



**BUILDING A STRONG  
FOUNDATION FOR LIFELONG  
LITERACY SUCCESS FOR  
ADMINISTRATORS/PRINCIPALS**  
*MODULE 6: INCREASING READING  
COMPREHENSION—FACILITATOR'S GUIDE*

**PUBLIC CONSULTING GROUP**

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## Module 6: Increasing Reading Comprehension

### Increasing Reading Comprehension

Module 6, Increasing Reading Comprehension, explores how to provide the type of instruction and practices needed for students to become successful readers of complex grade-level text. Connections are made to what was learned in the previous modules about oral language, phonological skills, phonics, spelling, accurate and automatic word recognition, text reading fluency, background knowledge and vocabulary—and how they all contribute to comprehension. The final module reviews the gradual release of responsibility model, the conceptual models/frameworks embedded throughout the previous modules and the literacy and language practices to help English Learners achieve reading success. Additionally, it examines the importance of text selection and effective comprehension strategy instruction and explores informal comprehension assessment.

		Required Coursework	
		5-hour	20-hour
Introduction: Section overview and pre-assessment		Y	Y
Introduction to Comprehension	This section provides a comprehensive overview of comprehension, discussing various factors that contribute to deep understanding of text, such as background knowledge, vocabulary, verbal reasoning ability and close reading strategies.	N	Y
Text Structures and Text Features	In this section, participants learn about the three text types and how teaching students to recognize these types can improve comprehension.	N	Y
Sentence Structure and Syntax	In this section, the role of syntax and sentence structure in reading and writing is explored, covering parts of speech, phrases and clauses.	N	Y (two subsections)
Introduction to Comprehension Strategies	This section includes research on teaching reading comprehension.	N	Y (one subsection)
Beyond the Strategies: Methods to Support Comprehension	This section delves into various methods of supporting students’ reading comprehension, including writing, close reading, genre study and discourse.	N	N

Assessing Comprehension	This section of the module explores the complexities of comprehension assessment and how teachers can interpret measures of reading comprehension. Additionally, it discusses how written expression supports reading comprehension, and assessment guidelines for written responses are provided. The section covers the assessment cycle, including universal screening, diagnostic assessment and progress monitoring.	N	N
Leading Reading Comprehension	In this section, you will consider the topic of leading reading comprehension instruction centered around data-driven decision-making, classroom walk-throughs, providing coaching feedback, and how these processes inform the collective and collaborative inquiry about effective teaching and learning.	Y	Y
Closing: Section summary and post-assessment			

**Table 1.1** *Increasing Reading Comprehension Overview*

A complete list of learning objectives for this module can be found in [Appendix A](#), as referenced in the Detailed Module Outline within the Resource Library of the Learning Management System (LMS).

[Appendix B](#) includes the bibliography for Module 6 content.

Facilitation/coaching ideas for each section follow. Note that introductory and closing sections are not included as these are best done asynchronously, and the sections Introduction to Comprehension and Text Structures and Text Features have been combined as one in-person session.

### Supporting Alignment Across Classrooms and Tiers of Instruction

The coursework introduces a large amount of vocabulary and terminology to be used during instruction with students. One primary responsibility of school and/or district leaders is to ensure coherent learning systems and structures to support students as they move across grade levels and across settings (e.g., services for English Learners, services across MTSS provided by other professional support staff, specially designed instruction provided outside of the general education classroom). The pursuit of coherent systems and structures begins with ensuring all staff members commit to using a common instructional language. It is highly recommended that facilitators emphasize the importance of common instructional language by explicitly teaching terminology introduced across all modules to create a consistent vocabulary across all classrooms and settings as it relates to literacy instruction. Facilitators are encouraged to begin this discussion and activity early within course content and add to the local “glossary” as new terminology is encountered. During sessions, as terminology is encountered, facilitators can pause to record and have brief discussions related to the common language that will be used.

This practice will benefit all students but is critical for those students who may receive services across settings. Collaborative conversations across classroom teachers and other providers related to this common language can occur through in-person sessions, at grade-level planning meetings, or during other conversations facilitated by instructional leaders in the school.

## Introduction to Comprehension/Text Structures and Text Features

Introduction to Comprehension provides a comprehensive overview of comprehension, discussing various factors that contribute to deep understanding of text, such as background knowledge, vocabulary, verbal reasoning ability and close reading strategies. It also addresses why some students struggle with comprehension, particularly in adolescence, and explores the causes of comprehension deficits. Additionally, participants gain an understanding of the language-processing requirements for proficient reading and writing, including phonological, orthographic, semantic, syntactic and discourse processing. Subsections include the following:

- Simple View of Reading and Scarborough’s Reading Rope
- Considerations for English Learners

In the section Text Structures and Text Features, participants learn about the three text types and how teaching students to recognize these types can improve comprehension. Guidance on teaching text structures and text features to aid struggling learners will also be provided. Participants are shown a four-step instructional process and given a checklist for selecting texts for comprehension instruction. Moreover, considerations for selecting texts for English Learners are discussed. This section includes a contrast of major text types, an explanation of the significance of teaching text features and text structures and steps for choosing high-quality texts within the following subsection:

- Using Text Structures to Support Comprehension



### Learning Objectives

- Explain how reading comprehension fits into the Simple View of Reading and Scarborough’s Reading Rope.
- Reflect on what instruction builds good comprehension.
- Understand the role of motivation in learning to read.
- Understand how text structures support comprehension.
- Compare text structures between literary and informational texts.



### Essential Questions

- How can students be prepared to read at a level of deep comprehension?
- What are key considerations for reading comprehension instruction?
- How does text structure impact comprehension?

## Before

- Poll participants on their level of understanding of reading comprehension, including self-reporting their level of understanding of related key terms, previous training in this area, current fluency instructional practices or other information that will assist in understanding the prior learning and experiences of participants.
- Facilitate online discussion related to current practices participants observe within their location for teaching text structures and features.
- Gather data related to student demographics and student performance related to reading comprehension in the district/region/school of participants or other information that will assist in understanding the current landscape.

## During

### Learning Activities



### Activating Strategy: Thinking About Comprehension



#### Materials

- Video: “Thinking About Comprehension”
- Handout: [Video Reflection: “Thinking About Comprehension” with Nancy Hennessey](#)

#### Directions

1. Direct participants to the subsection Scarborough’s Reading Rope within the Learning Management System (LMS).



Have participants pull up their completed [Video Reflection: “Thinking About Comprehension” with Nancy Hennessey](#)

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Show the video “Thinking About Comprehension” and have participants complete the handout [Video Reflection: “Thinking About Comprehension” with Nancy Hennessey](#)

2. Review and discuss responses with the group.



## Reflection: Developing Strong Readers

### Materials

- List of items for reflection

### Directions

1. Facilitate discussion prompting participants to reflect on their current practices related to some of the key ideas in the module introduction:
  - Offer wide reading experiences with high-quality texts.
  - Offer a balance of informational/expository and literary/narrative texts.
  - Provide motivation to read with access to books.
  - Employ key principles for instruction of English Learners. (Reference “[PCG’s ELL Instructional Framework: Ensuring Academic Success for English Language Learners](#)”)
2. If time allows, give participants time to collaborate and plan (reference [action planning](#), if needed) for strengthening any of the components related to the key ideas.



## Building Content Knowledge: Text Structures

### Materials

- Text Structures Sort activity materials ([Appendix E](#))

### Directions

1. Give each pair of participants materials for a text structure sort.
2. Have participants sort each of the cards into words, phrases and sentences/example questions related to narrative, argumentative or informational text.
3. Review responses as a whole group.

Narrative	Argumentative	Informational
also called literary text	support a claim	cause and effect
setting	reviews	typically associated with non-fiction
fairy tales	opinion text	textbooks
exposition, rising action, climax, falling action, resolution	how someone feels or thinks about something	also called expository text
beginning, middle, end	convince, influence, persuade	compare and contrast

Narrative	Argumentative	Informational
typically associated with fiction	speeches	description
poems	advertisements	sequence (e.g. chronological, procedural, or process)
often read for leisure		articles
plot		a good way to introduce background knowledge
characters		facts and true ideas
most familiar to students in the early grades		newspapers
		problem and solution

- If time permits, have students sort each of the cards within a single category to discuss how each of the words, phrases and sentences work together.
- Have participants explore the resources at the end of the Text Structures section (“[How to Teach Expository Text Structure to Facilitate Reading Growth](#),” “[Implementing the Text Structure Strategy in Your Classroom](#),” etc.) and identify any resources they might access to strengthen their current instructional strategies and routines.

NOTE: At the end of this activity facilitators can also direct participants to [What Students Should Know and Be Able To Do](#) for brief discussion.

### What’s Next?

- Upcoming Course Content
  - Sentence Structure and Syntax
    - Sentence Structure and Syntax
  - Introduction to Comprehension Strategies
    - Research on Reading Strategies
- Coaching Opportunities (see “After” option below)

### After

- Provide follow-up support related to any opportunities for growth identified during the Developing Strong Readers activity and related to implementation planning and support of any of the resources identified in the Text Structures activity.

## Sentence Structure and Syntax/Introduction to Comprehension Strategies

In the first section, the role of syntax and sentence structure in reading and writing is explored, covering parts of speech, phrases and clauses. Participants complete coursework within the following subsection:

- Sentence Structure and Syntax

In Introduction to Comprehension Strategies, participants examine research on teaching reading comprehension in the following subsection:

- Research on Reading Strategies



### Learning Objectives

- Understand how sentence structures support comprehension.
- Explain cohesive devices and how they support comprehension.
- Reflect on skills and habits required to be a good reader.
- Review the research about teaching comprehension strategies and their limitations.



### Essential Questions

- How does sentence structure impact comprehension?
- What reading skills and habits do good readers have?
- What is most important when teaching comprehension strategies?

## Before

- Observe instruction to gather baseline information related to strengths and opportunities for growth related to syntax and sentence structure instruction.
- Ask participants to bring upcoming lesson plans and instructional materials, including texts used for comprehension instruction, if facilitating the curriculum application activity.

## During

### Learning Activities



### Building Content Knowledge: Sentence Structure Sort

## Materials

- Sentence Structure Sort activity materials ([Appendix F](#))

**Directions**

1. Have participants choose a partner, and give each pair a set of materials. (Participants can cut out materials as they get them, or facilitators can cut out headings and cards prior to the session to maximize instructional time.)
2. Direct participants to place each group of words under the correct heading (i.e. clauses, phrases).
3. Review correct responses.

Clauses	Phrases
before we eat dessert	around the corner
you can go home	my parent’s house
you need to eat your vegetables	smiling and laughing
as soon as you finish	in my neighborhood
we have a playground	during the movie
while I took a nap	was for sale

4. Have participants subdivide their phrases and clauses by type of phrase (i.e., noun phrase, verb phrase, prepositional phrase) or clause (i.e., independent, dependent).

Clauses	Phrases
before we eat dessert (dependent)	around the corner (prepositional)
you can go home (independent)	my parent’s house (noun)
you need to eat your vegetables (independent)	smiling and laughing (verb)
as soon as you finish (dependent)	in my neighborhood (prepositional)
we have a playground (independent)	during the movie (prepositional)
while I took a nap (dependent)	was for sale (verb)

5. Review correct responses.
6. Direct participants to identify any simple sentences and then use the sorted phrases and clauses combined with additional phrases and clauses they develop to generate one compound and one complex sentence.



## Curriculum Application: Syntax and Sentence Structure

### Materials

- Current planning and instructional materials, including texts used for comprehension instruction
- Sticky notes
- Pens/pencils

### Directions

1. Break participants into small groups.
2. Have participants use current planning and instructional materials to identify the current scope of instruction included and areas of strength within their location’s instructional practices related to syntax and sentence structure.
3. Debrief identified strengths as a group.
4. Have participants identify any opportunities for growth within current practices and then identify adjustments to strengthen instruction within any identified areas. (Participants can use sticky notes or lesson planning documents to record adjustments and additions to current materials and practices).
5. Review as a group any identified opportunities for growth, adjustments and additions and talk with participants related to any action steps to support implementation.



## Building Content Knowledge: Research on Reading Strategies



### Materials

- Article: [“The Usefulness of Brief Instruction in Reading Comprehension Strategies”](#)
- Handout: [The Usefulness of Brief Instruction in Reading Comprehension Strategies—Teacher Note-Catcher](#)

### Directions

1. Direct participants to the subsection Research on Reading Strategies within the Learning Management System (LMS).



Have participants pull up their completed handout, [The Usefulness of Brief Instruction in Reading Comprehension Strategies—Teacher Note-Catcher](#)

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Have participants read the article [“The Usefulness of Brief Instruction in Reading](#)

[Comprehension Strategies](#)” and complete their note-catcher as they read. (Facilitators might also elect to do a [jigsaw](#) activity.)

2. Review each prompt and participant thoughts from their note-catcher with the group.
3. Ask participants to think about any new or different ideas they have about strategy instruction and how they might begin to apply these ideas/thoughts in their practices.

