

Learning together

I Think That...

ACTIVITY #15

SEQUENCE: READING STRATEGIES
3RD CYCLE — PRIMARY

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Purpose of the activity

Reading is not just about decoding words. It is also about understanding the meaning of the text by using the clues left by the author. Each reader may have a different interpretation, as long as it is supported by the clues and the meaning of the text.



Relevance of the activity

The important thing is to support your interpretation with clear and logical arguments based on what is explicitly stated or suggested in the text.



Supplies

- Chart: *Questions for interpreting different types of texts* (see Appendix)

To complete this activity, you can use:

- texts your child has to read for school;
- a book that matches your child's reading level.



LET'S GO!

What?



Today, we are discussing how to interpret a text, based on evidence!

Why?



When you interpret a text, you engage in your reading because you give it meaning and make connections with your personal experiences and knowledge. All this leads to a thorough understanding of what you've read!

When?



While reading and after reading, you can share your interpretations with your parents, your teacher, or your friends. By discussing what we read, we realize that everyone can understand and experience a text differently.

How?



To interpret a text, you need to take the time to think about it.

To help you, I will ask you a few questions and guide you through your reading.

You can ask yourself:

- What is the author's intention? Which parts of the text support your answer?
- Why did the author write this text?
- What other texts does this make you think of? Why?

Now, let's practise together.

To support your child in this activity, first choose a book or text that matches their reading level.

*Then, use the questions from the chart in the Appendix: **Questions for interpreting different types of texts.***

When your child answers, it is important to check that they are using elements from the text to support their ideas. The goal is not only to check their understanding, but also to help them use evidence from the text to build their interpretation. The answers to the questions in the chart are not found directly in the text—they require thinking and interpretation.

Don't forget!

You can give your answer using this sentence:

"I think that ... because the text says that ..."



Chart: Questions for interpreting different types of texts

A narrative text	A text that describes	A text that explains	A text that persuades
☐ What are the themes of the text or work? What are you basing this on?	☐ Which information seems the most important, in your opinion? What proves this?	☐ Which information seems the most important, in your opinion? What proves this?	☐ In your opinion, what is the author's point of view? What clues can prove it?
☐ Why do you think a character like this acted this way? Why do you think that?	☐ In your opinion, why was it important for the author to describe this topic?	☐ Why do you think the author makes comparisons?	☐ What problem does the author highlight? Why do you think that?
☐ Do you think the end of the story has a hidden meaning? What could prove it?	☐ What can you deduce from the subheadings?	☐ In your opinion, why was it important for the author to explain this phenomenon/situation/issue?	☐ Is the author trying to defend something? Do you have a passage in mind that supports your answer?
☐ What do you think this character will do in this situation? Why are you saying that?	☐ Who do you think the author is addressing? Why do you say that?	☐ Who do you think the author is addressing? Why do you say that?	☐ Who do you think the author is addressing? Why do you say that?
☐ In your opinion, what could be this character's values? What clues are you relying on?			
☐ What is the moral or life lesson in this story? What makes you think that?			