

Comprehension Strategies

Comprehension Strategy:	Definition:	Questions you might ask:	Read aloud mentor books to model the comprehension strategy:	Stems for teacher think- aloud and student conversation:
<p>Connections</p> 	<p>A connection is when the reader connects something from a book to their own life, the world, or another text.</p> <p>T-S T-T T-W</p> <p>May include emotions, previous experience, knowledge and understandings.</p>	<p>As you read this passage, did anything remind you of your own life? How does thinking about what you already know help you understand this part of the reading? Does this sound like an experience you have had? Does this remind you of another book you have read? Why is it important to use your understanding about one book to get the meaning of another book? Can you think of something that is similar to this in the world?</p>	<p><i>The Relatives Came</i> <i>The Stray Dog</i> <i>All the Places to Love</i> <i>If I Were in Charge of the World</i> <i>Sheik!</i> <i>Goodnight Moon</i> <i>Little Bear's Visit</i> <i>Crow Boy</i> <i>Grandfather's Journey</i> <i>Today Was a Terrible Day</i> <i>Alexander Who Used to Be Rich Last Sunday</i> <i>Lily's Purple Plastic Purse</i> <i>David Goes to School</i></p>	<p>"I noticed..." "I have a connection..." "This reminds me of..." "I remember when..." "I read another book that reminds me of..."</p>

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<p>Predicting</p> 	<p>When making a prediction a reader uses background knowledge and clues from the text to predict what might happen next. Predictions must be logical and supported by text.</p>	<p>How would you support that prediction? On what evidence did you base your prediction? What makes you say that? What were your clues? After reading this section, what would be your next prediction? What background knowledge helped you make that prediction? Is that prediction realistic /reasonable?</p>	<p><i>Tuesday</i> <i>Sleeping Ugly</i> <i>The Ghost-Eye Tree</i> <i>Sylvester and the Magic Pebble</i> <i>Mufaro’s Beautiful Daughter</i> <i>Sam Bang and Moonshine</i> <i>Lon Po Po</i> <i>The Missing Mitten Mystery</i> <i>50 Below Zero</i> <i>The Red Wolf</i> <i>Too Much Noise</i> <i>Bedhead</i> <i>I Know and Old Lady</i> <i>Goggles</i></p>	<p>“I predict...” “I predict...based on...(support of text, events, background knowledge, specific examples, schema)” “This prediction is realistic because...” “I am going to change my prediction because...” “Based on... (the cover, title, pictures, headings) I predict...” “I think I know what is coming next...” “I think we will learn...because...” “The clues I used in my prediction are...” “I bet...because...”</p>

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<p>Questioning</p> 	<p>Questioning opens the door to understanding and engagement. Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. (They also realize not all questions will be answered by the text.)</p>	<p>Did you have a question even before you started to read this book? Do you notice yourself asking a question when reading doesn't make sense? I wonder what you are thinking right now. How could that be? Why do you think? Who? What? When? Where? Why?</p>	<p><i>Owl Moon</i> <i>The Relatives Came</i> <i>No! David</i> <i>Officer Buckle and Gloria</i> <i>The Three Questions</i> <i>Chrysanthemum</i> <i>The Butterfly</i> <i>Dear Mr. Blueberry</i> <i>Chartreuse Leotard</i></p>	<p>“I wonder...” “My question is...?” “I am curious about...?” “I wonder who (what, when, where, why)...?” “How come...?” “Why...?”</p>

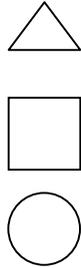
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<p>Visualizing</p> 	<p>Visualizing is when the reader creates an image in their mind from the text utilizing all 5 senses. The text becomes a movie in their mind.</p>	<p>What did you see, hear, feel, smell, taste, when you read those words? What did you notice about how your visualization helps you remember what you read? What did the author say to help you form the picture in your head? What does it look like in your mind? What are you feeling right now? Have you ever (tasted, smelled, seen) something like this?</p>	<p><i>Annie and The Old One</i> <i>Give Maggie a Chance</i> <i>My Teacher Sleeps in School</i> <i>My Great -Aunt Arizona</i> <i>Night Tree</i> <i>The Paperboy</i> <i>A Quite Place</i> <i>Salmon Creek</i> <i>Silver Morning</i></p>	<p>“The picture in my mind...” “The movie...” “I can see...smell...taste...feel...hear...” “When I read... I got a picture in my mid that...” “I visualized...” “My mind picture shows...” “I imagined...” “I can almost see (description)...” “The picture I painted in my mind...” “I can picture in my mind...” “I can almost taste...” “I can imagine what is like to...”</p>

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<p>Inferring</p> <p>Schema Author's</p>  <p>clues</p> <p style="text-align: center;">Inference</p>	<p>The reader uses what they know (schema) and what they read in the text to form a conclusion.</p> <p>Inferring is reading between the lines.</p>	<p>Authors leave clues for us as we read. Did you put them together to figure out the big idea?</p> <p>What message do you think the author wanted you understand?</p> <p>Are you making any predictions as you read?</p> <p>Can you lift out an idea out of this text and add your own ideas?</p> <p>This is a tricky word. What word would make sense here?</p>	<p><i>Where the Wild Things Are</i> <i>Three Little Pigs</i> <i>The Polar Express</i> <i>Seven Blind Mice</i> <i>Annie and the Old One</i> <i>Frog and Toad Together</i> <i>The Tree Story of the Three Little Pigs</i> <i>Mysteries of Harris Burdick</i> <i>Have you Seen My Duckling?</i> <i>Good Dog Carl</i> <i>Dandelions</i> <i>Don't Need Friends</i> <i>Give Maggie a Chance</i> <i>Little Scarecrow Boy</i> <i>Night Noises</i> <i>A Present for Mom</i></p>	<p>“I noticed...”</p> <p>“When I read between the lines...”</p> <p>“I had to think about what the author said and...”</p> <p>“I think what the author really means is...”</p> <p>“I think ...because the author gave clues about...”</p> <p>“The author wrote... but I know...”</p> <p>“When I read... I think it means...because...”</p> <p>“The author’s words mean...to me.”</p> <p>“Maybe this means...”</p>

