



Reading Comprehension

Solutions Saturday
October 6, 2018
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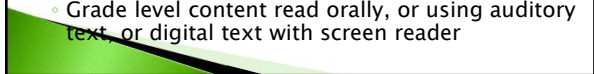
Reading Comprehension

- ▶ Reading Comprehension – Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Rand Reading Study Group).
- ▶ To be able to accurately understand written material, students need to be able to:
 - ▶ (1) decode what they read
 - ▶ (2) make connections between what they read and what they already know
 - ▶ (3) think deeply about what they have read



Impediments to Comprehension

- ▶ **Weak Decoding skills**
 - Inability to read at grade level
 - Confusion of similar words – *extinct* versus *distinct*
 - Confusion of little words – *of* versus *to*
 - Slow, laborious, decoding lacking fluency and prosody
- ▶ **Strategies:**
 - Multisensory, phonetic, structured approach to teaching language skills such as Orton Gillingham
 - Grade level content read orally, or using auditory text, or digital text with screen reader



Impediments to Comprehension

- ▶ **Attention Problems**
 - Lack of focus and concentration
 - Lack of prior knowledge or life experience
- ▶ **Strategies**
 - **Active** learning rather than **Passive**
 - Highlight signal words
 - Cornell 2 column note taking
 - Activate prior knowledge and interest
 - Watch a video on the topic
 - Bring in props/pictures/costumes, use music or art activities
 - Use a KWL chart. What I **Know**, What I **Want** to Know, What I **Learned**
 - Metacognition
 - Reading for shorter chunks of time with scheduled breaks

KWL Chart

Name: _____ Date: _____
 Teacher Name: _____ District: _____

K	W	L
What I Know	What I Want to Learn	What I Have Learned

KWL 4/2/0

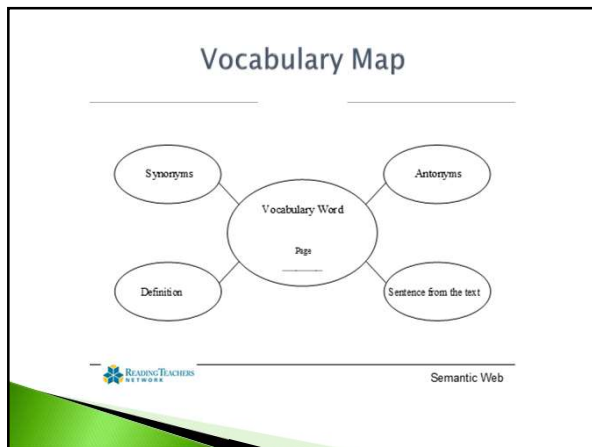
Metacognition – Does that Make Sense ?

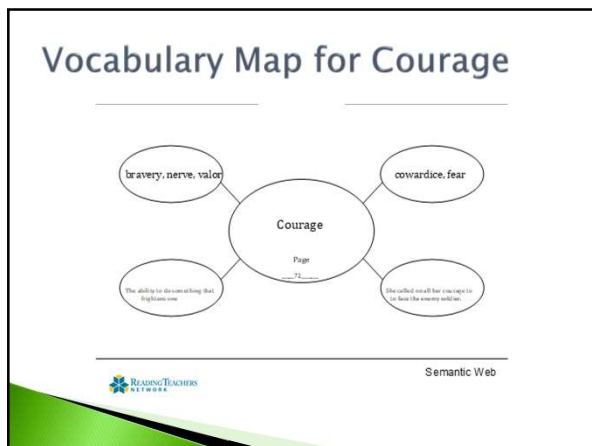
Metacognition: Awareness of one's own thought processes

- ▶ Commit to read for a **designated period of time** – 15 minutes? 30? an hour?
- ▶ Commit to stay focused by **"living in the present"**.
- ▶ **Read carefully.** Adjust your speed to match the difficulty of the text.
- ▶ Think after each sentence, **"Does that make sense?"**
- ▶ If the answer is no, **STOP**.
- ▶ **Reread** the sentence again. Does it make sense? If not, reread the sentence **before** it.
- ▶ If the problem is an **unknown word**, try rereading the sentence without the word. Think about what would make sense. Look for prefixes and suffixes. Break the word apart and look for smaller known words. If necessary, use a dictionary or online resource.
- ▶ **Reread** once more. Read the next sentence/s. If the meaning is still unclear, **mark the passage** and ask for clarification from a study partner or teacher.

Impediments to Comprehension

- ▶ **Weak Vocabulary**
- ▶ Weak oral vocabulary development
- ▶ Lack of prior knowledge or life experience
- ▶ **Strategies**
 - Teach students about the **important, useful, and difficult** vocabulary words **before** students read the text.
 - Teach words in context, not lists
 - Provide opportunities to encounter and practice target vocabulary words both orally and in writing
 - Build language skills by playing oral and written word exercises and games.
 - Explicitly teach the meanings of common prefixes, roots, and suffixes
 - Make vocabulary and/or concept map
 - Categorize words on a word wall per topic





Vocabulary Map

Word Map

1 (Synonyms)

2 (Use matching dictionary definitions)

3 (Context or phrase from the text)

4 (Use every once sentence)

5 (Use sentence, example, or drawing)

Name _____

Date _____

6 (Antonyms or "opposite")

7 (Vocabulary Word)

8 (Page Number)

9 (Other forms of the word)

read write think
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Impediments to Comprehension

