

Comprehension Techniques Across Developmental Stages

Reading Comprehension Techniques Chart

Title of Reading Passage _____ **Date** _____

Use the chart to plan which comprehension strategies you will use...or to document which ones you did use during the activity.

	Emergent	Early	Transitional	Fluent
Before Reading	___ Background Knowledge (P) ___ Book Introduction (P) ___ Picture Walk (Pr)	___ May include all Emergent techniques ___ Chapter Tours (D) ___ Journaling (Pr) PreP (A) ___ Skim and Scan (P) ___ Text Features (P, PR)	___ May include all Emergent and Early Techniques ___ Anticipation/Reaction Guides (A) ___ QARs (Q) ___ Think Sheet (A) ___ Two-Column Notes (Sy)	___ May include all Emergent, Early, and Transitional techniques ___ SQ3R (Q) ___ Story Impression (Pr) ___ Thinking About Questioning (Q) ___ Two-Column Notes (Pr)
During Reading	___ Wordless Picture Books (V)	___ Interpreting Text (I) ___ Journaling or Group Chart (S) ___ Somebody/Wanted/But/So* (S)	___ Somebody/Wanted/But/So (S) ___ Two-Column Notes (Sy)	___ GIST (S) ___ Question Logs: 3Rs (Q) ___ Scenarios With T-Charts (I) ___ SQ3R (Q)
After Reading	___ Artistic Summary (S) ___ Recording Mental Images (V)	___ Creating a Play (SY) ___ Drama (V) ___ Dramatic Interpretation (I) ___ Interpreting Text (I) ___ Main Idea Wheel* (D) ___ QARs (Q) ___ Sensory Impressions (V) ___ Summary Ball (S)	___ Main Idea Wheel (D) ___ Mind Mapping (Sy) ___ Narrative Pyramid (S) ___ Rewriting a Story (Sy) ___ Say Something (Sy) ___ Sifting the Topic From the Details (D) ___ Somebody/Wanted/But/So (S) ___ Talk Show (I) ___ Two-Column Notes (Sy)	___ GIST (S) ___ SQ3R (Q)

Comprehension Techniques

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Previewing – background knowledge, book introduction, skim and scan, and text features

Activating and building background knowledge: Prereading Plan (PreP), Anticipation/Reaction Guides, and Think Sheet

Predicting: Picture Walk, Journaling, Text Features, Story Impression, and Two-Column Note Prediction

Questioning: Question-Answer Relationships (QARs): Question Logs: 3Rs; Survey Question, Read, Recite, Review (SQ3R); and Thinking About Questioning

Visualizing and Sensory Imagine – Recording Mental Images, Wordless Picture Books, Drama, and Sensory Impressions

Inferring and Drawing Conclusions: Dramatic Interpretation, Interpreting Text, Talk Show, and Scenarios with T-Charts

Summarizing: Artistic Summary, Journaling, or Group Char, Summary Ball, Narrative Pyramid, Somebody/Wanted/But/So, and DIST (Generating Interactions between Schema and Text)

Determining Importance: Chapter Tours, Main Idea Wheel, and Sifting the Topic from the Details

Synthesizing: Creating a Play, Mind Mapping, Rewriting a Story, Say Something, and Two-Column Notes

Guide for the Chart

*Adaptation portion for the technique.

Note. The developmental levels are shown across the top of the table horizontally. Down the left side of the matrix are the suggested times when these techniques are most effective – before, during, and after reading. This matrix is a guide and is by no means an exhaustive list.

(P) Previewing; **(A)** Activating and building background knowledge; **(Pr)** Predicting; **(Q)** Questioning; **(V)** Visualizing and sensory imaging; **(I)** Inferring and drawing conclusions; **(S)** Summarizing; **(D)** Determining importance; **(Sy)** Synthesizing

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Case Study

Think of a Student who struggles with reading comprehension... Name _____

At Which Level is this student?

- Emergent
- Early
- Transitional
- Fluent

Describe what you have observed to support this level.

Difficulties that may be impacting this Student's Reading Comprehension Abilities: (Joan Sedita)

- Word recognition/decoding skills
- Fluency
- Language processing/ linguistic ability
- Vocabulary
- Life experience /background knowledge
- Attention
- Memory
- Meta-comprehension & application of strategies
- Expressive language weakness
- Visualizing & creating mental images
- Other: _____

What reading comprehension strategies have been tried?

With what outcome?

What technologies have been tried?

With what outcome?

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