



# Making Connections: Developing Comprehension Skills Across the Content Areas

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# 6 Comprehension Strategies

Making Connections



Asking Questions



Making Mental Images



Inferring



Synthesizing



Determining Importance



# Making Connections

## **Make a Connection**

**Good readers make connections as they read...**

### **Text-to- Text**

**Does this  
remind me of  
something  
else I've read?**

### **Text-to- World**

**Does this  
remind me of  
something in  
the real  
world?**

### **Text-to- Self**

**Does this  
remind me of  
something in  
my life?**

# Questions to Promote Strategic Thinking

What does that remind you of?

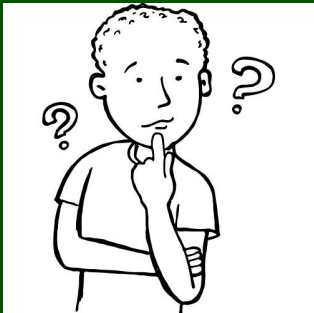
Does that make you think of another story? Why?

Does that remind you of something happening in the world right now?

Which of these connections help you to understand the story better?

How did thinking about what you already know help you figure out this word?

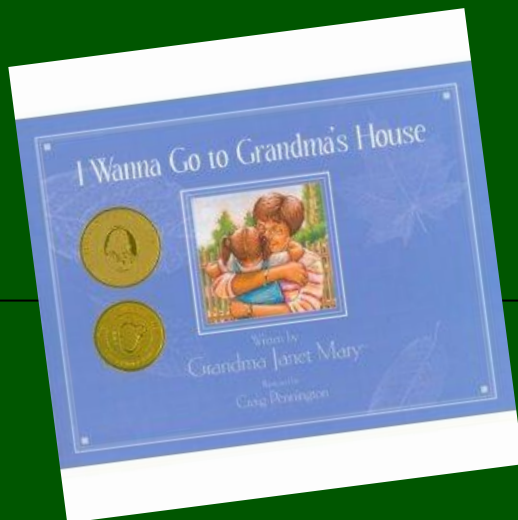
How does your background knowledge help you predict what will happen next?



*Adapted from: 7 Keys to Comprehension*

Some of my favorites for  
Text to Self Connections:

*Amazing Grace*  
*Up North at the Cottage*  
*Legend of Sleeping Bear Dunes*  
*Legend of Mackinaw Island*  
*Bernstein Bear Book Series*  
*Any book by Kevin Henkes*  
*Grandma Janet Mary Series*  
*Patricia Polacco books*  
*Hazel Ridge Farm Books*  
*The Relatives Came*  
*Fireflies*



Some of my favorites for  
Text to Text Connections:

*Oliver Button is a Sissy*  
*Amazing Grace*  
*Sleeping Ugly*  
*Any fairy tale variation*  
*Miss Nelson is Missing*  
*Miss Nelson is Back*

# Anchor Charts

## T-S Text to Self Connections

Good readers use their schema to make connections while reading.

Book Title: Ira Sleeps Over

- T-S This reminds me of sleeping at Grandma's - Julia
- T-S This reminds me of sleeping at Tess's house. I was excited! - Lucy
- T-S When I slept at my friend's Brianna's house I brought my teddy bear. - Jennifer
- T-S I slept with a bear, just like Ira - Adrian - Joyanna
- T-S This story reminds us of our sleepover at our cousins house. We had fun & played games. - Kaitlyn
- T-S This reminds me of when my mom told me to take my bear to a sleepover. - Hannah
- T-S This reminds me of when my older brothers are mean to me. - Gabriel
- T-S This reminds me of when my brother told me about stories. It was wicked. - Adam
- T-S This reminds us of when we had a pillow fight. It was fun! - Richard - Sydney

Our background helps us understand how Ira feels in the story!

## Text-to-Text Connections

\* When one book reminds us of another book.

### Now One Foot, Now the Other by Tomie DePaola

- \* Bobby is a boy
- \* Bob & Bobby are the main characters. Olivia
- \* They liked to build towers with blocks. Olivia
- \* The grandfather had a stroke but then got better. Regan
- \* Bob and Bobby were best friends and had lots of fun together. Deanna
- \* They liked to go to the park. Olivia
- \* Bobby wasn't allowed to go to the hospital. Regan & Trace

different

### The Two of Them by Alike

- \* The granddaughter & grandfather are the main characters. Trace
- \* The grandfather became sick and died. Regan
- \* She picked apples after he grandfather died because she knew that would make him happy. Duante
- \* Grandfather retired Austin
- \* He gave her a silver ring when she was born.
- \* He built her a crib and a bed and a table. Guana
- \* They floated down the creek. Austin

different

same

\* Both stories had grandfathers and both grandfathers loved their grandchildren. Delaney

\* Both grandfathers became sick and couldn't talk. Amelia

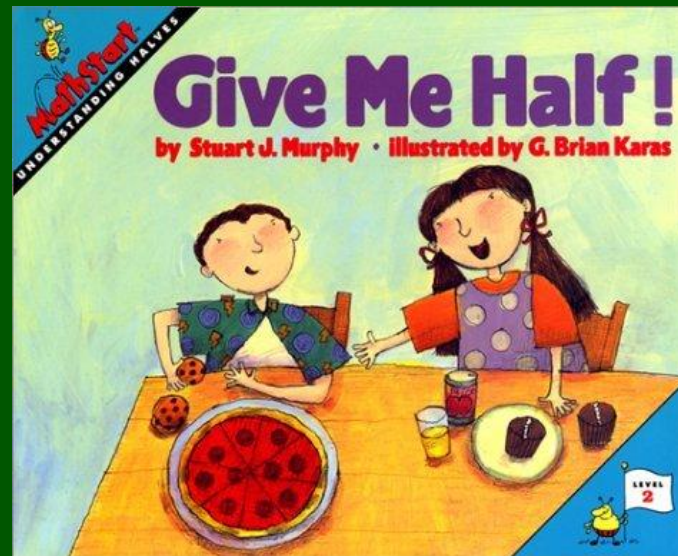
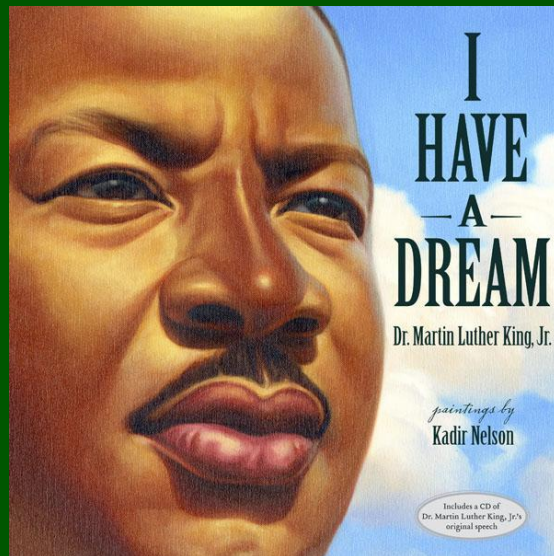
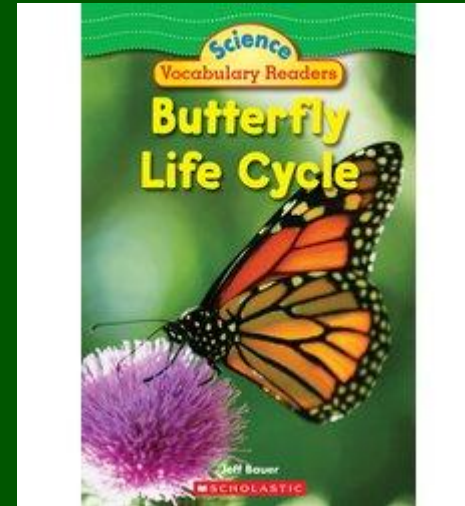
\* Both grandfathers had to learn to walk again. Regan

