DOCUMENT RESUME

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ABSTRACT

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Comprehension Strategies module explains the process of building comprehension in readers so that they read for meaning and understanding. There are six interferences to comprehension that can impede a reader's ability to gain meaning from text. Teachers of reading should be able to identify a student's interference and act on it appropriately. Likewise, students must be taught to recognize what is interfering and to apply specific strategies that enable them to get the author's meaning. This module also expounds on the amount of reading--which is the single most important factor in improving reading comprehension. Sections of the module, and associated objectives, are: (1) "Introduction" (comprehension has to be built; and what six factors influence comprehension); (2) "Comprehension Monitoring" (how to teach students to monitor their own use of comprehension strategies; and how to use fix-up strategies); (3) "Text Structure" (how to teach students to use internal and external text structure to build comprehension); (4) "Explicit Instruction/Comprehension Strategies" (how teacher-directed [explicit] instruction in comprehension strategies helps students to build listening and reading comprehension; and how to help students build reading comprehension by teaching students to use pre, during, and after reading strategies with both narrative and expository text); (5) "Amount of Reading" (amount of reading is an important variable in expanding students' reading power; teaching strategies that help to increase the amount of reading that students do; and incentives that can motivate students to read); (6) "Deep Discussion and Questioning" (how to write questions that will address all levels of thinking in order to build listening and reading comprehension; how to ask questions that promote deep discussion to build listening and reading comprehension; and strategies that promote deep discussion and questioning); and (7) "Content Area Reading" (how to build reading comprehension in the content areas by developing lesson plans, thematic units, and/or unit plans). (RS)

COMPREHENSION STRATEGIES

Grades 2-3

Alabama Reading Initiative

(Version: 2001)

Presenter:

TABLE OF CONTENTS: GRADES 2-3

Introduction to Reading Comprehension

The research says....

> Reading comprehension depends on comprehension of the spoken language....
>
> ...reading is a complex, multi-dimensional process that involves the bringing of meaning to and the getting of meaning from the printed page. This implies that readers bring their backgrounds, their experiences, as well as their emotions, into play.

Rubin, D. (1995). *Teaching elementary language arts*. Boston, MA: Allyn and Bacon.

> ...the construction of meaning that in some way corresponds to the author's intended meaning.
>
> ...the act of constructing meaning while transacting with text. The meaning one makes (or what one comprehends) from text during this transaction is a result of the combination of prior knowledge and previous experience, the information available in text, the reader's stance in relationship to the text, and immediate, remembered, or anticipated social interaction and communication.

Ruddell, M.R. (1997). *Teaching content reading and writing*. Boston, MA: Allyn and Bacon

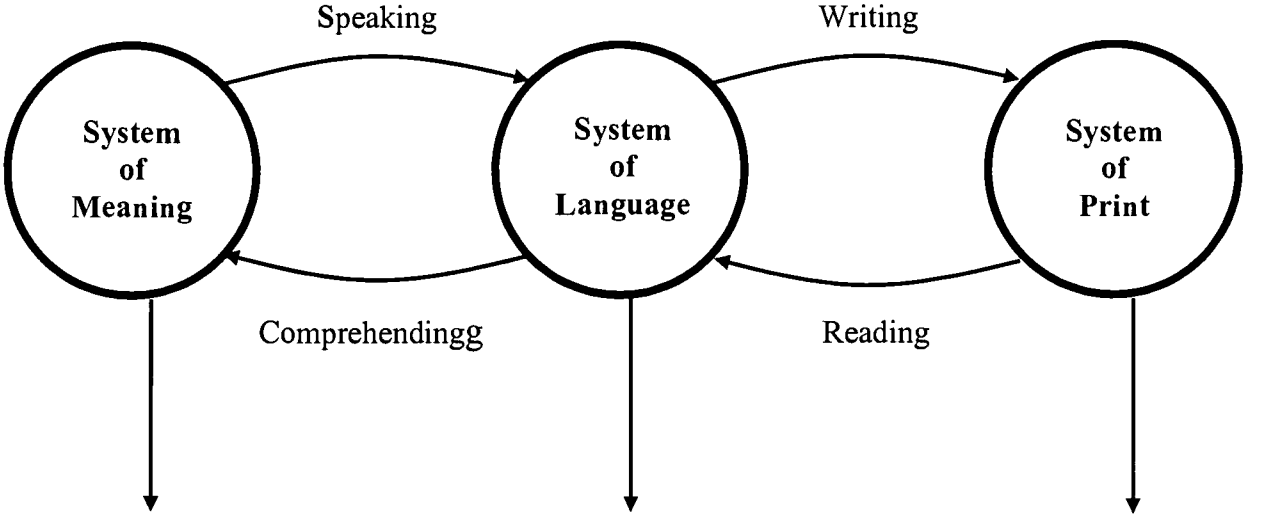
> Competent decoding, however, is a necessary but not sufficient condition for good reading comprehension.
>
> The mental operations involved in reading include recognizing words and associating them with concepts stored in memory; developing meaningful ideas from groups of words (phrases, clauses, sentences); drawing inferences; relating what is already known to what is being read; and more. In other words, reading comprehension must be built."

Alabama Reading Initiative (1998). *Report on the Review of Research*. Montgomery, AL: Alabama State Department of Education, 6.

Factors that Influence Reading Comprehension

The reader's system of meaning overlaps sufficiently with the author's system of meaning.
The readers system of language overlaps sufficiently with the author's system of language.
The reader automatically recognizes words.
The reader reads words accurately.
The reader reads fluently.
The reader engages with the printed material.

Summary of Interferences to Reading Comprehension



1. The reader's system of meaning does not overlap sufficiently with the author's system on meaning.	2. The reader's system of language (i.e., vocabulary, syntax, idioms) does not overlap sufficiently with the author's expression.	3. The reader lacks the power to say what each word requires. (Accuracy) 4. The reader is cumbersome in word recognition and does not identify words instantly. (Automaticity) 5. The reader fails to read with ease, appropriate speed and phrasing, and, therefore, is unable to devote sufficient attention to building meaning. (Fluency)

6. The reader does not attend to the degree needed to build meaning. (Attention/Motivation/Disposition)

IMPLICATION: **At every stage of reading development, teachers must be able to identify whether the interferences to comprehension stem from the system of print, the system of language, the system of meaning and/or from inattention. Teachers must make certain that students recognize the source(s) of the interference and have the strategies necessary to overcome each type of interference.**

The Three Reading Cues

Teaching a combination of the three reading cues – meaning, structure, and visual – helps students to become strategic readers.

Meaning Cues

Meaning cues or semantic cues come from the text itself, from the illustrations, and/or from the reader's prior knowledge. Many times, students will use their background knowledge and combine it with the information from the text in order to gain meaning. When introducing a concept or a story, it is important for the teacher to call attention to aspects of the concept or story which may connect to the reader's prior knowledge. If prior knowledge does not exist, it must be built.

Structure Cues

Structure cues or syntactic cues are based upon the word order or syntax of the text. Students use the structure of language in the text as well as their own knowledge of language to make sense of text. Second language learners may have difficulty with the structure of text material. The teacher should point out to students the structure of language in the text, particularly if it is unusual. Students need to be aware of story structure for narrative text and main idea and detail structure for expository text.

Visual Cues

Visual (graphophonic) cues do not refer to examining the illustrations. They are the letters, words, punctuation marks, and even the size of the print. Visual cues refer to the sound/symbol relationship. The reader needs to understand the concepts of word/space and word/letter before beginning to use and identify sounds and symbols as they learn to read.

Readers need to be taught to use all three cues from the beginning reading stage. This helps them to become strategic readers.

Learning Log

Comprehension is

The factors that influence comprehension are

Self-monitoring of Reading Comprehension:

Think Aloud*

A Think Aloud (Davey, 1983) is a comprehension monitoring strategy that helps the teacher and the reader to recognize the text-based and schema-based strategies he/she uses while reading text aloud. This can serve as an intervention tool or an expansion of reading power activity. For a Think Aloud to be successful, the teacher and the student must be cognizant of effective reading strategies, the role of schema in comprehension, and the structure and content of the text being read.

Schema (according to cognitive psychology) an organized network or concepts, experiences, and data

Schema-based: connections to prior knowledge (life experiences, previous reading, prediction, elaboration, inference)

Text-based: connects this text with previous reading, points out main ideas, can translate information into his/her own words, points out lack of understanding, uses strategies to make sense of text not understood, recognizes the internal structure of text (sequence, cause/effect, comparison/contrast, description, problem/solution)

Procedures:

- Choose both easy and difficult text to read aloud.
- Model how to use a Think Aloud.
- Provide students with easy and difficult text.
- Ask students to read aloud and note in the margins (or if working individually with a teacher or partner, tell orally) what they are thinking as they read the text.
- Compare and contrast the strategies used with easy and difficult text. Are they schema-based, text-based, or a combination of both?
- What additional strategies could this student use to build comprehension of this particular text?

*Davey, B. (1983). Think aloud: Modeling the cognitive processes of reading comprehension. *Journal of Reading, 27*, 44-47.

Students' Self-monitoring of Reading Comprehension

BEFORE READING (make connections)	BEFORE READING Fix-up Strategies
• I preview the text. • I think about what I already know. • I know why I am reading. • I establish reading goals. • I make predictions. • I ask questions. • •	• Look at the picture or illustration. • Look up a word in the dictionary. • Make an analogy. • Paint a picture in your mind. • Ask someone for help. • • •
DURING READING (processing information)	**DURING READING Fix-up Strategies**
• I think about what the author is saying. • I question myself. • I make predictions. • I verify predictions. • I organize information. • I form pictures in my mind • I re-read parts that do not make sense. • I use context to figure out the meanings of unknown words. • I think about story structure. • I consider the main ideas and details. • • • •	• Think aloud. • Ignore the problem and read on. • Look at the picture or illustration. • Think about what is happening in the text. • Think about what would make sense. • Re-read. • Look back. • Sound out a difficult word. • Use word parts to help you pronounce it. • Look up the word in the dictionary. • Think of a synonym. • Make an analogy. • Paint a picture in your mind. • Ask someone for help.

• **AFTER READING** **(pulling the information together)** • **I check to see if reading goals are met.** • **I ask myself if I understand what I am reading.** • **I think about what I am reading.** • **I summarize.** • **I retell.** • **I ask new questions.** • **I find new sources of information.** • • •	• **AFTER READING** **Fix-up Strategies** • **Look at the picture or illustration.** • **Recall main idea and details.** • **Recall story.** • **Look back.** • **Look up words in the dictionary.** • **Make an analogy.** • **Paint a picture in your mind.** • **Ask someone for help.** • •

Learning Log

I will teach students how to monitor their comprehension by

I will teach students how to use fix-up strategies to build comprehension by

Text Structure

The research says....

> The concern about reading comprehension – particularly comprehension of expository, informational text – is clearly widespread. Students are simply not garnering much meaning from much of the expository text they confront.

Beck, I.L., McKeown, M.G., Hamilton, R.L., and Kucan, L. (1998, Spring/Summer). Getting at the meaning. *American Educator*, 66.

> All readers, both novices and experts, use their existing knowledge and a range of cues from text and the situational context in which reading occurs to build, or construct, a model of meaning from the text ... expert readers possess a set of flexible, adaptable strategies that they can use to make sense of text and to monitor their ongoing understanding.

Dole, J.A., Duffy, G., Roehler, L.R., & Pearson, P.D. (1991). Moving from the old to the new: Research on comprehension instruction. *Review of Educational Research, 61*, 241-242.

> Examined in the broadest strokes, this body of work [comprehension research] is strongly supportive of instructional applications of schema theory. First, whether it comes packaged as a set of questions, a text summary, a storyline, or a visual display of key ideas, students of all ages and abilities benefit from conscious attempts by teachers to focus attention either on the structure of the text to be read or the structure of the knowledge domain to which the text is related. Second, students' disposition to draw inferences improves when they and their teachers make a conscious effort to draw relationships between the text content and background knowledge. Third, when students learn how to monitor their reading to make sure it makes sense to them, their comprehension skill, improves.

Pearson, P.D. (1993). Focus on research: Teaching and learning reading: A research perspective. *Language Arts, 70*, 506.

> Because the grammatical structures of written text are more varied and complex than those of casual, oral language, regular exploration and explicit instruction on formal syntax are also warranted.

California Department of Education (1996). Teaching reading: A balanced, comprehensive approach to teaching reading in pre-kindergarten through grade three. Sacramento, CA: California Department of Education

Comparing Narrative and Expository* Text

*Expository is also referred to as informational text.

The following two texts, one narrative, the other expository, deal with the same topic, electric shock therapy. Read each text and determine their similarities and differences.

Narrative Text

"Man, what they got going there?" McMurphy asks Harding.

"In there? Why, that's right, isn't it? You haven't had the pleasure. Pity. An experience no human should be without." Harding laces his fingers behind his neck and leans back to look at the door. "That's the Shock Shop I was telling you about some time back, my friend, the EST, Electric-Shock Therapy. Those fortunate souls in there are being given a free trip to the moon. No, on second thought, it isn't completely free. You pay for the service with brain cells instead of money and everyone has simply billions of brain cells on deposit. You won't miss a few."

"I personally guarantee it. Completely painless. One flash and you're unconscious immediately. No gas, no needle, no sledgehammer. Absolutely painless. The thing is, no one ever wants another one. You ... change. You forget things. It's as if" – he presses his hands against his temples, shutting his eyes – "It's as if the jolt sets off a wild carnival wheel of images, emotions, memories. These wheels, you've seen them; the barker takes your bet and pushes a button. Clang! With light and sound and numbers round and round in a whirlwind, and maybe you win with what you have to play again. Pay the man for another spin, son, pay the man."

From: One Flew Over the Cuckoo's Nest, Ken Kesey, pp. 162-164.

Informational Text

Holmberg discusses a number of biochemical and hormonal changes that have been reported in conjunction with Electric Shock Therapy. Hyperglycemia of one to several hours duration is a constant phenomenon. Thee is also an increase in nitrogen compounds, potassium, calcium, phosphorous, and steroids in the blood.

Holmberg also lists certain specific biochemical changes within the brain, and especially in the brain stem, which are increased but there is no change in the brain amine oxidase activity. The increase in serotonin is attributed to the electric stimulus and does not appear to be related to the intensity of the convulsion.

Some impairment of memory occurs almost constantly with EST. This impairment may range from a mild tendency to forget names and dates to a severe confusion. The amnesia may be both anterograde and retrograde. It is often disturbing to the patient and may continue for several weeks following the conclusion of treatment. The impairment of memory usually disappears within a month.

From: Depression-Causes and Treatment, Aaron T. Beck, M.D., pp. 306-307
McREL Blackline Masters

Expository Text
(Text Structure)

Content textbooks are written in different, yet somewhat specific, organizational patterns. Good writers present information in an organized manner that allows the reader to recognize general concepts and supporting details.

Teachers should analyze the structure of text in content textbooks when planning instruction and teach students how to **recognize and use** existing organizational patterns to increase comprehension. Once students understand the framework of expository texts, they should better understand its contents.

Several basic patterns are prevalent in content textbooks; and within an individual chapter, several internal patterns may be used. Some of the commonly used patterns follow.

introductory paragraphs - appear at the beginning of chapters, in margins, or in major subsections; preview what is to be presented

definition - used to define or explain technical terms and concepts; italics or boldface sometimes used, sometimes found in margin

illustrations - use examples, analogies, or graphics to make a concept more understandable

comparison and contrast - show how ideas, people, and events are similar or different; uses key words such as compare and contrast or similar and different

cause and effect - depicts relationships between events and results

chronological order or sequence - presents information sequentially across time; before and after

description - develops a mental picture for the reader by describing a person, an idea, event, a situation, or an object

problem and solution - problem presented and solution discussed

summary - usually appears at the end of section or chapter; usually contains the major ideas or concepts discussed

Context Clues
(Internal Text Structure)

Context Clue – items of information that help readers to figure out the meaning of a particular word. Some of the forms in which context clues commonly exist follow.

Definition

When a writer uses a definition, he/she usually defines or explains the word in the same sentence or a nearby one.

- The atmosphere is the earth's outer covering of air.

Description

When a writer uses a description, he/she describes the word that he/she wants the reader to know.

- Mary is a diligent student who studies constantly.

Example

An example represents a group.

- The lantern illuminated the cave walls so well that we could see spiders crawling all over them.

Comparison

Comparisons usually depict similarities between persons, ideas, and objects.

- Peter is as lethargic as a bear hibernating in the winter.

Contrast

Contrast shows the difference between persons, ideas, and objects.

- Paul is a pessimist, but Mary, his girlfriend, is always happy.

Narrative Text (Story Structure)

Narrative text usually is comprised of several basic elements which can be referred to as story structure or story grammar. Just as a sentence is comprised of grammatical parts, stories also have a grammar, basic parts which fit together to form a well developed story.

From an early age, stories are central to a child's reading development both at home and in school. As children become familiar with stories, they begin to develop a schema, a sense of what comes next relative to the elements that stories have in common. Children should be made aware of the predictability of a well developed story in order to improve learning and retention.

Individual story structures differ to a degree but center around setting and plot. The setting introduces the protagonist or main character and places the character in a time and place. The plot of a story is made up of episodes and perhaps of different settings. Each episode is comprised of a chain of events such as the following:

Beginning of Story

- **an initiating event** - an idea or action that sets other events into motion
- **a response** - the character's reaction to the initiating event in which the character sets a goal or attempts to solve a problem

Middle of Story

- **attempt(s)** - the character's effort(s) to achieve the goal or alleviate the problem; several attempts, some failed, may be evident in an episode
- **an outcome** - success or failure of the character's attempts

End of Story

- **a resolution** - an action or consequence that evolves from the character's success or failure to achieve the goal or resolve the problem.
- **a reaction** - an idea, emotion, or further event that expresses a story character's feelings about success or failure of goal attainment/problem resolution or that relates events in the story to some broader set of concerns.

The events in the story form a causal chain. Each event leads to the next one as the main character moves toward goal attainment or problem resolution. Once students understand the framework of a story, they should better **comprehend** its contents.

Teachers should analyze a story's structure before planning instruction. Story structure can be used by both teachers and by students as a way to examine content for better understanding of a story. The various parts of a story's structure could be plugged into discussion points when using a directed reading activity. Students must see relationships among the events and not simply learn the events as isolated episodes.

Story:
Author:
Setting:
- time and place
- characters

Chain of events:
- initiating event
- internal response
- attempt/outcome
- resolution
- reaction

Suggestions for questions from a story map:

Beginning of Story:

Setting: Where did the story take place? When did it take place? Who is the main character.? What is_____like?

Initiating Event: What is the_____problem? What did_____need? Why is _____in trouble?

Middle of Story:

Internal Response: What does _____decide to do? What does_____have to attempt to do?

Attempt/Outcome: What did_____do about_____? What happened to_____? What will_____do now?

End of Story:

Resolution: How did_____solve the problem? How did_____achieve the goal? What would you do to solve the problem?

Reaction: How did _____feel about the problem? Why did_____do_____? How did you feel at the end?

What is the moral of the story? What did you learn from it?

What do you like or dislike about_____?
What would you have changed in the story?
Write a different ending.

Learning Log

In my classroom students will use external text structure to build comprehension by

In my classroom students will use internal text structure to build comprehension by

Explicit Instruction/Comprehension Strategies

The research says...

Explicit instruction, the name given to one such widely researched model, involves four phases: teacher modeling and explanation of a strategy, guided practice during which teachers gradually give students more responsibility for task completion, independent practice accompanied by feedback, and application of the strategy in real reading situations.

Pearson, P.D. and Dole, J.A. (1987). Explicit comprehension instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, 88, 2, 151-165.

> The Explicit Instruction Model gradually releases responsibility for the comprehension activities such as predicting, questioning, clarifying, and summarizing readings from the teacher to the students in steps that provide modeling, guided practice, and independent application. The Explicit Instruction Model for teaching these comprehension activities has been applied "to triads (1. Teacher, 2. Students), small groups conducted by volunteer remedial teachers, and intermediate grade teachers working with regular reading groups. In all cases student gains have been dramatic" (Pearson, 1985, p. 734)

Pearson, P.D. (1985). Changing the face of reading comprehension instruction. *The Reading Teacher*, 38, *8*, 724-738.

Pre-reading Strategies

Teacher Responsibilities	Activities for Students
• **Activate students' background knowledge.**	• **Brainstorm concepts and key words and ideas.**
• **Help students establish purposes for reading.**	• **Establish reading goals based upon purpose.**
• **Encourage students to generate questions.**	• **Turn headings into questions.**
• **Ask students to make predictions about text.**	• Predict and verify based upon content
• **Help students construct graphic organizers.**	• **Draw a web or other graphic organizer.**
• **Connect writing to reading.**	• **Write in a journal, vocabulary note book, etc.**
•	•
•	•
•	•
•	•
•	•
•	•

Preview and Predict

Preview and Predict is a comprehension strategy that causes the reader to activate prior knowledge by using clues about the content.

1. Preview the text in a short period of time (3 to 5 minutes) by viewing and discussing various aspects of the text such as:

   Narrative Text
   - Title, title page
   - Front and back cover
   - Author, illustrator information
   - Pictures
   - Chapter titles
   - Opening paragraph

   Expository Text
   - Table of contents
   - Index
   - Chapter title, headings, and subheadings
   - Captions
   - Charts, graphs, and tables
   - Typographic features

2. Encourage students to predict what the text may be about.
   When working with the whole class, the teacher can write students' predictions on an overhead transparency or on the chalk/white board.

3. Students should be able to justify how aspects of the preview supported their predictions.

4. Students then read a portion of the text, stopping at critical points to discuss whether their predictions were or were not confirmed by the text or story. If predictions were supported by the text, students make new predictions and read on. If predictions were not supported by the text, the predictions should be modified or changed to reflect the text.

5. When using chapter books or expository texts, the preview may also include summarizing previous chapters. The first paragraph may be read for additional clues about what will happen next.

PreP (Langer, 1981)

- **Tell me anything that comes to mind when....**

  Students connect prior knowledge with the key concept.
  Teacher records responses.

- **What made you think of....**

  Students begin to connect associations by listening to each other respond and by interacting. Students will learn to weigh, then accept, reject, revise, and/or integrate some of the ideas.

- **Based on our discussion and before we read the text, do you have any new ideas about....**

  Students verbalize associations that were elaborated or changed through the discussion. Comments should be more refined than in Stage 1.

Students' Prior Knowledge:

Much - can define and draw analogies, make conceptual links, think categorically
Some - can give examples, cite characteristics of content but may be unable to make connections between what they know and the new material
Little - can respond with words that sound like the key word, may attempt to make simple associations, often incorrectly associate with the key word
No Prior Knowledge - does not attempt to make simple associations

PreP Planning Guide

	Much Prior Knowledge	Some Prior Knowledge	No Prior Knowledge
Students			
strategies			

