

Reading Comprehension



Annandale State School

Reading Comprehension

What is Reading?

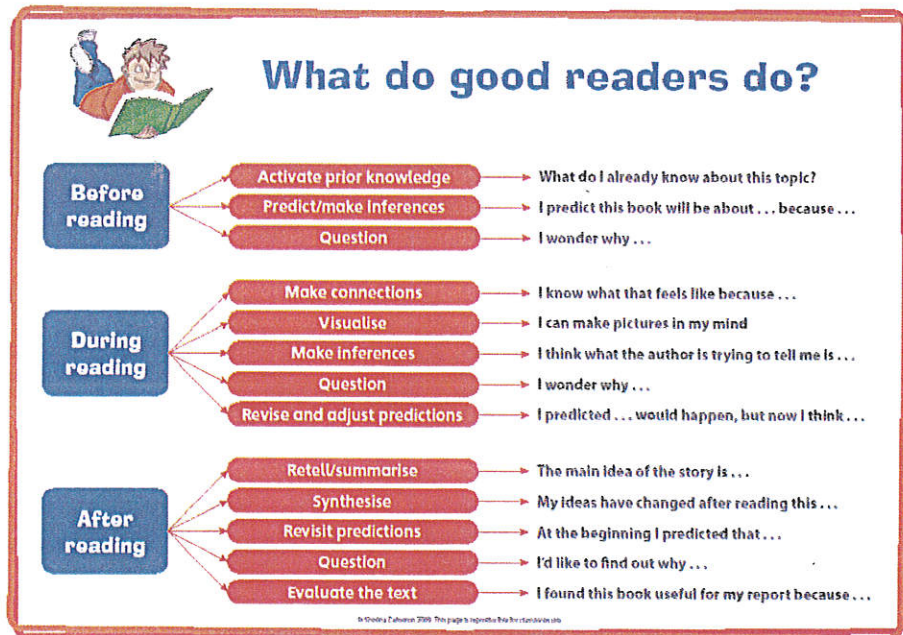
Reading is a message-getting, problem-solving activity. It is a process by which a child can, on the run, extract a sequence of cues from printed texts and relate these, one to another, so he/she **understands** the precise message.

(Marie Clay. Becoming Literate)

What is Comprehension?

Comprehension can be described as an active process. It involves the reader in **making meaning** from visual information (eg. print, punctuation, illustrations) and non-visual information (eg. background knowledge based on past experiences with language and the world).

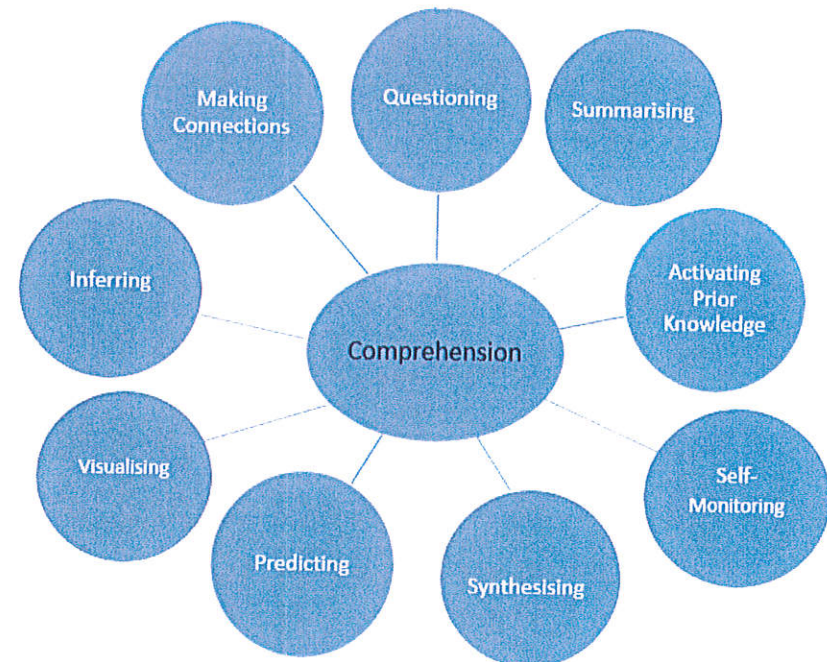
(First Steps Reading Resource Book)



Reading Comprehension Strategies

The Key Comprehension Strategies.

