

## Essential Elements of Comprehension

### By Dr. Brenda Weaver

Conditions	Skills	Strategies
<p><b>Matching Student SRL to Text</b></p> <p>Student needs text to read at Instructional Level (WLA level or Gr. 3-5 Placement Test)</p> <p>1 error in 10 words rule</p> <p>Independent Reading = 5 Finger rule on one page or paragraph (gr. 3-5)</p>	<p><b>Generalizing</b></p> <p>Summary</p> <p>Main Ideas</p> <p>Author's Purpose</p>	<p>Strategies are used before, during, and after reading to help clarify meaning, to repair meaning, or to expand meaning.</p> <p><u>Before:</u></p> <ul style="list-style-type: none"> <li>• Prediction using title/ chapter heads, etc.</li> <li>• Prediction using pictures</li> <li>• Graphics</li> <li>• Captions</li> </ul>
<p><b>Integration with Content</b></p> <p>Integrate reading, writing, listening &amp; speaking</p> <p>Integrate into science, social studies, math, health, etc. when reading material in content; themes, concepts being taught</p>	<p><b>Specificity</b></p> <p>Details: 5 W's = who, what, where, when, why</p> <p>Facts</p> <p>Opinions</p>	<p><u>During:</u></p> <ul style="list-style-type: none"> <li>• Known vocabulary</li> <li>• Context Clues</li> <li>• Sentence structure</li> <li>• Text pattern</li> <li>• Genre</li> </ul>

<p><b>Background Knowledge</b></p> <p>Life experiences define the child’s knowledge base + motivation + emotional status</p> <p>Student’s word recognition abilities in context reading</p> <ul style="list-style-type: none"> <li>• Prosody (expression or reading with meaning, fluency)</li> <li>• Application of cueing systems (semantics, syntactic, phonics)</li> <li>• Bank of sight words</li> </ul> <p>Intellect</p> <ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Intelligence</li> </ul>	<p><b>Vocabulary</b></p> <p>Conceptual  Technical (Jargon)  General per Grade Level</p> <p>Using context during reading to figure out meaning</p> <p>Multiple meanings</p> <p>Affixes: prefixes, suffixes, roots</p> <p>Synonyms, Antonyms, Homonyms  Idioms  Cliche’s  Slang</p>	<p><u>After:</u></p> <ul style="list-style-type: none"> <li>• Genre</li> <li>• Text Pattern</li> <li>• Graphics</li> <li>• Language Used</li> <li>• Interpretations</li> </ul>
	<p><b>Genre</b></p> <p>Major part of text structure  Characteristics are specific to genre  Some genre require specific text patterns</p>	

	<p style="text-align: center;"><b>Text Pattern</b></p> <p>Text pattern is how the passage is organized.</p> <p><b>Time Order</b>  <b>Description</b>  <b>Compare/Contrast</b>  <b>Cause-Effect</b>  <b>Problem-Resolution</b>  <b>Concept by Example</b>  <b>(above gr.4)</b></p> <p>Signal words are specific to text patterns</p> <p>One pattern = easier text  More than one pattern = text becomes more difficult</p>	
	<p style="text-align: center;"><b>Questions</b></p> <p>Questions help to keep the mind engaged with the text.</p> <p>Before Reading  During Reading  After Reading</p> <p>Questions need to be generated by both teacher and student.</p>	

	<p style="text-align: center;"><b>Connections</b></p> <p>Connections are made to understand what the author is saying as well as inferring meaning.</p> <p>Interpretation</p> <p>Inference</p> <p>Text to Self Text to Text Text to World</p>	
	<p style="text-align: center;"><b>Writing Responses</b></p> <p>Respond to a question</p> <ul style="list-style-type: none"> <li>• appropriate text pattern</li> <li>• use stem of question</li> <li>• demonstrate interpretation, inference</li> </ul> <p>Summary BME Taking notes Rewrite genre, text pattern</p>	
	<p style="text-align: center;"><b>Literary Techniques</b></p> <p>Point of View Mood Tone Voice Conflict Figurative Language Persuasion</p>	

	<p style="text-align: center;"><b>Mechanics</b></p> <p>Parts of Speech Phrases Clauses 4 Types of Sentences Capitalization Punctuation Paragraph or Stanza</p>	
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