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.
Supporting 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
“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
   b) Student assessments
   c) Supplementary materials for teachers/students
   d) Instructional methods w/ whole class, small groups and individual students
   e) Preparation/practice for teachers before lessons
   f) Other

3. Make an action plan with clear steps, roles, and deadlines. See Action Planner (slide 9)

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<th>Change Needed</th>
<th>Key Steps to Make Change (list &amp; number)</th>
<th>Who Does Each Step (number)</th>
<th>Target Date to Complete Each Step</th>
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Sources

