Teaching Comprehension at Maroubra Junction Public School

Parent Presentation for Education Week 2014
What is comprehension?

Comprehension involves responding to, interpreting, analysing and evaluating texts (DET, 2009).
What affects Comprehension?

What does the research say?

Comprehension is affected by:

* Ability to decode the text
* Purpose for reading and level of comprehension required
* Reader’s interest and motivation
* Reader’s field knowledge including vocab
* Reader’s linguistic knowledge of grammar
* Text layout and reading pathways
* Reader’s ability to check understanding (use of metacognitive strategies)
* Reader’s ability to locate point of mis-comprehension and adjust strategies.
Talking is the key to comprehending
Weave a web of understanding
In NSW we are encouraged to explicitly teach the ‘Super-Six’ metacognitive strategies for comprehension.
Making Connections
Making connections is like a bridge...joining what we already know or have experienced to something that we are reading, viewing or listening to.
What connections do students make to a text?

**Text to self**
(connecting the text to my own life and experiences)

**Text to text**
(connecting the text to other texts that I have read, seen or heard)

**Text to world**
(connecting the text to things that happen in the world)
Predicting
Predicting

- Use what you have read or clues from the visuals to help figure out what you will learn or what will happen in the text.

- You can change your predictions as you read on!

- I think ....
- I’ll bet...
- I wonder if ...
- I imagine ...
- I suppose ...
- I predict ...
- I think this text will be about ...
Think Aloud

This is where the teacher verbalises their thinking to make predictions based on pictures, text, prior knowledge and experiences.

“From the title I think that this section will tell how fishermen used to catch whales”. “In this next part I think …”

“Soil profiles remind me of a side view of a sandwich, especially one with two or three fillings”
Partner Read and Think

1. Place a stop sign.

2. Predict words.

3. Read silently or in unison.

4. Find interesting words

S P L A T

5. Ask questions. I wonder . . .

6. Summarize. I learned that __________
Visualising
**Visualising**

**Description**
Learners create a mental image from a text read/viewed/heard. Visualising brings the text to life, engages the imagination and uses all of the senses.

**Example questions/statements**
What are the pictures I/you have in my/your head as I/you read/view/listen to this text?
Can I/you describe the picture or image you made while you read/heard that part?
How did the pictures in my/your head help me/you to understand the text?

**Example teaching idea**
*Sketch to stretch:* As a passage/story is read students sketch their visualisation. In groups they share their sketches and discuss reasons for their interpretation.
“If I can’t picture it, I can’t understand it.”

Albert Einstein
Visualise the following

• He is a crazy, wacky hatter who meets Alice when she shows up in Wonderland. He loves having tea parties with his best friend, the March Hare, and the Doormouse.
TAKING NOTES:

Summarising
Summarising

Example questions/statements
What things will help me/you summarise this text – list, mind map, note-taking, annotations, etc?
What are the main ideas and significant details from the reading/viewing/listening?
If you were to tell another person about the text read/viewed/heard in a few sentences, what would you tell them?
What is the main theme? How is it connected to the world beyond the text?
In what significant ways does this text relate to/elaborate on the topic that you have been investigating?
Can you create a metaphor for the text that you have read?

Example teaching idea
Key words: Students highlight words they believe are key to understanding the passage. These words are written on post-it notes and placed on the page. After reading the students close the book and arrange the key words in an order that supports a cohesive summary.
How can we help at home

• Tell me what you have read in your own words.

• Only tell me the important information, not the little details.

• Keep it as short as you can!

• It is a reminder of what you have read so far.

SENTENCE STARTERS

• The most important ideas are ...

• The main idea is ...

• This part was about ...

• First, ... Next, ... Then, ...

• This story takes place in ...

• The main characters are ...

• The problem of the story is ...
Identify key events and supporting details

- Reread
- Look at the title
- Look at the first and last paragraph
- Ask yourself: what was the text about?
- Look at captions, pictures, subheadings, words in **bold** and words in different font.
- Look for text or information that is repeated.
- Identify what happens first, next, then, finally...
Monitoring
Monitoring

Description
Learners stop and think about the text and know what to do when meaning is disrupted.

Example questions/statements
- Is this making sense?
- What have I/you learned?
- Should I/you slow down? Speed up?
- Do I need to re-read/view/listen?
- What can help me/you fill in the missing information?
- What does this word mean?
- What can I use to help me understand what I’m/you’re reading/viewing/hearing?

Example teaching idea
Coding: As they read students code the text with post-it notes
✓ I understand
? I don’t understand
! I fixed it up myself
Monitoring

- A good reader stops and thinks about what they are reading.
- A good reader knows what to do when meaning has been lost.
- A good reader knows when a text is making sense and when it doesn’t.
- A good reader understands the purpose for which they are reading.
Questioning
From a very early age toddlers begin to ask questions in order to make sense of the world they live in.
Understand what you read by asking questions.
Questioning

Description
Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or the teacher.

Example questions/statements
What in the text helped me/you know that?
How is this text making me/you feel? Why is that?
When you read/viewed/listened to that text did it remind me/you of anything I/you know about? Why did it remind me/you of that?
What did the composer of the text mean by …?
Whose point of view is this? What points of view are missing?

Example teaching idea
Wonderings: Using post-it notes, students list all the questions they have about the text. As they read students continue to write questions. When an answer is found for the wondering students remove the post-it note.
On the surface Reading

What?
Where?
When?
Why?

Under the surface Reading

What if?
Could?
Would?
Should?

Questioning
We learn:

10% of what we read.
20% of what we hear.
30% of what we see.
50% of what we both hear and see.
70% of what is discussed with others.
80% of what we personally experience.
95% of what we teach others.