

Instruction Using Comprehension Strategies

What should comprehension strategy instruction look like?

Dos	Don'ts
Do tell students the name of the strategy(s) you want them to practice in the lesson (e.g. "Today we will use context clues to help determine the meaning of a word.")	Don't start the lesson without directly stating what you expect the students to learn or practice during the lesson.
Do write the name of the strategy visually and have students repeat the name of the strategy.	Don't just orally say the name of the strategy. Write it on the board or point to it on a classroom poster showing the name and steps of the target strategy.
Do create a chart in your classroom with the names of the strategies as they are taught along with the steps needed to use the strategy. Remind students to use the strategies as they read.	Don't ask students to independently apply reading strategies without sufficient review of prior learning.
Do explicitly model the targeted strategy.	Don't ask students to provide the first model of a reading strategy.
Do provide additional models of using the strategy as often as needed throughout the lesson.	Don't assume students can easily apply the reading comprehension strategy. Provide judicious modeling and practice first.
Do provide multiple opportunities for students to Think-Pair-Share with a partner regarding their own strategy use during guided practice instruction.	Don't just call on one student at a time to share their strategy use.
Do provide individual turns to answer and share strategy use after students have all had an opportunity to Think-Pair-Share their strategy use.	Don't call on individual students without first giving them an opportunity to share with a peer.
Do provide opportunities to connect strategy use to student learning when they are asked to answer questions about text.	Don't just ask students for an answer and not prompt them to think about the strategy they used to get the answer.
Do remind students to use the strategies when are given a reading assignment during the day.	Don't limit your discussion of reading strategies to the strategy just immediately taught.