




Comprehension Strategies for Listening, Viewing, and Reading

Gradual Release of Responsibility Legend:

 **Think Aloud:**
Teacher modelling

 **Shared Practice:**
Teacher modelling with student participation

 **Guided and Independent Practice:**
Student practice with teacher guidance

Exploring aural, visual, and written text in FSL should be about understanding the text. It should also be about acquiring new strategies, or reusing strategies that students have already acquired from first language instruction, to help them maximize understanding. Effective text users call on a number of strategies as they engage in text that leads to understanding. Bringing these strategies to a conscious level, so that students are aware of how the strategies help them understand text, is called metacognition or thinking about how we think. Applying strategies helps students become independent text users.

In the following pages, we will focus on strategies that teachers may use with students to facilitate comprehension of text within an FSL context. Specific strategies are used *before*, *during*, or *after* exploring a text. They are best introduced in short lessons that require very simple but meaningful input from students. They should also be introduced in a progressive manner so that one strategy becomes familiar and comfortable for students before another is introduced. Anchor charts help cue and reinforce the language used to talk about each strategy. These charts may easily be referred to in subsequent lessons.

The strategies that follow are numbered for easy reference, but they need not be used in this order. A particular strategy may lend itself better to one text than another.

