

Reading Comprehension Strategies for the ABE Classroom

Carousel Brainstorming

Pre-Reading

Carousel brainstorming is a strategy that teachers can use to have students pull out and think about what they know about subtopics within a larger topic. Place students in groups of 3 or 4. Give each group a sheet of chart paper that already has a subtopic written on it. One student serves as the group recorder and is armed with a marker of a unique color. Explain that students will have about 45”-60” to write on the chart all the terms that are associated with the topic. Explain that after they write their terms, they will pass the chart to the next team which will do the same. Each team begins with a different subtopic and the charts are passed through all teams. As the charts are passed from team to team, teachers need to provide more “thinking” time because it gets harder for students to think of new terms associated with the topic – the team recorder may not duplicate a term that has already been added to the chart.

After the charts have been passed to all teams, give each chart back to the originating team. Have students review all the terms and circle the three terms that they think are most essential, most important, or most fundamental to the topic at the top of their chart. This provides them time to

- think critically,
- evaluate all possible terms and topics, and
- make decisions about which are the most representative of or most closely associated with the given topic.

Example:

Major Topic: The Reagan Years

Individual subtopics for charts: Reagan’s Domestic Policy; Reagan’s Foreign Policy, Reagan’s Legacy. Sample listings under each may contain items including but not limited to “Sunshine in America”; Aid to Nicaragua & the Iran Contra scandal; deregulation of banking, transportation, & oil; Sandra Day O’Connor; Berlin Wall, Star Wars, & the dissolution of the Soviet Union; a new conservatism; high unemployment & inflation

Previewing Skills

Pre-Reading

Students must learn the value in previewing an article, text, or graphic within a reading passage or chapter of a text. One strategy to use with students is *TIPP*. This strategy requires that students skim and scan the reading material. While effective readers often skim and scan text to get a general idea of what the text is about, ineffective readers just read. They spend little or no time in previewing the text.

Make sure that your students use a previewing strategy that

- Activates prior knowledge
- Provides a skimming and scanning technique, such as TIPP

TIPP Exercise

TIPP	
Title	What do the titles/subtitles and layouts tell me?
Introduction	Skim this and record the main idea of the chapter
Paragraph	Read the first line of paragraphs/text boxes. Record what you think is the theme of this chapter.
Pictures	What do the graphic stimuli show me?

There are many different comprehension strategies that can be implemented in the social studies classroom. Two research-supported techniques for comprehension of text are reviewed below.

1. The GIST Procedure (Generating Interactions between Schemata and Text)

The GIST Procedure is a strategy that can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for 1) answering the 5Ws and H questions and then 2) summarizing the passage. At a low level of comprehension, teachers may ask students to use the GIST Procedure by reading and summarizing from sentences to paragraphs to the entire passage. At a higher level of comprehension, students may even wish to try to get the "gist" of an entire chapter or unit in a summary sentence. No matter at what level employed, the GIST Procedure is especially effective in that it involves students in reading and writing activities.

Getting the GIST

Complete the following:

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

Write a GIST Statement of 20 words or less that summarizes the text.

2. About Point

About Point is another type of comprehension strategy. Students identify the main idea of the passage and then list the major points. Students should have experiences in finding and rewording the main idea, as well as supporting ideas before using this strategy to improve comprehension skills. This strategy is particularly useful when students must master current content in order to get clear meaning from subsequent reading passages.

About Point Activity Sheet

Directions: Read the material from your social studies textbook that your teacher has assigned. Then decide what the passage is ABOUT and what details or POINTS support your answer. Then complete the About Point Activity Sheet. You may work with a partner if you want.

This reading is **ABOUT**

and the **POINTS** are

Graphic organizers are mind tools that may be used to plan activities and investigations or to assist with reviewing and reflecting on progress in the social studies classroom. There are many different types of graphic organizers that are useful in the social studies classroom. Some of the basic graphic organizer templates are listed below.

Concept Maps—showing relationships between ideas or concepts. A concept map can be used to identify prior knowledge and to understand and summarize concepts.

