

Beginning Reading Instruction

Research-Validated Practices

Anita L. Archer, Ph.D.

archerteach@aol.com

Important Research Reviews

- ***Becoming a Nation of Readers***
CRC (1985)

- ***Beginning to Read***
M. Adams (1990)

- ***Preventing Reading Difficulties in Young Children***
National Academy of Sciences (1998)

- ***Every Child Reading***
Learning First Alliance (1999)

- ***Report of the National Reading Panel***
NICHD, NIFL (2000)

Critical Elements

- Phonemic Awareness
- Decoding
- Fluency
- Vocabulary
- Comprehension

What Why How

Phonological Awareness - What?

- **Understanding that oral language can be broken into components.**
 - √ Sentences into words
 - √ Words into syllables
 - √ Words into on-set rimes
 - √ Words into phonemes

- **Involves:**
 - √ Blending
 - √ Segmenting
 - √ Manipulating

Phonemic Awareness - What?

- ❑ **The ability to hear and manipulate phonemes (sounds) within words.**
- ❑ **An auditory skill.**
- ❑ **Includes the critical skills of:**
 - ✓ **Sound Isolation**
 - ✓ **Sound Comparison**
 - ✓ **Manipulating Sounds (adding and deleting)**
 - ✓ **Blending**
 - ✓ **Segmenting**

- ❑ **Segmenting and blending activities have the greatest benefit to reading acquisition. (Snider, 1995)**

Phonemic Awareness - Why?

- Must be aware of phonemes within words in order to map graphemes onto phonemes.
- The best early predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units. (Lyon, G. R., 1995)
- Phonemic awareness activities in kindergarten resulted in word reading gains in first and second grade. (Foorman, Francis, Beller,

Winikates, & Fletcher, 1997)

Phonemic Awareness - Why

- Phonemic Awareness can help students learn to read and spell.
- The relationship between phonemic awareness and learning to read and spell is reciprocal: having phonemic awareness helps children learn to read and spell; learning to read and spell words by working with letter-sound relationships improves children's phonemic awareness.

Phonemic Awareness - How?

- ❑ Include phonemic awareness activities in beginning reading programs for students of any age.

- ❑ Phonemic awareness tasks can be found in:
 1. Research-based reading materials

 2. Special supplemental programs such as:
 - Phonemic Awareness in Young Children (Brookes)*
 - Ladders to Literacy (Brookes Publishing)*
 - Road to the the Code (Brookes Publishing)*
 - Stepping Stones to Literacy (Sopris West)*

Phonemic Awareness - How?

- Phonemic awareness activities should be:
 1. Few in number.
 2. Explicitly modeled.
 3. Supported by concrete materials or gestures.
 4. Designed to include all students.

- At-risk students need more explicit training. (Torgesen, Wagner, & Rasholte, 1994)

- Incorporate phonemic awareness into spelling dictation.

Example A

Blending Sounds into Words

1. We're going to play a say-the-word game. I'll say the sounds. You say the word.
2. Listen. aaaammmmm
3. What word? *am*
4. (Repeat with other words.)
5. (If time permits, check individual students.)

(Practice: man, sat, ship, trap)

Example B

Segmenting words into sounds - Smooth Segmenting

1. Put your fists together.
2. Get ready to stretch the word.
3. The word is fin. What word? *fin*
4. Stretch it. *ffffiiiiinnnn*
5. Shrink it. *fin*
6. (If time permits, check individual students.)

(Practice: sit, list, fish, trip)

Example C

Segmenting Words into Sounds - Separate Segmenting

1. We're going to say the sounds in a word.
2. Fist in the air. Put up one finger for each sound.
3. The word is sat. What word? *sat*
4. First sound? /sss/ Next sound? /aaa/ Last sound? /t/
5. (If time permits, check individual students.)

(Practice: fan, fast, shop, with)

Curriculum Examples

NOTES:

Decoding - What?

