GROUP ACTIVITY: Adapting Text—Rewriting

> How would you rewrite this text and break it up by page?

This is a picture of a galaxy.
There are many, many of them in space.
This is a special galaxy.
It is called the Milky Way.
Many, many stars are in the Milky Way.
Our sun is one of them.

Did you know?
The Milky Way has about 400 billion stars.
Our sun is one of them.
Sample of adapted text from *Starry, Starry Night* (pp. 8-9)

> **Page 1:** This is a galaxy. We live in the Milky Way galaxy.

> **Page 1:** A galaxy is a group of millions or billions of stars. We live in the Milky Way galaxy.

> **Page 3:** Our galaxy has 400 billion stars. We live in the Milky Way galaxy.

> **Page 4:** Our sun is a star in our galaxy. We live in the Milky Way galaxy.
The Great Barrier Reef lies off the northeast coast of Australia. It is the largest coral reef in the world. The name makes it sound like it is just one reef. Actually, it is a system of about 2,900 reefs. It stretches about 2,000 kilometers (1,250 miles). That is about the same length as the entire west coast of the United States.

Reefs are systems of coral. Coral are tiny organisms with bone-like shells. When a coral dies, its shell remains. Other corals attach to it. Over tens of thousands or millions of years, the coral builds up to form huge reefs.

Coral reefs are abundant with producers that need sunlight that can reach shallow waters. About 500 different species of seaweed grow near the Great Barrier Reef. This helps attract many types of fish, some of which feed on the seaweed. About 1,500 species of fish live in or near the Great Barrier Reef. Many are brightly colored or patterned.

One such fish is the clownfish. These small fish eat zooplankton and algae. Clownfish live among anemone. The anemone’s poisonous tentacles do not harm the clownfish. In exchange for cleaning the anemone, the clownfish gets protection from predators.

Sea turtles, sea snakes, and giant clams live around the Great Barrier Reef, too. Lumpy, gray dugongs—a relative of the manatee—munch on underwater grasses.

Original Word Count: 225
Original Flesch-Kincaid Grade Level: 6.2
Estimated Original Lexile Level: 750L (roughly a 4th grade level text)

The Great Barrier Reef is the biggest coral reef on Earth. It is not just one coral reef. It is many coral reefs put together. Coral reefs are made when tiny organisms with shells die. The shells stay behind. The shells make the coral reef. Many producers live in coral reefs. It is their habitat. Coral reefs protect organisms from other organisms that might eat them.
Augmenting Text

> Pair keywords with picture symbols
> Add a repeated story line
> Add figures/pictures that support the text.
> You can use figures/captions from the original text.

(Hudson et al., 2013)
made up of many coral reefs
strung together.

The Great Barrier Reef is the largest coral reef in the Earth.

Coral reefs are a habitat for many producers. Coral reefs are protection for organisms from predators.

The waters around coral reefs are very shallow. The sunlight helps seaweed grow. Seaweed is a producer. The seaweed around the Great Barrier Reefs attracts many types of fish. About 1,500 species of fish live on or near the Great Barrier Reef.

About 1,500 species of fish live on or near the Great Barrier Reef.
Comprehension for students with intellectual and developmental disabilities is most often assessed through *multiple choice, literal recall* comprehension questions (Hudson et al., 2013; Hudson & Test, 2011).

Students should have the opportunity to demonstrate *more advanced levels* of comprehension.

Response options should be individualized:
- Symbols/pictures
- Verbal
- Pointing
- Circling
- Using AAC
Writing Comprehension Questions

A combination of questions:
- Some open ended
- Some multiple choice
- True/false
- Multiple types of questions

My approach:
- 3-4 Multiple choice (literal)
- 1 open ended (inferential)

Literal
- Answers found in text
- They are directly stated
- Example: What is the largest coral reef in the world?

Inferential
- Answers can be found in the text but they are not directly stated
- Students have to read between the lines
- Example: What is the main idea of this section?
ACTIVITY: Adapting text—Writing Comprehension Questions

> Read your rewritten section of the text
> Write 2-3 comprehension questions.
Sample Questions

> What galaxy do we live in?
> What is a galaxy?
> How many stars are in our galaxy?
> What else do you want to know about our galaxy?

5. How fast are tornado winds?

<table>
<thead>
<tr>
<th>A. Very slow</th>
<th>B. 10 miles per hour</th>
<th>C. As fast as a car</th>
<th>D. Too fast to measure</th>
</tr>
</thead>
</table>

College of Education
DURING READING: Using a Graphic Organizer to Monitor Comprehension

> Using a graphic organizer during reading can help improve comprehension (Knight et al., 2013; Mason & Hedin, 2011; NRP, 2000).

> Teach students to stop as they read and monitor their comprehension.

> Create cues to stop and reflect (4 per section)

Stop signs to cue students to stop and reflect as they read.
Graphic Organizer

1. Insert 2-3 total stop signs – 1 at the end of each sentence, paragraph, or page depending on length of section

2. Ask the following questions at each stop sign:
   - What is this reading about?
   - What is one thing we learned in that section?
   - Students can dictate, write, or draw
GRAPHIC ORGANIZER TEMPLATE
AFTER READING: Summary

> **Summarizing** content can help improve comprehension *(NRP, 2000).*

> Provide students with *guided, structured opportunities* to practice summarizing what they read.

> Use the graphic organizer to guide their summaries by recapping the *main idea* and *details*.

> **Summary frames** can help facilitate comprehension *(Grant, 1979).*

> **Response options:**
  - Student write
  - Student dictate, adult write, student copy
  - Student dictate, adult write
  - Students draw
SUMMARY STATEMENT TEMPLATE

The main idea of this section is __________________________
Step 3: Making the Physical Text

> Type your adapted text in a **word document**
  >  - *Font*: Century Gothic (plain, sans-serif font)
  >  - *Size*: 28 (dependent on student)
  >  - Double spacing

> Print in **color**

> Put each page in a **sheet protector** or **laminate** each page
  >  - Students can read and respond directly using vis-à-vis pens

> Place in a **three ring binder**

> Include copies of **lesson plans**, **data collection**, and **graphic organizer** sheets in the binder

> Create an electronic pdf to use for students that may be motivated to read on a screen or iPad
Step 4: Putting it All Together to Teach the Lesson

> Embed the strategies in a lesson plan so that students’ comprehension is supported **before, during, and after** reading the adapted text.

> Use a *task-analytic* lesson plan to guide instruction.

> **Task analyses** break down chained processes into smaller, discrete steps that can be individually implemented.
Systematic Instruction

- **Constant time delay**
  - 5 second constant time delay

- **Prompting system**
  - Least to most prompts with 5 second time delay
    - Verbal → gesture → provide answer

- **Systematic error correction**
  - Time delay
  - Move through system of least to most prompts

(Collins, 2012)
## Reading Comprehension Intervention Lesson Plan

**Student:** __________________________  **School:** __________________________

**Book:** ____________________________  **Section:** __________

**Interventionist:** _______________________  **Date:** __________

### Opening (30 seconds)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sit down next to the student.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Tell the student you are going to read a section from their science book. “Today we are going to read a section out of the book <em>&lt;title&gt;</em> and then you are going to answer some questions about what we read. Before we read, we are going to go over a new vocabulary word.”</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Place the book in front of them and open it to the section for the day.</td>
<td></td>
</tr>
<tr>
<td>Pre-Teaching Vocabulary (2 minutes)</td>
<td>Completed</td>
<td></td>
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<tr>
<td>-----------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
</tbody>
</table>
| 4. Begin pre-teaching the new vocabulary word. Follow the procedures outlined below:  
   “Today our reading is going to have a new word in it. This is our new word:  
   _________. Let’s learn about what this word means before we start reading.” | [ ] |
| 5. Point to each word as you follow the procedures outlined below:  
   “This word is _______. What word?” (wait for student response)  
   “_______ means/is <read definition>. What is ______? (Have students repeat the  
   definition. If they don’t repeat it within 5 seconds, restate the definition again, and  
   have them repeat it immediately.) | [ ] |
| 6. Go through examples and non-examples of the words following the procedures  
   outlined below:  
   “_______ is an example of <vocabulary word>. ________ is NOT an example of  
   <vocabulary word>. (repeat with all example/nonexample sets) | [ ] |
| 8. “Great job learning the new vocabulary word. This word is going to be in our reading  
   and knowing this word is going to help us better understand what we read.” | [ ] |
During Reading (Graphic Organizer during Shared Reading) *(5-10 minutes)*

9. Tell students the following: “You are going to read this section out loud (teacher can also read if student is not independent reader). As you/we read, we are going to fill out a graphic organizer to help us make sure we understand what we are reading. Graphic organizers can help us understand the main idea of what we read. The main idea is the most important thing that we read. As you read, stop when you get to the stop sign and we will work on our graphic organizer.” *(place a graphic organizer in front of the student and place one in front of yourself)*

10. The student should begin reading aloud (or the teacher), starting with the title of the section. They should read aloud, stopping as indicated in the text to complete the portions of the graphic organizer. At each step, you will write and model how to write on your graphic organizer, and the student will copy/write on their own.

> Error Correction if students is reading independently:

- If student reads word **incorrectly**:
  > Say “Stop. This word is __________. Keep reading.”

- If student **pauses** at word:
  > Wait 5 seconds
  > Say, “This word is __________. Keep reading.”
• First stop: “What is this reading about?” (wait for student answer, provide prompting as necessary) “Let’s put what this reading is about in the center circle. As we read, we will add things we’ve learned about this main idea in the square boxes.” (after the response model writing what the reading is about in the center of the circle and have the student copy on their own graphic organizer)

• Second stop: “What is something we learned in that section?” (wait for student answer, provide prompting as necessary) “Let’s put what we learned in one of these boxes.” (after the response model writing what the reading is about in one of the squares and have the student copy on their own graphic organizer)

• Third stop: “What is something we learned in that section?” (wait for student answer, provide prompting as necessary) “Let’s put what we learned in one of these boxes.” (after the response model writing what the reading is about in one of the squares and have the student copy on their own graphic organizer)

• Final stop after last sentence: “What is something we learned in that section?” (wait for student answer, provide prompting as necessary) “Let’s put what we learned in one of these boxes.” (after the response model writing what the reading is about in one of the squares and have the student copy on their own graphic organizer)

• After the student finishes reading: “Let’s review our graphic organizer. What was this reading about?” (wait for student response) “That is called our main idea. It is the most important part about what we read. What is the first thing we learned?” (wait for student response) “What is the second thing we learned?” (wait for student response) “What is the third thing we learned?” (wait for student response).

