

## Reading Comprehension As Text-Driven Thinking

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## Reading Comprehension As Text-Driven Thinking

- Time on Text
- Linking Prior Knowledge to Text
- Monitoring Text Meaning
- Awareness of Text Structure

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The message is clear – the most  
important thing about reading is  
comprehension.

Much has been learned during this past  
decade about improving the reading  
comprehension of all students, and this  
knowledge is already being applied in  
today's classrooms.

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## Today, we know more...

- ...about how to *design* comprehension instruction;
- ...about how to *deliver* effective comprehension instruction
- ...about how to *prevent* reading comprehension failure.

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## Reading comprehension is defined as text-driven thinking.

- Readers comprehend by *acquiring* meaning, *confirming* meaning, and *creating* meaning from written text.
- Written text takes many forms – from traditional books to cereal boxes to the computer screen.
- In this meaning-making process the reader interacts with the print and is involved in making sense of the message.
- In sum, reading comprehension is the process of meaning-making.

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## Research-Based Comprehension Strategies

Strategies are processes and procedures that readers use in comprehending text (RAND, 2001). The National Reading Panel (2001) identified seven instructional strategies that have been found to be effective in increasing reading comprehension:

1. Comprehension monitoring
2. Cooperative learning
3. Use of graphic and semantic organizers
4. Question answering
5. Question generation
6. Story structure
7. Summarization

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THE NUMBER OF WORDS IN THE  
VOCABULARY OF THE AVERAGE  
14-YEAR-OLD IN THE U.S. IN  
1950:

25,000

Sources: Miami Herald, Wall Street Journal, Gallup, Conservation  
Biology/World Watch, TIME, FEBRUARY 14, 2000

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THE NUMBER OF WORDS IN THE  
VOCABULARY OF THE AVERAGE  
14-YEAR-OLD IN THE U.S. IN  
1999:

10,000

Sources: Miami Herald, Wall Street Journal, Gallup, Conservation  
Biology/World Watch, TIME, FEBRUARY 14, 2000

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PERCENTAGE OF POLL RESPONDANTS  
WHO CORRECTLY IDENTIFIED  
REGIS PHILBIN  
AS THE HOST OF  
WHO WANTS TO BE A MILLIONAIRE:

66%

Source: Miami Herald, Wall Street Journal, Gallup, Conservation Biology/World  
Watch, TIME, FEBRUARY 14, 2000.

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PERCENTAGE OF POLL RESPONDENTS  
WHO CORRECTLY IDENTIFIED  
DENNIS HASTERT  
AS SPEAKER OF THE HOUSE OF  
REPRESENTATIVES:

6%

Sources: Miami Herald, Wall Street Journal, Gallup, Conservation Biology/World  
Watch, TIME, FEBRUARY 14, 2000.

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## Time on Text

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"What started you boys talking about Johnny  
Appleseed?" asked the stranger.

"He's going to teach school next week. The  
master is sick," said Sam. "And who wants to go to  
school to see an old tramp?"

"He's not a tramp!" cried Henry.

"Well, now," said the stranger, "if old Appleseed  
is going to teach your school, why don't you wait?  
Decide later."

The boys eyed one another. They did not like to  
give in. As the man watched them, he took from his  
pockets two red apples. He slipped one into the right  
hand of each boy just as that hand was closing into a fist.

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1. Who were the boys talking about?
2. What were the boys about to do?
3. What did the stranger take out of his pockets?  
Why?
4. Who was the stranger?
5. How old do you think the stranger was?
6. When do you think the story took place?

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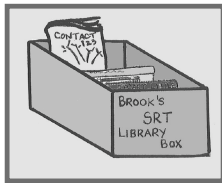
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### Self-Selected Reading

- SSR**
1. NOW book
  2. NEXT book
  3. QUICK and EASY books

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### Confession

I have a brief confession  
that I would like to make.  
If I don't get it off my chest  
I'm sure my heart will break.

I didn't do my reading.  
I watched TV instead –  
while munching cookies, cakes, and  
chips  
and cinnamon raisin bread.

I didn't wash the dishes.  
I didn't clean the mess.  
Now there are roaches eating  
crumbs-  
A million, more or less.

I didn't turn the TV off.  
I didn't shut the light.  
Just think of all the energy  
I wasted through the night.

I feel so very guilty.  
I did a lousy job.  
I hope my students don't find out  
That I am such a slob.

- Bruce Lansky

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## Linking Prior Knowledge to Text

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\_\_\_\_\_

by

\_\_\_\_\_

I learned many things about \_\_\_\_\_.

I already knew that \_\_\_\_\_

\_\_\_\_\_

but I learned \_\_\_\_\_

\_\_\_\_\_

I also learned \_\_\_\_\_

\_\_\_\_\_

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This week our class studied meteorology. Although already knew

\_\_\_\_\_.

I also learned some new ideas. For instance, I learned

\_\_\_\_\_.

I also learned \_\_\_\_\_.

Another fact I learned was \_\_\_\_\_.

However, the most interesting thing I learned was

\_\_\_\_\_.

Cudd, E. T. & Roberts, L. (1989). Using writing to enhance content area learning in the primary grades. *The Reading Teacher*, 42(6), 392 - 404.

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### KWL Content in Paragraph Form

Name \_\_\_\_\_ Date \_\_\_\_\_  
Book Title \_\_\_\_\_  
Although I already knew that \_\_\_\_\_,  
by reading this book, I learned \_\_\_\_\_.  
Another fact I learned was \_\_\_\_\_.  
Finally, I learned that \_\_\_\_\_.  
However, one question I still have is \_\_\_\_\_.  
Some words that I learned when I read about  
\_\_\_\_\_ were \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_.

\*Based on "using story frames to develop reading comprehension in a first grade classroom." *The Reading Teacher*. (1987). E. T. Cudd and L. L. Roberts.

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### Monitoring Text Meaning

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### New – Knew - Q

- As you read, think about:
  - What you learned that was new
  - What you already knew
  - What you have questions about.

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## New – Knew - Q

- N - Put an "N" in the margin if the information is new to you.
- K – Put a "K" in the margin if the information is something you already knew.
- Q – Put a "Q" in the margin if you have a question about the information.

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## New – Knew - Q

- Write a sentence about something new that you learned.
  - I learned...
- Write a sentence about something you already knew.
  - I already knew...
- Write a question about something you would like to know more about.
  - I would like to know more about...

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## Awareness of Text Structure

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