

**Moving Towards Reading on Grade Level by 3rd Grade**

**Module 5: Reading Comprehension**

**Facilitator Guide**

**Participant Outcomes:**

* Identify the 5 recommendations that address the challenge of reading comprehension to students in Kindergarten through 3rd grade.
* Examine the recommended instructional practices that can be used in the classroom.
* Identify the necessary curricular components essential for teaching reading comprehension.
* Examine comprehension resources.

**Learning Forward Standards**: The following Learning Standards are addressed in this module. See <https://learningforward.org/standards-for-professional-learning> for additional information.

* Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
* Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

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| **Reading Comprehension Module Notes** | | | |
| * **All PowerPoint slides have notes provided to assist the facilitator.** * All materials provided, either printed or digital. It is at the facilitator’s discretion. * HIDE any slides that may not be applicable to grade levels you are presenting to or optional activities you do not want to do. * Gather supplies and connect to the internet. * Check all links to verify they are working. * Determine agenda and workshop length based on time constraints (Half-day, full day, after school, etc.) | | | |
| **Slide** | **Notes** | **Time**  All times are estimates. | **Materials** |
| (1 & 2 are hidden slides) | The hidden slides list the materials that may be needed for the module. Icons found on specific slides indicate when special features in the module are present. | N/A | N/A |
| Slides 3-12 | These slides are introductory in nature and are used at the beginning of each module. Slide 11 introduces participants to the foundational skill focus for this module. Slide 12 provides information on the brain and its impact on instruction. | 5-10 minutes | * Understanding the Brain handout (slide 12) |
| 13-16 | These slides remind teachers of the current research on the skills and knowledge critical for comprehension.as well as a definition for comprehension and listening comprehension. | 5 minutes | N/A |
| 17-18 | This slide shows the research documents used in the presentation. These can be printed and handed out to participants if desired. | 5 minutes | * IES Research Documents (slide 17) |
| 19-23 | Introductory slides to the recommendations. | 3 minutes | * Improving Reading Comprehension Guide (slide 23) |

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| 24-99 | These slides look at each recommendation and instructional practices that can be used. | 30 – 120 minutes depending on what activities, videos, handout are used during the training. | * Effective Reading Comprehension Strategies handout (slide 25) * Gradual Release of Responsibility Handout (slide 32) * Comprehension Recommendations and Possible Solutions Handout (slide 36) * FCRR Narrative Text Structure Handout (slide 38) * FCRR Expository Text Structure Handout (slide 42) * Questioning for Greater Comprehension (slide 58) * Have Students Lead Structured Small-Group Discussions (slide 62) * Possible handouts from the Increasing Reading Stamina and Strategies Kit (slide 84) |
| 100-103 | These slides briefly look at how time, materials and instruction matters in he classroom. | 10-20 minutes | * Essentials in Curricular Materials handout (slide101) |
| 104-105 | Assessment is the focus of these slides. | 5-10 minutes | * Reading Rockets Assessment Overview (slide 105) |
| 106-112 | Next Steps and Resources (follow slide notes) | 10-20 minutes | N/A |
| 113 | References |  | N/A |