Tier 1 Secondary Content Area Reading

Strategy:
Survey, Question, Read, Recite, Review (SQ3R)
Acknowledgments

• The content for this session has been developed in part, by using research and materials that were developed by the following individuals:
  • Anita Archer, Ph.D.
  • David Kilpatrick, Ph.D.
  • Nancy Marchand-Martella, Ph.D.
  • Ron Martella, Ph.D.
Purpose

- Outline contributing factors preventing secondary students from understanding and applying information they have read

- Delineate strategies to be used to prevent comprehension failure before, during, and after students read text

- Explain the components of the “Survey, Question, Read, Recite, Review” (SQ3R) comprehension strategy

- Prepare to use the SQ3R strategy in your classrooms
Agenda

1.0 Why students struggle to comprehend text

2.0 Before, during, and after reading comprehension strategies

3.0 Overview of the SQ3R strategy

4.0 Prepare to use SQ3R in upcoming lessons
   • Identify optimal times to use SQ3R
   • Access teacher materials and student text to plan lesson(s)
   • Outline how you, your colleagues, and DIT can see the impact of SQ3R on students’ comprehension of text
1.0 Why Students Struggle to Understand Text
In Module 1.0 we will…

• Outline the necessary ingredients for becoming a successful reader using the Simple View of Reading

• Discuss the changing emphasis of reading instruction to prepare students for secondary school

• Provide reasons why students struggle to read and understand what they read
Simple View of Reading

Decoding (Word-Level Reading) \times Language Comprehension = Reading Comprehension

Gough, 1986
Simple View of Reading: Defining Domains

- Decoding (word-level reading): ability to transform print into spoken language

- Language Comprehension: ability to understand spoken language

Decoding (Word-Level Reading) \times Language Comprehension = Reading Comprehension
Simple View of Reading: Language Skills

Decoding (Word-Level Reading) \( \times \) Language Comprehension = Reading Comprehension

- **Background Knowledge**: Possesses general and topic-specific background knowledge.
- **Academic Language Skills**: Formal communication structure; words common in books and school.
- **Inferential Language Skills**: Ability to discuss topics beyond immediate context.
- **Narrative Language Skills**: Ability to clearly relate a series of events.
- **Academic Vocabulary**: Ability to comprehend and use words in formal writing.
Simple View of Reading: Decoding Skills

Decoding (Word-Level Reading) × Language Comprehension = Reading Comprehension

- Decoding Skills
- Fluency (accuracy, rate, expression)
- Word Knowledge (sight vocabulary)
- Instant and effortless access to all, or almost all, words read
- Read with sufficient accuracy, rate, and expression to support comprehension
- Understanding the organization and basic features of print
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words

MIBLSI
Teaching Decoding and Language Domains

• Occurs across the grade levels and increases in difficulty

• The instructional emphasis for decoding skills changes based on the grade level and instructional focus:
  • Print Concepts: Kindergarten
  • Phonological Awareness (basic and advanced levels): emphasis shifts across K-4
  • Phonics and Word Recognition: Emphasis shifts across K-5 with the phonics skills getting progressively more difficult
  • Phonological Awareness and Phonics are the gateway to Word Knowledge (sight vocabulary)
  • Fluency: sounds, words, connected to text
Why Students Struggle?

• Traditional reading approaches did not use instructional methodologies to allow all students to become proficient in the “code of printed English and to build a large sight vocabulary”

• Whole-word approach: uses multiple exposures to words so the words are memorized

• Three cueing system model: proposes unknown words are read by using context clues, understanding the structure of language (syntax), and by visually recognizing words (recall words based on their appearance)

(Kilpatrick, 2014)
Addressing the Needs of Struggling Students

1. Administer intervention-oriented assessments

2. Analyze assessment data and apply empirically-proven methods of reading acquisition to address reading deficits

3. Intervene to remediate the skill deficits (e.g., decoding of multi-syllabic words)
Addressing the Needs of Struggling Students (cont.)

4. Teach compensatory strategies to successfully engage with text in content area classes (e.g., strategies for reading unfamiliar words, understanding text features and types, extracting the most important pieces of information)
Kylie cannot read multisyllabic words. Read the following passage and delete the underlined words:

“When explorers from Portugal arrived in Brazil in 1500, as many as 5 million Native Americans lived there. During the 1500s, the Portuguese established large sugar cane plantations in northeastern Brazil. At first they enslaved Native Americans to work on the plantations. Soon, however, many Native Americans died of disease. The plantation owners then turned to Africa for labor. Eventually, Brazil brought over more enslaved Africans than any other North or South American country.”

(From World Cultures and Geography (2005), published by McDougal-Littell)

Which reading domain needs immediate attention?
Activity 1.2

• Shaun can accurately read the passage on the previous slide

• When asked to discuss the events leading up to why the Portuguese needed to enslave Africans, his answer was, “because they needed people to work on the plantations.”

• Which reading domain and skill(s) likely need attention?
2.0 Before, During, and After Reading Comprehension Strategies
In Module 2.0 we will...

- Briefly review comprehension strategies that should be done before, during, and after students read their text

- Discuss the challenges with understanding informational text

- Review compensatory strategies that can be used across core subject area classes to improve students’ understanding of what they read in their classes
Framing Comprehension

• To ensure students understand what they are expected to read in their core subject area classes there are things that need to be done:

  1. Before reading
  2. During reading
  3. After reading

• Some strategies differ depending on text genre (informational vs. narrative)
Before Reading

Informational Text

- Teach the pronunciation and meaning of critical, unknown vocabulary words
- Teach or activate necessary background knowledge
- Guide students in previewing the text (e.g., text features, key terms)
- Establish a clear purpose for reading

Narrative Text

- Teach the pronunciation of critical, unknown vocabulary words; including literary text structure (rising and falling action, theme)
- Teach or activate necessary background knowledge
- Guide students in previewing the chapter
- Establish a clear purpose for reading

(Archer, 2016)
During Reading

Informational Text

- Passage reading procedures
- Procedures to have students read, stop, and respond based on what they have read:
  - Respond Questions: Teacher and student generated text dependent questions
  - Respond Strategies:
    - Verbally retell the topic and key details
    - Generate main idea statements
    - Mark the text and write notes in the margin
    - Take two-column notes on content
    - Map the content

Narrative Text

- Passage reading procedures
- Procedures to have students read, stop, and respond based on what they have read:
  - Respond Questions: Teacher and student generated text dependent questions
  - Respond Strategies: Story grammar and theme

(Archer, 2016)
After Reading

• Informational and narrative culminating activities:
  • Discuss content in response to well-designed question / task
  • Student content (Read Cover Recite Check)
  • Complete and study a graphic organizer
  • Comp
  • Complete and discuss multiple choice items
  • Write a summary (summary writing strategy, writing frames for summary)

(Archer, 2016)
Challenges with Informational Text

• Informational (expository) text are inconsistent, unpredictable, unfamiliar to students, and often times, poorly organized

• Narrative text have more familiarity to students; follow a typical storyline by having a beginning, middle, and end; and overall, tend to be easier for students to understand

• Students need to be taught informational text structure and how to apply text-structure based comprehension strategies

   (Bakken and Whedon, 2002)
Addressing Needs: Compensatory Strategies

• Before, during, after comprehension strategies will compensate for weak Academic Language Skills that are preventing students from fully understanding the concepts

• Overt / covert strategies for reading long words will compensate for weak Decoding Skills

• Any student at certain points in time is at-risk of comprehension issues (e.g., lack of background knowledge, motivation, “deep cognitive floating”) and will benefit from compensatory strategies
Decoding Strategies for Reading Long Words
(REWARDS ® Strategy)

**Overt Strategy**

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

**Covert Strategy**

1. Look at the prefixes, suffixes, and vowels.
2. Say the parts of the word.
3. Say the whole word.
4. Make it a real word.
Decoding Strategies for Reading Long Words
(Read to Achieve Strategy)

1. Underline all the vowel sounds.

2. Make a slash between the word parts so each part has one vowel sound.

3. Go back to the beginning of the word, and read the parts in order.

4. Read the whole word.

(Marchand-Martella, N., Martella, R., 2010)
Adolescent Reading Content Strategy Series

• Three strategies that will be systematically used within secondary schools in conjunction with an intervention component to remediate skill deficits

1. SQ3R (also includes passage reading procedures)

2. Text summarization using writing frames and graphic organizers

3. Vocabulary instruction (also includes ways to build background knowledge)
MIBLSI Content Reading Strategy Focus

- **Before Reading:**
  - SQ3R: “S”
  - Vocabulary instruction (includes ways to activate background knowledge)

- **During Reading:**
  - SQ3R: “Q” and the first “R” (includes passage reading procedures)

- **After Reading:**
  - SQ3R: 2nd and 3rd ”R”
  - Text summarization and use of writing frames as a temporary scaffold for writing high-quality summarizations
Use of the Content Reading Strategies

• Your School Leadership Team is going to seek input from you and the rest of the school staff in order to draft an implementation plan for the installation and use of the three content area reading strategies.

• The implementation plan components are going to be shared with your District Implementation Team.

• They are focused on making your use of district-supported strategies or programs as easy as possible (barrier-free).
Activity 2.1

• Partner 1: Study slides 19-22 (framing comprehension; before, during, and after reading comprehension strategies)

• Partner 2: Study slides 22-28 (challenges with informational text, compensatory strategies, MIBLSI content reading strategy focus)

• Pretend your partner just arrived to the session and it is your responsibility to teach them the information on the slides you studied
3.0 SQ3R Overview
In Module 3.0 we will…

• Provide an overview of SQ3R
• Identify pre-requisite skills students should have prior to using SQ3R
• Review research to support the use of SQ3R
SQ3R Strategy

“Package of study strategies” (Bakken, et. al., 1997) designed to be used with expository (informational) text

Components:
- Survey
- Question
- Read
- Recite
- Review
SQ3R Strategy (cont.)

• Considered to be the “grandfather of study strategies”

• Lends itself to independent student use compared to other comprehension strategies that require “extensive materials development”

(Huber, 2004)
SQ3R Assumptions

1. Textbook authors chose headings that capture the important information within a section of the text

2. Assessment questions will test the information that is prompted by the author’s headings

3. Students are able to turn the headings into questions that appropriately capture the main ideas

(Armbruster, 1982)
SQ3R Success

• The success of SQ3R depends on the following:
  • Reading ability of students
  • Practice in each of the strategy components
  • Prior knowledge about the topic / subject students are reading about in the textbook
  • Motivation

(Feldt and Hensley, 2009)
Pre-Requisite Skills for SQ3R

- Students that can do the following will have more success in understanding what they have read using SQ3R:
  - Apply a compensatory strategy to read unknown, multi-syllabic words
  - Identify main ideas
  - Identify how the author has structured the text for the section of the text (e.g., compare / contrast, cause / effect)
  - Ask the right questions that will lead them to identifying the most critical pieces of information from the text

(Feldt and Hensley, 2009)
SQ3R Support

• “When students use SQ3R strategies, they retain more information” (Carlston, 2011)

• SQ3R engages students while they study, more so than merely reading the text (Feldt and Hensley, 2009)

• Although SQ3R is more time consuming than simply reading the text, it is a more systematic approach to understanding text (Feldt and Hensley, 2009)
4.0 Defining SQ3R Strategy Components
In Module 4.0 we will…

• Define each of the components of SQ3R
• Introduce the SQ3R Strategy Checklist
Resource: SQ3R Strategy Checklist

• Designed for teachers and students

• Teachers use the checklist to introduce each of the strategy components

• Students use it to recall the strategy components and to keep record that they completed each of the components
Activity 4.0

- Access the document, “SQ3R Strategy Checklist”
- As the presenter is providing you with an overview of each of the strategy components, think about the textbook used in your class to determine what elements of the checklist might need to be contextualized for your students
- Make notation of things on your checklist because you will be able to contextualize the checklist for your class
Incorporating Text Structure

• Text structure has been intentionally incorporated into the “Read” strategy component

• Importance of text structure:
  
  1. Understanding text structure helps readers understand how the author intends to communicate the information
  
  2. If the text structure is identified, then information can be organized based on the author’s purpose
  
  3. Reduces time required to process information

(Hebert, Bohaty, Nelson, & Brown, 2016)
5.0 Preparing to Use the SQ3R Strategy
In Module 5.0 we will...

• Experience SQ3R using the textbook used in your class

• Introduce a resource that can be used to introduce SQ3R and each of the strategy components
School and District’s SQ3R Learning

• Hypothesis:

• Students who successfully use SQ3R will perform better in their science and social studies classes as evidence by increases in their unit assessment scores

• Rationale: Students that extract the most important information from textbook readings will further deepen their knowledge of the science and social studies content following teacher-led portions of class instruction
Your Charge

• Assist your principal and district leadership in determining the following:
  • Appropriate times to use the SQ3R strategy
  • Ideas for motivating students to use each of the strategy components
  • Student products to share with colleagues within your departments, across school staff (e.g., school leadership team, special education teachers), and with district leadership to help determine the effectiveness of the strategy’s use
Your Charge (cont.)

- Experience the SQ3R strategy for yourself prior to planning to teach the strategy to students
- Outline the teaching schedule for the strategy components
- Design your lessons to introduce and have students practice the SQ3R strategy components
Activity 5.0

It is time to experience SQ3R for yourself

- Materials you will need:
  - SQ3R Strategy Checklist
  - Student textbook
  - Assessment for a unit / chapter
  - Loose-leaf paper, computer, or tablet

- Prepare your paper into Two-Column Notes format writing “Questions” at the top of the left column and “Answers” at the top of the right column

- Use the strategy components for the selected chapter
Focusing Our Time

- The remainder of today will be dedicated to giving you time to address the things you are being charged to do.

- As you are designing your lessons, we have provided an SQ3R resource for you to use:
  - “Teaching SQ3R Strategy Components”
Overview of the SQ3R Instructional Resource

• Includes the following:
  • Example teaching language for introducing the SQ3R strategy and each of its components
  • Considerations for how to engage students in practice following the teacher modeling portion of the strategy components
  • Alternatives to more traditional approaches to reading textbook passages that will increase confidence students are actually reading the text and allow teachers to know more quickly when understanding might be breaking down
Activity 5.1

- Access the document, “Teaching SQ3R Strategy Components”
- As the presenter is providing you with an overview of the document, make notations on sections that you may want to consider using when you introduce the SQ3R strategy and its components to your students
6.0 Designing SQ3R Lessons and Implementation Plan
In Module 6.0 we will…

- Make recommendations to the School Leadership Team (SLT) about SQ3R use within your content area
- Identify student products that can help determine the effectiveness of SQ3R on student’s comprehension
- Design lessons to:
  - Introduce SQ3R and each of the strategy components
  - Incorporate SQ3R into appropriate units or chapters
- Take time to organize information to communicate to the SLT and DIT
Activity 6.1

By the end of today you will leave with the following:

1. Recommendations for appropriate times to use SQ3R with your students
2. Ideas for student products that can be collected and shared with your school team and district team to determine the effectiveness of SQ3R
3. Strategies you will use to motivate students to use SQ3R
4. Lesson(s) to introduce the SQ3R strategy and each of its components
Pause for Communication

At the end of each session we are going to pause to capture communication that needs to flow to your School Leadership Team and District Implementation Team.
Activity 6.2

• As a team, generate 1-2 accomplishments coming out of today’s session that you want to share with your DIT
• If you identified any barriers to accomplishing your work, please be sure to capture those for the DIT as well
• Confirm who from your team will be communicating with the designated person from the DIT
End of Day Evaluation