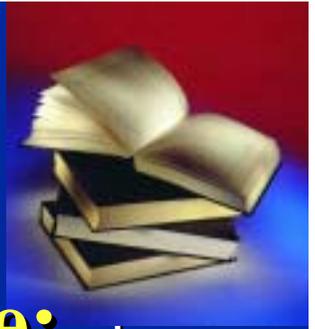# Reading Disabilities in Childhood and Adolescence:

What research has taught us about the core learning deficits and how to provide effective remediation

Continued…….

Maureen W. Lovett
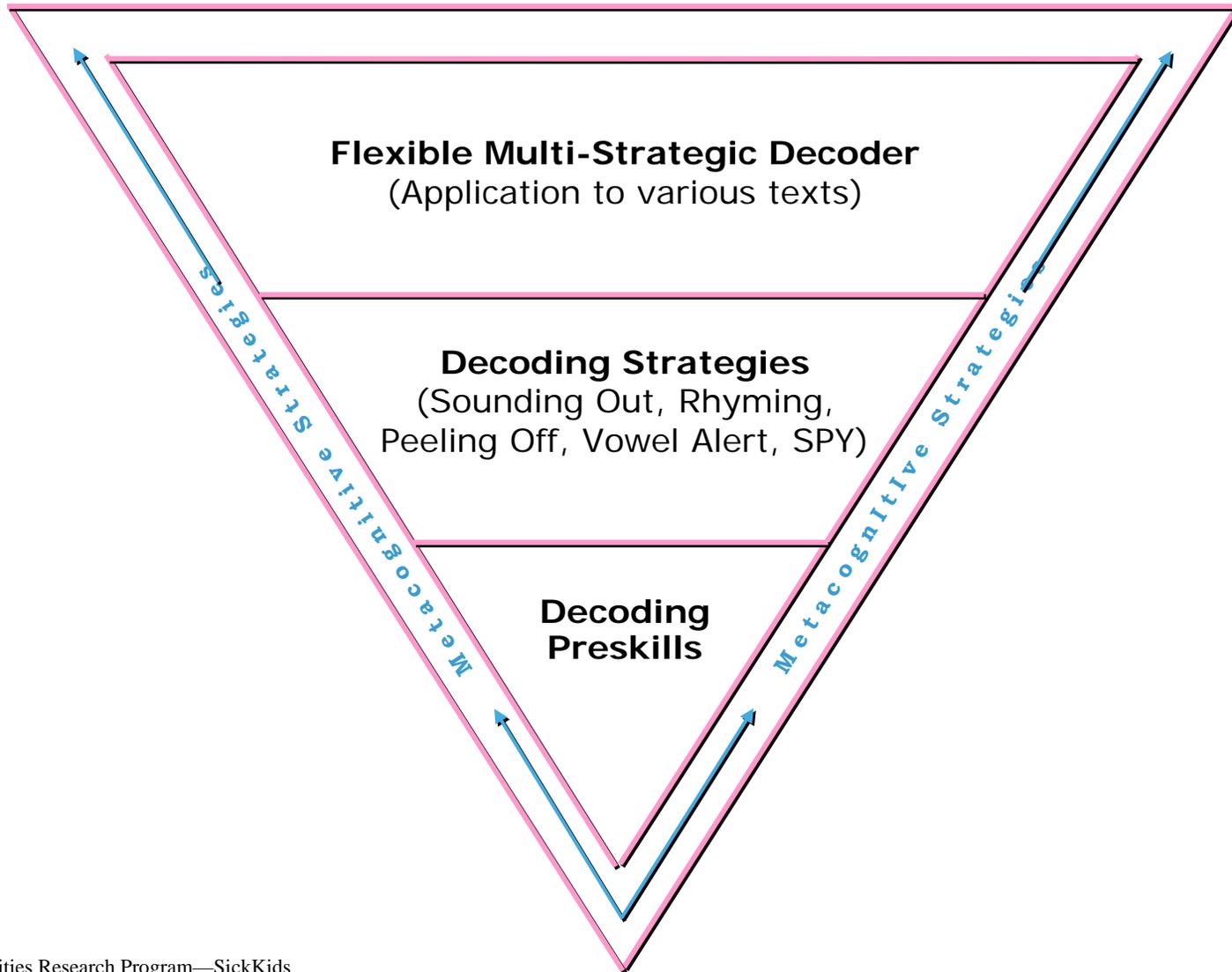The Hospital for Sick Children and
University of Toronto

PART 3:

Teaching Reading Comprehension Strategies
and Developing Fluency
in Struggling Readers

Metacognitive Focus

❑ Thinking about thinking

❑ "Self-talk", self-regulated learning

❑ Conscious awareness of strategy use

❑ Student understands strategies, can name and describe them, knows when to use them

❑ Selects, Applies, Monitors, and Evaluates

❑ Multi-strategic, flexible, and persistent

❑ Attributes success to strategy use

PHAST Comprehension Program
Phonological & Orthographic Knowledge

Flexible Multi-Strategic Decoder
(Application to various texts)

Decoding Strategies
(Sounding Out, Rhyming,
Peeling Off, Vowel Alert, SPY)

**Decoding
Preskills**

Metacognitive Strategies

Metacognitive Strategies

Learning Disabilities Research Program—SickKids

PHAST Reading
Text Knowledge Track

Text Fluency

Coherence ■ Unity ■ Completeness

Text Structure (Macro)
■ **Narrative** ■ **Expository**

Idea mapping
Organizational structures
Elements of a paragraph
Elements of plot

Text Structure (Micro)

Signalling devices
Anaphora
Ellipses

Metacognitive Strategies

Metacognitive Strategies

Learning Disabilities Research Program—SickKids
PHAST - 08.2001
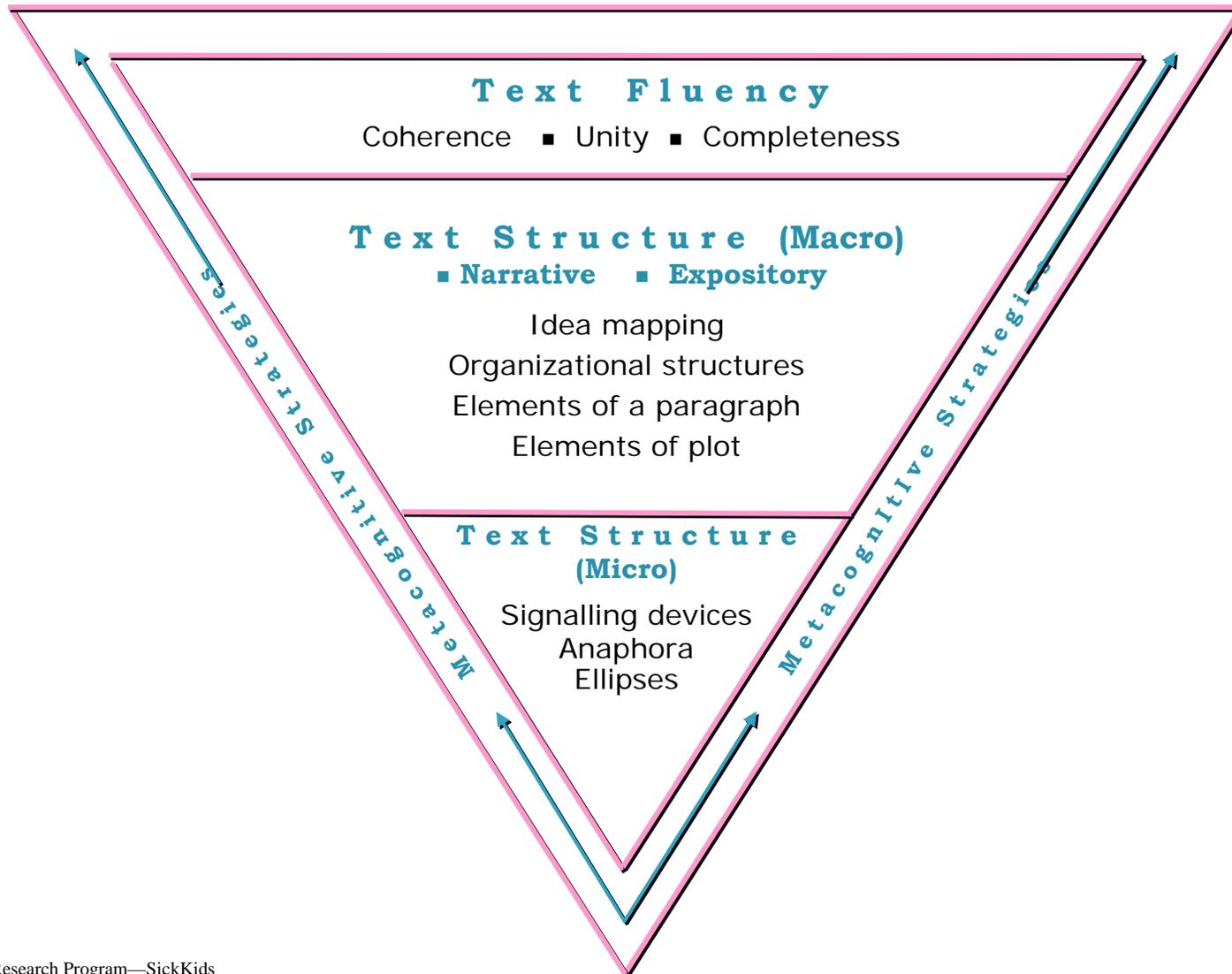
PHAST Reading
Comprehension Strategy Track

Flexible . Self-guided . Multi-strategic

■ **Elaborations**
(Application, interpretation)
■ **Text to self** ■ **Text to text** ■ **Text to world**

