

The Super Seven Comprehension Strategies

Strategy	What is it?	How do readers do it?	Extras
<p>Monitoring Meaning</p>	<p>When students know when the text they are reading makes sense, when it does not make sense and whether or not the unclear material is crucial to overall understanding of the text.</p>	<p>As the students read, they are using metacognitive skills- they are thinking about their thinking. If they do not understand the text, they reread it or they may skip part and return to it later. They are aware of their purpose for reading a text and make decisions as a result.</p>	<ol style="list-style-type: none"> 1. Students that monitor for meaning are problem solvers. They can switch tactics in order to apply the most effective method to the problem for a quick solution. 2. They are aware of their purpose for reading a text and make decisions. As a result they may disregard the piece altogether or they may seek outside help based on level of importance. 3. Students that monitor meaning can identify whether or not they have a problem with a word, sentence, or text level. 4. Readers that monitor for meaning can easily use the following: pausing, re-reading,

			<p>skimming, and scanning.</p> <p>5.Strong students can articulate their problem solving strategies.</p>
<p>Using Relevant Prior Knowledge or Schema</p>	<p>Readers recall, spontaneously and purposefully, all their relevant prior background knowledge (schema) before, during, and after reading (text to self connections).</p>	<p>Consider this: Pretend the brain is organized like a filing cabinet. Various topics each have file folders, only with the ability to link folders together that are related via the text. Readers are able to access information, link it to other information, add to the file new information, or understand the need to remove unwanted or inaccurate information.</p>	<p>Four types of schema to use with new text:</p> <ul style="list-style-type: none"> a. Specific knowledge about the topic (text to world connections) as it exists in the world b. Specific knowledge about the text structure (text to world connections) c. Understanding of one's own reading difficulties and styles

		<p>Sometimes the reader consciously adds new information, but most times the brain does it automatically. A strong reader is able to pull from the files and assimilate it with the text to better add to the meaning.</p>	<p>(ex: reader thinks, “Uh-oh, a poetry question- I’m not very good at understanding poetry based on poetry I’ve read before.”)</p> <p>d. Understanding of how an author/illustrator typically writes/illustrates. (Ex: reader thinks, “In Cynthia Rylant’s other books, she often includes real events from her own family in Appalachia, so I think she is doing that in this book as well.”)</p> <p>2. Teachers have more of an ability to help with schema than they think. Fill up those filing cabinets! Help them add folders by introducing new concepts or topics.</p>
<p>Questioning</p>	<p>A strategy readers use before, during, and after reading by purposefully generating questions about important aspects of the text.</p>	<p>Readers use questioning to help clarify meaning, wonder about upcoming text, question authors’ choices, and think about rhetorical questions.</p>	<p>1. Good readers know that some questions are just left to infer and some questions will have definite answers.</p> <p>2. Students should understand that by listening to the others’ questions, new questions of</p>

			<p>their own will be generated.</p> <p>3. Students should know that this strategy should be applied to all content areas and life in general!</p> <p>4. It is important when modeling the “Asking Questions” strategy that the teacher clearly communicates the difference between the read aloud and the think aloud.</p>
<p>Inferring</p>	<p>It is the process of creating personal meaning from text using schema and textual information. Readers must use this meaning to form ideas about information not presented in the text.</p>	<p>The reader can infer by using schema and the text to create his/her own interpretation. Readers must create these interpretations by applying schema and searching for the most relevant text.</p>	<p>1. Inferring causes readers to slow down and think, reread, and draw conclusions.</p> <p>2. Their inferences often extend previous thought/knowledge and add to schema.</p> <p>3. There is a wide interpretation of inferring in poetry and some fiction, but little in nonfiction. Readers need to know this and teachers need to be mindful of two things:</p>

			<p>a. Accept a wider range of inferences for fiction/poetry.</p> <p>b. Understand that students have varying schemas to pull from when inferring nonfiction.</p> <p>4. Again, use the gradual release method. Teacher modeling using short selections, highlighting how conclusions were drawn, predictions and judgments were made and how inferring helps comprehension. Allow time for students to share how they infer.</p>
Evoking Mental Images	Good readers create pictures while reading. The reader should be adapting the image as he/she reads or hears about the images others create.	Readers spontaneously and purposefully adapt images as they read and/or hear the images of others.	<p>1. Comprehension is enhanced as readers verbalize the images they create and think alouds should explicitly show students how that is.</p> <p>2. Images from personal experience add to the visualization.</p> <p>3. Modeling should occur using short selections and teachers should talk about how/where</p>

			<p>the images were drawn.</p> <p>4. Use the gradual release model. After extensive teacher modeling, students should share with partners or small groups, then be invited to continue in book clubs or guided reading groups.</p>
Determining Importance in Text	<p>Proficient readers make purposeful and spontaneous decisions about what is important in text at the:</p> <ol style="list-style-type: none"> 1. word level- finding the words that carry the meaning 2. sentence level- key sentences that carry the weight of the meaning for a paragraph or passage 3. whole text level- final conclusions about what is most important after reading 	<p>They make decisions based on:</p> <ol style="list-style-type: none"> 1. Reader's purpose 2. Reader's schema (background knowledge) 3. Reader's schema for text format (How much experience do they have with the way the text is formatted?) 4. Conversations with other readers about the text 	<ol style="list-style-type: none"> 1. One teacher strategy is to point out the unimportant text to help them determine the important text more clearly. 2. Students need to talk about how they came to the conclusion about important text and be able to defend themselves in a discussion.
Synthesis	<p>Synthesizing takes place only during and after reading and is the reader's ability to understand how he/she has put all of the pieces together to create understanding.</p>	<p>During reading, readers monitor for meaning as they read by paying attention to all of the pieces in the text- that is, they understand the roles of the characters, follow the</p>	<ol style="list-style-type: none"> 1. Synthesizing is the sum of all of reading's parts- it takes into account the reader's schema, ability to infer and monitor while reading, experience with other texts, and the ability to

		<p>plot, notice themes, observe cause/effect relationships. After reading, good readers are able to clearly explain the above and how they used them to create meaning.</p>	<p>determine the most important parts to understand.</p> <p>2. Someone that is able to synthesize is able to complete higher-order thinking questions by judging, critiquing, and creating other, new relative ideas.</p>
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