

Building Comprehension

Presenters

Linda Archibald

Susan Phelps

Once thought of as the natural result of decoding plus oral language, comprehension is now viewed as a much more complex process involving knowledge, experiences, thinking, and teaching.

Linda Fielding and P. David Pearson (1994) from Strategies That Work,
Harvey and Goudvis

I define reading, as a message getting, problem solving activity which increases in power and flexibility the more it is practiced.

Becoming Literate, Marie Clay

In order to make sense of the enormous amount of information present in the environment, human beings make inferences and predictions about the present and future based on expectations derived from past experiences.

Jerome Bruner, from Becoming Literate, Marie Clay

Teachers...must provide opportunities for students to shift their understandings by engaging them in conversations and scaffolding their actions to help them identify their own problems, seek and ask their own questions, generate...a response to their questions, test...and accept or reject the results, and provide solutions to the questions.

Teaching Struggling Readers, Carol Lyons

Strategic readers address their thinking in an inner conversation that helps them make sense of what they read. They search for the answers to their questions.

Strategies That Work, Harvey and Goudvis

We need to monitor our awareness of our own thinking processes while reading. Modeling is an essential, inestimable important step in helping children observe and then use the mental processes used by proficient readers.

Mosaic of Thought, Keene and Zimmerman

The teaching of reading is about the infinite complexity of moments... "What can I do that will help her the most?" we think, and we ask this again and again in all the million of moments that constitute our teaching. We don't bring a reading program to these moments. What we bring are all the conversations about reading we ever had, and all our beliefs and our willingness to learn from a child.

The Art of Teaching Reading, Lucy Calkins

It is not the number of good ideas that turns our work into art, but the selection, balance, coherence and design of those ideas.

The Art of Teaching Reading, Lucy Calkins