

Metacognitive Reading Comprehension - An Observational Framework for Teaching And Learning

Dr Alison Davis, August 2007

Note: This observational framework is designed to support observations of reading comprehension instruction. Teachers may be observed demonstrating a range of features as they develop and adapt their instruction in light of the learning needs of their students. Highlight from within as many boxes as needed those features observed and use as a basis for discussion and as a focus for feedback and reflection on practice.

Lesson Introduction - Shared and Guided Reading

Lesson outcomes Teachers provide explicit instruction through which students understand the purpose of lesson through sharing and explaining lesson outcome(s) and success criteria	Learning intention not shared with group at beginning of lesson	Learning intention is shared but no success criteria	Learning intention and success criteria are shared orally with group but are not written down for future reference Checked for student understanding yes/no	Learning intention and success criteria are shared in writing Adult language / kid speak	Learning intention and success criteria are shared in writing with the group at the beginning of the lesson. The teacher takes responsibility for this and does not involve students in determining learning intention or success criteria. Learning intention and success criteria are written in kid speak (using terms and phrases that students are able to understand)	Learning intention and success criteria are shared in writing with the group at the beginning of the lesson. Students are involved in determining and giving suggestions for either the learning intention and/or the success criteria. Writing is in kid speak. The teacher checks student understanding of the outcome and the success criteria as they are shared
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<p>Purpose of the lesson</p> <p>*Students indicated they were aware of the purpose of the lesson (e.g., Through a comment, question, reflection, behaviour)</p>	<p>Purpose of lesson was not shared clearly with students and students were not made aware of the purpose. As the lessons commences, students may still be unclear of the purpose of the lesson</p>	<p>Purpose was shared clearly and students were asked if they understood the purpose. They were asked in a general way and as a group. No students, or only one, responded to demonstrate their understanding. The teacher or students did not go back to the criteria to check their understanding</p>	<p>Purpose was shared and students were asked if they understood. The Teacher enabled discussion as to whether students understood and clarified problems when they arose, e.g., through use of criteria, demonstration</p>	<p>Purpose was shared. The teacher checked that each student understood the purpose through questioning or asking for examples. Examples of the purpose was discussed or demonstrated to clarify the purpose when/if students were uncertain or asked for clarification.</p>
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<p>Introduction</p> <p>Teacher has introduced the content and/or form of the text to the students and has related the main theme / and at least one key idea to the students' prior knowledge</p>	<p>There is no introduction to the text or introduction is limited to sharing/drawing attention to the title. No attempt is made to relate the theme or main idea to what the students may already know - their prior knowledge. No mention is made of text structure/type</p>	<p>Teacher introduces the title and asks one or two questions that encourage students to predict what the text might be about. The teacher makes reference to the text structure/type of text students will be reading but this is not elaborated on. The teacher does not elaborate on their responses in such a way that she makes deliberate links to prior experience.</p>	<p>Teacher introduces the text and reminds students of previous experiences/prior knowledge that may be linked to the theme, text structure or a similar type of text. There is some discussion around the theme and this is linked back to student prior knowledge.</p>	<p>Text is introduced to the students. The teacher deliberately links to student prior knowledge (both of content and text structure/type) and encourages discussion and or exemplification to build on this. Students have clear links and expectations about what they are about to read and what they might already know and what they expect to find out</p>
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<p>Challenges</p> <p>Any unusual features or possible challenges (i.e., in vocab or text structure) are shared and explained to students</p>	<p>The teacher does not introduce new vocabulary, any unusual or new text feature or possible challenge to the students prior to beginning the text</p>	<p>The teacher introduces one or two challenges. This is done verbally and without any direct reference to the text, or to student prior knowledge. Limited explanation accompanies teacher telling students</p>	<p>The teacher has told students of any new vocabulary and potential challenges within the text and has explained these to students as required. This has meant going to the text to initiate/support explanation</p>	<p>The teacher has ensured that students are familiar with any new vocabulary and students have been introduced to any unfamiliar features of the text. This has been linked to prior experience and/or extracts within the text. The teacher has checked student knowledge of these through teacher pupil interaction - e.g., asking questions, group discussion and/or demonstration</p>
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Notes:

Indicators - As teachers and students prepare for instruction we should be seeing:

The teacher begins the lesson by sharing the lesson outcome(s) in writing with the students. The learning outcome(s) will state what the students should learn as a result of this lesson (as opposed to what they will do). The teacher then develops success criteria for the lesson with the students. These are agreed upon and recorded in writing alongside the lesson outcomes.

Teachers tell/explain students the theme (narrative), relate the text content to the student's prior knowledge and introduce students to particular challenges they may encounter in the texts (this may include unusual text features, proper nouns, key subject specific language). Students have been equipped with knowledge of how to deal with difficulties that they may encounter and have a sense of expectation and anticipation about what they are about to read.

Body of Lesson

(NB. Prior to this the teacher has divided the instructional text into pre-planned chunks/sections for reading)

Guided reading

The teacher divides the text into chunks/sections for students to read. The teacher sets a purpose for reading each section of text with the students prior to their reading (i.e., I want you to read to discover/find out...)

The teacher does not set the students a definitive section of text to read. They are able to read the whole text or read on uninterrupted until the teacher requests the students to stop

The teacher sets a definitive section of text for students to read (e.g., I want you to read the next 2 paragraphs until you get to "each") but does not set a purpose for reading the section prior to commencing reading (e.g., I want you to read the next 2 paragraphs to find out if...)

The teacher sets a definitive section of text for students to read and establishes a purpose for reading this section prior to students starting to read. The purpose may be a problem, or a question to find out about, or related to a challenge within the text

<p>Shared reading</p> <p>The teacher divides the text into chunks/sections. The teacher sets a purpose for reading each section of text with the students prior to teacher reading (i.e., As I read listen and read with me to discover/find out...)</p>	<p>The teacher does not establish a definitive section that they will read and their students will follow or join in with</p>	<p>The teacher sets a definitive section of text for students to follow (e.g., I am going to read the next 2 paragraphs. Listen and follow with me) but does not set a purpose for reading the section prior to commencing reading (let's see if we can find out)</p>	<p>The teacher sets a definitive section of text shared reading and establishes a purpose for prior to reading each section. The purpose may be a problem, or a question to find out about, or related to a challenge within the text</p>
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Notes:

<p>Student engagement in reading</p> <p>The students read the text themselves, individually (Fluent students are encouraged to read silently).</p>	<p>Students do not all read the text themselves (GR)</p> <p>Students do not follow the reading or join in (SR).</p> <p>Some are distracted and others are unable to read the section</p>	<p>All students read the text independently (GR)</p> <p>All students are following the reading and join in if encouraged by the teacher(SR)</p>
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<p>Comprehension strategies</p> <p>Strategies for comprehension are made explicit to students and are reinforced throughout the reading on at least one occasion</p>	<p>Teachers do not teach strategies for comprehension in a clear way as students read through the text</p>	<p>Strategies are clearly shared with the students on one or two occasions but without deliberate explanation or exemplification from the text. (e.g., they are told but not taught or deliberately practiced)</p>	<p>Teachers make a conscious attempt to ensure that students are aware of strategies for comprehension throughout the reading. They attempt to demonstrate the strategy (s) with the students and involve students in discussion of strategies in use. The strategy(s) are pre-determined by the teacher, rather than being in response to difficulties encountered by students as they read. (i.e., The teacher does not change focus in response to student need as it arises)</p>	<p>The teacher responds to problems encountered by students as they read by making explicit those strategies that will assist comprehension. To do so, they draw on a range of strategies dependent upon purpose. At the same time the teacher will deliberately choose to teach and/or reinforce specific strategies with the students</p>	<p>As for three. In addition, deliberate instruction is provided on the strategy (s) through which the teacher demonstrates and explains how use of the strategy assists better comprehension. Strategies are linked to, or in response to, student learning outcomes and success criteria. Students are able to talk about their own use of strategies to assist comprehension</p>
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<p>Conversation/ discussion</p>	<p>There is no conversation or discussion between teacher and student as the reading progresses</p>	<p>Discussion takes the form of questions by the teachers and answers from the students. On most occasions these are closed questions and students are not required to elaborate</p>	<p>The teacher is beginning to ask a wider range of questions and encourage students to respond to the ideas of others. In doing so there are 2-3 instances of developing conversations about what they have read, rather than merely responding to questions. Teachers do not answer their own questions and do not ask a second question immediately following a first - and before students have the opportunity to respond. (the exception to this is when the second question is aimed to clarify the first)</p>	<p>As before - but there is at least one instance where the teacher probed students' understanding, e.g., by either asking for clarification, reasons to support their answer, evidence from the text</p>	<p>At least four instances of literate conversations to explore text features, key ideas and identified challenges take place. These conversations are related to lesson goal(s) and/or the purpose set for reading the section of text and/or in response to student need as the lesson develops (formative). There are questions and answers leading into more in depth discussion - teachers use a range of questions ensuring that not all questions are 'closed'. Wait time will be used to encourage student participation and</p>
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Questioning	Questions are asked only by the teacher	Teacher provides some opportunity for students to ask their own questions of text. On at least 2 occasions students initiate their own questions/discussion	Teacher and students share responsibility for asking questions with at least 3 occasions when students generate their own questions/discussion
Lesson focus Relationship to lesson outcomes and success criteria	The teacher does not refer to the lesson outcome(s) and success criteria as the lesson develops	The teacher refers to the lesson outcome and success criteria at least once during body of the lesson	The teacher refers to the lesson outcome and success criteria at least twice during the lesson, integrating the outcomes with the lesson content
Formative assessment Teachers' use of formative assessment to inform the lesson as it progresses	There is no evidence of teachers responding to student need as the lesson progresses	<p>The teacher asks questions aimed to assess students developing comprehension of the text and/or assist individual students throughout the reading as required</p> <p>The teacher asks questions aimed to assess students developing comprehension of the text and assist individual needs and requires students to support their responses (e.g., by returning to the text, by explaining a strategy they used)</p>	As above (1) plus - The teacher models, scaffolds, and/or conducts a "mini lesson" on at least one occasion in response to challenges students encounter through their reading

Notes

Lesson Conclusion	
Indicators - we should be seeing:	The purpose for reading each chunk of text is clearly identified for students

Opportunity for independent reading

Following the reading, a wide range of questions asked including open and closed questions. The teacher will be probing student's responses and will ask students to support their ideas with evidence from text or other sources. Students will be active in asking their own questions - (in particular to clarify or contribute further to the discussion) and active in initiating discussion.

Deliberate integration of one or more comprehension strategies within the lesson will be evident (visual images, prediction, prior knowledge, synthesis, summarisation, self questioning etc.)

Teachers asking questions to assist their teaching - formative assessment in action!

(Watch for teachers who answer their own question, who jump in too quickly or who ask a second question too fast. Also watch for think time and use of buddy - tell your buddy, ask your buddy - TPS - think pair share.)

Lesson Conclusion

Lesson Conclusion	Lesson outcomes and success criteria are not referred to as the lesson concludes	Lesson outcomes and success criteria are briefly revisited but students are not involved in self assessment/reflection of any sort	Lesson outcomes and success criteria are discussed with the students. The teacher initiates an opportunity for students to assess how well they achieved in relation to outcomes and criteria	As before, but self assessment is initiated by students. Discussion and goal setting are evident. Students are able to discuss specific strategies through which goals might be achieved
Relationship to lesson outcomes and success criteria				

Opportunities for self reflection	Students do not self reflect on learning - either content or strategies used to develop understanding	Students are asked to self reflect. This process is initiated by the teacher	As before. In addition there is at least one instance where students initiate a reflection on their learning (unprompted by the teacher) or students are given the opportunity to discuss their learning together and identifying a focus for subsequent lessons based on the work undertaken to date (either from this lesson or from a series of related lessons)
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Indicators - we should be seeing:

That the lesson actually did relate to the lesson outcome while at the same time teachers responding to student need that may have arisen as the

lesson progressed.

The teacher is referring back to the lesson outcomes and involving the students as part of the on-going lesson - asking such questions as "How are we going so far? What do we now know? What information would help us now? This is also done at the lesson conclusion - Did we learn this? Did we achieve this? What do we need to do next?"

Students are reflecting on the success criteria for the lesson and where appropriate identifying a goal for the following lesson (e.g. if they did not meet the success criteria, if more practice is required or in response to something that arose during the course of the lesson)

Reflection is occurring both as a result of teacher prompting, and as a result of unprompted student initiation.

A mini lesson that is related to a teaching point/ the learning outcome/ an issue that arose throughout the reading, may be planned in response to the lesson.