Note: If students don’t respond to the questions at each stops after 2 verbal prompts with a 5 second time delay, you can provide the student with the answer.
<table>
<thead>
<tr>
<th>After Reading: Main Idea Statement (5-7 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Tell students the following: <em>Now that we are done reading, we are going to talk about what the main idea of the section is. Remember, the main idea is the most important thing that we read. Let’s look at our graphic organizer to see if it can help us come up the main idea.</em> (give students the main idea sentence frame or paragraph template and direct their attention back to their graphic organizer) <em>This says, ‘The main idea of this section is ________________’. We are going to fill this out. What is our main idea?</em> (wait for student response). <em>Write that on this line.</em> (if using the paragraph frame, continue to prompt students through each sentence in the frame)</td>
</tr>
</tbody>
</table>

| 12. Read the completed summary statement: *Let’s read our main idea statement. What does it say?* (wait for student response) *Great, that is our main idea. It is the most important thing we read about in this section.* Or, if using the paragraph summary template say, *Let’s read our summary paragraph? What does it say?* (wait for student response) *Great, that is a summary, or shortened story of what we read. A summary includes the most important information from what we read.* |

**Note:** If students don’t respond to the questions for each part of the graphic organizer after 2 verbal prompts with a 5 second time delay, you can provide the student with the answer.
13. When you finish reading the section, tell the student that they are going to answer some questions about what they read.

“Now you are going to answer some questions about what you read. Read the question aloud and then select the best answer. You may use your graphic organizer and main idea summary as you answer the questions.” (teacher can read if the student is not an independent reader)

14. Have the student read and complete all 10 comprehension questions for the specific section of the book they read aloud. If they don’t read the question or provide the answer within 5 seconds, use the response prompting strategies outlined below. Use the same error correction procedure for misread words indicated above. You can also have them circle their answer in the book or you can note their answer in the book if that makes it easier for you to record their responses.

**Response Prompt:**

Independent Answer:

- **For assessment:** Say “Thank you”, record as correct or incorrect on your data sheet, and have them move on to read the next question.
- **For instruction:**
  
  Correct Answers: Say, “Nice job, that is the right answer.”
  Incorrect Answers: Say, “Let’s try again.” Repeat question and model the correct answer by saying it aloud and pointing to it. Have the student read and try to answer the question again.

No Answer:

- If student does not answer within 5 seconds, mark as incorrect and then move through the system of least prompts with 5 second time delay:
  1. **Verbal:** verbally prompt them to read and answer the question again (wait 5 seconds)
  2. **Gesture:** verbally prompt them to read and answer the question and point to the question and array of answers (wait 5 seconds)
  3. **Provide answer:** provide student with the correct answer by touching the correct answer. Verbally prompt the student to circle the correct answer that you are pointing to. Score as incorrect and move on to the next question.
## Data Collection Sheet

<table>
<thead>
<tr>
<th>Comprehension Question</th>
<th>Correct/Incorrect (circle)</th>
<th>Prompts required? (I, V, G, P) (circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
<tr>
<td>2</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
<tr>
<td>3</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
<tr>
<td>4</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
<tr>
<td>5</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
<tr>
<td>6</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
<tr>
<td>7</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
<tr>
<td>8</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
<tr>
<td>9</td>
<td>Correct Incorrect</td>
<td>I V G P</td>
</tr>
</tbody>
</table>

Write Answer to Q9 verbatim:

10 Correct Incorrect I V G P

Write Answer to Q10 verbatim:

**Total Correct Responses Answered Independently (no prompts beyond initial verbal prompt)**

\[
\frac{\_\_\_\_\_}{10} = \_\_\_\_\_\_ \%
\]

### Closure 30 seconds)

15. Thank the student for their time and tell them they are done working with you for the day.

"Thank you for working with me today. I’ll see you next time!"
Instructional Decisions

> Setting
  – General education classroom
  – Special education classroom
  – During ELA or content area instruction

> Frequency
  – Every day
  – 2-3 times a week

> Group size
  – 1:1 with teacher, paraeducator, or peer
  – Peers have been trained to effectively deliver shared-story instruction using task-analytic plans (Hudson et al., 2014)
  – Small group
  – Whole class
Additional Resources

> Helpful Books


> Helpful Websites

- UNCC General Curriculum Project: http://access.uncc.edu/parent-teacher-and-educator-resources
- Jill Allor, Project Intensity: http://www.projectintensity.com/
References & Contact Information

> Please see the References handout for a full list of references and cited research from the presentation.

> Feel free to email or call me if you have questions!
  – Carly Roberts, carober1@uw.edu, 206-221-7894