Pioneer State High School
Whole School Approach to Teaching Reading

Improving reading is a school-wide strategic priority and a shared responsibility for all teachers
This document supports staff to prioritise and improve student reading.

PURPOSE:

1. **Develop independent learners and competent readers, who are able to build content knowledge and develop a deep understanding of each learning area.**
2. **Successfully lift students' reading capabilities to year-level expectations.**

WHAT we teach is based on the ACARA learning area *Achievement Standards* and *General Capability: Literacy.* Students' reading requirements in these learning areas involves comprehending complex and at times abstract ideas and information. Students are required to compare, analyse, evaluate, synthesise, transform and create texts in different learning areas. Literacy appropriate to each learning area is embedded in the content descriptions and elaborations of the learning area and is identified using the literacy icon.

PRIORITIES

1. **Increase the focus on skills fundamental to comprehension** including vocabulary, text structures and connecting ideas within and across texts.
2. Explicit **use of WCRA to enhance comprehension** by guiding students in pre-reading to eliminate 'barriers of entry', ask questions and make predictions before independent close reading for a purpose, in all learning areas.
3. Use explicit instruction (using EI lesson structure and/or WCRA framework) to build effective **during and after reading processes** in all learning areas.
4. The use of QAR to develop **comprehension of a text both within and beyond**.
5. Targeted instruction in **reading comprehension** skills and strategies specific to particular learning areas (and link with STARS and CARS Reading program).

We will achieve this by:

1. Focusing on improving A-E data in the curriculum by implementing **whole school literacy pedagogical practices** in **all learning areas**, targeting subject-specific literacy demands.
2. Providing differentiated reading instruction to Year 7 and 8 students – STARS and CARS Plus
3. Using data to provide targeted intervention in learning areas including English (NAPLAN).
4. Linking learning area reading skills and strategies with our differentiated small group STARS and CARS program.

Background research: Moving Literacy Forward P-12
Every learning area and subject has different purposes for interacting with, organising and expressing its information or content. Students are required to comprehend, write, speak about or represent information that is organised and expressed in ways that match the purposes of the learning area or subject. In order to improve students' academic achievement, we must monitor, track and target literacy teaching to progress their literacy learning. Moving literacy forward P-12 is a background paper that focuses on six core messages from Australian and international research on leading significant literacy improvements in schools.

Literacy core messages
1. Focus on **literacy within** the curriculum
2. Explicitly teach the **literacy demands** of the curriculum
3. Build an understanding of **quality literacy teaching**.
4. Monitor students' literacy **progress** regularly
5. Provide regular **feedback** to students on their literacy progress.
6. Build **effective whole school approaches** to improving literacy.

<u>**SHARED UNDERSTANDING**</u>

Reading is fundamental to learning in all subjects, therefore every teacher is a teacher of reading.

1. Teachers are following the **Teaching/Learning cycle**.
2. **Reading is happening** in all classes – silent, aloud, peer and where appropriate, choral. Note: one specific element of Pioneer SHS's approach to reading is to encourage individual silent reading in clear preference to strategies that could be characterised as 'popcorn' or turn-taking whole-class reading.
3. Teachers are completing **exemplars** of task/assessment and teaching the cognitive processes involved in creating assessment texts explicitly to students.
4. Teachers are providing a **text-rich learning environment**, a literacy-rich environment that supports content-specific learning. Elements may include, but are not limited to:

   - access to interesting text and materials.
   - word walls and labels
   - displays of exemplars
   - displays of student work
   - content posters (can be co-created with students)
   - plenty of opportunity to read, write, listen and speak

<u>**ROLES AND RESPONSIBILITIES**</u>

THE LITERACY LEADERSHIP TEAM has the responsibility to develop, lead, enact, embed and evaluate a research-based**,** data-driven literacy strategy with specific focuses on:

- building the capacity of staff to effectively teach reading across the school;
- facilitating a shared understanding about the teaching of reading; and
- facilitating whole-school strategies for the teaching of reading across the school.

POSITION	ROLE	Accountability
Literacy Support Teacher	- Identify and develop teacher capacity using both direct and interactive pedagogical strategies to embed **subject-specific vocabulary and cognitive verbs** across all learning areas. - Support teachers in unit planning, lesson sequence planning and preparation of resources to incorporate WCRA and on-demand writing as a post reading activity ("One sentence at a time") - Support the analysis of diagnostic and monitoring assessment to inform teaching in English. Use of CQ3S to analyse NAPLAN data (actual and resit) and provide support to English class teachers to develop an action plan of areas that require targeted teaching (Year 7, 8 and 9).	Consultative, "customer-driven" approach with staff to ensure pedagogical strategies connect seamlessly with the curriculum. Resources to support teaching of vocabulary and cognitive verbs in learning areas saved on G drive. Action plan saved on G drive **Line Manager:** Team consisting of Principal, HOD (English), HOSES
Master Teacher	- Identify and develop teacher capacity to deliver high yield strategies with a focus on embedding the use of **WCRA** across all learning areas. - Use both the lesson observation/feedback cycle and Instructional Rounds (with whole-class reading identified as the POP problem of practice) to build teacher capacity.	Implement support for teacher PDP goals (aligned to LCC endorsed expectations) of participating in WCRA coaching session once per semester with MT. This may include:

