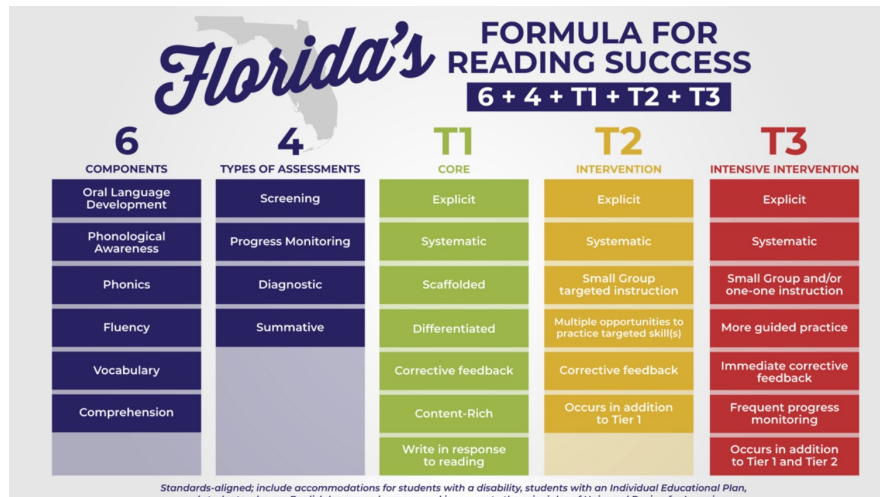


Strengthening Intervention Through Comprehension

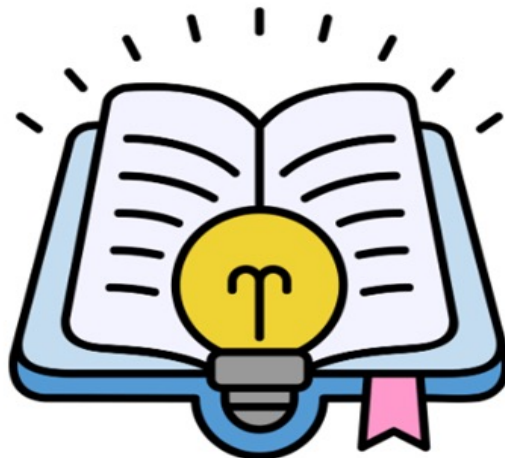


6-12 Foundational Reading Intervention Standards

Phonological Awareness	ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Phonics and Word Analysis	ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
Encoding	ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Fluency	ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.



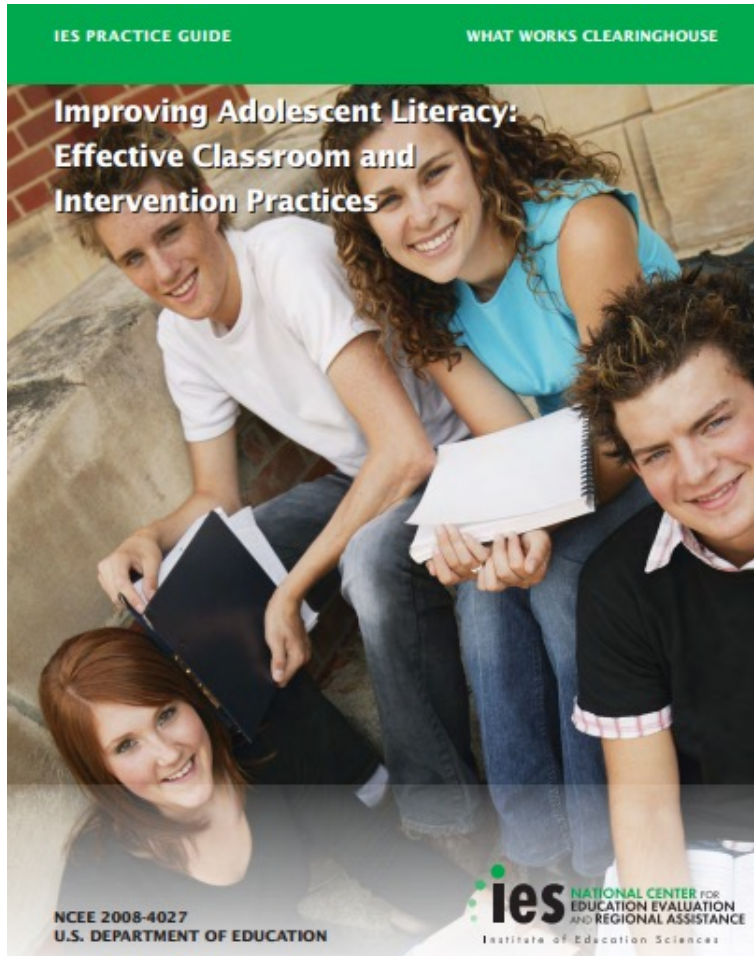
Comprehension



Scaffolded Instruction

Before Reading	During Reading	After Reading
Establish a purpose for reading the text.	Plan for places to stop and model the thinking process.	Make connections to background knowledge and other texts in the text set.
Discuss the type of text/text structure. How will this impact HOW we read the text?	Plan for places to stop and ask questions to check for understanding, make predictions or discuss new information.	Use graphic organizers (based on text structure) to review.
Connect to background knowledge from other texts, videos, graphics, passages, artwork, images, etc.	Point out signaling devices: • Signaling words • Text features	Check for understanding: • Discussion • Questioning
Pre-teach vocabulary critical for the passage.	Test predictions against the text.	Check for understanding: • Oral Summary using text evidence
Discuss language structure components that may be challenging for students.	Make connections to background knowledge and other texts.	Check for understanding: • Written Summary using text evidence

What Works Clearinghouse Practice Guide



Improving Adolescent Literacy: Effective Classroom and Intervention Practices



Practice Guide, Continued

Recommendation 2: Provide direct and explicit comprehension strategy instruction.

- The panel explains that direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.



Practice Guide, Continued

How to carry out Recommendation 2:

1. Select the texts to use carefully when first beginning to teach a given strategy.
2. Show students how to apply the strategies they are learning to different texts, not just to one text.
3. Ensure that the text is appropriate for the reading level of students.

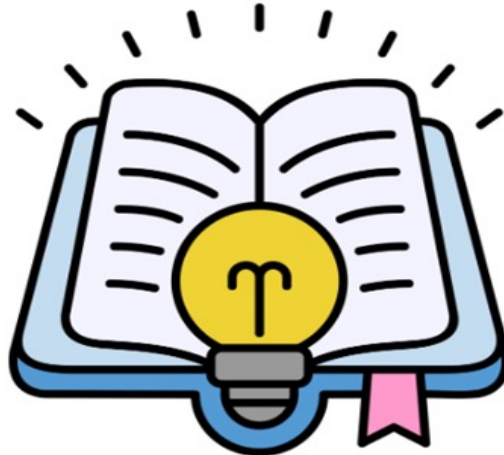
Practice Guide, Continued

How to carry out Recommendation 2, continued:

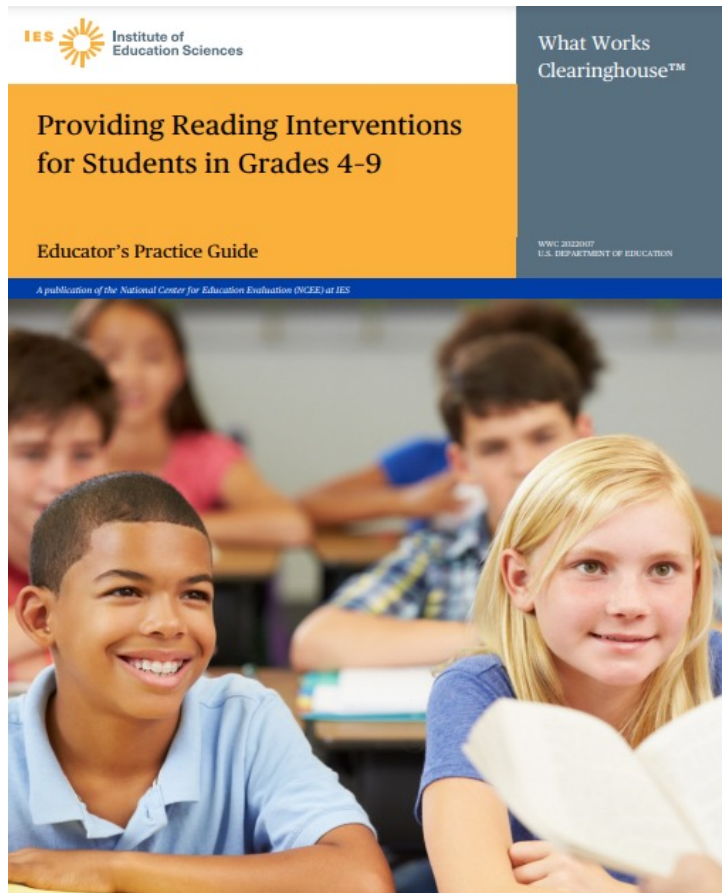
4. Use direct and explicit instruction for teaching students how to use comprehension strategies.
5. Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that the students are learning.
6. When teaching comprehension strategies make sure students understand that the goal is to understand the content of the text.



Comprehension Strategies and Resources



What Works Clearinghouse Practice Guide



Providing Reading Interventions for Students in Grades 4-9



Practice Guide, Continued

Recommendation 3, Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

1. Explicitly teach students how to find and justify answers to different types of questions.
2. Provide ample opportunities for students to collaboratively answer questions.
3. Teach students to ask questions about the text while reading.

Practice Guide, Continued

Explicitly teach students how to find and justify answers to different types of questions.

Question Type	Description
Right There Question	• Referred to as text-dependent • Words in the question AND the answer are in the same sentence
Think and Search Question	• Referred to as text-dependent • Information for the answer is in different parts of the text
Author and Me Question	• Referred to as inferential • Connections must be made to prior knowledge or information in the text

Practice Guide, Continued

Provide ample opportunities for students to collaboratively answer questions.

Question Type	How to Apply
Right There Question	• Direct students to the portion of the text where the answer could be found. • Have students justify their answers.
Think and Search Question	• Point out the paragraph where some of the answer is found. • Write the information down for all to see. • Continue this until all answers are defined. • Guide students in sorting through evidence for relevancy.
Author and Me Question	• Ask students to explain their connections. • Ask guiding questions or prompt students. • Provide prompt cards for facilitating independence.

Practice Guide, Continued

Teach students to ask questions about the text while reading.

Question stems:

- Who is (are) _____?
- What happens (happened) when _____?
- What is (was) _____?
- Why did (does) _____?
- How do (does) _____?
- How do _____ and _____ compare?
- What would happen if _____?





Apply the Recommendation

An Excerpt from *Old Yeller* by Fred Gipson

What is a salt lick? Pool could mean a place to swim or to put together. What does it mean here?
He came in the late 1860s, the best I remember. Anyhow, it was the year that Papa and a bunch of other Salt Licks settlers formed a "pool herd" of their little separate bunches of steers and trailed them to the new cattle market at Abilene, Kansas. What are they doing? Why were they short on money?

This was to get "cash money," a thing that all Texans were short of in those years right after the Civil War. We lived then in a new country and a good one. As Papa pointed out the day the men talked over making the drive, we had plenty of grass, wood, and water. We had wild game for the killing, fertile ground for growing bread corn, and the Indians had been put onto reservations with the return of U.S. soldiers to the Texas forts.

Why were Indians put on reservations? Why does this sound positive?
"In fact," Papa wound up, "all we lack having a tight tail-holt on the world is a little cash money. And we can get that at Abilene."

Oh! That's the name of the settlement.

Well, the idea sounded good, but some of the men still hesitated. Abilene was better than six hundred miles north of the Texas hill country we lived in. It would take months for the men to make the drive and ride back home. And all that time the womenfolks and children of Salt Licks would be left in a wild frontier settlement to make out the best they could.

What would this look like? Would it be dangerous?
Still, they needed money, and they realized that whatever a man does, he's bound to take some risks. So they talked it over with each other and with their women and decided it was the thing to do. They told their folks what to do in case the Indians came off the reservations or the coons got to eating the corn or the bears got to killing too many hogs. Then they gathered their cattle, burned a trail brand on their hips, and pulled out on the long trail to Kansas.

What is this?
I remember how it was the day Papa left. I remember his standing in front of the cabin with his horse saddled, his gun in his scabbard, and his bedroll tied on the back of the cante. I remember how tall and straight and handsome he looked, with his high-crowned hat and his black mustaches drooping in cow-horn curves past the corners of his mouth. And I remember how Mama was trying to keep from crying because he was leaving and how Little Arliss, who was only five and didn't know much, wasn't trying to keep from crying at all. In fact, he was howling his head off; not because Papa was leaving, but because he couldn't go, too.

What could happen on a wild frontier settlement while Papa was gone?

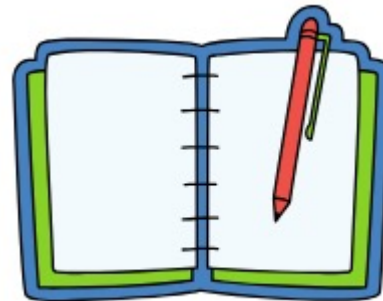
Excerpt from
Old Yeller by
Fred Gipson
7th Grade
B.E.S.T. ELA
Booklist



Practice Guide, Continued

Recommendation 3, Part C: Teach students a routine for determining the gist of a short section of text.

1. Model how to use a routine to generate gist statements.
2. Teach students how to use text structures to generate gist statements.
3. Work collaboratively with students to generate gist statements.



Practice Guide, Continued

Teachers should model how to use a routine to generate statements.

Identify and mark the most important person, place or thing in the text.



Mark and list the important information about the most important person, place or thing.



Synthesize the information to formulate a gist statement.



Write the gist in your own words.



Check that the gist statement includes all the important information in a short complete sentence.

Practice Guide, Continued

Teachers should teach students how to use text structures to generate statements.

Problem/Solution

- Describes a problem and how it is solved
 - Question: What is the problem? What is the solution?

Cause/Effect

- Explains how one thing or event led to or caused another
 - Question: What happened? Why did it happen?

Compare/Contrast

- Explains how topics are alike and different
 - Questions: How are the topics the same? How are they different?



Practice Guide, Continued

Teachers should work collaboratively with students to generate statements.

Step 4 and 5:

Write the gist statement in your own words. Check that the gist statement includes all the important information.

An Excerpt from *Old Yeller* by Fred Gipson

What is a salt lick? Pool could mean a place to swim or to put together. What does it mean here?
He came in the late 1860s, the best I remember. Anyhow, it was the year that Papa and a bunch of other Salt Licks settlers formed a "pool herd" of their little separate bunches of steers and trailed them to the new cattle market at Abilene, Kansas. What are they doing?
They can make money at the cattle market. Why were they short on money?
This was to get "cash money," a thing that all Texans were short of in those years right after the Civil War. We lived then in a new country and a good one. As Papa pointed out the day the men talked over making the drive, we had plenty of grass, wood, and water. We had wild game for the killing, fertile ground for growing bread corn, and the Indians had been put onto reservations with the return of U.S. soldiers to the Texas forts. Why were Indians put on reservations? Why does this sound positive?
"In fact," Papa wound up, "all we lack having a tight tail-holt on the world is a little cash money. And we can get that at Abilene." Abilene was very far away and they were hesitant to go.

Oh! That's the name of the settlement.
Well, the idea sounded good, but some of the men still hesitated. Abilene was better than six hundred miles north of the Texas hill country we lived in. It would take months for the men to make the drive and ride back home. And all that time the womenfolk and children of Salt Licks would be left in a wild frontier settlement to make out the best they could.

They decided to take the risk and prepared their families. What would this look like? Would it be dangerous?
Still, they needed money, and they realized that whatever a man does, he's bound to take some risks. So they talked it over with each other and with their women and decided it was the thing to do. They told their folks what to do in case the Indians came off the reservations or the coons got to eating the corn or the bears got to killing too many hogs. Then they gathered their cattle, burned a trail brand on their hips, and pulled out on the long trail to Kansas.

What is this?
I remember how it was the day Papa left. I remember his standing in front of the cabin with his horse saddled, his gun in his scabbard, and his bedroll tied on the back of the cante. I remember how tall and straight and handsome he looked, with his high-crowned hat and his black mustaches drooping in cow-horn curves past the corners of his mouth. And I remember how Mama was trying to keep from crying because he was leaving and how Little Arliss, who was only five and didn't know much, wasn't trying to keep from crying at all. In fact, he was howling his head off; not because Papa was leaving, but because he couldn't go, too.

What could happen on a wild frontier settlement while Papa is gone?
Salt Licks settlers needed money. They decided to journey 600 miles away to sell cattle. They made sure their families would be safe from the dangers of the frontier, branded the cattle and left. It is a dangerous situation for the men and their families they are leaving behind.

Gist:

The settlers of Salt Licks, Texas, needed money. They decided to sell cattle in Abilene, Kansas, 600 miles away. They would be gone for months, leaving their families on their own. Even though the journey and the frontier settlement were dangerous, they decided to take the risk. They prepared their families and the cows and set out.

Practice Guide, Continued

Recommendation 3, Part D: Teach students to monitor their comprehension as they read.

1. Help students determine when they do not understand the text.
2. Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.
3. Provide opportunities for students to reflect on what they have learned.



Let's Plan

Task:

- Create a plan that outlines instructional steps for before, during and after reading.

Focus:

- Incorporate specific, direct and explicit instruction strategies.
- Include scaffolded instruction strategies that were discussed today.



Group	Objective
1	Focus on teaching students to ask and answer questions to better understand text.
2	Focus on teaching students to formulate gist statements to better understand text.
3	Focus on teaching students to monitor comprehension to better understand text.

Putting It All Together

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

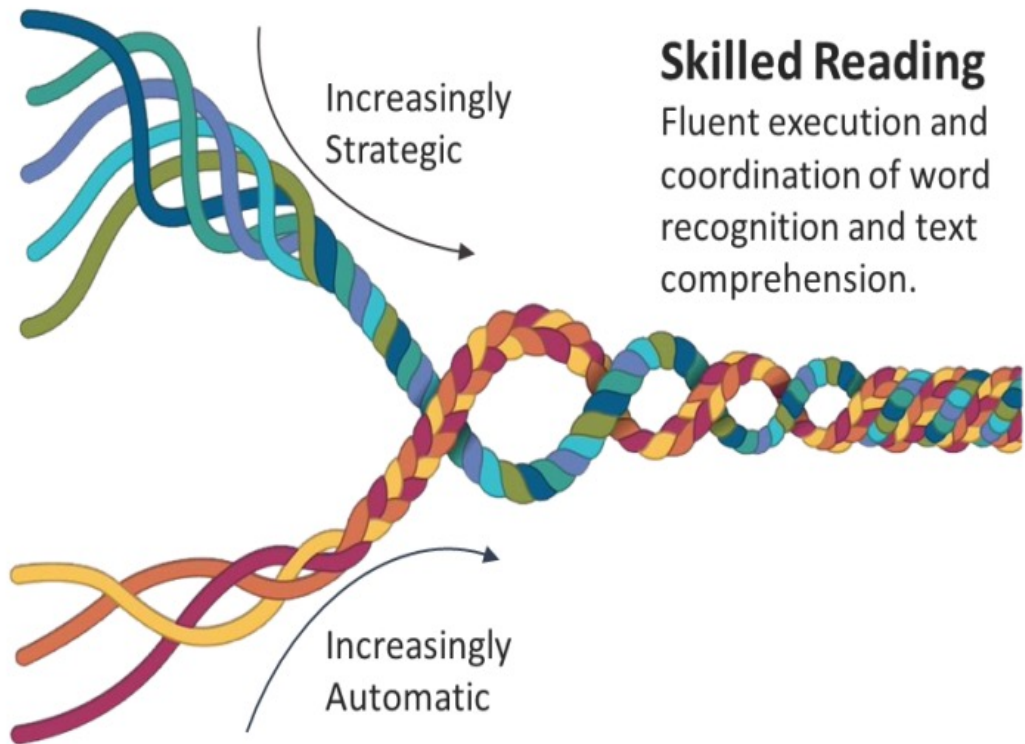
Skilled Reading

Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic



Survey



THANK YOU

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