



Comprehension In Kindergarten

“Reading is the construction of meaning. Comprehension is not a product of reading it is the process.”

Guide to Effective Instruction In Reading Instruction, K-3

**ORAL LANGUAGE UNDERPINS
ALL
READING STRATEGIES AND
ACTIVITIES**

Comprehension In Kindergarten

Proficient Reader Research

Good readers:

- ✓ Make Connections
- ✓ Visualize
- ✓ Question
- ✓ Infer
- ✓ Synthesize
- ✓ Identify important ideas



It is never too early to start comprehension instruction!

Reading is a meaning making process!

•Effective reading comprehension instruction starts before children read conventionally.

Children in junior and senior kindergarten are able to comprehend text long before they are able to decode text. Comprehension instruction gives students the opportunity to understand that reading is a meaning making process. Kindergarten programs can help students develop their comprehension skills through play-based experiences that promote oral language skills such as discussions, retellings, and an abundance of engaging fiction and non fiction read-alouds. Early childhood environments can be made literacy-rich through thoughtful inclusion of appropriate materials and practices.

•Effective comprehension instruction requires purposeful and explicit teaching.

Effective teachers scaffold instruction in comprehension strategies including; making connections, questioning, visualizing, predicting and inferring. The Gradual Release of Responsibility Instructional Framework is most effective in helping students learn new skills or knowledge. This framework includes explicit explanation and modeling of a strategy, discussion of why and when it is useful, and coaching in how to apply the strategy.

•Effective reading comprehension instruction actively engages children in text and motivates them to use strategies and skills.

Effective teachers engage students by actively involving them in the reading process. Teachers create an environment that fosters risk taking and inquiry. In this atmosphere children are motivated to learn and apply skills and strategies during reading.

Instructional Strategies

- *Mini Lessons* are less than ten minutes long (not including book reading time) and have a specific strategy focus.
- *Modeling* thinking using read aloud shows students how a reader makes sense of text.
- *Anchor Charts* are large pieces of paper that chart the teachers and classes thinking.
- *Strategy Posters* are an instructional tool that serves as a visual reminder of what specific strategy is the focus.
- *Practice and conferring* allows the teacher to observe if students are using the comprehension strategy.



Read Aloud

The most powerful, engaging and developmentally appropriate teaching strategy available to kindergarten teachers!



Although the value of comprehension instruction is accepted in the teaching community, there is still a sense that students must have a core knowledge of letters and sounds before strategy instruction can begin. Kindergartners and preschoolers are different from children who know how to decode texts. But these differences present exciting possibilities for adapting comprehension instruction not only to help build reading skills in young learners, but to help build a classroom community.

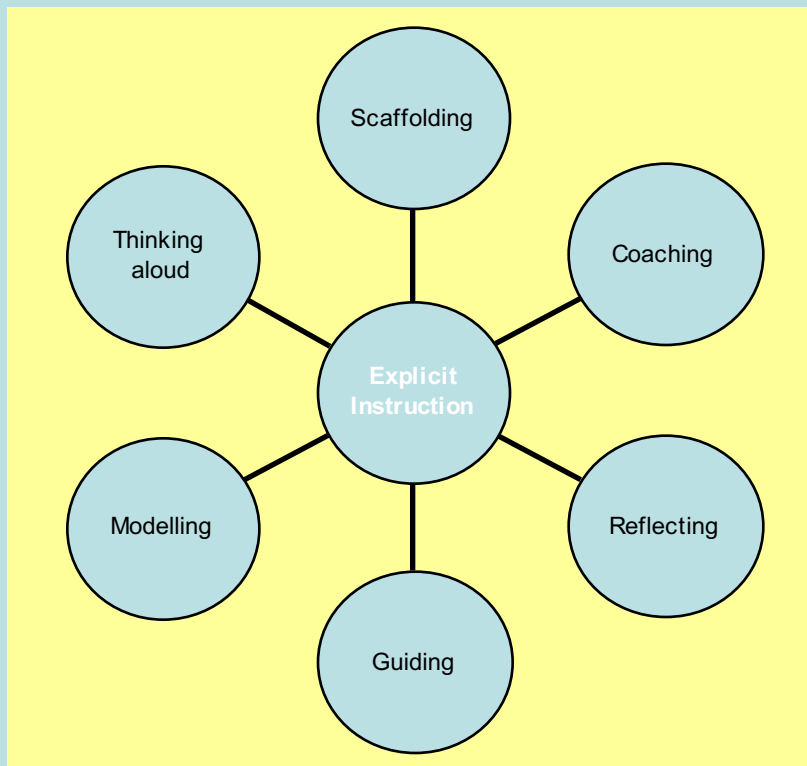


Cunningham and Shagoury

Metacognition

“If you were in my brain, you would hear me thinking about.....”

Teaching Reading Comprehension Strategies: Instructional Approaches



“The point of strategy instruction is to help students see reading as a thinking process.”

Cunningham and Shagoury

Think-alouds are used as a teaching technique with the whole group, small groups, and individual students. The teacher explicitly models the application of comprehension strategies by sharing oral self-talk.



Children Need to Understand the Comprehension Process

“Our goal, to have children become independent and life-long readers, must include reading for meaning. The research on comprehension strategy teaching provides powerful evidence that most struggling readers (and many not so struggling readers) benefit enormously when we can construct lessons that help make the comprehension process highly visible.”

Adapted from Allington, 2001
Guide to Effective Instruction In Reading Instruction, K-3

Oral Language underpins all reading strategies and activities.