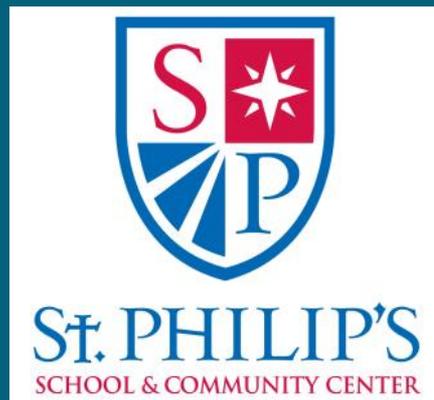


Welcome Aboard...



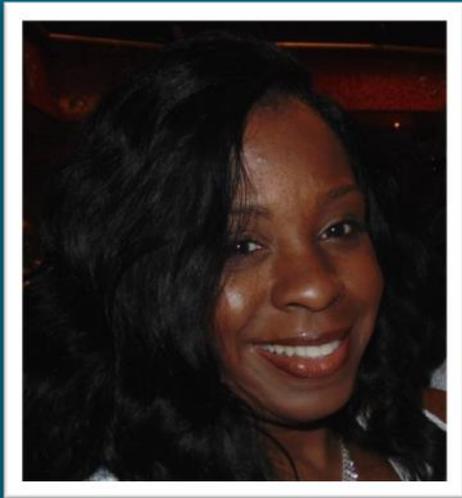
CRUISING WITH COMPREHENSION

CREATIVE READING COMPREHENSION
STRATEGIES





Let's Charter the Seas Together



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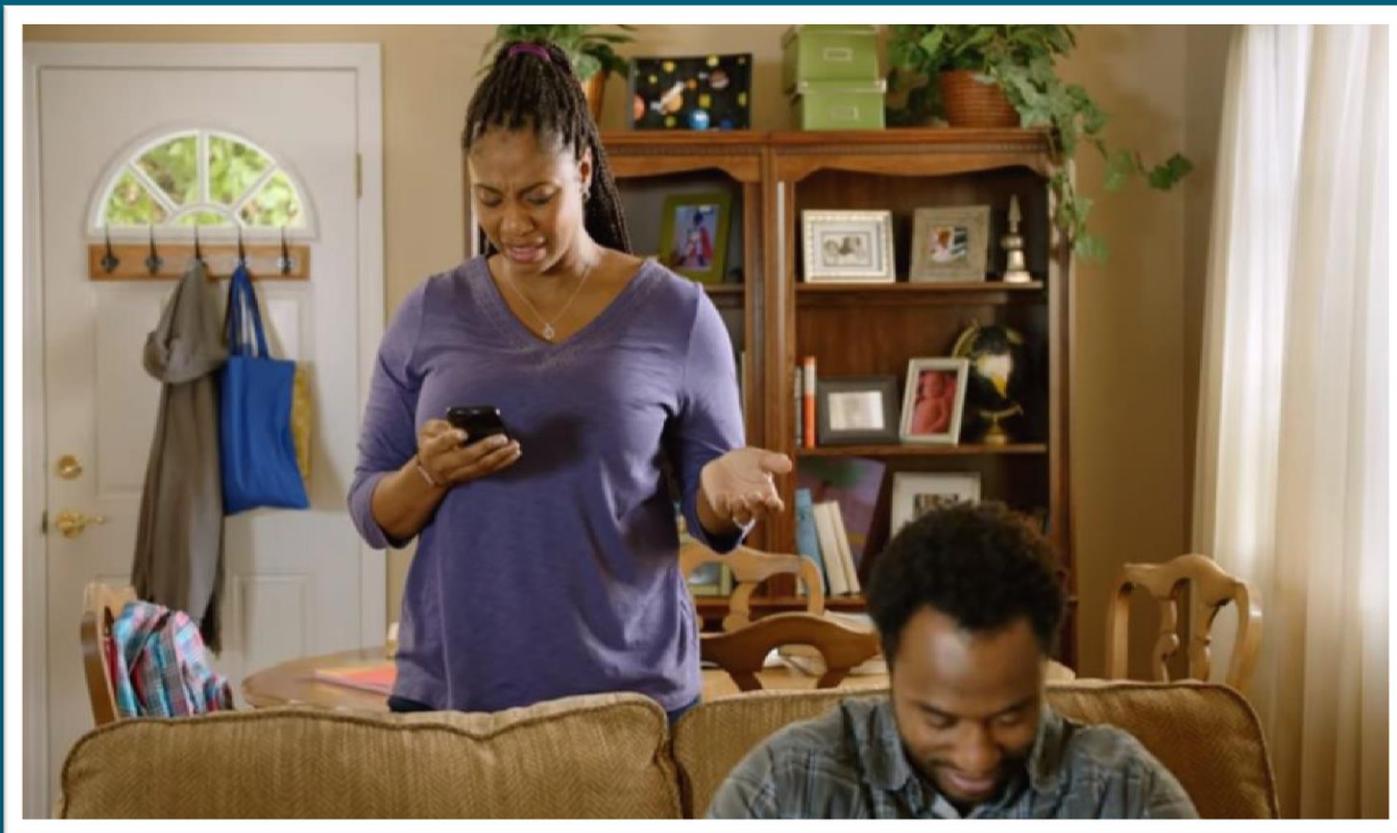
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MISCOMMUNICATION

- DOES THIS SEEM FAMILIAR?



WHY WORRY ABOUT READING COMPREHENSION?

- Why worry about comprehension?
 - Reading is more than saying the words or getting from the beginning of the book to the end.
 - To be successful readers and test takers, children need to be able to comprehend text.
 - Most importantly, not being able to comprehend can leave a child feeling defeated.
- Evidenced Based Research has shown there are strategies we can share with children as we read, that will help them gain more understanding.



WHAT IS COMPREHENSION?

- The ability to make sense of the things that we see, read, and hear in the world around us.
- The purpose of reading.
- Thinking about what we know, believe, experience or feel, and how that relates to what we are seeing, reading, or hearing.
- Thinking about what the author, illustrator, or speaker wants us to know.

Verbal Expression

The Oral – Written Connection

- Literacy is birthed from well developed oral language skills.
 - To understand language , one must be able to recognize: word patterns, word structure, sentence forms, paragraph format, meaning of words, relationship of words to other words, and how words are influenced by their position in a sentence.
 - JOBZONEOPPORTUNITYISNOWHERE
 - #needsatan
 - Hearing spoken language
 - “I know what you said, but I don’t know what you mean.”
 - While Bob ate an apple was in the basket
 - Understanding spoken language
 - “I know that I just read it (decoded), but I don’t know what it means.” (Birsh, p. 52)
 - Neutrons help demystify multiferroic materials.



Common Types of Reading Errors

- Omissions

- Slant-slat

- Jack was the star of the play.

for Jack was the shining star of the play.

- Omits or changes suffixes:

- *need for needed, talks for talking, late for lately.*

- Omits small function words:

- *an, a, from, the, to, were, are, of*



Common Types of Reading Errors

- Insertions
 - Adds small function words:
 - *an a, from, the, to, were, are, of*
 - Adds letters or syllables in words:
 - *bapatized for baptized*
- Transpositions
 - Switching the order of two adjacent letters
 - *on for no, gril for girl, own for won, spilt for split, silt for slit,*
 - *Confusion with choice of pronunciation*



Common Types of Reading Errors

- Substitutions

- Substitutions – similar looking words even if it changes the meaning of the sentence
 - *sunrise for surprise, house for horse, while for white, wanting for walking*
- Substitutes a word that means the same thing, but doesn't look at all similar
 - *travel for journey, fast for speed, cry for weep*

- Reversals

- Flipping a letter horizontally along a vertical axis
 - *ded for bed, bog for dog,*



Dyslexia



- Dyslexia Simulation

- Dyslexia is a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence.

Dsyilexa

A fiend who has dexsylvia diebsored to me how she enxiereepes madieg. She can raed, but it tkaes a lot of oncaionetrtn, and the leertts seems to "jump anourd".

I rmreeebmed ranideg about [tmpyoylgeia](#). Widoun't it be psbisloe to do it iltivnetacey on a wteisbe with Japvsrcalt? Srue it would.

Feel likie maikng a borklmaoket of tihs or smhotneig? [Fork it](#) on gthiub.

Deisxyla is crieectazhrd by dffilticuy wth lennraig to raed fltelnuy and with aactucre cromheopisnen dsitepe normal ictieneghne. Tihs idneculs difcliutfy wth pnghloiacool aweserans, pooocghlanil ddcoieng, pesnicsorg speed, opitorgrhhac cdnoig, adoiruty shrot-trem mremoy, laaugnge skillis/vbrael copmhereionsn, and/or riapd namnig.

Detaomnevelpl rneiadg didseror (DRD) is the msot cmmoon lrinneag dlisttiay. Dlyexisa is the msot mezgoecid of riadeng drseordis, hveweor not all rmediag drdrsoeis are lneikd to deiylxsa.

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THE TWO SIDES OF HOMEWORK STRUGGLE

- AT LEAST I AM GOOD AT THAT



Strategies to Correct Reading Errors

- **Decoding**

- Confusion or Substitutions – Practice letter recognitions
 - Lower case and capitals
 - Sequencing and random order
 - Short and long vowel sounds - Phonics
 - Practice reading with 1st, 2nd, or 3rd pronunciation, then practice with both/all three
 - *I red the sentence on the read line. Vs. I read the sentence on the red line.*
- Transpositions, Insertions, Omissions of Letters
 - Stress left to right directionality in reading
 - Demonstrate that order of words can change meaning
 - *Is it raining? vs It is raining.*
- Skipping, Guessing or Confusing Commonly – Used Short Words
 - Stress importance of articles, prepositions, pronouns in sentences
 - *Me is a happiest person around the earth. Vs. She is the happiest person on the earth.*
 - Practice easily confused words
 - *read vs read; son vs sun*



Strategies to Correct Reading Errors

- **Fluency**

- The ability to read with speed, accuracy, and proper expression.
 - Fluency speeds up the rate at which they can read and understand text.
 - It's also important when kids encounter irregular words, like of and the, which can't be sounded out.
 - Word recognition is the ability to recognize whole words instantly by sight, without sounding them out.
 - Sounding out or decoding every word can take a lot of effort.



Strategies to Correct Reading Errors

- **Vocabulary**

- Body of words known to an individual person.
- To understand what you're reading, you need to understand most of the words in the text.
- Having a strong vocabulary is a key component of reading comprehension.
 - Students can learn vocabulary through instruction.
 - Learn the meaning of words through everyday experience and also by reading.
 - *Neutrons help demystify multiferroic materials.*



Strategies to Correct Reading Errors

- **Sentence Construction and Cohesion**

- Understanding how sentences are built
- Cohesion - connecting ideas within and between sentences
 - Knowing how ideas link up at the sentence level helps kids get meaning from passages and entire texts.
 - One to one word matching, syllables, subject/verb agreement
 - It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.
 - *The sentence is an example.*
 - *The boring sentence is a simple example.*
 - *This long boring sentence is a simple example of sentence structure.*

- **Punctuation**

- Demonstrate the need for punctuation signals.
 - 'A woman, without her man, is nothing.'
 - 'A woman: without her, man is nothing.'



Strategies to Correct Reading Errors

- **Reasoning and Background Knowledge**

- Most readers relate what they've read to what they know.
 - What they KNOW
 - What they WANT to know
 - What they LEARNED
- Extracting meaning when it's not spelled out (reading between the lines)
 - Inferences
 - *I had finally gotten use to being weightless. It became a comfortable feeling. I especially liked floating by the window to see the planet Earth below. Where am I? or Who am I?*
 - Similes
 - *The old chair was as shaky as a newborn horse trying to stand up.*
 - Metaphors
 - *On Christmas Eve, the shopping mall was a jungle of people.*

Strategies to Correct Reading Errors

- **Working Memory, Attention & Self-Monitoring**
 - When kids read, **attention** allows them to take in information from the text.
 - **Working memory** allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading.
 - The ability to be able to recognize when you don't understand something and then stop, go back and re-read to clear up any confusion is **self monitoring**.

*Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling afterward.*



ABC'S of Reading Comprehension Strategies for Parents

- Making Connections
- Visualizing
- Questioning
- Inferring
- Determining Importance

ABC's of Reading Comprehension Strategies for Parents

- **Making Connections**

- Readers constantly make connections as they read; connections to their own lives, another book, or real world events.
 - What does this book remind you of?• Have you experienced any of the events or situations in this book?
 - Can you understand how the character was feeling? Why?
 - What do you know about the book's topic?
 - Does this book remind you of another book?



"Text to text, text to self, text to world... Leave it to school to take the fun out of texting."

ABC's of Reading Comprehension Strategies for Parents

- **Visualizing**

- Readers create pictures in their minds as they read. If they aren't able to, comprehension is lost.
 - What do you picture as you read this paragraph?
 - When reading this story did you make pictures in your head?
 - How did these pictures help you understand the story better?



ABC's of Reading Comprehension

Strategies for Parents

- **Questioning**

- When readers question the text before, during, and after they read, they attend more closely to the text, clarify meaning, make predictions, and focus their attention on what's important.
 - **Before Reading**
 - What do you think will happen?
 - Why do you suppose...
 - **During Reading**
 - What do you think? What do you wonder?
 - How come...
 - What does this word mean? How can I figure out using clues from the text?
 - **After Reading**
 - What would have happened if...
 - I wonder why the author...
 - I wonder where we could look to find out more about...
 - **Use post its to write down until you are able to recall it.**
 - **WHO, WHAT, WHEN, WHERE, WHY, & HOW**



ABC's of Reading Comprehension

Strategies for Parents

- **Inferring**

- More than simple prediction, inferring happens when readers can take what they know and what is written in the book to read between the lines.
- The ability to infer helps the reader get to the why of the story and draw conclusions.
 - Why did you think that would happen?
 - Why did the author write the story in that way?
 - Why do you think the character feels that way?
 - Why did the character do that?
- *My father did not like to wear his crown. He said it was heavy and made his head hurt. While I did not have a crown, my parents made sure I had a silk dress with gold thread to wear for the coronation. Who am I?*

ABC's of Reading Comprehension

Strategies for Parents

- **Determining Importance (Main Ideas / Supporting Details)**
 - Be sure your child pays attention to first and last lines of a paragraph, titles, heading, captions, fonts, illustrations, italics, and boldfaced print.
 - What kind of message is the author sending?
 - What are the main ideas? supporting details? themes?
 - What is just interesting without being important?



Real Life Comprehension Building Implementation

- Modeled talk
- Karaoke
- Vocabulary role play
- Word walls
- Readers' Theatre
- Scripting
- Talk show
- Interviews
- Comic Strips
- Picture Bubbles
- Rap It Out!



Cruising with Comprehension



- YOU INVOLVEMENT MAKES A DIFFERENCE

Reading Comprehension Resources

- <https://www.understood.org/en>
 - 15 nonprofit organizations have joined forces to support parents of the one in five children with learning and attention issues throughout their journey.
- <http://www.ptotoday.com/parent-involvement>
 - PTO Today quickly established itself at the center of the school parent group world as both a valuable resource and a trusted voice for both local PTOs and local PTAs.
- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
 - This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers.
- http://www.slipperyrock.k12.pa.us/Downloads/Tips_for_Parents.pdf
 - ABC's of Reading Comprehension Strategy for Parents