

# Teaching Reading Comprehension

*Evidence strongly points to significant benefits to students reading levels when teachers provide specific instruction before, during, and after students read. The application of focussed reading supports students to link new ideas to what they have learned previously, remember what has been read, and to think critically (Hirsch:2003).*

Reading Comprehension using The 4 Resource Model (Luke & Freebody 1997)

## **Code Breaker – How do I crack this code? (grammar, structure, language)**

What words are interesting?

What words are new?

What words are familiar?

How did you work out the difficult words?

What other words are or have a similar meaning?

Who is the author?

What subject specific language do the students need to understand and access?

**TIP:** Ensure that all new and difficult words are identified and explicitly taught.

## **Text Participant – What does this mean to me? (link to prior knowledge of their world)**

Can you predict what the text is about?

Does the text remind you of something else? (TIP: try to link the text to prior knowledge.)

What did you feel as you read the text?

What might happen next?

How did the text position or change your way of thinking about this topic?

## **Text User – What do I do with this text? (purpose)**

What text type is this? (traditionally known as genre)

How do you know this?

How is the topic framed to influence the reader?

How is this text put together?

How is this text like others you have read?

What is the purpose of this text?

How would the language change if you were to use these ideas in a different text type?

How is this text different from/like previous texts on the same theme/topic?

## **Text Analyst – What does this text do to me? (becoming critically aware)**

Are there new ideas that I need to understand in this text?

Has the author demonstrated any bias and how do you know this?

What was the author's intent and did the author achieve this? How do you know this?

What is the most important new learning that you need to take from this text?

How does the new knowledge change your opinion/position/thinking?

How would you reference this new knowledge?