

A BALANCED READING PROGRAM



CLASSROOM READING STRATEGIES

READING ALOUD

The focus of reading to students is on sharing a text for pleasure to share an enjoyment and love of reading. It is not for the explicit reading of such things as reading strategies, language structures or vocabulary. When reading to students, effective reading behaviours and a positive attitude can be demonstrated. By choosing a wide variety of texts that appeal to students, it will enable students to make personal connections, expand their world knowledge, challenge their thinking and create an emotional response.

SELECT APPROPRIATE TEXT... The text selected could be a C2C recommended text, or a text the students or teacher have recommended.

STEP 1: PRE-PLANNING ...

Teacher pre-reads the text and plans how much of the text will be read per session and consider what concepts, prior knowledge and questions will need to be developed or asked

STEP 2: BOOK INTRODUCTION ...

Introduce the text to students and explain why it has been chosen

STEP 3: ACTIVATE THE STUDENTS' PRIOR KNOWLEDGE ...

Refer to p. 31 Teaching Reading Comprehension Strategies – Sheena Cameron

STEP 4: READ...

Teachers read the text with as little interruption as possible.

STEP 5: REFLECT AND RESPOND....

Allow time for the students to respond and reflect on the reading

STEP 6: AFTER READING ENTIRE TEXT...

Make text available for students to explore further independently

MODELLED READING

The focus of modelled reading is on the explicit planning and demonstration of selected reading behaviours. This regularly includes the demonstrating of comprehension and word identification strategies. Students participate by actively listening and watching rather than contributing, suggesting and pursuing discussion.

When using modelled reading it is important to choose a text that is most suited to demonstrate the selected reading behaviour.

Clear “think aloud” statements are used.

The focus is singular or limited in a session, and the same behaviour is modelled many times.

SELECT APPROPRIATE TEXT...

Determine the focus of the session and choose a text that allows multiple demonstrations of that particular reading behaviour. Pre-read the text to determine the places where a “think aloud” statement will be used to demonstrate the specific reading behaviour. Consider the language that will be used at each selected place in the text.

STEP 1: TUNING IN...

Explain the reading behaviour that will be demonstrated and why the text was chosen

STEP 2: BOOK INTRODUCTION AND READING...

Introduce the text. Pause at pre-determined places in the text to think aloud and demonstrate the behaviour.

STEP 3: AFTER MODELLING...

Review the selected focus with a brief question / discussion time. If appropriate create a model of the reading behaviours

STEP 4: FOLLOWING ON...

After modelling, students practise the reading behaviour in their shared, guided and independent reading sessions.

SHARED READING

Shared reading provides opportunities for the teacher and students to work together using an enlarged text to gain meaning from text and to examine the reading process. Of paramount importance is building students' confidence in themselves as readers, and promoting enjoyment in the class sharing texts. Initially, the teacher may do much of the reading, however, as students become more familiar with the text they will assume more control.

SELECT APPROPRIATE TEXT...

Select an enlarged text that contains appropriate challenges and supports for students. Ensure all students can clearly see the enlarged text (big book, chart, data projection...) and illustrations

STEP 1: BOOK INTRODUCTION ...

Discuss and establish students' prior knowledge of the topic, discuss purpose of text and type of text

STEP 2: READ...

Teachers read the text, focusing on meaning. Pause for predictions if appropriate, inviting the students to join in if the text is suitable. To assist in establishing meaning demonstrate how the cues can be used when readers are faced with a new or unfamiliar word

STEP 3 DISCUSS...

Discuss personal responses to the text. If appropriate, focus on concepts about print and organizational features

STEP 4: WORKING WITH THE TEXT (Teaching focus)...

Select some aspect of the text for explicit teaching – demonstrate a specific reading strategy, focus on grammatical structures, vocabulary development, sound or letter knowledge, literal or inferential meanings.

STEP 5: RE-READ...

Re-read the text, encouraging children to join in

GUIDED READING

Guided reading provides an opportunity for teachers to encourage students to talk, read and think their way through a text while assisting them to develop appropriate reading strategies.

SELECT APPROPRIATE TEXT...

Guided reading requires that each child work with an individual copy of the text. The text will most often be one the students have not previously read. The selected text should be based on students' reading and developmental needs. The text should be known by the teacher as they need to be aware of the questions they are likely to ask students to support their reading

STEP 1: TUNING IN...

This step alerts children to the topic or subject matter of the text about to be read. Teachers may activate children's prior knowledge or build up that knowledge prior to reading.

STEP 2: BOOK INTRODUCTION...

This step is used to provide adequate support for when the student reads the text independently. Teacher introduces the book to the children, discussing the illustrations, questioning and eliciting some of the language patterns used in the text and highlighting potentially difficult words

STEP 3: INDEPENDENT READING...

Children read the text independently, to themselves or quietly with the teacher as the teacher monitors the reading, assisting where necessary

STEP 4: DISCUSSION...

At this step meaning is clarified and opinions sought and justified.

STEP 5: TEACHING...

The teacher selects some aspect of the text for explicit teaching in order to further literacy skills as outlined in the year level program.

INDEPENDENT READING

Independent reading is when students independently apply previously learnt reading strategies to a self-selected text. Students read silently and take responsibility to work through any challenges presented by the text. Peer / partner reading may be a form of independent reading. All students in the group are reading and the session is uninterrupted. Students will be asked to respond to the text (before, during or after reading).

PRE-PLANNING....

Ensure a range of appropriate reading material is available for students to access and select. Ensure classroom routines and structures have been established and student monitoring processes/checklists have been explained to students.

STEP 1: CONDUCTING...

Re-iterate the established procedure and expectations for the independent reading session. Have students select their own text and read for the allocated time.

STEP 2: REFLECTING....

Provide time for the students to reflect on their reading.

STEP 3: AFTER INDEPENDENT READING...

Provide opportunities for students to respond to the text e.g. journal writing, blog, oral discussion with a partner.

PEER/PARTNER READING

Children benefit from opportunities to work with partners to share the joy of talking about a book that has been read and enjoyed by both. The book talk that students have about a book that has been enjoyed is a powerful way of deepening the understanding of the story or piece. We need to offer opportunities for this activity in the reading program that we have in our classrooms. Partner reading can begin in Prep.

When we have partner reading at any grade level the following elements remain constant:

- The partners are paired by ability, that is, they are reading similar material and use a similar range of strategies for comprehending the text.
- The partners read the same book, either simultaneously or independently, depending on the task, although more fluent readers usually read independently.
- The partners read the text, usually agreeing to either read the entire book, if short, or part of the book, if longer or by number of pages, or number of chapters for more fluent readers.
- The partners remain constant, and work through a variety of texts, supporting each other when sharing their thoughts after the reading, and learning from each other.
- As students work towards becoming fluent readers able to use all of the deep comprehension strategies at an independent level the partners select books that are close or at their appropriate level.

PARTNER PLANNING

- Planning for reading such as choosing a book – what will we read?
- How will we read the book? If early childhood learners then perhaps it will be one book and they will take turns, reading a page then talking, reading then talking.
- What does it look like? Partners sit shoulder to shoulder with book in the middle in early childhood partner reading. Perhaps partners do some quiet individual reading then come back to talk after reading a chapter.
- How do partners listen to each other? Look at your partner. Look at the words your partner is reading.
- Partners decide on the reading and talking to be done, before reading silently or using Post- its to remind themselves of the parts they want to talk about.

PEER/PARTNER READING LANGUAGE & METHODS

ORGANISING THOUGHT FOR THE TALK

• Starter phrases

- I noticed...
- One thing is pictured was...
- It reminded me of...
- I like the part in which...(or I didn't like)
- I wonder why...
- What would have happened if...
- I was surprised to see...
- It wasn't fair when...

USING SOME WHOLE CLASS BOOK TALK WITH PARTNERS

These responses could be used with partners:

- I agree with what you are saying because...
- What you just said matches what was in my mind because...
- What made you say that? Show me how you got that idea...
- Could you say more?
- Could you give me an example?
- Could you say that in another way to make it clearer for me?
- I'm not sure I agree with you because...

PARTNERS COULD ASK THEMSELVES THESE QUESTIONS (more advanced readers)

- What is really important about this story?
- What does this story say about the world?
- What does this story say about my life?
- What is the point of this story for me?
- Why did the author write this story?
- What is this story trying to tell me?
- What is the big idea in this story?
- What is the idea underneath this story?
- What is the moral of this story?
- What is the story's theme?
- How would I change myself if I took this story seriously?

PARTNERS COULD TALK ABOUT

- Favourite parts
- Confusing parts
- Parts that remind us of our own lives
- Parts that remind us of another book
- Parts we could have written better done
- Parts where we admire what the author has

Critical Questions that can be asked of texts:

These questions can be asked of most spoken, written, visual, multimedia and performance texts. They encourage students to question beliefs that often are taken for granted.

Textual Purpose[s]:

- What is this text about? How do we know?
- Who would be most likely to read and/or view this text and why?
- Why are we reading and/or viewing this text?
- What does the composer of the text want us to know?

Textual Structures and Features:

- What are the structures and features of the text?
- What sort of genre does the text belong to?
- What do the images suggest?
- What do the words suggest?
- What kind of language is used in the text?

Construction of Characters:

- How are children, teenagers or young adults constructed in this text?
- How are adults constructed in this text?
- Why has the composer of the text represented the characters in a particular way?

Gaps and Silences:

- Are there 'gaps' and 'silences' in the text?
- Who is missing from the text?
- What has been left out of the text?
- What questions about itself does the text not raise?

Interrogating the Composer:

- What kind of person, and with what interests and values, composed the text?
- What view of the world and values does the composer of the text assume that the reader/viewer holds? How do we know?

Multiple Meanings:

- What different interpretations of the text are possible?
- How do contextual factors influence how the text is interpreted?
- How does the text mean?
- How else could the text have been written? How does the text rely on inter-textuality to create its meaning?

Power and Interest:

- In whose interest is the text?
- Who benefits from the text?
- Is the text fair?
- What knowledge does the reader/viewer need to bring to this text in order to understand it?
- Which positions, voices and interests are at play in the text?
- How is the reader or viewer positioned in relation to the composer of the text?
- How does the text depict age, gender and/or cultural groups?
- Whose views are excluded or privileged in the text?
- Who is allowed to speak? Who is quoted?
- Why is the text written the way it is?

Whose View: Whose Reality?

- What view of the world is the text presenting?
- What kinds of social realities does the text portray?
- How does the text construct a version of reality?
- What is real in the text?
- How would the text be different if it were told in another time, place or culture?