|  |  |  |  |
| --- | --- | --- | --- |
| **Comprehension**  **strategy** | **Teaching ideas** | **Description** | ***Reference*** |
| Making connections | Coding Strategy | As students read, they stop at each sentence or paragraph and indicate their reactions to their reading by using symbol codes to represent (I already knew this, new information, wow, I don’t understand). After coding, students find a partner to share and compare codes and justify their codes. | *Revisit, Reflect, Retell*  (pp. 176–177) |
|  | Memorable  Moments | Before reading a story, students anticipate a memorable moment. When they finish the story, they reflect on the most memorable moment and note another moment. Students take down a quote from the story. | *Revisit, Reflect, Retell*  (p. 52) |
|  | Connection  stems | After reading a section of text aloud, show students a sentence stem, e.g. *That reminds me of …* and think aloud about the process you use for completing it. For support use the text-self, text-text, or text-world connection. | *Guided Comprehension*  *in grades 3–8*  (p. 202) |
|  | Double-Entry  Journal | Distribute copies of the journal. Students read or listen to a text. Ask students to select a key event, idea, word, quote or concept from the text to note down in the left hand side of the journal. Ask students to write their response or connection to the item in the left column. | *Guided Comprehension*  *in grades 3–8*  (p. 203) |
| Questioning | Stimulating  Discussion  Through  Questions | Personal questions readers generate about a text stimulate connections, represent inferences, activate prior knowledge, and help to clarify understanding. Guide students in generating questions and assist them in generation questions and responses that are aesthetic, efferent, and critical/analytical. | *Revisit, Reflect, Retell*  (pp. 46–47) |
|  | Questioning | Preview a text. Read titles, subheadings, and the table of contents. Look at images. Read the first paragraph. Create an “I wonder” question. Read the text to answer your question. Repeat again and draw to show the most important ideas you learned. | *Revisit, Reflect, Retell*  *(*pp. 182–183) |
|  | Magic Jigsaw:  A Questioning  Strategy | Create a magic jigsaw with each piece containing a question. Question themes could include a post reading summary: to show case questions, before  reading: to profile questions that guide research,  during reading: to collect questions that remain unanswered and need further research. | *Revisit, Reflect, Retell*  *(*pp. 188–189) |
|  | I Wonder | Guide students to wonder about the world, their lives, story events, and ideas presented in texts.  Encourage students to wonder throughout the reading of a text. Use students’ ‘I wonder’ statements to provide structure for further reading. | *Guided Comprehension*  *in grades 3–8*  (pp. 197) |