

TEXT COMPREHENSION

- ✓ *Monitoring Comprehension*
- ✓ *Graphic and Semantic Organizers*
- ✓ *Questioning*
- ✓ *Summarizing*

MONITORING COMPREHENSION

What does Monitoring Comprehension Mean?

Monitoring Comprehension means that students, while reading, are aware of what they do understand, what they don't understand, and what to do if they don't understand.

Strategies for Monitoring Comprehension That Students Can Use

- ✓ Identify where the difficulty occurs
- ✓ Identify what the difficulty is
- ✓ Restate the difficult sentence or passage in their own words
- ✓ Look back through the text
- ✓ Look forward in the text for information that might help them to resolve the difficulty

SELF MONITORING PROMPTS

1. Did that make sense?

Actual Sentence: *The **cast** finished the last act without error.*

Child Reads: *The **can't** finished the last act without error.*

2. Does that sound right?

Actual Sentence: *He **splashed** water on the ground.*

Child Reads: *He **splished** water on the ground.*

3. What other word might make sense here?

4. Read that again.

5. What was this part about?

6. Why did you stop?

7. Show me where in the story you got confused.

PROMPTS FOR READING NEW WORDS

1. Look for “chunks” that you know.

Example: *The boy **started** to run away.*
st ar t ed

2. Look for words within words.

Example: *As the clouds parted, a **rainbow** appeared.*
rain bow

3. Try a word that would make sense.

Example: *Billy enjoys playing **b**_____.*

[Teacher/Parent: Cover all the letters of the unknown word except for the first letter or two. In this example, the child would guess a word that begins with the /b/ sound.]

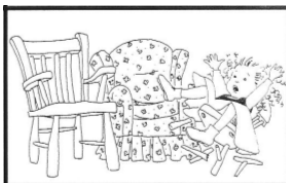
4. Use context clues to help.

Example: *The **rabbit** hopped and wiggled his fluffy tail.*

[Teacher/Parent: Have child skip the unknown word. Point out the clues “hopped” and “fluffy tail” to help the child determine the unknown word.]

5. Look at the picture.

Example: *Goldilocks sat down and **broke** the smallest chair.*



GRAPHIC AND SEMANTIC ORGANIZERS

What are Graphic and Semantic Organizers?

Graphic Organizers are diagrams or pictorial devices that illustrate concepts and interrelationships among concepts in a text. **Semantic organizers** are graphic organizers that connect a central idea, with lines, to a variety of related ideas and events.

Why Use Graphic and Semantic Organizers?

- ✓ Help students focus on the structure of the text as they read
- ✓ Provides students with a visual representation of the text
- ✓ Helps students write well-organized summaries of a text
- ✓ Helps increase reading comprehension
- ✓ Are a great alternative to traditional note-taking
- ✓ Can be used as a study tool for students to review important concepts

Choosing a Graphic/Semantic Organizer

Graphic and semantic organizers can be use with both narrative (story form) and expository (science, social studies, etc.) texts. Narrative texts have a beginning, middle, and end. They deal with character development, plots, problems, and solutions. Expository texts deal with facts and information. Choosing the right graphic or semantic organizer will depend on the type of text you are studying.

Name _____ Date _____

Beginning

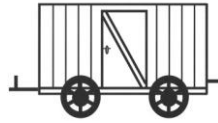


Setting

Characters

Problem

Middle



Event #1

Event #2

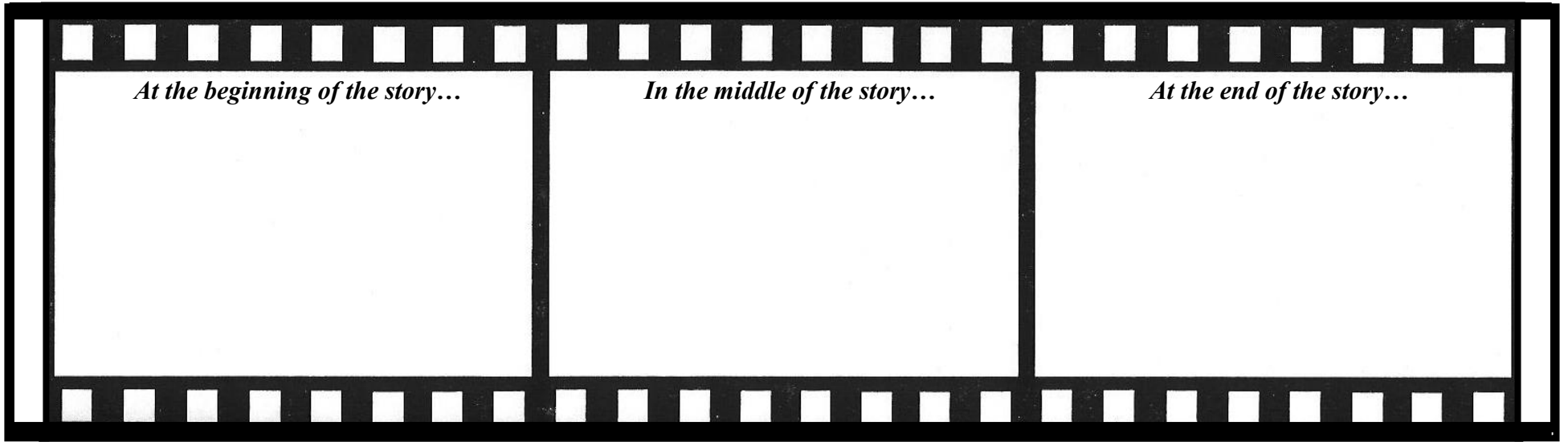
Event #3

Event #4

End



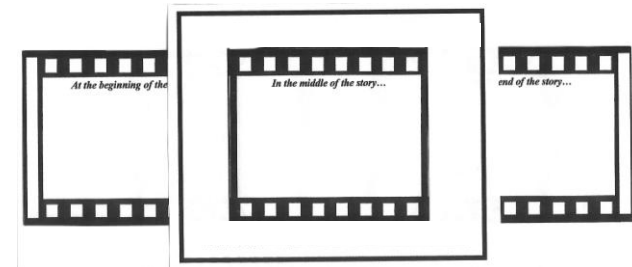
Solution



Name _____ Date ____/____/____

Title of Story: _____

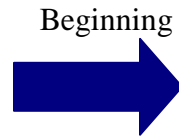
Directions: Color a picture from the beginning, middle, and end of the story in the filmstrip below. Then cut out the filmstrip and the television set. Cut the two slits inside the television set and slide the filmstrip through to retell the story.



