

# FORGING A PATHWAY TOWARD “READING TO LEARN”

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POWER UP CONFERENCE 2021

AUGUST 6, 2021

# DISCLOSURES

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## FINANCIAL

- Receive royalties from the sales of the *Assessment of Literacy and Language*.

## NONFINANCIAL

- None

# OBJECTIVES

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Attendees will be able to:

- Describe reading comprehension relative to the Simple View of Reading
- Discuss the relationship between listening comprehension and reading comprehension
- List and define reading comprehension strategies

# AGENDA

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- Introduction
- Reading: Social and professional considerations
- Reading comprehension relative to the Simple View of Reading
- Relationship between spoken language comprehension and reading comprehension
- Use of Comprehension strategies
- Closing

# INTRODUCTION

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- Your Professional Role
- Goal of Learning to Read

# WHAT IS YOUR PROFESSIONAL ROLE?

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- Complete the survey via this link: <https://www.menti.com/4ti9szohqp> - UPDATE ON THURSDAY

“Reading is a sociocultural activity in which readers construct meaning from text through the lenses of culture and personal experience (Barton, 2007; Gutierrez, 2008; Perry, 2012).”

# WHAT IS THE ULTIMATE GOAL OF LEARNING TO READ?

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- Instructions??? – INTERACTIVE – UPDATE THURSDAY NIGHT
  - Go to <https://www.menti.com/4ti9szohqp> to participate in the poll.

# READING: SOCIAL AND PROFESSIONAL CONSIDERATIONS

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- Evolution of Societal Reading Formats
- Industrial Revolution
- Crosswalk of Learning Skills: School and Work

# EVOLUTION OF READING FORMATS

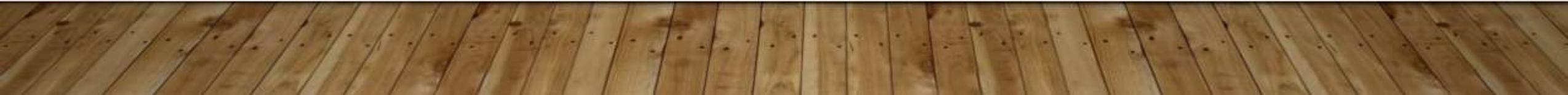
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- 1400s – Paper books
- 1600s – Newspaper
- 1700s – Paper magazines
- 1930s – Comic strips
- 1970s – E-books
- 1970s – E-commerce
- 1970s – E-messaging
- 1980s – Internet
- 1990s – Mobile phones
- 1990s – Streaming platforms
- 1990s – Payment platforms
- 1990s – Social media

- Sources Britannica, Google, Wikipedia,

# DIGGING DEEPER...READING FORMAT EVOLUTION

FORMAT	EXAMPLES			
	1970s – 1980s	1990s	2000-2009	2010 and beyond
<b>E-commerce</b>	Electronic shopping/Michael Aldrich (1979)	Amazon (1994) eBay (1995)		
<b>E-messaging</b>	Email (1970s)	Instant messaging (1990s) Text messaging (1990s) Emojis (1990s)		
<b>Internet</b>	1983			
<b>Mobile Phones</b>		Flip phones (1990s) Smartphones (1990s)		
<b>Streaming Platforms</b>		StarWorks (1992) Netflix (1997)	Amazon Prime (2005)	
<b>Payment Platforms</b>		PayPal (1998)	Venmo (2009)	Cash App (2013) Zelle (2017)
<b>Social Media</b>		Six Degrees (1997)	Friendster (2001) Facebook (2004) Reddit (2005), YouTube (2005) Twitter (2006)	Instagram (2010) Pinterest (2010) Snapchat (2011) TikTok (2017)



# IMPLICATIONS FOR THE AGE WE LIVE IN

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## *18<sup>TH</sup> Century – Agricultural*

- Farmers were prosperous

## *19<sup>th</sup> Century – Industrial*

- Factory worked boomed

## *20<sup>th</sup> Century – Information*

- Knowledge workers (IT industry) arose strong

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## *21<sup>st</sup> Century – Conceptual*

- Brought on by the liberating factors of the Internet
- Anyone with a great idea can create and prosper without socio-economic or geographical barriers

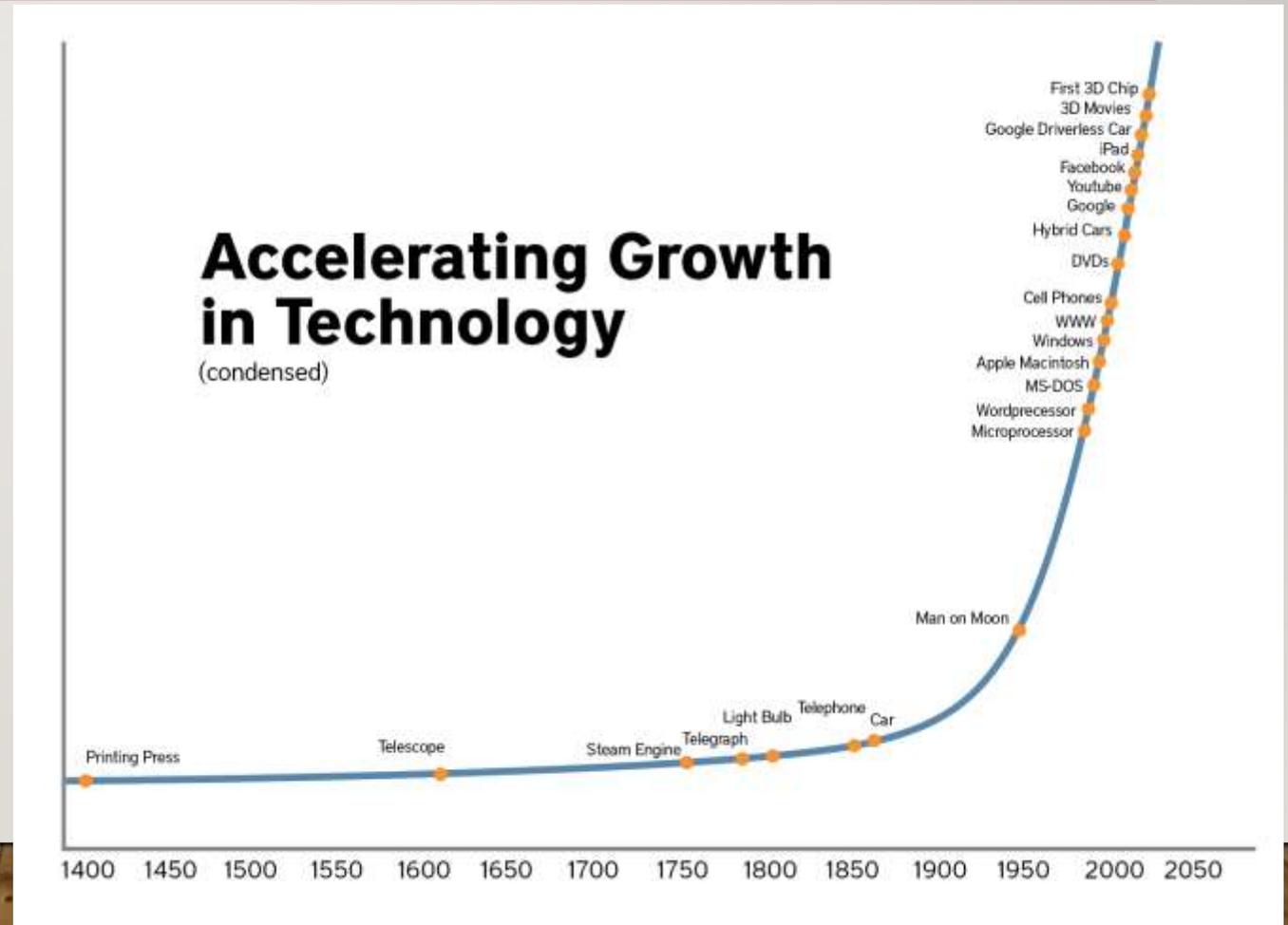
Transition from the 19<sup>th</sup> to 20<sup>th</sup> century places a greater emphasis on the need to read and comprehend.

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Burgeoning digital transformation of the workplace requires rapid professional development of current workers and changes to primary, secondary, and postsecondary curriculum and training.

# SKILLS NEEDED FOR *TODAY'S* READING FORMATS AND DIGITAL TRANSFORMATION

- Era of continuous learning



# CROSSWALK OF LEARNING SKILLS: SCHOOL & WORK

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## 21<sup>ST</sup> CENTURY LEARNING SKILLS

- **Learning skills:** critical thinking, creativity, collaboration, communication
- **Literacy skills:** information, media, technology
- **Life skills:** flexibility, leadership, initiative, productivity, social skills

## SOFT SKILLS – DIGITAL TRANSFORMATION

- Critical thinking
- Complex communication
- Creativity
- Collaboration
- Emotional intelligence
- Flexibility and adaptability
- Productivity and accountability

# CROSSWALK OF LEARNING SKILLS: SCHOOL & WORK

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# CROSSWALK OF LEARNING SKILLS: SCHOOL & WORK

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LITERACY  
COMMUNICATION  
CRITICAL THINKING  
EMOTIONAL INTELLIGENCE  
CREATIVITY  
COLLABORATION  
SOCIAL SKILLS

## LANGUAGE-BASED SKILLS ABOUND

- Spoken language = listening and speaking
- Written language = reading and writing
- Social communication = social interaction, social cognition, pragmatics, language processing

# CROSSWALK OF LEARNING SKILLS: SCHOOL & WORK

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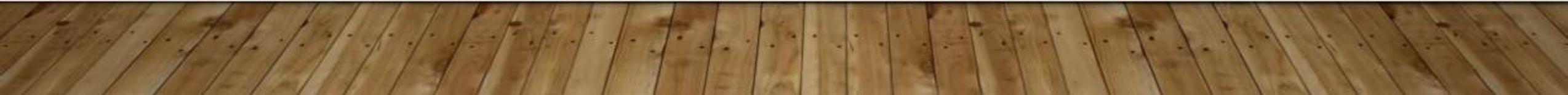
LITERACY  
COMMUNICATION  
CRITICAL THINKING  
EMOTIONAL INTELLIGENCE  
CREATIVITY  
COLLABORATION  
SOCIAL SKILLS

## LANGUAGE-BASED SKILLS ABOUND

- All language-based skills are important in achieving these skills
- Ultimate goal is to achieve competence in reading comprehension
- Reaching that destination facilitates becoming a lifelong, continuous learner

# READING COMPREHENSION RELATIVE TO THE SIMPLE VIEW OF READING

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“Reading is a sociocultural activity in which readers construct meaning from text through the lenses of culture and personal experience (Barton, 2007; Gutierrez, 2008; Perry, 2012).”

