DEVELOPING READING COMPREHENSION IN PREK-GRADE 2
READ-ALOUDS ON STEROIDS: ENHANCING COMPREHENSION DEVELOPMENT

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RTI TAC Webinar Series: Strand #18, Part 1 of 3

GETTING ACQUAINTED: WHO ARE YOU?
(MOLLY)

- Classroom Teacher

- Literacy Interventionist

- Literacy Coach

- Principal/Asst. Principal

- Special Educator

- School Psychologist

- ENL/ELL Teacher

- Speech/Language Therapist

- District Administrator

- Other

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GETTING ACQUAINTED: WHO ARE YOU? (MOLLY/DANE)
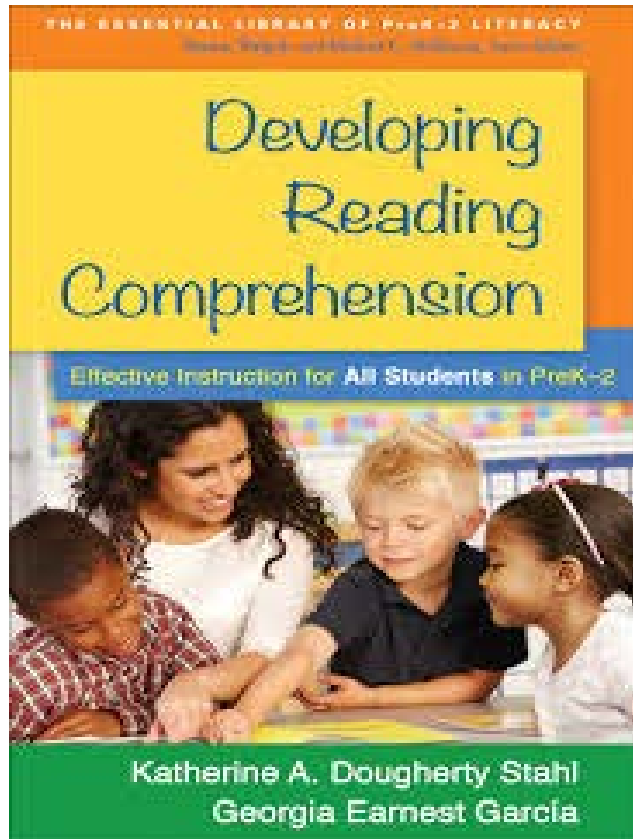
Grade Level

- Prekindergarten
- Kindergarten
- Grade 1
- Grade 2
- ALL or Multiple

AGENDA

- Developmental and Theoretical Considerations

- Research-validated Protocols

- Beyond the read-aloud
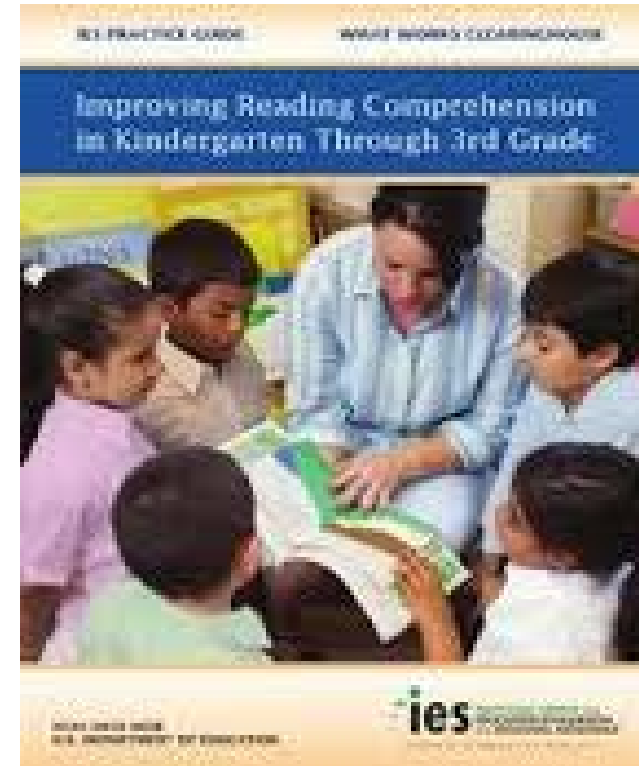
- Crafting the best questions

TO LEARN MORE

For a research synthesis:

