Making Connections

Make personal connections with the text with:

- Something in your own life (text to self)
- Another text (text to text)
- Something occurring in the world

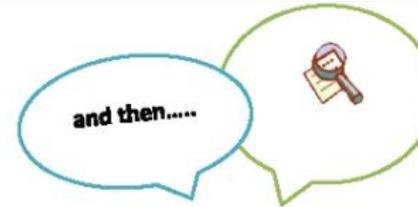**Example questions/statements**

This text reminds me of a holiday to my grandfather's farm.

This character has the same problem that I read/saw/heard in another text.

I saw a program on television that presented things described in this text.

Does this remind me of something?

Has something like this ever happened to me?

Predicting

Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension whilereading/viewing/listening.

Example questions/statements

What do you think will happen next?

What words/images do I/you expect to see or hear in this text?

What might happen next? Why do I/you think that? What helped me/you make that prediction?

Were my predictions accurate? How did I/you confirm my/your predictions?

Have I/you read about this topic anywhere else?

Monitoring

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

Example questions/statements

Is this making sense?

What have I learned?

Should I slow down? Speed up?

Do I need to re-read/view/listen?

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?

Questioning

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

Example questions/statements

What in the text helped me/you know that?

How is this text making me feel? Why is that?

When I read/viewed/listened to that text did it remind me of anything I know about? Why?

What did the composer of the text mean by...?

Whose point of view is this? What points of view are missing?

Visualising

Learners create a mental image from a text read/viewed/heard. Visualising brings the text to life, engages the imagination and uses all of the senses.
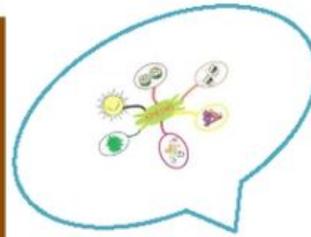
Example:

Questions/Statements

What are the pictures I have in my head as I read/view/listen to this text?

Can I describe the picture or image I made, while I read/heard that part?

How did the pictures in my head help me to understand the text?

Summarising

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

Example questions/statements

What things will help me summarise this text – list, mind-map, note-taking, annotations?

What are the main ideas and significant details from the reading/viewing/listening?

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

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

Making Inferences

Learners use what they already know to read 'in between the lines' and fig saying.

Example:

Ask yourself how the character is feeling and why he/she feels that way?

Ask yourself why the character behaves the way he/she behaves?

Think about what you already know. Listen/read for clues such as supporting details, character's actions, descriptions and dialogue.

Take a guess!