

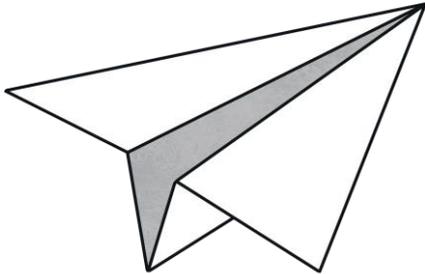
Super Six Reading Comprehension Strategies



Super Six: Making Predictions

What does it mean to make a prediction? Well, before a reader reads a story or text, they will make an educated guess about the text by looking at the pictures on the cover and reading the title.

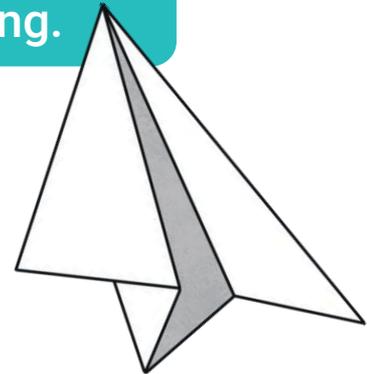
A good reader will also use their prior knowledge to help them make a prediction. They will think about other books they have read that look or sound similar, things they have learnt about or done in the past or things they have seen.



What is in a Prediction?

A prediction might be about:

- Who is going to be in the text, for example, characters.
- What might happen in the story, for example a specific event, a problem and a conclusion.
- Where the story might take place, for example, in the past, present or future, a country or a specific setting.



Questions to Help Make a Prediction

When making a prediction, a good reader might ask these sorts of questions:

- What clues can I get from the pictures, illustrations or graphics on the cover of this book?
- What clues does the title give me about the book?
- What do I already know about this genre or book?
- What other clues can I find to help me make a prediction about this book or text?

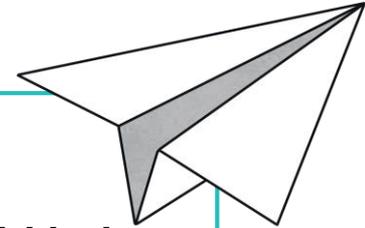


Predictions While Reading

A good reader will also make predictions as they read through a book. They will stop, consider their previous predictions and then use their new knowledge to make new predictions.

Some questions that a good reader might ask as they read a book include:

- Was my prediction correct?
- How could I change my prediction?
- What is some new information or new clues that could help me make a better prediction?
- What do I think might happen next?
- Have I ever been in a situation like the one in this book?
- Do the new pictures or illustrations have any extra clues?

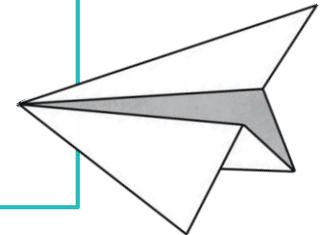


Sentence Starters for Making Predictions



When we make a prediction, we will use some special language. Some different ways to start our predictions include:

- I predict that...
- I think...
- My prediction is...
- I think this book will be about...



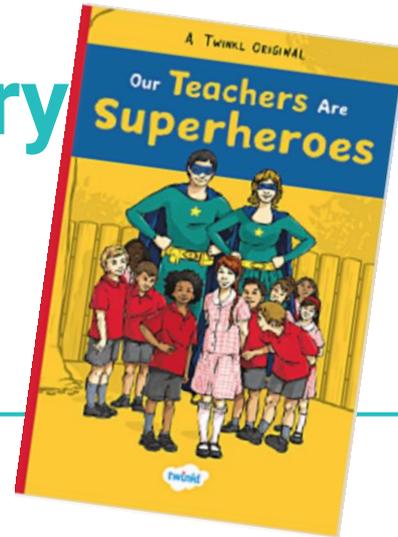
A good prediction also includes some evidence from the title, pictures, illustrations, information from the text or prior knowledge to explain why we have made our prediction. We can use the word 'because' to help us explain.

So, your prediction might look and sound something like this:

"I predict that _____ because _____."

Let's Give It a Try

Look at the cover of this book. Read the title. Think about what you already know about superheroes and teachers.



Examples:

I think that the teachers in this book are really superheroes because the title tells us that the teachers are superheroes.

OR

I predict that the teachers are pretending to be normal people even though they are superheroes because most other superheroes I know about try to hide their real identity.

OR

My prediction is that the students know their teachers are superheroes because the teachers are in their superhero outfits and the children are smiling.

Your Turn

Look at the pictures and title of this book. What else do you think you might already know?



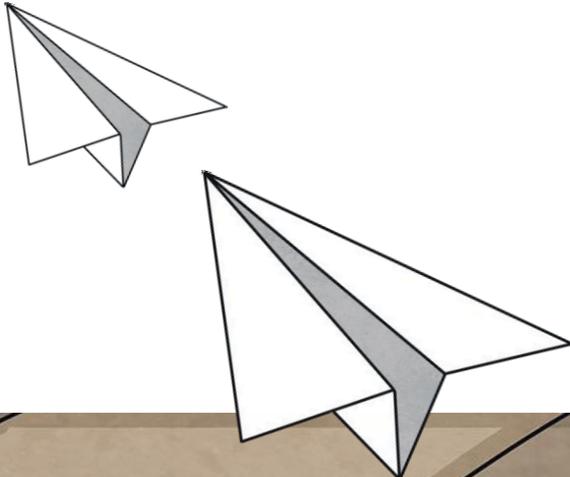
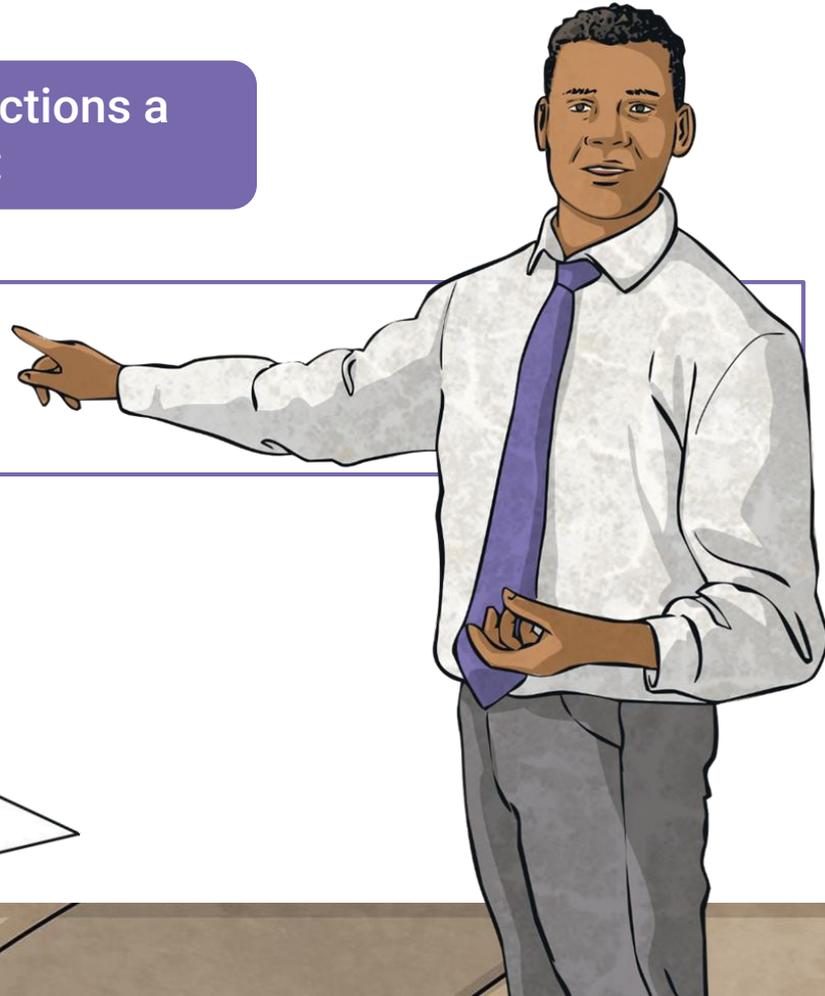
My prediction is _____ because _____.

Super Six: Text Connections

A good reader makes connections with the text they are reading. They do this to try and get a better or deeper understanding of the text they are reading.

There are three types of connections a good reader makes with a text:

1. Text to self connections
2. Text to text connections
3. Text to world connections



Text to Self Connections

A text to self connection is a connection a reader makes between the text they are reading and their own life experience. It may include something that they did or experienced, how they felt or an achievement or goal they have.

When we are making a text to self connection, we might ask questions like:

- What does this story remind me of?
- Can I relate to any characters or events in this story?
- Is there something about this story that reminds me of something from my own life?

Some useful sentence starters for making a text to self connection are:

- This story reminds me of...
- I understand how the character feels because...
- When the character _____ it was just like when I...

