

Comprehension Intervention Strategy – Click or Clunk?

For: Any student in Grades 2 and up who is below benchmark/target on the AIMSweb Oral Reading Fluency CBM or MAZE and/or who exhibits comprehension issues as determined by running records with retell or another comprehension measure (i.e. Houghton Mifflin “Journeys” weekly or unit tests).

Materials: a selection of reading passages at the student’s instructional reading level (According to Fountas and Pinnell, these are passages the student can read with 95 - 100% word accuracy **with limited comprehension** in Levels A – K, or 98-100% word accuracy **with limited comprehension** in Levels L and above. Or, an instructional level passage would be one that is within the student’s Lexile range, found on MAP teacher reports. If the student is having comprehension difficulties, however, choose passages at the lower end of that range.) **Passages that are written in paragraphs or short chunks will be the most useful for this strategy.**

Recommended Duration and Frequency: This intervention should be conducted at least 3-5 times per week for at least 20 -25 minutes. Monitor the student’s progress once a week or twice monthly using the AIMSweb ORF-CBM or MAZE assessment. (When the student’s score is at the benchmark/target **on grade level passages** for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued.) AIMSweb benchmarks or targets can be found on the AIMSweb site online. **Note: The R-CBM alone may not be enough to show whether or not the student’s comprehension has improved. Fast readers who do not comprehend are often not red-flagged by R-CBM.**

****Initial Note:** Whenever implementing a comprehension strategy, it is most effective to use explicit instruction following the steps below:

Explicit Instruction of Comprehension Strategies

Regardless of the strategy being taught, the process of explicit instruction remains the same.

Step 1: Select a text - The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, student interests and connections to literacy themes.

Step 2: Explain the strategy - Focus on the two questions:

What is it? Why is it helpful/necessary for comprehension?

Provide examples to assist this explanation and wherever possible make connections to students’ background knowledge and prior learning.

Step 3: Model the strategy - Read a section of the text aloud and use a Think Aloud and a visual (symbol, chart, etc.) to share ideas with students. If a strategy requires a written or sketched response, model that during this step. A teacher may need to model a strategy several times.

Step 4: Guided support - After the student has had the opportunity to see the strategy modeled, ask the student to work with a partner to apply the new strategy. Discuss the response from paired students. A teacher may need to provide this type of guided support for several days.

Step 5: Independent practice - After students have experienced success during guided support, monitor as students work independently on the strategy. Have the students read sections of the text with reduced teacher support or invite students to read independent texts on their own. Regardless, students independently use the strategy. The goal is to ensure that students know the strategy and the process for using it. Ultimately students develop a range of strategies that they can use as needed when they are reading on their own.

Step 6: Reflect - Ask students to reflect on how using the strategy helped them to understand the

text. Invite them to share their reflections in small groups or with the whole class. Discuss how they can use the strategy when they are reading on their own.

From: Teaching Comprehension Strategies, 2010 NSW Department of Education and Training

Steps for Intervention:

1. Give the student a piece of text selected for this activity (see guidelines above for the selection of instructional level text).
2. Introduce the strategy to the student by saying, "Today we are going to learn a comprehension strategy called, 'Click or Clunk?'. This strategy will help you to read more carefully and check your own understanding of passages as you read them. You will find out some things readers do when they realize they don't understand what they're reading." This strategy helps to make the student fully aware that reading is an active process requiring thought and concentration.
3. Show the student the "My Reading Check Sheet". Tell the students that the items listed on this sheet are things that readers do when they don't understand what they've read. Read through the sheet with the student.
4. Using the first page of the text, model the strategy for the student:
 - a. Read the **first sentence** of the text aloud for the student. Ask out loud, "Did I understand this sentence?" Then thinking aloud, paraphrase for the student what the sentence said and then say, "I understood this sentence, so I am going to say, 'Click', and read the next sentence." (Because saying "click" may be awkward, you may also model by tapping with a pencil to make a click, or tapping your fingernail on a table to make a clicking sound.) Tell the student that if you didn't understand the sentence, you would have said "Clunk" (or made a clunking sound, perhaps tapping an eraser on the table so it sounds more like a thud than a click) and looked at the "My Reading Check Sheet" and completed one of the sentence reading strategies listed there.
 - b. Repeat Step 4a with the rest of the sentences in the passage, modeling the strategy for the student, occasionally pretending **not** to understand the sentence or a word in a sentence so the student can see what you do to check for understanding. Continue in this manner until you are finished with a **paragraph**.
 - c. At the end of the first **paragraph**, say out loud, "What did the paragraph say?" Then say, "Click," and summarize the paragraph for the student. Tell the student that if you hadn't understood the paragraph, you would have said, "Clunk" and re-read it as the "My Reading Check Sheet" says to do.
 - d. Repeat steps 4a and 4b with the next sentences/paragraphs, continuing with the strategy and remembering to "click" or "clunk" as you model, until you finish the **page**.
 - e. At the end of the **page**, say out loud, "What do I remember?" Then say, "Click," and summarize the page for the student. Tell the student that if you hadn't remembered anything on the page, you would have said, "Clunk" and re-read it as the "My Reading Check Sheet" says to do.
5. Model the strategy with additional pages until you feel the student is ready to try it with guided support.
6. Now have the student try the strategy with **guided support**, providing as much assistance to the student as needed:
 - a. Have the student read the **first sentence** of the text silently. Have the student ask, "Did I understand this sentence?" Then ask the student to either say, "Click" and

- paraphrase what the sentence said or say, “Cluck” and perform one of the sentence strategies on the “My Reading Check Sheet”. Assist as needed.
- b. Have the student repeat Step 6a with the next sentence in the passage, and continue in this manner until you are finished with a **paragraph**, making sure the student is “clicking” or “clunking”.
 - c. When the student finishes the first **paragraph**, have the student say, “What did the paragraph say?” Then have the student say, “Click,” and summarize the paragraph or “Clunk” and re-read it. If the student re-reads, have him or her try to summarize again. Support as needed.
 - d. Have the student repeat steps 6a, b, and c with the next paragraph, continuing with the strategy and remembering to “click” or “clunk” until the **page** is finished.
 - e. When the student finishes the **page**, have him/her say out loud, “What do I remember?” Then have the student say, “Click,” and summarize the page or “Clunk” and re-read it as the “My Reading Check Sheet” says to do. Support as needed.
7. When the student has finished the passage, have him/her reflect out loud about how the strategy helped with comprehension.
 8. Record pertinent notes on the “Recording Sheet” regarding how the student does with paraphrasing and/or summarizing sentences, paragraphs, or pages.
 9. Have the student work with guided support for as long as you feel is necessary, until you feel the student is ready for **independent practice**.
 10. When the student is ready for independent practice:
 - a. Have the student read the passage silently (or orally, if desired) in sentences/paragraphs/pages using “clicks” and “clunks”, but allow the student as much independence as possible while s/he works through the steps. You may wish to have the student paraphrase and summarize out loud at first, but when you feel confident that the student is performing the strategy, you can allow the student to paraphrase and summarize silently.
 - b. When the student is finished reading the passage using the strategy steps, and if you haven’t had the student paraphrase or summarize orally, check the student’s understanding by having him/her retell, or by asking comprehension questions.
 11. Have the student reflect on how it went.
 12. Record pertinent notes on the “Recording Sheet”, making careful notes on how much assistance the student needed to perform the skill, and on which steps help was needed, if any.
 13. Move the student into higher-level passages when s/he is able to perform the strategy independently and correctly for sentences, paragraphs, and pages 3 times consecutively on current level passages.
 14. Continue with independent practice as long as necessary, until the student is able to perform the strategy independently using **passages at grade level** and has reached the grade-level benchmark or target score on the AIMSweb R-CBM or MAZE on at least 3 consecutive probes.

MY READING CHECK SHEET

Sentence Check... “Did I understand this sentence?”

If you had trouble understanding a word in the sentence, try...

- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one) or a dictionary.
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...

- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... “What did the paragraph say?”

If you had trouble understanding what the paragraph said, try...

- Reading the paragraph over.

Page Check... “What do I remember?”

If you had trouble remembering what was said on this page, try...

- Re-reading each paragraph on the page, and asking yourself, “What did it say?”

*Adapted from Anderson (1980), Babbs (1984)

“Click or Clunk?” Recording Sheet

Name of Student:_____ **Interventionist:**_____

Date Intervention was begun (when strategy modeling started):_____

[illegible]

"Click or Clunk?" Comprehension Strategy - Integrity Check

Interventionist:_____ **Date:**_____ **Grade Level:**_____
Tier_____ **Integrity Monitor:**_____

Descriptor - Student	Yes	No	N/A
Student is performing below benchmark on AIMSweb R-CBM, MAZE, or other comprehension measures.			
Student is in Grade 2 or above.			

Descriptor - Materials	Yes	No	N/A
Student has a passage to read and a "My Reading Check Sheet" strategy handout.			
Passage is formatted in paragraphs or "chucks".			
Interventionist can also see the passage.			
Interventionist has a recording sheet.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist has selected a passage at the student's instructional level.			
Interventionist is modeling or has modeled the strategy for the student correctly using the steps as described in the instructions.			
Interventionist has taken the student through guided practice with the strategy, using the steps as described in the instructions and supporting as needed.			
Interventionist is allowing the student independent practice using the strategy, and is monitoring for comprehension and the correct application of the strategy.			
Interventionist allows time for the student to reflect upon his/her use of the strategy.			
Interventionist correctly makes notes on the recording sheet for any passages the student completes within the guided support or independent practice stages.			
Interventionist moves student into a higher level when the student is able to complete the strategy successfully and independently on current level passages 3 times consecutively.			
Interventionist monitors the student's progress at least twice a month using the AIMSweb R-CBM or MAZE probes, and records progress on a graph or on the AIMSweb online system.			
Interventionist discontinues intervention when the student reaches his/her target on grade level AIMSweb R-CBM or MAZE probes 3 consecutive times and transfer of the skill on classroom work is indicated.			
Intervention is conducted for at least 20-25 minutes 3-5 times per week.			

"Click or Clunk?" Intervention Integrity Check Summary:_____ of _____ applicable components are observed.

Notes: