North Coast Region

Framework for the Teaching of Reading

2012

<u>Forward</u>:-

The North Coast Region Reading Framework has been developed using the Highfields/Cecil Plains State School Reading Program.

This Reading Program has been adapted in consultation with the following Reading Programs: DDSW Regional Draft Reading Program, Wondai State School Reading Program, Hattonvale State School Reading Program, and Jandowae State School Draft reading Program.

<u>Rationale</u>:-

In North Coast Region (referred to as NCR), reading is an integral part of all Key Learning Areas and Cross Curricular teaching and learning experiences. Students are assessed, mapped and tracked individually. Collaboratively, teachers and students set short and long term targets within a 5 week cycle.

We encourage the triangulation of data, where schools articulate 3 different data collection tools to accurately and effectively gather 'live' data on a regular basis (e.g. every 5 weeks).

We encourage the use of data walls to plot and track individual students with the goal of moving each and every child forward.
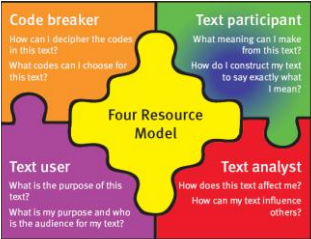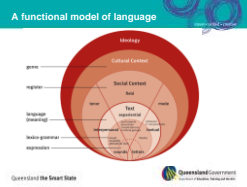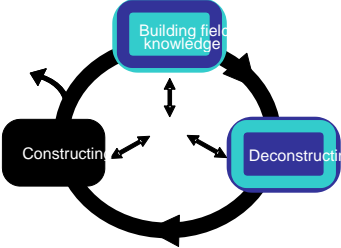

<u>Acknowledgements</u>:-

This document has been compiled from contributions from the following people –

- Deb Lawrence (PEA-AC English)
- Wendy Egan (Literacy Coach – Walkervale)
- Aminta Miller (PEA-AC English)
- Gaynor Williams (PEA-AC English)
- Jo Collins (TAT team)
- Toni Case(TAT team)
- Chelsea Donaldson (TAT team)

Section 2. **What do we know about reading?**

Theory around the teaching of reading has remained consistent, through approaches and pedagogies that have evolved over time. In the North Coast Region we use the following theories and models to underpin our teaching:-

Framework		School-based Use
ACARA English		For providing over-arching program goals.
First Steps in Reading (2004)		A resource which provides professional knowledge about and practical tools for the explicit teaching of reading.
Four Resources Model Luke and Freebody (1999)		For examining the existence of balance in literacy teaching and learning practices.
Model of Language (Halliday's Systemic Function Linguistics Model 1994)		For developing depth of grammatical understanding about how our language works and how text types are used to speak, read and write effectively.
Productive Pedagogies (2004)		For questioning the rigour of teaching and the existence of quality access and connectedness to the curriculum.
Teaching/Learning Cycle (Literacy: Key to Learning 2007)		For questioning whether the teaching is too implicit for students and ensuring that what is assessed has actually been taught through explicit teaching and scaffolded learning.
Dimensions of Teaching and Learning/(ASOT)		For embedding the teaching of reading into the curriculum and foregrounding the students reading as the focus for improvement.

1. What are the aspects of teaching reading?

There are two distinct aspects to the teaching of reading – **decoding and comprehension**. They work together to simultaneously facilitate effective reading. The developmental nature of reading is such that in the lower primary years the ratio of decoding to comprehension instruction may be 70:30. By the upper primary years, it may be more like 20:80. This ratio impacts on the design of reading programs. Thus the range of explicit teaching experiences offered to students varies across the years of primary schooling. This aligns with the message presented in the five day literacy training - Literacy the Key to Learning - where there is a shift from **Learning to Read** to **Reading to Learn** as children progress through the years of schooling.

Decoding -Teaching of decoding in NCR is based on <u>Pearson's Cueing System</u> (1976).The '*Focus On Phonics Kit'* (Appendix 1.2) provided to schools, has three booklets which provide detailed information on graphophonics and phonemic awareness. Where to find "Focus On Phonics <u>https://learningplace.eq.edu.au/cx/resources/items/64032b89-6bac-f41d-9983-90b6dfb51b73/1/index.html</u> (In NCR, decoding is based on the phonics teaching sequence identified in the National Curriculum. 'Words Their Way' is also a tool for the teaching of phonics.)

Comprehension -Teaching of comprehension strategies in the NCR is based on various researched models and frameworks which might include: the *Four Resources Model* – Code Breaker, Meaning Making, Text User, Text Analyst (Appendix 1.4); **PM** guidelines for teaching; Wings reading assessment; First Steps in Reading; Teaching Reading Comprehension Strategies (Sheena Cameron); **QAR Now** (Taffy E. Raphel, Kathy Highfield, Kathryn H. Au); and **PROBE** Reading Comprehension Assessment.

Professional Knowledge – In the NCR, we encourage schools to adapt and adopt a whole school approach to the teaching of reading. It is vital that all staff in the school speak the same metalanguage and provide the same explicit instruction agreed upon by the school community i.e. whole school consistency. Some examples of a whole school approach might include the entire staff being trained in *First Steps in Reading.* This resource combines both the decoding and comprehending strategies into a single model. All staff members should read the document <u>'Lead 21 Reading Comprehension'</u> (Appendix 1.5) as background knowledge to their teaching of reading. In the NCR, Higher Order Thinking Skills should be embedded in the teaching of reading across the KLAs. Schools may choose a framework for teaching metacognition and higher order thinking when reading such as QAR (Question Answer Relationship).

How Does Reading Fit into the Curriculum?

In the <u>**Australian Curriculum – English,**</u> the core reading content descriptors are located in the **literacy strand**, then in the **sub-strand 'interpreting, analysing and evaluating'**. However, reading practices are embedded across all strands of English.

Reading and literacy learning activities are also embedded in all Learning Areas of the Australian Curriculum. Literacy elements of these learning areas must be explicitly taught. Reading presents not only the opportunity to build field knowledge, but to study the language features typical of texts encountered in the Learning Areas of:
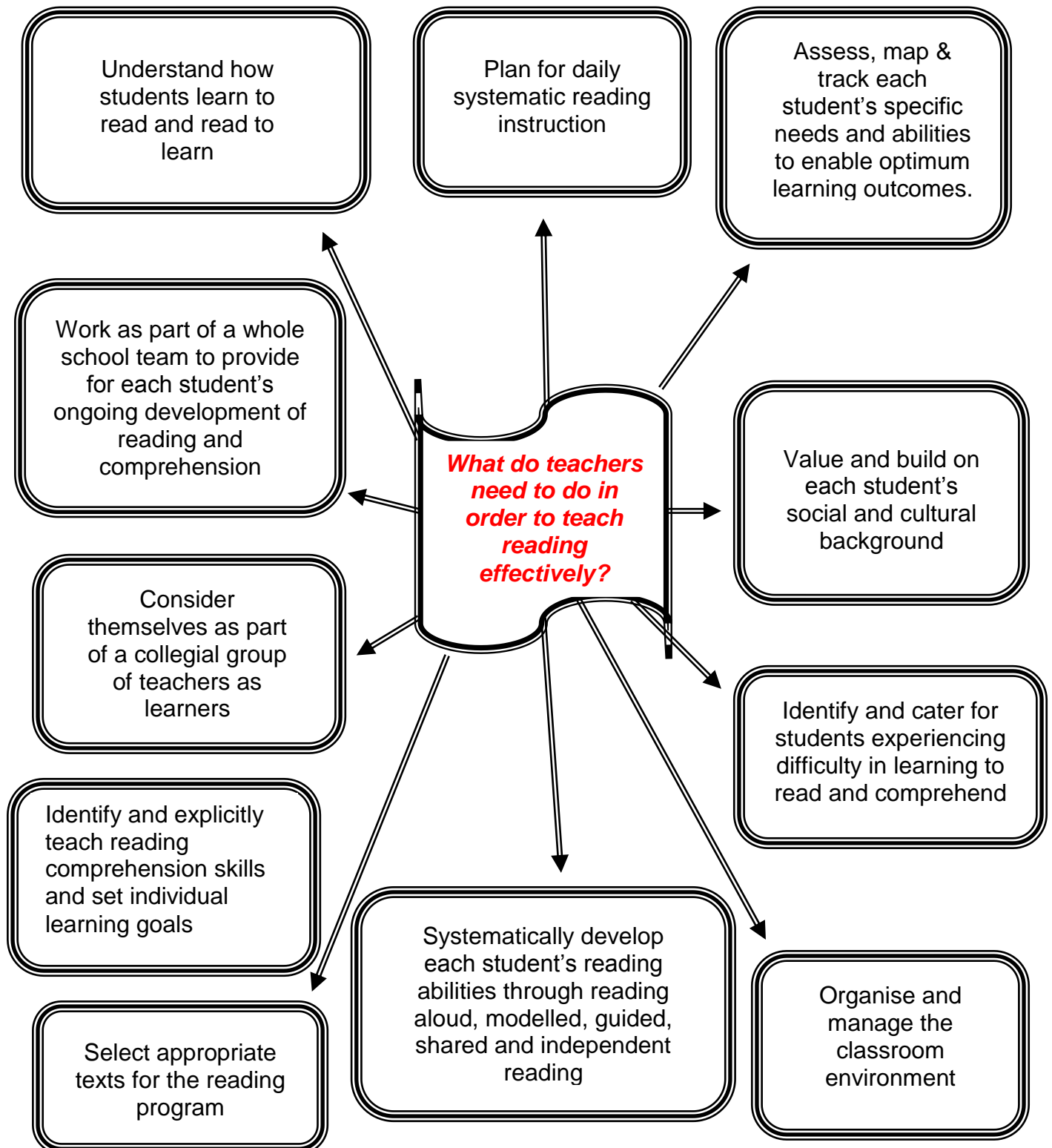- English
- Mathematics
- Science
- Health and PE
- Humanities and Social Science (History, Geography, Economics and Business, Civics and Citizenship)
- The Arts
- Languages
- Technologies (Design & technology and ICT)

Reading is addressed in the **general capabilities- <u>literacy</u>** of the other Learning Areas of the Australian Curriculum.

Education Queensland - Teaching and Learning is supporting schools with their 'Teaching Reading' resources including the 5 key aspects of the teaching of reading:

- Fluency
- Broad and deep vocabulary
- Active comprehension strategies
- Knowledge of texts and textual features
- Knowledge of the world

(**C2C** unit resources incorporate the teaching of these 5 key aspects)

Understand how students learn to read and read to learn

Plan for daily systematic reading instruction

Assess, map & track each student's specific needs and abilities to enable optimum learning outcomes.

Work as part of a whole school team to provide for each student's ongoing development of reading and comprehension

What do teachers need to do in order to teach reading effectively?

Value and build on each student's social and cultural background

Consider themselves as part of a collegial group of teachers as learners

Identify and cater for students experiencing difficulty in learning to read and comprehend

Identify and explicitly teach reading comprehension skills and set individual learning goals

Systematically develop each student's reading abilities through reading aloud, modelled, guided, shared and independent reading

Organise and manage the classroom environment

Select appropriate texts for the reading program

How do we teach reading?

In the NCR we consider the following to be important.

- teach reading across all learning areas
- employ reading procedures (reading aloud, modelled, shared, guided, and independent)
- build the teaching of reading into the weekly timetable
- explicitly teach reading strategies
- apply the principles and use the resources from informing frames e.g. *First Steps in Reading*
- differentiate the program to cater for students of different abilities
- use a variety of types of texts including real life and commercial texts
- use ICTs to read, view and study texts and to respond to text
- use assessment of, for and as learning to inform teaching and to evaluate student learning (5 week cycle).
- understand the choice of text is paramount to the quality of the teaching of reading (see the ACARA standards for advice on choice of text).
- select texts determined by the teacher's selected focus, students' needs and matched to the child's reading ability.
- Map/track student progress and ensure all parties involved are informed

Possible Tools and Assessments schools could use include:

- PAT-R
- Probe
- First Steps Reading Map of Development
- C2C checklists and comprehension assessment tasks
- PM Benchmark Kit

For specific definitions please refer to:

Australian Curriculum English Glossary

What are the Reading Procedures?

<table>
<tr><td colspan="4" align="center">**1. Reading Aloud to Students**</td></tr>
<tr>
<td>**Definition**</td>
<td colspan="3">The focus of reading to students is on sharing a text for pleasure and not on explicit teaching e.g. such things as reading strategies, language structures or vocabulary. However, reading aloud to students familiarises them with effective reading behaviours and a positive attitude can be demonstrated. It helps students to discover that books are worthwhile and can assist in developing a lifelong love of literature. Because the teacher controls the unfolding of the storyline or sequence, texts can be chosen that are more sophisticated than the students are able to read themselves. Students can also be encouraged to provide texts they have enjoyed. Critical thinking skills can also be developed as the students explore the meanings in the text.</td>
</tr>
<tr>
<td>**Our school approach**</td>
<td colspan="3">Daily joyous reading of picture books, novels or other quality texts, print or multimodal. (10mins) Primary Focus.
Weekly exposure to quality texts through library program (teacher directed linked to classroom program), including new fiction and relevant non-fiction materials, print or multimodal.
Texts must be available to students afterwards to re-read at other times.
Reading is uninterrupted</td>
</tr>
<tr>
<td rowspan="2">**Procedure s/ Roles**</td>
<td align="center">**Reading Procedures**</td>
<td align="center">**Teacher Role**</td>
<td align="center">**Student Role**</td>
</tr>
<tr>
<td>-Share text for pleasure/enjoyment
-Enable students to become familiar with effective reading behaviours
-Assist students to discover that books are worthwhile and can assist in a life-long love of literature
-Texts can be chosen that are more sophisticated than students are able to read themselves.</td>
<td>-Control unfolding of story-line or sequence
-Read with expression, changing intonation/tone
-Show enjoyment</td>
<td>- Actively listen
- Enjoy the text
- Enjoy the meaning of the text</td>
</tr>
</table>

2. Modelled Reading

Definition	In modelled reading, the teacher demonstrates reading behaviours and verbalises the cognitive processes involved with those reading behaviours. The focus is on the explicit planning and demonstration of selected reading behaviours. Students participate by actively listening and watching rather than by contributing, suggesting and pursuing discussion. The same behaviour is modelled many times. This is demonstrated in the *Insight into Inference* DVD issued to all schools.
Our school approach	• The teacher chooses a text for its suitability to teach a particular reading behaviour • Sessions are brief (5-10 mins) but occur regularly in the weekly timetable • Use of a variety of types of texts. • Clear 'think aloud' statements are used

	Reading Procedures	Teacher Role	Student Role
Procedures/Roles	- teacher reads a carefully selected text aloud to the whole class - explicit planning and demonstration - teacher demonstrates reading strategies and behaviours by sharing the reading process with students - focus on fluent, expressive and proficient reading and expanding access to texts beyond student ability - same behaviours must be modelled many times	- choose text to teach particular reading behaviour - read to students - demonstrate - explain - instruct - interpret student responses	- to watch - engage - actively listen - follow - share - question - participate - explain what they saw the teacher doing - retell the sentence stems they heard the teacher use

3. Shared Reading

Definition	In shared reading, teachers and students work together and share their ideas. This procedure offers a teacher-managed blend of modelling, choral reading and focussed discussion. Strategies for making sense, problem-solving and reading fluently are modelled and made explicit. Shared reading provides a springboard for working with smaller groups to extend or consolidate reading behaviours or knowledge at different levels.
	
	Shared reading provides options for many teaching points, such as:
	• reading strategies – mental processes that occur during reading
	    decoding – sounding out, chunking, adjusting reading rate, reading on and re-reading
	    comprehending – paraphrasing/ summarising, synthesising, connecting, predicting, self-questioning, creating images, determining importance, comparing, using analogy, skimming, scanning, inferring, consulting a reference
	• phonemic awareness, phonics and spelling
	• high frequency words
	• fluency
	• types of texts - language and structural features

Our school approach	• Whole class activity/small groups • Text is visible and accessible to all • Explicit teaching of language features • Linked to English or other LA (learning area) literacy • Linked to assessment tasks in English or other LA • Provides the springboard for further guided reading and writing, including differentiated activity groupings • Linked to spelling and vocabulary studies • There must be multiple readings of the text. • Texts suitable for shared reading include big books, overhead transparencies, songs, poems, posters, newspapers, magazines – print or multimodal • Vocabulary building e.g. use of Words Their Way

	Reading Procedures	Teacher Role	Student Role

Procedures\Roles	- teacher/students work together to share ideas
	- must be multiple readings of the text
	- teacher-managed blend of modelling, choral reading and focussed discussion
	- whole-class shared reading provides a springboard – working with smaller groups to extend/consolidate reading behaviours or knowledge at different levels
	- provides options for teaching points
	  ▪ oral language
	  ▪ phonological & phonemic awareness
	  ▪ phonics
	  ▪ decoding and encoding
	  ▪ reading comprehension
	  ▪ broad and deep vocabulary
	  ▪ knowledge of text and textual features
	  ▪ world knowledge (critical literacy)
	  ▪ metalanguage of reading
		- re-reads most of the text
		- model and make explicit the strategies for making sense, problem solving and reading fluency
		- explicit teaching of focus language features
		- show
		- demonstrate
		- explain
		- instruct
		- interpret student responses
		- model own responses
		- summarise
		- clarify
			- read
			- talk
			- share
			- predict
			- question
			- participate
			- construct meaning
			- summarise

4. Guided Reading

Definition	Guided reading is the bridge between shared reading and independent reading. Reading strategies are taught during **shared reading**, so that students can practise them individually. In guided reading they use these strategies with teacher support. In guided reading the teacher works with a small group of students to support each reader's development of effective strategies for processing new texts at increasingly challenging levels of difficulty. **The teacher focuses on the strategy already introduced in shared reading and the students use it with teacher guidance.** The support given by the teacher varies according to the confidence and competence each student displays when reading a particular text utilising the "Gradual release of Responsibility Model". The purpose of guided reading is to enable students to use and develop strategies "on the run". They focus primarily on constructing meaning while using problem solving strategies to figure out words they don't know, deal with tricky sentence structure, and understand concepts or ideas they have not previously met in print. The ultimate goal in guided reading is to help students use reading strategies automatically. Texts need to provide a challenge without being so difficult that readers become discouraged (**instructional level-90-95% Accuracy; 75% Comprehension or higher**). Guided reading with more fluent readers, whilst continuing to develop reading strategies, takes a heavier focus in making meaning at increasingly complex levels. Bloom's Taxonomy or The Four Resources Model can be useful tools for working with texts at this level. Fluent readers can spend more time exploring the language and structural features of the text.
Our school approach	Small group activities • Most of the reading is silent; reading aloud is reserved for substantiation. • <u>Protocols for guided reading</u> should be followed • A detailed guided reading plan should be evidenced • Students respond to text e.g. Reading Logs • When oral reading occurs roles are carried out – e.g. Literature Circles/Reciprocal teaching / Reading Detective

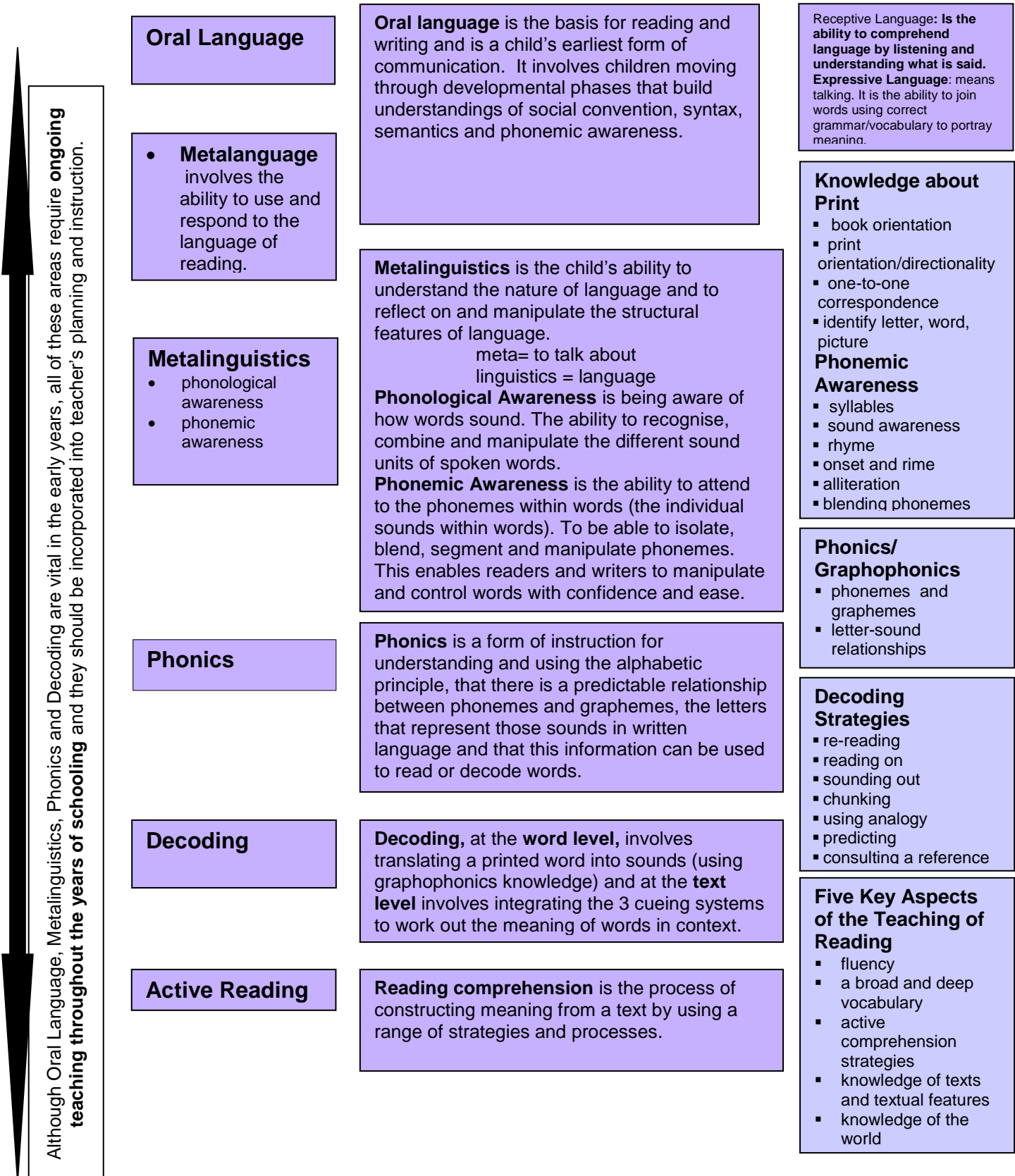| **Reading Procedures**	**Teacher Role**	**Student Role**
- guided reading is the bridge between shared reading and independent reading - reading strategies are taught during shared reading, so that students can practise them individually - in guided reading, they use these strategies with teacher support - teacher focuses on the strategy already introduced in shared reading and the students use it with teacher guidance - the purpose of guided reading is to enable students to use and develop strategies 'on the run' They focus primarily on constructing meaning while using problem solving strategies to figure out words they don't know, deal with tricky sentence structure, and understand concepts or ideas they have not previously met in print - the ultimate goal in guided reading is to help students use reading strategies automatically - texts need to provide a challenge without being so difficult that readers become discourage (instructional level) - guided reading with more fluent readers, whilst continuing to develop reading strategies, takes a heavier focus in making meaning at increasingly complex level. Bloom's Taxonomy or The Four Resources Model can be useful tools for working with texts at this level. Fluent readers can spend more time exploring the language/structural features of text	- works with a small group to read and learn about a text - supports each reader's development of effective strategies for processing new texts at increasingly challenging levels of difficulty - support students according to the confidence and competence each student displays when reading - pose questions from the four resource model - scaffold questions - observe students reading	- each student has a copy of the text which is at their instructional level - Students read quietly to the teacher one-on-one, on their own whilst waiting their turn or around the group aloud if the text permits - try reading strategies and problem solve - experiment - take risks - predict - self-correct - practise reading strategies

5. Independent Reading

Definition	The purpose of independent reading is to build fluency and motivation for reading. Students are encouraged to read texts at their independent level so that the skill of reading is practised. They may re-read familiar books that were used in a guided reading session or shared reading session. The goal in this instance is for the students to read independently for a sustained period of time.
Our school approach	• Students are supported by the teacher to select their own text • Everyone is involved in reading • The session is uninterrupted • Used strategically and in timely periods throughout the broader reading program • Accelerated Reader – optional • Accountability measures - Students comment/respond to the text they are reading and the teacher has a system to monitor and assess this work. E.g. reading log, teacher conference, reading journal

	Reading Procedures	Teacher Role	Student Role
	- the purpose of independent reading is to build fluency and motivation for reading and to practice the reading strategies taught in class - students are encouraged to read texts at their independent level so that the skill of reading is practised - they may re-read familiar books that were used in a guided reading session or shared reading session - the goal in this instance is for the students to read independently for a sustained period of time	- construct conditions for students to read, explore and respond to texts independently - discuss reading preferences and interests with students. - monitor types of texts, habits, progress and ensure variety of quality texts are available	- practise the skills/strategies that have been the focus of modelled, shared and guided reading - choose own text - independently work to consolidate skills and enjoy texts

What aspects of reading require explicit instruction?

Early skill development in oral language and metalinguistics is crucial to successful literacy development in children. The following diagram (adapted from Martha Cummings PHD.CCC-S) explains the developmental nature of the teaching of reading.

Teachers recognise that readers require **explicit instruction** and practice in each of these areas across the years of schooling in order to develop confidence and competence in reading.

Although Oral Language, Metalinguistics, Phonics and Decoding are vital in the early years, all of these areas require **ongoing teaching throughout the years of schooling** and they should be incorporated into teacher's planning and instruction.

Oral Language

Oral language is the basis for reading and writing and is a child's earliest form of communication. It involves children moving through developmental phases that build understandings of social convention, syntax, semantics and phonemic awareness.

- **Metalanguage** involves the ability to use and respond to the language of reading.

Receptive Language: **Is the ability to comprehend language by listening and understanding what is said.** Expressive Language: means talking. It is the ability to join words using correct grammar/vocabulary to portray meaning.

Metalinguistics
- phonological awareness
- phonemic awareness

Metalinguistics is the child's ability to understand the nature of language and to reflect on and manipulate the structural features of language.

meta= to talk about
linguistics = language

Phonological Awareness is being aware of how words sound. The ability to recognise, combine and manipulate the different sound units of spoken words.

Phonemic Awareness is the ability to attend to the phonemes within words (the individual sounds within words). To be able to isolate, blend, segment and manipulate phonemes. This enables readers and writers to manipulate and control words with confidence and ease.

Knowledge about Print
- book orientation
- print orientation/directionality
- one-to-one correspondence
- identify letter, word, picture

Phonemic Awareness
- syllables
- sound awareness
- rhyme
- onset and rime
- alliteration
- blending phonemes

Phonics

Phonics is a form of instruction for understanding and using the alphabetic principle, that there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in written language and that this information can be used to read or decode words.

Phonics/ Graphophonics
- phonemes and graphemes
- letter-sound relationships

Decoding

Decoding, at the **word level,** involves translating a printed word into sounds (using graphophonics knowledge) and at the **text level** involves integrating the 3 cueing systems to work out the meaning of words in context.

Decoding Strategies
- re-reading
- reading on
- sounding out
- chunking
- using analogy
- predicting
- consulting a reference

Active Reading

Reading comprehension is the process of constructing meaning from a text by using a range of strategies and processes.

Five Key Aspects of the Teaching of Reading
- fluency
- a broad and deep vocabulary
- active comprehension strategies
- knowledge of texts and textual features
- knowledge of the world

Explicit instruction and practice in each of these areas across the years of schooling is required.
Differentiation
Typically students acquire some of these skills earlier than others. There will also be some students who may be working below or above what is typical of their peers and these students will be catered for by the classroom teacher through differentiated programs.

What resources support teaching these aspects of reading?

The SIX PILLARS of Reading			
	Teaching Emphases	**Resources/ Programs** Examples only **(Schools to add in their own)**	**Screeners/Assessment /Mapping tools**
Oral Language	▪listening ▪expressive language-vocabulary, grammar ▪Social language- social skills, conversational behaviours ▪questioning and clarifying/challenging ▪language and literacy ▪metalanguage ▪justifying and opinion ▪listening/responding	▪ELLA (Early literacy program based on concept development) ▪Support a talker (EQ) ▪Chatterbox (EQ) and Chatterbox Step Up (EQ) Access through SLP, Listening/ Story/Grammar/Vocab Box. ▪Language Navigators (Activities for the Middle Years- South Coast Region EQ) ▪OLEY and POLEY(Speech language pathology services EQ)	▪Metalinguistics ▪Phonological awareness ▪SAT – Renfrew, Bact ▪upon referral – SLP Screeners

Metalanguage	▪ listening/responding ▪ explaining ▪ use independently ▪ justifying	▪Teacher talk ▪Dictionary definitions ▪Observation of class 'talk' and discussions	▪ C2C unit assessment ▪ PM ▪ Probe ▪ conferencing ▪ teacher made resources
Metalinguistics	**Knowledge About Print** ▪ book orientation ▪ print orientation/directionality ▪ one-to-one correspondence ▪ **Phonological Awareness** ▪word awareness ▪syllable awareness ▪onset and rime awareness ▪phoneme (sound) awareness ▪rhyme recognition/detection/production **Phonemic Awareness** ▪sound awareness ▪alliteration ▪blending/segmenting and manipulating phonemes ▪spoonerisms	▪Focus on Phonics – Kit ▪PMAP (EQ) *EQ Resource in all schools* ▪"Complete Phonics Handbook" ▪A Sound Way (Love and Reilly) ▪Words Their Way ▪FSiR – Conventions (RRB p73) ▪Jolly Phonics	▪ alphabet - letter, sound, knowledge identification ▪screeners for Metalinguistics And Phonological Awareness

Phonics	**Graphophonics** ▪ letter-sound relationships ▪ phoneme/grapheme understanding ▪ identify letter, word, picture	▪ Improving Outcomes: Spelling DVD *EQ Resource in all schools* ▪ Words Their Way ▪ FSIR – Conventions (RRB p81)	Words their Way – ESI, PSI, ULSI

Decoding	**Decoding Strategies** ▪re-reading ▪reading on ▪sounding out ▪chunking ▪using analogy ▪predicting ▪consulting a reference ▪adjusting reading rate	▪FSIR – Decoding (Processes & Strategies p106)	▪PM ▪PROBE ▪FSIR Developmental Map
Active Reading	**Fluency** *Fluency is the ability to read accurately, quickly, expressively with good phrasing and with good comprehension.* ▪automaticity - of word recognition and the ability to work out unknown words ▪phrasing - the ability to use the cueing systems and punctuation to maintain meaning ▪expression - the ability to use pitch, tone, intonation and rhythm to construct and enhance meaning.	Teaching for Fluency Reading to Learn in English - Fluency P-10 Reading to Learn in Science – Fluency P-10 Fluency Across the Years Teaching for Fluency Across the Years P-2 Teaching for Fluency Across the Years 3-6 Teaching for Fluency Across the Years 7-9 ▪FSIR – Fluency (Use of Texts RRB p 30)	▪PM
	A Broad and Deep Vocabulary A broad and deep vocabulary is directly related to knowledge acquisition and promotes further learning. It is critical to the improvement of comprehension and written expression. ▪high-frequency words ▪topic-specific words ▪multi-meaning words	Teaching Vocabulary Vocabulary Across the Years Active Comprehension Strategies Across the Years P-2 Active Comprehension Strategies Across the Years 3-6 Active Comprehension Strategies Across the Years A Broad and Deep Vocabulary – Additional Support ▪FSIR – Conventions RRB p87	▪Words Their Way ▪Magic 200 - "Meow"
	Active Comprehension Strategies ▪predicting ▪previewing & setting a purpose ▪connecting ▪ comparing ▪ inferring ▪ synthesising ▪ creating Images/visualising ▪ self-questioning& self-monitoring ▪ skimming ▪ scanning ▪ determining importance/ finding main idea ▪summarising & paraphrasing ▪ adjusting reading rate ▪sequencing ▪retelling & recalling detail ▪activating prior knowledge	Active Comprehension Strategies Across the Years Active Comprehension Strategies Across the Years P-2 Active Comprehension Strategies Across the Years 3-6 Active Comprehension Strategies Across the Years 7-9 Teaching Reading and Viewing-Comprehension Strategies and Activities Years 1-9 (QSA) Teaching reading and Viewing (Years 1-3) Teaching Reading and Viewing (Years 4-7) Teaching Reading and Viewing (Years 8-9) ▪Lead 21- Reading Comprehension (Wright Group) ▪Insight Through Inference DVD - *EQ Resource in all schools* ▪Commercial Resources - Springboards into Comprehension (MacMillan), PM, Reading Box Kits ▪Readers Theatre ▪Reciprocal Reading Kit. Kagan's Question Matrix	▪PM ▪NAPLAN ▪PAT R ▪FSIR Developmental Map ▪Individual Reading Folders

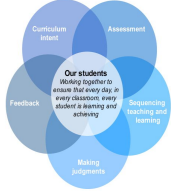| Knowledge of Texts and Textual Features	Knowledge of Texts and Textual	Teacher made
Knowledge of Texts and Textual Features Some examples of these elements include: ▪ organisational devices (text organisation) ▪ headings ▪ tables ▪ graphs ▪ cohesive devices ▪ sentence and clause structure (text structure) ▪ word choice ▪ figurative devices (language features) ▪ purpose	Knowledge of Texts and Textual Features Across the Years of Schooling Knowledge of Texts and Textual Features P-2 Knowledge of Texts and Textual Features 3-6 Knowledge of Texts and Textual Features 7-9 Reading to Learn in English – Knowledge of Texts and Text Features Reading to Learn in Science – Knowledge of Texts and Text Features ▪ FSIR – Conventions RRB p95 ▪ Graphic Organisers – e.g. KWL, Y chart, Telstar	▪ Teacher made resources to reflect focus genres that students need to have an knowledge of
Knowledge of the World ▪ field knowledge ▪ discipline knowledge ▪ making connections between new and old ideas, and across text ▪ recognising multiple meanings ▪ vocabulary mastery ▪ authors and illustrators present a view of the world that can be challenged ▪ authors and illustrators represent facts, events, characters and people in different ways ▪ authors and illustrators use devices to achieve a specific purpose	Knowledge of the World Reading to Learn in English – Knowledge of the World Reading to Learn in Science – Knowledge of the World Knowledge of the World Across the Years Knowledge of the World Years P-2 Knowledge of the World Years 3-6 Knowledge of the World Years 7-9 ▪ FSIR – Contextual Understanding RRB p55	

Reflection - Principals as Literacy Leaders

Teachers and leaders should reflect on classroom literacy practices in a range of ways. Some suggestions for this include: classroom observations, feedback, surveys, and checklists – to indicate the extent to which effective literacy practice is in place. PALL (Principals as Literacy Leaders), provides a framework and rationale for supporting leaders to identify effective literacy learning environments and practices across the school years. It provides the tools for developing independent reading skills in all learners.
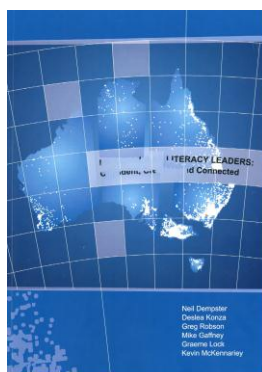
What informs planning for the teaching of reading?

The teaching of reading needs to be situated within a curriculum context, documented and attached to unit plans.

Context	Planning Sequence
	Australian Curriculum
	QSA Year Level and Unit Plans *Based on the Dimensions of Teaching and Learning*
	C2C (Curriculum into the Classroom) English or other learning area plan Year Level and Unit Plans *Based on the Dimensions of Teaching and Learning*
	Reading Plans – Whole Class/ Small Group/ Individual Plans/ Individual Targets
	Reading Plans utilising the Reading Procedures of modelled/shared/guided reading- *For use by Teacher/Teacher Aides/Parents*

Plans need to be completed to cater for all ability groupings. The teaching of reading should consider whole class, small group and individual programs. Support staff e.g. STL&N will play a part in differentiating class reading programs to provide a bridge for every student to get from their class level content descriptors to the year level assessment task.

How do teachers assist students in moving through reading procedures?

Reading is taught in regular, deliberately structured cycles that follow the sequence of experiences outlined below according to **Pearson's Gradual Release of Responsibility Model**. This cycle may occur weekly or may extend over a two week period, but not beyond. However, at times, the cycle may need to be repeated with the same learning focus. Within this cycle, it is important that there is a balance of:

- Explicit teacher instruction and independent student activity
- Working as a whole class, in small groups and as individuals
- Effective teaching and learning practice

In the NCR we encourage teachers' commitment to improving the short and long term outcomes for all students. With this in mind, we encourage 2 assessment cycles per term. Within each term there should be a focus on two, five week foci utilising work samples and where applicable testing devices to demonstrate targeted achievement levels. The focus should be in response to current live data. **Student feedback** is paramount to the teaching learning cycle.

Sample guide:

Modelling and Sharing Phase Whole Class explicit teaching of major teaching emphases using a focus text *(You watch me. I'll show you! We'll do it together)*	**Reading Aloud to Students and Independent Reading by students to be undertaken frequently / daily**	• shared reading of unit-based text • texts specifically selected for strategy demonstration and for language features. • activate/link to prior knowledge • explicit talk about specific aspects of literacy as focus for this teaching cycle • purposes of, and links to, assessment tasks made clear • modelled reading, demonstrating strategies through clear 'think-aloud' statements • repeated shared reading of same unit-based text • clarify vocabulary and concepts • guided instruction • guided reading time • demonstration and modelling • guided student practice	**Yrs P-2** **3-5 times/ week** **Modelled Reading sessions 5-10mins** **Shared reading Sessions 15-20 mins** **Yrs 3-7** **2-3 times/ week** **Modelled Reading sessions 5-10mins** **Shared reading Sessions 20-30 mins**
Guiding and Applying Phase Small Group differentiated instruction to practise and apply focus strategies and content descriptor focus *(Now you try it. I'll help you.)*		• **guided** reading activities with clearly defined purpose • guided instruction in focus comprehension or decoding strategy and associated key metalanguage • immediately build links to whole class/real texts • use of graphic organisers and teaching practices to gather and build knowledge • **independent** practice using a similar text differentiated for ability groups • skills, knowledge and use of aspects of literacy • application of new learning • modelled think-alouds embedded as appropriate	**Yrs P - 2** **3-5 times/ week** **15-30mins/lesson** **Yrs 3 - 7** **2-3 times/ week** **30mins/lesson**
Assessment and Data Gathering Phase *(Can you do it on your own?)*		• summary, review and reflection activities to check the cycles specific literacy content and goals (whole class, small group or individual) • individual assessment e.g. running records • work samples from group activities analysed • independent assessment items	**This phase must occur in every cycle.** **Information gathered should inform planning for the following cycle.**

What might a weekly reading timetable look like when it is embedded in a learning area and utilises the reading procedures?

In order to become literate, reading must occur across all learning areas, as literacy is a general capability across all learning areas in the Australian Curriculum. Therefore, reading must be embedded in all learning areas. Based on the recommendations from the Teaching and Learning Branch regarding time allocations for each Learning Area, a timetable should specify how reading is included in an overall weekly program. It **must include both the teaching of decoding and comprehension** in the ratio appropriate to the developmental phase.

P – 3 (insert own school example) Years 3 – 7 (insert own school example) Years 8 – 9 (insert own school example)

Mathematics = 5 hours; English = 7 hours; Science = 1hour; History (2013) = 0.5 – 1 hour

Monday	Tuesday	Wednesday	Thursday	Friday
Reading aloud to students 10 – 15 mins (English – Big Book Literature focus - exploring emotion in picture books)				
Skill and drill **Reading Rotations for decoding practice**				
Science **Modelled Reading** 5 – 10 mins *Primary Connections – Feathers, fur or leaves?* • Science - Poster • decoding • vocabulary -nouns • language features • reading strategy focus – re-reading and determining importance	**Mathematics** **Counting** **Read aloud to students –** *Very Hungry Caterpillar* **Modelled Reading** 5 – 10 mins • vocabulary- number names ordinal numbers • language features temporal conjunctions (first …) • reading strategy focus – creating images, sequencing	**English** **Modelled Reading** 5 – 10 mins *Koala Lou* • decoding • vocabulary • language features • reading strategy focus – creating images, connecting	**English** **Modelled Reading** 5 – 10 mins *Willy the Wimp* • decoding • vocabulary • language features • reading strategy focus – creating images, connecting	**History** **Modelled Reading** 5 – 10 mins Historical recount • decoding • language features temporal conjunctions(first …) • reading strategy focus – connecting, sequencing
English **Shared Reading** 10 – 20 mins *Koala Lou* • decoding • vocabulary • language features • reading strategy focus – creating images, connecting	**Science** **Shared Reading** 10 – 20 mins • Science – class journal • decoding • vocabulary • language features • reading strategy focus – skimming and self-questioning	**Mathematics** **Shared Reading** 10 – 20 mins • mathematical problems based on the *Very Hungry Caterpillar* • vocabulary • language features – if then problems • reading strategy focus - connecting	**English** **Shared Reading** 10 – 20 mins *Willy the Wimp* • decoding • vocabulary • language features • reading strategy focus – creating images, connecting	**English** **Shared Reading** 10 – 20 mins *Willy the Wimp* • decoding • vocabulary • language features • reading strategy focus - creating images, connecting
English **Guided Reading** 20 mins **(Students grouped in ability levels)** *Grizzly Dad* • decoding • language features picture/text match • reading strategy focus – creating images, connecting **Teaching and Learning experiences to suit groups and foci**	**History** **Guided Reading** 20 mins **(Students grouped in ability levels)** *Historical recount* • decoding • language features temporal conjunctions(first • reading strategy focus – predicting	**Science** **Guided Reading** 20 mins **(Students grouped in ability levels)** • *Science –labelled diagram* • Vocabulary • language features -visuals • reading strategy focus - comparing	**Mathematics** **Guided Reading** 20 mins **(Students grouped in ability levels)** *reading texts with a counting sequence* • decoding • vocabulary (number words) • reading strategy focus -sequencing	**English** **Guided Reading** 20 mins **(Students grouped in ability levels)** *Grizzly Dad* • decoding • language features picture/text match and imagery • reading strategy focus – creating images, connecting
Independent Reading (USSR / Accelerated Reading) **10/15 mins per day**				
Assessment **Running Records** **(Individuals)** **High Frequency contextual words for each learning area** **Comprehension strategies** **(work products, reading logs or journals)**				

Adapted from Highfields/ Cecil Plains SS Reading Framework and Adapted by Deb Lawrence (PEA-AC) from North Coast Region in 2012

What reading assessment needs to be undertaken?

Assessment takes various forms and fulfils a variety of purposes:

- Assessment **for** learning - enabling teachers to use information about student progress to inform their teaching.
- Assessment **as** learning - enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment **of** learning - assisting teachers to use evidence of student learning to assess student achievement against goals and standards

https://www.learningplace.com.au/deliver/content.asp?pid=49270

Assessment – for

Schools should articulate an Assessment Framework, linked to a Data Gathering and Assessment Schedule. Students should have assessment tasks in a variety of learning areas to inform the teaching of reading. These assessment tasks should be reflected in the whole school assessment plan.

- Screeners – e.g. Phonological Awareness, Brigance
- PAT-R (Stanine, Scale, Percentile, Raw Score, item analysis)
- Running Records – PM, PROBE (fluency, decoding, comprehension, level), IPI
- NAPLAN (Stanine, comparability to National Standards, comprehension, item analysis)

Assessment – of

Student data should be collated on distance travelled by collecting work samples through a variety of means as an indication about assessment **of** learning in reading. For example: upon entry to a school students should be individually assessed utilising a grade appropriate screening tool e.g. PM/PROBE. Individual targets are set to achieve optimum outcomes. Students should be involved in 2 five week units per term, focusing on whole class, small group and individual needs. In the fifth week formal testing/reflection of set targets should occur. This information is discussed and reflected on with all parties and new targets set. Students should participate in daily guided reading lessons and where possible, generously resourced with extra personnel. In the lower school, distance travelled by students, should be measured on a term by term basis or when movement is evident e.g. by using PAT-R or PM Benchmark. In the middle to upper school, students should partake in formal testing using screeners such as TORCH and PAT-R. Long term goals should be guided by standardised testing results and NAPLAN Data.

The following resources could be utilised to monitor, map and measure effectiveness of instruction.

- First Steps in Reading – Reading Map of Development (Phase allocation)
- Literacy Indicators

  Monitoring Maps
  Example Short Assessment Items
  http://www.qsa.qld.edu.au/9321.html
  Prep – 2 Literacy Indicators
  Year 3 – 6 Literacy Indicators
 Year 7 – 10 Literacy Indicators

- PAT-R
- NAPLAN

Assessment – as
Students should have opportunities to monitor their progress at different junctures throughout the teaching and learning cycle in order to reflect on their learning in reading. For example, schools could utilise:

- o C2C (Curriculum into the Classroom) Assessment Tasks
- o First Steps in Reading – LATL (Linking Assessment, Teaching and Learning)
- o Reading Logs
- o Nominated folio assessment items (unit related)
- o Interviews

How can student learning be evidenced?

In the NCR we encourage teachers to have students participate in daily reading activities. They should have many and varied opportunities to engage with and respond to texts. *Evidence of daily work and learning in reading could be collated into a child's reading log / journal / folio and should include*:

- References to reading goals/content descriptions e.g. definitions and explanations of teaching foci
- Personal goal setting in the form of targets.
- Copies and samples of text studied and notated in whole class **shared** and **modelled** reading tasks.
- Activities from **guided** reading done as part of unit work including:
  - ▪ Records of think-alouds
  - ▪ Vocabulary study from text
  - ▪ Activities about the salient language feature of the text e.g. transitivity
  - ▪ A **comprehension task** which may take various forms including:
    - ➢ Question and answer
    - ➢ Graphic organisers
    - ➢ Retellings
    - ➢ Story maps
    - ➢ Semantic webs etc.
- Summaries of learning
- Student reflections
- Teacher feedback and assessments
- Use of Oral Reading Checklists and comparison of data for reading progress checklist
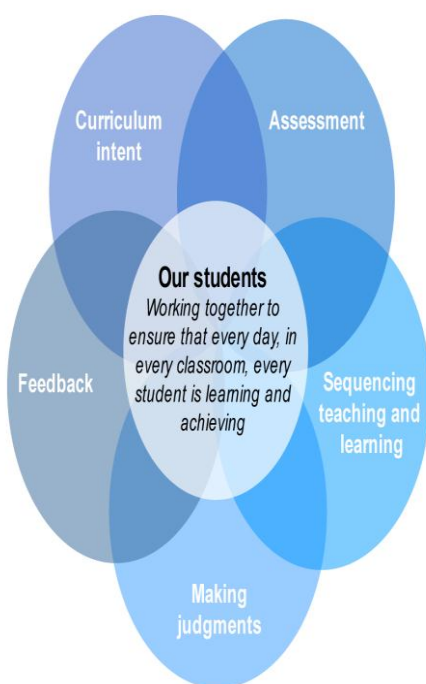
How can school, class, group and individual reading goals can be set?

Using the *Dimensions of Teaching and Learning* NCR teachers use the data from each of the contexts (school, class, group and individual) to inform their planning. Areas of weakness are identified from a variety of data sources within each of the contexts.

This information is then used when planning for the teaching of reading. Schools should select a major teaching focus – e.g. supporting and developing comprehension understanding.

NCR school– (NAPLAN data gives whole school foci)

Whole Class – (NAPLAN; PAT –R; Reading Map of Development; Running Records; Reading Logs give whole class foci)

Ability Groups – **Early Phase Reading group** – (RMD - Key Indicators in Conventions not yet achieved can give a group foci)

Individual Student – reading targets are set and communicated on a proforma. A Reading Log can give individuals their foci.

Students should track and reflect on their own learning.

Keeping track of my learning

Unit Learning Goal:

4															
3															
2															
1															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Week 1			Week 2			Week 3			Week 4			Week 5		

4 – I know how to do this and could help someone else,

3 – I can confidently do most of this work on my own

2 – I can do some of this work on my own

1 – I can do this work with adult help.

STUDENT REFLECTION ON UNIT LEARNING GOAL(S)

UNIT:

DURATION: 3 – 4 lessons

Learning Goal:	L0 I have little or no idea of how to do this work. Action: Seek urgent assistance from teacher/parent.	L1 I am able to complete this work only with help.	L2 I am able to complete only some of this work without help. Action: Revise work at home. Seek teacher help if needed.	L3 I am able to complete most of this work without help.	L4 I can do this work well enough that I could help others. Action: Revise work at home.
I am able to ….					
I am able to ….					
I am able to ….					

Adapted from Highfields/ Cecil Plains SS Reading Framework and Adapted by Deb Lawrence (PEA-AC) from North Coast Region in 2012

How might we set individual reading goals?

1. Use assessment information to identify needs.

2. Inform students about the data and provide quality feedback which gives specific information about what the challenges are, what to do next, and how to take action and responsibility for their own learning

3. Negotiate a learning goal based on the AC content descriptors and focus for explicit instruction and record the goal on an appropriate proforma/recording instrument. E.g.
   a. Three stars and a wish
   b. Photo wall
   c. Posters and pegs
   d. Checklists
   e. Individual record sheet kept in their desk

Classroom Protocols for Guided Reading

- A *Guided Reading* lesson usually takes about 20 minutes although you may need to allow for some extra reading time for longer text.

- *Explicit teaching* is needed to allow the students to be aware of their focus for the lesson. They need to be given time to pull together what they already know about the topic and/or genre.

- The social environment is vital to the implementation of a *Guided Reading* lesson. Students need to be comfortable with taking turns, accepting the opinion of others especially where it differs from their own, and supporting each other in sharing views and opinions. Students develop skills that enable them to build on and to question each other's ideas.

- The organisation of the room and classroom management is important as the other students in the class need to be able to work independently and apart from the *Guided Reading* group so that they don't interrupt the conversation. The *Guided Reading* group needs to be seated where they can see every member of the group, either on chairs in a circle or seated around a table.

- During the 'Reading the Text' stage you have the opportunity to hear the students read. This can be done unobtrusively by having a signal for the students to 'whisper' read e.g. when you sit beside a student, that student 'whisper' reads until you move on to the next student.

- One of the advantages of *Guided Reading* is that it allows you to observe and note student reading behaviour. It also allows you to provide immediate feedback to students.

Resource to support teachers in organising and implementing 'Guided Reading' –

The Next Step in Guided Reading, *Jan Richardson* www.scholastic.com/professional

ISBN- 978-0-545-13361-6

How to Run a Guided reading session (adapted from the work of Jo Jones)

Guided Reading enables teachers to support small groups of students with similar needs and abilities who are able to work together on texts of a similar level. Teachers guide and direct the reading, pose questions, encourage predictions, engage students in reading and in discussions around the text. Reading is usually silent except when substantiation of a teaching point is required. Guided reading is **not** round robin reading. It is using group time to explicitly teach an aspect of reading.

Choose a focus strategy to teach

QAR	Skimming	Synthesising
Predicting	Scanning	Adjusting reading rate
Connecting (to self/text/world)	Determining importance	Sounding out
Comparing	Summarising and paraphrasing	Chunking
Inferring	Fluency	Using analogy
Creating images (Visualising)	Re-reading	Understanding figurative language
Self-questioning	Reading on	Reading the visuals
Asking questions of self and author	Checking for meaning	Consulting a reference

Planning for a Guided Reading Session

✓ Make sure your student groupings are of a similar reading ability/level and need.
✓ Choose an explicit goal for your reading lesson.
✓ Choose a text that supports the strategy, reading skill you want to teach explicitly.
✓ Choose a text that is at the group's instructional level – 90-95% accuracy.
✓ Pre-read the chosen text to ascertain natural breaks in the text where conversations and questioning can occur.
✓ Consider what guiding questions will promote most learning and how the students can best respond to the text.
✓ Prepare any necessary resources for these discussions and responses to the text.
✓ Have independent work for other groups that consolidates, promotes further learning and remind them not to interrupt the guided reading group.

Conducting a Guided Reading Session

▪ Assemble the group and remind them of the "rules" of a guided reading session.
  • Everyone on the same page when discussion is taking place
  • Books flat on desk so teacher can ensure following together
  • One person speaking at a time
  • When questioning a particular student no-one else answers until invited to
  • No put-downs only encouragement
▪ Outline the particular focus for today, for this particular book.
▪ Activate students' prior knowledge through questioning, provide additional information where necessary.
▪ Pose an initial question that encourages engagement with the text i.e. Provide a reason for reading and allocate a section to be read silently. Students may move away to read quietly in their own space. This provides an opportunity to quickly hear one member of the group read and to take a quick running record.
▪ Bring students back together and encourage them to share difficulties, findings, interesting points, new understandings and new vocabulary. Encourage students to validate with referencing to the text. You may have a structured response or way of recording your discussions. (e.g. Connecting walls or another selection from Reading Toolbox, graphic organisers)
▪ Discuss what strategies they may have used to read difficult passages, words.
▪ Pose the next guiding question and allocate the section of text to be read. Once again, silently.
▪ Reflect again as before.
▪ Revisit initial focus.

After the Guided Reading Session

• Make the text available for further reading.
• Provide response activities and comprehension activities to consolidate learning that relates to initial focus/foci.
• Revisit the text if necessary.

Assessment: you need to assess if the students have attained that skill which was the focus of the lesson/s. You may do this through:

- Running records
- Strengths associated with working in groups
- Collected work samples and displayed understandings
- Comprehension activity/work sample
- Metacognitive aspects of reading – observations within the group
- Interview/discussion with students

Evaluation:

- Text selection
- Students groupings
- Questioning
- Timing