At Belgian Gardens State School we believe that reading is a social and critical practice. It is something we do to achieve personal and social purposes. We read written, visual and multimodal texts for enjoyment, to find information and to learn. Through reading, we build relationships and communicate with others across time and space.

Reading comprehension is a cognitive activity that involves the process of simultaneously extracting and constructing meaning. It is an active process in which knowledge about the context (subject matter, reader/writer relationships, mode and medium) and the text being read is integrated with, and filtered through, the reader's prior knowledge.

Because readers bring diverse cultural experiences and language knowledge to a reading task, many meanings are possible from a single text. Successful readers are able to question the authenticity and accuracy of meaning gained from text by evaluating their interpretation against prior knowledge of the world, prior texts and prior experiences. In the process knowledge is transformed and new knowledge is created and integrated into existing knowledge. Strategic readers are able to talk about reading and about themselves as readers.

“Reading is a discount ticket to everywhere.” Mary Schmich

“How we teach Reading at Belgian Gardens State School

Effective and supportive reading instruction enables students to become fluent readers. It supports students to comprehend what they are reading, to apply and communicate knowledge and skills in new contexts, and to have a strong desire and motivation to read.

Effective teaching of reading provides planned and explicit opportunities for students to develop:
• fluency
• a broad and deep vocabulary
• active comprehension strategies
• knowledge of texts and textual features
• knowledge of the world.

These five aspects of reading are connected. Effective readers bring together their skills and knowledge of each aspect to make sense of what they are reading. Each aspect is of equal importance, although effective teachers may make choices about emphasis, depending on the year level and language resources of their students.

“The more that you read, the more things you will know. The more that you learn the more places you'll go.”

Dr Seuss
Knowledge of the world
Students who possess knowledge about the field or discipline they are reading often understand what they are reading better than those with little knowledge about the field or discipline. Knowledge of the world allows readers to make rapid connections between new and previously learned content. Knowledge of the world as well as of the field or discipline enables readers to make sense of the vocabulary and word combinations, choose from multiple possible meanings, make links across the text and make inferences. If readers are able to access their world knowledge effectively and appropriately, they are more likely to relate what they know to the texts they are reading.

Knowledge of texts and textual features
Students who use their knowledge of texts and textual features to construct meaning are more likely to be able to comprehend what they are reading. Comprehension is enhanced when readers are able to identify what kind of text they are reading, quickly identify words and understand the grammatical connections between these words. Teaching reading requires constant attention to both the meanings constructed in texts and the language structures used to construct the meaning.

Active comprehension strategies
Students who have a range of active comprehension strategies are more likely to be able to comprehend what they are reading. The processes involved in reading comprehension require readers to:
- retrieve information explicitly stated in texts
- make inferences based on ideas and information in texts
- interpret and integrate ideas and information in texts
- evaluate texts by critically reflecting on and assessing content, structure and language used.

Effective readers are extremely active as they read, using a repertoire of active comprehension strategies. In their attempts to construct meaning, they are aware of when they are confused by what they are reading. They select comprehension strategies to suit their needs and purposes, and integrate the use of these strategies throughout the reading.

A broad and deep vocabulary
Students with broad and deep vocabulary knowledge are more likely to be able to comprehend what they are reading. Oral vocabulary is a key to learning and to making the transition from oral to written texts. Reading vocabulary is crucial to the comprehension processes of the skilled reader.

However, vocabulary knowledge alone is not sufficient to make meaning of most texts. Field or discipline knowledge is essential for deep understanding. Acquiring word knowledge and field or discipline knowledge is a gradual and cumulative process. Teachers need to encourage optimal vocabulary growth from Prep through the early and middle years and beyond.

Fluency
Students who read fluently are able to read a text quickly, accurately and efficiently and are more likely to comprehend what they are reading. Fluency is a skill for achieving comprehension. It provides a bridge between word recognition and comprehension by freeing the reader to interpret and construct meaning.

Fluency relies on fast and accurate decoding at the word and sentence levels. It is connected with vocabulary knowledge. The key interdependent elements of reading fluency are:
- automaticity - of word recognition and the ability to work out unknown words
- phrasing - the ability to use the cueing systems to maintain meaning
- expression - the ability to use pitch, tone and rhythm to construct and enhance meaning.
• Making sense of word combinations and choose among multiple possible word meanings.
• Giving meaning to otherwise confusing sentences.
• Reading (and listening) which require the reader to make inferences that depend on prior knowledge—not on decontextualised “inferencing” skills.
• Irony, metaphor, and other literary devices require background knowledge for their comprehension.

Genre, field, tenor and mode.
• Comprehension is enhanced when readers are able to identify what kind of text they are reading, quickly identify words and understand the grammatical connections between these words.

Intentional vocabulary teaching
Specific Word Instruction
• Selecting Words to Teach
• Rich and Robust Instruction
Word-Learning Strategies
• Contextual Analysis
• Morphemic analysis
• Cognate Awareness (ELL)
• Dictionary Use

Word Learning Strategies include:
• contextual analysis (using context clues to glean word meanings)
• morphemic analysis (using word parts to unlock the meanings of words)
• Definitional analysis through dictionary use

To measure students’ oral reading speed and accuracy, researchers have developed a simple and very brief procedure that uses regular classroom texts to determine the number of words that students can read correctly in one minute.

To obtain a words-correct-per-minute (WCPM) score, students are assessed individually as they read aloud for one minute from an unpractised passage of text.
### C2C Genre Development (Across the Curriculum)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Prep</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td>Literary and Non-Literacy Texts (Fiction)</td>
<td>Picture Books and Traditional Tales-emotive content &amp; interpretations</td>
<td>Poetry</td>
<td>Persuasive Text Review (spoken)</td>
<td>Poetry</td>
<td>Animated Film Characters (Hero/Villain)</td>
<td>Narrative – short stories</td>
<td>Persuasive Text Media texts (spoken) Multimodal</td>
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<tr>
<td></td>
<td>Non-Fiction Everyday texts</td>
<td>Retelling a Familiar Story</td>
<td>Retelling a story Multimodal</td>
<td>Fictional Text Characters &amp; characterisation</td>
<td>Narratives Fairy Tales</td>
<td>Literary Texts Fantasy</td>
<td>Narrative – short stories – traditional &amp; cultural</td>
<td>Formal Debate</td>
</tr>
<tr>
<td><strong>Term Two</strong></td>
<td>Literary and Non-Literacy Texts (Stories)</td>
<td>Multi-Modal Texts-Character descriptions</td>
<td>Variety of Text Types - stereotyping</td>
<td>Persuasive Text Multimodal</td>
<td>Recounts Historical texts</td>
<td>Media texts Feature articles, magazines, journals, papers, TV</td>
<td>Persuasive Text Advertisements Multimodal</td>
<td>Biography</td>
</tr>
<tr>
<td><strong>Term Three</strong></td>
<td>Poetry and Rhymes (Multimodal)</td>
<td>Narratives Interpret texts with Animal characters Interview</td>
<td>Procedural Texts Familiar Stories Multimodal</td>
<td>Retell a story from another perspective. Spoken</td>
<td>Novel “a Quest”</td>
<td>Appreciating Poetry</td>
<td>Literary Texts Novel</td>
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</tr>
<tr>
<td></td>
<td>Retell a Picture Book or Story</td>
<td>Information Texts Newspaper Report</td>
<td>Narratives Multimodal</td>
<td>Historical Narrative</td>
<td>Responding to Poetry</td>
<td>Novel Set in earlier times</td>
<td>Novel</td>
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<tr>
<td></td>
<td>Narrative Texts with Digital Innovations</td>
<td>Cartoon Plot and Characters</td>
<td>Information Texts Imaginative Texts</td>
<td>Persuasive Text advertisements</td>
<td>Narrative – Film &amp; Digital Movie</td>
<td>Informative Texts – recipes, manuals Multimodal</td>
<td>Songs &amp; Poems – Australia &amp; Australians</td>
<td></td>
</tr>
</tbody>
</table>
### BGSS READING PROGRAM

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th>Make Connections</th>
<th>Predicting</th>
<th>Questioning</th>
<th>Visualising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use what I already know to help understand something new.</td>
<td>Make connections between different things I read.</td>
<td>Make a smart guess about what's going to happen next.</td>
<td>I need to ask questions before, during and after I read.</td>
<td>Create a movie in my mind while I'm reading. Imagine a picture in my mind.</td>
</tr>
</tbody>
</table>
| - What is your prior knowledge for this book?  
- What do you already know about...?  
- What do the pictures tell you about the book?  
- Do the words and pictures remind you of something else you've read?  
- This book makes me think about...? | - While reading this text can I relate to:  
- personal experiences?  
- (Text-to-self)  
- It reminds me of the time I... because...  
- Information from other texts? (Text-to-text)  
- It reminds me of the time when I read because...  
- Information about the world? (Text-to-world)  
- It reminds me of something I heard about because... | - I predict that......  
- What is this about...?  
- What do I need to think about?  
- What do I need to know?  
- What do I think I am going to be asked about?  
- What does the title, front cover, pictures, headings... tell me about this text? | - I need to ask questions before, during and after I read.  
- Who?  
- What?  
- Where?  
- When?  
- Why?  
- How?  
- I really want to know...  
- I wonder...  
- How could that be...?  
- Why do you think so...? | - What pictures do I see?  
- What sounds do I hear?  
- Is there anything to smell or taste?  
- What do the surfaces feel like?  
- How do the words or pictures make me feel?  
- Can I connect the words to my own experiences?  
- The setting reminds me of...  
- I imagine... |

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### Identify main/Important Ideas

Sort out the key ideas. The main idea is the author's message.

- What general point does the author want to make about this topic?  
- Distinguish important information from unimportant information.  
- The text was mostly about...  
- The author is trying to tell us that...  
- I learned...  
- The important details were... |

### Inferring

Figure out what it really means from clues in the text.

- When the author doesn’t answer my questions I must infer...  
- Use the clues in the text along with your own experiences to figure what is not directly stated.  
- I think the main character feels... because...  
- Maybe.... I think....  
- It could be... Perhaps...  
- It means that...  
- I'm guessing.... |

### Summarising

Tell what’s important. Retell what happened in the story so far.

- Identify key elements and condense important information into your own words during and after reading.  
- Tell the most important events or ideas in a story in your own words.  
- The problem in the story is...  
- I used to think this, but now I'm thinking this. |

### Synthesising

Put the pieces together to see them in a new way.

- Reviewing, sorting and sifting through information leading to new insight as thinking evolves.  
- Now I get it!  
- This makes me think of...  
- I learned that...  
- I understand this because of...  
- What I read makes me think about... |

### Reflecting/Evaluating

Make judgements about what I read and explain why.

- Readers judge, justify and/or defend understandings to determine importance.  
- I wonder why the author...  
- I was surprised that....  
- The part I liked the best...  
- Because...  
- I wish the author had...  
- What I read makes me think about... |
### Knowledge of the world — Years P–2
Students in the early years come to school with diverse knowledge and experiences of the world. Effective teachers acknowledge, value and build on this diversity by providing and planning for multiple learning opportunities which actively develop and expand on this knowledge and experience.

Effective early year’s teachers make explicit to students the interrelationship between reading and knowledge of the world. They show how reading can be used to develop knowledge of the world and how this knowledge can be used to improve reading comprehension.

Effective teachers:
- provide rich oral language experiences that build and extend students’ knowledge of themselves and the world
- acknowledge, value and build upon the prior experiences of their students, including the language, literacy and reading experiences of their students
- engage students in substantive conversations about topics drawn from the curriculum and personal interest
- use modelled, guided, shared and independent reading of a wide range of texts about a broad range of topics
- explicitly teach students to make connections between what they already know and the texts they are reading
- Regularly read a wide range of literary and non-literate texts to students.

### Knowledge of the world — Years 3–6
Students in the middle years begin to investigate the larger world beyond home and school and are interested in inquiring and reflecting on social and global issues. For many students, this is a time of expanding curiosity and exploration of a broader and deeper range of learning experiences as they focus on reading to learn.

Students in the middle years need explicit instruction in using their knowledge of the world to improve reading comprehension. They need to make connections between what they know and the ideas and concepts of the text. They use their knowledge of the world to assist them to make inferences and to synthesise ideas and information across the text, enabling deeper comprehension.

The challenge for teachers in the middle years is to provide students with opportunities to develop their knowledge of the world through the learning areas, and make connections to the broader world. It is important that teachers explicitly teach students how to use this knowledge to expand their comprehension of more complex texts.

Effective teachers:
- consolidate and build on the prior experiences of their students, including the language, literacy and reading experiences
- plan for, and engage, students in purposeful, intellectually challenging learning that is connected to the real world and to their experiences
- explicitly teach students how to use their general, field or discipline knowledge to make meaning through shared, modelled, guided and independent reading tasks
- explicitly teach students to critically analyse texts and provide evidence to justify their views
- explicitly teach students to make connections between what they already know and the texts they are reading
- engage in substantive conversations about the information and ideas contained in texts they read
- continue to regularly read aloud a range of literary and non-literate materials.

### Knowledge of texts and textual features — Years P–2
Students in the early years need rich reading experiences with a range of texts in all learning areas. Students learn that reading occurs for a whole range of purposes – including for entertainment, to find out information, to learn how to complete a task or make something.

Literary texts are important text types in the early years in supporting students in learning to read. However, students also need experiences in learning to read other kinds of text, written for different purposes.

These opportunities are found across all learning areas. Modelled and guided reading of simple reports and experiments in science, narratives in English, and persuasive texts in SOSE all provide opportunities for early years students to develop and use their knowledge of texts and textual feature to comprehend texts.

It is important that students are explicitly taught to:
- read and view a small range of print and electronic text types
- identify the text structures of a range of text types
- use language knowledge, such as vocabulary, language structures, phrases, sentences and literary language to comprehend a range of texts
- Make links between the purpose of a text and its structure and language features use their knowledge of texts and textual features to make predictions about texts.
### Knowledge of texts and textual features — Years 3–6

Reading to learn in the learning areas provides a major challenge for students in the middle years. In this phase of learning, texts become more complex and specialised — both in terms of the content and the language and organisation of the texts used to present the content.

Effective teachers enable students to understand that each learning area has a particular way of reading, writing and speaking about their subject. This knowledge will help them to better comprehend the texts necessary for learning and develop deep knowledge and understandings about each learning area.

In Years 3–6, students need opportunities to read in all learning areas and explicit teaching of the texts found in each. Effective middle years teachers assist students to comprehend by:

- explicitly teaching the relationship between the purpose, structure and textual features of texts in all learning areas
- making the language patterns explicit
- assisting students to interpret and integrate written and visual aspects of the text
- Modelling specific and relevant reading strategies.

Effective teaching includes:

- the use of a broad range of text types including multimodal and hybrid texts
- building relevant background knowledge
- selection of texts that develop deep knowledge and understandings in the learning areas
- sequenced and scaffolded learning about salient features of each text
- identification of vocabulary choices, making explicit how these suit purpose and context
- explicit teaching of the language features of texts which support meaning and suit audience and purpose
- Analysis and comparison of texts and textual features.

Building knowledge of texts and textual features is an essential component of literacy programs in all classrooms in all learning areas. This explicit knowledge begins to support comprehension in the early years and becomes increasingly important as the texts and reading demands of each learning area become more complex.

### A focus on reading comprehension

A student’s ability to understand or comprehend what they read in each learning area is critical to their engagement, as well as their learning achievement, future employment and life satisfaction.

#### Three Levels of Comprehension:
- literal
- interpretative
- applied.

### Active comprehension

Effective teaching of reading in the learning areas involves planned and explicit opportunities for students to develop a repertoire of active comprehension strategies. The active comprehension strategies that students use to make meaning in texts are detailed in the P–9 literacy indicators, and include:

- activating prior knowledge about the subject matter and text type
- making predictions about topic, purpose and audience pausing, slowing down and/or self-correcting, reading on and re-reading
- building a mental picture of the major features, actions and concepts in texts
- questioning the context, subject matter, purpose, points of view, representations, positions, beliefs and attitudes in texts
- drawing conclusions using stated and inferred information about significant concepts, arguments or descriptions from the text.

To assist students to develop their repertoire of comprehension strategies, effective teachers:

- use shared, modelled and guided reading to explicitly teach each strategy and its use when reading texts in each learning area
- provide opportunities for students to practise using these strategies in texts with scaffolding from the teacher
- support students to use these strategies in independent reading, in a range of texts and learning areas
- teach students to actively monitor their comprehension and use of comprehension strategies.

To access a range of strategies for developing active comprehension:

- visit the Literacy professional community
- download the *Teaching reading and viewing: comprehension strategies and activities for Years 1–9* booklet from the Queensland Studies Authority website.
### A broad and deep vocabulary — Years P–2

Young children begin school with a wide range of language and literacy skills. However, not all children come to school with backgrounds that are rich in vocabulary. Students, especially in the early years, need many opportunities to develop a rich vocabulary through integrating the four language processes: listening, speaking, reading and writing. There are strong connections among these language processes, and strength in one often leads to strength in another.

The words and concepts students absorb and use as they listen and talk are the foundation for what they will read and write later. Teachers in the early years need to plan time each day to:

- read literature aloud to students, stopping to explain and talk about words they may not know
- play oral language games with vocabulary from the learning areas to enable students to explore both pronunciation and meanings at the same time
- promote inquisitiveness about words, encouraging students to ask about words they don’t know
- make connections with prior knowledge and related experiences
- encourage wide and varied reading opportunities.

Vocabulary instruction should occur in an environment that encourages children to communicate and actively participate. Explicit teaching opportunities should be an integral component of a daily literacy program in order to provide students with numerous opportunities to manipulate and learn new words. Instruction that engages students in the meanings of new words, and their letter, sound and spelling patterns promotes effective word learning. As students learn new words, they use this increased vocabulary to continue to build their personal word repertoire, and begin to build independent word-learning strategies.

Vocabulary instruction should include:

- intensive study of some words involving multiple exposures in a range of meaningful contexts
- direct teaching and modeling of strategies for working out the meaning of unknown words, their sounds and spelling patterns
- Opportunities to use new vocabulary in discussions about books and related activities.

### A broad and deep vocabulary — Years 3–6

A deep and broad vocabulary is integral to comprehension. As children learn to read more advanced texts, they need to develop an increasingly sophisticated vocabulary that represents more complex ideas.

One of the most effective strategies to increase vocabulary comprehension is to use the context that surrounds an unknown word to discover its meaning. Teaching students how to use a variety of contextual analysis techniques allows the student to be active, rather than passive, in the discovery of new words.

In the middle years and beyond, most new words students encounter in their reading are morphological derivatives of familiar words. Students need to explore the effects of prefixes, suffixes and root words to enable them to better determine the meanings of unfamiliar words they encounter in print.

Since vocabulary is learned through many different avenues, both directly and indirectly, teachers need to be deliberate in providing the learning experiences that will enable students to:

- learn new words by encountering them in context during conversation and while reading
- connect new vocabulary with what they already know
- use word parts and their functions e.g. affixes, base words, and root words (morphology), to identify the meaning of new multi-syllabic words
- recognise when words have the same or nearly the same meaning (synonyms)
- recognise when words have opposite meanings (antonyms)
- recognise that words may have multiple meanings and use context to determine the precise meaning of the writer/speaker
- Understand the figurative uses of words such as similes and metaphors.

**Contextual analysis**

One of the most effective strategies to increase vocabulary comprehension is to use the context that surrounds an unknown word to discover its meaning. The reader can use context in several ways to help convey meaning:

- A word is clearly defined in the sentence.
- The meaning of a word is explained within the same sentence.
- Synonyms of the unknown word can clarify words within the sentence.
- A contrast clue may identify meaning.

At times, the reader may need to make an inference or continue reading to figure out the relationship between the unknown word and the clues around the unknown word.

Teaching students how to use a variety of contextual analysis techniques allows the student to be active, rather than passive, in the discovery of new words.

**Using morphological knowledge**
Most English words have been created through the combination of morphemic elements, that is prefixes and suffixes, with base words and word roots. This understanding of how meaningful elements combine is defined as morphological knowledge because it is based on an understanding of morphemes, the smallest units of meaning in a language.

In the middle years and beyond, most new words that students encounter in their reading are morphological derivatives of familiar words. Students need to explore the effects of prefixes such as un-, re-, and dis- on base words, as well as an increasing number of suffixes and their effects on base words: e.g. govern (verb) + -ment = government (noun).

Common Greek and Latin roots need to be explored, along with the effects of prefixes and suffixes that attach to them. A large proportion of the vocabulary of specific content areas is built on Greek and Latin elements. As this morphological knowledge develops, teachers can model how it may be applied to determine the meanings of unfamiliar words encountered in print.

### Teaching for fluency — Years P–2

Reading with fluency is a complex process that requires the learner to interact with print on many levels. Effective word recognition skills are fundamental to proficient and fluent reading. Efficient processing at the word level frees the reader to engage in higher order comprehension skills, such as making inferences about text, making connections, and asking questions.

In the early years, teachers must ensure that the focus is on
- developing the accurate and effortless decoding that fluent readers exhibit
- providing sufficient practice with a variety of quality texts.

At the same time, they acknowledge that when readers read fluently they are doing more than decoding — they are reading with phrasing and expression, and constructing meaning.

Teachers in the early years explicitly teach:
- concepts about print
- letter-sound relationships
- sight words
- the use of word parts to work out unknown words
- the use of punctuation to assist in identifying phrases and sentence structure
- the use of syntax to assist with phrasing
- the use of stress, pitch and intonation to assist with expression
- before, during and after-reading strategies to ensure meaning making.

In conjunction with initial instruction of word recognition and word prediction skills, based on semantic and syntactic cues, teaching for fluency in the early years should focus initially on developing skills in decoding at the letter level. The focus should move from print concepts to establishing automaticity with letter-sound relationships. However, students must move beyond this letter level to knowing that letters are not isolated units, but connected to other letters to make up words and word parts.

Learners also come to recognise letter patterns that occur across different words, making it easier to learn new words and speed up the word recognition and word-solving processes. As a result, they establish the automatic and accurate word recognition that is integral to the fluent reading process. Sight words are instantly recognised, enabling the reader to access the word quickly and automatically.

Students at this stage of development are moving to fast, smooth word recognition and word solving, sounding fluent on easy texts and on stretches of challenging new texts. Students can hear and represent what they read in ways that imitate natural spoken language using phrasing, stress and intonation, thus making it easier to construct meaning.

### Teaching for fluency — Years 3–6

Reading fluency involves an intricate connection between all aspects of reading. Fluent readers can draw on and use their knowledge of the world; The goal of instruction in the middle years is to support readers in making the transition from learning-to-read to reading-to-learn in all learning areas, and from predominately oral to silent reading with increasingly complex texts.

This requires teaching to consolidate fluency at the phrase and sentence levels and to focus teaching for fluency at the text level. Fluent readers are able to focus their attention on making connections among ideas in a text, and between these ideas and their background knowledge.

