**FOUR COMPREHENSION STRATEGIES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUMMARIZING / RÉSUMER**  “Summarizing requires the reader to identify, paraphrase, and integrate important text information. Summarizing may occur across different lengths of text. It is a strategy in which a reader is constantly synthesizing the important ideas in text. “ (Lanning, 2009). | | | | | |
| **RESOURCES TO SUPPORT TEACHING SUMMARIZING** | | | | | |
| ***4 POWERFUL STRATEGIES FOR STRUGGLING READERS GRADES 3-8*** *by Lois Lanning* | **INQUIRING MINDS LEARN TO READ AND WRITE**  by  Jeffrey Wilhelm, Peggy Wilhelm & Erika Boas | ***NON-FICTION READING POWER/ Stratégies de lecture de textes courants*** *by Adrienne Gear*  ***FICTION READING POWER / Lecteurs engages, cerveaux branchés*** *by Adrienne Gear* | ***STRUGGLING READERS – WHY BAND-AIDS DON’T STICK AND WORKSHEETS DON’T WORK*** *– by Lori Jamison Rog* | ***LITERACY 44*** *– North Vancouver School District*  *Some suggested activities* | ***MAKING THINKING VISIBLE*** *by Ron Ritchhart, Mark Church & Karin Morrison* |
| Putting the Strategies into Practice: Summarizing  pgs. 25-48 | K-W-H-L pg. 62  Mind Mapping pg. 68  The Frayer Model pg. 69 | NON – FICTION  The Power to Zoom-In -pgs. 49-62  *Repérer les éléments d’information du texte*  *-pgs 38 – 51*  The Power to Determine Importance  - pgs. 87-109  *Déterminer l’importance des éléments – pgs. 76 - 89*  FICTION  The Power to Question - pgs. 51-64  Se poser des questions  -pgs. 45 - 52 | One –sentence Summaries pg. 107  Mind Maps –  pg. 109-110 | Collaborative Summaries  Directed Reading Thinking Activity  Fact Finder  Five Ws / *Les 5 Q.I.C*  Jigsaw  Plot Profiles /  *Tableau de compréhension*  Request  Venn Diagram /  *Les diagrammes de Venn*  Webbing */ La toile* | Headlines – pg. 111  Zoom In - pg. 64  Sentence, Phrase, Word  pg. 207  Generate, Sort, Connect, Elaborate: Concept Maps pg. 125 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CREATING MEANINGFUL CONNECTIONS / FAIRE DES LIENS**  “Readers make connections with text in a variety of ways. Connections…are made by bringing ones’ background knowledge to the information in the text. When creating meaningful connections, a reader is relating his or her previous experiences, knowledge, and/or emotions to the ideas presented in the text.” (Lanning, 2009). | | | | | |
| **RESOURCES TO SUPPORT TEACHING HOW TO CREATE MEANINGFUL CONNECTIONS** | | | | | |
| ***4 POWERFUL STRATEGIES FOR STRUGGLING READERS GRADES 3-8*** *by Lois Lanning* | **INQUIRING MINDS LEARN TO READ AND WRITE**  by  Jeffrey Wilhelm, Peggy Wilhelm & Erika Boas | ***NON-FICTION READING POWER/ Stratégies de lecture de textes courants*** *by Adrienne Gear*  ***FICTION READING POWER / Lecteurs engages, cerveaux branchés*** *by Adrienne Gear* | ***STRUGGLING READERS – WHY BAND-AIDS DON’T STICK AND WORKSHEETS DON’T WORK*** *– by Lori Jamison Rog* | ***LITERACY 44*** *– North Vancouver School District*  *Some suggested activities* | ***MAKING THINKING VISIBLE*** *by Ron Ritchhart, Mark Church & Karin Morrison* |
| Putting the Strategies into Practice: Creating Meaningful Connections  pgs. 49-72 | Strategies for Questioning and Connection Making -pgs. 97-112 | NON – FICTION  The Power to Connect -pgs. 110-124  Faire des liens  -pgs. 99 - 108  FICTION  The Power to Connect -pgs. 34-50  *Faire des liens*  *-pgs.27 - 37* | Hand, Head, and Heart Questions – pg. 51 | Concept Circles / *Le cercle des concepts*  Describe, Find, and ReRead  Directed Reading Thinking Activity  Know-Wonder-Learn /  *Je sais – Je questionne – J’apprends*  Response Logs/Reflective Journals  Venn Diagrams /  *Les diagrammes de Venn*  Webbing /  *La toile* | Connect, Extend, Challenge – pg. 132  Generate-Sort-Connect-Elaborate: Concept Maps- pg. 125  The 4 C’s - pg. 140  Circle Of Viewpoints  pg. 171  Step Inside pg. 178 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SELF REGULATING / L’AUTORÉGULATION**  “When self regulating, a reader is continuously checking his or her reading to make sure it makes sense, and is also using a variety of “fix up skills when it does not make sense. This process is more complex for struggling intermediate readers, because as texts become longer in length, the content less familiar, the vocabulary load higher and as authors employ more literary techniques in their writing, using that strategy of self regulating not only becomes more critical to comprehension, but also demands more skill from the reader. “ (Lanning, 2009). | | | | | |
