

Powerful Early Intervention Strategies to Help Students Struggling with Reading Comprehension

Grades K-2

PD RESOURCE KIT



Bureau of Education & Research

**Powerful Early Intervention
Strategies to Help Students
Struggling with Reading
Comprehension
Grades K-2**

PD Resource Kit

RESOURCE GUIDE

By Joan Aldrich Knight
and Mona Roach, PhD



Bureau of Education & Research

915 118th Avenue SE • PO Box 96068 • Bellevue, WA 98009
(800) 735-3503 • www.ber.org

V-RIC-V1-16

**INDIVIDUALS PARTICIPATING IN THE DEVELOPMENT
AND PRODUCTION OF THIS PROGRAM:**

Joan Aldrich Knight, National Trainer

BUREAU OF EDUCATION & RESEARCH:

Mona Roach, PhD, Media Training Manager

Carol Olmsted Oyama, Graphic Design & Production Manager

Richard Herzberg, PhD, Executive Director

Frank Koontz, Associate Director

Jeannie Donoghue, Professional Development Director

Boyce Heidenreich, EdD, Professional Development Director

Mark Ita, Professional Development Director

MEDIA THINK TANK:

David Herzberg, Executive Director

All material in this *Resource Guide* not specifically identified as being reprinted from another source is copyright © 2014-2016 by the Bureau of Education & Research. All rights reserved. Materials in the Print Resources section of the guide may be reproduced for nonprofit, educational use only.



Bureau of Education & Research

915 118th Avenue SE • PO Box 96068 • Bellevue, WA 98009
(800) 735-3503 • www.ber.org

Thank you for your interest in *Powerful Early Intervention Strategies to Help Students Struggling with Reading Comprehension, Grades K-2*.

Early intervention plays a vital role in addressing the needs of primary-age struggling readers. Intervention is most effective when it focuses on the foundations of reading: accuracy, fluency, and comprehension.

This program focuses on practical, easy-to-implement intervention strategies for strengthening children's understanding of what they are reading – all in the highly supportive context of small group instruction.

Viewers will learn key practices for maximizing small group intervention within any approach to reading instruction.

They'll see a number of strategies designed to help struggling readers be successful right from the start, as well as strategic ways to effectively coach students to greater understanding as they read. Also included are techniques for guiding students to make connections and think beyond the text in ways that deepen and enrich their comprehension.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach, PhD
Media Training Director

ABOUT THE TRAINER . . .

JOAN ALDRICH KNIGHT is an experienced teacher, outstanding presenter and published author. As a primary classroom teacher, Title I reading teacher and Reading Recovery teacher, Joan has over 30 years of experience helping develop young readers and writers. She has influenced the lives of many more students through her work as a national presenter and teacher trainer for schools across the United States and Canada, as well as her teacher guidebooks for enhancing literacy learning. Joan is known for her highly engaging practical ideas and strategies that will transform any approach to literacy instruction.

ABOUT THE BUREAU . . .

BUREAU OF EDUCATION & RESEARCH is North America's leading provider of PD events and resources for professional educators. Founded in 1976, the Bureau provides national and regional PD programs across the United States and Canada. The Bureau also offers additional high-quality PD resources:

- **PD Resource Kits** contain outstanding video clips and supporting print resources designed for schools and districts to use to conduct their own PD sessions
- **Online PD Courses** contain outstanding video clips and supporting print resources designed for individuals and groups of educators to learn at their own convenience
- **On-Site PD Services** enable schools and districts to bring outstanding BER Trainers to their own sites to facilitate customized professional development
- **National Train-the-Trainer Programs** on cutting-edge topics enable schools and districts to train their own staff members who then conduct site-based professional development sessions

For further information about Bureau PD programs and resources, please contact us: www.ber.org or toll free (800) 735-3503.

Powerful Early Intervention Strategies to Help Students Struggling with Reading Comprehension Grades K-2

Table of Contents

PROGRAM GUIDE

Suggestions for PD Trainers

General Information	3
Overview of the Program	3
Scheduling Suggestions	4
Equipment/Materials Needed	4
The Sessions	5
Key Practices that Maximize Reading Interventions	5
Time-Efficient Text Introductions	6
Coach Students to Greater Understanding as They Read	8
Beyond the Text Strategies	9

Suggestions for Self-Study

General Information	11
Overview of the Program	11
Scheduling Suggestions	11
Equipment/Materials Needed for Viewing the Program	11
Your Sessions	12
Key Practices that Maximize Reading Interventions	12
Time-Efficient Text Introductions	13
Coach Students to Greater Understanding as They Read	15
Beyond the Text Strategies	16

PRINT RESOURCES

<i>Note-Taking Guide</i>	21
<i>Common Types of Assessments that Guide Small Group Intervention</i>	33
<i>Three A's of Assessment</i>	35
<i>Text Introduction Strategies</i>	37
<i>Comprehension Thinking Stems Handout</i>	41
<i>Good Reader Strategy Chart</i>	43
<i>Strategies for Coaching Students as They Read</i>	45
<i>Conversation Prompts</i>	49
<i>Different Types of Texts and Teaching Comprehension</i>	51
<i>Beyond the Text Strategies</i>	53
<i>Resources</i>	57

List of materials and resources used in the program and additional resources for intervention strategies for enhancing students' reading comprehension.

PROGRAM GUIDE



Bureau of Education & Research



SUGGESTIONS FOR PD TRAINERS

General Information

This section of the *Resource Guide* is designed for those who will be presenting this material in a workshop format. If you are viewing the program by yourself or with a small group, please turn to page 11 for suggestions appropriate to your needs.

