Evidence-Based Facilitator Guide: Improving Intermediate Literacy

Recommendation 2:
Direct and Explicit Comprehension Instruction

September 2020
Recommendation 2: Direct and explicit comprehension instruction

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State Department of Education/Background

About the guide
Designed to help instructional leaders deliver effective training to teachers, this guide provides nine evidence-based strategies for supporting literacy in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on *Improving Adolescent Literacy*, a practice guide from the Institute of Education Sciences (IES). More information is available at [www.ies.ed.gov](http://www.ies.ed.gov).

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education.

How to use the guide
This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For additional information on word recognition, phonological awareness, decoding, sight words recognition, language structure, and more, see [https://courses.lumenlearning.com/suny-hccc-childrensli](https://courses.lumenlearning.com/suny-hccc-childrensli) and [https://courses.lumenlearning.com/literacypractice](https://courses.lumenlearning.com/literacypractice).

Note: The presentation slides that correspond to this guide are based on the second of four IES recommendations; there are four presentations total, and the first 19 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see Slide 1), you can skip ahead to Slide 20 after your first presentation, and begin with the section. This guide is focused on Recommendation 2: “Direct and Explicit Comprehension Instruction.”

The design of this guide provides flexibility to facilitators to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content-specific; they can help improve literacy across content areas in grades 4–8.
What participants need to bring
Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials) they are using.

Presenter's facilitation script
Outcomes (post on chart paper)
- Understand how metacognition improves comprehension.
- Learn the structure of a comprehension lesson.
- Describe two to three evidence-based practices for providing explicit comprehension instruction in specific content areas.
- Identify and apply those practices to current core instructional materials, teacher manuals, textbooks, and/or grade-level standards.

Engagement structures
- Structured partners (pairs at table)
- Table groups
- Pairs-to-square (two partner pairs come together to create a group of four)
- Conversation placemat (from Discussion module—will be used as the engagement and discussion structure in this module)
- Talking chips
- Additional engagement strategies (e.g., quick writes, weighty words, inside-outside circle, cold call, whip around)
Slide 1: Welcome

(Introduce yourself and invite colleagues and participants to introduce themselves. Establish structured partners and have partners identify whether they will be a “1” or a “2” during partner work.)

Today’s presentation was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center at Education Northwest, a nonprofit organization.

The goal of this professional development is to share evidence-based recommendations for improving intermediate literacy. It is designed to provide research and practical ideas for meeting the needs of all students, including struggling readers across content areas. We have four outcomes for today (point to chart paper). By the end of this training, you will be able to:

- Understand how metacognition improves comprehension
- Learn the structure of a comprehension lesson
- Describe two to three evidence-based practices for providing explicit comprehension instruction in specific content areas
- Identify and apply those practices to current core instructional materials, teacher manuals, textbooks, and/or grade-level standards

Our shared goal is to provide support for Idaho educators; together, we must equip students in grades 4–8 with the literacy skills they need to succeed.

Slide 2: An important insight

Take a minute to read and reflect on this quote.

(Allow time for reflection)

What does this make you think about?

(Allow participants to share their thoughts)

What implications does this have for you and your students?

(Ask participants to share their thoughts)
Every day and in every classroom in Idaho, teachers and students are using texts to communicate through speaking, listening, writing, and reading. We are preparing our students for a world of informational texts. This presentation has been prepared for ALL of you here today.

The one common factor across content areas is the ability to read critically. Whether you teach math, science, social studies, English, or technology, we ALL teach literacy.

**Slide 3: The literacy challenge is real**

The literacy challenge is real for students, teachers, and families. In 2019, the National Assessment of Educational Progress (NAEP), was administered at schools across the nation. The 2019 report card shows that, in most states, fourth- and eighth-grade students have stalled or declined in reading proficiency over the last decade. Two-thirds of students did not score proficient in reading on the most recent test. A third of the nation's fourth-graders tested "below basic." (Baumhardt, 2019).

In Idaho, 34 percent of fourth graders and 37 percent of eighth graders scored at or above proficient in reading. Both of these scores were above the national average. Further, across the board, Idaho is in the top 15 in the national rankings. However, the eighth-grade reading score decreased by four points in 2019—a statistically significant drop.

Students considered proficient or advanced by NAEP standards possess the literacy skills necessary for academic success. National statistics show that many students leave middle school unable to read adequately and are, therefore, unprepared to learn from textbooks at the high school level and beyond.

According to the stages of reading development (Chall, 1983), in grades 4 and above, students move from “learning to read” to “reading to learn.” During this stage, students read increasingly more demanding academic texts that contain challenging words and complex concepts beyond their oral vocabularies and knowledge base. In the critical transition period from “learning to read” to “reading to learn,” we often see a drop-off in reading scores, particularly among students from socioeconomically disadvantaged backgrounds.

Research shows that students who are poor readers at the end of grade 1 almost never acquire average-level reading skills by the end of elementary school (Francis et al., 1996; Shaywitz et al., 1999; Torgesen & Burgess, 1998.) When children fail at early reading and writing, they begin to dislike reading. When struggling readers do not receive effective intervention, they read less—and learn less from reading—than students who are proficient readers. This delayed development of reading skills
affects students’ exposure to texts. As a consequence, they do not gain vocabulary, background knowledge, and information about how reading material is structured. In short, the word-rich get richer, and the word-poor get poorer. (Bend Learning Center, n.d.)

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

Educators who work with students in grades 4–8 know that, unfortunately, not all children learn to read by the time they leave elementary school.

In fact, 1 in 4 children in the United States grows up without learning how to read. How does this affect content area learning? What does it do for their future? Statistically, two-thirds of students who cannot read proficiently by the end of grade 4 end up in jail or on welfare (WriteExpress Corporation, n.d.).

