

# Teaching Comprehension

By  
Dr. Cynthia Januszka



# Reading Comprehension

- Comprehension Defined
- School Focus
- Questions



# Theories Behind How We Understand a Text

- Schema Theory (Anderson and Pearson)
- Reader Response Theory (Rosenblatt) –  
The **reader**, the **text**, and the **interaction**.
- Critical Literacy

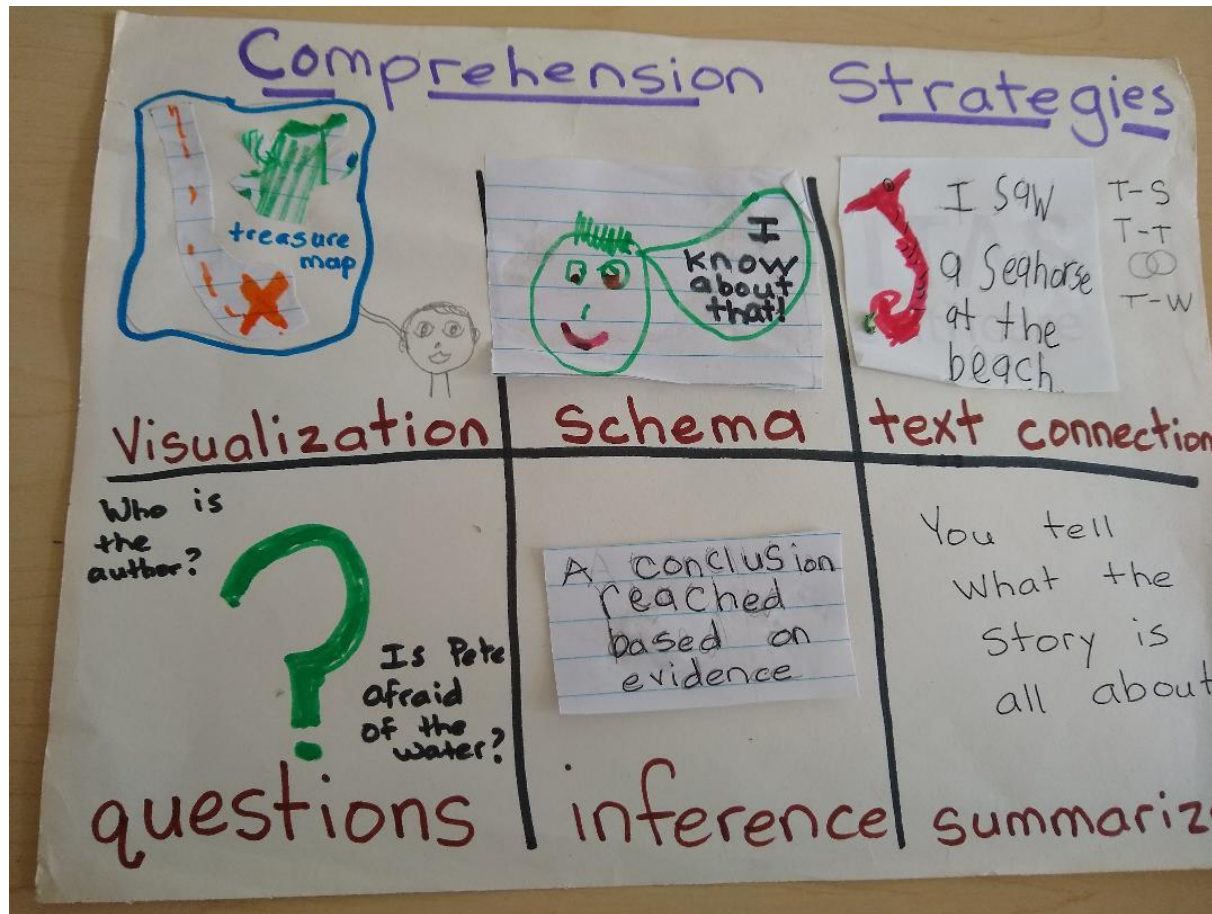


# Research Suggests Six Important Comprehension Strategies

1. Schema
2. Visualization
3. Inferences
4. Questions
5. Themes
6. Synthesizing



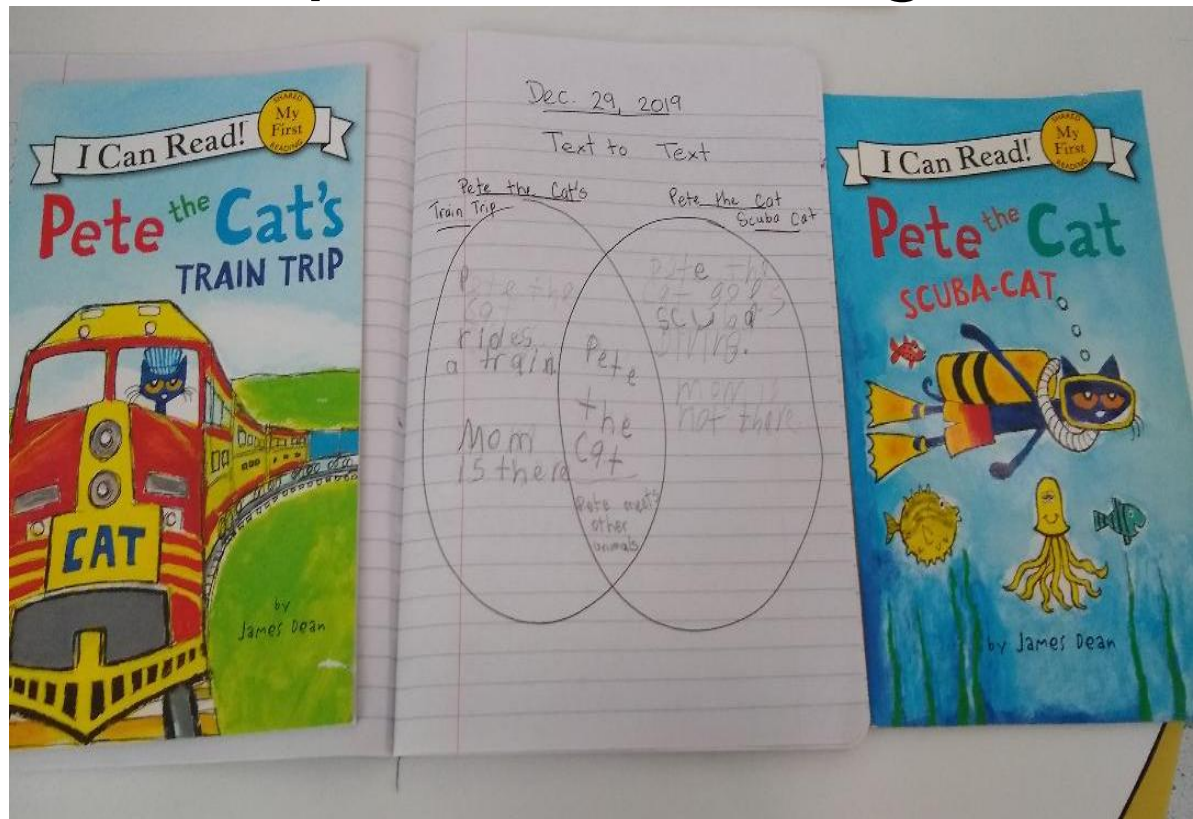
# Create a Visual Aid to Teach the Strategies



# Schema

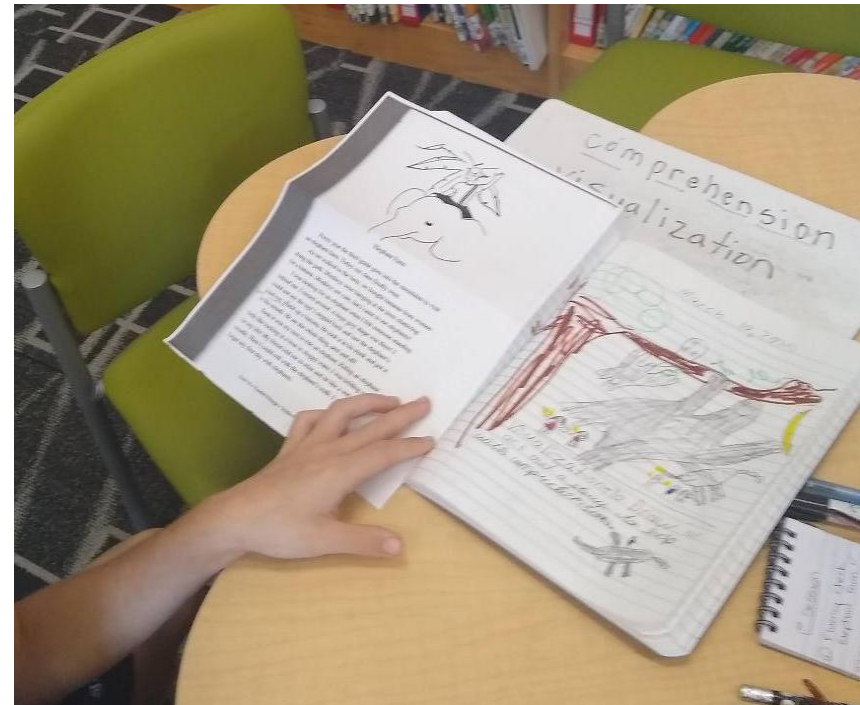
- Activating relevant, prior knowledge.

- Modeling  
text to self  
text to text  
text to world



# Visualization

- Create visual and other sensory images during and after reading.
- Model first with highly descriptive texts.



# Inferences

- Form conclusions, make critical judgments, and create unique interpretations.
- Teach with-  
predictions  
unknown words  
somebody, wanted, but, so...





# Questions

- Asking questions of themselves, the authors, and the texts they read.
- Students formulate questions.
- Answers (T, I, or OS).

| When | Question                             | Answer                            | Location |
|------|--------------------------------------|-----------------------------------|----------|
| B    | Why does the boy have a helmet on?   | He doesn't like to show his face. | I        |
