

new First Steps[®] in Literacy

CANADIAN EDITION

Resource
Book

Reading



PEARSON

First Steps® Reading Resource Book, Canadian Edition

© Western Australian Minister for Education 2013

Published in Canada by
Pearson Canada Inc.
26 Prince Andrew Place
Don Mills, ON M3C 2T8

Text by Kevlynn Annandale, Ross Bindon, Kerry Handley, Annette Johnston, Lynn Lockett, Philippa Lynch

Vice-President, Publishing and Marketing, School Division: Mark Cobham
Vice-President, Marketing and Professional Field Services: Anne-Marie Scullion
Publisher, Pearson Professional Learning: Debbie Davidson
Research and Communications Manager: Chris Allen
Canadian Edition Advisors: Noreene Decker, Norma MacFarlane, Mary Lou Stirling
Project Co-ordinator, Pearson Professional Learning: Joanne Close
Associate Editor: Jacquelyn Busby
Developmental Editor: Katherine Revington
Senior Production Editor: Jennifer Handel
Proofreader: Kelli Howey
Production Coordinator: Zane Kaneps
Composition: Computer Composition of Canada Inc.
Permissions and Photo Research: Terri Rothman
Cover Design: Alex Li
Cover Image: Pick and Mix Images/Alamy

ISBN-13: 978-0-13-221013-3

ISBN-10: 0-13-221013-4

Canadian Edition Reviewers

Marilyn Allen, *Coordinator, St. Paul's Roman Catholic Separate School Division, #20*
Andrea Bishop, *Curriculum Consultant, Language 1–8, Halton Catholic District School Board*
Elizabeth Ford-Makarow, *Educational Consultant, Riverside School Board*
Don Jones, *Literacy Coordinator, Halton District School Board,*
Lecturer with Charles Sturt University, Burlington Campus
Deidre McConnell, *Assistant Principal, Calgary Board of Education*
Rhonda Nixon, *Assistant Principal, Doctoral Student, Language and Literacy, Edmonton Catholic*
School Board
Carole Stickley, *Former Literacy Facilitator, New Westminster Board of Education*
Maureen Taylor, *Integrated Learning Consultant, Saskatchewan Rivers School Division*

For permission to reproduce copyrighted material, the publisher gratefully acknowledges the copyright holders listed on page 225, which is considered an extension of this copyright page.

PEARSON



Contents

Introduction	1	Section 1: Developing Phonological Awareness	73
		What Is Phonological Awareness?	73
		What Students Need to Know	74
		Supporting the Development of Phonological Awareness	76
Chapter 1: Use of Texts	3	Section 2: Teaching Graphophonics	81
Section 1: Instructional Approaches to Reading	5	What Students Need to Know	81
What Are the Instructional Approaches?	5	Supporting the Development of Graphophonics	84
Criteria for Selecting Instructional Approaches	6	Section 3: Developing Vocabulary Knowledge	87
Reading Aloud to Students	8	What Is Vocabulary?	87
Modelled Reading	11	What Students Need to Know	88
Language Experience Approach	14	Supporting the Development of Vocabulary	89
Shared Reading	17	Section 4: Developing Text-Form Knowledge	95
Guided Reading	20	What Students Need to Know	95
Literature Circles	23	Supporting the Development of Text-Form Knowledge	103
Independent Reading	27	Chapter 4: Processes and Strategies	106
Section 2: Developing Fluency	30	Teaching Notes for All Phases	107
Modelling to Promote Fluent Reading	30	Section 1: Teaching Comprehension and Word Identification Strategies	113
Providing Opportunities for Repeated Reading	31	What Are the Strategies?	114
Section 3: Promoting Reading	37	Defining the Strategies	115
Ways to Promote Reading	37	How to Teach the Strategies	125
Section 4: Selecting Texts for Students	44	Guided Practice Activities	131
Selecting Texts for the School	44	Reading Strategy: Predicting	135
Selecting Texts for Use in the Classroom	47	Reading Strategy: Connecting	139
Selecting Texts to Send Home	52	Reading Strategy: Comparing	144
Chapter 2: Contextual Understanding	55	Reading Strategy: Inferring	147
Section 1: Developing Contextual Understanding	56	Reading Strategy: Synthesizing	151
Contextual Understanding and Critical Literacy	56	Reading Strategy: Creating Images	154
Contextual Understanding and Reading	57	Reading Strategy: Generating Questions	158
Why Teach Contextual Understanding?	59	Reading Strategy: Skimming	161
What Students Need to Know	59	Reading Strategy: Scanning	163
Supporting the Development of Contextual Understanding	65	Reading Strategy: Determining Importance	166
Chapter 3: Conventions	69	Reading Strategies: Summarizing and Paraphrasing	169
Effective Teaching of Conventions	70		

Reading Strategies: Rereading, Reading On, Adjusting Reading Rate	171	Supporting Students in Selecting and Recording Appropriate Information	190
Reading Strategies: Sounding Out, Chunking, Using Analogy, Consulting a Reference	172	Step 4—Processing and Organizing Information	192
Recording Strategies Introduced	173	Supporting Students in Processing and Organizing Information	194
Section 2: Teaching Students to Access and Use Information	174	Step 5—Creating and Sharing a Presentation	198
What Is the Information Process?	174	Supporting Students in Creating and Sharing a Presentation	200
Step 1—Identifying and Defining Research Requirements	176	Step 6—Evaluating the Research Project	201
Supporting Students in Identifying and Defining a Research Project	178	Supporting Students in Evaluating a Research Project	203
Step 2—Locating and Gathering Appropriate Resources	183	Informing Parents About the Information Process	205
Supporting Students in Locating and Gathering Appropriate Resources	186	Glossary	206
Step 3—Selecting and Recording Appropriate Information	187	Bibliography	213
		Index	221
		Credits	225

Authors' Acknowledgments

The *First Steps*® team gives grateful thanks to

- **all teachers and students** who were involved in piloting the materials and offering feedback, either as Critical Readers, Test Pilots, or Navigator Schools;
- **the authors** of the original *First Steps*®, developed by the Education Department of Western Australia, and the efforts of the many individuals who contributed to that resource.



Introduction

First Steps Reading Resource Book, Canadian Edition, builds on the original *First Steps* text (formerly known as *Reading Resource Book*) by drawing upon seminal and contemporary research and developments in the field of literacy learning. This new resource book has a strong focus on supporting teachers and schools as they embrace an outcomes-based approach to teaching.

When used in conjunction with *First Steps Reading Map of Development*, Canadian Edition, *First Steps Reading Resource Book*, Canadian Edition, will provide additional information to enhance teaching and learning at all phases of reading development. It will support teachers to expand their understanding of the four substrand areas—Use of Texts, Contextual Understanding, Conventions, and Processes and Strategies. The book focuses on the four substrands and contains practical information on a range of topics, including instructional approaches to reading, phonological awareness, and reading strategies. Each chapter provides a fresh focus for the explicit teaching of reading. All the critical aspects of what, how, and why to teach are explained comprehensively. Teachers will find this information extremely relevant for all phases of reading development and will be able to apply the ideas and suggestions as they work with all students in their classrooms.

Teachers can move between *First Steps Reading Map of Development*, Canadian Edition, and *First Steps Reading Resource Book*, Canadian Edition, depending on their particular need and purpose.

CD-ROM icons appear throughout *First Steps Reading Resource Book*, Canadian Edition. They indicate that a line master is available on the *First Steps Reading Resource Book* CD-ROM. The CD-ROM is an electronic treasure chest of invaluable line masters for activities, recording sheets, resource lists, and teaching, learning, and assessment frameworks.

First Steps Linking Assessment, Teaching and Learning is also a useful companion to this resource. It features practical support and ideas to help teachers link assessment, teaching, and learning of reading.



Use of Texts

Overview

The Use of Texts substrand focuses on the comprehension and composition of a range of texts. A text is defined as any means of communication that can use words, graphics, sounds, and images, in print, oral, visual, or electronic form, to represent information and ideas to an audience.

Many categories are used to sort the enormous range of texts that students encounter, for example, fiction and non-fiction, narrative and informational, literature and mass media. Texts in *First Steps Literacy* are classified in three main communication modes: written, oral, and visual. However, each of these categories may be further separated into print, live, and electronic, and a text can be multimodal, e.g., a video is a combination of electronic, spoken, and visual texts.

Students can become both composers and comprehenders of text if they can identify the primary purpose of a text. The overview in Figure 1.2 categorizes texts according to their purpose.

This chapter provides information about ways to develop students' knowledge and understandings of texts. The four sections are as follows:

- Section 1—Instructional Approaches to Reading
- Section 2—Developing Fluency
- Section 3—Promoting Reading
- Section 4—Selecting Texts for Students

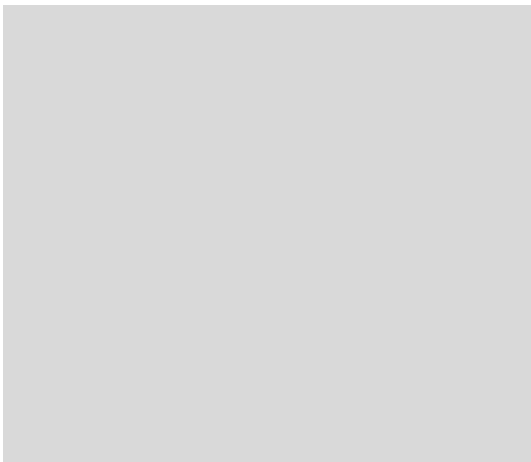


Figure 1.1 Students enjoying texts

An Overview of Texts

Communication MODES	COMMUNICATION PURPOSES								TEXT PRODUCT TYPES	
	Entertain	Recount	Socialize	Inquire	Describe	Persuade	Explain	Instruct		
Written	Print	Narrative Poem Song lyric Fairy-tale Fable Myth	Biography Autobiography Diary Journal Retelling personal experience	Invitation Apology Message Note Personal correspondence	Survey Questionnaire	Report Label Menu Contents page Index Glossary	Exposition Menu Job application Editorial Headlines	Explanation Affidavit Memo Rules Policy Journal Timetable Complaint	Directions Timetable Recipe Manual Invoice List Experiment Summons	Magazine Letter Book Brochure Pamphlet Newspaper Chart Journal CD-ROM Text message E-mail Fax Card
	Electronic	Joke		Chat room conversation						
Oral	Live	Joke Story Song lyric Theatre	Conversation	Greeting Apology Telephone conversation	Interview	Oral report	Debate Discussion Theatre	Oral explanation	Oral directions	Performance Speech
	Electronic	Talking book Song lyric		Voicemail message			Talk radio Song lyric			Audio cassette Radio Television CD-ROM DVD/Video
Visual	Live	Play Theatre Mime								Tableaux Gesture Performance
	Print	Painting Photograph Cartoon	Picture book Photograph Timeline				Logo Advertisement Catalogue	Venn diagram Timeline Graph Table Flowchart	Road sign	Button Flyer Poster Magazine Clothing Tattoo
	Electronic	Television sitcom Film					Advertisement	Documentary News report		CD-ROM DVD/Video Web page

Figure 1.2 Categorizing texts by purpose

SECTION 1

Instructional Approaches to Reading

The ultimate aim of any reading program is to support the development of confident, competent, and independent readers. The strategic use of a range of instructional approaches to reading ensures this as it provides a strong foundation for a comprehensive reading program. Each instructional approach involves varying degrees of responsibility for both the teacher and the student. Using a selective range of approaches ensures that explicit instruction and guidance, when needed, is balanced with regular opportunities for the independent application of skills and strategies. Once teachers are familiar with a range of instructional approaches, they can determine which will be the most effective to use according to the students' needs, the familiarity of content, or the purpose of the reading session.

What Are the Instructional Approaches?

The instructional approaches to reading provide meaningful contexts for focusing on selected parts of the reading process. They are characterized by a number of widely accepted steps or stages; they are conducted frequently and are generally applicable to all phases of development. Seven instructional approaches are critical to implementing a comprehensive approach to reading. The approaches, ordered by degree of teacher support required, are as follows:

- **Reading Aloud to Students**
- **Modelled Reading**
- **Language Experience Approach**
- **Shared Reading**
- **Guided Reading**
- **Literature Circles**
- **Independent Reading**

The inclusion of each instructional approach has been influenced by the Gradual Release of Responsibility Model (Pearson and

Gallagher 1983). Instructional approaches, such as Reading Aloud to Students, Modelled Reading, and Language Experience, allow the teacher to demonstrate how strategies can be used to help the reader make sense of text. Shared and Guided Reading provide opportunities for students to practise these strategies with guidance and support. Literature Circles and Independent Reading sessions allow students time to apply what they have learned about reading.

Although instructional approaches are often perceived as linear and specific, in practice they vary. Not every teacher will implement a particular instructional approach in exactly the same way. It is more important that teachers are aware of the essential elements of each approach. They can then share common notions of accepted practice. Having an understanding of a range of instructional approaches also allows teachers to identify how different approaches to teaching reading are related.

Criteria for Selecting Instructional Approaches

When selecting instructional approaches to reading, the following questions can help ensure that students gain the maximum benefit from each learning opportunity.

- What is the purpose of the learning opportunity?
- What approach will allow for the appropriate degree of student participation, e.g., **Do students need explicit teaching or time for purposeful practice?**
- What resources will be required?
- How will students be grouped?
- What will be planned for the other students while I work with a small group?
- What classroom routines are in place to enable students to work independently?

An overview of the instructional approaches to reading appears on the following page (see Figure 1.3), and all approaches are discussed in detail in this section.

Overview of Instructional Approaches to Reading

Definition	Reading Aloud to Students	Modelled Reading	Language Experience	Shared Reading
	A text is read aloud to students with the purpose of engaging them.	The teacher demonstrates reading strategies and behaviours, and verbalizes the cognitive processes involved with them.	A shared experience is used as a basis for jointly creating a text that is then used for further reading. The Shared Writing and Shared Reading processes overlap.	This type of reading is a teacher-managed blend of modelling, choral reading, echo reading, and focused discussion.
Key Features	<ul style="list-style-type: none"> • Primary purpose is to share enjoyment of reading. • A good model for reading is provided—reading is fluent and expressive. • Reading is largely uninterrupted. • Sessions span 10 to 15 minutes daily. 	<ul style="list-style-type: none"> • The teacher makes clear Think-Aloud statements. • Focus is singular or limited. • Demonstrations are multiple. • Sessions last from 5 to 10 minutes. • A mini-lesson is provided. 	<ul style="list-style-type: none"> • The reading is based on a shared experience. • Text is created as a result of the experience. • Students' language is used when creating the text. • The created text is used for further reading activities. 	<ul style="list-style-type: none"> • Text is visible and accessible to all. • Text is read multiple times. • Focus is singular or limited. • Activities are differentiated. • Sessions last 10 to 20 minutes.

Definition	Guided Reading	Literature Circles	Independent Reading
	The teacher scaffolds and supports a group of students as they read a common text.	Small groups of students meet to read, respond to, and discuss texts they have selected.	Students select texts and read independently, applying previously learned strategies.
Key Features	<ul style="list-style-type: none"> • There is a clearly defined purpose. • A group of students has an identified common need. • Most reading is done silently. • Session has a pattern of asking guiding questions, reading, and discussing. 	<ul style="list-style-type: none"> • Students select texts. • Students facilitate discussion. • Groups engage in text study. • Groups have regular meeting time. • Groups are temporary. 	<ul style="list-style-type: none"> • Students select texts. • There is an uninterrupted time span. • Students can sustain silent reading (30 to 50 minutes).

Figure 1.3

Reading Aloud to Students

Definition: Reading a text aloud to students with the purpose of engaging them

Description

The major focus of Reading Aloud to Students is on sharing a text for pleasure, not on explicitly teaching reading strategies, language structures, or vocabulary. Reading Aloud to Students allows the reader to demonstrate effective reading behaviours and a positive attitude—to read fluently and expressively.

When Reading Aloud to Students, it is important to choose a wide variety of texts that appeal to the age group and developmental capacity of the students. Doing so will enable students to make personal connections, expand their world knowledge, challenge their thinking, and create an emotional response. Encouraging students to recommend or provide texts they have enjoyed is a good source of texts for read-alouds.

Reading Aloud to Students becomes an interactive approach when the teacher encourages discussion intended to build prior knowledge and to address listeners' ideas and questions. Discussion supports students in their efforts to arrive at meaning.

Key Features

- The primary purpose is to share an enjoyment and love of reading.
- Reading is uninterrupted.
- Use of reading strategies is incidental and a natural part of the interactive read-aloud.
- Sessions are most effective when kept to a 10- to 15-minute time span daily.

Benefits for Students

Reading Aloud to Students helps students to

- develop a positive attitude towards reading
- become aware of a range of text forms
- extend their vocabulary
- extend their imagination and generate new ideas
- develop a sense of how texts work
- gain access to ideas in texts that they cannot read independently
- comprehend challenging or abstract concepts and issues that might be too difficult for independent reading
- learn about different authors, illustrators, and their styles
- make personal connections to texts
- listen actively

Suggestions for Using Reading Aloud to Students in the Classroom

Planning for Reading Aloud to Students—Before

- Choose the text with the students actively in mind.
- Pre-read the text to develop familiarity with it and to ensure the text is appropriate.
- Decide how much of the text will be read in the session, e.g., an extract, a chapter, or the whole text.
- Consider the students' familiarity with the content or concepts covered in the text. Encourage discussions to help build prior knowledge and foster understanding if content or concepts are unfamiliar to students.

Implementing Reading Aloud to Students—During

- Introduce the text and explain your purpose in choosing it.
- Activate the students' prior knowledge in ways such as discussing and predicting from the cover, illustration, and title or predicting the content, language, and text form.
- Read the text to students. Interact with students by sharing a sense of enjoyment, suspense, and any other natural reactions to the text. Avoid interrupting the flow unless the meaning has been lost.
- Allow time for students to reflect on and respond to the reading.

Following Up on Reading Aloud to Students—After

- Make texts available so students can explore them during other times.
- Be prepared to reread texts that the students have enjoyed.

Discussing content and concepts is particularly important for students learning English as another language.

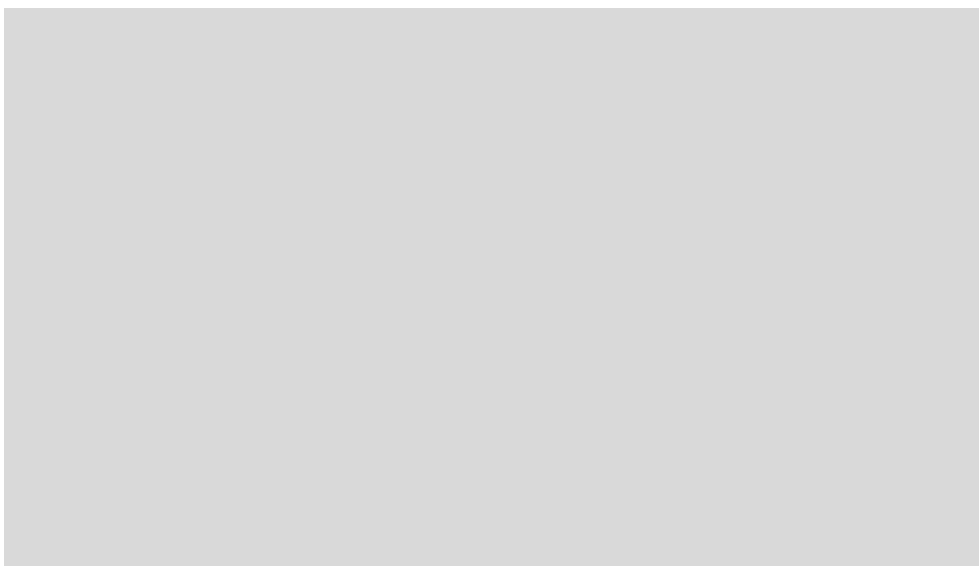


Figure 1.4 Students listen to a read-aloud.

Ideas for Assessment

During a read-aloud, make informal observations about the students' behaviours, e.g., Do they sit and listen to the text? Are they easily distracted? Do they actively take part in discussions?

Reflecting on the Effective Use of Instructional Approaches: Reading Aloud to Students

- Do I read to my students daily?
- Do I read a variety of text forms?
- Do I focus on enjoyment?
- Do I choose texts within the conceptual capacity of the students? If not, do I prepare students for the concepts they will encounter?
- Do I model positive reading behaviours?
- Do I use a consistent language for reading strategies, such as predicting?

Modelled Reading

Definition: Demonstrating reading strategies and behaviours and verbalizing the cognitive processes involved with them

Description

The focus of Modelled Reading is on the planning and demonstration of selected reading strategies and behaviours. Demonstration of comprehension and word identification strategies, where students participate by actively listening and watching rather than by contributing, suggesting, and pursuing discussion, is common practice.

Modelled Reading is most effective when used immediately before students are asked to try using a new reading strategy. The shared use and practice of new learning by students may not happen immediately and will require many demonstrations.

When using Modelled Reading, choose a text that is most suited to demonstrate the selected reading strategy. It is also critical to locate a variety of literary and informational texts that can be used to demonstrate the same strategy over a series of Modelled Reading sessions. Enlarged texts allow the students to see the text as the teacher reads and thinks aloud.

Think-Alouds permit teachers to model what is going on in their minds as they read. They are demonstrations of what effective readers do.

Key Features

- Clear Think-Aloud descriptions are used.
- The focus is singular or limited in a session.
- The same strategy or behaviour is modelled many times.
- Sessions are most effective when kept brief (5 to 10 minutes).

Benefits for Students

Modelled Reading helps students to

- understand how effective readers read and process text
- gain a deeper understanding of when, how, and why particular reading strategies are used by effective readers
- see how a particular text form can be read
- build their understanding of the English language
- understand how reading and writing are related

Strategies for Think-Alouds

- Predicting
- Confirming
- Visualizing
- Inferring/Making connections
- Paraphrasing/Summarizing
- Monitoring comprehension

Suggestions for Using Modelled Reading in the Classroom

Planning for Modelled Reading—Before

- Determine the focus of the session and choose a text that allows multiple demonstrations of a particular reading strategy.
- Pre-read the text to determine the places where Think-Alouds will be used to demonstrate a specific reading strategy.
- Consider the language that will be used at each selected place in the text.

Implementing Modelled Reading—During

- Explain to students the reading strategy that will be demonstrated and why the text was chosen.
- Introduce the text. Pause at a pre-determined place in the text to think aloud and to demonstrate the strategy.
- Continue explicit demonstrations of the selected strategy, including thinking aloud. Students may ask questions to clarify their understanding of the text; however, the focal point of the session should be the thinking aloud by the teacher.
- After modelling with the text, review the selected focus.
- If appropriate, involve the students in creating a record of the reading strategies. As only one or two are usually modelled at a time, this anchor chart would be cumulative and could be posted prominently.

Following Up on Modelled Reading—After

- After many Modelled Reading sessions with the same focus, it is important for students to take part in Shared, Guided, or Independent Reading sessions. These sessions will provide opportunities to practise and apply the new strategies.

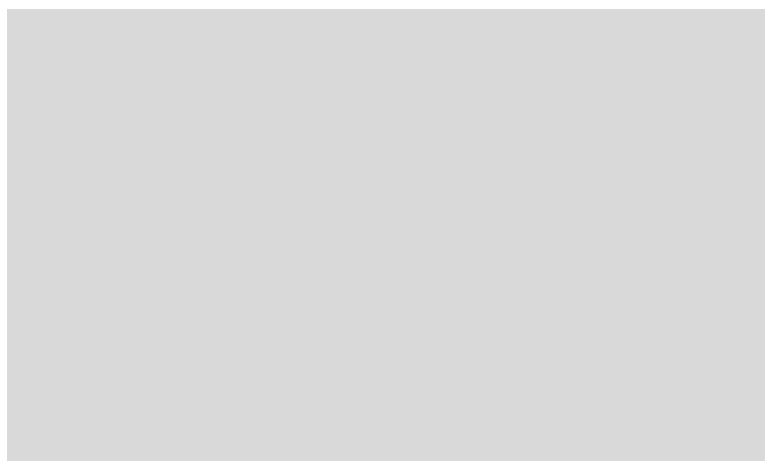


Figure 1.5 Here, the teacher and students create a record of effective reading behaviour.

Ideas for Assessment

Within the Modelled Reading session, there is little opportunity to gather information about the students. During Shared, Guided, and Independent Reading sessions, though, teachers will be able to observe students applying previously modelled strategies or behaviours.

Reflecting on the Effective Use of Instructional Approaches: Modelled Reading

- Did I keep the session short and sharp? (5 to 10 minutes)
- Did I focus on the selected strategy or behaviour?
- Did I use Think-Aloud effectively as part of my demonstration?
- Did the students stay focused and attend to the demonstration?

Assessment for Learning

After several teaching–learning opportunities with a particular strategy, have students write reflections where they assess how use of the strategy helped them as readers.

Language Experience Approach

Definition: To use a shared experience as a basis for jointly creating a text that is then used for further reading; commonly seen as part of a Shared Writing process

Description

The focus of Language Experience is on involving students in a shared experience. As a result of the experience, oral language is generated and a written text is created. This jointly created text, scribed by the teacher, becomes the text for further reading.

Language Experience opportunities can be generated in a range of ways:

- planned activities inside the classroom, e.g., bringing in an animal or object to observe and discuss, inviting a guest to class, cooking
- planned activities outside the classroom, e.g., taking a trip to the fire station, the zoo, a conservation area
- unplanned events, e.g., the builders arriving at the school, a stormy day

Key Features

- The students' oral language forms the basis for creating the written text.
- The text can be created through the instructional approach Shared Writing (see *Writing Resource Book*, Canadian Edition).
- The whole class participates.
- The created text can be used for further reading activities.

Benefits for Students

The Language Experience Approach helps students to

- talk and read about events in which they have taken part
- feel ownership of a text
- develop their vocabulary
- build concept and topic knowledge
- build self-confidence in reading
- understand the relationship between speaking, writing, and reading

Suggestions for Using the Language Experience Approach in the Classroom

Planning for Language Experience—Before

- Decide on a purposeful experience that will interest students.

- Where possible, involve students in the planning, preparation, and organization of the experience, e.g., preparing questions for a guest speaker, sending invitations, making bookings.
- Practise welcome remarks or greetings when appropriate.

Implementing Language Experience—During

- Share the experience. (If desired, take photographs to record the event.)
- Encourage students to be as involved as possible in the experience, ensuring that there is lots of experience-centred talk.
- When the experience is completed, discuss the event as a whole class.
- Conduct a Shared Writing session to record the experience.
- Revise and edit the text with students until it is ready to be published.
- Publish the text, e.g., create a big book, a bulletin board display, or an illustrated chart.
- Involve the students in purposeful reading and rereading of the text.

In a Shared Writing session, the teacher serves as the scribe, taking suggestions on what to write and talking about the writing process.

Following Up on Language Experience—After

- Use the text as a springboard for other reading activities, e.g., word searches, word sorting, cloze, sequencing, sentence matching.
- Use the class-made text in Modelled, Shared, or Guided Reading sessions.
- Make a copy of the text available for independent use.
- Produce small copies of the text so each student can take it home to share.
- Engage students in further purposeful writing activities related to the experience, e.g., thank-you letters, newspaper reports, assembly reports.

Debbie Diller explores the potential of literacy work stations in her 2003 Stenhouse title, *Literacy Work Stations: Making Centres Work*.

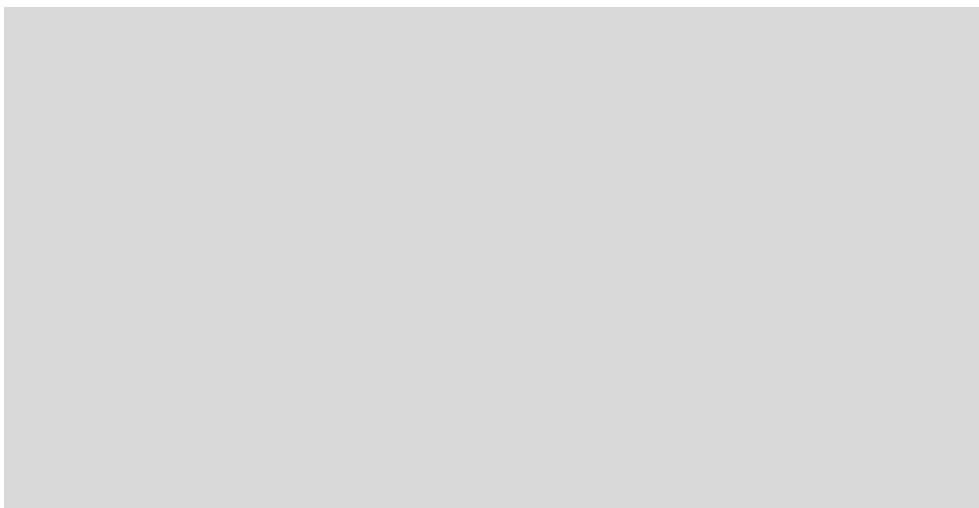


Figure 1.6 In this Language Experience, students read at a literacy work station.

Ideas for Assessment

Language Experience Approach sessions enable the teacher to observe individual students as they work as part of the whole class. Valuable information can be gathered about students by observing their individual contributions to the Shared Writing, directing particular questions to them, or asking them to read sections of the text independently.

Assessment for Learning

- Are students able to use key vocabulary in their own text creations?
- Are students able to make, break, and complete cloze exercises using key vocabulary?

Reflecting on the Effective Use of Instructional Approaches: Language Experience Approach

- Did I stimulate enough discussion to generate sufficient oral language?
- Did I ask open-ended questions?
- Did I value the students' oral language in the creation of the written text?
- Did I take the opportunity to extend the students' vocabulary?
- Did I use the text for other reading purposes?

Shared Reading

Definition: A teacher-managed blend of modelling, choral reading, echo reading, and focused discussion

Description

Shared Reading is a supportive, interactive reading experience. Students observe a good model (usually the teacher) reading the text and are invited to join in. All of them can see the text being shared.

Shared Reading provides a common starting point and context for a variety of whole-class literacy activities. Whole-class Shared Reading sessions also provide a springboard for working with smaller groups to extend or consolidate reading behaviours or knowledge at different levels.

Texts selected for Shared Reading sessions need to enable the teacher to demonstrate the chosen reading strategies or behaviours. Enlarged texts allow the students to see the text and possibly contribute to the oral reading. Texts can be reused several times; however, it is important to sustain the students' interest and attention when revisiting the same text.

The text can be presented on an overhead or chart or as a big book. Students need to be able to see it so that they can chime in or read specific bits aloud.

Key Features

- Sessions are most effective when kept to 10 to 20 minutes.
- All students in the class actively participate.
- The focus is singular or limited in one session.
- The text is visible and accessible to all.
- Differentiated activities follow the shared reading.
- There are multiple readings of the text.

Benefits for Students

Shared Reading helps students to

- be actively involved in reading in a supported way
- understand how texts are read and hear effective reading
- experience success and satisfaction as they become familiar with texts
- gain access to and enjoy texts that may be beyond their independent reading levels
- interact with texts at their own reading levels
- develop knowledge of texts and text conventions
- be exposed to a range of text forms

Suggestions for Using Shared Reading in the Classroom

Planning for Shared Reading—Before

- Determine the focus of the session and choose a text that allows multiple demonstrations of the focus.
- Pre-read the text.
- Determine the points in the text where the particular focus can be demonstrated.
- Determine the places in the text where the students can participate in choral or echo reading.
- Plan follow-up activities for the whole class, small groups, or individual students.

Implementing Shared Reading—During

- Explain the focus of the session.
- Activate prior knowledge, perhaps by inviting students to make predictions about content, discussing the form of the text, looking at illustrations, and identifying possible vocabulary.
- Read the whole text focusing on meaning and enjoyment.
- Reread the text, inviting students to participate either in directed parts or as they feel comfortable, e.g., read a repetitive pattern, join in the reading, complete a rhyming section.
- After rereading, return to the text to emphasize a selected focus, e.g., "Can you find any rhyming words on this page?"

Following Up on Shared Reading—After

- Involve students in whole-class, small-group, or individual practice activities that relate to the selected focus.
- Consider providing small copies of the text for guided, independent, or home reading.
- You could provide an audio version of the text for students to listen to or read along with.

Ideas for Assessment

Shared Reading allows the teacher to observe individual students working as part of a whole class. Valuable information can be gathered about students by observing their participation, directing particular questions to them, or asking them to read a section of the text independently.

Reflecting on the Effective Use of Instructional Approaches: Shared Reading

- Did the students actively participate in the reading?
- Could all students clearly see the text?
- Did I keep the session focused and about 10 to 20 minutes long?
- Did I select a text that was appropriate for the chosen teaching focus?
- Did I involve the students in follow-up activities related to the text?

Assessment for Learning

- Did students successfully apply the reading strategy when working on...?



Figure 1.7 All students see the text in Shared Reading.

Guided Reading

Definition: Providing scaffold and support to a small group of students with a similar identified need as they read a common text

Description

Guided Reading is an instructional approach that enables teachers to support small groups of students who use similar reading strategies and read texts at a similar level.

Guided Reading enables students to practise using strategies that have already been introduced. The teacher guides or directs the readers to sections of the text using the following pattern: set a focus question, predict, read, and discuss. Most of the reading is performed silently. Reading aloud is part of discussions.

It is essential that the texts used in Guided Reading sessions be selected to match the readers' interests and instructional level. Guided Reading texts need to provide a challenge without being so difficult that readers become discouraged. Selected texts need to be appropriate so they allow students to practise the chosen reading strategies.

Instructional-level text is text that the reader can read with 90 to 95 percent accuracy.

Key Features

- Teacher-selected texts match students' instructional level.
- Small groups of students work with individual copies of the same text.
- Students are grouped to focus on an identified need.
- Most reading is performed silently.
- The teacher guides the reading.

Benefits for Students

Guided Reading helps students to

- practise and monitor their use of strategies in a supportive setting
- develop confidence in their use of strategies
- deepen their understandings about the text as they read
- explore questions, feelings, and ideas about the text
- compare their interpretations of the text with those of other students

Suggestions for Using Guided Reading in the Classroom

Planning for Guided Reading—Before

- Identify a small group of students who have a similar instructional need. The identified need will become the focus of the session.
- Organize other students to work independently.
- Choose a text at the students' instructional level so the focus can be practised.
- Pre-read the text and identify a task that matches the focus or purpose of the Guided Reading experience.
- Formulate guiding questions.

Implementing Guided Reading—During

- Outline the focus of the lesson, explaining why it is important for successful reading. The focus might be expressed as a statement and a task.
- Activate the students' prior knowledge and supply additional information that will help them relate to the text.
- Pose an initial guiding question related to the focus of the lesson and assign a section of the text to be read silently.
- Encourage students to share and discuss their responses, ensuring that they back up their opinions by returning to the text. Responses may also include discussing the strategies used to find the required information.
- Pose the next guiding question and assign the next section of text. Continue this process until the text has been completed.
- Reflect on the focus of the session and review the initial reason for the reading.

Taking a walk through the text is a good idea that involves asking students to consider information such as the cover and title.

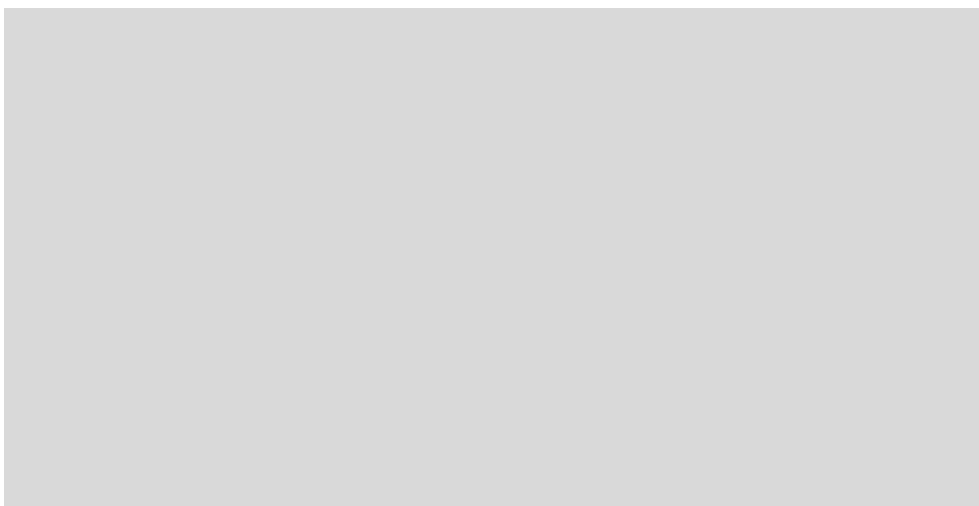


Figure 1.8 Students read a section of the text silently.

Following Up on Guided Reading—After

- Make the text available for independent or home reading.
- Provide practice activities that relate to the selected focus.

Ideas for Assessment

Guided Reading allows the teacher to observe individual students as they work in small groups. Information can be gathered about students' reading strategies, comprehension, metacognitive approaches to reading, and personal responses to the text.

Assessment for Learning

- Students can write self-reflections based on the purpose or focus of the experience.
- Students can assess how they did on the task by completing rubrics.

Reflecting on the Effective Use of Instructional Approaches: Guided Reading

- Did I select a text appropriate to the students' instructional level and selected focus?
- Did I select a small group of students with a similar need?
- Did my guiding questions help students practise the identified focus?
- Did I allow the students to read the text silently?
- Did I allow time for students to reflect on their use of reading strategies?

Literature Circles

Definition: Groups of students who meet to discuss, respond to, and reflect on a common text they have chosen to read

Unlike the more loosely organized book clubs, Literature Circles are structured to promote student independence, responsibility, and ownership. They provide a context in which students can practise and develop the skills of effective readers. Students determine what to discuss, and within a group, may play different roles.

Literature Circle Roles

- Discussion director
- Literary luminary
- Illustrator
- Connector
- Summarizer
- Vocabulary enricher
- Travel tracer
- Investigator

Description

The focus of Literature Circles is on a small group of students selecting a text, reading it independently, and meeting regularly to discuss and respond to it. With certain adaptations, Literature Circles are applicable across all grade levels and can work equally well with literary and informational texts.

It may be necessary for the teacher to facilitate discussions with younger students or with students inexperienced or unfamiliar with the instructional approach. Once students are confident about how to operate in a Literature Circle, several groups within the class may meet simultaneously.

By providing a range of texts to choose from, teachers are able to guide students to select appropriate texts. It is critical that students in each group have their own copies of the selected text.

Key Features

- Students select their texts.
- Temporary groups are formed based on text choice.
- Groups meet regularly for a pre-determined time span.
- Different groups read different texts.
- Students are responsible for being prepared for each meeting and may fulfill different roles.
- Assessment is embedded in the approach.

Benefits for Students

Literature Circles help students to

- choose their own reading materials
- read independently
- think critically
- make personal connections
- respond to texts in meaningful ways

- solve problems
- develop questioning skills
- actively participate in student-led group discussions
- collaborate, set goals, and pursue their own questions
- appreciate other viewpoints

An alternative, but similar approach is to introduce book clubs, where even primary students can discuss books previously read aloud and reread before a meeting of about five students during Independent Reading time. Book clubs, which might meet about once every five weeks, are less formally structured than Literature Circles.

Suggestions for Using Literature Circles in the Classroom

Planning for Literature Circles—Before

- How to participate in a Literature Circle will need to be modelled several times with the whole class. The whole class could read the same text or a Fishbowl¹ technique could be used. It is important to model elements such as generating questions, determining amounts of text to be read, using roles to promote group discussion, and preparing for a Literature Circle meeting.
- A range of anchor charts can be jointly created and prepared to provide scaffolds for students. Figure 1.9, on the following page, outlines a few roles students may play.
- Determine how long and how often students will meet in their groups, e.g., an hour once a week, 30 minutes twice a week, daily.
- Set a completion date. Estimate how long it will take students to read and discuss the entire text.
- Decide when reading and preparing for discussions will happen, e.g., regular classtime, at home, or a combination of the two.
- Decide how many students will be in each group. Groups of four or five students are recommended as this gives all students an opportunity to be involved. Note that up to eight roles are identified.
- Choose six to eight diverse texts from which the students can select. Where possible, pre-read part or all of the texts.
- Decide how students will identify the texts they wish to read, e.g., ballot with top three choices.

Implementing Literature Circles—During

- Display texts and briefly talk about each text referring to the title, author, illustrator, cover, and blurb.
- Allow students to identify the text they wish to read and form into small groups. Group members' first task is to ascertain roles and decide how many pages are to be read before they meet for their first discussion.

¹A Fishbowl technique involves students seated around the perimeter of the room observing a group rehearsing the process. The teacher directs observations and facilitates discussion about the process being used.

- Have students read the designated pages independently and prepare for the meeting. Provide students with sticky notes to make recordings during their reading.
- Organize a time for Literature Circles to meet to discuss their text. Move around the room offering advice or observing student behaviours. Be sure not to become actively involved in the discussions.
- At the conclusion of the meetings, direct students to ascertain new roles and decide how many pages they will read before they next meet.
- Gather the whole class together to reflect on the issues and successes of their group meeting.

Following Up on Literature Circles—After

- Provide time for the students to write in their response journals or reading logs.
- Once the entire text is completed, allow students to respond to the text, individually or as a group demonstrating their understanding or appreciation of the text.
- Consider forming online Literature Circles, perhaps with students at another school.

Discussion Director

Selects or generates questions that will lead the group discussion
Asks the questions of the group
Keeps the group on task

Vocabulary Enricher

Locates interesting words within the text before the meeting, recording page number and definition
Researches information about each word
Shares findings with the group

A Sampling of Literature Circle Roles

Summarizer

Summarizes the section of text that has been read by the group

Connector

Locates significant passages and connects these to real life and to other books

Figure 1.9

Ideas for Assessment

During a Literature Circle session, there are opportunities to observe group discussions, noting individual students' reading or social behaviours as well as group interactions. Periodically collecting students' response journals or reading logs will provide information about their understanding of the text. Student self-assessments or reflection sessions may provide insights into the way groups are working and the goals they are setting.

Assessment for Learning

Students could engage in self-reflection on how they took part in group discussion. For example, a student might determine "I participated by sharing on-topic ideas, extending ideas, and providing examples or proof for my own ideas."

Reflecting on the Effective Use of Instructional Approaches: Literature Circles

- Did I act as a facilitator and observer, not as the director of the discussion, during student meetings?
- Did I introduce the essential processes required for students to fully participate?
- Did I allow students to select the text from the range provided?
- Did I provide time for students to reflect on their participation?
- Did I allocate sufficient time for students to complete the texts?

Independent Reading

Definition: The independent application of previously learned reading strategies to a text selected by the reader; part of the continuum of diminishing support seen in the Gradual Release of Responsibility Model (Pearson and Gallagher 1983)

Description

The focus of Independent Reading is students taking charge of their own reading: they choose their own texts, read silently, and take responsibility to work through any challenges presented by the text.

Independent Reading for readers who are unable to accurately read the print is still possible. It could take the form of looking at the pictures and telling the story or sitting with a partner and sharing a text. During such sessions, the noise level may rise, but as long as it is kept at an acceptable level students are fostering a love and enjoyment of reading.

In Independent Reading, the responsibility for choosing the text is in the hands of each student. Texts should be at an easy or instructional level. While students are free to choose the texts they prefer, they can be encouraged to select from a wide variety of literary *and* informational texts.

Key Features

- Students select their own texts.
- Students practise reading skills and strategies independently.
- Everyone reads.
- The session is uninterrupted.
- Time increases as students are able to sustain silent reading.

Benefits for Students

Independent Reading helps students to

- read texts for enjoyment
- apply reading strategies
- pursue their favourite authors or text forms
- select texts that match their interests
- respond to texts

As an instructional approach, Independent Reading differs from other types of independent reading, such as USSR—Uninterrupted Sustained Silent Reading—and DIRT—Daily Independent Reading Time. It promotes use of and reflection on strategies and the making of connections, while the other types promote reading for recreation without accountability for doing more than that.

Through focused mini-lessons, teachers can offer guidance on how to choose texts—or when to abandon one.

Suggestions for Using Independent Reading in the Classroom

Planning for Independent Reading—Before

- Ensure that a range of reading material is available.
- Establish routines for Independent Reading, e.g., borrowing system, seating arrangement, noise level.
- Teach students how to select texts (see pp. 48–50). Jointly construct a class anchor chart and have students refer to it when necessary.
- Ensure that the text organization system is clearly understood.
- Allocate time each day for Independent Reading.

Implementing Independent Reading—During

- Reiterate the routines for Independent Reading.
- Invite students to select their own texts.
- Have everyone read for the allocated time.

Following Up on Independent Reading—After

- Provide time for students to reflect on their reading.
- Provide opportunities for students to respond to their texts, e.g., write in reading journal, discuss with a partner.

Using the time for Independent Reading effectively is important. That means students need to be taught how to read independently—to look at pictures, to read text, and to reread as necessary. One common practice is to have most students engage in Independent Reading while the teacher meets with a small group for a Guided Reading session.

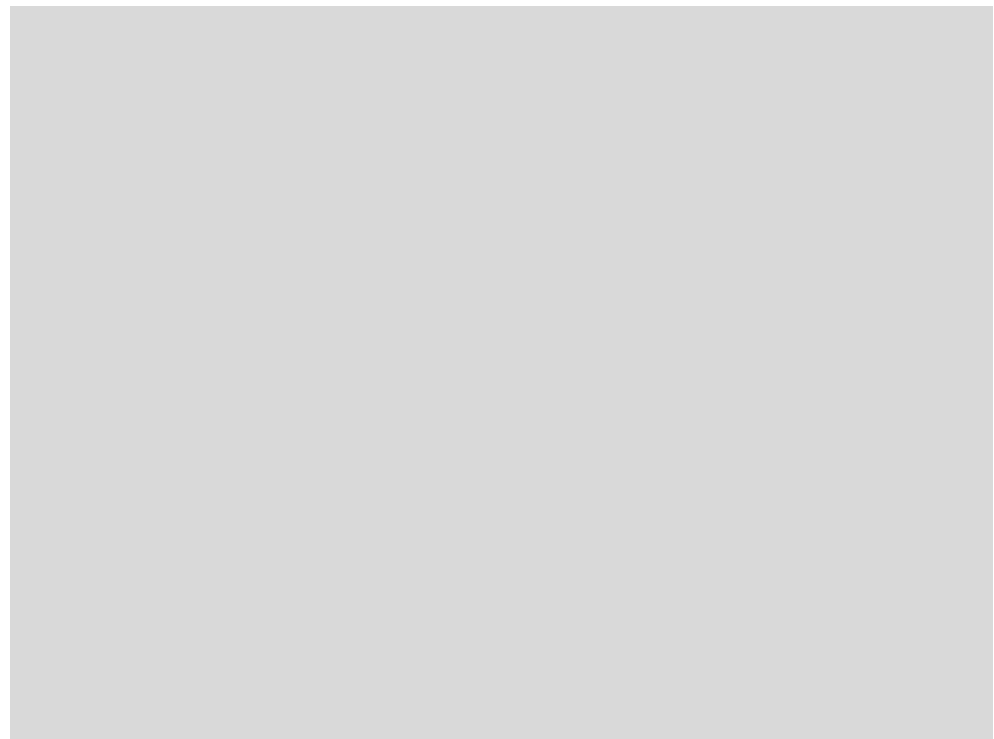


Figure 1.10

Ideas for Assessment

Independent Reading allows teachers to observe individual students as they read. Information can be collected about students' self-selection of reading material, reading behaviours, and attitudes.

Reflecting on the Effective Use of Instructional Approaches: Independent Reading

- Did I set aside an uninterrupted time each day for Independent Reading?
- Did I encourage all students to read independently?
- Did I allow students to choose their own reading materials?
- Did I use the time to observe and gather information about the students?
- Did I introduce the essential processes needed for Independent Reading?

Assessment for Learning

Self-assessment by an individual student might look like this:

I can

- choose an easy or "just right" book
- read expressively
- retell the main ideas
- share my connections
- write a personal response

SECTION 2

Developing Fluency

Reading fluency is the ability to read aloud with expression to demonstrate an understanding of the author's message. Fluency includes the elements of intonation, phrasing, reading rate, syntax, and accuracy. A fluent reader pays attention to the graphophonic, syntactic, and semantic elements of the text. Fluency is much more than the accurate recognition of individual words on the page. Developing fluency increases the likelihood that readers will understand what they read.

Research has indicated that fluent reading and good comprehension go together (Armbruster et al. 2001). Although no evidence suggests a causal relationship between comprehension and fluency, those students who score higher on measures of fluency also score higher on measures of comprehension, especially in the early years. One theory about the correlation between the two is that when fluent readers read text, they are able to concentrate on the meaning—they do not need to spend time and effort decoding the words on the page.

Modelling to Promote Fluent Reading

In order to read fluently, students must first hear and understand what fluent reading sounds like. Teachers can demonstrate this by reading aloud often and from a great variety of texts. Modelling of fluent oral reading is both a demonstration and a discussion of what, how, when, and why. According to Worthy and Broaddus (2001),

Students who feel in control of their own learning, who know why fluency is important and what can be done to improve it, are more likely to engage in the kinds of repeated practice that leads to fluency.

When modelling oral reading and thinking aloud, teachers can discuss a variety of aspects.

- **Phrasing**—“Did you hear how I grouped these words together when reading? That’s because they all go together as a phrase.”

- **Punctuation and its effects**—“Did you hear how my voice went up slightly at the end? That’s because the author has put a question mark here.”
- **Typographical aids**, such as bold type or italics—“Did you hear how I said this word loudly? The author has put it in bold type, so she wants to emphasize this word.”

Fluent oral reading behaviours can be brainstormed after modelling sessions. These can be referred to before and during further oral reading sessions.

Web Sites Where Reading Can Be Heard

TeachingBooks.net
<http://www.teachingbooks.net>

Reading Rockets
<http://www.readingrockets.org>

A Fluent Oral Reader

- reads and rereads the text
- uses different facial expressions to show mood
- looks up from the text to make eye contact with the audience
- reads groups of words together
- changes voices for different characters
- shows different moods by letting voice rise and fall

Figure 1.11 What a fluent oral reader does

Teachers can also provide opportunities for students to hear other models of fluent oral reading. These could include other adults such as parents and teacher assistants. Other students, such as buddies or more able readers in the class, can also be models. Other sources are CD-ROMs or book and tape sets that provide students with a variety of effective reading models.

Providing Opportunities for Repeated Reading

Apart from teachers providing good models of oral reading to help develop fluency, students benefit from reading aloud. Teachers often provide students with some form of supported oral reading that enables them to reread texts. Oral reading opportunities in the classroom can go well beyond the round robin approach.

When a reader is unprepared for oral reading, he or she may feel anxious or embarrassed. Listening to unprepared oral reading can also cause the listener to become frustrated and inattentive. Effective oral reading needs to be purposeful and accompanied by constructive feedback. A variety of opportunities for repeated readings will help students develop fluency in a non-threatening and supportive environment.

The following provide opportunities for repeated readings.

- 1 Echo Reading
- 2 Shadow Reading
- 3 Assisted Reading
- 4 Shared Reading
- 5 Choral Reading
- 6 Tape-assisted Reading
- 7 Readers Theatre
- 8 Radio Reading
- 9 Poetry Club
- 10 Buddy Reading

1 Echo Reading

The teacher works with small groups reading a text, sentence by sentence. After the teacher reads each sentence, the students are encouraged to read the same sentence. This activity can be performed frequently, but it is important to keep the sessions relatively short.

- Read the first sentence of a text or short paragraph, demonstrating fluency and expression. Invite students to follow along. The sentence may need to be reread depending on the experience of the students or the text.
- With the students, reread the sentence using the same fluency and expression.
- Have students reread the sentence fluently by themselves. It is important to give feedback at this point. Continue reading each succeeding sentence in this way.

2 Shadow Reading

Shadow Reading is a variation of Echo Reading. The teacher demonstrates how to read an entire passage fluently and then offers support and feedback to the students as they read the same passage.

- Gather together a small group and give each member the same text at their independent reading level.
- Read the entire text expressively and fluently and have the students follow along.
- Reread the text fluently together.
- Have the students reread as needed. Students can reread to partners or in small groups.
- Have the students offer each other constructive feedback about the fluency of the oral reading.

3 Assisted Reading

Assisted Reading is a time for solo reading as the teacher, or a person acting as a mentor, works one on one with a student. Before

beginning any Assisted Reading, it is important that mentors, possibly teacher assistants, parents at home, parent volunteers in the classroom, older students, and classmates, be trained in the processes. This training might include how to assist readers when they select a text, and how to encourage and support them when reading.

- The mentor and the student sit side by side. The mentor reads the text at a reasonable pace and demonstrates appropriate fluency and expression.
- The student then begins reading the text alone. If he or she has difficulty with a word or phrase, the mentor can help by saying it. It is important to emphasize to the mentor that the decoding of individual words should not take place during this activity as this will impede fluency. Decoding of words is important and should be practised, but at another time.
- Repeat the reading as necessary. Prompt the mentor to offer encouragement and constructive feedback to the reader.

4 Shared Reading

Shared Reading is an instructional approach that allows students to participate in oral reading in a supported way. The teacher reads aloud from an enlarged text and invites the students to participate in a way that makes them feel comfortable (see Chapter 1: Section 1—Instructional Approaches to Reading, pp. 17–19).

5 Choral Reading

Choral Reading involves students reading a text orally together with the intention of making a meaningful and enjoyable performance. Choral Reading is often an enjoyable part of the Shared Reading instructional approach. Although Choral Reading is usually associated with reading poetry, repeated dialogue, or repetitive refrains, the focus is on reading the text rather than reciting it from memory.

- Select a text to read. The text should be easily accessible to all, so it may be an enlarged text, an overhead transparency, or a chart.
- Model the reading of the text, demonstrating how to use the voice to express meaning.
- Assign parts of the text to various groups of students.
- Read aloud together several times, helping groups to read their sections.
- Add any props, sound effects, or movement that will enhance the presentation of the text. Arrange for the students to perform the reading for an audience, e.g., other students at a school assembly, visitors to the class, parents at an open house.

6 Tape-assisted Reading

Tape-assisted Reading involves the students reading along with a fluent reader on an audiotape. Good quality, commercially produced tape and text sets are available. Teachers may also wish to record their own tapes as an additional support for texts used in the class. Parent volunteers, older students, or teacher assistants can also provide models of fluent reading for these tapes. Asking students to produce text and tape sets, including personally written texts, is an excellent way to motivate students to develop fluency.

A text at independent reading level is one that can be read with high accuracy and comprehension. The reader would consider it easy.

- Choose a text and a tape at an appropriate reading level (at or just above an independent level). Students listen to the tape and follow along.
- Direct students to listen to the tape again, joining in where they are able.
- Have the students reread the text while listening to the tape. Continue in this way until students can read the text fluently without the tape.

Other forms of technology, such as e-books and CD-ROMs, can also be used for this purpose.

7 Readers Theatre

Readers Theatre is an oral performance of a script. The focus is on interpreting the script and reading it expressively rather than on memorizing the text or dramatizing it through body movement. There is usually a narrator. Readers Theatre is the perfect forum for readers to practise fluency because it calls for rehearsal, and performance provides an incentive for students to improve their reading. It is inclusive because readers of all stages of development can take part and support one another. It is an authentic cooperative activity which participants often find rewarding. (See *Reading Map of Development*, Canadian Edition, p. 154, for more.)

8 Radio Reading

Radio Reading (Opitz 1998) is another supported oral reading activity where students have the opportunity to present rehearsed material to other students. While one group performs the reading, the rest of the class “listens to the radio.”

- Select or have students select a text to be read. Review the text.
- Divide students into small groups. If necessary, help them select sections from the text so each member has a part to read.
- Show how to prepare their sections for oral reading. Introduce a marking key if appropriate.

Marking Key	
P	— Pause
E	— Emphasize
F	— Show Feelings
DV	— Deep Voice
WV	— Woman’s Voice
//	— Longer Pause
LV	— Loud Voice
W	— Whisper

Figure 1.12 Marking key for Radio Reading

- Provide students with the opportunity to prepare their scripts for reading. Students can choose to prepare their scripts either at home or school or both.
- Ask students to rehearse their sections of the text. Students work together at this point to support one another and offer suggestions. Each student also prepares open-ended questions to stimulate a short discussion about their section of the text.
- Ask one member of the Radio Reading group to introduce the text and the readers. Invite the group to do the reading.
- At the conclusion of the reading, prompt readers to lead a brief discussion about their sections of the text.
- Provide opportunities for the audience to give feedback. A simple framework can be used, for example: “It was good when _____. It was even better when _____. It was fantastic when _____.”

9 Poetry Club

A Poetry Club (Opitz 1998) provides a forum for performing poetry to an audience. Students can reread for authentic purposes. They can perform poems and possibly include information about the poet or their reasons for choosing a particular poem.

Before beginning a club, it is important to familiarize students with poetry. Reading poetry, displaying poems on pin-up boards in the classroom, encouraging students to borrow poetry texts from the school library, or encouraging them to bring their favourite poems from home will achieve this. Students will also benefit from involvement in many Modelled, Shared, and Guided Reading sessions that use poems as the text.

- Ask students to identify their favourite poems and give them an opportunity to rehearse them. Students can choose to work in groups, pairs, or individually.
- Encourage students to try different ways of phrasing, different intonations or pace, or different voices for effect.
- Provide students with time to rehearse their poems, encouraging other students to provide constructive feedback.
- Invite students to participate by reciting their chosen poems. The invitation should be as non-threatening as possible to avoid students feeling pressured to perform.

10 Buddy Reading

Reading to younger buddies provides an opportunity for older students to model fluent reading. Older readers, especially those who are struggling, need opportunities to read lots of easy texts. These students often see reading easy texts, deemed “baby books,” as unacceptable and undesirable. If these students read to younger buddies, they will feel that the texts are acceptable.

One teacher shares her experience using Buddy Reading.

Buddy Reading in Grade 6

In my Grade 6 class I had students with a wide range of reading abilities. Some students were reading adult-level novels while some struggled with even basic texts. Our class already had a buddy class relationship with a Grade 1 class as the students were involved in cross-age tutoring in mathematics.

The Grade 1 teacher and I decided to increase the contact between the two classes to

- promote enthusiasm for reading
- provide good models of fluent oral reading
- provide authentic audiences for oral reading and writing

The first thing we did in our reading project was to interview the Grade 1 students to find out their interests. With this information, the Grade 6 students went to the school library to find a text they thought would appeal to their buddy.

Once back in the classroom, I had to think of a way to get the students to become fluent readers of the selected text. I decided to have the students come up with an activity for their buddy to do before, during, and after reading. This way the Grade 6 students had to read the text several times to find appropriate discussion questions and activities.

Once the students had decided on their activities and rehearsed the reading of the text several times, they were required to choose a peer and demonstrate their “lesson.” Peers were required to give feedback on positive aspects or suggest possible changes.

Once we were satisfied with our reading, the class, armed with their text, headed off to the buddy class. The buddy reading was successfully completed and all students were absorbed in the activity.

On returning to our classroom, we debriefed about the experience and made suggestions for future buddy reading sessions.

On subsequent visits, the Grade 6 students often chose texts suggested by their classmates as these texts had been a great success with other young buddies. The Grade 6 students rehearsed for their buddies without complaint and gained a great deal from their experiences. The oral reading was fluent and expressive as the students deliberated over how different parts would be read. The success experienced in this activity by struggling readers helped them to see reading as an enjoyable activity and not a chore. The reading of easy texts was legitimized and gave all students the practice they needed to improve their fluency.

SECTION 3

Promoting Reading

Reading is a complex process that people approach with different degrees of enthusiasm. Some readers are less enthusiastic about choosing to read than others.

In any classroom, a teacher may identify the following types of students:

- those that read well, but have little interest in doing so
- those that are interested in reading, but don't read well
- those that have no interest in reading regularly and are at risk of not coping with literacy tasks
- those that have specific learning problems that impede their ability and willingness to read
- those that are learning English as a second or other language

The following factors may be influencing the reading abilities of the students described above:

- prior experiences that have created a negative image of reading
- no appealing text form or author yet discovered
- a lack of purpose for reading
- a misunderstanding of the reading process, e.g., thinks that reading is saying words rather than making meaning
- no time or encouragement to read, e.g., sport commitments, emotional trauma
- use of ineffective strategies, making reading a laborious task
- insufficient prior knowledge to make meaning

When teaching reading, one of the challenges is to encourage *all* students to develop a lifelong love of reading. It's important to encourage all students to see reading as a means of satisfying a range of purposes, such as enjoyment, relaxation, and information gathering.

Ways to Promote Reading

This section offers suggestions about ways to promote reading. However, ideas that work well for a particular student or for a particular grade level may have little impact the following year or with another student. Teachers need to continue to try a variety of ways to promote reading and to work closely with parents to

Conditions of Learning

Brian Cambourne identified these seven conditions of learning:

- immersion
- demonstration
- expectations
- responsibility
- approximations
- practice
- feedback/support/celebrations

The conditions are interconnected and interwoven, not linear or sequential.

inform them of the efforts being made. Teachers can select from the following ideas and suggestions.

Environment

Create an environment conducive to reading, perhaps the school or classroom library area where students can sit and read without distraction. A carpet square, beanbags, big cushions, and an old armchair or sofa would make this area a comfortable special place. Displays and posters advertising reading material would also heighten the atmosphere.

Text Selection

Ensure that the classroom library has a wide variety of texts representing different authors and text forms. Include literary and informational texts, texts related to the students' interests, texts on a variety of reading levels as well as class-created texts, paperbacks, taped stories, comics, magazines, newspapers, brochures, catalogues, interactive CD-ROMs, and e-books. Enhance the students' reading development and interests by changing the texts regularly.

Displays

Ensure that texts in the classroom library are displayed, advertised, sampled, and easily accessible. Select a few titles and display them attractively by topic, form, or author. Bright posters with catchy phrases, as well as puppets or models related to a text, will help to create interest. Change the displayed titles frequently.

Reading Time

Establish a time for independent reading. Allow students to choose their own reading texts. Be a role model for students and share your enthusiasm for reading.

Talk About Texts

After Independent Reading sessions, students can talk about what they have been reading with the whole class, a small group, or a partner. Make use of reading logs and reading contracts, as some readers need tangible proof of their success. (See reading log options on the *First Steps Reading Resource Book* CD-ROM.)

I'VE READ THESE TEXTS!		
Title	Date Finished	What I Thought of It

Figure 1.13 Sample reading log

Reading Aloud to Students

Help students experience a wide selection of texts by reading many different text forms, authors, and genres. Often, reading a text that is part of a series encourages students to read other titles in the series. Invite community members to visit and read to students.

Fads

Make links to any fads at the time. Try to have available copies of texts that link to the fad.

Movies and Television

Make links between reading material and movie versions or television programs. Allow students to watch the movie versions or be exposed to material written about cartoons, movies, series, or television characters. Students can compare the written and visual versions.

Electronic Versions

Consider obtaining the electronic versions of texts as some readers may be encouraged to read the accompanying text.

Poetry

Ensure that a variety of poetry texts are available. Poems can often be read relatively quickly as there is less print on the page. This feature is appealing for some readers.

Inventories and Surveys

Distribute an interest inventory or survey at the beginning of the school year. This information can be used to select motivating reading material based on students' interests for both the classroom and school libraries. The survey could be conducted again during the year as interests may have changed.

See page 48 for more on interest surveys. The *First Steps Reading Resource Book* CD-ROM has a few line master options.

Author Studies

Implement author studies. Have the class or a group of students read several texts by a favourite author. Learn about the author, have the class write thoughtful letters as if to the author, and visit the author's Web site. Make other texts written by that author available.

Invitations

Invite an author, illustrator, publisher, or librarian to the classroom to share their work. (If funding is needed, approach the school council or home and school association.)

Literature Circles

Use Literature Circles or book clubs to provide students with opportunities to discuss a common text that has been read (see Chapter 1: Section 1—Instructional Approaches to Reading). For young students, the text chosen can be one that has been read aloud and discussed as a whole class on some prior occasion. If a text has already been read aloud to the students, the discussion can be more focused.

Class-created Book of Favourites

Make a class book with sections devoted to favourite jokes, riddles, poems, songs, and tongue twisters. Encourage students to read and find things they can add to the favourites book. Make this book available when students are reading independently.

Text Swaps or Exchanges

Develop a system that enables students to bring in reading material they would like to swap or exchange. Provide a coupon for each text brought in and students can use the coupons to select another text.

Pen Pals

Organize pen pals or e-mail pals for students. Maintaining this relationship encourages students to read and write.

Different Audiences

Students can find reading with and to different audiences a motivating experience. Pair students with a reading partner in another grade level. Students can share what they have read with their reading buddies or an older student can read to a younger student. Students may be able to read to audiences outside the school, such as residents at nursing homes.

Student Recommendations

Students can promote and recommend texts for other students to read through any of the following activities:

- creating a poster, review, or PowerPoint presentation to describe a text they have read and enjoyed
- writing reviews that are bound into a collection and available for others to read
- giving an oral presentation to a group or class at a designated time of the day or week about a text they have read and enjoyed
- creating a jacket cover for a text they have read and adding their comments to the cover
- being photographed holding their favourite texts (Have the students attach a summary explaining why this text was so special. Displaying these photographs will be a way to advertise the texts to other students.)
- completing a colour-coded card about the text they have read (The cards correspond to the colours of traffic lights: a green card tells others to go for this text, yellow means the text was okay, and red means stop, or not recommended. The title, author, and student's name can be written on the front of the card; on the back, students can write an explanation of why the text was given that colour coding.)
- writing a review on a small card and attaching the card to the classroom library shelf where the text is located (Other students can quickly read the review.)

Publicity Campaigns

Have students create a publicity campaign for a text or an author. They could consider posters, videos, book reviews, Web sites, and oral and written advertisements to promote their chosen text or author.

Computers

If a student has a particular interest in a computer game, encourage the reading of the manuals and magazines that help the user through these types of games. E-books and interactive CD-ROMs are also available for reading on the computer.

Class Chart

Create a class chart on which students write the titles of texts they have read and enjoyed. From this list a Text of the Month can be chosen and displayed. The class might establish an award, using pre-established criteria for real book awards.

Recommendations by peers may be enough to encourage students to read texts they would not otherwise have considered.

Reading Timeline

Have students produce a timeline of their lives, naming their favourite texts throughout the years. Personal pictures, texts, and text covers and illustrations can be included. The displayed timelines make great advertisements, create impromptu book discussions, and show students how their reading has changed over time.

Lonely Texts

Display several texts with the banner “The Loneliest Texts in the Class Library.” Encourage students to read and review these texts. An incentive could be offered for reading these texts. This strategy encourages some students to read and write about texts that seldom leave the shelves.

Read with a Friend

Have multiple copies of a text available so a group of friends can read it simultaneously. This way they can discuss the text and enjoy the shared experience.

This Is Your Life

When several students have read the same text, they can create a “This Is Your Life” program for a selected character or person from the text. The introduced guests could be other characters or people from the text.

Reviews

Publish student or teacher reviews of texts in the school newsletter for everyone to read. Doing this may encourage others to seek out the texts and read them.

Valuing Opinions

Increase students’ self-confidence by treating them as reading experts. Show students their opinion is valued by providing opportunities for them to share what they think.

Parents

Encourage parents to promote reading in the home. Assist parents by providing information about how to help students learn to read, how to choose reading material, why reading is important, and how to make reading fun.

Incentive Schemes

There are numerous schemes that provide incentives for students as individuals, in small groups, or as a whole class. These incentive schemes reward students for the number of texts they have read.

Check the *First Steps Reading Map of Development* CD-ROM for Parent Cards about supporting readers in the various phases.

Karate

Explain how in karate different colours of belts represent different levels of attainment. This notion is then carried over into reading. Create belts of various colours, such as white, yellow, orange, green, blue, red, brown, and black. Assign belt levels to the number of texts read, e.g., **three texts earns a yellow belt; six earns an orange belt.**

Where in the World?

Give each student a copy of a world map. Each time students read a text that relates to a country in some way, have them colour in that country. The relationship could be based on the birthplace of the author, the setting, the country that was visited in the story, or the country that was the topic of the text. An incentive can be provided after a given time or when a specific goal is reached.

Keeping a Television–Reading Chart

Begin a television–reading chart for each student or for the whole class. Keep a weekly record of time spent reading and time spent watching television at home. Discuss which figure is higher and what that might mean. Encourage reading.

Read-a-thon

Conduct a class or whole-school read-a-thon over a given time or to achieve a set target. Keep a record of the number of pages read or the total number of texts read. Update the results regularly.

Adding Details

Have students add the names of any texts they have read to a class collection of titles. Link the recording of titles to current class themes, such as adding a new car to a train, fruit on a tree, or ship in the harbour.

Read Around a Country

Give each student a copy of a map of a country. Each time they read a page, it equates to 1 km travelled. Have students record distances travelled by mapping a route around the country. Students can be challenged to travel the greatest distance in a given time.

Alternatively, the class could count every page read as a kilometre and keep track of the total.

First Steps Reading Map of Development, Canadian Edition, provides further suggestions for promoting reading at each phase of development.

SECTION 4

Selecting Texts for Students

Today, readers are exposed to a vast range of texts, many consisting of both print and visual features, and conveyed through a range of media. Teachers can provide opportunities for students to access a wide range of texts by incorporating these into planned learning experiences. There will be times when newspapers, advertisements, magazines, or the Internet will be the most appropriate sources of reading material and other times when a reading series or a textbook is more appropriate. Using a variety of texts will provide students with the opportunity to navigate texts using different organizational features as well as encountering a range of language features and text structures.

The focus for this section is organized under the following headings:

- Selecting Texts for the School
- Selecting Texts for Use in the Classroom
- Selecting Texts to Send Home

Selecting Texts for the School

At the school level, decisions are made about the reading material most suitable for students. This includes material that can be used in each classroom and material that is accessible from the school library.

In addition to a school library, many schools have a separately housed collection of texts that is used as the main source of material for reading instruction in each classroom. It is important to make school-wide decisions regarding purchasing, housing, organizing, maintaining, borrowing, and categorizing texts from this collection. Where there are large numbers of teachers, a committee can make decisions and purchases on behalf of the whole school. Students can also be surveyed to identify their preferences.

When planning the development of a school-wide reading collection, it is beneficial to approach the task strategically and acquire texts over time. Certain factors will influence decisions:

- the number of classrooms and students in the school
- the number of teachers who will be sharing the collection
- material already available

- financial resources available
- the different purposes that the material will be used for

First, it is helpful to take an inventory of the reading material in the whole school. Each teacher can contribute to this inventory.

A school or teacher might devise a class inventory of texts much like that shown in Figure 1.14.

Class Inventory and Recommendations for Purchase Teacher: _____								
Texts	Titles	Copies	Text Forms	Themes	Pubn Date	Suggested Grade level	Recommendation	Priority
Linking Literacy	4	3–8	Various	Space Sport Animals	2002	Grade 4	Supplementary titles that have fewer than 8 copies so they can be used for Guided Reading	2
Read Along	92	1	70 percent fiction 30 percent non-fiction	Various	2005	Grade 4/5	Desperately need high-interest, low difficulty recreational reading material for less able readers	1

Figure 1.14

Once this information has been collated at a whole-school level, decisions can be made about the priorities for purchasing additional material. It is important to consider the instructional purpose for the material. If possible, examine and review materials before a commitment is made to purchase. To help make informed decisions about purchases, invite sales representatives into the school, visit bookstores, peruse exhibits at conferences, or network with other schools. If texts are available on approval from a publisher, the students could give their opinions about material.

The points identified in Figure 1.15 may be considered when evaluating new material.

Evaluating Texts for Purchase



Target Student Group _____

- The use of these texts is
 - ☐ instructional reading ☐ group reading (Guided Reading, Literature Circles, book club)
 - ☐ recreational reading
 - ☐ functional reading ☐ independent reading
- The content of these texts
 - ☐ provides opportunities to teach _____
 - ☐ appeals to the target student group
 - ☐ is a good example of a particular form
 - ☐ supports a cross-curricular focus
 - ☐ provides a variety of authentic social and cultural contexts
- The text form of these materials
 - ☐ makes up a sufficiently wide range
 - ☐ is part of an area of need
- The difficulty of these texts
 - ☐ is appropriate for the target student group
- The features of these texts that will assist the target student group include
 - ☐ rhyme
 - ☐ rhythm
 - ☐ repetition
 - ☐ contents, index, glossary
 - ☐ illustrations (diagrams, photos, drawings)
 - ☐ natural language
 - ☐ predictability
 - ☐ a range of authors
 - ☐ authentic information
 - ☐ up-to-date information
- The texts include the following support materials:
 - ☐ teacher's notes
 - ☐ CD-ROM
 - ☐ audiotapes
 - ☐ videotapes/DVDs
 - ☐ big books
 - ☐ small book versions
- These texts are relatively
 - ☐ expensive
 - ☐ well priced
 - ☐ inexpensive

Figure 1.15

Storing Texts

Once texts have been purchased, deciding where and how to store the reading material collection can be an ongoing concern. Issues that frequently arise include access, co-ordination between teachers, and how to limit the loss of material. It is important to house the material in a central location and in a way that can be easily accessed. The reading material collection could be organized by

- reading series
- levels within the reading series
- text forms
- suggested grade levels

It is valuable if someone can monitor the reading collection and keep it in order. These tasks could be achieved in a variety of ways.

- Give one teacher responsibility for the collection, releasing that person from another duty.
- Rotate responsibility for overseeing the collection, such as one teacher per month.
- House the reading collection in the library.
- Make use of volunteer help.

It is also important to use a consistent, easy-to-use sign-out system so teachers are encouraged to make use of all the material available.

Guidelines for Using the School Reading Collection

- When you check out texts, please record the details on the form provided.
- Please return the texts within five weeks. Be sure to return them so that other teachers can use them.
- Everyone is responsible for correctly shelving the texts when returned.
- The room will be checked at the beginning of each month.

The schedule is as follows:

February—*Mrs. Xavier and Mr. Logan*

March—*Miss Jackson and Mr. Santeusanio*

Selecting Texts for Use in the Classroom


In the classroom, there will be times when the text is selected by the teacher, by the students, or jointly by the teacher and students.

Teachers can select texts for recreational, instructional, and research-related purposes.

- **Recreational Reading:** These materials are based on students' interests and are read independently by students for enjoyment and meaningful reading practice.
- **Instructional Reading:** These materials comprise reading series, big books, or sets of novels that are used for explicit instruction. These texts are selected to match students' reading levels.
- **Research-related Reading:** These materials involve the use of reference material, such as library materials, CD-ROMs, encyclopedias, and the Internet. These texts are primarily used for research projects.

Selecting Texts for Recreational Reading

It is important to provide a variety of material for students to read for recreational purposes so that reading is recognized as an enjoyable experience based on personal choice. Student input into choices for this collection is also important. This can be gained through the use of simple surveys conducted at the beginning and throughout the year. A Reading Interest Survey (see Figure 1.16) could be used at the start of the school year to find out what types of materials students like to read. A Text Preference Survey (see Figure 1.17), used later in the year, will reveal any changing student interests.



Reading Interest Survey

- 1 What kinds of texts do you like to read?

<input type="checkbox"/> Informational	<input type="checkbox"/> Comics
<input type="checkbox"/> Mystery	<input type="checkbox"/> Graphic Novels
<input type="checkbox"/> Science Fiction	<input type="checkbox"/> Poetry
<input type="checkbox"/> Adventure	<input type="checkbox"/> Online
<input type="checkbox"/> Fantasy	<input type="checkbox"/> Other _____
<input type="checkbox"/> Horror	
- 2 What is the title of your favourite text?
- 3 Who are your favourite authors? (List as many as you like.)
- 4 Name any text you have read more than once.
- 5 Name any text you didn't like and explain why.
- 6 Give the names of some texts you have at home.
- 7 What are your hobbies and interests?

Figure 1.16

Text Preference Survey



- What are the different text forms you have read so far this year?
- What text form have you enjoyed reading the most?
- What has been your favourite text this year?
- Who has been your favourite author so far this year?
- Is there any particular topic that you find interesting?
- What publication types have you read the most?

Figure 1.17

Students are often free to choose their texts for recreational purposes and benefit from being encouraged to read a wide variety. Recreational reading time in a classroom is an ideal time for the teacher to model and discuss decisions that influence text selection.

Students in any classroom will span a wide range of reading ability levels and need to know how to select texts at an appropriate level of difficulty to suit the identified purpose.

Many different criteria contribute to text difficulty, including vocabulary, sentence structure, and the complexity and density of ideas. Although readability measures often account for most of these factors in an attempt to “level” texts, it is difficult to measure the match between a reader’s prior knowledge and the content of a text. Global assessments of text difficulty by teachers who know the social and cultural prior knowledge of the readers are generally quicker and as accurate as the more sophisticated methods.

A common way of classifying texts, according to their difficulty, is to use the following labels—independent, instructional, and frustrational.

- **Independent level** means the highest level at which a student can read easily and fluently, without assistance, with 95 to 100 percent accuracy in recognizing words and comprehending 90 percent of the text. A student could read the text alone with ease.
- **Instructional level** means the highest level at which a student can still make meaning, provided preparation and assistance are received from the teacher. Word recognition is 90 to 95 percent accurate with at least 80 percent comprehension. These texts are most appropriate for the explicit teaching of reading.
- **Frustrational level** is the level at which a student’s reading strategies break down. Fluency disappears, word recognition

errors are numerous, comprehension is below 90 percent and often signs of emotional tension, discomfort, and a negative attitude to reading become apparent. This text is too hard for the reader at this time.

The Five Finger Rule is a simple way that supports readers in judging text difficulty levels. When using the Five Finger Rule, students select a text based on interest or purpose and turn to a page towards the beginning. They read the page and for each unknown word, they put a finger down, in order, starting with the little finger. If the thumb is put down before reaching the bottom of the page, the text may be too difficult at that time. The reader might want to select another text.

There will be times when students select texts below or above their independent level. Like adult readers, students will choose light, entertaining material or persist successfully with more complex material because the topic interests them. The key point is that students **choose** to read.

Within the classroom environment, the recreational reading material can be positioned accessibly in a reading corner or the class library. This section of the room could be attractive and well organized so it is conducive to reading enjoyment. Comfortable seating, such as beanbags and throw pillows, and colourful displays of texts will promote reading and invite participation.

The students, with teacher support, can decide how the texts and other reading materials are organized. Texts could be sorted by form, author, or series. It is advisable to rotate the display on a regular basis and highlight new additions to the collection or a student's favourite book. Including students' publications as part of the collection helps to maintain interest.

Many different sign-out systems for borrowing from the class collection can be used. These include any of the following.

- Have the students write titles and dates in a notebook.
- Create systems that can be managed by selected student librarians.
- Instead of a sign-out system, rely on an honour system.

There will always be loss of some texts throughout the year due to natural wear and tear as well as those that “just disappear.” If students are taught correct handling techniques, even paperbacks can last several years. It is advisable to have a process in place for the maintenance of the collection. Some classrooms have parent volunteers rostered to repair damaged texts.

Selecting Texts for Instructional Reading

As well as having a wide variety of material for students to read for recreational purposes, a classroom needs to have a supply of material, selected by the teacher, to be used for instructional purposes. The selection of this material will be closely linked to the Major Teaching Emphases in *First Steps Reading Map of Development*, Canadian Edition. A variety of texts at different levels of difficulty will be required for whole-class, small-group, and individual instruction. The following table (see Figure 1.18) illustrates how a teacher used the Major Teaching Emphases as a basis for making decisions about text selection.

Linking Text Selection to <i>First Steps Reading Map of Development</i> , Canadian Edition Major Teaching Emphases and Instructional Approaches				
Reading Phase	Substrand	Major Teaching Emphases	Instructional Approach	Text Selected
Experimental	Use of Texts	Read and reread a variety of texts, both literary and informational.	Reading Aloud to Students (whole class)	A poster of a song or poem the students have learned
Experimental	Contextual Understanding	Draw students' attention to the ways people or characters are represented in texts and discuss alternatives.	Shared Reading (whole class)	A big book copy of a text such as <i>The Paper Bag Princess</i> by R. Munsch, which represents fairy-tale characters in different ways
Experimental	Conventions	Build students' knowledge about different text forms, e.g., purpose, structure, and organization.	Guided Reading (6 students in a group)	Seven copies of <i>First, Take the Flour...</i> by Isabel Bissett
Experimental	Processes and Strategies	Consolidate known comprehension strategies and teach additional strategies, e.g., connecting.	Modelled Reading	<i>Goodnight Moon</i> by Margaret Wise Brown

Figure 1.18 One teacher's matching of texts, Major Teaching Emphases, and instructional approaches

Reading material that is used for instructional purposes needs to be easily accessible for the teacher. These materials need not be accessible to students prior to their use. Teachers may wish to use some materials sight unseen for the purpose of seeking predictions and maintaining interest. After students have been exposed to the materials in instructional lessons, it can be useful to have them available for ongoing reading and revisiting.

Selecting Texts for Research-related Reading

Functional reading occurs when students access texts, such as Web sites, encyclopedias, subject-specific texts, and CD-ROMs, in order to gather information for a particular purpose. Projects in health education, science, and social studies often require students to gather information from a variety of sources and present it in some way, e.g., report, poster, speech, or PowerPoint presentation.

Materials for research-related reading may not be housed in the classroom on a permanent basis. Often, the rich source of these texts is the school library. Schools use a variety of systems to allow students access to library resources. In addition, at various times throughout the year, teachers might organize a bulk loan of material relevant to a particular topic. This material from a school or public library is kept in the classroom for an extended time. Encourage students to access material available from sources outside the school, such as the community library and home environment, as well.

Selecting Texts to Send Home

Texts taken home are used to help develop a love of reading and practise those reading strategies that are being taught. Reading at home can accelerate the acquisition of reading strategies, improve vocabulary and comprehension, and help develop automaticity and fluency.

Sometimes, the home-reading material will be chosen by the teacher and other times, the students will make their selections. Students can be encouraged to use the Five Finger Rule to guide their selections. There will be times when students select texts that are too easy or too difficult for them. It is essential to communicate to parents your assessment of students' self-selected texts and share the most appropriate home-reading experience for the student with that text. One way to communicate this easily to the parents is through the use of different coloured tags.

For example:

- A red tag indicates that the student should be able to read the text independently.
- A blue tag indicates that the student will need support to read the text.
- A green tag indicates the text is best read to the student.

The amount of time spent on home reading and the way it is organized will vary. With younger students, more direction may be necessary and the teacher may select the text that is read. A recording of the texts can be kept and the parents can be asked to sign the entry to indicate that the reading occurred. With older students, selection of material and choice about how much is to be read could be individual decisions. Older students can also keep a record of the material that they read. Teachers can create guidelines as to how much time should be spent reading each week, but allow flexibility as to how this occurs.

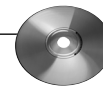
Helping Parents Understand Home Reading

With any reading that occurs at home, the key is clear communication between the teacher and the parents so that students develop a lifelong love of reading. Newsletters, e-mails, and parent information sessions at the beginning of the school year are effective ways of informing parents about guidelines and the expected outcomes of reading at home.

It is also important to alert parents to the variety of ways of providing opportunities for students to read at home. Students will benefit from reading at home in any of the following ways:

- reading aloud to a parent, sibling, or other relation
- reading silently and discussing with a parent—discussion could be about the content of the text, reactions to the text, difficulties experienced, strategies used, visual images created, links to other reading material.
- reading silently with no questions asked—this is quite common for adult readers so students should be allowed to do the same.
- reading along with a parent, sibling, or other relation
- listening to a text read aloud

It is important to inform parents how they can make oral reading a positive experience for students in the home setting. Cards that will provide parents with information about supporting oral reading are available on the *First Steps Reading Resource Book* CD-ROM.



Supporting Oral Reading at Home

If your child makes a mistake and corrects the error...	If your child comes to an unfamiliar word and pauses...	If your child makes a mistake which does not make sense...	If your child makes a mistake which does make sense...
<ul style="list-style-type: none"> • Offer praise or support for making the correction. 	<ul style="list-style-type: none"> • Wait and give time to work it out. • If the guess is successful, encourage your child to read on to maintain meaning. • If your child is likely to know the word, go back to the beginning of the sentence to have another go at it. • Ask for a word that begins with the same letter and would make sense. • Ask a question that will give a clue to the meaning, e.g., <i>"How do you think Johnny feels? Angry?"</i> • If your child is unlikely to know the word, say it quickly and encourage further reading to maintain fluency and avoid loss of meaning. • Ask your child to look at the pictures for a clue. 	<ul style="list-style-type: none"> • Wait to see if a correction is made and offer praise if that happens. Otherwise, ask, <i>"Does that make sense?"</i> • Ask a question that will give a clue to what the word is, e.g., <i>"Where will he go to catch the train?"</i> • If your child is unlikely to know the word, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word identification strategies such as these: <ul style="list-style-type: none"> – sounding out individual sounds in a word – sounding out chunks of words, e.g., <i>base or root of the word, prefixes and suffixes</i> – looking at the words around it 	<ul style="list-style-type: none"> • Do nothing until the child has finished. • When the reading is finished, go back to the word and say, <i>"The word you said here makes sense, but let's take a closer look at it. I notice it starts with..."</i> • You may wish to discuss the letters of the word and see if your child can think of any other words with similar letters.

Figure 1.19

Contextual Understanding

Overview

The Contextual Understanding substrand focuses on how the interpretation, choice of language, and shaping of a text vary according to the context in which it is used. From an early age, children know that the language used in the playground may not be as appropriate or effective in another context. Several factors influence the use of language:

- purpose of communication
- subject matter
- mode of communication (spoken, written, visual)
- roles and relationships between the participants
- social situation

It is important that students are provided with opportunities to reflect on how language varies and needs to be amended according to purpose, subject, mode of communication, roles, and social situations.

Included in this chapter is Section 1—Developing Contextual Understanding.

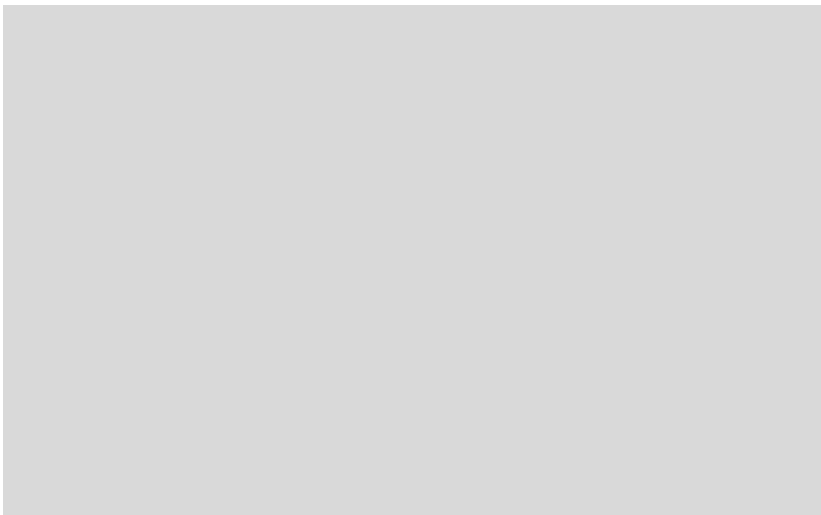


Figure 2.1

SECTION 1

Developing Contextual Understanding

Refuse to be put in a basket

The two different readings and two different meanings of the above sign depend on where the reader places the emphasis in the first word. This sign exemplifies the role of Contextual Understanding in language. If the reader assumes refuse to be trash or rubbish, it could be assumed that the sign is a command or a direction from an authority in a particular place such as a school or public park. If the reader assumes refuse to mean decline, then the sign takes on a more abstract, deeper meaning about not conforming with mainstream beliefs. The sign may be found on a bumper sticker or as a T-shirt slogan.

Much hinges on where the sign is located, who put it there, and the relationship between the writer and the reader. The collective situational aspects of the reading, and the social and cultural perceptions of the writer and the reader, make up what is known as Contextual Understanding.

Contextual Understanding and Critical Literacy

Contextual Understanding is an awareness of how the context affects the interpretation and choice of language. From an early age, children become aware that the spoken language varies according to the situation in which it is used. Children often receive timely feedback about what they have said and how they have said it. However, the development of Contextual Understanding by a reader is often less overt and requires explicit teaching. Students need to be aware, for example, that an advertisement on a Web site is aimed at persuading them to buy something and will use a number of devices to influence them.

Critical literacy is an approach to literacy that involves analyzing and questioning texts to reveal the beliefs and values behind the surface meanings, and to see how a reader can be influenced and

affected. By closely questioning the premises of texts, readers become aware of how language is used to position particular social and cultural groups and practices, often preserving relationships of power. For example, a reader may question a historical account of land settlement that leaves out or understates the importance of an indigenous population. Because critical literacy can challenge existing power relationships and social practices, it is inevitably political, so teachers need to reflect regularly on what constitutes critical literacy in the classroom, and its impact on the school community.

To be critically literate, students need to know how context affects the interpretation of language. Having an understanding of situational and socio-cultural contexts equips a reader with the fundamental knowledge to deconstruct, analyze, and closely question texts. Although Contextual Understanding and critical literacy are not synonymous, teaching students to be aware of the relationship between context and the interpretation of language provides a sound foundation for critical literacy approaches.

Contextual Understanding and Reading

To become effective readers, students need to become aware of the ways the author or illustrator has used devices for various effects in the text and how this influences them as readers. Readers need to be taught about situational context and socio-cultural context, including how their own view of the world leads them to make an interpretation of a text. Students need to understand how and why their interpretations may differ from the interpretations of others.

Even the simplest texts carry messages that reflect the background, biases, and culture of the author and illustrator.

Situational Context

An author's choice of language can vary according to the context in which it is used. Several factors influence this choice of language:

- the author's purpose of communication
- the subject matter
- the text product type—report, e-mail, formal letter
- the roles and relationships between the communicating participants—memo from a company director to the employees, letter from a company director to a mother

Changing any of these factors may have an impact on the language being used.

The same factors influence how a reader uses and interprets text.

The reader is influenced by

- the purpose for reading
- personal knowledge and familiarity with the topic or subject
- the situation in which the reading takes place
- the relationship between the author and the reader

Socio-cultural Context

These are broader influences that have an impact on language usage. All texts reflect, to some extent, the expectations and values of the social and cultural groups of the time they were written. This understanding of socio-cultural context involves knowing that

- the way people use language both reflects and shapes their socio-cultural outlook—the beliefs, values, and assumptions of their socio-cultural group, especially with regard to gender, ethnicity, and status
- texts will be interpreted differently by different people according to their socio-cultural background—awareness of the influence of socio-cultural factors on composing and comprehending texts is pivotal
- language and culture are strongly related
- language is intentionally crafted, communicated, and manipulated to influence others, often to maintain or challenge existing power relationships between groups, such as employers and employees, businesses and consumers, and governments and citizens
- various forms of English used around the world reflect and shape socio-cultural attitudes and assumptions, including variations of standard English generally used in formal communication, education, and some professional settings

When authors write texts, their socio-cultural contexts will influence the type of language they use. Likewise, the moment a text is picked up by a reader, the reader's view of the world, society, and culture will influence the reading and interpretation of the text. Texts are not neutral. Each reader will have a different reading of the text according to what he or she brings to that text. For example, an environmentalist and a mining engineer might react very differently to a report on Antarctica as each person reads the text with a different set of values, beliefs, and understanding about the topic.

Why Teach Contextual Understanding?

The world today is swamped with information from a range of media and a variety of sources. Developing Contextual Understanding allows students to analyze this information and

- become aware that texts are open to several valid interpretations
- monitor, assess, and reaffirm their understandings of texts
- recognize the power of texts and how they can influence readers to take a certain point of view
- recognize and evaluate the beliefs that influence texts
- make informed decisions about their view on specific topics
- become aware that language is constructed, used, and manipulated in powerful ways

A wide variety of materials is necessary for teaching Contextual Understanding. Authentic reading materials, such as magazines, advertising brochures, food packaging, and newspapers, often reveal more about the beliefs, values, and assumptions of the authors than school books. However, old reading series that are often deemed “politically incorrect” and fairy-tales are worth examining closely as they reflect the values of times and circumstances that contrast with modern, dominant social norms.

What Students Need to Know

If students are going to be able to offer opinions and justify and substantiate those opinions, they need to be aware of the following.

- Authors and illustrators present a view of the world that can be challenged.
- Authors and illustrators represent facts, events, characters, and people in different ways.
- Authors and illustrators use devices to achieve a specific purpose.

Authors and illustrators present a view of the world that can be challenged.

- Texts can be looked at from various points of view.
- Texts are selective versions of reality, told from a particular point of view.
- There is no one right interpretation of a text. It is possible to challenge and resist the preferred or dominant reading and the way people, places, and events are depicted.
- Authors write for a particular audience and assume that audiences have specific cultural knowledge and values.

- The values of a dominant group or culture are often represented as the norm.
- There are gaps and silences in every text. Readers will fill these gaps differently based on their own socio-cultural contexts.

Authors and illustrators represent facts, events, characters, and people in different ways.

- Facts and events are chosen or omitted and then represented by authors and illustrators to present a particular point of view.
- Characters from literary texts are not real, but are constructed by authors and illustrators to create a particular representation.
- When creating informational texts, authors select information to represent people in a certain way.

