



## Study Guide

### Standard II—Reading Comprehension Research and Best Practices

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## Standard II – Reading Comprehension Research and Best Practices

### Terms\*

*\*Note: In addition to the terms listed here for Standard II, the candidate should also be familiar with the terms from Standard I.*

Anticipation guide	K-W-L
Antonym	Mechanics/Conventions
Basal reader	Literal questioning
Brainstorming	Literature circles
Choral reading	Main idea
Comprehension	Metacognition
Comprehension strategy	Metacognitive strategies
Concept maps	Metaphor
Connotative meaning (connotation)	Multiple literacies
Content literacy	Narrative text
Context	Nonfiction
Context-Structure-Sound-Reference (CSSR)	Prediction
Drop Everything and Read (DEAR) and Silent Silent Sustained Reading (SSR)	Phrase-cued text
Denotative meaning – (denotation)	PreReading Plan (PreP)
Directed Listening/Thinking Activity (DL/TA)	Preview
Directed Reading Activity (DRA)	Prosody
Directed Reading/Thinking Activity (DR/TA)	Question-Answer Relationship (QAR)
Discussion web	Questioning the Author (QtA)
E-readers	Readability
Etymology	Read aloud
Expository text (exposition)	Reader's theater
Fiction	Reader's workshop
Figurative language	Reading rate
Simile	Reciprocal teaching
Metaphor	Reciprocal Questioning (ReQuest)
Idiom	Schema/schemata
Four square	Semantic Feature Analysis (SFA)
Grammar	Semantic web/map/organizer
Graphic novels	Sentence combining
Graphic organizer	Shared reading
Guided reading	Simile
Homonym	6 + 1 Traits Writing
Homograph	Conventions (Mechanics)
Homophone	Ideas
In-depth vocabulary instruction	Organization
Inferential questioning	Sentence Fluency
Interactive read aloud	Voice
	Word Choice
	Presentation

Survey-Question-Read-Recite-Review (SQ3R)	
Story grammar/structure	
Story Impressions	Writing process
Synonym	Pre-writing (brainstorming)
Synthesis	Drafting
Text structure	Revising
Think-aloud	Editing
Trade book	Publishing
Teaching Vocabulary in Context (TVC)	Writers' Workshop
Vocabulary development	
Vocabulary word cards	
Vocabulary Self-Collection Strategy (VSS)	
Word family	

Consult the IRA literacy dictionary for definitions.

Harris, R. L. & Hodges, R. E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.  
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### **Comprehension Instructional Strategies**

(These notes describe a sample of possible instructional strategies)

#### **Anticipation Guide**

The Anticipation Guide is designed to: a) activate students' knowledge about a topic before reading and b) provide a purpose by serving as a guide for subsequent reading. It attempts to enhance students' comprehension by having them react to a series of statements about a topic before they begin to read or to engage in any other form of information acquisition. It utilizes prediction by activating students' prior knowledge and it capitalizes on controversy as a motivational device to get students involved in the material to be read.

The Anticipation Guide incorporates comprehension-enhancing strategies by asking students to react to statements that focus their attention on the topic to be learned. Students opinions are activated by using carefully worded statements that challenge the students' knowledge and arouse their curiosity. The Anticipation Guide can also be used as the basis for post reading discussion. Students react to the same statements a second time using the information they read in the text.

The Anticipation Guide can be adapted for any grade level. It can be used with a variety of print and non-print media.

## Procedures:

1. *Identify major concepts.* Pre-read the text and select the major concepts that you wish the students to know.
2. *Determine the students' knowledge of these concepts.* The teacher must consider the students' experiential background.
3. *Create statements.* The number of statements to be created varies with the amount of text to be read and the number of concept statements. Depending on the maturity level of the students, three to five statements will usually work. Ideally, the statements are those the students have sufficient knowledge to understand what the statements say, but not enough to make any of them a totally known entity.
4. *Decide statement order and presentation mode.* Order is important. Usually the order follows the sequence of the concepts that are encountered in the text.
5. *Present the guide.* The guide may be presented using a chalkboard, whiteboard, smartboard, overhead projector or photocopy a guide for each student. Directions for using the guide must be included as well as space for the student responses. Example of directions may be: "Below are some statements about (supply the topic). Read each statement carefully and place a checkmark next to each statement with which you agree. Be prepared to defend your thinking as we discuss these statements." Read the directions and statements orally. Emphasize that students will share their thoughts and opinions about each statement, defending their agreement or disagreement with the statement. Students can work individually or in small groups to formulate a response.
6. *Discuss each statement briefly.* Ask for a show of hands from students to indicate whether their agreement or disagreement. Tally the responses. Invite students to state why they agree or disagree. Try to identify opposing arguments for each statement.
7. *Direct students to read the text.* Students are told to read the text with the purpose of deciding what the author would say about each of the statements. Students should keep two things in mind as they read: the discussion they have just had and how the reading relates to that discussion.
8. *Conduct a follow-up discussion.* After reading the students respond again to the statements. This time they react in light of the actual text. The guide now serves as a post-reading discussion. Students can share how the reading has modified their thoughts and opinions. It should be made clear that the students do not have to agree with the author.

The most difficult aspect of constructing an Anticipation Guide is selecting appropriate statements. Guide statements must be within students' previous knowledge and, therefore, must be on the experience-based level of comprehension. But the statements must also be on a higher level of generality in order to be an effective teaching and learning strategy. Using statements that are merely fact-based is ineffective. Students should discuss reasons for holding or forming opinions, not simply recite easily found facts.