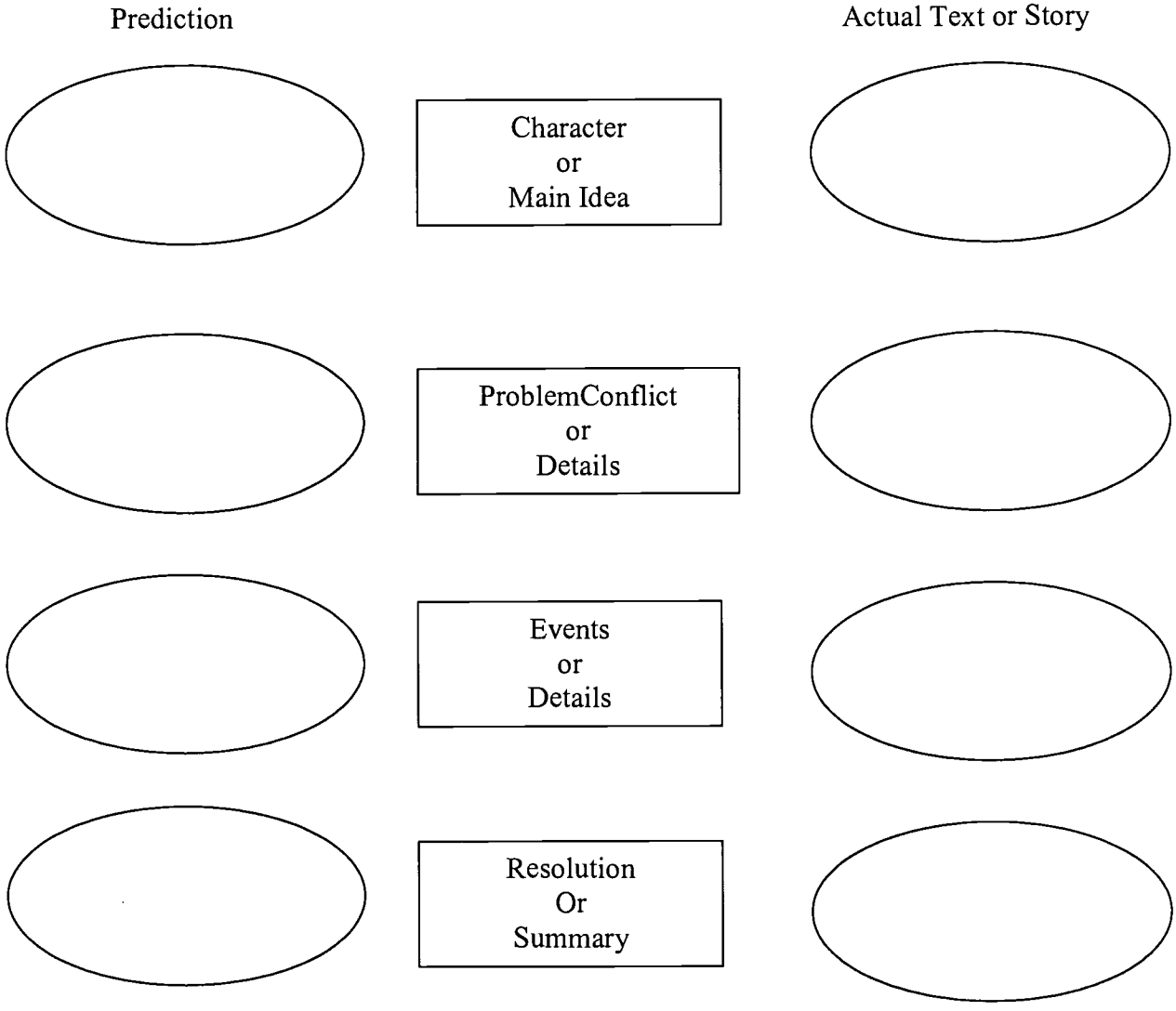
Preview Chart

Title	Convert title to question
Read introduction.	List main points.
Read summary.	List main points.
Read end of chapter questions.	List main points.
Read headings and subheadings.	Convert to questions
Read print in special type.	Why is this emphasized?
Study the graphics.	How do the graphics relate to the topic(s) ?

Text Map

Suggested Procedures:

- Preview the text.
- Based upon the preview, students will complete a prediction map that identifies: story grammar such as character, setting, problem, resolution – narrative text main ideas and significant concepts – expository text.
- Read the text.
- Based upon the reading, students will complete another map.
- Compare the predictions with the actual content.
- Students will retell or summarize based upon the second prediction map.



Anticipation Guides

ANTICIPATION GUIDES - series of statements to which students respond individually before reading text. After completing exercise, teacher initiates discussion but remains nondirective as students respond and support their responses.

Procedures:

1. Analyze material to be read. Select implicit and explicit major ideas with which students will interact.

2. Write the ideas in short, clear declarative statements, avoiding abstractions.

3. Put statements in a format that will elicit anticipation and prediction.

4. Discuss students' anticipations and predictions before they read the text.

5. Assign the text selection. After reading, students evaluate the statements relative to the author's intent and purpose.

6. Readers' contrast their initial predictions with the author's intended meaning.

Anticipation/Reaction Guide

Before Reading		**Statements**	After Reading	
Agree	Disagree		Agree	Disagree
____	____	_____	____	____
____	____	_____	____	____
____	____	_____	____	____
____	____	_____	____	____
____	____	_____	____	____
____	____	_____	____	____

During Reading Strategies

Teacher Responsibilities	Activities for Students
• Model metacognitive and cognitive processes. • Verify and/or reformulate predictions. • Help students integrate new data with prior knowledge. • Get students to think about what they are reading. • Help students construct graphic organizers. • Summarize text. • Read aloud. • Ask questions at all levels of understanding. • • • •	• Find answers to self-initiated questions. • Read silently. • Read with a partner. • Predict and verify. • Re-read, if necessary. • Take notes. • Make webs. • • • • •

Sketch-Read-Sketch

Sketch-Read-Sketch is a prediction strategy that supports the reader in making, modifying, and confirming predictions as the text is read. It also is a strategy that can be used with students' at any level of reading ability.

- Fold a piece of paper in half and cut three flaps on the top half of the fold. The teacher examines the material to be read and divides it into at least three parts. Each part should end with a stopping point that encourages making predictions.
- The teacher and the students preview the title, text, and pictures. The students make predictions about the material they previewed and sketch their predictions on the inside of the first flap. At this point, the teacher should encourage students to discuss and verify their predictions and sketches.
- Students then read to the first stopping point and respond to the reading on the corresponding bottom portion of the first flap by drawing what actually happened.
- Next, the students sketch a new prediction in the next section at the top and continue reading to the next stopping point.
- This pattern is repeated until all boxes contain sketches.
- After completing the final box, each flap is opened so that all sketches can be viewed. Students should be encouraged to discuss how the events in the text either confirmed their predictions or caused them to make modifications in their predictions.

KWL
What I Know, What I Want to Know, What I Learned

KWL developed by Donna Ogle (1986) is a strategy that helps students to comprehend text through active engagement with the written material. This strategy creates an instructional framework that contains three steps:

Step 1: determining what students **K**now about the topic;
Step 2: determining what students **W**ant to know about the topic as they think about what they know and formulate questions about the topic.
Step 3: determining what they **L**earn as a result of Steps 1 and 2 and their reading.

Follow up activities to KWL can include discussion, mapping, summary writing, and other related activities designed by the teacher or available in the textbook and teacher's manual.

How to Implement

Select a topic and introduce students to the KWL strategy. Actually explain the strategy to them by giving them an overview of it and talking about its value to learning. Students must know what their role is and why it is important to reflect upon what they know and to formulate questions relative to the topic. Model the strategy using a particular topic.

- Identify what students think they know about the topic with an activity such as brainstorming. Use the KWL format sheet to record answers or use the chalkboard, overhead, etc. Record all responses whether correct or not because we are recording what students think they know. Involvement in the process is important.

- Generate a list of student questions by asking, What do you want to know more about? Record responses.

- Anticipate the organization and structure of the text selection by having students predict how the text will be organized in order to answer the questions. To do this, ask students to focus on the questions that they generated and predict possible categories of information. Example: if you were the author, how would you organize the information in the text to answer these questions? Record responses on the strategy sheets.

- Read the text to answer the questions. In the L column of the strategy sheets, students will record answers to the questions and make notes relative to new information as they read.

- After reading, share answers. Record these on the chalkboard, etc. and discuss them.
- Engage students in post reading activities, meaningful follow-up activities to clarify and extend learning: summary writing, mapping, etc.

Ogle, D.M. (1992). KWL in action: Secondary teachers find applications that work. In E.K. Dishner, T.W. Bean, J.E. Readence, & D.W. Moore (eds.), *Reading in the Content Areas: Improving classroom instruction* (3rd ed.), Dubuque, IA: Kendall-Hunt.

Carr, E. & Ogle, D.M. (1987). K-W-L plus, A strategy for comprehension and summarization. *Journal of Reading, 30*, 626-631.

