Comprehension

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
• relates information from a wide range of books	• Tell me about the book you are reading… • Can you tell me more about…? • Which was the part you found the most interesting? • Good, you told me some interesting events from that story (reinforcement)	
• uses a variety of ideas from texts for oral contributions and for written work	• Where did you discover those ideas? • Which book helped you to find out the most about…? • Can you talk to your group about what you found out about … from that book? • Are there some ideas in this book that you can use for your report?	
• uses a wide variety of pictures, labels, charts, maps, and diagrams to support textual meaning	• Can you read the labels to find out more about…? • Did that diagram give you some new information about…? • How did the chart help you to understand…?	
• provides thorough and organized retellings of stories and information from texts	• Can you tell me more…? • What happened next? • How did it finish? • Did the book give more details about…? • You told me all the main points about… (reinforcement)	
• reflects on content, and provides opinions that are supported with evidence from the text or other sources	• What do you think it means? • What's your opinion? What should they do? • Have you experienced (heard about/ read about/seen) something like this? • Why do you think that? What does it say about … in the book? • That's an interesting opinion (reinforcement). How did the book help you to make that opinion?	

Comprehension (continued)

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
• asks well-thought out questions that seek clarification or expand thinking	• What question(s) are you asking yourself when you read this? • Does this remind you of something? • Do you need to know more than the author told you? • That's an interesting question (reinforcement). Can you get information from anywhere else?	
• provides evidence that key ideas and some supporting ideas have been understood in dramatic, artistic, and written literature responses; extends ideas with links to other texts or experiences	• When you acted out the story, how did you show the problem being solved? • Does your picture show the most important information about…? • I like the way that you gave us some details about… in your talk. That helped us to understand… (reinforcement)	
• uses a variety of comprehension strategies for grade-level Read Aloud and Shared Reading texts (e.g., analyzing, predicting, making connections, evaluating)	See the Comprehension Strategies Anecdotal Record for specific strategies and prompts.	
• uses a variety of comprehension strategies for Guided and Independent Reading when reading "just right" books • anticipated range is N–P levels of text	See the Comprehension Strategies Anecdotal Record for specific strategies and prompts.	
• quickly identifies text as fact or fiction	• Is this fiction? How do you know? • Is it true/nonfiction? Did it really happen?	
• identifies a wide range of text forms (e.g., stories, letters, jokes, tongue twisters, word puzzles, scripts, different types of reports, poems, chapter books, and emails)	• Is this a letter (poem, report, story, joke, play script)? Why do you think that? • Yes, it is a script (reinforcement). What made you decide that? • What would you need to do to change this story into a play script?	

 Literacy Place for the Early Years – Grade Three