# NATIONAL READING PANEL – “BIG FIVE”

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- **Phonemic awareness** – “the ability to focus on and manipulate [speech sounds] in spoken words” (p. 2-1)
- **Phonics** – learning how to apply knowledge of alphabet letter-speech sound correspondences to written letters in words and therefore read
- **Fluency** – “reading text with speed, accuracy, and proper expression” (p. 3-1)
- **Vocabulary** – an individual’s repository of words for which meaning is understood in isolation and/or in connected speech or text
- **Comprehension** – “readers construct meaning of text as they read [those] representations [are] essential to memory and use of what was read and understood” (p. 4-39)

# NATIONAL READING PANEL – “BIG FIVE”

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- **Comprehension**

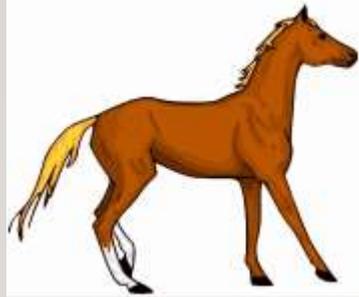
- “viewed as the essence of reading” (NRP, p. 4-39)
- “Reading comprehension is crucial for all school subjects and is essential for lifelong learning” (Cain et al., p. 32)

# READING ACTIVITY - SENTENCE I

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- In the chat box, write a sentence that reflects what you see below:

• The



ate



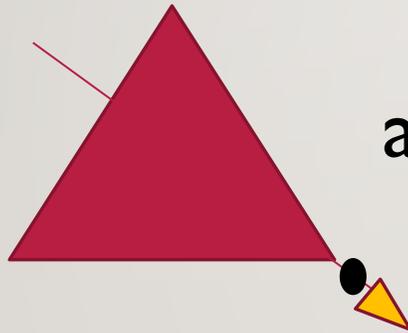
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# READING ACTIVITY – SENTENCE II

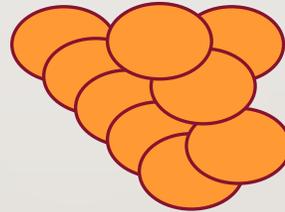
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- In the chat box, write a sentence that reflects what you see below:

• The



ate the

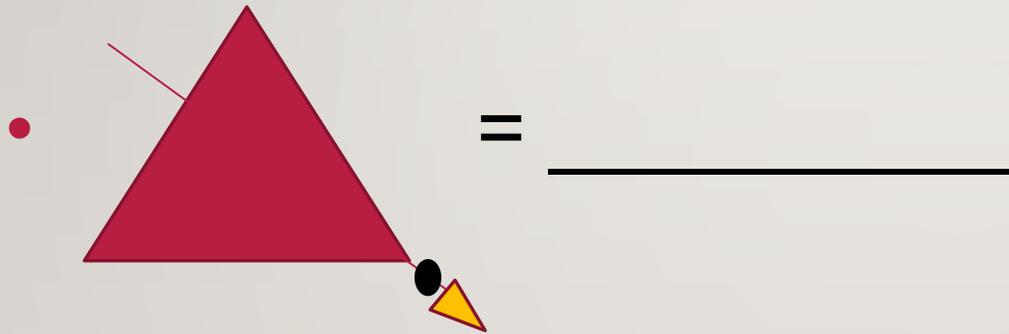


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# READING ACTIVITY – SENTENCE 2

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- What if I told you:

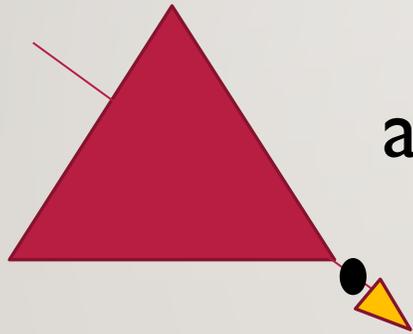


# READING ACTIVITY – SENTENCE 2

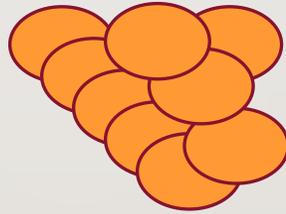
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- Now, in the chat box, write a sentence that reflects what you see below:

• The



ate the

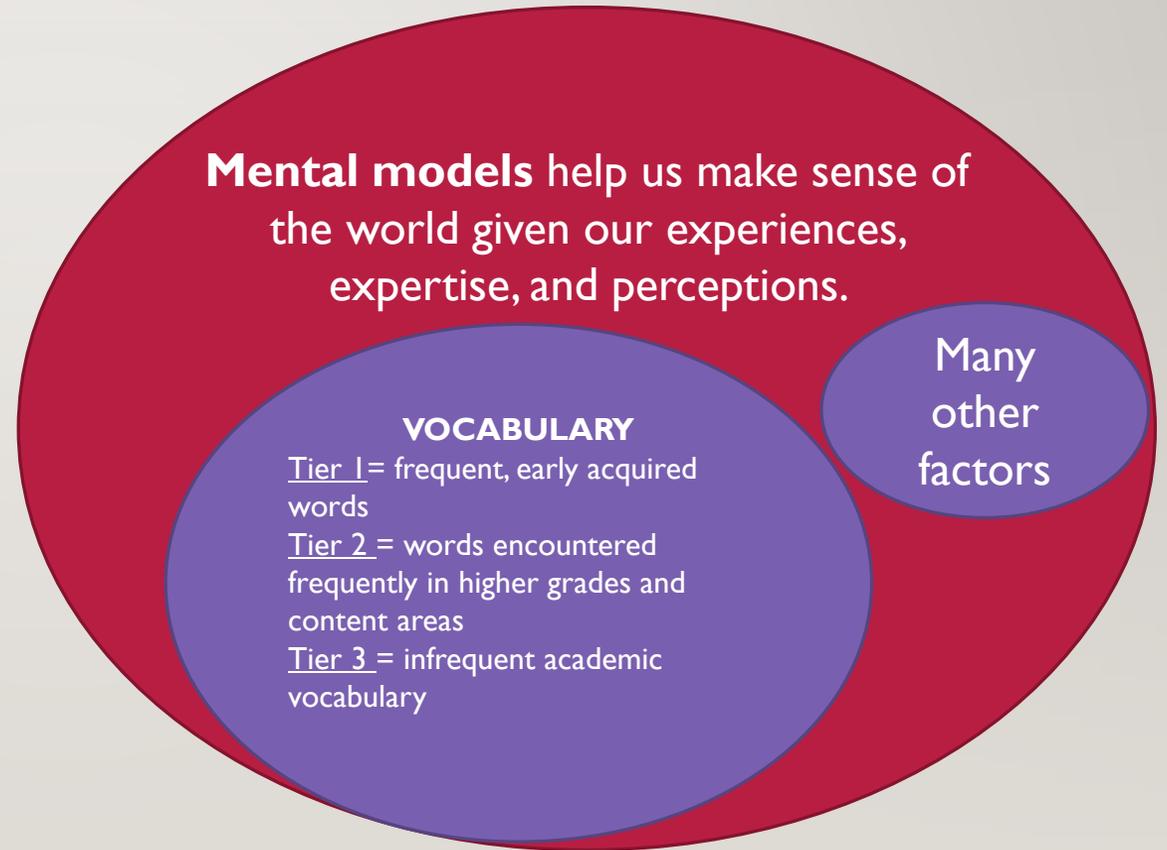


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# READING ACTIVITY – WHAT HAPPENED???

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- Sentence 1
  - You had a clear “mental model”
  - Familiar “Tier 1” words
- Sentence 2
  - Created a mental model
  - Provided oral information – what it is and does; what they are and purpose



# SIMPLE VIEW OF READING

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- **1949:** Gates stated “that reading is ‘a complex organization of patterns of higher mental processes...[that]...can and should embrace all types of thinking, evaluating, judging, imagining, reasoning, and problem-solving’” (Gates, p. 3, in Hoover & Gough, 1990).
- **1963:** Fries acknowledged Gates perspective about the involvement of a host of mental processes in reading and added that “every one of the abilities listed may be developed and has been achieved *by persons who could not read...*[as] as they are all matters of the uses of language and are not limited to the uses of reading” (Fries, p. 118, in Hoover & Gough, 1990).

# SIMPLE VIEW OF READING

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- **1990:** Hoover and Gough surmised the following from the collective thoughts of researchers like Gates and Fries: “What distinguishes the [simple view] of reading is that the reader is exercising such abilities in response to graphic rather than acoustic signals, a feat requiring the reader decode the graphic shapes into linguistic form” (p. 128).

# THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

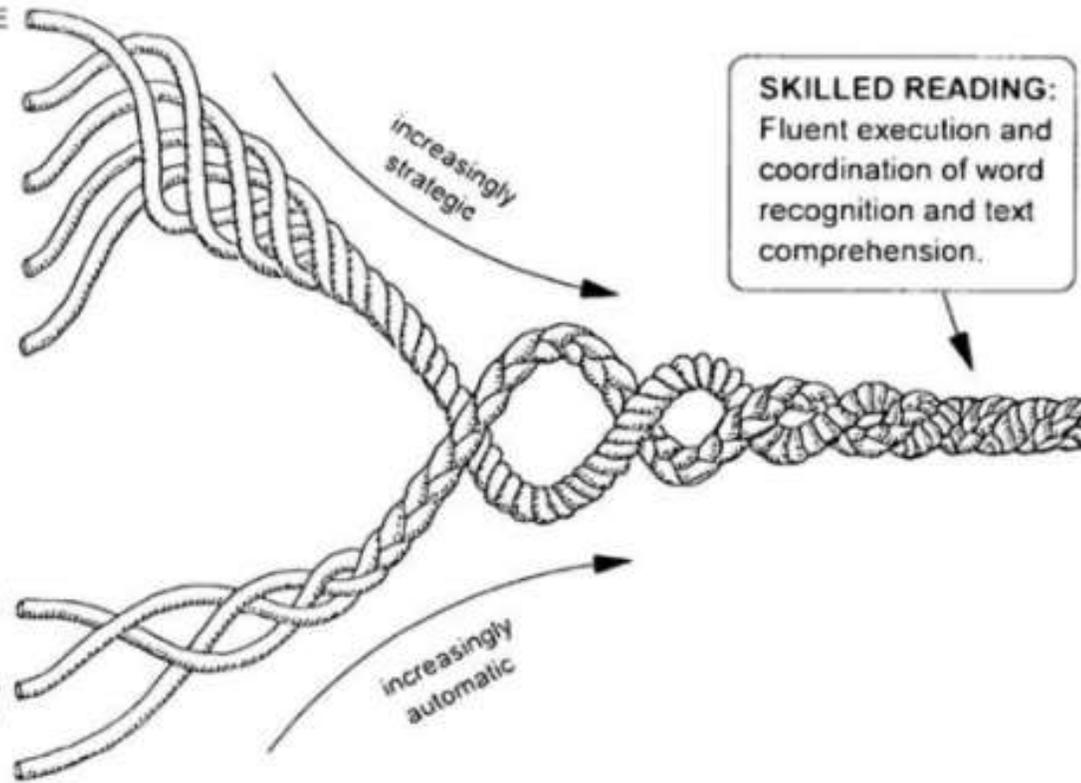
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



# SIMPLE VIEW OF READING

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	Third	Fourth	Fifth
Decoding	.49	.34	.32
Language Comprehension	.58	.71	.71
Overall model (R <sup>2</sup> )	.90	.91	.87

**Source:** Lonigan, C.J., Burgess, S.R., & Schatschneider, C. (2018). Examining the simple view of reading with elementary school children: Still simple after all these years. *Remedial and Special Education, 39*(5), 260-273.