## What’s Next?

- Upcoming Course Content
  - Leading Reading Comprehension
    - Data-Driven Decisions: The Reading Comprehension Health of Students
    - School Leader Literacy Walk-Through and Observation: Reading Comprehension
    - Coaching Guides for Reading Comprehension
    - Professional Learning and Reading Comprehension
- Coaching Opportunities (see “After” options below)

## After

- Demonstrate sentence structure and syntax instruction through a model lesson using the strategies within the content of the current instructional materials, including any changes or additions noted during the Sentence Structure and Syntax Curriculum Application activity.
- Demonstrate sentence structure, syntax, and comprehension strategy instruction in a model lesson using the strategies within the content for participants. Following the model lesson, debrief with observation participants and share the [Literacy Leader Walk-Through Tool: Reading Comprehension](#) for reference.
- Identify model teachers, and schedule participant observations of a lesson. Debrief with the group following the lesson, identifying specific strengths noted within the lesson.

## Leading Reading Comprehension

*(Required 5- and 20- hour coursework)*

In this section, you will consider the topic of leading reading comprehension instruction centered around data-driven decision-making, classroom walk-throughs, providing coaching feedback, and how these processes inform the collective and collaborative inquiry about effective teaching and learning. This module is divided into the following subsections:

- Data-Driven Decisions: The Reading Comprehension Health of Students
- School Leader Literacy Walk-Through and Observation: Reading Comprehension
- Coaching Guides for Reading Comprehension
- Professional Learning and Reading Comprehension



### Learning Objectives

- Leaders will use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction of vocabulary to guide decisions around coaching and professional development.
- Leaders will consider a process of conducting observation using a walk-through guide of elements to look for to help make coaching and professional development decisions.



### Essential Questions

- What are the key look-fors in vocabulary instruction?
- How can I use student data and walk-through data to support coaching and professional development decisions?

## Before

- Have participants access and have available data for their location related to reading comprehension (e.g. interim/benchmark data, screening data) disaggregated by classroom.

## During

### Learning Activities



### Application: Data-Driven Decisions and Next Steps

### Materials

- Interim/benchmark/screening reading comprehension data for their location disaggregated by classroom
- Teacher schedules

## Directions

1. Review the following considerations when looking at reading comprehension data identified within the coursework and address any questions and comments:
  - Instruction on reading comprehension is part of the core instruction in kindergarten through twelfth grade.
  - Reading comprehension is measured as part of the school benchmark assessment given at least three times per year.
  - Many times, the root causes of reading comprehension difficulty are poor decoding, lack of fluency, and/or weak vocabulary development. After this, skills are ruled out, and it can likely be due to the fact that the student may not have the necessary background knowledge or schema to understand the text.
  - Data provide information on how the reader comprehends both narrative and expository structures.
  - Data provide information about the reader's ability to summarize, make inferences, draw conclusions, and identify main ideas and supporting details.
  - Data provide information about the student responses in relation to the kinds of questions asked such as literal questions, inferential questions, or questions that require synthesizing of information.
  - Reading comprehension and written expression are closely related. A student who can accurately write about the text will likely understand the text.
2. Have participants access and review screening and benchmark data related to reading comprehension and identify the percent of students in each classroom who are on level, need strategic support, or need intensive support. Discuss how difficulty in word recognition contributes to reading comprehension and may need to be considered as the root cause of student difficulty. Additional data analysis at the student level can support participants and their teachers in determining needs.
3. Have participants identify and prioritize classrooms that they will complete instructional walkthroughs for during instruction in reading comprehension using the [Literacy Leader Walk-Through Tool: Reading Comprehension](#). If some of the same classrooms are identified for walk-throughs of other areas, participants can also do a second walk-through observing phonemic awareness or phonics/spelling instruction to monitor growth or application of next steps identified during coaching following the first walk-through.
4. If time permits, have participants prepare blank forms for each walk-through and block/schedule time on their calendar to complete walk-throughs as soon as possible after the session. Additionally, participants can share any observations from previous walk-throughs they have completed related to previous modules.



