Stages 2 and 3 learning sequence for comprehension

Comprehension involves responding to, interpreting, analysing and evaluating texts by using metacognitive comprehension strategies including:

- **Making connections**: Students make personal connections from the text with something in their own life, another text or something occurring in the world.
- **Visualising**: Students create a mental image from a text read/viewed/heard.
- **Questioning**: Students pose and answer questions that clarify meaning and promote deeper understanding of the text.
- **Monitoring**: Students stop and think about the text and know what to do when meaning is disrupted.
- **Predicting**: Students use information from graphics, text and experiences to anticipate and actively adjust comprehension while reading/viewing/listening.
- **Summarising**: Students identify and accumulate the most important ideas and restate them in their own words.

**NB:** Definitions taken from An introduction to quality literacy teaching, NSW DET, 2009.

“Texts” include written, visual, electronic and multimodal texts.

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**End Stage 1**

With support, a student is able to use the metacognitive strategies of predicting, monitoring, making connections, summarising, visualising and self-questioning to comprehend texts.

- Refers to prior knowledge and experiences to build understanding of a text.
- Justifies predictions about sections of a text.
- Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.
- Draws conclusions by using clues in a text.
- Identifies more than one perspective or point of view when represented in texts.
- Articulates the main idea and provides a synthesised retell that captures key events in texts.
- Creates mental images to capture ideas in texts.

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**Mid Stage 2**

With prompting, a student is able to use the metacognitive strategies of predicting, monitoring, making connections, summarising, visualising and self-questioning to comprehend texts.

- Builds understanding during reading by discussing possible consequences of actions and events.
- Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.
- Builds understanding about the meaning of a text by actively seeking information from different parts of a text.
- Shows an awareness through discussion that texts can present different perspectives.
- Analyses the ways ideas and information are presented by making comparisons between texts.
- Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.
- Analyses a text by discussing visual, aural and written techniques used in the text.
- Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.

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**End Stage 2**

A student is able to independently use the metacognitive strategies of predicting, monitoring, making connections, summarising, visualising and self-questioning to comprehend texts.

- Interprets text by inferring connections, causes and consequences during reading.
- Responds to and interprets texts by discussing the differences between literal and inferred meanings.
- Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.
- Identifies ways texts present different perspectives.
- Evaluates text accuracy and credibility by comparing texts on a similar topic.
- Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.
- Responds to and analyses texts by discussing the ways language structures and features shape meaning.
- Responds to and interprets texts by integrating sources of information in texts.

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**Mid Stage 3**

With support, a student is able to demonstrate integration of the metacognitive strategies of predicting, monitoring, making connections, summarising, visualising and self-questioning to comprehend texts.

- Analyses and evaluates the ways that inference is used in a text to build understanding.
- Re-examines sections of texts for evidence to support interpretations and opinions.
- Evaluates a personal interpretation of a text by critically re-examining evidence within the text.
- Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.
- Analyses texts to explain and compare how audience, purpose and context influence texts.
- Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.
- Analyses and responds to language and grammatical techniques used to influence an audience.
- Analyses and compares how information and ideas are presented in a range of texts on the one topic.

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**End Stage 3**

A student is able to confidently integrate the metacognitive strategies of predicting, monitoring, making connections, summarising, visualising and self-questioning to comprehend texts.

- Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.
- Re-interprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.
- Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.
- Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.
- Interprets texts by identifying and discussing multiple purposes within the same text.
- Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic.
- Analyses texts to compare how language structures and features are used to position readers and viewers.
- Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic.

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**Mid Stage 4**

With a level of automaticity, a student is able to select, apply and integrate the metacognitive strategies of predicting, monitoring, making connections, summarising, visualising and self-questioning to comprehend texts.

- Explores and critically analyses ideas, characters and themes in imaginative, informative and persuasive texts to construct responses using the forms and features of language appropriate for analysis.
- Analyses and evaluates the effectiveness of texts by discussing and comparing possible interpretations using the forms and features of language appropriate for discussion.
- Interprets and responds to points of view in a text through critical analysis of the text’s underlying social, cultural and/or historical values.
- Analyses a text to identify different interpretations and perspectives presented by evaluating credibility and reliability of its sources.
- Analyses and evaluates how text purpose and audience impact on text composition by linking ideas, information, perspectives and background experience.
- Interprets texts by drawing on genre knowledge from other contexts and comparing plot, characterisation and language.
- Responds to imagery and symbolism in verbal and visual forms to innovate on a text using a different medium.
- Analyses and evaluates the impact of visual images on texts by describing how image choice complements, contrasts or adds to the text.

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Focus on Reading 3-6

Not part of NEALS.
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