# Comprehension Strategies

## Structures and Processes for Comprehension Instruction

This document is the eighth in a series of support materials. It contains a synthesis of material from a variety of on-line and printed sources. It has been designed to support the Northern Adelaide Region Comprehension focus 2010-2013

Booklet 1: Making Connections
Booklet 2: Questioning
Booklet 3: Inferencing
Booklet 4: Visualising
Booklet 5: Summarising, Synthesising & Determining Importance
Booklet 6: Comprehension Strategies for Non-Fiction Texts
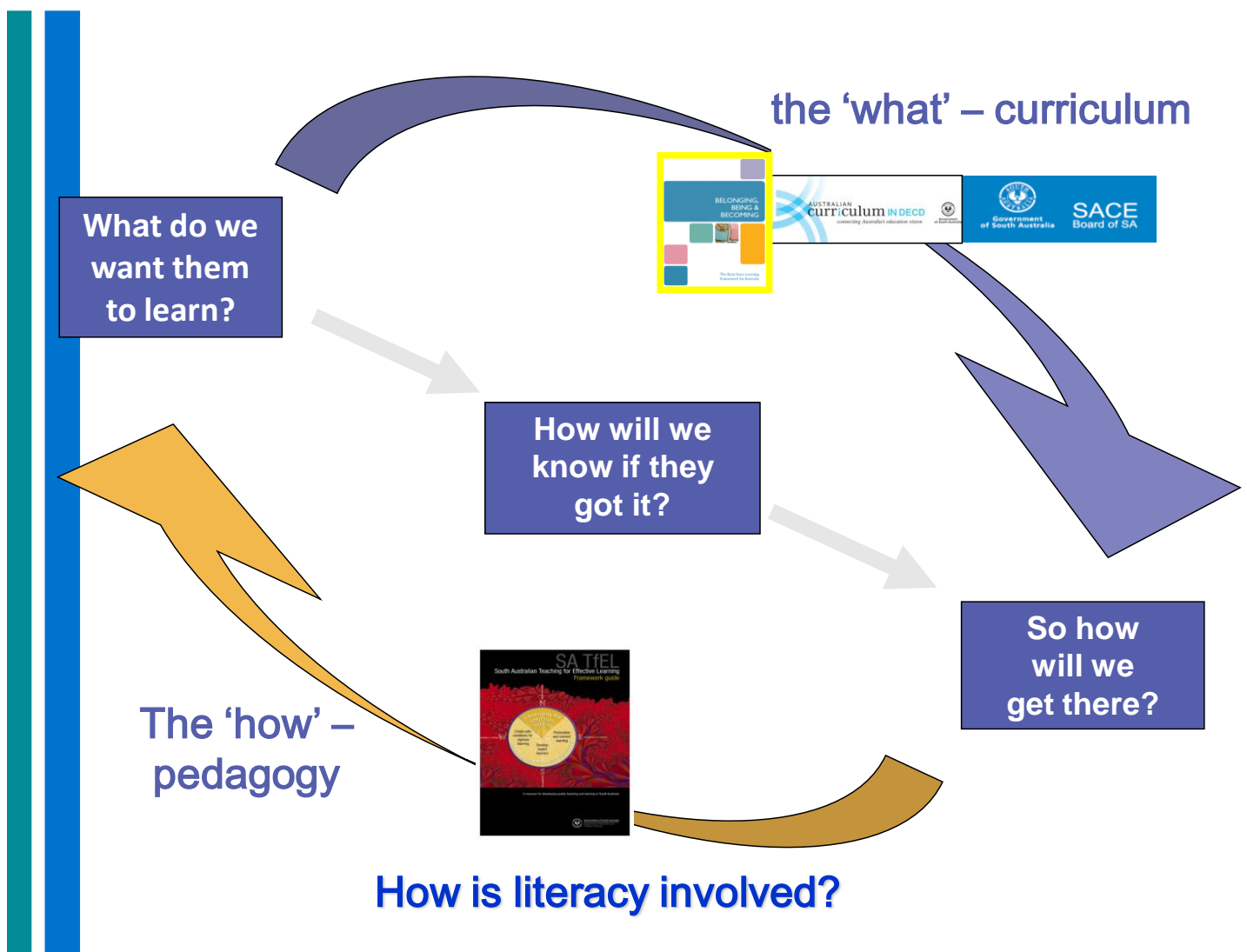Booklet 7: Comprehension and Mathematics
Booklet 8: Structures and Processes for Comprehension Instruction

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Structures and processes for comprehension strategy instruction need to sit within the broader framework of learning design.  The "what" and "how" of learning design that includes a focus on comprehension should consider the following:

| Intended Learning – big ideas, essential questions | For more information: |
|---|---|
| The Australian Curriculum (rationale, overview, year level descriptions and content descriptions)<br>• Learning Areas (English, History, Mathematics, Science)<br>• General Capability: Literacy (Text, Grammar, Word and  Visual knowledge) | http://www.australiancurriculum.edu.au/Home |
| For other learning areas refer to ACARA draft documents<br>• SACSA Framework (Arts, Design & Technology, Health & Physical Education, Languages, Society & Environment) | http://consultation.australiancurriculum.edu.au/<br><br>http://www.sacsa.sa.edu.au/index_fsrc.asp?t=LA |
| Comprehension Strategies<br>• Making Connections<br>• Questioning<br>• Inferencing<br>• Visualising<br>• Summarising, Synthesising & Determining Importance | http://www.decd.sa.gov.au/northernadelaide/<br>for a variety of support materials and links |
| **The Learner** | For more information: |
| Learner<br>• Identity<br>• Knowledge, Skills, Understanding<br>• Experiences, Interests, Dispositions | http://www.learningtolearn.sa.edu.au/tfel/<br>Find out from the:<br>• Learner and their family<br>• Previous teacher/s & school records |
| Existing understandings about reading & comprehension<br>• Classroom observations, assessments<br>• Measurement against expected development (e.g. Scope and Sequence)<br>• Running Records<br>• PAT-R assessments / ToRCH<br>• NAPLaN assessments (Reading)<br>• Vocabulary | http://www.decd.sa.gov.au/northernadelaide/pages/comp/43073/<br>for continua and assessment resources related to the Big Six<br>http://www.decd.sa.gov.au/literacy/pages/Home/Continua/<br>for Literacy Secretariat continua<br>http://www.decd.sa.gov.au/literacy/pages/Home/42463/?reFlag=1<br>Information about analysing and using PAT-R on facilitator pages<br>http://www.naplan.edu.au/ |
| **Intended Learning – criteria for success & evidence** | For more information: |
| The Australian Curriculum<br>• Achievement Standards  (English, History, Mathematics, Science)<br>• Literacy Continuum | http://www.australiancurriculum.edu.au/Home<br><br>http://www.decd.sa.gov.au/literacy/pages/Home/43731/<br>for information about literacy in the Australian Curriculum |
| Learner use of Comprehension Strategies<br>• Examples of success criteria for independent use of strategies (developed with students)<br>• Anchor Charts, Rubrics, Assessment Criteria<br>• Descriptors in the Scope and Sequence | http://www.decd.sa.gov.au/northernadelaide/pages/comp/43073/<br>for continua and assessment resources related to the Big Six |
| **Teaching & Learning Plan – engage, challenge, support** | For more information: |
| TfEL resources | http://www.learningtolearn.sa.edu.au/tfel/ |
| National Digital Learning Resources Network (aligned to the Australian Curriculum) | http://www.ndlrn.edu.au/default.asp?id=1691 for digital resources aligned to the Australian Curriculum |
| Gradual Release of Responsibility model | Colleagues |
| Learning Resources and Ideas for instruction | Personal and school resources, internet<br>Facilitator Support Model website for resources, booklets, links |

*This table is not designed to be exhaustive- it merely includes some ideas and prompts for thinking more deeply about comprehension in the broader context of teaching and learning design.*

the 'what' – curriculum

**What do we want them to learn?**

BELONGING, BEING & BECOMING

AUSTRALIAN curriculum IN DECD
connecting Australia's education vision

Government of South Australia

SACE Board of SA

**How will we know if they got it?**

**So how will we get there?**

SA TfEL
South Australian Teaching for Effective Learning
Framework guide

The 'how' – pedagogy

How is literacy involved?

DECD Literacy Secretariat 2012

**Gradual Release of Responsibility**

In the context of comprehension strategy instruction the Gradual Release of Responsibility is the recommended pedagogical approach. The Gradual Release of Responsibility is an apprenticeship model aligned with the concept of the Zone of Proximal Development.

What I can't do

Zone of Proximal Development

What I can do with help

What I can do
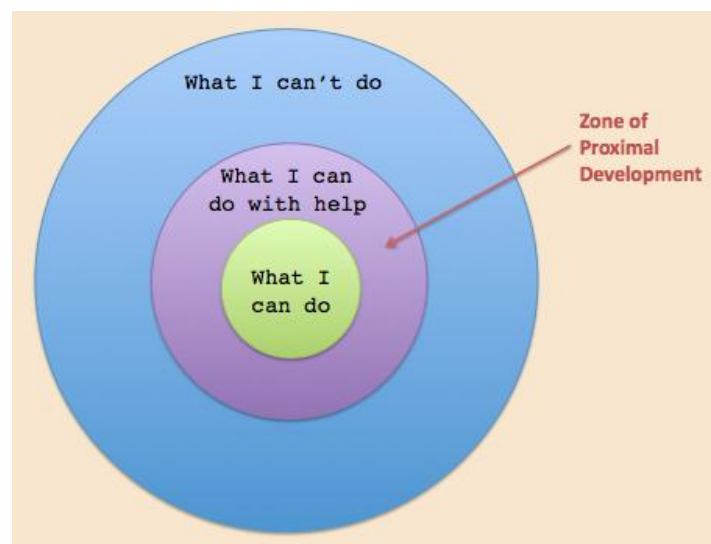
The teaching of comprehension strategies relies upon not only the content and strategies but it is essential that the pedagogy support students' gradual development of mastery. Unfortunately, due to hectic schedules teachers will often skip the chapters related to the theory and implementation and skip straight to the lessons. However, the successful teaching of comprehension strategies relies heavily on the Gradual Release of Responsibility Model. Interestingly, a similar model called the Apprenticeship Model is used in Tactical Teaching for the Middle Years.

