



Study Guide

The FIVES Strategy for Reading Comprehension

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This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular chapter. This guide is designed to help you reflect on and apply the ideas presented in *The FIVES Strategy for Reading Comprehension*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Introduction

1. What do the National standards in most high-achieving countries tend to focus on?
2. The Common Core State Standards (CCSS) place a higher emphasis on what types of texts?
3. Why does the shift (as mentioned in the previous question) “necessitate differentiated disciplinary literacy instruction”?
4. What are the benefits of close reading a text?
5. Define fluency.

Chapter 1

The FIVES Strategy

1. Differentiate between skills and strategies.
2. Explain what reading competency or skill each letter in FIVES stands for.
3. What are the two types of prompts teachers can pose to students, and how do they differ?
4. Explain the purpose of making predictions prior to reading.
5. The text states that “comprehension is a complex cognitive act.” Describe the processes involved in comprehension.

Chapter 2

F Is for Facts

1. Students read to be _____, and facts add to their repertoire of acquired _____.
2. Explain the two cognitive functions involved in processing information.
3. If informational texts are commonly more difficult to comprehend than narrative ones, how might graphic organizers be helpful in increasing proficiency and comprehension?
4. When dealing with facts it is important that students determine reliability and validity. Differentiate between the two, and taking into account the grade level you work with, discuss how you would explain these concepts to your students.
5. Of the strategies suggested for differentiating instruction amongst students, which one(s) would you be most likely to use, and why?

Chapter 3

I Is for Inferences

1. Define inference.
2. The text provides a formula for making inferences, write it out and explain what it means.
3. _____ - _____ inferences are those supported with a preponderance of information explicitly stated in the text.
_____ - _____ inferences are predominately supported by the reader's experiences that are connected to a specific kernel of content in the text.
4. Choose a standard appropriate to your subject area and/or grade level, as well as a corresponding text, and design a fact and inference prompt worksheet for your students. Refer to Figure 3.2 on page 58 of the text for guidance.
5. Describe one inference strategy you would implement with intervention groups and one you would implement with ELL's.

Chapter 4

V Is for Vocabulary

1. Describe the different types of vocabulary a student possesses.

Meaning Vocabulary	
Reading Vocabulary	
Sight Words	

2. According to the text, what is the rate at which students' vocabularies grow?
3. Explain why it is important for students to learn new vocabulary in context.
4. Create a grade level appropriate anchor chart for using a dictionary.
5. Of the vocabulary instruction strategies described in the text, which one(s) would you be most likely to implement, and why?

Chapter 5

E Is for Experience

1. How does background knowledge influence understanding?
2. Structured, meaningful _____ increase readiness for the content and vocabulary to be encountered.
3. Describe the steps involved in close reading a text.
4. How do discussions and argumentation extend students' thinking?
5. Create a grade level appropriate anchor chart for discussion. Refer to the examples on pages 104–105 in the text for guidance.

Chapter 6

S Is for Summary

1. Why is summarizing “a highly-effective strategy for learners to self-check recall and for teachers to assess comprehension”?
2. What should be the three major components of an effective summary?
3. How does summarization provide a measurable documentation of student growth?
4. Which strategies have you used in your own classroom to teach summarization?
5. Which of the strategies for intervention groups and ELL’s described in the test would you be most likely to utilize in your own classroom?

Chapter 7

From FIVES to Integrated Response Essay (IRE)

1. Surveys have found that in many classrooms writing is only taught what percentage of the time?
2. When constructing an effective writing prompt, what skills should the question call for?
3. What are the steps involved in preparing for writing an effective integrated response essay (IRE)?
4. The text describes a few specific writing strategies, MVP, RAFT, etc. Have you used any of these strategies in your classroom? If so, how did it go? If not, which one(s) would you be most likely to try and why?
5. Explain the ABBC strategy for constructed responses as though you were talking to your students.