

COMPREHENSION BUILDER

Your Comprehensive Toolkit for Strengthening Reading Comprehension

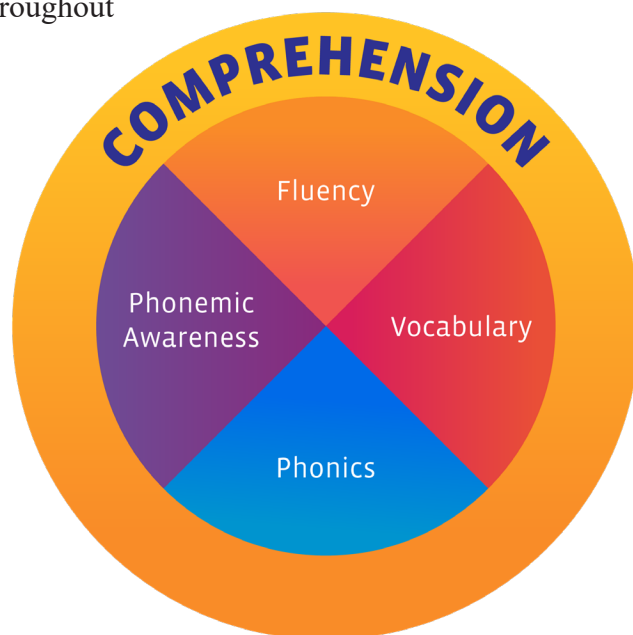
Comprehension is the ultimate goal of reading.

The ultimate goal for readers is to be able to understand what they read. In order to make sense of text, readers need both word recognition and language comprehension skills. At first glance, developing comprehension may seem simple. After all, good readers effortlessly extract meaning as they read all the time. Yet getting from basic reading skills to comprehension requires acquiring and integrating many skills. To develop word recognition, we emphasize phonics and fluency instruction. To develop language comprehension, we build background knowledge, vocabulary, syntax, and critical reasoning. As these skills begin to layer, it quickly becomes clear that comprehension is actually very complex.

In addition, true reading comprehension may not occur automatically even when word recognition and language comprehension are strong. Even skilled readers may read words—and understand them—without fully comprehending what they've read. The Institute of Educational Sciences (IES) Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Shanahan et al., 2010) defines reading comprehension as **the process of simultaneously extracting and constructing meaning through interaction and involvement with written language**. Rather than passively taking in meaning, good readers analyze text, internalize it, and make meaning for themselves.

Reading comprehension is not an inherent byproduct of word recognition and language comprehension. It's also not something that should be postponed until students become fluent readers or masters of oral language. In fact, working on the skills needed for comprehension together is not only possible but beneficial, as each supports the other. And actively teaching students how to make sense of text, discussing meaning with them, and making it clear that comprehension is the point of reading must begin early and continue throughout students' development into good readers.

Reading comprehension is complex. It requires active engagement, deliberate effort, and many skills working simultaneously. It's no wonder that many developing readers struggle with reading comprehension. In such cases, it's essential that we, as educators, provide them with timely, targeted support so that they may find success in reading. Quality reading comprehension instruction requires thorough, direct instruction in comprehension strategies and academic language, paired with structured support in meaningful, content-rich, and knowledge-building contexts. Plus, students need abundant opportunities to practice throughout their education and across multiple subject areas.



The purpose of Comprehension Builder is to help teachers with the often daunting task of strengthening students' capacity to understand what they read. It's a practical resource designed to make it easy for teachers to effectively and efficiently develop lasting comprehension skills for readers, regardless of age, instructional setting, time constraints, or areas of need. It provides highly adaptable lessons and resources that can be used consistently and consecutively, or on an as-needed basis. Instruction is approached through explicit teaching, modeling, gradual release of responsibility, collaborative learning, frequent opportunities to respond (OTR), and scaffolded support. Comprehension Builder includes high-interest, knowledge-building text with rich vocabulary, numerous options for adapting and differentiating instruction, and suggestions for extending practice beyond the lessons themselves. Our goal in creating this resource was to provide teachers with essential tools in one comprehensive, easy-to-use toolkit. We hope that it will make a positive impact in your classroom.

Comprehension Builder...



Reading Comprehension Strategy Lessons

When we teach students how to think when they are reading, we are teaching reading comprehension strategies. Teaching these strategies helps turn readers into learners who actively construct meaning. The Institute of Educational Sciences (IES) Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Shanahan et al., 2010) defines a reading comprehension strategy as the intentional application of a cognitive routine before, during, or after reading a text, such as the intentional mental actions while reading that improve reading comprehension and deliberate efforts to better understand or remember what is being read.

Section 1 of Comprehension Builder includes a set of lessons focused on the research-based strategies identified in the IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Shanahan et al., 2010) for better comprehension, organized into three categories: those used before reading to prepare the mind for meaning-making, those used during reading to deepen understanding, and those used after reading to reflect, consolidate, and extend comprehension.

Teachers may use these lessons to explicitly teach strategies that students can carry into any reading context and to support the development of healthy reading habits that foster deep engagement and meaningful interaction with text.

Lessons in This Section:

- Before-Reading Strategies
- During-Reading Strategies
- After-Reading Strategies



Before, During, and After-Reading Strategies Poster

You can use this poster for orientation during lesson previews and draw attention to it during activities as you see fit. A copy of this poster is available on the USB drive.

Before-Reading Strategies

Activating Prior Knowledge, Learning Key Words, and Making a Prediction

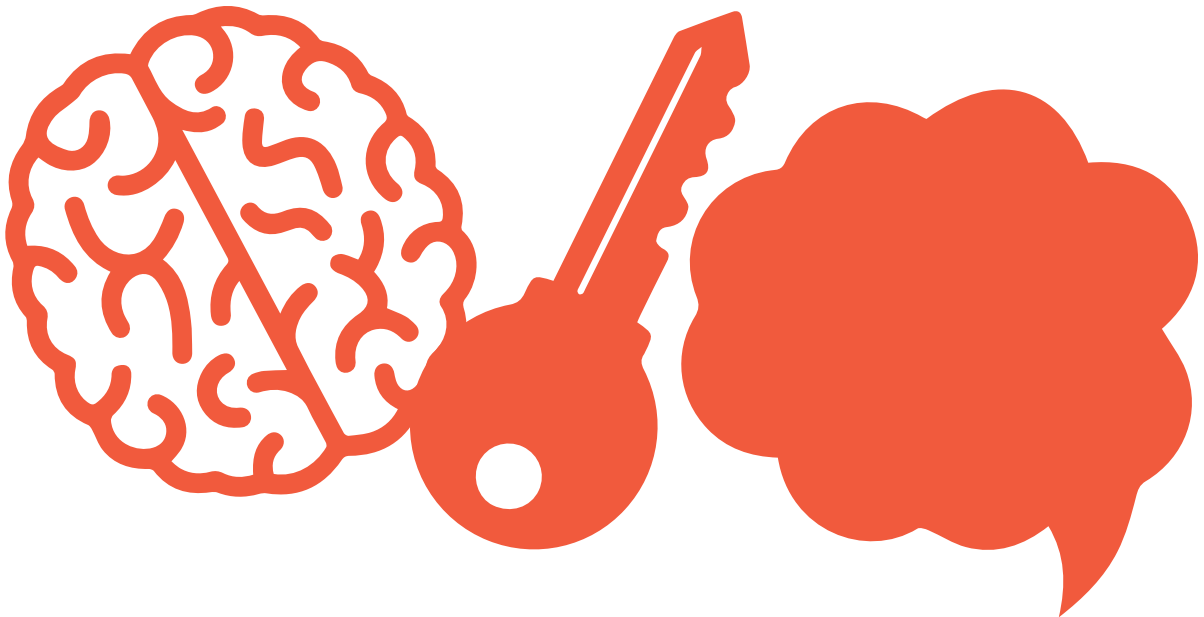
Introduction to the Lesson

According to the IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Shanahan et al., 2010), strategies such as activating prior knowledge and making predictions can improve reading comprehension both when taught separately or when taught in combination with other effective comprehension strategies. The guide also recommends teaching students how to look for and learn key words that help them understand text and demonstrating how to draw inferences from such words.

In this lesson, students will learn to employ the evidence-based practices of activating prior knowledge, learning key words, and making predictions to help them prepare to read and construct meaning.

Using these practices provides students with a framework from which to expand their knowledge and understanding and to deepen connections to new information as they read.

- When students activate prior knowledge, they tap into what they already know to help them make connections to and comprehend the text they are about to read.
- When students are taught the key words in a story, they learn the often-challenging vocabulary words that can be crucial for making sense of the text. Understanding these words can also help them make predictions and draw inferences.
- When students make predictions about the text they are about to read, they use their prior knowledge of, and experience with, similar or related topics to set expectations and form questions. Then as they read, students may mentally revise their predictions and find answers to their questions.



During-Reading Strategies

Questioning, Visualizing, Making Inferences, and
Monitoring, Clarifying, and Fix-up

Introduction to the Lesson

In this lesson, students will learn evidence-based practices to use during reading. These practices include questioning, visualizing, making inferences, and monitoring, clarifying, and fix-up. According to the IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Shanahan et al., 2010), these practices prepare students to read for meaning by empowering them to form and attempt to answer questions about the text, develop mental images of what is described in the passage, generate information that is missing or not explicitly stated, and pay attention to whether they understand. When they do not understand, rereading or using these strategies will help them.

Lesson Activities

This lesson includes the following activities:

Activity 1: Questioning

Students come up with things they wonder about as they read sections of the practice story and learn to turn those thoughts into questions.

Activity 2: Visualizing

Students review the five senses, read the practice story, and consider whether the text helps them imagine seeing, hearing, smelling, tasting, or touching/feeling anything.

Activity 3: Making Inferences

Students learn how to connect their prior knowledge with clues from the story to create a list of inferences.

Activity 4: Monitoring, Clarifying, and Fix-up

Students practice identifying information from the text that they're unsure of, then use strategies such as rereading, connecting to key words, and activating prior knowledge to clarify their understanding.

Activity 5: Practice

Students use a checklist to help them apply the during-reading strategies to a new practice story.

Activity 6: Review

Students review the during-reading strategies and complete a description for each on the Reading Strategies Tracker to help reinforce and remember them.