	• Support teachers in unit planning, lesson sequence planning and preparation of resources. • Co-ordinate and monitor the implementation of targeted reading comprehension program – **STARS & CARS**. Make explicit links with learning areas and provide support to develop resources.	1. An individual planning session, lesson observation and feedback using WCRA, or 2. Host POP rounds – may include planning with MT and receiving feedback, and 3. Participation as an observer in POP rounds, providing self-reflection. **Line Manager:** Principal
HODs/ Faculty Co-ordinators	• Lead and support faculties to identify literacy opportunities and demands of subject areas and to embed high yield literacy strategies in teaching and learning. • Support the literacy support teacher.	Unit plan audit tool reviewed with admin line manager. **Line Manager:** Principal / Deputy Principal
HOSES	▪ Provide support and advice on teaching students with learning difficulties and disabilities. ▪ Lead intensive teaching of reading for students with verified learning difficulties and disabilities.	

Teachers

- Commit to delivering the Whole School Approach to Reading; including use of the school's prioritised strategies.
- Engage with coaches and colleagues to build consistent pedagogy and language and as a means of improving practice.
- Utilise student performance data to track progress and inform differentiation.

SUPPORTING DIFFERENT LEVELS OF STUDENT NEEDS:
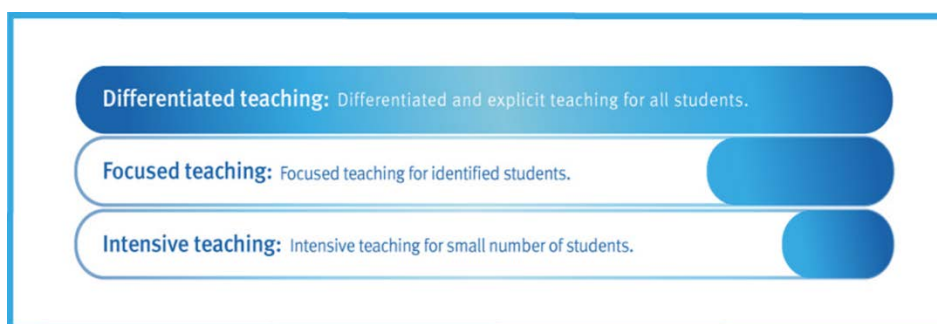
Differentiated and Explicit Teaching: Pioneer SHS provides differentiated teaching to respond to the particular learning needs of all students as a regular part of curriculum provision. WCRA provides for both students below reading age (Flesch-Kincaid readability statistics, removing barriers of entry during pre-reading) and highly capable readers (post-reading activities, including QAR questioning strategy).

Focused Teaching: At Pioneer SHS, focused teaching provides additional support by revisiting key reading comprehension strategies (STARS Plus program). It is delivered using explicit and structured small group teaching strategies in differentiated groups. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning with frequent and timely feedback to support learning.

Intensive Teaching – Frequent and Explicit
Pioneer State High School provides support for a small number of students who require intensive teaching, following focused teaching, as they continue to perform substantially below, or above, year-level expectations in a learning area/subject or across the whole curriculum. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, skills and knowledge. ICP's Modified English / Reading instruction

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Differentiated and Explicit WCRA	Ongoing as regular part of curriculum Program					▶
Focussed Teaching CARS and STARS targeted below, at or above year level expectations	Semester 1 and 2 Small differentiated groups	Semester 1 and 2 Small differentiated groups				
Intensive frequent and explicit	Explicit teaching of decoding, reading strategies and comprehension					▶
Intensive frequent and explicit	ICP Modified English	ICP	ICP	QCIA	QCIA	QCIA ▶

<u>**EXPLICIT SCHOOL EXPECTATIONS:**</u>

<u>**Systematic teaching of reading in the curriculum**</u>   <u>**Science Example**</u>

1. Identify the **reading demands (e.g. comprehension strategies / skills, text structures, cognitive verbs, language features/sentence structures, vocabulary and spelling**) of the assessment or monitoring task (can use the P-10 Literacy continuum)

<u>**Text structure:**</u> Scientific report – writing a conclusion based on data
<u>**Cognitive Verbs:**</u> Hypothesise, Explain**,** Describe
<u>**Language Features:**</u> Writing for an audience of other student-scientists
<u>**Vocabulary:**</u> solubility, variable, independent, control, dependent

2. Identify the **purpose for reading.**

Purpose for Reading examples:
Be able to identify a well-written Hypothesis linked with the Aim for a scientific report.
Identify the language used when writing an explanation
Identify the language used when writing a description

3. Select text/s for a group that meets the purpose, considering the readability level of the text.

Locate texts from various sources:

Internet, text book, previous student work, teacher written.

4. Plan a sequence of teaching and learning to outline the specific knowledge, skills and practices for reading in the unit using **whole-school shared pedagogical practices.**

Plan a sequence of lessons including the use of Explicit Instruction and WCRA for close reading of text to teach the literacy of the unit.

Ensure cognitive verbs are taught using Explicit Instruction before requiring students to apply these to learning and assessment activities.

DATA COLLECTION PLAN:

ASSESSMENT TOOL	Year 7 Internal Monitoring and Assessment Overview - READING							
TARGETS	85 % of students achieve benchmark		25 % of students achieve above benchmark		90% of students to achieve >NMS		90 % of students will meet the minimum improvement expectation for each semester	
ASSESSMENT TOOL	WHEN ADMINISTERED AND RECORDED BENCHMARK (Minimum semester improvement expectation)				BY WHOM	PURPOSE	USE	DATA COLLECTION
	T1	T2	T3	T4				
NAPLAN Resit Reading Spelling Grammar and Punctuation	Week 2 Previous years' Year 7 test Reading: MSS - 500 (Baseline data)			Week 4 Year 7 Test Reading**:** MSS - 520 Spelling: MSS - 525 G & P: MSS - 520 (+10 scale score points)	English teacher Analysis supported by HOD, Literacy Co-ordinator and Master Teacher	Diagnostic - Look for patterns in data - skill areas in which students do well or require targeted teaching.	Inform targeted teaching in reading (**English**) Inform grouping of students in STARS program	Test given to literacy support teacher- Data stored in CQ3S
NAPLAN – actual Reading Spelling Grammar and Punctuation		Week 4 / 5 Reading: MSS - 505 Spelling: MSS - 515 G & P: MSS - 505 (+5 scale score points)			Organised by Literacy Support teacher Analysis by Literacy support teacher. Analysis supported by HOD and Master Teacher	Track student progress. Look for patterns in data - skill areas in which students do well or require targeted teaching.	Inform targeted teaching in reading, spelling, grammar and punctuation. (English and Literacy classes)	Nil Admin to merge data onto CQ3S to provide for teachers.
STARS and CARS	Week 2 CARS pre-test Week 10 Review Test Finding Main Idea	Week 8 Review Test	Week 7 Review Test	Week 6 Review Test Week 7 Post Test	Tests organised by STARS teacher aides. Implementation facilitated by class teacher.	Pre-test: Set baseline data Review Test: Track student progress	Inform grouping of students in STARS program. Monitor progress and inform changes to student groupings to meet needs	Marked by STARS teacher aides and recorded on Excel Spreadsheet (G drive). Results provided to all teachers
English	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	Class Teacher	Assessment of learning	Inform reporting. Inform planning of teaching of reading skills and strategies, knowledge of text structure and language features.	Class Markbook

Year 8 Internal Monitoring and Assessment Overview – READING								
TARGETS	85 % of students achieve benchmark		25 % of students achieve above benchmark		90% of students to achieve >NMS		90 % of students will meet the minimum improvement expectation for each semester	
ASSESSMENT TOOL	WHEN ADMINISTERED AND RECORDED BENCHMARK (Minimum semester improvement expectation)				**BY WHOM**	**PURPOSE**	**USE**	**DATA COLLECTION**
	T1	T2	T3	T4				
NAPLAN Resit Reading Spelling Grammar and Punctuation		Week 3 Yr. 7 Test Reading: MSS - 530 Week 5 Yr. 7 Test Spelling: MSS - 535 G & P: MSS - 530 (+10 scale score points)		Week 4 Yr. 9 Test Reading: MSS - 540 Week 5 Yr. 9 Test Spelling: MSS - 545 G & P: MSS - 540 (+10 scale score points)	English teacher Analysis supported by HOD, Literacy Co-ordinator and Master Teacher	Diagnostic – Look for patterns in data – skill areas in which students do well or require targeted teaching.	Inform targeted teaching in reading, spelling and G & P (**English**) Inform grouping of students in STARS program	Test give to literacy co-ordinator- Data stored in CQ3S Student data from previous year stored in CQ3S
CARS and STARS	Week 2 CARS pre-test Week 10 Review Test Finding Main Idea	Week 8 Review Test	Week 7 Review Test	Week 6 Review Test Week 7 Post Test	Tests organised by STARS teacher aides. Implementation facilitated by class teacher.	Pre-test – Set baseline data Review Test: Track student progress Post Test: Assessment of learning	Inform grouping of students in STARS program. Monitor progress and inform modifications to student groupings to meet needs	Marked by STARS teacher aides and recorded on Excel Spreadsheet. Results provided to all teachers
English	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	Class Teacher	Assessment of learning	Inform reporting Inform planning of teaching of reading skills and strategies, knowledge of text structure and language features.	Class Markbook

