

Language Comprehension

Instructional Implications

**Broad
Knowledge
Base**

**Oral Language
Proficiency**

**Literacy
Understandings/
Experiences**
(Comprehension Standards)

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

Read Alouds are GREAT for this at ALL levels!

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

increasingly
strategic

increasingly
automatic

**Scarborough's
Reading Rope
(2001)**

Broad Knowledge Base

Instructional Strategies
That You Can “Hang Your Hat On”



*Reprioritize Social Studies and Science in K-2

Building Background Knowledge

- Use of [Text Sets/Multimedia Resources](#) to Explore a Given Topic
- Use of [Concept Mapping](#) to Record New Knowledge and Understandings
- Use of “Conceptional” [Essential Questions](#) to Guide Enduring Understandings About a Given Topic
- Use and Revisit [KWL Charts](#) to Record/Reflect on Learning
- Use of [Anticipation Guides](#) to Activate Prior Knowledge and Reflect on New Learning

Vocabulary

- Target a Set of [Tier 2 Vocabulary Words](#) each Week From Chosen Texts AND Revisit/Reinforce These Words OFTEN Throughout the Week
- Provide time for independent reading to increase exposure to a large number of words over time.

Oral Language Proficiency

Instructional Strategies
That You Can “Hang Your Hat On”



* Increase Amount of “Accountable Talk” Students Engage In During Lessons

Language Structure

- Engage Students in Sentence Combining/Expansion Activities Both Orally and in Writing

Verbal Reasoning

- Place Collaborative Conversations at the Heart of Instructional Time Across ALL Content Areas to Promote Speaking and Listening Skills
- Provide Opportunities for Students to Reflect and Discuss Collaborative Partnerships (What Worked? What Needs Work?)
- Use “Turn and Talk” (Think-Pair-Share, etc) During Read Alouds to Have Students Consider Important Aspects of the Text With Peers
- Encourage Students to Use Newly Acquired Vocabulary During Discussions

Literacy Understandings/ Experiences (Comprehension Standards)

Instructional Strategies
That You Can “Hang Your Hat On”



* Rethink Comprehension Standards as the Framework for Discussing and Working With Text Instead of a Set of Isolated Skills...

- Provide Ample Experiences With a Wide-Range of Texts (All Genres/Formats)... Pair Multiple Texts of the Same Genre/Format Together So Students Begin to Internalize a Conceptual “Model” for Different Types of Texts
- Teach/Model a Small Number of High-Impact Comprehension Strategies (Predicting, Question Generation, Summarizing, etc)
- Teach/Reinforce Important Academic Vocabulary (Domain Specific) Related to Literacy AND Hold Students Accountable by Requiring Them to Use These Terms Often in Guided Discussions About Texts
- Focus on Text Structure Using Graphic Organizers During Read Alouds and Beyond
- Consider a Variety of Similarities/Differences Between Paired Texts (Text Structure/Information/Point of View)