

Comprehension Strategy Instruction

“First Teaching” during Read Alouds/Shared Reading

Grade 3

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.

Questioning – Q1 Focus

Students will...

- Understand that asking questions deepens their comprehension
- Spontaneously and purposefully ask questions before, during and after reading
- Ask questions to
 - clarify meaning
 - wonder
 - make predictions
 - check understanding
 - think about author’s purpose
 - 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 many of the most intriguing questions are not answered explicitly in the text, but are left to the reader’s interpretation
- Understand that hearing others’ questions inspires new ones of their own

Inferring – Q2 Focus

Students will...

- Infer cause and effect in influencing characters’ feelings or underlying motives
- Infer characters’ feelings and motivations through reading their dialogue and what other characters say about them
- Follow multiple characters in different events within the book, inferring their feelings about each other
- Demonstrate understandings of characters (their traits, how and why they change), using evidence from text or illustrations to support statements
- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people’s lives today
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution
- Infer meaning of unfamiliar words using context

Determining Importance – Q3 Focus

Students will...

- Acquire 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 to understanding the concept
 - Use knowledge of narrative (fiction) and expository (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 insignificant details
- Use knowledge of important and relevant parts of text to answer questions and synthesize text

Synthesizing – Q4 Focus

Students will...

- Differentiate between what is known and new information
- Mentally form categories of related information and revise them as new information is acquired across the text
- Demonstrate learning new content from reading
- Express changes in ideas or opinions after reading a text and say why
- Acquire new content and perspective through reading both fiction and nonfiction text about diverse culture, times, and places
- Synthesize information across longer texts (across paragraphs, chapters, connected short stories, sequels, etc.)

Non-Focus Areas for Grade 3

Making Connections (text-to-self, text-to-text, text-to-world)

Students will...

- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the reader's real-life experiences or feelings and people who live in diverse cultures, distant places, and different times (text-to-self)
- Interpret characters and events that are not within the reader's experience
- Make connections between the text and other texts that have been read or heard and demonstrate in writing (text-to-text)
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts (text-to-world)
- Specify the nature of connections (topic, content, text structure, text features, author/illustrator)
- Make meaningful connections and identify distracting connections

Visualizing

Students will...

- Create mental images during and after reading
- Understand how creating images enhances comprehension
- Use mental images to help 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
- Understand that visualizing embraces all of 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

