

## Comprehension Instruction within the Literacy Block

Skill Building	Shared & Modeled Reading	Writing
Guided Reading	Teacher Read Aloud	

Comprehension instruction takes place primarily during the Modeled and Shared Reading block. During Guided Reading, students are supported as they use the strategies while reading texts at their instructional level. It is during independent reading that students have the opportunity to practice these strategies on their own while reading texts at their independent level.

### Comprehension Strategies that Support Understanding:

- Activating Prior Knowledge/  
Making Connections
- Create Mental Images/Visualizing
- Asking Questions
- Making Inferences/  
Making Predictions
- Determining Importance
- Synthesizing Information
- Use "Fix-Up" Strategies  
[Monitor/Clarify]

## Resources for Parents

<http://www.readingrockets.org/books>

(Find books that will capture your child's imagination! Note the themed book lists and award winners.)

[http://www.adlit.org/books\\_authors/](http://www.adlit.org/books_authors/)

(Book list for grades 4-12)

<http://www.readingrockets.org/article/3479>

(More information for you about comprehension strategies)

<http://www.rif.org/parents/tips/tip.aspx?View=11>

(Tips for Reading Aloud)

### References:

<http://forpd.ucf.edu/strategies/stratText.html>

(Florida Online Reading Professional Development)

<http://reading.ecg.org> (Into the Book, Wisconsin Educational Communications Board)

Miller, D. (2002). *Reading with Meaning*. Portland, ME: Stenhouse Publishers.

Zimmermann, S., C. Hutchins. (2003). *7 Keys to Comprehension*. New York, NY: Three Rivers Press.

## Reading Comprehension Instruction Grades 3-5

### Focus Strategy: Create Mental Images [Visualizing]



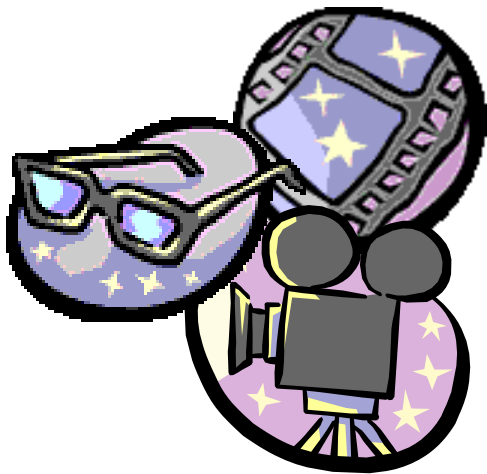
## What is Create Mental Images [Visualizing]?

Readers continually create and revise images in their minds that reflect or represent the ideas in the text. These images come from the five senses, as well as the emotions, and are linked to prior knowledge and experience.



### STUDENT DEFINITION:

I make a movie in my mind while I'm reading to help me understand what I read.



## Activities that Support this Strategy

- Have your child act out a portion of the text you have just read.
- Read a very short piece of text (such as a descriptive sentence, paragraph, or poem) and ask your student to describe what they visualize. Ask questions about the details of that image. Encourage your child to ask questions to clarify details.
- Have your child draw pictures as you read and/or after you read. Encourage your child to make changes to the picture or create new pictures to reflect the changing images in his or her mind.
- Support your child with sentence starters. You may need to model for your child first:

When I read this part, I see...(describe images) in my mind...

After reading more, my mind movie has changed. Now I picture...

I visualized...(describe images) in my mind because the text says...

## Books that Encourage Create Mental Imagines

Look for books that have detailed description or strong emotion. These can be picture books or portions of easy chapter books that contain lots of vivid images.

Children's poetry anthologies are full of short texts that are perfect for visualizing.

Wordless picture books may be a less obvious choice, since the story is told in all pictures. But these books are great for challenging your child to think of images that are missing from the story. (What happened between page 2 and page 3? What happened after the book ended? How would a different character in the story describe what happened? How would you describe this picture in words?)

**Remember: Keep reading aloud to your developing reader! This allows your child to focus on thinking about the text and using comprehension strategies.**