- Activating Prior Knowledge
- Self-monitoring
- Predicting
- Questioning
- Making Connections
- Visualising
- Inferring
- Summarising
- Synthesising



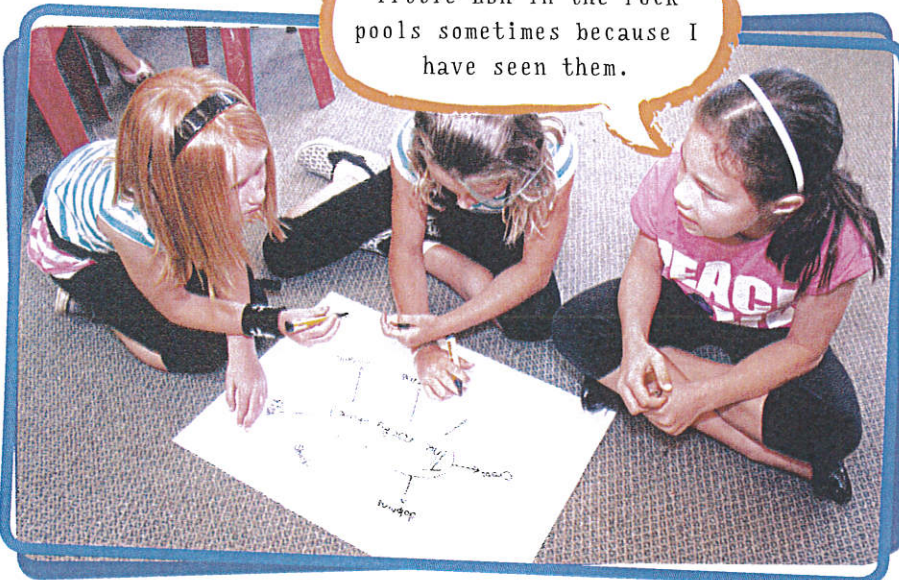
See the following pages for information on the key comprehension strategies.



Activating prior knowledge

Activating prior knowledge is when you think about all the things you already know about a topic. This can include what you have experienced personally and what you have read about, seen on TV or at the movies, etc.

Thinking about what you already know is useful because it gives you a base to build new knowledge and helps you to make connections with the text.



I know you can find little fish in the rock pools sometimes because I have seen them.

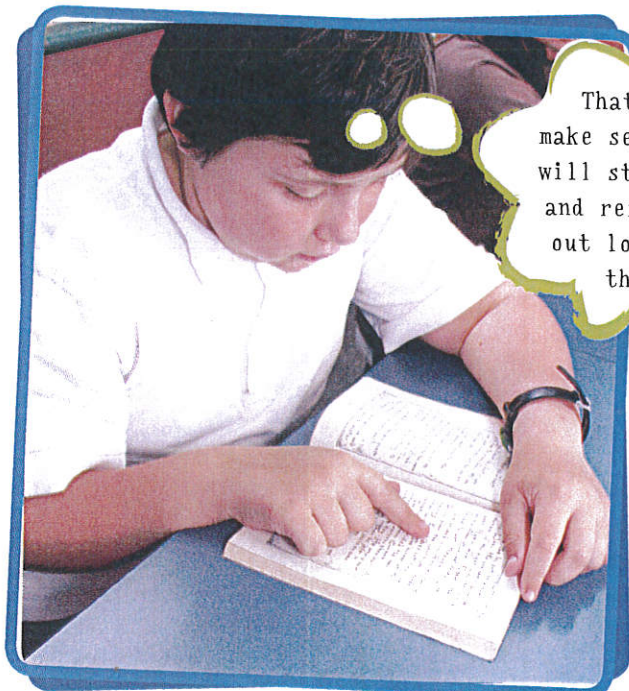


Self-monitoring

Self-monitoring is being aware of your own thinking when you read.

