These resources were developed by Funda Wande in collaboration with Rhodes University to be used in the Rhodes Short Courses in Foundation Phase Literacy Teaching.

WHEN ARE THE CONTACT SESSIONS AND WORKSHOPS?

Session 1:
25 - 29 March 2019

Session 2:
1 - 5 July 2019

Session 3:
16 - 20 Sept 2019

1 Day Workshops in Districts on:
26 April, 31 May, 2 August,
6 September, 18 October and
15 November

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Photos: Funda Wande
Introduction

Introduction to the Rhodes Funda Wande Course

3 lessons in this unit

L1. Course Overview

1. What is this course?
Watch Video 1 to find out more about Funda Wande and what we will be covering in this course.

2. How will I learn?
There are three main ways of learning in this course:

1) Online learning: For each Module, there are online videos and text which you will work through in your own time.
2) Contact sessions: Each Module has a 2½ day contact session at Rhodes University in which you will learn content, discuss and engage in activities.
3) Applying and Reflecting: For each Module you will gather evidence of how you apply the content in your work. You will share and reflect on this with fellow students in a 1-day workshop. This will form the basis of a group assignment.
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3. What is the course content?
The course is made up of 12 Modules, as you can see in the table on page 5 to the right. You will complete 6 Modules in each year of the 2-year course.

It is important to remember that although these modules focus on discrete aspects of the reading process, in reality we (and our learners) use all these aspects at the same time when reading.

4. How much time will I need?
1) Contact sessions: There are 3 residential contact sessions per year, each lasting 5 days. Please see the dates for the flyer alongside.

2) Online Self-study: We suggest that you set aside 2 hours a week to watch the videos and to complete the online part of the course. It helps if you set aside a regular time for this. It is a good idea to watch the videos more than once.

3) Workshops: There is a one-day workshop per Module. Please see the dates for these in the brochure.

5. What resources will I need?
1) Devices: You can access the course from the website funda.fundawande.org on a computer, smart-phone or tablet. Use your ID number as BOTH your username and password when logging in.

2) Connectivity: You will need to be connected to the internet to access the app. You can download and save the videos to watch later.

L2. Technology Overview

1. Accessing the course on your computer
You can access this course on a computer, smart-phone or tablet. You will need an internet or Wifi connection for all of these ways of accessing the course. You will not need internet to access videos if you receive them on a flash drive.

2. Accessing materials on flash drives
1) Insert the USB flash drive into your computer.
2) Go to File Explorer on your computer and find the USB Drive.
3) Click to open the folder you need.
4) Select the video you want to watch and click open.
5) You can copy the entire folder onto your desktop. Right-Click on the folder, click "Copy". Right-Click on your desktop and click "Paste"

3. Accessing Wifi on a computer
1) Go to your desktop. Click the Wifi icon at the bottom right of your screen.
2) If you don’t see the Wifi icon, click the small up arrow. It will appear above.
3) If it says “Wifi Turned off”, click this button once. It should turn blue.
4) Click on whatever network you have access to.
5) Type in the password here, then click Next.

4. Logging in to the Funda Wande App
1) Go to your desktop. Click the Windows Icon.
2) Click “MicrosoftEdge” to open your browser
3) In the address bar type: funda.fundawande.org - You will need to register if this is your first log-in. Use your ID number as BOTH your username and password when logging in.

5. Adjusting your screen size
You can make the text size of the app larger or smaller by adjusting your screen size. Press “Control” & “+” (Ctrl+) to enlarge your screen and “Control” & “−” (Ctrl-) to make it smaller. The recommended screen size for the Funda Wande app is at 100%.

6. How to “Drag and Drop"
In this course there are a number of “Drag and Drop” activities. This means that you select an object/section of text on your screen and move it (dragging) to place it somewhere else on the screen (dropping). To drag and drop, select what you want to move by clicking on the item with the left button on your mouse or touchpad. Hold down the left button and drag or move the item to the target destination. Then release the touchpad or mouse.

L3: Learning and Teaching Support Materials

Learning and Teaching Support Materials
This course refers to Learning and Teaching Support Materials which are provided free of charge to all schools in the Eastern Cape, as well as to some materials provided to Funda Wande project schools in the Eastern Cape.

See Introduction Addendum Learning and Teaching Support Material videos Timetables on page 8 an 9
Introduction
Addendum

Video Numbering:
The Video number in the circle at bottom left corner of the video image corresponds to the number of the video on your flash-drive and also the number of the video on the Funda Wande YouTube channel. This makes it easy for you to find the video you are looking for. There is only one number per video.

The Vula Bula Anthologies

The DBE Workbooks

Anthology Training ECDOE
ECDOE Anthology Training
1-5 October 2018

Big Idea 1
What is Funda Wande?

Anthology Training
1-5 October 2018

CAPS Reading Activities
Funda Wande

DBE Workbooks
How to use DBE Workbooks
What’s in the box?

Lesson Plans
Introduction to Lesson Plans

Lesson Plans
Components of Lesson Plans
L1. What is teaching comprehension?

The purpose of reading is understanding
Good readers understand what they read. People who read without understanding are not really reading.

Understanding requires thinking
Reading for understanding is an active process. While we read, we need to think continually in order to understand the text. Click here for an example of how reading is thinking. Can you think of a time when you changed your understanding of a text in this way?

Comprehension strategies help us think when reading
Comprehension strategies are ways of thinking about our reading. We use them to help us understand texts. Children can be taught to use these strategies. Click here for a list of the comprehension strategies you will learn about in this module.

Watch Video 165 for an overview of this module on Teaching Comprehension.

Teaching children comprehension is teaching them to be good meaning-makers when they read. We always read for a reason (e.g., enjoyment, to find out information). If we are aware of our purpose for reading, we are more likely to make sense of what we are reading. We need to teach children the following:

Activity 5.1
True or False?
1. Comprehension does not need to be taught.
   - True
   - False
   - Correct
2. Teaching comprehension is teaching children HOW to make meaning when they read.
   - True
   - False
   - Correct
L2: Why is it important to teach comprehension?

Comprehension is the ultimate goal of reading

Reading without understanding is pointless and frustrating!

Reading with understanding is necessary for learning and enjoyment

This is not always obvious to children, so we need to teach comprehension explicitly

Comprehension is the process of coming to understand what we read.

- Teaching comprehension is teaching children how to be good meaning-makers so that they understand what they read.
- Asking questions that guide them to read with understanding.
- Teaching them strategies they can use to understand any text.

1. Why is it important to teach comprehension?

2. The Building Blocks of comprehension

Reading comprehension relies on all the other ‘Big 5’ components of reading instruction (phonological and phonemic awareness, phonics, fluency and vocabulary). Our reasons for reading and our motivation to read are also very important for comprehension. We’re more likely to comprehend when we:

3. Reading is an active, thinking, meaning-making process.
   - True
   - False
   - Correct

4. Comprehension strategies are ways of thinking while we read.
   - True
   - False
   - Correct

5. We continually build up our understanding of a text while we read it.
   - True
   - False
   - Correct

Activity 5.2
True or False?

1. We can comprehend better if we know that the punctuation marks “...” mean someone is speaking.
   - True
   - False

2. We can comprehend better if we know that a word in bold text is something the author wants us to notice.
   - True
   - False

3. We can comprehend better if we know that the sentences in a paragraph are usually about the same idea.
   - True
   - False

4. We can comprehend better if we understand the meaning of the words and concepts in the text.
   - True
   - False

5. We can comprehend better if we know something about the topic we are reading about.
   - True
   - False
to make sense of something if we’re interested in it, and if we already know something about the topic.

In addition, readers use several important kinds of knowledge in order to make meaning from a text. We refer to these types of knowledge as the building blocks of comprehension. Teachers should be consistently and consciously developing these building blocks during all literacy and life skills periods.

Knowing something about the topic helps our comprehension. Part of this knowledge is about vocabulary. To build children’s vocabulary we need to teach words explicitly as well as expose them to new words when we speak and read. Children need to know what the words mean in the given context (for example the English word cry can mean weeping tears or it can mean a loud call).

Children need to know that information is organized or structured differently in different kinds of texts. For example, if children know they are reading a story, it helps them to understand that stories have a beginning, a middle and an ending. However, if they are reading a recipe, they will expect to have a list of ingredients and instructions on how to make the recipe, organized in order. Knowing that texts are structured differently helps them to make sense of various parts of the text.

Our knowledge about how to speak our language helps us to understand what we read. For example, we communicate when something happened by using the appropriate verb tense. We can use a connective like because to signal that we are going to give a reason for something. Our reading comprehension improves when we notice the function that a word plays in sentence.

We know that publishers use certain conventions when producing books. They use punctuation, Bold, Italics, paragraphs, speech bubbles, thought bubbles, illustrations, labels and captions and so on. All of these give the reader information that helps them to understand the text better. We need to explicitly teach children what these conventions of print mean.
L4: When do I teach comprehension?

In all Reading Activities

Integrate comprehension activities into every lesson. This reinforces different comprehension strategies and ensures children learn to read for meaning. Reading for understanding is exciting for children. When they understand what they read, they learn new information, and their imaginations are stimulated. This is what motivates children to read and what creates a love of reading.

Here are some examples of when comprehension can be taught:

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<th>In Guided Reading</th>
<th>In Paired or Independent reading</th>
<th>In all subjects</th>
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<td>✓ Ask children to predict what will happen next.</td>
<td>✓ Teach comprehension strategies explicitly.</td>
<td>✓ Assist children to apply the comprehension strategies you have taught.</td>
<td>✓ Tell children to refer to charts showing comprehension strategies</td>
<td>✓ In Life Skills children will encounter factual texts – make good use of this time to teach appropriate strategies for comprehending these texts.</td>
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<td>✓ Ask them to visualize the scene.</td>
<td>✓ Before reading, explain what the strategy is.</td>
<td>✓ Ask good questions that stimulate engagement with the text</td>
<td>✓ Tell them to practice using a specific strategy.</td>
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<td>✓ Model (think aloud) about how you use comprehension strategies.</td>
<td>✓ During Shared Reading, model how you (the teacher) use the strategy.</td>
<td>✓ Let children practice using the strategy with your help</td>
<td>✓ In paired reading they can tell their partner about when and how they used that strategy.</td>
<td></td>
</tr>
<tr>
<td>✓ Ask good questions that stimulate engagement with the text.</td>
<td>✓ Ask good questions that stimulate engagement with the text</td>
<td>✓ Ask good questions that stimulate engagement with the text</td>
<td>✓</td>
<td></td>
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L5: What resources do I need?

Any text can be used to teach comprehension strategies. It is best to choose a text that gives a number of opportunities to practice the particular comprehension strategy you are teaching.

This enables you to model it, give opportunity for shared practice and then independent practice of the comprehension strategy you have taught.

L6: Teaching comprehension explicitly with NEMPA

Teaching explicitly means carefully and deliberately planning what to teach, when and how to teach it and then carrying out your plan.

Follow these five NEMPA steps to teach comprehension explicitly. These steps might need to be repeated a few times before children start doing it habitually.

Teaching a strategy explicitly

Watch Video 157 to see some examples of Zaza teaching explicitly using the 5 NEMPA steps. Notice when Zaza Names, Explains, Models and Practices the strategy.

NEMPA: Modelling by Thinking Aloud

The M in NEMPA stands for “Model”. Since comprehension is a thinking process which cannot be seen, an effective way to model thinking is to “Think Aloud.”

When she Thinks Aloud, the teacher talks about what is going on in her head when she reads. Think Alouds can be used to teach comprehension strategies, decoding, writing, or working out word meanings.
Watch Video 159. Ntsika is using NEMPA to teach children the strategy of Monitoring and Repair. As you watch, look out for when he describes what he is thinking in a Think Aloud.

NEMPA: Activities to demonstrate comprehension
Watch Video 160 to see some activities children can do to demonstrate comprehension of a text.

The final step of the NEMPA Model for teaching explicitly is called “Apply”. This is where learners do activities which demonstrate their comprehension.

Demonstrating comprehension can also be done without going through the other NEMPA steps. While it is often fun to demonstrate comprehension, remember that the children will get the most out of spending time actually reading and comprehending texts.

L7: Find out more
See app for downloadable resource material.

L8: Reflection

Activity 5.3. What does a typical comprehension lesson look like in your class or in a class you know well? Compare this with what you have learned in this unit. Write your thoughts on this below.
L1. What are comprehension strategies?

Watch Video 165 for an overview of this module on Teaching Comprehension.

Comprehension strategies are thinking techniques/methods that readers can use to help them understand what they are reading.

Watch Video 135 for an introduction to comprehension strategies. Notice Permie’s posters of the comprehension strategies. She has used a symbol to represent each one.

When you have finished watching you should be able to describe a number of ways that readers think so that they can understand the text.

In this unit we will explain six comprehension strategies.

1) Teach them explicitly.

2) Use NEMPA: Name, explain and model the strategy (and use a think aloud), then get the children to practise it regularly and apply it during GGR and Independent reading.

3) Although it makes sense to introduce these strategies one at a time, children need to be able to use all six strategies together in any text. Therefore, as children progress, practice using two strategies per lesson.
Resources for teaching comprehension strategies

Different texts, including stories, recipes, information texts and recounts. It is important to show children how to apply the comprehension strategies to a range of text types. Process charts outlining each comprehension strategy. Create the chart when you teach the strategy and display it to guide children in GGR, Paired and Independent Reading.

L2: Activating Background Knowledge

Background knowledge is what we already know about something. We get this knowledge from our experiences in life, such as reading, seeing, learning and feeling.

A good reading strategy is to activate our background knowledge before we start reading. This means “waking up” that knowledge so that we can use it when we read.

Watch Video 143. Permie gets the children to activate their background knowledge about insects. Think about how doing this helps learners to understand what they are reading.

We use our background knowledge to help us to understand what we are reading. It helps us to work out word meanings, and to make predictions and inferences. It is hard to understand a text when we know absolutely nothing about the topic because we do not have enough background knowledge to make sense of it. It is important, therefore, to continually develop children’s knowledge of the world, vocabulary and concepts.