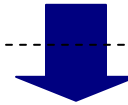
Name _____

Date _____

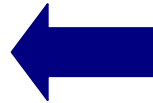
1



2



4



3

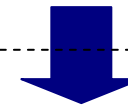


Middle

5

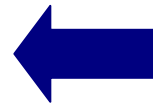


6



End

8



7

Name _____ Date _____

Title _____

1.

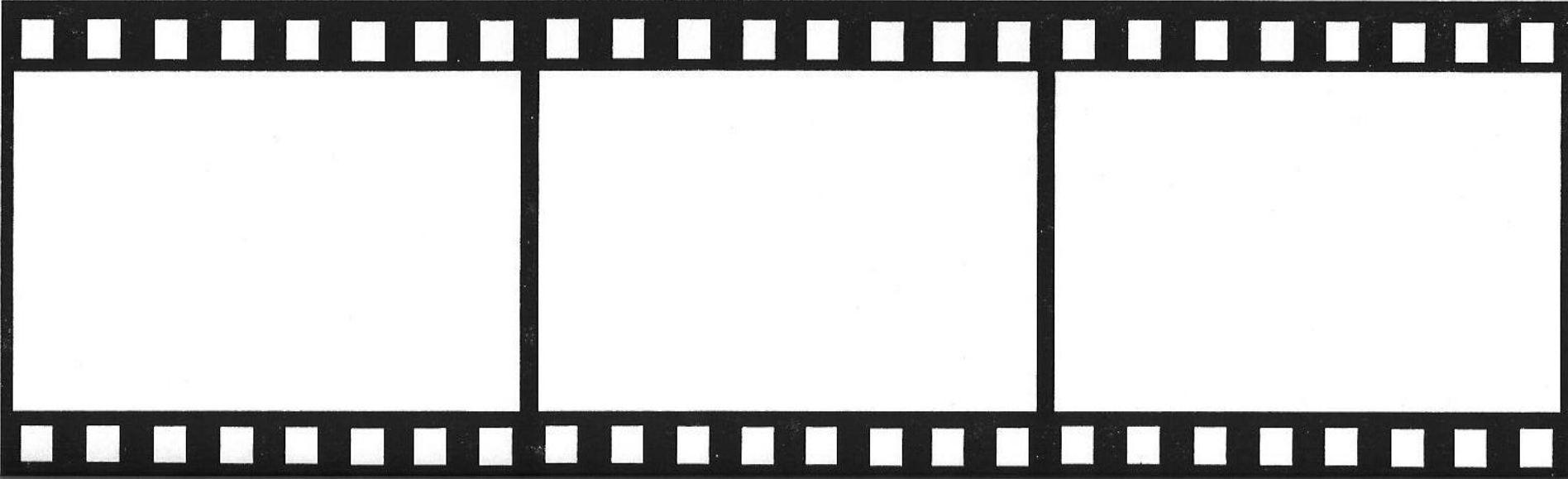
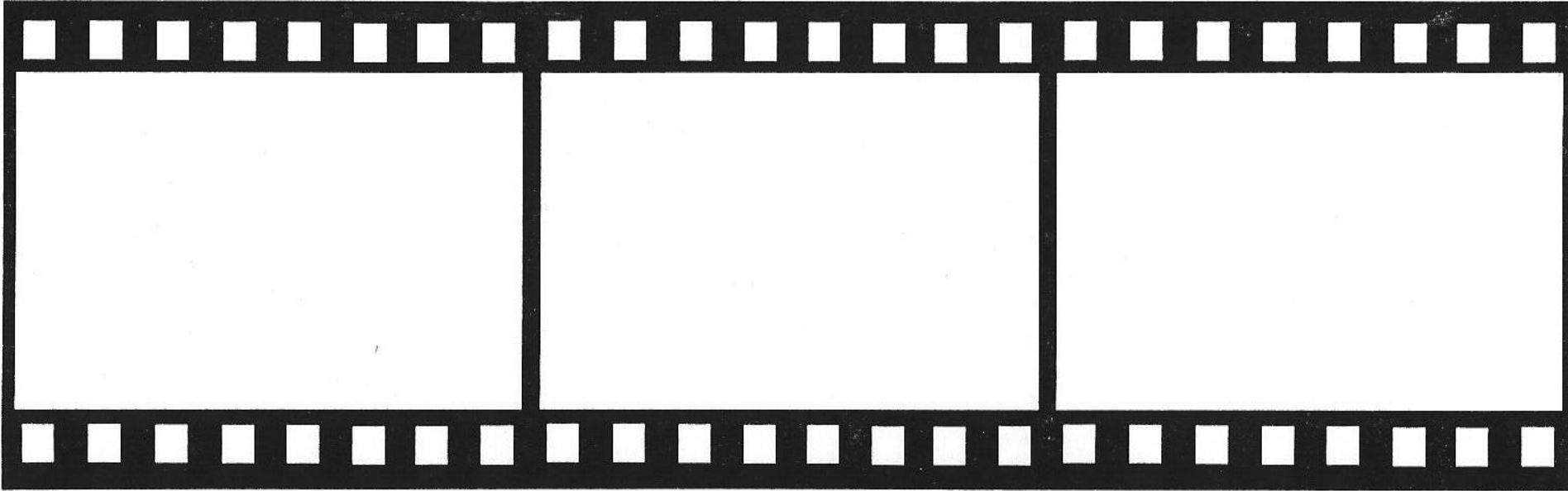
2.

3.

4.

Name _____ Date _____

Title _____



Name _____ Date _____

Book Report Form

Title: What is the name of the book?

Setting: Where did the story happen?

Characters: Who are the two main characters in the story?

Problem: What was the main problem in the story?

Solution: How was the problem in the story solved?

Theme: What does this story teach you?

Draw a picture of your favorite part of the story on the back of this paper.

Name _____ Date _____



Book Report



Title of Book:	<input type="checkbox"/> Fiction	<input type="checkbox"/> Non-fiction
Author of Book:	Number of Pages: _____	

In the beginning of the story

In the middle of the story

At the end of the story

My favorite part of the story was when

Draw a picture of your favorite part of the book.

This is a picture of

The character I liked best was _____ because


How well did you like the book?

A lot Some A little Not at all


Name _____ Date _____

Book Report


Title




Author




Setting

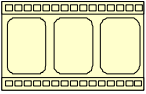


Characters



Problem





Events Between the Problem and Solution

1.

2.

3.

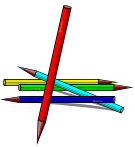
4.

5.

Solution



Draw a picture of your favorite part of the story.