Summarizing

Evaluation through Questioning

Clarifying

Activating Prior Knowledge

Predicting

Metacognitive Strategies

Metacognitive Strategies

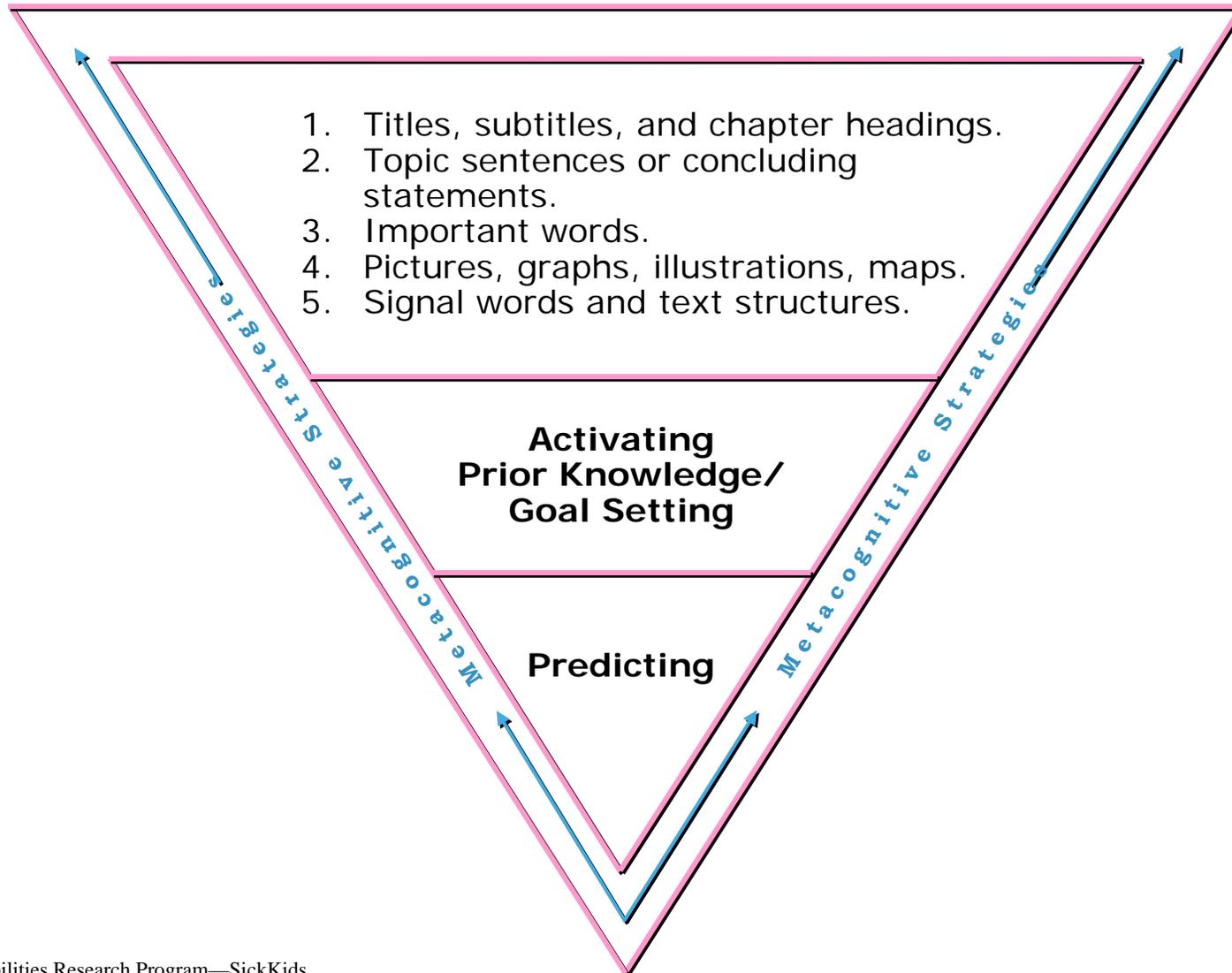Learning Disabilities Research Program—SickKids
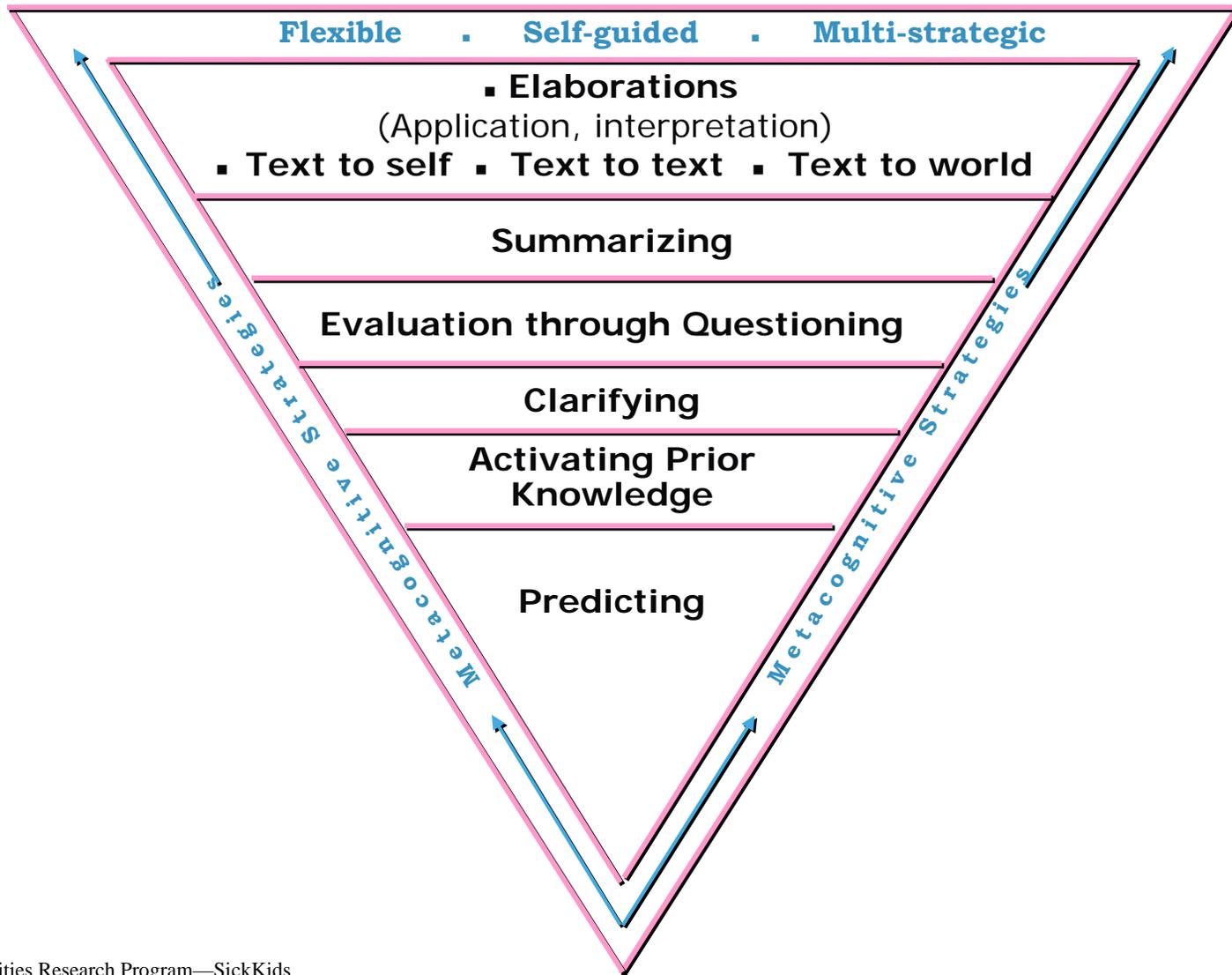
Key Instructional Features:

❑　Combines direct teaching and reciprocal teaching

❑　Strategy dialogue training

❑　Scaffolded metacognitive instruction

❑　Intense sequentially-structured program

❑　Teaching of prerequisite skills

❑　Explicit teaching of self-monitoring and evaluative skills

❑　Daily guided and independent practice

❑　Teaches five metacognitive decoding strategies and five metacognitive comprehension strategies

Preskills for Comprehension Strategy Use

- Text Signals—titles, capitals, bolding, underlining, punctuation

- Parts of speech (nouns, adjectives, pronouns, verbs, adverbs)

- Vocabulary—Multiple Meaning Words

- Sentences, Paragraphs

- Fiction/ Non-fiction

PHAST Comprehension Program
Text Structure & Metacognitive Tracks

1. Titles, subtitles, and chapter headings.
2. Topic sentences or concluding statements.
3. Important words.
4. Pictures, graphs, illustrations, maps.
5. Signal words and text structures.

Metacognitive Strategies

Activating Prior Knowledge/ Goal Setting

Predicting

Metacognitive Strategies

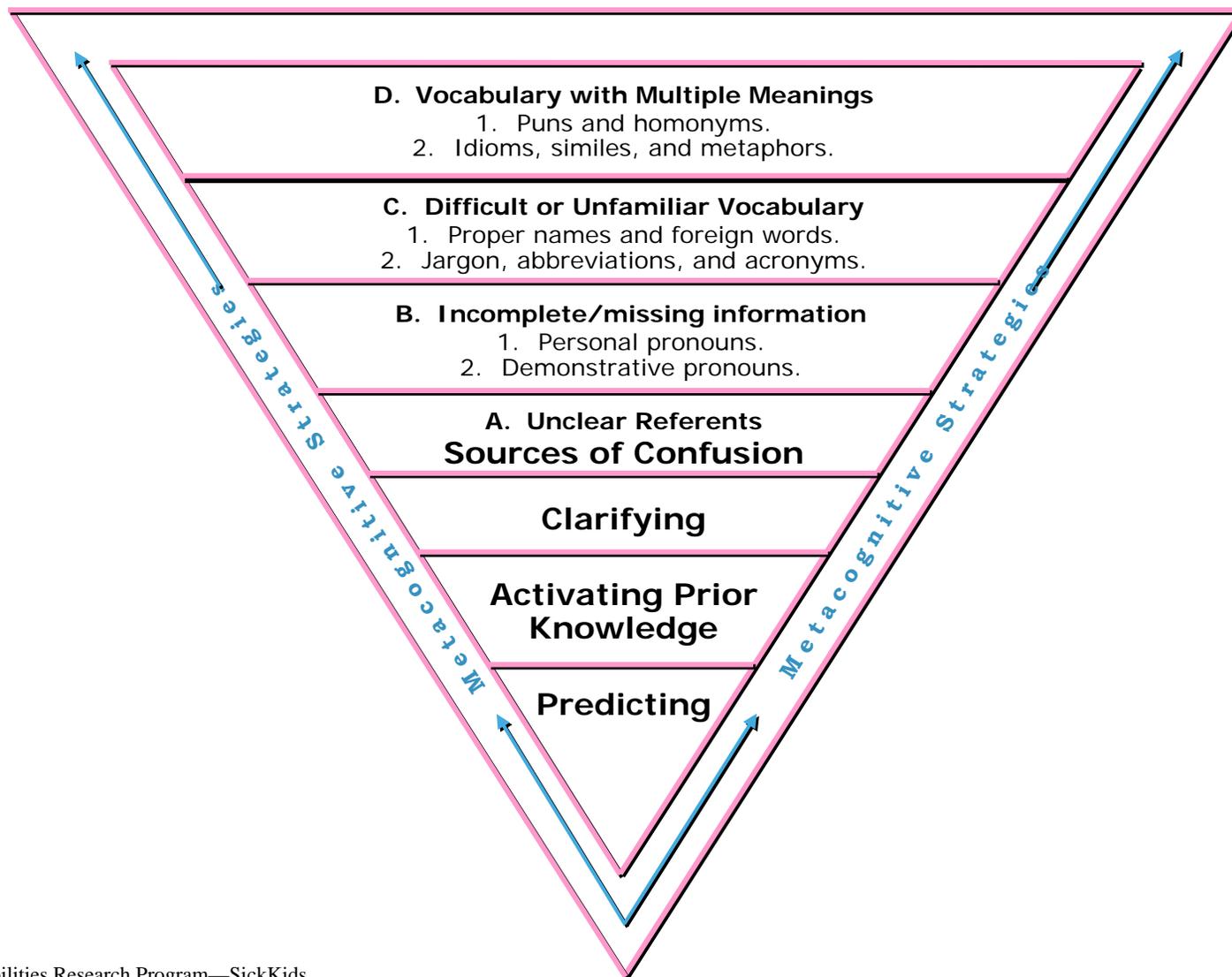Learning Disabilities Research Program—SickKids

Predicting

1. ***What*** **is predicting?**
   Stating what you think the author will say next.