## Application: Walk-Throughs and Coaching

### Materials

- Handouts: [Example Coaching Guide for Reading Comprehension](#), [Example Coaching Guide for Vocabulary](#), [Example Coaching Guide for Fluency](#), [Example Coaching Guide for Phonics/Spelling](#), [Example Coaching Guide for Phonemic Awareness](#)
- SMART goals and action steps developed during coaching sessions related to previous modules (participant provided)
- Schedules of upcoming walk-through and coaching sessions (participant provided)

### Directions

1. Review the [Example Coaching Guide for Reading Comprehension](#) and answer any participant questions. Review walk-through times scheduled in previous activity and have participants identify when coaching will occur related to walk-through observations.
2. Have participants locate their walk-through and coaching data from previous modules.
3. Facilitate group discussion related to any trends observed or next steps consistently identified across locations/regions.
4. Provide participants time to look through the optional content across all modules to familiarize themselves with the resources available to teachers that may be a part of action steps to build teacher knowledge related to their SMART goals identified during coaching.
5. Allow participants to talk through any master teachers they have observed in their locations related to phonemic awareness, phonics/spelling, or fluency that other participants could use as resources for teacher observations.

NOTE: This activity can be tailored in any way needed to meet the needs of participants. The purpose of this activity is to ensure that participants have focused time to consider data collected from previous walk-through following up on content from prior modules and to enhance/refine how they might support and guide teachers they provide coaching for in the development of goals with the support of the facilitator and the sharing of resources across peers.



## Application: Professional Development Action Planning

### Materials

- Handout: [School-wide Professional Development Action Plan](#) (if available, have participants use their notes and planning from Modules 2 and 3 for reference in thinking about building a more comprehensive plan)
- Completed [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) (from observations following Module 2)

- Completed [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) (from observations following Module 3)
- Completed [Literacy Leader Walk-Through Tool: Fluency](#) (from observations following Module 4)
- Completed [Literacy Leader Walk-Through Tool: Vocabulary](#) (from observations following Module 5)
- Notes from previous Curriculum Application activities
- Notes from coaching sessions with action steps that may be related to professional development opportunities that should be considered

### Directions

1. Review the [School-wide Professional Development Action Plan](#) with participants. Provide examples of how you might use data from the Walk-Through and Coaching activity to drive possible professional development opportunities.
2. Have participants use their notes from previous Curriculum Application activities, any walk-through data they gathered prior to the session using the Literacy Leader Walk-Through Tools, notes from coaching sessions that may be related to professional development opportunities, and any other relevant data to begin exploring ideas for professional development.
3. Discuss upcoming walk-throughs of reading comprehension instruction (participants identified these walk-throughs during the Data-Driven Decisions and Next Steps activity) and how this data will also drive professional development planning decisions.
4. Debrief questions and comments related to participant [School-wide Professional Development Action Plan](#) and remind participants that these plans may continue to shift as they progress through coursework and additional needs are identified.



## Reflection: Building a Strong Foundation for Lifelong Literacy Success

### Materials

- n/a

### Directions

- Congratulate participants on their completion of all modules of coursework and prompt participants to reflect on their overall learning. Guiding questions might include the following:
  - How have your practices changed throughout the duration of coursework?
  - What accomplishments are you most proud of?
  - What impacts have you observed in students?
  - What questions do you still have?
  - Throughout this course, you have familiarized yourself with each literacy component through the lens of a leader using very detailed walk through guides and coaching guides. How could you synthesize these tools into a comprehensive easy-to-use, day-to-day tool?

## After

- Provide support for administrators for planning and completing walk-throughs using the [Literacy Leader Walk-Through Tool: Reading Comprehension](#), [Literacy Leader Walk-Through Tool: Vocabulary](#), [Literacy Leader Walk-Through Tool: Fluency](#), [Literacy Leader Walk-Through Tool: Phonemic Awareness](#), and [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) as identified in the Data-Driven Decisions and Next Steps activity and in previous modules.
- Provide coaching support using a side-by-side coaching model following observations using data collected using the [Literacy Leader Walk-Through Tool: Reading Comprehension](#) and the [Example Coaching Guide for Reading Comprehension](#).
- Provide support for participants in developing action steps related to SMART goals during coaching sessions.
- Support participants in looking at disaggregated data and walk-through data to further develop their [School-wide Professional Development Action Plan](#).

## Appendix A: Module 6 Objectives

In this module, participants will learn the following:

- The factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal-reasoning ability, knowledge of literary structures and conventions, and the use of skills and strategies for close reading of text.
- Teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
- Levels of comprehension, including the surface code, text base, and conceptual model.
- The characteristics of major text genres, including narration, exposition, and argumentation.
- The definitions of phrases, dependent clauses, and independent clauses in sentence structure
- The parts of speech and the grammatical role of a word in a sentence.
- How to identify in any text the phrases, clauses, sentences, paragraphs, and academic language that could be a source of miscomprehension.
- How to identify cohesive devices in text, and inferential gaps in the surface language of text
- How to identify and understand comprehension deficits in adolescents, and strategies to support adolescent comprehension achievement.
- Major differences between narrative and expository discourse.
- The similarities and differences between written composition and text comprehension and the usefulness of writing in building comprehension.
- How to interpret measures of reading comprehension and written expression to make appropriate instructional recommendations.
- How to use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction of reading comprehension to guide decisions around coaching and professional development.
- How to conduct observations using a walk-through guide of look-fors to help make coaching and professional development decisions.

## Appendix B: Module 6 Bibliography

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## Appendix C: Facilitation Protocols and Activities

Below is a list of a variety of facilitation protocols and activities that can be used to support participant understanding of course content. Not all protocols are included in sample activities, which have been included as a resource for the facilitator to tailor activities to group needs.

### Gallery Walk

A gallery walk is a strategy that allows participants (or students!) to move around the learning space to engage with content and each other. Participants have the opportunity to share their work with others and reflect on answers provided by others.

### Jigsaw

A jigsaw is a cooperative learning strategy to support the development of content knowledge and improve listening and communication. While this activity is referenced once in the activities in this guide, jigsaws can be used with any other course reading that may need additional exploration.

#### Directions

1. Determine how and where you will break up content as equally as possible. This will determine how many expert groups are needed (e.g., three subtopics within the topic might need three expert groups).
2. Assign each participant to an expert group to form groups of equal sizes.
3. Give groups time to study their specific topic or section of reading and become experts in the assigned topic.
4. At the end of the assigned time, form new groups that contain one person from each expert group.
5. Have each expert within the new group teach their group about their assigned topic.
6. Repeat until each expert in the group has presented on their topic.

At the end of the jigsaw, each group will have learned about all content within the specific topic.

### Action Planning

If your district or location does not already have one, facilitators can use the framework on the following page for goal-setting and action-planning activities throughout the coursework. This can be adapted to meet the needs of the participant group.

## Action Planning Template

GOAL:					
Action Step	Begin Date	End Date	Support Needed	Notes	
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

## Continue, Start, Stop

The Continue, Start, Stop framework is a reflective tool that can be useful for action planning as they internalize the new content being learned. The framework is specifically designed to first allow users to identify what is currently working well and aligned with science before identifying something new they will start. Additionally, it allows users to identify what the new practice might replace (e.g., stop). When paired with an action plan, this framework can also be useful in prioritizing actions if multiple new practices are identified. Many times closing activities include a continue-start-stop framework.

Continue	Start	Stop
<p>What current practices are in place that align with the evidence-based practices identified in the course content?</p> <p>Are there any methods/practices that you currently implement but can enhance? If so, how?</p>	<p>What research-aligned practices will I introduce to support the development of proficient reading?</p> <p>Are there any methods/strategies that you plan to embed in your instruction? If so, which ones?</p>	<p>What current practices are not aligned with what reading science identifies as effective practice and need to be removed from my instructional routines and practice?</p>

## Think-Pair-Share

Think-Pair-Share is another cooperative learning activity. After posing a question or prompt, participants are given time to think before being paired with another participant to share out their own thoughts and discuss.

## Free Recall

Free Recall is a retrieval practice that asks participants to recall information about a topic. In this guide, Free Recall is used as an activating strategy during in-person sessions to promote retrieval of information learned during the asynchronous portions of the online coursework.

## I Thought, I Think

The I Thought, I Think routine supports participants in reflecting on their thinking on a topic and how it might have changed throughout the duration of a section of coursework as a result of the instruction.

## Quick Write Collaboration

This cooperative learning activity is used as retrieval practice in this module but could be used in a variety of different ways. Participants are broken into small groups and given time to write everything they learned about a module, similar to the Free Recall strategy. However, at the end of the designated time, participants pass their paper to the left, read the information from the other participants, and then are given additional time to add thoughts and information. This process is repeated until each participant receives their own paper with input and thoughts from all group members.

## Appendix D: Instructional Strategies

**CDE Reviewers:** The following instructional strategies can be found within this module.

Instructional Strategy	Description	Location in Module
<b>Informational/ Expository Text Structures</b>	The way nonfiction texts are organized to present facts, concepts, and ideas using patterns such as description, sequence, cause and effect, compare and contrast, and problem and solution.	Section 3: Understanding the Differences Between Literary and Informational Text
<b>Literary/ Narrative Text Structure</b>	This structure helps readers understand the progression of a story by identifying key elements such as who is involved, where and when the story takes place, what challenges arise, how the events unfold, and how the problem is ultimately resolved.	Section 3: Understanding the Differences Between Literary and Informational Text
<b>Teaching Text Features</b>	Explicit instruction in the text features (e.g., organizational features, in-print features, graphic features), most often within informational text, to support reading comprehension.	Section 3: Teaching Text Features
<b>Grammar Sorts</b>	Three different types of grammar sorts include phrase/clause, dependent/independent clause and sentence types.	Section 4: Sentence Structure and Syntax
<b>Progressive Grammar Instruction</b>	Alternatives to traditional approaches to grammar instruction such as sentence diagramming with evidence based approaches such as sentence combining, sentence expansion/elaboration and unpacking sentences or sentence deconstruction.	Section 4: Tackling Sentence Structure: From Parts of Speech to Parts of a Sentence
<b>Sentence Combining</b>	Activities designed to build syntactic awareness and develop knowledge of the complexities of text.	Section 4: Tackling Sentence Structure: From Parts of Speech to Parts of a Sentence
<b>Sentence Expansion/ Elaboration</b>	A grammar strategy that encourages students to add details, such as adjectives, adverbs, prepositional phrases, and clauses, to simple sentences, enhancing	Section 4: Tackling Sentence Structure: From

	clarity, depth, and complexity in their writing.	Parts of Speech to Parts of a Sentence
<b>Sentence Frames</b>	A practice that provides students with the structures and patterns of sentences needed to write a sentence.	Section 4: Tackling Sentence Structure: From Parts of Speech to Parts of a Sentence
<b>Sentence Starters</b>	A strategy that provides students with a variety of beginning phrases that can empower students to use agency and voice to add their thoughts and responses to collaborative discussion.	Section 4: Tackling Sentence Structure: From Parts of Speech to Parts of a Sentence
<b>Sentence Structure and Syntax</b>	Explicit instruction in the ways in which words, phrases, and clauses interact with one another to create meaning.	Section 4: Tackling Sentence Structure: From Parts of Speech to Parts of a Sentence
<b>Unpacking Sentences or Sentence Deconstruction</b>	A strategy, especially useful for English Language Learners (ELLs), guiding students through instructional conversation that demonstrates how language works.	Section 4: Tackling Sentence Structure: From Parts of Speech to Parts of a Sentence
<b>Cohesive Devices</b>	Explicit instruction in linking words or discourse markers (e.g., substitutions, transition words, referent pronouns) that enable good readers to navigate between keywords, clauses, phrases, sentences, and paragraphs to make meaning.	Section 4: Cohesive Devices and Reading Comprehension
<b>Think Aloud</b>	A metacognitive strategy in which teachers or students verbalize their thoughts while reading, modeling the cognitive processes involved in comprehension, such as making predictions, drawing inferences, and monitoring understanding	Section 5: Five Comprehension Strategies Overview
<b>Activate Prior Knowledge/ Connect to Background</b>	A comprehension strategy in which students make connections between what is known and what will be learned.	Section 5: Comprehension Strategy 1: Activate and

<b>Knowledge</b>		Connect to Prior Knowledge
<b>Question Chart (Q-Chart)</b>	A graphic organizer to support students and teachers in generating questions about a text ranging from factual questions to higher-level synthesis and application questions.	Section 5: Comprehension Strategy 2: Ask and Answer Questions
<b>Question Stems</b>	An asking and answering questions strategy to support students in critically thinking about a text.	Section 5: Comprehension Strategy 2: Ask and Answer Questions
<b>Questioning the Author</b>	An asking and answering questions strategy that has students pose questions that interpret and critique what an author is saying and engages students in constructing meaning beyond what the text explicitly states.	Section 5: Comprehension Strategy 2: Ask and Answer Questions
<b>Create Mental Images/ Visualize</b>	A comprehension strategy in which students create mental images through the integration of vocabulary background knowledge when they use the author’s words to picture what the author is saying.	Section 5: Comprehension Strategy 3: Create Mental Images, or Visualize
<b>INSERT Method</b>	INSERT (Interactive Noting System for Effective Reading and Thinking) is a reading comprehension strategy in which students use a coding system (e.g., ✓ for known information, + for new information, ? for confusion, and - for misconceptions) to actively monitor their understanding while reading a text.	Section 5: Comprehension Strategy 4: Monitor and Clarify
<b>Get the Gist and Sum It Up</b>	Strategies that engage students in retell or summarization of a text.	Section 5: Comprehension Strategy 5: Retell, or Summarize
<b>Collaborative Strategic Reading</b>	An approach using cooperative reading groups working together while reading text and applying strategies before, during, and after reading.	Section 5: Bundling Strategies
<b>Question Answer Relationship QAR Strategy</b>	A multiple-strategies approach in which students learn about four types of questions (e.g., right there questions, think and search questions, author and you questions, and on my own questions) about text.	Section 5: Bundling Strategies
<b>Reciprocal Teaching for</b>	A multiple-strategies, cooperative learning approach in which each student within the group facilitates a different	Section 5: Bundling

<b>Reading Comprehension</b>	reading strategy with cue cards that include guiding questions about the strategy they will lead.	Strategies
<b>M-Chart</b>	A strategy for teaching inferences with three columns to help students determine what they know from the text, what they can add, and what inference they can make.	Section 5: Inferencing and Comprehension
<b>Text-Based Discussions</b>	Collaborative discussions that provide students with ample opportunities to answer and discuss questions through carefully planned text-dependent questioning, discussion formats, and protocols.	Section 6: Section Overview
<b>Think-Pair-Share Discussions</b>	A discussion protocol in which carefully paired students first think about what they know or have learned about a topic in response to a teacher’s question about the text, turn to their partner, and then share their thinking, which may be expanded into whole-class discussion.	Section 6: Section Overview
<b>Graphic Organizers for Writing in Response to Text</b>	A scaffold designed to reduce the cognitive load of recalling what was read so they can focus on getting their thoughts on paper through the organization of information that allows students to think about things in a more refined, interconnected way.	Section 6: Strategic Use of Graphic Organizers in Reading and Writing
<b>Cornell Notes</b>	A form of note-taking that supports tasks involving synthesis, application, or evaluation; students draw a modified T-chart with the left side including cues (e.g., notes, questions), the right side including notes (e.g., what the teacher says, main points, diagrams), and the bottom of the page including a student-developed summary.	Section 6: Writing About Their Reading with Notes and Note-Taking
<b>Guided Note-Taking</b>	A strategy in which the teacher creates a guide for students to follow while reading that is most effective when a task requires knowledge, recall, or basic comprehension.	Section 6: Writing About Their Reading with Notes and Note-Taking
<b>Annotating Text</b>	A strategy students can use to demonstrate an understanding of text (e.g., drawing arrows within a text to connect referent pronouns to their nouns) and support reading comprehension (e.g., locating evidence, determining the author’s purpose).	Section 6: Annotating Text
<b>Anchor Charts</b>	A strategy used to reiterate important information and deliberate processes, procedures, or skills being taught.	Section 6: Using Anchor Charts to Capture Thinking
<b>Genre Studies</b>	A strategy supporting increased comprehension through	Section 6: Genre

	the study of the rules of a specific genre, preparing students to understand the mindset for each type of text they are reading.	Study
<b>Ask and Answer Questions</b>	A comprehension strategy in which students generate and answer questions using what they read.	Section 6: Question Your Questions
<b>Chat Stations</b>	A discussion tool in which small groups of students rotate around different stations in the classroom, respond to each question, and then participate in a whole-group discussion related to the responses to each question.	Section 6: Supporting Student Engagement in Text-Based Discussions
<b>Close Reading</b>	A process for reading carefully selected text (e.g., text complexity) in which students read and reread a text, each time for a different purpose, for students to closely analyze levels of meaning within a text, use evidence from text to ask and answer questions, participate in rigorous conversations, and annotate text to monitor comprehension.	Section 6: Close Reading

### Appendix E: Text Structures Sort

Narrative		Argumentative		Informational	
also called literary text	cause and effect	support a claim	setting	typically associated with nonfiction	
textbooks	fairy tales	exposition, rising action, climax, falling action, resolution	also called expository text	compare and contrast	
description	reviews	opinion text	sequence (e.g. chronological, procedural, or process)	beginning, middle, end	
articles	typically associated with fiction	poems	how someone feels or thinks about something	often read for leisure	
plot	convince, influence, persuade	characters	speeches	most familiar to students in the early grades	
advertisements	a good way to introduce background knowledge	facts and true ideas	newspapers	problem and solution	

**Appendix F: Sentence Structure Sort**

Phrases	Clauses
before we eat dessert	you can go home
around the corner	my parent’s house
smiling and laughing	you need to eat your vegetables
as soon as you finish	in my neighborhood
during the movie	we have a playground
while I took a nap	was for sale

independent clauses	dependent clauses	noun phrases	verb phrases	prepositional phrases
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