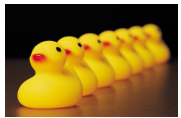


DEVELOPING &  
ENHANCING READING  
COMPREHENSION



SPCD 587

NEXT WEEK: WEEK 13



Next week we will discuss Written Communication

Read: Copeland & Keefe (2007) Chapter 8  
Carnahan et al. (2012), and Sturm (2012)

Please be on time for class b/c we are going to be doing a QuickWrite activity and need to start right at 7pm.



TEACH FOR  
COMPREHENSION  
FROM THE VERY  
BEGINNING  
OF READING  
INSTRUCTION!

COMPREHENSION IS "THE POINT" OF READING

"... reader's process of using prior experiences *and* the authors text to construct meaning that is useful to *that* reader for a *specific* purpose." (p. 252)

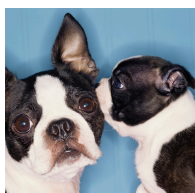
That is, comprehension is an ACTIVE process.

## RESEARCH INDICATES THAT

Reading comprehension instruction has not been widely studied among individuals with intellectual disability or ASD, but that is changing.

## WHAT SKILLS ARE NEEDED TO READ WITH COMPREHENSION?

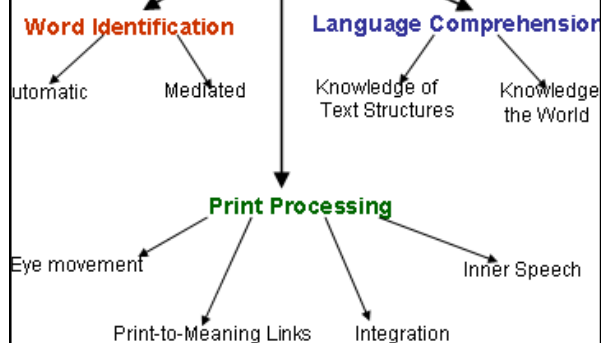
- Word recognition (decoding and sight words)
- Fluency
- Vocabulary (word meaning; academic vs. conversational vocabulary)
- Oral language (listening comprehension, oral vocabulary and narrative skills, figurative language)
- Knowledge of text structures and structure of written language (e.g., syntax)
- "Knowledge of the world"
- Executive functioning abilities (Working memory and planning/organizational skills), especially as texts are longer and more complex (e.g., Roch et al., 2011; Sesma et al., 2009; Snowling & Hulme, 2012)

LISTENING VS.  
READING COMPREHENSION

Separate processes but both are important; some research shows that listening comprehension predicts reading comprehension in children with DS.


## Model of Silent Reading Comprehension

(K. Erickson, based on Cunningham, 1993)




THEORIES OF COMPREHENSION

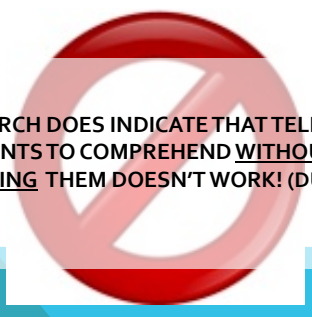
Schema Theory



•Mental/Situation Models



"Read this and then Ill ask you some questions." (Koppenhaver et al., 1992)



RESEARCH DOES INDICATE THAT TELLING STUDENTS TO COMPREHEND WITHOUT TEACHING THEM DOESN'T WORK! (DURKIN, 1979)

EFFECTIVE INSTRUCTIONAL PRACTICES

TEACHERS WHO WERE EXCELLENT AT FACILITATING COMPREHENSION:

- Built language at every opportunity
- Activated/built students' background knowledge (schema)
- Provided a purpose for reading
  - think-alouds
- Followed up on that purpose after reading
- Taught prediction
- Continuously motivated students to read for meaning
- Taught strategies to identify the main idea

Keep learning ACTIVE!