Text to Text Connections

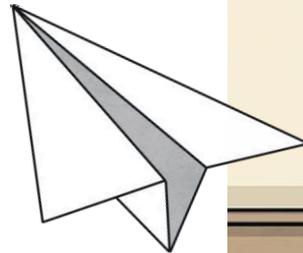
A text to text connection is a connection a reader makes between the text they are reading and another text that they have read before. It may include something like a similar character, similar complication or similar solution.

When we are making a text to text connection, we might ask questions like:

- Does this text remind me of something else I have read, watched or listened to?
- What does this text remind me about that was in another book I have read?
- How is this text similar to other things I have read before?
- How is this text different from other things I have read before?

Some useful sentence starters for making a text to text connection are:

- The character in this story is just like the character in...
- The setting of this story is the same as the setting in...
- These two texts both have an event involving...
- This text reminds me of another book I have read because...



Text to World Connections

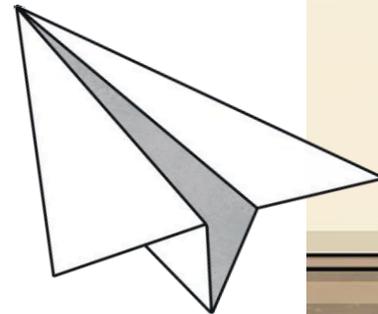
A text to world connection is a connection a reader makes between the text they are reading and something that is happening or has happened in the world. It may include something like a special event, a natural disaster or something new in history.

When we are making a text to world connection, we might ask questions like:

- Has something like this happened in real life before?
- Is there anything happening in the world that seems similar to what is happening in this story?
- How are the events in this text similar to things that have happened in the real world?
- How are the events in this text different from things that have happened in the real world?
- How do the characters and setting relate to real people and places in our world?

Some useful sentence starters for making a text to world connection are:

- I heard about something similar on the news when...
- This seems just like when _____ was happening in...
- The events in this text remind of a time when...
- This text reminds me of the past because...



Time to Have a Go!

Read through or listen to this short passage below. While you are reading or listening, think about a connection that you might have with this text and something about you, another text or our world.

An excerpt from *The Wonderful Wizard of Oz* by L. Frank Baum. Excerpt taken from Chapter 2 - The Council with the Munchkins.

She was awakened by a shock, so sudden and severe that if Dorothy had not been lying on the soft bed she might have been hurt. As it was, the jar made her catch her breath and wonder what had happened; and Toto put his cold little nose into her face and whined dismally. Dorothy sat up and noticed that the house was not moving; nor was it dark, for the bright sunshine came in at the window, flooding the little room. She sprang from her bed and with Toto at her heels ran and opened the door. The little girl gave a cry of amazement and looked about her, her eyes growing bigger and bigger at the wonderful sights she saw.

What type of connection did you make?
How do you know?

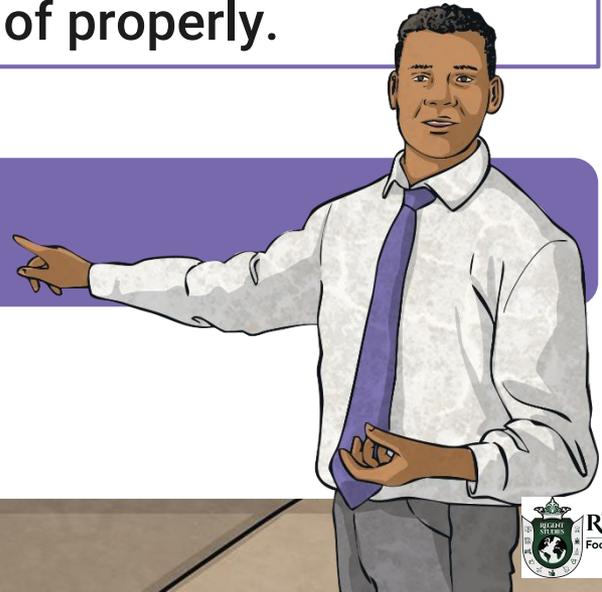
Another Turn!

Read through or listen to this short passage below. While you are reading or listening, think about a connection that you might have with this text and something about you, another text or our world.

Should Children Be Allowed to Own Pets?

There are many arguments for and against children owning pets. Pets help to keep children company, help to keep children fit and they also help children to learn new responsibilities. However, pets can be dangerous. They require a lot of maintenance and they cost a lot of money to be taken care of properly.

What type of connection did you make?
How do you know?



Super Six: Questioning

Readers ask and answer questions to clarify meaning and make sure that they understand what they have read. They ask questions before, during and after reading. They also use their prior knowledge to help them answer the questions, along with new information from the text.



Questioning

We start by asking a question and then we think about what we already know (prior knowledge).



Then, we read the text to find new information. We put this new information together with our prior knowledge to find an answer.

We also need to check to see if the answer is correct and answers the question well enough, otherwise we must keep reading or look for more information somewhere else.

Questioning

Here are some simple questions to help you get started:

- What was the author's intention when they wrote this?
- When did _____ happen?
- How did the character know that?
- What is going to happen next?
- I wonder why that happened?
- What would have happened if...?



Let's Have a Go!

Read the following text and then read the possible questions, or you might like to ask your own.

The Tortoise and the Hare

Once, there was a hare who told everyone how fast he could run. The tortoise thought he was a show-off. He asked the hare for a race. The hare thought it would be easy. All of the animals got together to watch the race. The hare set off. After a little while, he decided to stop for a rest.

"You are so slow, you will never win!" he said to the tortoise.

The hare sat down by a tree. "That tortoise will never beat me!" he thought. The hare soon fell asleep. The tortoise kept going. He didn't stop until he got to the end of the race.

"Hooray!" the animals shouted. "Tortoise, you have won!"

The cheering woke up the hare. He ran as fast as he could, but it was too late. The tortoise had won.

"It's not fair!" said the hare. "I was asleep, we have to do the race again!"

But this time, no one listened to the hare.

Possible questions:

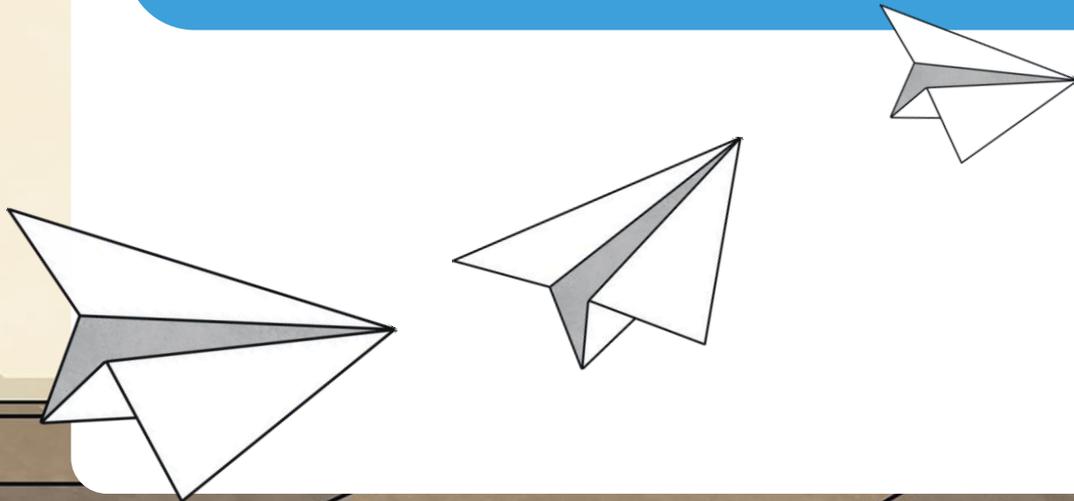
- How could the tortoise ever go faster than a hare or rabbit?
- Why is the author telling this story?
- What feelings might the hare have after the race?

Let's Have a Go!

Now that we have asked some questions about the text, what is some prior knowledge that we can bring to them?

Possible prior knowledge:

- I know stories like this teach a lesson, called a moral.
- I know that rabbits are fast, but stop often and a tortoise is slow, but never stops moving.
- I know when I have been showing off and I get beaten I feel embarrassed.



Let's Have a Go!

Now that we have asked some questions, thought about our prior knowledge and read the rest of the text, we can answer our questions.

The Tortoise and the Hare

Once, there was a hare who told everyone how fast he could run. The tortoise thought he was a show-off. He asked the hare for a race. The hare thought it would be easy. All of the animals got together to watch the race. The hare set off. After a little while, he decided to stop for a rest.

"You are so slow, you will never win!" he said to the tortoise.

The hare sat down by a tree. "That tortoise will never beat me!" he thought. The hare soon fell asleep. The tortoise kept going. He didn't stop until he got to the end of the race.

"Hooray!" the animals shouted. "Tortoise, you have won!"

The cheering woke up the hare. He ran as fast as he could, but it was too late. The tortoise had won.

"It's not fair!" said the hare. "I was asleep, we have to do the race again!"

But this time, no one listened to the hare.

Possible answers:

- How could the tortoise ever go faster than a hare or rabbit?
Because the rabbit stops so often, the tortoise can just walk past it.
- Why is the author telling this story?
To teach us that just because we are good at something doesn't mean we will always be the best.
- What feelings will the hare have after the race?
The hare will probably feel embarrassed and might hide away.

Super Six: Monitoring

Readers stop and think when they have lost meaning and they use a range of different strategies to regain their understanding of the text. A good reader will stop and think where they lost meaning and why they may have lost meaning (they got distracted, there was a word they didn't know or understand).

Some of the strategies that readers use to regain understanding include:

- Re-reading - going back to the start of the sentence or paragraph and reading it again, usually slower the second time.
- Reading on - reading further into the sentence or paragraph to see if they can work out what they are reading about.
- Sounding out - if they are stuck on a word that they don't know, they might sound it out then re-read to see if it makes sense.
- Use a dictionary - if a reader comes across a word they don't know, they can look up the meaning in the dictionary then re-read the sentence again to see if it makes sense.
- Use a thesaurus - if a reader comes across a word they don't know, they can look up similar words in the thesaurus, then re-read the sentence again with a similar word to see if it makes sense.
- Read out loud - re-read the sentence, nice and slowly, but out loud to see if that helps the text make sense.

Monitoring

Here are some simple questions to ask yourself when monitoring your own reading:

- Does this make sense?
- Does this sound right?
- Does the word look right?
- What can I do to get meaning back?
- Does it make sense if I try a word with a similar meaning?
- Does it make sense now that I know the meaning of the word?



Let's Have a Go!



Read the following text and stop when you find an underlined word or phrase.

Not a Good Day

Beep! Beep! Beep! I sit up in bed, the sun bright in my still sleepy eyes. I tap the snooze button on the clock next to my bed. Just a few more... oh no! That was not a good idea, now I am going to be late!

I put on my school dress, put my homework into my bag and go downstairs. In the kitchen, Mum is at the sink and my baby brother is playing with bits of egg and toast. The rest of his eggs are on the wall and the floor. Not good. "Do you want some eggs Pip? Or just toast?" Mum asks.

"No thanks." I say, "I need to go."

"You need to eat something Pip!"

"I will." I grab a banana. Mum looks, frowning, but says nothing. I just keep going, I need to get to school.

I put the banana into my bag and set it on my back. As I rush out the door... whack! I walk right into Dad, who is just getting back from his night shift. I fall onto my back, right on top of my school bag. Oh no! My homework is in there... with the banana. "Oh, sorry Pip!" says Dad. He helps me up and I look in my school bag.

"Oh, man!" I say. It is a mess. And my homework? Yuk! Oh well, I need to keep going. I cannot miss the bus. Not today. "Bye Dad!" I yell as I start running. I run for the bus stop, which is just at the end of my street. By the time I get there, it is too late. Today is not going to be a good day.

Let's Have a Go!



The underlined word was: frowning

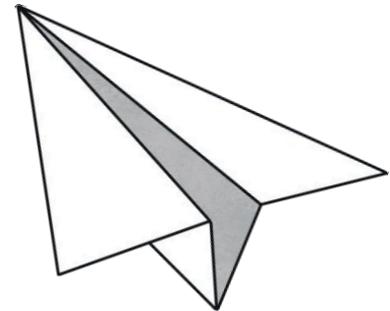
Strategies to Regain Meaning

Stop at the word 'frowning' and think about why we lost meaning and what strategies to use:

- Read on
- Use a dictionary or thesaurus
- Read out loud

Now, re-read the sentence with the new word or information in your mind.

Does it make sense now? If not, try another strategy.



Let's Have Another Go



Read the following text and stop when you find an underlined word or phrase.

Not a Good Day

Beep! Beep! Beep! I sit up in bed, the sun bright in my still sleepy eyes. I tap the snooze button on the clock next to my bed. Just a few more... oh no! That was not a good idea, now I am going to be late!

I put on my school dress, put my homework into my bag and go downstairs. In the kitchen, Mum is at the sink and my baby brother is playing with bits of egg and toast. The rest of his eggs are on the wall and the floor. Not good. "Do you want some eggs Pip? Or just toast?" Mum asks.

"No thanks." I say, "I need to go."

"You need to eat something Pip!"

"I will." I grab a banana. Mum looks, frowning, but says nothing. I just keep going, I need to get to school.

I put the banana into my bag and set it on my back. As I rush out the door... whack! I walk right into Dad, who is just getting back from his night shift. I fall onto my back, right on top of my school bag. Oh no! My homework is in there... with the banana. "Oh, sorry Pip!" says Dad. He helps me up and I look in my school bag.

"Oh, man!" I say. It is a mess. And my homework? Yuk! Oh well, I need to keep going. I cannot miss the bus. Not today. "Bye Dad!" I yell as I start running. I run for the bus stop, which is just at the end of my street. By the time I get there, it is too late. Today is not going to be a good day.

Let's Have Another Go!



The underlined word was: shift

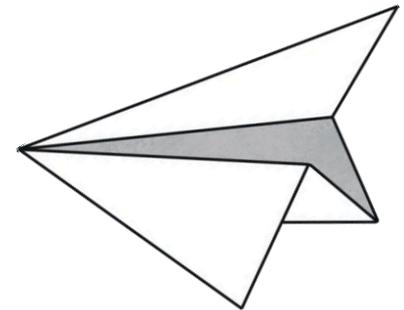
Strategies to Regain Meaning

Stop at the word 'shift' and think about why we lost meaning and what strategies to use:

- Sound it out
- Use a dictionary or thesaurus
- Read on

Now, re-read the sentence with the new word or information in your mind.

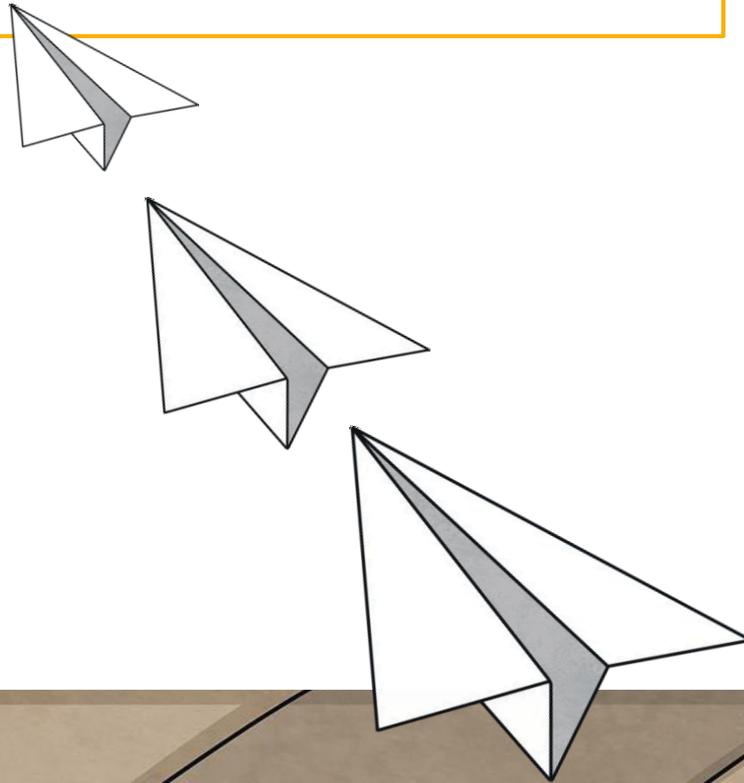
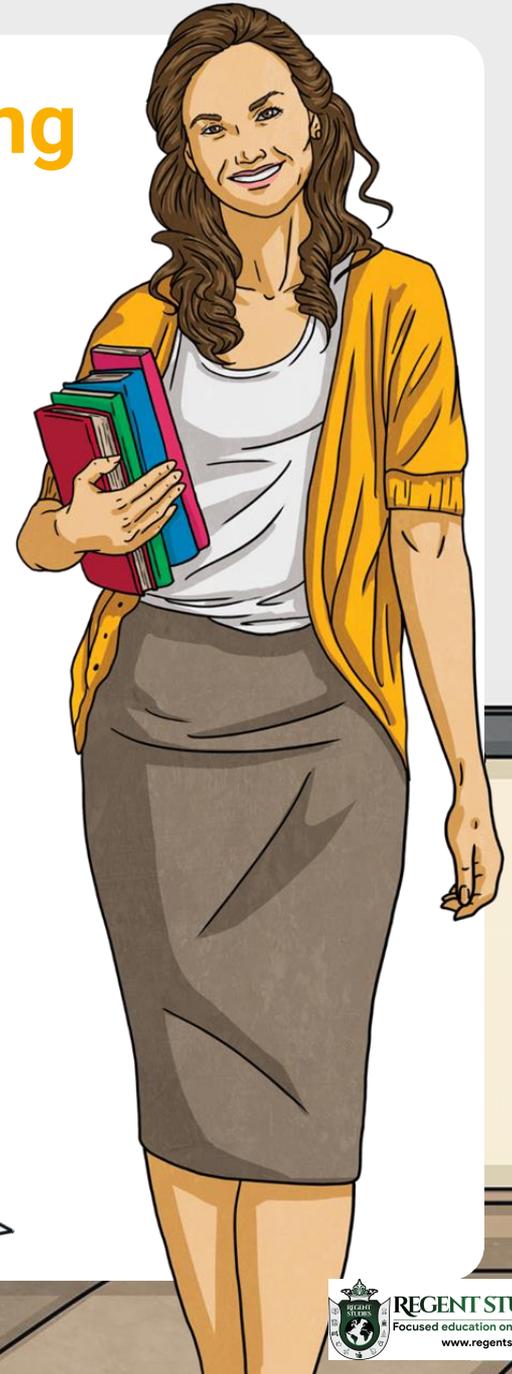
Does it make sense now? If not, try another strategy.



