



Section 5. Vocabulary and Comprehension

Comprehension Introduction



Building Background: Why is this important?





What is Comprehension?

- Students who are good with comprehension also tend to be good decoders (Perfetti, Landi, & Oakhill, 2005).
- Comprehension is a highly complex cognitive process involving the *intentional interaction between the reader and the text* to create meaning (National Reading Panel, 2000).

Comprehension Instruction

- To help students develop and use strategies to comprehend text, research suggests that classrooms must provide explicit instruction in *how* to use text to think and learn by making connections, asking and answering questions, inferring, predicting, monitoring, using text structure, retelling, summarizing, and so forth (McNamara, 2007).
- Comprehension, therefore, isn't a single skill that is mastered in a fixed period of time. It requires the orchestra of multiple strategies, expertise with many different kinds of printed materials, on-going practice, and lots of reading experience.



Comprehension Instruction

- Student engagement is critical during all comprehension instruction. All students should be talking, discussing, and sharing about the text in a safe and supportive environment.
- In this section, we will focus on comprehension instruction of basic recall of story elements and details during the *first reading* of the text. Think of this as getting students started with comprehension!



ECRI Comprehension Routines

- Comprehension: Personal Recount Routine
- Getting Started with Comprehension: Narrative Text Routine
- Getting Started with Comprehension: Information Text Routine