

APPENDIX N Comprehension Cards

Make six copies of these cards and store them in a file box. Students can use the cards during guided reading and guided writing to (1) write short responses as they read, (2) discuss the text, and (3) write about the text.

Fix-Up Strategies

When you are confused . . .

- Reread or read on.
- Ask yourself a question.
- Use text features.
- Make a connection.
- Replace words you don't know with words that make sense.

STP

Stop—Stop reading; cover the text.

Think—What did I read?

Paraphrase—Put in your own words.

B-M-E

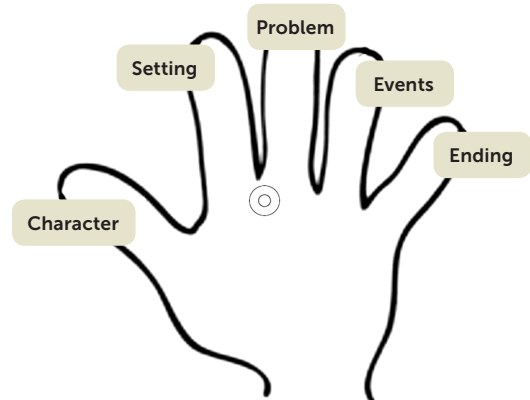
What happened at the beginning, middle, and end?

At the beginning _____.

In the middle _____.

At the end _____.

Five-Finger Retell



Key Word Summary

What were the most important words?

Use the key words to write a summary.

Who-What

Who is the most important character?

What did he or she do?

Vocabulary Strategies

1. Reread (or read on) and look for clues.
2. Use the picture to explain the word.
3. Use a known part.
4. Make a connection.
5. Substitute a word that makes sense.
6. Use the glossary.

Green Questions

I must go to the text and find the answer.

- | | |
|-------------|-------------|
| Who ... ? | When ... ? |
| What ... ? | How ... ? |
| Where ... ? | Which ... ? |

Red Questions

I must stop and think about the answer.

- Why ... ?
Why do you think ... ?
How ... ?
What if ... ?

V.I.P.

Fiction

Action—What is the most important thing the character did?

Feeling—What is the most important feeling the character had?

V.I.P.

Nonfiction

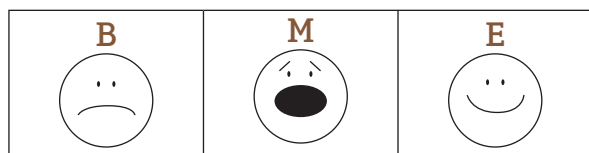
7. Flag an important fact or sentence.
8. Write a few key words.
9. Use the key words to write a main idea statement.

Main Idea/Details

1. Turn the heading into a question.
2. Bullet key words that answer the question.
3. Use the question and key words to identify the main idea of the passage.

Track the Character's Feelings

How did the character feel at the beginning, middle, and end?



The character felt _____ because _____.

Character—Trait—Evidence

What trait describes the character?

What is your evidence?

| Character | Trait | Evidence |
|-----------|-------|----------|
| | | |
| | | |

The character is _____. In the story she (or he) _____.

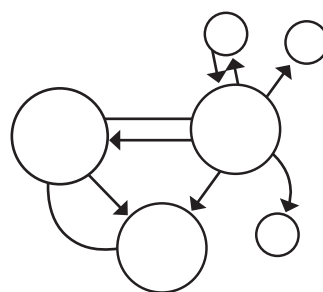
Who-What-Why

Who is the most important character?

What did he or she do?

Why did he or she do that?

Create a Sociogram



1. Identify characters.
2. Draw circles and lines.
3. Describe relationships.

Yellow Questions

I must slow down and look for the answer.

How are _____ and _____ similar?

How are _____ and _____ different?

What caused ... ?

What was the effect of ... ?

Cause-Effect

1. Find an important event.

2. Write a "what caused" or "why" question.

What caused _____?

Why _____?

3. Answer your question.

Make an Inference Fiction

1. Find an important or surprising dialogue or action.
2. Why did the character say or do that?
3. What is the character thinking?
4. What are you thinking?

*I'm thinking _____ because
the character _____.*

Make an Inference Nonfiction

1. Find an important sentence.
2. Ask a "why" question about the sentence.
3. Answer your "why" question.

Draw Conclusions

Use clues from the text and what you know to make an inference.

I read . . . I know . . . I conclude . . .

If . . . then . . .

SWBS

_____ wanted _____
(somebody)

but _____ so _____.

Then _____.

Thesis-Proof

| Thesis Statement | |
|------------------|--------|
| Support | Oppose |
| Summary | |

Reciprocal Teaching

Predict: What will you read next?

I predict I will learn . . . because . . .

Clarify: What confused you?

At first, I didn't understand . . . so I . . .

Question: What were you wondering?

I wonder . . . How . . . ? What would happen if . . . ?

Summarize: Summarize what you read.

This passage is about . . .

Evaluative Questions

1. Why did the author write this?
2. What are the facts and opinions?
3. Do you agree or disagree?
4. What is your evidence?

Problem-Solution

Record key words.

| Problem | Solution |
|---------|----------|
| | |

The problem was _____.

The problem was solved _____.

Shared Retelling

(with transitional words)

At the beginning _____.

Then _____.

Next _____.

After that _____.

Finally _____.

Write an Opinion— SOAR



S—State opinion

O—Offer reasons

A—Add examples

R—Restate opinion

Word-Solving Strategies

1. Reread (or read on) and think.
What would make sense?
2. Sound the first part.
3. Check the picture.
4. Cover the ending.
5. Break the word apart. (*pre-tend*)
6. Connect to parts you know. (*rain-raised*)

Compare & Contrast

| Same | Different |
|------------------|--------------------------------------|
| | |
| They both _____. | One is _____ but the other _____. |