HOW CAN WE INCLUDE COMPREHENSION IN RTI?

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Beginning Reading

• We have:
  – Assessment tools
  – Interventions
    • intensification
    • classroom organization

• We need:
  – Improved screening
  – Decision rules
  – Improved interventions
Comprehension

• How to assess?
  – screening
  – diagnosis
  – progress monitoring
  – outcome evaluation

• Should we include?
  – Fluency
  – Vocabulary
  – Listening Comprehension
  – Oral Language Skills
Comprehension (cont.)

• How to teach?
  – Developmental approach
  – Structured approach
Introduction

• Why Teach Text Structure?
  - Expository Text Structure?
  - Cause/Effect Text Structure?

• Why Teach Communities Throughout History?
Program Objectives

• Acquire text structure strategies
  - Clue Words
  - Graphic Organizer
  - Cause/Effect Questions
  - Text Analysis

• Comprehend Cause/Effect expository text

• Learn content (three features of three historical communities, plus vocabulary)

• Transfer to other texts
Sentence Analysis

The baby was hungry, so he started crying.

cause
the baby was hungry

→

effect
he started crying

She is smiling, because she found her lost wallet.

cause
she found her lost wallet

→

effect
she is smiling

She found her lost wallet; therefore, she is smiling.
Matching activity

He put on a jacket.  He turned on the TV.
He turned on the TV.  It was really cold.

He wanted to watch the news.  He turned on the TV.
It was really cold.
The Cherokees lived in two different homes. It was cold in the winter, so there was always a fire burning in the asi. The Cherokees built special summer homes, because it was hot in the summer. Both homes had a hole in the roof, so the smoke could blow out.
Comprehension Questions

**Detail Question:**
How many homes did the Cherokees live in?

**Cause Question:**
Why did they build special summer homes?

**Effect Question:**
What happened because it was cold in the winter?
Description of the Study

• 15 2\textsuperscript{nd} grade classrooms randomly assigned (blocked by school) to one of three conditions
  - Text-structure program
  - Content only program
  - No treatment program
• 22 45-minute sessions
• Individual pre-tests and post-tests
• 12 students per classroom randomly selected for analysis
# Lesson Outline

## Text-Structure Program
- Cause & Effect: Introduction
- Clue Words
- Vocabulary
- Trade-book: Read-aloud & Discussion
- C/E questions (Units 2 & 3)
- Target Paragraph: Text Analysis
- Vocabulary Categorization
- Graphic Organizer
- Comprehension Questions
- Lesson Review

## Content Program
- **KWL** chart
- Vocabulary
- Trade-book: Read-aloud & Discussion
- Vocabulary Categorization
- **KWL** chart
- Graphic Organizer
- Target Paragraph: Read & Discussion
- Comprehension Questions
- Journal entry
- Lesson Review
## Characteristics of Participants

### 12 Students per Classroom

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<th>Content n = 5</th>
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<table>
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<td>Total Reading Score</td>
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Free or reduced lunch: 93%

Special Education Services: 5%

Hispanic 76.5%; African American 22%; Caucasian .5%; Asian or others 1%
STRUCTURE OUTCOMES:
SENTENCES WITH FAMILIAR CONTENT

IDENTIFYING CLAUSES
EXPLANATION
COMBINING SENTENCES
STRUCTURE OUTCOMES:
PARAGRAPHS WITH SOCIAL STUDIES CONTENT
EXPLICIT TEACHING

PROPORTION CORRECT

WRITTEN
INDIVIDUAL TESTING
**Transfer Texts**

**Pioneers and Their Games**
On the prairie, store-bought toys and games cost a lot and were hard to find. Therefore, pioneer children played baseball with a ball that they made out of yarn and leather. The leather came from an old boot. The girls made dolls out of the leafy coverings of corn. The boys carved toys out of wood. Kids also played games that only needed their imagination like tag and hide-and-seek.

**Ants and Their Defenses**
Many times, ants’ lives are in danger. Thus, worker ants guard the ants’ home. They can tell by smell if there is an ant that doesn’t belong in their home. Many ants live in the same home. Some ants have stingers to protect themselves. Other ants have poisonous body parts.
STRUCTURE OUTCOMES:
PARAGRAPHS WITH SOCIAL STUDIES CONTENT
TRANSFER

ORAL
TWO PARAGRAPHS, NEAR AND FAR TRANSFER
STRUCTURE OUTCOMES:
PARAGRAPHS WITH SOCIAL STUDIES CONTENT
TRANSFER

WRITTEN
GROUP TESTING, NEAR TRANSFER