

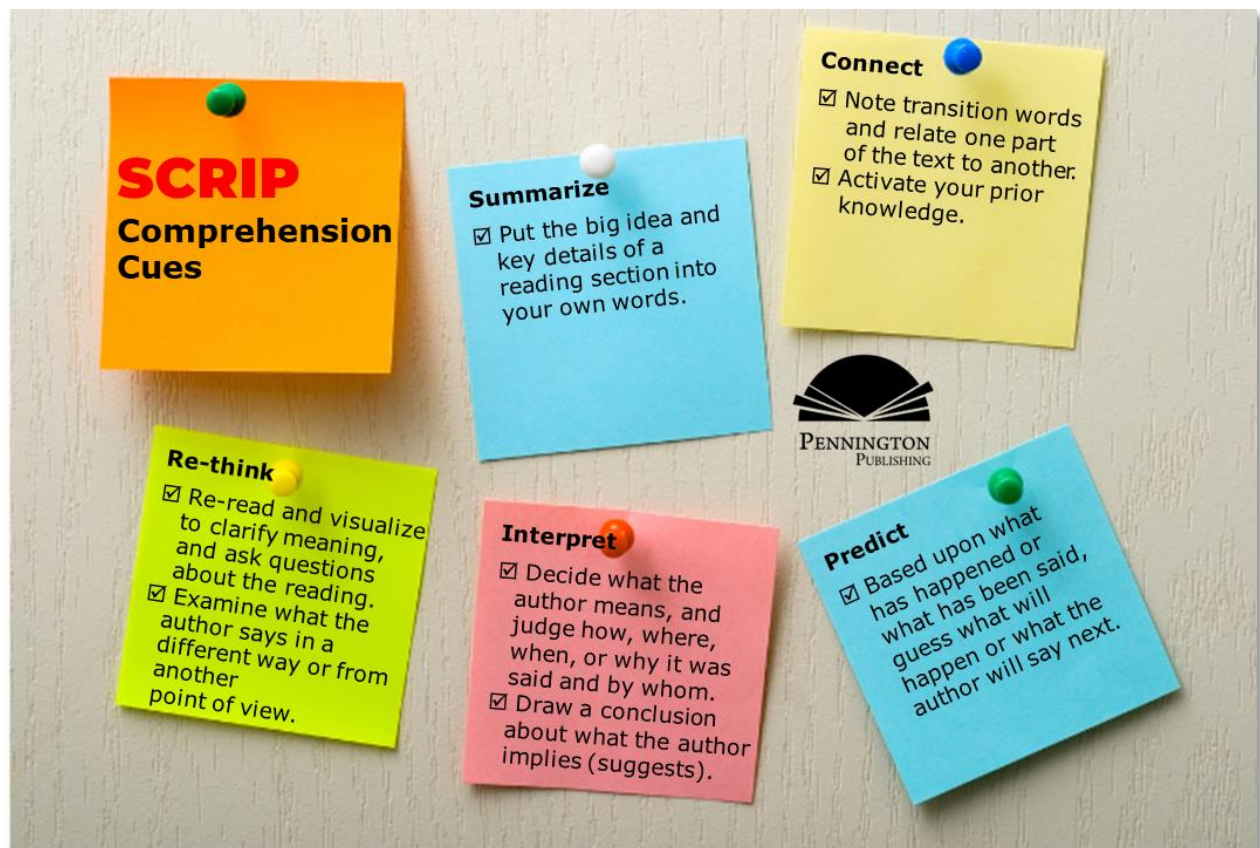
The SCRIP Comprehension Cues

The **SCRIP Comprehension Cues** are simply prompts, getting developing readers into the active habit of talking with the text as they read. Nothing magical about these five cues; they simply engage the reader-author relationship. This dialog(ue) is at the core of reading comprehension.

So it makes sense that our instruction and practice should foster this two-sided relationship. I suggest **think alouds** to model internal monitoring of text; **small group or pair shares** to practice self-questioning/metacognition; and a **unified language of learning** e.g., "I'd like to **re-think** what I first thought the author meant" or "I **connect** what the author said here with what she foreshadowed in the last chapter" for literary discussions.

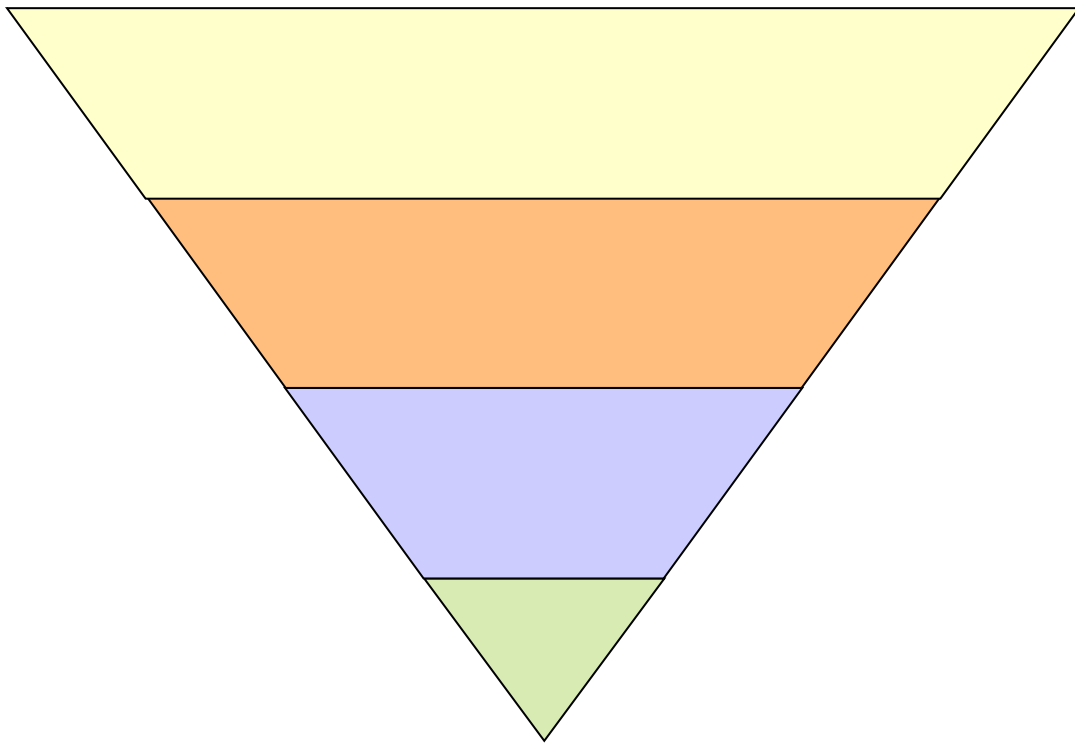
When other teachers, especially content area colleagues, apply the **SCRIP Comprehension Cues**... Wow! Students stop thinking that this comprehension talk is only for Mr. Pennington's reading class and start thinking that this is how we read in history, in science, or at home in our beds under the covers with a flashlight.

The **SCRIP Comprehension Cues** can serve as mental post-it notes to remind readers to engage the text in a variety of ways. Following are posters and bookmarks to reference these cues during reading and in small group or whole class discussions.



Summarize

- ☑ Put the big idea and key details into your own words.

