



# Reading Comprehension Strategies

DIFFERENTIATED STRATEGIES TO SUPPORT DEEP COMPREHENSION IN THE CLASSROOM

ADAPTED FROM GUIDING READERS

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# Word Solving

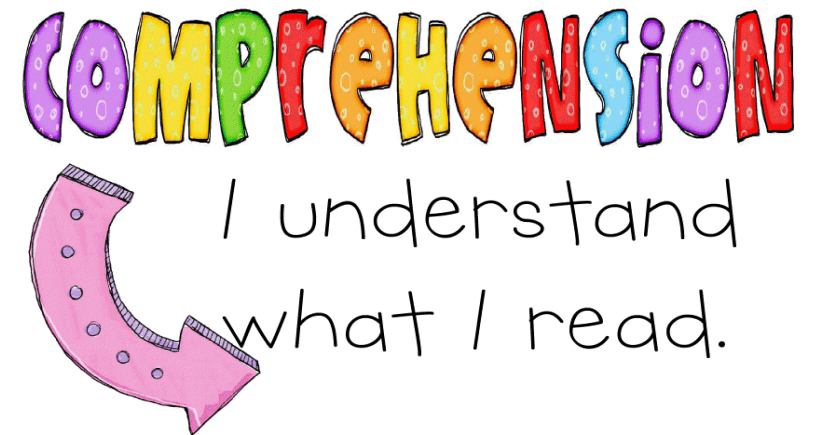
## Helps readers learn how to:

- ▶ Use letter/sound relationship to take words apart while thinking about meaning
- ▶ Attempt to decode unfamiliar words
- ▶ Use context to monitor reading
- ▶ Notice word parts (morphology- how parts are related to meaning of individual words)
- ▶ Predict word meaning in context
- ▶ Think of the meaning of the text in relationship to the word meaning

# Word Solving

## Prompts related to comprehension:

- ▶ Think about what would make sense
- ▶ Think about what would sound right



# Monitoring Comprehension

## Helps readers learn how to:

- ▶ Notice when something doesn't make sense
- ▶ Notice when something doesn't sound right in terms of language structure
- ▶ Try another word that makes sense or sounds right and check the letters
- ▶ Reread or read on to clarify meaning
- ▶ Make multiple attempts at words that fit meaning

# Monitoring Comprehension



## Prompts related to comprehension:

- ▶ Does that make sense?
- ▶ Does it sound right?
- ▶ Does that make sense in the context of this story?

# Finding Information

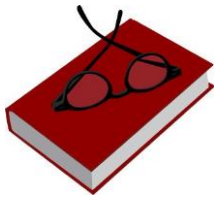
## Helps readers learn how to:

- ▶ Notice important information while reading
- ▶ Reread to search for and use information
- ▶ Use text meaning and structure to decode new words
- ▶ Relate information in one part of the text to information in other parts
- ▶ Search for and find specific facts and information in the text
- ▶ Use graphics and details to build meaning from text

# Finding Information

## Prompts related to comprehension:

- ▶ Reread and check for understanding
- ▶ Try looking back for information you need
- ▶ Think about who is talking in the story
- ▶ Think about what you expect to learn in the story
- ▶ What were some of the important facts?



# Summarization

## Helps readers learn how to:

- ▶ Notice important information while reading
- ▶ Reread to search for and use information
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# Summarization

- ▶ Relate information in one part of the text to information in other parts
- ▶ Search for and find specific facts and information in the text
- ▶ Use graphics and details to build meaning from text



# Predicting

## Helps readers learn how to:

- ▶ Discuss prior experiences based on story content to build expectations
- ▶ Capture important information at the beginning of the text and use this information to stimulate predictions
- ▶ Use previous information throughout the reading to build anticipation
- ▶ Make predictions based on knowledge of characters or story genre
- ▶ Predict what characters might do based on specific traits
- ▶ Predict solutions to problems in the story

# Predicting

## Prompts related to comprehension:

- ▶ What do you think will happen?
- ▶ Based on what you know about the story, are you wondering what will happen?
- ▶ Think about what you know. What do you think will happen next?



# Making Connections

**Helps readers learn how to:**

- ▶ Think about the text content relates to your own life
- ▶ Relate background knowledge to reading



# Making Connections

**Helps readers learn how to:**

- ▶ Think about how text content relates to what is known about the world
- ▶ Think about how the text content is like other books
- ▶ Think about how the text is similar or different from other books (fiction/nonfiction, plot, genre, writing style)



# Making Connections

## Prompts related to comprehension:

- ▶ What does this remind you of?
- ▶ What do you know about that that helps you think about \_\_\_\_\_?
- ▶ Do you know a place like this?
- ▶ Do you know anyone who is like a character in this book?
- ▶ What do you think the writer will teach you about \_\_\_\_\_?
- ▶ Have you read about other characters like this?

