


Cracking the ABC Code

Reading for Comprehension

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CRACKING THE **abCode** **Comprehension**



What is in the shop?

> + ¶, * - (=.

CRACKING THE **abCode** **Comprehension: Decoding**



- Decoding

CRACKING THE **abCode** **Comprehension: Decoding**

- 100,000+ Grade 1, 2, & 3 students
- Stanford Reading Comprehension Achievement test

Grade	1 st (5 th percentile)	2 nd (5 th percentile)	2 nd (20 th percentile)
Students in sample	33,314	32,820	36,925
% with poor comprehension	4.73%	4.27%	23.12%
% of students with poor comprehension who also had poor decoding	95%	48%	77%

A Wagner, R. K., & Ridgewell, C. (2010). A Large-Scale Study of Specific Reading Comprehension Disability. *Perspectives on Language and Literacy*, 35(5), 27–31.



Comprehension: Decoding

- Repeated for three consecutive years
- 425,000 Grade 1, 2, and 3 students in 9 cohorts
- The pattern of results remained consistent

Spencer, M., Quinn, J.M., & Wagner, R.K. (2014). Specific reading comprehension disability: Major problem, myth, or misnomer? *Learning Disabilities Research & Practice, 29*(1), 3–9.



Comprehension: Decoding

- Poor decoding – key factor in poor comprehension for older students
- Longitudinal analysis of over 30,000 Grade 5-10 students
- Poor decoders
 - poor comprehension
 - stagnant growth in reading comprehension
- Decoding skill not typically measured in students beyond Grade 4
 - the results suggest it's an important construct to monitor

Wang, Z., Sabatini, J., O'Reilly, T., Weeks, J. (2018). Relation between decoding and reading comprehension: a test of the decoding threshold hypothesis. *Journal of Educational Psychology (Advance Online Publication)*. <https://doi.org/10.1037/edu0000302>



Comprehension: Decoding



- Decoding strategies



Comprehension: Teaching Decoding

- Explicitly teach phonological awareness & alphabet code
- Explicitly teach syllabification strategies

Galuschka, K., Ise, E., Krick, K., & Schulte-Körne, G. (2014). Effectiveness of treatment approaches for children and adolescents with reading disabilities: A meta-analysis of randomized controlled trials. *PLoS ONE* 9(2), 1-12. e89900. doi:10.1371/journal.pone.0089900

Diliberto, J., Beattie, J., Flowers, C., & Algozzine, R. (2009). Effects of teaching syllable skills instruction on reading achievement in struggling middle school readers. *Literacy Research and Instruction*, 48, 14-28.



Comprehension: Teaching Decoding

- Explicitly teach phonics and phonological awareness
- Explicitly teach syllabification strategies
- Apply this knowledge to achieve fluency

Price, K.W., Meisinger, E.B., Louwse, M.M., & D'Mello, S. (2016). The contributions of oral and silent reading fluency to reading comprehension. *Reading Psychology*, 37(2), 167-201.

Stevens, E.A., Walker, M.A., & Vaughn, S. (2017). The effects of reading fluency interventions on the reading fluency and reading comprehension performance of elementary students with learning disabilities. *Journal of Learning Disabilities*, 50(5), 576-590.




Comprehension: Decoding



- Decoding

CRACKING THE abCode **Comprehension: Vocabulary**



- Decoding
- Comprehension at word level

CRACKING THE abCode **Comprehension: Vocabulary**

Grade	1 st (5 th Percentile)	2 nd (5 th Percentile)	2 nd (95 th Percentile)
% of students with poor comprehension who also had poor decoding	95%	48%	77%
% of student with poor comprehension who had adequate decoding but poor vocabulary	3.6%	47%	20%

A Wagner, R. K., & Ridgwell, C. (2010). A Large-Scale Study of Specific Reading Comprehension Disability. *Perspectives on Language and Literacy*, 35(5), 27–31.

CRACKING THE abCode **Comprehension: Teaching Vocabulary**

A multiple-strategy approach is critical:

- Direct, explicit instruction - including pronunciation

Rosenthal, J., & Ehri, L. (2011). Pronouncing new words aloud during the silent reading of text enhances fifth graders' memory for vocabulary words and their spellings. *Read Writ*, 24, 921-950. Doi: 10.1007/s11145-010-9239-x

Fisher, D., & Frey, N. (2008). *Word wise and content rich: Five essential steps to teaching academic vocabulary*. Portsmouth, NH: Heineman.

Marzano, R.J. (2010). *Teaching basic and advanced vocabulary. A framework for direct instruction*. Boston, MA: Heinle Cengage Learning.

Carlo, M. S., et al., (2017). Closing the Gap: Addressing the Vocabulary Needs of English-Language Learners in Bilingual and Mainstream Classrooms. *Journal of Education*, 189(1–2), 57–76.



Comprehension: Teaching Vocabulary

A multiple-strategy approach is critical:

- Direct, explicit instruction - including pronunciation
- Multiple encounters - meaningful & varying contexts
- Teach associated morphology (root words, affixes)
- Investigate semantics (synonyms, homonyms, etc.)

Fisher, D., & Frey, N. (2008). *Word wise and content rich: Five essential steps to teaching academic vocabulary*. Portsmouth, NH: Heineman.

Marzano, R.J. (2010). *Teaching basic and advanced vocabulary: A framework for direct instruction*. Boston, MA: Heinle Cengage Learning.

Carlo, M. S., et al. (2017). Closing the Gap: Addressing the Vocabulary Needs of English-Language Learners in Bilingual and Mainstream Classrooms. *Journal of Education*, 189(1-2), 57-76.



Comprehension: Teaching Vocabulary

Better a student's grammatical knowledge, the better their reading comprehension.

Readability measures are based on the difficulty of the vocabulary and the complexity of the grammar.

Cupples, L. & Holmes, V. M. (1992). Individual differences in syntactic knowledge and reading comprehension skill. *Journal of Psycholinguistic Research*, 21, 249-274.

McQuirter, S. R. (2008). *Knowing words: Creating word-rich classrooms*. Toronto, ON: Nelson Education.

Muter, V., Hulme, C., Snowling, M.J., & Stevenson, J. (2004). Phonemes, Rimes, Vocabulary, and Grammatical Skills as Foundations of Early Reading Development: Evidence From a Longitudinal Study. *Developmental Psychology*, (5) 665-681.