# SIMPLE VIEW OF READING

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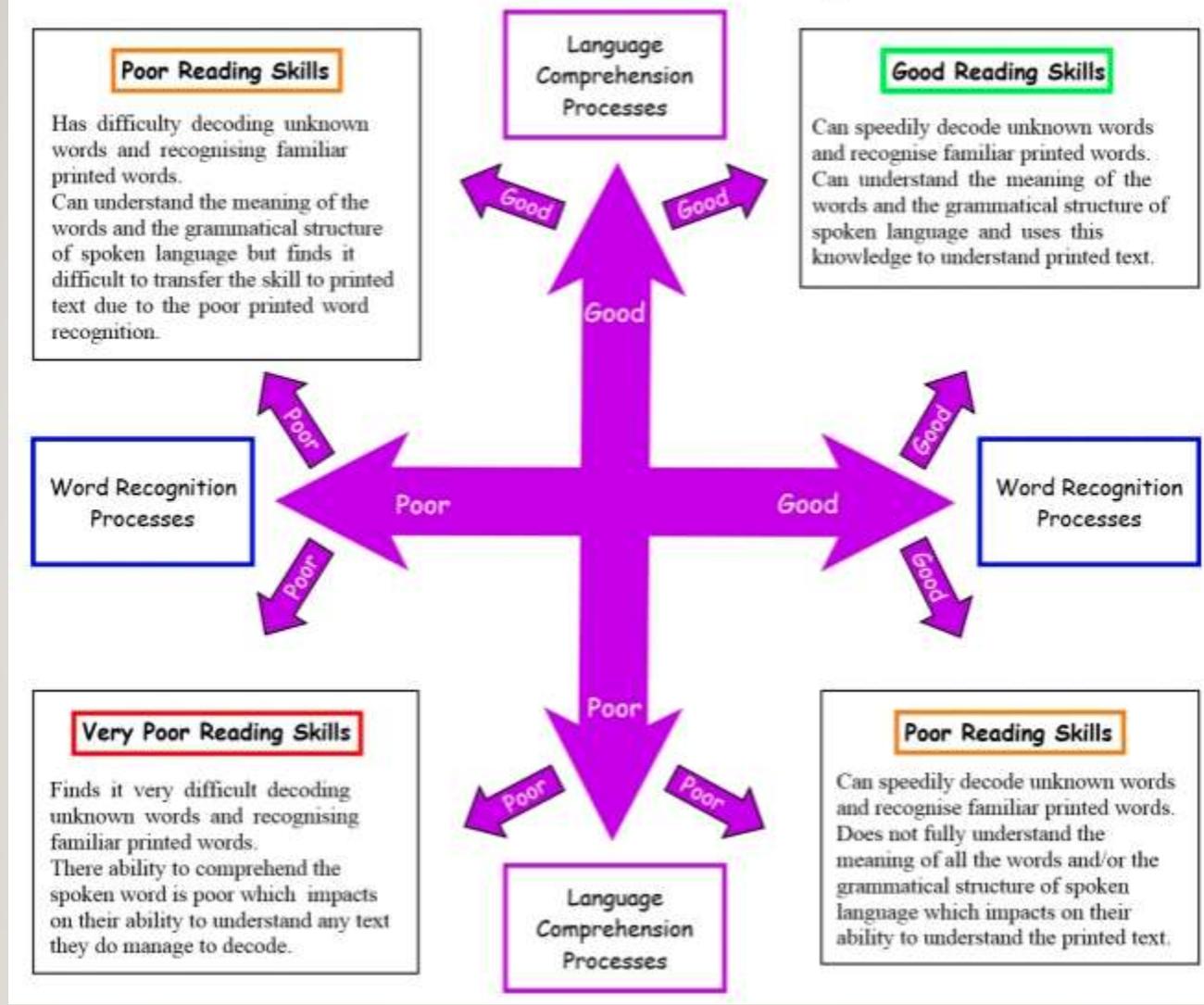
- **Decoding x Spoken Language Comprehension = Reading Comprehension**
  - **Decoding** = “efficient word recognition: the ability to rapidly derive a representation from printed input that allows access to the appropriate entry in the mental lexicon, and thus, the retrieval of semantic information at the word level” (p. 130)
  - **Spoken language comprehension** = “the ability to take lexical information (i.e., semantic information at the word level) and derive sentence and discourse interpretations” (p. 131)
  - **Reading comprehension** = “involves the same ability [as that used in listening comprehension], but [is] one that relies on graphic-based information arriving through the eye” (p. 131)

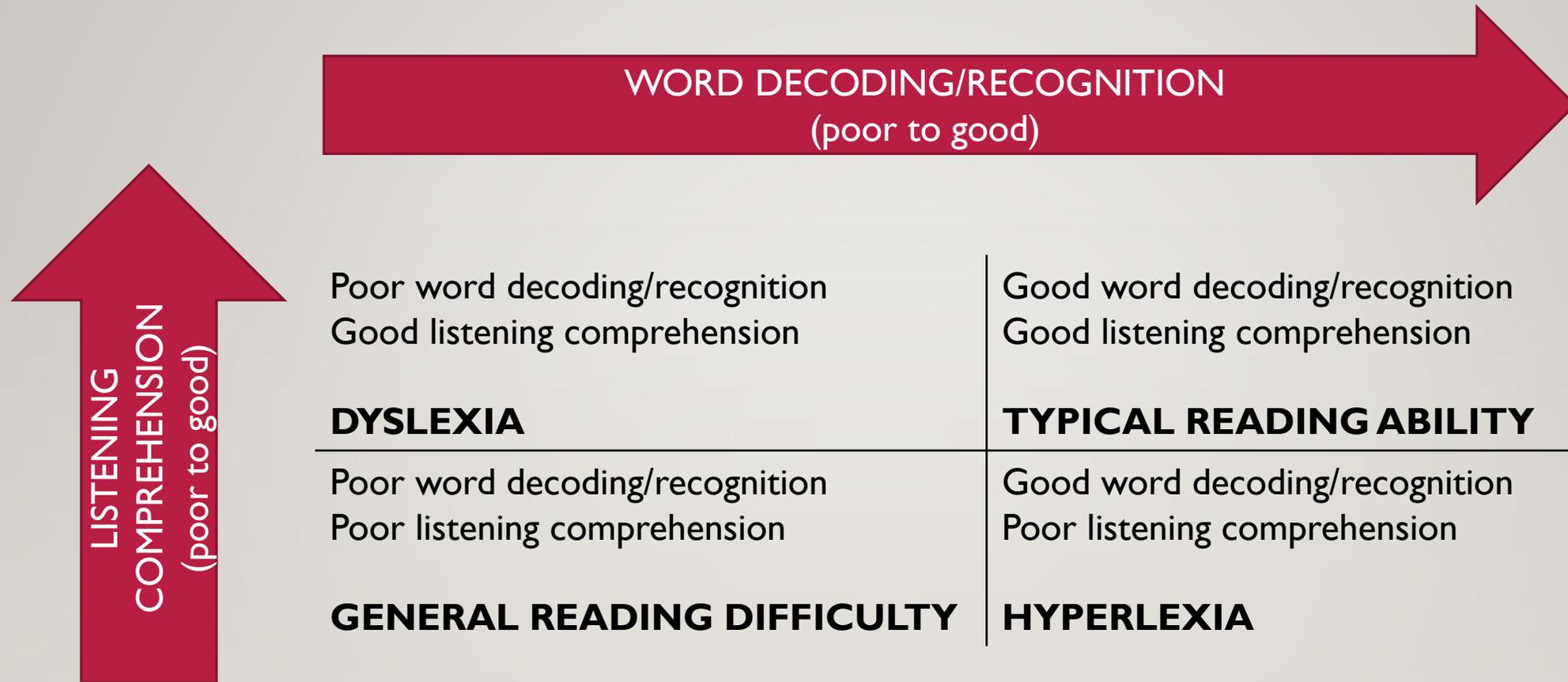
# SIMPLE VIEW OF READING

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- **Decoding x Spoken Language Comprehension = Reading Comprehension**
  - Decoding and spoken language comprehension range from 0 (nullity) – 1 (perfection)
  - With regard to decoding or spoken language comprehension, neither by itself is sufficient. So if either decoding or listening comprehension are 0, then reading comprehension will be 0.

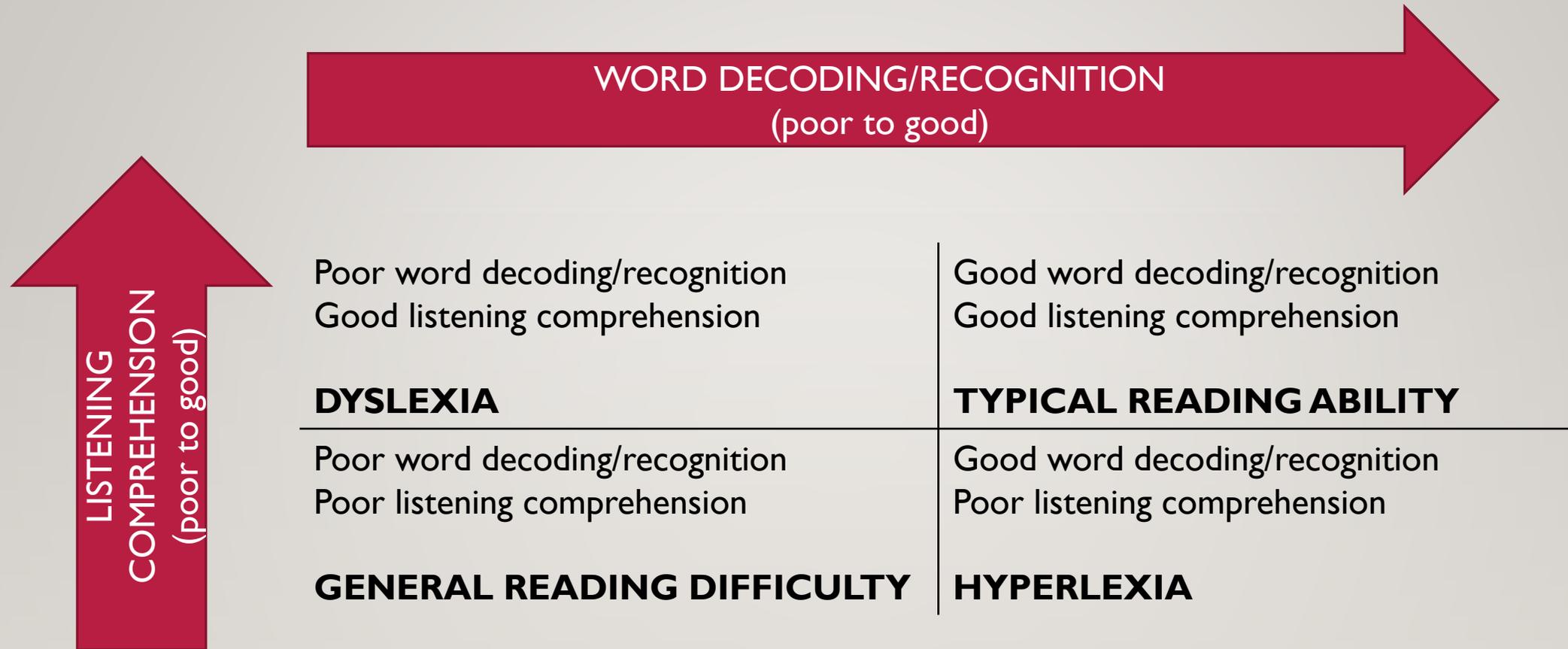
# The Simple View of Reading





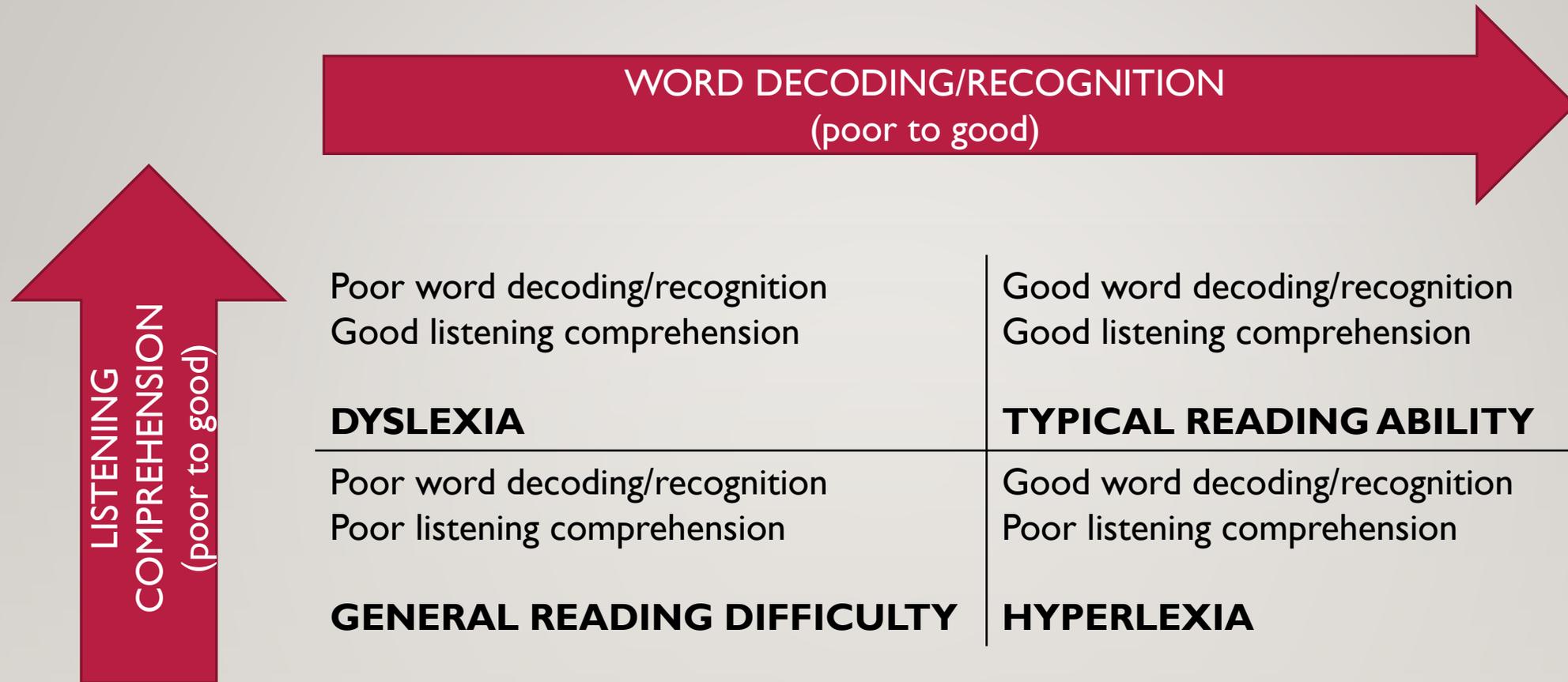
DECODING (1) x SPOKEN LANGUAGE COMPREHENSION (1) = READING COMPREHENSION (1)

TYPICAL READING ABILITY



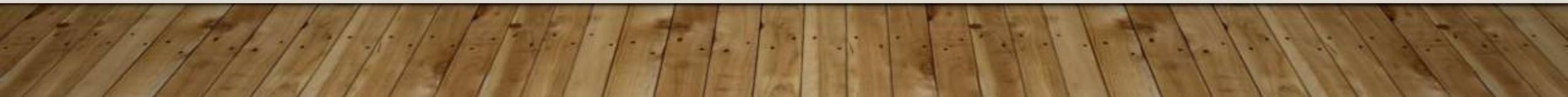
DECODING (.5) x SPOKEN LANGUAGE COMPREHENSION (1) = READING COMPREHENSION (.5)

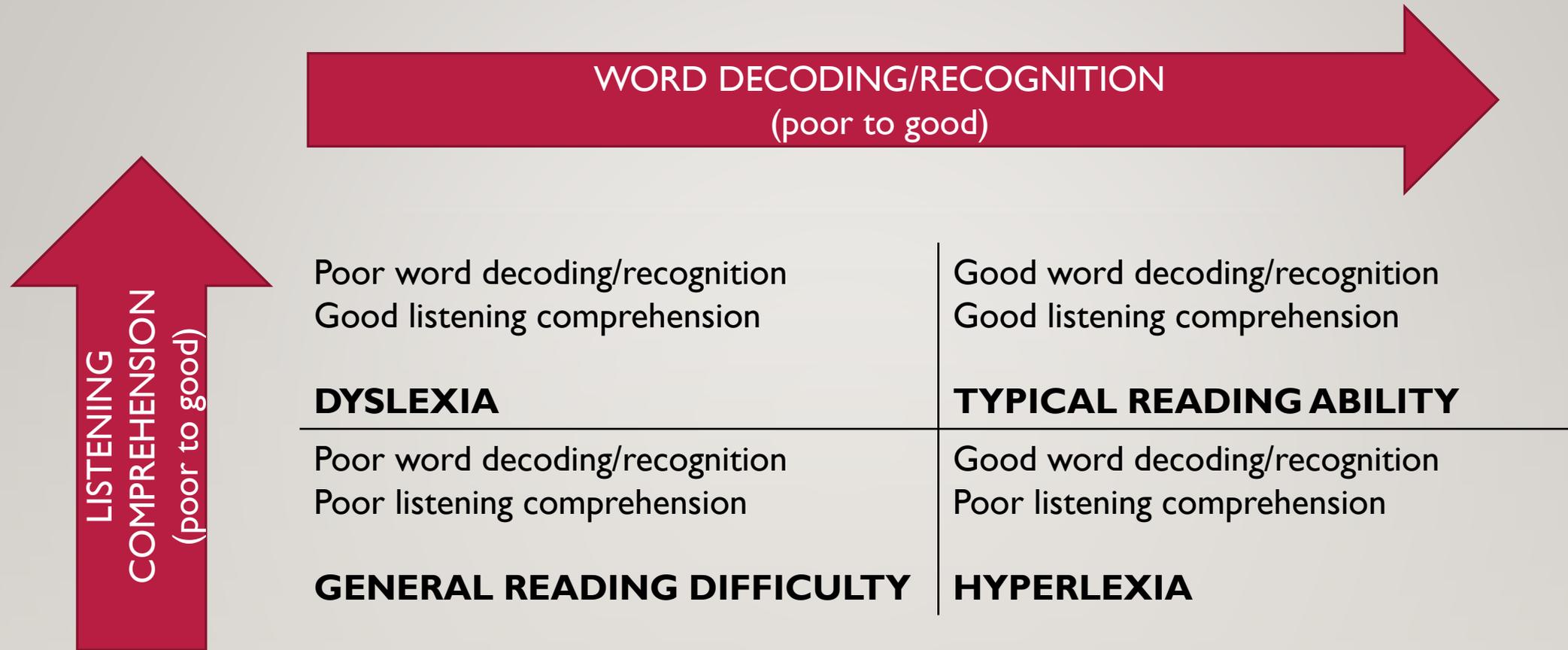
DYSLEXIA



DECODING (.5) x SPOKEN LANGUAGE COMPREHENSION (.5) = READING COMPREHENSION (.25)

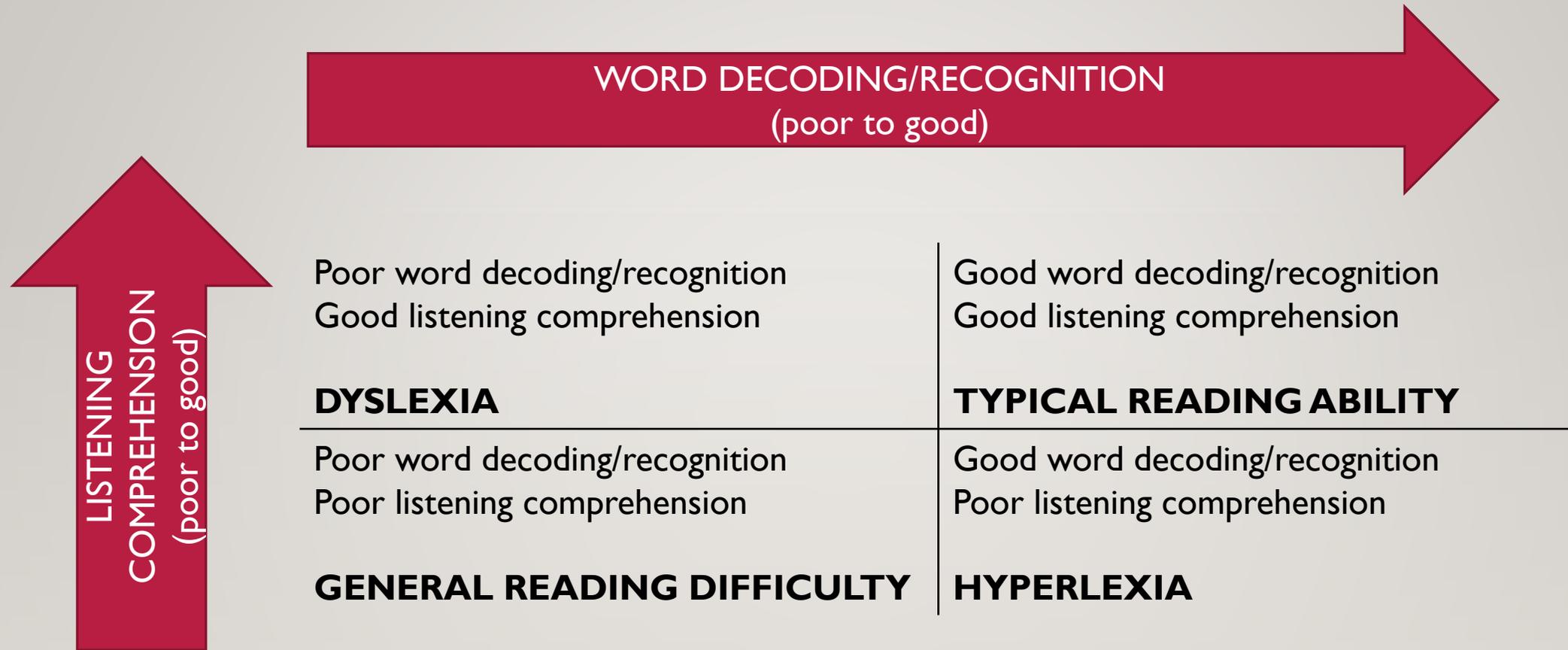
**GENERAL READING DIFFICULTY**





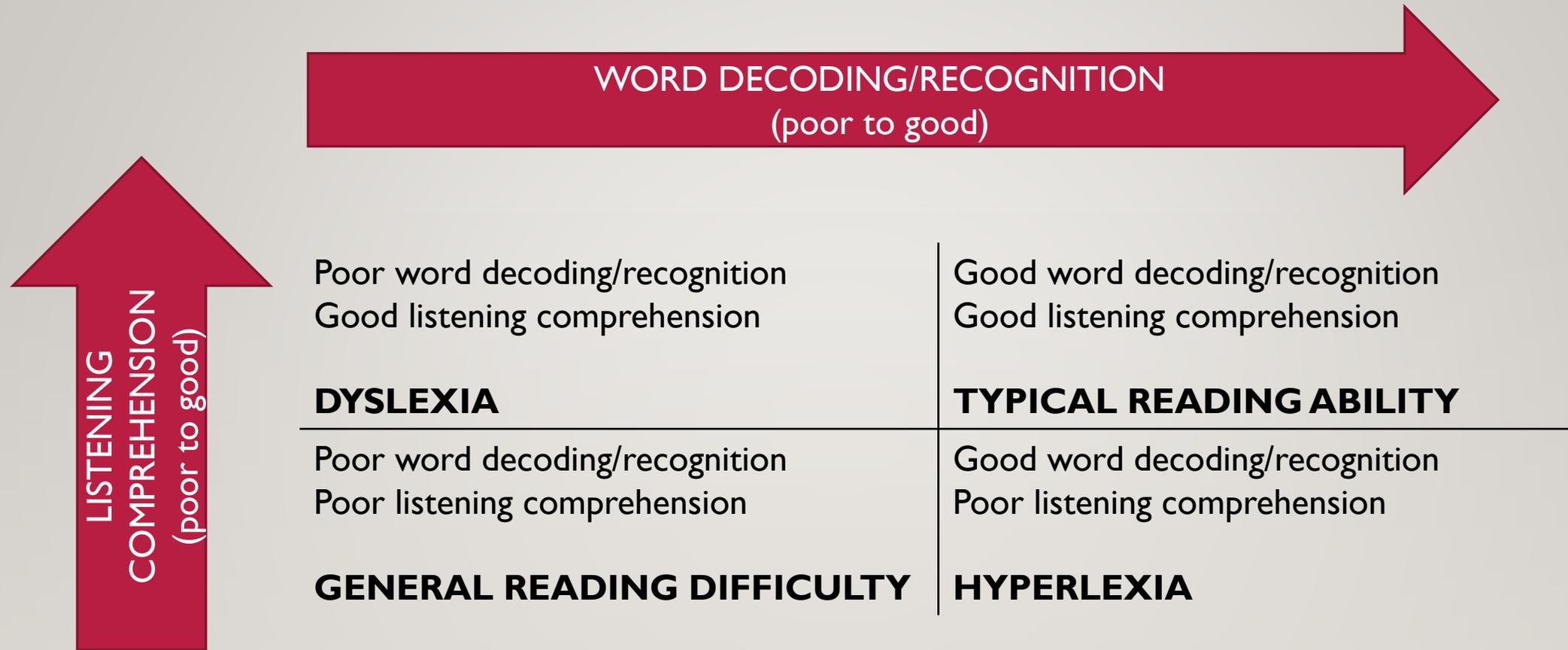
DECODING (1) x SPOKEN LANGUAGE COMPREHENSION (.5) = READING COMPREHENSION (.5)

HYPERLEXIA



DECODING (.85) x SPOKEN LANGUAGE COMPREHENSION (.85) = READING COMPREHENSION (.72)

GENERAL READING DIFFICULTY



DECODING (1) x SPOKEN LANGUAGE COMPREHENSION (.85) = READING COMPREHENSION (.85)

LOWER END OF TYPICAL READING

# RELATIONSHIP BETWEEN SPOKEN LANGUAGE COMPREHENSION AND READING COMPREHENSION

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- Reading to Learn
- Domains of Language
- Comprehension and Brain Activation
- Comprehension and Cognition

# COMPREHENSION: SPOKEN LANGUAGE & READING

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- “Reading comprehension cannot take place...if the child has a difficult time understanding the spoken language in which the text is written” (Cain et al., p. 32).
- “As children become competent at word reading, good language comprehension becomes more and more crucial for reading comprehension” (Cain et al., p. 32).
- “A child does not re-learn a language when they learn to read; they link what they have learned from talking and listening to what they are learning about print” (Seidenberg & Borkenhagen, 2020).

