Comprehension

Teacher Use:

Comprehension refers to the process of simultaneously extracting and constructing meaning. In other words, there are two challenges: Figuring out how print represents words (accurately and efficiently--extracting), at the same time formulating a representation of the information being presented (building new meaning and integrating new and old information--constructing meaning). (Snow & Sweet, 2003, p. 1.)

Students need to understand basic and advanced sentence structure in order to be able comprehend and write sentences. After students have learned about simple sentences with a subject (who/what) and predicate (action), they can learn about more advanced sentences that may include a where, when, or how. Start by providing a sentence chart so students can see how components of a sentence can be broken down based on the information they provide. As you use this chart, use simple sentence stems to help students process information (Who lived?, Where did they live?, How did they live?, etc.).

Who or What?	Action?	Where?	When?	How?
The mangy dog	lived	in a box	during the night	to get away from cold and rain.
The children	danced	at the school	during their prom	with excitement and energy.

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Students can practice this skill by attempting to fill in missing portions of longer sentences. Use the below chart to have students initially practice this skill. Once they have practiced that, you can move to having students construct their own original detailed sentences.

What type?	Who or What?	Action?	When?	How?	Where?
The tiny	fly	buzzed	all day		In the backyard.
Skilled	hikers	travel			
	children		during the day	with disappointment	from the zoo grounds.

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Gradually introduce the students to parts of speech. You can start by pointing out that they already know two parts of speech, linked to the subject (usually a noun—person, place or thing) and predicate (usually a verb—action word). You can then introduce them to basic articles such as "a," "an," and "the"(a word used in front of a noun), adjectives such as "sleepy" or "hungry" (a word that describes a noun), and adverbs such as "clumsily" (adds to a verb and tells how something was done). Once students understand these basic parts of speech, provide them with a chart such as the ones below to practice constructing sentences using each part of speech.

Article	Adjective	Noun	Verb	Adverb
(Comes in front of a noun)	(Tells what something is like, often comes before or after a noun)	(Who or what is it?)	(What did it do?)	(How did it do it? Often comes after a verb)
The A An	green blue pretty orange	flower eyes tree ball clock	ticked shined grew opened bounced	quickly brightly widely loudly endlessly
***Use one word from each category above to make three of your own original sentences**				
1.				
2.				
3.				

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Article (Comes in front of a noun)	**Adjective** (Tells what something is like, often comes before or after a noun)	**Noun** (Who or what is it?)	**Verb** (What did it do?)	**Adverb** (How did it do it? Often comes after a verb)
The A An	large small ugly dry shiny	bicycle car train truck airplane	flew circled stopped turned	left high abruptly endlessly suddenly

***Use one word from each category above to make three of your own original sentences**

1.

2.

3.

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Sentence Sequencing

One final phase can be for students to practice assembling sentences where the words are mixed up. You could have the students cut out the words for each strip and assemble them, or write a sentence putting them in the correct order. To help themselves figure out the proper word order, students should use sentence stems such as the ones below as reminders:

- **Who or what is doing something?**
- **How many are there?**
- **What did the who or the what do?**

angry	pouted	child	corner.	in	The	the
Slippery	condition.	dangerous	a	pavement	be	can
friend.	best	sometimes	are	called	man's	Dogs
his	Football	far.	favorite	by	sport	is
ski.	to	how	people	never	learn	Some