Comprehension Strategy Instruction
"First Teaching" during Read Alouds/Shared Reading
Grade 5

Multiple resources were used to determine bullet points for each comprehension strategy. <u>This is not a sequence. Comprehension Strategy Instruction focuses readers on understanding text. Proficient readers demonstrate these behaviors. All students need explicit comprehension strategy instruction in order to become proficient readers. This instruction begins with "Read Alouds and Shared Reading" with the whole class and should be taught during the literacy block throughout the school year.</u>

Questioning – Q1
Students will:
- Understand that asking questions deepens their comprehension and allows for higher level thinking and questioning (how and why...support with evidence from text)
- Spontaneously and purposefully ask questions before, during and after reading
- Ask questions to
  - clarify meaning
  - wonder
  - make inferences based on background knowledge, clues from text to make predictions
  - check understanding
  - think about author's purpose
  - focus attention on specific components of the text
  - locate a specific answer in the text or consider rhetorical questions inspired by the text
- Determine whether the answers to questions can be found in the text or need to be inferred from the text, background knowledge and/or another source (see graphic organizer to assess student's understanding)
- Understand that many of the most intriguing questions are not answered explicitly in the text, but are left to reader's interpretation
- Understand that hearing others' questions inspires new ones of their own

Inferring – Q2 (author's clues + student's prior knowledge = INFERRING)
Students will:
- Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
- Demonstrate understandings of characters and interpreting characters' motives (character traits, how /why they change, and the reason for the character's action), using evidence to support statements
- Apply inferring to multiple characters and complex texts
- Infer meaning of unfamiliar words using context (examples: paragraphs, pictures, sentence structure)
- Infer the big ideas or theme(s)/author's message of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today
- Speculate on alternative meanings that the text may have (i.e. poetry)
- Infer causes of problems or of outcomes in fiction and nonfiction texts (cause/effect)
- Identify significant events and tell how they are related to the problem of the story or the solution

Determining Importance – Q3

Students will:

- Gain important information from text and visual features
  - Fiction: identify character's actions, motives, personality traits that contribute to overall themes
  - Nonfiction: decipher between what's interesting and what's essential (5 W's & H) to understanding the concept
  - Use knowledge of fiction and nonfiction text features to make predictions about text organization and content
- Identify main ideas and information in order to identify key ideas or themes
- Sort vital information from unimportant or frivolous details
- Use knowledge of important and relevant parts of text to answer questions and synthesize text
- Use evidence from the text to form opinions and understand big ideas and issues (prove it!)

Synthesizing – Q4 (New + Old = Revised/updated knowledge/idea)

Students will:

- Mentally form categories of related information and revise them as new information is acquired across the text ("I" Worksheet)
- Demonstrate learning new content from reading
- Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own
- Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives
- When reading chapters, connected short stories, or sequels., incorporate new knowledge to better understand characters and plots from material previously read

Non-Focus Areas for Grade 5

Making Connections (Text to Self, Text to Text, Text to World)

Students will:

- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times
- Make meaningful connections and identify distracting connections
- Bring background (content) knowledge to understanding a wide variety of fiction and nonfiction texts
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings)
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Make connections between characters in different texts (similar setting, type of problem, type of person)
- Specify the nature of connections (topic, content, type of story, writer)

Visualizing

Students will:

- Create mental images during and after reading
- Understand how creating images enhances comprehension
- Mental images help readers create images in writing
- Adapt their images as they continue to read
- Adapt their images in response to the shared images of other readers
- Use images to immerse themselves in rich detail as they read
- Use images to draw conclusions, create unique interpretations of the text, recall details significant to the text and recall a text after it has been read
- Understand that visualizing embraces all the senses

References

The following is a list of resources you can use to find worthwhile "first teaching" lessons and/or activities to help you teach THE READING COMPREHENSION STRATEGIES. Many of these resources are available from your reading specialist or from your building's professional library.

REFERENCES USED TO DETERMINE BULLET POINTS FOR EACH COMPREHENSION STRATEGY PER GRADE LEVEL:

The Continuum of Literacy Learning Grades K-2 by Gay Su Pinnell & Irene C. Fountas

The Continuum of Literacy Learning Grades 3-8 by Gay Su Pinnell & Irene C. Fountas

Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey & Anne Goudvis

Reading with Meaning: Teaching Comprehension in the Primary Grades by Debbie Miller

Primary Literacy Notebook by Madison Metropolitan School District

3-5 Literacy Notebook: Teaching and Learning-Language Arts Department by Madison Metropolitan School District

Strategies that Work: Fort Atkinson District Developed Resource Binder

ADDITIONAL REFERENCES:
Guide to Interactive Read-Alouds (and books) K-1 by Linda Hoyt
Guide to Interactive Read-Alouds (and books) 2-3 by Linda Hoyt
Guide to Interactive Read-Alouds (and books) 4-5 by Linda Hoyt
The Comprehension Toolkit Grades K-2 by Stephanie Harvey & Anne Goudvis
The Comprehension Toolkit Grades 3-6 by Stephanie Harvey & Anne Goudvis