Fluency at the text level can be achieved only when readers are working in a way that helps them remember and actively think about the organisation of the text.
**BGSS READING PROGRAM**

<table>
<thead>
<tr>
<th>Readers who understand text structure can better understand how one sentence flows into another to create an extended meaningful text. Teachers in the middle years explicitly teach students to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• process visual information rapidly and efficiently</td>
</tr>
<tr>
<td>• use features of known words to work out unknown words</td>
</tr>
<tr>
<td>• read word groups instead of single words</td>
</tr>
<tr>
<td>• use prior knowledge</td>
</tr>
<tr>
<td>• use punctuation to construct meaning as well as knowledge of syntax and structure to guide phrasing</td>
</tr>
<tr>
<td>• use dialogue effectively</td>
</tr>
<tr>
<td>• understand how pause, pitch and stress communicate the author’s meaning</td>
</tr>
<tr>
<td>• focus their attention on the meaning of the text.</td>
</tr>
<tr>
<td>Accuracy and automaticity of decoding are necessary, but not sufficient, components of fluent reading since accurate reading alone is no guarantee of comprehension. Fluent phrased reading and comprehension are highly interrelated. Efficient and effective readers always group words into phrases that make sense. They understand they are reading to make meaning. When readers read fluently they read with phrasing and expression, demonstrating that an understanding of syntax and intonation is vital. Readers in the middle years learn to use the structure of the text — organisation and layout — as well as background knowledge, to support both comprehension and fluency.</td>
</tr>
</tbody>
</table>

apply their knowledge of texts and textual features; and use their knowledge of vocabulary in order to effectively engage with text.
Reading Resources
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introducing a text before reading</strong> (P-10)</td>
<td>Explains how pre-reading activities may be designed to motivate student interest, activate prior knowledge, or pre-teach potentially difficult concepts and vocabulary.</td>
<td>Email book raps (2-10)</td>
</tr>
<tr>
<td><strong>Mind tools – essential skills for an excellent career</strong></td>
<td>The Survey Question Read Recall Review (SQ3R) tool, its purpose and how to use it.</td>
<td>Cooperative learning strategies (P-10)</td>
</tr>
<tr>
<td><strong>Critical analysis using clever cloze</strong> (6-10)</td>
<td>Shows critical analysis using clever cloze strategy, where students draw on their understandings of the political nature of texts to deconstruct and then reconstruct texts from a particular ideological position. From MyRead.</td>
<td>Cooperative reading as simple as ABC (P-6)</td>
</tr>
<tr>
<td><strong>Graphic organisers</strong> (P-10)</td>
<td>Links to a range of graphic organisers suitable for all levels.</td>
<td>Using peer tutoring in the classroom: applications for students with emotional/behavioural disorders</td>
</tr>
<tr>
<td><strong>Graphic organisers</strong> (P-10)</td>
<td>Links to a range of graphic organisers on Learning Place that can be used as posters or group sheets.</td>
<td>Information about peer tutoring (4-10)</td>
</tr>
<tr>
<td><strong>Graphic organisers</strong></td>
<td>Links to an extensive range of graphic organisers under various headings. From TeacherVision.</td>
<td>Concept to classroom (P-10)</td>
</tr>
<tr>
<td><strong>Group discussion skills</strong> (P-10)</td>
<td>Explains how students can be involved in group discussions to make decisions, share opinions, create something or solve a problem.</td>
<td>Whose literary inquiry is it anyway? (P-10)</td>
</tr>
<tr>
<td><strong>Book raps</strong> (P-10)</td>
<td>Describes book raps and how to implement them in the classroom. There is provision to create an online book rap. From Oz Teachernet.</td>
<td>Read alouds – readers theatre (P-10)</td>
</tr>
<tr>
<td><strong>Email book raps</strong> (2-10)</td>
<td>Explains book raps, how to get started, a glossary, how to extend the book rap, choosing books, fiction favourites, puzzles and what’s new.</td>
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<td><strong>Whose literary inquiry is it anyway?</strong> (P-10)</td>
<td>Information about encouraging students to ask critical questions about texts. From Tasmanian Education Department.</td>
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## Knowledge of Texts and Textual Features

| **Introducing a text before reading** (P-10) | Explains how pre-reading activities may be designed to motivate student interest, activate prior knowledge, or pre-teach potentially difficult concepts and vocabulary. | **Grammar exercises** (4-10) | Activities to practise grammar. From British Council learn English site. |
| **Frontloading** (P-10) | Shows frontloading activities to be used before reading to assess student conceptual, procedural or genre knowledge that may be necessary for success on subsequent reading tasks. From MyRead. | **Introducing a text before reading** (P-8) | Explains strategies that increase comprehension, build prior knowledge and relate to students’ lives, vocabulary and predicting. From Colorin colorado. |
| **Learning Place ICT activities** (P-6) | Activities about high frequency words, spelling patterns, phonemes and rhyming. The objective of each is given with instructions on how to play the activity. | **Book raps** (P-10) | Describes book raps and how to implement them in the classroom. There is provision to create an online book rap. From Oz Teachernet. |
| **Cooperative reading as simple as ABC** (P-6) | Explains cooperative reading and how the strategy engages readers. A four week cycle of implementation is included. From MyRead. | **Email book raps** (2-10) | Explains book raps, how to get started, a glossary, how to extend the book rap, choosing books, fiction favourites, puzzles and what’s new. |
| **Oral language strategies for the classroom** (P-10) | Professional development package providing oral language strategies for the classroom allowing for understanding of genre, field, tenor and mode. From South Australia ESL Scope. | **Cooperative learning strategies** (P-10) | Lists strategies including think, pair, share; placemat and round robin; jigsaw; numbered heads; PMI, graphic organisers and effective listening. From MyRead. |
| **Spelling and grammar** (3-6) | Activities to help students to practise word types, sentences, punctuation and spelling. Includes definitions, reading and listening activities and quizzes. From the BBC. | **Cooperative reading as simple as ABC** (P-6) | Explains cooperative reading and the how the strategy engages readers. A four week cycle of implementation is included. |
| **Mind tools – essential skills for an excellent career** (3-10) | The Survey Question Read Recall Review (SQ3R) tool, its purpose and how to use it. | **Using peer tutoring in the classroom: applications for students with emotional/behavioural disorders** | Explains peer tutoring and its benefits, including steps to successful peer tutoring implementation and a classroom scenario. |
| **Graphic organisers** (P-10) | Links to a range of graphic organisers suitable for all levels. | **Developing a profile of an effective tutor** (4-10) | Study of relationship between peer tutoring ability in seven year olds and their performance in tests. |
| **Direct reading thinking activity** (P-6) | Explains the DRTA strategy, where a text is revealed to students in small pieces. As each section is introduced, the students are asked to make predictions, reach conclusions and consider the structures and features using supporting evidence from the text. From the Victorian Education Department. | **Using peer tutoring to facilitate access** (4-10) | Web article discusses three research-supported peer tutoring strategies: cross-age tutoring, peer-assisted learning strategies and reciprocal peer tutoring. |
| **Information about peer tutoring** (4-10) | Activities and tips to help teachers set up peer tutoring. | **Process drama** (P-10) | Explains what process drama is and when to use it. |
| **Read alouds – readers theatre** (P-10) | Explains what readers theatre is and how to implement the strategy. From MyRead. | **Using drama texts in the classroom** (P-10) | Explains the benefits of using drama/theatre texts for English language learning. |
## Active Comprehension Strategies

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<tr>
<th>Teaching reading and viewing: comprehension strategies and activities for Years 1–9</th>
<th>Reading comprehension strategies from Queensland Studies Authority.</th>
<th>Online teaching strategies: reading for meaning (P-10)</th>
<th>Explains reading for meaning strategy and why it is useful, with links to examples.</th>
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<td>Cloze exercises</td>
<td>Podcast (22mins) for teachers explaining what a cloze exercise is and when and how to explicitly teach cloze exercises. Presented by Gaynor Williams, Sunshine Coast.</td>
<td>Questioning circles (P-10)</td>
<td>Describes a teaching strategy that provides a structured framework for developing questions about text. From Tasmanian Education Department.</td>
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<td>Three-level guide</td>
<td>Podcast (28mins) for teachers explaining what a three-level guide is and when and how to explicitly teach a three-level guide.</td>
<td>Gist strategy (P-10)</td>
<td>Explains the gist comprehension strategy by using prediction when reading expository text.</td>
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<td>Turn on the meaning (1-9)</td>
<td>Reading comprehension strategy using a light-bulb metaphor where students recognise three kinds of meaning in text. (pp.2-5) From Queensland Studies Authority.</td>
<td>Reading ideas to help you read (2-7)</td>
<td>Web page posters with prompt questions for students. From Learning Place.</td>
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<td>Web page explains readers theatre and how to implement the strategy. From MyRead.</td>
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<td>SQ3R McGWilson1</td>
<td>A short description of what SQ3R is and how you can implement this. Each stage in the SQ3R is described with annotated text. From YouTube.</td>
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<td>Direct reading thinking activity (P-6)</td>
<td>In the DRTA strategy, a text is revealed to students in small pieces. As each section is introduced, the students are asked to make predictions, reach conclusions and consider the structures and features using supporting evidence from the text. From Victorian Education Department.</td>
<td>Teaching reading</td>
<td>Australian Government article describing effective teaching practices for reading.</td>
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<td>Cause effect thinking map</td>
<td>Explains the cause and effect reading comprehension strategy, a thinking map that can be used to show that events in a story are interrelated. From Victorian Education Department.</td>
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<td>Be a critical reader</td>
<td>Features activities that require students to make inferences about short texts. An incorrect answer invites students to try again.</td>
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<td>Department of Education and Early Childhood Development</td>
<td>VELS Level 1 and 2 includes a variety of teaching strategies. From Victorian Education Department.</td>
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<td>Turn on the meaning (Years 1-9)</td>
<td>Reading comprehension strategy using a light-bulb metaphor where students recognise three kinds of meaning in text. (p 2-5) From Queensland Studies Authority.</td>
<td>Victorian Department of Education and Early Childhood Development - VELS Level 3 Reading (3-10)</td>
<td>Explains level 3 reading strategies and includes pyramids, flow charts and Venn diagrams to illustrate how students analyse a scenario and generate ideas to present.</td>
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<td>Reading</td>
<td>Explains a variety of reading comprehension strategies to develop reading skills in students.</td>
<td>Graphic organisers (P-10)</td>
<td>Links to a range of graphic organisers suitable for all levels.</td>
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<td>Links to a range of graphic organisers on Learning Place that can be used as posters or group sheets.</td>
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<td>Prompt cards for text comprehension, word comprehension and oral reading. From Learning Place.</td>
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<td>Project based learning / problem based learning (P-10)</td>
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<td>Group discussion skills (P-10)</td>
<td>Explains how students can be involved in group discussions to make decisions, share opinions, create something or solve a problem.</td>
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<td>Question/answer relationship (3-10)</td>
<td>Explains the questioning comprehension strategy, which emphasises the relationship between the question, the text and the background of the reader.</td>
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<td>Teaching and developing vocabulary: key to long-term reading success</td>
<td>Research article by Pikulski and Templeton that explores vocabulary and development through the preschool years. It includes a comprehensive approach to teaching vocabulary through direct instruction.</td>
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<td><strong>Spelling</strong></td>
<td>Learning Place early years spelling materials including activity sheets and spelling machines.</td>
<td>Beyond the book</td>
<td>Explains teaching and developing vocabulary (part 2) by Pikulski and Templeton.</td>
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<td>Interactive website with activities for students to develop vocabulary use. From the BBC.</td>
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<td>Interactive web activities to practise areas of vocabulary. From British Council learn English site.</td>
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<td><strong>Fluency</strong></td>
<td><strong>Effective fluency instruction and progress monitoring</strong></td>
<td><strong>PowerPoint explaining the theory and guidelines for developing fluency in reading.</strong></td>
<td><strong>The reading genie developing reading fluency</strong></td>
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<td><strong>Learning Place book with audio, which highlights the words as they are read.</strong></td>
<td><strong>New thinking on automaticity and memorisation (P-10)</strong></td>
<td><strong>Information on bringing together ‘automaticity’ as a key concept in cognitive science and ‘working for automaticity’ as an element in instructional practice. From Australian Association for Research in Education (AARE).</strong></td>
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<td><strong>Baa baa black sheep</strong></td>
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<td><strong>Look at a Rosie and Wallace story</strong></td>
<td><strong>Learning Place book with audio, which highlights the words as they are read.</strong></td>
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<td><strong>Activities to help with learning high frequency words. From the BBC.</strong></td>
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## Timed Repeated Readings

Timed repeated readings are an instructional practice for monitoring students' fluency development. Repeated readings, under timed conditions, of familiar instructional level text can increase students' reading speed which can improve comprehension.

### When to use:
- Before reading
- During reading
- After reading

### How to use:
- Individually
- With small groups
- Whole class setting

Timed repeated readings should be done using books or passages the student has read before that are at an independent reading level (i.e. books the student can read with 95% accuracy or above). Most timed repeated reading sessions should include 3-4 readings of the same text.

### Why use timed repeated readings?
- It improves reading rate, one aspect of fluency.
- It improves reading accuracy, a second aspect of fluency, and leads to improved comprehension.

### You will need:
- Two copies of the assessment passage — one for the student and one for the teacher
- Stopwatch or clock
- Pencil

### Carefully select passage to be used, and determine the type of assessment information you want to gather:
- One minute reading. The student reads for 1 minute. The teacher or partner counts the number of words read correctly in one minute (WCPM). This score is as valid as calculating perfect correct or accuracy on longer readings. Provide some practice time with non-assessment reading material before beginning the 1 minute timed reading.
- Timed repeated readings. The student reads the same passage for 1 minute multiple times (3-5). The teacher or partner counts how words the student read in 1 minute. The number of words read results can be graphed using a bar graph.

### Words correct per minute (WCPM)

Choose a passage. Time the student when s/he reads the passage.

**Example**

A student read a story with 148 words in 2 minutes, 55 seconds. She made 8 errors. To determine WCPM:

1. Count the total number of words.
   - Example: 148
2. Count the number of mistakes.
   - Example: 18
3. Take the number of words minus the number of mistakes = number of words read correctly.
   - Example: 148 - 18 = 130
4. Calculate percent accuracy: number of words read correctly divided by total number of words.
   - Example: 130/148 = 87%
5. Convert the time it took to read the passage to seconds.
   - Example: 2 minutes, 55 seconds = 175 seconds
6. Convert the number of seconds to a decimal by dividing the number of seconds by 60. This is the total reading time.
   - Example: 175 / 60 = 2.91
7. Divide the number of words read correctly by the total reading time in decimal form.
   - Example: 130 / 2.91 = 45 WCPM

Use these fluency norms from Hasbrouck and Tindal to determine the child's approximate percentile for oral reading fluency.

[http://www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf](http://www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf)