



READING COMPREHENSION STRATEGIES

Construct Progression

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

CLAIM: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts.

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Background Information

The purpose of this progression is to assess children's ability to monitor their reading and apply strategies to improve comprehension. This progression is about knowing "when the text makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to overall understanding of the piece" (Keene, 2008, p.246). This progression is **not** about the mechanics of phonological awareness, decoding, or fluency, although deficiencies in these areas may impact comprehension.

The skills in this progression are closely aligned with the early learning and development standards in language and communication as well as K – 3 standards in reading and language arts in many states. For example:

ELDS - Language Development and Communication

- Children comprehend and use information presented in books and other print media.
- Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

K – 3 Reading and Language Arts

- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- With prompting and support, retell familiar stories, including key details.
- Read emergent-reader texts with purpose and understanding.
- Read with sufficient accuracy and fluency to support comprehension.
- Use the illustrations and details in a text to describe its key ideas.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Rationale

The ability to comprehend a wide range of increasingly complex texts is central to acquiring the capacities of a literate individual. According to Torgesen (1998), "adequate reading comprehension is the most important ultimate outcome of effective instructions in reading" (p.33). Learning to read is a complex process that requires young children to acquire and continue to develop automaticity with foundational skills as well as language processes that together build their capacity to comprehend a variety of written texts (National Early Literacy Panel, 2009; National Reading Panel, 2000). Successful readers can integrate the sound, visual, and meaning systems of language to monitor comprehension and repair misunderstandings and apply their understandings to a range of increasingly complex texts in a variety of settings.

According to Marie Clay (1991), children should be responsible for monitoring their own reading so that it makes sense. Teachers must allow children time to think and problem solve before prompting. "Proficient readers monitor their comprehension during reading – they know when the text they are reading or listening to makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to overall understanding of the piece" (Keene, 2008, p. 246). This monitoring for meaning allows for understanding to occur. Children need to be taught to be flexible and adaptable in using strategies independently to improve and maintain understanding.

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Understanding	Skills	Performance Descriptors	Examples
Children understand that text (pictures and print) makes sense.	A. <u>Listens</u> to a story or informational text (with or without pictures) and <u>demonstrates an understanding</u> of the text.	During a listening activity when text is being read aloud, child demonstrates an understanding of text by communicating (through speaking about, writing, drawing, or performing) the concepts or main points of the story or informational text.	<p><i>After hearing a book about horses being read aloud, Barbara Ann comments that the book is about horses.</i></p> <p><i>Logan listens to the teacher read the book "The Poky Little Puppy" aloud. In response to the teacher's prompt, "Tell me about the book I just read," Logan replies, "The book is about a puppy."</i></p> <p><i>After hearing a book about a monster party being read aloud to the class, Aaliyah draws a picture of two monsters wearing party hats.</i></p> <p><i>After hearing the story "Goldilocks and the Three Bears" being read aloud to the class, Damille acts out the story in the dramatic play area.</i></p> <p><i>After the teacher reads aloud about dinosaurs, the teacher asks, "What is the most interesting thing you learned?" Jose commented, "Some dinosaurs eat plants. Others eat meat."</i></p> <p><i>After the teacher reads aloud an article about zookeepers, the teacher asks the children to draw pictures of what zookeepers do. Alyssa draws a picture of a zookeeper feeding a bear in a cage.</i></p>
	B. <u>Views pictures or images</u> and <u>demonstrates an understanding</u> of the story or information presented.	During a literacy activity, child demonstrates an understanding of a story or information gained from looking at a series of pictures or images by communicating (through speaking about, writing, drawing, or performing) the concepts or main points.	<p><i>When looking at a wordless book about a dog that travels the globe, Hank describes all the places the dog has been based on his viewing of the pictures.</i></p> <p><i>After looking at a picture book about butterflies, Janis makes a booklet (using words and drawings) describing the stages of the butterfly based on information gathered from the pictures.</i></p>

