

Super Six Comprehension Strategies

At Georges Hall Public School, our goals for reading comprehension are for:

- classroom teachers K-6 to explicitly teach super six reading strategies
- students K-6 to learn and apply super six strategies
- the Super six language to be consistent across the whole school community

What is comprehension? There are two main components of reading - decoding and comprehension. Decoding is where we work out what the words SAY, and comprehension is where we work out what they MEAN.

The Super Six strategies help us work out what we mean when we read:

Making connections

Text-to-self:

This part reminds me of....

felt like....(character) when I....

What is this similar or different to in my life?

Has something like this ever happened to me?

What were my feelings when I read this?

Text-to-text:

What does this remind me of in another book I've read?

How is this text similar / different to other things I've read?

Have I read about something like this before?

Text-to-world:

What does this remind me of in the real world?

How is this text similar / different to things that happen in the real world?

How did that part relate to the world around me?

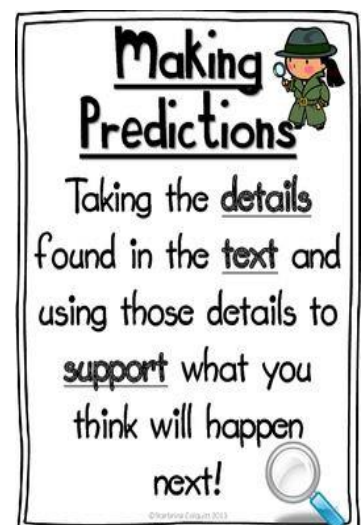


Predicting

1. Before you begin to read, predict what the text might be about from the title and coverWhat do I think this is going to be about?

2. During reading a text - predict

- What is happening in the story? - What might happen next?
- What clues have led you to think this? -What else could happen next?
- What do you think the author wants us to feel like?
- Why do you think the characters are acting like that?
- What do you think this character learns from what just happened?

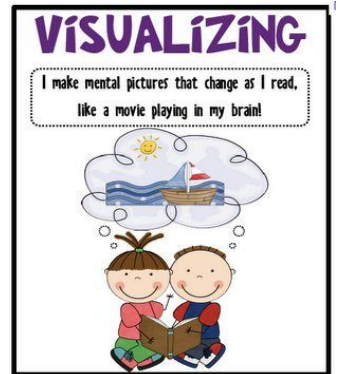


Visualising

Visualizing refers to our ability to **create pictures in our heads** based on text we read or words we hear. Readers who can **imagine** the characters they read about, for instance, may become more involved with what they are reading.

Visualizing is the picture you make in your mind while reading. What do you imagine that you **see, hear, smell, taste and touch**?

Start small Read a picture book aloud. Then ask your child to create their own illustrations based on the text they heard. More advanced readers might listen to a selection from a novel that your child has been reading and create a picture or written description of a character or setting based on the information in the text.



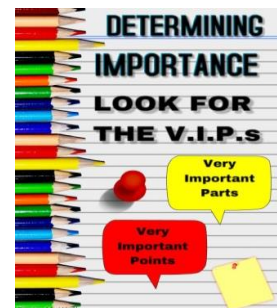
Summarising

Readers identify the most important ideas and restate them in their own words.

If you were to tell another person about the text that was read/ viewed/ heard in a few sentences, what would you tell them?

To help me summarise I could list, note-take, make a mind-map, annotate (write comments)

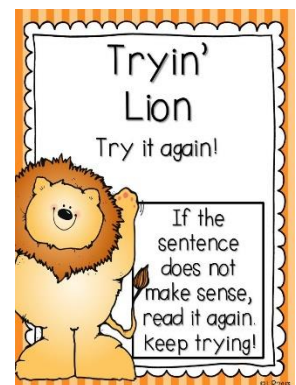
How is the main theme connected to the world beyond the text?



Monitoring

Readers stop and think about the text and know what to do when meaning is disrupted.

- Is this making sense?
- Do you make a good guess? - Do you check if your guess makes sense?
- Do I use picture clues? Context clues?
- What have I learned?
- Do I need to re-read/ view/listen again?
- Should I slow down? Speed up?
- What can help me fill in the missing information?
- What does this word mean?
- What can I use to help me understand what I'm reading/viewing/ hearing?
- Do I use a dictionary? Ask a friend?



Questioning

Ask and answer questions that **clarify meaning and promote deeper understanding of the text**. Questions can be generated by the learner, a peer, a parent or the teacher.

- What in the text helped me know that?
- How is this text making me feel?
- What did the composer of the text mean by...?
- Whose point of view is this?
- What points of view are missing?
- What still puzzles you, after reading this?
- What do you need to research?
- Which questions do you have after reading this section
- Which are the big questions in life that this book links to?
- Which questions do I have? Discuss them
- Make up an "opinion" question to ask a parent, about this chapter/book.
- Make up an inferential question [to find information that is not directly stated] and you will have to justify your answer, using clues/evidence from the book.
- Make up questions & your own short answers, to remind you of what you have just read