

NILDCanada Conference

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From Book to Brain

by

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“Exposure to books is vital to becoming a good reader, but it is not enough for most students to learn to read. Even if their parents read to them at home or they are surrounded with good literature, the majority of our students need to be taught how to read.”(Speech to Print, pg. 4)

How do we help students with comprehending what they read?



Six strategies appear to have a firm scientific basis for improving text comprehension.

- monitoring comprehension
- using graphic and semantic organizers
- answering questions
- generating questions
- recognizing story structure
- summarizing

☞ Strategy 1: Monitoring comprehension

- Teaches students to be aware of what they DO understand and to identify what they DO NOT understand, and how to use appropriate ‘fix up’ strategies to resolve problems in comprehension.
- TWA
Suggestions: “I wonder...”
“I am confused by...”
“I want to know about...”
“I do not understand why...”

☞ Strategy 2: Using graphic and semantic organizers
- helps students visualize important information.

- KWL chart, story web, and story map
- Suggestions:
- “I remember..”
 - “I have an experience....”
 - “It reminds me of...”
 - “I have a connection with...”

☞ Strategy 3: Answering questions

- ‘Question-answer’ technique after reading helps students to look back in the text. Questions given first help give the students purpose for reading and to focus their attention. It prepares them to think actively as they read. This is an effective method of helping them to monitor their comprehension.

- Suggestions:
- “I have a picture in my head of...”
 - “I can see it.”
 - “It’s like a movie in my head.”

☞ Strategy 4: Generating questions
Students can be taught to ask Main Idea questions
Ask ‘5W’s and one H’ questions

- Suggestions:
- “I am thinking that....”
 - “Maybe it means”
 - “The text saysI know...so it seems to me that...”

☞ Strategy 5: Recognizing story structure
STORE the Story
Story Maps, improve comprehension and memory

- Suggestions:
- “This part is very important...”
 - “I have learned....”
 - “These ideas supported the main idea...”

☞ Strategy 6: Summarizing

- Summary is a synthesis of the important ideas in a text. Instruction in summarizing helps students to put the ideas into their own words helps children to condense the information and learn what is important.

Suggestions:

- “I get it...”
- “Aha!”
- “I never knew that before...”

How to apply them:

- ★ Direct explanation
- ★ Modeling
- ★ Guided Practice
- ★ Application

References

www.readingrockets.org

www.ed.uiuc.edu/sped/twaplans

www.readingmadeeasy.ca

www.nifl.gov.partnershipforlearning

www.nationalreadingpanel.org

www.TeacherVision.com

★ Put Reading First , The Research Building Blocks Teaching Children to Read, (NRP), June 2003

★ Durham District School Board, “Developing Strategic Readers Guide”

★ Council for Exceptional Children, Exceptional Children, Volume 73, Number 1, page 69

★ Speech to Print, Language Essentials for Teachers, by Louisa Cook Moats

Teaching Resources:

Reading for Content - Nonfiction selections for reading comprehension

Carol Einstein (Educators Publishing Service: Toronto)

Timed Readings - Fifty 400-word passages with questions for building reading speed)

Edward Spargo (Jamestown Publishers)

Reading Detective - Using Higher-Order Thinking to Improve Reading Comprehension

Cheryl Block, Carrie Beckwith... (The Critical Thinking Company)

125 Vocabulary Builders - Linda Bowers, Rosemary Huisingsh...(LinguiSystems)

TWA

<i>T</i>	<u>Think Before Reading</u> Think about: The Author's Purpose What You Know What You Want to Learn
<i>W</i>	<u>While Reading</u> Think about: Reading Speed Linking Knowledge Rereading parts
<i>A</i>	<u>After Reading</u> Think about: The Main Idea Summarizing Information What You Learned

“Store “ the Story

S Setting Who _____
What _____
When _____
Where _____
Why _____

T Trouble _____

O Order of Events _____

R Resolution _____

E Ending _____

S Survey

First, look over the chapter or the section assigned.

Quickly turn each page from beginning to end.

Read the section titles.

If there are pictures, look at them and read the words under them.

Read the last paragraph of a chapter carefully.

Q Question

While you are surveying, try turning the section titles around to make questions. For example, “Minerals are important to a country” might become “How are minerals important to a country?” You will think of many such questions as you leaf through the pages.

R Read

Now you are ready to read.

Look for answers to your questions.

Probably you already know something about the subject you are reading about. Compare what you know with what you are reading.

MULTIPASS

(Deschler, Schumaker, Alley and Warner)

Purpose: to gain information from large quantities of reading material.

Method: To make multiple passes through reading material with specific goals for each pass, for example:

1. Read all titles and subtitles.
-turn them into questions
2. Study any picture, charts, diagrams and/or graphs
3. Study the organization of the material
- note its place in the text or chapter/unit
4. Read the introductory paragraph
5. Read the first sentence only of all remaining paragraphs.
6. Read the concluding paragraph.
7. Read through from beginning to end.

**Each student should be helped to design his/her own multipass strategy in terms on his/her own specific needs.