Literacy Continuum K-6

Literacy Teaching Ideas: Comprehension
Teaching ideas for Comprehension

First cluster of markers:

- Responds to stories read aloud/viewed by connecting information and events to personal experiences.
- Retells some familiar stories.

Making inferences #1

Provide a set of cards with illustrations of everyday situations and some possible choices to go with them. For example, a child looking out the window at a rainy scene and a selection of clothes the child might choose to wear. Students work in pairs to discuss the options and decide which choice fits the scenario.

Making inferences #2

Provide a set of faces on sticky notes to indicate different emotions (happy, sad, etc). Students choose pages from a familiar picture book and put a sticky note on the characters’ faces to show how they might be feeling at that point in the story.

Retelling stories #1

Select a familiar picture book and cover the words with strips of paper. In pairs or small groups, students turn the pages one at a time and use the illustrations as prompts to ‘tell’ what’s happening on that page.

Retelling stories #2

Provide a set of picture cards of the main events of a familiar story. In pairs, students sequence the cards and then use the pictures to provide a retelling of the story.

Reading and rereading stories

Provide opportunities for students to revisit stories more than once so the stories and details about characters, setting and events become very familiar.

Students can listen to stories on audiotapes or on a listening post, view the story on the computer or on an Interactive Whiteboard and read/browse different published versions of stories.
Teaching ideas for *Comprehension*

**Illustrations**

Write out a familiar story or rhyme on separate large sheets of paper, leaving plenty of room on each sheet for illustrations. Students illustrate pages with relevant drawings or paintings, then the ‘big book’ is stapled together.

Later, students can read the text in pairs, choose their favourite page and discuss how the illustration matches the print.

**Making predictions**

After modelling how to make predictions about what might happen next with a range of familiar texts, make up sets of cards with *What might happen next?* written on them and clip to a selection of familiar picture books.

In pairs or small groups, students browse through a book together and take turns to stop on a page and practise asking and answering the *What might happen next?* question. (Students will probably remember what happens next so, at this point, they are ‘rehearsing’ the prediction skill.) Then students turn to the end of the book and ask and answer the same question.

When students are ready, do the same with unfamiliar picture books.

**Responding and relating to texts**

After viewing a short video, text or a visual image that includes a familiar experience, ask students to turn to a partner and tell about a time something happened to them which was similar to the familiar experience in the video, text or visual image.

Students then draw a picture about their experience and talk about it with their partner.

Students could also take turns to act out their experience for their partner.
Teaching ideas for Comprehension

Second cluster of markers:

- Gives a sequenced retell of a story when prompted.
- Recalls some details from illustrations in a story book.
- Predicts a plausible next event in a story.
- Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion.
- Talks about information in factual texts.

Retelling stories

Provide a set of picture cards of the main events of a familiar story with the last event missing. Provide a blank card. In pairs, students sequence the cards then identify what is missing. They draw the last event before using the cards to retell the story.

Drawing details from stories

After reading or viewing a story, provide (or jointly construct) a written retelling of the story. Print the retelling over several pages in the form of a small book and provide a copy for each student. Students draw a picture for each page and read the story to a partner, explaining how their illustrations fit the text. Place these retellings in the class library for others to read.

Making predictions about stories

Students form pairs or small groups and select some unfamiliar texts. Provide some sentence starter prompt cards, e.g.:

- I think this book will tell a story about …
- I think the main character in this story is …
- I think this story is set in …
- I think this story will be funny, happy, scary because …

Each student takes a text and examines its cover, front and back, then takes a prompt card and makes a prediction, giving reasons for their prediction.
Teaching ideas for Comprehension

Predict next event

Read a story aloud to the class or a group, showing illustrations as you go, but stop before the end (at a key point such as just before the resolution). Students individually draw what they think will happen next. Pairs or groups compare their drawings and discuss. Later read aloud the ending and compare with students’ drawings.

What’s your opinion?

Provide a small group of students with 3 or 4 familiar texts that have previously been read and discussed as a class. Provide sticky notes of smiley, frowning and neutral faces. Students select one text and each student places a sticky note on the book to represent their opinion of the book, at the same time saying, I like this book because …, I don’t like this book because …, etc. Finally, look at the number of smiley faces each book has in order to find the group’s favourite book.

Information in factual texts

Gather a selection of information texts about a current classroom topic. In pairs, students read/view a text together, discussing as they go. Using sticky notes, they write something they have learnt from the text (in the print and/or the illustrations) and stick the note onto the relevant page.
### Teaching ideas for Comprehension

#### 3rd cluster

- Begins to understand inferred meaning.
- Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.
- Recalls many details from illustrations in a story book.
- Builds meaning in factual texts by using illustrations.

#### Making inferences #1

After reading a story, provide students with a copy of the text. With a partner, students select a page and discuss how they think the character is feeling about what is happening to them. They then write a word or short sentence on a sticky note and place it onto the picture, before moving to another page to do the same.

#### Making inferences #2

After reading a factual text about a topic being studied, e.g., a farm, provide a copy of the text to a group or pair of students. Ask students to write what they think they would be able to hear or smell if they were there.

#### Retelling familiar stories #1

After jointly constructing a retelling of a familiar story, provide a photocopied version for each student with the events out of order. Students work individually or in pairs to cut up and reorder the events, before pasting down the statements in their correct order and illustrating one of the events.

#### Retelling familiar stories #2

Provide each student with a blank comic strip-like sequence of small frames (about 4 or 5 depending on the story). Students use the frames to illustrate the main events of a familiar story in sequence; then use the drawings to provide an oral retelling to a group or the class. They can also be asked to write a caption for each frame or to add a speech bubble to each frame.
Teaching ideas for *Comprehension*

**Interpreting images**

Provide each pair of students with a factual text about a familiar topic. Provide sticky notes with statements about the text, some of which refer to the print, others to the illustrations (include the page number on each sticky note). Students look at each of the numbered pages and identify where the information is to be found (print or illustration) and place the sticky note accordingly. They continue until all notes have been placed.

**Creating images**

After jointly constructing a factual text about a topic being studied, make a copy for each student. Ask them to illustrate the text to show something important about the topic that is not in the print. Compare with a partner and explain what their illustration shows.
Teaching ideas for Comprehension

Fourth cluster of markers:

- Interprets meaning by answering an inferential question correctly.
- Responds to overall meaning in literary and factual texts by talking about the central themes.
- Constructs meaning from texts by making connections between print, illustrations and diagrams.
- Analyses and evaluates a character’s actions or events in a story through discussion.
- Builds understandings of a topic by identifying key facts in texts in print and on screen.

Answering inferential questions #1

Provide a range of familiar texts for students to read/view. Construct some inferential questions about the events, characters or information, e.g. Why did …? How did … feel when …? What might have happened if …?

Students work in pairs to select a story and a set of questions. Students then discuss and perhaps write an answer to each question.

Answering inferential questions #2

Provide students with a copy of a familiar story and a question card about a character’s feelings or motivations, e.g. How might Goldilocks be feeling now?

In pairs, students look through the text, page by page, and ask the question on each page. They can use sticky labels to record their discussion.

What’s the theme?

Provide students with several familiar books and a set of cards with statements about their themes, such as This book is about everyone’s first day at school. This book is about how to be kind to your friends.

Students work in pairs or small groups to discuss the statements and decide which one refers to which book. Do this task with both narrative and factual texts, writing ‘theme’ cards for factual texts that go beyond the topic, e.g. This book says we should protect native animals.
Teaching ideas for Comprehension

Connecting words and pictures

Provide copies of a page of text with visual information (photographs, illustrations) related to a current topic. Provide a record sheet with two columns labelled as: 'The print tells me' and 'The picture tells me'. Students work in pairs to discuss and record the information provided in both the text and the visual information.

Characters

Provide a table for students to use when discussing characters in a story, with columns labelled: What is their name? What do they look like? What did they do?

Students discuss a familiar story and fill in the columns for each character. The questions can later be extended to include: What are they like? What do they want? What happens to them in the end? Why?

Identifying key facts #1

Provide a factual text for each group or pair of students on a current topic. Students read/view the text and write any facts they can from the text.

Identifying key facts #2

Show a brief excerpt from a DVD on a current topic. Ask students to write and/or draw something they remember from the DVD. Then form pairs or groups and share information recorded.
Teaching ideas for Comprehension

Fifth cluster of markers:

- Responds to questions about a character’s actions, qualities, characteristics by expressing an opinion about the character.
- Builds understanding by interpreting and discussing inferred meanings.
- Interprets information in factual texts, e.g. using contents page and screen icons to locate specific information.

Character discussions

Provide students with a worksheet with a square at the top and some questions below it. (Possible questions: Do you like this character? Why? Why not? What are they like? What is one thing they did? Was this a good or bad thing to do?)

In pairs, students take a familiar text and each chooses a different character from the text. After drawing a picture of ‘their’ character in the square, students then answer the questions. (If necessary, provide some prompt words at the bottom of the worksheet.) After completing their questions, students compare their characters and discuss how they are alike or different.

Inferring

In pairs, students reread a familiar story. They select one page and discuss what is happening on that page. They then use some sentence starter cards to prompt inferential thinking, such as, I think this happened because…, When this happened I think the character felt …., I would feel … if this happened to me.

Locating key facts

Collect a variety of factual texts about a topic being studied, e.g. Australian animals. Prepare and display an enlarged copy of a table such as the one below and make a copy for each student to use:

<table>
<thead>
<tr>
<th>Australian animal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it look like?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Model how to use the text to find the required information.

Students search the text and draw or write answers to the questions.
Teaching ideas for Comprehension

 Sixth cluster of markers:

- Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.
- Builds understanding of how media texts can be interpreted.
- Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.
- Analyses and evaluates a character's actions/motives in a story.

Retelling and responding to texts

Prepare plastic bags with one copy of a familiar text and some discussion questions. Devise the questions so they relate specifically to the text and provide a focus for thinking about and discussing a particular text feature such as plot, setting, character.

Frame the questions in the terminology that students are beginning to learn in their focus on texts, e.g. Who are the characters in this text? How are the characters related to each other, e.g. sisters, friends? Which character is the most important in this text? What are some of the things they do? What type of character are they? Does anything bad happen to them? How do they work this problem out?

Also use this strategy after students have watched a film.

Interpreting texts

After reading a text, students form pairs to retell the text. Looking at the pictures, page-by-page, they construct an oral retelling. Then, selecting one of the characters, they go back to the beginning of the text and retell the story from this character’s point of view. Give some sentence starters, such as: I am …, When I saw …, Now I feel ….

Interpreting texts

After rereading a text, students discuss different characters’ reactions to the events. On a worksheet, provide a table with page numbers down the lefthand column and characters’ names across the top. In pairs, students turn to the numbered pages, one at a time, and consider the characters and actions on this page. Asking themselves the question How does … feel?, they insert a response for each character into the appropriate cell in the table, then continue to the next numbered page. Their responses can be written or students could be given faces showing different emotions to use.
Teaching ideas for Comprehension

Understanding media texts
As a class, read a narrative text and then watch a film of the same story. Discuss the way the book and the film present the story, including how characters are portrayed and the way settings are shown. In pairs, students divide a sheet of paper into two sections, which they label ‘The film’ and ‘The book’. Using the class discussions as a guide, they enter their ideas about how the story was told in each medium, for example, in ‘The film’ column, they might write: You can see what the characters look like.

Finding information
As part of learning about a topic, ask students to work in pairs to find information. Provide each pair with copies of a page of text as well as one other text related to a current topic, such as an illustration, a poster, a website. Also give each pair some sticky notes. Provide a large class record sheet with columns labelled with the types of texts, e.g. Print text, Picture, Website. Students use their information source to find one or more facts about the topic and write/copy it onto their sticky note, then stick the note in the relevant column. After the independent session, gather the class together and discuss the combined information, looking for similarities and differences.

Analysing characters
Prepare sets of three emoticon cards for groups of students to indicate agree, not sure, disagree, e.g.

Prepare cards or worksheets with some key actions of a character from a familiar story.
Provide groups of students with a set of cards to use. Students each select one of the character action cards/worksheets.
They take turns to select the emoticon which represents their opinion of the action of their character and explain to the group their reason for this opinion. The other students in the group agree or not agree with this opinion and give reasons why.
Teaching ideas for Comprehension

• Refers to prior knowledge and experiences to build understanding of a text.
• Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.
• Draws conclusions by using clues in a text.
• Identifies more than one perspective or point of view when represented in texts.
• Articulates the main idea and provides a synthesised retell that captures key events in texts.
• Creates mental images to capture ideas in texts.

7th cluster
• Responds to texts by referring to prior experiences.
• Responds to and analyses a text by discussing a point of view presented in the text.
• Analyses and evaluates how visual images support print to create meaning in texts.
• Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.

8th cluster
• Refers to prior knowledge and experiences to build understanding of a text.
• Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.
• Draws conclusions by using clues in a text.
• Identifies more than one perspective or point of view when represented in texts.
• Articulates the main idea and provides a synthesised retell that captures key events in texts.
• Creates mental images to capture ideas in texts.

9th cluster
• Builds understanding during reading by discussing the consequences of actions and events.
• Interprets texts by recognising and discussing the shift between literal and inferred meaning in relation to its characteristics, events.
• Builds understanding about the meaning of a text by reading information from different parts of a text.
• Shows an awareness through discussion that texts can present different perspectives.
• Analyses the ways ideas and information are presented in texts.
• Identifies and interprets main ideas and important information in text to provide an accurate retell of a text.

Accessing prior experiences

After shared, guided or independent reading, students create two columns with the two headings Book and Me in their workbook. They record an event from the text under Book and something similar from their own life under Me. Students can share these details with others.

Point of view #1

Remind students that stories can be told from the point of view of one character by using a narrator or the first person pronoun. Provide students with a story told from the first person point of view. After reading the story, students discuss from whose point of view the story is told (i.e. Who is ‘I’?). Students then select another character to be ‘I’ and retell the story orally, or in writing, from the point of view of another character.

As a group, discuss how the different point of view changes to story, e.g. What did the second character know that the first one didn’t?

This strategy can also be used for texts told by a narrator, where students select one of the characters to ‘tell’ the story from their point of view.

Discussing visual images

Provide two or three short texts with visual images to each group (e.g. photographs, diagrams, drawings, graphs). Display the questions below and copies for groups of students to use: Whom/What do you see? What information does the image give you that the text doesn’t? What other sort of image would help support the text?
Teaching ideas for Comprehension

Skimming and scanning to find information

Prepare and display the Skimming and Scanning charts below for students to refer to:

<table>
<thead>
<tr>
<th><strong>Skimming happens when:</strong></th>
<th>the reader is unfamiliar with a text and skims to find out what type of text it is to get the general idea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to use:</td>
<td>• read the first and last paragraphs</td>
</tr>
<tr>
<td></td>
<td>• look for general information</td>
</tr>
<tr>
<td></td>
<td>• use headlines, page layout, graphs, diagrams and charts, pictures, highlights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Scanning happens when:</strong></th>
<th>the reader knows something about what the text is about but wants to find out more and scans to find specific information and key words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to use:</td>
<td>• look over the text quickly to locate words and sentences that link to what you need to find out</td>
</tr>
<tr>
<td></td>
<td>• use contents pages, first and last sentences in a paragraph, subheadings, captions, bold key words, hyperlinks.</td>
</tr>
</tbody>
</table>

Remind students that skimming and scanning are both ways of quickly gathering information about a text to decide if the reader wants to read further.

Skimming activity

Gather a selection of unfamiliar books or bookmark website pages about different topics. Organise texts around about six topics for groups of students to use. Provide each group with a topic and a selection of texts.

Students select a text (print or screen) each and quickly skim it to determine the topic. Students then take it in turns to explain what they noticed from scanning their text.

Then students go onto the Scanning activity below.

Scanning activity

Allocate different coloured sticky notes for different aspects of the selected six topics, e.g. yellow for information about appearance; green for information about habitat.

Each student in the group then individually scans their texts for more of their allocated information about the topic. Students share the information they have found with their group. Students looking at bookmarked websites could highlight key words and sentences to indicate the type of information they have found.

KWL

Prepare and display a copy of a KWL chart and copies for groups of students to use:

<table>
<thead>
<tr>
<th>K What we know</th>
<th>W What we want to know</th>
<th>L What we learned</th>
</tr>
</thead>
</table>

Collect a range of texts (print or screen) related to a current topic. Provide groups of students with several texts to read/view.

Prior to reading/viewing the texts ask students to discuss and complete the first two columns of the KWL chart about the topic. Remind students that this thinking assists them to understand new content in unfamiliar texts.

Students read the texts and discuss the information that they have located. They then record new information in the What we have learned (L) column.
## Teaching ideas for Comprehension

### Eighth cluster of markers:

- Refers to prior knowledge and experiences to build understanding of a text.
- Justifies predictions about sections of a text.
- Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.
- Draws conclusions by using clues in a text.
- Identifies more than one perspective or point of view when represented in texts.
- Articulates the main idea and provides a synthesised retell that captures key events in texts.
- Creates mental images to capture ideas in texts.
- Builds understanding during reading by discussing possible consequences of actions and events.
- Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.
- Builds understanding about the meaning of a text by actively seeking information from different parts of a text.
- Shows an awareness through discussion that texts can present different perspectives.
- Analyses the ways ideas and information are presented by making connections between texts.
- Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.
- Interprets text by inferring connections, causes and during reading.
- Responds to and interprets texts by discussing the between literal and inferred meanings.
- Interprets the meaning of a text by seeking further other sections of a text or in different texts.
- Identifies ways texts present different perspectives.
- Evaluates text accuracy and credibility by comparing similar topics.
- Analyses and evaluates the relative importance of information in a text to construct an overview.
- Responds to and analyses texts by discussing the similar meanings.

### Responding to text

Provide meaningful opportunities for students to respond to and reflect on texts to enhance understanding.

Activities that ask students to respond by referring to their personal experiences include:

- writing, drawing or talking about a personal experience similar to one in the story
- rewriting or drawing an event as if it took place in the student’s neighbourhood
- talking, writing or drawing something about the story or an event as if the student were there
- talking about how it would feel if the student were one of the main characters
- writing about a part of the story that they know more about.

### Justifying predictions

Select a section of a text for students to read/view and make predictions about. Create a table with two columns with the headings: I predict … and because ….

Provide copies for students to use. Explain to students that they will read a section of text and then make a prediction about it. Remind students that being correct is not the most important thing – being able to justify predictions with reference to the text is important.

Students read/view the section of text and then write a prediction, giving reasons for their predictions in the second column. Provide time for students to share and justify their prediction with a small group.

An additional column can be added for students to revisit their predictions and reflect on how accurate their predictions were.
Teaching ideas for Comprehension

Using text features

Revisit a factual text (either print or screen) about a current topic and revise the text features that help students to locate information. Prepare and display a checklist about text features and copies for students to use:

Text features:
- title page
- menu bar
- contents page
- home page
- page layout: headings, paragraphs, diagrams, photographs.

Provide copies of the text and a copy of the checklist to pairs of students. Students choose a page and tick off the text features they find on that page. Then ask them to read the page and make notes on the checklist about the information that each feature provided about the topic.

Drawing conclusions

Prepare sets of interesting pictures and images, e.g. online, from story books, photo albums, magazines, newspapers for students to discuss and draw conclusions from.

Remind students that drawing conclusions about a picture or an image can help to build a better understanding of what is happening in the picture or image/how it makes accompanying text clearer.

For example, students might draw conclusions about the relationships of the people in the pictures, the emotions that each person is showing or the setting in the picture.

In pairs, students discuss each picture and draw conclusions based on what is happening in the pictures. They identify the clue or clues from the text the used to draw each conclusion.

Point of view

Provide students with factual texts in which the point of view is apparent, such as texts about the environment or endangered animals. Provide students with a set of discussion questions to prompt them to think about the writer’s point of view such as: What is this text about? What is some information the text gives? What does the writer think about this topic? What does the writer want YOU to think about this topic? How do you know? Students read the text and answer the questions, orally or in writing.

Questions can be changed and texts with a more subtle point of view can be used. Other types of texts which are also excellent for this activity include product packaging, such as cereal boxes and advertising, particularly magazine and TV advertising directed at children.

Retell books

Students can create small books to write a retell of a familiar story. On the first page of the book, ask students to use the sentence starter: ‘The main idea of this story is …’ to record a statement about their understanding of the main idea. Students then write a retelling of the story in their own words and illustrate each page. Students can share their retelling with other students.
What do the illustrations show?

Provide groups of students with copies of the text only from a picture story book. Ask students to read and discuss the text. Remind students to think about what the characters might look like, where the events might be happening, the sequence of events and what might happen next.

Each student in the group draws a picture of an event or a sequence of events from the story. Then provide the group of students with a copy of the picture story book that the text was taken from to read and discuss. Encourage students to talk about differences between their interpretations and the book’s illustrations.

As a variation, provide students with an illustrated factual text on a topic they are learning about, with the print masked with paper. Ask pairs of students to construct the text to go with one page, using heading, subheading and information they have learned about the topic. Place the new text on the pages and read the book together, then remove the new text and compare it with the original text.
Teaching ideas for Comprehension

9th cluster
• Builds understanding during reading by discussing possible consequences of actions and events.
• Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.
• Builds understanding about the meaning of a text by actively seeking information from different parts of a text.
• Shows an awareness through discussion that texts can present different perspectives.
• Analyses the ways ideas and information are presented by making comparisons between texts.
• Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.
• Analyses a text by discussing visual, aural and written techniques used in the text.
• Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.

10th cluster
• Interprets text by inferring connections, causes and consequences during reading.
• Responds to and interprets texts by discussing the differences between literal and inferred meanings.
• Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.
• Identifies ways texts present different perspectives.
• Evaluates text accuracy and credibility by comparing texts on a similar topic.
• Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.
• Responds to and interprets texts by discussing the ways language structures and features shape meaning.
• Responds to and integrates sources of information in texts.

11th cluster
• Analyses and evaluates the ways that inference is used in a text to build understanding.
• Re-examines sections of texts for evidence to support interpretations and opinions.
• Evaluates a personal interpretation of a text by critically re-examining evidence within the text.
• Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.
• Analyses texts to explain and compare how audience, purpose and context influence texts.
• Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.
• Analyses and responds to language and grammatical techniques used to influence an audience.
• Analyses and compares how information and ideas are presented in a range of texts on the one topic.

Ninth cluster of markers:

• Builds understanding during reading by discussing possible consequences of actions and events.
• Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.
• Builds understanding about the meaning of a text by actively seeking information from different parts of a text.
• Shows an awareness through discussion that texts can present different perspectives.
• Analyses the ways ideas and information are presented by making comparisons between texts.
• Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.
• Analyses a text by discussing visual, aural and written techniques used in the text.
• Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.

Causal event equations

Select several texts that allow students to think about causal events, such as explanations, narratives or fairytales. Indicate stopping points in these texts for students to pause then discuss and predict.

Prepare copies of marked up texts and causal event equation pro formas (as below).

Develop some causal event equations with students on the interactive whiteboard, e.g., after discussing a familiar fairytale, such as Sleeping Beauty, place scrambled events on the whiteboard and brainstorm cause and effect sequences with the students.

First string of events:

King invites fairies to the princess's party + Did not invite evil fairy = Evil fairy curses the princess

Second string of events:

Good fairy adjusts the curse + Prince finds princess in castle = Curse is lifted
Ask the students to choose a partner and provide them with copies of texts and blank causal equation pro formas.

Remind the students to: read the texts, pause at the stopping points, fill in the equation boxes individually and then share their ideas with a partner.

Ask several pairs of students to share their findings with the class.

NB: Minus signs can be substituted for plus signs to reflect different causal relationships.

Use this method to create an adapted or modernised version of a familiar tale.

See: [http://www.creativejuicesbooks.com/fairy-tales.html](http://www.creativejuicesbooks.com/fairy-tales.html) for various story prompts told from another protagonist’s point of view.

**Hypothesising**

Draw up a STW chart on the board with the following headings over each column: What do I See? What do I Think? What do I Wonder?

Tell the students you want them to plan an experiment which will test a hypothesis, e.g.: That smaller balls bounce higher than larger balls. Display the hypothesis and ensure that all words are understood by the students.

Either show visuals of the items that the students will be thinking about when they plan their experiment (such as two balls, e.g. tennis and basketball) or, if practical, display the actual items.

Divide students into groups of three and provide each student with two small sticky notes. Each student writes on their sticky notes:

- one important idea that we talked about.
- one difficulty that we were wondering about.

Students then share their selected words in small groups.

Each group then selects the best 6–8 words and places them in the appropriate column on the board.

**Footnote:** With practice, this activity can be done individually on a STW column chart, skipping the sticky note step.

**Bio-pyramids**

Select two very similar biographies at a comfortable reading level for the students in each group.

Before displaying the text, select some key words from the first text.

Explain the format for Bio-pyramids by drawing up a pro forma on the board:

- Line 1 – person’s name
- Line 2 – two words describing the person
- Line 3 – three words describing the person’s childhood or background
- Line 4 – four words indicating a problem the person had to overcome
- Line 5 – five words stating one of his/her accomplishments
- Line 6 – six words stating a second accomplishment.

Display the text and circle the key words.

Model how to write these words onto the Bio-Pyramid.

Provide students with the second text.
Teaching ideas for Comprehension

Ask students to work in small groups or pairs to select relevant details and create their Bio-Pyramid.

NB: Bio-pyramids can also be used to create cinquain poems, for example:

<table>
<thead>
<tr>
<th>Bats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small, black</td>
</tr>
<tr>
<td>Flapping, zipping, feeding</td>
</tr>
<tr>
<td>Little claws, nectar, bugs</td>
</tr>
<tr>
<td>Nocturnal</td>
</tr>
</tbody>
</table>


Twisted tales

Prepare and display a copy of the chart below and copies of question sheets for discussion.

Read two examples of a narrative told from different viewpoints, e.g. a traditional version of the fairytale *Three little pigs* versus *The true story of the three little pigs* by A. Wolf, by Jon Scieszka, (told from the point of view of the wolf).*

Use the chart below to compare different representations of the same character.

<table>
<thead>
<tr>
<th>How has the author represented the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a sentence that shows how the author</td>
</tr>
<tr>
<td>wants us to <a href="https://www.dictionary.com/un(sound)">feel</a> about the character.</td>
</tr>
<tr>
<td>Find examples (using page numbers)</td>
</tr>
<tr>
<td>Text 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How has the illustrator represented the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
</tr>
</tbody>
</table>

Model filling in the chart for one character and ask students to work in pairs to fill in the details for another character.

Ask the students to discuss in small groups: *What do we learn from reading between the lines about this character?*

* For more teaching ideas around Jon Scieszka’s text, see [http://teacher.scholastic.com/writewit/mff/fracturedfairytrue.htm](http://teacher.scholastic.com/writewit/mff/fracturedfairytrue.htm)

Telling shorter tales

Prepare two, very similar texts, e.g. two that deal with a succession of calamities.

Use one text to model the retelling process.

Provide copies of the other text for students to use.

Prepare a set of display cards from the first text containing a succession of calamites and a chart that contains a list of familiar connectives.
Teaching ideas for **Comprehension**

Read the text to the students.

Display and read the calamity word cards with the students, e.g.:

<table>
<thead>
<tr>
<th>Event</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woken up</td>
<td>by brother</td>
</tr>
<tr>
<td>Woken up</td>
<td>by father</td>
</tr>
<tr>
<td>TV broke down</td>
<td></td>
</tr>
<tr>
<td>Homework ruined</td>
<td></td>
</tr>
<tr>
<td>Lost wallet</td>
<td>Fight with friend</td>
</tr>
<tr>
<td>New bike wrecked</td>
<td>Bedroom trashed</td>
</tr>
</tbody>
</table>

Decide whether the most important event in the story is going to be first or the last and arrange in order on the board.

Collaboratively rank the events in terms of greatest to least calamity. NB: It is important to eliminate at least half of the items.

Circle words from the displayed chart of familiar connectives.

Model retelling the tale using these connectives.

Issue students with copies of the second text.

Working in pairs, students should read the text provided and decide on the key events in the story.

Students map the events chronologically and rank them.

Students can practise retelling a summarised version of the story to their partner.

Encourage students to use a selection of connectives from the chart.

**Discussing visual images**

Provide two or three short texts with visual images to each group (e.g. photographs, diagrams, drawings, graphs) from factual or informational texts.

Display the questions below and copies for groups of students to use:

- Who/What do you see?
- What information does the image give you that the text doesn’t?
- What other sort of image would help support the text?

Divide students into small groups and provide each group with one or two factual texts.

Ask them to go through their texts and use the questions to discuss the different visual images.

Ask several groups to share their findings.

**Scrambled texts**

Use cut up procedural texts from Maths, Science and PDHPE.

Ask students to form small groups and give each group a set of text segments.

Students distribute shuffled segments of texts amongst the group and sequence the text together.

Encourage students to indicate the cohesive markers that help them to sequence the text correctly.

Finally the group can check the results against the master sheet or re-group as a whole class to this.
Tenth cluster of markers:

- Interprets text by inferring connections, causes and consequences during reading.
- Responds to and interprets texts by discussing the differences between literal and inferred meanings.
- Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.
- Identifies ways texts present different perspectives.
- Evaluates text accuracy and credibility by comparing texts on a similar topic.
- Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.
- Responds to and analyses texts by discussing the ways language structures and features shape meaning.
- Responds to and interprets texts by integrating sources of information in texts.

Consequences

Select a text with a strong plotline and provide the students with several stopping points either indicated by sticky notes or page and paragraph numbers.

Draw the four quadrants on the board and model for students how to use the formula (right) with a familiar text, e.g.:

1. **Somebody** (The wicked stepmother)
2. **wanted to** (get rid of Snow White)
3. **so** (she asked the woodsman to murder Snow White)
4. **but** (the woodsman let Snow White escape into the forest).

The formula for this exercise is: 1+2+3+4

(1) **Somebody** + (2) **wanted to** + (3) **so** + (4) **but**

Issue blank sheets to the students and model how to divide it into four quadrants and label each quadrant with the numbers 1–4 and the words in the formula.

Provide students with copies of the selected text, marked up with the stopping points.
Teaching ideas for *Comprehension*

Using the selected text, model what to do at a stopping point:

a) Record what has just happened.

b) How do things look for this character now?

c) Discuss what might happen next.

NB: If appropriate, model flipping forward, sampling the text to get clues from visual features.

Think-pair-share: Students should work in pairs to complete their A4 sheets and then combine with another pair to share their thoughts.

*Reading between the lines*

Select two scenes from a familiar narrative. As preparation, fill in the table below with shared knowledge about the characters and/or the setting relevant to the first passage. For example:

<table>
<thead>
<tr>
<th>What’s happening?</th>
<th>What we know about setting:</th>
<th>What we can see/hear:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy wants to ask his mother if they can get a puppy.</td>
<td>Morning routines in busy households. (BK)</td>
<td>In this story, the mother is rushing.</td>
</tr>
</tbody>
</table>

Evidence: illustration of mother. (TC)

(BK) = Background knowledge  (TC) = Text clues

*Inference:*

This is not a good time to ask, if you want her to say "Yes".

Explain that this combined information results in the way in which the text is read, whether it is in our heads or out loud.

Using different tones of voice, read aloud some dialogue that the character says in the scene, e.g. *What do you want, Eli? What do you want, Eli? What do you want, Eli?*

Ask students to justify their choice.

Ask students to divide a piece of paper into sections to represent BK and TC and IN, as in the example below:

<table>
<thead>
<tr>
<th>BK:</th>
<th>+</th>
<th>TC:</th>
</tr>
</thead>
</table>

= **Inference:**

Issue the second text to pairs of students.

Ask students to see if they can find examples of the BK + TC = IN formula in their text.

Ask students to fill in the boxes for the first tier, BK + TC and talk to their partner about what they think this means.

Remind students that they should only fill in the inference box only after discussion.
Teaching ideas for Comprehension

Questioning the author

Encourage students to look for connections within a text by posing questions for them to explore and discuss during their reading.

<table>
<thead>
<tr>
<th>What is the author trying to convey to the reader in this passage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is the author telling the reader that?</td>
</tr>
<tr>
<td>Is the message conveyed clearly?</td>
</tr>
<tr>
<td>What would you have said/wanted to say instead?</td>
</tr>
</tbody>
</table>

Model filling in the above table for a brief example, such as:

Students must wash their hands thoroughly with water and soap after each visit to the toilet and before beginning work.

To further assist the students, design questions appropriate to the text and allocate stopping points.

Establish stopping points in the text where students can check their understanding of the passage and make annotations.

NB: These questions are not designed to assess comprehension, rather to guide students in constructing meaning while reading.

Examining visuals

Prepare a list of secure websites on a familiar topic and a list of sample discussion questions for students to use.

<table>
<thead>
<tr>
<th>Discussion questions</th>
<th>Checklist clues</th>
</tr>
</thead>
</table>
| 1. Is this website useful (a–d)? | a) title of website  
  b) language is not too difficult  
  c) has useful pictures/images  
  d) is up-to-date. |
| 2. What images can you see on the page? | Where are the images positioned?  
  What are the salient* objects? |
| 3. Why do you think the author chose those images? | How do the images support the website? |
| 4. What is the purpose of the website? | Is the purpose to inform, persuade or entertain?  
  Is it persuasive or unbiased?  
  Who is the target audience? |
| 5. What features tell you this? | Language:.................................  
  Images:........................................  
  Author:.........................................  
  Other:.......................................... |
Teaching ideas for Comprehension

*Salience – the elements that attract the viewer’s attention most on the page/screen either by way of placement, size, colour or lighting.

Organise students into pairs.

Ensure that students understand what the discussion questions (1–5 above) are asking.

Encourage students to scan the website’s features and note down any other supportive aspects, e.g. navigation menu, banners, hyperlinks.

Viewpoints

Select articles taken from two very different perspectives to discuss with students.

For example, an article complaining about the impact of bats in built-up areas or on orchards compared to a website devoted to the conservation of bats.

Explain to the students that they are going to examine two texts about the same topic that present different points of view.

Display an enlarged copy of Text 1 (below) and read through it with the students.

Preview some of the language used: plunging entire towns into darkness/ the colony exploded/ ‘black out the sky’/ roosting on powerlines/ ‘vulnerable’.

Following the reading, point out and discuss examples of emotive language used in the text.

Discuss any other text features that might influence the reader, such as an accompanying image of lots of bats and the word choice in the title.

Text 1

NSW fruit bats out of hell

More than 10,500 homes and businesses from Maclean, Yamba and Iluka were left without power after a colony of flying foxes shorted a high-voltage supply line on the North Coast.

Fuelled by abundant food supplies, the colony exploded to an estimated 250,000 – enough, to “black out the sky”, Clarence Valley Mayor Richie Williamson said.

A Country Energy spokesman said they did more than that on Tuesday when thousands of bats roosting on powerlines east of the Maclean Bridge took off simultaneously about 8.30pm. The sudden move caused the power line to trip, blacking out three townships and cutting power for more than three hours.

The outage caused chaos for restaurants, hotels and resorts.

But Mr Williamson said his hands were tied. Until 1999, the Council and the Department of Education had a licence to disperse the colony using noise.

He said the licence was not renewed after the grey-headed flying fox was listed as ‘vulnerable’.

Divide students into small groups and provide them with a copy of the second text.

Explain that the author has an opposing point of view.
Text 2
Bats and Electrocution*

The vast majority of bats found electrocuted on powerlines are mothers carrying their babies.

Adult victims rarely survive their injuries – a 99.9% mortality rate.

Bats and possums die publicly every night across our suburbs due to old wiring or from branches which grow through or are too close to overhead powerlines. Old overhead electrical wiring is costing the community millions of dollars every year through power outages caused by the electrocution of wildlife.

It is important that the public report each electrocution. Please check for baby animals during the months of October to January. Small babies can survive the electrocution of their mothers and, if reported in time, they can be saved.

Don’t grow native fruit/flower plants under electrical powerlines.

Never attempt to remove wildlife from overhead powerlines yourself.

For more information, visit: www.bats.org

Ask each group of students to read the article and talk about:
• who might have written these articles
• for whom they might have been written
• the writer’s purpose (what they think the writer most wanted the reader to learn).

Re-group as a whole class to compare and contrast the language and text features used in the two articles.

*NB: Bats and Electrocution

Differing perspectives

Provide a text on a current topic which contains two main characters with differing perspectives about a complication in the story, e.g. show the students the scene in the film Finding Nemo when Nemo is ready to start his first day at school, but his father, Marlin, is not.

Allow time for students to plan, rehearse and act out these scenes. Later, discuss as a class how the characters’ perspectives differed and how their word choice and actions supported their attitudes.

Hunting for e-facts

Establish a scenario where students have been hired by the local council to become ‘fact busters’.

Prepare a list of websites with differences in facts about a current topic, e.g. population numbers of koalas.

Review how students can check for accuracy and credibility of website content, e.g. Who was the author? When was it published?

Organise students into pairs.

Ask students to ‘bust a fact’ by searching for the real fact, e.g. The koala population in Australia is 4000, true or false?
Teaching ideas for Comprehension

Provide a guide (sample below) for students to follow during their fact hunt:

<table>
<thead>
<tr>
<th>Fact buster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website address (URL)</td>
</tr>
<tr>
<td>Website 1</td>
</tr>
<tr>
<td>Website 2</td>
</tr>
<tr>
<td>Website 3</td>
</tr>
</tbody>
</table>

Comic newsflash

Use local newspapers to select and copy class sets of several pages that feature short human interest stories. Staple the pages together to create a set of stories. Give each student a set of newspaper stories and a piece of unlined white paper. Ask them to browse through the set of stories and select a story to read.

Ask students to divide their piece of paper into six to eight numbered sections. Ask them to retell the story in the article by creating a sequenced set of drawings. When they are finished, have them swap their sequenced set of drawings with another student. Based on the sequence, their partner should be able to find the story in the set. Then students work together to select the story from the set that interests them the most. Students can be rostered to re-tell this story to the class.

Learning the ‘lingo’

Select a text that exemplifies literary devices such as alliteration, similes, puns and use of slang words. The text, Yakka, Yip and the Yahoos, taken from the School Magazine, (available in the link below) demonstrates the use of literary devices.

Use chapter one to model the process and organise copies of chapter two for students to use. Prepare a large copy of the chart below to display and copies for students to use:

| Most interesting sentence/word: |
| Most confusing sentence/word: |
| Need to talk about why the author chose these words: |

Read and discuss chapter one of Yakka, Yip and the Yahoos.
Model for students how to complete the chart with chapter one.

Ask students to choose a partner and take a copy of chapter two of Yakka, Yip and the Yahooos and a chart.

Firstly, ask students to look at the illustrations in chapter two and share any connections to the text. Students then independently read chapter two silently, complete their chart and compare their findings with their partner.

Several pairs of students can share their findings with the whole class.

Any interesting words can be recorded on a classroom word wall.

NB: Build on students’ knowledge by examining Australian idioms and rhyming slang.

Most classroom dictionaries will include common slang words.

See also:

Readings taken from:
Eleventh cluster of markers:

- Analyses and evaluates the ways that inference is used in a text to build understanding.
- Re-examines sections of texts for evidence to support interpretations and opinions.
- Evaluates a personal interpretation of a text by critically re-examining evidence within the text.
- Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.
- Analyses texts to explain and compare how audience, purpose and context influence texts.
- Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.
- Analyses and responds to language and grammatical techniques used to influence an audience.
- Analyses and compares how information and ideas are presented in a range of texts on the one topic.

Layering

Select a familiar text with strong, definable characters.

Create and display a large chart with a bull’s-eye target to use for modelling the activity and copies for students to use.

Read the selected text to students.

Model the use of a bull's-eye target chart on the board.

Choose one of the main characters from the text and write that character's name in the centre of the bull’s-eye.

Demonstrate how to fill the innermost circle with written observations about the physical features of the character, e.g. hunched over.

Fill in the next circle with observations about the emotional aspects of the character, e.g. a bit depressed.

Then fill in the outer layer with inferences about the meaning of the story.

Provide students with a copy of the text, a bull’s-eye target chart and select another character from the text.

Ask students to work with a partner to complete the process with the selected character.
Then write questions for pairs of students to reflect on and discuss, such as:

- What is the main message the author wants you to realise?
- What clues did the author or illustrator give that led to your conclusion?

Bring students together and compile a class version of the bull's-eye target for the character.

**Collating evidence**

Prepare a section of an exposition on a current topic into a document editor, e.g. climate change. 
Remind students how arguments in effective exposition are supported with credible evidence.

Organise students into pairs.

Divide the class into two sections.

One half of the class will seek evidence for the positive (highlight in green) and the other half will seek evidence for the negative (highlight in red).

Students use the document editor highlighter tool to search for evidence within the section of the text.

Bring the class together to discuss findings.

**D.I.A.S.**

Select a familiar story to model the DIAS process.

Prepare a large chart (as below) to guide students’ research.

Using the text, prepare a list of key adjectives pertaining to two of the main characters from the story.

Model how to examine implicit and explicit information about one of the main characters using the following formula:

<table>
<thead>
<tr>
<th>Character</th>
<th>D = Description</th>
<th>What do the descriptive words and verbs that the author has used make us think about the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I = Illustrations</td>
<td>Draw what you think she/he would look like.</td>
<td></td>
</tr>
<tr>
<td>A = Actions</td>
<td>What does this person do?</td>
<td></td>
</tr>
<tr>
<td>S = Say</td>
<td>How does this person speak?</td>
<td></td>
</tr>
</tbody>
</table>

Examine the first character with the students.

Firstly, examine the front and back covers then any other illustrations within the text for any information/ideas about the character.*

Brainstorm several adjectives that apply to this character.

Record these adjectives in a mind map format around the character’s name.

Work with the students to find evidence within the text for some of the adjectives, e.g., sloppy.

Read out exactly where in the text this evidence is found, e.g. *Her blouse had bits of breakfast all over it.*

Next to the adjective, record where these details are found in the text, e.g. p. 17, para 2.

Complete the mind map by filling in details as to where evidence in the text can be found for the other adjectives.
Teaching ideas for Comprehension

Provide a second set of selected adjectives for the other main character to pairs of students.

Ask students to examine the text for evidence of these attributes, making reference to the DIAS chart.

Several pairs of students can share their findings.

During this sharing time, contributions which show evidence of inferential thinking can be reinforced.


Perspective poems

Use short poems to practise identifying what a character’s viewpoint is and to analyse how that perspective is usually different from the other characters in the text.

Prepare two poems on the same topic and display on the board.

Compare the language used, placement of words, the rhythm and the themes in each poem.

<table>
<thead>
<tr>
<th>Example 1:</th>
<th>Example 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bug sat in a silver flower</td>
<td>Buggity buggity bug</td>
</tr>
<tr>
<td>thinking silver thoughts.</td>
<td>Wandering aimlessly</td>
</tr>
<tr>
<td>A bigger bug out for a walk</td>
<td>Buggishly smug.</td>
</tr>
<tr>
<td>climbed up that silver flower stalk</td>
<td>When all of a sudden</td>
</tr>
<tr>
<td>and snapped the small bug down his jaws</td>
<td>Along came a shoe</td>
</tr>
<tr>
<td>without a pause</td>
<td>Out with another shoe</td>
</tr>
<tr>
<td>without a care</td>
<td>Wandering too.</td>
</tr>
<tr>
<td>for all the bug's small silver thoughts</td>
<td>The shoes went on wandering</td>
</tr>
<tr>
<td>It isn't right, it isn't fair</td>
<td>Left, Right, Left, SPLAT.</td>
</tr>
<tr>
<td>that big bug ate that</td>
<td>Bugs very frequently perish like that.</td>
</tr>
<tr>
<td>little bug</td>
<td></td>
</tr>
<tr>
<td>just because it was there.</td>
<td></td>
</tr>
</tbody>
</table>

Ask students work in pairs to discuss the main idea that the poets wanted the reader to reflect on in each poem.

Then ask students to respond to the poem they preferred by creating a drawing from the bug’s perspective.

Students then work in pairs to improvise an exchange between the characters in the poem.

Provide time for some class sharing of the improvisations.


Rants and raves

Provide a range of texts from magazines featuring familiar topics. Ideally, these texts should contain headings, photographs and graphics.

Prepare two short texts in enlarged double-spaced script for modelling this activity with students.
Teaching ideas for *Comprehension*

For example:

**Text 1**

Our native bush is being destroyed - destroyed by the wilful dumping of unwanted domesticated cats by careless and cruel people. Our native flora and fauna are being rapidly destroyed by these people who always put their own desires ahead of the good of this community.

Wilful dumping of kittens is a crime. It must be stopped. And it is you who must stop it!

From tonight, you will patrol the local bush areas with torches and you will arrest any offenders who continue to put our precious heritage at risk.

**Text 2**

Ladies and gentlemen, we seem to have something of a problem in our local community. It would appear that the numbers of feral cats in our bushland areas are on the increase. Perhaps this is due to a greater number of unwanted domesticated cats being let loose in these areas. Perhaps it is simply the result of those already there reproducing offspring.

Whatever the cause, it does seem that the time has come to explore possible solutions to the problem. I'm not here to provide the answers, but rather to explore with you whether there are any solutions to this problem. You may all have ideas that could perhaps help us.

Read the texts through once and circle the persuasive words.

Model for students how to compare the texts in terms of their purpose and their intended audience.

Using the chart below to record differences:

<table>
<thead>
<tr>
<th>Take notes and discuss with your partner:</th>
<th>Text 1</th>
<th>Text 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do you think would write a text like this?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why would they write this?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who do you think would agree with this viewpoint?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summarising

Select a non-fiction text to model the process with students and prepare copies of another non-fiction text on a familiar topic.

Prepare and display a summary sheet chart as in the example below:

<table>
<thead>
<tr>
<th>Things to do when summarising</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read text features – predict the main idea.</td>
<td></td>
</tr>
<tr>
<td>2. Read the text features and think how they relate to the main idea.</td>
<td></td>
</tr>
<tr>
<td>3. Notice boldface and italicised words and think how they relate to the main idea.</td>
<td></td>
</tr>
<tr>
<td>4. Re-read to verify important details.</td>
<td></td>
</tr>
<tr>
<td>5. Reflect on prediction to confirm or revise it.</td>
<td></td>
</tr>
<tr>
<td>6. Re-read to choose supporting details and facts.</td>
<td></td>
</tr>
<tr>
<td>7. Cross out unimportant facts in your notes.</td>
<td></td>
</tr>
</tbody>
</table>

Complete the chart, using an interactive reading and think aloud as you work through the text with the students.

Review the findings in the table above and think aloud to generate three broad questions.

NB: Look for repeated ideas in the text you have selected.

Use well-constructed questions to focus attention on the purpose of the text, e.g.:

- **Question 1:** How many oceans are there in the world?
- **Question 2:** What are some ways in which humans have caused harm to the oceans?
- **Question 3:** Which organisations are working to counteract this?

Provide students with a copy of the selected text and a summary sheet.

Ask students to read their text and complete their summary sheet.

Students then work in pairs to generate three broad questions covering the most important information in the text.

Initially, assign mixed ability pairs to generate the questions.

Re-group for class feedback about the most important ideas.

Reflect on the students’ questions which would be most useful in producing accurate summaries.
Sum it up

Display on the interactive whiteboard a text (print, audio or video, etc) on a current topic.

Provide students with a summarising guide of ‘do’s and don’ts’ (sample below):

<table>
<thead>
<tr>
<th>Summarising don’ts</th>
<th>Summarising do’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Write down everything</td>
<td>☐ Find out main ideas</td>
</tr>
<tr>
<td>☐ Write down next to nothing</td>
<td>☐ Focus on key details</td>
</tr>
<tr>
<td>☐ Copy down complete sentences</td>
<td>☐ Use key words and phrases to break down the larger ideas</td>
</tr>
<tr>
<td>☐ Write way too much</td>
<td>☐ Write only enough to convey the message</td>
</tr>
<tr>
<td>☐ Copy word for word</td>
<td>☐ Take succinct but complete notes</td>
</tr>
</tbody>
</table>

Revise with students the strategies for summarising a text.

Provide three sample summaries of the text differing quality (low, medium, high).

Organise students into pairs.

Students to use the summarising guide to check off which strategy was used in each of the summaries to determine the best summary.

Influencing an audience

Prepare an electronic exposition on a current topic for students to view/hear/read, e.g. audio, video, poster, brochure.

Review how expositions use various techniques to persuade the audience, e.g. language, visuals, audio.

Prepare an online survey, e.g. SurveyMonkey.com to collect student responses.

See below for sample questions of the survey for students to record their analysis of the exposition:

<table>
<thead>
<tr>
<th>Techniques to influence an audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of persuasive technique</strong></td>
</tr>
<tr>
<td>Language – rhetorical questions/</td>
</tr>
<tr>
<td>Language – repetition</td>
</tr>
<tr>
<td>Language – modality</td>
</tr>
</tbody>
</table>
### Type of persuasive technique

<table>
<thead>
<tr>
<th>Used in text</th>
<th>Where was it evident in the text?</th>
<th>Was it effective? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language – metaphor</strong></td>
<td></td>
<td>Yes/No (circle) because …</td>
</tr>
<tr>
<td><strong>Visual – images</strong></td>
<td></td>
<td>Yes/No (circle) because …</td>
</tr>
<tr>
<td><strong>Visual – colours</strong></td>
<td></td>
<td>Yes/No (circle) because …</td>
</tr>
<tr>
<td><strong>Audio – music</strong></td>
<td></td>
<td>Yes/No (circle) because …</td>
</tr>
<tr>
<td><strong>Other –</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Organise students into pairs. Ask students to complete the online survey.

Request that students view the exposition on the computer while focusing on one particular persuasive technique.

Repeat this for each persuasive technique.

As a class, share survey responses.

#### Building word pictures

Display a text on the interactive whiteboard from the link below.* Prepare copies of a similar text for students to use.

Read the text to the students.

Examine with students how sets of words can relate to one another, as in the example below.

Use a coloured highlighter to track the words the author has used to build up a visual image of the character:

Alfie was waiting, his hair uncombed, shirt untucked and shoelaces untied. That was how he was. The fringe he had unsuccessfully been trying to grow was sticking up in the air as though invisible hands were pulling it up.

Alfie always wanted to have something to hide behind, to mask himself from the rest of the world. He was so unnoticed and silent that he could have entered and left a room without anybody realising at all. Alfie was gifted, no doubt, but hardly anyone realised his potential.

Discuss with the students the effect the highlighted words have on the reader and the way the word choices help the reader to visualise the character.

Provide students with a text.
Teaching ideas for Comprehension

Ask them to read the text and then circle the words that build a visual image of the new character, e.g.:

Juliet uses her fingers as a comb in the morning and her socks are always at odd heights to each other. Her face is quite beautiful, but she hides this with thick-rimmed, nerdy glasses that serve as a mask. Her mumbly voice is barely audible, even in complete silence and her hair hangs across her face like a flouncy stage curtain, hiding talent behind it.

Juliet is the girl you will always find shying away from the spotlight and sitting in the back of the class, gazing nonchalantly at the world beyond.

After working on their own, ask students to form small groups to complete a graphic organiser about the character, e.g.:

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Gestures/posture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Face/hair/eyes</th>
<th>Any revealing behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide time for several groups to share their responses.

*NB: More of these texts can be found in the blog on Fiction with a twist book raps at: [http://rapblog8.edublogs.org/voice/](http://rapblog8.edublogs.org/voice/)
Twelfth cluster of markers:

- Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.
- Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.
- Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.
- Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.
- Interprets texts by identifying and discussing multiple purposes within the same text.
- Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic.
- Analyses texts to compare how language structures and features are used to position readers and viewers.
- Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic.

Examining texts

Make individual copies of two short texts on the same topic.

Prepare a table to display (as in the example below).

Choose texts that exemplify the same use of literary devices, e.g. the way inverted commas are used in the text below:

The British side of the story about the ‘discovery’ of Australia goes something like this: When Captain James Cook and his men landed at Botany Bay in 1770, they were amazed and quite proud of themselves.

According to the British, they had just ‘discovered’ an enormous, vacant land, just as Christopher Columbus had ‘discovered’ the ‘vacant land’ of America in 1492. Sure, there were a few ‘natives’ around, but no evidence of European occupation (in Australia).

The British saw no fences, no buildings, no churches and no farms. It was easy for them to believe that no one owned the land.

They did not recognise the complex and ancient land management practices which are an integral part of the society of many Aboriginal nations.
Teaching ideas for Comprehension

Cluster 12

Engage students in discussion about the topic before reading the text.

Provide students with a copy of the text.

Read the text aloud with the students, emphasising the words in inverted commas.

Discuss the effect of this reading with the students.

Re-examine the text once more, modelling think aloud for students and filling in the table below.

Talk about what the author does to influence the reader’s opinion and record findings in the table, e.g.:

<table>
<thead>
<tr>
<th>What I see</th>
<th>What this makes me think</th>
<th>Why I think this</th>
</tr>
</thead>
<tbody>
<tr>
<td>The author has put inverted commas around the word ‘discovered’.</td>
<td>This makes me think the author is questioning this, suggesting that this is not a fact.</td>
<td>We have learnt that the land was occupied at this time and that Aboriginal people call this event in 1770 an ‘invasion’, not a discovery.</td>
</tr>
</tbody>
</table>

*Excerpt adapted from Belief in action 16 Terra Nullius and Aboriginal peoples.

Distribute the second text for students to work on in pairs.

Ask students to make notes on:

<table>
<thead>
<tr>
<th>What I see</th>
<th>What this makes me think</th>
<th>Why I think this</th>
</tr>
</thead>
</table>

NB: For longer texts, ask students to note down the location of the quotes/facts so that the written evidence may be easily examined during the feedback session.

NB: ‘Double entry journals’ can be used for this exercise.

Students should divide their page into two columns noting the direct quotation from the text on the left and their reaction to it on the right.

Responding to graphic novels

Review the structure and features of a graphic novel/comic, e.g. use of speech/thought bubbles.

Prepare an electronic folder with images/photos on a current topic.

Review the main ideas and issues in a few literary texts on a current topic.

<table>
<thead>
<tr>
<th>Idea/Issue</th>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea/Issue 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idea/Issue 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idea/Issue 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revise how to use an electronic graphic novel/comic creating tool, e.g. Comic Life.

Organise students into pairs.

Ask students to create a response to one of the main ideas or issues identified in the form of a graphic novel/comic.
Teaching ideas for Comprehension

Responding: Glyphs

A glyph is an example of visual art that students construct to convey information about themselves or characters in texts they have studied. In this activity, students respond by creating an eye-catching glyph.

As a response to literature, students may select and use a range of symbols to represent ideas and issues that the text has provoked. Examples of glyphs can be found at:
http://s5jaudc.edu.glogster.com/romeo/
http://r0300628.edu.glogster.com/pandas-extinct/

Project one of the glyphs above onto the wall and discuss with the students what elements make an impact on the viewer. Consider how linguistic structures and features are used to position readers and viewers. Discuss how multiple images within the one text cumulate to build a strong impression of the character/text/topic.

Ask students to work in pairs to analyse another example of glyph from http://edu.glogster.com/glogpedia/

Ask students in pairs to create their own glyph of character/text/topic.

Responding variation: Collage

After viewing video footage of news stories accompanying current events, issue pages from current and past newspapers and magazines. Students can use these to create collages.

Students should then view other groups’ collages and respond by writing words on blank paper next to the visuals.

These words may be made into word ‘clouds’ using Wordle at: www.wordle.net

KWL

Select two texts on a topic that represent two different points in time (some examples are included below).

Prepare one enlarged copy of both texts, copies of the second text for students to use, KWL chart and the table to guide note-taking.

Research vocabulary from both texts that might be likely to feature in the ‘I wonder box’ (see table below).

Before examining the first text, discuss what students know about the topic and what they think they might learn by comparing texts from two different eras.

Make notes in the first two lines of a KWL chart:

<table>
<thead>
<tr>
<th>K</th>
<th>What I already know</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>What I want to learn</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
</tbody>
</table>

Text 1

1788

To cultivation of the ground they are utter strangers and wholly depend for food on the few fruits they gather: the roots they dig up in the swamps and the fish they pick along the shore or contrive to strike from their canoes with spears. (Taken from the diary of Captain Watkin Trench who arrived with the First Fleet in 1788.)
Teaching ideas for *Comprehension*

Think aloud about the main ideas and the repeated themes in the text with students and make notes on the following:

| Ideas that were repeated most often were: | I wonder box:  
(Research & discuss confusing/interesting words) |
|------------------------------------------|-------------------------------------------------|

I think the important issues in this text were:

Display this excerpt from the website below:

**Text 2**

2010

Explorers, such as Edmund Kennedy and Burke and Wills, preferred to kill and eat their own pack animals rather than hunt game or fish to supplement their supplies. Only when their provisions had dwindled to the point that the party was facing starvation, scurvy and dysentery did they hunt and gather food or accept the generous gifts of food presented by the friendly Aboriginals they met.

Taken from:  

Distribute individual copies of the second text.

Ask students to work in pairs to read the text and make notes using the structure provided.

| Ideas that were repeated most often were: | I wonder box:  
(Research & discuss confusing/interesting words) |
|------------------------------------------|-------------------------------------------------|

I think the important issues in this text were:

Re-group to share findings and complete the last section of the KWL chart collaboratively.

Students may also respond by composing a book cover or a glyph.
Teaching ideas for *Comprehension*

**Podcast summary**

Prepare a collection of electronic newspaper articles with visuals on a current topic.

Remind students how to determine the main idea from an article (sample below).

<table>
<thead>
<tr>
<th>Reading strategy</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before reading:</td>
<td>What do you think the text is going to be about?</td>
</tr>
<tr>
<td>Scan the text to predict main point.</td>
<td></td>
</tr>
<tr>
<td>While reading the text:</td>
<td>Did you find evidence to support prediction?</td>
</tr>
<tr>
<td>Who, What, Where, When, Why, How?</td>
<td></td>
</tr>
<tr>
<td>After reading:</td>
<td>What did you learn from the reading?</td>
</tr>
<tr>
<td>Think about what you have read.</td>
<td></td>
</tr>
</tbody>
</table>

Organise students into pairs.

Establish a scenario where each pair has been employed as news reporters for the local radio station.

Students are to use an audio recorder (e.g. Audacity) to record their summary from the newspaper article.

Prepare a collection of different texts on a current topic for students to browse. The texts may be in the form of print, audio, video, visual.

Repeat the above activity with students, providing more resources to access in order to create a summary of one topic.

**Analyse this**

Locate an electronic text, e.g. website, on a current topic that uses print and visual texts.

Prepare two sets of resources. One set will contain only the visual images from the source and the other will contain only print text from the source.

Organise students into pairs.

Give half the class the visual resources and the other half the print resources.

Ask students to discuss what meaning they can gather and infer from the resource.

After the activity, discuss as a class which set of resources was more effective and why.
Literacy Continuum K-6

Literacy Teaching Ideas: Reading Texts

NSW Education & Communities
NSW Curriculum and Learning Innovation Centre
Teaching ideas for Reading texts

Reading texts involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning. Texts include oral, aural, written, visual, electronic and multimodal texts.

Comprehension involves responding to:

- Responds to stories read aloud/viewed by connecting information to events and personal experiences.
- Describes favourite characters in stories.
- Gives a sequenced retell of a story when prompted.
- Recalls some details from illustrations in a story book.
- Predicts a plausible next event in a story.

Prior to school

1st cluster

- 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.

2nd cluster

- Reads one or two words in environmental print/texts.
- Reads some words in a sentence correctly.
- Holds a book the right way up.
- Identifies writing.
- 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.

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.
Teaching ideas for Reading texts

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.
Teaching ideas for *Reading texts*

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**Prior to school**

<table>
<thead>
<tr>
<th>2nd cluster</th>
<th>3rd cluster</th>
<th>4th cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reads one or two words in environmental print/texts.</td>
<td>• Reads one or more sentences correctly in environmental print/texts.</td>
<td>• Reads all or most of a more challenging story book.</td>
</tr>
<tr>
<td>• Reads some words in a sentence correctly.</td>
<td>• Reads one or more sentences correctly in a picture story book.</td>
<td>• Maintains fluency when reading texts with varied and irregular text and image placement.</td>
</tr>
<tr>
<td>• Holds a book the right way up.</td>
<td>• Uses context to predict meaning in texts and supplement decoding attempts.</td>
<td>• Pauses or hesitates when meaning is disrupted when reading.</td>
</tr>
<tr>
<td>• Differentiates between writing and pictures.</td>
<td>• Reads words using known letter/sound relationships.</td>
<td>• Reads aloud with increasingly appropriate pitch, intonation and fluency (RR level 5–8).</td>
</tr>
<tr>
<td>• Points to words using one-to-one correspondence when ‘reading’.</td>
<td>• Reads a number of ‘easy’ texts with an increasing number of high frequency words and illustrations that provide high support.</td>
<td>• Interprets meaning by answering an inferential question correctly.</td>
</tr>
<tr>
<td>• Reads some high frequency words correctly in simple, predictable texts, e.g. <em>my, I</em>.</td>
<td>• Begins to develop fluency and understanding by revisiting familiar texts.</td>
<td>• Responds to overall meaning in narrative and factual texts by talking about the central themes.</td>
</tr>
</tbody>
</table>

---

**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.
Teaching ideas for *Reading texts*

### 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.
Teaching ideas for **Reading texts**

**3rd cluster**
- 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.

**4th cluster**
- Provides a literal explanation when asked an inferential question.
- Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.
- Responds to questions about a character’s actions, qualities, characteristics by expressing an opinion about the character.
- Builds understanding by interpreting and discussing inferred meanings.

**5th cluster**
- 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).
- Responds to questions about a character’s actions, qualities, characteristics by expressing an opinion about the character.
- Builds understanding by interpreting and discussing inferred meanings.

**End Kindergarten**
- Reads texts with varied sentence patterns and per page.
- Demonstrates increased fluency by recognizing automatically when reading familiar texts.
- Recognizes when meaning is disrupted and ад when reading.
- Reads fluently and accurately with attention to punctuation.

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### 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.
Teaching ideas for Reading texts

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.
Teaching ideas for Reading texts

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.
## Teaching ideas for Reading texts

### 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.
Teaching ideas for *Reading texts*

**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.
### Teaching ideas for Reading texts

#### 5th cluster
- 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.

#### 6th cluster
- 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 (RI level 16–18).

#### 7th cluster
- Responds to texts by referring to prior experiences.
- Responds to and analyses a text by discussing a point of view presented in the text.
- Responds to and analyses a text by discussing a point of view presented in the text.
- Responds to texts by referring to prior experiences.

#### End Year 1
- Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.
- Builds understanding of how media texts can be interpreted.
- 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.

### 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.
Teaching ideas for Reading texts

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:

<table>
<thead>
<tr>
<th>Literary text</th>
<th>Factual text</th>
<th>Digital text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>My name:</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>looked at the pictures for clue</td>
<td></td>
</tr>
<tr>
<td>read on</td>
<td></td>
</tr>
<tr>
<td>made a guess</td>
<td></td>
</tr>
<tr>
<td>sounded the word out</td>
<td></td>
</tr>
<tr>
<td>had another go</td>
<td></td>
</tr>
</tbody>
</table>
Teaching ideas for Reading texts

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:

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

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.
Teaching ideas for *Reading texts*

- Responds to texts by referring to prior experiences.
- Responds to and analyses a point of view presented in the text.
- 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.

### 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.
Teaching ideas for *Reading texts*

**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.
Teaching ideas for Reading texts

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.
Teaching ideas for *Reading texts*

**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.
Teaching ideas for Reading texts

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 Surveying, Questioning, Reading, Reciting (or Recalling) and Reviewing, such as:

<table>
<thead>
<tr>
<th>SQ3R</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey</strong></td>
<td>Record important titles and subtitles from work.</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>Write answers to questions above.</td>
</tr>
</tbody>
</table>

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Teaching ideas for Reading texts

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 to 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 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.
Teaching ideas for Reading texts

Preview the next few chapter headings. This leads into Questioning (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.


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.
Teaching ideas for Reading texts

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

**Early days on the goldfields**

![Image of 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**

<table>
<thead>
<tr>
<th>Before reading</th>
<th>After reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early days on the goldfields</strong></td>
<td>I think this probably means the beginnings of goldmining or it could mean they have to get up early to go to work.</td>
</tr>
<tr>
<td><strong>Photo 1</strong></td>
<td>The caption says this was used to pan for gold not dig.</td>
</tr>
<tr>
<td><strong>Map</strong></td>
<td>This is probably where the goldfields were located in Australia.</td>
</tr>
<tr>
<td><strong>Photo 2</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

Review each prediction before reading the corresponding passage.

*Think aloud* to fill in the *After reading* part of the ‘think sheet’.
Teaching ideas for *Reading texts*

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prediction (Before reading):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What the text says (After reading):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Teaching ideas for *Reading texts*

### Reading fluency checklist

<table>
<thead>
<tr>
<th>Statement</th>
<th>□</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read familiar texts smoothly and continuously.</td>
<td></td>
</tr>
<tr>
<td>I demonstrate confidence when reading.</td>
<td></td>
</tr>
<tr>
<td>I include natural pauses and breaks when reading.</td>
<td></td>
</tr>
<tr>
<td>I use an appropriate speed when reading (not too fast or slow).</td>
<td></td>
</tr>
<tr>
<td>I read with the appropriate expression (not monotone/like a robot).</td>
<td></td>
</tr>
<tr>
<td>I am aware of punctuation and syntax (English rules) when reading.</td>
<td></td>
</tr>
<tr>
<td>When I encounter a difficult or unknown word, I either:</td>
<td></td>
</tr>
<tr>
<td>• reread the sentence</td>
<td></td>
</tr>
<tr>
<td>• read ahead to gain more information</td>
<td></td>
</tr>
<tr>
<td>• break the word up into syllables</td>
<td></td>
</tr>
<tr>
<td>• sound out the word letter by letter.</td>
<td></td>
</tr>
</tbody>
</table>

### 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.


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

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

<table>
<thead>
<tr>
<th>Rule 1: Check context clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Look at the words before and after the familiar word to see if any of the five types of clues above are present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 2: Break it up</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Look at the unfamiliar word again to see if there is anything you recognise.</td>
</tr>
<tr>
<td>• Look for the root word in the middle (it is a word that can't be broken into a smaller part).</td>
</tr>
<tr>
<td>• Look for a prefix at the beginning of the word. Do you know any other words that begin like this?</td>
</tr>
<tr>
<td>• Look for a suffix at the end of the word. Do you know any other words that end like this?</td>
</tr>
<tr>
<td>• Think about all these clues and how they help you to determine the meaning of the word.</td>
</tr>
</tbody>
</table>

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.
Teaching ideas for Reading texts

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):

<table>
<thead>
<tr>
<th>Navigator 1 name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigator 2 name:</td>
</tr>
<tr>
<td>Title of website:</td>
</tr>
<tr>
<td>Check point 1:</td>
</tr>
<tr>
<td>Check point 2:</td>
</tr>
<tr>
<td>Check point 3:</td>
</tr>
<tr>
<td>Check point 4:</td>
</tr>
<tr>
<td>Check point 5:</td>
</tr>
<tr>
<td>Check point 6:</td>
</tr>
<tr>
<td>Check point 7:</td>
</tr>
<tr>
<td>Check point 8:</td>
</tr>
<tr>
<td>Check point 9:</td>
</tr>
<tr>
<td>Check point 10:</td>
</tr>
<tr>
<td>Finish:</td>
</tr>
</tbody>
</table>

**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

10th cluster

- 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.

11th cluster

- 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.

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.
Teaching ideas for Reading texts

**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.
Teaching ideas for Reading texts

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

<table>
<thead>
<tr>
<th>Paired reading roles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reader</strong></td>
</tr>
<tr>
<td>• Read through passage silently.</td>
</tr>
<tr>
<td>• Check what it is about and decide on what the listener will be most interested in.</td>
</tr>
<tr>
<td>• Tell the listener what the passage is about.</td>
</tr>
<tr>
<td>• Decide how to read the passage to make it interesting to the listener.</td>
</tr>
<tr>
<td>• Check that he/she is ready to listen and then begin reading.</td>
</tr>
</tbody>
</table>

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.

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:

<table>
<thead>
<tr>
<th>Reader: How well did you read?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Really well</td>
</tr>
<tr>
<td>2. Really well</td>
</tr>
<tr>
<td>3. Really well</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>How did your partner get better?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read more smoothly</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>DISSECT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>D discover the context (look at text features and ‘read around’ the word).</td>
</tr>
<tr>
<td>I isolate the prefix (by dividing it from the root).</td>
</tr>
<tr>
<td>S separate the suffix (by dividing it from the root).</td>
</tr>
<tr>
<td>S say the stem (by reading what is left of the word).</td>
</tr>
<tr>
<td>E examine the stem (by dividing the letters and applying rules below).</td>
</tr>
<tr>
<td>C check with someone.</td>
</tr>
<tr>
<td>T try the dictionary.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Rule 1:</th>
<th>If the stem or part of the stem begins with a vowel, divide off the first two letters.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If it begins with a consonant, divide off the first three letters.</td>
</tr>
</tbody>
</table>

| Rule 2: | If you can’t make sense of the stem after using Rule 1, take off (cross out) 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.
Teaching ideas for Reading texts

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>
<thead>
<tr>
<th>Table of contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter mentioning topic:</td>
</tr>
<tr>
<td>Index</td>
</tr>
<tr>
<td>Number of pages for this topic:</td>
</tr>
<tr>
<td>Recommended: Yes/No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Headings and subheadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of text:</td>
</tr>
<tr>
<td>Visuals: Charts, graphs or diagrams</td>
</tr>
<tr>
<td>What's important?:</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Chapters:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blurbs:</td>
<td></td>
</tr>
<tr>
<td>Preface:</td>
<td></td>
</tr>
</tbody>
</table>

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

11th cluster

- 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 …
Teaching ideas for Reading texts

Example of a story frame:
Write notes under each category and note the page number where you found the information.

<table>
<thead>
<tr>
<th>Setting:</th>
<th>Place:</th>
<th>Time:</th>
<th>Page number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters:</td>
<td>Problem:</td>
<td>Resolution:</td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Comments</th>
<th>Rate: Your top three</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prompts for comments could include:

<table>
<thead>
<tr>
<th>A person who would like this would be someone who …</th>
<th>I don’t think I would like this book because …</th>
<th>I would like to find out more about …</th>
<th>This book reminds me of …</th>
</tr>
</thead>
</table>

Extension:
Design a TV ad or poster for the top text you read.
Share it with your group.
Teaching ideas for Reading texts

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:

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>This symbol confirms something I already knew: “I knew that.”</td>
</tr>
<tr>
<td>—</td>
<td>Contradicts what I thought: “I thought differently.”</td>
</tr>
<tr>
<td>?</td>
<td>This confuses me: “I don’t understand this.”</td>
</tr>
<tr>
<td>!</td>
<td>Something new: “I didn’t know that!”</td>
</tr>
</tbody>
</table>

Use the Insert symbols below to help you monitor your thinking as you read.

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.
Teaching ideas for Reading texts

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.
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)

<table>
<thead>
<tr>
<th>Leader</th>
<th>Clunk expert</th>
<th>Announcer</th>
<th>Encourager</th>
<th>Reporter</th>
<th>Timekeeper</th>
</tr>
</thead>
</table>

**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.
Teaching ideas for *Reading texts*

**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).
Teaching ideas for Reading texts

• 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.

<table>
<thead>
<tr>
<th>Text hunt activities:</th>
<th>Text hunt activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>Secret word 1:</td>
</tr>
<tr>
<td>Instruction 2: Log on to your DETC email and follow the instructions …</td>
<td>Secret word 2:</td>
</tr>
<tr>
<td>Instruction 3: Listen to the podcast …</td>
<td>Secret word 3:</td>
</tr>
<tr>
<td>Instruction 4: Navigate to the website …</td>
<td>Secret word 4:</td>
</tr>
<tr>
<td>Instruction 5: View the vidcast …</td>
<td>Secret word 5:</td>
</tr>
<tr>
<td>Instruction 6: View the photograph …</td>
<td>Secret word 6:</td>
</tr>
<tr>
<td>Instruction 7: Find the blog post authored by …</td>
<td>Secret word 7:</td>
</tr>
<tr>
<td>Instruction 8: On the wiki, locate the second subheading …</td>
<td>Secret word 8:</td>
</tr>
</tbody>
</table>

The secret focus question is:

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Our pair’s response to the focus question: