

NEUHAUS COMPREHENSION SCREENING RECOMMENDATIONS AND ACTIVITIES

Recommendations

- An *Insufficient* in DECODING SKILLS or an *Insufficient* in both DECODING SKILLS and READING FLUENCY and *Insufficients* in ORAL LANGUAGE/WORLD KNOWLEDGE indicate that a formal, diagnostic evaluation should be considered.
- An *Insufficient* in DECODING SKILLS or an *Insufficient* in both DECODING SKILLS and READING FLUENCY and no other *Insufficients* indicate that the student would benefit from intensive, systematic phonics instruction. See www.neuhaus.org or www.interdys.org for more information about phonics programs.
- An *Insufficient* in READING FLUENCY indicates that the student would benefit from *Repeated Readings* and *Quick Six*. See page 2 for descriptions of these activities.
- An *Insufficient* in ORAL LANGUAGE/WORLD KNOWLEDGE and/or LISTENING COMPREHENSION indicates that the student would benefit from *Naming* and *Retelling*. See pages 2 and 3 for a description of these activities. The student would also benefit from engaging in daily conversations about a specific topic and listening to and reading books about specific topics.
- An *Insufficient* in ORAL LANGUAGE/WORLD KNOWLEDGE and/or LISTENING COMPREHENSION and an *Insufficient* in FLUENCY indicate that the student would benefit from *Quick Six*, *Naming*, and *Retelling*. See pages 2 and 3 for descriptions. The student would also benefit from listening to books about idioms and figurative language and books with jokes and riddles.
- An *Insufficient* in READING COMPREHENSION indicates that the student would also benefit from *Cueing Cards*. See pages 3 and 4 for a description of this activity.
- An *Insufficient* in METACOGNITIVE STRATEGIES indicates that the student would benefit from activities such as *Cueing Cards* and *Simple and Complex Questions*. See pages 3 and 4 for descriptions of these activities.

Suggested Activities

Repeated Readings

- Select a text that is two grade levels below the student's current grade level.
- The student reads the passage for accuracy. Ask a few questions to check comprehension.
- The student rereads the passage three additional times, varying the focus each time.
 - The second time the student pays close attention to punctuation and uses it to guide his or her intonation and expression.
 - The third time the student focuses on phrasing words into meaningful units, so that it does not sound like he or she is reading word by word.
 - The fourth time the student reads the passage as if he or she is speaking to a friend.

(See *Practices for Developing Accuracy and Fluency* for grades 2-5 at www.neuhaus.org.)

Quick Six

- Take a landscaped piece of paper and fold it into six squares.
- Number the top three squares as 1, 2, 3, and number the bottom three squares as 4, 5, 6.
- In each square write a word that the student needs to practice.
- Give the student a die.
- The student tosses the die and reads the word in the square that matches the number of spots on the die. If the student reads the word correctly, he or she is awarded that number of points.
- The student tosses the die and reads words for one minute.
- Total the number of points.

Naming

- Each week choose a topic. On a daily basis, the student names words, objects, or ideas that are associated with the topic.
- The student quickly names words, objects, or ideas that are generally associated with that topic. (Name things you think about when you think about cars).
- The student quickly names words, objects, or ideas about the topic in more specific categories (Name manufactures of cars. Name models of cars. Name parts of a car. Name parts of a car that are necessary. Name parts of a car that are optional.)
- Engage the student in daily conversations about the topic. (What kind of car would you like to drive and why? How would you travel if there were no cars? How do you think the cost of gas will affect people's use of the car?)
- Read books, newspaper articles, or magazines about the topic to the student.
- Provide reading materials about the topic for the student to read.
- Change the topic weekly to provide the student with a wide range of vocabulary and world knowledge. Topics might include: the solar system, the Earth, the ocean, the United States, government, money, plants, animals, sports, and hobbies.

(See *The Colors and Shapes of Language* for grades K-2 at www.neuhaus.org.)

Retelling

- Choose a short story such as a fable, legend, or myth to read to the student.
- While reading the story, periodically stop and draw a simple picture that illustrates a key event in the story. Draw about five or six pictures.
- After reading the story, the student retells the story, using the pictures as prompts.
- As the student gains skill in retelling, the pictures can be eliminated from the retelling process. The student retells the story from memory.

(See *The Colors and Shapes of Language* for grades K-2 and *Story Retelling* for grades K-1 at www.neuhaus.org.)

Following Directions

- Give the student a piece of paper and a pencil.
- The student places the pencil on the floor by his or her chair.
- Dictate directions for three tasks. (Draw a circle. Draw a square under the circle. Draw a triangle in the square.)
- Pause for 10 seconds.
- The student picks up his or her pencil and completes the directions.
- Gradually increase the number of tasks in the directions. The student always begins with his or her pencil on the floor.

Cueing Cards

- Make a set of cueing cards on green, yellow, and red index cards as indicated.
- Green Cards – write each of the questions on six separate green index cards.
 - What does the title tell me about the topic?
 - What do I already know about the topic?
 - What do the pictures or graphs tell me about the topic?
 - What are the new vocabulary words?
 - What are the subtitles?
 - What questions will I be asked to answer after I finish reading? (Use this card only with a textbook that has questions at the end of the chapter.)
- Yellow Cards – write each of the questions on three separate yellow index cards.
 - Does this make sense?
 - What have I learned so far?
 - What questions do I still have?
- Red Cards – write each question on separate red (or pink) index cards.
 - What was the topic?
 - What was the main idea?
 - What were the supporting ideas?
 - What were the details?
 - What new vocabulary did I learn?
- Place a paper clip on each set of cards.
- Before the student reads a passage, he or she lays out the green cards and answers each question. After the student has answered all the questions, he or she collects the cards and replaces the paper clip.

- The student lays out the yellow cards and begins to read the passage. Periodically as the student reads, he or she stops and answers the questions on the yellow cards. The student initially may stop after reading half a page or a few paragraphs. The student continues until he or she is finished with the entire passage.
- When the student has finished reading the entire passage, he or she collects the yellow cards and replaces the paper clip.
- The student lays out the red cards and answers the questions on the cards. After answering the questions, the student collects the cards and replaces the paper clip.

Simple and Complex Questions

- Ask the student a variety of questions, both simple and complex.
- Simple questions are questions whose answers are found on the page. These questions focus on the recall of facts, names, and dates. For example:
How tall is a _____?
Who was the president of _____?
When did _____ occur?
- Complex questions are questions whose answers are found beyond the page. The student must use what he or she has learned from reading the passage and connect to other previously learned information. For example:
How is this similar to or different from _____?
Do you know of any other examples of _____?
Why do you think _____?

(See *Developing Metacognitive Skills* for grades 4-8 at www.neuhaus.org.)