A really important part of self-monitoring is knowing when you have stopped understanding what you have read. It may be that you are not sure of what a word, sentence or even a paragraph means.

If you can recognise when this happens, you can use a strategy such as rereading to fix it.



That bit doesn't make sense. I think I will stop and go back and reread it slowly out loud and see if that helps.



Predicting

Predicting is a useful reading strategy as it helps us think about what to expect when we read. What we know already (our prior knowledge) helps us to predict.

When we predict we can use the

- title
- front and back covers
- blurb
- pictures or diagrams
- table of contents

We can think about the

- topic
- author
- text form – is it a narrative?
factual report? recount?

Good readers keep making predictions and adjusting them all through their reading.

From the way Dylan is acting in the story, I think he is going to get into trouble pretty soon.



Questioning

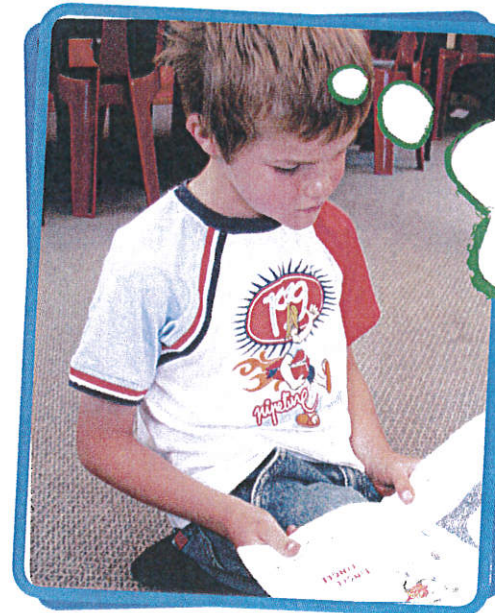
Good readers ask questions before, during and after they have read a text.

Sometimes the question is answered in the text.

Sometimes you have to use your own prior knowledge and what's in the text to help you come up with the answer.

Sometimes the question may not be answered by the text at all and you will have to find another source of information to help you.

Asking and answering questions helps you look for information, which builds understanding.



I wonder why the prince is being so mean to the wizard when the wizard is really just trying to help him . . .



Making connections

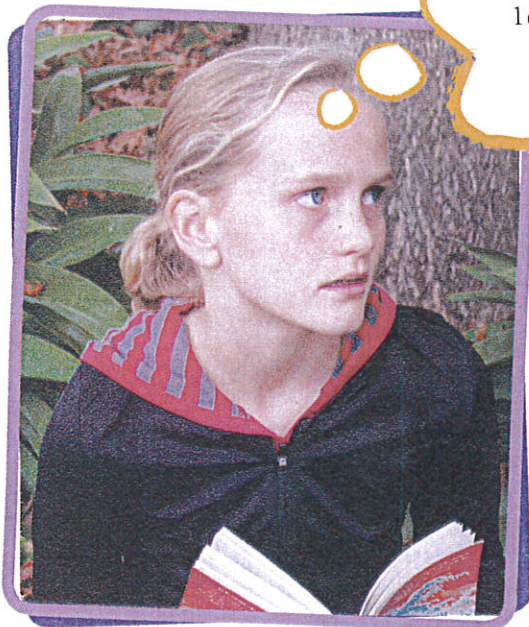
Making connections is when we make links between what we already know (our prior knowledge) and the text.

There are three kinds of connections we can make. The first is called:

Text to self

This is when we connect the text to our own experiences.

This part makes me think about when I lost the necklace my Nan gave me. I know what it feels like to lose something precious.

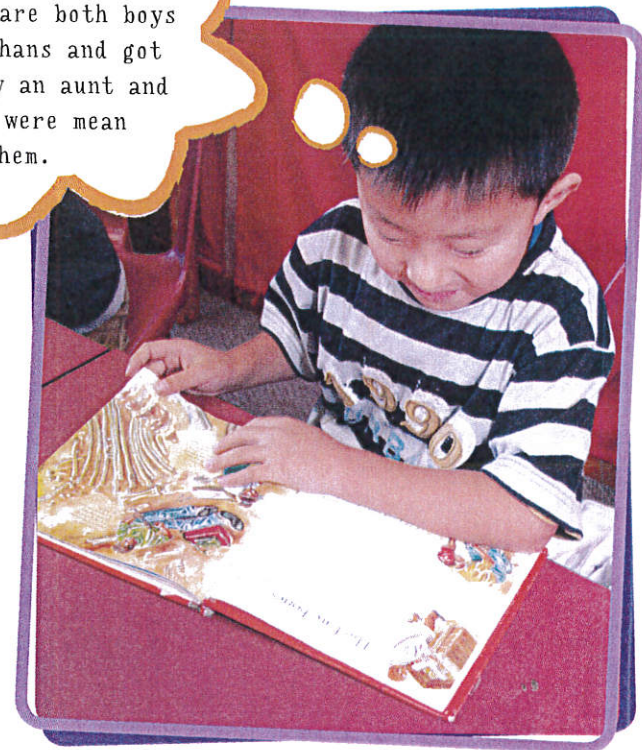


Making connections

Text to text

Text to text connections are when we compare the text we are reading to other similar texts. These texts could be books or visual texts such as a movie or a TV programme.

This character reminds me of Harry Potter. They are both boys who were orphans and got brought up by an aunt and uncle who were mean to them.



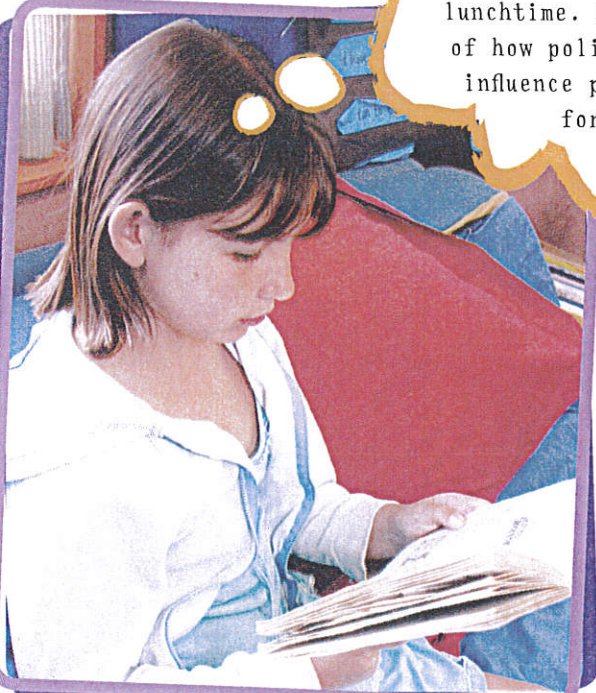


Making connections

Text to world

This is when we connect what we are reading to things that really happen in the outside world.

The boy in this story is running for school president. He is promising to organise lots of fun activities for students at lunchtime. This reminds me of how politicians try to influence people to vote for them.



Visualising

When authors write, they use words to describe things. The words make a picture in your mind. Creating a picture in your mind or drawing the picture on paper can help you understand what you are reading. This strategy is called visualising.

... the other kids were already in the water. Paddy dipped his feet in ... it was freezing cold!



