

# Evidence-Based Facilitator Guide: Improving Intermediate Literacy

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## Recommendation 2. Direct and Explicit Comprehension Instruction

*Updated December 2022*



# IMPROVING INTERMEDIATE LITERACY

## Professional Development Facilitator's Guide

### Recommendation 2. Direct and Explicit Comprehension Instruction

Materials checklist and notes

State Department of Education/Background

Presenter's facilitation script

List of handouts

References

### Materials checklist and notes

Item	Consumable Y or N	Quantity	Notes
Computer			
Projector			
Clicker			
PowerPoint presentation on flash drive or computer			
Handouts			

Chart paper and pens			
Sticky notes			
Agenda			
Sign-in forms			
Evaluation form			
Articles to be read			
Blue and yellow highlighters			
Miscellaneous			

# State Department of Education/Background

## About the guide

Designed to help instructional leaders deliver effective training to teachers, this guide provides nine evidence-based strategies for supporting literacy in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on Improving Adolescent Literacy, a practice guide from the Institute of Education Sciences (IES). More information is available at [www.ies.ed.gov](http://www.ies.ed.gov).

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education. It was updated in 2022 to address the updated standards for English Language Arts/Literacy.

## How to use the guide

This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For additional information on word recognition, phonological awareness, decoding, sight words recognition, language structure, and more, see <https://courses.lumenlearning.com/suny-hccc-childrenslit> and <https://courses.lumenlearning.com/literacypractice>.

*Note: The PowerPoint presentation that corresponds to this guide is based on the **second** of four IES recommendations; there are four presentations total, and the first 19 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see slide 1), you can skip ahead to slide 20 after your first presentation, and begin with the section. Today's session is focused on **Recommendation 2: Direct and Explicit Comprehension Instruction.***

The design of this guide provides flexibility to facilitators to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content-specific; they can help improve literacy across content areas in grades 4–8.

## What participants need to bring

Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials) they are using.

## Presenter’s facilitation script

### Outcomes (post on chart paper)

- Understand how metacognition improves comprehension.
- Learn the structure of a comprehension lesson.
- Describe two to three evidence-based practices for providing explicit comprehension instruction in specific content areas.
- Identify and apply those practices to current core instructional materials, teacher manuals, textbooks, and/or grade-level standards.

### Engagement structures

- Structured partners (pairs at table)
- Table groups
- Pairs-to-square (two partner pairs come together to create a group of four)
- Conversation placemat (from Discussion module—will be used as the engagement and discussion structure in this module)

- Talking chips
- Additional engagement strategies (e.g., quick writes, weighty words, inside-outside circle, cold call, whip around)

Slide	Suggested script
<div data-bbox="212 440 663 695"> </div> <p data-bbox="205 721 222 743">1</p>	<p data-bbox="779 444 1871 570"><i>(Introduce yourself and invite colleagues and participants to introduce themselves. Establish structured partners and have partners identify whether they will be a “1” or a “2” during partner work.)</i></p> <p data-bbox="779 597 1871 716">Today’s presentation was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center at Education Northwest, a nonprofit organization.</p> <p data-bbox="779 743 1871 959">The goal of this professional development is to share evidence-based recommendations for improving intermediate literacy. It is designed to provide research and practical ideas for meeting the needs of all students, including students with reading difficulties across content areas. We have two outcomes for today (point to chart paper). By the end of this training, you will be able to:</p> <ul data-bbox="877 987 1871 1149" style="list-style-type: none"> <li>• Describe two to three evidence-based research practices for providing explicit vocabulary instruction in a specific content area.</li> <li>• Identify and apply those practices to current core instructional materials, teacher manuals, textbooks, and/or grade-level standards.</li> </ul> <p data-bbox="779 1177 1871 1252">Our shared goal is to provide support for Idaho educators; together, we must equip students in grades 4–8 with the literacy skills they need to succeed.</p>

## Slide

### An important insight



14% of American adults are unable perform functional reading tasks such as reading medicine labels and train schedules. Another 29% are at 'basic' levels ... and do not read or write well enough to perform the literacy requirements of a typical job."

(Moats, 2020)



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## Suggested script

### Quote

Take a minute to read and reflect on this quote.

*(Allow time for reflection)*

What does this make you think about?

*(Allow participants to share their thoughts)*

What implications does this have for you and your students?

*(Ask participants to share their thoughts)*

Every day and in every classroom in Idaho, teachers and students are using texts to communicate through speaking, listening, writing, and reading. We are preparing our students for a world of informational texts. This presentation has been prepared for ALL of you here today.

The one common factor across content areas is the ability to read critically. Whether you teach math, science, social studies, English, or technology, we ALL teach literacy.

### The literacy challenge is real




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The **literacy challenge** is real for students, teachers, and families. In 2019, the National Assessment of Educational Progress (NAEP), was administered at schools across the nation. The 2019 report card shows that, in most states, fourth- and eighth-grade students have stalled or declined in reading proficiency over the last decade. Two-thirds of students did not score proficient in reading on the most

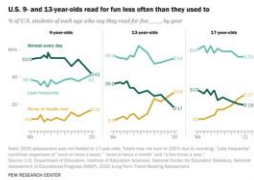
Slide	Suggested script
	<p>recent test. A third of the nation's fourth-graders tested "below basic." (Baumhardt, 2019).</p> <p>In Idaho, 34 percent of fourth graders and 37 percent of eighth graders scored at or above proficient in reading. Both of these scores were above the national average. Further, across the board, Idaho is in the top 15 in the national rankings. However, the eighth-grade reading score decreased by four points in 2019—a statistically significant drop.</p> <p>Students considered proficient or advanced by NAEP standards possess the literacy skills necessary for academic success. National statistics show that many students leave middle school unable to read adequately and are, therefore, unprepared to learn from textbooks at the high school level and beyond.</p> <p>According to the stages of reading development (Chall, 1983), in grades 4 and above, students move from “learning to read” to “reading to learn.” During this stage, students read increasingly more demanding academic texts that contain challenging words and complex concepts beyond their oral vocabularies and knowledge base. In the critical transition period from “learning to read” to “reading to learn,” we often see a drop-off in reading scores, particularly among students from socioeconomically disadvantaged backgrounds.</p> <p>Research shows that students who are poor readers at the end of grade 1 almost never acquire average-level reading skills by the end of elementary school (Francis et al., 1996; Shaywitz et al., 1999; Torgesen &amp; Burgess, 1998.) When children fail at early reading and writing, they begin to dislike reading. When readers who struggle do not receive effective intervention, they read less—and</p>



Slide	Suggested script
	<p>learn less from reading—than students who are proficient readers. This delayed development of reading skills affects students’ exposure to texts. As a consequence, they do not gain vocabulary, background knowledge, and information about how reading material is structured. In short, the word-rich get richer, and the word-poor get poorer. (Bend Learning Center, n.d.)</p>
<p>1 in 4 children in America grow up without learning how to read</p>  <p>4</p>	<p>Educators who work with students in grades 4–8 know that, unfortunately, not all children learn to read by the time they leave elementary school.</p> <p>In fact, 1 in 4 children in the United States grows up without learning how to read. How does this affect content area learning? What does it do for their future? Statistically, two-thirds of students who cannot read proficiently by the end of grade 4 end up experiencing incarceration or requiring government support to meet their basic needs (WriteExpress Corporation, n.d.).</p>

## Slide

Overall, 42 percent of fourth-graders read recreationally "almost every day" compared with only 17 percent of eighth-graders.



Note: 2012 assessment data are based on 17-year-olds. Data also are for 2011 and 2010. For the reading "How frequently" questions, responses of "never or almost never" and "not at all" are being pooled. Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Long-Term Trend Reading Assessment. P125 NCES/IEA/DIGER/2012

(From Research Center (National Center for Educational Statistics), 2012)

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## Suggested script

*(Read slide aloud)*

What is happening from elementary school to junior high? How are you supporting students who have not been provided the tools and supports they need to reach grade level expectations? How might this affect motivation?

*(Structured partner share)*

Here are some schools' ideas:

- Librarians who know students' reading level and suggest appropriate books
- Intervention classes targeted to students' core deficits in reading—not simply blanket intervention programs that may or may not address specific student needs
- Reading clubs in which students sign up for books to read
- Grade-level audiobooks for students who need additional support
- Strong Tier 1 instruction that meets the needs of all students, not just those who read at grade level

Students who don't read proficiently by third grade are four times likelier to drop out of school





(From E. Conroy Foundation, 2011)

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Although students who fall behind rarely catch up without intensive intervention, research has demonstrated that secondary students can make significant gains with proper instruction. Research also suggests that with adequate time for instruction and data-based instructional practices, struggling middle school readers can improve their reading skills.

Slide	Suggested script
<p data-bbox="235 367 575 383"><b>A close relationship between illiteracy and crime</b></p> <p data-bbox="235 399 575 461">“ Eighty-five percent of all juveniles who interface with the juvenile court system are functionally illiterate.”</p> <p data-bbox="457 480 583 493"><i>(WriteExpress Corporation)</i></p> <p data-bbox="235 553 260 578">»</p> <p data-bbox="201 618 222 643">7</p>	<p data-bbox="779 347 1877 423">Did you know there is a close connection between illiteracy (reading on or below the fourth-grade level) and crime? <i>(Read quote on slide)</i></p> <p data-bbox="779 456 1839 711">Low literacy does not cause criminal behavior, but many of the contributing factors to low literacy also contribute to criminal behavior, which may lead to incarceration. These factors include racial inequality, poverty, and low-quality education, and make individuals more vulnerable to both crime and illiteracy. Estimates of the percentage of incarcerated adults who are low literate range between 29 and 60 percent (Haderlie &amp; Clark, 2017).</p>
<p data-bbox="235 773 506 789"><b>Teaching reading: If not me, then who?</b></p> <p data-bbox="235 805 575 883">“ Learning to read is critical to a child’s overall well-being. If a youngster does not learn to read in a literacy-driven society, hope for a fulfilling, productive life diminishes.”</p> <p data-bbox="344 902 583 941"><i>G. Reid Lyon Former Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development</i></p> <p data-bbox="235 959 260 984">»</p> <p data-bbox="201 1024 222 1049">8</p>	<p data-bbox="779 756 1583 789">Let’s read this quote in unison. Ready? “Learning to read...”</p> <p data-bbox="779 813 1755 846">Do you agree or disagree with this quote? <i>(Thumbs -up or thumbs-down)</i></p> <p data-bbox="779 878 982 911">Why? <i>(Discuss)</i></p> <p data-bbox="779 935 1808 1016"><i>(Before advancing to the next slide, have participants quickly synthesize the information from slides 3–8 with the activity below)</i></p> <p data-bbox="779 1040 1866 1162">Write the following question on a sticky note: Why focus on improving literacy <b>instruction</b> in ALL content areas? Get out your conversation place mat and turn to your structured partner.</p> <p data-bbox="779 1187 1877 1317">Our key question is written on your sticky note. This is what is in the circle of the place mat. We are going to use “Conversation Skills for Supporting Ideas with Examples,” located on the top right side of the place mat.</p> <p data-bbox="779 1341 1871 1414"><b>1.</b> Partner 1 will pose the question from the sticky note but reword it using one of the question prompts in the “Supporting Ideas with Examples, Prompting”</p>

Slide	Suggested script
	<p>section. For example, if I were partner 1, I could say, “Can you give me an example from the information introduced thus far as to why we need to focus on improving literacy instruction in ALL content areas?”</p> <ol style="list-style-type: none"> <li>Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing a fact from slides 3–8.</li> <li>Switch roles.</li> </ol>
<p><b>Why focus on improving literacy instruction?</b></p> <p>The teacher is the most important factor in student learning. If not me, then who?</p>  <p>9</p>	<p>When we think about improving literacy instruction, nothing will replace an effective teacher. <i>(Tell participants to write “20x” on a sticky note)</i></p> <p>The teacher is the most important factor in student learning, as good instruction is 15-20 times more powerful than any other variable in predicting student progress and growth (U.S Congress House Committee on Education and Labor, 2008). However, there is more variance from classroom to classroom than there is from school to school or district to district.</p>
<p><b>Good instruction is powerful</b></p> <p>“Good instruction is the most powerful means of developing proficient comprehenders and preventing reading comprehension problems.”</p> <p><i>(Snow, 2002)</i></p>  <p>10</p>	<p><i>(Read the quote aloud)</i></p> <p>As we previously discussed, the ability to read critically is the one common factor across all content areas. Whether you teach math, science, social studies, or technology, we ALL must provide good literacy instruction to ensure students have the skills and strategies necessary to be successful in school and beyond.</p> <p>Today, our goal is to provide some tools for improving literacy instruction in grades 4–8. You were asked to bring some teaching materials so that you can apply these new tools during today’s session.</p>

## Slide

## Suggested script

### Idaho Content Standards



(Idaho State Department of Education, 2022a, Idaho State Department of Education 2022b)

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Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state reviews and updates content area standards, including updated standards for English language arts/literacy, math, and science in 2022.

*(Pull up the website for the content standards*

*<https://www.sde.idaho.gov/academic/standards/>. Show participants where the literacy standards and their content standards are.)*

These standards inform the curriculum a district adopts. Standards and curriculum work together to guide teachers in understanding what students should know and be able to do. Our goal today is to provide some tools for improving literacy and content instruction for EL students in grades 4–8.

The information presented in today’s session addresses Idaho’s Content Standards including English Language Arts (ELA), Social Studies, Science, and all others in which we are asking students to listen, talk, read, or write.

### Idaho’s 2022 English language arts/literacy standards highlights

Recommendations	New Standards Application
Comprehensive review of the College and Career Readiness Anchor (CCRA) standards	CCRA standards were removed
Remove or move the standards for Literacy in History/Social Studies, Science, and Technical Subjects	Standards for literacy in content areas were removed
Reduce the number of standards, lessen complex verbiage, and prioritize the more important concepts	Reduced total number of standards Reorganization of strands (foundational skills, reading comprehension, and vocabulary development)

(Idaho State Department, 2022c)

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In 2021, Idaho had a process to revise several content area standards, including English language arts/literacy. Review committees, which included classroom teachers, school leaders, university professors and members of the Idaho legislation convened and drafted new standards to meet the recommendations provided through legislative letters. The Idaho Legislators provided recommendations such as a focus on foundational reading standards, and a focus on basic writing and writing skills at lower grades were addressed. For the adolescent leaders, Idaho legislator requested shifts as seen on this slide and

Slide

Suggested script

available at <https://www.sde.idaho.gov/academic/standards/files/standards-review/ela/ELA-Revised-Standards-Highlights-04-2022.pdf>

Changes to the structure of the standards include removing the College and Career Readiness Anchor (CCRA) standards, removing the standards for literacy in History/Social Studies, Science, and Technical Subjects, as well as reducing the total number of standards students are to master in a grade level. Removing the CCRA standards allowed for a reorganization of the literacy strands into 3 areas of foundational skills, reading comprehension, and vocabulary development. The review committees considered those recommendations and determined actions and shifts for the updated standards and structure of the standards.

Idaho's 2022 English language arts/literacy standards highlights

Recommendations	New Standards Application
Review classifications of literature and informational text to give a better balance of genres	Sub strands were re-named literature and non-fiction
Balance fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature	Reading lists were removed from standards and all appendices at the direction of the 2021 legislative letter
Reevaluate the categories of reading, writing, speaking, listening. Combine some standards in reading, listening, writing, speaking	New strands and sub strands were developed (research strand combines reading and writing, vocabulary development strand combines reading and language)



(Idaho State Department, 2022) 13

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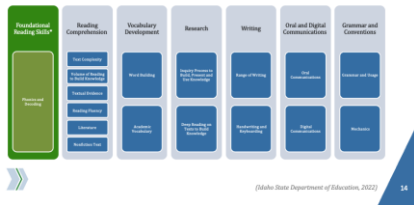
In addition to structural shifts in Idaho ELA and Literacy standards, the standards review committee members were recommended to address balancing different genres and encourage a variety of appropriate, grade-level texts. They were also recommended to reevaluate the categories of reading, writing, speaking, and listening and to identify areas in which to combine the standards.

The committees responded by clarifying sub strand names into literature and non-fiction. They also removed the recommended and suggested reading list appendices. Committee members updated the Idaho ELA standards, combining through creating new strands and sub strands, such as the research strand combining reading and writing, and the vocabulary development strand combines reading and language.

Slide

Suggested script

Grade band Language standards and strands



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The asterisk \* indicates that the Foundational Reading Skills Language standard and standard strand of Phonics and Decoding is in earlier grades and highlighted here as part of the focus of intermediate literacy which includes grades 4 and 5.

These grade band Language strands of Foundational Reading skills, Reading Comprehension, Vocabulary Development, Research, Writing, Oral and Digital Communication, and Grammar and Conventions with their associated standard strands are part of the Idaho ELA standards structure. These Language standards and strands are consistent K through 12 to provide continuity and complexity in developing skills in all these areas as students progress from grade to grade. The exception is Language standard, Foundational Reading Skills. You see it is noted in green with an asterisk. These skills are heavily focused in the K–3 in order to build a strong foundation of early literacy skills of phonics and decoding and continue in complexity into 4th and 5th grades.

Vertically aligned grade band Language strands and standard strands

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foundational Reading Skills (Phonics and Decoding)				
Reading Comprehension (Text Complexity; Volume of Reading to Build Knowledge; Textual Evidence; Reading Fluency; Literature; Nonfiction Text)				
Vocabulary Development (Word Building; Academic Vocabulary)				
Research (Inquiry Process to Build, Present and Use Knowledge; Deep Reading on Texts to Build Knowledge)				
Writing (Range of Writing; Handwriting and Keyboarding)				
Oral and Digital Communications (Oral Communications; Digital Communications)				
Grammar and Conventions (Grammar and Usage; Mechanics)				

(Idaho State Department of Education, 2022)

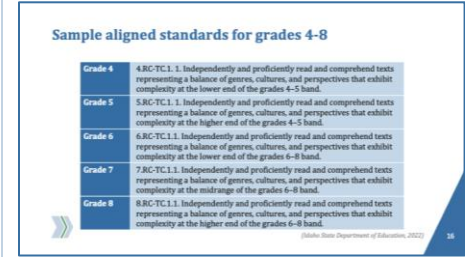
15

Each of the grade bands, language strands, and their supportive standard strands have a vertical progression meaning that skills become increasingly complex while still accounting for student developmental stages. In these intermediate and middle grades of 4 through 8, you will see that the Language strands of Reading comprehension, Vocabulary Development, Research, Writing, Oral and Digital Communications, and Grammar and Conventions span across all the grades.

You will also notice that the specific focus of Foundational Reading Skills is identified in grade 4 and grade 5. After grade 5, students are expected to have

Slide	Suggested script
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mastery of phonics and decoding in order to apply those skills in the context of reading fluency, word building, oral communications, and grammar.



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Here is an example of an aligned ELA standard. The RC indicates it is part of the Reading Comprehension Language standard and the TC indicates the standard strand is Text Complexity.

As you notice, this vertically aligned strand expects students to independently and proficiently read and comprehend a variety of texts. The variety includes a balance of genres, culture and perspectives. As students progress through the grades, the expectation of text complexity matches their developmental levels.

Now, let's dive into today's sessions on how **direct and explicit comprehension instruction** improves intermediate literacy!



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One of our goals as teachers is to develop skilled readers so that students are fully prepared for the rigor of college or a career.

What are some essential components of being a successful/skilled reader?

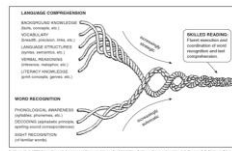
Think about someone you would consider a skilled reader and describe how they think and what they can do.

*(Have participants turn and talk with a partner. Then ask them to share their thoughts as you generate a mind map to display background schema.)*



## Slide

### Scarborough's reading rope



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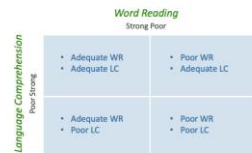
## Suggested script

Let's consider two essential components represented in Scarborough's Reading Rope (2002): language comprehension and word recognition.

In the illustration, the twisting ropes represent the underlying skills and elements that come together to form two necessary braids, which represent the two essential components of skilled reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent/familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways through exposure to ideas, conversation, teacher "read-alouds," student-to-student dialogue, and more.

In other words, to unlock comprehension of text, two keys are required: being able to read the words on the page and understanding what the words and language mean within the texts that children are reading (Davis, 2006).

### Simple view of reading (SVR)



$$WR \times LC = C$$

WR: Word recognition  
(phonological awareness,  
decoding, and encoding skills)  
LC: Language Comprehension  
(skills related to language  
comprehension)

$$1 \times 1 = 1$$

$$0 \times 1 = 0$$

$$1 \times 0 = 0$$

(Gough & Tunmer, 1986)

The simple view of reading (SVR) (Gough & Tunmer, 1986) characterizes skillful reading comprehension as the combination of the two separate—but equally important—components depicted in Scarborough's Rope: word recognition and language comprehension.

Slide	Suggested script
19	<p>Gough and Tunmer present SVR in a mathematical algorithm: <math>WR \times LC = C</math>. WR refers to word-level reading, and LC refers to the ability to understand spoken (oral) language. It is a simple multiplication problem—if one element is low, it affects the final outcome. Just as Scarborough’s Rope illustrates, if any of these pieces are missing, it affects the end result: comprehension. How can this help us get more targeted with our instruction and intervention?</p> <p>According to SVR, there are four basic profiles of readers.</p> <p>Look at Box 1. These readers may have adequate word recognition and language comprehension. We hope all our readers are at least adequate in the two components. And wouldn’t it be great if they were really good in both components</p> <p>Look at Box 2. These readers may have poor word recognition and adequate language comprehension, which results in poor reading comprehension. In other words, when the text is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.</p> <p>Look at Box 3. These readers may have adequate word recognition and poor language comprehension, which results in poor reading comprehension. Some English learner students fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as “word callers.” They can read every word but cannot understand the text. Another more technical term is hyperlexic. This is similar to when you learn to read another language (such as</p>

Slide	Suggested script
	<p data-bbox="779 331 1822 407">Italian) and can pronounce the words, but you can't track the meaning due to poor vocabulary knowledge or not understanding the grammar and syntax.</p> <p data-bbox="779 440 1881 651">Look at Box 4. These readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. If a student has poor word recognition, you will need to assess language comprehension using read-alouds (or something similar) to determine if they also struggle with language comprehension.</p> <p data-bbox="779 678 1835 797">Our task is to find out why a reader is having difficulties. We want to find each reader's strengths and capitalize on them. We also want to find each reader's weaknesses and intervene accordingly.</p> <p data-bbox="779 829 1724 948">Again, Box 1 is the goal because we know children who have success with reading comprehension are skilled in both word recognition and language comprehension.</p> <p data-bbox="779 980 1881 1143">This is a big concept. Let's take a moment to synthesize the information learned on this slide. Take out your conversation place mat. This time, we will use the box labeled "Synthesize Conversation Points" located on the bottom center of the place mat.</p> <ol data-bbox="779 1175 1881 1403" style="list-style-type: none"><li data-bbox="827 1175 1881 1240">1. Partner 1 will ask a question listed in the prompting section. For example, if I were Partner 1, I could say, "What key ideas can we take away?"</li><li data-bbox="779 1273 1881 1338">2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing information from slides 3-8.</li><li data-bbox="779 1370 999 1403">3. Switch roles.</li></ol>

Slide	Suggested script
	<p>When thinking about Scarborough’s Rope, SVR, and the effects of illiteracy, it becomes clear that all teachers are teachers of literacy skills. Do you agree? Disagree? What things come to mind when you hear this? <i>(Pause and allow teachers to share with table groups)</i></p>
<p data-bbox="237 565 527 581">A collection of the best available evidence</p> <p data-bbox="237 597 331 638">The Institute of Education Sciences (IES) Practice Guide</p>  <p data-bbox="237 753 262 781">»</p> <p data-bbox="558 769 611 781">(Kamil et al., 2008) 20</p> <p data-bbox="205 816 237 841">20</p>	<p data-bbox="779 545 1787 621">This guide is based on <i>Improving Adolescent Literacy</i> (Kamil et al., 2008), a practice guide from the Institute of Education Sciences (IES).</p> <p data-bbox="779 651 1031 678"><b>Facilitator’s Note</b></p> <p data-bbox="779 695 1885 1385">“The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest” (Baker et al., 2014, p. 72).</p>

## Slide

### Five recommendations for improving literacy

1. Provide *explicit* vocabulary instruction
2. Provide *direct and explicit comprehension instruction*
3. Provide opportunities for *extended discussion* of text meaning and interpretation
4. Increase student *motivation and engagement* in literacy learning
5. Make available *intensive and individualized interventions* for struggling readers provided by trained specialists



(Hans et al., 2008)

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## Suggested script

IES recommends five evidence-based practices for improving literacy.

When a practice is recognized as evidence-based:

- It is shown to have a positive effect on student outcomes.
- The research design allows you to infer that the practice led to student improvement.
- Multiple high-quality studies have been conducted.

Read the five recommendations. (*Wait time*)

Why do you think IES identified these five things? (*Wait time and allow for sharing*)

Today's session is focused on ***Recommendation 2: "Direct and explicit comprehension instruction."***

Our goal is to provide some tools for improving student literacy in grades 4–8, specifically through ***explicit comprehension instruction in literacy learning*** for all content areas.

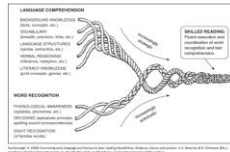
At the end of this session, you will be able to:

- Describe two to three evidence-based research practices
- Identify and apply those practices to current core materials

More information on the five recommendations is available at [www.ies.ed.gov](http://www.ies.ed.gov).

## Slide

### Recommendation 2. Direct and Explicit Comprehension Instruction



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## Suggested script

Before we jump into this topic, let's discuss how **explicit comprehension instruction** fits into the larger picture of becoming a skilled reader by connecting today's focus back to Scarborough's Rope. Remember, the rope characterizes skillful reading comprehension as a combination of two separate but equally important components: word recognition and language comprehension. Vocabulary knowledge is a prominent predictor of reading comprehension, and it is depicted as a central thread in the language comprehension component because of its connections to background knowledge and language structures (Scarborough, 2002).

A student's vocabulary knowledge level is a strong predictor of reading comprehension (Duncan et al., 2007). Simply put, not knowing the meaning of words in a text makes it quite difficult to comprehend that text.

### Partner activity

Look for a "new-to-you" partner and introduce yourself. Take turns sharing your understanding of Scarborough's Rope, as well as any questions you have. *(If needed, partners can use "Synthesize Conversation Points" from the conversation place mat to structure their discussion)*

### Targets for today

- Understand how metacognition improves comprehension
- Learn the structure of a reading comprehension lesson
- Describe two to three evidence-based practices for improving comprehension in specific content areas
- Identify instructional practices and apply them to current core materials

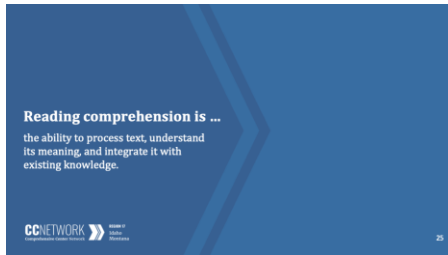


Today's goals are to:

- Understand how metacognition improves comprehension
- Learn the structure of a reading comprehension lesson
- Describe two to three evidence-based practices for improving comprehension in specific content areas

Slide	Suggested script
23	Identify instructional practices and apply them to current core materials
<div data-bbox="203 412 644 662" data-label="Image"> </div> <p data-bbox="203 683 237 709">24</p>	<p data-bbox="779 418 1787 496">What strategies, resources, and activities do you use in your classroom for <b>teaching comprehension</b>? Why?</p> <p data-bbox="779 524 1871 691"><i>(Have participants answer the question above by completing the following activity. As participants share, post a piece of chart paper titled “<b>Strategies for Teaching Comprehension</b>” at the front of the room. This chart paper will be used in the last step of the activity.)</i></p> <ol data-bbox="779 719 1892 1256" style="list-style-type: none"> <li>1. Take out a sticky note. Think about strategies you use in your classroom for teaching comprehension. You will have 60 seconds to write down as many as you can. <i>(Set timer.)</i></li> <li>2. Now turn to your structured partner. Share what you’ve written.</li> <li>3. Taking into account everything you’ve both written, collaboratively choose your <i>two</i> most successful strategies.</li> <li>4. Join another set of partners from another table to form a group of four.</li> <li>5. Each set of partners should share their two ideas.</li> <li>6. As a group, choose one of the four strategies to share with the whole group.</li> <li>7. Select one person from your group to write this strategy on the chart paper up front.</li> </ol> <p data-bbox="779 1284 1892 1362"><i>(Once all groups have written their strategy on the chart paper, share ideas from the list and discuss.)</i></p>

## Slide



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## Suggested script

Reading is a complex process that involves interactions among the reader, the text, and the context. Meaning does not reside solely on a page of text; in other words, the intent is not for the reader to extract meaning from that page alone. Rather, meaning is actively constructed from what the reader brings to the text and how that knowledge reconciles with the author's purpose. Perfetti (1985) calls this interaction "thinking guided by print."

### Comprehension strategies are the ...

... routines and procedures that good readers use to help them make sense of texts.



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**What are comprehension strategies?** – Routines and procedures that readers use to help them make sense of texts.

Content literacy is based on the idea that reading and writing are highly generalizable skills. Thus, literacy can be taught with the texts and content of any field, and the same approaches can be applied across the disciplines. These types of strategies include, but are not limited to, summarizing, asking and answering questions, paraphrasing, and making connections. Students can use this "toolbox" of strategies whenever text is encountered, and because they can be generalized to improve comprehension in all types of text, they often fall under content literacy.


Instruction of comprehension strategies can also include specific activities that have been demonstrated to improve students' comprehension of texts, such as asking students questions and using graphic organizers.

**Disciplinary Literacy**





Slide	Suggested script
	<p data-bbox="779 331 1877 500">Disciplinary literacy is a more specialized layer of reading. It focuses not on what is the same across the disciplines but what is unique or specialized. Specialized vocabulary, terminology, text structures, and culture occur within various disciplines (Shanahan, 2019).</p> <p data-bbox="779 526 1566 558"><i>Handout 9 includes more strategies for disciplinary literacy.</i></p> <p data-bbox="779 586 1098 618"><b>Talking Chips Activity</b></p> <p data-bbox="779 646 1892 906">Disciplinary literacy teaches students to move beyond the use of general reading strategies such as making connections, summarizing, and visualizing and toward the use of specialized reading practices for making sense of the unique texts found within each discipline. Each discipline represents knowledge and the ways of producing and communicating that knowledge differently, resulting in a different approach to reading.</p> <ul data-bbox="877 932 1877 1419" style="list-style-type: none"><li data-bbox="877 932 1877 1094">• <i>(Get a piece of chart paper or type in a Microsoft Word document that you can project. Direct participants to also get out a piece of paper to take notes with you. Write the following information in shortened, note-taking form:)</i></li><li data-bbox="877 1104 1877 1419">• <b>English language arts (ELA):</b> When reading a literary text, a reader can make a range of interpretations based on background knowledge and experiences. Some comprehension strategies may be more applicable to literary text structures than others. For example, understanding the structure of literary text is important. Literary text typically follows a single pattern, often called story structure or story grammar, and includes the elements of setting, characters, plot, and theme.</li></ul>

Slide	Suggested script
	<ul style="list-style-type: none"> <li>• <b>History:</b> When reading a history text or document, interpretations are made based on a consideration of the source and context for the information as well as a corroboration with other sources. Understanding the structure of informational text (cause and effect, time order/sequence, compare and contrast, etc.) is important, as well as the cultural elements of historical literacy. For example, single texts in history are problematic because there is no corroboration.</li> <li>• <b>Math:</b> When reading a math text, the goal is to arrive at “truth.” Close reading is crucial, and, thus, rereading is an important strategy. Precision of understanding is also important, and there is a heavy emphasis on error detection (Shanahan, 2019).</li> <li>• <b>Science and technical subjects:</b> In these disciplines, text structures often present information with one “truth” or interpretation based on accepted methods for using evidence. The text provides knowledge that facilitates predictions of how the world works. Connections must be made to graphs, charts, and formulas (Shanahan, 2019).</li> <li>• Think of an additional example of disciplinary literacy in your classroom in the content or discipline that you teach. <i>(Give participants time to synthesize this information.)</i></li> <li>• <i>(Pose the following question and use talking chips for participant discussion.)</i> Why is literacy in varying disciplines important, and how is it different in each discipline?</li> <li>• <i>(Wrap up by noting that disciplinary literacy focuses on teaching students ways of thinking about texts by developing reader identities</i></li> </ul>


Slide	Suggested script
	<p><i>for each discipline—to become, for example, expert readers by reading like a historian, a scientist, or a mathematician. <b>Make clear to teachers that they don't have to be a reading teacher per se, but they do need to teach students how to read, write, speak, and listen about the content or discipline they teach.</b></i></p> <p>We will now look at comprehension strategies that are generalizable across all content.</p>
<p>Role of metacognition</p> <p>What is metacognition?</p>  <p>27</p>	<p><b>What is metacognition?</b></p> <p>An important part of comprehension strategy instruction is the active participation of students in the comprehension process. This is where metacognition is especially important to understand.</p> <p>Metacognition is “cognition about cognition,” “thinking about thinking,” or “knowing about knowing.” It comes from the root word “meta,” meaning beyond. It can take many forms and includes knowledge about when and how to use particular strategies for learning or for problem solving. Metacognition refers to the process of considering and regulating one’s own learning. In reading, it means readers can think critically about their own understanding as they go—readers are aware of their own cognitive experience.</p> <p>The key is knowing about knowing and then doing something about that knowledge. Metacognition occurs, for example, when you are reading a text and asking yourself, “Am I understanding this or should I go back and reread prior paragraphs so this will make more sense?”</p>

Slide	Suggested script
	<p>The first part of the metacognition process is knowing about cognition. The second part is regulating cognition to maximize learning. “Am I aware that I am understanding what I am reading or not, and then what, if anything, am I going to do about it?” Metacognition is the key to comprehension instruction. Students have to be able to monitor whether they are gaining meaning or not and <i>then</i> understand how to apply strategies to gain meaning.</p> <p>Taking an active reading approach, always thinking and adjusting while reading, is the role of metacognition. (Gemmlearning.com, n.d.).</p> <p>Here’s an example:</p> <p>Last week, I watched my 9-year-old daughter AJ studying for her spelling test. Her dad asked her the words and she spelled them — incorrectly, over and over, wrong, wrong, wrong again. I finally interrupted and asked if we could stop. I asked what strategy she was using to spell the words. “I don’t know,” she replied. “Well, it seems like you’re randomly guessing the letter; do you think guessing is your strategy?” I asked. “I don’t know,” she responded. I wanted AJ to know what strategy she was using <i>and</i> to know if the strategy was working or needed to be reconsidered. I continued: “Did you know that good spellers see the word in their mind like it’s written on a chalkboard? That’s called visualizing. Before you answer Daddy’s question the next time, I want you to pause and not answer right away. Try to picture the word in your mind and then spell what you see. Let me show you how I do it. I’m trying to think of spelling the word ‘heart.’ [I close my eyes.] Okay, I see it. h – e – a – r – t. Heart.” (Taylor, n.d.).</p>

Slide	Suggested script
	<p>Metacognition is generally made up of two components: knowledge about cognition and regulation of cognition. Good readers have both.</p>
<p>Why is metacognition essential to learning how to comprehend text?</p>  <p>28</p>	<p><b>Why metacognition?</b></p> <p>As educators, we are charged with engaging young brains in the process of learning. Reading with metacognition brings deep learning at its highest levels. Like creativity, metacognition is <i>not</i> an add-on activity but embedded during the learning experience.</p> <p>For example, a student while reading says, “I don’t get it!” The teacher replies, “Try again,” or “You weren’t focusing!” Wouldn’t it be more helpful to say, “What strategy can you use? Do you need to clarify? What are you thinking?” The student may then reply, “I don’t get it. I’m confused about ... I’ll slow down and reread the paragraph. That’s what skilled readers do when things don’t make sense.”</p> <p>Strategies can be used to make sense of the text.</p> <p>Students will not do well in higher education unless they can read with metacognition. It’s the final step in reading proficiency and the ultimate reading skill. It’s what separates excellent readers from poor readers. It is the difference between average grades and excellent grades. More importantly, it’s the ultimate <i>learning</i> skill and the difference between applying knowledge and understanding knowledge.</p> <p><b>Structured Partner Activity</b></p>


Slide	Suggested script
	<p>This is a big concept with a lot of information. Let’s take a moment to synthesize the information learned on this slide. Take out your conversation placemat. This time, we will use the box labeled “Synthesize Conversation Points” located on the bottom center of the placemat.</p> <ol style="list-style-type: none"> <li>1. Partner 1 will prompt with a question listed in the prompting section. For example, if I were partner 1, I could say, “What key ideas can we take away?”</li> <li>2. Partner 2 would respond using one of the sentence starters from the responding section of the placemat.</li> <li>3. Then, partners switch roles—partner 2 asks the question using a prompt, and partner 1 responds using a sentence starter.</li> </ol> <p><i>(Wait until partners have discussed, and then have a few people share out to the whole group. Use cold calling.)</i></p>
<p>How do we provide explicit comprehension instruction?</p> <ul style="list-style-type: none"> <li>➤ Select the text carefully</li> <li>➤ Show students how to apply the strategies</li> <li>➤ Ensure the text is appropriate for the reading level</li> <li>➤ Use direct and explicit instruction</li> <li>➤ Provide the appropriate amount of guided practice</li> </ul>  <p>29</p>	<p>The IES guide lists these evidence-based practices for <b>direct and explicit comprehension instruction</b>. You’ve already mentioned some of these.</p> <p><i>(Point to the list they created.)</i></p> <ol style="list-style-type: none"> <li>1. <b>Select the text carefully.</b> Although strategies can be applied to many different texts, they cannot be applied indiscriminately to all texts. For example, using main-idea summarizing is difficult to do with narrative texts because narrative texts do not have clear main ideas. Main-idea summarizing should be used with informational texts, such as a content-area textbook or a nonfiction trade book.</li> </ol>

Slide	Suggested script
	<ol style="list-style-type: none"><li data-bbox="779 332 1850 488">2. <b>Show students how to apply the strategies</b> they are learning to different texts, not just to one text. This encourages students to learn to use the strategies flexibly. It also allows students to learn when and where to apply the strategies and when and where the strategies are inappropriate.</li><li data-bbox="779 511 1881 667">3. Ensure that the text is appropriate for <b>the reading level</b> of students. A text that is too difficult to read makes using the strategy difficult because students are too focused on decoding the text itself. Likewise, a text that is too easy eliminates the need for strategies in the first place.</li><li data-bbox="779 690 1892 976">4. <b>Use direct and explicit instruction</b> for teaching students how to use comprehension strategies. As the lesson begins, it is important for teachers to tell students specifically what strategies they are going to learn, tell them why it is important for them to learn the strategies, model how to use the strategies by thinking aloud with a text, provide guided practice with feedback so that students have opportunities to practice using the strategies, and provide independent practice using the strategies.</li><li data-bbox="779 998 1871 1154">5. Provide the appropriate amount of <b>guided practice</b> depending on the difficulty level of the strategies that the students are learning. A sufficient amount of support, or scaffolding, is essential as students learn the strategies to ensure success. (Kamil et al., 2008)</li></ol> <p data-bbox="779 1177 1835 1209"><i>(Pass out <b>Handout 1: “The Structure of a Reading Comprehension Lesson.”</b>)</i></p> <p data-bbox="779 1235 1178 1268"><b>Structured Partner Activity</b></p> <p data-bbox="779 1294 1881 1373">With your partner preview this handout by looking for the teaching strategies listed on the slide. Do you recognize any of them in the handout? If so, mark them</p>


Slide	Suggested script
	<p>with a pen and discuss how they look in your classroom. <i>(Provide wait time and monitor the room.)</i></p>
<p><b>Structure of a comprehension lesson: Before reading</b></p> <p><b>Before reading a text</b></p> <ul style="list-style-type: none"> <li>&gt; Set a purpose</li> <li>&gt; Preview the content and structure</li> <li>&gt; Activate prior knowledge</li> <li>&gt; Make predictions</li> </ul>  <p>30</p>	<p><b>In Table 1 of Handout 1: “The Structure of a Reading Comprehension Lesson”</b> you will notice specific strategies to prepare students for reading a text.</p> <p><b>Set a purpose.</b> Share the learning target and purpose for reading the text. What do you expect students to learn, and how will they show their learning after the lesson?</p> <p><b>Preview the content and structure.</b> What words and text features do you see that give you clues to what the text is about? What is the genre? What do we know about the genre?</p> <p><b>Activate prior knowledge.</b> <i>This is key to comprehension.</i> Prior knowledge related to a topic being studied significantly affects one’s comprehension and learning of new information. What readers know about the topic and about how to read the text before they start reading will affect what and how they learn both during and after reading.</p> <p>These understandings may relate to commonplace or everyday knowledge students have picked up from personal experience and social interactions; disciplinary content; text structure; text features; language structures; and strategies for learning new information.</p> <p>Often, new disciplinary learning is developed based on prior knowledge. Students acquire this knowledge through previous purposeful instruction, wide reading of academic and out-of-school texts, personal experiences, videos,</p>




Slide	Suggested script
	<p>movies and other media, and discussion topics with teachers and peers. It is imperative that teachers activate and elucidate students' prior knowledge, both to find a foundation to build on, as well as to dispel misconceptions. Remember that culturally and linguistically diverse students may not have the same frames of reference. Be reflective about what you consider "common knowledge" and how that impacts your teaching.</p> <p>As students engage in disciplinary literacy, they continually expand and revise their understandings. It is important for teachers to determine what prior knowledge is necessary for effective comprehension of new content and then assess what their students already know. Based on this assessment, teachers decide what knowledge students need to develop, how to help students access this knowledge using a variety of resources, and how to help students connect what they know to new learning. It is important to note that even when students possess prior knowledge, they often need reminders to activate and connect it to specific reading or learning situations.</p> <p><b>Make predictions.</b></p> <p>Making predictions is a critical reading strategy that encourages students to combine information from the text (content clues, subtitles, pictures, infographics, etc.) with prior knowledge to develop their "best guess" as to what might come next in a story.</p> <p><b>Facilitator's Note: Table Group Discussion</b></p>

Slide	Suggested script
	<ol style="list-style-type: none"> <li>1. Direct participants to take out <b>Handout 1: “The Structure of a Reading Comprehension Lesson”</b> and highlight the following words in column two: “so teachers explicitly teach and model.”</li> <li>2. Direct participants to read through the list of what teachers could explicitly teach and model before a first read.</li> <li>3. Direct participants to highlight any items on the list that they currently implement.</li> </ol> <p>Then, direct participants to choose one highlighted item and share with their table how they teach it and what resources they use.</p>
<p><b>Text structure: What is it?</b></p> <p><small>Text structure is the way in which the author has organized the information in the text. Examples: Problem and solution, compare and contrast, cause and effect, descriptions and lists, time order/sequence</small></p>  <p>31</p>	<p><b>Text structure: What is it and why is it important?</b></p> <p><b>Comprehension</b> gives readers a specific purpose for reading. Different kinds of texts are structured differently because they are to be read differently. We don't read a letter the same way we read an instruction manual. Our purpose for reading directly affects our comprehension. The text structure is a signal to our brain to read the text in a certain way.</p> <p><b>Text structure also</b> helps the reader understand what is important in the text. Authors usually organize their text so that readers can clearly see what is important or isn't important.</p> <p>There are five main text structures:</p> <ol style="list-style-type: none"> <li>1. <b>In problem and solution text structures</b>, the author introduces a problem and tells us how the problem could be fixed. The author may mention one solution to fix the problem or several different solutions. Product</li> </ol>

Slide	Suggested script
	<p>advertisements in magazines are a real-life example of the problem and solution text structure with the problem being pain and the solution being Tylenol. Can you think of another example? <i>(Provide wait time and allow for sharing out.)</i></p> <p><b>2. In cause-and-effect text structures</b>, the author describes something that has had an effect on something else or caused something else to happen. It could be a good effect or a bad effect. There may be more than one cause, and there may also be more than one effect. Many times, problem and solution structures and cause and effect structures seem like “cousins” because they can occur together. A newspaper article about a volcano eruption that has had an effect on tourism is a real-life example of the cause and effect text structure. Can you think of another example? <i>(Provide wait time and allow for sharing out.)</i></p> <p><b>3. In compare and contrast text structures</b>, the author’s purpose is to tell the reader how two things are the same and how they are different by comparing them. A bargain hunter writing on her blog about buying store-brand items and how it compares with buying name-brand items is an example of a compare and contrast text structure. Can you think of another example? <i>(Provide wait time and allow for sharing out.)</i></p> <p><b>4.</b> Although the <b>descriptions and lists text structure</b> is a very common one, I think it’s one of the trickiest because the author throws a lot of information at readers—or lists facts—about a certain subject. It’s up to readers to determine what they think is important and sometimes even interesting enough to remember. A soccer coach’s letter describing to parents exactly what kind of cleats to buy for their kids is an example of the descriptions and</p>

Slide	Suggested script
	<p>lists text structure. Can you think of another example? <i>(Provide wait time and allow for sharing out.)</i></p> <p><b>5. In the time order/sequence text structure,</b> texts are written in an order or timeline format. Recipes, address directions, and events in history are examples of the time order/sequence text structure. Can you think of another example? <i>(Provide wait time and allow for sharing out.)</i></p> <p>Knowing the text structure helps readers comprehend by looking for important topics and ideas so that they can retell and summarize the text. Once students understand what the overall text structure is, they are better able to retell the story or summarize the text because they use the structure of the text to guide retelling.</p> <p>With nonfiction, we can also use <i>text features</i> to help students gain meaning from text.</p>
<p><b>Text features: Handout 2</b></p> <p>Text features include all the components of a story or article that are not part of the main body of text. They include the <b>table of contents, index, glossary, headings, boldfaced words, sidebars, pictures and captions, and labeled diagrams.</b></p>  <p>32</p>	<p>Text features go hand in hand with comprehension and with disciplinary literacy. If the author wants a reader to understand where a country is located in the world, then providing a map helps the reader visualize and understand the importance of that country's location. If the anatomy of an animal is vitally important to understanding a text, a detailed photograph with labels gives readers the support they need to comprehend the text. Text features also help readers determine what is important to the text and to them. Without a table of contents or an index, readers can spend wasted time flipping through the book to find the information they need. Special print helps draw the attention of the reader to important or key words and phrases.</p>

Slide	Suggested script
	<p><b>Facilitator’s Note. Handout 2: “Informational Text Features”</b></p> <p><b>Structured Partner Activity</b></p> <ol style="list-style-type: none"> <li>1. Participants use the handout to find text features within their current core instructional materials, teacher manuals, and textbooks.</li> <li>2. Have participants bookmark a few examples with a sticky note and be prepared to share with their partner.</li> <li>3. Read the following question to the group: “What informational text features did you find that would help readers more easily navigate the text and provide additional information to help them comprehend the content?”</li> <li>4. Have partner 1 write the following weighty words from the question on a sticky note: text features, help, navigate text, comprehend. This exercise will help keep participants focused during their discussion.</li> <li>5. Have partner 2 go first in the discussion. Note that partner 2 should identify the text feature and then flip to his or her bookmarks to show examples in the text. Then partner 1 does the same.</li> </ol>
<p><b>Brain basics: Understanding sleep</b></p> <p>“Sleep is an important part of your daily routine — you spend about one-third of your time doing it. Quality sleep — and getting enough of it at the right times — is as essential to survival as food and water. Without sleep you can’t form or maintain the pathways in your brain that let you learn and create new memories, and it’s harder to concentrate and respond quickly.”</p> <p>“Sleep is important to a number of brain functions, including how nerve cells (neurons) communicate with each other. In fact, your brain and body stay remarkably active while you sleep. Recent findings suggest that sleep plays a housekeeping role that removes toxins in your brain that build up while you are awake.”</p>  <p><small>Source: National Institute of Neurological Disorders and Stroke, n.d.</small></p>	<p><b>Handout 7: “Brain Basics: Understanding Sleep”</b></p> <p><b>Handout 1: “The Structure of a Reading Comprehension Lesson”</b></p> <p>Questioning and prompting for student reading comprehension before, during, and after reading will help deepen student understanding of the text. We are going to use this article to practice the structure of a comprehension lesson.</p>

## Slide

### Brain basics: Understanding sleep (continued)

"Everyone needs sleep, but its biological purpose remains a mystery. Sleep affects almost every type of tissue and system in the body — from the brain, heart, and lungs to metabolism, immune function, mood, and disease resistance. Research shows that a chronic lack of sleep, or getting poor quality sleep, increases the risk of disorders including high blood pressure, cardiovascular disease, diabetes, depression, and obesity.

"Sleep is a complex and dynamic process that affects how you function in ways scientists are now beginning to understand."

[www.ninds.nih.gov/disorders/patient-caregiver-education/understanding-sleep](https://www.ninds.nih.gov/disorders/patient-caregiver-education/understanding-sleep)



Source: National Institute of Neurological Disorders and Stroke, n.d.

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## Suggested script

*(Have participants take out Handout 1: "The Structure of a Reading Comprehension Lesson.")*

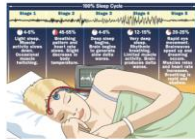
*Let's try it. (Tell participants they will be your students.)*

Students, today we are going to begin reading an article from the National Institute of Neurological Disorders and Stroke on connecting our brains and sleep.

*(Source: <https://www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Understanding-Sleep>)*

Before we begin, we know that good readers activate prior knowledge, so what do you already know about sleep and the brain? *(Use quick write.)*

### Sleep cycle



Source: National Institute of Neurological Disorders and Stroke, n.d.

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Next, let's briefly look at the chart on page 2. *(See the chart on the slide.)*

How do you think the brain relates to sleep? *(Use think, pair, share.)*

Why might learning about this topic be important? *(Use cold calling.)*

What text features shown on handout 2 helped you? How? *(Use cold calling.)*

### Practice round 1: Role-play

- 1. Structured partners:** Decide which partner will play the role of the teacher and which partner will play the role of the student. Plan the mini-lesson together, including engagement strategies.
- 2. Teacher:** Using the article, *Brain Basics – Understanding Sleep*, lead your "student" through the *Before Reading Activities* using handout 1 and/or handout 2.
- 3. Students:** Respond to your "teacher" by following directions and engaging in the activities.






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Now, it's your turn to practice using these tools with a small group.

*(Read the protocol on the slide and give partners time to plan mini-lessons together.)*

*Encourage partners to use both Handout 1: "The Structure of a Reading Comprehension Lesson" and Handout 2: "Informational Text Features."*

Slide	Suggested script
	<p>Let's get started. <i>(Put the next slide up during the activity. Walk from group to group to listen in and give feedback as needed.)</i></p>
<p><b>Practice round 1: Before reading strategies</b></p> <p>Before reading a text (using the article)</p> <ul style="list-style-type: none"> <li>➤ Set a purpose</li> <li>➤ Preview the content and structure</li> <li>➤ Activate prior knowledge</li> <li>➤ Make predictions</li> </ul>  <p>37</p>	<p><i>(Put this slide up during the activity to help guide the teacher's role.)</i></p>
<p><b>Reflection 1</b></p> <ol style="list-style-type: none"> <li>1. How did the teacher's instruction help the students prepare to read the article?</li> <li>2. What strategies did the teacher use to engage the student in learning?</li> <li>3. How would you rate your own engagement during this activity on a scale of 1 (low) to 10 (high)? Why?</li> <li>4. How might you use handouts 1 and 2 in your own classroom?</li> </ol>  <p>38</p>	<p>Thank you for engaging in this role-play and learning together. Let's reflect.</p> <p><b>Structured Partner Activity</b></p> <p>Please use the questions on the slide to discuss your learning with your partner. The "student" will be partner 1. The student should read and answer questions 1 and 2. The "teacher" will be partner 2. The teacher should read and answer questions 3 and 4.</p> <p><i>(Walk around to listen and give any needed feedback.)</i></p>
<p><b>Structure of a comprehension lesson: During first reading of text</b></p> <p>Focus on initial understanding by teaching and using:</p> <ul style="list-style-type: none"> <li>➤ Comprehension strategies</li> <li>➤ Close reading</li> <li>➤ Word-learning vocabulary strategies</li> <li>➤ Discussion strategies</li> </ul> 	<p>The next part of the structure of a comprehension lesson describes the essential components of reading the text for the first time. When students are first reading the text, initial understanding is the goal. Be sure to clearly post and model the strategies listed in your handout, such as making connections, visualizing,</p>

## Slide

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## Suggested script

summarizing, clarifying, and making predictions. These are all things that good readers do naturally while reading.

*(Note: The reality is a lot of teachers only have students read text one time. Try to reinforce the importance of multiple reads [see slides 42–48] and that second and third reads do not have to include the entire text. It could be several pages, a page, a critical paragraph, etc.)*

### Talking Chips Activity

*(Direct participants to **Handout 1: “The Structure of a Reading Comprehension Lesson.”**) You are going to read through the strategies in the “During Reading” column and “1st Read” column of the handout. Then, you will highlight which strategies you use to help students gain meaning of text during a first read.*

*(Then, use talking chips with table groups to share strategies they highlighted and what that looks like—when, how, and with what resources—in their classrooms during a first read.)*

### Direct and explicit comprehension instruction using metacognition

- » Model your own thinking
- » Scaffold thinking
- » Facilitate and provide opportunities to notice thinking



40

### Direct and explicit comprehension instruction using metacognition

Now I will model my own thinking. “Hmmm. As I’m reading this text, something doesn’t make sense. I know that good readers make connections, so I’m going to pause to think about how this relates to my life, my experiences, and what I already know.”



