

Reading Comprehension Strategy Pack



5-2 Infer

Sticky Notes

Galleries

What-This-Why

Thought Talks



*The strategic teacher
will always
outperform the
teacher.*

Additional Online Strategies

READING COMPREHENSION

- [Sequencing Graphic Organizers](#)
- [Close Reading for Elementary Students](#)
- [Written Reading Response: 6 Simple Ways](#)
- [How to Teach Context Clues](#)
- [6 Tips for Guided Reading Success](#)
- [5 Ways to Teach with Summarizing Task Cards](#)
- [Reading Test Prep: Making Inferences](#)

GENERAL STRATEGIES

- [Common Formative Assessment](#)
- [15 Strategies Make an Impressive Impact](#)
- [Scavenger Hunts: How to Use](#)
- [Growth Mindset](#)
- [How to Be a Happier Teacher](#)

5-2-Infer

OVERVIEW

This instructional strategy helps students practice using text details to make inferences. You can use anytime after you've delivered a mini-lesson on making inferences. The strategy will require modeling prior to the first use.

RESOURCES

- Index Cards
- Assigned Text (either a handout or assigned pages from a book)

HOW TO USE

1. Group students into pairs
2. Using an assigned text (200-800 words in length), each pair of students will read and identify 5 details and cite the page or paragraph numbers. They will write these on one side of an index card.
3. Then the students will decide which of the details are most important, not just the most interesting. Put a star next to these two details.
4. Finally, students will use the two important details to make an inference (i.e. main idea/theme, prediction, conclusion). Write the inference on the other side of the index card.

CLOSURE

Wrap up the lesson by sharing student inferences. Here's one way:

1. Use the index card from one pair of students to share with the class.
2. The rest of the class searches on the corresponding section of text for the two important details that support the inference.
3. After classmates attempt to find the supporting details, flip the index card over and share the important details that were used.



Sticky Note Support

OVERVIEW

This instructional strategy helps students cite text evidence to support an idea or inference. It's perfect for students reading at DRA 20+ or for students in Guided Reading Levels F-Z+ (Here's a free [reading level correlation chart](#)). This strategy can be used after teaching how to identify details in a text.

RESOURCES

- Student Notebook
- Sticky Notes
- Self-selected text or shared text for a group of students

HOW TO USE

1. Model: Choose any student's text and read one paragraph. Read aloud to the class.
 - a. Think Aloud: What were the details in this paragraph? What did the character say or do? What facts or examples did the author give?
 - b. Prompt student thinking: How do these details connect? What idea do they make me think about? What's it mostly about? What can I predict? What can I infer? Allow time for peer to peer discussion (30-60 seconds).
 - c. Make your own inference and write it in a box at the top of the page.
 - d. Then cite two details from the paragraph that support your inference. Write those details on two sticky notes with page numbers and put below your inference.
2. Student repeat this process with their own text for 5-10 minutes making two to three of their own inferences.

CLOSURE

Wrap up the lesson by sharing student inferences. Project student work on the board and have the student read aloud the citation from their text, so the class can hear how the text supports their idea or inference.



Thought Galleries

OVERVIEW

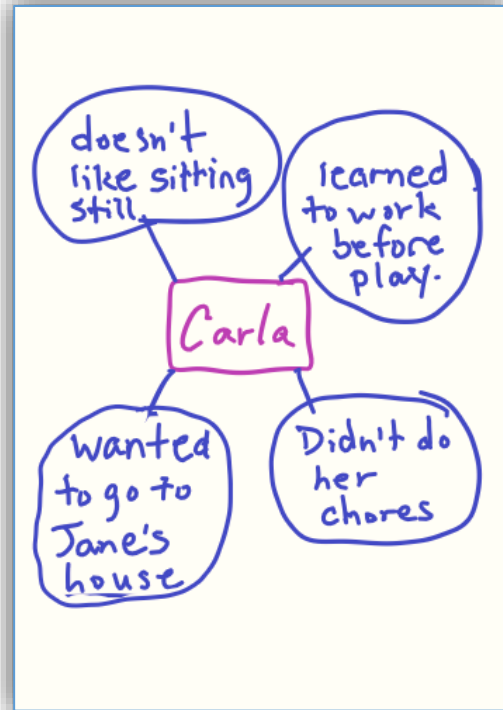
This strategy involves [movement](#) and collaboration. Students will spend 60-90 seconds in rotations around the room. Each rotation has a large chart paper hanging on the wall with a central idea, question, section of text, or concept. Their job is to add a thought to the page and have reasons to explain what they added.