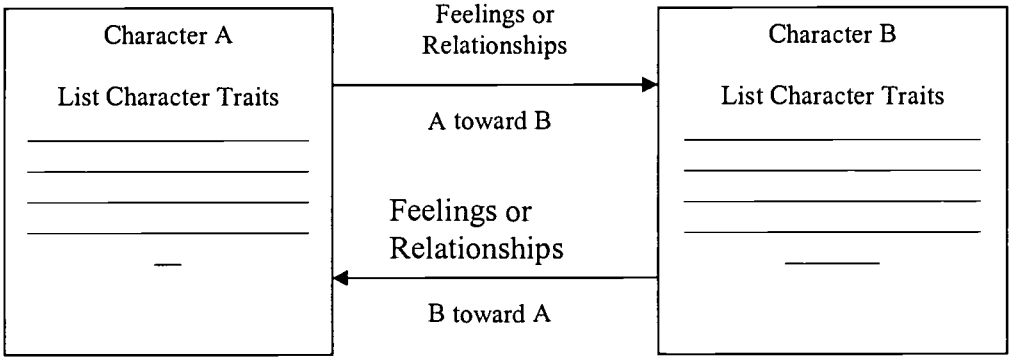
Ogle, D.M. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher, 29.*

K What I Know	**W** What I Want to Know	**L** What I Learned

Character Maps

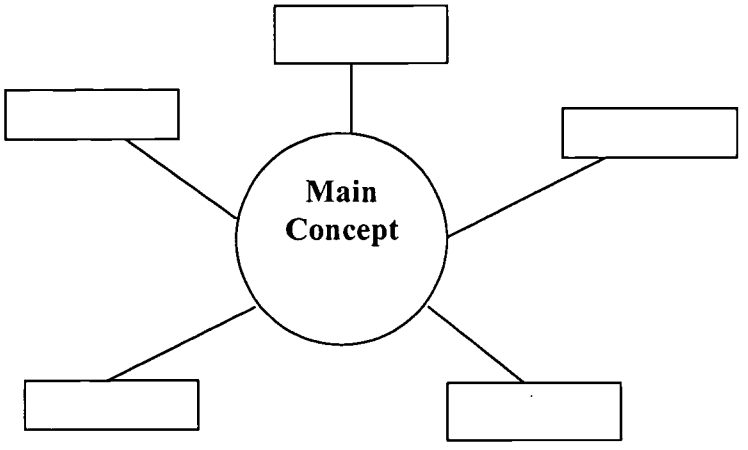
Character Maps are used to help students identify and understand the characteristics and/or relationships of selected characters in various genres such as a tradebooks, play, poetry or informational text.

At least two boxes or other figures with connecting arrows in both directions are drawn. A character's name and traits are listed in each box. Above and below the connecting arrows, students record words or phrases that show how the character feels or how the character is related to the other. Multiple character maps can be drawn to depict changing characteristics or relationships at various points in a story or informational text.



Concept Maps

Concept maps, also called semantic maps or graphic organizers, depict connections among concepts being studied.



After Reading Strategies

Teacher Responsibilities	Activities for Students
• **Encourage students to reflect on what they read.** • **Prompt students to evaluate predictions.** • **Examine questions that guided reading.** • **Require students to respond to text through discussion.** • **Require students to respond to text through writing.** • **Encourage retelling or summarizing.** • **Connect writing to reading.** • • • •	• **Discuss** • **Debate** • **Respond to questions** • Verify predictions • **Draw a web or other graphic organizer.** • **Write in a journal** • **Retell** • **Summarize** • **Role play** • **Research** • **Read related materials** • •

Retelling

This strategy can be taught whole group, small group, or individually. The teacher should model the process using a Think Aloud before students requiring students to retell.

Procedures:

1. The reader will read a selection orally or silently for five minutes. Setting a timer will help.
2. After reading, the reader will ask, What did I learn first?
3. After answering the question in #2, the reader will ask, What did I learn next?
4. Continue in this manner until all the important information has keen stated.
5. If the reader can not remember what happened next, he/she should look back in the text.
6. Questions can be answered orally until the readers are comfortable with the strategy and can write the responses.
7. The reading time may be lengthened to more than five minutes as the reader gains confidence and demonstrates mastery.

Semantic Feature Analysis

Similarities and differences among related concepts are depicted in chart form. A topic or category is selected. Words related to the category are listed on the left side. Features or properties are listed across the top of the grid. This activity can be used both before reading to activate prior knowledge and after reading to clarify and reformulate initial responses.

Procedures:

- Draw a grid on the chalkboard or overhead.
- Write the topic on the left side and features across the top.
- Obtain student input to complete the columns.
- After the list is completed, a plus should be placed in the box if the feature exists, a minus if it does not, and a questions mark if students don't know or cannot agree.

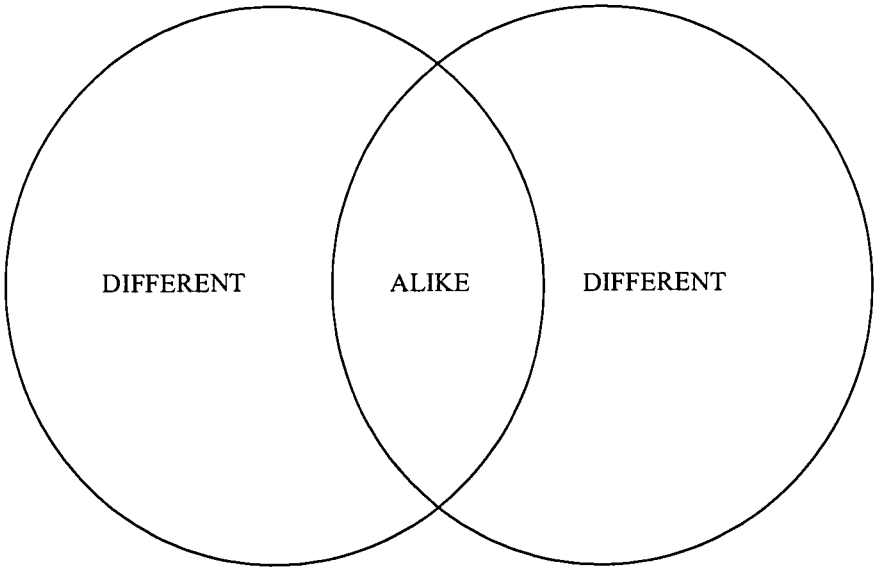
After this is modeled and practiced as a whole group activity, the teacher could complete the first section with the students and then have the students complete the rest of it. Students should be encouraged to use their notes and textbooks. Follow up discussions and/or writing activities help students to analyze and synthesize the recorded information. This could be a before, during, and after reading activity.

Venn Diagram

A Venn Diagram is a visual tool for students to compare and contrast concepts such as

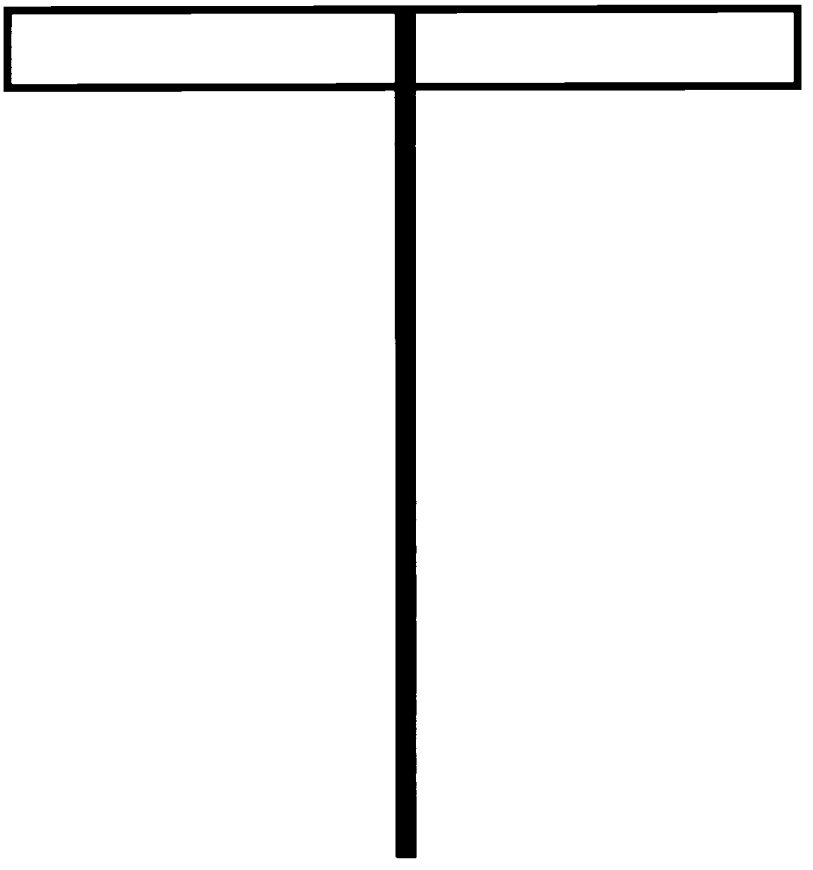
- characters or other elements in the same book
- characters or elements in different books
- books with movies
- mathematical terms
- historical figures
- scientific principles
- historical events.