# READING TO LEARN

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- “Reading to learn” historically has been noted to begin in 4<sup>th</sup> grade and progress through 8<sup>th</sup> grade (Chall, 1983).
- This continues to be true as students traverse ever-evolving digital literacy platforms (e.g., text messages, social media).
- Research shows that listening comprehension begins to be a better indicator of reading comprehension beyond grade 4 (Lonegan et al., 2018).

# SIMPLE VIEW OF READING - REGRESSION DATA

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	Third	Fourth	Fifth
Decoding	.49	.34	.32
Language Comprehension	.58	.71	.71
Overall model (R <sup>2</sup> )	.90	.91	.87

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	Spoken Language		Written Language	
	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
<b>Phonology</b>	ability to identify and distinguish phonemes while listening (i.e., phonological awareness)	appropriate use of phonological patterns while speaking	understanding of letter-sound associations while reading (i.e., phonics)	accurate spelling of words while writing
<b>Morphology</b>	understanding morphemes when listening	using morphemes correctly when speaking	understanding grammar while reading	appropriate use of grammar when writing
<b>Syntax</b>	understanding sentence structure elements when listening	using correct sentence structure elements when speaking	understanding sentence structure while reading	using correct sentence structure when writing
<b>Semantics</b>	listening vocabulary	speaking vocabulary	reading vocabulary	writing vocabulary
<b>Pragmatics (includes discourse)</b>	understanding of the social aspects of spoken language, including conversational exchanges	social use of spoken language, including production of cohesive and relevant messages during conversations	understanding point-of-view, needs of the audience, etc.	conveying point-of-view, intended message, etc.

# THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
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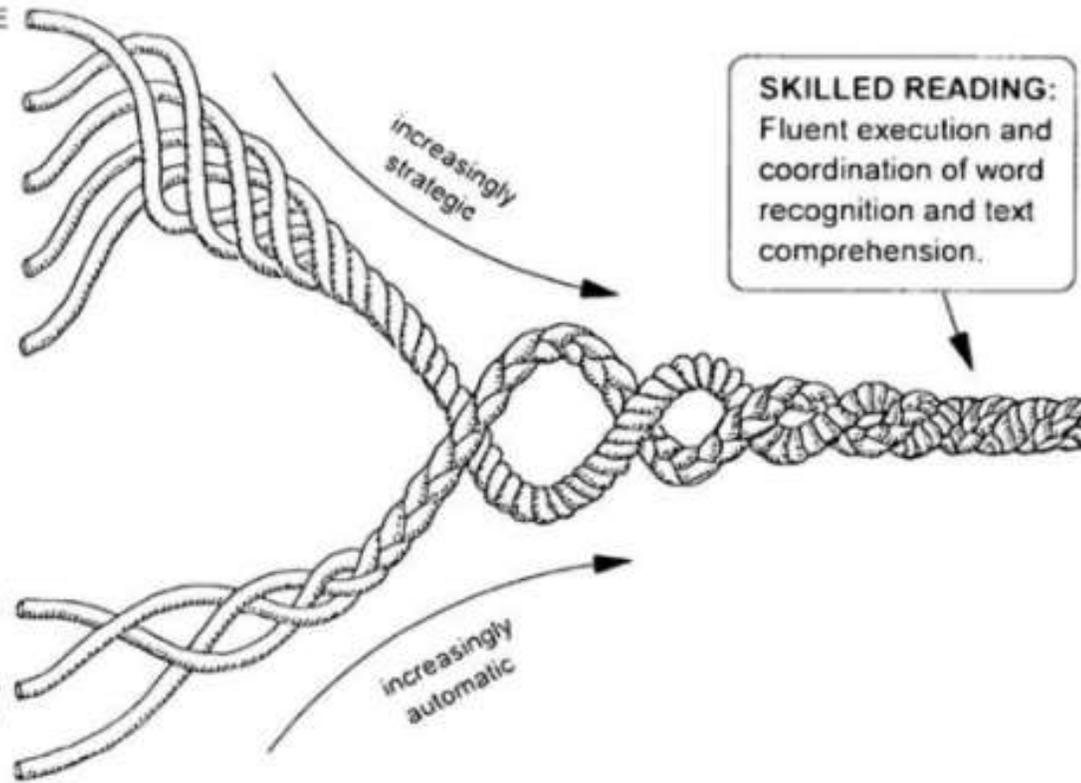
LITERACY KNOWLEDGE  
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## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
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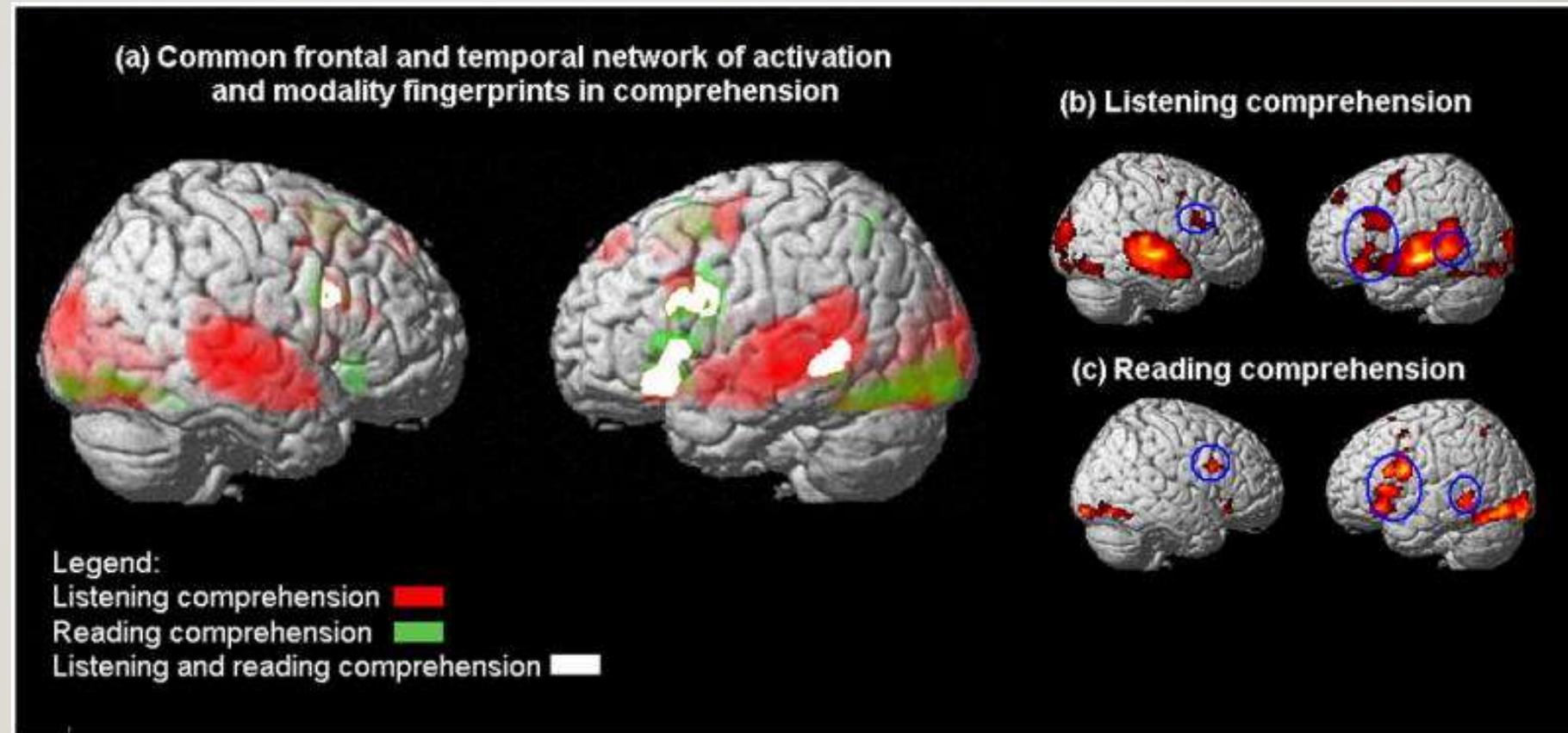
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SIGHT RECOGNITION  
(of familiar words)



# COMPREHENSION AND BRAIN ACTIVATION

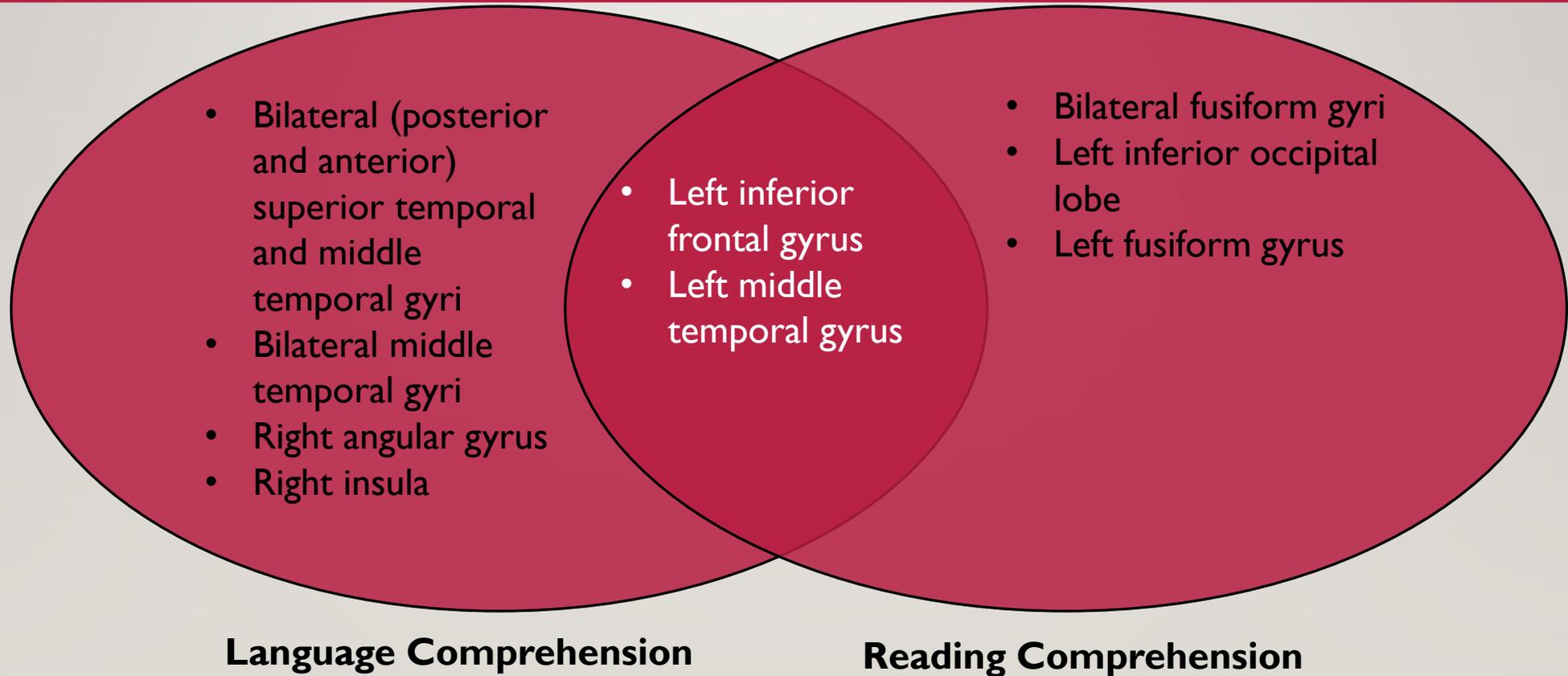
- Twelve right-handed speakers of Portuguese as a first language (eight males), mean age 29.9 years (SD = 5.74; range 20-40 years)



**Source:** Buchweitz, A., Mason, R.A., Tomitch, L.M.B., & Just, M.A. (2009). Brain activation for reading and listening comprehension: An fMRI study of modality effects and individual differences in language comprehension. *Psychology and Neuroscience*, 2(2), 111-123.

# COMPREHENSION AND BRAIN ACTIVATION

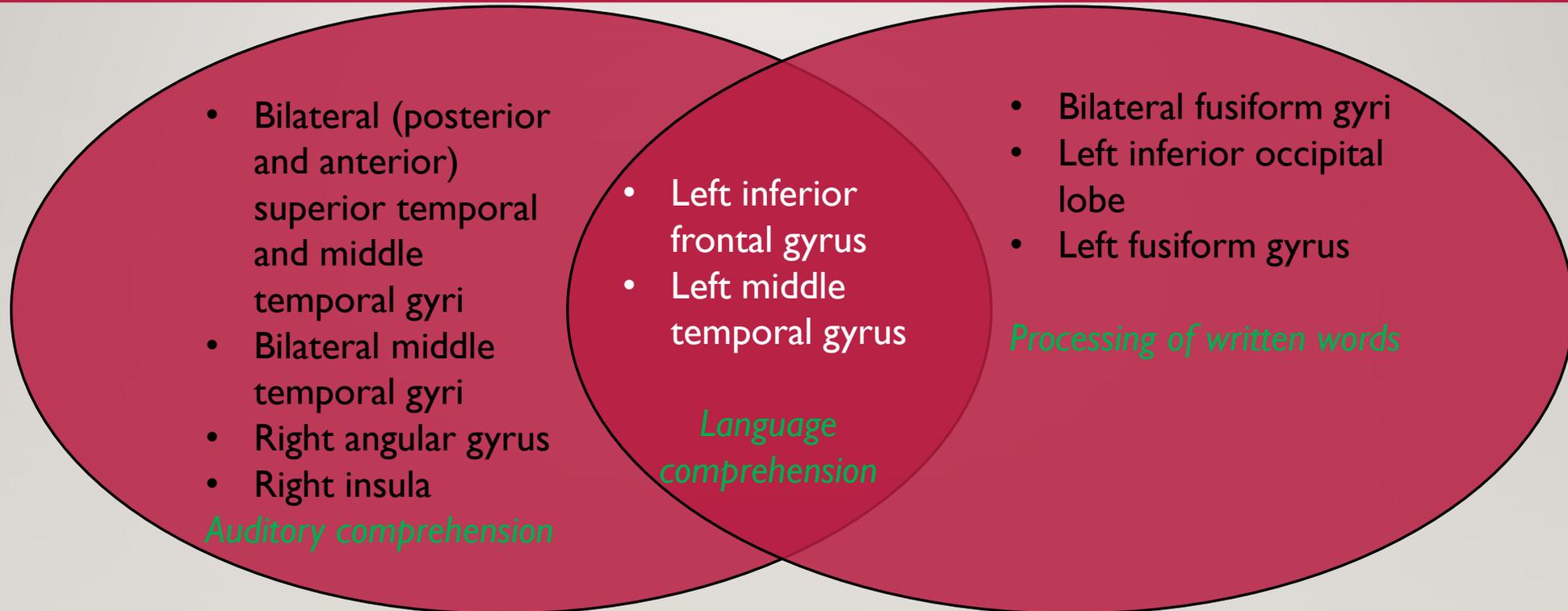
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**Language Comprehension**

**Reading Comprehension**

# COMPREHENSION AND BRAIN ACTIVATION



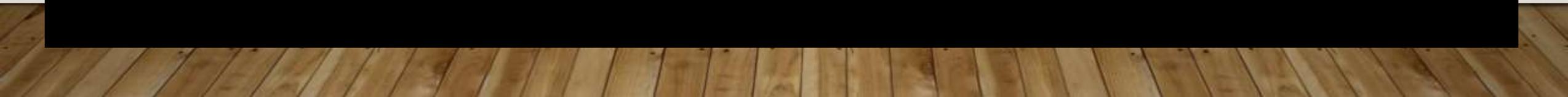
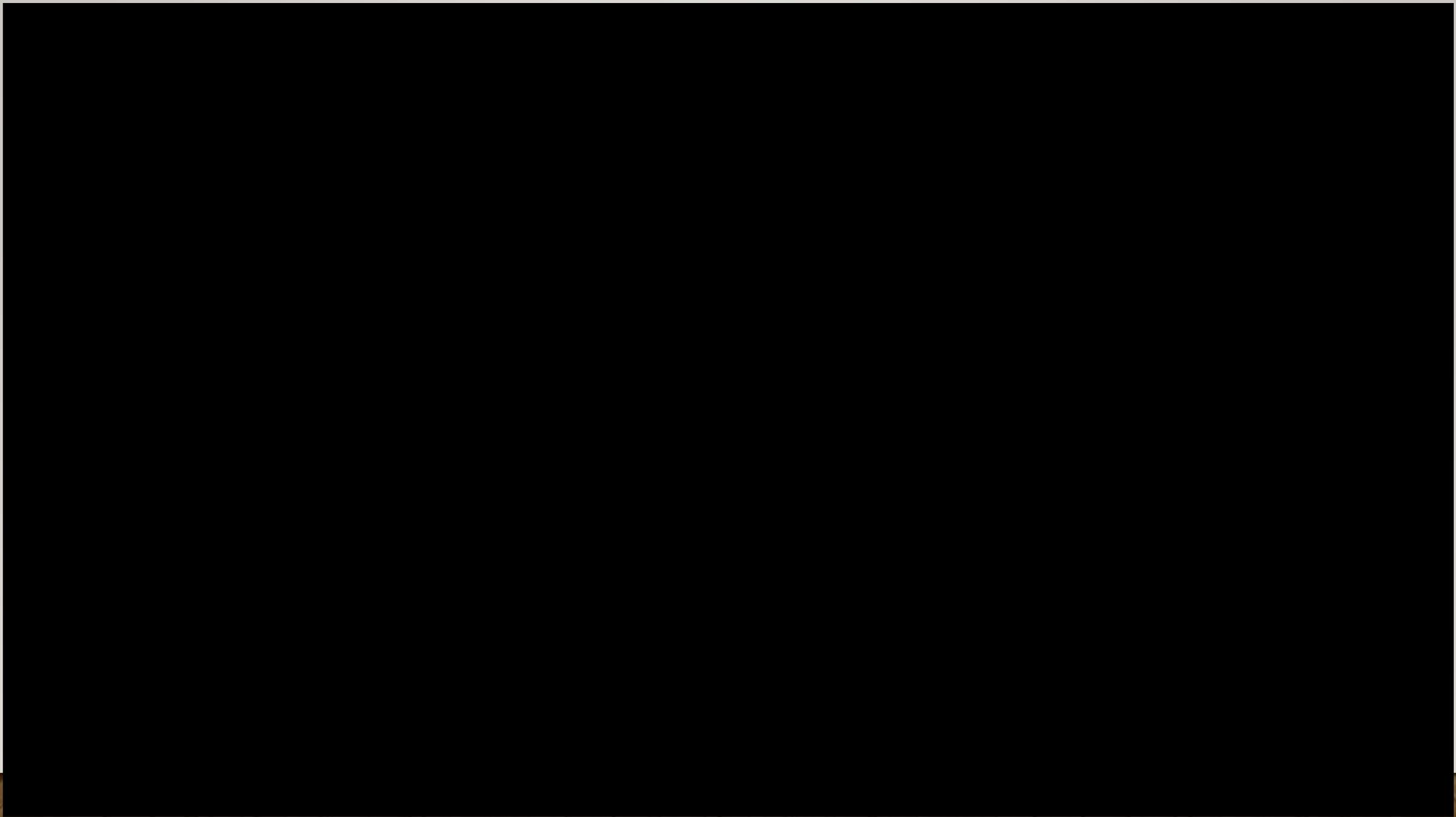
**Language Comprehension:** more overall activation of whole brain

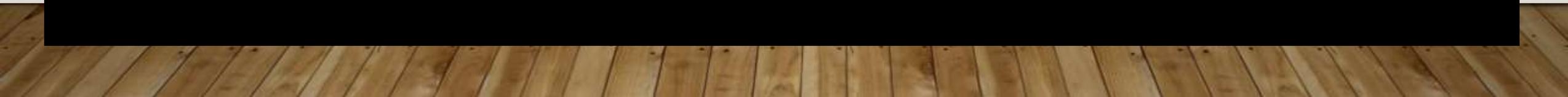
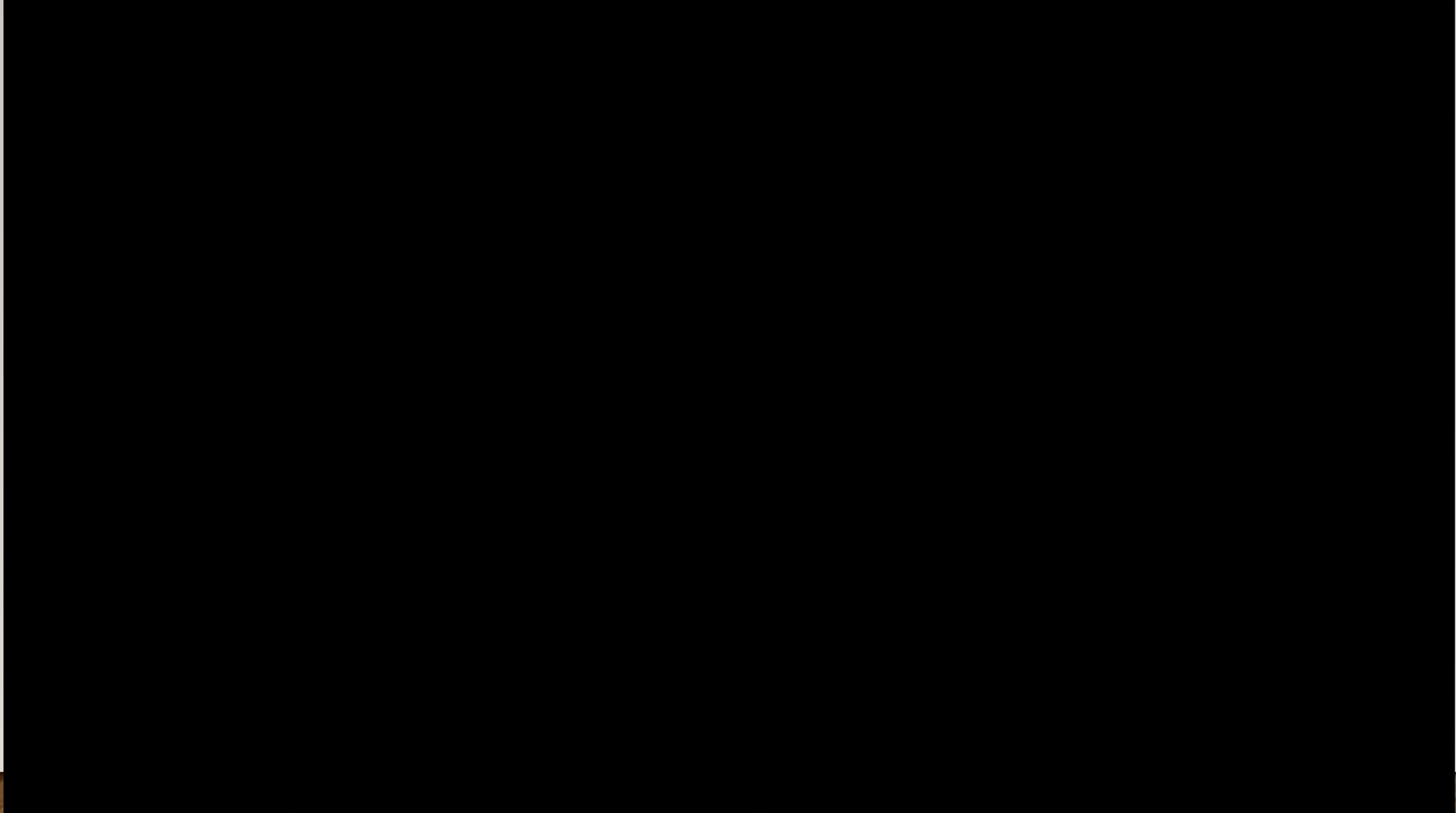
**Reading Comprehension:** more overall activation of whole brain

