

Reading between the lines:
Improving Comprehension for Students

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Microsoft Advanced Reading Technologies

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Reading = Decoding × Comprehension

My father asked me
to help the two men
carry the box inside

My father asked me
to help the two men
carry the box inside

My father asked me
to help the two men
carry the box inside

Three of my friends
had never been to a
circus before today

My grandfather has
a large garden with
fruit and vegetables

He told a long story
about ducks before
his son went to bed

My mother loves to
hear the young girls
sing in the morning

The young boy held
his hand high to ask
questions in school

My brother wanted
a glass of milk with
his cake after lunch

I do not understand
why we must leave
so early for the play

It is more than four
hundred miles from
my home to the city

Our father wants us
to wash the dishes
before the girls back

My mother says
she will wash
the dishes for us

My father asked me
to help the two men
carry the box inside

Three of my friends
had never been to a
circus before today

My grandfather has
a large garden with
fruit and vegetables

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about ducks before
his son went to bed

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hear the young girls
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Our father wants us
to wash the dishes
before the girls back

My mother says
she will wash
the dishes for us

a

a

c

c

f

f

j

j

a

67%

a

66%

c

44%

c

50%

f

43%

f

51%

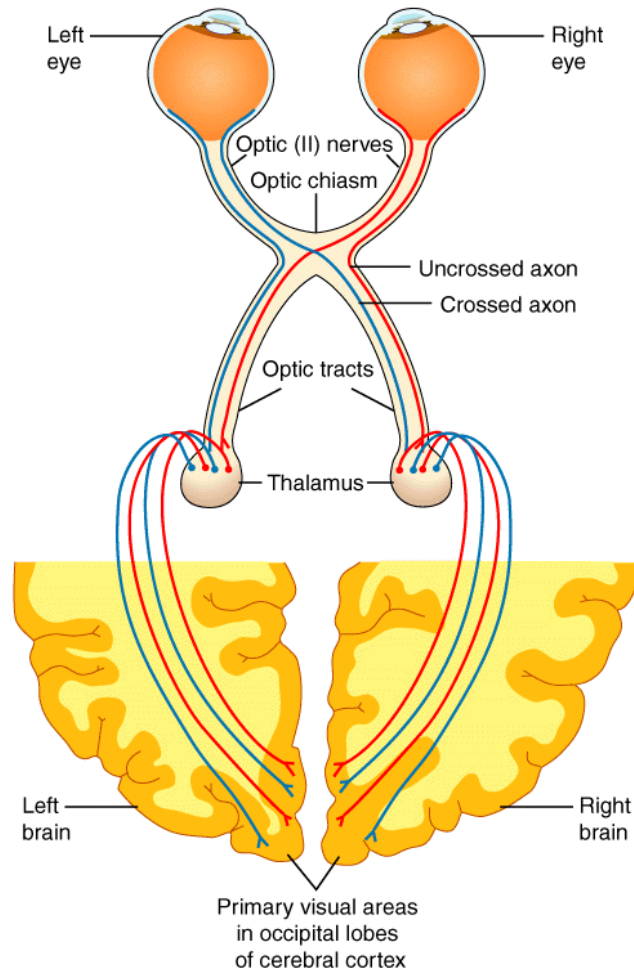
j

22%

j

26%

Samuel
Orton,
1925



+

b

+

p

+

d

+

p

+

b

+

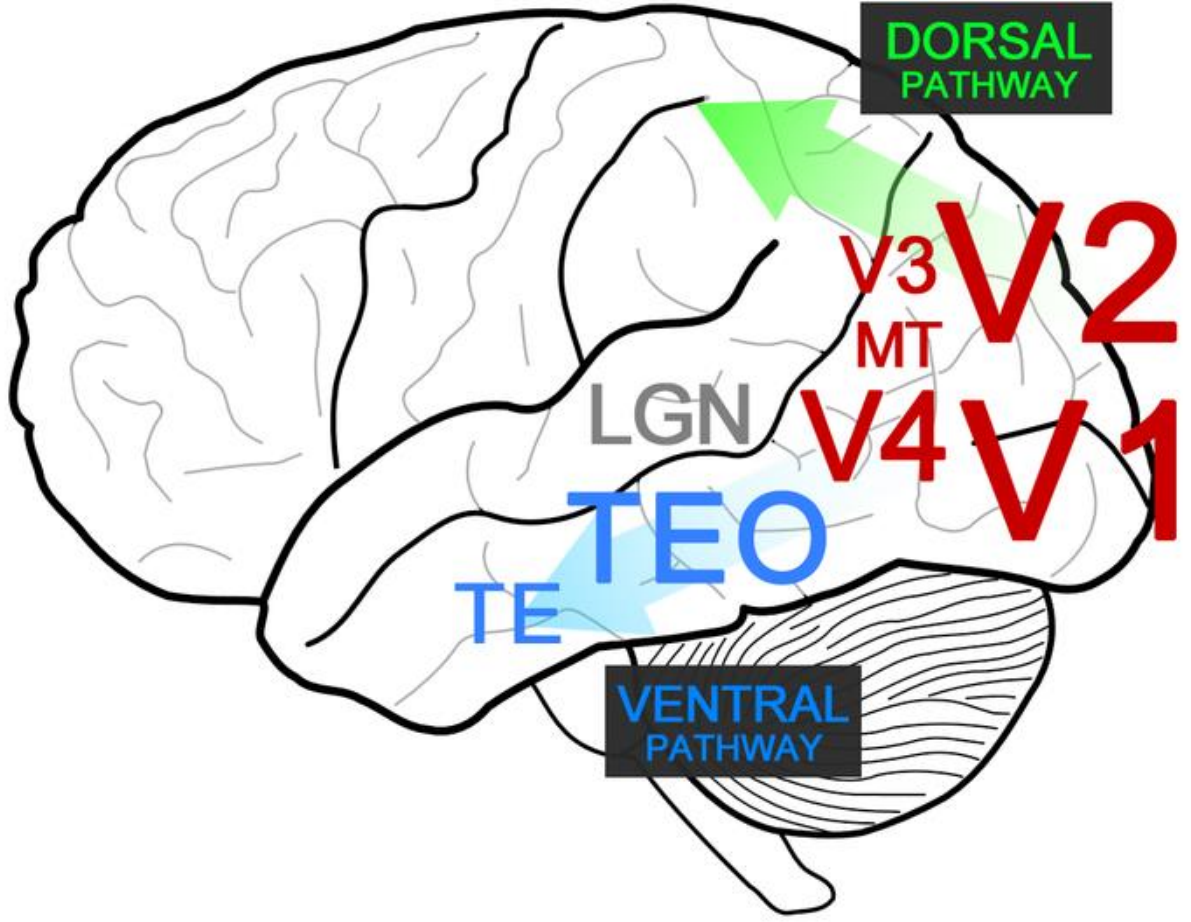
d

- Name the letters b, d, p, q
- Write the letters b, d, p, q

Vellutino, 1978

3 skills for decoding

1. Fast letter identification
2. Phonemic awareness
3. Letter to sound correspondence



Source:Wikimedia Commons: Karlis Kanders

—

arm

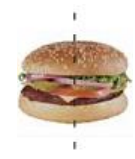
—

r

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Source: Pelli & Tillman, 2008, The uncrowded window of object recognition

A mother and her son are leaving home in the morning. She is taking him to visit his father's workplace. The father is a laboratory technician at Victoria Memorial Hospital. While crossing the road, the boy is caught in a terrible accident, which critically injures him.

Llanfairpwllgwyngyllgogerychwyrndrob –
wlllantysiliogogoch

Llanfairpwllgwyngyllgogerychwyrndrob –
wlllantysiliogogoch

Llan · fair · pwll · gwyn · gyll · go · ger · ych -
wyrn · drob · wll · llan · ty · silio · go · go · goch



И-дёт жу-равль на зва́ный пир, а ли-са́ на-ва-ри-ла ма́н-ной ка́-ши и раз-ма́-за-ла е-ё по та-ре́л-ке. По-да-ла́ и по́т-чу-ет:
— По-ку́-шай, го-лу́б-чик ку-ма-не́к! Са-ма́ стря-па-ла.



Жу-равль хлоп-хлоп но́-сом, сту-ча́л, сту-ча́л, ни-че-го́ не по-па-да́-ет.

Reading = Decoding × Comprehension

The girl

The girl knew

The girl knew the answer

The girl knew the answer was wrong

The horse raced past the barn fell

The girl knew the answer by heart

The girl knew the answer was wrong

ut ex cunctis et omnino consilium non habere potest
quod perfidens et oratione temperulo reperit
maxe; Ceterum tam diu circa in facie
isticum quam diu erumpere ostium tur
batur in mentem temptaverit; Ubi quo
id illam crucis et orationis arma reper
tinet mediae ceteri in flamma; sequa
tum in mente perorantes; quae male esset
experit in mentem; unde intellegat
qui qui haec legent; temptatum quidem
illam in mente periculo reducere in obaum

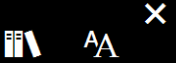
The Verona Sulpicius Severus, 517 AD

The only students I have ever met who
ever believed their ears were blind.

The girl **knew** the answer by heart

The girl **knew** ‹the answer **was** wrong›

Problem Solving Tips



ExampleTeacherWorkbooks > 7th Grade Math Workbook > Problem Solving Tips

There **are** ma·ny strat·e·gies <one can **use** in solv·ing word prob·lems>.

<Be·fore you **de·cide** <which strat·e·gy to **use**>>, you should **be·gin** by **read·ing** the prob·lem care·ful·ly. De·ter·mine <<what you **know**> and <what you **need** to **find** out>>. Of·ten it **helps** to **un·der·line** num·bers and key words in the prob·lem. <Once





Learning Tools for OneNote

<http://www.onenote.com/learningtools>

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