



Using Reading Comprehension Strategy Plus Attribution Retraining Concepts and Strategies to Teach Reading Comprehension Skills

Objective: To teach students reading comprehension skills.

Setting and Materials:

Settings: General education English classrooms (approximately 20 students; 30 minutes per day).

Materials:

- *RCS+AR instructional format*
- Reading passages (e.g., *Junior Scholastic*) with comprehension questions to practice reading comprehension

Content Taught

Students are provided with cognitive strategy instruction and attribution retraining to enhance reading comprehension skills and improve motivation and task persistence.

Teaching Procedures

- Give students a reading comprehension pretest
- RCS lessons follow the format: (a) teacher modeling, (b) guided practice, and (c) independent practice. Model, practice, and test with different texts.
- Lessons 1-3:
 - Setting a purpose: Students were explicitly taught how to create reading objectives by reading questions at the end of the passage to focus their reading.
 - Previewing: Students were taught how to preview the format of the chapter (title, headings, subheadings, bolded vocabulary, maps, timelines, charts, pictures).
 - Positive vs. negative thoughts: Students were taught how to recognize that positive thoughts can be self-promoting and how negative thoughts can be self-defeating.
- Lessons 4-6:
 - Activating background knowledge: Students were explicitly taught how to brainstorm information related to a passage using “w” questions (who,

- what, where, when, and why) to help themselves remember things they already know about the topic.
 - Self-questioning: Students were trained to turn headings and subheadings into questions and to answer those questions after they read each section.
 - Using self-talk (simple scenarios): Students were taught to develop self-talk statements that reinforced strategy use when presented with simple positive and negative scenarios
- Lessons 7-9:
 - Summarizing: Students were taught to summarize using four steps: (1) Who (or what) is this section of the article about? (2) What are we supposed to learn from this section? (3) List most important words from this section (goal: not more than 10!), and (4) Write the summary of the text (goal: not more than 2 sentences!).
 - Using self-talk (complex scenarios): Students were taught to develop self-talk statements that reinforced strategy use when presented with complex positive and negative scenarios.
- Lessons 10-12:
 - Strategy monitoring: Students were taught how to integrate all of the strategies that they had learned in the preceding lessons in order to promote applying strategies in a flexible manner.
 - Using self-talk (Promoting persistence and flexible strategy use): Students were prompted to use self-talk during lessons where they needed to monitor their own reading comprehension strategy use.
 - Attribution feedback (***ongoing in Lessons 1-12***): After students answered comprehension questions about a passage, teachers provided attribution feedback designed to help students make direct connections between the use of strategies and academic outcomes.

Evaluation

Provide students with a reading comprehension posttest with mastery criteria set at 80% accuracy or higher.

Lesson Plan Based on:

Berkeley, S., Mastropieri, M. A., & Scruggs, T. E., (2011). Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities, 44*, 18-32.

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