2. ***When*** **do you make a prediction?**
   When reading a new or unfamiliar text.

3. ***Why*** **do you make a prediction?**
   To prepare yourself for the text; set reading goals; improve comprehension.

4. ***How*** **do you make predictions?**
   Based on: 1. Titles and Subtitles
   2. Topic and Summary Statements
   3. Textual Cues
   4. Pictures, Charts and Graphs
   5. Signal words

PHAST Comprehension Program
Text Structure & Metacognitive Tracks

Metacognitive Strategies

Metacognitive Strategies

D. Vocabulary with Multiple Meanings
1. Puns and homonyms.
2. Idioms, similes, and metaphors.

C. Difficult or Unfamiliar Vocabulary
1. Proper names and foreign words.
2. Jargon, abbreviations, and acronyms.

B. Incomplete/missing information
1. Personal pronouns.
2. Demonstrative pronouns.

A. Unclear Referents
Sources of Confusion

Clarifying

Activating Prior Knowledge

Predicting

Learning Disabilities Research Program—SickKids

Clarifying
(Words with Multiple Meanings)

- **What** is clarifying?
- **When** do you clarify
- **Why** do you clarify?
- **How** do you clarify?

Carefully read the sentences below. Identify the source of confusion and explain why it might be confusing.
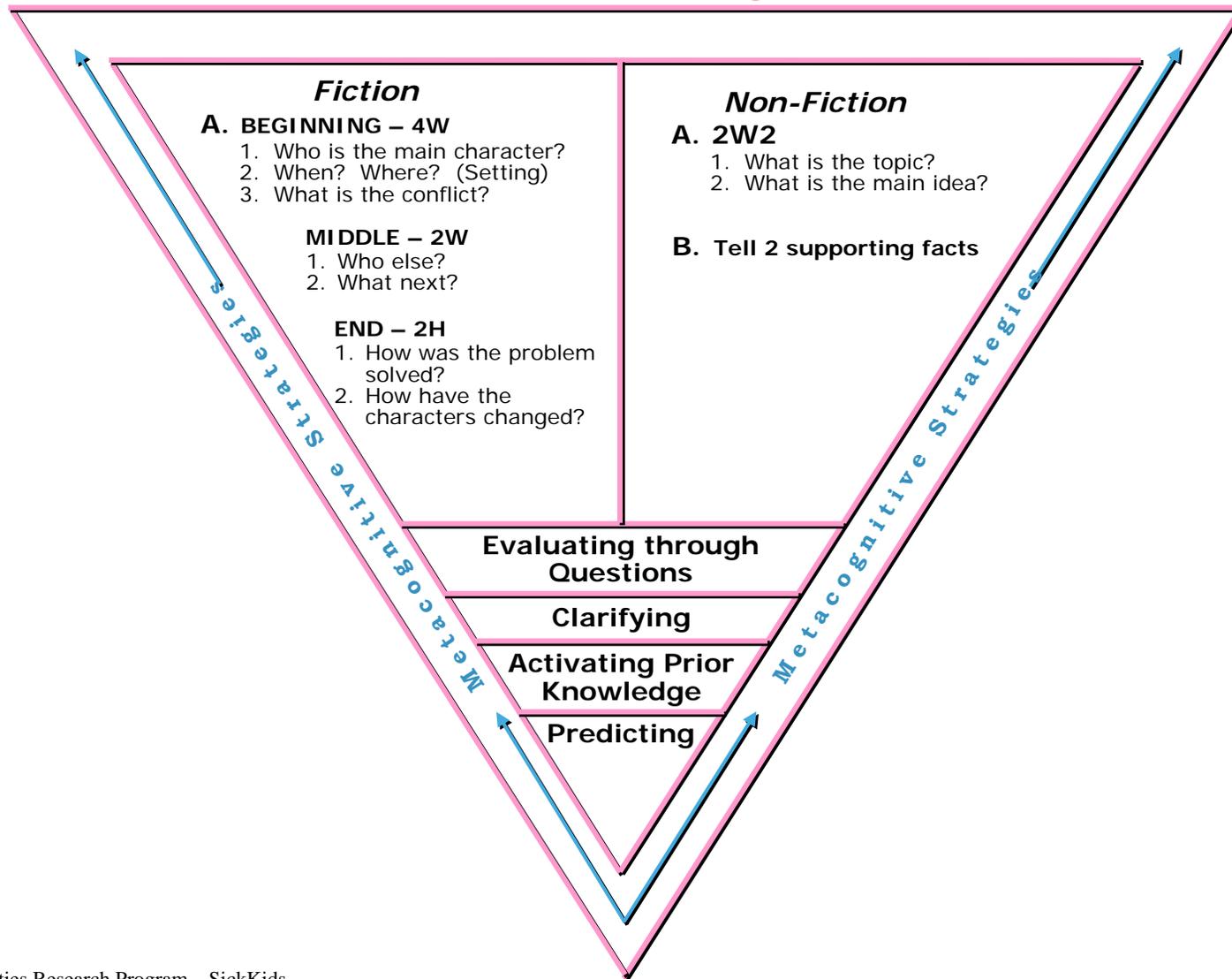
1. **Christine stole the spotlight.**

   _____

2. **The dead leaves are varnished with colour like blood.**

   _____

3. **We had a long song and dance about the rules.**

   _____

The PHAST Program
Text Structure & Metacognitive Tracks

Fiction

A. BEGINNING — 4W
1. Who is the main character?
2. When? Where? (Setting)
3. What is the conflict?

MIDDLE — 2W
1. Who else?
2. What next?

END — 2H
1. How was the problem solved?
2. How have the characters changed?

Non-Fiction

A. 2W2
1. What is the topic?
2. What is the main idea?

B. Tell 2 supporting facts

Metacognitive Strategies

Evaluating through Questions

Clarifying

Activating Prior Knowledge

Predicting

Learning Disabilities Research Program—SickKids

Narrative Texts: The Plot Graph

Plot: *A series of related events with a beginning, a middle, and an end.*

Middle

Beginning

3

2

4

End

1

5
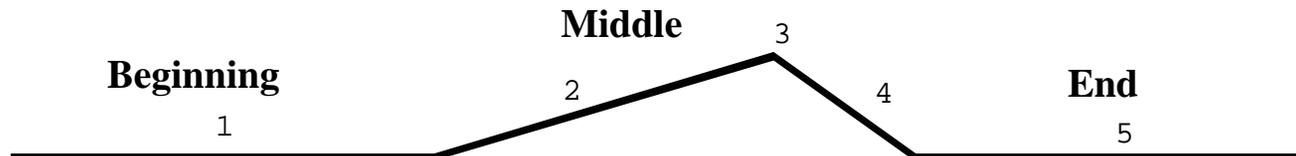
1.**Introduction:**

■**Setting:** Tells where and when the narrative takes place.

■**Character:** The main characters are identified and their relationships to each other are established

■**Conflict:** The problem confronted by the main character is revealed. The main character is called the *protagonist,* and the person or thing opposing the protagonist is called the *antagonist*.

2.**Rising Action:** The series of events following the introduction, in which the conflict between the protagonist and the antagonist becomes more and more intense.

3.**Climax:** The conflict between the protagonist and antagonist reaches its greatest intensity. The protagonist makes a decision that resolves the conflict.

4.**Falling Action:** The events immediately following the climax. The conflict between the protagonist and the antagonist is over.

5.**Conclusion:** All unanswered questions are resolved. The conflict is over.

Narrative Texts: The Plot Graph

Evaluating Through Questions:

Middle   3

Beginning   2   4   End

1   5
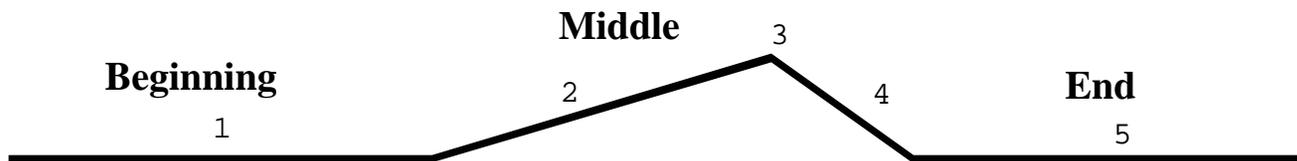
Beginning:	Middle:	End:
■ Who is the main character?	■ What are the main events in the rising action?	■ How is the conflict/ problem resolved?
■ When? Where? (setting)	■ What is the climax? .	■ How has the main character changed?
■What is the conflict/ problem?		

PHAST Comprehension Plan
Comprehension Strategies—Fiction Texts

Predicting
  Skim the title and pictures and ask myself: 'What do I predict will happen?'

Activating Prior Knowledge
  Ask myself: 'What do I already know?'

Clarifying
  Stop when I am confused and Clarify (Game Plan; Look for clues)

Evaluating Through Questioning
  4W, 2W, 2H

Summarizing
  Tell the important events of the story using the questions:
   4W + 2W + 2H

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PHAST Comprehension Plan
Comprehension Strategies—Non-Fiction Texts

Predicting
  Skim the title and pictures and ask myself: 'What do I predict I will learn?'

Activating Prior Knowledge
  Ask myself: 'What do I think I will learn?'