Comprehension: Teaching Vocabulary

VOCABULARY	Read	Memorize	1st	2nd	3rd
Olympic Games (a worldwide sporting competition)					
chariot (two-wheeled cart pulled by a horse)					
event (contest, planned activity)					
competitor (sports person)					
obviously (easily seen)					
armor (metal protection)					
Greek (from Greece)					
pigeon (type of bird)					
obstacle (barrier)					
strange (odd)					
Athens (capital of Greece)					
feature (thing you can see)					
marky (not clear)					
discover (find out)					
ancient (in the past)					
spike (sharp point)					
duel (contest between 2 people)					
dummies (models of people)					
pistol (small gun)					
target (place at which you are aiming)					

THE STRANGEST OLYMPIC EVENTS



What do you think are the strangest events to be held at the Olympic Games? The ancient and physical abilities of competitors in the games include **chariot racing** (type of horse racing) which would be strange to watch these events today.

The first modern Olympic Games began in 1896. Since that time, some very strange events have been included.

In these first modern Olympic Games, **events** for rope climbing were included. **Competitors** had to climb a fourteen metre rope hanging from a frame. The winner was the person who could climb the rope the fastest. The winner of the event in 1904 was George Eyser from the USA. He had a wooden leg! Rope climbing was dropped from the Olympic Games in 1932, perhaps because it was so strange!

select specific vocabulary from a focus text

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Comprehension: Teaching Vocabulary

(1) The first **Olympic Games** were held in 776 B.C., which is about three thousand years ago. (2) They took place in Greece every four years in August. (3) To begin with there were only running races. (4) Then other events like horse and chariot racing, boxing and wrestling were added. (5) Women were not allowed to compete in any of the events and married women modern Olympic.

(1) Wilma Rudolph won three gold medals in the **Olympic Games**. (2) Wilma had polio when she was a little girl and had to stay in bed for four years. (3) When she was first able to get up, she was very weak.

2. The Greek watched the **Olympic Games** as some **pigeons** flew overhead.

The clue word is: a) watched b) some c) as d) flew

i) The **Greek** watched the **Olympic Games** first.
 ii) Some **pigeons** flew overhead first.
 iii) Both happened at the same time.

Multiple exposures in a range of different texts & activities

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Comprehension: Teaching Vocabulary

Wright, T.S., & Cervetti, G.N. (2017). A Systematic Review of the Research on Vocabulary Instruction that Impacts Text Comprehension. *Reading Research Quarterly*, 52(2), 203–226. doi: 10.1002/rrq.163

Vocabulary instruction should include

- Using the words in sentences
- Associated activities

More impactful than definition or dictionary activities.

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Comprehension: Teaching Vocabulary

Olympic Games Part of Speech: _____	armour Material: _____	(metal protection) _____	(worldwide sporting competition) _____
chariot Synonym: _____	Greek Country: _____	(from Greece) _____	(two-wheeled cart pulled by a horse) _____
event Synonym: _____	pigeon Category: _____	(type of bird) _____	(contest, planned activity) _____
competitor Antonym: _____	obstacle Synonym: _____	(hurdle) _____	(sports person) _____
obviously Antonym: _____	strange Antonym: _____	(odd) _____	(really seen) _____

Word meaning activities

Word Association Activity

strange	ancient	Greek	armour	discover
pigeon	murky	competitor	future	obviously

1. **Wide** is to **narrow** as **normal** is to _____. (Opposite meaning – antonym)
2. **Cool** is to **warm** as **clear** is to _____. (Opposite meaning – antonym)
3. **Kind** is to **nice** as **old** is to _____. (Similar meaning – synonym)
4. **Cyclist** is to **helmet** as **knight** is to _____. (Equipment associated with person)
5. **Huge** is to **large** as **find** is to _____. (Similar meaning – synonym)
6. **France** is to **French** as **Greece** is to _____. (Belonging to that country)
7. **Asleep** is to **awake** as **past** is to _____. (Opposite meaning – antonym)
8. **Vegetable** is to **carrot** as **bird** is to _____. (An example of that category)
9. **False** is to **untrue** as **clearly** is to _____. (Similar meaning – synonym)
10. **Ballroom** is to **dancer** as **Olympic Games** are to _____.
(Person associated with event)

Parts of Speech Activity

(3) In those first modern **Olympic Games**, one **event** was rope climbing. **Competitors** had to climb a fourteen metre rope hanging from a frame. The winner was the person who could climb the rope the fastest. The winner of the **event** in 1904 was George Eyser from the USA. He had a wooden leg! Rope climbing was dropped from the **Olympic Games** in 1932, perhaps because it was so **strange**!

CRACKING THE abCode Comprehension: Teaching Vocabulary

C. Certain items in the story can be arranged in groups. Match the words in the first column with the correct words in the second column.

1. knighthood, George Medal	• Perils
2. shout, clap, cheer	• Awards
3. bee-keeper, surveyor, mathematician	• Characteristics
4. ice, blizzard, mist	• Careers
5. strength, determination, cheerful	• Applause

Category activities

CRACKING THE abCode Comprehension: Teaching Vocabulary

B. An antonym is a word that has the opposite meaning. Change each of the circled words above to an antonym. Note how changing the words persuades you to think differently about the information in the sentence.

- _____
- _____
- _____
- _____
- _____
- _____

Antonym activities

CRACKING THE abCode Comprehension: Teaching Vocabulary

C. Synonyms are words with the same meaning. Find the synonyms from the story for the following words. Remember to use the 4 clues: meaning, first letter, length and paragraph.

1. trip (6)	J _ _ _ _ _
2. incredible (12)	A _ _ _ _ _
3. alone (5)	S _ _ _ _
4. possessing (4)	O _ _ _ _
5. unique (1)	N _ _ _ _ _

Synonym activities

Look down the first line of the puzzle and you will see the name of Amy's plane. _____

Comprehension: Teaching Vocabulary

C. Homonyms are words that have the same sound, but different meanings and spellings. Each of the following sentences contains two words which are homonyms. Circle the correct homonym in each sentence.

1. One (morning, mourning) Clara heard a great commotion.
2. Every (hoarse, horse) would be bought.
3. Clara (heard, herd) the teacher shout.
4. Paddy was ill for many (daze, days).
5. It was the first (piece, peace) of gold from Hannan's.

Homonym activities

Comprehension: Teaching Vocabulary

C. Homophones are words that are spelled differently but pronounced the same. Find the homophones for these words.

- | | | | |
|---------|-----------------|----------|---------------|
| 1. won | • o _ _ (3) | 5. bean | • b _ _ _ (4) |
| 2. bee | • b _ _ (3) | 6. reel | • r _ _ _ (5) |
| 3. sea | • s _ _ (3) | 7. weigh | • w _ _ (7) |
| 4. nose | • k _ _ _ _ (4) | 8. seam | • s _ _ _ (4) |

Homophone activities

Comprehension: Vocabulary



- Decoding
- Comprehension at word level
- Comprehension at passage level



Comprehension: Background Knowledge



- Decoding
- Comprehension at word level
- Comprehension at passage level



Comprehension: Background Knowledge

- Typically developing – 50 1st grade, 57 2nd grade
- Wechsler Reading Comprehension test
- WISC Information subtest (measures ability to acquire, retain & retrieve information)
- Highly significant correlation ($r=+.60$)

Kilpatrick, D.A., Byrnes, C., Randall, D., & Isler, L. (2015). *How much can the simple view of reading explain about typical reading development*. Cited in: Kilpatrick, D.A., (2015). *Essentials of Assessing, Preventing and Overcoming Reading Difficulties*. John Wiley & Sons: New Jersey.



