



NSW Centre for Effective Reading

Middle Years

Comprehension Handbook

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Comprehension – Background Information

Introduction

As text becomes more complicated in the middle years and high school, and as the demands for learning from text (particularly information texts) increase, students must become more sophisticated in both the range and the flexibility of their reading comprehension strategies to maintain or accelerate their level of reading proficiency (Duke & Pearson, 2002, in Academic Literacy Instruction for Adolescents, 2007,p.9).

For students with reading difficulties -instruction in reading comprehension strategies is particularly relevant

It is interesting to compare successful readers with struggling readers to understand how their reading behaviours affect their understanding and recall of text.

Successful Readers	Struggling Readers
<ul style="list-style-type: none"> • Monitor reading for understanding. Consider the writing from the author’s view, interacting with the text during and after reading. • Link content with their prior knowledge. • Use a variety of effective reading strategies before, during and after reading. • Set a purpose for reading and adjust their rate and strategy use depending on the text and content. 	<ul style="list-style-type: none"> • Fail to use metacognitive strategies as they read. • May not be aware when understanding breaks down. • Do not question or interact with the text during or after reading. • May lack subject-specific prior knowledge. • Do not readily make connections between what they are learning and what they already know. • Have limited knowledge and use of strategies for gaining information from text. • May fail to read with purpose or goals. • Often do not enjoy reading and lack understanding of the utility of reading

Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008) p.22

Students with reading difficulties are generally inactive learners (Torgesen & Licht, 1983) who fail to monitor their reading or effectively use comprehension strategies. Instead they tend to focus on the surface aspects of reading or mechanical reading. These readers do not reflect on how their reading is progressing nor do they know which strategy to use when comprehension breaks down.

Teaching comprehension strategies

Comprehension strategies are procedures that readers use to help them to understand texts. These strategies include, but are not limited to, previewing and making predictions, evaluating text structure, generating and answering questions, determining main ideas, using 'fix-up' strategies, visualising, retelling and summarizing.

Comprehension strategies are employed before, during, and after reading. Effective readers automatically employ strategies to understand what they are reading. Some strategies are used before reading, continue during reading and are also applied after reading, such as 'Generating questions' and 'Making predictions'. Other strategies link together. For example, 'Previewing' involves 'Evaluating text structure' then students 'Activate their background knowledge' to 'Make predictions'. In doing this the student also sets a purpose for reading to check predictions. Similarly, having learned initially how to retell, students move on to forming the main idea for each paragraph and then using these to summarise the section of text.

Students with reading difficulties need explicit instruction in how to use comprehension strategies to assist them to understand what they read. They also require additional modelled practice and ample practice at both guided and independent levels, in using these strategies with a variety of texts.

The consensus is that students need to learn more than one comprehension strategy, but it is not clear how many strategies can be effectively taught in any given period of time. The answer will likely vary, depending on teacher's skill, student abilities, instructional group size, and the time available for instruction (Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J, Rivera, M. O., Lesaux, N., 2007, p. 28).

A variety of single strategies can be integrated to form multiple strategies. These integrated strategies provide a process that can be used in cooperative groups or used in pairs or individually. Training in the integrated strategies or multiple strategies has proven to be very successful in improving reader's comprehension. Examples of integrated strategies include 'Reciprocal Teaching' and 'Collaborative Strategic Reading' as well as others.

The goal of this handbook is to bring together many of these strategies and provide teaching steps and some teaching examples to provide teachers of Middle Years students with sufficient information to allow them to develop their students' comprehension skills.

It is to be noted that the 'Sequence of skills' developed for most strategies is not research-based but one possible attempt to task analyse the skills involved to learn the strategy.

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Comprehension- Strategy Instruction

Introduction

The Self Regulated Strategy Development model has been well validated with over 20 years of research support (Harris, Graham & Mason, 2003 p.5).

Strategy instruction should be adapted to suit the student and instruction should continue until the student has mastered the use of the strategy. That means they can consistently use the strategy correctly.

Mastery learning requires that students do not advance to the next level of learning until they demonstrate proficiency with the current one. Mastery is often defined as performing the skill with greater than or equal to 80% accuracy on at least three occasions but this level may vary according to the skill being taught

The Six Stages of Strategy Instruction

- 1. Develop and activate teacher's background knowledge of strategy, students' skills and material to be used:** (teacher)
 - a. Define the steps of the strategy and the skills needed to carry out each step.
 - b. Determine how students' skill level will be determined (e.g. observation, written response, oral questioning)
 - c. Determine whether the students are able to carry out the identified steps
- 2. Discuss the strategy, including benefits and expectations:** (teacher & class)
 - a. Sell the strategy –be specific about how it will help – we need student 'buy in'.
 - b. Explanation of what each step is for, how it is used, where it is useful.
 - c. Monitor student understanding and adjust strategy teaching to suit students.
- 3. Model the strategy:** (teacher)

Use a metacognitive task breakdown:

 - a. Why am I doing this step in the task?
 - b. How did I know to do it?
 - c. What are the important actions, cues or questions?
 - d. What knowledge do I need?

4. Memorise the strategy: (student)

- a. 'You can use it if you can remember it' – use cue cards, mnemonics e.g. RAP (**R**ead, **A**sk myself questions, **P**araphrase), K-W-L (What I think I **K**now, what I **W**ant to find out, What I **L**earned) or games for recall
- b. Involves knowing how and understanding what is involved in each step

5. Guided practice - Support the strategy collaboratively: (teacher & class)

In this stage the teacher and student(s) work together collaboratively and practise using the strategy until the student is able to perform the strategy effectively and independently. During this stage, teachers and students repeatedly model strategy use and discuss how, when and why to use the strategy.

One key aspect of supporting the strategy is the 'scaffolding' process. Initially, teachers perform all or most of a task while modelling and using student input. Over time, the teacher increasingly shifts responsibility for performance to the student. As students gain experience with and confidence in the use of the strategy, teacher support is gradually withdrawn until the student uses the strategy independently.

For students with reading difficulties:

- a. transfer from teacher to student is gradual,
- b. adequate time and support is required so they can master the strategy, and
- c. the teacher provides corrective feedback and modifies the strategy by breaking it into even smaller steps if necessary.

6. Independent practice - Use the strategy independently: (student)

- a. Monitor student performance – strategy use should lead to increased academic performance
- b. Check on proper and consistent strategy use to ensure mastery.
- c. Mastery requires that the student can correctly complete the task over a number of days. It is essential to revisit previously learnt skills to ensure they have been truly mastered.

Taken from "Strategy Instruction for Students with Learning Disabilities" Robert Reid and Tori Ortiz Lienemann (page 33 – 42)

7. Generalisation:

Practise learned skills in other subject areas and with a variety of texts and text types.

The Use of Self-Regulation

Self-regulation strategies are important for students with special needs because there is good reason to believe that the academic difficulties, including reading difficulties of these students is due, at least in part, to problems in self-regulation of organised strategic behaviours (Graham et al., 1992).

The above steps are taught alongside the following self regulation strategies:

Goal setting

Teacher and student discuss performance in an area and decide on an appropriate goal, determine a timeline for meeting this goal and establish how progress toward the goal can be monitored. It is best for the teacher to help with setting the goal to ensure it is **specific, measurable, attainable, realistic and time bound (SMART)** as well as moderately challenging. The teacher also needs to establish procedures to help the student attain the goal.

Self instruction (self talk)

Students talk themselves through a task or activity.

Self monitoring

This occurs when an individual self assesses whether a particular behavior has occurred and self records. For example, a student self monitors strategy use by determining whether or not the steps in a strategy were performed.

Self reinforcement

This can be combined with goal setting and self monitoring. The teacher should determine the criteria for achieving the reward and the teacher should select the reinforcement in consultation with the student. The student can be involved in this process.

Specific Strategy Instruction

Each strategy included in this handbook has been developed using the above framework. Teachers must choose which strategy to teach based on the text being read and the needs of their students.

It may not be the particular strategies taught that make the difference in terms of student comprehension. Many researchers think that it is the active participation of students in the comprehension process that makes the most difference to students' comprehension (Gersten, Fuchs, Williams and Baker, 2001, p.311).

While it is really not possible to compare strategies or choose the best strategy to teach first it appears that asking and answering questions, summarizing, and using graphic organizers are particularly powerful strategies. But even with these strategies, it cannot be said which ones are the best or better than others for which students and for which classrooms. It is important to remember that, multiple-strategy training results in better comprehension than single-strategy training (Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. 2008, p 17).

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Comprehension – Previewing and Predicting

Introduction

Learners use information from graphics, texts and personal experiences to anticipate what will be read / viewed / heard and to actively adjust comprehension while reading / viewing / listening.

Predictions are the connecting links between prior knowledge and new information. Prior knowledge is the unique set of knowledge that each student brings to the text reading and is affected by the student's attitudes, experiences and knowledge; knowledge of the reading process, text types and language features, vocabulary, topic and concepts.

Some students lack background knowledge. It is important to build students' background knowledge to give them a better chance to understand the text. Other students may have it but not use it to make connections to the text.

Ask students to discuss what they already know about the topic from other lessons, friends, movies, family.

Making predictions often requires the reader to make inferences that are confirmed or contradicted by the end of the text.

Purpose

Students will learn to activate their prior knowledge and combine it with information they gain from previewing the text to form predictions about the text. These predictions will give the students a purpose and motivation to read and hence improve comprehension.

Teaching Steps

1. Teacher develops personal knowledge of:

- a. The sequence of skills used in predicting.

Notes:

- To make text accessible for all students at each step of the strategy: text is read by teacher or peer or made accessible through use of CD or text to speech software.
- Provide adequate levels of modelled, guided and independent practice at each step of the strategy to ensure mastery. As a guide, mastery requires accuracy $\geq 80\%$. (e.g 4 out of 5 correct responses, 8 out of 10 correct responses on at least 3 separate occasions).

Steps of Strategy	Skills needed – <i>Students can</i>	Cut back / Adjustments – <i>Teachers will</i>
<p>Prediction relies on background knowledge.</p> <p>Use everyday experiences to demonstrate prediction.</p> <p>“What will we do next?” (next activity)</p> <p>“What will tomorrow be like?” (weather)</p> <p>“How do you think he feels?” (student in class)</p>	<ul style="list-style-type: none"> - Understand questions. - Form an answer. - Think ahead in time. - Relate own knowledge to other situations. 	<p>Discuss how people predict – a guess using information.</p> <p>Ask:</p> <p>Is that a guess or a prediction?</p> <p>What do you need to predict? – relevant information</p> <p>What things can we predict?</p> <p>Use riddles as an example of predicting working from what you know and what is said.</p>
<p>Answer oral questions using own knowledge to make basic predictions about actions, time, cause and effects related to pictures.</p> <p>“What will happen next?”</p> <p>“When did this happen?”</p> <p>“Because ... what will happen?”</p> <p>Confirm predictions using sequenced pictures.</p>	<p>Making <u>inferences</u>.</p> <ul style="list-style-type: none"> - Understand idea of sequencing – next, later, after. - Understand ‘when’ questions meaning ‘what time’. - Understand general time concepts e.g. morning, recess, lunch, afternoon, night. - Understand that for any action there may be a reaction (cause produces an effect). 	<p>Work first with pictures, students select answer from a choice, discuss.</p> <p>Move students on to produce own answer.</p> <p>Use sequencing pictures and point to picture that happened next, after, later</p> <p>Confirm using next picture in sequence.</p> <p>Assist students to relate other’s feeling to own feelings.</p> <p>Provide role play sequencing actions – What will he do next?</p>
<p>Use all pictures in a simple book to predict what the text will be about.</p> <p>Read and confirm.</p> <p>“What will happen in this book?”</p>	<ul style="list-style-type: none"> - Tell a story from a sequence of pictures. - Access information from pictures / photos. - Form sentences to give information. - Discern if prediction is correct. 	<p>Use wordless books to tell the story.</p> <p>Use picture charts to retrieve information.</p> <p>Copy pictures from books and assist students to tell story or give information.</p> <p>Use think-aloud to confirm predictions.</p>
<p>Use cover picture and/or title of simple text to predict what the text will be about. Use both fiction and non-fiction (factual, information) texts.</p> <p>“What will this text be about?”</p> <p>“Is this fiction or a factual text?”</p> <p>Read and confirm.</p>	<ul style="list-style-type: none"> - Answer the questions. - Think ahead in time. - Understand what is ‘factual’ or ‘fiction’. - Use limited visual info to predict. - Use limited verbal info to predict and combine with visual information - Access text to check predictions - Discern if prediction correct. 	<p>Guide students’ observation of the cover picture. Look for ‘who, what, where, when’ and possible problems evident in picture.</p> <p>Model using both pieces of information to predict contents – use a prediction chart</p> <p>Read text to students and model checking if predictions are correct – mark off on chart.</p> <p>Discuss what was incorrect and why.</p>
<p>Read half a sentence and predict the next word or what will come next. Use both fiction then non-fiction (factual, information) sentences.</p>	<p>Use semantic and syntactic information to predict next word or idea.</p>	<p>Provide experience matching sentence beginnings and endings.</p> <p>Say sentence beginning, student completes.</p>

<p>Use pictures in the text to predict what will happen next during reading.</p> <p>Read and confirm.</p>	<ul style="list-style-type: none"> - Predict from a sequence of pictures. - Access information from pictures / photos. - Discern if prediction correct. 	<p>Use wordless books to predict from pictures what will happen next.</p> <p>Copy pictures from books and predict what will happen next then check next picture.</p> <p>Place stop sign at end of section & discuss pictures to that point, then predict.</p> <p>Read text to students and model checking if predictions are correct.</p> <p>Use think-aloud to confirm predictions.</p>
<p>Use pictures and written text to predict what will happen next.</p> <p>Use both fiction then non-fiction (factual, information)</p> <p>Read on and confirm.</p>	<ul style="list-style-type: none"> - Understand vocabulary - Use visual information and link to verbal information to predict what is next. - Scan text – picture or text walk (survey). - Scan factual text for known words, topics. - Prove correctness of prediction 	<p>Place a stop sign at end of section and discuss pictures and written text to that point, then predict.</p> <p>Draw predictions (stick figures), discuss.</p> <p>Read text to students and model checking if predictions are correct.</p> <p>Use think-aloud to confirm predictions.</p> <p>Use cloze passages as examples of prediction – complete orally.</p>
<p>Make predictions based on information from the *text including knowledge of story grammar, text features and text layout.</p> <p>Read and confirm predictions.</p> <p>Vary difficulty by complexity of text, and moving from fiction to non-fiction.</p> <p>*text may be written or multimedia</p>	<ul style="list-style-type: none"> - Follow storyline and recall. - Suggest next step in a logical sequence. - Reflect on information presented so far and predict logically. - Understand that one cause may lead to a number of effects or conversely several causes leading to one effect. - Understand the different layout and structure of factual and fiction texts. - Use 'table of contents' as a means to predict. - Use knowledge of text layout e.g. heading and text types to assist with predictions. 	<p>Return to prediction with text and pictures.</p> <p>Place a stop sign at end of section and discuss written text to that point, then predict.</p> <p>Reread text or repeat a sentence.</p> <p>Explain how knowledge of text layout and text structure can help with predicting.</p> <p>Use of 'table of contents' and chapter headings as an aid to prediction.</p> <p>Use knowledge of text types to aid predictions.</p> <p>Refer students to visual reminders of text type structures.</p> <p>Use timeline to predict order of events.</p> <p>Use anticipation guides to encourage prediction and confirmation of predictions.</p> <p>Model checking if predictions are correct.</p> <p>Use think-aloud to confirm predictions.</p>
<p>Make, confirm and modify predictions based on information from the *text.</p> <p>Vary difficulty by complexity of text, moving from fiction or non-fiction.</p> <p>*text may be written or multimedia</p>	<ul style="list-style-type: none"> - See errors in initial predictions and modify their prediction given extra information. - Read on from point where prediction is made and compare and contrast new information with prediction. 	<p>As above</p> <p>Model modifying predictions given extra information.</p> <p>Use think-aloud to confirm and modify predictions.</p>

1. Teacher develops personal knowledge of (cont):

b. The students: through observation, assessment and asking questions, determine where students are up to in this series of skills. This is important especially for students with learning difficulties, who may need to work at an earlier level of strategy development to the rest of the class.

c. The text to be previewed.

2. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

You can predict what a text will be about when you connect your prior knowledge with information you get by previewing the text. Previewing the text involves looking at the title, headings and subheadings, graphics and layout, author and blurb or what you have read so far. You then make smart guesses based on this information about what will come next in the text.

Ask yourself: What do I already know about the topic from other lessons, reading, TV, movies, friends and family?
What do I already know about books by this author?
Have I looked at all the headings, graphics and text layout?
What do I already know about texts that have this layout?
What can I predict this text will be about?"

- Explain the benefits of this strategy –

Teacher:

Today we will learn how to use predicting to help our comprehension. Good readers predict because when you predict you set yourself a purpose for reading. You can anticipate what will happen and check your predictions. You can revise your predictions as you read and this helps you understand what you are reading and remember it. You become so focussed on confirming or revising your predictions that you remain engaged with the text and motivated to read on.

3. Model and teach the strategy:

- Show a blank prediction chart and complete text title. (See Appendix).
- Preview the selected section of text: Look at title, illustrations and cover.
- Brainstorm: What do we know about this topic? Record on post it notes.
- Preview the passage: look at headings and subheadings, graphics and bold words.
- Ask: What sort of text will this be?
- Predict: What do you think this text will be about?
- Write the initial predictions in the space provided on the prediction chart.
- What words would you expect to find in this text? Record words on the board for future reference.
- Pre-teach important vocabulary; select words students need to know to understand the section of text.
- Read the first section of text with the students.
- Compare what you have learned from the text with your predictions.
- Revise predictions for next section of text, record on the prediction chart.
- Repeat for several sections of text.
- Provide additional modelled support to students who require it.

4. Memorise the strategy:

Display the visual prompt card to help memorise the strategy.

Ask yourself: What do I already know about the topic from other lessons, reading, TV, movies, friends and family?

What do I already know about books by this author?

Have I looked at all the headings, graphics and text layout?

What do I already know about texts that have this layout?

What can I predict this text will be about?

5. Guided practice – support the strategy collaboratively:

- Working with a partner, have students preview and predict what will happen in the next section of text.
- Circulate around the room and be available to clarify and check pairs are previewing text, and making predictions. Continue to ask questions such as, 'Why would you make that prediction?'
- At the end, ask partners to share their predictions and tell why they have made these predictions.
- As a group read through the text and compare predictions with text read.
- Provide additional guided support to students who require it.

6. Independent practice – use the strategy by yourself:

- Provide an additional text or selection of text for making predictions.
- Use the chart to record predictions.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

7. Generalisation:

Ask students to think of a way to use the 'Preview and Predict' strategy in another subject area.

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Appendix

- Cue card to assist memorisation
- Preview form
- Prediction chart

- Anticipation guide

An 'anticipation guide' is a comprehension strategy that is used **before** reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text. These are often structured as a series of statements with which the students can choose to agree or disagree. Write four to six statements about key ideas in the text; some true and some false. Read each of the statements and ask the students if they agree or disagree with it. Provide the opportunity for discussion. The emphasis is not on right answers but to share what they know and to make predictions. Once students are familiar with the guides they can use them in pairs or individually.

Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

Cue card to assist memorisation of 'Previewing'

Ask yourself these questions?	✓ or X
Have I looked at the title and author?	
Have I thought about what I know about the topic?	
Do I already know about books by this author?	
Is there a contents page or glossary?	
Have I looked at the layout? What do I know about texts with this layout?	
Have I looked at the headings and subheadings?	
Have I looked at the graphics and captions?	
Have I read the blurb, if there is one?	
Have I made a prediction about this text?	

Preview Form

Student Name/s: _____

Date: _____

Text Title: _____

Chapter/pages: _____

Action	Answer	Comment
Does this book relate to other books I have read from the title and cover?		
Do I know anything about other books by the same author?		
Are there headings and subheadings? What are they?		
Are there any words in bold or <i>italic</i> type? What are they?		
Does the layout of the text tell us anything?		
Do the visuals tell us anything? Read the captions.		
Is there a blurb? What does it tell us?		

Prediction Chart

Student Name/s: _____

Date: _____

Text Title: _____

Chapter: _____

My first predictions based on the title, cover and illustrations:

Predictions after reading pages : _____	Read	Reflections on predictions:
---	------	-----------------------------

Predictions after reading pages : _____	Read	Reflections on predictions:
---	------	-----------------------------

Predictions after reading pages : _____	Read	Reflections on predictions:
---	------	-----------------------------

Predictions after reading pages : _____	Read	Reflections on predictions:
---	------	-----------------------------

Anticipation Guide

Before ✓/X	Statement	After ✓/X	Reflection



Comprehension – Evaluating Text Structure

Introduction

For some students, reading a wide variety of text types will not be sufficient for them to internalise the different characteristics of various types of writing. These students need to be explicitly taught text structure and characteristics of various text types. It has been found that student awareness of text structure is highly related to reading comprehension (Dickson et al., 1995, cited in University of Texas/Texas Education Agency, 2003, 2004, p. 13). Explicit teaching about text structures specific to the text types will help your students distinguish among several organisational patterns and help them find important information in texts in a more systematic and organised way (Snow, 2002, cited in University of Texas/Texas Education Agency, 2003, 2004, p. 13)

The ability to recognise text structure enhances the student's ability to comprehend and recall the information read (Armbruster, Anderson, & Ostertag, 1989 in www.readingrockets.org/article/39906). However, for many students with reading difficulties, the link between this knowledge of text types and comprehension must be specifically explained.

“Many students experience problems comprehending expository text....One reason is that they can't see the basic structure of the text. Some students get lost in the words and can't see the big picture.” (Dymock, S & Nicholson, T (1999) *Reading Comprehension, What is it? How do you teach it?* NCER Press)

Purpose

Students will use their knowledge of text structures and characteristics of various text types to enhance their comprehension.

Predicting text structure is a before, during and after reading strategy. Every time a text is presented to students there is the opportunity to teach text structure and assist the students to make predictions and connections between text structure, author's purpose and main ideas.

Teaching Steps

1. Teacher develops personal knowledge of:

- a. The sequence of skills in evaluating text structure. (see Appendix)

Notes:

- Make text accessible for all students at each step of the strategy e.g. text is read by teacher or peer or made accessible through use of CD or text to speech software.

- Provide adequate levels of modelled, guided and independent practice at each step of the strategy to ensure mastery. As a guide, mastery requires accuracy $\geq 80\%$. (e.g 4 out of 5 correct responses, 8 out of 10 correct responses on at least 3 separate occasions).
- b. Students: through observation, assessment and asking questions determine where your students are up to in this series of skills. This is important especially for your students with reading difficulties, who may need to work at an earlier level of strategy development to the rest of the class.
- c. The text to be read.

2. Teacher preparation:

- Select a short text that has one easily identifiable text structure.
- Provide a graphic organiser that represents the text's structure. (see Appendix)
- Provide a list of signal words and questions for that text structure. (see Appendix)

3. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

Today you will learn how to use text structure and the characteristics of the text to help you understand what you read.

- Explain the benefits of this strategy –

Teacher:

When you first look at a text and skim through it (preview), you will pick up some ideas about the layout and features of the text. This will help you to predict what the text will be about and work with your own background knowledge to help you make predictions. Good readers make predictions and then check their predictions as they read. If you know the text is a narrative, a procedure, an information report or any other text type we have studied, you will have an idea of what to expect and as you read you can compare your expectation with what you read. This will help you to understand the text, the author's purpose and point of view, and to recall the text.

4. Model and teach the strategy:

Grouping: whole class

Text: Non-fiction

- Look at the text title, front cover, skim through the text – using 'think alouds' to point out any text features that are obvious e.g. *The title makes me think that this is a factual book about a country. I can see a contents page that shows me it is divided into chapters and the chapters seem to group information. As I skim through I see photographs and maps and at the end is a glossary and an index. This confirms my idea that it is a factual book and it is probably a description of a country.*
- Brainstorm any knowledge about the country and place this on post it notes on the board. Group any information that seems the same. Label the groups e.g. landforms, festivals, dress. Now compare this with the contents page chapter headings.
- Look at the features of a description, the signal questions to be asked and the signal words using your 'Descriptions' poster (see Appendix).

- Choose a short section of text and read to the class. Use ‘think alouds’ to show how the signal words have been used. Record these on ‘Text Structures and Features Sheet’ (see Appendix).
- Ask the questions for ‘description’ and enlist the assistance of the students to answer. Record on the above sheet.
- Introduce the graphic organiser for ‘description’ and fill in the information gained from the reading. Explain that the graphic organiser is a way of showing how the text is structured. Make sure the students know which parts of the graphic organiser correspond to particular parts of the text.
- Provide more modelled practice for those students who require it.

5. Memorise the strategy:

Memorise how to use text structure:

Use the visual prompt card (see Appendix)

Use the text structure poster (see Appendix)

6. Guided practice – support the strategy collaboratively:

- Select a short section of text from other chapters.
- With the group or class revise the initial preview of text.
- Working with a partner, students read through the text, locating ‘signal words’ to remind students to pay attention to how the text is organised and then answering the summary questions. The students record these on their ‘Text Structures and Features Sheet’ (see Appendix).
- Record information in the graphic organiser provided. (see Appendix)
- Ask partners to share their signal words and summary questions with the group. Discuss.
- Ask students to share their graphic organiser with the group. Discuss.
- Repeat this procedure many times, with different selections of text.
- Provide additional guided practice to students who require it.

7. Independent practice – use the strategy by yourself:

- Have students work in partners to quickly preview text supplied looking for text features: title, front cover, contents, headings, subheadings, illustrations, photographs, charts, maps, etc
- Next, have students work in partners to read the text, locate and record signal words, and ask each other the summary questions. They should also record their answers on the ‘Text Structures and Features Sheet’ (see Appendix).
- Students fill in their graphic organisers. Circulate and provide feedback and scaffolding as needed.
- Ask pairs to share their signal words, answers and graphic organisers with the group.
- Provide many opportunities for independent practice (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

8. Generalisation:

Ask students to think of a way to use the text structure strategy in another class. Ask if they can determine the structure in some of their text books. These will often have a variety of structures within

them. Use this as an opportunity to demonstrate the need to have knowledge of many text structures so, as a reader, you can begin to realise that the composition of the text reflects the author's purpose.

9. Note:

- Students will need to work through the various text types to learn the characteristics and structures of each and have practice applying these to comprehension. (see 'Sequence of Skills for Evaluating Text Structure' in the Appendix)
- The structures of both fiction and nonfiction texts need to be taught as follows:
 - The features of fiction writing e.g. narrative: orientation to character and setting, events, problem/s and possibly a resolution; also various types of poetry, drama.
 - The features of non-fiction text types e.g. Recount, Information Report, Procedure, Explanation, Discussion, Exposition, Response.
 - The characteristics of non-fiction text structures: description, sequence, compare and contrast, cause and effect, problem / solution, and position statement and support. (the various text types e.g. Recount, Information Report, Procedure, Explanation, Discussion, Exposition – link to these structures)
- Finally, it will include bringing all this knowledge together to apply it to texts that use several text structures combined.

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University of Texas/Texas Education Agency (2004, 2003). *Meeting the needs of struggling readers: A resource for secondary English language arts teachers*.

University of Texas Centre for Reading & Language Arts, (2004). *Enhancing learning through reading and writing strategies in the content areas (revised)* University of Texas System/Texas Education Agency.

Appendix

Poster for signal words and questions for 'Description'

Graphic organiser for 'Description'

Prompt card for using text structure

Text Structures and Features Sheet

Overview of text descriptions, signal words and summary questions for various text types

Posters for various text structures

Graphic organisers for various text structures

Features of Narrative Text

Features of Factual Text

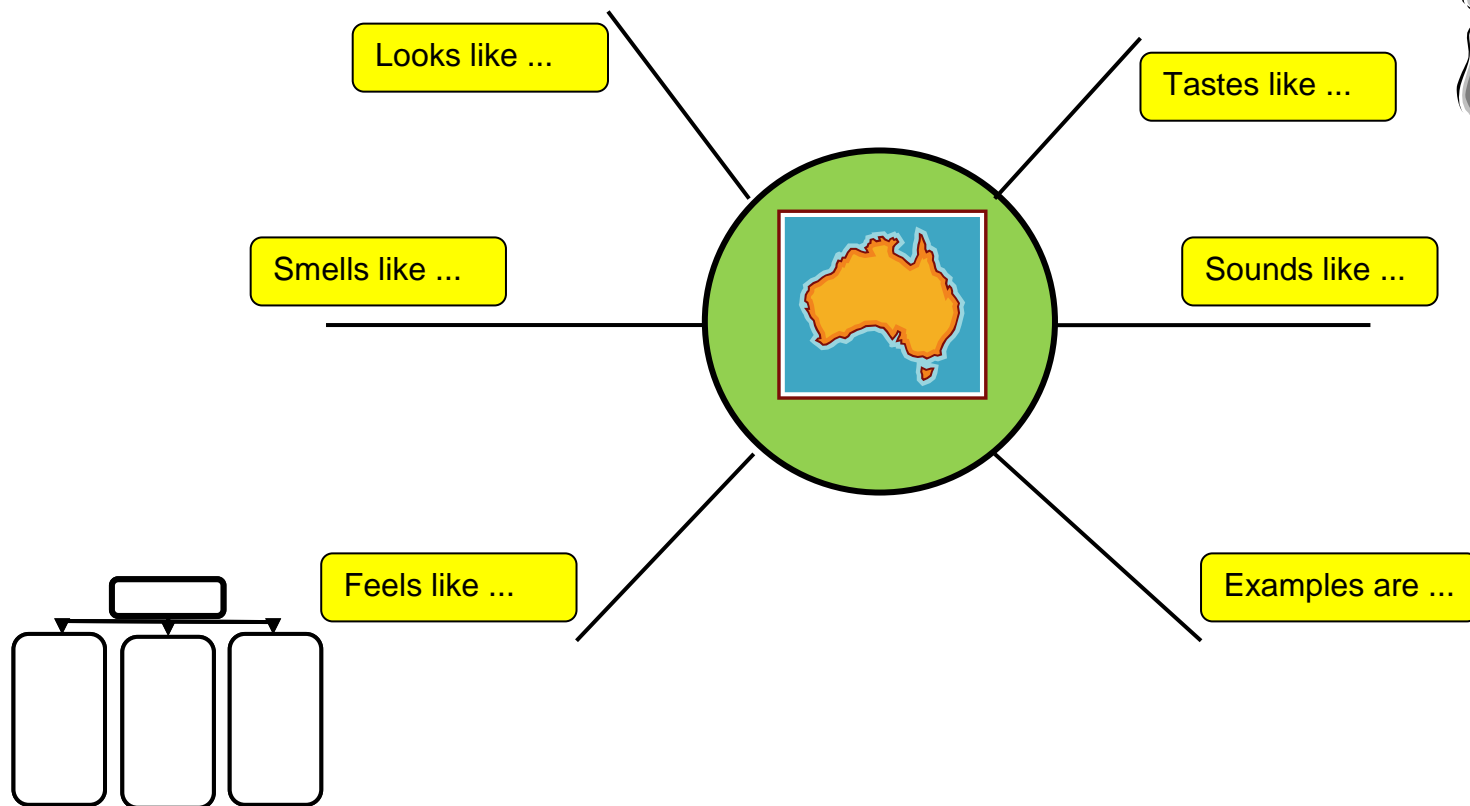
Text Feature Find Activity

Text Comparisons

Sequence of skills for evaluating text structure

Text Structure – Description

The author describes a topic by listing characteristics, features and giving examples.



Signal words:

to begin with
for example / an example
for instance
specifically
most important
in front / beside / near
about
has
characteristics are
also
such as
in addition
beside
is / are
have
does
in fact
to illustrate
furthermore
Look for the topic word
(or synonym or pronoun)
to be repeated.

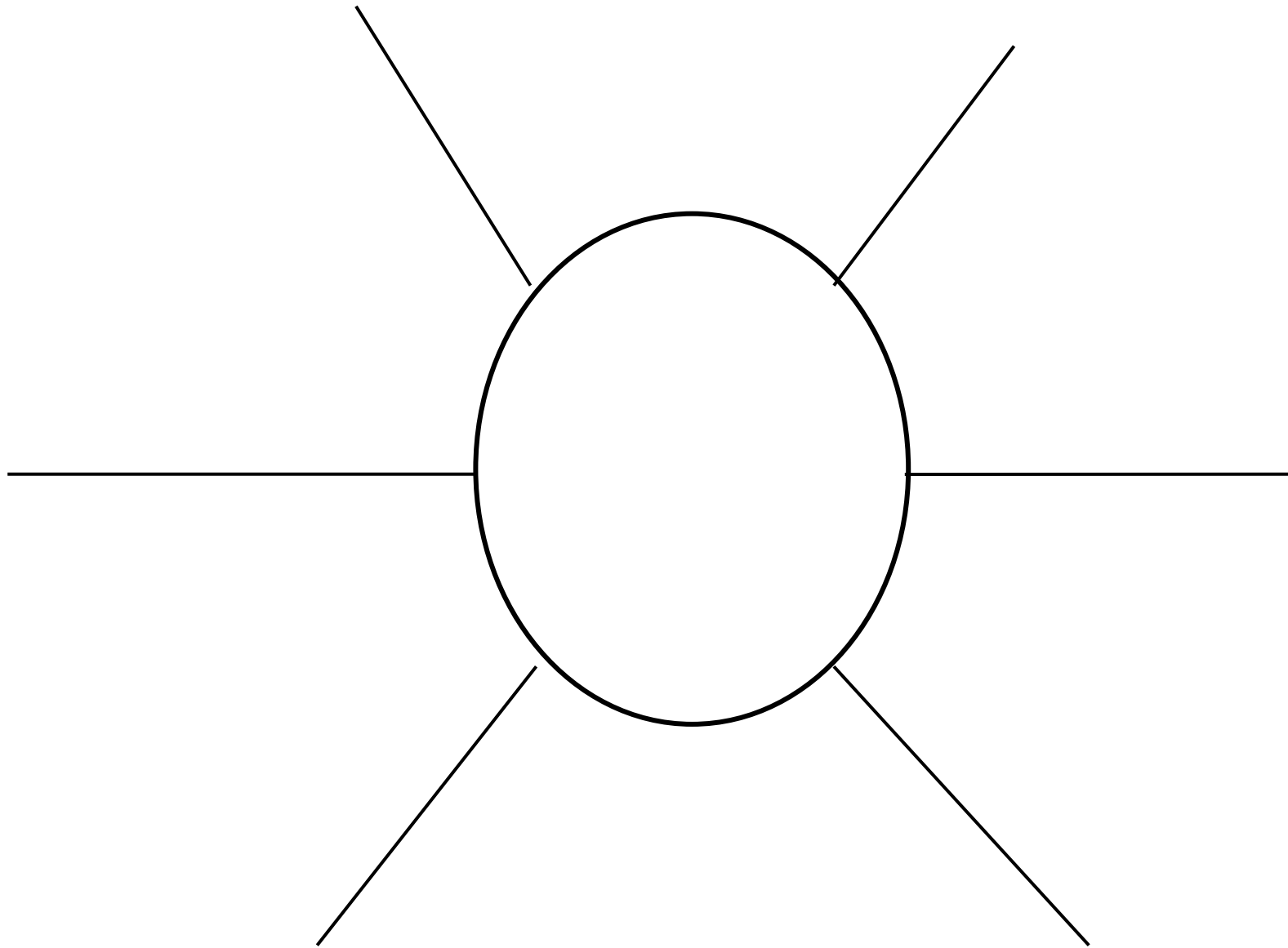
Questions are:

What specific person, place, thing, event, or concept is being described?

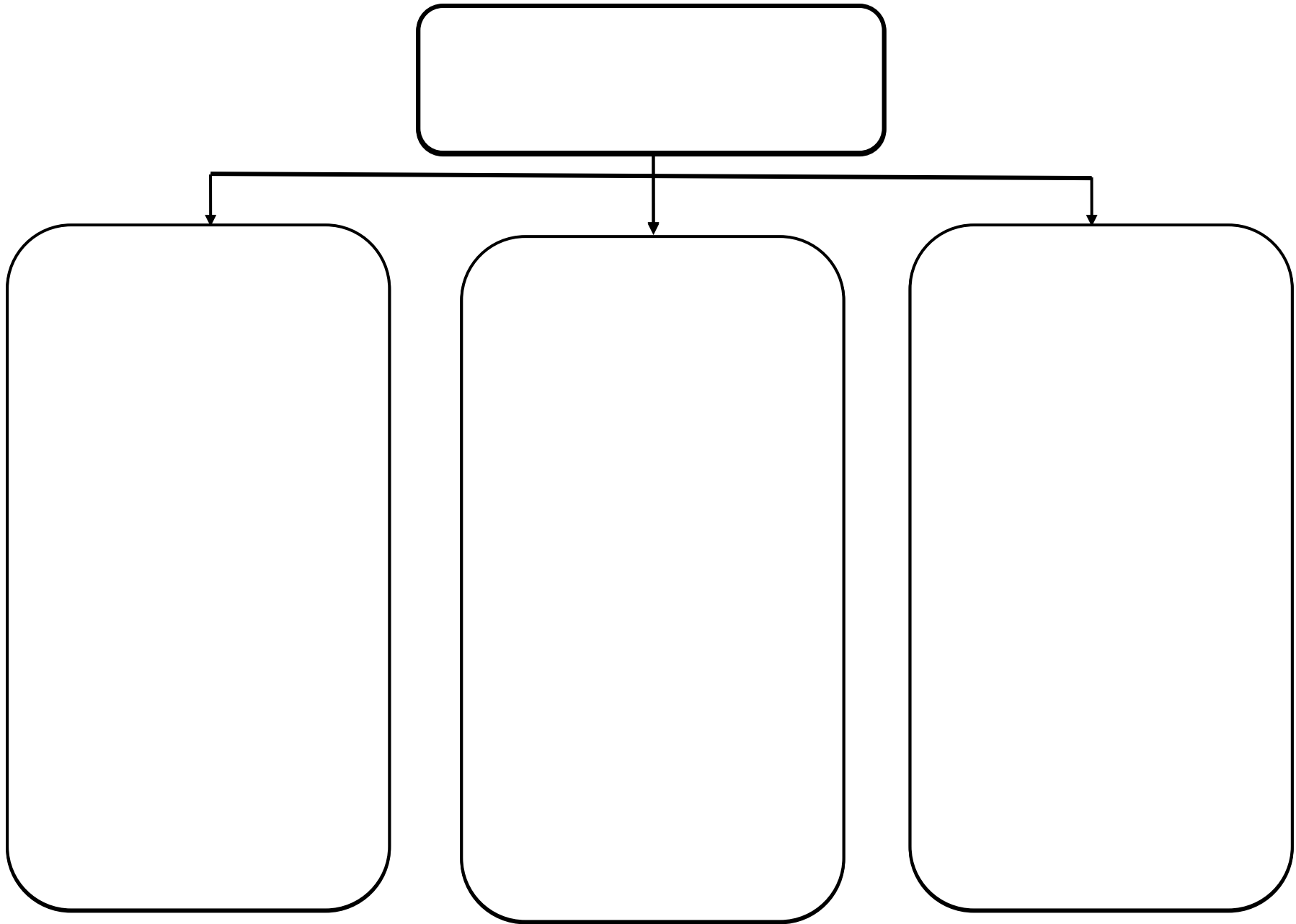
How is it being described (what does it look like, how does it work, what does it do, etc?)

What are the most important attributes or characteristics to remember?

Graphic Organiser for Description



Graphic Organiser for Description



Prompt card for text structure:

Have I ...	✓ / X
Looked at the text features by skimming the text? (title, cover, layout, illustrations etc)	
Predicted the topic and what the text structure might be?	
Brainstormed what I know about the topic?	
Read through the section of text?	
Found some signal words?	
Answered the questions about that text structure?	
Filled in the graphic organiser?	

Have I ...	✓ / X
Looked at the text features by skimming the text? (title, cover, layout, illustrations etc)	
Predicted the topic and what the text structure might be?	
Brainstormed what I know about the topic?	
Read through the section of text?	
Found some signal words?	
Answered the questions about that text structure?	
Filled in the graphic organiser?	

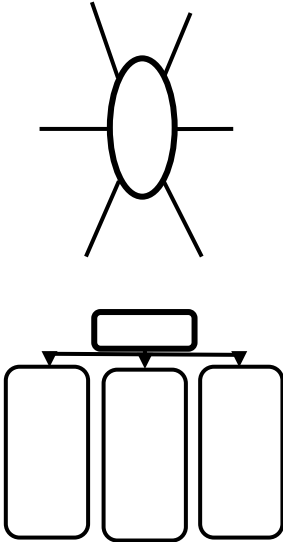

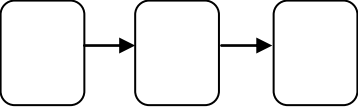
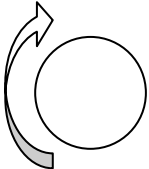
Text Structures and Features Sheet

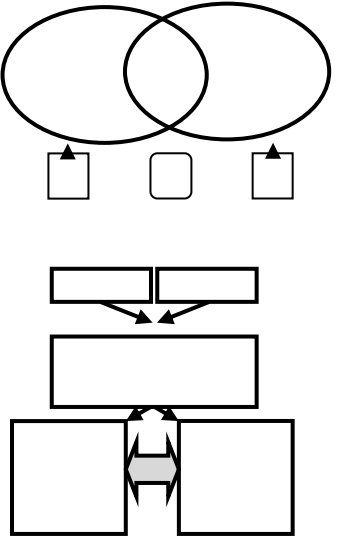
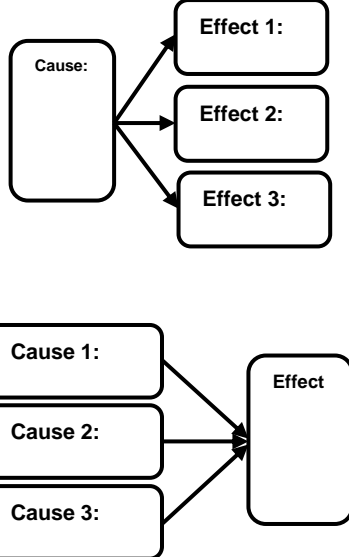
Name/s: _____

Date: _____

Things to do:	Information gained	What does that mean?
Look at the title and cover. What is the topic?		
What do I know about that topic?		
List text features found:		
List signal words found:		
Determine text structure:		
Answer summary questions for text structure?		

Overview of Text Structures

Structure	Description	Signal words	Summary questions	Graphic organisers	Paragraph frames
Description/ characterisation	<p>The author describes the topic by listing characteristics, features, and examples.</p> <p>Focus is on one thing and its components.</p> <p>How something looks, moves, works etc a definition or characterisation.</p>	<p>To begin with For example / an example For instance Specifically Most important In front / beside / near About The characteristics are Also Such as In addition Is / are, has / have Does To illustrate In fact To illustrate Furthermore</p> <p>Look for the topic word (or synonym or pronoun) to be repeated.</p>	<p>What specific person, place, thing, event, or concept is being described?</p> <p>How is it being described (what does it look like, how does it work, what does it do, etc?)</p> <p>How is it classified?</p> <p>What are the most important attributes or characteristics to remember?</p> <p>What are some examples</p>		<p>A ____ is a kind of ____ that ____.</p> <p>Some ____ have ____ such as ____.</p> <p>For example ____.</p> <p>____ has several characteristics. One is ____.</p> <p>Another important feature is ____.</p>
Sequence	<p>The author introduces items or events in numerical or chronological order.</p> <p>Describes the order of events or how to do something or how to make something.</p>	<p>To begin with, initially First, second, third Next Then, after, afterwards As soon as, immediately At last, last Before, prior to, previously Not long ago Not long after, later While, meanwhile In the middle Simultaneously At the same time Ever since Eventually Finally, at last, in the end On (date) At (time)</p>	<p>What is the goal?</p> <p>What sequence of events is being described?</p> <p>What are the major incidents or events that happen?</p> <p>What are the steps, directions or procedures to follow?</p> <p>What must be done first, second etc?</p> <p>What is the beginning event?</p> <p>What other events or steps are included?</p> <p>What is the final outcome, step or event?</p> <p>How is the sequence or cycle revealed in the text?</p>	<p>Timeline</p>  <p>Steps, directions or sequence of events</p>  <p>1. _____ 2. _____</p> <p>Cycle</p> 	<p>____ begins ____ continues ____ and ends ____.</p> <p>On (date) ____ happened. Prior to that ____ was ____.</p> <p>Then ____.</p> <p>After that ____.</p> <p>In the end ____.</p> <p>Here is how a ____ is made.</p> <p>First ____.</p> <p>Next ____.</p> <p>Then ____.</p> <p>Finally ____.</p>

<p style="text-align: center;">Compare and Contrast</p>	<p>The author describes how 2 or more things are alike and / or different.</p>	<p>Although As opposed to Different from In contrast Alike, unlike In common Similar to, similarly In the same way On the other hand Both Compared with In comparison Either, or Not only, but also Yet, although, but However By contrast On the other hand As opposed to As well as</p>	<p>What items are being compared? What is it about them that is being compared? What features of these form the basis for the comparison? What features do they have in common? How are these the same? How are these different?</p>	 <p>The top diagram is a Venn diagram with two overlapping circles. Below the circles are three boxes: one on the left, one in the middle, and one on the right. Arrows point from the left and right boxes to the intersection of the circles. The middle diagram is a flowchart with two boxes at the top, arrows pointing down to a single box, and then two arrows pointing down to two boxes at the bottom. The bottom diagram is a flowchart with two boxes at the bottom, arrows pointing up to a single box, and then two arrows pointing up to two boxes at the top.</p>	<p>_____ and _____ are similar because _____ but they are different because _____.</p> <p>They are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____.</p> <p>However, one way they differ is _____. Another difference is _____.</p>
<p style="text-align: center;">Cause and Effect</p>	<p>Effect = what happened Cause = what made it happen</p> <p>The author lists one or more causes and the resulting effect or effects.</p> <p>The purpose is to explain why or how something happened, works or exists.</p>	<p>Begins with Reasons why Reasons for If ... then... As a result of Therefore, thus Because of So, in order to Since In order to Leads to/led to Caused by, resulting from As a result, it follows that Effects of Outcome of Consequently The impact, the effect Influenced by Brought about by On account of Finally</p>	<p>What happened? Why did it happen? What was the reason for ...? What were the outcomes or results caused by the event? In what way did earlier event/s cause this main event to happen? According to the text, what is the importance of the caused event? Will these causes always result in the same event?</p>	 <p>The top diagram shows a box labeled 'Cause:' with three arrows pointing to three boxes labeled 'Effect 1:', 'Effect 2:', and 'Effect 3:'. The bottom diagram shows three boxes labeled 'Cause 1:', 'Cause 2:', and 'Cause 3:' with arrows pointing to a single box labeled 'Effect'.</p>	<p>When _____ it causes _____.</p> <p>The cause of _____ is not easy to explain. Some people think it is _____. Others believe the main cause is _____.</p> <p>Understanding the cause is important because _____.</p> <p>The effects of _____ are important because _____. One of the effects of _____ is _____. Another outcome is _____.</p> <p>Because of these results it is important that _____.</p>

<p style="text-align: center;">Problem and Solution</p>	<p>The author states one or more problems and one or more possible solutions to the problem.</p> <p>What's wrong and how to fix it.</p> <p>It may also include the advantages or disadvantages of each solution.</p>	<p>Challenge Problem is Dilemma is Puzzle is Question is Propose Solved by Question, riddle Answer, response, Resolution Because since This lead to To fix the problem To overcome this The major difficulty is One possible solution is One difficulty with this The solution is What was discovered Therefore, thus If ... then Conclude</p>	<p>What is the problem? Who has the problem? Why is this a problem? What is causing the problem? What is / are the possible solution/s? Are the advantages and disadvantages of the solutions given? According to the text, what is the best solution? What are problems that may occur in the future?</p>		<p>_____ wanted to _____ but _____ so _____.</p> <p>_____ had a problem because _____. One possible solution is _____. This is a good solution because _____.</p> <p>Therefore _____.</p> <p>The real problem is _____. The common solution has been _____. However, this is not always successful so _____.</p> <p>One other option would be to _____.</p>
<p style="text-align: center;">Position Statement and Reason</p>	<p>State an opinion, theory, or hypothesis and offer evidence to support it.</p> <p>Why a point of view should be supported; what's wrong with an idea.</p>	<p>Propose Accordingly As illustrated by For instance In order for It is evident that Must take into account For this reason The implication is The position is Consequently In conclusion This contradicts the fact that This view is supported by The problem or the question What is more critical Research shows The evidence is A reason for</p>	<p>What is the opinion, hypothesis, theory, or argument? What are the valid reasons given to support it? Explain if you agree with the viewpoint or hypothesis presented. What credible evidence and data are presented?</p>		<p>I propose that _____. The evidence to support this is great.</p> <p>First of all _____. Secondly _____.</p> <p>Another reason for my proposal is _____.</p>

The author introduces items or events in numerical or chronological order.

Text Structure - Sequence

Signal words:

First, second, third

Next

Then, after

Before, prior to

Not long ago

Not long after

While, meanwhile

Simultaneously

At the same time

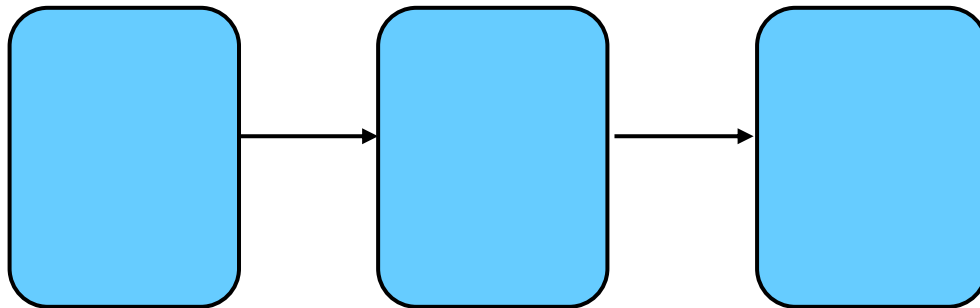
Finally, at last, in the end

On (date)

At (time)

Directions

Timeline



1. _____

2. _____

3. _____

4. _____

5. _____

Questions are:

What sequence of events is being described?

What are the major incidents or events that happen?

What are the steps, directions or procedures to follow?

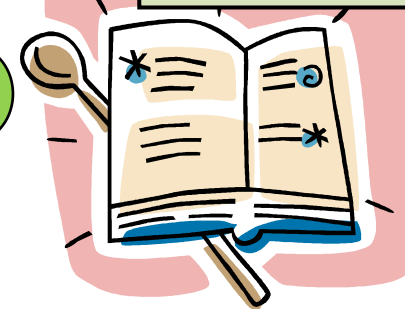
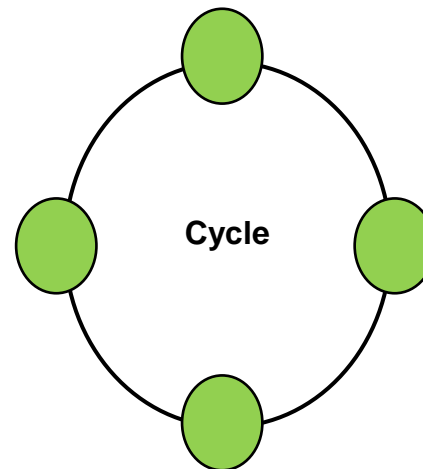
What must be done first, second etc?

What is the beginning event?

What other events or steps are included?

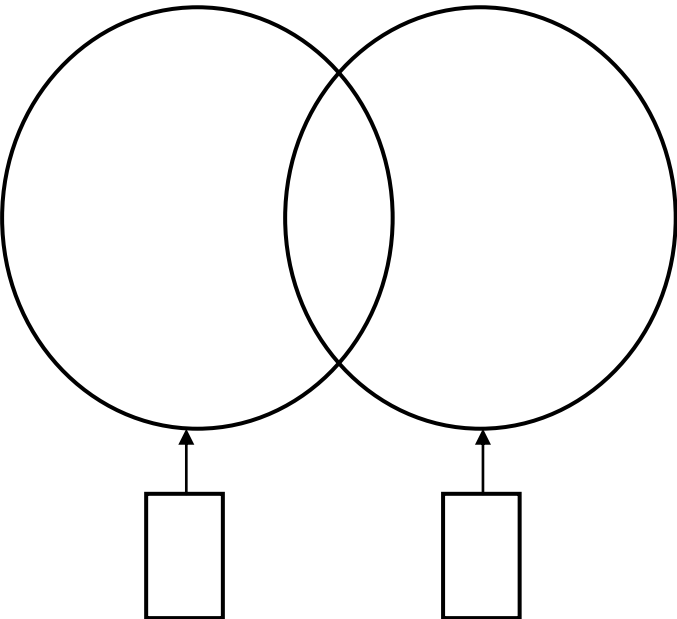
What is the final outcome, step or event?

How is the sequence or cycle revealed in the text?

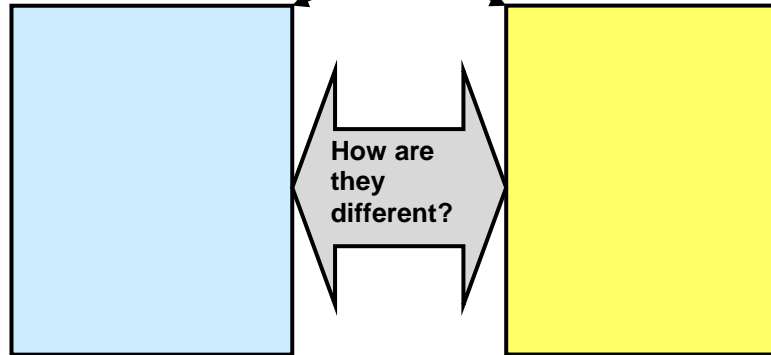
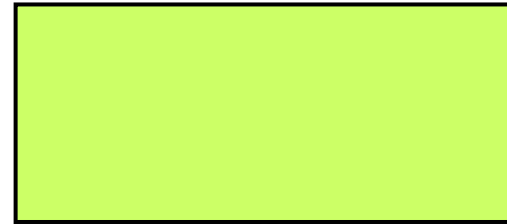


Text Structure – Compare and Contrast

The author describes how 2 or more things are alike and / or different.



How are things the same?

