

**SUCCESSFUL STRATEGIES TO HELP YOUNG READERS COMPREHEND TEXT**  
 Volunteer Training at Richmond Elementary School

<b>Strategy</b>	<b>What it Involves</b>	<b>Sample Questions to Ask</b>
<b>Predict and Infer</b>	<ul style="list-style-type: none"> <li>• Drawing on prior knowledge to make hypotheses (or predictions) and assumptions (or inferences)</li> <li>• Confirming and revising hypotheses and inferences</li> </ul>	<p>Predict:</p> <ul style="list-style-type: none"> <li>• Do you think this book is fiction or non-fiction? Let's examine the cover and back of the book. Let's do a picture walk through the book. What clues do you see that make you think it is fiction or non-fiction?</li> <li>• If fiction: What do you think will happen in this story?</li> <li>• If non-fiction: What do you think you'll learn from this book?</li> </ul> <p>Infer:</p> <ul style="list-style-type: none"> <li>• What is this character probably thinking?</li> <li>• What might the author mean by this?</li> <li>• What will probably happen next? This type of question helps readers understand a prediction is really a type of inference.</li> </ul>
<b>Purpose Setting</b>	<ul style="list-style-type: none"> <li>• Formulating goals</li> <li>• Taking appropriate stances</li> <li>• Overviewing and reading selectively to meet goals</li> <li>• Evaluating whether goals are achieved</li> </ul>	<ul style="list-style-type: none"> <li>• What is the reading goal the classroom teacher has set for this group of students with this particular text? Sample goals include, but aren't limited to: character experience, character development, description of setting, problem development, author's use of metaphor, fact versus fiction, sequence, compare/contrast, etc.</li> <li>• Example: Write down four key experiences of _____ (a specific character, subject of a non-fiction text) that you could retell someone who hasn't read the text.</li> </ul>
<b>Retelling</b>	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Synthesizing</li> <li>• Rethinking</li> <li>• Reviewing</li> </ul>	<ul style="list-style-type: none"> <li>• How could we use drama to retell this story? How will we divide the characters among the members of our group? What is the best format to use for this dramatic retelling? Puppets, readers' theatre?</li> <li>• Could you help us rethink this situation, problem, process, etc. by restating what we've just read?</li> <li>• Please summarize the key points in the text.</li> <li>• Please synthesize this piece of writing by giving us the gist of the text?</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Asking who, what, when, where, why and how questions</li> <li>• Asking where the answers to questions can be found in the text or other material</li> <li>• Reading selectively to find answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, when, where, why and how?</li> <li>• Where could we find the answer?</li> <li>• Is the answer in the text?</li> <li>• Does the answer require putting together different parts of the text?</li> <li>• Does the answer require you to use your background knowledge or knowledge about the world?</li> </ul>

<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Tracking comprehension</li> <li>Revising understandings as new information is encountered</li> <li>Using fix-up strategies to clarify confusions</li> <li>Thinking about word meanings</li> </ul>	<ul style="list-style-type: none"> <li>When I was reading this part, I didn't understand it. What could I do to help this part make more sense?</li> <li>See the fix-up strategies listed on the next page</li> </ul>
<b>Visualizing</b>	<ul style="list-style-type: none"> <li>Mentally representing book ideas using all of the senses</li> </ul>	<ul style="list-style-type: none"> <li>I'm going to read a poem or piece of text aloud to you. Close your eyes and try to see the scene the words make in your head. What did you see, feel, or taste as I read aloud?</li> </ul>
<b>Connecting</b>	<ul style="list-style-type: none"> <li>Activating prior knowledge before, during and after reading</li> <li>Making personal connections between texts</li> <li>Considering changes in knowledge that come as a result of reading</li> </ul>	<ul style="list-style-type: none"> <li>What do you know about _____?</li> <li>What have you learned about _____ after reading this text?</li> <li>Have you had a similar experience to this character? How would you describe your experience?</li> <li>What did you think about as you read?</li> <li>What questions did this text make you wonder about as you read?</li> <li>How is this text similar to, or different from, another book by this author (you may or may not give the title)? A specific book by a different author?</li> </ul>
<b>Deciding What's Important</b>	<ul style="list-style-type: none"> <li>Using reader purpose to determine important ideas and themes</li> <li>Using text format, sequence, and features to help make decisions about what is important</li> </ul>	<p>Examine:</p> <ul style="list-style-type: none"> <li>Cause and effect</li> <li>Comparison of key literary trait or subject</li> <li>Time order (sequence events)</li> <li>Problem and resolution</li> <li>Key topic, character or word with corresponding points of description</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>Critiquing and establishing opinions</li> <li>Considering merit of content; considering author uses of language</li> <li>Considering author intents and viewpoints</li> <li>Preparing to apply new information</li> </ul>	<ul style="list-style-type: none"> <li>What do you think of this piece? Why? What makes you like it/not like it?</li> <li>What do you think of the illustrations? How do they help you understand this text?</li> <li>Why do you think the author wrote this? Who should read this? Why?</li> <li>What do we know about the author? Do you think that being _____ makes a difference in what this author has to say?</li> <li>Do you agree with this author's views? Why? Why not?</li> <li>Fiction: Do the characters seem real? Is this how (kids, adults, grandparents, etc.) really act/sound? Could this really happen?</li> <li>Non-fiction: Is this easy to understand? Why? Does it make sense? Why? What do you think of the examples? How well do the examples help you understand the main topic of the text?</li> <li>How can you use this information?</li> <li>What do you think of the way the author uses language (such as imagery, alliteration, or rhyme)?</li> </ul>

## FIX-UP STRATEGIES

### When I get confused, I can...

- Reread to see if the confusion is clarified.
- Read on to see if the confusion is clarified.
- Read the confusing part aloud.
- Read more slowly.
- Check punctuation to see if this clarifies.
- Solving unfamiliar words:
  - Put your finger under the word and think about what would make sense.
  - Try to pronounce the word by thinking about the sounds of the letters or word parts (word chunks).
  - Reread the sentence to see if your pronunciation makes sense.
  - If your pronunciation doesn't work, try again.
  - Read on to see if the word is clarified in later sentences.
  - Use the pictures to search for clues.
  - Try the glossary if it's non-fiction.
  - Ask for help.
- Look carefully at the pictures.
- Think about whether the text structure or format gives any clues.
- Identify any confusing words. Does the surrounding text help? Is this a creative or figurative use of language? Look for a definition somewhere in the book or dictionary.
- Talk out the confusion with a friend. Retell the main points and try to identify the specific confusion. Consider whether my purpose will be met if I move on.
- Ask someone for help.