Part 1

Understand how to apply reading comprehension skills and strategies to imaginative/literary text.
Reading is the process in which the reader constructs meaning by interacting with the text.

This interactive process involves the reader’s prior knowledge, the text, and the reading situation.
Three Levels of Comprehension

- Literal Comprehension
- Inferential Comprehension
- Evaluative(Critical) Comprehension
Literal comprehension

- Understanding what is explicitly stated by the author in the text.
Inferential comprehension

- Using background knowledge or determining the relationships between events in the text to draw conclusions not explicitly stated in the text.
Evaluating (Critical) comprehension

- Using critical thinking to make judgments about what was read in the text.
A strategy is a plan to accomplish a particular goal.
Two types of strategies
(different person/different purpose)

- Instructional strategies
  - The teaching procedures or plans that the teacher uses as part of the instruction.

- Student strategies
  - Plans that the readers use as they read to construct meaning.
The goal of strategy instruction is to have students apply multiple strategies as they read increasingly more difficult or complex materials.
## Reading Comprehension Strategies

<table>
<thead>
<tr>
<th>Maureen McLaughlin &amp; Mary Beth Allen</th>
<th>J. David Cooper</th>
<th>Michael Opitz &amp; Michael Ford</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activating Prior Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Connections</td>
<td>Questioning</td>
<td>Making Connections</td>
</tr>
<tr>
<td>Visualizing</td>
<td>Visualizing</td>
<td>Visualizing</td>
</tr>
<tr>
<td>Knowing How Words Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Reading Comprehension Strategies--continued

<table>
<thead>
<tr>
<th>Maureen McLaughlin &amp; Mary Beth Allen</th>
<th>J. David Cooper</th>
<th>Michael Opitz &amp; Michael Ford</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring</td>
<td>Monitoring</td>
<td>Monitoring</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Summarizing</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Evaluating</td>
<td>________________</td>
<td>_________________</td>
</tr>
<tr>
<td></td>
<td>Inferencing</td>
<td>_________________</td>
</tr>
<tr>
<td></td>
<td>Predicting</td>
<td>Predicting</td>
</tr>
<tr>
<td></td>
<td>Identifying Important Information</td>
<td>_________________</td>
</tr>
<tr>
<td></td>
<td>Analyzing</td>
<td>Synthesizing (Retelling)</td>
</tr>
</tbody>
</table>
What Are These Strategies?
activating background knowledge (prior knowledge), predicting, and setting a purpose

Students think about what they already know about the topic.

Teachers can use a number of prereading activities to assist students activate their background knowledge.

- Brainstorming
- Graphic organizers
- K–W–L Charts
Questioning

- Readers generate questions to guide their reading.

- Readers ask themselves both literal and inferential questions about the text as they read.

- Questioning guides students in
  - clearing up confusions
  - making inferences
Making Connections

- Readers relate the reading to themselves, other texts, and the world in general.
Readers create mental pictures of what they are reading.

Creating mental pictures makes the text more memorable.
Knowing How Words Work

- Understanding words through strategic vocabulary development including the use of the 3 cueing systems to figure out unknown words.
Monitoring

- Asking, “Does this make sense?”
- Readers check to be sure that they are understanding what they are reading.
Readers paraphrase the important ideas.

Summarizing helps students recall and remember important information.
Readers make “educated” guesses about what will happen next in the text and then confirm or disprove their predictions.
Making Inferences

- Readers use their background knowledge and clues in the text to gain new insights. (read between the lines)

- Readers move beyond literal thinking to understand the meaning which isn’t explicitly stated in the text.
Reading Comprehension Skills

- Sequence
- Categorize
- Classify
- Separate facts and opinions
- Note details
- Recognize literary genres
- Identify cause and effect
- Compare and contrast
- Use context clues
Close Reading
(not to be confused with cloze)

- To do a close reading, the reader analyzes a passage in fine detail.

- The reader comments on points of style and his/her reactions to the passage.
Close Reading – cont.

To begin a close reading, the reader asks several specific questions about the passage. Sample questions:

I. First Impression
   - What is the first thing you notice about the passage?
   - What is the second thing you notice?
   - Do the two things complement or contradict each other?
II. Vocabulary and Diction:

- How do important words relate to each other?
- Do any words have double meanings?
III. Discerning Patterns:

- Does the image remind the reader of an image elsewhere in the book?
- What’s the connection?
- How are the sentences constructed and punctuated?
IV. Point of View and Characterization

- How does the passage make the reader act or think about characters or events in the narrative?
- Are there images, sounds, physical descriptions that appeal to the senses? Does the use of this imagery form a pattern? Why might the author have chosen this imagery?
- Who speaks in the passage? To whom? Does the narrator have a partial or limited point of view? Is the narrator omniscient?
v. Symbolism

- Are there metaphors? What kind?
- How might objects represent something else?
- Are there traditional connotations or meanings to the things in the passage? Is there a religious significance to them?
Close Reading – cont.

- When the reader has determined answers to similar questions, the reader is ready to organize and write about the analysis of the passage.