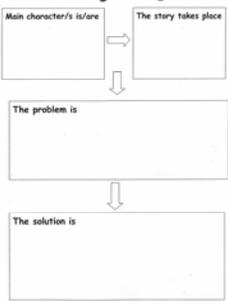


TIPS FROM THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST

SUGGESTIONS FOR IMPROVING A STUDENT'S READING COMPREHENSION

AREA	SUGGESTIONS
<p><b>Pre-reading</b></p>	<ul style="list-style-type: none"> <li>- pre-teach unfamiliar <b>vocabulary</b></li> <li>- make <b>semantic maps</b> of the words; <i>categorize words</i></li> <li>- identify words with <b>multiple</b> meanings, synonyms, homonyms etc.</li> <li>- provide <b>experience</b> related to the <b>topic</b> (<i>field trips, films...</i>)</li> <li>- have parents <b>talk</b> about the topic at <b>home</b>/related fieldtrips in the home language</li> <li>- ask parents to <b>read books</b> at home in their <b>first language</b> on the same topic</li> <li>- <b>predict</b> what might happen in the story using pictures, title clues, background knowledge, parts of the text etc.</li> <li>- identify complex <b>grammatical structures</b> used in text and ensure that the students understand their meaning (ie. 'because', 'if', 'after', 'when' 'while' etc.)</li> </ul> 
<p><b>Reading</b></p>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p style="text-align: center;"><b>Story Map</b></p>  </div> <div style="flex: 2;"> <ul style="list-style-type: none"> <li>- read small chunks and begin to fill out a <b>visual story map</b> (e.g. <i>characters, initiating events/problems, action/plan and resolution</i>)</li> <li>- read to a certain point then <b>predict</b> what could happen next</li> <li>- keep a record of predictions then <b>revise predictions</b> based on new information from the story</li> <li>- ask "<b>How do you know...?</b>" questions whenever appropriate</li> <li>- model and encourage students to make <b>personal connections</b> to what they are reading (ask "does that remind you of something you did?" or "how would you feel if that happened to you?")</li> <li>- stop at appropriate times and encourage children to <b>visualize</b> what has occurred</li> <li>- verbally highlight complex <b>grammatical structures</b> as you read and ensure that children have understood their meaning (e.g. emphasize with your voice, repeat examples)</li> <li>- ensure children know to whom the <b>pronoun referents</b> are referring (ie. <i>he, she, they</i>)</li> </ul> </div> </div>
<p><b>Post-reading</b></p>	 <ul style="list-style-type: none"> <li>- <b>draw</b> a favourite part or a favourite character</li> <li>- <b>create</b> a puppet/slide/video show</li> <li>- compare <b>different versions</b> of the same book</li> <li>- review the <b>story map</b> and retell/summarize the story</li> <li>- use <b>drama</b>: <i>act out the story, present a revised ending</i></li> <li>- <b>compare and contrast</b> two characters in the story - one liked and one disliked</li> <li>- identify all the <b>punctuation marks</b> in the story and discuss how they help the author create a feeling</li> <li>- review <b>vocabulary</b> from the story orally or in writing</li> <li>- <b>write</b> about the story: <i>use a favourite character, write a sequel, rewrite by adding a new character or ask students to review the story they read</i></li> <li>- have students <b>read</b> the story a second time, finding new words or events to <b>discuss</b></li> </ul>