| **RESOURCES TO SUPPORT TEACHING SELF REGULATING** | | | | | |
| ***4 POWERFUL STRATEGIES FOR STRUGGLING READERS GRADES 3-****8 by Lois Lanning* | **INQUIRING MINDS LEARN TO READ AND WRITE**  by  Jeffrey Wilhelm, Peggy Wilhelm & Erika Boas | ***NON-FICTION READING POWER/ Stratégies de lecture de textes courants*** *by Adrienne Gear*  ***FICTION READING POWER / Lecteurs engages, cerveaux branchés*** *by Adrienne Gear* | ***STRUGGLING READERS – WHY BAND-AIDS DON’T STICK AND WORKSHEETS DON’T WORK*** *– by Lori Jamison Rog* | ***LITERACY 44*** *– North Vancouver School District*  *Some suggested activities* | ***MAKING THINKING VISIBLE*** *by Ron Ritchhart, Mark Church & Karin Morrison* |
| Putting the Strategies into Practice: Self Regulating  pgs. 73-94 | Strategies for Reading and Think Aloud –  pgs. 70-83  Strategies for Visualization, Action and Drama - pgs. 114-126  Metacognition Stems - pg. 43 | FICTION  The Power to Visualize –  pgs. 65-80  *Visualiser*  *-pgs. 60 - 69* | Think Aloud/Think Along/ Think Alone – pg. 39  Prompts for Think Alouds – pg. 45  Comprehension Superpower: Monitoring and Clarifying Comprehension pgs. 60-62 | Cue Questions / *Les questions pour inciter la réflexion*  Directed Reading Thinking Activity  Think Aloud/Public Thinking / *Les boîtes d’idées*  Thinking While Reading / *Réfléchir en lisant*  Picture Walk  Repeated Reading  SQ4R /  *Le sociogramme*  Self Monitoring Approach to Reading Text  Think Aloud  What’s In/What’s Out | Red Light, Yellow Light –  pg. 185  3-2-1 Bridge – pg. 86 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **INFERRING / FAIRE DES INFÉRENCES**  “Inferring is an essential reading strategy, as it not only facilitates comprehension, but it also enhances the reader’s enjoyment of the text as new perspectives are discovered. “ (Lanning, 2009). | | | | | |
| **RESOURCES TO SUPPORT TEACHING INFERRING** | | | | | |
| ***4 POWERFUL STRATEGIES FOR STRUGGLING READERS GRADES 3-8*** *by Lois Lanning* | **INQUIRING MINDS LEARN TO READ AND WRITE**  by  Jeffrey Wilhelm, Peggy Wilhelm & Erika Boas | ***NON-FICTION READING POWER/ Stratégies de lecture de textes courants*** *by Adrienne Gear*  ***FICTION READING POWER / Lecteurs engages, cerveaux branchés*** *by Adrienne Gear* | ***STRUGGLING READERS – WHY BAND-AIDS DON’T STICK AND WORKSHEETS DON’T WORK*** *– by Lori Jamison Rog* | ***LITERACY 44*** *– North Vancouver School District*  *Some suggested activities* | ***MAKING THINKING VISIBLE*** *by Ron Ritchhart, Mark Church & Karin Morrison* |
| Putting the Strategies into Practice: Inferring  Pgs. 95-114 | See, Think, Wonder p. 60  Three Level Questioning p. 61 | NON – FICTION  The Power to Question/Infer pgs. 63-86  *Se poser des questions/Faire des inferences –pgs. 52 – 69*  The Power to Transform - pgs. 124-135  *Transformer sa pensée*  *-pgs. 113 - 119*  FICTION  The Power to Transform - pgs. 97-113  *Transformer sa pensée*  *–pgs. 96 - 106*  The Power to Infer - pgs. 81-96  *Faire des inferences*  *–pgs. 77 - 88* | Comprehension Superpower: Asking Questions During Reading –  Pgs. 48-51  Comprehension Superpower: Inferring –  Pgs. 52-59 | Building From Clues */ À partir d’indices*  Judge and Jury  Seeing Both Sides */ Le pour et le contre*  Character Profile */ Le profil des personnages*  Character Web */ La toile de caractéristiques du personnage*  Concept Circles / *Le cercle des concepts*  Question/Answer Relationship */ Les relations: Questions / Réponses*  Directed Reading Thinking Activity | Claim, Support, Question p. 191  I Used To Think, And Now I Think p. 154  See, Think, Wonder p. 55  What Makes You Say That? |