Reading Comprehension Resources

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Abstract

Since the 1950s, there has been considerable research devoted to finding methods to best improve reading comprehension strategies. Approaching this subject with the Vygotskian school of thought, the focus of this paper is to create a list of strategies targeting some key components within reading comprehension that would be readily used and implemented by teachers of second languages within their classrooms. First, a literature review on the framework of comprehension within language development is presented, the history of technology and its integration in schools is explained, and the process of acquisition of second languages is elaborated upon. Next, six features of reading comprehension are closely described: understanding vocabulary, visualizing, prior knowledge and predicting outcomes, main ideas and summarizing, identifying text structures, and identifying inferences. For each of the aforementioned reading comprehension components, a literature review is provided to explain the validity of the resources, tools, worksheets, and strategies elaborated upon herein.

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We would like to express our gratitude and heartfelt thanks to Professor Prof. Bruce M. Shore, who gave us ongoing assistance and guidance throughout this project and who not only challenged us but also pushed us to do our very best throughout the entirety of this special project. He is a devoted and very patient professor who exemplifies the true meaning of a pedagogue. We are grateful to have worked alongside with him.

This special project would not have been possible without the support of our loved ones and friends, for their unconditional love, words of encouragements and continuous support. Your sacrifices have made it possible for us to pursue our dreams and we will be forever grateful.

To our students, whose perseverance and dedication to learn inspired us to go forward with our professional development in order to meet their needs, specifically in reading comprehension, we cherish all the moments shared with you in and out of our classrooms.

Also, we could not have done it without the continued support and encouragement of one another. We faced many challenges and roadblocks along the way, but have kept each other organized and on track throughout the project.

Notes from the Authors

I, Maram Etminani, have been teaching English as a second language for five years. My desire to become a second language teacher stems from my experience as an immigrant in Quebec learning French as my fourth language. Throughout my entire French education, I greatly struggled with the language and my teachers. The misunderstandings and lack of constructive communication left me frustrated on many occasions and would often squash my desire to continue applying myself in the acquisition of the French language. As I, in turn, became a teacher, I vowed to encourage my students' efforts in bettering their abilities in their non-native language. It was imperative that I find methods that fostered a safe environment where my pupils felt at ease to interact and were motivated. In my continued pursuit to find novel strategies, I realized that I lacked a great deal of knowledge in helping my pupils with their reading comprehension. The latter is the main reason I enrolled in the Master of Education, specialized in inclusive education program at McGill. It was through Dr. Karen Gazith's class that I finally felt I found the proper tools necessary in aiding my students within my classroom. I felt self-sufficient because I not only had all the necessary strategies taught and explained to me, but also a greater understanding of the reasons why some of pupils struggled in my classroom. As a result, I became a great asset to my fellow colleagues at work in helping them implement some newly acquired techniques in their lessons.

Since a solid understanding of a second language can greatly impact one's speaking, writing, and other competencies, my primary interest was in making a comprehensive list of resources, tools, and strategies that could be easily integrated into everyday lessons. It was my belief that by working on various components of the reading comprehension, students would gain a sense of self-confident in their overall

second language abilities, which would in turn foster a greater sense of success and accomplishment. It is my hope that with this handbook, teachers will feel that the various tools, worksheets, templates, and applications, can readily be utilized in their everyday teaching in a second language classroom.

I, Jessica Vaillancourt-Furtado, have been teaching French as a second language for five years. I have always been interested in reading comprehension because as a student teachers provided worksheets and reading tests. However I always struggled in reading assignments. There was no purpose in the assigned material and was easily distracted. None of my teachers guided or provided me with reading strategies. My strategy was to look for key words in the question and find the answer in the text. As I started my teaching career, I seemed to have fallen into a similar pattern of providing my students only with worksheets and tests, however, I quickly realized that those who succeeded continued to succeed and those who struggled kept struggling. Even though I had acknowledged my students' struggles I was ill-prepared as a teacher to help them because I had not been taught otherwise. It is in my third year teaching that I learned the tools to guide me in my teaching struggle. I enrolled in "Teaching of Reading" in my MEd at McGill, and learned about the different components of reading, with a clear understanding of the different text structures and teaching strategies one may use in their classroom. It was an epiphany and was grateful because I finally had a better understanding of reading comprehension. I feel I have more success with my students however am still missing strategies and background in reading comprehension specifically. There are many components of reading, however, I feel reading comprehension is usually only assumed and not taught to students. It is my hope that with this manual, teachers are provided with the necessary resources and background literature to help them guide their students.

Dear Teachers,

Being an educator places a great deal of responsibility on our shoulders as we shape and mold the minds of the youth. One of the biggest challenges we have encountered in our teaching is educating students how to read, more specifically on developing our students' reading comprehension abilities in a second language; English and French. Our aim in writing this manual is to provide you with the guidelines with the following goals in mind: providing background knowledge on reading theories, providing reading strategies, resources and tools that are motivating to all learners in developing their reading comprehension skills.

It is our hope that with this manual you will gain a better understanding of reading comprehension, the process of how to identify the strategies that your students require and the materials and ideas that can be implemented in your classrooms. It is never too late to intervene and with the proper steps, each child will have the opportunity to become a successful reader.

Maram Etminani & Jessica Vaillancourt-Furtado

A Closer Look at Comprehension

Spoken language is acquired quickly and accurately because it is one of the brain's incredible features, however reading is not a natural ability (Sousa, 2005). Before reading comprehension can begin, one needs to distinguish and have an awareness of the three features within language that are intertwined and help achieve comprehension. Firstly, language can be divided into smaller components, which is referred to as phonemic awareness, secondly, symbols represent sounds or letters, the process which is known as phonemes to graphemes, and thirdly, the ability to link these components and letters to their prior knowledge on spoken language (Sousa, 2005). Figure 1.1 illustrates how these systems interact. Reading difficulties occur when one of these systems is missing.

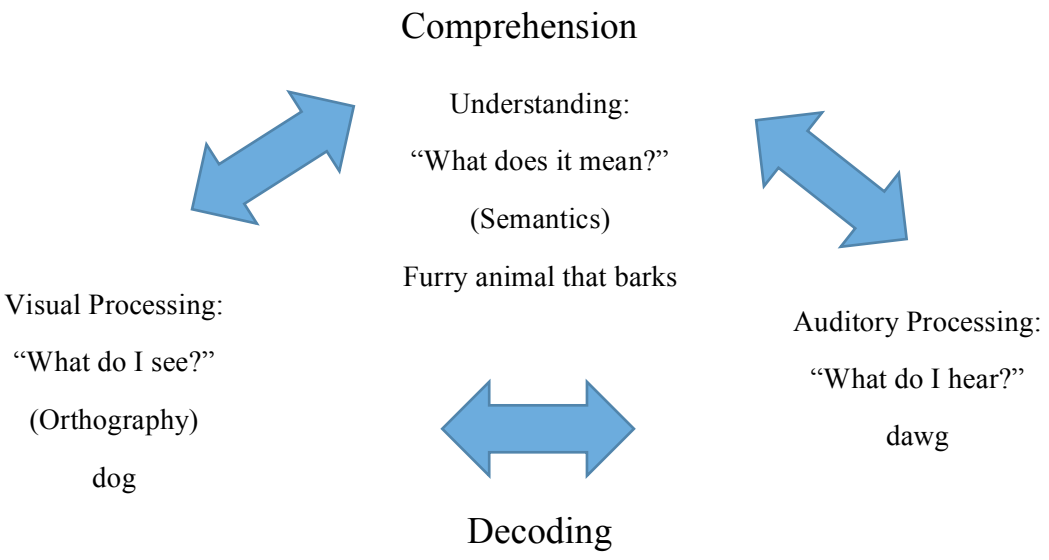


Figure 1.1. Successful reading requires the coordination of auditory processing, visual processing and understanding (Sousa, 2005, p. 121).

Within a classroom there is a variety of readers who exhibit different reading behaviors and styles. The behaviors and styles are greatly shaped by their diverse experiences, interests, strengths, and learning styles, which will in turn influence the dynamic of the classroom. Students' preferences in their book choice, for example,

will help determine and guide the teacher's selection that will captivate and peak their pupils' curiosity, genres from realistic fiction to poetry. It is important that students identify with what they are reading, make connections, and are knowledgeable of their reading abilities (Blachowicz & Ogle, 2001). It is incumbent upon teachers to broaden students' interests in order to develop life-long readers. This can be done by introducing a range of materials for various grade levels, presenting a plethora of reading strategies to maintain their motivation and keep them engaged, and introduce a variety of topics that will help develop their ever expanding interest. Realistically, this may not always be available in one's classroom; however, a partnership with the school's librarian will facilitate the promotion and development of students' reading. This enables all students' success, sense of confidence, and sense of belonging in the classroom because various leveled books match their abilities (Guthrie, Wigfield, & Perencevich, 2004). Moreover, it is also important for educators to keep in mind that they will encounter students whose backgrounds did not encourage reading or never had the opportunity to have a positive experience that allowed them to "love" reading (Korat, Klein, & Segal-Drori, 2007). Therefore, making time for those individuals should be of primary concern for instructors in order to introduce them to a world they may not have otherwise encountered on their own. Teachers need to bring forth various methods that they can utilize to help link children's interests to classroom materials. One technique is to use interest inventories in class. There are different forms but they generally consist of statements that students respond to such as, I am really interested in, I enjoy, or I would like to learn more about (Cooper, Kiger, Robinson, & Slansky, 2012). Depending on the worksheet, the statements can either be circled or handwritten by the learner. Another method is to implement literature circles, where students are separated into groups and have different roles assigned to

them such as writing down questions, sharing ideas, vocabulary enricher, identifying the elements, finding the genre, or identifying difficult words (Blum, Lipsett, & Yocom, 2002). Within these circles, depending on the teachers' expectations, a common book or text can be viewed by all students or each student may have a book of their own. These can aid pupils to identify their own preferences.

Although teachers need to consider the variety of the reading behaviors of their pupils, Zimmermann and Hutchins (2003) explained that good reading strategies, such as previewing text, prediction, checking understanding, motivation, monitoring comprehension, and summarizing, all work collaboratively and share a commonality that promote successful comprehension. Students need the trifecta consisting of strategies, motivation, and purpose in order to become masters of comprehension. Blachowicz and Ogle (2001) described motivation as internal or external. For many passionate readers, their motivation can easily be found within; whereas, others may require more guidance from their instructor to help them find what is of interest to them. Once students' attention has been peaked, it is crucial that a purpose be given for the assigned reading in order to maintain students' interest and engagement in the task. For many learners, finding a clear connection between the literature and their everyday lives can be challenging and require a clear explanation of its significance in order to maintain students' interest. An issue many classroom teachers face is the underuse and explanation of comprehension strategies. In many instances, educators direct pupils to use reading comprehension strategies, but fail to provide information on how, when, and why to use them (Ness, 2009). According to National Reading Panel (2000), "the idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension

when reading" (p. 232). However, according to Ness (2009), many high school educators express that a lack of instructional time and a pressure to cover the content are primary factors that take precedence over reading comprehension, especially in secondary content areas, such as science and mathematics. Moreover, Ness (2009) stated that high school teachers view themselves as specialists in their own subjects and do not feel that is their responsibility to teach reading. Nevertheless, explicitly teaching reading strategies allows pupils to become more independent learners and fosters a greater comprehension.

Socially Constructed Process

Comprehension is a process that takes place over time and good readers construct meaning through interactions and transactions with what they already know (Blachowicz & Ogle, 2001). This construct was first introduced by Vygotsky's sociocultural theory, which is based on the principle that children's interactions with their environment go hand-in-hand with their cognitive development. For example, in the early stages of childhood, parents provide their child with information of the environment with the use of their linguistic abilities, they call their child's attention to an object in order for the child to engage with said item. The adult aids the child in manipulating and discovering his or her surroundings through "speech which serves to direct, or meditate, the interactive process between the two" (Lantoff & Appel, 1994, p. 10).

Internalized speech. Furthermore, Vygotsky believed that children internalize the dialogues with others, known as private speech, and use the newly acquired information at a later occasion (Lantoff & Appel, 1994). The private speech is at first done aloud and, as the child becomes more competent in the task, then gradually he or she internalizes it. From Vygotsky's perspective, private speech is the

stepping stone to achieve higher cognitive process. According to Feigenbaum (n.d.), "speaking to oneself is a natural activity that derives its structure from interpersonal speech but serves the personal purpose of self-accompaniment, self-communion, and ultimately self-regulation and thinking" (p. 9). For Vygotsky, private speech is a transitional phase that is only useful for that individual. Once the speech has been internalized, it demonstrates the person's capability to not only think for oneself but also carefully reflect on the task. Feigenhaum (n.d.), stated that, according to Vygotsky's theory, a child will more likely utilize private speech during a task that is significantly more challenging to solve. The latter theory of Vygotsky's internalized speech was examined by Duncan and Cheyne (2002) on adult learners working on two computer tasks, easy and difficult, and three repetitive paper-folding tasks. The purpose of the study was to scrutinize the use and frequency of internalized speech. During the two 30-minute sessions, the researchers' findings indicate that the learners utilized private speech and that "overt self-verbalization continues to play a mediational role in problem-solving and self-regulatory processes during early adulthood" (Duncan & Cheyne, 2002, p. 901). Although this puts into question Vygotsky's ontogeny of internalized speech because it demonstrates that private speech is more than a phase or stage in a child's life, the findings illustrate that the adults' private speech is equivalent to that of a child's internal dialogue (Ducan & Cheyne, 2002). Overall, the results not only indicate that the use of private speech is greater on more challenging tasks but that private speech is "a form of thinking and a means of problem-solving" (Duncan & Cheyne, 2002, p. 901).

Fundamentally, reading begins as a social interaction as most children are read to by their parents from an early age. However, as they mature, children are strongly encouraged and expected to read "in their heads"; thus, creating a transformation of

the nature of the activity, which was once regarded as a social interaction with support, into a private activity. "In other words, the formerly shared experience is brought inward so that children may read and process text material on their own without the support of others" (Prior & Welling, 2001, p. 2). Prior and Welling (2001) discussed that beginner readers were found to comprehend a text after reading it aloud than silently. In fact, they also mentioned a study conducted by Kragler (1995) that demonstrated that children in grade 1 who were allowed to "mumble read" scored higher than their counterparts who were prevented from doing such an activity. It would seem that the "mumble reading appears to be a transitional stage, similar to egocentric speech, in which children use oral reading to monitor their reading and comprehension before they are able to do so competently in the silent mode" (Prior & Welling, 2001, p. 5). By preventing such an exercise, the young readers were greatly hindered in their comprehension.

Schema. Furthermore, people's experiences, knowledge and present context influences their understanding of the material they are reading and their understanding can also be colored by their perceptions. Blachowicz and Oglo (2001) stated that learners associate different meanings as their "knowledge is organized into structures called 'schemata'" (p. 27). A "schema is a "mental information organizer" that allows people to make sense of what they see, hear, or otherwise experiences" (Blachowicz & Ogle, 2001, p. 27). The idea of a mental organizer originated from Piaget's cognitive constructivist theory, which explained that humans' behaviors are controlled by schemes that people use to determine their actions and make sense of the world. He described two processes that people use to adapt to their surroundings, assimilation and accommodation, which are achieved throughout the four stages of development: "sensorimotor stage, which a child goes through from ages zero to two;

preoperational stage (two to seven years old), concrete operational stage (seven to eleven years old), and the formal operational stage (eleven years old to adulthood)" (Powell & Kalina, 2009, p. 242). Within the sensorimotor stage, children are discovering their world through their senses and physical activity, then followed by language as they develop and grow. In the next stage, preoperational, children develop their language skills but are unable to grasp the thoughts of other individuals. It is at the aforementioned stage that children begin to make a distinction with symbols and pictures in their surroundings and start to ask questions about their environment. The turning point in a child's brain development is at the concrete operational stage according to Piaget's framework. Piaget believed that it is at that stage that children commence using logical reasoning rather than their own intuition. Finally, the formal operational stage which starts from childhood and continues into adulthood is described as a time when higher level of thinking or abstract ideas are used to solve problems (Powell & Kalina, 2009). Throughout those four stages, assimilation and accommodation allow the child to make sense of his or her world. Piaget believed that through assimilation or accommodation, children experienced a "disequilibrium" when shifting from one stage onto the next in order to find an "equilibrium." Powell and Kalina (2009) explained that equilibration is manifested with a cognitive conflict, a state of mental unbalance or disequilibrium in trying to make sense of the data or information they are receiving. Disequilibrium is a state of being uncomfortable when one has to adjust his or her thinking (schema) to resolve conflict and become more comfortable" (p. 243). For Piaget, assimilation is the transformation of one's environment to fit within one's pre-existing cognitive structure; whereas accommodation is the process of adapting one's cognitive structure to accept an element from the environment (Powell & Kalina, 2009). In other words,

as new information is processed, it is organized within the information that is pre-existing. When one acquires new knowledge, one either adds it to the mental organizer, modifies it or at times, discards it completely. Graves, Juel, Graves, and Dewitz (2011) mentioned that "the active contribution of the reader is significant enough to justify the assertion that she actually constructs much of the meaning she arrives at while reading" (p. 2). As such, knowledge is constructed by learners rather than being transmitted by the teachers (Kiraly, 2000).

Social interaction. An element that needs to be discussed, as it directly impacts reading comprehension, is social interaction. When students work alongside their peers, they are more likely to find motivation and support from one another in order to connect. Humans are social beings and develop their understanding of the world through the filters of others. Through communication with each other, pupils will create meaning and a stronger understanding of the subject. Educational theorists refer to this process as "social construction" (Blachowicz & Ogle, 2001, p. 29). According to Tudge and Winterhoff (1993), Piaget believed that child-to-child interaction was far superior to that of adult-to-child. "Under conditions of unequal power, a child may well accept the adult's view but is unlikely to undergo the cognitive restructuring necessary for cognitive development"; whereas with a peer, the equality in power allows for opportunity to discuss and argue, which in turn gives opportunity for growth (Tudge & Winterhoof, 1993, p. 68). By cooperating and engaging in the learning, learners rely on one another to construct meaning.

Additionally, by helping one another, they are more successful at understanding a new concept than they would be on their own. At times, one student is more advanced than the other and becomes a support, finding new ways to explain concepts. The latter process is referred to as scaffolding. According to Grant,

Golden, and Wilson (2015), Vygotsky's theory of scaffolding relates "to the difference between what the child can learn alone and what the child can learn in cooperation with others," also referred to as the zone of proximal development (p. 71). The latter theory is also supported by Piaget who believed that students need to engage with individuals who have more knowledge about a given subject in order to reach "the next level" (Powell & Kalina, 2009, p. 246). It is important for readers to engage with their peers so as to "derive more meaning from text when they engage in intentional thinking" (Williams, 2005, p. 6). While interacting with their peer, children are challenging their mental structure and it forces them to build new meaning through their experience. It is important to note that Vygotsky's view of scaffolding is linked to a child's personal needs. Similarly to the scaffolds on building, the support for students is withdrawn when their skills and competences are developed.

Use of Technology

In today's rapidly developing technological era, it has become more incumbent on educators to find ways to enhance their pupils' learning in the classroom through the use of various novel educational instruments. More attention and focus has been given to incorporating computer-mediated instruction to aid pupils within a classroom due to the belief that such tools will have a positive effect on the overall learning. In fact, studies as early as the 1980s have demonstrated a positive correlation between the use of computers and students' performance (Schacter, 1999). Having a richer technological environment has been shown to improve not only students' academic achievements, but also their motivation and engagement level in the classroom. The ubiquitous integration of technology in the classrooms is met with much enthusiasm and skepticism alike from teachers. According to Sclater, Sicoly,

Abrami, and Wade (2006), although many teachers perceive the technology as a powerful and flexible aid that educators may use as an extension of their class, others are worried about the gap it may create between students' literacy skills and their computer skills. Nevertheless, many studies have shown gains in various subjects, more specifically in the areas of language arts and second-language acquisition (Sivin-Kachala & Bialo, 2000). However, Sclater et al. (2006) stated that simply giving students access to computers in the classroom is insufficient to improve students' academic achievements. A change in the instruction and curriculum needs to be implemented in order to be able to fully take advantage of the technology. Vrasidas and McIsaac (2001) argued that there should be funding allocated for teacher education in the proper use of technology. Many administrators have the misconception that by solely bringing computers into the schools, reform will also take place. Vrasidas and McIsaac (2001) continued to claim that teachers need to become the facilitators for students by providing them with the right tools to construct meaning from their environment. Unfortunately, many educators are ill-prepared to implement the latest technological tools and continue to use them much in the same way one would use an old one. For instance, a common misuse of the interactive whiteboards among educators was the use of the voting device (Marzano, 2009). Teachers encouraged students' motivation and participation in class through the voting feature of the interactive Smartboards, but did very little with the results. According to Marzano (2009), 23% of instructors did not probe to discover why one option was selected over another, but were rather focused on how many were answered correctly. This limits opportunities pupils may have to build meaning and knowledge through authentic tasks based on verbal interactions with their peers and the teacher. Nonetheless, "when used appropriately, technology provides a more

decentralized environment where students take more control of the learning environment and become active constructors of knowledge while working on authentic tasks" (Vrasidas & McIsaac, 2001, p. 129).

A popular component in many computer-assisted language-learning programs is an emphasis on vocabulary for second language learners (Lai & Kritsonis, 2006). Vocabulary is arguably a key feature in the mastery of a language, it is the stepping stone to language acquisition. Therefore, the emphasis of many computer-mediated instructional programs has been on vocabulary. These programs are claimed to give students an opportunity to become independent learners while developing their language skills in a very collaborative environment. According to Lai and Kritsonis (2006), there are several advantages for computer-based language programs when they are implemented in schools: they increase students' achievement and motivation, provide students' with additional practice opportunities, encourage interaction among students and between instructor and pupils, place greater emphasis on the individual's needs, and foster a more global understanding.

Being thrust into the "digital/media age" in which smartphones and tablets have become an integral part of one's everyday life, educators, especially in second languages, must find new ways and methods to enhance their students' overall learning in order to foster an interest in the acquisition of a second language. One of the most challenging tasks for many pupils is comprehension (Melby-Lervåg & Lervåg, 2014). This is said to be at the basis in the acquisition of any language in that it facilitates the development of skill of an individual to construct meaning and relate what they have heard to existing knowledge. Because the "digital/media" era is comprised of various forms of communication, such as videochat, text messages, social media, or pictures, second-language teachers can use them all to their

advantage in their teaching practices. We are entering an e-learning era through literacy in which "digital technologies, it is suggested, may offer a way forward" (Pegrum, 2014, p. 24).

Second Language Acquisition

In 2011, 42.3% (3.3 million) of Quebec residents stated they were comfortable communicating in both French and English, this compared to the 40.8% (2.9 million) in 2001 (Statistics Canada, 2013). Unlike the rest of Canadian provinces where bilingualism has decreased, Quebec was the only province in which the rate of bilingualism increased from 2001 to 2011 (Statistics Canada, 2013). This growth is in large part due to the influx of immigrants to the province, of whom 80% speak neither French nor English on arrival (Statistics Canada, 2013). In fact, Quebec's immigrants contribute 51% of the French-English bilingualism compared to 42% for Canadian-born citizens. Given the important role immigrants have on bilingualism in Quebec, it is disconcerting to note the high-school dropout rates among these second-language learners. According to the Ministère de l'Éducation, du Loisir et du Sport (2013), poor reading competency has been identified as a significant contributor of students' susceptibility to drop out, which was estimated to be 1 out of 6 students in 2008-2009. According to Melby-Lervåg and Lervåg (2014), the most prevalent element that determines the educational success in the majority of the subjects in schools is reading comprehension. Melby-Lervåg and Lervåg (2014) study is based on a large-scale comparative international study conducted by OECD (Organization for Economic Cooperation and Development) which discovered that second-language learners have been shown to have poorer academic standing than first-language learners. So, second-language learners have more difficulty than their mother-tongue counterparts in their schools because of their underdeveloped reading comprehension skills.

Melby-Leråag and Lervåg (2014) further explained that as a pupil moves up grade levels, so do the demands on their reading comprehension which, if not developed adequately, will hinder the child's capacity to perform well throughout the entirety of their schooling. Therefore, the various components of the reading competency; phonemic awareness, phonics, vocabulary, fluency, and reading comprehension, have to be examined thoroughly in order to provide second-language pupils with the greatest opportunity for success.

L1 influences on L2. The research conducted on second language (L2) reading has created some debate as to whether it is a second language issue or a reading issue. While some researchers (Coady, 1979; Jolly, 1978) believed that second language linguistic ability is a key factor in one's second language reading, others (Goodman, 1971; Cummins, 1984) thought that one's reading ability in a second language greatly depends on one's reading skills in the first language (L1) (as cited in Hudson, 2007). The latter theories are based on the premise and belief that, once literacy skills have been acquired in one language, they can be transferable into another. Esling and Downing (1986), working from a psychological perspective, believed that reading is a behavioral skill that could be applied across all languages. They suggested that, just like any behavioral skill, reading is developed through a universal pattern that consists of three overlapping phases: cognitive, mastering, and automaticity (Tang, 1997). At the cognitive stage, learners try to understand what they should do to perform the skill. At the second stage, learners improve and practice the skill in order to perfect it. However, "practice must continue beyond mastery until overlearning produces automaticity" (Esling & Downing, 1986, p. 56).

Short-circuit hypothesis. The notion that an understanding of some basic knowledge of a second language must first be achieved before a transfer from an L1

to an L2 in reading can occur, was first introduced by Clarke in 1979. This lack of understanding of the language is referred to as 'short-circuit' by Clarke, which states that a "reader's knowledge of a foreign language is not like that of the native language; the guessing or predicting ability necessary to pick up the correct cues is hindered by the imperfect knowledge of the language (Yorio, 1971, p. 108). Clarke (1980) conducted a study based on psycholinguistic perspective, which is the notion that reading is the same in all languages, on adult native Spanish speakers. Though his results on whether proficient L1 learners transfer their abilities to another language were inconclusive, he discovered that there is some transfer of skills since good readers did perform better than poor readers. According to Clarke (1980), a "limited language proficiency appears to exert a powerful effect on behaviors utilized by the readers" (p. 119). His research suggested that there is perhaps no such thing as a 'good reader' and a 'bad reader', but rather 'good' and 'bad' reading behaviors. The most effective reading behaviors were: concentration, formulation of hypothesis, reading for confirmation, refine or reject hypothesis, and willingness to make mistakes (Clarke, 1980). When a person is below a language proficiency, "linguistic threshold," "good readers' L1 reading skills are "short-circuited" in the sense that these readers revert to poor reader strategies when engaged in a challenging task in L2" (Cui, n.d.).

Alderson (1984) reviewed several empirical studies with a goal to determine the following: poor reading in a second language is due to poor reading abilities in the native language, and poor reading in a second language is due to a lack of knowledge of the second language. Though Alderson (1984) found little evidence to support the latter statements, he did find support that "poor foreign language reading is due to

reading strategies in the first language not being employed in the foreign language, due to inadequate knowledge of the foreign language" (p. 4).

L2 reading proficiency. Many research studies (Bossers, 1991; Carrell, 1991; Lee & Schallert, 1997) have documented L2 language proficiency in L2 reading to further investigate Alderson's research and have found relations among the three variables: L1 reading, L2 language proficiency, and L2 reading.

Carrell (1991) examined the following equation: L2 reading = L1 reading + L2 language proficiency on adult Spanish speakers learning English and English speakers learning Spanish. Though her study indicated a significant effect for first language reading and second language proficiency on second language reading, it was unclear as to which was more important. For native Spanish speakers, L1 reading ability had the most significant predictive power; whereas for the English native speakers, the L2 language proficiency was the biggest predictor (Hudson, 2007).

Bossers (1991) not only attempted to determine the relationship between the three factors mentioned above, but also investigated the existence of a language threshold. His study on Turkish students learning Dutch demonstrated that L2 language ability and L1 reading played a major role in L2 reading, approximately 72% variability. However, L2 language proficiency accounted for nearly four times more than L1 reading ability (Hudson, 2007). Furthermore, he concluded that for students with lower L2 reading, L2 language proficiency was the only significant factor; whereas for students with higher L2 reading, L1 reading ability was the important aspect (Bossers, 1991). "This finding would appear to indicate that there may indeed be a threshold level before which learners are limited in their ability to transfer their first language reading abilities to the second language reading context" (Hudson, 2007, p. 68).

The plethora of studies conducted to examine the relationship between L1 reading ability, L2 language proficiency, and L2 reading ability have demonstrated an interrelationship between them. In general, L2 language proficiency has been found to have a greater role in a learner's L2 reading ability than L1 reading ability.

Teaching Resources and Strategies

Reading comprehension is a multifaceted and complex system that involves the interaction between the reader and what he or she brings to the text, such as prior knowledge, strategies utilized, as well as the components that are linked with the text itself, such as the type of text. Therefore, there is a plethora of strategies that have been identified as tools in aiding pupils' with their level of reading comprehension. Dole, Duffy, Roehler, and Pearson (1991, p. 242) stated that "strategies emphasize reasoning; readers use reasoning and critical thinking abilities as they construct and reconstruct evolving meanings from text." Students become good reader when they are able to reflect, are aware if they understand or not, and are constructing meaning of the existing and new knowledge by monitoring and regulating their comprehension.

Each strategy, listed below, can be explicitly taught to students, and applied to multiple types of texts: understanding vocabulary, visualizing ideas, using prior knowledge, identifying the main idea, drawing conclusions and predicting outcomes, sequencing events, identifying detail, identifying text structure, and identifying inferences. Moreover, for each of the strategies, a brief description will be given as well as a list of various references that could be used by teachers within their classroom. These resources are designed to help all readers by acquiring reading comprehension strategies. It is important when presenting a strategy that teachers model it, place emphasis on learning, and encouraging students to use the strategy in school and outside of school.

Understanding Vocabulary

According to Lervåg and Aukrust (2010), because second language learners have a poorer grasp of the language they are acquiring than first language learners, their linguistic comprehension is underdeveloped which, in turn, causes them to be at risk for reading comprehension difficulties. In other words, having a relatively limited vocabulary repertoire in a second language will hinder one's ability to understand a given text. On an everyday basis, vocabulary is encountered through discussions or texts that are read, and words are often learned independently by the readers who encounter them within context (Graves et al., 2001). It goes without saying that if it is a topic of interest, the knowledge and understanding will be greater with word acquisition. Philips, Foote and Harper (2008) stated that "vocabulary instruction consistently supports practices that include a variety of complementary methods designed to explore relationships among words and the relationship among word structure, origin, and meaning" (p. 62). Strategies surrounding vocabulary instructions are often lacking as students are asked to copy or write the definition of the words in a non-interactive way. When making instructional decisions in relation to vocabulary instruction, there are factors to consider: the nature of the words, the instructional purposes in teaching these words, and the strategies instructors implement (Flanigan & Greenwood, 2007). Components within word learning that may be integrated in the classrooms are: providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and fostering word consciousness (Graves, 2006). In daily discussions or reading, students need to be exposed to a rich variety of vocabulary. A common mistake, as stated by Graves (2006), is that words that are already acquired by a child are given emphasis by teachers when new vocabulary should be introduced. New words that

are rich need to be put in context and in the students' daily academic activities. Therefore, having tools and resources that aid develop pupils' vocabulary base is a strong predictor to how well they will succeed in their comprehension skills.

For new vocabulary to be learned, active and high cognitive engagement needs to be integrated during lessons. There are a variety of strategies within vocabulary learning that may be applied such as using context clues, concept of definition (word maps), using word parts, using the dictionary, vocabulary self-collection, and structural analysis (Cooper, Kiger, Robinson, & Slansky, 2012). Using context clues: the words, images, phrases, and sentences that surround an unknown word give clues to its meaning. Using word parts: the word is broken into parts (prefixes, suffixes, and non-English roots) and the reader uses his knowledge to find related familiar words. Using the dictionary: the use of a dictionary has to be taught effectively as words found in it can be used out of context. Teachers should establish guidelines for looking up in the dictionary such as reading all of the definition, remembering that many words have more than one definition, and deciding which definition make most sense using the context of the text. Concept of definition (word maps): also known as concept of definition, produced by Schwartz and Raphael (1985), the procedure is to help students write a good definition by using context clues and background knowledge. The word map helps students visualize the word by giving three types of information: the class (what is it?), the properties (what is it like?), and examples. Figure 1.2 is an example of a concept of definition. Vocabulary self-collection: the responsibility is on the student to find words he or she thinks everyone should learn in the classroom. The learner choses a word, writes the definition, and is then encouraged to incorporate the word in his or her daily writing. Structural analysis: to analyze word parts such as; base words (linguistic units that can stand alone for

example, sell), root words (words derived from other languages), prefixes (unit added to the beginning of base words or root words to change their meaning for example, *un-*), suffixes (unit added to the ends of base or root words, for example *–ful*), inflectional endings (word parts that can be added to the ends of root or base words that change their case, number, tense, or form), compound words (two or more base words that have been combined for example, run + way = runway), and contractions (shortened forms of two words in which a letter or letters have been replaced by an apostrophe for example, does + not = doesn't). The above vocabulary strategies were inspired by the textbooks Teaching reading in the 21st century: Motivating all learners (Graves et al., 2001, chapter 9) and Literacy: Helping students construct meaning (Cooper, Kiger, Robinson, & Slansky, 2012, chapter 6).

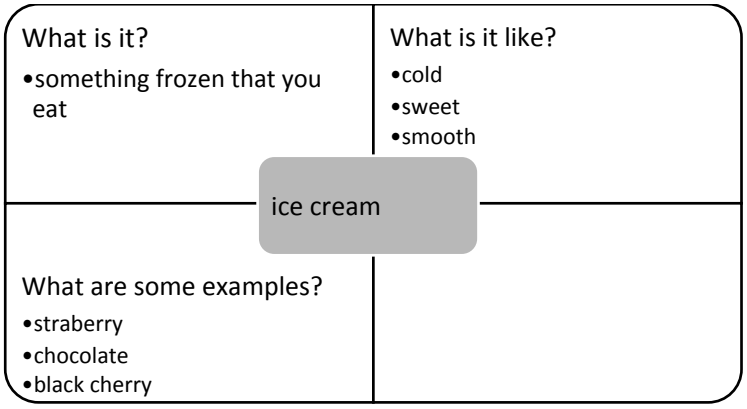


Figure 1.2 Completed word map for ice cream (Cooper, Kiger, Robinson, & Slansky, 2012, p. 245).

Vocabulary Resources.

Endless Alphabet. Endless Alphabet, for students in kindergarten and grade 1, is a downloadable application on any Android and Apple device. It gives young learners an opportunity to develop their alphabet and vocabulary skills in English. With over 50 words to learn from, students will love the interactive talking puzzles as well as the animated definitions,

which will help reinforce the words. The interactive monsters create an appealing and enticing manner to attract young learners to work on their phonemes as they must rearrange the letters to form the words. Because there are no timers or failures, it gives the young learners the chance to develop their skills at their own pace. The cost of the application varies from $6.99 to $7.99 depending on the device used. For additional words, the application allows users to download more for a small fee. Furthermore, users can also pay $34.99 to have access to all the Endless bundles, which include: Endless Alphabet, Endless Reader and Endless Numbers.

Website: https://itunes.apple.com/ca/app/endless-alphabet/id591626572?mt=8

Endless Reader. This application, for students in kindergarten and grade 1, is

a fun and engaging app provided by Apple and Android that coincides with Endless Alphabet. With the use of interactive word puzzles children build on their sight word bank by first entering the letters in their appropriate slots, than by a word puzzled sentence followed by an animation of the sentence.

Website: https://itunes.apple.com/ca/app/endless-reader/id722910739?mt=8

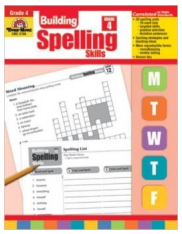
Vocab-Jar. Vocab-Jar, for the elementary level, provides students the

opportunity to learn new vocabulary words while interacting with one another. The activity requires pupils to select words from a jar and complete the worksheet. The students must first select a word from the jar and then follow the seven-step procedure, where they must define, draw, provide a synonym and antonym, identify the part of speech and complete the document by creating a sentence using this newly acquired vocabulary. This template can easily be used in any second-language course in French, English, Spanish, Chinese, etc.

Resource inspired by:

https://www.teacherspayteachers.com/Product/Vocab-Jar-for-Comprehension-Centers-815393

Building spelling skills. Enhanced eBooks provided by Evan-More from grade 1 to grade 6 build spelling skills and vocabulary acquisition. Each E-book



provides 30 weeks of spelling words from a list that includes: contractions, blends, vowel sounds, prefixes and suffixes, compound words, words with silent letters, homophones and easily confused spellings, consonant diagraphs, time and calendar words, and multisyllabic words. Each week provides teachers with units that include: the spelling list to read, write, and spell each word, word meaning (filling in missing spelling words in sentences, crossword puzzles, synonyms and antonyms), exercises with phonetic elements, and editing for spelling. A spelling strategy worksheet may be given to all students that include: say a word correctly, think about what the word looks like, look for small words in spelling words, look at syllables in spelling words, use rhyming words to help spell a word, and use rules for adding endings.

Website: http://www.evan-moor.com/p/736/building-spelling-skills-daily-practice-grade-1

PowerVocab word game. This free application can easily be downloaded on

any Android device and may be used from elementary and higher. It gives the opportunity for pupils to build on their vocabulary and interact live with their friends with the multiplayer mode. It has a limit of 350 words that are designed to help build vocabulary with the use of flashcards. Nevertheless, the word game contains very detailed definitions, multiple examples of the words used in a variety of sentences, and phonemic pronunciation. An important feature is the repetition of the vocabulary to help retention and mastery.

Website: https://play.google.com/store/apps/details?id=com.applimobile.powervocab&hl=en

Vocabulary Builder. Vocabulary Builder is a free application that can be downloaded on any Android device. Students from elementary to high school will challenge themselves to increase their verbosity skills by learning 1200 words. The game provides three levels: basic, intermediate and advanced to accommodate every learner's needs. Furthermore, the student must complete a level before having access to the more advanced words within that category.

Website: https://play.google.com/store/apps/details?id=com.magoosh.gre.quiz.vocabulary&hl=en

Vocabulary. This template allows students to track the vocabulary they encounter during their readings. This sheet may be placed in a vocabulary journal so that learners may refer to it and add new words throughout the year. Students are asked to give their thoughts on the meaning of a word because before researching it, which provides them with the opportunity to make or find connections to their lives. It is important that teachers first explain the worksheet to their students and mention that it is a resource they may use as a reference. Often students lack the habit of looking back on what they have learned; therefore, they would not use the new vocabulary they have acquired.

Vocabulary Interactive Lesson. This approach to learning vocabulary may please students as it is interactive and can be added as a component in the vocabulary journal. This lesson not only give learners a chance to make an association with the word and their personal lives, but also demonstrates the part of speech the word

belongs to. On the exterior flaps, students will see the word and its definition; whereas on the inside, pupils need to specify which part of speech the word belongs to, make a drawing, and connect it to how it has meaning in their lives.

Vocabulary Activities. As a vocabulary activity, students may practice on their own or with a partner the new words they have learned each week. They could hide the word or definition and provide the good answer. Another game could be done within a team where they write down some words and definition and place them in a bowl. One at a time they pick a word and draw a picture while the other players try to guess what the word is. Once prior knowledge has been introduced, students may then further the game by choosing a word each and, within their team, one at a time explain the word using their past or present experiences to let their peers try to guess which word they are referring to.

