Overcoming with Overcompensation:
Helping struggling readers and learners
with comprehension

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Let’s Move on to KWL

• What do you know about comprehension?

• What do you want to know about comprehension?

• How do you think reading strategies, study skills and test taking skills would help an adult begin to balance both sides of the brain?
Comprehension -

- Most say, ‘it’s the ability to understand text’. I say it goes a lot further, it is being able to (re)create the content in your mind or for others.
Most Research Shows All Learning IS:

50% Genetics

and

50% Environment
Ice Breaker?

• What Brain-Side Dominance do you think you have?

Give Handout
Left brain expression
(Academic)

detail oriented  (Looks at parts)
Logical
Sequential
Rational
math and science
(can comprehend
Analytical
Objective
uses logic
facts rule
words and language
present and past
knowing
acknowledges
knows object name
reality based
forms strategies
order/pattern perception
practical/planned
safe
cautious

Right brain expression
(Creative)

'big picture' oriented  (Looks at wholes)
Random
Intuitive
Holistic
philosophy & spiritualism
can 'get it' (the meaning)
Synthesizing
Subjective
uses feeling
imagination rules
symbols and images
present and future
believes
appreciates
knows object function
fantasy based
presents possibilities
spatial perception
impetuous/spontaneous
adventurous
carefree/risk taking

Illustration by: VaXzine

Written and slide design by Dr C Daniels 2008
Why discuss dyslexia?

• Dyslexia affects 1 out of 5 people. It crosses racial, ethnic, and socioeconomic lines, and with proper instruction and accommodations, it can be remediated.

• Dyslexia is the most common reading disability—20% of the population is struggling with this hidden disability, and many remain undiagnosed, untreated, and struggling with the impact of their dyslexia.

(The Yale Center for Dyslexia & Creativity launched the Multicultural Dyslexia Awareness Initiative (YCDC-MDAI), 2013)
The Reading Brain/Dyslexic Brain

There is a theory that right-brain dominate (aka left brain deficit) person can be dyslexic.

Left
Deficit in Written and spoken language, sequencing and word analysis, letter/sound recognition, analytical, logical and abstract reasoning

Right
Leads to low ability in rhythm, tone, melody, and meter, 3D images, imagination and creativity, special relationships and concrete reasoning

Note: Reading is not just a Left Brain Activity because the non-dyslexic equal brain has almost equal firing on both sides of the brain. Also, note that left brain dominance/deficit leads very low firing in both the left and right side of the dyslexic brain.
 Basically

• Difficulties could be a visual (L) or auditory (R) processing problem, where the student has difficulty connecting sounds of spoken language to written words which lead to error in spelling and reading (Foss, 2013). If auditory (R), then they would have trouble especially with phonological and phonemic awareness along with breaking down information needed for comprehension.
WORD, Phrase, Sentence

- Processes: First, Last, Middle
- Omissions, additions, substitutions (R-auditory processing)
- Repetitions (kk), transpositions (br=rb), and reversals (b,d) (L-visual processing)
- Reads and rereads with little comprehension and recalling information!
Effects for Right-Side Dominance on Comprehension

- Due to the lack of short-term memory and problems with auditory and/or visual processing, students have problems remembering or being able to sequence details of the story.

- Understanding is lost when word, phrase and sentence are jumbled. Also, unless the student can physically move it or touch it and/or an emotion of feeling triggered then understanding is lost.

- The student’s application is compromised (due to the above).

- Analyzing and evaluating is also difficult unless story is visual or graphic and already broken down.
## Environment

<table>
<thead>
<tr>
<th>Movement</th>
<th>Birth</th>
<th>1 yr.</th>
<th>2 yrs.</th>
<th>3 yrs.</th>
<th>4 yrs.</th>
<th>5 yrs.</th>
<th>6 yrs.</th>
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</thead>
<tbody>
<tr>
<td>Order</td>
<td></td>
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<td>Small Objects</td>
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<tr>
<td>Grace and Courtesy</td>
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<tr>
<td>Refined of Senses</td>
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<td>Writing</td>
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<td>Reading</td>
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<td>Language</td>
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<td>Music</td>
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</tbody>
</table>

- **Movement**: It is through movement that the absorbent mind makes the transition from the unconscious mind to the conscious mind. The child uses movement and manual manipulation of objects to extend his understanding of the environment.

- **Order**: A child must experience external order so as to develop fully an internal sense of order.

- **Small Objects**: The child is in tune to details and the objects are an extension of the child's sensorial experiences.

- **Grace and Courtesy**: The child acquires the necessary social skills and tools for functioning as a social being.

- **Refined of Senses**: The child is exposed to activities designed to "exercise" his senses, resulting in a heightened ability to discriminate and make observations and judgements.

- **Writing**: After physical and sensorial preparation the child is ready to reproduce the letters of the alphabet and numbers.

- **Reading**: After preparation of extensive visual and auditory discrimination, the child is ready to read.

- **Language**: The child begins language development as an infant through absorption, and develops verbally, step by step, acquiring the grammar perfectly by four or five, and reading and writing by 5-1/2.

- **Music**: Bodily movement and is eventually introduced to formalized music with the bells.

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**Zone of Proximal Development**

-Maria Montessori
Environmentally, you need to include the (5) Components of Literacy (continuum)

- Phonological Awareness
- Phonemic Awareness and Phonics
- Vocabulary
- Fluency
- Comprehension
Literacy Continuum

- **Beginning/Emergent**
  - Alphabet/Sound (approx. P-1st)
  - Language/Listening
  - Phonics (Letter/Sound Relationship)
  - Phonological Awareness/Reasoning
  - Phonemic Awareness/Reasoning

- **Developing**
  - Letter Pattern- (approx. 1st-4th)
  - Within Word Patterns
  - Syllables/Affixes
  - Approaching Fluency w/ Some Expression
  - Developing Vocabulary
  - Developing Comprehension

- **Advanced**
  - Meaning- (approx. 3rd-8th Grade)
  - Derivational Relations
  - Syllable and Affixes
  - Reads Fluently with Expression
Why Revised Bloom’s Taxonomy?

Original Terms
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

New Terms
- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

(Based on Pohl, 2000, *Learning to Think, Thinking to Learn*, p. 8)
• **Remembering:**
  - Listening comprehension
  - Finger –vs- eye reading
  - Questioning and 5 W’s: Who
  - Visual Imaging
  - Study and Test Taking Skills: Trim the Fat- highlighting, post-its

• **Understanding:**
  - Graphic Organizers-Simple
  - Text Features
  - Questioning and 5 W’s: What and Where
  - Study and Test Taking Skills: acronyms, chunking, acrostics
• **Analyzing/Evaluating:**
- Graphic Organizers- mid.
- Text Features
- Analyzing Words/story elements
- Questioning and 5 W’s: When and Why
- Study and Test Taking Skills: referencing, inferencing, predicting, summarizing, compare/contrast, conflict/resolution, etc.

• **(Re)creating:**
- Graphic Organizers- complex
- Text Features
- Analyzing audience and purpose
- Questioning and 5 W’s: how
- Study and Test Taking Skills: retelling, recounting, interpreting, drawing conclusions of main idea, etc.
Can you teach an old dog new tricks?

‘Synaptic Placidly’
Environmentally Include the (6) Domains

• Psychomotor- movement and acting out (Phonics Dance)
• Social- interaction with people/alone
• Intellectual- diversity, differentiated learning, and developmentally appropriate
• Imaginational- stories, visualization and free play
• Emotional- personal, positive/negative feelings and compassion
Sexual Includes All 5 Senses

See (Visual)
Taste (Gustatory)
Touch (Tactile/Kinesthetic)
Smell (Olfactory)
Hear (Auditory)

Number Formation Rhymes
Free Printable at TeachingMama.org

See handout
Environmentally Also, Include the Learning Styles

- Verbal (L)
- Mathematical (L)
- Narrative (L)
- Spatial (R)
- Social (R)
- Kinesthetic
(5) E’s: for Environment

Engage (Remembering)- Engaging in interest
Explore (Understanding)- Exploring with hands-on experiences
Elaborate (Applying)- Application of information
Explain (Analyzing and Evaluating)- Model questioning and discuss answers
Evaluate (Creating)- Evaluated understanding
Study Skills
According to Cromley & Azevedo (2007), “Vocabulary and background knowledge interventions might be the best way to begin improving the academic reading comprehension”.

Even more interesting to this presentation, they Schaffner, Philipp and Schiefele (2016) found lower comprehension scores when readers did voluntary reading during intervention (presumably because the trainers failed to support challenging cognitive processes).
Questioning Strategies

• **Before Reading:** previewing the text; giving them the questions about the text; calling to mind what one already knows about the topic.

• **During Reading:** periodically trying to summarize; highlighting important parts of the text; dealing with comprehension breakdowns; taking notes; defining unfamiliar words.

• **After Reading:** summarizing the text; reacting to the content; taking notes.
Why use the Revised Blooms for Questioning?

• The teachers/tutors goal should be to help students gain knowledge, comprehension, application and synthesis by asking questions.

• Using Bloom's Taxonomy, in lesson plans, will help facilitate higher order thinking skills.

• Proficient readers spontaneously and purposefully generate questions before, during, and after reading.
Questions for Remembering

- Define ____________________.
- Who is the story about?
- Can you relate to them?
- What information is given?
- What are you being asked to find?
- When did the event take place?
- Have you been there before?
- Locate where ________________ is.

Recalling information : who, what, when, where?
Brain Break?

• **What** is Zone of Proximal Development?

• **When** is the remembering stage important?

• **What** is comprehension?
• Associate a visual image with a word or name to help you remember them better. Positive, pleasant images that are vivid, colorful, and three-dimensional will be easier to remember.

Ex. To remember the name Rosa Parks and what she’s known for, picture a woman sitting on a park bench surrounded by roses, waiting as her bus pulls up.
Students can use GO’s to visualize how ideas fit together and break down information. You can use them to identify the strengths and weaknesses of your students' thought processes related to literacy.

There are literally thousands so Google: graphic organizers
Simple-Complex?

Choose a Topic T-Chart

<table>
<thead>
<tr>
<th>Like</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Simple-Complex?
Simple-Complex?
Simple-Complex?

<table>
<thead>
<tr>
<th>Student Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>Ending</td>
</tr>
</tbody>
</table>
Simple-Complex?

Hierarchy: The Pyramid

Title: _________________________
Simple-Complex?
Simple-Complex?
Rubrics

Show File
# Simple-Complex?

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent (5)</th>
<th>Satisfactory (3)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>There is sufficient content in this website to learn about the topic. There are 3 pieces of evidence.</td>
<td>There is some content in this website to learn about the topic. There are 2 pieces of evidence.</td>
<td>There is not sufficient content in this website to learn about the topic. There is only 1 piece of evidence.</td>
</tr>
<tr>
<td><strong>Graphics and/or video</strong></td>
<td>Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding. There are no broken images.</td>
<td>Graphics are related to the theme/purpose of the site, and are of good quality. There may be a few broken images.</td>
<td>Graphics seem randomly chosen, are of low quality, OR distract the reader. Many images are broken.</td>
</tr>
<tr>
<td><strong>Work Ethic</strong></td>
<td>Students always use classroom project time well. Conversations are primarily focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.</td>
<td>Students usually use classroom project time well, but occasionally distract others from their work.</td>
<td>Students do not use classroom project time well OR typically are disruptive to the work of others.</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>There are either no, or very minor, spelling and/or grammatical errors on the entire page.</td>
<td>There are several spelling and/or grammatical errors on the entire page.</td>
<td>There are many spelling and/or grammatical errors on the entire page.</td>
</tr>
<tr>
<td>Simple-Complex</td>
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<td>---------------</td>
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<tr>
<td><strong>Quality of Writing</strong>&lt;br&gt;<strong>X 2</strong></td>
<td>1 Beginner</td>
<td>2 Capable</td>
<td>3 Accomplished</td>
</tr>
<tr>
<td>- post has no style or voice</td>
<td>- post has little style or voice</td>
<td>- written in a somewhat interesting style and voice</td>
<td>- written in an interesting style and voice</td>
</tr>
<tr>
<td>- gives no new information on the topic</td>
<td>- gives some new information on the topic</td>
<td>- some new information on the topic or reflective</td>
<td>- very informative or deeply reflective</td>
</tr>
<tr>
<td>- poorly organized</td>
<td>- poorly organized</td>
<td>- well organized</td>
<td>- well organized</td>
</tr>
</tbody>
</table>

| **Presentation**<br>**X 1** | 1 Beginner | 2 Capable | 3 Accomplished | 4 Expert |
| - many words misspelled | - several spelling errors | - few spelling errors | - all words spelled correctly |
| - many grammar errors | - several grammar errors | - few grammar errors | - no grammar errors |
| - formatting makes post difficult to follow or read | - formatting makes it difficult to follow or read | - some formatting to help make the post easier to read | - formatting makes the post more interesting and easier to read |

| **Multimedia**<br>**X 2** | 1 Beginner | 2 Capable | 3 Accomplished | 4 Expert |
| - no multimedia | - one piece of multimedia | - several pieces of multimedia | - multiple pieces of multimedia |
| | | | - multimedia adds new information or perspective to post |

| **Community**<br>**X 1** | 1 Beginner | 2 Capable | 3 Accomplished | 4 Expert |
| - no links | - one or more links | - several links included that add to the reader's understanding | - several links to places that add to readers understanding |
| - post is not tagged or categorized | - only "easy" links | - post may be categorized or tagged | - post is fully categorized and tagged |
Chunking breaks a long list of numbers or other types of information into smaller, more manageable chunks. (Three is key to all learning). Ex. Remembering a 10-digit phone number by breaking it down into three sets of numbers: 555-867-5309 (as opposed to 5558675309).
Acrostic (or sentence)

• Make up a sentence in which the first letter of each word is part of or represents the initial of what you want to remember. Ex. CVFP

Ex. The sentence “Every good boy does fine” to memorize the lines of the treble clef, representing the notes E, G, B, D, and F.
• An acronym is a word that is made up by taking the first letters of all the key words or ideas you need to remember and creating a new word out of them.

Ex. The word “Homes” to remember the names of the Great Lakes: Huron, Ontario, Michigan, Erie, and Superior.
TRIM THE FAT

You’ll have a better ability to retain the important information that you’re reading if you can cut out some of the unimportant stuff. Focus your reading on those sources that consistently provide you with the most valuable and relevant information.

Ex. Underline or highlight in the text
BE AWARE OF VISUAL CUES

- Writers use visual cues such as bold text, italics, lists, charts and graphs to cause certain content to stand. Pay attention to these cues and use them to understand the structure and find the most important pieces of information.

Ex. The Title
Bloom's Taxonomy for iPads

Creating
- Audioboo
- iMovie
- ComicBook!
- ReelDirector
- SonicPics
- Animoto
- Puppet Pals
- Toontastic
- Doink

Evaluating
- HootSuite
- Skype
- Mobile RSS
- Science 360
- Zite
- FlipBoard
- Instapaper
- Goodreads
- Wunderlist

Analyzing
- iThoughts HD
- Lino
- Popplet
- Today's Documents
- Diigo
- Explain Everything
- 3D Cell Simulation
- GoSky Watch
- GoDocs

Applying
- ShowMe
- Poetry Creator
- Keynote
- Visualize
- Posterous
- ZigZag Board
- Presentation Link
- Xperica
- GearHD

Understanding
- ScreenChomp
- Motion Math
- 123 Charts
- Idea Sketch
- Corkulous
- Blogsy
- Good Reader
- Touch Draw
- Pages

Remembering
- iBook
- Noteshelf
- Stack the Countries
- evernote Peek
- NxtApp 4Kids
- Ansel & Clair's Adventure
- Word Seek HD
- eClicker
- Globe

Silvia Rosenthal Tolisano - GloballyConnectedLearning.com ~ adapted from Kathy Schrock's Blooming iPad
Test Taking Skills (6)

- Read the question (Creating Visual Images)
- Underline or highlight important information
- Read the answers (Creating Visual Images)
- Underline or highlight important information
- Re-read question and all the answers
- Choose (3) answers to be the best option
- Choose your answer
Something to Think About

• Anderson et al. (1988) and Spear-Swerling et al. (2010) demonstrated that reading comprehension and speed were more closely associated with reading **books** than other materials (e.g., magazines, newspapers and comics).

• Test, worksheets, small passages
Assessment

- QRI 5
- Words Their Way
- Sight Word List
- Writing Sample

Beginning/Emergent
- Alphabet/Sound (approx. P-1st)
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- Phonemic Awareness/Reasoning

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- Letter Pattern- (approx. 1st-4th)
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- Approaching Fluency w/Some Expression
- Developing Vocabulary
- Developing Comprehension

Advanced
- Meaning- (approx. 3rd-8th Grade)
- Derivational Relations
- Syllable and Affixes
- Reads Fluently with Expression
- Mastering Vocabulary
- Mastering Comprehension
- Shows Problem Solving Skills
- Personal Reflection
Review

• Why are multi-sensory lessons important for equalize both sides of the brain?

• Why are reading, studying and test taking skills important? How does this pertain to you?

• In what ways do people with right-brain dominance struggle with reading? Why?
KWL

• **What** did you learn about comprehension?
References


