

## B COMPREHENSION STRATEGIES

Several specific comprehension strategies have been selected for practice in this book. They are stated after the questions, so students become familiar and learn to recognise the strategies needed for different question types.

<b>Constructing meaning from visual texts</b>	Students gather information from visual texts such as pictures, diagrams, charts, maps and tables. From the information gathered, students are able to form concepts and make sense of the texts.
<b>Using prior knowledge</b>	Students comprehend a text by linking their prior knowledge (for example own experiences or familiar concepts) and the new information given in the text. Students may make connections between the text and themselves, the text and other texts previously read, and the text and the world.
<b>Using contextual clues</b>	Students comprehend a text or understand a difficult word in the text by searching for clues such as visual cues, titles, subheadings, familiar vocabulary and typographical and visual features found in the context.
<b>Making predictions</b>	Predictions involve the students using illustrations, a text or background knowledge to help them construct meaning. Students might predict what the text could be about, what could happen or how characters could act or react. Predictions may occur before, during and after reading, and can be adjusted during reading.
<b>Recalling main ideas and key details</b>	The strategy of recalling the main ideas and key details is particularly helpful when students are trying to comprehend a text. This involves students determining what is important in a paragraph or passage after reading. To achieve this, students will need to use a variety of information such as the purpose for reading, their knowledge of the topic, background experiences and beliefs and understanding of the text format.
<b>Sequencing details</b>	The strategy of sequencing details requires students to recall information, order details and piece information together to make sense of the text. This helps students to continually monitor their understanding of the text.
<b>Making inferences</b>	This strategy requires higher-order thinking, training students to analyse the text read. Instead of lifting answers directly from the text, students need to think further and use their prior knowledge to comprehend the meaning of the text.
<b>Skimming for the main idea</b>	Skimming is the strategy of looking quickly through a text to gain a general impression or overview of the content. Students often use this strategy to quickly assess whether a text or part of it meets its purpose.
<b>Scanning for specific information</b>	The strategy of scanning for specific information requires students to quickly locate specific details such as dates, places or names, or those parts of the text which support a particular point of view. It is sometimes used in conjunction with other strategies.
<b>Comparing and contrasting</b>	Students make comparisons by thinking more specifically about the similarities and differences between two ideas, topics, texts or concepts.
<b>Making simple generalisations</b>	By identifying the main idea and key details of a text, students make simple generalisations such as the moral of a story.