**Comprehension Strategies**

**Activating relevant, prior knowledge (schema):**

Knowing something about the content and structure helps reduce meaning breakdown when reading

**Questioning:**

Readers can clarify meaning by stopping and asking why and what they don’t understand. Asking questions is at the heart of inquiry.

**Determining important ideas:**

Reading requires readers to identify essential information.

**Synthesizing Information**:

Reviewing, sorting and sifting information can lead to new insights that change the way readers think.

**Monitoring and repairing comprehension:**

Cracking strange words, unfamiliar ideas, vocabulary and concepts is crucial to understanding. Knowing how and when meaning breaks down is critical.

**Drawing inferences:**

Reading between the lines requires inferential thinking. Inferring is helpful when you are searching for answers to questions that are not answered directly.

**Visualizing:**

Readers who create *visual* and *sensory images* while reading, are more likely to hang in with the text against difficult odds.

Adapted from *Mosaic of Thought*

Keene, E. and Zimmerman, S., 1997.

Portsmouth, NH. Heinemann

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**Readalouds and Thinkalouds:**

**Teaching Comprehension Strategies Bibliography**

**Good readers ask question:**

* **Before reading to preview and plan**
* **During reading to predict, find answers and clarify meaning**
* **After reading to clarify and think about the text more deeply**

Knowlton, Laurie. (2006). *A Young Man’s Dance.* New York: Boyds Mills Press.

1-59078-259-3. 9-782590.

Maclachlan, Patricia. (1994). *All the Places to Love.* New York: Harper Collins.

0-06-021098-2. 9-780060-210984.

Say, Allen. (1993). *Grandfather’s Journey.* New York: Scholastic.

0-590-48864-3.

Wood, Audrey. (1988). *Elbert’s Bad Word.* New York: Harcourt Brace Javonovoch.

0-15-225320-3.

Woodson, Jacqueline. (2001). *The Other Side.* New York: Putnam*.*

0-399-23116-1. 9-780399-231162.

**Good readers make predictions:**

* **“best guess” about concepts, facts, events and outcomes**
* **Checking, confirming and adjusting predictions as they read**
* **Based on connections they make before and during reading**

Arnold, Tedd. (1992). *The Signmaker’s Assistant.* New York: Dial.

0-8037-1010-0. 9-780803-710108.

Fair, Sylvia. (1982). *The Bedspread.* New York: Morrow Junior Books.

0-688-00877-1. 9-780688-008772.

Perez, Amada Irma. (2000). *My Very Own Room: Mi propio cuartitio.* San Francisco: Children’s Book Press. 0-89239-164-2. 9-780892-391646.

Scieska, Jon and L. Smith. (1992). *The Stinky Cheese Man and Other Fairly Stupid Tales.* New York: Viking. 0-670-84487-X. 9-780670-844876.

Williams, Mo. (2004). *Knuffle Bunny.* New York: Hyperion. 0-7868-1870-818709.

Winter, Jeannette. (2004). *The Librarian of Basra: A True Story of Iraq.* New York: Harcourt.

0-15-205445-6. 9-780152-054458.

**Good Readers make Inferences:**

* **“Reading between the lines” to add what they already know to information in the text**
* **When the author does now directly state information and use “hints” to form their own ideas**
* **Thinking beyond the words on the page to better understand characters, events and concepts**
* **Forming their own ideas and interpretations**

Beckwtih, Kathy. (2005). *Playing War.* Gardiner, Maine: Tilbury House.

0-88448-267-7. 9-780884-482673.

Bunting, Eve. (1984). *The Man Who Could Call Down Owls.* New York: Macmillan.

Lendroth, Susan. (2005). *Why Explore?* Toronto: Tricyle Press.

1-58246-150-3. 9-781582-461502.

Lorbiecki, Marybeth. (1998). *Sister Anne’s Hands.* New York: Dial.

0-8037-2938-6. 9-780803-720381.

Rylant, Cynthia. (1982). *When I was Young in the Mountains.* New York: Puffin.

0-14-054875-0. 0-51488-00699-2.

Woodson, Jacqueline. (2002). *Visiting Day.* New York: Scholastic.

0-590-40005-3. 9-780590-400053.

Yolen, Jane. (1989). *Dove Isabeau.* New York: Harcourt.

0-15-224131-0. 9-780152-241315.

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**Literature Connection**

**We Want Students to Make**

**Text to Self**

How does this text relate to my life?

What does this piece of writing make me think about in relation to my life?

**Text to World**

How does this text relate to the world?

What does this piece of writing make me think about?

**Text to Text**

What other texts does this piece remind me of?

What texts does this piece make me think about?

**Making Connections**

*Text to Self Text to World Text to Text*

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**Connection 1:**

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Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Connection 2:**

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**Connection 3:**

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**Connection 4:**

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**Connection 5:**

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Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name of Book\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Questions before Reading.

Questions during Reading.

Questions after Reading.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Predictions**

Text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Predictions before reading.

Were they confirmed? Explain.

Did they change? Explain.

Predictions during reading. (list page #)

Were they confirmed? Explain.

Did they change? Explain.

**Inferencing**

Text\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you know? How do you know?

(textual evidence)