

Comprehension Intervention Strategy – Read, Cover, Remember, Retell

For: Any student in Grades 2 and up who is below benchmark/target on the AIMSweb Oral Reading Fluency CBM or MAZE and/or who exhibits comprehension issues as determined by running records with retell or another comprehension measure (i.e. Houghton Mifflin “Journeys” weekly or unit tests).

Materials: a selection of reading passages at the student’s instructional reading level (According to Fountas and Pinnell, these are passages the student can read with 95 - 100% word accuracy **with limited comprehension** in Levels A – K, or 98-100% word accuracy **with limited comprehension** in Levels L and above. Or, an instructional level passage would be one that is within the student’s Lexile range, found on MAP teacher reports. If the student is having comprehension difficulties, however, choose passages at the lower end of that range.) **Passages that are written in paragraphs or short chunks will be the most useful for this strategy.**

Recommended Duration and Frequency: This intervention should be conducted at least 3-5 times per week for at least 20 -25 minutes. Monitor the student’s progress once a week or twice monthly using the AIMSweb ORF-CBM or MAZE assessment. (When the student’s score is at the benchmark/target **on grade level passages** for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued.) AIMSweb benchmarks or targets can be found on the AIMSweb site online. **Note: The R-CBM alone may not be enough to show whether or not the student’s comprehension has improved. Fast readers who do not comprehend are often not red-flagged by R-CBM.**

****Initial Note:** Whenever implementing a comprehension strategy, it is most effective to use explicit instruction following the steps below:

Explicit Instruction of Comprehension Strategies

Regardless of the strategy being taught, the process of explicit instruction remains the same.

Step 1: Select a text - The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, student interests and connections to literacy themes.

Step 2: Explain the strategy - Focus on the two questions:

What is it? Why is it helpful/necessary for comprehension?

Provide examples to assist this explanation and wherever possible make connections to students’ background knowledge and prior learning.

Step 3: Model the strategy - Read a section of the text aloud and use a Think Aloud and a visual (symbol, chart, etc.) to share ideas with students. If a strategy requires a written or sketched response, model that during this step. A teacher may need to model a strategy several times.

Step 4: Guided support - After the student has had the opportunity to see the strategy modeled, ask the student to work with a partner to apply the new strategy. Discuss the response from paired students. A teacher may need to provide this type of guided support for several days.

Step 5: Independent practice - After students have experienced success during guided support, monitor as students work independently on the strategy. Have the students read sections of the text with reduced teacher support or invite students to read independent texts on their own. Regardless, students independently use the strategy. The goal is to ensure that students know the strategy and the process for using it. Ultimately students develop a range of strategies that they can use as needed when they are reading on their own.

Step 6: Reflect - Ask students to reflect on how using the strategy helped them to understand the text. Invite them to share their reflections in small groups or with the whole class. Discuss how they

can use the strategy when they are reading on their own.

From: Teaching Comprehension Strategies, 2010 NSW Department of Education and Training

Steps for Intervention:

1. Give the student a piece of text selected for this activity (see guidelines above for the selection of instructional level text).
2. Introduce the strategy to the student by saying, "Today we are going to learn a comprehension strategy called, 'Read, Cover, Remember, Retell'. This strategy will help you to read more carefully and take responsibility for focusing on and remembering the information in the text. It will help you think about what you are reading."
3. Using the first paragraph of the text, model the strategy for the student. Give the student the "Read, Cover, Remember, Retell" handout (attached). Tell the student that if s/he can't remember the steps for the strategy, s/he can use the sheet as a reminder.
 - a. **Read** the text aloud for the student.
 - b. Then, **cover** that text with your hand.
 - c. Tell the student that you are going to think and try to **remember** what you just read. (Pretend you are thinking.) Tell the student it is okay to peek back at the text if you can't remember.
 - d. Then, **retell** the student what you remember from the reading.
 - e. **Optional Writing Step:** It can be beneficial to have the student **write** a summary of what s/he remembers for this strategy. If you want to add this writing step to the intervention, model the writing in the "Retell" box of the handout.
 - f. Continue modeling the strategy for the student through the rest of the passage by chunks/paragraphs using steps a through d(e).
 - g. When finished, use a think aloud to **reflect** about how the strategy helped you (i.e. "When I stopped to think often about what I was reading, I was able to understand the passage better", etc.)
 - h. Do not record anything on the "Recording Sheet" during the modeling stage other than the date you began modeling the strategy for the student.
4. Model the strategy until you feel the student is ready to try it with guided support.
5. Now have the student try the strategy with **guided support**. In this stage, it is often beneficial to have the student work with a partner. But if no partner is available, you can assist the student in attempting the strategy, providing as much support to the student(s) as needed:
 - a. Give student(s) a copy of the text and a "Read, Cover, Remember, and Retell" sheet.
 - b. Have the student(s) **read** the first paragraph of the text, either orally or silently, depending on how much support you feel the student may need.
 - c. Have the student(s) **cover** the reading with his/their hand(s).
 - d. Tell the student(s) to think and try to **remember** what was in the reading. Give a few moments to think.
 - e. If you are using student partners, have one partner **retell** what s/he remembers from the reading. Then have the other partner **retell**.
 - f. If you are using the **writing** step, have student(s) write what they remember in the "Retell" box of the handout.
 - g. Have the student(s) continue reading the passage by chunks/paragraphs using steps b through e(f), supporting as needed.