- ▶ **Poor Visualization Ability**
 - Unable to turn words into mental images
 - Lack of prior knowledge or life experience
- ▶ **Strategies**
 - Teach student to describe what he/she is seeing – What do these words make you picture? Visualizing and Verbalizing
 - Use Structure words: **what, size, color, number, shape, where, movement, mood, background, perspective, when, sound.**
 - Have the student draw what they read, event by event Photocopy the drawings, and ask student to sequence events and paraphrase the story
- ▶ **Resources:**
 - "Visualizing and Verbalizing for Language Comprehension and Thinking" by Nanci Bell

Impediments to Comprehension

- ▶ **Read But Don't Understand**
 - Difficulty with Inference (focus on what the author **says** rather than what the author **means**)
 - Difficulty with figurative language
- ▶ **Strategies**
 - Active reading strategies which require focus and concentration
- ▶ **Resources (Inference):**
 - Graphic organizers
 - Say, Mean, Matter
 - Role Playing
 - Given a situation, brainstorm how different people in every day life would perceive it.

3 Levels of Comprehension

- ▶ **Literal Comprehension**: What the author actually says
- ▶ **Inferential Comprehension**: What the author means by what is said
- ▶ **Critical Comprehension**: Why the author says what he/she says

Inference

- ▶ What does the author **say**?
- ▶ What do I **know from my experience**?
- ▶ What **clues** are in this story?
- ▶ What does the author **mean**?

Say, Mean, Matter

- ▶ **Say**: What does the author say?
- ▶ **Mean**: What does the author mean?
- ▶ **Matter**: Why does it matter? Why is this important?

Say, Mean, Matter

Name _____ Class _____ Date _____

Say, Mean, Matter Chart			
Document	Say <small>(What information is being presented? What facts are presented?)</small>	Mean <small>(What does this information mean? What are its implications? What thoughts/emotions does it evoke?)</small>	Matter <small>(So what? What is the significance of this text? What are its impacts?)</small>

Difficulty with Figurative Language

- ▶ **Strategies:** (figurative language)
 - Teach figurative language directly: blew his top, shape up, tough as nails, horsing around, out on a limb, make a mark, good as gold, once in a blue moon
 - Teach words with multiple meanings and ones that can be used as nouns and verbs: run, change, hand, pawn, coach, race
 - Teach simile, metaphors, extended metaphor, idioms, personification, and alliteration
- Resources:**
 - EPS - Making Connections (grades 1-12)
 - Charlesbridge - Insights: Responding to Literature Reading as Thinking grades K-8
 - Voyager Sopris- LANGUAGE!

Impediments to Comprehension

- ▶ **Read But Can't Remember**
 - Difficulty remembering sequence
 - Difficulty remembering characters
 - Difficulty summarizing
 - Difficulty finding the main idea
- ▶ **Strategies:**
 - PQ4R
 - Cornell Two Column Note Taking
 - Story Mapping
 - Character Mapping
 - Graphic Organizers
 - Text Codes
 - Yes Ma'am
- ▶ **Resources:**
 - Jamestown Comprehension Skills Series - McGraw Hill
 - EPS - Reading Comprehension in Varied Subject Matter
 - Charlesbridge - Insights: Reading as Thinking
 - Project Read - Language Circle Enterprises - story form and/or report form (younger students)

PQ4R

PREVIEW *Get an overview of the chapter.*

- Survey the chapter to determine the general topics to be discussed.
- Read titles and subtitles, headings, introduction, illustrations, charts.
- Read vocabulary in bold or italic type.
- Read learning objectives or chapter summary.

QUESTION *Establish a purpose for reading.*

- Read the questions at the end of the section / chapter.
- Make up questions about the section. Transform section headings into questions.

READ *Actively read with concentration and focus.*

- Read one paragraph / section carefully at a time.
- Actively search for information and the answers to your questions.
- Take 2 column notes
- Make note cards
- Make margin notes

REFLECT *As you read, relate this new material to previous readings and prior knowledge.*

- Write summaries.
- Compare and Contrast with other readings or prior knowledge - How is this alike or different from what I have already read or what I know?

RECITE *Recite aloud the main ideas.*

- After finishing a section, try recalling the information you have learned.
- Answer aloud the questions you made up for the section.
- Take the role of your professor and pretend you are giving a lecture on this section.

REVIEW *Review the chapter.*

- After you have finished a chapter, review the main ideas, key points and vocabulary, anything in bold.
- Reread the chapter objectives, chapter summaries, and 2 column notes.
- Complete study guides, CD-ROMS.
- Review frequently, a little each evening. Read and answer the questions again.

Text Codes

Text Codes

- ✓ When you read something that makes you say, "Yeah, I know that" or "I predicted that" or "I saw that coming."
- ✗ When you run across something that contradicts what you know or expect.
- ? When you have a question, need clarification, or are unsure.
- ! When you discover something new, surprising, exciting, or fun that makes you say cool, whoa, yuck, no way, awesome.
- ★ When you read something that seems important, vital, key, memorable, or powerful.
- 👁 When the reading really makes you see or visualize something.
- 🔗 When you have a connection between the text and your life, the world, or other things you've read.
- ZZZ This is boring, I'm falling asleep.

Yes, Ma'am

- ▶ **Me:** Restate the question and give an opinion.
- ▶ **Author:** Support your opinion with ONE specific detail from the text.
 - In the text... According to the passage.....
 - The author states..... On line.....
- ▶ **Author:** Support your opinion with a SECOND specific detail from the text.
 - The text also states..... The second example from the passage
- ▶ **Me:** Explain the significance of your proof. So what? What does this prove? What's your point. I believe This proves.... Now I know.....
