Making Meaning® Second Edition Program Overview

Reading Comprehension Strategies

- Retelling
- Making connections / Using schema
- Visualizing
- Wondering / Questioning
- · Making inferences
- Determining important ideas
- · Understanding text structure
- Summarizing
- Synthesizing



Making Meaning

Strategy Development K-8

Nine comprehension st	Compr rategles,					tally app	ropristo		
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Rerelling	•	•	0						
Making connections/ Using schema	•	•		0	0	0	0	O	٥
Visualizing	•	•		•	•	•		•	•
Wondering/Questioning	8	•	•	•	•	•		0	
Making inferences	0	o			(9)	•	9	0	•
Determining important ideas		0			0	•	•		•
Understanding text structure		٥	•	•		•		40	
Suramarizing			0	0	•	9	•		
Synthesizing					0	8	9	9	•

Strategy taught directly 🔘 Strategy taught informally

Resource Sheet for IDR Conferences

General questions you can ask to probe student thinking:

- ▶ Why did you choose this book?
- ▶ Why do you like/dislike this book?
- ▶ What kinds of books do you want to read?"

Genre-specific questions you can ask:

Fiction

- ▶ What is this story about?
- What has happened so far?
- What do you know about the character(s)?
- What part have you found interesting or surprising? Why?
- What are you wondering about?
- ▶ What do you visualize (see/hear/feel) as you read these words?
- What do you think will happen next?

Nonfiction/Expository

- What is this [book/article] about?
- ▶ (Read the information on the back cover.) What have you found out about that so far?
- ▶ (Look at the table of contents.) What do you think you will find out about _____ in this book?
- What have you learned from reading this article?
- What's something interesting you've read so far?
- What are you wondering about?
- What do you expect to learn about as you continue to read?
- What information does this [diagram/table/graph/other text feature] give you?

Poetry

- What is this poem about?
- ▶ What do you visualize (see/hear/feel) as you read these words?
- What do you think the poet means by _____?

Book title: EVIDENCE: Ask: What is your book about so far? Is the student able to describe the book? Have the student read a passage silently, then read it aloud for you. Does the student Attend to meaning? Pause? reread if having difficulty? Read most words accurately? Try to make sense of unfamiliar language? Read fluently? Ask: What is the part you just read about? Does the student recall what's important in the passage? Student has difficulty, have him/her reread the passage and repeat Step setudent doesn't understand after the second reading, go to Step setudent doesn't understand after the second reading, go to Step setudent doesn't understand after the second reading, ask yourself: Is the difficulty caused by: Lack of background knowledge? Unfamiliar vocabulary? Too-difficult text (lack of fluency)? Not using an appropriate comprehension strategy? Intervene using one or more of the following: Define unfamiliar words. Provide necessary background knowledge. Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread again, starting at an earlier place in the text. Ask clarifying questions about the text.	R Conference Notes	Student:	Date:				
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