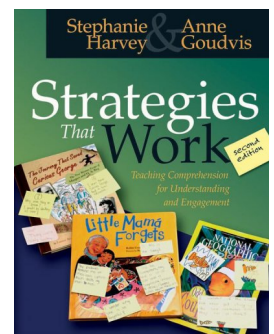Strategies that Work: *Teaching Comprehension for Understanding and Engagement*
Stephanie Harvey & Anne Goudvis, second edition, Stenhouse Publishers, 2007
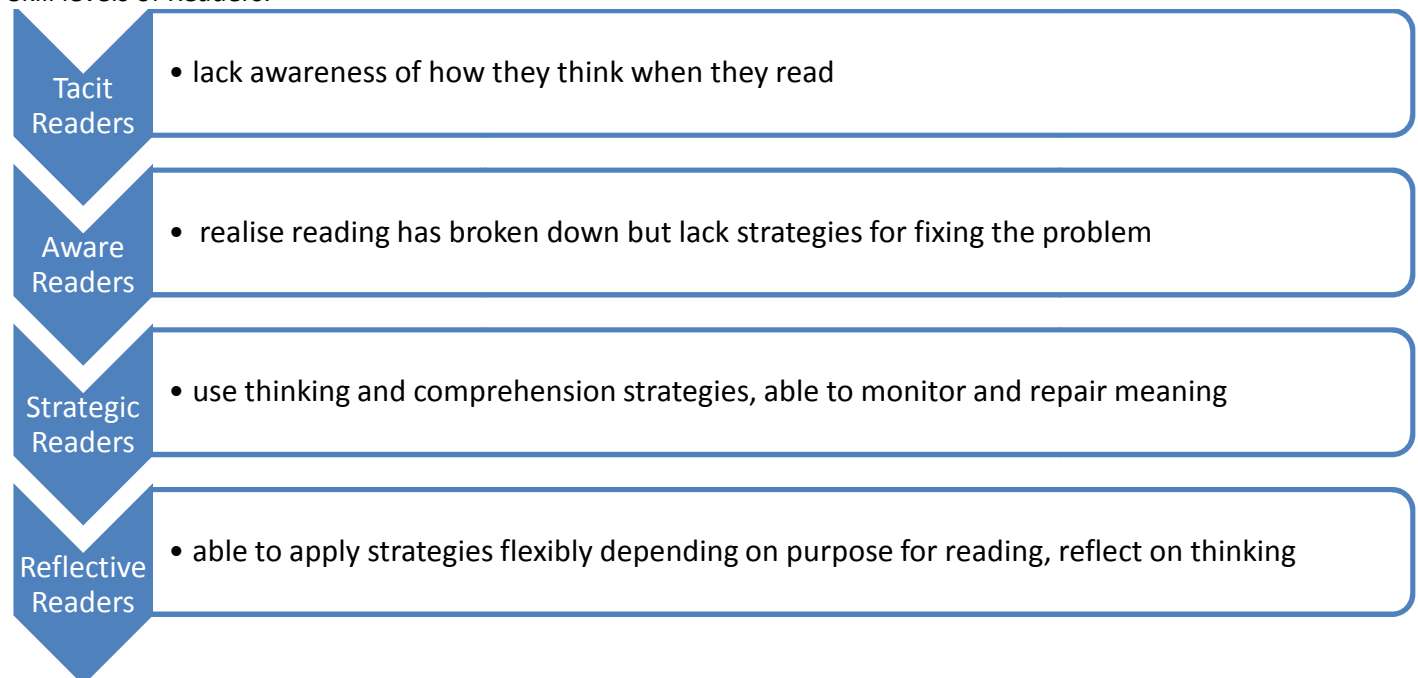
Principles:
- Active readers interact with the text – thinking needs to be made explicit and students need to develop an awareness of their thinking
- Reading involves both decoding and the making of meaning
- Questions in readers, books, reading cards and on worksheets tend to be the primary focus of comprehension instruction in classrooms – this approach is more about assessing comprehension than teaching students to better comprehend what they read
- Comprehensions strategies are a means to an end, not an end in themselves
- Both content and process are important
- Explicit instruction involves shoring students how vs. telling them what to do

Skills:
- Searching for connections between what is known and new information encountered in texts
- Asking questions
- Drawing inferences during and after reading
- Distinguishing important from less important ideas in texts
- Synthesising information within and across texts
- Monitoring understanding and repairing faulty comprehension

Skill levels of Readers:

Tacit Readers
- lack awareness of how they think when they read

Aware Readers
- realise reading has broken down but lack strategies for fixing the problem

Strategic Readers
- use thinking and comprehension strategies, able to monitor and repair meaning

Reflective Readers
- able to apply strategies flexibly depending on purpose for reading, reflect on thinking

Effective Instruction:
- Teach with the end in mind (purpose, outcomes – understandings, skills, attitudes)
- Plan instruction around the needs of individual students
- Model use of comprehension strategies over time (including oral, written and artistic responses)
- Remind students that the purpose for using a strategy is to make meaning
- Apply strategies across a range of genre
- Articulate how thinking helps readers better understand what they read
- Model strategies as a means to an end – the goal being to build a repertoire of thinking strategies
- Gradually release responsibility for using strategies with the students – teacher modelled - guided practice – collaborative practice - independent practice – application of strategy in authentic reading situations
- Ensure large amounts of time are built in for text reading and talking to each other about the text
- Use student data, work, talk to assess past instruction and guide future instruction

Tools:
- Think alouds
- Read alouds
- Interactive read-alouds
- Lifting text
- Guided discussion
- Anchor lessons and anchor charts
- Re-reading for deeper meaning
- Sharing our own literacy by modelling with adult literature
- Text coding
- Margin notes
- Sticky notes
- Think sheets
- Response journals, note books, wonder books, personal narratives
- Graphic organisers
- Short text selection – range of purpose, audience, genre, topic, writing quality, text structure & features
- Helping students chose text
- Read, View and React (Primary Sources)
- Book Club Discussions
- Concept Maps
- Story Maps
- Stop, Think and React (Video)
- Maps
- Time-Lines
- Exploring Current Events
- Picture Dictionaries
- Word Walls
- Mind Maps

Strategies:	Strategy Lessons
Making connections – text to self, text to text, text to world	• Following the Inner Conversation • Noticing when we Stray from the Inner Conversation • Knowing when you Know and when you Don't Know • Noticing and Exploring Thinking • Read, Write and Talk (STR = Stop, Think, React) • It Reminds Me of..(Code: R) • Text to Self connection (Code: T-S) • Distracting connections • Text to Text connections (Code: T-T) • Noticing and Thinking about new learning • Re-thinking Misconceptions • Building background knowledge • Text to World connections (T-W) • Literary Elements – (genre, format, form, author, text structure, signal words, writing style, literary features)
Questioning – before, during and after reading – questioning content, author, events, issues, ideas	• Share your Questions about your Reading (Code: ?) • The More we Learn, the More we Wonder • Some Questions are Answered, Others are Not (Code: A=answered, BK= background knowledge, I = inferred, D=discussion, RS=research, C or huh? = confused) • Gaining Information through Questioning (Questions/Facts) • Thick and Thin Questions • Reading to Answer a Question • Reading With a Question in Mind (Notes/Thinking) • Questioning that Leads to Inferential Thinking • Responding to Beyond the Line Questions in Literature • Using Question Webs to Expand Thinking

	• Researchable Questions • Lingering Questions • Authentic Questions or Assessment Questions
Making inferences – drawing conclusions or interpreting information not explicitly stated in the text	• Inferring the Meaning of Unfamiliar Words • Inferring from the Cover and Illustrations as Well as the Text • Inferring with Text Clues • Recognising Plot and Inferring Themes • Visualising and Inferring to Understand Information • Inferring and Questioning to Understand Historical Concepts
Visualising – creating meaning through mental images	• Visualising with Wordless Picture Books • Visualising from a Vivid Piece of Text • Visualising in Nonfiction Text: Making Comparisons • Visualising in Reading • Creating Mental Images that Go Beyond Visualising
Determining importance – (different to one main idea) – fiction (characters' actions, thoughts, feelings, motives, problems) Non-fiction (remember, learn, use, evaluate information)	• Overviewing • Highlighting and Jotting • Noticing Non-Fiction Features that Signal Importance • Building Background Knowledge of Non-Fiction Features • Becoming Familiar with the Characteristics of Non-Fiction Books • Determining What's Important When Writing Information • Making Students Aware of Primary Sources • Coding Important Information • Finding Important information (Rather than One Main Idea) • Important to Whom? • Sifting the Topic from the Details • Reading Opposite Perspectives to Form an Opinion • Using FQR Think Sheets to Understand Information
Summarising and synthesising information – extracting central ideas, see the bigger picture – conceptual understandings, integrating information	• Retelling to Summarise Information • Paraphrasing to Summarise Expository Text • Synthesising: How Reading Changes Thinking • Comparing and Contrasting • Summarising the Content and Adding Personal Response • Reading for the Gist • Writing a Short Summary • Writing as Synthesis: First Person Perspective • Synthesising to Access Content • Reading Like a Writer • Trying to Understand: Seeking Answers to Questions that Have None