






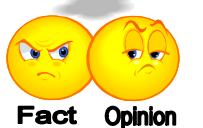








 Main Idea	Finding the main idea	Find out what the text is mostly about	The main idea of a reading passage is a sentence that tells what the passage is mostly about. Questions about main idea might ask you to find what a passage is <i>mostly about</i> or <i>mainly about</i> . The questions might also ask you to choose the best title for a passage. When answering a question about main idea, ask yourself, <i>What is the passage mostly about?</i> Then choose your answer.	<ul style="list-style-type: none"> • What is the passage mostly about? • What is the most important thing about the text? • What is the main idea? • The problem in this story is.... • In this text you mostly need to understand...
	Recalling facts and details	Find the main facts and find details in the text	Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer.	<ul style="list-style-type: none"> • What facts are in the text? • Explain in detail what the text is about. • Using the text, can you find a detail, about a fact in the text? • The main idea is.... and Is an example of this. • In this text you mostly need to understand... • A detailed example of what the main idea is can be found on....
	Understanding sequence	Put the text in order from start to end	Sometimes, a passage is told in order or sequence. Different things happen at the beginning, middle and ending of a passage. Questions about sequence ask you to remember and put events or details in order. Questions about sequence often contain key words such as <i>first, then, last, after</i> or <i>before</i> .	<ul style="list-style-type: none"> • What was the first thing that happened in the text? • What was the last thing that happened in the text? • Explain in order what happened in the text.
	Recognising cause and effect	Understand what happened and why it happened	A cause is something that happens. An effect is something that happens because of the cause. Read this sentence: 'I forgot to set my alarm clock, so I was late for school.' The cause of being late for school was forgetting to set the alarm clock. The effect of forgetting to set the alarm clock is being late for school. Questions about cause and effect usually begin with the key words <i>why, what happened</i> or <i>because</i> .	<ul style="list-style-type: none"> • Why did this happen? • What was the cause of this? • What happened because of this? • Because this happened... then this was the result....
	Comparing and contrasting	Find out how two things are alike or different	Some questions ask you to find how two things are alike or different. This is called compare and contrast or finding likenesses and differences. Questions that ask you to compare or contrast usually contain key words such as <i>most like, different, alike</i> or <i>similar</i> .	<ul style="list-style-type: none"> • How is this the same? • How is it different? • This is most like • This is different because....
	Making predictions	Guess what will happen before it happens	A prediction is something you think will happen in the future. Questions about predictions ask what will <i>probably</i> or <i>most likely</i> happen next. You will not find the answer to these questions in the passage. But there are clues you can use from the passage to make a good guess about what might happen next.	<ul style="list-style-type: none"> • The title/ author/ pictures/ captions/ book design makes me think of... • The title makes me think it is going to be about... • The comments (blurb) on the back lead me to believe that... • The photographs/ headings/ sub-headings make me think that... • What will happen next? • Guess what will happen now • This will most likely happen because....
	Finding word meaning in context	Work out what words mean from the main idea and words in the text	Sometimes when you read, you find a word whose meaning you do not know. Often you can tell the meaning of the word by the way the word is used in the sentence. This is called understanding word meaning in context. Questions about meaning in context ask you to find the meaning of a word that may not be familiar to you. If you have trouble choosing an answer for a question like this, try each answer choice in the sentence where the word appears in the passage. See which answer choice makes the most sense.	<ul style="list-style-type: none"> • How is the word used in the sentence? • What other words do you know around the word which may lead you to making more meaning? • Are there parts of the word that you have seen in other words? • What kind of word is it? A verb, noun, an adjective? • What other options or answers are there to choose from? • Which answer makes the least sense? • Which answer makes the most sense?
	Drawing conclusions and making inferences	Use clues in the text to work out what it really means.	When you read, many times you must figure out things on your own. The author doesn't always tell you everything. For example, you might read these sentences: 'The moon cast an eerie glow in Jake's room. Suddenly, he saw a shadow by the window. Jake sat up in bed, frozen with fear.' From what the author has written, you can tell that it is probably night-time, because the moon is out and Jake is in bed. Questions about drawing conclusions often contain the key words <i>you can tell</i> or <i>probably</i> .	<ul style="list-style-type: none"> • What clues can you find in the text which tells.... • At first I thought..., but now I think..., because.... • This part is really saying.... • I think this character feels.... • I think the reason this character wants to Is because...
	Distinguishing between fact and opinion	Find out if something can be proven or is believed	Questions about facts and opinions ask you to find which statements are fact statements and which statements are opinion statements. Remember, a fact is something that is true. An opinion tells how a person feels about something. Facts can be proven. Opinions cannot. Statements that are opinions often contain key words such as <i>most, best, nicest</i> and <i>greatest</i> .	<ul style="list-style-type: none"> • How does this person feel about the subject? • What facts are given to support the opinion? • What provable facts are there? • What language does the writer use to support their opinion? • What emotive language is used to make the opinion? • What is the difference between the facts and the opinion?
