CCNETWORK Comprehensive Center Network

REGION 17 Idaho Montana

Evidence-Based Facilitator Guide: Improving Intermediate Literacy

Recommendation 2.
Direct and Explicit Comprehension Instruction

Updated December 2022

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

An important insight

> 14% of American adults are unable perform functional reading tasks such as reading medicine labels and train schedules. Another 29% are at 'basic' levels … and do not read or write well enough to perform the literacy requirements of a typical job."

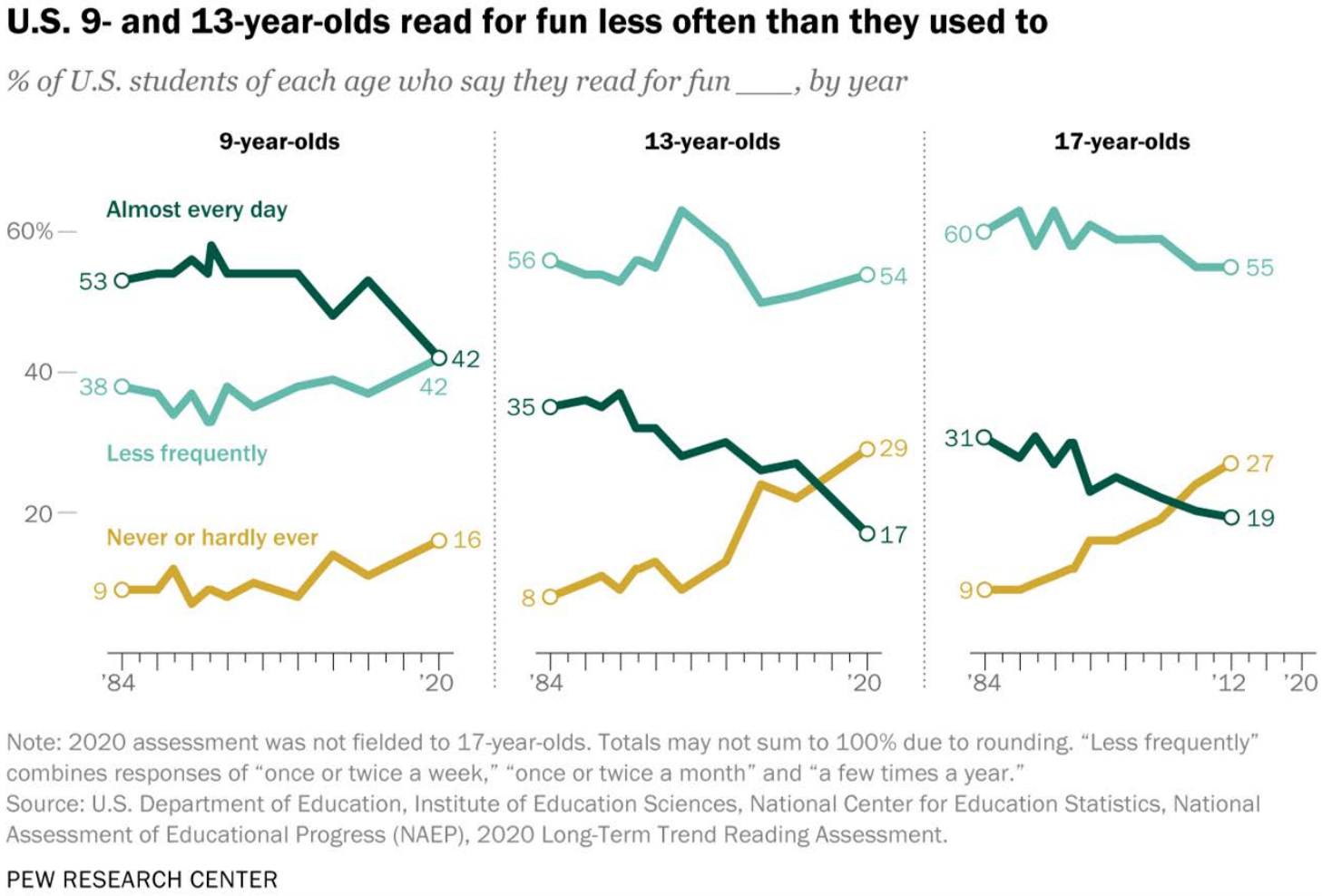
(Moats, 2020)

The literacy challenge is real

1 in 4 children in America grow up without learning how to read

(WriteExpress Corporation)

Overall, 42 percent of fourth-graders read recreationally "almost every day" compared with only 17 percent of eighth-graders.



(Pew Research Center (National Center for Educational Statistics), 2020)

Students who don't read proficiently by third grade are four times likelier to drop out of school

(Annie E. Casey Foundation, 2011)

A close relationship between illiteracy and crime

“Eighty-five percent of all juveniles who interface with the juvenile court system are functionally illiterate.”

(WriteExpress Corporation)

Teaching reading: If not me, then who?

“Learning to read is critical to a child’s overall well-being. If a youngster does not learn to read in a literacy-driven society, hope for a fulfilling, productive life diminishes.”

G. Reid Lyon

Former Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development

Why focus on improving literacy instruction?

The teacher is the most important factor in student learning.
If not me, then who?

Good instruction is powerful

“

Good instruction is the most powerful means of developing proficient comprehenders and preventing reading comprehension problems.”

(Snow, 2002)

