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Thank you for joining us! The webinar will begin shortly.



## A Blueprint for Reading Comprehension Instruction

Presented by Nancy Hennessy, M.Ed.

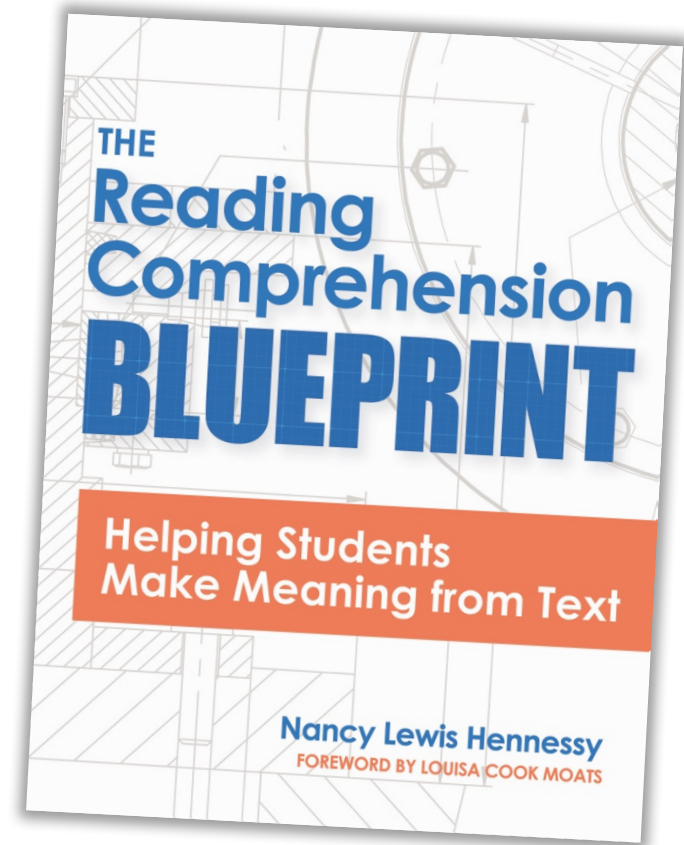
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# The Reading Comprehension Blueprint

Get the essential knowledge and practical tools needed to help every student become a proficient reader—and build a strong foundation for school success!

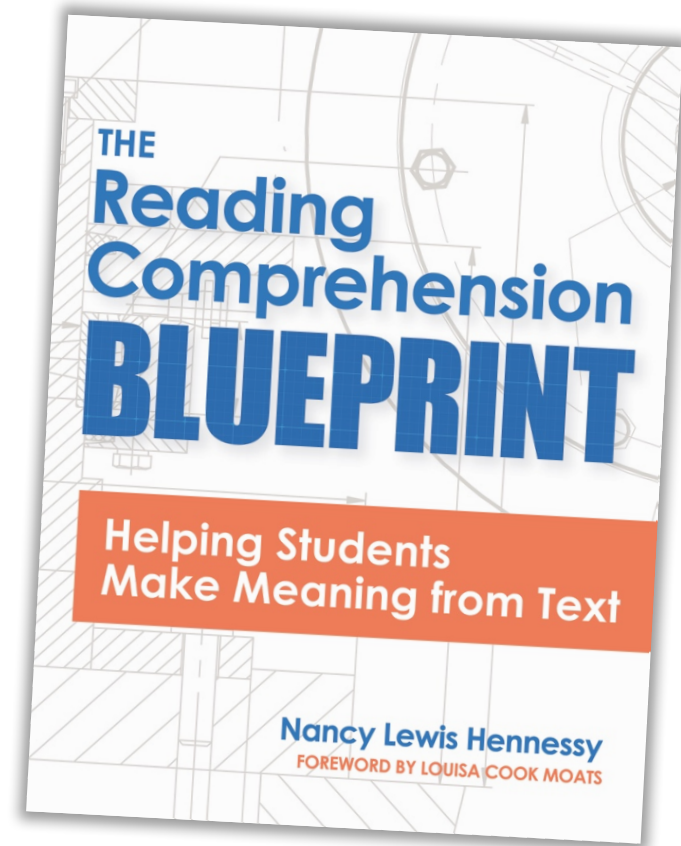
<https://bpub.fyi/ReadCompBlueprint>



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Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!

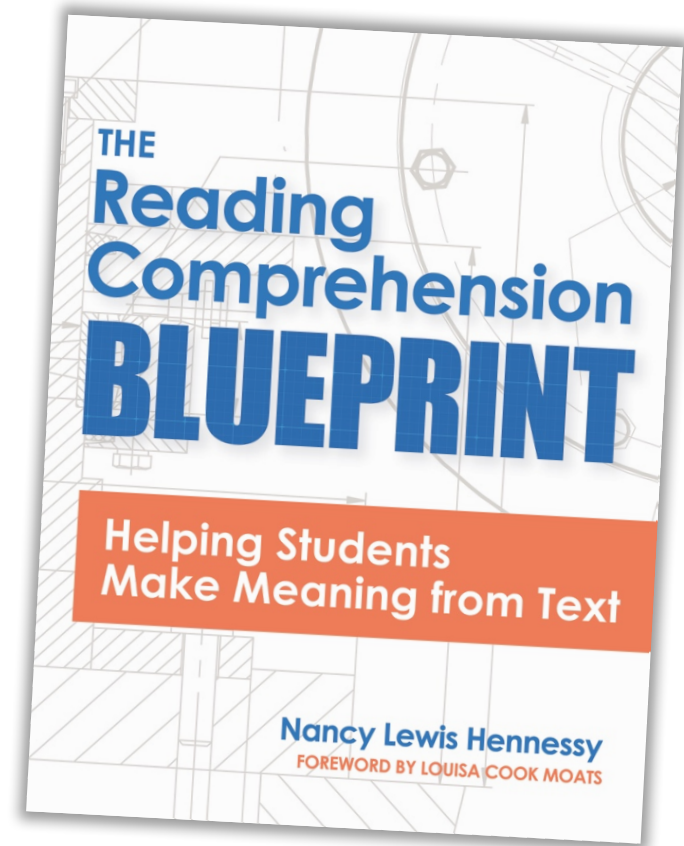




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**A Blueprint for Reading Comprehension  
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Webinar created October 21st, 2020

# Today...

- ☐ Why is comprehension so complex?
- ☐ How does language comprehension contribute to student understanding of texts?
- ☐ What is the blueprint and how does it inform the design and delivery of effective instruction and student acquisition of essential skills?
- ☐ How does the blueprint provide direction for the development of critical language structures?
- ☐ What does an evidence-based instructional framework for sentence comprehension include?

# Why is comprehension so complex?

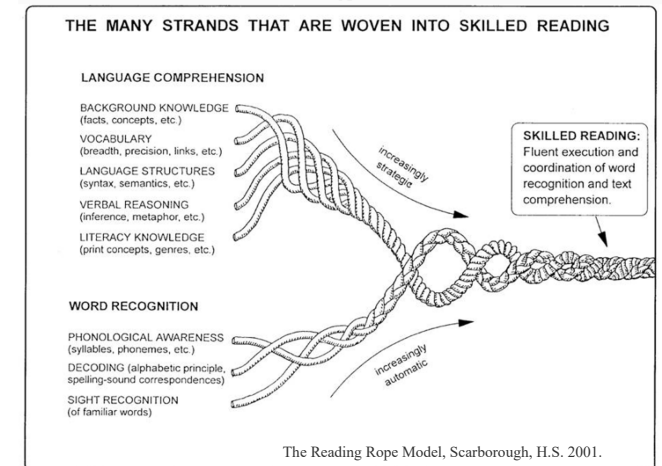
*...reading comprehension is not a single entity that can be explained by a unified cognitive model. Instead, it is the orchestrated product of a set of linguistic and cognitive processes operating on text and interacting with background knowledge, features of the text, and the purpose and goals of the reading situation.*

Castles, A., Rastle, K., & Nation, K., 2018

# How does language comprehension contribute?

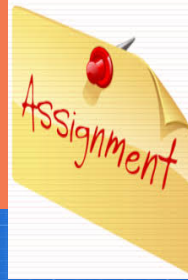
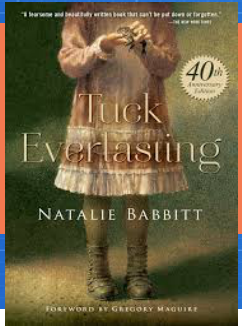
*...when children become competent at decoding, it is their competence in language comprehension that will determine their overall reading ability. So, in more advanced reading, good language comprehension will be more crucial than word recognition.*

Oakhill , Cain, and Elbro, 2015



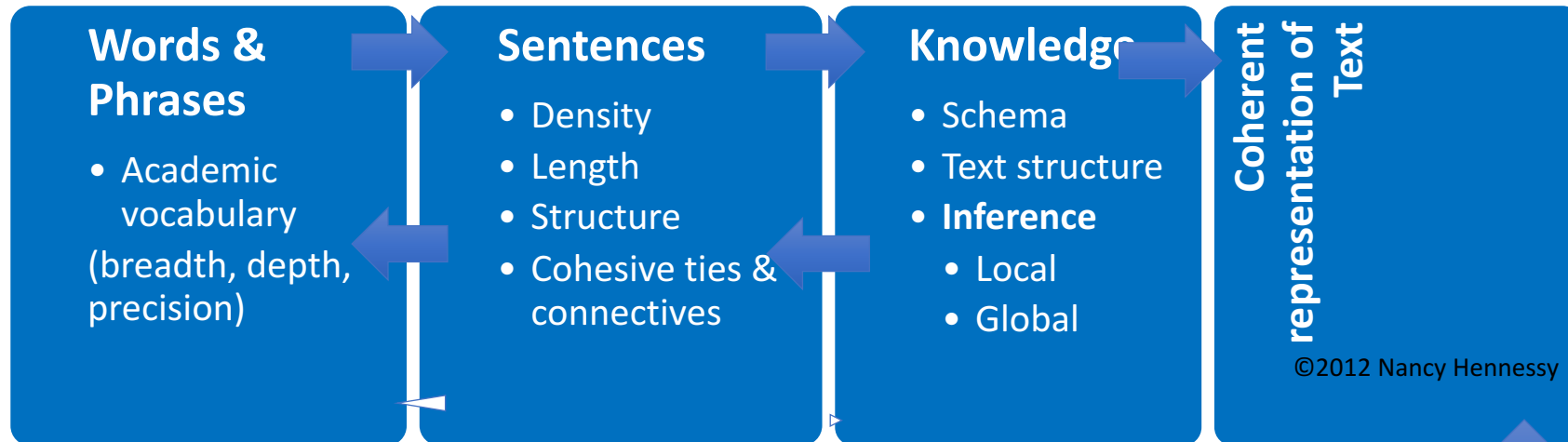
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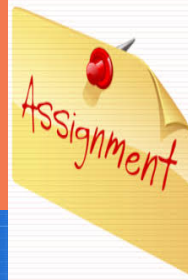
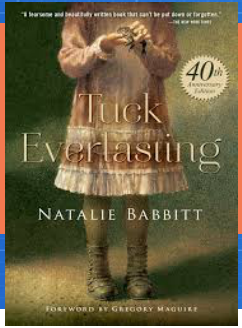


