



## Shifting to Structured Literacy Instruction: Language Comprehension Viewing Guide

### Intended Use

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

### Acknowledgements

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Nancy Hennessy. We are grateful to Ms. Hennessy for sharing her expertise with Ohio educators.

### Reproducing the Viewing Guide

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### Shifting to Structured Literacy Instruction: Language Comprehension

**Age/grade band:** Kindergarten-grade 5

**Presenter:** Nancy Hennessy, M.Ed.

**Recommended Pre-Reading and Viewing:** The kindergarten-grade 5 learning strands are developed to support educators in implementing a structured literacy approach to teaching children to read. Please read this [brief explanation](#) of structured literacy and view this [video introduction](#) prior to participating in the kindergarten-grade 5 learning strands.

## Session 1: An Informed Framework for Comprehension Instruction

**Learning objectives:** Participants will be able to describe the differences between the products and processes associated with comprehending text. Participants will be able to identify components of the presented blueprint for comprehension instruction.

### Complete prior to viewing video presentation:

1. Quick Write:

*Complete this statement: Reading comprehension is...*

2. A Brief Knowledge Survey:

*Surface what you know about language and reading comprehension by completing or responding to the following statements:*

a. Hollis Scarborough's reading rope identifies these two major contributors to skilled reading:

- Word recognition and fluency
- Word recognition and language comprehension
- Language comprehension and background knowledge
- Decoding and language comprehension
- None of the above

b. \_\_\_\_\_ language is the foundation for the development of written language.

c. True or False: \_\_\_\_\_ Reading comprehension is complex and complicated.

d. Define the difference between the products and processes of comprehension.

e. Comprehension of written language involves processing language at the following levels:

- Accessing word meaning
- Making sense of sentence structures
- Integrating meaning within and between sentences
- Connecting to background information
- All of the above

f. What four elements did the Rand Reading Study Group identify as influencing comprehension?

### Video presentation (18:40)

### Complete after viewing video presentation:

1. Consider your initial response to "Reading comprehension is..." In what ways, has this discussion affirmed or elaborated your thinking about comprehension?
2. Return to the knowledge survey and check your responses using the attached answer key.
3. What questions do you have about the blueprint for reading comprehension instruction?

### Session 2: The Critical Role of Vocabulary Instruction

**Learning objectives:** Participants will be able to describe the evidence that supports the vocabulary comprehension connection and an informed instructional framework for vocabulary development.

**Complete prior to viewing video presentation:**

1. Complete the following vocabulary self-assessment and identify what you might want to know more about:

I understand and apply to instruction	Yes	Maybe	No
a. the role of vocabulary development in in oral and written comprehension.			
b. nature of vocabulary acquisition.			
c. evidenced-based principles of instruction.			
d. role and characteristics of direct explicit methods of instruction, including evidence-informed strategies and activities.			
e. role and characteristics of indirect methods of instruction.			

I want to learn more about: \_\_\_\_\_

Self-Assessment Based on International Dyslexia Associations’ Knowledge & Practice Standards for Teachers of Reading, 2018

2. Script a response: Describe your or your colleague’s current approach to vocabulary instruction.

**Video presentation** (21:35)

**Complete after viewing video presentation:**

1. In what ways does the informed vocabulary framework reflect your current approach to instruction?
2. What questions do you have about any component of the vocabulary framework?

### Session 3: The Critical Role of Background Knowledge

**Learning objective:** : Participants will be able to describe the evidence that supports the connection between background knowledge and comprehension and the components of an informed instructional framework for background knowledge.

**Complete prior to viewing video presentation:**

1. How do you define background knowledge?
2. Based on your experience, is background knowledge considered an important contributor to comprehension? If yes, why? If not, why not?
3. Based on your experience, provide one example for each of the approaches to background knowledge instruction in the following chart.

Activate & Assess Background Knowledge	Build Background Knowledge	Connect to Background Knowledge

**Video presentation** (23:27)**Complete after viewing video presentation:**

1. How would you explain the importance of background knowledge to a colleague?
2. In what ways does your curriculum support guidelines for focusing on building knowledge, including what kids read matters, should learn what they read, and review and revisit content?
3. Which aspects of the ABCs Instructional Tools connect with your current practices? How?

**A Brief Knowledge Survey Answer Key (Session 1)**

1. Hollis Scarborough's reading rope identifies these two major contributors to skilled reading:  
 Word recognition and fluency  
 Word recognition and language comprehension  
 Language comprehension and background knowledge  
 Decoding and language comprehension  
 None of the above
2. Oral language is the foundation for the development of written language.
3. True or False:  
True Reading comprehension is complex and complicated.
4. Define the difference between the products and processes of comprehension.  
The products of comprehension are the outcome or demonstration of understanding what has been read. The processes are the activities by which the reader arrives at the product.
5. Comprehension of written language involves processing language at the following levels:  
 Accessing word meaning  
 Making sense of sentence structures  
 Integrating meaning within and between sentences  
 Connecting to background information  
 All of the above
6. What four elements did the Rand Reading Study Group identify as influencing comprehension?  
reader, text, task and context.