	Identifying Author's purpose	Work out if the author is writing to persuade, inform, describe or entertain	Questions about author's purpose ask you why the author wrote the passage. Most authors write for one of these reasons: to persuade (make someone want to do something), to give information, to describe or to entertain. You can remember these four reasons by remembering P.I.D.E. – P for persuade, I for information, D for description and E for entertain.	<ul style="list-style-type: none"> • Who did the writer write this for? • Why did the author write this piece? • Which of the PIDE formula does this piece of text fit into? • Who is the audience of this text?
	Interpreting figurative language	Work out what little sayings or words really mean	Sometimes, writers use words in such a way that their meaning is different from their usual meaning. For example, someone who has told a secret might say, 'I spilled the beans.' This is an example of figurative language. These words do not mean that the person actually spilled some beans. These words mean 'I didn't mean to tell the secret.'	<ul style="list-style-type: none"> • What does this mean? • What does the saying mean? • These words do not actually mean..., they mean.... • From the words around ..., I think it means... • This part is really saying....
	Summarizing the text	Explain what the text was about	Questions about the best summary of a passage ask you about the main points of the passage. When you answer questions about summary, first ask yourself, <i>What is the main idea of the passage?</i> A good summary is closer to the main idea than to any single detail found in the passage.	<ul style="list-style-type: none"> • What is the main idea of the text? • What is the most important thing that happened? • What does the Author want us to think about the most? • What keeps on being repeated in different ways?
	Visualising and sensing	Draw a picture in your mind of the people, places and events in the text.	Draw a picture in your mind of the people, places and events in the text. Visualising enables readers to make mental images and better see the relationships within a text. If students are not "seeing the movie in their head" as they read, they are not getting the full intent of the text. Students should be aware of their five senses and use all of them to create the sensory image and deepen the comprehension.	<ul style="list-style-type: none"> • What pictures do you see? • What sounds do you hear? • Is there anything to smell or taste? • What does it feel like? • How do the pictures make you feel?
	Questioning	Ask questions before, during and after reading the text	Good readers ask questions before, during, and after they read to clarify meaning, to make predictions, and to identify what is important. They conduct an ongoing dialogue with each page they read. Questioning leads readers deeper into the text, setting up a dialogue with the author. Readers who ask questions are awake, thinking and interacting with the words. Asking questions is how readers make sense of the world.	<ul style="list-style-type: none"> • The title/ author/ pictures/ captions/ book design makes me think of... • The title makes me think it is going to be about... • The comments (blurb) on the back lead me to believe that... • The photographs/ headings/ sub-headings make me think that... • What sort of questions do you have about the text? • What do you not understand? • What doesn't make sense? • This is confusing because... • This bit was hard to understand....
	Determining importance	Decide what the most important parts of the text are	Good readers are able to read the text and determine what information is important. Decisions about importance are based on the reader's purpose, the reader's prior knowledge, and the reader's sense of what is interesting. When students are asked to read nonfiction materials they need to be able to identify the key ideas or themes. They use their knowledge of text features to make predictions about organization and content. Teachers must help students read strategically by setting a purpose for reading, which will provide students with guidelines for selecting what is important in text.	<ul style="list-style-type: none"> • Is this essential to understanding the text? • This was powerful because.... • What do you already know about this? • This reinforces what I already know about.... • I like the part where.... • What are main ideas which keep on being repeated? • What are the themes? • In this text you mostly need to understand...
	Using prior knowledge	Use what you already know or have experienced	Use what you already know or have experienced. Activating Prior Knowledge is important because it helps students make connections to the new information they will be learning. By tapping into what students already know, teachers can assist students with the learning process.	<ul style="list-style-type: none"> • What do you already know about this? • What have you already learned that you can know to read this text? • What connections can you already made before you read the text? • This reinforces what I already know about....
	Making Connections	Make connections between the text and your life, the rest of the world and other texts	Good Readers make personal connections with what they are reading. They develop a deeper understanding of the characters and their actions because they have made a connection to their own lives that enhances the mental images they are creating. There are three kinds of connections: text-to-self, text-to-text, and text-to-world. A text-to-self connection occurs when students are reminded of something that has happened in their own life. A text-to-text connection reminds them of something they have read in another book or text, and a text-to-world connection happens when they connect with something occurring in the world.	<ul style="list-style-type: none"> • This reminds me of... • This part is like... • The character is like _____ because... This is similar to... • This character makes me think of... • The setting reminds me of... • This is helping me with/to think about... • Something like this happened to me... • What I read made me think about.... • This character reminds me of.... because... • Does this text remind you of another text? • Can you connect the words to your own experiences?