# COMPREHENSION AND COGNITION

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- In an ideal situation, the brain structures that underpin comprehension are working optimally and facilitating production of mental models which:
  - help us make sense of the world given our experiences, expertise, and perceptions.
  - Facilitate cohesive representation of the meaning of verbal narratives or text content
- Working memory and attention are thought to greatly impact development of mental models.





# COMPREHENSION AND COGNITION

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- Appears to be an interplay between attention, memory (particularly working memory), and processing speed relative to language comprehension.
- Transactional relationship seems to exist between cognitive processes and language.
  - E.g., Individuals' ability to maintain and order information in working memory varies with language experience (Schwering & McDonald, 2020).

# COMPREHENSION AND COGNITION

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- Memory for the order of sequences of words engages frontal-parietal networks; these networks are closely associated with attentional mechanisms.
- Processing speed is linked to automaticity, the ability to rapidly and accurately recognize words in isolation. Robust automaticity skills facilitate reading fluency by lowering the cognitive load, which is directly associated with deep reading comprehension (Oliveira et al., 2014)

# USE OF COMPREHENSION STRATEGIES

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- Assessment Considerations
- Intervention Considerations
- Comprehension Strategies
- Activity

# ASSESSMENT TOOLS – YOUNG CHILDREN- ALL

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- **Assessment of Literacy and Language (ALL)**
- **Authors:** Linda Lombardino, PhD, CCC-SLP; R. Jane Lieberman, PhD, CCC-SLP; & Jaumeiko Coleman, PhD, CCC-SLP, FNAP
- **Grades:** Pre-kindergarten, Kindergarten, 1<sup>st</sup> grade
- **Four composites:** Emergent literacy, language, phonological, phonological-orthographic
- **Several subtests:** Letter Knowledge, Rhyme Knowledge, Basic Concepts, Receptive Vocabulary, Parallel Sentence Production, Elision, Word Relationships, Phonics Knowledge, Sound Categorization, Sight Word Recognition, Listening Comprehension, Book Handling, Concept of Word, Matching Symbols, Word Retrieval, Rapid Automatic Naming, Invented Spelling
- Caregiver Questionnaire
- [ALL flyer](#)

# ASSESSMENT TOOLS – YOUNG CHILDREN - ALL

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- Profile 1: Language Disorder
  - Deficits in pragmatic, semantic, and/or syntactic domains of language
  - Consistent with spoken language disorder
- Profile 2: Language Disorder and Emergent Literacy Deficit
  - Difficulty with spoken language and emergent literacy skills (e.g., difficulty with Receptive Vocabulary and Elision)
  - At risk for general language disability in both language domains

# ASSESSMENT TOOLS – YOUNG CHILDREN - ALL

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- Profile 3: Emergent Literacy Deficit
  - Difficulty with emergent literacy and literacy skills (e.g., Elision, Phonics Knowledge)
  - May be diagnosed later with developmental dyslexia/specific reading disability
- Profile 4: Weak Language and Emergent Literacy Skills
  - General difficulty across spoken language and emergent literacy skills
  - Likely due to limited exposure to spoken language and literacy

# ASSESSMENT TOOLS – OLDER CHILDREN - TILLS

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- ***Test of Integrated Language and Literacy Skills (TILLS)***
- **Authors:** Nickola Nelson, Ph.D., CCC-SLP, Elena Plante, Ph.D., CCC-SLP, Nancy Helm-Estabrooks, Sc.D., CCC-SLP, Gillian Hotz, Ph.D., CCC-SLP
- **Ages:** 6-18 years
- Screener and test
- **Several subtests:** Vocabulary Awareness, Phonemic Awareness, Story Retelling, Nonword Repetition, Nonword Spelling, Listening Comprehension, Reading Comprehension, Following Directions, Delayed Story Retelling, Nonword Reading, Reading Fluency, Written Expression (yields 3 scores), Social Communication, Digit Span Forward, Digit Span Backward
- [TILLS Sampler](#)

# HIGH LEVERAGE COMPREHENSION STRATEGIES

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- Visual and verbal comprehension strategies are thought to improve the allocation of resources within working memory (Woolley, 2010).
- Collective use of multiple comprehension strategies bolsters outcomes (Liang & Dole, 2006).
- Use of a comprehension strategy framework can ensure explicit instruction on *how* to comprehend (Dowhower, 1999).

# TEXT COMPREHENSION STRATEGIES

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- Early Elementary Students
  - Monitoring comprehension
  - Using graphic and semantic organizers
  - Answering questions
  - Generating questions
  - Recognizing story structure
  - Summarizing

# TEXT COMPREHENSION STRATEGIES

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- Early Elementary Students
  - Monitoring comprehension – Students ask questions like “Does this make sense?”
  - Using graphic and semantic organizers – Teachers and students illustrate concepts in text using pictorial devices
  - Answering questions – Teachers use questions to guide and monitor students’ understanding
  - Generating questions – Students generate questions while reading to guide their understanding
  - Recognizing story structure – Students understand the way contents and events in a story are organized into a plot
  - Summarizing – Students synthesize important ideas in a text

# TEXT COMPREHENSION STRATEGIES

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- Early Elementary Students
  - Monitoring comprehension
    - Asking questions like “Does this make sense?”
    - Use strategies to “fix” resolve problems in comprehension
    - Teaching technique example
      - Think-Aloud

# TEXT COMPREHENSION STRATEGIES

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- Early Elementary Students
  - Answering Questions
    - Also known as “Self Questioning”
    - Generate questions to guide thinking while reading
    - Teaching technique example
      - K-W-L

# TEXT COMPREHENSION STRATEGIES

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- Middle Grade Students
  - Monitoring comprehension/checking for understanding
  - Fostering cooperative learning
  - Connecting to previous knowledge
  - Improving organization
  - Promoting independent learning
  - Teaching to learning style

# TEXT COMPREHENSION STRATEGIES

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- Middle Grade Students
  - Monitoring comprehension/checking for understanding – assist teachers in assessing students' level of comprehension and show students how to increase their comprehension
  - Fostering cooperative learning – use of peer support to foster comprehension during small group work
  - Connecting to previous knowledge – connect information being read to knowledge students already have
  - Improving organization – help students organize material in a way that will help them improve their comprehension
  - Promoting independent learning – teach students strategies they can learn and then apply independently
  - Teaching to learning style – leverage different modes of learning (e.g., visual, auditory)

# TEXT COMPREHENSION STRATEGIES

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- Middle School Students
  - Foster Cooperative Learning
    - Use of peer support to foster comprehension during small group work
    - Teaching technique example
      - Think-Pair-Share/Think-Pair-Square

# TEXT COMPREHENSION STRATEGIES

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- High School Students
  - Inference generation
  - Vocabulary instruction
  - Comprehension monitoring and strategy instruction

# TEXT COMPREHENSION STRATEGIES

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- High School Students
  - Inference generation – ability to integrate information within or across texts using background information to fill in information that is not explicitly stated
  - Vocabulary Instruction – explicit instruction in vocabulary acquisition
  - Comprehension monitoring and strategy instruction – active monitoring of understanding and use of comprehension strategies to bolster reading comprehension

# TEXT COMPREHENSION STRATEGIES

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- High School Students
  - Vocabulary Instruction
    - Explicit instruction in vocabulary acquisition
    - E.g., use of graphophonic, syntactic, and semantic cueing systems to figure out unknown words
    - Teaching technique example
      - *Vocabulary by Analogy*

# TEXT COMPREHENSION STRATEGIES

Early Elementary	Middle School	High School	<b>Note the strategies that are similar across grade bands.</b>  <b>Reminder:</b> this list of strategies is not exhaustive.
<ul style="list-style-type: none"><li>• <b>Monitoring comprehension</b></li><li>• Using graphic and semantic organizers</li><li>• Answering questions</li><li>• Generating questions</li><li>• Recognizing story structure</li><li>• Summarizing</li></ul>	<ul style="list-style-type: none"><li>• <b>Monitoring comprehension/checking for understanding</b></li><li>• Fostering cooperative learning</li><li>• Connecting to previous knowledge</li><li>• Improving organization</li><li>• Promoting independent learning</li><li>• Teaching to learning style</li></ul>	<ul style="list-style-type: none"><li>• Inference generation</li><li>• Vocabulary instruction</li><li>• <b>Comprehension monitoring and strategy instruction</b></li></ul>	

# TEXT COMPREHENSION TECHNIQUE: *THINK-ALOUD*

**Purpose:** to provide a model for active thinking during reading process

**Comprehension strategies:** previewing, visualizing, monitoring, self-questioning, making connections, knowing how words work, summarizing, evaluating

**Text:** narrative, expository

**Use:** before, during, and after reading

**Procedure:**

1. Select a passage to read aloud that requires strategic thinking in order to clarify understanding.
2. Share your predictions about the story and rationale for those predictions before beginning to read (e.g., Based on the title, I think this story is about....).
3. While reading, think aloud to demonstrate the strategies listed above (e.g., Visualizing: “As I am reading this, the picture I see in my mind is...).
4. Guide the students to practice with partners after you have modeled the process multiple times.
5. Encourage students to use think-alouds independently after sufficient partner practice.



# ACTIVITY – THINK ALOUD

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- In the chat, write a few sentences about spoken language comprehension skills used with the strategy and perhaps depicted in the video.