## RESEARCH INDICATES

NRP identified 13 effective strategies to teach vocabulary and reading comprehension (5 and 8 respectively)

- Monitoring comprehension
- Cooperative learning
- Graphic/semantic organizers (i.e., visual representations)
- Story structure (text structure)
- Question answering (e.g., wh-questions)✓
- Generating questions (e.g., asking self *wh* questions)
- Summarizing
- Using multiple strategies with a text

Since there is limited research with individuals with ID, ASD, or other more significant disabilities, many experts suggest that we utilize instructional strategies found to be effective with typically developing students, taking into account the student's current level of literacy skill (e.g., Browder et al., 2006; Mirenda, 2003).

BEFORE READING: SETTING A PURPOSE

Comprehension is enhanced when students know and actively keep in mind the purpose for reading a particular text

*How many purposes for reading can you think of in one minute???*

Teach the many different purposes for reading by using a variety of texts, modeling doing so before reading a text, and actively bringing students back to the purpose during reading.

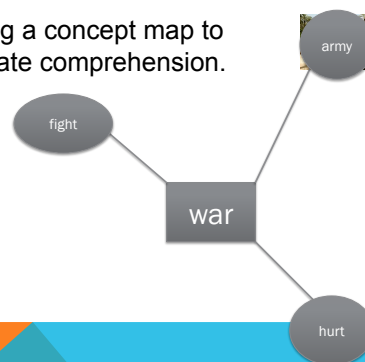
BEFORE READING: **ACTIVATING PRIOR KNOWLEDGE/PREDICTING**

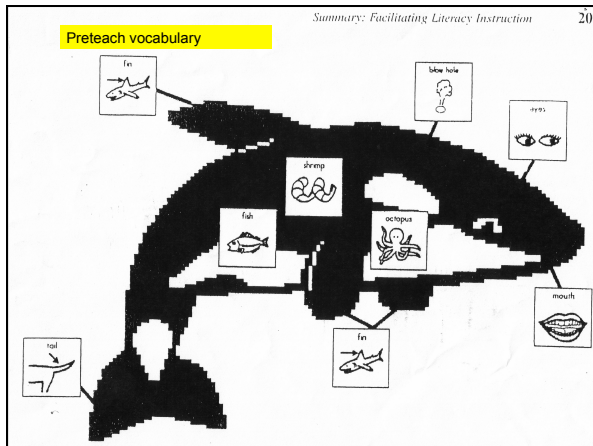
Activating prior knowledge and learning to predict provides a context for understanding the text, enhances meaning making, and facilitates monitoring of comprehension

Examples of activities:

- Using webs and other graphic organizers (e.g., KWL)
- Using “Wh” questions (Who, what, where, when, why) for questioning/predicting

Building a concept map to facilitate comprehension.



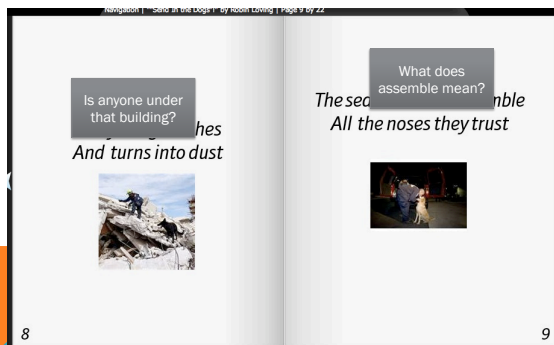


## EFFECTIVE INSTRUCTIONAL STRATEGIES: QUESTION GENERATION

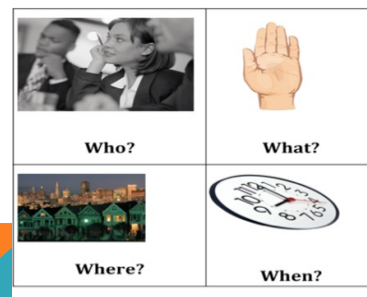
### Teach question generation using story grammar

- Peer Tutoring (e.g., Kamps Barbetta, Leonard, & Delquadri, 1994)
- Cooperative learning (e.g., Kamps et al., 1995)
- Reciprocal questioning (Whalon & Hanline, 2008)

## STICKY NOTE READING (ERICKSON, 2007)



## EXAMPLE OF TEACHING QUESTION GENERATION USING VISUAL SUPPORTS



Frey & Fisher, 2007; Morgan et al., 2009)

### TEACHING WH QUESTIONS

MORGAN, MONI, & JOBLING, 2009




Figure 1 Photograph of the mural used in the intervention.





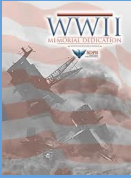


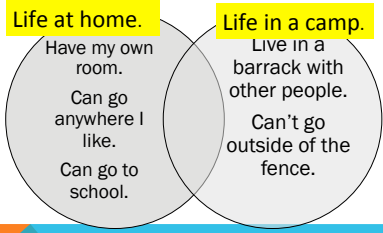
Figure 2 Photograph of completed Question word charts.

### EXAMPLE OF USING ADAPTED QUESTIONING STRATEGY.

<b>Who?</b>  <p>Japanese-Americans</p>	<b>What?</b>  <p>Put in camps</p>
<b>Where?</b>  <p>In America.</p>	<b>When?</b>  <p>During WW II (1942).</p>

### Effective Instruction: Visual supports

Using graphic organizers to facilitate comprehension.



**Life at home.**

- Have my own room.
- Can go anywhere I like.
- Can go to school.

**Life in a camp.**

- Live in a barrack with other people.
- Can't go outside of the fence.

### DURING READING

Use strategies that encourage mental representations ("pictures") of the meaning of the text; facilitate comprehension monitoring; encourage students to reflect back on the set purpose for reading this text

- Read Alouds and Shared Reading are important ways to build these skills, in addition to reading independently and practicing comprehension skills
- Anaphoric cuing
- Adapted age-appropriate books with engagement strategies

### Building Comprehension: Anaphoric Cuing

The bus driver walked to his bus. He opened the door and walked up the steps.

policeman  
Juan  
bus driver

The bus radio made a loud noise. The driver picked it up. He

radio  
key  
cup

said, "Hello. This is Mike. What do you need?"

The radio operator said, "There is some road work on Main Street. You will need to leave soon,

cab driver  
MIKE  
Steve

### COMPARE/CONTRAST TWO ECOSYSTEMS

Temperate Rainforest	Overlap	Tropical Rainforest
<ul style="list-style-type: none"> <li>-cooler</li> <li>-has seasonal variations</li> <li>-nutrient rich soil</li> </ul>	<ul style="list-style-type: none"> <li>Receive lots of rainfall</li> </ul>	<ul style="list-style-type: none"> <li>-Found near equator</li> <li>-Have many different species of plants &amp; animals</li> <li>-nutrient poor soil</li> </ul>

**Primary Producers**  
Ferns, mosses, shrubs, canopy/two-story trees, conifers, forbs, hardwoods, cedar, spruce, white pines, larch, fir, Douglas fir, western red cedar, western white pine, Douglas fir, western white pine, Douglas fir, western white pine.

**Canopy Layer**  
Tall trees with dense foliage.

**Understory Layer**  
Shorter trees and shrubs.

**Ground Layer**  
Ferns, mosses, and small flowering plants.

**Emergent Layer**  
Tall trees that rise above the canopy.

**Canopy Layer**  
Dense layer of trees.

**Understory Layer**  
Shrub layer.

**Ground Layer**  
Ferns, mosses, and small flowering plants.

### FLOW CHART TO RECORD ACTIVE LEARNING

```

graph TD
    Q1[Is it buoyant?] --> A1[It floats: YES]
    Q1 --> B1[It sinks: NO]
    Q2[Is it a conductor?] --> A2[The light bulb lights: YES]
    Q2 --> B2[The light bulb doesn't light: NO]
    Q3[Is it magnetic?] --> A3[It moves toward the magnet: YES]
    Q3 --> B3[It doesn't move toward the magnet: NO]
  
```

Frey & Fisher, 2007

### CONTENT THROUGH MODIFICATIONS TO TEXT

**Highlighted texts**

**Braille**

**Increased font size**

## TEACHING COMPREHENSION THROUGH SHARED READING

Teacher reads aloud while students are looking at text

- Students have a hard copy, or
- Text is projected on a screen (can enlarge print easily this way)
- Choose a text at student's instructional or independent reading level

Be explicit about the purpose of the reading

Model and teach a specific comprehension strategy (e.g., inference, text features, map reading)

Provide a follow-up activity that allows students to practice the modeled strategy

## DURING READING : ASSESSING/FACILITATING READING COMPREHENSION

### Maze:

Jim took a trip to see his grandmother. He had to ride in a (car/hook/hat) to get to her house. Jim ate lots of good (it/mud/food) at his grandmother's house. He likes going to see his (cat/grandmother/bus).