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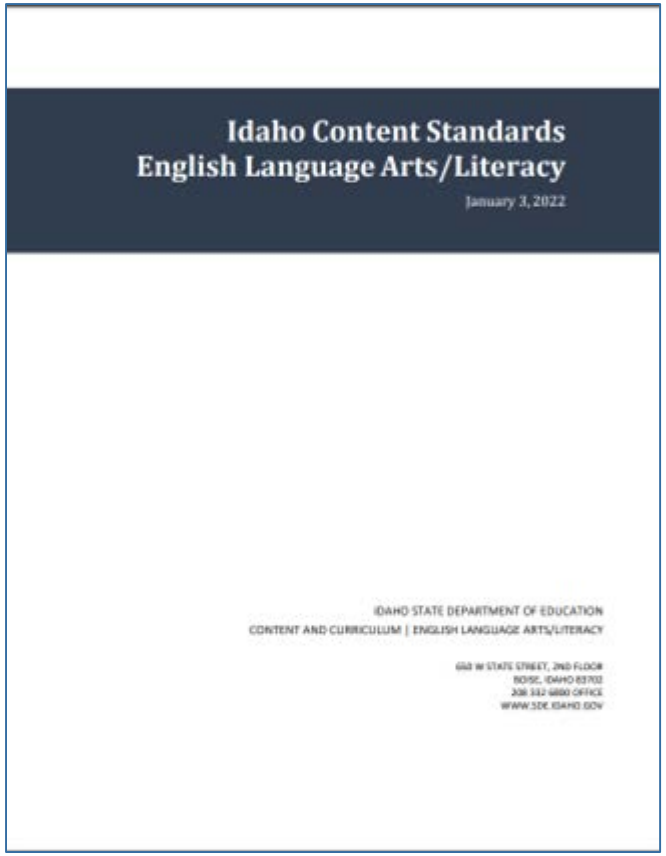
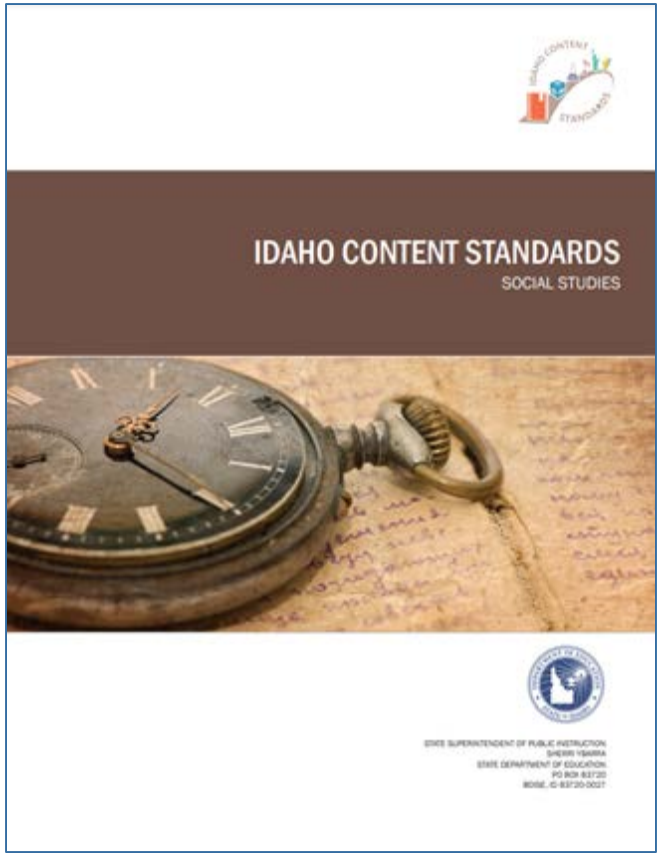
Idaho Content Standards





(Idaho State Department of Education, 2022a, Idaho State Department of Education 2022b)

Idaho's 2022 English language arts/literacy standards highlights

Recommendations	New Standards Application
Comprehensive review of the College and Career Readiness Anchor (CCRA) standards	CCRA standards were removed
Remove or move the standards for Literacy in History/Social Studies, Science, and Technical Subjects	Standards for literacy in content areas were removed
Reduce the number of standards, lessen complex verbiage, and prioritize the more important concepts	Reduced total number of standards Reorganization of strands (foundational skills, reading comprehension, and vocabulary development)

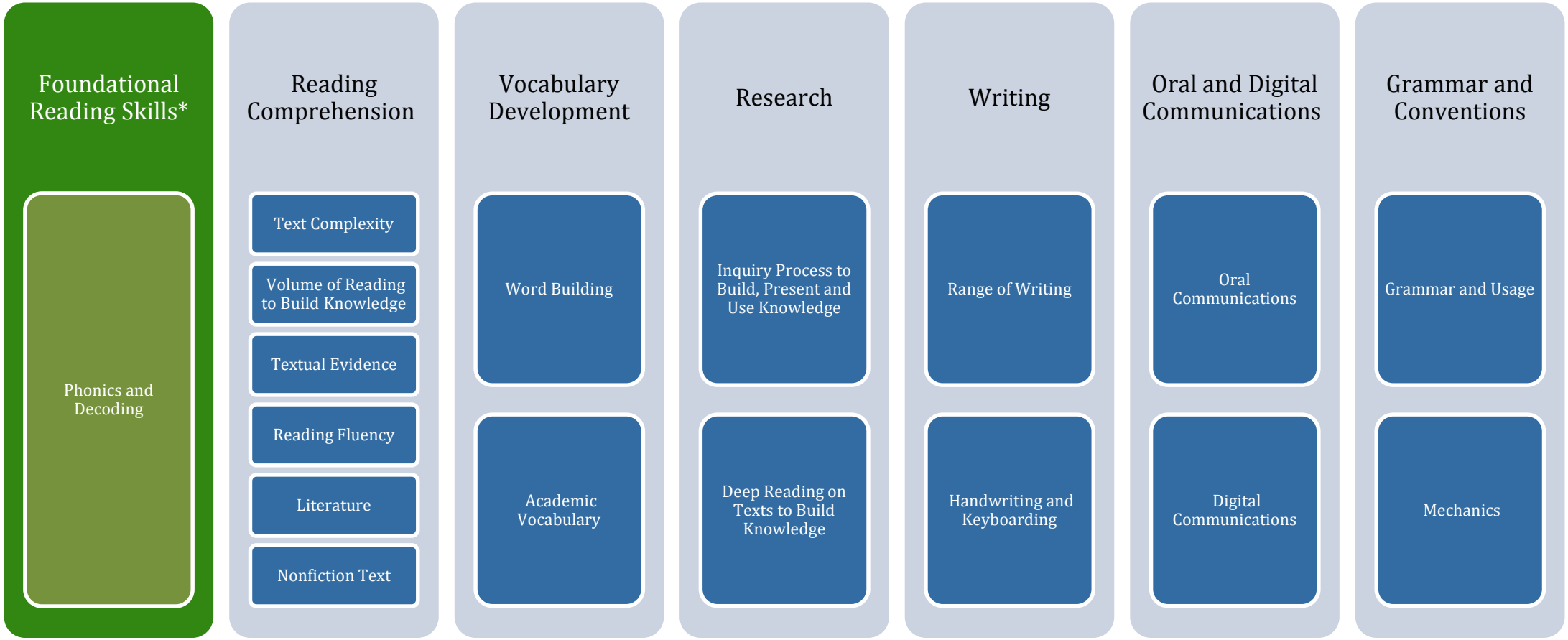
(Idaho State Department, 2022c)

