

## Reading Comprehension Lesson Cycle

Below you will find a lesson cycle incorporating various strategies for increasing the student's reading comprehension. Avid readers do these things naturally; most of our students don't. Following this lesson cycle should enhance the student's understanding of what they need to know for success as well as improving their overall reading comprehension.

### SUGGESTED APPROACH:

1. Have students **number the paragraphs** for quick visual access.
2. **CPQ** - Display (on the board or wherever) the Comprehension Purpose Question (CPQ). This is a question requiring understanding the information in this text and gives the student a focus for reading.
3. **READ** – Studies show that varying the classroom reading is most helpful for students. Options include: silent, individual reading; group reading out loud; teacher reading to students; students paired – one reads and the other summarizes what was heard (especially helpful with LEP and SPED students). Pick what fits your students and the text – but don't always read to them or have them read silently. **Have students place a piece of paper at the stopping point to prevent them from reading ahead, and don't allow too much time for reading or they will read ahead.**
4. **TTT** – There are Think/Turn/Talk "points" where the students stop reading, **Think** about what they have read, **Turn** to a partner and **Talk** about the question posed for this section. (NOTE: If you have students with significant differences in reading ability, you may want them to read with a partner – one read and the other summarize what they are hearing.) The TTT does not have to be long – a few seconds (maybe 5 – 10) to think, turn and maybe 20 – 30 seconds to talk. This helps keep them on topic, keeps them interacting with the text material in different forms, and should increase understanding of what they are reading on a deeper level than just words.
5. **NOTE:** The TTT questions have strategy notations after each one. These strategies are used to foster the reader's understanding of the text. Students do not come already programmed to do these things; teachers need to provide support and opportunity for them to hone these skills. Once they read on this level, teaching will be easier and learning will be deeper.
  - **Making Connections** is activating prior (or background) knowledge. It gives the reader a place to anchor the new information being read (processed).
  - **Creating Mental Images** is a component of Making Connections. When the reader creates a mental image of what he/she is reading, they are doing so through the senses and making connections with the text.
  - **Making Inferences and Predictions** occur when the reader is interacting with the text. Things like trying to figure out "who done it" and whether the couple will stay together or not are examples of this.
  - **Determining Importance and Summarizing** helps the reader determine the most important information in the text, see connections between the information and understand the text at a deeper level than just "surface" reading.

6. **Quick Writes:** This must be done prior to any organized discussion of the text and prior to addressing the reading comprehension questions. Doing the writing after the any discussion will usually limit student responses to what they heard rather than what they thought based on their reading.
7. **Reading Comprehension Questions** – After reading the entire section, then the student completes the questions. These can be done as a class, with partners or alone; variation in this is encouraged.
8. **After** completion of the reading, TTT, and the questions, then the CPQ can be addressed. Again, the process can vary; class discussion, quick write, essay question on the chapter test, etc.
9. **VOCABULARY** – This section includes words from the article the students may not know (or know in this context). You may choose as many as seem appropriate for your specific group and address these informally, or you may do them on a Frayer chart and make them part of your formal vocabulary cycle. Either way, our students will be enlarging their vocabulary.
10. The idea is to support the student in active learning and allow the teacher to be able to get to the Depth of Knowledge (DoK) that promotes education.