

FOSTERING READING COMPREHENSION FOR CHILDREN IN GRADES 3-6

AVOIDING HISTORICAL PENDULUM SWINGS IN COMPREHENSION INSTRUCTION

Katherine Stahl

Kay.stahl@nyu.edu

September 28, 2016

RTI TAC Webinar Series: Strand #17, Part 1 of 3



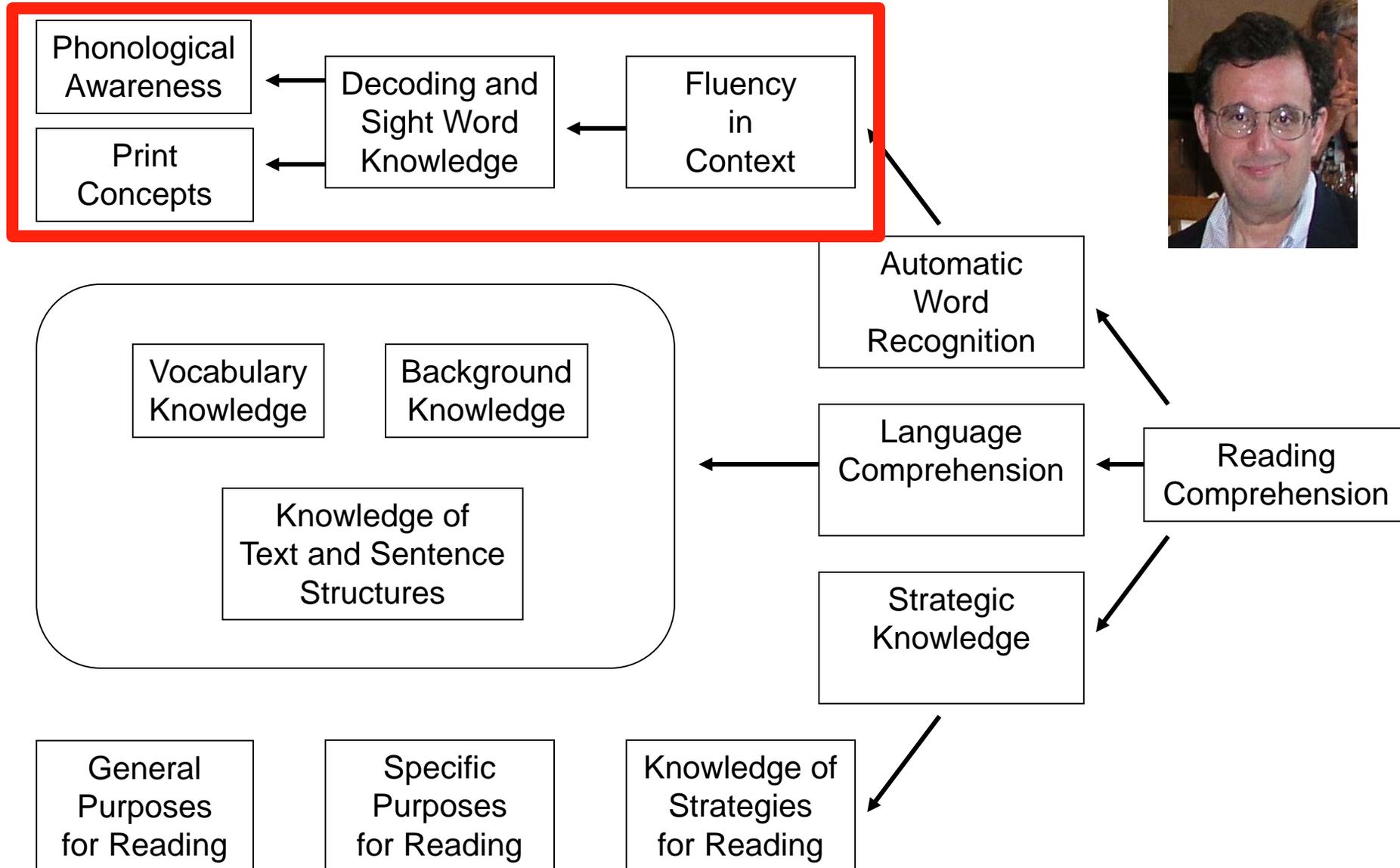
WHAT CAUSED THOSE TRENDS/FADS?

- Politics
- Policies and regulations
- Cronyism and/or opportunists
- Misuse/overgeneralization of research findings
- Social climate
- Ease of implementation

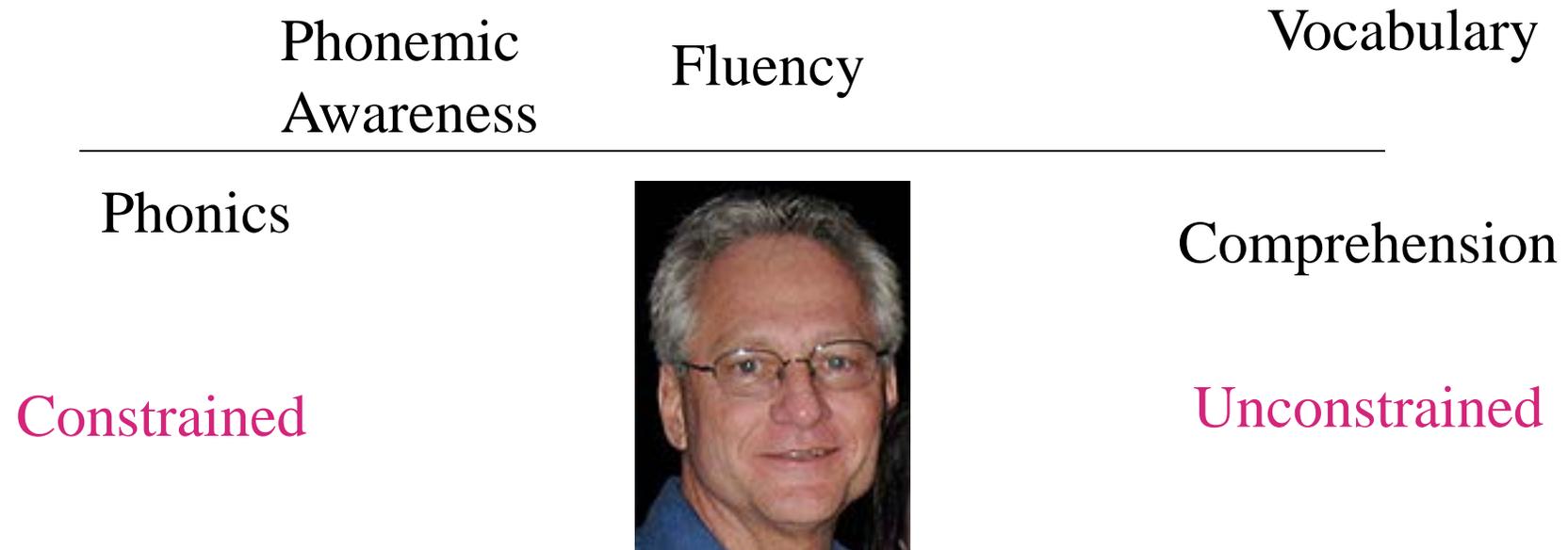
THEORETICAL FRAMES

- Schema (Anderson & Pearson, 1984)
- Construction-Integration (Kintsch, 1994)
- Simple View (Hoover & Gough, 1990)

THE COGNITIVE MODEL (MCKENNA & STAHL, 2015)



CONTINUUM: CONSTRAINED TO UNCONSTRAINED ABILITIES (PARIS, 2005)



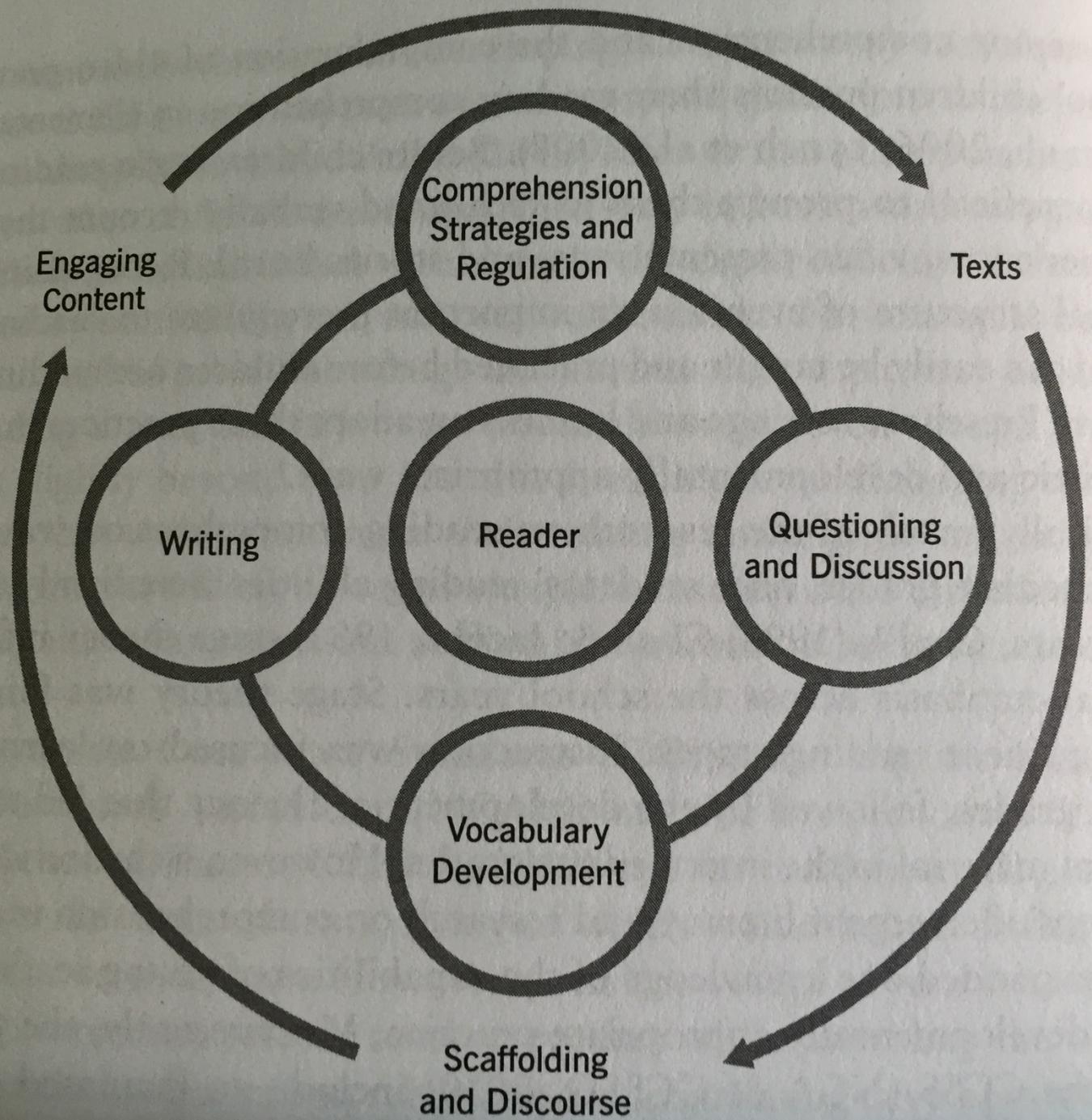
WHY IS THIS IMPORTANT?

- Constrained abilities are fairly linear and with instruction children develop mastery within a few years. They are easy to assess.
- Unconstrained abilities are multidimensional, incremental, context dependent and develop across a lifetime.

Paris, S. (2005). Reinterpreting the development of reading skills. *Reading Research Quarterly*, 40, 184-202. See also Stahl (2011). Applying new visions of reading development in today's classrooms. *The Reading Teacher*, 65, 52-56.

WHY IS THIS IMPORTANT?

- Comprehension is difficult to assess because it is acquired across a lifetime and is “never all or nothing.”
- Context, purpose, genre and content (*context and text factors*) **PLUS**
- Decoding, fluency, vocabulary, prior knowledge, metacognition, working memory, and self-regulation (*reader pulse points*) interact to yield comprehension **thresholds**.



