

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 <i>within</i> and <i>across</i> texts	<ul style="list-style-type: none"> - understands that personal experience can influence the meaning gained from texts; - identifying ideas in some texts. 	<p>Thinking aloud during shared / guided reading:</p> <p>"When you read I was thinking: What isfeeling? 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."</p> <p>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?</p> <p>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?</p> <p>Example Guided Lesson</p>
Level 2 Show some understanding of ideas <i>within</i> , <i>across</i> , and <i>beyond</i> texts:	<ul style="list-style-type: none"> - makes meaning of increasingly complex texts by identifying main ideas; 	<p>Think aloud during guided reading:</p> <p>"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?"</p> <p>When we learned about how did we understand more about?</p> <p>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</p> <p>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?</p> <p>Example learning tool - (<i>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"</i>)</p>
Level 3 Show a developing understanding of ideas <i>within</i> ,	<ul style="list-style-type: none"> - identifying main and subsidiary (supporting) ideas (NZC); - starts to make connections by thinking about underlying ideas in and between texts (NZC); 	<p>Reviewing students' recorded think aloud:</p> <p>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?</p>

across, and beyond texts:		<p>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?</p> <p>"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'?"</p> <p>"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?</p> <p>Example learning tool (independent practice: uses a hierarchy chart for students to record the main idea and supporting details which can be grouped)</p>
Level 4 Show an increasing understanding of ideas within, across, and beyond texts:	<ul style="list-style-type: none"> - identifying and understanding main and subsidiary (supporting) ideas and the links between them (NZC) - thinking about underlying ideas within and between texts from a <i>range</i> of contexts (NZC) (e.g. critical inferences). 	<p>Reviewing students' recorded think aloud:</p> <p>"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?"</p> <p>"So on my graphic organiser I would fill in the link box to explain the connection between the idea of and the character"</p> <p>"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...."</p> <p>"So I am noticing that is another detail about Do you think this detail <i>deepens</i> the idea further or provides <i>new</i> information we didn't know before?"</p> <p>"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 <u>this</u> text different (similar) to the context (e.g. place; person) in the previous text?"</p> <p>"I notice that the mood has changed. What language has the author used to affect that change?"</p> <p>Example learning tool</p>
Level 5 Show an understanding of ideas within, across, and beyond texts:	<ul style="list-style-type: none"> - increasingly comprehensive ideas in texts and the links between them - exploring ideas within and between texts from a range of contexts 	<p>Reviewing students' recorded think aloud:</p> <p>"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"</p> <p>"I am thinking time has been used by both authors to show certain historical biases about "</p> <p>"I noticed that you haven't mentioned a symbol both texts use to show" "The symbolreminds</p>

		<p>me of a major conflict going on in the world right now...."</p> <p>Example <u>learning tool</u></p>
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