Visualizing Ideas

Reiner (2008) stated that "learners use images, pictorial representations and mental 'simulations' to run scenarios in the mind" (p. 25). A key to great comprehension is visualizing, in which the reader enhances his or her understanding by creating "a wide range of visual, auditory, and other sensory images as they read" (Zimmermann & Hutchins, 2003, p. 5). Using sensory experiences is limited in reading instruction (De Koning & van der Schoot, 2013) and good comprehension depends on the construction of coherent and meaningful mental representation (Van den Broek, 2010). Visualizing is a way to monitor ones' reading because once a reader is unable to create images or make connections to his or her senses; he or she becomes aware and will try other strategies to be able to understand (Zimmermann & Hutchins, 2003). When a student is unable to comprehend what he or she is reading, he or she may construct mental representations to describe a text (Graesser, Singer

and Trabasso, 1994). The reader may use elements such as, words in the text, titles, tables, diagrams, and illustrations and make deductions to improve his or her capacity to understand the information he or she is reading.

Internal and external visualization. According to Rapp and Kurby (2008), a useful dichotomy when classifying visualization into representations is: internal and external. Internal representations are images that are created in one's mind as the reader mentally visualizes what he or she is reading. Short or long term memories are at times triggered because the reader may remember childhood memories or a short lived experience. For example, during a social studies reading on agriculture in the 1780s, a child may now understand the word "Loyalist" because of a field trip to an historical site that was done during the year. The reader may recall and imagine this field trip and make connections to what he or she is reading. External visualization refers to nonverbal representations that are available in the environment, like a drawing, a picture, or a flag. External representations identify particular ideas for students to learn, for example a map or graph presents organized data that is easily understandable. Rapp and Kurby (2008) stated that "these representations often stand for or correspond to additional concepts or notions, such as a flag being an object itself and a symbol of some geographical region, group of people, or sociocultural perspective" (p. 32).

Explicit instruction on how to mentally visualize needs to be integrated in the classroom curriculum. According to De Koning and van der Schoot (2013), "using mental imagery training in a pure mental sense that is without external aids such as pictures, help readers to mentally visualize text and enhances their ability to recall information, make inferences and predictions, and monitor their understanding" (p. 270). A reader needs to progressively acquire the ability to visualize representations

(Gilbert, 2008), often good readers may do so on their own; whereas, some do not have the knowledge to do so. Classroom teachers may initiate visualization by first presenting deduction; as a class discussion students may be given a brief description of a scenario and be asked to deduce the events of the scenario. For example, a boy comes home crying from school and has a swollen red cheek. Students can deduce that the boy got into a fight at school. After students have seen or heard a variety of scenarios they may gain confidence in their deduction skills, which is when the teacher introduces deductions through texts. The educator should begin with descriptive texts that generate a visual image in the reader's mind. Such as, an author describing a group of girls dressed in soccer uniform hugging, jumping, and congratulating a specific player near the soccer net. A reader can deduce that the team has scored and that the girls are thrilled that their teammate made a goal. Once deduction has been introduced, a connection to visualization can be made by asking the students to visualise in their mind the scene before, during, or after. Classroom, small group, or one-to-one discussions are crucial and empower how to construct mental images (De Koning & van der Schoot, 2013). Weekly scenarios and discussions should be done so that visualization becomes a habit and not a task. It is also important for educators to evaluate their pupils' progress and integrate a question on how their students used visualization in order to help their learners become aware and remember this concept.

Visualization Ideas Resources.

Popplet. A great application that can be used from any computer or Apple device. It is a concept mapping service that gives students, of all ages, the power to create graphic organizers, timelines and other visual organizations. The main feature of Popplet is the "popple" - the boxes

that can contain various media, such as drawings, text, images, and videos, which can be connected to form relationships to one another. Additionally, Popplet has an easy to use interface and it allows users to share and collaborate on the work.

Website: https://itunes.apple.com/ca/app/popplet/id374151636?mt=8

KWL Chart. The KWL chart is a great tool to use in the classroom to help learners, from grade 4 and higher, organize and visualize the word or concept. Each letter refers to a specific question the pupil must answer: what you **Know**?, what you **Want** to know?, what you **Learned**?. The chart helps learners stay engaged and active throughout the lesson: before, during and after. Before the lesson, it allows learners to anticipate what the class will cover as well as pique their curiosity. During the lesson, students will be able to keep track of the questions and deepen their understanding. After the lesson, learners will summarize the key points they have learned and compare their notes with fellow classmates. Furthermore, KWL charts provide an opportunity for students to be scaffolded when acquiring new information.

Website: http://www.educationworld.com/tools_templates/kwl_nov2002.doc

Into the Book. Into the Book, for elementary student, is a free interactive website designed to help students with their reading skills. Before pupils begin the using the tools at their disposal, they have a short video they can watch which demonstrates how the tools work for visualizing. Once they have selected their short story, which can be read to them, they must draw out the picture that comes to mind. There are a total of six stories within this website, and each story is sectioned into 3 parts to give learners an opportunity to visualize the content read and optimize their practice. A fun feature for young students is the music they can choose to make their drawing more dynamic. Furthermore, if they

struggle to draw a picture based on the content, a handy tool is provided to them, "Need a hint?" which guides them with specific steps. At the end of the story, the website allows learners to view their pictures, make changes, email or print them. Additionally, they can save their drawings and review it later on.

Website: http://reading.ecb.org/student/visualizing/

It should be noted that the aforementioned website is not only useful for students, but provides resources and specific tools for teachers, such as videos, posters, lesson plans, videos on how to teach strategies, and professional development scripts.

This is what I imagine worksheet. As pupils are reading they need to make reference to the five senses: sight, hearing, taste, smell, and touch. They may do so by writing down words or drawing images. An activity may be that students write down what they see, smell, taste, hear, and touch from the perspective of one of the characters in the passage they are reading. The students would write down the name of the character on the line and write words in the appropriate boxes.

Using Prior Knowledge and Predicting Outcomes

Activating students' prior knowledge through discussions, KWL charts, visual aids, and bubble charts has been shown by many researchers to improve comprehension (Anmarkrud & Bråten, 2009; Ozuru, Dempsey, & McNamara, 2009; Priebe, Keenan, & Miller, 2012; Tarchi, 2010). It enables a better understanding and recognition of the text content because doing so facilitates the formation of connections, allowing students to relate what they know to what they are learning. A study undertaken by Wetzels, Kester, van Merriënboer, and Broers (2011), on the effectiveness of prior knowledge on high school students' note taking abilities, demonstrated that by activating pupils' prior knowledge on a given subject, it creates

a link between the existing knowledge and the knowledge that will be acquired. "This facilitated the integration of new knowledge into already existing knowledge structures resulting in higher recall and better understanding of new information" (Wetzels, et al., 2011, p. 275). Prior knowledge activation consists of one's ability to transfer information from their long-term memory into their working memory. According to Wetzels et al. (2011), in order for new information to be integrated into the working memory of an individual, it must fit within his or her existing schema for it to be retained. Otherwise, if it conflicts with a person's schema, it is more likely that the new information will be dismissed. Though activating one's prior knowledge may appear intuitive, it is important to note that this ability comes easily to good readers; however, has been shown to be challenging for others. Therefore, it needs to be taught.

Another key strategy to promote the activation of prior knowledge before reading is to initiate group discussions on the topic in question. Such discussions asks pupils to recall what they already know based on pictures, titles, and subtitles allowing for easier comprehension (Gaultney, 1995). Within small groups, students may brainstorm and share with their peers and make new connections from one another. The teacher may guide them by reminding his or her students to ask themselves the following questions "Using my prior knowledge, what do I already know about this text?" and "What do I think the story is about?." In doing so, students bring their prior knowledge into their working memory, readying their minds for the new information they will subsequently acquire.

Activating prior knowledge can also be useful in aiding students who are reading below level. Kissau and Hiller (2013) stated that teachers need to focus "on the teaching of reading comprehension skills that emphasize the activation of student

prior knowledge via interactive reading strategies" (p. 437). A possible interactive strategy would be to create engaging and motivating activities to address the students' familiarity with vocabulary found in the text, such as a speed challenging game whereby pupils need to match cognate words to the appropriate definition. As confirmed by Zimmermann and Hutchins (2003), there is great value in having students make connections to the text that they are reading: text to self, text to text, and text to world. Schmitt, Jiang, and Grabe (2011, p. 27) stated that for L2 learners "one of the primary factors consistently shown to affect reading is knowledge of words in the text." In other words, it's crucial to address, if needed, develop the necessary vocabulary knowledge in order for connections to be made while reading. Thereby allowing for comprehension to take place.

Prior Knowledge and Predicting Outcomes Resources.

Carousel Brainstorming. This exercise, for all ages, allows students to activate their prior knowledge. In small groups of 4, students rotate around the classroom and stop at various stations for a designated amount of time. At each station, students will brainstorm, through discussion with their peers, the various elements of a specific topic and write down their ideas. The teacher must provide 5 questions on each topic to help guide the conversation. Then, the ideas developed will be posted on the wall of the classroom to allow everyone to view and read them. This exercise can be used at any age level, as it gives learners an opportunity for movement around the classroom and provides scaffolding when new information is being discussed with each their peers.

Resource derived from Strategies for Activating Prior Knowledge.

Think-Pair-Share. This activity, for all age, provides students with individual

time to reflect and answer questions related to a concept introduced by the teacher. After an allocated period of time, students are required to pair up with a classmate and share their ideas. Lastly, learners share their thoughts with the rest of their classmates.

Resource derived from Strategies for Activating Prior Knowledge.

Two Minute Talks. A paired activity, for all ages, that requires students to

have a 2 minute conversation about a topic, concept or issue assigned to them by the teacher. Each student within the pair will take turns talking and sharing everything they know about a given topic for 2 minutes. In doing so, it will allow pupils to lay the foundation in preparation to learn new information on the topic at hand. A key challenge when using this tool is to encourage students not to repeat the same information as their partner.

Resource derived from Strategies for Activating Prior Knowledge.

Talking Drawings. A tool that not only gives students, from cycle two and

higher, an opportunity to activate their prior knowledge on a topic, but also requires them to revaluate, assess and add new information acquired. Before the lesson begins, students must draw a representation of the topic. Once they have engaged in the lesson, they will draw a second representation of what they have learned. Finally, learners will write a short summary explaining the differences between their two drawings and explaining what they have learned.

Resource derived from Strategies for Activating Prior Knowledge.

The First Word. The First Word is a variation of an acronym activity. In this

activity, by analyzing the word, pupils, from cycle two and higher, create sentences by utilizing each letter of the word and generate

important information or key characteristics on the topic. This allows students to gain a deeper understanding and meaning on the topic discussed in class.

Resource derived from Strategies for Activating Prior Knowledge.

T.H.I.E.V.E.S is a pre-reading strategy designed to help students, from cycle two and higher, gain information before actually reading their book or text. Learners should survey their text in the following method:

Title: Students look over the title and determine the type of information it provides. At times, the text is written in a chronological order and the title provides information of where it may fit on timeline. For young learners, this can be done kinesthetically by explaining that kings and queens have titles and crowns; therefore, by forming a circular shape with one hand and placing above the head, it creates a crown and reminds younger students to examine the title.

Headings: When texts provide headings, students can glean specific information on what they will read about. It can help them focus on the content that will be examined and allow them to create questions, which will focus their attention. For young learners, this can be done kinesthetically by re-enacting the facial representation of the main character on the cover of Home Alone. This will immediately inform students to look for headings and explore the information it provides.

Introduction: When reading the introduction, learners can gather information pertaining to the overall content of the text. At times, goals and objectives are given at the beginning of the chapter to aid pupils decipher the upcoming details they will read. For young learners, this can be done kinaesthetically by explaining that when introducing oneself to a new individual, one must shake their hands; thus, teachers should extend their hand and pretend to shake another person's hand.

Every first sentence in a paragraph: First sentences are most often general statements about the content. Reading the first sentence gives students insight on the type of information they will read within the paragraph. For young learners, this can be done kinaesthetically by explaining that reading occurs from left to right. Instructors should extend their hand and place it on the left side of their body and pausing at each word until they reach the right side of their body. This movement will remind students to analyze the first sentence within a paragraph and potentially anticipate its contents.

Visuals or **V**ocabulary: Many times, texts contain maps, graphics, charts, pictures, tables, which provide readers with an insight on the information the text will contain. Moreover, some of the vocabulary found in the text are keywords, which are italicized or bolded that will enable the reader to gain more understanding of the overall purpose of the text. For young learners, this can be done kinaesthetically by forming a V shape with two fingers on each hand and placing them under one's eyes. The latter movement will bring to students' attention the need to focus on the images presented as well as the specific words within a text that could give them more meaning.

End of chapter questions: In some books, there are questions that guide the reader in determining the most important points to focus their reading. Pupils can target the necessary information by simply basing it on the questions given at the end of the chapter, which will help them focus on the most significant details of the text. For young learners, this can be done kinaesthetically by placing one hand on the hip near the behind.

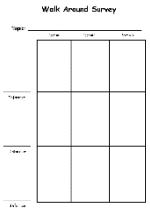
Summary: There are times when summaries are provided at the end of beginning of a text. The summaries give learners a clear perspective of the overall

concepts that have been examined or will be examined. For young learners, this can be done kinaesthetically by creating two huge circles which represents the focus on the overall meaning.

It is especially important to have young readers say the technique as they perform it in order to solidify their understanding and allow them to become not only familiar, but also comfortable in using the techniques.

Resource derived from Strategies for Activating Prior Knowledge.

Walk Around Survey. This is an activity that can easily be done with the whole class from all ages. Once a topic is brought up, students are required to walk around the classroom and ask their peers to share what they already know about the subject within a specific allocated time period. They must fill out their worksheet by including the name of the student they have solicited as well as indicating three facts that were newly acquired. The latter process is repeated two additional times with two other peers. This exercise provides pupils with the opportunity to move around the classroom, share their knowledge and discover new information. Furthermore, students, who are generally more reserved, will have an easier time engaging in this activity because they must communicate with others on a one-to-one basis instead of a whole class.



Resource derived from Strategies for Activating Prior Knowledge.

Into the Book. Into the Book, for elementary students, is a free interactive website designed to help students with their reading skills. Before pupils begin using the tools at their disposal, they have a short video to watch, which demonstrates how the tools work for activating their prior knowledge. Pupils have seven stories they can choose: Five Eyes, Harley and the Davidsons, The Prince and the Goose Girl, Extreme Energy, Older Kids need Booster Seats, Diamond Search

in North America, and There's No Such Thing as Monsters. For each of the stories, students are led through a sequence of steps in order to practice the use of their prior knowledge. The exercise has an audio feature that helps guide them throughout the activity. Once a text has been chosen by the pupil, he or she must first identify the genre of the text. The learner has the option to underline the words within the story to help them determine the genre. Then, the pupil will have to match statements to the sentences within the story to demonstrate proper understanding. For every story, there is, on average, eight statements to match a sentence to the story.

Website: http://reading.ecb.org/student/visualizing/

Scholastic Printables: Reading Comprehension. A website that provides a panoply of worksheets for all subjects and grades. The focus however is reading comprehension and this site is a wonderful asset to have as a resources. The site is organized so that things are easily accessible for all grades and with worksheet that touch upon all reading comprehension strategies. As the focus for this strategy is Drawing Conclusions the website bellow will show all of the resources they offer so student can further practice and apply their knowledge. There are different costs to have access of these worksheet.

http://printables.scholastic.com/shop/SearchCmd?storeId=12502&N=5048+

Schema. This template is a guideline for students so they have a reference and definition of the connection they can make to themselves, books, media, or the world. A copy of this template may be inside the students reading journal or log and a poster on one of the classroom walls so students are reminded that making connections is key to reading comprehension. It is important that teachers make their pupils realize connections need to be made with themselves and their environment as early as kindergarten.

KWM Worksheet. Before reading the passage, students brainstorm with their peers or as a class what they **K**now about the text and write it down. They may refer to the titles, images, and subtitles to guide them and individually write down what they **W**onder about the passage. Once they have read the text, they write down what they have **L**earned.

Storyboard Prediction. The prediction storyboard is a way to guide students to make prediction of the characters, problem, and setting in a given story. It may be done individually or as a group.

Making Prediction. This worksheet emphasizes prediction once a passage has been read. Students need to reflect on what has happened so far in the text and write what they think will happen next and their reasoning. Once their reading is done, then they write down what actually happened. Throughout the activity, pupils need to be reminded to use their schema to help them predict what will happen.

Identifying Main Ideas and Summarizing

Identifying main ideas and the details that support them in a given text is a skill that needs to be acquired by students. Through this skill, they learn to question, visualize, make connections, and use a variety of strategies to comprehend a text. Watson, Gable, Gear, and Hughes (2012) stated that the identification of the main idea helps students to easily infer information, read with a more critical mindset, summarize a great deal of information, and to recall the most significant information and ideas in a text. Identifying or generating main ideas and details are crucial to help students recall information and create meaning while reading (Warren & Fitzgerald, 1997).

A strategy in helping students identify the main idea has been that of mnemonics (memory-enhancing). This strategy has been shown to have positive

implications for increasing students' academics. A study conducted by Mastropieri, Sweda, and Scruggs (2000), examined a teacher's use of mnemonic technique in her 4th grade inclusive classroom. The results indicated that when students used mnemonic strategies, it increased students' learning. Mnemonic techniques are considered effective "because they transform nonmeaningful information to concrete, meaningful proxies" (Mastropieri et al., 2000, p. 72). In applying the latter instructional method, Boudah (2013) proposed the Main Idea Strategy. The Main Idea Strategy consists of five steps that are easily remembered with the first letter mnemonic MAIN-I, as shown in Figure 1.3.

Make the topic known
Accent at least two essential details
Ink out the clarifying details
Notice how the essential details are related
Infer the main idea

Figure 1.3. Steps of the main idea strategy (Boudah, 2013, p.149).

Educators instruct the MAIN-I strategy to pupils in sequential four part lessons: "a) getting started, b) teaching the MAIN Idea Strategy, c) practicing the use of Main Idea Strategy, and d) post-testing students and generalization strategy use" (Boudah, 2013, p. 149). Each part consists of several instructional steps that build upon one another. In the first part, pupils are pretested in order to determine their level. Furthermore, a focus is placed on the teacher acquiring their students' commitment to learning the strategy, thereby making them active and responsible for their own learning. The second step involves educating students about the following concepts: main idea, details, essential details, and clarifying details. Boudah (2013) stated that in order for learners to "use the strategy effectively, students must master

the prerequisite concepts" (p. 150). Moreover, after the students have grasped the aforestated concepts, a thorough explanation of the MAIN-I strategy is taught as well as the essentials to paraphrasing within the second step. The third step requires pupils to read at their appropriate reading level and to put into practice what they have learned; initially, they do so with assistance, then they continue working independently. A key feature to MAIN-I is for teachers to model the strategy by "thinking aloud." In doing so, pupils will see and hear how to successfully apply the strategy to better understand what they are reading. When diligently applying the MAIN-I strategy, Boudah (2013) stated that it has the potential to "improve the performance of students with and without disabilities who struggle with reading comprehension related to understanding inferential main ideas" (p. 49). Mnemonic strategies utilize students' strengths (recalling information with a familiar melody) to overcome their weaknesses (lack of memory for unfamiliar words) (Mastropieri et al., 2000).

Summarizing. To be able to summarize, students need to be able to find the most important ideas and express them. Pupils often have difficulties differentiating what is important and what is not. When they have not received the proper instructions on how to best summarize, many use inefficient strategies, which Jones (2007) enumerated the following: writing everything, writing too much, writing the words verbatim from the text, and not writing enough. They usually enumerate most parts of the text by concentrating on what is more interesting than what is relevant. Watson et al. (2012) stated that "summarization is the ability to tell what the text is about in a concise manner," which in turn aids students to pay a closer attention to the major points of a text, better group the information found and recall the information more clearly (p. 85). Unlike paraphrasing, which requires an individual to transcribe

what he or she has read into his or her own words, summarizing takes it one step further because it "requires making inferences and then synthesizing the information" (p. 85). Several studies (Graham & Hebert, 2010; National Reading Panel, 2000; Westby, Culatta, Lawrence, & Hall-Kenyon, 2010;) have demonstrated that summarization is the most effective method in improving reading comprehension and long-term retention of information because learners must spend time reflecting and processing what they have read. Westby et al. (2010) explained that summarization is beneficial in two folds. The first being that it gives the students in that it gives them the opportunity to explain what they have deemed important, verifies their understanding, and requires critical thinking. The second being that it gives teachers in that it gives them a glimpse of what their pupils have understood, demonstrates their students' abilities to prioritize, and is an informal assessment.

Thistlethwaite (1991) introduced a six-phase model theoretical framework designed for explicit instruction of summarization based on van Dijk and Kintsch's (1978) concept of macrorules for summarization, which consists of deletion, generalization, and integration. Within the first phase, a general discussion about what summarization entails, its importance, and in what circumstances students may have used it allows learners to understand the goal of the activity and helps them make a real life connection. The next phase involves the teacher modeling the exercise. By illustrating and voicing one's thought process involved in summarizing, students will have a better grasp of what is expected of them. The third phase requires that students be given summaries to evaluate. By having learners determine the strengths and weaknesses of each summary, they are able to develop their critical thinking abilities, thereby enabling them to be better equipped to write summaries themselves. The fourth phase entails a whole class activity whereby all the students

must participate in writing a summary with the assistance of their instructor. This gives the opportunity for the educator to tie in previously taught concepts and to be a continued model for the pupils. The fifth phase requires the pupils to write their own short summaries independently. The final phase is that of students performing the summarization steps mentally. Once they feel confident about their skills, Thistlethwaite (1991) stated that learners will "begin to write summaries by mentally going through the steps of looking at paragraphs individually and stating, grouping, and choosing ideas to include in the summary" (p. 29). Despite the abundant evidence (Graham & Hebert, 2010; National Reading Panel, 2000; Watson et al., 2012; Wetsby et al., 2010) on the positive effects of explicitly instructing pupils in summarizing, Klinger, Urbach, Golos, Brownell, and Menon (2015) found gaps between teachers' classroom practices and the researches. Klinger et al. (2015) discovered that although educators did use some reading comprehension strategies, they lacked in demonstrating various ways of teaching comprehension.

Identifying Main Ideas and Summarizing Resources.

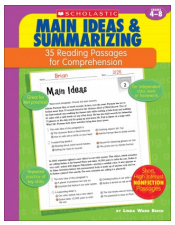
Main Idea Graphic Organizer. This organizer can be used with any age group as it is clear and precise. Students are asked to write down what they think the main idea is in the middle followed by four supporting details. Done in whole-class, small group, or individual settings, students may either write or draw to express ideas in the appropriate spaces.

I Can Explain the Main Idea. This worksheet, catered to elementary level, helps students identify the main idea in a given story through guided questions. The questions directs students' attention to reflect on their reasoning and allows them to monitor their understanding. Moreover, it requires that students provide support for

their identification of the main idea, which requires further reflection on the part of the pupil.

The Four Worksheets. These worksheets focus on summarizing, paraphrasing, and identifying the main idea. Each of the worksheets comes with a graphic organizer to aid elementary level students in categorizing and grouping their answers. Since the four worksheets do not provide as many guiding questions as other templates, they are better suited for pupils who have had some explicit instruction given to them about summarizing, paraphrasing and identifying main idea, and are more independent.

Main Ideas and Summarizing: 35 reading passages for comprehension. An



activity book on main idea and summarizing that provides mini lessons and repeated practices through 35 reproducible pages. The sheets can be given as independent work or as homework to touch upon high-interest passages. Designed for cycle two elementary to cycle one high school grades, teachers can find a variety of interesting activities. The cost of the activity book is $10.99, but an eBook is also available for $7.14.

Twitter. It is a free online social network that allows people to write, send,

read, and comment on short (140 characters) messages referred to as "tweets." This online social media platform is best for third cycle elementary students and higher as they are more media literate, more responsible and generally have freer access to technology. Once students create their own account, they will be able to join any conversation and actively participate in an authentic dialogue with other tweeters. Furthermore, students will be able to create hashtags (#) before any relevant keyword or phrase in order to categorize their tweets and easily search for them. Since learners are forced to use no more than 140

characters in their Twitter messages, they will need to be concise and selective of the information they choose to tweet with their audience.

Website: https://twitter.com/

Into the Book. Into the Book, for elementary students, is a free interactive website designed to help students with their reading skills. The website offers learners a short video that explains what summarization entails and the how to play the game. The characters offer a playful and engaging way for learners to apply their main idea and summarization strategy. Students can choose between two activities: A Pirate's Life and Monsters to the Rescue. For each of the activities, the students must drag the appropriate statement into the designated area. Moreover, an audible cue is provided in order to inform students whether they have made the right or wrong selection.

Website: http://reading.ecb.org/student/summarizing/index.html

Identifying Text Structure

According to Dymock (2007), a great deal of students enter school with a basic knowledge and understanding of narrative text structures (beginning, middle, and end) because of their exposure to children's storybooks from a young age. However, they lack the more detailed and elaborated information about such texts (characters, plot, theme, and setting). Dymock (2007) continued to claim that when young children, as early as grade 1, were given the proper foundation and understanding of the structure of narrative texts, they were able to comprehend more complex texts that they encountered in high school. Many studies (Dymock, 2007; Williams, 2005; Gersten, Fuchs, Williams, & Baker, 2001) have found that explicit instruction intended to educate pupils the underlying components of a text structure improved learners' comprehension.

There are two types of text structures: narrative and expository. As previously stated, narrative texts follow a general structural pattern, also referred to as story grammar (Mandler & Johnson, 1977), "when students know story grammar, the basic text structure for narrative texts, they recall more of the information representing major story-grammar categories than other information in the story" (Gersten et al., 2001, p. 281). Having story grammar knowledge aids learners in distinguishing the most relevant elements in a given story. Expository texts, on the other hand, are more challenging for pupils not solely because of students' limited knowledge of these types of texts, but also because of the variety of structures found in such texts (cause – effect, compare – contrast, description, sequence, and problem – solution). Furthermore, few texts exclusively utilize one of the aforementioned formats, they tend to be hybrids of several structures; thus, creating more difficulties for students, especially those with learning difficulties (Gersten et al., 2001; Williams, 2005). Nevertheless, by explicitly educating students about text structures and helping them to recognize the structures found in various texts, they will be able to organize the ideas in order to better comprehend. Gersten et al. (2001) found that readers who were unable to identify the text structure retrieved "information from the text in a seemingly random way"; whereas, readers that were aware of text structure were able to group the information as they read (p. 282).

When teaching narrative texts, Dymock (2007) suggested the following six key elements to teach to students in order to facilitate their comprehension: clarifying that the setting is the when and where of a story, identifying the major and minor characters, analyzing characters based on their personality and appearance, scrutinizing the plot into four parts (problem, response, action, and outcome), examining specific sections of the storyline, and identifying the theme. Moreover,

utilizing graphs and story webs to visually demonstrate the development of the plot and structure around a story are also beneficial in reducing comprehension problems.

Given the complexity of expository texts, Akhondi, Malayeri, and Samad (2011) suggested following three steps in order to aid pupils in understanding and retaining information longer. The first step is to demonstrate the organizational pattern of a given text. A teacher should introduce students to the signal words and key phrases found in the text and provide the appropriate graphic organizer for each pattern. The next step is to give students the chance to work on the text. A teacher should give pupils an opportunity to learn and identify the signal words and phrases in each type of text. Students are encouraged to use their graphic organizers to help them better establish the structure. Finally, students can write their own texts based on the signal words and phrases they have learned for a given structure. Akhondi et al. (2011) explained that it is best to begin the last step in a progressive manner such that the exercise is done as a whole-class activity, followed by smaller-groups, then in pairs and ending in independent work. "This involves selecting a topic and using a graphic organizer to plan the paragraphs. Lastly, the students write a rough draft using signal words and phrases for the text structure, revise, and edit the paragraph to produce the final product" (Akhondi et al., 2011, p. 369). It is necessary for an educator to repeat the latter processes for each of the text structures found in expository texts in order to solidify students' understanding and provide them with a more comprehensive view of each structure. Moreover, it is imperative for teachers to work on a single text structure for multiple lessons rather than combining them so as to allow pupils to grasp the format and limit confusion and problems. Additionally, Akhondi et al. (2011) stated that when working on various text structures, it is best for

teachers to use short passages, approximately six to eight lines, in order to provide ample practice on multiple passages in the allocated class time.

Identifying Text Structure Resources.

EReading Worksheets. EReading Worksheets is a website that allows

teachers to review the patterns of organization of a text and have access to worksheets for all text structures. It provides both interactive through the use of technology and traditional methods for students' success. The seven types of text structures are reviewed and within each there is a brief description, examples, a video, and an interactive quiz for learners.

Retrieved from http://www.ereadingworksheets.com/text-structure/patterns-of-organization/chronological-order/

iSequences. This application can be used from any computer or Apple device.

It enables students to practice different sequences about everyday life. With over 100 situations varying from emotional to social, such as going to the beach, blowing a balloon, building a house, washing your hands, and determining how one would feel in a given situation, this application keeps learners engaged and motivated. Moreover, it was designed especially for children with special needs however can be useful in the classroom, specifically when introducing sequencing. Associating the images to words is a great way to visualize what will happen next. The cost of this application varies between $3 to $5, depending on the device utilized.

Reading Rockets. Reading Rockets is a free website designed to assists students of any age, parents and teachers with various research-based materials,

strategies, lessons, and activities to improve reading. One of the resources found is on expository text structures. They

provide a comprehension list of signal words and phrases most commonly found in the various structures, step-by-step guide in scaffolding strategies used to introduce the structures, and free downloadable graphic organizers for each of the structures in Word document or Pdf versions.

Website: http://www.readingrockets.org/article/reading-and-scaffolding-expository-texts

Venn Diagram. This free application can be downloaded on any Apple device. It contains two or three overlapping circles to allow students to organize their information and detail in a logical manner. It is user-friendly and works for any age group. The application allows for multiple users to create their profile on the same device so as to eliminate any confusion. Students and teachers can choose to save their Venn diagrams or print their work.

Website: https://itunes.apple.com/ca/app/venn-diagram/id666981188?mt=8

RWT Timeline. This free application can not only be downloaded on any Apple or Android device, but has also been made available on the Read Write Think website for those using computers. Students of any age group can use this user-friendly program to create a graphic representation of events. The timelines can be organized by date, time or event and allows pupils to write a short or long description. Another interesting feature is the potential of adding pictures and images to make the timeline more visually appealing for both creator and reader. The saving feature allows users to easily return to their unfinished work, and allows them to share their timeline by email with their peers and teacher as a Pdf file.

Website:

http://www.readwritethink.org/files/resources/interactives/timeline_2/

RWT Trading Cards. This free application can not only be downloaded on any Apple or Android device, but has also been made available on the Read Write Think website for those using computers. For elementary and high school students, this program allows pupils to demonstrate their understanding on a variety of subjects or to create their own fictional work. Learners create cards based on the seven following categories: fictional person, real person, fictional place, real place, object, vocabulary word, and event. For each of the aforementioned categories, there are several guiding questions to help learners identify the most important information. This resources is a great tool for summarizing or organizing information. Moreover, students can easily save their work, share it with their peers and teacher, and print it. Two others features are the sorting of the cards into collections and the adding of pictures.

Website:

http://www.readwritethink.org/files/resources/interactives/trading_cards_2/

Identifying Inferences

A readers' ability to expand and deepen understanding beyond what is written is using inferences. Inferring implicit knowledge is necessary to create a proper mental representation of a story; without a link between the sentences, there is no coherent whole to a story. "Inferences are generally considered a central component of skilled reading, because the reader has to fill in details that are not explicitly stated in the text" (Tarchi, 2010). Identifying and making connections from various parts of a text and one's background knowledge is a key element in successful reading comprehension. According to Kendeou, Bohn-Gettler, White and van den Broek

(2008), the relationships are made through an inferential process by which the reader monitors his or her comprehension, pays attention to parts of the text and to his or her background knowledge, and decides which semantic relations are supported in the text and are necessary for comprehension.

Kendeou et al. (2008) have found developmental studies on inference skills which demonstrate that children as young as four years of age have the ability to inference when they are encouraged to elaborate on a text, when they are questioned or when inference is necessary to establish a coherent connection. Strasser and del Río (2013) stated that young children's tendency to inference not only predicts their understanding of a story but also impacts their reading comprehension. In fact, in the study conducted by Kendeou et al. (2008) on 4-to-6 year old and 6-to-8 year old children's ability to inference across various media, they found that inference skills were highly correlated to reading comprehension; however, it was unrelated to basic language skills (phonological awareness, word and letter identification). The latter is also supported in a longitudinal study piloted by Oakhill, Cain and Bryant (2003) on 7-to-8 year and 8-to-9 year old children which demonstrated that the skills required for word reading and those for comprehension are different. As young learners develop, their inferential skills remain independent from basic language skills (Kendeou et al., 2008).

Rapp, van den Broek, McMaster, Kendeou and Espin (2007), stated that proficient readers have the ability to "engage in the complex, dynamic allocation and reallocation of attention as they read, continuously shifting attention to focus on incoming text information; selectively letting go of extraneous information; and, when necessary to establish coherence, activating background knowledge and reactivating information from the prior text" (p.294). The variation in focus gives a

reader the opportunity to make meaningful association between text elements and prior knowledge.

Zwiers (2010) stated that there are two types of inferences: text-to-text, text-to-self or world. Text-to-text inference lets readers connect one part of the story to another. As learners read, they need to remember certain aspects of the story to help build their understanding, such as characters' names and traits, location, order of events, etc. Text-to-self or text-to-world implies that readers make associations between what is read and their personal experiences and knowledge. As students read, Zwiers (2010) claimed that teachers need to ask their pupils questions in hopes that this will become an automatic practice for them in their future readings.

Identifying Inferences Resources.

Inference Ace 1. Inference Ace 1 engages students, from elementary, with

step-by-step skills to guide them with inference by integrating the 5Ws (who, what, where, when, why and how). Challenges are increased as the student's progresses through the app. The targeted children are in grades 2 to 5 and must already know how to decode words. It holds 450 examples and due to its Smart Sentence technology, it prevents rote learning. Furthermore, children will be guided throughout the exercise to prevent any frustration and to keep them motivated to continue.

Website: https://itunes.apple.com/ca/app/inference-ace-reading-comprehension/id866920724?mt=8

Super Teacher Worksheets. This incredible website provides all kinds of

printable materials from mathematic to reading comprehension for all levels. The link bellow is linked specifically to a variety of worksheets created to help students draw inferences based on evidence in reading a

passage. Most worksheet provides a grade, the standard core levels and the ability to save work to a file cabinet. Though some worksheets are free, others can only be accessible through a membership of $19.95 per year.

Character Report Card. It is a worksheet that is highly engaging for students at any grade level. It requires that students "grade" the characters in a story or book based on certain characteristics, traits, and qualities. For every evaluation, learners must find evidence to support their "grade." This activity can be done individually or in teams and requires students to use higher level reasoning for their choice.

Website: http://www.reading.org/Libraries/books/bk506-5-Zwiers.pdf

Understanding Inferences Fun Deck. This application can be used on any

Apple device. It has 52 flashcards that require the students provide a verbal response to the illustration, which he or she can also read or listen to. There can be up to 5 players simultaneously on this game and a score board can easily be kept. Moreover, the results of the individual's game can be emailed to parents. Teachers can see the results of all their students in a graph to have a better idea of which questions were more challenging for a student. The cost of this application is $4.59.

Inference Riddles. This is an online game that helps promote and develop one's inference skills based on the clues given. The learner clicks on the "show a clue" icon and reads the riddle, he or she has up to 10 clues before the answer is provided. The first 15 riddles are free, but to have access to all 101 riddles, there is a fee of $4.95. The game is designed to be fun, engaging for high school students and introduces them to similes, metaphors, idioms, etc. Students progress through a sequence of riddles that gradually become more and more challenging.

Website: http://www.philtulga.com/Riddles.html

Interesting Inferences. Students complete this inference organizer to explain their thoughts. This may help some better visualize and understand their thought process while using inference. Under each guiding statement, pupils need to respond in order to help explain how they have inferred. For example, in a story about an abandoned dog that finds a family, learners must combine the information found in the book (illustrations or key words) with what they already know about animals without homes, in order to infer that the dog must a stray animal. The question at the bottom is optional, but is good for a retention quiz.

Interesting Resources and Worksheets

The following resources provide a variety of book choice and lesson plans to accompany the strategies used within reading comprehension. It is important for students to keep applying the strategies they have learned throughout the year. Often strategies are learned but only practiced and mastered when it is in review. Therefore, students need to keep applying them as they will be most likely be forgotten. Furthermore, teachers will find the various worksheets and templates mentioned within the specific reading strategy resources.

Quebec Reading Connection. Based on the Quebec curriculum, this website offers ELA and ESL teachers, students and parents a variety of literature that promotes language learning and cultural awareness. Their goal is to share the love of reading. A variety of book suggestion is given with a brief description of the book, the reading range of the child by grade and activities for both the ELA and ESL learners.

Livres ouverts. This French website is managed by the Gouvernement du Québec. Its' focus is to provide French resources such as books for all grades throughout all subjects and the

newest literacy for youth in the French language. All books come with a brief description, the year that is most suitable for students, and not elaborated but ideas of how the books can be implemented within the classroom.

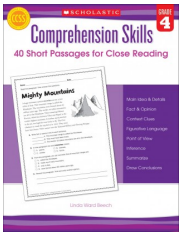
Retrieved from http://www.livresouverts.qc.ca/index.php

Reading Strategies. This template regroups some of the strategies aforementioned. Students need to answer the following questions within the boxes: what they think, what they visualize, what the passage reminds them of, the five Ws, write down what they do not understand, and mention what they liked or felt after reading the text.

Comprehension Strategies. This worksheet is great as students are required to reflect on the strategies they have used during their reading. Initially, one strategy will have been used but as the lessons progress, more will be applied. It also requires to be more cognizant on how the strategy they have used helped or guided them during their reading.

Reading Log and Response Menu. This resource, created by Stephanie Van Horn, is a Pdf file found on Teachers Pay Teachers website. The reading log and response menu offers menus from August to June. There are two menus for every month which provides students with a variety of choices. This may be done in class or at home where students are instructed to choose an appetizer, main course, and dessert. They need to complete one activity from each section which provides students with independence. The word choice is great, fun, and the overall concept helps work on many reading comprehension strategies.

Comprehension Skills: 40 short passages for close reading. An activity



book, also available in eBook, which provides 40 non-fiction passages created to enhance students' reading. The passages are followed by

questions that target skills such as; main idea and details, fact and opinion, context clues, figurative language, point of view, inference, summarizing, and drawing conclusions. The activities provide repeated practice. The books are available for grades 1 to 6 through the Scholastic Teacher Express website for $8.24 and the eBook for $7.14.