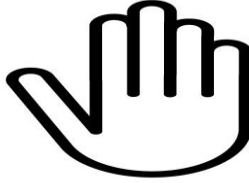
- h. When the student(s) have finished the passage, have the student(s) **reflect** out loud about how the strategy helped with comprehension.
 - i. Record pertinent notes on the "Recording Sheet".
- 6. Have the student work with guided support for as long as you feel is necessary, until you feel the student is ready for **independent practice**.
- 7. When the student is ready for independent practice:
 - a. Give the student a copy of the text and a "Read, Cover, Remember, and Retell" sheet. Tell the student to use the "Read, Cover, Remember, and Retell" strategy by following the steps on the sheet for each chunk/paragraph.
 - b. Have the student read the passage silently (or orally, if desired) in chunks/paragraphs, but allow the student as much independence as possible while s/he works through the steps. Listen carefully to the student's oral retell to ensure comprehension (or read the written retell).
 - c. When the student is finished reading the passage using the strategy steps, have the student **reflect** on how it went.
 - d. Record pertinent notes on the "Recording Sheet", making careful notes on how much assistance the student needed to perform the skill, and on which steps help was needed.
- 8. Move the student into higher-level passages when s/he is able to perform the strategy independently and correctly 3 times consecutively on current level passages.
- 9. Continue with independent practice as long as necessary, until the student is able to perform the strategy independently using **passages at grade level** and has reached the grade-level benchmark or target score on the AIMSweb R-CBM or MAZE on at least 3 consecutive probes.

“Read, Cover, Remember, Retell” Comprehension Strategy

Read



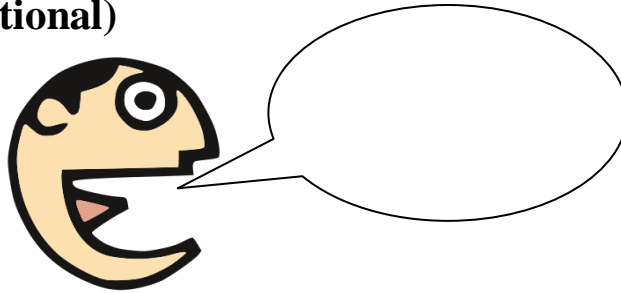
Cover



Remember



Retell (Writing Optional)



“Read, Cover, Remember, Retell” Comprehension Strategy - Integrity Check

Interventionist: _____ **Date:** _____ **Grade Level:** _____
Tier _____ **Integrity Monitor:** _____

Descriptor - Student	Yes	No	N/A
Student is performing below benchmark on AIMSweb R-CBM, MAZE or other comprehension measures.			
Student is in Grade 2 or above.			

Descriptor - Materials	Yes	No	N/A
Student has a passage to read and a “Read, Cover, Remember, Retell” strategy sheet.			
Passage is formatted in paragraphs or “chucks”.			
Interventionist can also see the passage.			
Interventionist has a recording sheet.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist has selected a passage at the student’s instructional level.			
Interventionist is modeling or has modeled the strategy for the student correctly using the steps as described in the instructions.			
Interventionist has taken the student through guided practice with the strategy, using the steps as described in the instructions and supporting as needed.			
Interventionist is allowing the student independent practice using the strategy, and is monitoring for comprehension and the correct application of the strategy.			
Interventionist allows time for the student to reflect upon his/her use of the strategy.			
Interventionist correctly makes notes on the recording sheet for any passages the student completes within the guided support or independent practice stages.			
Interventionist moves student into a higher level when the student is able to complete the strategy successfully and independently on current level passages 3 times consecutively.			
Interventionist monitors the student’s progress at least twice a month using the AIMSweb R-CBM or MAZE probes, and records progress on a graph or on the AIMSweb online system.			
Interventionist discontinues intervention when the student reaches his/her target on grade level AIMSweb R-CBM or MAZE probes 3 consecutive times and transfer of the skill on classroom work is indicated.			
Intervention is conducted for at least 20-25 minutes 3-5 times per week.			

“Read, Cover, Remember, Retell” Intervention Integrity Check Summary: _____ of _____ applicable components are observed.

Notes: