Tiered Intervention: Afternoon Reading Comprehension

Rollanda E. O’Connor
Where to begin? First rule these out:

- Assess letter sound knowledge
- Assess segmentation
- Assess common letter patterns
- Assess high frequency sight words

If children have difficulty recognizing words, include these features in every lesson
Comprehension Features

- Vocabulary (McKeown et al., 1987; Nagy & Anderson, 1987)
- Generate a main idea (Jenkins; Jitendra; Williams)
- Summarization (Armbruster et al., 1987)
- Finding Information in Content Areas (Deshler, Englert, Raphael)
# Teaching Vocabulary

<table>
<thead>
<tr>
<th>What works:</th>
<th>What <em>doesn’t</em> work:</th>
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</thead>
<tbody>
<tr>
<td>• Direct teaching</td>
<td>Look it up</td>
</tr>
<tr>
<td>• Frequent review</td>
<td>Choose the best meaning</td>
</tr>
<tr>
<td>• Production responses</td>
<td>Fill in the sentence</td>
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</tbody>
</table>

- Direct teaching
- Frequent review
- Production responses
Two Validated Methods

- Direct instruction of new vocabulary with positive and negative examples (Kame’enui, Dixon, & Carnine, 1987; Baumann, Edwards, Boland, Olejnik, & Kame’enui, 2003)
- Constructivist teaching that builds use of new vocabulary across multiple contexts (Beck, McKeown, & McCaslin, 1983; Beck & McKeown, 2001)
Prodigy

- A **prodigy** is a person with wonderful talent.
  - What’s a prodigy?
  - What do we call a person with wonderful talent?
- Is Harry Potter a prodigy?
  - How do you know?
- Michael Smith has no special skills. Is he a prodigy?
  - How do you know?
- What does prodigy mean?
  - So--What would a *child* prodigy be?
  - Mozart was a child prodigy.
Expedition

- **Expedition** means: a long trip or journey.
  - What does expedition mean?
  - What word means a long trip or journey?
- What’s another way to say: Shackleton took a long trip to Antarctica?
- Lewis and Clark took canoes and walked from Washington, DC to Washington state. Was that an expedition?
  - How do you know?
- I walked next door. Did I take an expedition?
  - How do you know?
- What would you call a hike from Salt Lake City to Logan?
  - Why is that an expedition?
Features of Vocabulary Instruction

- Tell a child-friendly definition or synonym
- Have children repeat it
- Have children use the word and the definition at least 7 times during your instruction
- Review weekly
- Teach alternative definitions 2 or more weeks later
Your turn:

- Dissect
- Intelligible
- Dwelling
- License
Reading Comprehension & Writing

- Structured Retelling
- Generate a main idea
- Summarize
- Content area comprehension
Structured Retelling

- Read for 1-5 minutes
- Tell the events, in order
- Can you think of anything else?

Use with either method of partner reading to integrate comprehension with fluency practice.
Teaching the Main Idea

- Who or what is this about?
- What happened?
- Checking strategies:
  - Does that tell about the whole thing?
  - 10 words or less?

Jenkins et al.; Jitendra et al.; Williams
Who or what is this about?
What happened?

- Tom cooked two eggs. He poured orange juice into a glass. He put cereal in a bowl. He poured milk into the bowl.

- Robert threw a fish to a seal. He poured milk in a bowl for the cat. He put hay in the barn for the cows.

- A dog walked on its back legs. A bear rode a bicycle. A seal balanced a ball on its nose.

- **Checking:** Does that tell about the whole thing? 10 words or less?
Guidelines for Main Idea

- Begin with short paragraphs
- Use materials at easy reading levels
- Use peer mediation (tell your partner the main idea)
- Model appropriate main idea statements
From Main Idea to Summarization

- Generate a topic sentence or main idea for each paragraph of text
- Reduce lists: Superordination
  - Substitute a general term for a list of items or actions
- Delete unnecessary information
  - Is it trivial?
  - Is it redundant?
- Teach each step, above, separately
  - 5 to 7 practice opportunities per step
Reading and Writing

- Strategies for the Content Areas
Check statements you agree with.

Be prepared to defend your opinion.

___ Acid rain kills fish.
___ The major cause is fuel emissions from cars.
___ Stopping acid rain will cause job losses.
___ Acid rain is not a serious problem in CA.
___ Acid rain is made of sulphur oxides.
## Guided Notes: Social Studies

<table>
<thead>
<tr>
<th>Vocab</th>
<th>Details (list)</th>
<th>Questions</th>
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<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td>Where within CA is each crop grown?</td>
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<tr>
<td>Industry</td>
<td></td>
<td>What are the products of these industries?</td>
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<td></td>
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<td>Where are the industrial areas located and why?</td>
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Partial outline: Arthropods

- What is an arthropod?
  - A.
  - B.

- Characteristics of arthropods
  - A. Jointed legs
  - B.
  - C.

- Types of arthropods
  - Crustaceans
    - 1.
    - 2.
  - Insects
    - 1.
    - 2.
  - Centipedes
    - 1.
    - 2.
# Compare/Contrast Ecosystems

<table>
<thead>
<tr>
<th>Ecosystem</th>
<th>Climate</th>
<th>Plants</th>
<th>Animals</th>
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<tbody>
<tr>
<td>Tundra</td>
<td>Very cold, little rain</td>
<td>Moss, grass, shrubs, lichens</td>
<td>Reindeer, fox, wolf, eagle, falcons, flies, lemmings</td>
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<tr>
<td>Grassland</td>
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<td>Rainforest</td>
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<td>Desert</td>
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Compare/Contrast Strategies

- Clue words
- Teacher reads aloud related interesting info
- Vocabulary development
- Read and analyze a target paragraph
- Questions: What’s being compared? How alike? Different?
- Compare/contrast matrix
- Written summary
“Best Practice” Structure

- Letter patterns and word study
- Vocabulary
- Reading connected text
- Rereading to build fluency
- Comprehension strategies
Harry Potter, pps. 163-165

- Putting it all together
BEST

- slightest
- dangerous
- snitch
- another
- protection
- adventure
- Malfoy
- bludger
- valuable
### Quidditch: Summarize this sport

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<thead>
<tr>
<th>Equipment</th>
<th>Players</th>
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<th>Goal</th>
<th>Scoring</th>
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Direct Intervention, Grade 2-4

- Differentiation between:
  - Skills + fluency
  - Only fluency
  - Only comprehension
  - Combinations

- Matching intervention to need matters
  - Instructional efficiency
    - Rate might not matter for some children
In and Out of Intervention: Catch & Release

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<th>K-2</th>
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<th>1-1</th>
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