COMMON CORE LEARNING STANDARDS

- Place focus on high level comprehension AND the expression of that comprehension in K-12.
- Views comprehension as integrated with writing and disciplinary content.
- Anchor standards are based on long-standing research. Grade level standards are based on tradition and attempt to sensibly chunk standards into smaller bites.

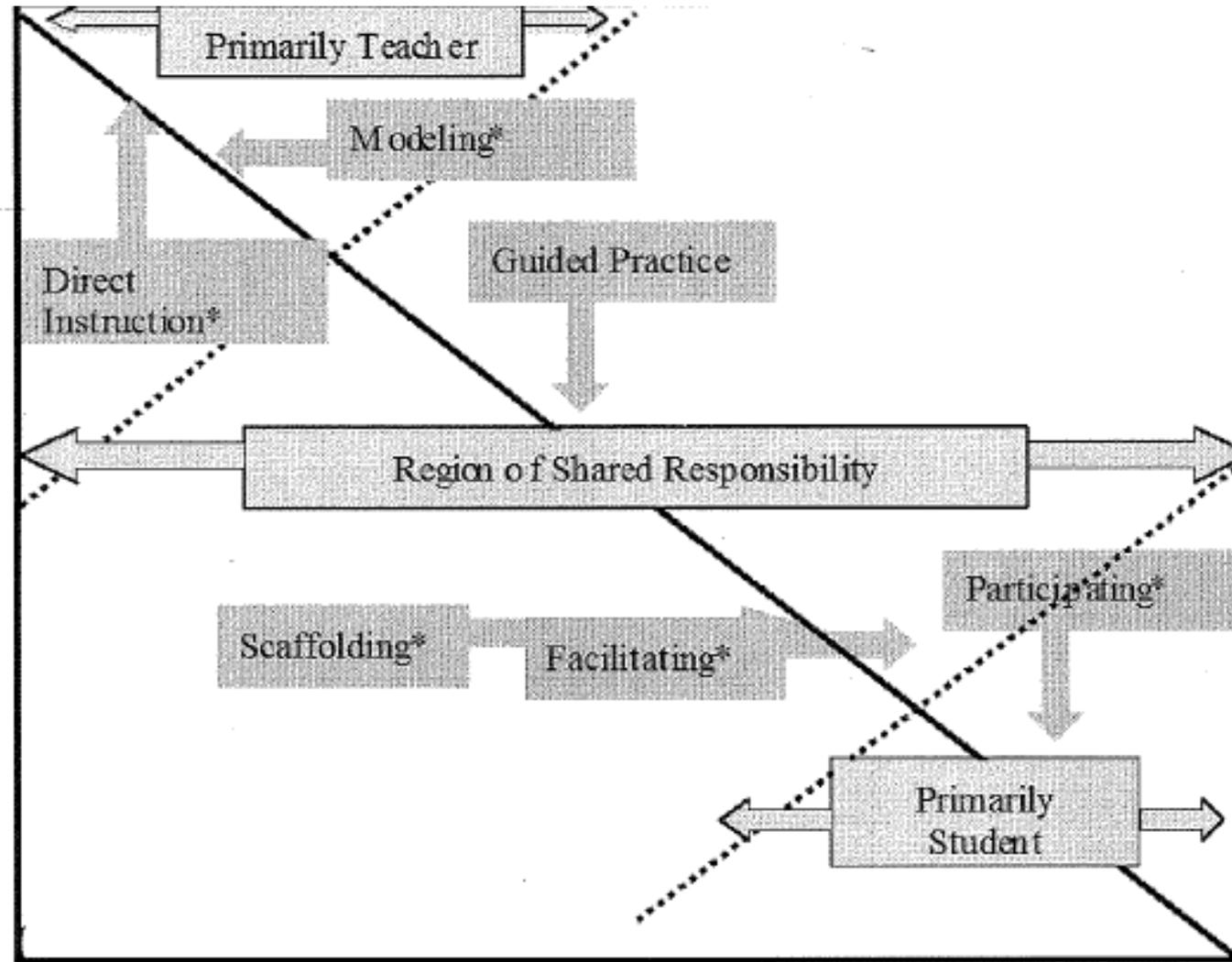
CCLS -6 SHIFTS

- Knowledge in the Disciplines
- Balance Narrative and Informational Text
- Academic Vocabulary
- Text-based Answers
- Writing from Sources
- Staircase of Text Complexity

TEXT COMPLEXITY & COMPREHENSION

- Children must be hearing and READING complex text.
- All kids, even Spec. Ed., must be exposed to and supported in reading complex texts.
- Use gradient F&P levels from k to mid-2 (Lv K), then shift to Lexiles.
 - Lexiles provide finer comprehension gradient, although define a likely comfort zone using a range (unconstrained).
 - Lexiles are more theoretically based on a quantitative measuring stick of features that contribute to comprehension---sentence length and word frequency .

Gradual Release of Responsibility (Pearson & Gallagher, 1983; Duke & Pearson, 2002)



COMPREHENSION INSTRUCTION SHOULD OCCUR:

- During Teacher Read-alouds
- During Shared Reading
- During Guided Reading
- During Content Area Instruction

WHAT SHOULD INSTRUCTION LOOK LIKE IN 3-5?

	Research Valid Techniques	Text	Function
Teacher Read-aloud	Compelling texts WC & SG Disc	Complex-hardest	High level comp Vocabulary
Shared Reading & Text-based Writing	Common text around lit. or disc. theme	Complex-grade level literary and info texts	Literary & Info CCLS Standards in R & W
Guided reading/ differentiated small groups	Comprehension work; book clubs; research projects	Instructional level text; differentiation	Literary & Info CCLS Standards in R & W
Independent work as station in small group time			

CONSIDERING THE CCSS LEXILE BANDS AND INSTRUCTIONAL CONTEXTS

(STAHL, 2013; 2014)

Grade Level (Lexile.com, NGA)	T. Read Aloud	Shared Reading	Guided Reading (F&P, 2012)
Grade 2	N-P (30-38) 400L-600L	L-M (24-28) 200L-500L	J-M (18-28) =300L-475L
Grade 3 CCSS 820L	Q-S (40) 700L-825L	N-R (30-40) 500L-775L	M-P (28-38) =450L-675L
Grade 4 CCSS 1010L	S-U (40-50) 800L-925L	Q-T (50) 700L-875L	P-S (38-40) =675L-825L
Grade 5 CCSS 1010L	U-W (50) 900L-1010L	S-V (40-50) 825L-975L	S-T (40) =800L-875L

TEXT COMPLEXITY & COMPREHENSION

- Instructional levels are malleable & contingent upon the instruction provided.
- O'Connor et al.(2002) determined that struggling readers in 3-5 performed equally well on gen. rdg posttest regardless of whether grade level or inst. level materials had been used in intervention.
- Research indicates that complex text has a positive affect on fluency (including prosody) and comprehension (Kintsch, 1998; Schwanenflugel et al., 2008; K. Stahl, 2009).
- Monitor how difficult texts are taught- strive for accessibility not spoon-feeding.
- Remember the function!



COMPLEX TEXTS REQUIRE INSTRUCTION!

Plan, craft, and record your deliberate moves:

- Dig deeply into rich issues
- Provide rich, sustained strategy instruction
- Provide a context for multiple viewpoints and varied experiences
- Integrate knowledge building and disciplinary Discourse to engage with texts
- Provide bridges between reading and writing for authentic purposes using the disciplinary Discourse and what counts as evidence in the Discourse