Super Six: Summarising

What is a summary?

A summary is a short version of a text that includes **only the main points**. When summarising a text, you need to decide which information is important and which is not.



Summarising

It may help you to think of summaries like this:

If a text had to fit onto a sticky note - what would be included?

If you had 10 seconds to share the information with your friend, what would you include?

Can you answer the questions starting with each of these words - who, what, when, where, why, how? They will help you identify the key points being made.

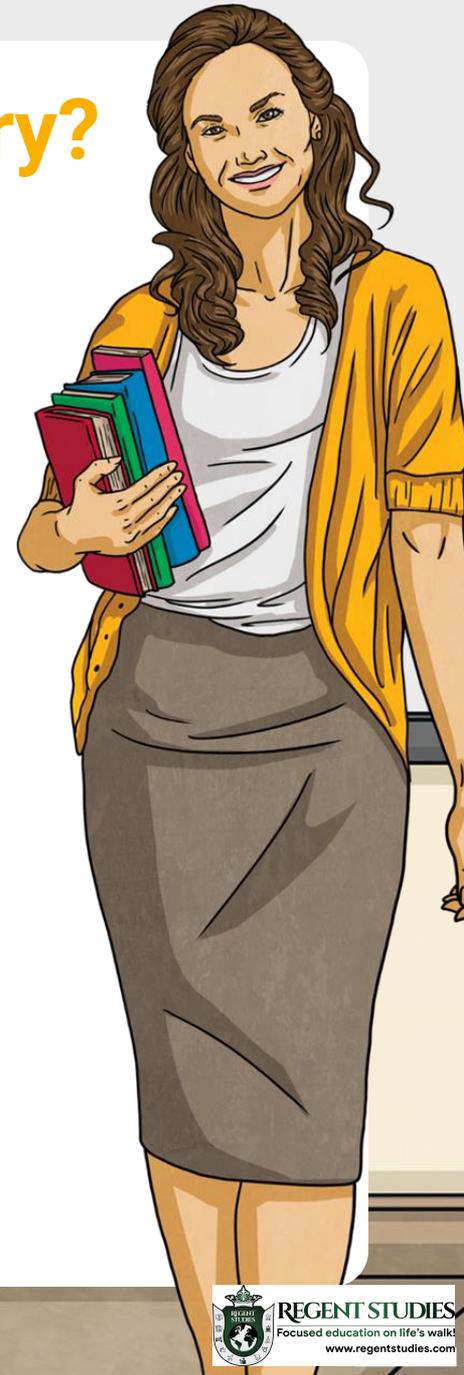
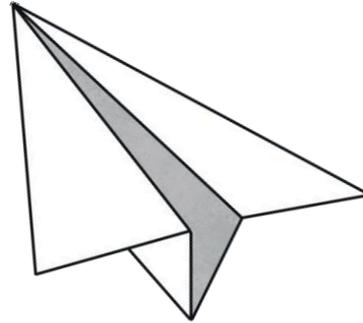
If you had a word limit, could you summarise the text in 200 words or less?

What Makes a Good Summary?

A good summary is:

- Short
- Uses your own words
- Includes only the Main points

You can remember this by thinking **SUM!**



What Makes a Good Summary?

Read the text below, identify the main points and then decide which summary is the best.

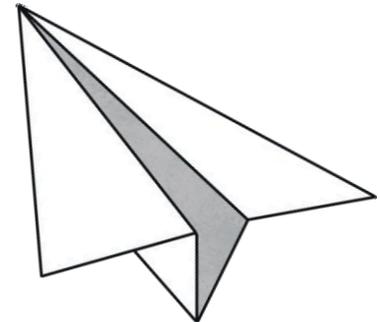
The dog ran away and didn't look back. I could see my brown paper bag hanging out of the side of her mouth as she went. I can't believe she took it. My lunch was in there, I have nothing to eat now. Worst of all, my bus ticket was in the bag too! How am I going to get home?

What is this text about?

- a) A hungry dog.
- b) A friendly dog.

Answer:

- a) A hungry dog.



What Makes a Good Summary?

Which of the following sentences is a good summary of the text?

- a) A friendly dog was playing games in the park.
- b) Someone had their lunch and bus ticket stolen by a cheeky, hungry dog.
- c) There was a naughty dog that was stealing things from strangers.
- d) Someone lost their lunch and bus ticket.

Answer:

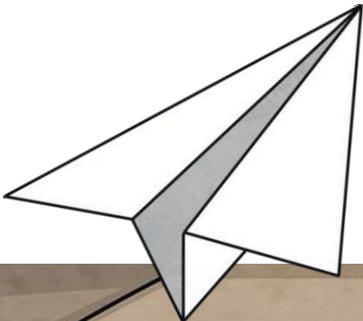
b) Someone had their lunch and bus ticket stolen by a cheeky, hungry dog.

Super Six: Visualising

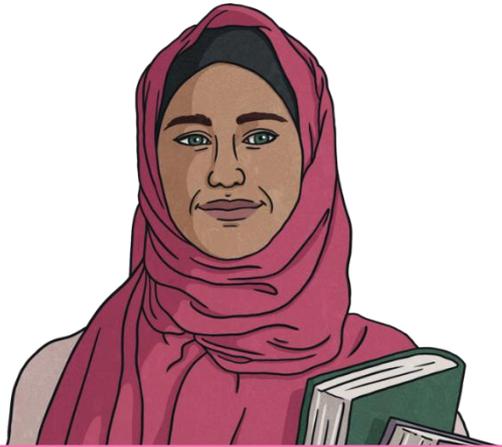
Visualising is when you can see the ideas you are thinking of inside your head.

It is a reading strategy that involves using your imagination to create a visual representation or picture in your mind of what you are reading.

By imagining the text and creating a mental picture of it, we are able to deepen our understanding of that text.

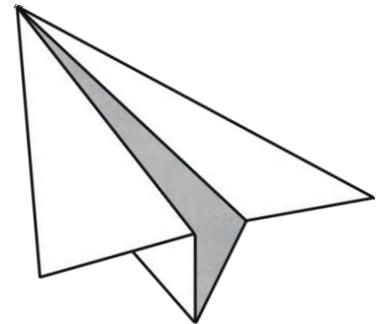


When should I Use Visualising?



You can use visualisation when you are reading but also when you are thinking, remembering or listening to someone else speaking.

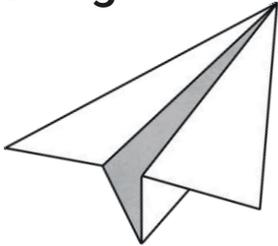
Visualising will help you to better understand or comprehend these things, so it is a good strategy for helping you to imagine or better understand something unknown.



How Can I Use Visualising?

Close your eyes to help you focus on the images inside your mind.

You can use visualisation when you are reading but also when you are thinking, remembering or listening to someone else speaking.



Try to use all five of your senses, this will help to build a more vivid and realistic picture in your mind.

Think of the text you are reading or listening to as a movie. What do you see?

Ask yourself:

- I am picturing....
- I can imagine...
- I can see, hear, smell, taste, touch...

Let's Practise!

Read the text and look at the image.
What's missing? How could this picture better represent the text?



Use visualisation to see the image in your head with more specific detail and discuss what changes could be made.

The wind blew through our hair as we ran along the sand and splashed through the water, the waves were lapping against our feet. We kept on running along the shoreline, our dog Gabby was up ahead with our lunch bag hanging from her mouth. She was not going to get away with this!

Your Turn!

In your workbook or on a piece of paper, draw what you can see in your mind when you read the short description below.

Add any descriptive words for the things you can smell, taste, hear or touch to help your image come to life!

The team ran out onto the field. Our theme song blared through the speakers in the stadium as the crowd stood, cheering and clapping. The game was about to begin!

