**READING COMPREHENSION INSTRUCTION[[1]](#footnote-1)**

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|  | **1** | **2** | **3** |
| **Activating and using background knowledge** | Less than 50% of classrooms show teachers activating and using background knowledge | 50% to 75% of classrooms show teachers activating and using background knowledge | More than 75% of classrooms show teachers instructing students on activating and using background knowledge through: * Discussion
* KWL chart
* I-chart
* Integrating information to existing knowledge

Transactional Strategy Instruction (TSI) |
| **Generating and asking questions** | Less than 50% of classrooms have evidence that teachers are teaching students how to generate and ask questions before, after and during reading | 50% to 75% of classrooms have evidence that teachers are teaching students how to generate and ask questions before, after and during reading  | More than 75% of classrooms have evidence that teachers are teaching students how to generate and ask questions before, after and during reading through: * Modeling during reading
* Asking students to generate questions
* KWL chart
* Questioning the Author
* Reciprocal teaching
* I-chart procedure
* Clarifying difficult words

Transactional Strategy Instruction (TSI) |

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| **Making inferences** | Less than 50% of classrooms have evidence that teachers are teaching students how to make inferences | 50% to 75% of classrooms have evidence that teachers are teaching students how to make inferences | More than 75% of classrooms have evidence that teachers are teaching students how to make inferences through: * Synthesizing different texts
* Retelling
* Modelling
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| **Predicting** | Less than 50% of classrooms have evidence that teachers are teaching students how to make predictions before and during reading | 50% to 75% of classrooms have evidence that teachers are teaching students how to make predictions before and during reading | More than 75% of classrooms have evidence that teachers are teaching students how to make predictions before and during reading through:* Teaching about text organization
* Previewing the text
* Modeling predictions
* Directed Reading and Thinking Activities (DRTA)
* Reciprocal teaching
* Transactional Strategy Instruction (TSI)
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| **Summarizing** | Less than 50% of classrooms have evidence that teachers are teaching students how to summarize through:  | 50% to 75% of classrooms have evidence that teachers are teaching students how to summarize  | More than 75% of classrooms have evidence that teachers are teaching students how to summarize through: * Modeling
* Chunking information
* Main idea
* Story maps/frames
* Reciprocal teaching
* Transactional Strategy Instruction (TSI)
* I-Chart
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| **Visualizing**  | Less than 50% of classrooms have evidence that teachers are teaching students how to visualize while reading | 50% to 75% of classrooms have evidence that teachers are teaching students how to visualize while reading | More than 75% of classrooms have evidence that teachers are teaching students how to visualize while reading through: * Modeling visualization
* Visualizing characters or settings or events
* Transactional Strategy Instruction (TSI)
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| **Comprehension monitoring**  | Less than 50% of classrooms have evidence that teachers are teaching students how to monitor comprehension | 50% to 75% of classrooms have evidence that teachers are teaching students how to monitor comprehension | More than 75% of classrooms have evidence that teachers are teaching students how to monitor comprehension through: * Modeling metacognition
* Teaching about rereading
* Asking “does it make sense?”
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| **Motivation to Read**  | Less than 50% of classrooms have evidence that teachers are motivating students to read | 50% to 75% of classrooms have evidence that teachers are motivating students to read. | More than 75% of classrooms have evidence that teachers are motivating students to read through: * Daily opportunities to read self-selected and teacher-selected texts
* Opportunities for teacher and student-led discussions
* Cooperative learning groups to discuss strategies for comprehension
* Allowing students to read about a topic meaningful to them
* Encouraging students to read independently
* Allowing students to pick from different genres
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| **School Culture** | Few classrooms feel focused on learning in a caring and supportive way.  | Most classrooms are focused on learning in a caring and supportive way.  | In all classrooms, there are clear examples of caring and respect between adults and students. There is a shared purpose in the community, a commitment to being an inclusive community and excitement to reach this vision. Teachers and students exhibit a growth mindset.  |
| **Professional Development** | Teachers have 0-1 of the professional development activities identified.  | Teachers have 2-3 of the professional development activities identified  | Teachers:* Take part in frequent relevant professional development
* Have time to collaborate through meetings and classroom observations
* Are supported to practice instructional strategies
* Master or lead teachers are available to support new teachers
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| **Materials** | Teachers use a mix of materials which may or may not include assessments  | Aligned materials that support phonics, comprehension support and assessment | Aligned materials that support all the components of the language arts program, including formative and summative assessments.  |

1. Based on Comprehension Instruction created by the Texas Reading Initiative [↑](#footnote-ref-1)