

Dr. Anjali Morris Education and Health Foundation **NEWSLETTER**



All it takes is a helping hand

Edition 6

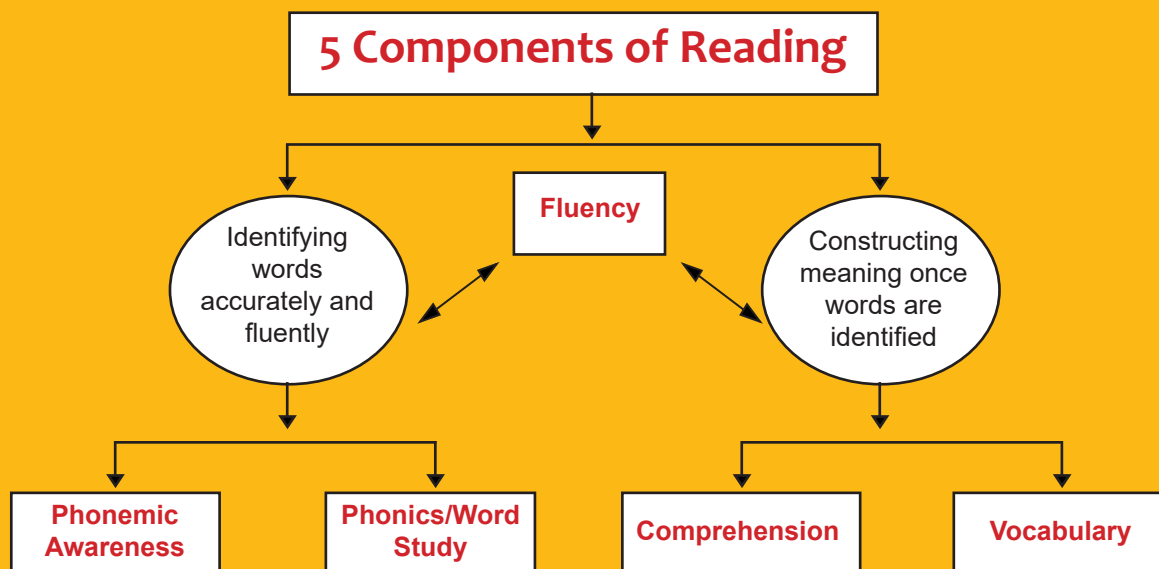
Date: 15 April, 2021

Pune

Components of Reading:

In the last newsletter (edition 5), we discussed some reading components like phonological awareness, phonics and fluency. In this edition, we will discuss another domain of reading - **comprehension**.

The National Reading Panel (NRP) that explains five key areas of reading instruction to help parents, teachers and policymakers to identify the key skills necessary to achieve reading success.



Reading Comprehension

This is the very heart and soul of reading. Although learning to translate letters into words is extremely important, understanding the content is what it's all about. From the very beginning of language learning, teachers help students construct meaning from print.

What is Reading Comprehension?

Early in the twenty-first century, reading comprehension research was summarized by the National Reading Panel (2000). The National Reading Panel (NRP) described reading comprehension thus: Comprehension is a complex process often viewed as 'the essence of reading.' Reading comprehension is intentional thinking during which meaning is constructed through interactions between the text and the reader. The content of the meaning is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it.



NEWSLETTER

How Do Children Develop Reading Comprehension?

Pressley (2000) describes the development of reading comprehension as a two stage process:

Development of Reading Comprehension

First Stage

Lower Processes

- Word recognition (phonics, sight words)
- Fluency (rate, accuracy, and expression)
- Vocabulary (word meanings)

Second Stage

Higher-Order Thinking

- Relating prior knowledge to text content
- Consciously learning, selecting, and controlling the use of several cognitive strategies for remembering and learning from text.

What Does Research Say About Reading Comprehension Instruction?

Research has shown that reading comprehension improves most when teachers provide explicit comprehension instruction to children (Dymock & Nicholson, 2010; Manyak & Bauer, 2008; McKeown et al., 2009; National Reading Panel, 2000).

Some of the Reading Comprehension Strategies used at AMF:

We are going to see some of the reading strategies in detail.

1. Click or Clunk
2. Summarizing
3. SQ3R
4. K-W-L

1 Click or Clunk

To help students develop the ability to monitor their own comprehension processes, Carr (1985) suggested a strategy called "click or clunk." This strategy teaches readers to reflect at the end of each paragraph or section of reading by stopping and asking themselves if the meaning or message "clicks" for them or goes "clunk". If it clunks, the reader asks what is wrong and what can be done to correct (fix-up) the problem.

Fix-Ups: Although the ability to detect when comprehension breaks down is important, it is equally important to know which strategies to select in repairing broken comprehension and when to use them. Children should be introduced to the options available to them for repairing broken comprehension.

