

Strategies to support content -specific reading comprehension

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Vocabulary development

*Semantic Mapping

A tool to help students activate and draw on previous knowledge, understand important components of concepts, and find relationships between components

Vocabulary development

*Semantic Mapping

1. Write the subject in the middle
2. Think of as many words as possible that relate to the term. Brainstorm in groups
3. Write down the words. Group terms into categories and create a web with these categories.
4. Share maps with other groups, highlighting the reasons behind the categories and the words grouped in each category.

Vocabulary Development

*Concept definition mapping

TO TEACH STUDENTS THE MEANING OF KEY CONCEPTS BY
UNDERSTANDING THE ATTRIBUTES, QUALITIES, AND
CHARACTERISTICS OF
A WORD'S MEANING

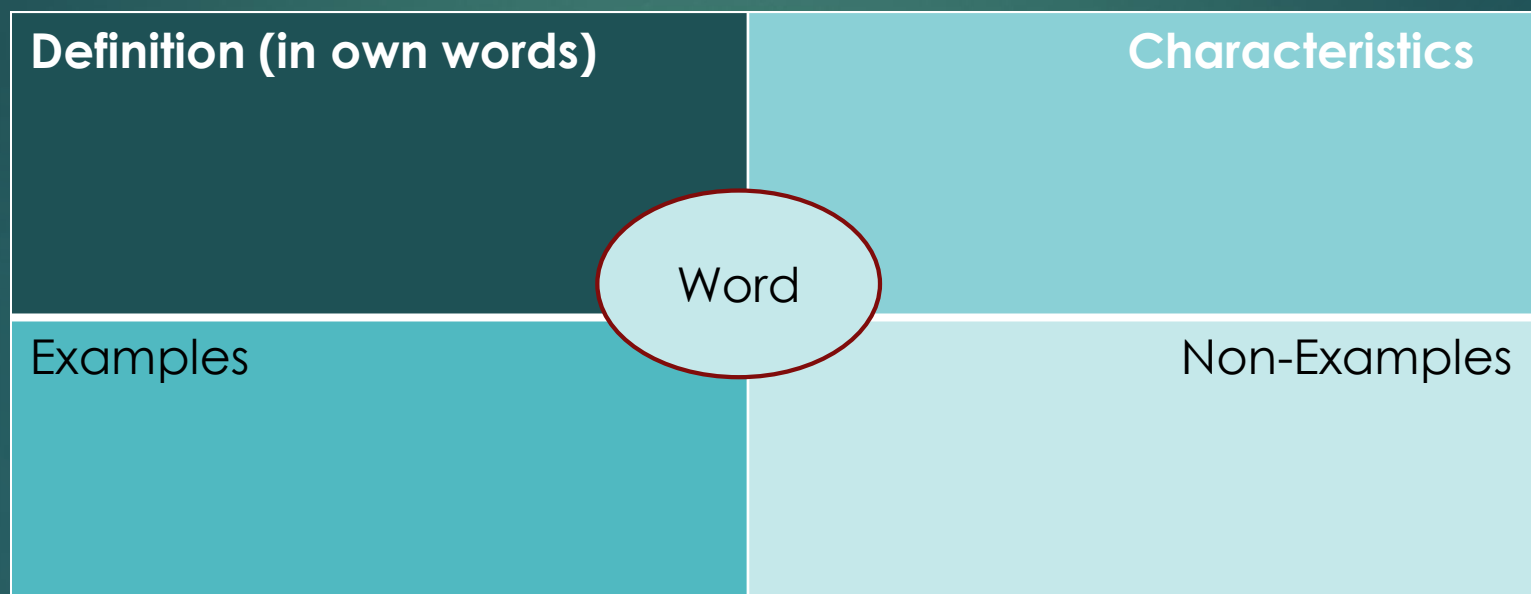
Vocabulary Development

*Frayer Model

A FOUR-SQUARE MODEL TO ANALYZE ESSENTIAL AND
NONESSENTIAL ATTRIBUTES, AS WELL AS EXAMPLES AND
NON-EXAMPLES

Vocabulary Development

*Frayer Model



Anticipation Guide

USED TO ACTIVATE AND ACCESS PRIOR KNOWLEDGE, TO MOTIVATE READERS THROUGH ENGAGEMENT, AND TO FOCUS READING

Anticipation Guide

1. Identify the main concepts you want students to learn from reading.
2. Determine ways these concepts will support or challenge the students' beliefs.
3. Create 4-6 statements that support or challenge the student's beliefs (should not be easily answered and can be controversial or include misconceptions).
4. Share the guide with students. ask students to react to each statement, form a response to it, and defend their opinions. This works best as a group activity.
5. Discuss each statement with the class. Ask who agrees/disagrees with each statement. Have students explain their responses.

K-W-L Strategy

WHAT I ALREADY KNOW

WHAT I WANT TO LEARN MORE ABOUT

WHAT I LEARNED



Concept Question Chain

USING HIGHER LEVEL THINKING SKILLS TO RESPOND TO
QUESTIONS

ABOUT WHAT STUDENTS HAVE READ



Concept Question Chain

THERE ARE 3 TYPES OF QUESTIONS:

1. Literal:

“Right there” in the text. There is only one right answer to the question.

Concept Question Chain

THERE ARE 3 TYPES OF QUESTIONS:

2. “Think and search”:

Students make inferences and look for relationships about the author’s ideas. The answers are found in the text but require the reader to connect ideas located throughout the text.



Concept Question Chain

THERE ARE 3 TYPES OF QUESTIONS:

3. “On my own”:

The reader is expected to evaluate and analyze text-based information, and apply it to a different situation or context. The answers are found beyond the text and connect to the reader's prior knowledge.

Reciprocal teaching



A SCAFFOLDING DISCUSSION TECHNIQUE THAT ACCESSES FOUR STRATEGIES TO DEEPEN COMPREHENSION.

Reciprocal teaching

1. **PREDICTION:** using information from the text, text structure, graphics, and background knowledge to create guesses about what will happen next
2. **QUESTIONING:** creating questions about what you don't know, what you need to know, or what you would like to learn about a subject in the text
3. **CLARIFYING:** making sense of confusing text and possible barriers to comprehension, such as new vocabulary, difficult concepts
4. **SUMMARIZING:** narrowing in on the most important parts of the text

SQ3R

Survey, question, read, recite, review

- Students preview text to develop predictions and then generate questions about the topic.
- Students actively read, trying to answer these questions, and they monitor comprehension as they summarize.
- Students analyze and evaluate comprehension after reading.

SQ3R

Survey, question, read, recite, review

- TITLE
- HEADINGS
- SKIM SENTENCES
- ILLUSTRATIONS
- GRAPHICS
- FIRST PARAGRAPH
- LAST PARAGRAPH
- QUESTIONS