Tell me about the SETTING in your story.

- Where did it take place and how do you know that?
- When did it take place, and what were the clues?
- What colors do you see?
- If you were going to make this into a play, what would you need on the state? Why do you say that?
- What are the characters wearing?
- What in the setting is like something you know or remember?

Comprehension - 1

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Comprehension - 1

Tell me about the ILLUSTRATIONS

- Who is the illustrator?
- Do you like the illustrations? Explain.
- What (if anything) did the illustrations add to the text?
- If the illustrations were not there, would there need to be more words? Why?
- What do you think the illustrator need to know in order to illustrate this story?

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Comprehension - 2

Tell me about the CHARACTERS in the story

- Who is the main character, and how do you know that?
- What is he or she like?
- Describe him or her to me.
- Would you like to have him or her as a friend?
- Why or why not?
- How is he or she like you?
- How is the family or situation like something you know?

Comprehension - 3

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Comprehension - 3

Tell me about the POINT OF VIEW

- Who is telling the story? How can you tell?
- Which point of view is used?
- Do you agree with the point of view? Why or why not?

Comprehension - 4

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Comprehension - 4

Tell me about the PROBLEM/GOAL in the story

- Is it like some problem or goal you have had? Why do you say that?
- Was the goal reached or the problem in your story resolved? How?
- Would you have done it in the same way?
- What kind of feelings did you have about how it was solved?
- How do you think it should have turned out?

Comprehension - 5

Tell me about the PROBLEM/GOAL in the story

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Comprehension - 5

Tell me about the MOOD created

- How do you feel while reading the story?
- Why did you feel that way?
- What was the funniest part?
- What was the saddest part?
- What was the most exciting or strangest thing that happened?
- What do you remember most about the story?

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Comprehension - 6

Tell me about the THEME/GENRE of the story

- Is the story humorous, tragic, informational, make-believe, or any other category? How do you know this?
- Why do you think the author wrote this story?
- Do you think there is a message in this story? What is it?
- What is the embedded theme?
- What might be another title that would work for the story?
- Use the encyclopedia to find one additional fact that relates to the story or its theme.

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Comprehension - 7

Tell me about the AUTHOR/STYLE of the story

- What do you know about the author? How can you tell?
- What is the author trying to tell you in the story?
- What did the author have to know to write this story?
- What sorts of things does the author like or dislike? What special words does the author use to help you hear/see in the story?
- Tell me about any pictures the author has left in your mind.
- What do you like about the way the author has written the story?

Comprehension - 8

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Comprehension - 8

Practice the skill of PREDICTING.

Look at the title page and skim through the pages of the story. What do you think this story will be about? What makes you think that?
Use clues from the pictures of from what you have read. What do you think will happen next? What makes you think that?
What will "X" do to "Y"? How will "Y" feel? Who will solve the problem?
Check your predictions as you read. Are there any you want to change based on new information?

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Comprehension - 9

How do you RELATE/CONNECT to this story?

- Are you the same age as the main character?
- Is your situation the same? How is it unlike/like you?
- Is it like anyone you know?
- If you had enough money, what object, thing, or place in the story would you like to buy? Why?
- What object, person, or animal from this story would you most like to have in your house? Why?
- If you had written this story, what part would you have written differently? Why?

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Comprehension - 10

Practice the skill of clarifying
(for pronunciation, word meaning or an idea)

- When you come to a word you don't know, what can you do?
- When you don't know what a word means, what can you do?
- To understand an idea, you can reread look at pictures, think about what you have read so far etc.

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Comprehension - 11

Why do you LIKE or NOT LIKE this story?

- Tell me why.
- What is another reason?
- Why do you think you feel this way?
- What is the best part of the story so far? Why?
- What could have been different to make you like it better? Why?

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Comprehension - 12

Practice the skill of QUESTIONING

Look at the title page and skim through the pages of the story. What do you think you want to know about by reading the story? What question can you make that might be answered by reading the story? Make up a question for a partner to answer. Then exchange questions and answer one another's questions. Why do you think the author had the character do this? Why was the story set in this setting?