\* Both helped their grandchildren learn how to walk at the beginning. Trace

\* At the end the grandchildren helped the grandfathers learn things again. Delaney

# Using Your *Schema* Across the Content Areas...

What do you  
already know  
about this topic?



# Visualizing

# visualize

to create mental pictures while  
you read. These will change as you  
read.





# Questions to Promote Strategic Thinking

What do you see? Hear? Feel? Smell? Touch?

What did you see when you read those words?

What words in the text helped you make that picture?

Have your sensory images changed as you read this story?

How has your mental images changed as you read?



Some of my favorites texts for Visualizing:

*Bedhead*

Shel Silverstein Poetry

Hazel Ridge Farm books

*The Talking Eggs*

Michigan Legend books

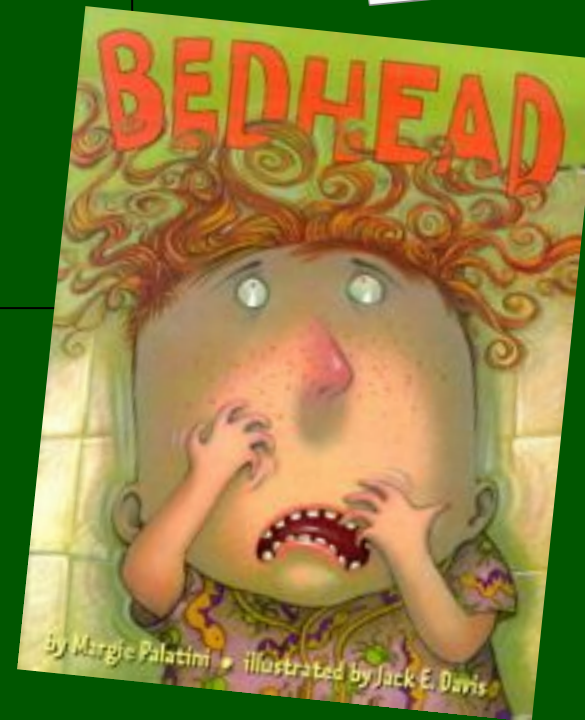
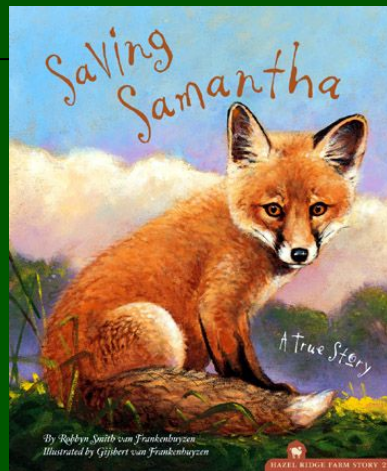
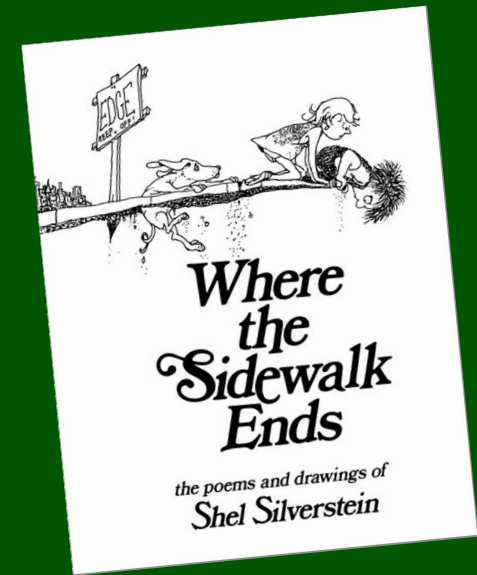
*Up North at the Cabin*

*There's a Cat in the Library*


*Bad Dog, Marley*

*Owl Moon*

Cynthia Rylant books



# Anchor Charts



**Visualizing:**  
Readers make mental images as they read. They often imagine more than what is explicitly stated in the text.

Quote from Text	Our mental images
"I will catch my mouse with sticky web nooses and watch them as he can slide around and play."	<ul style="list-style-type: none"> <li>- A salamander sliding across the floor</li> <li>- A salamander sliding down a hill</li> <li>- A salamander jumping from leaves</li> <li>- Leaves are everywhere, covering the floor</li> </ul>
"I will make him a salamander bed by using it."	<ul style="list-style-type: none"> <li>- A box cut in half full of leaves</li> <li>- The chair next to his bed</li> <li>- A blanket decorated like a path</li> </ul>
"I will bring tree stumps into my room so he can climb up the book and eat himself on them."	<ul style="list-style-type: none"> <li>- Tree stumps under the pile of paper furniture in the room</li> <li>- Books are scattered on the floor</li> <li>- Salamander is lying on the books</li> <li>- Books behind head, leaning on them</li> </ul>
"I will bring salamander friends to play with him."	<ul style="list-style-type: none"> <li>- There are lots of salamanders playing in the leaves. They are playing games and sliding on the leaves.</li> </ul>
"We can't stop the reading."	<ul style="list-style-type: none"> <li>- Listening to the audiobook being read by a voice I don't see - <i>the audiobook</i></li> <li>- Books falling out the room</li> <li>- Reading the book with the audiobook playing</li> <li>- Reading the book with the audiobook playing</li> </ul>

Visualizing  
**T**hinking  
**S**tems

Create Mental Images  
USE YOUR SENSES

👁️ I'm picturing...