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**Slide 5: Overall, 53 percent of fourth-graders read recreationally “almost every day” compared with only 20 percent of eighth-graders**

*(Read slide aloud)*

What is happening from elementary school to junior high? How are you supporting the students who have failed year after year to read at grade level? How might this affect motivation? *(Structured partner share)*

Here are some schools’ ideas:

- Librarians who know students’ reading level and suggest appropriate books
- Intervention classes targeted to students’ core deficits in reading—not simply blanket intervention programs that may or may not address specific student needs
- Reading clubs in which students sign up for books to read
- Grade-level audiobooks for students who need additional support
- Strong Tier 1 instruction that meets the needs of all students, not just those who read at grade level
Slide 6: Students who don’t read proficiently by third grade are four times likelier to drop out of school

Although students who fall behind rarely catch up without intensive intervention, research has demonstrated that secondary students can make significant gains with proper instruction. Research also suggests that with adequate time for instruction and data-based instructional practices, struggling middle school readers can improve their reading skills.

Slide 7: A close relationship between illiteracy and crime

Did you know there is a close connection between illiteracy (reading on or below the fourth-grade level) and crime? *(Read quote on slide)*

Slide 8: Teaching reading: If not me, then who?

Let’s read this quote in unison. Ready? “Learning to read...”

Do you agree or disagree with this quote? *(Thumbs-up or thumbs-down)*

Why? *(Discuss)*

*(Before advancing to the next slide, have participants quickly synthesize the information from slides 3–8 with the activity below)*

Write the following question on a sticky note: Why focus on improving literacy instruction in ALL content areas? Get out your conversation place mat and turn to your structured partner.

Our key question is written on your sticky note. This is what is in the circle of the place mat. We are going to use “Conversation Skills for Supporting Ideas with Examples,” located on the top right side of the place mat.
1. Partner 1 will pose the question from the sticky note but reword it using one of the question prompts in the “Supporting Ideas with Examples, Prompting” section. For example, if I were partner 1, I could say, “Can you give me an example from the information introduced thus far as to why we need to focus on improving literacy instruction in ALL content areas?”

2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing a fact from slides 3–8.

3. Switch roles.

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**Slide 9: Why focus on improving literacy instruction?**

When we think about improving literacy instruction, nothing will replace an effective teacher. *(Tell participants to write “20x” on a sticky note)*

The teacher is the most important factor in student learning, as good instruction is 15-20 times more powerful than any other variable in predicting student progress and growth (U.S. Congress House Committee on Education and Labor, 2008). However, there is more variance from classroom to classroom than there is from school to school or district to district.

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**Slide 10: Good instruction is powerful**

*(Read the quote aloud)*

As we previously discussed, the ability to read critically is the one common factor across all content areas. Whether you teach math, science, social studies, or technology, we ALL must provide good literacy instruction to ensure students have the skills and strategies necessary to be successful in school and beyond.

Today, our goal is to provide some tools for improving literacy instruction in grades 4–8. You were asked to bring some teaching materials so that you can apply these new tools during today’s session.
Slide 11: Idaho Content Standards

Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state adopted the Idaho Content Standards in 2011.

(Pull up the standards on the website and show where the literacy standards are and where their content standards are)

Although labeled on the Idaho State Department of Education (SDE) website as “English Language Arts/Literacy,” these standards provide a framework for literacy across content areas. Today’s information on improving intermediate literacy fits into Idaho’s English Language Arts (ELA)/Literacy Standards (Reading: Literature; Reading: Informational Text; and Literacy in History/Social Studies, Science, and Technical Subjects). Standards and curriculum work together to guide teachers in understanding what students should know and be able to do.

Idaho has adopted these ELA/literacy standards, as well as content standards for various disciplines, such as history, science, health, and the arts. The content standards for a specific content area or discipline provide guidance on what content teachers should teach. In contrast, the ELA/literacy standards in history, social studies, science, and technical subjects provide guidance on how teachers can use reading, writing, listening, and speaking to help students access and learn the content. Content teachers are not expected to be reading teachers—but they are responsible for using their content area expertise to help students meet the challenges of reading, writing, speaking, and listening in their respective fields.

The SDE website provides a link to the standards by grade level, and that link is listed in the references.

Slide 12: Idaho’s four key shifts in English language arts (ELA)/literacy standards

The standards incorporate four key shifts in ELA, history/social studies, science, and technical subjects:

1. Students will build knowledge and academic language through a balance of content-rich, complex nonfiction and literary texts.

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an
important part in building students’ content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. (Corestandards.org, n.d.)

The ELA/literacy standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that as students advance in grade level, they are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary—words that appear in a variety of content areas (such as “ignite” and “commit”). The standards call for students to grow their vocabularies through a mix of conversation, instruction, and reading.

2. Students will participate in reading/writing/speaking that is grounded in evidence from a variety of texts across the curriculum.

The Idaho Core standards emphasize the use of evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read texts with care.

The reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions.

3. Students will use digital resources strategically to conduct research and create and present materials in oral and written form.

Conducting research is an inquiry-based process that involves identifying a question, gathering information, analyzing and evaluating evidence, drawing conclusions, and sharing the knowledge gained. The ability to conduct research is a critical skill that students need in order to be ready for college and careers. To support struggling students who may face difficulties in carrying out this process, teachers can use technological tools to personalize instruction.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge—and tightened their link to other forms of communication. Digital texts confront students with the potential for continuously updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio (NGA & CCSSO, 2010).

4. Students will collaborate effectively for a variety of purposes while also building independent literacy skills. (Idaho SDE, 2018).
The standards for speaking and listening center on the idea that college- and career-ready students must be able to work collaboratively and present information to audiences in various formats. Just like the reading and writing standards, these anchor standards are the result of skills developed from kindergarten through grade 12.

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; compare and contrast; and analyze and synthesize ideas in various domains (NGA & CCSSO, 2010). This also involves students being able to present for various purposes and in front of audiences, using media and representations of data to make their presentations more effective.

**Slide 13: Grades 6-12 literacy in history/social studies, science, and technical subjects (examples)**

Here are two example standards for literacy in history/social studies, science, and technical subjects for grades 4–8.