Video can be a powerful medium for demonstrating effective teaching practices and providing opportunities for discussion. This program offers facilitators a variety of options:

Option One: Select PLAY ALL on the main DVD menu. This selection enables you to control the video playback for the entire program, stopping when desired to ask questions, hold a discussion, or use the related print resources. You will also find this option helpful when previewing the program before a staff development session.

Option Two: Select a topic from the TOPIC MENU. The selection will either take you directly to video footage or bring up a more detailed Sub-Topic menu. Selecting PLAY ALL on the Sub-Topic menu will play the entire topic section. You can stop at any point for questions and discussion.

Option Three: Sub-Topic Menus enable you to select specific segments within a topic. This is an excellent option when you want to review a particular aspect of the topic or wish to focus on just one lesson or concept.

No matter which option you choose, as you guide participants through this program, the most effective strategy is to show a segment, then stop for discussion and/or an opportunity to read the related print resources. At times, you may want to show viewers a particular segment more than once to clarify some finer points of the teaching. We encourage you to tailor your sessions to match the expertise and experience of your participants.

Overview of the Program

Powerful Early Intervention Strategies to Help Students Struggling with Reading Comprehension, Grades K-2 is a 50 minute program demonstrating small group intervention strategies that are ideal for increasing students' reading comprehension. The program is organized around four main topics in addition to an introduction and close.

Introduction 2:30 minutes

Key Practices that Maximize Reading Interventions 4:00 minutes

Time-Efficient Text Introductions 20:00 minutes

Coach Students to Greater Understanding as They Read 18:00 minutes

Beyond the Text Strategies 5:00 minutes

Closing Video and Credits 1:30 minutes

Scheduling Suggestion

This program is not designed to be shown straight through. The program is ideal for a series of short sessions. You may also choose to show the entire program in a single session. In either situation, the most effective approach is to show a portion of video, use the questions in the *Suggestions for PD Trainers* section of this guide to facilitate a discussion, and provide handouts from the *Print Resources* before moving on to the next strategy or topic.

Equipment/Materials Needed

DVD player, monitor

DVD

Handouts for participants

Chart paper or whiteboard, markers

Note-Taking Guide

A *Note-Taking Guide* for the entire program is located on pages 21-31.

Discussion Questions

Discussion questions are provided to encourage participants to discuss, clarify, and consider the implications of implementing the strategies in the program with their students.

The Sessions

Directions to PD Trainers

Distribute the *Note-Taking Guide*, pages 21-31.

Show the DVD

By stopping at specific points and using the questions below, you will provide participants with valuable opportunities to process and discuss how they might incorporate the techniques with their students. It is also an opportune time for experienced teachers to share ideas and suggestions they have successfully used to enhance students' reading comprehension.

Introduction 2:30 minutes

The purpose of the brief introduction is to clearly establish the main points in this program. The emphasis is on enhancing struggling students' reading comprehension using small group interventions that can be incorporated into any approach to reading instruction.

Before showing the introduction, you may want to have participants, either as a whole group or in smaller groups, briefly discuss major comprehension needs of their struggling readers and any instructional strategies they are currently using with their students.

Supporting Print Materials

Note-Taking Guide (pages 21-31)

Key Practices that Maximize Reading Interventions 4:00 minutes

This section focuses on two key practices that will help teachers maximize small group interventions with their students:

- Identify the specific need for intervention
- Provide targeted reading intervention

Supporting Print Materials

Common Types of Assessments that Guide Small Group Intervention (page 33)

Three A's of Assessment (page 35)

Determine the Need for Intervention 2:00 minutes

Assessments, both formal and informal, inform teacher decisions on forming groups and selecting strategies to best meet the needs of students. To maximize the power of small group instruction, teachers must identify what students don't know, determine what they know and are able to do, and scaffold their learning to new levels.

Discussion Questions

- ✓ What reading assessments do you currently use?
- ✓ What types of assessments give you the most information about students' reading comprehension?
- ✓ How do you use assessment data to prioritize the most important teaching focus?
- ✓ How do structured and informal assessments combine to inform teachers' decisions when forming small groups for intervention?

Targeted Reading Interventions 2:00 minutes

Targeted reading interventions enable teachers to work closely with students to develop the skills and strategies they need to become proficient readers. Flexible grouping enables teachers to gather groups of students with similar needs for targeted interventions. Groups are adjusted based on ongoing assessments of students.

Discussion Questions

- ✓ Why are targeted reading interventions critical to students' growth as readers?
- ✓ Why is flexible grouping critical to the effectiveness of targeted reading interventions?
- ✓ What are some management routines teachers need to have in place in order to meet with small groups?

Time-Efficient Text Introductions 20:00 minutes

For struggling readers, effective introductions enable them to approach text with more confidence and enhance their comprehension right from the start. It's vital that introductions are briskly paced, focus on key concepts, and highlight potential words or text features students may find difficult. Introductions will vary based on students' reading proficiency.

In this portion of the program, you'll see teachers demonstrate several different ways to launch students into text using:

- Full Book Introduction 8:00 minutes
- "De-Bugging" Strategies 6:00 minutes
- Comprehension Strategy Reminders 6:00 minutes

Supporting Print Materials

Text Introduction Strategies (pages 37-39)

Comprehension Thinking Stems Handout (page 41)

Good Reader Strategy Chart (page 43)

Full Book Introduction 8:00 minutes

For struggling readers, full book introductions are evenly paced and briefly draw students' attention to important concepts and story elements that will help them as they read. Introductions will vary based on students' reading proficiency.

Discussion Questions

- ✓ How does a full book introduction compare to the way you typically introduce a book to struggling readers?
- ✓ Why is it helpful to struggling readers to do a more thorough book introduction?

“De-Bugging” Strategies 6:00 minutes

To introduce a new book, another option is to “de-bug” it by focusing students’ attention on key vocabulary, text features, or concepts that might hinder their comprehension. Teachers take a few moments to preview a book, making note of vocabulary or text features that may need to be “de-bugged” for struggling readers.

Strategies:

- “Debugging” Vocabulary
- “Debugging” Text Features

Discussion Questions

- ✓ Look over some of the texts you will be using with students. What are some features that you might want to “de-bug” for struggling readers?
- ✓ How do you decide what vocabulary or text features to “de-bug” in order to keep introductions to a minimum yet prepare students for some of the challenges they’ll encounter?

Comprehension Strategy Reminders 6:00 minutes

Comprehension strategy reminders emphasize grade level skills for children to apply as they read text at their instructional or independent reading level. You’ll see teachers demonstrate how to use:

- Thinking Stems
- Student-Friendly Charts
- Read, Cover, Remember, Retell
- Make Comprehension Concrete

Discussion Questions

- ✓ How do you encourage struggling readers to apply comprehension strategies they’ve been learning to their instructional level text?
- ✓ What are some features common to all of the strategies demonstrated in this portion of the program? (*use small amount of time, maintain students’ attention, quickly focus on key ideas and/or potentially challenging words/text features*)
- ✓ What text introduction strategies from this portion of the program, if any, would you like to try with your students who are struggling with reading comprehension?

Coach Students to Greater Comprehension as They Read 18:00 minutes

Small group intervention is ideally suited for strategic coaching of individual students as they read. In this portion of the program, you'll see teachers demonstrate how to:

- **Actively Engage All Group Members** 3:30 minutes
- **Focus on Meaningful Clues** 9:00 minutes
- **Guide Students to Deeper Comprehension** 5:30 minutes

Supporting Print Materials

Strategies for Coaching Students as They Read (pages 45-47)

Conversation Prompts (page 49)

Different Types of Texts and Teaching Comprehension (page 51)

Actively Engage All Group Members 3:30 minutes

Even with small groups it can be challenging to keep everyone actively engaged in learning. It's important to help all students stay productively involved during small group interventions when the teacher is coaching other students. You'll see teachers demonstrate three strategies:

- **Staggered Reading and Sticky Notes** 1:30 minute
- **Turn and Talk** 1:30 minutes

Discussion Questions

- ✓ What are some practices to have in place in order to use *Staggered Reading*, *Sticky Notes* and *Turn and Talk* effectively with your struggling readers?
- ✓ In addition to the strategies demonstrated in this portion of the program, what additional techniques have you found to be helpful for keeping all group members involved and learning during small group interventions?

Focus on Meaningful Clues 8:00 minutes

Helping struggling readers focus on meaningful clues as they read enables teachers to work with students on the cutting edge of their learning. You'll see teachers demonstrate:

Word Prompting Hierarchy 2:00 minutes

Whiteboards 1:20 minutes

Embedded Word Questions 1:10 minutes

Text Structure Tips 3:30 minutes

Discussion Questions

- ✓ What are the reasons for not letting students spend too much time trying to figure out a word they don't know?
- ✓ What are some ways to prompt students in addition to focusing on letter sounds?
- ✓ Do you have a hierarchy of word prompting strategies that you currently use with students?
- ✓ What strategies from this portion of the program, if any, would you like to try with your students who are struggling with reading comprehension?

Guide Students to Deeper Comprehension *5:00 minutes*

Intervention strategies that help teachers move from guiding struggling readers through reading text to engaging them in a dialogue about the meaning of text are key to enhancing and deepening students' comprehension. You'll see teachers demonstrate two techniques:

Thinking Hats *1:30 minutes*

Conversation Prompts *3:00 minutes*

Discussion Questions

- ✓ What are some challenges you've encountered when working with struggling readers to deepen their comprehension? How might the strategies in this portion of the video program enhance students' comprehension?
- ✓ Do you have some additional coaching strategies you use in small group interventions to deepen and enrich students' reading comprehension?

Beyond the Text Strategies *5:00 minutes*

After students finish reading a book, beyond the text strategies stimulate their thinking and extend their comprehension. Tasks are short and take place as part of small group intervention. While activities will vary based on students' needs, in this portion of the DVD, you'll see teachers use a number of strategies to engage students in making personal connections, understanding key concepts, and identifying important details. Demonstrated strategies include:

Sticky Notes and Key Points *2:00 minutes*

Sticky Arrows *1:00 minute*

Challenging Questions *1:30 minutes*

Supporting Print Materials

Beyond the Text Strategies (pages 53-55)

Resources (pages 57-59)

Discussion Questions

- ✓ What are some additional “hands on” strategies you might use to stimulate students’ thinking and extend their comprehension?
- ✓ In what ways do the strategies you’ve just seen differ from typical activities students engage in after reading a book?
- ✓ What are some of the advantages of keeping tasks short and easily accomplished as part of small group intervention?
- ✓ What strategies, if any, might you incorporate in your small group reading intervention?

Closing Video and Credits *1:30 minutes*

Thank participants for their willingness to think about and try new strategies and ideas from the program. Encourage them to look closely at their own reading instruction and determine how they might incorporate strategies from the program to enhance their students’ reading comprehension.

SUGGESTIONS FOR SELF-STUDY

General Information

This section of the *Resource Guide* is designed for individuals and small groups. If you are responsible for leading a group through this material, please turn back to *Suggestions for PD Trainers*, page 3.

Video instruction provides a practical and efficient way to observe effective teaching strategies and engage in thoughtful reflection. We encourage you to watch each strategy, stop to reflect, and take full advantage of the related print resources. You will find suggestions for making the most of your sessions in this portion of the *Resource Guide*.

Overview of the Program

Powerful Early Intervention Strategies to Help Students Struggling with Reading Comprehension, Grades K-2 is a 50 minute program designed to demonstrate strategies you can implement in your own classroom to develop students' reading comprehension.

Introduction 2:30 minutes

Key Practices that Maximize Reading Interventions 4:00 minutes

Time-Efficient Text Introductions 20:00 minutes

Coach Students to Greater Understanding as They Read 18:00 minutes

Beyond the Text Strategies 5:00 minutes

Closing Video and Credits 1:30 minutes

Scheduling Suggestion

Whether you choose to view the entire program in one session or view sections of the program over two or more study sessions, **this program is not designed to be viewed straight through.** Your learning experience will be much richer if you take the time to stop the DVD at certain points to reflect and read the additional information contained in the *Resource Guide*.

Equipment/Materials Needed

DVD player, monitor OR

Computer with DVD drive

Program DVD

Print Resources

Reflection Questions

Reflection questions are provided for your sessions. It is recommended that you view the segment and then refer to the questions for thoughtful reflection. Please keep in mind that this guide contains print explanations of the strategies as well as other related material that can inform and enrich your learning.

Note-Taking Guide

A note-taking guide for the entire program is located on pages 21-31. The divisions and headings match the graphics in the DVD.

Your Sessions

Introduction *2:30 minutes*

The purpose of the brief introduction is to clearly establish the main points in this program. The emphasis is on enhancing struggling students' reading comprehension using small group interventions that can be incorporated into any approach to reading instruction.

Supporting Print Materials

Note-Taking Guide (pages 21-31)

Key Practices that Maximize Reading Interventions *4:00 minutes*

This section focuses on two key practices that will help teachers maximize small group interventions with their students:

- Identify the specific need for intervention
- Provide targeted reading intervention

Supporting Print Materials

Common Types of Assessments that Guide Small Group Intervention (page 33)

Three A's of Assessment (page 35)

Determine the Need for Intervention *2:00 minutes*

Assessments, both formal and informal, inform teacher decisions on forming groups and selecting strategies to best meet the needs of students. To maximize the power of small group instruction, teachers must identify what students don't know, determine what they know and are able to do, and scaffold their learning to new levels.

Reflection Questions

- ✓ What reading assessments do you currently use?

- ✓ What types of assessments give you the most information about students' reading comprehension?
- ✓ How do you use assessment data to prioritize the most important teaching focus?
- ✓ How do structured and informal assessments combine to inform teachers' decisions when forming small groups for intervention?

Targeted Reading Interventions *2:00 minutes*

Targeted reading interventions enable teachers to work closely with students to develop the skills and strategies they need to become proficient readers. Flexible grouping enables teachers to gather groups of students with similar needs for targeted interventions. Groups are adjusted based on ongoing assessments of students.

Reflection Questions

- ✓ Why are targeted reading interventions critical to students' growth as readers?
- ✓ Why is flexible grouping critical to the effectiveness of targeted reading interventions?
- ✓ What are some management routines teachers need to have in place in order to meet with small groups?

Time-Efficient Text Introductions *20:00 minutes*

For struggling readers, effective introductions enable them to approach text with more confidence and enhance their comprehension right from the start. It's vital that introductions are briskly paced, focus on key concepts, and highlight potential words or text features students may find difficult. Introductions will vary based on students' reading proficiency.

In this portion of the program, you'll see teachers demonstrate several different ways to launch students into text using:

- Full Book Introduction *8:00 minutes*
- "De-Bugging" Strategies *6:00 minutes*
- Comprehension Strategy Reminders *6:00 minutes*

Supporting Print Materials

Text Introduction Strategies (pages 37-39)

Comprehension Thinking Stems Handout (page 41)

Good Reader Strategy Chart (page 43)

Full Book Introduction *8:00 minutes*

For struggling readers, full book introductions are evenly paced and briefly draw students' attention to important concepts and story elements that will help them as they read. Introductions will vary based on students' reading proficiency.

Reflection Questions

- ✓ How does a full book introduction compare to the way you typically introduce a book to struggling readers?
- ✓ Why is it helpful to struggling readers to do a more thorough book introduction?

"De-Bugging" Strategies 6:00 minutes

To introduce a new book, another option is to "de-bug" it by focusing students' attention on key vocabulary, text features, or concepts that might hinder their comprehension. Teachers take a few moments to preview a book, making note of vocabulary or text features that may need to be "de-bugged" for struggling readers.

Strategies:

- "Debugging" Vocabulary
- "Debugging" Text Features

Reflection Questions

- ✓ Look over some of the texts you will be using with students. What are some features that you might want to "de-bug" for struggling readers?
- ✓ How do you decide what vocabulary or text features to "de-bug" in order to keep introductions to a minimum yet prepare students for some of the challenges they'll encounter?

Comprehension Strategy Reminders 6:00 minutes

Comprehension strategy reminders emphasize grade level skills for children to apply as they read text at their instructional or independent reading level. You'll see teachers demonstrate how to use:

- Thinking Stems
- Student-Friendly Charts
- Read, Cover, Remember, Retell
- Make Comprehension Concrete

Reflection Questions

- ✓ How do you encourage struggling readers to apply comprehension strategies they've been learning to their instructional level text?
- ✓ What are some features common to all of the strategies demonstrated in this portion of the program? (*use small amount of time, maintain students' attention, quickly focus on key ideas and/or potentially challenging words/text features*)
- ✓ What text introduction strategies from this portion of the program, if any, would you like to try with your students who are struggling with reading comprehension?

Coach Students to Greater Comprehension as They Read 18:00 minutes

Small group intervention is ideally suited for strategic coaching of individual students as they read. In this portion of the program, you'll see teachers demonstrate how to:

- **Actively Engage All Group Members** 3:30 minutes
- **Focus on Meaningful Clues** 9:00 minutes
- **Guide Students to Deeper Comprehension** 5:30 minutes

Supporting Print Materials

Strategies for Coaching Students as They Read (pages 45-47)

Conversation Prompts (page 49)

Different Types of Texts and Teaching Comprehension (page 51)

Actively Engage All Group Members 3:30 minutes

Even with small groups it can be challenging to keep everyone actively engaged in learning. It's important to help all students stay productively involved during small group interventions when the teacher is coaching other students. You'll see teachers demonstrate three strategies:

- **Staggered Reading and Sticky Notes** 1:30 minute
- **Turn and Talk** 1:30 minutes

Reflection Questions

- ✓ What are some practices to have in place in order to use *Staggered Reading*, *Sticky Notes* and *Turn and Talk* effectively with your struggling readers?
- ✓ In addition to the strategies demonstrated in this portion of the program, what additional techniques have you found to be helpful for keeping all group members involved and learning during small group interventions?

Focus on Meaningful Clues 8:00 minutes

Helping struggling readers focus on meaningful clues as they read enables teachers to work with students on the cutting-edge of their learning. You'll see teachers demonstrate:

Word Prompting Hierarchy 2:00 minutes

Whiteboards 1:20 minutes

Embedded Word Questions 1:10 minutes

Text Structure Tips 3:30 minutes

Reflection Questions

- ✓ What are the reasons for not letting students spend too much time trying to figure out a word they don't know?
- ✓ What are some ways to prompt students in addition to focusing on letter sounds?
- ✓ Do you have a hierarchy of word prompting strategies that you currently use with students?
- ✓ What strategies from this portion of the video program, if any, would you like to try with your students who are struggling with reading comprehension?

Guide Students to Deeper Comprehension *5:00 minutes*

Intervention strategies that help teachers move from guiding struggling readers through reading text to engaging them in a dialogue about the meaning of text are key to enhancing and deepening students' comprehension. You'll see teachers demonstrate two techniques:

Thinking Hats *1:30 minutes*

Conversation Prompts *3:00 minutes*

Reflection Questions

- ✓ What are some challenges you've encountered when working with struggling readers to deepen their comprehension? How might the strategies in this portion of the video program enhance students' comprehension?
- ✓ Do you have some additional coaching strategies you use in small group interventions to deepen and enrich students' reading comprehension?

Beyond the Text Strategies *5:00 minutes*

After students finish reading a book, beyond the text strategies stimulate their thinking and extend their comprehension. Tasks are short and take place as part of small group intervention. While activities will vary based on students' needs, in this portion of the DVD, you'll see teachers use a number of strategies to engage students in making personal connections, understanding key concepts, and identifying important details. Demonstrated strategies include:

Sticky Notes and Key Points *2:00 minutes*

Sticky Arrows *1:00 minute*

Challenging Questions *1:30 minutes*

Supporting Print Materials

Beyond the Text Strategies (pages 53-55)

Resources (pages 57-59)

Reflection Questions

- ✓ What are some additional “hands on” strategies you might use to stimulate students’ thinking and extend their comprehension?
- ✓ In what ways do the strategies you’ve just seen differ from typical activities students engage in after reading a book?
- ✓ What are some of the advantages of keeping tasks short and easily accomplished as part of small group intervention?
- ✓ What strategies, if any, might you incorporate in your small group reading intervention?

Closing Video and Credits *1:30 minutes*

Thank you for their willingness to think about and try new strategies and ideas from the program. Consider how you might incorporate strategies from the program to enhance your students’ reading comprehension.

PRINT RESOURCES



Bureau of Education & Research

Note-Taking Guide

Powerful Early Intervention Strategies to Help Students Struggling with Reading Comprehension Grades K-2

Key Practices that Maximize Small Group Interventions

Determine the Need for Intervention

Targeted Reading Interventions

Time-Efficient Text Introductions

Full Book Introduction

Bookends

"De-Bugging" Strategies

"De-Bugging" Vocabulary

"De-Bugging" Text Features

Comprehension Strategy Reminders

Thinking Stems

Student-Friendly Charts

Read, Cover, Remember, Retell

Make Comprehension Concrete

Coach Students to Greater Comprehension as They Read

Actively Engage All Group Members

Staggered Reading

Sticky Notes

Turn and Talk

Focus on Meaningful Clues

Word Prompting Hierarchy

Whiteboards

Embedded Word Questions

Text Structure Tips

Guide Students to Deeper Comprehension

Thinking Hats

Conversation Prompts

Beyond the Text Strategies

Sticky Notes

Key Points

Sticky Arrows

Challenging Questions

Common Types of Assessments that Guide Small Group Intervention

Informal Observations

Teacher observation is a powerful form of assessment. In brief one-on-one interactions, teachers learn a great deal about students' reading skills by:

- observing how students process text (both fiction and nonfiction)
- listening for reading phrasing and fluency
- questioning/conversing with students about text comprehension

Anecdotal Notes

Anecdotal notes help teachers remember specific interactions with students and provide a record of student reading behaviors over time. Notes may include:

- reading comprehension strengths and challenges
- reading difficulties (e.g., substitutions, omissions)
- text sources of information a student is using or neglecting
- comments concerning fluency and phrasing
- specific words or phrases that required teacher assistance
- decoding/comprehension issues a student solved on his or her own

Checklists

Many teachers use comprehensive checklists of strategies and skills to record information about children's reading achievement. These checklists may also be used to summarize and share information with parents.

Reading Records

Reading records are used to assess students' reading skills and strategies as they read aloud. Using the reading record, teachers code, score and analyze students' reading behaviors. It takes time to learn how to take and analyze a reading record; however, once mastered, this assessment tool provides a very efficient way for teachers to gather a great deal of data on students' reading strengths and weaknesses.

Formal Reading Assessments

Many classroom teachers, schools, districts, and states periodically assess students' reading progress. Often the results are helpful in evaluating specific reading skills.

Three A's of Assessment

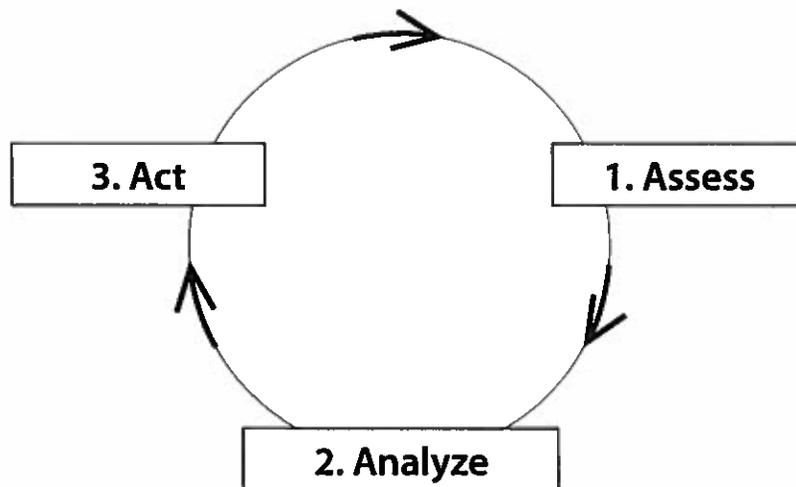
Assessment

Assessment, both formal and informal, informs teaching decisions and helps teachers meet the needs of individual students.

Suggested assessments for identifying issues with reading accuracy and fluency:

- Listen to students read
- Reading Record
- Writing samples

The three A's of Assessment occur in a continuous loop. Students are assessed; teachers analyze the data; then decide on a course of action or intervention. Teachers assess student's response to the intervention and decide what action to take next.



Text Introduction Strategies

Teachers read the text ahead of time to determine:

- the important concepts or main ideas in the text
- what words or concepts might challenge students' comprehension
- what background knowledge their students might bring to the text

The amount of time spent introducing a text should be brief and stimulate students' curiosity so that there is a desire to read the text. Focus is on the "Big Picture" and includes highlighting words, text features, or concepts that students may find challenging.

Full Book Introductions

A full book introduction focuses students on pictures and text in ways that are specific to understanding a particular story. The goal is to maintain a pace that keeps students engaged with the story line and provides sufficient background information to enhance their comprehension when they read the book on their own. Especially for fiction, stopping at just the right moment will entice students to want to read to find out what happens.

Introductions may include asking students to share their own background experiences when it will enhance their understanding of key concepts in the text. The majority of prompts direct students to key ideas. Occasionally, the teacher might 'think aloud' or pose a question about what might happen next. Keep in mind if students are asked to make too many predictions or decode too many words before they've started reading the text, they may go "off book" and lose the meaning of the story as the author intended.

Effective questions draw students into the story and keep them focused on the plot or important storyline in fictional text; main concepts and text features in nonfiction text.

For the most struggling readers and the emergent readers, teachers will want to do a full book introduction including pictures and illustrations that give additional clues to the meaning of the text. As children get more proficient, a more minimal introduction will meet the needs of those students.

Bookends

"Bookends" is a simple book introduction strategy to help students think about a new book in relation to a previous text. Teachers can use this strategy to activate students' prior knowledge and build bridges between that knowledge and the material being studied. What a student already knows will greatly influence what he/she perceives as being important in text.

Highlighting a common link between stories such as a similar plot or setting, or a shared character trait, helps students connect what they know to new text.

The bookends strategy can easily be combined with other book introduction techniques as needed.

“De-Bugging” Strategies

Teachers may want to “de-bug” a new book before students read it. Teachers typically focus on words that might challenge students or provide some additional background information if needed. Another option is to familiarize students with text structure or text features that will help their comprehension. The goal is to quickly highlight vocabulary or challenging text structures in ways that help students approach a new book with confidence.

Comprehension Strategy Reminders

Comprehension strategy reminders provide another way to launch students into text. Reviewing a grade level comprehension strategy before students start a new book encourages struggling readers to apply it to text at their reading level. Teachers will want to model the strategy and engage students in a brief, guided practice session to help solidify their understanding.

Student-Friendly Charts

Providing small charts bring to children’s attention strategies they can use as they read. Effective charts might include:

- “Good Reader Strategies” to help struggling readers decipher unknown words
- “Thinking Stems” to remind students to make connections or think more deeply
- “Turn and Talk” conversation prompts

Read, Cover, Remember, Retell

This strategy slows down the reading process by stopping students frequently to think about the meaning of small “chunks” of text. The objective is for students to read a small portion of text, stop and actually cover that portion with their hand, and focus on trying to remember what they just read. This strategy addresses two issues common to struggling readers: the tendency to read all text at the same speed and to continue reading until the end of the book with little attention to meaning. This strategy works well with fiction and informational text.

An effective approach is to model the strategy for students:

- Read only as much as your hand can cover.
- Cover the words with your hand.
- Remember what you have just read. It is okay to take another look.
- Retell what you just read to yourself or to a partner.
- Don’t go on reading until you understand what you’ve just read.

Make Comprehension Concrete

Using tangible objects to make higher-level comprehension concrete is an effective instructional tool and ideal for use in small group interventions as a way to reinforce more complex comprehension strategies. You’ll find more information, examples of strategies, and additional resources in *Comprehension Connections: Bridges to Strategic Reading* (2007) by Tanny McGregor. Heinemann; NH.

Comprehension Thinking Stems

Inferring Thinking Stems

My guess is...

Maybe...

Perhaps...

It could be that...

This could mean...

I predict...

Determining Importance Thinking Stems

What's important here...

What matters to me...

One thing that we should notice...

I want to remember...

It's interesting that...

Based on *Comprehension Connections: Bridges to Strategic Reading* (2007). Tanny McGregor, Heinemann.

Good Reader Strategy Chart

	Get your mouth ready to say the first sound
	Look at the picture
<p><u>Land</u></p>	Chunk the word
	Skip the word and come back or re-read.
	Think about the story. Does it make sense?

Strategies for Coaching Students as They Read

Actively Engage All Group Members

Staggered Delivery

The rationale behind staggered delivery is for children to read more text on their own instead of round robin or chorale reading in which they listen to each other for words they don't know. The teacher hands out books at different times and students start to read, starting at the beginning of the book, as soon as they receive their copy. Teachers can focus on various individuals knowing the other group members are engaged in reading their own pages.

Turn and Talk

Turn and talk is another way to keep students engaged during small group interventions. Teachers pose a question or give students a topic to discuss after they have finished reading. For young children, especially struggling readers, conversation prompts can help trigger more thoughtful remarks. Teachers will also want to model the strategies in their own conversations with students.

Strategies that Help Focus Students on Meaningful Clues

Word Prompting Hierarchy

- When a child comes to a word he/she doesn't know, there's a hierarchy of suggestions of how to help that child. Provide a short amount of wait time (2-3 seconds); waiting too long interferes with comprehension and may increase a student's discomfort. The first prompt might be to focus the student on the beginning sound in the word using "get your mouth ready and think."
- If student doesn't respond or responds incorrectly, give the student a choice. For example, if the word is large, the teacher could ask, "Would a large dog or a long dog make sense?"
- If the student is stuck on an ending, the teacher could ask, "Would jumping or jumped sound right?"
- Effective choices lead students to the word as quickly as possible.
- After two attempts, tell the student the word and move on. If students are having trouble with many of the words in the text, it is a sign the book is too difficult and they might do better with an easier text.

Whiteboards

Whiteboards are versatile learning tools in primary classrooms. They can easily be used to help students with words that stump them. The student writes the letter or letters that make the first sound in the word. The teacher reads the sentence, pausing when he/she comes to the word and the student vocalizes the sound. As the teacher reads, the student considers the beginning sound and the meaning of the sentence to figure out the word. If the student doesn't get the word, he/she adds the next successive letter to the whiteboard. The teacher rereads the sentence and stops for the student to vocalize the written sounds. This is repeated until the combination of visual AND meaning clues provide support to solve the word. This technique combines tactile, visual and auditory clues to help students with challenging words.

Embedded Word Questions

The objective is to anticipate words that may be problematic and may be key to the meaning of the piece. The teacher might ask a question or make a comment using that particular word BEFORE a student comes to it when reading the page. This helps to set up students for success rather than cause more disruption or correction.

Example:

"I wonder what this astronaut's going to do?"

"Would you like to zoom around in a race car?"

Text Structure Tips

Teachers might focus on different text structures or features that may be new or challenging to a reader. For example, informational text often has text, drawings, captions, pictures, and charts, all of which provide information about a topic. Giving students a heads-up that the text is a compare/contrast, a time sequence or a fact/opinion structure helps struggling readers navigate through all of these resources that will help them with comprehension. Fiction may be organized in paragraphs or contain dialogue that helps tell the story, as well as pictures that provide clues, especially for young children with a limited vocabulary.

Guide Students to Deeper Comprehension

Thinking Hats

Thinking hats can be used to inspire students to think about text in a variety of ways. Any hat will work, but colorful cowboy hats certainly get students' attention. Use 3-4 hats, each labeled with a comprehension skill or strategy reminder. The teacher refers to the hats as he/she reads a book. For instance, if students are having trouble with the difference between fiction and information text, that might be a "thinking hat." After introducing the hats to the group, the teacher uses them to prompt students' thinking as they read their own books. The hats can be used to initiate conversations with students to extend their thinking as well as verify their understanding of important concepts.

Conversation Prompts

One thing I want to remember...

That reminds me...

I agree...

I would like to add...

I disagree because...

It's the same because...

It's different because...

Different Types of Texts and Teaching Comprehension

The Common Core State Standards in reading encompass both literature and informational texts. Different text structures affect comprehension because they place different demands on readers. Students learn how to work with these different structures in texts through experiences with a variety of reading materials and explicit instruction with text at an appropriate level of challenge.

Starting in kindergarten, using read alouds and small group instruction, teachers focus on developing students' understanding of story. Instruction focuses on the elements of narrative text. For young readers, elements might include characters, setting, and plot.

Teaching students how to read informational texts provides opportunities to experience different organizational structures authors use to inform readers about a topic. Even informational texts written for young students may contain different structures and text feature in a single document and place different demands on the reader. Knowledge of these structures helps students learn to use these features to recall information and more thoroughly understand important concepts.

Sources

Kame'enui, E., Carnine, D., Dixon, R., Simmons, D., & Coyne, M. (2002). *Effective Teaching Strategies that Accommodate Diverse Learners* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Pearson, P.D. & Duke, N.K. (2001). Comprehension Instruction in the Primary Grades. In C.C. Block and M. Pressley (Eds.), *Comprehension Instruction: Research-Based Best Practices* (pp. 247-258). New York: Guilford.

