

The attached sheet explores comprehension strategies that are used in the classroom. When helping your child at home, please make sure to use this as a reference throughout the year. There will be a copy online as well.

Although word recognition, decoding, and fluency are building blocks of effective reading, the ability to comprehend text is the ultimate goal of reading instruction. Comprehension is a prerequisite for acquiring content knowledge and expressing ideas and opinions through discussion and writing.

Comprehension is evident when readers can:

- Interpret and evaluate events, dialogue, ideas, and information
- Connect information to what they already know
- Adjust current knowledge to include new ideas or look at those ideas in a different way
- Determine and remember the most important points in the reading
- Read “between the lines” to understand underlying meanings

Comprehension strategies work together like a finely tuned machine. The reader begins to construct meaning by selecting and previewing the text. During reading, comprehension builds through predicting, inferring, synthesizing, and seeking answers to questions that arise. After reading, deeper meaning is constructed through reviewing, rereading portions of the text, discussion, and thoughtful reflection. During each of these phases, the reader relates the text to his own life experiences.



Explanation for Skills and Strategies

Author's Purpose: Students will be logging the author's purpose while they read. They will also write an explanation of how they knew this was the author's purpose and will identify if the text was expository, narrative, or persuasive.

Compare and Contrast: Students will be comparing and contrasting while they read. Students are asked to compare and contrast the setting, characters, or the events of what they are reading. They can use this for just one piece of text or multiple pieces of text.

Making Connections: Students will write what they can connect to while they read. They will also explain how their connection helps them understand something about the story and which type of connection they have made.

Genre Identification: Students write clues and explanations they have to determine the genre of the text.

Inferring: Students complete their log entry by writing one thing they can tell/know/or that must be true and must explain how they know it must be true. This way, they have to provide the actual evidence from the text to make their inference.

Predicting: Students will be writing about what they predict will happen while reading. Not only will they make a prediction, but they will also have to write a "because" portion to show that they are using information from the story to make a sensible prediction.

Questioning: Students will log questions they have about the text. They will be required to write an "I wonder" sentence and a question. Then, they will have to think about if they found the answer to their question. If so, they should write that. This will help them think about their reading and will lead to better text comprehension.



Sensory Imaging: Students describe what they sense while they read.

They will use their 5 senses to describe what they can see, hear, taste, smell, and feel in the text they are reading. They will write the words the author used to help them sense what is happening in the story and will explain what these ideas helped them understand. By using their senses to describe these ideas, they will better understand character feelings, the setting, the mood of the story, and more. This can also help them infer and draw conclusions.

Summarizing Fiction: Students will summarize fiction text. They will identify the setting, characters, problem, and solution and turn these elements of plot into a summary.

Summarizing Nonfiction: Students will be required to write words that are frequently repeated. (This helps them understand the main idea or topic.) Then, they will write details they read about these words. From there, they will write a summary detailing what they read from the beginning to the end.

Text Structure: Students will be identifying text structure. Some types include compare and contrast, problem and solution, sequence, descriptive, cause and effect. Each has a specific purpose, and there can be more than one in a single piece of text. After students identify the text structure they will write the clues that told them so.

Visualizing: Students will be logging what they visualize while they read. They will use their 5 senses to describe what they can see, hear, taste, smell, and feel in the text they are reading. After they write these ideas, they will draw a picture to show what these ideas help them visualize in their heads while they read. By using their senses to describe these ideas, they will better understand character feelings, the setting, the mood of the story, and more. This can also help them infer and draw conclusions.

General Log: This is a general log that leaves the option of a focus for you or for your students. The "Today I am focusing on..." section is left open-ended so that you can create a specific log for your individual purposes.

