

Reading Comprehension Strategies

The Survey Q3R – Reading for Comprehension

A well-known comprehension strategy is Survey Q3R. This technique can significantly help students to understand content material that they have read. The steps are:

Survey or Preview: The students survey an entire chapter or literary work to gain an overall impression of the content. Teach students to read the introduction and summary of the reading, plus the first sentence in each paragraph.

Question: The students should pose questions that they want to read and answer during this step. You may wish to have students turn each subheading into a question.

Read: The students need to read the entire section or chapter and try to answer the questions that they have posed. This step helps students to become actively involved in the reading process.

Recite: this step applies only to one section at a time. After students have read a section at a time in a purposeful manner, have them recite the important information from that section in either an oral or written form.

Review: This step applies after the students have completed the chapter or reading assignment. They try to review the important concepts, generalizations, and facts they gained from the chapter.

The GIST Procedure (Generating Interactions Between Schemata and Text)

The GIST Procedure is a strategy that can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for reading from group sentence-to-sentence production to individual or partner entire paragraph gist production. It incorporates both reading and writing, important for the adult student.

You can either use a paragraph or short passage version.

Paragraph Version

1. Choose the appropriate paragraphs. Choose several paragraphs containing three to five sentences each of which has a gist or main idea.
2. Students read the first sentence. Have the students read the first sentence of the paragraph so that they can retell it in their own words. The sentence can be written on the board with blank lines underneath it. The students then write their summaries on the blank lines.
3. Students generate their summaries. The students retell in a statement of 15 or fewer words what they read in the sentences.
4. Reading the first two sentences. The students read the first and second sentences and retell them in the same number of words used for the first sentence alone.
5. Generate a summary of sentences one and two. The students then generate a single sentence of no more than 15 words that summarizes both sentences one and two.

6. Continue with the procedure for the rest of the paragraph. The procedure is continued until the students have produced a single statement of 15 words or fewer that best summarizes the paragraph.
7. Move beyond a sentence-by-sentence approach to a paragraph approach. Students should be encouraged to produce their own gist statements on an individual basis across a variety of different types of paragraphs. Move to paragraphs and then short passages. A 20 word rule should be in effect for a full paragraph.

Sentence Version

Take a look at the following worksheet for an outline of how to conduct the “sentence version” of the GIST strategy. You may wish to first teach students this method before going to the entire paragraph GIST strategy.

Getting the GIST

Read the first two sentences of the following paragraph. Write a summary of the two sentences using no more than 15 words. Read the second two sentences of the paragraph. Write a summary of the two sentences using no more than 15 words.

Proper nutrition is essential for healthy living. The media is filled with information and misinformation about proper nutrition and how to maintain a healthy weight. The U.S. Food Guide Pyramid serves as a guide for what people can eat each day and maintain a healthy lifestyle. The Pyramid includes a variety of foods that enable people to get the nutrients needed to keep their bodies healthy and help them maintain a healthy weight.

Step 1 (First two sentences)

Step 2 (Second two sentences)

The GIST of this paragraph is

Read the first two sentences of the next paragraph. Write a summary of the two sentences using no more than 15 words. Read the second two sentences of the paragraph. Write a summary of the two sentences using no more than 15 words.

The Food Guide Pyramid includes information on the types of foods that people should consume on a daily basis as well as how much of each food type. The Pyramid includes the “servings” that a person should consume of each food type – however it does not include examples of what a “serving” is. This information is provided separately from the USDA and is important information for students to have when developing healthy eating habits. The Pyramid should be considered only as a guide for identifying the foods people consume. Life experiences, food intolerances, allergies, and even family background and culture impact what people choose to eat. The Pyramid is merely a starting point to determine eating patterns that ensure each person gets the nutrients he/she needs to be healthy.

Step 1 (First set of two sentences)

Step 2 (Second set of two sentences)

Step 3 (Third set of two sentences)

The GIST of this paragraph is

Get the GIST of the entire passage (both paragraphs) by summarizing your GIST sentence from paragraph one and from paragraph two into one sentence of not more than 15 words.

The GIST of this passage is

Learning Log

Complete this learning log as you read an assignment. The ***prediction*** column of the learning log should be completed ***before*** you begin reading the assignment, while the **rest of it** should be completed ***after*** you have finished reading it.

PREDICTION What may happen in this assignment?	CONCEPTS What have I learned from reading this assignment?	QUESTIONS What don't I understand about this assignment?	PERSONAL OPINIONS What do I think about this assignment?
Date			

“About Point” Activity Sheet

Read the material from your textbook that your teacher has assigned. Then decide what the passage is **About** and what details or **Points** support your answer. Then complete the “About Point” Activity Sheet. You can work with a partner if you want.

This reading is ABOUT _____

and the POINTS are _____