I can imagine... 👁️

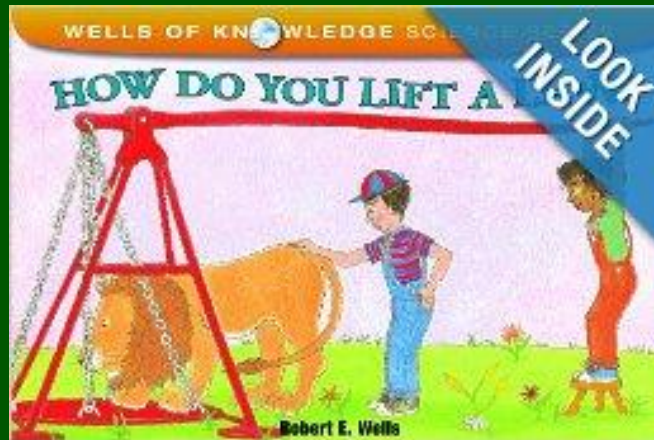
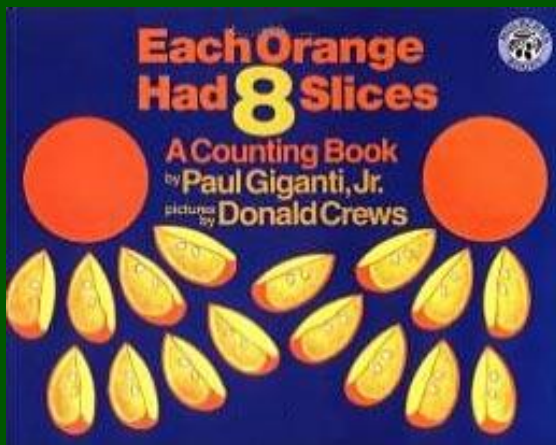
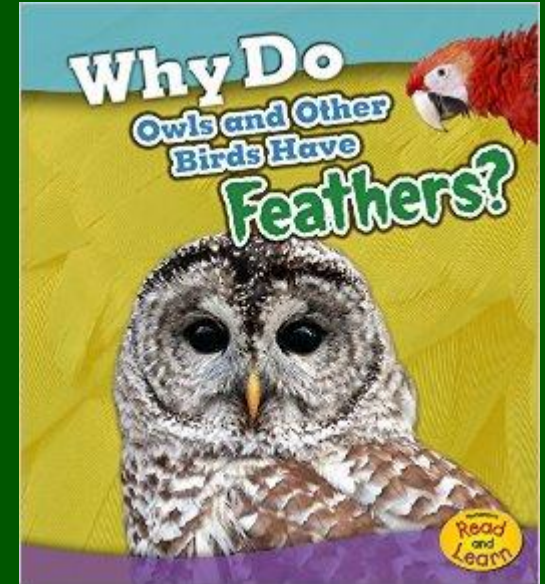
👁️ I can feel ...

My mental images include...

see ...  
 smell ...  
 taste ...  
 touch ...  
 hear ...

# Making Mental Images Across the Content Areas...

Visualizing will help  
in vocabulary  
development!



# Asking Questions

## Questioning to Understand

How could  
that be?



Asking questions and looking for answers -  
before I read  
as I read  
after I read.

*I wonder... I was confused when...  
How could that be? Why do you think?  
Who... What... Where... When...*

# Questions to Promote Strategic Thinking

I wonder why....

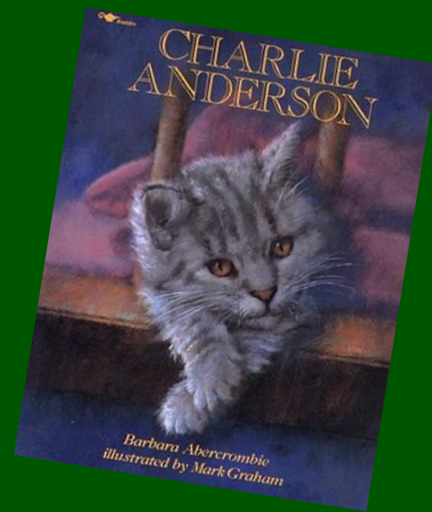
What do you wonder about before you start reading?

When you read that line, you paused to think. What were you wondering about?

What questions do you have now that you've reread this story?

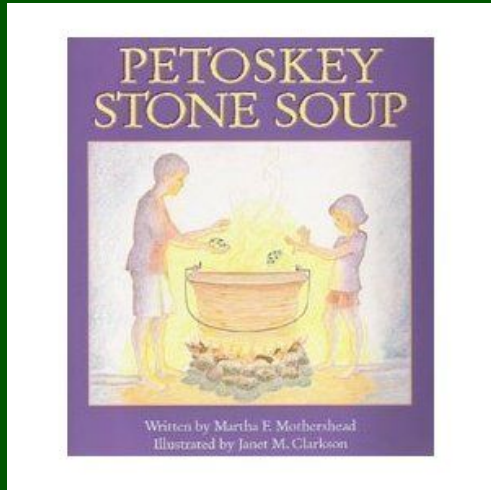
What do you think that word means?





Some of my favorites texts for Asking Questions:

- Charlie Anderson*
- Fly Away Home*
- The Talking Eggs*
- Jubal's Wish*
- Bambi's First Day*
- Jam & Jelly by Holly & Nellie*
- Petoskey Stone Soup*
- The Stranger*
- The Polar Express*
- Stranger in the Woods*
- First Snow in the Woods*



# Anchor Charts

## Let's Generate Questions!

Reasons to ask questions

- if you are curious about something
- if you want to predict what will happen
- if you want to make something more clear

The anchor chart features a large, stylized question mark on the left side. The title 'Let's Generate Questions!' is written in black and orange. Below the title, the phrase 'Reasons to ask questions' is written in purple. Three main reasons are listed in purple: 'if you are curious about something', 'if you want to predict what will happen', and 'if you want to make something more clear'. The chart is decorated with numerous yellow sticky notes, some of which contain additional questions or notes related to the main reasons.

## Asking Questions Before, During, & After Reading Text

B- before  
D- during  
A- after

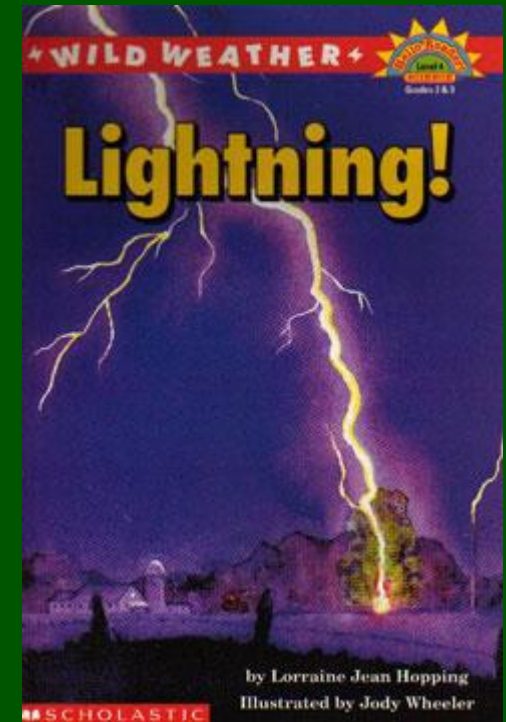
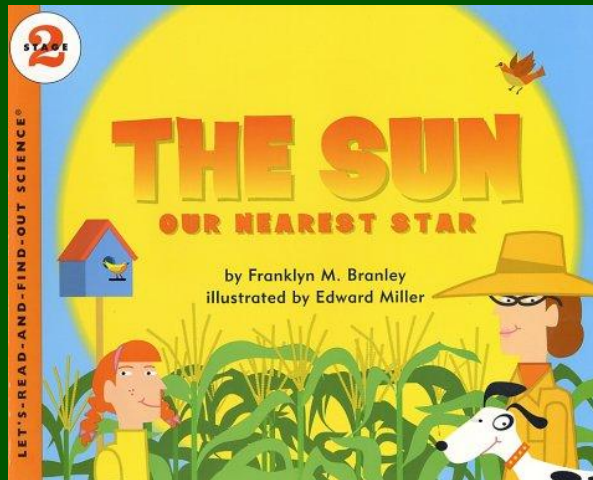
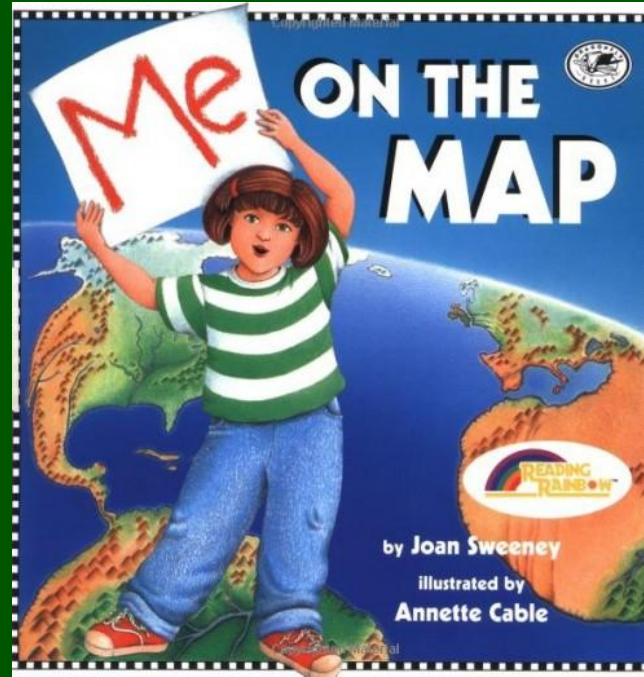
- B Why is the rat sailing?
- B Who is the rat?
- B Why is he in the boat?
- B Where is he going?
- D Why does he live there?
- D Why is he at the beach?
- D Who is he building a boat?
- D What does 'navigation' mean?
- D Why did he wait for high tide?
- D What does 'set sail' mean?
- D Why was he swimming?
- D What if the whale ate him?
- D Why is the whale searching?
- A Will they see each other again?
- A Where did he find the elephants?

The anchor chart is titled 'Asking Questions Before, During, & After Reading Text' in black. Below the title, there are three question marks with dots underneath them. A legend on the right side defines the categories: 'B- before', 'D- during', and 'A- after'. A list of 14 questions follows, each preceded by a letter indicating its timing. The questions are: 'Why is the rat sailing?', 'Who is the rat?', 'Why is he in the boat?', 'Where is he going?', 'Why does he live there?', 'Why is he at the beach?', 'Who is he building a boat?', 'What does 'navigation' mean?', 'Why did he wait for high tide?', 'What does 'set sail' mean?', 'Why was he swimming?', 'What if the whale ate him?', 'Why is the whale searching?', 'Will they see each other again?', and 'Where did he find the elephants?'.

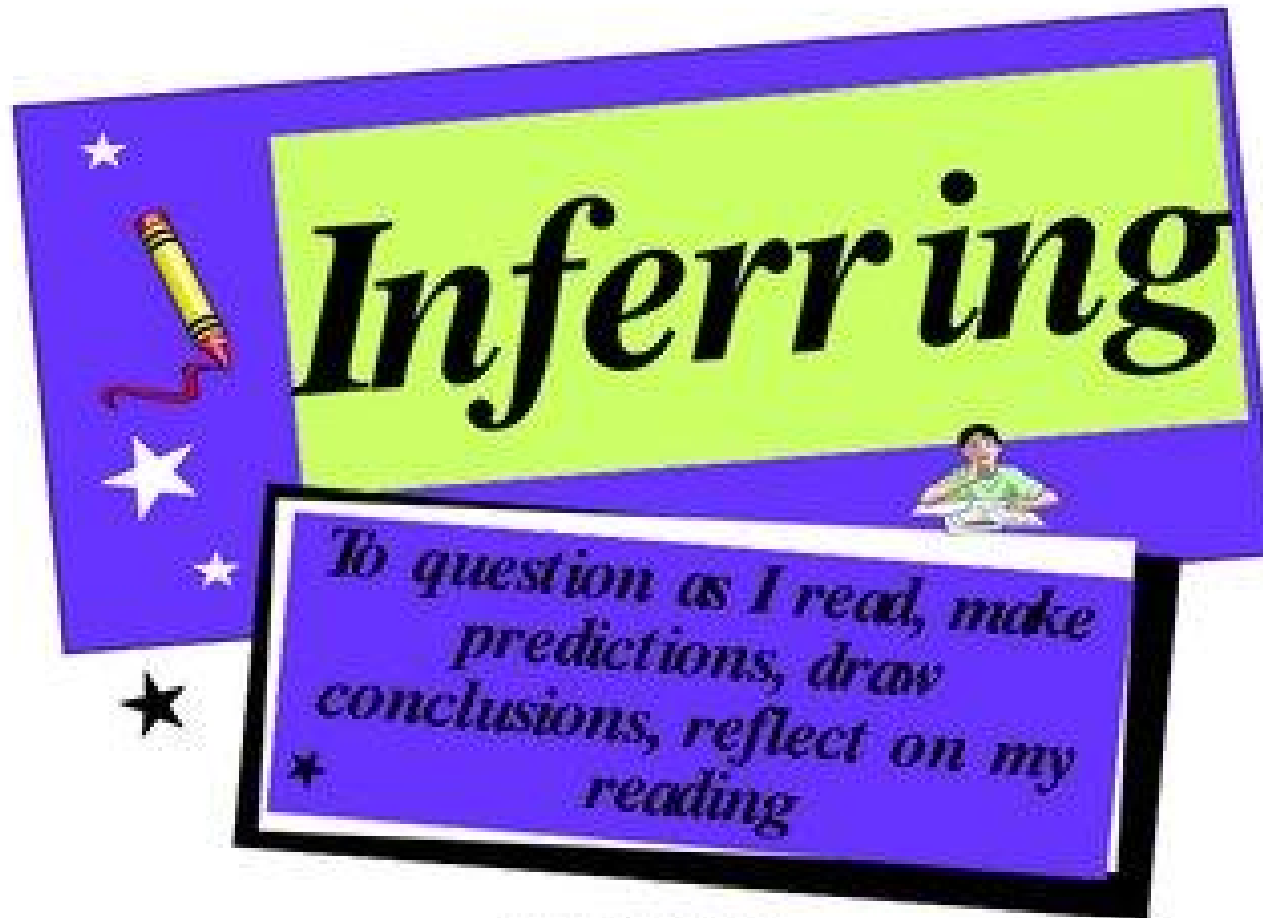


# Asking Questions Across the Content Areas...

Asking questions promotes inquiry!



# Inferring



# Questions to Promote Strategic Thinking

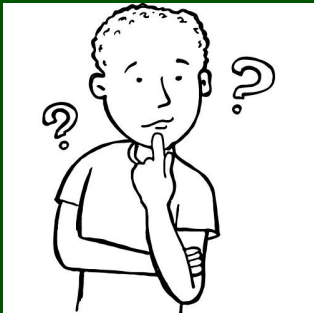
That's a tricky word. What word would make sense here?

What message do you think the author might want you to understand?

What conclusions can you draw?

What do you think is going to happen next?

What do you think the author is telling you right here?



Some of my favorites texts for  
Inferring:

*Bad Dog Carl* or other wordless  
picture books

Chris Van Allsburg books

*The Talking Eggs*

*Bad Case of Stripes*

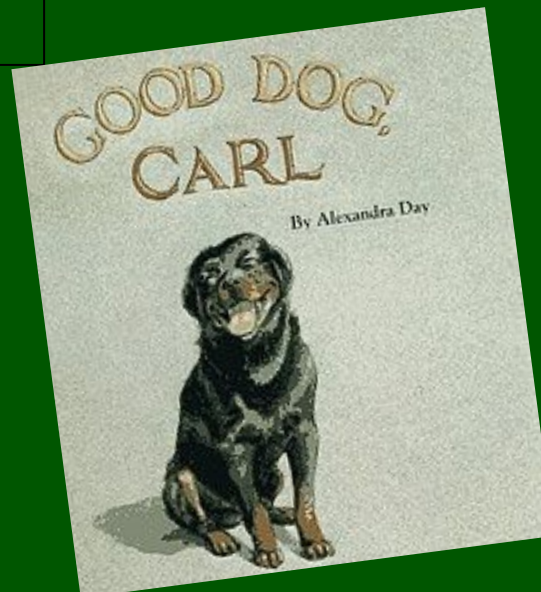
Eve Bunting books

*Grandfather Twilight*

*Shortcut*

*No, David*

*I'll Love You Forever*



# Anchor Charts

When we read words we don't understand, we can **infer** what they mean by using our **schema** and **clues from the text**.

Word:	What we infer it means:	What helped us:
beware	be careful	words, schema
prowling	a mean way to walk	words, picture
croquet	a game with a ball	schema, picture
sledgehammer	a kind <sup>of</sup> hammer	picture, word
concrete	cement	Tony's schema, picture
slurry	messy	word
battledore + shuttlecock	game like ping pong	picture, Yakelin's schema

## Inferring

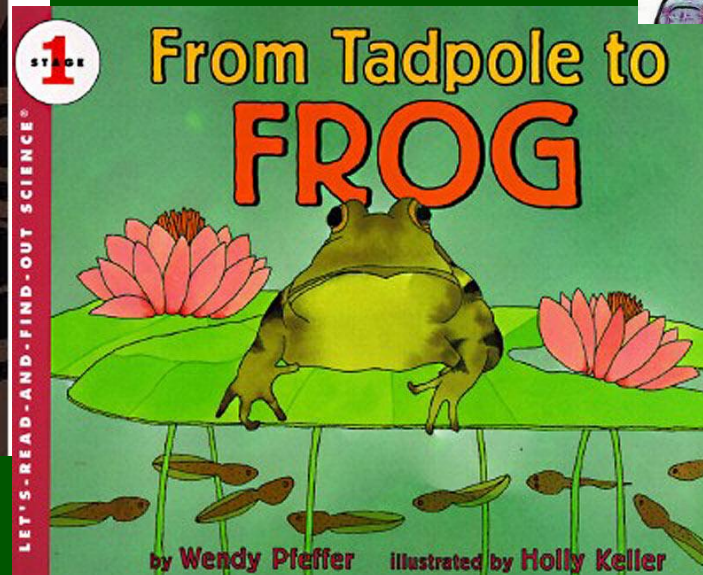
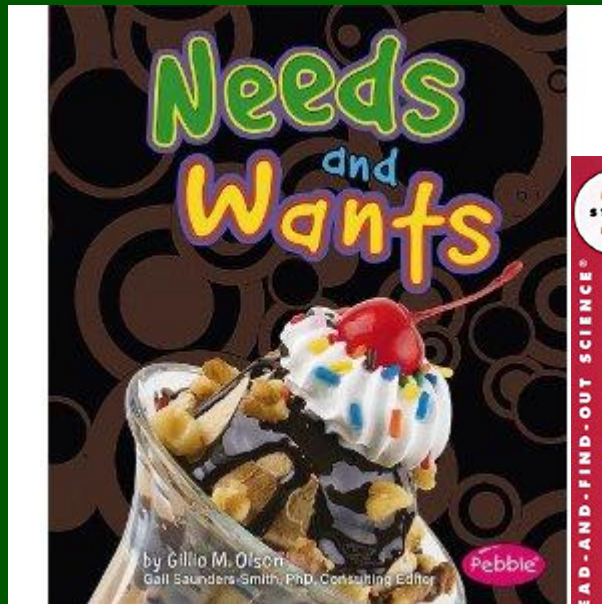
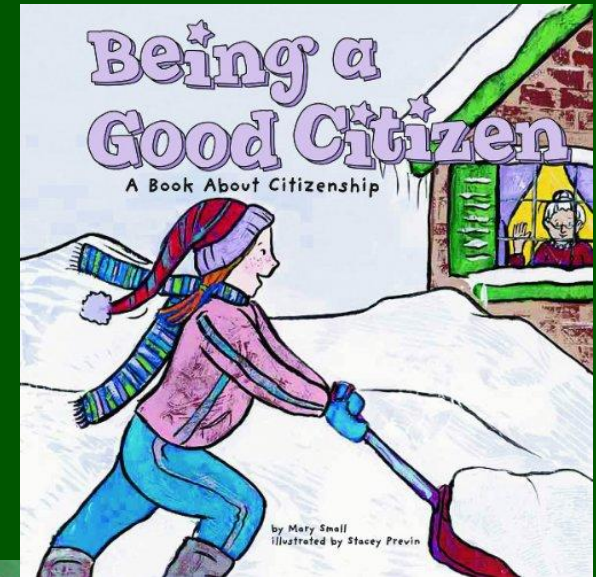
schema + evidence + inference

Thinking stems

- o My guess is...
- o Maybe...
- o Perhaps...
- o It could be that...
- o This could mean...
- o I predict...
- o I infer...

# Inferring Across the Content Areas...

Drawing conclusions adds to understanding!



# Synthesizing

# Synthesizing



My thinking grows and changes as I read.

# Questions to Promote Strategic Thinking

What was your purpose for reading this story?

You marked two places where you learned something new. How does that help you to understand the story?

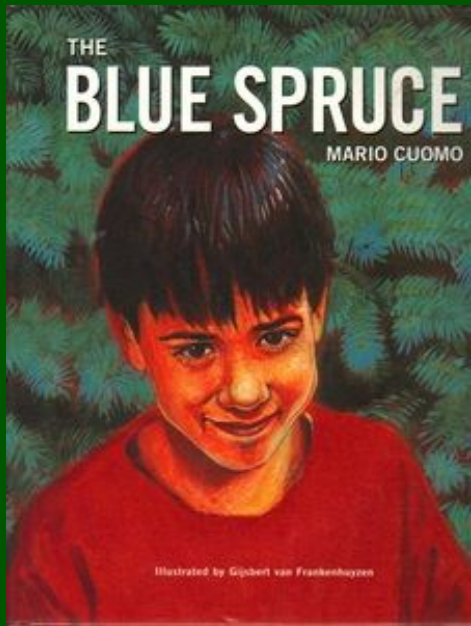
Can you summarize what you've read so far? What does it all mean to you?

Has your thinking changed after reading this passage? How?

What do you think is most important?







Some of my favorites texts for  
Synthesizing:

*The Wednesday Surprise*

*The Rag Coat*

*Fly Away Home*

*Charlie Anderson*

*The Rag Coat*

*The Table Where Rich People Sat*

*The House on Maple Street*

*A Chair for My Mother*

*A Bad Case of Stripes*

*Someday a Tree*

*The Blue Spruce*




# Anchor Charts

## Synthesizing Smoky Night

- I'm thinking this book is about a boy and a mom watching a riot in the streets.
- ◎ Now I'm thinking it's more about Mama and Mrs. Kim being angry with each other.
- ◎◎ I'm changing my synthesis again! Now I think it's about all the sadness and damage that can happen when people get out of control.







As I synthesize,  
my thinking grows  
and changes.



Mentor Text  Strategy:



\* SYNTHESIZING \*


When your thinking changes as you read!

 I'm thinking... 

 Now I'm thinking... 

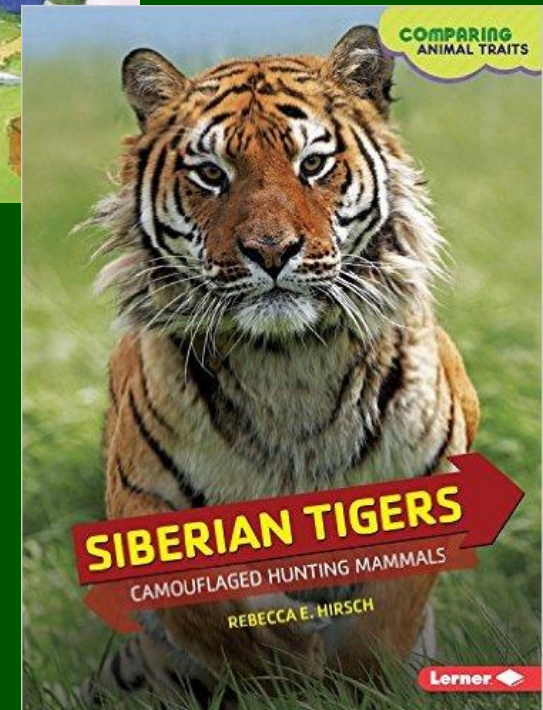
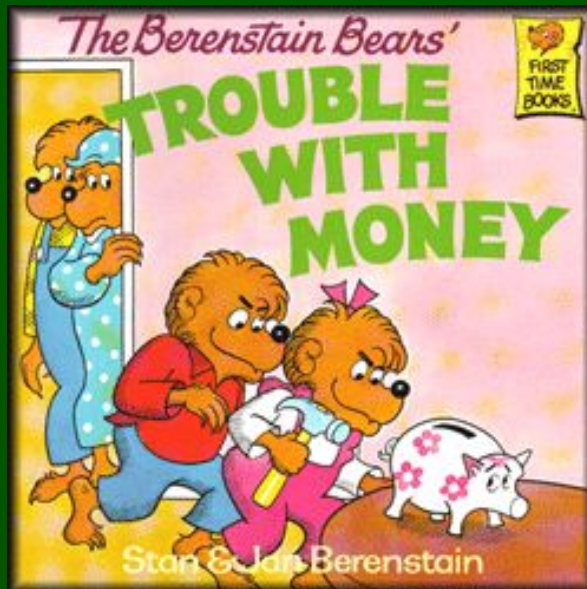
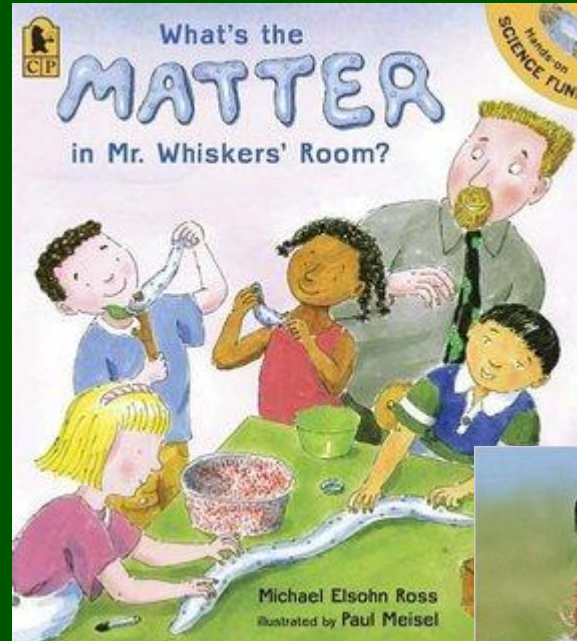
 I'm beginning to think... 

 My new thinking is... 



# Synthesizing Across the Content Areas...

Developing the main idea of the book will also help to develop the main idea of the skill area!



## Determining Importance

### **Determining Important Ideas**



**I know what the main ideas are  
and what the author  
considers important**



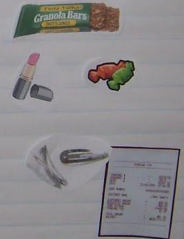
*The most important ideas are...*  
*So far, I have learned that...*  
*Based on my knowledge of...*


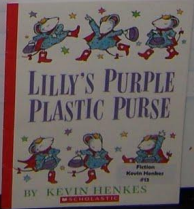
# DETERMINING IMPORTANCE

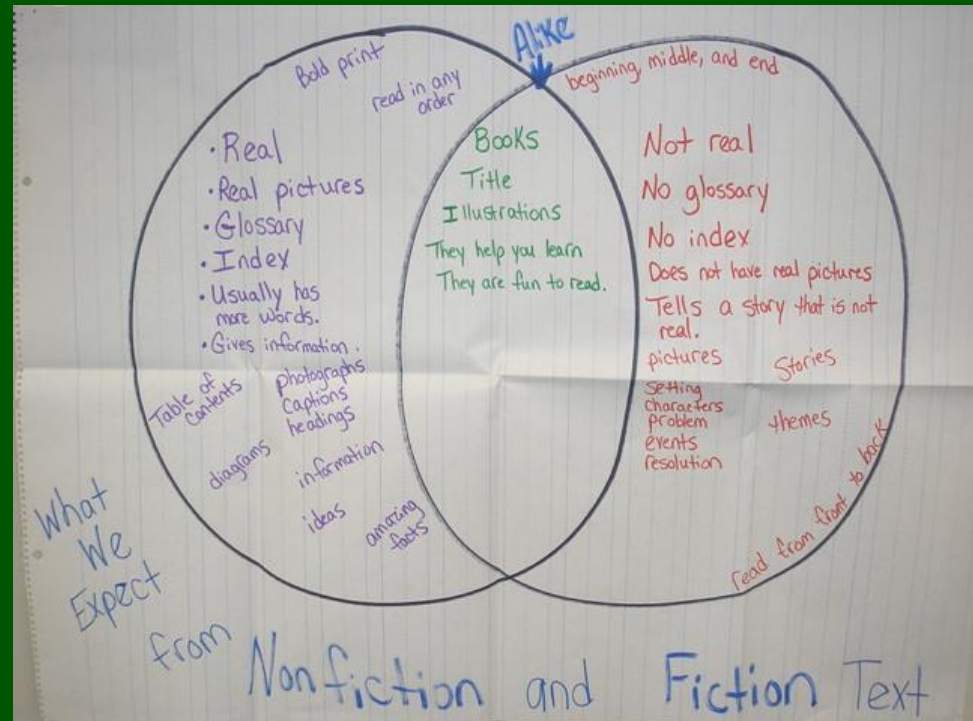
**Nonfiction**

# Anchor Charts

## Determining Importance

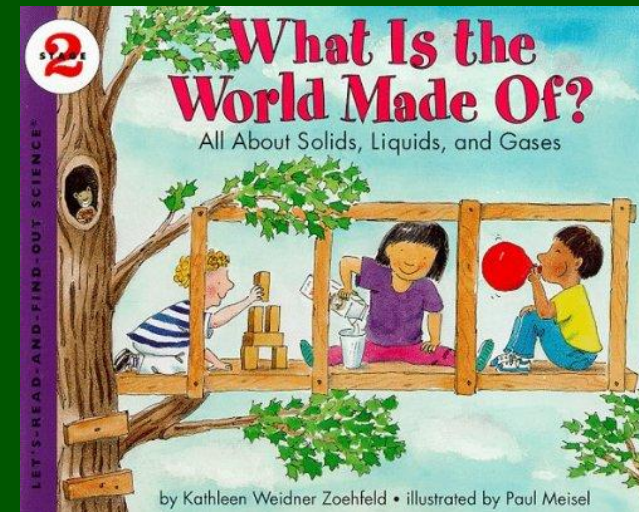
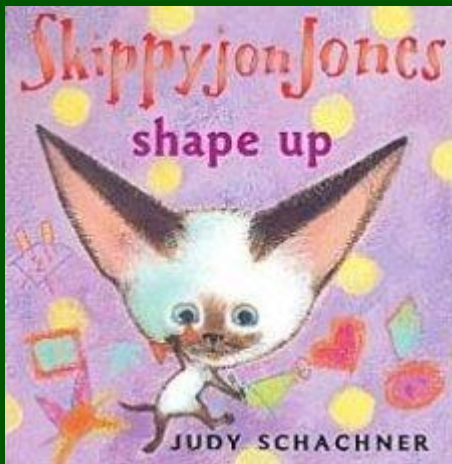
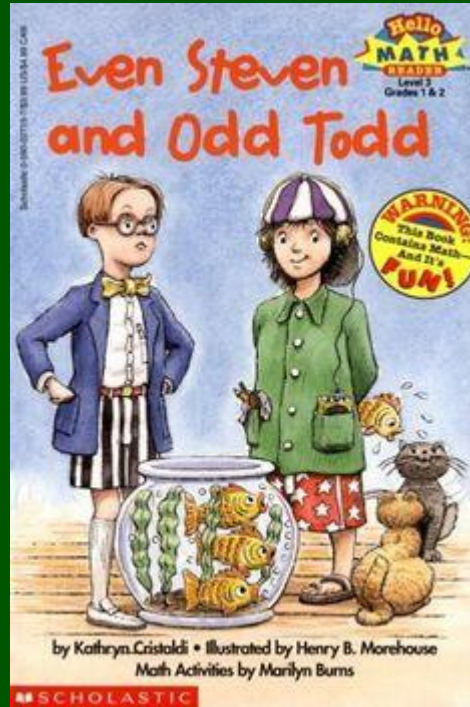
Things Ms.M <u>MUST</u> keep in her purse.	Things Ms.M <u>MIGHT</u> keep in her purse.	Things Ms.M <u>DOES NOT</u> <u>NEED</u> in her purse.
		



# Determining Important Across the Content Areas...

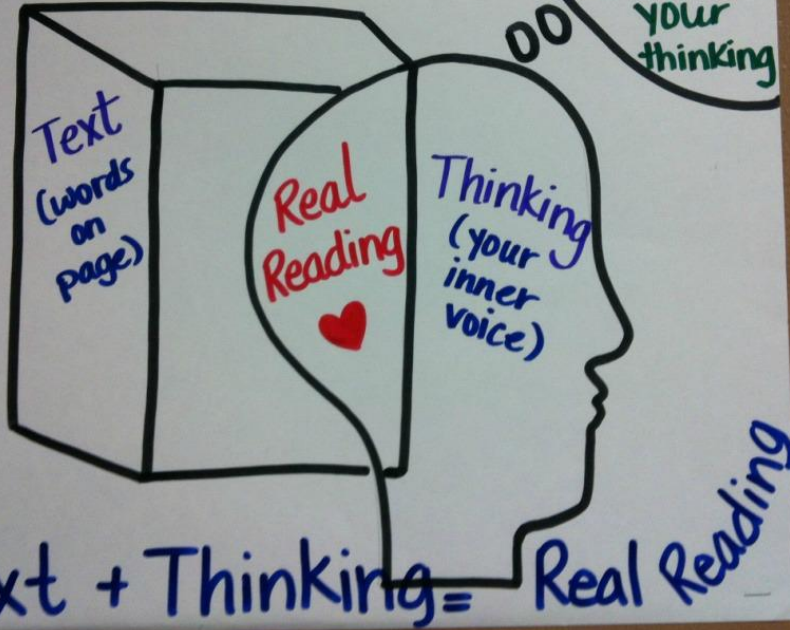
What are the facts? What do you want to remember about this topic?



# Metacognition

www.theteachingthief.blogspot.com

## Metacognition



• **M**etacognition •  
Thinking  
Stems

Thinking about your thinking!

I'm thinking...

I'm noticing...

I'm wondering...

I'm seeing...

I'm feeling...



# STICKY NOTES

can be used during

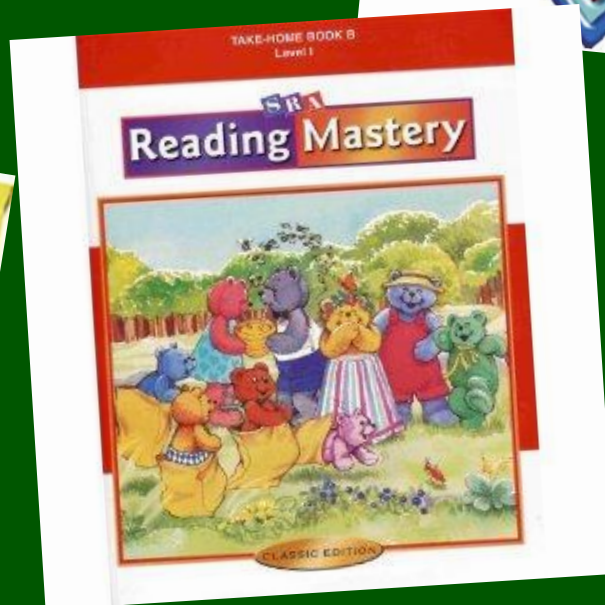
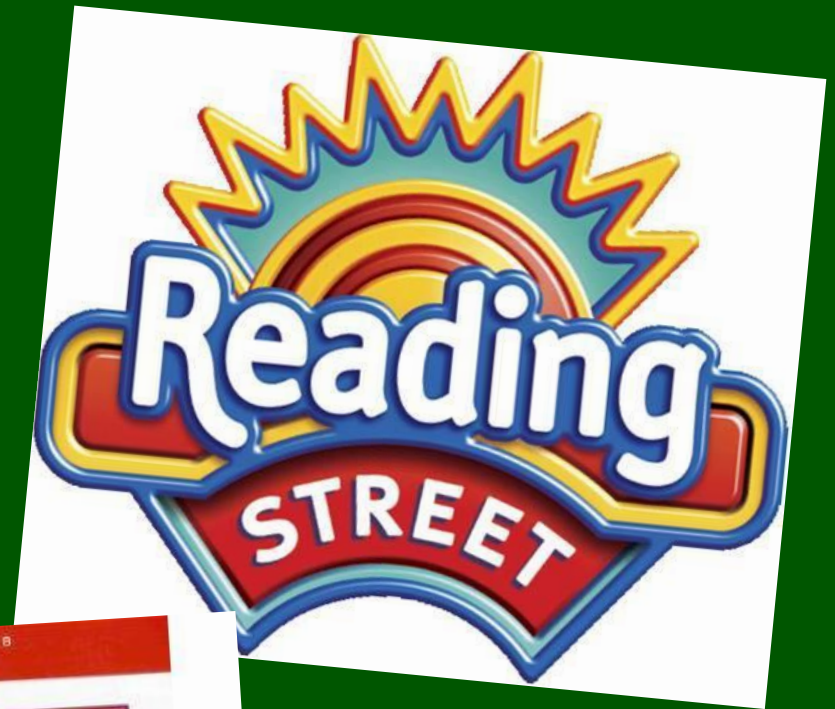
**Reading to Mark:**

- **an Interesting part**
- **a Prediction**
- **something to Infer to understand the text**
- **your Connections to the text**
- **Words you need help with**
- **a new Fact you learned**
- **a part you don't Understand**
- **Thoughts you have about the text**
- **Words or Phrases you want to use in your writing**
- **your Favorite part**
- **a Question you may have**

Be sure to write the page numbers on the notes. Place the stickies into your Reader's Notebook on a page with the title of the book and the date you finished it.



# Using a Core Reading Program



# Building Resources



## Online Resources

[www.busyteacherscafe.com](http://www.busyteacherscafe.com)

<http://reading.ecb.org> (for kids!)

[www.pinterest.com](http://www.pinterest.com)

[readworks.org](http://readworks.org)

<http://www.heinemann.com/comprehensiontoolkit/>



# Professional Reading

*Strategies that Work* – Harvey and Goudvis

*The CAFÉ Book* – by Boushey and Moser

*7 Keys to Comprehension* – by Zimmerman and Hutchins

*Solutions for Reading Comprehension* – Hoyt

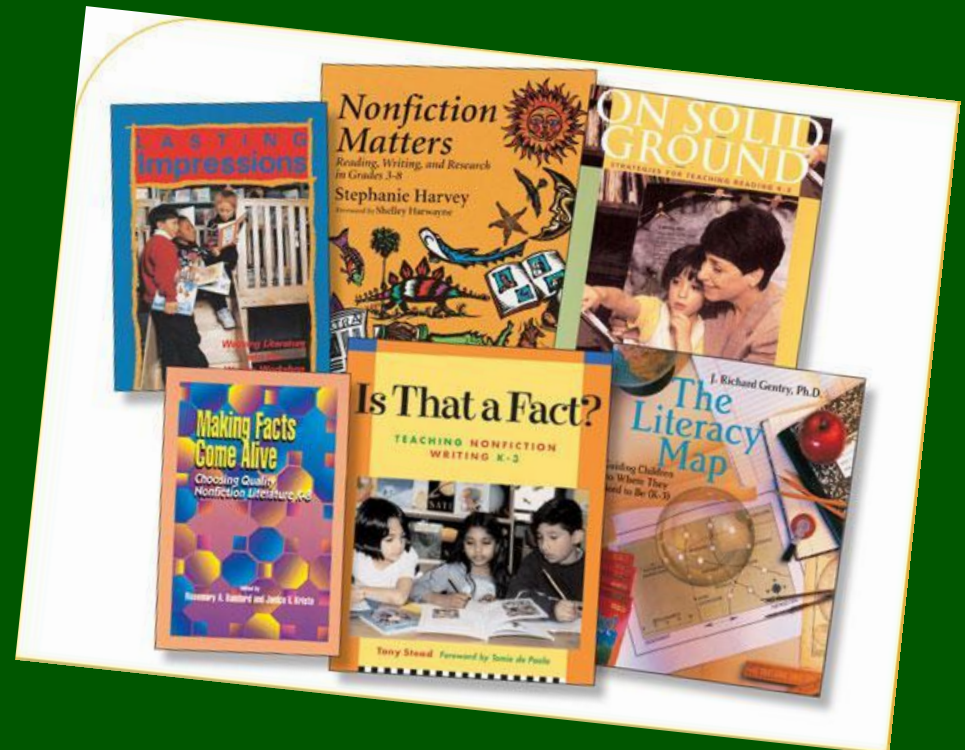
*Mosaic of Thought* – Zimmermann and Keene

*Reading with Meaning* – Miller

*Comprehension Connections* - McGregor

*The CAFÉ Book*

*Growing Readers*



SCECH Session Code: