Comprehension Strategies for $3^{\rm rd}$ grade

Talking about books and reading daily is an important skill that all readers need to be able to do. This handout will help you to know what questions to ask and what strategies to perform or use while reading.

Inferring	Definition	Example	Questions
	To arrive at a	If a story states that a boy "woke	- Can you predict what is
	decision or	up and made himself something to	happening next? Why did you
	opinion using your	eat." You could ask, "what meal did	make that prediction? Can you
	own knowledge	the boy eat?" Students would use	point out what helped you make
	and clues from	the clue in the text "woke up and	that prediction?
	the text.	ate" and their own knowledge (I	- Why did the character do that?
		know that the meal I eat when I	-What did the author mean by?
	Reading between	wake up is called breakfast) to	-What's going to happen next?
	the lines.	determine that the boy ate	must be feeling Are
		breakfast.	there any clues that help us know
			that?
Summarizing	Definition	Example	O-vestions
	To put into your	After reading The Three Billy	- In general, what is the story
	own words, a	Goats Gruff you may ask "In	about?
	shortened	general, what was this story	-What is the problem to be solved
	version of the	about?" Students should respond	in the story?
	spoken or written	by briefly retelling the important	-Is there a solution?
	material.	points of the story in their own	- What has happened so far?
		words. They may respond with	-What do you wonder after
		something along the lines of, "The	reading?
		Three Billy Goats Gruff is about 3	-What is the most important point
		goats who were hungry because all	in this story or passage?
		of their grass was gone so they	- What happened in the beginning,
		had to trick a troll to get across	middle, and end?
		the bridge to eat some new grass."	
Ouestioning	Definition	Example	O-vestions
	Λ process that	As students are reading a book	- What are you wondering about?
	helps students	they should be constantly asking	-What would you like to ask the
	clarify and	themselves questions. "I wonder?,	characters?
	deepen their	I think? Is this character?"	- What would you like to ask the
	understanding of	The more questions they ask the	author?
	the text they	more firm of a grasp they have on	-What questions do you have
	are reading.	the story.	about?
	_		-What questions were left
			unanswered in this story?

Determining	Definition	Example	Ovestions
Importance	Knowing the	In Cinderella the big ideas are:	- What is the most important
	purpose of	Cinderella is a servant, she loses	part?
	reading helps	her shoe at the ball, and she	- Was more important than?
	determine what	marries the prince at the end.	- How would the story have been
	is important or	They are able to pinpoint the	different if had never
	not.	difference between a BIG IDEA	happened?
		and just a DETAIL.	- What would you name this
	Need to		chapter if you were the author?
	distinguish	With non-fiction it is important to	-Where should I look to find out_?
	between fiction	notice headings, subtitles, bolded	-Do you see any headings or
	and non-fiction.	words, and captions. These help	captions?
		students organize and identify	Can you find any words in italics?
		what each part of the text will be	
		about.	
Visualizing	Definition	Example	O-vestions
	The pictures we	Visualization helps readers engage	- What do the (specific)
	create in our	with text in ways that make it	characters look like?
	minds while we	personal and memorable. Readers	- How do you imagine the setting?
	are reading.	adapt their images as they	- How do the pictures either on
	_	continue to read. If they were	the page or in your mind help you
		reading a book about pirates they	understand the book better?
		would visualize in their head the	- Do the descriptions in the story
		ship, what the pirates looked like,	match the pictures in your head?
		what they were wearing. They may	- Draw me a picture of a scene
		also create images of characters	from the story as you see it in
		and settings. The book should be	your head.
		playing like a movie in their head.	
Synthesizing	Definition	Example	O-vestions
	A process where	To arrive at a decision or opinion	- Is there anything that you
	students merge	using their own knowledge and	understand in a new way from
	new information	clues from the text. You might	reading?
	with prior	ask "Is there anything you	- What ideas (concepts or
	knowledge to	understand in a new way from	feelings) are most interesting to
	form a new idea,	reading this text?" Students may	you? Why?
	perspective, or	respond with, "I know Dr. Seuss is	- Does (a historical event or
	opinion.	telling us to take care of the trees	personal experience) make more
		in the Lorax. I think he wants us	sense after reading this?
		to think about how we can take	- Does this book make you think
		care of our environment. Things I	of anything that has happened to
		could do at school would be to pick	you? If so, what?
		up trash on the playground and	-Does this story remind you of
		help keep the hallways clean!"	anything you have read before?
		-	

Making	Definition	Example	O-vestions
Connections/	Children make	There are three main types of	- Do you have any experiences in
Building	personal	connections we make while reading	your life that relate to the
Background	connections with	text.	story?
١	the text by using	Text-to-Self (T-S) refers to	- What's going on in our world
	Their schema	connections made between the	right now that is similar to the
	(background	text and the reader's personal	story?
	knowledge).	experience.	-Does this book remind you of any
		Text-to-Text (T-T) refers to	other book you have read?
		connections made between a text	- Did you make any connections to
		being read to a text that was	this book? Chapter? Page?
		previously read. (or connect to a	- Have you ever? (for
		movie/show)	example: If it was a story about a
		Text-to-World (T-W) refers to	dog getting lost. You could ask;
		connections made between a text	Have you ever lost an animal
		being read and something that	before? How did you feel? Did
		occurs in the world.	you find it?
		It is important to activate	
		children's schema (background	
		knowledge) before, during, and	
		after reading.	