For detailed information:

http://ies.ed.gov/ncee/wwc/PracticeGuide/14
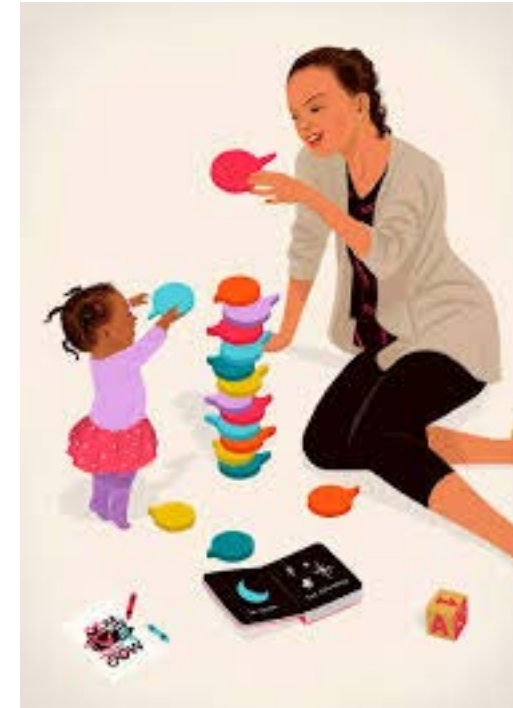
DEVELOPMENTAL CONSIDERATIONS IN PRE-K TO GRADE 2

- Comprehension is built upon and reliant upon oral language development.

- It requires adults to prompt discussion around decontextualized experiences.

- Young children are limited in attention, world experiences, and working memory.

Developmental Considerations in Pre-K to Grade 2

- Comprehension of stories on video and aurally presented stories serve as strong indicators of later reading comprehension (Kendeou et al., 2008; Sulzby, 1985; Tompkins, Guo, & Justice, 2013; van den Broek et al., 2005; van den Broek et al., 2011)

- As young as age 4, young children demonstrate many of the same comprehension abilities and inference generation processes as sophisticated readers Kendeou et al., 2008 ; van den Broek et al., 2005 ; van denBroek, Kendeou, Lousberg, & Visser, 2011).

THEORETICAL CONSIDERATIONS

- Most research investigating the comprehension of young children is built around narratives.

- Most <u>reading</u> comprehension research has been conducted with intermediate students.

- When working with kids in k-2, we must assess both listening and reading comprehension to get a true picture of comprehension.

- Word recognition abilities are still under construction in grades 2 and 3, thus some cognitive resources are being utilized for word recognition.

- Plateaus in automaticity are not achieved until around fifth grade.

- Fluency and reading comprehension are strongly correlated in grades 1-3. This decreases across the years.

CONTINUUM: CONSTRAINED TO UNCONSTRAINED ABILITIES (PARIS, 2005)

