

DEVELOPING READING COMPREHENSION IN PREK-GRADE 2
PROVIDING THE LEADING EDGE: EARLY
COMPREHENSION INTERVENTION

Katherine Stahl

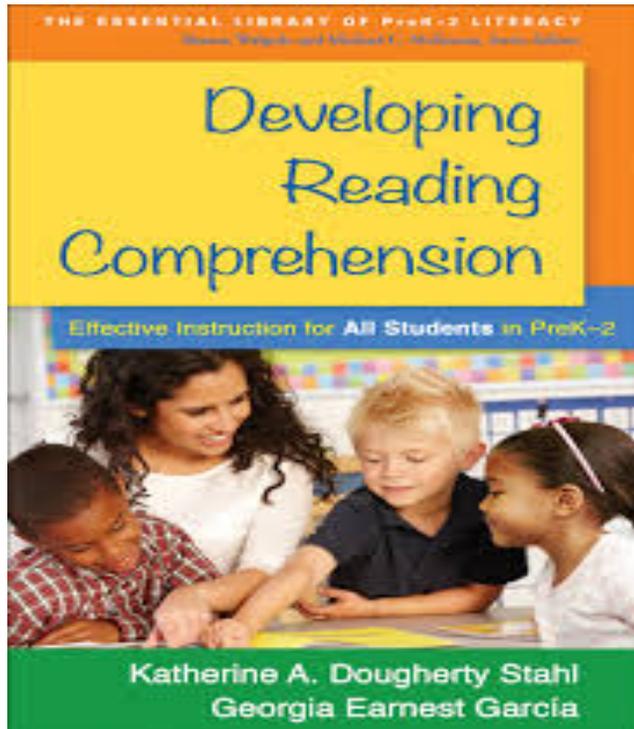
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RTI TAC Webinar Series: Strand #18, Part 3 of 3



TO LEARN MORE:



Details and test protocols in the book

See Package of Articles

See Webinars 18.1 and 18.2 with accompanying materials

Webinar Strand 9: Dialogic Reading

AGENDA

- Diagnostic tools for identifying needs
- Settings and providers
- Research-validated interventions
 - Emergent Readers
 - Novice Readers

GETTING ACQUAINTED: WHO ARE YOU?

(DANE)

- Classroom Teacher
- Literacy Interventionist
- Literacy Coach
- Principal/Asst. Principal
- Special Educator
- School Psychologist
- ENL/ELL Teacher
- Speech/Language Therapist
- District Administrator
- Other

GETTING ACQUAINTED: WHO ARE YOU?

(DANE)

Grade Level

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

ATTENDED WEBINAR STRAND 18: **(DANE)**

- Viewed both webinars in Strand 18
- Viewed one webinar in Strand 18
- This is my first Strand 18 webinar

COMPREHENSION ASSESSMENT GUIDELINES

- English learners **MUST** be tested in first language.
- Listening comprehension must always be a consideration, especially for students reading below the 3rd grade level.
- More than one task must be used.
- Benchmark kits are essential for pinpointing what text level children can read accurately, but the the lack of technical information available, poor inter-rater reliability, and subjectivity encouraged in administering and scoring the comprehension tasks results in them being unreliable indicators of comprehension abilities in novice readers.
- Consult with the Jewel of the School: Your speech-language specialist

THERE IS NOT A SINGLE DEFINING TASK OR SCORE WHEN MEASURING COMPREHENSION

- Comprehension is dynamic, multidimensional, non-linear.
- Within an individual, comprehension vacillates depending on the reading context, reading purpose, text genre and concepts, and the reader's prior knowledge, vocabulary, working memory, and self-regulation.
- Therefore, a single task can't determine the need for intervention or provide instructional indicators.
- As a result, you need multiple, individually-administered tasks to determine the nature and severity of comprehension difficulties.
- These tasks must be reserved for a handful of children in a cohort!

DIAGNOSTIC TOOLS FOR IDENTIFYING COMPREHENSION DIFFICULTIES IN PREK-GRADE 2

- Video Recall (narrative)—Using story grammar focused questions (PreK, K)
- Emergent Storybook Reading (Sulzby scale) (PreK, K)
- Narrative Comprehension of a Wordless Picture Book Task (Gr. 1-3)
- MSV analysis of running records (K-1)
- Listening capacity test using the Qualitative Reading Inventory-6 (K and beyond)
- Reading comprehension using QRI-6 for students reading at 2nd grade level and beyond

WHO DOES THE COMPREHENSION INTERVENTION?

- Foundational skills are linear. Classroom teachers do not have time to provide the level of repetition, back-tracking, and slowing down of curriculum for children who need more and different in these areas.
- Most intervention resources in K, 1. 2 are used to ensure that children have the foundational skills needed to read grade level text fluently by the end of grade 2.
 - Word study—phonics/spelling through long vowels by the end of grade 2
 - High frequency words in 1 second- All Dolch of Fry through 300
 - Oral Reading Fluency of connected grade level text– 90 wcpm

COMPREHENSION IS BEST TAUGHT WITHIN A THEMED CONTENT UNIT (LITERARY, SOCIAL STUDIES, SCIENCE TOPICS)

- Themed units provide the core knowledge needed for comprehension of text.
- Themed units provided repeated exposure to vocabulary that promotes comprehension and fluent reading.
- Use the gradual release of responsibility: Teacher read-aloud and shared reading are the central daily blocks for teaching comprehension.
- Small group teacher-led instruction is a place for students to practice what was taught and modeled during the teacher read-aloud and shared reading.
- If this structure is followed with vigilance, few children at these grade levels will need intervention.

SO WHO PROVIDES INTERVENTION TO THE NEEDIEST?

- **Classroom Teacher**
- Paired Teacher Classrooms
- Speech-language Specialist
- Volunteers and Parents
- Bilingual-ENL teachers
- Reading Specialist



WHEN AND WHERE?

- Your structure depends on available resources
- Typically, the classroom teacher is the best person to serve as gatekeeper and overseer of services to support the comprehension needs of Pre-K to grade 2 students.
- The classroom teacher may or may not be the provider of the supports that she and the grade level literacy team recommend.
- Often interventions take the form of repeated, small group read-alouds with small group discussions of the texts for language reticent and ENL students.
- Most interventions can be provided in 15-minute modules.

FAMILIES OF INTERVENTIONS

- **Narratives: Dialogic Reading Intensive with Inference Training (Pre-K, K)**
- **Informational Content Intensive (Pre-K, K)**
 - **World of Words**
 - **PAVEd for Success**
 - **WOW +PAVEd = Stahl & Garcia Synthesis**
- **Comprehension Strategy Intensive (Grade 2 and beyond)**
 - **Collaborative Strategic Reading**
 - **Compare-contrast text structure**
 - **Theme Identification**

DIALOGIC READING INTENSIVE WITH INFERENCE TRAINING (PRE-K, K) (WHITEHURST ET AL., 1994; ZEVENBERGEN & WHITEHURST, 2003; DEMARAIS ET AL., 2013; SWANSON ET AL., 2011; VAN KLEECK ET AL., 2006)

- Conduct a small group dialogic reading 2-4 days/week for 15 min./session.
- For the youngest and neediest, begin with PEER (prompt, evaluate, expand, and repeat) protocol
- Use child engagement to stimulate more expanded responses using CROWD
 - Completion
 - Recall
 - Open-ended prompts
 - Wh-questions
- Distancing prompts and use of decontextualized talk

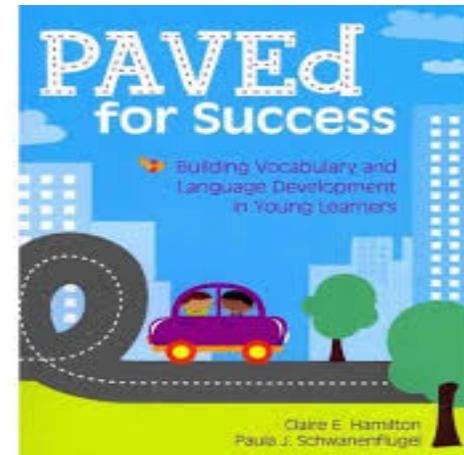
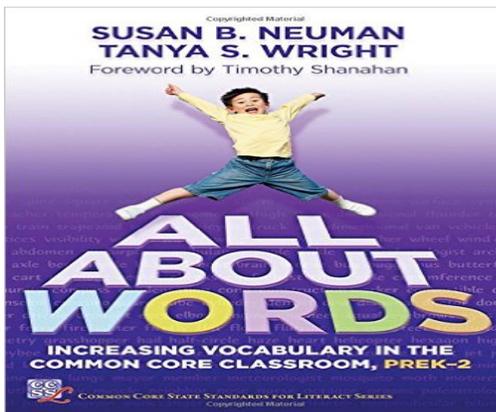
DIALOGIC READING INTENSIVE WITH INFERENCE TRAINING

(PRE-K, K) (WHITEHURST ET AL., 1994; ZEVENBERGEN & WHITEHURST, 2003; DEMARAIS ET AL., 2013; SWANSON ET AL., 2011; VAN KLEECK ET AL., 2006)

