

Reading with Comprehension

Presented by
Wendy Bean
wbean@zeta.org.au

effectiveschools.com.au

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This session

- Revisit key, strategies for effective teaching of reading.
- Discuss a range of comprehension skills and strategies with reference to the English K-6 syllabus.
- Describe key teaching and learning strategies to improve reading with comprehension.

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What is Reading?

In brief, **reading is making meaning from text.**

'I define reading as a message-getting, problem solving activity which increases with power and flexibility the more it is practised. My definition states that within the constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in text, in sequence, so that the reader brings a maximum of understanding to the author's message.

(Clay, 1991)

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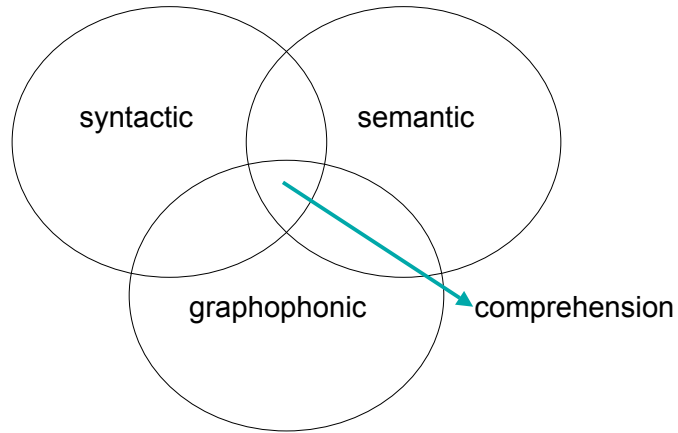
Effective readers...

- Effective readers do a lot of predicting.
- Effective readers use certain strategies to help them over difficulties and blockages.
- Effective readers draw heavily on their background knowledge as well as their knowledge of language and their knowledge of the graphics on the page.
- Effective readers are typically confident enough to read difficult texts.

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The three cueing systems



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- Refer to English K-6 Syllabus for Reading outcomes

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LITERACY BLOCK

Integration	Whole Class Teaching	Modelled Reading	Modelled Writing <i>Handwriting Spelling Grammar Structure</i>	Modelled Talking and Listening <i>Grammar Structure</i>
Explicit and Systematic Teaching		Shared Reading <i>Spelling Grammar Structure</i>	Shared Writing <i>Grammar Spelling Punctuation Structure</i>	Shared Talking and Listening <i>Structure Grammar</i>
Authentic Assessment for Reporting	Small Group Teaching	Small Group Instructional Reading <i>Guided Reading Reciprocal Teaching Reader's Circle Literature Circles</i>	Guided Writing <i>Spelling Punctuation Grammar Structure</i>	Guided Talking and Listening <i>Grammar Structure</i>
Assessment for Teaching	Independent Learning	Independent Reading <i>For a variety of purposes</i>	Independent Writing <i>For a variety of audiences and purposes</i>	Independent Talking and Listening <i>For a variety of audiences and purposes</i>

Teaching Strategies

- Make some notes:
The role of the teacher
The role of the student

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Modelled Reading

- Modelled Reading is a powerful strategy that can be used for many purposes. It is effective for modelling 'getting meaning' strategies such as reading back, checking for meaning out loud and so forth.
- Modelled reading involves reading aloud to the class daily. A variety of texts should be used in all grades including picture books, fiction and factual texts.
- Reading to children leads to vocabulary acquisition and demonstrates effective skills of reading aloud. It fosters an understanding of reasons for reading and provides a time for demonstrating strategies as well as reading for pleasure.

Shared Reading

- Shared Reading is a cooperative, supportive, whole class reading time using enlarged text. The teacher takes responsibility for reading the text and reads the text aloud. The teacher sets the purpose and models the strategies that support making meaning and that lead to reading fluently and with comprehension.
- Texts should be selected for their quality, high interest level and particular demonstrations of how language works. Chosen texts are usually at a more difficult level than that which the children are reading independently.

Teaching strategies during Shared Reading...

- Model reading
- Think aloud-let them know the strategies you use
- Build the field
- Teach how to find and use: contents page, index, glossary...
- Graphic organisers-model how and when to use
- Ask questions of the text

Guided Reading

- Guided Reading is a time for instruction and involves the teacher and a group of students talking, reading and thinking their way purposefully through a text.
- Texts should be at an instructional level for the group of students. The level is determined by the use of running records.
- The teacher's role is to establish the purpose and introduce the text to the group, observing, supporting and monitoring the students as they read silently.
- An inherent part of the session is discussion of the text. The discussion supports comprehension, critical responses, and deeper thinking.

Guided Reading

- The teacher's expertise lies in matching instruction with identified needs. This involves:
- Making links between what readers already know and can do and what they are learning;
- Generating rich discussion;
- Supporting and challenging learners in their use of their strategies;
- Helping them reflect on their learning;
- Monitoring their learning.
- Right at the core of guided reading is the fact that each student in the group processes the text for themselves.

Independent Reading

Teaching children to read for meaning is without purpose if they do not have regular opportunities to practise the skills they are learning. Within the daily reading block there must be time for students to read suitable materials independently.

A range of materials should be made available for children to practise their reading skills on familiar and unfamiliar texts at an independent reading level. Individual book boxes may assist in the early years and later teach the children the 'Five Finger Test'.

	Key Strategies	Teacher	Student
R E L E A S E O F C O N T R O L	Modelled Reading Writing Listening/Talking	Initiates Models Explains Thinks aloud Shows 'how to do it'	Listens Observes May participate on a limited basis
	Shared Reading Writing Listening/Talking	Demonstrates Leads Negotiates Suggests Supports Explains Responds Acknowledges	Listens Interacts Questions Collaborates Responds Tries out Approximates Participates as best s/he can
	Guided Reading Writing Listening/Talking	Scaffolds Validates Teaches to meet individual needs Evaluates Observes Encourages Clarifies Confirms	Applies learning Takes charge Practices Problem solves Approximates Self corrects
	Independent Reading Writing Listening/Talking	Affirms Assist as needed Responds Acknowledges Coaches Evaluates Sets goals	Initiates Self-monitors Self-directs Applies learning Problem solves Confirms Self-evaluates

Ask quality questions

- Literal-reading the lines
- Inferential- reading between the lines
- Application-reading beyond the lines

Refer NAPLAN 2008

- Consider the types of questions asked

Reading Strategies and metacognition

- Comprehension strategies need to be taught
- Knowing what, how and when to use these strategies is known as metacognition
- Students need opportunities to learn, practise, discuss and reflect on these strategies

Therefore... metacognition needs to be taught

Broad comprehension strategies

- Knowing how texts work
- Knowing how reading works
- Knowing that reading makes sense
- Knowing that different texts require different strategies for reading-reading a narrative, a recipe, reading to find specific information

Workshop

- Read and respond to the texts in your handout

What did you do to read these texts?

- Skimming to get a general sense of the text
- Predicting meaning
- Rereading when meaning is lost
- Sounding out words, using the first letter to predict, reading on to confirm
- Using other clues eg illustrations
- Reading ahead
- Reading aloud
- Matching what you read to what you know
- What else?

Jan Turbill

Using Prior Knowledge: predicting meaning

Using prior knowledge is the strategy readers use to make connections between what they already know and the topic of the text.

Prior knowledge is knowledge that comes from past experiences. What readers know about the topic before reading will influence the understanding of the text as they read.

Generating and Answering Questions

Generating and answering questions is a strategy readers use to ask questions about the important elements of a text and to find answers to those questions as they read the text. This strategy is used before, during, and after reading. By generating questions, readers establish a purpose for reading, activate their prior knowledge, clarify meaning, identify main ideas, and make connections across the text to improve comprehension.

Inferring

Inferring is the strategy readers use to understand what is implied rather than explicitly stated in text. This strategy blends together the use of many skills, such as cause-effect, sequencing, drawing conclusions, and making predictions. Readers make text connections and personal elaborations and read between the lines to expand the meaning of text.

Monitoring Comprehension: rereading when meaning is lost

Monitoring comprehension is a strategy readers use to notice that something doesn't make sense while reading. Readers need to notice difficulties while reading and know how to use 'fix-up' strategies to improve their understanding of the text. Students need to realize that the purpose of reading is to understand and gain meaning from text.

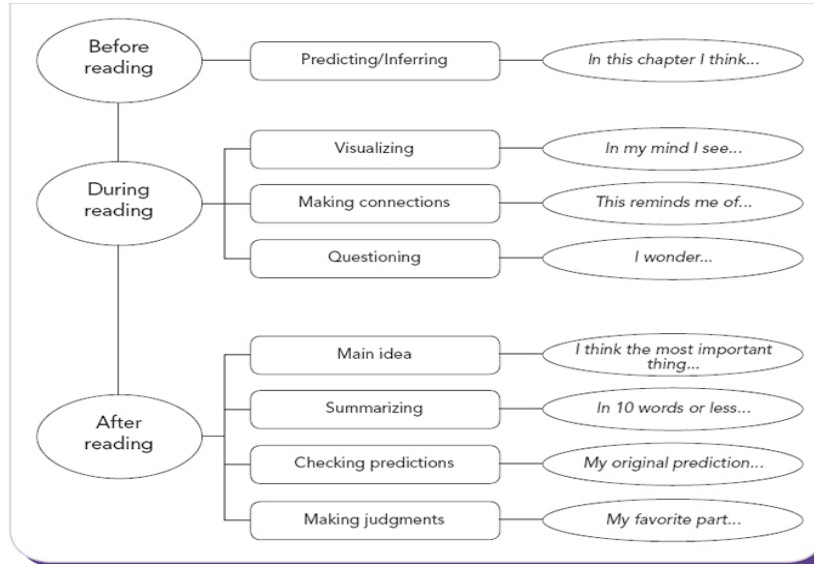
Identifying and Summarising Information

Identifying and summarizing important information is a strategy readers use to understand and remember the main ideas of a text. In an informational text, readers identify the main ideas in paragraphs, on pages, or in sections of text. In fiction, readers identify what happens in the beginning, middle, and end of the text.

Responding to Text

- Responding to text is the strategy readers use to make critical and aesthetic judgments about what they read.
- Readers combine many skills, such as using prior knowledge, generating questions, and inferring, to make careful appraisals or decisions about what is read.

Reflection:Teacher Checklist See handout



What are the implications in your school?

Think about:

- **The syllabus outcomes**
- **Identified needs based on:**
 - ongoing teacher assessment
 - running records
 - NAPLAN results, etc
- **Whole school approaches to teaching reading**
- **Classroom organisation and management for effective learning**

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Retelling

Refer to Read and Retell
Brown and Cambourne