Name _____ Date _____

Narrative Story Frame

_____ Title _____

At the beginning of the story _____

In the middle of the story _____

At the end of the story _____

Name _____ Date _____

Narrative Story Frame

_____ Title _____

In this story, the problem begins when _____

After this, _____

Next, _____

Then, _____

The problem is finally solved when _____

The story ends _____

Name _____ Date _____

The 5 W's

Title

WHO was the story about?

WHAT was the story about?

WHERE did the story take place?

WHEN did the story happen?

WHY did the characters act the way they did?

HOW could the story have ended differently?

Name _____ Date _____

Sequence Chart

Title/Topic

First

Second

Third

Next

Later

After that

Finally

Name _____ Date _____

Story Map

Title

Setting:



Characters:



Problem:



Event #1:



Event #2:



Event #3:



Event #4:



Solution:

Name _____ Date _____

Story Map

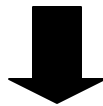
Title

Directions: Write notes about the story in each section below.

Beginning



Middle



End

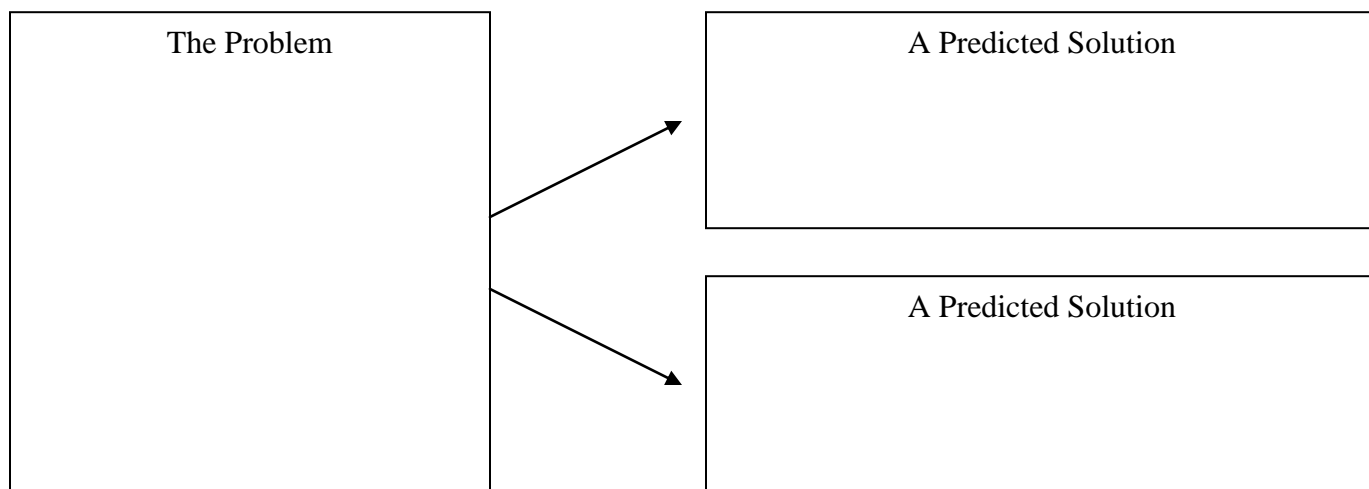
Name _____ Date _____

Predict Problem and Solution

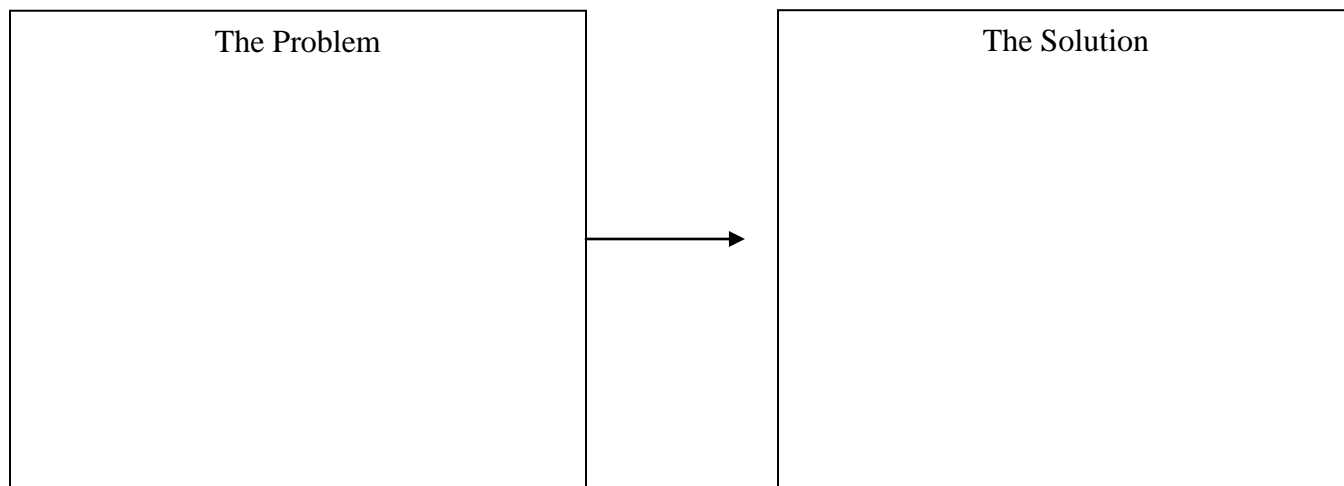
Title

Directions: Write your prediction about the problem(s) and two possible solutions. After you read, write the actual problem and solution.

My Predictions



What Really Happened?

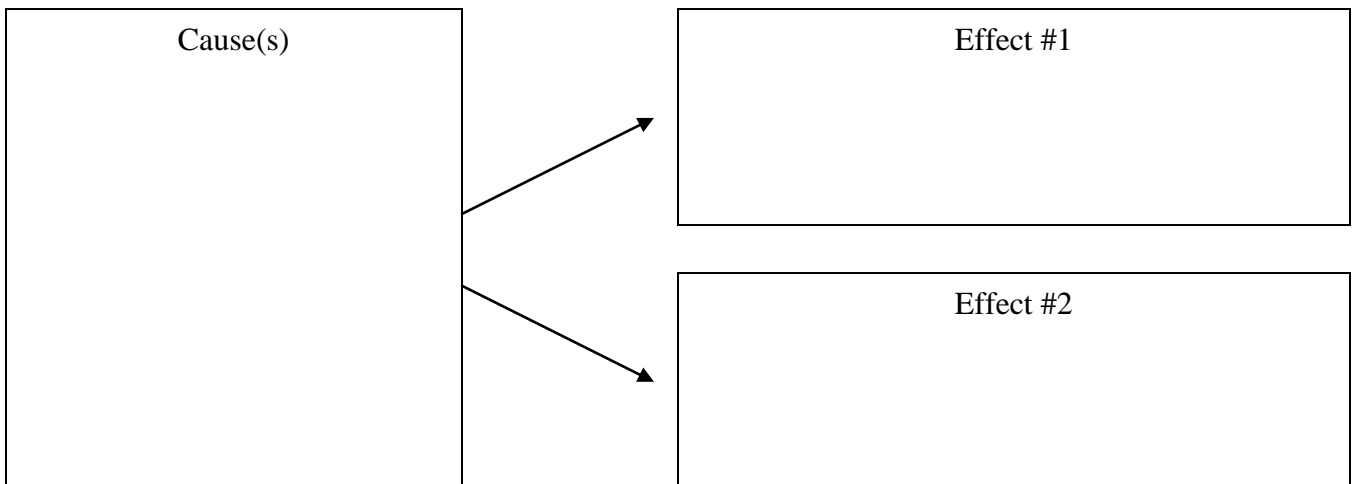
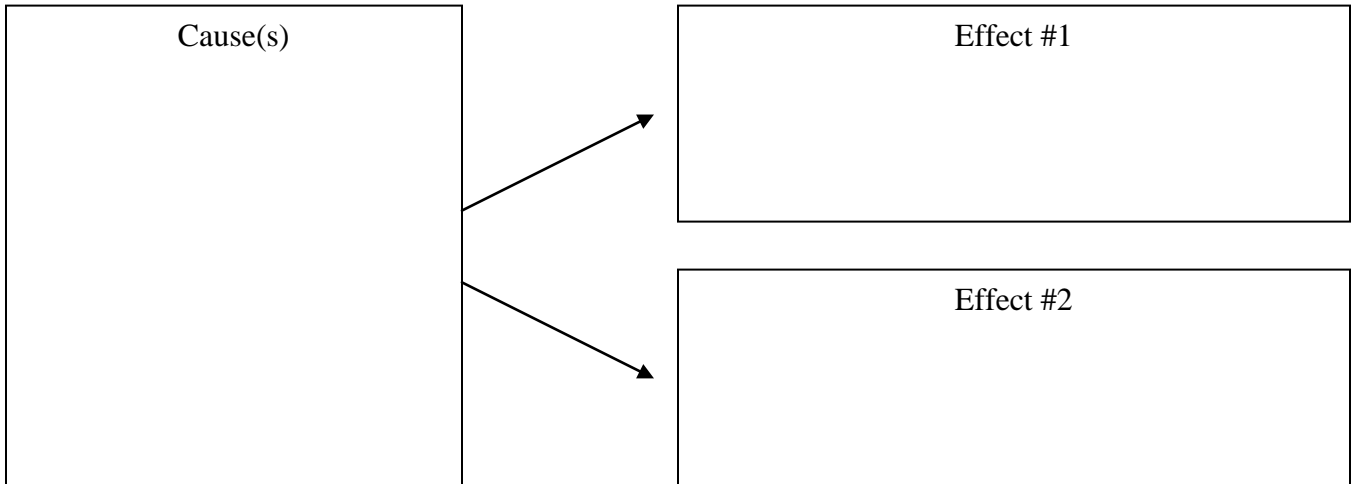


How does my prediction compare to what really happened? _____

Name _____ Date _____

Cause and Effect

Title



Name _____ Date _____

Problem-Solution

Title

Directions: Write the problems that the character(s) in the story had. Write how the problem(s) were solved.