Mind Maps—similar to concept maps, but show ideas branching off from each of the main ideas.

Venn Diagrams—help make comparisons. The overlapping area contains similarities; the areas that do not overlap contain differences.

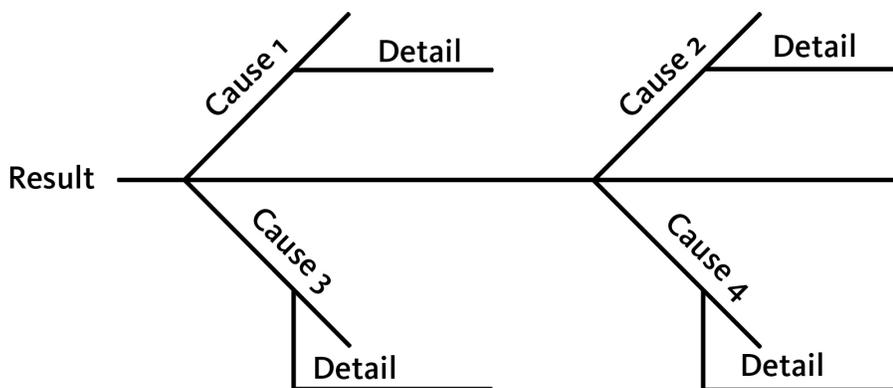
Flow Diagrams—sequences ideas, procedures, or events. Often called a Process Diagram.

Sequencing Illustrations such as cartoons, storyboarding, and manga show pictorially the sequence of ideas, procedures or events.

Consequence Maps—show the consequences of a series of actions or events like a ripple effect from a central event. Consequence Maps are developed in stages from the central event.

Issue Maps—show the different categories of issues which relate to a particular event or topic of concern. It is often helpful to have issues phrased as questions.

The Fishbone Map



Purpose:

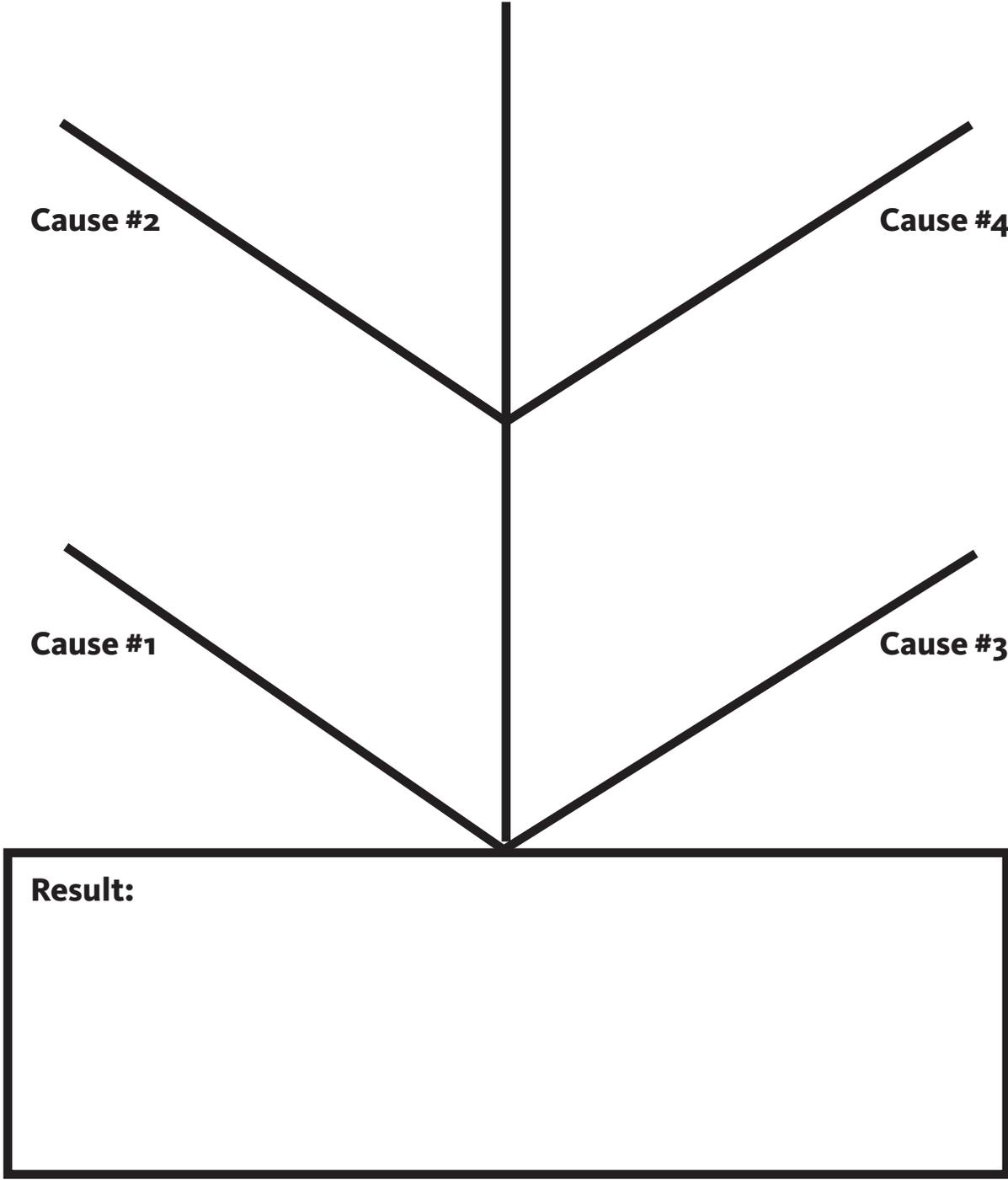
- To help students visually organize causal relationships in complex ideas or events
- To increase awareness of cause and effect
- To develop the ability to organize material learned.

Fishbone Mapping

Instructions: Begin by recording a subject in the end box. Next, work backward by identifying and recording the causes of the event. Once you have completed the fishbone map, analyze the causes and fill in details about each one.

Fishbone Map

Name: _____ Date: _____



Suggested Uses: Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

ABC Brainstorm

Post Reading

ABC Brainstorm asks students to record a word associated with a specific topic for each letter of the alphabet. This technique can be used prior to the beginning of the lesson to assess students' current knowledge or as a quick assessment at the end of the lesson to see what students have learned.

ABC Brainstorm

TOPIC _____

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X-Z

Reading Comprehension Strategies

Progress to Performance

Presented by Bill Walker

Wonderlic.

Today's Agenda

Reading Assessment

Understanding Reading

Needs and Skills of Learners

Reading Comprehension Strategies

Pre-Reading

During-Reading

Post-Reading

Warning Signs & Fixes

Q&A

But I'm not a
reading teacher!

Reading Assessment

Corandic is an **emurient grof with many fribs**; it granks from **corite**, which garkers excarp by **glarking the corite and starping it in tranker-clarped storbs**. The tarances starp a chark, which is expanded with wortes, branking a storp. This storp is garked through several other corusees, finally frasting a **pragety, blickant crankle**: coranda.

Coranda is a **cargurt, grinkling corandic and borigten**. The corandic is nacerated from the borigen by means of loracity. This garkers finally thrap a glick, bracht, glupous grapant, corandic, which granks in many starps.

Comprehension Test

1. What is corandic?
2. What does corandic grank from?
3. How do garkers excarp the trances from the corite?
4. What does the storp finally frast?
5. What is caranda?

Reading Assessment

What Did We Learn About Reading Comprehension?

- Reading in context advances the ability to respond to questions about the passage
- Vocabulary builds fluency
- Prior knowledge is vital to reading comprehension

Vocabulary + Fluency + Prior Knowledge = Comprehension

Understanding Reading

- What does it take to be a “good reader?”
- What skills do good readers possess?
- What does reading instruction look like in the ABE II and III classroom?
- How can you best meet the needs of your learners?

