## COMPREHENSION

The purposeful and active act of constructing meaning from text that is read (NRP Report, 2000).

- Strong readers comprehend purposefully and are actively engaged with what they are reading (RAND Reading Study Group, 2002).
- Reading comprehension is influenced by a variety of factors including the text, the reader, and the context (RAND Reading Study Group, 2002).
- Strategies that appear to be effective and most promising for classroom instruction are comprehension monitoring, cooperative learning; graphic and semantic organizers including story maps; question answering; question generation and summarization (NRP Report, 2000).
- Active, purposeful readers use comprehension strategies to increase reading comprehension (Allington, 2001; Harvey & Goudvis, 2000; Pressley, 1998; Pressley et al., 2001).

## COMPREHENSION IN THE ELA CCSS

### Reading Standards-Literature & Informational Text (RL)

- **(RL & RI 1) Key Ideas & Details**—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
- **(RL & RI 2) Key Ideas & Details**—Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- **(RL & RI 3) Key Ideas & Details**—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(RL & RI 4) Craft & Structure**—Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **(RL & RI 5) Craft & Structure**—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(RL & RI 6) Craft & Structure**—Assess how point of view or purpose shapes the content and style of a text.
- **(RL & RI 7) Integration of Knowledge & Ideas**—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(RL & RI 8) Integration of Knowledge & Ideas**—Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **(RL & RI 9) Integration of Knowledge & Ideas**—Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take.
- **(RL & RI 10) Range of Reading & Level of Text Complexity**—Read and comprehend complex literary and informational texts independently and proficiently.
## STRATEGIES TO IMPROVE COMPREHENSION IN LITERATURE

### Activate Background Knowledge
- Prior to reading connect the topic to something the students already know so their schemas are activated and they can make connections between the new text and a prior experience or set of information.

### Comprehension Monitoring
- Explicitly teach students to monitor their comprehension by paying attention to whether or not they are understanding what they read. Model this process by using a teacher “think-aloud” as you read. Teach them “fix up” strategies to use when they realize they aren’t understanding what they’ve read.

### Graphic/semantic Organizers
- Teach students to use a visual note taking form to help them organize and retain information. Some commons ones are: KWL charts, webs, 2 column notes, cause/effect charts, or Venn diagrams.

### Self-questioning
- Have students ask themselves who, what, when, where, why, and how as they read. They can Question the Author (QtA) by considering what they are trying to tell the reader, what their purpose is, and if they could have said it clearer.

### Story Structure Analysis
- Use a visual story map to plot the most important elements/components of a story including setting, characters, point of view, climax, resolution, etc.

### Summarizing
- Have students synthesize the important ideas in text by stating the main ideas in a passage/book/within and between texts in their own words. This can be done verbally or in writing.

### Answering questions
- Ask students a wide variety of questions that are from all level of Bloom’s taxonomy. Use the Question Answer Relationships (QAR) strategy to teach them to answer questions that are “in the text” and ones that are “in their head” and move beyond literal recall questions.

### Close Reading
- Allow students to engage in critical examination of text, often through repeated readings.
Reading Logs/Journals
- Provide students with opportunities to set goals for reading and monitor their progress in a variety of texts including texts that represent different formats, genres, cultures, and perspectives. This can help motivate them to engage with the texts they are reading.


STRATEGIES TO IMPROVE COMPREHENSION IN INFORMATIONAL TEXT

Activate Background Knowledge
- Prior to reading connect the topic to something the students already know so their schemas are activated and they can make connections between the new text and a prior experience or set of information.

Comprehension Monitoring
- Explicitly teach students to monitor their comprehension by paying attention to whether or not they are understanding what they read. Model this process by using a teacher “think-aloud” as you read. Teach them “fix up” strategies to use when they realize they aren’t understanding what they’ve read.

Graphic/semantic Organizers
- Teach students to use a visual note taking form to help them organize and retain information. Some commons ones are: KWL charts, webs, 2 column notes, cause/effect charts, or Venn diagrams.

Self-questioning
- Have students ask themselves who, what, when, where, why, and how as they read. They can Question the Author (QtA) by considering what they are trying to tell the reader, what their purpose is, and if they could have said it clearer.

Text Structure Analysis
- Help students identify and understand how different components and structures in informational text convey meaning.

Summarizing
- Have students synthesize the important ideas in text by stating the main ideas in a passage/book/within and between texts in their own words. This can be done verbally or in writing.
Alignment of ELA CCSS with 5 NRP Components of Reading - Comprehension

Answering questions
- Ask students a wide variety of questions that are from all level of Bloom’s taxonomy. Use the Question Answer Relationships (QAR) strategy to teach them to answer questions that are “in the text” and ones that are “in their head” and move beyond literal recall questions.

Close Reading
- Allow students to engage in critical examination of text, often through repeated readings.

Reading Logs/Journals
- Provide students with opportunities to set goals for reading and monitor their progress in a variety of texts including texts that represent different formats, genres, cultures, and perspectives. This can help motivate them to engage with the texts they are reading.


References