Examples of major concept statements on “Food and Health” from step # 1 (Tierney & Readence, 2000):

- a. Food contains nutrients that your body needs for energy, growth and repair.
- b. Carbohydrates and fats supply energy.
- c. A balanced diet includes the correct amount of all the nutrients needed by your body.
- d. Every food contains some calories of food energy (p. 336).

Examples of guide statements on “Food and Health” -- Tierney & Readence (2000):

1. An apple a day keeps the doctor away.
2. If you wish to live a long life, be a vegetarian.
3. Three square meals a day will satisfy all your body’s nutritional needs.
4. Calories make fat (p. 337).

Examples quoted from:

Tierney, R. J. & Readence, J. E. (2000). *Reading strategies and practices: A compendium* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.

### **Directed Reading Activity (DRA)**

The DRA is used to remove comprehension barriers and guide reading during a basal reading lesson. It contains five steps:

1. *Preparation for reading.* This step includes activating students’ prior knowledge related to the story, introducing new vocabulary and concepts, and building interest and motivation to read the selection.
2. *Guided silent reading.* The teacher provides a purpose-setting statement or question to guide students’ reading. The teacher may encourage students to read the entire selection guided by the purpose-setting question or statement or may use guided reading questions provided in a teacher’s guide to direct discussion on a page-by-page basis.
3. *Comprehension development and discussion.* This step starts with a restatement of the purpose-setting question or questions from the previous step, followed by discussion questions that promote more in-depth understanding of story characters, plot, or concepts.
4. *Purposeful rereading.* The purpose of this step is to give children frequent opportunities for oral reading after they have read the text silently. Rereading often occurs naturally as children support answers to questions (“It says right here...”), or teachers may direct children to read orally a favorite part of the story, a passage that describes a character, or a particularly interesting conversation in the story.
5. *Follow-up activities and skill extension.* Skills may include word analysis, vocabulary, comprehension, literature concepts, or writing development. Activities introduce skills or provide practice. In basal reading programs the follow-up activities often are in workbook or skill book formats for students who are reading at a similar ability level.

Procedures:

1. Select the story and estimate the number of days needed to complete the preparation for reading, guided silent reading, and follow-up extension activities.
2. Choose the vocabulary words to be presented, and prepare materials for presentation (sentence strips for pocket chart, duplicated handout, sentences written on board, etc.).
3. Determine the purpose-setting question or statement. (Use or adapt the one from the teacher's guide.)
4. Decide what comprehension questions to use. (Choose from those in the teacher's guide or write your own.)
5. Identify skills to be developed and activities for developing those skills, and prepare materials or equipment necessary for activities. (Choose from activities in the teacher's guide or develop your own.)
6. Determine extension and follow-up activities. (Choose or adapt from the teacher's guide.)
7. Prepare any handouts, materials, or equipment needed.

**Directed Reading-Thinking Activity (DR-TA)**  
**[and Directed Listening-Thinking Activity (DL-TA)]**

First Phase of the DR-TA Directed Reading-Thinking Activity—Stauffer (1969, 1976)

1. Make predictions using text information and personal background knowledge.
2. Read to verify or alter predictions based on new text information and background knowledge.
3. Provide support and proof of predictions based on text and background knowledge.

Second Phase of the DR-TA has follow-up extension activities determined by the teacher's observation of the students (M.R. Ruddell, 1988, 1997).

1. Vocabulary development
2. Emphasis on word analysis
3. Other

Procedures:

1. Select the story or text to be read.
2. Determine the stop-points. Stop after the title, after the first or second paragraph, and at points of high suspense or interest. Stop once more just before the end of the story. Use no more than five or six stop-points in any story.
3. Prepare broad, open-ended questions, such as the following, to be asked at stop points:
  - After the title: "With a title like that, what do you think this story will be about? Why do you think so?"
  - After each stop-point: "What do you think will happen now? What makes you think so? With which prediction do you agree? Why?"
  - Before the conclusion: "How do you think the story will end? Why?"

- After the story: “Why did the story end this way? How would you have ended the story?”
4. Obtain or prepare cover sheets for children to conceal text that follows stop-points.

In summary, the DR-TA:

- Establishes a clear purpose for reading.
- Involves students in active comprehension by calling on their personal background knowledge and text knowledge.
- Develops higher-level thinking using predictions and speculations, reading to verify, revising predictions or forming new ones, and drawing conclusions.
- Uses the social dynamic of group interaction to propose and discuss options and outcomes.
- Helps students arrive at decisions and conclusions based on text and personal knowledge.

### **Four Square**

The Four Square is a learning activity to develop and increase a student’s vocabulary knowledge by making a personal connection with words. This instructional activity is used after reading. This instructional activity is appropriate for use for all text material. Teachers of mathematics, social studies, and science will find this a useful activity in teaching the vocabulary unique to their content. Teachers use the Four Square learning activity for several important reasons:

- It assists students’ understanding of new concepts by having the student make a personal association with the word.
- It assists students in analyzing and thinking of attributes and non-attributes/examples and non-examples of the concepts.
- It provides a graphic organizer/visual representation for students regarding the concepts they are learning.

Procedure:

1. Draw a square with four quadrants on the board, chart paper, or overhead. Students should also have individual copies of the square for them to keep.
2. Model the strategy using a strategy for the text students will read.
3. Place a key word on the page.
4. Have students share their ideas about the meaning of the word. Tell students they will complete the information for all four squares. Students will have a better understanding of the word by completing the information required for all four squares.
5. Have the students read the text.
6. After reading the text, have the students develop a short, student-friendly definition of the word. Have students write the definition in the upper-left square.
7. In the upper-right square, have students right the dictionary definition of the word.
8. In the lower-left square, have students write one synonym and one antonym for the word.

9. In the lower-right square, have students draw an illustration of the word.

### **K-W-L Plus**

Teachers use K-W-L charts for reading in content areas (Donna Ogle, 1986, 1989). The K stands for “What we *know*,” The W for “What we want to *learn*,” the L for “What we *learned*.” The K-W-L chart contains three columns each labeled with the corresponding letter and phrase. Teachers introduce the chart at the beginning of a unit and then use it to activate background knowledge. They also use it to stimulate the students’ interest in the topic. During the unit and at the conclusion, the teacher helps students record what they have learned by filling in the third column of the chart. This procedure helps students to combine new information with what they already and develops their vocabularies.

Procedures:

- Have the students brainstorm what they know about the topic.
- Organize the information they know and record it in the first column of the chart.
- Have the students then list what they would like to know about the topic. They should anticipate what they are going to read as much as possible.
- The students read the assignment. During this reading they may continue to add questions to the “W” column.
- Have the children list what they have learned in the “L” column when they have finished the reading.
- As a follow up, ask students to categorize the information they recorded in the “L” column, then label the categories. (This last step is referred to as the Plus.)

### **PreReading Plan (PreP)**

This strategy helps students activate their knowledge schema and extend their prior knowledge about a topic before reading. Its value is in refining children’s knowledge of a topic through group discussion by building anticipation for the reading experience (Judith Langer 1981,1982). PreP may be used with all elementary grade levels.

The Prep Instructional Phase involves three steps that explore children’s understanding of key topic of the story or expository text.

1. *Initial association with the key topic or concept.* The purpose of this step is to encourage free association and divergent thinking. After first identifying a key topic or story concept to explore, the teacher then uses such statements and questions as the following (Langer, 1982):
  - “Tell me anything that comes to mind when you hear this word, see this picture....”
  - “What do you think of...?”
  - “What might you see, hear, feel...?”
  - “What might be going on...?”

As the students develop ideas, the teacher records their responses on the board. The objective is to identify any information the students have about the central concept of the text along with related knowledge and experiences they may have.

2. *Reflections on the initial associations.* This step is intended to give children an opportunity to explain their initial responses and to understand their peers' responses. Ask, "What made you think of [the initial response]?" This question also helps students evaluate the way their ideas relate to the text topic.
3. *Reformulation of knowledge.* The question "Based on our discussion, do you have any new ideas about [the picture, the word, the topic]?" encourages children to probe their memories, evaluate their ideas, and speculate on the text to be read. The intent is to provide an opportunity for children to revise integrate, and add ideas before embarking on the reading experience.

The Prep Response Analysis Phase uses observations from the three steps of the PreP instructional phase to determine if students have sufficient prior knowledge to succeed in the reading experience. Some may need direct instruction.

Procedures:

1. Decide what key concept you wish to focus students' attention on before reading the story or text.
2. Choose a stimulus word, picture, or event to focus attention on the topic. Prepare any materials you need.
3. Prepare the stimulus question (e.g., "What do you think of when I say *friendship*?" or "What comes to mind as you look at this picture?")
4. Record students' responses on the chalkboard as they respond to the stimulus question.
5. After students have responded, point to specific responses recorded on the chalkboard and ask individual children, "What made you think of this when I said ....?"
6. Extend the original question: "Based our discussion, do you have any new ideas about...?"
7. Guide students into the reading: "Our story is about.... What do you think we might find in the story?"

### **Question-Answer Relationship (QAR)**

This strategy is used to help children identify sources in responding to questions (Raphael, 1982, 1986). It may be used with children in grades 1 – 6.

Prepare a wall chart with the following types of questions children may need to answer:

1. *Right There.* The information is stated explicitly in the text. This QAR requires recall or location of information at the factual level of thinking.
2. *Think and Search.* The information source is still text-based, but the information must be inferred or concluded from various factual statements in the text. This QAR uses the interpretive level of thinking.

3. *Author and You.* The information source is a combination of information from the text and from students' background knowledge. This QAR requires use of the interpretive, applicative, or transactive level of thinking.
4. *On My Own.* The information source is primarily the reader's background knowledge. This QAR uses the applicative or transactive level of thinking.

QAR Instructional Principles:

1. Provide immediate feedback to students.
2. Move from short text passages to longer, more involved text.
3. Start with factual questions in which answers are explicitly stated in the text and progress to questions based on longer text passages that require interpretive, applicative, or transactive level thinking.
4. Provide for supportive group instruction at the outset, and then follow with activities that require greater student independence.

