

Ohio Academic Content Standard

English Language Arts

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

Related Media

1. Website- **Into the Book: Teaching Reading Comprehension Strategies**
<http://reading.ecb.org/>
2. Website- **Scholastic BookFlix**
<http://teacher.scholastic.com/products/bookflix/freetrial/index.htm>
3. Website- **Scholastic Flashlight Readers Book Club**
http://teacher.scholastic.com/activities/flashlightreaders/T_landingPage.asp
4. Magazine- **Highlights for Kids** <http://www.highlights.com/>
5. Game- **Binky's Story Scramble** By: PBS Kids
http://pbskids.org/arthur/games/storyscramble/index.html?campaign=go_allgames
6. Multimedia Kit/DVD- **The Patchwork Quilt: View, Read, Do Family Literacy Kit** By: PBS/Reading Rainbow
http://shopgpn.com/stores/1/RR_ProductDetail.cfm?Category_id=794&Product_id=7027

7. Chart/Visual- **Reading Comprehension Strategies** Adapted from the work of Beal, Keene, and Tovani

http://teacher.scholastic.com/LessonPlans/pdf/oct_nov05/9SixComprehension.pdf

Selected Media and Rationale

1. Website/Video- **Into the Book: Teaching Reading Comprehension Strategies**

<http://reading.ecb.org/>

I chose this website because it provides reading comprehension resources for students and teachers that are based on comprehensive research. This project includes a classroom video series, a teacher professional development video series, and an interactive website. There are nine comprehension strategies that are focused on including using prior knowledge, making connections, questioning, visualizing, inferring, summarizing, evaluating, synthesizing.

I believe this website and video series will help students achieve this standard because it provides students a fun opportunity to use any one of the nine strategies and apply it to an actual story with audio and animation. Students are able to get immediate feedback, and the kid-friendly web design will keep their attention so they won't even realize they're learning. Since this resource is free, students should be encouraged to use it at home as well as at school. The site is self-explanatory once you login. The only thing the teacher, LMS, or parent would need to do is simply allow the students ample time to investigate and learn. An adult should be present to facilitate the activity.

"Teaching children which thinking strategies are used by proficient readers and helping them use those strategies independently creates the core of teaching reading. If proficient readers routinely use certain thinking strategies, those are the strategies children must be taught. For the kindergarten-through-twelfth-grade reading curriculum to focus primarily on those strategies, we need a new instructional paradigm: Our daily work with children must look dramatically different from the approaches in wide use in our schools today (Keene, 1997)."

2. Multimedia Kit/DVD- **The Patchwork Quilt: View, Read, Do Family Literacy Kit** By: PBS/Reading Rainbow

http://shopgpn.com/stores/1/RR_ProductDetail.cfm?Category_id=794&Product_id=7027

I chose this multimedia kit because it includes many different resources, including a Coretta Scott King award winning book, to assist students with reading comprehension. This kit includes the following items in a multi-colored child size back pack, for easy transporting: a DVD of the Reading Rainbow episode discussing *The Patchwork Quilt*, the feature book - *The Patchwork Quilt*, a matching card game, and an activity guide with tips for reading aloud with your child, tips for watching the video with your child, tips for doing a hands-on activity, and tips for doing an additional activity. This kit provides a hands-on way for children to practice reading comprehension.

This resource will be utilized by the LMS to meet the English Language Arts standard during the students' library time. The book will be read aloud first while incorporating the think aloud comprehension strategy. Then students could watch the DVD of the Reading Rainbow episode and later be asked to do a written re-telling of the story. The game and activity provided could culminate the lesson and supplement the students' understanding of the story.

According to the text, "multimedia kits arouse interest because they are multisensory, they can facilitate cooperative learning, and they are easily transported." Importantly, these kinds of kits "give learners a chance at firsthand learning-to touch, to observe, to experiment, to wonder, to decide (Smaldino, et al., 2005)."

3. Chart/Visual- **Reading Comprehension Strategies** Adapted from the work of Beal, Keene, and Tovani

http://teacher.scholastic.com/LessonPlans/pdf/oct_nov05/9SixComprehension.pdf

I chose this visual because it is a concise, convenient resource for children to refer to whenever they need help comprehending what they've read. This is a one-page chart explaining six important reading comprehension strategies. The six strategies included are making connections, visualization, asking questions, making inferences, determining importance of big ideas, and synthesizing. This visual will help students achieve the standard by providing an easy to follow reminder of what they can do to help them understand what they're reading.

This chart should be printed off by the teacher or LMS and distributed to the students. Next, each of the strategies should be explained and demonstrated to the students. Then they should be given a selection to read and be guided and coached while

practicing the strategies on their own. The students can keep their copy of the chart for future reference.

According to the textbook, "...a major synthesis of research studies comparing visual-based lessons with conventional instruction indicated a small overall superiority in achievement for students who experienced the visual treatment (Cohen, Ebeling, & Kulik, 1981)." In addition the text states that "visuals can simplify information that is difficult to understand." And, "when accompanying spoken or written verbal information [visuals] present that information in a different modality, giving some learners a chance to comprehend visually what they might miss verbally (Smaldino, et al., 2005)."

4. Magazine- **Highlights for Children** <http://www.highlights.com/>

I chose this magazine because for years, *Highlights for Children* has improved reading skills; it has helped define and develop values like honesty, thoughtfulness and tolerance; and it has entertained and enlightened. *Highlights* is dedicated to helping children grow in basic skills and knowledge, in creativeness, in ability to think and reason, in sensitivity to others, in high ideals and worthy ways of living.

I believe this magazine will help students achieve the aforementioned standard by allowing them to utilize a variety of activities to enhance their reading comprehension skills. A subscription to the magazine should be purchased by the teacher for the classroom library, or by the LMS for the school library. Students should be encouraged to read the magazine and explore the games and activities suggested. Perhaps students may be instructed to utilize the SQ3R strategy as they read the magazine. They should be able to consult with the teacher or LMS if they have questions or just want to discuss what they are learning. By reading and engaging in supplemental activities, students will be able to practice their comprehension skills.

According to Smaldino, et al. (2005), the textbook states that some advantages of printed material include availability, flexibility, portability, user-friendliness, and they are economical. This magazine achieves all of those criteria while also being informative, imaginative, engaging, and educational.

Resources

Keene, E., & Zimmerman, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.

Smaldino, S. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional Technology and Media for Learning* (8th ed.). Upper Saddle River, NJ: Pearson.