READING STRATEGIES

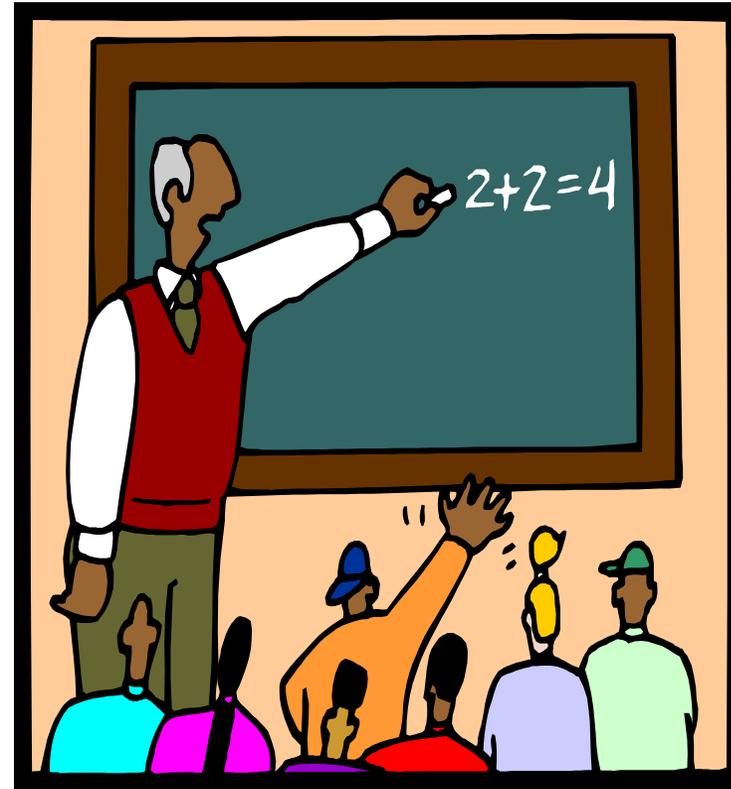
STRATEGY INSTRUCTION SHOULD TEACH:



- Declarative Knowledge
- Procedural Knowledge
- Conditional Knowledge

GRADUAL RELEASE OF RESPONSIBILITY

- Direct Explanation
- Modeling
- Guided Practice
- Application



GRADUAL RELEASE OF RESPONSIBILITY

	Scaffolded Support from Text								
	Most					Least			
Support From Others	Exp	Video	Wordless Picture Books	Teacher Read alouds	Shared Reading	Guided Reading	Picture Books	Texts	
Teacher Whole Class		1		1	1			1111	7
T Small Group						111111 111		11	12
S Small Group									
Trio									
Pairs									
Individual							1111	11111	9
		1		1		10	4	11	

Almasi, J. F. (2003). *Teaching strategic processes in reading*. NY: Guilford Press. (P. 63, Modification)

OPEN-ENDED QUESTION STEMS FOR TEACHERS AND STUDENTS (BECK & MCKEOWN, 2001; ROSENSHINE & MEISTER, 1994, TAYLOR ET AL., 2002)

■ **Initiating**

- What's happening?
- What's the problem with....?
- What does that tell us?
- Why did....?
- Theme related questions

■ **Follow-up**

- So we know...but why does it say...?
- What does that mean?
- What does that tell us about ...?
- Why does the story say...?

QUESTIONING TO PROMOTE CRITICAL LITERACY

- Who or what does the text represent?
- Who or what is absent from the text?
- What is the author trying to accomplish with this text?
- For whom did the author write this text?
- Who stands to benefit or be hurt by the text?
- How does the author use language in specific ways?
- How do other texts and authors convey this idea?
- How might we rewrite this text to convey a different representation?

HELPING STUDENTS UNDERSTAND QUESTIONS

- Question Answer Relationships (Raphael, 1988)

Right There

Think and Search

Author and Me

In My Head

STUDENT-GENERATED QUESTIONS

- Use Stems
- Use the Skyscraper Strategy (RT, April 2004)
- Evidence indicates that QAR is not the best strategy for teaching kids to generate their own questions (Rosenshine & Meister, 1994)