Phonemic Awareness

Fluency

Vocabulary

Phonics

Comprehension
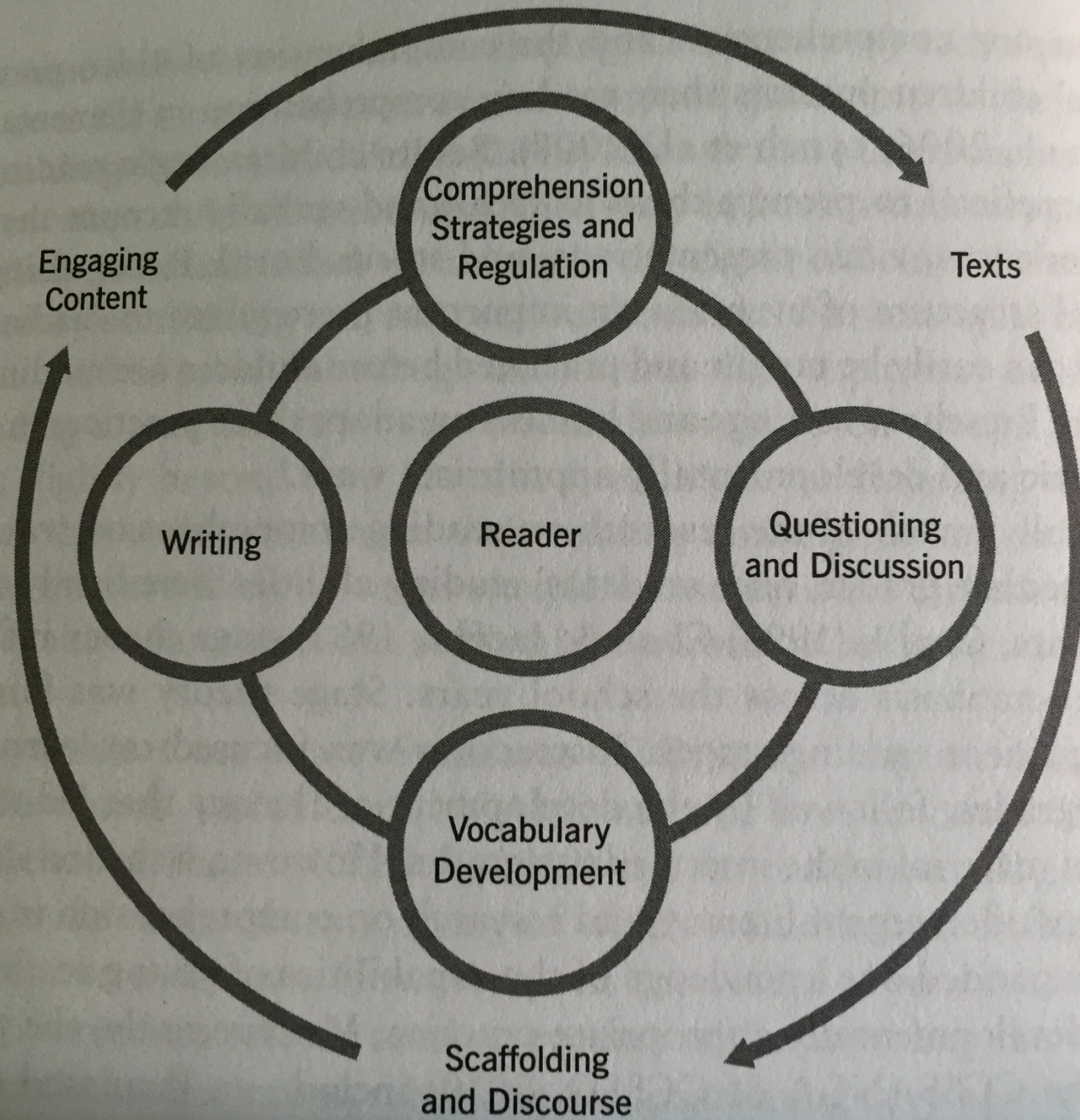
Constrained

Unconstrained

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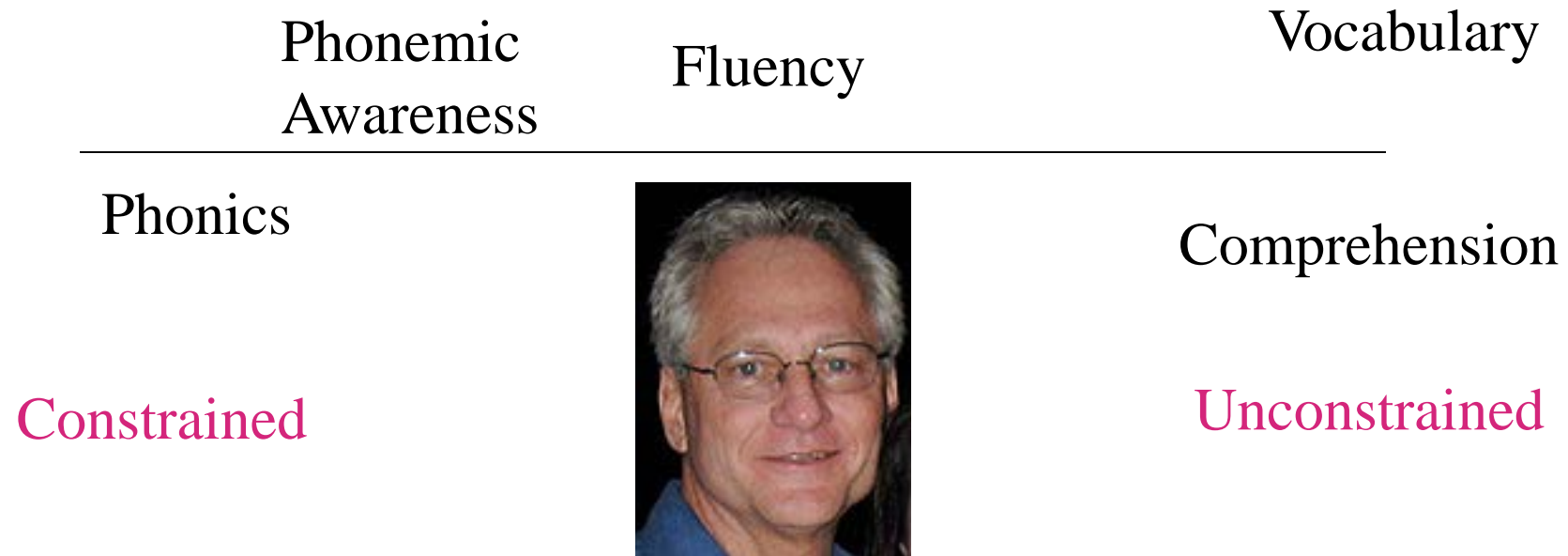
WHY IS THIS IMPORTANT?

