



THE LEARNING PROGRAM DSFOC

Value. Teach. Celebrate. Serve.

Comprehension Strategies To Build A Better Reader

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Take-aways



Research overview



Strategies, activities & resources for teaching:

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Free Online Resources

LP Online Session (free)
<https://www.dsfoc.org/online-courses/>

10 Research-Based Tips Document:
<http://bit.ly/10tipsliteracy>



10 Research-Based Tips for Enhancing Literacy Instruction for Students With Intellectual Disability
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Research - Comprehension

More limited, but students may be able to accurately “read” text they don’t understand.

Remains a significant area of difficulty, but don’t hold up comprehension activities waiting for decoding to “catch up.”

Working memory weaknesses impact comprehension.

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Research - Comprehension

Some researchers highlight the need for use of **prior knowledge, prediction and knowledge of story grammar components** to assist students in reading comprehension.

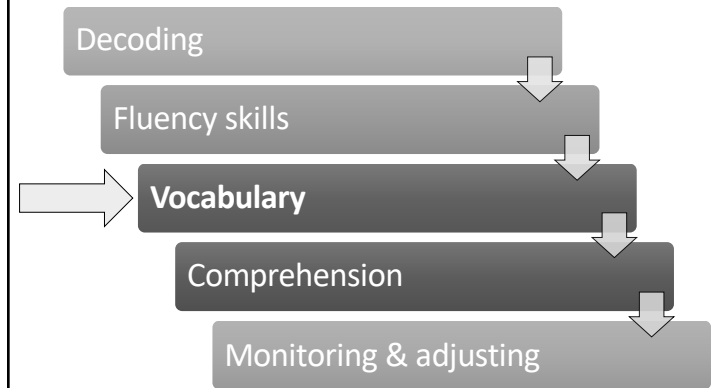
Access to age-appropriate literature should remain a focus across all grade levels.

Even if progress seems slow, very worthwhile because even a single grade level increase opens opportunities for accessing text.

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Hierarchy of Skills



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Teach Vocabulary

- Research shows that vocabulary development is important to comprehension
- Readers can't understand what they are reading without knowing what most of the words mean
- Vocabulary instruction can be indirect or direct

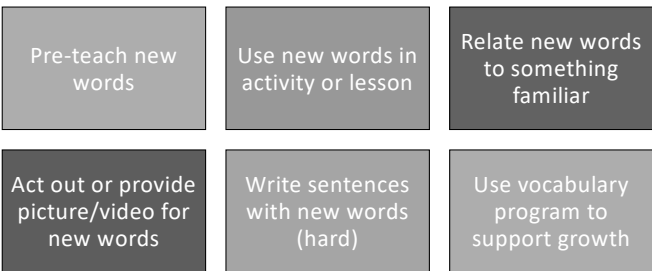
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Teach Vocabulary Indirectly

Talk

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Teach Vocabulary Directly



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Teach Vocabulary - Tips

- Use age and ability as guide
- Focus on useful words
 - Words that are important for text comprehension
 - Functionally important words frequently seen
- Repetition helps (multiple exposures)
- Encourage “deep” processing (less is more - depth is more).
- Can teach learners to use context clues (clues around the word) or apposition (word followed by definition)

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Teach Vocabulary - Activities

- Identify and highlight key terms
- Supplement reading resources with vocabulary resources
- Preteach new vocab words
- Use drawings to reinforce word meanings
- Use resources directed at vocab support
- Orally add support during reading activities

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Teach Vocabulary

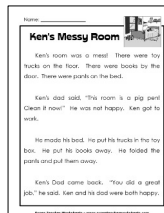
- Identify and discuss key vocabulary terms
- Highlight them in text



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Teach Vocabulary

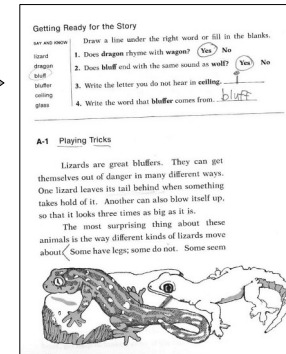
- Supplement reading resource with vocabulary support
- Superteacherworksheets + Vocab A-Z



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Teach Vocabulary

- Pre-teach vocabulary
- Review new words before reading
- Make own list if necessary



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Teach Vocabulary

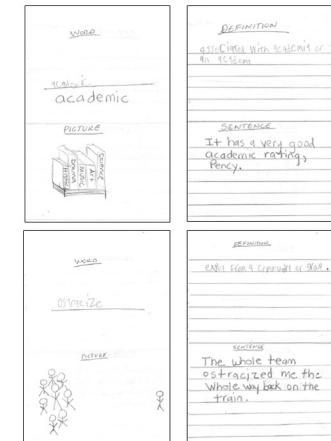
- Activity
 - Write word
 - Define word
 - Draw picture
 - Support as needed
- 5th Grade