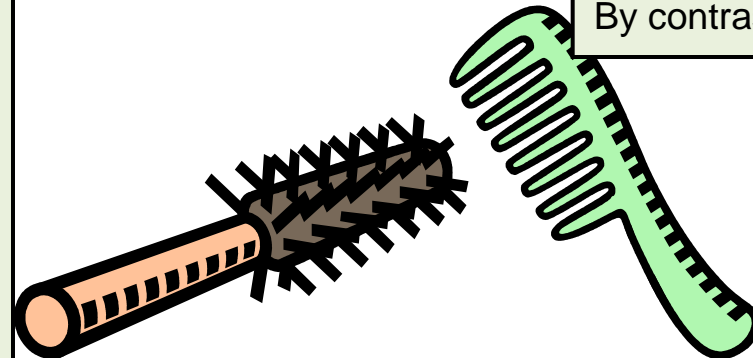


Signal words:

- Different
- In contrast
- Alike
- Similar to
- Same as
- On the other hand
- Both
- Either, or
- Not only, but also
- Yet, although, but
- However
- By contrast

Questions are:

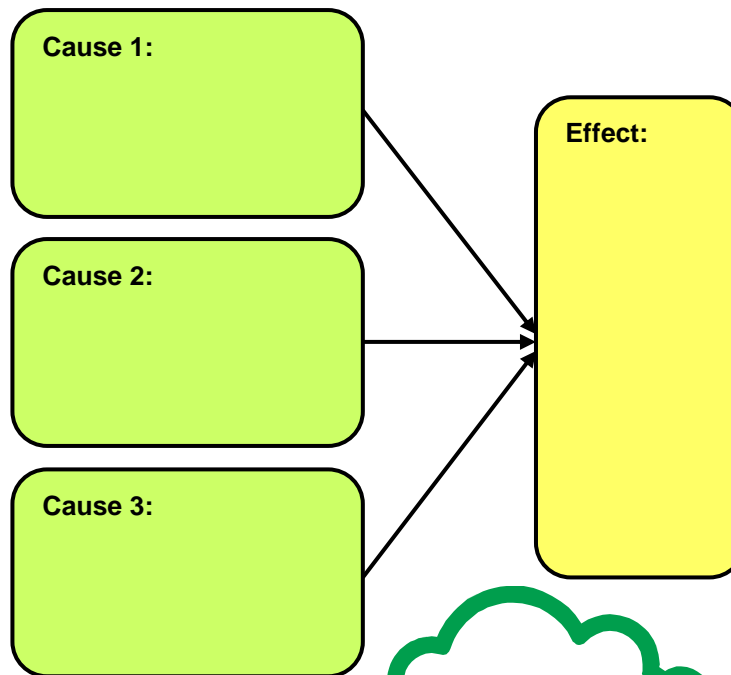
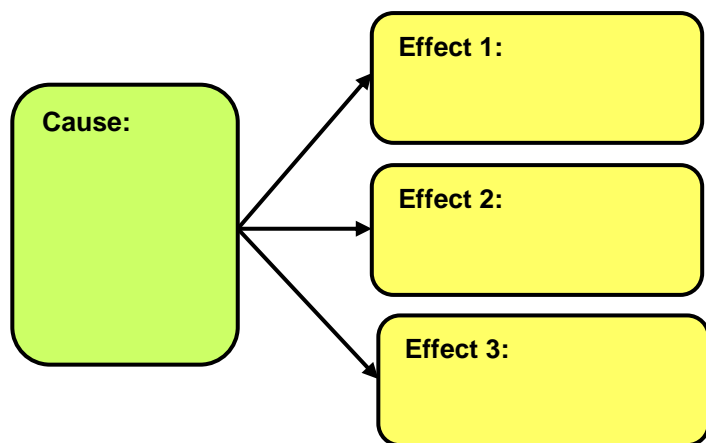
- What items are being compared?
- What is it about them that is being compared?
- What features of these form the basis for the comparison?
- What features do they have in common?
- How are these the same?
- How are these different?



Text Structure – Cause and Effect

The author lists one or more causes and the resulting effect or effects.

The purpose is to explain why or how something happened, works or exists.



Signal words:

Reasons why
Reasons for
If ... then...
As a result of
Therefore
Because of
So
Since
In order to
Leads to
Caused by
As a result
Effects of
Outcome of
The impact
Influenced by
Brought about by
Finally

Questions are:

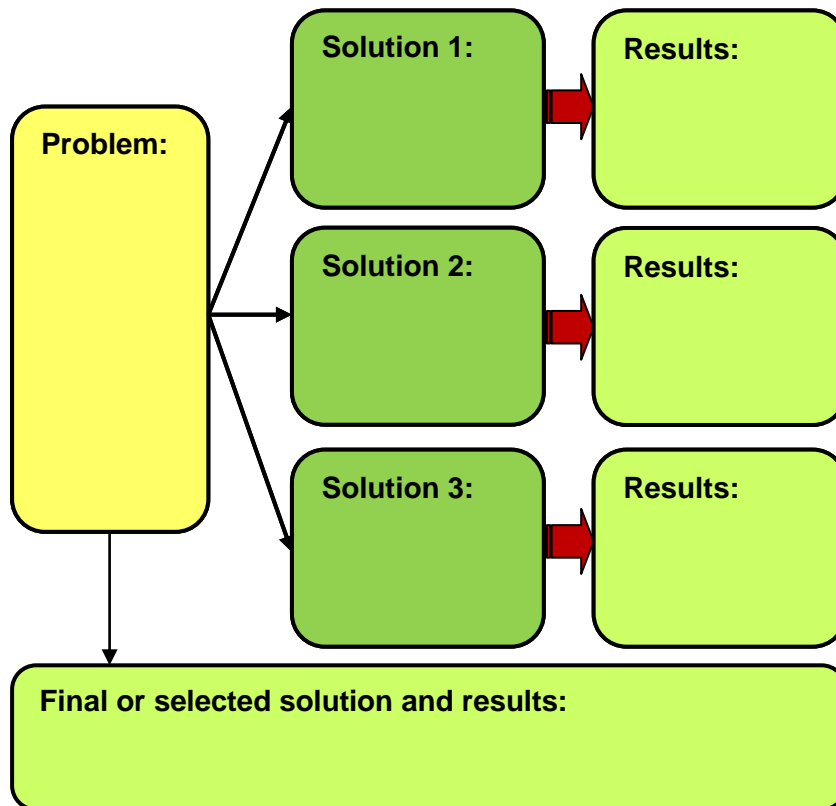
What happened?
Why did it happen?
What was the reason for ...?
What were the outcomes or results caused by the event?
In what way did earlier event/s cause this main event to happen?
According to the text, what is the importance of the caused event?
Will these causes always result in the same event?

Effect = what happened
Cause = what made it happen

Text Structure – Problems and Solutions

The author states one or more problems and one or more possible solutions to the problem.

It may also include the advantages or disadvantages of each solution.



Signal words:

Problem is
Dilemma is
Puzzle is
Question is
Solved
Question
Answer
Because since
This lead to
The major difficulty is
One possible solution is
One difficulty with this solution is
Therefore, thus
If ... then

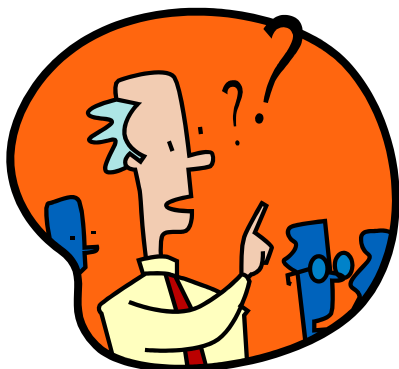
Questions are:

What is the problem?
Why is this a problem?
What is causing the problem?
What is / are the possible solution/s?
Are the advantages and disadvantages of the solutions given?
According to the text, what is the best solution?



Text Structure – Position Statement / Reason

State an opinion, theory, or hypothesis and offer evidence to support it.

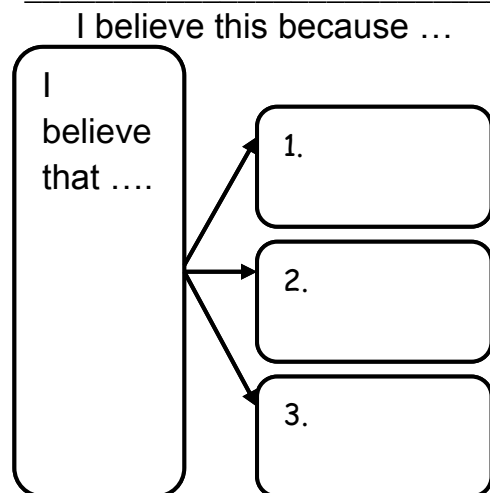


Questions are:

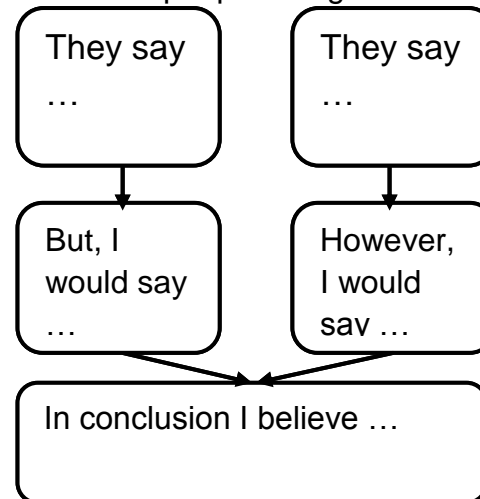
- What is the opinion, hypothesis, theory, or argument?
- What are the valid reasons given to support it?
- Explain if you agree with the viewpoint or hypothesis presented.
- What credible evidence and data are presented?

Organiser for Supporting

My Point of View



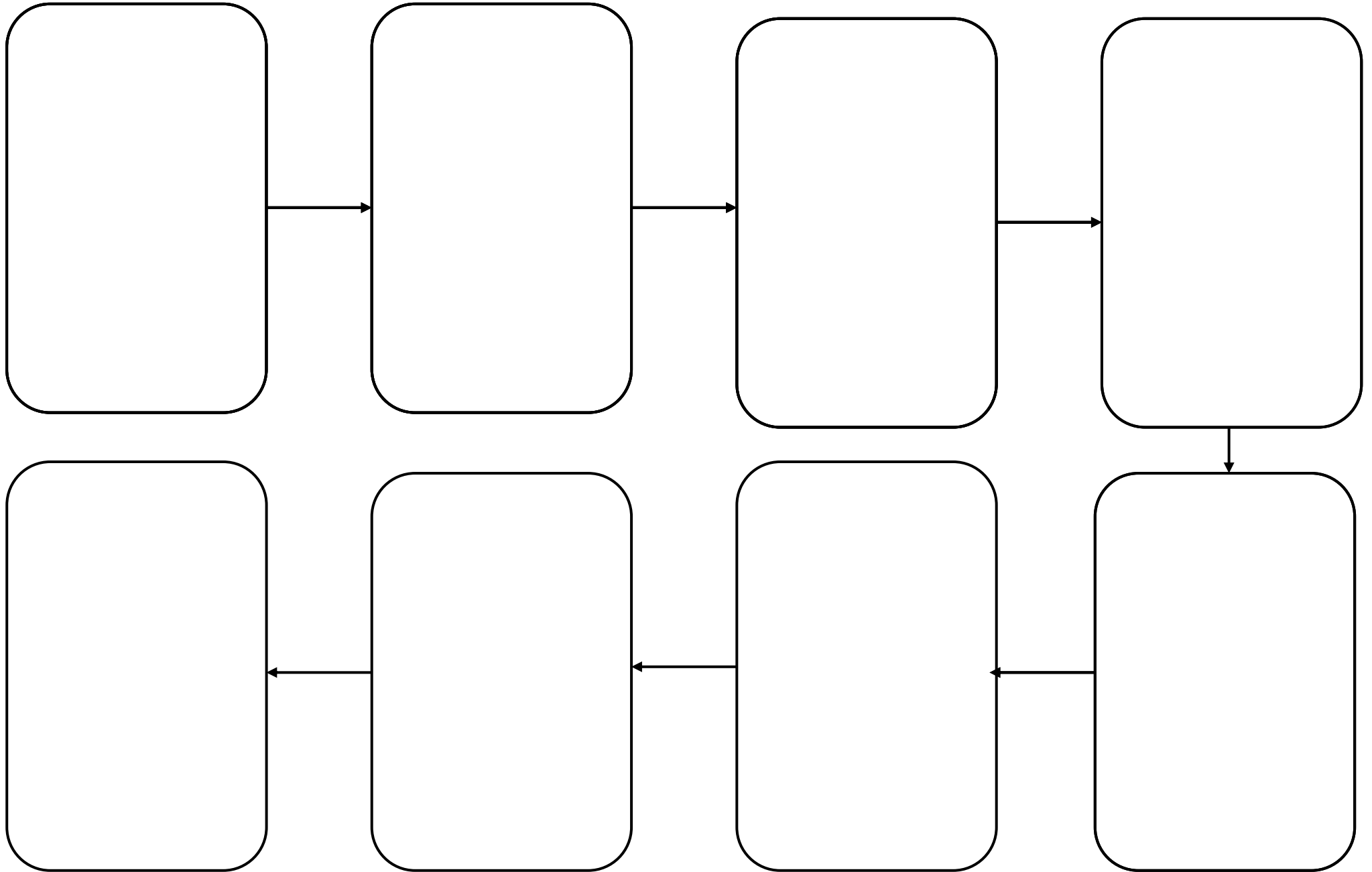
Some people disagree.



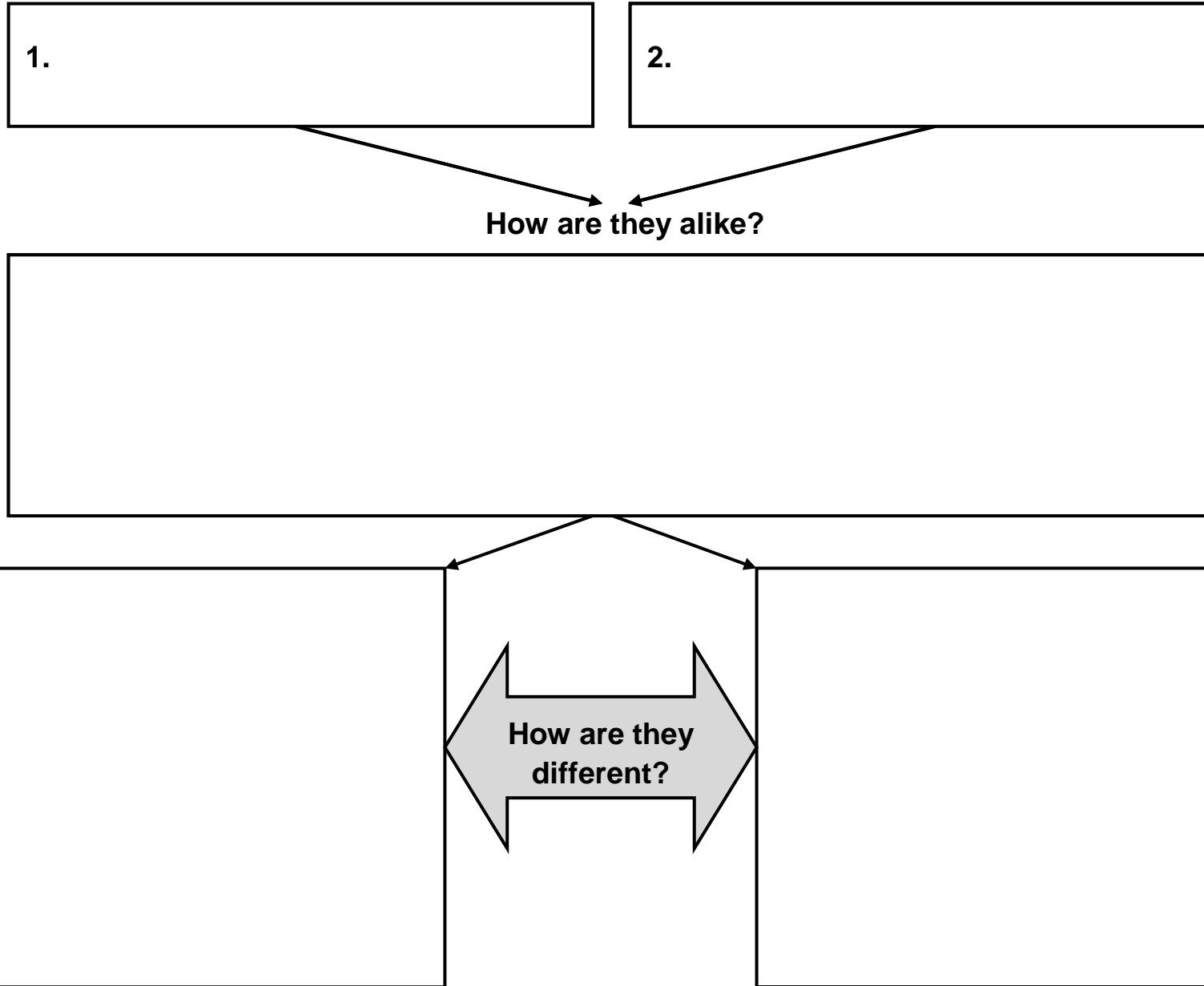
Signal words:

- Propose
- Accordingly
- As illustrated by
- In order for
- It is evident that
- For this reason
- The implication is
- The position is
- Consequently
- In conclusion
- This contradicts the fact that
- This view is supported by
- Research shows
- The evidence is
- A reason for

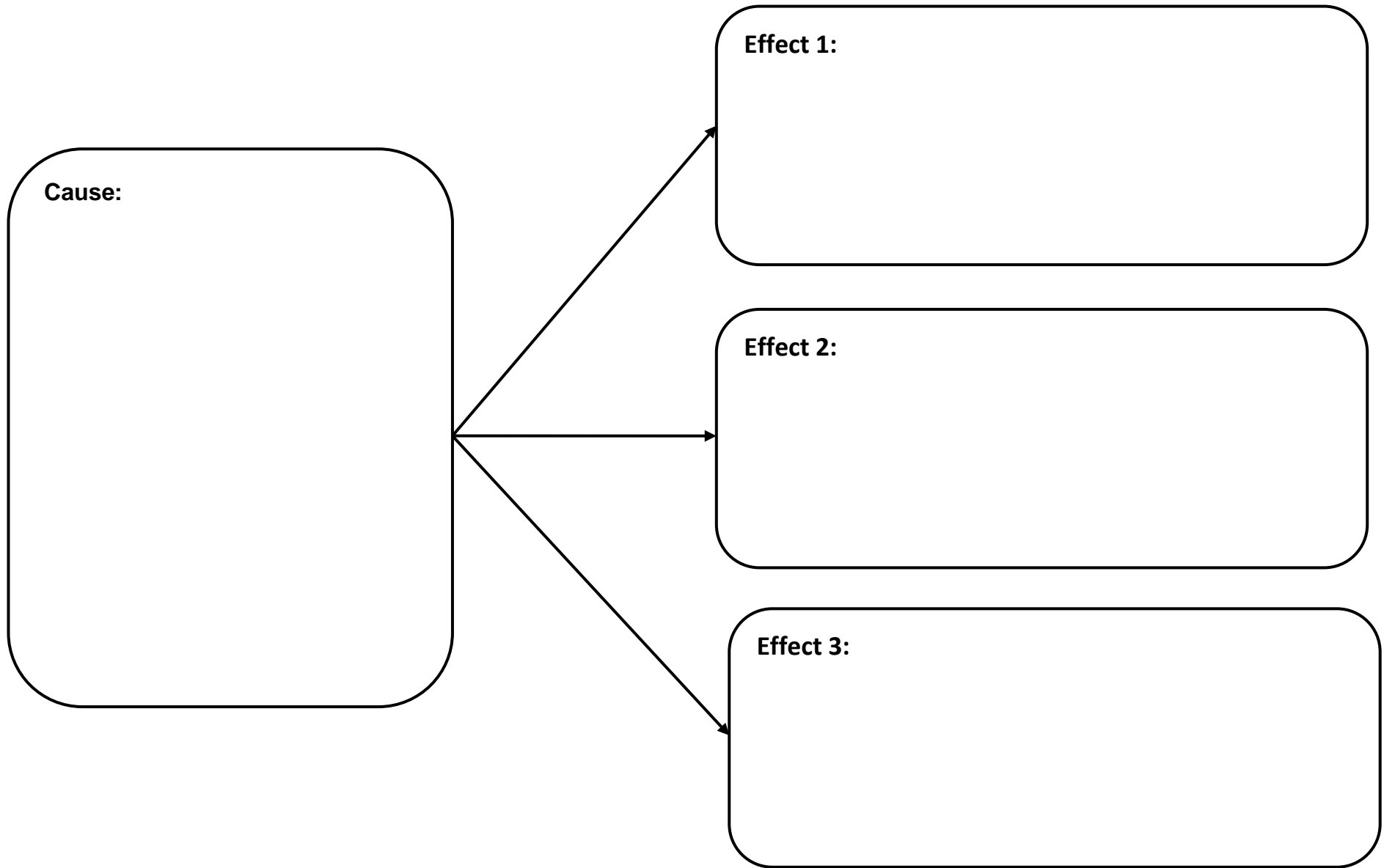
Graphic Organisers for Sequence



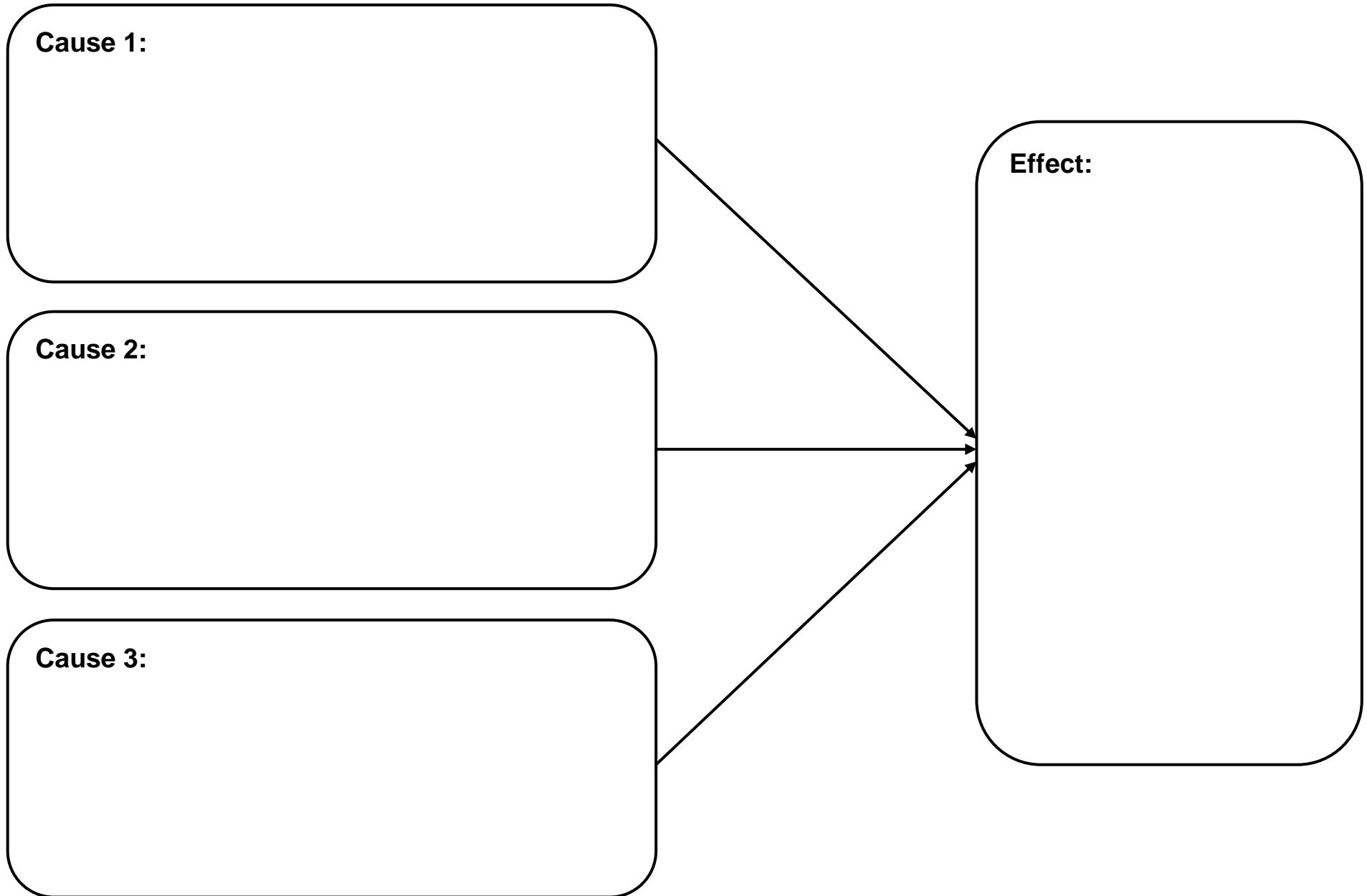
Graphic Organiser for Compare and Contrast



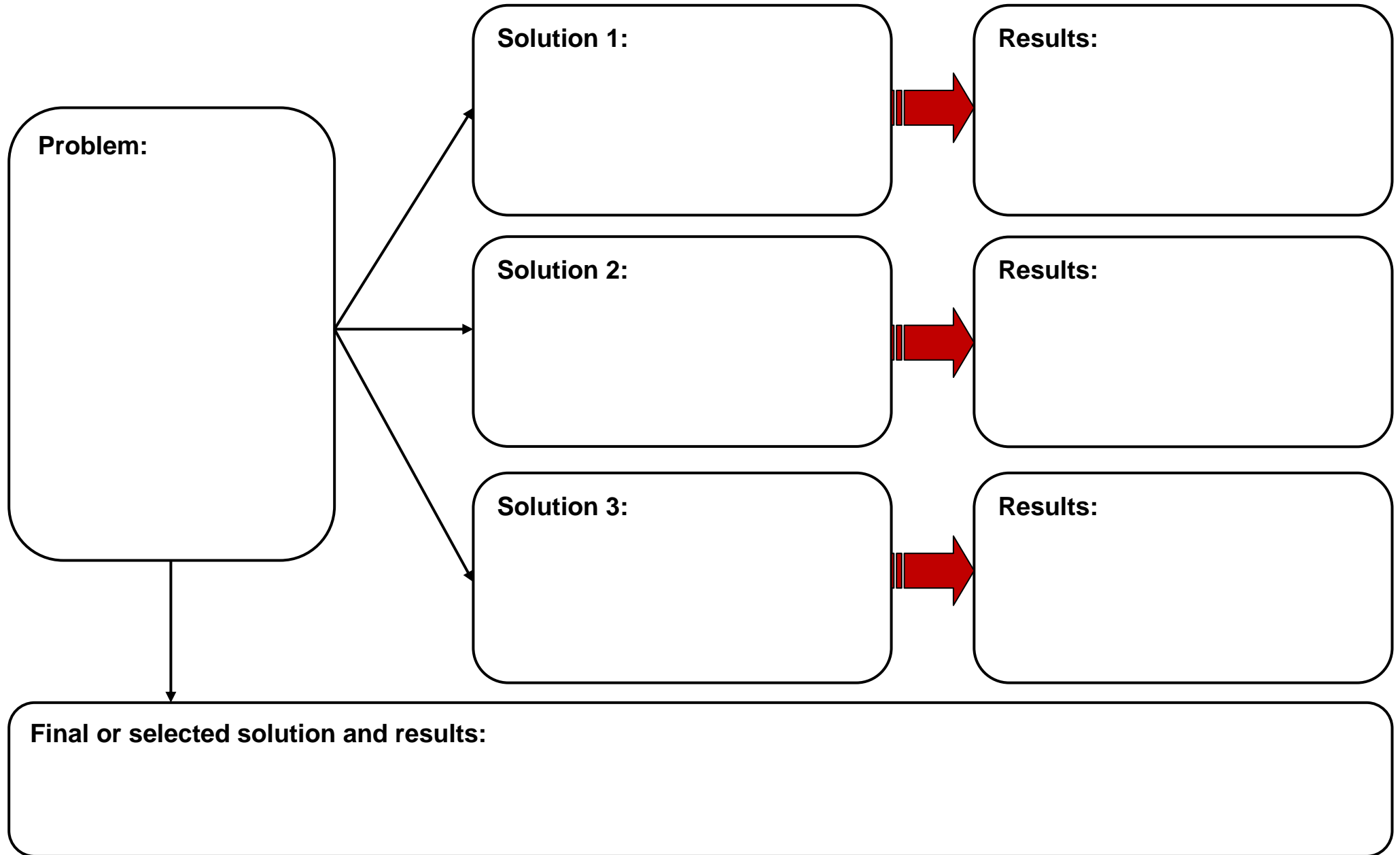
Graphic Organiser for Cause and Effect



Graphic Organiser for Cause and Effect



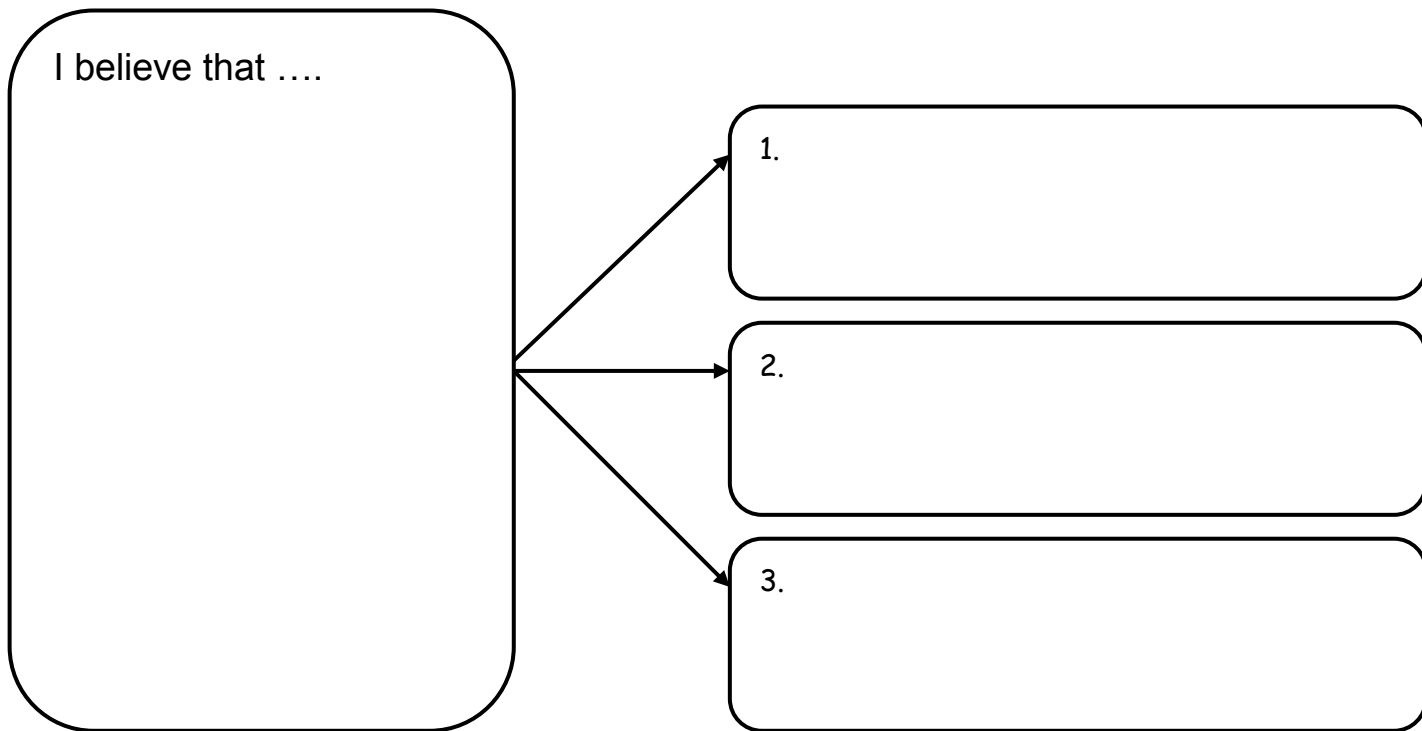
Graphic Organiser for Problems and Solutions



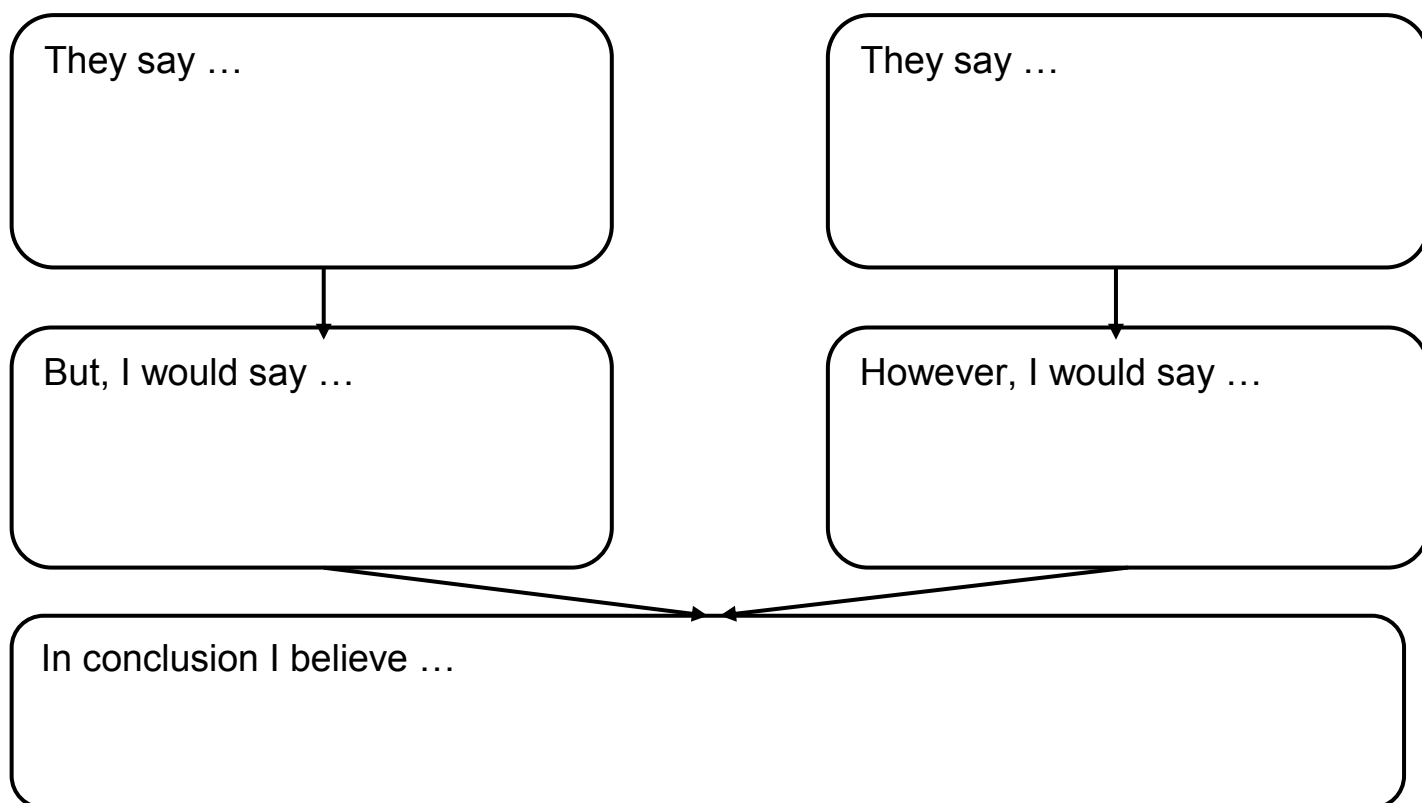
Graphic Organiser for Supporting My Point of View

The issue is: _____

I believe this because ...



Some people disagree.



FEATURES OF NARRATIVE TEXT

Purpose	To entertain or inform			
Examples	Fiction	Historical fiction	Science fiction	Plays
	Biographies	Autobiographies	Fantasies	Mysteries
	Legends	Fables	Folktales	Myths
Characteristics	<p>Follow a similar story structure.</p> <p>Beginning: Introduction of characters, setting, background</p> <p>Middle: Progression of plot, including rising action, climax, and falling action</p> <p>End: Resolution or solution to the problem</p>			
Narrative Terms	Orientation	Introduction of setting, characters, background information and conflict		
	Setting	Time and place, historical, physical, geographic location		
	Characters	People, animals or other entities in the text. Main and minor characters		
	Plot	The way in which the narrative events are arranged. Generally plots have the same basic elements: orientation, crisis		
	Conflict /crisis	Problem, the peak in the stories action, the moment of highest tension.		
	Internal conflict	A character's struggle with himself		
	External conflict	A character's struggle with another character		
	Rising action	Events leading up to the climax; trying to solve the problem		
	Climax	Emotional high point of the story; conflict is addressed, the stories decisive action		
	Falling action	Consequences or events caused by the climax		
	Resolution	Final outcome		

FEATURES OF FACTUAL TEXT

Purpose	To inform			
Examples	Newspapers Catalogues	Textbooks Brochures	Magazine articles Reports	Information books Research articles
Characteristics	Titles Tables	Headings Diagrams	Subheadings Graphics	Boldface words Contents
Organisation	Any factual text may be organised using several different text structures			
Types of organisation	Description / categorisation	<p>The author describes the topic by listing characteristics, features, and examples.</p> <p>Focus is on one thing and its components.</p> <p>How something looks, moves, works etc a definition or characterisation.</p>		
	Sequence	<p>The author introduces items or events in numerical or chronological order.</p> <p>Describes the order of events or how to do something or how to make something.</p>		
	Compare / contrast	<p>The author describes how 2 or more things are alike and / or different.</p>		
	Cause - effect	<p>Effect = what happened; Cause = what made it happen</p> <p>The author lists one or more causes and the resulting effect or effects.</p> <p>The purpose is to explain why or how something happened, works or exists.</p>		
	Problem - solution	<p>The author states one or more problems and one or more possible solutions to the problem.</p> <p>What's wrong and how to fix it.</p> <p>It may also include the advantages or disadvantages of each solution.</p>		
	Position - reason	<p>State an opinion, theory, or hypothesis and offer evidence to support it.</p> <p>Why a point of view should be supported; what's wrong with an idea.</p>		

TEXT FEATURE FIND

Name/s: _____ Date: _____

Text title:		
Text Features	Found in book Yes / No	If yes, search and find
Table of contents		Is the Table of contents easy to use? Why or why not? Use the table of contents to record a chapter title, its number and beginning page.
Sequence and format		Describe how the text is sequenced and formatted (e.g. headings, subheadings, organisation) How does this organisation help the reader understand the text?
Charts, graphs and maps		Find a chart, graph or map, record the page number. Describe it and how it helps the reader understand the text.
Diagrams, photographs and illustrations		Find a diagram, photograph or illustration and record the page number. Describe it and how it helps the reader understand the text.
Special type formats		Find an example of a print variation e.g. bold, underline, italics. Describe it and how it helps the reader understand the text.
Index		Is the index easy to use? Why or why not? Locate and record a topic in the index and record the page number it is found on.
Glossary		Is the glossary easy to use? Why or why not? Write a word found in the glossary and the definition.

TEXT COMPARISONS

CHARACTERISTICS OF NARRATIVE TEXTS	CHARACTERISTICS OF FACTUAL TEXTS
<ul style="list-style-type: none"> Familiar text structures: largely sequential, chronological organisation 	<ul style="list-style-type: none"> Unfamiliar organisational and structural patterns: predominantly hierarchical organisational patterns (main idea + supporting details), cause and effect, problem and solution, sequential or position statement and support patterns.
<ul style="list-style-type: none"> Generally short, simple sentences. 	<ul style="list-style-type: none"> Longer, complex sentences
<ul style="list-style-type: none"> Vocabulary is supported by ample context or is not critical to meaning. 	<ul style="list-style-type: none"> Contains technical vocabulary determined by topic or content.
<ul style="list-style-type: none"> Pictures illustrate, support or explain the content. 	<ul style="list-style-type: none"> Tables, diagrams, graphs etc elaborate or extend the content.
<ul style="list-style-type: none"> The reader's background knowledge is usually adequate for the content. Topics and content are usually familiar. 	<ul style="list-style-type: none"> The readers frequently lack sufficient background knowledge for easy access to the topic or content.
<ul style="list-style-type: none"> Narrative texts are usually associated with reading for pleasure and leisure – aesthetic reading 	<ul style="list-style-type: none"> Non-fiction texts are usually associated with work, learning assignments etc.



Comprehension – Generating Questions

Introduction

Research has shown that when students with reading difficulties are taught to generate questions as they read, their comprehension improves (Therrien, Wickstrom, & Jones, 2006, p 94). Skilled readers keep track of whether the author is making sense by asking themselves questions (Vacca, 2002, in Cameron, 2009, p.66). They pose and answer questions that clarify meaning and promote deeper understanding of the text.

To enhance comprehension questions can be asked not only by the reader but also by a peer or the teacher. Teachers often ask questions to see whether students understand what they have read. There are several types of questions that can be asked. Understanding the different types makes it easier to find the answers. Some questions require you to find facts about what you read, while others require you to draw conclusions or make inferences. (Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S., 2007, p.78)

Teaching students to generate their own questions about a text helps with their understanding and assists them to answer questions set by others. Question generation teaching as suggested here, includes previewing the text and then to generating questions at three levels (Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S., 2007, p.67, 68). As Buehl (2009, p.157) points out, questions asked to help students 'get the facts' rarely help students to construct an understanding of an author's message. They find answers, but miss the important questions, the questions they should pose to themselves to guide their reading and understanding.

Questions can be generated at any time during the reading process: before, during and after reading.

The following teaching steps are adapted from Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S. (2007) Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook. University of Texas Systems/Texas Education Agency, pp. 76 – 93.

Generating Questions Level 1 - Literal Questions:

Purpose

Students will increase literal comprehension of text by generating 'right there/here' questions.

Teaching Steps

1. Teacher develops personal knowledge of:

- a. The sequence of skills in asking and answering questions.

Notes:

- Make text accessible for all students at each step of the strategy e.g. text is read by teacher or peer or made accessible through use of CD or text to speech software.
- Provide adequate levels of modelled, guided and independent practice at each step of the strategy to ensure mastery. As a guide, mastery requires an accuracy $\geq 80\%$ (e.g 4 out of 5 correct responses, 8 out of 10 correct responses on at least 3 separate occasions).

Steps of Strategy	Skills needed – <i>Students can</i>	Cut Back/Adjustments <i>Teachers will</i>
<p>Students <u>ask</u> questions / make statements orally to satisfy their needs.</p>	<p>Form a question. Form a statement. Speak and be understood.</p>	<p>Teach students to use visual communication to demonstrate a need e.g. toilet, drink food. Use visual or single word requests. Reinforce when student is asking a question.</p>
<p><u>Answer</u> oral questions relating to immediate environment, objects and pictures. Oral answers. “Is it a ... ?” (yes/no response) “Can you, he, it ...?” (yes/no response) “Is it a ... or a?” (binary choice) “What is that?” “What can you see?” “Is this one like this?” “What is ... doing?” “What do you like/need?”</p>	<p>Understand the difference between question and answer. Understand basic vocabulary used. Understand the question ‘what?’ Select ‘yes’ or ‘no’ answer. Select from two suggested answers. Understand the concept of ‘same’. Label nouns and actions. Select and express likes and needs.</p>	<p>Teach turn taking with visuals. Teach vocabulary. Work from “Show me a ...” Work from non verbal answers for ‘yes/no’. Teach question ‘what’ by modelling using actions. Use preformulation (give answer in question) e.g. ‘The boy is running. What is the boy doing?’ Teach ‘same’ by example and non example.</p>
<p><u>Answer</u> oral questions involving classifying/ grouping objects, describing pictures and objects and understanding object functions. Oral answer in a sentence. “Where is the...?” (requires a location response e.g. “under the table” not just pointing) “Find something that can ... (cut)” “What is happening in this picture?” “What thing is ... (red) and ... (spiky)?” “What is different about these?” “Which one is ... (a fruit)?”</p>	<p>Understand basic vocabulary used. Understand the question ‘where?’ meaning ‘what place?’ Understand the prepositions of position – in, on, under ... above, below, between, in front of, among etc. Understand the concept of ‘difference’. Group into like categories and label e.g. fruit. Understand that things can be described using their attributes (adjectives). Use these attributes to decide how things are different. State the item, given the function it serves, and give the function of an item. Form a sentence answer.</p>	<p>Teach vocabulary. Teach meaning of ‘where’ and initially use a non verbal answer using pointing + here. Teach positional words, as required, by demonstration. Teach ‘different’ by examples and non examples. Teach attributes (describers / adjectives) before use. Use opposites to help with teaching difference. Work on categorising and labelling categories. Teach functions of common items. Give sentence starters to encourage full sentence answers.</p>

<p>Students <u>ask</u> questions (who, did what, where) orally to gain information from adults and peers.</p> <p>Students ask questions (who, did what, where) orally about pictures. Oral answer from peers.</p>	<p>Understand meaning of 'who, did what, where' questions.</p> <p>Listen and comprehend speech.</p> <p>Form a question to gain required information.</p> <p>Ask questions for clarification.</p> <p>Ask a question relating to a picture.</p> <p>Determine that the answer satisfies the question asked and whether further questions are needed.</p>	<p>Teach student to display a visual question mark for clarification.</p> <p>Encourage questioning and when possible give appropriate answers and feedback on questioning skills.</p> <p>Use of oral presentations e.g. news followed by questioning prompted by visuals for 'who?', 'did what?', 'where?'</p> <p>Treat one question at a time.</p> <p>Use "think-aloud" to demonstrate whether an answer is adequate.</p>
<p><u>Answer</u> oral questions relating to feelings prompted by the immediate environment and pictures. Answers given orally in a sentence.</p> <p>"What is that ... making me feel like?"</p>	<p>Express various feelings e.g. happy, sad, annoyed, upset, scared etc.</p> <p>Select the correct feeling word.</p>	<p>Teach feelings.</p> <p>Assist students to list things that make them feel: happy, sad etc.</p>
<p><u>Answer</u> oral questions "who", "did what" and "where" in a sentence after listening to a sentence, short paragraph, reading of a simple text or viewing.</p> <p>Answers given orally.</p>	<p>Understand 'who', 'what' and 'where' questions.</p> <p>Listen for specific information.</p> <p>Recall information.</p> <p>Form a sentence to answer questions.</p>	<p>Revise meanings of questions.</p> <p>Emphasise answer by voice or action.</p> <p>Reread the sentence or paragraph.</p> <p>Give sentence starters to encourage full sentence answers.</p>
<p><u>Answer</u> oral questions using own knowledge to make basic predictions, inferences about actions, time and main idea, assume the role of another, or make generalizations from pictures or series of pictures.</p> <p>Main idea: "What is the picture mainly about?"</p> <p>Action inference: "What will happen next? What happened before?"</p> <p>Time inference: "When did this happen?"</p> <p>Feeling inference: "How do you think he feels?"</p> <p>"How are these the same?"</p> <p>"How do I make... (a sandwich)?"</p> <p>Definition: "What is a ...?"</p> <p>Object inference: "What is this ...?"</p> <p>Location inference: "Where is it happening?"</p>	<p>(Many of these questions require <u>inferential</u> thinking to answer.)</p> <p>Understand the idea of sequencing – next, later, after.</p> <p>Understand the question 'how?' as meaning 'in what way?'</p> <p>Understand the question 'when' meaning 'what time'.</p> <p>Understand basic time concepts e.g. morning, recess, lunch, afternoon, night.</p> <p>Compare attributes (adjectives) - same.</p> <p>Use words to describe the meaning of another word.</p> <p>Use clues in picture to infer where it is e.g. on a farm, in the city or when it is e.g. lunchtime, evening.</p>	<p>Work first with pictures, select answer from a choice, discuss. Then move students on to produce an answer.</p> <p>Teach using sequencing pictures and point to picture that happened before, next, after, later.</p> <p>Teach basic time by labelling sections of the day, matching activities to time of day.</p> <p>Teach words relating to time e.g before, after, soon, later.</p> <p>Revise feelings and relating other's feeling to own feelings.</p> <p>Provide role play of sequencing actions.</p> <p>Provide word to select, given the definition or provide choice of best definition.</p> <p>With unfamiliar objects, discuss what it is and what it is used for.</p>
<p>Students <u>ask</u> questions (who, did what, where, when, how, why) orally to gain information from adults and peers.</p> <p>Oral answer from adults and peers.</p>	<p>As above</p>	<p>As above</p>

<p><u>Answer</u> oral questions involving problem solving, predictions, solutions, conclusions & explanations, interpretation using own experience and based on pictures and picture books.</p> <p>Predicting changes: “What will happen if...?”</p> <p>Solutions: “What should we do now?”</p> <p>Causes: “How did that happen?”</p> <p>Justifying: “Why can't we ...eat ice-cream with a knife and fork?”</p> <p>Explanations: “How can we tell he is sad?”</p> <p>Applied: “What do you think ...?” “How could this be improved?” “How does this compare to ..?” “Is this a fact or an opinion?”</p>	<p>(These questions require <u>inferential</u> and applied thinking to answer.)</p> <p>Use language to problem solve, predict, give suggestions and explanations.</p> <p>Understand past and future.</p> <p>Understand the meaning of ‘why’ as give a reason for.</p> <p>Understand past, present and future tense.</p> <p>Draw conclusions from information given.</p> <p>Understands the difference between ‘fact’ and ‘opinion’.</p>	<p>Work first with pictures, select answer from a choice, discuss. Then move students on to produce own answer.</p> <p>Teach that the word ‘because’ can identify a reason.</p> <p>Preformulate answers for ‘why’ questions.</p> <p>e.g. ‘He couldn’t play because it was raining.’ ‘Why couldn’t he play?’</p> <p>Explicitly make links to help reasoning.</p> <p>e.g. ‘If it is too hot, we can’t play outside.’ ‘Today is very hot. Why can’t we play outside.to play?’</p> <p>Teach past, present and future tense,</p> <p>Use idea of ‘here’, ‘hidden’, ‘head’ questions (see Appendix).</p>
<p>Students <u>ask</u> questions (who, did what, where, when, why, how) orally to gain information from adults and children based on experiences, pictures and texts read.</p>	<p>(These questions require <u>inferential</u> thinking to answer.)</p> <p>As above</p> <p>Formulate these questions</p>	<p>As above</p> <p>Teach questions one at a time.</p> <p>Give questions words as a starter.</p>
<p><u>Answer</u> written literal questions (who, what where, when, how, why) after reading a sentence, short paragraph, a simple text or viewing.</p> <p>Provide written answers as words, phrases then sentences</p> <p><u>Ask</u> written literal questions (who, what where, when, how, why) after reading a sentence, short paragraph or a simple text</p>	<p>As above</p> <p>Read text and questions.</p> <p>Skim and scan.</p> <p>Locate answer in text.</p> <p>Formulate answers.</p> <p>Record answer in written form</p>	<p>Reteach ‘wh’ questions: ‘who’ = a person, ‘what’ = an action, ‘where’ = a place, ‘when’ = a time, how = in what way, why = for what reason.</p> <p>Point out the answers are ‘right there/here’ in the text. Locate answer in text.</p> <p>Match words in question to words in text.</p> <p>Teach students to reread question and text.</p> <p>Work orally to formulate questions.</p>
<p><u>Ask</u> literal questions orally and record before, during and after reading a sentence, paragraph or simple text, or viewing.</p> <p>Increase complexity of text used.</p>	<p>As above</p> <p>Record questions relating to the text.</p>	<p>Ask students to ask questions about a picture.</p> <p>Model asking questions before, during and after reading.</p>
<p><u>Answer</u> and then <u>ask</u> inferential (hidden/ put it together) questions before, during and after reading a sentence, paragraph or simple text or viewing.</p> <p>Unstated character traits e.g. motivation, attitude: “What is ...like?”</p> <p>Main idea or moral:</p>	<p>As above</p> <p>Put information together from different sentences, paragraphs, diagrams, graphs and illustrations.</p> <p>Use pronoun referencing.</p> <p>Name similarities and differences in people, places, objects, events.</p> <p>Name cause and effect in events and</p>	<p>As above</p> <p>Teach 3 level guides (see Appendix).</p> <p>Provide selection from which to choose answers.</p> <p>Teach combining information from a variety of locations in the text individually and explicitly.</p> <p>Teach pronoun referencing for following</p>

<p>“What does the text tell us about ...?”</p> <p>Proof: “What things show us that ...?”</p> <p>Unstated comparison/contrast: “What is similar/different about ... and ...?”</p> <p>Unstated cause and effect: “Who / What/ Where / When / Why / How did ...?”</p>	<p>actions.</p> <p>Name problems and possible solutions.</p>	<p>character descriptions and events.</p> <p>Use graphic organisers e.g.</p> <ul style="list-style-type: none"> - Story map – sequence, - Cause and effect, - Character traits – semantic mapping, - Venn diagram for comparisons. <p>Teach prompts for:</p> <ul style="list-style-type: none"> - Comparison: How is ... the same / different? - Cause/effect: What happened? (effect) Why did it happen? (cause) <p>Teach signal words for</p> <ul style="list-style-type: none"> - comparisons e.g. also, as well as, both, same, the same as , too etc, - cause and effect e.g. if, then, because, so.
<p><u>Answer</u> and then <u>ask</u> applied (head/ making connections) questions before, during and after reading a sentence, paragraph or simple text or viewing.</p> <p>Author’s purpose: “Why was it written?”</p> <p>Author’s viewpoint: “How does the author think about this?”</p> <p>Author’s feelings: “What might the author be feeling?”</p> <p>Period text was written: “When was this text written? What period does it reflect?”</p> <p>Increase complexity of text used.</p>	<p>As above</p> <p>Connect new information from the text with own experiences, other texts read, knowledge of the world.</p>	<p>As above</p> <p>Teach connecting information from the text to personal experience, background knowledge gained from a variety of sources including other text both systematically and explicitly.</p> <p>Use clues from pictures or text to indicate period e.g. clothes, cars, buildings, appliances etc.</p> <p>Demonstrate using students own personal writing of text messages to show purpose, feelings, point of view.</p>
<p><u>Answer</u> questions related to information multimodal texts about content, value, authority, reliability.</p> <p><u>Ask</u> questions related to information multimodal texts about content, value, relevance, authority, reliability.</p>	<p>As above</p> <p>Understand the features of a variety of text types.</p> <p>Understand ‘point of view’, ‘purpose’ and ‘audience’.</p> <p>Understand concepts of:</p> <ul style="list-style-type: none"> ○ Value to reader: supplies the required information that is current and can determine currency, ○ Relevance: the information supplied relates to the topic, ○ Authority: the credibility of the author, ○ Reliability: the trustworthiness of the resource. 	<p>Teach the meaning of the terms listed one at a time.</p> <p>Work orally before written work.</p> <p>Use checklists to assist students to think about a number of issues.</p> <p>Teach self monitoring skills (see ‘fix-up’ strategies).</p>

1. Teacher develops personal knowledge of:

- b. Students: Through observation, assessment and asking questions determine where students are up to in this series of skills. This is important especially for students with learning difficulties, who may need to work at an earlier level of strategy development to the rest of the class.
- c. The text to be read.

2. Teacher preparation:

- Read through and select 1-2 'who', 1-2 'where' and 1-2 'what' proper nouns if appropriate.
- Select the most important 'content' nouns 'Big Idea' nouns.
- Identify the 'Big Idea' of the text and record on advance organiser, 1-2 sentences. (see Appendix for 'Previewing Sheet')
Note: previewing occurs only once for a whole text reading
- Generate several level 1 questions (right there/here, literal)

3. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

Today you will learn how to ask yourselves questions that can be answered using ideas found 'right there/here' in the text. There are two reasons why it is important to create and answer questions when you read. First, creating and answering questions helps you understand what you read, and second, it helps you remember important information about what you read.

Questions usually start with 'who', 'what', 'when', 'where', 'why', or 'how'. When teachers create questions, they try to use lots of different question stems to make sure students understand different kinds of information. You can do the same, using different questions stems to form your question.

- Explain the benefits of this strategy –

Teacher:

Asking and answering questions helps you to engage with the text. It gives you, the reader, a reason to clarify your understanding. By asking yourself questions and looking for the answers, you read with purpose. It also helps you to answer questions about the text that you are asked by others.

4. Model and teach the strategy:

This is giving practice at the level: 'Ask and Answer written literal questions (who, what, where, when, how, why) after reading a sentence, short paragraph or a simple text. Provide written answers as words, phrases then sentences.'

- Present and discuss 3–5 important content nouns, or 'big-idea' words you have selected.
- Introduce the 'big idea' (the topic of the text). Give the students a brief summary of the selected text.
- Introduce previewing - Model for students how to preview the passage by doing a 'think aloud'.

Tell students the 'big idea', topic of the text first. Then go through previewing procedures to make connections to the 'big idea' and to prior learning. As you model using a 'think aloud' process, be sure to focus on the reasons for predictions you have made about the text.

- Tell students they are going to learn about Level 1 questioning, the 'right there/here' question. It is called 'right there/here' because the information needed to answer the question can be found in one place, often word for word, in the text.
- Give students a copy of the text and /or have a copy available on the IWB.
- Using the prompt card to recall 'right there/here' (see Appendix), model how to ask and answer 'right there/here' questions, using your prepared questions.
- Tell students that 'right there/here' questions can usually be answered in one word or one sentence.
- Provide more modelled practice for those students who require it.

5. Memorise the strategy:

Memorise how to ask 'right there/here' questions.

Use the visual reminder card. (see Appendix)

Use 'right there/here' cue card.

6. Guided practice – support the strategy collaboratively:

- Select a short section of text or a paragraph.
- With the group or class discuss the important vocabulary. Give the 'big idea', topic for the selected text.
- Working with a partner, students preview the text and, using their prompt card, generate 'right there/here' questions.
- Ask partners to share their questions and answers with the group. Discuss if the questions are 'right there/here' questions.
- Repeat this procedure many times, with different sections of text.
- If students have difficulty generating their own 'right there/here' questions, it may be easier for them to first recognise 'right there/here' questions. Provide them with several questions and model with a 'think aloud', deciding whether each one is a 'right there/here' question, referring to the text.
- Provide additional guided practice to students who require it.

7. Independent practice – use the strategy by yourself:

- Using a different brief selection, pre-teach important nouns and provide students with the overall 'big idea' or topic of the passage in no more than 1–2 sentences. Then have students work in partners to quickly preview the text.
- Then students work in partners to generate 'right there/here' questions about the text. Students write their questions in their learning logs. They should also record their answers to the questions. Circulate and provide feedback and scaffolding as needed.
- Ask pairs to share their 'right there/here' questions and to tell where in the text the answer to each question can be found.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

8. Generalisation:

Ask students to think of a way to use the 'generating your own right there/here questions' strategy in another class.

Generating Questions Level 2 – 'Putting It Together Questions':

Purpose

Students will increase literal and inferential comprehension of text by generating 'putting it together' questions.

Teaching Steps

1. Teacher develops personal knowledge of:

- The sequence of skills in asking and answering questions, (see above)
- The level of skills of the students,
- The text to be read.

2. Teacher preparation:

- Read through and select 1-2 'who', 1-2 'where' and 1-2 'what' proper nouns.
- Select the most important 'content' nouns 'Big Idea' nouns.
- Identify the 'Big Idea' or topic of the text and record on the previewing sheet, 1-2 sentences. (see Appendix for 'Previewing Sheet')

Note: previewing occurs only once for a whole text reading.

- Generate several 'putting it together', level 2, questions.

3. Review past lessons

- Pre-teach important nouns and preview the reading:
 - Introduce 3–5 new important content nouns or concept words and provide brief student friendly definitions.
 - Have students copy important content nouns and concept words and definitions in their learning logs.
 - Present the 'big idea' or topic
- Read the first two paragraphs of the text to the students, or have them read orally with partners, and have students generate 1–2 Level 1 ('right there/here'). Ask some students to share their questions with the class and to provide the answers to the questions with an explanation of where in the text the answers can be found.

4. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

You have already learned how to preview a text and ask 'right there/here' questions, where you can find the answers, word for word, in just one place in your text. Today we will learn more about making up our own questions. We will learn to generate 'put it together questions'. You usually have to use the information from more than one place in your reading and put that information together to write an answer. 'Putting it together' questions usually take a sentence or more to answer. Not only are 'putting it together' questions a little more difficult to answer than 'right there/here' questions, but they can also be harder to ask or write.

- Explain the benefits of this strategy –

Teacher:

Remember that you can ask several types of questions and that understanding the different types of questions will make it easier to find the answers. Good readers ask and answer questions giving themselves a reason to clarify their understanding. By asking yourself questions and looking for the answers, you read with purpose. It also helps you to answer questions about the text that you are asked by others.

5. Model and teach the strategy:

This is giving practice at the level: Answer and ask inferential (hidden, 'putting it together') questions during and after reading a paragraph.

- Use text previewed earlier, with vocabulary and 'big idea' sentences.
- Tell students they are going to learn about Level 2 questioning, the 'putting it together' question. It is called this because the information needed to answer it requires the reader to look in more than one place, put the information together and answer in one or more sentences.
- Give students a copy of the text and /or have a copy available on the IWB.
- Using the prompt card to recall 'putting it together' (see Appendix), model how to ask and answer 'putting it together' questions, using your prepared examples.
- Uses 'think alouds' to explain why the questions are 'put it together' questions and how to find the answers.
- Tell students that 'putting it together' questions can usually be answered in one or two sentence and usually requires more thinking.
- Provide more modelled practice for those students who require it.

6. Memorise the strategy:

Memorise how to ask 'putting it together' questions.

Use the visual reminder card. (see Appendix)

7. Guided practice – support the strategy collaboratively:

- Select the text. With the group or class, discuss the important vocabulary and give the 'big idea' for the selected text.
- Read the first paragraph/s of the selected text with the students.
- Ask students several more 'putting it together' questions and talk about the process you are using to generate these questions (finding ideas in two parts of the text that can go together and combining them to answer one question).

- Working with a partner, students preview the following paragraphs and, using their prompt card, generate ‘put it together’ questions.
- Ask partners to share their questions and answers with the group and tell where in the text the information to answer the question can be found.
- Repeat this procedure many times, with different selections of text.
- If students have difficulty generating ‘putting it together’ questions, it may be helpful to have them first recognise ‘putting it together’ questions. You might provide them with several questions and model with a ‘think aloud’, deciding whether each is a ‘put it together’ question.
- Students will probably need a lot of practice generating Level 2 questions. Do not go on to Level 3 questions until students are successful and comfortable with Level 2 questions.
- Provide additional guided support to students who require it.

8. Independent practice – use the strategy by yourself:

- Using a different text, pre-teach important proper nouns or critical concept nouns and provide students with the overall ‘big idea’ of the passage in 1–2 sentences.
- Students work in pairs to quickly preview the chapter.
- Next, students work in pairs to generate ‘putting it together’ questions about the text. Have students write their questions in their learning logs. They should also record their answers to the questions.
- Circulate and provide feedback and scaffolding as needed.
- Ask pairs to share their ‘putting it together’ questions and to tell where in the text the answer to each question can be found.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

9. Generalisation:

Ask students to think of a way to use the ‘generating your own putting it together questions’ strategy in another class.

Generating Questions Level 3 – ‘Making Connections’ Questions:

Purpose

Students will increase inferential comprehension of text by generating ‘making connections’ questions.

Teaching Steps

1. Teacher develops personal knowledge of:

- The sequence of skills in asking and answering questions, (see above)
- The level of skills of the students,
- The text to be read.

2. Teacher preparation:

- Read through and select 1-2 'who', 1-2 'where' and 1-2 'what' content nouns.
- Select the most important 'content' nouns and 'Big Idea' nouns.
- Identify the 'big idea' or topic of the text and record 1 -2 sentences on previewing sheet. (see Appendix for 'Previewing Sheet')

Note: this previewing occurs only once for a text reading.

- Generate several 'making connections', level 3, questions

3. Review of past lessons:

- Pre-teach important nouns and preview the reading:
 - Introduce the 3–5 new important content nouns or concept words and provide brief student friendly definitions.
 - Students copy important content nouns and/or concept nouns and definitions in their learning logs.
 - Present the 'big idea' or topic of the text.
 - Go through the preview as a whole-class activity. Ask students to repeat the key concepts and to make connections with their prior learning. Acknowledge all students' ideas, while making sure that information is accurate. List only accurate connections and information on the IWB.
- Read the first two paragraphs of the text to the students, or have them read orally with partners, and have students generate 1–2 Level 1 and Level 2 questions. Ask some students to share their questions with the class and to provide the answers to the questions with an explanation of where in the text the answers are located.

4. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

You have already learned how to ask 'right there/here' questions and 'putting it together' questions. Today we will learn how to make up and answer 'making connections' questions. When you answer 'making connections' questions, you use information you already know from experience, from other books or of the world, along with information from the reading. Level 3 questions often start with the following question stems:

- *How is this like...?*
- *How is this different from...?*
- *How is this related to...?*
- *Why is this meaningful?*

- Explain the benefits of this strategy –

Teacher:

Teachers ask many 'making connections' questions because good readers connect what they are reading with information they already know. It might be something you have experienced in your own life. It could be something from another book or something you've seen in a movie or on TV. This helps you to understand and remember the new information you are reading.

5. Model and teach the strategy:

This is giving practice at the level: Answer and ask 'making connections' questions during and after reading a few paragraphs.

- Use text previewed earlier, with vocabulary and 'big idea' sentences.
- Tell students they are going to learn about Level 3 questioning, the 'making connections' question.
- Remind students it is important to 'stay with the text' and connect the text with their prior learning instead of answering questions 'away from the text' without any connection to what they are reading.
- Give students a copy of the previewed text and /or have a copy available on the IWB.
- Using the prompt card to recall 'making connections' (see Appendix), model how to ask and answer 'making connection' questions, using questions prepared earlier.
- Use 'think alouds' to explain why the questions are 'making connections' questions and how to find the answers by connecting ideas in the text with ideas they have already learned or already know about.
- Tell students that Level 3 questions are the most difficult to generate and to answer.
- Be sure to provide students with many models of this process and to return to modelling as often as needed.
- Provide more modelled practice for those students who require it.

6. Memorise the strategy:

Memorise how to ask 'making connections' questions.

Use the visual reminder card. (see Appendix)

7. Guided practice – support the strategy collaboratively:

- Read 2–3 paragraphs to students, and as a class or small group, have students practise forming Level 3 questions. Have students provide answers to their questions and explain how they used information from the text as well as background information to produce their answer. Remind students that their questions may begin with the stems:
 - How is this like...?
 - How is this different from...?
 - How is this related to...?
 - Why is this meaningful?
- Give feedback and continue to model how to create and answer these questions as needed.
- If students have difficulty generating 'making connections' questions, it may be helpful to have them first recognise 'making connections' questions. Provide them with several questions and model with a 'think aloud', deciding whether each is a 'making connections' question.
- Do not go on to independent practice until students are successful and comfortable in guided practice with Level 3 questions.
- Provide additional guided support to students who require it.

8. Independent practice – use the strategy by yourself:

- Using a different text, pre-teach important content nouns and concept words and provide students with the overall ‘big idea’ or topic of the passage in 1–2 sentences. Then have students work in pairs to quickly preview the text.
- Next, have students work in pairs to generate ‘making connections’ questions about the selection. Have students write their questions in their learning logs, along with answers and evidence supporting each answer.
- Circulate and provide feedback and scaffolding as needed. Model again as needed. If several students are confused, stop the independent practice and return to modelling and additional guided practice.
- Ask pairs to share their “making connections” questions and explain how they used information in the text as well as their own background information to answer each question.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

9. Generalisation:

Ask students to think of a way to use the ‘generating your own making connections questions’ strategy in another class.

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Appendix:

Teacher’s Planning Sheet for Levels 1,2 & 3 Questions – insert level required

Three Level Guide –used when teaching the three levels of questions.

Cue Card for ‘Right There’

Cue Card for ‘Putting It Together’

Cue Card for ‘Making Connections’

Student’s Previewing and Questioning Learning Log

Taxonomy of Self-Questioning Chart – linking self questions to Bloom’s Taxonomy (revised by Anderson & Krathwohl, 2001)

TEACHER PLANNING SHEET LEVEL __ QUESTIONS

1. Pre-teach Proper Nouns or Concept words: Read, select & give student friendly definitions for important words.

Who:

Where:

What:

Concept words:

2. Preview Text: In 1 – 2 sentences, write the 'big idea' students are to understand & remember.

3. Preview Text: Record important text features for previewing text: headings, bold print, graphics etc

4. Connections to Prior Knowledge: Record links to background learning.

5. Model Level __ Questions: Write questions to use as examples

Three Level Guide

Level 1

Tick or cross to indicate if the statements can be found in the text you are reading. The wording may be a little different but it is 'right there' in the text – *the author said it*.

1.	
2.	
3.	

Level 2

Tick or cross to indicate if the statements have 'put together' information from the text – *the author meant it*.

1.	
2.	
3.	

Level 3

Tick or cross if the statements have 'made connection' between the text and other knowledge – *it uses what the author has said*.

1.	
2.	
3.	

STOP: ‘Right There’ Questions

- Questions can be answered in one word, a phrase or one sentence.
- Answers can be given word for word from the text.
- The sorts of questions are:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?



GO LOOK: ‘Putting It Together’ Questions

- Questions can be answered by looking in the text.
- Answers require one or more sentences.
- To answer questions you need to look in more than one place in the text and put the information together:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?



THINK IT OUT: ‘Making Connections’ Questions

- Questions cannot be answered by using the text alone.
- Answers require you to think about what you have read, what you already know, and how it fits together.
- Example questions might be:
 - How is _____ like (similar to) _____?
 - How is _____ different from _____?
 - How is _____ related to _____?



PREVIEWING & QUESTIONING LEARNING SHEET

Names of partners: _____ Date: _____

Text Title: _____ Page/s: _____

Unfamiliar content nouns or 'big idea' words	person	place	thing/ event

What is the 'big idea' of the selection?


What do you already know about the topic?

Make a prediction: what will you learn about the topic?

Why do you think you will learn that?

Generate 3 questions about important ideas (use who, what, when, where, why, or how).	
LEVEL ____	
Answer:	How do you know that? (evidence)
LEVEL ____	
Answer:	How do you know that? (evidence)
LEVEL ____	
Answer:	How do you know that? (evidence)

Taxonomy of Self-Questioning

	Level of Thinking	Self Questioning	Level
	Remembering	What do I need to remember to make sense of this text?	Level 1 & 2 Right There/ Putting it Together
	Understanding	What does this author want me to understand?	
	Applying	How can I connect what this author is telling me to understand something better?	Level 3 Making Connections
	Analysing	How is this similar to (or different from) other material I have read?	
	Evaluating	How has the author's perspective influenced what he or she tells me?	
	Creating	How has this author changed what I understand?	

Adapted from Buehl, D., 2009, Classroom strategies interactive learning



Comprehension – Fix-up Strategies

Reread or use fix-up strategies – self monitoring

Introduction

Marie Clay has said that readers who don't know how to **self-monitor** make very few **self-corrections** and retain very little information from what they have read.

So, unless students are self-monitoring while they read, they cannot effectively comprehend the text. Self-monitoring involves 'metacognitive awareness', which is 'knowing when what one is reading makes sense by monitoring and controlling one's own comprehension' (Harris & Hodges, 1995, p. 153).

Self-monitoring is an important metacognitive skill for improving reading comprehension. It can be taught by developing the student's internal dialogue or self talk.

Active readers, as they read, monitor how well they understand what they are reading. When reading difficult material, these students engage in self-monitoring strategies such as rereading portions of the text, or reading more slowly and trying to figure out the meaning of unfamiliar words important to the understanding it. Even realising that repeated readings of a passage will make it significantly easier to recall its important content, can be of benefit to many students.

When students self-monitor they need to:

1. be aware when meaning breaks down,
2. identify what it is they do not understand (word, sentence, paragraph), and
3. use appropriate strategies to "fix-up", to restore meaning.

Purpose

Students will self monitor their reading so that they know when they fail to understand and they can employ fix-up strategies to resolve this problem.

Teaching Steps

1. Teacher develops personal knowledge of:
 - a. The sequence of skills in self monitoring.

Steps of Strategy	Skills needed – <i>Students can</i>	Cut back / Adjustments – <i>Teachers will</i>
Visual examples of : <ul style="list-style-type: none"> • What’s wrong? • What’s missing? • Is there anything wrong? 	Have a picture in their mind of the correct, or, intact illustration. Determine what is wrong or missing. Verbalise what is wrong or what is missing. Determine if something is correct or wrong or if something is missing.	Demonstrate a correct picture and change it to make it silly. Demonstrate complete pictures and remove a part e.g. jig-saw puzzles. Provide other ways to indicate what is wrong e.g. pointing, actions.
Visual examples: <ul style="list-style-type: none"> • What would come next, after this? • What would come before this? 	Logically sequence events in time or cause and effect. Understand before and after.	Give practice sequencing cause and effect and events in time. Teach ‘before’ and ‘after’.
Verbal examples – sentences: <ul style="list-style-type: none"> • What’s wrong with the sentence? (silly sentences) • Can you follow the directions: <ul style="list-style-type: none"> - a statement not a direction - an incomplete direction, - an unclear direction, - a direction involving difficult words, - a direction that is too long. 	Listen and understand sentences given. Determine when something is incorrect or a problem. Indicate in some way that a problem exists.	Teach good listening skills. Teach students explicitly to listen for inconsistencies mentioned e.g. can’t be done, unknown word, too long to remember. Give students cue cards to hold up to indicate ‘✓’ for o.k., ‘?’ for something wrong.
Paragraphs Words may be: <ul style="list-style-type: none"> - difficult to decode (teach fix up decoding strategies) - difficult to understand (teach fix up strategies to determine meaning) Text: <ul style="list-style-type: none"> - question meaning of paragraph - link new ideas to prior knowledge 	Attend for prolonged periods to text reading. Understand that reading has to make sense and when it doesn’t, we need to do something to improve meaning. Understand that it is o.k. to question. Understand that it is good to reread and read more slowly. Ask questions that relate to decoding, vocabulary and meaning in general.	Ensure that each area is taught explicitly and systematically: <ul style="list-style-type: none"> - decoding (at the student’s level), - vocabulary in reader friendly terms. Teach fix-up strategies for word attack: <ul style="list-style-type: none"> - sound out, - separate into syllables and sound out, - reread/read on to decide what would make sense, - look for word parts- prefix, affix, root words, - ask someone. Teach students how to ask questions, especially self monitoring questions e.g.

		<ul style="list-style-type: none"> - Do I understand this? - What bit don't I understand? - What can I do to help me understand? <p>Teach background knowledge then make the link explicitly.</p>
<p>Sections of text:</p> <p>Determine the purpose for reading:</p> <ul style="list-style-type: none"> - Why am I reading this? <p>Preview text by looking at title, headings, graphics, layout.</p> <p>Use these self questions:</p> <ul style="list-style-type: none"> - What sort of text is this? - What do I already know about this topic? 	<p>As above</p> <p>Determine when things are not understood.</p> <p>Understand the reason for reading e.g. to locate specific information, to get an overall picture, for enjoyment.</p> <p>Understand text type features e.g. narrative structure, procedure, etc.</p> <p>Activate prior knowledge.</p>	<p>Ensure that each area is taught explicitly and systematically:</p> <ul style="list-style-type: none"> - Why am I reading this? - What sort of text is this? <p>Teach students features of relevant text types.</p> <p>Teach background knowledge relating to the text and then make the link explicitly between this knowledge and the topic.</p> <p>Give practice in activating student's background knowledge on various topics using brainstorming and mind mapping.</p>
<p>Text reading using all fix-up strategies:</p> <ul style="list-style-type: none"> - Did I understand that word? - Did I understand that sentence? - Did I understand that paragraph? <p>Incorporate fix-up strategies:</p> <ul style="list-style-type: none"> - Reread, - Read slowly (adjust rate), - Read aloud, - Read on, - Look at visuals and text layout, - Make connections, - Make predictions from prior knowledge of topic and text layout, - Ask questions, - Create a picture in your mind - Ask for help. 	<p>Understand that knowing the meaning of words is important.</p> <p>Recognise the difference between 'words', 'sentences' and 'paragraphs'.</p> <p>Remain engaged while reading.</p> <p>Realise when they don't understand and stop at that point and work out what to do.</p> <p>Remember a series of fix-up strategies to try – use a 'fix-up bookmark'.</p> <p>Adjust their reading rate to suit the information e.g. slow down as meaning is challenged. (see Appendix)</p> <p>Activate their background knowledge and connect with information in the text.</p> <p>Locate contents, visuals, read captions and understand visuals.</p> <p>Skim text for visuals, layout, headings and subheadings etc.</p>	<p>Teach each fix up strategy separately, ensuring mastery.</p> <p>Start with working on words, then sentences and finally paragraphs.</p> <p>Teach students to adjust their reading:</p> <ul style="list-style-type: none"> - Initially reread (repeated reading), - Adjust rate, so read again slowly, - Read aloud, - Read sentence before and after, - Read on. <p>Teach students to activate their prior knowledge about the topic and the text layout and then use this to:</p> <ul style="list-style-type: none"> - Make predictions, - Ask themselves questions, - Make a picture in their mind. <p>Teach students it is good to ask for clarification. This is the sign of a good reader.</p>

1. Teacher develops personal knowledge of (cont):

b. Students - through observation, assessment and asking questions determine where your students are up to in this series of skills. This is important especially for your students with learning difficulties, who may need to work at an earlier level of strategy development to the rest of the class.

c. The text to be used for modelling

2. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

Fix-up strategies require the reader to self-monitor. Self-monitoring is when readers are aware of their own mistakes. They listen to their own voice and analyse what they are reading for meaning and correct pronunciation of words. It usually involves rereading to get it right. It is important for students to learn 'fix-up strategies' to use when they find themselves not engaged with or not understanding the text they are reading.

- Explain the benefits of this strategy –

Teacher:

Today we will learn how to use fix-up strategies to improve our reading comprehension. Self-monitoring and self correcting are skills used by good readers. If you monitor your own reading, your understanding of what you read will improve. Sometimes when you read you come to road blocks that stop you from going on. We'll look for ways to remove those blocks or make detours that let you get back on track with your reading.

3. Model and teach the strategy:

- Teacher preparation –

Familiarise yourself with the text.

Work out what 'think alouds' you will use to demonstrate your monitoring of understanding the text.

Cut post-it notes into small sections marked with a question mark.

- Model –

This is giving practice in at the level: Text reading using all 'fix – up strategies' (Did I understand that word?, Did I understand that sentence?, Did I understand that paragraph?), incorporating fix-up strategies of rereading, reading slowly (adjusting rate), reading aloud, reading on, looking at visuals and text layout, making connections, making predictions from prior knowledge of topic and text layout, asking questions, creating a picture in your mind and asking for help.

This is the text we will read. It is about

Begin by brainstorming aloud what you already know about the topic.

Now I will read this whole text to you first and then I will read it explaining to you the parts I had difficulty with the first time I read it through.

Read the text the second time modelling the strategy for the students. Include all your thinking in the 'think alouds' so that students can witness the entire thought process.

Make sure you comment on each of these areas:

- *Before I read I need to think about what I already know about this topic and I need to remember why I am reading it. Do I need to find out something? Do I want to get an overall picture in my mind? Is it a story or am I looking for information?*
- *I'm not sure what the word ... means – I can read to the end of the sentence and see if that helps. Now I can reread the paragraph, that might help. I will put in the word ..., which I think it means. Did that make sense? If not, I can ask someone or use a dictionary to help. I'll put this word in my reading log and mark it with a post-it in the text.*

- *I don't understand what that sentence means – I'm going to go back and read it slowly, I can try reading it aloud and see if that helps. Now I need to stop and think about what I have read. Can I understand now? I'll mark this sentence with a post-it.*
 - *I don't get that paragraph at all – I'll reread it and read more slowly, that will help. I should also look at the visuals and check to see if they help me understand this paragraph. Maybe I already know something about this. Will that help me? I'll mark this paragraph with a post-it. Maybe when I read on I'll understand and I can give this paragraph a tick.*
 - *I've lost my concentration. I started thinking about something else. I'll need to go back and reread that page, so I can see if I understand what it's about.*
- Continue through the passage referring to the prompt guide for 'fix-up' strategies.
 - Provide additional modelled support to students who require it.

4. Memorise the strategy:

Use the visual prompt card (see Appendix) for memorising the process:

Read the title and preview the text.

What do I know about the topic?

Why am I reading this text?

If I don't understand a word or a sentence or a paragraph, I'll stop and think.

How can I fix up these bits?

Did I use my fix-up strategies?

Do I understand the text now?

Use visual cue card for 'fix-up' strategies (see Appendix).

Use self monitoring key card to help students maintain engagement with the text (see Appendix).

5. Guided practice - support the strategy collaboratively:

- Refer to the students' handout of visual prompt card for recalling the process and their 'fix-up' strategies bookmark.
- Give out copies of text to be read, read the title and briefly brainstorm prior knowledge.
- Ask students why they are reading the text; what is their purpose for reading. It will be to learn how to self monitor, as well as learn about the content.
- Read the whole text to the students.
- Start by modelling a 'think aloud' for a tricky word or sentence. Work through the 'fix-up' strategies.
- Read on, encouraging students to hold up their 'question card' (see Appendix) if they want clarification. On each occasion work through the 'fix-up' strategies.
- If students fail to point out areas of concern, the teacher should add other examples.
- Provide additional guided practice for students who require it.

6. Independent practice – use the strategy by yourself:

- Student work in pairs on a suitable text, using the visual prompt card to guide their thinking, their visual cue card for 'fix-up' strategies and self monitoring key card.
- Students read the text aloud, alternating for each paragraph. Each student gives the 'think alouds' for a difficult word, sentence or paragraph and then both discuss the process.
- Gather the group together to reflect on the process. Discuss the roadblocks that stopped them and how they overcame these blocks.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

7. Generalisation:

It is considerably more difficult for students with learning difficulties to generalize these skills, or apply them to other reading situations. They will require explicit reminders in all subject areas of the need to 'self monitor' to help with comprehension.

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Appendix

- Visual prompt card for memorising and checking the strategy of self monitoring
- Question cards for guided practice lessons
- Visual cue card for 'fix-up' strategies - a bookmark.
- Self monitoring key card

When students are reading and come to a section that confuses them or that they do not understand, they can put a Post-it note with a question mark on the top half. Stopping briefly at that point to add the note does two things. It helps the students fix in their mind a question or point of confusion for which they will seek an answer as they continue to read. It also provides a place holder that will help them readily locate the point in the text so they can find it later. As the students read on, they may find the answer. At that point, they can remove the Post-it note, drawing a light bulb or placing a tick on the bottom half of the Post-it note. Once the students have completed their reading, they can discuss—as a class, with partners, or in small groups—the answers or confusions that were cleared up and those, represented by "active" Post-its, that still remain.

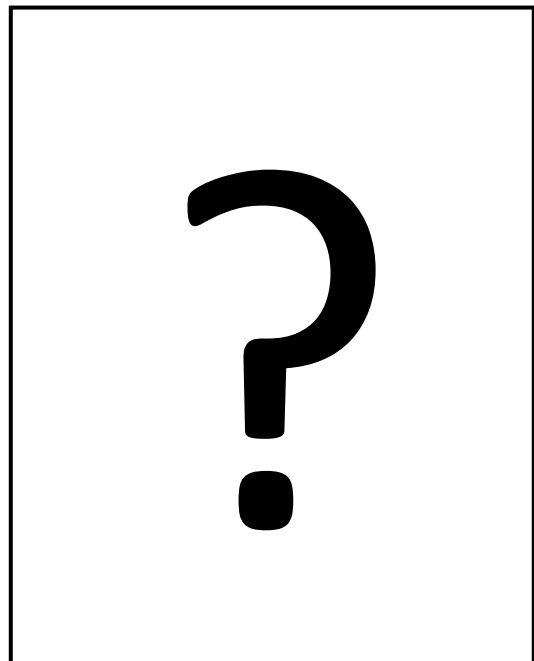
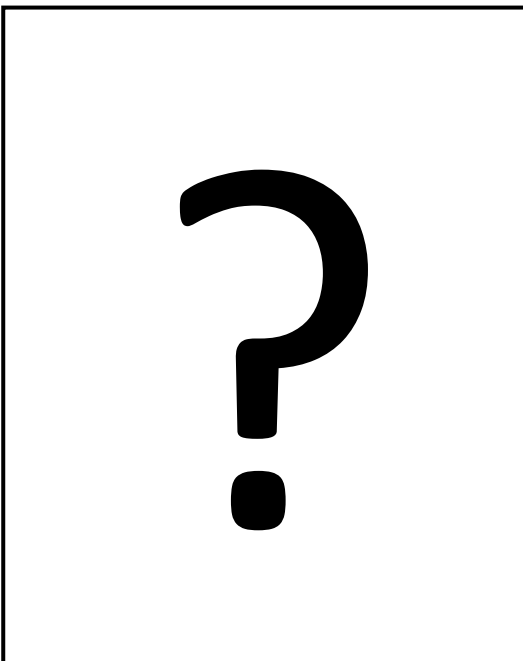
Taken from 'Knowing When You Do Not Know' (Harvey, S., & Goudvis, A. (2000). Strategies that work. York, ME: Stenhouse.

- Question prompt card for guided practice lessons
- Adjusting reading rate chart – adapted from Cameron, S. (2009), p.48
- Self monitoring questions for before, during and after reading

Visual prompt card for memorising and checking

SELF MONITORING	
Questions	✓/X
• Have I read the title and previewed the text?	
• Have I thought about what I know about the text?	
• Have I read the text and thought about the bits I don't understand?	
• Have I marked these with a post-it?	
• Have I read aloud, slowly, the bits I'm not sure of?	
• Did I use fix-up strategies for these?	
• Have I reread the bits I was unsure of?	
• Now, do I understand most of the text?	

Question cards for guided practice lessons



FIX-UP STRATEGIES

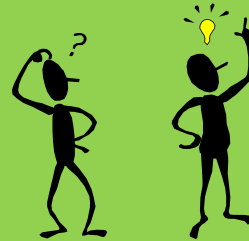
When I come to a
roadblock I can ...



- Reread
- Read ahead
- Read more slowly
- Read aloud
- Stop and think
- Predict
- Make connections to my own knowledge
- Look at visuals - pictures, charts etc
- Find out what unknown words mean
- Ask myself questions
- Create a picture in my mind

FIX-UP STRATEGIES

When I come to a
roadblock I can ...



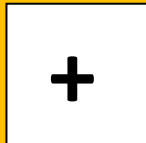
- Reread
- Read more slowly
- Read aloud
- Read ahead
- Stop and think
- Predict
- Make connections to my own knowledge
- Look at visuals - pictures, charts etc
- Find out what unknown words mean
- Ask myself questions
- Create a picture in my mind

KEYS TO SELF MONITORING

Use post-it to mark sections of text that ...



I didn't understand



is new information



is really interesting



I do understand now

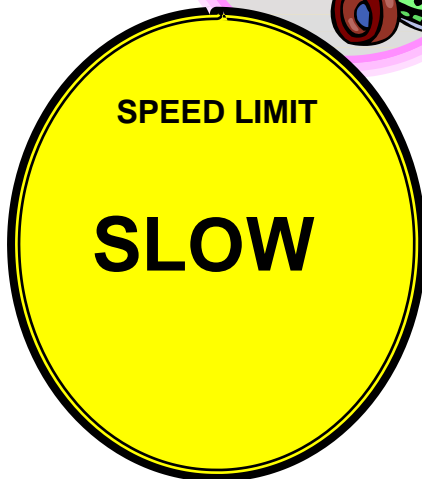
Question prompt card for guided practice lessons

Question prompts demonstrate what students must ask themselves in the comprehension process if self-monitoring procedures are to be effective.

Self Questions	Skills	Answers
<ul style="list-style-type: none">• Why am I reading this?	Define purpose	
<ul style="list-style-type: none">• Have I previewed the text?	Skim text	
<ul style="list-style-type: none">• What do I already know about the topic?	Activate prior knowledge	
<ul style="list-style-type: none">• Does it make sense as I'm reading?	Self monitor	
<ul style="list-style-type: none">• Am I using fix-up strategies?	Use repair strategies	
<ul style="list-style-type: none">• Were there any words I was unsure of?	Seek clarification	
<ul style="list-style-type: none">• Am I adjusting my reading rate to suit the information?	Self monitor	
<ul style="list-style-type: none">• What am I learning as I read?• What have I learned?	Self monitor and recall	

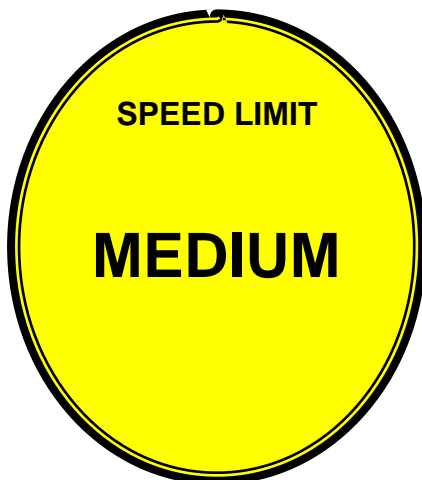
Adjust your reading rate

Follow the read speed signs and read at the right rate!



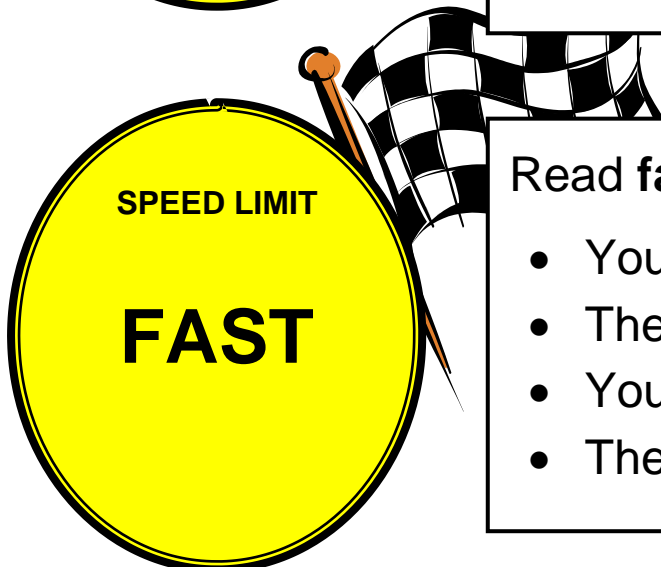
Read **slowly** when:

- You don't know much about the topic.
- The text is hard to understand.
- You are rereading a part to help you understand better.
- There are hard tables and charts etc that you need to think about.



Read at a **medium** pace when:

- You know something about the topic.
- The text is hard to understand.
- You are rereading a part to help you understand better.
- There are lots of tables and charts.



Read **fast** when:

- You know a lot about the topic.
- The text is easy to understand.
- You are skimming or scanning.
- There are no tables and charts etc.

Self-Monitoring Questions for Before, During and After Reading

Before Reading: PLAN	During Reading: MONITOR	After Reading: REFLECT
What is this text about?	Am I achieving my purpose?	Did I learn what I was supposed to learn?
What do I know about this topic? About this author?	How do I know I'm learning what I'm supposed to learn?	Has what I knew about this topic before I started changed? How?
How is this text organised? What features can I see?	Is the text structure helping me to understand the author's purpose?	Can I put what I've learned in my own words?
What am I supposed to learn? What is my purpose?	What are the important ideas? How do I know?	How can I use what I've learned?
What do I predict I'll learn from this text?	How is what I'm reading related to what I already know?	Do I need to learn more about this?
What are some key words (vocabulary) I need to understand about this topic?	Are my predictions being confirmed?	How can I do this better next time?
What comprehension strategies should I use?	If I'm not understanding, what should I do?	
How much time should I spend on this?	Do I need to adjust my reading rate?	

Adapted from University of Texas System/Texas Education Agency, (2004, 2003, 2002), Handout 6.

NSW Centre for Effective Reading

Middle Years



Comprehension – Main Idea

Introduction

Being able to determine the main idea helps readers to recall important information. Locating the main idea and significant details helps the reader understand the points the writer is attempting to express. Identifying the relationship between the main idea and significant details will improve comprehension.

Following is a model of explicit instruction for teaching students how to determine main idea. Students begin by learning the definition of main idea and then apply this definition to identify the main idea in sentences and short texts. The ability to identify the main idea in a text, whether it is stated directly or inferred, is critical for students to gain meaning when reading.

Students need to develop a main idea statement based on the following information:

- Who or what the paragraph is about (the topic of the paragraph, which will usually be the subject of the main idea statement).
- The most important information about the 'who' or 'what'.

Students are taught to combine the above elements into a main idea statement with 10 words or less, eliminating nonessential details.

The following teaching steps are adapted from Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S. (2007) *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. University of Texas Systems/Texas Education Agency

Purpose

The students will determine the **main idea**, and important **details** of a paragraph.

Teaching Steps

1. Teacher develops personal knowledge of:

- a. The sequence of skills in determining main idea.

Notes:

To make text accessible for all students at each step of the strategy, text is read by teacher or peer or made accessible through use of CD or text to speech software.

Provide adequate levels of modelled, guided and independent practice at each step of the strategy to ensure mastery. As a guide mastery requires an accuracy $\geq 80\%$ (e.g. 4 out of 5 correct responses, 8 out of 10 correct responses on at least 3 separate occasions).

Steps of Strategy	Skills needed – <i>Students can</i>	Cut back / Adjustments – <i>Teachers will</i>
<p>Find the main idea given a list significant details as phrases e.g. 'a hairy huntsman', 'a shiny red back' - spiders</p>	<p>Understand the vocabulary and concepts contained within selected phrases.</p> <p>Determine what is the same about a list (categorise).</p> <p>Apply Rule 1 from "Main Idea and Summarisation Instruction to Improve Reading Comprehension".</p> <p><u>Rule 1</u>: Reduce lists and label.</p> <p>Give a category name.</p> <p>Record a category name.</p>	<p>Use single words not phrases</p> <p>Pre-teach vocabulary.</p> <p>Use familiar topics.</p> <p>Model asking and answering questions - 'who' is doing 'what', to determine main idea.</p> <p>Revise categorising and labelling.</p> <p>Model then scaffold using questions and sentence stems e.g. These are all...</p> <p>Introduce graphic organisers as a way to record how ideas are linked.</p>
<p>Find the main idea of a sentence which has the main idea stated and examples listed e.g. 'When we are awake, asleep, playing or watching T.V., <u>we breathe air</u>'</p>	<p>As above</p>	<p>As above</p>
<p>Find the main idea when the topic sentence is the initial sentence, then final sentence and then embedded within the paragraph.</p> <p>List significant details.</p>	<p>Understand vocabulary in the text.</p> <p>Access adequate background knowledge.</p> <p>Understand about topic sentences and how they are used in writing to summarise the paragraph.</p> <p><u>Rule 2</u>: Cross out repeated information</p> <p><u>Rule 3</u>: Cross out unimportant details</p> <p><u>Rule 4</u>: Select the topic sentence</p> <p>Determine which sentence is the topic sentence.</p> <p>Record topic sentence and significant details.</p>	<p>Pre-teach vocabulary.</p> <p>Develop background knowledge.</p> <p>Underline main idea and circle supporting details.</p> <p>Record topic sentence and significant details or accept it given orally.</p> <p>Use graphic organiser as a prompt to show supporting details and main idea.</p>
<p>Find the main idea when the topic sentence is the initial sentence, then final sentence and then embedded in the paragraph and <u>paraphrase</u>.</p> <p>List significant details.</p>	<p>As above.</p> <p><u>Rule 5</u>: Write your own topic sentence</p> <p>Say and write topic sentence in own words.</p>	<p>Pre-teach vocabulary.</p> <p>Develop background knowledge.</p> <p>Use strategy for retell to paraphrase topic sentence.</p> <p>Use graphic organiser as a prompt to show significant details and to assist with paraphrasing main idea.</p>

Steps of Strategy	Skills needed – <i>Students can</i>	Cut back / Adjustments – <i>Teachers will</i>
<p>Find main ideas in extracts or short whole texts using contents, headings and subheadings in conjunction with visual organisers and semantic webs to formulate main idea.</p>	<p>Understand vocabulary in the text.</p> <p>Locate and understand the importance of contents, heading and subheadings.</p> <p>Place information into visual organiser.</p> <p>Select key words under each heading and use as a guide to sentence formation</p> <p>Use information to make up a brief outline of information.</p>	<p>Pre-teach vocabulary.</p> <p>Develop background knowledge. Teach where to find ‘contents’ and ‘headings’ and ‘subheadings’.</p> <p>Model placing this information into visual organiser and look back at information, highlight key words and use these to form a sentence or dot points, under each heading. (Key words will reflect answers to the ‘wh’ questions.)</p>
<p>Find the main idea to summarise when the topic sentence or main idea is inferred in some paragraphs in longer texts using the 5 rules suggested above.</p>	<p>Understand vocabulary in the text.</p> <p>Comprehend texts at the literal and inferential level.</p> <p>Identify topic sentences in paragraphs.</p> <p>Identify inferred main idea in a paragraph.</p> <p>Follow the 5 rules above, for summarising.</p>	<p>Pre-teach vocabulary.</p> <p>Develop background knowledge</p> <p>Use graphic organiser as a prompt to show significant details and main idea.</p> <p>Provide practice underlining explicit topic sentences when given.</p> <p>Provide practice in writing inferred topic sentences to summarise text.</p> <p>Return to simpler, shorter text selections.</p>

1. Teacher develops personal knowledge of (cont):

b. Students: Through observation, assessment and asking questions, determine where students are up to in this series of skills. This is important especially for students with reading difficulties, who may need to work at an earlier level of strategy development to the rest of the class.

For those students who are unable to work with written text, the following framework will provide suggested adjustments using visual texts. These students may be those who are unable to read the written text as well as those who require instruction at a concrete level.

Steps of Strategy	Skills needed – <i>Students can</i>	Cut back /Adjustments – <i>Teachers will</i>
<p>Group objects, photos, pictures and then words (given orally) that are the same in some way and then give a reason for grouping and label for categorisation.</p>	<p>Understand the concepts 'same' and 'different'</p> <p>Group and label familiar objects, photos, pictures.</p> <p>Identify the most important feature of a group and give a reason and label.</p> <p>Give label to a group of words or phrases.</p> <p>Understand the vocabulary used.</p>	<p>Teach 'same', 'different' using examples and non examples.</p> <p>Give practice grouping objects, photos and pictures and labelling.</p> <p>Pre-teach vocabulary.</p>
<p>Give the 'main idea' of a picture and then a series of sequential pictures.</p>	<p>Identify the most important fact about a picture and give a title.</p> <p>Order pictures sequentially.</p> <p>Select from a series of pictures the most important character/s (subjects) and actions and then group or categorise subjects and actions.</p>	<p>Provide pictures of increasing complexity from those with few details to those with many.</p> <p>Using these pictures of increasing complexity model giving a main idea.</p> <p>Ask questions - 'who' (the subject) is doing 'what' (the action), 'where', 'when' and 'why' to assist students to determine main idea.</p> <p>Provide opportunities for students to select the main idea of a picture / pictures from 2 - 4 examples read to students.</p> <p>Teach how to list multiple answers for 'who' and 'did what' and categorise and label answers for each.</p>
<p>Understand what significant details are related to pictures.</p>	<p>Use information from pictures to justify why the main idea has been chosen by orally giving details.</p> <p>Explain that these details are called significant or supporting details.</p>	<p>Give a title to a picture and ask 'why' the title given to the picture is appropriate.</p> <p>Explain that the answer provides the significant details.</p> <p>Give examples of multiple subjects e.g. 'the children' (boys and girls) and multiple actions e.g. 'playing' (running, catching etc) and discuss what each subject is doing – the details</p>

c. Materials required:

- Copies of a short text.
- Blank main idea sheet on IWB.
- Pictures or cartoons depicting simple actions.
- Several blank main idea sheets. (see Appendix).

2. State Objective/Purpose and Explain the Benefits:

Teacher:

Today I am going to show you a strategy, or plan of action, that will help you determine the main idea of each paragraph as you read. It is important to be able to identify main ideas so you can monitor your understanding as you are reading. Good readers find the main idea of each paragraph to help them summarise the text in their own words.

3. Model and Teach the Strategy:

Genre: Factual

Grouping: Whole class

- Define main idea using the 'Get the Gist' strategy.

Teacher:

The name of the strategy you will be learning today is 'Get the Gist'. If you get the gist of something you read or hear or see on TV, you understand the most important ideas. The 'Get the Gist' strategy is a step-by-step way to help you find the most important ideas in paragraphs you read. The strategy has three parts:

- *Ask yourself, "Who or what is the paragraph about?"*
- *Ask yourself, "What is the most important information about the 'who' or 'what?'"*
- *Say it in a main idea statement with 10 words or less.*

One way to introduce this strategy to students is to teach it without text.

- Look at a cartoon or picture of an animal doing something. No words are necessary, just a character involved in some sort of action. For instance, a dog jumping to catch a Frisbee in his mouth. Perhaps there are surrounding trees, flowers, and sunshine. Now ask the students to look at the cartoon.

Teacher: *In one or two words, tell me who or what this cartoon is about.*

Students: *A dog.*

Teacher: *What is the most important thing about the dog?*

Students: *He's jumping to catch a Frisbee.*

Some students may mention the flowers, or the trees, or that it is a sunny day. If this happens, ask questions to guide students to see the difference between the most important idea and non-essential details.

Teacher: *Is the sunny day the most important thing about the cartoon? If we just looked at this picture, would we say, "This is a picture of a dog on a sunny day," or would we say, "This is a picture of a dog jumping to catch a Frisbee"?*

Now that the students have identified "who" or "what" the cartoon is about, and the most important information about the "who" or the "what," ask them to count on their fingers to come up with a main idea statement that has 10 words or less. For example:

- The dog is jumping to catch a Frisbee. (8 words)
 - The dog is catching a Frisbee in his mouth. (9 words)
 - The dog leaps to catch a Frisbee. (7 words)
- Repeat with other cartoons or pictures if needed, until students clearly understand the concept of main idea and the 'Get the Gist' strategy.

- Give students a copy of a short passage. This is giving practice in at the level: ‘Find the main idea when the topic sentence or main idea is inferred in a short paragraph of 3-4 sentences. List significant details’
 - Show a blank main idea sheet (See Appendix).
 - Preview the passage: Look at illustrations, title, headings, and bold words.
 - Write the title or topic of the selection on the line provided.
 - Prior knowledge: Ask students to think about what they already know about the topic. Accept responses.
 - Read the first paragraph with the students.
 - Reread the paragraph one or two sentences at a time. Think aloud as you identify who or what the paragraph is about and the most important thing about the “who” or “what.” Be sure to include in the think aloud the process of deciding what is the most important thing and why. Record in appropriate spaces on the main idea form.
 - Think aloud the process of identifying important details in the passage. Ask questions such as, “Is this detail important?” “The important information in this sentence is...” “This detail is not important because...” Then record important details in the appropriate column.
 - Think aloud how you make sure that all of the important details are related to the main idea.
 - After reading an additional paragraph, show students sample main idea statements, some that are correct and some that are incorrect. Discuss each statement and determine whether it is an accurate statement of the main idea.
 - Provide additional modelled practice as required.

4. Memorise the Strategy:

Use the ‘Main Idea Chart’ (see Appendix) to memorise the strategy.

Put it up in the classroom, use it as a prompt.

5. Guided Practice – support the strategy collaboratively:

Grouping: Partners

- Give partners a blank main idea sheet.
- Working with a partner, have students read the next paragraph and use the ‘Get the Gist’ strategy. Ask students to work with their partners to come up with a main idea statement that includes:
 - Who or what the paragraph is about.
 - The most important thing about the “who” or the “what” stated in 10 words or less.
- Share main idea statements with the class. Think aloud with the class to modify any statements that are inaccurate or incomplete. Also emphasize that all of the main idea statements do not have to be exactly the same in order to be correct.
- Ask students to record important details that relate to the main idea.
- Circulate around the room and be available to clarify and check for accurate details. Continue to ask questions such as, “What are the most important details?”
- At the end, ask partners to share the important details and tell why they think the details they selected are important.
- Provide additional guided practice as required.

6. Independent Practice – use the strategy by yourself:

Grouping: Partners, then individual

Provide an additional short passage or the next few paragraphs in a chapter and have students use a main idea sheet to develop a main idea statement and record significant details.

Initially, have students work with a partner, and after students are more proficient, ask them to use this strategy independently.

Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

7. Generalization

Teacher: *Think about your other classes. Raise your hand if you can think of a way to use the 'Get the Gist' strategy in another class.*

Student: *We could use the strategy in science class.*

Teacher: *How would that look?*

Student: *Well, we could find the main idea of each paragraph as we read the chapter.*

Teacher: *That's right. Do you have to have a main idea sheet to do that?*

Student: *Well, we could draw our own form, or we could just come up with a main idea statement for each paragraph and write down the important details.*

Teacher: *Good thinking. Does anyone have a science textbook? Let's quickly look at a chapter together and see how we could take notes using the 'Get the Gist' strategy...*

8. Periodic Review/Multiple Opportunities to Practice

Students determine the main idea of an entire passage or chapter.

- Have students write the main idea statements for each paragraph in the passage.
- Use these statements to determine the main idea of the entire passage (summary)

Students may also use the main idea statements of each paragraph to write a summary of the entire passage or chapter (See Summarising). Students may also extend the main idea strategy to complete a main idea log (see Appendix) or some other note-taking form.

References

Coyne, M.D., Kame'enui, E.J. & Carnine, D.W. (2007). Effective teaching strategies that accommodate diverse learners (Third Edition), Pearson: New jersey.

Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S. (2007). Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook. University of Texas Systems/Texas Education Agency

Appendix

Main Idea Chart

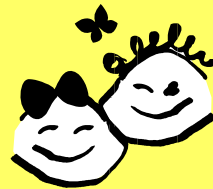
Main Idea Sheet

Main Idea Log

IDENTIFYING MAIN IDEA

'Get the Gist'

1. 'Who' or 'what' is the paragraph about?
2. What is the most important information about the 'who' or 'what'?
3. Say it in a main idea statement with 10 words or less.



MAIN IDEA SHEET

Name(s) _____ Date _____

Title or Topic of the Selection _____

Paragraph	Who or What is the Paragraph About?	Most Important Information About the "Who" or "What"	Key Details

Note: The complete main idea statement is formed by combining the "Who or What" column with the "Most Important Information" column.

Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S. (2007) p.107

MAIN IDEA SHEET

Title of passage:

Identify three or four important ideas from the passage:

1. _____

2. _____

3. _____

4. _____

Write the main idea of the entire passage (10 words or less):

Generate three questions about important ideas:

(Who? What? Where? Why? How?)

1. _____

2. _____

3. _____

Create one question about the passage that you think the teacher may ask you:

Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S. (2007), p.309



Comprehension - Visualising

Introduction

Visualising is when the reader uses prior knowledge and experiences to create a mental image from what is happening in a text read / viewed / heard. Visualising is sometimes called sensory imaging, creating pictures in your mind like a 'movie in your mind'. Sometimes it is helpful for students to close their eyes and imagine what is being read to them. Visualising brings the text to life, engages the imagination and uses all of the senses.

It is important for the students to understand that each person creates their own, unique pictures in their mind but that they must use the information from the text to create those images.

The following teaching steps are adapted from Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S. (2007) Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook. University of Texas Systems/Texas Education Agency.

Purpose

Students will create mental images as they read and describe their mental images with words or illustrations.

Teaching Steps

1. Teacher develops personal knowledge of:

- a. The sequence of skills in visualising.

Notes:

- To make text accessible for all students at each step of the strategy, text is read by teacher or peer or made accessible through use of CD or text to speech software.
 - Provide adequate levels of modelled, guided and independent practice at each step of the strategy to ensure mastery. As a guide, mastery requires an accuracy $\geq 80\%$ (e.g. 4 out of 5 correct responses, 8 out of 10 correct responses on at least 3 separate occasions).
- b. Students - Through observation, assessment and asking questions determine where your students are up to in this series of skills. This is important especially for your students with learning difficulties, who may need to work at an earlier level of strategy development to the rest of the class.
 - a. The text to be read.

Steps of strategy	Skills needed – <i>Students can</i>	Cut back / Adjustments – <i>Teachers will</i>
<p>Explain that most of us can make pictures in our minds.</p> <p>Describe a picture and student selects from two pictures.</p>	<p>Listen and understand.</p> <p>Engage with others.</p>	<p>Conversations – give and take</p> <p>Use ‘Descriptions Scaffold’ to teach the words needed for describing objects or pictures.</p> <p>News Monitoring by teacher – questioning to gather more information using “In my mind I can see a ...” Is it ...?’</p>
<p>Simple picture to picture imagery using cue words - who or what and describing words: size, colour, quantity and shape.</p> <p>Describe a picture using these qualifiers, listener forms image and compares by telling (verbalising) using the words:</p> <p><i>Your words made me picture ...</i></p> <p><i>I didn't picture ...</i></p> <p><i>What should I picture for ...?</i></p> <p><i>Is it ... or ...?</i></p>	<p><u>Speaker:</u></p> <p>Understand cues of ‘who or what’ listed.</p> <p>Use cue card to add details.</p> <p>Give words for colour, quantity, shape (attributes).</p> <p>Give words or comparisons for size.</p> <p><u>Listener:</u></p> <p>Understand description.</p> <p>Make a picture in mind using the description.</p> <p>Describe their picture and recognise missing details and seek clarification</p>	<p>Pre-teach vocabulary needed to describe the various cues used: words for size, colour, number, and shape.</p> <p>Use ‘Show and tell’ without showing or labelling object. Listeners listen and guess.</p> <p>Use ‘Description scaffold’</p> <p>Question for clarification</p> <p>Allow students to select the correct picture.</p> <p>Encourage students to shut their eyes to assist in visualising.</p>
<p>Simple picture to picture imagery using cue words - who or what, describing words: size, colour, quantity and shape and when, movement, feelings, sound, background.</p> <p>Describe a picture using these qualifiers, listener forms image and compares by telling (verbalising as above)</p>	<p><u>Speaker:</u></p> <p>As above</p> <p>Give words for time, movement, feelings, sound and background</p> <p><u>Listener:</u></p> <p>As above</p>	<p>Pre-teach vocabulary needed to describe the various cues used: words for time, movement, feelings, sound and background.</p> <p>Use selection from 2 -3 pictures rather than telling to indicate what mind picture would be.</p> <p>Encourage students to shut their eyes to assist in seeing the image they have created.</p>
<p>Personal or known noun imaging e.g. bedroom or pet</p> <p>Work through cue words to see your image and describe to listener.</p> <p>Listener forms an image and compares using same cue words and verbalising as above.</p>	<p>As above</p> <p><u>Speaker :</u></p> <p>Picture a familiar noun in mind.</p> <p>Communicate relevant details of visualising to a listener.</p>	<p>Allow time to form an image.</p> <p>Use a photograph of the known noun.</p> <p>Make a line drawing of image.</p> <p>Encourage students to shut their eyes to assist in seeing the image they have created.</p> <p>Ask choice and contrast questions.</p> <p>Give feedback about student’s response.</p> <p>Reduce cues to size, colour, quantity, shape.</p> <p>Use prompt sheet for cue words.</p>

<p>Sentence level imagery – sentences taken from texts read or students’ writing.</p> <p>Fiction or non-fiction from here on.</p> <p>Option:</p> <p>From this point on, when appropriate - Use the RIDER acronym to assist in recalling strategy: Read, Image, Draw/Describe, Evaluate, Reread/Read on</p>	<p>As above</p> <p>Understand the vocabulary</p> <p>Select key words to prompt imaging</p> <p>Use the cue words to improve personal imaging.</p> <p>Incorporate visual literacy aspects of non-fiction e.g. charts, illustrations, tables and photographs with own visualising.</p>	<p>Pre-teach vocabulary.</p> <p>Write sentence and underline key words.</p> <p>Encourage students to shut their eyes to assist in seeing the image they have created.</p> <p>Ask choice and contrast questions.</p> <p>Give feedback about student’s response.</p> <p>Use just size, colour, quantity and shape.</p> <p>Use prompt sheet for cue words.</p>
<p>Sentence by sentence imaging. Progressing from:</p> <ul style="list-style-type: none"> - Simple sentences selected from simple texts read. - Complex sentences. - First sentence is the topic sentence and emphasise visualising this sentence. - First sentence is not topic sentence. <p>Use coloured squares or counters etc to represent each sentence visualised.</p> <p>Incorporate higher order thinking: main idea, prediction, reflection around mental images.</p> <p>Give a ‘picture summary’ of images and compare with ‘word summary’ – main idea in own words.</p>	<p>Understand the vocabulary.</p> <p>Move from one image to a change of image using a visual prompt to indicate individual images.</p> <p>Recall several images prompted by coloured squares or counters.</p> <p>Understand simple to more complex sentences.</p> <p>Express a summary of mental images.</p> <p>Use mental images to predict what will happen next.</p> <p>Give main idea of text read.</p> <p>Compare picture summary to word summary.</p> <p>Use meta-cognitive strategies to reflect on mental images and their accuracy.</p> <p>Incorporate visual literacy aspects of non-fiction e.g. charts, illustrations, tables and photographs with own visualising.</p>	<p>As above</p> <p>Reduce number of sentences.</p> <p>Discuss and question about image for each sentence then review all.</p> <p>Draw line picture as a prompt to recall image of each sentence – use a mapping scaffold</p> <p>Use drawing to assist with summary.</p> <p>Give a word summary for comparison.</p> <p>Ask questions to develop higher order thinking e.g.</p> <p><i>What was the main idea?</i></p> <p><i>What will happen next?</i></p> <p><i>What can we conclude?</i></p> <p><i>Do you agree or not?</i></p> <p><i>Why ...?</i></p>
<p>Paragraph by paragraph imagery with no support of coloured squares or cue cards.</p> <p>Incorporate higher order thinking: main idea, prediction, reflection</p>	<p>As above</p> <p>Recall cues for thinking about pictures.</p> <p>Recall several images or changes to image without prompts.</p> <p>Give a summary of images.</p> <p>Recall and answer higher order questions related to text read and images formed.</p>	<p>As above</p> <p>Return to sentence by sentence imaging or simpler.</p> <p>As above.</p>
<p>Visualise specific elements in a text e.g. a character, a setting, a specific event</p>	<p>As above</p> <p>Clearly define each element for visualising i.e. setting, character, event.</p> <p>Listen for specific information related to that element.</p>	<p>Use a character profile (portrait) to capture specific information about each element e.g character – description of looks, feelings, motivation, likes/dislikes.</p> <p>Discuss setting: physical characteristics, time, weather</p> <p>Discuss event – who, did what, how</p>
<p>Move to:</p> <ul style="list-style-type: none"> - whole page imaging, - chapter imaging, - whole text imaging. <p>Working from simple texts to more</p>	<p>Form mental images independently.</p> <p>Form a series of images and recall.</p> <p>Recall mental images.</p> <p>Use images for higher order questioning.</p>	<p>Pre-teach vocabulary.</p> <p>Go back to shorter sections of text.</p> <p>Revise use of cue words and prompt sheet.</p> <p>Teach the steps of the SCENE strategy individually and ensure mastery at each</p>

<p>complex texts.</p> <p>Use the 'SCENE' Anatomy of Visual Imagery</p> <p>Incorporate non-fiction texts, explain the role of visual text – diagrams, charts, photographs etc in assisting mental imaging.</p>	<p>Produce a summary of ideas.</p> <p>Understand the role of visual literacy as a support for understanding.</p>	<p>step.</p> <p>Use visual organisers and line drawings to capture mental images and use for summary.</p>
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2. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

Today I am going to teach you a strategy that will help you understand what you are reading. We are going to make pictures in our minds called mental images.

- Explain the benefits of this strategy –

Teacher:

Visualising, or forming mental images, or pictures, while you are reading will help you better understand and remember what you read. Good readers often like making movies in their head to help them understand and remember what a text is about.

3. Model and teach the strategy:

- To introduce mental imagery:

First, review the five senses with students: touch, taste, smell, sight, hearing.

Then tell students to close their eyes. Circulate around the room.

Teacher:

I want you to form a picture of a dog in your mind.

Think about how the dog in your mind looks, smells, feels, and sounds.

What colour is your dog, Steven? What kind of tail does your dog have, Jim? What does your dog smell like, Susan?...

Continue the same steps with other familiar objects such as shoes, cars, a room, etc.

Then read a sentence to your students and ask them to make a picture of the sentence in their mind. Then ask students what words in the sentence help them build the mental image.

Teacher:

Listen to this sentence. While I read it, make a picture of the sentence in your mind. "With a screech of its wheels, the bright red car sped around the corner."

What word tells you that the car is moving quickly?

Students: *Sped.*

Teacher:

That's right, 'sped'. So now our mental image is moving. We are making movies in our minds.

What do you see, Joe? What do you hear, Maria? Do you smell anything, Lisa? What kind of car do you see, James?

- To model mental imagery:

Model the process of completing a visualising sheet (see Appendix)).

- a. Put up a short text on the IWB.
- b. Read the text to the class. Ask students to 'make movies in their minds' as they listen and follow along.
- c. Tell the students that you are going to teach them to write a description or draw a picture of their mental images after reading each paragraph.
- d. Reread the passage one paragraph at a time, and ask students to listen to the words and form a mental image or 'make a movie in their minds'. Allow students to close their eyes while you read.
- e. After reading each paragraph, stop and "think aloud" as you complete the visualising sheet on the IWB. Discuss identify and underline any words that helped form mental images.

Teacher:

While I was reading that paragraph, I saw the ship with its sails up, cargo in place, and pots of food still dangling over cold fires. But all of the people were gone. So, on visualising sheet, I can write, "The ship looked occupied, but the people were gone.

Write the sentence on the mental imagery log on IWB while you are saying it.

Or I can draw a picture. The words that really help me make a picture in my mind are 'pots full of food dangling over a cold fire.'

Underline these words in the paragraph.

This image really captures how the people seemed to have just disappeared. So I will draw a picture of a large pot with food, hanging over a fire that has gone out.

Sketch the picture on the mental imagery log.

- g. Repeat steps 'd' and 'e' for several paragraphs.
- h. Provide additional modelled practice for those students who require it.

4. Memorise the strategy:

Read the title, look at the cover page.

Ask yourself: What do I already know about the topic that will help me make my 'movie in my mind'?

 As I read, can I see the 'movie in my mind'?

 If the 'movie in my mind' stops, is it because I'm not understanding what I have read or I've stopped concentrating?

Use the visual cue card (see Appendix)

5. Guided practice – support the strategy collaboratively:

- Give each group a blank visualising sheet and a brief text.
- Have students begin reading the text with a partner.
- Partners take turns reading one paragraph at a time.
- After reading each paragraph, partners stop and share their mental images.
- Partners help each other identify and underline any words that helped form their mental images.

- Partners decide whether they are going to write a sentence describing their images or draw a picture. Then the students write a sentence or draw a picture in the appropriate space on the visualising sheet.
- During group practice, circulate around the room and listen. Remind students to make movies in their minds while they are reading.
- Provide additional guided support to students who require it

Variation

- Give students five different colours of highlighters or pencils.
- Choose a short passage that is very descriptive in nature.
- Give each student a copy of the text and put your copy up on the IWB.
- Ask students to listen for descriptive words while you read the text aloud.
- Reread the text together and highlight sensory words or phrases together. For example, highlight anything that describes sound with blue, smell with yellow, etc.
- Provide additional guided support to students who require it.

6. Independent practice – use the strategy by yourself:

For independent practice, students will be expected to complete a visualising sheet on their own. Students will most likely need several opportunities for guided practice before they are ready for independent practice. They will then need several opportunities to practice independently. This is true with teaching any strategy or skill. Students must be given opportunities to practice often so that the strategy or skill becomes a habit. One way to conduct independent practice for this strategy is below:

- Give each student a copy of a text and a blank visualising sheet.
- Read the first paragraph to the class while the students follow along. Before you read, remind the students to make movies in their minds as they follow along.
- Ask students to write a sentence or draw a picture in the appropriate space on their sheets.
- When students are finished writing, ask for a volunteer to share his/her response. Fill in with students' shared responses in the visualising sheet on the IWB. Ask students to share which words from the text helped them create their mental images.
- Continue this process, one paragraph at a time, until the passage or chapter is complete. Depending on the level of the text, you might continue reading each paragraph to the class, or you might ask students to read one paragraph at a time silently.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

7. Generalisation:

Ask students to think of a way to use the 'Visualising' strategy in another subject area.

References

- Cameron, S. (2009). *Teaching reading comprehension strategies: a practical classroom guide*, Pearson: North Shore, New Zealand
- Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*, University of Texas Systems/Texas Education Agency

McPeak, L., Trygg, L., Minadakis, A., Dianna, P. (2007). *The secondary literacy instruction and intervention guide: Helping school districts transform into systems that produce life-changing results for children*, Stupski Foundation

Appendix

Visual cue card

Description scaffold

Prompt sheet for cue words

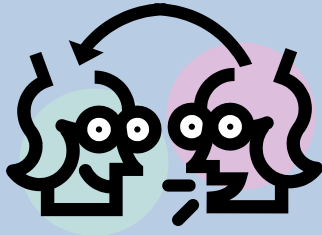
Visualising sheet

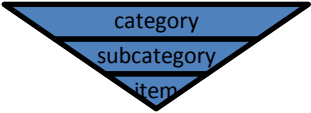
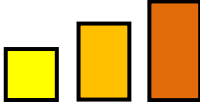





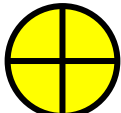



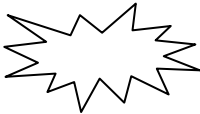
SCENE – Anatomy of visual Imagery Strategy

VISUALISING

Read the title, look at the cover.

1. “What do I already know about the topic that will help me make my ‘movie in my mind’?”
2. As I read, can I see the ‘movie in my mind’?
3. If the ‘movie in my mind’ stops, is it because I’m not understanding what I have read or I’ve stopped concentrating?
4. Go back and start again from where I remember.



DESCRIPTION SCAFFOLD		Words used to describe
What group does it belong to? What is it?		
What size is it? How many are there?		
What shape is it? What parts does it have?		
What colour is it?		
How does it feel? What feelings do you see?		
What is it made from?		
Where would you find it? Where is it? What can you do with it?		
Is it made up of parts?		
Does it make a noise?		
Does it move? How does it move?		
What time of day is it?		
Is there anything special about it?		

size

colour

quantity

shape

time

movement

feelings

sounds

background

VISUALISING SHEET

Title: _____ Name/s: _____

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

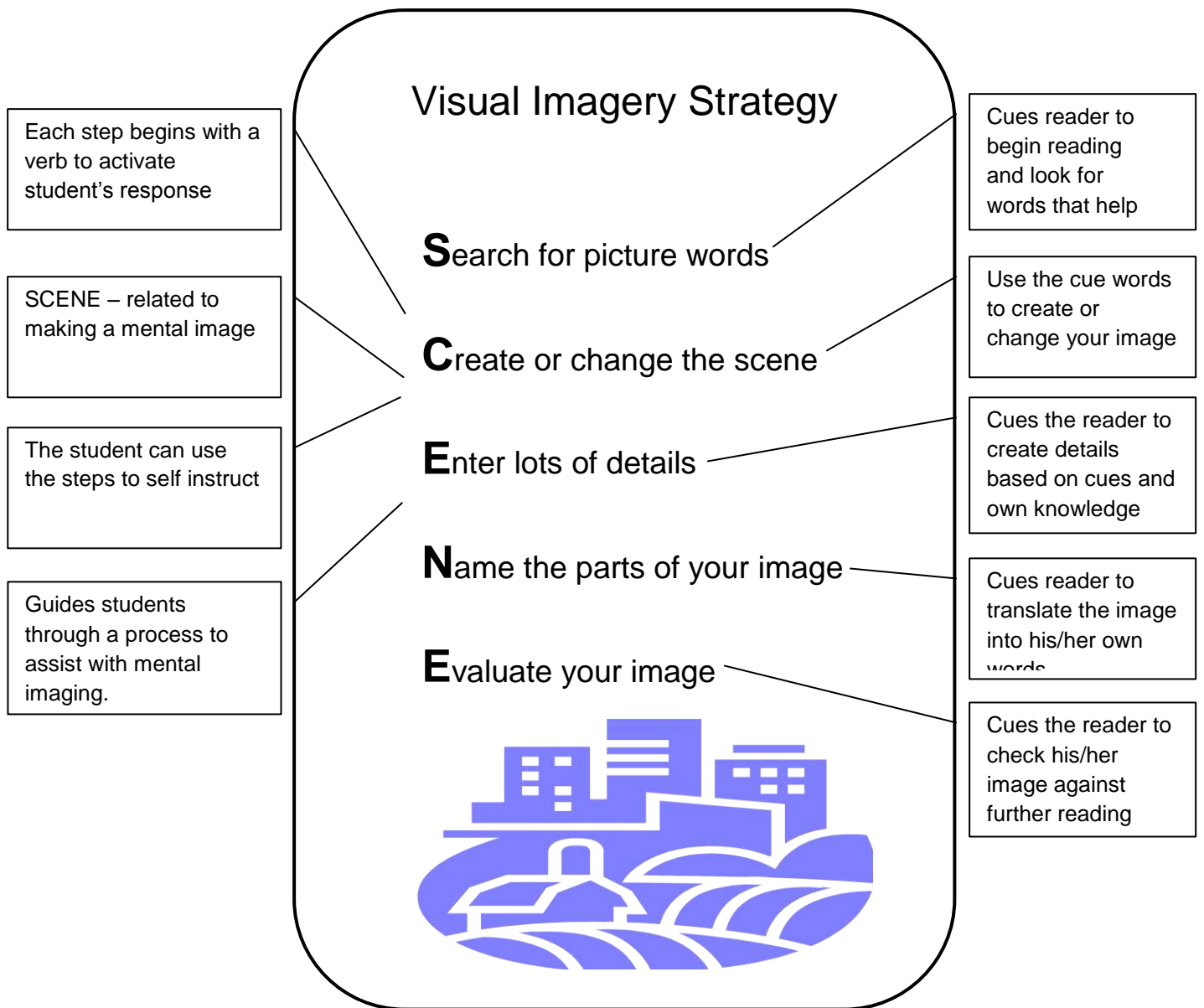
Paragraph 5

Paragraph 6

Paragraph 7

Paragraph 8

SCENE – Anatomy of Visual Imagery Strategy



NSW Centre for Effective Reading

Middle Years



Comprehension - Retelling

Introduction

This strategy provides a model of explicit instruction for students on how to retell the key events from a text using their own words. The purpose of developing the skill of retelling is to teach students to monitor their understanding whilst reading and to develop the prerequisite skills required for the more difficult task of summarizing. Retelling is made more difficult by the length of the text and the number of events presented. A range of student needs within a class can be accommodated by the selection of different texts varying in length and complexity.

Purpose

Students will learn to retell what has happened in the text in their own words. This strategy is particularly useful for narrative text and is easier than summarising.

Teaching Steps

1. Teacher develops personal knowledge of:

- a. The sequence of skills in retelling in your own words.
- b. The level of skills of the students - Through observation, assessment and asking questions determine where your students are up to in this series of skills. This is important especially for your students with learning difficulties, who may need to work at an earlier level of strategy development to the rest of the class.
- c. The text to be read.

Notes:

- To make text accessible for all students at each step of the strategy: text is read by teacher or peer or made accessible through use of CD or text to speech software.
- Provide adequate levels of modelled, guided and independent practice at each step of the strategy to ensure mastery. Mastery requires an accuracy $\geq 80\%$ (e.g 4 out of 5 correct responses, 8 out of 10 correct responses on at least 3 separate occasions).

2. State the purpose of the lesson:

- discuss the strategy and what it means –

Teacher:

Today we are going to learn to retell what we read in a text. When we retell what we read in a text, we tell what the text is about using our own words.

- explain the benefits of this strategy –

Teacher:

By practicing and using this strategy correctly you will be able to successfully retell a story. The more skills like this you learn, the better you will be at understanding what you read.

3. Model and teach the strategy:

This is giving practice in at the level: Retell at a sentence level: use who, what, where, why and how questions.

- Teacher asks students to read one sentence at a time and then the sentence is read together.
- After reading the sentence the teacher asks the following questions about the sentence and provides answers in her own words.

Who is the sentence about?

What happened?

When did it happen?

Where did it happen?

Why did it happen?

- Tell students that depending on the sentence there may not be an answer to each question.
- Using the answers to the questions the teacher retells what happened in the sentence using her own words. Record on the 'Retell Chart' (see Appendix).
- Work through other sentences.
- Provide additional modelled support to students who require it.

4. Memorise the strategy:

Use the visual prompt cards and the visual cue card. (see Appendix)

Ask yourself: Who or what is it about? (single or group)

What happened? (the action)

When did it happen?

Where did it happen?

Why did it happen?

Also use advanced prompt card (see Appendix). Possible prompts would be:

Ask yourself: What happened in the beginning

What is the setting?

Who were the main characters?

What was the problem?

What happened next?

What did ____ do?

Why?

How was the problem resolved?

How did the reading end?

5. Guided practice - support the strategy collaboratively:

- Working with a partner, have one student read a sentence and the other ask the questions and answer them.
- The second student then provides a retell in their own words using the answers and the pair discuss the retell.
- Circulate around the room and be available to clarify and check pairs are asking and answering the questions.
- At the end, ask partners to share their retells and tell how they used the questions to form the retell.
- As a group read through the text and compare retells.
- Provide additional guided support to students who require it.

6. Independent practice - use the strategy by yourself:

- Provide an additional text or selection of text to read and retell.
- Use the prompt sheet to mark off questions asked.
- If students can write, record retells into the 'Retell Chart.'
- Initially, have students work with a partner, and after students are more proficient, ask them to use this strategy independently.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

8. Generalisation:

Ask students to think of a way to use the 'Retell in Your Own Words' strategy in another subject area.

References

Reid, R. & Lienemann, T. O. (2006). *Strategy Instruction for Students with Learning Disabilities*, The Guildford press: New York.





UTCRLA & Texas Education Agency (2004). *Implementing the Reading TEKS in Ninth Grade Instruction Revised*, The university of Texas at Austin, college of Education

Appendix

- Cue card to assist memorisation
- Visual prompt for questioning
- Advanced visual prompt for questioning
- Visual prompt card for 'Retelling'.
- Retell Chart

A Retell

Does the text tell:

- Who or what it is about? (single or group) 
- What happened? (the action) 
- When did it happen? 
- Where did it happen? 
- Why did it happen? **?**

Some texts will have sentences that don't tell about these things.


- Visual prompt for questioning

Questions	Sentence 1	Sentence 2	Sentence 3	Sentence 3
Who is the sentence about?				
What happened?				
When did it happen?				
Where did it happen?				
Why did it happen?				

Advanced visual prompt for questioning

Questions	✓/X
What happened in the beginning?	
What was the setting?	
Who were the main characters?	
What was the problem?	
What happened next?	
What did ____ do?	
Why?	
How was the problem resolved?	
How did the reading end?	

Visual prompt card for retelling

 Did I ...	Write date				
Read the text?					
Use the strategy card?					
Answer the questions?					
Use answers to tell the retell sentence to a partner?					
Use answers to write the retell sentence?					

Retell Chart

Student Name: _____

Date: _____

Text Title: _____

Chapter/pages: _____

Text: Sentence* or page reference	Retell
Page: ____ Paragraph: ____ *	
Page: ____ Paragraph: ____ *	
Page: ____ Paragraph: ____ *	
Page: ____ Paragraph: ____ *	
Page: ____ Paragraph: ____ *	
Page: ____ Paragraph: ____ *	
Page: ____ Paragraph: ____ *	



Comprehension - Summarising

Introduction

Research suggests instruction and practice in summarising not only improves students' ability to summarise text, but also their overall comprehension of text content (Duke and Pearson, 2002, in Cameron, 2009, p.66).

It is one of the most difficult strategies for students to master and one of the hardest to teach. Effective teaching of summarising requires multiple modeling sessions and many opportunities to practice. However, it is worth persisting with, as it is an extremely useful strategy for students to master as they go on to study at higher levels. (Cameron, 2009, p.112)

The following teaching steps are adapted from Denton, C., Bryan, D., Wexler, J., Reed, D. Vaughn, S. (2007) *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. University of Texas Systems/Texas Education Agency

Purpose

Students will write a summary that is concise and includes the most important information from an entire passage.

Teaching Steps

1. Teacher develops personal knowledge of:

- The sequence of skills in summarising. (see sequence of skills for 'Main Idea')
- The level of skills of the students.
- The text to be summarised.

2. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

Today we will learn how to summarise what we read. A summary is a shortened version of the original text, and it contains only the most important points, the main ideas and important details and is structurally similar to the original text. We have already learned how to form main ideas for a paragraph. We will need to be good at doing this first.

- Explain the benefits of this strategy –

Teacher:

Summarising helps the reader in all reading because the overall goal of any reading is to understand the most important points. Summarizing is a skill you will be expected to use throughout your life. You may be asked to give a summary of a phone conversation or a summary of what was discussed in a meeting.

3. Model and teach the strategy:

Introduce summarising:

It is possible to use a scene or segment from a popular movie or a written text as stimulus.

- Tell students that you are going to show them several written summaries of the scene or text read and that you want them to pick the best summary. Remind students that a good summary will be a shortened version of the scene or text and will include only the most important information.
- Show students several correct examples and incorrect examples of good summaries of the scene/text. Correct examples should be short summaries that include only the most important points. Incorrect examples can be lengthy and/or include information that is either irrelevant or too general.
- Discuss each summary with the class and identify whether each statement is an accurate or inaccurate summary of the scene. Elicit discussion to emphasize the reasons that non-examples are not good summaries.

Model the strategy:

Show the students the following chart displaying the procedure for writing a summary.

What is a summary? A shortened version of something that includes only the most important details	
HOW TO WRITE A SUMMARY	
STEP 1	LIST the main ideas for each paragraph in the text.
STEP 2	UNDERLINE the main idea statements that include the most important ideas from the text.
STEP 3	COMBINE any ideas that could go into one sentence.
STEP 4	NUMBER the ideas in logical order.
STEP 5	WRITE your summary in one paragraph.
STEP 6	EDIT your summary.

Denton, C., Bryan, D., Wexler, J., Reed, D. & Vaughn S. (2007), p.125

Teacher:

- *Today we are going to write a summary. Yesterday we completed step 1: LIST the main ideas for each paragraph in the passage. Let's look at the statements we wrote.* Ask individual students to read a main idea statement until you have read through them all.
- Step 2: UNDERLINE the main idea statements that include the most important ideas from the passage. Look at each main idea statement again and discuss with the class which main ideas to keep, which to leave out, and why. Constantly remind students that only the most important information goes in the summary. Model the process of deciding which ideas are important.
- Only those main idea statements that contained the most important information have been selected. Step 3: COMBINE any ideas that could go into one sentence. 'Think aloud' as you read the statements and identify some that could be combined into a single sentence. Discuss these decisions with the students.
- Step 4: NUMBER the ideas in a logical order. Read the main idea statements and decide how to put them in order so they make sense. 'Think aloud' through the process of ordering the remaining main idea statements.
- Once the important statements have been underlined, the ones that go together combined, and all the remaining ideas numbered in an order that makes sense, the summary can be written. The summary should be only one paragraph long. Continue to 'think aloud' as you write on the IWB a summary that is several sentences in length, is a shortened version of the passage, and contains the most important information from the passage.
- The last step is to EDIT the summary. To edit is to check for correct capital letters, punctuation, spelling, and, most of all, whether the written summary makes sense. Model checking capitalization, punctuation, and spelling one at a time. Finally, be sure to read the entire summary to model the process of checking to be sure it makes sense.
- Provide additional modelled practice as required.

4. Memorise the strategy:

Memorise the six steps for summarising:

List the main ideas.

Underline the most important

Combine any you can

Number in order

Write the summary

Edit the summary

Use the visual prompt card (see Appendix)

5. Guided practice – support the strategy collaboratively:

- Step 1: LIST THE MAIN IDEAS - Direct students to look at the next section of text. Display the main idea statements for this section on the IWB. Pass out one copy of the same main idea statements to each group or pair of students. Give students 2–3 minutes to read all of the main idea statements with their partners or small groups.

- **Step 2: UNDERLINE THE MOST IMPORTANT** - Give students 1–2 minutes to think about and discuss the section as a whole with their partners or small groups. Then call on individual students to share their thoughts on the big ideas of the section. Next ask students to underline the main idea statements that are most closely related to those big ideas. Give them 2–3 minutes, and then ask for volunteers to share which statements they eliminated and why. Based on class discussion, underline important statements on the IWB.
- **Step 3: COMBINE ANY YOU CAN** - Give students 2–3 minutes to decide whether any of the statements can be combined into one sentence. Ask students to share, lead the class in discussion of the decisions, and note which statements can be combined on the IWB.
- **Step 4: NUMBER IN ORDER** - Give students 3–4 minutes to number the statements to put them into a logical order. Ask students to share, lead the class in discussion of the decisions, and number the statements on the IWB.
- **Step 5: WRITE SUMMARY** - Give students 5–7 minutes to use the statements to develop a summary of the section of text. Then ask students to share their summaries. Discuss the accuracy of each summary by asking:
 - Is this a shortened version of the section?
 - Does this summary include the most important information from the section?

If needed, discuss ways to modify the summaries.

- **Step 6: EDIT SUMMARY** - Give students 3–4 minutes to edit their summaries. Remind them first to check capital letters, then punctuation, then spelling, and, finally, to read their summaries to be sure that they make sense.
- Provide additional guided practice as required.

6. Independent practice – use the strategy by yourself:

- Ask students to read a short text or chapter one paragraph at a time. Students can alternate reading paragraphs aloud to each other. After each paragraph, tell students to find the main idea (discuss who or what the paragraph was mainly about and the most important information about the “who” or the “what”). Then ask students to write a main idea statement for the paragraph in 10 words or less.
- Review steps 1–6 of how to write a summary, and ask students to work through each step with their partner.
- Circulate around the room and be available for assistance. Even though this is independent practice, it is essential that you circulate around the room while groups are working in order to check for understanding and to provide guidance and additional modelling as needed.
- Depending on the length of the text, students will probably need 30–60 minutes to complete steps 1–6.
- When all pairs have a summary written, ask for volunteers to share their summaries. Discuss and evaluate each summary.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

7. Generalisation:

Teacher:

In many teaching and testing activities students are asked either to choose the best summary or to write a summary yourself. Teachers often ask students to identify or write a summary because summarising indicates that you probably understand the most important ideas from your reading. This skill will be used regularly in other subject areas.

Reference

Denton, C., Bryan, D., Wexler, J., Reed, D. & Vaughn S. (2007). *Effective Instruction for Middle School Students with Reading Difficulties: The reading Teachers' Sourcebook*,

Reid, R. & Lienemann, T. O. (2006). *Strategy Instruction for Students with Learning Disabilities*, The Guildford press: New York.

UTCRLA & Texas Education Agency (2004). *Implementing the Reading TEKS in Ninth Grade Instruction Revised*, The university of Texas at Austin, college of Education

Appendix

- Prompt card for memorisation of strategy
- Monitoring chart for summarising
- Main idea chart
- Summarisation sheet

Prompt Card for memorisation

What is a summary? A shortened version of something that includes only the most important details	
HOW TO WRITE A SUMMARY	
STEP 1	LIST the main ideas for each paragraph in the text.
STEP 2	UNDERLINE the main idea statements that include the most important ideas from the text.
STEP 3	COMBINE any ideas that could go into one sentence.
STEP 4	NUMBER the ideas in logical order.
STEP 5	WRITE your summary in one paragraph.
STEP 6	EDIT your summary.

Monitoring Chart

My Summary		
Have I ...		✓/X
STEP 1	LISTED the main ideas for each paragraph?	
STEP 2	UNDERLINED the most important main idea statements?	
STEP 3	COMBINED main ideas that go together?.	
STEP 4	NUMBERED the ideas in order?	
STEP 5	WRITTEN my summary in one paragraph?	
STEP 6	EDITED my summary?	

MAIN IDEA CHART

Name(s): _____ Date: _____

Title / Topic of Selection: _____

Paragraph	'Who' or 'what' is the paragraph about?	Most important information about 'who' or 'what'?	Main idea of paragraph

SUMMARISATION SHEET

Student name: _____ Date: _____

Text: _____

Identify 3 or 4 important main ideas from the reading:

1.

2.

3.

4.

Write a summary statement (2 - 4 sentences)

Generate 3 questions about your main ideas:

1.

2.

3.

4.



Comprehension – Integrated Strategies

Introduction

Successful readers use multiple cognitive strategies in a flexible and personalised way to comprehend text. These readers also use metacognitive processes to regulate their use of strategies, monitor for comprehension breakdown and apply alternate strategies to improve their understanding. Students with disabilities and those with reading difficulties require explicit teaching to do this. The simultaneous use of multiple comprehension strategies, as we see in Reciprocal Teaching and Collaborative Strategic Reading, assists with maintenance and generalisation of the skills learned.

Reciprocal teaching

Reciprocal reading combines comprehension strategies and cooperative learning. Reciprocal teaching focuses on before, during and after reading. It is a set of procedures to assist students to learn strategies, to know when to use them and to recognise that they are using them. They are most appropriate for students who can decode text adequately but who have difficulty understanding what it means.

It is an instructional activity in which students become the leader in small group reading sessions. First teachers model the process, then the teacher helps the students learn to guide group discussions using the four strategies: predicting, clarifying, questioning and summarizing. When students have learned the process, they take turns assuming the role of teacher in leading a dialogue about what has been read.

Having taught each component strategy, the use of Reciprocal Teaching allows for review and generalisation of these strategies.

Collaborative Strategic Reading (CSR)

Collaborative strategic reading also combines comprehension strategies and cooperative learning. Comprehension strategies reflect the mental processes or tactics used by successful readers when interacting with text. (Programming and Strategies Handbook, 2000, p.135)

Student strategies include previewing the text; giving ongoing feedback by deciding 'click' (I get it) or 'clunk' (I don't get it) at the end of each paragraph; 'getting the gist' of the most important parts of the text; and 'wrapping up' key ideas.

Although CSR was designed to be used with non-fiction text, it can also be used with narrative text. It was developed to enhance reading comprehension skills for students with learning disabilities and students at risk of reading difficulties. Research reported by Klingner & Vaughn, 1996 and Klingner, Vaughn, & Schumm, in

press, has suggested that CSR has also yielded positive outcomes for average and high average achieving students.

References

NSW Department of Education and Training: Student Services and Equity Programs: Disabilities and Learning Difficulties Unit , (2000). *Programming and strategies handbook*.

Klingner, J. K. and Sharon Vaughn (1998). Using Collaborative Strategic Reading. *Teaching Exceptional Children*, July/Aug 1998.



Comprehension – Integrated Strategies

Reciprocal Teaching

Introduction

Reciprocal Teaching is a research-based set of strategies. It teaches students to work in small groups and to coordinate the use of four comprehension strategies: prediction, clarification, student-generated questions and summarising. It can be implemented with both primary and secondary students. When working with primary students, some adjustments are made. These include things such as cue cards, group work interspersed with whole class follow-up, and a written format for student accountability (see Appendix). These may also help support older students with reading difficulties.

Reciprocal teaching incorporates before, during and after reading strategies. Although it is most appropriate for students who can decode text adequately but who have difficulty understanding what it means, it can be set up so the text is read for the weaker readers.

Palincsar (1986) has described reciprocal teaching as:

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: predicting, clarifying, question generating, and summarising. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Purpose

Students will improve comprehension of text through practice in previewing, predicting, self-monitoring of understanding, questioning and summarising. It is particularly suitable for factual text.

The purpose is to facilitate group work between teacher and students aimed at bringing meaning to the text. Each strategy used has its own purpose:

- **Predicting**

Students will make predictions about the text. The reason is to set a purpose for their reading: to confirm or disprove their hypotheses formed from predicting. To do this successfully, students must activate relevant background knowledge about the topic. Students can then link the new knowledge in the text with the knowledge they already possess. The predicting strategy also makes use of text structure.

Students learn that headings, subheadings, visuals, general layout and questions imbedded in the text are useful means of anticipating what might come next.

- **Clarifying**

Students will seek to clarify parts of the text read. There may be many reasons why text is difficult to understand. It may be new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts. The purpose of reading is not just saying the words correctly but understanding the meaning and for this to happen students must clarify the meaning of unknown words, concepts or references.

- **Question generating**

For students to generate questions, they must initially determine what information is important enough to justify a question. They then produce the question and decide on the relevant answer. Students can be taught to generate questions at various levels. Sometimes literal questions are asked to provide supporting details for the main ideas. At other times others students may be able to formulate questions which demand inference or application of new information learned from text.

- **Summarising**

When students summarise they identify and integrate the most important information in the text. To begin with they generally focus at the sentence and paragraph levels. As they become more proficient, they move from the paragraph to the passage level.

Teaching Steps

To work well, students need to use it regularly during a unit of work. This would probably require three half hour lessons each week.

The procedure requires a training period in which the teacher models all roles, then gradually hands over the leader's role members take turns. The use of group roles helps this strategy. The roles are: teacher, recorder, encourager, timekeeper. Students will need preparation for working in groups.

Select a suitable text. Content area texts have been found useful, especially at the middle school level.

1. Teacher develops personal knowledge of:

- a. The sequence of skills required.

Students need to be familiar with each of the 4 strategies involved in 'Reciprocal Teaching' to ensure understanding of the integrated strategy.

This will include knowledge of the following comprehension strategies:

- Previewing and predicting
- Reread and 'fix-up' strategies
- Generating questions
- Determining main idea.

Students will also need experience with working in cooperative groups and taking roles e.g. leader, recorder, encourager, timekeeper, reporter.

- b. Students - determine the level of skills of your students.

This is important especially for your students with learning difficulties, who may need to work in a group where the text is read for them and their role initially is timekeeper or encourager.

- c. The text to be read.

2. Teacher preparation:

- Select a non-fiction text, at instructional or independent level, with adequate examples of ideas that require clarification.
- Set up the room so that a group can be taught to use the strategy and others can look on (fishbowl instruction)
- Prepare for the actual fishbowl, ask the fishbowl students (group selected) to sit in a circle in the middle of the room. The class or workshop participants are the 'observers', and should sit in a larger circle around the fishbowl students.

3. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

Today you will learn how to combine a number of comprehension strategies we have already learned. We will preview our text and make predictions. We will read a short section of text to confirm these and then use our 'fix-up' strategies to ensure what we have read makes sense. Having done that, we will ask each other questions about the text, discuss our answers and finally summarise the paragraph read. This combination of comprehension strategies is called 'reciprocal teaching'.

- Explain the benefits of this strategy –

Teacher:

By combining these four comprehension strategies into one combined process we will set a purpose for reading, understand what we have read and be well on the way to remembering it.

4. Model and teach the strategy:

- Select 4 – 6 students for the demonstration group. If possible practise the process with them prior to the fish bowl. These students are given the prompt bookmarks for reciprocal teaching.
- The teacher acts as the leader of the group and appoints a time keeper, recorder, encourager and reporter. (Students need to have worked in cooperative groups before and understand their roles).
- Display the cue card as a prompt for each strategy.
- Introduce the method for **previewing** - Model for students how to preview the passage by doing a 'think aloud'. As you model using a 'think aloud' process, be sure to focus on the reasons for predictions you have made about the text. Students are encouraged to use their background knowledge along with the title, pictures and layout to predict and discuss what the text might be about. The teacher directs students to clues, for example: "What does the title suggest?"
- Students read the text as a group or one selected person. Discussion follows around predictions made: 'Were my predictions correct?' 'What else happened?'
- Ask students to look through the paragraph again and note any words or ideas that they are unsure of and need to be **clarified**.

Teacher

Are there any parts or words you don't quite understand? Can anyone help?

- Ask the students to generate questions about the text read so far. These questions are answered by other members of the group or the leader. To start with questions can be at any level. Later, ask students to generate questions at all three levels:
 - ‘Right there’ questions have answers right there in the text, in the same sentence as the words used to form the question.
 - ‘Putting it together’ questions are inferential. The answers are more difficult to find but the evidence is in the text. The answers come from combining information from two or more places in the text: sentences, diagrams, charts etc
 - ‘Making connections’ questions can be answered by the reader only. Although the answer isn’t in the text, the questions relate to it and the answers should be justified.
- The ‘leader’/ teacher summarises what has been read so far. Only the main points are stated.
- Provide more modelled practice for those students who require it.

5. Memorise the strategy:

Use the visual cue card as a prompt to recall the process (see Appendix)

Use ‘the bookmarks’ to give examples of sentence and question stems. (see Appendix)

6. Guided practice – support the strategy collaboratively:

- Select a short section of text or a paragraph.
- With the group discuss the process involved. Select roles for students.
- Working with the one group, students using their bookmark, preview the text and make predictions, read the text, check on predictions, clarify any unknown words and ideas, generate questions to be answered and the leader summarises the text read.
- The teacher stays with the group until they can take over full responsibility themselves.
- Ask the group to share their predictions, clarifications, questions and summary with the class. Discuss if the process has been followed.
- Repeat this procedure many times, with different sections of text and different groups.
- Provide additional guided practice to students who require it.

7. Independent practice – use the strategy by yourself:

- Work with one group until they are independent. This group can then demonstrate again for other groups or the members can be shared with other groups to assist with guided practice.
- As groups become independent the teacher needs to continue to circulate around the room to ensure that the process is being followed and that all group members are involved.
- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

8. Generalisation:

Ask students to think of a way to use the ‘reciprocal teaching’ strategy in another class.

References

NSW DET: Student Services and Equity Programs: Disabilities and Learning Difficulties Unit, *Programming and Strategies Handbook*

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Appendix

Cue card

Bookmark with script

Reciprocal Teaching Worksheet

Reciprocal Teaching

- **PREDICT**

Look at the each paragraph, one at a time, and predict what it will be about.

- **READ**

Read as a group, silently or with a selected reader

- **CLARIFY**

Check on meaning of words, ideas, layout.

- **QUESTIONS**

Ask questions about the part just read.

- **SUMMARISE**

Give the main idea of the paragraph just read.

Reciprocal Teaching

1. Predict

I predict that ...
I think it will be about...
I think ... will happen next.

2. Read

Read the part set.
Underline any hard words.

3. Clarify

What does ... mean?
I think it means ...
Check in dictionary, with others, thesaurus

4. Question

My question is ...
What ... ?
When ... ?
Who ... ?
Where ... ?
Why ... ?
How ... ?

5. Summarise

So far it is about ...
Retell in your own words.



Reciprocal Teaching

1. Predict

I predict that ...
I think it will be about...
I think ... will happen next.

2. Read

Read the part set.
Underline any hard words.

3. Clarify

What does ... mean?
I think it means ...
Check in dictionary, with others, thesaurus

4. Question

My question is ...
What ... ?
When ... ?
Who ... ?
Where ... ?
Why ... ?
How ... ?

5. Summarise

So far it is about ...
Retell in your own words.



Name/s: _____

Class: _____

Chapter / Book title: _____ Date: _____



Reciprocal Teaching Worksheet

Prediction: Before you begin to read, look at the title and cover, scan the pages to read the important headings and look at the visual information. Record your predictions.

Prediction:

Support:

Clarify: Record words, phrases or parts of text that are unclear. Explain how you clarified your information.

Words:

Clarification:

Main Ideas: As you read each paragraph or section, identify the main idea of that text.

Questions: For each section read, record at least one question.

Section 1

Section 2

Section 3

Section 4

Section 5

Summarise: Write a brief summary.



Comprehension – Integrated Strategies

Collaborative Strategic Reading (CSR)

Introduction

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text; giving ongoing feedback by deciding 'click' (I get it) or 'clunk' (I don't get it) at the end of each paragraph; 'getting the gist' of the most important parts of the text; and 'wrapping up' key ideas. This is a way to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups.

Purpose

Students will improve reading comprehension and increase conceptual learning in a way that maximizes students' involvement.

Below are the goals for each of the strategies:

Strategy 1: Preview and predict

Students preview the entire passage before they read each section.

The goals of previewing are that students:

- learn as much about the passage as they can in a brief period of time (2-3 minutes),
- activate their background knowledge about the topic, and
- use this information to make predictions about what they will learn.

Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

Strategy 2: Click and clunk (self monitor and fix-up strategy)

Students click and clunk during the reading of each section of the text.

The goal of clicking and clunking is that students:

- learn to monitor their reading comprehension and to identify when they have breakdowns in understanding.

'Clicks' refer to portions of the text that make sense to the reader: comprehension clicks into place as the reader proceeds smoothly through the text.

'Clunks' refer to comprehension breakdowns. For example, when students do not know the meaning of a word, it is a 'clunk'.

Strategy 3: Get the gist (main idea)

Students learn to 'get the gist' by identifying the most important idea in a section of text (usually a paragraph).

The goal of 'getting the gist' is that students:

- re-state in their own words the most important point as a way of making sure they have understood what they have read.

This strategy can improve students' understanding and memory of what they have learned.

Strategy 4: Wrap up (generate questions and summarise reading)

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing the key ideas.

The goals of the 'wrap up' are that the students:

- summarise the complete passage
- improve their knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read.

Teaching Steps

Initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modelling and teacher think-alouds. Preview is used only before reading the entire text for that lesson, and Wrap Up is used only after reading the entire text for the lesson. The other two strategies, Click and Clunk and Get the Gist, are used many times while reading the text, after each paragraph or two.

After students have developed proficiency applying the strategies through modelled practice and teacher guided practice, the teacher forms mixed ability groups, where each student performs a defined role as students collaboratively implement the strategies.

To work well, students need to use it regularly during a unit of work. This would probably require three half hour lessons each week.

The procedure requires a training period in which the teacher models all roles, then gradually hands over the leader's role to various members to take turns. The roles are: leader, announcer, reporter, clunk expert, encourager, timekeeper. There can also be a 'gist expert', who guides the group towards getting the gist and determines that the gist contains the most important ideas but no unnecessary details. Students will need preparation for working in groups.

Select a suitable text. Content area texts are useful, especially at the middle school level.

Using Cooperative Groups

Before working in independent groups, the students:

A. Learn the roles they will perform while using CSR in their peer-led cooperative learning groups.

These groups work best when each member has a role. The roles should be rotated on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the Leader. With fewer students in the group, students can perform more than one role at a time. Common roles used in groups are:

Leader

This student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

Clunk expert

This student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

Announcer

This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

Encourager

This student watches the group and gives feedback, looking for behaviours to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

Reporter

During the whole-class wrap-up, this student reports to the class the main ideas the group learned and shares a favourite question the group has generated.

Time keeper

This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

B. Develop proficiency applying the comprehension strategies

1. Teacher develops personal knowledge of:

a. The sequence of skills required:

Students need to be familiar with each of the 4 strategies involved in 'Collaborative Strategic Reading' to ensure understanding of the integrated strategy.

This will include knowledge of the following comprehension strategies:

- Previewing and predicting for the whole text,
- Clicking and clunking for each section read,
- Getting the gist for each section read,
- Generating questions and summarising the whole section of text.

b. Students - this is important especially for your students with learning difficulties, who may need to work in a group where the text is read for them.

c. The text to be read.

2. Teacher preparation:

- Pre-teach the strategies involved.
- Select a factual text, at instructional or independent level, with adequate examples of ideas that require clarification.
- Set up the room so that a group can be taught to use the strategy and others can look on (fishbowl instruction).
- To prepare for the actual fishbowl, ask the fishbowl students (group selected) to sit in a circle in the middle of the room. The class or workshop participants are the 'observers', and should sit in a larger circle around the fishbowl students.

3. State the purpose of the lesson:

- Discuss the strategy and what it means –

Teacher:

Today you will learn how to combine a number of comprehension strategies we have already learned. We will preview our text and make predictions. We will read a short section of text and use our 'click or clunk' ('fix-up') strategies to ensure what we have read makes sense. We will then 'get the gist' (main idea) of each section read and read on. Having done that, we will ask each other questions about the whole text, discuss our answers and finally summarise what we have read. This combination of comprehension strategies is called 'collaborative strategic reading' or CSR.

- Explain the benefits of this strategy –

Teacher:

By combining these many comprehension strategies into one combined process we will set our purpose for reading, understand what we have read and be well on the way to remembering the important parts.

4. Model and teach the strategy:

- Select 4 – 6 students for the demonstration group. If possible practise the process with them prior to the fish bowl. These students are given the cue cards for CSR.
- The teacher acts as the leader of the group and appoints a time keeper, recorder, encourager and reporter etc. (Students need to have worked in cooperative groups before and understand their roles).
- Display the cue card as a prompt for each strategy.

Step 1 - BEFORE READING

Preview:

- Look at the title, headings, words that are bolded or underlined, and pictures, tables, graphs, and other key information
- Brainstorm what they know about the topic
- Predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

Students are given time to write down and discuss everything they already know about the topic on their CSR Learning Sheet (see Appendix). Then they write down and discuss their predictions of what they might learn from the text. These steps can be done orally.

Students can be taught the previewing strategy separately before they read aloud or read silently. It can be applied across the curriculum. By using previewing in different subject areas, students become highly familiar with the strategy and its use. They will also have had opportunities to watch you model and apply the strategy with the class as a whole, making its implementation in small groups easier.

Step 2 - READ

Read the text in pairs, silently, select a reader or take turns to read a section of text.

Step 3 - DURING READING

Click and Clunk:

- Identify the clunks.

The teacher asks, *'Is everything clicking? Who has clunks about the section we just read?'* Students know that they will be asked this question and are alert to identify clunks during reading.

- Identify the 'clunk' strategy, 'fix up' strategies to be used to clarify the problem.
- If still unclear, refer to an authoritative source e.g. glossary, teacher.
- Reread the entire paragraph

Step 4 - AFTER READING

Get the Gist:

- Identify the most important person, place, or thing in the paragraph just read.
- Tell in own words the most important idea about the person, place, or thing. Provide the gist in as few words as possible while still maintaining the most important points, leaving out details.

Ask students to think about the text they have just read and to write down the most important person, place, or thing in the sentence. Individual students can give their responses. The class or group can discuss which answer was best and why. Students then work alone or in pairs to write the gist of the passage. These can be read aloud and other students can be invited to comment on the effectiveness of the gists, in this way refining the skills of all the students.

Step 5 - CONTINUE WITH EACH SECTION OF TEXT

Repeat Steps 2 – 4 for each subsequent section of text.

Step 6 – AFTER READING THE ENTIRE TEXT

Wrap Up:

- Use the following question starters to formulate questions that relate to the text read: who, what, when, where, why, and how.

Students can pretend they are teachers and as teachers they think of questions they would ask on a test to find out if students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified.

Some questions will be about information that is stated explicitly in the text and other questions will require an answer not right in the text, but inferred. Students need to be encouraged and taught to ask questions that involve higher-level thinking skills, rather than just literal questions.

Every question can be made into a better question with the addition of the phrase, "Why do you think that?"

To facilitate the students' ability to generate higher-level questions, question stems can be provided e.g.

- Why do you think _____ ?
 - How were _____ and _____ the same? different?
 - What do you think would happen if _____?
 - What do you think caused _____ to happen?
 - What other solution can you think of for the problem of _____?
 - What might have prevented the problem of _____ from happening?
 - What are the strengths (or weaknesses) of _____?
- Review what was learned.

To review, students write down the most important ideas they learned from the day's text reading on their CSR Learning Sheets. These ideas can be shared with the class. This allows the teacher to gauge each student's level of understanding.

- Provide more modelled practice for those students who require it.

5. Memorise the strategy:

Use the visual cue card as a prompt to recall the process. (see Appendix)

Use 'the bookmarks' to give examples of sentence and question stems.

6. Guided practice – support the strategy collaboratively:

- Select a short section of text or a paragraph.
- With the group discuss the process involved. Select roles for students.
- Working with the one group, students using their cue cards, preview the text and make predictions, read the text, discuss any clicks or clunks and find the main idea of several paragraphs then generate questions to be answered and summarise the text read.
- The teacher stays with the group until they can take over full responsibility themselves.
- Ask the group to share their predictions, clunks, questions and summary with the class. Discuss if the process has been followed.
- Repeat this procedure many times, with different sections of text and different groups.
- Provide additional guided practice to students who require it.

7. Independent practice – use the strategy by yourself:

- Work with one group until they are independent. This group can then demonstrate again for other groups or the members can be shared with other groups to assist with guided practice.

- Once the strategies and procedures are taught to students and they have begun working in their cooperative learning groups, the teacher's role is to circulate among the groups and provide ongoing assistance.

This will include actively listening to students' conversations and if necessary clarifying difficult words, modelling strategy usage, encouraging students to participate, and modelling a helpful attitude.

Students are likely to need assistance in learning to work in cooperative groups, implementing the strategies, and mastering academic content.

- Provide many opportunities for independent practice. (Remember that often students who take longer to learn something get the least amount of practice when in fact they need the most practice.)

8. Generalisation:

Ask students to think of a way to use the 'CSR' strategy in another class.

References

Klinger, J. & Vaughn, S. (1998). *Using collaborative Strategic Reading*, Teaching Exceptional Children, July/August pp. 32 – 37 available at:

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Vaughn, S., Klinger, J. K. & Bryant, L. (2001). *Collaborative Strategic Reading as a Means to Enhance Peer-Mediated Instruction for Reading Comprehension and Content-Area Learning*, Remedial and Special Education March, vol. 22 no. 2, 66-74.

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Appendix

Cue card bookmarks for strategy

Cue cards for roles

Clunk Cards

Collaborative Strategic Reading Sheet

CSR

1. Preview (whole text)

What do I already know about this topic?

What do I predict I will learn from this reading?

2. Read each section

Clicks - I get it!

& Clunks – stop!

What does ... mean?
I think it means ...

3. Get the Gist

'Who' or 'what' was it mostly about?

What is the most important thing about the 'who' or 'what'?

4. Wrap Up

- Ask questions:
What ...? When ...? Who ...?
Where ...? Why ...? How ...?

- Summarise
What have I learned?.



CSR

1. Preview (whole text)

What do I already know about this topic?

What do I predict I will learn from this reading?

2. Read each section

Clicks - I get it!

& Clunks – stop!

What does ... mean?
I think it means ...

3. Get the Gist

'Who' or 'what' was it mostly about?

What is the most important thing about the 'who' or 'what'?

4. Wrap Up

- Ask questions:
What ...? When ...? Who ...?
Where ...? Why ...? How ...?

- Summarise
What have I learned?.



CSR Leader's Cue Sheet



BEFORE READING



Preview and predict:

We know that today's topic is _____.

Let's brainstorm and write everything we already know about the topic in our Learning Sheet.

Announcer, please call on students to share their best ideas.

Now let's predict and write everything we think we might learn about from reading today.

Announcer, please call on students to share their best ideas.

DURING READING

READ:

Who would like to read the next section? Announcer, please call on someone to read.

Click and Clunk:



Did everyone understand what we read? If you did not, write your clunks in your learning sheet.

(If someone has a clunk): Announcer, please call on someone to say their clunk.

(If someone has a clunk): Clunk Expert, please help us out.

Get the Gist:



What is the most important idea we have learned about the topic so far? Everyone think of the gist.

Now we will go around the group and each say the gist in our own words. Announcer, please call on someone to share their answer.

Go back and the 'click' and 'clunk' and 'get the gist' for each section of text read.

AFTER READING



Wrap Up:

Now let's think of some questions to check if we really understood what we read. Everyone write your questions on your Learning Sheet. Remember to start your questions with who, when, what, where, why, or how.

Announcer, please call on students to share their best questions.

On our 'Learning Sheet', let's write down as many statements as we can about what we have learned.

Announcer, please call on students to share something they learned.

Compliments and Suggestions:

The Encourager has been watching carefully and will now tell us two things we did really well as a group today.

Is there anything that would help us do even better next time?

CSR Announcer



Remember to make sure only one person talks at a time!

Preview and predict:

- ❖ Call on at least 2 students to say what they know.
- ❖ Call on at least 2 students to say what they think they will learn.

DURING READING

- ❖ Call on different students to read.

Click and Clunk:

- ❖ Call on students who have clunks.
- ❖ Call on students to help fix the clunks

Get the Gist:

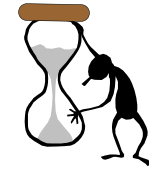
- ❖ Call on one student to give the gist.
- ❖ Call on at least one other student to give his or her version of the gist.

AFTER READING

Wrap Up:

- ❖ Call on 2 students to share their best questions.
- ❖ Call on students to answer the questions.
- ❖ Call on students to tell something they have learned.

CSR Timekeeper



Preview and predict:

- ❖ We have 1 minute and 30 seconds to write what we know.
- ❖ We have 1 minute and 30 seconds to write what we think we will learn.

DURING READING

Click and Clunk & Get the Gist:

- ❖ Before we begin reading this section of text remember we have 6 minutes for each section.

AFTER READING

Wrap Up:

- ❖ Before we begin our wrap up remember we have 5 minutes to complete our 'wrap up'.
- ❖ We have 2 minutes to write our questions.
- ❖ We have 1 minute to write what we learned.

CSR Encourager



Remember you are responsible for telling your group when they have done a good job!

Preview and predict:

- ❖ Tell someone they did a good job saying what they already know.
- ❖ Tell someone they did a good job telling what they think they will learn.

DURING READING

Click and Clunk

- ❖ Tell someone they did a good job working out a clunk.

Get the Gist:

- ❖ Tell someone they did a good job getting the gist.

AFTER READING

Wrap Up:

Questions:

- ❖ Tell someone they asked a really good question.

Review:

- ❖ Tell someone they did well telling what they learned.

Compliments and suggestions:

- ❖ Tell 2 things your group did well.
- ❖ Tell 2 things your group can do even better next time.

CSR Scorekeeper



Preview and predict:

- ❖ Give 1 point each time someone tells what they already know and predicts what the group will learn.

DURING READING

Click and Clunk

- ❖ Give 3 points if the group worked together to work out the clunks or if you all understood what you read.

Get the Gist:

- ❖ Give 1 point for everyone who says their own version of the gist.
- ❖ Give 4 points if you finish the complete section of text in 6 minutes.

AFTER READING

Wrap Up:

- ❖ Give 1 point for each question asked.
- ❖ Give 1 point for each question answered.
- ❖ Give 1 extra point for each really good 'why' or 'how' question.
- ❖ Give 5 points if everyone cooperated and helped each other.

CLUNK CARD 1

Reread the sentence without the word.

Think about what would make sense.

CLUNK CARD 2

Reread the sentence with the clunk and the sentence before and after.

Look for clues to help.

CLUNK CARD 3

Look for a prefix or suffix that might help.

CLUNK CARD 4

Break the word apart and look for smaller words that you know.

CSR Learning Sheet

Name/s: _____ Date/s: _____ Text Title: _____

BEFORE READING Preview & predict	What do I already know about the topic? What do I predict I will learn in the whole text?		
DURING READING Clunks & gist	1 st section of text	2 nd section of text	3 rd section of text
AFTER READING Wrap up	Questions about the important ideas in the whole text: Summary of what I have learned:		

NSW Centre for Effective Reading

Middle Years



Conclusion

Middle Years Students with Reading Difficulties

When we consider that ‘basic readers’ are those who are able to accomplish some lower-level tasks with grade level reading material and that those below this basic level find it impossible to access grade level material, then we are looking at about a quarter of Middle Years students who will struggle to learn content from grade level texts, especially when we realise that many grade level texts are actually written at a higher level than grade level.

Allington (2011), in ‘Reading Intervention in Middle Grades’, outlines five principles to guide reading instruction for students with reading difficulties:

1. All students need high quality instruction all day long. The best predictor of a student's learning is the amount of appropriate instruction that a student participates in. To learn from texts students need texts they can actually read or access.
2. Expand the volume of reading that struggling readers do every day. The relationship between reading volume and reading achievement has been demonstrated in numerous research reports.
3. Provide books that students can read and that they are interested in reading. High success reading is the most powerful reading activity. High success means reading that is accurate ($\geq 99\%$), fluent (read at an acceptable rate and read in phrases with appropriate intonation) and understood (comprehension $\geq 90\%$).
4. Decoding instruction is only useful for some older students with reading difficulties. For the 10 - 20% of older students with reading difficulties, that do have decoding difficulties, decoding instruction is needed. For the remaining 80 – 90% of struggling older readers their weaknesses lie in vocabulary and comprehension. Even students struggling with decoding need much additional reading practice to develop understanding.
5. Often it is teachers more than students that present the problem that needs to be solved. Schools and teachers need to provide the time for older students with reading difficulties to expand their reading activity by providing reading materials that these students can read and find interesting.

‘There is much work to be done if struggling middle school readers are ever to become achieving readers. While there has been too little research on just what sorts of interventions provide the best opportunities for older struggling readers, we do know that when we provide instruction in useful comprehension strategies, older readers acquire those strategies and become achieving readers.’ (Allington, 2011, p13).

References

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