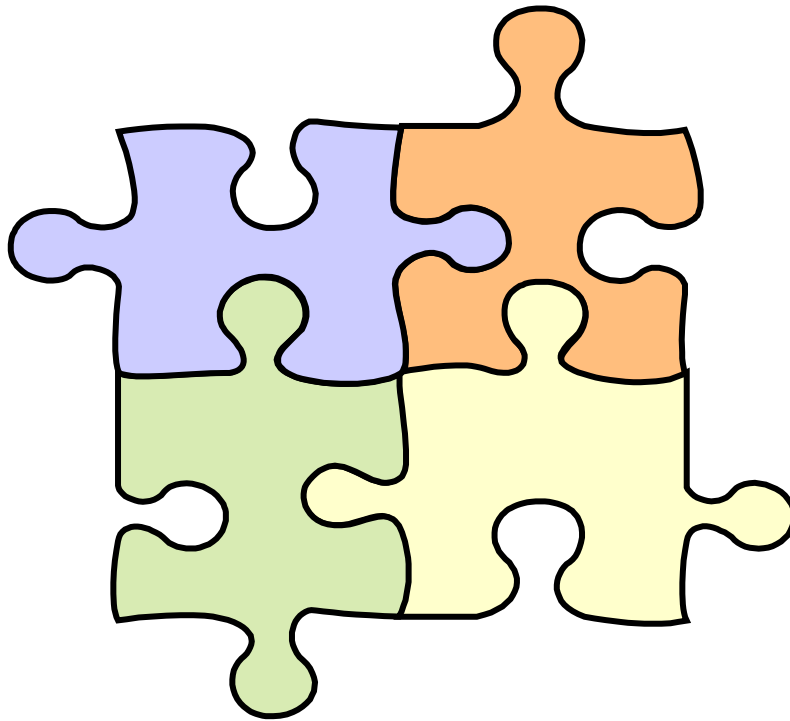


Narrative—Tell *Who, What Happened, Where, and When*

Expository—Tell *Who, What, Where, When, and How*

Connect

- ☑ Note transition words and relate one part of the text to another.
- ☑ Activate your prior knowledge.



Narrative—Tell how a character, setting, or plot element relates to a previous section of the story.

Expository—Brainstorm what you already know about the topic.

Re-think

- ☑ Re-read and visualize to clarify meaning, and ask questions about the reading.
- ☑ Examine what the author says in a different way or from another point of view.

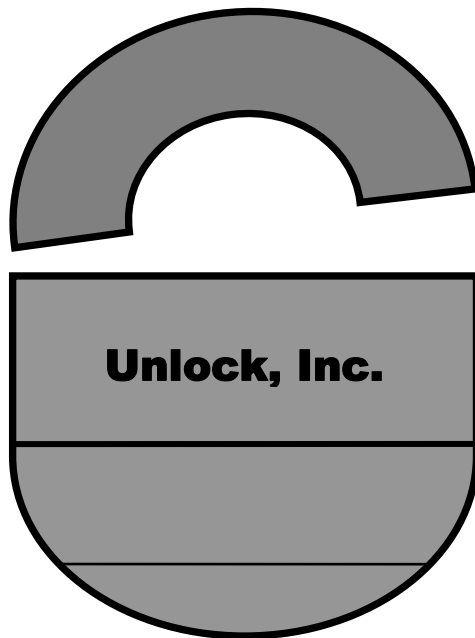


Narrative—Tell how a character, setting, or the plot has changed.

Expository—Tell how viewpoints or ideas compare to or refer to others.

Interpret

- ☑ Decide what the author means, and judge how, where, when, or why it was said and by whom.
- ☑ Draw a conclusion about what the author implies (suggests).

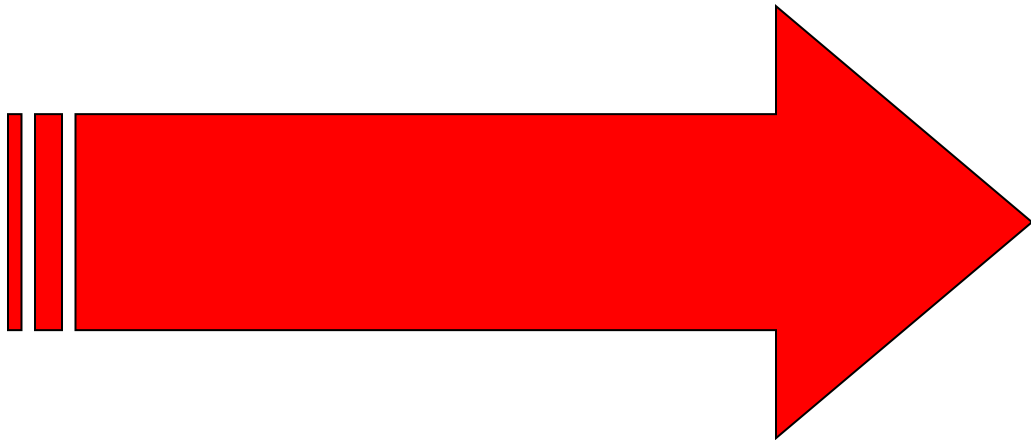


Narrative—Tell what a change in character or plot development means.

Expository—Tell how the author explains the topic or argues the ideas.

Predict

☑ Based upon what has happened or what has been said, guess what will happen or what the author will say next.