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Teach Vocabulary

- Activity
 - Write word
 - Define word
 - Draw picture
 - Use sentence from book
 - Support as needed
- 10th Grade/Catcher in the Rye



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Teach Vocabulary

- Activity sheet
- Measured Mom

Definition	Picture
Word:	
Synonyms / Examples	Antonyms / Non-examples
Sentence	

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Teach Vocabulary

Reading A-Z



ELEMENTS USED IN THIS BOOK

Vocabulary words: backboard, basket, basketball, cheer, clap, coach, court, dribble, excited, fans, game, game time, hoop, jersey, line, net, pass, player, point, referee, rule, score, scoreboard, scorekeeper, shake hands, shoot, shoot, short, sock, sweat band, team

High-frequency words: a, and, on, as, of, by, can, do, each, for, from, got, has, have, makes, is, it, at, in, on, so, some, the, than, there, they, to, too, we, what, when, who, will, with

Other words: another, around, behind, divide, end, favorite, fine, follow, game, head, today, times, know, score, left, most, much, played, south, shows, sure, talk, through, understand, very, watch, wear, with, winning, words



The coach tells the team what to do to win the game. The referee makes sure players follow the rules. The scorekeeper keeps the score so we know who is winning.




Basketball is played on a court. Lines divide the court. Each end of the court has a basket. The basket is a hoop with a net underneath—a backboard is behind it.

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Teach Vocabulary

Vocabulary A-Z

rule		pass	to throw, hit, or kick a ball or push to a team member (verb)
hoop	Place picture here.	referee	a judge of a game or match who makes sure the rules are followed (noun)
dribble	Place picture here.	team	a group of players on one side in a sport or other game (noun)



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Teach Vocabulary

Vocabulary A-Z

Vocabulary A-Z ANSWER KEY Page 1 of 2

Name: _____

An analogy shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with missing words, you must first discover the relationship between the completed pair. (Example: Car is to motor as dog is to bark.)

racing	laws	class	and room	paper
instructor	square	lights	medium	
classmate	baseball	saw	wide	

INSTRUCTIONS: Draw a line between the relationship between the first pair of words. Then have your student draw a line to the word box to complete the second pair of words.

- Lines are to narrow ...as... court is to _____
- Shoot is to shot ...as... see is to _____
- Team is to teammate ...as... class is to _____

Vocabulary A-Z CLOSE SENTENCES DAY 2 Page 1 of 2

Name: _____

pass	rule	backboard	net
referee	hoop	scoreboard	score
team	dribble	shoot	lines

INSTRUCTIONS: Have students use the vocabulary words in the word box above to complete the sentences below.

- He meant to _____ the ball through the basket, but his aim was off and he missed by a few inches.
- The fans don't always agree with the _____'s decisions.
- The _____ in the baseball game was very close until the final inning.
- There is a _____ against talking during class.



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Teach Vocabulary

Vocabulary A-Z

WORDS IN CONTEXT DAY 1

<p>pass (verb)</p>	<ol style="list-style-type: none"> If you pass the basketball to me, I'll shoot it into the basket. When you pass a ball, you give it to another person. Pass the ball to someone on your team, not the other team.
<p>referee (noun)</p>	<ol style="list-style-type: none"> A referee is also called an umpire or arbiter. It can be dangerous to be a referee at a professional football game. A referee interprets and enforces the rules in some sports and games.
<p>team (noun)</p>	<ol style="list-style-type: none"> What color of uniform does your team wear? A team is the members on one side in a sport or other game. A team may also be called a squad.

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Vocabulary A-Z

ASSESSMENT DAY 2

Name: _____

INSTRUCTIONS: Have students choose the best answer to complete each sentence.

<ol style="list-style-type: none"> Pass the ball to someone on _____ team. Ⓐ any Ⓑ the other Ⓒ your A synonym for referee is not _____. Ⓐ player Ⓑ arbiter Ⓒ umpire A team is _____ a game. Ⓐ two referees in Ⓑ one side of Ⓒ four coaches in 	<ol style="list-style-type: none"> A rule does not tell you _____ Ⓐ what to do Ⓑ what not to do Ⓒ where something is A hoop is shaped like a _____. Ⓐ pole Ⓑ ring Ⓒ globe A basketball is _____ when you dribble it. Ⓐ bouncing Ⓑ flying Ⓒ rolling
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Teach Vocabulary

Vocabulary Strategies

Context Clues: Using other words in the sentence or paragraph to figure out a word. Look for clue words to help you.

Apposition: The word is followed by the definition, which is often set off by commas.

