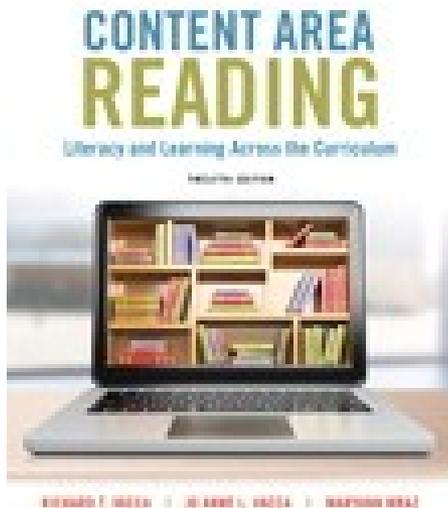# Content Area Reading: Literacy and Learning Across the Curriculum
12ᵗʰ edition
Vacca, Vacca, and Mraz

Chapter 7
Guiding Reading Comprehension

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Organizing Principle

- Teachers guide students' reading by
  1. modeling how to read, think, and learn with texts; and
  2. scaffolding instruction in the use of comprehension strategies that allow students to learn with text in meaningful ways.

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Frame of Mind

- How do think-alouds, reciprocal teaching, QARs, and QtAs model reading/thinking/learning strategies for students as they interact with texts in a discipline?

- Describe the procedures associated with each of these literacy-related instructional strategies: KWL, KWHL, directed reading-thinking activity (DR-TA), Guided Reading Procedure (GRP), Intra-Act, and discussion web. How do these instructional strategies support thinking and learning with text? Which of these strategies may be particularly useful when adapted to your content area?

Frame of Mind

- Why and when should teachers use reading guides?

- How can you engage your students in close reading of texts within your discipline?

Key Terms

- Applied Comprehension
- Directed reading-thinking activity (DR-TA)
- Discussion web
- Guided Reading Procedure (GRP)
- Interpretive Comprehension
- Intra-Act
- KWL/KWHL
- Literal Comprehension

- Modeling
- QAR
- QtA
- Reciprocal teaching
- Scaffolding
- Semantic map
- Think-aloud
- Three-level comprehension guide

Modeling Comprehension Strategies

- Think-alouds
- Reciprocal teaching
- Question-answer relationships (QARs)
- Questioning the author (QtA)

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Think-Aloud Steps

- Select a passage that contains points of difficulty, ambiguities, contradictions, or unknown words

- Have students listen as you model thinking aloud.

- Have students practice with partners.

- Have students practice independently.

- Encourage students to transfer the process to other reading.

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Think-Aloud Points

- Develop hypotheses by making predictions.
- Develop images.
- Share analogies.
- Monitor comprehension.
- Regulate comprehension.

Reciprocal Teaching Lessons

- Phase 1
  - Find text selections that demonstrate comprehension activities.
  - Generate appropriate questions.
  - Generate predictions about each selection.
  - Locate summarizing sentences and develop summaries for each selection.
  - Note difficult vocabulary and concepts.

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Reciprocal Teaching Lessons

- Phase 2
  - Make decisions about which comprehension strategies to teach based on student needs.

Question-Answer Relationships (QARs)

Answers can be found:

- In the text: Right there
- In the text: Think and search
- In your head: Author and you
- In your head: On your own

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Steps to Follow for Teaching QARs

- Introduce the concept of QARs.

- Assign students short passages.

- Continue the second day by practicing with short passages.

- Review briefly on the third day.

- Apply the QAR strategy to actual content area assignments.

Questioning the Author (QtA)

- Identify major understandings and potential problems with a text prior to its use.

- Segment the text into logical stopping points for discussion.

- Develop questions, or *queries*, that model and demonstrate how to "question the author."

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Guiding the QtA Discussion

- Marking

- Turning Back

- Revoicing

- Modeling

- Annotating

- Recapping

Instructional Strategies

- KWL

- Discussion Webs

- Guided Reading Procedure (GRP)

- Intra-Act

- Directed Reading-Thinking Activity (DR-TA)

KWL

- Begins with what students KNOW about a topic

- Moves to what students WANT to know as they generate questions

- Leads to a record of what students LEARN as a result of the strategy

- Follow-up includes discussion, graphic organizers, and summary writing.

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Procedure for KWL

- Introduce the KWL strategy in conjunction with a new topic or text selection.

- Identify what students think they know about the topic.

- Generate a list of student questions.

- Anticipate the organization and structure of ideas that the author is likely to use in the text selection.

Procedure for KWL

- Read the text selection to answer the questions.

- Engage students in follow-up activities to clarify and extend learning.

Discussion Webs

- Encourages students to engage the text and each other in discussion by creating a framework.

- Uses cooperative learning principles

- Uses a graphic display to scaffold students' thinking about the ideas they want to contribute

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Procedure for Discussion Webs

- Prepare your students for reading by activating prior knowledge, raising questions, and making predictions about the text.

- Assign students to read the selection and then introduce the discussion web by having them work in pairs to generate pro and con responses to the question.

- Combine partners into groups of four to compare responses, work toward consensus, and reach a conclusion as a group.

Procedure for Discussion Webs

- Give each group three minutes to decide which of all the reasons given best supports the group's conclusion.

- Have your students follow up the whole-class discussion by individually writing their responses to the discussion web question.

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Guided Reading Procedure (GRP)

- Emphasizes close reading
- Requires students to gather information and organize it
- Places a premium on accuracy

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Procedure for Guided Reading Procedure (GRP)

- Prepare students for reading.

- Assign a reading selection.

- As students finish reading, have them turn books face down.

- Help students recognize that there is much that they have not remembered or have represented incorrectly.

- Redirect students to their books and review the selection to correct inconsistencies and add further information.

Procedure for Guided Reading Procedure (GRP)

- Organize recorded remembrances into some kind of an outline.

- Extend questioning to stimulate an analysis of the material and a synthesis of the ideas with previous learning.

- Provide immediate feedback, such as a short quiz, as a reinforcement of short-term memory.

Intra-Act

- Lays groundwork for reflective discussion
- Students engage in a process of valuing as they reflect on what they've read.
- Students respond actively to a text with thoughts and feelings.
- Requires small groups

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Procedure for Intra-Act

- Comprehension
- Relating
- Valuation
- Reflection

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Directed Reading-Thinking Activity (DR-TA)

- Fosters critical awareness and thinking via prediction, verification, interpretation, and judgment

- Uses open-ended questions

Procedure for Directed Reading-Thinking Activity (DR-TA)

- Begin with the title or a quick survey of the material. Ask questions such as "What do you think this will be about?" and "Why do you think so?"

- Ask students to read silently to a predetermined logical stopping point.

- Repeat open-ended questions.

- Continue silent reading to another suitable point.

- Continue the procedure until the end of the material is reached.

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Reading Guides

- Three levels of comprehension
  - Literal (read the lines)
  - Interpretive (between the lines)
  - Applied level (beyond the lines)

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Three-Level Comprehension Guides

- Three-Level Comprehension Guides provide the framework in which students can interact with difficult texts at different levels of comprehension.

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Constructing Three-Level Comprehension Guides

- Begin at the interpretive level.

- Search for the propositions and information needed to support the selected inferences.

- Decide whether you want to add distractors to the first two levels.

- Develop statements for the third level.

- Be flexible and adaptive.

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