

**Reading Comprehension Strategies: practice these orally or in a notebook using their independent reading book at home.**

* *Sequencing* – Read a page, then discuss or write town a summary of the page. First, \_\_\_\_\_\_\_\_\_\_. Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* *Visualizing*: Students should read a scene, pick out the descriptive details, then describe or draw what they are seeing, hearing, feeling, tasting, or smelling in the story.
* *Making Inferences*: Sometimes authors do not tell the reader everything. Instead, an author leaves clues for the reader to follow. Use clues from the story and information from your own experience to make inferences about what you’re reading. Students should use clues to go beyond what the author says to draw conclusions about characters or situations in the story. A student should *Make Connection* and then decide on the “How” and the “Why” behind it.
* *Making Predictions*: Students should read a page and then discuss or write a prediction. “I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_ might happen next because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Students can also confirm or disconfirm their predictions. They should explain how they confirmed or disconfirmed the prediction.
* *Ask Questions*: While reading students can ask surface level questions: “What” “When” “Where”. They should also ask deep questions: “Why” and “How”. They should discuss or record their questions and then discuss or record their answers.
* *Make Connections*: Students find parts of the story that remind them of something else. “When I read \_\_\_\_\_\_\_\_\_\_\_\_ it reminded me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.” Students can make connections from the story to themselves, other texts, or the greater world.
* *Opinions*: Students should express and explain their feelings about a story. “It makes me feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” “I like the part about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” “In my opinion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* *Vocabulary*: Students should discuss or record words in the reading they are not sure of. Then they should use the clues in the sentences around the word to try to figure out the meaning. Finally, students should check for the definition of the word in a dictionary.
* *Monitoring Reading*: Students should decide if they are understanding what they have just read. If they are not sure, they should reread or use another strategy to decide if they get it or not.