

Instruction to Develop Reading Comprehension

Evidence of Reading Difficulty	Lesson Step to Support Comprehension
<p><i>Lack of motivation to read</i></p>	<p><i>Connecting the text to something students care about</i></p> <p><i>Providing guiding questions to give reasons to (re)read</i></p> <p><i>Breaking the text into smaller chunks so it's less daunting</i></p>
<p><i>Slow reading rate</i></p>	<p><i>Providing a fluent model for reading (echo, choral, paired, etc.) and rereading the text multiple times</i></p>
<p><i>Inability to explain key concepts</i></p>	<p><i>Writing definitions above key terminology in the text</i></p> <p><i>Making sense of small chunks of text by paraphrasing– rereading sentences while substituting student-friendly definitions for important terms</i></p>
<p><i>Unclear summaries</i></p>	<p><i>Writing the gist of each paragraph before attempting to summarize the whole piece</i></p> <p><i>“Who/What?”</i></p> <p><i>“Did What?” or “Why is that important?”</i></p>
<p><i>Inability to zero in on important parts</i></p>	<p><i>Looking back at the text together to locate and mark key parts</i></p>
<p><i>Tendency to pull out individual words or phrases from the passage rather than students using their own language</i></p>	<p><i>Talking about small chunks of text and sharing with a partner (oral rehearsal) before discussing the questions as a group</i></p>