Reading Comprehension Strategies

Make 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...

Visualize

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 senses to connect the characters, events, and ideas to clarify the picture in your head.

- I can taste/hear/smell the...
- I can feel the...

Ask Questions

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?

Infer

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.

Determine 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 and headings
- Bold print
- Pictures and captions
- Graphs and charts
- Chapter objectives and questions

Tips:

- The big idea is...
- Most important information is...
- So far I've learned...
- The author is saying...
- This idea is similar to...

Synthesize

How do I use what I've read to create my own ideas?

Good readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations.

Synthesis is creating a single understanding from a variety of sources.

Tips:

- 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.
- Can connections I make across this text help me to create new generalizations or new perspectives?

Adapted from the work of Beal, Keene, and Tovani

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Resources in Education ,1979 **The BERA-Sage Handbook of Research-Informed Education Practice and Policy** Dominic Wyse,Vivienne Baumfield,Nicole Mockler,Martin Reardon,2025-06-19 One of the most pressing topics worldwide is how we can improve education to enhance people s life chances The BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol offers an in depth exploration of the ways in which education research intersects with and can lead to improvements in education Through detailed examinations of educational policies practices values and research methodologies the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide Volume One of the Handbook set focuses on Understanding Research Informed Education and Volume Two focuses on how to implement it Across six parts and fifty two chapters the authors and editors explore a myriad of critical topics including using research to promote equity within education systems rethinking pedagogy and knowledge mobilisation through practitioner led inquiry New developments in aspects such as systematic approaches to research synthesis are presented by world leading experts Authors of the chapters draw from many different sources to provide a comprehensive understanding of education including perspectives from the arts humanities natural sciences and social sciences This understanding combines cutting edge education research and scholarship to provide insights into how education is enacted in countries and institutions through policy and practice Featuring a truly diverse team of scholars to account for global perspectives the BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol is an invaluable resource for scholars researchers students and practitioners who are interested in the new frontiers in education research policy and practice Volume One Understanding Research Informed Education Part One Defining and Theorising Research Informed Education Part Two Methodological Debates in the Field Part Three International Comparison and Educational Policy Volume Two Implementing Research Informed Education Part Four Effective policy and practice in national contexts Part Five Curriculum pedagogy and assessment Part Six Practitioners and learners as researchers Language and Deafness Peter V. Paul,2009 The Fourth Edition of Language and Deafness covers language and literacy development from preschool through adolescence Content includes the basics of language development and the relationship between language and cognition Oral communication methods and English like signing systems are also covered along with linguistics sociolinguistics of American Sign Language Multicultural aspects including bilingualism and second language learning are covered in detail Literacy and Deafness Peter V. Paul,1998 The development of literacy reading and writing skills is important for success in school and mainstream society Some might argue however that literacy skills are not necessary for the development of literate thought the ability to think critically and reflectively This book provides some insights into the relationship between literacy and literate thought In the first few chapters readers are introduced to major perspectives on literacy the role of teaching deafness research on both hearing and deaf students and the development

of writing on these students It continues with an overview of the major tenets of the literary critical perspective an overview of the theory and research and teaching literacy to ESL students The book winds down with reform assessment and the argument that educators need to consider alternative measures of achievement All educators but especially those with hearing impaired students deaf interpreters and speech pathologists *Reading Research Quarterly* ,1983 *Summary of Investigations Relating to Reading* International Reading Association,1984 Cochlear Implants John K. Niparko,2009 Thoroughly updated for its Second Edition this book provides an in depth discussion on prosthetic restoration of hearing via implantation The text succinctly discusses the scientific principles behind cochlear implants examines the latest technology and offers practical advice on how to assess candidates how to implant the devices and what rehabilitation is most effective The authors thoroughly examine the outcomes of cochlear implantation the impact on the patient s quality of life the benefits in relation to the costs and the implications of cochlear implants for language and speech acquisition and childhood education **Annual Summary of Investigations Relating to Reading** International Reading Association,1984

Language Arts ,1981 Measuring Classroom Products in Berkeley ... Cyrus De Witt Mead,1920 Study University of California, Berkeley. School of Education. Bureau of Research in Education,1920 **Study ... of the Bureau of Research in Education** University of California. Bureau of Research in Education,1921 Press Summary - Illinois Information Service Illinois Information Service,1988 *The Reading Teacher* ,1978 **Context Use and Learning to Read in a Foreign Language** Corine Van den Brandt,1999 *Proceedings of the Convention - Canadian Good Roads Association* Canadian Good Roads Association,1940 **Reading Inventory Grs2-3 Collctns 2000** HSP,1999-08-10

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