Consider the following text representations of people.

Text	What Does This Say About...?
Often the class would have parties where the girls would bring something they had cooked, and the boys brought the drinks.	Gender
Day after day, Grandma sat in her chair, rocking back and forth, unaware of most of what was happening around her.	Age
The librarian peered over the top of her spectacles, shook her bob of greying hair, and narrowed her eyes.	Occupation
Everyone except Jake went to see the show. His dad had spent the house-keeping money on a horse race.	Socio-economic status
Each captain took turns to pick kids for their teams until only the skinny kids with glasses remained.	Physical appearance
We asked Phuong to join our group because we wanted someone who was good at mathematics.	Cultural background
The farmer was confused by the modern escalator.	Geographical background

Figure 2.2 These representations of people are constructed by the authors.

Authors and illustrators use devices to achieve a specific purpose.

Devices Used by Authors

Authors use language devices to influence the reader. Their use of language devices often reveals their socio-cultural background. To comprehend a text and interpret the author's message, a reader needs to understand the socio-cultural perspective from which a text is written.

Authors also choose language devices that suit the situational context of the language event. This context encompasses purpose, subject matter, and relationship between author and reader.

Consider the following devices used by authors.

Analogy

Using analogy involves the comparison of one thing with another, sometimes extending the comparison too far in seeking to persuade, e.g., *A classroom is just like an extended family, so every student deserves the sort of care and affection that parents generally provide.*

Incentives

This persuasive device is commonly used in advertising. Bonuses, free products, discounts, and privileges are offered to the reader, e.g., *Buy one ticket—get one free.*

Connotation

Connotation refers to the suggestion of a meaning by a word beyond what it explicitly denotes or describes. The suggestion can create positive or negative influences.

Millionaire Sophie Enwright had a reputation for being **thrifty**.
 Millionaire Sophie Enwright had a reputation for being **stingy**.
 Millionaire Sophie Enwright had a reputation for being **frugal**.
 Millionaire Sophie Enwright had a reputation for being **penny-wise**.

Euphemism

News articles often use a euphemism or a mild expression in place of a blunt one. For example, the word *develop* can refer to spoiling natural terrain to put in a housing subdivision.

Exaggeration

Exaggerating involves the use of sweeping statements, e.g., *The megacity is a hotbed of crime.*

Figurative language

Figurative language refers to using language not meant to be read literally. Types include similes (e.g., **cute as a button**), metaphors (e.g., **he was a lion in battle**), idioms (e.g., **it's raining cats and dogs**), and hyperbole (e.g., **I could eat a horse**). The understanding of figurative language is determined by a shared socio-cultural context.

Flattery

Flattery (particularly in advertising) involves an appeal to the reader's self-image, including the need to belong or the need for prestige, e.g., **You can look as young as you feel**. Flattery also includes association—discrediting or enhancing a position by association with some other person, group, or idea, e.g., **You want to hire her? That's the kind of political correctness I'd expect from the NDP**.

Flashback

This device, commonly used in literary texts, explores events that have occurred previously and have had an impact on the current situation. Flashback is often achieved through dream sequences, calling up of memories, or the narration of one of the characters. Flashback may be used to create a sense of nostalgia or to illustrate selective recall.

Foreshadowing

Foreshadowing is a device commonly used in literary texts to hint at what is to come and perhaps create suspense. For instance, in one scene a character might be described as having a bad cough; in a later one, be deathly ill.

Inclusion of details

Authors select only those details that support their perspectives. Other details that would contradict a perspective are omitted.

Irony, wit, and humour

Irony, wit, and humour are devices that rely heavily on a shared socio-cultural context to achieve the author's purpose.

Irony uses a contrast between the reality and the expectation, what is said and what is meant, or what appears to be true and what is true, e.g., **As he watched the rain fall, Peter remarked, "Lovely day for a picnic."**

Wit refers to the perception and expression of a relationship between seemingly incompatible or different things in a cleverly amusing way.

Humour is the perception, enjoyment, or expression of something amusing, comical, incongruous, or absurd.

Irrelevance

Irrelevance refers to the deliberate inclusion of points or arguments that do not contribute to the main idea; the aim is to distract the reader.

Omission of details

As presented in Figure 2.3, the author has omitted the facts that Jones's two major rivals had been injured and were unable to compete. The effect is misleading or distorted information.

Overgeneralization

This is the use of a statement that encompasses a wide group of people or situations and is not based on fact, e.g., **Everyone** knows that...dogs are smarter than cats.

Oversimplification

This occurs when a simple (and often single) statement is used to explain a situation that is the result of complex and interwoven factors, e.g., **The Allies won the Second World War** because of their ascendancy in the air.

Personification

Personification means to give human qualities to inanimate objects and abstract ideas, e.g., **The XYZ Company believes...**, **The stuffed bear** smiled as he was lifted from the ground.

Personalization

This involves adopting a tone of intimacy through the use of personal pronouns, e.g., **We** were attacked because of who we are and what we believe. Personalization can include commands, e.g., **Your country needs you!** and rhetorical questions, e.g., **Are you getting a fair deal at work?**

Print size and font selection

Choosing specific words to be printed in bold type, italics, colour, or in a larger font size can indicate aspects the author feels are important for the reader to notice. Different fonts can be used for different reasons. A character's thoughts, for instance, could be shown in italicized type.

Quoting someone out of context

Quoting someone out of context to mislead or influence the reader can create bias. Authors often select a particular section of a written

Jones Blitzes Field

The brilliant Archie Jones yesterday emphasized his dominance over other sprinters when he won the Regional 100 m Summer Sprint. Jones led from start to finish, leaving his opponents trailing in his wake.

Figure 2.3 Omission of details

Squids Will Be Squids, written by Jon Scieszka and illustrated by Lane Smith, makes effective use of font and print size.

or spoken text, possibly using it to present a different impression or point of view than that originally intended.

Consider the difference, for instance, in saying “brilliant performance” when the rest of the sentence is “Her brilliant performance was the show’s only redeeming feature.”

Repeating words or ideas

Repetition is used to persuade readers by emphasizing particular parts of a text, e.g., The company has offered no support to the community. Nil. None. Zilch.

Symbolism

A symbol is anything that can be used to represent something else, e.g., a red rose as love, a seed as hope.

To understand the symbols used in text, the reader needs to share a similar cultural background to the author. Symbols are often culturally specific and the same meaning may not be understood between cultures, e.g., The colour white is associated with most weddings in Canada, but with funerals in Bali.

Sarcasm and satire

Sarcasm and satire rely heavily on a shared socio-cultural context to achieve the author’s purpose. Sarcasm is scathing language that is intended to offend or ridicule. Satire ridicules human weaknesses, vices, or follies with the intention of bringing about social reform.

Testimony

The use of quotations from experts or people positively associated with a situation or product is called testimony. Testimony also includes the use of statistics, e.g., Nine out of 10 dentists agree that...

Understatement

Understatement is used when trying to downplay the gravity of a situation or event, e.g., In the recent tornado, a number of trees lost branches. (Many older trees suffered split trunks and had to be cut down.)

Devices Used by Illustrators

Illustrators use visual devices to try to influence the reader. Consider the following devices used by illustrators.

Amount of detail

Illustrators include varying amounts of details to enhance and complement the text. In a single picture, details can convey information that would take an author many sentences. Details also tend to give a more realistic feel to the illustrations.

Artistic style

The artistic style refers to the way the illustrations are rendered. The artistic style may tend towards realistic or towards representational. In realistic art, subjects and objects are portrayed with detailed accuracy, as they would be in real life; in representational art, the illustrator may be trying to show an inner reality or imaginative qualities. The artistic style conveys a certain message to the reader and reinforces the text.

Consider how Antoine de Saint-Exupéry's drawings support his famous book *The Little Prince*.

Colour

Colours have symbolic meaning. Illustrators often choose colours to create certain effects. Strong bold colours may indicate happiness; dark sombre colours may indicate lack of hope.

Composition and page design

The placement of visual elements on a page or in a text is another device illustrators use. Objects placed in the foreground tend to have more prominence than those in the background. Visual elements placed on the right-hand page have prominence over those on the left. Newspapers exploit this prominence by increasing the cost of advertisements in that section of the page. An illustrator or book designer can also attract the reader's attention through the use of white spaces in the page design.

Medium

Medium refers to the material or technique an illustrator has used, e.g., collage, charcoal, watercolours, photographs. The choice of medium by the illustrator can provide readers with clues about the message or purpose of the text, e.g., photographs suggest the text is realistic.

Size

Illustrators may indicate the more important characters or people by making them larger than others. The relative sizes of visual elements may also change at different places in a text as different points are emphasized.

Supporting the Development of Contextual Understanding

Contextual Understanding is an integral part of a comprehensive approach to teaching reading. It is best taught within the context of established instructional approaches to reading. See Chapter 1: Use of Texts for more on these approaches.

Modelled Reading provides an ideal forum for the teacher to think aloud to demonstrate how the text is being examined during the reading.

Shared Reading enables the students and the teacher to question the text and the author's motives together, jointly constructing meaning.

Guided Reading is a forum for students to work using a teacher-provided scaffold to pose revealing questions at pre-determined checkpoints.

Effective teaching and learning practices can also provide a springboard for supporting the development of Contextual Understanding.

See Chapter 7 of *Linking Assessment, Teaching and Learning* for more on these effective teaching and learning practices.

These effective teaching and learning practices include

- familiarizing
- discussing
- analyzing
- investigating
- innovating
- simulating
- reflecting

Familiarizing involves bringing different texts and different aspects of texts to the attention of students. Material such as greeting cards, cereal boxes, and magazine advertisements can be collected, compared, displayed, and discussed.

Discussing is central to helping students analyze text well. Initially, teachers may stimulate discussion by posing critical questions about gender stereotypes in folk and fairy-tales or persuasive devices in junk mail advertisements or magazine articles. A scan of the cover of a book may lead to a question about the intended audience or whether the text appears to be literary or informational. In time, students can effectively examine texts alone, posing many of the questions listed later in this chapter (see p. 68).

Predicting and confirming are also important aspects to be discussed. By discussing these aspects, students may then be able to detect familiar patterns of dominant cultural values in texts.

Analyzing texts involves examining parts of the texts to reveal the social and cultural values that are embedded in them. This analysis is often accomplished by comparing similar texts. Consider the following.

- Compare two versions of the same story, event, or phenomenon.
- Compare the way characters or groups of people are portrayed in different texts.
- Compare the characters, setting, or plot of two literary texts.
- Compare the points of view, accuracy, validity, and currency of factual accounts. Include a comparison of the perspectives adopted by the media in different parts of the world and by different interest groups.

Analyzing parts of a text can also mean identifying devices that an author or illustrator has used. This aspect of analyzing may include finding examples of bias, exaggeration in text, or the use of colour in illustrations or photographs.

Investigating a text can encompass finding out, analyzing, and questioning who has written the text, when, for what purpose, and how the author or illustrator has chosen to convey the message. Investigators might focus on who owns a magazine or sponsors a Web site, whether the author has credibility in the field, and who is the text's target audience.

Innovating by amending an existing text or transforming a text by re-creating it in another genre, form, mode, medium, or format enables students to disrupt the reading of a text. Students are able to deconstruct and reconstruct parts of a text to reveal different perspectives. Several fairy-tales have already been the subject of innovations, changing gender roles or altering the time or place. Simpler innovations could involve substituting alternative words for those with excessively positive or negative connotations. Innovation can also incorporate removing parts of a text or adding parts, such as a sequel or postscript.

Simulating involves assuming the role of another person or group of people to interpret a text from a different viewpoint. The point of view may differ on the basis of culture, time, geography, age, gender, or other factors. Some books are based on varied perspectives, such as the Aesop fable *The Tale of Johnny Town-Mouse*, retold by Beatrix Potter, and provide insights into alternative points of view.

Reflecting can be accomplished by promoting discussion about the different identities students may assume when reading a text. Students may, at different times, see themselves as a brother or sister, a son or daughter, a supporter of the nation, a supporter of the province or territory, a conservationist, a youth, a member of a cultural or religious group. Similarly, students can reflect on the

divided loyalties that characters in texts may experience when they confront situations from their different identities.

Reflecting also involves the consideration of personal values that underpin students' responses to texts. When responses to reading are elaborated, students can reflect on how their thinking is driven by their experiences, beliefs, and attitudes.

Generic Questions for Discussing Texts

Teachers can use the following lists to choose and frame questions that will stimulate discussion according to the needs of their students, the text selected, and the purpose of the session. When answering these questions, students can be expected to respond clearly, justify, and extend their answers. It may be necessary to ask further questions such as these:

Q: From whose point of view is the text written?

A: From an adult's point of view

Q: Why do you think that? or How do you know?

What? (the subject matter)

- What is the text about?
- What type of text is this?
- What do you think the text means?
- What do others think the text means?
- What and who is included or left out?
- What and who is valued or devalued?

Figure 2.4a

Why? (the purpose)

- Why was it written?

Figure 2.4b

When? (the author's context)

- When was it written?

Figure 2.4c

Who? (the relationship between author and reader)

- Who wrote the text?
- What do you know about the author?
- For whom was the text written?
- From whose point of view was the text written?
- How do your values affect your interpretation of the text?

Figure 2.4d

How? (the style and tone of communication)

- How does the author create the effect achieved?
- How could it have been written differently? (e.g., *different genre, text form, communication mode, text product type*)
- How does this text compare with similar texts that you have read?

Figure 2.4e

Conventions

Overview

The Conventions substrand focuses on the knowledge of the structures and features of a variety of texts. Students today need to be aware of the language structures and features that are typical of standard English so they are able to communicate successfully in formal settings. This knowledge empowers students to make choices about the mode of communication, the type of text, the grammatical structures, the presentation style, and the words that are most appropriate and effective in a particular setting. They are able to talk about the choices they have made and the language structures and features they can recognize in their daily encounters with language. For example, students preparing a recount of a school event for a local newspaper may decide (after reading several newspaper articles) that they need to use a particular text structure and its grammatical conventions to meet the expectations of the newspaper's readers.

This chapter includes information on developing students' knowledge and understandings of conventions. The four sections are as follows:

- Section 1—Developing Phonological Awareness
- Section 2—Teaching Graphophonics
- Section 3—Developing Vocabulary Knowledge
- Section 4—Developing Text-Form Knowledge

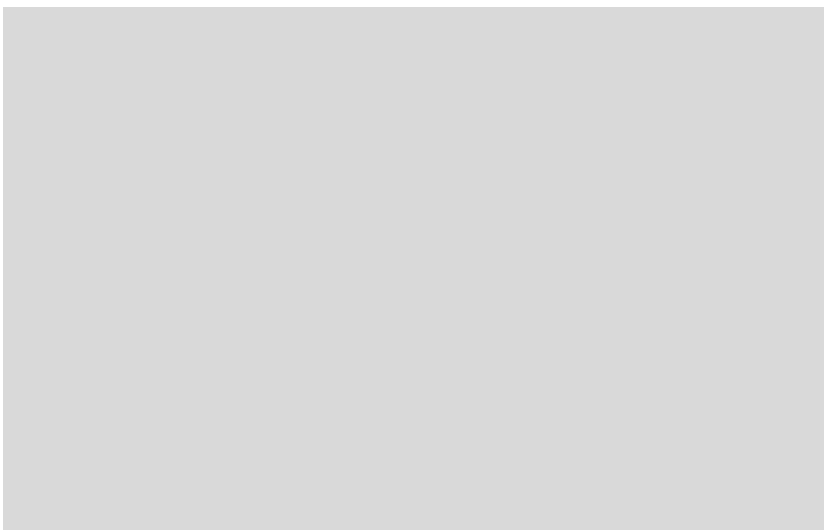


Figure 3.1

Effective Teaching of Conventions

The long-term goal for all students is that they can use conventions correctly and independently while reading or writing texts. An analytic approach where students discover these conventions works best for engaging students in meaningful teaching and learning.

The following reflects the teaching and learning beliefs underpinning *First Steps Literacy*. It can be used as an effective teaching plan of all conventions outlined in this chapter.

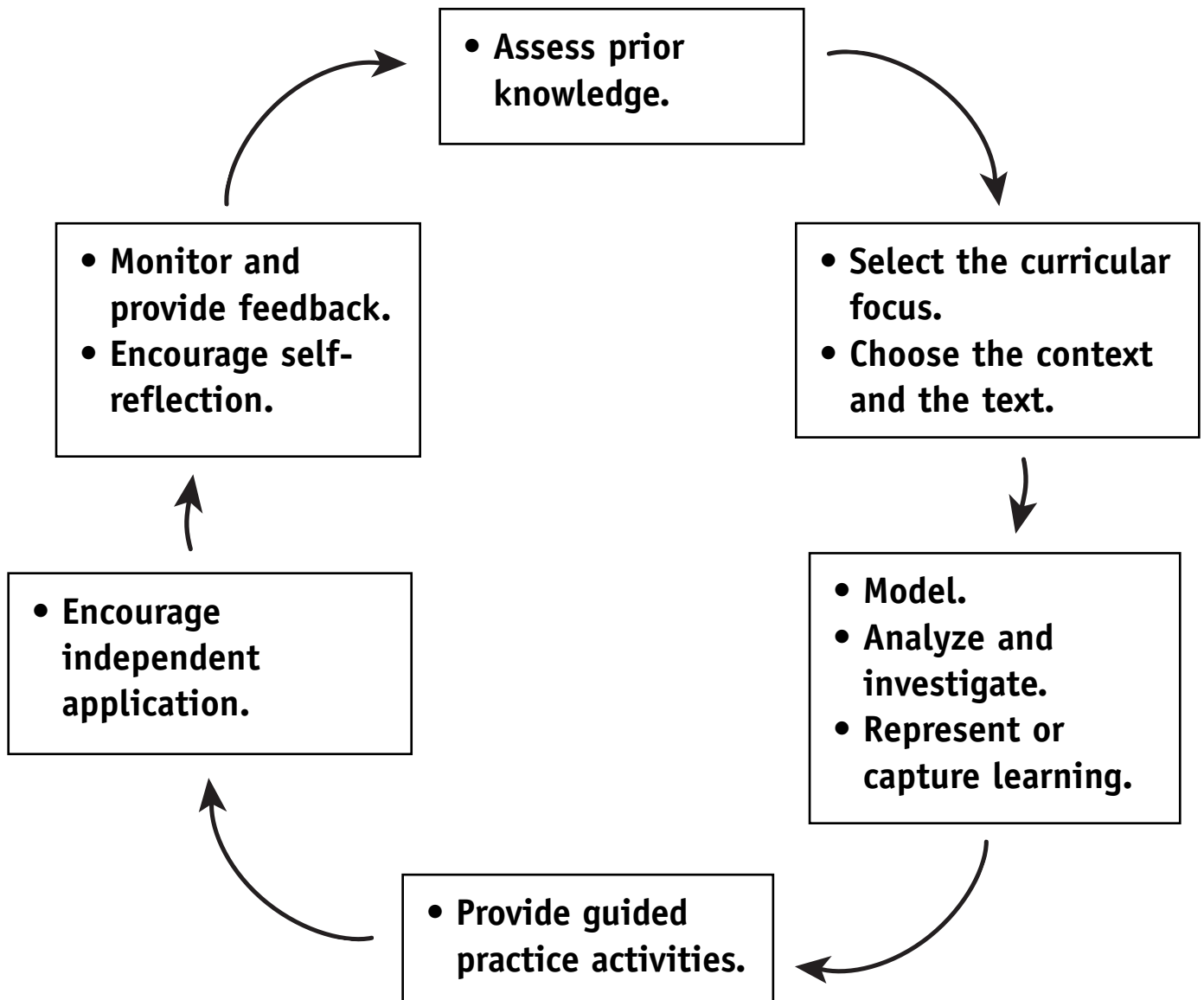


Figure 3.2 Effective teaching of conventions

Assess prior knowledge.

Assessment is an ongoing process of data collection and evaluation. When assessing students' knowledge of conventions, it is suggested that data be collected in the context of classroom literacy events.

These may include any of the following:

- observing students in the act of reading and writing
- analyzing work products
- involving the students in conversations, e.g., interviews, conferences, questionnaires

Whichever method is used to collect data, it is important that teaching decisions are based on an analysis of students' strengths and areas of need.

Select the curricular focus and choose the context and the text.

When selecting conventions for explicit teaching, consider the needs of the students, their phase of development, and any curriculum requirements.

Once a focus has been selected, it is necessary to choose an appropriate context and text. These may include teacher-selected texts, teacher-written texts, student-written or transcribed texts, or environmental print.

Model, analyze and investigate, and represent or capture learning.

Modelling involves showing the students how to correctly apply the selected convention. Analyzing involves the students in problem solving, evaluating, and classifying as they investigate the parts to understand their relationship to the whole and how each part works. Investigating may involve students looking at letters or combinations of letters in words, looking at words in the context of a sentence or paragraph, listening for individual phonemes in words, or analyzing paragraphs within texts.

If appropriate, the understandings learned can be represented or captured in some way, perhaps by developing a chart, making a journal entry, or creating a display.

Provide guided practice activities.

Guided practice activities involve the teacher structuring learning experiences that provide students with support and scaffolds, as they practise their growing understandings.

Students can be provided with practice activities such as these:

- locating words containing a focus letter or letter combinations
- matching words written on cards to those in the text
- sorting words in a variety of ways
- producing rhyming words
- finding words to fit a given criterion
- identifying patterns in a text

First Steps Reading Map of Development, Canadian Edition, provides phase-specific, guided practice activities.

Encourage independent application.

Once time has been spent explicitly teaching conventions, teachers can provide opportunities for this knowledge to be transferred to other subject areas.

Monitor and provide feedback and encourage self-reflection.

Ongoing monitoring will ensure that learning experiences are appropriate for students and where they are at in their understandings.

The provision of explicit feedback is crucial to students if they are to refine, reshape, and deepen their understandings of conventions. It is important that feedback be directed at the strategies or understandings students are using or attempting to use.

Encourage students to reflect on and record their growing understandings about conventions.

SECTION 1

Developing Phonological Awareness

The minimal unit of sound in speech is called a phoneme; thus, the terms *phonemic awareness* and *phonological awareness* are often used synonymously.

What Is Phonological Awareness?

Phonological awareness is an ability to recognize, combine, and manipulate the different sound units of spoken words. An umbrella term, it includes units of sound larger than the phoneme, such as syllables, or onsets and rimes. Neither phonological nor phonemic awareness should be confused with graphophonics, which involves the use of letters—*graphie* is Greek for writing.

Differences Between Phonological Awareness and Graphophonics	
Phonological awareness is <ul style="list-style-type: none"> • auditory • based on speech • focused on sounds 	Graphophonics is <ul style="list-style-type: none"> • visual and auditory • based on print • focused on letters representing sounds

Figure 3.3

Developing phonological awareness is an appropriate precursor to building a solid understanding of graphophonic relationships (Adams 1990; Juel, Griffith, and Gough 1986). Phonological awareness is the ability to hear the abstract units of sound in speech. Consider the following tasks, all of which focus on sound, as opposed to the sound–letter relationship.

- How many words can you hear in this sentence?
("Jack is late for school.")
- Do these two words rhyme? (dog and log)
- Can you say *cat* without the *c*?
- Does *fox* start with the same sound as *fish*?
- What are the three sounds in the spoken word *sat*?

Most young students can segment words into syllables, but segmenting a word into its smallest possible unit of sound,

phonemes, is more difficult. Phonemes are not pronounced individually when spoken as words, but in a blended way. Phonemes are abstract. They carry no meaning and do not sound the same in isolation as they do in context. For example, when the word *big* is segmented, it sounds like buh – /i/ – guh; extra schwa sounds are introduced (buh, guh), even though these do not exist in the spoken word. Students also commonly blend words together because they do not perceive them as being separate, e.g., *havta* (have to).

Students who are English Language Learners (ELL) often have difficulty identifying phonemes in English words, particularly where their first language does not include similar phonemes or is not alphabetic.

Many students will develop phonological awareness through language experiences both at home and at school. Those students who have played with words when learning rhymes, songs, and riddles will have had more opportunities to hear the sounds in words. However, some students will not have had these language experiences in the home so they may be unaware of phonemes in words. The teaching of phonological awareness should be part of a comprehensive literacy approach.

Research indicates that phonological awareness in young students is one part of effective reading instruction and is highly predictive of reading and spelling success (Stanovich 1986, 1992; Share and Stanovich 1995). Phonological awareness is an important factor, but is not sufficient in and of itself to guarantee reading success (Lyon 1997). While phonological awareness should be an essential part of reading instruction, it is important that it does not dominate the reading program.

Studies indicate that the teaching of phonological awareness is most successful when there is an explicit focus on recognizing and manipulating sound units. This research also found that instruction was often enhanced by the inclusion of print (Ehri 1998; Treiman 1992).

What Students Need to Know

The main understandings to be developed in relation to phonological awareness are as follows:

- word awareness: Spoken language is made up of words; words are representations of objects (cat), emotions (love), and concepts (height); words can rhyme.

- syllable awareness: Some words have a single syllable and others have more than one.
- onset and rime awareness: Single syllable words are made up of onsets and rimes.
- phonemic awareness: Words are made up of individual sounds or phonemes.

There is no evidence to suggest that all students acquire phonological awareness in a particular developmental sequence. However, there seems to be agreement that some elements of phonological awareness appear to be more difficult than others (Stahl and Murray 1994; Stanovich, Cunningham, and Cramer 1984). For example, students are able to split words into, and manipulate, onsets and rimes more easily than individual phonemes (Goswami 1994; Treiman 1992).

Figure 3.4 summarizes the phonological elements and the levels of difficulty within each element (adapted from Smith, Simmons, and Kame'enui 1995). When planning for teaching phonological awareness, both the elements and the level of difficulty within each element need to be considered. For instance, when students are

Phonological Elements and Levels of Difficulty				
Element	Easier → More Difficult			
Size of the Phonological Unit	word awareness	syllable awareness	onset and rime awareness	phonemic awareness
Phoneme Position	initial		final	medial
Number of Phonemes	1–3 phonemes		more than 3 phonemes	
Phonological Properties	continuants, e.g., /m/, /r/, /f/		stop sounds, e.g., /t/, /d/, /p/	
Phonological Dimension	isolating	blending	segmenting	manipulating
Phonological Task (illustrated with rhyming)	identifying “Does dog rhyme with log?”	matching “Which one rhymes with dog? (cat, log)”	oddity “Which one doesn’t rhyme: toy, cat, boy?”	producing “Give me a word that rhymes with dog.”

Figure 3.4

asked to identify individual phonemes, they find it easier to identify the initial phoneme than the final or medial phoneme. Similarly, Figure 3.4 indicates that identifying the initial phoneme of a word is an easier task than producing a word with a given phoneme.

Supporting the Development of Phonological Awareness

First Steps Reading Map of Development, Canadian Edition, provides suggestions for appropriate learning experiences for supporting students' phonological awareness in the Role Play, Experimental, and Early phases of development.

Below are further suggestions for developing phonological awareness.

Developing Word Awareness

Reinforcing the Concept of a Word

- Discuss and name familiar objects in the environment, identifying each as a word, e.g., "That's a table; 'table' is a word." "Tell me the words for some of the things you can see in the room."
- Display the students' names on a chart at eye level and frequently refer to the names as words.
- Read a sentence from a familiar text or rhyme and have a student put a counter into a container for each word heard, e.g., Humpty Dumpty sat on a wall.



Figure 3.5 Each word in the sentence will be represented by a counter.

- Point to a line of print from a familiar text and have students clap each word they hear.
- As a familiar poem or rhyme is chanted, students can clap as they say each word.
- After reading a text, involve the students in oral cloze activities, where they supply the missing words.

Adding Print

- Write some words from a familiar text onto pieces of card. Distribute the cards to the students and have them find the words in the text.
- When using a big book in Modelled or Shared Reading sessions, point to the words as they are read. Encourage students to join in on subsequent readings while continuing to point to the words.

- Draw students' attention to words in a text by isolating the words in some way.
- Copy sentences from a text onto strips of card. Have students place a coloured block on each word and then count the words.
- Write words from a familiar text or student's names onto card. Have students sort the cards into long or short words. Talk about what makes the words long or short. Prompt students to find other short or long words.
- Copy a sentence from a familiar text onto a strip of card and have students cut the sentence into individual words. Have the students reassemble the sentence in a pocket chart (referring to the original if necessary), making sure to leave a space between the words. Ask the students to count the words in the sentence.

Developing an Awareness of Rhyming Words

The ability to recognize and generate rhyme is crucial to phonological awareness. Being able to recognize rhyme emerges before being able to generate rhymes.

- Read aloud from a wide range of literature featuring rhyme, rhythm, and repetition.
- Read aloud from a wide range of literature featuring word play, such as alliteration or substitution.
- Jointly create innovations on nursery rhymes by changing the rhyming words, e.g., **Humpty Dumpty sat on a rock. Humpty Dumpty had a big shock.**
- After reading or rereading a rhyming text, select words from the text and have students suggest other rhyming words or alliterative words. Accept nonsense words, but label them as such.
- Have students play Physical Rhyme Matching. Deal out a picture card to each student. Students must then find their partner to make a rhyming pair. Ensure that students repeat the rhyming pair to reinforce the verbal production of rhymed words.
- When reading or rereading familiar rhyming texts, pause before saying the rhyming word so students can supply it.
- Involve the students in text innovation where they are able to substitute and manipulate rhymes.

Developing an awareness of rhyming words relates to the phonological tasks of identifying, matching, noticing oddity, and producing a word of the same rhyme.

See *Linking Assessment, Teaching and Learning*, Chapter 7, for more on text innovation as an effective teaching and learning practice.

Developing Syllable Awareness

Being able to divide a word into syllables is extremely important for both reading and spelling. The notion of syllables can be quite difficult for some students. When introducing syllables, use only one and two syllable words so the students become comfortable with the concept.

- Use the students' names to clap out syllables.
- Clap the syllables in a name and have the students guess whose name it could be.
- Have students use percussion instruments or clap the syllables when singing or reciting familiar rhymes.
- Have students use physical responses to demonstrate syllables, e.g., snapping fingers, slapping thighs, stomping feet, tapping the desk.

Developing Onset and Rime Awareness

It is often easier for students to segment words into units larger than individual phonemes. Having students separate words into onset and rime may be one way of making the transition from identifying syllables in words to identifying individual phonemes.

- Use students' names to play with onset and rime. For example, say, "It starts with /r/ and it ends with 'oss'—put it together and it says..." Have the students guess the name.
- Challenge the children to find different onsets to go with the rimes they have produced, e.g., b – ash, c – ash, cr – ash.

Common Onsets	
All Single Consonants	
Initial Consonant Clusters	
Two-letter Clusters	
/r/ clusters:	<i>br, fr, tr, cr, gr, wr, dr, pr</i>
/l/ clusters:	<i>bl, cl, fl, gl, pl, sl</i>
/s/ clusters:	<i>sc, sk, sm, sn, sp, st, sw</i>
Others: <i>tw</i>	
Three-letter Clusters	
<i>scr, str, thr, spr, spl, shr, sch, squ</i>	
Consonant Digraphs	
<i>ch, sh, th, wh</i>	

Figure 3.6

Common Rimes				
37 Most Frequently Used				
<i>ack</i>	<i>ail</i>	<i>ain</i>	<i>ake</i>	<i>ale</i>
<i>ame</i>	<i>an</i>	<i>ank</i>	<i>ap</i>	<i>ash</i>
<i>at</i>	<i>ate</i>	<i>aw</i>	<i>ay</i>	<i>eat</i>
<i>ell</i>	<i>est</i>	<i>ice</i>	<i>ick</i>	<i>ide</i>
<i>ight</i>	<i>ill</i>	<i>in</i>	<i>ine</i>	<i>ing</i>
<i>ink</i>	<i>ip</i>	<i>it</i>	<i>ock</i>	<i>oke</i>
<i>op</i>	<i>ore</i>	<i>ot</i>	<i>uck</i>	<i>ug</i>
<i>ump</i>	<i>unk</i>			
The above can be used to create more than 500 English words. (Wylie and Durrell 1970)				

Figure 3.7

Developing Phonemic Awareness

Being able to isolate, blend, segment, and manipulate phonemes enables readers and writers to manipulate and control words with confidence and ease.

Isolating Individual Phonemes

- Help students to explore the articulation of phonemes. Encourage them to say each sound and note how their voices and the position of their mouths change with each sound. Give students hand-held mirrors to help them examine the movement of their mouths as the sound is produced.
- Have the students repeat and create tongue twisters. Students' names can be used to create the tongue twisters, e.g., Hilary's horses have hairy hooves or Francis found forty famous football fans.
- Involve the students in picture or word-sorting activities.

Blending and Segmenting

It is important that students have a clear understanding of the concepts represented by the words *sounds*, *letters*, and *words* before beginning to blend phonemes into words or segment words into phonemes. It is often helpful to combine the teaching of blending and segmenting phonemes with the introduction of print.

- Involve students in activities that require them to count the phonemes in words. Initially, choose words with up to three phonemes. Edelen-Smith (1997) suggests that when identifying, blending, or segmenting phoneme sequences, a CV (Consonant Vowel) pattern, e.g., *pie*, should be used before a VC pattern, e.g., *egg*, followed by a CVC pattern, e.g., *red*.

- Have fun with words by playing with them in speech. For example, have a puppet who overemphasizes initial phonemes, saying “P-P-P–ut the c-c-c–up on the t-t-t–able.” Encourage the students to talk like the puppet, first together as a whole class and then individually.
- Use an elastic band to illustrate how to stretch words into individual sounds. Say the word at normal speed. Then, demonstrate how to say the word slowly, stretching the sounds and stretching the elastic band at the same time.

hippopotamus



h-i-pp-o-p-o-t-a-m-u-s



Manipulating phonemes involves substituting, deleting, and adding.

Manipulating Phonemes

- Have students manipulate letters, perhaps Scrabble tiles, magnetic letters, or letters made from card, to create or change words.
- Involve the students in playing Sound Take-away.
 - Begin by using compound words from the environment. Select a compound word and demonstrate how to say the word with a part missing. For example: “This is a skateboard. If I say skateboard without the board, it says skate. This is a butterfly. If I say butterfly without the fly, it says butter.” Have students make up their own from objects in the environment or from pictures provided.
 - Once the students can competently do that with compound words, move on to removing initial or final sounds from words: “Pair. It starts with /p/ and ends with air; take the first sound away and it says air.” Or, “Card. It starts with car and ends with /d/, take away the /d/ and it says car.” Use the sentence until students are able to delete sounds with a simple prompt such as “Say ‘shout’ without the /sh/.” A sound deletion that results in a real word such as *pair* becoming *air* or *treat* becoming *tree* is easier than one resulting in a nonsense word such as *book* becoming *ook* or *sat* becoming *sa*.
- Show students how to create new words by adding, deleting, or substituting phonemes, e.g., add /m/ to “eat” to make “meat”; take the /d/ from “dear” to get “ear”; or change the /f/ in “fat” to a /b/ and get “bat.”
- Play analogy games: “I’m thinking of a word. It begins like ball and rhymes with tack. What could it be?” When the students know more about the alphabet and can do this orally, they can write the words or make them by manipulating letters.

SECTION 2

Teaching Graphophonics

When reading texts, readers coordinate many processes and strategies, including accessing and activating knowledge from the semantic, syntactic, and graphophonic cueing systems, to make sense of texts. Graphophonic cues help the reader to see the correlation between sounds and symbols in written language.

Graphophonics is defined as the study of sound–symbol relationships as they apply to the alphabetic principle of a written language. The word is derived from

graph *n.* visual symbol, esp. letter(s), representing a phoneme or other feature of speech [f. Gk *graphie*—writing]

phonology *n.* study of sounds in a language [f. Gk *phone*—voice, sound]

What Students Need to Know

It is important that students understand that letters have a name and represent sounds in words. Letters may represent a number of different sounds depending on their position in the word and the surrounding letters. Letters rarely represent a consistent sound.

For example, the letters *ea* represent not only the /ē/ sound, but also different sounds in the words *leaf*, *bread*, *steak*, *cereal*, *create*, and *sergeant*. However, some sound–symbol representations are more common than others.

Similarly, students can become confused if led to believe that the letters *ir* are the only letters that represent the /îr/ sound. Students will likely come across *church*, *earth*, *were*, and *work*, where different letters are used. By grouping these words together under the /îr/ sound, teachers are showing students the multiple possibilities of sound–symbol relationships that are inherent in the English language system. The students can then focus on a particular letter pattern. Students will gradually discover the range of sounds and representations as their experience of the written language increases.

ē as in feet		
e me be	ea cream heat meal leaves beaver	y thirsty
		ey monkey turkey
ee tree bees cheese	ei receive	eo people
	e-e	ie thief chief
i ski		

Figure 3.8 Multiple possibilities

For a sound knowledge of graphophonics, students need to have the following understandings.

- Letter names are constant, whereas sounds vary. It is important for students to know the names of the letters of the alphabet to be able to understand which letters represent particular sounds and vice versa.
- Letters can represent different sounds, e.g., **Andrew, Amy, Audrey**.
- Letters sometimes work alone and sometimes in groups, e.g., **me, bread, sheet, team**.
- The sound that a letter or a group of letters represents depends on where the letter is in a word and what other letters surround it, e.g., **cat, city, Christmas, chop**.
- The same sound can be represented by different letters, e.g., **beach, me, key, ski, thief**.
- The same letter or letters may represent different sounds, e.g., **rough, cough, dough, plough**.

Researchers, educators, and authors all offer different suggestions for the sequence of introducing graphophonic understandings. Most teachers are aware that students do not follow a single order when developing an understanding of symbol–sound relationships. Consider the needs of students and the requirements of any curriculum documents when making decisions about what graphophonic understandings to introduce and when.

The following suggestions have been drawn from a range of resources and provide a number of options.

Routman (1991) suggests

- beginning consonants
- final consonants
- consonant digraphs (sh, ch, th, wh)
- medial consonants
- long vowels
- short vowels

The Department of Education, Western Australia (1983) suggests the following:

When introducing single letters (using letter names and having students discover what different sounds the letters can make), it is advisable to begin with those that are visually very different. Here is one such sequence: *s t m b a f c e r o d i h g n y l p u w k v j x z q*.

Badenhop (1992) suggests this procedure:

Step 1: Teach *p, b; t, d; k, g; s, z; f, v*.

Step 2: Teach *a, o, i, e, u*.

Step 3: Teach *m, n, ng, h, w, wh, l, r*.

Step 4: Teach *th* (the), *th* (moth), *sh, ch, j*.

Step 5: Teach *ee, ea, ai, ay, oo, oo*.

Step 6: Teach *c, x, qu, y* (sky, yolk, jelly, gym).

Step 7: Teach initial and final consonant blends:

Initial blends: *sp, st, sc, sk, sm, sn, sl, sw, tw, dw, bl, cl, gl, fl, pl, pr, br, tr, dr, gr, fr*

Final blends: *-st, -ft, -lk, -ld, -pt, -sp, -ct, -lp, -lt, -xt, -nd, -nt, -nch, -mp, -nk*

Three-letter blends: *thr, spr, squ, spl, shr, str, scr*

Step 8: Teach long vowel sounds:

Long e spellings: *ee, ea, e-e, y*

Long a spellings: *ai, ay, a-e*

Long o spellings: *oe, ow, oa, o-e*

Long u spellings: *ew, ue, u-e*

Long i spellings: *ie, i-e, y*

Step 9: Teach remaining diphthongs and *r*-controlled words:

ar, or, ir, er, ur

oi, oy; ou, ow; au, aw

Beck (2001) suggests this procedure:

Step 1: Introduce *a, d, m, s, t, n, i, h, o, g, p, f, c, b, e, sh, k, ck, j, l, u, th, r, w, j, x, ch, v, qu, z*; building word lists that use the short vowel sounds, e.g., *cat, hit, shop, beg, mug*.

Step 2: Introduce the CVCe pattern, e.g., *cake, tube, kite, rode*, where the *e* is used to create the long vowel sound. The recommended sequence for the CVCe pattern is /a/, /o/, /i/, /u/.

Step 3: Introduce other common ways of spelling the long vowel sounds, e.g., *ea, ee, ai, ay, ow (grow) oi, oy, ou, ow (now)*.

Step 4: Introduce the *r*-controlled vowels, such as *ar, or, er, ir, ur*.

(U.K.) National Literacy Strategy (1999) suggests this procedure:

Step 1: *s, m, c, t, g, h*

Step 2: *ss, ck, l, n, d, k, sh, ch*

Step 3: *a, e, i, o, u, f, qu, b, r, j, p, th, ng*

Step 4: *v, w, x, y, z*

Step 5: *ai, ee, ie, oa, oo, or, ir, oi, ou*

Step 6: *ay, a-e, ea, igh, y, i-e, o-e, oe, ew, ue, u-e, oy, ow, er, ur, aw, air, ear, oo*

Supporting the Development of Graphophonics

In recent years, there has been some discussion about whether or not graphophonics should be taught in the early years of schooling. It is known that there is a link between students' knowledge of graphophonics and their reading ability; therefore, it is not a question of *whether* graphophonics should be taught, but *how* it can be taught effectively.

The teaching of graphophonics must be explicit and take place in a context that makes sense to students. Otherwise, students often fail to apply their graphophonic knowledge when reading a text. The long-term goal for all students is that they can use graphophonic understandings independently during the reading or writing of texts.

While graphophonic proficiency will help readers in pronouncing the words on the page, this alone will not guarantee that a reader comprehends the text.

Research suggests that the brain is a pattern detector rather than an applier of rules (Bransford, Brown, and Cocking 1999). If brains are indeed pattern detectors, then it is important to provide students with many opportunities to investigate letter-sound patterns and organize their findings so generalizations can be made. An analytic approach where students discover sounds and rules works best for engaging students in graphophonic instruction.

Carrying Out Graphophonic Investigations

- After rereading a text, encourage students to find examples of a specific graphophonic understanding in the text.
- Invite students to circle or underline words that contain the focus understanding.
- Once words have been identified, discuss the common features of each word. A sliding mask can be used to isolate any words and to focus attention on its features.

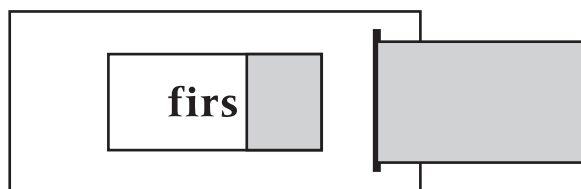


Figure 3.9 Sliding mask

- List words from the discussion on a chart.
- Ask students to contribute other words, e.g., words with the /ûr/ sound represented by the letters ir. If students contribute words that have a different letter representation, e.g., church, earth, worm, accept these words but place them to one side of the chart. It is important at this stage to show students the multiple possibilities that exist. However, for explicit teaching, it is equally important that students' attention be focused on only one of the multiple possibilities.

Ways to Spell the /ûr/ Sound	
girl bird stir first third	earth worm church

Figure 3.10

- Encourage students to search in other texts, such as books, charted songs and poems, magazines, modelled writing examples, or written messages, to find further examples.
- Results of these searches can be recorded in a variety of ways and then used for ongoing discussion and investigation (see Figures 3.11 a, b, and c).

Pattern	Words That Fit	Words That Don't Fit	Books Reviewed
ea represents /ē/	leaf sea bead	bread great	<i>The Very Hungry Caterpillar</i> <i>Where the Forest Meets the Sea</i>

Figure 3.11a

We found that the letters sh can go at the beginning, at the end, or in the middle of a word.	
<u>sh</u> ip	br <u>sh</u>
<u>sh</u> t	ru <u>sh</u>
<u>sh</u> ed	ca <u>sh</u>
<u>sh</u> e	
<u>sh</u> ine	
	m <u>sh</u> room

Figure 3.11b

How can we spell the /sh/ sound?		
sh		ci
ship shut mushroom		special
	s	ti
	sugar	station
	ss	
	tissue	

Figure 3.11c

First Steps Reading Map of Development, Canadian Edition, provides suggestions for appropriate learning experiences for supporting students' graphophonic understandings in each phase of development.

SECTION 3

Developing Vocabulary Knowledge

The first vocabulary a child acquires is a listening vocabulary. Most babies are able to respond correctly to spoken words before they are able to produce those words themselves (their expressive vocabularies). When students start to read, they begin to acquire a reading vocabulary consisting of words they automatically recognize and understand. They also begin to use words as they compose written texts, thus developing a writing vocabulary.

What Is Vocabulary?

Vocabulary can be described as the list of all the words a person knows. Vocabulary knowledge consists of the following:

- words used when speaking or writing
- words understood when listening
- words that can be decoded and understood when reading
- words automatically recognized and understood when reading (sight vocabulary)

To support the development of reading, it is important to continue to build vocabulary knowledge in each of the above areas.

Sight vocabulary is the bank of words a reader is able to automatically recognize, pronounce, and understand in the context in which the words are used. These words are called *sight words* because effective readers recognize them on sight, thus maintaining the speed and fluency required to make sense of an author's message. All readers have a sight vocabulary of words they recognize immediately and effortlessly.

Stating that students recognize these words effortlessly and immediately does not mean that students will learn all words as sight words. However, students can and will recognize by sight certain words as they will encounter these words many times in print. Many of these words—high-frequency words—have irregular spellings, making them difficult to decode. Without having some words in their sight vocabularies, students' reading will be slow and

laborious as they employ word identification strategies to determine the pronunciation and meaning.

What Students Need to Know

When working with students to build their reading vocabularies, Johnson and Pearson (1984) identify three broad categories:

- high-frequency words
- selection-critical words
- multi-meaning words

Students will benefit from teaching and learning experiences that include vocabulary from all three categories.

High-Frequency Words

High-frequency words are so called because they occur frequently in all texts. They include function words and concrete words.

Many lists of high-frequency words include function words such as these:

- noun determiners, e.g., *the, a, this, that*
- verb markers, e.g., *am, have, may*
- conjunctions, e.g., *and, but, because*
- prepositions, e.g., *by, under, after*
- pronouns, e.g., *he, she, they*

These words serve particular grammatical functions and are the glue that holds sentences together. Students often have difficulty remembering these words, as they cannot be represented by illustrations or demonstrations or by showing them as objects.

These high-frequency function words occur so often that if students are able to recognize them automatically, they can then focus on the meaning of the text. Students need to be able to automatically recognize many of these words as they are difficult to decode using word identification strategies.

Other high-frequency words can be represented by illustrations, demonstrations, or objects, e.g., *dad, morning, night, school, little, run, red*. These words are relatively easy to learn because they are real to students.