Idaho's 2022 English language arts/literacy standards highlights

Recommendations	New Standards Application
Review classifications of literature and informational text to give a better balance of genres	Sub strands were re-named literature and non-fiction
Balance fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature	Reading lists were removed from standards and all appendices at the direction of the 2021 legislative letter
Reevaluate the categories of reading, writing, speaking, listening. Combine some standards in reading, listening, writing, speaking	New strands and sub strands were developed (research strand combines reading and writing, vocabulary development strand combines reading and language)

(Idaho State Department, 2022c)

Grade band Language standards and strands



(Idaho State Department of Education, 2022)

Vertically aligned grade band Language strands and standard strands

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foundational Reading Skills (Phonics and Decoding)				
Reading Comprehension (Text Complexity; Volume of Reading to Build Knowledge; Textual Evidence; Reading Fluency; Literature; Nonfiction Text)				
Vocabulary Development (Word Building; Academic Vocabulary)				
Research (Inquiry Process to Build, Present and Use Knowledge; Deep Reading on Texts to Build Knowledge)				
Writing (Range of Writing; Handwriting and Keyboarding)				
Oral and Digital Communications (Oral Communications; Digital Communications)				
Grammar and Conventions (Grammar and Usage; Mechanics)				

(Idaho State Department of Education, 2022)

Sample aligned standards for grades 4-8

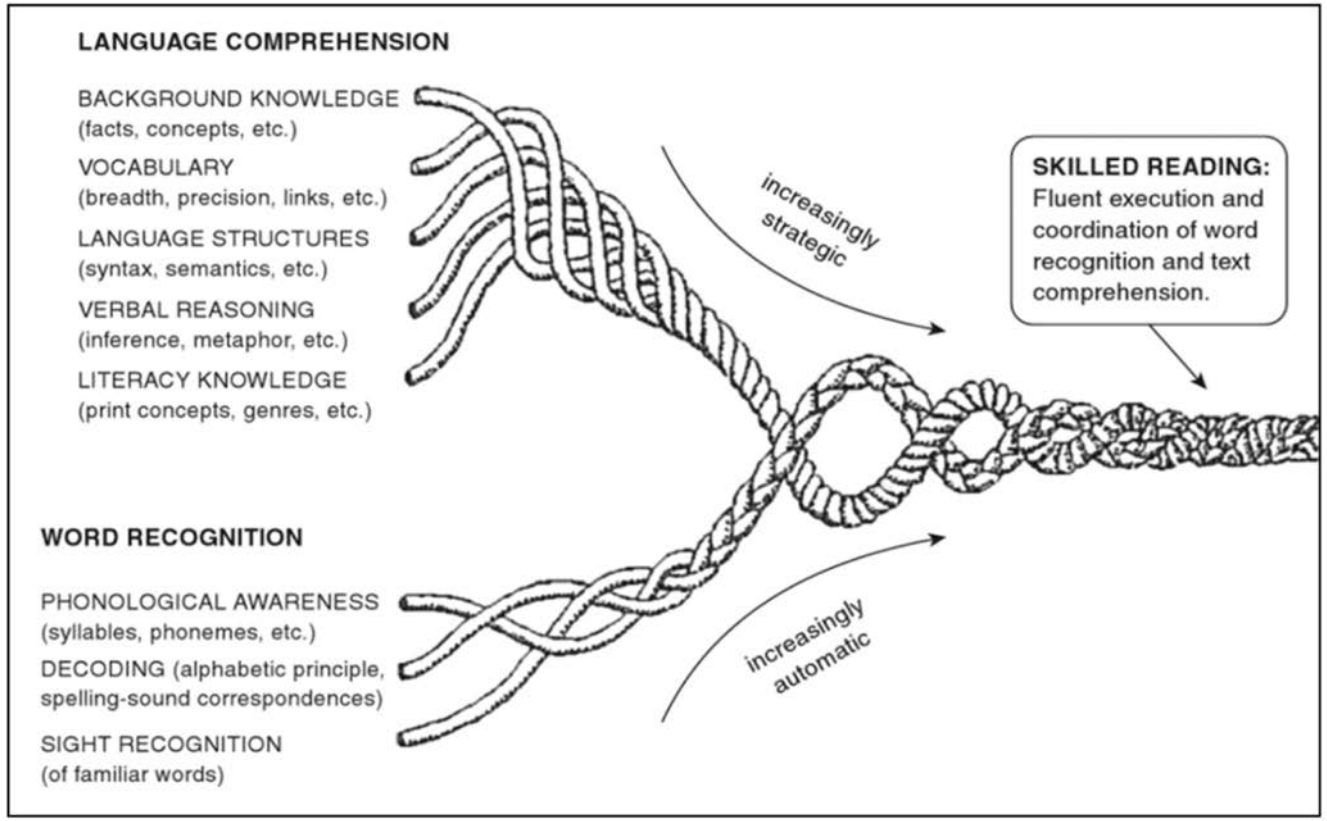
Grade 4	4.RC-TC.1. 1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band.
Grade 5	5.RC-TC.1. 1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band.
Grade 6	6.RC-TC.1.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band.
Grade 7	7.RC-TC.1.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band.
Grade 8	8.RC-TC.1.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 6–8 band.

