

Instructional Practices of Teachers who carry out Explicit Comprehension Instructions in the Primary School Classroom

North Vista Primary School

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Presentation Outline



- Background of NVTPS
- Explanation of the use of Explicit Comprehension Instruction in teaching Reading Comprehension
- Research Area
- Methodology
- Findings
- Discussion

Background of North Vista Primary School



- Enrolment: 1405
- Close to 56.9% of our students use English as the main language at home

Activating Prior Knowledge



How do you teach reading comprehension in school?

Research Area



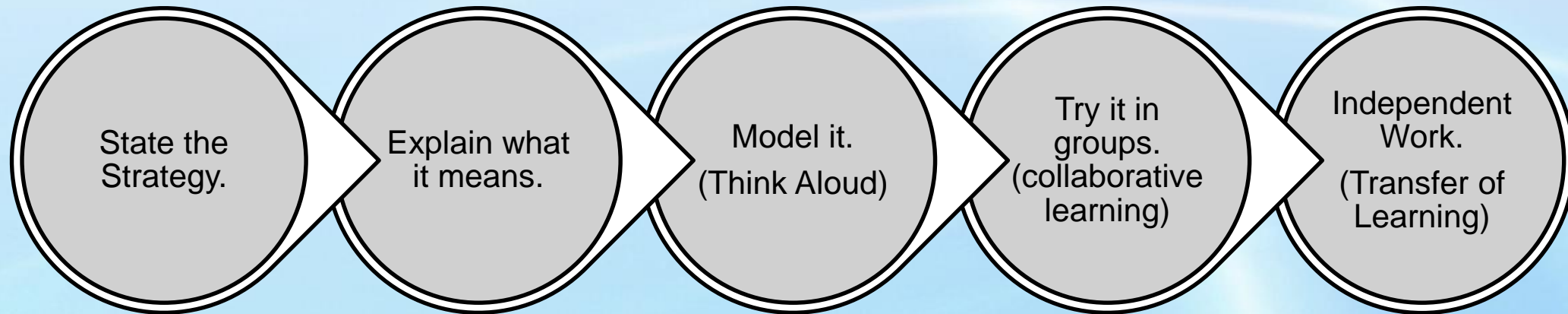
- Reading comprehension in schools is often taught by how it is to be assessed.
- School-based Reading Innovation Project conducted by the National Institute of Education (NIE) in Singapore shows that it is not uncommon to see students attaining high scores for decoding in reading assessments but score poorly in comprehension (Sing teach, 2009)

Explicit Strategy Instruction



- Research shows that comprehension improves when teachers provide explicit instruction in the use of comprehension strategy
- Comprehension improves when teachers design and implement activities that support understanding of texts that pupils read in class.

Explicit Strategy Instruction



Scaffolding – Gradual Release Of Responsibility

Comprehension Strategies taught in NVTPS



P1 & P2

Text to Text, Text to Self

Story Structure

Making Predications

Character Study

Problem & Solution

Sequence of Events

P3 & P4

Story Structure

Predict & Infer

Making Inferences

Categorize and

Classify

Noting Details

Problem & Solution

P5 & P6

Making Inferences

Author's viewpoint

Noting Details

Compare & Contrast

The Use of Graphic Organizers



- Graphic organizers provide connections among bits of information, make information easier to remember, and allow students to break information into meaningful chunks. (Parry & Gregory, 1998)
- Graphic organizers such as the concept map, the web, and the Venn diagram make thinking visible to the students. (Fogarty, 1997)

The King's Cake (P1 Term 3)- Story Structure



In every story, there is at least one setting and one main character. Can you identify the setting and four main characters in this story?

Setting: Where	Main Characters: Who
<p data-bbox="132 686 988 739">Draw where the story took place.</p> <p data-bbox="132 865 647 918">The story took place</p> <hr data-bbox="132 982 769 988"/> <hr data-bbox="132 1089 744 1095"/> <hr data-bbox="132 1196 779 1202"/>	<p data-bbox="1274 686 2463 811">Draw the four main characters. Tell us who they are.</p> <p data-bbox="1274 953 1900 1006">The main characters are</p> <hr data-bbox="1274 1096 2043 1102"/> <hr data-bbox="1274 1203 2068 1209"/> <hr data-bbox="1274 1310 2028 1316"/>

Making Connections



Readers' Workshop (Making Connections – Text to Self)

Thinking about connections...

When I read the part when Mr Low shared his Chicken Rice with his friend cat, it reminded me of _____

Draw your connection below:

A large, empty rounded rectangular box with a black border, intended for drawing a connection between the text and a personal experience.

Category Chart



How Volcanoes Form

Two Types of Volcanic Vents

Where Volcanoes Form

Types of Volcanoes

examples

examples

examples

examples

Character Frame



Look at the various characters in the story and fill in the character frame graphic organizer.

CHARACTER	PERSONALITY TRAITS	ACTIONS WHICH SUPPORT TRAIT	CONVERSATION BY OR ABOUT THE CHARACTER WHICH ILLUSTRATES TRAIT

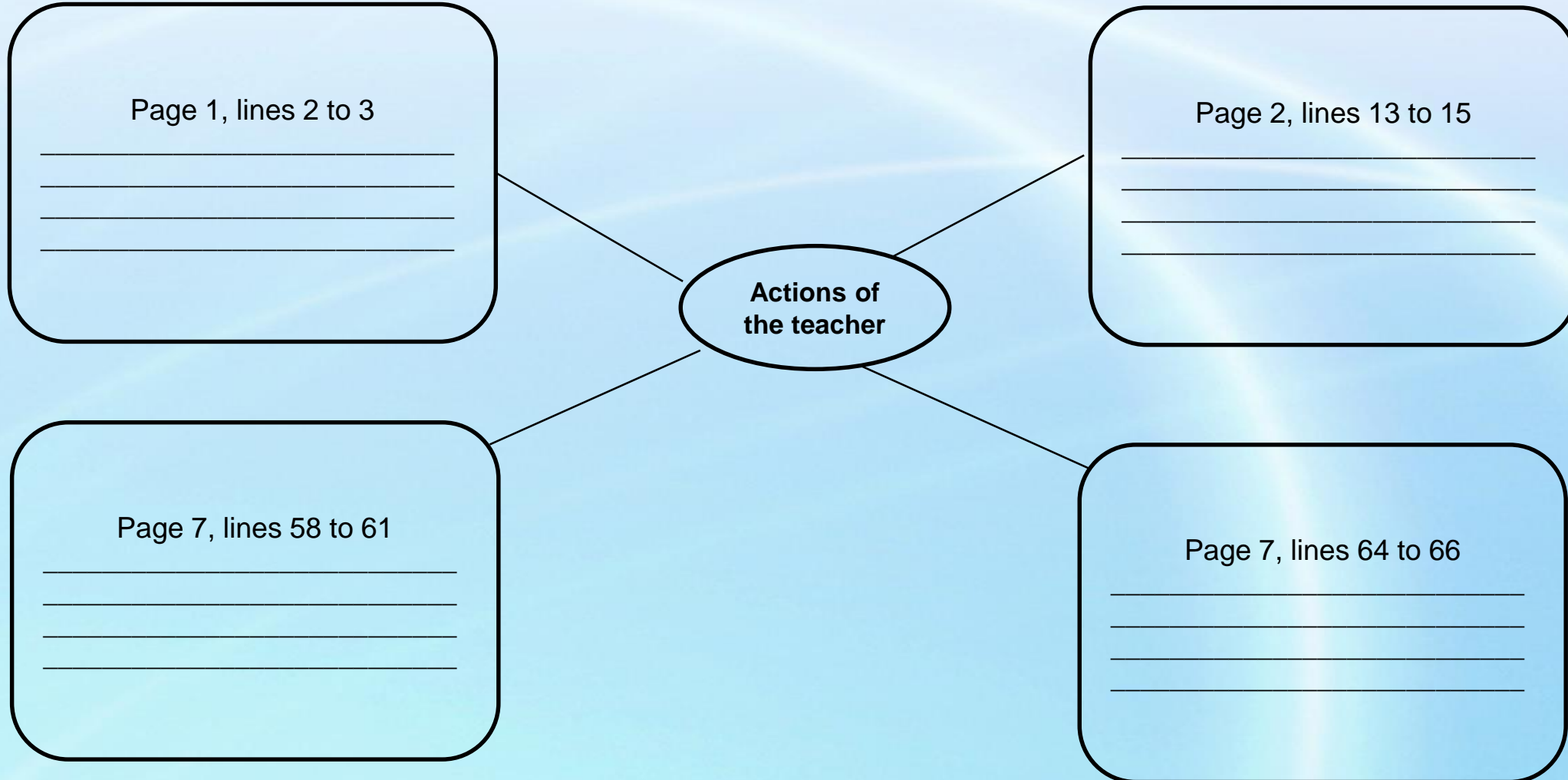
Making Inferences



Read the story “Stephanie Investigates” and complete the chart below.

At the beginning of the story, how did Stephanie feel about Arch?	
Story Clues (pg. 2-3)	What I know
	—
	—
	—
My inference:	

Details Map (P4 Term 1 Making Ice Cream)



Cooperative Learning Strategies



- Think Pair Share
- Group Work

Demonstration of how Explicit Comprehension Instruction is conducted in the Classroom

Research Area



1. To what degree do teachers in Primary 1 through 5 teach reading comprehension strategies during English lessons?
2. How effective is this instruction, that is, do pupils learn what is taught?
3. To what extent are students able to apply this strategic knowledge to other texts read independently?

Methodology



Lesson Observations

Purpose: To find out to what degree do teachers teach reading comprehension strategies during English lessons

- Carried out in 4 classes across different levels
- Varying years of experience of teachers observed
- Teachers have gone through training on how to teach comprehension skills explicitly
- Observation protocol was provided for observers
- Lesson was videotaped and transcribed

Data Collection



Lesson Observations

- Data Collection: Counted the number of times the steps in explicit comprehension instruction model was used

Focus Group Discussions



Purpose: To assess the effectiveness of the strategies taught in the lesson

- About 5 students per class were selected at random for the group interview
- They were asked to recall the strategy that was taught and explain what it meant
- Rate how confident they are at doing comprehension components after the lesson

Focus Group Discussions



Focus Group Discussions

Data Collection: Counted the number of times the students were able to state when explicit comprehension instruction model was used

State the Strategy & Explain what it means



- All the teachers observed were able to state the strategy that they are going to teach correctly.
- All the teachers were able to explain the strategy that they were going to teach correctly.
- However, the teachers teaching the upper levels tended to explain the strategy (through questioning) rather than using the text to explain how the strategy can help in comprehending the text.

Model It & Try it in Groups



- All teachers were able to model the use of the strategy.
- Not all teachers had the time to try it in groups. They either did it as a class or individually.

Discussion & Implications



- Teachers do have knowledge of comprehension strategies
- Initiate, Respond and Evaluate (I-R-E) pattern (Meehan, 1979)
- It is possible to adopt a whole school approach to teaching reading comprehension
- Further research is needed to examine whether students translate the knowledge to independent reading



Thank you