



Oklahoma Speech and Hearing Association

Virtual Session

How to Implement Evidence-Based
Approaches to **Reading
Comprehension**



Disclosures

- Owner of Metro East Therapy & Dyslexia Specialists of Central Illinois
 - Receiving speaker fee



Presentation Goals

- Participants will understand why reading comprehension is so complex.
- Participants will have a deeper understanding of what skills their students need in order to interact more deeply with text.
- Participants will learn effective strategies for helping guide their students to be more strategic while reading.
- Participants will feel more confident discussing their role with reading comprehension with a child's support team.

Have you thought about the different ways you instruct your students to comprehend what they have read?

Scaffolding?

What is easy?
What is hard?

Types of
questions?

Text
Selection?

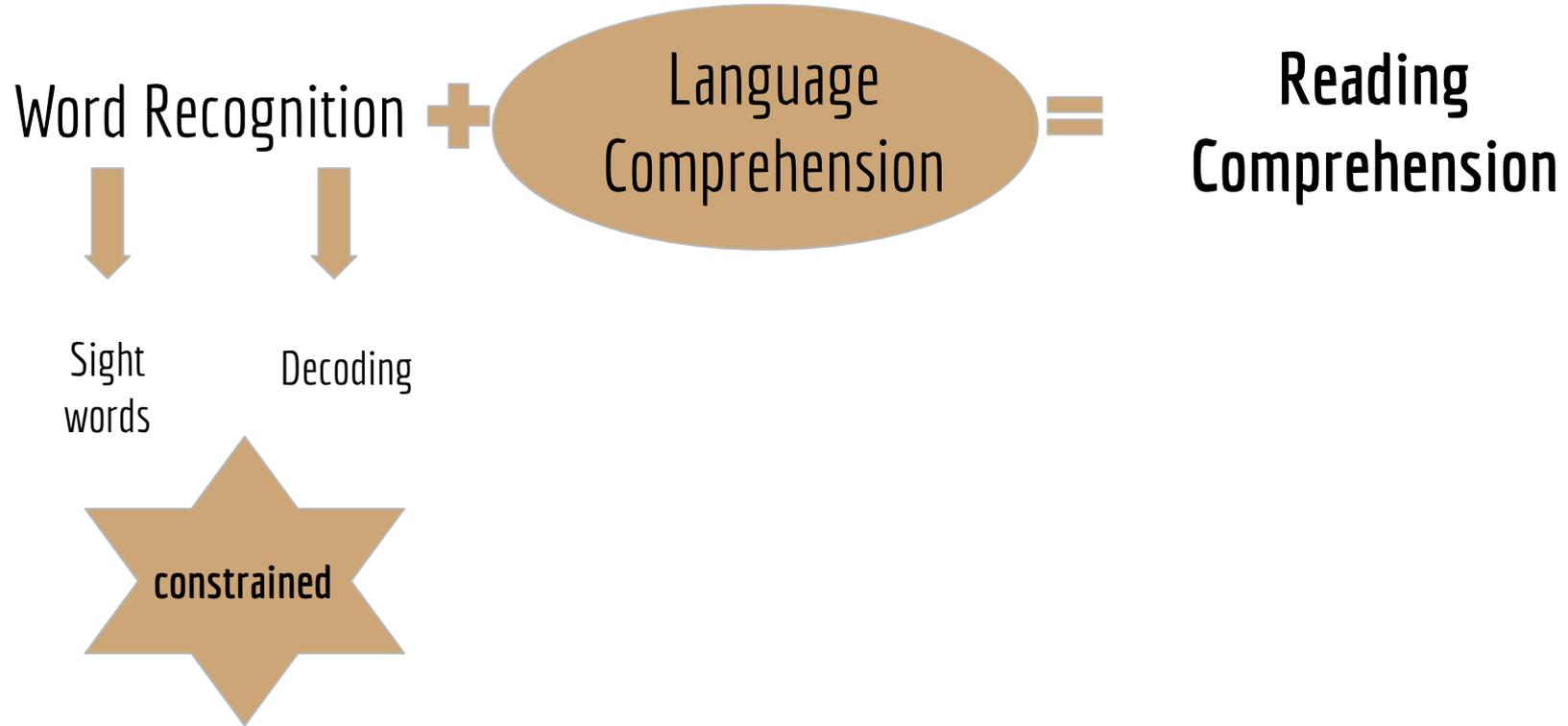
Time
spent?

