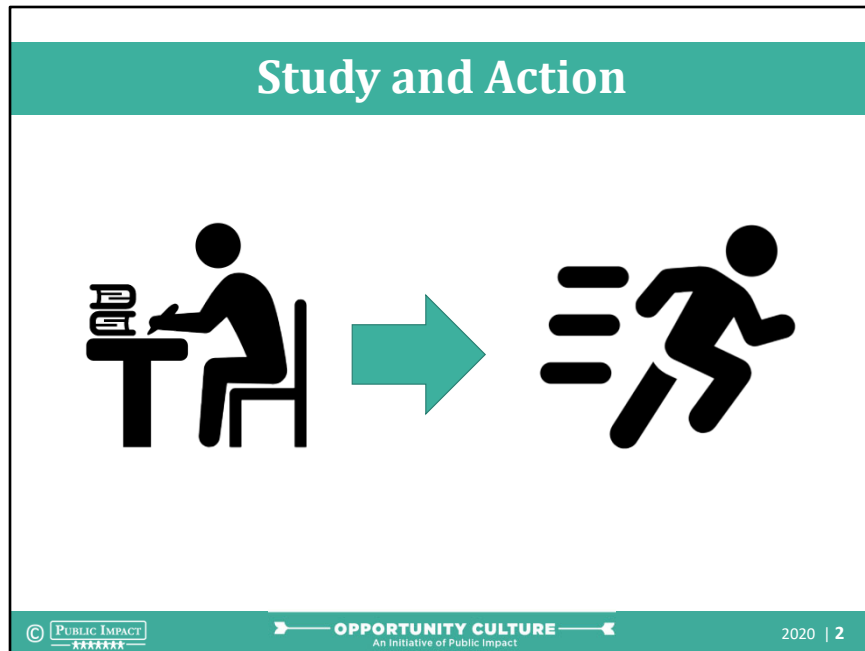


Objective of this slide: Welcome and frame the purpose of Part II of this training

Facilitator says:

- Welcome to the third part of this training on reading comprehension!
- We hope that you found parts one and two (reading comprehension review and explicit comprehension instruction) useful.
- You have arrived at the third part of our training on reading comprehension, a study and action guide specifically for multi-classroom leaders (MCLs) or similar teacher-leaders. Part III will help you plan for deepening your team’s knowledge of reading comprehension and creating concrete action steps to improve reading instruction across your team teachers’ classrooms.
- Here is some additional information about this training:
 - This additional set of resources is part of our Advanced series on teaching reading.
 - This slide deck was designed by Public Impact and draws on the latest research in reading comprehension, grounded in the science of reading. Along with parts I and II, it aims to support teachers and teacher leaders to improve reading instruction in classrooms.
 - This does not include all research on reading. It focuses on supporting reading comprehension— a key element of reading instruction once students have mastered the component skills of the simple view of reading. Future slide decks will address additional research for further enhancing students’ reading.
 - The language you’ll see here refers to teaching teams, as this was built for Multi-Classroom Leadership teams to use for improving instruction. But any teacher or teaching team can use this resource!
- For more background, see *The Science of Reading—Introduction: Understanding the simple view of Reading*, a slide deck also available on OpportunityCulture.org. There, you can learn more about the research-based, simplified “science of reading” and the myths and disproven theories about what it takes to learn to read that reduce reading growth for many students.



Objective of this slide: To introduce this study and action guide

Estimated time: 2 minutes

Facilitator says:

- Teaching reading in a way that is responsive to the diverse strengths and needs of the students in your classroom is a remarkably complex task. We thank you and applaud you for taking it on.
- While the path forward is not always clear, ongoing research in the science of reading provides us with a better picture of what it will take to support all readers to achieve at high levels and have access to the opportunities and life outcomes that strong reading makes possible.
- This final session directs you to some additional resources that you and your team can now use to plan for and enact improve explicit comprehension instruction in the coming days and weeks.

Icons by:

- Luona Muoi
- Adrien Coquet, FR

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.