The Gradual Release of Responsibility is a high-yield instructional strategy that involves scaffolding instruction and providing appropriate amounts of support to students based on their needs. For example, the teacher first models a new strategy. The teacher then explicitly teaches and works with students, sharing insights to help them recognize quality work. After that, the teacher coaches students as they attempt to complete tasks on their own. Finally, students work independently, with feedback from the teacher.

The model can be used with whole class, groups and individuals. Some students will need more or less of each phase of the model depending upon individual needs and rates of learning.

**Underlying Principles**

*Modelling:* Teachers model learning behaviours such as building criteria, self-assessment, seeking feedback, making adjustments, goal setting, and reflection.
*Sharing:* Teachers share exemplars of quality work and teach students to identify quality samples of their own work.
*Guiding:* Students and teachers assume joint responsibility through guided practice.
*Independent:* Students practise, demonstrate, and apply learning behaviours that help them become self-directed learners.

| | | |
|---|---|---|
| **I do it**<br>*Direct Instruction* | Provides direct instruction<br>Establishes goals and purpose<br>Models<br>Think aloud | Actively listens<br>Takes notes<br>Asks for clarification |
| **We do it**<br>*Guided Instruction* | Interactive instruction<br>Works with students<br>Checks, prompts, clues<br>Provides additional modelling<br>Meets with needs-based groups | Asks and responds to questions<br>Works with teacher and classmates<br>Completes process alongside others |
| **You do it**<br>*Independent Practice* | Provides feedback<br>Evaluates<br>Determines level of understanding | Works alone<br>Relies on notes, activities, classroom learning to complete assignment<br>Takes full responsibility for outcome |
| **You do it together**<br>*Collaborative Learning* | Moves among groups<br>Clarifies confusion<br>Provides support | Works with classmates, shares outcome<br>Collaborates on authentic task<br>Consolidates learning<br>Completes process in small group<br>Looks to peers for clarification |

# Gradual Release of Responsibility Model / Apprenticeship Model (Tactical Teaching)

| Demonstration | Shared Demonstration | Guided Practice | Independent Practice |
|---|---|---|---|
| I do<br>You watch | I do<br>You help | You do<br>I Help | You do<br>I watch |
| TO | WITH | | BY |
| Modelled Reading | Shared Reading | Guided Reading | Independent Reading |

High — Teacher Support

**Student Responsibility**

High / Low

| Teacher makes connections to previous lessons. Teacher explicitly names the new strategy to be demonstrated. Teacher uses "think alouds" to make explicit their thinking as they read.<br>Teacher elicits and builds students' background knowledge.<br>Teacher makes explicit the criteria for success. | Teacher continues to model the strategy but also prompt, question, facilitate, and invite students to contribute to the conversation. Teacher and students co-construct an "anchor chart" or scaffold about the use of the strategy using and adding to the success criteria. | Teacher differentiates instruction and practice in small groups based on formative assessment. Teacher leads small groups while other groups are in collaborative practice. Intervenes when needed. | Teacher provides an independent or collaborative task for students to apply and extend learning.<br>Teacher provides clear directions for individual and group accountability. Teacher monitors student learning less frequently and provides support as needed. |
|---|---|---|---|
| Student actively listens and watches. | Student listens, watches, answers questions, contributes ideas and offers suggestions to co-construct anchor chart. | Students practice the skills and strategies with varying levels of support. Students refer to success criteria and scaffolds | Students work independently to apply the learning in a variety of situations. |

Student A may need a higher level of support from the teacher for some time before they are ready for independent practice. This student may require intensive intervention and more small group instruction.

Student B progress the phases and move to guided reading after modelling has occurred. Further modelling can occur within the guided reading groups until the student is able to use the strategy independently.

Student C will progress through the modelling phases quickly – using these lessons to develop a common language to articulate their own comprehension whilst reading. This student may already be a competent independent reader but is unlikely to have the language to articulate what is going on in their heads as they read.

Comprehension strategy instruction is not an end in itself. It aims to help students develop a repertoire of strategies to use when they are reading, viewing and listening to a range of texts.

**Effective Practices for Developing Reading Comprehension**
Nell K. Duke and P. David Pearson

**Balanced Comprehension Instruction**

Comprehension instruction should be balanced. By this we mean that good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text. The components in our approach to balanced comprehension instruction are a supportive classroom context and a model of comprehension instruction.

**A Supportive Classroom Context**
It is not enough just to offer good instruction. Several important features of good reading instruction also need to be present. Otherwise, the comprehension instruction will not take hold and flourish. These features include the following:

- **A great deal of time spent actually reading**. As with decoding, all the explicit instruction in the world will not make students strong readers unless it is accompanied by lots of experience applying their knowledge, skills, and strategies during actual reading.
- **Experience reading real texts for real reasons**. To become strong, flexible, and devoted comprehenders of text, students need experience reading texts beyond those designed solely for reading instruction, as well as experience reading text with a clear and compelling purpose in mind.
- **Experience reading the range of text genres that we wish students to comprehend**. Students will not learn to become excellent comprehenders of any given type of text without substantial experience reading and writing it. For example, experience reading storybooks will not, by itself, enable a student to read, understand, and critique procedural forms of text of the sort found in how-to books, instruction manuals, and the like.
- **An environment rich in vocabulary and concept development through reading, experience, and, above all, discussion of words and their meanings**. Any text comprehension depends on some relevant prior knowledge. To some degree, well-chosen texts can, in themselves, build readers' knowledge base. At the same time, hands-on activities, excursions, conversations, and other experiences are also needed to develop vocabulary and concept knowledge required to understand a given text.
- **Substantial facility in the accurate and automatic decoding of words**. In a recent review of the literature, Pressley (2000) argues compellingly that skilled decoding is necessary, although by no means sufficient, for skilled comprehension.
- **Lots of time spent writing texts for others to comprehend.** Again, students should experience writing the range of genres we wish them to be able to comprehend. Their instruction should emphasize connections between reading and writing, developing students' abilities to write like a reader and read like a writer.
- **An environment rich in high-quality talk about text.** This should involve both teacher-to-student and student-to-student talk. It should include discussions of text processing at a number of levels, from clarifying basic material stated in the text to drawing interpretations of text material to relating the text to other texts, experiences, and reading goals.

**A Model of Comprehension Instruction**
The model of comprehension instruction we believe is best supported by research does more than simply include instruction in specific comprehension strategies and opportunities to read, write, and discuss texts—it connects and integrates these different learning opportunities. Specifically, we suggest an instructional model including the following five components:

1. *An explicit description of the strategy and when and how it should be used.* "Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions."
2. *Teacher and/or student modelling of the strategy in action.* "I am going to make predictions while I read this book. I will start with just the cover here. Hmm…I see a picture of an owl. It looks like he—I think it is a he—is wearing pyjamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls do not really wear pyjamas and carry candles. I predict it is going to be about this owl, and it is going to take place at night-time. "The title will give me more clues about the book; the title is *Owl at Home*. So this makes me

think even more that this book is going to be about the owl. He will probably be the main character. And it will take place in his house. "Okay, I have made some predictions about the book based on the cover. Now I am going to open up the book and begin reading."

3. *Collaborative use of the strategy in action.* "I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next….Okay, now let's hear what you think and why…."

4. *4. Guided practice using the strategy with gradual release of responsibility.* Early on…"I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true." Later on…"Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says 'Prediction.' When you get to the next page on the list, check off whether your prediction 'Happened,' 'Will not happen,' or 'Still might happen.' Then make another prediction and write it down."

5. *Independent use of the strategy.* "It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did— what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you."
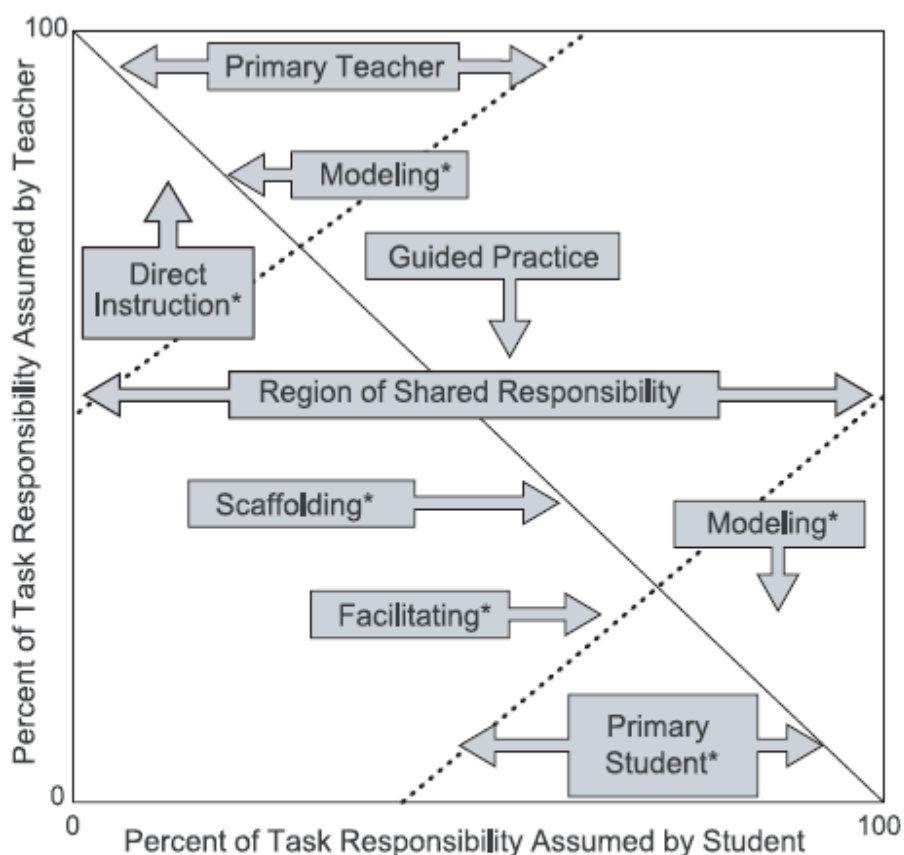


As one moves down the diagonal from upper left to lower right, students assume more, and teachers less, responsibility for task completion. There are three regions of responsibility: Primary teacher in the upper left, primary student in the lower right, and shared responsibility in the center. (This figure is adapted with permission from Pearson and Gallagher [1983]; the asterisked terms are borrowed from Au & Raphael [1998].)

For the whole article go to: http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf

Teachers cannot assume that students will improve their comprehension strategies simply by reading more. Teachers need to provide direct, explicit instruction in strategies throughout the reading process (National Reading Panel, 2000). These comprehension strategies should be stressed before, during, and after the reading of a selection. Likewise, comprehension strategies should be taught using a wide variety of genres. Teachers need to demonstrate these strategies through modeling, guided practice, and application (Armbruster, Lehr, & Osborn, 2001). But it is important that all teaching be infused into a rich and varied reading curriculum that takes students' interests and needs into account.

It is essential to keep students engaged in the process rather than to be spectators in isolated activities. "When instruction is too teacher-dominated, students do not learn how to apply the skills without prompting" (Block, Schaller, Joy, & Gaine, 2002, p. 43). If teachers use the same tasks for every story and informational text, students will learn to perform the tasks as rote activities, separate from the act of reading and not transferred to other texts. Their comprehension of content subjects will not be enhanced, and their pleasure in reading will not increase. Only by helping students to use comprehension strategies independently can teachers hope to accomplish better understanding and greater enjoyment of reading.

Explicit instruction of comprehension is best accomplished when teachers are familiar with a wide variety of instructional methods and have the confidence, expertise, and support to apply the strategies that work best for particular students and types of reading. Teachers must be willing to use techniques or strategies that may not be their personal preference but work most effectively for the student. This clearly implies that comprehension instruction cannot be a one-size-fits-all program. Comprehension strategies cannot be taught in isolation, and instruction must include a variety of strategies that are applied throughout any reading experience.

As teachers plan reading lessons, they should plan vocabulary and comprehension activities that will lead students to better understand the text or story while developing the strategies they can use on their own in future reading. The following are examples of ways teachers can develop comprehension during the reading lesson to help students use comprehension processes automatically, habitually, and independently (Block, Schaller, Joy, & Gaine, 2002, pp. 52-53):

- *Pivotal Point Scaffolding* directs teachers to praise students for using specific comprehension processes. The teachers ask individual students how they knew to use that process and then demonstrate to them a higher level process.

- *STAR (Student-initiated Talk after Reading)* lessons are structured so that students tell the teachers how they made meaning on portions of the text. Students can also ask teachers for help to make meaning.

The vignette that follows is an example of systematic and explicit strategy instruction. The lesson follows the *Gradual Release of Responsibility Model* (Pearson & Gallagher, 1983). As you read the vignette, focus on the multiple strategies being applied during instruction and the specificity of the instructional language. Use the thinking points to guide your reflection on the importance of explicitly teaching reading comprehension strategies.

**Vignette**

*Modeling*
Ms. Kane is a second-grade teacher, and she observes that her new student, Kara, is unable to discuss a selection after reading. Kara also does not participate in discussion during reading. Ms. Kane has documentation from an informal reading inventory to support that the text is indeed on Kara's instructional reading level.

Using data and classroom observations, Ms. Kane concludes that Kara needs one-to-one, explicit instruction on comprehension strategies. Ms. Kane plans Kara's comprehension strategy instruction using teacher modeling followed by guided practice. Eventually, Kara will advance to independent practice.

Ms. Kane begins the instructional session by explaining that she is going to read a book to Kara. While reading, Ms. Kane talks to Kara about what was happening in her mind as she reads and comprehends the text. Ms. Kane chooses the text *Harry the Dirty Dog*.

As Ms. Kane introduces the book, she asks herself aloud, "Before I start to read the book, I want to look at the title and cover. The title and cover illustration make me think about the other *Harry* books that I have read. In those books, Harry has had very interesting adventures."

Ms. Kane begins to read the story, and she places a sticky note everywhere she stops to use a comprehension strategy. During the story Ms. Kane stops and says, "Good readers are always thinking about what they are reading. As a good reader, I am wondering what is going to happen to Harry since he ran away from home." Ms. Kane continues reading through Harry's adventures. Again she stops and says, "As a good reader I have a picture in my mind of a very dirty Harry sitting outside the back door waiting for it to open. I think Harry was very disappointed that his family did not recognize his change in color, and I can see the sad look on his face. I wonder what Harry will do next?"

Ms. Kane stops reading after Harry goes into the house, to the bathroom, and into the tub. She says, "Based on what I have read, I think that Harry went from a white dog with black spots to a black dog with white spots because his adventures made him dirty. That's why his family did not recognize him. I wonder if his family will recognize Harry after his bath." After Ms. Kane finishes the story, she gives a very short, oral retelling of the story. Ms. Kane goes back to the beginning of the story and explains to Kara each strategy she used, why she used it, and why it was important to use the strategy at that point in the text.

### Guided Practice

After Ms. Kane determines that that the modeling of comprehension strategies is sufficient, she begins guided practice with Kara. To begin the guided practice lesson, Ms. Kane chooses the text *The Grouchy Lady Bug*.

As she introduces the book to Kara, Ms. Kane prompts Kara to use a *before reading* strategy. Kara says, "I know what grouchy is; the ladybug is unhappy. Sometimes I am grouchy."

Ms. Kane begins reading, stops, and asks, "I wonder what aphids are?" Kara responds and she wonders too, but thinks that they may be something lady bugs ate. Ms. Kane continues to read.

She stops and asks Kara to share her thinking about the lady bug's behavior. Kara says, "Right now as a good reader, I wonder why the grouchy lady bug is so rude to the friendly lady bug and why she wants to fight."

Ms. Kane continues to read about the encounters the grouchy lady bug has with several large animals. Ms. Kane stops and says, "I wonder why none of the animals are big enough for her to fight." She prompts Kara, and Kara replies, "I wonder if she is really afraid to fight, so she says that no animal is big enough for her to fight?" Ms. Kane replies, "As a good reader, you have asked a question that the story does not answer. At the end of the story we will go back to the story to find evidence to answer your question."

Toward the end of the story, Ms. Kane asks Kara about her thinking. Kara replies, "I can see the grouchy lady bug is so tired from flying all day, and I predict that she will be happy to have something to eat." After the story is read, Ms. Kane asks Kara to return to the book and find evidence that supports or does not support that the grouchy lady bug is afraid to fight. Kara goes to pages in the text for evidence to justify that the lady bug was afraid to fight.

Ms. Kane decides that a summary paragraph would be appropriate as an *after reading* strategy. She and Kara brainstorm the most important events in the story and prioritize the events. They write the sentences together.

After writing the summarizing paragraph, Ms. Kane and Kara go back to the story and review the comprehension strategies that were used. For each time they had stopped and used a strategy, Ms. Kane marks the place with a sticky note.

Skillful teachers assist the reader in gaining the necessary skills for comprehension at all stages of the reading process. Not all comprehension strategies work for all types of text. Therefore, good reading instruction requires that the teacher is comfortable with a wide range of techniques to assure that students will develop the strategies they need.

Without comprehension, reading becomes a rote task of word calling. For students to appreciate the depth and joy of reading, teachers must help them know how to better understand all that they read.

**A Model for Using Data for Comprehension Instruction**

Running records are assessment tools originally created by Marie Clay, a developmental psychologist and world-wide authority on early reading. Running records help teachers assess a student's oral reading proficiency objectively, reliably, efficiently, and at times that are convenient. The records are usually administered during the early stages of literacy development, before students become proficient silent readers. In special circumstances, they may be appropriate for use with older students who experience significant reading difficulties
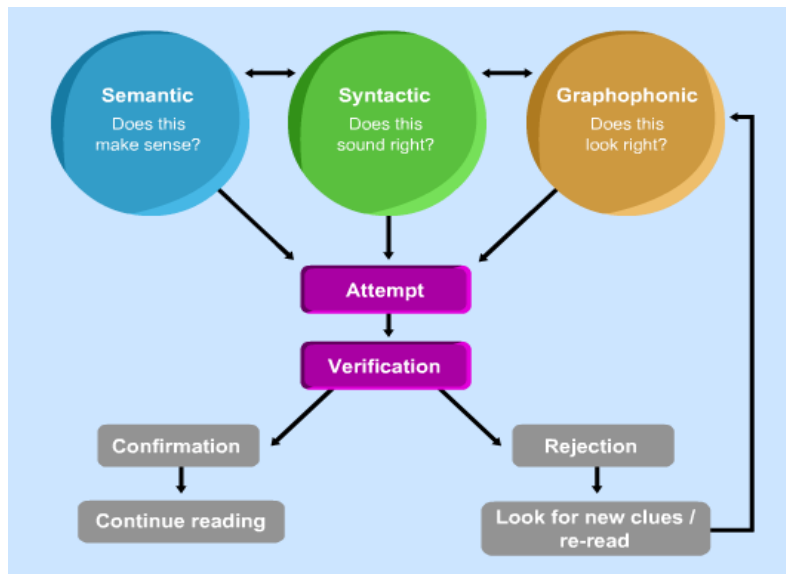


Running records help you:
- Guide your teaching. Running records tell you what students know -- and what they don't know. That information helps you to plan appropriate teaching strategies.
- Assess text difficulty. Running records tell you whether the level of a text is appropriate for a student, and help you choose books that match the various reading levels of your students.
- Track student progress. Running records conducted over a period of time provide a cumulative progress record from the early reading stage until the student is a skilled independent reader

Running Records can be used to:
Observe the reading behaviour – adjusting pace, predicting, self-correcting, attending to meaning, cross-checking
Check for fluency
Determine what level text the reader should be reading at instructional (90-94% accuracy) and independent (above 95% accuracy) levels
Determine the strategies a reader is using through the miscue analysis

Questions asked after the Running Record can be used to:
Determine the reader's literal understanding of the text through re-telling
Determine whether the reader can answer different literal and inferential questions accurately

Use the time immediately after administering running record to teach your student.  Ask yourself: "What is the most important teaching point that can help this student progress right now?" If you identify similar reading difficulties or patterns amongst two or more students, then address the issue in small or large group settings.