Selection-Critical Words

Selection-critical words are words that occur frequently in a particular text and that a reader must be able to recognize to understand the text. They are specific to a particular topic. For

instance, students reading a text about butterflies are likely to encounter such words as *cocoon*, *caterpillar*, *antenna*, *abdomen*, *thorax*, *chrysalis*, and *life cycle*. Students need to understand these words if they are to successfully understand the overall text. Teachers can help students with these selection-critical words by determining those words that may be problematic. Before reading, students can be involved in activities that will help develop their understandings.

Multi-Meaning Words

Readers encounter new words regularly, but they may not know the meanings of all the words. Once these words are known, they are added to a reader's vocabulary which increases.

A reader will also encounter new words in which they understand the meaning in one context, but cannot transfer the same meaning to another context. Even the basic lists of high-frequency words contain words that have more than one meaning.

Consider the multiple meanings of the word *run*.

One can

- run in a race
- run a raffle
- have a run in nylon stockings or tights
- run a boat aground
- run an errand
- run in an election
- watch the salmon run
- apply paint too thickly, causing it to run
- run a car
- run across a friend in the street
- be run out of town

When readers learn new meanings for old words, their vocabulary increases.

Supporting the Development of Vocabulary

Words are the verbal labels that represent concepts or ideas. Graves and Graves (1994) make the distinction between vocabulary learning (learning new labels for known concepts) and concept learning. When a concept is totally unfamiliar to the students, they need to develop an understanding of the concept first; vocabulary can be introduced later. However, if a concept is familiar to the students,

then introducing new vocabulary to describe it is a matter of connecting the new words to an already understood concept. For example, if students already understand the concept of **fair/unfair**, teaching vocabulary such as **bias, justice, favoritism, or discrimination** is a matter of introducing new words to the known concept.

Research supports both the direct teaching and the indirect learning of vocabulary. Certain vocabulary knowledge is acquired indirectly through reading and discussion (Nagy et al. 1985). It also appears that direct teaching is more effective for the acquisition of particular vocabulary (McKeown and Beck 1988).

Learning Vocabulary Indirectly Teachers can	Teaching Vocabulary Directly Teachers can
• provide background experiences	• teach specific words
• increase awareness of words	• introduce a range of word identification strategies
• provide a wide range of everyday language experiences	• teach students how to determine the meaning of words

Figure 3.12 Ways to support vocabulary development

First Steps Reading Map of Development, Canadian Edition, provides further suggestions for appropriate learning experiences for supporting students' vocabulary knowledge in each phase of development.

Learning Vocabulary Indirectly

Provide Background Experiences

Providing students with meaningful first-hand experiences is important for the development and reinforcement of vocabulary. These experiences can be gained from activities inside or outside the classroom.

If first-hand experiences are not possible, teachers can facilitate the development of vocabulary by providing a range of vicarious experiences through role playing, viewing, speaking and listening, or further reading.

Increase Awareness of Words

- Discuss words at every opportunity, pointing out the author's choice and why it is suitable in the context.
- Encourage students to collect and display new and interesting words that they come across in their reading.

- Involve students in word-play activities.
- Jointly construct Word Walls featuring the words students have collected, e.g., current topic or theme words, words with unusual spelling patterns, words that interest students.

Provide a Wide Range of Everyday Experiences with Language

Students learn new vocabulary incidentally through everyday experiences with oral and written language.

- Involve students in discussions that require them to explain and defend their ideas.
- Build prior knowledge by giving students the opportunities to discuss topics, themes, or issues before reading.
- Provide opportunities for students to interact with a variety of people.
- Provide opportunities for students to read and write for a range of purposes. Reading provides models of rich language that help students learn many new words, and writing provides authentic contexts for students to use those words and develop ownership of them.
- Provide opportunities for students to discuss their reading and the texts they find interesting.
- Enable and encourage students to read independently.

Teaching Vocabulary Directly

Teach Specific Words

There are two criteria that may be useful when deciding which words should be directly taught to students.

The first group of words includes those words that students will see many times in many different contexts. High-frequency words fall into this group.

The second group of words includes those that are essential for understanding the major concepts, issues, or themes of a text. Words in this group are often called selection-critical words, subject-specific words, topic words, or technical terms. Where direct teaching of these words is required, teach words in related groups when possible. Doing this will help the student to create relationships among the words so the meanings of the words will develop as the relationships become clearer.

Students working with informational texts or more complex literary texts often have difficulty with the specialized vocabulary they contain.

When beginning a new text or unit of study, ascertain those selection-critical words students already know and those that will need to be introduced.

Once the selection-critical words have been chosen, copy the sentences in which they will appear. Students can then be given an opportunity to say whether or not they know the words presented.

Giving the words a rating such as the following might be useful (Armbruster, Lehr, and Osborn 2001):

unknown: the word is totally unfamiliar and the meaning is unknown

acquainted: the word is somewhat familiar and the basic meaning is known

established: the word is very familiar—it is recognized immediately and the meaning in the context in which it is used is known

Students may find it helpful to record and organize the words on a graphic organizer. Figure 3.13 provides an outline.

How Well Do I Know These Words?		
Unknown Don't know it at all.	Acquainted Have seen or heard the word before and I think I know the meaning.	Established I know the meaning of the word in this context.

Figure 3.13

Introduce a Range of Word Identification Strategies

(See Chapter 4: Section 1—Teaching Comprehension and Word Identification Strategies.)

Teach Students How to Determine the Meanings of Words

It would be impossible to teach students the meanings of all the words they will encounter. The words that students need to know will vary from student to student as their language backgrounds differ. Instead, consider teaching strategies so students can apply them independently to determine what new vocabulary means.

The meanings of words can be determined using any of the following:

- reference aids
- morphemic analysis
- text features
- context clues

Reference aids

Reference aids include dictionaries, thesauri, experts, glossaries, and search engines.

Dictionaries provide *all* the meanings of a particular word. Students, therefore, need to consider and choose a meaning that best suits the context in which the word is used.

Glossaries in informational texts are often more useful than dictionaries as they give the definition of a word in the context in which it has been used.

Morphemic analysis

Morphemes are the smallest units of meaning in words. For example, the word *unreasonable* contains three morphemes: **un**, **reason**, and **able**.

To use morphemic analysis successfully, it is necessary for students to know about the following word parts and the meaning attached to each:

- prefixes and suffixes
- base words, including foreign roots
- compound words

With constant practice at discovering the meanings of morphemes, students will be able to work out meanings for themselves and to make generalizations.

Text features

Authors include a range of clues that enable readers to determine the meanings of words. These can be typographical aids, such as bold or italic print; illustrations, such as photos, sidebars, graphs, and charts; and structural or navigational aids, including footnotes and endnotes, a glossary, and an index. Such aids can provide a direct reference to an unknown word. Teachers can model how to use them so students can work out the meanings of unknown words.

Context clues

Being able to recognize context clues that enable readers to infer the meaning of new vocabulary is important when reading. Effective readers tend to recognize context clues automatically. Less

effective readers can be taught how to recognize them. Students should also realize that not all texts provide sufficient context clues for readers to infer what unknown words mean.

Figure 3.14, adapted from Vacca and Vacca (1989), illustrates some of the ways authors include context clues. Students do not need to be able to define and label these clues; they are provided for teacher reference and as a guide when selecting content to be modelled or discussed with students. Understanding what these clues are and how they work can help students determine the meanings of unknown words.

Using Context Clues to Infer the Meanings of Unknown Words		
Type of Context	Clue Definition	Example
Definition	A direct explanation or description is given.	A <i>habitat</i> is a place where an organism lives.
Linked synonyms	A word is linked with another similar word.	Centipedes are very dangerous because they have <i>venom</i> or poison which can be released into or onto a victim.
Summary	A word is used to summarize previous concepts.	Grazing animals, such as rabbits, sheep, horses, and cattle that eat only plant material, are called <i>herbivores</i> .
Compare and contrast	An antonym or phrase with an opposite meaning is used to define another word.	It wasn't a <i>Conestoga</i> , like Pa's folks came in. Instead it was just an old farm wagon drawn by one tired horse.
Cause and effect	The cause or result of an unknown word enables the meaning to be inferred.	Because the man deliberately tried to get him into trouble, Albert became <i>irate</i> .
Example	A word is clarified by the use of an example.	All substances can occur in three different <i>states</i> . Water, for example, can occur in a solid <i>state</i> as ice, in the liquid <i>state</i> as water, and in a gaseous <i>state</i> as steam.
Mood or tone	The meaning of the word can be inferred or hypothesized from the general mood of the sentence.	The animal screeched and <i>writhed</i> in pain as it tried desperately to escape from the hunter's trap.

Figure 3.14

First Steps Reading Map of Development, Canadian Edition, provides suggestions for appropriate learning experiences for supporting students' vocabulary knowledge in each phase of development.

SECTION 4

Developing Text-Form Knowledge

Students will encounter an ever-increasing range of texts as they move through school to adulthood. They will become aware of the purpose, organization, structure, and language features of a range of texts. This knowledge will allow students to determine how to read and understand a text.

What Students Need to Know

It is important for students to develop knowledge of the following features of different forms of text:

- purpose
- text organization (text framework and features)
- text structure
- language features

Purpose

Texts are written and read for a reason. Readers can become aware of the decisions that an author makes if they have an understanding of the author's purpose.

Purposes for writing a text include these:

- to entertain
- to instruct
- to persuade
- to recount
- to inquire
- to socialize
- to describe
- to explain

Understanding the purpose for reading can influence the way a text is read. For example, if the purpose is purely for enjoyment, then if the reader momentarily loses concentration, the outcome is unlikely to be affected. If the purpose is to learn how to do something, however, then it is very important that the details and sequences are understood and remembered.

Purposes for reading a text include these:

- to experience enjoyment
- to locate specific information
- to gain a better understanding of the world
- to understand new concepts
- to expand vocabulary
- to make connections to our lives
- to seek answers to problems
- to satisfy curiosity
- to expand imagination
- to learn how to perform a task
- to find good models for writing
- to understand different cultures
- to understand different perspectives and points of view

Text Structure

The term *text structure* refers to the way ideas, feelings, or information is linked within a text. It is important for students to understand the types of patterns that are used to link and organize information. These include

- compare and contrast
- cause and effect
- problem and solution
- listing: logical or chronological sequence, collection of details, enumeration
- description

These text structures can be found not only in informational texts, but also in literary texts. The structure an author chooses to use is often a good indication of the intended message. If readers are aware of the words authors use to signal the text structure, it will help them comprehend a text.

Compare and Contrast

A compare and contrast structure attempts to explain how two or more objects, events, or arguments are similar or different. To understand a compare and contrast text, readers need to link together the comparison and the contrast.

There are many words and syntactic patterns that signal the compare and contrast structure. These include the following:

Compare and Contrast Words

similarly	on the other hand
otherwise	but
yet	notwithstanding
the opposing view	not only...but also...
in spite of	in contrast
instead	however
meanwhile	although
compared with	different from
alike	

Figure 3.15

Other types of words that can be used to indicate the compare and contrast structure include

- comparatives and superlatives, e.g., Mount Olympus is high, but Mount Everest is higher.
- antonyms in subsequent sentences, e.g., Elephants are herbivores. Lions are carnivores.
- verbs that imply, compare, and contrast, e.g., Our new house resembled our old house in many ways.

Cause and Effect

A cause and effect text structure is used to show causal relationships between events. This text structure examines previous circumstances and consequences. To understand a text that uses cause and effect structure, readers are required to

- recognize the cause and effect relationship
- find the idea associated with the cause and the effect
- use the signal words to link these ideas

Words used to signal a cause and effect structure include the following:

Cause and Effect Words

because	as a result of
then	so
therefore	accordingly
due to	consequently
nevertheless	this resulted in
if	cause
effect	

Figure 3.16

The choice of adjectives, nouns, and verbs can also imply a cause and effect structure, e.g., Lack of exercise may lead to obesity. (A causal relationship is implied.)

Problem and Solution

A problem and solution text structure identifies a problem and then attempts to generate solutions or ways of overcoming the problem. To understand a text that uses problem and solution structure, readers are required to

- recognize the difficulty
- identify the suggested solutions

A problem and solution structure and a cause and effect structure are often confused. The difference between the two is that a problem and solution structure implies intervention using a conscious action whereas a cause and effect structure does not.

Words used to signal a problem and solution structure include these:

Problem and Solution Words	
one reason for that	a solution to this
the problem is	one response is
this leads to	to prevent
question	answer
trouble	difficulty
solved	propose

Figure 3.18

Listing (also called Sequence or Enumeration)

A listing text structure explains the characteristics of people, animals, objects, or places. As a broad category, this text structure draws on lists, collections of details, and sequences. To understand a text that uses a listing structure, readers need to identify and accumulate the information and order it in some way.

A list is a set of items related in some way. The way the items are related often provides the title of the list. Lists are usually set out vertically although they can also be embedded in a text, e.g., *When I go to the beach, I take a towel, my hat, and some sunscreen.* Writers also use numbers, letters, and bullets to present information in lists.

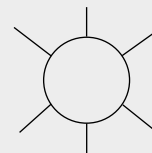
Sequences are lists. However, the information in these lists has been ordered in some way. The information can be sequenced using chronological, numerical, or spatial order.

A collection of details is also a list. Usually these are a series of statements arranged in no particular order.

Words used to signal a listing structure include the following:

Listing Words	
<i>Sequence:</i>	
earlier	finally
after this	next
first	second
presently	subsequently
in addition	eventually
to begin with	on (date)
below	beside
inside	
<i>Collection of Details:</i>	
an example	for instance
such as	and so on
another	in fact
several	

Unlike the linear listing text structure, the description text structure can be seen in this way:



Signal words for the description pattern include *above*, *across*, *behind*, *below*, *between*, *looks like*, and *such as*.

Figure 3.18

Text Organization

Text organization refers to the way a text is physically laid out. It includes the text framework, or the order in which information is presented. Most texts start with an orientation, or introduction, of some kind. However, the content of the introduction will vary according to the text form. For example, the introduction of a recount includes who, when, where, and what; the introduction of a report defines and classifies the subject. Having an understanding of the text framework can help readers to locate specific information.

It is also important for readers to understand the terminology, function, and ways to use a range of text, or organizational, features, e.g., headings, subheadings, diagrams, tables. The following table summarizes many of the organizational features in a text that readers will encounter when reading a range of texts.

Text features can help the reader navigate text. If well designed, they clarify meaning and make finding information easier.

Organizational Features of Text		
Text Feature	Definition	Function
Appendix	extra information included at the end of a text	– explains parts of the text by providing more detail
Bibliography	a list of information sources cited, used, or referred to in the writing of the text	– provides a list of texts for related reading – acknowledges works quoted – provides evidence so readers can check on authenticity and accuracy

Text Feature	Definition	Function
Blurb	a short promotional paragraph about the book or the author, usually on the back cover	– attracts the reader's interest to the text
Bolded or italicized words	words in texts that have been highlighted in some way	– draw the reader's attention to points the author considers to be important
Bullet points	heavy dots used to highlight information	– draw the reader's attention to important points – enable the author to provide information in point or list form
Caption	a comment under, above, or near an illustration or chart	– explains the content of the diagram, photograph, table, or graph – provides an example
Computer menu	a pull down or bar list of icons or symbols	– represents commands on the computer – enables the user to select the appropriate command
Cross-section	a diagram made by cutting through an object, usually at right angles	– enables the reader to see inside an object
Diagram	a visual representation of information presented	– provides more detail – shows a sequence – provides a more simplified view
Flowchart	a visual representation of a sequence	– enables readers to follow a process
Footnote	a note, usually in a small font, at the bottom of a page	– supplies extra information about a fact or idea in the main text – cites a reference – directs the reader to other parts of the text
Foreword	a short introduction to a text written by someone other than the author	– presents an overview of the text – recommends the text
Glossary	a definition of terms used in the text	– defines words in a particular context
Graph	a pictorial or symbolic representation of data	– enables the reader to make comparison between data – enables the reader to identify trends

Text Feature	Definition	Function
Heading	the main title of chapter or large section of a text	– enables readers to quickly find a section or chapter of a text
Home page	the opening or main page of a Web site	– greets visitors – provides information about the Web site
Hyperlink	a segment of text or a graphical item that serves as a cross reference between parts of a hypertext	– enables users to navigate between various sections of a hypertext or from one Web site to another Web site
Hypertext	a computer-based text retrieval system	– enables users to access particular locations within Web sites by clicking on hyperlinks
Index	an alphabetically arranged list of the contents of a text	– provides quick access to specific topics
Legend	an explanatory list of symbols used on a map, chart, diagram, table	– provides readers with a quick reference point when trying to identify symbols – assists readers with the interpretation of maps, charts, diagrams, tables
Magnifications	enlarged representations of objects, images, or models	– enable readers to see a close up of objects, images, or models
Map	a representation of a location	– enables readers to find a location – enables readers to compare size, features, position
Preface	an introduction to a text written by the author	– provides an explanation of the contents of the text – explains how a new edition is different – introduces the text
Search engine	a program that searches databases for information on specific terms/topics	– gathers and reports requested information from Internet Web sites
Sidebar	a short text containing further information, often printed alongside a longer article	– provides additional or contrasting information
Site map	a visual or textual model of a Web site usually organized in hierarchical form	– allows users to navigate the Web site as they search for specific information

Text Feature	Definition	Function
Subheading	the title of a subsection of a text	<ul style="list-style-type: none"> – provides a short, succinct description of that section of the text – enables the reader to quickly access specific information
Symbol	a sign or character used to represent something else	<ul style="list-style-type: none"> – enables information to be presented briefly – provides a code to interpret diagrams and drawings
Table	a framework for recording data	<ul style="list-style-type: none"> – enables readers to compare data
Table of contents	the plan showing the organization of the text	<ul style="list-style-type: none"> – provides an overview – enables reader to browse for specific content
Timeline	a visual representation of key events	<ul style="list-style-type: none"> – provides information in a visual form
Title page	the page of the text that features the full title, the author's name, the publisher's name, and location	<ul style="list-style-type: none"> – provides publishing information about a text
Web site buttons	the symbols or aids used to navigate Web pages	<ul style="list-style-type: none"> – enables users to quickly move from one part of a Web site to another, or between related Web sites

Figure 3.19

Language Features

The term *language features* refers to the type of vocabulary and grammatical structures used in a text. Each text form has specific language features that are appropriate to that form.

These include the following:

- who or what the text is about—the text participants can be specific, e.g., *Charlotte, My dad*, or generalized, e.g., *bees, volcanoes*.
- tense, e.g., *past, present*
- use of active voice, e.g., *The oil spill caused the pollution.*
- use of passive voice, e.g., *The pollution was caused by the oil spill.*
- type of pronouns—these can be personal, e.g., *my, ours, his, hers*, or impersonal, e.g., *its*
- type of linking words
- nominalization, or changing verbs to nouns, e.g., *to compute* becomes *the computation*.

- word choice, e.g., precise technical adjectives, action verbs
- style, e.g., colloquial, formal
- use of direct speech, e.g., The adviser replied, “It’s not our policy to give out that information.”
- use of indirect speech, e.g., The adviser said that it was not company policy to report that kind of information.
- use of rhyme, rhythm, or repetition
- use of signal words, e.g., for different text structures and for choice, linking, conclusions, classification

Signal Words	
Choice either/or neither/nor another otherwise another possibility alternatively with the exception of whether...or	Conclusions in conclusion the findings are findings in summary hence thus on the whole in the main
Linking moreover besides and further in the same way likewise what is more additionally too as well as	Classification belongs to is defined as an example of

Figure 3.20

Supporting the Development of Text-Form Knowledge

Figure 3.21 provides a summary of the purpose, text framework, and language features related to different text forms.

Students can begin developing their text-form knowledge by collecting and sorting examples of texts. These examples can then be analyzed. Analyzing texts involves students focusing on separate

See *Linking Assessment, Teaching and Learning*, Chapter 7, for more on analyzing as an effective teaching and learning practice.

sections of texts so they can understand the whole text and how it works. When analyzing texts, there is a focus on

- examining the relationship of the parts to the whole, e.g.,
sentences within paragraphs, paragraphs within whole texts
- collecting, examining, and classifying language features
- searching for patterns

First Steps Reading Map of Development, Canadian Edition, provides further suggestions for appropriate learning experiences for supporting students' knowledge of text forms in each phase of development.

Text Forms	Purpose	Text Framework <i>may include some/all of the following</i>	Language Features and Examples
narrative, fantasy, adventure, science fiction, fable, fairy-tale, myth	to entertain	introduction initiating events problem/s resolution	defined characters <i>Harry Potter</i>
			descriptive language <i>dark, gloomy</i>
			dialogue
			usually in past tense <i>was running, thought</i>
			use of action verbs <i>ran, yelled, cried</i>
			use of personal pronouns <i>he, she, they</i>
			linking words related to time <i>after that, the next morning</i>
biography, autobiography, journal, diary, newspaper report	to recount	introduction a series of events in time order re-orientation (optional) evaluation (optional)	specific participants <i>My family and I</i>
			simple past tense <i>chased, went, saw</i>
			action verbs
			first or third person pronouns <i>I, we, hers, his, theirs</i>
			linking words related to time <i>first, second, yesterday</i>
recipe, experiment, instruction manual, rules of a game	to instruct	goal materials method evaluation	generalized and specific participants <i>ingredients, batteries, the eggs</i>
			reader referred to in a general way, or not mentioned at all <i>Player A, each person (You) Draw a semicircle</i>
			simple present tense <i>twist, stir, cut</i>
			mainly action verbs <i>(you) twist, (you) stir</i>
			detailed factual descriptions <i>6 cm, square, red, 400 g</i>
			linking words related to time <i>first, then, next</i>

Text Forms	Purpose	Text Framework <i>may include some/all of the following</i>	Language Features and Examples
(cont'd)	(cont'd)	(cont'd)	detailed information on how <i>carefully, thoroughly</i> where <i>5 cm from the top</i> when <i>after replacing the back</i>
report	to describe	classification and generalization description of parts summary	generalized participants <i>whales, Canada, satellites</i>
			action verbs (behaviours) <i>climb, erupt, eat, produce</i>
			timeless present tense <i>are, exist, grow</i>
			factual, precise description <i>grey fur, 5 cm thick</i>
			technical vocabulary <i>nuclear fission</i>
			third-person pronouns <i>herself, its, they</i>
			signal words to compare, contrast, classify <i>is similar to, but not as belongs to</i>
explanation, affidavit, memo, rules, policy, journal, timetable, some textbooks	to explain	definition components and parts operation application	generalized participants <i>volcanoes, cyclones</i>
			mainly action verbs <i>falls, rises, erupts</i>
			some passive verbs <i>is saturated, was caused</i>
			timeless present tense <i>are, happens, turns, fills</i>
			signal words to show time cause/effect <i>finally, following if/then, so, as a consequence</i>
exposition, debate, essay, discussion, editorial, position paper	to persuade	introduction arguments reiteration	generalized participants, often abstract ideas <i>recreational fishers conservation</i>
			variety of verb types
			frequent use of passives <i>were caught, is influenced by</i>
			mainly timeless present tense
			nominalization <i>calculation versus calculate</i>
			signal words—reasoning <i>therefore, so, because of</i>
survey, questionnaire	to inquire	introduction body prompt	generalized participants <i>all interviewees</i>
			mainly action verbs <i>use, circle</i>
			usually in the second person <i>Have you...?</i>
			precise language
			includes question words <i>how, when, where, what</i>
invitation, apology, message, personal correspondence, note, announcement	to socialize	introduction body closing	specific participants <i>Raoul, Li Chin</i>
			mainly action verbs <i>went, did, enjoyed</i>
			usually first person <i>I, We</i>
			usually past tense (future for invitations) <i>rang, will be held</i>
			signal words to show time <i>in the morning, at 7.00 p.m.</i>

Figure 3.21 Overview of text-form knowledge

CHAPTER 4

Processes and Strategies

Overview

The Processes and Strategies substrand focuses on how students can apply their knowledge and understandings to comprehend and compose texts. Some students employ strategies intuitively, particularly in familiar contexts with familiar people. However, some students will encounter more complex texts and sophisticated purposes in unfamiliar contexts, so will need to select processes and strategies from a versatile repertoire.

The focus of this chapter is to provide teaching and learning experiences that can be applied to all phases of reading development. Provided are activities that can be easily adapted to meet the needs of students across a range of phases.

This chapter contains the following two sections:

- Section 1—Teaching Comprehension and Word Identification Strategies
- Section 2—Teaching Students to Access and Use Information

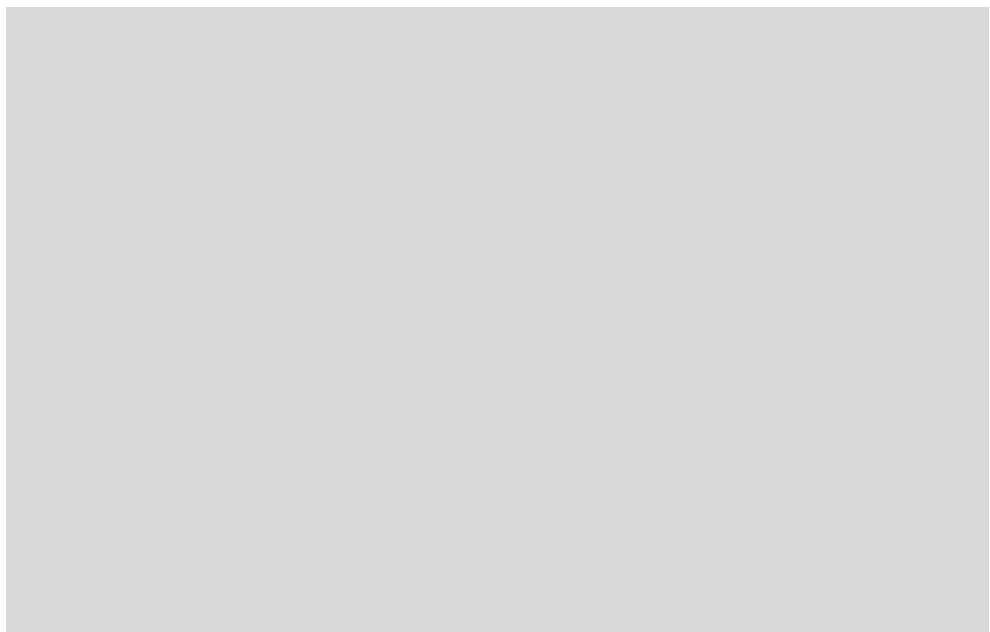


Figure 4.1

Teaching Notes for All Phases

These Teaching Notes are designed to be read in conjunction with the Major Teaching Emphases in the Processes and Strategies substrand outlined in the phases of *First Steps Reading Map of Development*, Canadian Edition.

These notes provide background information for supporting readers in using processes and strategies to identify unknown words, comprehend text, and access and use information. The information is organized under these headings:

- Building Knowledge Within the Cueing Systems
- Using Strategies
- Locating, Selecting, and Evaluating Texts
- Reflecting on Strategies

Building Knowledge Within the Cueing Systems

All readers draw on cueing systems to make sense of what they read. Doing so enables readers to relate what is new to what they already know. A cueing system is a set of cues or clues built into the structure and patterns of language. These structures and patterns are seen as systems because the English language is systematic in the way that words are ordered to create meaning, letters and sounds are related, punctuation is used, and the language is used to communicate. Major cueing systems are the semantic, syntactic, and graphophonic. As shown in Figure 4.2, effective readers use cueing systems interdependently.

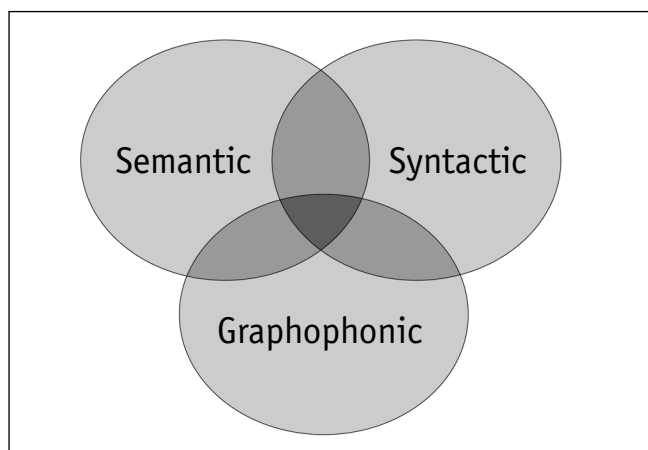


Figure 4.2 Use of cueing systems promotes the creation of meaning.

Effective readers also make use of other cueing systems, including the pragmatic.

The knowledge within the cueing systems makes up an individual's knowledge base, or prior knowledge which comes from previous

experiences. It is critical that students, from a very early age, be provided with opportunities to build their knowledge base within each of the cueing systems. The amount of relevant prior knowledge and the activation of that knowledge determine a reader's success in understanding and assimilating new information.

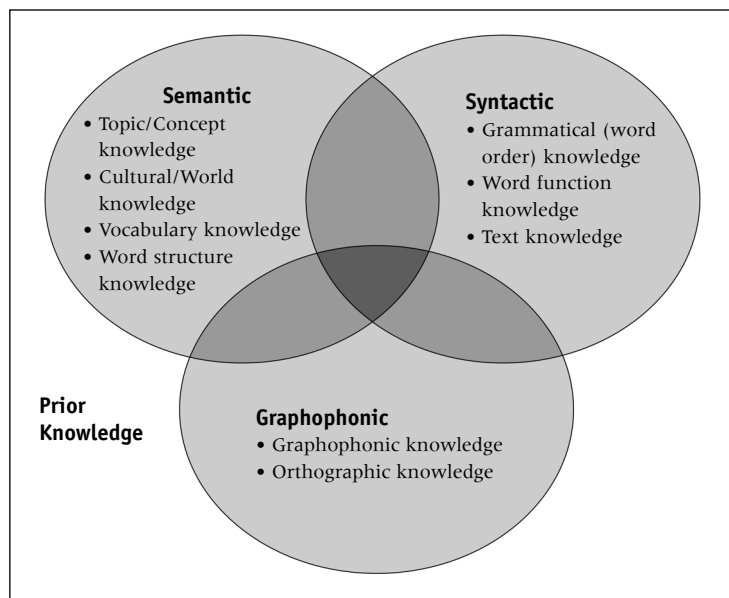


Figure 4.3 All the knowledge within a student's cueing systems constitutes prior knowledge.

Semantic Cueing System

Semantic cues draw on readers' knowledge of words. They are associated with the meanings of words, phrases, and sentences and knowledge of the world of the topic. For example, the word *energy* means something different in physics than it does in everyday life. Semantic cues are tied to readers' cultural and world knowledge and knowledge of the concept or topic. The essential question is, What would make sense here?

Topic or concept knowledge

Not all readers have the same amount of prior knowledge on *all* topics or concepts and not *every* reader will have the same amount of knowledge on a specific topic or concept. The type and frequency of knowledge-building experiences provided by the teacher will depend on each student's prior knowledge about a topic or concept.

Teachers can help students to build their topic knowledge by

- providing a wide variety of texts
- providing first-hand experiences
- providing vicarious experiences, e.g., demonstrations, multi-media, graphics, speakers, or use of outside resources

- talking about the topic from their own experience
- discussing and analyzing texts and experiences

Cultural or world knowledge

Cultural or world knowledge consists of a reader's experiences, values, attitudes, beliefs, and perceptions of these. Cultural or world knowledge can have a significant impact on the reader's interpretation of a text.

Vocabulary knowledge

Vocabulary refers to the list of all the words a reader knows. Sight vocabulary refers to the list of words a reader recognizes immediately without having to use word identification strategies. Recognition implies that readers can pronounce and understand the meaning of a word in the context in which it is used.

Word structure knowledge

Word structure knowledge refers to the reader's knowledge of words, word parts, and how words work.

Syntactic Cueing System

Syntactic cues draw on readers' knowledge of the ways words are patterned or structured to form phrases, clauses, and sentences. Readers use these cues to help decide if text sounds right. Syntactic cues include knowledge of grammatical features (word order in sentences) and knowledge of word functions. As viewed by *First Steps Literacy*, Canadian Edition, they also include knowledge of the organization and structure of whole texts.

Grammatical (word order) knowledge

Grammatical knowledge refers to a reader's knowledge of the patterns of the language. It involves knowing the order in which words are combined to make sentences and paragraphs. Grammatical knowledge includes understandings about the use of punctuation. The essential question is, Can I say it that way in English?

Word function knowledge

In this aspect of the syntactic cueing system, the reader draws on knowledge of what words do within a sentence; for example, subject and object.

Text knowledge

Text knowledge refers to a reader's knowledge of the purpose, structure, organization, and language features of text forms.

Text knowledge, with its focus on writing purpose, text structure, and text organization, can be seen as part of the pragmatic cueing system rather than the syntactic cueing system. Pragmatics recognizes that readers are affected by an author's deliberate choices of such things as text form, conventions, and voice to best engage an audience and realize a certain purpose.

In the pragmatic cueing system, the other cueing systems are linked with the context. Readers seek to understand how the context colours how sentences convey information. Cues relate to knowledge of audience, purpose of writing, and situation.

- Purpose refers to the intended outcome as a result of interacting with or composing a text, e.g., the purpose of a recipe is to instruct; the purpose of debate is to persuade.
- Text structure refers to the way ideas, feelings, and pieces of information are linked in a text, e.g., compare and contrast, problem and solution, cause and effect, or listing.
- Text organization refers to the way a text is organized, or its framework and text features, e.g., diagrams, headings, subheadings, tables.
- Language features refers to the type of vocabulary and grammar used in a text, e.g., reports use timeless present tense and precise adjectives.

Graphophonic Cueing System

Graphophonic cues draw on readers' knowledge of the relationships between sounds and written forms of language.

Readers use these cues to help identify unknown words.

Graphophonic cues include knowledge of letters, knowledge of the sounds associated with letters and groups of letters, knowledge of print concepts, and knowledge of word structure.

Graphophonic knowledge

Graphophonic knowledge refers to a reader's knowledge of letters and combinations of letters and the sounds associated with them.

Orthographic knowledge

Orthographic knowledge refers to the spelling of words in a given language according to established usage. The use of letters is constrained by the positions in which they can occur and the allowable sequences. Orthographic knowledge can have an impact on a reader's word identification and spelling.

Using Strategies

Building the knowledge base within the cueing systems is not enough to ensure that readers will identify unknown words, comprehend texts, or access and use information. During the reading process, prior knowledge must be **activated** and **accessed** to help make sense of information in the text. The selection and use of appropriate reading strategies will achieve this.

Strategies are the mental processes you use to do something you want to do. Reading strategies are used when identifying unknown words, comprehending text, and accessing and using information. (See p. 114 for a list of strategies.) The explicit teaching of a range

of strategies is vital to ensure that students can use their prior knowledge to achieve a purpose. Students need to orchestrate many skills to become strategic readers.

Locating, Selecting, and Evaluating Texts

Students at all phases of development locate, select, and evaluate texts. It is critical that students are provided with opportunities to build their knowledge base, skills, and strategies for locating, selecting, and evaluating texts.

Locating involves knowing what to use to find texts or information in texts for a particular purpose.

Selecting involves knowing how to choose the most appropriate text or information in texts to suit a particular purpose. To select texts effectively, students benefit from an understanding of text organization, an awareness of the available resources, and knowledge of the most effective strategies to use.

Evaluating involves knowing how to analyze and make judgments about the suitability of a text or information within a text to achieve a particular purpose.

Reflecting on Strategies

Reflecting involves analyzing and making judgments about what has been learned and how learning took place. Students need the opportunity to stop and think about what they have learned.

Providing time for students to reflect on their reading is important. Doing this helps students to

- become aware of reading strategies they are using
- monitor the use of their reading strategies
- apply reading strategies in other contexts
- improve their use of reading strategies
- evaluate critically the effectiveness of their use of reading strategies

Readers bring their prior knowledge, as represented by the cueing systems, to make sense of what they are reading, applying strategies before, during, and after reading, all in a specific context.

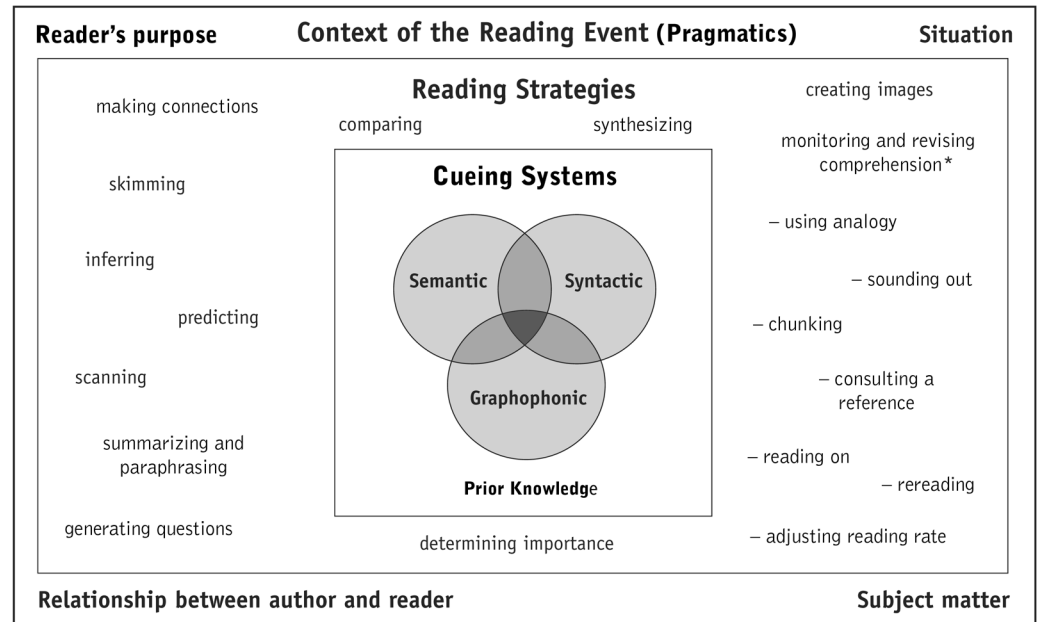


Figure 4.4 A representation of the reading process

* The strategies using analogy, sounding out, chunking, consulting a reference, reading on, rereading, and adjusting reading rate are all aspects of the broader reading strategy of monitoring and revising comprehension.

SECTION 1

Teaching Comprehension and Word Identification Strategies

Effective teachers understand how reading occurs and are able to plan learning experiences and instruction that support students to become more successful readers. Teachers play an important role in ensuring that all students build up a bank of knowledge that can be accessed during the reading process. Teachers often work tirelessly to ensure that students have knowledge of

- a growing list of sight words
- graphophonic elements
- grammatical features of the English language
- text structures and organization
- topics and concepts
- cultural and world matters

One of the most crucial elements of supporting reading development is the explicit teaching of reading strategies so readers are able to access their prior knowledge during reading. The process of comprehending texts involves much more than the ability to decode words. A reader must actively coordinate a range of strategies, including both word identification and comprehension strategies, to draw upon all available knowledge in the form of cues. Effective readers have often come to use many of these reading strategies automatically so many occur subconsciously.

The teaching of comprehension and word identification strategies is essential. Explicit demonstrations, ongoing scaffolding, and opportunities to practise and apply reading strategies will support all readers in identifying unknown words, preparing for, monitoring, and adjusting their reading.

What Are the Strategies?

Many teachers have attempted to catalogue a list of the strategies that readers use as they comprehend text. As the reading process is silent and motionless and involves cognitive strategies that are often not observable, this task is challenging.

Reading research over the past two decades has provided insights into the identification of the processes most commonly used by skilled or effective readers. Keene and Zimmerman (1997) and Harvey and Goudvis (2000) focused on the instruction of strategies used by effective readers. Although educators will list and categorize strategies in different ways, most lists contain similar elements.

The common element in all work is the focus on what “good readers” do as they identify words and comprehend text. This focus provides a valid framework for determining the strategies to introduce to students.

Effective readers are active as they read, simultaneously using a range of strategies to identify unknown words and comprehend text. They may use a combination of such strategies as these:

- clarifying the goal of reading the text (purpose)
- skimming or looking through a text before reading
- making predictions about what might be presented next in the text
- refining predictions as the text is read
- making connections to what is already known
- determining which information is the most important in the text
- rereading any information considered important or difficult to understand
- reading on when searching for some specific information
- making inferences about information not explicitly stated in the text
- synthesizing information in the text to summarize and monitor understanding
- generating questions about the text
- creating images from what is read
- paraphrasing or summarizing the information read
- seeking clarification when meaning is lost

These strategies provide useful information about what is important in reading. A list of reading strategies to introduce to students has been compiled. The following strategies are not hierarchical or phase

specific; however, the last seven can be seen as aspects of monitoring and revising comprehension. In any reading event, a number of reading strategies will be used simultaneously to aid comprehension, to identify unknown words, or both.

A Range of Reading Strategies

- | | | |
|----------------------|---|--------------------------|
| • Predicting | • Generating Questions | – Rereading |
| • Making Connections | • Skimming | – Reading On |
| • Comparing | • Scanning | – Adjusting Reading Rate |
| • Inferring | • Determining Importance | – Sounding Out |
| • Synthesizing | • Summarizing and Paraphrasing | – Chunking |
| • Creating Images | • Monitoring and Revising Comprehension | – Using Analogy |
| | | – Consulting a Reference |

Defining the Strategies

Predicting

Predicting helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text, such as pictures, illustrations, subtitles, and plot. These are called *text features*. Clues for predictions will also come from readers' prior knowledge about the author, text form, or content. Students should be able to justify the source of their predictions.

Readers can be encouraged to make personal predictions before and during reading. During reading, effective readers adjust and refine their earlier predictions as new information is gathered and new connections are made. Predictions are usually related to events, actions, or outcomes and will be either confirmed or rejected once the text has been read. Students can also use predicting to identify unknown words either before or after decoding. These types of predictions are usually based on the context clues; students need to determine whether the word makes sense in the text.

Strategy: Predicting

- Before
- During
- After

Specific strategies that help activate prior knowledge include predicting, making connections, generating questions, and creating images.

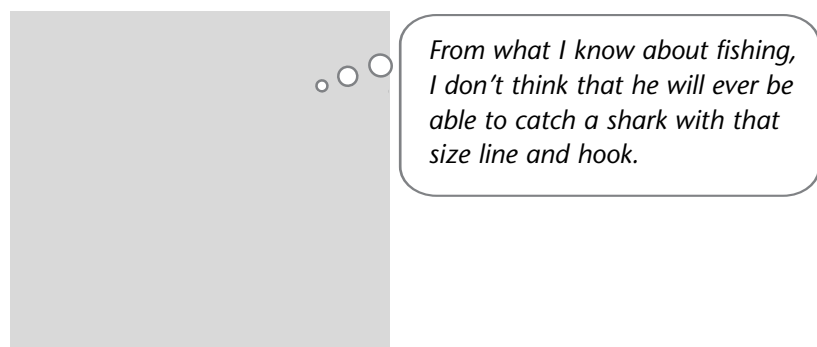


Figure 4.5

Strategy: Making Connections

■ Before

■ During

□ After

Making Connections

Effective readers comprehend text through making strong connections between their prior knowledge and the new information presented in text. Activating each student's prior knowledge before reading is important. However, students need to use this strategy during reading as well to continually make connections as they read.

Keene and Zimmerman (1997) categorize the types of connections made by effective readers.

- **Text-to-Self Connections:** Readers think about their life and connect their own personal experiences to the information in the text.
- **Text-to-Text Connections:** Readers think about other texts written by the same author or with common themes, style, organization, structure, characters, or content.
- **Text-to-World Connections:** Readers think about what they know about the world outside their personal experience, their family, or their community.

It is important that readers learn to limit their connections to those that help them understand the text better. At first, students may make connections that have little relevance to helping comprehension. By discussing connections, students will be able to focus on how making relevant connections leads to an understanding of texts.

This part reminds me of the time I was on a small boat with my dad. I felt terrified by the waves and the swell. Andy must be feeling very unsafe here.

Figure 4.6

Comparing

Making comparisons relates closely to the connecting strategy. As students make connections between the text and self, the text and other texts, or texts and the outside world, they also begin to make comparisons.

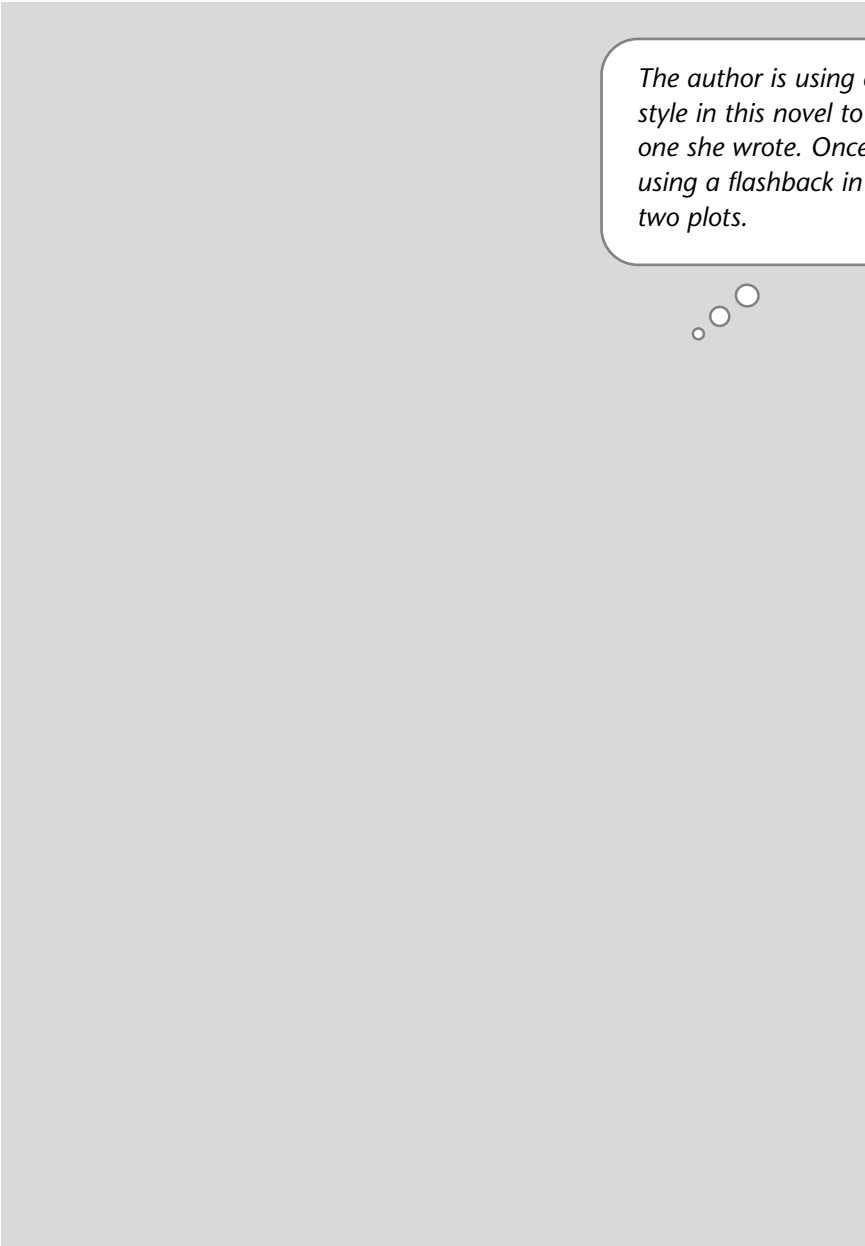
Making comparisons involves students thinking more specifically about the similarities and differences between the connections they are making. When students make comparisons, they may ask questions, e.g., How is this different from what I do? How is this text the same as the other one I read? How does this information differ from what I believe about this issue?

