**FOUR COMPREHENSION STRATEGIES**

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| **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: Summarizingpgs. 25-48 | K-W-H-L pg. 62Mind Mapping pg. 68The Frayer Model pg. 69 | NON – FICTIONThe 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*FICTIONThe Power to Question - pgs. 51-64Se poser des questions-pgs. 45 - 52 | One –sentence Summaries pg. 107Mind Maps – pg. 109-110 | Collaborative SummariesDirected Reading Thinking ActivityFact FinderFive Ws / *Les 5 Q.I.C*JigsawPlot Profiles /  *Tableau de compréhension*RequestVenn Diagram /  *Les diagrammes de Venn*Webbing */ La toile* | Headlines – pg. 111Zoom In - pg. 64Sentence, Phrase, Wordpg. 207Generate, Sort, Connect, Elaborate: Concept Maps pg. 125 |

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| **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 Connectionspgs. 49-72 | Strategies for Questioning and Connection Making -pgs. 97-112 | NON – FICTIONThe Power to Connect -pgs. 110-124Faire des liens-pgs. 99 - 108FICTIONThe 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 ReReadDirected Reading Thinking ActivityKnow-Wonder-Learn /  *Je sais – Je questionne – J’apprends*Response Logs/Reflective JournalsVenn Diagrams /  *Les diagrammes de Venn*Webbing /  *La toile* | Connect, Extend, Challenge – pg. 132Generate-Sort-Connect-Elaborate: Concept Maps- pg. 125The 4 C’s - pg. 140Circle Of Viewpointspg. 171Step Inside pg. 178 |

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| **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 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*Visualiser**-pgs. 60 - 69* | Think Aloud/Think Along/ Think Alone – pg. 39Prompts for Think Alouds – pg. 45Comprehension Superpower: Monitoring and Clarifying Comprehension pgs. 60-62 | Cue Questions / *Les questions pour inciter la réflexion*Directed Reading Thinking ActivityThink Aloud/Public Thinking / *Les boîtes d’idées*Thinking While Reading / *Réfléchir en lisant*Picture WalkRepeated ReadingSQ4R /  *Le sociogramme*Self Monitoring Approach to Reading TextThink AloudWhat’s In/What’s Out | Red Light, Yellow Light – pg. 1853-2-1 Bridge – pg. 86 |

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| **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: InferringPgs. 95-114 | See, Think, Wonder p. 60Three Level Questioning p. 61 | NON – FICTIONThe 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*FICTIONThe 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. 48-51Comprehension Superpower: Inferring – Pgs. 52-59 | Building From Clues */ À partir d’indices*Judge and JurySeeing 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. 191I Used To Think, And Now I Think p. 154See, Think, Wonder p. 55What Makes You Say That?  |