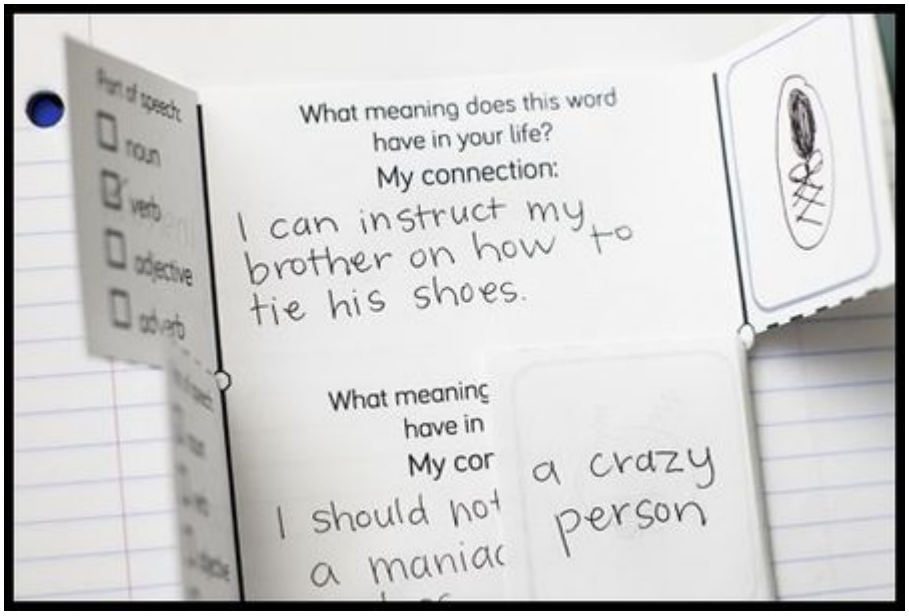
Name _____ Date _____ #____

Vocabulary

Text/Page #	Word	What I think it means …	Actual Meaning (Dictionary)	Ways to Remember

Name _____ Date _____ #____

Vocabulary Interactive Lesson



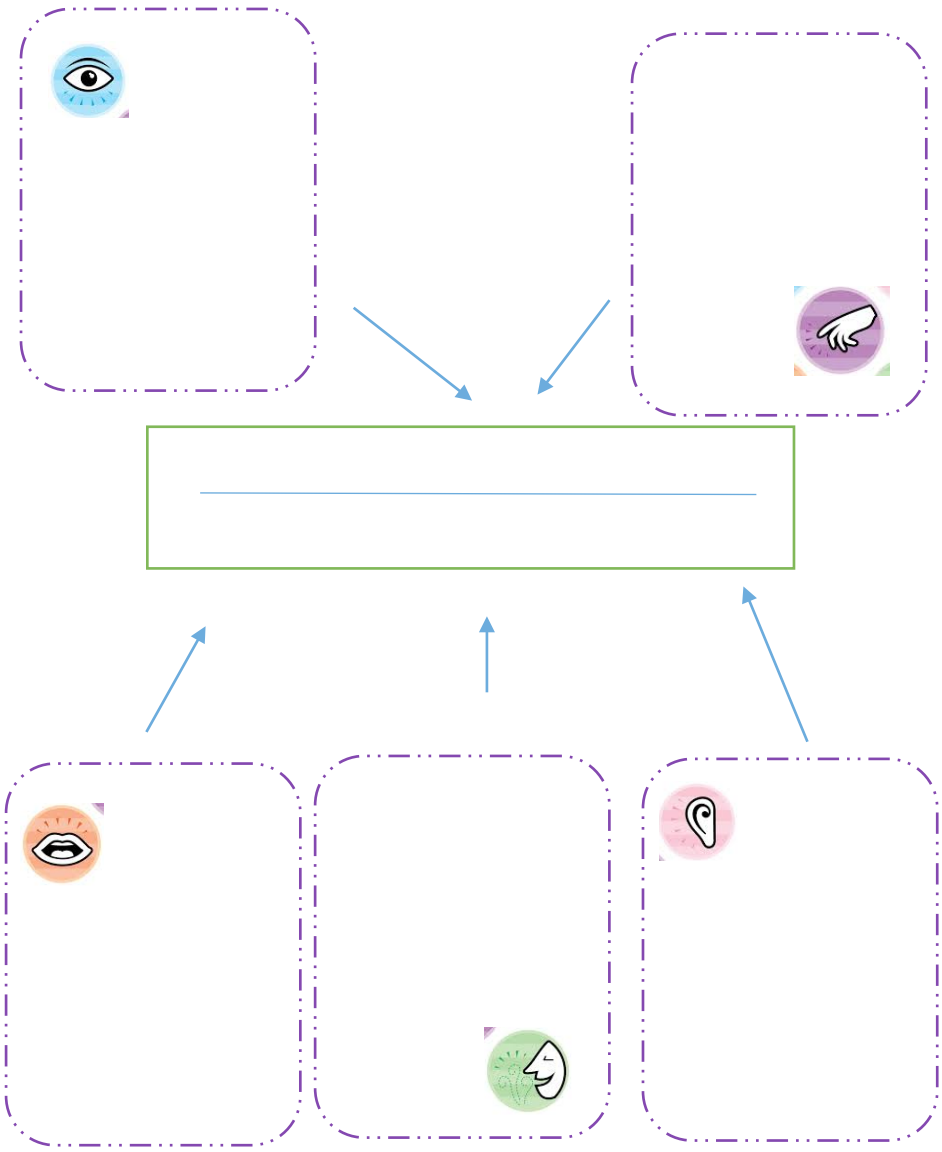
Part of speech ☐ noun ☐ verb ☐ adjective ☐ adverb	What meaning does this word have in your life? My connection:	
Part of speech ☐ noun ☐ verb ☐ adjective ☐ adverb	What meaning does this word have in your life? My connection	

Resource inspired by: http://www.secondstorywindow.net/home/2014/01/vocabulary-tools.html

Name _____ Date _____ #____

Visualization

This is what I imagined when I read



Pictures retrieved from:
http://influencesensorielle.blog-idrac.com/?page_id=14

Resource inspired by: https://www.teacherspayteachers.com/Product/Reading-Strategy-Visualization-anchor-and-worksheets-861705

Name _____ Date _____ #____

Schema

Text-to-self

- Making a connection to your own life experiences.

Text-to-text

- Making connections between books and other books/texts that you have read.

Text-to-world

- Making connections between book and events that have happened in the real world.

Text-to-media

- Making connections between the text and what has ben seen on TV, internet, movies, etc.

Name _____ Date _____ #____

KWL

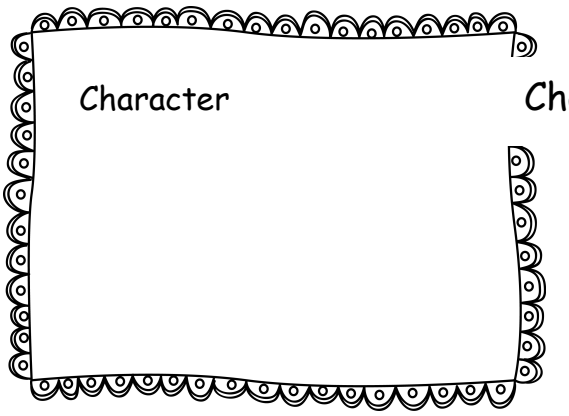
Prior **K**nowledge What I know	
What I **W**onder	What I **L**earned

Resource inspired by https://www.pinterest.com/pin/538250592941752526/

Storyboard Prediction

Book _____

Author _____



Character

I predict the character will

_____

_____

_____

_____

Problem

Problem

I predict the problem will be resolved by

_____

_____

_____

_____

Setting

I predict the setting may change

_____

_____

_____

_____

_____

Resource inspired by: https://www.teacherspayteachers.com/Product/Prediction-Storyboard-Graphic-Organizer-Freebie-866028

Name _____ Date _____ #____

Making Prediction

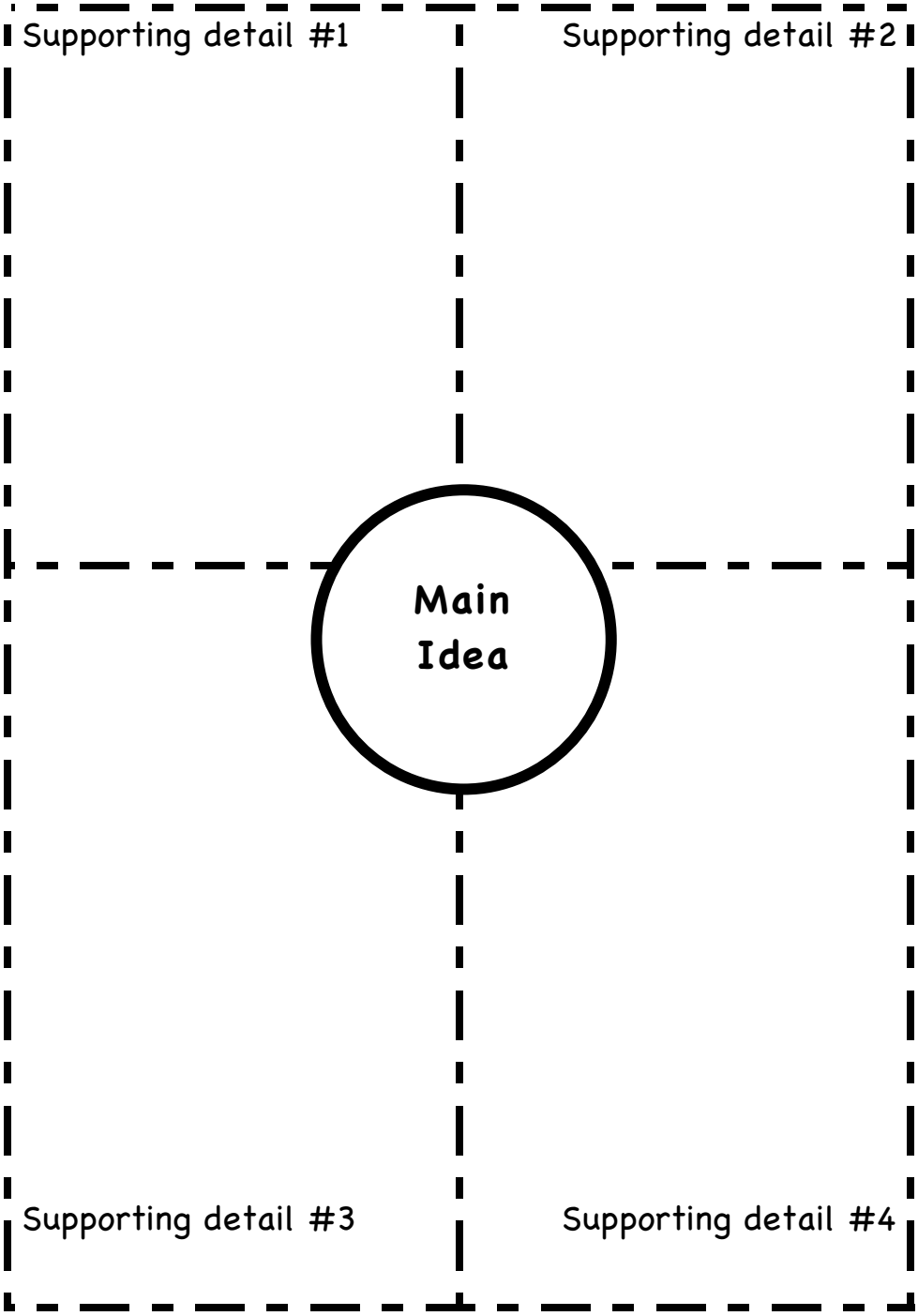
Good readers make predictions before, during, and after reading. Use your schema (background knowledge) and clues from the text to predict what will happen next in the story.

What has happened so far?	What will happen next and why?	What actually happened?

Retrieved July 17, 2015 from: https://www.pinterest.com/pin/508695720388255738/

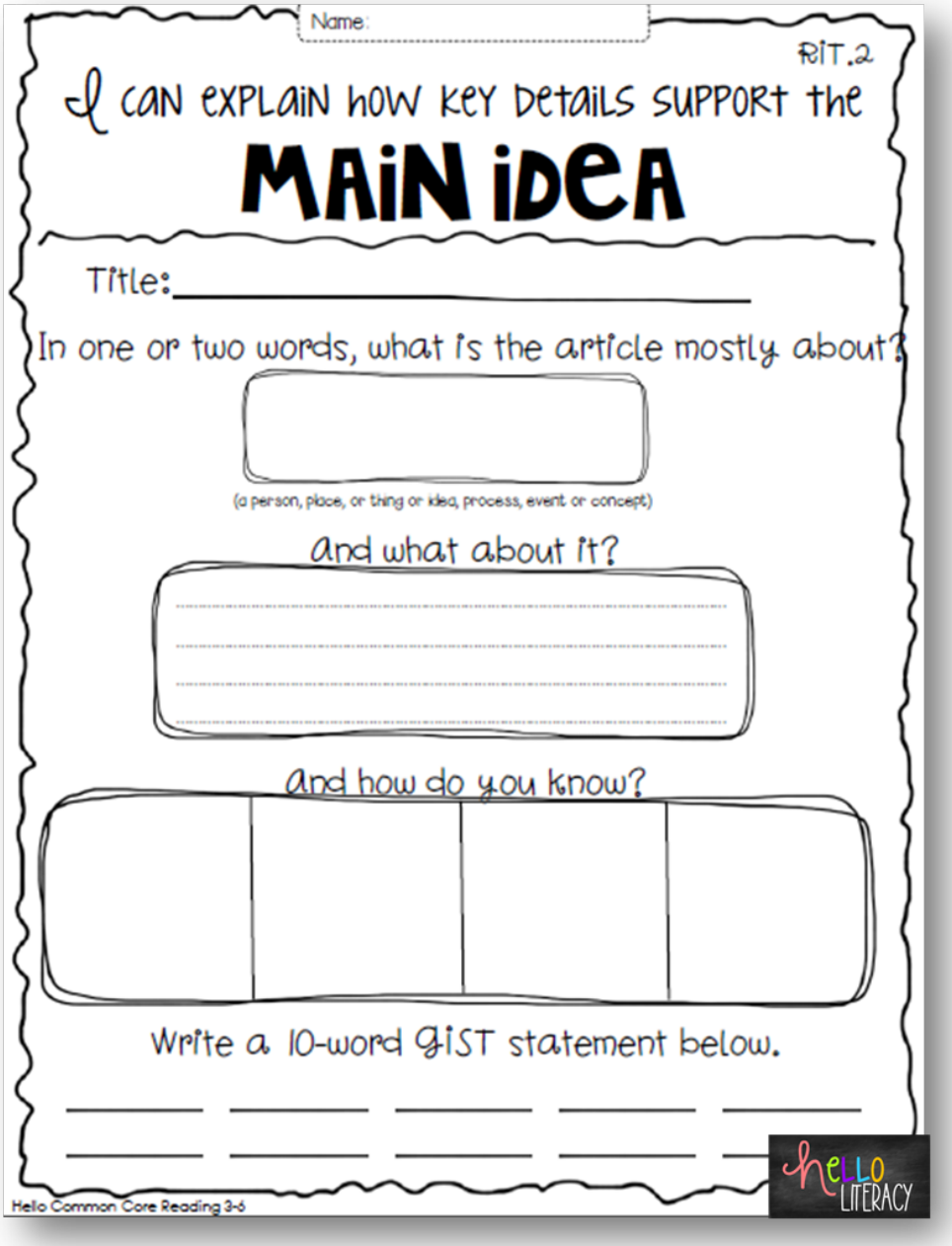
Name _____ Date _____ #____

Main Idea Graphic Organizer



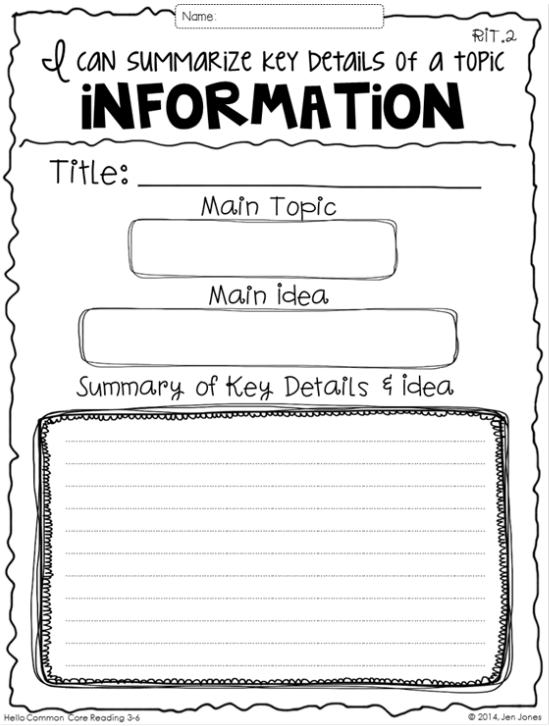
Resource inspired by https://www.teacherspayteachers.com/Product/Main-Idea-and-Summary-for-Non-fiction-423558

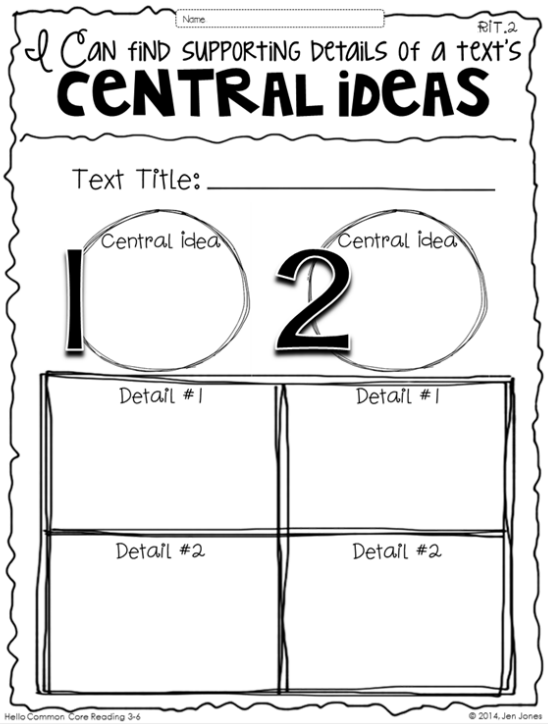
I Can Explain the Main Idea

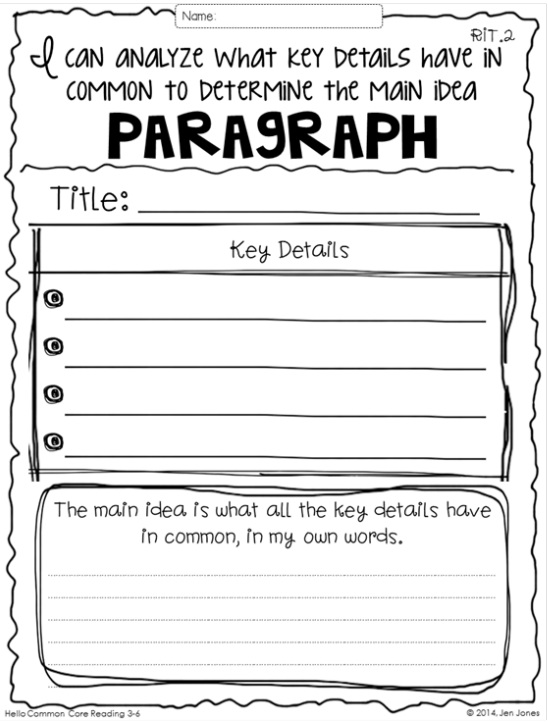


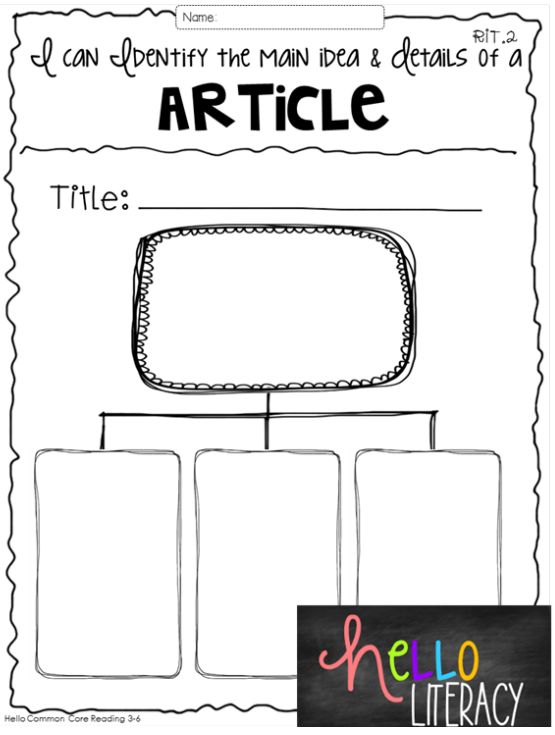
Resource inspired by http://www.helloliteracy.com/2014/03/so-whats-big-deal-getting-to-main-idea.html

The Four Worksheets









Resource inspired by http://www.helloliteracy.com/2014/03/so-whats-big-deal-getting-to-main-idea.html

Interesting Inferences

Use what is in the book	+	with what I already know	= elps me to infer
Use what is in the book	+	with what I already know	= elps me to infer
Use what is in the book	+	with what I know	= elps me to infer
Use what is in the book	+	with what I already know	= elps me to infer

What does inferring mean to you?

_____

_____

_____

Name _____ Date _____ #____

Character Profile

Instructions:

- ☞ Choose a story and decide which characters you would like to evaluate.
- ☞ Brainstorm a list of up to four possible traits that the characters have in varying degrees. Traits can be positive or negative.
- ☞ List the character names on the left side of a sheet of paper and write the traits across the top, alternating with columns for grades.
- ☞ Here are some possible traits you may want to use:

- Self-assured
- Mischievous
- Caring
- Patriotic
- Patient
- Secretive
- Creative
- Naïve
- Persevering
- Greedy

Trait : _____

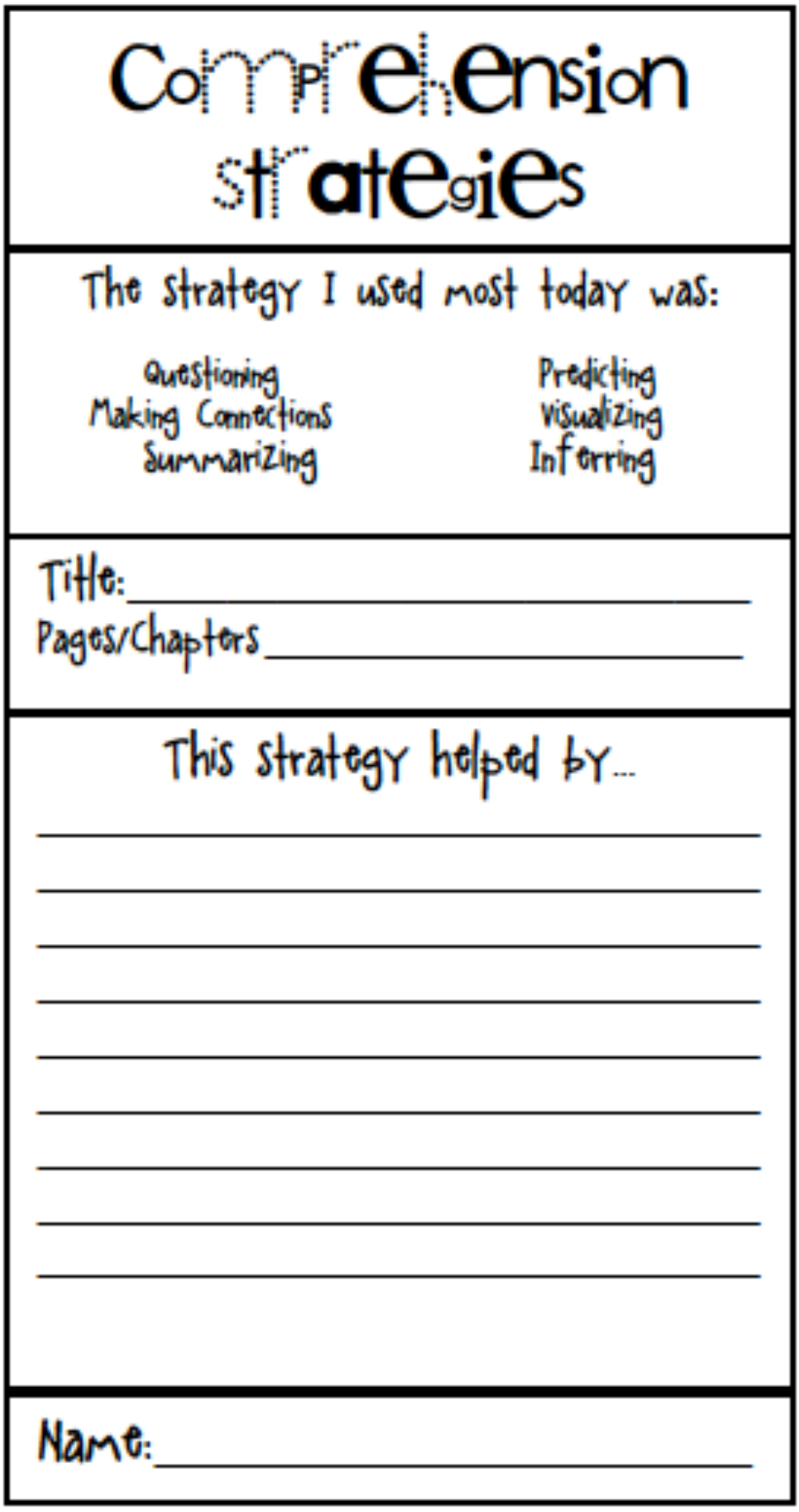
Character	Grade	Evidence

Resource inspired by: http://www.reading.org/Libraries/books/bk506-5-Zwiers.pdf

Using ACTIVE READING STRATEGIES

PREDICT **I think . . .**
VISUALIZE **I can picture . . .** **I can visualize . . .**
CONNECT **This reminds me of . . .** **I can connect with . . .**
QUESTION **What** **Where** **When** **Why** **Who** **How**
CLARIFY **I do not understand . . . this is the strategy that I will use . . .**
EVALUATE **I likes . . .** **I feel that . . .**

Retrieved July 17th, 2015 from http://allthingsupperelementary.blogspot.fr/2013/01/short-stories-in-classroom.html



Retrieved July 17th, 2015 from http://www.ashleigh-educationjourney.com/2012/08/reading-comprehension-place-value.html

Reading Log & Response Menu

August

Directions: Choose an appetizer, main course, and dessert. Complete one activity from each section on the following page.

Appetizer

Personality Poppers

Who is the main character? Write five descriptive words or phrases about the main character's personality and use evidence from the text to support your thinking.

Word Choice Wraps

Choose three examples of amazing word choice. Write two synonyms from these words or one synonym and one antonym.

Background Knowledge Biscuits (Nonfiction)

What do you already know about this topic? Write down 3-4 facts.

Main Course

Summary Sandwich

Write a summary of the chapter(s) you read. Include the character, setting, and main events.

Character Pot Pie

Make a Venn Diagram to compare and contrast two characters in your book. How are they similar? How are they different? Include at least 3 bullet points in each section.

Text Feature Tacos (Nonfiction)

What text features do you notice in the book? List 4-5 and tell how they help explain the information.

Dessert

Prediction Pudding

What do you think is going to happen next? Why do you think that?

Connection Cake

Write three connections you have made to the story (T-S, T-T, and\or T-W). Describe why you made the connection and how it helped you understand the story more.

Lingering Questions Lollipops (Nonfiction)

What questions do you still have about your topic? What new questions came up during your reading? Write 2-3 questions you still have.

Reading log: Complete nightly and record your menu responses on

† Retrieved April 19th, 2015 from https://www.teacherspayteachers.com/Product/Reading-Response-Menus-Across-the-Year-4th-Grade-CCSS-Aligned-754914

Day	Weekend	Monday	Tuesday	Wednesday	Thursday
Title & Author					
Minutes Read Pages Read					

Appetizer:

Main Course:

Dessert:

Retrieved April 19th, 2015 from https://www.teacherspayteachers.com/Product/Reading-Response-Menus-Across-the-Year-4th-Grade-CCSS-Aligned-754914

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