RESOURCES

- Chart Paper
- Markers

HOW TO USE

1. Place a character or event from a text in the center of the chart paper.
2. Students add a thought explaining how this character or event is important to the development of the plot. They could also add character motivations, effects of an event, or connections to other events/characters.
3. After 60 seconds, rotate the groups to a new chart paper with a different character or event. Students talk and then the next person in the group adds a thought to the chart paper.
4. Nonfiction: For nonfiction, add a paragraph or section of text to the center of the chart paper and students determine the main idea and most important (not just interesting) details from the text.



CLOSURE

Students are seated back at their desks and a few students will stand and explain one of the thoughts they added to any of the chart papers.



What? This. Why?

OVERVIEW

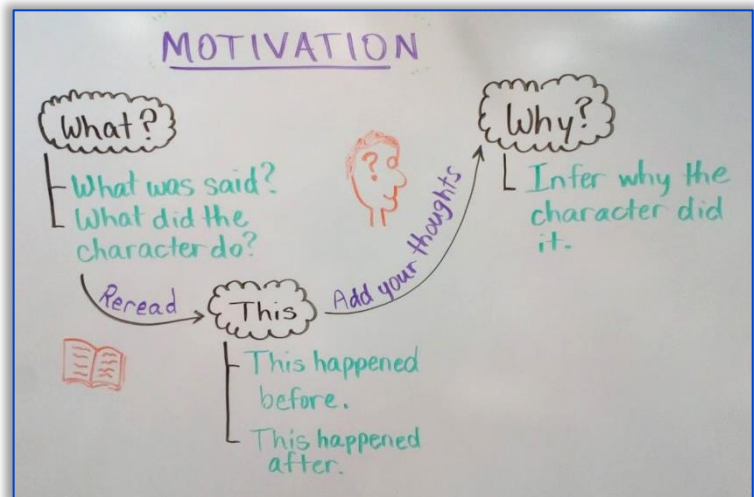
In this strategy students practice analyzing character motivations. They ask, “What happened?” Cite text evidence, “This also happened.” And they infer, “Why did this happen.” Readers need to understand that motivations can be revealed in evidence before and after an event occurs.

RESOURCES

- Student Notebook
- Anchor Chart
- Text for Shared Reading
- Text for Guided Practice

HOW TO USE

1. Direct Teach: Good readers always ask question while reading. In a fictional text, good readers ask why characters do things. This is called the character’s motivation.
2. Anchor Chart: Create the *What? This. Why?* anchor chart with the class and explain the features.
3. [Shared Reading](#): Choose a text that’s slightly beyond the norm for your highest readers. Stop two to three times to work through the *What? This. Why?* process with the class.
4. Peer Practice: Let students work in pairs on an assigned text that’s at the median level of complexity for your students. Students complete the *What? This. Why?* process on two characters’ actions.



CLOSURE

Wrap up the lesson by sharing student analysis of character motivations.



Thought Talks

OVERVIEW

In this strategy, students make their thinking visible as they read and then talk about their thoughts after reading. Each student uses four sticky notes to scaffold the thought talks around four words: wonder, confuse, feel, and predict.

RESOURCES

- Sticky Notes
- Books

HOW TO USE

1. Students set up their four sticky notes by writing one word on each: Wonder, confuse, feel, and predict.
2. As students read silently, they make notes on how the text makes them feel, points that were confusing (or could be confusing), what they wonder, and what they predict.
3. After writing on a sticky note, the student places it in the text.
4. Students pair up to talk about their thoughts.
 - a. Share the word (wonder, confuse, feel, predict).
 - b. Read the sentence associated with the word.
 - c. Explain your thoughts and explain why the text made you think that.

CLOSURE

Wrap up the lesson by asking for students to volunteer to share a few of their texts, thoughts, and sticky notes.



