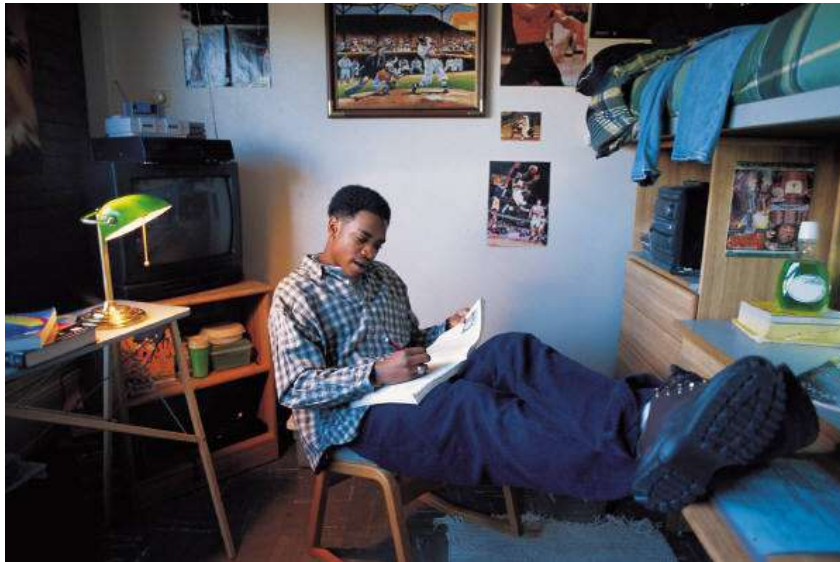


Practical Strategies for Improving Reading Comprehension

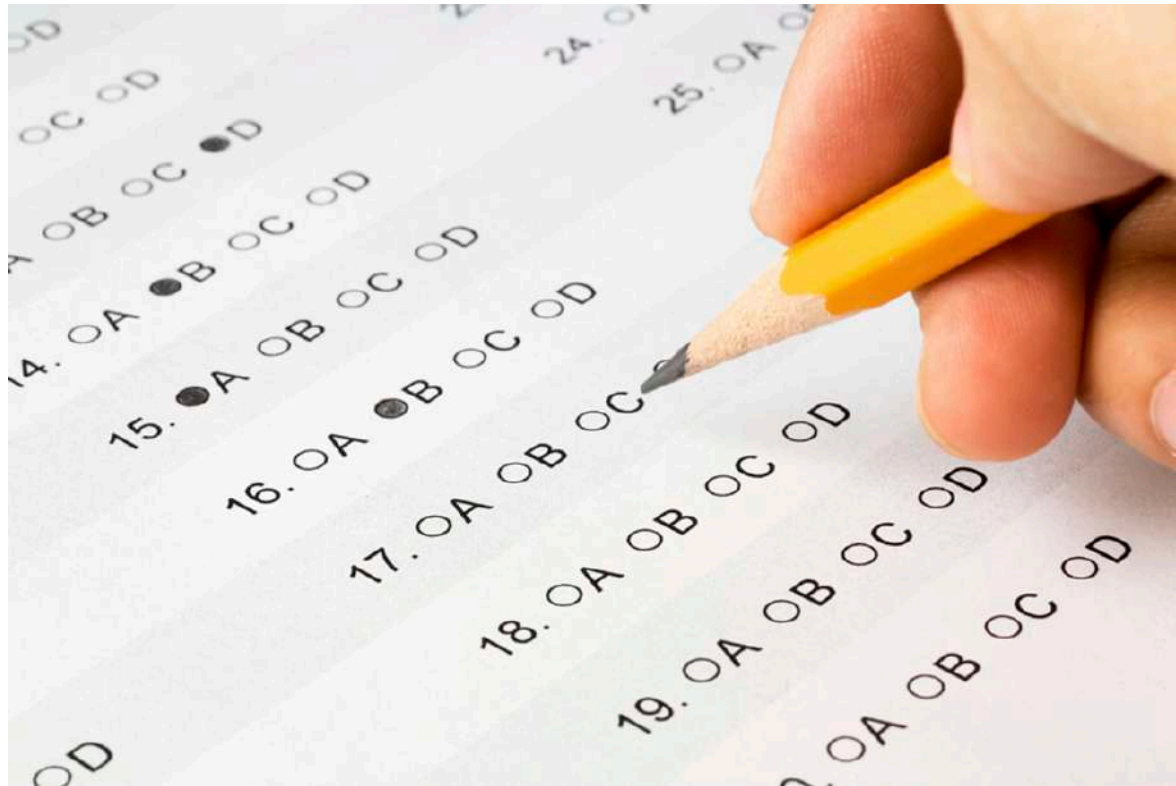
Helping Our Students
Master Reading

Henry County Professional Learning
July 29, 2015 Denise Wood

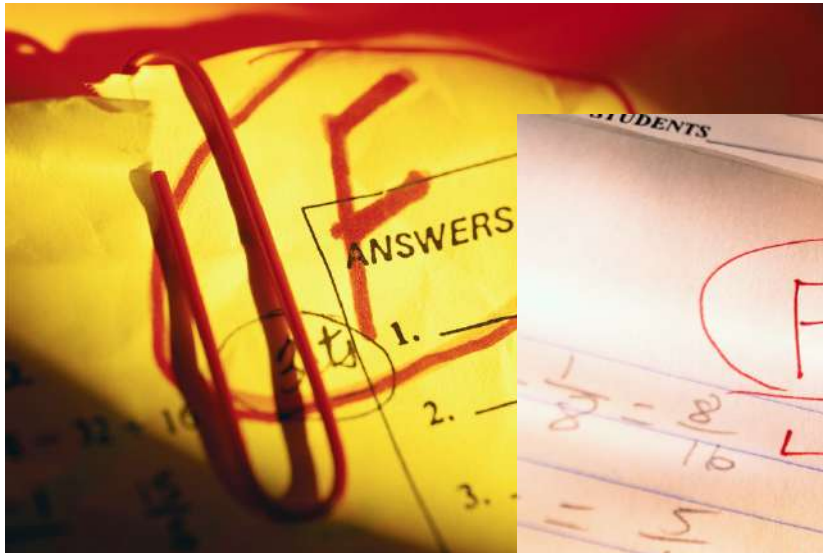
Read Chapter 7 and answer the questions on page 183.



Pop Quiz!



Oops!



How Hard Could It Be?

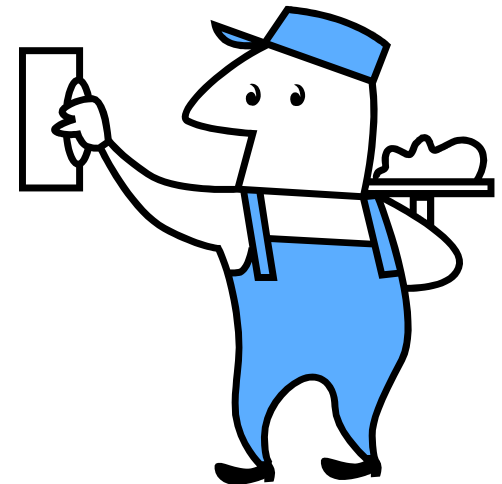
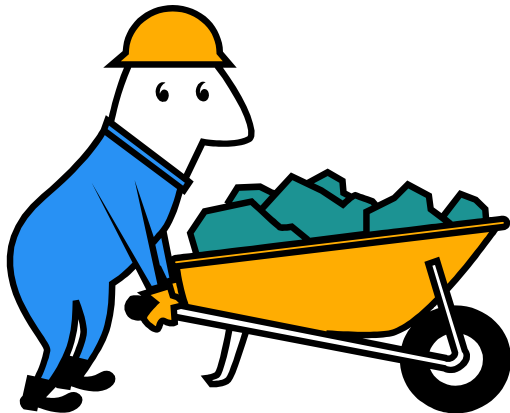
The Batsmen were merciless against the Bowlers. The Bowlers placed their men in slips and covers. But to no avail. The Batsmen hit one four after another along with an occasional six. Not once did their balls hit their stumps or get caught.

Quiz

1. Who were merciless against the Bowlers?
2. Where did the Bowlers place their men?
3. Was this strategy successful?
4. Who hit an occasional six?
5. How many times did the Batsmen's balls hit a stump?

