

READING

It has been said that students learn to read by reading and to write by writing. If, in fact, this is true, it is reasonable to assume that students develop feelings of worth by experiencing small daily successes. Success in school, particularly in reading, has a strong impact on students' feelings of worth and accomplishment.

The goal of this reading module is to offer teachers a variety of strategies for teaching oral reading and comprehension in ways that dignify all students.

Definition of Reading

True reading requires both the ability to break down the code and the ability to understand the meaning intended by the writer. Collaboration is required between left and right brain visual skills in order to be a strong reader. Fortunately, students who are weak in either area can be assisted by using specific strategies.

Learning Different Students (Learning Disabled)

There are students who easily decode (break down the coded symbols) in reading. These students sound fluent and confident. However, if a student learns differently or is dyslexic, he may not understand or recall what was read. This is not reading. It is word calling and is meaningless unless comprehension occurs. Decoding the printed symbols requires left brain visual skills.

Another group of students, also learning different/dyslexic, struggle to decode the printed symbols. These students omit words or parts of words, insert words that are not printed, repeat words or phrases and read very slowly. Some of these struggling students comprehend and recall everything they read in spite of the agonizing effort. This is also not reading. The ability to comprehend requires right brain visual skills.

Definition of Cooperative Learning

Cooperative learning is a philosophical shift from the teacher as primary conveyor of information to teacher as facilitator. Students work together in groups of two to five as they teach one another, problem solve and develop appropriate social skills.

Cooperative learning provides a way for students who are weak in academic skills to actively participate in the learning opportunity by contributing their own strengths and by receiving peer assistance. However, research indicates that the strong student who helps the weak one actually benefits more.

Combining Cooperative Learning and Reading

As Cooperative Learning advances into the nation's classrooms, the benefits of reading strategies increase greatly. Reading strategies suggested in *Diversified Teaching*, though strong in themselves, gain more power as we put the steps into the hands of students. For many learners, active participation is the key to mastery. In the past, teachers have done most of the action with students passively observing. Now, after carefully modeling the steps of a strategy, teachers can direct the activities to small groups of students. When students become actively involved in the learning process, the following occur:

1. Motivation increases/boredom decreases
2. Mastery improves for kinesthetic learners
3. Responsibility of learning shifts to the students

4. Time on task with the information and material increases

For some of the strategies, specific suggestions are made to use with small groups, whole class and cooperative learning groups. However, all reading comprehension strategies can be adjusted to whole class instruction and all strategies can be adjusted to cooperative learning groups. When implementing cooperative learning, the following guidelines are suggested.

1. Assign students to groups of two to five. Make certain all groups are heterogeneous in ability, ethnicity and gender.
2. Give every student in the group a responsible role such as:
 - a. reader
 - b. recorder
 - c. noise monitor
 - d. materials manager
 - e. reporter
 - f. encourager
 - g. prompter (who checks for understanding)
1. Require every group member to be responsible for every other student in the group by doing one or more of the following:
 - a. giving a group grade and/or a group goal
 - b. assigning individual parts of a project to each member
 - c. randomly checking individual students
 - d. offering bonus points if everyone in the group achieves minimum competency
 - e. creating long term groups that meet frequently and must communicate with one another on a regular basis
 - f. reminding students that the group is responsible for mastery and participation of every member
1. Establish ground rules for behavior in groups by discussing, modeling, and allowing students to practice appropriate behavior before actually beginning the lesson.
2. In order to guarantee proper use of the reading comprehension strategies, *always model the steps of a strategy* with the whole class until students are confident that they understand the sequence and the value of the steps involved.
3. Initially, post steps on the board or an overhead or give groups a copy of the sequence.
4. Make certain all groups have materials necessary for success. For example, furnish index cards, overhead transparencies, markers and any other items that are needed for a smooth flow of steps.
8. Be inventive with the steps of the strategies. Flexibility is a key to success. If you are leading a strategy as a direct-teach lesson and realize the students are getting restless, put the students in cooperative learning groups to complete the strategy.

Levels of Reading

Before considering diverse strategies for teaching reading, it is necessary to examine the three basic levels of

reading ability which include: independent, instructional and frustrational. Each of the three levels considers:

1. word recognition, which is the ability to decode or read the words that are printed
2. comprehension, which is the ability to understand the meaning intended by the writer
3. reading rate or speed (although rate is not as critical as word recognition or comprehension).

Students benefit from time spent reading alone for pleasure. In order for students to benefit and enjoy independent reading, they must be capable of easily decoding the words and understanding the content. In addition to independent reading, students also need guidance using material that is slightly more difficult than they can read alone. However, when reading material is too difficult, students become frustrated and self esteem begins to go down. No one likes to do something that is stressful and embarrassing. When reading becomes a pain instead of a joy or a challenge, students bond negative feelings and attitudes to reading. Consider the following descriptions of the three reading levels.

1. Independent reading implies that the student can read the material alone.
 - a. The student reads approximately 99% of the words in the text without assistance.
 - b. The student understands approximately 90% of the meaning intended by the writer.
1. Instructional reading requires some guidance when reading the material and is the appropriate level to use when teaching reading.
 - a. The student recognizes 90% of the words without assistance
 - b. The student gains 75% of the meaning intended by the author.
1. Frustrational reading is damaging to a student and should never be used other than in testing. Any time word recognition is below 90% and/or understanding drops below 75%, the reading material is too difficult for the student.

Bilingual and Second Language Students

(ESL)

For students lacking adequate vocabulary and experiential background, time will be spent each session in oral preparation for the next story or section to be read. This concept is from a program called LAMP (Language Arts Mastery Process) developed by Dr. George Gonzalez.

The goal of LAMP is to develop competency at the oral level before asking students to attempt decoding/encoding. Although the strategy was designed for elementary bilingual children, developing oral vocabulary and concept schema helps all students move into the reading task with greater success. With modifications, the suggestions for elementary oral language development can be adapted to the needs of secondary students.

Day #1

1. Build a base of oral vocabulary development and schema before presenting the written text to the students. For elementary students, use drama and acting as much as possible in order to help them understand and identify with the story plot and vocabulary. Secondary students benefit from the basic strategy but may be uncomfortable with the drama.
 - a. Orally present the new vocabulary words in a personal way that the students will understand. (Using the same words for spelling, handwriting, reading and skill lessons will strengthen learning in each area.)
 - b. To assist the students in understanding the meaning of the words, use pictures or objects, if possible.
 - c. Dramatize the words and invite the students to participate in acting them out.
 1. Build background for the story content by reading the story aloud.
 - a. Read with as much expression and as many actions as possible.
 - b. Ask students to listen without seeing the text and to notice the expression and actions of the teacher.
 1. Develop comprehension by writing the following words across the entire chalkboard with large spaces between words:

WHO, WHAT HAPPENED, WHEN, WHERE, WHY

- a. Ask the students who the story is about - and write responses under "WHO."
- b. Continue across the board by asking, "WHAT HAPPENED...?"
- c. When finished, explain to the students that they have pulled together the significant details to identify the main idea of the story.
- d. Sing, "We've Got the Main Idea in Our Hands."

Note for Clarification

Once students become comfortable with the linear format across the chalkboard, erase the words and create individual cards with the words *Who*, *What*, *When*, *Where* and *Why*. Begin to vary the sentence structure by starting with *When* or *Where* instead of *Who*. (See writing frames).

