

Comprehension Skills (page 1 of 3)

Skill Area	Evidence of Skill	Evidence of Need	Strategies
<p><u>Background Knowledge / Schema Activation</u></p> <p>Ability to apply prior knowledge and or experiences that have been previously learned, to a new situation</p>	<p>The student:</p> <ul style="list-style-type: none"> • brings personal experiences to the reading process • accesses prior knowledge of the subject during the reading process • possesses a rich vocabulary of subject matter and easily applies it to the text • can distinguish between what has been previously learned, with the current text, and the prior knowledge that was brought to the reading 	<p>The student:</p> <ul style="list-style-type: none"> • does not make personal connections to text (e.g., text is about grandparents and student does not apply his relationship with his grandparents to what is read) • does not apply prior knowledge to new situations • lacks the vocabulary and ideas/concepts to access information in a new text (e.g. In a book about volcanoes, student lacks a conceptual knowledge of lava, eruptions, etc.) • confuses prior knowledge with what is read in the text and this conflict affects text comprehension • makes faulty connections between thinking and reading • can recall ideas or vocabulary from the text but makes no connection to the ideas 	<p>1,2,3,4, 5,6,7,8, 9,10,11, 12,13,14</p>
<p><u>Knowledge of Text Structure</u></p> <p>The ability to read many types of texts and apply needed skills to be proficient</p>	<p>The student:</p> <ul style="list-style-type: none"> • readily locates information in text by skimming and scanning • answers questions about text on many levels of comprehension, (e.g., literal, inferential, evaluative) • uses text elements to gain information,(e.g., indexes, table of contents, glossary, appendices) • uses text elements to gain information from maps, charts, graphs, captions, bolded text, etc. • reads a variety of text formats, such as job applications, lab reports, spreadsheets, websites, etc. 	<p>The student:</p> <ul style="list-style-type: none"> • does not skim, scan, or revisit the text for specific information (e.g., cannot locate three facts about the planet Earth) • does not distinguish between different text types and usages (e.g., narrative vs. expository) • does not locate information from an index, table of contents, glossary, appendices • does not locate information from maps, charts graphs, captions, bolded text, etc. • cannot read a variety of text formats, such as job applications, lab reports, spreadsheets, websites, etc. • is unaware of transitions, idea hierarchies, and/or correlations 	<p>15,16,17 18,19,20, 21,22, 23,24</p>



Comprehension Skills (page 2 of 3)

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<p><u>Cognitive Monitoring-Metacognition</u></p> <p>Ability to monitor one's own reading, assess understanding, and return to the text when meaning is lost</p>	<p>The student:</p> <ul style="list-style-type: none"> reads selections with constant interaction with the text, asking questions along the way to increase comprehension (e.g., "After the baby turtles hatch, how do they get to the ocean?") shows outward signs of interaction with text (facial expressions such as smiles, bewilderment, frowns, etc.) revisits portions of text when meaning is lost visualizes while reading, which brings a depth of understanding to text skips ahead or goes back in the text 	<p>The student:</p> <ul style="list-style-type: none"> does not check own comprehension by asking questions. May read through entire text with out questioning may not show outward signs of interacting with text (e.g., confusion, amusement, sadness, intensive study while reading). does not reread and or self-correct. (e.g., "That didn't make sense." I said, "The tire went fat." It actually says, "The tire went flat.") does not make personal connections to text (e.g., "I was on a bike ride once and my tire went flat too! I had to walk it home.") does not visualize what is happening in text while reading. 	<p>25,26,27, 28,29, 30,31</p>
<p><u>Retelling/Recalling</u></p> <p>Ability to remember important details and main events in text</p>	<p>The student:</p> <ul style="list-style-type: none"> recalls and verbalize what has been read provides details such as places and events from a text makes connections between significant details and possible outcomes in the reading selection responds to specific text with the appropriate tone and or humor in the retelling 	<p>The student:</p> <ul style="list-style-type: none"> does not remember what has been read does not recall text even when prompted with specific literal questions such as: Which president was in office during the Civil War? may not remember names, places, and events even though they get the big picture and make inferences does not give extensive details with an understanding of context or connect significant details to the meaning or outcome of the reading does not recognize humor or tone in the retelling (e.g., does not laugh, show excitement, etc. when telling the storyline) 	<p>32,33,34 35,36,37, 38,39,40, 41,42</p>
<p><u>Literal Comprehension</u></p> <p>Ability to remember important details from a text</p>	<p>The student:</p> <ul style="list-style-type: none"> provides information that is "right there" in the text without adding personal experiences 	<p>The student:</p> <ul style="list-style-type: none"> does not recall information that is "right there" in the text such as: main character's name and where he lived, the definition of a meteorologist, the names of the planets 	<p>43</p>



Comprehension Skills (page 3 of 3)

Skill Area	Evidence of Skill	Evidence of Need	Strategies
<p><u>Summarizing</u></p> <p>Ability to discern and communicate key points from a text</p>	<p>The student:</p> <ul style="list-style-type: none"> identifies and differentiates between the main idea and details in a selection analyzes a selection when reading to gain deeper meaning discerns key information in a selection from minor details when retelling discerns pertinent information in a selection from inconsequential details 	<p>The student:</p> <ul style="list-style-type: none"> cannot differentiate between main ideas and details does not analyze the text for deep understanding fails to identify key information when giving a retell of the selection does not list or outline key ideas in a topic cannot recall information and or the recall is scant with gaps of knowledge indicating a lack of understanding fails to differentiate key information from irrelevant details 	44,45,46
<p><u>Inferential Comprehension</u></p> <p>Ability to see past what is given in a text to predict and draw conclusions</p>	<p>The student:</p> <ul style="list-style-type: none"> communicates beyond the obvious literal information and brings inferential thought processes to the text predicts and draws conclusions (e.g., Prediction: "I think the passage will be about the pioneers." Conclusion: "The pioneers will have a rough winter because their crops were ruined.") Locates passages that can support an inference. 	<p>The student:</p> <ul style="list-style-type: none"> is unable to offer information beyond the literal, such as who, what, where, and when does not identify other passages or background knowledge to support an inference does not predict or draw conclusions (e.g., does not use information about pioneers to infer and draw conclusions about their life during the winter.) 	47,48,49,50,51,52,53,54,55,56,57,58
<p><u>Evaluative Comprehension</u></p> <p>Ability to sift through both literal and inferential information and evaluate the validity</p>	<p>The student:</p> <ul style="list-style-type: none"> judges or evaluates the accuracy, reliability, and consistency of a text spots weak arguments challenges the authority of the text 	<p>The student:</p> <ul style="list-style-type: none"> fails to notice inconsistencies within a passage does not distinguish between improbable facts and the truth does not distinguish between arguments and emotional appeal is unable to compare texts with one another and evaluate the arguments in each 	59,60,61