Reading Comprehension (card # 15)

Problems:
1. Teacher is not doing think-alouds or modeling comprehension.
2. Teacher is not stating or explaining the strategy and/or purpose (e.g. the teacher uses simplified language such as, "Tell me about the story..." instead of "Summarize the story...").
3. Teacher is not asking comprehension questions from the TE.
4. Teacher is not restating the strategy.
5. All auditory, no visual representation of the conversation (e.g. graphic organizers, etc.)
6. Teacher makes it more of a comprehension "check" rather than instruction in metacognitive strategies of how good readers think about their reading

Solutions:
1. Be sure that students realize that the purpose is to learn how to think about reading.
2. Model the think-alouds.
3. Use Cognitive Academic Language ("summarize", "predict", "clarify", etc.); don't just simplify or assume that students don't understand the academic terms.
4. Explain that these strategies are "what good readers do".
5. Focus on teaching students how to comprehend using the strategies; don't let the focus be checking to see if they "got it" before giving the opportunity to practice comprehension strategies.

Purpose:
1. Items 1, 2, 3, and 4: It is important for students to apply the comprehension strategies in order to derive meaning from text.
2. Item 5: The students don’t have a visual representation for the strategy focus. It is important to provide a visual representation so we can make the learning of the skills visible.
3. Item 6: It is important to provide multiple opportunities for students to practice the comprehension strategies before expecting them to understand the text so that they can become skilled thinkers who know how to think about what they read.