Reading Comprehension: Assignments and Activities

Assignments and Activities Title 1: Defining Reading Comprehension

**Learning Outcome 1**: Explain what is meant by the statement that comprehension is a multi-faceted process, which is influenced by the reader and the text.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.
Assignment Introduction Text: In the introductory portion of this selection, the authors present definitions of reading comprehension. As you read, think about the many facets of reading comprehension that can influence a student’s success.

Artifact Asset: “A Focus on Comprehension” (Lehr, F. and Osborn, J., 2005.)
URL: http://media.pearsoncmg.com/ab/ab_ab_myeducationlab_1/readings/09.AFocusonComprehension.pdf

Question 1 Text: How do the authors define reading comprehension?
Question 1 Hint: What key elements are included in parts of the definition?
Question 1 Feedback: Reading comprehension is defined generally as “constructing meaning from text.” The two additional definitions provided in this introductory paragraph link the construction of meaning with interaction between the text and the reader. Each quoted author indicates that the reader must engage in a thinking process while examining the text. The reader must be connecting the text with prior knowledge and experiences to truly create meaning, which are key elements of the definition of reading comprehension.

Question 2 Text: What factors influence a reader’s understanding of the text?
Question 2 Hint: Look closely at the explanation given in the introduction.
Question 2 Feedback: How well a reader is able to construct meaning from a text is influenced by many factors, including the nature of the reading activity; the abilities and skills the reader brings to the activity; the nature of the text being read – its genre, its subject matter, and the density and quality of its writing; and the social and cultural factors including home environment, community and cultural traditions, and socioeconomic status that make up the context of the reading (Lehr & Osborn, 2005; RAND Reading Study Group, 2002).

Question 3 Text: What are the two levels of the reading process that influence a student’s comprehension proficiency?
Question 3 Hint: Consider the skills of reading the words and making sense of the meaning.
Question 3 Feedback: The authors indicate that there are two levels of the reading process that affect a student’s comprehension. Foundational skills are those of word recognition, fluency, decoding, and vocabulary knowledge. Higher-order reading processes compose the second level. Higher-order processes include the procedures that readers use to make connections between the text and prior knowledge, and serve as guides for the reader to think about, analyze, and evaluate the text information.
Assignments and Activities Title 2: What is Reading Comprehension?

Learning Outcome 1: Explain what is meant by the statement that comprehension is a multi-faceted process, which is influenced by the reader and the text.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

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- identify students’ strengths and weaknesses in relation to the various components.
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**Assignment Introduction Text:** Teachers must understand how reading comprehension develops, rather than expect it to be acquired inherently as part of the reading process. This video clip emphasizes the balance needed to develop effective readers.

**Video Asset:** *Defining Reading Comprehension*

**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=readingmethods&clipID=RMET_007_118.flv

**Question 1 Text:** Why might emergent readers get focused on the word-related elements of the reading process?

**Question 1 Hint:** Although an emergent reader is able to retell a story from listening and comprehending, as a reader, he or she goes through stages developing concepts of print, to word identification and phonemic awareness.

**Question 1 Feedback:** Emergent readers may become very focused on word identification with correct pronunciation. That action takes real attention by the reader, which may at times take attention away from the meaning of the words. The emergent reader may become focused as a word-caller, with less focus on word meaning and passage understanding. There needs to be a balance developed.

**Question 2 Text:** According to the speakers in the video, what is the definition of reading comprehension?

**Question 2 Hint:** Listen again to the second speaker.

**Question 2 Feedback:** Reading comprehension is the construction of new meaning by looking at print. It is not the process of identifying and pronouncing the words; it is the understanding of what the words are telling the reader and the schema that the reader brings to the text.

**Question 3 Text:** How might this definition of reading comprehension impact instruction in the classroom?

**Question 3 Hint:** What must teachers do for reading comprehension instruction?

**Question 3 Feedback:** Students do not inherently comprehend the text being read. There must be explicit instruction in learning how to construct meaning from print. Teachers must insure that students have an understanding of what they read and can demonstrate that understanding through discussion, shared conversations, and written responses that relate to the content of the passage. In each form, students are showing their depth of understanding and the connections they have made to prior experience and knowledge.

**Assignments and Activities Title 3: Dimensions of Comprehension**
Learning Outcome 1: Explain what is meant by the statement that comprehension is a multi-faceted process, which is influenced by the reader and the text.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.
Assignment Introduction Text: In this video clip from an interview with Dr. William Brozo, he defines and explains four dimensions of comprehension. Consider the influence each dimension has on student learning.

Video Asset: Dimensions of Comprehension

Question 1 Text: Identify and define the four dimensions of comprehension.
Question 1 Hint: Note the clear explanations in the interview.
Question 1 Feedback: The four research-based dimensions are:
- Cognitive – the skills and schema a reader brings to the reading task;
- Personal – the reader’s attitude and engagement in the text or the motivation to read;
- Textual – the properties of the text; and
- Social – the relationships around the text that increase comprehension.

Question 2 Text: What is meant by the quote “We not only need to teach kids how to read the word, we need to teach them how to read the world”?
Question 2 Hint: Consider the connections between the act of reading and understanding.
Question 2 Feedback: Students need understand the process of reading and comprehension and must have understanding of what has been read. Comprehension is gained through the connections made between the world and the text. These connections then enable students to apply that learning to aspects of their lives.

Question 3 Text: Think about the four identified dimensions of comprehension. How might a teacher encourage growth in the personal dimension?
Question 3 Hint: What might help a teacher know a student’s attitude about reading?
Question 3 Feedback: Teachers may do interest inventories and interviews to find out about a student’s preferences and personal likes and dislikes. This information may offer guidance for a teacher to offer topics and materials that may prove engaging for a student and encourage the student to read. It is also important for a teacher to have knowledge of the student’s reading ability so that texts may be presented that are at an independent or instructional level, rather than frustration level. Motivation to read is more likely if the student is able to read and enjoy the material independently.

Assignments and Activities Title 4: Reading for Information

Learning Outcome 1: Explain what is meant by the statement that comprehension is a multi-faceted process, which is influenced by the reader and the text.
Learning Outcome 5: Describe reading strategies that are appropriately used before reading, during reading, and after reading.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use **a wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text**: After carefully selecting texts for her students to read, the teacher in this video clip provides her students with instruction in specific reading comprehension strategies such as predicting and inferencing. As you watch the video, think about the various strategies that are modeled.

**Video Asset**: *Reading for Information*

**Question 1 Text**: Why should students preview and predict as they begin a new text?
**Question 1 Hint**: How might previewing and predicting aid comprehension?
**Question 1 Feedback**: Previewing the text brings to light a different format of text features, graphics within the text, and an overview of the key concepts. Students can then
predict what they think the text will be about. Predicting may be a higher-order cognitive skill because students are evaluating their initial responses to the text.

**Question 2 Text:** What are three elements of instructional strategies that teachers should bring to a lesson? Explain the use of each.

**Question 2 Hint:** Each strategy has a specific purpose to aid comprehension.

**Question 2 Feedback:** The three instructional strategies elements are graphic organizers, which provide a visual means to collect meaning and content; multiple texts on the same topic, which helps students broaden their knowledge base and begin to generalize and infer about the content; and probing questioning, which guides students to examine the material and think beyond the literal meanings.

**Question 3 Text:** Define inferences and explain why understanding of the skill of making inferences is important to comprehension.

**Question 3 Hint:** Literal understanding is needed before making strong inferences.

**Question 3 Feedback:** Making an inference is examining information that is stated and understood, and connecting that understanding to information not stated. Support may come from other texts or student experiences to help the students make an application, synthesize the information, and/or evaluate the material. Students arrive at a new idea from what is given and from what they know. Children demonstrate inference skills when they can take new text on a topic and, after reading, discuss some inferences they have made related to the topic. Being able to make an inference about the content indicates a higher-order thinking skill because students have taken the literal information and interpreted it within their own schema. They may use the inference to further investigate the content or explain some event or connection in the content.

**Question 4 Text:** Identify and discuss the suggested home connections for reading for information.

**Question 4 Hint:** Think about text-to-self and text-to-world connections.

**Question 4 Feedback:** The home connection can use television, magazines, and newspapers to model some of the same strategies. Parents can engage in “think-aloud” about what they read or see, and their reactions to that information. They can include their children in discussion about topics; sharing ideas and helping students make text-to-self connections as well as text-to-world through various media. Students can then use that information again in the school setting to extend the discussions and experiences of others.

**Assignments and Activities Title 5: Comprehension Strategies**

**Learning Outcome 2:** Identify the differences between comprehension skills and comprehension strategies.
Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.
Assignment Introduction Text: In this video clip, Dr. Shanahan shares research-based strategies that have proven to be effective for most students. Consider how these strategies will help students improve their comprehension skills.

Video Asset: Research-based Comprehension Strategies
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=literacy&clipID=Research_Based_Comprehension_Strategies.flv

Question 1 Text: Explain the difference between comprehension skills and comprehension strategies.
Question 1 Hint: How are comprehension skills and strategies different?
Question 1 Feedback: Comprehension skills are those thinking and reasoning activities that students engage in as they construct meaning from the text. Comprehension skills include determining word meaning from context, finding main ideas, making inferences, drawing conclusions, making generalizations, and recognizing cause–effect relationships. Comprehension strategies are processes that students learn to use and apply in texts to help them construct meaning and use comprehension skills.

Question 2 Text: Identify the research-based comprehension strategies recommended by the National Reading Panel.
Question 2 Hint: What categories of strategies do teachers at all grade levels use?
Question 2 Feedback: Although there are many effective strategies that are used by teachers at all grade levels, Dr. Shanahan shares four strategies that have been researched and shown to be effective for most students. They are summarization, questioning, monitoring, and story mapping. Within those broad categories are several explicit instructional strategies that teachers may model and help students apply with a variety of texts and levels of difficulty.

Question 3 Text: What makes these strategies effective for students?
Question 3 Hint: What role do teachers play in instruction?
Question 3 Feedback: These strategies are effective because teachers not only explain the strategy, but also show students how to use the strategy. The teacher models the strategy and guides students in its use with multiple texts. The goal is to build independence with students so that they can apply the strategy without guidance in new reading situations.

Assignments and Activities Title 6: Comprehension Skills and Strategies

Learning Outcome 2: Identify the differences between comprehension skills and comprehension strategies.
Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, the classroom teacher and the literacy coach are working with students to review how good readers gather information from a story and build upon what they remember. Consider whether the activities are skills or strategies.

**Video Asset:** *What Good Readers Do*

**Question 1 Text:** Identify some of the behaviors that students suggest to answer the question “What do good readers do?”
**Question 1 Hint:** Listen to the suggestions offered by the students in the video.
**Question 1 Feedback:** Good readers reread the story, “play a movie in their heads” (visualize), think about what has been read, predict what might happen, have opinions, and ask questions.

**Question 2 Text:** Through guided discussion, the teachers present author’s purpose. What would be the goal of this part of the lesson?
**Question 2 Hint:** Consider how students are connecting with previously read texts.
**Question 2 Feedback:** The teachers want students to make a connection between the role of the reader to gather in all the meaning and the role of the author to guide the reader to a lesson based on the text. The teachers encourage the students to interact with the text to find meaning or a message from the author.

**Question 3 Text:** Describe the focus of the lesson – comprehension skills or strategies?
**Question 3 Hint:** Consider the point of view of both the students and the teachers.
**Question 3 Feedback:** Students are describing strategies that they have been taught to use. These are planned behaviors that have been taught and applied in numerous text experiences. Students appear to be very knowledgeable because they are able to give multiple responses with little prompting. The teachers are presenting a new skill when they start instruction in determining author’s purpose. The instruction would be on the interpretive level of the reading taxonomy, since students must use some problem-solving techniques and have a sense of abstraction. Students are using messages or morals that they have learned from other stories.

**Assignments and Activities Title 7: Research on Reading Comprehension**

**Learning Outcome 2:** Identify the differences between comprehension skills and comprehension strategies.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.
Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.

Assignment Introduction Text: Reading research has examined the teaching of comprehension in multiple studies. Students need comprehension skills and strategies to
be successful readers. As you watch this video clip, think about the difference between reading skills and reading strategies.

**Video Asset:** Research on Reading Comprehension  
**URL:**  
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=literacy&clipID=Research_on_Reading_Comprehension.flv

**Question 1 Text:** How do students learn to read for understanding?  
**Question 1 Hint:** Think about the ways students connect to the meaning of a text.  
**Question 1 Feedback:** Students may learn to read the words of a text, but may lack understanding of the meaning of what was read. Dr. Shanahan tells us that a teacher can explicitly teach students how to think about their reading and gain understanding.

**Question 2 Text:** What is the difference between a reading skill and a reading strategy?  
**Question 2 Hint:** Think of examples of both reading skills and reading strategies.  
**Question 2 Feedback:** A reading skill is a cognitive action that students use to gain understanding of a text. Some research-based reading skills include stating the main idea of a paragraph, identifying the central idea of a passage, making inferential statements about the text, and using visuals to connect meaning to text. Strategies are cognitive actions and procedures that are taught to students to help them think independently about what they are reading. Some strategies are making connections, making predictions, monitoring understanding, questioning, and summarizing.

**Question 3 Text:** Why do students need explicit instruction in reading strategies and reading skills?  
**Question 3 Hint:** What dimensions of comprehension are affected by explicit instruction?  
**Question 3 Feedback:** Students do not intuitively understand all the text they read. Understanding is based on student experiences, ability to make connections, and the schema that a student has about the topic. Some students become more adept independently as they read widely and/or have varied experiences with their world. Most students need explicit instruction that helps them develop cognitive and textual dimensions of reading, which aids the development of reading comprehension in many contexts.

**Assignments and Activities Title 8: Reading Taxonomies**

**Learning Outcome 3:** Identify four levels in a reading comprehension taxonomy and explain a hierarchy of reading comprehension skills that range from the simplistic to more complicated.

**Standard 1: Foundational Knowledge**  
Candidates have knowledge of the foundations of reading and writing processes and instruction.
Standard Element 1.3: As a result, candidates will demonstrate knowledge of **language development and reading acquisition** and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

**Standard 3: Assessment, Diagnosis, and Evaluation**
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

As a result, candidates use a **wide range of assessment tools and practices** that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
• can interpret the results of these tests and assessments.

Standard Element 3.2: As a result, candidates place students along a developmental continuum and **identify students’ proficiencies and difficulties.**

Candidates
• compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
• recognize the variability in reading levels across children in the same grade and within a child across different subject areas.
• can identify students’ proficiencies and difficulties.
• recognize the need to make referrals for appropriate services.

Standard Element 3.3: As a result, candidates use assessment information to **plan, evaluate, and revise effective instruction** that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Candidates
• analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

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**Assignment Introduction Text:** In this video clip, the teacher is guiding students to think at a higher level than the literal meaning with the research information they are discussing. As you observe the video, consider the reading taxonomy and determine at what level students are being asked to comprehend the content on noninfectious diseases.

**Video Asset:** *Critical Thinking*
**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=multiculturaleducation&clipID=ME_02_163.flv

**Question 1 Text:** A reading taxonomy is an ordered level of reading comprehension skill that indicates the student’s need to develop cumulative higher-order thinking skills. What are four general levels of a reading taxonomy?
**Question 1 Hint:** Connect a reading taxonomy to Bloom’s taxonomy of educational objectives.
**Question 1 Feedback:** Although reading taxonomies may have different titles for the various levels, in general, the four levels are literal comprehension, interpretive comprehension, critical and evaluative comprehension, and creative comprehension.

**Question 2 Text:** What are characteristics of each of the four levels of a reading taxonomy?

**Question 2 Hint:** The levels are progressive and you may be using more than one level with a passage.

**Question 2 Feedback:** Literal comprehension is a low level of understanding that is obtained through explicit, direct information. Questions at this level are answered from recall or with lower-level thinking skills. Interpretive comprehension is the next level higher. At this level, questions are answered by what is implied or suggested by the text, not necessarily stated in the text. Critical and evaluative comprehension demands students make a personal judgment, apply, analyze, and synthesize the information. The highest level of the reading comprehension taxonomy is the creative reading comprehension. At this level, students take the information gained through the critical level and use it to arrive at innovative solutions and reading responses.

**Question 3 Text:** What indications are in the discussion that shows the teacher is encouraging students to think beyond the literal level of comprehension?

**Question 3 Hint:** How does the teacher guide the discussion to higher levels on the reading comprehension taxonomy?

**Question 3 Feedback:** The teacher uses higher-level vocabulary that is more challenging. She asks students to connect their thinking to the research they have read and to make connections with the content they have investigated. Students are also reporting out on material they have researched and developed to share key concepts.

**Question 4 Text:** What role does explicit instruction have when students are working to develop understanding at higher cognitive levels?

**Question 4 Hint:** Consider metacognition as a part of the process.

**Question 4 Feedback:** All levels require thinking and metacognition (a student’s knowledge of the cognitive processes and the ability to use and control those processes). At each level, students need the leadership and guidance of the teacher to show how to complete the process and model the thinking in action. No students gain complete understanding of a text using strong skills and strategies without modeling and application practice.

**Assignments and Activities Title 9: Models of Reading Comprehension Instruction**

**Learning Outcome 4:** Discuss the different comprehension skills and strategies needed when reading expository and narrative text.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.
Standard Element 1.3: As a result, candidates will demonstrate knowledge of **language development and reading acquisition** and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of
reading and writing development and from different cultural and linguistic backgrounds.

Candidates

- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** This article presents an overview of reading comprehension definitions and alerts the reader to research-based models of instruction that help students develop strong reading strategies.

**Artifact:** “A Focus on Comprehension” (Lehr, F. and Osborn, J., 2005.)

**URL:**
http://media.pearsoncmg.com/ab/ab_ab_mye_dationlab_1/readings/09.AFocusonComprehension.pdf

**Question 1 Text:** What model do the authors recommend when planning reading strategy instruction?

**Question 1 Hint:** Read the section starting on page 3 that identifies components of effective comprehension instruction.

**Question 1 Feedback:** The authors suggest that teachers plan explicit instruction that explains, models, scaffolds, and practices the application of the strategy. The authors also recommend that teachers carefully determine the appropriate strategy for the text. Not all strategies fit every text. As the teacher models the strategy, he works to guide students with discussion and feedback. The teacher’s goal is to help students develop independence when using a strategy with multiple texts.

**Question 2 Text:** Identify the six steps recommended in a framework of comprehension instruction.

**Question 2 Hint:** Consider how each step builds on the previous step.

**Question 2 Feedback:** The teacher should scaffold learning and building on strategies as students learn to work toward independence. The six framework steps for comprehension instruction are:

1. Select the text;
2. Select the strategy;
3. Give a clear explanation;
4. Model the strategy;
5. Support student practice; and
6. Have students apply the strategy. (Duke & Pearson, 2002)

**Question 3 Text:** Content-focused text is often based on expository text. What specific examples of strategies may be used in reading nonfiction material?

**Question 3 Hint:** What two modalities are used to construct meaning for the text?

**Question 3 Feedback:** The authors suggest directed discussion as a strategy to help students focus attention on the specific text content. Students may be engaged in talking about and responding to the reactions and interpretation of others in the class. Since not all students will actively participate, the authors also suggest writing responses as a means to gather data about each student’s understanding. Using the technique *Questioning the Author* provides students with guidance on engagement with the text, reflection, and scaffolding throughout the experience. Writing a response to the text helps students organize their thoughts and develop an insight for the literary tools the author uses to make the text understandable.

**Assignments and Activities Title 10: Guided Comprehension Practice**

**Learning Outcome 4:** Discuss the different comprehension skills and strategies needed when reading expository and narrative text.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of **language development and reading acquisition** and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
• explain how the components of reading are integrated during fluent reading.
• can articulate the research that grounds their practice.
• identify students’ strengths and weaknesses in relation to the various components.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

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Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use **a wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
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**Assignment Introduction Text:** In this video clip, you will observe a teacher conducting a guided lesson and asking comprehension questions. Note the students’ engagement in the text.

**Video Asset:** Reading for Comprehension
**URL:**
**Question 1 Text:** Were the reading passages in the video expository or narrative? Explain.

**Question 1 Hint:** Make a clear distinction between expository and narrative text.

**Question 1 Feedback:** The passages were narrative, which is generally considered easier for children to comprehend because of familiarity at early ages with the type of text. The story used story grammar or elements of fiction that included characters, setting, plot, and conflict. The structure of narrative text is generally consistent, since it is generally people (or characters) engaged in some goal-oriented action. Expository text has multiple forms of organization that include compare–contrast, description, sequential, cause–effect, and problem–solution. Characters and setting are not usually a part of the text. Although text may be presented in a narrative writing style, the information is presented in a structured format with a focus on presenting new facts or offering more detail about a subject.

**Question 2 Text:** How did the teacher incorporate story grammar into her comprehension teaching?

**Question 2 Hint:** Think about the questions the teacher asked when she stopped the reading.

**Question 2 Feedback:** As the students read a paragraph, the teacher would stop and ask questions that included story grammar, as well as ask students to restate what had just been read. She would explain some terms and clarify vocabulary. The students could identify the characters, the setting, and the problems in the story. She used guided questions to help them predict, interpret character, and explain actions of the characters. Students were also encouraged to make connections to their own knowledge and experiences. Those activities and connections reinforced their comprehension of the story.

**Question 3 Text:** Define think-alouds. How do think-alouds enhance student comprehension?

**Question 3 Hint:** What are some of the think-alouds the teacher used?

**Question 3 Feedback:** Think-alouds is a strategy that has students discuss what’s going on in their minds while they read. This strategy is a technique for teachers to use to find out what processes the readers are using and what connections they are making to the text. By modeling the strategy, teachers can demonstrate for students the process of considering the text and the information or story presented. Think-alouds can help students focus their own thoughts and add depth to a discussion.

**Question 4 Text:** What did the teacher do to make summarizing the passage easier?

**Question 4 Hint:** Consider guided questions as you observe the interactions.

**Question 4 Feedback:** The teacher used story grammar elements and guided questions to help students summarize the story. She asked about characters, setting, and problems or conflicts in the story. Students were able to share key events and connect the parts of the story. Students demonstrated that thinking was taking place because a student asked why
the bears couldn’t make friends with other bears. This question allowed an opportunity to guide students to think about an inference based on what was known.

**Assignments and Activities Title 11: Modeling a Think-Aloud**

**Learning Outcome 4:** Discuss the different comprehension skills and strategies needed when reading expository and narrative text.

**Learning Outcome 5:** Describe reading strategies that are appropriately used before reading, during reading, and after reading.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of **language development and reading acquisition** and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, Ms. Sanchez explains and models the think-aloud strategy with her fourth graders. Listen carefully to her explanation of the steps of the process and her purpose for instruction. Think how the think-aloud strategy may be used in multiple content readings.

**Video Asset:** Modeling a Think-Aloud
**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=literacy&clipId=Modeling_a_Think_Aloud.flv

**Question 1 Text:** Why does the teacher in the video set a purpose for modeling a think-aloud strategy?
**Question 1 Hint:** Setting a purpose for any reading activity makes the students focus on a particular aspect while reading and learning.
**Question 1 Feedback:** Ms. Sanchez believes that students need to have a model and instruction on a new strategy in order to better understand how to do it themselves
independently. She guides them in how to think about the reading material, rather than expecting them to grasp the strategy intuitively.

**Question 2 Text:** Why does Ms. Sanchez include the graphic in her think-aloud modeling?

**Question 2 Hint:** Why are graphics an important part of text features?

**Question 2 Feedback:** Students may easily look past a graphic, particularly if they are focusing on difficult text and new concepts in the passage. Her modeling of the examination of a graphic and then relating it back to the text passage shows students the importance of stopping and examining the additional graphics in a text that could enhance meaning and understanding.

**Question 3 Text:** How does the use of a think-aloud enhance student understanding?

**Question 3 Hint:** Consider large and small group use of a think-aloud.

**Question 3 Feedback:** Think-aloud is a strategy that makes student thinking visible to others. Using think-alouds in large and small groups offers students a chance to “see” how others think about the text, what contrasting ideas or interpretation other students might have, and validate or correct thinking about a topic. Use of the think-aloud strategy provides an opportunity to support or correct ideas about a concept. Research shows that students who employ a think-aloud strategy are better able to monitor their own comprehension.

**Assignments and Activities Title 12: Content Area Text Structure and Comprehension**

**Learning Outcome 4:** Discuss the different comprehension skills and strategies needed when reading expository and narrative text.

**Learning Outcome 5:** Describe reading strategies that are appropriately used before reading, during reading, and after reading.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of **language development and reading acquisition** and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
• can describe when students are meeting developmental benchmarks.
• know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
• list and define the major components of reading.
• explain how the components of reading are integrated during fluent reading.
• can articulate the research that grounds their practice.
• identify students’ strengths and weaknesses in relation to the various components.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
• use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
• use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
• plan for the use of a wide range of curriculum materials.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.
Assignment Introduction Text: Text features and structures are valuable tools to help students make sense of new content. In this video clip, Ms. Olsen guides students in noting text features that are a part of a new reading assignment. As you watch the video, consider the value of examining text features and structures as a pre-reading exercise.

Video Asset: Content Area Text Structure and Comprehension
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=contentareareading&clipID=Content_Area_Text_Structure_and_Comprehension.flv

Question 1 Text: How might surveying a new section of text before reading help understanding of the text?
Question 1 Hint: Surveying is the first step of a study strategy SQ3R – Survey, Question, Read, Recite, and Review.
Question 1 Feedback: Looking over a new section of text gives students an opportunity to note the features that provide additional information to support the text. Calling student attention to those features makes it clear that these features are important and helpful.

Question 2 Text: Explain the difference between text features and text structures.
Question 2 Hint: Both text features and text structures help students organize new information.
Question 2 Feedback: Although some authors use the terms “text features” and “text structures” interchangeably, there is a difference in the focus of the two terms. Text features are those parts of a text that guide a student to note particular elements of supplemental information. Headings, captions, highlighted words, and graphics are some examples of text features. Text structures are the written organizational focus of texts. Text structure is sequential, cause–effect, compare–contrast, problem–solution, and descriptive.

Question 3 Text: What information may be found in text features?
Question 3 Hint: List the text features that may be found in a student science or social studies text.
Question 3 Feedback: There may be pictures of places, people, or items discussed in the text, with captions that provide further explanation. There may be tables or graphs that show growth, decline, or examples of a concept. There may be maps or diagrams that make a point or demonstrate an idea. New vocabulary words may be highlighted. Headings may be in bold print or larger font to help focus the ideas or concepts in a particular passage.
Assignments and Activities Title 13: Content Area Literacy

Learning Outcome 4: Discuss the different comprehension skills and strategies needed when reading expository and narrative text.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
• use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use **a wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
• use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
• plan for the use of a wide range of curriculum materials.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text**: This video clip begins with a definition of content area literacy, with a classroom demonstration in an earth science class. As students read aloud, the teacher periodically stops them to discuss meaning. In another example, students are given a reading assignment for homework, which they discuss in class to ensure understanding. As you watch the video, think about how discussion of new ideas may improve understanding.