Problem	Solution

Problem	Solution

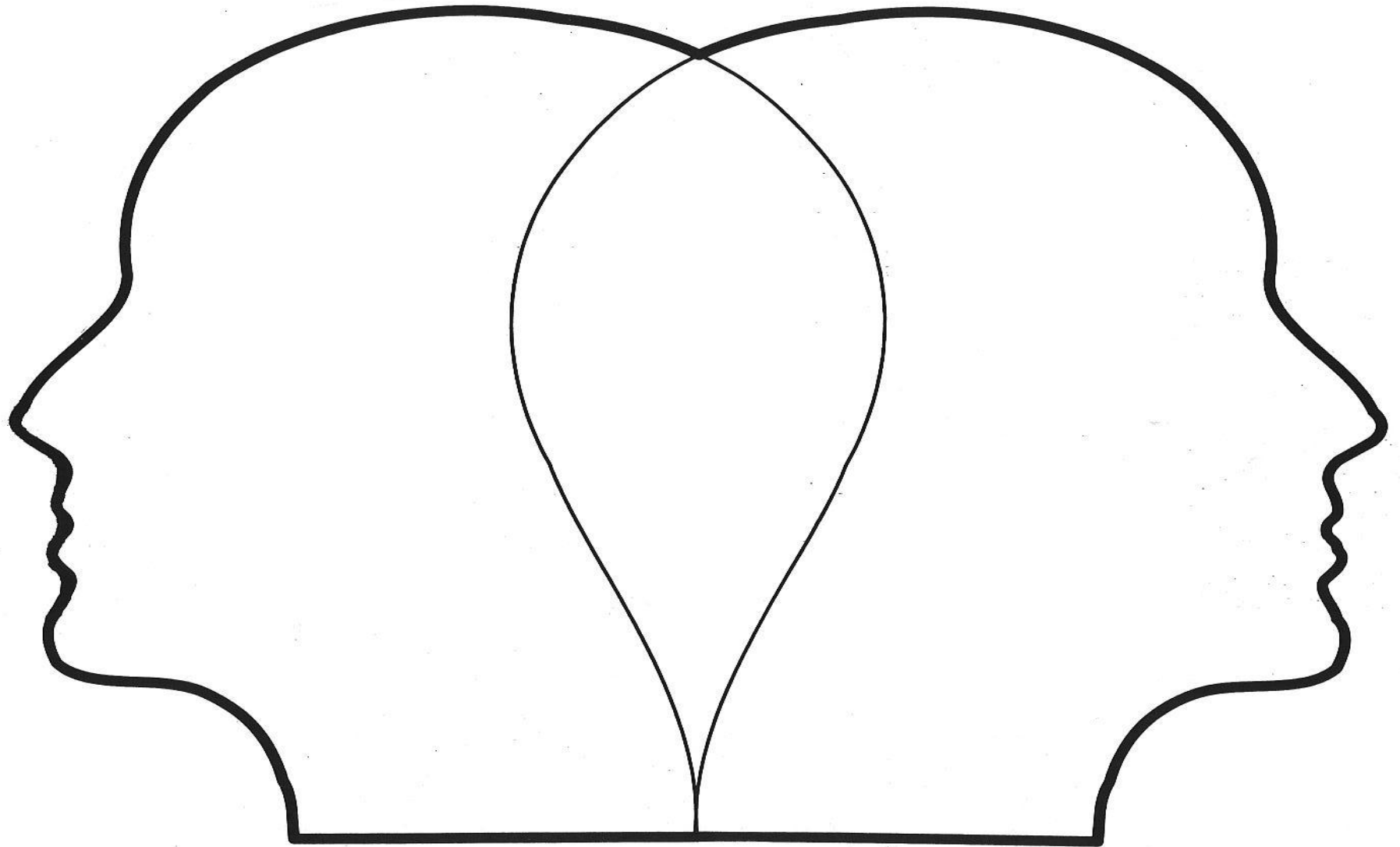
Problem	Solution

Problem	Solution

Problem	Solution

Name _____ Date _____

Character Comparison



Name _____ Date _____

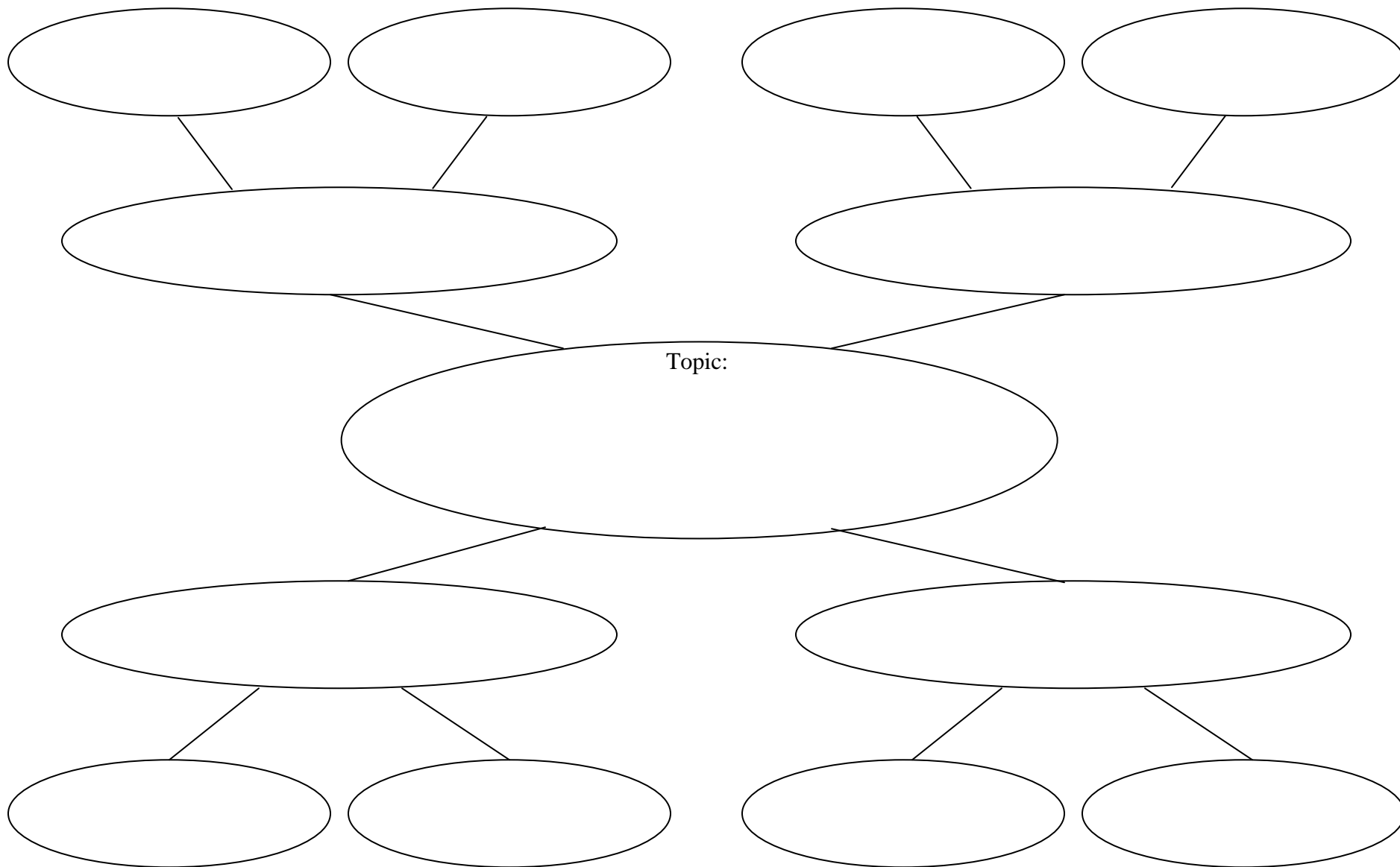
Compare and Contrast (Venn Diagram)

Both



Name _____ Date _____

Cluster Web



Name _____ Date _____

Topic _____

What I KNOW Already

What I WANT to Know

What I LEARNED

What I <u>K</u> NOW Already	What I <u>W</u> ANT to Know	What I <u>L</u> EARNED

Name _____ Date _____

Expository Story Frame

Today's topic, _____, dealt with _____

The first key idea was _____

This was important because _____

Another key idea was _____

which was important because _____

A final key idea was _____

which was important because _____

All of these ideas taught me _____

Name _____ Date _____

Main Ideas and Details

Topic

Main Idea	Details
	1.
	2.
	3.

Main Idea	Details
	1.
	2.
	3.

Main Idea	Details
	1.
	2.
	3.

Name _____ Date _____

Key Ideas

_____ Topic _____

Picture	Key Idea

Picture	Key Idea

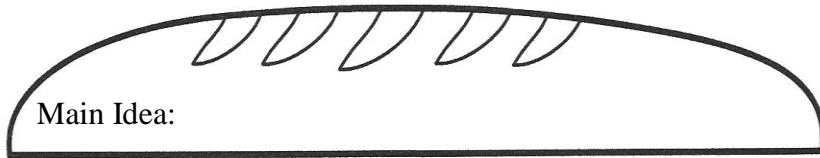
Picture	Key Idea

Picture	Key Idea

Name _____ Date _____

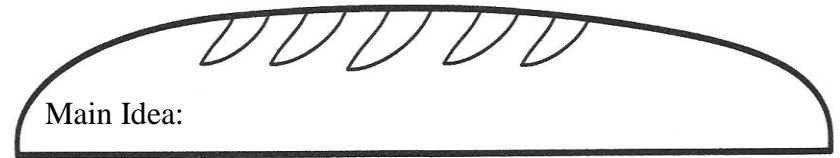
Main Ideas and Details

_____ Topic _____



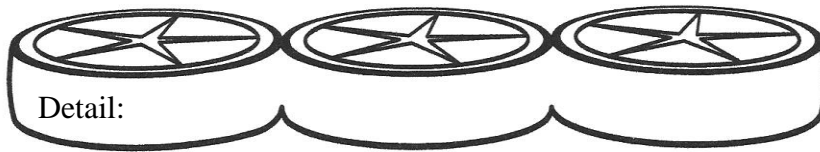
Main Idea:

A large, rounded rectangular box with a decorative scalloped top edge.