- ❑ **The ability to utilize letter- sound associations and structural elements to determine the pronunciation of unknown words.**

- ❑ Letter-sound associations (phoneme-grapheme associations):
 - √ Consonant and vowel letters,
 - √ Consonant combinations (blends, digraphs)
 - √ Vowel combinations (digraphs, diphthongs, r-controlled vowels)

- ❑ Decoding of regular, single syllable words

Decoding - What?

- ❑ Structural elements including:
 - √ Inflectional endings
 - √ Prefixes
 - √ Suffixes

- ❑ Decoding of multisyllabic words

- ❑ Reading of irregular words in which letters don't represent most common sounds

- ❑ Reading decodable text

Letter-Sound Associations - Why?

- ❑ English is an alphabetic language.
- ❑ Students with letter-sound associations perform better. (Juel, 1991)
- ❑ Students benefit from early, systematic introduction to letter-sound associations.

“Phonics instruction provides the biggest impact on growth when begun in kindergarten or first grade before children have learned to read independently.” (National Reading Panel, 2000)

- ❑ Good readers rely primarily on the letters in a word rather than context or pictures to identify/pronounce familiar and unfamiliar words.

(Ehri, 1994)

Letter-Sound Associations - Why?

□ Reexamining the THREE CUEING SYSTEMS

√ **Primary System**

Phonological cueing system

(Letter-sound associations)

√ **Confirmation Systems**

Syntactical cueing system

(Word-order)

Semantic cueing system

(Contextual meaning)

Letter-Sound Associations - How?

- ❑ Utilize a well-organized, systematic sequence to introduce the most common letter-sound associations.
- ❑ Provide explicit instruction (rather than implicit instruction) to introduce letter-sound associations.
- ❑ Differentiate between continuous and stop sounds.
 - Continuous Sounds -
 - Stop Sounds -
- ❑ Teach letter-sound associations to a high level of mastery.
- ❑ Provide cumulative review.

Brief Introduction - Eternal Review

Example

Teaching Letter-Sound Associations

sat

1. (Point to example word.) This word is sat .
2. (Point to the underlined grapheme.) This sound is /aaaa/.
3. What sound? /aaaa/

OR **a**

1. (Point to the isolated grapheme.) This sound is /aaaa/.
2. Say the sound with me. /aaaa/
3. What sound? /aaaa/

Curriculum Examples

NOTES:



Decoding of regular words - Why?

- ❑ Decoding is necessary though not sufficient for comprehension.
- ❑ Diverse learners must be encouraged to look carefully at spelling and sounds and to repeatedly sound out and blend words.
(Reitsma, 1983)
- ❑ That direct instruction in alphabet coding facilitates early reading acquisition is one of the most well established conclusions in all of behavioral science. (Stanovich, 1994)
- ❑ “Systematic phonics instruction produced significantly greater growth than non-phonics instruction in younger children’s reading comprehension.” (National Reading Panel, 2000)

Decoding of regular words - Why?

- Poorly developed word recognition skills are the most pervasive and debilitating source of reading challenges. (Adams, 1990; Perfetti, 1985; Share & Stanowich, 1995)
- The ability to decode long words increases the qualitative differences between good and poor readers. (Perfetti, 1986)

Decoding of Regular Words - How?

- ❑ Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction.
- ❑ Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and spelling.
- ❑ Systematic and explicit phonics instruction significantly improves children's reading comprehension.

Decoding of Regular Words - How?

- ❑ As soon as sounds are learned, incorporate the sounds into words.
- ❑ Model blending of sounds into words.
- ❑ Provide an adequate amount of practice on decoding words.
- ❑ Preteach difficult to pronounce words before passage reading.