Procedures:

1. Prepare a QAR chart using an illustration like the one in Figure 4.5
2. Prepare two short passages with question that use all four categories in the chart.
3. Day One: Introduce the QAR chart, display the illustration, and give examples for each category.
4. Day Two: Review and practice using QARs. Have children work in small groups to read, answer the questions, and decide on QAR categories for the first passage. Share group decisions in whole class discussion.
5. Distribute the second passage, and have children read, answer the questions, and choose QAR categories independently (or work in small groups). Share responses in small groups and whole class.
6. Day Three: Prepare longer passages with more questions for children to work on first in small groups and then independently.
7. Day Four: Gradually introduce the QAR strategy in various discussions throughout the school day.

**Questioning the Author (QtA)**

Questioning the Author was developed by Beck and McKeown (Beck, McKeown, Hamilton & Kucan, 1997). Based upon a constructivist perspective of learning, it is a means to increase readers' engagement of both narrative and expository text. Beck and McKeown found that many social studies texts had three major problems. They had unclear content goals, assumed that the reader had more background information than the reader actually had and provided poor explanations. Questioning the Author gives students the job of revising their texts to make them more understandable. There are three steps to using QtA.

Procedures:

1. *Planning.* Teachers must read the materials they are asking the students to read and anticipate what problems the students may encounter. There are three goals in planning a) identify major understandings and potential problems b) segment

the text and c) develop queries. The students need to take the perspective that the author is there to be questioned by them. The goal of QtA is to better understand the major ideas that the author is presenting. As the teachers read the text, they need to monitor where they have to work a little harder to understand the text and support the students in these areas by making explicit ideas that may only be inferred. Second, teachers need to decide where to stop the students reading so that discussion can take place. The ideas should determine where the breaks occur, not paragraphs or pages. Third, queries are used to help students deal with text as they are attempting to construct meaning during the reading process. Questions are used to assess students' comprehension after the reading is completed. Queries facilitate discussion about the author's ideas and encourage student to student interactions. Queries are used at the points where segmentation occurs in the text. The following are examples of queries (Tierney & Readence, 2000).

- What is the author trying to say here?
- Does the author explain this clearly?
- Does this make sense with what the author told us before?
- Does the author tell us why?
- Why do you think the author tells us this now?
- How does the author let you know that something has changed?

2. *Discussion.* Discussion is used to help construct understanding of the text. Discussion is not merely a report of facts read, but a collaboration of constructed ideas as the reading takes place. Teachers collaborate with students by helping them develop an understanding of the text through the use of queries such as those listed above.

There are six types of discussion moves that keep the students focused. This first is *marking*. *Marking* is an underscore of a student's comments that the teacher wants emphasized. This is done through paraphrasing or explicitly acknowledging the idea's importance. *Turning back* is simply turning the students' attention back to the text for clarification of ideas. *Revoicing* is the paraphrasing of difficult ideas so the students can better understand them. These three moves describe ways of making student ideas more productive.

The next three moves directly involve the teacher. The teacher may *model* the types of responses she expects from the students. *Annotating* is the teacher bringing to the discussion outside information that is not found in the text. The teacher may also *recap* the information by pulling together and summarizing the major ideas that the students have constructed up to that point. This allows the students to move on in the text and in ideas. As students become more experienced in discussion, they should begin to recap the ideas themselves.

3. *Implementation.* Implementation is the strategy that teachers use to introduce Questioning the Author to students. It is recommended that the desks be arranged in a semi-circle and that the students be told that they will be participating in a discussion in a way not previously conducted. To begin the implementation, students need to be introduced to the concept of *author fallibility*. Often students feel that anything in print is above criticism. Students need to know that authors are just people who may not write as clearly as they might. It is the students' job

to figure out what the authors are trying to say. It is important that the students realize it may not be their fault if they do not understand what the author is saying.

Teachers next demonstrate a “think aloud” (Olshavsky, J. 1976) to show the type of thinking that helps to construct meaning with a text. This is a way that students see how an experienced reader mulls over a text in an attempt to understand it. Teachers also explain the characteristics of a QtA discussion. Students are then given the opportunity ask questions about what was demonstrated in the think aloud and the explanation of the QtA discussion. At the conclusion of this initial QtA experience the teacher is to remind the students that authors are just people putting their thoughts in a text and that their job is to figure out those ideas.

Beck and McKeown have systematically researched this strategy. However, they caution that it is very easy for a teacher to slip back into a traditional discussion by over use of modeling, annotating, and recapping. Teachers need to be deliberate in their actions while implementing QtA.

### **Reciprocal Questioning (ReQuest)**

ReQuest models the processes for creating questions, establishing reading purpose and building comprehension and self-monitoring responses. Used with individual students or small groups, ReQuest provides valuable insight into the background knowledge and reasoning processes. It teaches students how to ask questions that enhance meaning construction.

ReQuest uses reciprocal questioning, in which the teacher and student take turns assuming the role of the questioner. The teacher’s questions serve as a model of question-asking behavior. It also guides students toward setting a purpose for the reading of the text. ReQuest can be used effectively across grade levels. Begin by giving each student a copy of the text that is to be read and the follow the following seven steps.

