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.).

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Directions:

Teaching Sentence Structure

Instruct students on the components of a sentence and provide practice identifying sentence types. First, you will need to teach students about the two parts needed to make a complete sentence.) subject, telling who or what the sentence is about, 2) predicate, telling the action or what the subject is doing, thinking or feeling. Show the students some samples, using the chart below. Once students get the concept, provide them complete sentences and ask them to map the subject and predicate.

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Example

Who or What?	Action (Doing, Thinking, or Feeling)?
The hungry grizzly bear	knocked over a trash can
The black truck	sped away
The purple hand puppet	spoke in a strange voice

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Sample Sentences for Students to Map

The enormous basketball player towered over his teammates.

The large football field was damaged by the rain.

The old apple tree produced hundreds of apples yearly.

The clever fox got rid of its fleas.

My steaming soup contained a dead fly.

The buzzing insect flew around my head.

The strong wind blew off my hat.

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Who or What? (subject)	Action (Doing, Thinking, or Feeling)? (predicate)