Comprehension: Background Knowledge

- Poor word readers outperform good word readers when they know more about the topic.
- Even after controlling for general intelligence, word reading and text difficulty.

Kamhi, A.G. (2012). Perspectives on assessing and improving reading comprehension. In A.G. Kamhi & H.W. Catts (eds.), *Language and reading disabilities* (3rd ed.). Boston, MA: Pearson

Miller, A. C., & Keenan, J. M. (2009). How Word Reading Skill Impacts Text Memory: The Centrality Deficit and How Domain Knowledge Can Compensate. *Annals of Dyslexia*, 59(2), 99–113. <http://doi.org/10.1007/s11881-009-0025-x>

Vocabulary Activity

Word	Read	Define
one		
between		
consists		
continuously		
corresponding		
curve		
draws		
variation		
graph		
isolated		
known		
only		
often		
with		
points		
relation		
set		
table		
variable		
values		
making		
the		
are		
of		
to		
show		
if		

Draw two graphs to illustrate the two concepts and explain them in your own words.



Comprehension: Background Knowledge

- 3,534 high school students
- Measured knowledge by assessing specific topic-related words
- <59% on background knowledge test=poor comprehension.
- >59% on background knowledge test=steep improvement.
- Insufficient related knowledge = increased difficulties understanding text

O'Reilly, T., Wang, Z., & Sabatini, J. (2019). How Much Knowledge Is Too Little? When a Lack of Knowledge Becomes a Barrier to Comprehension. *Psychological Science*. <https://doi.org/10.1177/0956797619862276>



Comprehension: Background Knowledge

- High-stakes reading tests: "A test for which you are completely unprepared – you've never studied the material or even attended the course."
- Reading tests, are filled with presumed domain knowledge.
- The content of reading tests should be tied to specific curricular content.
- If state's 4th grade standards includes the circulatory system, atoms and molecules, electricity, world geography and Europe in the Middle Ages, the American Revolution - The state's reading tests should fiction and nonfiction readings on those topics.

Hirsch, E.D., & Pondiscio, R. (2010). There's no such thing as a reading test: Real literacy involves learning about the world, not just letters and sounds. *American Educator*, 34(4), 50-51




Comprehension: Background Knowledge



- Strategies to develop background knowledge

CRACKING THE abCode Comprehension: Teaching Background Knowledge

THE STRANGEST OLYMPIC EVENTS



(1) What do you think are the **strangest events** held at the **Olympic Games**? The ancient Greek Olympic Games aimed to show the strength and physical abilities of men. Before, these games included **chariot racing** and foot racing in heavy **armour**. It would be **strange** to watch those **events** today!

CRACKING THE abCode Comprehension: Teaching Background Knowledge

Read the story. Circle the correct answer for each question. Write a title for the story that reflects the main idea. Write a main idea sentence.

MAIN IDEA
Find the one main idea and three supporting details in the following passage.

(1) Wilma Rudolph won three gold medals in the 1960 Olympic Games. (2) Wilma had polio when she was a little girl and had to stay in bed for four years. (3) When she was first able to get up, she was very weak. (4) Wilma wanted to be a competitor in running events. (5) Obviously, she practised very hard as that's what it takes to be a winner. (6) Wilma was the first American to win three Olympic medals for running.

CRACKING THE abCode Comprehension: Teaching Background Knowledge

Personification

Para	Text	Meaning	Why?
3	1. The wind is howling	A. It stops raining	
3	2. The angry clouds darken the sky	B. It is moving very rapidly	
6	3. The wind races around the street	C. The clouds are black	
11	4. The wind flings rubbish and loose items	D. There is a loud noise caused by the air movement	
14	5. The sky dries its tears	E. Things get caught up in the moving air	

Teach figurative language

Similes & metaphors

1. Its screech is like giant fingernails scratching a chalkboard. _____
2. The wind threw the roofs around like leaves. _____
3. A strange hush cloaks the city. _____
4. The cyclone was like a child throwing a tantrum. _____
5. The rain thunders on the roof. _____
6. The broken glass was flying like a swarm of attacking insects. _____
7. It is a furious demon shrieking louder than before. _____

Idioms

Idiom	Meaning
1. Out of the blue	A. Very happy
2. Midas touch	B. Change your mind
3. Don't count your chickens before they hatch	C. Woke up early
4. Awoke with the birds	D. Unexpectedly
5. Everything but the kitchen sink	E. Felt disappointed or sad
6. On cloud nine	G. Most things
7. Apple of his eye	H. Upset, unable to think clearly
8. Went to pieces	I. Don't be sure something good will happen
9. Change of heart	J. Cherished, favourite
10. His heart sank	K. Good at making money

Imagery

Imagery	Real Meaning
1. shaved a kid	A. trembling from fear
2. skirted a silver fox	B. angry
3. shaking in their socks	C. went by very close
4. faces turning blue	D. very quickly
5. stuck like glue	E. didn't let go

Understanding conventions



Follow the instructions, then circle the correct answer for each question. Write a title for the instructions that reflects the main idea. Write a nutshell sentence.

TITLE: _____
PURPOSE: Inform Persuade Instruct
TECHNIQUE: Present Explain

Ingredients:

- 5 drops of red food colouring
 - 1 cup of white sand
 - 1 tablespoon of detergent
 - Small jar
 - 2 tablespoons of baking soda
- Instructions
- Put the detergent, food colouring and baking soda in the jar and mix together.
 - In your sandpit, pile the sand into a cone shape.
 - Dig out a hole in the top of the cone and put your jar inside the hole.
 - Slowly pour in the vinegar.

INSTRUCT
PRESENT TENSE

Understanding conventions

It was Stacey Shirl from Sledare who caught the skating crazz. She tossed aside her motorcycle that had seen much better days. She dressed herself in skating gear, baggy pants and floppy shirt, and hurried to buy a board from a salesman, brash and curt. As she skated through the door, arms stretched out wide, The salesman sneered, "What a poser!" to the person at his side.

