

# Contents

1.	Introduction.....	1
	The structure of the book.....	3
	A few more thoughts before we get started.....	5
2.	What is reading comprehension? What is it like to be a good reader? .....	7
2.1	Introduction.....	7
2.2	What is reading comprehension? .....	7
2.3	What does it mean to be good and not-so-good at reading? .....	8
2.4	Review .....	16
3.	Assessing reading comprehension in the era of national standards.....	18
3.1	Introduction.....	18
3.2	What are the National Standards? .....	18
3.3	The specifics .....	25
3.4	Review .....	30
	Appendix 3.1 A guide to levels for the National Standards in reading.....	31
4.	The importance of the code in comprehension.....	32
4.1	Putting the “code” into the big picture .....	32
4.2	At what year level will students show they have conquered the task of word decoding? .....	32
4.3	Constrained and unconstrained skills.....	33
4.4	What is the best way to learn the code? .....	33
4.5	The “code” requirements of the reading standards.....	35
4.6	The need for fluency.....	37
4.7	Practical implications .....	38
4.8	Review .....	39
	Appendix 4.1: Examples of split grapheme patterns (or “silent e” pattern) .....	40
	Appendix 4.2: Examples of syllable patterns.....	40
5.	Vocabulary and reading comprehension.....	41
5.1	Introduction.....	41
5.2	The role of vocabulary in reading comprehension.....	41
5.3	Vocabulary and <i>The New Zealand Curriculum</i> , reading and writing standards and <i>The Literacy Learning Progressions</i> .....	43
5.4	Increasing vocabulary through reading .....	45
5.5	Direct teaching of vocabulary: Key strategies for increasing vocabulary .....	46
5.6	Review .....	51

6.	Research on comprehension strategy instruction.....	52
6.1	Introduction.....	52
6.2	What is a strategy?.....	52
6.3	What is explicit instruction, and what is its connection to comprehension?.....	52
6.4	When do you teach comprehension strategies?.....	53
6.5	History of teaching comprehension strategies and comprehension strategy research.....	53
6.6	Current comprehension strategies identified in the literature.....	55
6.7	Should we teach comprehension strategies? The case for and against.....	56
6.8	Which comprehension strategies to teach: The High 5!.....	58
6.9	Review.....	60
7.	Connecting to background (or prior) knowledge.....	61
7.1	Introduction.....	61
7.2	Domain (or subject matter) knowledge.....	61
7.3	Background knowledge (or knowledge about the world).....	62
7.4	The role of knowledge in narrative and expository text.....	63
7.5	Knowledge of text structure.....	65
7.6	An example of how background knowledge drives understanding of more advanced reading material.....	66
7.7	Review.....	68
8.	“Once upon a time ...”: Teaching about narrative text structure.....	69
8.1	Introduction.....	69
8.2	What are narratives?.....	69
8.3	<i>The Literacy Learning Progressions</i> and the reading and writing standards.....	73
8.4	Episode analysis.....	77
8.5	Review.....	78
8.6	Lesson plans.....	78
	Appendix 8.1: Summary of narrative lesson plans.....	78
9.	“Did you know that ...?” Teaching about the structure of expository text.....	79
9.1	Introduction.....	79
9.2	Research on expository text structure.....	79
9.3	Teaching expository text structure.....	82
9.4	Review.....	86
	Appendix 9.1: Lesson plans.....	86
10.	Teaching students how to ask and answer questions, image and summarise.....	87
10.1	Introduction.....	87
10.2	Questioning strategy.....	88
10.3	When things go wrong.....	89
10.4	Strategies for answering questions.....	90
10.5	Visualising and imaging.....	92
10.6	Summarising.....	96
10.7	Review.....	98

Appendix 10.1: Questions to ask before, during and after reading “Missing the Bus” (after 3 years at school).....	99
Appendix 10.2: Worksheet questions that students can discuss with their partner about “Anzac Biscuits” (at the end of year 4).....	100
Appendix 10.3: Questions for a group of three students to answer about “The Gestapo’s Most Wanted” (at the end of Years 7 and 8)—students circle the correct answer.....	100
Appendix 10.4: Blank QAR worksheet for students to use to test each other.....	101
<b>11. Jumping to conclusions—the importance of inference .....</b>	<b>102</b>
11.1 Introduction.....	102
11.2 What kinds of inferences do the National Standards expect?.....	102
11.3 Jumping to conclusions—why do we often make incorrect inferences?.....	103
11.4 Teaching strategies .....	107
11.5 Review .....	108
<b>12. Figurative language and how it contributes to reading comprehension.....</b>	<b>109</b>
12.1 Introduction.....	109
12.2 What kinds of figurative language do students need to understand to meet the National Standards?.....	109
12.3 Teaching strategies .....	113
12.4 Review .....	114
Appendix 12.1: Activities related to figurative language.....	115
<b>References.....</b>	<b>117</b>
<b>APPENDICES</b>	
<b>A. Lesson plans.....</b>	<b>125</b>
Introduction to Lesson Plans.....	127
The CORE model of instruction .....	127
A closer look at the CORE model.....	129
The CORE model, the High 5! Strategies, and the Progressions?.....	131
CORE and the <i>Literacy Learning Progressions</i> .....	132
Review.....	132
<b>B. Narrative Lesson Plans.....</b>	<b>134</b>
Lesson plan 1 : <i>Off Went the Light</i> .....	134
Lesson plan 2 : <i>A Good Idea</i> .....	139
Lesson plan 3 : <i>The King’s Birthday</i> .....	144
Lesson plan 4 : “Missing the Bus” .....	149
Lesson plan 5 : “Camping Down the Line” .....	153
Lesson plan 6 : “The Cutting Wedge” .....	158
Lesson plan 7 : “My Mother and Stan”.....	164

C. Expository Lesson Plans .....	170
Lesson plan 8 : <i>Pukeko Morning</i> .....	<del>172</del>
Lesson plan 9 : <i>The Way it Was</i> .....	174
Lesson plan 10 : <i>Inside the Maize Maze</i> .....	179
Lesson plan 11: <i>Sun Bears Are Special</i> .....	184
Lesson plan 12 : “Anzac Biscuits” .....	190
Lesson plan 13 : “Plight of the Sea Turtle”.....	196
Lesson plan 14 : “The Gestapo’s Most Wanted” .....	205