

Vision: Every child in every district receives the instruction that they need and deserve...every day.

Coordinated Literacy Through Comprehension

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Session Purposes

The participant will be able to:

- Understand *why* a systematic team based comprehension system is needed
- Understand *how* a few instructional moves, done by all can help students understand content better
- Understand *what* instructional moves before, during and after reading will increase student understanding of content



- Recommendation 2:
Provide direct and explicit comprehension strategy instruction



RTI Essential Components

SLD Decision Making

Progress Monitoring

Interventions

Early Warning System/Screening

Core: Coordinated Literacy

Leadership

Teaming/Data-Based Decision Making

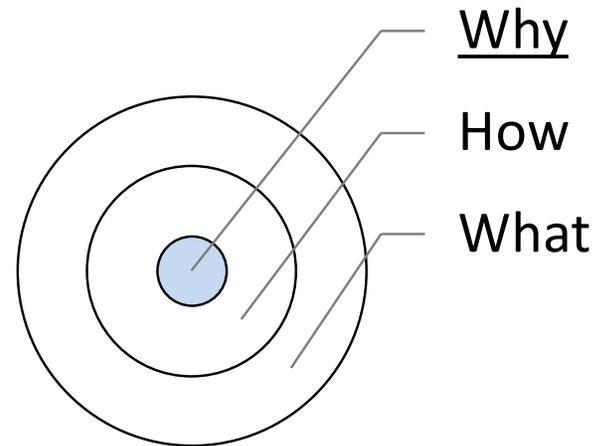
Professional Learning & Support

High Expectations

Culture

For ALL Student Populations

Start with the Why



Simon Sinek

- Speaking about **academic reading** only today
- This is only one part of Reading
 - I believe that self selecting reading and reading for pleasure are also very important!!!



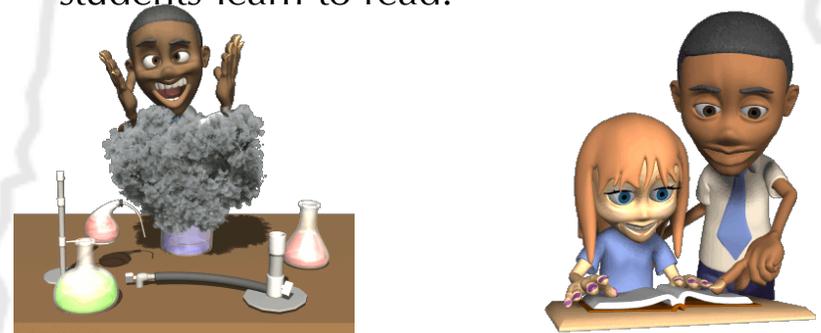
Why reading?

- More than 8 million students in grades 4 – 12 are struggling readers.
- 40% of high school students cannot read well enough to benefit from their textbooks.
- 69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text at their grade level.



You Have Found “Work Arounds”

- You may have learned to adjust the assignment and content rather than help students learn to read.



This is Not What You Have Been Trained to Do

- Some content-area teachers expressed resistance to teaching reading.



In many school systems,
the last time a student is
taught *how* to read is
5th grade!!!



Learning to Read vs. Reading to Learn Fallacy.

Disciplinary Literacy: We must teach students to read like a Scientist, a Historian, an Artist to mastery your discipline.



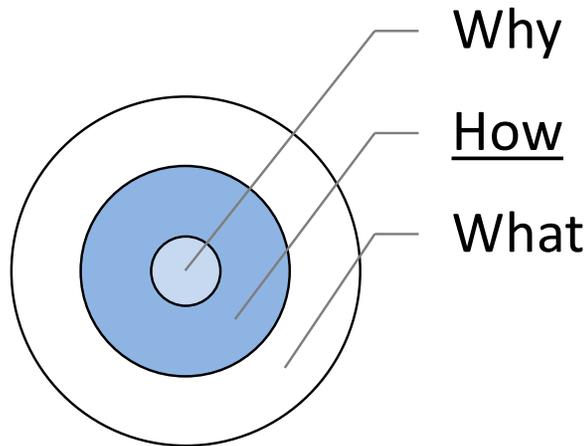
Information vs. Knowledge

For *information* to become
knowledge, we must think
about it.

Reading is Thinking.



Start with the Why



Simon Sinek

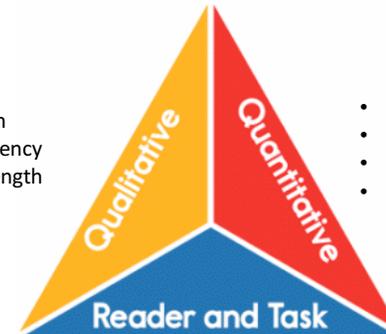


Diverse Text

- Wide range of complexity

Lexile

- Word length
- Word frequency
- Sentence length



- Levels of meaning
- Purpose of read
- Structure
- Language conventions (slang)

- Motivation
- Background knowledge
- Purpose

Comprehension Strategies

| Before Reading Strategies | During Reading Strategies | Post Reading Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Previewing the text • Pre-teach important vocabulary • Activate prior knowledge • Provide purpose for reading | <ul style="list-style-type: none"> • Annotating text • Paraphrasing • Asking and answering questions | <ul style="list-style-type: none"> • Using graphic organizers • Organizing notes • Writing summaries • Exit slips |



Disciplinary Reading

| Science | Social Sciences | Math |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Text is dense • Many important content words • Use of symbols • Facts are replicable • Text is recursive • Text structure matters • Abstract language | <ul style="list-style-type: none"> • Historical documents can have complex syntax • Written with bias • Facts are dependent on POV • Credibility is an issue • Read with caution • Summarizing is key to identify major learning | <ul style="list-style-type: none"> • Text is dense • Many important content words • Use of symbols • Extraneous text • Rereading is essential |

You read your disciplines differently

Close Reading

- Examine a short text (or portion of text) for multiple purposes and meanings
- Length of text depends upon the purpose for the close read
- Read no more than 50% of any given textbook



Readers Roles

- Code breaker
- Meaning maker
- Text user
- Text critic

Freebody & Luke 1990



Selecting Text

- Not all text requires close reading
- Short, deep, complex passages
- Limited preteaching



Use a short passage

Re-reading

“Read with a pencil”

Text-dependent questions

Give students the chance to struggle a bit

Creating a Close Reading



Diverse Text

- Text at a variety of complexities
- Allows multiple access points and points of view

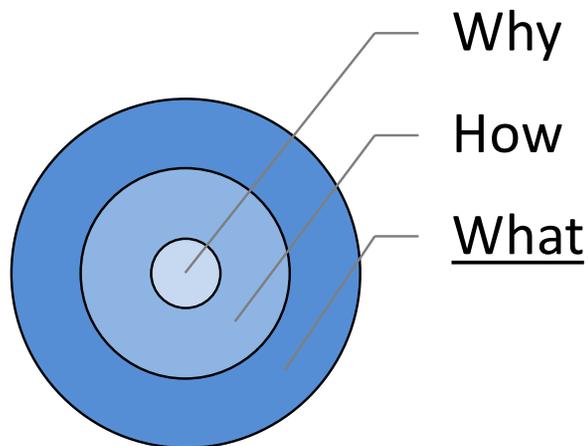


Article of the Week

- Companion text to your novel or text book
 - Textbook
 - Inset
 - Newspaper article
 - Website
 - Historical document
 - Play
 - Poem



Start with the Why



Simon Sinek



Comprehension Strategies

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| | Good Readers | Struggling Readers |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before they Read | <ul style="list-style-type: none"> • Think about what they already know • Search their prior knowledge • Identify a purpose for reading the text • Make predictions • Have a sense of how major ideas may fit together | <ul style="list-style-type: none"> • Read without thinking about what they know • Don't know why they are reading text • Make no predictions • Don't have an idea how the major ideas might fit together |

