



Reading Comprehension in the Elementary Grades

After Passage Reading Practices

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After Reading Practices

- Provide intentional fluency building practice.
- Engage students in a discussion.
- Have students answer written questions.
- Provide engaging vocabulary practice.
- Have students write summaries of what they have read.



Provide intentional fluency building practice.

BIG IDEA:

Fluency is related to reading comprehension.

(Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000)



Provide intentional fluency building practice. Why

When students read fluently, decoding requires less attention. Attention can be given to comprehension.
(Samuels, Schermer, & Reinking, 1992)

An accurate, fluent reader will read more.
(Cunningham & Stanovich, 1998; Stanovich, 1993)

What are the benefits of reading more?

Provide intentional fluency building practice. Why

- Fluent readers complete assignments with more ease.
- Fluent readers will also perform better on reading tests.
- Attention to fluency is often neglected in reading instruction.

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Provide intentional fluency building practice. How

Repeated Reading

- Student reads the same material a number of times (at least three)
- General procedure
 - Cold-timing (one minute timing without prior practice)
 - Practice rereading of material to increase fluency
 - Hot-timing (one minute timing)
- Often coupled with the following interventions
 - Modeling done by teacher or listening to tape
 - Self-monitoring of progress through graphing

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Small Group Procedure

1. **Cold-timing**

- Time the students for one minute as they whisper read.
- Have them underline difficult words and circle the last word read.
- Have them determine the correct number of words read.

2. **Accuracy-Practice**

- Chorally read the material with your students.
- You may select do this more than one time.

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Small Group Procedure (Continued)

3. **Fluency Building - Practice**

- Have students whisper-read as you time them for one minute.
- Students should try to read beyond cold-timing.

4. **Hot-timing**

- Have students exchange papers with their partners.
- Have the first reader read for a minute as the partner underlines any errors and circles the last word.
- Repeat the same step with the second reader.
- Have partners determine the number of correct words read for their partner.
- Have students graph their cold and hot timings.

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Engage students in a discussion.

BIG IDEA:

Engaging students in a discussion can increase their depth of text processing and subsequent comprehension.

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Engage students in a discussion.

- Teach students the behaviors of discussion.
- Utilize partners to maximize participation.
- Ask engaging questions.
 - What was your favorite part of the story?
 - What surprised you in the story?
 - What did the author want us to feel about _____?
 - How is this story similar to _____?
 - What is another way the story could have ended?

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Engage students in a discussion. Discussion Behaviors

Looks Like	Sounds Like
■ Facing peers	■ Using a pleasant, easy to hear voice
■ Making eye contact	■ Sharing opinions and supporting facts
■ Participating	■ Sharing positive comments
■ Listening	■ Staying on topic

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Have students answer written questions.

BIG IDEA:

When answering written questions, students will deeply process the information, enhancing their reading comprehension.

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Have students answer written questions. How

- Teach students to change the question into part of the answer and write the partial answer down.
- For each written question, have students determine if the answer is :
 - In the book OR
 - In my head
- Guide students in applying the QAR strategy.

(Raphael, 1986)

See examples.

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Provide engaging vocabulary practice.

BIG IDEAS:

- If students understand the meaning of critical vocabulary in the passage, their comprehension will be enhanced.
- Students need multiple exposures to obtain a deeper understanding of the word.

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Provide engaging vocabulary practice.

- Practice activities should:
 - Be **engaging**.
 - Provide **multiple exposures** to the words.
(Stahl, 1986)
 - Encourage **deep processing** of the word's meaning. (Beck, Mc Keown, & Kucan, 2002)
 - When possible, connect the word's meaning to **prior knowledge**.
- Provide practice over time.

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Provide engaging vocabulary practice.

Yes/No/Why

1. Could a **disgusting** enemy be **horrible**?
2. Would you be **relieved** if you could **concentrate** on the test?
3. Would it be **disgusting** to eat **earthworms**?
4. Could an **enemy** do **disgusting** things?

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Provide engaging vocabulary practice.

Completion activity

1. **confine:** to hold or keep someone or something in; restrict; imprison
Things that can be confined are _____.
2. **persistent:** refusing to give up; determined
I was very persistent when _____.

(Curtis & Longo, 1997)

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Provide engaging vocabulary practice.

(Stahl & Kapinus, 2001)

Word Pair	Same	Opposite	Go Together	No Relationship
nomad - wanderer	X			
nomad-settler		X		
desert-city				X

Provide engaging vocabulary practice.

Word Lines (Example designed by Isabel Beck, 2004)

How surprised would you be if....

1. You saw your friend **vault** over the moon?
2. Your teacher **commended** a student for doing good work?
3. A dog started **bantering** with you?
4. The mayor **urged** everyone to leave town?
5. A coach **berated** his team for not making a touchdown?
6. A rabbit **trudged** through a garden?

Least -----Most
Surprised Surprised

Provide engaging vocabulary practice.

Word Lines (Example designed by Isabel Beck, 2004)

How much energy does it take to....

1. **Meander** down a hall?
2. **Vault** over a car?
3. **Banter** with your best friend for an hour?
4. **Berate** someone at the top of your voice?
5. **Stalk** a turtle?
6. Be a **spectator** at a concert?

Least -----Most
Energy Energy

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Provide engaging vocabulary practice.

Sentence Substitution

1. When the spelling test was over, Kaiya was relieved.
2. The teacher was very impressed with the children's stories.
3. Marcus couldn't concentrate on his math assignment.

(Lively, August, Carlo, & Snow, 2003)

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Provide engaging vocabulary practice.

Meaningful Sentences (adapted from Success for All)

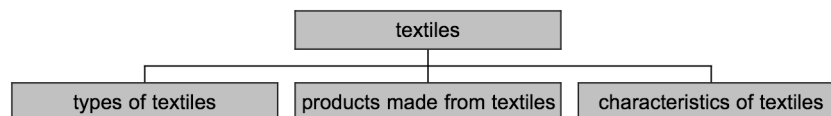
- Students write a sentence answering three to four of these questions:
who, what, when, where, why, how
- *Not OK*
It was meager.
- *OK*
At the end of the month, our dinners were meager because we had little money.

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Provide engaging vocabulary practice.

Semantic Mapping (Heimlich & Pittelman)

(Students brainstorm words that match each category using **Think, Pair, Share.**)



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Have students write summaries of what they have read.

BIG IDEAS:

- Writing about what you have read can improve your comprehension.
- Expressing ideas in writing helps the reader organize ideas.

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Have students write summaries of what they have read.

When you summarize, you have to

- Determine what is important.
- Condense information.
- Put it in your own words.
- Become more aware of the content, and the relationships between ideas.

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Have students write summaries of what they have read.

Narrative Summaries

- Alternative procedures for organizing ideas.
 - Use of story frames (Duke & Armistead, 2003)
 - Translate summary from story map

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Have students write summaries of what they have read.

Simple Story Frame

The main character in this story is _____.

The problem in the story is _____.

This is a problem because _____.

The problem is solved when _____.

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Have students write summaries of what they have read. Story Frame

_____ took place in
_____. The main character
was _____,
a _____. In this story,
_____’s problem was
_____. He/she tried to resolve
this problem by _____. In
the end, the problem was solved when
_____.

Have students write summaries of what they have read.

Expository Summaries

- Alternative procedures for organizing ideas.
 - Complete a paragraph frame.
 - Have students use a writing strategy to organize ideas.

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Have students write summaries of what they have read.

Expository Frame

Canoes have changed over time. Native Americans made canoes from _____ and _____.

To make canoes from birch bark, they had to _____.

To make canoes from logs, they had to _____.

Today canoes are _____.

_____.

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Have students write summaries of what they have read.

Expository Frame

The Life of a Butterfly

First, a butterfly lays an _____. Next, the egg _____ and out comes a _____.

The caterpillar eats _____ and grows. After a while, the caterpillar sheds its _____ and forms a _____. After ten days, the chrysalis turns _____, _____ open, and out comes a _____.

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Video - Summarizing

(Segment 8: Writing a Summary - 1st)

List any good practices that you observe during this video segment.

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Have students write summaries of what they have read.

Writing Strategy

Write down the topic of the summary.

List - Make a list of important details.

Cross-out - Cross out any unnecessary or weak details.

Connect - Connect ideas that could go together in one sentence.

Number - Number the details in the order that they will appear in the paragraph.

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Have students write summaries of what they have read.

Writing Strategy

List your Ideas

Penquin's birth

- *Male takes care of egg*
- *Female lays egg*
- *Female leaves*
- *Female spends winter at sea*
- *Male puts egg on his feet under belly*
- *Male stays on egg for two months*
- *Male doesn't eat*
- *Egg hatches*
- *Male must care for baby*

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Have students write summaries of what they have read.

Writing Strategy

Cross-out, Connect, Number

Penguin's birth

- 3 *Male takes care of egg*
- 1 *Female lays egg*
- 2 *Female leaves*
- Female spends winter at sea*
- 4 *Male puts egg on his feet under belly*
- Male stays on egg for two months*
- 5 *Male doesn't eat*
- 6 *Egg hatches*
- Male must care for baby*

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Have students write summaries of what they have read.

Writing Strategy

The birth of penguins is fascinating. The female penguin lays an egg. However, the female penguin leaves soon after laying the egg and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin must still care for the baby.

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Finally

- Students have
 - Read,
 - Read
 - Read
 - Read
 - And read some more