**FOUR COMPREHENSION STRATEGIES**

|  |
| --- |
| **SUMMARIZING**“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*** *by Adrienne Gear****FICTION READING POWER*** *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: Summarizingpgs. 25-48 | K-W-H-L pg. 62Mind Mapping pg. 68The Frayer Model pg. 69 | NON – FICTIONThe Power to Zoom-In -pgs. 49-62The Power to Determine Importance - pgs. 87-109FICTIONThe Power to Question - pgs. 51-64 | One –sentence Summaries pg. 107Mind Maps – pg. 109-110 | Collaborative SummariesDirected Reading Thinking ActivityFact FinderFive WsJigsawPlot ProfilesRequestVenn DiagramWebbing | Headlines – pg. 111Zoom In - pg. 64Sentence, Phrase, Wordpg. 207Generate, Sort, Connect, Elaborate: Concept Maps pg. 125 |

|  |
| --- |
| **CREATING MEANINGFUL CONNECTIONS**“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*** *by Adrienne Gear****FICTION READING POWER*** *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 Connectionspgs. 49-72 | Strategies for Questioning and Connection Making -pgs. 97-112 | NON – FICTIONThe Power to Connect -pgs. 110-124FICTIONThe Power to Connect -pgs. 34-50 | Hand, Head, and Heart Questions – pg. 51 | Concept CirclesDescribe, Find, and Re-ReadDirected Reading Thinking ActivityKnow-Wonder-LearnResponse Logs/Reflective JournalsVenn DiagramsWebbing | Connect, Extend, Challenge – pg. 132Generate-Sort-Connect-Elaborate: Concept Maps- pg. 125The 4 C’s - pg. 140Circle Of Viewpointspg. 171Step Inside pg. 178 |

|  |
| --- |
| **SELF REGULATING**“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*** *by Adrienne Gear****FICTION READING POWER*** *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 Regulatingpgs. 73-94 | Strategies for Reading and Think Aloud –pgs. 70-83Strategies for Visualization, Action and Drama - pgs. 114-126Metacognition Stems - pg. 43 | FICTIONThe Power to Visualize –pgs. 65-80 | Think Aloud/Think Along/ Think Alone – pg. 39Prompts for Think Alouds – pg. 45Comprehension Superpower: Monitoring and Clarifying Comprehension pgs. 60-62 | Cue QuestionsDirected Reading Thinking ActivityThink Aloud/Public ThinkingThinking While ReadingPicture WalkRepeated ReadingSQ4RSelf Monitoring Approach to Reading TextThink AloudWhat’s In/What’s Out | Red Light, Yellow Light – pg. 1853-2-1 Bridge – pg. 86 |

|  |
| --- |
| **INFERRING**“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*** *by Adrienne Gear****FICTION READING POWER*** *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: InferringPgs. 95-114 | See, Think, Wonder p. 60Three Level Questioning p. 61 | NON – FICTIONThe Power to Question/Infer pgs. 63-86The Power to Transform - pgs. 124-135FICTIONThe Power to Transform - pgs. 97-113The Power to Infer - pgs. 81-96 | Comprehension Superpower: Asking Questions During Reading – Pgs. 48-51Comprehension Superpower: Inferring – Pgs. 52-59 | Building From CluesJudge and JurySeeing Both SidesCharacter ProfileCharacter WebConcept CirclesQuestion/Answer RelationshipDirected Reading Thinking Activity | Claim, Support, Question p. 191I Used To Think, And Now I Think p. 154See, Think, Wonder p. 55What Makes You Say That?  |