# Levels of language processing...

Based on: Oakhill & Cain, 2007

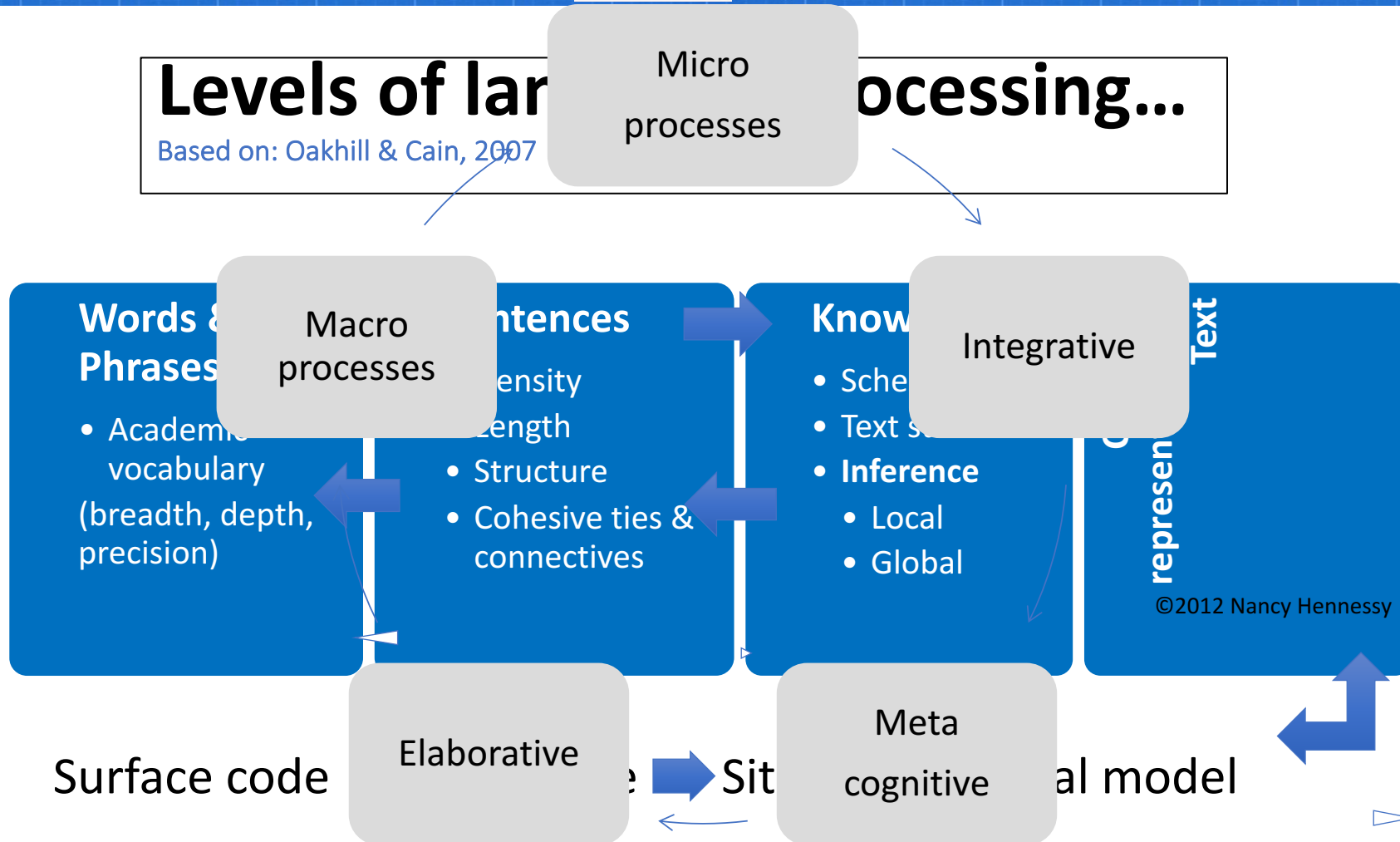


Surface code ➡ Text base ➡ Situation/Mental model



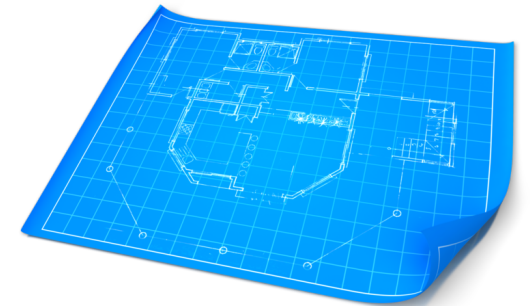
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# What is the Blueprint?

- An evidence based master plan that addresses both process and product demands.
- Organizes and scaffolds the teacher's preparation of a text for varied purposes.
- Calls for the use of evidence based strategies and activities.
- Allows for flexibility based on text, the student and context.
- Acknowledges the metacognitive nature of teaching.



# Blueprint for Comprehension Instruction

**PREPARING FOR INSTRUCTION**  
**CRITICAL UNDERSTANDINGS OF TEXT**

What do you want students to know and understand after reading the text? What are the critical concepts and understandings—big ideas you want your students to acquire? What texts will support these understandings?

**PURPOSE FOR READING TEXT**

What are the content instructional goals and objectives?  
What are the literacy instructional goals and objectives?

**TEXT READING**  
**VOCABULARY**

Which words will your students need to know? Which are worth knowing?  
Which ones will you intentionally target and directly teach? Which ones will you incidentally-on-purpose teach? How, when?  
Which words will you purposefully discuss and incorporate into expressive language activities?  
How and when will you teach and foster the use of independent word learning strategies?

**LANGUAGE STRUCTURES**  
**(phrases, clauses, sentence comprehension)**

Are there phrases, clauses, and sentence structures that may be difficult for your students?  
How and when will you directly teach sentence comprehension? How and when will you teach students to work with challenging sentences?  
How will you facilitate the integration of ideas within and between sentences, e.g., the use of cohesive ties and connectives? How and when will you teach students to work with these?

**KNOWLEDGE**  
• **Text structure**  
• **Background knowledge**

How is the text organized? How and when will you directly teach students the purpose, features, and signal words of different genres? How will you teach students to use the structure to understand purpose? To organize and express their understanding?  
  
What background knowledge is critical to understanding the text? How and when will you teach students to access and build their knowledge and integrate it with the text?

**LEVELS OF UNDERSTANDING AND INFERENCE**

How will you teach students to construct meaning at different levels of understanding, including the surface code, textbase, and mental model of text? How will you directly teach students to use inference to integrate ideas and connect background knowledge to the text?  
How will you support your students’ deep comprehension of text?

**EXPRESSION OF UNDERSTANDING**

What strategies and activities will you use for students to demonstrate understanding at different levels during and after reading?  
How will you support their oral and written expression of understanding?



Before, During, and After Reading: Strategies and Activities

Comprehension Monitoring

# Check your understanding...

**Which of the following is not correct?**

The blueprint is \_\_\_\_\_.

- a) a lesson plan
- b) based in evidence
- c) metacognitive in nature
- d) scaffolds and organizes instruction



# Blueprint for Comprehension Instruction



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Comprehension Monitoring

Before, During, and After Reading: Strategies and Activities

# Critical Understandings?

What do you want students to know and understand after reading the text?  
What are the critical concepts and understandings—big ideas you want your students to acquire?

The big ideas, the important understandings, that we want students to ‘get inside of’ and retain after they’ve forgotten many of the details. . . . go beyond discrete facts or skills to focus on larger concepts, principles, or processes.

*Reading lessons need to have **double outcomes**—an **improvement in reading ability** and an **increased knowledge about whatever was read**.*

Shanahan, 2017

# Choosing Texts?

## What texts will support these understandings?

*Educators who are intentional choose rich texts to develop the critical understandings as well as the language and cognitive skills necessary for comprehension proficiency.*

- ✓ Will these readings develop the identified enduring understandings?
- ✓ Will these readings provide opportunities to develop necessary language processes and skills?
- ✓ Do these texts provide opportunities to develop academic language?
- ✓ Do these readings represent different genres and disciplines and an integrated approach to learning?
- ✓ Have we considered access issues for struggling readers?

Hennessy, 2020

# Purpose?

What are the content instructional goals and objectives?  
What are the literacy instructional goals and objectives?

- Acquiring knowledge of critical topics, including enduring understandings, constitutes content goals.
- Acquiring critical language skills provides the basis for formulating literacy goals and objectives.
- Instructional purpose is central to both but typically differs from lesson to lesson depending on the blueprint focus and student needs.
- The development of content and literacy knowledge is accomplished over time and through multiple interactions with varied text.

# Blueprint for Comprehension Instruction

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*Before, During, and After Reading: Strategies and Activities*

*Comprehension Monitoring*



# How does the blueprint address the development of language structures (semantics & syntax)?

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How and when will you directly teach sentence comprehension?

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How will you facilitate the integration of ideas within and between sentences (e.g., the use of cohesive ties and connectives)? How and when will you teach students to work with these?

*If a reader cannot derive meaning from individual sentences that make up a text, that is going to be a major obstacle in text-level comprehension.*

Scott, 2009

# What might be difficult for your students?

When Benjamin grew to be a man, he discovered to make a decent living, he had little choice but to tend the tobacco farm his parents left him, a grassy hundred acres he called Stout.

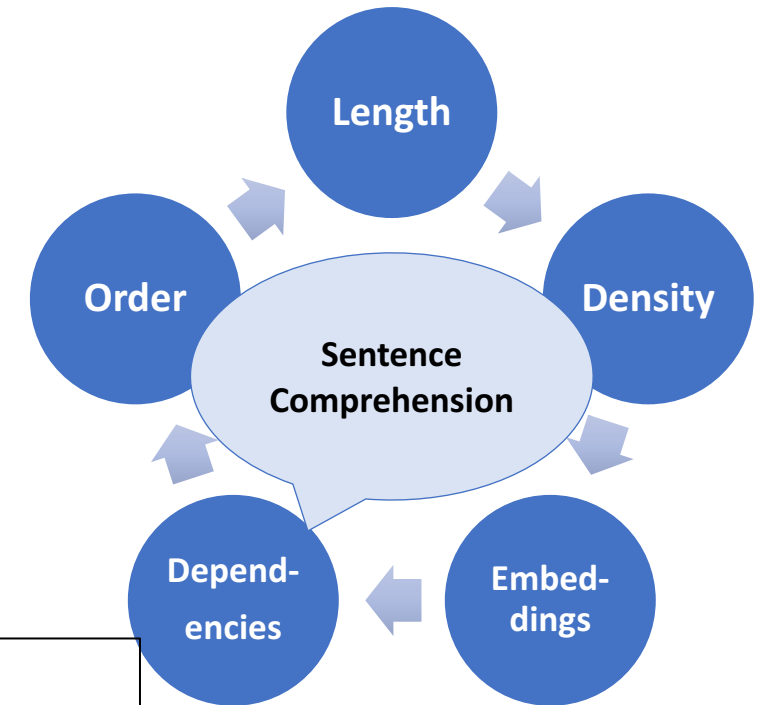
*Pinkney: Dear Benjamin Banneker*

The Founding Fathers are a group of men who were key figures in initiating America's independence from Britain and establishing American government and early international relations.

*McBirney: The Founding of American Democracy*

Stalin's genocidal record was the product of a ruthless, steely personality hardened by searing hardships in his youth: first, brutal beatings by his alcoholic, dirt-poor father; and later, several rounds of imprisonment and exile—from which he often escaped—following his expulsion from a Russian Orthodox seminary for fomenting a strike of railroad workers.

*Stalin: A Brutal Legacy*



Scott, 2014

# What does an informed framework for sentence comprehension instruction include?

Intentional on Purpose (direct)	Incidental on Purpose (indirect)
<b>Grammar Based Deconstruction</b> <b>Activities</b> -Parts of Speech -Phrases & Clauses -Sentences	<b>Reading Experiences</b> -Shared Reading -Group & Independent reading -The Fluency Connection
<b>Sentence Based Activities</b> -Writing Connections Sentence Combining & Expansion -Anagrams -Visual Representations Pictures Diagramming	<b>Oral Language Experiences</b> -Teacher/Student Talk
<b>Cohesive Device Activities</b> -Cohesive ties -Connectives	<b>The Writing Connection</b>  © 2014 Nancy Hennessy

# An example activity: Words Working Together...

*Sentence*

*In the end, the Americans won the Revolutionary War and the British soldiers went back to England*

*The Founding of American Democracy*

*Questions:*

Which word (s) answers who/whom?

Which word tells what the Americans did?

Which words tell what the soldiers did?

Which word tells which soldiers?

Which words tell what the Americans won?

Which words tells when this happened?

Which word tells where the British soldiers went?

Word Cards

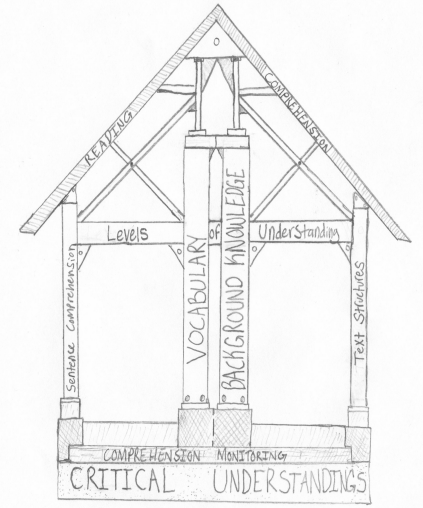
rights	colonists	presidential	government	allowed
democracy	solve	disagreed	compromises	equally
central	each	again	interprets	protect
carefully	balance	unfair	branch	federalism

Structured Organizer

Who/what?	Is/was doing?	Which one, what kind, how many?	When, where, how?
rights	solve	central	carefully
democracy	disagreed	each	again
colonists	interprets	presidential	equally
balance	balance	unfair	
government	allowed		
compromises	compromises		
branch	branch		Hennessy, 2020
federalism			

## *The Blueprint:*

*Intentionally designed to support the educator as he/she use their knowledge to identify learning goals, set purpose, organize instruction, select instructional activities, and monitor students' progress.*



**Consider Current Practices**



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# Questions?

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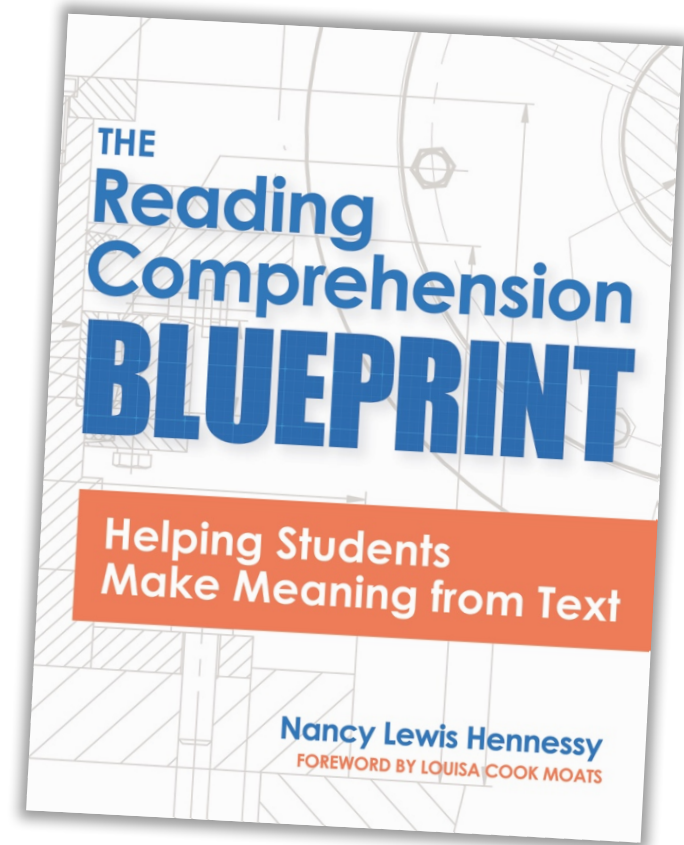
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# Thank you!