

Comprehension Strategy Instruction

“First Teaching” during Read Alouds/Shared Reading

Grade K

Multiple resources were used to determine bullet points for each comprehension strategy. 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. Expose students to all comprehension strategies throughout the year.

Questioning – Q1 Focus

- Understand that asking questions deepens on comprehension
- Ask questions before, during and after reading
- Determine whether the answers to questions can be found in the text or background knowledge and/or another source

Making Connections – Q2 Focus

- Make and discuss connections between texts and reader’s personal experiences
- Make connections between texts that are alike in some way (topic, ending, characters)

Visualizing – Q3 Focus

- Create mental images during and after reading
- Understand that creating images enhances comprehension
- Mental images help readers create images in writing/drawing

Inferring – Q4 Focus

- Talk about characters’ feelings and motives
- Show evidence in the print or pictures to support inference

Non-focus Areas for K:

Determining Importance

- Distinguish the differences between fiction and nonfiction
- Distinguish important from less important information in order to identify key ideas or themes

Synthesizing

- Identify what the reader already knows relative to information in the text
- Identify new information in text or pictures
- Remember new information for discussion
- Talk about what the reader already knows about a topic or character prior to reading

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