

“First Teaching” Topics for Comprehension Strategies

Read Aloud/Shared Reading

Grade 4

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.

Inferring – Q1 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, inferring their feelings about each other
- Demonstrate understandings of characters (their traits, how and why they change), using evidence 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
- Speculate on alternative meanings that the text may have
- Infer the meaning of symbols that the writer is using (CLARIFY for 4th GRADE)
- 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

Making Connections – Q2 Focus

Students will:

- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times (TEXT TO WORLD)
- Bring background knowledge to the understanding of a text before, during, and after reading (TEXT TO SELF)
- Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents (TEXT TO SELF)
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) 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 TEXT)
- Make connections between characters in different texts (similar setting, type of problem, type of person) (TEXT TO TEXT)
- Specify the nature of connections (topic, content, type of story, writer)
- Make meaningful connections and identify distracting connections

Determining Importance – Q3 Focus

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 to understanding the concept
 - Use knowledge of narrative and expository text features to make predictions about text organization and content
- Identify main ideas and information in order to identify key ideas or themes
- Sort important information from insignificant details
- Use knowledge of important and relevant parts of text to answer questions and synthesize text
- Use knowledge of text features to answer questions and determine importance
- Use background knowledge to aid in determining importance
- Use text evidence to form opinions and understand big ideas and issues
- Make a distinction between what they think is most important and what the author most wants them to understand

Synthesizing – Q4 Focus

Students will:

- Mentally form categories of related information and revise them as new information is gained
- Demonstrate knowledge new content from reading
- Express changes in ideas or perspectives across the reading (as events unfold) after reading a text
- Acquire new content and perspective through reading both fiction and nonfiction texts about diverse cultures, times, and places
- 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 4

Questioning

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 reader's interpretation
- Understand that hearing others' questions inspires new ones of their own

Visualizing

Students will:

- Create mental images before, 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