In a Venn Diagram two circles overlap. Each circle represents a different book person, or concept. Unique characteristics of the two ideas being compared/contrasted are recorded in the outer of two overlapping circles. Common characteristics are recorded where the circles overlap.



T Chart

T Charts enable students to examine two sides of an issue, event, or character. In the boxes at the top of the T, students record issues, characters, or events. Below these designations, supporting ideas or examples are given. T Charts are a good way to examine cause/effect, problem/solution, pro/con, then/now, looks like/sounds like and other comparable or contrasting concepts.



Learning Log

I will use comprehension strategies to help students build reading comprehension by

Amount of Reading

The research says....

Reading rate, accuracy, comprehension, and prosodic reading were significantly improved by repeated reading practice.

Dowhower, S.L. (1987). Effects of repeated reading on second grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22, 389-406.

> ... the single most valuable activity for developing children's comprehension is reading itself. The amount of reading that children do is shown to predict the growth in reading comprehension across the elementary school years even after controlling for entry-level differences. It predicts the quantity as well as the language, vocabulary, and structure of students' writing. It also predicts the richness of their oral storytelling. Among older students and adults, it predicts receptive vocabulary, verbal fluency, content area achievement, and all manner of general knowledge even when other measures of school ability, general intelligence, age, education and reading comprehension itself are taken out of the equation.

California Department of Education (1996). Teaching reading: A balanced approach to teaching reading in pre-kindergarten through grade three. Sacramento, CA, p. 11.

> ...motivation and reading development are fostered when children are immersed in a book-rich environment; exposed to many demonstrations of how books are used; engaged in interactions with others about books; given the responsibility for making decisions about what, when, and how they read ... The results of this study revealed that the children ... were motivated to read, spent more time reading independently, engaged more frequently in discussions about books and stories ... took more books home to read, and spent more time reading with family members. (p. 17-18)

> The research conducted in our Literacy Motivation Project and the work of other researchers ... suggest that classroom cultures that foster reading motivation are characterized by a teacher who is a reading model, a book- rich reading environment, opportunities for choice, familiarity with books, social interaction about books, and literacy-related incentives that reflect the value of reading. (p. 20)

Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher, 50*, 1.

> It is not just reading to children that makes the difference, it is enjoying the books with them and reflecting upon their form and content. ... It is encouraging children to examine the print. It is ... inviting discussions of the meanings of words and the relationship of the text's ideas to the world beyond the book. And it is showing the children that we value and enjoy reading and that we hope they will too.

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press, p. 87

Amount of Reading - Responsibilities

The amount of reading done by a student is the **single** most important variable in expanding students' reading power.

- Exposure to text increases automaticity.
- Exposure to text increases decoding skills.
- Exposure to text increases written language skills.
- Exposure to text increases oral language skills.
- Exposure to text increases vocabulary acquisition.
- Exposure to text increases comprehension skills.

The role of the teacher is to motivate students to read **extensively** and **daily.**

- The teacher must model extensive and daily reading.
- The teacher must be creative in an environment conducive to success.
- The teacher must provide varied and abundant texts.
- The teacher must not limit reading experiences to proficient readers only.

Teachers must provide incentives to motivate students to read.

- The greatest incentive is success.
- Student choice is a powerful incentive.
- Choices may be intrinsic or extrinsic.

Teacher must provide for social interaction and discussion.

- Social interaction is both a means and an end.
- Learning may be a social event.
- Discussion builds comprehension and confidence.
- Deep discussion is both a learning experience and an evaluation tool.
- Discussion must be student centered.
- Deep discussion will only happen in a safe environment.

Teachers/schools must establish policies regarding a home/school reading connection.

- Policies regarding amount of reading must be established (e.g., DEAR, SSR).
- Reading lists: suggested and/or required.

Increasing the Amount of Reading: Teaching Strategies

Reading to...

READING ALOUD to children builds an appreciation for literature and develops listening comprehension. By reading aloud, teachers have the opportunity to expose children to all genres of literature and to introduce children to various text structures. Material for read aloud varies from fiction or non-fiction books usually written above the reading level of the children to short stories, poems, magazine articles and/or newspaper articles.

Suggestions:

- Teacher designates Read Aloud titles as part of the daily schedule.
- Teacher shares quality literature from a variety of genres.
- Teacher reads expressively and models thinking process.
- Teacher read aloud should occur for a minimum of 15 minutes daily.
- Students actively listen as teacher reads.

(Writing aloud is a powerful modeling technique at all grade levels for demonstrating aspects of writing. The teacher writes in front of the students and verbalizes her thinking about the process. This technique offers a framework of what constitutes good writing. It increases interest and motivation to write).

Reading with...

SHARED READING is an important step between reading to children and independent reading. Shared reading helps students to read materials that may be above their independent reading level. It is an excellent way for the teacher to model orally various strategies.

Shared Reading was developed by Donald Holdaway(1986) and is useful in modeling reading for children by reading a book (short reading passage, poem, chant) aloud and ultimately inviting the children to join in with the reading. It is highly motivational for emergent readers because of the support of the teacher's voice. Many times the reading material is a book, but shared reading can be done from an overhead and/or chart paper.

The purposes of doing shared reading are to develop an awareness of print, to reinforce decoding skills within the context of a story, to explore language, and to improve comprehension skills while developing an appreciation for literature. It is one way to immerse students in rich, literacy-level language without a concern about reading level or performance. Shared reading is a whole group, interactive reading experience. Students read the words or phrases as the teacher reads aloud. As the story is re-read again the children read more and more of the text with the teacher. Re-reading is an important component in shared reading. With more re-reading, the students' mastery of the text increases and eventually they should read the story by themselves.

PAIRED READING is accomplished when one person reads while the partner follows along. It is powerful because it provides support for less fluent readers. This can be done successfully between children of different ages.

LITERATURE CIRCLES is a group discussion activity that takes place when a small number of children choose to read the same book and meet together to share their findings. Each child has an assigned role for meeting time and is held responsible for his/her job.

This activity is best used with students who read fluently. Literature Circles may be used to introduce, discuss, and respond to a story. A student leader is chosen (this role changes with each group so all students in the circle have a turn) and opens the circle, usually by greeting everyone and giving the title and the author of the book. The teacher then gives a brief summary of the story or chapter, and the students preview the text. The teacher states the purpose for the reading session, focusing the group, and the students read independently. This may be done at their desks or other designated areas.

When the group meets again, the next day or later on the same day, the group leader reopens the circle and restates the focus question. The leader calls on each student to share his/her thoughts. This is a listening time so no interruptions are permitted. After everyone in the circle has shared, an open discussion follows. The student leader closes the circle. The teacher may choose to assign an extension activity. This literacy activity can be used across the curriculum.

(Shared writing occurs when the teacher and students write collaboratively. It usually begins with the teacher acting as the scribe for the children. Her voice guides the writing experience but does not dominate it. This activity reinforces the reading process and makes it possible for all children to participate while demonstrating the conventions of print in a text that is relevant and interesting to the children because they created it).

Reading by...

GUIDED READING - The goal of Guided Reading is to help students to understand the story, learn the reading process, and practice strategies together orally. Guided reading is done with a small group of similar ability readers. Ideally, the Guided Reading session will include from 4-6 students. During Guided Reading, the teacher selects a book that is interesting and challenging and at the group's instructional reading level. The book could be one that was previously read during shared reading, a new book, or a basal reader. The type and amount of teacher guidance depends on the developmental levels of the students. As students move through the developmental levels of reading, the guided reading lesson will change. Teachers must keep in mind the key elements of a guided reading lesson. Eventually, this should lead to silent guided reading when students become fluent. The process gradually shifts to allow more responsibility for the reading to be given to the students.

In Guided Reading each student has an individual copy of the text. The text can be narrative or expository but needs to be short enough to be read in one sitting unless chapters can be used over a longer period of time. The teacher directs the session by demonstrating comprehension strategies, introducing the text, identifying new vocabulary that is critical to the understanding of the text. After setting the purpose for the session, the children read the selection silently. However, the teacher may request that different children read aloud in order to provide additional support and suggestion strategies.

(Guided writing follows the same process as guided reading, with the teacher guiding the process to extend the thinking of the children. The teacher serves as a facilitator to assist with coherence, style, form and interest. This may occur as a whole class, small group, or individual activity).

INDEPENDENT READING is a critical component of a balanced literacy framework. A child should be capable of reading with 95% accuracy and be able to comprehend the text without guidance.

SELF-SELECTED READING is an important component of a balanced reading program. Daily periods are provided for students to select books to read or be read to them and the teacher may use the self-selected reading time to conference with students about their reading. Self-selected reading should occur in and out of school because it is related to gains in reading achievement, vocabulary growth, and reading fluency.

(Independent writing occurs when children begin to write naturally with pleasure and is generally a self-chosen activity. The students begin to take responsibility for working through the writing process on stories they take pleasure in and want to turn into a finished piece. This type writing also occurs as journal writing, learning log, and in response to literature).

TAKE HOME READING PROVIDES AN OPPORTUNITY FOR students to read materials on their independent level each night. The foundation for learning to read usually begins in the home and is nurtured as the child grows. Home and school must work together to foster reading development. The teacher should maintain a management system for take home reading. Students should be required to read for a specified period of time each day and respond to the reading in journals or through other means so that they and their parents and/or others can interact relative to the reading.

Incentives That Can Motivate Students to Read

(decided at the local level: grade-level meetings, department meetings, etc.)

EXTRINSIC REWARDS

- ❑ Competition for prizes, points or games
- ❑ Software programs

INTRINSIC REWARDS

- ❑ Shared reading opportunities
- ❑ Book discussions
- ❑ Self-selection of books
- ❑ Book clubs
- ❑
- ❑

WITHIN THE CLASSROOM

- ❑ Student choice of reading selections, appropriate to reading ability
- ❑ Utilizing a variety of grouping strategies
- ❑ Book talks
- ❑ Book swaps or trades
- ❑ Planning for book extensions and projects (author studies, dramatic productions, poetry readings)
- ❑ Leveled books
- ❑ Variety of genre
- ❑ Classroom environment
- ❑
- ❑

THROUGHOUT THE SCHOOL

- ❑ Book fairs
- ❑ Read-o-thons
- ❑ Fine arts connections
- ❑ School-wide reading programs
- ❑ "Open" media center policy
- ❑ SSR and DEAR time
- ❑ School environment
- ❑
- ❑

WITH PARENT INVOLVEMENT

- ❑ Read to their child every day
- ❑ Use the public library
- ❑ Buy books as gifts for their children
- ❑ Take part in family reading nights
- ❑ Begin a parent and child response journal

Learning Log

I will increase the amount of reading in my classroom by

I will help to increase the amount of reading in my school by

Deep Discussion and Questioning

The research says....

> Research indicates that teachers are spending inadequate amounts of time for direct comprehension instruction. Teachers use either workbooks or textbook questions to determine a student's understanding of content, but rarely teach them how to comprehend. The literature reports four major strategies to teach comprehension: expanding background knowledge, extensive reading, strategic reading, and discussions about what students have read.

Alabama Reading Initiative (1998). *Report on the Review of Research*. Montgomery, AL: Alabama State Department of Education, p.8.

> Dr. [David] Pearson describes what good comprehension instruction should include: opportunities for discussing what's read with the teacher and peers to enable students to learn to defend opinions based on their readings, thus deepening their understanding of the texts and their ability to use a whole range of responses from literal to critical and evaluative.

Diamond, L. and Mandel, S. (1996). *Building a powerful reading program: From research to practice*. Sacramento, CA: The California Education Policy Seminar and the California State University Institute for Education Reform, p. 7.

> ...learning about comprehension is embedded in discussions about text.

Fielding, L.C. & Pearson, P.D. (1994). Reading comprehension: What works. *Educational Leadership51*, 5, 62-67.

Levels of Questions

INITIAL UNDERSTANDING: (explicit) Readers identify and reproduce information that is directly stated in the text. Literal questions are like the journalist's who, what, when, where, and how. Students recall information such as a stated main idea, details, sequence, stated cause and effect, stated results of experiments, stated sequence, etc.

INTERPRETATION: (implicit) Readers perceive relationships that exist in the text or discover intended meanings. Readers interpret implied ideas by integrating information relative to what they know and have learned. Readers read between the lines and arrive at an understanding not stated in the selection.

This goes one step beyond initial understanding. Students draw conclusions based upon information in the text. For example, students interpret the main idea from information given, interpret results from the steps given for an experiment, determine cause from the effect which is stated, etc.

The main types of inferential thinking are recognizing relationships, predicting outcomes, drawing conclusions, making generalizations, identifying main idea or theme not directly stated, interpreting character motivation, and understanding figurative language, etc.

There may be more than one correct response to inferential questions. Students must be asked to support and explain their answers, citing specific examples from text or experience. The teacher should be concerned with the logical process and the validity of evidence that a student uses in arriving at a response. Examples of interpretive questions follow:

Why did the coach signal to the first baseman not to catch the ball?
Why does Jimmy's dad want him to get his hair cut?
Compare *Romeo and Juliet* with *West Side Story*.

CRITICAL: Critical questions require students to make judgments and/or come up with solutions. This is one step beyond interpretation. Critical readers must read well at the initial understanding and interpretive levels. At this level, readers are required to make judgments about the quality, value, and validity of text content.

In order to do this, readers must compare content with external criteria derived from experience, other written material, research, teachers, and experts on the topic. They must be able to distinguish fact from opinion and compare what is read with what they already know. Critical readers must gather information and then judge it. Critical

readers constantly ask evaluative questions while reading. Examples of critical questions follow:

Does this story reflect life in 1900?
Is it better to grow up in a city or suburb?
Which character in *Goldilocks and the Three Bears* did something wrong? Why?

CREATIVE: In creative thinking, readers go beyond the lines of print to elaborate the message or create a new one. Creative readers must be able to read at the initial understanding, interpretive, and critical levels in order to produce a new idea, story, design, a painting, an improved product or method, a new invention, etc.

Creative readers use context clues, preview and predict, activate prior and current knowledge, identify the purpose for reading and match purpose with technique such as skimming, notetaking, outlining, analyzes text structure, etc. Examples of creative level questions follow:

Illustrate what the main character looks like.
Rewrite the ending of *The Three Little Pigs*.
Rewrite the story of Christopher Columbus if he had discovered America in 1996.
What would happen if there were no environmental regulations?

QARs: Question-Answer Relationships

(Raphael, 1982,1984,1986)

QAR is a during reading strategy that improves comprehension. This strategy teaches students that all questions are not alike and also teaches them how to identify the types of questions that will help them answer questions.

Based on the Three Level Questioning Taxonomy (Pearson & Johnson, 1978), it includes two sources of information: In the Book and In My Head. This strategy provides immediate feedback. The teacher should begin with short and simple texts and move to longer and more complex texts. The teacher should also begin with simple questions and as the students become more involved with the process, move to more difficult questions. The two sources of information include:

In the Book

Right There

The answer to these questions can be found easily. They are stated explicitly in the text and are usually found in one or two sentences.

Think and Search (Putting it Together)

The answer can be found in the text but is not as easy to locate. The reader may need to combine information by reading between the lines.

In My Head

Author and Me

The answers to these questions are not found in the text, but the question can not be answered without having read it. The reader must use background knowledge in combination with the text. Experience is equally as important as the text.

On My Own

This question can be answered without even reading the text. It is not found in the story but requires the reader to use personal experience and background knowledge in responding.

Younger or less able readers should begin with only In the Book and In My Head. Other categories can be added once the children are comfortable with the initial stages.

QAR Teaching Procedures

Step 1: Prepare a visual of the QARs
Discuss and define each, explaining why all are important.

Step 2: Describe how the procedure works.
Explain how to identify questions. The teacher will read aloud as students listen, or a student will read a selected portion of the text. Begin with only one or two sentences or very short paragraphs. Gradually increase the amount of text.

Step 3: Model the procedure.
Following reading, the teacher asks a question and answers it using one of the categories. The teacher will need to explain the category used in the answer and give the reasoning. "The answer is Right here because I can point to the answer." When possible, text should be used to illustrate where answers may be found. Repeat this procedure several times, using each category.

Sept 4: Gradually involve students in the process.
Ask and answer questions and specify the QAR category, but allow students to justify categories. The teacher continues to ask and answer questions as students identify categories and provide reasoning. Finally, the teacher will ask the questions, and the students answer, providing the QAR and justification. Gradually increase the length and complexity. Eventually, students will assume complete control.

This strategy helps students understand that answers are found from a variety of sources. Students may use self-questioning to determine QAR or work in small groups. Questions may then be traded with peers who will provide the answer, source, and justification.

This procedure can also be used as an effective assessment of questioning strategies for the teacher and for commercial programs. By studying the types of questions posed, patterns may emerge showing certain categories of questions are used at the expense of others-explicit and implicit. A balance of the types of questions should exist.

Raphael, T.E. (1986). Teaching questions-answer relationships revisited. *The Reading Teacher, 39,* 516-522.

Question Answer Relationships

Examples:

When lighting a match, it is important to follow these steps carefully. First tear one match out of the matchbook. Second, close the matchbook cover. Third, strike the match against the rough strip on the outside of the matchbook. Finally, after the match has been used, blow it out carefully, and be sure it is cool before you throw it away.

1. What are the first two steps to correctly light and use a match?

   Right There_____ Think and Search _____ Author and Me_____ On My Own_____

2. Why should you be sure the match is cool before you throw it away?

   Right There_____ Think and Search _____ Author and Me_____ On My Own_____

3. What should you do after a match has been used and is still burning?

   Right There_____ Think and Search _____ Author and Me_____ On My Own_____

4. Why should you close the cover before striking the match?

   Right There_____ Think and Search _____ Author and Me_____ On My Own_____

5. What do you strike the match against to light it?

   Right There_____ Think and Search _____ Author and Me_____ On My Own_____

Question Answer Relationships

THE FLY
By William Blake

Little Fly,
Thy summer's play
My thoughtless hand
Has brushed away.

Am not I
A fly like thee?
Or art thou not
A man like me?

For I dance,
And drink, and sing,
Till some blind hand
Shall brush my wing.

1. What kind of hand brushed the fly away?

   Right There_____ Think and Search_____ Author and Me_____ On My Own_____

2. To what does the poet compare himself?

   Right There_____ Think and Search_____ Author and Me_____ On My Own_____

3. The one thing that is common to both the fly and man is (1) They both have wings. (2) They both play in summer. (3) They both must die.

   Right There_____ Think and Search_____ Author and Me_____ On My Own_____

4. When the poet speaks of being "brushed," he is speaking of which of the following: (1) dancing (2) dying (3) flying?

   Right There_____ Think and Search_____ Author and Me_____ On My Own_____

5. How is the poet like the fly?

   Right There_____ Think and Search_____ Author and Me_____ On My Own_____

Discussion

General Guidelines:

- Make sure students can see each other.
- Encourage good listening.
- Establish the meaning of the topic and the goal of discussion.
- Keep the focus of the discussion on the topic or central question. This can be done by asking a question or setting up the problem to be solved.
- Discussion must be structured so that students talk about text content and react to one another.

GIVE STUDENTS ENOUGH THINK TIME BEFORE ASKING THEM TO RESPOND.

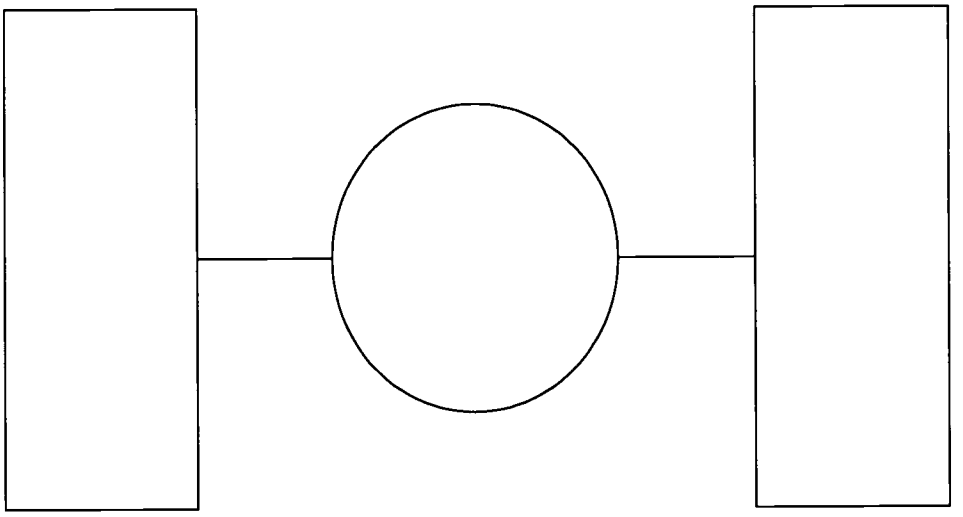
Guided Discussion: Teacher directs students to think about what they have read through the use of questions or teacher developed guide material. The teacher asks questions, probes student responses to clarify and extend thinking, and provides information to keep the discussion focused.

Reflective Discussion: Requires students to engage in critical and creative thinking to solve problems, clarify values, explore controversial issues, and form and defend positions. Students must have a good understanding of the concept being studied. The teacher is a participant in the discussion.

Discussion Web

Discussion Webs provide a framework for students to examine different sides of an issue and then arrive at a conclusion.

- Activate prior knowledge, raise questions, and make predictions.
- Read the selection.
- Have students work in partners to take turns filling in the Discussion Web with key words and phrases to indicate pro and con responses.
- Combine partners into groups of four to compare responses and reach a conclusion.
- Give each group 3-5 minutes to identify the reasons which best support the group's conclusion. A spokesperson reports the results to the class.
- Each student then writes his/her response to the Discussion Web question.



Learning Log

I will promote deep discussion in my classroom by

Content Area Reading

The research says...

> Textbooks continue to be important classroom resources, but they are no longer the dominant materials for learning literacy or learning in the content areas. Students share and respond to authentic literature in all areas of the curriculum. Response to literature takes many forms including group discussion, writing, art, and drama. Fiction and nonfiction trade books, poems, textbooks, and other materials are discussed in terms of their content and literary qualities.

Strickland, D. (1995). Reinventing our literacy programs: Books, basics, balance. *The Reading Teacher, 48*, 4.

> The central role of reading and writing in content area learning compels teachers to reexamine how they view subject area literacy and what they do in classrooms under the aegis of 'teaching reading and writing in the content areas.' Children's general reading and writing abilities will not transfer automatically to subject area learning (Fortescue, 1994). Subject area instruction must guide children's reading and writing to produce the kind of literacy interactions and transactions that yield rich, full learning opportunities (M.R. Ruddell, 1997).

Ruddell, R.B. (1999). *Teaching children to read and write.* Needham Heights, MA: Allyn and Bacon.

Reflective Narrative

I will incorporate the content of the Comprehension Module to build students' comprehension of content area reading by

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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