MONITORING COMPREHENSION

Do you get it?
Good readers make sure that they comprehend (which is just another word for understand) what they read. If they don’t understand something in their reading they use fix-up strategies to help them understand. See a list of some of these strategies below.

YOUR TASK:

Check the box of any fix-up strategy you used while reading your book.

- Reread
- Use context clues
- Use questions
- Use connections
- Use pictures
- Use word attack strategies (break the word down, think of possible synonyms, etc.)

Resource created by Bethany Philpot for use in the classroom.

Some information taken from the free Scholastic resource found at: http://teacher.scholastic.com/LessonPlans/pdf/oct_nov05/9SixComprehension.pdf

Adapted from the work of Beal, Keene, and Tovani
### MAKING CONNECTIONS

**What connections do I make as I read?**

Good readers notice pieces of text that relate to or remind them of:
- Their lives, past experiences, and prior knowledge
- Other books, articles, movies, songs, or pieces of writing
- Events, people, or issues

**Tips:**
- That reminds me of...
- This made me think of...
- I read another book that...
- This is different from...
- I remember when...

### VISUALIZING

Good readers create pictures in their minds while they read.

While reading, note places where you get a clear picture in your mind that helps you understand the text:
- I can picture...
- I can see the...
- I can visualize...
- The movie in my head shows...

Use your sense to connect the characters, events, and ideas to clarify the picture in your head.
- I can taste/hear/smell the...
- I can feel the...

### YOUR TASK:

**Make a connection to the book you have been reading.** It can be a text-to-self, text-to-text, or a text-to-world connection. You may also use the sentence starters above if you would like.

| ___________________________ | ___________________________ |
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### YOUR TASK:

**Think about a part of your book that was easy to visualize what was happening.** Describe briefly what was happening and then draw a picture to show what it is that you saw in your head.

| ___________________________ | ___________________________ |
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**QUESTIONING**

Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text.

Ask questions of the author, yourself, and the text:
- What is the author trying to say?
- What is the message of this piece?
- Do I know something about this topic?
- What do I think I will learn from this text?
- How could this be explained to someone else?
- What predictions do I have about this reading?

**YOUR TASK:**

Write down 3 questions you have had while reading your book. Use the questions above to help you think about the questions you have had about the book you have been reading.

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

**INFERRING**

How do I read between the lines?
When the answers are “right there,” good readers draw conclusions based on background knowledge and clues in the text.

Ask yourself:
- I wonder why...
- I wonder how...
- I wonder if...

Find information from the text that might be clues to the answers and use these with your background knowledge for possible answers.

**YOUR TASK:**

Use the chart below to show how you had to read between the lines to figure out a part of your book. You will have to combine your background knowledge and the clues from the text to make your inference.

<table>
<thead>
<tr>
<th>Background Knowledge</th>
<th>Clues from the Text</th>
<th>Inference</th>
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DETERMINING IMPORTANCE

What’s the big idea? So what?
Good readers look for things that help them identify big ideas and why they are important.
Look at text features for clues (titles, headings, bold print, pictures, captions, graphs, charts, etc.).
Tips:
- The big idea is...
- Most important information is...
- So far I’ve learned...
- The author is saying...
- This idea is similar to...

YOUR TASK:

Determine what is important about the book you are reading by answering the following sentence starter.

The big idea of the story is ____________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________

SUMMARIZING & SYNTHESIZING

Can I describe what I have read in a short and concise version? Can I use what I have read to create my own ideas?
Good readers can give a brief summary explaining what it is they have read and they can combine new information from their reading with existing knowledge in order to form new ideas or interpretations.
Tips:
- If I were explaining what I read to a friend, what would I tell them? What would be most important for them to know?
- Compare and contrast what I’m reading with what I already know or other sources of information.
- Think of new ways to use this information.

YOUR TASK:

Explain what your book was about using between 4-6 sentences. Make sure to tell about the beginning, middle and end.

______________________________________________________________________________

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