Decoding Strategy for Short Words

- 1. Say the sounds.**
- 2. Say the sounds fast.**
- 3. Say the word.**
- 4. Ask yourself**
 - Is it a real word?**
 - Does it make sense?**

Example A

Sounding Out VC, CVC, CVCC, CCCVC words

sip fit lip tip rim

Teaching Procedure #1

1. When I touch a letter, I'll say its sound. I'll keep saying the sound until I touch the next letter. I won't stop between sounds.
2. My turn to sound out this word. (Touch under each letter and say the sound. Hold continuous sounds and say stop sounds quickly. Don't stop between sounds.)
3. Sound this word with me. (Touch under each letter.)
4. Your turn. Sound out this word by yourselves. (Touch under each letter.)
5. What word?

Example B

Sounding Out VC, CVC, CVCC, CCVC words

mom top shop dot

Teaching Procedure #2

1. (Write the first letter on the board.) What sound?
2. (Write the second letter on the board.) What sound?
3. (Move your hand under the two letters.) Blend it.
4. (Write the third letter.) What sound?
5. (Move your hand under the letters.) Blend the sounds.
6. What word?

Example C

Sounding Out Words with Letter Combinations

rain train paint sail seal

Precorrection Procedure

1. (Point to the underlined letters.) What sound?
2. (Point to the word.) What sound?
3. (Have students reread the list without the precorrection.)
4. (Have individual students read the words or have them read the words to their partner.)

Example D

Decoding CVCE words

bake rate rat brake mane man

1. An e at the end of a word tells us to say the name of this letter. (Point to the vowel letter.)
2. (Guide students in applying the rule.)
 - a. Is there an e at the end of this word?
 - b. (Point to the vowel letter.) So do we say the name of this letter?
 - c. What is the name of this letter.
 - d. (Point to the word.) What word?

Example E

Decoding Words with Onset Rime

1. (Point to rime.) This part is an . What part? **an**
2. Get ready to read words that end with an. **ran**
3. (Point to new word.) What word? _____ **ban**
4. (Point to next word.) What word? _____ **fan**
5. (Continue with additional word.) **man**
Stan

Note: Reading “word families” is an excellent way to build word reading fluency. Practice the “word family” until students are very fluent. Use choral reading and partner reading.

Decoding Strategy for Long Words

- 1. Say the parts.**
- 2. Say the parts fast.**
- 3. Say the word.**
- 4. Ask yourself**
 - Is it a real word?**
 - Does it make sense?**

Example F

Decoding of Multisyllabic Words (Loop, Loop, Loop Strategy)

(**Preparation:** Segment the word into decodable chunks. Be sure that prefixes and suffixes are separate parts. Draw loops to segment the words.)

instruction commitment remarkable

1. (Move finger under the first part.) What part?
2. (Repeat for remaining parts.)
3. (Move finger quickly under the parts.) What part? What part? What part?
4. What word?
5. Is that a real word?

Curriculum Examples

NOTES:



Decoding of irregular words - What?

□ Distinction between three terms

√ **High frequency words**

-Only 100 words account for approximately 50% of the words in English print. (Fry, Fountoukidis, & Polk, 1985)

-Only 13 words (a, and, for, he, is, in, it, of, that, the, to, was, you) account for 25% of words in print. (Johns, 1980)

√ **Irregular words**

-Words that cannot be sounded out accurately using the most common sounds for graphemes.

- Many high frequency words are irregular.

√ **Sight vocabulary**

-Words that are recognized instantly.

-The quick and automatic recognition of most common words appearing in text is necessary for fluent reading. (Blevins, 1998)

Example A

Irregular Words - Sounding Out

was

1. (Write the word on the board.) Sound out this word.
/waaaasssss/
2. (Say the word in a sentence.) Tom */waaaasssss/* in the room.
3. Is that a real word? *no*
4. What do we say? *was*

Example B

Irregular Words - Memorization

give have love most whose

1. This word is _____.
2. What word? _____
3. Spell and read the word. _____
4. (Go back and review with previously introduced words.)

Curriculum Examples

NOTES:

Decoding Text- What?

□ Critical Distinction

√ Predictable Books

- Books in which you can predict words given the nature of the text.
- Excellent for teaching the structure of oral language.
- If used as initial reading materials, may promote guessing.

√ Leveled Books

- Books that are labeled by level of readability.
- Useful in matching students who read above 2nd grade to reading material.
- Since leveled books do not control for the order of introduction of sounds or irregular words, less useful in beginning reading.

√ Decodable Text

- Text material in which the students can read ALL the words because:
 - the words contain known sounds
 - the irregular words have been taught
 - the story words have been taught

Decodable Text - Why?

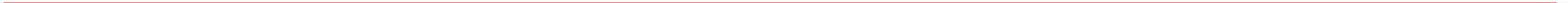
- Students need to practice their decoding skills within text material.

“The important point is that a high proportion of the words in the earliest selections students read should conform to the phonics they have already been taught. Otherwise, they will not have enough opportunity to practice, extend, and refine their knowledge of letter/sound relationships.” (Becoming a Nation of Readers, 1985)

In systematic phonics programs, “Students read text that provides practice using these relations to decode words.” (National Reading Panel, 2000)

Curriculum Examples

Notes:



Fluency - What?

- The ability to effortlessly read words accurately and quickly.
- The ability to read connected text accurately with appropriate rate and expression (prosody).

(Judson, Mercer, & Lane, 2000)

“The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding.” (Meyer & Felton, 1999)

Fluency - Why?

- ❑ Fluency is related to reading comprehension.
(Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000)
- ❑ When students read fluently, decoding requires less attention. Attention can be given to comprehension.
(Samuels, Schermer, & Reinking, 1992)
- ❑ An accurate, fluent reader will read more. As more material is read, decoding skills, fluency, vocabulary, background knowledge, and comprehension skills increase. (Cunningham & Stanovich, 1998; Stanovich, 1993)

The rich get richer. The poor get poorer. (Stanovich, 1986)

Fluency - Why?

- ❑ Fluent readers complete assignments with more ease.
- ❑ Fluent readers will also perform better on reading tests.
- ❑ Attention to fluency is often neglected in reading instruction.

Fluency - How?

- Model fluent reading, then have students reread the text on their own or to their partner.
- Provide extensive reading practice.

PRACTICE PRACTICE PRACTICE PRACTICE

- Work on fluency at the word level.
- Encourage wide independent reading.

Fluency - How?

- ❑ Use reading procedures in class that promote maximum practice for all students (e.g., choral reading, cloze reading, partner reading). (See Example Passage Reading Procedures)
- ❑ Have students reread text that is at their independent or instructional level.
- ❑ Utilize repeated reading exercises to increase fluency. (Chard et.al, 2002)

Fluency - *Passage Reading Procedures*

Choral Reading

- * Read selection with your students.
 - * Read at a moderate rate.
 - * Tell your students, “Keep your voice with mine.”
- (You may wish to have the students preread the material silently before choral reading.)

Cloze Reading

- * Read selection.
- * Pause on “meaningful” words.
- * Have students read the deleted words.

(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

Fluency - *Passage Reading Procedures*

□ Individual Turns

- * Use with small groups.
- * Call on an individual student.
- * Call on students in random order.
- * Vary the amount of material read.

□ Silent Reading

- * Pose pre reading question
- * Tell students to read a certain amount
- * Ask them to reread material if they finish early.
- * Monitor students' reading. Have individuals whisper-read to you.
- * Pose post reading question.

Fluency - *Passage Reading Procedures*

□ Partner Reading

- * Assign each student a partner.
- * **Reader** whisper- reads to partner. Students alternate by sentence, paragraph, or page.
- * **Coach** corrects errors.

Ask - *Can you figure out this word?*

Tell - *This word is _____. What word?*

Reread the sentence.

Alternatives to support lowest readers

- * First reader (better reader) reads material.
Second reader reads the SAME material.
- * Lowest readers placed on a triad.
- * Students read the material together.

Curriculum Examples

Notes:



Vocabulary - What?

- ❑ Vocabulary refers to the words we must know to communicate effectively in listening, speaking, reading, and writing.
- ❑ The ability to understand words and to use words to understand text.
- ❑ The ability to use words to express meaning.

Vocabulary - Why?

Receptive Language

- Reading Comprehension (Chall, Jacobs, & Baldwin, 1990; Scarborough, 1998, Stahl & Fairbanks, 1987)
- Listening Comprehension

Expressive Language

- Writing
- Speaking

Overall Reading Achievement (Stanovich, et al., 1993)

Overall School Success (Becker, 1977; Anderson & Nagy, 1991)

Hallmark of an Educated Individual (Beck, McKeown, Kucan, 2002)

Vocabulary- Why?

□ Vocabulary Gap

- Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)
- Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame’enui, 1997)
 - The number of words students learn varies greatly.
 - 2 versus 8 words per day
 - 750 versus 3000 words per year

Vocabulary - Why?

□ Vocabulary Gap

- Gap in word knowledge persists through the elementary years. (White, Graves, & Slater, 1990)
- The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
- After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)
- For English Language Learners, the “achievement gap” is primarily a vocabulary gap. (Carlo, et al., 2004)

Vocabulary - How?

Read Alouds

- Vocabulary can be gained from listening to others read.
 - Listening to a book being read can significantly improve children's expressive vocabulary. (Nicholson & Whyte, 1992; Senechal & Cornell, 1993)
 - Children do acquire vocabulary when provided with a little explanation as novel words are encountered in context. (Beck, Perfetti, & McKeon, 1982; Elley, 1989; Whitehurst et al., 1998)
 - Choose stories that attract and hold children's attention. (Elley, 1989)

Vocabulary - How?

Read-Alouds

- Vocabulary can be gained by listening to others read.
 - For young students, repeated readings of a story are associated with greater gains in vocabulary. (Senechal, 1997)
 - Active participation during story book reading impacts learning. (Dickerson & Smith, 1994; Senechal, 1997)
 - Rich discussion before and after reading of the book is useful.

Vocabulary - How?

Selection of Words

- ❑ Select a **limited number** of words for robust, explicit vocabulary instruction.
- ❑ **Three to ten words** per story or section in a chapter would be appropriate.
- ❑ Briefly **tell students the meaning of other words** that are needed for comprehension.

Vocabulary - How?

Selection of Words

- ❑ Select words that are **unknown**.
- ❑ Select words that are **critical** to passage understanding.
- ❑ Select words that students are likely to encounter in the **future**. (Stahl, 1986)
 - Focus on Tier Two words (Beck & McKeown, 2003)
 - Academic Vocabulary
- ❑ Select words that are difficult, needing interpretation.

Vocabulary - How?

Selection of Words

- Tier One - Basic words
 - chair, bed, happy, house

- **Tier Two - Words in general use, but not common**
 - concentrate, absurd, fortunate, relieved, dignity, convenient

- Tier Three - Rare words limited to a specific domain
 - tundra, igneous rocks

Vocabulary - How?

Practice Activity

Second Graders
Enemy Pie by Derek Munson
perfect
trampoline
enemy
recipe
disgusting
earthworms
ingredients
horrible
nervous
invited
relieved
boomerang

Vocabulary - How?

Student-Friendly Explanations

□ Dictionary Definition

- **relieved** - (1) To free wholly or partly from pain, stress, pressure. (2) To lessen or alleviate, as pain or pressure

□ Student-Friendly Explanation (Beck, McKeown, & Kucan, 2003)

- **Uses known words.**
- **Is easy to understand.**

- When something that was difficult is over or never happened at all, you feel **relieved**.

Vocabulary - How?

