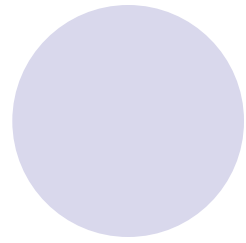
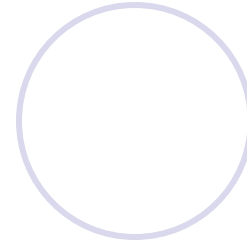
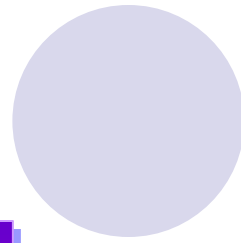
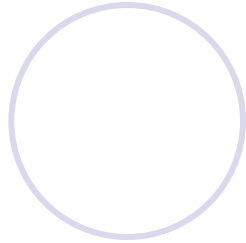
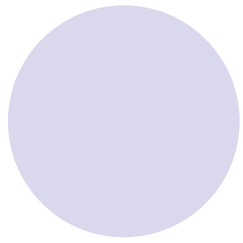
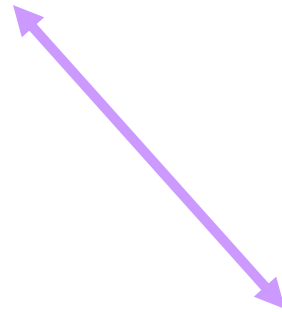
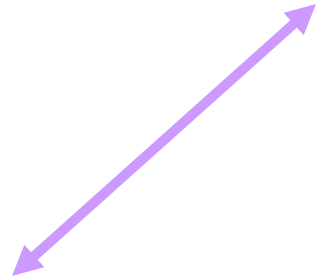


The text "Reading Comprehension" is centered on the page. It is surrounded by six light purple circles. Three circles are positioned above the text: one on the left, one in the middle, and one on the right. Three circles are positioned below the text: one on the left, one in the middle, and one on the right. The circles are arranged in a staggered pattern, with the top row circles slightly offset from the bottom row circles.