1. *Introduction.* Introduce the procedure by saying something like, “Let’s see how we can improve our understanding of what we read. We will all read silently the text starting with the word ‘Salutations!’ on page 35 of *Charlotte’s Web* and ending with ‘Look, I’m waving!’ Then we will take turns asking questions about the paragraph and what it means. When it’s your turn to ask questions, try to ask the kind of questions a teacher might ask.”
2. *Initial reading and student questioning.* Everyone read the text silently. After reading, close your book and invite students to ask you any question they wish. You will find that students initially ask factual questions. For example students may ask “What did the voice say?” or “How do you spell ‘salutations?’” or “What does ‘salutations’ mean?” Students soon will incorporate higher-level questions, following your model.
3. *Teacher questioning and modeling.* When it is the teacher’s turn to ask questions, have the students close their books, using a marker. You may ask “Why do you

- think Charlotte introduced herself by saying ‘Salutations!’?’ or ‘Why do you think Charlotte introduced herself to Wilbur at this point in the story?’ You can also ask questions that follow logically from questions the students asked earlier. Students need to understand that each question deserves to be answered and that ‘I don’t know’ responses are valid. Both the teacher and students should provide explanations as to why a question cannot be answered.
4. *Continued reciprocal questioning.* Silently read the next paragraph or segment of text and follow the turn-taking pattern in steps two and three. Use your questions to demonstrate how the information in this segment connects to the information in previous segments(s)—for example, ‘‘What does the word *they* refer to when Wilbur says ‘What are they and where are you?’?’
  5. *Setting a purpose for reading.* Continue reading until students have enough information to get the gist of the story and make outcome predictions. Then ask ‘‘What do you think is going to happen? And why do you think so?’’ Show students how their prediction statements can be turned into questions. The statement ‘‘I think that, somehow, Wilbur and Charlotte become friends’’ can become ‘‘How do Wilbur and Charlotte become friends?’’ Record prediction questions for later reflection. Do not change the student’s questions to fit what you know about the story’s outcome. Not all questions have to be answered by the story.
  6. *Silent reading.* Ask student to read to the end of the text to see if which predictions are correct.
  7. *Follow-up discussion.* Initiate discussion by asking the prediction questions recorded earlier. The purpose-setting (prediction) questions are the first ones to address following the reading. If the story did not answer the purpose-setting questions acknowledge that and construct a question that it did answer. Once students become familiar with the procedure they may be invited to practice it on their own.

By emphasizing interpretive, applicative, and transactive questions, students are invited to ask higher-level questions. The teacher’s responses to students’ questions can also model thinking processes.

Procedures:

1. Select the story, and decide on the length and number of initial reading segments.
2. Pre-read the story, and determine the aspects of the story your questioning will develop. List some higher-level questions that you wish to use (remember to give the children an opportunity to ask them first).
3. Identify any follow-up activities for the story, and prepare any materials needed.
4. Introduce the ReQuest procedure to the children, and use it with a story.

### **Semantic Feature Analysis**

The semantic feature analysis strategy uses a grid to help students explore how a set of things are related. By completing and analyzing the grid, students are able to see

connections, make predictions, and master important concepts. Semantic feature analysis enhances comprehension and vocabulary skills.

Procedures:

1. Select a category/topic for the semantic feature analysis.
2. Provide students with key vocabulary words and important features related to the topic.
3. Create a chart by listing the vocabulary words down the left hand column and the features of the topic across the top row of the chart.
4. Have students place a plus sign (+) in the chart when a vocabulary word aligns with a particular feature of the topic. If the word does not align, students may put a minus sign (-) in the chart. If students are unable to determine a relationship, they may leave it blank.

### **Story Impressions**

Story Impressions was developed as a way to help students realize that reading involves actively thinking about ideas (McGinley & Denner, 1987). It is a prereading/writing activity that makes use of key concepts from a story to develop the reader's own story or impression of how these key concepts might fit together. The procedure is based upon the belief that a major goal of a prereading activity should be to have the reader build anticipatory models that are confirmed or modified as the reader encounters the actual text.

The procedure varies from DR-TA in two important ways. First, clues are systematically sampled from the top-level structure of the story. Second, the students develop a story based on the clues provided by the teacher. Story Impressions has been used with success in grade two and above.

Procedures:

1. Provide a general introduction (e.g., "Today we're going to make up what we think this story could be about.>").
2. Direct students to a list of key concepts by saying, "Here are some clues about the story we're going to read. We're going to use these clues to write our own version of the story. After that, we'll read the story together to see if the author had ideas similar to ours."
  - a. Include key words and phrases (preferably from the text with a maximum of three words per clue) that represent the character, setting, and key elements from the plot.
  - b. Restrict the number of key words or phrases to ten or fifteen for a short story or fifteen to twenty for a young adult novel.
  - c. Arrange the clues vertically with arrows or lines to indicate their order.
3. After students read through the list of clues, they are encouraged to brainstorm how the ideas might connect. The teacher might jot down possibilities on an overhead or smartboard.

4. Using the brainstormed ideas, a class story is developed (on transparency) that ties together the clues.
5. The students read the author's actual story and discuss how their story compares. A match with the author's story is not important. It is the process of comparing how the clues were woven together similarly or differently that is important.
6. Either in small groups or as individuals, the students develop their own stories based upon clues from another story.

Variation:

Story Impression clues may also be used as guideposts from which students offer their own questions prior to reading or as aids to having students develop reports, as well as making notes.

### Reference List

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### **Vocabulary Instructional Strategies**

(These notes describe a sample of possible instructional strategies.)

#### **Before-Reading Vocabulary Instruction**

##### **Teaching Vocabulary in Context (TVC)**

1. Preview the story or material to be read, and select four or five words to be taught.
2. Write the words on the chalkboard or a chart. Write the whole sentences in which the words are found.
3. Read the sentences aloud, and ask students to speculate on the word meanings.
4. Record the children's ideas on the board.
5. Arrive at an agreed-upon class definition of each word. (Check a dictionary if necessary.)