Before Reading Strategies

- Previewing the text
- Pre-teach important vocabulary
- Activate prior knowledge
- Provide purpose for reading



Preview Text

- Textbook preview
 - Remind structures of text
 - Table of Contents, Index, Glossary, Preface, Abstract, Pronunciation Guide, Appendix, References
 - Titles, subheadings, bullets
 - Italicized, bolded, or colored fonts
 - Sidebars, textboxes, figures, footnotes
 - Photos, illustrations, diagrams, magnifications, cross-sections, overlays
 - Charts, tables, graphs, maps, timelines
 - Captions, keys, labels



Vocabulary

- Select words
- Use Explicit Vocabulary Routine
 - Say
 - Student friendly explanation
 - Connect
 - Check understanding



Activate Prior Knowledge

- Explain how this text connect to:
 - Previous learning
 - The big picture
 - How they will use the information



Setting the Purpose

- There is a difference between liking a text and gleaning value from a text
 - Kelly Gallagher
- Tell them *why* you are asking them to read this text. The answer should not be, “To answer the questions at the end.”

30



| | Good Readers | Struggling Readers |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| During Reading | <ul style="list-style-type: none"> • Pay Attention to meaning • Are able to identify key information • Monitor comprehension while reading • Stop and use “fix-up” strategies • Visualize while reading make inferences • Make connections, both inside and outside the text • Have a high tolerance for ambiguity • Ask questions of the text • Are active and engaged | <ul style="list-style-type: none"> • Over attend to individual words • Are often unable to make meaning • Do not monitor comprehension while reading • Are unaware of “fix-up” strategies • Cannot make inferences • Are unable to make connections, both inside and outside of the text • Have a low tolerance for ambiguity • Do not ask questions of the text • Are passive and unengaged |

During Reading Strategies

- Annotating text
- Paraphrasing
- Asking and Answering questions

Learn how to learn

Annotating Text

- Underline Key ideas
- Double Underline the most important idea
- Circle essential vocabulary terms (2 max)
- Triangle around words you are unsure of....
- Ask a question – make a comment, connection, application ?



Questions

- Asking
 - Students generate questions from reading for other students or for the teacher
- Answering
 - Text Dependent Questions



WHY TEXT-DEPENDENT QUESTIONS? or, WHY NOT GO OUTSIDE THE TEXT?

- More time inside the text less outside
- Going outside the text privileges those who have that experience
- It is easier to talk about our experiences than to analyze the text
- These are college and career standards



WHAT TEXT-DEPENDENT QUESTIONS ARE:

- Questions that can *only* be answered with evidence from the text
- Can be literal but can also involve analysis, synthesis, evaluation
- Focus on word, sentence and paragraph as well as larger ideas, themes or events
- Focus on difficult portions of text in order to enhance reading proficiency
- Include prompts for writing and discussion.



| Not Text Dependent | Text Dependent |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something. | What makes Casey's experiences at bat humorous? |
| In "Letter From Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair. | What can you infer from King's letter about the letter that he received? |
| In "The Gettysburg Address" Abraham Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote? | "The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech? |

| | Good Readers | Struggling Readers |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| After Reading | <ul style="list-style-type: none"> • Can summarize • Understand how ideas fit together • Can answer implicit, explicit, and application questions • Can revisit text and make deeper meaning | <ul style="list-style-type: none"> • Are often unable to determine main idea(s) • Focus on unimportant or peripheral details • Are unable to answer comprehension questions at various levels • Are unable to revisit text to make deeper meaning |

Post Reading Strategies

- Using graphic organizers
- Organizing notes
- Writing summaries
- Exit slips

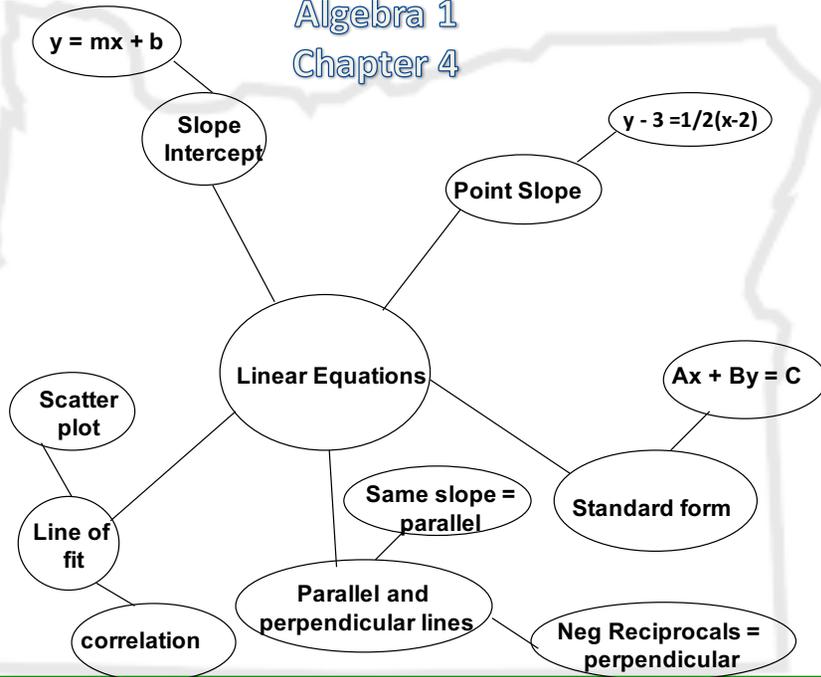


Graphic Organizers

- Develop students thinking and learning skills (Pruitt, 1993)
- Large effect (.57) when used after reading



Algebra 1 Chapter 4



Organizing Notes

- Synthesizing annotation and answered questions through writing
- Cornell notes

Date: _____ Objective: _____
Title: _____

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <ul style="list-style-type: none">. Main Ideas. Questions. Vocab. Reaction. Inferences. Drawings. Connections. Significant items | <h1>Notes from the Teacher or Text</h1> |
| Summary (in your own words) | |



Summary Writing

- Synthesizing text and thinking
- Effect size of 0.82

Graham and Perin, Writing Next



Paragraph Shrinking

- Aka Getting the Gist
 - Name the who or what
 - Tell the most important information about the who or what
 - Say it in 10 to 15 words
- From Vaugh, et. al. Collaborative Strategic Reading



1. Name the **who or what** the paragraph is about in a brief phrase

Iroquois hunting and fishing



2. Identify two or three important details about the topic

Expeditions to the Great Lakes
Game birds and animals like deer



3. “Shrink” the paragraph by stating the main idea

- Iroquois went hunting and fishing in the Great Lakes for game birds and animals such as deer.



3. “Shrink” the paragraph by stating the main idea in 10-15 words or less

- Iroquois went hunting ~~and fishing~~ in the Great Lakes for ~~game~~ birds and animals such as deer.



Exit Slips

- Collect student responses and make plans for future instruction (formative assessment)
- How
 - Provide a prompt (sentence stem, math problem, ect)
 - Students write in complete sentences or display complete work



3. “Shrink” the paragraph by stating the main idea in 10-15 words or less

- Iroquois went hunting and fishing in the Great Lakes for game birds and animals such as deer.

• Iroquois went hunting in the Great Lakes for birds and animals.

4 5 6 7

8 9 10



The purpose of content area writing is to assess content knowledge, **not grammar!**



- “I will ensure that EVERY single student in my class, speaks, and often also writes, at least one meaningful academic sentence, EVERY day”