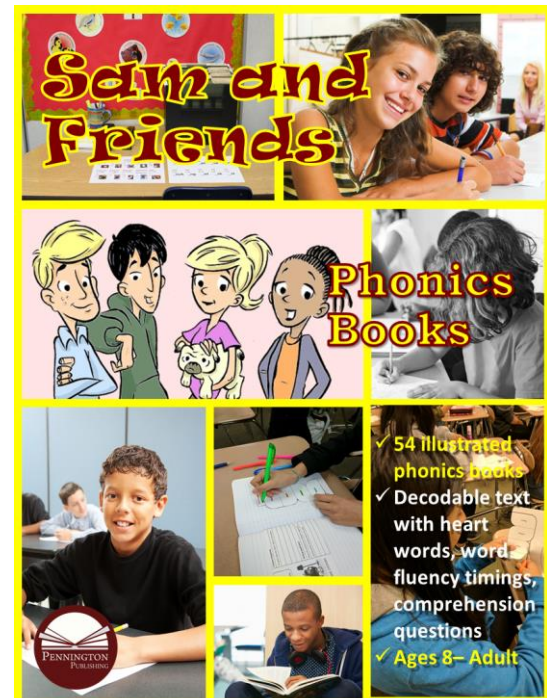
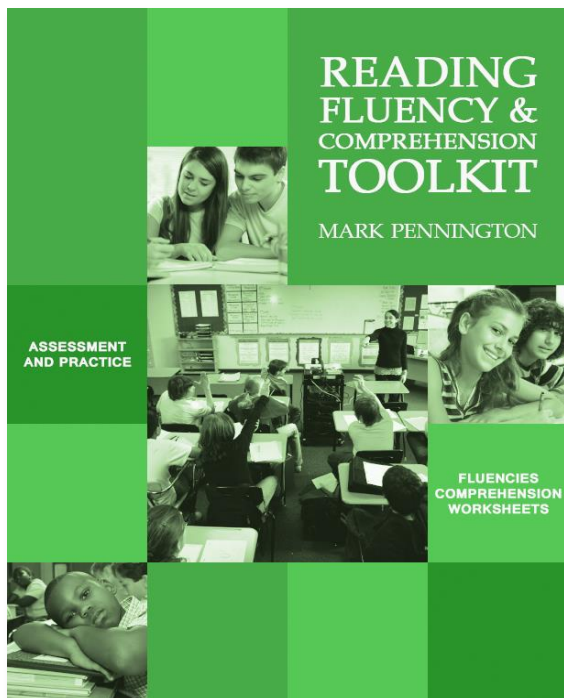
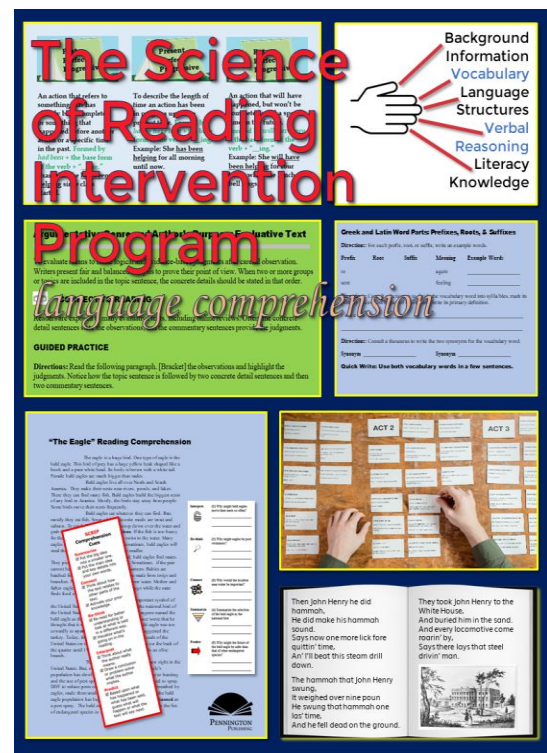


Narrative—Tell how the plot will advance next or how a character will change. Confirm your predictions.

Expository—Tell what information or evidence the author should present next. Confirm your predictions.

Instructional Resources for the SCRIP Comprehension Cues

The SCRIP Comprehension Cues are embedded as comprehension questions in the following [reading intervention resources](#) for students in grades 4–adult.



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Comprehension Cues

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