

## 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/)

(Booklists grades 4-12)

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

(More information for you about comprehension strategies)

<http://www.rif.org/parents/tips/tip.mspx?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., Hutchins, C.. (2003). *7 Keys to Comprehension*. New York, NY: Three Rivers Press.

## Reading Comprehension Instruction Grades 3-5

Focus Strategy:

## Synthesizing Information



## What is Synthesizing?

Good readers monitor the overall meaning and themes in the text as they read and are aware of the ways text elements fit together to create that overall meaning. Good readers actively revise their thinking as they read. It is the sum of information from the text, other relevant texts and the reader's background knowledge, ideas, and opinions produced in an original way.



### STUDENT DEFINITION:

I summarize what I read and I ask what does this mean to me?



## Activities that Support This Strategy

Start by helping your child retell the most important parts of a story and then pare it down to a simple summary. A synthesis occurs as you summarize what has happened and what it means to you.

Model what's important to remember in the books you read together. Stop now and then while reading with your child to consider what's important to remember. Tell your child what you think is important and why, and then ask your child, what does that mean to you?

Mark with a sticky note the places you think are most important. When finished reading, look through the sticky notes and organize what was read to make it meaningful. Sift through the facts and identify what is most important. With your child add your own thinking as summarize to formulate new meaning.

Write in margins why you think something is important.

## Books that Encourage Synthesizing

Practice synthesizing by looking at books they have already read where they couldn't stop thinking about it because it made a strong impression on them.

This strategy works with either fiction or non-fiction texts. Begin to read the text aloud.

\* As you read, react to the text by writing comments in the margin. (or use post-its)

\* Talk about the authors ideas. Write if you agree or disagree.

\* Guess at meanings of words which are unfamiliar to you. Write your guesses in the margins.

**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.

