

USD 475 Framework for Comprehension Instruction

6 T's (common features of effective elementary literacy instruction)	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Time	<ul style="list-style-type: none"> ▪ 30-45 minutes of explicit comprehension instruction per day 	<ul style="list-style-type: none"> ▪ 40-65 minutes of explicit comprehension instruction per day 		<ul style="list-style-type: none"> ▪ 40-60 minutes of explicit comprehension instruction per day 		
Texts	<p>Teachers are expected to use the following resources:</p> <ul style="list-style-type: none"> ▪ District adopted materials (Harcourt Brace and Success For All material) ▪ Student texts with a variety of genres and modes of text (narrative, expository, technical, and persuasive) <p>Additional resources that are recommended:</p> <ul style="list-style-type: none"> ▪ 4 Blocks materials and resources ▪ <i>Reading with Meaning</i> by Debbie Miller ▪ <i>Mosaic of Thought</i> by Ellen Oliver Keene ▪ <i>Strategies that Work</i> by Harvey and Goudvis 					
Teaching	<ul style="list-style-type: none"> ▪ Gradual Release of Responsibility model of instruction should be followed ▪ Use a variety of genres (with increased time in each of the following: expository, technical and persuasive) to teach the following comprehension strategies: <ul style="list-style-type: none"> ➢ Making Connections/Schema ➢ Questioning ➢ Visualizing ➢ Inferring ➢ Determining Importance ➢ Synthesizing ➢ Monitoring for Meaning/Fix Up Strategies (Before/During/After) ▪ The above comprehension strategies should be integrated throughout all curricular areas ▪ Critical Listening-following directions (K) ▪ Students should be taught to select books at their independent level and apply reading strategies during independent reading ▪ Cooperative Learning strategies should be taught and utilized in the classroom ▪ Think Alouds/Read Alouds/Shared Reading/Guided Reading/Reader's Workshop/Book Clubs/Book Shares/Literature Circles ▪ Round Robin reading – the practice of calling on students to read orally one after the other- is not an effective oral reading strategy for developing comprehension. ▪ Common language related to comprehension should be understood and used consistently. Most importantly the use of comprehension strategies above. 					
Talk	<ul style="list-style-type: none"> ▪ Lead discussions on how comprehension takes place. Students need to think about their thinking. (metacognition) ▪ Daily conversations that are purposeful should occur that are engaging, motivating, and interactive between teacher and students and students and their peers. ▪ The talk in the classroom should be conversational instead of interrogational ▪ Open ended questions with many right answers 					
Tasks	<ul style="list-style-type: none"> ▪ Opportunities to practice and apply reading strategies ▪ Use of graphic organizers ▪ At home reading/parent involvement 					
Testing			<ul style="list-style-type: none"> ▪ Criterion Reference Test (CRT) 	<ul style="list-style-type: none"> ▪ 4Sight Benchmark Assessments (See District Reading Assessment Plan for specifics) ▪ State Reading Assessment 		