Reading Comprehension



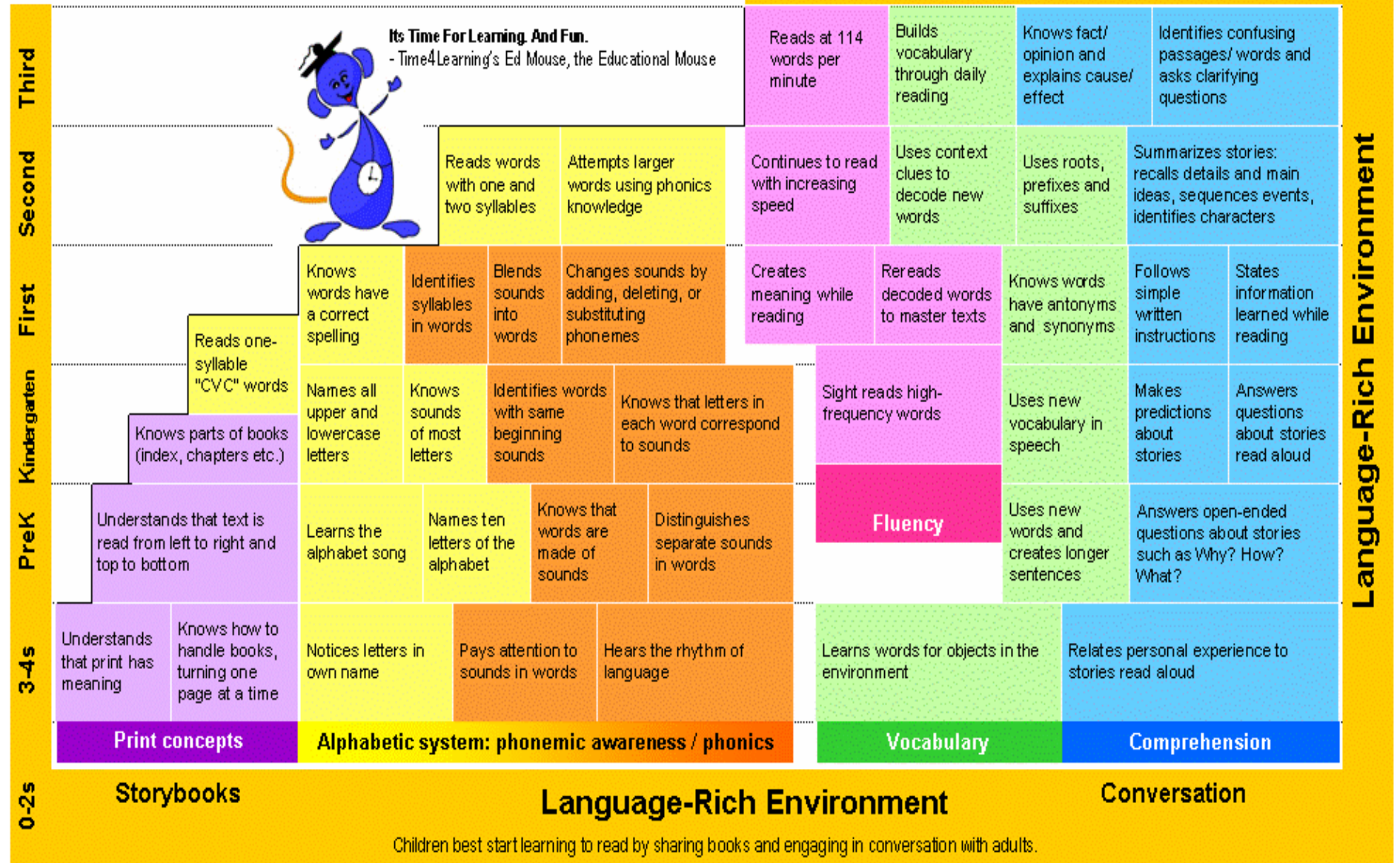
Reading



Vocabulary World Knowledge Textual Knowledge

Reading Skills Pyramid

by Time4Learning.com



What Good Readers Do...



- Make Connections
- Visualize
- Infer
- Determine Importance
- Synthesize

Making Connections



The title is centered at the top of the slide. It is surrounded by a decorative graphic consisting of three overlapping circles. The left and right circles are solid light purple, while the middle circle is a light purple outline. The text is contained within the middle circle.

How Do Good Readers Make Connections?

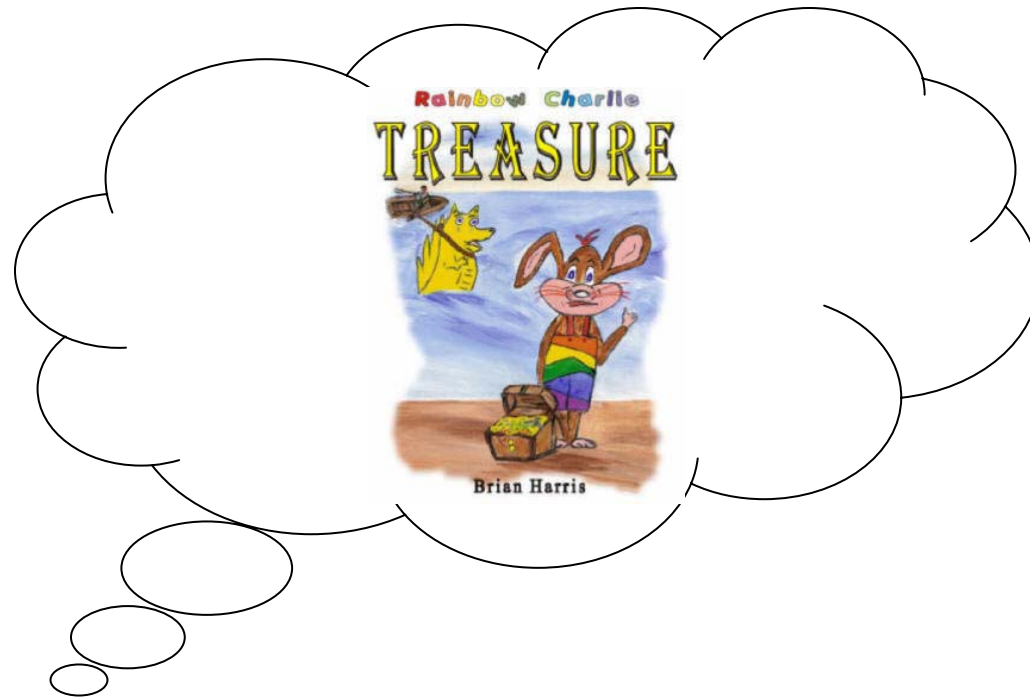
- They think about what the story reminds them of in their own lives
- They think about how the story relates to their own lives
- They think about other books they have read
- They think about things that happen in the world



How does making connections help me think as I read?

- Making connections helps me understand the story
- When I can think of a similar experience to the one in the story, I can better understand what is happening and what characters are feeling
- When I understand what is happening, I can remember the story and the story is more interesting to read

Visualizing



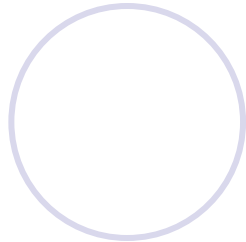
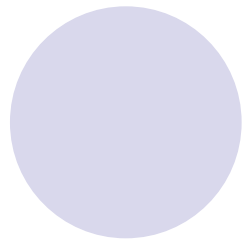


How Do Good Readers Visualize?

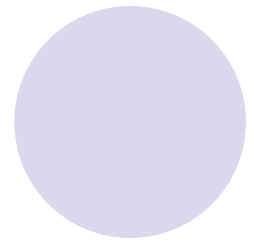
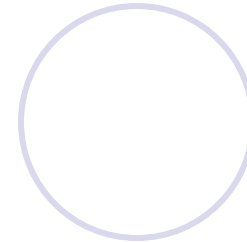
- Create pictures in their head
- Make the words on the page real and concrete
- Create a movie of the text in their head
- Build meaning as they go by visualizing
- Create images from all of their senses

How does visualizing help me think as I read?

- **Enhances meaning with mental pictures**
- **Links past experience to the words and ideas in the text**
- **Enables me to place myself in the story**
- **Strengthens my relationship to the text**
- **Stimulates my imaginative thinking**
- **Keeps me engaged with the text**
- **Brings joy to my reading**
- **Personalizes reading**
- **Allows the words to come alive**



Inferring



I wonder...
Could it be?





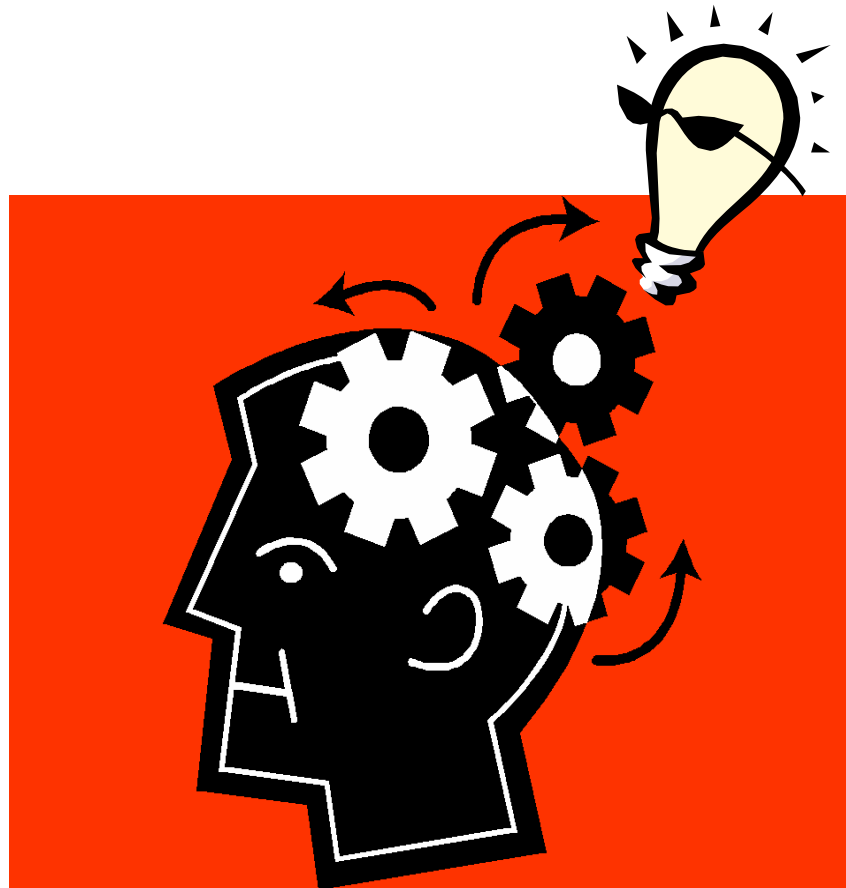
How Do Good Readers Infer?

- Read between the lines
- Make own discoveries without the author directly stating
- Use text clues, prior knowledge, and questions to come up with a conclusion
- Create meaning based on own notions

How does inferring help me think as I read?

- Draw conclusions based on clues in the text
- Make predictions before and during reading
- Surface underlying themes
- Use implicit information from the text to create meaning during and after reading
- Use the pictures to help gain meaning

Determining Importance





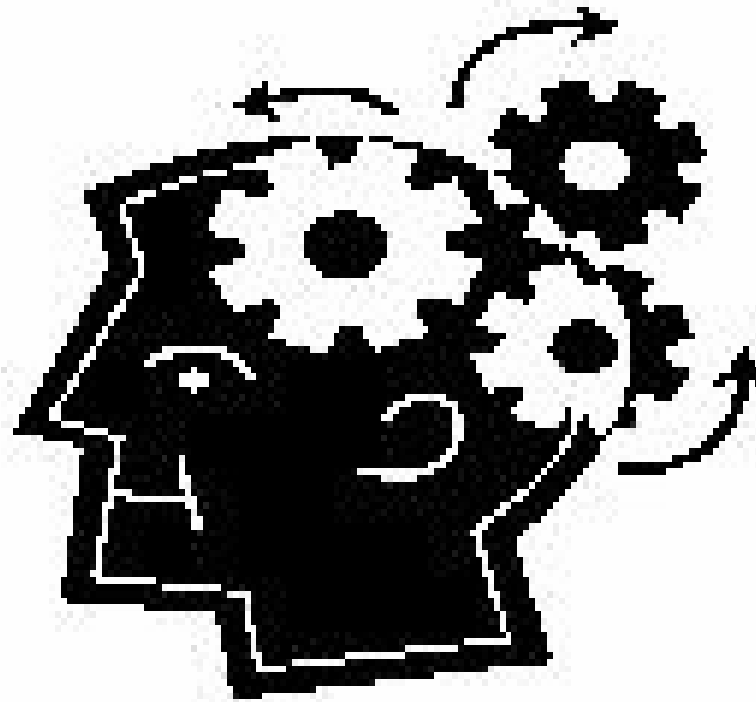
How Do Good Readers Determine Importance?

- Get the bigger ideas and themes
- Use text features and clues to help them figure out the important information
- Some features and clues include: italicized words, pictures, graphs, key words, and headings
- Always look over the entire selection to get an idea of what the topic is about
- Carefully highlight key information

How does determining importance help me think as I read?

- It helps me to not have to memorize the whole text
- It helps me figure out what is important information and what is not important to remember
- It helps me figure out what the text is about as a whole before
- It helps me to remember to stop and ask myself if what I am reading makes sense
- It helps me to look at features such as: bold words, italicized words, pictures, captions, headings, graphs and know that I should pay attention to these words

Synthesizing





How Do Good Readers Synthesize?

- Take individual pieces of information and combine them with our background knowledge
- Form a new picture or ideas from the pieces of information
- Create an original idea
- See a new perspective
- Combine the strategies of making connections, visualizing, questioning, inferring, and summarizing
- Ask ourselves, “How has our thinking changed from reading the text?”

How does synthesizing help me think as I read?

- Take in a lot of different facts, think about them, and learn something new
- Sift through a lot of information, take out the key ideas and put them together to get the overall sense of the reading material
- Weave together what I read and my own ideas into new, complete thoughts
- Use the prompts:
 - I have learned that...
 - This gives me an idea...
 - Now I understand that...

What Good Readers Do...



- Make Connections
- Visualize
- Infer
- Determine Importance
- Synthesize



Comprehension Difficulties Exist

- For evidence consider:
 - Clinical casework on children with comprehension difficulties
 - Range of performance on norm-referenced tests
 - Results of state and national assessments

Comprehension Difficulties Have Many Causes



- **Poor short-term and/or working memory**
- Lack or poor use of strategies
- Difficulties related to prior knowledge
 - Lack of relevant prior knowledge
 - Failure to apply relevant prior knowledge
 - Application of irrelevant prior knowledge
- Lack of reading engagement
- Other factors
 - Eye movement problems
 - Other self-regulatory or metacognitive issues
 - Others

Eight Important Instructional Strategies for Preventing and Addressing Comprehension Difficulties

- Appropriate attention to underlying or accompanying skills
- Wide reading
- Language exposure
- Language intervention
- Instruction in comprehension strategies
- Knowledge building
- Engagement fostering

Appropriate Attention to Underlying or Accompanying Skills

- Word recognition and decoding
- Reading fluency

But also,

- Intentional/functional knowledge
- Concepts of print
- Phonemic Awareness and so on