

Six Strategies to Improve Reading Comprehension

Research has shown that the following six strategies should be used to assist young readers in building meaning when they read. Readers build meaning and understanding by interacting with the text.

- *Making Connections*
- *Questioning*
- *Visualizing*
- *Inferring*
- *Determining Importance*
- *Synthesizing*



The ideas in this brochure are indebted to *Strategies That Work* by Stephanie Harvey and Anne Goudvis.

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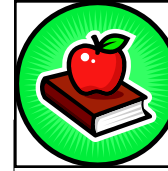


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Reading Resource

Reading with Your Child



*Strategies to help your
child build meaning
when reading at home.*

Grades 3 - 5

Comprehension Strategies

Making Connections

Readers relate what they have read to what they know, and to their thoughts and feelings (text-to-self). Readers compare what they have read to other texts (text-to-text); and to the world around them (text-to-world).



Prompts:

- “What does this remind you of?”
- “Is this similar to anything you’ve read before?”
- “How are you and this character similar?”

Suggested Literature:

Hey World, Here I Am! by Jean Little

Wilfred Gordon McDonald Patridge by Mem Fox

Questioning

Readers ask themselves questions throughout the text. This is done to check or confirm an understanding of the story. Questions propel readers forward in their thinking.

Prompts:

- “What would be a good question to ask here?”
- “Would you please think out loud?”
- “You’re using some good thinking skills here.”

Suggested Literature:

Amelia’s Road by Linda Altman

Pink & Say by Patricia Polacco



Visualizing

Readers create “mind pictures” as they read. Visualizing the characters, elements, or events of a story is critical to overall comprehension.



Prompts:

- “Close your eyes. What do you see in the picture in your head?”
- “Can you create a picture of this in your mind?”
- “Tell me more about your image?”

Suggested Literature:

A Lucky Thing by Alice Schertle

Marianthe’s Story: Painted Words and Spoken Memories
by Alike

Inferring

Readers are able to combine background knowledge and text knowledge as they read. This combination helps them make “educated guesses” about the content of the text throughout the reading process.



Prompts:

- “What is happening here?”
- “What makes you think that?”
- “How did you arrive at that idea?”

Suggested Literature:

Teammates by Peter Golenbock

See the Ocean by Estelle Condra

Determining Importance

Readers are able to separate important information from unimportant information in the text. They can identify critical details and separate them from extraneous material.



Prompts:

- “What is the most important information here?”
- “What is the main information?”
- “Why do you think this is most important?”

Suggested Literature:

Chattanooga Sludge by Molly Bang

Exploring the Titanic by Robert Ballard

Synthesizing

A process of combining ideas to form a new idea. It involves combining new information with existing knowledge to form an original idea.

Prompts:

- “What was this story about?”
- “What would you tell someone else about this story?”
- “What is the gist of this story?”

Suggested Literature:

The Lotus Seed by Sherry Gsaland

An Angel for Solomon Singer by

Cynthia Rylant