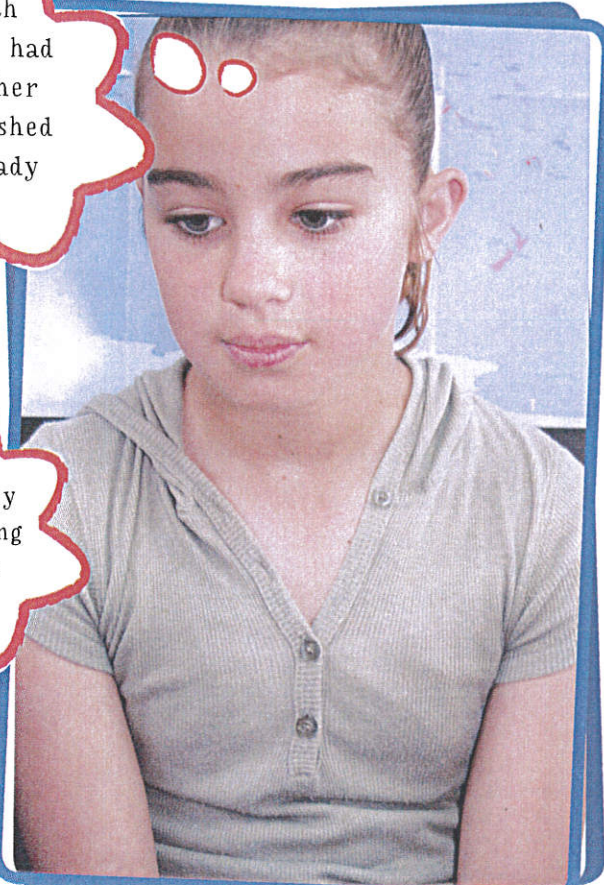


Inferring

Inferring is being able to 'read between the lines', when the author implies something but doesn't exactly state it. You need to use the clues in the text and your own prior knowledge to help you understand.

"Sarah's mouth was dry and she had a big knot in her stomach. She wished today was already over."

... I think Sarah sounds really nervous about giving her speech to the whole school.



Summarising

A summary is a shortened version of a text that contains all the main points.

Summarising is an important skill that helps us when we are researching, gathering and presenting information.

Finding key words and phrases helps us to summarise the text.

My summary is that cheetahs are the fastest land animals in the world and that their bodies have made adaptations to help them to go fast.

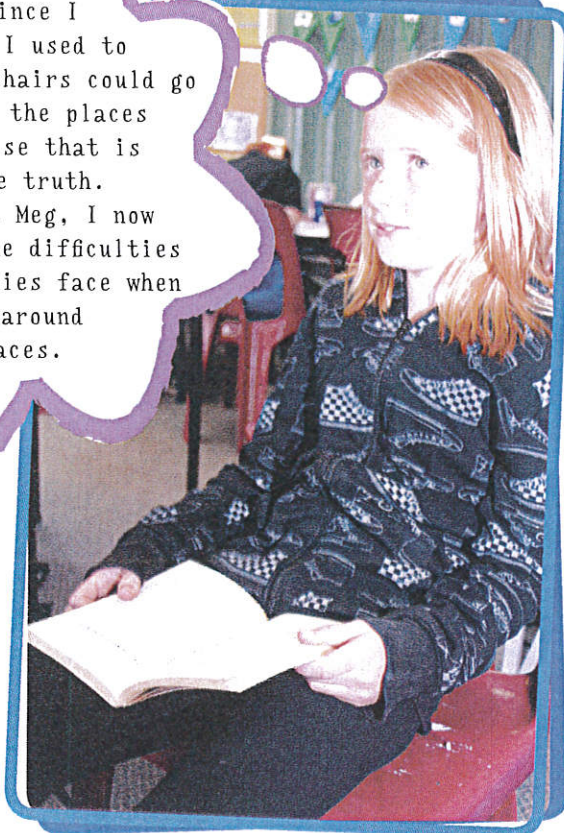




Synthesising

Synthesising is putting together information from the text with your own prior knowledge to develop new ideas and understandings. It can mean using your new knowledge to create something like a model or a plan.

My thinking
has changed since I
read this story. I used to
think people in wheelchairs could go
pretty much all of the places
I can. Now I realise that is
nowhere near the truth.
After reading about Meg, I now
understand some of the difficulties
people with disabilities face when
trying to get around
in public places.

