

## ROUTINES FOR SUPPORTING COMPREHENSION

Comprehension is the essence of reading. It is an **active process** where meaning is built between the text and the reader by **thinking, talking** and **writing** about reading. It is more than just the understanding of isolated skills such as Main Idea, Cause and Effect, and others.

Good readers develop strategies to monitor their understanding and become aware when they don't understand parts of the text. When they read, comprehension is **interactive**, **adaptable**, and **strategic**.



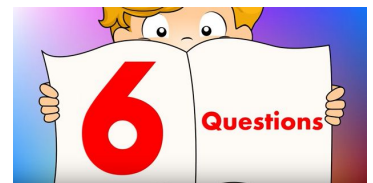
PreK and Early Kindergarten	Kindergarten and First Grade	Second Grade and Beyond
Comprehension begins in early childhood with storytelling and discussions. This can be achieved through read alouds, hearing rich oral language, and Shared Reading (an instructional routine in which students are guided and supported by more experienced readers).	Comprehension consists of understanding simple story structure with easy text.	Comprehension instruction includes strategies for monitoring the understanding of fiction and nonfiction text. The story structure increases in complexity.

### Before Reading - Getting Ready!

Set a purpose for reading, find and figure out a few difficult new words, preview the text and think about what you may already know about the text. Make note of how the text is structured or organized. Chunk the text into manageable segments and plan to stop at appropriate points to ask questions, review vocabulary, and summarize main or important ideas. See the questions in the chart below that you can use for different types of text (informational vs. literature).

### During Reading Routines - Let's Read and Talk!

Identify text structure elements - characters, setting, problem(s), solution(s), theme or message. Think about the 6 Questions (who, what, when, where, how, why) as you read and talk about the text. See this [VIDEO](#) for a catchy song to remember those 6 Questions!



Balance the child's word work efforts. Only have your child work out a few of the difficult words so not to overwhelm the reader. Telling your child a word may help with the general understanding of the text.

Good readers use their metacognition when they are reading. They are able to think about their own thinking and what strategies to use to understand text.

## After Reading Routines - Checking on Understanding!

Retell stories and the main idea.

Ask questions that are directly stated in the text.

Ask questions that require the reader to formulate a response based on their opinion.

Readers reflect on their reading and go back into text or seek additional information to help them understand better.

### ***POSSIBLE QUESTIONS TO ASK THE READER***

Literature (Fiction) Text	Informational (Nonfiction) Text
<ul style="list-style-type: none"><li>• For early readers, start at the beginning and tell what happens in the story. For more advanced readers, summarize the story.</li><li>• What is this story mostly about?</li><li>• What is the main problem in the story, and how is it solved?</li><li>• What lessons or messages does this story teach?</li><li>• What does this story remind you of?</li><li>• What values do you share with this character?</li><li>• Did the character make good decisions and choices in this story? What would you do differently?</li><li>• What is your favorite part of the story? Why do you like that part?</li></ul>	<ul style="list-style-type: none"><li>• What is the most important information in this book?</li><li>• How is this book organized?</li><li>• Why is it important to learn about this topic?</li><li>• What is the author's message to you?</li><li>• What parts of the book are difficult to understand?</li><li>• How do the text features (charts, graphs, diagrams, etc.) help you understand the information?</li><li>• What questions do you still have about this topic?</li></ul>

### ***SHARED READING ROUTINE***

1. **Purposefully select a text** (this can be a *poem, book, chart, poster, or any kind of text*) to cover what you want your student to learn.
2. **Choose 3 - 4 stopping points within the text for modeling** strategies or other instructional goals. Mark those stopping points in the text with sticky notes so you remember to model your thinking at those strategic points. When you are considering where to stop, think about the parts of the text where you (as an experienced reader) can highlight your own thinking that would support students to learn how they might think when reading this text and others like it in the future. ***Think about what you want the student to notice about what a proficient reader does before, during, and after reading - and stop at those spots to highlight your powerful moves!***
3. **Introduce the text** by reading the title and author while also noting important details from the cover. You may also want to preview pictures or words inside. This is all done by the experienced reader.



4. The experienced reader **reads the text through one time without stopping** with the purpose of enjoying the text and getting the gist, modeling fluent pacing and expression.
5. The experienced reader should **read the text a second time** (can be a separate day if needed). Model fluent reading and word attack strategies. **Hold short comprehension discussions focused on your goal at the stopping points** you preselected.
6. After rereading, ask **questions to focus on comprehension or critical thinking about the text**. *Why did this happen? Why was it important?* See the above chart for possible questions to get the conversation started! Questions can focus on a comprehension strategy that fits the text. Use **think-alouds** to model thinking. Your think alouds will support their understanding of what good readers do when they read and comprehend text!
7. **Reread as necessary** for student confidence with the comprehension goal or strategy. Record your reading and have it available to revisit in the future.

## Additional Resources to Support Reading Comprehension

103 Activities to do Before, During or After Reading: A list of fun, interactive activities to encourage children to become more involved in a book that they have read.	<a href="https://www.readingrockets.org/article/103-things-do-during-or-after-reading">https://www.readingrockets.org/article/103-things-do-during-or-after-reading</a>
More about the Science of Reading Comprehension	<a href="https://www.readingrockets.org/article/what-research-tells-us-about-reading-comprehension-and-comprehension-instruction">https://www.readingrockets.org/article/what-research-tells-us-about-reading-comprehension-and-comprehension-instruction</a>
Basics of Shared Reading with additional ideas for how to structure this routine with younger children	<a href="https://thisreadingmama.com/shared-reading-ideas-printable/">https://thisreadingmama.com/shared-reading-ideas-printable/</a>
What about informational reading? Read more information here about how to support reading skills while learning facts!	<a href="https://www.readingrockets.org/article/getting-most-out-nonfiction-reading-time">https://www.readingrockets.org/article/getting-most-out-nonfiction-reading-time</a>