QUESTION STEMS

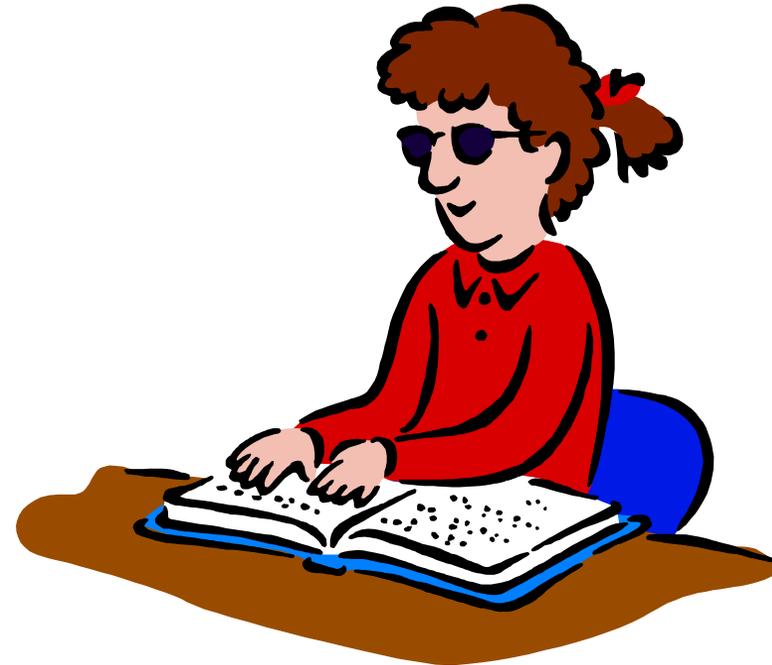
- How does the setting influence the story?
- What does ...tell us about...?
- How are ...and ...alike (or different)?
- What is important about ...?
- How is ...related to...?
- Why is it important that....?
- What universal truths does the story present?

PREDICTION

- **Directed Reading Thinking Activity** (Stahl, 2008; Stauffer, 1970)
 1. Segment Text
 2. Children make a prediction and **justify** it before reading silently
 3. After reading, discuss that section of text including **verification** of prediction, clarifying, taking stock.
 4. Begin cycle for next section of text.

MENTAL IMAGERY TRAINING OR FORMING A MENTAL REPRESENTATION

- Use think-alouds to demonstrate how to “paint a picture in your mind.”
- Provide reminders before reading.



MENTAL IMAGERY TRAINING OR FORMING A MENTAL REPRESENTATION



- Use graphic organizers.
- Use **videos** to support strategy instruction and more general comprehension.

ORGANIZING IDEAS

- Graphic Organizers
 - Story maps
 - Expository structures
 - **TEXT FEATURES** should serve as cues to structures, knowledge building and memory supports.
- Questioning



SUMMARIZATION

(KINTSCH & VAN DIJK, 1978; BROWN & DAY, 1983)

- Delete unimportant information
- Delete redundant information
- Substitute Superordinate Language
- Selection of topic sentence, if possible
- Invention of topic sentence if not existing in text

SUMMARIZATION

- **GIST** (Cunningham, 1982)
- In GIST, students begin creating summaries for sentences using 15 (or 25, KS or 10, Fuchs) spaces. The teacher gradually increases the amount of text being summarized in the 15 spaces. GIST is conducted as a **whole class procedure first**, then in small groups, and finally, individually. **Use the GRR!**
- https://moodle.cciu.org/pluginfile.php/27530/mod_resource/content/1/GIST.pdf

USE REPERTOIRES

- The goal is flexible use of strategies as needed to make sense of text.
- The goal is not “strategy use.”
- Teach singly, but move toward authentic integration of multiple strategies
 - DRTA to Reciprocal Teaching (or CSR) to Transactional Strategy Instruction
 - All have a robust research base.

RECIPROCAL TEACHING

(PALINCSAR, 1984,1986; PALINCSAR & BROWN, 1989—KLINGNER & VAUGHN, 1996)

- Clarify
- Summarize
- Question
- Predict

NOT ROLES! All students take turns leading a discussion of a section of text that includes all 4 strategies.

COLLABORATIVE STRATEGIC READING

(KLINGNER & VAUGHN, 1998, 1999, 2004; XXX & BOARDMAN, 2011, 2013)

Before Reading	During Reading	After Reading
Preview the Text (Activate appropriate prior knowledge and make purposeful predictions)	Click and Clunk (Monitor and adjust)	Wrap-up (Questioning, Summarizing)
	Get the Gist (Retell/Identify key ideas)	

LOOKING FORWARD-BEFORE OCT. 5TH

1. Write responses to all **Questions For Reflection** (Stahl, Today's Comprehension Strategy Instruction, PP. 237-238)
2. Instruction=Business as Usual
3. Consider= What 2 comprehension strategies might be likely to help your students overcome the meaning making hurdles in texts used during your October units of instruction?