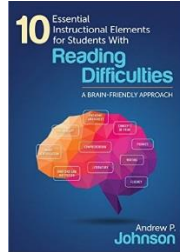


COMPREHENSION INTERVENTION ACTIVITIES

Andrew P. Johnson, Ph.D.
 Minnesota State University, Mankato
andrew.johnson@mnsu.edu



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Comprehension involves thinking (Jennings, Caldwell, & Lerner, 2010; Paulson, Flurkey, Goodman, & Goodman, 2003). Figure 1 lists some of the thinking processes or cognitive operations used by effective readers (Brown, Palinscar, & Armbruster, 2013; Learned, Stockdill, & Moje, 2013; Lipson & Wixon, 2009, Tompkins, 2011). Students' comprehension is improved by improving the thinking that occurs during the process of reading (Almasi, et. al., 2011; Dole, Nokes, & Drits, 2009; Martin & Kuke, 2001). To do this, use the cognitive operations identified in Figure 22 are used for pre-, during-, and post-reading activities. These are taught so that students employ the cognitive operations automatically as they read.

Figure 1. Cognitive operations used by effective readers to comprehend.

1. compare	7. problem solve	13. predict
2. respond aesthetically	8. analyze	14. recognize story grammar
3. infer	9. evaluate	15. reflect: metacognition
4. identify important ideas or themes	10. make connections	16. visualize
5. Identify supporting details	11. order	17. question
6. identify cause-effect relationships	12. inductive analysis	18. summarize

Below are examples of some of the activities that are used to develop cognitive processes used for effective comprehension. Currently, these activities are designed to be used with the following books from High Noon Books publishers: Dandelion Launchers and Moon Dog Series for Level 1 (reading levels K-2); and Tom and Ricky Mystery Series and Leela and Ben Mystery Series for Level 2 (reading levels 2-5). However, these comprehension activities can be used with any book.

• **Pre-Post Confirmation** . Before reading the story, the teacher reads each of the items on the chart with students (see Figure 2). This pre-reading activity provides both a story overview and a purpose for reading the story. As a during-reading activity, students put a check in the correct column as each item is encountered and record the page number.

Figure 2. Pre-post confirmation chart.

	yes	no	page #
Mr. Bell's house is old.			
Mr. Bell cannot pay people to help him.			
Mr. Bell kicks Patches.			
Patches is a dog.			
Mr. Bell says there is hidden gold in his house.			
Ricky and Tom clean Mr. Bell's yard.			

• **Cause-Effect.** As a pre-reading activity, students are shown the cause-effect chart (see Figure 3). The cause is introduced and students look for the effect as they read. Or, the effect is introduced and students look for the cause as they read. Eventually they will be able to do both. The cause-effect chart is filled in as a during-reading or post-reading activity. The page number should be recorded.

Figure 3. Cause-effect chart.

cause	effect	page #
Maria was born		

cause	effect	page #
Maria was born	Nico put tape on the floor	

cause	effect	page #
Maria was born		
	Nico put tape on the floor	

Figure 4 is used with Level 2 students as a pre-, during, and post-reading activity. Here, the three events are read with students as a pre-reading activity. Students look for cause and effect as they read. Answer can be recorded as they read or after. The page number should also be recorded.

Figure 4. Cause-effect chart for Level 2.

In this chapter, three events occur: A wheel is broken. Ricky has no money, and we find out that Mr. Bell is old. Read to find the cause and effect.

cause	effect	page #
a. hit by a car b. rode over rocks c. ran into a tree	A wheel is broken.	
a. lost it b. spent it c. somebody took it.	Ricky has no money.	
Mr. Bell is old.	a. he speaks loudly. b. he can't do yard work c. he can't find his glasses	

• **Story grammar.** Before reading, students are given an overview of the story. Items in two of the three story grammar categories are introduced using the graphic organizer: (a) characters, (b) settings, or (c) events (see Figure 5). Students are then directed to look for a specific number of things in the remaining category. As a pre-reading activity, this provides a purpose for reading. As students become more adept, they can be asked to look for items in more than one category.

Figure 5. Story grammar chart.

STORY GRAMMAR		
Characters	Settings	Events
1.	1.	1.
2.	2.	2.
3.	3.	3.

• **Predicting.** A graphic organizer is used to teach this cognitive process (see Figure 6). A prediction question that can be answered by story clues is written on top of the chart. Story clues are listed on the chart as they are encountered in the text and a prediction is made.

Figure 6. Graphic organizer used for predicting.

PREDICT-O-GRAPH	
What do you think will happen when	
<u>Clues</u>	
1.	
2.	
3.	
Your prediction:	

• **Post-reading Maze.** Like the maze activities used for word identification, they can also be used to develop sentence-level comprehension and metacognitive skills (see Figure 7). All maze sentences used for this purpose are directly related to the story and are completed as post-reading activities.

Figure 7. Maze.

1. Elk [big -- run -- hit] fast.
2. Elephants have [long -- like - hit] trunks.
3. Hippos live near [water -- hot -- trees].

• **Pre-reading: Maze.** The maze can also provide a preview of the chapter (see Figure 8). When the correct word is select for each, the paragraph is reread until fluency is achieved.

Figure 8. Maze used as a pre-reading activity.

In this chapter, Tom and Ricky go to Mr. Bell's [hill - house - when] to get his glasses. Tom put his [bike - bit - bat] key on the kitchen counter. Tom and Ricky hear [bags - when - noises] in the house. Tom and Ricky [up - are - went] scared. Patches starts [sipping - barking - when].

• **Sentence Mix-Up.** Sentence mix-up activities can also be used to develop sentence-level comprehension and metacognitive skills (see Figure 9). All sentence mix-up activities are directly related to the story and are completed as post-reading activities.

Figure 9. Sentence Mix-up.

1. Giraffes are tall.
tall. Giraffes are
2. Polar bears eat seals.
seals. bears Polar eat

• **Post: Inferring.** After reading the chapter, story clues are used to make inferences (see Figure 10).

Figure 10. Inferring chart for Level 2.

Steve was taken to jail	
Clues	Page #
1.	
2.	

LEVEL I COMPREHENSION ACTIVITIES

This comprehension activities below are designed for use with Dandelion Launchers books series A. All these activities are designed to develop specific thinking processes identified with effective comprehension. Because of the nature of the types of books written at this level, many of the comprehension activities focus on sentence level activities. Adopt and adapt these activities. Use only those that seem to make sense. Plan on spending two days on each book. Read the book each day. I would recommend using only one comprehension activity each day.

Dandelion Launcher Books Series A can be order through High Noon Publishers
<http://www.highnoonbooks.com/detailHNB.tpl?eqskudatarq=DDD-2337>



Sam, Tam, Tim Dandelion Launchers, 1a

Pre-post confirmations. Which of these is true?

	yes	no	page
1. Sam sat.			
2. Tim sat.			
3. Tim hit Sam.			

Maze.

1. Tim [big -- can] sit.
2. Sam can [sit - hat].

Sentence Mix-up.

1. Tam will sit down.
down Tam will sit

Pam
Dandelion Launchers, 2a

Pre-post confirmations. Which of these is true?

	yes	no	page
1. Pam and Pip sat on the mat.			
2. Pam is on top.			
3. Pam sat on the pot.			
4. Pam ran fast.			

Maze.

- | |
|--|
| <ol style="list-style-type: none"> 1. Pip had a [big -- nap]. 2. Pam [sat - hid] on the mat. |
|--|

Sentence Mix-up.

- | |
|---|
| <ol style="list-style-type: none"> 1. Pip had a nap.
 nap Pip had |
|---|

Sam's Bag
Dandelion Launchers, 3a

Pre-post confirmations. Which of these is true?

	yes	no	page
1. Sam has a big bag.			
2. Tam has a big bag.			
3. Pip sat on the bag.			
4. Sam had Tam's bag.			

Maze.

- | |
|---|
| <ol style="list-style-type: none"> 1. Sam had a [bag – pot]. 2. Sam got on the [sat - bus]. |
|---|

Sentence Mix-up.

- | |
|--|
| <ol style="list-style-type: none"> 1. The bag has a tag.
tag. The bag a has 2. Tam has a bag.
has Tam bag. a |
|--|

Ted
Dandelion Launchers, 4a

Pre-post confirmations. Which of these is true?

	yes	no	page
1. Ted sat in a pit.			
2. Viv is a bug.			
3. Viv went to bed.			
4. A man gave Ted to Viv.			

Maze.

- | |
|---|
| <ol style="list-style-type: none"> 1. Ted had a [tag – pot] on 2. Viv got into [sat - bed]. |
|---|

Sentence Mix-up.

- | |
|---|
| <ol style="list-style-type: none"> 1. The bag had Ted.
Ted. man The had 2. Ted sat in the pit.
pit sat Ted the in |
|---|

Cause-Effect

CAUSE	EFFECT
	Viv cried.
The man had Ted.	

Optional answers to show students:

- * Viv left Ted in the pit.
- * Viv was happy.

Ken, the Rat
Dandelion Launchers, 5a

Pre-post confirmations. Which of these is true?

	yes	no	page
1. Ken is a rat			
2. Ken sat in the sun			
3. Bob is a rat			
4. Bob made Ren run			

Maze.

- | |
|--|
| <ol style="list-style-type: none"> 1. Ken [big -- ran] fast. 2. Ken [like - sat] in the sun. 3. Ken [hid-- hot] in a log. 4. Bob did not [jam – get] Ken |
|--|

Sentence Mix-up.

- | |
|--|
| <ol style="list-style-type: none"> 1. Ken hid in a log.
log. Ken in hid a 2. Bob is a cat.
is cat. Bob a |
|--|

Cause-Effect

CAUSE	EFFECT
Ken sat in the sun.	
	Ken hid in a log.

Optional answers to show students:

- * Ken got red.
- * Ken did not want Bob to get him.

Jim and Jam
Dandelion Launchers, 6a

Pre-post confirmations. Which of these is true?

	yes	no	page
1. Jim was in his web.			
2. Jim ran to get jam.			
3. Jim is a cat.			
4. Jim had jam on him.			

Maze.

- | |
|---|
| <ol style="list-style-type: none"> 1. Jim likes [big -- jam]. 2. Jam had jam on his [legs - sat]. 3. Jim [hid-- got] into a tub. |
|---|

Sentence Mix-up.

- | |
|---|
| <ol style="list-style-type: none"> 1. Jim was in his web.
web. was Jim his in 2. Jim wants jam.
wants Jim jam |
|---|

Cause-Effect

CAUSE	EFFECT
	Jim got in the tub.
Jim saw jam.	

Optional answers to show students:

- * Jim had jam on his legs.
- * Jim left his web.

Rex Yells
Dandelion Launchers, 7a

Pre-post confirmations. Which of these is true?

	yes	no	page
1. Rex yells.			
2. Jill and Fuzz hid.			
3. Pam sat on Jim.			
4. Rex was sad.			

Maze.

- | |
|--|
| <ol style="list-style-type: none"> 1. Rex likes to [big -- yell]. 2. Jill and Fuzz [legs - hid] in the box. 3. Rex [had-- box] no pals. |
|--|

Sentence Mix-up.

- | |
|--|
| <ol style="list-style-type: none"> 1. Rex will not yell.
yell not Rex will 2. Jill will be a pal.
pal Jill be will a |
|--|

Cause-Effect

CAUSE	EFFECT
	Rex was sad
Rex yelled	

Optional answers to show students:

- * Zig and Zog hid in the box.
- * Rex had no pals.

LEVEL II COMPREHENSION ACTIVITIES

The activities below are designed to be used with the Tom and Ricky Mystery Series set 1 published by High Noon Books. They are designed to develop the cognitive processes related to comprehension. Adopt and adapt these activities. Use only those that seem to make sense.

Tom and Ricky Mystery Series set 1 can be order through High Noon Publishers
<http://www.highnoonbooks.com/detailHNB.tpl?eqskudatarq=8551-5>



THE SECRET STAIRCASE

Chapter 1: A Broken Wheel

Pre, During, Post: Cause-Effect. With students, read the three events as a pre-reading activity. Have students look for cause and effect as they read. Students can answer the questions as they read or after they read.

In this chapter, three events occur: A wheel is broken. Ricky has no money, and we find out that Mr. Bell is old. Read to find the cause and effect.

Cause	Effect
a. hit by a car b. rode over rocks c. ran into a tree	A wheel is broken.
a. lost it b. spent it c. somebody took it.	Ricky has no money.
Mr. Bell is old.	a. he speaks loudly. b. he can't do yard work c. he can't find his glasses

Chapter 2. Mr. Bell

Pre, During, Post: Cause-Effect. With students, read the three events as a pre-reading activity. Have students look for cause and effect as they read. Students can answer the questions as they read or after they read.

Cause	Effect
a. The yard is big with weeds b. The gate is heavy c. There are many rocks	Tom says, “That’s a lot of work”.
a. Mr. Bell is sleeping b. Mr. Bell is hiding c. Mr. Bell can’t hear very well.	Tom and Ricky ring the bell three times and knock

Chapter 3. A Secret

Pre, Post: Confirmation. Before reading the chapter, go through each of events or statements. Tell the students that some of the events will occur in the story or are true. Some didn’t happen and are not true. After reading they will need to decide which of the things listed occurred

	yes	no
Mr. Bell’s house is old.		
Mr. Bell cannot pay people to help him.		
Mr. Bell kicks Patches.		
Patches is a dog.		
Mr. Bell says there is hidden gold in his house.		
Ricky and Tom clean Mr. Bell’s yard.		

Chapter 4. The Old House

Pre, Post: Confirmation. In Chapter 4, Tom and Ricky leave Mr. Bell’s house. They talk with their mother about Mr. Bell and his house. Before reading this chapter, predict which of the following are true, not true, or you won’t know. After reading, you can make changes.

	true	Not true	don’t know
There is a hidden stair case in Mr. Bell’s house.			
Mr. Bell has a grandson.			
Mr. Bell has a dog.			
There is gold hidden in Mr. Bell’s house.			

Chapter 5. Cleaning the Yard

Pre, Post: Confirmation. In Chapter 5, Tom and Ricky go to Mr. Bell's house after school. Before reading this chapter, predict which of the following are true, not true, or you won't know. After reading, you can make changes.

	yes	no	don't know
Tom and Ricky make a big pile of weeds.			
There is a side door that leads to the kitchen.			
Tom and Ricky go in Mr. Bell's kitchen for a drink of water.			
A man yells at Mr. Bell.			
Mr. Bell gives Steve some money.			

Chapter 6. A Bad Surprise

Pre, Post: Confirmation. In Chapter 6, Tom and Ricky go into the house to get some water. They find Mr. Bell laying on the floor. Before reading this chapter, predict which of the following are true, not true, or you won't know. After reading, you can make changes.

	yes	no	don't know
Mr. Bell is dead.			
Steve hit Mr. Bell.			
Tom and Ricky call for help.			
Mr. Bell is taken to his bedroom to rest.			
Mr. Bell asks Tom and Ricky to get his keys.			

Chapter 7. Noises

Pre: Maze. The maze below provides a preview of the chapter. Read with students. When the correct word is select for each, reread the paragraph until fluency is achieved.

Tom and Ricky go to Mr. Bell's [hill - house – when] to get his glasses. Tom put his [bike – bit – bat] key on the kitchen counter. Tom and Ricky hear [bags – when – noises} in the house. Tom and Ricky [up - are – went] scared. Patches starts [sipping – barking – when].

Chapter 8. The Secrete Door

Pre: Maze he maze below provides a preview of the chapter. Read with students. When the correct word is select for each, reread the paragraph until fluency is achieved.

Patches [runs - finds – went] the secret staircase. Tom and Ricky go up the secret staircase to [sit - get – rip] Patches. There is a [map - man – from] in the secret room.

Chapter 9. Another Surprise

Post: Cause and effect. Before reading, go through the chart to let students know that you will be looking for cause and effects. After reading the chapter, identify the cause or effect of each of the following.

Cause	Effect
Mr. Bell called officer Collins	
	Mr. Bell gave Tom and Ricky \$50.
	Mr. Bell can fix his house.

Post: Inferring. After reading the chapter, use story clues to make the following inferences.

Was Steven taken to jail in this chapter? Identify two clues.

Steve was taken to jail.
Clues
1.
2.

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