The information gained from Running Records can assist teachers to determine the strategies to be explicitly taught and reinforced during guided, shared and independent reading.

**These, along with the specific comprehension strategies currently being taught, form the basis for instruction.**
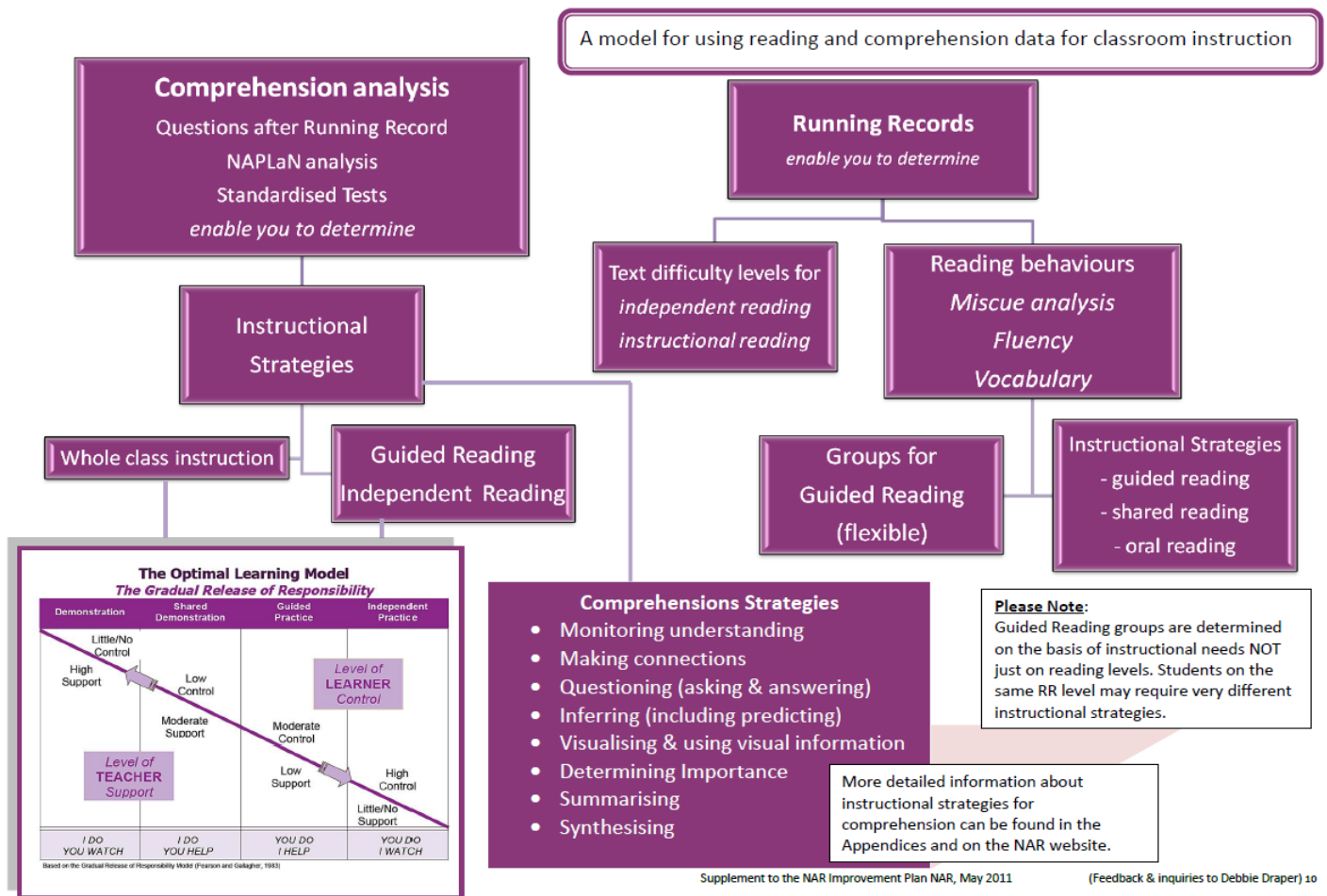
Please Note: A similar process can be used with information found from a variety of sources including the results of the NAPLaN analysis, PAT-R and so on. For more information about using these assessments refer to the following Facilitator Support materials on the website.

- Using PAT-R to Inform Teaching
- Using NAPLaN

The following strategies are from © Queen's Printer for Ontario, 2003

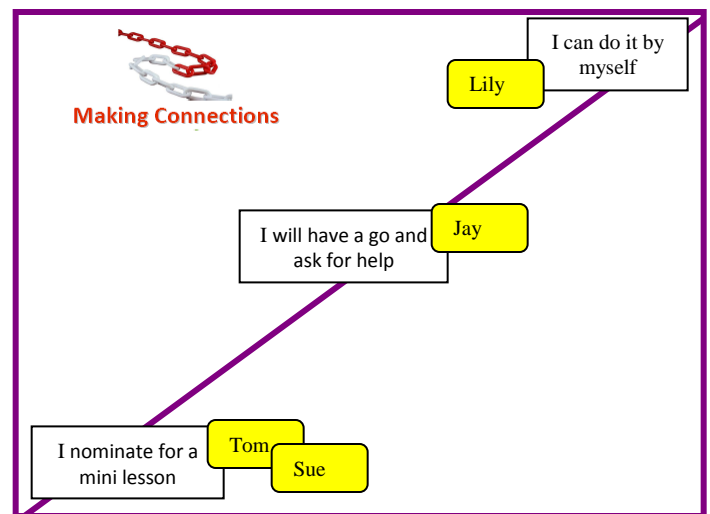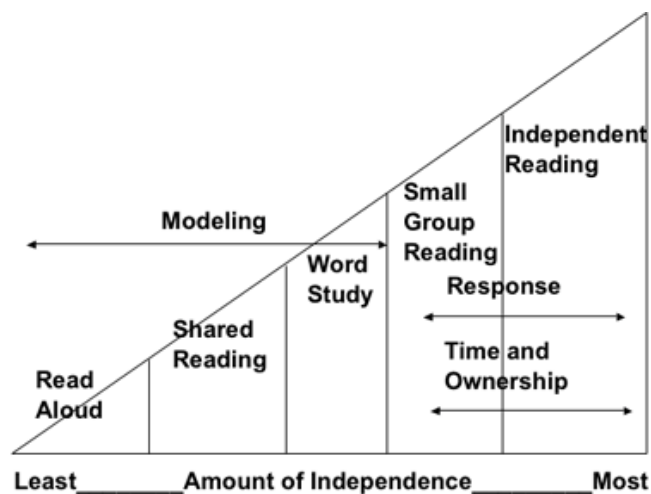| What I see in the student's running record | What I can do |
|---|---|
| Uses 1 or 2 source(s) of information | • Direct teaching to the other sources of information in Guided Reading and Shared Reading through teacher prompts:<br>    **"Does it make sense?"** (direct to meaning)<br>    **"Does it sound right?"** (focus attention on structure)<br>    **"Does it look right?"** (focus attention on visualeues)<br>• Encourage the student to check an attempt :<br>    **"It looks like *come*, but does that sound right?"** (structure) |
| Uses **Meaning** and **Structure** and neglects **Visual** | • Direct teaching and prompts to focus on visual information<br>• Teach effective ways to solve new words (such as chunking, initial sound, repeating and attempting the new word) |
| Does not address punctuation and text features | • Model during Read Aloud and writing sessions<br>• Teach during Shared Reading and writing activities<br>• Provide opportunities to practise in Guided Reading<br>• Emphasize punctuation with texts that the student knows well |
| Applies substitutions, omissions, insertions | • Emphasize attention to visual information:<br>    **"It makes sense but look at the first letter."**<br>    **"It sounds right but look at the end of the word."**<br>• Provide comprehension strategies and prompts for meaningless errors :<br>    **"You said……. Does that make sense?"** |
| Neglects meaning (may focus primarily on visual cues) | • Provide direct teaching:<br>    **"Good readers think about what they are reading."**<br>• Encourage the student to reread something when it is unclear or doesn't make sense<br>• Encourage the student to predict and check what is happening<br>• Teach pre-reading comprehension strategies like predicting, taking a picture walk, questioning and making connections during Shared Reading<br>• Practice strategies during Guided Reading |

| What I see in the student's running record | What I can do |
|---|---|
| Rarely self-corrects | • Teach self-monitoring (checking that the words read make sense, sound right and look right)<br>• Provide checking strategies such as re-reading, checking the picture and confirming visual information:<br>    **"You said………… Does that sound right?"**<br>    **"Look at the picture."**<br>    **"Try this part again. Does that match?"**<br>• Use Guided and Shared Reading sessions to model and prompt for checking strategies |
| Reads slowly word for word | • Read familiar books with the student, focusing on fluency, not on decoding<br>    **"Make it sound smooth, like talking."**<br>• Model reading with phrasing and fluency<br>• Prompt during Guided Reading and Shared Reading :<br>    **"Make it sound like talking."**<br>    **"Let's try smooth reading."**<br>• Use choral reading<br>• Provide the student with books on audiotape<br>• Pair the student with a fluent reader<br>• Tape the student reading, then play back the tape<br>• Encourage reading aloud in shared writing experiences<br>• Find books that lend themselves to fluent reading (patterned text, songbooks, rhymes)<br>• Choose books that hold a lot of interest for the student |
| Struggles with high-frequency words | • Create word banks and a word wall of high frequency words Encourage the student to use the words, sort them and refer to them<br>• Select texts that include the high-frequency words. Before reading the text, look at the word(s) with which the student has trouble. Use magnetic letters, little cards or a whiteboard. Then find the word(s) in the text before reading the whole book.  Say, **"Find 'is' . Good, that says 'He is….' "**<br>• Emphasize high-frequency words often, such as during shared writing and when working with magnetic letters |
| Invents text (early stages) | • Prompt the student to use a finger as a **1:1** guide when reading, and<br>    say :<br>    **"Point to the words.**<br>      **Does that match?**<br>      **Did you have enough words?**<br>      **Did you run out of words?"** |

**A model for using reading and comprehension data for classroom instruction**

**Comprehension analysis**
Questions after Running Record
NAPLaN analysis
Standardised Tests
*enable you to determine*

**Running Records**
*enable you to determine*

**Instructional Strategies**

Text difficulty levels for
*independent reading*
*instructional reading*

**Reading behaviours**
*Miscue analysis*
*Fluency*
*Vocabulary*

Whole class instruction

Guided Reading
Independent Reading

Groups for
Guided Reading
(flexible)

Instructional Strategies
- guided reading
- shared reading
- oral reading

**The Optimal Learning Model**
*The Gradual Release of Responsibility*

| Demonstration | Shared Demonstration | Guided Practice | Independent Practice |
|---|---|---|---|

Little/No Control
High Support
Low Control
Moderate Support
Moderate Control
Low Support
High Control
Little/No Support

*Level of LEARNER Control*
*Level of TEACHER Support*

| I DO YOU WATCH | I DO YOU HELP | YOU DO I HELP | YOU DO I WATCH |
|---|---|---|---|

Based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983)

**Comprehensions Strategies**
- Monitoring understanding
- Making connections
- Questioning (asking & answering)
- Inferring (including predicting)
- Visualising & using visual information
- Determining Importance
- Summarising
- Synthesising

**Please Note:**
Guided Reading groups are determined on the basis of instructional needs NOT just on reading levels. Students on the same RR level may require very different instructional strategies.