(Idaho State Department of Education, 2022)

Skilled readers

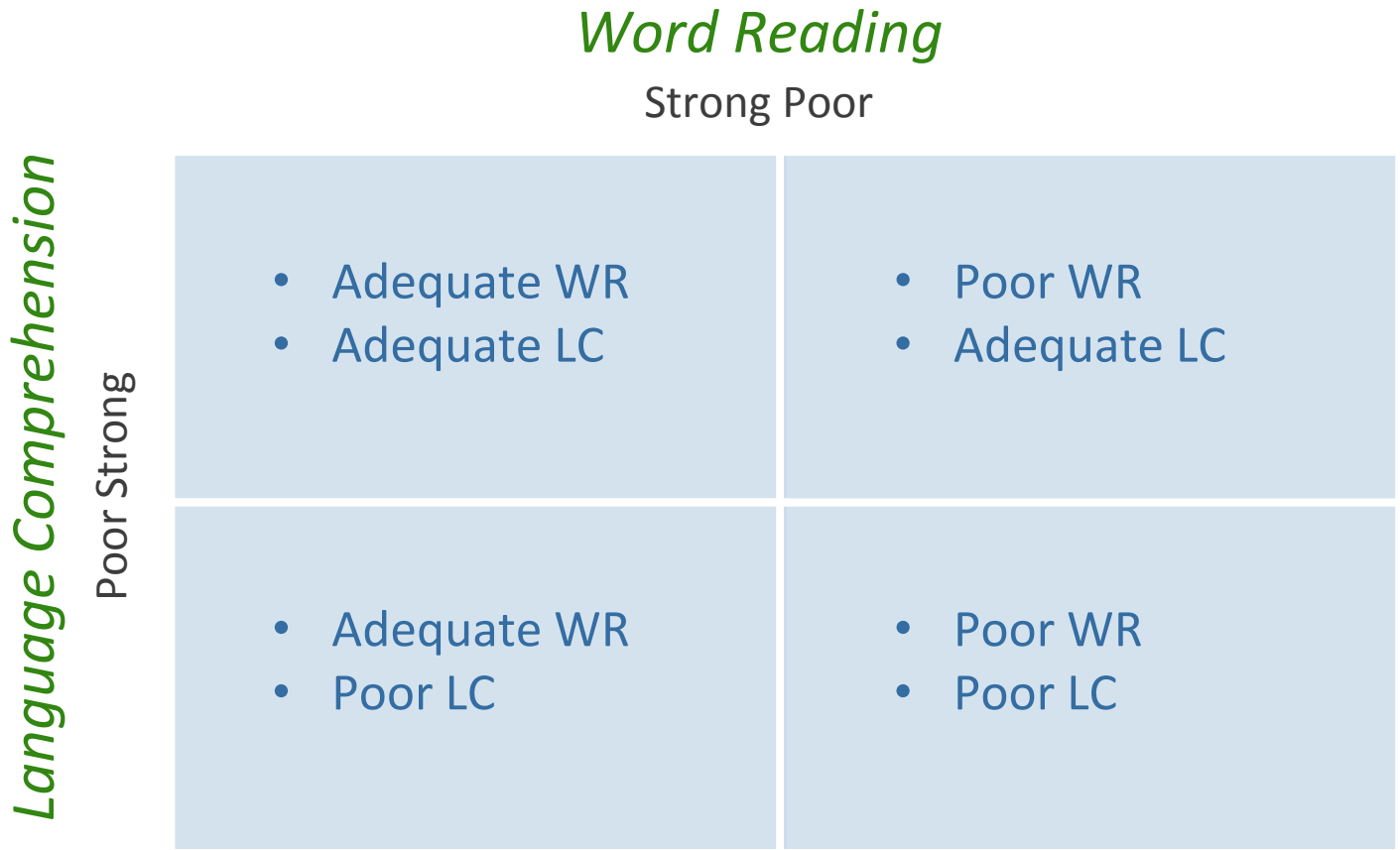
What are some essential components of being a skilled reader?

Scarborough's reading rope



Scarborough, H. (2001 Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), Handbook of Early Literacy Research. pp. 97-110. New York, Guilford Press. *(used with permission of the author)*

Simple view of reading (SVR)



WR x LC = C

WR: Word recognition (phonological awareness, decoding, and encoding skills)

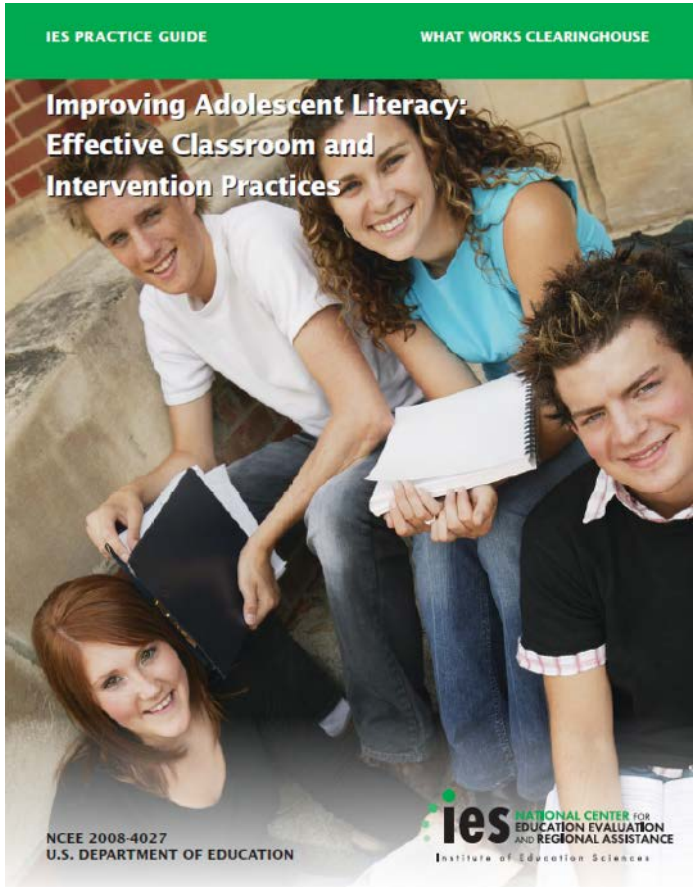
LC: Language Comprehension (skills related to language comprehension)

1 X 1 = 1
0 X 1 = 0
1 X 0 = 0

(Gough & Tunmer, 1986)

A collection of the best available evidence

[The Institute of Education Sciences (IES) Practice Guide]



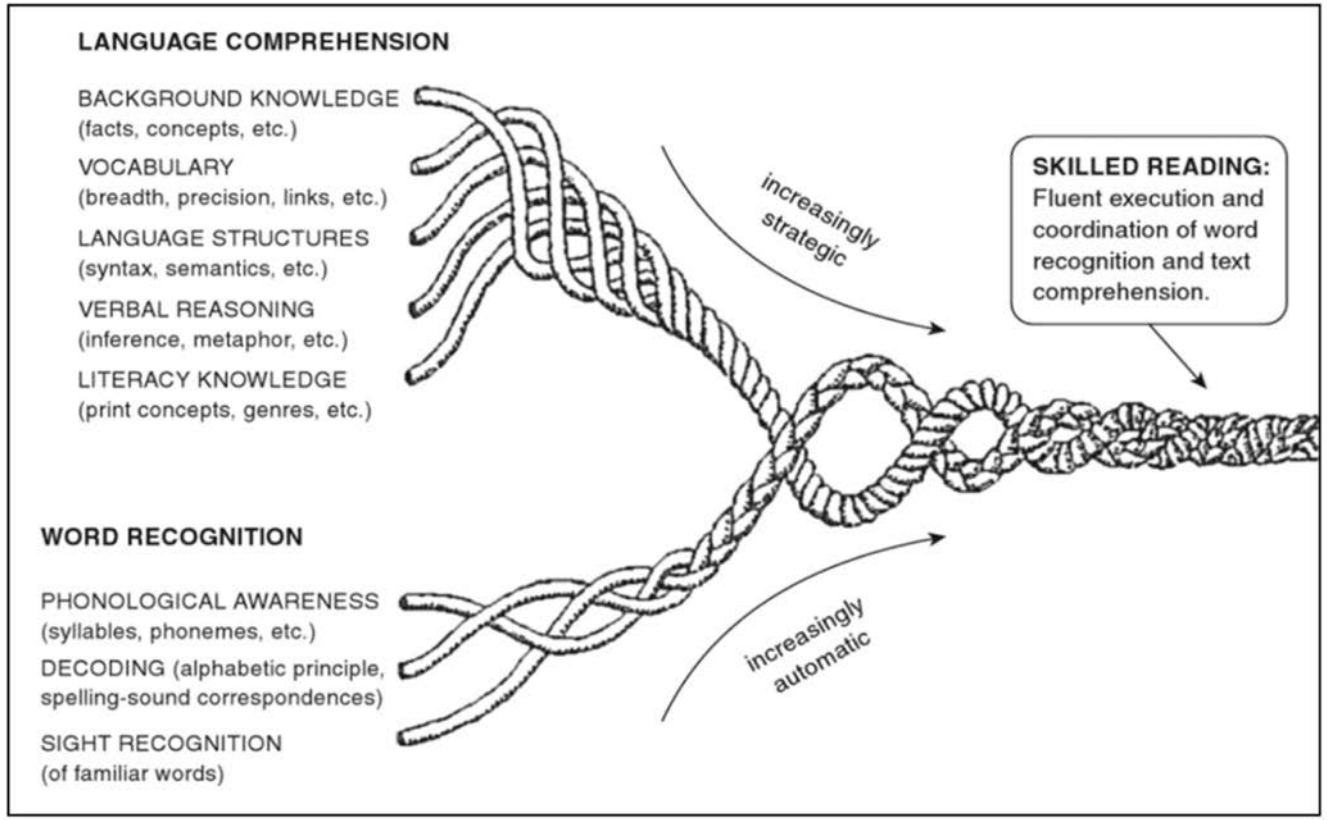
(Kamil et al., 2008)

Five recommendations for improving literacy

1. Provide *explicit* vocabulary instruction
2. **Provide *direct* and *explicit* comprehension instruction**
3. Provide opportunities for *extended discussion* of text meaning and interpretation
4. Increase student *motivation and engagement* in literacy learning
5. Make available *intensive and individualized* interventions for struggling readers provided by trained specialists

(Kamil et al., 2008)

Recommendation 2. Direct and Explicit Comprehension Instruction



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Targets for today

- Understand how metacognition improves comprehension
- Learn the structure of a reading comprehension lesson
- Describe two to three evidence-based practices for improving comprehension in specific content areas
- Identify instructional practices and apply them to current core materials

What's working in your classroom?

What effective strategies, resources, and activities do you use to teach comprehension?

Reading comprehension is …

the ability to process text, understand its meaning, and integrate it with existing knowledge.

Comprehension strategies are the …

… routines and procedures that good readers use to help them make sense of texts.

Content Literacy

General strategies to improve comprehension

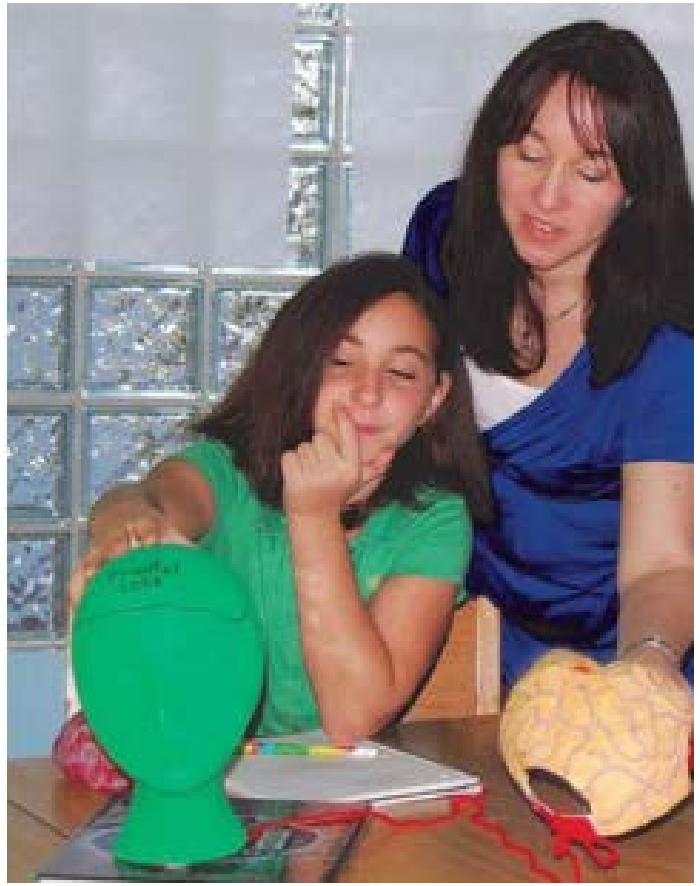
Disciplinary Literacy

Specialized strategies to improve comprehension

Role of metacognition

What is metacognition?

Why is metacognition essential to learning how to comprehend text?



How do we provide explicit comprehension instruction?

- Select the text carefully
- Show students how to apply the strategies
- Ensure the text is appropriate for the reading level
- Use direct and explicit instruction
- Provide the appropriate amount of guided practice

Structure of a comprehension lesson: Before reading

Before reading a text

- Set a purpose
- Preview the content and structure
- Activate prior knowledge
- Make predictions

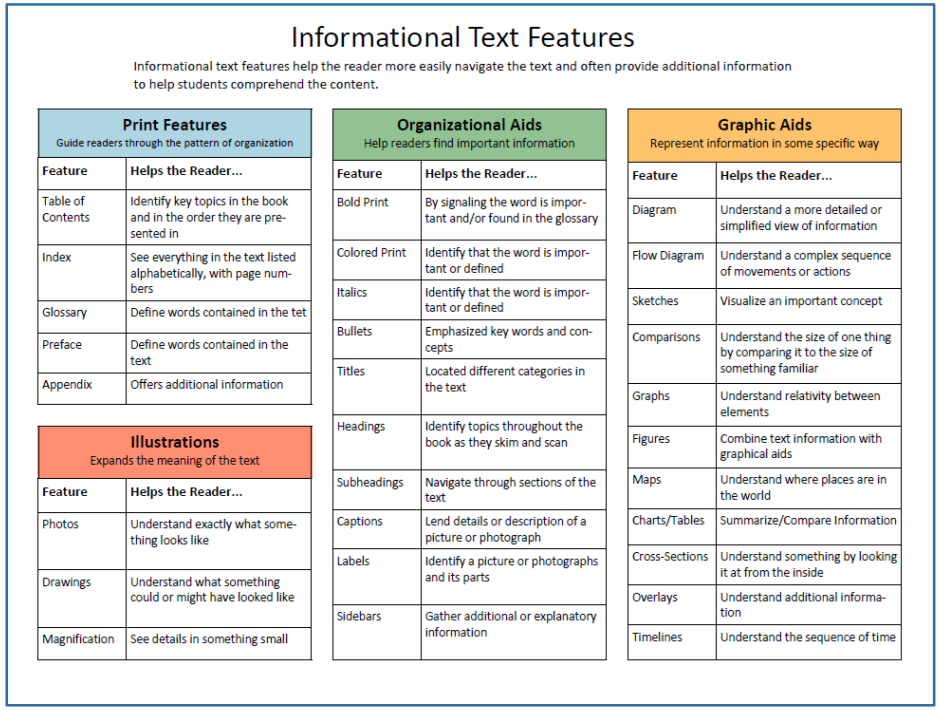
Text structure: What is it?

Text structure is the way in which the author has organized the information in the text.

Examples: Problem and solution, compare and contrast, cause and effect, descriptions and lists, time order/sequence

Text features: Handout 2

Text features include all the components of a story or article that are not part of the main body of text. They include the **table of contents, index, glossary, headings, boldfaced words, sidebars, pictures and captions, and labeled diagrams.**



Informational Text Features

Informational text features help the reader more easily navigate the text and often provide additional information to help students comprehend the content.

Print Features
Guide readers through the pattern of organization

Feature	Helps the Reader...
Table of Contents	Identify key topics in the book and in the order they are presented in
Index	See everything in the text listed alphabetically, with page numbers
Glossary	Define words contained in the tet
Preface	Define words contained in the text
Appendix	Offers additional information

Illustrations
Expands the meaning of the text

Feature	Helps the Reader...
Photos	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like
Magnification	See details in something small

Organizational Aids
Help readers find important information

Feature	Helps the Reader...
Bold Print	By signaling the word is important and/or found in the glossary
Colored Print	Identify that the word is important or defined
Italics	Identify that the word is important or defined
Bullets	Emphasized key words and concepts
Titles	Located different categories in the text
Headings	Identify topics throughout the book as they skim and scan
Subheadings	Navigate through sections of the text
Captions	Lend details or description of a picture or photograph
Labels	Identify a picture or photographs and its parts
Sidebars	Gather additional or explanatory information

Graphic Aids
Represent information in some specific way

Feature	Helps the Reader...
Diagram	Understand a more detailed or simplified view of information
Flow Diagram	Understand a complex sequence of movements or actions
Sketches	Visualize an important concept
Comparisons	Understand the size of one thing by comparing it to the size of something familiar
Graphs	Understand relativity between elements
Figures	Combine text information with graphical aids
Maps	Understand where places are in the world
Charts/Tables	Summarize/Compare Information
Cross-Sections	Understand something by looking it at from the inside
Overlays	Understand additional information
Timelines	Understand the sequence of time

Brain basics: Understanding sleep

"Sleep is an important part of your daily routine — you spend about one-third of your time doing it. Quality sleep — and getting enough of it at the right times — is as essential to survival as food and water. Without sleep you can't form or maintain the pathways in your brain that let you learn and create new memories, and it's harder to concentrate and respond quickly.

"Sleep is important to a number of brain functions, including how nerve cells (neurons) communicate with each other. In fact, your brain and body stay remarkably active while you sleep. Recent findings suggest that sleep plays a housekeeping role that removes toxins in your brain that build up while you are awake.

Source: National Institute of Neurological Disorders and Stroke, n.d.

Brain basics: Understanding sleep (continued)

