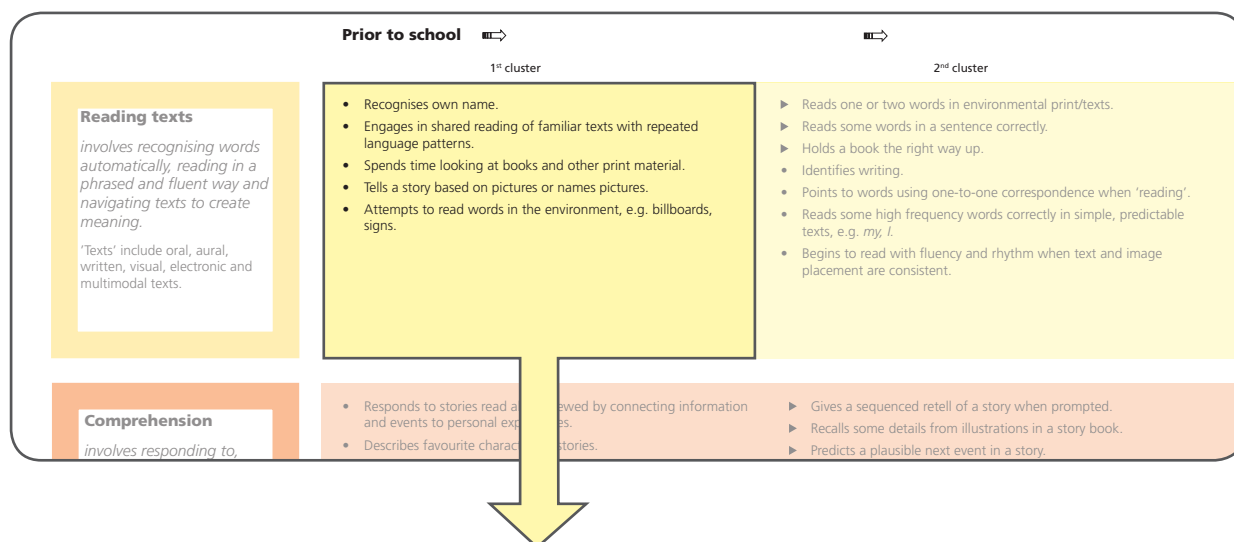


Literacy Continuum K-6

Literacy Teaching Ideas: Reading Texts





First cluster of markers:

- Recognises own name.
- Engages in shared reading of familiar texts with repeated language patterns.
- Spends time looking at books and other print material.
- Tells a story based on pictures or names pictures.
- Attempts to read words in the environment, e.g. billboards, signs.

Environmental print

Provide opportunities for students to point out and read familiar environmental print/text, such as labels on classroom equipment, signs and posters in rooms around the school and playground.

Prepare a set of word cards that have words that are common in the environment and from familiar classroom signs and posters.

Revise the words with the students.

Provide time for pairs of students to use the cards to locate and read the words on signs and posters around the classroom.

Name card games

Make class sets of students name cards.

Demonstrate a range of *name games* for students to play with a partner or in small groups.

Place the cards face up in the middle of a circle and choose several students to come out and find their own name.

Encourage students to find other names they know, read them out and point to the student who has that name.

Variations: Students can sit with a partner and practise reading the name cards.

The name cards can be sorted into two groups, girls' names and boys' names.

Students can try to sort the name cards into piles of names that start with the same letter.

Remind students who are trying to sort the name cards to look at the initial letters of the names on the cards and identify those that look the same.

Word hunt

Make sets of word cards that contain a sight, content and decodable words that the students have experienced from shared book readings.

Provide copies of the books that contain the selected set of words and the word cards.

Ask students to try to find the words in the book that match with the words on the cards.

Wordless books

Provide a selection of wordless picture story books for students to browse through.

Students choose a partner and a book to browse through together.

Ask students to discuss the pictures and then take turns to tell each other the story using the pictures to prompt them.

Reading time

Set up a comfortable reading area in the classroom and organise daily, timetabled time when students can read and reread a wide range of familiar story books and factual texts.

Encourage students to choose books they have read/heard at other times and to reread the same books more than once.

Remind students about how books are held and how pages are turned.

Also provide opportunities for students to sit together in pairs or small groups to read and talk about books.

Responding to stories

After reading/viewing and discussing a familiar story, ask students to draw pictures of characters and events from the story.

Encourage students to 'write' about the picture and/or scribe the student's description about what the drawing represents.

As you write and talk to individual students about their drawings, take time to discuss the sentences, words and letters, for example:

See how I write this letter/word and now that word reads _____.

Now this word I am writing is _____. Remember, we read that word as _____. Let's read what I have written together.

Let's read what we have written about your picture together.

Now can you read it to me?

Engaging with story books

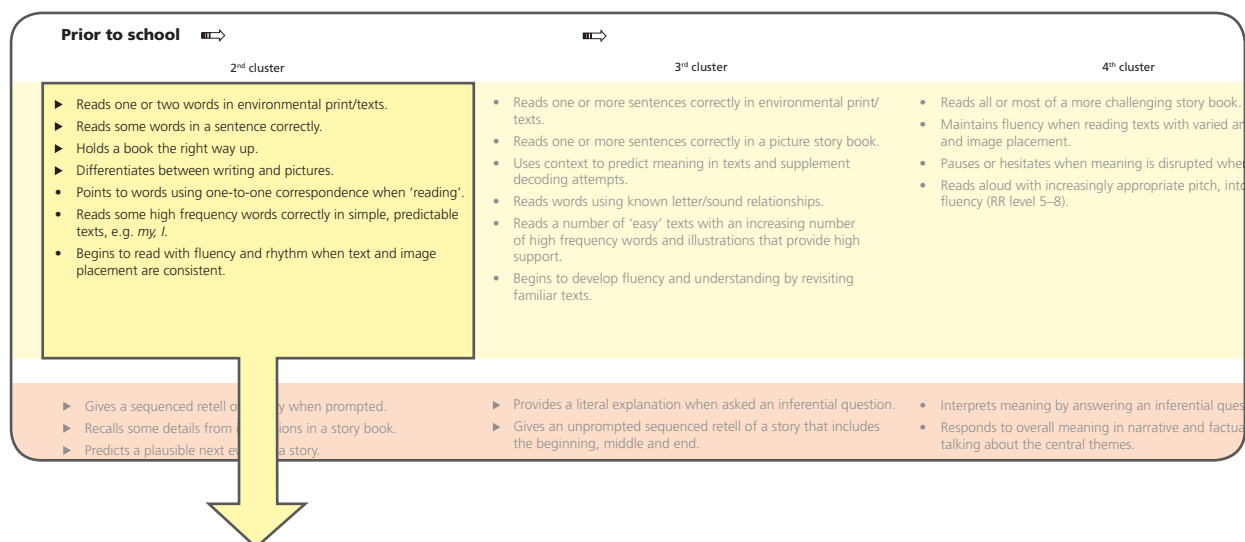
Establish regular sessions when books are read and reread to students.

Students can listen to stories being read on audiotapes, on listening posts, on the computer and on the Interactive Whiteboard.

Older students or classroom helpers can read books to students.

During these sessions, students can be encouraged to join in any repetitive or familiar parts of the text and to talk about new and interesting words.

Provide students with opportunities to respond to the texts read/heard and viewed, e.g. drama activities, discussion about new words, drawing and painting pictures of favourite characters and events, making models.



Second cluster of markers:

- ▶ Reads one or two words in environmental print/texts.
- ▶ Reads some words in a sentence correctly.
- ▶ Holds a book the right way up.
- ▶ Differentiates between writing and pictures.
 - Points to words using one-to-one correspondence when 'reading'.
 - Reads some high frequency words correctly in simple, predictable texts, e.g. *my, I*.
 - Begins to read with fluency and rhythm when text and image placement are consistent.

Everyday print

Gather a collection of examples of environmental print from everyday texts, e.g. empty grocery packets and boxes, newspapers, magazines, shopping catalogues, information pamphlets.

Students choose a partner and a selection of environmental print to use.

Ask students to browse through and talk about their selection.

Students then cut out examples of everyday print that they can read and glue them on to blank paper.

Students can then talk about and read their words to each other.

Word matching game

Prepare sets of familiar sentence strips and matching word cards from a joint construction of a recent class shared experience, e.g. *Nathan and Ali touched the shells; Marcus and Kim know the names of some shells*.

Students choose a partner and a set of sentence strips and cards.

Ask students to work together to match the word cards with the words on each of the sentence strips.

Encourage students to take it in turns to read the sentences to each other.

Reading in groups

Organise opportunities for classroom helpers to read and share books with small groups of students.

Students each choose a familiar or favourite book to 'read' and share with the group.

Students take it in turns to introduce their selected book, 'read' what they can from their book and/or talk about the book.

Encourage the students listening to ask and answer questions.

Remind the classroom helper to make sure the students are holding their books and turning pages correctly.

Reading classroom writing

Prepare and display written records of recent joint class constructions in enlarged text around the classroom.

If appropriate, add pictures, images and photos related to the joint construction.

Provide opportunities for students in pairs to go on 'print walks' so they can 'read' and discuss these records more than once to each other.

Pointing to the words

Organise a classroom helper to reread the book used for shared reading with one to four students.

Ask the helper to model pointing to each word for the first few pages and to pause before the reading of familiar high frequency and decodable words so that students can have a go at pointing to and reading these words.

Students then practise reading the book on their own or with a partner.

Encourage students to point to words as they read.

Echo reading

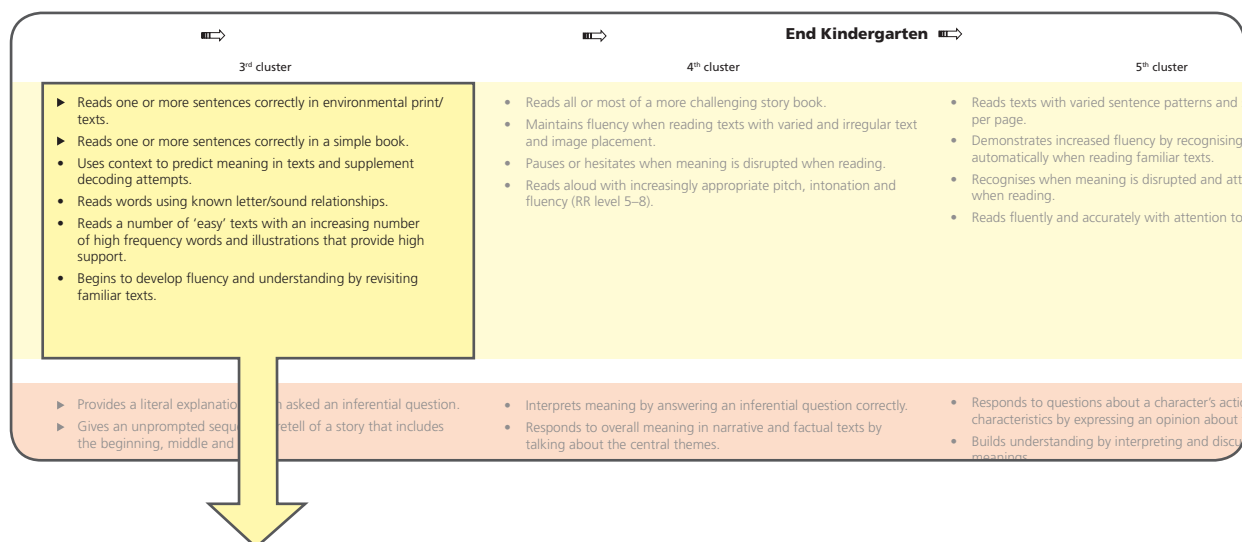
Organise a classroom helper, working with small groups of students or individual students, to provide 'echo reading' of the text in a familiar shared reading book.

Ask the helper to read expressively, modelling how fluent readers read with fluency and rhythm.

Inform the helper that initially they may need to read slightly ahead of and louder than the student.

Then, as the student gains fluency, the helper can read more softly, shadowing the student's reading.

Students can then practise reading the book several times on their own.



Third cluster of markers:

- ▶ Reads one or more sentences correctly in environmental print/texts.
- ▶ Reads one or more sentences correctly in a simple book.
- Uses context to predict meaning in texts and supplement decoding attempts.
- Reads words using known letter/sound relationships.
- Reads a number of 'easy' texts with an increasing number of high frequency words and illustrations that provide high support.
- Begins to develop fluency and understanding by revisiting familiar texts.

Reading everyday texts

Organise sets of environmental print from everyday texts, e.g. information brochures, newspapers, magazines, shopping catalogues.

Students choose a partner and a set of environmental print to use.

Ask students to browse through and highlight the sentences that they can read.

Provide time for students to share some of the sentences they can read.

Making up sentences

Prepare cut up sets of word cards from familiar or repetitive sentences.

Choose sentences from a familiar book that has been used for shared reading, e.g. Goldilocks and the three bears:

Who's been eating my porridge?

Who's been sitting in my chair?

Who's been sleeping in my bed?

Students choose a partner and a set of word cards.

Ask students to use the word cards to make the sentences and then read them to each other.

Making predictions about factual texts

Select a range of simple factual texts with supportive illustrations about a familiar topic.

Students choose a partner and a text.

Ask students to skim the text together and make predictions about any words that

might be found in the text, e.g. *This book is about spiders. I think that we might find the words 'web', 'spin' and 'insects' in this text.*

Students then read the text together and see if they find the words they predicted within the text.

Encourage students to discuss any new or interesting words that they found in the text.

Reading groups

Gather sets of 'easy' texts.

Organise students into small groups.

Provide each student in the group with a copy of the same text.

Ask students to take turns to read a page or a sentence from their copy of the book, pointing to each word as they read.

Encourage the other students in the group to support the reading.

When the book is finished, the students can repeat the process again but change the order and read different pages or sentences.

Reading strategies

Provide daily time for students to read books they have selected that are at their independent level with classroom helpers.

Inform the classroom helpers about different ways they can help the students to read unfamiliar words.

For example, the students can be encouraged to:

- look at the accompanying illustration for a clue to what a word might be
- read on to the end of the sentence and use the context of the sentence to guess what the word might be
- look at the word and try and work it out
- look at the first letters of the word and have-a go at sounding it out.

Reading at home

Organise for students to take home books at their independent level to re-read with parents or caregivers at least three times.

The re-reading could occur over a number of days.

Word *Lotto*

Prepare word *Lotto* sets for students to practise either reading high frequency words or words with known letter/sound relationships.

A word *Lotto* set has word *Lotto* boards with different combinations of words (at least three versions, labelled A, B, C for easy identification) and separate word cards.

The number of cells on the *Lotto* board will be determined by the number of words on which the students will focus.

There needs to be more word cards than cells on the boards.

Divide students into groups of four and give them a set of boards, word cards and counters.

Organise for one student in each group to be the caller of the word cards.

The other students select a *Lotto* board and a set of counters.

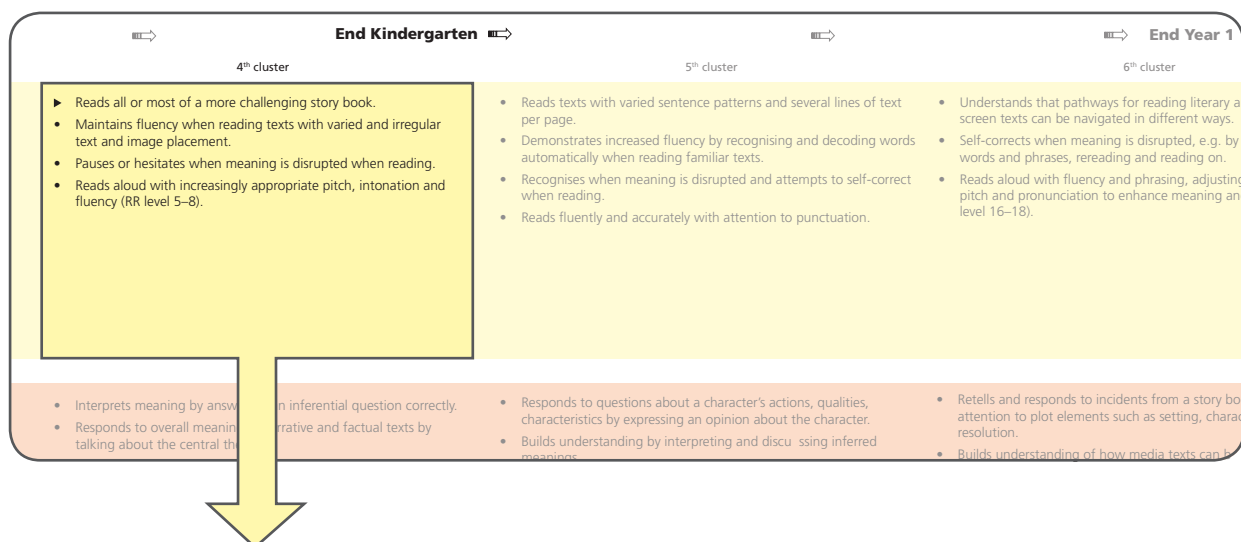
The caller places all the word cards face down and selects one card at a time and reads out the word.

If a word is called that is on a student's board, then he/she places a counter on it.

As cards are called, they are placed in the middle of the group so that the students can see the word clearly and recheck their boards.

The first student with all words covered by coloured counters is the winner.

The winner becomes the card caller in the next game and players swap boards.



Fourth cluster of markers:

- ▶ Reads all or most of a more challenging story book.
- Maintains fluency when reading texts with varied and irregular text and image placement.
- Pauses or hesitates when meaning is disrupted when reading.
- Reads aloud with increasingly appropriate pitch, intonation and fluency (RR level 5–8).

Reading rhymes, poems and chants

After learning to read a rhyme, poem or chant as a class, provide each student with a copy of the text and divide them into small groups.

Ask the students to practise reading the text together.

Remind students to practise reading the text expressively as they are preparing it to performance.

Encourage students to use actions.

Provide time for each group to stand up and perform their text to the rest of the class.

After each group's performance, encourage the other students to provide feedback about the reading.

Reading along with a recording

Select a range of electronic or online recordings of text readings or prepare recordings of familiar text for a listening post or a computer (with prompts to signal when to turn a page, e.g. bell).

Provide copies of the text to small groups of students.

Ask the students to listen to the recording and follow the text silently.

Remind students to follow the text with a finger and to listen for the prompts.

Provide students with opportunities to listen and read the text several times.

Paired repeated reading

Ask students to select a partner and a familiar book that they feel they can read confidently.

Students then select a page or section from their book that they want to read aloud to their partner.

Ask the students to first read their passage silently.

Students then take turns to read the passage three times to their listening partner.

After the reading, the listener provides feedback and makes positive comments about the reading improvement.

Remind students about how to give positive feedback.

Reading conference

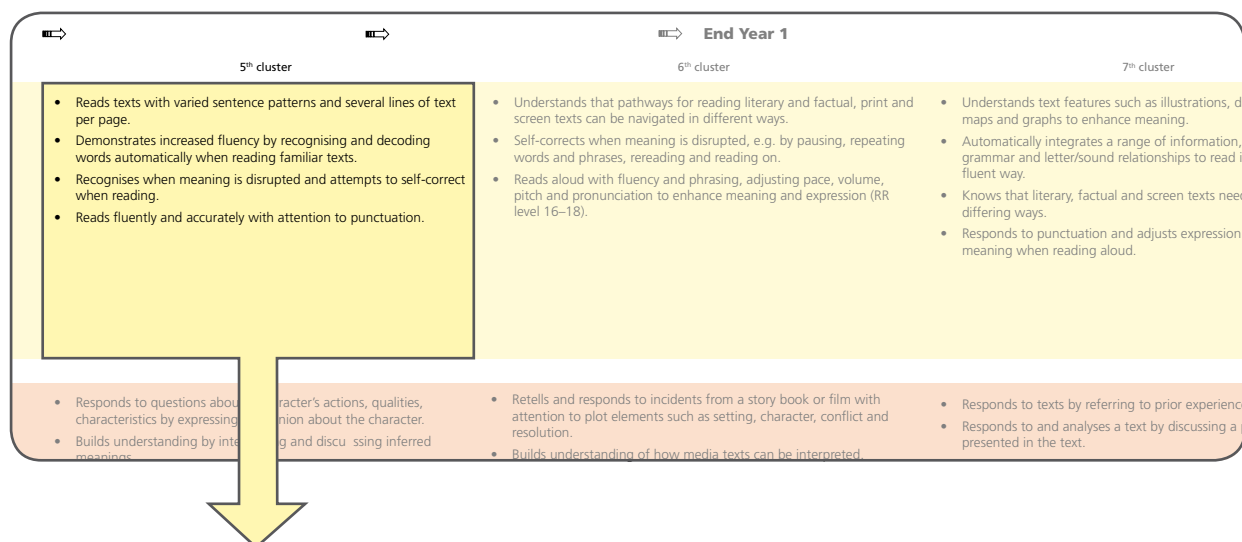
Schedule times each week to listen to each student read a familiar text appropriate to their reading ability.

Provide support for the use of different reading strategies when the student comes across an unfamiliar word.

Remind the student about the purpose of different punctuation markers.

Encourage expressive and fluent reading.

Provide positive feedback about reading improvement.



Fifth cluster of markers:

- Reads texts with varied sentence patterns and several lines of text per page.
- Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts.
- Recognises when meaning is disrupted and attempts to self-correct when reading.
- Reads fluently and accurately with attention to punctuation.

Reader's theatre

Provide students copies of a familiar text that lends itself to expressive reading and can be divided into 'parts'.

Review the concept of *Reader's theatre* with students.

Remind students about the importance of reading with expression using intonation, tone and pace to help listeners understand the text. Also remind students about the phrasing that goes with the use of commas for pausing as well as the way to respond to an exclamation mark or a question mark.

Organise students into groups and assign different parts in the text to individual students.

Ask students to highlight their lines and work together to practise fluent delivery.

Encourage students to practise the delivery of their 'part' at home.

Provide time for groups of students to perform for the class.

The group performances could be recorded and later discussed with individual students.

Provide students with opportunities to read texts aloud that encourage them to move beyond decoding to issues of phrasing, expression and comprehension, e.g. rhythmical, rhetorical, interactive texts, including poetry, songs, lyrics, chants, rhymes, plays, monologues, dialogues and letters.

Choral reading

Provide a group of students with copies of a familiar text that works effectively for students reading aloud.

Alternatively, the text may be put on an Interactive Whiteboard or a computer monitor.

Ask students to read the text individually.

Then ask the group to practise reading the text together.

Remind the students to encourage and support one another as they read the text together several times.

Provide time for the group to read their text to the class.

Assisted reading

Organise classroom helpers to read familiar books with individual students at their instructional level.

Instruct each helper to sit side by side with the student and read slightly faster and louder than the student while both follow the text with a finger.

Remind helpers to model fluency, the use of expression, the influence of punctuation and to chunk words in meaningful phrases.

As the student gains fluency and confidence, the helper can release 'the lead', reading more softly and shadowing the student's reading.

Students can then read the book to the classroom helper.

Pause and prompt

Remind students about how to help each other to read unfamiliar words.

Tell students that they first need to pause to allow time for the reader to work out the word.

Remind students that then they can prompt the reader about things they can do when they are unsure of a word:

- check if the sentence makes sense
- look at pictures for clues
- go back and re-read the sentence
- try to sound out the word
- think of words that look similar.

Provide copies of a familiar text to pairs of students.

Ask students to take turns to listen to each other reading sections from their text and help each other when/if necessary.

Remind students to provide each other with some positive feedback.

Punctuation and reading aloud

Prepare sets of sentence strips from a familiar text, with half of the sentences ending in full stops and half ending in question marks.

Remind students about the purpose of punctuation and how it influences the way a text is read aloud.

Model the reading of a sentence that ends with a full stop and then one that ends with a question mark.

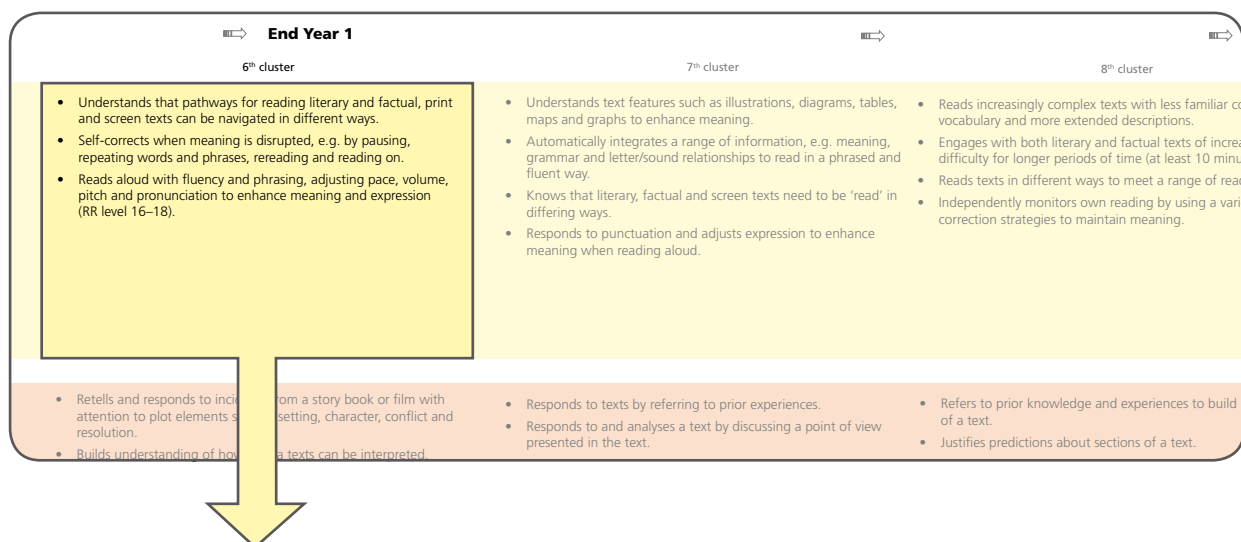
Ask students to choose a partner.

Provide each student with a sentence that ends with a full stop and one that ends with a question mark.

Ask students to take turns reading one of their sentences to their partner without showing them the sentence.

The partner then guesses if the sentence ended with a full stop or a question mark.

After guessing the answer, the students show each other their sentences and together, re-read them using the correct intonation.



Sixth cluster of markers:

- Understands that pathways for reading literary and factual, print and screen texts can be navigated in different ways.
- Self-corrects when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on.
- Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR level 16–18).

Pathways for reading

Organise a range of literary and factual texts including print-based and digital texts, e.g. websites, online books, short videos, for groups of students to use.

Ask each group to select a literary text, a factual text and a digital text.

Provide each group with a copy of a table divided into three columns, one for each type of text to record their responses on:

Literary text	Factual text	Digital text

Ask them to discuss and decide how they would read each text and to record the differences and similarities.

Provide time for several groups to report back about their three selected texts.

Self-correcting

Prepare copies of a familiar text.

Provide students with a recording sheet for keeping a tally of how the reader monitored and corrected as they read:

My name:	Tally
looked at the pictures for clue	
read on	
made a guess	
sounded the word out	
had another go	

Ask students to take turns to read sections of text with a partner.

Explain to students that while one person is reading, their partner will listen carefully and keep a tally of the number of times the reader monitors and self-corrects.

Encourage students to provide each other with feedback about what self-correcting strategies each reader tends to use and to make suggestions about improvements.

Locating errors

Prepare sets of sentence strips from a familiar text.

Add an error to each of the sentences, e.g. delete a punctuation mark, create a spelling mistake or add in a grammatical error.

Ask students to choose a partner and provide them with a set of sentence strips.

Tell students to take turns to read the sentences, to locate and discuss each error.

Ask students to correct each error and then to re-read the sentence with the correction to ensure it makes sense.

Students can also be encouraged to write their sentences.

Reading with expression

Prepare sound recording software and microphones so that students can record themselves reading.

Select a short text such as a narrative, rhyme, song or poem (no more than six lines) for students to practise expressive reading.

Remind students about varying their reading pace and paying attention to punctuation, such as commas, exclamation marks.

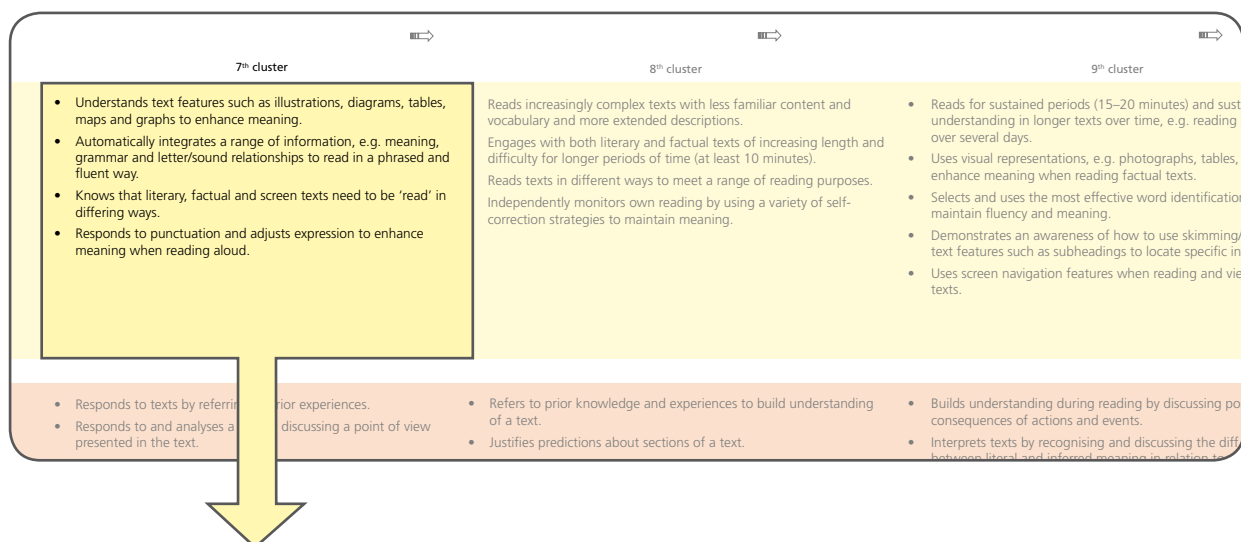
Students then record their reading.

Provide a checklist for students to use after they have read:

My reading checklist	✓
<i>Pace:</i>	
I wasn't too fast or slow.	
I read smoothly without stopping.	
<i>Accuracy:</i>	
I read the words correctly.	
I knew what to do when I couldn't read a word.	
<i>Phrasing and fluency:</i>	
I made my reading sound natural and not forced like a robot.	
I read with expression.	

Ask students to practise their reading together with a partner and then to take turns to record their reading.

Tell them to listen to their readings and to use the checklist to provide feedback to each other.



Seventh cluster of markers:

- Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.
- Automatically integrates a range of information, e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way.
- Knows that literary, factual and screen texts need to be 'read' in differing ways.
- Responds to punctuation and adjusts expression to enhance meaning when reading aloud.

Purpose match

Organise a range of texts on a topic familiar to students that include a selection of text features, e.g. diagrams, captions, labels, maps, photographs, sections of text.

Prepare sets of cards that state the names of text features.

Provide groups of students with a set of text feature cards and a range of texts.

Ask each student in the group to select one card and then locate the text feature in the selection of texts provided.

Students then take turns to show their card, name the text feature and describe its purpose, e.g. to show how something works, to show locations, to name important parts.

Phrased and fluent reading

Prepare copies of texts for students to read.

Provide students with time to practise reading the text.

Remind the students about strategies to use when trying to read unfamiliar words or when they do not understand the meaning.

Ask students to take turns to read the text fluently and with relevant expression to a partner.

Organise for students to have at least three opportunities during the week to re-read this text until they feel that they can read the text in a phrased and fluent way.

At the end of the week, ask students to have a final read of the text with their partners and provide each other with feedback about the reading.

Reading different texts

Gather a selection of literary and information texts including media, visual and digital texts on a familiar topic.

Remind students of the range of ways that different texts can be read, e.g. different places to start reading, different order of pages for reading, navigating different parts to locate and read information, using contents pages, glossaries and viewing images for more information.

Provide groups of students with a selection of texts.

Ask each student in the group to select one text and browse through it.

After some reading time, ask students to share with others in the group how they 'read' the text, e.g. flicked through and looked at the images, read chapter headings, looked at table of contents, watched the text and 'rewound' to watch again.

Awareness of early grammar

Prepare sets of simple sentences from familiar texts and take out either a noun (subject or object) or a verb.

Students choose a partner and a set of sentences.

Ask students to read the sentences and then work together to supply suitable noun subjects or objects or verbs for each sentence.

Students can also write the sentences that they created

Cloze passages

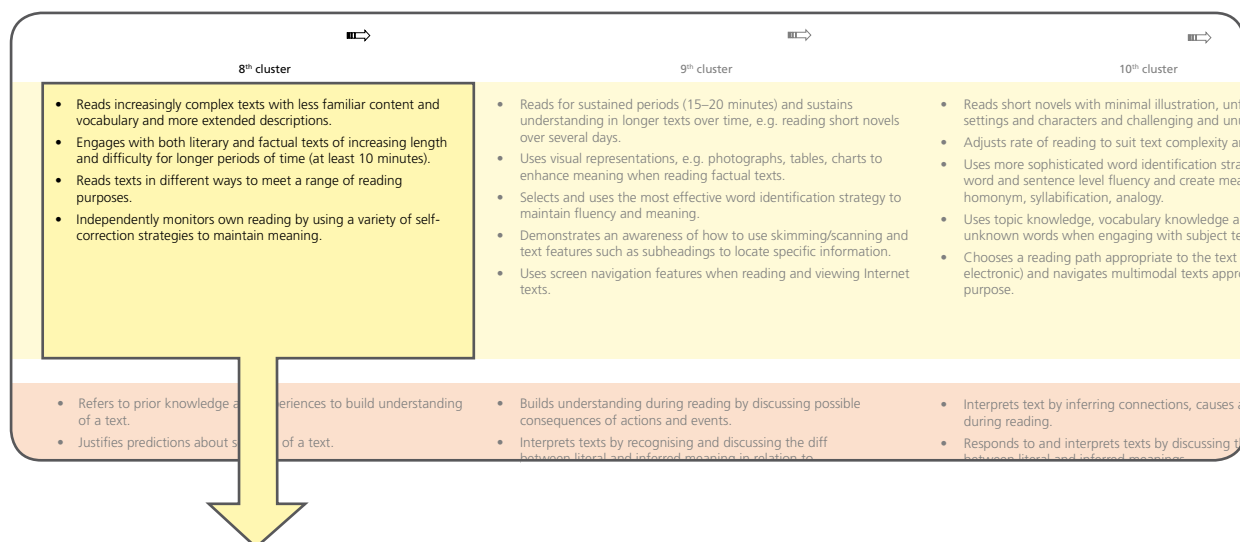
Select a section from a familiar text and create a cloze passage by removing nouns, verbs or adjectives to focus on a particular part of speech.

Make copies of the cloze passage and a set of cards for the missing words.

Distribute the cloze passage and a set of word cards to pairs of students.

Ask the students to read through the text and think about the words that are missing.

Then ask students to take turns to read a sentence, select the correct word card for missing space in the sentence and then reread the sentence together to check it makes sense.



Eighth cluster of markers:

- Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.
- Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes).
- Reads texts in different ways to meet a range of reading purposes.
- Independently monitors own reading by using a variety of self-correction strategies to maintain meaning.

Independent reading practice

Allocate time daily (e.g. 15 or 20 mins) for students to engage in silent independent reading.

Remind students how to select a text at their independent level.

Make sure that students realise that they are accountable for the amount of reading they do during this time and that they are expected to read a certain number of texts during the year.

Provide journals for students to list texts read and make brief responses and recommendations about them.

Following this silent reading time, provide opportunities for texts being read by students to be shared and discussed with a partner or in small groups.

Individual reading conferences

While students are reading, conduct individual reading conferences.

Keep a checklist of students who have read aloud during these conferences.

Regularly complete running records for each student, ask comprehension questions, set a goal date for finishing a book and discuss how students will share/respond to what they have read.

Monitor each student's progress and set goals and purposes for the time he/she spends in reading practice.

Book selection strategies

Remind students about how to choose books at their appropriate difficulty level and encourage wide reading.

Gather, display and group a range of literary and factual texts at different levels of difficulty.

Use colour codes, labels and genre wheels to help students to choose books.

Encourage students to access and borrow books from the school library.

Organise times for 'book talks' when students and other adults including the librarian, talk about books they have read and/or recommend.

Navigating websites

Identify a website related to a current topic which students will be able to navigate independently.

Select a website similar to one already demonstrated in class or a different page from a familiar website.

Remind students about using links to move to different sections of a website and also the forward and back buttons.

Ask pairs of students to locate three interesting facts/pieces of information from one section/page of the familiar website.

Pairs of students can then combine and share their facts/information and where they were located.

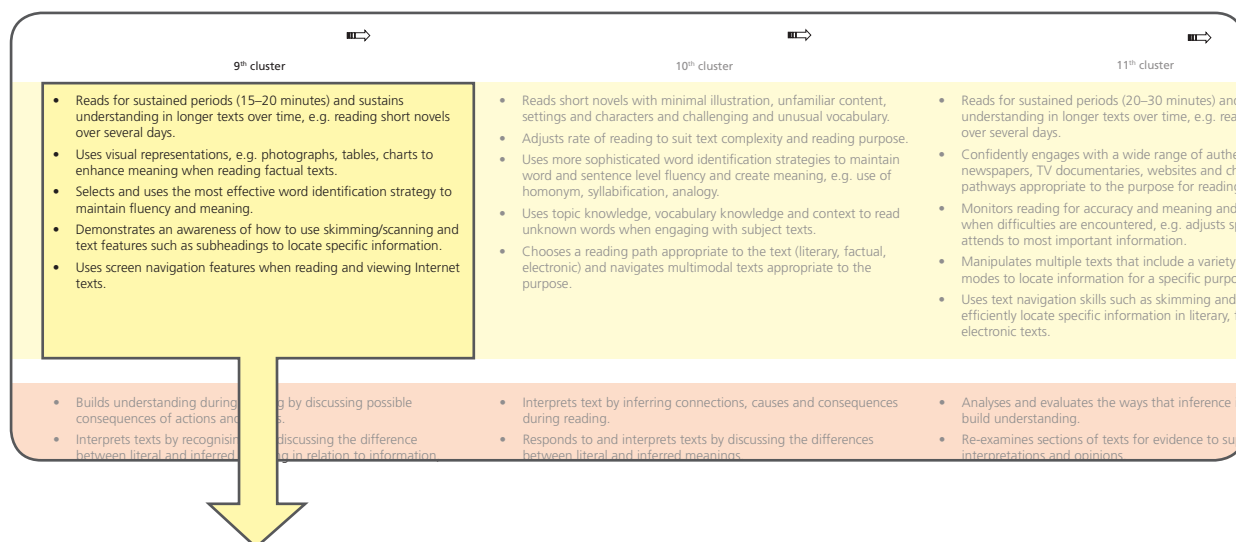
Skimming texts

Provide a selection of more complex factual texts (print and electronic) related to a current classroom topic.

Revise with students how to skim for key information using key word searches, indexes and tables of contents.

Ask students to choose a text, to skim for and then locate particular information about the topic.

Remind students to record what they find using post-it notes, bookmarks or an information table.



Ninth cluster of markers:

- Reads for sustained periods (15–20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.
- Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts.
- Selects and uses the most effective word identification strategy to maintain fluency and meaning.
- Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information.
- Uses screen navigation features when reading and viewing Internet texts.

SQ3R

Prepare a chart that briefly outlines the SQ3R tool.

This can be simply a two-column chart with rows for **S**urveying, **Q**uestioning, **R**eadung, **R**eciting (or **R**ecalling) and **R**eviewing, such as:

<p>SQ3R</p> <p>Survey: Record important titles and subtitles from work.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Question: Write 'Who, What, When, Where, and Why' questions from main topics.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Read: Write answers to questions above.</p> <p>.....</p> <p>.....</p> <p>.....</p>	
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Recite: Record key facts and phrases as needed for each question.

.....
.....
.....

Review: Create a summary/paragraph for each question.

.....
.....
.....

Select a novel by an author with which the students are familiar or a theme covered by other novels/fables. Prepare a questionnaire to activate what students may already know about the genre, such as the one below. Work through the steps on the **SQ3R** table with the students before asking them to apply it a text they have been reading:

SQ3R

Surveying:

Firstly, skim a text, e.g. a novel. Model looking at the cover, title, chapter headings, sub-headings, the blurb on the inside or back cover and any other outstanding features to quickly pick up information.

Think whilst examining any images, the layout, fonts, etc.

Make connections to personal experiences or other texts read previously.

Make predictions about the storyline in the *Survey* row of the SQ3R chart.

Questioning:

Think about any questions that arose while surveying and any background knowledge of the author or the topic.

Note that 'Question' also refers to the practice of turning the headings and sub-headings themselves into questions and then looking for the answers in the text. (If one chooses to actually write down the questions then they are using a variation method known as 'SQW3R'.)

Use this information to make a (provisional) story map.

This can be in the form of a flow chart, a ladder or a graph.

Reading:

Think while reading the novel/text.

Make notes on the story map, confirming or altering important events as they occur.

Reciting (or Recalling) and Reviewing:

Before picking up the novel again, take a few moments to look at the notes made on the last occasion.

Using key phrases, one is meant to identify major points and answers to questions from the 'Q' step for each chapter/section of the novel/text. This may be done either in an oral or written format.

Model reviewing the questions that have not been answered yet.

A study chart sheet should have been progressively completed by the student throughout the reading of the novel. The student should test himself by attempting to recall the key phrases. This method instructs the diligent student to immediately review all sections pertaining to any key words forgotten.

Preview the next few chapter headings. This leads into **Q**uestioning (again) and so on.

Ask students to use a **SQ3R** chart and discuss the following questions in small groups before reading.

Use what you already know about this genre and what you can see on the cover, the title and the illustrations to make a prediction about what this text is about:

1. What other texts have you read that were (fables, for example)?
2. What do you know about (fables)?
3. What sort of words or phrases do you expect to find in a (fable)?
4. How do (fables) usually begin?
5. How do (fables) usually end?
6. What types of characters are usually in a (fable)?

Peer conferences:

Ask students to use their completed SQ3R charts to compare their predictions about what might happen and review the number of questions for which they have found answers.

NB: SQ3R charts should be attached to students' reading journals and reviewed prior to recommencing reading.

Footnote: For more suggestions about previewing book covers, visit: <http://www.education.tas.gov.au/curriculum/standards/english/english/teachers/reading/guided/covers#rbc>

Visual sort

Prepare a set of visual resources (e.g. photographs, tables, charts) in a *Notebook* presentation on a current topic.

Next to each visual resource, create a matching factual statement which relates to the visual resource.

Jumble the factual statements.

Discuss with students how visual resources are provided in factual texts to support/illustrate/demonstrate the topic.

Organise students into pairs.

Students take turns dragging and dropping the factual statement to the correct visual resource.


Graphic overlays


Prepare a transparency mapping out the visual elements of a factual text or, if using an interactive whiteboard, display a webpage with graphs, maps, diagrams or other visual representations of important information, as in the example below.


Prepare copies of factual texts for students to use and copies of the *Think sheet*.

Include the title but cover up all other writing, sub-headings, captions, etc:

Early days on the goldfields







Introduce the subheadings, e.g. *location*, *racism* and *panning* and ask students where they would be located.

Talk about questions that arise from these features.

Use *Think aloud* while completing the sheet with the students (before they begin reading) recording questions that have been generated by the information in the visuals (see example below).

Review each prediction before reading the corresponding passage.

Think aloud to fill in the *After reading* part of the sheet.

Think sheet

	Before reading	After reading
Early days on the goldfields	I think this probably means the beginnings of goldmining or it could mean they have to get up early to go to work.	It referred to experiences on the goldfields in the first few years.
Photo 1	I wonder how they used this to dig for gold?	The caption says this was used to pan for gold not dig.
Map	This is probably where the goldfields were located in Australia.	Yes, it is where they were located in NSW.
Photo 2	I think this man is from China because of his hat and facial shape. I'm predicting that this man is probably going to work on the goldfields because I can see the same piece of equipment as in the other picture.	Did people come all the way from China to work in the Australian goldfields or were they already here? It says they went back home after the gold rush had finished so I infer they came just for the gold.

Review each prediction before reading the corresponding passage.

Think aloud to fill in the *After reading* part of the 'think sheet'.

Issue copies of the *Think sheet* to each student (see example below).

Name:	Date:
Question:	
Prediction (Before reading):	
What the text says (After reading):	
NB: Duplicate the above sections for the number of questions suggested by the text features.	

NB: A third row can be added to the chart so that students can add examples that they discover.

Provide copies of factual texts and *Think sheets* to pairs of students.

Ask students to prepare a graphic overlay of their allocated page.

Students then swap their graphic overlay with another pair of students who fill in the *Think sheets*.

Students share in groups of four to check their predictions against the written information in the text.

Variation:

When dealing with longer texts, the *Think sheets* can be designed to accommodate responses before, during and after reading.

Reading fluently

Arrange computers with headsets with recording facilities and audio recording software, e.g., *Audacity*.

Prepare copies of a familiar text appropriate to students' reading abilities.

Organise students into pairs.

Remind students to practise reading the text fluently (- see sample checklist below).

One student will read the text aloud while the other student starts, stops and saves the recording.

Stop the recording at one minute.

Students swap roles.

Repeat this activity over a week.

At the end of the week, each student can reflect on the improvements made in reading fluency.

Reading fluency checklist	
I read familiar texts smoothly and continuously.	<input type="checkbox"/>
I demonstrate confidence when reading.	<input type="checkbox"/>
I include natural pauses and breaks when reading.	<input type="checkbox"/>
I use an appropriate speed when reading (not too fast or slow).	<input type="checkbox"/>
I read with the appropriate expression (not monotone/like a robot).	<input type="checkbox"/>
I am aware of punctuation and syntax (English rules) when reading.	<input type="checkbox"/>
When I encounter a difficult or unknown word, I either: <ul style="list-style-type: none"> • reread the sentence • read ahead to gain more information • break the word up into syllables • sound out the word letter by letter. 	<input type="checkbox"/>

Context clues

Prepare copies of a selected text, context clues and vocabulary rule charts (as in the examples below) that students can use for reference.

Reproduce a text based on a familiar unit of work, for example: <http://www.oldmogotown.com.au/chinese.html> This link includes some visuals of the Joss House described below.

Use the following text to model the use of the charts:

Whenever enough Chinese people **congregated** in one area for long enough, they would build a Joss House as a place for worshipping Hon Sing. The Joss House was built as **a portal**, or window of Heaven, that spirits could **descend** from. The roof was tilted up at the edges to **deflect** evil spirits and the creatures near the doorway were there to **deter** them.

NB: A third column can be added to the chart so that students can add examples that they discover.

Context clues wall chart

Type of clue	Clues (to the words in bold) are underlined
<i>Definition:</i> the author explains the meaning of the word right in the sentence or selection.	When Sara was hiking, she accidentally walked through a patch of brambles , <u>prickly vines and shrubs</u> , which resulted in many scratches to her legs.
<i>Synonym:</i> the author uses a word similar in meaning.	Josh walked into the living room and accidentally tripped over the ottoman . He mumbled, "I wish people would not leave the <u>footstool</u> right in the middle of the room. That's dangerous!"
<i>Antonym:</i> the author uses a word nearly opposite in meaning.	The supermarket manager complained, "Why do we have such a plethora of boxes of cereal on the shelves? In contrast, we have a real <u>shortage</u> of pancake and waffle mix. We've got to do a better job of ordering."
<i>Example:</i> the author provides one or more example words or ideas.	There are many members of the canine family, for example, <u>wolves, foxes, coyotes</u> , and pets such as <u>collies, beagles, and golden retrievers</u> are all canines.
<i>General:</i> the author provides several words or statements that give clues to the word's meaning.	It was a sultry day. The day was very <u>hot</u> and <u>humid</u> . If you moved at all, you would <u>break out in a sweat</u> . It was one of those days to <u>drink water</u> and <u>stay in the shade</u> .

Tell the students that you would like them to try to work out the meaning of unknown words using clues from the text and without referring to dictionaries in this exercise only.

Revise the two parts of the *Vocabulary rule* chart:

Rule 1: Check context clues	<ul style="list-style-type: none"> Look at the words before and after the familiar word to see if any of the five types of clues above are present.
Rule 2: Break it up	<ul style="list-style-type: none"> Look at the unfamiliar word again to see if there is anything you recognise. Look for the root word in the middle (- it is a word that can't be broken into a smaller part). Look for a prefix at the beginning of the word. Do you know any other words that begin like this? Look for a suffix at the end of the word. Do you know any other words that end like this? Think about all these clues and how they help you to determine the meaning of the word.

Remind students of the need to use their background knowledge as well as any visual clues.

Examine the visual of the Joss House in more detail.

Provide students with a copy of a text.

Ask them to read the text and then identify the rules that they used to help unlock the meaning of the words in **bold** below:

There were campaigns to **oust** the Chinese from the goldfields. The motivation was based on racism and fear of competition for **dwindling** amounts of easily found gold as the Chinese were known as untiring workers.

The Chinese miners used different mining methods to the Europeans. They are said to have seldom tackled new ground, preferring to go over ground **abandoned** by the Europeans. It is thought that they found much gold which had been missed by European miners in their haste. On those occasions when the Chinese did dig for gold, it is commonly believed that they constructed round shafts rather than square or rectangular ones. This is both sound engineering and a likely **deference** to the superstition that evil spirits would hide in corners.

In the latter half of the 1800's, the gold discoveries began to **dwindle** and increasing numbers of Chinese returned to their homeland. Very few chose to stay and run businesses, marry and settle **permanently** in Australia.

V.I.P. (Very Important Points)

Prepare enlarged copies of two familiar factual texts that are rich in vocabulary.

Re-examine both texts beforehand to isolate the purpose, audience and key words used by the author.

Select the words that convey the most important information.

Make sure the lines of text on the enlarged copies are spaced far enough apart to allow for the addition of thin sticky notes.

Discuss with students what they already know about the topic.

Use the first text to model the process for the students.

Think aloud to predict what the text might be about, based on skimming text features such as titles and headings, captions and bolded or italicised words.

Circle any repetition of the key words in headings, subheadings, captions or following text. (These may be in the form of synonyms or pronouns.)

Record the key words on the board.

Predict a possible sentence that this text may include.

Examine elements of the final paragraph to verify this prediction.

Read the text aloud to the students.

Discuss where the most important information occurs in the text and mark its location with sticky notes.

Ask the students to form small groups.

Provide each group with a copy of the second text, a pair of scissors and several different colours of sticky notes.

Ask students to skim the overall layout of the text taking in any visual clues, subheadings, then the first and last paragraphs and choose a set of key words.

Remind them to look for key word repetition.

Tell each group to write the selected key words on the thin sticky notes.