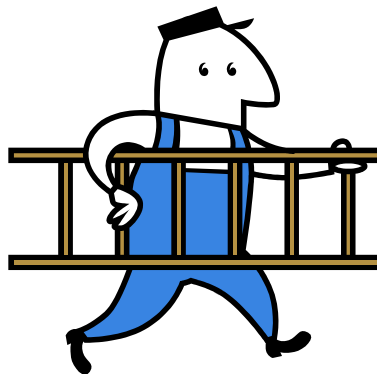
How Smart Readers Think

- Reading is more than “decoding.”
- Reading is an active, constructive process.

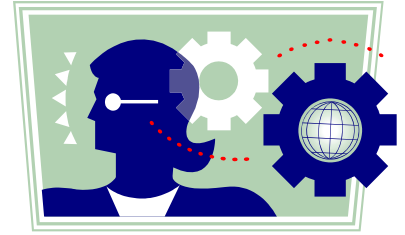


How Smart Readers Think

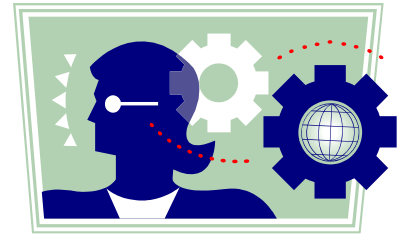
- Good readers have a repertoire of thinking strategies they use to comprehend texts.



Thinking Strategies of Effective Readers

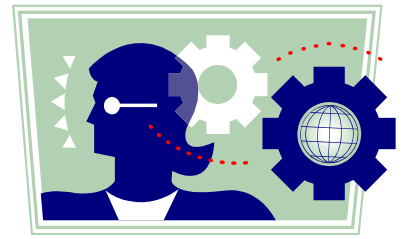


- Visualize (make mental pictures or sensory images)
- Connect (connect to own experience, to events in the world, to other readings)



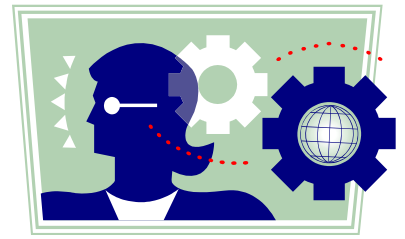
Thinking Strategies (continued)

- Question (actively wonder, bring up uncertainties, interrogate the text)
- Self-monitor (recognize and act on confusion, uncertainty, and attention problems)



Thinking Strategies (continued)

- Recall (retell, summarize, remember information)
- Infer (predict, hypothesize, interpret, draw conclusions)



Thinking Strategies (continued)

- Analyze (notice text structures, author's craft, vocabulary, purpose, theme, point of view)
- Evaluate (determine importance, make judgments)

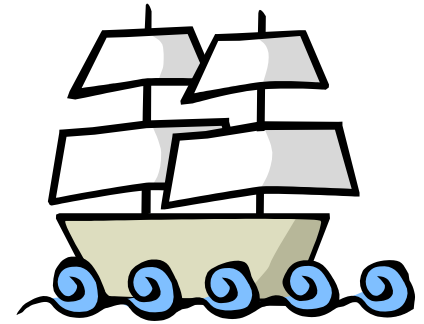
Showing Students How Smart Readers Think: Think-Aloud

- Read passage aloud (students read along).
- Stop repeatedly to explain your mental processing.
- Students try in pairs, small groups, or as class.
- Students stuck? Point out key spots to stop; ask if they have any questions.

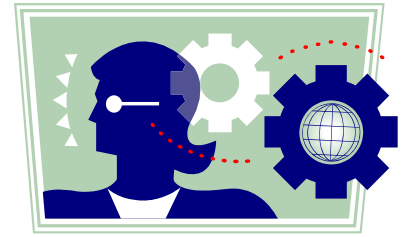
Why Is Reading for Information So Hard?

With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. “Your eyes deceived” he had said. “An egg not a table correctly typifies this unexplored planet.” Now three sturdy sisters sought proof. Forging along sometimes through calm vastness, yet more often over turbulent peaks and valleys. Days became weeks as many doubters spread fearful rumors about the edge. At last, welcome winged creatures appeared signifying success.

Oh! So *that's* what you were talking about.



- Schema: a web that stores and connects all the information in our mind related to a given topic.
- Understanding a passage requires activating the appropriate schema.
- Prior knowledge is the *main determinant* of comprehension.
- To learn new information, we must attach it, connect it, and integrate it with information we already have.