ARCS

Groups and Clusters of Reading Skill Levels	Percentage of Students in ABE Sample
<p>Group 1: GED / Pre-GED</p> <p>Cluster 1: Strong GED</p> <p>Cluster 2: Pre-GED with Vocabulary/Background Information needs</p> <p>Cluster 3: Pre-GED with Vocabulary/Spelling/Rate (fluency) needs</p>	<p>34%</p> <p>9%</p> <p>11%</p> <p>14%</p>
<p>Group 2: Intermediate Students</p> <p>Cluster 4: High Intermediates with Difficulties in Print Skills/Rate</p> <p>Cluster 5: Intermediates with Stronger Print than Meaning Skills</p> <p>Cluster 6: Intermediates with Low Reading Rate</p> <p>Cluster 7: Low Intermediates</p> <p>Cluster 8: Low Intermediates/Should-be-in-ESOL</p>	<p>56%</p> <p>9%</p> <p>17%</p> <p>5%</p> <p>16%</p> <p>9%</p>
<p>Group 3: Lower Level/Beginning Students</p> <p>Cluster 9: Beginners</p> <p>Cluster 10: Reading/Rate Impaired</p>	<p>11%</p> <p>8%</p> <p>3%</p>

Reading Needs of Level II and III Adult Learners

- Better print skills
- Meaning skill development

Print Skills

- Phonemic Awareness
- Word Analysis
- Word Recognition
- Spelling
- Fluency

Meaning Skills

- Vocabulary
- Prior knowledge
- Silent comprehension

Reading Comprehension Strategies

Pre-Reading Strategies - Why use them?

1. Set the purpose for reading
2. Review vocabulary
3. Visualize and predict
4. Determine importance
5. Access prior knowledge

Pre-Reading Strategies

- Carousel Brainstorming
- TIPP Exercise
- KWL chart

Carousel Brainstorming—Pre-Reading

- Small group work, each with unique colored pen
- Distribute index cards with sub-topic
- Groups record terms associated with topic: 1-2 minutes
- Groups exchange cards and repeat
- Rotate through all groups & return to original group
- Circle top three items deemed most fundamental to topic

TIPP Exercise—Pre-Reading

T—Title

What do the titles/subtitles tell me?

I—Introduction

Skim and record main idea

P—Paragraph

Read first line of each paragraph

P—Pictures

What do the graphic stimuli reveal?

KWL Chart—Pre-Reading

What I Know (K)	What I Want to Learn (W)	What I Learned (L)

Reading Comprehension Strategies

During-Reading Strategies – Why Use Them?

1. Reframe purpose of reading
2. Self monitor comprehension
3. Summarize & link concepts
4. Connect reading to self/world
5. Time management

During-Reading Strategies

- GIST Procedure
- About Point
- Key Concept Web

GIST – During-Reading

GIST: Generating Interactions between Schemata and Text

Reading and summarizing at the sentence, paragraph, entire passage levels

Complete the following:

Who _____

What _____

Where _____

When _____

Why _____

Write a GIST statement of 20 words or less that summarizes the text.

About Point—During-Reading

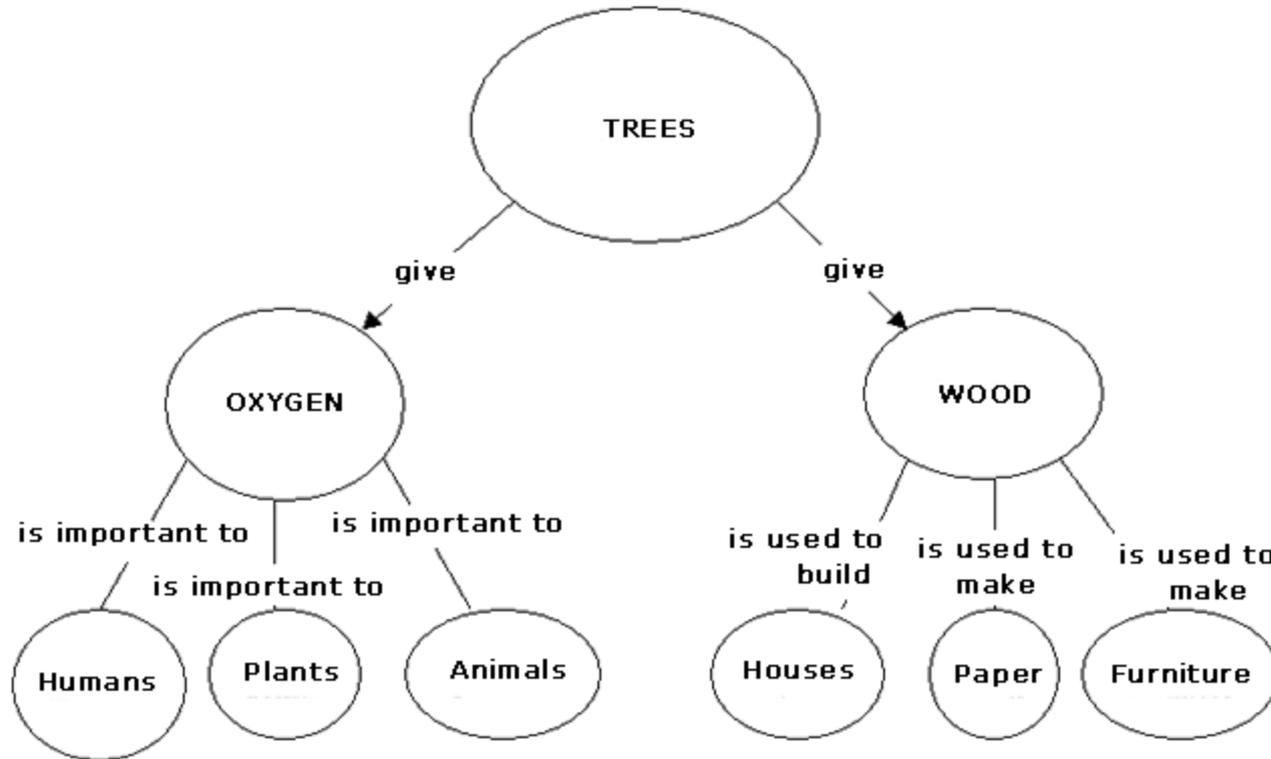
Read the material and decide what the passage is ABOUT and what detail or POINTS support your answer.

This reading is ABOUT _____

and the

POINTS are _____

Key Concept Web—During-Reading



Reading Comprehension Strategies

Post-Reading Strategies – Why Use Them?

1. Determine understanding--evaluate
2. Summarize main idea--comprehend
3. Determine need for further research--evaluate
4. Personalize/integrate information--synthesize
5. Link ideas to broader concepts--apply

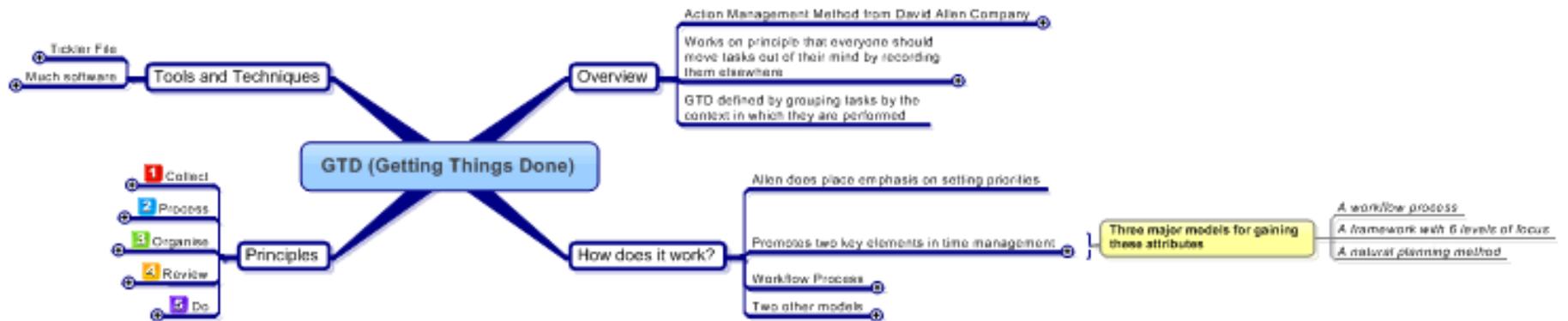
Post-Reading Strategies

- Graphic Organizers
- ABC Brainstorming
- 30-Second Summary

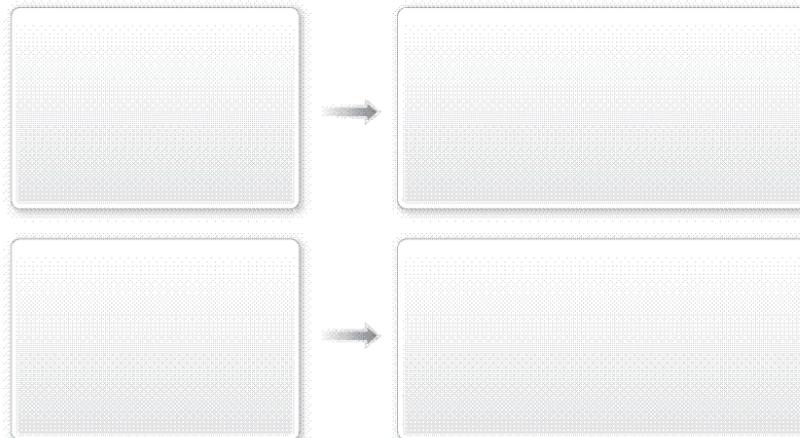
Graphic Organizers – Post Reading

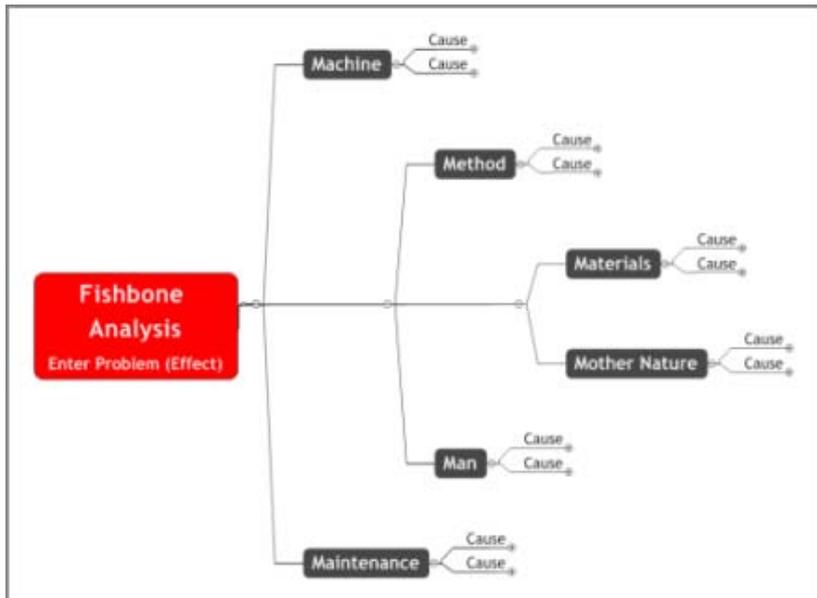
Types

1. Concept Maps
2. Mind Maps
3. Venn Diagrams
4. Flowcharts
5. Sequencing Illustrations
6. Consequence/Cause-Effect Maps
7. Issue Maps

