



Using Reading Comprehension Strategy to Teach Reading Comprehension Skills

Objective: To teach students reading comprehension skills.

Setting and Materials:

Settings: General education English classrooms (approximately 20 students; 30 minutes per day).

Materials:

- *RCS instructional format*
- Reading passages (e.g., *Junior Scholastic*) with comprehension questions to practice reading comprehension

Content Taught

Students are provided with cognitive strategy instruction to enhance reading comprehension skills.

Teaching Procedures

- Give students a reading comprehension pretest
- RCS lessons follow the format: (a) teacher modeling, (b) guided practice, and (c) independent practice. Model, practice, and test with different texts.
- Lessons 1-3:
 - Setting a purpose: Teacher explicitly teaches students how to create reading objectives by reading questions at the end of the passage to focus their reading by modeling and thinking aloud.
 - Previewing: Teacher explicitly teaches students how to preview the format of the chapter (title, headings, subheadings, bolded vocabulary, maps, timelines, charts, pictures) by modeling and thinking aloud.
- Lessons 4-6:
 - Activating background knowledge: Teacher explicitly teaches students how to brainstorm information related to a passage using “w” questions (who, what, where, when, and why) to help themselves remember things they already know about the topic by modeling, thinking aloud, and providing corrective feedback in guided practice opportunities.
 - Self-questioning: Teacher explicitly teaches students to turn headings and subheadings into questions and to answer those questions after they read each section by modeling, thinking aloud, and providing corrective feedback in guided practice opportunities.

- Lessons 7-9:
 - Summarizing: Teacher explicitly teaches students to use four steps: (1) Who (or what) is this section of the article about? (2) What are we supposed to learn from this section? (3) List most important words from this section (goal: not more than 10!), and (4) Write the summary of the text (goal: not more than 2 sentences!) by modeling, thinking aloud, and providing corrective feedback in guided practice opportunities.
- Lessons 10-12:
 - Strategy monitoring: Teacher explicitly teaches students to integrate all of the strategies that they had learned in the preceding lessons in order to promote applying strategies in a flexible manner by modeling, thinking aloud, and providing corrective feedback in guided practice opportunities.

Evaluation

Provide students with a reading comprehension posttest with mastery criteria set at 80% accuracy or higher.

Lesson Plan Based on:

Berkeley, S., Mastropieri, M. A., & Scruggs, T. E., (2011). Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities, 44*, 18-32.

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