- 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.
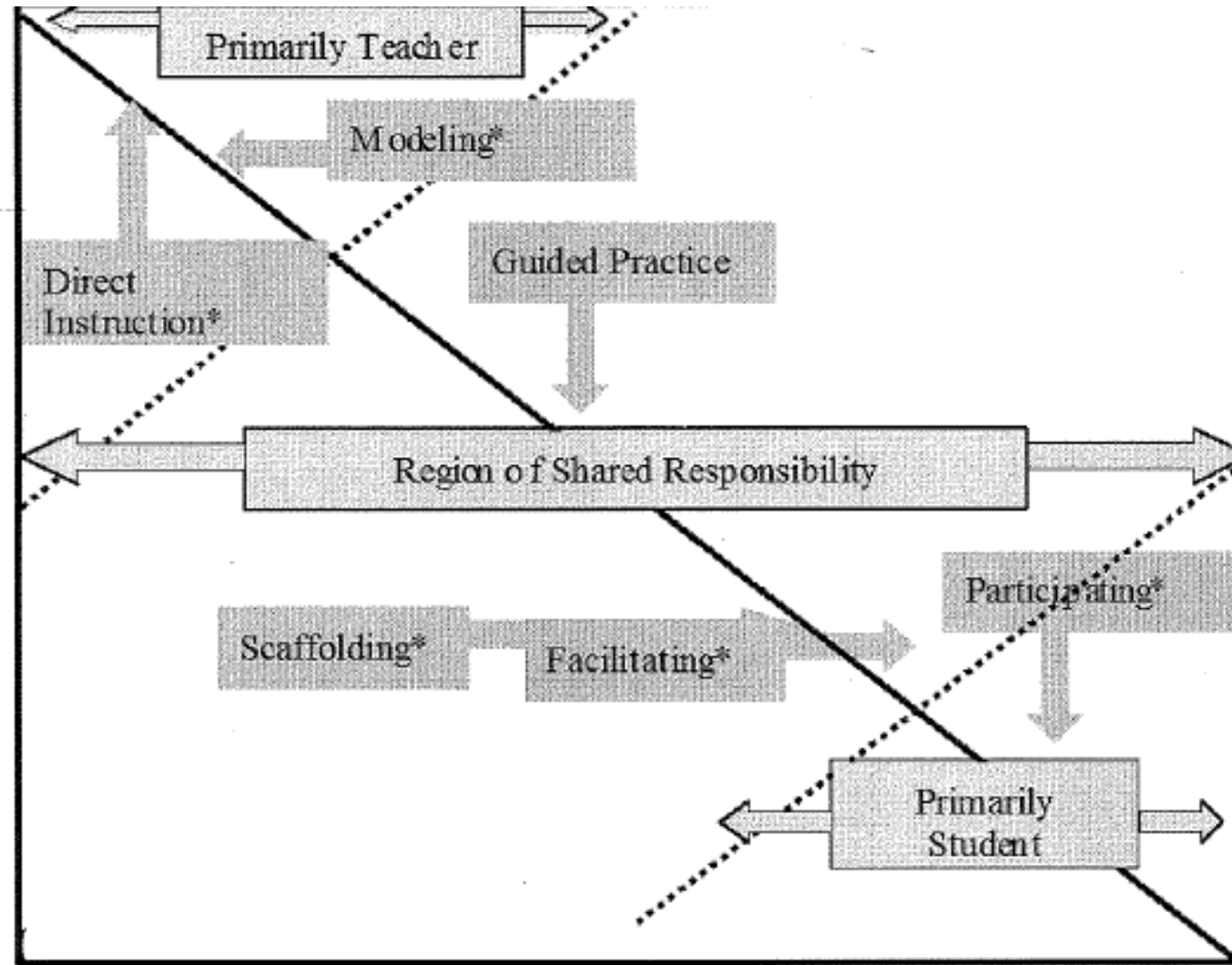
WHY IS THIS IMPORTANT?

- 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.

Comprehension Strategies and Regulation

Engaging Content

Texts

Writing

Reader

Questioning and Discussion

Vocabulary Development

Scaffolding and Discourse

SELF-ASSESSMENT (MOLLY/DANE POLL)

	no	some	yes
Comprehension dominates my literacy block. (Judge Judy says this is a YES/NO question only).			
Comprehension instruction occurs in a content-driven context.			
All texts are chosen to support thematic units and to stretch thinking.			
Large group and small group discussions about text occur daily.			
I provide explicit, sustained strategy instruction across a unit.			
I explicitly teach students to expand and improve their use of verbal and written expression to reflect their thinking about texts.			
Instruction with diverse learners is intentional and informed by research on these populations.			

