

| | |
|--------------------------|---|
| Tool: | Reading Comprehension Strategies |
| Category: | Classroom |
| Urban Specialist: | Vicke Pyles |
| School Level: | All levels (elementary, middle, high) |
| Target Audience: | Novice and In-service Teachers pre-service teachers, novice teachers, in-service teachers, mentoring teachers |
| References: | Coste, T & Durker, M. (Spring, 2001). Assessing the effects of incorporating service In learning: The search from a comprehensive process of service learning. Academic Exchange Quarterly, 5(1),11-22. |

Rationale: Implement reading comprehension strategies in an attempt for the students to improve their Terra Nova scores.

Description:

The skills of a strategic reader in the content areas can be broken down into seven areas (Hollas, 2002):

- 1.Predict – declaring in advance or to foretell on the basis of observation and/or experience.
- 2.Visualize – forming mental pictures of scenes, characters and events.
- 3.Connect – to link two things together or to associate and see a relationship.
- 4.Question – to inquire or examine.
- 5.Clarify – to make understandable or to become clear and free of confusion.
- 6.Summarize – to concisely obtain the essence or main point of the text.
- 7.Evaluate – to form an opinion about what you have read.

Before reading strategies are illustrated as follows:

Word Splash helps build student interest and involvement in reading. This particular strategy emphasizes vocabulary skills. One should begin this activity by “splashing” a collection of key terms or concepts from the reading selection at angles on an overhead. Next, ask the students to write complete sentences that predict how the terms are related to the topic. Students are allowed to work individually or in groups, then sharing the final results. This particular strategy is implemented at the beginning of a new story. This activity can also be used with newspaper articles, which allows the students to make their own word splash using vocabulary from the article.

Word Map is a word categorization activity. This helps the students deepen their understanding of concepts and vocabulary words by expanding on definitions. Word mapping helps students

learn unfamiliar words and concepts by expanding word meanings and discovering relationships. Students develop elaborated definitions of words and concepts rather than one or two word definitions. The components of a word map might include a definition, characteristics, synonyms and antonyms, examples, and sentences to show understanding, parts of speech and drawings. Word Map has been associated with graphic organizers due to the organization of the information.

KWLWH chart is one of the most successful strategies suggested throughout research. This chart is commonly used consistently throughout the reading lesson beginning with students predicting and connecting new information. KWLWH chart breaks down the comprehension strategies into five columns. Students answer the following questions throughout the lesson:

1. What do you think you know?
2. What do I want to learn?
3. What did I learn?
4. What else do we need to learn?
5. How will I find out?

During reading strategies are illustrated as follows:

Sticky Note Symbols is one of the most popular strategies. This activity teaches students to focus on what they are reading and to deepen their understanding. Students use post-it notes during the reading process and write down questions or comments, or placing the note in a particular area with an arrow.

Selective highlighting is a strategy that helps students select what is important in the text. Specific steps are taught to distinguish critical information from information that is not critical. This strategy is in line with the sticky notes. At one time, many of the textbook companies would not accommodate this particular strategy. However, with the research, textbook companies are beginning to accommodate by printing an extra student handbook called the Interactive Reader. Students can highlight sentences, paragraphs or words that they have questions about or they can highlight answers to the pre-reading questions they have asked during the KWLWH session. Once the reading is completed, the after reading strategies are implemented to give a true understanding of what the student just read.

After reading strategies are illustrated as follows:

Picture this is a strategy that emphasizes visual representation. Students work together as a team to think about the text they have read and organize their thoughts to create a visual representation of the text. Students make book jackets to illustrate their understanding of the story. This activates class discussion on creativity, artwork and the important points of what they have just read.

Graphic Organizers give the students graphic representations of the relationship that links together facts, vocabulary, and concepts of texts. Graphic organizers come in many variations. They are designed to organize ideas, represent abstract ideas in more concrete ways, and to help students store and recall information.