Comprehension Cards

Make six copies of these cards and store them in a file box. Students can use the cards during guided reading and guided writing to (1) write short responses as they read, (2) discuss the text, and (3) write about the text.

Fix-Up Strategies
When you are confused . . .
• Reread or read on.
• Ask yourself a question.
• Use text features.
• Make a connection.
• Replace words you don’t know with words that make sense.

STP
Stop—Stop reading; cover the text.
Think—What did I read?
Paraphrase—Put in your own words.

B-M-E
What happened at the beginning, middle, and end?
At the beginning ____________________
In the middle ____________________
At the end ______________________

Five-Finger Retell
Problem
Setting
Events
Ending
Character

Who-What
Who is the most important character?
What did he or she do?

Key Word Summary
What were the most important words?
_________________
_________________
_________________
_________________
Use the key words to write a summary.
### Vocabulary Strategies
1. Reread (or read on) and look for clues.
2. Use the picture to explain the word.
3. Use a known part.
4. Make a connection.
5. Substitute a word that makes sense.
6. Use the glossary.

### Green Questions
I must go to the text and find the answer.

- **Who . . . ?**
- **When . . . ?**
- **What . . . ?**
- **How . . . ?**
- **Where . . . ?**
- **Which . . . ?**

### Red Questions
I must stop and think about the answer.

- **Why . . . ?**
- **Why do you think . . . ?**
- **How . . . ?**
- **What if . . . ?**

### V.I.P. Fiction
**Action**—What is the most important thing the character did?

**Feeling**—What is the most important feeling the character had?

### V.I.P. Nonfiction
7. Flag an important fact or sentence.
8. Write a few key words.
9. Use the key words to write a main idea statement.

### Main Idea/Details
1. Turn the heading into a question.
2. Bullet key words that answer the question.
3. Use the question and key words to identify the main idea of the passage.
Track the Character’s Feelings
How did the character feel at the beginning, middle, and end?

The character felt _____ because _____.

Character—Trait—Evidence
What trait describes the character?
What is your evidence?

<table>
<thead>
<tr>
<th>Character</th>
<th>Trait</th>
<th>Evidence</th>
</tr>
</thead>
</table>

The character is ____________. In the story she (or he) __________________________.

Who-What-Why
Who is the most important character?
What did he or she do?
Why did he or she do that?

Create a Sociogram
1. Identify characters.
2. Draw circles and lines.
3. Describe relationships.

Yellow Questions
I must slow down and look for the answer.
How are _______ and _______ similar?
How are _______ and _______ different?
What caused . . .?
What was the effect of . . .?

Cause-Effect
1. Find an important event.
2. Write a "what caused" or "why" question.

What caused ______________?

Why ______________?

3. Answer your question.
Make an Inference  
Fiction  
1. Find an important or surprising dialogue or action.  
2. Why did the character say or do that?  
3. What is the character thinking?  
4. What are you thinking?  
I'm thinking ____________ because the character ____________________

Make an Inference  
Nonfiction  
1. Find an important sentence.  
2. Ask a "why" question about the sentence.  
3. Answer your "why" question.

Draw Conclusions  
Use clues from the text and what you know to make an inference.  
I read . . . . I know . . . . I conclude . . . .  
If . . . then . . . .

SWBS  
_________ wanted ____________  
(somebody)  
but ______________ so ______________.  
Then ______________________________

Thesis-Proof  

<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Support</th>
<th>Oppose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reciprocal Teaching  
Predict: What will you read next?  
I predict I will learn . . . because . . . .

Clarify: What confused you?  
At first, I didn't understand . . . so I . . . .

Question: What were you wondering?  
I wonder . . . . How . . . ? What would happen if . . . ?

Summarize: Summarize what you read.  
This passage is about . . . .
Evaluative Questions

1. Why did the author write this?
2. What are the facts and opinions?
3. Do you agree or disagree?
4. What is your evidence?

Problem-Solution

Record key words.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The problem was _____________________.
The problem was solved _______________.

Shared Retelling
(with transitional words)

At the beginning _________________.
Then _____________________________.
Next _____________________________.
After that _________________________.
Finally ___________________________.

Write an Opinion—
SOAR

S—State opinion
O—Offer reasons
A—Add examples
R—Restate opinion

Word-Solving Strategies

1. Reread (or read on) and think. What would make sense?
2. Sound the first part.
3. Check the picture.
4. Cover the ending.
5. Break the word apart. (pre-tend)
6. Connect to parts you know. (rain-raised)

Compare & Contrast

<table>
<thead>
<tr>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>They both ________</td>
<td>One is _______ but the other ________</td>
</tr>
</tbody>
</table>