

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

Comprehension Strategies									
Nine comprehension strategies, introduced where developmentally appropriate.									
	K	1	2	3	4	5	6	7	8
Retelling	●	●	○						
Making connections/ Using schema	●	●	●	○	○	○	○	○	○
Visualizing	●	●	●	●	●	●	●	●	●
Wondering/Questioning	●	●	●	●	●	●	●	●	●
Making inferences	○	○	●	●	●	●	●	●	●
Determining important ideas		○	●	●	●	●	●	●	●
Understanding text structure		○	●	●	●	●	●	●	●
Summarizing			○	○	●	●	●	●	●
Synthesizing					○	●	●	●	●

● 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 _____?*

IDR Conference Notes

Student: _____ Date: _____

Book title: _____

EVIDENCE:

1 Ask: What is your book about so far?

Is the student able to describe the book?

YES
<input type="checkbox"/>

2 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?

YES
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3 Ask: What is the part you just read about?

Does the student recall what's important in the passage?

YES
<input type="checkbox"/>

If the student has difficulty, have him/her reread the passage and repeat Step 1.

If the student doesn't understand after the second reading, go to Step 4. Otherwise, go to Step 2.

4 If the student 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?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

4 Ask: What do you think will happen, or what do you think you will learn, as you keep reading?

5 Ask yourself: Is the student using comprehension strategies to make sense of text?

5 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.
- Help the student find a more appropriately leveled book.

Next steps: