

Teaching Reading Comprehension to Students with Learning Difficulties

Sharon Vaughn, Ph.D.

Elizabeth Stevens, M.A.Ed.

The University of Texas at Austin

The Meadows Center for Preventing Educational Risk

Agenda

1. Reading Comprehension Processes
 - The Reading Comprehension Skills of Good Readers vs. Students with Learning Difficulty
2. Assessing students' reading comprehension
3. Providing Reading Comprehension Instruction to Students with Learning Difficulty
 1. Before Reading
 2. During Reading
 3. After Reading

What does reading comprehension *really* mean?

Refer to pgs. 9-12 in *Teaching Reading Comprehension to Students with Learning Difficulties*

Comprehension Processing

- **Microprocessing**
 - Understanding the idea units within individual sentences
- **Macroprocessing**
 - Understanding ideas across sentences and paragraphs of text
 - Using the organizational structure to identify a coherent representation of the text (e.g., narrative vs. expository text structures)
 - Summarizing text by identifying the most important parts

Comprehension Processing

- **Integration**
 - Understand pronoun referents
 - Infer sequence



Make inferences and connections across sections of text

Example: Michael quickly locked the door and shut the windows. **He** was afraid.

Comprehension Processing

- **Elaboration**
 - Make connections between the text and prior knowledge
 - Make inferences or predictions beyond what is explicitly written in the text

Why is Michael afraid?

I think Michael is afraid because _____.

Comprehension Processing

- **Metacognition**
 - Monitoring for meaning***
 - Do I understand what I've just read?
 - Do I repair my misunderstanding when it breaks down?
 - Do I use strategies purposefully and meaningfully when reading?
 - Taking notes
 - Identifying main ideas
 - Recalling the most important information
 - Rereading sections of the text
 - Utilizing text features

So what does this mean for good readers and students with learning difficulty?

Refer to pgs. 1-8 in *Teaching Reading Comprehension to Students with Learning Difficulties*

What's the big deal about teaching kids to read?

- Gain meaning from text
 - Learn new content
 - Enjoyment
-
- Increasingly, students are expected to learn content (e.g., social studies and science) by reading text
 - Increased literacy state and national standards
 - Improved life outcomes (i.e., college and workplace readiness)

Utilize text structure

Read words accurately and fluently

Monitor for meaning while reading

Good readers

Think about prior content knowledge before reading

Infer, summarize, visualize

Make and revise predictions

Set a purpose / goals for reading

Struggling readers

Lack vocabulary or background knowledge

May not make connections with prior text or learning

Lack motivation and interest

Lack fluent and accurate word reading

Lack strategies to repair misunderstanding when it occurs

May not monitor for meaning

Strategy use is inconsistent and may not be purposeful

Durkin's observation studies

What did we learn from this landmark work in the field of reading instruction?

- Explicit comprehension instruction
 - More than just discussing the skill
 - Show students the skill and follow-up with practice
- Time in text matters
- Actively engaged with text

Reading comprehension instruction matters!

- Explicit instruction (I do, we do, you do)
- Teach comprehension strategies that
 - Support monitoring for meaning
 - Before
 - During
 - After
 - Monitor students' progress and adjust instruction accordingly

How should I assess students' reading comprehension?

Refer to pgs. 14-47 in *Teaching Reading Comprehension to Students with Learning Difficulties*

Identify the purpose of the assessment

- Compare student's performance to a normed sample
- Compare student's performance to a pre-established criterion for his or her grade level
- Inform instruction
- Identify why the student is struggling to understand text

Formative vs. summative

Traditional measures of reading comprehension

- Traditional measures of reading comprehension (e.g., recall, multiple choice, cloze task)
 - Do provide an indication as to whether or not the student is struggling
 - Don't provide the whole picture
 - Don't tell us why the student is struggling
 - Don't provide information as to the strategies or thought process students' use while reading

So...

Reading comprehension assessment should

- Identify how well a student understands text, level of performance

AND

- The instruction needed to improve his or her comprehension

Type	Examples
Norm-referenced test	Gates-MacGinitie Reading Test 4 th Edition Stanford 10 Reading Test
Criterion-referenced test	Qualitative Reading Inventory (QRI), 5 th Ed Developmental Reading Assessment (DRA)
Curriculum-based assessment	Maze fluency measure
Curriculum-based measure	(a type of CBA) Oral Reading Fluency (ORF)
Interviews and questionnaires	Strategy Interview Metacognitive Awareness of Reading Strategies Inventory
Observation	Observation checklist Reading Behavior Checklist
Retelling	Tell me as much information as you can remember from the passage.
Think-aloud	Ask student questions to elicit his or her thinking before, during, and after reading

When selecting an assessment:

- Use a combination of measures
- Consider the length of time needed to administer the test
- Consider the purpose of each test
- Assess often to monitor growth

Reading Comprehension Instruction

Explicit Instruction

Explain

Model: I do it

Guided Practice: We do it

Student practice: You do it

Feedback with correction and
direction

What do we know about literacy instruction for struggling adolescents?

- IES (2008) recommendations for adolescent literacy:
 - 1. Provide explicit vocabulary instruction.
 - 2. Provide direct and explicit comprehension strategy instruction.
 - 3. Provide opportunities for extended discussion of text meaning and interpretation.
 - 4. Increase student motivation and engagement in literacy learning.
 - 5. Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists.

Reading Comprehension Instruction Roadmap

Lesson Component	Instruction / Strategy
Before Reading	<ul style="list-style-type: none">• Explicit vocabulary instruction<ul style="list-style-type: none">• Vocabulary map<ul style="list-style-type: none">• Morphemic analysis• Contextual analysis• Build Background Knowledge
During Reading	<ul style="list-style-type: none">• Asking and answering questions• Clunks• Get the gist
After Reading	<ul style="list-style-type: none">• Gist to summary• Wrap-up• Continued vocabulary instruction

Vocabulary Characteristics of Students with Underdeveloped Language Skills

- Students exhibit difficulties with the rule-governed structure of language.
- Students do not acquire the meanings of words as quickly as students with rich vocabularies.
- Students may interpret meanings literally and miss the nuances and connotative meanings of words.

Refer to pgs. 48-57 (Vocabulary instruction) in *Teaching Reading Comprehension to Students with Learning Difficulties*

Vocabulary Characteristics of Students with Underdeveloped Language Skills(Continued)

- Students may lack an understanding of the semantic connections between words.
- Students may exhibit difficulties remembering the meanings of words.
- Students may lack effective strategies to learn and remember word meanings.
- Students may understand one meaning of a word while they struggle to understand another meaning (i.e. depositing money at the *bank* verses standing on the river *bank*)

How Do We Choose Words to Teach?

Questions to ask when planning vocabulary instruction:

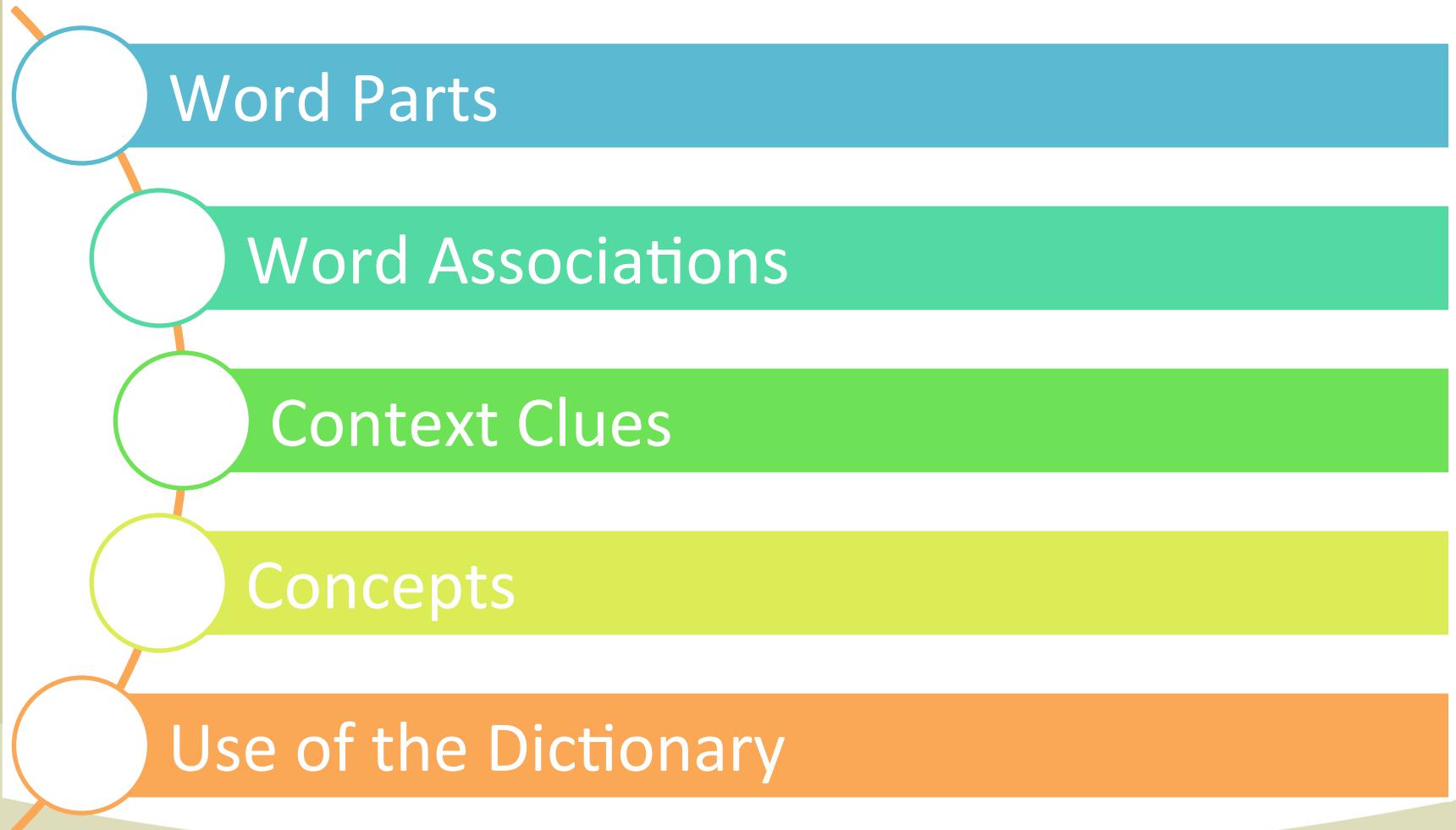
1. What do students know about the topic for instruction?
2. What vocabulary is important for understanding the topic and text?
3. Which words will students encounter again and again?

How Do We Choose Words to Teach? (Continued)

Questions to ask when planning vocabulary instruction:

4. To what extent do students already know the vocabulary?
5. What level of vocabulary knowledge is necessary for the students to understand the topic?
6. Will students be able to derive the meaning of the vocabulary from the context?

Strategies for Teaching Vocabulary



Morphology

- Focuses on meaning, including structural analysis, the process of identifying unknown words by using meaningful units of language
 - Base words
 - Compound words
 - Prefixes
 - Suffixes
 - Inflection and roots
- Students learn how these elements can be combined to form words.

Understanding Word Parts

Word parts consist of root words, prefixes, and suffixes.

- They include:

Morphemes

The smallest units of language that convey or modulate meaning (base words, verb tenses, plurals, possessives, affixes, etc.)

Happy is an example of a free morpheme.
Un is an example of a bound morpheme.

Base Words

Word parts that convey most of a word's meaning

Observe is the base word of *observation*.

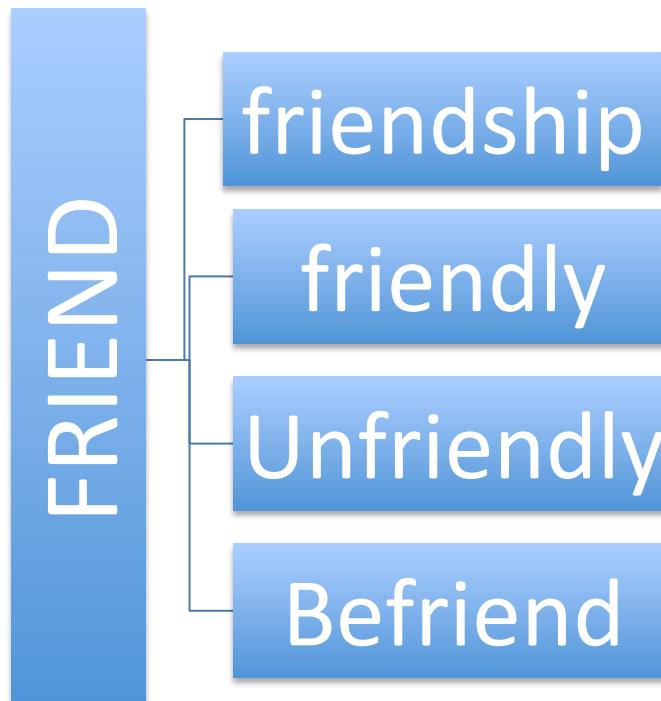
Root Words

Word parts that are borrowed from another language

Microscope contains *micro* (Greek) and *scope* (Greek).

Word Webs or Maps

Develop word webs or maps to have students develop knowledge of how prefixes and suffixes change the meaning of words.



Common prefixes

Word Building Prefixes (Common Word Beginnings)

Prefixes	Examples
un- (not, opposite of)	unkind
re- (again)	review
in-, im-, ir-, il- (not)	inaccurate impolite irresponsible illogical
dis- (not, opposite of)	dislike
non- (not)	nonsense
mis- (wrongly)	misguide
sub- (under)	submarine
pre- (before)	precook

Common suffixes

Word Building Suffixes (Common Word Endings)

Suffixes	Examples
-s or -es (plurals)	frogs boxes
-ed (past tense)	played
-ing (present tense)	jumping
-er, -or (person)	teacher mayor
-tion (act, process)	election
-ible, -able (can be done)	accessible readable
-ly (characteristic of)	friendly
-ment (action or process)	development
-ful (full of)	thankful
-less (without)	thoughtless

Strategy: Word Association Map

What is it?

- A strategy to introduce associations among words

What does it include?

- Key vocabulary
- Student-friendly definition
- Synonyms
- Antonyms
- Examples and non-examples (images and context)
- Discussion opportunities that connect to students' lives (Turn and Talk)
- When can you use it?
 - As part of the 20-30 minute weekly vocabulary lesson
 - Prior to the lesson

2. Definition

Underline key words.

Occurs when a group of people try to overthrow the government

3. Illustration



4. Context

Circle the correct sentence.

- A. The colonists started a **revolution** because they didn't want to pay more taxes.
- B. After one **revolution** on the merry-go-round, I felt sick.

1. Word: revolution

5. Word Associations

Choose two related words.

- A. song
- B. war
- C. rebellion
- D. animal

6. Example

Write a sentence or definition that uses the word.

7. Word Building

Use the vocabulary word to write another real word.

Turn and Talk

If you were a colonist living in Texas long ago, would you have supported the revolution? Why or why not?

"I would/would not have supported the revolution because _____."

Strategy: Contextual Analysis

What is it?

- A strategy to teach the use of context clue types to figure out word meaning

What does it include?

- Vocabulary words
- Examples of types of context clues

When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson

2. Definition

Underline key words.

A way of life

3. Illustration



4. Context

Circle the correct sentence.

- A. The scientist examined the bacteria **culture**.
- B. People from different backgrounds have different **cultures**.

1. Word: culture

5. Word Associations

Choose two related words.

- A. tiger
- B. community
- C. traditions
- D. vulture

6. Example

Write a sentence or definition that uses the word.

Turn and Talk

How would you describe the food and shelter of your culture?

"In my culture, _____."

2. Definition

Underline key words.

A large amount of something

3. Illustration



4. Context

Circle the correct sentence.

- A. There is an **abundance** of fish in the river.
- B. Use the **abundance** to repair your car engine.

1. Word: abundance

5. Word Associations

Choose two related words.

- A. shortage
- B. plenty
- C. vegetables
- D. quantity

6. Example

Write a sentence or definition that uses the word.

Turn and Talk

Do you have an abundance of something at your house? Explain.

"I have an abundance of _____."

2. Definition

Underline key words.

To announce firmly or officially

3. Illustration



4. Context

Circle the correct sentence.

- A. The 13 colonies **declared** independence from Great Britain.
- B. I **declared** my lunch for tomorrow.

1. Word: declare

5. Word Associations

Choose two related words.

- A. quiet
- B. hide
- C. reveal
- D. proclaim

6. Example

Write a sentence or definition that uses the word.

Turn and Talk

Have you ever declared something to others?

"I declared _____."

Context Clues

- **What are context clues?**
 - Context clues are pieces of information that help the reader figure out the meaning of a word from the text that surrounds it.
- **How can they be used to teach vocabulary?**
 - An unknown word in context may be deciphered from the meaning of other words within a sentence and from the position of the word within the sentence.

Where are Context Clues Located?

- Context Clues:
 - Definitions are often hidden **between two commas** following the word.
 - Sometimes they are found right **before the word** or directly **after the word**.
 - Other times, the **sentences surrounding the word** will give us an idea of what the word means.

Types of Context Clues

Type	Example
Definition: The word is usually defined in the sentence in which it appears.	If disease reaches your bronchial tubes, cilia —tiny hair-like structures—are another barrier to infection.
Description: The word is described by the context so that the reader can usually figure out its meaning.	After taking a spill on her bike, she was able to stand up, get back on the bike, and pedal away of her own volition .
Contrast: The word is compared with some other word, usually as an antonym.	Unlike stratus clouds , cumulus clouds are thick, dark clouds with dome-like features that produce storms.
Comparison/Analogy: The word is compared with another word or phrase to illustrate the similarities between them.	Samuel was exhausted after the inquisition , which was like being in a boat on rough seas.
Synonym: The word is compared to another word with a similar meaning.	The South felt that all states had the right to nullify , or reject, the laws they didn't like.

How can you incorporate context clues in the word association map?

2. Definition

Using the context, write a simple definition of the word.

Word location:

Texas Secedes section

Circle clue type: definition synonym general

Your definition:

3. Illustration



4. Context

Circle the correct sentence.

- A. Texas **seceded** from the United States to form a new country, the Confederate States of America.
- B. If you work hard, you will **secede**.

1. Word: secede

5. Word Associations

Choose two related words.

- A. leave
- B. remain
- C. join
- D. split

6. Example

Write a sentence or definition that uses the word.

Turn and Talk

Have you ever seceded from a group? Why?

"One time I seceded _____."

2. Definition

Using the context, write a simple definition of the word.

Word location:

An Act of War section

Circle clue type: definition synonym general

Your definition:

3. Illustration



4. Context

Circle the correct sentence.

- A. The rabbit likes to **boundary** across the field.
- B. A river can be a **boundary** between two countries.

1. Word: boundary

5. Word Associations

Choose two related words.

- A. jump
- B. border
- C. line
- D. hop

6. Example

Write a sentence or definition that uses the word.

Turn and Talk

Texas uses rivers to mark boundaries. Why is this a good idea?

"Rivers make for good boundaries because _____."

Reading Comprehension Instruction Roadmap

Lesson Component	Instruction / Strategy
Before Reading	<ul style="list-style-type: none">• Explicit vocabulary instruction<ul style="list-style-type: none">• Vocabulary map<ul style="list-style-type: none">• Morphemic analysis• Contextual analysis• Build Background Knowledge
During Reading	<ul style="list-style-type: none">• Asking and answering questions• Clunks• Get the gist
After Reading	<ul style="list-style-type: none">• Gist to summary• Wrap-up• Continued vocabulary instruction

Building Background Knowledge

- What is it?
 - Students existing knowledge about a topic, skill, or idea
- Why is it important?
 - Students who lack BK have difficulty integrating new knowledge into their existing knowledge-base
 - May have difficulty understanding the text
- How do you build students' background knowledge?

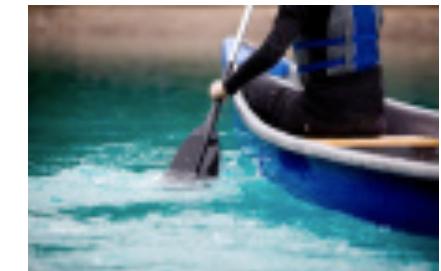
What background knowledge do students need to understand this text?

In the late 1800s, People used the railroad system to travel around Texas and the United States. Did you know that some people also traveled along rivers? At first it was very difficult to travel by river. Passengers traveled on a flatboat. The flatboat could only travel downstream with the flow of the river. The boats moved very slowly. Passengers had only a tent-like shelter. The ride was long and uncomfortable. Once the boat reached its destination, the boatmen took the boat apart, sold the wood, and walked home.

What do students need to know to understand this paragraph?

What background knowledge do students need to understand this text?

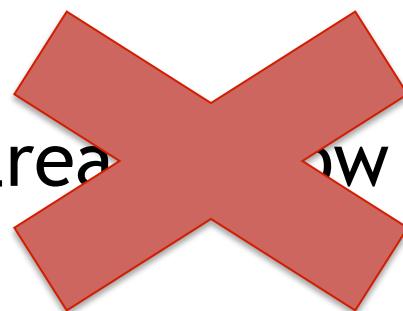
- Some understanding of river travel / time period
- Visualization of a ‘boat’
 - Depends on prior knowledge / exposure / experience
 - Fishing boat
 - Speed boat
 - Canoe
 - Ship





Building Background Knowledge

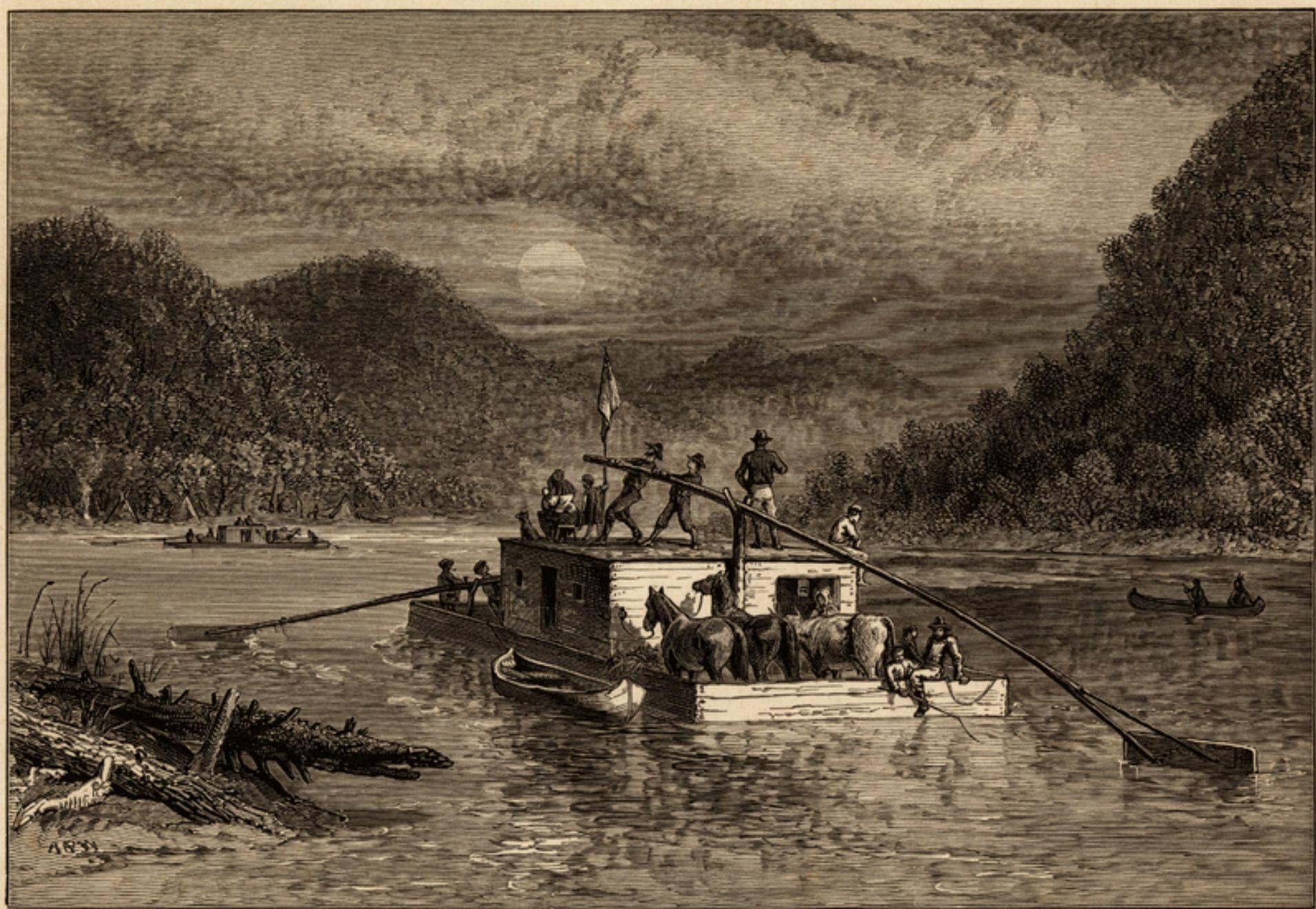
What do you already know about this topic?



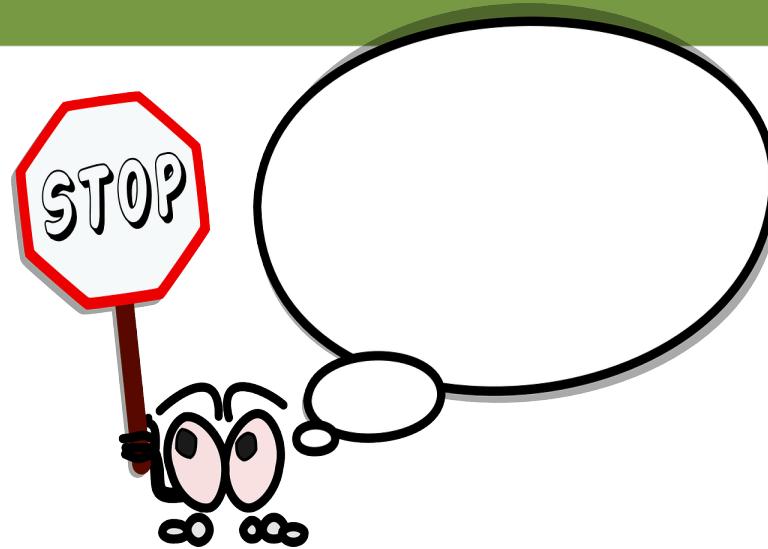
Building background knowledge vs. activating prior knowledge

Building Background Knowledge

1. State the big idea of the unit / topic
2. Connect new learning to prior learning
3. Select a tool for building BK
 - Use a visual, video clip, or read-aloud
4. Explain new information / concepts
 - Tell important information
5. Ask questions to prompt discussion and to highlight the important information students need to know before reading



Activating Background Knowledge



Is there a time when it's okay to ask:

What do you already know about _____?

Building background knowledge vs. activating prior knowledge

Activating Background Knowledge

1. State the big idea of the unit / topic
2. Connect new learning to prior learning
3. Ask questions about what students have already learned about the topic

Purpose: Bring students' existing knowledge to the forefront of their minds in preparation for reading the text

Activating Background Knowledge

Here's an example...

Suppose students already read the passage on flatboats.
Next they will read about the steamboat.

1. State the big idea of the unit / topic
2. Connect new learning to prior learning
3. Ask questions about what students have already learned about the topic

Reading Comprehension Instruction Roadmap

Lesson Component	Instruction / Strategy
Before Reading	<ul style="list-style-type: none">• Explicit vocabulary instruction<ul style="list-style-type: none">• Morphemic analysis• Contextual analysis• Build Background Knowledge
During Reading	<ul style="list-style-type: none">• Asking and answering questions ←• Clunks• Get the gist
After Reading	<ul style="list-style-type: none">• Gist to summary• Wrap-up• Continued vocabulary instruction

Asking questions while reading

Question Type	Answer	Examples
Who	A group or group of people	Who was the general of the Mexican Army? Who were the Caddo Indians?
What	A description or an effect	What is a colony? What impact did European exploration have on Native Americans?
When	Related to time	When was the Battle of the Alamo? When did Christopher Columbus arrive in North America?
Where	A place or location	Where is the Alamo? Where was the first capital of Texas?
Why	A reason or a cause	Why did the cattle industry change Texans' way of life? Why did people immigrate to Texas cities in the early 1900s?
How	A process or a characteristic	How did the colonists gain independence from Mexico? How many Texans fought at the Alamo?

Answering Questions

- Model the question types and the corresponding answers:
 - If I ask a ‘who’ question, what type of answer will you provide?
 - If I ask a ‘where’ question, what kind of answer will you provide?

Question Types

Who?	A person or group
What?	A description or an effect
When?	Related to time
Where?	A place or location
Why?	A reason or cause
How?	A process or characteristic

Refer to pgs. 85-91 (Questioning) in *Teaching Reading Comprehension to Students with Learning Difficulties*

Asking Questions

- Check for understanding
- Vary your question types (Who? When? vs. Why? How?)
- Text evidence
 - Students must support their answers with text evidence, sometimes from various locations in the text
- Question-generation should not fall solely on the teacher
 - (we'll talk more about student-generated questions in the after-reading section)

Answering Questions

Question Types

Who?	A person or group
What?	A description or an effect
When?	Related to time
Where?	A place or location
Why?	A reason or cause
How?	A process or characteristic

Teacher: Why did Europeans want to establish an ocean route to Asia?

Student: ??

Teacher: Check your cue card. If I ask a ‘why’ question, what type of answer will you provide?

Student: a reason or a cause.

Teacher: That’s right! Now reread the paragraph to check for a reason why the Europeans wanted to establish an ocean route to Asia.

Reading Comprehension Instruction Roadmap

Lesson Component	Instruction / Strategy
Before Reading	<ul style="list-style-type: none">• Explicit vocabulary instruction<ul style="list-style-type: none">• Morphemic analysis• Contextual analysis• Build Background Knowledge
During Reading	<ul style="list-style-type: none">• Asking and answering questions• Clunks • Get the gist
After Reading	<ul style="list-style-type: none">• Gist to summary• Wrap-up• Continued vocabulary instruction

Strategy: Clunks

- What is a clunk?

A *clunk* is a word or phrase that the student does not understand.

Refer to pgs. 68, 190-193 (Click and clunk) in *Teaching Reading Comprehension to Students with Learning Difficulties*

Let's try it...

- Read the following selection.
 1. Identify 2 clunks that might be challenging for your students.

The Water Cycle

Water can be found throughout the earth, both in living things and in the physical environment. Most of the water on earth is contained in our oceans. The rest of the water on earth is under ground, in rivers, and in the atmosphere, among other places. Water is constantly moving on, above, and below the surface of the earth as it changes states between liquid, vapor, and ice. This movement of water on, above, and below the surface of the earth is known as the water cycle. The study of the movement and distribution of water on earth is called “hydrology.” (Taken from ReadWorks.org)

Repairing Clunks

How can students repair a clunk?

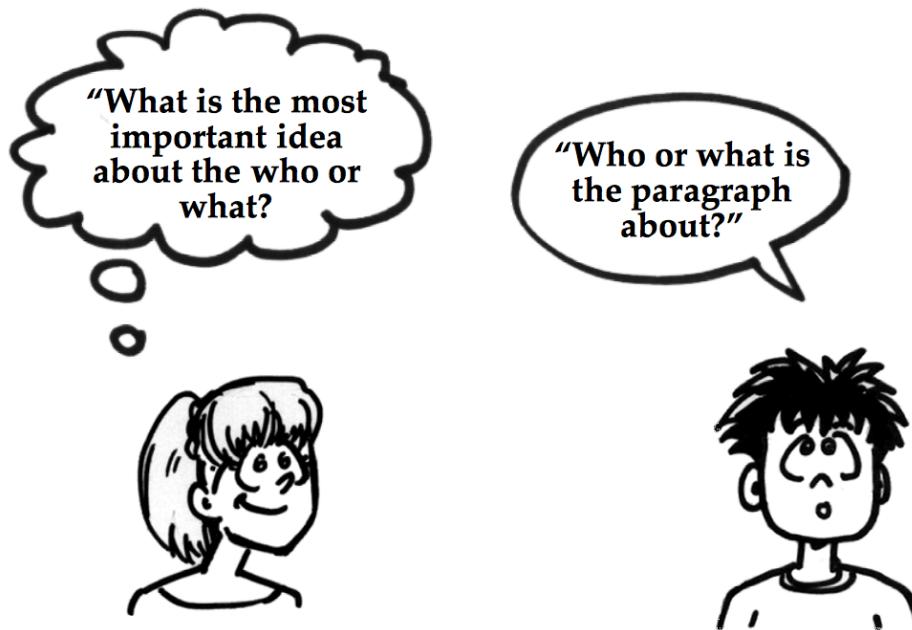
- Reread the sentence / section and look for clues
 - Guess another word that makes sense
 - Look for context clues
 - Look for word parts that you know

Reading Comprehension Instruction Roadmap

Lesson Component	Instruction / Strategy
Before Reading	<ul style="list-style-type: none">• Explicit vocabulary instruction<ul style="list-style-type: none">• Morphemic analysis• Contextual analysis• Build Background Knowledge
During Reading	<ul style="list-style-type: none">• Asking and answering questions• Clunks• Get the gist 
After Reading	<ul style="list-style-type: none">• Gist to summary• Wrap-up• Continued vocabulary instruction

Strategy: Get The Gist Routine

Students summarize the most important idea in the paragraph(s)



Rationale: Helps improve students' understanding and memory of reading material.

