

Comprehension Writing Frames

Wisconsin State Standards Strand

Reading: Literature and Informational Texts
- Key Ideas and Details

Grade Level
K-12

Purpose

Use with students to support comprehension: express ideas about a text or topic

When to Use

During Reading
After Reading

Grouping

Whole Group
Small Group
Partners
Individuals

ABOUT THE STRATEGY

Using COMPREHENSION WRITING FRAMES is a strategy that provides students a structure to use when expressing their ideas about a text. As students become proficient at expressing their ideas about a text, they will decrease their use of the COMPREHENSION WRITING FRAMES and use the structures independently within their own discussions and writing. This strategy can be used during and after reading a text. This strategy supports students' comprehension by providing a structure that supports students' ability to express their ideas about a text.

IMPLEMENTATION OF THE STRATEGY

- Establish the purpose for using the comprehension writing frames.
- Model the use of the comprehension writing frames with the students, using a class text and a think aloud to illustrate your thinking; scaffold as needed.
- Have students read texts and complete the frames either independently or with a partner to demonstrate comprehension.

MEASURING PROGRESS

- Teacher observation
- Conferring
- Student self-reflection
- Writing frames post-reading as assessment

RESEARCH

Beers, Kylene. *When kids can't read what teachers can do*. Portsmouth: Heinemann, 2003. 105-110.

Cudd, E. T., & Roberts, L. L. (1987). Using story frames to develop reading comprehension in a 1st grade classroom. *The Reading Teacher*, 41(1), 74-79.

Grant, P. L. (1979). The cloze procedure as an instructional device. *Journal of Reading*, 22(8), 699-705.

Reutzel, D. R. (1986). Investigating a synthesized comprehension instructional strategy: The cloze story map. *Journal of Educational Research*, 79(6), 343-349.

Name: _____

Comprehension Writing Frames

Use the comprehension writing frames to express your ideas about a text. Record the page number.

The title of the text I read is _____.

The author of the text is _____.

Make a Comment

- My favorite part so far is . . .
- I like the part where . . .
- I don't like this part because . . .
- This is good because . . .
- This is hard because . . .
- This is confusing because . . .

Clarify Thinking

- Oh, I get it . . .
- Now I understand. . .
- This makes sense now. . .
- No, I think it means. . .
- I agree with you. This means. . .
- At first I thought (fill in detail), but now I think. . .
- This part is really saying. . .

Make an Inference

- I infer that . . .
- I wonder if . . .
- I think that . . .
- Since this happened (fill in detail), then I bet the next thing that is going to happen is . . .
- Reading this part makes me think that this (fill in detail) is about to happen. . .

Ask a Question

- Why did . . .
- What's this part about . . .
- How is this (fill in the detail) like this (fill in the detail) . . .
- What would happen if . . .
- Why . . .
- Who is . . .
- What does this section (fill in detail) mean . . .
- Do you think that . . .

Make a Connection

- When I read the part about (fill in details), it reminds me of. . .
- This part is like . . .
- This character (fill in name) is like (fill in name) because . . .
- This is similar to . . .
- The differences are . . .
- I also (name something in the text that has happened to you) . . .
- I never (name something in the text that has never happened to you) . . .
- This character makes me think of . . .
- This setting reminds me of . . .