

## 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 Strategies: Making Inferences



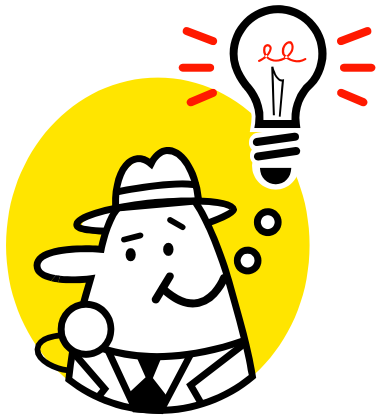
## What is Making Inferences?

Readers use their prior knowledge and the information from the text to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text. An inference uses clues from the story and their own ideas to figure out messages that author implies rather than states outright.



### STUDENT DEFINITION:

I use what I already know and the information or clues from the story to understand the story better



## Activities that Support this Strategy

- As you read with your child, have them ask themselves:  
What clues can I find?  
What I know from the book... What do I know from my brain...  
When I read...I infer...  
I am thinking...because \_\_\_\_ says...and I know that...
- As you read, circle, highlight, or identify with post-it notes words or phrases that help you to make inferences while you are reading.
- As you read with your child, you can model how you might make an inference while you are reading a piece of text. As an example, you could read a page or paragraph and then say "Oh, I can infer..."
- Model how you as a reader use your own ideas and what is being said in the text to understand what you read.

## Books that Encourage Making Inferences

Both fiction and non-fiction picture books are perfect choices as you encourage your child to make inferences. Books where the author leaves clues to the lead the reader to make inferences will allow students to practice making inferences to better understand the text. Some Favorite authors that lead students to make inferences are Chris VanAllsburg, James Marshall, and David Weisner.

Another great resource are wordless picture books or picture books that have limited text on the page. These books require the reader to infer meaning behind the pictures. Wordless picture books are wonderful resources that allow any age child to practice and refine their inference skills.

**Note:** As students are learning to use comprehension strategies, reading aloud or sharing the reading is more appropriate than having your child read the entire text aloud or independently.