ASSESSMENT TOOL	Year 9 Internal Monitoring and Assessment Overview - READING							
TARGETS	85 % of students achieve benchmark		25 % of students achieve above benchmark		90% of students to achieve >NMS		90 % of students will meet the minimum improvement expectation for each semester	
ASSESSMENT TOOL	WHEN ADMINISTERED AND RECORDED BENCHMARK (Minimum semester improvement expectation)				BY WHOM	PURPOSE	USE	DATA COLLECTION
	T1	T2	T3	T4				
NAPLAN Resit Reading	Week 2 Previous years' Year 9 test Reading: MSS- 545				English teacher Analysis supported by HOD, Literacy Co-ordinator and Master Teacher	Diagnostic - Look for patterns in data - skill areas in which students do well or require targeted teaching.	Inform targeted teaching in reading (English) Inform grouping of students in STARS program	Test given to literacy support teacher Data stored in CQ3S Student data from previous year stored in CQ3S
NAPLAN – actual Reading		Week 4 / 5 Reading: MSS- 550 (+5 scale score points) Spelling: MSS: 555 G & P MSS - 550 (+10 scale score points)			Organised by Literacy Co-ordinator Class teacher analyse Analysis supported by HOD, Literacy Co-ordinator and Master Teacher	Track student progress. Look for patterns in data - Skill areas in which students do well or require targeted teaching.	Inform targeted teaching in reading, spelling, grammar and punctuation. (English)	Nil Admin to merge data onto CQ3S to provide for teachers.
English	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	(maintain or +1 standard if below C standard)	Class Teacher	Assessment of learning	Inform reporting Inform planning of teaching of reading skills and strategies, knowledge of text structure and language features.	Class Markbook

PIONEER STATE HIGH SCHOOL READING FRAMEWORK - ON A PAGE
WHAT WE DO AT PIONEER!

Aim:
1. **Develop independent learners and competent readers, who are able to build content knowledge and develop a deep understanding of each learning area.**
2. **Successfully lift students' reading capabilities to year-level expectations.**

GRADUAL RELEASE MODEL (APPENDIX A) Used to explicitly teach literacy demands of learning area e.g. analysis of text features, analysis of language features, comprehension strategies, analysis of characters, cognitive verbs etc. 1. Modelled Reading & Reading To Students 2. Shared and Guided Practice 3. Independent Practice 4. Application of the strategy	**WHOLE CLASS READING ACTIVITY (WCRA) (APPENDIX D)** Used to plan 'reading to learn' in all learning areas. 1. Prepare (eliminate barriers to reading) 2. Purpose (establish a purpose for reading) 3. Focused Reading (USSR – close reading) 4. Re-reading / Re-do (guided to achieve purpose) 5. Post Reading (link to purpose)	**VOCABULARY AND SPELLING (APPENDIX F)** • Explicit teaching of subject specific vocabulary including spelling. • Build word lists for units of work • Explicit teaching of cognitive verbs • Multiple exposure required • ACARA requirements (Year 7 spelling) • Use of shared whole school strategies (see below)

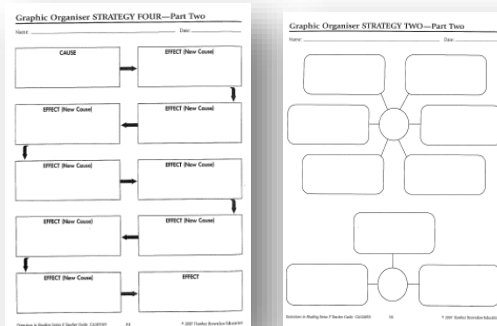|		
QUESTION ANSWER RELATIONSHIP STRATEGY – QAR (APPENDIX E) 1. Right There 2. Think and Search 3. Author and you 4. On your Own 	**GRAPHIC ORGANISERS (APPENDIX G)** Common use across learning areas to visualise and organise information that is read. To express knowledge, concepts, thoughts or ideas and the relationships between them. The choice of graphic organiser depends on the purpose for reading. Also used to explicitly teach **cognitive verbs** in conjunction with sentence starters and linking words. G:\Coredata\Common\WCRA\06 Graphic Organisers 	**RAPID RECALL ROUTINES/WARM UPS (APPENDIX C):** • Use the recite/recall/apply approach • A mixture of choral, written, tactile and kinaesthetic responses • Moves information from short term to long term memory • Deepen earlier learnt content • Practice, reinforce and prompt transfer of learnt skills • An engaging start to a lesson • An opportunity to check for understanding
		UNINTERRUPTED SUSTAINED SILENT READING (USSR) Students select text to read for pleasure. Teachers model reading for pleasure. Behaviours embedded in WCRA.
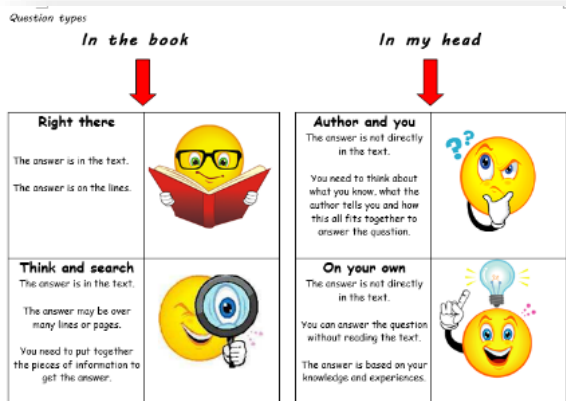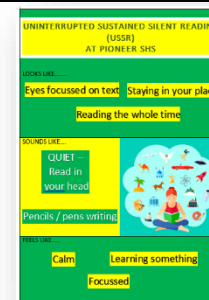
READING LEADS TO WRITING The explicit teaching of: • Text structure • Sentence structure and grammar • Punctuation • Common paragraph structure (PEEL) • Common editing guide (English)	**STARS and CARS (Year 7 and Year 8) (APPENDIX H)** Differentiated small group instruction of 12 reading and comprehension strategies. The program incorporates: Finding main ideas, Recalling facts and details, Understanding sequence, Recognising cause and effect Comparing and contrasting, Making predictions, Finding word meaning in context, Drawing conclusions and Making inferences, Distinguishing between fact and opinion, Identifying author's purpose, Interpreting figurative language, Summarising.	**TEACHER CAPABILITY BUILDING** To develop capability, teachers participate in: 1. Collaborative planning, lesson observation and feedback with Master Teacher (MT) – once per semester. 2. POP Rounds Host Teacher – collaboratively plan with MT and provide lesson for POP rounds (in lieu of #1). 3. Participate as an observer in POP rounds to self-reflect on own practices – facilitated by MT – once per semester. 4. Collaboratively plan and develop resource with Literacy Support Teacher and MT– ongoing.

APPENDICIES: SHARED PEDAGOGICAL PRACTICES

APPENDIX A: GRADUAL RELEASE OF REPSONSIBILITY MODEL (Pearson and Gallagher 1983) to engage students in reading text successfully:

Modelled Reading & Reading To Students (I do)
- Demonstration of the reading behaviours and verbalising the cognitive processes involved with those behaviours when reading specialised text, language structures, vocabulary and graphics that are specific to a learning area/subject (e.g. think aloud, text deconstruction).

- Modelled teaching of knowledge, skills and strategies

- Reading a text aloud to students for pleasure and entertainment.

Shared and Guided Practice (We do)
- Provide scaffolding and support through the WCRA framework to read more specialised, technical and complex, but also age-appropriate, texts in all learning areas.
- Teacher and students work together using a text visible and accessible to all.
- There is a clearly defined purpose for why the class is reading the text.
- Provides practice guided by the teacher.
- Can occur in differentiated groups (year 7 and 8 - STARS & CARS PLUS program)
- Buddy/paired Reading – read some text together.

Independent Practice (You do)
- Students engaged in reading to practise, improve and extend learned skills and strategies.
- Identify a clear purpose for independent reading when used within the WCRA framework.

Uninterrupted Sustained Silent Reading (USSR)
- Purpose is to build fluency and motivation for reading allowing the students to read independently for a sustained period of time.
- Students select their own text and everyone is involved in reading.
- Used strategically and in timely periods throughout the broader reading program.

Application of the knowledge/strategy/skill
- Students apply the knowledge/strategy/skills in a new format or more difficult format.

APPENDIX B: EXPLICIT INSTRUCTION used to directly teach new or difficult content and skills

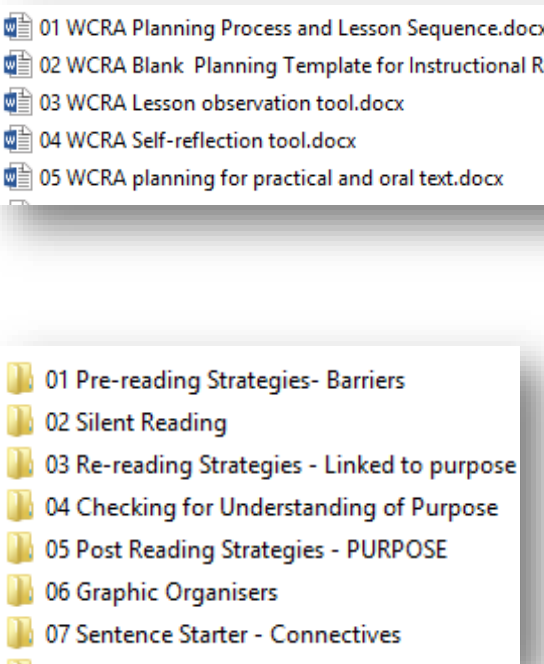| Component	Teacher's Role	Student's Role
Orientation / Opening of lesson	Establish purpose (lesson intent and success criteria) - Gain attention - Clearly establish learning intentions - **WHAT**. - Share success criteria – the manner in which you will assess student success - **HOW**. - Outline - **WHY** we are we learning this? - Check for understanding (CFU)	- Listen attentively - Set a personal target - Link this learning to a previous lesson
Warm up	- Brief activation or reteaching of prior skills and knowledge required for the lesson. - Could be in the form of recite, recall or apply.	Recall prior knowledge and clarify confusions
I do (Modelling)	- Signal the commencement of the 'I do' phase of the lesson. - Establish behaviour and curriculum expectations – **WHAT, WHY AND HOW (ESCM)** - Explicitly teach knowledge - Explicitly model skills, "Teacher Talk" and explicitly model thinking, "Think Aloud"	Look, Listen and Learn
We do (Guided Practice)	- Signal the commencement of the 'We do' phase of the lesson - Establish behaviour and curriculum expectations – **WHAT, WHY AND HOW (ESCM)** - Scaffold tasks, and over a series of examples/tasks reduce the level of scaffolding - Analyse examples and non-examples critically - Provide visual, verbal, physical prompts - Require frequent responses	Contribute to group or class learning
Checking for Understanding	Check that students "get it" so they can be successful when working on their own.	Demonstrate an understanding of new teaching.
You do (Independent Practice)	- Signal the commencement of the 'You do' phase of the lesson - Establish behaviour and curriculum expectations – **WHAT, WHY AND HOW (ESCM)** - Engage students in independent learning task - Clarify and verify student understanding of the task - Differentiate (e.g. expectations and activity) - Provide immediate affirmative and corrective feedback.	- Work silently – talk only to your teacher or with a partner/group - Complete set tasks.
Review – Plough back	- Review and reflect on lesson intent and critical content. - Assess student success – correct work or monitor for understanding by 'roaming' - Provide student feedback to individuals or whole class. - Evaluate – where to next based on student success	- Reflect on learning - Self-assess your success in the lesson - Link new learning with prior knowledge.

APPENDIX C: RAPID RECALL ROUTINES/WARM UPS:

- Use the recite/recall/apply approach
- A mixture of choral, written, tactile and kinaesthetic responses
- Moves information from short term to long term memory – automatize
- Deepen earlier learnt content

- Practice, reinforce and prompt transfer of learnt skills.
- An engaging start to a lesson
- An opportunity to check for understanding
- This is separate to the EI lesson structure.

Examples of strategies

Mix up the responses	Rather than just use choral or written, mix it up with tactile and kinaesthetic responses. For example, thumbs up/down, show me with your fingers, hands on heads or shoulders or point to the left or right, move to the N/S/E/W in the room.
Three of a kind / Lucky dip	Pair activity. Students are given a bag of coloured markers. Students take turns to pull a coloured marker out of the bag. They name 3 things to their partner to match the criteria for that colour. Alternatively the teacher could take the markers out and the students write 3 things on their show me boards. Examples: Maths Vocabulary: Red - name 3 things that are symmetrical; Orange - Name 3 things that are parallel; Yellow - name 3 things that have an apex; Blue - name 3 things that have a right-angle; English Vocabulary: Word of the day or a vocabulary word recently taught Red – synonym; Yellow – antonym; Blue – into a sentence; Orange – act out the word.
Timed PowerPoint	Prepare a timed PowerPoint that requires the students to recite, recall or apply new knowledge. Examples: Cognitive verbs and their definitions; Types of rocks and their definitions; Figurative language and their definitions
Cloze Reading	Have a passage of text from the previous lesson, with key words underlined (previously taught), and begin to read it out loud while pointing at students to read out the underlined words. For example:
Response Cards	Use a response card for students to respond to a series of questions. You are able to check for understanding of each student.

APPENDIX D: WHOLE CLASS READING ACTIVITY (WCRA)

	Resources
1. ESTABLISH CLEAR PURPOSE FOR READING **2. PRE-READING ACTIVITIES** Eliminate Barriers: Identify the demands of the text and address the barriers to comprehension - text difficulty, - vocabulary, - text length (suggested length ½ page for year 7, increasing to 1 page for year 9) - text direction, - visuals, - text organisation, - background knowledge / context, - purpose of different text parts **3. RESTATE PURPOSE AND CHECK FOR UNDERSTANDING** **4. USSR – (UNINTERRUPTED SUSTAINED SILENT READING)** Students read independently with an understanding of the purpose for reading. May use close reading strategies e.g. read with a pencil, circle words or phrases that are powerful, underline words that are confusing. Highlight key points you agree with, Highlight key points you disagree with. Encourage Active Comprehension – predicting, questioning, connecting, visualising, monitoring, inferring. **5. PLANNED RE-READING** Re-read the text (whole or parts) directed by the purpose for reading. Encourage Active Comprehension – predicting, questioning, connecting, visualising, monitoring, inferring. **6. POST-READING ACTIVITIES** Aligned with the purpose for reading e.g. identify information, extract information, recall information, reflect on information, analyse information. Checking for understanding/achievement of purpose for reading.	Documents and materials to support the planning and implementation of WCRA can be located on G drive: G:\Coredata\Common\WCRA 01 WCRA Planning Process and Lesson Sequence.docx 02 WCRA Blank Planning Template for Instructional R 03 WCRA Lesson observation tool.docx 04 WCRA Self-reflection tool.docx 05 WCRA planning for practical and oral text.docx 01 Pre-reading Strategies- Barriers 02 Silent Reading 03 Re-reading Strategies - Linked to purpose 04 Checking for Understanding of Purpose 05 Post Reading Strategies - PURPOSE 06 Graphic Organisers 07 Sentence Starter - Connectives

APPENDIX E:

<u>**QUESTION ANSWER RELATIONSHIP**</u>
Different types of questions point to where the answer lies – *Right There, Think and Search, Author and Me* and *On My Own*. Question stems alert students to where the answer lies.

- *Right There Questions*: **Literal** questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.

- *Think and Search Questions*: Answers are gathered from several parts of the text and put together to make meaning (**literal**).

- *Author and You*: These questions are based on information provided in the text but the student is required to relate it to their own experience and **make an inference**. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.

- *On My Own*: These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.

Resources: G:\Coredata\Common\WCRA\05 Post Reading Strategies - PURPOSE\Answering Questions 2, 4, 10\02 QAR
Question Stems   Posters

GENERAL QUESTIONS
– to ask while your child is reading –

- Who was the author and illustrator of the book?
- Who were the main characters in the story?
- Who was your favourite character and why?
- How did the story start?
- What happened in the middle of the story?
- What happened at the end of the story?

KNOWLEDGE QUESTIONS
– literal questions (think & search for the answer in the text)–

- What is happening?
- Who is telling the story?
- What is the problem faced by the character?
- How was the problem solved?
- What happened at the end of the story?
- Which parts of the story do you like?

GENERAL QUESTIONS
– to ask while your child is reading –

- What was the main feeling in the story and why was this so?
- Where was the story set?
- How did the story make you feel and why?
- Did you learn any new words from this story, if so which ones? What do they mean?

APPLICATION QUESTIONS
– inferential questions (author and me) –

- Who would you choose…?
- What would happen if…?
- How would you…?
- Do you know someone like…?
- Would you do the same thing in the same situation?
- If you had to… what would you do?

KNOWLEDGE QUESTIONS
– literal questions answers are right there in the text–

- Where is the story set?
- When did the story take place?
- Who are the main characters?
- What does the main character look like?
- What does the main character do that?
- How does the story begin?

ANALYSIS QUESTIONS
– inferential questions (author and me)–

- What makes you think…? What gives you that impression?
- How do you feel about…? Can you explain why?
- What did the author intend by…?
- What do these words mean and why were they used?
- How has the author used descriptions to show the character's emotions?
- Why did the author choose this setting? Do you agree?

<u>**APPENDIX F: VOCABULARY and SPELLING**</u>

The term *vocabulary* refers to words we need to know to communicate with others. We can prevent reading comprehension difficulties from surfacing by explicitly teaching vocabulary. Vocabulary instruction should be **incorporated into reading instruction.**

- Vocabulary that are required for specific texts or topics should be taught directly.
- Vocabulary items that are required to read a **subject specific** non-literary text should **be introduced prior to reading** the text.
- Students should be given **strategies** to use when they encounter new words. This could include explicitly teaching **structure, morphemic and etymological knowledge** as clues to building meaning when encountering new words and concepts.
- Include both **definition (understanding) and context (application)** for words. The context in which words are learned is very important as this could be subject specific.
- Provide instruction over an **extended period of time**. **Repetition and multiple exposures** to vocabulary items are important.
- Provide active instruction with words and **encourage connections** to other related words.
- Provide **oral language experiences**
- Value and display more **specific or sophisticated language choices**

Types of vocabulary	Strategy /Resources **Explanation and examples found on hyperlink to G drive.** Resources located at G:\Coredata\Common\WCRA
Everyday words that are easily understood	Pre-teach vocabulary – definitions given before reading Use Greek and Latin roots to break words down Mix and Match activities – match word and definition Develop unit glossaries Spelling – DART (Delete, Add, Rearrange, Trade) Multiple exposure opportunities https://visuwords.com/happy
Words that are more difficult to understand	Vocabulary Star Rating Word Cline Vocabulary maps (teacher completed and student completed) Venn Diagram – synonyms and antonyms
Difficult words – usually represent concepts that are abstract and problematic for students	Frayer model (see separate resource)

MULTIPLE EXPOSURE OPPORTUNITIES (OVER AN EXTENDED PERIOD OF TIME) of vocabulary should be provided after initial teaching.

This includes the EXPLICIT TEACHING OF COGNITIVE VERBS

Before requiring students to use a cognitive verb, it must be explicitly taught. This would require the students to be able to:

- define the cognitive verb.
- organise information into a graphic organiser appropriate to the cognitive verb.
- use appropriate sentence starters and connectives when creating responses.
- recognise alternative phrasing of the cognitive verb.

APPENDIX G: GRAPHIC ORGANISERS

A graphic organiser is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Their use reduces the cognitive demands on the learner. Reading comprehension increases as students are more aware of information structures and their semantic cues. Thus, classroom activities which require students to read to find essential information to depict on a graphic can be a powerful way to improve literacy skills. They allow you to teach more than just the content. You are teaching information processing skills, patterns for organising information, analytical and critical thinking skills, as well as communication skills all contributing to improvement in reading comprehension.

Resources:

Graphic Organisers (G drive)	Use of Graphic Organisers (G drive)	Pat Hipwell Pioneer State High School QCS Preparation Pack (G drive)
Freeology (online resource)		

APPENDIX H: TARGETED INTERVENTION: STARS and CARS (Year 7 and Year 8)

Differentiated small group instruction of 12 reading and comprehension strategies. Students participate in a weekly 35 minute small group lesson. This program is implemented using the gradual release of responsibility model. Where applicable the teachers/teacher aides incorporate components of WCRA into each lesson.

1. Remove **the barriers to comprehension**:
   a) Vocabulary

   b) Background knowledge

   c) Text navigation: Pointing out text structures and or text direction.

2. Set a clear **purpose for reading** the text (to learn how to use a particular reading comprehension strategy)
3. **Model and practice uninterrupted, silent, sustained reading (focussed reading**), in which students do the reading.

The program incorporates:

- Literal comprehension
- Inferential comprehension
- Text structure and organisational patterns
- Vocabulary and concept development
- Metacognitive strategies

12 Strategies: Finding main ideas, Recalling facts and details, Understanding sequence, Recognising cause and effect, Comparing and contrasting, Making predictions, Finding word meaning in context, Drawing conclusions and Making inferences, Distinguishing between fact and opinion, Identifying author's purpose, interpreting figurative language, Summarising.

On-line resources.

Commonlit   https://www.commonlit.org/texts

twinkl Secondary   http://www.twinkl.co.uk/resources/keystage3-ks3   (cost)

Readworks   https://www.readworks.org/

Splash ABC
http://splash.abc.net.au/home#!/search/teaching%20resources   - resources include video with transcripts, digibooks, news and articles

Reading Australia
https://readingaustralia.com.au/level/secondary/?post_type=book

cK – 12   https://www.ck12.org/browse/

coolaustralia.org   https://www.coolaustralia.org/curriculum-materials/

Science American Geosciences
https://www.americangeosciences.org/education/informational-text-strategies-close-reading

Earth magazine   https://www.earthmagazine.org/tags/space-weather

https://earthquake.usgs.gov/learn/kids/

Reading quest – printables to support reading
http://www.readingquest.org/strat/

Australian gov.   http://www.australia.gov.au/information-and-services/education-and-training/resources-for-schools

Education Qld Library Service
https://eduqueenslandau.libraryreserve.com/10/45/en/Default.htm

Science   https://www.highlightskids.com/explore