Example: "*When did _____ occur?*" or, "*Where did the action of the story occur?*"

Continue by adding *Who*, *What Happened* and *Why* to complete the main idea. In this way, students are being led to structure sentences in more interesting ways.

Day #2

1. Review the vocabulary from the first day (still using actions for elementary students).
2. Continue to develop background by choosing approximately ten important sentences. Copy them on sentence strips and apply the following steps.
 - a. As on day #1, students will not see the text but will repeat sentences and mimic the teacher's facial and

body actions.

- b. Ask students to "echo" each sentence immediately after you.
- c. Some sentences may be read and echoed by "rapping."
- d. Other sentences may be modeled by singing, chanting, or whispering.
- e. Secondary students can benefit from echoing the ten most important sentences without rapping or singing.
 1. To develop comprehension, ask the students whether the story is a fantasy or a factual one. Assist them in understanding why the story is a fantasy or factual account.

Day #3

1. Use oral close (without a text). Students still do not have a copy of the text and will do this activity orally. Read sections of the story aloud, stopping occasionally and selecting a specific student to supply the missing word.
 2. Use important sentences to develop sequencing and memory skills.
 - a. Give a key sentence, written on a sentence strip, to each pair of students.
 - b. Ask each pair of students to memorize their special sentence.
 - c. Ask each pair of students to stand in front of the room in correct sequence and to say individual sentences from memory.
 - d. If a pair of students forgets their sentence, let them read it from your sentence strip.

Carbo Recorded Reading

The Carbo Recorded Reading Strategy is from Marie Carbo of National Reading Styles Institute. Dr. Carbo's recognition of the importance of reading styles, the modeling strategy used in reading and the emphasis on integrating as many senses as possible form the basis of *Diversified Teaching* .

Dr. Carbo originally designed the Carbo Recorded Reading Strategy after discovering the benefits of allowing a weak reader to listen repeatedly to a short passage which had been recorded for her. After noting the student's rapid progress, Dr. Carbo began recording short selections for her student every day. From this beginning with an elementary student, the recorded reading strategy developed and is now used with remedial readers from first grade through adults.

Dr. Carbo maintains that this strategy is of optimum benefit when recordings are made for a specific student. Personal messages can be left for the student along with the appropriate recorded reading material. However, the strategy can also be used with the teacher directing the repeated readings for a small group. One of the best ways to use the strategy is with weak readers preceding or following whole class reading. Keep the strategy brief and do it *every* day. According to Dr. Carbo, the benefits of this strategy include:

1. increase in confidence - students are guaranteed success
2. increase in vocabulary development - vocabulary is transferable to other texts with continued practice

3. improvement in fluency and expression
4. improvement in comprehension through use of phrasing because:
 - a. poor readers tend to struggle with individual letters and/or words

b. the modeling of meaningful phrases will eventually teach students to think in a new way while reading

If the strategy does not work, one or all of the following changes need to occur:

1. read from easier material
2. read more slowly
3. shorten the selection

Repeated reading must be done daily to be effective. The key is to keep recordings short and to read phrases slowly. Do not worry about quantity. Quality and confidence are the goals.

Students of all ages resist anything new. Teachers who persist in a calm but firm manner will see resistance melt away as students begin to experience success in reading. This strategy, used faithfully, offers assistance to learning different, second language and other students who are experiencing difficulty with reading.

Description of the Carbo Strategy

1. Select a short passage from a story or book that is of interest to the student.
2. Read very slowly for approximately two to five minutes, breaking the text into meaningful phrases or chunks.
 - a. Length of reading will depend on the age of the student and the difficulty of the material.
 - b. The more difficult the text is for the student, the shorter the passage should be.
 - c. ADHD children may be able to stay with the task for a very short time.
 1. Ask the student to listen and follow the text silently, letting his hand or an index card flow under the line of print. Use of one or two fingers under the line of print is recommended. There is no oral reading at this time.
 2. After listening to the same short passage two to three times, ask the student to read orally (refer to oral reading strategies).
 3. After oral reading, it may be appropriate to apply the Carbo method to the next section of the story or chapter.
 4. In a long story or chapter, you may want to use a variety of strategies rather than the Carbo method for the entire story or chapter. You may want to summarize parts and record sections of greater relevance.

Creating Tapes

For repeated home and school practice, tape short sections and allow students to listen a minimum of three times before reading to the teacher. When creating the tapes, remember to:

1. Tape only one section on each side of the tape (for approximately one to three minutes on each side).
 - a. Label the two sides carefully so that students will be able to locate the parts.
 - b. State the name of the story and the exact page numbers included on the recording.
 1. In a whispered voice, tell the students to turn to page ____ (next page).
 2. At the end of the recording, tell the students that the selection is finished and it is time to rewind the tape.
 3. Ask the students how to improve the recordings.
Buy very short, inexpensive tapes for short recordings.

Note for Clarification

If finding the extra time required to make tapes is too difficult, allow others to do the actual recording. For example, older students who are good readers, parents and grandparents can be asked to help tape short selections. Two sources of short inexpensive audio cassette tapes are included in a resource section at the end of the book.

Drop Everything and Read (DEAR) and Tapes

Drop Everything and Read (DEAR), sometimes called Uninterrupted Sustained Silent Reading (USSR), benefits students in two ways: it enables them to bond pleasure with reading and stresses the importance of reading. USSR/DEAR requires everyone in the classroom (or better yet everyone in the school) to stop all activity and read for a set amount of time at the same time each day (approximately 15 minutes). The only criteria is that the reading material must be chosen by the reader and must be pleasurable. There are no questions asked and comprehension is not checked.

The program works well for all students except those who are nonreaders. For nonreaders, the time spent silently *pretending* to read is frustrating and stressful. Dr. Carbo suggests that nonreaders be encouraged to choose books that have previously been recorded. Commercially recorded books are appropriate for this activity.

If you choose to use USSR or DEAR in your classroom, take care of your nonreaders and be certain that you read also. Avoid using the quiet time to grade papers or write lesson plans.

Oral Reading Strategies

According to research done by the National Education Association, one example of poor teaching includes the boring practice of having students take turns reading aloud as their peers attempt to predict the page or paragraph they will have to read. The value of using a variety of oral reading strategies (as opposed to round robin reading or popcorn reading) include:

1. giving each student more opportunities to practice oral reading
2. offering a safe environment in which to practice

3. sparing the better readers from having to listen to slow, plodding readers
4. sparing poor oral readers the embarrassment of reading alone
5. sparing all students from being exposed to poor models of reading

For elementary through secondary students, use a variety of strategies for oral reading. Upper elementary students through adults will read silently more often than orally, but it is appropriate at times to ask older students to read aloud. Oral reading may be appropriate for unsuccessful students of any age after they have:

1. gained a basic understanding of the story and vocabulary at the oral level
2. practiced with the Carbo strategy

Oral Reading Strategies for Elementary Students

Buddy Reading

Buddy Reading is one alternative to round robin or popcorn reading. The value lies in giving each partner more "time on task" for actual reading practice. Buddy Reading is more appropriate for elementary students but can be adapted for secondary students.

- 1. Students can be paired with those of similar ability or with weaker or stronger students.**
- 2. Model seating arrangement and voice volume to students before beginning Buddy Reading.**
- 3. Ask students to sit Indian style, side by side and facing opposite directions. Each student will read softly into his partner's ear.**
- 4. If students are prone to correct one another, give each pair only one text and insist that there be a reader who holds the book and a listener who cannot see the text while the buddy is reading. Otherwise, it is preferable for both students to have a book.**
- 5. Ask the students to alternate paragraphs. (Alternate pages if the students are in first grade texts).**
- 6. When Buddy Reading is used as a whole class strategy, pairs of children will be reading softly around the room.**

Mumble Reading

Mumble Reading is helpful for giving all students a chance to practice oral reading at the same time. The strategy may be used successfully for all elementary grades, but is especially appropriate for first graders and immature second graders who need the auditory input. When used as a whole class strategy, a low mumble will be heard throughout the classroom. Productive, on-task noise differs significantly from chaotic, off-task confusion.

- 1. Model a very soft voice for the students.**
- 2. Ask the students to choose a favorite reading place in the classroom.**
 - a. Some students will stay at their desks.**
 - b. Other students prefer to read on the floor with throw pillows.**
 - c. A few students may prefer to read with dimmer lighting, such as under a table.**
 - d. Research indicates that some students think and read better if allowed intake such as fruit or crackers.**
 - 1. Move around the room, continually listening to individual students, noting progress and difficulties and keeping students on task.**

Note for Clarification

This is an excellent opportunity for the teacher to observe various reading styles and preferences and to allow students to meet their individual needs.

Oral Strategies for Elementary and Middle School

Join-in-reading

Join-in-reading works best with poems and can be used with small groups or with whole class lessons. Join-in requires significant coaching and modeling at first, but is worth the initial effort. Demonstrate a slow, steady pace so all can participate. Don't give up if this strategy does not work the first time! Explain the strategy in the following manner, using students' names.

- 1. Student #1 reads the first line aloud (touch and name the student).**

2. **Student #2 joins in on the next line. Say, "*Now there will be two students reading together.*" (Touch and name both students).**
3. **Student #3 joins the first two on the next line. Say, "*Now there will be three students reading together.*" (Touch and name each student).**
4. **Students continue to join the group one at a time until the end of the poem is reached.**
5. **Repeat the process by asking a different student to be the first to read. The first student to read is the "leader."**

a. Model the appropriate rate and volume.

b. Ask each student to put a finger or marker on the line where he will join the reading.

c. In the beginning, ask students to practice one line together to demonstrate appropriate rate and volume to the leader.

Whole Class/Cooperative Learning

1. **When using this strategy with the whole class, groups or rows will replace individual students. Say, "*Group #1 will start. Group #2 will join them on line 2...*"**
2. **As with individual reading, the teacher will model volume and speed.**
3. **Practice volume and speed with group #1 before actually beginning the strategy.**

Oral Close

Oral Close is appropriate for individual, small group, or whole class instruction (use with text - unlike the Oral Close Strategy suggested in LAMP). The purpose is to offer additional modeling by the teacher with a gradual shift to student reading.

Use this strategy to introduce a new story or text. Do not use the strategy for an entire story or chapter. Alternate Oral Close with other strategies to avoid loss of interest. If you touch a student and he does not know the "place" or

cannot say the word, simply go to another student. No lecture is needed. This problem is eliminated with the use of groups.

- 1. Sit close enough to a small group of students to be able to gently tap each one on his arm.**
 - 2. Read orally, then suddenly stop and touch a student.**
- 2. The student who is touched must supply the next word (only one word).**
- 3. Continue to read, stop, and touch another student who supplies the next missing word.**

Whole Class/Cooperative Learning Approach

- 1. If used as part of whole class instruction, walk around the room, touching individual students.**
- 2. An alternative is to select a row or small group to supply the omitted word in unison.**

Echo Reading

Echo Reading is an additional modeling strategy which offers an unsuccessful reader an opportunity to hear, see and read the print while letting one or two fingers flow under the words.

- 1. Read one sentence, using expression and proper phrasing.**
- 2. A student "echoes" the same sentence back.**
- 3. Continue, one sentence at a time, selecting a different student for each sentence.**

Whole Class/Cooperative Learning Approach

- 1. When using Echo Reading with the whole class, read one sentence at a time.**
- 2. The whole class echoes the sentence back to the teacher.**

- 3. If cooperative learning groups have been formed, the sentences can be echoed back by groups.**

Musical Reading

Musical Reading uses melody and rhythm to teach reading in an effort to balance both hemispheres of the brain. The strategy is useful to auditory learners.

- 1. Type the words of a short, slow song in large, bold print.**
- 2. Ask the students to listen to the song a minimum of three times, using a hand or marker to flow under the line of print.**
- 3. After they have listened three times, ask the students to sing along with the tape. Repeat several times.**
- 4. Ask the students to read the words without the music.**

Musical Close

Musical Close uses the same song and printed copy as in Musical Reading but leaves out every fifth word. Students are required to use context clues to predict missing words.

- 1. Before teaching a song to the students, give them a copy of the words with every fifth word deleted.**
- 2. Read the words to the students without the music. Leave out the deleted words.**
- 3. As you read the song, ask students to use context clues to predict a word that might fit in each blank space.**
- 4. Students listen to the song and determine if their predictions were correct.**
- 5. Students sing the song with the tape or record.**
- 6. Students read the words of the song without the music.**

Variations include

- 1. Students work in pairs.**
- 2. Give students the first letter of the missing word.**
- 3. Ask students to write in the word they believe is missing.**

Other Uses of Music and Reading

One use of music which is appropriate for all ages includes taping a familiar melody without words and allowing students to apply the words from a text to the melody. Students with hemisphere dominance problems may benefit from joining music and words as a supplementary reading strategy.

Other students may learn and read better with soft classical music in the background. Headsets may be used in the classroom (with careful monitoring by the teacher) to allow students who benefit from music to listen as they read and study. An alternative is to use soft classical music with the whole class and allow students who require quiet to wear headsets to screen out the sound.

Practicing Favorite Parts

Repeated reading of the same story builds confidence and pleasure in young students and poor readers. Practicing Favorite Parts is to be used after an initial reading or silent reading. The key is for students to choose *short* selections to practice and present to the class. After adequate practice, students may want to record their favorite parts.

- 1. Ask each student to locate a favorite passage to practice privately. Students may choose the same favorite sections. Let this be acceptable.**
- 2. Give students time to practice reading their favorite sections silently or in low voices. You will want to model voice volume.**
- 3. Ask each student to share his favorite part with the group.**

Oral Strategies for Elementary through Secondary

Assisted Reading

Assisted Reading is a modeling strategy and is useful for small groups, whole class, or individual instruction. Interchange this strategy with others. Although students benefit from hearing good reading as they follow the print, they will soon want more involvement with the text.

- 1. The teacher reads the first paragraph, offering a model for vocabulary and fluency.**
- 2. A student reads the next paragraph. (Vary this step depending on the reading ability of your students. Student reading may be done by a pair, a small group, or the whole class).**
- 3. The teacher reads the next paragraph, modeling vocabulary, phrasing, and expression.**
- 4. A student (or group) reads the next paragraph.**
- 5. Continue to alternate reading by the teacher and the students.**

Reader's Theater

One of the easiest ways to encourage students to read a selection repeatedly is to create a dramatization (reader's theater). Students get to practice the same basic story, but they read character parts as in a play.

Gifted and talented students can convert the basic text to a reader's theater using a word processor. Students can also become involved in creating props, costumes and musical accompaniments. A Reader's Theater can be as simple or as involved as you choose to make it.

- 1. Rewrite the text to include a narrator (who will read all background descriptions) and exact words of all characters.**
 - a. Type with a large print for easy reading.**
 - b. Leave spaces between character parts.**

c. Type names of characters on the left and indent all character dialogues on the right. Shorter lines of narrative are easier for beginning and poor readers to track than lines that go across the entire page.

- 1. Assign a part to each student. If you have more students than you do parts, set up two or three groups. Although each group may be practicing the same script, each group will have a different interpretation.**
- 2. Give each student a copy of the entire script with the part assigned to that student highlighted.**
- 3. Give students adequate time to practice by dividing practice sessions into three parts.**

a. Initially, ask students to read through their parts emphasizing only the words.

b. During the second practice session, ask students to read with expression.

c. Finally, ask students to read their parts with expression and with action and drama.

Neurological Impress Reading

Neurological Impress is a one-on-one strategy for a learning different student. This strategy offers visual, auditory and tactile input for the student who is weak in one or more modalities. This strategy also allows the student to "read" and gain access to information above his reading level. It is helpful for content reading.

- 1. Sit beside the student, sharing a book.**
- 2. Read with the student, using a slightly faster pace and slightly louder voice.**
- 3. Slide your hand under the line of print in a flowing motion. Model the use of one or two fingers for the student.**
- 4. Ask the student to use his own hand to flow under the line of print.**

Grounding

Often, a student can actually read individual words but stumbles over the same words when reading lines of text. Grounding is a strategy for an individual student and is a process of preparing the student to read.

- 1. As you look at the first paragraph or page with an individual student, cover all but the first line and ask the student to identify specific words as you say, "Point to the word _____. "**
- a. Examine one line at a time by asking the student to point to various words as you name them out of sequence.**
 - b. If the student cannot locate or read a word, point to it and ask the student to read any part of the word.**
 - c. Take time to teach any relevant elements in the word such as silent e at the end, two vowels together, etc. (Teach phonics and structural analysis at this time or in a separate mini-lesson.)**
 - d. Continue one line at a time until reaching the end of the paragraph.**
 - 1. At the end of the paragraph, ask the student to read the same section silently for the purpose of searching for unknown or confusing words.**
- a. Instruct the student to ask for assistance when needed.**
 - b. If the student asks for help with a word, take time to teach appropriate skills needed to decode the word.**
 - 1. Ask the student to read the same paragraph or page orally for you.**
 - a. Unless the passage is too difficult for the student (i.e. frustrational) the oral reading will go smoothly.**
 - b. If the student has trouble reading orally, join him (see Neurological Impress above) and guide the student to a smooth completion of the passage.**
 - c. Do not ask a student to "sound out" unknown words during oral reading. Keep connected oral reading flowing.**
 - 1. If oral reading is still difficult after using Grounding, enlarge the print of the same selection. Problems that continue with large print probably**

indicate a need for easier reading material.

- 2. If you can not find reading material easy enough for the student to read successfully, ask parents to get the student's eyes checked by a developmental optometrist.**

Note for clarification:

It is not unusual for students who can read words in isolation but not within passages to improve significantly in oral reading when given larger print. Even when visual acuity is good, print size which is usually reserved for kindergarten and first grade may make a tremendous difference for some students.

Comprehension Strategies

Teach comprehension at the thinking ability, regardless of the reading level. One of the characteristics of a dyslexic student is the discrepancy between thinking and actual reading. Always challenge the student's thinking potential.

According to *Becoming a Nation of Readers* , "The most logical place for instruction in most reading and thinking strategies is in social studies and science rather than in separate lessons about reading. The reason is that the strategies are useful mainly when the student is grappling with important but unfamiliar content."

The benefit of using a variety of comprehension strategies is that different students respond to different methods. Without comprehension, the student reads mechanically and gains nothing. All strategies suggested for comprehension are appropriate for elementary through secondary students.

If you use reading groups, consider a controversial idea. Place the learning different/dyslexic reader in a low reading group for connected oral reading and for skill lessons. When the top reading group meets, include the dyslexic student at the listening level (so he can hear good oral reading being modeled) and include the student in oral comprehension and discussions.

For whole class instruction, include the dyslexic student with the class but find time to reteach skills and practice oral reading in a small group later in the day. Use the Carbo method to assist with oral fluency. Another option is to preteach instead of reteach by using ideas from LAMP to prepare the student before presenting the text.

Comprehension Through Participation

Divided Story

Divided Story is a strategy that addresses listening skills, oral reading and comprehension. The strategy succeeds if the teacher keeps selections short enough to prevent boredom and if students are reading material at the instructional or independent level. You must set a purpose for listening.

- 1. Copy a story from a trade book or basal reader.**
 - 2. Number the sequence of the pages on the back of each page.**
 - 3. Attach a question to each section or page.**
 - 4. Give each student one page to practice reading (mumble or silent reading).**
 - 5. After practicing, ask each student to:**
 - a. read the question to the group**
 - b. read the page to the group**
 - c. repeat the question**
 - d. call on another student to answer the question**
- 1. Students read their questions/selections in sequence.**
 - 2. Give insecure readers very short pages and assist them as they mumble read during their practice time.**

Note for Clarification

Make certain the passage to be read is easy enough for students to read successfully (no frustrational reading).

Whole Class/Cooperative Learning Groups and Pairs

- 1. If cooperative learning is used with Divided Story, give each group or pair a copy of the same section of the story with a question attached to each copy.**
 - 2. Groups read their sections together with stronger readers assisting the others.**
- a. Make certain all groups or pairs have mixed ability levels.**

b. After each group reads its passage and question, the group must agree on the correct answer.

- 1. One member of the group reads the question to the class. The class must listen to the question.**
- 2. Another group member (or the entire group) reads the passage.**
- 3. The question is repeated for the class.**
- 4. The group calls on another group to answer.**

Paired Reading

Paired Reading is a sophisticated form of Buddy Reading and is appropriate for older elementary and secondary students. Benefits include increased practice with the text, peer interaction with ideas and peer support in reading. Paired Reading is a cooperative learning strategy.

- 1. Pair students and model appropriate seating and volume. Rehearse with one pair before beginning the strategy with the entire classroom.**
- 2. Within pairs, both partners read silently for approximately ten lines.**
- 3. Partners stop and ask one another whether they have read anything of importance.**
- 4. Pairs continue to read. When both partners agree that material is important, one or both jot down significant ideas to share with the whole class.**

Best Choice Answer

When answering questions in small groups, many students are content to allow one student to do most of the thinking. The first answer suggested is accepted and little in-depth thinking occurs. The value of Best Choice Answer is that the strategy requires each small group to think of three possible,

logical answers to each question. Critical thinking is thus encouraged and participation by all group members is strengthened.

- 1. The teacher selects a short story or reading passage and prepares several questions which are open to different interpretations and responses.**
- 2. Groups of three are formed. Each student in the group is assigned a distinct job.**

a One student is the reader.

b. Another student is the recorder.

c. The third student is called the prompter and has the job of making certain all members can tell *why* an answer is considered the best.

- 1. The reader in each small group reads the text as the others listen and follow along.**
- 2. The reader shares the questions with the group.**
- 3. Each group member must contribute a possible answer to each question.**
- 4. The recorder writes the three responses to each question.**
- 5. After thinking of three answers for each question, the group evaluates and chooses the *best* response for each question.**
- 6. Members of the group *must agree unanimously* on the best answer and must be able to tell why it is the best based on evidence in the selection.**
- 7. The prompter makes certain each of the three group members can tell why the final choice for each question was made.**
- 8. As best choice answers are shared with the whole class, the teacher selects students at random to explain the reason choices were made.**

Free Recall Strategy (Guided Reading Procedure)

This strategy is helpful for content area reading. The major value of Free Recall is in the organization and manipulation of ideas following recall. For

the student who is a tactile or kinesthetic learner, physical movement of ideas aids in the recall process.

- 1. To set a purpose for reading, ask the students to read or listen in order to recall everything they can.**
- 2. The teacher and/or students read a short section of the story or chapter.**
- 3. The teacher writes all ideas on the chalkboard, overhead, or sentence strips. Do not be concerned with sequence or organization at this time.**
- 4. After all ideas have been written down, guide the students as they organize the ideas into proper sequence or into categories.**
- 5. Students read the passage silently to confirm their ideas and to add to or alter the organization.**
- 6. Continue the process over the next section. If the passage or chapter is long, alternate with other reading strategies.**

Cooperative Learning Approach

- 1. After modeling the strategy several times with the whole class, assign responsibility for the steps to cooperative learning groups.**
- 2. Direct the steps and allow the writing and organizing of ideas to be done by students in their cooperative learning groups.**
- 3. Ideas within the cooperative learning groups can be written on strips of paper or on index cards.**

Directed Reading Thinking Activity (DRTA)

The value of DRTA is in making predictions before reading each section. Requiring students to make predictions encourages use of context clues and establishes a purpose for reading. The power of this strategy increases when the teacher guides students as they check the accuracy of their predictions after reading.

- 1. Begin by asking for predictions about the first section of the story or**

chapter based on the title, pictures and opening paragraph. Confirming the predictions becomes the purpose for reading. Suggestions from *Thinking in Context* by Hyde and Bizar include:

- a. *"Today, I am looking for good thinkers and not right answers."*
 - b. *"Think like detectives and look for clues from the story to predict what will happen next."*
 - c. *"Be prepared to support your predictions with evidence from the story."*
 1. **Students make predictions about the first section before reading. Make certain their predictions are based on information or clues from the story. Do not accept wild, "off-the-wall" guesses.**
- a. **Ask students to place a "stop" card at the place you want them to stop.**
 - b. **Those who get to the "stop" card early may reread the section.**
 - c. **Students may also write a prediction about the next section on the "stop card" while waiting for the others to finish.**
 1. **Students read each short passage to *prove* whether or not their predictions were correct.**
 2. **Establish a connection between the predictions which were made and the actual events in the selection. *"Was your prediction correct? If so, how do you know? If not, why? Was any part correct?"***
 - a. **Occasionally, ask the student to read aloud the section that proves the prediction was correct.**
 - b. **Make certain students know it is acceptable to make a wrong prediction, as long as the prediction was based on context or picture clues.**

Whole Class/Cooperative Learning Approach

1. **After modeling the strategy for the whole class, create cooperative learning groups which work together to make group predictions, read and check the accuracy of their predictions.**
- a. **Small groups using DRTA write predictions on individual pieces of paper or index cards.**
 - b. **Different groups share their predictions before reading.**
 1. **Reading is done within small groups, using the most appropriate oral**

reading strategies.

2. **After reading, results are discussed and evaluated as a whole class.**

K-W-L Strategy

K-W-L is excellent for use in content reading. This strategy can be used for individuals, small groups and for whole class instruction (refer to K-W-L Frame). Ideas are taken from *Thinking in Context* by Hyde and Bizar, who state, "It's easier to learn something if we first access schema (what you know) and set purposes (what you want to learn)."

1. K -What You Know

a. Brainstorm with students to create a list of what they already know about the subject.

b. Write all ideas on the board, leaving room to write questions and new information.

1. W - What You Want to Learn

a. Guide the students to determine purposes for reading. The goal is to connect new information with existing knowledge.

b. Ask, "*What do you not know or fully understand?*"

c. Write questions generated by the students on the board next to their original ideas. If possible, use a different color chalk.

1. L - What You Have Learned

a. Students are instructed to read a passage to find answers to their questions.

b. Write new information on the board next to each question. Again, use a new chalk color if possible.

c. Guide students to compare old information with new insights.

Whole Class/Cooperative Learning with K-W-L

1. K-W-L is a strategy that works beautifully with a mixture of direct teaching and cooperative learning.

a. Direct the students to state what they already know as you write ideas on the board, overhead, or chart.

b. Write ideas from the whole class about what they want to know about the subject.

c. The class reads in cooperative groups (refer to oral reading strategies).

d. Assign one question from "What do you want to learn?" to each small group.

e. Small groups work together to determine whether the questions were answered and what was learned.

f. Small groups report conclusions about what they learned to the whole class.

1. Another alternative is to direct cooperative learning groups to work together on all three steps.

2. If you are fortunate enough to have computers in your room, assign one cooperative learning group to each computer and let the groups do each of the three steps in a different font (see computer section).

Mind Mapping

Mind Maps (sometimes called Graphic Organizers or Semantic Maps) are useful tools for organizing information and for creating visual representations which are beneficial study tools.

Mind Mapping is a helpful strategy for visual learners. When used before reading, the students are activating schemata (prior learning). Following reading, students are asked to adjust maps and to add new ideas to the visual representations they initiated before reading.

1. Brainstorm with students to create a list of words or phrases that come to mind concerning a given subject.

Example: *Summer Vacation*

**fried fish
swam in the ocean
ate ice cream
played in the park
celebrated July 4th
mowed grass
rode horses
sold lemonade
watermelon
cousins came
went to the parade
baby sat**

1. Categorize by grouping ideas.

a. Group fun activities, such as "swam in the ocean, played in the park, celebrated July 4th, rode horses."

b. Create another group for names of foods, such as "ice cream, watermelon, fried fish."

c. A third group could be jobs, such as "mowed grass, sold lemonade, babysat."

1. Next to the list of ideas, create a visual representation using all the categories in a visual way. This visual picture is called a map.

2. After reading about the subject, students may want to revise the map by adding categories or by adding information to existing categories.

**Cooperative Learning**

1. After modeling mapping with the whole class, ask cooperative learning groups to create group pictures or maps about a topic.

a. Give each group an overhead transparency and markers.

b. Ask each group to share its overhead transparency with the whole class and to teach the content.

c. Compare and contrast the different ways of interpreting the same material.

- 1. Assign different reading material or information to different groups.**

a. Ask each group to prepare a map.

b. Ask each group to teach its portion of the content to the whole class.

Question Answer Relationship (QAR)

The purpose of the QAR strategy is to move from factual recall into higher level thinking. Keep the strategy short. Model QAR over approximately two pages before applying another comprehension strategy.

- 1. Ask a factual recall question that is "right there" in the text. Use words from the text to create the question and guide students to look for words in that sentence to identify the answer.**
- 2. Ask a question that is implied in the text but requires information from more than one sentence to formulate an answer.**
- 3. Ask a question that requires personal identification and reflection as part of the answer. The reader's background must be integrated into information from the reading selection.**

4. Principles of instruction include:

a. giving immediate feedback

b. progressing from shorter to longer texts

c. providing transition from the easier question to the more difficult.

Jigsaw Strategy and Reading

The Jigsaw Strategy is a cooperative learning activity in which students become responsible for reading, understanding and teaching sections of material to other students.

The benefits of the Jigsaw Strategy include: 1) giving students the opportunity to interact meaningfully with reading material, and 2) giving students responsibility for teaching the ideas to other members of the class. Individual accountability is high for this cooperative learning strategy.

- 1. Arrange the room to allow for easy interaction by students.**
- 2. Organize groups of three or four.**
 - a. Do not allow students to organize their own groups.**
 - b. Organize heterogeneous groups with mixtures of ability levels.**
 - 1. Within groups of three or four, assign three or four short sections to be read. Refer to the reading sections as A, B, C and D.**
 - a. Ask all the A's to meet together in one part of the room, all the B's in another, C's in a third and D's in a fourth area.**
 - b. Within the new A, B, C and D groups, ask students to get in pairs and use Paired Reading (refer to Paired Reading).**
 - c. Each person must read, discuss and master the content of the text well enough to return and teach the section to the original group.**
 - 1. After reading and mastering the material, students join their original groups to teach their respective A, B, C or D reading sections.**
 - a. All the A's must teach the other group members about the section assigned to the A group.**
 - b. Each of the other group members must teach sections assigned to them.**
 - 1. The teacher tests the class to determine if every group member adequately taught his assigned section.**

Individualized Reading

Individualized Reading is appropriate for students with special needs. There are students who are so easily over-stimulated that they do not learn well in

whole class or small group settings. Many of these students are capable of learning with minimal instruction from the teacher coupled with a quiet learning environment in which to read alone.

If ADHD students stay on task and read during their individualized reading time, it matters little *what* they read. Many of our hyperactive students are currently learning very little in conventional settings and, in many cases, are destroying the learning environment for other students.

Another group which may benefit from individualized reading is the gifted population. Many of our gifted students are highly motivated self starters who need minimal guidance from the teacher to read and research topics of interest.

- 1. Individualized silent reading in an isolated part of the room may last from 15 to 60 minutes depending on the student's age and level of responsibility.**
- 2. With these students, direct instruction is accomplished through conferences with the teacher. The major emphasis is placed on silent reading, comprehension and enjoyment.**
- 3. Students are given freedom to choose reading material from books, magazines and newspapers of their choice. Ideally, motivation and responsibility are high due to this self selection process.**

Individualized reading is not the answer for all students and requires additional record keeping on the part of the teacher. However, for both the highly motivated gifted student and the overly stimulated student, individualized reading is an option.

Individualized Reading is an opportunity, not a punishment, for individual students who exhibit special needs. Any special privilege, if misused, should be taken away. Responsibility is on the student to use the opportunity wisely.

Specific Answer

Specific Answer is a strategy that encourages students to scan for information following an initial reading.

- 1. Write individual questions on pieces of paper (using different levels of thinking according to Bloom's Taxonomy).**

- 2. Divide students into pairs or groups of 3 and assign questions.**
 - a. Groups scan the story to locate exact answers to their questions.**
 - b. Groups read their questions and specific answers to the class.**
 - 1. For variety, give groups identical questions and compare answers. In many cases, answers can be found in more than one location.**

Strategies for Teaching Metacomprehension and Questioning

Think Aloud Process for Reading

Beginning readers and even older students who are poor readers do not automatically think in ways that promote comprehension. Teachers can develop "metacomprehension," or the ability to think about one's own understanding, by modeling thought patterns and internal decisions. The goal is for students to begin to copy the teacher's model of thinking processes during reading.

Metacomprehension means that a reader engages in "self-monitoring" and realizes whether or not understanding is taking place during reading. In addition to realization, the reader deliberately shifts strategies in order to facilitate comprehension.

Guiding students to engage in Think Alouds encourages the development of thinking that leads to better comprehension.

- 1. Choose a selection to read aloud (and think through) to students.**
- 2. Students listen and follow along as the you read and think orally.**
- 3. Model the following types of thinking:**
 - a. predicting - based on the title, pictures and opening sentences. "*From the title, I believe this part will be about...*"**
 - b. describing the picture that is forming internally - "*I see...*"**
 - c. making analogies (linking prior knowledge to new information) - "*This situation is like ...*"**

d. verbalizing confusion - *"This doesn't make sense to me. I'm not certain what the author is implying."*

e. modeling strategies to assist with understanding - *"I'd better read this part again;"* or, *"Perhaps if I read this section aloud I will understand it better;"* or, *"If I look up this key word in the dictionary, I may understand the passage better."*

- 1. After modeling the think aloud process several times, ask students to work with partners to practice the same steps.**
- 2. Initially, offer models of questions and thinking that are appropriate for the reading selection.**
- 3. Ultimately, students will be able to think of their own questions and reactions as they think aloud in pairs or small groups.**

Reciprocal Teaching

Reciprocal Teaching works well with whole class or small group instruction. The purpose is to encourage students to ask one another a specific set of questions. Students are guided to "think like teachers" as they ask and answer questions. Feedback from the teacher is an important emphasis in the strategy for both quality of questions asked and answers given. When teaching students to create their own questions, Reciprocal Teaching is a good place to start. In Reciprocal Teaching, the students are given models of four distinct questions. Through modeling in Think Alouds and Teaching Students to Make Up Questions, you will guide students to make up other types of questions.

After gaining experience with these questioning strategies, students are ready to create questions for the teacher and for peers in Request and Inquest (refer to Request and Inquest).

- 1. Read a short selection with the students.**
- 2. Model a set of four questions.**
 - a. The first question asks students to summarize the selection.**
 - b. The second question asks students to identify the main idea.**

c. The third step is to ask one or more clarifying questions about specific vocabulary words within the selection.

d. The final question predicts what will occur next.

- 1. After modeling the questioning strategy several times, begin to turn the formation of questions and answers over to cooperative learning groups.**
- 2. Provide examples of the four types of questions. Guide students until they can recall the questions independently.**
- 3. Assign one type of question to each group. Each group is responsible for wording the question and for identifying the correct answer.**
- 4. Ask each group to come to consensus on the answer to their question.**
- 5. Ask each group to present the question to the class.**
- 6. Continually give feedback about the quality of the questions as well as the accuracy of the answers.**

Teaching Students to Make Up Questions

For generations, teachers made up questions and students attempted to give acceptable answers. Research indicates that the creation of questions is an integral process toward developing good comprehension. Students benefit more when they are taught ways to create good higher level questions for one another than by merely answering the teacher's questions.

- 1. Model a good example of each type of question, such as a main idea, sequence, cause and effect, or character analysis.**

a. Example of main idea question - *"Who is the most important character?"*

b. Example of sequence question - *"What happened just before...?"*

c. Example of cause and effect question - *"When _____ happened, what effect did it have on _____?"* or *"What caused _____ to occur?"*

d. Example of character analysis question - *"What evidence of courage do*

you see in _____?"

e. Example of question about setting - "Describe the house where..."

1. Offer an example of a poor question, (a non- example).

a. Ask a question that is not covered in the reading selection.

b. Ask a question that is such an unimportant detail that the answer is of no interest, such as "What is the fifth word on page 20?"

c. Ask a question that is not passage dependent, such as "What is your feeling about...?"

- 1. Ask students to make up their own questions over the next section of the story or chapter. Indicate the amount of reading material to be covered by the question.**
- 2. Over time, model other types of questions. Always model examples of good questions and poor questions before asking students to create their own.**

Questioning to Set a Purpose and to Encourage Comprehensive Thinking

Reading with a purpose is recognized as more meaningful than reading with no goal in mind. With a purpose, students are more likely to engage in metacomprehension while reading. Depending on the nature of the material, different types of thinking can be encouraged.

- 1. If you want students to recall specific facts, direct them to listen or read for the specific fact. They will read with attention directed to the particular information.**
- 2. If you want students to read for global understanding, instruct them to read to recall everything. Students will recall more but may miss specific details.**
- 3. Both types of comprehension are important. Use each type of preparation in order to strengthen both types of reading/thinking.**

Request or "Stump the Teacher"

Request/Stump the Teacher is a strategy which students of all ages enjoy. The

importance lies in the thinking process required of the students as they create questions.

- 1. A short section or story is read either silently or orally. The purpose for reading is to think of good questions to ask the teacher. Make certain to specify the amount of reading covered by the questions.**
- 2. A student asks the teacher a question after reading the selection.**
- 3. The teacher answers the question. (If the question is a good one and the teacher cannot recall the answer, the class has succeeded in stumping the teacher.)**
- 4. Different students are asked to stump the teacher.**
- 5. Continue over new selections.**

Cooperative Learning Approach

- 1. Each group of students thinks of a good question over specific content to ask the teacher.**
- 2. If a group stumps the teacher, the group continues to ask questions.**
- 3. If the group fails to stump the teacher, another group gets an opportunity to ask a question.**

Inquest

Inquest is exactly the same as Request except that students direct their questions to other students. As in Request, the purpose is for students to think of good questions over specific content. Students are able to ask good questions if the teacher has modeled them ahead of time. Alternate Inquest and Request strategies to add variety to a reading lesson.

- 1. Students read for the purpose of thinking of good questions for their classmates.**
- 2. If one student succeeds in stumping another student, the student who asked the question calls on a different student to think of a new question.**

3. **If a student answers the question correctly, he gets to make up the next question and call on someone to "stump."**

Cooperative Learning

1. **Questions for peers can be created and answered individually, or the questions can be designed by cooperative learning groups and directed to other groups in the classroom.**
2. **If a group succeeds in stumping another group, they get to direct a new question to a new group.**
3. **If a group (thinking collaboratively) answers the question correctly, that group gets to direct the next question to a new group.**

Ways to Improve Questioning Techniques

Throughout the day, teachers ask students questions. Without sufficient thought and preparation, the questions tend to be at the bottom level (knowledge) of Bloom's Taxonomy. Teachers also tend to repeatedly ask questions of the same students. Those students who are not likely to give good answers are less likely to be called on by teachers. Mastery of questioning techniques strengthens every area of instruction.

1. **Design a pattern for calling on students to be certain that no one is left out. For example, begin with a student in the front left hand corner of the room, move to the student on the front right hand corner, the back left hand corner, etc.**
2. **For variety, put each student's name in a hat and draw one name at a time. After all names have been called, put all names back in the hat and begin again.**
3. **Nonverbally (using a signal) indicate whether you want students to raise their hands or respond spontaneously.**
4. **The intention is to make each student responsible for thinking about the answer. *"It's OK not to know, but it's not OK not to think about it!"***
5. **Ask the questions in the following way:**

- a. slowly state the question**
- b. pause**
- c. call on a student**

1. **Extend critical thinking by saying to a student who has answered correctly, *"You are correct. When did this event occur? Why did it happen? What else can you tell us about...?"***
2. **Occasionally ask one student to respond to other students' comments or answers. You can extend thinking by asking, *"What else can you add?"***
3. **Avoid always calling on volunteers. Seek out the students who never volunteer to answer questions.**
4. **When reading, ask questions that are 'passage dependent' and could not be answered correctly without reading and understanding the text.**
5. **Avoid guiding the answer with lead-ins, such as *"Don't you think..."***
6. **Allow ample time for students to think (approximately 5 to 7 seconds). Say, *"_____ is thinking. Let's be very quiet and help him think."***
7. **If a student does not know an answer and you decide to give a different student a chance to respond, say to the first student:**
 - a. ***"I'm going to call on someone else, but I want you to listen carefully. I'm going to come back to you and I expect you to know the answer."***
 - b. **Be certain to return to the first student.**
 1. **Dignify wrong answers by using one of the following statements (From Dr. Madeline Hunter, Project BEST):**
 - a. ***"You thought I asked _____. Listen carefully. I asked ..."*** (Repeat the question).
 - b. ***"Close! Think about it."*** (Then give a clue).
 - c. ***"I can see why you gave that answer. However, the correct answer is _____."***
 - d. ***"I know you know the answer. A clue is _____."***
 - e. **To the student who raises his/her hand and then doesn't know the answer, *"You really do know the answer. You have forgotten. I'll come back to***

you when you remember."

f. To help the student who is too shy and insecure to answer in front of the class, "*Whisper the answer to me and I'll tell the class what you want to say.*"

g. For the student who never seems to know the answer to any question, work with him ahead of time and rehearse the question and the answer. "*I'm planning to call on you to answer this question during reading. Be ready to give the answer.*"

- 1. Change the intonation, pitch and volume of your voice as you ask questions. Make some questions seem mysterious, others exciting.**
- 2. Repeat the answers of students only if the response is so low that others cannot hear, or if the answer is of special importance. (Consider buying a small, portable amplifying system so quiet students can speak into a microphone).**

Using Computers with Reading & Writing

Reading and Computers

Tactile/kinesthetic learners benefit from physical interaction with reading. One way to meaningfully create interaction is by using computers before, during and after reading. In an ideal setting, each classroom will have from one to five computers for students to use and another for the teacher. Studies indicate that computers in a lab setting are much less effective than in the classrooms. The following strategies are designed with anticipation of at least one computer in your classroom.

Typing to Better Reading

For a kinesthetic student with reading problems, alternate reading and word processing. Giving the student a reason to move and a purpose for reading raises motivation and interest.

- 1. While reading for approximately 10 minutes, allow the student to walk around the room. Walking while reading gets the whole body involved.**
- 2. After reading for 10 minutes, let the student type everything he can**

recall. Typing recalled ideas into the word processor benefits the student in several ways.

- a. Left-to-right tracking is encouraged.**
 - b. Word processing is a practical life skill.**
 - c. Word processing relieves the pain of reading.**
 - d. Word processing gives the learning different or dysgraphic student a feeling of success.**
- 1. After approximately ten minutes on the word processor, the student begins reading and walking again.**

Note for Clarification

Classrooms without computers can use the strategy with kinesthetic learners by substituting writing (even writing with a buddy) for word processing.

Integration of Computers With Comprehension Strategies

All of the reading comprehension strategies which integrate writing with the process of comprehension can easily be converted to computer interaction. Depending on the number of computers available in the classroom, a variety of activities can be applied.

If there is only one computer in the classroom, the teacher can type for the class. Using a Liquid Crystal Display (LCD) allows the teacher to project the image for the entire class to see.

When multiple computers are available, students can participate more actively in the strategies.

- 1. Free Recall can integrate computers into the writing steps of the strategy.**
 - a. If there are multiple computers, students can recall ideas in small groups as one student per group keyboards the ideas onto the screen.**
 - b. Editing features can be used to organize and categorize ideas.**
 - c. After reading the text silently to confirm organization and/or categorization of ideas, students add to, delete or edit ideas recalled.**

1. **DRTA's written predictions can be typed into the word processor.**
 - a. **If there is only one computer, the teacher types all predictions.**
 - b. **If there are multiple computers, the students work in small groups to type their cooperatively determined predictions.**
 - c. **Predictions can be typed in one font.**
 - d. **Following reading, sentences which "prove" whether or not the predictions were accurate can be typed in a different font.**

1. **Possible Sentences can make use of the computer to write predicted ways in which vocabulary words may be used in the story. (Refer to Vocabulary Module.)**
 - a. **Students, working in small groups, type key vocabulary words and sentences predicting usage in the passage.**
 - b. **Students read to look for sentences that have the same meaning as the ones they predicted would be included in the selection.**
 - c. **During editing, students insert actual sentences from the selection using the key vocabulary words in context.**
 - d. **Actual sentences are typed in a different font or enclosed in a border to distinguish them from the predictions.**

1. **K-W-L offers many possibilities for computer integration.**
 - a. ***K - What is Known*** Either the teacher working on one central computer or students working in small groups on multiple computers type in all that is already known about a given subject.
 - b. ***W - What Information is Wanted*** After changing fonts, questions are typed to indicate what the students want to know about the subject.
 - c. **Students read the text to look for answers to their questions.**
 - d. ***L - What Was Learned*** Using a third font, students or the teacher type

information that was actually learned during the reading.

- 1. With access to software that allows students to create graphics, mapping can be done on the computer.**
 - a. Using a "draw" program, visual representations or maps can be created which will categorize and/or organize ideas.**
 - b. Maps can also be created before reading and enhanced after new information is gained.**

- 1. When teaching students to use the four questions suggested in Reciprocal Teaching (summary, main idea, clarifying and predicting), teachers post the questions on the computer for students to consider as they question one another.**
- 2. Assignments for the student involved with Individualized Reading are easily left on the computer.**

Writing and Computers

When teachers use computers essentially for drill and practice, the students' language experience may become fragmented. When computers are used for activities such as recording students' stories, their stories often become longer and more involved. Risk taking is encouraged to a greater degree on a computer than with the rigidity of pencil to paper writing.

Interactive Story Writing

Combining paper/pencil activities with computers encourages students to comfortably write both ways. For many students, the possibility of using the computer adds motivation and interest to the task of writing. Interactive Story Writing also involves collaboration as students combine individual writing to create a group presentation.

- 1. Allow students to determine a writing topic that is of interest and about which they have personal experience, such as the Christmas holidays.**

2. **Ask students to work on stories individually with paper and pencils.**
3. **After working out their stories on paper, arrange students in groups of three to work together to create interactive stories.**
4. **Small groups put stories on diskettes. Printed copies are made.**
5. **Stories from each group are bound into a book or displayed on a bulletin board.**

Note for Clarification

Software packages known as "Groupware" are now becoming available. This type of software allows individuals or small teams to independently edit and revise stories while keeping records of all changes.

E-Mail Writing

When students are encouraged to write real letters to one another, a purpose for writing is established. Use of technology also prepares students for today's real world.

1. **If classroom computers are joined by a central school network, students from one class can send messages to those in other classes.**
 - a. **The teacher assigns a secret code to each student.**
 - b. **Individual students, as officially registered users, create E-mail folders.**
 1. **Through computer folders, students send messages from one class to another.**
- a. **Students in one class write letters and deliberately misspell words.**
- b. **Students who receive the letters must correct all mistakes and mail the letters back.**

Visualization for Comprehension

Research indicates that good readers *see* pictures as they read and poor

readers do not. While most students instinctively know to *see* what the text is presenting, those who do not intuitively do so can be taught to think this way. Visualization is connected to metacognition; that is, thinking about what you are thinking. The value of visualization is that the process teaches the type of reflection required for good comprehension to take place.

Encourage students to think of their eyelids as screens on which to *see* pictures or to stare at a blank wall and pretend it is a screen. Most students recall visually by rolling their eyes upward toward the ceiling. Remind them often to *see* the pictures.

Some of the following activities take only a few minutes to complete. The final goal is for students to apply visualization during their own reading. Practice each activity until the students are comfortable. Then proceed to the next level of difficulty.

Activity #1 - Color and Geometric Shapes

1. Present geometric shapes of different colors to the students.
2. Choose one shape and ask students to look at it carefully.
3. Remove the shape and ask the students to *see* the shape in their minds by either closing their eyes, staring ahead at a blank wall or rolling their eyes up toward the ceiling.
4. Let students experiment to determine which of the possibilities works best.
 - a. If a student claims he cannot *see* the shape, ask him to draw what he remembers.
 - b. To draw the shape he must use visual memory. With practice it will be easier.
 1. Explain that good readers *see* pictures or movies as they read. This ability to run the movies or pictures leads to good comprehension and good recall. Stress the value.

Activity #2 - Concrete Objects

1. Present students with an interesting object (i.e., a toy, a flower, sports object).

1. **Ask students to use their senses to look at the object, touch it, listen to it (if it makes a noise), taste it (if appropriate).**
2. **Ask students to look up at a blank wall and describe the object to the class or to a partner. Extend the activity by asking, "*What else can you see?*"**

Activity #3 - Distant Concrete Objects

1. **Ask students to recall something from home by looking up at a blank wall and forming a visual picture (i.e., their room, the kitchen, the family car, a special toy).**
2. **Ask students to share what they *see* with the class or with a partner.**
3. **On some occasions, you may want the students to draw a picture of what they *see* .**

Activity #4 - Listening to Narrative

1. **Read a short, descriptive story or poem to the students and ask them to listen with their eyes closed or looking up at a blank wall. Keep your selection very brief.**
2. **After each short section, ask students to describe what they saw as you were reading. Use this process frequently.**
3. **Occasionally, you may allow them to draw what they saw as they listened.**

Activity #5 - Reading

1. **Encourage students to *see* as they read for themselves.**
2. **Remind them often! With experience, students can run visual movies *as* they read.**

Activity #6 - Writing

1. **Always include visualization with creative writing.**
2. **Encouraging students to visualize as they write will promote use of elaboration and details.**

Activity #7 - Self Esteem

1. **After students become comfortable with using a blank wall as a screen, encourage them to *see* themselves being successful students. Athletes use this technique to *see* themselves running races, shooting baskets, hitting baseballs.**
2. **Ask students, "*How would your face look if you did well on your spelling test? How would you sit? What would you tell your mother?*"**
3. ***"How would you look if you were a confident reader/writer? See yourself writing/reading easily, quickly and successfully."***
4. **Guide students to recognize that successful students actually use different facial expressions and body language as they learn.**
5. **Teach less successful students to "act" like the more successful learners in the classroom.**

Activity #8 - Self Talk

1. **Acting like a successful learner includes monitoring self talk.**
2. **Students can be encouraged to listen for self-defeating messages, such as "*I'm stupid. I can't do this.*"**
3. **As students begin to notice negative self talk, they can respond with a positive message, "*I can learn. I am getting better every day.*"**

Read/Pause/Think

Read/Pause/Think is a strategy that uses visualization. The strategy can be used with students doing the reading (orally or silently) or by listening to the teacher read. If the teacher reads, students can use visualization while listening.

1. **After each short section (either a subsection or approximately 10 lines), ask the students to pause and think about what was read.**

- 2. Ask students to use visual recall by staring straight ahead or by rolling eyes upward.**
- 3. Students will then share what was read with a partner or the teacher or by writing a brief summary.**
- 4. Repeat the process, stopping frequently to visualize and respond to the reading.**

TV Retell

- 1. Read a descriptive poem or short story of interest and imagination to the students.**
- 2. As you read, students will stare at a blank screen and will pretend they are watching a television program.**
- 3. Stop after a brief time and ask, "*What are you seeing? What is happening?*"**
- 4. As students' comprehension improves, lengthen the amount read each time.**
- 5. Suggest to students that they can run the imaginary TV program even as they read for themselves.**