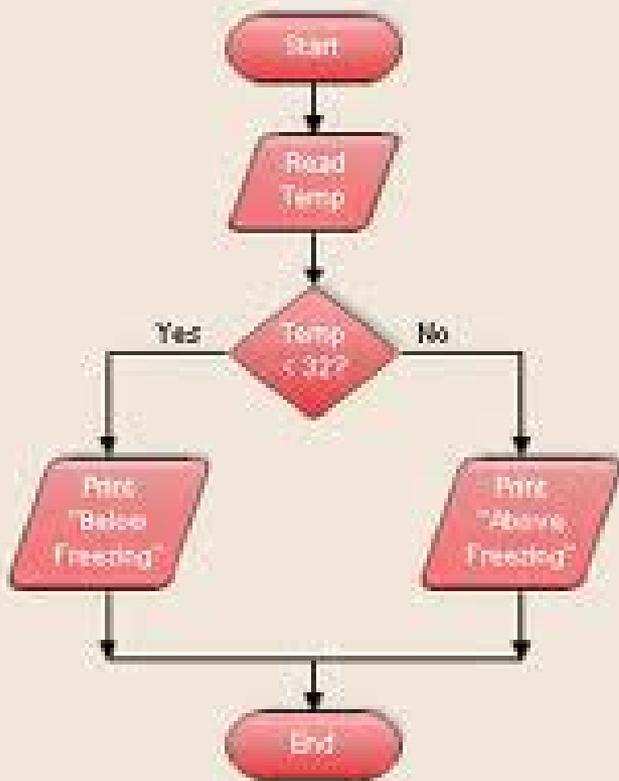


What might happen if ... ?



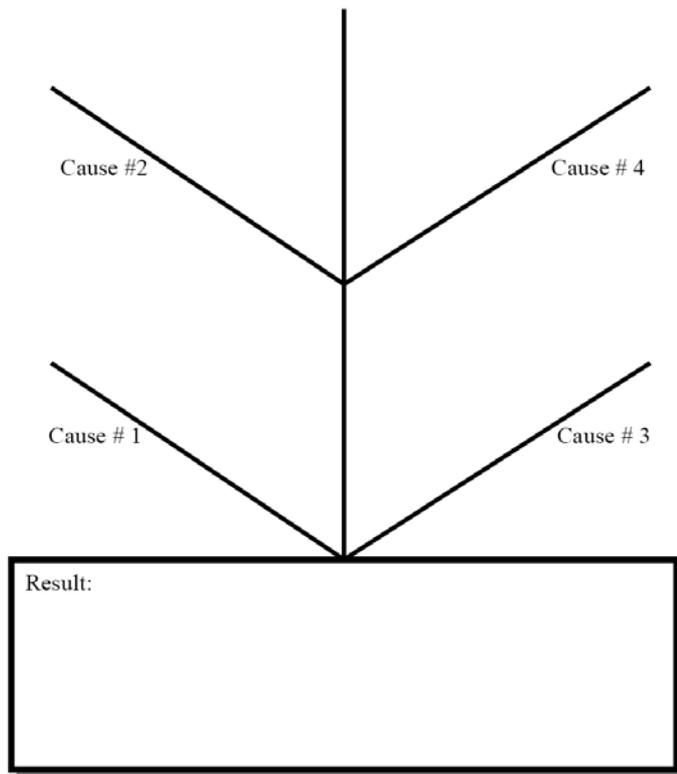


Flowchart



FISHBONE MAP

Name: _____ Date: _____



ABC Brainstorming—Post Reading

- Small group work, distribute scratch paper
- Students record alphabet A-Z down left side
- Groups record terms associated with topic—1-2 minutes
- Groups exchange scratch paper and repeat
- Rotate through all groups & return to original group
- Evaluate learning by comparing Carousel Brainstorming index cards

ABC Brainstorm

Topic: The Cold War

A. Afghanistan



C. Cuban Missile Crisis



R. Reagan



Z.

30-Second Summary—Post Reading

- Forces students to compare all of the information and make choices on importance—synthesize
- Can be used as an assessment measure

Directions:

Have students write a summary of no more than 15-20 words

Reading Comprehension Strategies

Signals That Comprehension is Breaking Down:

1. Voice in your head changes
2. Can't remember what you just read
3. No longer asking/answering questions
4. No memory of characters/events
5. Camera of mental images blank

Reading Comprehension Strategies

Fix-Up Strategies

1. Re-read
2. Reading ahead to clarify
3. Slow down for understanding
4. Identify KWLs
5. Stop to Think
6. Write, write, write, write, write.....
7. Seek help

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