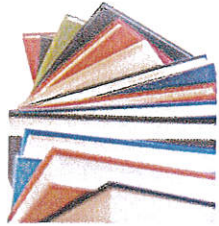


Word attack strategies

What do good readers do when they come to a word they don't understand?

- 1 Read back (re-read).
- 2 Read ahead (read on).
- 3 Use the context to guess the meaning.
- 4 Use pictures, charts etc for clues.
- 5 Look for a part in the word you already know (prefix, suffix, root).
- 6 Use a dictionary.
- 7 Ask for help.







It's all about Comprehension!



The QAR Question Answer Relationship

The Question-Answer Relationship (QAR)

The question-answer relationship (QAR) strategy teaches students to understand what types of questions they are being asked and how to answer those different questions. The four types of questions are: right there, think and search, author and me and on my own.

In the Book/Text 	
 Right There Questions	 Think and Search Questions
Who is	What happened before
Where is	What is the problem
What did	What happened to
Where does	How would you describe
In Your Head 	
 Author and Me Questions	 On My Own Questions
Why did the main character	How do you feel about
Do you agree with	What would you do if
How did she/he feel when	Have you ever
What did the author mean by	What is your favourite, why

QAR Questions Explained



Right There – “Right There” questions require students to go back to the text and find the correct information to answer the questions. These are also called literal questions because the correct answer can be found directly in the passage.



Think and Search – “Think and Search” questions usually require students to think about how ideas or information in the text relate to each other. Students need to look back at the text, find the information that the question refers to, and then think about how the information or ideas fit together.



Author and Me – “Author and Me” questions require students to use ideas and information that are not stated directly in the text to answer the question. These questions require students to think about what they have read and formulate their own ideas or opinions. Students often have to make inferences to answer the questions.



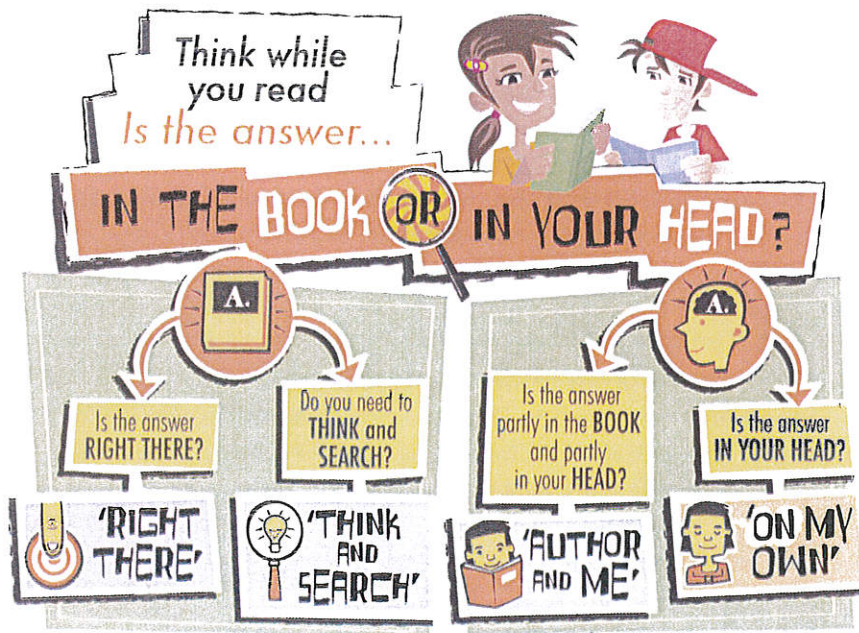
On My Own – “On My Own” questions can be answered using students’ background knowledge on a topic.



Benefits of the Question-Answer Relationship.

- Supports students’ comprehension of text content and meaning.
- Provides a range of questioning techniques to investigate texts.
- Encourages students to be critical readers and to use higher order thinking skills.

Question Answer Relationship



Acknowledgements

Sheena Cameron – *Teaching Reading Comprehension Strategies*
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