**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 |
| **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) |
| **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 |
| **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) |
| **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?” |
| **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 |
| **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)