<table>
<thead>
<tr>
<th>Sub Strand: Comprehension</th>
<th>Component: Text Analysis</th>
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<tr>
<td>2.R.CO.101</td>
<td>Use a range of strategies to read short texts and demonstrate understanding</td>
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**Overview**

These strategies are generic and unless stated, can be taught with Literary or Information Texts.

**Students will have achieved this when they begin to**

- **Monitor comprehension**
  - Listen to their inner voice as they read
  - Stop reading when they are confused or not focussed
  - Stop, think and react to text

- **Make Connections using background knowledge**
  - Use Text to Self (T-S) connections to read fiction texts
  - Make meaningful connections to characters in fiction texts using T-S connections
  - Merge background knowledge with new thinking in non-fiction texts
  - Know that background knowledge changes as they read and learn new things in non-fiction texts
  - Compare and contrast simple texts about the same topic in non-fiction

- **Ask Questions**
  - To ask questions before, during and after reading
  - Know the purpose for asking questions
  - Know that some questions are answered in the text
  - Find answers for questions they have asked in text

- **Infer**
  - Predict
    - Use background knowledge and clues from text to make predictions
    - Begin to revise predictions that aren’t confirmed
  - Visualise (using Mental Images)
    - Know we use mental images to help understand the text.
    - Know that our mental images are different because of our background knowledge.
    - Make movies in their minds based on text
    - Share mental images with partners and others
    - Record mental images by drawing
    - Use other senses to image sounds, smells, touch and tastes in text
    - Visualise to better understand the dimensions of size, space and time
  - Infer
    - Infer unanswered questions in texts with support.
    - Uses information in text to come to a decision (draw conclusion) about a story element eg character’s motive, trait, and action.
    - With support draw simple conclusions based on picture clues, text information and background knowledge

- **Determining Importance**
  (In Grade 2)
- Begins to distinguish the difference between important and interesting information based on the purpose for reading.
- Stop and think and begin to record new information they learn from nonfiction texts in their own words.
- React, respond and merge their thinking with new information.
- Begin to organise thinking and record questions, information and responses.

- Summarise & Synthesise
  - With support and scaffolds put information from nonfiction texts into their own words (paraphrase) to show they understand it.
  - Engage in researching projects that interest them.
  - Share learning with others.
  - Begin to summarise information by telling what is important but not telling too much.
  - Summarise by retelling:
    - Retell simple stories in correct sequence without pictures.
    - Recognise story structure – beginning, middle and ending.
    - Recognise story elements – characters, setting, major events.
    - Recognise problem and solution in story with help.
    - Use language to describe sequence of a story – first, next, then.
    - Use mental images (thinking strip).

Note:
In a summary readers identify the most important ideas and restate them in their own words. However it is more than just reporting back the main facts it also requires students to comprehend, make judgments and synthesise the main ideas.

A summary of fiction should include:
- names of important characters and locations.
- important events from the story.
- a sentence or two that points to the theme of the story in a shortened version.

A summary of nonfiction should include:
- key words from the passage.
- main ideas from the text.
- a reflection of the text structure of the text.

This requires higher level thinking than in a retell which requires students to remember as much of the text as possible, retelling it orally in their own words and using some of the repetitive words or phrases from the text eg Fe, fi, fo, fum, I smell the blood of an Englishman.”

These are examples of classroom teaching that help student learn:

- Comprehension strategies are taught in Interactive Read Aloud lessons. This technique enables the children to focus on the meaning of the text without having to worry about reading the text. It also allows children to have-a-go at the strategy as soon as soon as they feel confident enough, as Debbie Miller suggested in her article *Not So Gradual Release of Responsibility in Comprehension Going Forward* (2011). This can be achieved by allowing children time to turn and talk to their partner and also encouraging them to record their thinking on sticky notes when they are ready.
- Children can work collaboratively in pairs and practise. The teacher then guides and assists students during guided reading and individual conferences as they learn how and when to apply the strategy by themselves.
- Anchor Charts are essential tools for teachers to record their thinking as they model the strategies. Key anchor charts are completed by the teacher during the first Interactive Read Aloud with a particular
comprehension strategy. They record the learning intention, an explanation of what the strategy is and why it helps us understand and suggested prompts. They are used as reference as teachers and students use the strategy with a text in Interactive Read Alouds and when teachers guide students in Guided Reading and eventually as students work independently.

- Working anchor charts are developed by teacher in Interactive Read Alouds with students support and are used to record thinking while using strategies with a particular text. The name of the text should be listed on the chart. Use the Key Anchor Chart as a guide when constructing Working Anchor Charts.

These are some samples of activities which would assist in developing specific contributing outcomes.

- Retell:
  Children need a lot of practice and encouragement to retell. Teaching students to retell a story in sequence with information about the character, setting, and plot is essential to helping them become a good reader. It also helps develop their knowledge of story structure for their own writing.

  Guided Reading is where individual help and practise can be offered.

  Children can practise retelling in Literacy Stations. For example simple puppets (a cut-out picture of a character taped to a paddle-pop stick) can be made for children to use to retell a story.

  Folktales, fables, and fairy tales are good texts to use when teaching students how to retell. The eg Three Little Pigs is a story that most students have heard many times, making it easy for them to retell.

  Thinking Strips (from Debbie Miller, I Can Use Mental Images To Retell & Infer Big Ideas, The Reading Teacher Vol. 66 Issue 5 February 2013)

  Read a story that has repetitive structure eg The Magic Fish (Freya Littledale, Scholastic, 1992), The Fisherman’s Tale (Keith Faulkner, Blackie Childrens’ books, 1994)

  On the second reading give children clip boards and strips of paper folded into a number of sections that reflect the parts of the story. At each obvious break stop and ask children to draw in each cell what is happening in story. These can be numbered and confident writers can add key words or sentences.

  See photographs which follow for further clarification.
Children can then use strips to retell story with others. Debbie Miller often leaves the last cell so children can attempt to synthesise

- **Retell Bracelet:**
  Children use a bracelet to help retell by using a green bead for the beginning, a red bead for the ending and three or more other beads for the middle. As children retell a story have them slide a bead from left to right for the beginning and then another bead for each story component. With Gr 1s use three detail (middle beads) however this can increase in Gr 2. ([www.meaningmatters.org](http://www.meaningmatters.org))

- **5 Finger Retell**
  Children use 5 fingers to help prompt retelling of story. Garden gloves with prompts on them can also be used.

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**Teaching Notes**

- Story retelling provides English Language Learners an opportunity to analyse stories and build oral language as they acquire related vocabulary (Schienkman, 2004). Using pictures to retell a story can be highly beneficial to second language learners. It provides visual support that scaffolds comprehension as ELLs learn new vocabulary. Retelling stories helps ELLs begin to understand sequence, plot, and
characterization as they build vocabulary and comprehension skills. But most important of all, it provides the fundamental skills ELL students need to begin retelling stories on paper.

- **When teaching comprehension strategies:**
  
  - Use appropriate books for particular strategies
  - Follow the learning intentions you planned and don’t get distracted by unimportant facts or details
  - Don’t stop to often because children will lose the gist of the text
  - Ensure you give children time to justify their answers
  - Make sure you “Go to the talk” and move around the talking partners so you can assess which children are saying
  - Ensure their connections relate to the text and you help students to connect their thinking to the text. Ask: How does this help me understand the text better?

**Assessment**

Assessment at this level is based on ongoing observations of children as they attempt the strategies during Interactive Read Aloud and Guided Reading Sessions.

Children may begin to record their thinking by making drawings or writing a few words on sticky notes or thinksheets.

When written in their own words these are authentic responses which enable the teacher to assess child’s thinking to see what the child is thinking or wondering.

- Independent and whole class rubrics can be kept.
- Link reading lessons to writing lessons. In shared reading lessons look at purpose, audience and features of nonfiction.
- Focus on teaching the features of non-fiction by not only explicitly teaching them what nonfiction conventions are eg photographs, diagrams, captions, and comparisons but what kinds of information these conventions give us, and how they help us read with understanding.