Slide	Suggested script
	<p data-bbox="779 332 1871 456">Now, I will scaffold my thinking. “First I’m going to think about what I already know about this topic, then I’m going to scan the text to make some predictions.” <i>(Model.)</i></p> <p data-bbox="779 483 1161 516"><b>Think, Pair, Share Activity</b></p> <p data-bbox="779 544 1787 621">Take a look at this poster. How is this graphic helpful when learning about metacognition? How would you explain this to students?</p> <p data-bbox="779 649 1073 682">Think for 30 seconds.</p> <p data-bbox="779 709 1178 742"><b>Structured Partner Activity</b></p> <p data-bbox="779 769 1787 893"><i>(Direct partners to take out their <b>conversation placemat</b>. They will need to answer the two previous questions using elaboration and clarifying routines from the placemat.)</i></p> <ol data-bbox="779 920 1871 1131" style="list-style-type: none"><li data-bbox="827 920 1871 1034">1. Partner 1 shares first using a sentence frame in the responding section of the “Elaborate and Clarify” box in the upper left-hand corner of the conversation placemat.</li><li data-bbox="779 1062 1871 1131">2. Partner 2 asks at least one follow-up question from the prompting section of the “Elaborate and Clarify” box.</li></ol> <p data-bbox="779 1159 1031 1192"><b>Facilitator’s Note</b></p> <p data-bbox="779 1219 1850 1343">We will touch on annotating text in the later slides on close reading, but if you have time, this two-minute video would be helpful in showing participants how annotating text helps students with metacognition:</p> <p data-bbox="779 1354 1843 1386"><a href="https://www.teachingchannel.org/video/student-annotated-reading-strategy">https://www.teachingchannel.org/video/student-annotated-reading-strategy</a></p>

## Slide

### Teaching tools for metacognition

- Handouts 3 and 4
- Student bookmarks
- Prompting discussion



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## Suggested script

### Handout 3: “Reading Strategies”

### Handout 4: “Prompting Discussion and Metacognition”

I am going to model using **Handout 3: “Reading Strategies”** and **Handout 4: “Prompting Discussion and Metacognition”** with the article **Handout 7: “Brain Basics: Understanding Sleep.”**

Let’s read the section “Anatomy of Sleep.” Please read with your partner one paragraph at a time. *(Provide wait time.)*

Now, let’s reflect on the reading using this prompt: “What did you find most interesting, confusing, or difficult?” Partner 2 goes first and then partner 1. *(Provide wait time.)*

Now, I want you to read the section “Sleep Stages.” As you read, use the Analyze/Evaluate prompt on Handout 3: “Reading Strategies” and the following prompt: “I notice an important detail in the text: \_\_\_\_\_. This makes me think that the author’s purpose is \_\_\_\_\_.”

Discuss the prompt with your partner. Partner 1 goes first, and then partner 2 adds any information you feel necessary. *(Provide wait time.)*

### Structured Group Activity

Now you are going to look in your core instructional materials and identify where you could use **Handout 3: “Reading Strategies”** and **Handout 4: “Prompting Discussion and Metacognition.”** Place sticky notes with examples that you will

Slide	Suggested script
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be sharing with your structured group. I will give you about 10 minutes to identify two or three examples.

*(Monitor and shorten or lengthen the activity as needed.)*

Now you are going to meet with your structured group, and everyone needs to share at least two examples from what they have prepared. Please flip to your examples in your core instructional materials and explain how you would use **Handout 3: “Reading Strategies”** and **Handout 4: “Prompting Discussion and Metacognition.”**

**During reading strategies**

How could Handouts 3 and 4 help all students and not just good readers during the reading of text?



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Let’s go back to **Handout 1: “The Structure of a Reading Comprehension Lesson.”** Go to the “During Reading” section.


**Quick Write Activity**

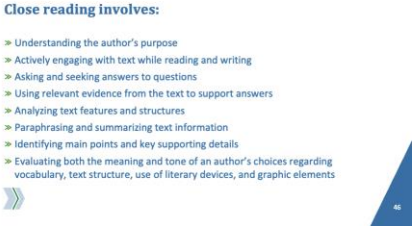
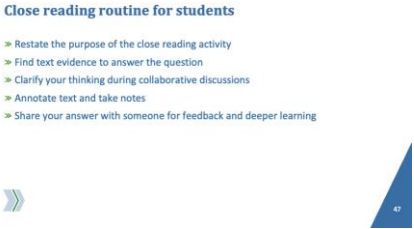
Please read the question on the slide. Quickly write some notes to share with your partner.

*(Question on the slide: How could **Handout 3: “Reading Strategies”** and **Handout 4: “Prompting Discussion and Metacognition”** help all students and not just good readers during the reading of text?)*

Partner 1 goes first and then partner 2.

Slide	Suggested script
<p><b>Structure of a lesson: During second reading comprehension text</b></p> <p>Focus on deeper synthesis, application, and analysis by teaching and using:</p> <ul style="list-style-type: none"> <li>&gt; Inferences (to apply)</li> <li>&gt; Close reading (to apply)</li> <li>&gt; Discussion (to respond to text in writing)</li> </ul>  <p>43</p>	<p><b>The second reading</b> of the text should focus on deeper synthesis, application, and analysis by using (<i>point to the slide</i>) ... read them with me:</p> <ul style="list-style-type: none"> <li>• Inferences (to apply)</li> <li>• Close reading (to apply)</li> <li>• Discussion (to respond to text in writing)</li> </ul> <p>A second read doesn't mean a <i>full</i> and complete second reading of the text. It can mean going back into portions of the text to do a deeper analysis and even reference text features.</p>
<p><b>What is close reading?</b></p> <p>Close reading, or "reading with a pencil," involves carefully reading and rereading text while actively thinking about, analyzing, and making decisions about what is being read. It also involves interacting with the text while reading by taking notes, asking questions, and locating text evidence to support answers.</p>  <p>44</p>	<p>Let's first look at <b>close reading</b>. (<i>Read the definition on the slide.</i>)</p> <p>The Common Core State Standards emphasize more than a list of skills or abilities that students must master at each grade level. They also promote the idea of close reading. According to close reading proponents, meaning resides in a text, and to gain access to this meaning, readers must read the text closely and repeatedly, weighing the author's words and ideas and relying heavily on evidence drawn from the text—rather than from the reader's background knowledge or from external sources, such as the teacher.</p> <p>Close reading is not a teaching technique per se, though its proponents believe that students should be engaged in this practice by their teachers regularly in order to establish it as a habit of mind. Close reading refers specifically to an active process that involves the careful and thorough analysis and evaluation of the key ideas and details of a text, along with a consideration of the text's craft</p>

Slide	Suggested script
	<p>and structure (Piercy, 2011) and, perhaps, its connection with other texts (Adler &amp; Van Doren, 1940).</p>
<p><b>Close reading</b></p> <ul style="list-style-type: none"> <li>➤ An active process that involves the careful and thorough analysis and evaluation of the key ideas and details of a text, along with a consideration of the text's craft and structure (Piercy, 2011)</li> <li>➤ Requires a deep, thorough, and critical analysis of the ideas in a text and the ways that the text conveys those ideas</li> <li>➤ Analytical reading, deep reading, and critical reading are all at least partial synonyms for the ideas inherent in close reading</li> </ul>  <p>45</p>	<p>Take a minute to read some of the <b>research on close reading</b>.</p> <p><b>Weighty Words Activity</b></p> <ol style="list-style-type: none"> <li>1. <i>Direct participants to take out a sticky note. Then, direct participants to silently read through the information on the slide.</i></li> <li>2. <i>At the end of reading, they should identify five words from each bullet point that carry the “weight” of meaning.</i></li> <li>3. <i>Then, they should turn to their structured partner and share their words. Ask: Which words were the same ones their partner identified? Which were different?</i></li> </ol> <p>Close reading requires a deep, thorough, and critical analysis of the ideas in a text and the ways that the text conveys those ideas. As such, readers—to engage in close reading successfully—must be able to paraphrase and summarize text information, to identify main points and key supporting details, and to evaluate both the meaning and tone of an author’s choices with regard to vocabulary, text structure, use of literary devices, and graphic elements while considering a text’s clarity, precision, accuracy, relevance, significance, and logic (Elder &amp; Paul, 2004). Analytical reading, deep reading, and critical reading are all at least partial synonyms for the ideas inherent in close reading.</p>

Slide	Suggested script
<p data-bbox="235 367 394 386"><b>Close reading involves:</b></p> <ul data-bbox="235 402 569 548" style="list-style-type: none"> <li>» Understanding the author's purpose</li> <li>» Actively engaging with text while reading and writing</li> <li>» Asking and seeking answers to questions</li> <li>» Using relevant evidence from the text to support answers</li> <li>» Analyzing text features and structures</li> <li>» Paraphrasing and summarizing text information</li> <li>» Identifying main points and key supporting details</li> <li>» Evaluating both the meaning and tone of an author's choices regarding vocabulary, text structure, use of literary devices, and graphic elements</li> </ul> <p data-bbox="235 553 260 573">»»</p> <p data-bbox="201 610 235 636">46</p> 	<p data-bbox="779 347 1745 383">Take a look at all the <b>skills close reading involves</b>. <i>(Point to the slide.)</i></p> <p data-bbox="779 407 1077 443"><b>Quick Write Activity</b></p> <p data-bbox="779 472 1850 594">Choose two or three skills from the slide that you think are critical for students beyond middle school and high school. Write them on a sticky note. <i>(Give two minutes.)</i></p> <p data-bbox="779 621 1843 699">Now look in your core instructional materials and find examples of those skills or where you could teach those skills. <i>(Give three minutes.)</i></p> <p data-bbox="779 727 1791 805">Now, share with your partner the skills you chose and examples you found or would add.</p> <p data-bbox="779 833 1497 868"><i>(Walk around to listen and give any needed feedback.)</i></p>
<p data-bbox="235 927 470 946"><b>Close reading routine for students</b></p> <ul data-bbox="235 963 552 1052" style="list-style-type: none"> <li>» Restate the purpose of the close reading activity</li> <li>» Find text evidence to answer the question</li> <li>» Clarify your thinking during collaborative discussions</li> <li>» Annotate text and take notes</li> <li>» Share your answer with someone for feedback and deeper learning</li> </ul> <p data-bbox="235 1114 260 1133">»»</p> <p data-bbox="201 1170 235 1196">47</p> 	<p data-bbox="779 911 1864 989">Here is an example of <b>a routine</b> you could use when doing close reading in your classroom. <i>(Pause to allow participants time to read the slide.)</i></p> <p data-bbox="779 1016 1818 1094">Why would it be important to establish a routine for close reading activities? <i>(Provide think time and then use cold calling.)</i></p> <p data-bbox="779 1122 1864 1200">Please write on a sticky note or piece of paper key words for each of the steps in the routine. We will be referring to these key words as we watch a video.</p>

## Slide

Activity: Watch this video while recognizing the learning benefits of close reading strategies

[Close Reading of Informational Science Text](#)



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## Suggested script

Let's watch this **video demonstration** of an eighth-grade teacher and his students learning about genetics from a text.



Take out a sticky note and write the following questions:

1. How does Mr. Clyde incorporate reading, writing, and discussing throughout the lesson?
2. What are each of the instructional steps of Mr. Clyde's lesson? For example, the first step is for students to read the text. Then they reread and annotate. What other steps does he incorporate?

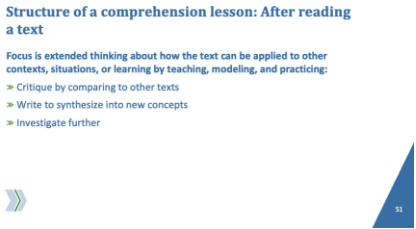
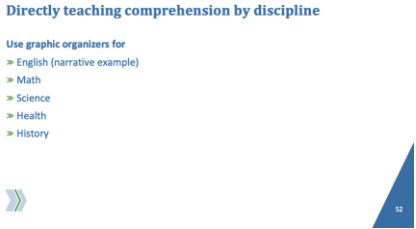
While you watch, take notes in connection to these questions, as well as how close reading is benefiting students' comprehension of the text by checking off any Close Reading Routine bulleted points that you wrote on your sticky note. Also add any strategies Mr. Clyde used to get students to successfully read the text closely. The notes will help you be more successful with our next planning activity.



*(Play this eight-minute video:*

<https://www.bing.com/videos/search?q=close+reading+activity+science&view=detail&mid=FDAB60BF6F0058A3C91DFDAB60BF6F0058A3C91D&FORM=VIRE.>)

Slide	Suggested script
<p><b>Video reflection</b></p> <ol style="list-style-type: none"> <li>1. How did Mr. Clyde's use of close reading engage students in analyzing the text?</li> <li>2. What were some things students were doing during the close reading activity?</li> <li>3. How did close reading benefit student learning during this lesson? When might you use close reading in your classroom? How could it connect to your core content?</li> <li>4. Why should discussion be a key component in close reading? How did the teacher in the video use discussion to deepen student learning?</li> <li>5. What else did you think about during the video regarding student learning?</li> <li>6. How might you use close reading and/or discussion strategies in your own classroom?</li> </ol>  <p>49</p>	<p><b>Talking Chips Activity</b></p> <p>Here are some questions I would like you to discuss at your table group. I will give you 10 minutes. Begin.</p> <p><i>(Walk from group to group, listen in, and give feedback when needed.)</i></p>
<p><b>Core instructional materials</b></p> <ol style="list-style-type: none"> <li>1. Choose a text from your own teaching materials to use during this activity.</li> <li>2. Discuss with a partner how you might use today's information and tools for teaching students to comprehend.</li> <li>3. Create a close reading activity.</li> <li>4. Note any next steps or materials you will need to try this lesson with your students.</li> </ol>  <p>50</p>	<p><b>Core Instructional Materials</b></p> <p>Now let's connect close reading to a text you use in your classroom. <i>(Go over the directions on the slide.)</i></p> <ol style="list-style-type: none"> <li>1. Choose a text from your own teaching materials to use during this activity.</li> <li>2. Discuss with a partner how you might use today's information and tools for teaching students to comprehend.</li> <li>3. Create a close reading activity.</li> <li>4. Note any next steps or materials you will need to try this lesson with your students.</li> </ol> <p><i>(Leave this slide up during the activity to help guide the discussion.)</i></p>



Slide	Suggested script
<p><b>Structure of a comprehension lesson: After reading a text</b></p> <p>Focus is extended thinking about how the text can be applied to other contexts, situations, or learning by teaching, modeling, and practicing:</p> <ul style="list-style-type: none"> <li>➤ Critique by comparing to other texts</li> <li>➤ Write to synthesize into new concepts</li> <li>➤ Investigate further</li> </ul> <p>»</p> <p>51</p> 	<p>Lastly, a structured comprehension lesson includes <b>extended thinking</b> after the second reading. Let's look back at <b>Handout 1: "The Structure of a Reading Comprehension Lesson."</b></p> <p><b>Structured Partner Activity</b></p> <p><i>(Write the following questions on a piece of chart paper or have participants write down key/weighty words for each question to use when they discuss with their partners.)</i></p> <p>What do good readers do after they read? What can teachers do to support all readers after reading a text? Which of these strategies do you do? What does that look like?</p>
<p><b>Directly teaching comprehension by discipline</b></p> <p>Use graphic organizers for</p> <ul style="list-style-type: none"> <li>➤ English (narrative example)</li> <li>➤ Math</li> <li>➤ Science</li> <li>➤ Health</li> <li>➤ History</li> </ul> <p>»</p> <p>52</p> 	<p><b>Handout 5: Graphic Organizers and Text Structures</b></p> <p><b>Handout 6: Instructional Strategies and Graphic Organizers</b></p> <p>I want to give you two additional resources to use when planning comprehension lessons.</p> <p>Take a minute to look over handouts 5 and 6, thinking about how they might be useful in your discipline. <i>(Provide wait time.)</i></p>

Slide	Suggested script
<p><b>Core curriculum connection: Graphic organizers and text features</b></p> <ol style="list-style-type: none"> <li>1. Choose a graphic organizer that best fits your learning target/ objective and text.</li> <li>2. Discuss with a partner how you might use it to support student learning.</li> </ol>  <p>53</p>	<p>Now, I'm going to give you time to start planning for a lesson in your discipline.</p> <ol style="list-style-type: none"> <li>1. Choose a graphic organizer that best fits your text and learning target.</li> <li>2. Discuss with a partner how you might use it in your lesson.</li> </ol> <p><i>(Wait and circulate to answer any questions.)</i></p>
<p><b>Reflections: Think, write, share</b></p> <ul style="list-style-type: none"> <li>➤ What information was new? What was a good reminder?</li> <li>➤ What implications does this information have for your classroom?</li> <li>➤ What is one thing you would like to try with your students?</li> <li>➤ How might you use this information when planning a lesson?</li> </ul>  <p>54</p>	<p>Our final activity is a think, write, and share reflection. Take some time to think about your responses to the questions, and jot down your answers.</p> <p><i>(If short on time, have participants simply share their reflections with their structured partner. If time allows, complete the following inside-outside circle activity.)</i></p> <ol style="list-style-type: none"> <li>1. Remember your number in your structured partnering: 1 or 2.</li> <li>2. 1's should stand up and make a large circle. Once you've made your circle, you should turn your body to face outward.</li> <li>3. Then, 2's should stand up and make an outside circle around the 1's. Once you've made your circle, you should turn your body to face the 1's.</li> <li>4. Discuss question 1 from the slide with the person in front of you. The inside circle will share first, then outside.</li> <li>5. When finished, the outside circle should move clockwise two spaces.</li> <li>6. Discuss question 2 from the slide with the new person in front of you. This time, the outside circle will share first.</li> </ol>





## Slide

## Suggested script

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# Handouts

1. “The Structure of a Reading Comprehension Lesson”
2. “Informational Text Features”
3. “Reading Strategies”
4. “Prompting Discussion and Metacognition”
5. Graphic Organizers and Text Structures
6. Instructional Strategies and Graphic Organizers
7. “Brain Basics: Understanding Sleep”
8. Conversation Place mat (if needed)
9. ILA Content Area Disciplinary Literacy Strategies Frameworks (additional resource as needed)

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