

What is Comprehension?

Comprehension is understanding written text. Comprehension is an active and complex process.

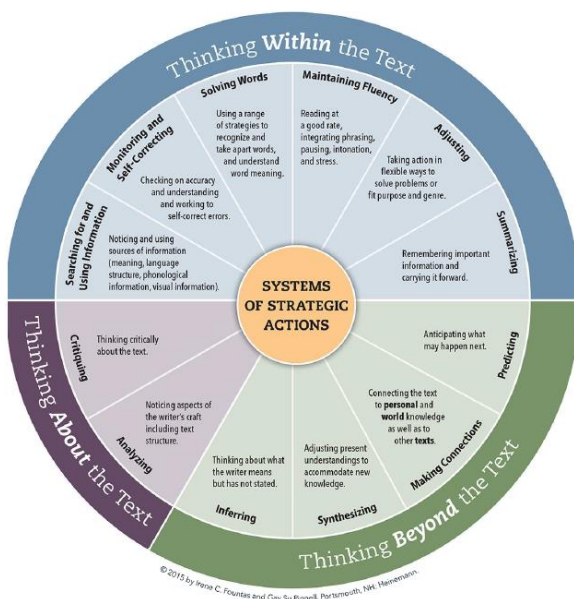
- simultaneously extract and construct meaning from text
- intentional, problem solving and thinking processes
- social, cultural and intellectual practice that is more than just making meaning.

Comprehension requires a reader to:

- decode sounds to recognise letters, words, phrases, sentences, paragraphs etc.
- find the meaning of the word, phrases, sentences, paragraphs
- connect the meaning of words to grammatical knowledge to make meaning

(Victorian Department of Education, 2018)

FOUNTAS AND PINNELL SYSTEMS OF STRATEGIC ACTIONS



- Thinking within the text
 - sustain reading and learning to read
- Thinking beyond the text
 - expanding reading and reading to learn
- Thinking about the text
 - expanding reading and reading to learn

Thinking Within the Text

- ★ Searching for and Using Information
- ★ Monitoring and Self Correcting
- ★ Solving Words
- ★ Maintaining Fluency
- ★ Adjusting
- ★ Summarising

STRATEGIC ACTIONS FOR LEARNING HOW TO READ

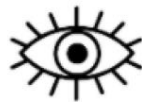
Does it makes sense?



Does it sound right?



Does it look right?



- Searching for and Using Information
- Noticing and using sources of information
- Monitoring and Self Correcting
- Checking on accuracy and understanding and working to self-correct errors
- Solving Words
- Using a range of strategies to recognize and take apart words, and understand word meaning.

MAINTAINING FLUENCY

- Reading at a good rate, integrating phrasing, pausing, intonation, and stress

Pausing	Reader's voice is guided by punctuation
Phrasing	readers put words together in groups to represent the meaningful units of language. Phrased reading sounds like oral language, though more formal.
Stress	emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.
Rate	pace at which a reader moves through the text—not too fast and not too slow.
Intonation	reader varies the voice in tone, pitch and volume to reflect the meaning of the text—sometimes called expression.
Integration	Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation and stress.

ADJUSTING



Readers:

- read in different ways as appropriate for the purpose and type of text.
- vary the intonation, stress for the various purposes or audience.
- vary the rate to provide time for problem solving.

Text and Purpose	Reading an historical document	Reading to understand a maths problem	Searching for information you need for a humanities assignment	Reading a science experiment and taking action in between	Getting lost in a text	Reading poetry Scripts
Adjustments	Slow pace, finger tracking, reading out loud, annotating, analysing			Small amounts of text, note taking, re reading	Fast pace, reading in head, personal or emotional responses	Intonation, tone, pace, stress, pausing, repeated attempts,

Thinking Beyond the Text

- ★ Predicting
- ★ Making Connections
- ★ Synthesising
- ★ Inferring

PREDICTING

Anticipating what may happen next. Continuous predicting and confirming ensures active readers.

Predicting:

- Occurs before reading as well as during reading
- Helps set a purpose for reading
- Is crucial for research purposes
- *Some readers will automatically predict as they read, whereas other readers will only predict before and during reading when prompted to do so.*

MAKING CONNECTIONS

These connections can be categorised as:

- Text to text
- Text to self
- Text to world

Readers recognise similar language, ways of organising content, types of people or places.

Often readers need support to make deep connections between texts especially across curriculum areas.

INFERRING

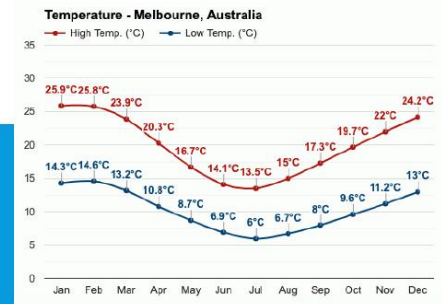
Thinking about what the writer wants you to know but has not stated directly.

To infer students need to use **both** the implied information from the text and their prior knowledge.

Implied information may include:

- Vocabulary
- Context
- Phrasing/sentence structure
- Pictures, charts, diagrams or images

Inferences can be made not only with a written text but also through spoken words, music, movement, visual arts etc.



What can we infer about the eating habits of these animals based on these pictures?

SYNTHESISING

Synthesising is an essential skill for critical thinking across all curriculum areas.

When synthesising readers:

- **combine** their own knowledge with new ideas or information to create new complete thoughts, ideas, opinions or perspectives.
- **change their thinking** as they read, so that when they finish, they can put their thinking and learning together in new ways.
- Not only synthesise within a text, but **across texts** and put it together in original ways.

This is the highest, most complex and most important form of comprehension.

Thinking About the Text

- ★ Analysing
- ★ Critiquing

ANALYSING

Analysing a text is when students **look at the characteristics of the text** such as how the writer has structured the text, crafted it and all the decisions they have had to make during the writing process.

noticing and understanding

Fountas & Pinnell Ten Text Characteristics that students can analyse	
1. Genre/Form	6. Sentence Complexity
2. Text Structure	7. Vocabulary
3. Content	8. Words
4. Themes and Ideas	9. Illustrations/ Images
5. Language and Literary Features	10. Book and Print Features



CRITIQUING

THINKING
CRITICALLY
ABOUT THE
TEXT.

In a general sense, Critiquing relates to a reader **forming opinions** about a text. It is about the reader **being a critic and not just accepting** what a writer has included in a text **without evaluation**.

Readers need to think about criteria such as:

- accuracy and authenticity
- detecting bias - are characters believable? Is the argument soundly based on fact? Does the plot hang together logically? Is the writing of high quality?
- judgements as to whether characters seem real or the plot is believable