## CONTENT THROUGH **READING GUIDES**

Teacher can develop guide questions or student or small group can develop questions.

Students can work with guides independently or in small groups. Can copy answers, use picsyms or other graphics, or dictate answers

## EXAMPLE OF READING GUIDE FOR EXPOSITORY TEXT.

This chapter was about



Eyelashes keep dust out of our eyes.

- The \_\_\_\_\_ is a black circle in our eyes. It lets \_\_\_\_\_ into our eyes.
- We blink about \_\_\_\_\_ times a minute.
- The eyeball is like clear jelly. It keeps our eyes \_\_\_\_\_ and \_\_\_\_\_.



### EXAMPLE OF ADAPTED READING GUIDE FOR EXPOSITORY TEXT.

This chapter was about



- Many Japanese Americans were put in



- This happened during World War II or World War 1.

### AFTER READING: ASSESSING & BUILDING READING COMPREHENSION

Story re-telling (e.g., with picture or object supports)

Acting out a story (example of using peer supports/ cooperative learning activities to support learning; utilizing augmentative communication devices as needed)

“Quick-draws”

Graphic organizers (example of using visual/graphic cues to support learning)

Answering comprehension questions (remember to ask inferential, evaluative, and main idea types of questions)

STORY BAG/BOX



### STORY GRAMMAR QUESTIONING

1. Read the story and construct a story grammar (story map) or other graphic organizer using the elements you identified
2. Write one question for each of the major story/text structure elements.
3. Ask student to answer story grammar questions using a blank story map (Variations of this: do this individually OR orally vs. writing OR in pairs OR in small groups)

#### GRAPHIC ORGANIZERS

- Can be used before, during, or after reading to help students understand relationships between concepts. They are a 'metacomprehension' tool.
- Graphic organizers can become a form of assessment.
- Have to teach students how to use graphic organizers first, before using them in assignments.

"Select graphic organizer that will help students see how the information fits together." (p. 102)

#### TEACHING USE OF GRAPHIC ORGANIZERS

Teach one type at a time: model its use

Think aloud as you complete the organizer so students can begin to understand its purpose and how to use it.

Work through an organizer with the students.

Practice the organizer with a new piece of text, working in small groups or with partners.

Once one type of organizer is mastered, teach another one.

#### RESOURCES

Muskingum College: Center for Advancement & Learning (especially for secondary students)

<http://www.muskingum.edu/~cal/database/general/problem.html>

Internet Public Library: <http://www.ipl.org/>

*Children with Disabilities: Reading and Writing the Four-Blocks Way* - K. Erickson & D. Koppenhaver, 2007)

*A Land We Can Share* – P. Kluth & K. Chandler-Olcott, 2008

*Reading for Information in Elementary School* – N. Frey & D. Fisher, 2007

#### CONTENT THROUGH STRATEGY USE

RAP

Graphic Organizers

Admit-Exit Strategy

K-W-L

Question-Answer-Relationship Guide

Directed Reading-Thinking Activity (DR-TA)

Say-Something Paired Reading

## COMPREHENSION REPAIR STRATEGIES



### *Click – Clunk*

- Read on.
- Reread sentence.
- Reread paragraph or section.
- Look for information from a resource such as a dictionary or glossary.
- Ask someone else for help.

## EXAMPLE OF A READING COMPREHENSION

### STRATEGY:

READ -- ASK -- PARAPHRASE (RAP)

**R**ead paragraph to yourself.

**A**sk yourself what is the main idea.

**P**ut the paragraph into your own words and tell it to your partner.

Switch roles.



TEACH FOR  
COMPREHENSION  
FROM THE VERY  
BEGINNING  
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INSTRUCTION!