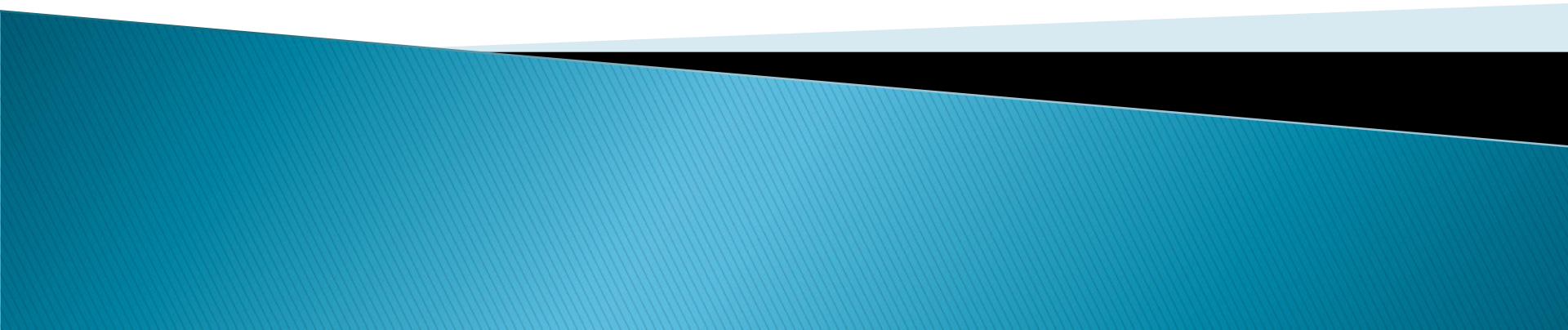


Tiered Intervention: Afternoon Reading Comprehension

Rollanda E. O'Connor

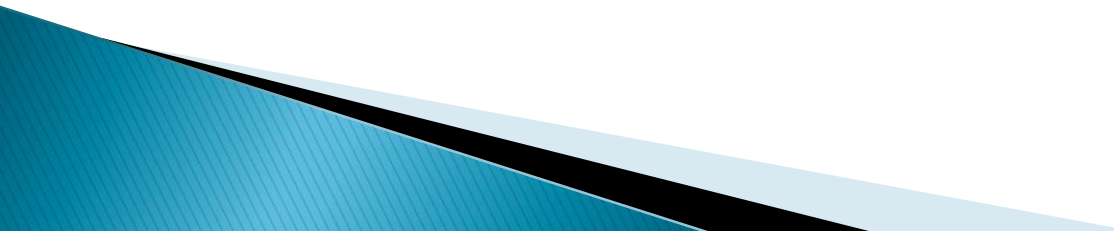


Where to begin? First rule these out:

- Assess letter sound knowledge
- Assess segmentation
- Assess common letter patterns
- Assess high frequency sight words

If children have difficulty recognizing words, include these features in every lesson

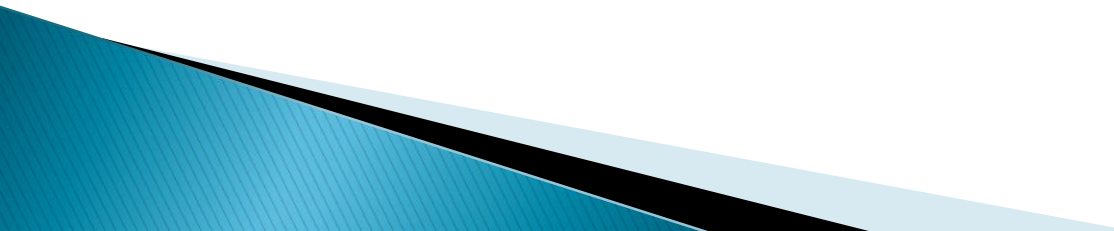
Comprehension Features

- ▶ Vocabulary (McKeown et al., 1987; Nagy & Anderson, 1987)
 - ▶ Generate a main idea (Jenkins; Jitendra; Williams)
 - ▶ Summarization (Armbruster et al., 1987)
 - ▶ **Finding Information in Content Areas** (Deshler, Englert, Raphael)
- 

Teaching Vocabulary

What works:	What <u>doesn't</u> work :
<ul style="list-style-type: none">• Direct teaching• Frequent review• Production responses	<p>Look it up</p> <p>Choose the best meaning</p> <p>Fill in the sentence</p>

Two Validated Methods

- ▶ Direct instruction of new vocabulary with positive and negative examples (Kame'enui, Dixon, & Carnine, 1987; Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003)
 - ▶ Constructivist teaching that builds use of new vocabulary across multiple contexts (Beck, McKeown, & McCaslin, 1983; Beck & McKeown, 2001)
- 

Prodigy

- ▶ A **prodigy** is a person with wonderful talent.
 - What's a prodigy?
 - What do we call a person with wonderful talent?
- ▶ Is Harry Potter a prodigy?
 - How do you know?
- ▶ Michael Smith has no special skills. Is he a prodigy?
 - How do you know?
- ▶ What does prodigy mean?
 - So--What would a *child* prodigy be?
 - Mozart was a child prodigy.