Clarifying
  Stop when I am confused and Clarify (Game Plan; Look for clues)
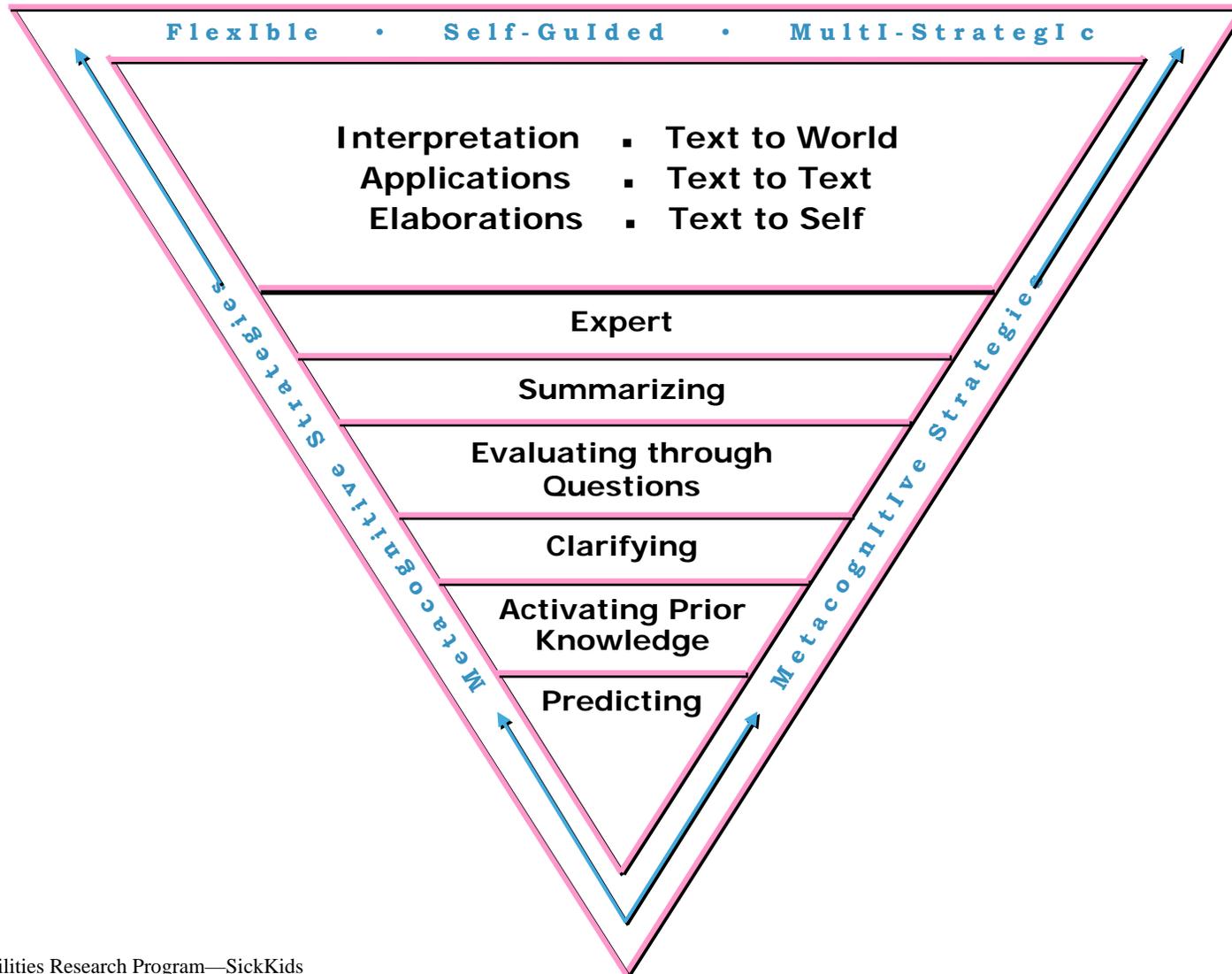
Evaluating Through Questioning
  2W2

Summarizing
  Tell the important ideas of the text using the questions:
   2W2

PHAST Comprehension Program
Metacognitive Track

FlexIble • Self-GuIded • MultI-StrategIc

Interpretation ▪ Text to World
Applications ▪ Text to Text
Elaborations ▪ Text to Self

Metacognitive Strategies

Metacognitive Strategies

Expert

Summarizing

Evaluating through Questions

Clarifying

Activating Prior Knowledge

Predicting

Learning Disabilities Research Program—SickKids

Expanding Vocabulary Knowledge

Examples and Non-Examples—Teacher will choose a target word from the text the group is reading, and provide a list of sentences or phrases that are Examples or Non-Examples of the target word. Group will place each sentence or phrase in the correct column.

Target Word: *avalanche* ('Nature's Power')
-Huge mass of snow that moves
-An animal with a long snout
-A strong windstorm
-Heavy snow pulled downward by gravity

Example	Non- Example
-Huge mass of snow that moves	-An animal with a long snout
-Heavy snow pulled downward by gravity	-A strong windstorm

—Adapted from *Bringing Words to Life*, Beck et al., 2002

Expanding Vocabulary Knowledge

Consider Relationships Among Words—Teacher will choose two target words and create a question which includes both words. Students answer the question and support their answer.

Target Word: *tsunami* **and** *earthquake* ('Nature's Power')

Question

"A *tsunami* may be caused by an *earthquake* or a volcano at the bottom
of the ocean."
Do you agree or disagree? Support your answer.

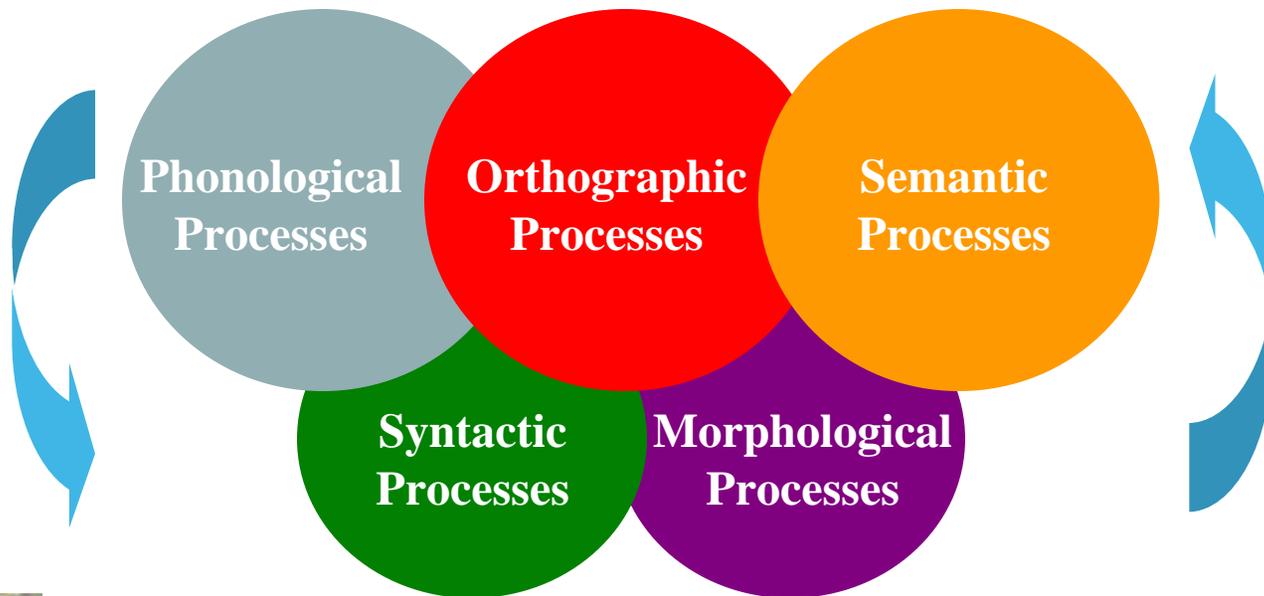—Adapted from *Bringing Words to Life*, Beck et al., 2002

PHAST Fluency

After it is fully developed, reading fluency refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension. *—Wolf & Katzir-Cohen, 2001*

What is it?
What affects it?
How do we improve it?

Connectionist Model

Phonological Processes

Orthographic Processes

Semantic Processes

Syntactic Processes

Morphological Processes

Fluency interventions must address all these systems, promoting rapid activation and retrieval of each type of information

—derived from Wolf & Katzir-Cohen, 2001

PHAST Fluency Activities

❑ Sounds, affixes, words, phrases, sentences, paragraphs

❑ Quick lists

❑ Quick 10/ Quick 20

❑ Timed reading

❑ Timed repeated reading

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Empower™ Fluency Activities

- ❏ Quick Sounds
- ❏ Quick Consonant Blends
- ❏ Quick Affixes
- ❏ Quick Keywords
- ❏ Quick Irregular Words
- ❏ Quick Compound Words
- ❏ Connected Text-Repeated Readings

ou	ir	z	ar	igh
ck	al	igh	ea	oa
ir	v	ch	ir	oo
y	ou	igh	ol	al
qu	ar	ou	ai	ea
w	ou	th	igh	ir

p	a	ch	e	k
m	r	f	th	I
g	o	h	l	t
w	ing	e	c	s
f	v	r	p	t

ee	ou	ie	oo	ow
er	ee	ou	ie	oo
ow	er	ee	ou	ie
oo	ow	er	ee	ou
ie	oo	ow	er	ee
ou	ie	oo	ow	er
ee	ou	ie	oo	ow

ay	ur	ul	ir	au
oy	oi	ay	ur	ul
ir	au	oy	oi	ay
ur	ul	ir	au	oy
oi	ay	ur	ul	ir
au	oy	oi	ay	ur
ul	ir	au	oy	oi

pro	age	con	ness	able	re
ment	ap	ing	im	y	est
di	pre	mis	ment	est	age
sion	un	able	al	con	ish
com	ex	er	pre	ful	en
age	ly	com	tion	ness	ing
est	dis	ish	ex	im	un
able	re	pro	sion	un	ness
mis	ap	age	ly	di	ment

said	to	are	was	said
of	was	to	are	said
was	of	are	said	of
to	was	are	to	said
of	said	are	of	to

was	loved	some	brother	come
other	you	do	are	of
said	some	mother	brother	do
to	are	love	come	other
you	was	are	said	you

man	see	cat	it	am
in	not	see	ate	on
not	am	rock	in	man
cat	see	not	on	ate
in	not	am	it	am

sweet	all	glow	am	rain
cow	could	club	wife	fold
dive	them	bus	talk	nap
sink	smash	out	drum	skunk
luck	queen	fun	fold	gave
dive	ship	club	speak	vine
use	zoo	mask	pig	boat

jaywalk	playground	outside	sailboat	pigtail
starship	drumstick	forgot	jackpot	shoreline
outside	forgive	padlock	cowboy	inside
raincoat	hotdog	treetop	dropout	playground
walkman	pumpkin	tiptop	catfish	outside

Decoding

Word ID

What makes interventions effective?

- ❑ Address core deficits directly
- ❑ Explicit strategy instruction: word identification strategies, comprehension strategies, strategy monitoring
- ❑ Vocabulary knowledge, semantic flexibility
- ❑ Metalinguistic knowledge: spelling patterns, morphology; text structures
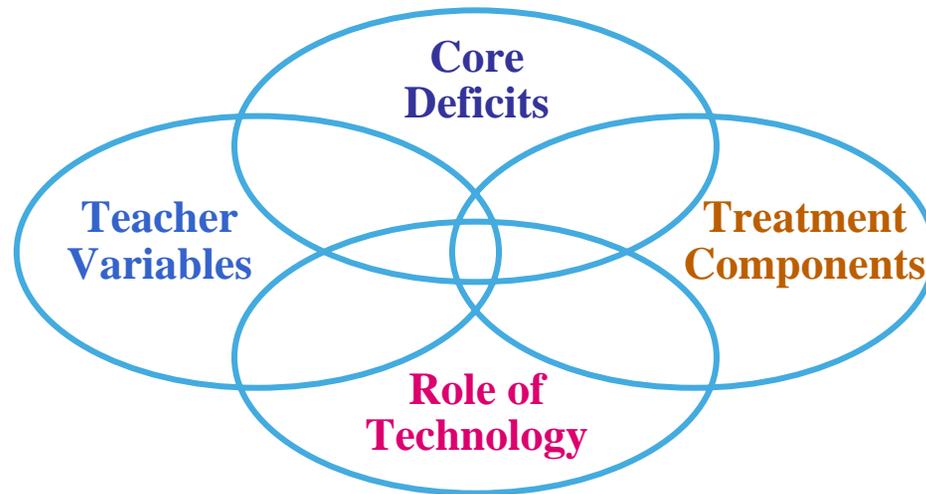- ❑ Retraining of attitudes and attributions

Text

Comprehension

Fluency

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Reading Disabilities CAN Be Remediated!

empower™
READING

Community-Based Translation Research

Core Deficits

Teacher Variables

Treatment Components

Role of Technology

LDRP Laboratory Research