Shanahan, T. (2008). *Ten Things You Ought to Know About Reading Comprehension* (PowerPoint presentation). Presentation at a literacy symposium hosted by Macmillan/McGraw-Hill, Cosa Mesa, CA (November). Retrieved from <http://timothyshanahan8.googlepages.com/10thingseveryteachershouldknowaboutr.ppt>

Beyond the Text Strategies

Sticky Notes

When the children finish reading their books at different times during small group intervention you don't want them sitting and waiting. An effective way to keep them engaged is to pose a question before they start reading and give them each a sticky note. As students finish, they write or draw their responses on the sticky note. When everyone is finished, students may be asked to turn and talk with a partner or share their sticky notes with the teacher.

Key Points

Many times, struggling readers find it difficult to identify main ideas or important information in text. When they try to remember everything, they tend to remember very little. This strategy helps students focus on a key word for each important idea or concept they read.

Each student has a small Post-it note.

- After students read a sentence or short paragraph, they think of one word that would help them remember the most important information.
- At the end of the reading, students may "Pair, Share" their words with a partner
- The teacher might also lead students in a discussion of the words they've selected

Teacher models this strategy in an interactive way with students

Especially with primary struggling readers, teachers may need to guide students to use the strategy as they read.

The strategy can be used with both narrative and expository text. What types of words are generated differs greatly between the two text types. Narrative responses tend to be adjectives or emotional reactions. Expository responses tend to generate one word summaries.

Sticky Arrows

Sticky arrows can be used in a variety of ways to enhance students' comprehension. Students can use sticky arrows to identify new facts they've learned from their reading. The placement of the arrows will let the teacher know if students are focusing on text or pictures. While pictures provide important comprehension clues, it's essential for struggling readers to also gain information from the text.

Students can use sticky notes to:

- Identify important information
- Highlight key words
- Indicate challenging words they don't know
- Cite evidence to support their thinking

Both sticky arrows and sticky notes can be used in a variety of ways to extend students' thinking and assess their comprehension as part of small group intervention.

Challenging Questions

Posing a challenging question that stretches students' thinking works well in a small group setting because the teacher can closely support children as needed. A question that requires students to find evidence, or make inferences, or draw conclusions and support their thinking provides opportunities for teachers to take students' understanding of text to new levels.

Resources

Fountas, I. and G. Pinnell. (2006) *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*. Heinemann.

Fountas, I. and G. Pinnell. (2010) *The Continuum of Literacy Learning, Grades PreK-8, 2nd Ed.* Heinemann.

Hoyt, L. (2008) *Revisit, Reflect, Retell, Updated Edition: Time-Tested Strategies for Teaching Reading Comprehension*. Heinemann.

MacGregor, T. (2007) *Comprehension Connections: Bridges to Strategic Reading*. Heinemann.

Pinnell, G. and P. Scharer. (2003) *Teaching for Comprehension in Reading, Grades K-2: Strategies for Helping Children Read with Ease, Confidence, and Understanding*. Scholastic.

Richardson, J. (2009) *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader*. Scholastic.

Books Used in Lessons

Benchmark Education Co. <http://www.benchmarkeducation.com/>

Power of Nature by Margie Burton, Cathy French, and Tammy Jones.

Insects All Around by Margie Burton, Cathy French, and Tammy Jones.

How do Animals Stay Alive? By Margie Burton, Cathy French, and Tammy Jones.

Animal Treats by Carol Pugliano-Martin.

Blueberry Hill Books <http://www.blueberryhillbooks.com/>

Snowdogs by Pat Harrison.

Cengage Learning and National Geographic <http://ngl.cengage.com/>

Pickles and the Very Large Fly by Carmel Reilly. PM Early Chapter Readers.

Can You See an Insect? by Felix James. Science Quest Series, National Geographic Windows on Literacy.

Heinemann http://www.heinemann.com/fountasandpinnell/lli_books1.aspx

Up in a Tree by Susan McCloskey. Fountas & Pinnell Leveled Literacy System, Grade 1.

Houghton Mifflin Harcourt <http://www.hmhco.com/shop/education-curriculum/reading>

Snowflake Bentley by Jacqueline Briggs Martin, HMH Books for Young Readers.

Little Chimp and Baby Chimp by Jenny Giles, Rigby PM Plus.

Monkey Fun by Jill Egggleton, Rigby.

Lions & Tigers by Beverley Randell, Rigby.

Kaeden Books <http://www.kaeden.com/>

My Magic Bike by Lisa Worthington and Susan Moon.

Mondo Educational Publishing <http://www.mondopub.com/>

At Work by Jeff Ellbee.

Breakfast at the Farm by Leslie Bockol, Mondo Bookshop Student Books.

Scholastic <http://www.scholastic.com/home/>

The New Kid by Kari James.

Magic Fish by Freya Littledale.

Related Bureau of Education & Research PD Resource Kits

Current, Best Strategies for Teaching Reading Comprehension, Grades K-2.

Part I: Making Connections, Summarizing, and Questioning

Part II: Predicting and Inferring, Visualizing, and Determining Important Content in Informational Text

Featuring Mary Beth Allen.

Using Literacy Centers to Strengthen your Reading and Writing Program, Grades K-3.

Featuring Linda Holliman.

Maximizing the Benefits of Literacy Centers: Meaningful Activities that Boost Reading and Writing Skills, Grades K-3. Featuring Linda Holliman.

Comprehension Strategies that Help Your Struggling Students be More Successful Readers, Grades 2-5.

Featuring Linda Hoyt.

Using Guided Reading to Strengthen Students' Reading Skills at the Emergent Level, Grades K-3.

Featuring Nancy Paulson.