Strategy: Comparing

☐ Before

☒ During

☐ After



The author is using a very similar style in this novel to the previous one she wrote. Once again, she is using a flashback in time to create two plots.

Figure 4.7

Strategy: Inferring

- ☐ Before
- ☒ During
- ☐ After

Inferring

Effective readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions, and make judgments to create interpretations of a text. Drawing inferences allows students to move beyond the literal text and to make assumptions about what is not precisely stated in the text. Inferences made by students may be unresolved by the end of text, neither confirmed nor rejected by the author.

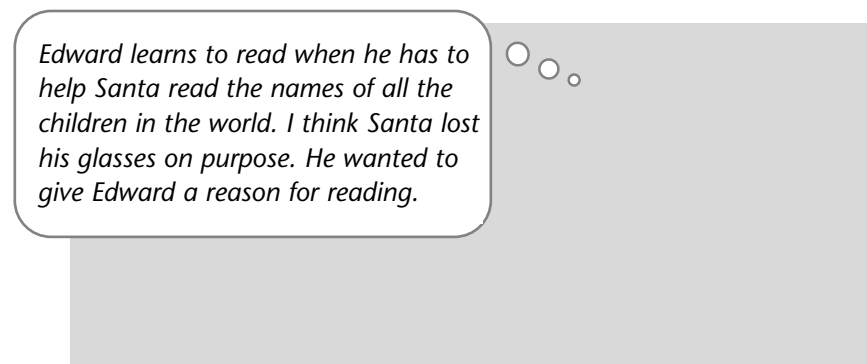


Figure 4.8

Effective readers can also infer the meaning of unknown words using context clues and pictures or diagrams.

Synthesizing

When comprehending text, effective readers use synthesizing to bring together information that may come from a variety of sources.

Synthesizing involves readers piecing information together, like putting together a jigsaw. As students read and use synthesizing, they stop at selected places in a text and think about what they have read. Doing this helps them to keep track of what is happening in the text.

Students who are consciously aware of using this strategy are able to continually monitor their understanding of text. During the process of synthesizing, students may be connecting, comparing, determining importance, posing questions, creating images, and representing their understanding of text in a unique form.

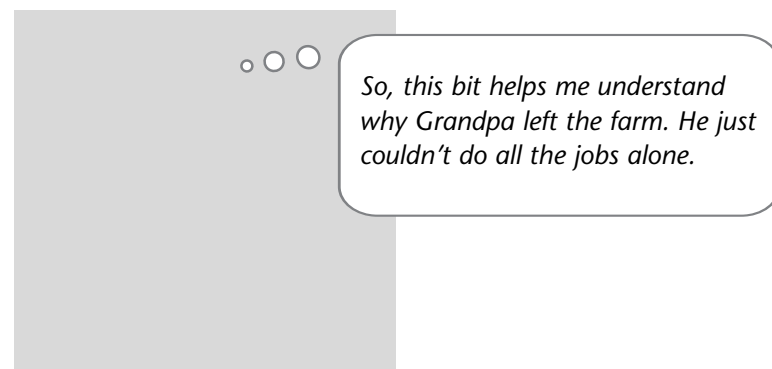


Figure 4.9

Strategy: Synthesizing

- ☐ Before
- ☒ During
- ☐ After

Creating Images

Effective readers use all their senses to create images as they read text—it is as if they are making DVDs in their heads. The images that individuals create are based on their prior knowledge. Sensory images created by readers help them to draw conclusions, make predictions, interpret information, remember details, and generally comprehend text. Images may be visual, auditory, olfactory, kinesthetic, or emotional.

Students may need extra encouragement to create images with lots of detail or those that go beyond the literal information in the text. Support can also be provided to help students revise their images when new information is gained.

It is important that students are also given the opportunity to share their images and to talk about how creating images helps them gain a better understanding of the text. Images can be shared orally, as drawings, as jottings, or through drama.

Strategy: Creating Images

- ☐ Before
- ☒ During
- ☒ After

Creating Images goes beyond the visualizing strategy often identified as a reading strategy. It encompasses the creation of other types of images, including visual art and dramatic representations.

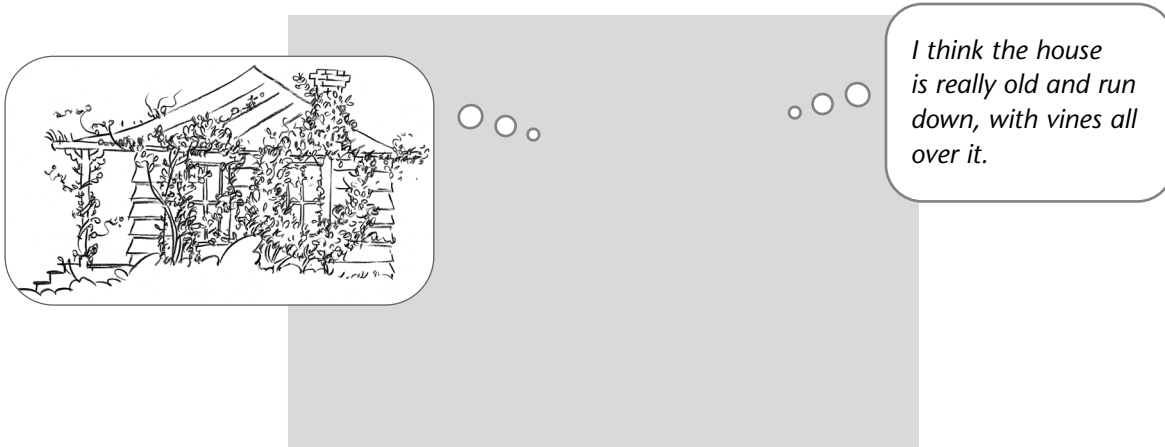


Figure 4.10

Generating Questions

Effective readers continually think of questions before, during, and after reading to assist them in comprehending text. Often, these questions are formed spontaneously and naturally, with one question leading to the next. Questions may relate to the content, style, structure, important messages, events, actions, inferences, predictions, or author's purpose; they may be an attempt to clarify meaning. Self-formulated questions provide a framework for active reading, engaging students in the text as they go in search of answers. Students need to be aware that answers to all questions may not always be in the text.

Helping students to become aware of the questions they naturally ask is an important goal for teaching this strategy. Encouraging

Strategy: Generating Questions

- ☒ Before
- ☒ During
- ☒ After

Note that this strategy focuses on the questions students generate themselves, not on questions asked by a teacher.

students to understand how the generation of questions helps develop a deeper understanding of the text being read is also important.

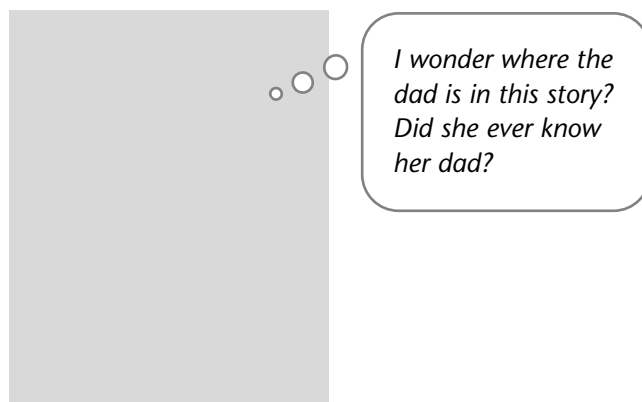


Figure 4.11

Skimming

Strategy: Skimming

- Before
- During
- After

Skimming involves glancing quickly through material to gain a general impression or overview of the content. The reader passes over much of the detail to get the gist of what the text contains. Skimming is often used before reading to

- quickly assess whether a text is going to meet a purpose
- determine what is to be read
- determine what's important and what may not be relevant
- review text organization
- activate prior knowledge

Students can be helped to use skimming by being encouraged to check any graphics, and read all boldfaced, italicized, or highlighted text as well as titles and subheadings.

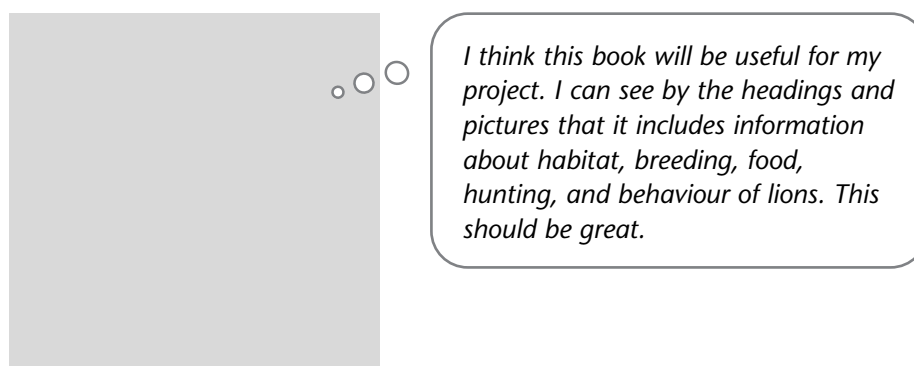


Figure 4.12

Scanning

Strategy: Scanning

- Before
- During
- After

Scanning involves glancing through material to locate specific details, such as names, dates, or places. For example, a reader might scan a contents page or index to find the page number of a specific

topic, scan a dictionary or telephone book in search of a particular word or name, or scan a text to substantiate a particular response to an earlier reading.



Figure 4.13

Beginning readers may also scan a text looking for picture clues that may help them identify any unknown words.

Determining Importance

Effective readers constantly ask themselves what is most important in this phrase, sentence, paragraph, chapter, or whole text. Students benefit from understanding how to determine the important information, particularly in informational and Web site texts. Factors such as purpose for reading, knowledge of topic, prior experiences, beliefs, and understanding of text organization will help readers to identify important information in a text and to prioritize it.

Students can begin to identify important concepts or ideas from short pieces of texts. Key words, phrases, and sentences can then be identified. It is beneficial to begin with informational texts and highlight text features that will help students to decipher important information from less important information. These features include headings, subheadings, titles, illustrations, boldfaced text, icons, hyperlinks, and font size. Students also need opportunities to determine important information in literary texts.

Strategy: Determining Importance

- ☐ Before
- ☒ During
- ☐ After



Figure 4.14

Summarizing and Paraphrasing

Strategy: Summarizing/Paraphrasing

- ☐ Before
- ☐ During
- ☒ After

Linked closely to the strategy of determining importance, summarizing and paraphrasing are part of the process of identifying, recording, and writing the key ideas, main points, or most important information from a text into the reader's own words.

Summarizing is the ability to reduce a larger piece of text so the focus is on the most important elements in the text. The restating or rewriting of text into other words is referred to as paraphrasing, a less difficult strategy. Summarizing and paraphrasing involve using the key words and phrases to capture the main focus of text.

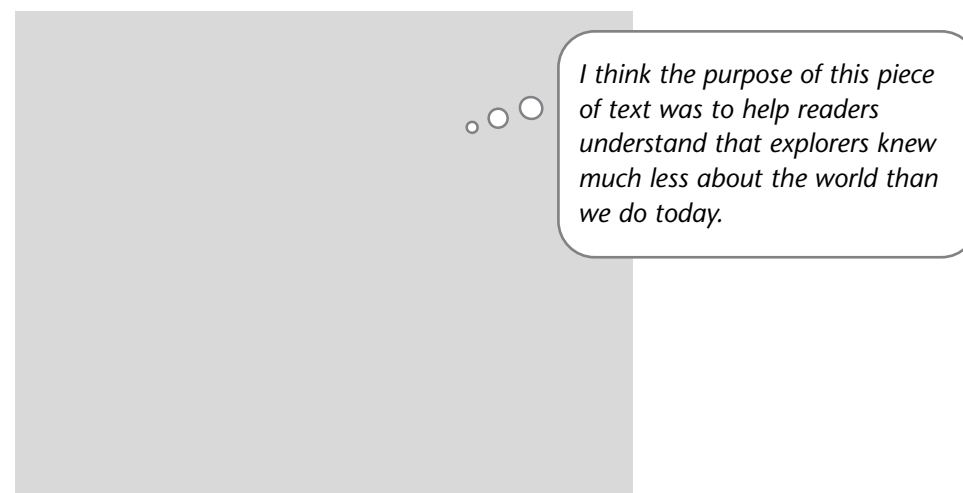


Figure 4.15

Monitoring and Revising Comprehension

Strategy: Monitoring and Revising Comprehension

- ☐ Before
- ☒ During
- ☐ After

This broad strategy, which could also be called monitoring and repairing comprehension, is exercised during reading. Closely related to metacognitive thinking, it comes into play when readers encounter problems with making sense of a text. Effective ways of dealing with a problem include rereading all or part of the text,

reading on in the hope that clues to understanding will emerge, slowing down to digest an idea, or skimming or scanning ahead.

• **Rereading**

Effective readers understand the benefits of rereading whole texts or parts of texts to clarify or enhance meaning. Reading or hearing a text more than once can be beneficial for all readers, allowing them to gain a deeper understanding of the text.

Rereading can also be used as a word identification strategy. Effective readers sometimes reread to work out the meaning of difficult words using context clues. The opportunity to reread a text also helps to improve fluency.

• **Reading On**

When students cannot decode an unfamiliar word in a text, they can make use of the reading on strategy. Skipping the unfamiliar word and reading on to the end of the sentence or the next two or three sentences often provides the reader with enough context clues to help determine the unknown word. Once the unknown word has been determined, students can reread that section. Reading on can also be used with larger chunks of text in an attempt to clarify meaning. For example, reading on to the end of a section, page, or chapter can often support understanding.

Some students may need to be made aware that all readers encounter problems understanding some texts, but many comprehension processes are available to deal with them.

I'm not sure what this word is. I'll skip it, keep reading to the end of the sentence, and see if that gives me a clue.

Figure 4.16

• **Adjusting Reading Rate**

It is important that students learn to adjust their reading rate or pace and recognize when doing this may be necessary. The purpose for reading often determines the most appropriate rate. Readers may slow down to understand new information, clarify meaning, create sensory images, or ask questions. Readers may speed up when scanning for key words or skimming to gain an overall impression.

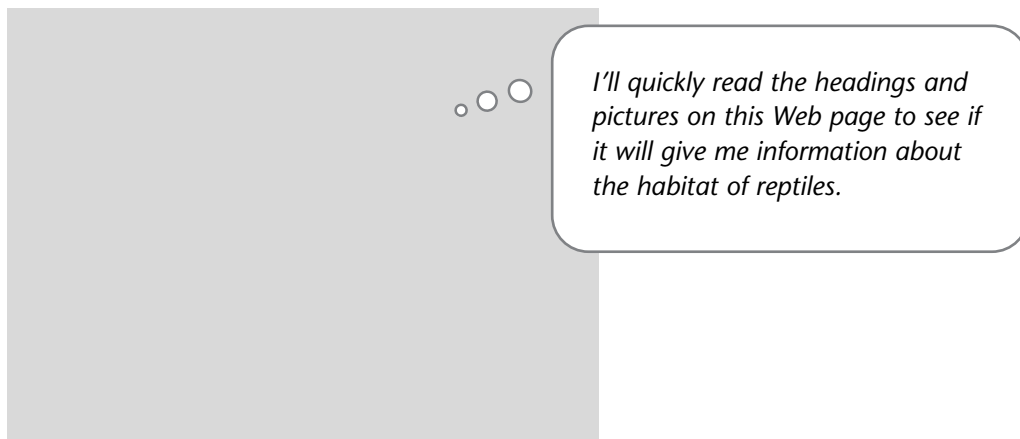


Figure 4.17

- ***Sounding Out***

Readers use their knowledge of letter–sound relationships to take words apart, attach sounds to the parts, and blend the parts back together to identify unknown words. Sounding out phonemes that are associated with the grapheme is often used as a strategy to decode unknown words.

- ***Chunking***

As readers encounter greater numbers of multi-syllabic words, they can be encouraged to break words into units larger than individual phonemes. Readers might chunk words by pronouncing word parts, such as onset and rime, letter combinations, syllables, or word parts that carry meaning.

- ***Using Analogy***

Readers use analogy when they refer to words they are familiar with to identify unknown words. They transfer what they know about familiar words to help them identify unfamiliar words. When using analogy, students will transfer their knowledge of common letter sequences, onsets and rimes, letter clusters, base words, word parts that carry meaning, and whole words.

- ***Consulting a Reference***

The use of word identification strategies such as sounding out or chunking may unlock both the pronunciation and meaning of words. However, if the word is not in a reader’s vocabulary, the reader will be unable to understand the meaning of the word. Consulting a reference is an additional strategy that enables students to unlock the meaning of a word. Being taught how to use a dictionary, thesaurus, reference chart, or glossary will help students locate the meanings, pronunciations, or derivations of unfamiliar words.

How to Teach the Strategies

Before reading strategies can be taught explicitly, it is critical for teachers to have an understanding of what effective readers do and the strategies they use while reading. The long-term goal for all students is that they can select and use strategies flexibly and independently during any reading event.

The use of a reading strategy rarely happens in isolation; it often involves simultaneously using a number of strategies, such as connecting, predicting, and inferring. Students should be introduced to a variety of strategies and understand how these strategies work together.

It is also appropriate to focus on an individual reading strategy where it is introduced and practised over time. A unit of work focusing on one strategy may consist of a combination of demonstrations, Think-Alouds, time for practice, and opportunities to apply the strategy across other curriculum areas. It is also important to help students understand how different strategies can work together. A variety of authentic texts, including literary and informational, can be selected to support the instruction of a particular strategy.

Figure 4.18 is based on the Gradual Release of Responsibility Model (Pearson and Gallagher 1983). The use of this framework will help teachers plan for the effective introduction of reading strategies. The framework involves moving students from a supportive context where the teacher has a high degree of control (modelling) to a more independent context where the student has more control (independent application).

There are four effective teaching practices outlined in this framework: modelling, sharing, guiding, and applying. By using a balance of these practices sequentially and recursively, and by providing a variety of opportunities, teachers can help students use a range of reading strategies.

Teachers can provide opportunities for students to

- actively attend to a variety of strategy demonstrations
- hear the thinking behind the use of each strategy
- contribute ideas about the use of strategies in supportive whole-group situations
- work with others to practise the strategies

- receive feedback and support for the use of strategies from the teacher and peers
- independently read and practise the strategies with a range of texts
- apply the strategies in authentic reading situations across the curriculum

<div>Role of the Teacher</div> <div>Degree of Control</div> <div>Role of the Students</div>	Modelling The teacher demonstrates and explains the reading strategy being introduced by thinking aloud the mental processes used to apply the strategy.	Sharing The teacher continues to demonstrate the use of a strategy with a range of texts, inviting students to contribute ideas and information.	Guiding The teacher provides scaffolds for students to use the strategy. The teacher provides feedback.	Applying The teacher offers support and encouragement as necessary.
	The students participate by actively attending to the demonstrations.	Students contribute ideas and begin to practise the use of the strategy in whole-class situations.	Students work with help from the teacher and peers to practise the use of the strategy using a variety of texts.	Students work independently to apply the strategy in contexts across the curriculum.

Figure 4.18 Teaching reading strategies using a Gradual Release of Responsibility approach

Modelling

Modelling is the most significant step when teaching any reading strategy. Conducting regular, short sessions that involve modelling and thinking aloud will show how an effective reader makes use of a particular strategy.

By using the practice of modelling to introduce new reading strategies, teachers are able to articulate what they are thinking as they read silently. The reading process will become obvious to students. Thinking aloud is a vital part of the modelling process. When introducing a new strategy, consider planning for multiple demonstrations of how to use the strategy and what its benefits are.

Modelling sessions need to be well planned and thought out. It is more effective to think through what needs to be modelled and where in the text that might happen than to make spontaneous comments as the text is being read.

Planning Modelling Sessions

Consider the following questions, prior to modelling for students, so modelling sessions are effective and successful.

- How do I use this strategy in my own reading?
- How does this strategy help me become a more effective reader?
- What is important for students to know about this strategy?
- Which texts might be the most appropriate to model this strategy?
- Where in this text will it be possible to demonstrate the use of the strategy?
- What language can I use to best describe what I am doing and thinking?

A strategy demonstration plan (see Figure 4.19) may also help to create a successful modelling session. Demonstration plans are completed before sessions and help to keep sessions focused.

Conducting Sessions to Model the Use of Strategies

- Introduce the name of the strategy. Explain what it means.
- Explain why it is useful and how effective readers use it.
- Explain to students that modelling involves times when the text is being read and times when thinking is being described. Alert students to how they will know what is happening, e.g., **laying down book or looking up.**
- Begin reading text to students, stopping at selected places to think aloud. Use precise, accurate language to describe the thinking while demonstrating the use of the selected strategy.
- Invite students to discuss their observations of the demonstration, e.g., “What did you notice? What language did you hear me use?”
- If appropriate, jointly construct a chart listing the key points about the use of the strategy or the type of language that can be used.
(See Figures 4.20a and 4.20b.)

Strategy Demonstration Plan	
Strategy to Be Introduced:	
When and Why It Is Useful:	
Key Points to Model: <ul style="list-style-type: none"> • • • • 	
Text Selected:	
Pages to Be Used:	Language to Describe My Thinking:

Figure 4.19 Strategy Demonstration Plan for teacher use

When We Predict
Look at the <ul style="list-style-type: none"> • text title • front and back covers • dust jacket • blurb • pictures • table of contents
Think about the <ul style="list-style-type: none"> • topic • author • text form

Figure 4.20a

Making Connections Questions to Ask
What do I already know about this topic?
What do I already know about this author?
What do I already know about this text form?
Does this remind me of anything?

Figure 4.20b

Sharing

Sharing sessions provide the opportunity for students and teacher to think through texts together. In these sessions, the teacher continues to demonstrate the use of the selected strategy. However, the major difference between modelling and sharing sessions is that students are now invited to contribute ideas and information during these demonstrations.

Thinking aloud during sharing sessions is an opportunity for the teacher to demonstrate the use of a selected strategy and enables individual students to participate. For example, while the text is being read and a strategy being demonstrated, students can be asked to share how they are using the strategy, e.g., “What connections are you making?” Inviting different students to share their thinking will allow others to hear a range of ideas, something that is important when teaching reading strategies.

It is beneficial to use a variety of informational and literary texts for demonstrations during sharing sessions. As students begin sharing their use of the strategy, the jointly constructed strategy charts can be refined. Created over time, these cumulative anchor charts document how to make use of a particular strategy. (See Figures 4.21a and 4.21b for examples.)

When We Predict
Look at the <ul style="list-style-type: none"> • text title • front and back covers • dust jacket • blurb • pictures • table of contents
Think about the <ul style="list-style-type: none"> • topic • author • text form
Use all of the information to make a best guess about what the text will be about and what will happen.
Good readers keep making predictions all the way through the text.

Figure 4.21a An expanded class chart on predicting

Making Connections Questions to Ask
What do I already know about this topic?
What do I already know about this author?
What do I already know about this text form?
Does this remind me of anything?
Have I ever had an experience like this?
Do I know anyone like this character/person?
Does this connection help me understand the text better?

Figure 4.21b An expanded class chart on making connections

Planning Sharing Sessions

Before a sharing session with students, consider the following questions to help maintain the focus.

- What aspects of the strategy do I need to further demonstrate?
- Which texts might be the most appropriate to reinforce this aspect of the strategy?

- What language associated with this strategy do I want to review?
- How can I best involve the students in contributing to the demonstrations?
- Will I create an opportunity to add to a class cumulative strategy chart?

Conducting Sharing Sessions to Continue the Demonstration of Strategies

- Reintroduce the strategy. Invite students to explain what it means.
- Elicit from the students why it is useful and how effective readers use it.
- Begin reading text to students, stopping at selected places to think aloud and demonstrate the use of the strategy. Use precise, accurate language to describe the thinking involved.
- Invite students to make use of the strategy throughout the demonstration and to share their thinking.
- Provide constructive feedback and positive comments about students' use of the strategy.
- Summarize different ways that individuals make use of the strategy and add to class chart if appropriate.

Guiding

Guiding sessions provide students with the opportunity to practise the strategies in meaningful reading contexts and when using a variety of texts. Guiding sessions involve the teacher providing scaffolds as students practise the strategy. It is important to provide ongoing feedback and support as students begin to independently use the strategy.

Scaffolding is teacher-provided support to students working in what Vygotsky (1980) called the zone of proximal development, that area just beyond a student's level of development.

In this chapter, there are many activities that link to particular strategies and are appropriate for guiding sessions. The activities are designed to provide students with the opportunity to practise each strategy. They can be completed in either the oral or written form. Students can share a text and complete an activity in pairs or in small groups.

Planning Guiding Sessions

Consider the following questions, prior to students completing any practice activity, so guiding sessions are effective and successful.

- Which strategy do my students need to practise?
- Have I provided multiple demonstrations about the use of the strategy?
- Have I provided many opportunities for sharing sessions where we have discussed and used the strategy?

- What texts do I want the students to use to practise the strategy?
- Which activity might I use to provide a scaffold for the practice session?
- What is the most effective way for the students to record their work?
- What grouping arrangements will be most suitable for the students?
- How will I provide feedback to the students during the activity?
- How will I provide the opportunity for students to reflect on and share their learning after completing the activity?

Conducting Guiding Sessions to Practise the Use of Strategies

- Select texts to be used for both demonstration and independent student use.
- Reintroduce and discuss the strategy.
- Model the use of the strategy, using a specific practice activity.
- Provide time for students to work with partners or in small groups to read an assigned text.
- Provide time for students to complete the activity.
- Provide constructive feedback and support where necessary.
- Encourage students to share completed activities.
- Encourage students to reflect on the use of the strategy.

Applying

Students will benefit from opportunities to work independently and apply the use of strategies learned in all reading situations. It is important to encourage students to make use of reading strategies when working in other curriculum areas.

Teachers can continue to talk about and demonstrate the application of any strategies when sharing texts from across the curriculum. Ongoing modelling of how and when strategies can be applied and how they assist readers to identify unknown words and comprehend text will encourage students to use strategies beyond planned classroom reading activities.

Guided Practice Activities

The following activities are just some of those available that provide students with support and scaffolding as they practise each reading strategy.

Before selecting an activity, consider student needs, type of text being used, grouping of the students, and desired outcomes. When selecting an activity, it is also worthwhile to be aware of the following:

- Activities are not related to age, grade, or phase.
- Activities for each strategy are listed in order from the simplest to the more complex.
- Activities can be used with a wide range of texts. Some activities may be more suitable to use with informational text while other activities may be more suitable to use with literary text. Some activities could be suitable or be adapted to use with both types of text.
- Students may feel more supported by doing the activities with a partner or in small groups.
- Many of the activities could be used to practise a range of reading strategies, not only for the suggested strategy.

Guided Practice Activities for Reading Strategies

Practice Activities	Predicting	Connecting	Comparing	Inferring	Synthesizing	Creating Images/Visualizing	Generating Questions	Skimming	Scanning	Determining Importance	Summarizing/Paraphrasing	• Rereading	• Reading On	• Adjusting Reading Rate	• Sounding Out	• Chunking	• Using Analogy	• Consulting a Reference
Split Images (page 135)	•																	
Personal Predictions (page 135)	•																	
Check the Text (page 136)	•																	
Crystal Ball (page 136)	•																	
Think Sheet (page 137)	•																	
Extended Anticipation Guide (page 138)	•																	
Connecting with the Text (page 139)		•																
Before-and-After Chart (page 140)		•																
Think and Share (page 141)		•																
Linking Lines (page 142)		•																
What's in a Text? (page 142)		•																
Venn Diagrams (page 144)			•															
Like or Unlike? (page 144)			•															
Just Like (page 145)			•															
Double Entry Journal (page 145)			•															
Character Self-Portrait (page 147)				•														
Interviews (page 148)				•														
Character Rating Scales (page 148)				•														
Report Card (page 150)				•														
What's My Point of View? (page 150)				•														
Developing Dialogue (page 151)				•														
Turn on the Lights (page 151)					•													
Plot Profile (page 152)					•													
Great Debate (page 153)					•													
Synthesis Journal (page 153)					•													
Picture This! (page 154)						•												
Sensory Chart (page 155)						•												
Post Your Senses (page 155)						•												
Changing Images (page 156)						•												
Open Mind Portrait (page 157)						•												
Information Images (page 157)						•												
Clouds of Wonder (page 158)							•											

Practice Activities	Predicting	Connecting	Comparing	Inferring	Synthesizing	Creating Images/Visualizing	Questioning	Skimming	Scanning	Determining Importance	Summarizing/Paraphrasing	• Rereading	• Reading On	• Adjusting Reading Rate	• Sounding Out	• Chunking	• Using Analogy	• Consulting a Reference
Stop-and-Think Cards (page 159)							•											
B-D-A Questions (page 159)							•											
Written Conversations (page 160)							•											
Picture Flick (page 161)								•										
Graphic Overlays (page 161)								•										
Sneak Preview (page 162)								•										
Hunt the Text Challenge (page 163)									•									
Beat the Buzzer Quiz (page 164)									•									
Retrieval Charts (page 164)									•									
Interesting Words Chart (page 165)									•									
What's Your Story? (page 166)										•								
Famous Five Key Word Search (page 167)										•								
Very Important Points (VIPs) (page 168)										•								
Main Idea Pyramid (page 168)										•								
Oral Summaries (page 169)											•							
Reciprocal Retellings (page 169)											•							
Main Idea Sort (page 170)											•							
Newspaper Report (page 170)											•							
66 Words (page 170)											•							

Figure 4.22 Guided practice activities for reading strategies

Note: The last seven reading strategies identified—rereading, reading on, adjusting reading rate, sounding out, chunking, using analogy, and consulting a reference—all pertain to the broad strategy of monitoring and revising comprehension. No specific guided practice activities apply.

READING STRATEGY: PREDICTING

Guided Practice Activities

- 1 Split Images
- 2 Personal Predictions
- 3 Check the Text
- 4 Crystal Ball
- 5 Think Sheet
- 6 Extended Anticipation Guide

1 Split Images

Participating in a Split Images activity involves students taking turns to view and describe illustrations in a text to a partner. Texts should be short, unfamiliar, and with a strong, progressive plot. Illustrations need to be clear and provide sufficient information to enable students to make informed predictions.

- Form students into pairs.
- Direct students to take turns to view a page with an illustration and describe it for their partners. (The other half of each pair is not permitted to look.) For example: "There are two cats. One of them has a bandage on its paw and the other one is asleep in a basket..."
- Explain to the students that they should make predictions about the illustrations, e.g., "I think the cat with the sore paw is sad because..."
- Direct the other students to view the next illustration and to describe it while building onto the initial prediction or storyline suggested by their partners. This process of alternating between students to describe the illustrations continues until the text is completed.
- Ask partners to share their interpretation of the whole text. Re-examine the pictures if needed.
- Read or provide time for students to read the text. Encourage students to compare the text to the information that was conveyed in the illustrations.

2 Personal Predictions



Completing a Personal Predictions activity line master provides students with the opportunity to build some expectations of a text, activate their background knowledge, and preview material before reading.

- Invite students to look at and read the title, author name, and cover page to make and record an initial prediction about the text. They can do this on their own.
- Provide a selection of key words from the text. Ask students to sort the key words into categories, such as characters, setting, and events.
- Direct students to use the sorted words individually to record a second prediction.
- Provide time for students to share predictions with a partner or in a small group, to compare and substantiate thoughts and ideas with others.
- Provide time for students to read the text.
- Encourage students to reflect on similarities and differences between predictions made and the actual text.

3 Check the Text

Check the Text is an activity that works successfully when completed as a small group or in partners. Completing a Check the Text activity helps students to use pictures, photographs, diagrams, or illustrations to make predictions about the text. Teachers cover the text so that students can see only the diagrams, pictures, or photographs.

- Provide time for students to examine and discuss any diagrams, illustrations, or photographs in a text.
- Direct students to draft text that matches the diagrams, illustrations, or photographs.
- Invite students to compare their versions with the actual text.

4 Crystal Ball

The Crystal Ball activity encourages readers to draw on explicit and implicit information from a text. Once the whole text has been read, students speculate about the future of a main character.

- After reading a text, form students into small groups. Each group is assigned a character from the text.
- Have students brainstorm important information about their character's likes, dislikes, interests, or personality. The information can be stated explicitly or implied in the text.
- Invite students to create a future for their characters, e.g., **where they are, what they are doing, who they are with**. Predictions should stem from the information in the text.
- Encourage students to share Crystal Ball predictions and back up their speculations with information from the text.

5 Think Sheet



Think Sheets (Raphael 1982) are based on a series of chapter titles, headings, or subheadings taken directly from the text that will be read to students. Students can use the questions developed from the series to make and record predictions about what information may be in the text.


Students can complete Think Sheets independently, although the discussion about predictions and their bases is extremely valuable.

- Prepare a Think Sheet by rewriting some headings or subheadings from the chosen text into questions on the line master provided.
- Before reading the text, direct students to work with a partner to consider, discuss, and record possible answers to the questions.
- Have students record their predictions below each question on the chart.
- Provide time for students to read the text and record the relevant information for each question in the appropriate What the Text Says section.
- Have students compare their predictions with the text.

Adaptations:

Predictions may be drawn or simply entered as key words. Once students are familiar with the use of Think Sheets, they could create their own questions from the headings and subheadings of the text.

Reading Resource Book, pp. 137, 187



Name: Katie Date: March 6

Think Sheet

Question: What is the ozone layer?

Prediction (Before Reading): A layer of gas that protects the earth.

What the Text Says (After Reading): Ozone is an unstable gas, continuously made and destroyed in the earth's atmosphere. The ozone layer prevents the sun's invisible but harmful rays from reaching the earth.

Question: What has caused the ozone hole?

Prediction (Before Reading): Overuse of aerosol & cans

What the Text Says (After Reading): Mainly due to man-made chemicals that contain chlorine or bromine. Also the huge impact quantities of ash and dust in the atmosphere following a volcanic eruption.

Question: How does the ozone hole affect us on earth?

Prediction (Before Reading): Sun's rays cause sunburn and cancer.

What the Text Says (After Reading): More UV rays reach the earth - these can cause blindness, sunburn, cancer, affect the ability of the body to fight off some infectious diseases, slows down plant growth.

© Western Australian Minister for Education: 2004
Canadian Edition, 2007

MAY BE COPIED FOR CLASSROOM USE ONLY

Figure 4.23 Think Sheet, student sample

6 Extended Anticipation Guide



An Anticipation Guide consists of a series of statements about a particular topic. The statements may reflect common misconceptions or consist of accurate information. Before reading, students use their prior knowledge to categorize statements as either true or false. Students then read the text to confirm or reject their predictions. The Extended Anticipation Guide (Duffelmeyer, Baum, and Merkley 1987) encourages students to substantiate their findings by referring to the text and using their own words to explain concepts.

Students can complete Extended Anticipation Guides independently, although the discussion about predictions and location of specific details that confirm or reject early predictions is extremely valuable.

- Write statements from a text that are either true or false. List statements in the order that the information appears in the text. Focus on the key ideas in the text, including those that are implicit. The statements should be short and include frequent misconceptions about the topic. (See Figure 4.24.)
- Before reading the text, ask students to mark the statements, predicting whether they are true or false.
- Provide time for students to discuss their predictions and support their point of view by drawing upon their prior knowledge.
- Have students read the text to confirm or reject their predictions. Students record if the statements are true or false based on the information in the text. They may supply references to show where they found the information, e.g., page 4, paragraph 2.
- Provide time for students to discuss and compare the information in the text with their predictions.

Name: <u>Amanda</u>		Date: <u>May 18</u>	
Extended Anticipation Guide			
Text: <u>Animals of the World</u>		Author: <u>S. Roberts</u>	
Selected Statements from the Text	Before Reading I think this statement is true/false.	After Reading This statement was true/false.	Reference
Animals use other ways to smell if they don't have a nose.	False	True	Page 2, Para 3
Some animals grow a new body part after a part has been lost.	True	True	Page 3, Para 1
Animals reproduce either by laying eggs or giving birth.	True		
Not all animals need sunlight to exist.			

Figure 4.24 Extended Anticipation Guide, student sample

READING STRATEGY: CONNECTING

Guided Practice Activities

- 1 Connecting with the Text
- 2 Before-and-After Chart
- 3 Think and Share
- 4 Linking Lines
- 5 What's in a Text?

1 Connecting with the Text



Using a Connecting with the Text framework helps students to make personal connections with a text while reading.

- Provide students with sticky notes to use while reading a text. Students use these to signal any connections they make while reading a text. These connections may be related to personal experiences, other texts they have read, similar characters, things they have done, or something else they know about.
- Provide time for students to complete the Connecting with the Text chart using the jottings they made while reading. (See Figure 4.25.)
- Encourage students to share their responses with other students and make comparisons between the connections made.

In *Strategies That Work: Teaching Comprehension to Enhance Understanding*, Stephanie Harvey and Anne Goudvis reinforce the value of marking a text with sticky notes.

first steps Reading Resource Book, pp. 139, 192

Name: Vivian Lee Date: _____

Connecting with the Text

This story reminds me of a time when my grandad would take us on unusual fun outings. He always let us do the things Mum wouldn't let us do.

This story reminds me of the text I'll Love You Forever because it's also about a child and mother relationship. In I'll Love You Forever the child character is male.

The character of the daughter reminds me of Miss Nancy because she also liked to remember things about her childhood.

I think knowing something about being a daughter

_____ helped to understand this text.

© Western Australian Minister for Education 2004
Canadian Edition, 2007 MAY BE COPIED FOR CLASSROOM USE ONLY

Figure 4.25 Connecting with the Text, student sample

2 Before-and-After Chart



The Before-and-After Chart is a way of organizing information elicited through brainstorming sessions and supporting students to make connections to what they know about a topic before reading. Adapted from Ogle (1986), the Before Reading section of this chart provides space to record what is known before reading and what the reader wants to find out. The After Reading section provides a real purpose for reflecting on reading to find out what has been learned and what is yet to be learned.

- Allow time before reading for students to brainstorm any information they know about the selected topic. This information is recorded in the form of key words or phrases and placed into the Before Reading column titled What I/We Know About _____. There is also another column, What I/We Want to Find Out, which could prompt more student responses.
- After reading, provide time to record all the new information learned. Students use the After Reading column titled What I/We Have Learned. Have students read over their brainstormed information and check if it was referred to in the text they read.
- Encourage students to consider any information they would still like to find out. They can note what they would like to know in the space titled What I/We Still Want to Find Out, where it can provide motivation for further reading or research.

Adaptations:

A Before-and-After Chart could be completed over time. The initial brainstorm of what students know and have learned may take two sessions.

Once the students are familiar with the structure of a Before-and-After Chart and the process of using it, add another column. The title of this column could be Best Search Words. Discuss and record in this column the best words to use when locating further information from search engines, indexes, and contents pages.

3 Think and Share

Completing a Think and Share activity provides an opportunity for students to make comparisons between characters within a story, as well as to make connections to their own experiences.

- Provide time for students to work in small groups to list the key events of a shared text. Have each student in the group list the events. (See Figure 4.26 as an example.)

- Assign a character to each student or pair of students in the small group.
- Direct students to reflect on each event and consider what their character was feeling and thinking at the time. These feelings and thoughts can be recorded in the second column.
- Encourage students to take on the role of their character as they share and compare reactions, feelings, thoughts, and justifications of actions.

Adaptations:

The whole class can easily complete this activity. Assign a particular character to small groups. Each small group considers certain events from their character's perspective. A jigsaw process can then be used to share and compare information across groups.

Think and Share	
My title is <u>My Mama Had a Dancing Heart</u>	
My character is the daughter.	
MAIN EVENTS	THOUGHTS/FEELINGS AND ACTIONS
Sitting on Verandah	content, special, relaxed
Spring - Dancing in the Rain	happy, safe, warm, free, loved.
Summer - Flying Kites	
Autumn - Pressing Leaves	
Winter - Snow Angels	
Ballet performance	strong, confident, successful
After performance	missing her mother a little sad, but smiling about happy days.

Figure 4.26 Think and Share, a student's chart

4 Linking Lines

Completing the Linking Lines activity helps readers make connections between texts.

After rereading favourite texts, students draw lines between text titles, explaining how the texts are linked.

- At the conclusion of rereading several favourite texts, organize students into small groups.
- Have students discuss and make connections between the texts.
- Provide time for students to individually record the titles of the selected texts.
- Direct students to draw lines between the text titles and record any connections they have made.
- Invite students to share connections.

Adaptations:

Once students are familiar with creating Linking Lines between written texts, they can be challenged to create Linking Lines to well-known movies, TV shows, or Web sites.

5 What's in a Text?



This activity helps students make connections to other texts and draw upon their knowledge of the organization and structure of particular text forms.

What's in a Text? works successfully when students are in small groups and use brainstorming to record as much information as possible.

- Provide small groups with a common text.
- Provide a list of questions about the selected text form to stimulate discussion and activate prior knowledge. (See Figure 4.27.)
- Have students answer the questions.

- Provide students with ample time to read the text.
- Encourage students to discuss the text-to-text connections made during reading. Discussions can include how the selected text form was similar to or different from other texts.

What's in a Text?

What other texts have you read that were fables?

What do you know about fables?

What sorts of words or phrases do you expect to find in a fable?

How do fables usually begin?

How do fables usually end?

What types of characters are usually in a fable?

Use what you already know about fables, the cover, title, and illustrations to make a prediction on what this text is about.

Figure 4.27

Adaptations:

The line master provided on the *First Steps Reading Resource Book* CD-ROM can be adapted for use with any particular text form.

READING STRATEGY: COMPARING

Guided Practice Activities

- 1 Venn Diagrams**
- 2 Like or Unlike?**
- 3 Just Like**
- 4 Double Entry Journal**

1 Venn Diagrams

Completing a Venn Diagram (two or more overlapping circles) allows students to focus on making comparisons between topics, text types, authors, characters, plots, and facts. Initially, readers can compare two characters, either from one text or from different texts. As students become familiar with the process, they can compare characters from more than two texts.

- Invite students to compare two characters, e.g., **Town Mouse and Country Mouse**.
- Have students work with partners or in small groups to record things they remember about each character, e.g., **character traits, actions, physical appearance**.
- Ask students to examine the two lists to decide which things are common to both characters. Have students transfer this information to the intersecting space on the Venn Diagram.
- Direct students to transfer the remaining information on the list to the appropriate place on the Venn Diagram.
- Provide time for students to discuss the similarities and differences between the characters.

2 Like or Unlike?

Like or Unlike? is an activity that encourages readers to make connections and comparisons between what they know about their world and the way characters or people are represented in a text.

- Select and identify the role of a main character or person from a text, e.g., **"Anne is a teenage girl."**
- Before reading the text, invite students to share what they know about real-life people who fulfill the same role.
- Record responses on a class chart.
- Have students read the text.
- Provide time to discuss how the person or character has been represented in the text. Record these observations on a class chart.

- Draw students' attention to any differences or similarities between what they know and how the characters or people may have been represented in the text.
- Provide opportunities for students to discuss how the author could change the way the character or person was represented and the impact this would have on the text.


3 Just Like



Just Like (Hoyt 1999) is an activity that encourages readers to make connections and comparisons between a selected character and characters from other texts or people they know in real life.

This activity is great for encouraging both text to self and text to text connections.

- After reading a text, direct students to select a main character or person.
- Invite students to brainstorm all the character traits related to their chosen person or character. These character traits should be listed in the far left column of the line master.
- Encourage students to make comparisons between the characters and themselves, other characters in different texts, or people they know. Students will need to think more specifically about the similarities and differences between the characters and these other groups.
- Direct students to complete the table. (See Figure 4.28.)
- Provide opportunities for students to share their comparisons.

 Reading Resource Book, p. 145

Name: Michael Date: _____

Just Like

Character Traits	Like Myself	Like Someone I Know	Reminds Me of Another Character
Character: <u>Grandfather</u> Text: <u>Something from Nothing - Phoebe Gilman</u>			
clever	-	My teacher	Harry Potter
hard working	✓	Scott	The Little Red Hen
kind	✓	Mary-Lou	Snow White
friendly	✓	Jane (our neighbour)	Wilfrid Gordon McDonald Partridge

Figure 4.28 Just Like, student sample

4 Double Entry Journal



The use of a Double Entry Journal encourages students to consider the similarities and differences within and across texts. Double Entry Journals could be used to record and make comparisons between the text and the connections that have been made during reading.

- Provide students with a Double Entry Journal line master.
- Provide time for students to read the selected text.
- Direct students to record key events from the text and to note any connections they make. Similarities and differences can also be noted about their connections, e.g., This storyline reminds me of the previous book I read except the main character was a female, not a male.
- Provide time for students to share their connections and comparisons.

Reading Resource Book, pp. 145-46

Name: Pikar Date: _____

Double Entry Journal	
Text: <u>It Only Happens Once</u> Author: <u>Sophie Masson</u>	
Topic: <u>Family Relationships</u>	
Ideas from Text	Connection or Comparison
<ul style="list-style-type: none"> • Mom buys Sophie a telescope • The family go to visit Grandma for Christmas • Mom goes out with Jim • Everyone arranges to meet see Halley's Comet • Sophie gets a letter from her dad. • Sophie makes a decision 	<p>I remember how excited I was when I got a computer for my room.</p> <p>Harry Potter chooses to stay at Hogwarts for Christmas rather than go home.</p> <p>I can remember reading about Halley's Comet on the Internet.</p> <p>Sometimes making decisions is hard. It was hard when I had to decide who to live with - Mom or Dad.</p>

© Western Australian Minister for Education: 2004
 Canadian Edition, 2008

MAY BE COPIED FOR CLASSROOM USE ONLY
 This page may have been modified from its original.

Figure 4.29 Double Entry Journal, student sample

READING STRATEGY: INFERRING

Guided Practice Activities

- 1 Character Self-Portrait
- 2 Interviews
- 3 Character Rating Scales
- 4 Report Card
- 5 What's My Point of View?
- 6 Developing Dialogue

1 Character Self-Portrait



Creating a Character Self-Portrait provides readers with an opportunity to combine information from the text with their prior knowledge. While completing a character profile, students discuss inferences and opinions about characters and listen to the points of view and interpretations of others.

- Construct a Character Self-Portrait framework consisting of appropriate sentence stems that relate to the text. It is essential to vary the framework for different texts.
- Jointly select a character from the text.
- Have the students discuss the character, then complete the sentence stems.
- Record student responses on the framework. (See Figure 4.30.)
- Invite students to refer to the text to support their responses for each completed stem.

Adaptations:

Teachers can vary the framework so it is suitable for a wide range of texts. The activity can also be used successfully with informational texts, such as biographies or historical accounts.

Reading Resource Book, p. 147

Name: Su Mei Date: _____

Character Self-Portrait

My character is the troll

I am a troll

I live under a bridge

I eat goats

I have big ears and feet

I like the pond

I dislike people on the bridge

I wish no one would walk on the bridge

(Drawing of a troll under a bridge)

© Pearson Education, Inc. or its affiliate(s). All rights reserved. MAY BE COPIED FOR CLASSROOM USE ONLY

Figure 4.30 Character Self-Portrait, student sample

2 Interviews

The activity Interviews involves students role-playing a question-and-answer situation. One student takes on the role of a character or person while the other student asks the questions. Participating in Interviews allows readers to make inferences about someone's actions and behaviours.

Students role-playing the character or person are required to answer questions asked by their partners. Students will make their own inferences, draw conclusions, and make connections to respond to questions and present their own interpretations of the text.

Students conducting the interviews need to create questions that will elicit personal interpretations of the text. It is important to model the types of questions that will help students to focus on finding out about the actions, feelings, and behaviours of the character or person.

- Organize the students into pairs. Have students select a character or person from a previously read text.
- Have students negotiate who will be the character or person and who will be the interviewer.
- Have the pairs work together to develop appropriate questions.
- Provide time for the students to conduct their interviews.
- Invite the students to share some interviews with the whole class.
- At the conclusion of each shared interview, invite the students to discuss which parts of the text influenced the questions and answers.

Interview Questions for the girl in *My Mama Had a Dancing Heart* by Libba Gray

Where was your dad during your life?

What was your favourite thing you did with your mama?

If your mama was around today, what would you say to her?

Figure 4.31 Sample interview questions

3 Character Rating Scales



Completing a Rating Scale encourages readers to discuss and assess the qualities displayed by characters or people in texts, and to justify their assessments in small-group or whole-class discussions.

Character Rating Scales provide students with the opportunity to share their feelings about different characters or people from a text. Providing time for discussion helps readers to relate attributes and actions of characters to their own experiences.


When first creating Character Rating Scales, students will often select traits that closely relate to the action of the characters or people.

- Provide time for students to read the selected text.
- Invite small groups of students to select a main character or person to rate.
- Direct students to discuss the character or person and list a range of different traits, e.g., **neat, bossy, friendly, helpful**. Discuss and list the opposite of each trait. A class-generated bank of traits written on a chart allows students to work without assistance.
- Provide time for students to discuss the selected character or person and traits, listening to a range of viewpoints. Students make inferences about the character or person and put ratings on the scale.
- Encourage students to refer to the text to validate their ratings, e.g., **We rated Francesco as very smart because he recovered the stolen gold by tricking the thief.** Groups should record their justifications in the spaces provided on the framework.
- Encourage students to rate and compare other characters or people from the text.

Adaptations:

Make ratings at three different points in the text. The three points may be the beginning, midpoint, and end. These can be recorded on different grids or on the same grid. Discussions could focus on why the rating has changed.

Consider the rating of a character from the perspective of another character in the text, e.g., **from the perspective of the main character's brother, best friend, or mother.**

 Reading Resource Book, pp. 148–49

Name: Sammy Date: _____

Character Rating Scale

Text:	Character or Person:					
The Day my Bum Went Psycho, by Andy Griffiths, Character or Person: <u>Zack</u>						
Trait	Very	Quite	Unknown Status	Quite	Very	Opposite Trait
<u>Cowardly</u>				✓		<u>Brave</u>
Justification: <u>He is brave, but is afraid of some things</u>						
<u>Bad</u>					✓	<u>Good</u>
Justification: <u>He saves the world.</u>						
<u>Friendly</u>	✓					<u>mean</u>
Justification: <u>He makes friends with everyone.</u>						
<u>active</u>						<u>Lazy</u>
Justification: <u>He travels a long way.</u>						
<u>frail</u>				✓		<u>strong</u>
Justification: <u>He lifts fuel cans.</u>						

© Western Australian Minister for Education: 2004
Canadian Edition, 2008

MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original.

Figure 4.32 Character Rating Scale, student sample

4 Report Card



Report Card is an activity where students prepare a traditional school report card for a selected character or person. Students are required to determine the appropriate subject areas, assign a grade, and make a comment about the character or person based on the information obtained and inferred from the text.

The subjects can be set by the teacher or brainstormed by the students after reading the text. The grading scale can also be set by the teacher or decided on by the students. If appropriate, the school's report-card grading scale could be adopted.

- Provide time for students to read the chosen text and select a character or person, e.g., **Little Red Hen**.
- Have students brainstorm a list of subjects relevant to the character or person, e.g., **cooking, making friends**.
- Invite students to record the subjects in the space provided on the report card line master. (See the *First Steps Reading Resource Book* CD-ROM.)
- For each subject, the students decide on a grade and record a comment to support their grade, e.g., **Cooking—A—The Little Red Hen makes a great loaf**.

Adaptation:

Students can grade the chosen character from the perspective of a different character, e.g., **Little Red Hen** could be graded from the perspective of a farmyard friend.

5 What's My Point of View?

Inviting students to discuss events from a text from different points of view stimulates them to make inferences and judgments and build a deeper understanding of actions and behaviour. Retelling the known text from a different perspective can follow group discussions.

- Provide time for students to read a chosen text.
- As a whole class, students can identify and list four or five key events from the text.
- Invite each small group to consider a different character from the text, e.g., **Mother, younger brother, next-door neighbour**. Encourage students to discuss the key events and actions of characters from that character's point of view.
- Organize students to form new small groups so each character is represented in the new group, e.g., **a mother, a young brother, a next-door neighbour**.
- Encourage students to share their character's point of view about the key events listed.

One title that promotes a discussion of point of view is *The True Story of the Three Little Pigs*, by Jon Scieszka.

6 Developing Dialogue

Developing Dialogue is an oral activity that involves students working in pairs to create the dialogue of two characters or people at a particular time. Through the use of the Developing Dialogue activity, readers are encouraged to make inferences. Students are encouraged to make their own interpretations of a text and to consider that others may have different interpretations.

Developing Dialogue works well with literary texts. Once students are familiar with the activity, it can also be applied to informational texts.

- Organize students into pairs. Each pair can then select two characters or people and a particular event from a familiar text.
- Provide time for students to discuss the characters or people and what they would be saying.
- Direct students to create and practise their improvised dialogue. You might have students record key words to use as a memory aid when presenting their dialogue.
- Select several pairs to share their dialogues with the class.
- Students can discuss how and why the dialogues varied.

READING STRATEGY: SYNTHESIZING

Guided Practice Activities

1 Turn on the Lights

2 Plot Profile

3 Great Debate

4 Synthesis Journal

1 Turn on the Lights



Turn on the Lights provides students with the opportunity to consciously piece together elements of a text to assist overall comprehension. During reading, students recall and record any information from a text that helps clarify meaning or that has a significant impact on their understanding—in other words, that turns on the lights.


- Direct students to use the line master provided to make jottings (words or pictures) at self-determined points as they read the text.

- Encourage students to be consciously aware of the times when pieces come together for them during the reading. At each of these times, students record the information that is significant in helping them to monitor and clarify meaning. These are the aha! moments that all readers have during reading.
- Provide an opportunity for students to share and compare their Turn on the Lights jottings and their understanding of the text, either in small groups or with a partner.

first steps
Reading Resource Book, pp. 151-52

Name: Marco Date: _____

Turn on the Lights

How? 
Little girl - Grown up

When?
Daughter grows up

What?
celebrate seasons - dance
have fun

Where?
1. first
2. present
3. first

Who?
Mum
Daughter

Why?
- love dancing
- love life

Text: My Mama Had a Dancing Heart

© Western Australian Minister for Education 2006
Canadian Edition, 2008

MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original.

Figure 4.33 Turn on the Lights, student sample

2 Plot Profile

Students can create a Plot Profile to determine the main events of a story. They can then synthesize the information and rate the excitement level of each event.

- After reading and rereading a text, have students brainstorm and list the main events in order.
- Provide time for small groups of students to consider each event and determine its level of excitement. The excitement level can then be plotted onto the grid to create a profile of the plot.
- Invite students to summarize the excitement levels of each event in the text.
- Encourage groups to compare their profiles.

Adaptations:

Plot Profiles can be created while reading a text. Main events can be recorded as they occur.

After several profiles have been created, note and discuss similarities and differences in the various profiles. You may compare profiles from the same author or across similar text forms.

- Have the students brainstorm the main events. Record each main event on a separate card.
- Hand out the cards to individual students.
- Invite the students to line up in the order that the events occurred in the text.
- Jointly reread the outline of each event to check for sequence.
- Invite each student holding a card to decide how exciting the event was. They demonstrate the level of excitement by standing tall (very exciting), standing in normal fashion (exciting), and sitting down (not very exciting).

3 Great Debate

Great Debate is an excellent culminating activity that can be used at the completion of any unit of study or topic. Great Debate provides a framework for students to synthesize information from a range of sources or from within a single text. This information is then used to respond to an open-ended statement.

- Create an open-ended statement directly related to the topic of study or to a text.
- Organize students to work in groups identifying and listing information from the text that can provide affirmative or negative responses to the statement provided.
- Invite individual students to then create a personal position statement. They can also include justifications about the statement.
- Provide time for students to share and compare personal position statements. The sharing of statements allows students to draw conclusions and consider different points of view.

4 Synthesis Journal



A Synthesis Journal (McAlexander and Burrell 1996) provides a framework for students to use when synthesizing information about a topic collected from various sources, possibly representing a range of perspectives. By completing a Synthesis Journal, readers are able to develop a greater understanding of how authors use information to suit different purposes and audiences.

Synthesizing is a complex process that involves working with information from several sources. The process will need to be modelled many times before students can independently create their own journals.

- Invite students to select a topic.
- Have students begin gathering information from a variety of sources, e.g., texts, a video, a guest speaker, classmates, the teacher, personal experiences.
- Invite students to record key information from each source onto the Synthesis Journal framework.
- Direct students to review key information from each source and create a synthesis of the ideas presented. Encourage students to consider the different perspectives presented.

Synthesis Journal			
Source 1: _____	Source 2: _____	Source 3: _____	Source 4: _____
My synthesis: 			

Figure 4.34 Synthesis Journal outline

READING STRATEGY: CREATING IMAGES

Guided Practice Activities

- 1 Picture This!
- 2 Sensory Chart
- 3 Post Your Senses
- 4 Changing Images
- 5 Open Mind Portrait
- 6 Information Images

1 Picture This!

Picture This! is an activity that allows students to practise the comprehension strategy of creating images. After listening to a text but not viewing any illustrations, students are invited to create a visual representation of a part of the text.

- Select a section of text that contains a well-described setting and has a variety of characters.

- Read the selection to the students. Ensure that students do not see any visual information.
- Direct students to select a character and an event in the text. Provide time for students to create a visual representation of their interpretation.
- If appropriate, encourage students to add sound effects.
- Organize students to share and compare their images. Encourage students to provide reasons for the images they have created.

2 Sensory Chart



The use of a Sensory Chart provides students with an opportunity to see, feel, and hear the characters, settings, or events of the text. This helps the text come alive and support students' interpretations. The charts can be completed on an individual basis, but work most effectively when created with a partner.

- Provide time for pairs to read a section of text they have chosen.
- At the end of the reading, encourage students to work individually to record, pictorially or using key words, what the text so far looks like, sounds like, or feels like.
- Encourage students to share and compare their images. The opportunity to discuss their images through sharing and comparing is important.
- Direct students to repeat the process for the next self-selected section of the text.

first steps
Reading Resource Book, p. 155

Name: Claire Date: _____

Sensory Chart

Text: _____

Looks like

Shimmering puddles
light drops of rain
sun shining through clouds
cloudy

Sounds like

laughing
giggling
squealing
splashing underfoot
wind whistling through the trees

Feels like

happy
warm inside
safe
contented
excited
grateful
playful

© Western Australian Minister for Education: 2004
Canadian Edition: 2007

MAY BE COPIED FOR CLASSROOM USE ONLY

Figure 4.35 Sensory Chart, student sample

3 Post Your Senses

Post Your Senses is an activity that helps students develop an awareness of creating images to aid comprehension. Post Your

Senses involves students in recording brief notes or sketches about the images they form as they read a text.

- Provide students with sticky notes to be used during reading.
 - Invite students to place sticky notes on the text in places where they think of a strong image (visual, auditory, olfactory, kinesthetic, or emotional).
 - Direct students to make brief notes or sketches about each image.
 - Provide time for students to share their images with others.
- Encourage students to discuss how the images helped them to understand the text.

4 Changing Images



Completing a Changing Images (Miller 2002) activity helps students to understand that mental images evolve and change as more and more information is gathered from a text and new interpretations are developed. Images may also change as a result of sharing with other readers.

- Select a text to read aloud to students. Do not share any illustrations with the students at this time.
- Stop at a selected place in the text. On the line master provided, invite students to sketch or write about their first mental image in the top left box.
- Organize students into pairs to discuss and share their mental images.
- Students can add to or re-create their images after conferring with their partners.
- Continue reading aloud to another selected point in the text.
- Allow enough time for students to add to or re-create their images.
- Invite students to reconsider their images at the end of the text.

first steps
Reading Resource Book, p. 156

Name: Carter Date: _____

Changing Images

Text: _____

<p>My first image</p>	<p>My image after talking with <u>Louise</u></p>
<p>My image after hearing more of the text</p>	<p>My image at the end of the text</p>

© Western Australian Minister for Education 2004
Copyright © 2004
This page may have been modified from its original.

Figure 4.36 Changing Images, student sample

5 Open Mind Portrait

Creating an Open Mind Portrait (Tompkins 2001) provides students with the opportunity to create not only visual images, but also emotional images of selected characters in texts. Students are invited to create a portrait of a character and to then record key words to describe the character's thoughts and feelings.

- After reading a text, direct students to fold a large blank sheet of paper in half.
- On one half of the sheet, invite students to select, then draw a portrait of a character from their text.
- Direct students to trace the outline of the portrait onto the other half of the sheet. No facial details should be included in this second drawing.
- Invite students to record words or pictures onto the portrait that describe the feelings and thoughts of their chosen character.
- Provide time for students to share their portraits and descriptive words with each other, explaining reasons for their choices.

Adaptations:

Open Mind Portrait can be used not only with literary texts, but also with informational texts, such as biographies or historical accounts.

6 Information Images

It is important that students practise creating images when reading informational texts as well as literary texts. The Information Images activity encourages students to consider visual images when reading informational texts such as subject-specific textbooks, as for science.

- After reading a section of an informational text, invite students to work in small groups to create images that represent the key information.
- Provide students with large sheets of paper to create the images so posters can be displayed.
- Encourage students to represent the information as two different images.
- Provide time for small groups to share and explain their images with the whole class.

READING STRATEGY: GENERATING QUESTIONS

Guided Practice Activities

- 1 Clouds of Wonder
- 2 Stop-and-Think Cards
- 3 B-D-A Questions
- 4 Written Conversations

1 Clouds of Wonder



It is important that readers ask questions and think actively while reading. Students can be encouraged to think about characters, events, settings, actions, problems, or solutions presented in a text and to generate wonderings as they read. The use of a Clouds of Wonder framework promotes this type of active thinking.

- Have pairs of students read a section of a text together, e.g., one page, two paragraphs.
- Encourage students to reflect on this section and generate wonderings.
- Prompt students to record their questions on individual Clouds of Wonder sheets.
- Have students share and discuss what they wondered about.
- Provide time for students to continue the process to the end of the text, stopping at various points to generate, share, and discuss the questions that evolve.

Reading Resource Book, p. 158

Name: Pierre
Date: May 8

Clouds of Wonder

Text: The Little Match Girl
Author: Hans Christian Anderson

I wonder... why the little girl's father sent her to sell matches

I wonder... where she lives

I wonder... what the little girl died of

I wonder... why no one bought her matches

I wonder... why she doesn't have any shoes on.

© Western Australian Minister for Education; 2004
Canadian Edition, 2007
MAY BE COPIED FOR CLASSROOM USE ONLY

Figure 4.37 Clouds of Wonder, student sample

2 Stop-and-Think Cards

Effective readers constantly ask themselves questions as a way of monitoring their comprehension. Stop and Think is a simple activity that encourages students to practise pausing at different times during the reading of a text. Stop-and-Think cards placed by students throughout the text encourage students to use the pauses to ask themselves simple questions and to reflect on their level of understanding.

- Provide time for students to identify random places in a text to stop and think.
- Have students mark each place with a Stop-and-Think card.
- Have students identify at least three places in the text.
- Direct students to read the text, stopping to reflect on questions listed on the Stop-and-Think card.

<p style="text-align: center;">Stop-and-Think Card</p> <p><input type="checkbox"/> Do I understand what that was about?</p> <p><input type="checkbox"/> Were there any parts I did not understand?</p> <p><input type="checkbox"/> Could I explain what I have just read to someone else?</p> <p><input type="checkbox"/> What might the next part be about?</p> <p><input type="checkbox"/> Are there any questions I need to have answered?</p> <p>Congratulations! Read ON!</p>
--

Figure 4.38 The line master features six cards.

3 B-D-A Questions

B-D-A Question sheets are a way of encouraging students to practise generating questions before, during, and after reading. Generating questions helps students to set a clear purpose for their reading, predict information, and make connections to what they already know. Doing this helps students' overall comprehension.

- Organize students to work with a partner to generate questions before reading a text. Headings and subheadings are a useful aid for generating questions. Questions can be recorded in the Before Reading column on the line master provided. (See Figure 4.39.)
- Direct students to begin reading, scanning for information to answer their initial questions. Any answers to questions can be recorded in the same column.
- Encourage students to generate any further questions as they read, recording them in the During Reading column. Answers can be recorded when found.

- At the end of reading, partners work together to generate any further questions they have about the topic. These questions can be used as discussion starters for further small-group sharing sessions or individual research.

first steps
Name: Rebecca Date: _____

Reading Resource Book, pp. 159–60, 187

Text: _____

B-D-A Questions

Before Reading	During Reading	After Reading
What are the most dangerous spiders? How do spiders make webs? Have people died from a spider bite?	How many different types of spiders are there? Why do spiders need 8 eyes?	Why are so many people scared of spiders?

© Western Australian Minister for Education 2004
Canadian Edition, 2008

MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original.

Figure 4.39 B-D-A Questions, student sample

4 Written Conversations

Readers benefit from opportunities to discuss their questions and interpretation of a text with a partner. Written Conversations allow students to use writing to explore their thoughts and questions about a text.

- Organize students to work with a partner to read the same text, chapter, or passage.
- After reading, provide time for students to “converse” about the text in a written form (no talking allowed). Partners take turns writing back and forth on the same sheet of paper.
- Encourage students to consider recording thoughts as well as questions about what and why things may have happened in the text.
- Provide time for partners to share their written conversations with other groups.

READING STRATEGY: SKIMMING

Guided Practice Activities

- 1 Picture Flick
- 2 Graphic Overlays
- 3 Sneak Preview

1 Picture Flick

Picture Flick is an activity that replicates what many effective readers do before they read a text that contains illustrations. It is often a natural process to skim through the illustrations to get a sense of the contents, characters, or setting. Taking a brief look at illustrations in a text can help prepare readers for the text as well as stimulating predictions and connections.

- Encourage students to use the following Picture Flick procedure before independent reading.
 - Look at the front cover and the title of the text.
 - Skim through the text, browsing at the illustrations.
 - After looking through the whole text, predict the story.
Ask: What do you think is going to happen in the text?
- Provide time for students to read the text.
- Have students discuss and make comparisons between their predictions and what actually happened in the text.
- Provide time for students to share how skimming a text helped with comprehension of the text.

Adaptation:

Picture Flick can be done with the whole class when using enlarged texts, such as big books.

2 Graphic Overlays

Graphic Overlays provide students with an opportunity to build their knowledge of text organization. It is sometimes difficult for readers to follow texts that include pictures, diagrams, tables, graphs, text, and photographs. Some informational texts are organized into columns or print is placed alongside unrelated graphics. This organization of text may hinder comprehension.

The creation of a Graphic Overlay, through skimming a text before reading, provides students with a clear visual outline of how and where information is located in the text.

- Provide students with non-permanent markers and transparent overlays, e.g., overheads, plastic sheeting, tracing paper.
- Have students place the transparent sheeting over the appropriate pages of the text.
- Ask students to then create a visual representation of the layout or organization of the page. Boxes are drawn to represent chunks of text, diagrams, headings, labels, or photographs. (See Figure 4.40b.)
- Direct students to label each box, describing what it represents, e.g., text, subheading, photograph, caption.
- Provide opportunities for students to use the Graphic Overlay to explain the layout of the text to a partner.
- Direct students to use the overlay to identify the parts of the text that may help them achieve their reading purpose.

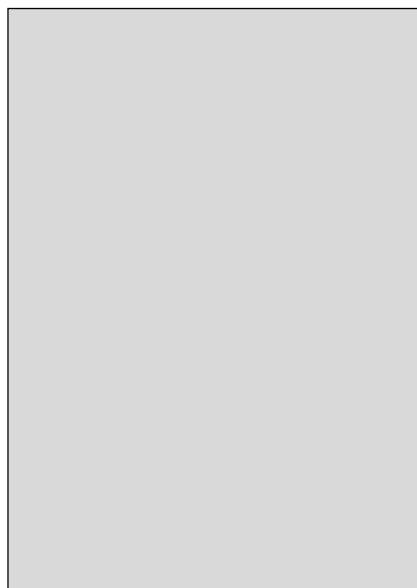


Figure 4.40a Sample text

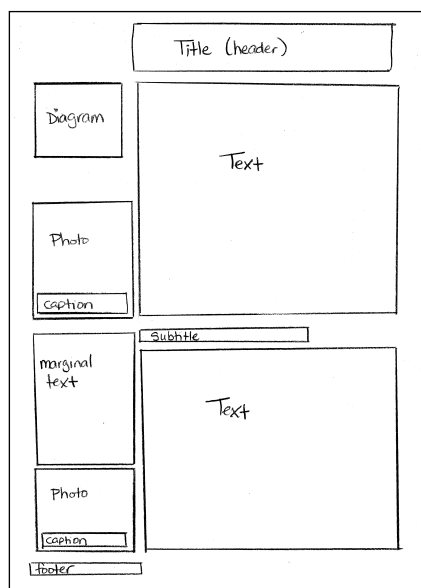


Figure 4.40b Graphic overlay

3 Sneak Preview



Completing a Sneak Preview sheet encourages students to skim a text before they begin reading. Doing this will build interest in the text and will assist with comprehension. Students can skim to identify particular features, such as the contents page, cover, back cover blurb, end pages, information about the author, illustrations, and chapter headings.

- Invite students to explore the organization and contents of their text prior to reading.
- Provide time for students to complete the Sneak Preview sheet. (See Figure 4.41.)
- Encourage students to share what they discovered with a partner or in small groups.

- Provide time for students to read the text, encouraging them to use the information gathered through skimming.
- Provide time for students to reflect on what information was most useful to promote comprehension.

first steps
Reading Resource Book, pp. 162-63, 187

Name: Rajani Date: _____

Sneak Preview

Text: My Nana Had a Dancing Heart
 Author: Libby Moore
 Illustrator: Raul Colan

What I notice about the cover

- lady and girl dancing and jumping in puddles
- lady and girl have same hair and clothing

What I notice about the illustrations

- coloured
- textured
- only 2 characters
- 4 seasons shown

What I notice about the title and headings

- win award for best-illustrated book

What I notice about the author

- published other books

Questions I have about the text

- Why does the story start and finish with the same scene?

© Western Australian Minister for Education, 2004
 Canadian Edition, 2007

MAY BE COPIED FOR CLASSROOM USE ONLY

Figure 4.41 Sneak Preview, student sample

READING STRATEGY: SCANNING

Guided Practice Activities

- 1 Hunt the Text Challenge
- 2 Beat the Buzzer Quiz
- 3 Retrieval Charts
- 4 Interesting Words Chart

1 Hunt the Text Challenge

Hunt the Text Challenge is a type of quiz that provides students with the opportunity to scan text to locate specific information. Challenges can be presented one at a time and involve the students in scanning features used to organize text, such as the index, contents page, illustrations, headings, and subheadings. Students can then answer the questions provided.

- Prepare a variety of challenge cards containing questions based on a selected text. Ensure that the challenges encourage students to scan the text to locate specific information, such as page numbers, particular details, a certain illustration or table, a statistic, a specific heading or subheading, a chapter title, or an answer to a question.

- Create a game-like situation by randomly drawing challenge cards from a box.
- Read the card aloud and challenge the students to locate the information.
- Direct students to use a certain sign to indicate they have found the answer, e.g., **hand up**.

Adaptation:

Students could work in small groups with one student as the quiz person and the others responding to the challenges presented.

2 Beat the Buzzer Quiz

This activity is a fun way of helping students to practise scanning text to locate specific details. Responses to quiz questions can be substantiated by students providing a reference for information located in the text, e.g., **page 3, second paragraph**.

- After reading a text, direct students to work in pairs to create quiz questions for other students using the text.
- Provide time for questions to be recorded onto cards. Collect cards.
- Organize students into two teams.
- Select a question and read it to the whole class. Challenge the teams to provide the answer as well as a specific reference to a page and paragraph in the text that substantiates their answer.
- A point can be scored for the fastest team to respond correctly to each question.

3 Retrieval Charts

A Retrieval Chart enables students to record information about a number of categories or topics so they can make comparisons. To create a Retrieval Chart, students scan a text to extract important information so they can make generalizations.

- Create headings for the Retrieval Chart based on the type of information to be gathered. (See Figure 4.42.)
- Introduce these headings to the students.
- Allow students time to read the text.
- Provide time for students to scan the text so they can identify relevant information.
- Let students record the information they have found onto the Retrieval Chart.
- Discuss with students the similarities and differences in the categories.

Adaptation:

Retrieval Charts can be completed using key words or pictorial representations.

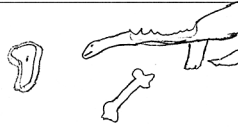
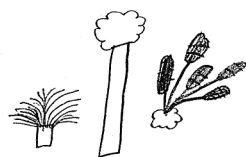
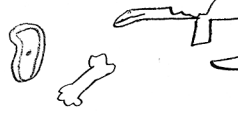
Dinosaur	size	food	fact
Allosaurus	13m		Huge jaws teeth like daggers.
Diplodocus	26m		Used a long tail to defend itself.
T-Rex	14m		Waved on back legs teeth like daggers.

Figure 4.42 Retrieval Charts permit comparisons.

4 Interesting Words Chart

Interesting Words Chart (Morris and Stewart-Dore 1984)

is an activity to clarify new or unknown vocabulary, particularly in informational texts. Students skim for contextual clues, using what they already know and reference materials such as dictionaries to work out word meanings before, during, and after reading.

- Direct students to skim the text. Have them highlight any new vocabulary or words where the meaning is unknown or unclear.
- Ask students to share any new words. If students seem hesitant to respond, prompt them with pre-selected words, e.g., What about the word "molten"? Does anyone know what that word means?
- Enter suggested words onto the Interesting Words Chart and include page and paragraph references, as appropriate. (See Figure 4.43.)
- Have students read the text looking for contextual clues that might suggest a meaning for the word. If clues are found, have the students complete the Any Help Given in the Text column. If no clues are found but the students can infer the meaning, they can write this in the My Explanation column.
- If the meaning is still not determined, direct students to a glossary, dictionary, or other reference source. The correct meaning is then recorded in the final column.
- As words often have several meanings, students need to be sure they have selected the correct meaning for the text. To confirm their understanding of the word, have students reread the section of text for sense, using the meaning they have sourced.
- Have students reread the text in its entirety.

first steps

Name: Shree Date: _____

Reading Resource Book, p. 165-66

Text: _____

Interesting Words Chart

Word	Page and Paragraph	Any Help Given in the Text	My Explanation	Meaning from Another Source
mortality	22, para 3	Yes-bracket explanation	deaths	
morbidity	22, para 3	Yes-bracket explanation	illness	
malaria	24, para 5	p. 23 - para. on disease p. 24 - cholera and malaria are diseases that 'spread by Mosquito'	typical disease spread by Mosquito	
cholera	24, para 5	see above	disease infecting intestines	
ecosystem	25, last para		Not sure? I think it has to do with lakes and swamps	Dictionary - system involving interactions between community and its non-living environment.
endemic	25, para 2	Yes-bracket explanation	found regularly	

© Western Australian Minister for Education: 2004
Canadian Edition, 2007

MAY BE COPIED FOR CLASSROOM USE ONLY

Figure 4.43 Interesting Words Chart, student sample

READING STRATEGY: DETERMINING IMPORTANCE

Guided Practice Activities

- 1 What's Your Story?
- 2 Famous Five Key Word Search
- 3 Very Important Points (VIPs)
- 4 Main Idea Pyramid

1 What's Your Story?




The What's Your Story? framework distils the key elements of a narrative text into a simple diagram. Completing this activity requires students to identify important information. It also promotes awareness of how knowing the organization of a narrative text aids comprehension. What's Your Story? also helps students to make connections between different parts of a narrative.

- Provide time for students to read the selected text.
- Direct students to work in small groups to locate and record key information under each category on the sheet. (See Figure 4.44.)
- Provide an opportunity for students to share and compare information recorded.

Adaptations:

What's Your Story? sheets can be adapted to suit a variety of other texts. Once students have completed several What's Your Story? sheets, these can be used to look for patterns and make comparisons across different texts.

 Reading Resource Book, pp. 166–67

Name: Armando Date: _____

What's Your Story?

<p>Characters</p> <p>Mother Daughter</p>	<p>Events or Action</p> <p>* Sitting on Verandah Dancing in the Rain Flying Kites Pressing Leaves Making Snow Angels Ballet Performance After the Performance</p> <p><i>Memories</i></p>
---	---

Text: My Mama Had a Dancing Heart
Author: Libba Moore Gray

<p>Setting</p> <p>Country Outdoor Through 4 Seasons Inside the House Past + Present</p>	<p>Text Type and Theme</p> <p>Narrative - Enjoy Life - Have Fun - Be Happy Relationships Love Sharing</p>
--	---

© Western Australian Minister for Education: 2004
Canadian Edition, 2008 MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original. 26

Figure 4.44 What's Your Story?, student sample

2 Famous Five Key Word Search

Involving students in key word searches is an effective way of helping them to extract important information from texts. The success of strategies such as summarizing and paraphrasing depends on students' ability to select appropriate key words. The process of selecting key words will need to be modelled many times, starting with single sentences and moving into more complex and lengthy examples. Once students have worked in this context, the Famous Five Key Word framework can be used independently.

- Provide time for students to read the selected passage and identify possible key words during reading. These may be recorded on sticky notes.
- At the conclusion of reading, direct the students to reread the possible key words and select their famous five key words.
- Invite students to record their famous fives on the line master.
- Provide time for students to share their key words in small groups. They can discuss and compare their selections.
- Direct students to use the key words as a stimulus to create their own sentences about the text. Writing space is provided on the line master.

3 Very Important Points (VIPs)

VIPs (Hoyt 2002) encourages students to identify important information in a text. Students mark sections of a text that contain very important points with sticky notes. The use of the sticky notes allows students some flexibility in their final choice of VIPs.

- Give each student a certain number of sticky notes. Limiting the number of sticky notes to be used helps students to focus.
- Provide time for students to create their fringe of notes.
- Provide time for students to read the text and place their notes on what they consider to be VIPs, or places in the text that are significant to the overall meaning of the text.
- Provide time for students to share and compare their VIPs and verify their selections.

4 Main Idea Pyramid

Main Idea Pyramid is a graphic organizer that helps students to determine and record important information in a paragraph or an entire text. The pyramid activity helps to show the relationship between supporting details and the main idea. Paragraphs with clear topic sentences and simple lists are ideal texts.

- After reading a text or sections of a text, students brainstorm important facts. Encourage students to refer to the text.
- Have students record facts on cards or sticky notes so they can be moved.
- When the brainstorming process is complete, direct students to group their cards or notes into general sub-topics. Place these groups of cards or notes at the base of the pyramid. (See Figure 4.45.)
- Direct students to reread the combination of words or phrases in each group and record a main idea statement for each one. These statements form the second level of the pyramid.
- Direct students to use all the information at the second level to create a main idea of the text at the top level of the pyramid.

One way to make a main idea pyramid is for students to draw equilateral triangles on paper in landscape orientation. The top level is a triangle and the other two levels are divided with most divisions at the bottom. Otherwise, teachers can make the constructions.

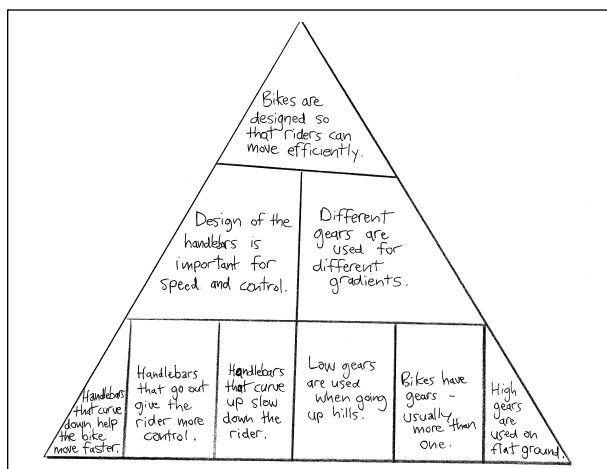


Figure 4.45 Main Idea Pyramid, student constructed

READING STRATEGIES: SUMMARIZING AND PARAPHRASING

Guided Practice Activities

- 1 Oral Summaries
- 2 Reciprocal Retellings
- 3 Main Idea Sort
- 4 Newspaper Report
- 5 66 Words

1 Oral Summaries

Oral Summaries is an activity that helps students monitor comprehension and give substance to their ideas through summarizing.

- Have students work in small groups using the same text.
- Direct students to read a specified section silently or aloud.
- Invite small groups to collaboratively summarize what has happened so far in the text. Encourage discussion and active review of ideas.
- Direct students to read the next specified section, stopping to repeat the process of creating a group summary.

2 Reciprocal Retellings



Summarizing and paraphrasing important information from a text requires students to be able to strip away extraneous information, something that calls for practice and modelling. Reciprocal Retellings allow students to extract important information and use it as a basis for retelling.

- After reading a text, direct students to work in small groups to brainstorm main events.
- Invite each student in the small group to select one of the main events.
- Using the line master provided, each student works individually to elicit and list the main details about the selected event.
- Provide time for students to use the completed framework as a guide to prepare a reciprocal oral or written group retelling. Student A (Event 1) begins the retelling and then passes it on to Student B (Event 2) to continue. This process is continued for each student and therefore each main event.
- Encourage small groups to share their Reciprocal Retellings with the whole class.

3 Main Idea Sort

The Main Idea Sort activity enables students to identify key words and phrases to create summaries. The Main Idea Sort is an excellent activity to use with informational texts.

- Identify key words, phrases, and headings that are necessary for understanding the concepts of the topic in a selected text.
- Record key words, phrases, and headings randomly on a grid or use sticky notes or cards.
- Have students read the text.
- After reading, students can cut grids into small cards.
- Invite students to arrange the words, phrases, and headings to show their relationship, thereby forming an outline of the text.
- Direct students to work in pairs, using the key words and phrases to create a summary of the text.

4 Newspaper Report

Creating Newspaper Reports from texts provides an opportunity for students to summarize and paraphrase the main ideas into a new form. A grasp of the organization, purpose, structure, and features of a newspaper report is a prerequisite for the completion of this activity.


- Provide time for students to read a text and discuss the main events.
- Direct students to work together to re-create an important event as if it was being reported in the newspaper. The following features can be included:
 - headline to capture attention
 - date and place
 - lead sentence to encourage the reader to read on
 - details, such as who, what, why, how, and when
 - conclusion
 - picture
- Provide time for students to present and compare their newspaper reports.

5 66 Words



The 66 Words is a framework that can be used to record the key events or themes of a text. Students are challenged to read a text and create a summary in 66 words or fewer. By providing students with a grid with 66 rectangles, the focus is on succinct text rather than the exact number of words. (See Figure 4.46.)

- Have students individually write their 66 Words in sentences.
- Organize students into small groups. Each small group merges individual ideas to create a single summary in 66 words or fewer. If consensus is difficult, each group member may have a turn at making the final decision about at least one sentence.
- Have groups share their summaries. Discuss what was included, what was left out, and why.

 Reading Resource Book, pp. 170-71

Name: Sandy Day Date: April 3

Text: Bridge to Terabithia 66 Words Author: Katherine Paterson

Bridge	to	Terabithia	is	a	story	of	a
journey	toward	relationships	and	imagination	It	explores	the
life	of	a	boy	called	Jess	who	lives
with	many	sisters	and	his	family	in	a
small	rural	community	Jess	develops	an	unlikely	friendship
with	a	girl	called	Leslie	who	develops	in
Jess	the	strength	to	cope	with	a	tragedy.
This	tragedy	develops	a	bond	between	Jess	and
his	dad.						

© Western Australian Minister for Education: 2004
Canadian Edition, 2008

MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original.

Figure 4.46 66 Words, student sample

READING STRATEGIES: REREADING, READING ON, ADJUSTING READING RATE

Guided Practice Activities

No guided practice activities are suggested for these strategies, all of which pertain to monitoring. It is recommended that students be encouraged to make use of these strategies during any reading event. The following instructional approaches would provide ideal contexts for guiding students to practise rereading, reading on, and adjusting reading rate.

- Shared Reading
- Guided Reading
- Independent Reading
- Literature Circles

The reading strategies rereading, reading on, and adjusting reading rate, as well as sounding out, using analogy, and consulting a reference, can all be seen as part of the broad strategy monitoring and revising comprehension.

Figure 4.47 Contexts for guiding students

READING STRATEGIES: SOUNDING OUT, CHUNKING, USING ANALOGY, CONSULTING A REFERENCE

Guided Practice Activities

No guided practice activities are suggested for these strategies. It is recommended that students be encouraged to make use of these strategies to identify unknown words during any reading event. The following instructional approaches would provide ideal contexts for guiding students to practise sounding out, chunking, using analogy, and consulting a reference.

- **Shared Reading**
- **Guided Reading**
- **Independent Reading**


For guided practice activities, see *First Steps Reading Map of Development*, Canadian Edition, Chapters 4 to 8: Conventions Substrand.


Figure 4.48 Contexts for guiding students

Recording Strategies Introduced

Comprehension and word identification strategies can and must be taught. Throughout this chapter, many different strategies that are used by effective readers have been explored. The Gradual Release of Responsibility Model, proposed by Pearson and Gallagher (1983), is an effective way of teaching these strategies.

The framework in Figure 4.49 provides a way of tracking strategies that have been introduced to students. The framework also provides space so teachers can monitor the recursive use of modelling, sharing, and guiding to teach the strategies.




Reading Resource Book, p. 173

Class: _____ Teacher: _____

Record of Strategies Introduced										
Focus Strategy	Modelling Sessions Conducted			Sharing Sessions Conducted			Guiding Sessions and Guided Practice Activities			Texts Used

© Western Australian Minister for Education: 2004
Canadian Edition, 2008
MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original. 30

Figure 4.49

SECTION 2

Teaching Students to Access and Use Information

In today's society, more and more information is available so it is essential that schools and teachers prepare students with the skills they need to be able to locate, access, retrieve, process, analyze, and utilize information. These research skills will enhance the creative and critical thinking of students and set them up to be lifelong learners.

What Is the Information Process?

The term *Information Process* is used to describe a sequence of learning processes that students use actively as part of investigations.

- Step 1—Identify** and **define** research requirements.
- Step 2—Locate** and **gather** appropriate resources.
- Step 3—Select** and **record** appropriate information.
- Step 4—Process** and **organize** the information.
- Step 5—Create** and **share** a presentation.
- Step 6—Evaluate** the project.

Teachers often refer to the Information Process as project work, research assignments, inquiries, or investigations. Depending on the type and scope of an investigation, all can be successfully carried out by individuals, pairs, or groups of students.

The Information Process remains constant, but as students do more challenging research assignments, the skills and knowledge they require will become more advanced.

Using the Gradual Release of Responsibility Model (Pearson and Gallagher 1983) ensures that students do not become overloaded. Explicit teaching that incorporates modelling and scaffolded support structures will help students. Providing students with the time and support needed to develop their knowledge and skills will result in their becoming independent researchers. The teaching of knowledge and skills needs to occur before independent application.

Information Process skills can be taught, developed, and integrated across all curriculum areas as these links provide authentic contexts for research projects and real audiences for presentations.

Considerations About Research Projects

Research projects need to

- have a clear purpose and expectations
- have an authentic audience
- be relevant to the student
- allow for individual preferences and ownership
- be planned
- provide opportunities for students to practise and develop skills
- be motivational, flexible, and capable of promoting engagement
- promote reflection
- have authentic assessment tools
- promote both process and product

From the outset, students need to have a clear understanding of the expectations of a research project, including the assessment criteria and tools to be used as well as their part in the evaluation process.

Therefore, teachers should consider the following questions:

- Do I have a clear purpose for setting the project and for the assessment and evaluation processes I will use?
- Have I planned to collect data throughout students' project work as well as at the end?
- What tools will I use to gather data?
- Have I incorporated a collaborative approach in my data collection?
- How will I record the data collected?
- How will I analyze and evaluate the data gathered and incorporate it into my future teaching?

Research projects, particularly those that are more complex, take time. Some may need to be divided into manageable sections with guidelines. As students do research, they should be encouraged to develop their own opinions and become autonomous. The teacher may need to shift away from the more traditional teacher role.

Teachers may find the following line masters useful as they work with students during the different stages of the Information Process:

- Sample Research Plan
- Letter re Project



Step 1—Identifying and Defining Research Requirements

The first step of the Information Process involves identifying and defining the requirements of the research project. Projects can be directed by the teacher or negotiated with the student. If the teacher is directing the project, then students will need to identify and define both the topic and what they are required to do. If students have negotiated research projects, they will need to select and define their topics. The chosen research projects should be interesting and relevant to the students, suit a particular audience, and be achievable within a specific time frame.

What Students Need to Know

To identify and define a research project successfully, students will be required to know the following.

How to Select and Analyze a Research Topic

Students who have negotiated their own projects begin by choosing an aspect to explore and defining the scope of their research. It is also beneficial at this stage for students to consider their own interests and what they already know about the topic.

The first task in completing a research project directed by the teacher is to identify the key words and phrases that define it. Students will then analyze it in terms of the content, the processes they will use, and the ways to organize and present information.

Regardless of who selected the research project, it is helpful if students clarify the purpose of the task, know what outcomes need to be met, determine the audience, and check the availability of resources before commencing.

How to Create Focus Questions

One way to define the scope of the research project is to formulate focus questions. Successful focus questions engage the students and head them on a path of discovery thereby providing multiple possibilities for their investigations.

Generating effective questions takes time and practice. Therefore, it is important that teachers work with students to help them develop an understanding of the types of questions to ask and when to ask them.

There are many ways of organizing and discussing specific types of questions, e.g., Bloom's Taxonomy revised (Bloom 1956; Anderson

and Krathwohl 2001), Question–Answer Relationships (Raphael 1982), Three Level Guides (Herber 1978), or Open and Closed Questions.

Students should understand the nature of the questions and the information that each type of question will elicit. Focus questions may need to be refined or new focus questions created to support the purpose of the task as the research work proceeds.

How to Plan for a Research Project

Successful research projects require careful management of time and resources. Encourage students to plan so that they follow a logical progression and divide the work into manageable sections. By planning and organizing in this way, it will not become overwhelming, the focus will be retained, and reflection and review points can be incorporated throughout the work.

Planning a research project requires students to

- develop a search plan for possible resources and sources of information
- develop and use planning frameworks

Teachers can encourage students to organize their time and resources by jointly constructing

- timetables, calendars, and timelines that list due dates for specific tasks
- guides that outline each step of the Information Process

Teachers can also suggest using organizational aids, such as folders or wallets for storing documentation.

Being able to answer the following questions may help students to identify and define a research project.

Research Projects Directed by Teachers

Questions for Students

What is this project about?

What do I have to do?

What is the purpose of the project?

What do I already know?

What do I want and need to find out?

Have I created focus questions?

What are some key words I could use to search for information?

How will I plan and organize my work?

Have I created my plan?

Figure 4.50a

Research Projects Negotiated with Students

Questions for Students

What would I like to investigate? What am I interested in?
 Who is the audience for this investigation?
 What do I think will interest them?
 What do I already know?
 What do I want and need to find out?
 Have I created focus questions?
 What are some key words I could use to search for information?
 How will I plan and organize my work?
 Have I created my plan?

Figure 4.50b

Supporting Students in Identifying and Defining a Research Project

Teachers can select from the following guided practice activities that will assist students in being able to identify and define a research project.

- 1 Brainstorming
- 2 Card Cluster
- 3 Explosion Chart
- 4 K-W-L-S Chart
- 5 Share Your Topic
- 6 Creating Quiz Questions
- 7 Five Ws and an H
- 8 Question Web
- 9 Structured Overview
- 10 B-D-A Questions

1 Brainstorming

Brainstorming is an activity used to activate students' prior knowledge. When brainstorming, students are required to generate a list of words and phrases about a specific topic. Throughout brainstorming sessions, all suggestions are accepted and a piggy-backing of ideas is encouraged.

- Have students work in pairs or groups to generate and record what they already know about the investigation topic.
- Ask students to categorize the information into sub-topics.
- Once students have finished their brainstorming, they can identify areas where information is lacking. These areas may become the first priority for gathering information.

2 Card Cluster

Creating a Card Cluster, a way of categorizing information, is often used to extend a brainstorming session. Clustering involves collating ideas or focus questions by sorting them into categories. This sorting helps students to better plan their research projects.

- Arrange students in groups.
- Distribute blank cards or sticky notes and a marker pen to each group of students.
- Have students record key words, phrases, or questions about their investigation, one idea per card.
- When all the information is recorded on the cards, direct students to place all similar ideas into clusters. Students can explain why they have clustered certain ideas together. Often, the explanation can generate a heading for each cluster of cards.
- Suggest that students review each cluster, refining, adding, or deleting cards as required.

3 Explosion Chart

These charts can be used to activate and organize students' prior knowledge and initial questions. An Explosion Chart starts with the central idea or focus question, and as students make associations these are added to the central idea.

- Have students write the central idea, concept, or theme in the middle of a page.
- As students think of ideas and questions, they can write them around the central idea.
- Have students show connections between the ideas, e.g., clustering information, creating radiating lines.

4 K-W-L-S Chart



The use of K-W-L-S charts, a variation on the familiar K-W-L charts (Ogle 1986), encourages the activation of the students' prior knowledge of a particular topic and helps students to generate and refine research questions.

- Have students brainstorm what they already know about the research topic and record it in the K column of the K-W-L-S chart.
- Students can list what they want to find out in the W column. This information can be written in question form as it can provide the scope of the project. (See Figure 4.51.)
- Once the project has been completed, students can record what they learned in the L column. Any further questions can also be recorded in a fourth column, S—What I Still Want to Know.

first steps

Reading Resource Book, pp. 179–80, 192

Name: Michael Date: _____

K-W-L-S Chart

K What I Know	W What I Want to Know	L What I Have Learned	S What I Still Want to Know
<ul style="list-style-type: none"> • biggest of the penguins • black and white • live in the cold • lay eggs 	<ul style="list-style-type: none"> • how big they are? • do they live in Antarctica or the Arctic? • how many eggs do they have? • what do they eat? • how do they and the eggs stay warm? • how long for a baby to hatch? 	<ul style="list-style-type: none"> • 1.15 m tall 40 kg • live in Antarctica • lay 1 egg • they don't build nests they keep egg warm with their bodies • male keeps egg warm female goes for food • 65 days for the egg to hatch • hatch in spring so they can grow strong for winter • only about half the chicks survive • lay eggs in winter (not spring like other penguins) • they have a fat layer under their skin so stay warm • 4 layers of feathers for wind and waterproofing • huddle in pokes for warmth 	<ul style="list-style-type: none"> • what do the chicks die of? • what does a penguin call sound like? • who are the penguins' enemies?

© Western Australian Minister for Education 2004
Canadian Edition, 2008

MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original.

Figure 4.51 K-W-L-S Chart, student sample

5 Share Your Topic

Small-group discussions provide an opportunity for students to share their topics to activate their prior knowledge, to stimulate critical thinking, and to learn from peers.

- Form students into small groups. Students can be placed into random groups or according to research topic.
- Provide a focus for the discussion by using statements such as “Today, in your groups, share your three potential topics and obtain feedback from the group” or “Today, in your groups, share your chosen research topic, as well as what you have listed as your prior knowledge and possible focus questions, and ask the group to contribute any further knowledge or ideas that may assist you.”

6 Creating Quiz Questions

Creating Quiz Questions can help students develop effective questions. Effective questions form the basis of successful research projects.

- Provide students with a range of question-and-answer formats, e.g., game cards, surveys, or questionnaires.
- Direct students to identify the different ways questions are structured and analyze the answers, e.g., multiple choice, finish the sentence, yes or no, full written answer. Students may also discuss which type of question will best suit a particular context.
- Have students discuss, highlight, and analyze the language used in the different questions.

- Provide groups with a section of text and ask them to create a set of questions.
- Have students share and hone questions with another group.
- The students can use the questions to create a quiz session.

7 Five Ws and an H



The activity Five Ws and an H can assist students to generate effective focus questions. Students are challenged to list as many questions related to their research projects as possible under each of the headings on the Five Ws and an H line master.

- Provide students with a Five Ws and an H line master.
- Direct students to list as many questions that begin with the given word as possible.
- After listing all possibilities on their line masters, students can review their questions, deleting any that require a limited response. Have students sharpen any questions that are too general.
- From this revised list, students can number the questions in order of priority. Prioritizing will promote planning and time management.


 Reading Resource Book, p. 181	
Name: <u>Shusmita</u> Date: _____	
Five Ws and an H	
My Research Topic: <u>Volcanoes</u>	
What Do I Want to Know? (Focus Questions)	
Who?	<u>Who are the people that watch volcanoes?</u>
What?	<u>What is the stuff that comes out of volcanoes?</u> <u>What is a volcano made of?</u> <u>What happens when a volcano explodes?</u>
When?	<u>When did the last explosion happen?</u>
Where?	<u>Where did the last explosion happen?</u> <u>Where are the most volcanoes in the world?</u> <u>Where is St. Helen's?</u>
Why?	<u>Why do volcanoes explode?</u> <u>Why do some explode and not others?</u>
How?	<u>How hot is a volcano when it explodes?</u> <u>How do volcanoes come to be?</u> <u>How do you know if a volcano is going to explode?</u> <u>How often do they explode?</u>
Check with a Friend (What questions most interest you? Does your friend have others?)	<u>Does Canada have any volcanoes?</u> <u>Have people died from volcanoes?</u>
<small>© Western Australian Minister for Education: 2004 Canadian Edition, 2007</small> <small>MAY BE COPIED FOR CLASSROOM USE ONLY</small>	

Figure 4.52 Five Ws and an H, student sample

8 Question Web

Constructing Question Webs helps students to generate and refine effective focus questions. Students can group questions that relate to similar topics, thereby supplying the subheadings for the research project.

- Have students brainstorm questions applicable to their research. Using the Five Ws and an H line master should help them.
- Direct students to review their questions and begin to categorize them into topic groups.
- Have students create a heading for each topic group.
- Once all questions have been allocated, have students review their questions. Reviewing may involve deleting, refining, or adding questions.

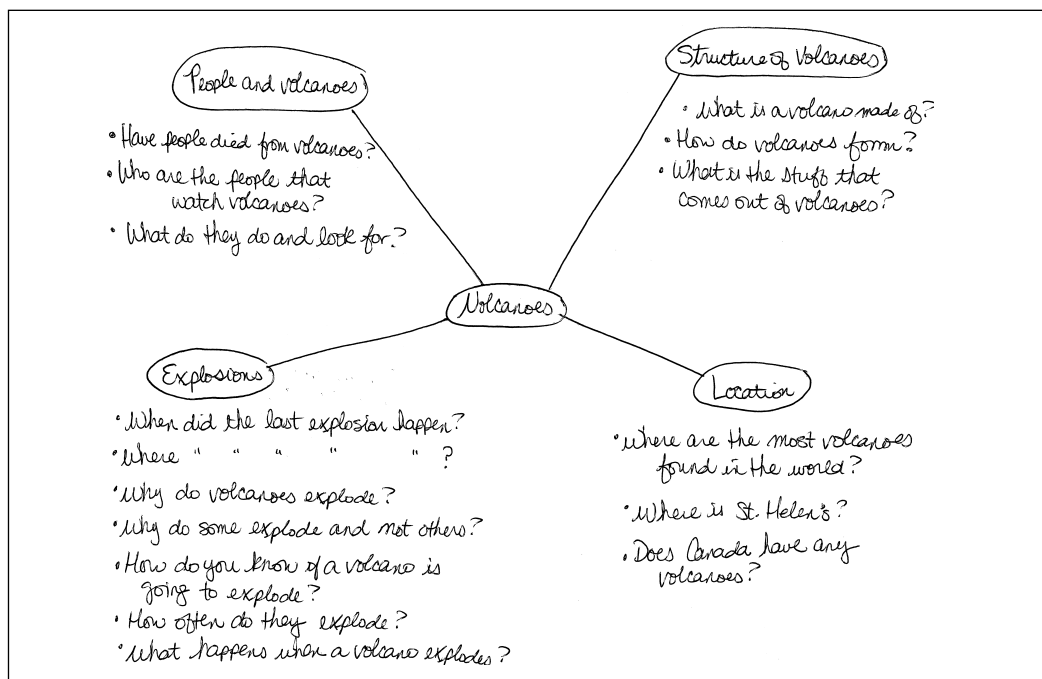


Figure 4.53 On this Question Web, a student has grouped focus questions under four headings.

9 Structured Overview



A Structured Overview is a graphic organizer that shows the relationships between ideas. The Structured Overview provides support for students as they organize thoughts and ideas for their research projects. The overview can also be used to record and retrieve information at later stages in the project. Structured Overviews are usually organized by placing the most important idea or concept at the top followed by the more specific details.

- Have students formulate an overall main idea or focus question. This can be written at the top of the Structured Overview.
- In the next level, students should list potential subheadings or note focus questions.
- Under each subheading or focus question, students now list any known information. They can then generate and write questions under each subheading, if they choose.

182/83, 192

Reading Resource Book, pp. 182-192

Name: Charlie J. Date: _____

Structured Overview

Main Idea/Focus
How do emperor penguins live?

Potential Subheadings/Focus Questions

What do they look like?	Where do they live?	How do they have babies?	What else is important about them?
- 1.15 m tall	- Antarctica	- lay 1 egg in winter	- don't build nests
- 40 kg	- extremely cold	- egg takes 65 days to hatch	- hunch to stay warm
- black, white, and golden near head	- mid-winter - no daylight only moon	- female lays the egg and leaves to get food to eat	- have a fat layer under their skin
- long toe nails to grab the ice	- they come back to the same place each year to find each other	- male looks after egg - on feet to stay warm	- females teach chick a call / whistle so they can find them
- very tough feet		- only half the chicks survive	
- 4 layers of feathers		- under "brood pouch"	

© Western Australian Minister for Education 2004
Canadian Edition, 2008

MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original.

Figure 4.54 Structured Overview, student sample

10 B-D-A Questions

See pages 159–60 for an outline of the activity. At this stage in the Information Process, the focus is on generating the Before Reading questions.

Step 2—Locating and Gathering Appropriate Resources

In the second step in the Information Process, students locate information using primary and secondary sources. This involves identifying and selecting appropriate resources, locating resources, and finding the relevant information within these resources.

Students benefit from being involved in asking, watching, reading, and doing at this stage of the process. They may need to modify their search plans as they find new resources, encounter dead ends, and gain new insights.

What Students Need to Know

To successfully locate appropriate resources, student will need to know about the following.

Locating Appropriate Sources of Information

Students need to have access to a range of resources and sources of information. This range includes access to *primary sources* of information, such as first-hand experiences, simulations, people, services, and artifacts, and *secondary sources* of information, such as print, non-print, and electronic resources.

Using the library resource centre

Students benefit from knowing

- how the library resource centre is organized, e.g., layout and physical location of resources, the alphabetical and numerical (Dewey) organizational systems
- how the accessing systems operate, e.g., catalogues
- how to use the accessing systems effectively
- how to borrow sources
- about the structure of books, e.g., fiction or non-fiction, title, author, illustrator, editor, spine, cover, call number, title page, blurb, copyright and publishing details, contents pages, index, chapters, dedication, bibliography, glossary, preface, foreword, appendix
- what the conventions associated with accessing texts and other resources are, e.g., use of guidewords in dictionaries and encyclopedias

Using the available technology

Students benefit from knowing how to

- use equipment, e.g., CD/tape player, computer, fax machine, television, video/DVD player, film or slide projector, camera, video recorder, telephone
- use search engines, online catalogues, and databases
- use collaboration tools, such as e-mail, discussion lists, and forums to elicit and contribute relevant information
- navigate Web pages, e.g., using hyperlinks, book marking
- use relevant software

Conducting interviews and surveys

Students will benefit from knowing how to

- request information using appropriate protocols, e.g., writing explanatory letters, engaging in conversation to set the context for the requested information
- create effective interview or survey questions so they obtain the desired information
- record and collate information from interviews and surveys

Gathering appropriate resources

Students will benefit from knowing how to determine

- the availability of resources, their ease of use, and their readability
- the credibility of the creators of the texts, e.g., checking for credentials, awards, other works, funding from a third party

- the accuracy, currency, and reliability of the texts by referring to publication information, copyright information, and edition information.

Locating Appropriate Information Within a Resource

To successfully locate appropriate information within a resource, students will need to know the following:

- how to skim and scan the organizational features of a text, e.g., illustrations, diagrams, graphs, tables, title page, blurb, index, chapters, bibliography, glossary, appendix (See Chapter 3: Conventions.)

Recording the Resources

Students will benefit from knowing how to create a bibliography so they can record sources of information and resources using the correct conventions.

Being able to answer the following questions may help students locate and gather appropriate resources.

Questions for Students to Consider

- Outside of school, where could I go for information?
- Which sources and resources are most likely to provide the most reliable information?
- How will I access these sources and resources?
- Do I know where to find the resources listed on my plan?
- Which of the resources will be most readily available and accessible?
- Have I considered and checked out a range of resources to include—print, non-print, and electronic?
- Which resources will be most efficient and effective?
- Have I previewed the resources I am thinking of using to make sure that I can read and understand them and that they will meet my needs?
- Do the resources have useful organizational features so that I can access and retrieve information?
- Does it look like the information will answer my questions?
- Is it what I want and need?
- Have I previewed the resources and the suitability of the information for relevance, currency, reliability, validity, and accuracy?
- What do I know about the credibility of the authors of these texts?
- Have I recorded the resources I want to use so that I can find them again?
- Do I need to go back to my original plan and focus questions and make any changes or additions based on my searching?
- Have I begun recording my resources?

Figure 4.55 Questions about locating and gathering resources

Supporting Students in Locating and Gathering Appropriate Resources

Teachers can select from the following guided practice activities that will assist students in locating and gathering appropriate resources.

- 1 “Pass That Please”
- 2 Text Features Survey
- 3 Sneak Preview
- 4 Hunt the Text Challenge
- 5 Beat the Buzzer Quiz
- 6 Graphic Overlays
- 7 Think Sheet
- 8 B-D-A Questions

1 “Pass That Please”

The activity “Pass That Please” is designed to help students practise previewing a text by skimming its organizational features. This activity also highlights the vast range of resources that are available when conducting a research project.

This activity is most useful when students are working on a teacher-directed project as the resources can be located ahead of time.

- Collect a range of resources.
- Arrange students in pairs. The pairs can sit and face each other in an inside/outside circle arrangement.
- Give each student a resource to preview. Provide students with time to preview the resources.
- Have partners take turns to share their findings and comment on the suitability of each text for their projects. Have students pass the resource on and receive another resource to preview.

2 Text Features Survey



The activity Text Features Survey allows students to practise previewing a text to identify organizational features so they can access and use the text.

- Give students a text and a survey form listing a range of organizational features in a text.
- Have students preview the text, noting the organizational features on the survey provided.

- Prompt students to repeat the process with a number of texts. Once the survey has been completed, the collated information can be used to determine which texts will be most suitable for their research projects.

The following activities are explained in detail in Section 1—Teaching Comprehension and Word Identification Strategies.

- 3 Sneak Preview** See pages 162–63.
- 4 Hunt the Text Challenge** See pages 163–64.
- 5 Beat the Buzzer Quiz** See page 164.
- 6 Graphic Overlays** See pages 161–62.
- 7 Think Sheet** (Raphael 1982) See page 137.
- 8 B-D-A Questions** See pages 159–60.

At this stage in the Information Process, the focus is on using the questions generated before reading. Doing this will help when skimming and scanning resources.

Step 3—Selecting and Recording Appropriate Information

The third step of the Information Process involves students selecting and recording appropriate information to develop their research projects. At this stage of the Information Process, students may also be critically evaluating the suitability of texts. They will also need to check the credentials of all the authors of the information.

After the chosen texts and information within the texts have been evaluated, students are required to select and record information that will be appropriate to their investigations. They will need to take and make notes.

What Students Need to Know

To successfully select and record appropriate resources and information within resources, students will need to know the following:

How to Access Different Text Forms

At this stage of the Information Process, students benefit from knowing how a text is organized so they can locate and access information. They need knowledge about

- text structure, e.g., cause and effect, problem and solution, compare and contrast, listing

- text organization, e.g., contents, index, sections, headings, subheadings, fact boxes, boldfaced or italicized wording, bullet points, symbols, key, captions, labels, glossary
- language features, e.g., grammatical structures, choice of vocabulary

How to Use Technology

At this stage of the Information Process, students benefit from knowing how to

- retrieve information from electronic sources
- reference electronic materials

How to Take and Make Notes

It is critical that students understand the purpose of note-taking and note-making. The taking and making of notes improves recall of important information, increases the students' understanding between new material and their prior knowledge, and refocuses reader attention.

Note-taking is recording key information from a text. It serves several purposes, including expanding knowledge of a topic and organizing and summarizing content for future reference or use in another task. Notes should be complete, concise, and easy to understand to the writer at a later date.

Note-making is recording responses to a text by making notes, comments, and questions. Note-making promotes critical thinking as students connect the new information with their prior knowledge.

To take effective notes, students benefit from knowing how to

- select or create appropriate note-taking formats
- create a note-taking plan and personal shortcuts
- create appropriate headings and subheadings
- identify key information and record key words from written, visual, and oral texts
- identify main ideas and supporting details
- interpret and retrieve information from text, diagrams, maps, graphs, charts, pictures, photographs, flowcharts, and tables
- summarize and paraphrase
- synthesize

Students also benefit from knowing how to use a variety of methods for recording information in note form. These methods, which help students make appropriate connections between information, include

- making lists
- using sequences, e.g., flowcharts, timelines

- creating graphic organizers, e.g., semantic grids, retrieval charts, structured overviews, Venn Diagrams, concept maps
- using two-column or three-column notes

Determining the Appropriateness of the Information

At this stage of the Information Process, the students may need to re-evaluate and refine their focus questions based on a preliminary preview of their resources. They can use their focus questions to create possible headings and subheadings to assist when taking notes.

Students benefit from knowing how to determine and evaluate

- information in the text, e.g., readability, relevance, organization
- devices used by authors to present a particular point of view, e.g., bias, prejudice, omissions, exaggeration, false claims (See Chapter 2: Contextual Understanding, pp. 59–65.)

Being able to answer the following questions may help students to select and record appropriate information.

Questions for Students to Consider

- Do I know how to locate key information in a text?
- Do I know the difference between what is a main idea and what is supporting detail?
- Which method will I use to take my notes? What format will I use?
- As I made my notes, did I look at all the available information, including the illustrations, captions, graphs, maps, tables, diagrams, and charts?
- Have I compiled my notes from various resources and compared the information from those resources?
- Did I remember to make notes (personal questions and responses) as well as just taking notes (summarizing the text)?
- Have I written my notes in point form and not copied large chunks of information?
- Can I understand my notes and could I explain what I have learned to someone using them?
- Have I updated my bibliography by recording all the new resources I have used?

Figure 4.56 Questions about selecting and recording information

Supporting Students in Selecting and Recording Appropriate Information

Teachers can select from the following guided practice activities that will help students to select and record appropriate information.

- 1 C-W-S-C (Comprehend, Write, Share, Clarify)
- 2 Take Away
- 3 Pick, Pair, Share
- 4 Visualize and Note-take
- 5 Structured Overview
- 6 K-W-L Chart
- 7 Oral Summaries
- 8 Post Your Senses
- 9 Information Images
- 10 Retrieval Charts
- 11 Check the Text
- 12 Connecting with the Text
- 13 Famous Five Key Word Search
- 14 Very Important Points (VIPs)

1 C-W-S-C (Comprehend, Write, Share, Clarify)

The C-W-S-C activity promotes active listening and provides students with practice in identifying, extracting, and clarifying key information.

- Select an appropriate text. Preview the text and mark any relevant places for students to pause as they complete the activity.
- Have students listen to, view, or read the text to gain an overall understanding of it.
- Have students listen to, view, or read the text again, pausing at the selected places. Ask students to write key information (words or phrases) they have identified.
- Continue in this way until the text is completed and notes have been made for each section.
- Have students work in pairs or small groups to share their notes by comparing and clarifying their information. Encourage students to add or delete information if necessary.
- Combine groups and have the students repeat the process.
- Encourage students to listen to, view, or read the text again as a final check.

2 Take Away

Take Away is an activity that helps students to identify key information. Students read a text, deleting less essential words, such as pronouns, conjunctions, and prepositions. This activity is particularly useful when students are working with electronic texts.

- Lead a discussion about those words that carry the meaning, that is, the verbs and nouns.
- Provide students with a text and ask them to read it.
- Direct students to reread the text, sentence by sentence, deleting non-essential words and phrases or words that contribute least to understanding.
- Prompt students to examine the remaining words. Provide time for students to think about these specific words and reasons why they remain.
- In pairs, have students share and compare their words, discussing why certain words have been deleted or left in.

3 Pick, Pair, Share

The use of underlining or highlighting in the Pair, Pick, Share activity helps students to isolate important information. The activity can also be used to identify redundant information. To complete this activity, students need text that can be underlined or highlighted.

- Select a text, preview it, and write some focus questions.
- Provide each student with a copy of the text.
- Direct students to read the whole text.
- Before students read the text again, provide them with a copy of the focus questions.
- Instruct students to reread the text, highlighting or underlining the words or phrases that answer the focus questions. It may be helpful if students are provided with a maximum number of words that they can highlight or underline in each paragraph or page of text.
- In pairs, students can decide which words are most suitable to answer the focus questions.
- After pairs have decided, they can join another pair to share and compare their words. Students do not have to come to a consensus at this stage, but may wish to review their word choices based on their discussion.

4 Visualize and Note-take

The Visualize and Note-take activity involves students in representing concepts and main ideas pictorially. This activity will enhance students' understanding and ability to interpret a text. The

choice of text for this activity requires careful consideration as not all texts are suitable.

- Provide students with an oral text or a written text with the illustrations removed.
- Have students listen to or read the text.
- Direct students to listen again or reread the text, pausing at relevant places to record a visual representation of their understanding, e.g., **sketch, flowchart, cycle, map, chart**. As students become familiar with this activity, words could be included with the visual representation.
- Have students share their representations with a partner or small group.

5 Structured Overview

See pages 182–83, under Step 1—Identifying and Defining Research Requirements, for an explanation.

6 K-W-L Chart (Ogle 1986)

See pages 179–80, under Step 1—Identifying and Defining Research Requirements, for an explanation. The focus in this stage of the Information Process will be completing the L column—What I Have Learned.

The following activities are explained in detail in Chapter 4: Section 1—Teaching Comprehension and Word Identification Strategies:

- 7 Oral Summaries** See page 169.
- 8 Post Your Senses** See pages 155–56.
- 9 Information Images** See page 157.
- 10 Retrieval Charts** See pages 164–65.
- 11 Check the Text** See page 136.
- 12 Connecting with the Text** See page 139.
- 13 Famous Five Key Word Search** See page 167.
- 14 Very Important Points (VIPs)** See page 168.

Step 4—Processing and Organizing Information

The fourth step of the Information Process requires students to process and organize the information for their research projects. Processing involves analyzing and synthesizing information that has been retrieved from various sources. Organizing involves completing initial drafts and revising writing. It is important that students see this step as creating a learning opportunity for others.

What Students Need to Know

To successfully process and organize information, students will need to know about the following.

Text Form

Students need to know about the structure of a text—the organization and language features of a range of oral, visual, and written texts. This knowledge will help them to make decisions about the most appropriate way to organize information for their research projects.

How to Organize the Information

Once students have made a decision about which particular text form they will use, they can select or create the appropriate framework to organize the information they have gathered.

At this stage of the Information Process, students need to know about creating a written, visual, or oral text as required. Creating a text involves completing a first draft, revising, editing, proofreading, and eventually finalizing the text.

Creating written texts requires students to

- expand upon their short notes to construct complete sentences
- create sentences that express complete thoughts
- sequence their information and the sentences
- construct paragraphs that begin with a topic sentence, provide supporting details in the following sentences, and conclude with a summary sentence that links into the next paragraph
- connect ideas from one paragraph to the next and throughout an entire text
- select language features that will suit the text form, topic, and audience
- create effective openings, e.g., use a leading question, share an anecdote, start with dialogue, lead with an informative statement, use the element of surprise, begin with something that leaves the audience questioning or wondering
- create effective endings, e.g., state an opinion, judgment, or implication, make a prediction, reiterate viewpoints, make a comment about a change of thinking or belief, pose a question

How to Revise, Edit, and Proofread

Once students have written first drafts, they need to revise and edit their work. Revising, editing, and proofreading can be modelled and practised as a whole class before students independently apply these skills to their own work.

Jointly constructing an Editor's Checklist is a good starting point so students can develop these skills.

Being able to answer the following questions may help students process and organize information.

Questions for Students to Consider

- Have I sorted all of my information into headings that will answer the focus questions?
- Do I have all the information I need? If not, what else do I need?
- Where could I go to find this information?
- Have I selected a familiar text form to use?
- Have I combined my sentences logically into paragraphs?
- Is there variety in my sentence leads and length?
- Does my writing flow, with all the paragraphs logically sequenced and linked?
- Does the piece reflect my voice as a writer? Is it more than a regurgitation of factual information?
- Have I revised and edited my text to make sure that the information and ideas are clear?
- Have I proofread my work for spelling, punctuation, and grammar?
- Is my bibliography up-to-date?

Figure 4.57 Questions about processing and organizing information

Supporting Students in Processing and Organizing Information

Teachers can select from the following guided practice activities that will help students to process and organize information.

- 1 Physical Sentence Construction
- 2 Reconstructing a Text
- 3 From None to Some
- 4 Hook, Line, and Sinker
- 5 Group Editing
- 6 Editor's Checklist
- 7 Oral Editing
- 8 Main Idea Sort
- 9 Main Idea Pyramid
- 10 Great Debate

1 Physical Sentence Construction

This activity is designed to help students understand the concept of a sentence and the function of words and punctuation within a sentence.

- Create cards containing words that can be made into a sentence. Place one word per card. Put a sticky note with the initial letter of the word written as a capital on the back of each card.
- Prepare some cards with punctuation marks, one mark per card.
- Have a supply of blank cards and markers ready.
- Hand out the individual word cards to students.
- Ask students with cards to form a sentence at the front.
- Have the whole class read the sentence. Pose the question “Is this a sentence?” As students offer suggestions, such as “It needs to start with a capital letter,” have the student holding that card place the capital letter at the beginning of the word.
- If suggestions are made for punctuation, hand out the suggested punctuation card and invite that student to join the sentence.
- Reread and check the sentence at each stage.
- Have students suggest how the sentence could be rearranged or added to. Try some of the suggestions using blank cards on which to write new or alternative words to be added to the sentence.

Adaptation:

Sometimes, students need assistance to reduce sentences. This activity can be adapted by having students suggest words to be deleted without altering the meaning of the sentence.



Figure 4.58 Word cards for Physical Sentence Construction

2 Reconstructing a Text

Reconstructing a Text requires students to manipulate sections of a text to achieve the best effect. Students require an understanding of the structure and function of texts, sentences, and paragraphs.

- Provide groups with an envelope that contains a text cut into sections: a sentence cut into words, a paragraph cut into individual sentences, or a text cut into paragraphs.
- Have students read each section and order the text according to what they believe is the most effective.
- Have students share reconstructions with other groups. They can explain their reasons for structuring their text.
- Invite students to compare their reconstructions with the original text.

3 From None to Some

The activity From None to Some reinforces the importance of paragraphing as an organizational tool, both from a writer's and a reader's viewpoint.

- Have students work with a partner. Provide each pair with a continuous text that does not contain paragraphs.
- Ask students to read the text and highlight where they think each new paragraph may begin.
- Prompt pairs to share their work with another pair, comparing and justifying choices made.
- Jointly construct a chart, listing how a paragraph links to the next.

4 Hook, Line, and Sinker

Hook, Line, and Sinker focuses students' attention on headlines and leads in paragraphs. In this activity, students recognize how to identify devices that are used for effect.

- Collect a variety of newspaper or magazine articles. Separate the headlines and bylines or lead sentences, from the text.
- Arrange students into pairs or small groups. Distribute two or three headlines and bylines or lead sentences to each group.
- Provide time for students to discuss their headlines, encouraging them to speculate on the content of the information to follow.
- Distribute the text and have students match it to the headline and byline or lead sentence.
- Discuss what makes an effective headline or lead sentence. List suggestions that will assist students when they are creating effective opening sentences, e.g., posing a question, creating a title with a double meaning.

5 Group Editing

Group Editing involves students collaboratively reviewing a piece of text and making changes to improve it.

- Provide a first draft to each group of students.
- Have students read the piece and make changes.
- Provide opportunities for the whole class to compare and discuss the changes made.

6 Editor's Checklist

Jointly creating an Editor's Checklist supports students in developing the skills needed to independently edit their own work and that of others.

The draft might come from a student's portfolio from the previous year or be a piece of writing you have created. It should need at least moderate revising.

- During modelled, shared, and guided writing, jointly construct an editing checklist and include common proofreading marks, e.g., ^ insert a word, # insert space.
- Encourage students to refer to and use the checklist during independent writing time and editing sessions.

EDITOR'S CHECKLIST

Have I

- ☐ read through my work section by section and then all the way through to make sure it flows and makes sense?
- ☐ thought about adding or deleting some information to make the piece better?
- ☐ organized my sentences into paragraphs?
- ☐ checked that my sentences start in different and interesting ways?
- ☐ checked that the grammar is correct?
- ☐ checked the punctuation of each sentence?
- ☐ read through carefully checking for and correcting spelling?
- ☐

PROOFREADING SYMBOLS

- ≡ capital letter needed
- ⊙ period
- ¶ start new paragraph
- ^ add letter or word
- kat check spelling
- # insert a space
- (cat) check word used
- sp spelling mistake
- G grammar
- P punctuation

Figure 4.59 The open space between checklist and symbols points to the evolving nature of the checklist.

7 Oral Editing

Oral Editing provides an opportunity for students to edit their own work as they share it with a partner. It also provides a chance to receive feedback from an audience.

- Organize students to meet in pairs. Direct students to bring work to be edited to the meeting.
- One student from each pair reads the work to be edited aloud. Allow the students to stop and make changes as they go. They may discuss their work with their partners as needed.
- Encourage students to reread the corrected sections.
- Once the reading is completed, have the partner offer constructive feedback.
- Repeat the process for the other student in the pair.

The following activities are explained in detail in Section 1—Teaching Comprehension and Word Identification Strategies.

8 Main Idea Sort See page 170.

9 Main Idea Pyramid

See page 168. At this stage in the Information Process, students should have their notes and have completed the activity that relates to clustering cards into the pyramid.

10 Great Debate See page 153.

Step 5—Creating and Sharing a Presentation

The fifth step in the Information Process requires students to create an effective presentation to share their work. When creating the presentation, students need to consider the purpose, the information to be shared, and the audience. With these factors in mind, it is important that students see that choosing the presentation format is not the first decision to be made, but one that could evolve as they collect information and gain greater understanding of their research projects.

Many options can be explored for creating and presenting a project. Students can be encouraged to explore the print and non-print media options available. Information technology can be incorporated effectively throughout the entire Information Process and is particularly useful at this stage. As they set about selecting a presentation format, students need to be encouraged to reflect on their own strengths and learning styles as well as considering their audience.

What Students Need to Know

To successfully create and share a presentation, students will need to know about the following

Text Form

Continue to build students' knowledge about the structure, organization, and language features of a range of oral, visual, and written text forms. Students can consider using text features that improve the navigation of an investigation, e.g., **contents, index, glossary, headings, captions, icons.**

Use of Information Technology

A variety of information technology skills will enable students to make choices to enhance their presentations.

Useful computer skills include word processing, charting, creating spreadsheets and databases, and designing Web pages. Students can be taught how to use clip art and specialist packages, such as PowerPoint, HyperStudio, and desktop publishing.

Learning how to use specialist audio and visual equipment as well as creating sound and images may also be beneficial.

Audience Presentation Skills

Decisions about how to present projects will include whether students choose oral, visual, or written modes. Each mode requires different skills.

When presenting in the oral mode, students will benefit from

- knowing how to use their voices effectively, e.g., **volume, tone, pace, clarity**
- being aware of and responding to the audience, e.g., **body language**
- considering audience involvement
- knowing how to use aids to enhance their presentation
- developing effective introductions and closures
- responding to questions

When presenting in the visual and written modes, students may benefit from knowing about presentation techniques such as these:

- layout and design, e.g., **storyboards**
- text product types, e.g., **scrolls, charts, models, mobiles, books**
- special effects, e.g., **cut-outs, pop-ups**
- borders and lettering

Being able to answer the following questions may help students create and present a research project.

The school's teacher-librarian could be an invaluable resource both in teaching students computer skills and in enabling access to print and electronic resources.

Questions for Students to Consider

- What would be the most effective presentation format to use?
- Am I comfortable with the information in my presentation?
- Do I understand all the information in my presentation?
- Do I have a timeline and a deadline for creating my presentation?
- Do I need to include any text features to enhance my final presentation?
(e.g., *illustrations, captions, tables, graphs, maps, or diagrams*)
- Do I have the necessary skills to create the presentation I would like to make?
- Do I have a time limit for the presentation?
- Have I got someone to give me feedback on my presentation idea, including the possible design, before I implement it?
- Is my presentation original?
- Will I need any special resources or equipment for my presentation?
- Have I rehearsed my presentation so that I am familiar with the content and format?

Figure 4.60 Questions about creating and presenting a research project

Supporting Students in Creating and Sharing a Presentation

Teachers can select from the following guided practice activities that will help students to create and share a presentation:

- 1 Outlining
- 2 Design This!

1 Outlining

This activity enables students to investigate text layout and how the placement of text and other features can improve the readability of a presentation, thereby creating an impact.

- Provide groups of students with pages from a variety of texts.
- Provide time for students to discuss the pages in terms of their visual impact and appeal. Have students justify their comments by pointing out particular features.
- Invite each student to select one page of text. Provide laminated sheeting or overhead projector film to make an outline around the different sections of the text. Direct students to label the text, illustrations, and headings.
- Have the students look at the proportion of text to non-text features. Discuss the amount of text versus visual features and their opinions of the effect and appeal of the pages.

2 Design This!

The Design This! activity encourages students to create a text layout and design to suit a particular audience.

- Provide groups of students with a jumbled piece of text. (Before distributing this text to students, remove any organizational features such as headings or graphics.)
- Identify an audience or context for each group, e.g., **younger students, high school students, adults, textbook, women's magazine, newspaper supplement.**
- Have students put the text into a suitable order. They can then work on editing and laying out the text so it will be suitable for their audience.
- Have students add headings, graphics, and any other text features that will enhance the appeal and readability for their audience.
- Prompt students to share their text with the whole class, discussing their rationale for design features and text alterations.

Step 6—Evaluating the Research Project

The final step in the Information Process involves students in evaluating the way the research project was carried out and the effectiveness of their presentation. Evaluation provides an opportunity for students to identify areas of strength and areas for improvement.

At the same time, teachers can reflect on the overall performance of the students. There will be an assessment of the processes involved as well as the final product. Assessment tools that can be used at this stage include conferences, interviews, surveys, and questionnaires.

It is important to note that even though evaluating is listed as the final step in the Information Process, it is an ongoing process. Students can be reflecting and assessment throughout their work and their progress can then be monitored.

What Students Need to Know

If students have a clear understanding of the expectations of a research project from the outset, they can assess their own performance throughout the process.

In order to measure their own performance, students may need to have an understanding of and be able to use a variety of self-assessment tools. These include

- goal-setting sheets
- learning logs
- journals
- reflection sheets
- jointly constructed rubrics and checklists

Students also benefit from knowing how to provide feedback to their peers.

It is important for students to know how to review the goals they set at the beginning of their projects. The attainment of these goals can be used to identify strengths and areas of need. They can also be used as the basis for setting future goals.

Being able to answer the following questions may help students assess a research project.

Questions for Students to Consider

- What did I set out to achieve with this project?
- Did I achieve all that I wanted to? If no, what stopped me from achieving my goals?
- What new knowledge and skills do I have after completing my project?
- Do I think others learned something through the sharing of my work?
- Did I respond to the feedback I received from others? How?
- If I could do the project again, is there anything I would do differently? Why?
- When it comes to the Information Process, what do I think are my strengths?
- In what areas of the Information Process do I need to improve?
- As a result of this project, what more would I like to know?

Figure 4.61 Questions about assessing a research project

Supporting Students in Evaluating a Research Project

Select from the following guided practice activities that will help students to evaluate a research project.

- 1 Two Stars and a Wish
- 2 Journals and Reflection Sheets
- 3 Post a Goal

1 Two Stars and a Wish



The Two Stars and a Wish activity provides a framework for peers and teachers to give constructive feedback. The activity also promotes active and reflective listening.

This activity can also be used for personal reflection. Comments can be made on positive aspects of work as well as focusing on areas for improvement.

- Before students make a presentation, have them share with the audience those aspects on which they would like feedback.
- After the presentation, have the audience respond in the form of two positive comments (stars) and one constructive comment (wish). Members can respond in oral or written form. (See the *First Steps Reading Resource Book* CD-ROM for a line master.)

2 Journals and Reflection Sheets



Journals and reflection sheets can be used by students to reflect on their progress. These journals and sheets promote metacognitive thinking.

- At predesignated points in the Information Process, provide students with a framework that can be used to reflect on their progress. The framework may be in the form of a series of questions or sentence stems. (See Student Reflection Sheet and Reflection—How Am I Doing? on the *First Steps Reading Resource Book* CD-ROM.)

3 Post a Goal




The Post a Goal activity helps students to set manageable and achievable goals and promotes metacognitive thinking.

- Provide students with the Post a Goal line master and have them reflect on various aspects of the Information Process. They might

Metacognitive thinking is a form of higher order thinking where readers think about what strategies to use to make sense of texts and determine which will improve their understanding. It involves self-monitoring and reflecting.

- review aspects that were done well, aspects that show improvement, and aspects that need improvement.
- Before they begin new research projects, have students return to their reflections so they can use the information to set a plan for improvement.


Reading Resource Book, pp. 203-4

Name: _____
Date: _____

Post a Goal

My Research Project:

I chose this topic because

I think I did these things well during my research work:

I have improved in these areas:

For my next research project, I want to get better at

© Western Australian Minister for Education: 2004
Canadian Edition, 2008
MAY BE COPIED FOR CLASSROOM USE ONLY
This page may have been modified from its original.
40

Figure 4.62 Post a Goal

Informing Parents About the Information Process

It is important that parents be informed about the Information Process and the rationale behind it. It is also important for parents to know the teacher's expectations for the project as well as to be aware that the process is as important as the product.

Part of informing parents is sharing with them the support role they can play at home. The more informed parents are about the processes and the outcomes to be achieved by students, the more likely parents will understand that their role is to support and guide rather than to do the work.

Parents can be provided with information through letters, family evenings, newsletters, e-mails, and meetings. Information can be provided to parents about the steps of the Information Process, the teacher's role, and the role they can play at home. The key role for parents in supporting their child is to monitor their efforts at home and provide feedback to the teacher on any aspects they feel may need extra assistance.

Another aspect to share with parents is the expected amount of time to spend on the project at school and at home.

Sending home a calendar or a timeline for the research project with key dates marked for completion of certain tasks is a good way of letting parents and students know the time frame for the project. Both parents and students will also find out key completion points along the way. A calendar or timeline will help students plan and carry out their projects in manageable stages instead of in a rush as the end date approaches.

Inviting parents to observe their child's presentation is another way of including them in the process.

Glossary

alliteration	the repetition of the initial sound in consecutive words often used to create tongue twisters, e.g., <i>She sells sea shells by the seashore</i>
alphabetic principle	the assumption underlying alphabetic writing systems that each speech sound or phoneme of the language should have its own distinctive graphic representation
analyzing	a teaching and learning practice involving the examination of the parts to understand the whole
applying	a teaching and learning practice involving the independent use of a skill or strategy to achieve a purpose
assonance	the repetition of vowel sounds often used in lines of poetry, e.g., <i>Ousted from the house, the mongrel growled and howled</i>
book clubs	an approach somewhat similar to Literature Circles where even primary students can discuss books previously read aloud and reread before a meeting of about five students; less formally structured than Literature Circles
cloze procedure	an instructional activity involving the completion of incomplete sentences
compound word	a word as a single unit of meaning but made up of two complete words, e.g., <i>football, longhouse, mouthwash</i>
concepts of print	understandings about what print represents and how it works, e.g., <i>has a consistent directionality, is made up of letters, words</i>
conditions of learning	as identified by Brian Cambourne: immersion, demonstration, expectations, responsibility, approximations, practice, and feedback/support/celebrations; the conditions are interconnected and interwoven.
consonant	a letter in the alphabet other than a, e, i, o, u
consonant cluster	a sequence of two or more consonants, e.g., <i>tr, shr, ng</i>
context clues	context clues help readers determine what unknown words mean; they range from direct definitions, linked synonyms, and words summarizing previous concepts to examples, text mood, cause or effect, and use of words of opposite meaning.
Contextual Understanding	a strand of reading that involves an understanding of how the context affects the interpretation and choices made by authors and illustrators
continuant sound	a speech sound in which the vocal tract is only partly closed, allowing the breath to pass through and the sound to be prolonged, e.g., <i>/m/, /s/</i>
Conventions	a strand of reading that focuses on the structures and features of texts, including spelling, grammar, pronunciation, and layout
conventions of print	rules that govern the customary use of print in a language, e.g., <i>punctuation, upper and lower case letters</i>

critical literacy	a process of taking an in-depth look at what is present in a text and what is not in order to determine the author's world view and purpose in writing and how the reader feels about this; related to social justice
cueing system	a set of cues or clues built into the structure and patterns of language; these structures and patterns are seen as systems because the English language is systematic in the way that words are ordered to create meaning, letters and sounds are related, punctuation is used, and the language is used to communicate.
deconstructing	analyzing a text, section by section, to reveal its structure, linguistic features, or use of language
digraph	two letters that together represent one speech sound, e.g., <i>ch</i> , <i>ai</i> , <i>ee</i> , <i>sh</i>
DIRT	Daily Independent Reading Time; a name for silent independent reading with the purpose of promoting the act of reading
discussing	a teaching and learning practice involving the exchange of opinions on topics, themes, or issues
echo reading	a way of repeated reading to promote fluency, echo reading calls for students to repeat aloud not only the sentences that the teacher says fluently, but also the expression with which they are said.
familiarizing	a teaching and learning practice involving raising awareness and activating prior knowledge
Fishbowl technique	a modelling technique that involves students seated around the perimeter of the room, observing a group of students rehearsing a process; the teacher directs observations and facilitates discussion.
Five Finger Rule	a simple way that supports readers in judging text difficulty; the reader chooses a page from a text that might be interesting to read and for each unknown word puts a finger down. If the thumb is put down before reaching page bottom, the reader might want to select an easier text.
flexible grouping	groups formed and dissolved depending on the goal of a lesson
fluency	reading aloud smoothly, easily, and with expression, showing understanding of the author's message
frustrational level	the reading level at which a student's reading strategies break down; with comprehension below 90 percent, the text is too hard for the reader so signs of emotional tension, discomfort, and a negative attitude to reading become apparent.
Global Statement	a written snapshot of a learner in a particular phase of development, which encapsulates the typical characteristics of that phase
Gradual Release of Responsibility Model	developed by Pearson and Gallagher (1983), this model involves the sequential use of teaching practices that move students from a supportive context, where the teacher has a high degree of responsibility for demonstrating through modelling and sharing, to a more independent context, where students take on responsibility, first guided and then applying their learning.

graphic organizers	visual representations of concepts that enable a learner to visualize, record, and retrieve information from a text
graphophonic cueing system	a system of cues that draw on readers' knowledge of the relationships between sounds and written forms of language in order to help identify unknown words
Guided Reading	an instructional approach in which the teacher provides scaffolds and support to a small group with a similar identified need as they read a common text matched to their instructional level and interests—the teacher guides the reading.
guiding	a teaching and learning practice involving the provision of scaffolds through strategic assistance at pre-determined checkpoints in the learning process
Have-a-Go	an approach that recognizes a student may need to generate alternative spellings to misspelled words before determining the correct spellings
high-frequency words	words that occur frequently in all texts; they include function, or glue, words, such as prepositions, as well as concrete words.
independent level	the highest reading level at which a student can read easily and fluently, with 95 to 100 percent accuracy in recognizing words and 90 percent accuracy in comprehending the text
Independent Reading	an instructional approach that involves readers independently applying previously learned strategies to texts they have chosen to read; part of the continuum of diminishing support seen in the Gradual Release of Responsibility Model
Indicator	a description of a literacy skill or behaviour on the <i>First Steps</i> Maps of Development
innovating	a teaching and learning practice where students alter or amend a text to create a new one
instructional approaches	characterized by a number of widely accepted steps or stages and generally applicable to all phases of development, several approaches taken by teachers are used for implementing a comprehensive approach to teaching the writing or reading processes in meaningful contexts.
instructional level	the highest level at which a student can still make meaning, provided preparation and assistance are received from the teacher; word recognition is 90 to 95 percent accurate and there is at least 80 percent comprehension. Texts at this level are most appropriate for the explicit teaching of reading.
investigating	a teaching and learning practice involving finding, analyzing, questioning, and using of information for a purpose
K-W-L-S	a variation of the familiar K-W-L chart which encourages the activation of students' prior knowledge and helps students generate and refine research questions; the letters stand for Know, Want to know, Learned, Still want to know.
Key Indicator	a description of a literacy behaviour that most students display at a phase on the <i>First Steps</i> Maps of Development

Language Experience Approach	identified by <i>First Steps</i> as one of six instructional approaches, Language Experience Approach refers to a shared experience used as the basis for students and teacher jointly composing and then reading a text.
language features	varying according to the purpose of a text, these refer to the type of vocabulary and grammar used in a text; they encompass types of tense, such as past and present; vocabulary, including technical; signal words; style, ranging from chatty to objective; and sentence parts, including verbs and adjectives.
Literature Circles	an instructional approach where groups of students meet to discuss, respond to, and reflect on a common text they have chosen to read; structured to promote student independence, responsibility, and ownership in reading of both literary and informational texts
Major Teaching Emphases	teaching priorities appropriate to phases of development
mode of communication	a primary way of categorizing types of communication texts; <i>First Steps</i> pays particular attention to the oral, written, and visual modes.
Modelled Reading	an instructional approach in which the teacher demonstrates specific reading strategies and behaviours and uses Think-Alouds to model what an effective reader would do
modelling	a teaching and learning practice involving explicit demonstration of the thinking behind how and why something is done
nominalization	a language feature where a verb is turned into a noun so that the idea seems more formal and objective; also, responsibility can be shifted away from the actual cause—consider <i>pollution</i> versus <i>pollutes</i> .
organizational framework	organizational, or text, framework is the way a text is physically organized or laid out; it varies depending on the text form and topic.
orthographic knowledge	knowing about the spelling of words in a given language according to established usage
orthography	the study of the nature and use of symbols in a writing system, e.g., letter patterns
phase	a clustering of behaviours along the <i>First Steps</i> Maps of Development
phonogram	<i>see</i> rime; also known as word families, e.g., -at, -ame, -og
phonological awareness	an ability to recognize, combine, and manipulate the different sound units of spoken words; an umbrella term, it includes units of sound larger than the phoneme, such as syllables.
phonology	the study of the sounds in a language
playing	a teaching and learning practice involving the exploration of concepts and skills through imagining and creating
positioning	an attempt on the part of the author to influence the reader to take a particular point of view; content or character is framed in a certain way which may change as the text develops.

practising	a teaching and learning practice involving the rehearsal of a skill or strategy
pragmatic cueing system	in the pragmatic cueing system, other cueing systems, notably the semantic, syntactic, and graphophonic, are linked with the context; cues relate to knowledge of audience, purpose of writing, and situation.
pragmatics	the study of how context influences the reading event; it includes consideration of an author's deliberate choices to best engage an audience and realize a certain purpose and the ways a reader is affected by those choices.
prior knowledge	in this context, the knowledge a reader draws on when reading and interpreting texts; made up of the knowledge within such cueing systems as the semantic, graphophonic, and syntactic
Processes and Strategies	a substrand of reading involving the application of knowledge and understandings to comprehend and compose texts
Readers Theatre	oral performance of a script where the focus is on interpretation and expressive reading rather than on memorization or dramatization through body movement; an ideal forum for readers to practise fluency and an authentic cooperative activity
Reading Aloud to Students	an instructional strategy where the teacher models expressive and fluent reading aloud while trying to engage the students; it can be interactive if the teacher encourages discussion intended to build prior knowledge and addresses listeners' ideas and questions.
reading conference	a structured conversation in which aspects of students' reading development are discussed
reflecting	a teaching and learning practice involving thinking back on the what, how, and why of experiences
rime	a vowel and any following consonants of a syllable, e.g., "uck" in "truck"
scaffold	a temporary support that the teacher provides to help bring a student's skills and knowledge to a higher developmental level; part of guided practice
schwa	an unstressed mid-central vowel as in the first sound in the word <i>alone</i>
semantic cueing system	a system of language cues that draw on readers' knowledge of words, especially meaning of words, phrases, and sentences, and knowledge of the world of the topic. The essential question is, What would make sense here?
Shared Reading	an instructional approach where the teacher blends modelling, choral reading, echo reading, and focused discussion, involving students in reading texts that are visible to them
sharing	a teaching and learning practice that involves the joint construction of meaning, e.g., between teacher and student, or student and student
simulating	a teaching and learning practice in which one adopts a role or imagines oneself in a hypothetical setting

situational context	factors that influence the author's choice of language or the way the reader interprets the text: the purpose of writing or reading, the subject matter or knowledge of it, the text product type or the situation in which the reading takes place, and the roles and relationships between the communication participants
socio-cultural	a combination of social and cultural factors, such as economic status, geographical location, beliefs, and values
socio-cultural context	the expectations and values of the social and cultural groups at the time a text is written or read—these have an impact on how language is used by the writer or interpreted by the reader.
stop sounds	a consonant speech sound made by stopping the flow of air, e.g., /b/, /d/, /g/
strand	one of four interwoven language modes addressed by <i>First Steps Literacy</i> , reading, writing, viewing, speaking and listening
strategy	the mental processes you use to do something you want to do
substrand	as presented in <i>First Steps</i> , under each strand of Reading, Writing, Viewing, and Speaking and Listening, there are interwoven lenses through which student performance in literacy can be monitored and supported—Use of Texts, Contextual Understanding, Conventions, and Processes and Strategies. The Maps of Development are framed on them.
syntactic cueing system	a system of cues that draw on readers' knowledge of the ways words are patterned or structured to form phrases, clauses, and sentences; readers use these cues to help decide if text sounds right.
text	any means of communication using words, graphics, sounds, and images, in print, oral, visual, or electronic form, to represent information and ideas to an audience. These ideas can be shared over distance and time.
text features	the physical organizational features of a text that clarify and support text meaning; these appear within the text framework. Text features include headings and bold and italic fonts.
text form	a category of text with specific characteristics; with a structure and organization that flows from its purpose, a text form—for example, an editorial—provides a way for writers and readers to think about purpose and intended audience.
text-form knowledge	knowledge of the purpose, organization, structure, and language features of a range of texts
text organization	see text features and organizational framework.
text product type	a choice made by a writer on how best to present or publish text of an identified purpose; formats ranging from book and magazine to e-mail and DVD
text structure	refers to the way ideas, feelings, or information are linked in a text. Common structures include problem and solution, compare and contrast, cause and effect, and listing, as in logical or chronological sequence.

transforming	a teaching and learning practice involving the re-creation of a text in another form, mode, or medium, e.g., a story to a play, a book to a film
Use of Texts	a substrand of reading involving the composition and comprehension of texts
USSR	Uninterrupted Sustained Silent Reading; a name for silent independent reading
vowels	a, e, i, o, u, sometimes referred to as long or short; long vowels represent the sound of their letter name, e.g., <u>b</u> ay, <u>b</u> ee as in <u>b</u> oat; short vowels represent the sounds heard in <u>b</u> at, <u>b</u> it, <u>b</u> et, <u>b</u> ut, <u>b</u> ot.
word identification	determining the pronunciation and meaning of an unknown word
word recognition	knowing the pronunciation and meaning of words previously encountered

Bibliography

- Adams, M. S. 1990. *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: MIT Press.
- Allen, J. 1999. *Words, Words, Words—Teaching Vocabulary in Grades 4–12*. Portland, ME: Stenhouse.
- Anderson, L. W., and D. R. Krathwohl. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Armbruster, B. B., F. Lehr, and J. Osborne. 2001. *Put Reading First: Research Building Blocks for Teaching Children to Read*. Washington, DC: Center for the Improvement of Early Reading Achievement (CIERA).
- Badenhop, A. M. 1992. "Phonological Awareness Skills." In *Prevention of Reading Failure*, edited by A. Watson and A. Badenhop. Sydney, AU: Ashton Scholastic.
- Bailes, J., ed. 1980. *The Reading Bug and How to Catch It*. Sydney, AU: Ashton Scholastic.
- Bamford, R. A., and J. V. Kristo. 2000. *Checking Out Nonfiction K–8: Good Choices for Best Learning*. Norwood, MA: Christopher-Gordon Publishers.
- Bartel, B. 1993/94. "What Research Has to Say About Instruction in Text-Marking Strategies." *Forum for Reading* 24: 11–19.
- Bartlett, B. J. 1978. "Top-Level Structure as an Organizational Strategy for Recall of Classroom Year." Unpublished doctoral dissertation. Arizona State University.
- Beck, I. 2001. "Word Building Sounds." Downloaded 27 August 2003. www.education.pitt.edu/leaders/Decode%20strategs/wordbuildingsounds.htm.
- Bishop, W., and P. Zemliansky. 2001. *The Subject Is Research—Processes and Practices*. Portsmouth, NH: Boynton/Cook Publishers.
- Bloom, B. S., ed. 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook 1, Cognitive Domain*. New York: Longmans Green.
- Bolton, F., and D. Snowball. 1993. *Teaching Spelling: A Practical Resource*. Portsmouth, NH: Heinemann.
- Booth, D., and L. Swartz. 2004. *Literacy Techniques for Building Successful Readers and Writers*, 2nd Edition. Markham, ON: Pembroke Publishers.
- Bransford, J., A. Brown, and R. Cocking, eds. 1999. *How People Learn: Brain, Mind, Experience and School*. Washington, DC: National Research Council, National Academy Press.
- Burke, J. 2002. *Tools for Thought—Graphic Organizers for Your Classroom*. Portsmouth, NH: Heinemann.
- . 2000. *Reading Reminders—Tools, Tips and Techniques*. Portsmouth, NH: Boynton/Cook.
- . 1999. *I Hear America Reading*. Portsmouth, NH: Heinemann.
- Byrne, D., I. Garner, M. Gregory, C. Scott, and G. Tierney, compilers. 1987. *Record Information—Notemaking Methods and Strategies*. Australia: Library Services Branch, Education Department Western Australia.

- Cambourne, Brian. 2002. "The Conditions of Learning: Is Learning Natural?" *The Reading Teacher* 55 (8).
- Cole, A. D. 2003. *Knee to Knee, Eye to Eye—Circling In on Comprehension*. Portsmouth, NH: Heinemann.
- Creennaune, T., and L. Rowles. 1996. *What's Your Purpose? Reading Strategies for Non-Fiction Texts*. Marrickville, AU: Primary English Teaching Association.
- Cunningham, P. M. 2000. *Phonics They Use*. New York: Addison-Wesley Educational Publishers.
- , and R. Allington. 1999. *Classrooms That Work*. New York: Addison-Wesley Educational Publishers.
- Daniels, H. 2002. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, 2nd Edition. Markham, ON: Pembroke Publishers.
- Dansereau, D. F. 1980. "Learning Strategy Research." Paper presented at NEI-LRDC Conference on Thinking and Learning Skills. Pittsburgh, PA.
- Day, C. 2003. "Reading and Responding in Literature Circles." *PEN* 140.
- Dee-Lucas, D., and J. H. Larkin. 1990. "Organisation and Comprehensibility in Scientific Proofs or Consider an Article p. . ." *Journal of Educational Psychology* 82 (4): 701–14.
- Diller, D. 2003. *Literacy Work Stations: Making Centers Work*. Portland, ME: Stenhouse.
- Dolch, E. W. 1939. *A Manual for Remedial Reading*. Champaign, IL: Garrard Press.
- Duffelmeyer, F., D. D. Baum, and D. J. Merkley. 1987. "Maximizing Reader–Text Confrontation with an Extended Anticipation Guide." *Journal of Reading* 31: 146–50.
- Edelen-Smith, P. 1997. "How Now Brown Cow: Phonic Awareness Activities for Collaborative Classrooms." *Intervention in School and Clinic* 33 (2).
- Education Department of Western Australia. 2001. *Success for All—Selecting Appropriate Learning Strategies*. Carlton South, Vic, AU: Curriculum Corporation.
- . 1983. *First Sounds*. Perth, AU: Government Print.
- . 1999. *Shared and Guided Reading and Writing 2*. Oxford, UK: GHPD.
- Ehri, L. C. 1998. "Research on Learning to Read and Spell: A Personal Historical Perspective." *Scientific Studies of Reading* 2: 97–114.
- Erickson, J., and R. Lehrer. in press. "The Evolution of Critical Standards as Students Design Hypermedia Design." *Journal of the Learning Sciences*. Special issue on learning through problem solving. Volume 7, nos. 3 and 4.
- Fielding, L., and D. Pearson. 1994. "Reading Comprehension: What Works." *Educational Leadership*, 62–68.
- Firmstone, G., G. Tuffield, F. Toon, and N. Firmstone. 1996. *Strategic Spelling*. Melbourne, AU: Rigby Heinemann.
- Fox, B., and D. K. Routh. 1975. "Analysing Spoken Language into Words, Syllables and Phonemes: A Developmental Study." *Journal of Psycholinguistic Research* 4: 331–42.
- French, R., and J. Whitaker. 1996. *Realising Literacy Through Projects*. Newtown, AU: Primary English Teaching Association.

- Fry, E., J. Kness, and D. Fountoukidis. 1984. *The Reading Teacher's Book of Lists*. Paramus, NJ: Prentice Hall.
- Gee, J. P. 2003. *What Video Games Have to Teach Us About Learning and Literacy*. New York: Palgrave Macmillan.
- . 2004. *Situated Language and Learning*. New York: Routledge.
- Goodman, K. 1996. *Ken Goodman on Reading—A Common-Sense Look at the Nature of Language and the Science of Reading*. Portsmouth, NH: Heinemann.
- Goswami, U. 1994. "Reading by Analogy: Theoretical and Practical Perspectives." In *Reading Development and Dyslexia*, edited by C. Hulme and M. Snowling, pp. 18–30. London: Whurr.
- Granada Learning. 1999. *Talking About Information & Communications Technology in Subject Teaching—A Guide for Teachers Secondary KS3 & KS4*. Canterbury, UK: Canterbury Christ Church University College.
- Graves, M., and B. Graves. 1994. *Scaffolding Reading Experiences: Designs for Student Success*. Norwood, MA: Christopher-Gordon.
- Green, P. 1992. *A Matter of Fact—Using Factual Texts in the Classroom*. Armadale, Vic, AU: Eleanor Curtin Publishing.
- Harris, T. L., and R. W. Hodges, eds. 1995. *The Literacy Dictionary*. Newark, DE: International Reading Association.
- Harvey, S. 1998. *Nonfiction Matters—Reading, Writing and Research in Grades 3–8*. York, ME: Stenhouse.
- , and A. Goudvis. 2000. *Strategies That Work—Teaching Comprehension to Enhance Understanding*. York, ME: Stenhouse.
- Herber, H. W. 1978. *Teaching Reading in Content Areas*. Englewood Cliffs, NJ: Prentice-Hall.
- Hoyt, L., M. Moonye, and B. Parkes, eds. 2003. *Exploring Informational Texts—From Theory to Practice*. Portsmouth, NH: Heinemann.
- . 2002. *Make It Real—Strategies for Success with Informational Texts*. Portsmouth, NH: Heinemann.
- . 2000. *Snapshots—Literacy Minilessons Up Close*. Portsmouth, NH: Heinemann.
- . 1999. *Revisit, Reflect, Retell—Strategies for Improving Reading Comprehension*. Portsmouth, NH: Heinemann.
- http://www.education-world.com/a_lesson/lesson035.shtml. Downloaded 15 September 2003.
- International Reading Association. 1998. *Phonemic Awareness and the Teaching of Reading—A Position Statement from the Board of Directors of the International Reading Association*. Newark, DE: International Reading Association.
- Johnson, D. 1999. "Designing Research Projects Students (and Teachers) Love." Information Today Inc. Downloaded 10 June 2002. <http://www.infotoday.com/MMSchools/nov99/johnson.htm>.
- , and P. D. Pearson. 1984. *Teaching Reading Vocabulary*. New York: CBS College Publishing.
- Juel, C., P. Griffith, and P. Gough. 1986. "Acquisition of Literacy: A Longitudinal Study of Children in First and Second Grade." *Journal of Educational Psychology* 78: 243–55.

- Kajder, S. B. 2003. *The Tech-Savvy English Classroom*. Portland, ME: Stenhouse.
- Keene, E. O., and S. Zimmerman. 1997. *Mosaic of Thought—Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.
- Leonhardt, M. 1993. *Parents Who Love Reading, Kids Who Don't*. New York: Crown Trade Paperbacks.
- Lyon, A., and P. Moore. 2003. *Sound Systems*. Portland, ME: Stenhouse.
- Lyon, G. R. 1997. "Statement of G. Reid Lyon to the Committee on Education and the Workforce." (19 July 1997, National Institute of Child Health and Human Development) Washington, DC: U.S. House of Representatives.
- McAlexander, P., and K. Burrell. 1996. "Helping Students 'Get It Together' with Synthesis Journals." Paper presented at the annual conference of the National Association of Developmental Education, Little Rock, AR.
- McKenzie, H. 2000. *Beyond Technology—Questioning, Research and the Information Literate School*. Washington, DC: FNO Press.
- McKeown, M. G., and I. L. Beck. 1988. "Learning Vocabulary: Different Ways for Different Goals." *Remedial and Special Education* 9 (1): 42–46.
- McLaughlin, M. 2003. *Guided Comprehension in the Primary Grades*. Newark, DE: International Reading Association.
- , and M. B. Allen. 2002. *Guided Comprehension—A Teaching Model for Grades 3–8*. Newark, DE: International Reading Association.
- . 2002. *Guided Comprehension in Action: Lessons for Grades 3–8*. Newark, DE: International Reading Association.
- McMackin, M. C., and B. S. Siegel. 2002. *Knowing How—Researching and Writing Nonfiction 3–8*. York, ME: Stenhouse.
- Marshall, N., and M. Glock. 1979. "Comprehension of Connected Discourse: A Study in the Relationships Between Structure of a Text and Information Recalled." *Reading Research Quarterly* 16: 10–56.
- Methold, K. 1981. *In a Nutshell—A Guide to Mastering Summary Skills*. Melbourne, Vic, AU: Longman Cheshire.
- Meyer, B. J. F. 1975. "Identification of the Structure of Prose and Its Implications for the Study of Reading and Memory." *Journal of Reading Behaviour* 7(1): 7–47.
- . 1985. "Prose Analysis: Purposes, Procedures and Problems." In *Understanding Expository Text*, edited by B. Britton and J. Black, pages 11–64. Hillsdale, NJ: Erlbaum.
- , D. M. Brandt, and G. J. Bluth. 1978. "Use of Author's Schema: Key to Ninth Grade's Comprehension." Paper presented at the meeting of the American Educational Research Association in Toronto, Ontario.
- , and R. Freedle. 1979. *The Effects of Different Discourse Topics on Recall*. Princeton, NJ: Educational Testing Service.
- Miller, D. 2002. *Reading with Meaning—Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse.
- Morris, A., and N. Stewart-Dore. 1984. *Learning to Learn from Text: Effective Reading in the Content Areas*. AU: Addison-Wesley.
- Moustafa, M. 1997. *Beyond Traditional Phonics—Research Discoveries and Reading Instruction*. Portsmouth, NH: Heinemann.

- Nagy, W. E., et al. 1985. *Learning Word Meanings from Context: How Broadly Generalizable?* Technical Report No. 347. Urbana, IL: Center for the Study of Reading.
- National Literacy Trust. 1999. *National Literacy Strategy*. London, UK: National Literacy Trust.
- Neate, B. 1992. *Finding Out About Finding Out—A Practical Guide to Children's Information Books*. Winchester, UK: Infopress.
- Ogle, D. 1986. "KWL: A Teaching Model That Develops Active Reading of Expository Texts." *The Reading Teacher*. Newark, DE: International Reading Association.
- Ohanian, S. 2002. *The Great Word Catalogue—FUNDamental Activities for Building Vocabulary*. Portsmouth, NH: Heinemann.
- O'Hear, M. F. 1991. "Involving Students: Interactive Computing in a Reading/Study Skills Course." *Research and Teaching in Developmental Education* 8 (1): 15–20.
- Opitz, M., and T. Rasinski. 1998. *Good-bye Round Robin Reading—25 Effective Oral Reading Strategies*. Portsmouth, NH: Heinemann.
- . 2000. *Rhymes and Reasons—Literature and Language Play for Phonological Awareness*. Portsmouth, NH: Heinemann.
- , and M. Ford. 2001. *Reaching Readers—Flexible and Innovative Strategies for Guided Reading*. Portsmouth, NH: Heinemann.
- Otto, W., and R. Chester. 1972. "Sight Words for Beginning Readers." *Journal of Education Research* 65: 435–43.
- Pearson, P. D. 1976. "A Psycholinguistic Model of Reading." *Language Arts* 53: 309–14.
- , and M. C. Gallagher. 1983. "The Instruction of Reading Comprehension." *Contemporary Educational Psychology* 8: 317–44.
- Pennac, D. 1992. *Better Than Life*. Markham, ON: Pembroke Publishers.
- Pinnell, G. S., P. L. Scharer, and I. C. Fountas. 2003. *Teaching for Comprehension in Reading Grades K–2*. New York: Scholastic Professional Books.
- Pinnell, G. S., and I. C. Fountas. 1998. *Word Matters—Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.
- . 1996. *Guided Reading*. Portsmouth, NH: Heinemann.
- Powell, D., and D. Hornsby. 1993. *Learning Phonics and Spelling in a Whole Language Classroom*. New York: Scholastic Professional Books.
- Raphael, T. E. 1982. "Question–Answer Strategies for Children." *The Reading Teacher* (November).
- Robb, L. 1995. *Reading Strategies That Work—Teaching Your Students to Become Better Readers*. New York: Scholastic Professional Books.
- Routman, R. 1991. *Invitations*. Portsmouth, NH: Heinemann.
- . 2000. *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.
- Rowe, G., and R. Gray. 1992. *It's Easy—Ten Steps to Writing Successful School Projects*. Mt. Waverley, Vic, AU: Dellasta Pty Ltd.

- Sadler, C. R. 2001. *Comprehension Strategies for Middle Grade Learners*. Newark, DE: International Reading Association.
- Share, D. L., and K. E. Stanovich. 1995. "Cognitive Processes in Early Reading: Accommodating Individual Difference into a Mode of Acquisition." *Issues in Education: Contributions from Educational Psychology*, Vol. 1.
- Smith, S. B., D. C. Simmons, and E. J. Kame'enui. 1995. "Synthesis of Research on Phonological Awareness: Principles and Implications for Reading Acquisition." Technical Report No. 21, National Center to Improve the Tools of Education. Eugene, OR: University of Oregon.
- Stahl, S. A., and B. A. Murray. 1994. "Defining Phonological Awareness and Its Relationship to Early Reading." *Journal of Educational Psychology* 86: 221–34.
- Stanovich, K. E., A. E. Cunningham, and B. Cramer. 1984. "Assessing Phonological Awareness in Kindergarten Children: Issues of Task Comparability." *Journal of Experimental Child Psychology* 38: 175–90.
- . 1986. "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." *Reading Research Quarterly* 21: 360–407.
- . 1992. "Speculations on the Causes and Consequences of Individual Differences in Early Reading Acquisition." In *Reading Acquisition*, edited by P. Gough, L. Ehri, and R. Treiman, pp. 307–42. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Thorndyke, P. W. 1977. "Cognitive Structures in Comprehension and Memory of a Narrative Discourse." *Cognitive Psychology* 9: 77–110.
- Tompkins, G. E. 2001. *Literacy for the 21st Century: A Balanced Approach*, Second Edition. Upper Saddle River, NJ: Prentice Hall.
- . 2003. *50 Literacy Strategies: Step by Step*, 2nd Edition. Upper Saddle River, NJ: Prentice Hall.
- Treiman, R. 1992. "The Role of Intrasyllabic Units in Learning to Read and Spell." In *Reading Acquisition*, edited by P. Gough, L. C. Ehri, and R. Treiman. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Tucker, E. 1998. *Spelling Essentials*. Perth, AU: R.I.C. Publications.
- Turner, A., ed. 1992. *Patterns of Thinking—Top Level Structure in the Classroom*. Newtown, AU: Primary English Teaching Association.
- Vacca, R. T., and J. L. Vacca. 1989. *Content Area Reading*, 3rd Edition. New York: HarperCollins.
- Victorian Department of Education. Wrapping Up Research Project. Online. Available at <http://www.highlands.vic.edu.au/research.html>.
- Vygotsky, L. 1980. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Ward, G. 1988. *I've Got a Project On . . .* Rozelle, AU: Primary English Teaching Association.
- Watson, A., and A. Badenhop, eds. 1992. *Prevention of Reading Failure*. Lisarow, AU: Scholastic.
- Weaver, C. 1994. *Reading Process and Practice*. Portsmouth, NH: Heinemann.
- Weckert, C. 1994. *Teaching Reluctant Readers in the Mainstream Classroom*. Lisarow, AU: Scholastic.

- Wilhelm, J. D., P. D. Friedemann, and J. Erickson. 1998. *Hyperlearning—Where Projects, Inquiry and Technology Meet*. York, ME: Stenhouse.
- , T. N. Baker, and J. Dube. 2001. *Strategic Reading—Guiding Students to Lifelong Literacy 6–12*. Portsmouth, NH: Boynton/Cook.
- . 2001. *Improving Comprehension with Think-Aloud Strategies*. New York: Scholastic Professional Books.
- Wilson, L. 2002. *Reading to Live: How to Teach Reading for Today's World*. Portsmouth, NH: Heinemann.
- Winch, G., R. Johnston, M. Holliday, L. Ljungdahl, and P. March. 2001. *Literacy: Reading, Writing, and Children's Literature*. Port Melbourne, AU: Oxford University Press.
- Worthy, J., and K. Broadus. 2001. "Fluency Beyond the Primary Grades: From Group Performance to Silent, Independent Reading." *The Reading Teacher* 55: 334–43.
- Wylie, R. E., and D. D. Durrell. 1970. "Teaching Vowels Through Phonograms." *Elementary English* 47: 787–91.
- Zorfass, J. M., and H. Copel. 1998. *Teaching Middle School Students to Be Active Researchers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Zygouris-Coe, V. 2001. *FLaRE Document—Phonemic Awareness*. Florida: Family and Reading Excellence Center, University of Florida.

Recommended Children's Literature (Referred to in This Resource)

- Brian, J. *Natural Disasters*.
- Gray, L. *My Mama Had a Dancing Heart*.
- Griffiths, A. *The Day My Bum Went Psycho*.
- Harney, S. *A Dinosaur Directory*.
- Hooper, M. *Looking After the Egg*.
- Jose, E., and H. C. Andersen. *Little Match Girl: A Classic Tale*.
- McPhail, D. *Santa's Book of Names*.
- Paterson, K. *Bridge to Terabithia*.
- Riley, P. *Vehicles—The Inside Story*.
- Rubinstein, G., ed. *After Dark—Seven Tales to Read at Night*.
- Scieszka, J. *Squids Will Be Squids*.
- . *The True Story of the Three Little Pigs*.
- Sunday Times. *Fishing WA: Part One: Southern WA*.



Index

A

accessing different text forms, 187–188
 active reading, 114
 adding details, 43
 adjusting reading rate, 123, 171
 advertising, and flattery, 62
 Allington, R., 38
 amount of detail, 64
 analogy, 61, 124, 172
 analyzing, 66–67, 71
 Anderson, L., 176–177
 Anticipation Guide, 138
 application of reading strategies, 131
 appropriateness of information, 189
 Armbruster, B.B., 30
 artistic style, 65
 assessment
 for learning, 13, 22, 26, 29
 guided reading, 22
 independent reading, 29
 Language Experience Approach, 16
 literature circles, 26
 modelled reading, 13
 of prior knowledge, 71
 reading aloud to students, 10
 shared reading, 19
 assisted reading, 32–33
 audience presentation skills, 199
 author studies, 40
 authors
 author studies, 40
 challenging their view of world, 59–60
 devices used by, 61–64
 different ways of representing, 60
 invitations, 40

B

B-D-A Questions, 159–160, 183
 background experiences, 90–91
 Beat the Buzzer Quiz, 164
 Before-and-After Chart, 140
 benefits for students
 independent reading, 27
 Language Experience Approach, 14
 literature circles, 23–24
 modelled reading, 11
 reading aloud to students, 8
 shared reading, 17
 bibliography, 185
 blending, 79–80
 Bloom, B., 176
 book clubs, 24, 40
 Book of Favourites, 40
 brainstorming, 178
 Broaddus, K., 30
 buddy reading, 36

C

C-W-S-C (Comprehend, Write, Share, Clarify), 190
 Cambourne, B., 37
 Card Cluster, 179
 cause and effect text structure, 97–98
 Changing Images, 156
 Character Rating Scales, 148–149
 Character Self-Portrait, 147
 Check the Text, 136
 choral reading, 33
 chunking, 124, 172

class charts, 41
 class-created Book of Favourites, 40
 Clouds of Wonder, 158
 colour, 65
 compare and contrast structure, 96–97
 comparing, 117, 144–146
 composition, 65
 comprehension
 monitoring and revising
 comprehension, 122–125
 strategies. *See* reading strategies
 computers, 41
 concept knowledge, 108–109
 connecting, 116, 139–143
 Connecting with the Text, 139
 connotation, 61
 consulting a reference, 124, 172
 context clues, 93–94, 94f
 Contextual Understanding
 and critical literacy, 56–57
 and effective teaching and
 learning practices, 66–68
 generic questions for discussing
 texts, 68
 and reading, 57–58
 reasons for teaching, 59
 role of, 56
 situational context, 57–58
 socio-cultural context, 58
 supporting development of, 65–68
 what students need to know, 59–60
 conventions
 analyze, 71
 assessment of prior knowledge, 71
 choosing appropriate context and
 text, 71
 curricular focus, selection of, 71
 effective teaching of, 70–72
 encouragement of independent
 application, 72
 feedback, 72
 graphophonics, 81–87
 guided practice activities, 71–72
 investigating, 71
 modelling, 71
 monitoring, 72
 overview, 69
 phonological awareness, 73–80
 self-reflection, 72
 text-form knowledge, 95–105
 vocabulary knowledge, 87–95
 creating and sharing a presentation,
 198–201
 creating images, 119, 154–157
 Creating Quiz Questions, 180–181
 critical literacy, 56–57
 Crystal Ball, 136
 cueing systems, 107–110
 cultural knowledge, 109
 curricular focus, 71

D

defining research requirements, 176–183
 Design This!, 201
 details, 43, 62, 63, 64
 determining appropriateness of information,
 189
 determining importance, 121, 166–168

Developing Dialogue, 151
 devices
 used by authors, 61–64
 used by illustrators, 64–65
 different audiences, 40
 Diller, Debbie, 15
 DIRT (Daily Independent Reading Time), 27
 discussing texts, 66, 68
 displays, 38
 Double Entry Journal, 145–146

E

echo reading, 32
 editing, 193–194
 Editor's Checklist, 196–197
 effective readers, 114
 effective teaching and learning practices,
 66–68
 electronic versions of texts, 39
 English Language Learners (ELL), 37, 74
 enumeration text structure, 98–99
 environment for reading, 38
 euphemism, 61
 evaluating the research project, 201–204
 evaluation of texts, 111
 everyday experiences of language, 91
 exaggeration, 61
 Explosion Chart, 179
 Extended Anticipation Guide, 138

F

fads, 39
 familiarizing, 66
 Famous Five Key Word Search, 167
 feedback, 72
 figurative language, 62
 Five Finger Rule, 50, 52
 Five Ws and an H, 181
 flashback, 62
 flattery, 62
 fluency
 assisted reading, 32–33
 buddy reading, 36
 choral reading, 33
 described, 30
 echo reading, 32
 modelling, 30–31
 opportunities for repeated
 reading, 31–36
 oral reading, 30–31
 Poetry Club, 35
 Radio Reading, 34–35
 Readers Theatre, 34
 shadow reading, 32
 shared reading, 33
 tape-assisted reading, 34
 focus questions, 176–177
 font selection, 63
 foreshadowing, 62
 friends, reading with, 42
 From None to Some, 196
 frustration level, 49–50

G

Gallagher, M., 5–6, 27, 125, 172, 174
 gathering appropriate resources, 183–187
 generating questions, 119–120, 158–160
 generic questions for discussing texts, 68

glossary of terms, 206–212
 Goudvis, A., 114
 Gradual Release of Responsibility Model, 5–6, 27, 125, 172, 174
 grammatical knowledge, 109
 Graphic Overlays, 161–162
 graphophonic cueing system, 110
 knowledge of, 110
 graphophonics
 Badenhop's suggestions, 83
 Beck's suggestions, 84
 defined, 81
 Department of Education, Western Australia, 83
 described, 73
 graphophonic investigations, 85–86
 introduction of graphophonic understandings, 82–84
 National Literacy Strategy (UK), 84
 Routman's suggestions, 83
 supporting development of, 84–86
 what students need to know, 81–84
 Great Debate, 153
 group editing, 196
 guided practice activities
 comparing (reading strategy), 144–146
 connecting (reading strategy), 139–143
 conventions, 71–72
 creating and sharing a presentation, 200–201
 creating images (reading strategy), 154–157
 determining importance (reading strategy), 166–168
 evaluating a research project, 203–204
 generating questions (reading strategy), 158–160
 identifying and defining a research project, 178–183
 inferring (reading strategy), 147–151
 locating and gathering appropriate resources, 186–187
 paraphrasing (reading strategy), 169–171
 predicting (reading strategy), 135–138
 processing and organizing information, 194–198
 reading strategies, generally, 131–132, 134f
 scanning (reading strategy), 163–166
 selecting and recording appropriate information, 190–192
 skimming (reading strategy), 161–163
 summarizing (reading strategy), 169–171
 synthesizing (reading strategy), 151–154
 guided reading
 assessment ideas, 22
 benefits for students, 20
 and contextual understanding, 66
 defined, 20
 description, 20
 key features, 20
 suggestions for using, 21–22
 guiding sessions, 130–131

H

Harvey, S., 114

Herber, H., 177
 high-frequency words, 88
 home-reading material, 52–54
 Hook, Line, and Sinker, 196
 Hoyt, L., 145, 168
 humour, 63
 Hunt the Text Challenge, 163–164

I

identifying and defining research requirements, 176–183
 illustrators
 challenging their view of world, 59–60
 devices used by, 64–65
 different ways of representing, 60
 invitations, 40
 images. *See* creating images
 important concepts, 121, 166–168
 Incentive Schemes, 42
 incentives, 61
 inclusion of details, 62
 independent level, 49
 independent reading
 assessment ideas, 29
 benefits for students, 27
 defined, 27
 description, 27
 key features, 27
 suggestions for use, 28
 time for, 38
 indirect teaching of vocabulary, 90–91, 91–94
 inferring, 118, 147–151
 information images, 157
 information process
 see also research projects
 creating and sharing a presentation, 198–201
 described, 174
 evaluating the research project, 201–204
 identifying and defining research requirements, 176–183
 locating and gathering appropriate resources, 183–187
 and parents, 205
 processing and organizing information, 192–198
 selecting and recording appropriate information, 187–192
 information sources, 183
 information technology skills, 199
 innovating, 67
 instructional approaches to reading
 criteria for selection, 6
 described, 5–6
 guided reading, 6, 7, 20–22
 independent reading, 7, 27–29
 Language Experience Approach, 6, 7, 14–16
 literature circles, 7, 23–26
 and major teaching emphases, 51f
 modelled reading, 6, 7, 11–13, 30–31
 overview, 7
 reading aloud to students, 7, 8–10
 shared reading, 6, 7, 17–19
 instructional level, 49
 instructional reading, 48, 51–52
 Interesting Words Chart, 165

Interviews, 148, 184
 inventories, 39
 investigating a text, 67, 71
 invitations, 40
 irony, 62
 irrelevance, 63

J

journals
 Double Entry Journal, 145–146
 for evaluation of research projects, 203
 Synthesis Journal, 153–154
 Just Like, 145

K

K-W-L Chart, 192
 K-W-L-S Charts, 179
 Karate, 43
 Keene, E., 114, 116
 Krathwohl, D., 176–177

L

Language Experience Approach
 assessment ideas, 16
 benefits for students, 14
 defined, 14
 description, 14
 key features, 14
 suggestions for using, 14–15
 language features, 102–103
 library resource centre, 184
 Like or Unlike?, 144–145
 Linking Lines, 142
 listing text structure, 98–99
 literature circles
 assessment ideas, 26
 benefits for students, 23–24
 defined, 23
 description, 23
 key features, 23
 promoting reading, 40
 roles, 23, 25
 suggestions for using, 24–25
 locating and gathering appropriate resources, 183–187
 locating texts, 111
 Lonely Texts, 42

M

Main Idea Pyramid, 168, 198
 Main Idea Sort, 170
 making connections. *See* connecting medium, 65
 Miller, D., 156
 modelled reading
 assessment ideas, 13
 benefits for students, 11
 and Contextual Understanding, 66
 defined, 11
 description, 11
 key features, 11
 suggestions for using, 12
 modelling
 application of conventions, 71
 conducting modelling sessions, 127
 of fluent oral reading, 30–31
 planning modelling sessions, 127
 reading strategies, 126–128

monitoring, 72
 monitoring and revising comprehension,
 122–125, 134
 Moonye, M., 145, 168
 morphemic analysis, 93
 movies, 39
 multi-meaning words, 89
 multiple possibilities, 82f

N

Newspaper Report, 70
 note-taking and note-making, 188–189

O

Ogle, D., 179
 omission of details, 63
 onset awareness, 78
 Open Mind Portrait, 157
 Opitz, M., 34, 35
 Oral Editing, 197–198
 oral reading
 see also fluency
 supporting at home, 54f
 Oral Summaries, 169
 organizational features of text, 99, 99f
 organizing information, 192–198
 orthographic knowledge, 110
 outlining, 200
 overgeneralization, 63
 oversimplification, 63

P

page design, 65
 paraphrasing, 122, 169–171
 parents
 and Information Process, 205
 promoting reading, 42
 supporting oral reading at home,
 54f
 texts to send home, 52–54
 understanding home reading, 53
 Parkes, B., 145, 168
 Pass That Please, 186
 Pearson, P.D., 5–6, 27, 125, 172, 174
 pen pals, 40
 Personal Predictions, 135–136
 personalization, 63
 personification, 63
 phonemes
 described, 74
 isolation of individual phonemes,
 79
 manipulation, 80
 phonemic awareness, 79–80
 phonological awareness
 described, 73–74
 onset and rime awareness, 78
 phonemic awareness, 79–80
 phonological elements and
 difficulty levels, 75–76, 75f
 supporting development of, 76–81
 syllable awareness, 77–78
 what students need to know, 74–76
 word awareness, 76–77
 in young students, 74
 phrasing, 30
 Physical Rhyme Match, 77
 Physical Sentence Construction, 194–195
 Pick, Pair, Share, 191
 Picture Flick, 161

Picture This!, 154–155
 Plot Profile, 152–153
 poetry, 39
 Poetry Club, 35
 Post a Goal, 203–204
 Post Your Senses, 155–156
 pragmatic cueing system, 109
 predicting, 115, 135–138
 primary sources, 183
 print size, 63, 76–77
 prior knowledge, 71
 problem and solution text structure, 98
 processing and organizing information,
 192–198
 promoting reading, 37–44
 proofreading, 193–194
 publicity campaigns, 41
 punctuation, 31
 purpose of text, 95–96

Q

Question Webs, 181–182
 questions
 Creating Quiz Questions, 180–181
 focus questions, 176–177
 generating questions. *See* generating
 questions
 quoting someone out of context, 63–64

R

Radio Reading, 34–35
 Raphael, T., 137, 177
 rating scales, 148–149
 Read-a-thon, 43
 Read around the Country, 43
 Readers Theatre, 34
 reading
 and Contextual Understanding, 57–58
 with a friend, 42
 instructional reading, 48, 51–52
 purposes, 95–96
 recreational reading, 48–51
 research-related reading, 48, 52
 ways to promote reading, 37–44
 reading abilities, 37
 reading aloud to students
 assessment ideas, 10
 benefits for students, 8
 defined, 8
 description, 8
 key features, 8
 modelling, 30–31
 to promote reading, 39
 suggestions for using, 9
 reading fluency. *See* fluency
 Reading Interest Survey, 48, 48f
 reading on, 123, 171
 reading process
 Information Process. *See* Information
 Process
 overview, 112f
 reading rate adjustments, 123, 171
 reading strategies
 adjusting reading rate, 115, 123, 171
 application of, 131
 chunking, 115, 124, 172
 comparing, 115, 117, 144–146
 connecting, 116, 139–143
 consulting a reference, 115, 124, 172
 creating images, 115, 119, 154–157

described, 114–115
 determining importance, 115, 121,
 166–168
 generating questions, 115, 119–120,
 158–160
 guided practice activities. *See*
 guided practice activities
 guiding sessions, 130–131
 inferring, 115, 118, 147–151
 making connections, 115, 116
 monitoring and revising
 comprehension, 115, 122–125
 paraphrasing, 115, 122, 169–171
 predicting, 115, 135–139
 reading on, 115, 123, 171
 recording strategies, 173
 reflecting on, 111
 rereading, 115, 123, 171
 scanning, 115, 120–121, 163–166
 skimming, 115, 120, 161–163
 sounding out, 115, 124, 172
 strategy demonstration plan, 128f
 summarizing, 115, 122, 169–171
 synthesizing, 115, 118, 151–154
 teaching the strategies, 125–131
 use of, 110–111
 using an analogy, 124, 172
 reading time, 38
 reading timeline, 42
 Reciprocal Retellings, 169
 Reconstructing a Text, 195
 recording appropriate information, 187–192
 recording information in note form,
 188–189
 recording resources, 185
 recording strategies, 173
 recreational reading, 48–51
 reference aids, 93, 124, 172
 reflecting, 67–68, 111
 reflection sheets, 203
 repeated reading opportunities, 31–36
 repeating words or ideas, 64
 Report Card, 150
 rereading, 123, 171
 research projects
 see also Information Process
 considerations, 175
 evaluating the research project,
 201–204
 expectations, 201
 focus questions, 176–177
 identifying and defining research
 requirements, 176–183
 planning for, 177
 selection and analysis of research topic,
 176
 research-related reading, 48, 52
 Retrieval Charts, 164
 reviews, 42
 revisions, 193–194
 rhyming words, 77
 rime awareness, 78

S

sarcasm, 64
 satire, 64
 scaffolding, 130
 scanning, 120–121, 163–166
 school reading collection, 47

secondary sources, 183
 segmenting, 79–80
 selecting and recording appropriate information, 187–192
 selection-critical words, 88–89
 selection of texts, 111
 self-reflection, 72
 semantic cueing system, 108–109
 Sensory Chart, 155
 sequence text structure, 98–99
 shadow reading, 32
 Share Your Topic, 180
 shared reading
 assessment ideas, 19
 benefits for students, 17
 and Contextual Understanding, 66
 defined, 17
 description, 17
 fluency, 33
 key features, 17
 suggestions for using, 18
 shared writing session, 15
 sharing a presentation, 198–201
 sharing sessions, 128–130
 sight vocabulary, 87, 109
 sight words, 87
 sign-out systems, 50
 simulating, 67
 situational context, 57–58
 66 Words, 170–171
 size of illustrations, 65
 skimming, 120, 161–163
 sliding mask, 85
 Sneak Preview, 162–163
 socio-cultural context, 58
 sounding out, 124, 172
 sources of information, 183
 specific words, 91–92
 Split Images, 135
 Stop-and-Think Cards, 159
 strategies. *See* reading strategies
 structured overview, 182, 192
 student knowledge. *See* what students need to know
 student opinions, 42
 student recommendations, 41
 summarizing, 122, 169–171
 surveys
 conducting, 184
 promoting reading, 39
 Reading Interest Survey, 48, 48f
 Text Features Survey, 186–187
 Text Preference Survey, 49f
 syllable awareness, 77–78
 symbolism, 64
 syntactic cueing system, 109–110
 Synthesis Journal, 153–154
 synthesizing, 118, 151–154

T

Take Away, 191
 talking about texts, 38
 tape-assisted reading, 34
 teaching and learning practices, 66–68
 technology, 184, 188
 television, 39
 television-reading chart, 43
 testimony, 64

text features, 93
 Text Features Survey, 186–187
 text form, 193, 198
 text-form knowledge
 language features, 102–103
 overview, 104f
 purpose, 95–96
 supporting development of, 103–104
 text organization, 99–102
 text structure, 96–99
 what students need to know, 95–103
 text knowledge, 109–110
 text organization, 99, 99f
 Text Preference Survey, 49f
 text selection
 class inventory and
 recommendations for
 purchase, 45f
 for classroom use, 47–48
 evaluation of texts for purchase, 46
 instructional reading, 51–52
 recreational reading, 48–51
 research-related reading, 52
 for the school, 44–47
 storing texts, 47
 texts to send home, 52–54
 text structure, 96–99
 text swaps or exchanges, 40
 texts
 accessing different text forms,
 187–188
 defined, 3
 electronic versions, 39
 evaluation of texts, 111
 locating texts, 111
 organizational features of text, 99, 99f
 overview, 4
 purpose of, 95–96
 selection of, 38
 selection of texts, 111
 student recommendations, 41
 talking about, 38
 use of texts, 3, 4
 Think-Alouds, 11
 Think and Share, 140–141
 Think Sheets, 137
 This is Your Life, 42
 topic knowledge, 108–109
 tracking strategies, 173
 Turn on the Lights, 151–152
 Two Stars and a Wish, 203
 typographical aids, 31

U

understatement, 64
 Use of Texts. *See* instructional approaches to reading
 USSR (Uninterrupted Sustained Silent Reading), 27

V

valuing opinions, 42
 Venn Diagrams, 144
 Very Important Points (VIPs), 168
 Visualize and Note-take, 191–192
 vocabulary
 See also vocabulary knowledge
 background experiences, 90–91

described, 87
 direct teaching, 90
 indirect teaching, 90–91, 91–94
 sight vocabulary, 87, 109
 supporting development of
 vocabulary, 89–94
 vocabulary knowledge
 See also vocabulary
 described, 87, 109
 high-frequency words, 88
 multi-meaning words, 89
 selection-critical words, 88–89
 what students need to know, 88–89
 Vygotsky, L., 130

W

what students need to know
 Contextual Understanding, 59–65
 creating and sharing a
 presentation, 198–200
 evaluating the research project,
 201–202
 graphophonics, 81–84
 identifying and defining research
 requirements, 176–178
 locating and gathering
 appropriate resources, 183–185
 phonological awareness, 74–76
 processing and organizing
 information, 192–194
 selecting and recording
 appropriate information, 187–189
 text-form knowledge, 95–103
 vocabulary knowledge, 88–89
 What's in a Text?, 142–143
 What's My Point of View?, 150
 What's Your Story?, 166
 Where in the World?, 43
 wit, 62
 word awareness, 76–77, 90–91
 word function knowledge, 109
 word identification strategies. *See* reading strategies
 word order knowledge, 109
 word structure knowledge, 109
 words
 concept of, 76
 high-frequency words, 88
 increasing awareness of, 90–91
 meanings, determination of, 92–93
 multi-meaning words, 89
 rhyming words, 77
 selection-critical words, 88–89
 sight words, 87
 specific words, 91–92
 world knowledge, 109
 world map, 43
 Worthy, J., 30
 Written Conversations, 160

Z

Zimmerman, S., 114, 116
 zone of proximal development, 130

Credits

P. 3, © Michael Newman/PhotoEdit; **p. 9**, Photos.com/Jupiter Images; **p. 12**, Scott Cunningham/Merrill Education; **p. 15**, © Ed Kashi/Corbis; **p. 19**, © Michael Newman/PhotoEdit; **p. 21**, Ablestock.com/Jupiter Images; **p. 28**, © Banana Stock/MaxxImages; **p. 55**, T. Lindfors/Lindfors Photography; **p. 69**, © Comstock; **p. 106**, © Bob Daemmrich/PhotoEdit; **p. 115**, © Comstock Premium/Alamy; **p. 116**, © ImageDJ/Alamy; **p. 117**, Image Source/Getty Images; **p. 118** (top), Creatas/Jupiter Images; **p. 118** (bottom), © moodboard/Corbis; **p. 119**, Jose Luis Pelaez Inc./Blend Images/Getty Images; **p. 120** (top), © Will & Deni McIntyre/Corbis; **p. 120** (bottom), DAJ/Getty Images; **p. 121**, © Jose Luis Pelaez, Inc./Corbis; **p. 122** (top), Agefotostock; **p. 122** (bottom), Marla Sweeney/Taxi/Getty Images; **p. 123**, © Lucidio Studio Inc./Corbis; **p. 124**, © Ed Bock/Corbis; **p. 162**, *Physical Geography 7* by Dennis DesRivieres, © 2008 Pearson Education Canada, **pg. 140**. Reprinted with permission by Pearson Education Canada Inc. Photos: top Cary Wolinsky/Aurora & Quanta Productions, Inc., bottom Photos.com/Jupiter Images.