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

Primarily Teacher

Modeling*

Direct Instruction*

Guided Practice

Region of Shared Responsibility

Participating*

Scaffolding*   Facilitating*

Primarily Student

CLASSROOM LITERACY STRUCTURES TO SUPPORT GRR

	Text Type	Primary Purpose
Teacher Read-Aloud (WC)	Complex Text	Comprehension Vocabulary
Shared Reading (WC)	Grade level text/complex (supported)	Determined by grade level
guided reading (STLG)	Instructional level text	Orchestration of the reading process, decoding, fluency
Independent (I/SSLG)	Easy or pre-taught	Fluency Engagement

TEACHER READ-ALOUD FUNDAMENTALS
(DICKENSON, MCCABE, & ANASTASOPOULOS, 2003)

- Read–alouds should support an instructional thematic unit of study.

- Books should be read and reread in large and small group formats.

- The books should be accessible for the students' personal reading.

- Discussions should include open-ended questions that address character motivation, the relationship of plot sequences, and vocabulary development.

- There must be strings of follow-up questions that provide the bridges that young children need to arrive at higher levels of thinking.

- An implicit management style increases time on task and engagement.

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READ ALOUDS (SILVERMAN, 2016)

Before
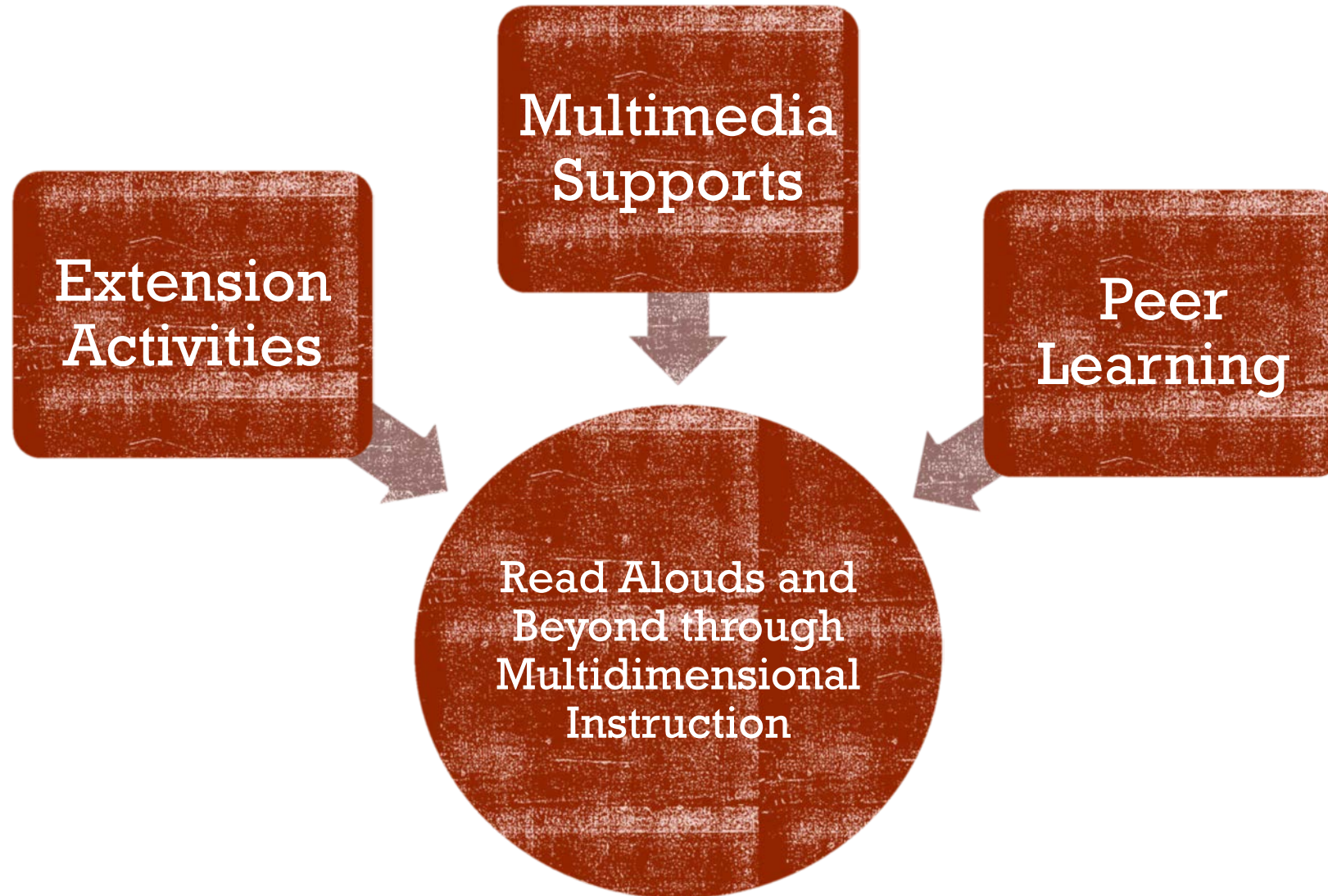- Introduce the text.
- Preview important words and concepts.

During
- Prompt children to ask and answer questions about the text.
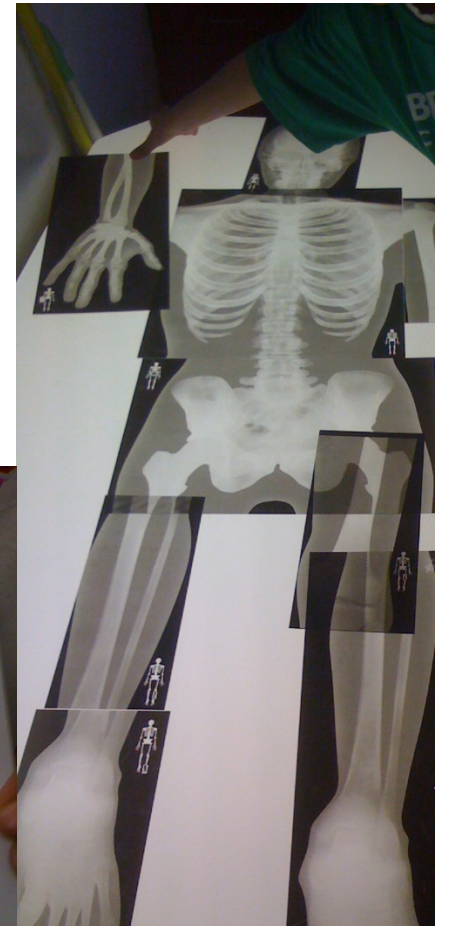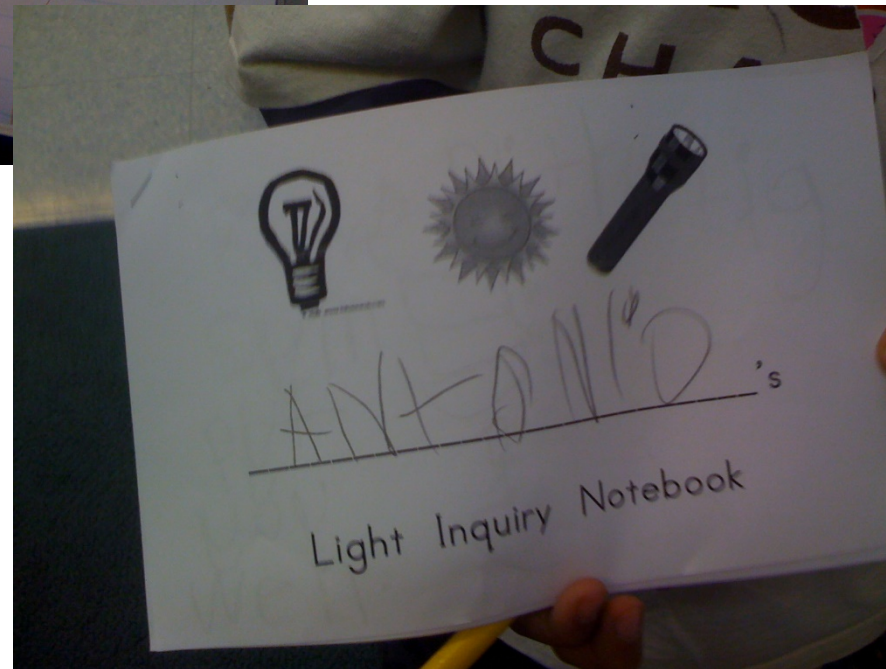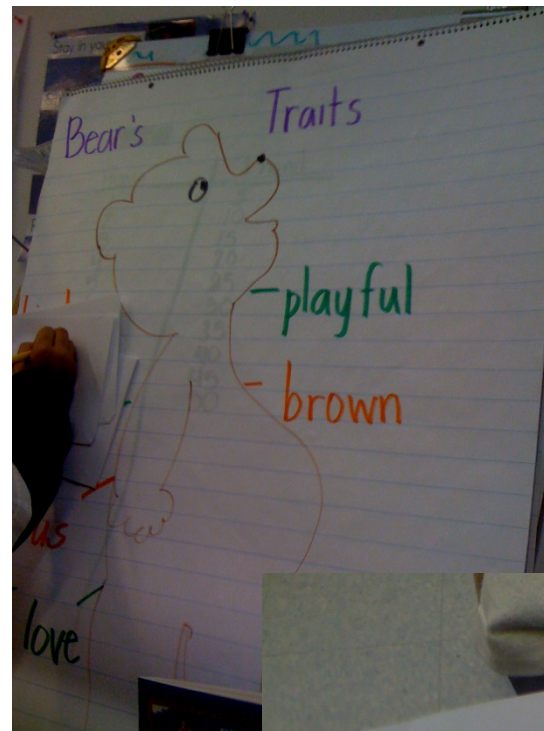- Provide feedback on children's answers.

After
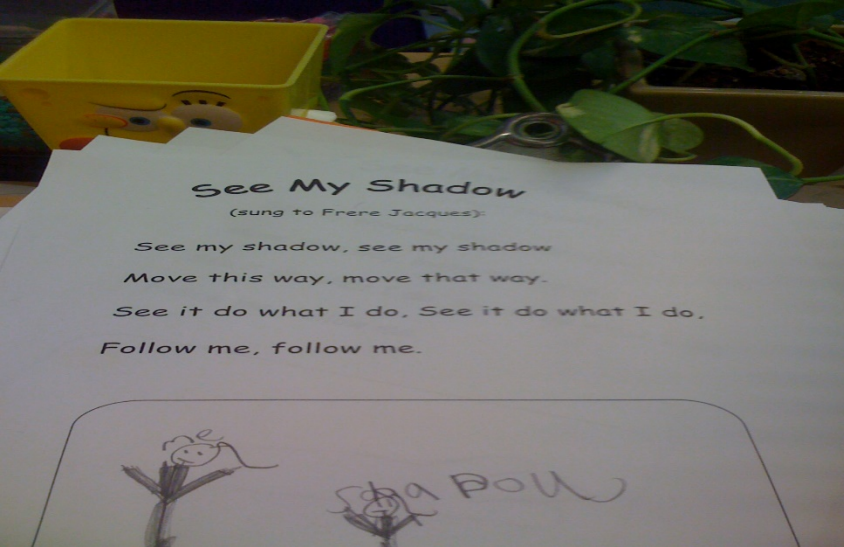- Guide children to retell what was read.
- Extend learning via activities & centers.

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MULTIDIMENSIONAL INSTRUCTION (SILVERMAN, 2016)

Extension Activities

Multimedia Supports

Peer Learning

Read Alouds and Beyond through Multidimensional Instruction

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Extension Activities Beyond the Read-Aloud

- Elaborated vocabulary development and practice

- Talking about the read-aloud in small groups

- Writing in response to the text (GRR!)

- Engaging in project-based activities or theme-related stations

See My Shadow

(sung to Frere Jacques):

See my shadow, see my shadow

Move this way, move that way.

See it do what I do, See it do what I do,

Follow me, follow me.

Bear's Traits

—playful

—brown

love

Light Inquiry Notebook

ANTONIO's

Possum

MULTIMEDIA SUPPORTS (SILVERMAN & HINES, 2009)

- Multimedia supports may provide additional information needed for comprehending and remembering words and concepts.

- This may be particularly helpful for students with limited English language skills.

- Multimedia supports can be in the form of pictures, audio, video, and realia.

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AGES 3-5: DIALOGIC READING (WHITEHURST ET AL.)

PEER
- Prompt
- Evaluate responses : Praise specific behaviors; discuss to refine understandings/language, scaffold, and correct misunderstandings
- Expand
- Repeat-shape conversation so that child repeats a refinement or elaboration

Ages 3-5: Dialogic Reading (Whitehurst et al.)

CROWD Prompts
- Completion-high level of scaffolding
- Recall
- Open-ended-require children to use their own words and structure to compose a verbal response
- Wh- Who, what, where, when and why
- Distancing-extensions to decontextualized experiences

ALL AGES/ALL TYPES OF TEXT: DL-TA (STAUFFER, 1969)

- Text is divided into sensible 2-3 page sections.
- Students generate predictions and <u>justify</u> them for a single section of text.
- Students listen as teachers read the section of text.
- Students verify their predictions and discuss that section of text.
- The process is repeated for each section of text.

