

**Table 1.6: Comprehension-Related Actions**

<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Know why they are reading and set goals for reading.</li> <li>• Know how they will use the knowledge gained from reading.</li> <li>• Know many word meanings (vocabulary).</li> <li>• Know a lot about the world (prior knowledge).</li> <li>• Preview a text to determine its genre and structure.</li> <li>• Skim a text to determine which parts to process before reading closely.</li> </ul>
<b>During Reading</b>	<ul style="list-style-type: none"> <li>• Recognize words on the page automatically.</li> <li>• Read text fluently.</li> <li>• Look for important information (in words or pictures) and pay more attention to it.</li> <li>• Try to relate important points to one another.</li> <li>• Use what they already know (prior knowledge) to make predictions.</li> <li>• Relate new content to prior knowledge.</li> <li>• Use strategies such as predicting, imaging, questioning, summarizing, clarifying, inferring, and connecting to prior knowledge to construct meaning and interpret the text.</li> <li>• Remember information from a text using strategies such as reviewing, summarizing, paraphrasing, and questioning.</li> <li>• Monitor their understanding and the alignment of their understanding to their reading goal or goals.</li> <li>• Revise their prior knowledge and interpretation of a text as they read.</li> <li>• Rate the quality of a text and its usefulness for accomplishing the purpose for reading.</li> <li>• Interact with the text on both personal and intellectual levels as they read.</li> <li>• Engage in an internal dialogue or responsive conversation with the author of the text.</li> <li>• Evaluate the author's purposes, intentions, and goals based on assumptions, worldviews, and beliefs that are overt or covert in a text.</li> </ul>
<b>When Comprehension Breaks Down</b>	<ul style="list-style-type: none"> <li>• Become even more active.</li> <li>• Adjust reading speed and level of concentration depending on the purpose and importance of reading.</li> <li>• Change comprehension strategies.</li> <li>• Puzzle out unfamiliar words, phrases, or concepts, especially when they seem important to interpreting the text.</li> <li>• Reread or use other strategies to try to regain a hold on the text (such as reviewing, questioning, summarizing, evaluating, or considering alternative interpretations).</li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>• Continue to build and reflect on their understanding of the text.</li> <li>• Assess how a text has affected or will affect their knowledge, attitudes, and behavior.</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• Have a repertoire of comprehension strategies and know when and how to use them and combine them.</li> <li>• Have a repertoire of metacognitive strategies to monitor their reading processes.</li> <li>• Employ different processes in different ways, and to different degrees, depending on why they are reading and what they are reading, both with respect to disciplinary context and genre.</li> </ul>

Sources: Cho, B.-Y., & Afflerbach, P. (2017). *An evolving perspective of constructively responsive reading comprehension strategies in multilayered digital text environments*. In S. E. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed., pp. 109–134). New York: Guilford Press; Purcell-Gates, V., Duke, N., & Stouffer, J. (2016). *Teaching literacy: Reading*. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of research on teaching* (5th ed., pp. 1217–1267). Washington, DC: American Educational Research Association; Wharton-McDonald, R., & Erickson, J. (2017). *Reading comprehension in the middle grades: Characteristics, challenges, and effective supports*. In S. E. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed., pp. 353–376). New York: Guilford Press.