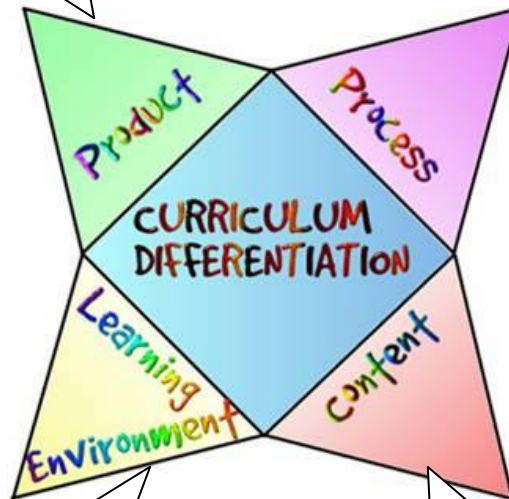


Differentiating Instruction in comprehension – extending students

- Use formative assessment to diagnose current understandings, skills etc
- Students able to demonstrate their understanding in a range of ways

- Gradual Release of Responsibility – some students will be ready for independent tasks earlier than others
- Reciprocal teaching
- Literature Circles




- Texts available in the classrooms for students – including digital texts
- Materials and resources – including sticky notes, anchor charts, spaces
- Choice of texts
- Flexible grouping

- Higher order content
- Higher order questioning e.g. Bloom's Taxonomy
- Explicit teaching of comprehension strategies applied to content

Sophisticated beginning-to-read books

- Nuanced language
- Multidimensional characters
- Visually inventive picture books
- Playful thinking
- Unusual connections; finding patterns and parallels within and among books
- Abstractions and analogies
- A blend of fantasy and non-fiction

Strategy	Question Stems
<p data-bbox="165 69 419 98">Making Connections</p> 	<p data-bbox="531 73 826 103">Text to Self Connections</p> <p data-bbox="531 107 1018 136"><i>What does this remind me of in my life?</i></p> <p data-bbox="531 141 930 170"><i>What is this similar to in my life?</i></p> <p data-bbox="531 174 946 203"><i>How is this different from my life?</i></p> <p data-bbox="531 208 1094 237"><i>Has something like this ever happened to me?</i></p> <p data-bbox="531 241 914 271"><i>How does this relate to my life?</i></p> <p data-bbox="531 275 1031 304"><i>What were my feelings when I read this?</i></p> <p data-bbox="531 309 1201 338"><i>Have I changed my thinking as a result of reading this?</i></p> <p data-bbox="531 342 794 371"><i>What have I learned?</i></p> <p data-bbox="531 383 834 412">Text to Text Connections</p> <p data-bbox="531 416 1214 445"><i>What does this remind me of in another book I've read?</i></p> <p data-bbox="531 450 1018 479"><i>How is this text type similar to another?</i></p> <p data-bbox="531 483 1222 512"><i>How is this text similar to other things I've seen / heard?</i></p> <p data-bbox="531 517 1201 546"><i>How is this different from other texts I've experienced?</i></p> <p data-bbox="531 551 1241 580"><i>Have I read/seen/heard about something like this before?</i></p> <p data-bbox="531 584 1509 669"><i>Are there similarities / differences in genre, text structure, author, topic, theme, message, plot, character, fact, opinion, information, vocabulary?</i></p> <p data-bbox="531 674 858 703">Text to World Connections</p> <p data-bbox="531 707 1110 736"><i>What does this remind me of in the real world?</i></p> <p data-bbox="531 741 1302 770"><i>How is this text similar to things that happen in the real world?</i></p> <p data-bbox="531 775 1302 804"><i>How is this different from things that happen in the real world?</i></p> <p data-bbox="531 808 1137 837"><i>How did that part relate to the world around me?</i></p> <p data-bbox="531 842 1461 954"><i>Are there similarities / differences in something I have seen on TV, radio, a newspaper story, historical events, current events, something I have studied before, real world happenings – local and global, a conversation</i></p>
<p data-bbox="220 965 371 994">Questioning</p> 	<p data-bbox="531 965 1497 1066">Right There – Students are asked to respond at the literal level. These questions usually begin with words such as: <i>who is, where is, list, what is, how many, when did, name, what kind of...</i></p> <p data-bbox="531 1070 1501 1240">Think and Search – Students are asked to think about how the information in the text relates to other ideas. They must synthesise, infer, or summarise to find the answer. These questions tend to be more open-ended, and usually begin with words such as: <i>what caused, contrast, retell, how did, explain, find examples, for what reason, compare..</i></p> <p data-bbox="531 1245 1517 1346">Author and You – Students are required to have read the material to understand what the question is asking. They must combine their own experiences with what the text states.</p> <p data-bbox="531 1350 1525 1451">On My Own – Students are able to answer these questions on their own without reading the text. They must generate the answer from their prior knowledge. The answer might be changed after reading the text.</p>
<p data-bbox="225 1464 368 1494">Inferencing</p> 	<p data-bbox="531 1464 1042 1494"><i>What noun is referred to by the pronoun?</i></p> <p data-bbox="531 1498 1046 1527"><i>What words mean the same as this word?</i></p> <p data-bbox="531 1532 1054 1561"><i>What does this word mean in this context?</i></p> <p data-bbox="531 1565 1520 1594"><i>What vocabulary in the text helps determine the theme or main idea of the text?</i></p> <p data-bbox="531 1599 1054 1628"><i>What do the metaphors and similes mean?</i></p> <p data-bbox="531 1632 1422 1704"><i>What are the structures and features of this text that give clues about its purpose?</i></p> <p data-bbox="531 1709 930 1738"><i>What conclusions can you draw?</i></p> <p data-bbox="531 1742 1249 1771"><i>What predictions can you make based on clues in the text?</i></p> <p data-bbox="531 1776 930 1805"><i>What conclusions can you draw?</i></p> <p data-bbox="531 1809 1193 1839"><i>What are the author's viewpoints, beliefs, and biases?</i></p> <p data-bbox="531 1843 1358 1872"><i>What do I already know that I can bring to bear to understand this?</i></p> <p data-bbox="531 1877 903 1906"><i>What judgements can I make?</i></p> <p data-bbox="531 1910 1453 1982"><i>What clues are there about the character – personality, beliefs, motivation, relationships?</i></p> <p data-bbox="531 1986 1445 2058"><i>What clues are there about where, when, how, why and what that are not directly stated?</i></p> <p data-bbox="531 2063 1517 2134"><i>What clues are there in the visuals that provide meaning to the text – e.g. shape, size, symbols, line, location, images, colour, composition?</i></p>

Visualising



What pictures, slide show and movies can you create in your mind?

What images, smells, sounds, feelings, tastes can you imagine?

What music can you imagine in the background?

Non-fiction texts

What do the diagrams, photographs, maps, graphic organisers, tables, timelines, cartoons, graphs tell us?

How can the text be represented in a graphic organiser? What text types (cause & effect, sequence, compare & contrast, problem & solution, description, sequence) match which graphic structure?

Determining Importance



What is my purpose for reading this?

What is the author's purpose for writing this text?

What are the main headings and sub-headings?

What text features help me determine the important ideas in this text?

How does the visual information help? What information does it provide?

What are the essential ideas?

How can I sort and prioritise the key ideas in this text?

What are the big concepts and how can I link the detail to the concept?

What graphic organiser could be helpful to sort the information?

What are the non-fiction features that signal importance?

- *Fonts and effects (titles, headings, bold/ italic / coloured fonts, bullets, captions, labels)*
- *Signal words and phrases*
- *Illustrations and photographs*
- *Graphics (diagrams, cutaways, cross sections, graphs, maps, charts)*
- *Text organisers (index, preface, glossary, appendix)*
- *Text structures (cause & effect, problem & solution, question & answer, compare & contrast, description, sequence)*

Summarising & Synthesising



What is important?

Can I retell the story accurately?

Can I paraphrase the information presented?

Has my thinking changed as I read more?

How are different texts / information similar and different?

What is the gist of this text?

What is my opinion?

What is the text about and what does it make me think about?

How can I use graphic organisers to help me sort my thinking?

What questions do I still have?