- Incorporate storybooks with a with a comprehensive narrative story structure and clear causal sequence
- Stop intermittently to ask literal and inferential questions that address story grammar elements (See Table 1: Inference Generation Article)
- Your prompts and cued recall are engaging children in an apprenticeship model of strategic reading
- **Plan ahead: CRAFT AND SCRIPT YOUR QUESTIONS**
- Incorporate multimedia to expand engagement and to provide repeated readings (Goldman et al., 1999; Swanson et al., 2011)
- **TRAIN PARENTS AND PROVIDE THEM WITH TRAINING VIDEOS OF PROCEDURES AND EXAMPLES**

INFORMATIONAL CONTENT INTENSIVE

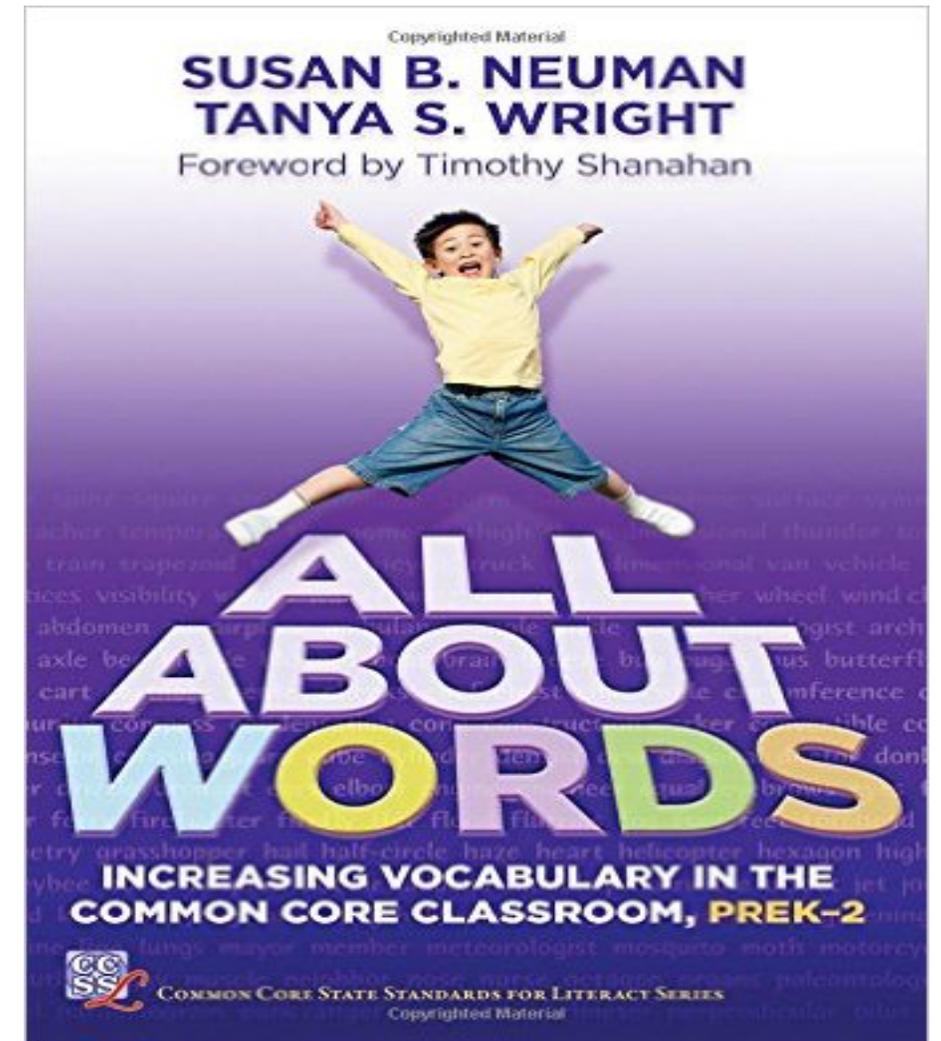
- May be used as intervention with small group or as a whole class intervention
- World of Words (Neuman, Newman, & Dwyer, 2011, Neuman & Wright, 2013)
- PAVEd For Success (Schwanenflugel et al., 2010; Hamilton & Schwanenflugel, 2011)



COMMON THREADS BETWEEN BOTH PROTOCOLS

- Units are built around a 5-10 day content theme
- Target vocabulary for each theme
- Picture cards
- Bridges the known to unknown about a topic
- Comprehensive approach that includes multiple exposures to related words using read-alouds, explicit instruction, small group conversations
- Extension activities incorporate writing, drawing, and categorization
- Phonological awareness is addressed through songs, poems, videos

MORE ABOUT WORLD OF WORDS



- <http://www.folletlearning.com/books-materials/learn/early-learning/world-of-words>

ACTIVITY SUMMARY FOR 10 DAYS (STAHL & GARCIA, 2015 BASED ON NEUMAN ET AL. & SCHWANENFLUGEL ET AL.)

Activity	Days	MIN
Poems, rhymes & songs	All	1-2
Video about topic with discussion	4-5	5-8
Teacher read-aloud with discussion	All	5-8
Picture cards to review vocabulary, sort, or play Time for Challenge	5-8	1-2
Conversation Group	6	5
Writing/drawing about topic	1-2	3-5

A SYNTHESIZED 15-MINUTE LESSON PLAN EXAMPLE

(STAHL & GARCIA, 2015)

Monday	Tuesday	Wednesday	Thursday	Friday
Week 1				
Poem or song Video- discuss Read aloud	Poem or song Video- discuss Read aloud Conversation	Poem or song Picture Cards Read aloud Conversation	Poem or song Video- discuss Read aloud Time for Challenge	Poem or song Read aloud Writing Conversation
Week 2				
Poem or song Video-discuss Read aloud Picture Cards	Poem or song Picture Cards Read aloud Conversation	Poem or song Video-discuss Read aloud Picture Cards	Poem or song Picture Cards Read aloud Conversation	Assessment Picture Cards Time for Challenge Writing Conversation

COMPREHENSION STRATEGY INTENSIVE FOR NOVICE READERS

- Collaborative Strategic Reading (Palincsar & Brown, 1984; Klingner & Vaughn, 1996)
- Compare-Contrast Structure Protocol (Williams et al., 2009)
- Theme Identification (Williams et al., 2002)

COLLABORATIVE STRATEGIC READING

(PALINCSAR

& BROWN, 1984; KLINGNER & VAUGHN, 1996)

- Small group intervention after teaching strategies individually
- Strong research base with children with reading difficulties, children with identified disabilities, and ENL students.
- Children read text that has been divided into sections
- Apply 4 CSR strategies to comprehend informational (or narrative) text

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)	

COMPARE-CONTRAST STRUCTURE PROTOCOL

(WILLIAMS ET AL., 2009)

- Explicit instruction of compare-contrast structures with second graders
- Requires 30-45 minutes, 2 or 3 days a week in conjunction with other interventions
- Read text that compares members of a category
- Teach clue words (alike, both, compare, but, however, contrast)
- Discuss ideas and vocabulary
- Complete a feature analysis to compare shared and unique features of a category
- Makes use of writing frames to create a simple comparison summary

COMPARE-CONTRAST STRUCTURE PROTOCOL

(WILLIAMS ET AL., 2009)

Two plants that are alike are the _____ and the _____.
They are alike in some ways. They both _____
_____. Also they both _____. In other ways they
are different. The XXX _____. The YYY
_____.

THEME IDENTIFICATION (WILLIAMS ET AL., 2002)

- **Generating a theme calls for more than summarizing a story**
- **It calls for connection to other stories, author's purpose, and awareness/retrieval of common human experiences.**
- **Young children have sensitivity to themes, but may have trouble putting the theme into words and generating it spontaneously (Morrow, 1992).**
- **Williams et al. taught 2nd graders children in high poverty schools (including those with reading disabilities) to identify common themes in new stories.**
- **“Be Honest,” “Never give up,” “Accept those who are different,” and “ Don't be greedy,” are common themes.**

THEME IDENTIFICATION (WILLIAMS ET AL., 2002)

Theme-based questions

- Was what happened in the story good or bad?
- Why was it good or bad?
- What do you think was the main lesson that the character(s) learned?
- What should we learn from the characters' experiences in this story?

Transfer questions

- When is it important to _____? (personal transfer)
- When is it easy/hard to _____? (personal transfer)
- Can you think of other stories or movies that you know that were written to teach the reader/audience the same lesson?

BIG IDEAS ABOUT COMPREHENSION INTERVENTION FOR YOUNG CHILDREN

- One-to-one intervention is best and group size should not exceed three children (Linan-Thompson, Vaughn, Hickman-Davis, Kouzekanani, 2003; Wanzek & Vaughn, 2010; Whitehurst et al., 1994).
- Interventions with younger children (K-1) tend to yield larger effects than interventions in grades 2-3 (Wanzek & Vaughn, 2010).
- Incorporate retelling and cued responses (teacher questioning) to ensure the most accurate approximation of student comprehension (Goldman et al., 1999; Morrow, 1984; 1985; Paris & Paris, 2003; Swanson, et al., 2011).
- Attend to the needs of ENLs sooner rather than later (Linan-Thompson et al., 2003).
- Include multiple readings of the same text (Desmarais, Nadeau, Trudeau, Filiatrault-Veilleux, & Maxes-Fournier, 2013; Swanson et al., 2011).

QUESTIONS

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Thank you for attending Webinar Strand 18.

I am grateful for the job you do each day to empower children through increased reading achievement. Please feel free to contact me for support as you initiate your personal and school-based learning about this important topic. My mission is always to do more walking than talking in changing the lives of children.