STRATEGIES FOR TEACHING READING COMPREHENSION

1. Comprehension Monitoring: INSERT

- Select a text that will be interesting and engaging to the students.
- Explain the strategy first so students understand the importance of monitoring their reading.
- As you explain the strategy, clarify that the purpose is to think while you are reading and to monitor whether your reading makes sense or not.
- Display the INSERT poster.
- Demonstrate the strategy by placing an excerpt of text on an overhead transparency or displaying it with a computer projector. Think aloud as you mark each of the codes from the INSERT poster and explain why and how you coded the text as you did.
- Guide students to apply the strategy.
- Provide opportunities for students to apply strategy individually or in small groups.
- Reflect – gather students together to discuss how the INSERT strategy helped them monitor their reading.

2. Cooperative Learning: Reciprocal Teaching

- Explain the strategy so students understand the purpose of cooperative learning and discussion as ways to promote reading comprehension.
- Model the use of the components: summarizing, question generating, clarifying, and predicting using a text that you either display on the overhead or computer projector. Complete this modeling by using a think aloud process. For example, you might say, “The most important information I read is …” to demonstrate how to summarize. Complete this process for each of the components of Reciprocal Teaching.
- Guide students through the Reciprocal Teaching process by assuming the “teacher role.” In other words, cue the students to:
  - “Summarize what you just read;”
  - “Ask a question about what you just read;”
  - “Clarify or explain something that you just read;” and
  - “Make a prediction about what will happen next in the text and why.”
- As students gain more practice with Reciprocal Teaching, have each student take on the “teacher role” in a small group setting with peers.

3. Graphic and Semantic Organizers

- Explain how graphic organizers improve comprehension and retention of information.
- Demonstrate how to complete a graphic organizer with a short excerpt of text.
- Have students read a text with you. Display a blank graphic organizer on the overhead projector, computer projector, whiteboard, or chalkboard.
- Think aloud as you complete the graphic organizer to make the process clear to the students.
- Provide guided practice for students to the same style of graphic organizer with another excerpt of text.
- Have students work with partners to complete the same style of graphic organizer.
- Finally, when students have ample practice, have them complete graphic organizers independently.
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4. Question Answering: QAR

- Demonstrate how to apply QARs by displaying the types of QARs and explaining each to the students.
- Explain that knowing what a question is asking is an important part of being able to answer questions correctly from our reading.
- Read a short text excerpt with students. Pose a question for each type of QAR.
- Think aloud to show students how to determine what type of QAR it is, how to go about answering it, and what an acceptable answer would be.
- Guide students to apply QARs with your help using another excerpt of text.
- Provide opportunities for students to apply QARs in small groups or with a partner.
- When students understand QARs, have them apply them independently.

5. Question Generation: QTA

- Display a short text excerpt on the overhead or a computer projector.
- Explain to students that in the QTA strategy, readers pose questions to think deeply about the text they are reading.
- Display sample QTA questions:
  - What is the author trying to tell you?
  - Why is the author telling you that?
  - Does the author say it clearly?
  - How could the author have said things more clearly?
  - What would you say instead?
- Use the think aloud approach to model how to pose and respond to the questions in relation to the text.

6. Story Structure: Story Map

- Explain to students that a story map focuses on the key components of a story.
- Using a familiar story, demonstrate how to complete a story map.
- Use the think aloud approach to complete the story map while students observe.
- Guide students through completion of a story map for a familiar story.
- Provide time for students to complete story maps in small groups or with partners.
- Have students complete story maps independently.

7. Summarization: Magnet Summary

- Read a short text with the students.
- Model how to complete a magnet summary for the text by first identifying the main idea.
- Next, demonstrate how to add supporting details related to the main idea.
- Explain that this is the process students will be completing when they do a magnet summary.