Reading Questions to Consider When Making Instructional Changes

Patricia McAnally, Ph.D.
University of Minnesota, 2012
Minneapolis, Minnesota

The purpose of this checklist is to provide guidance in the selection and application of promising practices with students who are deaf or hard of hearing. The questions are designed to be reflective with respect to instructional strategies, student progress and the problem solving process. Examples of instructional strategies may be reviewed at http://www.cehd.umn.edu/DHH-Resources/Reading/ReadingStrategies.html or Teacher's Guide, *Reading Milestones* Reading Series- 4th Ed. (2012), Pro Ed, Inc.

Instructional Materials- (Slash)

If the language in the instructional materials, is more complex than the language level of the student, the student will not have an opportunity to be successful in reading. The student who has to focus on English language structures cannot focus adequately on the construction of meaning. Therefore, the student is not able to apply the more advanced comprehension strategies that he or she knows because of the attention that must be applied to the language structures, thus the student regresses to using strategies common to less mature readers.

	Yes	No
Do the reading materials match the receptive language skills of the student?		
-Syntactic structures?		
-Vocabulary and concepts?		
-Figurative and idiomatic language		

If only a few of the language structures in the reading materials are above the receptive language skills of the student, and if these few structures can be taught before the reading unit begin, then the materials may be appropriate.

If there are too may language structures that are not known by the student, then a change in the instructional materials that better match the student's language level needs to occur.

Instructional Strategies (MAZE, KidSpeak, KidSign)

Every strategy is not effective with every student. Teachers are required to have a large repertoire of strategies that can be applies as needed to fit the needs of the student. The strategies available in this guide include: prereading, during reading and post reading.

Prereading Strategies

The prereading phase of instruction is one of the most important phases- it prepares the student for success in reading. If the student is not making progress in reading, first consider if the student is benefiting from the prereading activities.

Purposes of prereading instruction includes:
- Building /activating prior knowledge
- Relating the reading to the student's personal experiences
- Providing technical- text specific- vocabulary
- Pre-questioning, predicting and direction setting
- Developing metacognitive awareness of task demands and strategies for effective learning.
- Motivating

General suggestions to develop/activate prior knowledge during the prepreading phase.

- Ass the extent of the student's prior knowledge before starting a reading seletion
- If student have the necessary prior knowledge, present activities for activating and applying it for comprehension.
- If the student does not have adequate prior knowledge, develop it prior to starting the reading unit.
- Read aloud to the student, provide related video, trade books, textbooks and web resources to build necessary prior knowledge.
- Before reading, ask question that encourages students to connect the topic to their own experiences.
- Consider hands-on experiences for developing prior knowledge including field trips, experiments, guest speakers, videos and role playing.

	Yes	No
Does the student have prior knowledge necessary to understand the conceptual content in the reading selection?		
If not, which of the following strategies have you used to develop/activate prior knowledge?		
a. Previews of reading selection		

-Picture walk		
-Text walk		
-Text preview		
b. Semantic maps/webs		
c. K-W-L and K-W-L-Plus		
d. Card arrangement		
e. Anticipation guides		
f. Graphic organizers		
g. Student-generated questions		
h. List, Inquire, Note, and Know (LINK)		
Does the student understand the key vocabulary/concepts in the reading selection?		
If not, which of the following strategies have you used to preteach vocabulary and concepts?		
a. General method for teaching basic sight words		
b. Semantic maps/webs		
c. Key word approach		
d. Concept analysis model (Frayer Model)		
e. Concept definition map		
f. Semantic feature analysis		
g. Analogy graphic organizer		
h. Possible sentences		
i. Sight Vocabulary Strategy		
Has the student reached automaticity in recognizing and assigning meaning to the key words in the reading selection?		
If not, which of the following strategies have you used to enable the student to develop automaticity?		
a. General method for teaching basic sight words		
b. Students graph time for completing word recognition lists		
c. Student pairs work together to explain meanings of words to each other		
d. Using sentences with the vocabulary words deleted, students graph time it takes to fill in the correct words in repeated attempts (provide alternate forms		

	Yes	No
of the sentences and/or scramble the sentences)		

During Reading Strategies

It is in the During Reading phase that students interact with text and construct meaning as they read. Activities include what you do to encourage and assist the student in comprehension of the text. This phase involves metacognitive processes in which the student is aware of and has control over comprehension.

	Yes	No
Does the student read "word-by-word" instead of processing for meaning at the sentence and discourse levels?		
If so, which of the following strategies have you used to encourage the student to construct meaning from text?		
a. Teacher think-aloud		
b. Incorrect word substitutions		
c. Contextual Processing		
d. Key word approach		
e. Visualization		
f. Illustrating sentences		
Does the student engage in active reading and comprehension monitoring?		
If not, which of the following strategies have you used to encourage the student to interact with text and monitor comprehension?		
a. Prediction logs		
b. DR-TA		
c. Question-answer relationships (QAR)		
d. Visualization		
e. Reciprocal questioning		
Does the student monitor his/her comprehension and apply appropriate repair strategies when necessary?		
If not, which of the following strategies have you used to model for the student how to comprehend and to encourage the student to monitor his/her own comprehension?		

a. Teacher think-aloud		
b. Comprehension rating		
c. Monitoring		
Does the student know and apply the following repair strategies?		
Word Level Repair Strategies		
▪ **Read around the word**		
▪ **Use context clues**		
▪ **Look for structural clues**		
▪ **Sound out words**		
▪ **Use a dictionary**		
▪ **Ask for help**		
Idea Level Repair Strategies		
▪ **Read on**		
▪ **Reread carefully**		
▪ **Look again at the title, pictures, headings, Graphics**		
▪ **Ask yourself questions**		
▪ **Put ideas into your own words as you read**		
▪ **Visualize/picture the ideas in your head as you read**		
▪ **Relate ideas to your personal experiences**		
▪ **Ask someone to clarify things**		
Can your student use all of the repair strategies independently?		

Postreading Strategies

Post reading activities provide opportunities for students to synthesize and organize information, evaluate the author's perspective and respond to the text. The students might reflect on the meaning, compare ideas with those in different text, expand their existing knowledge base and apply what they read to their lives and communities outside of their classroom.

	Yes	No
Does the student synthesize and organize the information he/she has read?		
If not, which of the following strategies have you used to teach the student how to do this?		
a. Story structure maps		
b. Pattern guides for expository text		
c. Story retelling		
d. Readers Theater		
e. Writing activities		
▪ Different ending		
▪ Favorite part		
▪ Favorite character		
▪ Character description/comparison		
▪ Response to the selection		
f. Summarizing		
g. PREP		
h. SQ3R		
Does the student read with fluency?		
If not, which of the following strategies have you used to help the student gain fluency?		
a. Oral/Silent repeated reading		
b. Automated reading (if appropriate)		
c. Readers Theater		
Does the student monitor his/her comprehension?		
If not, which of the following strategies have you used to help the student learn how to do this?		
a. Monitoring		
b. Comprehension rating		
c. Learning logs		
d. Self-monitoring approach to reading and thinking (SMART)		
Does the student apply critical reading strategies to		

assist in comprehension?		
If not, which of the following strategies have you taught the student to use?		
a. Venn diagram		
b. Fact or Opinion		
c. Different perspectives		
d. Discussion web		

For effective comprehension when reading, students should be able to apply the strategies in bold print independently.

<u>Other Considerations</u>

Does the student receive direct reading instruction daily?

How much time does the student receive reading instruction on a daily basis?

How much time does the student practice reading on a daily basis?

Is an explicit instruction model used to teach the student how to use reading strategies?