Stages of Reading: Before Reading

- Set purpose for reading *
- Activate prior knowledge (schema) *
- Develop questions *
- Make predictions *

Strategies To Use before Reading

- Brainstorming
- Clustering
- KWL
- ERT
- Anticipation Guide
- Read-Aloud

A Quick Detour: Reading Aloud

- Benefits

- Builds background information
- Increases conceptual vocabulary
- Models fluent reading
- Helps students grasp big ideas and questions

- How?

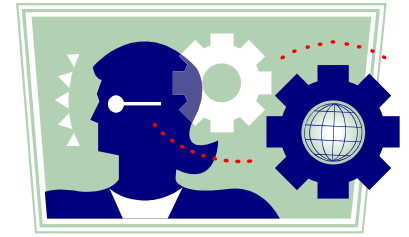
- Variety of well-written texts in clear, vivid language
- Slightly above reading level
- Explore important issues, surprising experiences, or fascinating, funny, or thought-provoking problems

Students Reading Aloud

- Students sign up, practice ahead of time
- Improves fluency → increases comprehension
- Reading multiple times also increases comprehension
- Authentic texts—poetry, famous speeches, jokes, famous documents (e.g., Constitution, Declaration of Independence)
- Choral reading—reader's theater, antiphonal reading with variations, call and response

Strategies To Use before Reading

- Brainstorming
- Clustering
- KWL
- ERT
- Anticipation Guide
- Read-Aloud
- Dramatic Role Play
- Probable Passage



Stages of Reading: During Reading

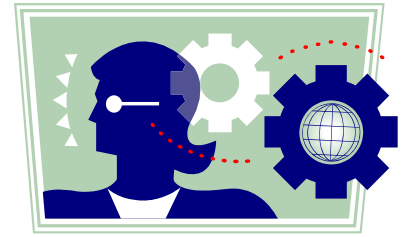
- Sample text
- Visualize *
- Hypothesize
- Confirm/alter predictions
- Monitor comprehension *

Petoskey



Strategies to Use While Reading

- Post-It Notes
- Coding Text
- Bookmarks
- Double-Entry Journals
- Sketching
- It Says/I Say/And So
- Pair/Share



Stages of Reading: After Reading

- Recall/retell *
- Evaluate
- Discuss
- Reread
- Apply
- Read more

Strategies To Use after Reading

- Exit Slips/Admit Slips
- Question Swap (Skinny vs. Fat)
- Mapping
- Save the Last Word for Me
- RAFT
- Drama
- Art

PALS (Peer-Assisted Learning Strategy)

- 5 minutes Partner A reads aloud
- 5 minutes Partner B reads aloud
- 2 minutes Partners alternate summarizing
- 5 minutes Partner A reads in chunks, B questions: Who? What? Shrink to ≤ 10 words
- 5 minutes Partner B reads in chunks, A questions
- 5 minutes Partner A predicts, reads a chunk, verifies/negates prediction, shrinks
- 5 minutes Partner B predicts, reads, shrinks

Vocabulary Strategies

- Word Splash

Sample Word Splash

Mutation

DNA

Heredity

Chromosome

Nucleotide

Genome

Vocabulary Strategies

- Word Splash
- Graphic Organizers (Frayer Model, Concept Map, etc.)
- Vocabulary Tree
- List-Group-Label

Motivating Readers: Choice

- Textbook as reference, journals/magazines, Internet articles, essays, biographies, memoirs, travelogues, historical novels
- Benefits: engagement, differentiation, increased comprehension, diverse viewpoints, “big picture”
- Book talks—reviews, excerpt, student recommendation
- Jigsaw groups

Suggested Reading

- Gallagher, Kelly. *Readicide*. Portland, Maine: Stenhouse Publishers, 2009.
- Herz, Sarah K. with Donald R. Gallo. *From Hinton to Hamlet: Building Bridges Between Young Adult Literature and the Classics*. Westport, Connecticut: Greenwood Press, 1996.
- Reynolds, Marilyn. *I Won't Read and You Can't Make Me*. Portsmouth, New Hampshire: Heinemann, 2004.
- Tovani, Cris. *I Read It, But I Don't Get It*. Portland, Maine: Stenhouse Publishers, 2000.
- Wilhelm, Jeffrey D. *You Gotta BE the Book*. New York: Teachers College Press, 1997.