

# Comprehension is ...

---

...the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction; it requires students to learn a series of strategies that they can utilize to make meaning out of text.

## Skills to develop:



**Visualizing/Creating Mental Images:** Readers create sensory images while reading that help them to understand and remember what they have read.



### **Making Connections/Using Background Knowledge:**

Readers connect new information to prior knowledge (from experience or other texts) to gain understanding.



**Asking/Answering Questions:** Readers ask questions while reading to improve their active processing and comprehension of text. Teachers ask questions to guide and monitor student understanding and to advance student learning from reading.



**Summarizing/Determining Importance:** Readers determine important information while reading, based on their purpose for reading. They condense these key ideas, retelling them in their own words.



**Inferring/Predicting:** Readers use clues from the text and their background knowledge to fill in information that the author does not directly state. Readers use clues to think about what might happen next.



**Monitoring/Clarifying:** Readers are aware of instances in which their comprehension breaks down, and they employ comprehension strategies to “fix up” their understanding.

# Effective strategies and grouping formats

## Whole Group and Teacher-led Small Group

- Give the strategy a name.
- Use real-world examples to create context.
- Define the strategy, how and when it is used, and how it helps with reading.
- Give students a touchstone, such as a hand gesture or icon, to help them remember the strategy.
- Think aloud, using the strategy in a variety of contexts.
- Engage students by providing opportunities for them to share their thinking during reading.
- Practice shared application with planned discussion prompts.
- Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
- Provide accountability measures for students while using the strategy.