Collins and Smith suggest the following fix-up strategies for use by readers who experience comprehension failure:

- Suspend judgment for now and continue reading
- Form a tentative hypothesis, using text information, and continue reading
- Look back or re-read the previous sentence
- Stop and think about the previously read context; re-read if necessary
- Seek help from the environment, reference materials, or other knowledgeable individuals.



NEWSLETTER

2 Summarizing

The purpose of summarizing is to extract and briefly organize the “gist” of a text. Summarizing is important because it helps readers select and store relevant main ideas and details from their reading to form memory structures for text. Many readers do not spontaneously summarize their reading and, as a result, have poor understanding and recall of what they read (Brown, Day, & Jones, 1983).

Summarising for fictional and nonfictional text.

Summarizing: Fiction (4W + 3W + 1H)

Beginning: 4W	Middle: 3W	End: 1H
Who is the main character(s)? When? Where? What is the problem?	What are the rising events? What is the climax? What are the falling events?	How is the problem resolved?

Summarizing: Non-Fiction (3W2+)

3W2+
W: What is the main idea? W: What are the supporting details? W2+: Write two or more details (Use signal words for connecting the sentences for example. also, in-addition, for instance, etc.)

3 SQ3R

SQ3R is a reading comprehension strategy. It helps the readers to be more active while reading. SQ3R stands for **S**urvey, **Q**uestion, **R**ead, **R**ecite and **R**evue.

1 Survey Scan the text and pay attention to: <ul style="list-style-type: none"> Layout Chapters Sections Graphs Pictures Highlighted words 	2 Question <ul style="list-style-type: none"> Ask yourself questions about the text. Ask yourself what you already know about the text and what your goal is. Try to understand what is it that the author wants to convey. 	3 Read Read the text actively while keeping the previous steps in the back of your mind. Write down additional questions and try to answer asked questions.
	4 Recite Repeat (aloud) in your own words what you have read. Ask yourself questions about the text, explain to someone what you have read and try to write a summary.	5 Review Read all the relevant parts again. Go through your notes and questions again. Pay extra attention to the parts you find difficult.



NEWSLETTER

4 K-W-L

KWL is an acronym for *Know*, *Want-to-know*, and *Learned*, is an effective way to read with purpose. KWL is easy to apply and can lead to significant improvement in readers ability to learn efficiently and to retain what they have learned.

KNOW	WANT TO KNOW	LEARNED
Before reading, assess and write what you know.	Set a purpose for your reading. What do you want to learn from the text? As you read, maintain focus on your purpose.	After reading, reflect, note and review what you learned from your reading.

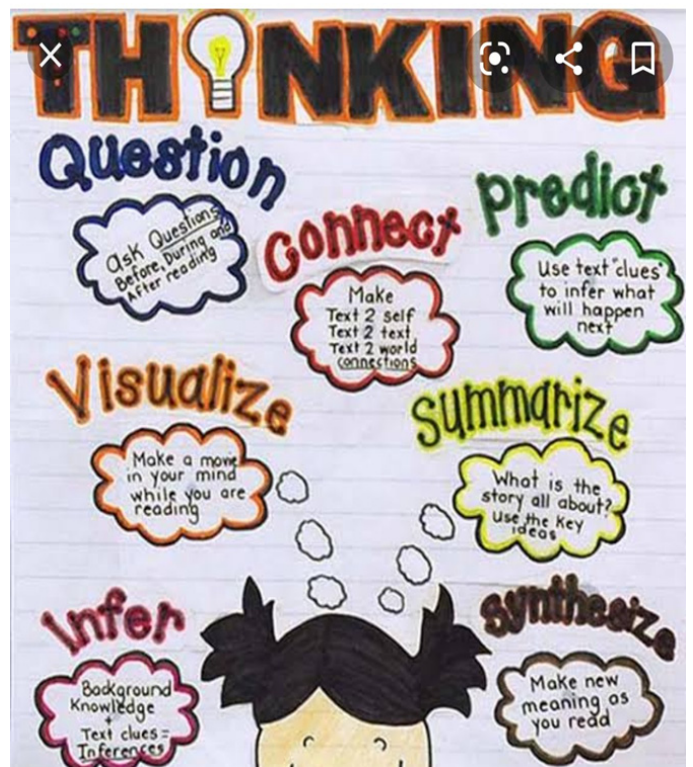
The active steps follow the acronym KWL and are generally organized in the form of a three-column chart:

Topic: Great Salt Lake

K What do I know?	W What do I want to learn?	L What did I learn?
<ol style="list-style-type: none"> Great Salt Lake is in Utah. It is a saltwater lake. It is really big. 	<ol style="list-style-type: none"> Why is the water salty? How big is the lake? What lives in the lake? Can you swim in it? 	<ol style="list-style-type: none"> The salt comes from the rivers. Evaporation makes the lake really salty. The lake is saltier than oceans. Not much can live in it. You float to the top when you swim in it.

Reading Comprehension Strategies

<p>Re-read the Text</p> <p>more information = more understanding</p>	<p>Activate Prior Knowledge</p>	<p>Use Context Clues</p>
<p>Infer Meaning</p>	<p>Think Aloud</p>	<p>Summarize the Story</p> <p>Characters</p> <p>Setting</p> <p>Problem</p> <p>Solution</p>
<p>Locate Key Words</p>	<p>Make Predictions</p> <p>think → pair → share</p>	<p>Use Word Attack Strategies</p> <p>rereading</p> <p>re · read · ing</p> <p>prefix root suffix</p>
<p>Visualize</p>	<p>Use Graphic Organizers</p>	<p>Evaluate Understanding</p> <p>what did I learn?</p>



NEWSLETTER

Interventionists with students:

Hello. My name is Muna. I am six years old.
 This is my brother. He is ten years old.
 This is my mother. She is very nice.
 This is my father. He is very nice too.
 This is my house. It is a beautiful house.
 These are Tommy and Kitty. They are our pets.
 We are all very happy. Are you happy too?

Interventionist: Siddhi Rale
 Student: Bhargavi

African Safari Adventure

Math Story by Claudette J. Young

Kit and Matthew began their African safari at the watering hole. They had two days to see all the wildlife they could. Their parents and the guide kept them safe.

The first morning ten elephants claimed the waterhole for their morning bath. Soon Kit counted eighteen zebras coming for water. A dozen baboons wandered in and started making noise and acting silly. Matthew laughed hard and loud at their antics. His noise sent five zebras running off.

The next day everyone rode into the bush. They paused to look at a lone rhino standing in a clearing. While they were looking, the rhino began to charge them. Kit and Matthew screamed, but the guide drove them to safety.

Further on they found a pride of eight lions dozing under an acacia tree. Above the lions played twenty-two monkeys in the tree.

Interventionist: Siddhi Rale
 Student: Bhargavi

Sea Snakes

by Guy Belleranti

Did you know that some snakes live in the ocean? These snakes are called sea snakes.

There are approximately 60 species of sea snakes. Their muscular bodies have flattened, paddle-like tails that help them swim in the warm coastal waters of the Indian and Pacific oceans.

Like all snakes, sea snakes have forked tongues and scales.

Interventionist: Manjusha Kulkarni
 Student: Zaid Shaikh

SQ3R: Topic: Sea Snakes

Survey	Questions	Read	Recite	Review
1) Heading: Sea Snakes 2) Italic Words: Carnivore, Crustaceans, Venomous 3) Pictures: Snake with black stripes 4) Exercise: given below the passage	What is a Sea Snake? Meaning of the words: 1) Carnivore: who eat meat 2) aquatic animal 3) poisonous What is shown in the picture with the snakes?	1) 60 Species of Sea Snakes. 2) Their muscular body help them to swim 3) Like all snakes they have forked tongues and scales 4) Sea snakes are venomous 5) They are Carnivores and eat fish, Crustaceans, fish eggs.	After 2/3 days tried to recall whatever is learnt about the Sea Snakes.	

Student's sample for: SQ3R reading comprehension strategy

Image Credits: Images used are for representational purpose only and have no commercial value.

NEWSLETTER

Student's sample - reading comprehension:
Summarizing : **Non - fiction text (3W 2+)**

Title: Cats and Dogs

MI→ Why do people love cats and dogs.

Dogs and cats love to play. Dogs love to be outdoors. Cats love to play indoor.

Dogs have good smelling whereas cats have good eyesight. Dogs and cats have different behaviours. Dogs are very social. Dogs love to walk with people.

Cats see very well in dark.

Dogs are bigger in size, although some are not. Dogs love to be patted.

Cats, on the other hand, will only stay and be patted until they have enough. Cats will generally chase after toys and bat them around.

References:

IDA Perspective Summer 2015

Reutzel_Cooter_Comprehension_TCR_5e_2

<https://www.sciencedirect.com/science/article/pii/S1877042812052858/pdf?md5=b4d5cd88eeefb7e6127ff3613a79e3ed&pid=1-s2.0-S1877042812052858-main.pdf>

<https://www.teachthought.com/literacy/25-reading-strategies-that-work-in-every-content-area/>

<https://www.readnaturally.com/research/5-components-of-reading/comprehension>

[https://asc.tamu.edu/Study-Learning-Handouts-\(1\)/Reading-Strategies-KWL-Method#:~:text=KWL%2C%20an%20acronym%20for%20know,retain%20what%20you%20have%20learned.](https://asc.tamu.edu/Study-Learning-Handouts-(1)/Reading-Strategies-KWL-Method#:~:text=KWL%2C%20an%20acronym%20for%20know,retain%20what%20you%20have%20learned.)

Empower™ Reading: Comprehension and Vocabulary, Gr 2-5, SickKids Hospital, Toronto, Canada

Supported by

LIFE GOALS. DONE.

