



Provide Models

In order to build comprehension, students need to interact with the text in meaningful and targeted ways. Each exposure to text should have a specific purpose designed to build an identified skill. When targeting reading comprehension, educators should look to incorporate instruction and practice with active reading strategies, which are explained below.

Six Active Reading Strategies

Visualize

Predict

Clarify

Connect

Question

Evaluate

Active Reading Strategies: Foundations of Reading

The following six active reading strategies encourage readers to interact with the text in a way that allows them to understand the material and connect that material to their prior knowledge. Successful readers naturally incorporate all six strategies during reading.

- **Visualize:** Describe the images you imagine as you read the words on the page. Use the details from the text to create the “movie in your mind.” Visualizations should include all of the senses to deepen understanding.
- **Clarify:** Explain what you have read. This is a great place to stop and check whether you understand the text.
 - **Summarizing** should be incorporated as part of clarifying.
- **Question:** Ask questions about the text such as, “what are the characters motivated by?” “Why are certain things happening?” Educators can then lead a discussion or sorting activity with student questions based on what can be answered in the text and what they might need to find in additional resources.
- **Predict:** Use what you know to figure out what might happen next and how it might end. Then, read on to see if you are right. Predictions should be rooted in the text and reference text-specific language for support.
- **Connect:** Connect personally with what you are reading. Think of similarities between the selection and what you have seen, heard, experienced, or read about. There are three main types of connections:
 - **Text to Self:** Make a connection between the text and your own life.
 - **Text to Text:** Make a connection between the text and another text you have read.
 - **Text to World:** Make a connection between the text and some other media/world event.
- **Evaluate:** Form opinions about what you read, both while you are reading and after you have finished. Develop your own ideas!



When you move into your own home, you're alone. There is no bustle of people around the house. I miss having someone to chat to when I get home. I put the TV or some music so there's some background noise, the silence makes me feel so alone. Sometimes I will be sat watching trash TV and thinking I should be out doing something rather than watching this rubbish. I read a lot but sometimes I am too tired and just want to veg out. But it's been good to move out of mum and dads as it's not healthy to rely on them as they won't last forever. I become independent and made my own decisions. It's good they still there when I need them. It's good to have some distance as when I was at home I was arguing a lot with my dad and that was made me decide it was time to go.

feelings
Living alone
New relationship with parents
Independence
Old relationship with parents
Argument with Dad
Relation with father

Active Reading Strategies: Information Based

In order to be able to truly comprehend and learn the material, students need to know how to interact with the text appropriately. When students focus on the following skills, they need the prerequisite comprehension skills of identifying topics, main ideas, and details.

- **Highlighting:** Students mark the main ideas and essential supporting details. Highlighting can support note-taking and summarizing.
- **Note-Taking:** Notes provide students with rich material to aid in information recall, summarization, and information review. When used in conjunction with highlighting, students can transfer highlighted information into appropriately labeled and organized notes.

- **Two-Column Notes:** The structure of two column notes allows students to put main ideas in one column and their corresponding details in another column. There are a variety of additional uses for two-column notes, which can be explored [here](#).
- **Margin Notes:** Margin notes are written in the margin of a text and identify the main idea of a passage that corresponds with highlighted or underlined supporting details.
- **Paraphrase:** Paraphrasing retains all the original details while increasing vocabulary, comprehension, and memory of the text.

HOW DOES THIS CONNECT TO PROVIDE MODELS?

When interacting with the text, students should receive direct instruction in comprehension strategies. In order for students to appropriately develop and use such strategies, it is essential that educators provide models of the process and outcome. Transparent thinking in terms of metacognitive comprehension strategies is an important component in developing reading comprehension. Students of all ages can benefit from modeled interaction with text that supports increased understanding of the material.