

# Comprehension Strategies for 3<sup>rd</sup> grade

Talking about books and reading daily is an important skill that all readers need to be able to do. This handout will help you to know what questions to ask and what strategies to perform or use while reading.

<p><b>Inferring</b></p>	<p><b>Definition</b> To arrive at a decision or opinion using your own knowledge and clues from the text.  Reading between the lines.</p>	<p><b>Example</b> If a story states that a boy 'woke up and made himself something to eat.' You could ask, 'what meal did the boy eat?' Students would use the clue in the text 'woke up and ate' and their own knowledge (I know that the meal I eat when I wake up is called breakfast) to determine that the boy ate breakfast.</p>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>- Can you predict what is happening next? Why did you make that prediction? Can you point out what helped you make that prediction?</li> <li>- Why did the character do that?</li> <li>-What did the author mean by__?</li> <li>-What's going to happen next?</li> <li>- ___ must be feeling _____. Are there any clues that help us know that?</li> </ul>
<p><b>Summarizing</b></p>	<p><b>Definition</b> To put into your own words, a shortened version of the spoken or written material.</p>	<p><b>Example</b> After reading The Three Billy Goats Gruff you may ask 'In general, what was this story about?' Students should respond by briefly retelling the important points of the story in their own words. They may respond with something along the lines of, 'The Three Billy Goats Gruff is about 3 goats who were hungry because all of their grass was gone so they had to trick a troll to get across the bridge to eat some new grass.'</p>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>- In general, what is the story about?</li> <li>-What is the problem to be solved in the story?</li> <li>-Is there a solution?</li> <li>- What has happened so far?</li> <li>-What do you wonder after reading?</li> <li>-What is the most important point in this story or passage?</li> <li>- What happened in the beginning, middle, and end?</li> </ul>
<p><b>Questioning</b></p>	<p><b>Definition</b> A process that helps students clarify and deepen their understanding of the text they are reading.</p>	<p><b>Example</b> As students are reading a book they should be constantly asking themselves questions. 'I wonder...?', 'I think...?' 'Is this character...?' The more questions they ask the more firm of a grasp they have on the story.</p>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>- What are you wondering about?</li> <li>-What would you like to ask the characters?</li> <li>- What would you like to ask the author?</li> <li>-What questions do you have about _____?</li> <li>-What questions were left unanswered in this story?</li> </ul>

<p><b>Determining Importance</b></p>	<p><b>Definition</b> Knowing the purpose of reading helps determine what is important or not.</p> <p>Need to distinguish between fiction and non-fiction.</p>	<p><b>Example</b></p> <p>In Cinderella the big ideas are: Cinderella is a servant, she loses her shoe at the ball, and she marries the prince at the end. They are able to pinpoint the difference between a BIG IDEA and just a DETAIL.</p> <p>With non-fiction it is important to notice headings, subtitles, bolded words, and captions. These help students organize and identify what each part of the text will be about.</p>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>- What is the most important part?</li> <li>- Was __ more important than __?</li> <li>- How would the story have been different if __ had never happened?</li> <li>- What would you name this chapter if you were the author?</li> <li>- Where should I look to find out_?</li> <li>- Do you see any headings or captions?</li> <li>Can you find any words in italics?</li> </ul>
<p><b>Visualizing</b></p>	<p><b>Definition</b> The pictures we create in our minds while we are reading.</p>	<p><b>Example</b></p> <p>Visualization helps readers engage with text in ways that make it personal and memorable. Readers adapt their images as they continue to read. If they were reading a book about pirates they would visualize in their head the ship, what the pirates looked like, what they were wearing. They may also create images of characters and settings. The book should be playing like a movie in their head.</p>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>- What do the (specific) characters look like?</li> <li>- How do you imagine the setting?</li> <li>- How do the pictures either on the page or in your mind help you understand the book better?</li> <li>- Do the descriptions in the story match the pictures in your head?</li> <li>- Draw me a picture of a scene from the story as you see it in your head.</li> </ul>
<p><b>Synthesizing</b></p>	<p><b>Definition</b> A process where students merge new information with prior knowledge to form a new idea, perspective, or opinion.</p>	<p><b>Example</b></p> <p>To arrive at a decision or opinion using their own knowledge and clues from the text. You might ask 'Is there anything you understand in a new way from reading this text?' Students may respond with, 'I know Dr. Seuss is telling us to take care of the trees in the Lorax. I think he wants us to think about how we can take care of our environment. Things I could do at school would be to pick up trash on the playground and help keep the hallways clean!'</p>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>- Is there anything that you understand in a new way from reading?</li> <li>- What ideas (concepts or feelings) are most interesting to you? Why?</li> <li>- Does (a historical event or personal experience) make more sense after reading this?</li> <li>- Does this book make you think of anything that has happened to you? If so, what?</li> <li>- Does this story remind you of anything you have read before?</li> </ul>

Making Connections/ Building Background	Definition	Example	Questions
	<p>Children make personal connections with the text by using their schema (background knowledge).</p>	<p>There are three main types of connections we make while reading text.</p> <p><b>Text-to-Self (T-S)</b> refers to connections made between the text and the reader's personal experience.</p> <p><b>Text-to-Text (T-T)</b> refers to connections made between a text being read to a text that was previously read. (or connect to a movie/show)</p> <p><b>Text-to-World (T-W)</b> refers to connections made between a text being read and something that occurs in the world.</p> <p>It is important to activate children's schema (background knowledge) before, during, and after reading.</p>	<p>- Do you have any experiences in your life that relate to the story?</p> <p>- What's going on in our world right now that is similar to the story?</p> <p>- Does this book remind you of any other book you have read?</p> <p>- Did you make any connections to this book? Chapter? Page?</p> <p>- Have you ever _____? (for example: If it was a story about a dog getting lost. You could ask; Have you ever lost an animal before? How did you feel? Did you find it?</p>