Language Development Strand

Unit 2: Reading in the Primary Grades

Module 5.1 Reading in the Lower Primary

Lecturer Support Material

Acknowledgements

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Unit outline

Unit	#	Modules
Unit 5 **Reading in Primary Grades**	**1**	**Reading in the Lower Primary Grades (Core)**
	2	Reading in the Upper Primary Grades
	3	Assessing Reading Progress (Core)

Icons

📖	Read	or	research
✐	Write	or	summarise
☞	Activity	or	discussion
ⓘ	Suggestions for lecturers		

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Module 5.1 Reading in the Lower Primary Grades

Rationale

Learning to read is a complex process, and being an effective and critical reader is essential for pupils to be able to engage with the schooling process. Learning to read is another dimension of learning to use language effectively. For that reason, College students need to be equipped with both the theoretical aspects of children becoming readers, and practical teaching methodologies and materials to develop the learning potential of children in their classrooms through being effective teachers of reading.

In order to assist students as they learn how to encourage children to be critical readers of a wide range of texts, this Module contains a range of techniques and strategies involved in the teaching of reading in both Vernacular and English language in Lower Primary Grades. Students will also be engaged in creating reading materials to use with their pupils.

Objectives

At the completion of this unit, students will be able to:

- identify the reading progress of learners
- work through and apply different reading strategies for teaching reading
- organise and create a classroom atmosphere conductive to reading
- make suitable resources for teaching reading in Lower Primary grades

How to use this module

The Module is presented in sections. Each section presents ideas suitable for specific grade levels. Attempts have been made not to duplicate material suggested for each grade level. However, students are encouraged to think of the Module as a resource for teaching reading by using ideas from other grade levels in the grade they are teaching. Thus, it is possible to group the children in different ability level groups and use ideas from different sections of the module when working in classrooms.

The NDOE Language Resource Book for Lower Primary Grades is a very useful resource for teachers. Use it for further information supporting the content of this module.

Section 1: Introduction

☞ **5.1 Activity 1- Focus questions**

Introduce the topic of the Module through group discussion of the questions below.

- *What is your group's definition of 'reading/literacy'?*
- *How do children learn to read/write?*
- *Why do children want to read /write*
- *What do children read?*
- *What do children need to know to become readers/writers?*
- *Do children read everything in the same way?*
- *Which comes first – reading or writing?*
- *Who teaches children how to read/write?*
- *What is the role of the classroom teacher?*

1.1 What is 'reading'?

There have been many models of reading put forward during the last several decades.

- Reading is a 'bottom-up' process. In this model, it is proposed that the reader processes print from letter, to word, to sentence, to whole text.
- The reader needed to learn decoding skills, i.e. learning how the alphabetic writing system (e.g. of English) represents oral language. New readers need to learn 'word-attack' skills, 'word-recognition' skills, and phonic skills, then blend all the skills together from the smallest part to sentences.
- 'Bottom-up' theories led to reading schemes that focused heavily on phonics and isolated sight words for beginning readers. Meaning was secondary in this process.
- Reading is a 'top-down' process. In this model, the reader's world knowledge and understanding of the topic play a major part in comprehension.
- An influential model proposed by Goodman suggests that reading is an interactive process involving a transaction between the text and the reader. Reading is the process of getting meaning from print. It is not a passive, receptive activity, but requires the reader to be *active and thinking.*
- All models agree that reading is an *active* process which also involves a *reasoning process.* Effective reading teachers know that each of the models of reading contributes to an understanding of what it is that children do when they read.
- More recently, researchers have suggested that 'reading' is not something a person can either do, or not do, or something a person either has or doesn't have.

There is no single act called 'reading'. Rather, we read different texts in different ways for different purposes at different times.

- Thus, what people learn to read and write varies greatly from place to place.

  Further, we learn to read and write the texts needed to assist us to interact with our social environment. This is clearly true in a country like PNG. The urban dwellers need, and therefore learn, different kinds of reading to enable them to cope with living in towns. The people who live in rural areas have less need of literacy to maintain their daily lives, therefore they do not learn to read and write a wide variety materials, as some people in towns do. However, it is worth remembering that many people everywhere have learned to read and write in a variety of ways without very much formal schooling at all.

- The ways in which people come to read, how they read, the values they place on reading and how they learn to read, all involve social and cultural practices. This idea was developed in Unit 3, Module 3.

1.2 A model of reading

Reading is a complex process which involves interaction between the reader and the language and ideas of the text. It involves readers in drawing upon their existing knowledge of:

- the world,
- language,
- the written code,

in order to attend to the visual information of the text.

The diagram below indicates visually the elements of reading and their relationships to each other.
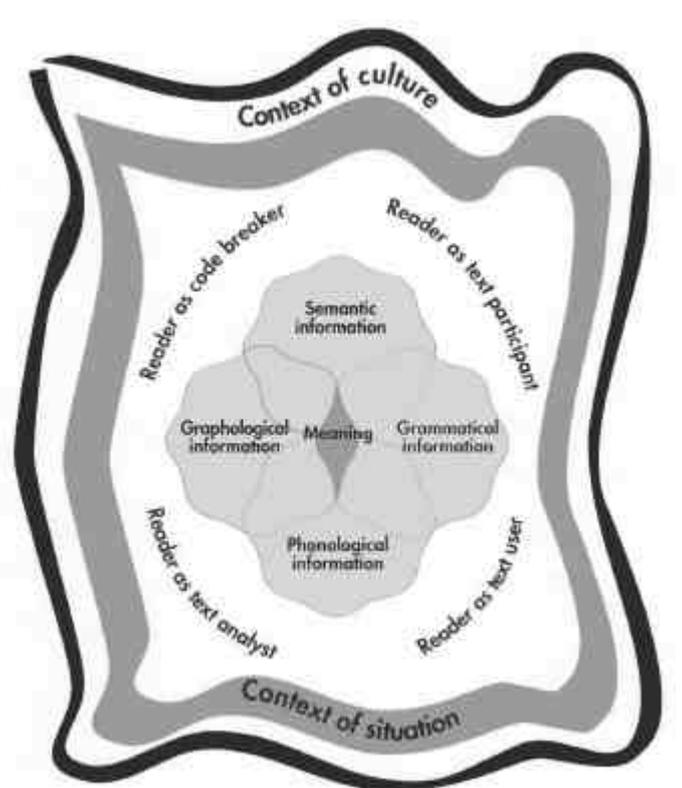
1.3 Context of situation

Literacy is learned in social contexts (situations) as people use literacy practices to interact with each other to achieve their social purposes and goals. Literacy practices are some of the ways we relate to other people in social contexts. For example, writing letters, taking lecture notes, making lists, writing assignments, reading newspapers, doing crossword puzzles – make up a list for yourself of all the different kinds of reading you normally do in a day. Would your list be different if you were at home in your village or in town? How might your list be different?

1.4 Context of culture

Literacy practices are culturally based ways of achieving social purposes. Different cultural groups use and value literacy practices in different ways.

The views held by school students about what literacy involves, and purposes for using literacy, are shaped by the kinds of reading experiences they encounter at home, at school and in the broader community. When children enter school in PNG, some of them may have already become aware of some of the ways in which reading and writing are used and viewed and valued in their own families and communities.

It is important for teachers to understand that literate activities, of which reading is a crucial part, are constructed in particular ways by different social and cultural groups. We have already looked closely at this in Unit 3, Language as Social Practice.

It is useful for us as teachers to recognise, acknowledge, value and build on pupils' experiences that they have gained before coming to school, or in the wider community during the years they are at school. The literacy experiences our pupils meet with at school with teachers and peers will shape the way they view themselves as readers and writers, in school and outside school.

In the *Interactive* model of the reading process, it is proposed that a fluent reader *predicts* what s/he is about to read, and then confirms or rejects this prediction on the basis of what follows. Prediction is made on the basis of three systems, semantic, syntactic and graphophonic, usually referred to as the 'three cueing systems'.

1.5 The three cueing systems
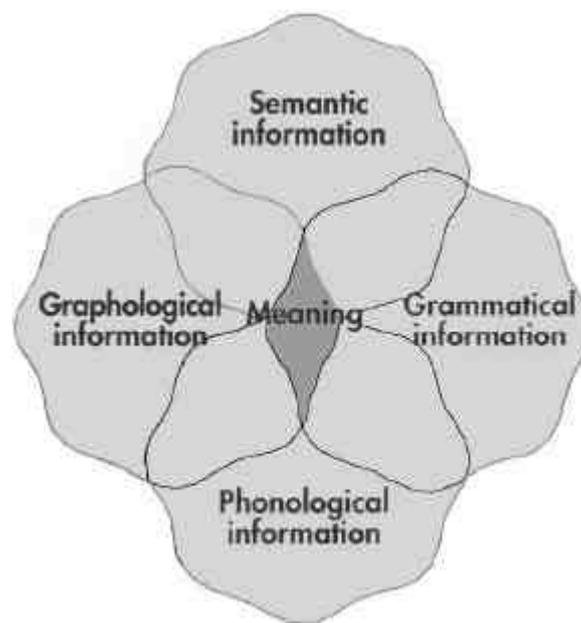
When learning to read, children need to learn to use and integrate several complementary sources of information. These are:

- Information about meanings (or semantic information). Readers use semantic information when they ask themselves questions such as:
    - Does this make sense?
    - Does this fit with what I already know about this topic?

    Semantic information includes meanings related to such things as word meanings, common expressions, subject-specific vocabulary, figurative language and real-world knowledge.

- Information about how language 'works' (or grammatical information). Readers use grammatical information when they ask themselves questions such as:
    - Does this sound right?
    - Would we say it like that?

    Grammatical information includes such things as text organisation, sentence structure, word order and agreement of verb and subject.

- Information about the sounds of language (phonological information) and about how language is written (graphological information). Generally, the term *graphophonic* is used to include both these terms. Readers use graphophonic information when they ask themselves questions such as:
    - Does this look right?
    - Do the sounds I want to say match the letters on the page?

    Graphophonic information includes the relationship between sounds and letters, between print and the sounds we speak in our language.

ⓘ You can add to the examples below if you wish. This is to give the students the general idea of how the three cueing systems interact continuously in every text they read.

☞ 5.1 Activity 2

To demonstrate how these three cueing systems work together to make meaning, look at the sentence below

The _____   _____ *across the grass.*
                    (1)   *(2)*

- *What* semantic *information do you need, to complete the sentence above?*

  You would need to know the meanings of _____

  You would also have to have knowledge of the real world , i.e. what possible things or person's can ……. across the grass.

- *What grammatical information (about the English language) do you need, to be able to complete the sentence? You can choose one or more of*

  - *text organization*
  - *sentence structure*
  - *agreement between verb and subject*
  - *word order*

- *What part of language best fills the gap at (1)?*
- *What part of language best fills the gap at (2)?*
- *What knowledge about the English language do you need to have, to answer those questions?*
- *Write two sentences that meet the grammatical requirements of the pattern, e.g.*

        The   ball   rolled   across   the   grass.

- *Now look at these sentences:*

  The   f_____   h_____   across the grass.

  The   k_____   h_____   across the grass.

- *What possible sentences can you write now, given this* graphophonic *information?*
- *How did you choose what to write? Which of the three cueing systems did you use in developing your sentences?*
- *Discuss: How can we help children learn to use these three cueing systems when they are reading texts set for them in classrooms?*

ⓘ for further information on the three cueing systems refer to Appendix A at the end of this module.

1.6 Integrating sources of information – The four roles of a reader

(See Module 5.2, Reading in the Upper Primary Grades, for more information)

Right from the beginning, activities should build around the notion that print has meaning, and that the meaning can be worked out.

Q: How do proficient readers go about the task of reading?

What Readers do *before* reading

The proficient reader brings and uses knowledge:

- about the topic (semantic knowledge)
- about the language (syntactic knowledge)
- about the sound-symbol system (grapho-phonic knowledge)

The proficient reader brings certain expectations to the reading cued by:

- previous reading experiences e.g. telephone books are different from Air Niugini flight schedules, which are different from newspaper articles which are different from poems, etc.
- presentation of the text, e.g. in an atlas, the countries are listed alphabetically; in a newspaper report there are headings, some subheadings, photos and sometimes drawings; in an argument text, the 'thesis' is followed by supporting arguments, etc.
- the purpose for the reading, asking, 'Why am I reading this?'
  - for information?
  - for entertainment?
  - to learn something about grammar/vocabulary?
- the audience for the reading, asking, 'Who is this article intended for? What does it mean to me?'

What Readers do *during* reading

The proficient reader is engaged in:
- draft reading
  - skimming and scanning
  - searching for sense
  - predicting outcomes
  - re-defining and composing meaning

- re-reading
  - re-reading parts as purpose for reading is defined, clarified or changed
  - taking an audience into account

- discussing the text, making notes
- reading aloud to 'hear' the message in their heads.

- using writer's cues
    - Using punctuation to assist meaning
    - Using spelling conventions to assist meaning

What readers do *after* reading

The proficient reader:

- responds in many ways, e.g. talking, doing, writing
- reflects on the content of the text
- feels success
- wants to read again.

(i) Refer to Unit 6, Module 1 'Bilingual Education and Bridging to English' for information on how to group children differently for different purposes. Literacy activities are much more effective when carried out in small groups. A lot of the usefulness of activities and strategies is lost when children are taught as a whole group.

Section 2: Strategies for teaching reading to Grades 2 – 3

2.1 Shared Reading

- The teacher reads aloud daily from a variety of literary and factual texts to model proficient reading and enjoyment of stories. S/he reads with enthusiasm, expression and clarity. S/he reads more slowly with young learners reading new texts. Read enlarged texts a number of times so that children become familiar with them.

Read enlarged texts a number of times so that students become familiar with them.

Activities using these enlarged texts could include:
- matching or identifying high frequency words
- demonstrating conventions of print
- part choral reading
- identifying words beginning or ending with a given sound.

Old MacDonald had a farm
E-I-E-I-O
And on that farm he had some pigs
E-I-E-I-O
With an oink-oink here
And an oink-oink there
Here an oink, there an oink
Everywhere an oink-oink
Old MacDonald had a farm
E-I-E-I-O

- Use big books so all the children in the group can see what they are reading; the teacher relates concepts and meaning to the print. Using a pointer helps children relate the print text to the spoken language. Model 'Left to Right' progression while reading and pointing.

- Read a variety of text types (e.g. genres, environmental print, functional print) about the same topic or theme or subject matter to build up the children's field of knowledge about that topic. Discuss the difference in layout, text organisation and language and textual features of the particular genre.

- Discuss characters in narrative stories by using, e.g., character webs:
    - Choose a suitable story/book, i.e. Poor Pini with clearly defined characters
    - Read it to the students and discuss the characters
    - Role play the characters and dramatise the story
    - Discuss and identify a character

- Discuss the character's relationship with other characters in this story
- Create a character web drawing together the children's ideas together.
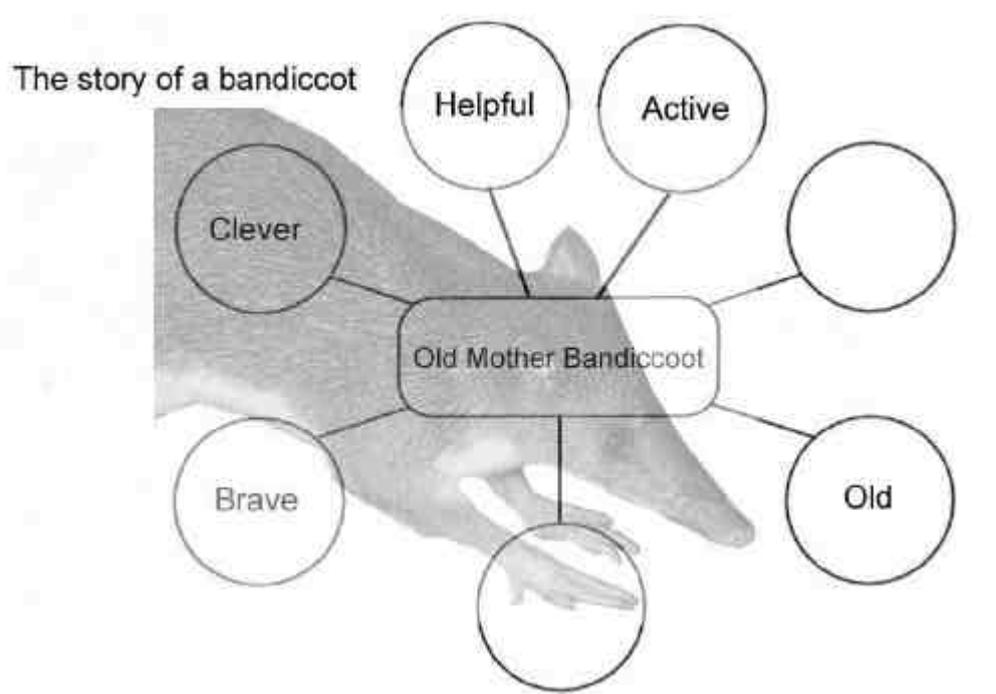
- Develop a pictorial time line or story map relating to shared reading. The teacher writes the information on the time-line; children illustrate when the time-line is completed, and discuss it.
- Encourage children to discuss how texts they have heard before, relate to their own personal experiences, e.g. 'are you like the little red hen?' 'Are you like the unhelpful cat?' 'Is this story/text sending me a message? What might the message be?'
- Select books with repetitive language patterns and illustrations that match text. Discuss patterns such as repetitive spoken patterns and repetitive visual patterns in shared text, e.g. the use of colours and colour words in the Little Red Hen. Guide children to use illustrations to predict and confirm meaning in both narrative and factual texts.
- During shared reading, the teacher can use strategies for reading unknown words – reading on; using word recognition skills, e.g. using initial letter cues, using illustrations to clarify meaning, identifying known sight words.
- Make Big Book versions of non-literary texts, such as those in Social Science, Science and Community Studies, e.g. life cycles of different animals, procedures for making sago, etc.
- After you have jointly constructed fiction and factual texts with the children, read them with the children often. Allow the children to illustrate the texts to be made into Big Books. Put together the text with the illustrations, add a front and back cover, list the children's names as authors/illustrators.
- During a Print Walk, read the signs, labels, captions and identify their purpose

