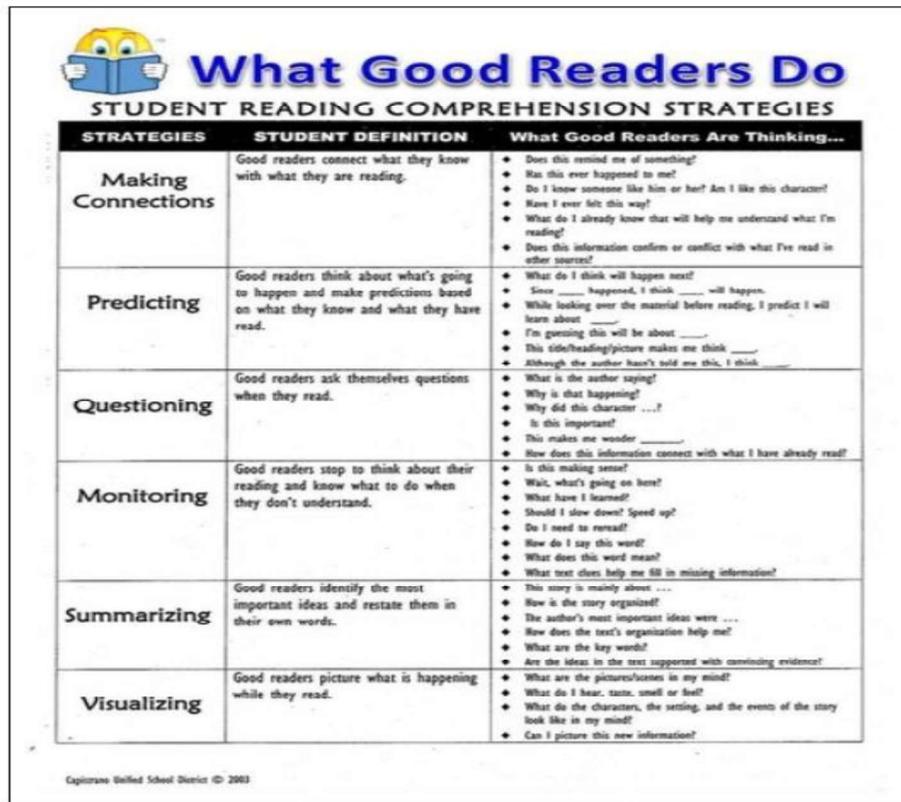


Resources for Reading Comprehension

The following are the activities modeled in the presentation. These activities can be done at home for each comprehension strategy.

Parents and children can recreate these graphic organizers on a sheet of paper and they do not have to print them. The youtube links are resources to further explain the comprehension strategies.



STRATEGIES	STUDENT DEFINITION	What Good Readers Are Thinking...
Making Connections	Good readers connect what they know with what they are reading.	<ul style="list-style-type: none"> Does this remind me of something? Has this ever happened to me? Do I know someone like him or her? Am I like this character? Have I ever felt this way? What do I already know that will help me understand what I'm reading? Does this information confirm or conflict with what I've read in other sources?
Predicting	Good readers think about what's going to happen and make predictions based on what they know and what they have read.	<ul style="list-style-type: none"> What do I think will happen next? Since _____ happened, I think _____ will happen. While looking over the material before reading, I predict I will learn about _____. I'm guessing this will be about _____. This title/reading/picture makes me think _____. Although the author hasn't told me this, I think _____.
Questioning	Good readers ask themselves questions when they read.	<ul style="list-style-type: none"> What is the author saying? Why is that happening? Why did this character ...? Is this important? This makes me wonder _____. How does this information connect with what I have already read?
Monitoring	Good readers stop to think about their reading and know what to do when they don't understand.	<ul style="list-style-type: none"> Is this making sense? Wait, what's going on here? What have I learned? Should I slow down? Speed up? Do I need to reread? How do I say this word? What does this word mean? What text clues help me fill in missing information?
Summarizing	Good readers identify the most important ideas and restate them in their own words.	<ul style="list-style-type: none"> This story is mainly about ... How is the story organized? The author's most important ideas were ... How does the text's organization help me? What are the key words? Are the ideas in the text supported with convincing evidence?
Visualizing	Good readers picture what is happening while they read.	<ul style="list-style-type: none"> What are the pictures/scenes in my mind? What do I hear, taste, smell or feel? What do the characters, the setting, and the events of the story look like in my mind? Can I picture this new information?