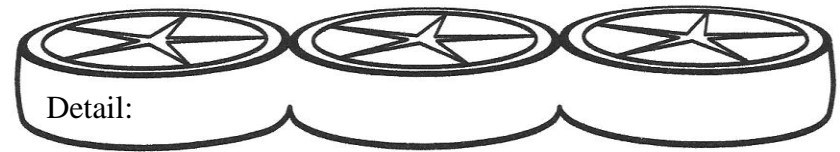
Main Idea:

A large, rounded rectangular box with a decorative scalloped top edge.



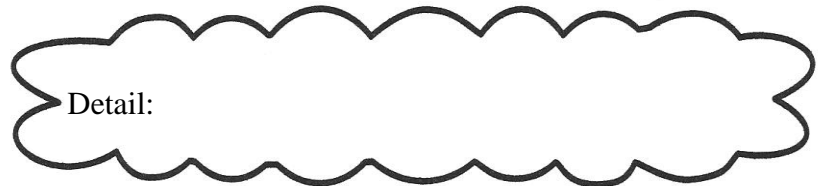
Detail:

A row of three circular boxes, each containing a five-pointed star.



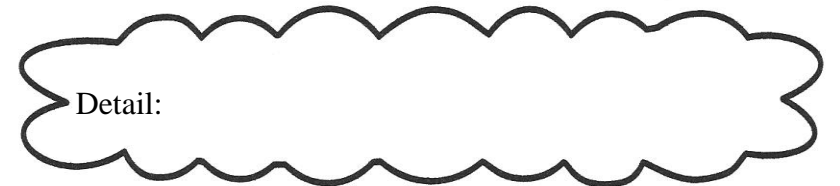
Detail:

A row of three circular boxes, each containing a five-pointed star.



Detail:

A cloud-shaped box with a scalloped border.



Detail:

A cloud-shaped box with a scalloped border.



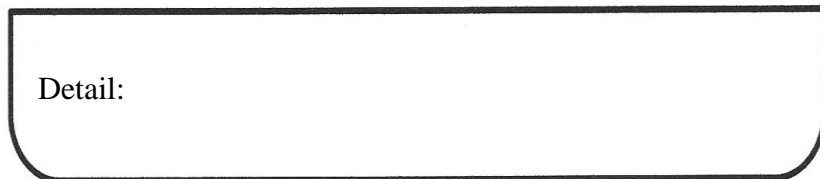
Detail:

A rounded rectangular box.



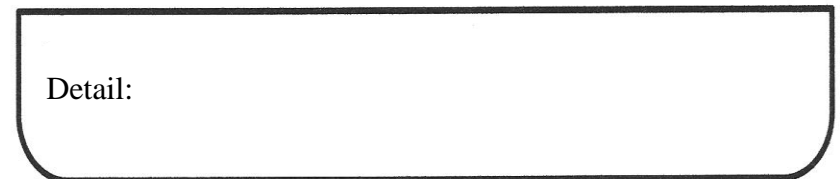
Detail:

A rounded rectangular box.



Detail:

A rectangular box with rounded corners.



Detail:

A rectangular box with rounded corners.

Name _____ Date _____

Sort It

--	--

Name _____ Date _____

Sort It

--	--	--

QUESTIONING

Answering Questions

Answering questions helps give students a purpose for reading, focuses their attention on what they are to learn, helps keep students thinking actively while reading, encourages students to monitor their own comprehension, helps students review content, and relate what they have learned to what they already know.

Suggestions

- ✓ Teach students to look back in the text to find the answer directly stated in the text
- ✓ Teach students to use clues from the text to answer questions that are not explicitly stated in the text
- ✓ Teach students to use their own knowledge or experiences to answer the questions
- ✓ Challenge students with higher-order thinking questions (see Bloom's Taxonomy)

Generating Questions

Teaching students to ask themselves questions before, during, and after reading can help increase comprehension.

Suggestions

- ✓ For expository texts, teach students to turn headings and subtitles into questions.
Heading: Mammals
Question: What are *mammals*?
- ✓ Teach students to ask themselves what the main idea is for each paragraph, section, or page that they read.
- ✓ After reading selections, allow students to generate their own questions on 3 x 5 cards that can be used to "quiz" one another. The process of writing and answering the questions will help students deepen their comprehension of the text.

BLOOM'S TAXONOMY

Competence	Skills Demonstrated
Knowledge (Recall)	<ul style="list-style-type: none"> <input type="checkbox"/> Observation and recall of information <input type="checkbox"/> Knowledge of dates, events, places <input type="checkbox"/> Knowledge of major ideas <input type="checkbox"/> Mastery of subject matter <p>Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, how</p>
Comprehension (Understand)	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding information <input type="checkbox"/> Grasp meaning <input type="checkbox"/> Translate knowledge into new context <input type="checkbox"/> Interpret facts, compare, contrast <input type="checkbox"/> Order, group, infer causes <input type="checkbox"/> Predict consequences <p>Question Cues: summarize, describe, interpret, contrast, predict, associate, estimate, discuss, extend</p>
Application (Use)	<ul style="list-style-type: none"> <input type="checkbox"/> Use information <input type="checkbox"/> Use methods, concepts, theories in new situations <input type="checkbox"/> Solve problems using required skills or knowledge <p>Question Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, classify, discover</p>
Analysis (Break Apart)	<ul style="list-style-type: none"> <input type="checkbox"/> Seeing patterns <input type="checkbox"/> Organization of parts <input type="checkbox"/> Recognition of hidden meanings <input type="checkbox"/> Identification of components <p>Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, explain, infer</p>
Synthesis (Put Together)	<ul style="list-style-type: none"> <input type="checkbox"/> Use old ideas to create new ones <input type="checkbox"/> Generalize from given facts <input type="checkbox"/> Relate knowledge from several areas <input type="checkbox"/> Predict <input type="checkbox"/> Draw conclusions <p>Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
Evaluation (Reason)	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and discriminate between ideas <input type="checkbox"/> Assess value of theories, presentations, stories <input type="checkbox"/> Make choices based on reasoned argument <input type="checkbox"/> Verify value of evidence <input type="checkbox"/> Recognize subjectivity <p>Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>

STORY STRUCTURE

Why Teach Story Structure?

Students who can recognize story structure have a greater appreciation, understanding, and memory of stories. When students understand how the story is structured, they can attend to story easier. There are two main types of story structure that elementary age students encounter: 1) story form and 2) expository texts. Each of these two types of stories must be taught differently.

Story Form

Story form refers to texts with a clear beginning, middle, and ending. There are character(s) who encounter a central problem near the beginning of the story. Several events occur and then the problem is solved (usually by one of the main characters).

Suggestion

- ✓ Teach students how and where to locate the following story elements in texts that are written in story form. See the preceding “Graphic and Semantic Organizers” section for story form graphic organizers.
 - Setting
 - Characters
 - Problem
 - Events (at least four events between the problem and the solution)
 - Solution

Expository Texts

Expository texts refer to texts that are informational in nature. Social studies and science textbooks are expository texts. They have topics, main ideas and details.

Suggestion

- ✓ Teach students to identify the main idea and details for each paragraph/section/page they read. See the preceding “Graphic and Semantic Organizers” section for expository graphic organizers that help students organize main ideas and details.

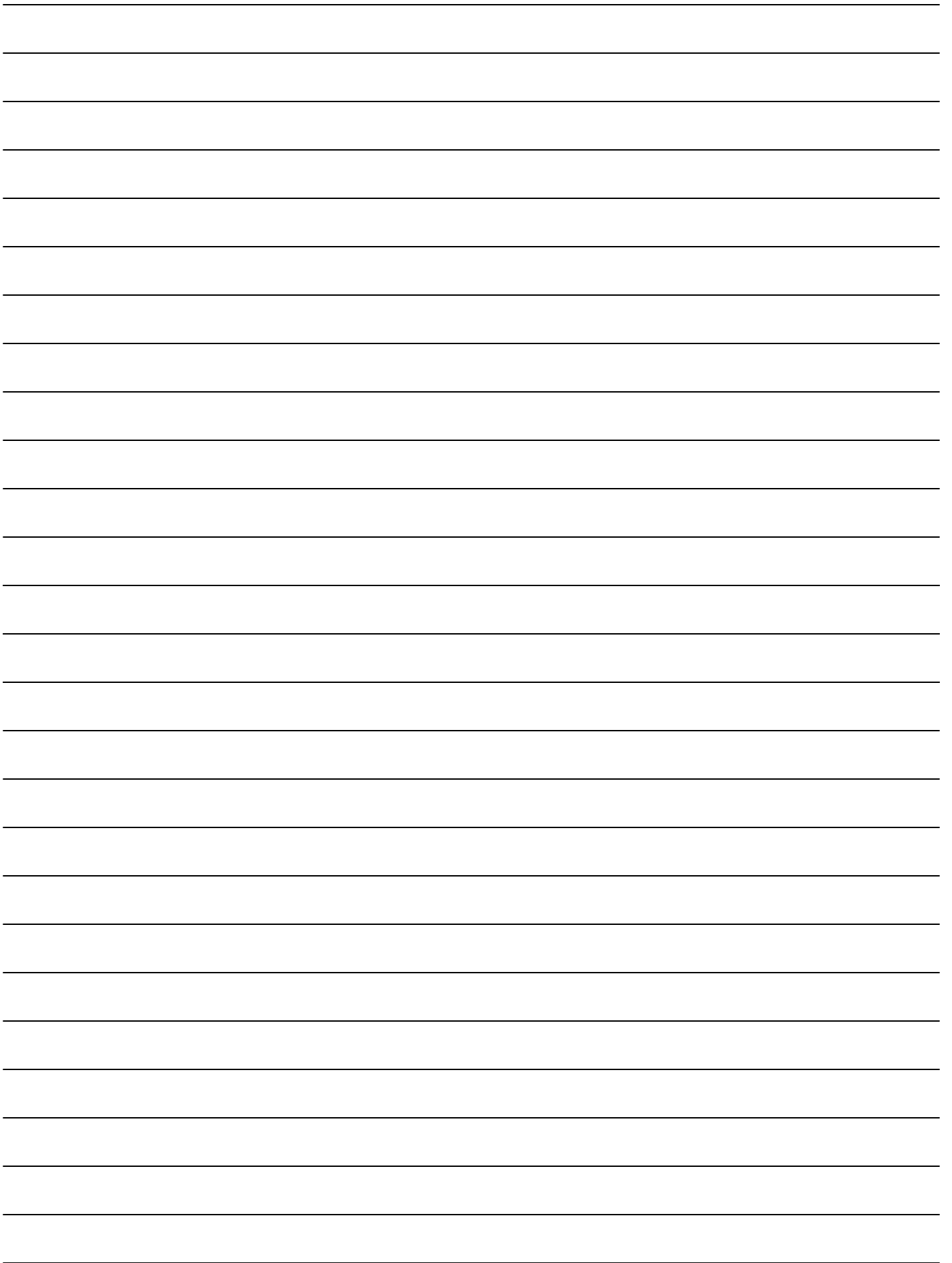
SUMMARIZING

What is Summarizing?

A *summary* is a synthesis of the important ideas in a text. Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words.

Why Summarize?

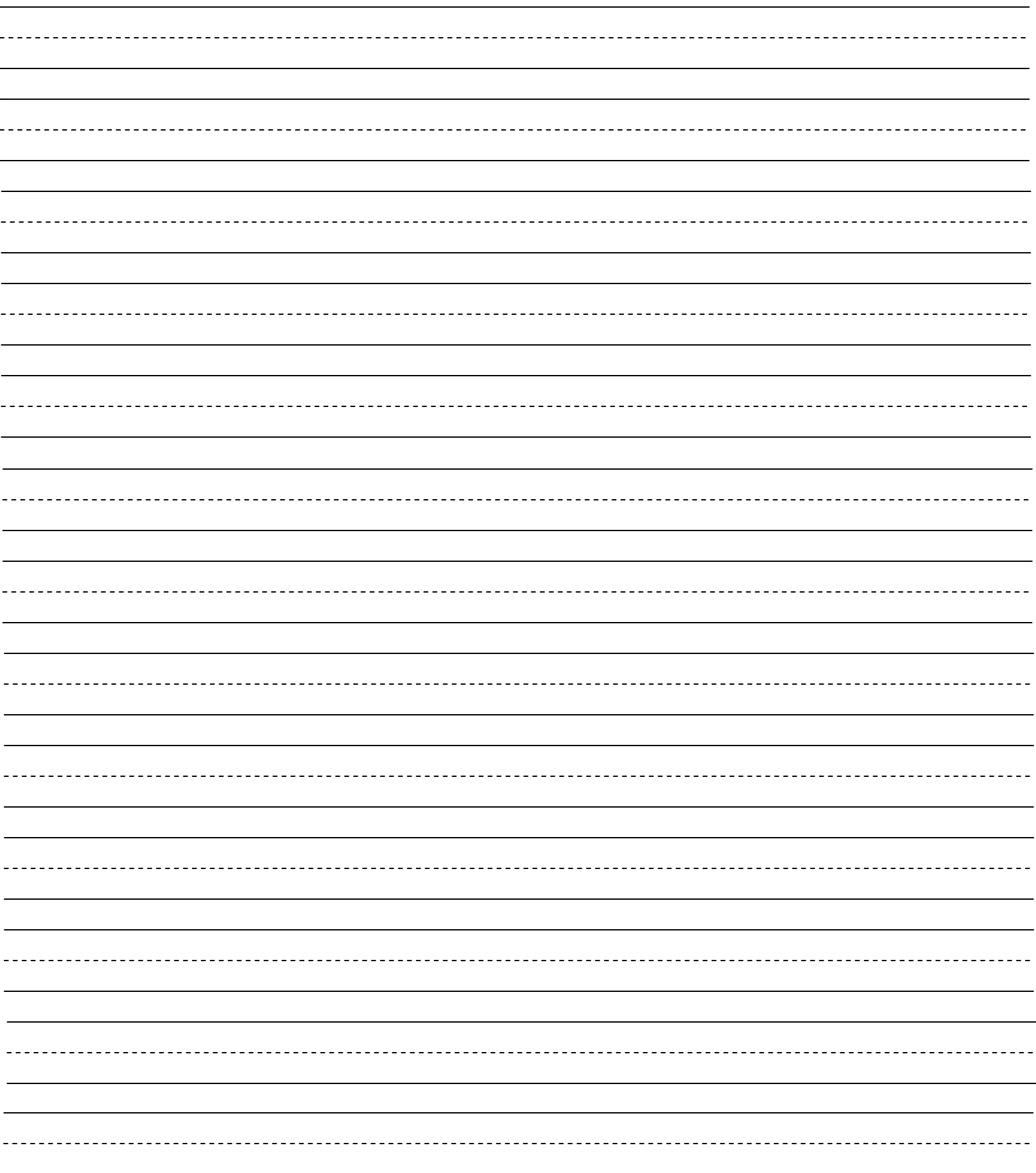
Summarizing helps students identify or generate main ideas, connect the main ideas, eliminate redundant or unnecessary information, and helps the students remember what they've read. In terms of comprehension, summarizing is an excellent skill for students to learn.



Name _____ Date _____

Title

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



COMPREHENSION SKILLS

- ✓ **Tapping Prior Knowledge**
- ✓ **Predicting**
- ✓ **Mental Imagery**
- ✓ **Drawing Conclusions**
- ✓ **Reality & Fantasy**
- ✓ **Cause & Effect**
- ✓ **Context Clues**
- ✓ **Compare & Contrast**
- ✓ **Story Elements**
- ✓ **Biography**
- ✓ **Autobiography**
- ✓ **Skim & Scan**
- ✓ **SQSR**
- ✓ **Fact & Opinion**
- ✓ **Author's Purpose**
- ✓ **Main Idea & Details**

COMPREHENSION SKILLS

Tapping Prior Knowledge

Teaching students to tap into their prior knowledge on a topic before reading a story helps students make connections between what they already know and what they are about to learn. It also provides a purpose for reading which keeps students actively engaged while reading. Before reading a story about farming, for example, you would ask students to share what they already know about farming.

Predicting

Predicting what the story may be about, prior to reading, gives students a purpose for reading (to find out if their predictions are correct). Encourage students to modify their predictions as they read through the story if they find clues that suggest that their initial predictions are incorrect.

Mental Imagery

Teach students to imagine the story in their heads as they read. Allow them to share what they imagine the setting, characters, etc. look like as they read through the story. Encourage students to use their five senses to describe what they “see”.

Drawing Conclusions

Often times the author leaves out important information from a story. In order to decide what has happened, students must think about what they already know about the topic and what the author has already said. Students must put this information together to draw a conclusion.

Reality and Fantasy

Teach students the difference between reality and fantasy by comparing and contrasting both genres. True stories (reality) and make-believe stories (fantasy) are two types of stories that younger students read regularly. Fantasy stories tell about characters that do things that in real life they cannot actually do (i.e. talking animals).

Cause and Effect

The reason something happens is the cause. What happens as a result is the effect. Looking for causes and effects can help students better understand what they read.

COMPREHENSION SKILLS (CONT.)

Context Clues

When students are reading, they may come across a word that they do not know. Sometimes the context, or other words in the sentence, may help give them clues to the meaning.

Compare & Contrast

To compare and contrast two objects, characters, ideas, plots, etc., students record how the two things are the same and how they are different. A Venn Diagram is commonly used.

Story Elements

Students who can identify the story elements (setting, characters, problem, events, and solution) in a fictional story comprehend better than students who cannot.

Biography

A biography is the true story of a real person's life. Biographies are usually written about well known people.

Autobiography

An autobiography is a true story about one's own life.

Skim & Scan

Teach students to skim & scan a story when they are looking for an answer to a question, reviewing the story, or trying to find key information. To skim & scan, students look for key words or concepts without actually reading every word on the page. Once students find the key words or concepts, they are taught to read the paragraph that the words or concepts are located in.

COMPREHENSION SKILLS (CONT.)

SQ3R

SQ3R is a great strategy that helps students comprehend expository (informational) texts. The “S” stands for Survey. Students preview the section they are about to read noticing pictures, heading, charts, etc. “Q” stands for Question. Students ask themselves questions about the text to provide a purpose for reading. “3R” stands for Read, Recite, and Review. Students then read the story, recite what they have learned, and review by rereading and applying the content in another context.

Fact & Opinion

Some stories are factual (expository stories) while others are authors’ opinions. Opinions are ideas that not everyone shares. Knowing the difference between fact and opinion will help students determine the authors’ purpose for writing.

Author’s Purpose

Authors write stories for different reasons. Sometimes it is to entertain, inform, or persuade the reader to do something. Understanding why the author is writing the story will help students comprehend the story better.

Main Idea & Details

In expository (informational) texts, each paragraph has a main idea and several details. Often times the main idea is located in the first sentence with the details following in subsequent sentences. The main idea is the most important idea of the paragraph. Identifying the main idea is an important skill that leads to increased comprehension. Details support the main idea.