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<p>Retelling</p> 	<p>Comprehension can be assessed by having the child retell the story after reading.</p>	<p>Tell me about the story as if I had never heard it before. Tell me in your own words what happened in the story. Who are the main characters? Where did the story take place? Can you include the language and special vocabulary from the story in your retell? What important details can you include in your retell? What was the problem? How was it solved? How did the story end?</p>	<p><i>Goggles!</i> <i>Alexander and the Wind-up Mouse</i> <i>The Story of the Jumping Mouse</i> <i>The Great Kapok Tree</i> <i>Chicken Little</i> <i>Giggle, Giggle, Quack</i> <i>Frog and Toad Together</i> <i>'Twas the night Before Thanksgiving</i> <i>Goldilocks and the Three Bears</i> <i>Mr. Grumpy's Outing</i> <i>My Friend Rabbit</i> <i>Hattie and the Fox</i> <i>Miss Nelson is Missing</i> <i>King Bidgood's Bathtub</i></p>	<p>“The characters are...” “The setting must be... because I see...” “The problem is...” “The solution was...” “First...then... after that...finally...” “Some important details in the story...” “The story ended by...” “In the conclusion...” “The solution to the problem was...” “Let me tell you what happened as if you had never heard the story before...”</p>

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<p>Summarizing</p> 	<p>A good summary gives only the key points related to the story and is told in your own words.</p>	<p>Did you take out the information what was not important? How did you decide what to include/ leave out in your summary? What key words would you include in your summary? What words did you replace? What are the key concepts? How will you keep it short and avoid just repeating the author's words?</p>	<p><i>Hansel and Gretel</i> <i>Inch by Inch</i> <i>Seven Blind Mice</i> <i>Annie and The Old One</i> <i>First day Jitters</i> <i>Giggle, giggle, Quack Gasp!</i> <i>Grandpa's Teeth</i> <i>Hooway for Wodney Wat</i> <i>Ira Sleeps Over</i> <i>I Ain't Gonna Paint No More</i> <i>Liar, Liar Pants on Fire</i> <i>Mama, If you Had a Wish</i> <i>Missing: One Stuffed Rabbit</i> <i>The Pan and the Great One</i> <i>The Stray Dog</i></p>	<p>“... wanted...but...so...” “First...then...finally” “Let me tell you in my own words...” “... happened ...and... then...” “In summary...” “I will say that in my own words...” “In one or two sentences I would summarize...” “This text is about...” “This part is about...” “This paragraph is mostly about...”</p>

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<p>Synthesizing</p> 	<p>Synthesis is like throwing a rock into a pond. First there is a splash, and then the water ripples out, making little waves that get bigger and bigger. Basically, you are putting all the strategies together and doing something with it.</p>	<p>Has your thinking changed since reading this passage? Are you keeping track of what this means? What is your plan for this information now?</p>	<p>Respond to any texts</p>	<p>“I really liked how the author...” “I wish I could...” “AHA!” “WOW! That is...” “It was interesting to learn...” “I would like to say something about...” “I discovered...”</p>

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<p>Determining Importance</p> 	<p>Determining importance depends on the purpose of the reading and is used mainly with nonfiction reading. The reader has to determine the difference between what they need to know and what is just important.</p>	<p>As you read the passage, what was most important here? What is essential to remember? Do you think this author was for or against this idea? What information did he /she present to build evidence for the case? What do you think the author is trying to tell you? What do you think the audience is going to learn from this?</p>	<p><i>What will the Weather Be?</i> <i>When Sophie Gets Angry-Really, Really, Angry...</i></p> <p>Nonfiction texts</p>	<p>“I think... is interesting, but I don’t think it is part of the big idea.” “I kept thinking about...because it said...” “The details point me to the big idea of...” “I would say the most important details are...” “The most important thing I learned so far is...” “This is really important...” “I need to remember...” “The 3 golden nuggets in this are...”</p>

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<p>Fix-Up Strategies</p> 	<p>Fix-up Strategies are the tools we use to monitor and repair comprehension of the text. Some possible strategies would include: go back & reread, read ahead, identify what is understood, summarize up to this point, ask questions and clarify.</p>	<p>Tell me what the voice inside your head is saying. What does the movie look like in your head? Have you come up with any questions while reading? Are you discovering any answers? Describe what you remember reading. Please, point to the spot you last remember reading. Summarize what you have read so far.</p>	<p>Model and practice using rich texts.</p>	<p>“I wonder what it means to...” “I don’t get...” “It didn’t make sense when...” “I am confused about...” “I think I will reread to check...” “I need to clarify...” “... is a difficult word because...” “A difficult idea in this is...” “I figure it out by...” “I had trouble understanding...” “I don’t understand...”</p>