

Response to Intervention
Tiers One & Two
Reading Comprehension



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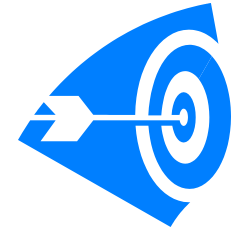
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Instructional Targets



- ✓ Understand what should be a part of every lesson that involves reading
- ✓ Understand how reading ability varies depending upon background knowledge
- ✓ Understand the metacognitive behaviors of good and poor readers

What's Happening Now?

- ✓ Students are used to 'deleting' at will – they are the Delete Generation
- ✓ Walter Cronkite vs. Katie Couric

Lesson Components

- ✓ **Need** – Relates to Purpose
- ✓ **Novelty** – Something new or different
- ✓ **Meaning** – Connected to real life
- ✓ **Emotion** – Related to passion or excitement

Tate, M. (2007). *Shouting Won't Grow Dendrites: Techniques for Managing a Brain-Compatible Classroom*. Thousand Oaks, CA: Corwin Press.

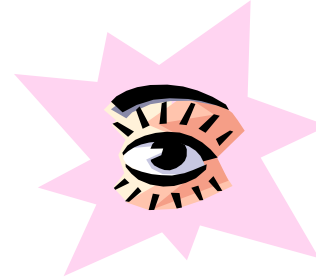
Rules Teachers Should Remember

- ✓ Reading on grade level is dependent upon a variety of factors
- ✓ **Ask students to predict what will be in the text**
- ✓ Always, always, always give students a specific purpose for reading
- ✓ **Break difficult reading into manageable parts**
- ✓ Make sure you have read your own textbook
- ✓ **When possible, use prompts and have students write about what they read**
- ✓ Teach vocabulary before assigning the reading (It's more than just having students write the definitions and use the words in a sentence)

Retention Rates

What Percentage is a Match?

- ✓ Seeing
- ✓ **Hearing**
- ✓ Experience Personally
- ✓ **Teach to Someone Else**
- ✓ Seeing and Hearing
- ✓ **Reading**
- ✓ Discuss with Others



10% 20% 30% 50% 70% 80% 95%

Metacognitive Behaviors of Good and Poor Readers

Good readers

Before Reading

- Activate prior knowledge
- Understand task and purpose
- Choose appropriate strategies

Poor readers

Before Reading

- Start reading without preparation
- Read without knowing why
- Read without a strategy

Metacognitive Behaviors of Good and Poor Readers (cont'd)

Good readers During Reading

- Focus attention
- Monitor comprehension
- Anticipate and predict
- Use fix up strategies
- Use contextual analysis

Poor readers During Reading

- Are easily frustrated
- Do not know they don't understand
- Read to get done
- Do not know what to do when there is a lack of understanding

Metacognitive Behaviors of Good and Poor Readers (cont'd)

Good readers

During Reading

- Use text structure
- Integrate new information with previous knowledge

Poor readers

During Reading

- Do not recognize important vocabulary
- Do not see organization of book

Metacognitive Behaviors of Good and Poor Readers (contd)

Good readers

After Reading

- Reflect & Summarize
- Believe success is a result of effort
- Seek additional information from other sources

Poor readers

After Reading

- Stop reading and thinking
- Feel success is a result of luck

Before reading

Student Role

- Think about what they already know and would like to know
- Set purpose for reading

Teacher Role

- Motivate and set purposes for reading
- Activate background knowledge
- Relate reading to students' lives
- Preview text to anticipate challenges
- Pre-teach vocabulary

Beers, K. When Kids Can't Read: What Teachers Can Do. Portsmouth, New Hampshire: Heinemann, 2003.

During reading

Student Role

- Make personal connections
- Identify confusing parts
- Monitor understanding
- Recall information

Teacher Role

- Break reading down into manageable parts
- Provide predetermined stopping points for discussion
- Ask higher level thinking questions and provide ample wait time for answers

After reading

Student Role

- Talk and write about what was read
- Make connections to other texts

Teacher Role

- Provide opportunities for students to respond to the text
- Provide accountable and purposeful discussion
- Encourage peer discussion
- Help relate reading to students' lives

A graphic of a spiral-bound notebook with a blue cover and a white page. The spiral binding is on the left side. The text "Classroom Indicators" is written in red in the center of the page.

Classroom Indicators

A blue spiral-bound notebook graphic with a white page. The spiral binding is on the left side, and the page is framed by a blue border.

**Vocabulary
&
Comprehension
Strategies**

ReQuest Procedure

Purpose – to improve student understand of what is being read and to promote higher level thinking and questioning

Procedures:

- ✓ Teacher directs students to read a designated portion of the text covering the remaining text with a cover sheet.
- ✓ **The purpose of the reading is to ask the teacher questions over what has been read.**
- ✓ Roles reverse and the teacher asks questions – ending with “What do you believe will happen next?”
- ✓ **Students make predictions and read to see if they are correct.**
- ✓ Reciprocal questioning continues

Manzo, A. 1969. “The Request Procedure.” *Journal of Reading* 13:23-26

Content Directed Thinking Activity

Purpose – to provide students an opportunity to think critically, while predicting, reading, and ‘proving’ while he/she reads

Procedures:

- ✓ Students read title to selection and make predictions related to reading content
- ✓ Students read to pre-determined stop. They confirm, refine, or reject their initial hypotheses and justify ideas with reference to text
- ✓ Students make new predictions
- ✓ Students read next section and follow procedures
- ✓ **NOTE:** Teacher should facilitate thinking by asking questions such as/ ‘What do you think? Why do you think so? Is there evidence in the text?’

Stauffer, R. (1980). *The language-experience approach to the teaching of reading* (2nd ed.) Harper & Row.

Conversational Discussion Groups

Purpose – create a environment where students explore and construct meaning from a passage – and then share ideas with others

Procedures:

- ✓ Establish a heterogeneous group
- ✓ **Review discussion rules**
- ✓ Speak one at a time and stay on subject
- ✓ **If you say yes/no, state why**
- ✓ Ask questions when discussion is quiet
- ✓ **Let all people talk**
- ✓ Support ideas with personal information or information from text

Tierney, R.J. and Readance, J.E. (2000). *Reading strategies and practices: a compendium* (5th ed.). Allyn & Bacon.

Conversational Discussion Groups

- ✓ After reading text, present students with the first of three questions.
- ✓ The first question should be related to background knowledge.
- ✓ When invited back, present students with the second question.
- ✓ The second question should be related to the text.
- ✓ When invited back, present students with third question.
- ✓ The third question should be a 'beyond the text' question.

Word Sorts

Purpose: to help students activate, use knowledge and learn from each other

Procedures:

- ✓ **Students work in groups of 2-3**
- ✓ **Teacher selects important vocabulary words – words or phrases are placed on index cards**
- ✓ **Students organize words in a manner that makes sense and prepare to explain to the class why words were grouped as they were**
- ✓ **After completion, ask students to explain to group how and why they grouped as they did**

Rasinski, T. & Padak, N. (1996) *Holistic reading strategies: Teaching children who find reading difficult.* Merrill/Prentice Hall

List, Group, Label

Purpose: to help students activate background knowledge, brainstorm vocabulary, and categorize vocabulary words

Procedures:

- ✓ **In pairs – or independently – ask students to brainstorm and make a list of words or ideas on a topic (teacher can add to list as needed)**
- ✓ **When lists are completed, ask students to form pairs or small groups**
- ✓ **Students group words into a logical order and assign labels to each grouping**
- ✓ **After students reach consensus on groups of words, they make predictions about the text**

Taba, H. (1967). *Teacher's handbook for elementary social studies*. Addison Wesley

Group Mapping

Purpose – to promote individual response to reading and provide a framework for discussion of the material

Procedures:

- ✓ Students read a selected passage.
- ✓ **After reading, students create a visual ‘map’ of the content**
- ✓ Classmates may ask questions about the ‘map’
- ✓ **Student comments lead to further discussion of material**

Never Forget!

Failure is not fatal,
but failure to
change might be.

John Wooden

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