| B    | What is a motion picture?            | Movie                             | OS       |
| D    | Why does August's face scare people? | His face is not ordinary.         | T        |

# Themes

- Determining the overarching idea in a text.
- Different from Main Idea.



# Synthesize Information

- Readers monitor their reading.
- Teach by retelling, critically analyzing, and sharing opinions of a text.



# Informational Texts

- Use the above strategies and these good ones too:

Selective Highlighting

Power Noting

Cornell Notes

Teaching Text Structures

Sequential, Cause/Effect,  
Problem/Solution, Compare/Contrast, and Description



# When to Teach the Comprehension Strategies

**A**nticipation-----Before Reading



**B**uilding-----During Reading

**C**onsolidation-----After Reading

Have students read with a pencil in hand. Connect reading, writing, speaking, and listening.



## Text Codes

- ✓ When you read something that makes you say, "Yeah, I knew that" or "I predicted that" or "I saw that coming."
- X When you run across something that contradicts what you know or expect.
- ? When you have a question, need clarification, or are unsure.
- ! When you discover something new, surprising, exciting, or fun that makes you say cool, whoa, yuck, no way, awesome.
- ★ When you read something that seems important, vital, key, memorable, or powerful.
-  When the reading really makes you see or visualize something.
-  When you have a connection between the text and your life, the world, or other things you've read.
- ZZZ** This is boring, I'm falling asleep.