# TEXT COMPREHENSION TECHNIQUE: *KNOW-WANT-KNOW-LEARN (K-W-L)*

**Purpose:** to activate prior knowledge about a topic, set a purpose for reading, and confirm/revise/expand original understanding of the topic

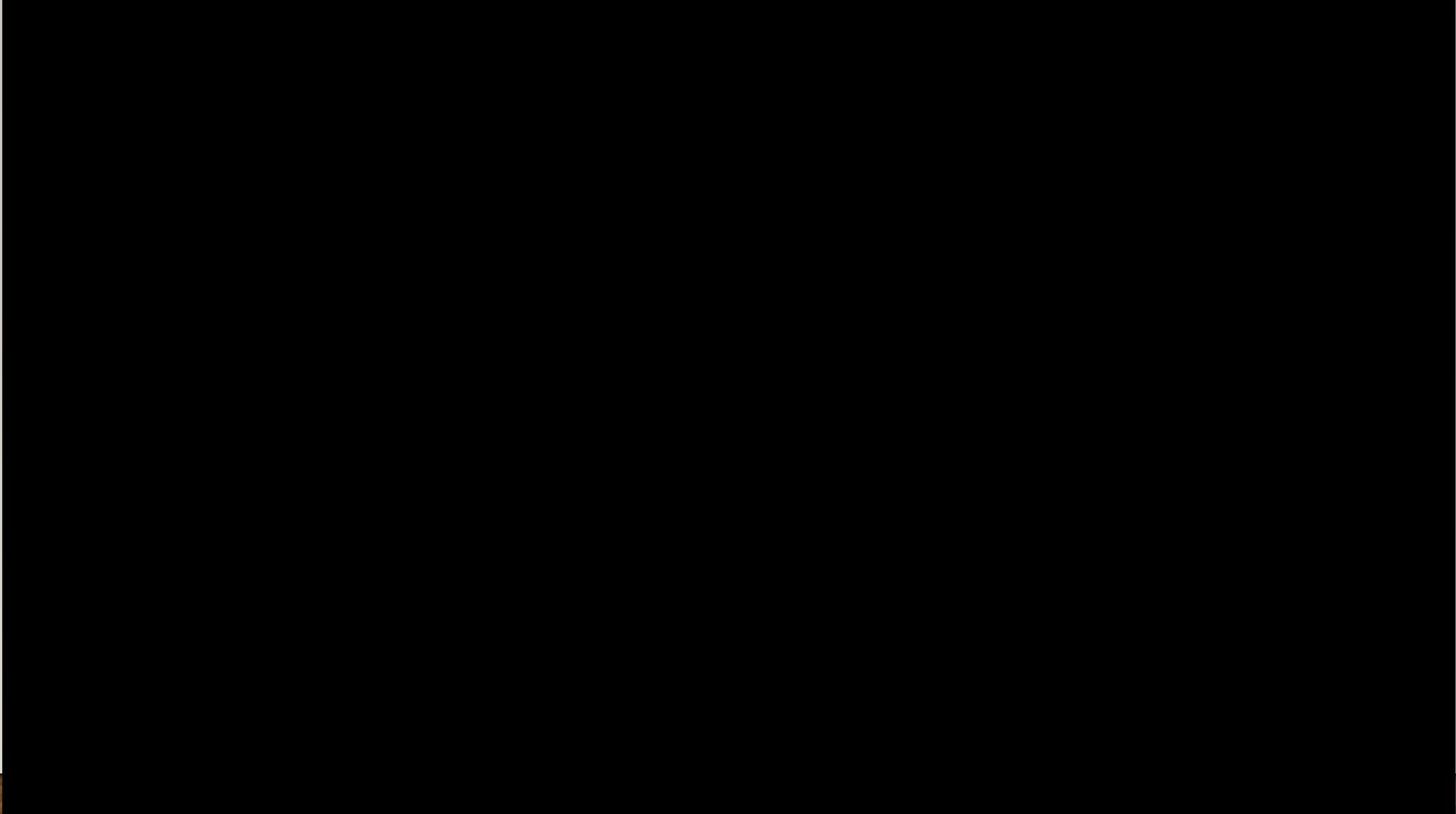
**Comprehension strategies:** previewing, self-questioning, making connections

**Text:** expository

**Use:** before, during, and after reading

**Procedure:**

1. Have students write in the “K” column of a table what they know about the topic.
2. In the “W” column, ask students to write what they want to know.
3. Ask students to read the text and jot down what they learn in the “L” column.
4. Revisit the “K” column to correct/confirm understanding.
5. Check the “W” column to see if questions were answered.
6. Discuss the completed K-W-L.



# ACTIVITY – K-W-L

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- In the chat, write a few sentences about spoken language comprehension skills used with the strategy and perhaps depicted in the video.

# TEXT COMPREHENSION TECHNIQUE: *THINK-PAIR-SHARE/THINK-PAIR-SQUARE*

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**Purpose:** partner group activity that allows students to work together to check for comprehension

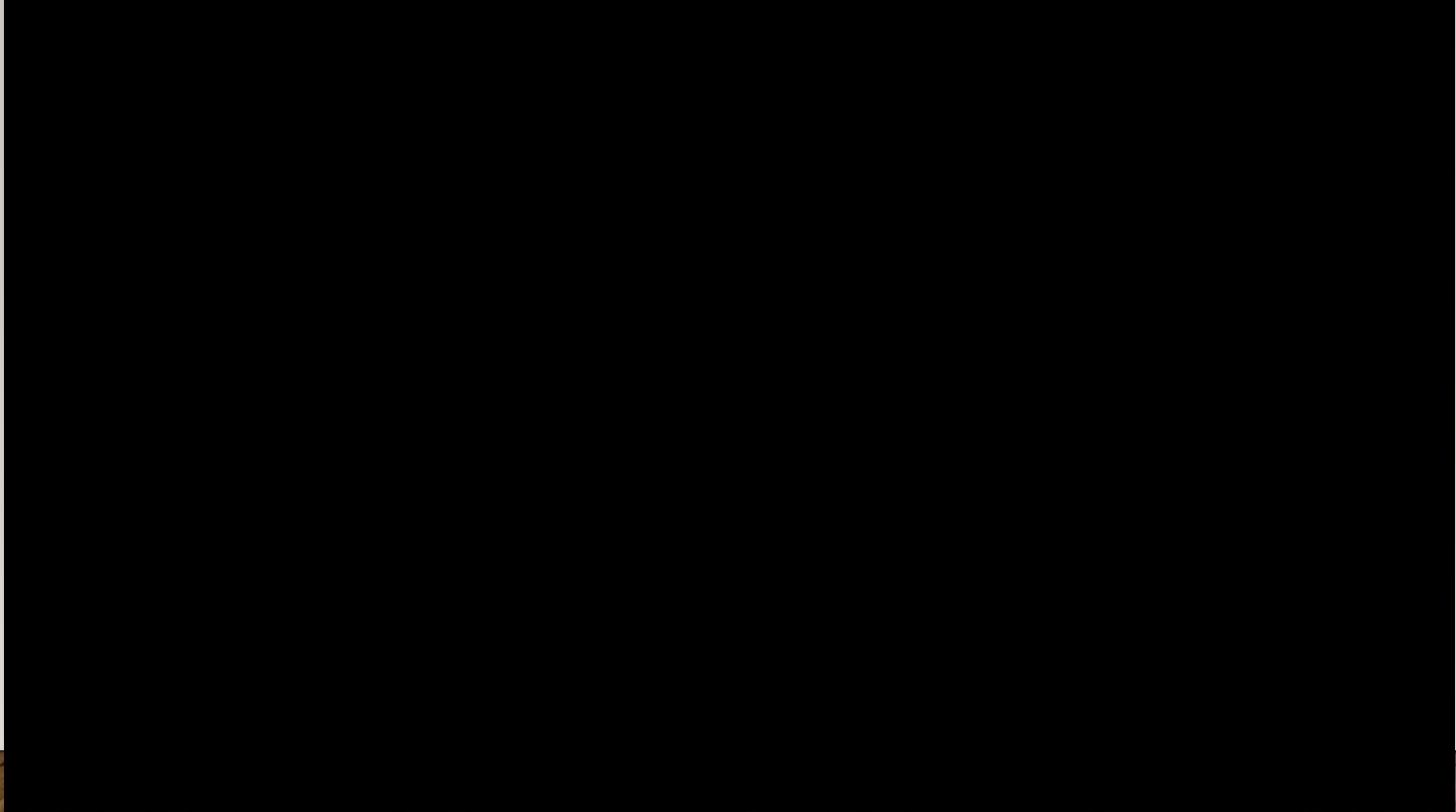
**Contexts:** language arts (e.g., discuss the plot, motivation, and setting in a short story), social studies, math, science (e.g., how do different animals adapt in their habitats)

**Text:** narrative, expository

**Use:** After reading; helpful with goal-setting

**Procedure:**

1. After reading a story, student should reflect on what they already know, think about what the reading reminds them about, and determine what might occur next in the story.
2. Students should then pair up in groups of 2 (pair and share) or 4 (pair and square) and discuss their thoughts.



# ACTIVITY – THINK-PAIR-SHARE/THINK-PAIR-SQUARE

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- In the chat, write a few sentences about spoken language comprehension skills used with the strategy and perhaps depicted in the video.

# TEXT COMPREHENSION TECHNIQUE: *VOCABULARY BY ANALOGY*

**Purpose:** to help students make connections between words they know and new words; to help students use morphemes to figure out the meaning of unknown words

**Comprehension strategy:** Know How Words Work

**Text:** narrative, expository

**Use:** during reading

**Procedure:**

1. Teach students the meanings of common roots, prefixes, and suffixes.
2. Display example words containing the roots, prefixes, and suffixes on a word wall or individual charts.
3. Use the Think-Aloud strategy to model for students how to use parts of words to figure out the meaning of unfamiliar words.
4. Give students an opportunity to use the strategy; support them with verbal cues.
5. Encourage them to use the strategy when they encounter new words.

# ACTIVITY – VOCABULARY BY ANALOGY

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- Use the roots below to generate meanings for the words that follow:
  - Anthropo = man, human, humanity
  - Circum = around
  - Mis = hate
  - Spect = to look
- Words:
  - Circumspect
  - Misanthrope

# ACTIVITY – VOCABULARY BY ANALOGY

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- In the chat, write a few sentences about spoken language comprehension skills used with the strategy.

# GENERATING QUESTIONS STRATEGY – TEXT GENRE

<b>Comprehension Strategy</b>	<b>Narrative Text (<i>The True Story of the Three Little Pigs</i>)</b>	<b>Expository Text (Chapter 1: <i>The American Revolution</i>)</b>
Previewing	What is the story about? What might happen in this story?	What do I already know about the Revolutionary War?
Visualizing	Is my mental picture of the wolf still good? Why should I change it?	What did an American soldier look like? A British soldier?
Summarizing	What has happened so far?	What is the most important information in the chapter?
Evaluating	Do I believe the wolf's story? Why?	How would my life be different if we had not won this war?

# FOSTERING USE OF COMPREHENSION STRATEGIES

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- Use a comprehension strategy framework (see an example on the next slide).
- Collaborate with colleagues and families to facilitate use of the strategies across contexts.
  - A building block for successful collaboration is good communication skills.
  - Work with school administrators to secure time for collaboration.

# COMPREHENSION STRATEGY INSTRUCTION FRAMEWORK

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- Direct explanation
  - “teacher explains to the students why the strategy helps comprehension and when to apply the strategy”
- Modeling
  - “teacher models or demonstrates how to apply the strategy, usually by “thinking aloud” while reading the text that the students are using
- Guided practice
  - “teacher guides and assists students as they learn how and when to apply the strategy”
- Application
  - “teacher helps students practice the strategy until they can apply it independently”

# CLOSING

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- **Consider the vast impact of comprehension** – the world of education and work evolve in an ongoing fashion and with those changes come the need to be a flexible learner who can continue to adapt.
- **Call to attention** – understand your role in fostering reading comprehension is explicit and profound. If you solely address spoken language, e.g., listening comprehension, you are still contributing greatly to reading comprehension skills.
- **Collaboration is key** – collective brainpower and expertise facilitate comprehensive instruction and intervention, including in the realm of reading comprehension.

# ADDITIONAL RESOURCES

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- [American Speech-Language-Hearing Association's \(ASHA's\) Spoken Language Disorders Portal](#)
- [ASHA's Spoken Language Disorders Evidence Map](#)
- [ASHA's Written Language Disorders Portal](#)
- [ASHA's Written Language Disorders Evidence Map](#)