

Chapter 1 : Reading comprehension - Wikipedia

41% proficiency % proficiency 83% proficiency third, fourth and fifth grade students were used in this summary. FYI: "Proficiency" means passing the NC state End-Of-Grade Reading Comprehension Test.

ELLs often have problems learning science, math, or social studies concepts, for example, because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency and literacy development will benefit from improved comprehension skills, which allow them to: This article focuses on strategies that are part of three main approaches: Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class. Related Videos Video bonus: See classroom videos and interviews about reading comprehension in our related resource section and classroom video library! When starting a new lesson, look for references that may need to be explicitly explained. Take students on a "tour of the text" At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be useful. Use a "picture-walk" This strategy can be used for fiction or non-fiction books. Ask them what they notice about the pictures and how they think those details may be related to the story or content. Use outlines to scaffold comprehension Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read. Teach vocabulary explicitly Focus on key vocabulary Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary. Include signal and directional words Remember that students may also need explicit instruction in signal or directional words "because" and "explain" , in addition to key content vocabulary "photosynthesis" and "revolution". Teach students to actively engage with vocabulary Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read. Give student practice with new words Ensure that your students can: Define a word Recognize when to use that word Understand multiple meanings such as the word "party" Decode and spell that word Incorporate new words into discussions and activities For students to really know a word, they must use it "or they will lose it. Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible. These questions can be at the: Literal level Why do the leaves turn red and yellow in the fall? Interpretive level Why do you think it needs water? Applied level How much water are you going to give it? No matter what the proficiency level of the student, ask questions that require higher-level thinking To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as: What ideas can you add to? Why or why not? What might happen if? How do you think she felt? Use graphic organizers Graphic organizers allow ELLs to organize information and ideas efficiently without using a lot of language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines. Provide students lots of different ways to "show what they know" Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English. Summarize Ask students to use the following strategies to summarize what they have read orally or in writing: Retell what you read, but keep it short. Include only important information. Leave out less important details. Use key words from the text. For commercial use, please contact the author or publisher listed. More by this author.

Chapter 2 : Spanish Reading Comprehension Test to Evaluate the Spanish language Proficiency

ENGLISH LANGUAGE PRACTICE PROFICIENCY EXAM _____ II. LISTENING COMPREHENSION (Approximately: 40 minutes) (25 points) The Listening Comprehension test is composed of four parts: five dialogues, ten.

Reading Comprehension Skills on the Michigan Test All of the examinations have a reading comprehension test like the one on this page. Click here for our Exam Practice Downloads. You will find another reading exercise on the second part of this page. Reading Comprehension Exam " Passage 1 Instructions: Read the passage below and answer the questions that follow. The answers are provided after the reading practice test. When Americans are bored or have too much time on their hands, an easy solution is readily available: One thing for certain is that Americans are constantly being accosted by an overabundance of television programs. Today Americans have three national networks from which to choose: These networks broadcast programs free of charge to the public, relying on the support of major American commercial enterprises, such as Coca-Cola and Kimberly Clark, in the form of airtime purchased to advertise their products. The Nielson Ratings are statistical indicators which measure such viewing trends by evaluating how many families are watching a certain program on a given network during a particular day or time. If the Nielsen Rating for a certain program is too low, a potential advertiser will be reluctant to purchase airtime during its broadcast as the advertising message will not reach the maximum number of viewers. Taking the volume of viewers into account, commercial entities devour this airtime with alacrity. Which of the following statements concerning national networks is false? A Networks are reliant upon businesses for monetary support. C The national network is also known as the National Broadcasting Corporation. D Families do not pay a fee to watch national television. Television programs A are few and far between. B are broadcast during purchased airtime. C are constantly being altered. D provide Americans with more than enough options from which to choose. B are constant and unwavering. C are influenced by advertising. D fluctuate in relation to commercial support. An advertiser will communicate his message to the largest amount of viewers A when the Nielsen Rating increases. B during the evening hours. C in the morning.

Chapter 3 : Reading Comprehension - Free reading sample for the Michigan Tests

*but what makes for a good reading comprehension practice test? *If you're just joining this site, return to the beginning of this teaching by clicking the Reading button in the top menu bar.*

ELLs often have problems mastering science, math, or social studies concepts, for example, because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency and literacy development will benefit from improved comprehension skills, which allow them to Read more accurately. Follow a text or story more closely. Identify important events and concepts in a text. Master new concepts in their content-area classes. Complete assignments and assessments. Feel motivated to read in school and for pleasure. This article focuses on strategies that are part of three main approaches: Students may already possess content knowledge that they cannot yet demonstrate in English. Allow students to use their native language with peers for a quick brainstorm to discover what they know about a topic before presenting their ideas to the whole class. Students with limited or interrupted schooling may not have the same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that you may need to explicitly explain. Take students on a tour of the text. Each time you hand out a new textbook, take students on a "virtual tour. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be helpful. Walk through the book with the students, pointing out photographs, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may relate to the story or content. Use outlines to scaffold comprehension. Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read. Focus on key vocabulary: Choose the vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary. Include signal and directional words: Remember that students may also need explicit instruction in signal or directional words "because" and "explain" , in addition to key content vocabulary "photosynthesis" and "evolution". Use a "picture-walk" for vocabulary: Teach students to actively engage with vocabulary: Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read. Give students practice with new words: Ensure that your students can Define a word. Recognize when to use that word. Understand multiple meanings such as the word "party". Decode and spell that word. Incorporate new words into discussions and activities. For students to really know a word, they must use it or they will lose it. Use new words in class discussions or outside of class, in other contexts such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible. Use informal comprehension checks: Test comprehension with student-friendly questions: These questions can be at the: Literal level Why do the leaves turn red and yellow in the fall? Interpretive level Why do you think it needs water? Applied level How much water are you going to give it? To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as the following: What ideas can you add to? Why or why not? What might happen if? How do you think she felt? Graphic organizers allow ELLs to organize information and ideas efficiently without using much language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and time lines. Provide students with many different ways to show what they know: Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English. Ask students to use the following strategies to summarize, orally or in writing, what they have read: Retell what you read, but keep it short. Include only important information. Leave out less important details. Use key words from the text. Ideas from the Field

Subscribe to ASCD Express, our free e-mail newsletter, to have practical, actionable strategies and information delivered to your e-mail inbox twice a month. Learn more about our permissions policy and submit your request online.

Chapter 4 : Reading Comprehension Skills for English Language Learners | ColorÃ-n Colorado

English language learners (ELLs) often have problems mastering science, math, or social studies concepts because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with.

History[edit] Initially most comprehension teaching was based on imparting selected techniques for each genre that when taken together would allow students to be strategic readers. However, from s testing various methods never seemed to win support in empirical research. One such strategy for improving reading comprehension is the technique called SQ3R introduced by Francis Pleasant Robinson in his book *Effective Study*. In Anthony V. Manzo designed and found empirical support for the Re Quest, or Reciprocal Questioning Procedure in traditional teacher-centered approach due to its sharing of "cognitive secrets. Instead of using the prior response registering method, research studies have concluded that an effective way to teach comprehension is to teach novice readers a bank of "practical reading strategies" or tools to interpret and analyze various categories and styles of text. The final stage involves leading the students to a self-regulated learning state with more and more practice and assessment. Decoding, Fluency, Vocabulary, Sentence Construction and Cohesion, Reasoning and background knowledge Working memory and attention Reading comprehension levels[edit] Reading comprehension involves two levels of processing , shallow low-level processing and deep high-level processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure, i. This theory was first identified by Fergus I. Craik and Robert S. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial processing. However, these neural networks are not discrete, meaning these areas have several other functions as well. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means while skimming a reading material. It has been shown that students with a smaller vocabulary than other students comprehend less of what they read. However, there is no evidence to suggest the primacy of this approach. Strategies vary according to the challenges like new concepts, unfamiliar vocabulary, long and complex sentences, etc. Then again strategies should fit to the ability, aptitude and age level of the learner. Some of the strategies teachers use are: The program is a community out-reach program for sailors and Marines to visit the school and help students with class work. Brown developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text. According to Vivian Thayer , class discussions help students to generate ideas and new questions. Neil Postman has said, "All our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool"[citation needed] Response to Intervention. There are several types of questions that a teacher should focus on: Teachers should model these types of questions through "think-alouds" before, during, and after reading a text. When a student can relate a passage to an experience, another book, or other facts about the world, they are "making a connection. One is the genre , like folktales , historical fiction , biographies or poetry. Each genre has its own characteristics for text structure, that once understood help the reader comprehend it. A story is composed of a plot, characters, setting, point of view, and theme. Informational books provide real world knowledge for students and have unique features such as: Poems are written in different forms and the most commonly used are: Poetry uses devices such as: Some notable examples are emojis, emoticons, cropped and uncropped images, and recently Imojis which are humorous, cropped images that are used to elicit humor and comprehension. Asking sensory questions will help students become better visualizers. They can share their visualizations, then check their level of detail against the illustrations. Partner reading[edit] Partner reading is a strategy created for pairs.

First they must read their own book. Once they have completed this, they are given the opportunity to write down their own comprehensive questions for their partner. The students swap books, read them out loud to one another and ask one another questions about the book they read. Provides a model of fluent reading and helps students learn decoding skills by offering positive feedback. Effective reading strategies may differ for second language learners, as opposed to native speakers. The Panel also emphasized that a combination of strategies, as used in Reciprocal Teaching, can be effective. Making reading an active, observable process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them. Some good reader strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing. There are many resources and activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. Some examples are graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking, and summarizing. These strategies provide specific instructions for developing and retaining comprehension skills across all ages. Comprehension Strategies[edit] Research studies on reading and comprehension have shown that highly proficient readers utilize a number of different strategies to comprehend various types of texts, strategies that can also be used by less proficient readers in order to improve their comprehension. A form of assumption, the reader speculates what connections lie within the texts. By previewing text via outlines, table of contents, etc. Readers use context clues and other evaluation strategies to clarify texts and ideas, and thus monitoring their level of understanding. This strategy involves allowing oneself to be completely objective in order to find various meanings within the text. Pinpointing the important ideas and messages within the text. Readers are taught to identify direct and indirect ideas and to summarize the relevance of each. With this sensory-driven strategy readers form mental and visual images of the contents of text. Being able to connect visually allows for a better understanding with the text through emotional responses. Many teachers use Formative assessments to determine if a student has mastered content of the lesson. Formative Assessments can also be Ticket out the door or digital summarizers. Formal assessments are district or state assessments that evaluates all students on important skills and concepts. Running records[edit] [39] Running Record Codes A popular assessment undertaken in numerous primary schools around the world are running records. Running records are a helpful tool in regard to reading comprehension. By conducting running records teachers are given an overview of students reading abilities and learning over a period of time. In order for teachers to conduct a running record properly, they must sit beside a student and make sure that the environment is as relaxed as possible so the student does not feel pressured or intimidated. It is best if the running record assessment is conducted during reading, so there are not distractions. Quietly observe the students reading and record during this time. There is a specific code for recording which most teachers understand. Once the student has finished reading ask them to retell the story as best they can. After the completion of this, ask them comprehensive questions listed to test them on their understanding of the book. At the end of the assessment add up their running record score and file the assessment sheet away. Overview of the steps taken when conducting a Running Record assessment:

Chapter 5 : Listening Comprehension For Grade 1 Worksheets - Printable Worksheets

Reading Comprehension Strategies for English Language Learners. Lydia Breiseth. Comprehension is the goal of reading, but it can be the most difficult skill to master, especially for English language learners (ELLs).

Chapter 6 : English Proficiency Test

Listening Comprehension For Grade 1. Showing top 8 worksheets in the category - Listening Comprehension For Grade 1. Some of the worksheets displayed are Practice book o, English language practice proficiency exam, Grade 1 reading comprehension work story and exercises, Directorate for quality and standards in education, Grade 1 reading comprehension work, First grade basic skills, Composition.

Chapter 7 : Reading Comprehension Practice Test

The Reading Proficiency Test (RPT) is an on-demand test that measures your reading comprehension in a particular www.nxgvision.com test consists of a series of written texts and multiple choice questions.

Chapter 8 : Reading Comprehension Strategies for English Language Learners | ColorÃ-n Colorado

Teaching Vocabulary and Comprehension to English Language Learners 21st century strategies for all teachers. proficiency level or tier Foster their language growth.

Chapter 9 : Reading Comprehension Strategies for English Language Learners - ASCD Express

The first of the reading parts in the Reading and Use of English paper in the Proficiency exam is the multiple choice reading comprehension section where you must choose the correct answer out of four possible answers.