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			<p><i>After looking at the wordless book "The Snowman," Fernando acts out the snowman melting.</i></p> <p><i>After viewing a picture book about what bears eat, the teacher asks the class to draw a picture of something a bear would eat. Raj draws a picture of a berry bush based on information gathered from the pictures in the book.</i></p>
	<p>C. <u>Pretends to read</u> a familiar book, <u>retelling</u> the story line or information presented in the text.</p>	<p>Child pretends to read a <u>familiar</u> book by either retelling important information or elements of the story, or by reciting words and phrases from memory, while turning the pages at the appropriate points.</p>	<p><i>Leticia pretends to read her favorite story to her friend by recounting important elements of the storyline and turning the pages at the appropriate places.</i></p> <p><i>Pragnya pretends to read her favorite book about gardens to her teacher by retelling important information on each page and turning the pages at the appropriate times.</i></p> <p><i>Chung-Ho pretends to read "The Three Little Pigs" by reciting many of the words from memory and turning the pages at the appropriate points.</i></p>
	<p>D. <u>Reads without noticing</u> when the reading does not make sense.</p>	<p>Child, with emergent reading skills [or higher], reads words without monitoring for meaning. Child either:</p> <ul style="list-style-type: none"> - Reads aloud, has a significant miscue that affects understanding, <u>does not</u> acknowledge the error (by verbalizing or pausing), and keeps going. <p>OR</p> <ul style="list-style-type: none"> - <u>After reading</u>, child communicates (through speaking, writing, drawing, or performing) an inaccurate understanding of the text <u>but does not</u> 	<p><i>After Ajay silently reads the directions for an assignment, the teacher asks Ajay if he understands the directions. Ajay says, "I don't know." (Teacher should ask clarifying questions to make sure child read).</i></p> <p><i>Alysia reads an article about George Washington crossing the Delaware in a boat. After reading aloud to the teacher without significant miscues, she says, "George Washington was a pirate." (Teacher should ask clarifying questions to find out why the child thought that Washington was a pirate).</i></p>

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		acknowledge his/her misunderstanding of the text.	<p><i>Raj reads a story to his teacher. When reading the sentence, "Jane jumped out of the <u>car</u> and ran to the playground," Raj says, "Jane jumped out of the <u>cat</u> and ran to the playground" without acknowledging he misread the word "<u>car</u>."</i></p> <p><i>After reading a book about bear habitats, the teacher asks the children to draw pictures of where bears live. Chris draws a picture of a bear sleeping in a bed.</i></p> <p><i>After reading the "Three Little Pigs", the teacher asks Megan to act out what the wolf did to the pigs' houses and she pretends to paint a house.</i></p> <p><i>During guided reading with the teacher, Alphonso skips two lines of the text without recognizing that what he is reading doesn't make sense.</i></p> <p><i>After reading "Mr. Popper's Penguins" aloud to the teacher, Teresa is unable to answer the teacher's basic questions about the story.</i></p> <p><i>During guided reading with the teacher, Ralph reads aloud. As he reads he encounters several unfamiliar words. He replaces those words with invented text and continues to read, even though his invented text does not make sense.</i></p>
	E. <u>Monitors reading</u> , noticing that the reading does not make sense, <u>without attempting to repair meaning</u> .	Child, with emergent reading skills [or higher], recognizes that his/her reading does not make sense but does not attempt to repair meaning. Child either: - Reads aloud, has a significant miscue	<i>When reading a book about pyramids, Remy miscues, "Some pyramids have many chimneys." [The text says "chambers."] He pauses in his reading and says, "Huh, pyramids don't have chimneys." He shrugs his shoulders and continues reading without self-correcting.</i>

