

The Reading Comprehension Blueprint: The Why, The What & The How!

1. The complexity of comprehension-what's your mental model?

2. Is your instructional approach product focused, process focused or both?

3. Products vs Processes:

<i>Products</i>	<i>Processes</i>

4. What do you know about the role of the reader, text, task in comprehension?

5. The complexity of comprehension-what's your mental model now?

6. The Blueprint: Quick Read

So, what is the Blueprint for Comprehension Instruction? In the broadest sense, it serves as a master plan or a guide for action. More specifically, it is an evidence-based framework for delivering instruction that facilitates the student's ability to extract and construct meaning from text. It is not a unit or lesson plan rather is intended to organize and scaffold the teacher's preparation of varied texts for varied purposes. The framework can be used flexibly for reading one passage or multiple texts. While all components are considered critical to comprehension, instructional focus is determined by student needs. It calls for the use of evidenced based strategies and activities but allows for the teacher to choose those that are most appropriate to their students and the educational context. It also acknowledges the metacognitive nature of teaching by prompting educators to ask and respond to a series of questions related to the design of instruction that addresses both the process and product demands of comprehension.

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Blueprint for Comprehension Instruction

PREPARING FOR INSTRUCTION CRITICAL UNDERSTANDINGS OF TEXT	What do you want students to know and understand after reading the text? What are the critical concepts and understandings—big ideas you want your students to acquire?
PURPOSE FOR READING TEXT	What are the content instructional goals and objectives? What are the literacy instructional goals and objectives?
TEXT READING VOCABULARY	Which words will your students need to know? Which are worth knowing? Which ones will you intentionally target and directly teach? Which ones will you incidentally-on-purpose teach? How, when? Which words will you purposefully discuss, incorporate into expressive language activities? How and when will you teach and foster the use of independent word learning strategies?
LANGUAGE STRUCTURES (Phrases, Clauses, Sentence Comprehension)	Are there phrases, clauses, sentence structures that may be difficult for your students? How and when will you directly teach sentence comprehension? How and when will you teach students to work with challenging sentences? How will you facilitate the integration of ideas within and between sentences, e.g., the use of cohesive ties and connectives? How and when will you teach students to work with these?
KNOWLEDGE • Text Structure • Background Knowledge	How is the text organized? How and when will you directly teach students the purpose, features, and signal words of different genres? How will you teach students to use the structure to understand purpose? To organize and express their understanding? What background knowledge is critical to understanding the text? How and when will you teach students to access and build their knowledge and integrate it with the text?
LEVELS OF UNDERSTANDING AND INFERENCE	How will you teach students to construct meaning at different levels of understanding, including the surface code, textbase, and mental model of text? How will you directly teach students to use inference to integrate ideas and connect background knowledge to the text? How will you support your students' deep comprehension of text?
EXPRESSION OF UNDERSTANDING	What strategies and activities will you use for students to demonstrate understanding at different levels, during and after reading? How will you support their oral and written expression of understanding?

Comprehension Monitoring
Before, During, and After Reading: Strategies and Activities

Nancy Hennessy
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7. Purposeful Readings: Quick Reflect

- ✓ *Do your readings support the development of knowledge?*
- ✓ *Do your readings provide opportunities to develop necessary language processes and skills?*
- ✓ *Do your texts provide opportunities to develop and apply academic language skills to text?*
- ✓ *Do your readings represent different genre, disciplines, the interests, and experiences of your readers, are culturally responsive?*
- ✓ *Have you considered access issues for struggling readers?*

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8. Comprehension Monitoring:

Why?	So, Fix It Up!
<i>Word meaning</i>	
<i>Sentence meaning</i>	
<i>Knowledge</i>	
<i>Paragraph/section meaning</i>	
<i>Engagement</i>	

9. Consider the Critical Competencies:

Deep inside an ancient pyramid in Peru, a mummy lay hidden in a gold-filled tomb. The underground chamber remained a secret for nearly 1,600 years, until an archaeologist noticed rectangular patches of soft clay in the pyramid's floor—a telltale sign of a grave. His heartbeat quickened. He suspected that someone powerful would be buried here. The archaeologist was standing in a sacred location, a courtyard near the peak of the biggest pyramid at El Brujo—a ceremonial site of the ancient Moche (MO-chay) people. The civilization's rulers, who controlled the north coast of Peru from A.D. 100 to 800, probably reserved this spot for a king or a great warrior. What valuable treasures would lie inside this leader's tomb?

The Mystery of the Tattooed Mummy

10. A sentence is...

11. The Blueprint: Sentence Comprehension

Are there parts of speech, phrases, clauses, sentence structures that may be difficult for your students?

How and when will you directly teach sentence comprehension?

How and when will you teach students to work with these structures?

How will you facilitate the integration of ideas e.g., the use of cohesive ideas and connectives?

How and when will you teach students to work with these?

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12. Sentence Comprehension: Instructional Tools

Intentional on Purpose (direct)	Incidental on Purpose (indirect)
<p>Grammar Based Deconstruction Activities</p> <ul style="list-style-type: none"> -Parts of Speech -Phrases & Clauses -Sentences 	<p>Reading Experiences</p> <ul style="list-style-type: none"> -Shared Reading -Group & Independent reading -The Fluency Connection
<p>Sentence Based Activities</p> <ul style="list-style-type: none"> -Writing Connections -Sentence Combining & Expansion -Anagrams -Visual Representations <ul style="list-style-type: none"> Pictures Diagramming 	<p>Oral Language Experiences</p> <ul style="list-style-type: none"> -Teacher Talk -Student Talk -Student Teacher Talk
<p>Cohesive Device Activities</p> <ul style="list-style-type: none"> -Cohesive ties -Connectives 	<p>The Writing Connection</p> <p style="text-align: right; font-size: small;">©2019 Nancy Hennessy</p>

13. Parts of Speech: Function

Question	Part of Speech
	<i>pronoun</i>
	<i>noun</i>
	<i>verb</i>
	<i>adjective</i>
	<i>adverb</i>
	<i>preposition</i>
	<i>conjunction</i>

14. Function of Parts of Speech: Process & Practice

Quick Sort: Working with Words

rights	colonists	presidential	government	allowed
democracy	solve	disagreed	compromises	equally
central	each	again	interprets	protect
carefully	balance	unfair	branch	federalism

Structured Questions

The Founding of American Democracy

Who/what?	Is/was doing?	Which one, what kind, how many?	When, where, how?
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15. Cohesive Ties:

Where did this 20-something woman fit in? Was she a queen? A high priestess? A warrior princess? One thing's for sure: This Moche VIP would have received star treatment. When visiting her people, servants would have carried her high above the crowds on a litter, a special platform reserved for only the most elite figures. Says anthropologist John Verano: "Her gold objects would have shimmered so brightly you could have seen them from miles away.

Mystery of Tattooed Mummy