**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: 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  The Power to Determine Importance - pgs. 87-109  FICTION  The Power to Question - pgs. 51-64 | One –sentence Summaries pg. 107  Mind Maps –  pg. 109-110 | Collaborative Summaries  Directed Reading Thinking Activity  Fact Finder  Five Ws  Jigsaw  Plot Profiles  Request  Venn Diagram  Webbing | Headlines – pg. 111  Zoom In - pg. 64  Sentence, Phrase, Word  pg. 207  Generate, 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 Connections  pgs. 49-72 | Strategies for Questioning and Connection Making -pgs. 97-112 | NON – FICTION  The Power to Connect -pgs. 110-124  FICTION  The Power to Connect -pgs. 34-50 | Hand, Head, and Heart Questions – pg. 51 | Concept Circles  Describe, Find, and Re-Read  Directed Reading Thinking Activity  Know-Wonder-Learn  Response Logs/Reflective Journals  Venn Diagrams  Webbing | 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**  “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 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 | 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  Directed Reading Thinking Activity  Think Aloud/Public Thinking  Thinking While Reading  Picture Walk  Repeated Reading  SQ4R  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**  “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: Inferring  Pgs. 95-114 | See, Think, Wonder p. 60  Three Level Questioning p. 61 | NON – FICTION  The Power to Question/Infer pgs. 63-86  The Power to Transform - pgs. 124-135  FICTION  The Power to Transform - pgs. 97-113  The Power to Infer - pgs. 81-96 | Comprehension Superpower: Asking Questions During Reading –  Pgs. 48-51  Comprehension Superpower: Inferring –  Pgs. 52-59 | Building From Clues  Judge and Jury  Seeing Both Sides  Character Profile  Character Web  Concept Circles  Question/Answer Relationship  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? |