# Synthesizing

## Helps readers learn how to:

- ▶ Use information from the text to create new understandings
- ▶ Identify new learning
- ▶ Compare previous understandings to new learning
- ▶ Express different ideas after reading a text
- ▶ Relate background knowledge to reading

# Synthesizing

## Prompts related to comprehension:

- ▶ What was the writer teaching you about \_\_\_\_\_?
- ▶ Think about what you learned that was new, interesting, and/or surprising.
- ▶ How is what you learned different from what you knew before?
- ▶ How did your thinking change?

# Inferring

**Helps readers learn how to:**

- ▶ Think about what is not written in text but is implied
- ▶ Use background information to interpret the actions in a text
- ▶ Infer the big ideas or messages of a text
- ▶ Show evidence in print or illustrations to support inference

# Inferring

- ▶ Notice how characters change and make hypotheses as to why
- ▶ Interpret illustrations
- ▶ Identify character's feelings, motivations, actions, attributes
- ▶ Identify what the author thinks is important
- ▶ Identify the author's message

# Inferring

## **Prompts related to comprehension:**

- ▶ That's what the author said. What do you think he means?
- ▶ That's what the character said. What did she mean?
- ▶ What was the writer trying to say?
- ▶ What makes you think that?
- ▶ You can think about what the character says and what that makes you think about him (looks, thinks, what others say about him)

# Analyzing

## **Helps readers learn how to:**

- ▶ Notice how writer uses dialogue to add to meaning
- ▶ Understand the structure of the story
- ▶ Understand categories and subcategories in informational texts
- ▶ Notice how headings reveal categories of information
- ▶ Notice the patterns in exposition (compare/contrast, sequence, description)

# Analyzing

## **Helps readers learn how to:**

- ▶ Recognize the differences between fiction and nonfiction
- ▶ Understand the relationship between setting and plot
- ▶ Notice how setting is important to a story
- ▶ Notice and interpret figurative language

# Analyzing

## Helps readers learn how to:

- ▶ Understand how the text is constructed or “how the book works”
- ▶ Notice how the writer uses language to construct meaning
- ▶ Notice the writer’s style
- ▶ Notice how ideas are related to each other
- ▶ Identify and appreciate humour

# Analyzing

## Prompts related to comprehension:

- ▶ What did you notice about the writer's language?
- ▶ What did the writer do to make the story funny?
- ▶ What was the writer's purpose in writing this book?
- ▶ Who are the characters?
- ▶ What is the problem?

# Analyzing

## Prompts related to comprehension:

- ▶ How was the problem solved?
- ▶ Who were the important characters in the story?
- ▶ What kind of book is this? (Fiction, realistic, fantasy)
- ▶ Look at this section. What kind of information will you find here? How can you tell?

# Analyzing

## Prompts related to comprehension:

- ▶ How did the writer start the story? What do you think about that?
- ▶ What did the writer tell about first? Why did the author choose this idea first?
- ▶ Where did the writer tell something in just the right order? Why?

# Critiquing/Evaluation

## Helps readers learn how to:

- ▶ Agree or disagree with ideas from the text
- ▶ Hypothesize how characters might have behaved differently to make the text better, more interesting, more real
- ▶ Evaluate whether the text sounds “true” or not
- ▶ Evaluate the illustrations and whether they are interesting or provide good information

# Critiquing/Evaluation

## **Helps readers learn how to:**

- ▶ Evaluate the text based on personal knowledge
- ▶ Provide evidence for evaluative comments
- ▶ Form opinions about the book or illustrations
- ▶ Describe the text and support with evidence

# Critiquing/Evaluation

## Prompts related to comprehension:

- ▶ What are you thinking about this book?
- ▶ What makes this a good \_\_\_\_\_? (biography, fantasy, etc.)
- ▶ What did the writer say to make you think that?
- ▶ How else might \_\_\_\_\_ have behaved?

# Critiquing/Evaluation

## Prompts related to comprehension:

- ▶ What else might \_\_\_\_\_ have done?
- ▶ Do you think this book sounds real? Or true? What makes you think this?
- ▶ What do you think about the illustrations?

# Questioning

**Questioning for comprehension serves two purposes:**

1. To test
2. To prompt construction

# Questioning

- ❑ We need to engage students in dialogue that stimulates discussion and prompts construction of new knowledge.
- ❑ Discussions should reveal evidence of thinking processes, perspective, information, preferences, emotion, text features that engage or confuse them.

**WE NEED TO ENCOURAGE WONDER!**



# Purposeful use of Comprehension Strategies

HOW DO WE MAKE THESE COGNITIVE STRATEGIES “STICK?”

# How do we teach children these skills?

- ❑ Metacognition?
- ❑ Locating specific information in text?
- ❑ Supporting inferences in reading?
- ❑ Creating mental images during reading?

# How do we teach children these skills?

- ❑ Identifying and using different text features to locate and retrieve information during reading?
- ❑ Adjusting and confirming predictions throughout reading?
- ❑ Identifying transition words that signal sequence in text
- ❑ Knowing the difference between information that is directly stated and information that must be inferred?

