



Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials

Topic: *Improving K-3 Reading Comprehension*

TOPIC SUMMARY		
Title/Media Type	Who	Description
<i>Improving K-3 Reading Comprehension</i> Multimedia Overview 7:43 min		This overview shows the three research-based, instructional practices for improving primary-grade reading comprehension.

TOPIC SUMMARY: Overview Media & Materials		
Title/Media Type	Who	Description
<i>Improving Reading Comprehension in Grades K-3</i> Visual Diagram		This diagram orients educators to the practices and recommendations central to the K-3 Reading Comprehension topic—teach comprehension strategies, focus on text structure, and engage students with text.
<i>Reading for Meaning: Key Findings From the IES Practice Guide</i> Expert Interview 5:34 min	Timothy Shanahan, Ph.D. University of Illinois, Chicago	Dr. Shanahan provides a summary of the Practice Guide’s recommendations: teach comprehension strategies using carefully selected text, help students identify and use a text’s organizational structure, and establish a motivating environment to engage students with reading and text discussion.

TOPIC SUMMARY: State and District Tools

Tool	Description
<i>Comprehensive Planning Template for States</i>	Template for regional comprehensive center staff and others who work directly with state education agencies to facilitate conversations about setting a policy climate for improving reading comprehension practices at the district and state level.
<i>Comprehensive Planning Template for Districts</i>	Template for assisting state-level staff who work directly with local education agencies in translation Practice Guide recommendations on reading comprehension into practical policies and activities that district leaders can implement to facilitate improvements.
<i>Comprehensive Planning Template for Schools</i>	Template for school- and district-level personnel to work through a comprehensive set of options that can be implemented at the school level for improving reading comprehension instruction, including teaching strategies, professional development, and schoolwide policies.



Topic: *Improving K-3 Reading Comprehension*

Practice: *Teach students reading comprehension strategies using carefully selected text. (Teach Comprehension Strategies)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Teaching Reading Comprehension Strategies and Selecting Appropriate Text</i> Multimedia Overview 5:28 min	<ul style="list-style-type: none"> • This overview introduces central ideas in comprehension strategy instruction and offers examples of instructional approaches. • The idea of “gradual release of responsibility” from teacher to student is introduced. • Dimensions of text selection, such as genre, quality, and relevance to instruction, are also discussed.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>What Good Readers Do</i> Expert Interview 6:00 min	Nell K. Duke, Ph.D. Michigan State University	<ul style="list-style-type: none"> • Dr. Duke describes several specific comprehension strategies and gives examples of what successful and unsuccessful comprehension strategy instruction looks like in the classroom.
<i>A Gradual Release of Responsibility</i> Expert Interview 3:59 min	Nell K. Duke, Ph.D. Michigan State University	<ul style="list-style-type: none"> • Dr. Duke describes the “gradual release of responsibility” instructional approach to reading instruction. • Duke describes each stage of the gradual release of responsibility—explicit explanation, modeling, collaborative use, guided practice and independent use—and its importance to student learning.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Choosing the Right Text</i> Expert Interview 5:14 min	Nell K. Duke, Ph.D. Michigan State University	<ul style="list-style-type: none"> Dr. Duke discusses the dimensions of selecting appropriate text for reading instruction, including difficulty level, interest, and instructional purpose.

SEE HOW IT WORKS

Title/Media Type	Who	Description	Sample Material
<i>Targeting Reading Strategies: Summarizing</i> Presentation 3:43 min	Melanie Stanley Adlai E. Stevenson II Elementary Bloomington, IL	<ul style="list-style-type: none"> A 2nd-grade teacher describes using gradual release of responsibility. She highlights challenges in teaching summarizing and ways to support students in using the strategies independently. 	<i>"I Can..." Reading Strategy Books</i> —A booklet to help students remember to use comprehension strategies while reading.
<i>Question Sea: On- and Under-the-Surface Questions</i> Presentation 4:05 min	Lauren Cottrell Adlai E. Stevenson II Elementary Bloomington, IL	<ul style="list-style-type: none"> A 3rd-grade teacher describes a school approach to teaching comprehension strategies. She demonstrates a lesson on question-asking that begins with asking under-the-surface questions and moves to guided practice. 	<i>Question Sea Worksheets</i> —Student worksheets for identifying and asking surface and under-the-surface questions while reading.
<i>Single-Strategy Instruction: Asking "Wh-" Questions</i> Presentation 6:36 min	Katherine Rountree Graham Road Elementary Falls Church, VA	<ul style="list-style-type: none"> A 2nd-grade teacher demonstrates using a single-strategy approach to teach questioning. Begin with a review of previous strategies, then model new questioning strategies using a thinkaloud approach. Instruction is extended to small-group guided reading activities, independent centers, and partner work. 	No Sample Material

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Teaching Early Readers Questioning Strategies</i> Presentation 4:28 min	Brandy Gnad Garfield Elementary Garden City, KS	<ul style="list-style-type: none"> A 1st-grade teacher demonstrates using puppets to engage students in learning questioning. Think/pair/share provides students with an audience for their questions, helps build oracy skills, and provides opportunity for additional support. 	No Sample Material
<i>Using Thinkalouds With Fiction and Nonfiction Text</i> Video Interview 4:30 min	Kim Callison Anne Arundel County Public Schools	<ul style="list-style-type: none"> A district reading coordinator demonstrates opportunities for using thinkalouds to ask questions, make connections, and predict. Use a visual to reinforce how thinkalouds contribute to reading comprehension. 	No Sample Material
<i>Reciprocal Teaching: Helping Students Take Charge</i> Video 3:05 min	Shira Lubliner Reading Rockets	<ul style="list-style-type: none"> A reading expert demonstrates an instructional approach to student-led discussions of text. Reciprocal teaching focuses on four reading comprehension strategies: clarifying, predicting, summarizing, and questioning. 	No Sample Material
	IES Practice Guide		<p><i>Illustration of Gradual Release of Responsibility Model</i>—An illustration that shows instructional practices to gradually release responsibility from teachers to students.</p> <p><i>Examples of Multiple-Strategy Formats</i>—Table of multiple-strategy formats that combine strategies with an explicit method of teaching them—Reciprocal Teaching, Transactional Strategy Instruction, Informed Strategies for Learning, and Concept Oriented Reading Instruction.</p>

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Title/Media Type	Who	Description	Sample Material
			<i>Examples of Effective Reading Comprehension Strategies</i> —Six strategies for improving reading comprehension and activities for practice.
<i>Purposeful Text Selection to Supplement Core Materials</i> Video Interview 4:47 min	Serena Brittingham Woodbridge Elementary Greenwood, DE	<ul style="list-style-type: none"> • A K-1 reading coach discusses key considerations for text selection process. • Teachers take into account instructional purpose, group size, text complexity and difficulty, and opportunities for engaging students in discussions. 	No Sample Material
<i>Supporting Teachers' Text Selection</i> Audio Interview 3:58 min	Willis Pracht Kerry Unruh Abby Dudley Garfield Elementary Garden City, KS	<ul style="list-style-type: none"> • Elementary school staff describe the supports provided by the literacy coach. • The literacy coach describes training and supporting teachers in their instruction of reading. 	No Sample Material
<i>Third-Grade Articulation Meeting: Data Review and Planning</i> Video Interview 4:54 min	Anita Hart Lake Forest North Elementary Felton, DE	<ul style="list-style-type: none"> • A literacy coach leads 3rd-grade teachers in a discussion of instructional challenges, assessment data review, instructional planning. • Teachers explain text selection process and identify comprehension strategies to be integrated into lessons. 	No Sample Material
<i>Unpacking Standards in Grade-Level Teams</i> Video Interview 6:25 min	Terry Dade Kate O'Donnell Graham Road Elementary Falls Church, VA	<ul style="list-style-type: none"> • A principal and reading specialist describe using professional learning communities to guide instruction. • A grade-level team approach helps teachers develop a deep understanding of the standards. 	No Sample Material

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Title/Media Type	Who	Description	Sample Material
<i>The Persistent Principal</i> Video Interview 5:25 min	Brenda Wynder Ed Cutler Lake Forest North Elementary Felton, DE	<ul style="list-style-type: none"> A principal and district supervisor discuss the role of building-level instructional leadership. Staff development, data meetings, and classroom walk-throughs can help bring about instructional change. 	<i>Principal's Walk-Through – Observation and Feedback Form</i> —A checklist for conducting classroom observations and providing feedback to teachers.
<i>Helping Students Connect to Text</i> Video Interview 4:53 min	Marie Parker Graham Road Elementary Falls Church, VA	<ul style="list-style-type: none"> An instructional coach explains working with teachers to develop comprehension strategies. Coaching includes modeling instructional strategies, videotaping classroom lessons, and teacher reflection. 	No Sample Material
	Lake Forest North Elementary Felton, DE		<i>Peer Observation Form</i> —A form used to guide teacher observations of comprehension lessons taught in peer classrooms. Includes reflection questions and chart for note-taking.

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Reading Comprehension Strategies</i>	This tool is designed to introduce teachers to the key concepts in reading comprehension instruction. Included is a brainstorming and planning worksheet for preparing for comprehension strategy instruction.
<i>Teacher Self-Assessment: Gradual Release of Responsibility</i>	This tool introduces teachers to the idea of a “gradual release of responsibility,” to help them assess their own practice, and to explore teaching examples they might want to adapt for their classrooms.
<i>Instructional Planner: Selecting Text for Teaching Comprehension Strategies</i>	A tool to assist teachers when they are selecting text for reading comprehension instruction. The planning chart can serve as a checklist to help teachers to remember important elements and dimensions of text.
Planning Templates	Comprehensive planning templates for working with states, districts, and schools on improving reading comprehension instruction through a variety of policies and activities.



Topic: *Improving K-3 Reading Comprehension*

Practice: *Establish a motivating environment to engage students in reading and text discussion.
(Engage Students With Text)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Establishing Motivating Contexts for Reading and Encouraging Text Discussions</i> Multimedia Overview 5:43 min	<ul style="list-style-type: none"> • This overview highlights key components of the recommendation to create motivating reading environments and to engage students in text discussion. • Features of effective environments, such as classroom set-up and the nature of tasks and activities are introduced. • Strategies for engaging students in different formats and structures for text discussion are also outlined.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Developing Student Motivation to Read</i> Expert Interview 5:36 min	John T. Guthrie, Ph.D. University of Maryland	<ul style="list-style-type: none"> • Dr. Guthrie describes research-based strategies for engaging and motivating readers and provides examples for practitioners. • 5 ways to support student motivation: (1) build student confidence, (2) give students choices, (3) develop student interests, (4) promote student collaboration, and (5) use thematic units.
<i>Text Discussion One Step at a Time</i> Expert Interview 5:57 min	P. David Pearson, Ph.D. University of California, Berkeley	<ul style="list-style-type: none"> • Dr. Pearson describes the benefits of text discussion and offers suggestions for planning, structuring, and supporting discussions. • Dimensions for an effective text discussion includes: selecting worthwhile text, planning discussion questions, and helping students lead their own discussions.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Creating an Engaging and Motivating Classroom</i> Slideshow w/ audio (8 slides)	Kim Callison Anne Arundel County Public Schools	<ul style="list-style-type: none"> • An IES panel member illustrates setting up motivating and engaging context for teaching reading comprehension. • Effective classroom characteristics include personalizing to student interests and abilities. • Student collaboration is an effective instructional strategy. 	No Sample Material
<i>Using Peer Collaboration and Self-Reflection to Engage With Text</i> Presentation 5:00 min	Erin Vatne Garfield Elementary Garden City, KS	<ul style="list-style-type: none"> • A 3rd/4th-grade teacher describes using talking chips during small-group discussions. • Center activities and small-group discussions are used to engage students in peer collaboration. • Students self-reflect and rate their discussion participation. 	<i>Teacher and Student Literature Discussion Cards</i> —A lesson plan and discussion cards with cues to help students become critical thinkers before, during, and after reading text.
<i>Engaging Nonfiction Readers</i> Video 5:33 min	Reading Rockets	<ul style="list-style-type: none"> • A 2nd/3rd-grade teacher uses the Concept-Oriented Reading Instruction (CORI) to teach reading comprehension skills. • Thematic reading units motivate students to develop questions and seek answers. 	No Sample Material
<i>Principal Walk-Throughs</i> Video Interview 2:34 min	Jason Cameron Woodbridge Elementary Greenwood, DE	<ul style="list-style-type: none"> • A principal describes supporting motivating and engaging reading comprehension instruction. • Classroom walk-throughs maintain dialog between school leadership, coaches, and teachers on effective reading comprehension instruction. 	<i>Read-Aloud Walk-Through Checklist</i> —A checklist used to observe strategies used for engaging students in text discussion. Also includes key questions discussed by students during the read-aloud.

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Title/Media Type	Who	Description	Sample Material
<i>Buddy Talk</i> Presentation 4:51 min	Julie Dawson Adlai E. Stevenson II Elementary Bloomington, IL	<ul style="list-style-type: none"> A 3rd-grade teacher describes partner sharing as a way to develop students' understanding of a book read together. Students complete open-ended questions and use whiteboards to track their participation. 	<i>Third Grade Buddy Talk Lesson</i> —A lesson plan with objectives, materials, teacher question prompts, student worksheets, and observation checklists for formative assessment while students are engaged in buddy talk.
<i>Literature Circles in Second Grade</i> Presentation 5:22 min	Trish Weaver Adlai E. Stevenson II Elementary Bloomington, IL	<ul style="list-style-type: none"> A 2nd-grade teacher provides roles and a pretend microphone to students when discussing stories in literature circles. 	<i>Second Grade Literature Circles Lesson</i> —A lesson plan outline with activities and worksheets for each student role for literature circles. Also includes classroom posters for guidance on having respectful discussions.
<i>Read-Alouds in Math and Science</i> Presentation 5:29 min	Christine Carriere Cal Von Linne Elementary Chicago, IL	<ul style="list-style-type: none"> An IES panel member and 1st/2nd-grade teacher uses read-alouds for science and math lessons and encourages interactive discussions with her students. 	<i>Science and Math Read-Aloud Lesson Plans</i> —Read-aloud lesson plans for a science lesson on trees and a math lesson on sorting.
<i>Preparing Kindergartners for Text Talk</i> Presentation 4:43 min	Kim Hastings Woodbridge Elementary Greenwood, DE	<ul style="list-style-type: none"> A kindergarten teacher explains using partner routines that support text discussion. Young students can benefit from text discussion and learn routines for partner work when they are provided with guidance. 	No Sample Material
<i>Pumpkin Pie for Halloween: Text Discussion With English Learners</i> Presentation 3:31 min	Jenny English Graham Road Elementary Falls Church, VA	<ul style="list-style-type: none"> A kindergarten teacher describes developing text discussion skills with English learners. Student-selected books are the basis for interactive read-alouds and small-group activities. Instruction is tailored to students' English proficiency levels. 	No Sample Material

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Title/Media Type	Who	Description	Sample Material
<i>Partner Sharing: Good Readers Ask Questions</i> Video Interview 5:34 min	Ginger Brown Woodbridge Elementary Greenwood, DE	<ul style="list-style-type: none"> A 2nd-grade teacher uses multiple strategies, like questioning, to engage students in text discussion. Students regularly have peer discussions and receive frequent feedback. 	<i>Read-Aloud Walk-Through Checklist</i> —A checklist used to record and provide feedback on engaging students in text discussion.

DO WHAT WORKS	
Tool	Description
<i>Motivating Students: Learning Together About Motivating Readers</i>	A planning tool for staff to learn about establishing a schoolwide reading environment. Teachers will deepen their understanding of how to motivate and engage students with text.
<i>Motivate Students: Schoolwide Reading Environment Inventory</i>	A tool to assess a school's reading environment and identify improvement areas and resources to strengthen engagement and introduce new components.
<i>Guide Text Discussion: Preparing Primary Grade Students for Text Discussion</i>	A tool to help teachers reflect on slideshow examples and use a question chart used in planning text discussion lessons.
<i>Guide Text Discussion: Observing Text Discussion in K-3 Classrooms</i>	Classroom observation tool for peers or coaches to provide feedback on strategies for text discussion.
Planning Templates	Comprehensive planning templates for working with states, districts, and schools to improve reading comprehension instruction and students' engagement with text.

Topic: *Improving K-3 Reading Comprehension*

Practice: *Help students to identify and use a text's organizational structure to support comprehension. (Focus on Text Structure)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Helping Students Focus on Text Structure</i> Multimedia Overview 5:51 min	<ul style="list-style-type: none"> This overview describes ways teachers can work with students to improve their understanding of narrative and informational text. Elements of narrative text and features of common informational text are summarized.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Uncovering Text Structure</i> Expert Interview 5:46 min	Joanna P. Williams, Ph.D. Teachers College, Columbia University	<ul style="list-style-type: none"> Dr. Williams discusses the value of teaching children about narrative and informational text structure. Theme Scheme is an approach to teaching narrative text structure. Strategies for teaching informational text include: looking for clue words, asking questions, and using graphic organizers.

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Title/Media Type	Who	Description	Sample Material
<i>Teaching Character and Setting in an Inclusion Classroom</i> Presentation 4:47 min	Cindy Burke Lake Forest North Elementary Felton, DE	<ul style="list-style-type: none"> A kindergarten teacher adapts a lesson on narrative text elements for special needs students. Instructional strategies include building on background knowledge, using visual materials, character and setting illustrations, and reteaching. 	<i>Kindergarten Lesson Plan: Character and Setting</i> —A lesson plan with standards, objectives, essential questions, and activities to extend student learning of text structure.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Compare-Contrast Graphic Organizer: A Whale Is Not a Fish</i></p> <p>Presentation</p> <p>5:34 min</p>	<p>Nakia McNair</p> <p>Lake Forest North Elementary</p> <p>Felton, DE</p>	<ul style="list-style-type: none"> • A 3rd-grade teacher describes a lesson on nonfiction text that compares and contrasts characteristics of seemingly similar animals. • A graphic organizer helps students summarize similarities and differences and note clue words. 	<p><i>Bat-Bird Compare and Contrast Graphic Organizer</i>—An organizer used to teach the compare and contrast nonfiction text structure. Includes student examples and blank template.</p>
<p><i>Interactive Strategies for Teaching Nonfiction Text Structure</i></p> <p>Presentation</p> <p>4:22 min</p>	<p>Dawn Chappelle</p> <p>Garfield Elementary</p> <p>Garden City, KS</p>	<ul style="list-style-type: none"> • A 3rd/4th-grade teacher demonstrates teaching organizational text structure of nonfiction text. • Cooperative learning strategies, graphic organizers, and games are used to get students involved. 	<p><i>Text Structure Activities and Student Work</i>—A lesson plan on compare and contrast text structure and includes objectives, supplementary materials, key vocabulary words, and lesson sequence. Also included are Kagan literacy cards to engage students and student work examples using a Venn Diagram.</p>
<p><i>Gertrude Took a Nose Dive: Identifying Problem and Solution</i></p> <p>Video Interview</p> <p>6:10 min</p>	<p>Erin Green</p> <p>Lake Forest North Elementary</p> <p>Felton, DE</p>	<ul style="list-style-type: none"> • A 3rd-grade teacher teaches narrative text elements using a graphic organizer. • Modeling, questioning, picture clues, predicting, and partner work are used. • Opportunities for partner sharing and peer discussions are provided throughout the lesson. 	<p><i>Story Elements Graphic Organizer</i>—A graphic organizer used on teaching text structure used on identifying problem and solution.</p>
<p><i>We're Ready for Text Structure</i></p> <p>Video Interview</p> <p>3:01 min</p>	<p>Tracy Propes</p> <p>Woodbridge Elementary</p> <p>Greenwood, DE</p>	<ul style="list-style-type: none"> • A literacy coach explains the value of teaching text structure beginning in kindergarten. • Venn diagrams are used to compare and contrast information in an expository text. 	<p>No Sample Material</p>

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Text Structure</i>	This tool is used to introduce concepts in teaching text structure to students. Included are discussion questions to accompany videos and slide presentations to this topic.
<i>Instructional Planner: Strategies for Teaching About Text Structure</i>	A note-taking tool to accompany viewing related media to this topic, and a planning tool that identifies important considerations when teaching about narrative or informational texts.
Planning Templates	Comprehensive planning templates for working with states, districts, and schools to use text structure to support and improve reading comprehension.