Leader: Read the next topic sentence or sub-heading and, based on that, predict what you think the next paragraph will be about.

Group: “My prediction is that the rest of the paragraph will be about …”

“Based on the topic sentence, I think the paragraph will be about …“

Leader: “ Can you read the next paragraph for us please (name)?”

or

“(name) can you read up to …………”

With each new leader the group alternate between reading...

- silently
- to a partner
- to the group
- in unison

Wow! Interesting!
3. Clarifying

Leader: "What aspects of this paragraph do you need to clarify?" (make clear)

Group Members:

“I’d like to know what the word .......... means?”
"Where is ....................... located?"
"How is this word pronounced?"

Mmmm, that’s clearer.

4. Questioning

Leader: "In order to check if someone has fully understood this passage, what questions could you ask them?"

Group Members:

What...? Why...? When...?
Which...? Where...?
Who...? How...?

(Then the whole group answer the questions)
Leader
“*(name)* would you please say / write a sentence or two to summarize this passage.”

“State the main points of this paragraph please *(name)*”

“What are the most important facts / pieces of information in this paragraph *(name)*?”

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*This one is for the Aussies and the POMs 😊*
Feel free to pass these cards onto all those that you think need a powerful reading comprehension strategy and encourage them to visit my site for a heap more resources.

http://www.adrianbruce.com

This is how I use the strategy in my classroom.

Firstly I introduce the whole class to each of the skills in the process. This can take a couple of lessons to do well.

Then during group work I sit with a small group of children. I bring to the group the set of the cards, multiple copies of an INFORMATION TEXT, three different dictionaries, three atlases & paper for note taking. Recently I've been taken my laptop to the group and have both dictionary.com and the wikipedia.org open. These sites provide great opportunity to build into the sessions the areas of website credibility and website advertising awareness.

For the first few sessions I am the leader, but the children are aware that the skills that I demonstrate will help them work as an independent group in the future.