

Teaching Comprehension Strategies in Guided Reading

Comprehension instruction begins with emergent readers but its role shifts to a more dominate part of the lesson plan at the transitional and self-extending stages. This shift occurs as a result of students becoming more proficient in their decoding skills.

Students should respond either orally or through written responses to help you assess the students comprehending of the text.

Strategy	Description and Teaching Prompts
Clarify Vocabulary <i>I didn't understand. . .</i>	-Students identify a word or concept that was unclear. <i>What words or ideas were new or confusing to you?</i> <i>What strategies can we use to figure this out?</i>
Retell <i>I read. . .</i>	-Students remember and retell what they read. <i>Tell me what you just read.</i>
Visualize <i>I see. . .</i>	-Students create a mental picture of an event, character, setting, etc. and describe it orally or draw it. <i>What are you picturing in your head?</i>
Predict <i>I predict. . .</i>	-Students predict what will happen next in the story. <i>What do you think will happen next? What makes you think that?</i>
Make Connections <i>This reminds me of . . .</i>	-Students think of personal experiences or other texts that relate to the story. <i>What did this remind you of?</i> <i>Does this remind you of another story we've read?</i> ** Follow-up question to all connections. - <i>How did this connection help you understand the story better?</i>
Ask Questions <i>Why. . .</i> <i>I wonder. . .</i>	-Students ask a question about the story. <i>What questions are you asking yourself?</i> <i>What are you wondering about?</i>
Determine Importance <i>The most important part is . . .</i>	-Students identify the most important elements in the passage. <i>What is the most important part of the story?</i> <i>What are the most important words you just read?</i>
Summarize <i>The main idea of the story is . . .</i>	- Students synthesize the passage and write a short summary of the main events. <i>Tell me in one or two sentences what you just read.</i>
Infer <i>I think. . .</i>	-Students read between the lines and make inferences that are not stated in the text. <i>What do you think the character is thinking here?</i> <i>What are you thinking now?</i>
Evaluate <i>I agree (or disagree) with the author because. . .</i>	-Students determine biases, form opinions, and make judgments from the text. <i>How do you feel about this passage?</i> <i>What is your opinion? Do you agree or disagree with the author?</i> <i>How is the author trying to influence you?</i>

Adapted: Richardson, Harvey, Goudvis