INFORM
PRESENT TENSE

Understanding conventions

(1)What will be one of the most ambitious ideas ever attempted? (2)The Mars One project is planning to establish a permanent human settlement on Mars. (3)Who will apply for this historical feat? (4)Applicants will need to be (5)other characteristics, resilient, adaptable, resourceful and trustworthy. (6)They will also (7)pass an extensive selection process, because only (8)of the best will be chosen. (9)The final six groups of four exceptional candidates will need to (10)consultate their ability to live in harsh conditions and work together under (11)the circumstances. (12)In 2026, the first fully trained group of four astronauts will be launched into space, arriving one year later on Mars. (13)A new group of four astronauts will land on Mars every two years, steadily increasing the settlement's size. (14)Would you like to be a part of this historical event and apply for one of these limited positions?

INFORM
PRESENT TENSE



Comprehension: Teaching Background Knowledge

Understanding conventions

(1)Q: What is a cat's favourite colour to wear to a concert? A: Purrr-ple.
 (2)Q: Where can your cat sit **calmly** but you can't? A: Your lap.
 (3)Q: Why do cats **shiver** and run away from trees? A: They are afraid of their bark.
 (4)Q: What does a kitten **murmur** when it loses all its money? A: I'm paw.
 (5)Q: There are four cats in a bag. One **creeps** out and **pounces** on a mouse. How many are left? A: None, they are all copycats.

ENTERIAN JOKES
PRESENT TENSE



Comprehension: Teaching Background Knowledge

Understanding conventions

(1)Dear Ian,
 (2)I am having an **unbelievable** holiday. I bet you don't believe me, but I'm currently in North Pole. There are **camels** everywhere and the **temperature** is well over 38 degrees Celsius.

LETTER
PERSUADE



Comprehension: Background Knowledge



- Decoding
- Comprehension at word level
- Comprehension at passage level
- Type of comprehension question

Last Serny, Flingledobe and Pribin were in Nerdlink treppering gloopy caples and cleaming burly greps. Suddenly, a ditty strezzle boofed into Flingledobe's tresk. Pribin glaped and glaped.

"Oh, Flingledobe," he chifed. "That ditty strezzle is tumming in your grep!"

1. When were Flingledobe and Pribin in Nerdlink?


2. What were they cleaming?

3. What boofed into Flingledobe's desk?

4. How did Pribin feel?

5. Do you think Pribin's response was appropriate? Why? What else could he have done?

CRACKING THE abCode **Comprehension: Question Type**



- Strategies to develop inferential and evaluative comprehension skills

CRACKING THE abCode **Comprehension: Inferential & Evaluative**

- Mental model of the text
 - Narratives - identifying key characters & motives

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.

CRACKING THE abCode **Dig Deeper Plot, Settings & Characters**

A. Use the story to complete this table.

Key characters	
Main setting	
Problem 1	
Solution	
Problem 2	
Solution	
Resolution	

CRACKING THE abCode

Dig Deeper Characterisation

B. Tick the behaviours that show that the farmer was mean.

- The wheat was ready to harvest.
- He went to the market.
- No-one would work for him.
- He paid the worker one shilling.
- He took the worker home with him.
- He gave the worker a bed to sleep in.
- He gave the worker delicious food.
- He made the worker eat all his meals together.

CRACKING THE abCode

Critical Reading Identifying Emotions

proud **cautious** excited industrious tired

It was perfect camping weather. Adam and Howard could not wait to begin. They carefully checked their camping gear so that they would have everything that they could possibly need.

The next morning the boys seized their packs and started out on their adventure. By noon, the heat and the heavy packs forced them to stop to rest and eat lunch. They arrived at the campsite in the early afternoon. They unpacked their packs, pitched their tent under some saplings and worked without stopping until their camp was complete. Finally, they were able to sit down and admire their work.

- When the boys couldn't wait to begin their adventure they felt _____.
- When they carefully checked their gear they were _____.
- When the weight of their packs and the heat forced them to stop they felt _____.
- When the boys worked without stopping they felt _____.
- When they admired their work they felt _____.

CRACKING THE abCode

Comprehension: Inferential & Evaluative

- Mental model of the text
 - Narratives - identifying key characters & motives
 - Expository text – main idea & argument structure

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.

Dig Deeper Identifying Key Information

Wilma Rudolph won three gold medals in the 1960 Olympic Games.
Wilma had polio when she was a little girl and had to stay in bed for four years. When she was first able to get up, she was very weak.
Wilma wanted to be a competitor in running events. Obviously, she practiced very hard as that's what it takes to be a winner. Wilma was the first American to win three Olympic medals for running.

Ask:

- Who is the story about?
- The story told you two key ideas about Wilma. Which of these is the main idea of this passage?
- Highlight the key word(s) in each sentence that show(s) this in red.
- Which is the one sentence that provides an overview of all these ideas? That is the main idea. Highlight this sentence in yellow.
- Which are the two sentences that do NOT give you extra information about Wilma winning medals at the Olympic Games? Put a line through these two sentences.
- The sentences that are left are providing supporting detail. Put a circle around the number next to those sentences.

Dig Deeper Identifying Key Information

Summarising a text in one sentence requires:

- Determining the main idea.
- Identifying the key subject or protagonist.
- Determining the key supporting detail.
- Writing the above information concisely in your own words in one sentence.

The Web by John Smith

(1)How do you make a sturdy **spider's** web? (2)First, you need to spin a short thread and let it **float** through the air. (3)Wait until this thread **attaches** to a twig. (4)Then spin some longer threads. (5)Join the threads together so the web looks like the spokes of a wheel. (6)Make sure you leave a hole in the **centre**. (7)This allows the wind to blow through the web. (8)You can use the web as a trap to **catch** moths and flies.

Who or what is the story about? _____

When did it happen? _____

Where did it happen? _____

What happened? _____

EXAMPLE STRUCTURE: _____ by _____ is about _____
(Title of text) (author) (what/who) (what)

(more detail – where/when/why)



Dig Deeper Identifying Key Information

Writing about texts requires students to:

- Think about the ideas in the text
- Connect the ideas in the text to their own knowledge, beliefs, and experiences
- Organise and integrate the disparate ideas into a coherent whole.

This analysis and manipulation of the ideas=enhanced comprehension.

Graham, S., & Hebert, M. (2010). *The Writing to Read: Evidence for How Writing Can Improve Reading Report*. Carnegie Corporation: New York.



Dig Deeper Identifying Key Information

Identifying key events

C. Eight key events happened in this story. Write the events in the order they occurred using just the key words. The number in the corner of each box shows the paragraph to read.

2	4	8	10
11	15	18	22



Dig Deeper Identifying Key Information

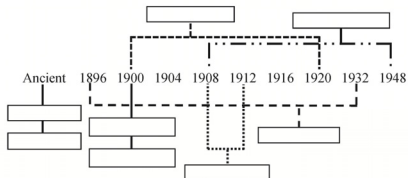
Ordering key events

B. Put these events in the correct order that they happened.

<input type="checkbox"/> A. Queen Elizabeth II was crowned.	<input type="checkbox"/> B. A climber's oxygen tank failed.	<input type="checkbox"/> C. Mt Everest was calculated to be the highest mountain in the world.
<input type="checkbox"/> D. Tenzing and Edmund reached the summit of Mt Everest.	<input type="checkbox"/> E. Edmund climbed a mountain in New Zealand.	

Timelines

A. Write the correct events on this timeline.



B. Number the events in order from the one you believe is the strangest (1) to the least strange (8). Explain the reason for your order.

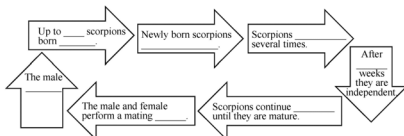
Tables

A. Use the information in the story to fill in this table.

Feature	Describe	Use
grasping claws		
eyes		
tail		
exoskeleton		
legs		

Flow charts

B. Complete this chart to show the lifecycle of a scorpion.



CRACKING THE abCode **Dig Deeper Identifying Key Information**

Venn diagrams

A. Use the story and your own knowledge (or information from a website) to fill in this diagram.

CRACKING THE abCode **Dig Deeper Identifying Key Information**

Concept maps

CRACKING THE abCode **Dig Deeper Identifying Key Information**

Concept maps

- Utilises dual coding – verbal & visual
- Minimises overload of verbal working memory
- Consolidate multiple references to a single point in space
- Signals superordinate and superordinate semantic relationships
- Simpler to physically construct and more visually accessible to poor readers & writers
- Greater elaborative process required to construct

Schroeder, N.L., Nesbit, J.C., & Anguiano, C.J., & Adesope, O.O. (2018). Studying and constructing concept maps: A meta-analysis. *Educational Psychology Review*. On-line First. DOI 10.1007/s10648-017-9403-9



Comprehension: Inferential & Evaluative

- Mental model of the text
 - Narratives - identifying key characters & motives
 - Expository text – argument structure & main idea
- Activate word meaning
 - Making sense of word meaning in the context of the text

Blue: colour, reference to royalty (as in blue blood), being sad (as in feeling blue) or having an argument.

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.



Comprehension: Inferential & Evaluative

- Understand and link sentences
 - Words and word order matters

The boy chased the dog. The dog chased the boy.

The boy chased the dog after he ate his lunch.

The boy chased the dog before he ate his lunch.

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.



Dig Deeper Sequencing

Ability to identify correct sequence related to comprehension

- Identify key events
- Note signal words (first, next, before, after)
- Non-linear accounts
- Remember the order of these events

Gouldthorp, B., Katsipis, L., & Mueller, C. (2017). An investigation of the role of sequencing in children's reading comprehension. *Reading Research Quarterly*. DOI:10.1002/rrq.186

CRACKING THE abCode **Dig Deeper Sequencing**

1. Before climbing into his **chariot**, the **competitor** checked his **armour**.

The clue word is: a) checked b) into c) his d) **before**

i) The **competitor** climbed into his **chariot** first.
 ii) The **competitor** checked his **armour** first.
 iii) Both happened at the same time.

CRACKING THE abCode **Comprehension: Inferential & Evaluative**

- Understand and link sentences
 - Words and word order matters
 - Complexity
 The cow, that the rat who was chased by the horse frightened, jumped.

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.

CRACKING THE abCode **Comprehension: Inferential & Evaluative**

- Understand and link sentences
 - Words and word order matters
 - Complexity
 - Relationship between sentences
 Tom was upset. He didn't like submitting his assignment late.
 Tom was upset. Consequently, he submitted his assignment late.

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.

Sequencing

There are two stories on this page. Read the sentences. Put the sentences in the order that makes sense. Look for words like 'first', 'next', 'then', and 'finally'. When you have numbered the sentences in order from 1 to 4, read the story in that order. If it does not make sense, try a new order.

- Next he burned the **piles** of weed and **plowed** the **field**. _____
- Today, **Dion** cleared the weeds and bushes from his **field**. _____
- After he had pulled out all the weeds he raked them into **piles**. _____
- The last job was to **sow** the corn seeds. _____

1. Keith wanted to prove that **wheat**, like all living things, can move. He told the class that light can make a plant move its leaves. He put the **wheat** plant next to the classroom window. We all waited. After three days, we were **delighted** to see that the **wheat** plant had turned all its leaves towards the window.

A. Keith brought the **wheat** plant to school after he proved it moved.

B. Keith explained plants could move after the leaves of the **wheat** plant turned towards the sunlight. _____

Strange Olympic Events - Conjunctions

Obstacle swimming was a strange Olympic event **because**

Obstacle swimming was a strange Olympic event **so**

Obstacle swimming was a strange Olympic event **but**



Dig Deeper Relationships Between Sentences

Conjunctions: before, after, if, when, although, since, while, unless, whenever.

Discuss the relationship indicated by the conjunction

- 'although' implies the two phrases contain contradictory information
- 'before' indicates a chronological order

Hochman, J. & Wexler, N. (2017). *The Writing Revolution: A Guide to Advanced Thinking Through Writing in all Subjects and Grades*. Jossey-Bass: CA



Dig Deeper Relationships Between Sentences

Identifying cause and effect

- | | |
|----------------------------------|---------------------|
| 1. Caught skating craze | A. Flew like a bee |
| 2. Skating with arms out | B. Guards yelled |
| 3. Skating down staircase | C. Tossed away bike |
| 4. Skateboard struck a bag | D. Salesman sneered |
| 5. Skateboard was out of control | E. Stacey shrieked |
| 6. Rode down mountain | F. Stacey won a bet |



Dig Deeper Relationships Between Sentences

Making assumptions

- Joseph is a **botanist**.
 - Joseph studies plants.
 - Joseph discovers new plants.
- A **blind** person cannot see.
 - A **blind** person finds it difficult to walk.
 - A **blind** person cannot tell you the colour of a flower.
- A female **kangaroo** has a **pouch**.
 - There is a **joey** in the **pouch**.
 - The **pouch** protects the **joey**.
- A **deaf** person cannot hear.
 - Not being able to hear makes learning to talk difficult.
 - Not being able to hear is **annoying**.



Comprehension: Inferential & Evaluative

- Making inferences

It was Mother's Day on Sunday. Sue wondered if her mother would like a necklace. She gave the jeweller her bankcard, but he soon handed back the card, shook his head and said, "Payment declined."

- Sue is buying a necklace as a Mother's Day present
- Sue is buying the necklace at a jewellery shop
- Sue is trying to pay for the necklace using a bankcard
- She doesn't have sufficient money on her bankcard

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.



Comprehension: Inferential & Evaluative

- Comprehension monitoring

- Skilled readers notice when there is a break in meaning due to misread words or misinterpretation
- Draw comparisons between the text and their own knowledge and/or values and attitudes

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.



Dig Deeper Comprehension Monitoring

- Discuss pistol duelling and its history.
- Where would you find this type of "dummy" today?

- What real life event do you think this event was trying to replicate?

- Which Olympic event do you think is a bit strange? Why?

07) In 1908, and at the next Olympic Games, **pistol duelling** was an event. Thankfully, in this **strange event** competitors did not shoot at each other, but rather shot at **dummies** dressed in frock coats.

08) Another **strange** shooting event was **running deer shooting**. This event was held from 1908 to 1948. Competitors had to shoot a **target**, shaped like a deer, that moved at **twenty kilometres** an hour. The target was **one hundred and ten metres** away. Don't you think that's **strange**?

09) Today, **we think of these events as being very strange**. I wonder what people in the **future** will think of some of the **events** that are currently included in the **Olympic Games**?

DAY TWO: CLOZE



Read all the words in the box. Read the story. Try to fit the words from the box into the spaces. Put a line through each word in the box as you use it. If you don't immediately know the answer, leave it out and move to the next word. When you have finished, circle all the

words you haven't used in the box. Now read the story again and see if you can fill in the words you missed the first time.

The first Olympic _____ were held in 776 B.C.,
(First Olympic what? Need a noun.)
 which _____ about three thousand _____
(Need the verb to be.) (Three thousand what? Need a noun.)
 ago. They _____ place in Greece every four years
(Need a verb.)
 in August. To begin with there were only running
 _____. Then other events like _____ and
(Running what? Need a noun.) (Like what? Need a noun.)
 chariot racing, boxing _____ wrestling were added.
(Need a conjunction to join the two ideas together.)
 _____ were not allowed to _____ in any of
(Who is this sentence about? Need a subject.) (Were not allowed to do what? Need a verb.)
 the events and married women _____ not even
(Need the verb to be.)
 allowed to watch _____ Olympic Games. The
(Olympic Games is a noun. What can you put in front of nouns?)
 modern Olympics were started by _____ French
(French man is a noun. What can you put in front of nouns?)
 man in 1896. Today the Olympic Games are the largest
 sporting event in the _____.
(‘The’ is used in front of nouns. Where are the Olympic Games the largest event?)

took is world horse and years the a
 women compete races were Games

* *verb=doing word* * *subject=who or what the sentence is about*
 * *noun=naming word* * *conjunction=joins words, phrases or sentences*
 * *articles=are used in front of a noun to tell us if it is something specific (the) or something general (a/an)*

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Cloze exercises

DAY TWO: CLOZE

Read all the words in the box. Read the story. Try to fill in the words that do not fit the spaces. Put a line through each word in the box that you do not use. You don't necessarily have to use every word in the box and there is no time limit. You can use a dictionary to check the words you have't used in the box. Now read the story again and see if you can fill in the words you missed in the first time.

The first Olympic _____ were held in 776 B.C., which _____ about three thousand _____ ago. They _____ place in Greece every four years in August. _____ there were only running _____ and chariot racing, boxing _____ and _____ were added. _____ were not allowed to _____ in any of the events and married women _____ not even allowed to watch _____ Olympic Games. The modern Olympics were started by _____ French man in 1896. Today the Olympic Games are the largest sporting event in the _____.

Look in words below and write the a women compete races were Games

* word ending word * suffix: what the ending is called
 * never ending word * comparison: joins words, phrases or sentences
 * words can stand for part of speech if a word is still in it in something specific (like) or something general (and)

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Cloze exercises:

- Require knowledge and understanding of the reading process
- Help extend vocabulary
- Encourage self-monitor of text meaning
- Encourage critical and analytical interpretation of the text

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Following direction

You can change words by adding on letters. Read the clues and write the new word on the line.

1. Start with the word 'he': _____
2. Add a letter to the end to make a farm bird: _____
3. Add a letter to the beginning to make a word meaning next: _____
4. Add another letter to the beginning and another letter to the end to make the capital of Greece: _____

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Following direction

MAKE A MOVING WINDMILL

YOU WILL NEED:

- Square piece of paper
- Empty can
- Stick
- Drawing pin or push pin

INSTRUCTIONS

1. Fold your piece of paper in half to make a triangle.

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Following direction

Look at the bus timetable. Use the timetable to answer the following questions.

Scott St	7.45	7.55	8.30	8.45	8.55
Green Crt	7.50	8.00	8.35	8.50	9.00
Cirele Way	8.00	8.10	8.45	9.00	9.10
Smart Lane	8.15	8.25	9.00	9.15	9.25
Short Ave	8.20	8.30	9.05	9.20	9.30
Lord St	8.30	8.40	9.15	9.30	9.40
Central Shops	8.45	8.55*	9.30*	9.45	9.55
Larito Ave	8.55		9.55	10.05	
Marley St	9.05		10.05	10.15	
East Pde	9.15		10.15*	10.25	
Scrimp St	9.25			10.35	
Tower Rd	9.30*			10.40*	

* Bus terminates

1. What time would you need to leave Scott Street to get to the shops by 9.30? _____
2. Could you get to Tower Road if you got on the bus that left Smart Lane at 9.00? _____
3. If you left Lord Street at 9.40, when would you get to Scrimp Street? _____
4. How long would it take to get to Short Avenue from Green Court? _____

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Following direction

Below is an illustration of a **mythical labyrinth**. Add in the following elements and then find the best route through the maze:

A: A hideous creature B: A hidden door C: A trail of broken glass
 D: A flaxen-haired maiden E: A gigantic mouse trap F: A rope ladder

Draw a red circle around the elements that would be dangerous, a green circle around the elements that could be beneficial and a yellow circle if it is irrelevant.

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Following direction

If you want to **journey** to a place where you have never been before, you will **certainly** need to know how to read a map. Start at H and follow these directions. First go west one block. Turn south at C which is a church. Turn east at the next street. Go past B which is **bush**. Turn south at the street before S which is a shop. Turn east into the next street. Stop at F which is your friend's house.

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Does it make sense?

destroyed walking wonder saunter **encountering** vast week
there strange studied

- Mary loved **external**.
- No-one thought it **intolerable** that she left home early in the morning.
- She was always **relieved** unusual animals and **landmarks**.
- She would bind along with her **binoculars** swinging around her neck.
- Last **shoddy**, Mary saw a **wedge-shaped** mountain.
- She clad it for hours through her **binoculars**.
- Flying over it was a **wedge-tailed** eagle with a **floe** wingspan.
- She is **desperately** opposed to the forests being **assembled**.
- She believes that if there are no forests, **lecturers** will be no **wedge-tailed** eagles.
- I thought what her next discovery will be.

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Relevant vs irrelevant

- A Trip to a **Volcano**
 - Last summer we went to a volcano in **Mexico**.
 - A red fire engine raced to the burning **village**.
 - The **fields** were buried in **lava**.
 - It was shaped like an upside down **cone**.
- Farming in the Past
 - The **oxen** pulled a wooden **plough**.
 - The farmer **sowed** the seeds by hand.
 - In **February**, the trees lose their leaves.
 - The harvested crop was **piled** onto a wagon.
- The Bomb
 - Dion** was **terrified** of volcanoes.
 - The police **warned** everyone to stay away from the area.
 - Papa** was worried that it would **explode**.
 - The event was reported in the newspaper the next day.



Dig Deeper Comprehension Monitoring

Consistent vs inconsistent

1. Walter **viciously** hit the wall with his walking stick. Everyone is **intimidated** by his yelling. He is a **cantankerous** old man. ____
2. Many women prepare excellent meals for their families. There are more male chefs in restaurants preparing excellent meals. The best cooks in the world are men. ____



Dig Deeper Comprehension Monitoring

Valid vs invalid

1. All boys are male. Stefan is a boy. Consequently, Stefan is a male.
2. Birds lay eggs. A toucan is a bird. Therefore, a toucan can fly.
3. All horses have four legs. All dogs have four legs. Consequently, it can be assumed all dogs are horses.



Dig Deeper Comprehension Monitoring

Making predictions

B. Think a little deeper. What might have happened if.....?

1. You were the last person to arrive at Hannan's? _____
2. There were no wheelbarrows left in the shop? _____
3. Clara had not given up her room and looked after Paddy? _____
4. Paddy had not given Clara the gold nugget? _____
5. Paddy had not found the gold? _____

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Asking questions

A. To determine the key facts of a story ask yourself 'How', 'Which', 'Why', 'When', 'Where', 'Who' or 'What'. Write two questions about the story.

1. _____
2. _____

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Generating questions=improved reading comprehension:

- Requires deeper interaction
- Requires focused reading
- Builds students' critical thinking skills
- Improves students' retention of information.
- Helps students understand how questions are created and therefore where to look for information when answering questions

Ness, M. (2016). When readers ask questions: Inquiry-based reading instruction. *The Reading Teacher* 70(2), 189-196.

CRACKING THE abCode **Dig Deeper Comprehension Monitoring**

Reading comprehension strategies boost reading comprehension

- Outcome of 10 sessions was the same as 50

Hirsch, E. D. (2003). Reading comprehension requires knowledge-of words and the world. *American Educator*, 27(1), 10-13.

Willingham, D. (2015). *Can reading comprehension be taught?* Retrieved from <https://www.washingtonpost.com/news/answer-sheet/wp/2015/04/28/can-reading-comprehension-be-taught/>



Dig Deeper Comprehension Monitoring

Teach self-regulation strategies (e.g., think aloud)

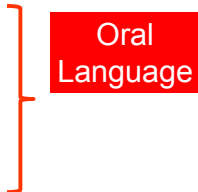
- 'See' the steps in the strategy
- Learn why the strategy is useful
- Learn when to use the strategy
- Over practice & multiple opportunities

Berkeley, S., & Larsen, A. (2018). Fostering self-regulation of students with learning disabilities: Insights from 30 years of reading comprehension intervention research. *Learning Disabilities Research & Practice, 00(0)*, 1–12.



Comprehension: Other Factors

- Decoding
- Comprehension at word level
- Comprehension at passage level
- Type of comprehension question





Comprehension: Oral Language

- Longitudinal study of 245 children recruited at 3-4 years of age
 - Typically developing
 - Familial risk of dyslexia
 - Language impairment only
 - Language impairment & familial risk of dyslexia
- Data collected once a year for five years
 - Two before formal school entry (3/4 and 4/5 years)
 - Three after school entry (4/5 to 7/9 years)

Hulme, C., Nash, H., Gooch, D., Lervåg, A., & Snowling, M. (2015). The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. *Psychological Science* 26 (12), 1877 – 1886: <https://doi.org/10.1177/0956797615603702>



Comprehension: Oral Language

- Reading comprehension at 8½ years was predicted by
 - language skills at 3½ years.
- Predictive relationships were similar in both typically developing children and those at risk of literacy difficulties.

Hulme, C., Nash, H., Gooch, D., Lervåg, A., & Snowling, M. (2015). The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. *Psychological Science* 26 (12), 1877 – 1886: <https://doi.org/10.1177/0956797615603702>



Comprehension: Oral Language

- Poor oral language – rely on ineffective strategies (e.g., picture cues and guessing)
- Ineffective strategies – literacy learning difficulties – spiralling downward trend
- Good vocabulary understanding – experience reading success – greater exposure to diverse genres, vocabulary, elaborate syntactic structures

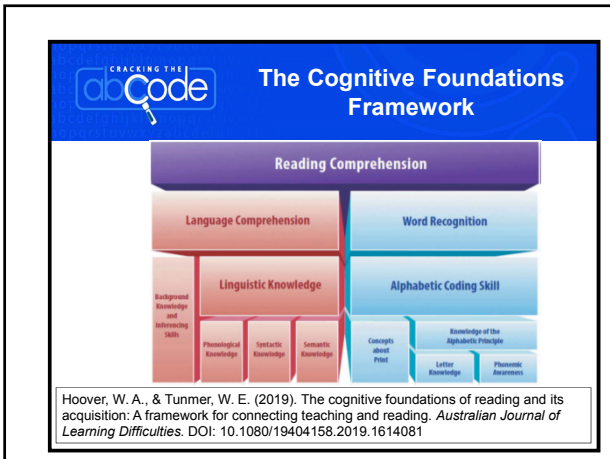
Hulme, C., Nash, H., Gooch, D., Lervåg, A., & Snowling, M. (2015). The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. *Psychological Science* 26 (12), 1877 – 1886: <https://doi.org/10.1177/0956797615603702>

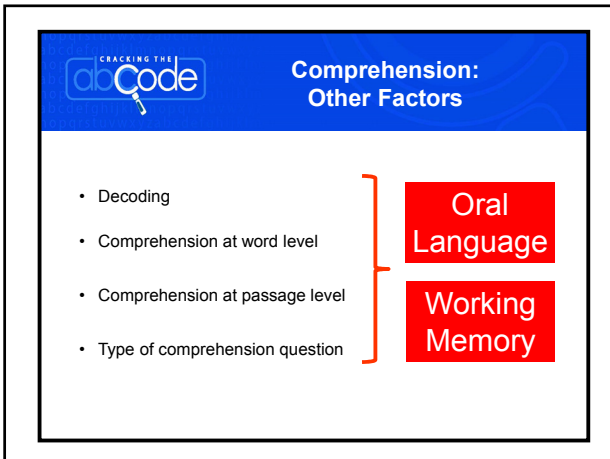


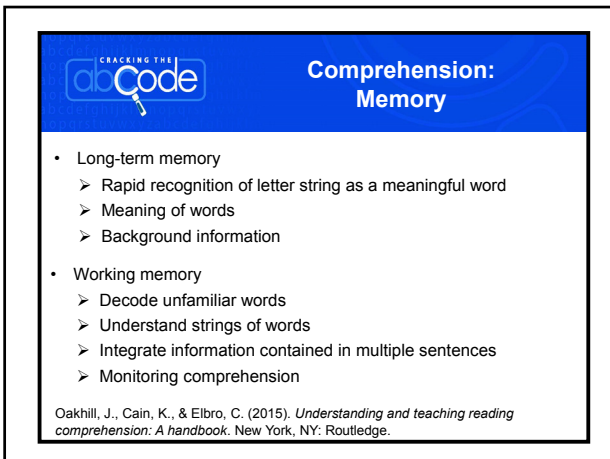
Comprehension: Oral Language

- 180 pre-school children identified as having language difficulties were randomly allocated to a 30 week language intervention or waiting control group.
- Children were assessed pre-intervention, post-intervention and after a 6 month delay
- Improvements in oral language skills generalised to higher performance on measures of reading comprehension

Fricke, S., Bowyer-Crane, C., Haley, A. J., Hulme, C., & Snowling, M. J. (2013). Efficacy of language intervention in the early years. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 54(3), 280–290. <http://doi.org/10.1111/jcpp.12010>









Comprehension: Memory

- Proficient adult readers – inference making task on passages containing real words vs pseudo words.
- Performed better on real vs pseudo word passages.
 - Real words already stored in long-term memory
- Participants with poor working memory & slow decoding skills
 - Slower to respond to pseudo word vs real word passages
- Slow decoders with high working memory capacity
 - No difference between the real and pseudo word passages.

Hamilton, S., Freed, E., & Long, D. (2016). Word-Decoding Skill Interacts With Working Memory Capacity to Influence Inference Generation During Reading. *Reading Research Quarterly*, 51(4), 391–402. doi: [10.1002/rrq.148](https://doi.org/10.1002/rrq.148)



Comprehension: Memory

- ✓ Having a good working memory compensates for poor decoding skills.
- ✓ More mental energy to decoding=reduced capacity to engage in high-level comprehension

Hamilton, S., Freed, E., & Long, D. (2016). Word-Decoding Skill Interacts With Working Memory Capacity to Influence Inference Generation During Reading. *Reading Research Quarterly*, 51(4), 391–402. doi: [10.1002/rrq.148](https://doi.org/10.1002/rrq.148)



Comprehension: Memory

- The limitations of working-memory only applies to new information.
- Information held in long-term memory can quickly be extracted as required.
 - This reduces load on working memory.
 - Goal should be to add to students' long-term memory data base

Clark, R., Kirschner, P. & Sweller, J. (2012) Putting students on the path to learning: The case for fully guided instruction. *American Educator*. 36 (1), 6-11: <https://files.eric.ed.gov/fulltext/EJ971752.pdf>

CRACKING THE abCode Assessments

Time Limits

My name is Sarah, and I live on Riggerts Farm Road in Stovepipe, Vermont. My favorite after-school activity is taking care of my chickens, Molly, Dolly, and Wally. My favorite activity is brush hogging the field.

A brush hog is like a tractor crossed with a lawn mower.

COMPREHENSION, FLUENCY OR PROCESSING SPEED?

CRACKING THE abCode Assessments

Not allowed to look back into the text

Grasshoppers

Most grasshoppers are coloured green and brown like the plants around them, so they are difficult to see. But their chirping song will always help you to find them.

Grasshoppers like to bask in the sun. The sunshine gives them energy and on sunny days they are lively and leap about. In cooler weather they stay close to the earth where it is warmer. Do not look for grasshoppers in hot but cloudy weather. They will hop for you, but they will not jump about too much to catch.

You can catch a grasshopper in your hand. Use a small glass jar or tin. Just lower the jar over the grasshopper and it will crawl or hop inside — but move slowly.

If you move quickly, the grasshopper is more likely to notice you and leap off into the grass. When you have caught a grasshopper you can look at it closely.

A grasshopper cannot close its eyes; it cannot move them either. But as they are on the sides of its head and are very large it can see everything around it at the same time.

But it has a different kind of eye to ours, and it does not see things as clearly as we do. Although it is quick to see moving things, a grasshopper only gets a blurred and shadowy picture of the world around it.

COMPREHENSION OR WORKING MEMORY?

CRACKING THE abCode Assessments

Errors not corrected

A surprise parcel for Jane and Peter arrived on Saturday.

Peter looked at the strange stamp and found the string.

Then they shouted with delight.

Uncle had sent some skates for Jane and an electric train for Peter. They were what the children had wanted for a long time.

IS SUNDAY WRONG?

CRACKING THE **abCode** Assessments

Cloze Grasshoppers

By hearing about grasshoppers we can find out how to catch them. Because they grasshoppers like to be in _____ because they get _____ how to. They don't jump about much when it is _____ because they don't have an _____ It is easier to catch grasshoppers on days that are _____ and _____ because they are not hot they don't _____

When grasshoppers aren't noisy you will be able to find one because _____ What grasshoppers are _____ the _____ just like _____ You can see _____ to they grasshoppers, but _____ when _____ so that they won't see you to best you add _____

Grasshoppers can see all around them because their eyes _____ and _____ However, even though they can see all around them, their _____ or _____ their _____ you and the picture a grasshopper can be _____

If you are able to catch a grasshopper you can look at it closely and then let it go again.

TOTAL
 CORRECT SCORE
 END

COMPREHENSION OR GRAMMAR?

CRACKING THE **abCode** Assessments

ASSUMES BACKGROUND KNOWLEDGE


CRACKING THE **abCode** Assessments

LITERAL, INFERENTIAL, EVALUATIVE?

1. On what day did the parcel arrive?
2. How do you know that Jane and Peter were not expecting the parcel?
3. Who undid the string?
4. How do you know that the parcel came from another country?
5. Who sent the parcel?

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Assessments



- Don't just look at the statistical score
- Analyse
- Relevant intervention

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Reading for Comprehension Questions????



www.crackingtheabccode.com



Price List July 2020

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Multisensory Reading Level 3C		\$55.00	
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Learn to Read Workbooks-pdf (single use)		\$55.00	
TJ Tales: A Surprise for Mum, Turn it Around, Can I help, A Nose for Tom, TJ's Code		\$16.50 each	
Pdf downloadable games/activities		\$5.50 each	

Many of the books are also available in a photocopiable version for schools and teachers

PLEASE NOTE: All items can be ordered via the website but will accrue a postage and handling fee.

www.crackingtheabccode.com