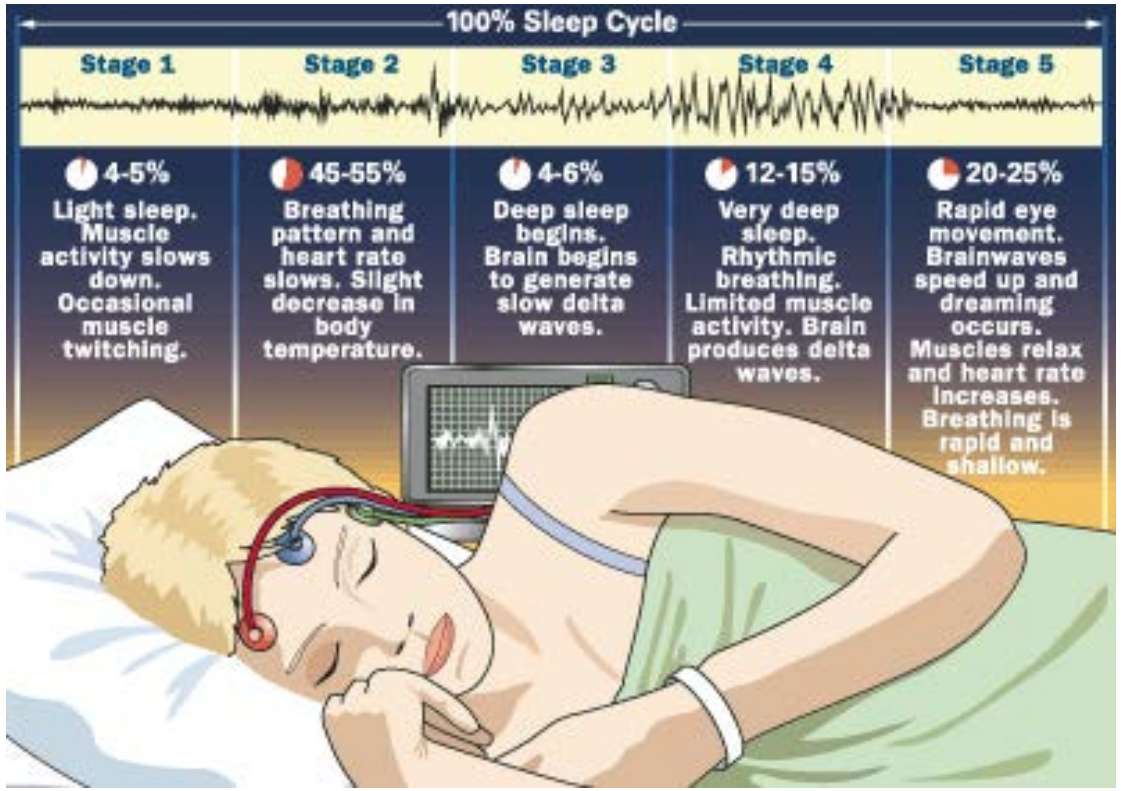
"Everyone needs sleep, but its biological purpose remains a mystery. Sleep affects almost every type of tissue and system in the body — from the brain, heart, and lungs to metabolism, immune function, mood, and disease resistance. Research shows that a chronic lack of sleep, or getting poor quality sleep, increases the risk of disorders including high blood pressure, cardiovascular disease, diabetes, depression, and obesity.

"Sleep is a complex and dynamic process that affects how you function in ways scientists are now beginning to understand."

www.ninds.hih.gov/disorders/patient-caregiver-eduction/understanding-sleep

Source: National Institute of Neurological Disorders and Stroke, n.d.

Sleep cycle



Source: National Institute of Neurological Disorders and Stroke, n.d.

Practice round 1: Role-play

1. **Structured partners:** Decide which partner will play the role of the teacher and which partner will play the role of the student. Plan the mini-lesson together, including engagement strategies.
2. **Teacher:** Using the article, *Brain Basics – Understanding Sleep,* lead your "student" through the *Before Reading Activities* using handout 1 and/or handout 2.
3. **Students:** Respond to your "teacher" by following directions and engaging in the activities.

Practice round 1: Before reading strategies

Before reading a text (using the article)

- Set a purpose
- Preview the content and structure
- Activate prior knowledge
- Make predictions

Reflection 1

1. How did the teacher's instruction help the students prepare to read the article?
2. What strategies did the teacher use to engage the student in learning?
3. How would you rate your own engagement during this activity on a scale of 1 (low) to 10 (high)? Why?
4. How might you use handouts 1 and 2 in your own classroom?

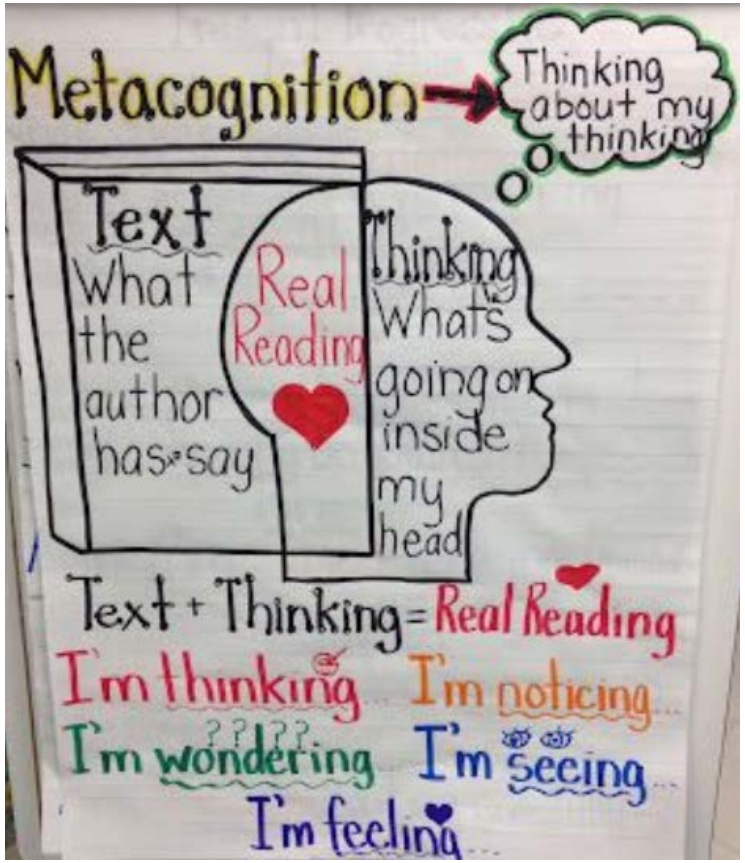
Structure of a comprehension lesson: During first reading of text

Focus on initial understanding by teaching and using:

- Comprehension strategies
- Close reading
- Word-learning vocabulary strategies
- Discussion strategies

