INTERACTIVE READING

INCREASING COMPREHENSION THROUGH INTERACTIVE STRATEGIES
1. SELECT MEANINGFUL TEXTS
2. COVER TO COVER
3. PRESCREEN OPTIONS
4. ASSESS AFTER THE FIRST PAGE
5. USE VISUALIZATION
6. STOP INTERMITTENTLY
7. USE INQUIRY TO PROBE FOR UNDERSTANDING
8. ADD PERSONAL CONNECTIONS
9. EVALUATE THE TEXT TOGETHER
SELECT MEANINGFUL TEXTS

- Students want to read about what they care about
- Start with a student interest survey
- Bring in pictures or artifacts that support the book content
- Listen carefully as students describe what matters to them
- Choose texts that reflect more about that child and that child’s life, incl. characters
- Be willing to use brochures, pamphlets, flyers, or letters to teach a love a reading
LOOK AT A BOOK

- What is on the front?
- What is on the back?
- Can you tell what the story is about from the title?
- Can you identify a main character from the front cover?
- What’s the tone of the book based on the front and back images?
- Is there a brief summary or blurb you can read before starting?
- Who is the author? Does that influence what you know about the text?
SCAN THE BOOK BEFORE YOU READ IT

- LOOK OUT FOR LENGTH:
  - IS IT A CHAPTER BOOK?
  - DOES IT NEED TO BE BROKEN INTO SECTIONS?
  - HOW MANY PAGES PER DAY?
- ARE THERE PICTURES OR DIAGRAMS WORTH LOOKING AT IN ADVANCE?
- DO ANY WORDS JUMP OUT THAT YOU’LL NEED TO LOOK UP BEFOREHAND?
- DO YOU SEE SOMETHING THAT MAKES THIS BOOK AN INAPPROPRIATE CHOICE FOR THE STUDENT?
- PRESCREEN ALL TEXTS FOR STUDENTS
CRACK THE FIRST PAGE

☐ READ THROUGH PAGE ONE AND TALK ABOUT THE HOOK:

☐ DO YOU WANT TO CONTINUE READING?
☐ DOES THE STORY START INTEREST YOU?
☐ WHAT DO WE KNOW LOOKING AT THE PAGE GRAPHIC?
☐ ARE THERE ANY CONTEXT CLUES ABOUT WHAT’S TO COME?
VISUALIZING WHAT YOU READ

- Can you envision the character?
- Does the story play out like a movie in your mind?
- What does the setting look like to you?
- Does the author use a lot of detail?
- Are you also a character in the book?
- If you were a character, who would you be?
STOP AND GO, STOP AND GO

- Predetermine stopping points
- Paraphrase what has happened
- Ask clarifying questions about the plot and characters
  - Has anything changed since the last stopping point?
  - Do we know more or less about the story at this break?
  - Re-evaluate what or who is still important
MAKING PREDICTIONS AND ASKING QUESTIONS

- Is there anything confusing about what’s happening?
- Do the pictures give good clues about what is going on?
- Are the pictures different than the movie you’re creating?
- Why are characters behaving a certain way?
- Inferences: what do you think motivates them/him/her?
- What is going to happen to next...
ADD A PERSONAL CONNECTION

- WHO DOES THIS REMIND YOU OF?
- HAVE YOU EVER BEEN?
- WHEN DID SOMETHING LIKE THIS OCCUR IN OUR COUNTRY?
- WHO WAS INVOLVED?
- HAVE YOU SEEN THIS VOCABULARY ELSEWHERE?
- IS THERE ANOTHER PLACE WE COULD LEARN OR READ ABOUT WHAT IS HAPPENING IN THIS BOOK?
- DO YOU THINK THE CHARACTERS COULD BE REAL PEOPLE: IF SO, WHO?
EVALUATE THE TEXT

- Did you enjoy the book?
- Did it end how you thought?
- Was anything misleading?
- Would you have changed anything?
- Would you read another story with a similar story or like characters?
Interactive Strategies Key Points

❏ Select Meaningful Texts
❏ Look Cover to Cover
❏ Prescreen All Books
❏ Check for the Hook
❏ Create a Movie in Your Mind
❏ Stop Frequently to Check In

❏ Ask About What’s Going to Happen Next
❏ Personalize the Reading for the Student
❏ Evaluate the Text Quality Together
THANK YOU FOR SERVING OUR STUDENTS!