Helps students monitor their comprehension by summarizing key information in the paragraph(s).

Refer to pgs. 91-96 and 108-109 (Main idea and summarizing) in *Teaching Reading Comprehension to Students with Learning Difficulties*

Steps for Get the Gist

Steps in the process:

1. Read the section.
2. Ask myself, “Who or what is this about?”
3. Ask myself, “What is the most important idea about the ‘who’ or ‘what’?”
4. Write the gist in 10 words or less.

Sample Gist Graphic Organizer

Vocabulary

disgrace, convince

Paragraph 2

Gist Questions

Who or what is this about? _____

What's the most important idea about the main "who" or "what"?

Gist Statement

Let's try it...

Christopher Columbus was a trader and sea captain. Europeans traded with countries in Asia for many things, including spices and other goods. But traveling from Europe to Asia took a long time and was very difficult. Columbus wanted to save time by sailing west across the Atlantic Ocean. He presented his plan to the king and queen of Spain, who agreed to let him try.

Steps in the process:

1. Read the section.
2. Ask myself, “Who or what is this about?”
3. Ask myself, “What is the most important idea about the ‘who’ or ‘what’?”
4. Write the gist in 10 words or less.

Paragraph 2

Gist Questions

Who or what is this about? *Christopher Columbus*

What's the most important idea about the main "who" or "what"?

wanted to find an ocean route to trade with Asia

Gist Statement

Christopher Columbus wanted to find an ocean route to trade

with Asia.

Get the Gist: Scaffolding

Get the Gist

- What is the most important “who” or “what” in the paragraph?
- Tell the most important idea about the “who” or “what.”
- Write the gist in about 10 words or less.

Get the Gist: Scaffolding

1. Begin teaching the process using pictures
2. Focus on step 1 initially.

Let's see how this works.





Get the Gist: Scaffolding

3. Provide prompts or a cue card for self-questioning to help students identify the most important idea about the WHO or WHAT

4. Practice several times a week until it becomes automatic

Ask yourself:

- Who or what is this paragraph about?
- How do you know?
- What are some things that happen?
- Is there an important place?
- If so, where is it?
- How do you know it is important?
- When does it occur?

Get the Gist: Scaffolding

5. Teach students to use text structure and features as fix-up practices
 - Check the heading for a clue about the WHO are WHAT
 - Use the text structure to inform the main idea
 - Does this paragraph tell about a problem/solution?
 - Is this a compare/contrast paragraph?
 - Does the paragraph describe something?

Get the Gist: Scaffolding

6. Provide sentence frames to support text-based discussions about the main idea

What is the most important “who” or “what” in the paragraph?

The most important “who” / “what” is _____ because
_____.

What is the most important idea about _____ (“who” or “what”)?

The most important idea about _____ is
_____. This is the most important idea because
_____.

Write the gist in 10 words or less.

The main idea of this paragraph is _____.

Reading Comprehension Instruction Roadmap

Lesson Component	Instruction / Strategy
Before Reading	<ul style="list-style-type: none">• Explicit vocabulary instruction<ul style="list-style-type: none">• Morphemic analysis• Contextual analysis• Build Background Knowledge
During Reading	<ul style="list-style-type: none">• Asking and answering questions• Clunks• Get the gist
After Reading	<ul style="list-style-type: none">• Gist to summary ←• Wrap-up• Continued vocabulary instruction

Topic
Sentence

Gist to Summary

Gist 1



Supporting
Details

Concluding
Sentence

Gist to Summary Steps

1. Write a topic sentence:

- Who or what is the entire passage about?
- What is the most important idea about the who or what?

2. Write supporting details:

- Write 3 details that support the topic sentence; use the existing gist statements to write 3 supporting details

3. Write a concluding sentence:

- Write a sentence that restates the topic sentence in a different way

Gist 1

Stephen Austin got approval from Spain
to start a colony in Texas.

Gist 2

Austin had few supplies and the settlement
was attacked by Native Americans.

Gist 3

The colony improved after he forced the
Native Americans out, set new rules, and
started trading with the U.S.

Gist 4

Steps for summary writing:

1.

Write a topic sentence:

- Who or what is the entire passage about?
- What is the most important idea about the who or what?

2.

Write supporting details:

- Write 3 details that support the topic sentence; use the existing gist statements to write 3 supporting details

3.

Write a concluding sentence:

- Write a sentence that restates the topic sentence in a different way

Stephen Austin faced many

problems while trying to start a new colony

in Texas. First, Stephen Austin got approval

from Spain to start a colony. He had few

supplies and Mexico hadn't given him

permission to start the colony. He still didn't

give up! Austin made many changes that

allowed the colony to be successful.

Stephen Austin had a streak of bad luck, but

he worked hard to build the first successful

colony in Texas.

Topic Sentence

Gist 1

Gist 2

Supporting Details

Gist 3

Concluding Sentence

Reading Comprehension Instruction Roadmap

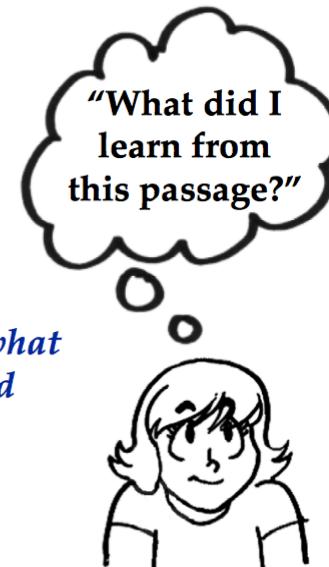
Lesson Component	Instruction / Strategy
Before Reading	<ul style="list-style-type: none">• Explicit vocabulary instruction<ul style="list-style-type: none">• Morphemic analysis• Contextual analysis• Build Background Knowledge
During Reading	<ul style="list-style-type: none">• Asking and answering questions• Clunks• Get the gist
After Reading	<ul style="list-style-type: none">• Gist to summary• Wrap-up ←• Continued vocabulary instruction

Wrap Up Strategy

Part I: Asking Questions

Students identify important ideas in the passage and generate questions about these ideas.

Rationale: Helps students remember what was read, identify important parts, and prepare for tests.



Part II: Reviewing

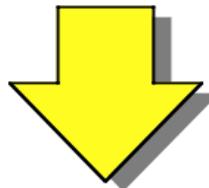


Students think of and tell something important they learned.

Rationale: Helps students organize information and focus on the text as a whole; this can facilitate comprehension and retention of the material.

Wrap Up Strategy: Part 1

Tips for Wrap Up



Asking Questions:

- Ask students to generate questions about the entire passage.
- Have them use *who, what, when, where, why, and how* as starter words for the questions.
- Ask students to make up questions that might be on the test about the passage.

Key Words to Help with Wrap Up

Students learn to use key words to write and answer their own questions.

Key Words include:

Who?

What?

When?

How?

Why?

Where?

Use the Passage to try it on your own.

Trees Please!

1. Locate a fact that is a who, what, when, where, why, or how.
2. Turn the fact into a question.

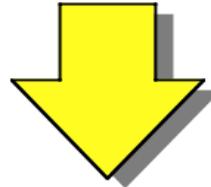
Tree Houses



Trees are not only beautiful plants, they are also home to many creatures! Think of a colobus monkey swinging on tree branches deep in the rainforests of Kenya. Or picture a koala bear sitting in a eucalyptus tree in Australia, munching its tasty leaves. Or imagine a spotted owl nesting in the trunk of a giant redwood tree in California. Without trees, and the forests that contain them, our planet wouldn't be able to support all the different living things, or **organisms**, that depend on them. As a matter of fact, more than 90% of all species living on land make their homes in trees and forests! Without trees and forests, many animal species will become **extinct**, or disappear forever like the dinosaur.

Wrap Up Strategy: Part 2

Tips for Wrap Up



Reviewing:

- **Have students state something very important that they learned from reading the passage.**



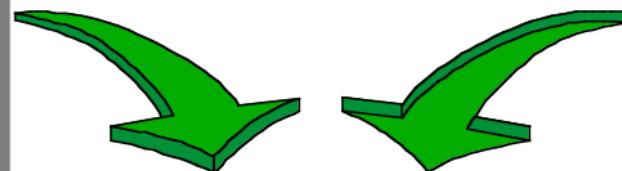
Use the "Gists" to

"Gists"

Spiders are often mistaken for insects.

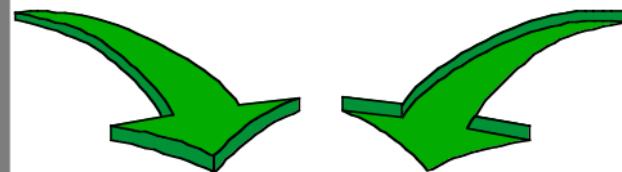
"Gists"

Spiders are arachnids with no backbones and eight legs.



"Gists"

Spiders can be nice and are often harmless.



"Gists"

Farmers like spiders because they eat insects.

Wrap-Up

Arachnids often help farmers because they eat insects.

Providing Effective Feedback

Explain

Model: I do it

Guided Practice: We do it

Student practice: You do it

**Feedback with correction and
direction**

Targeting Effective Feedback

- How can you provide high quality feedback?
 - Provide specific praise related to student behaviors or work products
 - Provide specific corrective feedback on how to complete the task correctly or improve the product
 - Relate feedback to individual student learning goals

Refer to pgs. 148-150 in *Teaching Reading Comprehension to Students with Learning Difficulties*

SCENARIO: Students are writing Get the Gist statements for a paragraph about Christopher Columbus.

Response	Non-example	Example
<p>Correct: Student writes a <i>gist statement that correctly identifies the main idea in 10 words or less.</i></p>	Great work!	<p>I noticed that you used your cue card to help you remember the steps for Get the Gist. Good job!</p> <p>OR</p> <p>I like how your gist statement included the “who” and the most important idea. Nice work!</p>
<p>Partially correct: Student identifies Christopher Columbus as the WHO in the paragraph, but is unable to identify the most important idea about Christopher Columbus.</p>	You’re almost there, keep working!	<p>You identified the correct ‘who’ of this paragraph—Christopher Columbus. Nice work with step 1! Try rereading to figure out the most important idea.</p>
<p>Incorrect: Student copies a detail sentence from the paragraph.</p>	Try again!	<p>You wrote a detail from the paragraph. A gist statement tells about the whole paragraph using your own words. Go back to your gist card to help you write a gist statement.</p>

Questions?

Remember, it's best to teach a few key strategies that work!

“Teach like every minute matters.”