After-Reading Strategies

Answering Questions, Retelling and Summarizing

Introduction to the Lesson

In this lesson, students will learn evidence-based practices to use after reading a story. These practices include answering questions and retelling or summarizing the story. Hougan and Smartt (2020) emphasize that good readers are able to identify information that is most important in a text; are able to pull together key information; and are able to explain it in their own words. Answering questions and retelling or summarizing helps students engage more deeply with the text, recognize important concepts, and monitor their own understanding. These activities also help teachers identify areas of weakness. The information they gather from analyzing student performance can be used to inform future comprehension instruction, which is key to improving student achievement.

Note: Section 2 of Comprehension Builder contains additional lessons for answering specific types of comprehension questions and more options for teaching students to retell or summarize what they read.

Lesson Activities

This lesson includes the following activities:

Activity 1: Answering Questions

Students read a story and practice finding evidence in the text to answer multiple kinds of questions.

Activity 2: Retelling and Summarizing

Students use prompts to help them retell or summarize a story.

Activity 3: Practice

Students use a checklist to help them apply the after-reading strategies to a new practice story.

Activity 4: Review

Students review the after-reading strategies and complete a description for each on their Reading Strategies Tracker to help reinforce and remember them.



Question-Specific Comprehension Lessons

Full comprehension involves understanding vocabulary and syntax, accessing background knowledge, making connections, and applying critical reasoning. To truly understand text, readers must be able to approach it from multiple angles—identifying key details, recognizing relationships, evaluating ideas, and summarizing the content and intent. These layers of comprehension give students different ways to interpret and interact meaningfully with what they read.

Students are frequently assessed on their ability to demonstrate these varied aspects of comprehension. Standardized tests, classroom assignments, and academic discussions often rely on carefully constructed questions that target specific angles of understanding. To respond successfully, students must not only apply the necessary reasoning but also navigate the academic language of the questions themselves. Comprehending will also be important throughout the students' lives, outside of and long after their time in school.

For teachers, comprehension questions serve an important dual purpose. They help students practice their application of many components of comprehension, while also providing insight into where students may be struggling. Section 2 of Comprehension Builder includes lessons that directly teach students how to respond to a variety of comprehension questions, with explicit instruction and ample practice opportunities. Teachers may use these lessons to strengthen students' comprehension skills in preparation for comprehension assessments, or on an as-needed basis to provide targeted support when gaps are identified.

Lessons in This Section:

- Detail (Literal)
- Short Answer
- Vocabulary
- Main Idea
- Fact and Opinion
- Cause and Effect
- Compare and Contrast
- Author's Purpose
- Graphical Information
- Making Inferences
- Retelling and Summarizing



Types of Comprehension Questions Poster

You can use this poster for orientation during lesson previews in this section and draw attention to it during activities as you see fit. A copy of this poster is available on the USB drive.

Detail (Literal)

It's Right There!

Introduction to the Lesson

In this lesson, students will learn how to find the answer to a detail question (also known as a literal question). The lesson will teach students to look "right there" in a story because the answer will be stated directly in the text. In Bloom's Taxonomy (Armstrong, 2010), these types of questions belong to the lowest level of learning in the cognitive domain (Remember Level: Recall Facts and Basic Concepts). Knowing the facts and basic concepts presented in a story provides a foundation for students to answer inferential questions and guides them in retelling/summarizing what they have read. Each activity in the lesson provides instruction and practice for answering a different type of detail question.

Lesson Activities

This lesson includes the following activities:

Activity 1: Finding the Answer

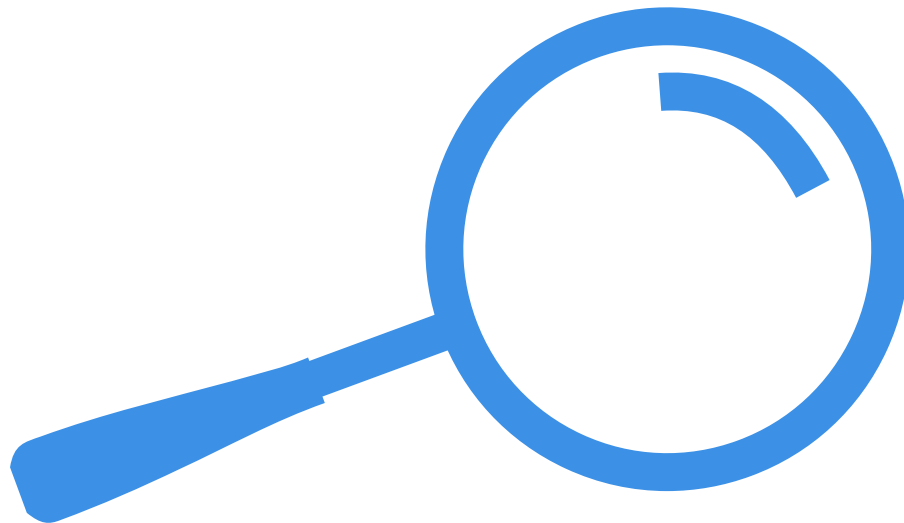
Students find specific details in classroom materials, then practice answering detail questions by locating key words from the questions in the story text.

Activity 2: Filling in the Blank

Students learn the concept of filling in the blank through simple patterns and familiar phrases, then practice answering fill-in-the-blank questions using information from the story text and glossary.

Activity 3: Putting Events in Order

Students use a scenario about being late for school to learn the difference between the order written in the text and the chronological order of the events, then answer chronological order questions from a practice story.



Short Answer

Restate the Question

Introduction to the Lesson

In this lesson, students will learn how to complete short-answer questions. Short-answer questions require students to construct a response. This lesson will teach students how to construct a response that restates the question. In the first activities, students will learn that a good short answer is one where the question that was asked is easily identifiable simply by reading the answer. Students will analyze questions to determine what is being asked, identify key question words and other important words that should be included in their answers, and practice constructing short-answer responses. In the last activity, students can practice reading a story and answering a few short-answer questions about it.

Lesson Activities

This lesson includes the following activities:

Activity 1: Restating Simple Questions

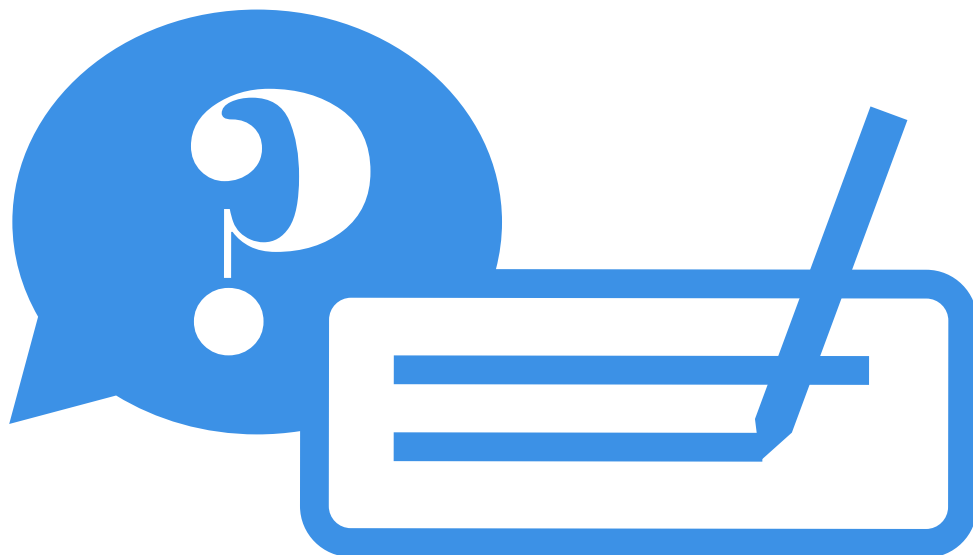
Students draw cards with simple short-answer questions and practice forming responses by restating the question.

Activity 2: Restating Harder Questions

Students learn to identify question words and determine which words can be used to restate the question, then complete a worksheet to practice answering harder short-answer questions.

Activity 3: Reading and Responding to Short-Answer Questions

Students read a story and practice restating the question in their responses to short-answer questions.



Vocabulary

Context Clues and Other Tools to Learn New Words

Introduction to the Lesson

A substantial amount of the variance in reading comprehension is attributable to knowing the meanings of individual words (Moats, 2020). Consequently, students should be encouraged to notice and be curious about new words. They need to learn how to figure out the meaning of words from context, how to use resources such as glossaries and dictionaries, and how to build on their understanding of new words by exploring their parts, their synonyms, their antonyms, how they are used, etc.

Effective, meaningful vocabulary instruction includes context, student-friendly definitions, and engaging discussions (Hougan and Smartt, 2020). In this lesson, students will encounter new words in text and learn how to analyze the context to figure out their meanings. They will also enhance their understanding of new words using glossaries (and possibly dictionaries and/or thesauruses), engaging in discussion, and applying the words in context. Such analysis will help students to comprehend the text and answer questions related to vocabulary, which they will also practice in this lesson.

Lesson Activities

This lesson includes the following activities:

Activity 1: Noticing and Learning Difficult Words

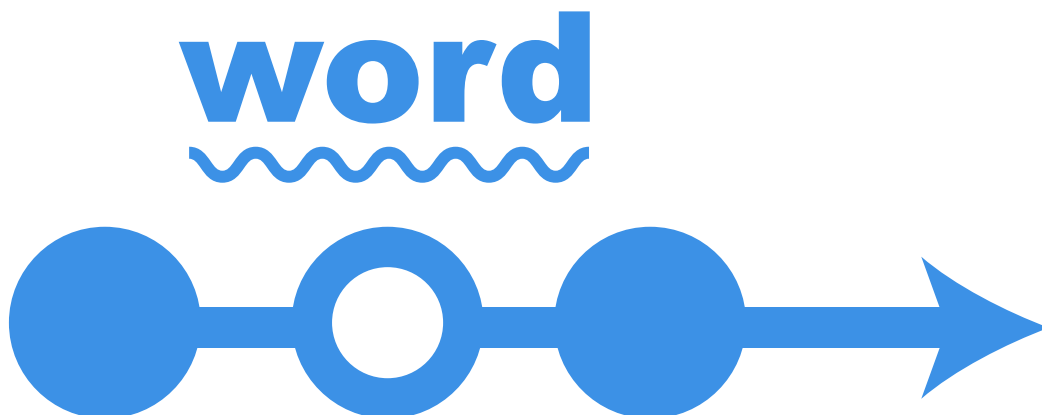
Students notice difficult words in a story and use context clues and other tools to complete a graphic organizer and to learn what the words mean.

Activity 2: Using Context to Answer Vocabulary Questions

Students read a story and answer multiple-choice questions about the definitions of a few vocabulary words using context clues.

Activity 3: Answering Different Types of Vocabulary Questions

Students notice difficult words in a story, complete graphical organizers to learn what the words mean, and answer various types of vocabulary questions.



Main Idea

What Is It Mostly About?

Introduction to the Lesson

In this lesson, students will learn how to find the main idea of a story. To identify the main idea of a story, the reader needs to determine what a story is mostly about—the big or major idea the text is communicating. According to Tim Shanahan (2018), good readers have to be able to identify these major ideas—the ones that state the point of the text or that are the most repeated or referenced ideas of the text—within paragraphs, sections of texts, and entire texts. Key or supporting details are the important facts from a story that support the main idea. In order for students to fully comprehend what they are reading, they need to be able to identify both the main idea and the key details.

Lesson Activities

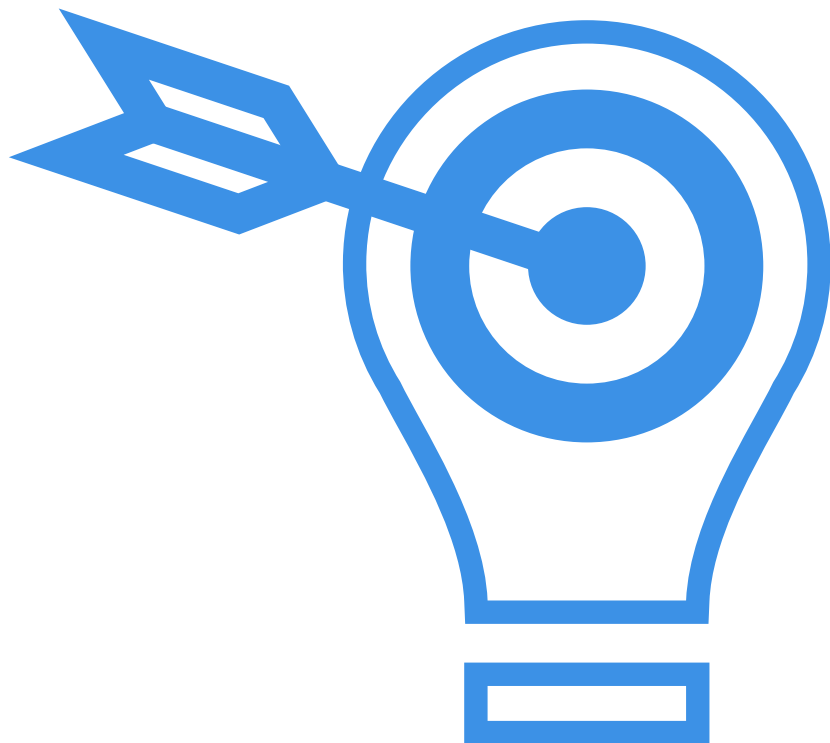
This lesson includes the following activities:

Activity 1: Looking at the Details and Seeing the Big Picture

Students notice details in pictures and choose appropriate titles to learn the difference between key details and the big picture.

Activity 2: Finding the Main Idea

Students find key details in a story and then select the main idea from a set of cards.



Fact and Opinion

Can It Be Proven or Is It Believed?

Introduction to the Lesson

In this lesson, students will learn how to identify when a statement is a fact and when it is an opinion. Understanding the difference between facts and opinions helps students evaluate text accurately, better understand the author's purpose, and think critically about the meaning of the text. Not only is this skill a key component of state literacy standards, but the ability to determine what is true and what is subjective is vital in order to fully comprehend the articles, texts, and information students encounter on a daily basis. This lesson will teach students to identify the clues that help them distinguish between factual statements that can be proven vs. opinions that express personal feelings or beliefs. The final activity in this lesson, designed for older students (about grade 4 and above), helps students learn to distinguish misinformation from facts and opinions. By practicing these skills, students will strengthen their comprehension and build critical thinking skills.

Lesson Activities

This lesson includes the following activities:

Activity 1: Fact and Opinion: What's the Difference?

Students learn the definitions of fact and opinion, then practice distinguishing between the two using a list of example statements.

Activity 2: Using Clues to Identify Facts and Opinions

Students generate lists of signal words and phrases that indicate whether a statement is likely a fact or an opinion, then use them to distinguish between facts and opinions in a set of statement cards.

Activity 3: Recognizing Facts and Opinions in Text

Students read a story and then practice using signal words to answer fact-and-opinion questions.

Activity 4: Identifying Misinformation

Students learn what misinformation is and how to identify it using possible clues. Then they complete a worksheet to practice distinguishing between misinformation, facts, and opinions.



Cause and Effect

What happened and why?

Introduction to the Lesson

In this lesson, students will learn how to identify cause and effect. Cause and effect is a common concept included in many individual states' English Language Arts standards. Understanding cause and effect helps readers to make connections between events or what happened (effect) and why something happened (cause). When readers understand cause and effect, they deepen their knowledge of the author's purpose and the sequence of events, leading to greater comprehension. Students will be taught to identify signal words, look for connections in text, and determine cause and effect. Teaching students to identify signal words will support their identification of specific causes and effects within the text and help students understand what happened and why (Knight, Child, 2021).

Lesson Activities

This lesson includes the following activities:

Activity 1: What Would Happen if...

Students learn the difference between cause and effect, discuss examples, and play a game matching causes to effects.

Activity 2: Signal Words for Cause and Effect

Students learn about words that indicate a cause or effect and practice noticing those words and distinguishing cause and effect.

Activity 3: Connecting Cause and Effect in Text

Students read a story and then answer questions about cause and effect in the story.



Compare and Contrast

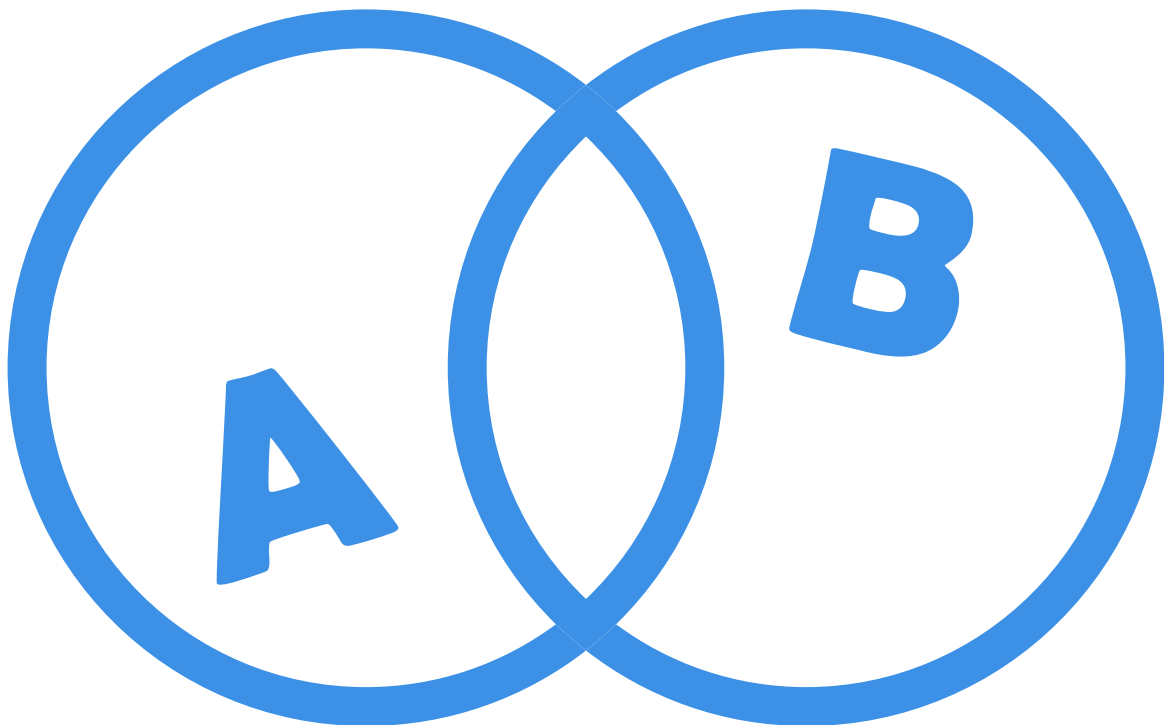
How are they alike? How are they different?

Introduction to the Lesson

It is important for students to develop the ability to compare and contrast items, situations, issues, and of course, the texts they read. Cultivating students' capacity to notice and think about similarities and differences helps them comprehend and retain information. In addition, many individual states' English Language Arts standards require that students can make comparisons, and compare-and-contrast questions often show up on standardized tests.

Explicit instruction on the compare-contrast text structure can help students understand this structure and support their comprehension of texts that employ it. This type of instruction can also help students learn the vocabulary that will help them to recognize a compare-contrast structure when they encounter it in the texts that they read. Once students understand this structure, compare-contrast texts can be used to help young students make connections between new content and their own background knowledge and experiences (Dreher and Gray, 2009).

In this lesson, students will practice noticing, thinking about, and describing the ways in which things are the same and how they differ. They will learn about words that signal comparing or contrasting, analyze short texts with a compare-contrast text structure, and try writing some of their own comparison text. They will also explore analogies and the relationships between items. In addition, they will learn to answer compare-and-contrast questions regarding things discussed within a single story and regarding two stories that are related in some way.



Author's Purpose

Start With PIE!

Introduction to the Lesson

In this lesson, students will learn how to identify and answer questions about the author's purpose. The lesson will teach students about three common author's purposes (to persuade, to inform, and to entertain) and teach students strategies for identifying each kind of purpose. According to Shanahan (2019), understanding the author's purpose allows a reader to better focus on and comprehend key information (content). He goes on to say that it's beneficial for instruction to include clue or signal words. These words are important academic vocabulary, and they also help a reader actively make sense of an author's message. The activities found in this lesson not only teach students to identify the author's purpose, they emphasize the important words that are clues or signals that students should notice.

Lesson Activities

This lesson includes the following activities:

Activity 1: Understanding Three Main Author's Purposes

Students learn that authors write with a purpose and take notes on a reference handout that introduces three main types of author's purpose: to persuade, to inform, and to entertain.

Activity 2: Identifying Persuasive Text

Students create a list of words commonly used to persuade, brainstorm real-world examples of where they might find persuasive text, and read a story to practice finding clues that the author's purpose is to persuade.

Activity 3: Identifying Informative Text

Students create a list of words commonly used to inform, brainstorm real-world examples of where they might find informative text, and read a story to practice finding clues that the author's purpose is to inform.

Activity 4: Identifying Entertaining Text

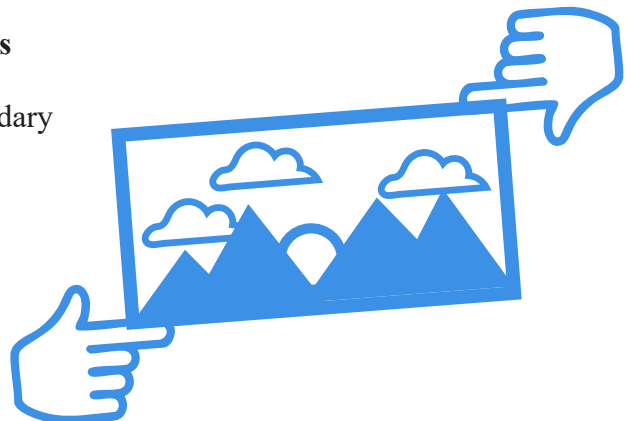
Students create a list of words commonly used to entertain, brainstorm real-world examples of where they might find entertaining text, and read a story to practice finding clues that the author's purpose is to entertain.

Activity 5: Distinguishing Between Author's Purposes

Students review the three main author's purposes, learn that some texts have a secondary purpose, and read several short passages to practice identifying the author's purpose(s).

Activity 6: Writing With a Purpose

Students choose one of the three purposes, write a short passage with that purpose in mind, and then practice identifying the author's purpose in their peers' passages.



Graphical Information

Worth a Thousand Words

Introduction to the Lesson

Graphical information helps us process complex data more effectively by showing trends, patterns, and relationships that might be difficult to discern from text alone. Because we can often comprehend numerical or statistical data more quickly and deeply when it's presented visually, graphical information is common alongside text in articles and books related to science, math, social studies, geography, and statistics (among other topics). Students will encounter more graphical information as they read increasingly complex texts in these subjects. It is also a key feature in reading that students will encounter outside of school, as graphical information often appears alongside text in newspapers, websites, reports, advertisements, and more. In this lesson, students will learn to recognize and interpret graphical information in order to more fully comprehend texts accompanied by such information. The activities found in this lesson teach students about some common types of graphical information (such as tables, charts, graphs, and diagrams) and provide them with practice interpreting it alongside related text.

Lesson Activities

This lesson includes the following activities:

Activity 1: Demonstrating the Value of Graphical Information

Students notice where they encounter graphical information in their daily lives and compare the ease of interpreting graphics to that of interpreting descriptions that only use words.

Activity 2: Identifying Different Types of Graphical Information

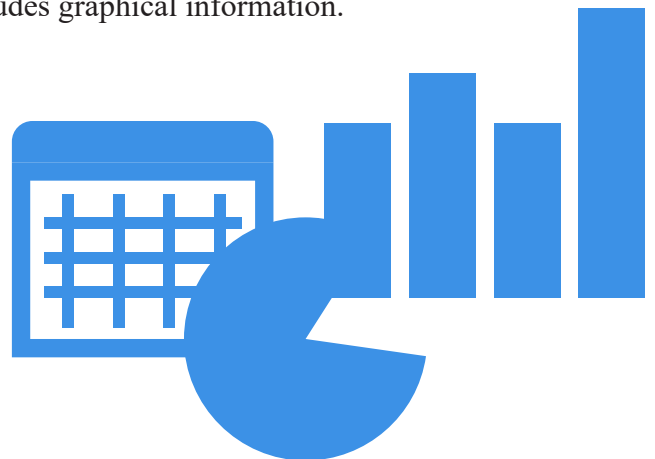
Students learn about different types of graphical information and practice identifying them with matching cards.

Activity 3: Interpreting Graphical Information

Students practice using the title, labels, data, and scale of a graphic to find specific information and draw big-picture conclusions.

Activity 4: Connecting Graphical Information to Text

Students learn a process to make connections between text and graphics and then practice by answering questions about text that includes graphical information.



Making Inferences

Using Clues and Making Connections

Introduction to the Lesson

People make inferences all the time. They see and hear things, connect those pieces of information, and draw conclusions. They also adjust their ideas when new information is introduced. Inference is a cognitive process that is foundational to higher-order thinking (Marzano, 2010). Inferencing skills are needed across curricula. Helping students understand when information is implied, or not directly stated, will improve their skill in drawing conclusions and making inferences (WETA Public Broadcasting, 2022). In this lesson, students will learn about making inferences generally and how more information or clues can adjust their understanding of things. They will also learn how to answer questions by making inferences. This lesson will teach students that answers to inferential questions are not directly stated in the text of the story. Students will learn that they need to look for clues and consider what the text says to infer or figure out an answer based on the information the author provides.

Lesson Activities

This lesson includes the following activities:

Activity 1: Looking for Clues

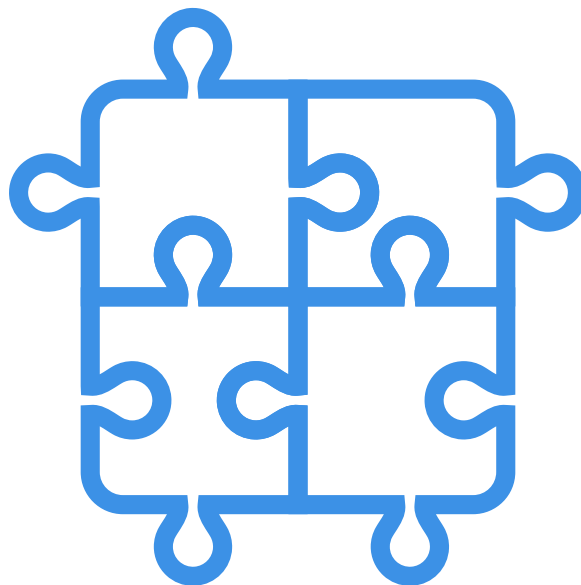
Students look for clues in pictures to practice answering inference questions.

Activity 2: Stay or Switch Game

Students play a game where they need to use prior knowledge, make inferences, and adjust their thinking as new information is revealed to guess an object.

Activity 3: Reading and Making Inferences

Students practice answering inference questions by finding clues in a story and completing graphic organizers that help them connect their prior knowledge to information from the text.



Retelling and Summarizing

In Your Own Words

Introduction to the Lesson

Developing students' ability to retell and summarize what they have read also helps build their ability to comprehend it. Students can be explicitly taught first to retell orally, then to retell in writing, later to restate and support a main idea, and finally to summarize a text. The purposes of this lesson are to develop students' retelling and summarizing skills, to emphasize the importance of reading for meaning, and to connect reading to writing. The four activity options in this lesson progress from the simplest version of oral retelling—often simply stating something remembered from the story—through developing the ability to write a summary. In his blog post, *How to Teach Summarizing, Part I*, Tim Shanahan reports that the National Reading Panel (NICHD, 2000) reviewed more than 200 studies on comprehension strategies, and the panel's analysis attributed the largest learning effects to summarizing (2019).

These lesson activities were designed for students who read fluently enough to justify spending time retelling or summarizing a story. Select an activity for a student or group of students based on their ability or which stage of retelling/summarizing they need to develop next.

Lesson Activities

This lesson includes the following activities:

Activity 1: Oral Retelling (level 1–2)

Students ready to learn the skill of retelling will learn how to retell a story, orally, in their own words. In a retelling, students start by stating something that they remember from the story or what it is mostly about.

Activity 2: Writing a Simple Retelling (level 1–3)

As students develop their ability to write (or type), they can work on retelling what they read in writing. At first, the requirement might be writing one fact or a phrase or sentence saying what the story was about. When they are ready, the requirement can expand to two or more facts from the story.

Activity 3: Writing a Retelling/Starting to Summarize (level 2–4)

As they get better at retelling and are moving toward summarizing, students can develop the ability to state the main idea, followed by one or two key details that support it. Requiring correct capitalization and punctuation can be a way to continue to challenge students.

Activity 4: Summarizing (level 3 and above)

When students are reading well at or above approximately a third-grade level, they may be ready to learn how to summarize text in their own words. Summarizing is a more advanced skill that we eventually want all students to be able to do. Summarizing involves sifting through information, identifying what is important, and then synthesizing and restating that information (Honig et al., 2018).

Because the activities were designed to meet your students where they are, there is an overlap in the range of level likely appropriate for each activity. Consider the following when choosing the activities that best align with the needs of your students:

- Students who are significantly below grade-level expectations in fluency should initially spend as much time reading as possible.
- Retelling the story orally may be more efficient and beneficial for younger students (allowing more time to practice reading), for students who need oral language opportunities, and for beginning readers who do not write well enough to complete a retelling in writing independently.
- If your students are working at a higher level (second-grade level and above) but struggle with writing a retelling or summary, you can begin with activity 1 and first teach them oral retelling using easier stories.
- If your students are able to complete an oral retelling, you can begin with activity 2.
- As your students master the ability to retell stories, teach them how to move away from the basic skill of retelling the story to the more advanced skill of summarizing. For summaries, pay more attention to the structure of the writing.
- If your students require a lot of support in learning how to retell or summarize a story (and/or if you want them to spend a significant amount of time retelling or summarizing what they have read), consider building this support into an instructional block outside of the time assigned for reading intervention, e.g., a writing block.
- If your school or district has specific grade-level writing expectations, follow them when setting your expectations for an acceptable retelling or summary.



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