Finding the main idea



Main Idea

**Find out what the text
is mostly about**

- . What is the passage mostly about?
- . What is the most important thing about the text?
- . What is the main idea?
- . The problem in this story is....
- . In this text you mostly need to understand...

Recalling facts and details



**Find the main facts and
find details in the text**

- . What facts are in the text?
- . Explain in detail what the text is about.
- . Using the text, can you find a detail, about a fact in the text?
- . The main idea is.... and Is an example of this.
- . In this text you mostly need to understand...
- . A detailed example of what the main idea is can be found on....

Understanding sequence



Put the text in order
from start to end

- .What was the first thing that happened in the text?
- .What was the last thing that happened in the text
- .Explain in order what happened in the text.?

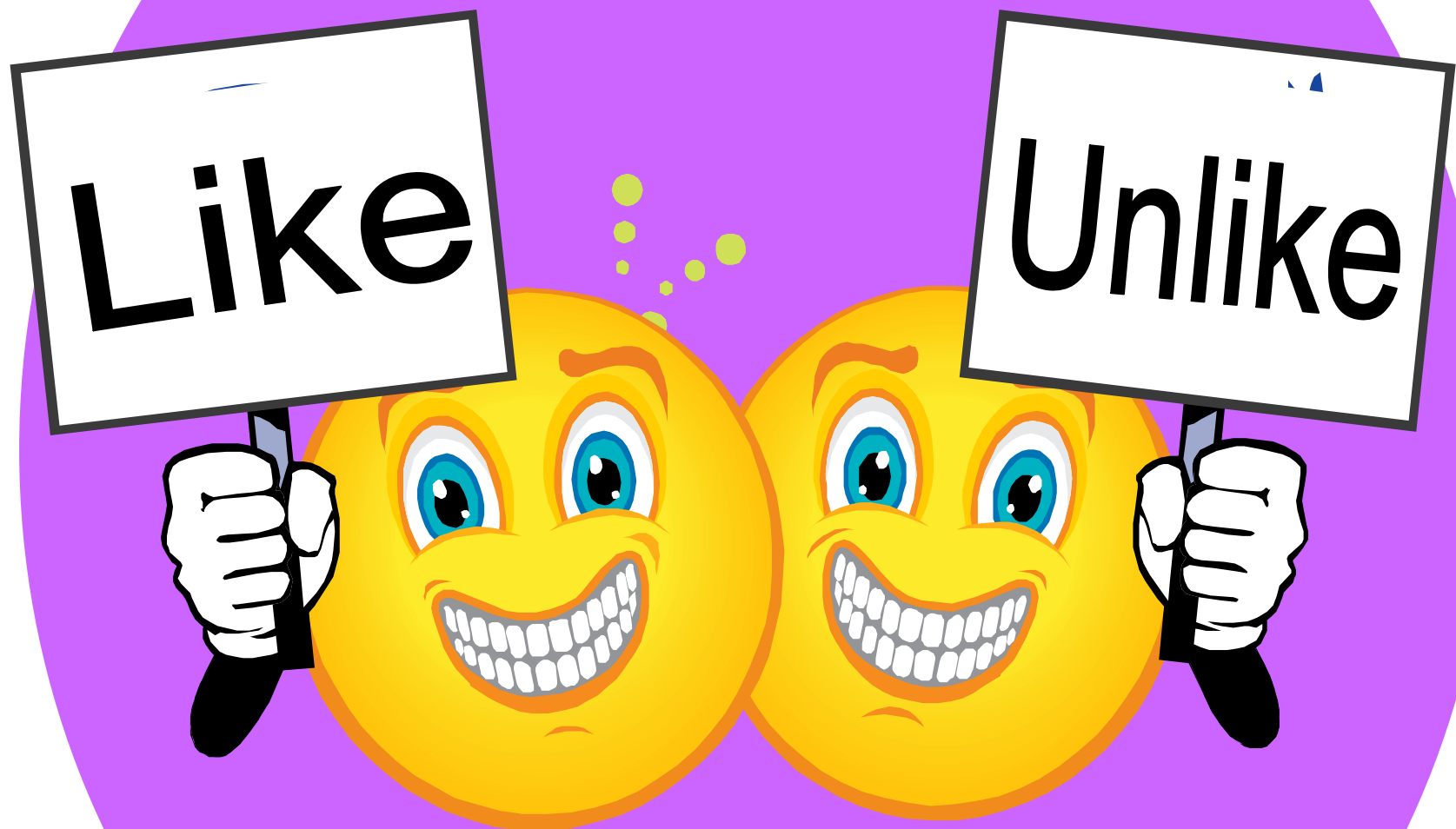
Recognising cause and effect



Understand what happened
and why it happened

- . Why did this happen?
- . What was the cause of this?
- . What happened because of this?
- . Because this happened... then this was the result....

Comparing and contrasting



Find out how two things are alike or different

- . How is it the same?
- . How is it different?
- . This is most like
- . This is different because....

Finding word meaning in context



Work out what words mean from the main idea and words in the text

- . How is the word used in the sentence?
- . What other words do you know around the word which may lead you to making more meaning?
- . Are there parts of the word that you have seen in other words?
- . What kind of word is it? A verb, noun, an adjective?
- . What other options or answers are there to choose from?
- . Which answer makes the least sense?
- . Which answer makes the most sense?

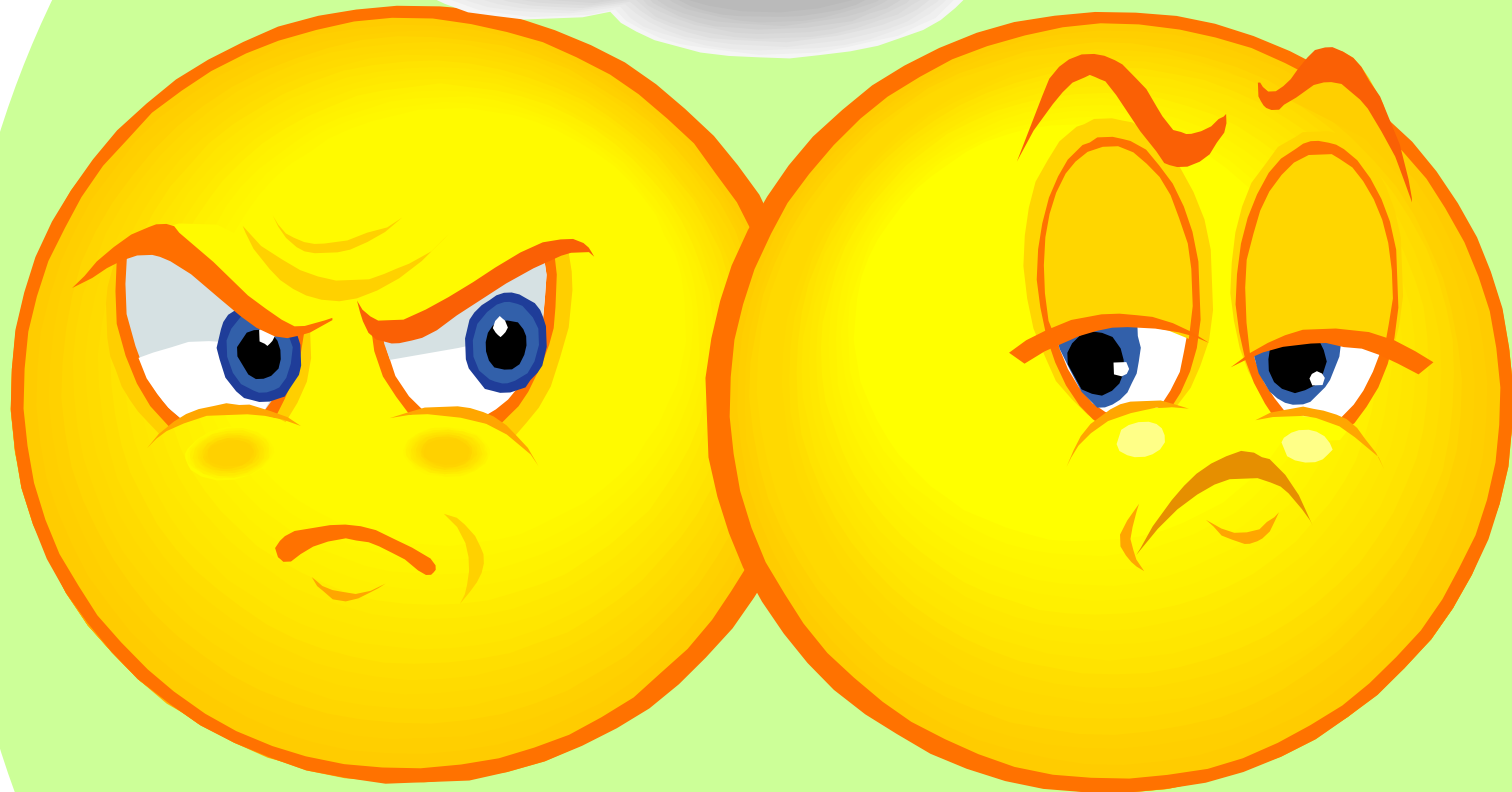
Making Inferences



Use clues in the text to work out what it really means.

- . What clues can you find in the text which tells....
- . At first I thought..., but now I think..., because....
- . This part is really saying....
- . I think this character feels....
- . I think the reason this character wants to Is because...

Distinguishing between fact and opinion



Fact **Opinion**

**Find out if something can be
proven or is believed**

- . How does this person feel about the subject?
- . What facts are given to support the opinion?
- . What provable facts are there?
- . What language does the writer use to support their opinion?
- . What emotive language is used to make the opinion?
- . What is the difference between the facts and the opinion?

Identifying Author's Purpose



**Work out if the author is writing
to persuade, inform, describe or
entertain**

- . Who did the writer write this for?
- . Why did the author write this piece?
- . Which of the PIDE formula does this piece of text fit into?
- . Who is the audience of this text?

Interpreting Figurative Language



Work out what little sayings or
words really mean

- .What does this mean?
- .What does the saying mean?
- .These words do not actually mean...., they mean.....
- .From the words around, I think it means...
- .This part is really saying....

Summarizing the text



Explain what the text
was about

- .What is the main idea of the text?
- .What is the most important thing that happened?
- .What does the Author want us to think about the most?
- .What keeps on being repeated in different ways?

Visualising and sensing



Draw a picture in your mind of
the people, places and events
in the text.

- . What pictures do you see?
- . What sounds do you hear?
- . Is there anything to smell or taste?
- . What does it feel like?
- . How do the pictures make you feel?

Questioning



**Ask questions
before, during and after
reading the text**

- . The title/ author/ pictures/ captions/ book design makes me think of...
- . The title makes me think it is going to be about...
- . The comments (blurb) on the back lead me to believe that...
- . The photographs/ headings/ sub-headings make me think that...
- . What sort of questions do you have about the text?
- . What do you not understand?
- . What doesn't make sense?
- . This is confusing because...
- . This bit was hard to understand....

Determining importance

Important



**Decide what the most
important parts of the text are**

- .Is this essential to understanding the text?
- .This was powerful because....
- .What do you already know about this?
- .This reinforces what I already know about....
- .I like the part where....
- .What are main ideas which keep on being repeated?
- .What are the themes?
- .In this text you mostly need to understand...

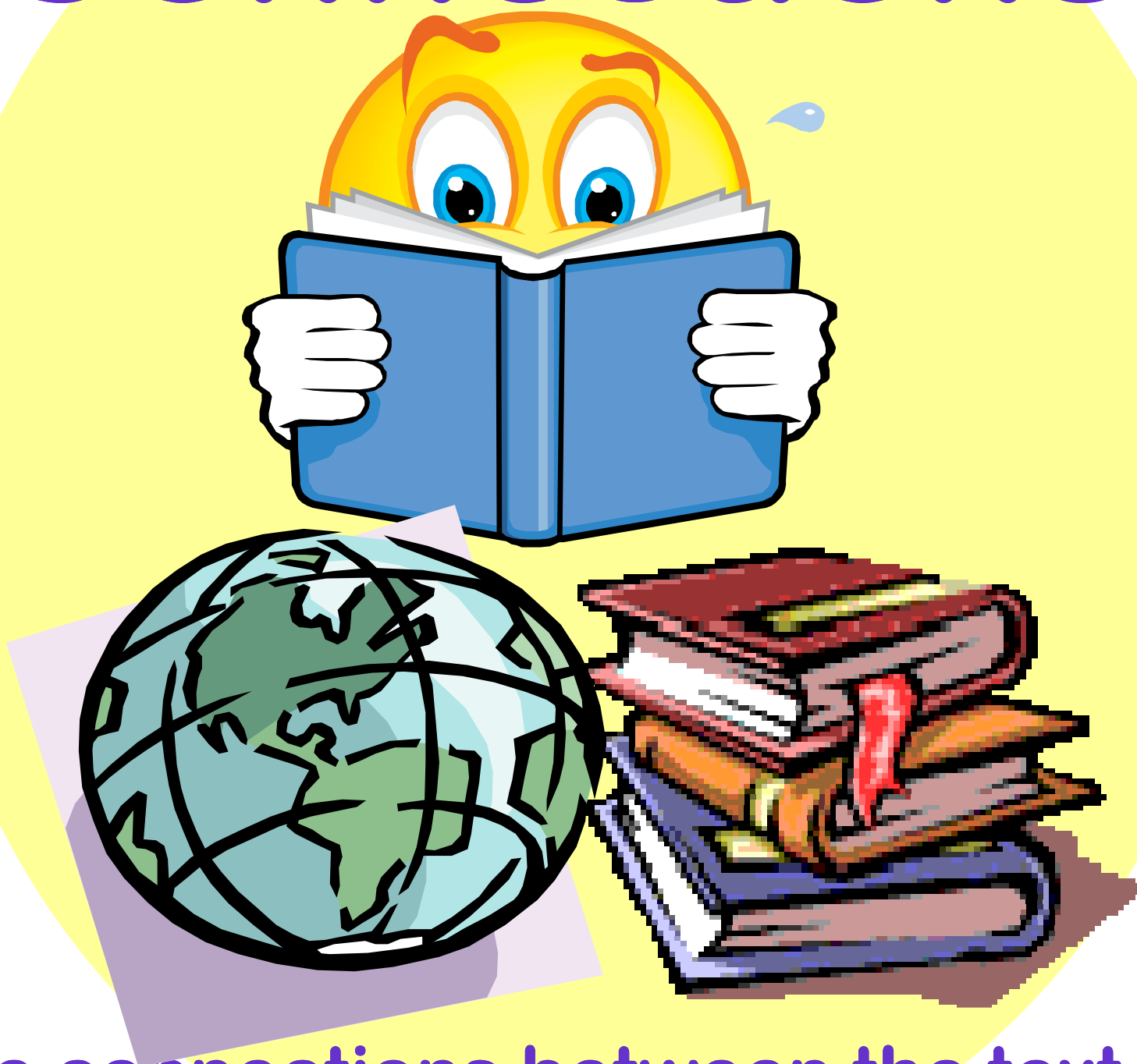
Using Prior Knowledge



Use what you already know
or have experienced

- .What do you already know about this?
- .What have you already learned that you can know to read this text?
- .What connections can you already made before you read the text?
- .This reinforces what I already know about....

Making Connections



Make connections between the text and your life, the rest of the world and other texts

- . This reminds me of...
- . This part is like...
- . The character is like _____ because... This is similar to...
- . This character makes me think of...
- . The setting reminds me of...
- . This is helping me with/to think about...
- . Something like this happened to me...
- . What I read made me think about....
- . This character reminds me of... because...
- . Does this text remind you of another text?
- . Can you connect the words to your own experiences?

Making Predictions



**Guess what will happen
before it happens**

- . The title/ author/ pictures/ captions/ book design makes me think of...
- . The title makes me think it is going to be about...
- . The comments (blurb) on the back lead me to believe that...
- . The photographs/ headings/ sub-headings make me think that...
- . What will happen next?
- . Guess what will happen now
- . This will most likely happen because....