Expedition

- ▶ **Expedition** means: a long trip or journey.
 - What does expedition mean?
 - What word means a long trip or journey?
- ▶ What's another way to say: Shackleton took a long trip to Antarctica?
- ▶ Lewis and Clark took canoes and walked from Washington, DC to Washington state. Was that an expedition?
 - How do you know?
- ▶ I walked next door. Did I take an expedition?
 - How do you know?
- ▶ What would you call a hike from Salt Lake City to Logan?
 - Why is that an expedition?

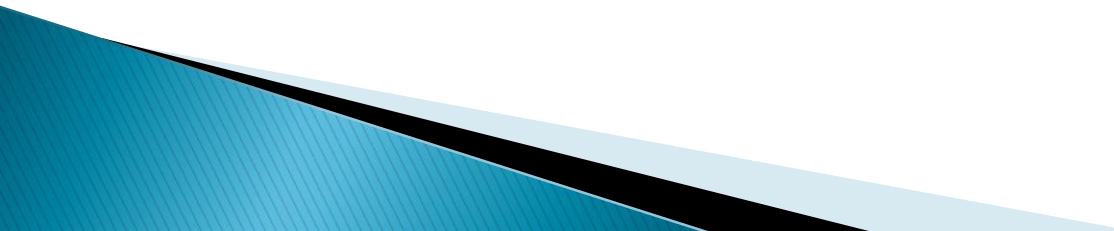
Features of Vocabulary Instruction

- ▶ Tell a child-friendly definition or synonym
- ▶ Have children repeat it
- ▶ Have children use the word and the definition at least 7 times during your instruction
- ▶ Review weekly
- ▶ Teach alternative definitions 2 or more weeks later

Your turn:

- ▶ Dissect
- ▶ Intelligible
- ▶ Dwelling
- ▶ License

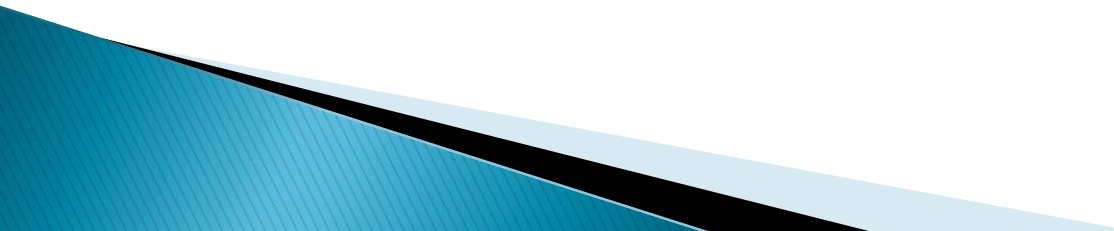
Reading Comprehension & Writing

- ▶ Structured Retelling
 - ▶ Generate a main idea
 - ▶ Summarize
 - ▶ Content area comprehension
- 

Structured Retelling

- ▶ Read for 1-5 minutes
- ▶ Tell the events, in order
- ▶ Can you think of anything else?

Use with either method of partner reading to integrate comprehension with fluency practice.



Teaching the Main Idea

- ▶ Who or what is this about?
- ▶ What happened?
- ▶ Checking strategies:
 - Does that tell about the whole thing?
 - 10 words or less?

Jenkins et al.; Jitendra et al.; Williams

Who or what is this about?

What happened?

- ▶ Tom cooked two eggs. He poured orange juice into a glass. He put cereal in a bowl. He poured milk into the bowl.
- ▶ Robert threw a fish to a seal. He poured milk in a bowl for the cat. He put hay in the barn for the cows.
- ▶ A dog walked on its back legs. A bear rode a bicycle. A seal balanced a ball on its nose.
- ▶ **Checking: Does that tell about the whole thing?
10 words or less?**

Guidelines for Main Idea

- ▶ Begin with short paragraphs
- ▶ Use materials at easy reading levels
- ▶ Use peer mediation (tell your partner the main idea)
- ▶ Model appropriate main idea statements

From Main Idea to Summarization

- ▶ Generate a topic sentence or main idea for each paragraph of text
- ▶ Reduce lists: Superordination
 - Substitute a general term for a list of items or actions
- ▶ Delete unnecessary information
 - Is it trivial?
 - Is it redundant?
- ▶ Teach each step, above, separately
 - 5 to 7 practice opportunities per step

Reading and Writing

- ▶ Strategies for the Content Areas



Anticipation Guide: Science

- ▶ **Check statements you agree with.**
- ▶ **Be prepared to defend your opinion.**
 - ☐ **Acid rain kills fish.**
 - ☐ **The major cause is fuel emissions from cars.**
 - ☐ **Stopping acid rain will cause job losses.**
 - ☐ **Acid rain is not a serious problem in CA.**
 - ☐ **Acid rain is made of sulphur oxides.**

Guided Notes: Social Studies

Vocab	Details (list)	Questions
Agriculture		Where within CA is each crop grown?
Industry		What are the products of these industries? Where are the industrial areas located and why?

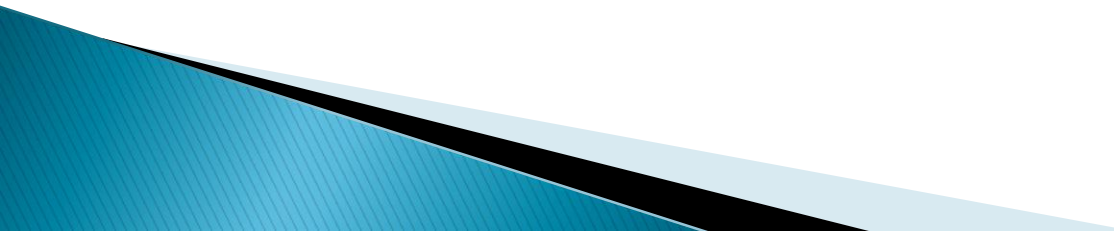
Partial outline: Arthropods

- ▶ What is an arthropod?
 - A.
 - B.
- ▶ Characteristics of arthropods
 - A. Jointed legs
 - B.
 - C.
- ▶ Types of arthropods
 - Crustaceans
 - 1.
 - 2.
 - Insects
 - 1.
 - 2.
 - Centipedes
 - 1.
 - 2.

Compare/Contrast Ecosystems

	Climate	Plants	Animals
Tundra	Very cold, little rain	Moss, grass, shrubs, lichens	Reindeer, fox, wolf, eagle, falcons, flies. lemmings
Grassland			
Rainforest			
Desert			

Compare/Contrast Strategies

- ▶ Clue words
 - ▶ Teacher reads aloud related interesting info
 - ▶ Vocabulary development
 - ▶ Read and analyze a target paragraph
 - ▶ Questions: What's being compared? How alike? Different?
 - ▶ Compare/contrast matrix
 - ▶ Written summary
- 

“Best Practice” Structure

- ▶ Letter patterns and word study
- ▶ Vocabulary
- ▶ Reading connected text
- ▶ Rereading to build fluency
- ▶ Comprehension strategies

Harry Potter, pps. 163-165

- ▶ Putting it all together

BEST

- ▶ slightest
 - ▶ dangerousu
 - ▶ snitch
 - ▶ another
 - ▶ protectionu
 - ▶ adventure
 - ▶ Malfoy
 - ▶ bludger
 - ▶ valuable
- 

Quidditch: Summarize this sport

Equipment	Players
Goal	Scoring

Direct Intervention, Grade 2-4

- ▶ Differentiation between:
 - Skills + fluency
 - Only fluency
 - Only comprehension
 - Combinations
- ▶ Matching intervention to need matters
 - Instructional efficiency
 - Rate might not matter for some children

In and Out of Intervention: Catch & Release

K-2	K-3	1-1	1-2	1-3	2-1	2-2	2-3	3-1	3-2	3-3
Tier 2	Tier 2	X	X	X	X	X	X	X	X	X
Tier 2			X	X	X	X	X	X	X	X
X	X	X	Tier 2		X	X	X	X	X	X
X	X	X	Tier 2					X	X	X
Tier 2					X	X	X	X	X	X
Tier 2			X	X	X	Tier 2	X	X	X	X
			X	X	X	Tier 2	X	X	X	X
			Tier 3			Tier 2	X	X	X	X
			Tier 3				X	X	X	X
			Tier 3				X	X	X	X
Tier2	X	X	X	Tier 2	X	Tier 2	X	X	X	X
Tier 2	X	Tier 2		X	X	Tier 2		X	X	X
Tier 2			Tier 3		Tier 2			X	X	X
Tier 2			X	Tier 2		X	X	Tier 2		X
Tier 2							X			X
Tier2	X	X	X	Tier 3			X			Tier 3
Tier 2			Tier 3			X	Tier 2		Tier 3	
Tier2	X	X	Tier 2		Tier 3					
Tier 2				Tier 3						
Tier 2			Tier 3							
			Tier 3							
			Tier 3							

Changes in 3rd Grade Reading

