

Second Grade
Reading Comprehension Strategy Instruction Content Map
 ~ Draft July 2008

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 year. This table shows focus reading comprehension strategies for the grade per quarter.

Q1	Q2	Q3	Q4
<p>MAKING CONNECTIONS</p> <p>Teaching Points</p> <ul style="list-style-type: none"> • Bring background content knowledge to the understanding of a text before, during, and after reading ▪ Bring knowledge from personal experiences to the interpretation of characters and events (text-self) ▪ Make connections between the text and other texts that have been read or heard (text-text) ▪ Specify the nature of connections (topic, content, text format/features, author/illustrator) ▪ Make meaningful connections and identify distracting connections 	<p>INFERRING</p> <p>Teaching Points</p> <ul style="list-style-type: none"> • Demonstrate understandings of characters, using evidence from text or illustrations to support statements • Infer characters’ feelings and motivations through reading their dialogue • Infer cause and effect in influencing characters’ feelings or underlying motives • Infer the big ideas or message (theme) of a text • Infer causes of problems or outcomes in fiction and nonfiction texts • Infer the meaning of unfamiliar words using context 	<p>QUESTIONING</p> <p>Teaching Points</p> <ul style="list-style-type: none"> • Understand that asking questions deepens their comprehension • Spontaneously and purposefully ask questions before, during and after reading • Ask questions to <ul style="list-style-type: none"> ○ clarify meaning ○ wonder ○ make predictions ○ check understanding ○ think about author’s purpose ○ locate a specific answer in 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 	<p>VISUALIZING</p> <p>Teaching Points</p> <ul style="list-style-type: none"> • Create mental images during and after reading • Understand how creating images enhances comprehension • Mental images help readers create images in writing/drawing • Readers adapt their images as they continue to read • Readers adapt their images in response to the shared images of other readers • Understand that visualizing embraces all of the senses

		others' questions inspires new ones of their own	
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