

Comprehension Strategy Instruction

“First Teaching” during Read Alouds/Shared Reading

Grade 1

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.

Students should be exposed to all comprehension strategies throughout the year. Explicit instruction is focused below by quarter.

Making Connections – Q1 Focus

Students will...

- Bring background knowledge to the understanding of a text before, during, and after reading, listening or viewing (K-5)
- Bring knowledge from personal experiences to the interpretation of characters and events
- Make connections between the text and other texts that have been read or heard (text-self, text-text)
- Recognize and apply attributes of recurring characters where relevant
- Make meaningful connections and identify distracting connections

Questioning – Q2 Focus

Students will...

- Understand that asking questions deepens comprehension
- Ask questions before, during and after reading, listening or viewing (K-5)
- Ask questions to
 - clarify meaning
 - wonder
 - make predictions
 - 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
- Understand that hearing others’ questions inspires new ones of their own

Inferring – Q3 Focus

Students will...

- Infer characters’ feelings and motivations through reading their dialogue
- Demonstrate understandings of characters, using evidence from text or illustrations to support statements
- Infer cause and effect in influencing characters’ feelings or underlying motives
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Infer meaning of unfamiliar words using context

Determining Importance – Q4 Focus

Students will...

- Distinguish the differences between fiction and nonfiction
- Distinguish important from less important information in order to identify key ideas or themes
- Communicates main idea in their own words (Paraphrasing)

Non-Focus Areas for Grade 1

Visualizing

Students will...

- Create mental images during and after reading, listening or viewing (K-5)
- Understand how creating images enhances comprehension
- Understand that visualizing embraces all of the senses
- Mental images help readers create images in writing/drawing
- Adapt their images as they continue to read
- Understand that visualizing embraces all of the senses

Synthesizing

Students will...

- Differentiate between what is known and new information
- Demonstrate learning new content from reading, listening or viewing
- Express changes in ideas after reading a text

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