**Video Asset**: Content Area Literacy
**URL**: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=contentareareading&clipID=CARD_001_165.flv

**Question 1 Text**: According to Dr. Ogle, what is the definition and importance of content area reading?
**Question 1 Hint**: Consider the environments of content area reading.
**Question 1 Feedback**: Content reading is very important for students to acquire as they become participating adults in today’s society. Content area reading is generally nonfiction and uses materials that students read to learn, either for school or for functioning independently as an adult.

**Question 2 Text**: What purposes did the teachers have for discussion of new material while students read or reviewed?
**Question 2 Hint:** How does discussion help students broaden understanding?

**Question 2 Feedback:** The teacher stopped frequently to check student understanding of concepts, check for meaning of new vocabulary, and foster discussion about the ideas in the text. Checking for understanding and discussion may help students infer ideas, generalize theories, apply understanding, and evaluate concepts gained from the new knowledge into prior background knowledge.

**Question 3 Text:** What additional elements of content reading may be found in a text that may not be in a fictional text?

**Question 3 Hint:** What other textual materials may be used to support learning new concepts in a nonfiction text?

**Question 3 Feedback:** Students may find maps, graphics, tables, charts, and graphs that add information and explanation to the concepts of nonfiction text. Students need to be taught how to read and use that material to gain understanding of the concepts.

**Question 4 Text:** What skills in content reading are developed through reading aloud and discussion?

**Question 4 Hint:** Compare comprehension skills needed for expository and narrative texts.

**Question 4 Feedback:** Students are able to clarify meaning of unknown words through discussion and context clues. They can connect new concepts to prior knowledge, determine the importance of ideas, summarize the material of a paragraph or a section of the text, and evaluate the information. These skills are different than the skills needed to understand a fiction text, such as influence of a setting on a story, plot development, characterization, and understanding of story conflict.

**Assignments and Activities Title 14: Promoting Literacy**

**Learning Outcome 4:** Discuss the different comprehension skills and strategies needed when reading expository and narrative text.

**Learning Outcome 5:** Describe reading strategies that are appropriately used before reading, during reading, and after reading.

**Standard 1: Foundational Knowledge**

Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates

- can articulate developmental aspects of oral language and its relationship to reading and writing.
• can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
• can describe when students are meeting developmental benchmarks.
• know when to consult other professionals for guidance.

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Candidates
• list and define the major components of reading.
• explain how the components of reading are integrated during fluent reading.
• can articulate the research that grounds their practice.
• identify students’ strengths and weaknesses in relation to the various components.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

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Candidates
• use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
• use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
• plan for the use of a wide range of curriculum materials.
make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, strategies used to promote literacy in the content areas are discussed, including defining vocabulary, understanding facts, graphic literacy, and research. It is important for students to make connections to their own lives and experiences. As you watch the video, think about how each teacher presents and practices various strategies with students.

**Video Asset:** *Promoting Literacy*

**Question 1 Text:** What four elements are identified as key to promoting content literacy for all students? Define each in your own words.

**Question 1 Hint:** Think about what it means to implement each element as you write your definition.

**Question 1 Feedback:** The four identified elements are:
- **Modeling,** which means to show students techniques for content literacy understanding through teacher example;
- **Teaching strategies,** which means to deliberately guide students to learn various reading strategies and apply them in multiple texts. Students should gradually become more independent in their use of strategies;
- **Scaffolding,** which is to show students how new information and learning builds upon prior knowledge and understanding; and
- **Defining vocabulary,** which is making sure students understand the meaning of the word appropriate for the context.

**Question 2 Text:** Why is it important to teach graphic literacy?

**Question 2 Hint:** How does graphic literacy help students apply and evaluate information?

**Question 2 Feedback:** Not only do students need to know how to read and understand the material presented in graphics, but they must also be able to evaluate the use of that graphic for conveying information. Graphic literacy demands an understanding of the purpose of various graphics and how each applies to the content being read. Students should also be able to create their own graphic, particularly charts and graphs, which helps them demonstrate their understanding.

**Question 3 Text:** Why does the teacher have students highlighting text as they research?
Question 3 Hint: Think about how students learn to narrow their content focus.

Question 3 Feedback: In this modeling example, the teacher is ensuring that students comprehend material through oral reading and discussion. She also is encouraging questions and responses to the content, generally text-to-self in nature. By having students highlight material, they are learning to evaluate and select content material that will help them to be concise in their research writing, rather than giving back every detail read in the selections.

Question 4 Text: Explain the importance of helping students make connections when reading nonfiction text. What might a teacher do to help students make connections?

Question 4 Hint: Students should connect new text to themselves, another text, or the world around them.

Question 4 Feedback: For strong comprehension, students must be able to make connections through their lives and experiences with the material being read. Connections help students understand the concepts being explained because the connections become a part of the students’ schema. Connections can be text-to-text, text-to-self, or text-to-world. Teachers need to plan to offer connections and guide the students with those links, since students do not make all connections intuitively. The teacher may use a think-aloud or share his/her own experience to make a concept real and strengthen understanding.

Assignments and Activities Title 15: Cornell Notes

Learning Outcome 4: Discuss the different comprehension skills and strategies needed when reading expository and narrative text.

Learning Outcome 5: Describe reading strategies that are appropriately used before reading, during reading, and after reading.

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Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
• can articulate developmental aspects of oral language and its relationship to reading and writing.
• can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
• can describe when students are meeting developmental benchmarks.
• know when to consult other professionals for guidance.
Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
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Candidates
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- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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Assignments Introduction Text: This video clip explains the structure of the Cornell Note-taking process Ms. Pauli is using in her eighth-grade math class. Ms. Pauli uses this process as a during reading and after reading strategy. As you watch, think about how this same note-taking process could be used in your classroom.

Video Asset: Cornell Notes
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=contentaread&clipID=Cornell_Notes.flv

Question 1 Text: How does the Cornell Notes format support the reading strategies of questioning and summarizing?
Question 1 Hint: Think about how students put notes and questions together.
Question 1 Feedback: As students are engaged in reading text and discussing the concepts, they are taking notes about the information in the right column of a two-column note page. Students summarize the ideas gained from notes and discussion. Students use the class notes completed during class and then create questions that the notes offer as an answer. Students who summarize the concepts based on the questions and answers are demonstrating understanding of main ideas and important details.

Question 2 Text: The Cornell Notes format encourages evaluation of ideas while note taking. How is that accomplished?
Question 2 Hint: Evaluation is a higher-order cognitive skill being put into daily work and practice.
Question 2 Feedback Students are evaluating the importance of ideas as they write, because they don’t write everything they read or hear. The Cornell Notes format forces students to be more discriminating about the notes they take. This strategic practice supports determining importance and summarizing through reading, discussing, and note taking. The strategy helps students recognize the important ideas and focus on those big ideas, rather than getting overwhelmed with each detail in the text.

Assignments and Activities Title 16: Reading Strategies Before Reading

Learning Outcome 5: Describe reading strategies that are appropriately used before reading, during reading, and after reading.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for
learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates

- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use **a wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates

- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text**: In this video clip, the teacher prepares students to read a text about butterflies and prepares them with several *before reading* strategies.

**Video Asset**: **Before and During Reading Strategies**


**Question 1 Text**: What is the value of providing explicit strategic comprehension instruction before, during, and after reading a text?

**Question 1 Hint**: How do these different strategies benefit comprehension?

**Question 1 Feedback**: Students need explicit instruction at all stages of the text interaction to gain maximum understanding of the text. The goal of strategic reading instruction is to develop learners, who are able to read, interpret, and evaluate what they have read, using connections to prior knowledge and constructing meaning. Explicit strategic instructions for before reading activate prior knowledge and help students begin connections with the new content. Strategic instruction during reading through directed reading activities, think-alouds, and questioning helps students focus on key points and
concepts. Strategic instruction after reading helps students move into higher-order thinking and questioning through retelling, clarifying, and analyzing the text.

**Question 2 Text:** What before reading strategies are demonstrated in the video?

**Question 2 Hint:** Look for the different examples that are modeled.

**Question 2 Feedback:** The teacher guides students to preview, activate prior experience and knowledge, use text organization and structures, predict, and question. The students appear to be familiar with each strategy, indicating some previous practice. The goal of the teacher should be to reinforce these strategies with students so that they are able to independently approach a new text and use the strategies without explicit instruction or guidance.

**Question 3 Text:** How does the vocabulary exercise help students make connections between prior experiences and the text?

**Question 3 Hint:** Students were able to associate a preselected word to a heading from the text.

**Question 3 Feedback:** Students were able to select a word of their choice and link it to one of the book’s headings. This activity gave them an opportunity to model their think-alouds and explain their reasoning to classmates. This exercise also gave a focus for the questions that were created before reading.

**Question 4 Text:** What type of texts, expository or narrative, can be used with before reading activities?

**Question 4 Hint:** What before reading strategies are effective in different types of text?

**Question 4 Feedback:** Both types of texts should be used for instruction when teaching pre-reading strategies. Some of the strategies, such as text organization and structure, predicting, and activating prior knowledge, are valuable with any text. Listening activities can be used to establish models of any of these strategies. Students can also gain understanding in both expository and narrative texts as they are guided to draw conclusions with information found in the text. Making inferences can be modeled by referencing students’ prior knowledge and the new information gained from the text to generate a conclusion or construct new meaning.

**Assignments and Activities Title 17: Using Questions Before, During, and After Reading**

**Learning Outcome 5:** Describe reading strategies that are appropriately used before reading, during reading, and after reading.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for
learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use **a wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** Successful reading is not simply the mechanical process of “decoding” text. Rather, it is a process of active inquiry. This article explains the importance of creating questions to guide students before, during, and after they read new content.

**Artifact Asset:** Questions Before, During, and After Reading (*Enhancing Instruction for Striving Readers*)
**URL:**
http://media.pearsoncmg.com/ab/ab_ab_myeducationlab_1/readings/09.EISR_QuestionsB4DuringAfterReading.pdf

**Question 1 Text:** How do good authors encourage readers to engage in questioning throughout the reading of the text?
**Question 1 Hint:** Think about the reader’s interaction with the text.
**Question 1 Feedback:** Good authors may anticipate questions and write content that encourages readers to question. They are creating a collaborative reading experience between the reader and the author. The author plants the questions in the reader’s mind and then provides possible answers. It is up to the reader to ask questions about the text,
pay careful attention to answers from the author, and generate additional questions that are stimulated by the content.

**Question 2 Text:** Explain why it is important for adults to model the think-aloud process.  
**Question 2 Hint:** Students do not see the intricacies of adult learning.  
**Question 2 Feedback:** Students are not aware that adult readers are engaged in a thinking and questioning process while they read. When adults share aloud the questions they have about the content before, during, and after reading, they model the thinking and questioning process that helps develop comprehension of text and concepts.

**Question 3 Text:** Why should students be taught a questioning strategy?  
**Question 3 Hint:** How can questions help students challenge themselves?  
**Question 3 Feedback:** Students need to develop questions that move beyond the very literal, obvious answers. They need to learn to write questions that encourage them to predict, make inferences, and make connections to prior experiences. Students should learn to ask “why?” questions that increasingly challenge their thinking, examine the author’s intentions, and guide them to evaluate the content and support their thinking.

**Question 4 Text:** How is writing connected to the before, during, and after reading questioning?  
**Question 4 Hint:** How might these strategies support all levels of learners?  
**Question 4 Feedback:** Students can put themselves into the reader’s role as they prepare to write. They can anticipate questions and answers they want to include in the writing piece before they begin. If the students see themselves as a conversationalist in the reading process, they are strengthening their own comprehension of the topic, while preparing to question and challenge others.

**Assignments and Activities Title 18: Practice During Reading Activities**

**Learning Outcome 5:** Describe reading strategies that are appropriately used before reading, during reading, and after reading.

**Standard 2: Instructional Strategies and Curriculum Materials**  
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use **a wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, the classroom teacher is doing a guided reading lesson with a big book on butterflies. She is presenting explicit instruction in during reading activities.

**Video Asset:** *During Reading*
**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=readingmethods&clipId=RM_05_240.flv

**Question 1 Text:** Identify the strategies the teacher uses repeatedly during the reading of the big book on butterflies.
**Question 1 Hint:** How do students demonstrate understanding?
**Question 1 Feedback:** The teacher links the table of contents and headings with the sections of the book, noting text features. The students read a portion together. The teacher then stops and asks them to visualize what the action would look like. Students share those pictures with partners. The teacher also has students monitor their understanding by asking them to respond with a “thumbs up, thumbs down” to demonstrate their understanding of the concepts. These actions are repeated.

**Question 2 Text:** What is the purpose of during reading activities?
**Question 2 Hint:** Consider the engagement of the students.
**Question 2 Feedback:** These activities should encourage students to ask questions of themselves while reading the text. Students should be engaged with the text at a level that
allows them to monitor personal understanding. They should be able to ask and answer questions for clarification.

Assignments and Activities Title 19: Practice After Reading Activities

Learning Outcome 5: Describe reading strategies that are appropriately used before reading, during reading, and after reading.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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Assignment Introduction Text: In this video clip, the teacher completes the big book on butterflies and asks students to demonstrate understanding of the concepts through several after reading activities.
Video Asset: After Reading
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=readingmethods&clipID=RM_05_241.flv

Question 1 Text: What should students be able to do after reading a selection?
Question 1 Hint: How do students show the teacher what they have learned?
Question 1 Feedback: Students should be able to answer their questions or the questions of the teacher. They should be able to summarize the content of the story and identify key concepts or main ideas. If there has been a focus strategy, such as visualizing, students should be able to explain what to do and demonstrate the ability to perform the strategy effectively.

Question 2 Text: Explain the summarization strategy activity. Why did the teacher use this particular method to summarize?
Question 2 Hint: How did this activity help students with personal schema?
Question 2 Feedback: The students worked in their small groups to read a sentence of information from the text and place that sentence under the appropriate category heading. This activity helped the students to focus their thoughts, because the concept sentences were already written. By providing the summary sentences, the teacher avoided the problem of distinguishing main ideas from the minute details that students sometimes feel are important, which distract them from the bigger concepts. Students also had to read the text again and then jointly determine the major heading for the concept (or summary) sentence. This summarization technique also helped students to organize the information into a personal schema.

Assignments and Activities Title 20: Strategies to Use During Reading to Build Comprehension

Learning Outcome 5: Describe reading strategies that are appropriately used before reading, during reading, and after reading.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
  • use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use **a wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
• use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
• plan for the use of a wide range of curriculum materials.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, Dr. Timothy Shanahan discusses some strategies that students may use during reading to monitor their own understanding of the text. As you listen to the excerpt from the interview, think about strategies that your own students may use independently and how you monitor their understanding.

**Video Asset:** *Strategies to Use During Reading to Build Comprehension*

**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=literacy&clipID=Strategies_to_Use_During_Reading_to_Build_Comprehension.flv

**Question 1 Text:** Text structure is important for understanding of a nonfiction text. What is meant by text structure?

**Question 1 Hint:** How does knowing the text structure help comprehension?

**Question 1 Feedback:** Text structure is the organization of a text. Common text structure of nonfiction materials include sequential, or chronological; problem–solution; compare and contrast; cause–effect; and descriptive. Knowing the text structure can help students organize the information for their own schema and information retention.

**Question 2 Text:** Explain different elements of monitoring of comprehension that a student may use independently.

**Question 2 Hint:** Think about why a student should self-monitor comprehension during reading.
**Question 2 Feedback:** A student needs to self-monitor comprehension to make sure there is understanding rather than just word-calling. Elements identified in the video include:
- Stop and reread for clarity;
- Ask questions about the text;
- Look at the pictures and other graphics that may be in the text; and
- Define vocabulary through context clues, dictionary, or glossary use.

**Question 3 Text:** How might a teacher determine that students are using during reading strategies to check their own understanding?

**Question 3 Hint:** What student activities could demonstrate understanding?

**Question 3 Feedback:** A teacher might ask students to lead a small group using think-alouds to demonstrate what they were doing independently. Students could participate in small group discussions, answer questions and create a visual that illustrates key ideas from the text, define new vocabulary, or summarize the concepts. If there is apparent misunderstanding, the teacher can review and re-present the information to clarify concepts.