Comprehension

USE PRIOR KNOWLEDGE TO PREDICT AND CONNECT WITH TEXT

UNDERSTAND	**Definition**	Readers bring information from what they already know from their experiences about the topic, type of text, and purpose for reading, to connect with what they are reading. This increases their understanding of the text and helps them anticipate what will happen next.
	When to teach this strategy	**If you see readers who . . .** • lack knowledge of the topic they are reading about. • do not have background knowledge to match the perspective of what is being read. • make predictions unrelated to the text.
PREPARE	**Why we teach it**	Using prior knowledge can help students connect their own experiences with the text to anticipate, better understand, and make sense of what they are reading.
	Secret to success	When you are reading, pause before and during the reading of the text to relate what you are reading to what you already know.
TEACH	**How we teach it**	*Have you ever read a story and been amazed at the many ways the text reminds you of things you already know or have experienced? Before I read a story, I try to use my prior knowledge to connect with text. I look at the cover and see if it reminds me of anything from my own life. Then I begin reading and think about ways that I am like the characters. I notice ways that our lives and experiences are the same. My prior knowledge and experiences help me make connections and enable me to understand the text better.* *We might think about other books we have read that remind us of the one we are reading. Recalling other books by the same author can be helpful, too, because authors often write about similar topics or characters in their books. It is important for readers to connect with the text because it helps them understand and remember what they are reading.*
		Suggested language: • *What experience have you had that might be similar to what this book cover is showing you?* • *What do you already know about the content, genre, or author?* • *While reading: Does this part of the story remind you of anything you have done before or read before that will help you understand this section of the story better?* • *How did what you already know about this topic help you understand this selection?*
SUPPORT	**Instructional Pivots**	**Possible ways to differentiate instruction:** • If readers don't have prior knowledge, making meaning of what is read will be difficult or impossible. You'll likely need to take a moment to build background knowledge of the topic before expecting them to comprehend what is being read. • Remind readers that the goal of using prior knowledge is to connect them to the text to better understand what is happening, which leads to better retention of what is read. • Have readers practice sharing how they are connecting to the text, and explain how the connection is helping them understand the text more fully. Reconsider materials, setting, instruction, and cognitive processes.
	Partner Strategies	These strategies may provide support before, during, and after teaching this strategy: • *Check for Understanding; Monitor and Self-Correct* • *Make and Adjust Predictions; Use Text to Confirm* • *Infer and Support with Evidence*