by answering questions at the end of the chapter.

Here’s a strategy that has proven to be helpful for struggling students in upper elementary and middle schools—POSSE. This strategy should occur in small, cooperative groups.

| Predict | In looking at the title, headings, and illustrations, students brainstorm a list of predictions about what might be in the chapter and generate questions that they hope will be answered. |
| Organize | Students use graphic organizers (like semantic maps) to organize the ideas of their predictions. |
| Search | Students search for the author’s structure as they read and create a semantic map representing the author’s structure. |
| Summarize | Students summarize main ideas and ask each other questions that they think their teacher will ask. |
| Evaluate | Students compare their predictions with the actual structure of the text. They should clarify portions of the text that was hard to understand and predict the content of the next section. |

Semantic Map example...

Predict:
- Who is involved?
- What might happen?
- What impact did this have?

Organize your thoughts:
- What it looks like
- What happens
- Where it occurs
- Stories about it

Search for structure:
Summarize: What is the main idea? What questions will your teacher ask?
Evaluate: Compare and predict.

Advantages of both MULTIPASS and POSSE:
+ They give students a set of procedures to apply before, during and after reading that help comprehension
+ They improve a student’s memory for what they have read.

More upper grade strategies...

High School Strategies—Asking Questions
QAR Strategies
Reciprocal Teaching Strategies... THIS IS A MUST DO

- Reciprocal teaching is a scaffolded discussion technique built on four strategies that good readers use to comprehend text:
  - Predicting
  - Questioning
  - Clarifying
  - Summarizing

Predict
- Use clues from the text or illustrations to predict what will happen next.
  - I think... because...
  - I’ll bet... because...
  - I suppose... because

Question
- Ask questions as you read.
- Ask some questions that have answers in the text.
- Use the question words who, what, where, when, why, how and what if
- Try asking questions that can be inferred. Use clues from the text plus your experiences.

Clarify
How can you figure out a difficult word or idea in the text?
- Reread, reread. Reread!
- Think about word chunks you know
- Try sounding it out.
- Read on.
- Ask, “Does it make sense?”
- Talk to a friend.

Summarize
Using your own words, tell the main ideas from the text in order.
- This text is about...
- This part is about...

Oczkus (2003)

Title _______________________________________________
Characters __________________________________________________________________________
Setting ____________________________________________________________________________
Problem ____________________________________________________________________________

Gist Statement...
Outcomes __________________________________________________________________________
Unknown Words ______________________________________________________________________
Questions to research...
1. ________________________________________________________________________________
2. ________________________________________________________________________________
3. ________________________________________________________________________________

It is more critical for dependent readers to talk about what they are reading during the reading experience rather than after it.

During Reading Strategy... Say Something
This strategy is a very simple one that forces students to pause in their reading and respond to the text in some way. The strategy helps students to think about what they are reading—thus making meaning and comprehending. The students set the amount of text they want to read and then pause to “say something”. Students should gather in groups of 2 or 3 people and follow this set of rules:

Rules for Say Something
1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
   - Make a prediction
   - Ask a question
   - Clarify something you had misunderstood
   - Make a comment
   - Make a connection
3. If you can’t do one of those five things, then you need to reread.

Wordle by Meridith "Period G"
### IF...

<table>
<thead>
<tr>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student can call all the words and reads at an expected rate but:</td>
</tr>
<tr>
<td>• Consistently can't answer questions</td>
</tr>
<tr>
<td>• Has trouble asking questions about the text</td>
</tr>
<tr>
<td>• Struggles to discuss the text, always says the reading is “boring” or doesn’t seem to visualize anything while reading</td>
</tr>
<tr>
<td>• Can't think beyond the simple recall level</td>
</tr>
<tr>
<td>• Struggles to understand unknown words</td>
</tr>
<tr>
<td>Then... the student needs help with</td>
</tr>
<tr>
<td>• Vocabulary</td>
</tr>
<tr>
<td>• Making predictions</td>
</tr>
<tr>
<td>• Drawing conclusions</td>
</tr>
<tr>
<td>• Questioning the text</td>
</tr>
<tr>
<td>• Monitoring their own understanding</td>
</tr>
<tr>
<td>• Making connections</td>
</tr>
<tr>
<td>• Sequencing</td>
</tr>
<tr>
<td>• Visualizing</td>
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</tbody>
</table>

<table>
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<tr>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student:</td>
</tr>
<tr>
<td>• Stumbles through words</td>
</tr>
<tr>
<td>• Tries to sound out a lot of words</td>
</tr>
<tr>
<td>• Confuses simple words like were and where</td>
</tr>
<tr>
<td>• Decodes the first few letters and then guesses what the words says</td>
</tr>
<tr>
<td>• Reads very slowly</td>
</tr>
<tr>
<td>• Misspells numerous words</td>
</tr>
<tr>
<td>Then... this student needs help with:</td>
</tr>
<tr>
<td>• Decoding, letter-sound correspondence</td>
</tr>
<tr>
<td>• High frequency words</td>
</tr>
<tr>
<td>• Phonics rules</td>
</tr>
</tbody>
</table>

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<tr>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student:</td>
</tr>
<tr>
<td>• Does not participate in group discussions</td>
</tr>
<tr>
<td>• Does not question what is read</td>
</tr>
<tr>
<td>• Thinks good readers are “just smarter”</td>
</tr>
<tr>
<td>• Is disengaged from reading and many other learning activities</td>
</tr>
<tr>
<td>• Does not appear to put effort into reading assignments</td>
</tr>
<tr>
<td>Then... this student needs help with:</td>
</tr>
<tr>
<td>• Gaining confidence about reading skills</td>
</tr>
<tr>
<td>• Making connections with the text</td>
</tr>
<tr>
<td>• Participating in think aloud/read aloud activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Condition</th>
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</thead>
<tbody>
<tr>
<td>If a student:</td>
</tr>
<tr>
<td>• Has good word attack skills</td>
</tr>
<tr>
<td>• Appears to understand text but resists reading</td>
</tr>
<tr>
<td>• Repeatedly claims reading is boring</td>
</tr>
<tr>
<td>• Reads all text the same way (probably very quickly)</td>
</tr>
<tr>
<td>• Cannot name favorite authors</td>
</tr>
<tr>
<td>• Cannot describe a favorite genre</td>
</tr>
<tr>
<td>Then... this student needs help with:</td>
</tr>
<tr>
<td>• Making connections of text to self</td>
</tr>
<tr>
<td>• Participating in more read aloud/think aloud activities</td>
</tr>
<tr>
<td>• Connecting personal interests with books on those topics</td>
</tr>
<tr>
<td>(Beers, 2003)</td>
</tr>
</tbody>
</table>

### References


*Report of the National Reading Panel: Teaching Children to Read.*