

Comprehension Strategy	Definition	Sample Teaching Idea
Making Connections	Using schema (prior knowledge) to relate the reading to yourself, other texts, and the world (Kendall & Khuon, 2005; McLaughlin & Allen, 2002; Samway & Taylor, 2008).	<p>Save the Last Word for Me</p> <ol style="list-style-type: none"> 1. Give students an index card prior to reading a text. 2. As students read a text, students choose “an idea, phrase, quote, concept, fact, etc. from the text that evokes a response” (McLaughlin & Allen, 2002, p. 123). 3. Students write their choice on the front of the index card along with the page number where it can be found. 4. Next, students write their reaction to their choice on the back of the index card. 5. In small groups, students share each choice and discuss it. 6. Finally, the student who wrote the index card shares the back of the index card with the group. (McLaughlin & Allen, 2002)
Asking Questions	Generating questions to guide thinking before, during, and after reading (Samway & Taylor, 2008).	<p>The Questions Game</p> <ol style="list-style-type: none"> 1. After reading a text, give students three index cards to write down three questions they want answers to or things they need help understanding about their reading. 2. Students pick a partner to trade index cards with. Students then read the cards and write down answers. 3. Then, the two partners meet together and talk about the reading, using their six questions to start the discussion. (Adapted from Allen, 2004)
Visualizing	“Creating mental pictures while reading” (McLaughlin & Allen, 2002, p. 13).	<p>Sketch-to-Stretch</p> <ol style="list-style-type: none"> 1. After reading or listening to a selected text, students draw a visual representation of what was read. 2. Emphasize the importance of sensory details like touch, sight, sound, smell, and taste. 3. Below each sketch, students need to write one to two sentences explaining their sketch. 4. Students share their sketches with a small group. 5. Another adaptation of this activity is for students to create a series of visual images for a text in comic form. (Calderón, 2007; McLaughlin & Allen, 2002; Robb, 2000)
Inferring	“Reading between the lines” (Kendall & Khuon, 2005, p. 5)	<p>The Inference Game</p> <ol style="list-style-type: none"> 1. Write a series of scenarios on strips of paper or index cards. (Scenarios might include “A student enters the classroom crying.” or “Sit at your desk, yawn loudly, stretch, and put your head on the desk” (Robb, 2000, p. 176). 2. One student chooses a scenario. Without showing the scenario to anyone else in the class, the student acts it out while the audience infers what is happening. 3. The teacher should prompt students with questions such as, “What is the person thinking? Feeling? How do you know that?” (Robb, 2000, p. 176).
Determining Importance	“Selecting the important information in a chapter or section; knowing what’s relevant and what’s irrelevant” (Robb, 2000, p. 66).	<p>Generating Interaction between Schemata and Text (GIST)</p> <ol style="list-style-type: none"> 1. Identify appropriate text for GIST to use with students. 2. Explain to students that after reading a chunk of text (amount to be determined by the teacher), they will need to write a one-sentence summary about what happened in that chunk of text. 3. After all the chunked text has been read, pull students into small groups to compare GIST summaries for each section. 4. Discuss similarities and differences and have students come to a consensus about the best way to summarize each section. (Herrell & Jordan, 2008)
Synthesizing	“Tracking how thinking changes based on what was read” (Kendall & Khuon, 2005, p. 73).	<p>Synthesizing Frames</p> <ol style="list-style-type: none"> 1. Read aloud a portion of a text, doing a think-aloud as you read. 2. Write down each new thought on a Post-it® note, making note of the page number at which the thought occurred. 3. After finishing the reading, assemble the sticky notes on a surface in front of the student. 4. Have students complete the following sentence frame using their Post-it notes: <ul style="list-style-type: none"> • I started reading, I thought (title of text) was about... • After we read a little, I thought it was going to be about ... because I read... • Then I read something different about ... so now I’m changing my thinking. • My synthesis has changed because...” (Kendall & Khuon, 2005, p. 127).