



Southfield Elementary School

A “Charlie Brown Literacy Night @ Barnes & Noble

READING COMPREHENSION STRATEGIES

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This information is credited to: <http://www.benchmarkeducation.com/best-practices-library/comprehension-strategies.html#sthash.4Z0GovfC.dpuf>

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Comprehension is powerful because the ability to construct meaning comes from the mind of the reader. Therefore, specific comprehension instruction—modeling during read-alouds and shared reading, targeted mini-lessons, and varied opportunities for practice during small-group and independent reading—is crucial to the development of strategic, effective readers.

Comprehension is evident when readers can:

- 1- Interpret and evaluate events, dialogue, ideas, and information
- 2- Connect information to what they already know
- 3- Adjust current knowledge to include new ideas or look at those ideas in a different way
- 4- Determine and remember the most important points in the reading
- 5- Read “between the lines” to understand underlying meanings

Comprehension strategies work together like a finely tuned machine. The reader begins to construct meaning by selecting and previewing the text. During reading, comprehension builds through predicting, inferring, synthesizing, and seeking answers to questions that arise. After reading, deeper meaning is constructed through reviewing, rereading portions of the text, discussion, and thoughtful reflection. During each of these phases, the reader relates the text to his own life experiences.

Types of Comprehension Strategies - six main types of comprehension strategies (Harvey and Goudvis; 2000):

- 1- **Make Connections**—Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.
- 2- **Ask Questions**—Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.
- 3- **Visualize**—Readers make the printed word real and concrete by creating a “movie” of the text in their minds.
- 4- **Determine Text Importance**—Readers (a) distinguish between what's essential versus what's interesting, (b) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (d) compare and contrast ideas or information, (e) discern themes, opinions, or perspectives, (f) pinpoint problems and solutions, (g) name steps in a process, (h) locate information that answers specific questions, or (i) summarize.
- 5- **Make Inferences**—Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.
- 6- **Synthesize**—Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.

What is Lexile? (WATCH VIDEO CLIP)

<https://lexile.com/>

Scientific way to match readers with text using the same scale. Provides students the right level of challenge. Students Lexile range from BR- 1385L. Students may go up 50 points from their Lexile or go down 100 points from their actual Lexile. For example if John's Lexile is 200, he can go up to 250 or go down to 100. When using Destiny we will demonstrate how to use this range for assisting students in checking out books just right for them. Lexile codes are listed below:

AD – ADULT DIRECTED

BR – BEGINNING READER

GN – GRAPHIC NOVEL

HL – HIGH –LOW

IG – ILLUSTRATED GUIDE

NC – NON-CONFORMING

NP – NON-PROSE

HOW TO ACCESS DESTINY

VISIT www.bcsdk12.net

Click on STUDENTS FROM THE HOMEPAGE

INFORMATION IS ARRANGED IN ALPHABETICAL ORDER, SEARCH FOR D AND CLICK ON DESTINY

SCHOOLS ARE LISTED IN ALPHABETICAL ORDER, SEARCH FOR SOUTHFIELD AND CLICK ON SOUTHFIELD