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GR. K-3/NARR: TEXT TALK (BECK & MCKEOWN, 2001) (HTTP://WWW.ITARI.IN/CATEGORIES/ABILITY_TO_LEARN/TEXT_TALK.PDF)

- Selection of complex texts
- Limiting elaborations of background knowledge
- Open-ended initiating and follow-up questions during and after reading
- Judicious use of pictures
- Vocabulary work after reading

OPEN-ENDED QUESTIONS (CONNECTIONS TO STANDARDS)

▪ Initiating

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

▪ 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…?

VOCABULARY DEVELOPMENT

- Choose "Tier Two" words for development.
- Tier Two words are used by mature language users, words not limited to a specific domain(Tier 3) nor basic oral vocabulary (Tier 1).
- Children already have the concept, but not the word for Tier Two words.
- Choose high-utility words.

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EXAMPLES OF TIER TWO WORDS

- dome
- beret
- sparkling
- stroll
- bugle

- nocturnal
- wade
- embarrassed
- emerge
- liquid

VOCABULARY DEVELOPMENT ROUTINE

- Describe word use in the story.

- Explain the word's meaning and give a few examples of general use.

- Elicit examples of word use from the students.

- Follow-up with a Word Wizard chart.

INFORMATIONAL TEXTS

- Expect and direct more conversational moves than for the narrative read-aloud

- Concepts, figures, diagrams, tables need explanation

- Attend to text structures: How do they support conceptual development and memory? How do features signal the text structure? WHY IS IT IMPORTANT? Relate to writing.

- Ask more HOW and WHY questions than WHAT questions

INFORMATIONAL TEXTS

Be sure that children are provided opportunities to:

- Interpret

- Elaborate

- Evaluate

- Retell

- Make personal associations

- Hypothesize

- Generate questions
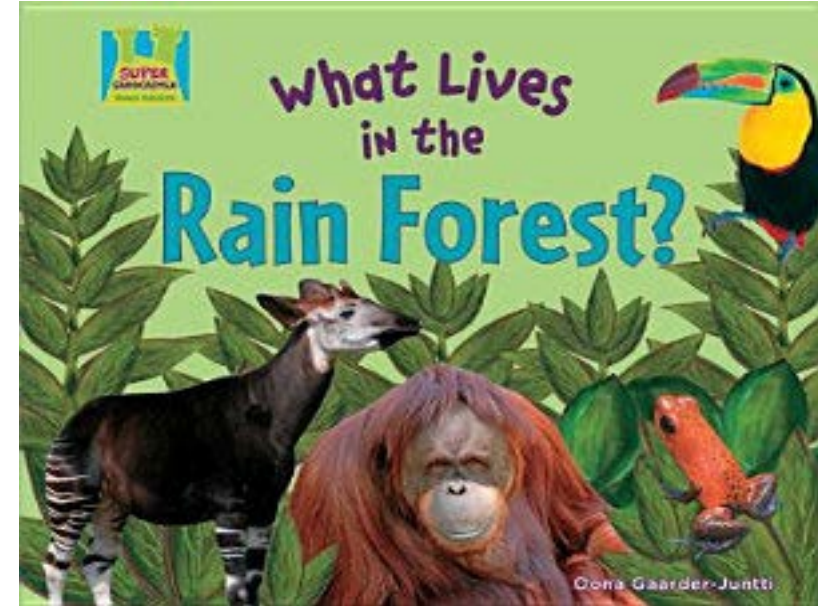
QUESTIONS MUST BE CRAFTED IN ADVANCE

- Time and attention require a selective questioning process
- Both the quantity and quality of the questions must be deliberately planned
- Create scripts/post-its that can be reused.
- Both story grammar elements and strategic processing questioning provides the foundation for later explicit instruction in these areas. (see inference article-tables)

MOLLY/DANE—WHEN LIVE PLEASE SHOW

INFERENCE GENERATION ARTICLE TABLE 1, THEN TABLE 2

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?

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?

IMPLICIT MANAGEMENT STYLE (DICKINSON ET AL., 2003)

- The least effective read-aloud were dominated by Teacher behaviors that disrupted comprehension, particularly behavior management verbal prompts.

- The most effective read-aloud were dominated by Teachers who used IMPLICIT management: enthusiasm, positivity, eye contact, questioning, expressive reading

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GOALS FOR NOVEMBER 9

- Conduct a single 10-minute small group discussion following a read-aloud with 4 students who rarely/never volunteer to talk during a read-aloud discussion.

- Select 2 priorities for your own professional growth from the check sheet on Slide 13. What will you do between November 14th and December 23rd to refine your practice or the practice of teachers under your care.