*(Reiterate that the standards for grades 6–12 are divided into two sections: one for ELA and the other for history/social studies, science, and technical subjects—and that this division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while recognizing that other teachers must also play a role.)*

In the standards, informational texts play a critical role in both reading and writing instruction. Starting in kindergarten, there is a 50/50 split between informational and literary texts, which gradually shifts to 70/30 by high school (NGA & CCSSO, 2010). The 70/30 split does NOT mean ELA teachers should spend only 30 percent of their instructional time with literary texts. Rather, the 70/30 recommendation is across the school day and includes the informational texts students are reading in content area classes. ELA teachers are encouraged to add more informational texts surrounding the literary texts, but their focus should remain primarily on literary texts.

Students encounter the majority of informational texts in content area classes. Students must learn through domain-specific texts in their science and social studies classes; rather than teachers referring to the text, they must use the text in ways that require students to learn content from what they read.

Thus, all teachers—not just ELA teachers—play a role in ensuring students meet the standards.
Slide 14: Vertically aligned standards (examples)

The SDE website also provides another great resource: Idaho Content Standards: English Language Arts/Literacy Vertical Alignments.

Slide 15: Grades 4 – 8

Here is an example of vertically aligned standards for grades 4–8.

What do you notice about word progression at each grade level? *(Discuss and share)*

How might you use the vertically aligned standards document when planning lessons? *(Wait time and sharing)*

Remember: These standards broadly reflect the research on improving adolescent literacy.

Now, let’s dive into today’s session on how *explicit comprehension instruction* improves intermediate literacy!

Slide 16: Skilled readers

One of our goals as teachers is to develop skilled readers so that students are fully prepared for the rigor of college or a career.

What are some essential components of being a successful/skilled reader?

Think about someone you would consider a skilled reader and describe how they think and what they can do.

*(Have participants turn and talk with a partner. Then ask them to share their thoughts as you generate a mind map to display background schema)*
**Slide 17: Scarborough’s reading rope**

Let’s consider two essential components represented in Scarborough’s Reading Rope (2002): language comprehension and word recognition.

In the illustration, the twisting ropes represent the underlying skills and elements that come together to form two necessary braids, which represent the two essential components of skilled reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent/familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways through exposure to ideas, conversation, teacher “read-alouds,” student-to-student dialogue, and more.

In other words, to unlock comprehension of text, two keys are required: being able to read the words on the page, and understanding what the words and language mean within the texts that children are reading (Davis, 2006).

**Slide 18: Simple view of reading (SVR)**

The simple view of reading (SVR) (Gough & Tunmer, 1986) characterizes skillful reading comprehension as the combination of the two separate—but equally important—components depicted in Scarborough’s Rope: word recognition and language comprehension.

Gough and Tunmer present SVR in a mathematical algorithm: \( WR \times LC = C \). WR refers to word-level reading, and LC refers to the ability to understand spoken (oral) language. It is a simple multiplication problem—if one element is low, it affects the final outcome. Just as Scarborough’s Rope illustrates, if any of these pieces are missing, it affects the end result: comprehension. How can this help us get more targeted with our instruction and intervention?

According to SVR, there are four basic profiles of readers.

Look at Box 1. These readers may have adequate word recognition and language comprehension. We hope all our readers are at least adequate in the two components. And wouldn’t it be great if they were really good in both components?
Look at Box 2. These readers may have poor word recognition and adequate language comprehension, which results in poor reading comprehension. In other words, when the text is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.

Look at Box 3. These readers may have adequate word recognition and poor language comprehension, which results in poor reading comprehension. Some English learner students fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as “word callers.” They can read every word but cannot understand the text. Another more technical term is hyperlexic. This is similar to when you learn to read another language (such as Italian) and can pronounce the words, but you can’t track the meaning due to poor vocabulary knowledge or not understanding the grammar and syntax.

Look at Box 4. These readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. If a student has poor word recognition, you will need to assess language comprehension using read-alouds (or something similar) to determine if they also struggle with language comprehension.

Our task is to find out why a reader is having difficulties. We want to find each reader’s strengths and capitalize on them. We also want to find each reader’s weaknesses and intervene accordingly.

Again, Box 1 is the goal because we know children who have success with reading comprehension are skilled in both word recognition and language comprehension.

This is a big concept. Let’s take a moment to synthesize the information learned on this slide. Take out your conversation place mat. This time, we will use the box labeled “Synthesize Conversation Points” located on the bottom center of the place mat.

1. Partner 1 will ask a question listed in the prompting section. For example, if I were Partner 1, I could say, “What key ideas can we take away?”
2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing information from slides 3–8.
3. Switch roles.

When thinking about Scarborough’s Rope, SVR, and the effects of illiteracy, it becomes clear that all teachers are teachers of literacy skills. Do you agree? Disagree? What things come to mind when you hear this? (Pause and allow teachers to share with table groups)
Slide 19: A collection of the best available evidence

This guide is based on *Improving Adolescent Literacy* (Kamil et al., 2008), a practice guide from the Institute of Education Sciences (IES).

**Facilitator’s Note:**
“The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest” (Baker et al., 2014, p. 72).

Slide 20: Five recommendations for improving literacy

IES recommends five evidence-based practices for improving literacy. When a practice is recognized as evidence-based:
- It is shown to have a positive effect on student outcomes.
- The research design allows you to infer that the practice led to student improvement.
- Multiple high-quality studies have been conducted.

Read the five recommendations. *(Wait time)*

Why do you think IES identified these five things? *(Wait time and allow for sharing)*

Today’s session is focused on Recommendation 2: “Direct and explicit comprehension instruction.”
Our goal is to provide some tools for improving student literacy in grades 4–8, specifically through explicit comprehension instruction in literacy learning for all content areas.

At the end of this session, you will be able to:

- Describe two to three evidence-based research practices
- Identify and apply those practices to current core materials

More information on the five recommendations is available at www.ies.ed.gov.

Slide 21: Recommendation 2: Direct and Explicit Comprehension Instruction

Before we jump into this topic, let’s discuss how explicit comprehension instruction fits into the larger picture of becoming a skilled reader by connecting today’s focus back to Scarborough’s Rope. Remember, the rope characterizes skillful reading comprehension as a combination of two separate but equally important components: word recognition and language comprehension. Vocabulary knowledge is a prominent predictor of reading comprehension, and it is depicted as a central thread in the language comprehension component because of its connections to background knowledge and language structures (Scarborough, 2002).

A student’s vocabulary knowledge level is a strong predictor of reading comprehension (Duncan et al., 2007). Simply put, not knowing the meaning of words in a text makes it quite difficult to comprehend that text.

Partner activity
Look for a “new-to-you” partner and introduce yourself. Take turns sharing your understanding of Scarborough’s Rope, as well as any questions you have. (If needed, partners can use “Synthesize Conversation Points” from the conversation placemat to structure their discussion.)
Slide 22: Targets for today

Today’s goals are to:

• 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

Slide 23: What’s working in your classroom?

What strategies, resources, and activities do you use in your classroom for teaching and learning comprehension? Why?

(Have participants answer the question above by completing the following activity. As participants share, post a piece of chart paper titled “Strategies for Teaching Comprehension” at the front of the room. This chart paper will be used in the last step of the activity.)

1. Take out a sticky note. Think about strategies you use in your classroom for teaching comprehension. You will have 60 seconds to write down as many as you can. (Set timer.)
2. Now turn to your structured partner. Share what you’ve written.
3. Taking into account everything you’ve both written, collaboratively choose your two most successful strategies.
4. Join another set of partners from another table to form a group of four.
5. Each set of partners should share their two ideas.
6. As a group, choose one of the four strategies to share with the whole group.
7. Select one person from your group to write this strategy on the chart paper up front.

(Once all groups have written their strategy on the chart paper, share ideas from the list and discuss.)
Slide 24: Reading comprehension is ...

Reading is a complex process that involves interactions among the reader, the text, and the context. Meaning does not reside solely on a page of text; in other words, the intent is not for the reader to extract meaning from that page alone. Rather, meaning is actively constructed from what the reader brings to the text and how that knowledge reconciles with the author’s purpose. Perfetti (1985) calls this interaction “thinking guided by print.”

Slide 25: Comprehension strategies are the ...

What are comprehension strategies? – Routines and procedures that readers use to help them make sense of texts.

Content literacy is based on the idea that reading and writing are highly generalizable skills. Thus, literacy can be taught with the texts and content of any field, and the same approaches can be applied across the disciplines. These types of strategies include, but are not limited to, summarizing, asking and answering questions, paraphrasing, and making connections. Students can use this “toolbox” of strategies whenever text is encountered, and because they can be generalized to improve comprehension in all types of text, they often fall under content literacy.

Instruction of comprehension strategies can also include specific activities that have been demonstrated to improve students’ comprehension of texts. Asking students questions and using graphic organizers are examples of such activities.

Disciplinary Literacy

Disciplinary literacy is a more specialized layer of reading. It focuses not on what is the same across the disciplines but what is unique or specialized. Specialized vocabulary, terminology, text structures, and culture occur within various disciplines (Shanahan, 2019).

Talking Chips Activity

Disciplinary literacy teaches students to move beyond the use of general reading strategies such as making connections, summarizing, and visualizing and toward the use of specialized reading practices for making sense of the unique texts found
within each discipline. Each discipline represents knowledge and the ways of producing and communicating that knowledge differently, resulting in a different approach to reading.

- **(Get a piece of chart paper or type in a Microsoft Word document that you can project. Direct participants to also get out a piece of paper to take notes with you. Write the following information in shortened, note-taking form:)**
  - English language arts (ELA): When reading a literary text, a reader can make a range of interpretations based on background knowledge and experiences. Some comprehension strategies may be more applicable to literary text structures than others. For example, understanding the structure of literary text is important. Literary text typically follows a single pattern, often called story structure or story grammar, and includes the elements of setting, characters, plot, and theme.
  - History: When reading a history text or document, interpretations are made based on a consideration of the source and context for the information as well as a corroboration with other sources. Understanding the structure of informational text (cause and effect, time order/sequence, compare and contrast, etc.) is important, as well as the cultural elements of historical literacy. For example, single texts in history are problematic because there is no corroboration.
  - Math: When reading a math text, the goal is to arrive at “truth.” Close reading is crucial, and, thus, rereading is an important strategy. Precision of understanding is also important, and there is a heavy emphasis on error detection (Shanahan, 2019).
  - Science and technical subjects: In these disciplines, text structures often present information with one “truth” or interpretation based on accepted methods for using evidence. The text provides knowledge that facilitates predictions of how the world works. Connections must be made to graphs, charts, and formulas (Shanahan, 2019).

- Think of an additional example of disciplinary literacy in your classroom in the content or discipline that you teach. *(Give participants time to synthesize this information.)*

- *(Pose the following question and use talking chips for participant discussion.)* Why is literacy in varying disciplines important, and how is it different in each discipline?

- *(Wrap up by noting that disciplinary literacy focuses on teaching students ways of thinking about texts by developing reader identities for each discipline — to become, for example, expert readers by reading like a historian, a scientist, or a mathematician. **Make clear to teachers that they don’t have to be a reading teacher per se, but they do need to teach students how to read, write, speak, and listen about the content or discipline they teach.**)*

We will now look at comprehension strategies that are generalizable across all content.
What is metacognition?

An important part of comprehension strategy instruction is the active participation of students in the comprehension process. This is where metacognition is especially important to understand.

Metacognition is “cognition about cognition,” “thinking about thinking,” or “knowing about knowing.” It comes from the root word “meta,” meaning beyond. It can take many forms and includes knowledge about when and how to use particular strategies for learning or for problem solving. Metacognition refers to the process of considering and regulating one’s own learning. In reading, it means readers can think critically about their own understanding as they go — readers are aware of their own cognitive experience.

