

What is the intended learning and why is it important?

What are your learning intentions?
Why are you teaching this strategy?
How will you share the learning intentions with your students?

Refer to
[Comprehension Article](#) (Ann Bayetto)
[DECD Best Advice Comprehension](#) (Deslea Konza)

What could the intended learning look like at this level?

Refer to the year level appropriate expectations for comprehension found in:
[Australian Curriculum](#) (English connections)
[Literacy Progressions](#) (Comprehension)
[Comprehension Scope and Sequence](#) (Draper)
[NAPLaN skills by Band](#)
How can you use the various continua to differentiate instruction back and forward to match students' ZPD (Zone of Proximal Development)?
How can you ensure students help develop and are aware of success criteria?

How will we engage, challenge and support their learning?

Some ideas for teaching strategies here
[Booklet 1: Making Connections](#)
[Booklet 2: Questioning](#)
[Booklet 3: Inference](#)
[Booklet 4: Visualising & Visual Literacy](#)
[Booklet 5: Summarising, Synthesising and Determining Importance](#)
[Booklet 6: Comprehension Strategies for Non-Fiction Texts](#)
[Booklet 9: Monitoring Comprehension](#)

What do we want them to learn?

Comprehension

How will we know if they got it?

1	Early Literacy Experiences (including Oral Language)
2	Phonological Awareness
3	Basic phonics
3	Advanced Phonics / Spelling
4	Vocabulary
5	Fluency
6	Comprehension

So what will we do to get there?

- Making Connections*
- Questioning*
- Inferring*
- Visualising*
- Determining Importance*
- Summarising / Synthesising*

What do they bring?

- What do you know about your learners'
- Independent reading levels
 - Instructional reading levels
 - Reading dispositions
 - Comprehension skills
 - Knowledge of comprehension strategies
 - Content knowledge
 - Vocabulary knowledge
 - Knowledge of text types, text structures and text features?
 -

What evidence will enable us to assess the intended learning?

[10 Creative Ways to Check for Comprehension](#)
[Graphic Organisers](#)
[Leaving tracks of thinking](#)

Refer back to

- your learning intentions
- intended learning at this level

Design the teaching and learning plan

The Gradual Release of Responsibility is the model used for explicit teaching of comprehension strategies.
Read more about it on my [website](#)
Learn more about it with this [tutorial](#)
Watch a video about it [here](#)

[Design your teaching and learning plan...](#)