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		<p>that affects understanding, acknowledges the error (by verbalizing or pausing), and keeps going.</p> <p>OR</p> <p>- <u>After reading</u>, child communicates (through speaking, writing, drawing, or performing) what he/she has read, acknowledges it does not make sense, <u>but does not</u> attempt to repair meaning.</p>	<p><i>During guided reading with the teacher, Sally says, "I don't get this!" and stops reading without attempting to repair meaning.</i></p> <p><i>While reading a book aloud to the teacher, Rasheed reads "population" instead of the word "pollution" and says, "Wait a minute, that doesn't make sense." He then carries on reading without self-correcting.</i></p>
	<p>F. <u>Monitors reading</u>, noticing that the reading does not make sense, and <u>attempts unsuccessfully to repair meaning</u>.</p>	<p>Child, with emergent reading skills [or higher], recognizes that his/her reading does not make sense and uses a comprehension strategy but is unsuccessful in repairing meaning.</p> <p>Child either:</p> <p>-Reads aloud, has a significant miscue that affects understanding, acknowledges the error (by verbalizing or pausing), and uses a comprehension strategy, <u>but does not</u> repair meaning.</p> <p>OR</p> <p>- <u>After reading</u>, child communicates (through speaking, writing, drawing, or performing) what they have read, acknowledges it does not make sense, uses a comprehension strategy, <u>but does not</u> repair meaning.</p>	<p><i>While silently reading a story that has several characters, Malik expresses confusion about which character is doing what. He rereads for clarification, but when he is unable to figure out the characters' roles, he gives up in frustration.</i></p> <p><i>During guided reading, Brad is whisper reading as the teacher listens in. As he reads he makes several errors and realizes that what he is reading does not make sense. He rereads the passage in an attempt to make the text make sense; however, he is unsuccessful.</i></p> <p><i>While reading a book about farm animals, Karen comes across a sentence about barns that doesn't make sense to her. Karen looks back at the pictures to find some clues, but the pictures only show animals, not farm buildings. Karen shrugs her shoulders and continues reading.</i></p> <p><i>During a guided reading activity with the teacher, Patricia reads aloud "The Blind Men and the Elephant". Patricia reads the sentence "Although these men could not <u>see</u>" as "Although these men</i></p>

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			<p><i>could not <u>sew</u>" and notices that the sentence does not fit the story. Patricia rereads the sentence again without correcting the errors, shrugs her shoulders and moves on with the story.</i></p> <p><i>During a literacy activity, Kayla reads an informational piece about South America to her small group and expresses confusion when she encounters information about houses in Panama. Kayla looks at the picture at the top of the page to get some clues but only sees a map. She sighs, turns the page, and continues reading.</i></p> <p><i>While reading an informational piece aloud to the teacher, Joe encounters the word "habitat." He looks on the word wall for a clue but cannot find the word. Joe gets frustrated, closes the book, and says, "I cannot read this book."</i></p>
	<p>G. <u>Monitors reading</u> and attempts to repair meaning by <u>asking for</u> and using <u>comprehension strategies</u>.</p>	<p>Child, with emergent reading skills [or higher], recognizes that his/her reading does not make sense, asks for help with comprehension, and uses a suggested comprehension strategy to attempt to repair meaning. Child either:</p> <ul style="list-style-type: none"> - Reads aloud, has a significant miscue that affects understanding, asks for help with comprehension, and uses a suggested strategy to attempt to repair meaning. <p>OR</p> <ul style="list-style-type: none"> - <u>After reading</u>, child communicates (through speaking, writing, drawing, or performing) what he/she has read, 	<p><i>Sue is reading aloud "Bob likes to go to the [zoo] and stops when she comes to a word she doesn't know. She asks the teacher what the word is. The teacher replies, "Look at the picture to see what would make sense." Sue looks at the picture and says, "Oh, they are at the zoo." Sue correctly rereads the sentence as "Bob likes to go to the zoo."</i></p> <p><i>Kim reads a book aloud to her teacher. After reading a sentence as "Sam lives in a <u>horse</u>," she asks her teacher, "How can someone live in a <u>horse</u>?" The teacher points to the word "<u>house</u>" and says, "Where do you live?" Kim smiles and says, "Oh, Sam lives in a <u>house</u>."</i></p>

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		<p>acknowledges it does not make sense, asks for help with comprehension, and uses a suggested strategy to attempt to repair meaning.</p> <p><i>(Note: This skill is about asking for help and attempting to use a comprehension strategy. Performance on this skill is not dependent on whether or not the child is successful in repairing meaning.)</i></p>	<p><i>When reading a book about pyramids with his friend, Randy reads, "Some pyramids have many <u>chimneys</u>." He pauses and says, "Huh, pyramids don't have <u>chimneys</u>. That's not right." Randy's friend points to a picture at the top of the page which shows the many rooms of a pyramid. Randy says, "Oh right, pyramids have <u>chambers</u>. Some pyramids have many <u>chambers</u>."</i></p> <p><i>During a small group literacy activity about Paul Revere, Jamal reads, "He <u>rod</u> all night to warn the people that the British were coming." He pauses and says, "Huh. What do <u>rods</u> have to do with warning people? That does not seem right." He looks at his classmate and asks, "Does this seem right to you?" Jamal's classmate points to a picture of Paul Revere riding a horse at night. Jamal says, "Oh right, <u>rode</u>. He <u>rode</u> all night to warn the people."</i></p> <p><i>While reading a book aloud to the teacher, Jim reads a sentence as "The <u>moose</u> ran up the clock." He asks the teacher for help. The teacher points to the word and says, "Could a <u>moose</u> run up a clock? Wouldn't it be too big?" Jim smiles and says, "Oh, the <u>mouse</u> ran up the clock."</i></p>
	H. <u>Monitors reading, successfully using self-selected comprehension strategies to maintain and improve meaning.</u>	<p>Child recognizes the need to use a comprehension strategy to fully understand the text and successfully uses a self-selected strategy to repair, maintain, or improve meaning. Child either:</p> <ul style="list-style-type: none"> -Reads, employing comprehension strategies to maintain and improve 	<p><i>While reading a passage about plants, Isaiah encounters an unfamiliar word, "pollen." Continuing to read, he says, "Bees are collecting something from flowers." He uses the information from the rest of the passage to help him determine the meaning of the word and gain a greater understanding of the passage. [The comprehension strategy is using the context or rest of the passage to help improve</i></p>

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		<p>meaning. OR -Reads, becomes aware that he/she has not fully understood the text, and successfully uses a self-selected strategy to repair or improve meaning. OR - <u>After reading</u>, child communicates (through speaking, writing, drawing, or performing) what he/she has read, becomes aware that he/she has not fully understood the text, and successfully uses a self-selected strategy to repair, maintain, or improve meaning.</p>	<p><i>meaning.]</i></p> <p><i>While reading silently, Liam comes to the sentence, "The food was horrendous!" He mentions to his group that he doesn't know what "horrendous" means, but the exclamation point makes him think that the word is either really good or really bad. Since the word begins with the same few letters as "horrible", he assumes that the food was really bad. [The comprehension strategy is using cognates or word derivatives to help improve meaning.]</i></p> <p><i>Knowing that he has to create a timeline of events, José reads a passage, paying special attention to the sequence of events. He highlights each event as he reads. [The comprehension strategy is highlighting the meaning he needs to use in his timeline.]</i></p> <p><i>Knowing that she has to draw a picture of the main character, Michelle reads a passage, paying special attention to descriptions of the main character. [The comprehension strategy is attending to descriptive details as she reads.]</i></p> <p><i>Helen reads a passage about flowers aloud to her teacher. Because she is interested in different types of flowers, she pays special attention to the descriptions of the flowers and repeats the number of petals for each flower. [The comprehension strategy is attending to and repeating descriptive details as she reads.]</i></p>

Resources

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