## STRATEGY: How do you know?

Students will be able to find information in the text to support ideas and opinions

- ▶ In this strategy, students search a text for specific information or details. Students will use the text to find answers in the text to specific questions.
- ▶ Prepare some *How do you Know?* questions directly answered in the text (literal). Students search for answers and highlight them in the text using strips of removable highlighting tape.
- ▶ Once comfortable finding literal answers, extend the activity to more inferential questions. Ask the students to be “reading detectives” and look for clues to the answers.

## STRATEGY: In the book or in my head?

Students will be able to self-question as they read and determine answers through literal or inferential understanding

- ▶ In this strategy, students learn about good readers asking questions when they read. Good readers wonder things all the time.
- ▶ Students will practice asking questions and determining how the answer is found (literally or inferentially) from clues in the text.
- ▶ Have students read a section of text and tab 2-3 wonderings. At the end of the reading, record all the wonderings on a chart. Students determine whether they found answers to their questions.
- ▶ *In the book* questions will be answered with “I know” and *In my head* questions will be answered with “I think”.

## STRATEGY: Traffic-Light Transition Words

Students will be able to use transition words to help them understand sequence of text

- ▶ Transition words like *first*, *next*, *finally* give the reader clues about the timing, sequence, or order of events in the story occur. Students will use this strategy to help retell the story.
- ▶ Choose a text that has 5-6 transition words (how-to text) and have students search for words that give clues to the sequence of events. Talk about how these words help us understand what we read.
- ▶ Create a chart of *green-light* words that indicate beginning, *yellow-light* words that indicate middle, and *red-light* words that indicate ending.
- ▶ Retell the story in four parts, choosing one *green-light* word, two *yellow-light* words, and one *red-light* word.

## STRATEGY: Text-to-Text Connections

Students will be able to use connections to other reading to support comprehension

- ▶ Students must use their background knowledge to understand text. Background knowledge sometimes comes from experiences, or from other books we have read.
- ▶ Have students make connections between two texts that are variations of the same tale (e.g. Cinderella); two books from the same series; two books from the same author; two books on the same topic or theme.
- ▶ Create a comparison chart that includes similarities and unique features of each text.

## STRATEGY: Click- Take a Picture

Students will be able to create mental images from printed text.

- ▶ This strategy helps develop mental images while reading to support comprehension by helping readers to organize, remember, and retrieve information they have read.
- ▶ This strategy focuses on visualization (creating a movie inside the brain) and asks students to pause at specific points in the story and “Click” (gesture taking a photo) and tell a partner about what pictures they have in their minds.
- ▶ Have students generate visuals to represent specific details in the story.

## STRATEGY: What a Character!

Students will be able to analyze a character from what is stated directly and indirectly in the text.

- ▶ This strategy helps to distinguish among character traits. Sometimes information about a character is directly stated but often the author requires us to make inferences about the character from his words or actions.
- ▶ Students must learn to analyze character traits.
- ▶ Vocabulary to describe character traits.

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## STRATEGY: What a Character!

Students will be able to analyze a character from what is stated directly and indirectly in the text.

- ▶ Have students revisit a familiar text, looking for clues or evidence that supports specific traits.
- ▶ Have students compare two characters.
- ▶ Create a character report card in which students evaluate a character based on attributes.
- ▶ Create a character chart that includes clues from the text that explain that describe the character.

## STRATEGY: Word-Solving Strategies

Students will be able to understand the meaning of specific text by deriving meaning from the words they read, building vocabulary, and decoding by letter sounds and chunking.

- ▶ Chunk the word into syllables and blend the syllables together. Does it sound right? Does it make sense in the sentence?
- ▶ If not, try another way to say it. Try flipping the vowel sound.
- ▶ Look for word parts you do know.
- ▶ If you're not sure what the word means, try reading around the word for clues to its meaning.
- ▶ If all else fails, look up the word in a dictionary or ask for help.

## STRATEGY: Vocabulary Highlights

Students will be able to analyze challenging vocabulary to develop comprehension.

- ▶ This strategy guides readers to learn new words on their own. Students will identify challenging vocabulary and use word-solving strategies to read and understand them.
- ▶ After reading, have students revisit the text to highlight three tricky words in their reading. Make a list of the words that students identify.
- ▶ Use context clues, background knowledge, and connections to other words to collaboratively figure out what the words mean.

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## STRATEGY: Vocabulary Highlights

Students will be able to analyze challenging vocabulary to develop comprehension.

- ▶ Have students articulate the strategies they used to solve the meanings of the words.
- ▶ Have students create vocabulary squares to help develop a rich vocabulary, and to build comprehension.
- ▶ The squares should include a sentence that includes the word, a definition of the word, a personal connection that helps remember the word, and a picture or symbol that helps remember the word.