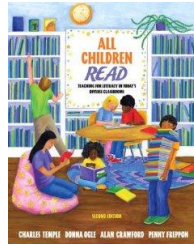


Early Literacy: Comprehension



Definition: “Readers work with the words they recognize, and somewhere in the interplay between what they see on the page and what they expect from what is in their heads, they construct an understanding of what they read. This activity is called **comprehension.**” (Temple et al, 2008)

Effective Strategy	Description	Activities to promote practice
activating prior knowledge/predicting	children think about what they already know and hypothesize about what will happen next	ask questions that relate the main idea to their own experiences; half way through the story, have the child predict what will happen next
questioning	children ask and attempt to answer questions about important ideas in the text while reading, using words such as <i>where</i> or <i>why</i>	write question words on paper or index cards for the child to use while reading (i.e. <i>where, why, who, when, what, how</i>)
visualizing	children develop a mental image of what is described in the text	explain to the child that visualizing will help them remember what they have read; discuss pictures as related to the story; after reading, have the child visualize and describe what they saw; this can also be done with the aid of props or other objects
monitoring, clarifying, and fix up	children pay attention to whether they understand what they are reading, and when they do not, they reread or use other strategies to clarify	relate each strategy to a traffic sign (i.e. stop sign—stop reading and try to restate what is happening; U-turn—reread parts of the text that do not make sense)
drawing inferences	children generate information that is important	show children how to look for key words that help

	to constructing meaning, but that is missing from, or not explicitly stated in the text	them understand the text and draw inferences from such words (i.e. a text that refers to “clowns” and “acrobats” is likely set in a circus).
summarizing/retelling	childre briefly describe, orally or in writing, the main points of what they read	ask the child to describe what happened in the story in his/her own words; help the child continue by asking “what happens next?”

(IES, *Improving Reading Comprehension in Kindergarten Through 3rd Grade*, 2010)