

READING IS...

Knowing Ways to Problem Solve

Readers must know how to apply a range of behaviours, or actions, in a flexible way, in order to solve texts. Some actions will assist in the solving of words, or decoding; others will support the comprehension of texts. As vocabulary and figurative language becomes more complex and texts more sophisticated, the solving of words is often integral to achieving deeper understandings.

Proficient readers are able to apply the following actions, in isolation or in conjunction with others, to support strategic problem solving when reading.

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- Does that make sense?
 - Can I say it that way? Does that sound right?
 - Does it look the way I'd expect it to look?
 - I get my mouth around the start.
 - I stretch the sounds in order.
 - I blend the sounds together in order.
 - I find parts I know in words.
 - I chunk and blend.
 - I think of a word that looks like that.
 - I say groups of words together (*i.e. phrasing*).
 - My reading sounds like talking (*i.e. fluent*).
 - I re-read to check.
 - I re-read to confirm.
 - I read on and think "What could fit there?"
 - I self-correct.
 - I use what I know about spelling. (*flesh this out to clarify each new knowledge acquired, e.g. I use the silent 'e'; I look for two vowels together; etc.*)
 - I look for words within words./ I look for base words.
 - I can sequence in order.
 - I can retell the main events.
 - I can sum this up.
 - I can write a summary.
 - I know that one thing causes another thing to happen.
 - I can compare one thing to another.
 - I can think about how things are the same and different.
 - I can locate information quickly.
 - I know where to go in the text to get the information I need.
 - I know which words will help me to locate things (*eg. key words/phrases/ideas when searching*)
 - I can scan or skim for key words.
 - I know which information is the most important (*main ideas*).
 - I can locate supporting details.
 - I can find evidence in the text to support my thinking.
 - I know how different texts are constructed.
 - I know how to navigate around this text quickly.
 - I can relate to this text because...
 - This reminds me of...
 - I connect this text or something within this text, to myself or someone I know.
 - I connect this text or something within this text, to another text I've read or viewed.
 - I connect this text or something within this text, to something happening in my world.
 - I understand that my connection helps me to better understand the text/aspect of the text.
 - I relate to characters in texts.
 - I try to place myself in the characters' shoes.
 - I try to imagine how different characters think or feel about things happening in the text.

- I remember that different characters have had experiences that are different to mine. I try to see things from their point of view.
- I try to imagine things happening in the text.
- I make mental pictures that help me to understand how things look/sound/smell/feel/taste.
- I take note of words which help me to imagine things.
- I try to run the events together like in a movie.
- I change or modify what I imagine based on new things I learn.
- I use the title, blurb and any pictures given to predict what the text could be about.
- I use the title, blurb and any pictures given to predict what I can expect to learn.
- I read to confirm my predictions.
- As I read, I modify my predictions based on new information I learn.
- I use words/phrases and ideas provided by the author to think, "What is likely (or probable) to happen next?"
- I understand that the author might imply or suggest something, but not state it directly.
- I make inferences about characters' feelings and actions, events which may occur, things that may have happened or a likely scenario, and can support my thinking with words, phrases and ideas from the text.
- I know to use information suggested, implied or alluded to in the illustrations or visual supports to support my thinking.
- I use illustrations or visual supports to build my knowledge before reading.
- As I read, I think, "Does what I am reading match what the illustrations or visual supports are saying?"
- I know that the words alone don't tell me everything. I need to read and think in order to better understand what is said or shown.
- I think, "What is the author trying to say to me?"
- I think, "What does the author want me to know?"

- I think, "Is there a moral to this?"
- I know when there is a word, group of words or idea that I don't understand.
- I try to clarify the tricky things by talking, rereading, adjusting my reading speed, revisiting other parts of the text, using a dictionary or thinking about them in other ways.
- I wonder more about things I read.
- I question things that don't fit with what I know or think.
- I wonder why things happen and try to think about them in different ways in order to understand them better.
- I activate my prior knowledge by thinking, "What do I already know about this?"/"Have I read about or viewed anything like this?"/"Does this remind me of anything I know?"
- As I read, I add the new information to what I know.
- As I read, I think about how well the new information fits with what I know.
- As I read, I think "Does this agree/disagree with what I have seen/heard/experienced?"
- After reading, I think "This matches/does not match what I know."
- After reading, I think "I know more about this now."
- After reading, I think "I understand this topic or idea better than I did before."
- I think, "Why did the author write this?"
- I think, "Does the author want me to think or do something as a result of reading or viewing this?"
- I think, "Is the author biased about this?"
- I think, "Is there a hidden message in this?"
- I understand that characters, settings, events and relationships have been created to make me feel or think in a certain way.
- I understand that colour, layout, size, space and angle have been used to shape the way I think or feel.