Direct and explicit comprehension instruction using metacognition

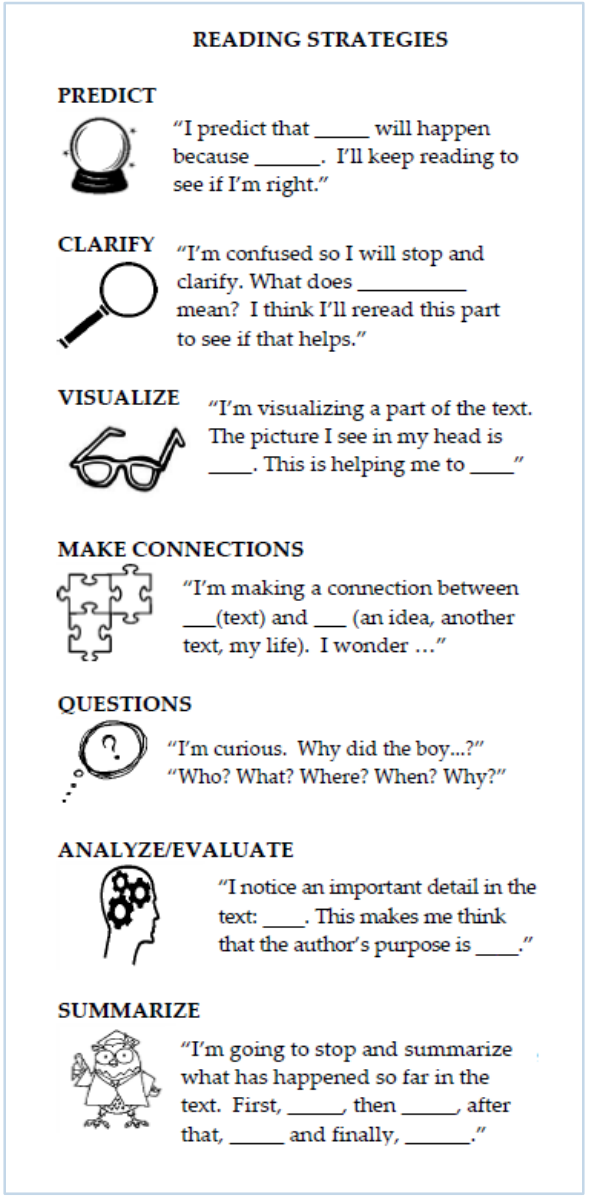
- Model your own thinking
- Scaffold thinking
- Facilitate and provide opportunities to notice thinking



Teaching tools for metacognition

Handouts 3 and 4

- Student bookmarks
- Prompting discussion



READING STRATEGIES

PREDICT

"I predict that _____ will happen because _____. I'll keep reading to see if I'm right."

CLARIFY

"I'm confused so I will stop and clarify. What does _____ mean? I think I'll reread this part to see if that helps."

VISUALIZE

"I'm visualizing a part of the text. The picture I see in my head is ____. This is helping me to ____"

MAKE CONNECTIONS

"I'm making a connection between ___(text) and ___ (an idea, another text, my life). I wonder …"

QUESTIONS

"I'm curious. Why did the boy...?"
"Who? What? Where? When? Why?"

ANALYZE/EVALUATE

"I notice an important detail in the text: ____. This makes me think that the author's purpose is ____."

SUMMARIZE

"I'm going to stop and summarize what has happened so far in the text. First, _____, then _____, after that, _____ and finally, _____."

During reading strategies

How could Handouts 3 and 4 help all students and not just good readers during the reading of text?

During Reading

- Read with purpose (sometimes sequentially and in depth; other times skimming to focus on key parts)
- Reread parts of the text when needed
- Attend to main ideas and ideas that are related to their purpose for reading
- Verify or refute predictions or assumptions they had before reading the text and adapt their understanding
- Monitor and adjust their understanding of the text based on close reading
- Make informed inferences about the meaning in the text using world knowledge or connections to other information
- Restate the text (paraphrase or summarize) to demonstrate comprehension
- Respond to and evaluate the ideas or content in the text

Structure of a lesson: During second reading comprehension text

Focus on deeper synthesis, application, and analysis by teaching and using:

- Inferences (to apply)
- Close reading (to apply)
- Discussion (to respond to text in writing)

What is close reading?

Close reading, or “reading with a pencil,” involves carefully reading and rereading text while actively thinking about, analyzing, and making decisions about what is being read. It also involves interacting with the text while reading by taking notes, asking questions, and locating text evidence to support answers.

Close reading

- An active process that involves the careful and thorough analysis and evaluation of the key ideas and details of a text, along with a consideration of the text's craft and structure (Piercy, 2011)
- Requires a deep, thorough, and critical analysis of the ideas in a text and the ways that the text conveys those ideas
- Analytical reading, deep reading, and critical reading are all at least partial synonyms for the ideas inherent in close reading

Close reading involves:

- Understanding the author's purpose
- Actively engaging with text while reading and writing
- Asking and seeking answers to questions
- Using relevant evidence from the text to support answers
- Analyzing text features and structures
- Paraphrasing and summarizing text information
- Identifying main points and key supporting details
- Evaluating both the meaning and tone of an author's choices regarding vocabulary, text structure, use of literary devices, and graphic elements

Close reading routine for students

- Restate the purpose of the close reading activity
- Find text evidence to answer the question
- Clarify your thinking during collaborative discussions
- Annotate text and take notes
- Share your answer with someone for feedback and deeper learning

Activity: Watch this video while recognizing the learning benefits of close reading strategies

Close Reading of Informational Science Text

Video reflection

1. How did Mr. Clyde's use of close reading engage students in analyzing the text?
2. What were some things students were doing during the close reading activity?
3. How did close reading benefit student learning during this lesson? When might you use close reading in your classroom? How could it connect to your core content?
4. Why should discussion be a key component in close reading? How did the teacher in the video use discussion to deepen student learning?
5. What else did you think about during the video regarding student learning?
6. How might you use close reading and/or discussion strategies in your own classroom?

Core instructional materials

1. Choose a text from your own teaching materials to use during this activity.
2. Discuss with a partner how you might use today's information and tools for teaching students to comprehend.
3. Create a close reading activity.
4. Note any next steps or materials you will need to try this lesson with your students.

Structure of a comprehension lesson: After reading a text

Focus is extended thinking about how the text can be applied to other contexts, situations, or learning by teaching, modeling, and practicing:

- Critique by comparing to other texts
- Write to synthesize into new concepts
- Investigate further

Directly teaching comprehension by discipline

Use graphic organizers for

- English (narrative example)
- Math
- Science
- Health
- History

Core curriculum connection: Graphic organizers and text features

1. Choose a graphic organizer that best fits your learning target/ objective and text.
2. Discuss with a partner how you might use it to support student learning.

Reflections: Think, write, share

- What information was new? What was a good reminder?
- What implications does this information have for your classroom?
- What is one thing you would like to try with your students?
- How might you use this information when planning a lesson?

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