

Teaching Comprehension Strategies

Using DWW Resources to Support Instruction for School Improvement



Module Description


Hello everyone! Thank you for joining the Center on Instruction's webinar on **Teaching Comprehension Strategies – Using Doing What Works (DWW) Resources to Support Instruction for School Improvement.**

This is the second 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 with the Center on Instruction. I will be presenting this webinar on Teaching Comprehension Strategies.

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.



- 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 closer look at **Teaching Comprehension Strategies** and preview a sampling of Doing What Works LEARN-SEE-DO resources to help implement this practice...

Teach students reading comprehension strategies using carefully selected texts.

LEARN about Teaching Comprehension Strategies

Key Concepts

Teach students how to use several research-based reading comprehension strategies.
 Good readers use comprehension strategies including activating prior knowledge or predicting, questioning, visualizing, monitoring, drawing inferences, and retelling. Children should be explicitly taught these strategies, have them modeled by the teacher, and be given opportunities to practice them with guidance and independently.

Teach reading comprehension strategies individually or in combination.
 Teaching reading comprehension strategies, whether one by one or in combination, improves children's reading comprehension. Single-strategy instruction provides time for students to practice each strategy for a period of time before the next strategy is introduced. Multiple-strategy instruction introduces several strategies simultaneously to be practiced in combination. This approach helps readers learn to use strategies together from the very beginning, providing a more authentic reading experience.

Teach reading comprehension strategies by using a gradual release of responsibility.
 A gradual release of responsibility involves teachers first explaining and modeling a strategy, then giving students more and more independence in practicing and applying the strategy over time.

Teach reading comprehension with multiple genres of text.
 Teachers should introduce both literary and informational text to their students when teaching reading comprehension. Literary texts include narratives, which portray a story, or a sequence of related fictional or nonfictional events involving individuals or fictional characters, and poetry. Informational texts analyze or describe factual information about the natural or social world.

Choose high-quality texts of appropriate difficulty.
 Teachers should choose texts carefully and consider both the content quality and difficulty level. Difficulty is defined by the text demands (e.g., decodability of the words, complexity of the sentences) and content demands (e.g., how complex, subtle, or abstract the information is).

Use texts that support the purpose of instruction.
 Reading comprehension instruction serves many purposes, and the text used should fit the purpose of instruction. For example, lessons on text structure begin with a text about a familiar topic in which the structure is easy to identify.

Research Evidence

Strategies incorporate research evidence from two Practice Areas:

to use reading comprehension strategies (Recommendation)

effectively to support comprehension development

to use reading comprehension strategies" was rated with a **strong**. The panel reviewed ten studies that examined six finding that teaching reading comprehension strategies, in combination, to primary-grade students has positive effects on use both approaches are effective, the panel recommended approach most comfortable for them.

ledge or predicting was found to have positive impact in five aluated teaching this strategy alone, while the other four ss of combining the activation of prior knowledge or predicting r comprehension strategies, examined individually by any of the studies. However three ive effects on reading comprehension when it was taught along

nd to result in large and statistically significant gains in studies. One study tested its effectiveness alone, whereas the ation as part of a package of multiple strategies. , or fix-up strategies were evaluated as part of a multiple-free studies. Instruction that included these strategies showed mprehension, though no studies isolated the effects of these

s examined alone in one study, and in combination with other tional studies. All three studies found positive effects on n for students who received inference training. y five studies to have positive effects on comprehension. One on retelling as a key component of the practices it tested. The effectiveness of teaching students to retell in combination with strategies.

ed further insight into the effectiveness of teaching strategies studies found that teaching multiple strategies and instructing choose among the strategies they know improves their

Let's explore the resources that Doing What Works has to offer educators to support the planning and implementation of these practices. Remember that DWW follows a LEARN-SEE-DO model.

First let's take a look at some of the resources found in the website's **LEARN What Works** section:

- Here you'll find video interviews with nationally-known experts, such as Dr. Nell Duke, who shares her knowledge about the research, essential components, and implementation strategies related to the practice of teaching comprehension strategies. In this section you can hear Dr. Duke talk about what good readers do and the use of gradual release of responsibility to ensure students have greater success in implementing comprehension strategies when they read.
- In addition, the LEARN section includes a brief summary of the research evidence underlying the practice as well as links to the key research reviewed by the expert panel, and the key concepts or components that need to be in place to effectively implement a practice.
- Now we're going to take a closer look at the Research and Key Concepts to better understand:
 - what the comprehension strategies research means for classroom instruction.

LEARN: Research Findings

Teaching students to use comprehension strategies can help them better understand the text they read.

What does this mean for instruction?

- 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.



One recommended research-based practice in K-3 reading comprehension research is to teach students reading comprehension strategies using carefully selected texts.

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.”

So, what does this mean for classroom instruction, especially in low-performing schools (that is, what key components need to be in place)?

First, it is important to teach students how to use several of the research-based reading comprehension strategies. Students need a repertoire of strategies to use when they encounter text that is difficult to understand. Ten studies identified and examined six specific strategies that demonstrated the positive effects of comprehension strategies on early grade students’ comprehension. We will discuss these strategies as we move through the presentation. They included:

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

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

Finally, 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.

LEARN about Comprehension Strategies: Expert Interview

Improving K-3 Reading Comprehension

Includes these recommended practices
Teach Comprehension Strategies >>
[Engage Students With Text](#)
[Focus on Text Structure](#)

Teach Comprehension Strategies

[Practice Summary](#) [Learn What Works](#) [See How It Works](#) [Do What Works](#)

Teach students reading comprehension strategies using carefully selected texts.

Expert Interview
What Good Readers Do
Nell K. Duke, Ed.D.
Michigan State University

Dr. Nell Duke, who served on the IES Panel that developed the *Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide*, discusses the recommendation to teach students how to use reading comprehension strategies. (6:00 min)

[DOWNLOAD VIDEO / QUICKTIME / 32 MB](#)
[TRANSCRIPT & DETAILS / PDF / 144 KB](#)

[What Good Readers Do](#) [A Gradual Release of Responsibility](#) [Choosing the Right Text](#)

To learn more about how to implement this practice, let's take a look at an excerpt from the expert interview with literacy expert **Dr. Nell Duke** who served on the IES Panel that developed the *Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide* and is a professor at Michigan State University.

In this interview, Dr. Duke:

- Discusses what good readers do,
- Defines a comprehension strategy and shares specific strategies,
- And offers examples of what comprehension strategy instruction looks like in the classroom.

Ask yourself...



- ☐ What are comprehension strategies and why should we teach students to use them?
- ☐ What are some of the comprehension strategies that research has shown to help students improve their reading comprehension in the early years of school?
- ☐ *How might you use this video for planning?*



As you listen, ask yourself these questions and take notes:

- ☐ What is a comprehension strategy? Why should we teach students to use comprehension strategies?
- ☐ What are some of the comprehension strategies that research has shown to help students improve their reading comprehension in the early years of school?

How might this video help you plan...

- **lessons** (if you are a teacher), or
- **staff development** (if you are a coach/administrator)?

Let's listen... Video excerpt: "What Good Readers Do"



- Video excerpt: “What Good Readers Do”

Take a few minutes to...



Reflect and share ideas:

- How might you use this video for planning instruction?
- How might you use this video for staff development?



- **Now that you've listened to Dr. Duke, pause here** and take a few minutes to share ideas about how you might use this video in planning instruction or staff development.
- **As an optional activity, you can:**
 - download the transcript of this expert interview *before the webinar begins*, and
 - “mark it up” with your notes, questions, and comments or highlight sections for later reflection or group discussion.


On- and Under-the-Surface Questions | Strategies across the curriculum

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Transcript

Our school's approach to teaching reading comprehension strategies is that we don't just teach it in reading; we teach it on all the content areas.

One way we do this is we have them posted in all of the rooms. We also recycle them throughout the day. It's not a one-time you are learning, predicting, and inferring and you are expected to remember it. We really believe that through modeling and bringing it up and recycling it in each of the content areas and allowing students to practice the reading strategies, they will make it a part of their everyday reading.



00:15 of 04:21

It is important to see how knowledge from the comprehension strategy research is put into practice in classroom instruction. Doing What Works provides this in the **SEE How It Works** section. Here you'll find examples of the practice in action, including slideshow presentations, video and audio interviews, and sample materials.

- I'm going to show you an excerpt from the slideshow, **Question Sea: On- and Under-the-Surface Questions**. Here you'll see how the teacher uses the gradual release of responsibility to teach students a new strategy.
- **As you watch, think about how the teacher prepares and guides students through the use of the comprehension strategy questioning? For example, how she:**
 - Moves from modeling to guided practice to independent practice in centers
 - Provides clear purpose for the use of the skill in all reading of text
 - Encourages independent use of the skill
- **Let's watch...**

Question Sea Worksheets—Adolf F. Stevenson II Elementary School

Name: _____ ON-THE-SPOT

SEE

Comprehension Strategies

Questioning Example

Illustration of Gradual Release of Responsibility Model—improving reading comprehension in kindergarten through 3rd grade: A practice guide, Institute of Education Sciences

<http://dewey.ed.gov> DONWHATWORKS

Figure 1. Illustration of instructional practices to gradually release responsibility to students as task progresses

Task	Share of Responsibility for Task	Classroom Usage Example
Explicit description of the strategy	Teacher responsibility (100%)	"Predicting is making guesses about what will come next in the text you are reading. Make predictions often when you read by stopping and thinking about what might come next."
Teacher and/or student modeling	Teacher responsibility (100%)	"I am going to predict using the cover of this book. I see a picture of an owl wearing pajamas and carrying a candle. I predict that this story is going to be about this owl, and that it is going to take place at night."
Collaborative use	Shared responsibility (50% Student, 50% Teacher)	"I want you to make predictions with me. Each of us should stop and think about what might happen next... Okay, now, let's hear what you think and why."
Guided practice	Student responsibility (80%), Teacher responsibility (20%)	"I have given you a list of pages in the book you are reading. After you read a page on the list, make a prediction and write it down. After you read the next page on the list, check off whether your prediction happened, will not happen, or still might happen."
Independent use	Student responsibility (100%)	"For now, you should stop every two pages, evaluate the predictions you have made, and then make some new ones for the next two pages."

Source: Adapted from Duke and Pearson (2002).
Note: Teachers should modify these examples to best suit students' age and abilities.

(15)

Where?

Would?

What if...?

- Now that you've watched, let's pause again so you can share what you observed.
- Remember, after the webinar, you can download the slideshow transcript to learn more about this teacher's approach to teaching a comprehension strategy, such as questioning.
- In addition, you can download the teacher resources and sample materials that the teacher used in the entire slideshow presentation: **Question Sea Worksheets**, **I Can Read Strategy Books**, and **Illustration of Gradual Release of Responsibility** to learn more.

DO: Implement the Practice

The screenshot displays a web interface for 'Teach Comprehension Strategies'. At the top, there are navigation links: 'Practice Summary', 'Learn What Works', and 'See How It Works'. Below these, the page is divided into two main sections: 'Ideas for Action' and 'Tools & Templates'.

Ideas for Action: This section features two entries, each with an icon of three stylized figures (two orange, one blue) and a title. The first entry is for 'Principal' with the question 'How can I raise staff awareness about the importance of teaching reading comprehension strategies?'. It lists three action items: 'Conduct a mini-workshop', 'Facilitate a discussion', and 'Support teacher collaboration'. The second entry is for 'Literacy Coach' with the question 'How can I work with our teachers to incorporate reading comprehension strategy instruction in their teaching?'. It lists three action items: 'Do a self-assessment', 'View and discuss examples', and 'Make an instructional plan'. Both entries include a 'Learn more' link.

Tools & Templates: This section contains several downloadable Word documents. It starts with 'Teach students reading comprehension strategies using carefully selected texts.' followed by 'Practice Tools'. Then, it lists 'Learning Together About Reading Comprehension Strategies', 'Teacher Self-Assessment: Gradual Release of Responsibility', and 'Instructional Planner: Selecting Text for Teaching Comprehension Strategies'. Each of these has a 'Download Tool' link. At the bottom, there are two more sections: 'Comprehensive Tools and Templates' and 'Comprehensive Planning Template for States', both with descriptive text and download links.

On this slide, you see the resources available in the **DO What Works** section, which includes Ideas for Action and Tools & Templates. These resources are intended to help you implement the practice. They can be adapted and combined in different ways to fit the specific needs of your school or classroom.

- Ideas for Action show how DWW practice resources for principals and coaches, as well as other literacy leaders, can be combined and used to address a specific school or classroom issue, such as *“How can I raise staff awareness about the importance of teaching reading comprehension strategies?”* These often include resource examples for facilitating discussions, conducting mini-workshops, or supporting teacher collaboration.
- Tools & Templates help you use specific DWW materials to implement the practice and improve your instruction. These tools include planning tools and self-assessment. Each tool is a downloadable Word document that you can edit and adapt to serve your needs.


DO the practice

TEACHER SELF-ASSESSMENT: GRADUAL RELEASE OF RESPONSIBILITY

Purpose	Teachers can use this self-assessment to reflect on their use of comprehension strategy instruction in how they can support students with a gradual release of responsibility. Professional development providers may adapt the self-assessment and discussion prompts for their own purposes.
Materials	Laptop and projector IES Practice Guide, <i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i>
Media	A <i>Gradual Release of Responsibility</i> : expert interview: Dr. Nell Duke describes the "gradual release of responsibility" instructional approach to reading instruction. (3:59 min) <i>Using Thinkalouds With Fiction and Nonfiction Texts</i> : video interview. District reading coordinator Kim Callison conducts a read-aloud with first graders. (4:30 min) <i>Targeting Reading Strategies: Summarizing</i> : multimedia presentation. Melanie Stanley, second-grade teacher at Stevenson Elementary School, discusses how she uses a gradual release of responsibility to teach summarizing. (3:43 min) <i>Question Sea: On- and Under-the-Surface Questions</i> : multimedia presentation. Lauren Cottrell, third-grade teacher at Stevenson Elementary School, uses modeling and guided practice to teach questioning. (4:05 min)
Topic	Improving K-3 Reading Comprehension
Practice	Teach Comprehension Strategies

SEE the practice

Teaching Strategies



Targeting Reading Strategies: Summarizing

[Watch a presentation of a second-grade teacher using a gradual release of responsibility to teach summarizing. She uses story maps, guided practice, and literacy center games to support students in learning this strategy. View the related sample material developed by the teacher: "I Can..." Reading Strategy Booklet. \(3:43 min\)](#)

[TRANSCRIPT & DETAILS: PDF | 131 KB](#)

Presentations

[Question Sea: On- and Under-the-Surface Questions](#)
Watch how a third-grade teacher uses modeling and guided practice to teach questioning.

[Single-Strategy Instruction: Asking "Wh-" Questions](#)
Watch a second-grade teacher use a single-strategy approach to teach questioning during guided reading and independent center work.

[Teaching Early Readers Questioning Strategies](#)
View a slideshow of a first-grade teacher using interactive and cooperative learning strategies to teach students about questioning.

Interviews

[Using Thinkalouds With Fiction and Nonfiction Text](#)
A district reading coordinator demonstrates how to use a thinkaloud to promote comprehension.

[Reciprocal Teaching: Helping Students Take Charge](#)
View a teacher leading a Reciprocal Teaching group lesson.

Sample Materials

[Illustration of Gradual Release of Responsibility Model](#)

[Examples of Multiple-Strategy Formats](#)

[Examples of Effective Reading Comprehension Strategies](#)

Now, let's take a few minutes to look at portions of the **DO** tool you see on the screen, ***Teacher Self-Assessment: Gradual Release of Responsibility***.

- You can...
 - use this self assessment and planning tool that is designed to help you DO the practice,
 - while you SEE the practice demonstrated in the videos.

This gives you one idea of how DWW resources can be combined to learn about and implement a practice.

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Teacher Self-Assessment: Gradual Release of Responsibility
<https://www.ies.ed.gov/DOR/WHATWORKS>

Teacher Self-Assessment: Gradual Release of Responsibility

Part I.
Use this chart to reflect on your current practices in providing reading comprehension instruction.

	Weekly	Monthly	Rarely	Describe how? In what ways?
Ways I model or explain reading comprehension strategies				
1. I teach my students different reading comprehension strategies, such as activating prior knowledge, predicting, questioning, visualizing, monitoring, clarifying or fix-up strategies, inferring, and retelling.				
2. I explain when, how, and why to use reading comprehension strategies.				
Ways I model reading comprehension strategies				
1. I use think-alouds to show students how I go about understanding texts.				
2. I show students how to use comprehension strategies with different types of texts.				
Ways I provide students opportunities for guided practice				
1. I monitor students individually, in pairs and small groups to ensure they're using strategies effectively.				
2. I check for understanding and use of specific reading strategies.				
3. I work with individual students who are struggling with reading comprehension on strategies.				

Teacher Self-Assessment: Gradual Release of Responsibility
<https://www.ies.ed.gov/DOR/WHATWORKS>

Part II.
Consider what the "gradual release of responsibility" looks like with the research-based comprehension strategies: activating prior knowledge, predicting, questioning, visualizing, monitoring, drawing inferences, and summarizing.

First, watch the expert video, *A Gradual Release of Responsibility*, with Dr. Nell Duke. Then, look at the illustration on page 15 of the IES Practice Guide *Improving Reading Comprehension in Kindergarten Through 3rd Grade*. Illustration of instructional practices to gradually release responsibility to students as task progresses. Read the classroom usage example and consider how instruction might progress for a different reading comprehension strategy. If completing this assessment in groups, consider having each group brainstorm on instruction of a different strategy.

Use the chart below to outline the gradual release of responsibility for a specific comprehension strategy.

Strategy	Classroom Usage Example
Text	
Explicit description of strategy	
Teacher and/or student modeling	
Collaborative use	
Guided practice	
Independent use	

Here you see Parts I and II of the tool. The first section provides you with the opportunity to reflect on your own practice or the practice of teachers in your school in providing reading comprehension instruction.


In Part II you are given the opportunity to consider what the “gradual release of responsibility” looks like with research-based comprehension strategies. You are prompted to watch the expert video, ***A Gradual Release of Responsibility***, with Dr. Nell Duke, then use the information in a section of the IES K-3 Comprehension practice guide, to outline the gradual release of responsibility for a specific comprehension strategy.

Teacher Self-Assessment: Gradual Release of Responsibility <http://www.ed.gov/DONOWHATWORKS>

Part III.
View the video and slideshow presentations: *Using Thinkalouds With Fiction and Nonfiction Texts*, *Targeting Reading Strategies: Summarizing*, and *Question Sea: On- and Under-the-Surface Questions*.
For each media piece take notes about different ways the teachers describe explaining reading strategies, modeling reading strategies, providing opportunities for guided practice, and supporting students' independent use of comprehension strategies.

	Using Thinkalouds With Fiction and Nonfiction Texts	Targeting Reading Strategies: Summarizing	Question Sea: On- and Under-the-Surface Questions
Explicitly explaining reading strategies			
Modeling reading strategies			
Providing opportunities for guided practice			
Supporting students' independent use of reading comprehension strategies			

Use a tool to observe:
Take notes on the different ways the teachers provide comprehension strategy instruction and support.



- Here you see Part III of the tool. It includes a table for taking notes as you view three video and slideshow presentations.
- As you watch the presentations, you can take notes about the different ways the teachers:
 - describe or explain reading strategies,
 - model reading strategies,
 - provide opportunities for guided practice, and
 - support students' independent use of comprehension strategies.

How does the teacher use thinkalouds to promote comprehension?



1 Teaching Strategies



Using Thinkalouds With Fiction and Nonfiction Text

Kim Callison, Anne Arundel County Public Schools

Kim Callison, who served on the IES Panel that developed the *Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide*, demonstrates how to use a thinkaloud to promote comprehension. See how she incorporates a variety of strategies while reading fiction and nonfiction texts to students. (4:30 min)

[Download Video \(QuickTime\) \(43 KB\)](#)

[Transcript & Details \(PDF\) \(37 KB\)](#)

Presentations

[Targeting Reading Strategies: Summarizing](#)
View a presentation of a second-grade teacher using a gradual release of responsibility to teach summarizing.

[Question See, On, and Under-the-Surface Questions](#)
Watch how a third-grade teacher uses modeling and guided practice to teach questioning.

[Single-Strategy Instruction: Asking "Wh-" Questions](#)
Watch a second-grade teacher use a single-strategy approach to teach questioning during guided reading and independent center work.

[Teaching Early Readers Questioning Strategies](#)
View a selection of a first-grade teacher using interactive and cooperative learning strategies to teach students about questioning.

Interviews

[Using Thinkalouds With Fiction and Nonfiction Text](#)
A district reading coordinator demonstrates how to use a thinkaloud to promote comprehension.

[Reciprocal Teaching: Helping Students Take Charge](#)
View a teacher leading a Reciprocal Teaching group lesson.

Sample Materials

[Illustration of Gradual Release of Responsibility Model](#)

[Examples of Multiple-Strategy Formats](#)

[Examples of Effective Reading Comprehension Strategies](#)

[Question See Worksheets](#)



Let's watch an excerpt from one of the presentations used in the Teacher Self-Assessment, *Using Thinkalouds With Fiction and Nonfiction Text*... This educator demonstrates how to use thinkalouds to promote comprehension.

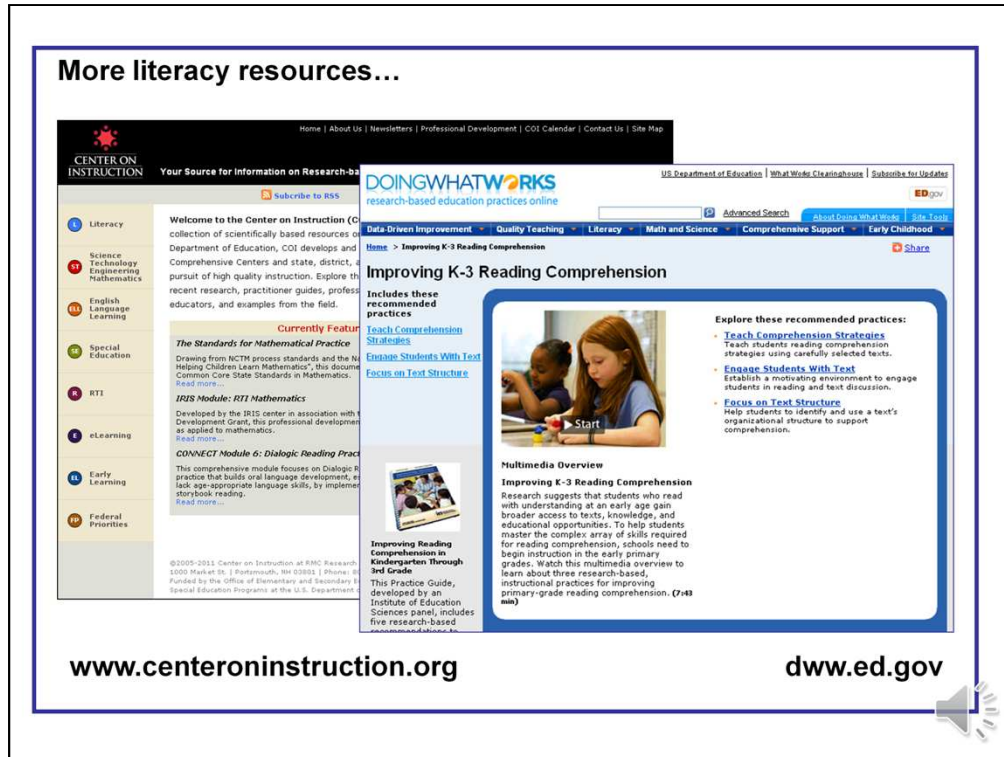
How does the teacher use thinkalouds to promote comprehension?

The image shows a screenshot of a document titled "Teacher Self-Assessment: Gradual Release of Responsibility" with a URL "http://www.ck12.org/CK12WHATW2015". It features "Part IV" which asks the user to think about their future practice and provide explicit instruction in reading comprehension strategies. Three numbered prompts are listed: 1. Give an example of how you will explicitly explain and model a reading comprehension strategy in the coming week. 2. Describe how you will provide guided practice. 3. How might you provide support for your students as they are learning to use reading comprehension strategies independently?

To the right of the document is a blue box with the heading "Use a tool to plan". Below this heading are three bullet points: "Give an example of how you will explicitly explain and model a reading comprehension strategy.", "Describe how you will provide guided practice.", and "How might you provide support for your students as they are learning to use reading comprehension strategies independently?". A speaker icon is located at the bottom right of the blue box.

The final part of the tool is to guide your planning. After observing how the teachers in the three video and slideshow presentations provide a gradual release of responsibility with comprehension strategies, you can use Part IV of the tool to think about your future practice and what you might do in the classroom to provide explicit instruction. Coaches and literacy leaders can use this tool to provide information to use when supporting teachers.

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- **After this webinar**, you can download:
 - This tool, *Teacher Self-Assessment: Gradual Release of Responsibility*
 - The transcript for the videos and slideshows:
 - *A Gradual Release of Responsibility*,
 - *Using Thinkalouds With Fiction and Nonfiction Texts*,
 - *Targeting Reading Strategies: Summarizing*, and
 - *Question Sea: On- and Under-the-Surface Questions*.
 - You can also download the sample materials that were used by the educators:
 - *Question Sea Worksheets*
 - *"I Can"... Reading Strategy Books*.



