



Southern Nevada Regional Professional Development Program

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The LeafLIT

A Literacy Publication Taking a Closer Look at Comprehension

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Comprehension instruction should be “balanced”. Balanced instruction would include both explicit instruction in comprehension strategies and various opportunities for authentic reading, discussions, and **writing** that are weaved throughout the day. Research from the National Reading Panel Update (Reading: Know What Works) suggests that as educators we reflect on the following questions:

Building Comprehension: As teachers do we...

Help children **monitor** their comprehension?

Encourage children to **interact with others** to understand information from a text?

Use **visual organizers** such as story maps or graphic representations to assist comprehension?

Help children **create mental images** to understand what they are reading?

Encourage children to **generate their own questions** while they read?

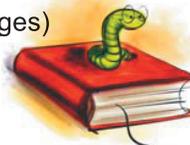
Teach children how to **integrate ideas** and generalize from the text by summarizing the information?

Examine literature by asking and **answering who, what, where when and why questions** about the plot and by mapping the timeline, characters and events in stories?

Use a **variety** of comprehension **techniques**?

Components of an Effective Lesson

A critical staff development goal for **Southern Nevada Regional Professional Development Program** is that we support teachers in utilizing all of the **Components of an Effective Literacy Lesson**. Teachers must consider the students that they will be working with, the reading selection itself, and the purpose(s) of reading. Another important component is to focus on before reading, during-reading and after reading strategies designed to support active reading and comprehension throughout the Components of an Effective Lesson. **Comprehension** is important because it is the **goal for reading** and is essential for life long learning. (Harris & Hodges)



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Components of an Effective Literacy Lesson

Purpose	Application	Comprehension
<p>Introduction Of Daily Objective</p> <p>This includes a discussion of what will be learned, why comprehension is useful, and it sets the stage for the lesson.</p>	<p>Remember The more ways we teach the more students we reach. When Planning Think: Creative Useful Emotional</p> <p>Think of ways to make what you are introducing stick and connect...</p> <p>Model Use Think Alouds I use... Show What? Why? and How? Easy Useful Relevant</p>	<p>Build and Activate Prior Knowledge Set Purpose for Reading...</p> <p>Background knowledge is an important factor for creating meaning.</p> <p>Assist students in activating prior knowledge and in making connection before reading...</p> <p>HOW? Provide rich Literacy Experiences Fiction and Non-Fiction Create Visual Images Activate Schema Text to Text Text to Self Text to World</p>
<p>Daily Review (Homework)</p> <p>Oral and/or written format may be utilized at different points within a lesson or during the day. Provide review for short-term memory.</p>	<p>Make relevant connections for daily use. When we read ...? How have you used...? Provide Anchors: (Visual Support for learning) Posters Class Charts Question Cards</p> <p>Hold students accountable for using what is taught!</p>	<p>Summarize</p> <p>Questioning</p> <p>I wonder why... Why Would... I don't understand...</p> <p>Encourage readers to make sense of text by using strategies that allow them to make connections... (Brown & Pressley)</p> <p>Inferring I think Because... My thoughts and the Text...</p> <p>Synthesizing This is what has helped me to put the pieces together to understand what I READ.</p>
<p>Concept Linkage/Skill Development</p> <p>Linking information together with previously taught material or with real-world experiences. All teachers must provide the "Why" and "How" connections in each content area.</p>	<p>Every time I read ... Common Academic Language WE USE!</p> <p>Weave Strategies and Concepts through out the day. Morning Message Read Aloud Guided Reading Shared Reading Content Areas</p>	<p>Monitoring Comprehension</p> <p>That doesn't make sense. That doesn't look right. That doesn't sound right. This strategy might work!</p>
<p>Guided/ Independent/ Flexible Grouping Practice</p> <p>Guided practice includes teachers gradually releasing students from being dependent to being completely independent of a teacher's assistance.</p>	<p>Critical Elements: Provide Time and Opportunity Various level of support I Do ... Model I Do With You (Scaffold)</p> <p>"... a temporary supportive structure a teacher can create to assist a student or a group to accomplish a task that they could not complete alone..." (Graves & Graves, 2003) You Do Together I Help You Do Independently I Observe As you read today... Remember you have been working on...</p>	<p>The gradual release Responsibility model Teachers: Model Think Alouds</p> <p>Demonstrates Ways to create Meaning...</p> <p>Visualize (Characters/Setting/Action) Mind Movies</p>
<p>Homework Assignment</p> <p>Introduce homework</p>	<p>Practice Reinforce Apply Use</p>	<p>Know when and how they are connecting and understanding... Provide regular independent reading opportunities.</p>
<p>Long-Term Memory Review</p> <p>Provide opportunities to refresh, revisit, review, and reflect on strategies and concepts...</p>	<p>Remember the goals are to support and improve students' comprehension of text. We do teach strategies in isolation but it is vital that we show our students how to make connections that would support daily and lifelong use. "Multiple Exposures become a part of the Long Term Memory".</p>	<p>Self Monitor Understanding Use Clarifying and Corrective Strategies</p> <p>Reading becomes better with practice. Comprehension becomes better with practice. (Pressley, 2003)</p> <p>DEAR Drop Everything and Read SSR (Sustained Silent Reading.</p>