#### **During-Reading Vocabulary Instruction**

##### **The Context-Structure-Sound Reference (CSSR) System** (William S Grey, 1946)

“When You Come to a Word You Do Not Know” wall chart

1. Context – read to the end of the sentence. Are there meaning clues in the sentence? Are there meaning clues in other parts of the paragraph or story up to this point? Use these clues to figure out what the word means. Does the meaning make sense? If so, go right on reading. If it doesn't make sense, check . . .
2. Structure – look at parts of the word for meaning clues. Do you recognize any roots or prefixes you know? Do any endings help? Combine this information with the context clues. Does the meaning make sense? If so, go right on reading. If it doesn't make sense, check . . .
3. Sound – try to pronounce the word and check for meaning. You might recognize the meaning of a word when you hear it. Do you know this word? Use this

- information in the context of the sentence. Does it make sense? If so, go right on reading. If it doesn't make sense, check . . .
4. Reference – use a reference source. Are there any margin notes to help explain the meaning? Does the glossary in the text define the word? Look it up in a dictionary. Ask someone. Combine that information with the information from the context. Does it make sense? Go right on reading.

Procedure for CSSR:

1. Prepare the chart showing the parts of the CSSR system given above.
2. Walk children through the system elaborating on and discussing each part.
3. Using a short passage and four vocabulary words, demonstrate how to use the system. Make sure each of the four words illustrates at least one part of the system.
4. Find opportunities in other learning events to teach or reinforce students' understanding of the system parts. Remind students frequently of the CSSR system.
5. Direct students to apply the CSSR system as they read independently.
6. After reading, debrief children about how the CSSR system worked.

### **After-Reading Vocabulary Instruction**

#### **Vocabulary Self-Collection Strategy (VSS)**

This strategy focuses on words children want and need to know, words they have shown interest and curiosity. It simulates word learning that occurs naturally in children's lives and thus guides them in becoming independent word learners.

1. After reading (or after another learning event), ask student teams to find a word or term they would like to learn more about. Students should be prepared to
  - a) tell where they found the word and read it in the sentence,
  - b) tell what they think the word means, and
  - c) tell why they think the word should be on the class vocabulary list.
2. Accept word nominations with discussion of possible meanings and reasons for learning. Nominate a word that you wish to have on the list.
3. Narrow the class list and refine definitions as needed. Encourage extension and refinement of meanings through collaboration and pooling of information.
4. Direct students to record final list words and definitions (as developed in class discussion) in vocabulary journals or on maps.
5. Develop VSS lesson activities for reinforcement, and provide time for students to complete assignments. As appropriate, incorporate vocabulary items into an end-of unit spelling test.

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- b. Piaget: Developmental psychology—schemes, assimilation, and accommodation

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- c. Zone of Proximal Development

**ICLA Standard II**  
**Reading Comprehension Research Best Practices**  
**Practice Items**

**Section One – Terminology**

**Directions:** Match each definition with the correct item, and record the letter on the line.

- \_\_\_\_\_ 1. A process in which the reader constructs meaning by interacting with text...through a combination of prior knowledge and previous experience; information available in text; the stance [taken] in relationship to the text; immediate, remembered, or anticipated social interactions and communications
- a. Story grammar/structure
  - b. Comprehension
  - c. Metacognition
  - d. Guided reading
- \_\_\_\_\_ 2. Text that is one of the four traditional forms of composition in speech and writing; intended to set forth or explain
- a. Narrative text
  - b. Context
  - c. Text structure
  - d. Expository text
- \_\_\_\_\_ 3. In popular usage, a word with the same punctuation and spelling as another word but different in meaning, as *bay* (a body of water) vs. *bay* (a part of a window)
- a. Antonym
  - b. Homophone
  - c. Homograph
  - d. Synonym
- \_\_\_\_\_ 4. In general, a story, actual or fictional, expressed in writing
- a. Narrative
  - b. Sentence fluency
  - c. Shared reading
  - d. Story grammar
- \_\_\_\_\_ 5. In text analysis, a formal device used for specifying relations among episodes in a story and to formulate rules for generating other stories
- a. Shared reading
  - b. Shared writing
  - c. Story grammar
  - d. Word choice

- \_\_\_ 6. A step-by step process for presenting a developmental reading lesson
  - a. Story grammar
  - b. Directed reading activity (DRA)
  - c. Teachers' edition of basal text
  - d. Think aloud
  
- \_\_\_ 7. The emotional associations suggested by the primary meaning of a word, which affects its interpretations; affective meaning; emotive meaning
  - a. Synonym
  - b. Vocabulary development
  - c. Denotative meaning
  - d. Connotative meaning
  
- \_\_\_ 8. Visual representations of meaningful relationships organized around a central topic or demonstrating change over time
  - a. Story grammar
  - b. Graphic organizers
  - c. Etymology
  - d. In-depth vocabulary instruction
  
- \_\_\_ 9. Awareness and knowledge of one's mental process, such that one can monitor, regulate, and direct them to a desired end; self-mediation
  - a. Metacognition
  - b. Schema/Schemata
  - c. Story Impressions
  - d. Context
  
- \_\_\_ 10. A system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world
  - a. Metacognitive strategies
  - b. Text structure
  - c. Semantics
  - d. Schema/schemata
  
- \_\_\_ 11. The various patterns of ideas that are embedded in the organization of text. Common patterns for expository text are cause-effect, comparison-contrast, problem-solution, description, and sequence.
  - a. Text structure
  - b. Graphic organizers
  - c. Language Experience Approach (LEA)
  - d. Figurative language

## **Section Two - Identification of Comprehension Practices**

**Directions:** Select the best response to identify the instructional practice in each of the following descriptions, and record the letter on the line.

- \_\_\_\_\_ 12. After rereading a familiar story, Ms. McDermott explains that all narrative stories contain the same elements: title, setting, characters, plot, and theme. Ms. McDermott asks questions such as:
- Why did the author choose this title for the story?
  - Where and when does this story take place?
  - Who are the main characters in this story?
  - What is the problem needing to be solved?
  - What are the main things that happen in the story?
    - a. Language Experience Approach (LEA)
    - b. Story grammar/structure
    - c. Literature circles
    - d. Metacognitive strategies
    - e. Guided reading
- \_\_\_\_\_ 13. To provide students with a frame of reference in which to understand new and difficult material to be read, Ms. Mangum told her class of fifth graders that she was going to introduce the upcoming selection in their textbook. She began by reading a few short statements and one or more questions she had written to spark interest and provide a link between a topic they knew and the topic of the story and invited the students to respond. Next, she gave an oral synopsis of the story without revealing the outcome of the plot. In her overview, she made a point of using several key vocabulary words that the students would encounter in their reading. Then Ms. Mangum asked some leading questions the students would want to keep in mind as they read, allowing a few minutes for discussing them before reading.
- a. Preview
  - b. In-depth vocabulary instruction
  - c. Question Answer Relationship (QAR)
  - d. Graphic organizer
  - e. Language Experience Approach (LEA)
- \_\_\_\_\_ 14. Professor McGonagall introduced her fifth year students to the novel *Harry Potter and the Sorcerer's Stone*. She asked the class to make predictions about what the book might be about from the title, the book jacket, and the small drawing at the beginning of the first chapter, which was entitled, "The Boy who Lived." She asked, "With a title like this, what do you think this story will be about? Why?" She encouraged a wide range of predictions. In preparation for this lesson, she had prearranged a stopping point at the bottom of page 8 where a very curious looking black cat and a very strange old man were introduced into the story. She asked the students to read to this spot and then stop. When they had, she asked, "What do you think will happen now? Why?" The students were familiar with this approach. Each had a single-folded piece of paper with which to cover the text below the stop-point. This approach actively

involves students in active comprehension by calling on their personal background knowledge and text knowledge. It develops higher-level thinking using predictions and speculations and provides a purpose for reading. It uses social dynamics of group interaction to propose and discuss options and outcomes.

- a. Semantic Feature Analysis (SFA)
- b. Anticipation guide
- c. Metacognitive strategies
- d. Literature circles
- e. Directed Reading-Thinking Activity (DR-TA)

\_\_\_\_\_ 15. Mr. Wong displays five emotionally charged statements on the SMARTboard™. The statements are based on ideas in the selection they are about to read. He has the students vote whether they agree or disagree with the statements and allows them to justify their answers. The students then read the selection to decide if their opinions change based on new information. The class discusses the statements again citing evidence from the reading that supported their opinion or evidence that changed it.

- a. Reciprocal Questioning (ReQuest)
- b. Semantic Feature Analysis (SFA)
- c. Anticipation guide
- d. Survey-Question-Read-Recite-Review (SQ3R)
- e. Brainstorming

\_\_\_\_\_ 16. Mrs. Tremain teaches her students one more strategy that will aid them in figuring out what unfamiliar words mean. First she encourages students to read to the end of the sentence with the unfamiliar word to see if they can guess its meaning from the surrounding content. Next she directs students to look at the word itself to determine if roots or affixes can give a hint to its meaning. Then she has students pronounce the word to determine if it is one with which they are familiar. Lastly, she teaches her students to check some other resource, the book's glossary, marginal notes, or a dictionary. She displays a poster that summarizes these four steps to serve as a reminder of this independent strategy to learn words.

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- b. Vocabulary Self-Collection Strategy (VSS)
- c. Teaching Vocabulary in Context (TVC)
- d. Context-Structure-Sound-Reference (CSSR)
- e. Graphic organizer

\_\_\_\_\_ 17. Miss Lopez's students learn to write Haiku poems. Because Haiku has a limited number of words and syllables, Miss Lopez stresses how important each of the words is to the imagery and meaning of the poem. Students review the parts of speech as they discuss how they can improve their poems by finding just the

right adjective, verb, or noun to make the written image clear. Miss Lopez's class is focusing on:

- a. Sentence fluency
- b. Word choice
- c. Ideas
- d. Organization
- e. Conventions

### Section Three - Application

**Directions:** The following scenario corresponds with questions 18-20. For each question, select the best response and record it on the line.

Mr. Miller's fifth grade class is generally weak in comprehension when they read in narrative texts. He realizes that part of the problem lies in their relatively limited vocabulary knowledge, and because they do not appear to use comprehension strategies while they read.

\_\_\_\_\_ 18. Of the following activities which one could be used to increase students' comprehension while reading narrative text?

- a. Using LEA (Language Experience Approach) as a prereading activity before they begin a chapter in their book.
- b. Using a Directed Reading-Thinking Activity (DR-TA) as a guide for a literature unit.
- c. Looking up words that they do not know in a dictionary and writing them in sentences.
- d. Using a Shared Book experience when they are introduced to a new book.

\_\_\_\_\_ 19. Mr. Miller feels it is important to teach comprehension and vocabulary strategies. Some other comprehension strategies for narrative text include:

- a. Using an anticipation guide as a strategy for activating schema and providing a purpose for reading.
- b. Using a story map to discuss the literary elements.
- c. Using semantic feature analysis before they begin to read a story.
- d. All of the above.

\_\_\_\_\_ 20. What is Mr. Miller's rationale for teaching direct comprehension and vocabulary strategies?

- a. Effective teaching includes support for readers at all phases of reading.
- b. When working with text, helping students apply their knowledge of onsets and rimes will support their vocabulary development.
- c. Working from the known to the unknown or connecting to students' schema is important to concept development.
- d. A and C

**Directions:** The following scenario corresponds with questions 21-23. For each question, select the best response and record it on the line.

Dr. Agrimson is beginning a Social Studies unit on ancient Greece with his fifth graders. Although most of his students are reading at grade level he knows that they will have difficulty with the vocabulary such as: *acropolis, architrave, archon, caryatid, cella, centaur, entablature, ephor, greave, gynaceceum, herm, hetaira, kitharistes, libation, metic, pairdogogo, petlast, sophist, strategos, trireme, and terracott.*

\_\_\_\_\_ 21. Of the following items, which instructional activity might be used to increase Dr. Agrimson's students' in-depth vocabulary knowledge before reading their Social Studies text?

- a. Using morphology to learn the meanings of word parts.
- b. Have the class look up each word in the dictionary, write the definition and use it in a sentence.
- c. Use Vocabulary Self-Collection Strategy (VSS) which would aid students in comprehending vocabulary by focusing on words children want and need to know.
- d. Using a word sort to identify words by categories.

\_\_\_\_\_ 22. After the students completed their unit on ancient Greece described in the scenario presented above, what type(s) of instructional activity(ies) would be appropriate as a culminating assessment of their study?

- a. A story map showing the literary elements of setting, characters, plot, theme and style.
- b. A semantic feature analysis of the Greek words they learned.
- c. An anticipation guide that shows their preconceived ideas of Greece.
- d. A semantic web showing the main concepts they learned with supporting ideas branching out from main ideas.
- e. B and D
- f. B, C, and D

\_\_\_\_\_ 23. What is an appropriate rationale for teaching vocabulary in-depth to students especially for a Social Studies text such as Dr. Agrimson has selected for his fifth graders?

- a. Having a wide and rich vocabulary is closely correlated with a high IQ.
- b. Direct instruction in vocabulary influences achievement and comprehension more than any other factor (along with wide reading).
- c. Knowing vocabulary will help students with their spelling.
- d. Rich and varied vocabularies is the single best predictor of success in getting a well paying job.

**ICLA Standard II**  
**Reading Comprehension Research Best Practices**  
**Practice Items -- Answer Key**

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**Directions:** Match each definition with the correct item, and record the letter on the line.

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- d 10. A system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world
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- c. Ideas
- d. Organization
- e. Conventions

### Section Three - Application

**Directions:** The following scenario corresponds with questions 18-20. For each question, select the best response and record it on the line.

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  b   18. Of the following activities, which one could be used to increase students' comprehension while reading narrative text?

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- c. Working from the known to the unknown or connecting to students' schema is important to concept development.
- d. A and C

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Dr. Agrimson is beginning a Social Studies unit on ancient Greece with his fifth graders. Although most of his students are reading at grade level he knows that they will have difficulty with the vocabulary such as: *acropolis, architrave, archon, caryatid, cella, centaur, entablature, ephor, greave, gynaceceum, herm, hetaira, kitharistes, libation, metic, pairdogogo, petlast, sophist, strategos, trireme, and terracott.*

  a   21. Of the following items which instructional activity might be used to increase Dr. Agrimson's students' in-depth vocabulary knowledge before reading their Social Studies text.

- a. Using morphology to learn the meanings of word parts.
- b. Have the class look up each word in the dictionary, write the definition and use it in a sentence.
- c. Use Vocabulary Self-Collection Strategy (VSS) which would aid students in comprehending vocabulary by focusing on words children want and need to know.
- d. Using a word sort to identify words by categories.

  e   22. After the students completed their unit on ancient Greece described in the scenario presented above, what type(s) of instructional activity(ies) would be appropriate as a culminating assessment of their study?

- a. A story map showing the literary elements of setting, characters, plot, theme and style.
- b. A semantic feature analysis of the Greek words they learned.
- c. An anticipation guide that shows their preconceived ideas of Greece.
- d. A semantic web showing the main concepts they learned with supporting ideas branching out from main ideas.
- e. B and D
- f. B, C, and D

  b   23. What is an appropriate rationale for teaching vocabulary in-depth to students especially for a Social Studies text such as Dr. Agrimson has selected for his fifth graders?

- a. Having a wide and rich vocabulary is closely correlated with a high IQ.
- b. Direct instruction in vocabulary influences achievement and comprehension more than any other factor (along with wide reading).
- c. Knowing vocabulary will help students with their spelling.
- d. Rich and varied vocabularies is the single best predictor of success in getting a well paying job.