PUBLIC IMPACT

OPPORTUNITY CULTURE
An Initiative of Public Impact

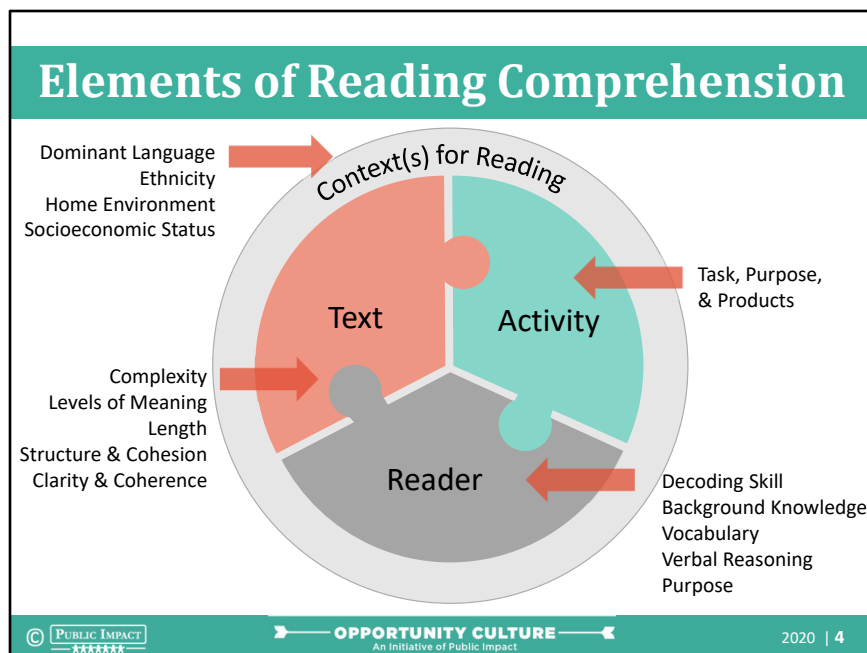
2020 | 3

Objective of this slide: To introduce the objectives of this training.

Estimated time: 2 minutes

Facilitator says:

- The overall goal of these trainings on reading comprehension is to continue deepening your knowledge of excellent reading instruction and help you pursue reading success with all your students.
- To that end, our objectives are to:
 - Define the elements of reading comprehension and why each matters
 - Identify ways that teachers across content areas can develop students' comprehension skills
 - Focus on a critical, research-based approach to supporting students' textual meaning-making: explicit comprehension instruction
 - And identify next steps for learning more and systematically improving your team's explicit comprehension instruction together—our focus now.
- The skills and strategies referenced in here are geared primarily toward upper elementary and adolescent readers who have mastered the foundational reading skills outlined in the simple view of reading.
- If you and your team are looking for more guidance in foundational reading skills, please consult our first training and study and action guide on the science of reading.
- Please also note that the skills and strategies referenced in the Explicit Comprehension Instruction training and this Study and Action Guide are intended to be cross-curricular. As texts become increasingly complex and content-specific, it is especially important that content-area teachers become adept at supporting their readers to develop strong comprehension skills in all subject areas.



Objective of this slide: To briefly review the components of reading comprehension

Estimated time: 5 minutes

Facilitator says:

As you will recall from part one of this training, Reading Comprehension Overview, this graphic is adapted from the National Reading Panel report, published in 2000 by a team of reading experts. It identified key parts of the reading comprehension process so that researchers could learn more about each part and how they work together. The model is also useful for educators who want to understand the elements of reading comprehension in order to better support their students.

According to the model, the process of reading comprehension is influenced by:

- 1. The Text:** Of course, the text—such as a book, article, or poem—to be comprehended matters in reading comprehension. Aspects of the text such as the vocabulary used, level of complexity, length, and the clarity of the phrases and sentences in it influence the process of reading comprehension, so educators need to understand what makes various texts different for readers.
- 2. The Reader:** What also matters is the reader who is trying to understand the text! The reader brings a certain set of background knowledge, vocabulary, and reading skills to the reading experience, among other factors. All of these things influence the process of reading comprehension, so, once again, teachers need to understand their readers’ skills in these areas.
- 3. The Activity:** A third element of the comprehension process is the “activity” for reading the text. Readers have a purpose in mind when reading. That purpose can be internal, such as the desire to operate a new game system. Purpose can also be externally mandated, such as when a teacher assigns a set of questions for

students to answer after a classroom reading. A reader's purpose can change during reading. For example, when reading a passage about marine life on a comprehension test, a reader may begin with the purpose of determining the answers to the questions that follow the passage. However, while reading, the reader may become interested in the information about whales in the passage and develop new questions that they would like to ask someone later. Other reading purposes, or activities, include reading to get the gist (skimming) and studying, or reading to remember key information for a later purpose. Challenges can arise for readers when internal purposes for reading do not match or shift away from externally generated purposes.

- 4. Context(s) for Reading:** All reading comprehension is influenced by the context(s) in which the reading takes place. Another term for this is the sociocultural context for reading. For example, the classroom itself is a context, but it is also influenced by a reader's life outside of school and the many forces that shape readers' experiences such as language, community, and socioeconomic status. Understanding a reader's contexts for reading is important to understanding their reading comprehension process.

So how can MCLs (multi-classroom leaders) and their teams address these components in their instruction?

Source:

https://d1wqtxts1xzle7.cloudfront.net/38406216/Reading_for_understanding_Toward_an_R_D_program_in_reading_comprehension.pdf?1438909181=&response-content-disposition=inline%3B+filename%3DReading_for_Understanding_Toward_an_R_an.pdf&Expires=1596638999&Signature=Xc1ZAq7xl~X68eJcIYg2H15rFzbZvXZsat02J568o9ILWV5luCLb3JTGo1KSgVLfwaPYOEo3fJz3jb4iwUtRnH2XmI9pkX9gyDKVgDn1BWA1O0IUeKmRZ8CKHhRF2~BFM277asU7TO9EABmSxrX8eho6Qu32vZM-LcT-ghNm6~wRlqQEDx2DNqDDwAawX~IHMDsj12jiQyxXa-UYO-UO~E7CFirAvAt7KfxRWxFqWGGNLqZhXF6oPBxCOHOgpAVo1gzABOdjU7nfzrAAJ10B2hn~BR6hvQtFmv3jFO14egpMePHw390MtmyKeU~pCxQvkMZx3yxP~XM5aCvrbIS-Jw_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

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

Objective of this slide: To remind participants of the research-based instructional approaches for supporting reading comprehension beyond the foundational skills outline in the simple view.

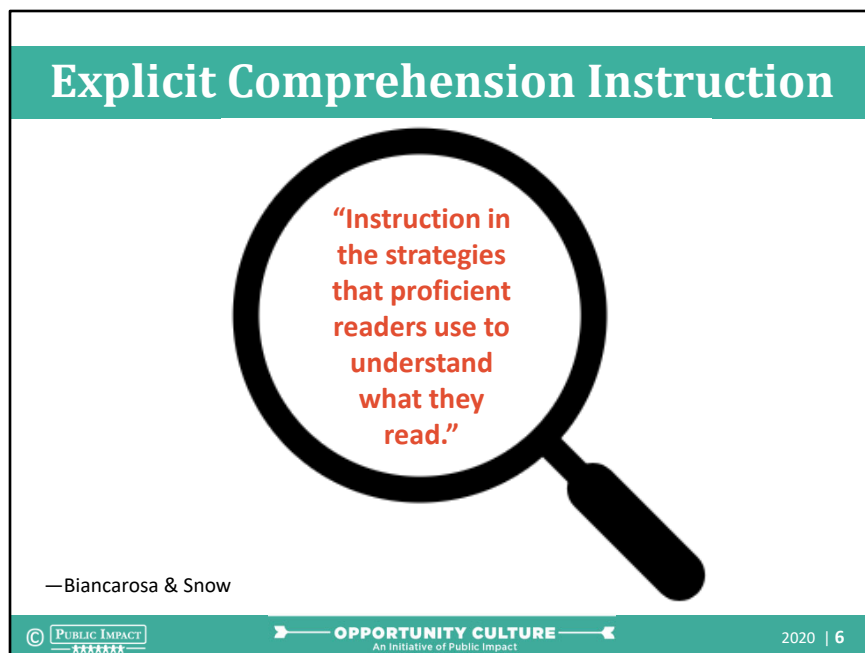
Estimated time: 2 minutes

Facilitator says:

- Again, as you will recall, there are several research-based instructional approaches that teachers can use to support their students' reading comprehension.
- The second part of this training focused on explicit comprehension instruction.
- This study and action guide is designed to help you make a clear plan to share key information about reading comprehension with your team, then use your time together to systematically improve teaching in the area of explicit comprehension instruction.

Sources:

https://production-carnegie.s3.amazonaws.com/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/cny_report_2004_reading.pdf



Objective of this slide: To zoom in on explicit comprehension instruction, the first research-based strategy for supporting reading comprehension.

Estimated time: 2 minutes

Facilitator says:

- As a reminder, Biancarosa and Snow define explicit comprehension instruction as “instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s understanding, and a host of other practices.”
- Explicit comprehension instruction occurs when teachers provide detailed instruction about how, when, and why to use a comprehension strategy or approach and/or provide comprehension monitoring instruction that teaches students to become more aware of how they understand while they read.
- Importantly, comprehension strategies are not rules or definitions. They are broadly applicable methods or ways to engage with a range of texts in order to improve comprehension.

Sources:

https://production-carnegie.s3.amazonaws.com/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf

Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (1999). *Reading for understanding*. San Francisco: Jossey-Bass.

https://production-carnegie.s3.amazonaws.com/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf

Icon by:

Shashank Sahay, IN, cc Creative Commons

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



2020 | 7

Objective of this slide: To provide MCLs with major steps for planning the process of improving reading instruction

Estimated time: 3 minutes

Facilitator says:

Here you can see a standard process for improving reading instruction over a year. We recommend that you guide your team through the following steps:

- 1) Introduce your team to the first two parts of this training (*Reading Comprehension Overview* and *Explicit Comprehension Instruction*) to share knowledge.
- 2) Plan your approach to systematically improving instruction on your team. We suggest one of two approaches:
 - 1) **Prioritized**—identify weakest areas of explicit comprehension instruction and move your team through strategies in that order, with weekly commitments to use new strategies in class and follow-up from the team leader.
 - 2) **Comprehensive**—work through before-, during-, and after-reading strategies and macro- and micro-comprehension strategies relevant to your team based on grade level, reader skill level, and content area(s). Identify action steps as you go and plan for follow-up from the team leader.
- 3) Schedule team time (such as one hour on Fridays) to meet and work through steps, action plans, and follow-up.
- 4) Use the standard weekly agenda to guide your team’s time together.

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:

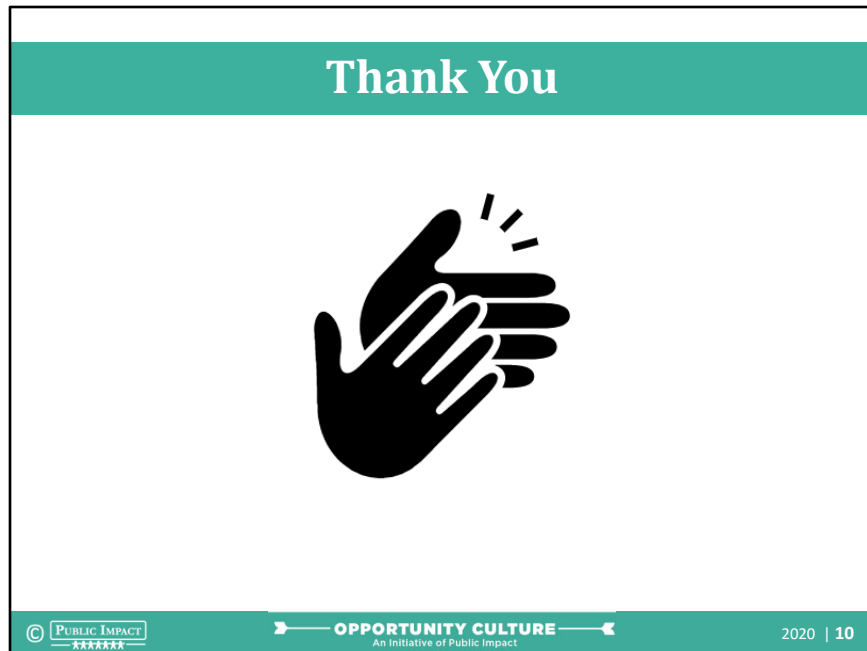
1. Do your lessons and instructional methods:
 - Fully address this component of reading instruction?
 - Partly address, with some improvements needed?
 - Not address the component of reading instruction?
2. If partly or not: What 1–3 specific actions will your team take to improve immediately? Consider 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)
4. Next time, reflect: Do you need more changes? Use Action Planner.

Objective of this slide: To provide MCLs and their teams with a standard process and agenda to study each element of reading science and make teamwide instructional changes that reflect the science of reading

Estimated time: 3 minutes

Facilitator says:

- MCLs should lead regular study and action planning sessions with the teaching team using this agenda.
- [Review agenda]



Objective of this slide: To thank participants and provide additional context for the purpose of Part III of the training.

Estimated time: 1 minute

Facilitator says:

- Again, teaching reading in a way that responds to the diverse strengths and needs of the students in your classroom is a remarkably complex task. We wish you and your teams the very best of luck and look forward to sharing the next training in our series on the science of reading soon.

Sources

- RAND Reading Study Group. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND. Retrieved from https://www.rand.org/content/dam/rand/pubs/monograph_reports/2005/MR1465.pdf
- Biancarosa, G., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education. Retrieved from https://production-carnegie.s3.amazonaws.com/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf
- Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (1999). *Reading for understanding*. San Francisco: Jossey-Bass.