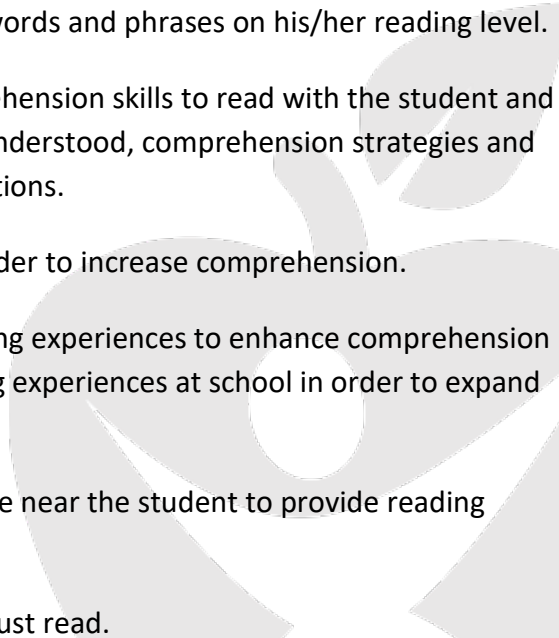


**CLASSROOM STRATEGIES FOR IMPROVING COMPREHENSION**

1. Make sure that the student's vision has been checked recently.
  2. Make certain the student is reading material on his/her level. If not, modify or adjust the reading material to the student's ability level.
  3. Make sure the reader knows the purpose for the reading. If they are reading for enjoyment only, they will read differently than if they are being asked to look for specific information.
  4. When the student has comprehension questions to answer, have them look over the questions before they begin to read so that they will be prepared when they come to that information. Have them keep the questions and a pencil next to them as they read, so that they can write down the answer or the page on which it can be found.
  5. Teach the student to use context clues to identify the meaning of words and phrases not known.
  6. Pre-record the student's reading material and have him/her listen to the recording while simultaneously reading the material.
  7. Have the student read ahead on a subject to be discussed in class so that he/she is familiar with the new vocabulary and concepts that will be used during instructional time.
  8. Outline reading material for the student using words and phrases on his/her reading level.
  9. Arrange a peer who demonstrates good comprehension skills to read with the student and help him/her with the meanings of words not understood, comprehension strategies and ways to locate answers to comprehension questions.
  10. Have the student take notes while reading in order to increase comprehension.
  11. Teach the student to draw from personal learning experiences to enhance comprehension of reading material. Provide a variety of learning experiences at school in order to expand the student's background of knowledge.
  12. Maintain mobility in the classroom in order to be near the student to provide reading assistance.
  13. Have the student verbally paraphrase material just read.
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14. Teach the student to identify main points in materials read.
15. Underline or highlight important points before the student reads the material silently.
16. Have the student outline, underline or highlight important points in reading material.
17. Have the student read progressively longer segments of reading material in order to build comprehension skills.
18. Reduce the emphasis on competition. Competitive activities may make it difficult for the student to comprehend what he/she reads.
19. Use a sight vocabulary approach in order to teach the student key words and phrases when reading directions and instructions.
20. Have the student list new or difficult words in categories.
21. Have the student maintain a vocabulary notebook with definitions of words whose meaning are not known.
22. When the student encounters a new word or one who's meaning is not understood, have the student practice making up sentences in which the word can be used in correct context.
23. Make certain the student learns dictionary skills in order to find the meanings of words independently.
24. Introduce new words and their meanings to the student before reading new material.
25. Make certain the student learns the meanings of all commonly used prefixes and suffixes.
26. Write notes and letters to the student to provide reading material which he/she will want to read for comprehension.
27. Give the student time to read a selection more than once, emphasizing accuracy not speed.
28. Determine whether the student can make inferences, predictions, determine cause-effect, etc., in every day experiences. Teach these skills in contexts that are meaningful to the student in order to enhance the ability to employ these concepts when reading.
29. Have the student prepare "test" questions based on information that has been read in order to enhance the ability to focus on key elements of the reading material.

30. Include frequent written assignments on topics that are of interest to the student in order to reinforce the correlation between writing and reading ability.
31. Avoid subjecting the student to uncomfortable reading situations (e.g. reading aloud in a group, reading with time limits, etc.).
32. Stop the student at various points throughout a reading selection to check for comprehension.
33. Reduce the amount of information on a page if it is causing visual distractions for the student (e.g. less print to read, fewer pictures, etc.).
34. Highlight or underline important information the student should pay close attention to when reading.
35. Make it pleasant and positive for the student to ask questions about things not understood.
36. Have the student use a highlighter pen to highlight the facts requested by the teacher.
37. Have the student listen and take notes when concepts are being presented using the "What, How, Where, When and Why" outline form included.
38. Have students map reading materials using the outline form included.