Each group should read the text together and place thin sticky notes on sections of the text that identify important pieces of information.

Provide time for students to share, compare and verify their selections with another group. As a whole class, collate all sticky notes in order of occurrence and decide on a set of key words.

Variation: Scanning

Student should work in pairs this time.

Provide each student with a different text from their partner.

Ask students to read the text and record a set of key words on sticky notes.

Students attach their sticky notes with key words on a separate piece of paper.

They then swap texts and sticky notes and see how quickly their partner can align the sticky notes with their occurrence in the text.

Net navigators

Establish a scenario where students will be pilots on the Internet and will be in the role of 'net navigators'.

Locate a website on a current topic.

Review what hyperlinks are and how to use links to navigate in a web browser.

Organise students into pairs.

Prepare a navigating sheet for students to use while navigating a website to gather information (e.g. healthy food is used below):

Navigator 1 name:		
Navigator 2 name:		
Website address:	http://www.healthykids.nsw.gov.au/	
Title of website:	<i>Healthy kids</i>	
Check point 1:	Write down one menu hyperlink:	<input type="checkbox"/>
Check point 2:	Click on the Parents and carers link and select 'Healthy eating and drinking' hyperlink menu option.	<input type="checkbox"/>
Check point 3:	Click on the 'Lunch box ideas' hyperlink sub-menu option.	<input type="checkbox"/>
Check point 4:	Skim read the text on this page.	<input type="checkbox"/>
Check point 5:	List four starchy foods.	<input type="checkbox"/>
Check point 6:	Click the 'back' button to go back to the home page.	<input type="checkbox"/>
Check point 7:	Add this website as a favourite bookmark in the web browser.	<input type="checkbox"/>
Check point 8:	Click on the 'Recipes' hyperlink menu option.	<input type="checkbox"/>
Check point 9:	Click on the 'Snacks' hyperlink option.	<input type="checkbox"/>
Check point 10:	List two healthy choices.	<input type="checkbox"/>
Finish:	Navigate back to the first webpage you saw. How did you get back to the first webpage?	<input type="checkbox"/>

Word identification strategies

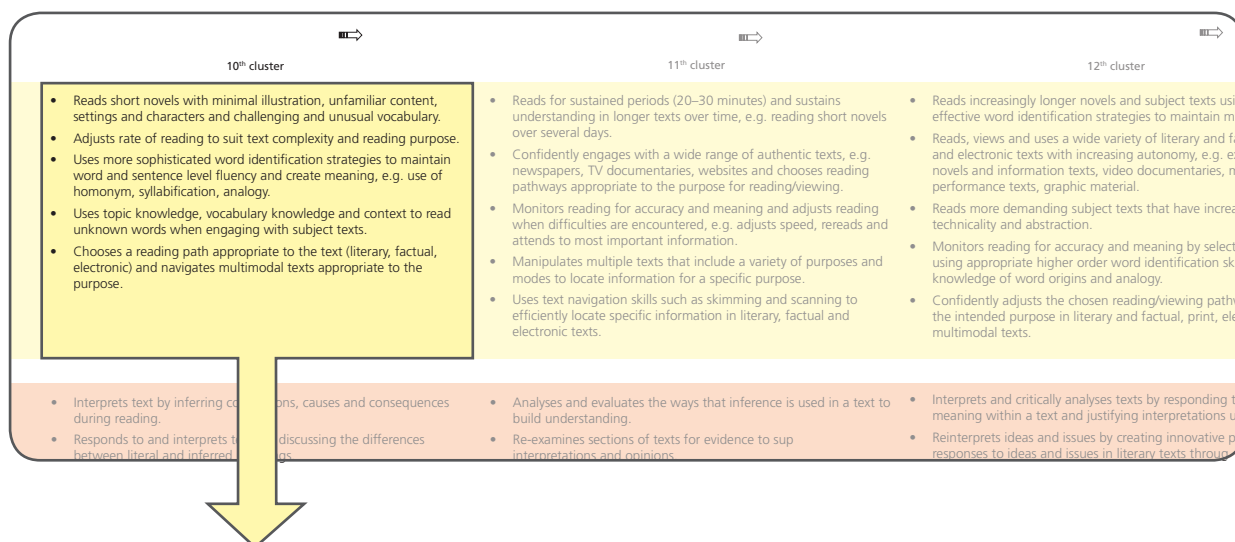
Prepare an electronic document with text on a current topic.

Using the highlighter tool in the document editor, ask students to highlight in different colours the syllables of key words and any unknown words in the text.

Ask students to access an online student dictionary, e.g. *Yahoo! Kids* at: <http://kids.yahoo.com/reference/dictionary/english>

Students look up the highlighted words to find out the meaning, syllable break-down and pronunciation of the word (NB: students can listen to audio for the pronunciation).

Teaching ideas for *Reading texts*



Tenth cluster of markers:

- Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary.
- Adjusts rate of reading to suit text complexity and reading purpose.
- Uses more sophisticated word identification strategies to maintain word and sentence level fluency and create meaning, e.g. use of homonym, syllabification, analogy.
- Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts.
- Chooses a reading path appropriate to the text (literary, factual, electronic) and navigates multimodal texts appropriate to the purpose.

Reading keywords

Prepare an electronic text on a current topic at the start of a unit of work.

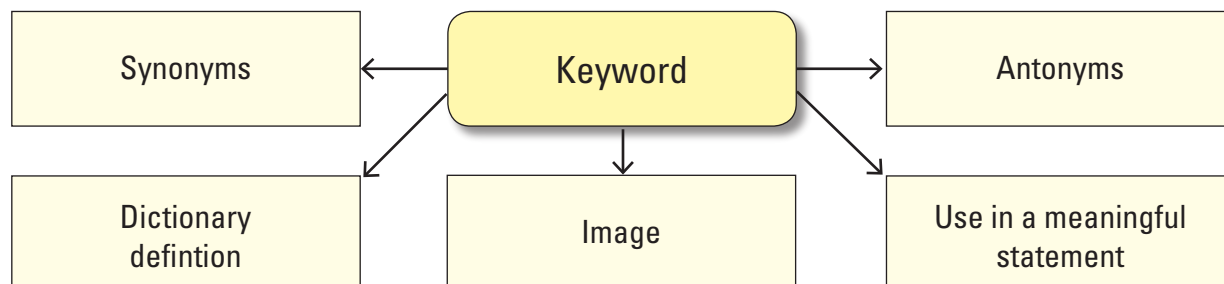
As a class, highlight the keywords and unknown words from the text.

Organise students into pairs.

Assign each pair two highlighted words.

Ask student pairs to create an electronic word map including features to assist determining word meaning such as synonyms, image, and definition (sample below).

Students can access online dictionaries, thesauruses for reference.



DIY glossaries

Select a passage from a text slightly beyond most students' instructional level.

Select 10–15 unfamiliar words from the text.

NB: Reserve some extra words for early finishers and one to use for the demonstration.

Number the words according to the page they appear on in the text.

Write these words and page numbers on small strips of paper.

Gather large sheets of paper and coloured markers for students to use.

Prepare a dictionary resource to use, e.g. an online dictionary or an enlarged page from a dictionary.

Model for students how to find a word according to the page number reference.

Use a coloured marker to write the word and the number assigned to the vocabulary item on the board.

Search for the word in the text and select several words before and after to provide a context.

Record these words onto the board, underlining the target word.

Put quotation marks around the whole phrase or sentence.

Display the dictionary reference to this word.

Examine all the definitions for this word and select the meaning that fits best with the context.

Record this definition and personalise the entry by paraphrasing the entry and/or drawing something that will trigger the memory.

Variation:

During individual reading conferences, issue instructions such as the following:

- As you read, you will come across words that you do not know.
- Choose three words that you think others in the class would like to know.
Write down the title of the book they came from.
- Copy the whole sentence that contains the word.
- Find out the meaning of the word and think about how you can explain it to the other students. Use the word to write your own sentence and illustrate it. Underline the word in your sentence.

After the reading workshop feedback session, students can add unfamiliar words to the class word wall.

Paired reading

Prepare copies of evaluation sheets for students to use. Also prepare large charts for display that set out the steps and prompts for students to complete in the activity (as in the examples below).

Remind students about the roles of the reader and the listener in paired reading. That is, paired reading requires students to read to each other, where each student supports and gives supportive feedback to the other.

Students should have adequate modelling of acceptable ways of phrasing feedback before working independently.

A chart such as the one below may be a useful reference for students to use:

Paired reading roles	
<p><i>Reader</i></p> <ul style="list-style-type: none"> • Read through passage silently. • Check what it is about and decide on what the listener will be most interested in. • Tell the listener what the passage is about. • Decide how to read the passage to make it interesting to the listener. • Check that he/she is ready to listen and then begin reading. 	<p><i>Listener</i></p> <ul style="list-style-type: none"> • Your partner will explain the main ideas in the passage before he/she reads. • Listen carefully to the explanation and ask any questions about anything you don't understand. • Let the reader know when you are ready to start listening to him/her read. • Listen carefully. Be ready to help the reader if he/she needs it.

Issue texts or have students choose their own (see tips below).

Since pairs of students will read the passages three times each, short passages of 50–75 words are recommended. The activity should not last longer than 10–15 minutes.

The chart below provides the prompts about the roles.

Roles will be swapped after the reader has read his/her passage *three* times.

Reader	Read your text to your listening partner and fill in your reading sheet.	Listener	Listen to your partner reading.
	Read your text a second time to your listening partner and fill in your reading sheet.		Listen to your partner reading. Be ready to make some helpful suggestions.
	Read your text a third time to your listening partner and fill in your reading sheet.		Tell your partner how well he/she read this time. Fill in the listening sheet with details about the improvement.

Both partners should read through the chart silently and share their understanding of the task.

Point out that self-assessment of the reading, should take place after each reading.

Model how the readers will self-assess their own reading after each turn using a sliding scale, such as:

Reader: How well did you read?			
1. Really well	Quite well	Fair	Not so good
2. Really well	Quite well	Fair	Not so good
3. Really well	Quite well	Fair	Not so good

Display a completed listener's evaluation sheet (such as the example below) and discuss how these might be completed:

How did your partner get better?		
Read more smoothly	Read with more expression	Knew more words

Ask students to choose a partner and complete the paired reading activity. Provide them with copies of the evaluation sheets.

Bring the pairs back together to reflect on their reading.

Revise the things the listener might suggest to improve the reading, for example, adjusting the pace of reading.

If necessary, provide some sentence starters to encourage constructive feedback.

Tips:

- Ensure the passages are at the readers' independent level.
- Remind students about acceptable noise levels for partner work.
- When they swap roles, students should work on different passages to avoid competitiveness and increase engagement.

D.I.S.S.E.C.T.

Select several texts about familiar topics which provide students with the opportunity to decode unknown multi-syllabic words.

Prepare a wall chart (example below) to remind students of the word identification strategy using the mnemonic, DISSECT, to help them decode unknown words during the reading.

DISSECT:

- D** discover the context (look at text features and 'read around' the word).
- I** isolate the prefix (by dividing it from the root).
- S** separate the suffix (by dividing it from the root).
- S** say the stem (by reading what is left of the word).
- E** examine the stem (by dividing the letters and applying rules below).
- C** check with someone.
- T** try the dictionary.

Display a short text incorporating unknown, multi-syllabic words.

Highlight a word within the sentence and think aloud to outline any possible semantic clues from text features or surrounding sentences.

Identify the meaningful parts of the word, such as prefix or suffix.

Model how to identify and decode the pronounceable word parts within the word using the rules below:

Rule 1:	If the stem or part of the stem begins with a vowel, divide off the first <i>two</i> letters. If it begins with a consonant, divide off the first <i>three</i> letters.
Rule 2:	If you can't make sense of the stem after using Rule 1, <u>take off (cross out)</u> the first letter of the stem and use Rule 1 again.

Issue texts for students to work on their own.

Re-group to share findings and to record words of interest on the relevant content area word wall.

Reading pathways

Select a range of texts on a familiar topic. The greater the range of texts, the more effective this exercise.

If possible select texts that are relevant to the topic, e.g., if studying *Big cats*, include *The lion king* or *Jungle book*.

Prepare three checklists to display under the titles:

1. *A very quick look*
2. *A more careful look*
3. *Summaries.*

Discuss the topic for research and list the information that needs to be found, e.g. the animal's name, appearance and habitat.

Display the first checklist on the board:

1. A very quick look

Table of contents	
Chapter mentioning topic:	
Index	
Number of pages for this topic:	
Recommended: Yes/No	

Emphasise that this is a *previewing* technique.

Allocate a (short) fixed time for the task in advance.

Model previewing a text by skimming the organisational features mentioned in the chart above.

Preview several texts and sort them into piles according to the recommendation.

Display the second checklist on the board:

2. A more careful look

Headings and subheadings	
Amount of text:	Most suitable heading/subheading:
Visuals: Charts, graphs or diagrams	
What's important?:	

Take the text(s) from the 'recommended' pile.

Think aloud while modelling a closer examination of the texts.

Look at the amount of text for each area being researched to get an idea of how much detail is covered.

Think aloud while examining the visual features to help students decide what important points they are highlighting. Complete the chart.

Finally display the third checklist:

3. Summaries

Chapters:
Blurbs:
Preface:

Model how to select the chapters that are most relevant and read the first paragraph and last few paragraphs of each chapter.

Model how to highlight and make note of important information and to make note of key words in the summary section.

Repeat with the blurbs and preface if available.

- Further practice

Provide students with a similar research topic and copies of the checklists.

Ask them to work in pairs to rank and rate the texts' suitability.

Ask students to work separately on two different collections of texts.

- Think-pair-share

Have partners take turns to share their findings and comment on the suitability of each text for the investigation.

If time and resources permit, students may join into two-pair-share groupings before reconvening as a class to jointly determine which texts will be most suitable for their investigation.

Multimodal texts

Locate or prepare a video documentary and a transcript on a current topic.

Jumble paragraphs in the transcript text in a document editor.

Organise students into pairs.

Students view the video with no audio.

Ask students to discuss and predict what the video content is about.

Students then listen to the audio with no visuals and discuss what they just heard.

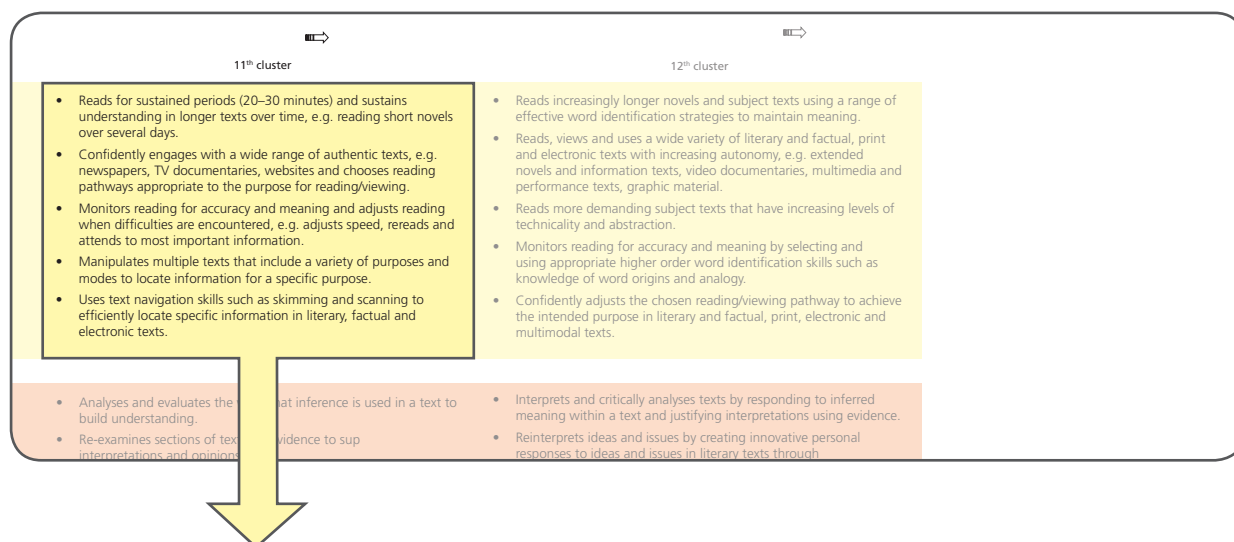
Allow pairs to view the video with audio and see if they have any other comments.

As a class, discuss whether viewing/listening/combined was most effective.

Ask students to drag and drop the paragraphs into the correct order.

Compare student versions with the published version.

Teaching ideas for *Reading texts*



Eleventh cluster of markers:

- Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.
- Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing.
- Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information.
- Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose.
- Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts.

Reading journals

Decide on a suitable text to demonstrate responding to narratives and journal reflections.

Prepare a skeleton story map or timeline for re-telling the gist of the story so far.

Talk to the students about the things they can do to remind themselves about what has happened in the story so far, for example, previewing.

Display some reading response prompts for the students to use, such as:

- Make notes on your story map or story frame as you read.
- Draw a picture of what you think will happen next in the story.
- What surprised/interested me the most about what I read today was ...

Example of a story frame:

Write notes under each category and note the page number where you found the information.

Setting:	Page number:
Place:	
Time:	
Characters:	
Problem:	
Resolution:	

Model how to stop and reflect on the text already read and how to predict future developments.

Then model how to record these in a mocked up double-entry journal on the board.

Ask the students to draw a line down the middle of the page in their reading journals.

They should use the lefthand side to predict what might happen next, make connections or record something that surprised or confused them.

Explain that the righthand column is for the students to respond to their observations.

Double-entry journals should also have space to record the date and the number of pages read on that occasion.

Reflect – read – respond:

Students should spend time reviewing their story maps/frames before recommencing reading.

They should also skim the chapter headings of the last few chapters and the last page they had previously read.

Students should engage in silent reading, stopping as needed to annotate the story map/frame with any new/surprising developments.

Variation:

Where students are reading the same text, the double-entry journals can be developed as ‘silent conversations’ between pairs. Ask students to record the paragraph number and page number of the section that surprised/interested them the most and compare notes.

Teachers can use sticky notes to respond to journal entries so that students and teachers can also carry on a ‘silent conversation’. Students can move the note to the next page to respond if a question needs to be answered or it can be picked up in reading conferences.

Navigating blogs

Prepare a class blog on a current topic.

Review the structure and features of a blog, e.g. pages, archives, categories, search form.

Revise how to find a blog post with specific criteria, e.g. browse through archives by date, find a sub-category of topic, use search form to find posts by specific author/blogger.

Organise students into pairs.

Cluster 11

Ask each pair to explore the blog to find one specific post with many responses/comments.

The provide time for each pair to share a summary of the blog post.

Reading corner survey

Collect a range of texts suitable for all reading levels, across several genres and incorporating a mix of media.

Prepare copies of a response log for students to use.

Differentiate the reading levels with different coloured dots.

Prepare and display a poster showing the names of students and the coloured dots that indicate their estimated reading levels.

Remind students how to double-check whether the text is at the right reading level for them.

Explain to the students how the reading area has been set up and draw students' attention to their names on the poster.

Model the selection process choosing an appropriate text for one of the students in the group.

Each student should select at least three texts.

Monitor each student's selection.

Model skimming and scanning a few pages from a range of texts.

Provide each student with a response logbook and explain its use.

Emphasise the allocation of time to be spent on each text:

- 3 minutes finding out what the text is about
- 1 minute thinking about the responses in the *Comments* prompt box
- 1 minute completing the rest of the response logbook
- allow the maximum time for reflecting and talking with partners/the group.

Response logbook			
Title	Author	Comments	Rate: Your top three

Prompts for comments could include:

A person who would like this would be someone who ...	I don't think I would like this book because ...	I would like to find out more about ...	This book reminds me of ...
---	--	---	-----------------------------

Extension:

Design a TV ad or poster for the top text you read.

Share it with your group.

Insert

Select a text on a familiar topic.

Prepare an enlarged copy of the first paragraph to use for modelling with students and copies of the text for students to use.

Prepare and display a large chart showing the *Insert* symbols (see below).

Explain how it sometimes happens that we read something without understanding it completely.

Discuss reasons why this happens.

Explain the use of the *Insert* chart as a strategy to help with the reflection and monitoring of reading:

Use the <i>Insert</i> symbols below to help you monitor your thinking as you read.	
✓	This symbols confirms something I already knew: "I knew that."
—	Contradicts what I thought: "I thought differently."
?	This confuses me: "I don't understand this."
!	Something new: "I didn't know that!"

Emphasise that before reading, students should review what they already know about the topic and think about what things the author might want us to understand using a KWL chart.

Talk about each of the symbols on the chart and how they can help students to keep track of their understanding of the passage.

Display the passage of enlarged text and model using the symbols and the text in inverted commas (see chart above) at relevant points.

Assign students to small groups and issue copies of the text.

Ask students to use the *Insert* strategy as they read through the text together.

Re-convene as a whole class to reflect on the effectiveness of the *Insert* strategy.

Also discuss ways that students might apply the *Insert* technique when note-taking.

Jigsaw research

Select a variety of texts on the same theme, e.g., web pages, non-fiction books and pamphlets.

Divide the class into groups of three and allocate the areas of investigation.

Organise research stations in different parts of the room for each group.

Prepare and display a KWL chart on the board and print copies for students to use.

Activate students' background knowledge by writing up the first letters of a number of key words the students might expect to find in the texts they are about to read.

Ask students to predict what these words might be.

Write suggestions in the **K** area of the KWL chart on the board.

Issue KWL charts to all students in the group and ask them to copy down the correct words (underlined on the board) under **K**.

Ask students to move to their specialist groups according to their allocated roles and give each group their research area, e.g. location/climate/vegetation.

Ask each group to brainstorm what they expect to find in their research and write this in the **W** (want to know) part of their KWL chart.

Explain how jigsaw reading works:

- Each group will split into their specialist tasks and go to the allocated area of the classroom.
- Students will have two minutes only to gather information before returning to their groups.
- Students then work collaboratively to fill in the information in the **L** (Learnt) section of the chart and complete the cloze exercise.

Exploring film

Prepare a section of a film or vidcast relating to a current topic.

Prepare an electronic quiz which includes questions not only about the content but about the features of the film or vidcast.

Review the features of film (audio, visual, subtitle text, camera angles, etc).

Remind students how to locate a specific point in the film by skipping forward and backwards to the time wanted, e.g. 1 min 30 sec.

Ask students to complete the quiz and allow them to re-view sections of the film for clues.

Scanning web pages

Prepare a list of familiar web pages on a current topic.

Revise how to scan for key information from a web page, e.g. headings, subheadings, images, links.

Choose five topic words occurring on the web page.

Write the words on the board.

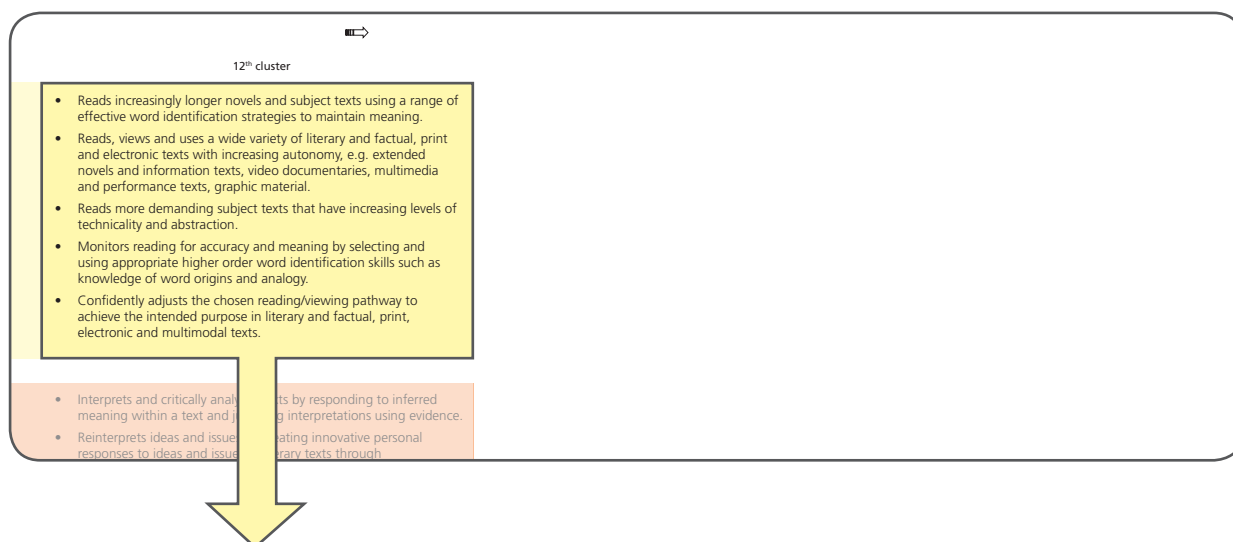
Organise students into pairs.

Establish a scenario where students' eyes are magnifying glasses and are trying to locate key words from the web page.

Students use an online highlighter tool to annotate the website (e.g. interactive whiteboard software) once the key words have been found.

Repeat the activity for each website.

At the end of each activity, allow pairs to discuss scanning strategies to find the key words on the web page.



Twelfth cluster of markers:

- Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning.
- Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material.
- Reads more demanding subject texts that have increasing levels of technicality and abstraction.
- Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy.
- Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts.

Collaborative Strategic Reading (CSR)

This arrangement gives students the opportunity to work in small groups and take responsibility for their own learning.

Select reading texts that:

- provide clues which help students predict what they will be learning
- have one main idea in a paragraph
- provide contexts which help students connect information.

Select reading material with well-formed, interesting passages that are conducive to CSR strategy application and prepare sets of clunk cards for groups to use.

Roles of cooperative groups (groups of 5–6 students)

Leader	Clunk expert	Announcer	Encourager	Reporter	Timekeeper
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Leader This student leads the group by saying what to read next and inviting other members of the groups to perform their roles. The leader asks the teacher for assistance, if necessary.

Clunk expert This student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

Announcer This student calls on different group members to read or share an idea. He/she makes sure everyone participates and that only one person talks at a time.

- Encourager* This student watches the group and gives feedback. He/she looks for behaviours to praise. The student encourages all group members to participate in the discussion and assist one another.
He/she evaluates how well the group has worked together and gives suggestions for improvement.
- Reporter* During the whole-class wrap-up, this student reports to the class the main ideas the group learned.
- Timekeeper* This student sets the timer for each portion of CSR and lets the group know when it is time to move on (or the teacher might do this instead of students).

Roles should be rotated.

After students have developed proficiency applying the strategies through teacher-facilitated activities, ask them to form into cooperative groups, where each student performs a defined role (as outlined above).

Description of the four stages:

- Step 1: Preview

Students preview the entire passage before they read each section. The goals of previewing are for students to learn as much about the passage as they can in a brief period of time (2-3 minutes) and to activate their background knowledge about the topic.

Students gain an overview about the selection they are about to read by reading titles, bold words, subheadings, tables, graphs and images.

Students should share their insights with another student for about one minute.

Then another two minutes are provided for students to write down their predictions about what they think they might learn.

- Step 2: Click and clunk

CSR trains students to monitor their reading comprehension and to identify when they have breakdowns in understanding (clunks).

In heterogeneous groups there will be some students who have clicks (understandings) where the others are experiencing clunks.

The clunk expert also has his or her own set of clunk cards as prompts to remind them of various fix-up strategies.

On each of the clunk cards is printed a different strategy for figuring out the clunk word or concept.

Clunk cards:

Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.

Looking for clues, reread the sentence with the clunk and the sentences before or after the clunk.

Break the word apart and look for smaller words you know. Look for a prefix or suffix or a smaller word you know (base word).

- Step 3: Retelling

Students must re-state in their own words the most important point as a way of making sure they have understood what they have read.

Students are requested to:

- a) identify the most important person, place or thing in the passage
- b) re-state in their own words the most important idea about that person, place or thing (in as few words as possible).

- Step 4: Wrap-up

Reconvene as a class and ask the groups to share their summary points.

Ask other students which answer was best and why.

Navigating wikis

Revise the purpose of the wiki and its features, e.g. menu, history, discussion, etc.

Prepare a class wiki on a current topic (include print, audio, visual, video resources).

Prepare an online quiz where the answers are found in the wiki.

Organise students into pairs.

Ask students to complete the quiz.

After students have completed the quiz, discuss with students how they found their answers in the wiki, e.g. browsed the menu for clues.

Radio reading

Radio reading is a variation on 'repeated reading'. It provides an authentic opportunity to develop oral reading fluency in a group setting with students performing or reading texts, e.g., print media, newspapers, magazines.

Demonstrate expressive reading and how to stress a point of high importance.

Prepare copies of the text being modelled, with double spaced text and a set of questions about significant points in the modelled text.

Ask students to highlight significant punctuation marks and important information on their copies and then to answer the questions.

Each student should then be given a different text at their instructional level in advance.

Steps in independent practice:

1. Highlighting of text

Students work in pairs but each has a different text to prepare.

Ask them to read their text silently to select and highlight points of interest and significant punctuation.

Remind them that just as TV and radio announcers do, they must be able to read with expression at a comprehensible rate so that the listener can focus on the meaning of the passage.

The main criterion is that their reading of the text makes sense to the listener.

2. Preparing the questions

The readers then develop a set of discussion questions based on important points from their text.

3. Practising

Students can then work in pairs and read their texts to each other. The reader reads the assigned passage aloud with meaning and expression.

If the reader has not communicated the message of the passage clearly, then partner asks the reader to reread the text.

The reader asks the listener the discussion questions at the conclusion of their reading.

Exploring pathways

Prepare a set of resources on a current topic, e.g. print, visual, audio, electronic.

Write a focus question on a current topic, but do not reveal it to students.

Prepare clues for students to determine each word in the question by reading/viewing a variety of texts.

Students will then refer to the resources to answer the focus question.

Organise students into pairs.

Ask students to participate in a *Text hunt* (sample below).

The *Text hunt* can be created in a variety of forms, e.g. electronic document, audio, flow chart.

Students use the clues to find the secret words and rearrange the secret words to reveal the focus question.

Text hunt	
Text hunt activities:	
Instruction 1: Read the text on the top lefthand corner of the whiteboard. Clue 1: e.g. What is the first word in the third sentence?	Secret word 1:
Instruction 2: Log on to your DETC email and follow the instructions ...	Secret word 2:
Instruction 3: Listen to the podcast ...	Secret word 3:
Instruction 4: Navigate to the website ...	Secret word 4:
Instruction 5: View the vidcast ...	Secret word 5:
Instruction 6: View the photograph ...	Secret word 6:
Instruction 7: Find the blog post authored by ...	Secret word 7:
Instruction 8: On the wiki, locate the second subheading ...	Secret word 8:
The secret focus question is:?	
Our pair's response to the focus question:	