More detailed information about instructional strategies for comprehension can be found in the Appendices and on the NAR website.

Supplement to the NAR Improvement Plan NAR, May 2011          (Feedback & inquiries to Debbie Draper) 10
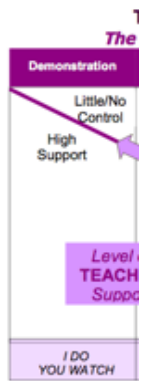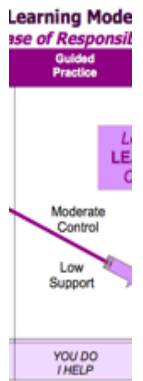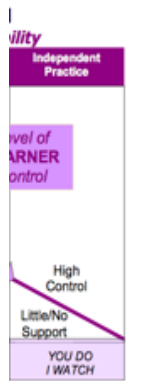
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There are many different ways to organise the reading block. However, organisation is the key! The following proformas may provide some guidance.

Data and ongoing formative assessment should provide evidence to inform:
- Which students need more or less guidance with a particular strategy. Students should have some voice in this process. For example, some students will be able to determine when they are ready for independent practice or require another "mini-lesson" to consolidate their understanding. Mini lessons can occur whilst other students are reading independently (traditional "silent reading" time)
- The focus of the guided reading sessions – based on students with similar needs.
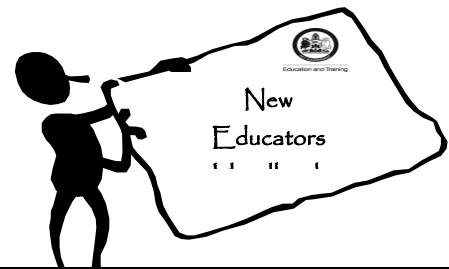- Which students need Tier 2 or 3 interventions.

Independent Reading

Modeling

Small Group Reading

Word Study

Response

Shared Reading

Time and Ownership

Read Aloud

Least_____ Amount of Independence _____Most

**Making Connections**

I can do it by myself
Lily

I will have a go and ask for help
Jay

I nominate for a mini lesson
Tom
Sue

# Gradual Release of Responsibility Model – Planning pro-forma (example)

| Year Level/s: | Teacher/s: | | Date: |
|---|---|---|---|
| ☐ Making Connections<br>  - text to self<br>  - text to text<br>  - text to world | ☐ Questioning<br>Model/s used: | ☐ Inferencing | ☐ Visualising |
| ☐ Determining Importance | ☐ Summarising | ☐ Synthesising | ☐ |

| Content outcomes: *(what I want students to know about the topic)*<br>**Refer to Australian Curriculum Content Descriptors and Achievement Standards** | Strategy outcomes: *(what I want students to be able to do)*<br>**You may wish to refer to NAR Scope and Sequence** |
|---|---|
| Text type outcomes: *(what I want students to understand about the text structure and features)*<br>**Authors' purpose, audience, text type**<br>**Text structure**<br>**Text features** | Vocabulary: *(what words I want students to understand and use)*<br>**Tier 2**<br>**Tier 3** |

What phase of the model are you planning for? Modelled Demonstration / Shared Demonstration / Guided / Independent

Resources needed:

| 1.  Demonstration / Modelling (I do, you watch) | | 2.  Shared Demonstration (I do, you help) | |
|---|---|---|---|
|  | 1. Select an appropriate text for your purpose e.g. introduce new content, vocabulary, strategies, text type<br>2. Read & prepare sticky notes ready for the think-aloud (where to stop and demonstrate)<br>3. Consider vocabulary and how you will introduce / alert students to it<br>4. Consider how you will access and activate students' prior knowledge<br>5. Establish the purpose of the lesson<br>6. Name the strategy – what it is and why it is important |  | 1. As for Demonstration plus…<br>2. Ask students to recall learning from the modelled lesson<br>3. Stop to summarise "so far" and ask students to contribute their ideas<br>4. Stop to ask and answer questions<br>5. Reread or go back in the text to make connections explicit<br>6. Build an anchor chart with students or some visual reminder of the lesson |

| 3.  Guided Practice (You do, I help) | | 4.  Independent Practice (You do, I watch) | |
|---|---|---|---|
|  | 1. Decide how students will demonstrate their understanding of the strategy with a suitable text (instructional level in guided reading groups or independent level if it is a whole class activity)?<br>2. Consider how you will monitor and support their learning.<br>3. Consider the routines and structures that are already in place or will need to be explicitly taught? |  | 1. Consider the students who are ready for independent practice.<br>2. What routines and expectations are in place to scaffold students for success? (accountable talk, cooperative learning)<br>3. What text/s (student or teacher selected)?<br>4. What structure / process?<br>📖 literature circles<br>📖 reciprocal teaching<br>📖 5R<br>📖 Independent contracts<br>📖 Independent reading with response<br>📖<br>📖 |

**Closure / Sharing / De-briefing:**


**Assessment:**
How will you know students have achieved the outcomes?
What will you do for those who have?
What will you do for those who need more practice?

| Gradual Release of Responsibility Model – Planning pro-forma |||
|---|---|---|
| Year Level/s: | Teacher/s: | Date: |

| ☐ Making Connections<br> - text to self<br> - text to text<br> - text to world | ☐ Questioning<br>Model/s used: | ☐ Inferencing | ☐ Visualising |
|---|---|---|---|
| ☐ Determining Importance | ☐ Summarising | ☐ Synthesising | ☐ |

| Content outcomes: | Strategy outcomes: |
|---|---|
| Text type outcomes: | Vocabulary: |

What phase of the model are you planning for? Modelled Demonstration / Shared Demonstration / Guided / Independent

Resources needed:

| 2. Demonstration / Modelling (I do, you watch) | 2. Shared Demonstration (I do, you help) |
|---|---|
|  |  |

| 3. Guided Practice (You do, I help) | 4. Independent Practice (You do, I watch) |
|---|---|
|  |  |

**Closure / Sharing / De-briefing:**

**Assessment:**

An example of Structures and Processes adapted from:

www.det.act.gov.au/__data/assets/.../**New_Educators_Handbook**.doc

New
Educators

| Essential Elements of Reading / Comprehension Instruction | Teacher | Students |
|---|---|---|
| **Explicit Instruction** (10 – 20 minutes)<br>The session begins with the teacher explicitly focusing on a key element of the reading process.  It may involve modelled or shared reading.  Modelling of effective strategies and procedures occurs.  The focus will depend on the particular needs of the children and will vary from one session to the next.  A number of mini-lessons will occur within a week.  Each session has a very specific focus.<br>These may include:<br>• Vocabulary development<br>• Big Six elements<br>• Comprehension Strategy instruction ( during these sessions teachers use 'think alouds' to let children in on the secret of reading and the purpose of gaining meaning) | The teacher takes control of this process, slowly releasing control to students.  Students are asked to join in the reading process with the teacher. | Students listen actively and share their ideas and make suggestions. |
| **Guided Reading** (20 minutes)<br>Involves working with small groups of children with a common identified need.  The needs are identified through taking running records and carefully analysing the miscues.  Groups are fluid and change as the students needs change.  The focus may include:<br>• Phonological Awareness<br>• Phonics<br>• Vocabulary<br>• Fluency<br>• Comprehension<br>Guided Reading follows a very specific format to scaffold the learning for children.  It includes:<br>1. Book Orientation – introduce new vocabulary and concepts.  Discuss illustrations and other features in detail.<br>2. Children read the text independently.  The teacher moves around and listens to each child read a part of the text.  The teacher identifies a specific need to teach on.  This may occur at this point or when the group comes back together.<br>3. Regroup – specific teaching focus and discussion from the text. | The teacher carefully analyses students' work to identify common elements for an explicit teaching focus.<br>Teachers group students based on a common need.  Teachers think on their feet and support children in successfully engaging in their reading. | Students are more actively involved in this component. |
| **Independent Reading** (15 minutes)<br>During this time students have the opportunity to read their own texts and demonstrate control of what has been modelled to them in previous parts of the session.  During this time children read for real purposes and audiences. | Engage students in authentic reading tasks. | Actively involved in all reading tasks. |
| **Sharing** (10 – 15 minutes)<br>This is a crucial part of each session.  Students have the opportunity to share what they have done or are working on, as well as share what strategies and processes they have used.  It is important to spend time teaching the children how to be critical friends to their peers to ensure this is productive.<br><br>This information is then fed back into future planning so it targets specific needs and children. | Put structures in place for effective sharing<br>Facilitate the process.<br>Provide feedback.<br>Be an active member of the audience. | Share work with others.<br>Provide feedback to others.<br>Be an effective audience member. |

**Oral Language and Comprehension**

Oral language instruction. "Research indicates that the level of oral language skill is highly predictive of reading development and warrants aggressive intervention to prevent reading failure" (Catts, Fey, & Tomblin, 2004). It is essential to develop oral language explicitly through focused, purposeful instruction. Oral language instruction should be threaded throughout the day. It is essential that teachers have a method of assessing oral language proficiency, as students demonstrating the most delay in their oral language development will have difficulty comprehending classroom talk beyond the most basic instructions. A classroom environment rich in poetry, songs, wordplay, drama, books, language games, and lively purposeful talk builds students' appreciation and awareness of language, and also builds the foundation for explicit instruction in the sound structure (phonology) of the English language

A continuing focus on oral language development throughout the school years remains essential in supporting students as they learn to read, understand, and think about text across all curriculum areas.