Word Structure: The meaning of a word can be figured out by using the prefix, base word, or suffix.

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Teach Vocabulary

- Read, explain/discuss orally:

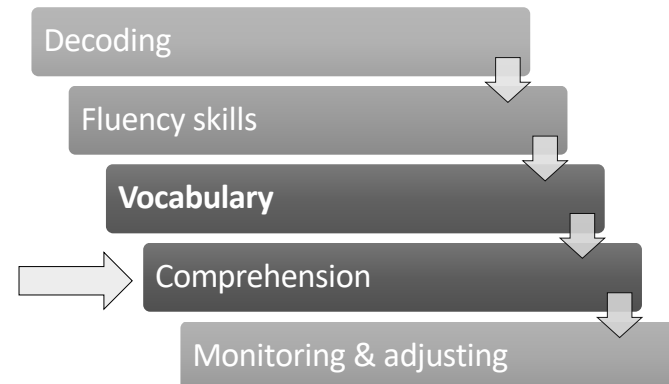
“Well let’s try to hash this out,” Violet said, using an expression which here means “talk about something at length until we completely understand it.”

- You could do this with any book with new vocabulary - pause with unfamiliar terms and define



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Hierarchy of Skills



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Comprehension Strategies

Reading Pause*

Making Connections*

Predicting*

Story Maps*

Visualizing

Summarizing

Generating questions

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Teaching Tips

- Read high interest stories or passages
- Teach in smaller steps, highly visual, more repetition and more structured guidance
 - Use reading pauses
 - Expressly teach each strategy
 - Read questions first - it is NOT cheating
 - Use highlighters
 - Teacher "thinks aloud"
- Choose appropriate reading level to support activities
 - Instructional level (decoding and vocabulary)
 - Working memory challenges
- Remember it's a marathon not a sprint

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Reading Pause



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Making Connections

a.k.a. Activating Prior Knowledge



Our experiences are a lens through which we view and absorb new information



Rich world knowledge increases understanding, activates interest and curiosity, infuses instruction with sense of purpose



Good readers connect background knowledge to new knowledge in text – these connections help readers make inferences and draw conclusions about what they read



Three types of connections - text to self (personal experiences), text to world (what know of the world), text to text (what know from reading other books)

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Making Connections



**Make
Connections**
connect what you're reading
to something else

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Making Connections

Help make connections through think alouds and questions:

Think aloud:

This story reminds me of the time...
If was traveling...
I read an article about...

Ask why/how questions:

Why do you think this is happening?
Why does this make sense?
How do you know?
How does he/she feel?

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Making Connections

Help make connections through think alouds and questions:

Other ideas:

Show a movie related to text
Read or tell another story on same topic
Brainstorm ideas on whiteboard.

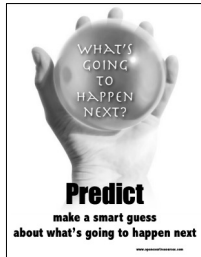
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Predicting

- Effective readers use pictures, titles and text to make predictions before and during reading
- Involves thinking ahead to anticipate information and events in text
- Engages students in text by asking them what they think might occur in story (then they refine, revise and verify thinking and predictions)
- Student must have some understanding of subject matter to use it effectively (e.g., fishing example)

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Predicting Prompts



Predicting



I think . . .
I bet . . .
I wonder . . .
I predict . . .

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Predicting

- **Define**
When we use what we know to make a guess about what's going to happen before we read
- **Model by thinking aloud**
 - "Looking at the cover, I am guessing or predicting the story will be about..."
 - "Based on the bad luck they are having, I predict..."
 - "My prediction about _____ was right, but I did not think _____ would happen"
- **Practice** on familiar stories
- Younger students (picture books)/Older students (chapter books)

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Predicting

Name _____ Date _____

PREDICTING

What do you think will happen next?

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<http://www.fcrr.org/studentactivities>

Name _____ Date _____

making predictions

What is your prediction?

Why is that your prediction?

Did your prediction come true?
YES NO

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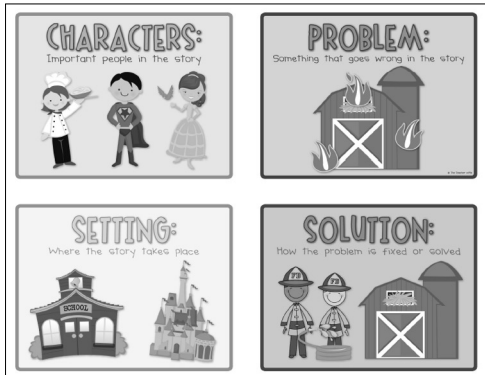
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Story Structure

- Story elements or story grammar can aid in comprehension
 - Beginning/middle/end
 - Characters/setting/themes/problem or conflict/sequence of events or story line/resolution to conflict
- Use story boards, story maps or graphic organizers
- Help readers remember and understand
- Start with simple organizers and simple questions (who, what, where, when, why & how)
- Progress to questions about setting, characters, problems and solutions

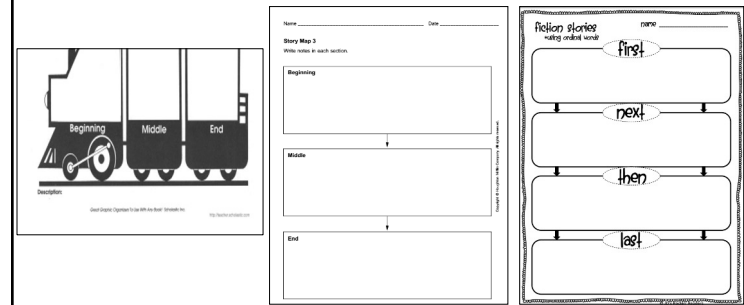
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Story Structure



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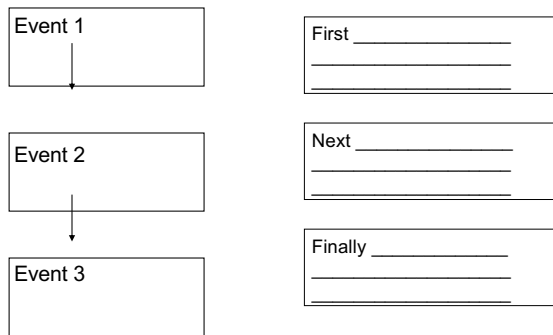
Story Maps



Organizers from simple to more complex.

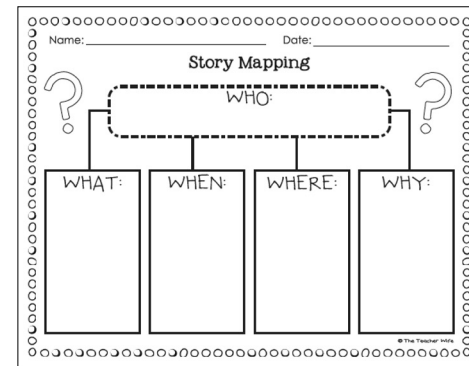
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Story Maps



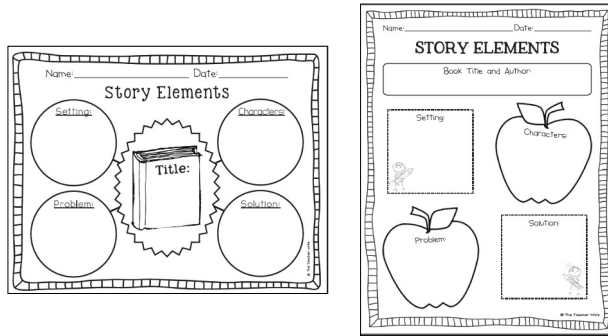
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Story Maps



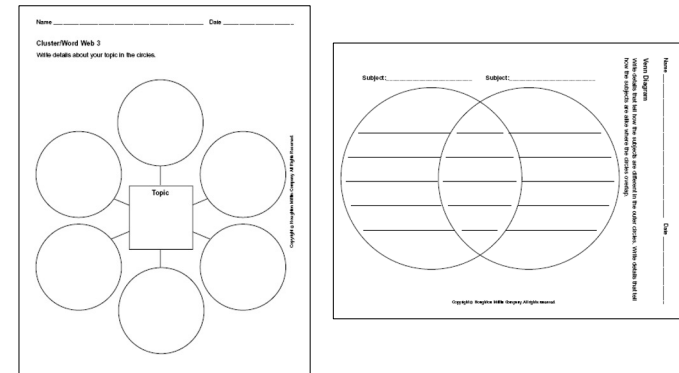
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Story Maps



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Story Maps



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Favorite Resources

- Reading A-Z (appropriate level) with worksheets
 - Raz Kids (online computer and app)
- Super Teacher Worksheets
- Teacher Pay Teacher
- New Practice Readers (Levels A through F)
- NewsEla with worksheets

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Finding Resources

<http://www.eduplace.com/graphicorganizer/>
(free)

<https://www.teachervision.com/graphic-organizers/printable/6293.html> (create account/free)

<https://shop.scholastic.com/teachers-ecommerce/teacher/search-results.html?text=graphic+organizers> (\$)

<https://www.teacherspayteachers.com/Store/The-Teacher-Wife/Category/Reading-Comprehension-518704> (\$)

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Questions or Comments