

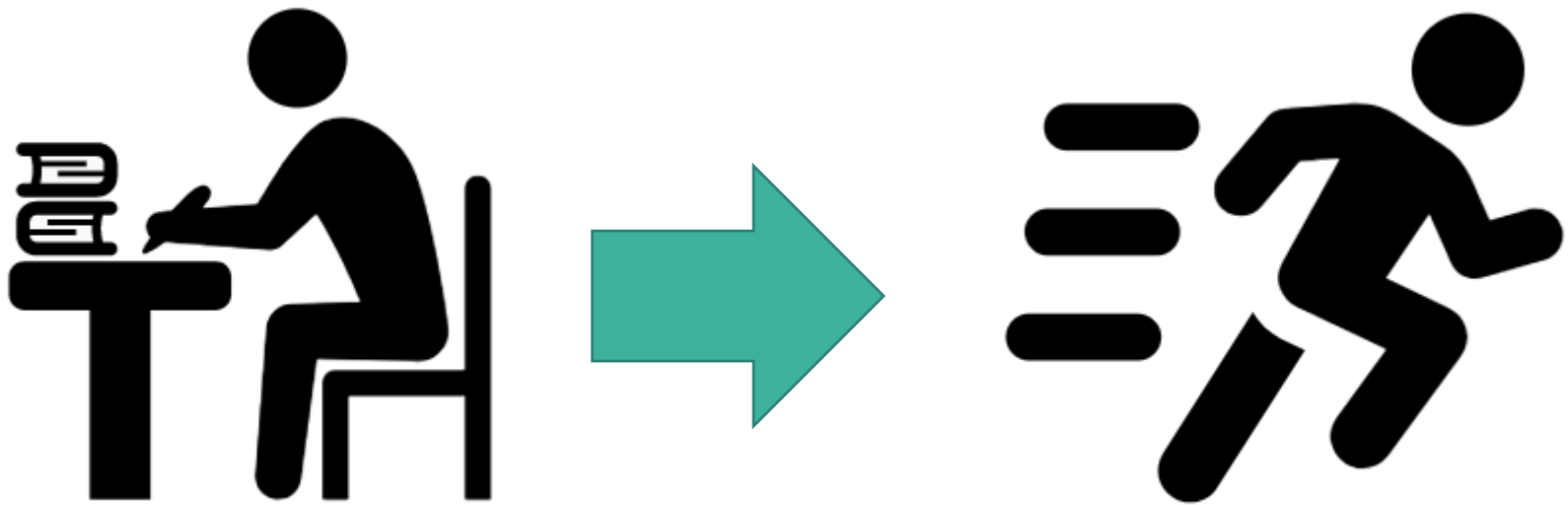


The Science of Reading—Part 3

Multi-Classroom Leader/Team Leader Study and Action Guide



Study and Action



Objectives



Define the elements of reading comprehension



Identify ways that teachers *across content areas* can develop students' comprehension skills

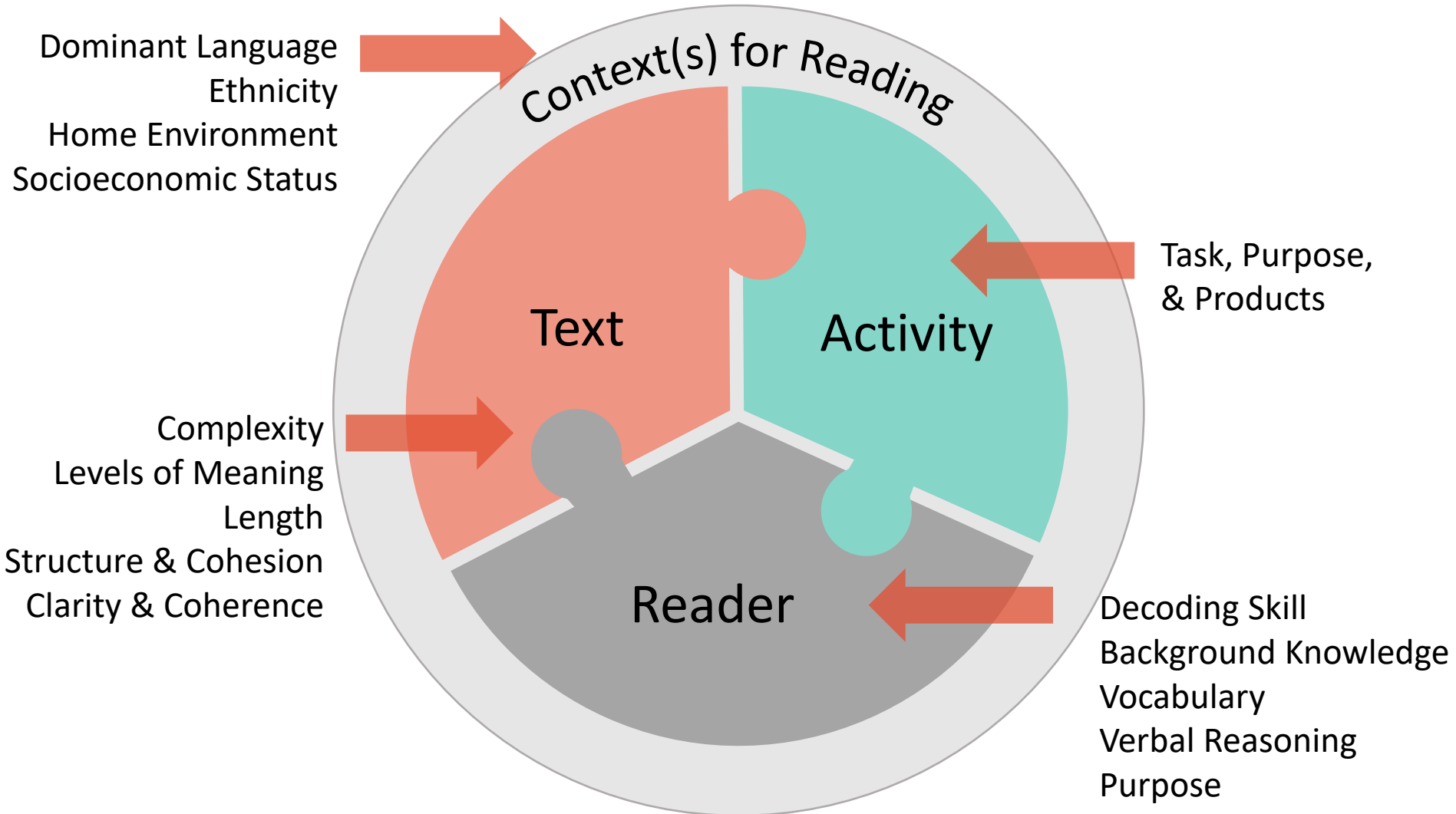


Focus on a critical research-based approach: explicit comprehension instruction.



Identify next steps for learning more and systematically improving instruction together.

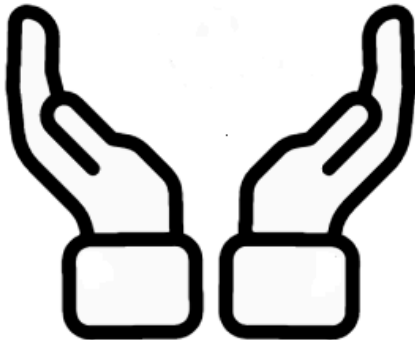
Elements of Reading Comprehension



Supporting Reading Comprehension

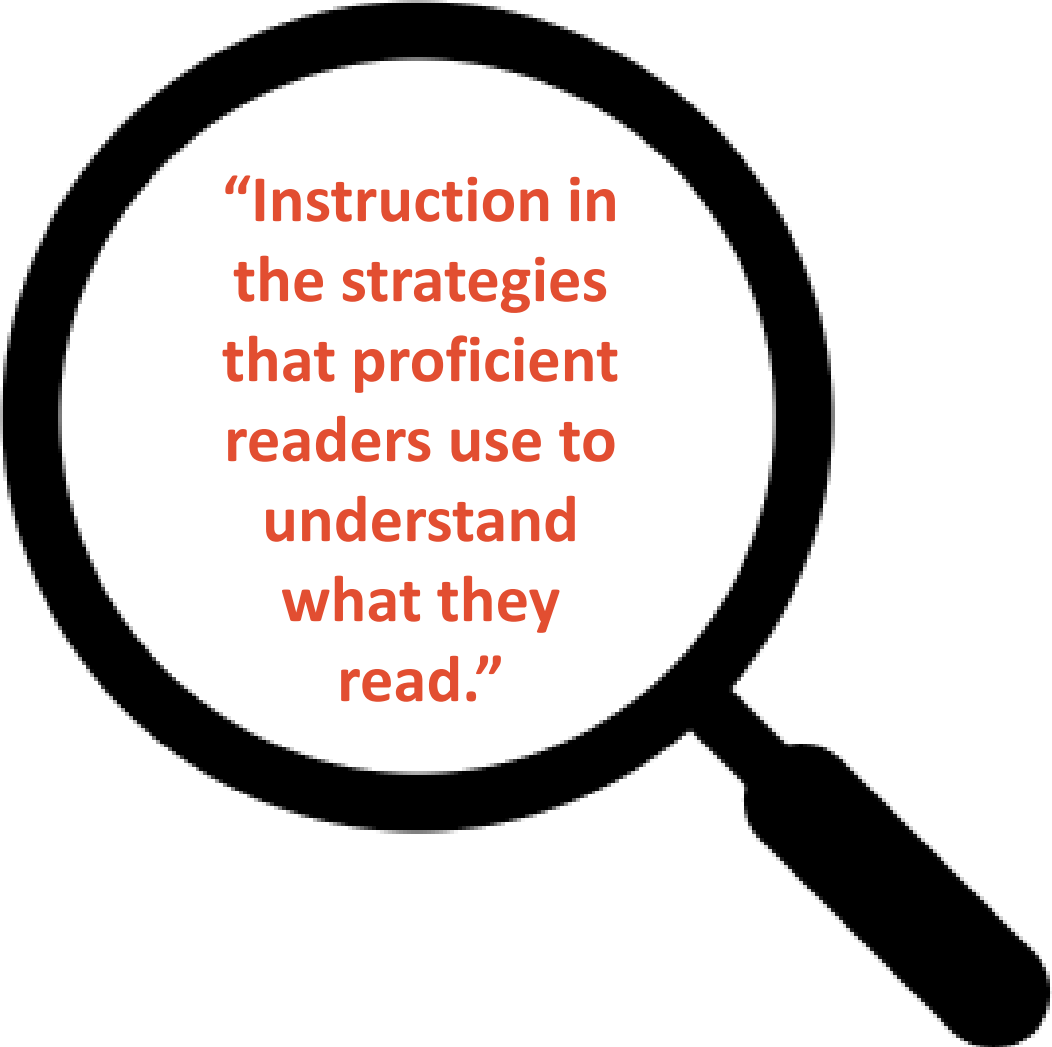


Reading Comprehension



- **Explicit comprehension instruction**
- Literacy instruction embedded in context
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic tutoring
- Diverse texts
- Intensive writing
- Ongoing formative assessment
- Technology component

Explicit Comprehension Instruction



“Instruction in the strategies that proficient readers use to understand what they read.”

—Biancarosa & Snow

Standard Process: Improve Explicit Comprehension Teaching Over 1 Year

Multi-Classroom Leaders: Adopt or adapt this **process for improving explicit comprehension instruction** with your teaching team over about two months.

- 1) Introduce team to Parts I and II of this training:** *Reading Comprehension Overview* and *Explicit Comprehension Instruction* (Suggested: 1 hour per part of training)
- 2) Plan your approach:**
 - Prioritized:** Identify weakest areas of explicit comprehension instruction, make a prioritized list, and move team through strategies in that order; identify action steps as you go. Suggested timing: Varied
 - Comprehensive:** Work through before-, during-, and after-reading strategies and micro-comprehension strategies one at a time, identifying action steps as you go. Suggested timing: Two months
- 3) Schedule team time** (such as 1 hour on Fridays)
- 4) Weekly, use the Standard Weekly Agenda** (slide 8) to study and improve.
Time: 1 hour/week

Standard Weekly Agenda to Improve Explicit Comprehension Instruction

Multi-Classroom Leaders: Using the standard team process to **take action to improve reading** instruction using the Before-, During-, & After-Reading and Micro-Comprehension Strategies, adopt or adapt this standard weekly agenda.

For each part of explicit comprehension instruction:

1. Do your lessons and instructional methods:
 - Fully address this component of reading instruction?
 - Partly address, with some improvements needed?
 - Not address the component of reading instruction?
2. If partly or not: What 1–3 specific actions will your team take to improve immediately? Consider changes in:

a) Your core curriculum and lessons	d) Instructional methods w/ whole class, small groups and individual students
b) Student assessments	e) Preparation/practice for teachers before lessons
c) Supplementary materials for teachers/students	f) Other
3. **Make an action plan** with clear steps, roles, and deadlines. See Action Planner (slide 9)
4. Next time, reflect: Do you need more changes? Use Action Planner.

Action Planner

Change Needed	Key Steps to Make Change (list & number)	Who Does Each Step (number)	Target Date to Complete Each Step	Check Here When Completed

Thank You



Sources

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