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.

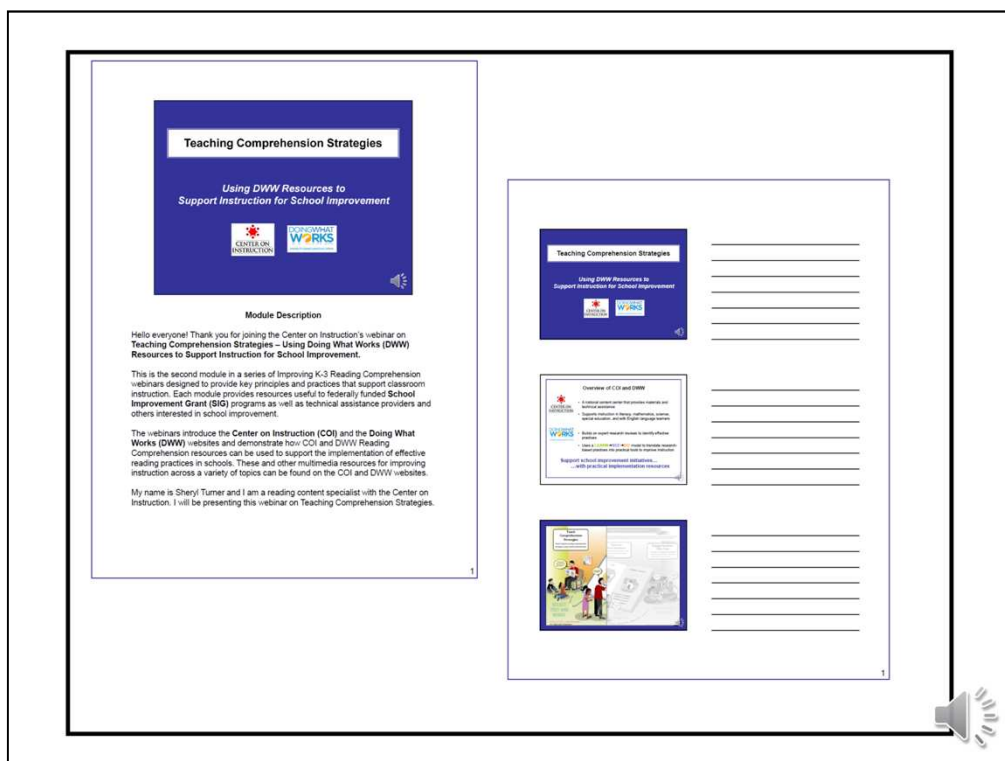
COI offers materials and technical assistance to support:

- Leadership
- Improving Literacy Instruction
- Professional Development

DWW offers practical tools and resources for implementing:

- K-3 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.



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

- **PowerPoint slideshow and video,**
- **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

1. DWW Visual Diagram – Improving Reading Comprehension in Grades K-3
2. IES Practice Guide – Improving Reading Comprehension in Kindergarten Through 3rd Grade
3. DWW Expert Interview transcript – What Good Readers Do
4. DWW Slideshow transcript – Question Sea: On- and Under-the-Surface Questions
5. DWW Sample Material – Question Sea Worksheets
6. DWW Sample Material – Illustration of Gradual Release of Responsibility Model
7. DWW Sample Material – “I Can...” Reading Strategy Books
8. DWW Tool – Teacher Self Assessment: Gradual Release of Responsibility
9. DWW Video transcript – Using Thinkalouds With Fiction and Nonfiction Text
10. DWW Slideshow transcript – Targeting Reading Strategies: Summarizing
11. DWW Expert Interview transcript – A Gradual Release of Responsibility
12. COI Resource List - COI Resources Linked to K-3 Reading Comprehension
13. DWW Resource List (Slide 15) - DWW Resources Linked to Other SIG Topics
14. DWW Topic Inventory – Improving K-3 Reading Comprehension




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.



**CENTER ON
INSTRUCTION**


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- ✓ And that concludes today's webinar.
- ✓ Thank you for your time and attention!
- ✓ It has been a pleasure to share 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...
 - *Overview of K-3 Reading Comprehension Research,*
 - *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.

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