The key is knowing about knowing and then doing something about that knowledge. Metacognition occurs, for example, when you are reading a text and asking yourself, “Am I understanding this or should I go back and reread prior paragraphs so this will make more sense?”

The first part of the metacognition process is knowing about cognition. The second part is regulating cognition to maximize learning. “Am I aware that I am understanding what I am reading or not, and then what, if anything, am I going to do about it?” Metacognition is the key to comprehension instruction. Students have to be able to monitor whether they are gaining meaning or not and then understand how to apply strategies to gain meaning.

Taking an active reading approach, always thinking and adjusting while reading, is the role of metacognition. (Gemmlearning.com, n.d.).

Here’s an example:

Last week, I watched my 9-year-old daughter AJ studying for her spelling test. Her dad asked her the words and she spelled them — incorrectly, over and over, wrong, wrong, wrong again. I finally interrupted and asked if we could stop. I asked what strategy she was using to spell the words. “I don’t know,” she replied. “Well, it seems like you’re randomly guessing the letter; do you think guessing is your strategy?” I asked. “I don’t know,” she responded. I wanted AJ to know what strategy she was using and to know if the strategy was working or needed to be reconsidered. I continued: “Did you know that good spellers see the word in their mind like it’s written on a chalkboard? That’s called visualizing. Before you answer Daddy’s question the next time, I want you to pause and not answer right away. Try to picture the word in your mind and then spell what you see. Let me show you how I do it. I’m trying to think of spelling the word ‘heart.’ [I close my eyes.] Okay, I see it. h – e – a – r – t. Heart.” (Taylor, n.d.).

Metacognition is generally made up of two components: knowledge about cognition and regulation of cognition. Good readers have both.
Slide 27: Why is metacognition essential to learning how to comprehend text?

**Why metacognition?**
As educators, we are charged with engaging young brains in the process of learning. Reading with metacognition brings deep learning at its highest levels.

Like creativity, metacognition is *not* an add-on activity but embedded during the learning experience.

For example, a student while reading says, “I don’t get it!” The teacher replies, “Try again,” or “You weren’t focusing!” Wouldn’t it be more helpful to say, “What strategy can you use? Do you need to clarify? What are you thinking?” The student may then reply, “I don’t get it. I’m confused about ... I’ll slow down and reread the paragraph.” That’s what skilled readers do when things don’t make sense.

Strategies can be used to make sense of the text.

Students will not do well in higher education unless they can read with metacognition. It’s the final step in reading proficiency and the ultimate reading skill. It’s what separates excellent readers from mediocre readers. It is the difference between average grades and excellent grades. More importantly, it’s the ultimate *learning* skill and the difference between applying knowledge and understanding knowledge.

**Structured Partner Activity**
This is a big concept with a lot of information. Let’s take a moment to synthesize the information learned on this slide. Take out your conversation placemat. This time, we will use the box labeled “Synthesize Conversation Points” located on the bottom center of the placemat.

1. Partner 1 will prompt with a question listed in the prompting section. For example, if I were partner 1, I could say, “What key ideas can we take away?”
2. Partner 2 would respond using one of the sentence starters from the responding section of the placemat.
3. Then, partners switch roles — partner 2 asks the question using a prompt, and partner 1 responds using a sentence starter.

*(Wait until partners have discussed, and then have a few people share out to the whole group. Use cold calling.)*
Slide 28: How do we provide explicit comprehension instruction?

The IES guide lists these evidence-based practices for **direct and explicit comprehension instruction**. You’ve already mentioned some of these. (*Point to the list they created.*)

1. **Select the text carefully.** Although strategies can be applied to many different texts, they cannot be applied blindly to all texts. For example, using main-idea summarizing is difficult to do with narrative texts because narrative texts do not have clear main ideas. Main-idea summarizing should be used with informational texts, such as a content-area textbook or a nonfiction trade book.

2. **Show students how to apply the strategies** they are learning to different texts, not just to one text. This encourages students to learn to use the strategies flexibly. It also allows students to learn when and where to apply the strategies and when and where the strategies are inappropriate.

3. Ensure that the text is appropriate for **the reading level** of students. A text that is too difficult to read makes using the strategy difficult because students are struggling with the text itself. Likewise, a text that is too easy eliminates the need for strategies in the first place.

4. **Use direct and explicit instruction** for teaching students how to use comprehension strategies. As the lesson begins, it is important for teachers to tell students specifically what strategies they are going to learn, tell them why it is important for them to learn the strategies, model how to use the strategies by thinking aloud with a text, provide guided practice with feedback so that students have opportunities to practice using the strategies, and provide independent practice using the strategies.

5. Provide the appropriate amount of **guided practice** depending on the difficulty level of the strategies that the students are learning. A sufficient amount of support, or scaffolding, is essential as students learn the strategies to ensure success. (*Kamil et al., 2008*)

Pass out **Handout 1: “The Structure of a Reading Comprehension Lesson.”**

**Structured Partner Activity**

With your partner preview this handout by looking for the teaching strategies listed on the slide. Do you recognize any of them in the handout? If so, mark them with a pen and discuss how they look in your classroom. (*Provide wait time and monitor the room.*)
Slide 29: Structure of a comprehension lesson: Before reading

In Table 1 of Handout 1: “The Structure of a Reading Comprehension Lesson” you will notice specific strategies to prepare students for reading a text.

Set a purpose. Share the learning target and purpose for reading the text. What do you expect students to learn, and how will they show their learning after the lesson?

Preview the content and structure. What words and text features do you see that give you clues to what the text is about? What is the genre? What do we know about the genre?

Activate prior knowledge. This is key to comprehension. Prior knowledge related to a topic being studied significantly affects one’s comprehension and learning of new information. What readers know about the topic and about how to read the text before they start reading will affect what and how they learn both during and after reading.

