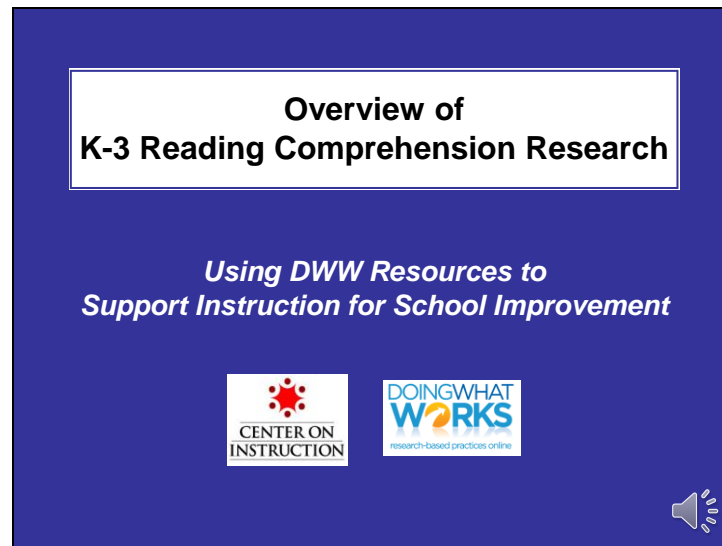


Slide 1




Hello everyone! Thank you for joining the Center on Instruction's webinar on the **Overview of K-3 Reading Comprehension Research – Using Doing What Works (DWW) Resources to Support Instruction for School Improvement**.


This is the first module in a series of Improving K-3 Reading Comprehension webinars designed to provide key principles and practices that support classroom instruction. Each module provides resources useful to federally funded **School Improvement Grant (SIG)** programs as well as technical assistance providers and others interested in school improvement.

The webinars introduce the **Center on Instruction (COI)** and the **Doing What Works (DWW)** websites and demonstrate how COI and DWW Reading Comprehension resources can be used to support the implementation of effective reading practices in schools. These and other multimedia resources for improving instruction across a variety of topics can be found on the COI and DWW websites.

My name is Sheryl Turner and I am a reading content specialist at the Center on Instruction. I will be presenting this webinar on K-3 Reading Comprehension Research.



CENTER ON
INSTRUCTION



DOINGWHAT
WORKS
research-based practices online

Overview of COI and DWW

- A national content center that provides materials and technical assistance
- Supports instruction in literacy, mathematics, science, special education, and with English language learners
- Builds on expert research reviews to identify effective practices
- Uses a **LEARN**→**SEE**→**DO** model to translate research-based practices into practical tools to improve instruction

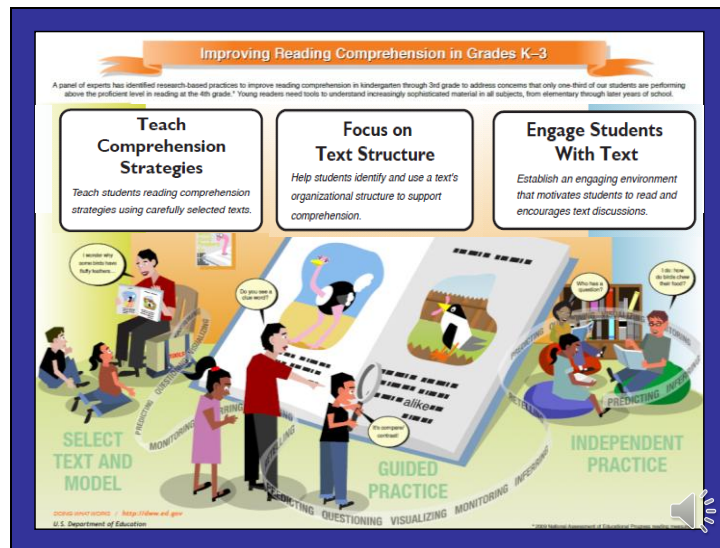
Support school improvement initiatives...
...with practical implementation resources

COI and DWW are funded by the **U. S. Department of Education** for the purpose of providing easy access to research-based educational resources.

- ❑ **The Center on Instruction** is a national content center that develops and identifies materials and technical assistance for instruction in literacy, mathematics, science, special education, and with English language learners.
- ❑ **Doing What Works** is a website created to disseminate information about practices that work in a variety of topic areas.
 - **Development of the DWW practices, content, and resources** is guided by expert research reviews conducted by the Institute of Education Sciences (IES):
 - IES is the Department of Education's research arm, charged with identifying what works, what doesn't, and why.
 - It issues Practice Guides developed by expert panels on a range of topics, such as adolescent literacy, elementary reading, K-12 math, using data to support instruction, turnaround schools, and Response to Intervention in Reading and Math.
 - **DWW builds a bridge from research to action** by using a Learn-See-Do model to translate research into *practical* tools and resources for building knowledge and implementing practices.

COI and DWW literacy resources are evidence-based and support school improvement in PRACTICAL ways.

This webinar shows how DWW and COI resources and tools can support schools with planning and implementing effective instruction for struggling readers in low-performing elementary schools.



TOPIC: Visual Diagram


- Here is a **Visual Diagram** to orient you to DWW's Reading Comprehension topic.
- It provides a snapshot of the 3 recommended research-based practices for improving comprehension, which are:
 - **Teach Comprehension Strategies**
 - **Focus on Text Structure**
 - **Engage Students with Text**
- Along the bottom are three recommended teaching strategies
 - Select appropriate texts and model comprehension strategies
 - Provide students with guided practice
 - Offer students opportunities for independent practice
- You will also notice a *white ribbon* wrapping around the practices. This shows the key comprehension strategies students should learn to use independently: *e.g.*, predicting, questioning, visualizing, retelling, inferring, monitoring.

The practices are based on recommendations from the IES Practice Guide, ***Improving Reading Comprehension in Kindergarten Through 3rd Grade***, which is available for download from the DWW and COI websites.

In this webinar: We're going to take a look at the research behind these recommended practices and preview a sampling of DWW LEARN-SEE-DO resources to help implement these practices.

Comprehension Research

- **Teach** students reading **comprehension strategies** using carefully selected texts.
- **Help** students to identify and use a **text's organizational structure** to support comprehension.
- **Establish** a motivating environment to **engage students in reading and text discussion**.



Let's review the three recommended research-based practices in K-3 reading comprehension research:

First, teach students reading comprehension strategies using carefully selected texts.

"Good readers use many forms of thinking and analyzing text as they read. It is therefore important to teach beginning readers strategies for constructing meaning from text. A strategy is the intentional application of a cognitive routine by a reader before, during, or after reading a text."

Teachers should also select texts purposefully to support comprehension development. Texts should:

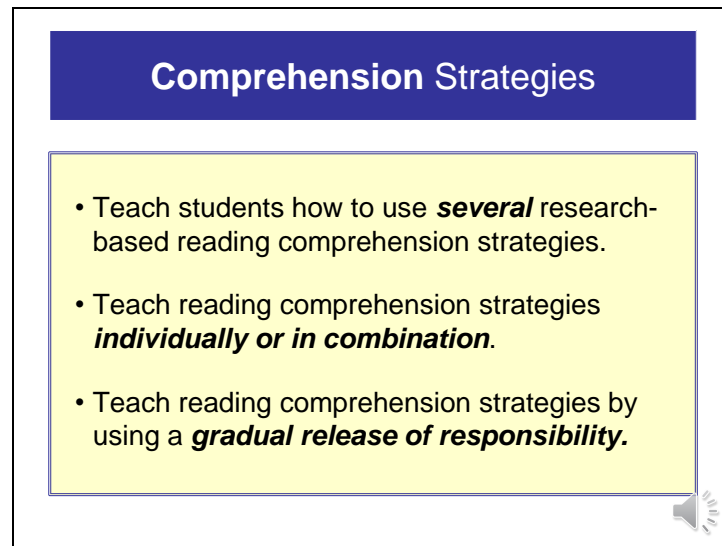
- provide rich in-depth of ideas and information
- have a level of difficulty corresponding to the students' word-reading and comprehension skills, and
- support the purpose of the lesson.

Another important research-based practice is to help students identify and use a text's organizational structure to support comprehension.

- Teaching text structures can help students comprehend, learn, and remember the content because it can help them to extract and construct meaning while reading.

Finally, establish a motivating environment to engage students in reading and text discussion.

- Active engagement with text helps students better understand what they are reading. Teachers can encourage student engagement with text by clearly conveying a lesson's purpose, explaining how reading will help them learn, and by offering opportunities for choice and collaboration.



Comprehension Strategies

- Teach students how to use **several** research-based reading comprehension strategies.
- Teach reading comprehension strategies **individually or in combination**.
- Teach reading comprehension strategies by using a **gradual release of responsibility**.

There is strong evidence that teaching students how to use comprehension strategies independently has positive effects on reading comprehension.

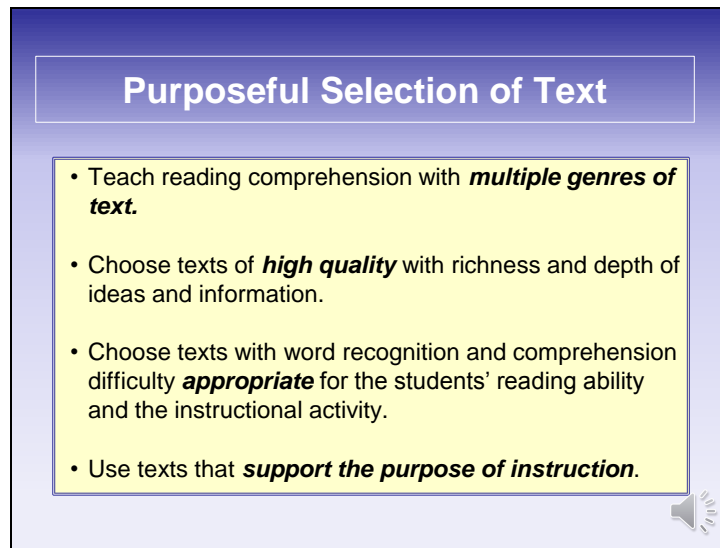
“Comprehension strategies help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text.”

It is important to teach students how to use *several of the* research-based reading comprehension strategies. Ten studies identified and examined six specific strategies that demonstrated the positive effects of comprehension strategies on early grade students' comprehension. These strategies included:

- Activating prior knowledge or predicting
- Questioning
- Visualizing
- Summarizing or Retelling
- Making Inferences, and
- Using monitoring, clarifying or fix-up strategies

Secondly, strategies can also be taught individually and then later used in combination, such as with reciprocal teaching.

Strategies should be taught by using a gradual release of responsibility from the teacher to the student. Scaffolding is one of the most important features of the gradual release of responsibility model. The teacher monitors understanding while students are learning how to use a strategy and then increases or decreases the amount of support based on what the child can do.



Purposeful Selection of Text

- Teach reading comprehension with **multiple genres of text**.
- Choose texts of **high quality** with richness and depth of ideas and information.
- Choose texts with word recognition and comprehension difficulty **appropriate** for the students' reading ability and the instructional activity.
- Use texts that **support the purpose of instruction**.

When selecting texts for students, it is important to introduce students to a variety of high quality texts that have a rich depth of ideas and information.

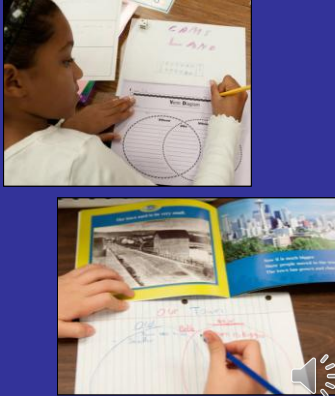
Teachers should also choose texts that have a level of difficulty corresponding with the students' word-reading and comprehension skills.

And finally, teachers should choose texts that support the specific purpose of the lesson.

- Reading comprehension instruction serves many purposes, and the text used should fit the purpose of instruction. For example, if the objective (or goal) of the lesson is to provide instruction on making predictions, the teacher would need to select texts unfamiliar to the students in order for them to practice making predictions.

Text Structure Research

- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.




There is moderate evidence that students taught to understand text structure (in combination with other instructional practices) experience larger gains in reading comprehension than do those who are not taught to understand text structure.

As mentioned earlier, teaching text structures can help students identify the type of material they are reading. This will help them comprehend, learn, and remember the content because it can help them to extract and construct meaning while reading.

Text's Organizational Structure

- Explain how to identify and connect the parts of ***narrative texts***.
- Provide instruction on common structures of ***informational texts***.



It is important to explain how to identify and connect the parts of the narrative text.

For instance, understanding how stories are organized helps students to distinguish between major and minor events and predict how a story might unfold. Students can begin to develop a sense of structure as early as kindergarten.

Explain how to identify and connect the parts of narrative texts such as:

Characters, Setting, Goals, Plot or Action, Resolution, and Themes

Although in the past instruction in Kindergarten through third grade has typically been based on narrative text, students in the early grades should also be exposed to informational text because its structure can build their understanding and recall of key points.



Knowledge of text structure is a very important skill to start teaching to lay a strong foundation for the later grades. It builds vocabulary and background knowledge that prepares children to comprehend disciplinary content later. Knowledge of text structure, concepts, and vocabulary all help with this. Studies show that understanding text structure has a significant impact on future reading and learning in content areas.

Provide instruction on common structures of informational texts such as:

Description, Sequence, Problem and Solution, Cause and Effect, and Compare and Contrast

Student Engagement with Text Research

- Establish an engaging and motivating context in which to teach reading comprehension.
- Guide students through focused, high-quality discussion on the meaning of text.



“Active engagement with text helps students better understand what they are reading.”

Teachers can encourage student engagement with text by:


- clearly conveying a lesson's purpose
- explaining how reading will help them learn, and
- offering opportunities for choice and collaboration.

Teachers should also facilitate whole-group, small-group, or partner text discussions. High-quality discussion with in-depth exploration of text can foster student engagement and understanding.

“Discussion teaches students how to think deeply about a text and promotes critical thinking skills.”

Student Discussion of Text

- **Structure** the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.
- Have **students lead** structured small-group discussions.
- **Develop discussion questions** that require students to think deeply about text.
- **Ask follow-up questions** to encourage and facilitate discussion.

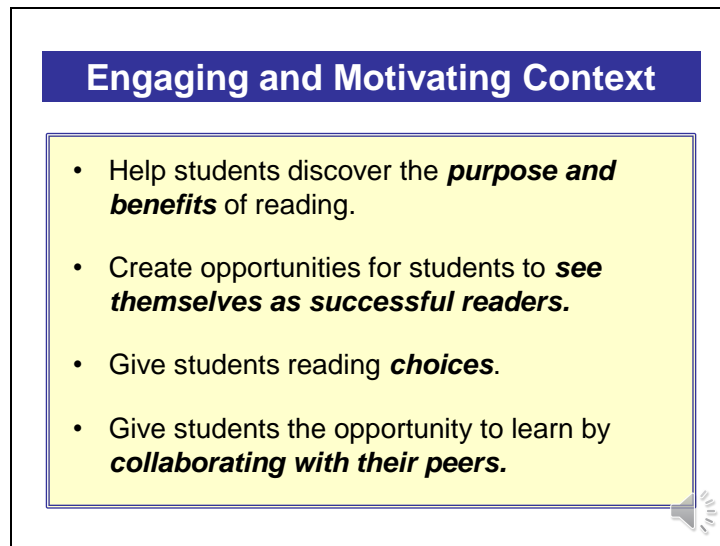


Discussions among students or between the students and the teacher go beyond simply asking and answering surface-level questions to a more thoughtful exploration of the text. Through this type of exploration, students learn how to argue for or against points raised in the discussion, resolve ambiguities in the text, and draw conclusions or inferences about the text.

Teachers can lead this exploration by:

- Structuring the discussion to complement the text, the instructional purpose, and the readers' ability and grade level,
- Having students lead structured small-group discussions, and by
- Developing discussion questions that require students to think deeply about text, and asking follow-up questions that encourage and facilitate discussion.

It is important to note that asking text-dependent questions is a major focus of the Common Core State Standards.



The slide features a blue header bar with the title "Engaging and Motivating Context" in white. Below the header is a yellow rectangular box containing a bulleted list of four strategies. A small speaker icon is located in the bottom right corner of the yellow box.

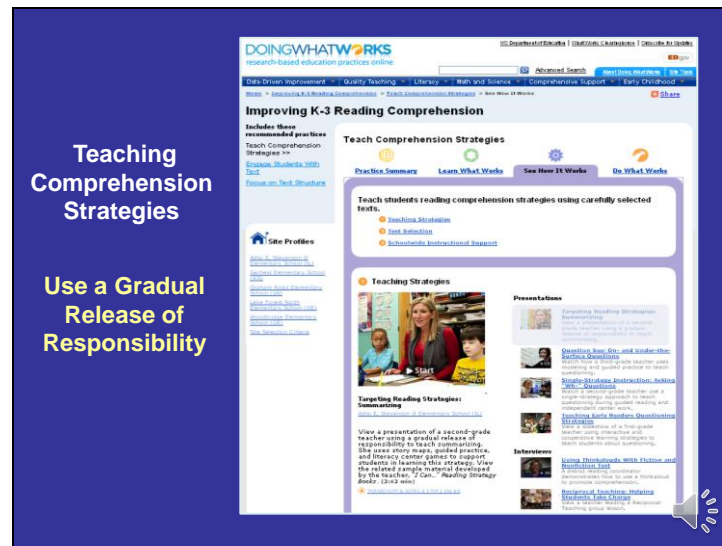
Engaging and Motivating Context

- Help students discover the ***purpose and benefits*** of reading.
- Create opportunities for students to ***see themselves as successful readers.***
- Give students reading ***choices.***
- Give students the opportunity to learn by ***collaborating with their peers.***

Teachers should give reading a prominent role in the classroom, setting up a classroom library with relevant, interesting books and explaining how reading helps you learn about the world.

Teachers can engage students in reading by:

- Helping students discover the purpose and benefits of reading;
- Creating opportunities for students to see themselves as successful readers;
- Giving students reading choices, which are intrinsically motivating to children; and
- Giving students the opportunity to learn by collaborating with their peers.



Doing What Works (DWW) provides a mechanism to learn more about all the practices described in this overview.

To learn more about teaching comprehension strategies, we're going to watch a slideshow from the DWW website of a second-grade teacher using a gradual release of responsibility to teach summarizing. Her ultimate goal is for students to use the strategies without teacher assistance. To facilitate independent learning, she uses:

- Story maps,
- Guided practice, and
- Literacy center games.

As you watch...

- ❑ Compare the comprehension strategies used by the teacher and students in the slideshow to strategies you have used or observed in your classroom and school.



Targeting Reading Strategies:
Summarizing



As you observe the slideshow segment, *Targeting Reading Strategies: Summarizing*, and are taking notes, keep in mind...

- What comprehension strategies are being used within the lesson?
- How does the teacher scaffold independent learning?
- How does the teacher provide feedback to students learning to use the comprehension strategies?
- Note the opportunities for student practice.
- And, note similarities in practices in your school and those you'd like to explore further.

Let's watch.

Slide 14

Targeting Reading Strategies: Summarizing Target: Summarizing 3 of 7

Transcript

Today on the Interactive whiteboard I had our target displayed and the target said that "I can summarize text." So we looked at the stop sign and it asked the questions, "Do I know the characters, the setting, main events, problems and solutions?"


I asked the children to come over to the carpet to listen to me read the story *Cat on a Hot Tin Roof*. This story was introduced to them on Monday, used to practice our previous comprehension strategies—predicting, monitoring, clarifying—and we talked about some questions with it. Then they knew that later in the week we would be using it to help us with a new strategy, summarizing. So I read through the story and the children were to be thinking about those things that were on the stop sign. After the




00:15 of 03:43

(Show video...)

Now that you have watched...



- ☐ Take a few minutes to reflect and then discuss your observations.



- **Now that you've watched, pause here** and take a few minutes to discuss your observations.
- **As an optional activity, you can:**
 - download the transcript of the video segment *before the webinar begins*, and
 - “mark it up” with notes, questions, and comments for later reflection or group discussion.
- **After the webinar**, you can download the:
 - Sample material handouts, “*Examples of Multi-Strategy Formats*,” “*‘I Can...’ Reading Strategy Books*,” and “*Examples of Effective Reading Comprehension Strategies*” to take a closer look at some of the instructional materials the teacher used during this lesson.

Implement Comprehension Strategies Follow-Up Activities



- 1. For coaches – A professional development tool.**
Use the professional development tool to introduce teachers to the key concepts in reading comprehension instruction and to plan an in-service session.
- 2. For teachers – A planning tool.**
Use the planning tool to select appropriate text for teaching comprehension strategies.



The DO section of DWW for each of the 3 practices described in this research overview provides tools (such as observation and self-reflection tools) and planning templates to help schools implement the practice.

- These tools can be adapted and combined in different ways to fit the needs of individual schools for improving instruction for Kindergarten through third grade students.

Here are two tools related to comprehension strategies for you to use as follow-up activities to this webinar:

Activity #1 asks coaches and other instructional leaders to use a **professional development tool**, *Learning Together About Reading Comprehension Strategies*.

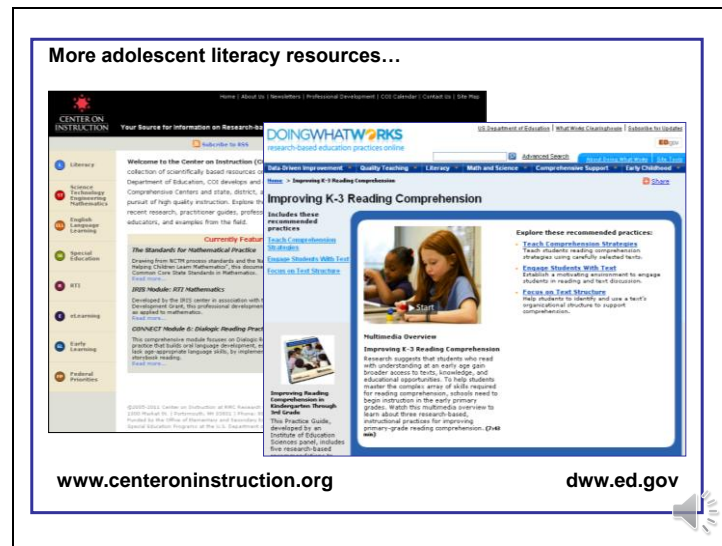
- **Let's preview the tool...** This tool introduces teachers to the key concepts in reading comprehension instruction and can help you structure an in-service for teachers to deepen their understanding of strategies for teaching K- 3 reading comprehension. Included in this tool is a brainstorming and planning worksheet designed to facilitate preparation for comprehension strategy instruction.
 - You can watch an expert interview and multimedia presentation, then complete the next parts of the tool based on your reflections and group discussion.

Activity #2 asks teachers to use a **planning tool**, *Instructional Planner: Selecting Text for Teaching Comprehension Strategies*, to guide their selection of text for teaching comprehension strategies.

- **Take a quick look...** The tool can help teachers select appropriate text for teaching comprehension strategies.
 - The planning chart included in the tool can serve as a checklist to help teachers to remember important elements and dimensions of text.

-
- **After the webinar**, download the tool handouts:
 - *Learning Together About Reading Comprehension Strategies*
 - *Instructional Planner: Selecting Text for Teaching Comprehension Strategies*

These are just a few of the many ways DWW resources can be combined to support the implementation of research-based practices.



Visit the Center on Instruction (COI) and Doing What Works (DWW) websites to see additional reading comprehension resources that can support all schools with their improvement efforts.

COI offers materials and technical assistance to support:

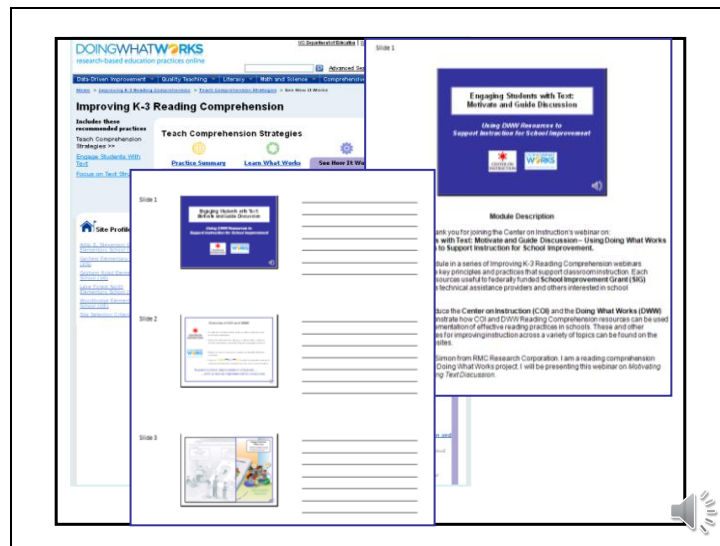
- Leadership
- Improving Literacy Instruction
- Professional Development

DWW offers practical tools and resources for implementing:

- K-3 Comprehension Strategy Instruction
- K-3 Engaging Students with Text
- K-3 Focus on Text Structure
- Teaching Literacy in English to K-5 English Learners
- Response to Intervention in Primary Grade Reading

Review the DWW and COI resource list handouts to identify information that can be used to implement plans or provide additional information for planning reading comprehension instruction.

Slide 18

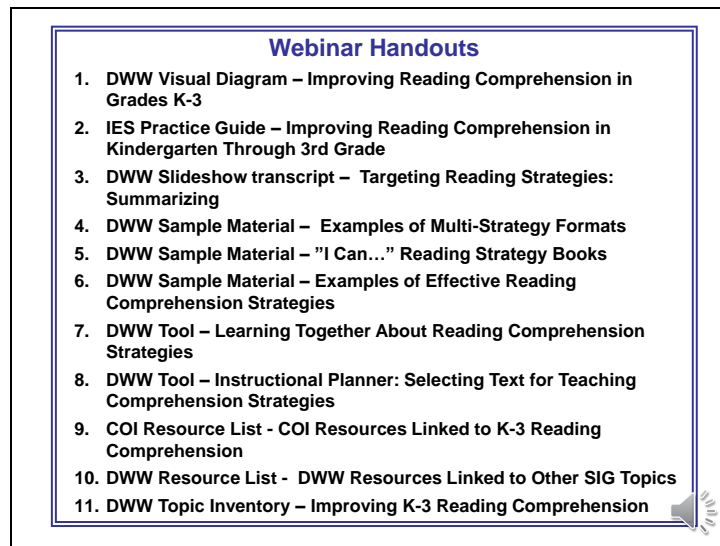


Available for download from the COI website are the webinar's:

- PowerPoint slideshow,
- PowerPoint file with embedded presenter notes,
- Participant note-taking form, and
- Handouts.

Keep in mind that before the webinar begins, you can download the:

- Presenter notes to guide your presentation, and
- Participant note-taking form for participants to use during the presentation.

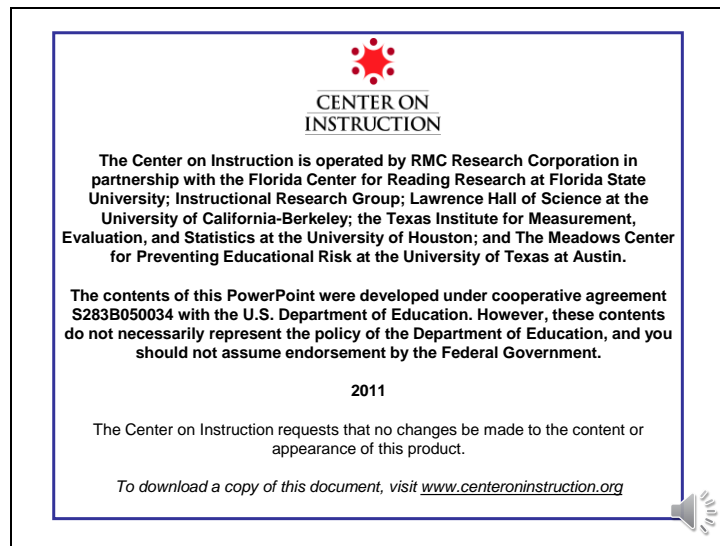


Webinar Handouts

The handouts provided include the *media transcripts, sample materials, tools, and other resources* described throughout the webinar.

- You can choose to download the handouts ***before the presentation*** to share with participants, *OR*
- You may decide to ask participants to refer to or use these resources ***after the webinar***.

COI and DWW resources are ideal for use as professional development tools for working with state, district, and school staff.



- ✓ And that concludes today's webinar.
- ✓ It has been a pleasure sharing the COI and DWW reading comprehension resources with you.
- ✓ Please be sure to listen to the other three webinars in this K-3 Reading Comprehension series that are also available on the COI website. Look for...
 - *Teaching Comprehension Strategies,*
 - *Focus on Text Structure, and*
 - *Engaging Students with Text.*
- ✓ Also, don't forget to visit the **COI** (www.centeroninstruction.org) and **DWW websites** (dww.ed.gov) for more information.

Disclaimer: *The Center on Instruction is funded by the U. S. Department of Education for the purpose of providing research-based resources and technical assistance. However, its work is not explicitly endorsed by the federal government*