Capitans Unified School District © 2003

<https://www.youtube.com/watch?v=PRmduvnCN6M>

Free Read aloud links:

[Story Line Online](#)

[Just Books read aloud](#)

[We are teachers](#)

[Half Pint Kids](#)

[Free Children Stories](#)

[Epic Books](#)

[Tumble Books](#)

[Storyline Books](#)

[International Children's Digital Library](#)

Websites for additional activities:

https://fcr.org/resources/resources_sca_k-1.html

<https://www.readingrockets.org/article/strategies-promote-comprehension>

<https://www.education.com/activity/fiction-comprehension/>

<https://www.playdoughtoplato.com/reading-comprehension-activities/>

Activity #1: Making Connections Flipbook

Materials:

- ❖ Choice of a fiction or non-fiction book
- ❖ Plain paper and/or post-its
- ❖ Pencil

Procedure:

- ❖ Gather your materials and choose a book to read
- ❖ Before reading, ask your child questions to activate their prior knowledge (*what they already know*):
 - ❖ What does the cover or title remind you of?
 - ❖ What do you already know?
- ❖ During the reading, ask your child to stop and jot connections to the book:
 - ❖ text to text
 - ❖ text to text
 - ❖ text to world
- ❖ Provide your child with sentence starters



Activity #2: Visualizing-Stop, Think and Jot/Sketch

Materials:

- ❖ A piece of paper, index card or post-it
- ❖ Pencil
- ❖ Crayons or markers

Procedure:

- ❖ Choose a text to read aloud
- ❖ As you read, ask questions
- ❖ Provide sentence starters help your child visualize
- ❖ First, ask your child to stop and think
- ❖ Then, ask your child to jot their ideas or sketch their thinking



Activity #3- Asking Questions

Materials:

- ❖ A Book
- ❖ Post-it's
- ❖ Pencil

Procedure:

- ❖ Choose a text to read aloud
- ❖ Select points in the text to stop and ask questions
- ❖ Write those questions on a post-it or piece of paper
- ❖ Read the text and ask those questions before, during and after reading



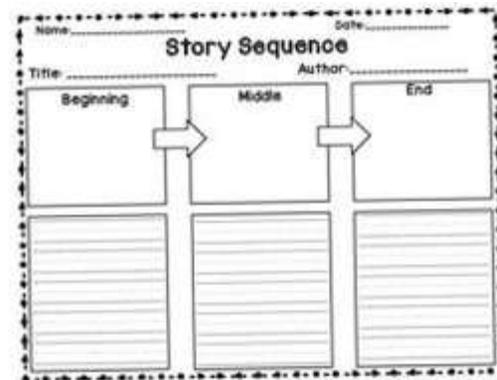
Activity #4- Summarize by Sequencing

Materials:

- ❖ Graphic organizer, paper and/or post-its
- ❖ Pencil

Procedure:

- ❖ Choose a text to read aloud
- ❖ After reading the whole book create a sequence graphic organizer
- ❖ Ask your child"



- Beginning:** Who are the characters? What is the setting?
- Middle:** What is the problem? How is the character feeling?
- End:** How did the problem get solved

Activity #5: Making Inferences

Materials:

- ❖ Graphic organizer, paper and/or post-its
- ❖ Pencil

Procedure:

- ❖ Choose a text to read aloud
- ❖ Select "clues from the text"
- ❖ Have the child think about "what they already know"

Clues from the text	What I already know	Inference

- ❖ Use both ideas to make an inference

Activity #6: Who? And What?

Materials:

- ❖ A book
- ❖ Paper/Graphic Organizer
- ❖ Pencil

Who is the character?	What is happening here?

Procedure:

- ❖ Choose a text to read aloud
- ❖ Read 2-3 pages
- ❖ STOP: Ask your child, who is the character?
What is happening?
- ❖ Continue to stop every 2-3 pages and ask these questions to self-monitor.

Additional resources:

Making Connections

Name: _____
 Book Title: _____

connection maker

Think of how the story reminds you of yourself, your friends, your life, or another book or movie. Make 3 connections to the story and write them down.

text to self
 reminds me of a time when I...

text to text
 reminds me of a book I have read before because...

text to WORLD
 reminds me of a real-life world event like when...

This reminds me of...
 This makes me think about...
 I like...
 I dislike...

What the Text Says		My Connection
	→	
	→	
	→	
	→	

Making Connections	Text to Self
	Text to Text
	Text to World

<https://www.youtube.com/watch?v=0wpByvesEMU>

<https://www.youtube.com/watch?v=R21XJMNpLU>

Visualizing

Name _____ Title _____

Reading Strategy: Visualize

Make a Movie in Your Mind!

Good readers create pictures in their mind as they read. Use your five senses to help you visualize the text as you read!

See  (I see...)	
Hear  (I hear...)	Taste  (I taste...)
Feel  (I can feel...)	Smell  (I smell...)

MIND MOVIES

USE "VISUALIZATION" WHILE YOUR PARTNER IS READING

READER	
VISUALIZER	
BOOK NAME	
READER	
VISUALIZER	
BOOK NAME	

<https://www.youtube.com/watch?v=W8qmj4oY9mY>

<https://www.youtube.com/watch?v=aQt8QodwIBU>

<https://www.youtube.com/watch?v=W8qmj4oY9mY&t=77s>

Questioning

<p>Reading With Your Child- Before and During!</p> <ul style="list-style-type: none">-What story clues are in the title and in the pictures?-Is this selection fiction or nonfiction?-How do you know?-Why do you want to read this story? <p>.....</p> <ul style="list-style-type: none">*What do you think will happen next?*How do you feel about the main character?*Would you do things differently if you were the main character?*Does the story text make sense to you?*How do you think the story will end?*Is the author trying to teach you something? 	<p>Questions begin with...</p> 
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<https://www.youtube.com/watch?v=C2fWZHaNugc>

<https://www.youtube.com/watch?v=RKPf2sfW7ck>

Summarizing

Somebody, Wanted, But, So, Then
Graphic Organizer



S Somebody—Characters from the text

W Wanted—What the characters wanted

B But—Explain the conflict

S So—How the characters overcame the conflict

T Then—Resolution of the story

Name: _____

Name: _____

Story Map

Every story has a beginning, middle, and end.
Write and draw the parts of the story in the chart below.



BEGINNING	MIDDLE	END

<https://www.youtube.com/watch?v=OWDUSdCfTMM>

<https://www.youtube.com/watch?v=Bi8RnDjELdc>

Inferencing

Activities adapted from: <https://resources.readingvine.com/what-is-inference-in-reading/>

Ask, "What's happening?" – Do you ever play "I Spy" with your child when the two of you are out of the house or in the house? Try a new take on that old favorite. Point out something that you see and describe it.

Example: I spy something with branches, has a trunk, and is very tall? What am I?

Answer: A tree

Get a book of riddles – Riddles are a great way to encourage the kind of thinking required to make inferences. After all, riddles give us only part of the information we need to draw the right conclusion. Kids love to read riddles, and, once your child starts to understand how fun they are, you can even encourage her to make up some of her own.

Example: What has black and white strips and lives in the open land? Answer: Zebra

What's in the box? – Try hiding a small object in a box. Tell your child to guess what is inside without opening it. This, not only, allows you to discuss what inference is, but it also helps him/her brainstorm the use of inference skills. How will she/he make her guess? Shake the box? Smell it? Weigh it? Ask questions about it. All good ways to guess – or infer.

Take it in steps – Simply understanding what inference is and why it matters doesn't necessarily make it easy to know how to use it. Help your child break the process down into concrete steps. First, have him/her read a short passage and form a simple question. Then, have him/her write down details from the passage that he/she thinks might help answer that question. Finally, bring the question and the details together. Do they fit? Great! If not, help him/her reformulate the question or search for other, more relevant, details.

Example: The Scream

When I saw it, I screamed! What was that moving on the wall? Had it come through the window? It didn't matter where it came from, it didn't belong here! My dad came into the room to see what was the matter. When he saw it, he laughed. "You're afraid of THAT?" He calmly walked over to it and turned on the light. I smiled sheepishly. I did feel a little silly for being so afraid of something so small on the wall.

Clues from the text	What I already know?	Inference
When I saw it, I screamed! What was that moving on the wall?	I know that when it is dark you can see your shadow on the wall.	The boy is scared of his shadow.

<https://www.youtube.com/watch?v=jl4GlcTVbM>

<https://www.youtube.com/watch?v=JdaD2FZQFEY>

Self Monitoring

Strategies for Self-Monitoring Strategies to help me understand what I read

- Stop and ask myself questions:
 - Does this make sense?
 - Do I know what all the words mean?
 - Can I picture in my mind what is happening?
 - What do I think will happen next?
 - Was my prediction correct? Why or why not?
- If I am having trouble understanding, I will use a fix-up strategy:
 - Reread the sentence or paragraph to help me figure out what a word means or what the author is saying.
 - Read ahead the next sentence or two to see if it helps me understand.
 - Retell in my own words what I just read.
 - Think and connect what I read to what I already know and my own experiences.
 - This reminds me of _____.
 - Based on _____ I know _____.
- If I am still having trouble understanding, I ask someone for help.

(adapted from 2TRA, 2001; Blachowicz & Ogle, 2001)

Name: _____ Date: _____

Thinking While I'm Reading!

Use noticing's you make while reading to come up with your own thoughts about what you are reading.

I am noticing...  I am thinking... 



GET IT?
GOT IT?
GOOD!

MONITOR

WATCH • THINK • OVERSEE • BE AWARE OF • THINK ABOUT

COMPREHENSION

UNDERSTANDING • DRAWING CONCLUSIONS • INFERRING

- What is this story mostly about?
- Who is telling this story?
- Why are you reading this piece?
- What is the setting?
- Is this a fiction or non-fiction piece?
- Who are the characters?
- Can you retell the story?
- What type of text is this?

<https://www.youtube.com/watch?v=oUWJ7IbaPrM>

<https://www.youtube.com/watch?v=CBzRMRy0Llk>