These understandings may relate to commonplace or everyday knowledge students have picked up from personal experience and social interactions; disciplinary content; text structure; text features; language structures; and strategies for learning new information.

Often, new disciplinary learning is developed based on prior knowledge. Students acquire this knowledge through previous purposeful instruction, wide reading of academic and out-of-school texts, personal experiences, videos and movies, and discussion topics with teachers and peers. As students engage in disciplinary literacy, they continually expand and revise their understandings. It is important for teachers to determine what prior knowledge is necessary for effective comprehension of new content and then assess what their students already know. Based on this assessment, teachers decide what knowledge students need to develop, how to help students access this knowledge using a variety of resources, and how to help students connect what they know to new learning. It is important to note that even when students possess prior knowledge, they often need reminders to activate and connect it to specific reading or learning situations.

Make predictions.
Making predictions is a critical reading strategy that encourages students to combine information from the text (content clues, subtitles, pictures, infographics, etc.) with prior knowledge to develop their “best guess” as to what might come next in a story.
Facilitator's Note:

Table Group Discussion

1. Direct participants to take out Handout 1: “The Structure of a Reading Comprehension Lesson” and highlight the following words in column two: “so teachers explicitly teach and model.”
2. Direct participants to read through the list of what teachers could explicitly teach and model before a first read.
3. Direct participants to highlight any items on the list that they currently implement.
4. Then, direct participants to choose one highlighted item and share with their table how they teach it and what resources they use.

Slide 30: Text structure: What is it?

Text structure: What is it and why is it important?

Comprehension gives readers a specific purpose for reading. Different kinds of texts are structured differently because they are to be read differently. We don’t read a letter the same way we read an instruction manual. Our purpose for reading directly affects our comprehension. The text structure is a signal to our brain to read the text in a certain way.

Text structure also helps the reader understand what is important in the text. Authors usually organize their text so that readers can clearly see what is important or isn’t important.

There are five main text structures:

1. In problem and solution text structures, the author introduces a problem and tells us how the problem could be fixed. The author may mention one solution to fix the problem or several different solutions. Product advertisements in magazines are a real-life example of the problem and solution text structure with the problem being pain and the solution being Tylenol. Can you think of another example? (Provide wait time and allow for sharing out.)

2. In cause and effect text structures, the author describes something that has had an effect on something else or caused something else to happen. It could be a good effect or a bad effect. There may be more than one cause, and there may also be more than one effect. Many times, problem and solution structures and cause and effect structures seem like “cousins” because they can occur together. A newspaper article about a volcano eruption that has had an effect on tourism is a real-life example of the cause and effect text structure. Can you think of another example? (Provide wait time and allow for sharing out.)
3. In **compare and contrast text structures**, the author’s purpose is to tell the reader how two things are the same and how they are different by comparing them. A bargain hunter writing on her blog about buying store-brand items and how it compares with buying name-brand items is an example of a compare and contrast text structure. Can you think of another example? *(Provide wait time and allow for sharing out.)*

4. Although the **descriptions and lists text structure** is a very common one, I think it’s one of the trickiest because the author throws a lot of information at readers — or lists facts — about a certain subject. It’s up to readers to determine what they think is important and sometimes even interesting enough to remember. A soccer coach’s letter describing to parents exactly what kind of cleats to buy for their kids is an example of the descriptions and lists text structure. Can you think of another example? *(Provide wait time and allow for sharing out.)*

5. In the **time order/sequence text structure**, texts are written in an order or timeline format. Recipes, address directions, and events in history are examples of the time order/sequence text structure. Can you think of another example? *(Provide wait time and allow for sharing out.)*

Knowing the text structure helps readers comprehend by looking for important topics and ideas so that they can retell and summarize the text. Once students understand what the overall text structure is, they are better able to retell the story or summarize the text because they use the structure of the text to guide retelling.

With nonfiction, we can also use **text features** to help students gain meaning from text.

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**Slide 31: Text structure: What is it?**

Text features go hand in hand with comprehension and with disciplinary literacy. If the author wants a reader to understand where a country is located in the world, then providing a map helps the reader visualize and understand the importance of that country’s location. If the anatomy of an animal is vitally important to understanding a text, a detailed photograph with labels gives readers the support they need to comprehend the text. Text features also help readers determine what is important to the text and to them. Without a table of contents or an index, readers can spend wasted time flipping through the book to find the information they need. Special print helps draw the attention of the reader to important or key words and phrases.
Facilitator’s Note:
Handout 2: “Informational Text Features”
Structured Partner Activity

1. Participants use the handout to find text features within their current core instructional materials, teacher manuals, and textbooks.

2. Have participants bookmark a few examples with a sticky note and be prepared to share with their partner.

3. Read the following question to the group: “What informational text features did you find that would help readers more easily navigate the text and provide additional information to help them comprehend the content?”

4. Have partner 1 write the following weighty words from the question on a sticky note: text features, help, navigate text, comprehend. This exercise will help keep participants focused during their discussion.

5. Have partner 2 go first in the discussion. Note that partner 2 should identify the text feature and then flip to his or her bookmarks to show examples in the text. Then partner 1 does the same.

Slides 32, 33: Text structure: What is it?
Handout 7: “Brain Basics: Understanding Sleep”
Handout 1: “The Structure of a Reading Comprehension Lesson”

Questioning and prompting for student reading comprehension before, during, and after reading will help deepen student understanding of the text. We are going to use this article to practice the structure of a comprehension lesson.

(Have participants take out Handout 1: “The Structure of a Reading Comprehension Lesson.”)

Let’s try it. (Tell participants they will be your students.)

Today we are going to begin reading an article from the National Institute of Neurological Disorders and Stroke on connecting our brains and sleep. (Source: https://www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Understanding-Sleep)

Before we begin, we know that good readers activate prior knowledge, so what do you already know about sleep and the brain? (Use quick write.)
Slide 34: Sleep Cycle

Next, let’s briefly look at the chart on page 2. *(See the chart on the slide.)*

How do you think the brain relates to sleep? *(Use think, pair, share.)*

Why might learning about this topic be important? *(Use cold calling.)*

What text features shown on handout 2 helped you? How? *(Use cold calling.)*

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Slide 35: Practice round 1: Role-play

Now, it’s your turn to practice using these tools with a small group.

*(Read the protocol on the slide and give partners time to plan mini-lessons together.)*

Encourage partners to use both Handout 1: “The Structure of a Reading Comprehension Lesson” and Handout 2: “Informational Text Features.”

Let’s get started. *(Put the next slide up during the activity. Walk from group to group to listen in and give feedback as needed.)*

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Slide 36: Practice round 1: Before reading strategies

*(Put this slide up during the activity to help guide the teacher’s role.)*
Slide 37: Reflection 1

Thank you for engaging in this role-play and learning together. Let’s reflect.

Structured Partner Activity

Please use the questions on the slide to discuss your learning with your partner. The “student” will be partner 1. The student should read and answer questions 1 and 2. The “teacher” will be partner 2. The teacher should read and answer questions 3 and 4.

(Walk around to listen and give any needed feedback.)

Slide 38: Structure of a comprehension lesson: During first reading of text

The next part of the structure of a comprehension lesson describes the essential components of reading the text for the first time. When students are first reading the text, initial understanding is the goal. Be sure to clearly post and model the strategies listed in your handout, such as making connections, visualizing, summarizing, clarifying, and making predictions. These are all things that good readers do naturally while reading.

(Note: The reality is a lot of teachers only have students read text one time. Try to reinforce the importance of multiple reads [see slides 42–48] and that second and third reads do not have to include the entire text. It could be several pages, a page, a critical paragraph, etc.)

Talking Chips Activity

(Direct participants to Handout 1: “The Structure of a Reading Comprehension Lesson.”) You are going to read through the strategies in the “During Reading” column and “1st Read” column of the handout. Then, you will highlight which strategies you use to help students gain meaning of text during a first read.

(Then, use talking chips with table groups to share strategies they highlighted and what that looks like—when, how, and with what resources—in their classrooms during a first read.)
Slide 39: Direct and explicit comprehension instruction using metacognition

Now I will model my own thinking. “Hmmm. As I’m reading this text, something doesn’t make sense. I know that good readers make connections, so I’m going to pause to think about how this relates to my life, my experiences, and what I already know.”

Now, I will scaffold my thinking. “First I’m going to think about what I already know about this topic, then I’m going to scan the text to make some predictions.” (Model.)

Think, Pair, Share Activity
Take a look at this poster. How is this graphic helpful when learning about metacognition? How would you explain this to students?

Think for 30 seconds.

Structured Partner Activity
(Direct partners to take out their conversation placemat. They will need to answer the two previous questions using elaboration and clarifying routines from the placemat.)

1. Partner 1 shares first using a sentence frame in the responding section of the “Elaborate and Clarify” box in the upper left-hand corner of the conversation placemat.
   Partner 2 asks at least one follow-up question from the prompting section of the “Elaborate and Clarify” box.

Facilitator’s Note:
We will touch on annotating text in the later slides on close reading, but if you have time, this two-minute video would be helpful in showing participants how annotating text helps students with metacognition:
https://www.teachingchannel.org/video/student-annotated-reading-strategy
Slide 40: Teaching tools for metacognition

Handout 3: “Reading Strategies”
Handout 4: “Prompting Discussion and Metacognition”

I am going to model using Handout 3: “Reading Strategies” and Handout 4: “Prompting Discussion and Metacognition” with the article Handout 7: “Brain Basics: Understanding Sleep.”

Let’s read the section “Anatomy of Sleep.” Please read with your partner one paragraph at a time. (Provide wait time.)

Now, let’s reflect on the reading using this prompt: “What did you find most interesting, confusing, or difficult?” Partner 2 goes first and then partner 1. (Provide wait time.)

Now, I want you to read the section “Sleep Stages.” As you read, use the Analyze/Evaluate prompt on Handout 3: “Reading Strategies” and the following prompt: “I notice an important detail in the text: _______. This makes me think that the author’s purpose is________.”

Discuss the prompt with your partner. Partner 1 goes first, and then partner 2 adds any information you feel necessary. (Provide wait time.)

Structured Group Activity

Now you are going to look in your core instructional materials and identify where you could use Handout 3: “Reading Strategies” and Handout 4: “Prompting Discussion and Metacognition.” Place sticky notes with examples that you will be sharing with your structured group. I will give you about 10 minutes to identify two or three examples.

(Monitor and shorten or lengthen the activity as needed.)

Now you are going to meet with your structured group, and everyone needs to share at least two examples from what they have prepared. Please flip to your examples in your core instructional materials and explain how you would use Handout 3: “Reading Strategies” and Handout 4: “Prompting Discussion and Metacognition.”
Slide 41: During reading strategies

Let’s go back to Handout 1: “The Structure of a Reading Comprehension Lesson.”
Go to the “During Reading” section.

Quick Write Activity
Please read the question on the slide. Quickly write some notes to share with your partner.

(Question on the slide: How could Handout 3: “Reading Strategies” and Handout 4:
“Prompting Discussion and Metacognition” help all students and not just good readers during
the reading of text?)

Partner 1 goes first and then partner 2.

Slide 42: Structure of a lesson: During second reading comprehension text

The second reading of the text should focus on deeper synthesis, application, and analysis
by using (point to the slide) … read them with me:

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

A second read doesn’t mean a full and complete second reading of the text. It can mean
going back into portions of the text to do a deeper analysis and even reference text features.
Slide 43: What is close reading?

Let’s first look at close reading. (Read the definition on the slide.)

The Common Core State Standards emphasize more than a list of skills or abilities that students must master at each grade level. They also promote the idea of close reading. According to close reading proponents, meaning resides in a text, and to gain access to this meaning, readers must read the text closely and repeatedly, weighing the author’s words and ideas and rely heavily on evidence drawn from the text — rather than from the reader’s background knowledge or from external sources, such as the teacher.

Close reading is not a teaching technique per se, though its proponents believe that students should be engaged in this practice by their teachers regularly in order to establish it as a habit of mind. Close reading refers specifically to 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) and, perhaps, its connection with other texts (Adler & Van Doren, 1940).

Slide 44: Close reading

Take a minute to read some of the research on close reading.

Weighty Words Activity

1. Direct participants to take out a sticky note. Then, direct participants to silently read through the information on the slide.

2. At the end of reading, they should identify five words from each bullet point that carry the “weight” of meaning.

3. Then, they should turn to their structured partner and share their words. Ask: Which words were the same ones their partner identified? Which were different?

Close reading requires a deep, thorough, and critical analysis of the ideas in a text and the ways that the text conveys those ideas. As such, readers — to engage in close reading successfully — must be able to paraphrase and summarize text information, to identify main points and key supporting details, and to evaluate both the meaning and tone of an author’s choices with regard to vocabulary, text structure, use of literary devices, and graphic elements while considering a text’s clarity,
precision, accuracy, relevance, significance, and logic (Elder & Paul, 2004). Analytical reading, deep reading, and critical reading are all at least partial synonyms for the ideas inherent in close reading.

**Slide 45: Close reading involves**

Take a look at all the **skills close reading involves.** *(Point to the slide.)*

**Quick Write Activity**

Choose two or three skills from the slide that you think are critical for students beyond middle school and high school. Write them on a sticky note. *(Give two minutes.)*

Now look in your core instructional materials and find examples of those skills or where you could teach those skills. *(Give three minutes.)*

Now, share with your partner the skills you chose and examples you found or would add. *(Walk around to listen and give any needed feedback.)*

**Slide 46: Close reading routine for students**

Here is an example of a **routine** you could use when doing close reading in your classroom. *(Pause to allow participants time to read the slide.)*

Why would it be important to establish a routine for close reading activities? *(Provide think time and then use cold calling.)*

Please write on a sticky note or piece of paper key words for each of the steps in the routine. We will be referring to these key words as we watch a video.
Slide 47: Activity: Watch this video while recognizing the learning benefits of close reading strategies

Let’s watch this video demonstration of an eighth-grade teacher and his students learning about genetics from a text.

Take out a sticky note and write the following questions:

1. How does Mr. Clyde incorporate reading, writing, and discussing throughout the lesson?
2. What are each of the instructional steps of Mr. Clyde’s lesson? For example, the first step is for students to read the text. Then they reread and annotate. What other steps does he incorporate?

While you watch, take notes in connection to these questions, as well as how close reading is benefiting students’ comprehension of the text by checking off any Close Reading Routine bulleted points that you wrote on your sticky note. Also add any strategies Mr. Clyde used to get students to successfully read the text closely. The notes will help you be more successful with our next planning activity.

(Play this eight-minute video: https://youtu.be/o_7MY8khBqg.)

Slide 48: Video reflection

Talking Chips Activity

Here are some questions I would like you to discuss at your table group.

I will give you 10 minutes. Begin.

(Walk from group to group, listen in, and give feedback when needed.)
Slide 49: Core instructional materials

Now let’s connect close reading to a text you use in your classroom. *(Go over the directions on the slide.)*

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.

*(Leave this slide up during the activity to help guide the discussion.)*

Slide 50: Structure of a comprehension lesson: After reading a text

Lastly, a structured comprehension lesson includes extended thinking after the second reading. Let’s look back at Handout 1: “The Structure of a Reading Comprehension Lesson.”

**Structured Partner Activity**

*(Write the following questions on a piece of chart paper or have participants write down key/weighty words for each question to use when they discuss with their partners.)*

What do good readers do after they read? What can teachers do to support all readers after reading a text? Which of these strategies do you do? What does that look like?
Slide 51: Core curriculum connection: Graphic organizers and text features

Handout 5: Graphic Organizers and Text Structures
Handout 6: Instructional Strategies and Graphic Organizers

I want to give you two additional resources to use when planning comprehension lessons. Take a minute to look over handouts 5 and 6, thinking about how they might be useful in your discipline. (Provide wait time.)

Slide 52: Reflections: Think, write, share

Now, I’m going to give you time to start planning for a lesson in your discipline.

1. Choose a graphic organizer that best fits your text and learning target.
2. Discuss with a partner how you might use it in your lesson.

(Wait and circulate to answer any questions.)
Our final activity is a think, write, and share reflection. Take some time to think about your responses to the questions, and jot down your answers.

*(If short on time, have participants simply share their reflections with their structured partner. If time allows, complete the following inside-outside circle activity.)*

1. Remember your number in your structured partnering: 1 or 2.
2. 1’s should stand up and make a large circle. Once you’ve made your circle, you should turn your body to face outward.
3. Then, 2’s should stand up and make an outside circle around the 1’s. Once you’ve made your circle, you should turn your body to face the 1’s.
4. Discuss question 1 from the slide with the person in front of you. The inside circle will share first, then outside.
5. When finished, the outside circle should move clockwise two spaces.
6. Discuss question 2 from the slide with the new person in front of you. This time, the outside circle will share first.
7. Continue in this manner until all questions have been discussed.

*(Close by reviewing the outcomes for today—reference the outcomes on chart paper):*

- 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 instructional materials, teacher manuals, textbooks, and/or grade-level standards

Note that we’ve met our outcomes for the day.

*(Thank participants for their time and focus today.)*
Handouts

1. “The Structure of a Reading Comprehension Lesson”
2. “Informational Text Features”
3. “Reading Strategies”
4. “Prompting Discussion and Metacognition”
5. Graphic Organizers and Text Structures
6. Instructional Strategies and Graphic Organizers
8. Conversation Place mat (if needed)
References


https://imaginationsoup.net/teach-kids-to-think-about-their-thinking-metacognition/