Practice Activity

Dictionary Definition	Student-Friendly Explanations
disgusting - to cause to feel disgust; be sickening, repulsive, or very distasteful to	
fragile - easily broken, damaged, or destroyed	
gratitude - a feeling of thankful appreciation for favors or benefits received	
loitering - to linger in an aimless way; spend time idly	

Vocabulary - How?

Instructional Routine for Vocabulary

(Adapted from Bringing Words to Life: Robust Vocabulary Instruction)

(Note: Teach words AFTER you have read a story to your students and BEFORE students read a selection.)

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

“ This word is relieved. What word?”

Vocabulary - How?

Instructional Routine for Vocabulary

(continued)

Step 2. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

“When something that is difficult is over or never happened at all, you feel relieved. So if something that is difficult is over you would feel _____.”

Vocabulary - How?

Instructional Routine for Vocabulary

(continued)

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual representations.
- c) Verbal examples.

Present the examples with me.

“When the spelling test is over, you feel _____.”

“When you have finished giving the speech that you dreaded, you feel _____.”

Vocabulary - How?

Instructional Routine for Vocabulary

(Continued)

Step 4. Check students' understanding.

Option #1. Ask deep processing questions.

Check students' understanding with me.

When the students lined up for morning recess, Jason said, "I am so relieved that this morning is over." Why might Jason be relieved?

When Maria was told that the soccer game had been cancelled, she said, "I am relieved." Why might Maria be relieved?

Vocabulary - How?

Instructional Routine for Vocabulary

(continued)

Step 4. Check students' understanding.

Option #2. Have students discern between examples and non-examples.

Check students' understanding with me.

“If you were nervous singing in front of others, would you feel relieved when the concert was over?”

Yes “Why?”

“If you loved singing to audiences, would you feel relieved when the concert was over?” *no “Why not?”*

It was not difficult for you.

Vocabulary - How?

Instructional Routine for Vocabulary

(continued)

Step 4. Check students' understanding.

Option #3. Have students generate their own examples.

Check students' understanding with me.

“Your mother just came home and you are relieved.

Why might you be relieved?”

“You got back a paper in class. You immediately felt relieved. Why might you feel relieved?”

Vocabulary - How?

Vocabulary Logs

- **Have students maintain a vocabulary log.**
 - The log can be used for:
 - ★ Scheduled vocabulary reviews with the class.
 - ★ Study with a partner or a team.
 - ★ Self-study of vocabulary.

Vocabulary - How?

Vocabulary Logs (Continued)

- What can be recorded on a vocabulary log?
 - Word
 - Student-friendly explanation
 - Any of these options
 - A sentence to illustrate the word's meaning
 - Examples and non-examples
 - An illustration
 - Part of speech

Vocabulary - How?

Word Walls

- Create a word wall in your classroom
 - Post a reminder of the context.
 - Copy of the cover of the read-aloud book
 - Copy of the first page in the story
 - The title of the story or chapter
 - The topic in science or social studies
 - Post the vocabulary words.
 - Incorporate the words into your classroom language.
 - Encourage students to use the words when speaking and writing.

Curriculum Examples

Notes:

Comprehension - What?

- Reading comprehension is:
 - **the ability to extract meaning from text.**
 - directly related to students **decoding** skills, **fluency**, and **vocabulary**.
 - the **intentional thinking** during which meaning is constructed through interactions between the text and reader. (Durkin, 1993)
 - - influenced by the **text** and by the reader's **prior knowledge**. (Anderson & Pearson, 1984)
 - **purposeful** and **active**. (Pressley & Afflerbach, 1995)

Comprehension - What?

- **The ability to:**
 - monitor comprehension
 - check and adjust comprehension
 - make connections within the text and to prior knowledge
 - answer questions (literal, inferential, analytic, evaluative)

- **The ability to employ comprehension strategies of**
 - Previewing
 - Predicting
 - Summarizing
 - Identifying main idea
 - Making inferences
 - ▮ - Using text structure (narrative and expository)

Comprehension - Why?

- ❑ Comprehension of text material is the goal of ALL reading instruction.
- ❑ Comprehension is the REASON for reading.
- ❑ Teaching students comprehension strategies promotes independence and will help students become more active participants in their learning.
- ❑ When readers are given cognitive strategy instruction, they make significant gains on measures of reading comprehension. (Rosenshine, Meister, & Chapman, 1996)

Comprehension - How?

- ❑ To increase comprehension in general, increase decoding, fluency, vocabulary, and background knowledge.
- ❑ To increase comprehension of a specific passage:
 - preteach the pronunciation of passage words
 - preteach the meaning of vocabulary
 - activate or teach background knowledge
- ❑ Demonstrate, explain, and guide students in implementing strategies.
- ❑ Build listening comprehension and reading comprehension.

Comprehension - How?

- **To increase comprehension teach strategies with proven effectiveness.**

- √ **Question Asking**

The teacher asks questions to guide and monitor students' comprehension. The teacher might ask who, what, why, where, when, and how questions. Questions might also request predictions, clarifications, or summaries. (National Reading Panel, 2000)

- √ **Question Generation**

Students are taught to generate questions during reading. For example, in "reciprocal teaching", students are taught two to four strategies: question generation, summarization, clarifying, and predicting. Older students benefited the most from reciprocal teaching. (Palincsar, 1984; Palincsar & Brown; Palincsar, Ogle, Jones, & Carr, 1986; Rosenshine & Meister, 1994)

Comprehension - How?

□ ✓ **Prior Knowledge**

Prior knowledge is activated or elaborated by having students:

1. **Think** about topics relevant to the passage to be read.
2. **Learn** relevant knowledge.
3. **Preview** the text, or
4. **Make predictions** based on one's own experiences.

□ ✓ **Mental Imagery**

In imagery training, students are taught to construct visual images to represent a text as they read. Imagery training improves students' memory. (Levin & Divine-Hawkins, 1974))

Comprehension - How?

√ **Graphic organizers**

Students are taught to construct or complete a “diagram or pictorial device that displays relationships.” The main effect of graphic organizers appears to be on the improvement of the reader’s memory for the content that has been read. (Harris & Hodges, 1995)

√ **Story Grammar** Students are taught the structural elements of a story including: title, setting, main character, other characters, problem/conflict, events (beginning, middle, end), and resolution of the problem. Instruction on story grammar strategies improves the ability of readers, particularly less able readers, to answer questions and recall what has been read.

Comprehension - How?

√ Summarization

Students are taught to summarize what they have read by determining the main idea and important details, and leaving out irrelevant and redundant information.

Example A

QAR - Question - Answer Relationships (Raphael)

In the Book QAR's

Right There

The answer is in the text, usually story. You need easy to find. The words used to make

up the question and the words used to answer the text, and the question are Right There in the same sentence.

Think and Search

This answer is in the story, but you need to put together different story parts to find it. Words for the question and the words for This answer the answer are not found in the same sentence. They come from different parts of the text.

In my Head QAR's

Author and You

This answer is not in the to think about what you already know, what the author tells you in how it fits together.

On My Own

This answer will not be in the story . You can even answer the question without reading the story. comes from your own experiences and background.

Example B

□ Prior Knowledge

KWL (Olson & Gee, 1991)

K

What I know

W

What I want to find out

L

What I learned

—

Example C

Paragraph Shrinking (Fuchs, Mathes, & Fuchs, 2000)

- 1. Name the who or what.**
(The main person, animal, or thing.)
- 2. Tell the most important thing about the who or what.**
- 3. Say the main idea in 10 words or less.**

Curriculum Examples

Notes:

-
- Read the following book for additional research-based practices.

Vaughn, S. & Linan-Thompson, S. (2004).
Research-based methods of reading instruction Grades K-3. Alexandria, VA.:
Association for Supervision and Curriculum
Development.