

Reading Comprehension Strategies: Definitions and Objectives

1. Prior Knowledge

Readers activate what they currently understand or misunderstand about the topic and use this knowledge before, during, and after reading to clarify misconceptions and understand the text.

Student definition: Use what I already know to help understand something new.

Overall Learning Objective:

The student will be able to use prior knowledge to help comprehend text and solve problems across the curriculum.

- a) Can the student communicate that using prior knowledge means combining current understandings and past experiences to help anticipate and comprehend the deeper meaning of text? (what)
- b) Can the student communicate that prior knowledge is used before, during and after reading? (when)
- c) Can the student communicate that using prior knowledge increases readers' ability to assimilate new information from text into what they already know? (why)
- d) Can the student communicate that using prior knowledge clarifies misconceptions and develops deeper understanding of the text? (how)
- e) Can the student demonstrate use of prior knowledge in responding to the text in a variety of ways?

2. Making Connections

Readers relate what they read to personal experiences (text-to-self), to information from other text (text-to-text), and to information about the world (text-to-world) in order to enhance understanding of self, text, and life.

Student definition: Make connections between different things I read.

Overall Learning Objective:

The student will be able to make text-to-text, text-to-self and text-to-world connections to help comprehend text and solve problems across the curriculum.

- a) Can the student communicate that making connections is relating what has been read to personal experiences (text-to-self), to information from other texts (text-to-text), and to information about the world (text-to-world)? (what)
- b) Can the student communicate that connections are made before, during and after reading? (when)
- c) Can the student communicate that making meaningful connections leads to deeper understanding of self, text, and life? (why)

- d) Can the student communicate that connections are made by reacting to the stimuli from the text and incorporating it with previous knowledge from text, personal experience or world knowledge to build, change or revise understanding? (how)
- e) Can the student make a variety of meaningful connections?

3. Questioning

Readers ask questions about the text and the author's intentions and seek information to clarify and extend their thinking before, during and after reading.

Student definition: Ask questions to understand what I'm reading.

Overall Learning Objective:

The student will be able to generate questions to aid comprehension of text, seek information and solve problems across the curriculum.

- a) Can the student communicate that generating questions about the text provides a purpose for reading and enhances understanding? (what)
- b) Can the student communicate that questions are generated before, during and after reading? (when)
- c) Can the student communicate that questioning is done for a variety of purposes? (why)
 - i) clarify meaning
 - ii) speculate about text
 - iii) determine author's style, intent, content or format
 - iv) focus attention on specific components of the text
 - v) locate a specific answer
 - vi) reflect on ideas inspired by the text
- d) Can the student communicate that the text and prior knowledge are used to generate questions that provide a purpose for reading and enhance interaction with the text? (how)
- e) Can the student generate a variety of questions for a variety of purposes?
 - i) Including answers that are in the text, inferred from the text, and beyond the text.

4. Visualizing

Readers create images in their minds that reflect or represent the ideas in the text. These images may include any of the five senses and serve to enhance understanding of the text.

Student definition: Create a movie in my mind while I'm reading.

Overall Learning Objective:

The student will be able to use visualization to help comprehend text and solve problems across the curriculum.

- a) Can the student communicate that visualization is the creation of images that may include any of the five senses in his or her mind that reflect/represent the text read to enhance understanding? (what)
- b) Can the student communicate that visualizing is used before, during and after reading? (when)
- c) Can the student communicate that visualizing helps the reader go deeper into the text and makes it come alive? (why)
- d) Can the student communicate that when visualizing, the reader uses sensory and emotional clues from the text and from prior knowledge to create the world of the story in the mind? (how)
- e) Can the student communicate that written text and illustrations work together to convey meaning?
- f) Can the student demonstrate visualization through language, visual arts, music, drama, dance/movement or technology?

5. Inferring

Readers think about and search the text, and sometimes use personal knowledge to construct meaning beyond what is literally stated.

Student definition: Use clues to figure out what it really means.

Overall Learning Objective:

The student will be able to infer meaning from what was read to help comprehend text and solve problems across the curriculum.

- a) Can the student communicate that inferring means constructing meaning beyond what is literally stated? (what)
- b) Can the student communicate that inferring is used while reading the text and is often combined with other strategies? (when)
- c) Can the student communicate that inferring expands understanding by helping the reader discover what is implied but not explicitly stated by the author and/or illustrator? (why)
- d) Can the student communicate that to infer, readers think about and search the text, and sometimes use personal knowledge to construct meaning beyond what is literally stated? (how)
- e) Can the student use inferring in responding to a variety of texts in a variety of ways?

6. Summarizing

Readers identify key elements and condense important information into their own words during and after reading to solidify meaning.

Student definition: Tell what's important.

Overall Learning Objective:

The student will be able to summarize what was read to help comprehend text and solve problems across the curriculum.

- a) Can the student communicate that summarizing is condensing important information into his or her own words? (what)
- b) Can the student communicate that summarizing is done during and after reading? (when)
- c) Can the student communicate that summarizing helps to solidify understanding? (why)
- d) Can the student communicate that summarizing involves identifying key elements of the text and condensing important information into his or her own words? (how)
- e) Can the student summarize a variety of texts for a variety of purposes?

7. Evaluating

Readers judge, justify, and/or defend understandings to determine importance based on stated criteria.

Student definition: Make judgments about what I read and explain why.

Overall Learning Objective:

The student will be able to evaluate what was read to help comprehend text and solve problems across the curriculum.

- a) Can the student communicate that evaluating means determining value of what is read based on stated criteria? (what)
- b) Can the student communicate that evaluating is done while previewing, reading and responding to a text? (when)
- c) Can the student communicate that evaluating is done to help determine the value of the text according to specific criteria? (why)
- d) Can the student communicate that readers judge, justify, and/or defend their understandings by applying criteria such as importance, accuracy, credibility, usefulness, appropriateness, and personal enjoyment to information obtained from the text and from their lives? (how)
- e) Can the student evaluate a variety of texts against a variety of criteria?

8. Synthesizing

Readers create original insights, perspectives and understandings by reflecting on text(s) and merging elements from text and existing schema.

Student definition: Put the pieces together to see them in a new way.

Overall Learning Objective:

The student will be able to synthesize what was read to help comprehend text and solve problems across the curriculum.

- a) Can the student communicate that synthesizing means creating original insights, perspectives and understandings related to the text? (what)
- b) Can the student communicate that synthesizing is done while responding to a text? (when)
- c) Can the student communicate that synthesizing helps the reader stimulate original thought to create new meaning beyond the text? (why)
- d) Can the student communicate that when synthesizing, the reader merges new information from the text with current understandings to create original ideas? (how)
- e) Can the student demonstrate synthesis in a variety of ways?

9. Strategies Together

Readers combine strategies as needed to come to a fuller understanding of text. Strategies interact with each other, overlap, and are recursive. They are not "stand alones."

Student definition: Use strategies together to understand what I read.