Synthesis Matrix

Supporting *Think Aloud in Reading* and *Assessment Capable Learners*
Examples of learning tools students can select from are in **green**.

English Curriculum Level: Reading	Indicators (e.g. synthesising ideas)	Examples
Level 1 Recognise and identify ideas *within* and *across* texts	- understands that **personal experience** can influence the meaning gained from texts; - identifying **ideas** in some texts.	Thinking aloud during shared / guided reading: "**When you read ….. I was thinking:** What is …..feeling? I know how that feels like when I …. Have you ever felt this way? So I can really understand what … felt. I think that's the big idea the writer of this story wants us to think about - that people feel sad when others are unkind to them." **At the end of this story, I was thinking** we can learn a lesson from what happened to….? What do you think that lesson was? **So I am thinking the writer made….. a hero!** Do you agree or disagree? Is ….. **also a hero** in the story ….. That we read yesterday? Why? Example **Guided Lesson**
Level 2 Show some understanding of ideas *within*, *across*, and *beyond* texts:	- makes meaning of increasingly complex texts by identifying **main** ideas;	Think aloud during guided reading: "Let's just stop there because when you were reading that last sentence **I was thinking in my head, that is the big idea** of the story….What makes it a big idea?" When we learned about ….. how did we understand more about ……? **At the end, I was thinking ……** is tied to the big idea we found earlier (names idea). How does the ending also show our main idea of …. **I am thinking, these big ideas are both important because they tell us** about what the writer/author wants to say. What message do you think the author is telling us? Example **learning tool** - *(independent practice: uses a venn diagram to label the main ideas - circles - including evidence of importance and any connections (overlap). Outside the diagram could represent the context or examples "beyond the texts)*
Level 3 Show a developing understanding of ideas *within*,	- identifying **main** and **subsidiary** (supporting) ideas (NZC); - starts to make connections by thinking about **underlying** ideas in and between texts (NZC);	Reviewing students' recorded think aloud: When you read …. **I was thinking this provides more detail** about ….. That makes it a supporting idea? Can you think about any further details that support this idea further?

across, and *beyond* texts:		When you read this first sentence of the second paragraph **I thought**, that is another main idea. Why do you think it's a different main idea? How is it different from the one you found earlier, in the first paragraph? "Now that we have watched each of your recordings, **I noticed that all of these texts** have the same topic…." "How is the term 'topic' different from 'main idea'?" "When I read about … **I was thinking the people in both texts faced similar experiences** but with different outcomes? What cause and effect connections can we make?" "So how is the cause similar, but the effects are different? Example **learning tool** *(independent practice: uses a hierarchy chart for students to record the main idea and supporting details which can be grouped)*
Level 4 Show an increasing understanding of ideas within, across, and beyond texts:	- identifying and understanding **main and subsidiary** (supporting) ideas and the **links** between them (NZC) - thinking about **underlying ideas** within and between texts from a *range* of contexts (NZC) (e.g. critical inferences).	Reviewing students' recorded think aloud: "So when we read …. I **was thinking the idea of ….. Is being developed further** by the author because ….." "Are there any other connections you noticed?" "So on my graphic organiser I would fill in the link box to explain the connection between the idea of ….. and the character …….. **"I am also thinking it's not only what the character says but what they do**. What events involving this character deepen our understanding of the idea? Let's write them here…." **"So I am noticing that …… is another detail about** ……. Do you think this detail *deepens* the idea further *or* provides *new* information we didn't know before?" **"When we read this I remembered** the video we watched at the start of the week. Are the main ideas connected in any way, for example, by topic? How is the main idea in this text different (similar) to the context (e.g. place; person) in the previous text?" **"I notice that the mood has changed**. What language has the author used to affect that change?" Example **learning tool**
Level 5 Show an understanding of ideas within, across, and beyond texts:	- increasingly **comprehensive ideas** in texts and the **links** between them - exploring ideas within and between texts from a range of contexts	Reviewing students' recorded think aloud: "When you read a description of the character, **I recalled that the other text also uses metaphor**. Each of these characters are being compared to something fantastical ….." "**I am thinking** time has been used by both authors to show certain historical biases about …… " "I noticed that you haven't mentioned a symbol both texts use to show ….." "**The symbol ……..reminds**

		me of a major conflict going on in the world right now…." Example **learning tool**