**Accountable talk.** Students learn best when "accountable talk" (problem-posing, problem-solving talk related to curricular topics) is encouraged, modelled and supported throughout the school day. In a classroom where accountable talk is encouraged, teachers and students discuss ideas, concepts, hypotheses, strategies, and responses with each other. Neuman and Roskos (1997) suggest that in Junior and Senior Kindergarten, learning centres provide support for literacy learning and accountable talk through:
- the presence of people who share expertise and provide assistance;
- feedback from others;
- access to literacy tools and related supplies;
- multiple options for activity;
- problem-solving situations

**Strategies for Modelled Lessons**

### Think Aloud

**Objective:** After spending weeks, sometimes months, modelling your own thinking processes through THINK ALOUDS on a single strategy in a variety of texts, students will gradually be asked to assume responsibility for using the strategy independently as they read.

**Materials:** Variety of texts, chart, and markers

**Procedure:**

1. **Do your homework!**
   - Decide on strategy to be taught
   - Think about what you really want your students to know about the strategy
     ~write a definition of the strategy
     ~decide on desired outcome at end of study
     ~decide on tentative time line for study
     ~decide on authentic assessments to use (written response, listening in on conversations, etc.)
   - Plan ahead
     ~think about the strategy to be taught
     ~pick a text
     ~identify the central concept and/or key themes in the text
     ~think about your own experiences related to the concept/themes
     ~identify where you might pause and think aloud for your students (use post-it-notes to mark, remove during lesson and stick on back of the text where you will be able to refer to it)

2. **Gather kids in front of you for instruction/modeling**
   - Introduce lessons that will follow
     ~Ask what is reading?  Add student responses to class chart.  Keep posted in the room with responses.  (Nature of answers may evolve as your class begins to explore thinking when reading as you provide explicit instruction in reading strategies.)
     ~Explain the word "text" (Refers to texts, newspapers, charts, magazines, etc.)
     ~Talk about "researchers" who study the way people read and what people think about while reading. Explain that during the year the students will learn a few of the strategies that researches found all good readers use when they read.

| | |
|---|---|
| Text Choice | o This text is more complex than the texts that these children can read during instruction<br>o This text is a chance to build language (vocabulary and grammar)<br>o This text is a chance to build knowledge of the content areas, of the world, or of culture<br>o This text is a chance to build knowledge of a text structure that can help comprehension or composition of other texts<br>o This text is a chance to build comprehension strategy knowledge |
| Before Reading | o Read the text at least once yourself, so that your reading will be fluent, expressive, and clear<br>o Preview your purpose for choosing this book (from the list above)<br>o Build prior knowledge<br>o Build excitement and engagement |
| During Reading | o Let children talk!<br>o Stop to model<br>o Stop to highlight your instructional goal<br>o Stop to give definitions and additional context to useful new words<br>o Stop to summarize "so far"<br>o Stop to ask and answer questions<br>o Reread or go back in the text to make connections explicit<br>o Use graphic organizers or text structure maps to highlight relationships between ideas |
| After Reading | o Summarize (with input) the entire text<br>o Return to your original purpose.  Remind the children why this particular text build their knowledge and skills<br>o Invite children to use their new learning in future reading and listening |

# Criteria for Selecting Shared Reading Resources

| Factual Texts | Fictional Texts |
|---|---|
| Factual texts should be selected from a variety of genres and topics across the curriculum and should have the following characteristics:<br><br>• features that allow the teacher to teach selected decoding and comprehension strategies<br>• a "difficult" reading level (i.e., they should be texts that most students would read at an accuracy and comprehension rate of less than 90 per cent without teacher support)<br>• developmentally appropriate topics<br>• topics that will interest and appeal to students<br>• topics that represent various cultures (e.g., festivals, food, dress)<br>• text-specific and age-appropriate vocabulary<br>• a layout that is clear, well organized, and internally consistent<br>• well-defined headings and subheadings<br>• clearly defined text features<br>• clearly labelled diagrams<br>• captions that identify or explain illustrations, charts, etc. | Fictional texts should be selected from a variety of genres and topics and should have the following characteristics:<br><br>• features that allow the teacher to address curriculum expectations<br>• features that allow the teacher to teach selected decoding and comprehension strategies<br>• a "difficult" reading level (i.e., they should be texts that most students would read at an accuracy and comprehension rate of less than 90 per cent without teacher support)<br>• developmentally appropriate topics<br>• topics that will interest and appeal to students<br>• authentic stories with strong plots, well-developed characters, and interesting, well-structured storylines<br>• representations of various cultures<br>• predictable and repetitive patterns (for early primary students)<br>• captivating language<br>• effective and grade-appropriate vocabulary |

# Conducting Shared Reading

- Consider any background knowledge students should have to understand the text. Engage students in a discussion that will help them to understand what they are about to read.

- Read the text fluently and with expression to the students. Decide whether to read the entire text or a portion of the text. Take into consideration the lesson's purpose, the strategy to be taught, and the genre of the text.
  It is not advisable to point to the text as you read the first time because the students are not being asked to read along.

- Following the first reading of the text, the students join in.

- As the students are able to carry the reading, fluently and with expression, the teacher shifts responsibility to the students but is prepared to intervene by reading if they reach a point of difficulty.

- On the day the text is introduced, the reading consists of familiarizing the students with the text as outlined above.

- On subsequent days, the students revisit the text with the teacher to discuss various aspects of the text that the teacher has chosen for teaching points.

- At the beginning of each new reading session, the text should be read, either in its entirety if it is short or a significant section of the text if it is longer.

- During the reading session the teacher uses the now familiar text to discuss reading strategies that help the reader to decode and comprehend this text.

- Once students are familiar with the text they should have opportunities to read it independently.

- Use small versions of the published big books.

- Make copies of poems or charts to be placed in individual poetry or chart scrap books.

- Provide time to read (perhaps while pointing with a reading wand) wall charts, poems, songs that have been displayed on the walls.

- Fold charts for easy access in the future by all students.

## Strategies for Independent Reading

For students to be able to operate independently consider the following skills development checklist. Students will need to be explicitly taught how to work effectively in a group / independently through modelling and scaffolding the routines.

**eworkshop.on.ca**

ONLINE
TEACHING
RESOURCE

## Mini-lesson Skills Chart – Emergent through Fluent

| Reading Strategies (comprehension and decoding) | Responses to Text | Management Skills Development |
|---|---|---|
| ▪ Learning the conventions of print: print is read from left to right and from top to bottom; words have boundaries and are separated by white space<br><br>▪ Understanding the concept of a word, a letter, and a sentence<br><br>▪ Learning that some words are common and can be easily recognized (high-frequency words)<br><br>▪ Using known spelling patterns to recognize new words<br><br>▪ Using illustrations to predict and confirm meaning<br><br>▪ Realizing that printed messages make sense and are often predictable<br><br>▪ Learning to access background knowledge<br><br>▪ Scanning for information<br><br>▪ Learning vocabulary<br><br>▪ Word-solving (e.g., use of the three cueing systems)<br><br>▪ Making meaning<br><br>▪ Beginning to make inferences<br><br>▪ Using their own experiences and background knowledge to predict meaning<br><br>▪ Self-monitoring<br><br>▪ Examining language conventions<br><br>▪ Practising fluency<br><br>▪ Sustaining meaning with longer texts (e.g., chapter books for fluent readers)<br><br>▪ Discussing inferences<br><br>▪ Learning to synthesize<br><br>▪ Making visualizations | ▪ Examining elements of story<br><br>▪ Examining genre<br><br>▪ Examining plot<br><br>▪ Making personal responses<br><br>▪ Representing the story through images<br><br>▪ Making connections<br><br>▪ Making comparisons<br><br>▪ Finding the main idea(s)<br><br>▪ Understanding time sequencing (e.g., beginning, middle, end)<br><br>▪ Asking questions of self, author, text<br><br>▪ Writing a journal<br><br>▪ Interpreting the lesson, moral, message<br><br>▪ Understanding time sequencing (e.g., a text may begin with the ending of the story)<br><br>▪ Understanding figurative language<br><br>▪ Providing evidence<br><br>▪ Preparing for a Literature Circle<br><br>▪ Writing a recommendation<br><br>▪ Preparing for a book talk<br><br>▪ Writing a reading response/journal entry | ▪ Choosing 'just right' books<br><br>▪ Taking care of books<br><br>▪ Maintaining a reading list<br><br>▪ Abandoning a book<br><br>▪ Learning and following routines<br><br>▪ Showing respect for others:<br>– reading quietly<br>– sharing materials<br>– taking turns<br>– moving between centres<br><br>▪ Collaborating with a reading partner<br><br>▪ Taking part in small-group work<br><br>▪ Determining the level of difficulty of books |

Students can be involved in the development of an X - Anchor Chart that specifies what independent and group skills look like, sound like, feel like and think like. The following is an example of a simple T Anchor Chart.

# Anchor Chart for Group Skills
## Independent Group Work Skills

| Being on Task | |
| --- | --- |
| **What It Looks Like** | **What It Sounds Like** |
| Students are:<br><br>- focusing on the task at hand<br><br>- following directions<br><br>- working collaboratively with a partner<br><br>- working at different stages of completion<br><br>- making progress to finish on time<br><br>- not distracting others<br><br>- asking the "go to" person for assistance, if necessary<br><br>- using anchor charts for support<br><br>- following pre-established routines, e.g., for leaving the room, accessing materials, problem-solving | - There is a "low buzz" in the room.<br><br>- We hear quiet purposeful talk.<br><br>- Students may be saying to one another, "I'm sorry, but I'm working."<br><br>- Students may be saying to one another or to the "go to" person:<br><br>   – "May I ask you a question?"<br>   – "Can you explain this to me?" |

**Strategies for Group and Independent Practice include:**

- **Read and retell**
- **Read and respond** (using a scaffold, sticky notes, reading journal, worksheet, graphic organiser, anticipation guide, and question prompts etc.

## After-Reading Strategies

| Strategy | Definition |
|---|---|
| **Peer practice** | In peer practice, students help each other to review, drill, and rehearse in pairs or in small groups of three or four, in order to consolidate their understanding or enhance skill development. |
| **Think-pair-share** | Think-pair-share is a strategy whereby students think alone for a specified amount of time in response to a question posed by the teacher. Students then form pairs to discuss their ideas, and after this, share responses with the class. Think-pair-share is used to help students check their understanding and provide opportunities for practice or rehearsal. |
| **Discussions** | Discussion is purposeful talk through which students explore their thinking, respond to ideas, process information, and articulate their thoughts in verbal exchanges with classmates and teachers. |
| **Interviews** | An interview is a conversation or dialogue in which the interviewer seeks to gain information and insights from the person being interviewed. It is used to explore ideas and to gain personal and practical information from an expert or a person in the role of an expert. |
| **Jigsaw** | A jigsaw is a cooperative learning strategy that enables students to gain a variety of perspectives and insights by participating in a specialized group, and then by sharing what they have learned with their "home" group and integrating the thinking of the "home group". Students need to have prior partner experience and small-group experience before working in the jigsaw format. |
| **Buddy system** | The buddy system involves linking students for peer/cross-age support through a number of curricular or co-curricular activities. The buddy system provides student role models and opportunities for mentoring. |
| **Response journals** | A response journal is a form of writing in which students make thoughtful connections to texts, activities, and experiences. A response journal provides sustained opportunity to explore, analyse, question, interpret, or reflect in order to gain new insights and enriched appreciation or understanding. A response journal describes the personal processing of the student rather than a restatement or recounting of text. |
| **Using graphic organizers** | Graphic organizers help the learner to organize information and make connections. At a more challenging level, they can be used to create frameworks for relationships between concepts. |

- **Literature Circles** – these are generally used for fiction texts where students have choice in the text they read. These operate in a similar way to adult book clubs. Students can use role cards to scaffold their thinking.
- **Reciprocal Teaching / Reciprocal Reading** – this strategy can be used for fiction and non-fiction texts. Role cards are generally used. Reciprocal teaching can be used in whole class sessions, guided reading, literature circles etc.
- **The Five R Strategy** – includes read and relax, reflect and respond, rap.

*These strategies are explained in the following pages.*

**Literature Circles**

Literature circles encourage conversations among students who have read the same text and help students develop insights by considering texts from different points of view.
Select four to six fluent readers for each literature circle group, basing your decisions on the following criteria:
• the students' choice of books (for this activity you may want to offer a selection of three appropriate books and let each group choose one for reading and study)
• students' reading ability
• students' interests

You may join one or two groups during the lesson to observe and demonstrate procedures or critical literacy skills.
With young fluent readers, plan for activities that focus on comprehension and the development of word study skills.

**Introducing Literature Circles**
When introducing literature circles to students:
    Select an appropriate text.
- Select a role, prepare a role card and make copies for each student.
- Pique students' interest by briefly introducing the book, the setting, and the author.
- Introduce and discuss the literature circle role you have selected. Encourage students to think about the role while reading.
- Read a section of the text, thinking out loud and making connections to the assigned literature circle role. Show students how to make brief notes while reading.
- Following the reading, discuss the literature circle role. For example: "In my role as Connector, I was able to make the following text-to-self connections… and these text-to-text connections…." Discuss these connections and how they help with the understanding and appreciation of text.
- Allow students to try this role on their own. Repeat the process for each of the different roles.

**Operating a Literature Circle**
When students are able to work independently with individual roles, literature circles can be conducted as follows:

- Offer the literature circle group a small selection of books from which they can choose a title. Since each member of the group reads the same book, four or five copies will be required.
- Allow students time to review the books and make their choice.
- The group decides how much of the book they will read during the first session. All members of the group are expected to read the selection and be prepared to discuss it at the next meeting.
- Assign literature circle roles or allow students to select an available role card (pre-select specific roles to meet the goals of the activity). Colour-coded role cards allow the teacher to see at a glance that all roles are represented within the group.
- Ask students to think about their role and make notes as they read. They may use sticky notes, a response sheet, or write on the role card.
- At the next meeting, students talk about their reading and lead a discussion related to their role

# How to Set Up Literature Circles

1.  **Know your books!**  The teacher must be familiar with each picture book or novel that is used in the Literature Circles.
2.  **Model the behaviour.**  Students must be shown what you expect them to do in the Literature Circle.  This is best addressed by doing a whole-class book first, with everyone (including the teacher) responding in Logs and sharing responses during discussion.  Students may sometimes be broken into small random groups to increase opportunities for discussion.
3.  **Advertise the chosen books.**  The teacher gives a commercial for each book to be used in Literature Circles.  Books may follow a theme, be an author study, or be of a specific genre.
4.  **Students choose their books.**  The key to Literature Circles is student choice.  Put student names in a hat and let them pick their choice as their name is called.  Have a sign up sheet with the number of slots being equal to the number of copies you have of a certain book.
5.  **Groups are made up of 3 to 5 students.**  Less than 3 students limits the ideas brought forth in discussion.  More than 5 students limits the amount of speaking each child must do.
6.  **Students discuss, read and respond daily.**  Students can keep track of their daily activities on their Literature Circle Contract.
7.  **The teacher monitors the discussions, but not daily.**  It is important for the teacher to know the literature to make sure that students are getting the gist of the story.  The teacher may choose to evaluate the Literature Circle discussion of each group at some time during the cycle.
8.  **Students work independently to fulfil their contract.**  The activities they select will reflect their interests.
9.  **There are many ways to evaluate.**  Teachers may grade the activities, the response log, and/or the discussions.
10. **A summary circle wraps it all up.**  Students from all Literature Circle groups take part in a discussion of all the books read.  This allows for a wider comparison of the literature and fosters discussion of different authors, common elements in genres, or how one author's style is present throughout his books.
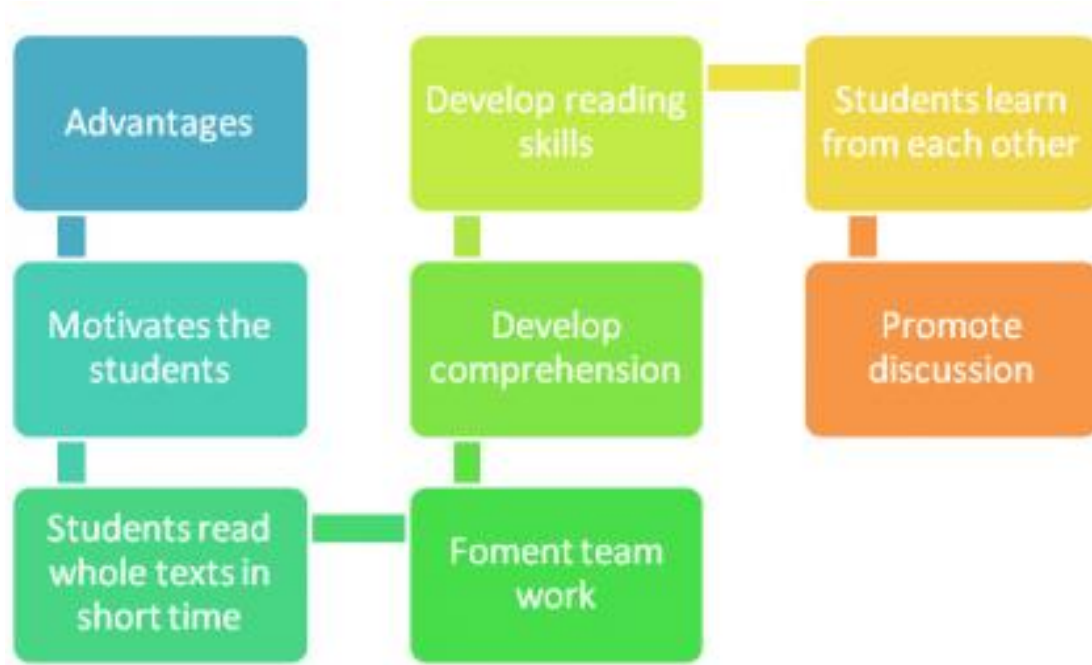
These role cards are available on the website. They are designed to be used by students in guided and independent reading AFTER students have been explicitly taught about each of the comprehension strategies. The cards can be used for Reciprocal Reading and Literature Circles. Select cards based upon your learning intentions and student needs.

## Role: Connector

The role of the connector is to make

**text to self**

connections from personal experience

**text to text**
&

connections from other texts read or viewed

**text to world**
&

connections from information known about the world
and to share them with the group.

## Role: Questioner 1

The role of the questioner is to develop questions using the 5W + H and share them with the group.

**Who?**

**What?**

**When?**

**Where?**

**Why?**

**How?**

## Role: Questioner 2

3 LEVELS OF COMPREHENSION
Here
Hidden
Head
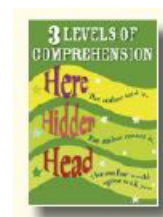
The role of the questioner is to develop 3H questions and share them with the group.

**Here**

**Hidden**

**Head**

## Role: Questioner 3

The role of the questioner is to develop questions using the Question Matrix and share them with the group.

| | EVENT | SITUATION | CHOICE | PERSON | REASON | MEANS |
|---|---|---|---|---|---|---|
| | What is? | Where/ when is? | Which is? | Who is? | Why is? | How is? |
| | What did? | Where/ when did? | Which did? | Who did? | Why did? | How did? |
| | What can? | Where/ when can? | Which can? | Who can? | Why can? | How can? |
| | What would? | Where/ when would? | Which would? | Who would? | Why would? | How would? |
| | What will? | Where/ when will? | Which will? | Who will? | Why will? | How will? |
| | What might? | Where/ when might? | Which might? | Who might? | Why might? | How might? |

## Role: Summariser

**SUMMARISE**
Looking at
the whole
to select
key information

The role of the summariser is to write 5 key facts or statements about the text and to share them with the group.

1.
2.
3.
4.
5.

## Role: Synthesiser

| I used to think | Now I think |
|---|---|
| | |

The role of the synthesiser is to explain to the group how their thinking has changed after reading the text.

## Role: Inferrer

The role of the inferrer is refer to parts of the text and to describe their inferential thinking processes

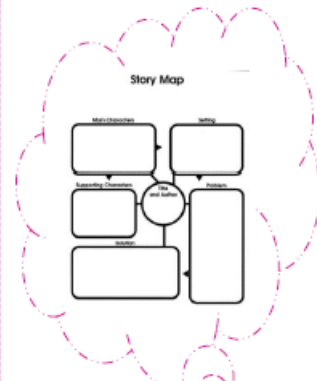Clues in my head

Clues in the text

## Role: Visualiser 1

The role of the visualiser is to create mental images of the text and to describe them to others through talk or drawing

## Role: Visualiser 2

The role of the visualiser is to create a graphic organiser showing the key relationships in the text.

Story Map

## Role: Word Wiz

the Word Wizard

The role of the word wiz is to highlight tricky vocabulary from the text to share with the group. Members of the group then collaboratively determine meanings.

## Role: Text Typer

Text Types we have Discovered this Year

Literary Texts Types
Narrative
Literary Recount
Observation
Literary Description
Personal Response
Review
Poetry

Factual Texts Types
Factual Description
Information Report
Procedure
Procedural Recount
Factual Recount
Explanation
Exposition
Discussion

The role of the text typer is to determine:

- 📖 The title of the text
- 📖 The author of the text
- 📖 The text type
- 📖 Features that determine the text type
- 📖 Who the text is written for (audience)
- 📖 Why the text is written (author's purpose)

## Role: Structure Seeker

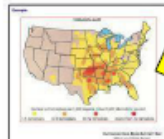| Cause and Effect | Problem and Solution |
|---|---|
| Question and Answer | Compare and Contrast |
| Description | Sequence |

The role of the structure seeker is to identify the structure of the text, the signal words and a suitable graphic organiser
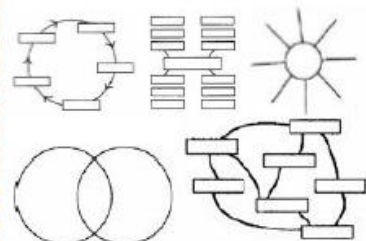
## Role: Feature Finder

| Caption | Heading |
|---|---|

The role of the feature finder is to identify the non-fiction features of the text and to label them with post-its ready to share.

| Table | Table of Contents |
|---|---|

| Map |
|---|

## Role: Predictor

The role of the predictor is to

- 📖 predict what the text is about from the cover and headings
- 📖 predict what might happen next based on clues in the text
- 📖 periodically stop during reading to predict or ask others for their predictions

## Role: Clarifier

The role of the clarifier is to notice when meaning breaks down because the text is confusing in some way and to offer some strategies for clarifying ideas.
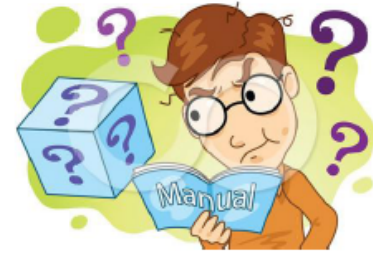
### Fix-Up Strategies
Reread.
Read ahead.
Figure out the unknown words.
Look at sentence structure.
Make a mental image.
Define your purpose for reading.
Ask questions.
Make predictions.
Stop and think.
Make connections to what you already know.
Look at pictures, illustrations, charts, and graphs.
Read the author's note.
Check other sources

## Role: Investigator

The role of the investigator is to look up background information related to the text.

## Role: Director

The role of the director is to introduce the text to be discussed and to lead the discussion.

- Keep the discussion going
- Introduce roles
- Ensure everyone participates
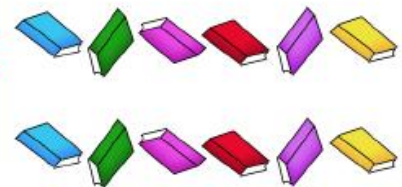- Ensure "accountable talk" is occurring

## Role: Passage Picker

The role of the passage picker is to choose a selection of the text to share with the group to re-read and discuss. This selection may be based on criteria the student selects such as

- interesting
- informative
- well written
- descriptive
- a key event
- interesting vocabulary
- turning point of story

# Reciprocal Teaching Framework

| Reciprocal Teaching |
|---|

Name: _____          Date: _____

Book title: _____

**Predict**.  Before you begin to read your book, look at the title and pictures.
Scan the pages for information. Predict what this book will be about.

_____

_____

_____

| List the **main ideas** from the text you have read today. | Think of a **question** that each of your main ideas will answer. |
|---|---|
| 1. _____ | 1. _____ |
| _____ | _____ |
| _____ | _____ |
| 2. _____ | 2. _____ |
| _____ | _____ |
| _____ | _____ |
| 3. _____ | 3. _____ |
| _____ | _____ |
| _____ | _____ |

**The Five R Strategy**

- is a silent reading process with a strong conferencing component that allows students to demonstrate how they use the reading strategies.

| R5 | What are the students doing? | What is the teacher doing? |
|---|---|---|
| Read and relax (10-20 mins) | 1.Reading self- selected texts<br>Engaging with comprehension strategies | Monitoring book selections<br>Intervention conferences as needed<br>Conferring with students |
| Reflect and respond (3-5 mins) | Thinking, recording thoughts about what read in response journal<br>Noting reading strategies used | Monitoring students |
| Rap 1 and 2 (5-10 mins) | 1.Share with assigned partner<br>2.Whole class share with focus on sharing partner's reading strategies | facilitator |

# Self-assessment Activities

| Activity | Encourages students to ask themselves questions such as: |
|---|---|
| Taking notes while reading to keep track of their thinking | Am I making connections?<br>Do I understand the meaning of the text?<br>What inferences can I draw?<br>Can I quietly retell what I have just read?<br>Am I making pictures in my mind to help me understand the text?<br>What strategies can help me to solve this word? |
| Small group or partner reading assessments | How well did our group work together?<br>What was the best part of today's literature circle?<br>Did we remain 'on-task'?<br>How might we work better next time?<br>How much time did we spend reading? |
| Daily reflections about reading and learning, recorded in a notebook or journal | Is this text too difficult?<br>Should I find an easier text?<br>What was my favourite book and why?<br>How often do I read?<br>Am I choosing from different genres?<br>Do I like the books from my browsing box?<br>What kinds of books do I like best? |
| Reflections about reading and comprehension strategies that are being applied | What do I already know about this topic?<br>Am I using the word wall and word charts to help me read?<br>Am I reading to the end of the line and then returning to read difficult words?<br>Is my reading making sense?<br>What's the first letter in the word?<br>What other word does this one look like? |
| Report of personal achievement in reading | What can I do well?<br>What do I find hard to do?<br>What can I do better than before? |
| Goal setting | How am I doing with my reading goals?<br>What skills should I practise to meet my reading goals?<br>What should I work on next?<br>How well do I manage my independent reading time? |
| Selecting work for the portfolio | What work shows the progress that I have made?<br>What task talks about my favourite book?<br>What am I most proud of? |
| Oral report | Where am I at with…?<br>What connections can I make?<br>What have I learned? |
| Retelling to a reading partner | Can I retell what you have read so far?<br>What do I think will happen next?<br>What do I think about the text? |
| *Note:* Post self-assessment question charts in the classroom as prompts for independent tasks. | |

**Putting it all together – some ideas**

| Tips | Resources |
|---|---|
| Include 10 to 15 minutes of explicit handwriting instruction 3 to 5 times a week using multimodal instructional techniques – move from single letters to blends, words, phrases, sentences, paragraphs to develop fluency as students' skill levels increase. | • *Module 2 Fluency and Automaticity* Materials<br>• Handwriting Kits<br>• Instructional PowerPoints<br>• Charts and desk strips available at all times for reference<br>• Handwriting Book (DECD) |
| Practise fluency regularly | • *Module 2 Fluency and Automaticity* materials<br>• Appropriate texts<br>• Fluency phones |
| Teach students to monitor their own comprehension | • *Module 3 Monitoring Comprehension* materials<br>• Anchor Charts / student prompts |
| Include explicit phonics and spelling instruction | • *Module 4 From Phonics to Etymology*  materials<br>• DECD Spelling book<br>• Spelling Strategies toolkit |
| Explictly teach tier 2 and 3 vocabulary<br>Highlight vocabulary instruction in all learning areas | • *Module 5 Vocabulary* materials<br>• Word Walls |
| Explicitly teach comprehension strategies using a Gradual Release of Responsibility | • *Module 6 Making Connections*<br>• *Module 7 Questioning*<br>• *Module 8 Inferencing*<br>• *Module 9 Visualising & Visual Texts*<br>• *Module 10 Non-Fiction Strategies*<br>• Teacher and Student posters, bookmarks, role cards, question cards |
| Include strategy instruction for non-fiction texts including teaching students about:<br>• Determining Importance<br>• Summarising<br>• Synthesising<br>• Non-fiction text structures<br>• Non-fiction text features | • *Module 10 Non-Fiction Strategies*<br>• Posters |
| Include strategy instruction and opportunities for practise in all learning areas throughout the day | *All materials especially*<br>• *Module 9 Visual Texts*<br>• *Module 10 Non-Fiction Strategies*<br>• *Module 11 Mathematics and Comprehension*<br>• *Module 12 Digital Comprehension* |
| Provide opportunities for students to respond to their reading | • Graphic organisers<br>• Range of materials and ideas from all modules |
| Use data to differentiate instruction | • Running Records<br>• NAPLaN<br>• PAT-R<br>• Ongoing formative assessment<br>• Big Six assessment materials<br>• Scope and Sequence<br>• Student self assessment |