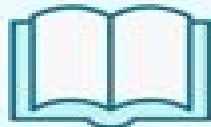


4

key strategies for teaching ----- **READING COMPREHENSION SKILLS** ----- to English learners



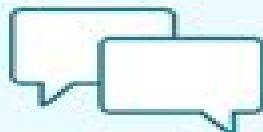
Teach and model helpful routines.

Preview text with ELs prior to reading to activate their engagement and understanding. Show students how to use context clues and analyze word parts when they encounter words, phrases, and concepts that may be unclear. Help ELs formulate relevant questions and review the text to answer those questions.



Integrate metacognitive awareness strategies.

Metacognition involves an awareness and control of one's learning and thought processes. Proficient readers use metacognitive strategies to comprehend text. Before reading, prompt ELs to **make a prediction** about what they will learn. During reading, **ask questions** to help students recognize when their comprehension breaks down and identify the knowledge they need to repair comprehension. After reading, help students **create a main idea statement** to make sure they have understood what they read.



Scaffold story retells for English learners.

Oral retelling of stories is a good way to promote language learning and boost comprehension for ELs. Story retelling can be used with both narrative and expository (informational) text. Give students opportunities to work in small groups to identify retell components and practice retells with peers. If a child is unable to retell, or if the retelling lacks sequence and detail, then **provide scaffolds** by prompting the retelling with who, what, when, where, and why questions.



Teach summarizing skills with graphic organizers.

Graphic organizers are a key tool to help ELs (and all students) develop summarizing skills. These **visual and spatial displays** of information help highlight important information and are associated with improving learning and reading comprehension for students of varying academic ability. With the proper instruction, graphic organizers aid in **organizing information or depicting relationships** and provide the ideal scaffolding for helping students summarize.

Teaching Reading Comprehension

**Cekiso, Madoda,Olifant,
Florence,Mokhtari, Kouider**

Teaching Reading Comprehension:

Teaching Reading Comprehension Strategies Sheena Cameron,2022 A new and updated edition of this practical resource that answers the many questions teachers have about how to improve student reading comprehension Teaching Reading Comprehension Strategies is a step by step guide based on the latest reading comprehension research and is the result of Sheena Cameron's learning journey into research based practice and her extensive experience teaching in classrooms This resource includes relevant new research and information and explains how it impacts on improving comprehension There is guidance on how to introduce and teach each strategy and how it fits into your literacy programme including an explanation of the strategy and how it supports comprehension the language we use when using a strategy guided and independent student activities that support teaching the strategy An extensive range of new teacher and student friendly support material including new activities blackline masters posters and a strategy icons package is available digitally from the eBook This resource is suitable for primary elementary and intermediate middle school teachers *Teaching Reading Comprehension* Thomas G. Devine,1986 *Teaching Comprehension Strategies* R.I.C.Publications,2007-09-01 contemporary photocopyable series that methodically and creatively teaches pupils the strategies and skills needed for effective comprehension twelve strategies covered understanding words finding information identifying main idea

sequencing comparing predicting concluding summarising inferring cause and effect fact or opinion point of view original fiction and non fiction texts customised to suit the strategy being taught each strategy taught through modelling and followed by practice and independent activities test page provided for each strategy to aid assessment detailed teachers notes for each strategy including answers includes digital version on accompanying CD

Rethinking Reading Comprehension

Anne P. Sweet,Catherine E. Snow,2003-04-30 This practical book grows out of a recent report written by the RAND Reading Study Group RRSG which proposed a national research agenda in the area of reading comprehension Here RRSG members have expanded on their findings and translated them into clear recommendations to inform practice Teachers gain the latest knowledge about how students learn to comprehend texts and what can be done to improve the quality of instruction in this essential domain From leading literacy scholars the book explains research based ways to Plan effective instruction for students at all grade levels Meet the comprehension needs of English language learners Promote adolescents comprehension of subject area texts Understand the complexities of comprehension assessment Get optimal benefits from instructional technologies And much more

Understanding and Teaching Reading Comprehension Jane Oakhill,Kate Cain,Carsten Elbro,2014-08-21

The ultimate aim of reading is not the process but to understand what we read and comprehension can take place at many different levels There has been an increasing emphasis on the importance of reading comprehension in recent years but despite this there is very little written on this vital topic accessible to trainee and practicing teachers The Handbook of Reading Comprehension presents an overview of recent findings on reading comprehension and comprehension

problems in children It provides a detailed examination of the characteristics of children who have reading comprehension difficulties and examines ways in which comprehension can be supported and improved It is accessibly written for students and professionals with no previous background in the psychology of reading or reading problems This indispensable handbook asks the question what is comprehension The authors consider comprehension of different units of language understanding single words sentences and connected prose and outline what readers and listeners have to do to successfully understand an extended text This book also considers comprehension for different purposes in particular reading for pleasure and reading to learn and explores how reader characteristics such as interest and motivation can influence the comprehension process Different skills contribute to successful reading comprehension These include word reading ability vocabulary knowledge syntactic skills memory and discourse level skills such as the ability to make inferences knowledge about text structure and metacognitive skills The authors discuss how each one contributes to the development of reading comprehension skill and how the development of these skills or their precursors in pre readers provides the foundation for reading comprehension development Areas covered include Word reading and comprehension Development of comprehension skills Comprehension difficulties Assessment Teaching for improvement Throughout the text successful experimental and classroom based interventions will be highlighted practical tips for teachers and summary boxes detailing key points and explaining technical terms will be included in each chapter *Teaching Reading Comprehension Processes* Judith Westphal Irwin,2007 The Third Edition of Teaching Reading Comprehension Processes is a comprehensive and eclectic book on teaching reading comprehension in the elementary grades The overarching goal of this text is to encourage critical thinking and to challenge readers to examine preconceived ideas and beliefs about teaching comprehension This well researched text is a comprehensive overview of how the relationship among reader text and situation affects the reading process and why comprehension takes place The Third Edition explores various and contending schools of thought in reading comprehension research and successfully gives students perspective on the socio cultural influences on reading comprehension *Understanding and Teaching Reading Comprehension* Jane Oakhill,Kate Cain,Carsten Elbro,2014-08-21 The ultimate aim of reading is not the process but to understand what we read and comprehension can take place at many different levels There has been an increasing emphasis on the importance of reading comprehension in recent years but despite this there is very little written on this vital topic accessible to trainee and practicing teachers The Handbook of Reading Comprehension presents an overview of recent findings on reading comprehension and comprehension problems in children It provides a detailed examination of the characteristics of children who have reading comprehension difficulties and examines ways in which comprehension can be supported and improved It is accessibly written for students and professionals with no previous background in the psychology of reading or reading problems This indispensable handbook asks the question what is comprehension The authors consider comprehension of different units of language understanding

single words sentences and connected prose and outline what readers and listeners have to do to successfully understand an extended text This book also considers comprehension for different purposes in particular reading for pleasure and reading to learn and explores how reader characteristics such as interest and motivation can influence the comprehension process Different skills contribute to successful reading comprehension These include word reading ability vocabulary knowledge syntactic skills memory and discourse level skills such as the ability to make inferences knowledge about text structure and metacognitive skills The authors discuss how each one contributes to the development of reading comprehension skill and how the development of these skills or their precursors in pre readers provides the foundation for reading comprehension development Areas covered include Word reading and comprehension Development of comprehension skills Comprehension difficulties Assessment Teaching for improvement Throughout the text successful experimental and classroom based interventions will be highlighted practical tips for teachers and summary boxes detailing key points and explaining technical terms will be included in each chapter

Teaching Reading Comprehension Elizabeth Pretorius, Sarah Murray, 2019-03-15 Teaching reading comprehension explains how learners can be taught to understand what they read Drawing on research into reading across a wide range of fields the book examines the typical problems that learners face when engaging with written texts The authors show how to help learners to acquire the skills necessary for reading comprehension and for reading to learn

Collaborative Stategies for Teaching Reading Comprehension Judi Moreillon, 2007-02-26 Presents a collection of collaborative strategies for classroom teachers and librarians designed to help improve students reading comprehension

Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach Cekiso, Madoda, Olifant, Florence, Mokhtari, Kouider, 2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of academic texts and the intricacies of language acquisition Effective instruction requires a research based approach that considers the diverse linguistic cultural and cognitive backgrounds of these learners Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge essential for helping ELs develop the skills needed to comprehend complex materials Fostering metacognitive awareness through strategies like summarizing questioning and making connections can empower students to become active and strategic readers This approach recognizes the need for a supportive inclusive classroom environment that encourages language development while promoting academic achievement in content areas Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school Teaching Reading Comprehension to English Learners in Secondary School A Research Based Approach explores various aspects of teaching reading comprehension to English Second Language ESL learners in secondary schools It examines current challenges and evidence based strategies in reading comprehension This book covers topics such as language learning reading strategies and teacher training and is a useful resource for

academicians researchers and scientists **Teaching Reading Comprehension** Susan J. Dymock, Tom Nicholson, 2012-06

Reading Comprehension John D. McNeil, 1987 *Teaching Reading Comprehension* Alison Jean Davis, 2007 Educators working in years 4 to 8 will find practical research based information on all aspects of teaching reading comprehension including word strategies including phonemic awareness phonics structural analysis vocabulary strategies fluency comprehension strategies instructional reading approaches working with groups Back cover

Teaching Reading Comprehension Trevor Cairney, 1990 Offers a definition of comprehension instruction in which the teacher's role consists of supporting and encouraging the reader to an enhanced engagement with the text The book stresses the use of whole texts group collaborations and integrated reading with other forms of reading **Assessing and Teaching Reading Comprehension and Writing, 3-5** K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company *Strategies for Teaching Reading Comprehension* Sherrilyn H. Hill, 1983

Strategies That Work Stephanie Harvey, Anne Goudvis, 2023-10-10 Since the first publication of Strategies That Work numerous new books on reading comprehension have been published and more educators than ever are teaching comprehension In this third edition of their groundbreaking book authors Stephanie Harvey and Anne Goudvis bring you Strategies That Work Teaching Comprehension for Understanding Engagement and Building Knowledge This new edition is organized around three sections Part I Starting with the Foundation of Meaning these chapters provide readers with a solid introduction to reading comprehension instruction including principles that guide practice suggestions for text selection and a review of recent research Part II Part II contains lessons to put these principles into practice for all areas of reading comprehension Part III This section shows you how to integrate comprehension instruction across the curriculum and the school day with a focus on science and social studies In addition this new version includes updated bibliographies including the popular Great Books for Teaching Content online resources and fully revised chapters focusing on digital reading strategies for integrating comprehension and technology and comprehension across the curriculum Harvey and Goudvis tackle close reading close listening text complexity and critical thinking and demonstrate how your students can build knowledge through thinking intensive reading and learning This third edition is a must have resource for a generation of new teachers and a welcome refresher for those with dog eared copies of this timeless guide to reading comprehension **Do**

You Read Me? Arnold A. Grieser, 1977 *Teaching Graphic Novels* Katie Monnin, 2010 Harness the power of graphic novels to promote literacy and engage all secondary students with Teaching Graphic Novels by Katie Monnin Address print text and image literacies from navigating text features to creating standards based lessons on reading comprehension fiction nonfiction written response critical thinking and media literacy Complete with examples from graphic novels professional resource suggestions strategies that can be used with any graphic novel cross indexes of middle and high school graphic novels and themes reproducibles and extra support for English language learners Teaching Graphic Novels was a finalist for

both the 2009 ForeWord Education Book of the Year and the 2010 AEP Distinguished Achievement Award in the 6-8 Curriculum and Instruction category. *Teaching Reading* Richard R. Day, 2013-01-11. *Teaching Reading* uncovers the interactive processes that happen when people learn to read and translates them into a comprehensive, easy to follow guide on how to teach reading. Richard Day's revelations on the nature of reading, reading strategies, reading fluency, reading comprehension, and reading objectives make fascinating reading in themselves and provide language teachers with very practical uses for their own contexts. *Teaching Reading* is a valuable addition to the literature in our profession.

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