Teaching children to Activate Background Knowledge

WHAT do I teach?
- That they must bring to mind and use their existing knowledge to help them to understand new knowledge that is found in reading a text.
- Background knowledge includes knowledge of a topic, vocabulary, language structure as well as textual conventions including punctuation.
- Before reading, in the classroom, the teacher scaffolds this during Shared Reading or Reading Aloud. Children practice it during Independent Reading.
- During Reading, the teacher models and scaffolds it during Shared Reading and Read Aloud.

WHY?
- To build on what we already know as we read. The old and the new knowledge link up in our brains.
- To help us fill in the gaps of the print (inference). This is important as not everything is written explicitly in a text.
- To anticipate (predict) what might happen next.

HOW?
- Preview the text with the class. Talk about the cover, title and contents page and do a “picture walk.”
- Ask them questions about what they know about the topic. Ask them to think of their own questions, such as “I wonder…”
- THINK out ALoud! To demonstrate how children should think about what they already know.

Activity 5.4
Here is the cover of a story from the Grade 3 Anthology.

Story 48
1. Two good questions to ask children to activate their background knowledge before reading this story are:
- Are the children out on break?
- What is written on the board?
- How do you feel when one of your classmates makes a mess in the classroom?
- What is the teacher wearing?
- How neat and clean do you think our classroom is?
L3: Making Predictions

Predicting is thinking ahead and anticipating what will happen next. We predict all the time when we read.

Predicting is not just wild guessing. We base our predictions on clues in the text and on our knowledge of the world and of how texts work. to make predictions about what they will read.

Watch Video 1J This is an EFAL lesson. Permie asks the class what they think will happen and they use their experience of life to make predictions. Notice that she asks the children to give reasons for their answers.

Teaching children to Predict

WHAT do I teach?
- To use words or picture clues in the text and the knowledge in our heads to ‘look forward into the story’ and predict what might happen.
- Not to guess wildly! They should be able to give reasons for their predictions.
- To assess whether their predictions are accurate or not and why.

WHY?
- It helps the reader connect existing knowledge to new knowledge.
- It encourages readers to be active thinkers while they read.

WHEN?
- Before reading, predictions help children to anticipate what they will encounter.
- During reading, predictions help readers to wonder about and to anticipate what will happen next.

HOW?
- Model predicting by thinking out loud about how you predict when you read.
- Ask children what they think will happen next, based on what they know already and also on what they have already read.
- Ask them to evaluate their predictions.

L4: Visualising

Visualising is making pictures of the story in our minds when we read. When children visualise what they are reading, they are more likely to understand the text and also to remember what they have read.

Activity 5.5
Here are the first two pages from story 26 in the Grade 2 anthology.

1. Predict what will happen in the story:
   - The teacher will get cross because they aren’t listening.
   - The teacher will give birth to a baby girl.
   - They will give Teacher presents for her baby.
Watch Video 152. Permie asks the class to visualize the story as she reads. What picture forms in your mind as she reads?

Teaching children how to visualize

**WHAT do I teach?**
- To build a mental picture in their heads as they read.
- To use words or picture clues in the text. knowledge in their heads and their thinking skills to form this mind-picture of what they are reading.
- To use all their senses to make this picture. Our five senses are sight, smell, taste, touch and hearing.

**WHY?**
- It is a visual representation of our comprehension. It helps us to "see" what is written.
- We use all our senses to imagine the scene.
- It helps us to remember what we have read.

**WHEN?**
- Model visualisation at a part of the story that is easy to visualise.
- Show how your mind-picture can change as you get new clues from reading.
- Ask children to describe what they visualise after a description, or after some action has happened.

**HOW?**
- Model the strategy by describing the picture in your head. Talk about the words in the text that helped make this picture.
- Show how to use all your senses to visualise.
- Ask children to describe their visualisations and to talk about the words in the text which helped create the picture.

Activity 5.6
True or False?

Look at this process chart about visualizing:

1. The chart should be displayed on the classroom wall.
   - True
   - False
2. It explains what the strategy of summarizing is about.
   - True
   - False
3. The pictures should make the strategy easier to remember.
   - True
   - False
4. The teacher drew the 5 senses because you must use them when visualizing.
   - True
   - False
5. It is a good idea to make charts like this in class, as you explain the strategy.
   - True
   - False

L5: Making Inferences

Inferring is when we “read between the lines” in a text. Writers do not say everything explicitly so we need to fill in the gaps. This is crucial for understanding.

Watch Video 149 for an example of the strategy of inferring. You watched part of this lesson in Video 5.8. In
the book, the writer does not say explicitly who Nomsa is. Readers have to infer this, using their own knowledge and clues from the text. What clues from the book do they use to infer who Nomsa is?

Do you remember the difference between inferring and predicting? Permie discussed this in Video Y. This might be a good time to watch that video again.

**WHAT do I teach?**
- That to understand what is not said explicitly in the text we make connections between
  - bits of information in the text
  - the text and what you know about the world
- That we need to actively search for implicit meaning in texts.
- That you might have to re-read or read slower.

**WHY?**
- A lot of information in texts is implied (not stated). Texts would be too long and boring if writers explained every detail. This means that readers need to ‘read between the lines’ or fill in the gaps. Inferring is crucial for reading with understanding.

**HOW?**
- Show how you notice when you need to infer.
- Model how to use knowledge about language, vocabulary, and background knowledge to fill in the gaps in the text.
- Ask inferential questions to help children practice inferring. Ask them to give reasons for their answers.

**L6: Monitoring and Repair**

Visualising is making pictures of the story in our minds when we read. When children visualise what they are reading, they are more likely to understand the text and also to remember what they have read.

**STOP**

**MONITOR AND REPAIR**

Watch **Video 148** where Ntsika models Monitoring and Repair. Notice how Ntsika uses of the stop icon as a teaching aid.

We are monitoring when we become aware that the text does not make sense the way we read it. Monitoring shows that we are thinking when we read.
We can hopefully repair this by re-reading to try to create understanding. Only if this does not work, should children ask for help or consult a dictionary or reference book.

Teaching Monitoring and Repair

**WHAT do I teach?**
- To continually check their understanding of what they are reading.
- To stop and re-read if comprehension breaks down.
- To try to REPAIR or FIX up the problem, if they read a sentence/word/section that does not make sense.

**WHY?**
- It helps them to notice gaps or misunderstandings WHILE they read, not only at the end of the text.
- It ensures that children are active, thinking readers.

**WHEN?**
- Model the strategy during Shared Reading.
- Remind children to apply it in GGR and Independent reading.
- Children should monitor and repair their understanding during reading and after reading.

**HOW?**
- Explain that the whole reason for reading is to understand, so if we have problems understanding, we try to fix the problem as soon as possible.
- Use NEMPA: Name, Explain, Model, Practice and Apply.

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**L7: Summarising Main Ideas**

When we summarise we have to identify the most important information. Summarising is an essential skill for children to learn and is especially important for the higher Grades.

Teach children how to summarise in various formats, including one sentence summaries, one-word summaries, key words, tables as well as in paragraphs.

1. **Summarising Information texts**
   **Watch Video 147.** In this video you first see Permie’s class summarising a non-fiction text in a Shared Reading lesson. Then you see how they produce a summary table in a Shared Writing lesson.
We can summarise an information text by identifying:

1) The overall topic/ main idea
2) The main idea of each paragraph
3) What information do the visuals provide?

In a well-structured information text this information is easy to find:

1) The overall topic is stated in the heading and the first paragraph. The other paragraphs in the text add supporting information to the main idea.

1) Each paragraph also has a main idea, which is usually captured in one sentence called the TOPIC sentence. The other sentences in the paragraph add supporting information to the main idea of the paragraph.

2. Summarising a Narrative text (story)

Watch Video 146. Zaza is helping children to summarise and then retell the story. She uses pictures to help them to sequence the plot correctly.

We summarise a story by identifying the story elements:

1) Story title
2) Story setting
3) Characters
4) Plot (what happened?)
5) Story conflict
6) Resolution (how the problem was sorted – or not)

Notice what happened at the beginning, in the middle and at the end of the story when summarizing the plot.

Teaching Summarising the Main Ideas

WHAT do I teach?
- How to identify the MAIN ideas in a text.
- How to differentiate between the main ideas and the supporting ideas.
- What is important in different kinds of texts.

WHY?
- It helps with comprehending longer texts.
- It is an essential skill for children, especially in the Intermediate and Senior phase of schooling.
- Summaries of key ideas help children to study and remember what they have learnt.

WHAT do they learn?
- Explicitly teach children how to summarise texts during Shared Reading.
- Key ideas should be identified throughout the reading so that a summary can be made at the end.

HOW?
- Show how to identify main ideas in both information texts as well as narrative texts.
- Draw attention to the title and headings/subheadings.
- Ask children to tell what happened in the story in one sentence or to tell the main point of the text.

Activity 5.8
Choose the correct statement.

1. A good summary of the story is:
   - One day a hungry goat came through the school fence and ate Bongi's lunch, Bonile's book and the teacher's flowers. uSipoti chased the goat away, then we fixed the fence.
   - It's about all the things that disappeared at the school.
   - All the children were at school. In the beginning Bongi's lunch disappeared. Nobody knew who took it. In the middle, Bonile's book was torn. Nobody knew how that happened. Then the teacher's flowers disappeared mysteriously. Nobody knew what was going on. They were worried. Then they noticed a goat at the school. It was so hungry it was eating everything. The dog chased the goat through the hole in the fence. Then we mended the fence so that the goat couldn't get in again.
Activity 5.10

1. Why do children need to draw on their background knowledge when reading?
   - It helps them guess what will happen next.
   - It helps them create a picture or movie of what is written.
   - It helps them make sense of the new knowledge and link it to what they knew before.

2. What does it mean to ask children to predict?
   - You're asking them to forecast/guess what might happen in the text.

3. Why do we refer to inferring as “reading between the lines”?
   - The reader needs to work out what the author hasn't written but implies.

4. Why does visualisation help with understanding?
   - It helps the child create a picture or movie of what is written.

5. What does it mean to monitor one’s reading?
   - To check if what you're reading makes sense.

---

L8: Find out more

L9: Summarising Main Ideas

Activity 5.9. Read a text which is meant for adults (it might be a newspaper article, a short story or one of the extra readings in this course). As you read, try to notice what you do to comprehend. It is very important for teachers to become aware of what you do when you read, because this is will enable you to think out loud when you model strategies. Which of the 6 comprehension strategies did you notice yourself using? What happened? Write a short reflection on this activity.
Comprehension

Using questions to build comprehension
9 lessons in this unit

L1: What is it & what does it look like?

Watch Video 139 three times.

In this Shared Reading lesson, Permie uses questions to guide learners to a deeper understanding of the text.

1) The first time, think about why Permie asks so many questions.

2) The second time, notice questions where the answer is given in the text.

3) The third time, notice questions where the answer is not given in the text.

Key points to notice
1) These questions guide the class to a deeper understanding of the text. The questions help explain vocabulary and the meaning of the text.

2) She asks literal questions (where the answer is given in the text).

3) She asks inferential questions (where the reader must use comprehension strategies because the answer is not obviously stated in the text).

VIDEO 139

Activity 5.9
True or False

1. “Why does it lay eggs on a leaf?” is an inferential question because the answer is not given in the text. You need to use your background knowledge and thinking skills to answer.
   - True
   - False

2. “What do we call the things that hatch out of a butterfly’s egg?” is an inferential question because they can read the word “caterpillar” in the text.
   - True
   - False

3. “Why do they grow very quickly?” is a literal question, because the text says “They eat a lot. They grow very quickly.” However, the reader has to understand the connection between the two sentences.
   - True
   - False
L2: Why is asking questions important?

Asking children questions about their reading:
1) focuses their attention on parts of the text you want them to notice
1) helps them to think actively and ask their own questions as they read
1) helps them to see that answers can be found
- “On the page” e. the answer is explicitly stated in the text (these are literal questions)
- “In my head” e. the answer is implied in the text and I need to think to find the answer (these are inferential questions)
4) prepares learners for being able to answer written comprehension test questions

It is very important to support children to provide evidence for their answers from the text. In comprehension exercises, learners are often asked to provide evidence from the text. They often find this difficult to do. Asking questions about a text in Shared Reading is an excellent way to prepare children for this kind of question in a comprehension test, and to scaffold (provide help to) children as they attempt to provide such evidence.

L3: When & with what resources?

When do I ask questions?
1) Whenever children read a text with you.
2) Before, during or after reading.
3) In all lessons: language, numeracy and life skills

What resources do I need?
1) Sticky labels to write prepared questions on. Place these in the text where you would ask them.
2) A reference list to remind yourself of the different kinds of questions you can ask
Watch **Video 150.** We see Zaza asking the children questions.

1) **What literal question** does she ask?

2) **What inferential question** does she ask?

3) **What appreciation question** does she ask?

Teachers use questions to guide learners towards comprehending the text. Three kinds of questions that you should ask about text are:

1) **Literal questions**

2) **Inferential questions**

3) **Appreciation questions**

**Teach children to identify each type of question and where to look for the answers.** If they can determine what kind of question is being asked, they can then choose the right place to look for the answer. Use NEMPA (Name, Explain, Model, Practice and Apply) to teach how they might have to look at different pages for the answer clues.

It is very important to ask both literal AND inferential questions about every single text used in your classroom. The PIRLS results in South Africa show that our learners are particularly weak at answering open questions, which require inference and answers that are not YES/NO or one word.

To change this, teachers need to teach children how to answer these higher order questions and provide them with lots of practice. Show them how to identify what a comprehension question is looking for by underlining the question words. Insist that children provide answers in full sentences and that they provide evidence from the text for their answers.

**Literal Questions**

These are in-the-text questions. Teach children to go to the text to find the answers to this kind of question.

To answer, children:
- have to find specific details within the text
- don't need to use any background knowledge
- just need to be able to find the words in the text.

**Inferential Questions**

These are in-my-head questions. Teach children that the answers for these questions are not explicitly stated in the text.
To answer, children:
– have to **stop and think** about the text
– must use their background knowledge AND clues in the text to **infer** the answer
– must be able to **back up their answer** with details from the text

**Evaluation Questions**

These questions require the learners to give their opinion, supported by arguments or ideas suggested in the text. In other words, these questions also require deeper thinking.

Some examples of these questions are:
– In your opinion...?
– Do you agree?
– What are the implications?
– Why do you like...?

**L5: Teaching children to provide evidence from the text**

The **answers to comprehension questions have to link to the text** – they are not completely “thumb-sucked”!

Even when we infer answers, part of our answer comes from the clues in the text itself.

Children need to be able to give reasons for their answers, referring to the text and to their prior knowledge. We call this “providing evidence from the text”. This evidence can come from the illustrations, but it is absolutely critical that children learn to give evidence from the written text.

**Here are some things you can say to ensure that children use the text** to come up with their answer:

– “Show me where it says that in the text.”
– “Point to the words in the text that gave you your answer.”
– “What clue in the text helped you with that answer?”

**Activity 5.10**

What kind of question is it? Choose the right answer:

1. What is Mrs Nkawu making?
   - Evaluative question
   - Inferential question
   - Literal question

2. Why does she put it on the windowsill?
   - Evaluative question
   - Inferential question
   - Literal question

3. Who is Nkosazana Nkawu’s husband?
   - Literal Question
   - Evaluative Question
   - Inferential Question
**L6: Teaching children to ask their own questions**

It is so important that children learn to ask questions by themselves when they read. This will help them to comprehend better.

They learn how to ask questions by listening to the questions the teacher asks and valuing how those questions help them to understand the text better.

When teachers ask questions to guide children’s comprehension they are also modelling and teaching children that good readers:
- understand how asking questions deepens their comprehension
- ask themselves questions before, during and after reading to understand the text better
- wonder about or speculate about what will be read next
- judge whether the answer can be found in the text or whether they need to infer the answer using their background knowledge
- locate a specific answer in the text
- think about whether they agree with or like the text

See *Teaching Comprehension Addendums* page 44

<table>
<thead>
<tr>
<th>Strategy</th>
<th>What good readers do</th>
<th>Questions readers ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activating background knowledge</td>
<td>Good readers use what they already know to help understand what they are reading</td>
<td>• What do I know that will help me understand what I am reading?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What does this remind me of?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Has this ever happened to me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does this conflict with what I already know?</td>
</tr>
<tr>
<td>Predicting</td>
<td>Good readers think about what is going to happen and make predictions based on what they already know and what they have read.</td>
<td>• What do I think will happen next?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What does this heading/picture make me think will happen?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What do I think I will learn from this text?</td>
</tr>
<tr>
<td>Visualising</td>
<td>Good readers picture what is happening while they read.</td>
<td>• What do the characters, setting and events look like in my mind?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What do I see, hear, taste, smell and feel?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can I picture this new information?</td>
</tr>
<tr>
<td>Inferring</td>
<td>Good readers understand that writers tell them more than they actually say with words.</td>
<td>• What does the author mean that they aren’t actually saying?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What clues does the writer give me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What do I already know that can help?</td>
</tr>
<tr>
<td>Questioning</td>
<td>Good readers ask themselves questions as they read.</td>
<td>• Why is this happening?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What does this mean?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This makes me wonder if ……?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the message of this text?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What clues in the text tell me that the word means X?</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Good readers stop to think about their reading and know what to do when they do not understand.</td>
<td>• Is this making sense?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What does this word mean?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is going on here?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do I need to read this again?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What text clues help me fill in the missing information?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What have I learned?</td>
</tr>
<tr>
<td>Summarising</td>
<td>Good readers identify the most important ideas and can say them in their own words.</td>
<td>• What are the most important ideas?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How is the story organized?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What are the key words?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What supporting information is given?</td>
</tr>
</tbody>
</table>
Activity 5.5: Fill in the gaps

1. It is so important that children learn to .................................... questions by themselves when they read. This will help them to comprehend better.

2. They learn how to ask questions by .................................... to the questions the teacher asks.

3. When teachers ask questions to guide children’s comprehension they are .................................... how asking questions deepens comprehension.

4. The teacher can help them to see the value of asking questions by .................................... aloud about the questions she asks.

5. They can ask questions ...................................., during and after reading to clarify meaning and understand the text better.

6. Teach children how to judge whether the answer can be found in the text or whether they need to .................................... the answer using their background knowledge.

5) Always insist that children point out the .................................... in the text which help them to answer the question.
This unit helps you to understand different text types (also called genres) and how to teach them. All texts are written for a purpose and the way they are written helps to achieve this purpose. If children learn to recognise the typical ways of writing different text types, this will help them read for meaning. The unit explores 4 types of text which foundation phase readers commonly encounter: story, recount, information text and instructions (also called procedures or procedural text). We examine the purpose of each (why it is written); the audience (who it is written for); the structure (how the information is organised); and the language conventions (type of words, terms and phrases used).

What is the difference between a recipe and a poem? You can expect that different types of texts (also called genres of text) will be written in different ways. You can support children's comprehension by teaching them about these text types.

Watch Video 175. First Ntsika talks about a recipe and Permie talks about a poem. Then Permie teaches a lesson about fiction and non-fiction texts. While you watch think about: Why are they teaching about these text types?

There are two broad categories of text: fiction (imagined) and non-fiction (factual), but a number of different text types is associated with each of these. These categories are not hard-and-fast: fiction can contain fact and we can recount a story.

In this unit you will learn about 4 text types which are commonly used in the foundation phase:
- Narrative text (stories)
- Information text
- Recount
The purpose of a text influences how we read it.
For example, we read stories for enjoyment and entertainment, so we do not have to pay careful attention to every word when we read. We read information texts to learn something. We might begin by skimming the text to see the headings and diagrams first. We might read the bit we are interested in first, and to understand it well we might read that bit slowly.

Compare these 4 texts. Although they are all about growing plants, they are different types of text, written using very different conventions. Notice: Do you read these texts in different ways? (Thanks to Reading to Learn South Africa for permission to use these texts.)

See Teaching Decoding Addendums page 45
L2: Why, when & with what?

Why are text types relevant for comprehension?
1) Reading for meaning is supported if we know how to read different text types. It helps our comprehension if we know about its
   - **Purpose** (why it is written)
   - **Intended** audience (who it is written for)
   - **Structure** (how the information is organised and how the language shows this structure)
   - **Language** conventions (the words, the grammar, sentence types, tense, punctuation)

2) Reading–writing connection. Knowing about text types is also very helpful for writing texts. There is a close link between reading and writing – getting better at one improves the other.

When do I teach text types?
- In Shared Reading.
- In writing lessons
- Explicitly explain about textual features (the audience, purpose, structure and language) of a text when you introduce it for the first time

What resources do I need?
- A variety of well written texts that show the text types
- Posters/charts that remind children about how the different texts work.

L3: Text types: Narrative (story)

Watch Video 141. Permie is teaching her class about story structure. Notice how she uses her glove teaching aid. This “story elements glove” is useful for children to use when retelling the story.

If children know this is how stories work then they know to listen out for the problem, where it takes place, who is involved and how the problem gets resolved.
This helps them to focus while reading, which aids their comprehension.

**Purpose**
- To amuse
- To entertain
- To teach
- For enjoyment

**Audience**
- Children
- Adults

**Structure**
- Beginning (describes characters & setting and introduces the problem)
- Middle (where the problem is built up)
- Ending (where the problem is resolved or addressed)

**Language**
- Rich descriptions (use of adjectives & adverbs)
- Often past tense
- Dialogue
- Connectives indicate time & place

---

**L4: Text types: Recount**

**Watch Video 146.** Zaza is getting these young children to recount (or retell) a story they have read.

The children are not reading a text in this video, but Zaza is teaching that it is important that events are presented in the order in which they happened. If they know ahead of the time that they will need to recount the event or story, when they read or listen they will notice the words that indicate when things happened and in what order. This aids comprehension.

It can be easy to confuse the recount and the story as they are both written in the past tense and both have a definite order or sequence. However, a recount does not have a problem to be resolved nor does it usually contain dialogue and character descriptions.

**Activity 5.13**

1. What type of text is TEXT A?
   - Information
   - Recount
   - Narrative
   - Procedural

2. What type of text is TEXT B?
   - Information
   - Recount
   - Narrative
   - Procedural
**L5: Text types: Recount**

**Watch Video 137.** Permie is teaching about the structure of an information text. **What does she focus on?**

When reading an information text, children need to be explicitly taught the new scientific vocabulary and also how to read the diagrams and labels.

**Purpose**
- To inform
- To describe the way things are

**Structure**
- Headings and sub-headings
- Diagrams that are labelled
- Starts with general information, then gives more specific information (e.g., where they are found, what they look like/eat)

**Language**
- Usually present tense
- Not chronological order
- Moves from general to specific
- Scientific words

**L6: Text types: Instructions (procedures/procedural text)**

**Watch Video 138.** Ntsika explains language and structure as well as purpose when teaching a Shared Writing of a procedural text.

The sequence of steps in making an item/product are important, so the children need to ensure that they get the order correct.

**Purpose**
- To describe or instruct how to do something

**Structure**
- Heading: what are the instructions for?
- Sub-heading: materials or equipment needed
- Steps to follow, in sequence (often numbered or with bullet points)
- Often uses diagrams

**Language**
- Action verbs
- Imperative form
- In chronological order
- Exact quantities given
- Uses words like first, then, next
Activity 14

1. What type of text is TEXT A?
   - Procedural  ○ Narrative  ○ Recount  ○ Information

2. What type of text is TEXT B?
   - Recount  ○ Procedural  ○ Information  ○ Narrative

3. What type of text is TEXT C?
   - Procedural  ○ Recount  ○ Narrative  ○ Information

L8: Find out more

See app for downloadable resource material.

L8: Reflection

Activity 5.15. Think about the kinds of text that children read in your classroom, or in classrooms that you are familiar with. What text types are they most familiar with? Are the children being taught to use the features of the text type to help them comprehend the text? Reflect on this in the light of what you have learned in this unit. Write your reflection below.

Activity 5.16

True or false?

1. Procedural texts are written in chronological (time) order.
   - True
   - False

2. Recounts are usually written in the present tense.
   - True
   - False

3. Narrative texts use lots of adjectives and adverbs to describe things.
   - True
   - False

4. Information texts often have diagrams with labels.
   - True
   - False

5. You would use an information text to tell someone how to wire a plug.
   - True
   - False

6. When reading an information text, notice the headings.
   - True
   - False

7. A text with dialogue in it could be fiction or non-fiction.
   - True
   - False

8. A newspaper report about what happened in parliament yesterday is a recount.
   - True
   - False

9. Narrative text is always non-fiction.
   - True
   - False

10. Numbers in a procedural text could refer to quantities of ingredients.
    - True
    - False
L1: What is it and why is it important?

Teach before you assess. Teachers often assess comprehension without actually teaching comprehension. First, teachers need to teach children the strategies and processes of making meaning and only then can they assess how children make meaning from a text.

Watch Video 169. Permie and Zaza are discussing how they assess comprehension. While you watch, notice what question types Permie plans to use.

Important things to know about assessing comprehension
- Comprehending a text involves many processes and skills.
- Comprehension assessments provide evidence of children's ability to understand what they are reading.
- Assessments also indicate how effectively children have been taught to apply meaning-making strategies.
- Comprehension cannot be assessed in a single test. It needs an integrated system of assessment including daily informal (formative assessments) as well as regular more formal 'comprehension tests'.
– The choice of text is important when assessing because comprehension partly depends on what you know about the topic of the text.
– Comprehension tests should include different levels of questioning – literal, inferential and evaluative.
– Comprehension can be assessed using a variety of formats, e.g. multiple choice, True or False, paragraphs, summaries, drawings, tables...

Why is it important to assess comprehension?
– Understanding is the most critical aspect of reading.
– Assessing allows you to judge:
  1) if children are understanding what they read. We can assess in an on-going, informal way as well as in a more formal end of term process.
  2) how effective your teaching is so you can make adjustments.
– It helps children to learn how to check their own understanding of a text. This makes them more effective readers.

Informal and formal assessments
We need to assess comprehension by both
– Informal, formative assessment. In formative assessment you want to know how the skills are being FORMED i.e. they are still in the process of being developed.
– Formal, summative assessment. With summative (at the end of a learning process) the intention is to find out if the skills have been mastered.

L2: Informal (formative) assessments

What it looks like
Watch Video 170. Permie is using questions and answers as well as retelling using drama as a way of assessing children’s understanding of a newspaper article. Think about: In your opinion, do the children think they are being assessed?

When to do it
During daily periods of Shared reading and especially during GGR. On a daily basis you can check informally if they are applying the processes and strategies of meaning-making which they have been taught.

Retelling
Retelling is an easy and effective formative assessment method. Ask children to RETELL in their own words what they have read or what the text is about. Children
will only be able to retell what has happened in the text if they understood the text. Having to remember what happened, in the correct order with the appropriate language structures and words means that they have internalised the meaning of the text.

**If children cannot retell**, then the teacher should provide them with cues, in the form of questions such as: *What happened first? Where did it happen? Then what happened after that*......

**How to do Informal Assessment**

- **Constantly observe** what children CAN do as well as what they can’t YET do.
- **Address any problems**, either on the spot or by planning a later intervention.
- **Reflect on your teaching practices** and be prepared to make shifts that will present the information in a different way. For example, if you see that the same few children respond to questions during Shared Reading, brings in PAIR work to encourage everybody to take part. This is a small change that will have a big impact.

**Example: changing your teaching practice**

![Image](image.png)

**Activities for Formative Assessment**

- **Questions and answers**
- **Retelling**
- **Drama**
- **Creative Art**
- **Discussion/debate**
- **Writing**

**Activities for formative assessment.**

- **Questions and answers**: Ask a range of questions before, during and after reading. Notice how children answer.
- **Retelling**: Ask children to orally retell, in their own words, what has happened in the text.
- **Drama**: Ask children to do a role-play or a drama on the content of the text.
- **Creative art**: Ask to them to draw/paint/do a collage to show their understanding of the text.
– **Discussion/debate** about what has been read provides an opportunity for informal assessment of comprehension.

– **Writing**: Ask them to write a summary, write a diary entry, design a poster, make a pamphlet on what they have read.

---

**L3: Summative Assessment of comprehension**

**What is assessed?**
Look at this list of 10 things you can assess in summative comprehension tests.

These cannot all be checked in one test. You need a number of carefully designed comprehension tests across the terms that assess particular comprehension strategies and meaning making skills.

**Assess whether the child can:**

1. Use background knowledge of the topic (to infer and predict)
2. Predict events and consequences that will occur in the text (based on existing knowledge and new knowledge from the text)
3. Locate information in the text
4. ‘Read between the lines’ i.e. to use existing knowledge as well as knowledge given in the text to understand what is not explicitly stated in the text.
5. Evaluate content and language
6. Sequence events correctly
7. Summarise key points/events (in various ways)
8. Identify and use knowledge of text types
9. Understand how texts are structured differently and that they have different purposes
10. Understand what the existing text conventions are and why they are used

**Assessment cycle for summative assessment**

*Watch Video 180.* Permie is explaining the cycle of assessment that she follows when doing summative assessment. Notice the five steps.
When choosing texts for tests, consider:

- **Purpose of test:** decide what you are testing and if the text illustrates these aspects.

- **Milestones & grade levels:** ensure that what you are testing is at the appropriate grade level.

- **Content of the text:** Especially in grades 1–3, choose content that learners can relate to and already know a bit about. It also helps if the text is written in an interesting way.

- **Variety of text types:** use different text types to ensure that your children are able to comprehend recipes, posters, stories, poems, etc. The DBE workbooks have some texts that you can use.

- **At the right level:** Choose texts that are within the range of understanding of most of your children. Slowly increase the text difficulty as the children become more confident and more used to test taking. If you start with very difficult texts then children are discouraged and dread comprehension tests and will then inevitably not do well.

- **Text length:** Ensure that the text is not too long and not too complex for the allotted test time. Allow for reading time during the test.

- **Text complexity:** check that the children will understand most of the language and vocabulary in the text so that they do not feel discouraged by the level of language. Ideally they should have already encountered the text type during their Shared and Guided Reading before being tested on such a text.
L5: Different response formats

NB: It is very important that children have opportunities to write extended texts (i.e. more than one or two word answers). If they only get asked in the first 3 formats they will be denied opportunities to develop their writing and comprehension.

Response formats for Comprehension Exercises.

<table>
<thead>
<tr>
<th>QUESTION TYPE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice e.g. select the correct answer</td>
<td>There is more traffic in town because: a. People do not like waiting b. It is dangerous living in town c. There are more people living</td>
</tr>
<tr>
<td>True/False</td>
<td>Everyone in town has their own car. (True or False?)</td>
</tr>
<tr>
<td>Mix and match</td>
<td>Town</td>
</tr>
<tr>
<td></td>
<td>Village</td>
</tr>
<tr>
<td></td>
<td>City</td>
</tr>
<tr>
<td>Write a paragraph</td>
<td>Write a paragraph of three sentences describing why Jim’s move to town has also been positive.</td>
</tr>
<tr>
<td>Complete the table</td>
<td>Number of people</td>
</tr>
<tr>
<td></td>
<td>Type of house/buildings</td>
</tr>
<tr>
<td>Close procedure (fill in the missing words)</td>
<td>Jim’s father got a new job in town...........so his family......to move. Jim ....and to leave all ....school friends behind.</td>
</tr>
<tr>
<td>Summary</td>
<td>Summarise in key words three things that are now different for Jim in terms of where he lives, his school and his friends.</td>
</tr>
</tbody>
</table>

See Teaching Decoding Addendums page 46

L6: Get children to start assessing themselves

Why?
Good readers notice when they do not comprehend. We want children to learn how to monitor their own comprehension while they are reading.

How?
- **Model**, using think aloud.
- **Make a process chart** and display it for reference purposes.
- **Give many opportunities** to practice the things on the process chart
### L7: Assessing comprehension: Summary

<table>
<thead>
<tr>
<th>ASPECT OF COMPREHENSION</th>
<th>FORMATIVELY (ONGOING)</th>
<th>WHEN</th>
<th>SUMMATIVE (at the end)</th>
<th>E.G. TYPE OF QUESTION/TASK TO ASSESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of background knowledge</td>
<td>Questioning &amp; discussion &amp; can use pair work</td>
<td>Shared reading &amp; GGR &amp; read Aloud, oral and listening, Life Skills</td>
<td>Comprehension test/quiz, cloze procedures,</td>
<td>(inference) What usually happens in a park? What does the green grass tell us about when this happened?</td>
</tr>
<tr>
<td>Predicting</td>
<td>Questioning &amp; discussion can use pair work</td>
<td>Shared reading &amp; GGR &amp; read Aloud, Life Skills,</td>
<td>Comprehension test/quiz/writing task</td>
<td>(inference) What might happen...? How will this end?...what do you think she will do now? Write a diary entry about what she will do next.</td>
</tr>
<tr>
<td>Locating information in the text</td>
<td>Questioning &amp; discussion</td>
<td>Shared reading &amp; GGR, Life Skills, Numeracy.</td>
<td>Comprehension test/quiz/cloze procedure,</td>
<td>(literal) What is the name of...Where did this take place? ... What is the sister’s name? When did the story take place?</td>
</tr>
<tr>
<td>Inferring what has happened in the text</td>
<td>Questioning &amp; discussion can use pair work</td>
<td>Shared reading &amp; GGR &amp; Read Aloud &amp; Life Skills</td>
<td>Comprehension test, drama, writing, drawing</td>
<td>(inference) Why did he do that? What will happen to him? Do a role play about what happens to her when she gets home?</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Retell, Questioning and discussion. Can use pair work</td>
<td>Shared reading &amp; GGR &amp; Read Aloud &amp; Life Skills</td>
<td>A comprehension, a sequencing activity, a mix &amp; match activity.</td>
<td>Sort the following sentences into the order in which they occurred.</td>
</tr>
<tr>
<td>Evaluating both language and content.</td>
<td>Questioning &amp; discussion. Can use pair work</td>
<td>Shared reading &amp; GGR &amp; Read Aloud &amp; Life Skills</td>
<td>Comprehension test, drawing, drama, writing activity,</td>
<td>Select two adjectives that you found effective and explain why they are effective. Do you think the character made a good choice-explain... Do a role play on your favourite part of the story.</td>
</tr>
<tr>
<td>Knowing how different texts have different audience/purpose/text structure &amp; language.</td>
<td>Questioning &amp; discussion &amp; retell Can use pair work</td>
<td>Shared reading &amp; GGR &amp; Read Aloud</td>
<td>Comprehension test, writing activity, oral.</td>
<td>Having read the example of a diary entry, now write your own diary entry. Make a poster of what you have learnt from the text.</td>
</tr>
<tr>
<td>Identify key information &amp; summarise</td>
<td>Questioning &amp; discussion can use pair work, Retell</td>
<td>Shared reading &amp; GGR &amp; Read Aloud</td>
<td>Comprehension test, summary, Table, writing activity, oral presentation,</td>
<td>Write a heading for this text, identify three key words in the first paragraph. Write a paragraph that summarises the main ideas on this text.</td>
</tr>
</tbody>
</table>
Activity 5.17
True or false?

1. The first question tests if the learner can identify the main message of the text.
   ○ True
   ○ False

2. The second question tests if the learner finds information that is stated in the text.
   ○ True
   ○ False

3. The third question tests if the learner can find information stated in the text, but the learner has to infer that “growled” suggests this is what the lion was thinking.
   ○ True
   ○ False

4. The fun activity at the end of the page can be used for informal assessment of comprehension.
   ○ True
   ○ False

5. The teacher can make a judgement about a learner’s comprehension skills from this text alone.
   ○ True
   ○ False
## Comprehension Questions Readers Can Ask

<table>
<thead>
<tr>
<th>Strategy</th>
<th>What good readers do</th>
<th>Questions readers ask</th>
</tr>
</thead>
</table>
| Activating background knowledge | Good readers use what they already know to help understand what they are reading  | • What do I know that will help me understand what I am reading?  
• What does this remind me of?  
• Has this ever happened to me?  
• Does this conflict with what I already know? |
| Predicting                  | Good readers think about what is going to happen and make predictions based on what they already know and what they have read. | • What do I think will happen next?  
• What does this heading/ picture make me think will happen?  
• What do I think I will learn from this text/ |
| Visualising                 | Good readers picture what is happening while they read.                                | • What do the characters, setting and events look like in my mind?  
• What do I see, hear, taste, smell and feel?  
• Can I picture this new information? |
| Inferring                   | Good readers understand that writers tell them more than they actually say with words. | • What does the author mean that they aren’t actually saying?  
• What clues does the writer give me?  
• What do I already know that can help? |
| Questioning                 | Good readers ask themselves questions as they read.                                    | • Why is this happening?  
• What does this mean?  
• This makes me wonder if…….?  
• What is the message of this text?  
• What clues in the text tell me that the word means X? |
| Monitoring                  | Good readers stop to think about their reading and know what to do when they do not understand. | • Is this making sense?  
• What does this word mean?  
• What is going on here?  
• Do I need to read this again?  
• What text clues help me fill in the missing information?  
• What have I learned? |
| Summarising                 | Good readers identify the most important ideas and can say them in their own words.   | • What are the most important ideas?  
• How is the story organized?  
• What are the key words?  
• What supporting information is given? |
**Comparative 4 texts**

**Gordon’s Garden**

Gordon Greenthumb loved flowers. Every winter he would plant his seeds – pansies, marigolds, nasturtiums, delphiniums and violets. And every spring he would watch lovingly as the seedlings wriggled through the warm soil and unfurled their crinkled leaves towards the sun.

Gordon’s garden was the pride of the village. Everyone would come to admire his flowers and praise his skill. Everyone, that is, except Stanley Stoneyheart, whose green eyes flashed with envy whenever he passed Gordon’s house. “Why should Gordon always get all the glory?” he would mutter to himself.

One spring, in a jealous rage, Stanley decided he would destroy Gordon’s garden. He threw back his head and pierced the sky with his evil green eyes. The sun turned pale and the rainclouds scattered and disappeared in fright.

Without the heat of the sun and the moisture from the rain, the seedlings couldn’t grow. The villagers were so distressed that they started to weep. The splashing of their tears and the warmth of their breath revived the withering seedlings.

The sun took heart on seeing such compassion and started to burn more brightly. The wisps of cloud swirled together and formed a fluffy raincloud. Stanley watched the rejoiceing from afar as the droplets drenched the dry soil. He felt a strange sensation come over him. His eyes had turned a warm, earthy brown.

**Our seedling diary**

Last week our class planted some bean seeds in ice-cream containers to watch how they grow.

We watered the seeds well and then we put a plastic bag over them to keep them moist.

About five days later we observed that some of the seeds were beginning to germinate. We pulled a couple of seeds out of the soil and noticed that they had started to grow roots.

In a couple of days, the plants had started to sprout leaves and by the end of the week they were about 7 centimeters tall.

Then we dug a small garden outside our classroom and planted the seedlings so that we could watch them grow bigger.

**Grow your own plants**

**Materials**

- Approximately a dozen seeds (e.g. bean seeds, sunflower seeds, mustard seeds, cress seeds)
- 1 ice-cream container
- Hammer and nail
- Potting soil or seed-raising mixture
- Glass jar
- Large dish
- Clear plastic bag and rubber band
- Cardboard label, sticky tape and scissors

**Steps**

1. Place your seeds in the glass jar and soak them in water overnight.
2. With the hammer and nail, punch out five holes in the bottom of the ice-cream container for drainage.
3. Fill the container about two-thirds full of potting soil.
4. Place your seeds on top of the potting soil and then cover them with about half a centimetre of soil.
5. Stick a cardboard label on the container with sticky tape to identify your plants.
6. Fill the dish with water and stand the container in it until the water soaks up to the top.
7. Let the carton drain. Cover the container with a plastic bag using the rubber band to keep it in place.
8. Put the container in a warm place until the seeds germinate.

Funda Wande gratefully acknowledges Reading to Learn South Africa for these texts.
## Response formats for Comprehension Exercises.

<table>
<thead>
<tr>
<th>QUESTION TYPE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice- e.g. select the correct answer</td>
<td>There is more traffic in town because:</td>
</tr>
<tr>
<td></td>
<td>a. People do not like walking</td>
</tr>
<tr>
<td></td>
<td>b. It is dangerous living in town</td>
</tr>
<tr>
<td></td>
<td>c. There are more people living</td>
</tr>
<tr>
<td>True/False</td>
<td>Everyone in town has their own car, (True or False)?</td>
</tr>
<tr>
<td>Mix and match</td>
<td>Town</td>
</tr>
<tr>
<td></td>
<td>Few people</td>
</tr>
<tr>
<td></td>
<td>Village</td>
</tr>
<tr>
<td></td>
<td>Many people</td>
</tr>
<tr>
<td></td>
<td>City</td>
</tr>
<tr>
<td></td>
<td>A very large number of people</td>
</tr>
<tr>
<td>Write a paragraph</td>
<td>Write a paragraph of three sentences describing why Jim’s move to town</td>
</tr>
<tr>
<td></td>
<td>has also been positive.</td>
</tr>
<tr>
<td>Complete the table</td>
<td>Number of people</td>
</tr>
<tr>
<td></td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Few/not many</td>
</tr>
<tr>
<td></td>
<td>Type of homes/buildings</td>
</tr>
<tr>
<td></td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Houses/rondavels/huts</td>
</tr>
<tr>
<td>Cloze procedure (fill in the missing words)</td>
<td>Jim’s father got a new job in town............so his family .......to move. Jim</td>
</tr>
<tr>
<td></td>
<td>......sad to leave all.......school friends behind.</td>
</tr>
<tr>
<td>Summary</td>
<td>Summarise in key words three things that are now different for Jim in</td>
</tr>
<tr>
<td></td>
<td>terms of where he lives, his school and his friends.</td>
</tr>
</tbody>
</table>