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Comprehension - 13

Q.A.R. (Questions/answer relationships)

Which questions' answers are "in the book"?

- Right there—information is in the text
- Think and search—must take information from different parts of the text and construct an answer

Which questions' answers are "in my head"?

- writer/author & me—answer must be constructed from my own prior knowledge and text information
- On my own—the text stimulates thinking; the answer comes from my own experience

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Comprehension - 14

Practice the skill of SUMMARIZING

What are the big ideas of the sotyr? Use your own words to tell the important things you have read. Have students use a graphic organizer to identify the main events in the story. What happens at the beginning? In the middle? At the end?

In my own words, overall this was about _____.
The most important thing I read was _____. If I add all the main points I just read, I understand that _____.

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Comprehension - 15

Practice the skill of EVALUATING

Should "X" have acted this way? What makes you think that?
Who was right, "X" or "Y"? Why?
What do you like/not like about the illustrations?
Do the illustrations help tell the story? How?
Does the author use interesting words? Find some examples.
What do you like/not like about "x"?
Why did the story make you feel this way?

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What do you like/not like about "x"?
Why did the story make you feel this way?

Comprehension - 16

Tell me about why you SELECTED this story

Why did you choose this book?
Would you choose another one by the same author? Why?
Would you choose another one of the same category? Why?
How long do you think it will take to read this book? Is that too long?

Tell me about why you SELECTED this story

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Comprehension - 17

Key Comprehension Strategies

- Establish a purpose for reading
- Use prior knowledge
- Ask and answer questions
- Make inferences
- Determine what is important
- Summarize
- Deal with graphic information in the text
- Construct images of descriptions in your mind
- Monitor your understanding as your read

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Comprehension - 18

During Reading Activities

- read to students.
- Read with students
- Have students read silently
- Do a combination of all three of the above
- Support students and give assistance while they read
- Have students read orally
- Modify the text when needed to help build understanding

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Comprehension - 19

Tell me about RECOMMENDING this story

- Would you recommend this book to a friend? Why or why not?
- Choose a part of the story you might read to someone to interest them in reading it
- Be specific
- What would you say to someone to interest them in reading this book?
- What could you do to be a good advertisement for this book?

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Comprehension - 20

Prereading Activities

- Do an activity to motivate students to read the selection
- Activate or build background knowledge
- Provide text-specific knowledge
- Preteach vocabulary and concepts
- Prequestion, predict, and set the direction
- Suggest specific strategies
- Use students' native language

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Comprehension - 21

Tell me about NONFICTION stories

- How do you know this story is nonfiction?
- How are nonfiction stories different from fiction?
- Do you prefer fiction or nonfiction? Explain.
- What kinds of nonfiction (or fiction) stories do you like? Why?
- What subjects do you like to read about in nonfiction stories? Why?

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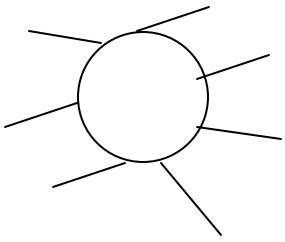
Comprehension - 22

Web

Use a web to brainstorm and generate multiple ideas on a given topic or to organize information in a current topic of study. The major topic is written in the large circle in the center. Important ideas related to the major topic are written in the lines protruding out from the circle. The final idea will be one of the ideas emanating from the circle must like spokes on a wheel



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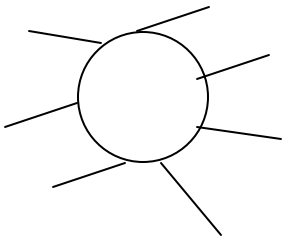

Comprehension - 23

Describe the BES PICTURE you see in this story

Be specific.
What colors do you see?
What is happening?
What makes it so memorable?
How does this picture help tell the story?
How does this picture interest the reader?

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Comprehension - 24

Postreading Activities

Respond to questions.
Discuss the selection
Write about the selection
Do a drama event related to the story
Connect art, graphic, and nonverbal activities to the story.
Build connections to everyday events and things beyond the story.
Reteach strategies, skills, and concepts as necessary.

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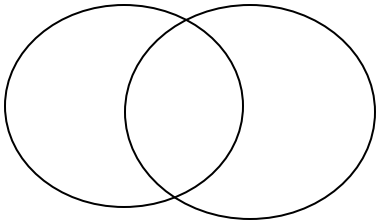
Comprehension - 25

Venn Diagram

Use a Venn diagram to represent information that is being compared and contrasted. Record areas of commonality in the intersecting segments of the circles and record differences in the appropriate non-intersecting segments of the circle. Two to five circles may be used.



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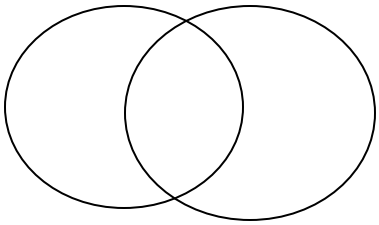
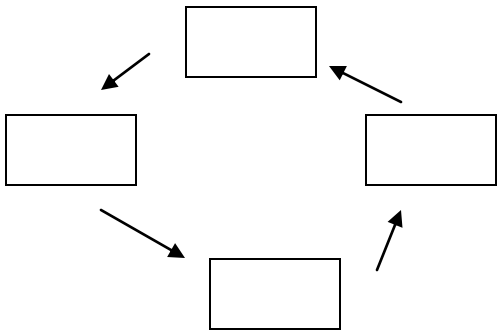


Comprehension - 26

Cycle Diagram

Use a cycle diagram to show the sequence of events in a process. In a cycle diagram there is a consecutive flow of events with the latest event cycling back to the first event. Cycle diagrams are only appropriate for processes that are continuous.



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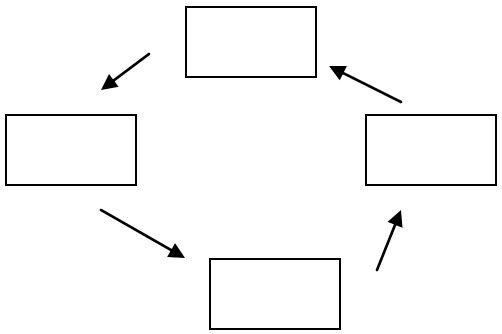

Comprehension - 27

Sequence Chain

Use a sequence chain to organize sequences of events, actions, or decisions. The arrangement of the symbols will vary according to the type of sequence depicted.

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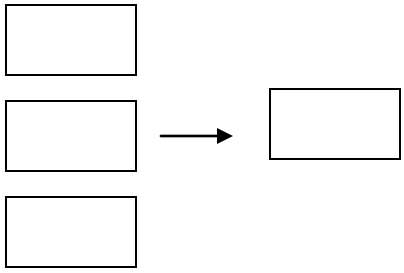
Comprehension - 28

Cause and Effect Map

Use this map to record a series of cause-and-effect relationships learned from a topic of study. Each CAUSE should produce a related EFFECT and each EFFECT should be derived from a related CAUSE.



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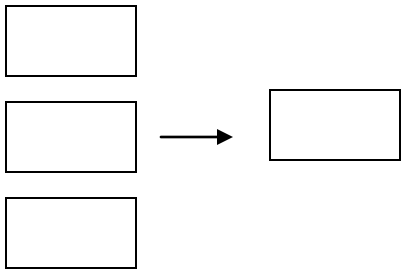
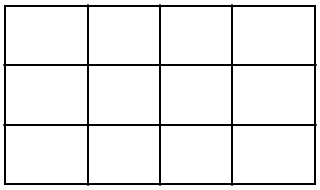


Matrix

Use a matrix to compare the characteristics of several different things. Since it contains information that has been organized into categories, it is a quick way to interpret a large quantity of data and see patterns of similarity and differences.



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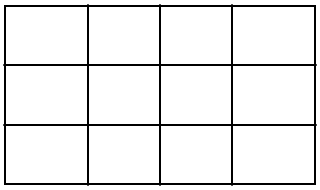

Comprehension - 30