Discussion

“Our findings indicate low consensus about what elements of instructional practice are useful in classrooms or how time should be apportioned to different tasks” (Smith, et al., 2023)



The Simple View of Reading



What is Language?

	<u>Spoken Language</u>		<u>Written Language</u>	
	<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Phonology*	ability to identify and distinguish phonemes while listening (i.e., phonological awareness)	appropriate use of phonological patterns while speaking	understanding of letter-sound associations while reading (i.e., phonics)	accurate spelling of words while writing
Morphology	understanding morphemes when listening	using morphemes correctly when speaking	understanding grammar while reading	appropriate use of grammar when writing
Syntax	understanding sentence structure elements when listening	using correct sentence structure elements when speaking	understanding sentence structure while reading	using correct sentence structure when writing
Semantics	listening vocabulary	speaking vocabulary	reading vocabulary	writing vocabulary
Pragmatics (includes discourse)	understanding of the social aspects of spoken language, including conversational exchanges	social use of spoken language, including production of cohesive and relevant messages during conversations	understanding point-of-view, needs of the audience, etc.	conveying point-of-view, intended message, etc.

Developmental Language Disorders

Developmental language disorder (DLD) is a communication disorder that interferes with learning, understanding, and using language (NIH, 2022)

DLD can affect a child's speaking, listening, reading, and writing.

Also referred to as a language disorder/impairment, mixed receptive/expressive language disorder, or language delay

Can be comorbid with other diagnoses

These issues do not stem from being exposed to an additional language

The Facts About DLD

- 55% of children with dyslexia could be classified as having DLD.
- 51% of children with DLD could be classified as having dyslexia.

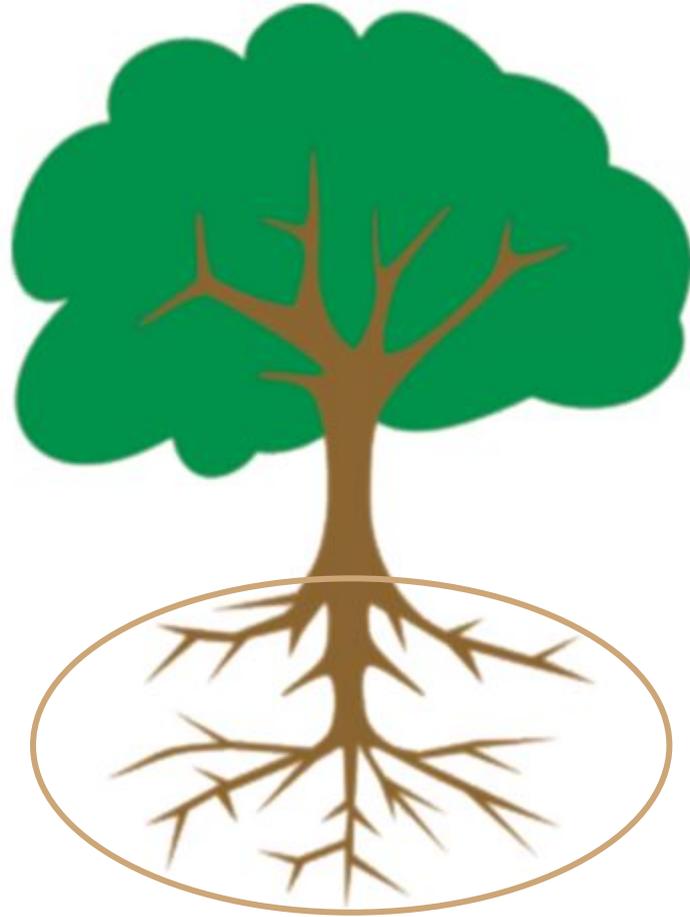
(Adolf, S.M. & Hogan, T.P., 2018)

- Parents and teachers may be more aware of problems with speech articulation and word reading than problems with understanding and producing oral language.

(Adolf, Scoggins, Brazendale, Babb, & Petscher, 2017; Catts et al., 2005; Nation et al., 2004; Silliman & Berninger, 2011).

- The prevalence of DLD is as common as both ADHD and autism combined, however, it is estimated that only 18% of children are identified and receive treatment.

(Christopoulos, T. & Kean, J., 2020).

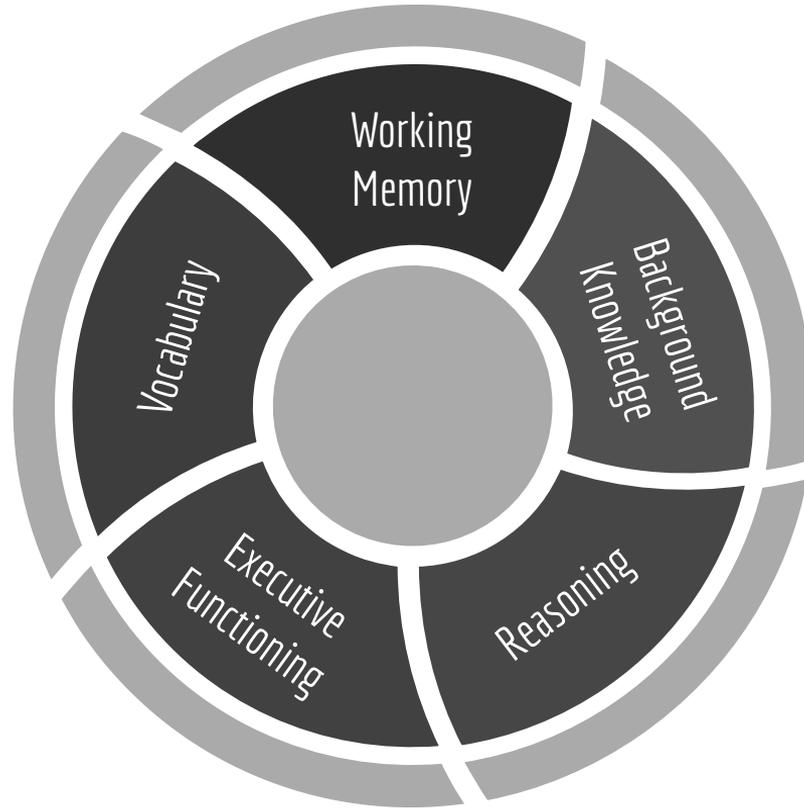


READING
WRITING
SPELLING

ORAL LANGUAGE



Word Recognition



(Cutting & Scarborough,
2006; Perfetti, Marron, & Foltz, 1996)

Knowledge Leads to Comprehension

Readers with prior knowledge

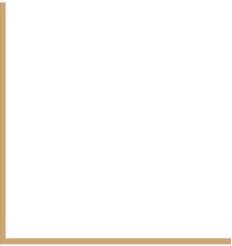
Increasing background knowledge helps provide a buffer for at-risk readers' later abilities to comprehend

perform better on memory tasks

Readers with prior knowledge perform better on memory tasks, but have later comprehension skills, but little background knowledge

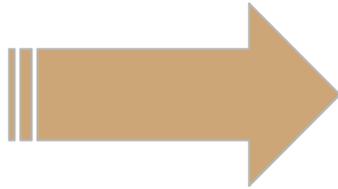


What is a *skill*? What is a *strategy*?



Reading Skill

The ability to answer certain types of comprehension questions



Identify the main idea

Find supporting details

Compare/contrast

Sequence events

Know vocabulary meaning

★ Play the long game ★

Reading Requires Actively Thinking to Understand

We also refer to this as METACOGNITION

Reading Strategy

Readers are not coming
with answers to questions
instead, what
reader need to take
OUT an



Good readers
are strategic

ring

ing

izing

RECE

Connecting to prior
knowledge

Motivation

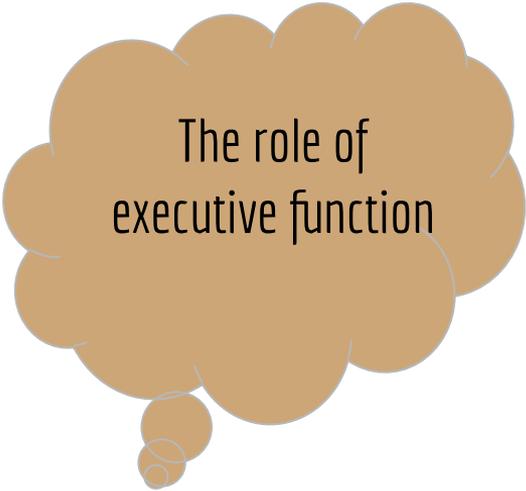
How determined is the student?

Without motivation, learners are passively going through the motions. Metacognition is a tool to enhance motivation!

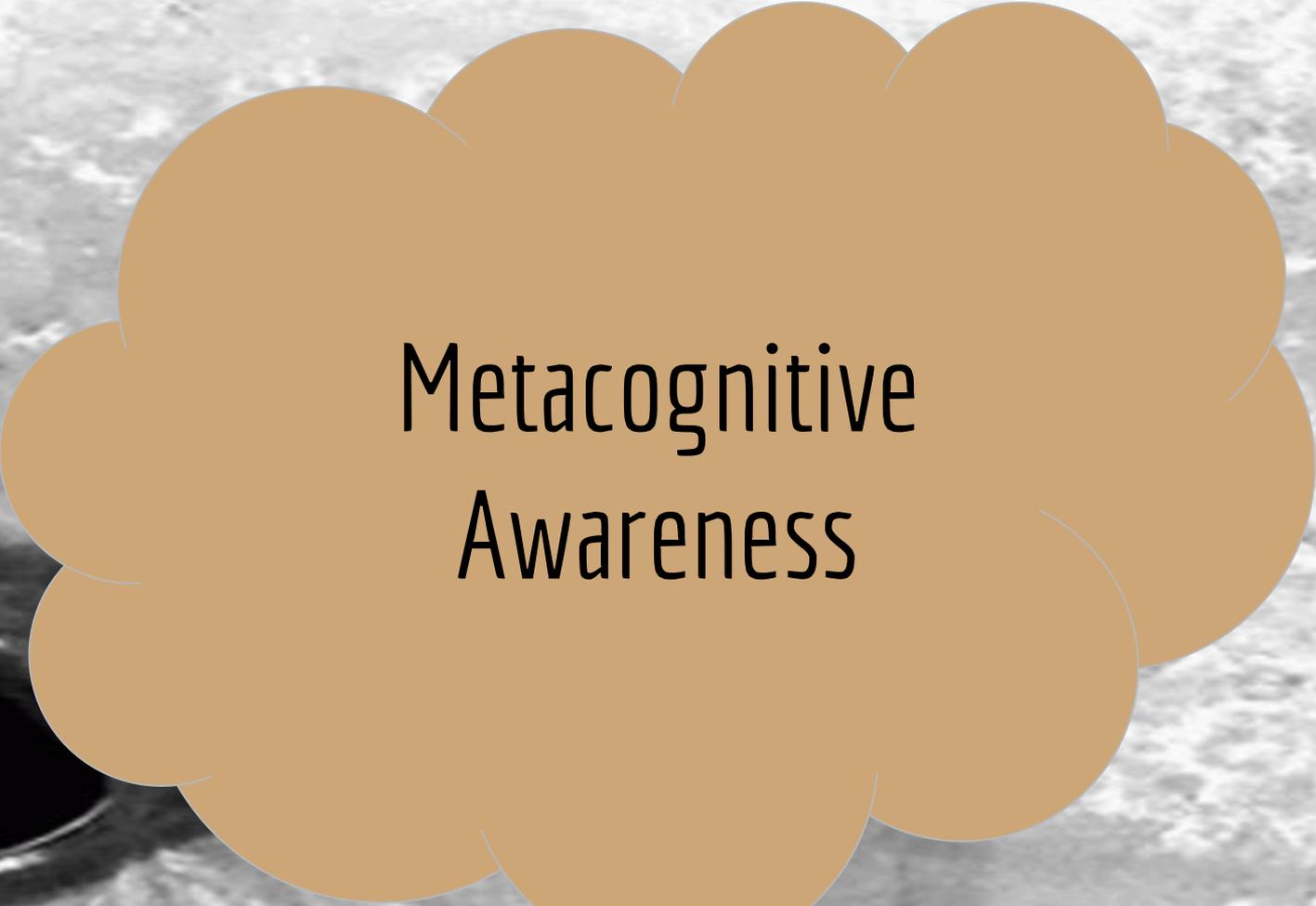


Metacognition and DLD

Why is it easy for some learners
and more difficult for others?



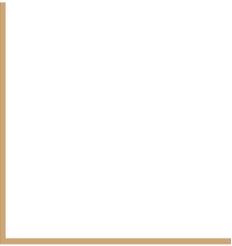
The role of
executive function



Metacognitive Awareness

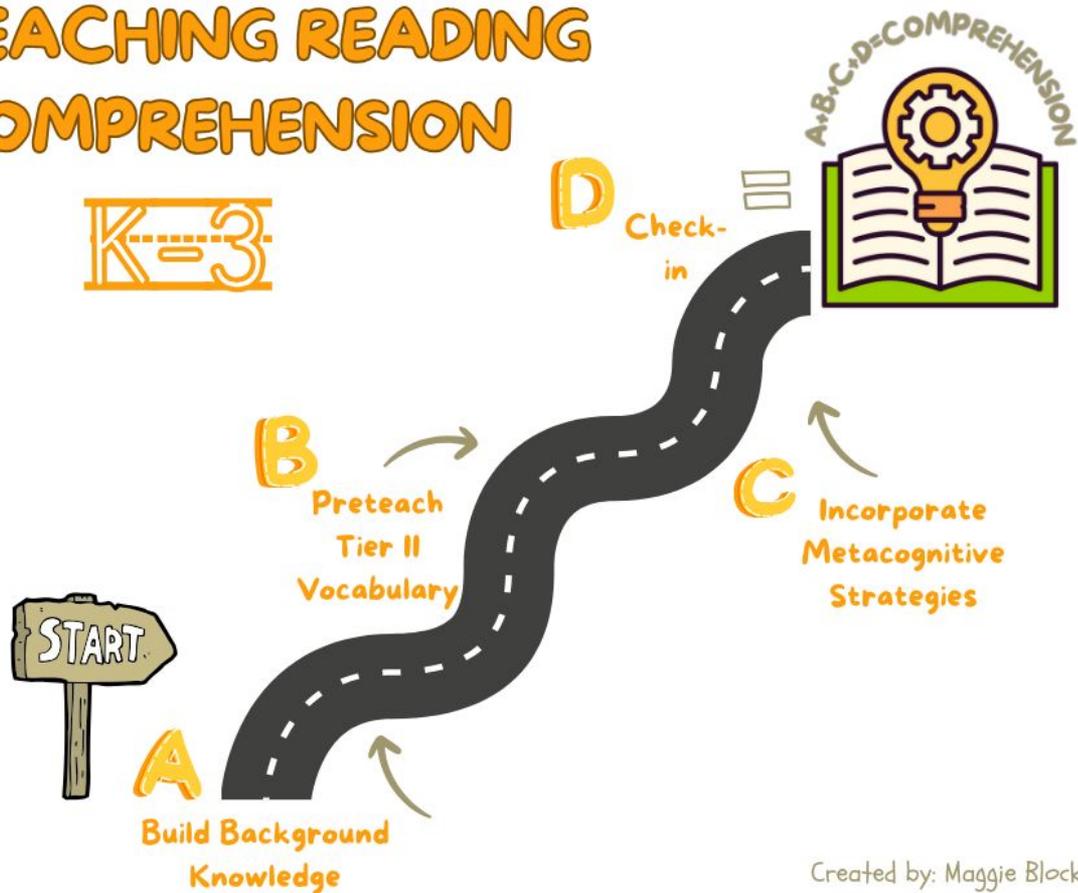


How do we *teach* children to comprehend?



“Reading comprehension cannot occur in absence of language skills” (Elleman, A. & Compton, D., 2017).

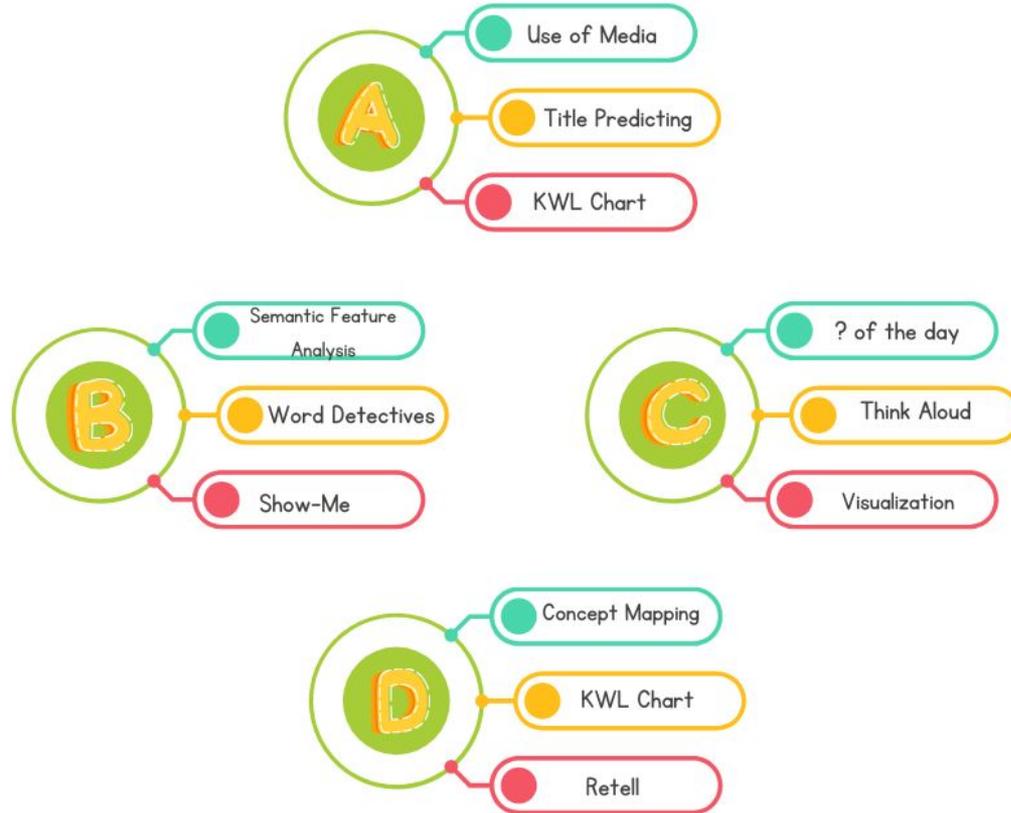
A ROADMAP TO TEACHING READING COMPREHENSION



Created by: Maggie Block

3 Recommended Approaches for Each Strategy

★ Children need to know a lot about the text to understand ★





Youtube
Websites



“I wonder what
our book will
be about?”

What I know	I wonder...	I learned!



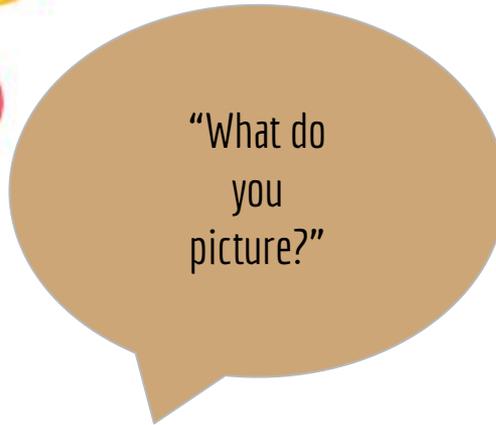
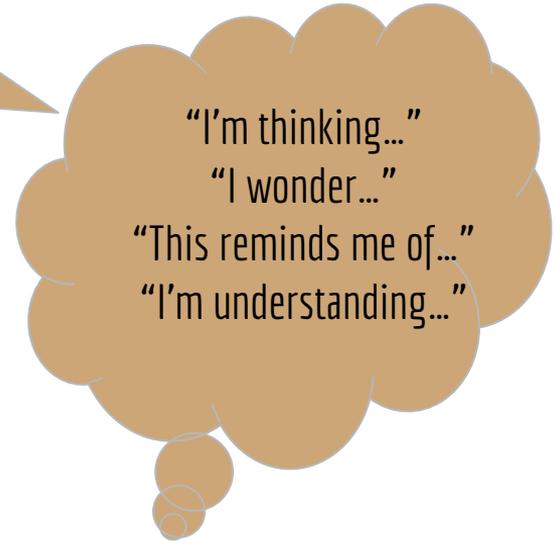
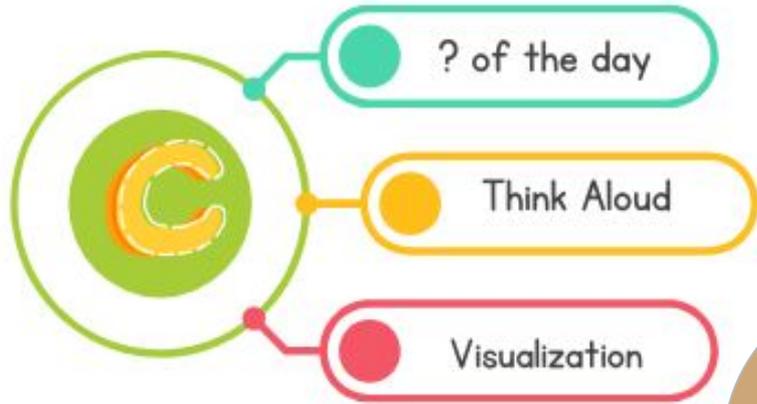
Results: Findings reveal second grade students hear thousands of words spoken by the teacher each hour of the school day, including more than a thousand different words per hour on average. The large majority of words were the most common words in the English language. On average, there were few academic or curriculum vocabulary words used, but this varied widely between teachers. The proportion of academic words used by teachers during the school day significantly predicted students' end-of-year vocabulary. Teachers who used more academic words had students with higher vocabulary achievement at the end of the school year. There were no other significant relationships between teachers' language and student achievement. (Wood, et.al., 2023)

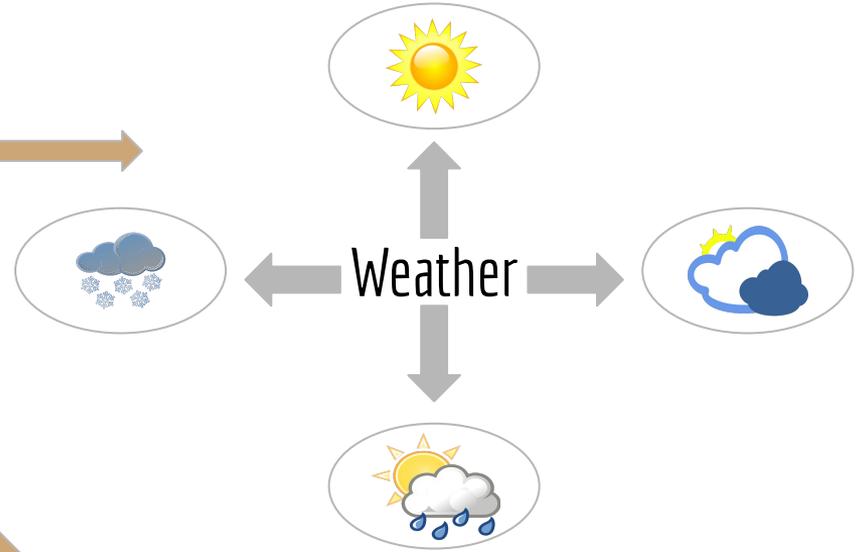
Tier II Vocabulary Instruction



Biggest bang
for your buck!

- Appear in a variety of texts
- Present in “mature” oral language users
- Require explicit instruction
- *Can students describe it using words they already know?*



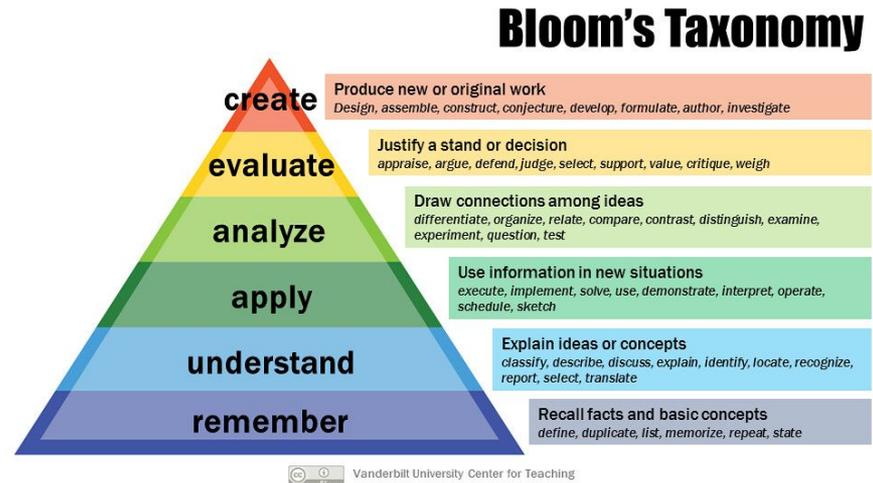


First	Next	Then	Finally

What I know	I wonder...	I learned!

Additional Recommendations

- Build themed libraries
- For reluctant readers, use audio books or read aloud
- Encourage discussion as much as possible
- Provide EXTRA buffer for kids you suspect have dyslexia
- Consider Bloom's taxonomy!
- Implementation takes time.
- Consult with classroom teachers



3-2-1

3 things you learned

2 things you found particularly interesting

1 question you still have