- Provide and discuss texts which give information relevant to the class, e.g. craft instructions, school notes, daily timetables, classroom rules; that is, texts that are all a little different and serve different purposes. Also provide texts that children see adults read, such as newspapers, magazines, sports reviews, cooking books, TV guides, Bible, instructional booklets etc.

(i) Refer to Unit 6 Module 1 Bilingual Education for more information on how to make and how to use Big Books.

2.2 Guided reading

- In small groups, provide guided practice of some book conventions, for example,
    - what is a cover, what does it do, why do books have a cover, what's on it, etc.
    - turn to the inside front cover and talk about author, illustrator, when the book was written, etc.
    - the title page
    - find the first page of the story or other text, i.e. where we start to read
    - point to the first word (it starts with a capital letter)
    - illustrations and their placement in the text

  Repeat this or a similar procedure each time you introduce a new text until children follow the process with new books they read for themselves.

- Assist children to point to text while reading known text from memory.

- Provide opportunities for children to dramatise part of the text they have heard, draw or illustrate some part of the text, retell stories in their own words.

- Discuss sequence in stories e.g. the sequence of the Little Red Hen. After the children have practiced sequencing orally, they could create flow charts, time lines, story maps etc.

- Children talk about and express opinions about the text; they talk about the part of the text they liked best, and illustrate that section. Children make a sentence about their illustration, and the teacher writes it for the child, or children write it for themselves.

- Develop a text that has pictures instead of words (or with captions added) to show a process, e.g. making a kite, planting an indoor garden, that children can follow easily.

- Build up over time an ongoing class chart that classifies different texts shared as they are read in the class, e.g.

Funny stories	Frightening stories	Informative texts	Stories with a moral
• Kanage stories • Kokomo	• In a dark, dark wood • We're going on a bear hunt	• The life cycle of a frog • How to make pancakes	• The Little Red Hen • Poor Pini

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- Children can read their own recounts or other texts, to their peers.
- Make sentence strips and word cards to match with text, or parts of the text from the book itself.
- Write children's own sentences on cardboard strips. Ask children to cut up the sentences into single words, then reassemble words into their original sentence.
- Use oral cloze activities such as leaving out a word or part of the text when reading with children; innovate on some words, e.g. nouns, verbs so children can identify the changes made. For example, *"The Little Red Penguin....", "*Humpty Dumpty *walked* on a wall".
- Use written cloze activities such as covering part of the text or a word or a letter and children have to guess the original word, letter, etc.
- Play oral sound games, using text the children can see easily, e.g. "I spy with my little eye, a word beginning with 'b'. What is it?"
- Matching initial sound games, e.g.
  - Finding words that start with the same initial sounds as their own names
  - Matching initial sounds of letters to pictures
  - Grouping pictures by initial sounds
  - Building up a wall dictionary for each letter of the alphabet; children add their own names to the appropriate chart, and as they meet new words that start with that letter, they add them to the chart
  - Using a model, children build words from letters. Use headline letters from old newspapers and labels on store goods for this.

Poor Pini

cuscus

wild fowl

fat pig

bandicoot

During this activity the teacher could demonstrate and talk about concepts of print, such as 'letter', 'word' 'capital letter' 'sounds' etc. This kind of talk helps them develop a '*metalanguage*' - a language for talking about language and how it works

- Read and encourage children to learn poems and rhymes based on initial sounds, e.g.

> Bounce, bounce, bounce the ball,
>
> Bounce the ball high
>
> Bounce, bounce, bounce the ball,
>
> Right up to the sky.

> She sells sea shells by the sea shore
>
> Does she sell sea shells by the seashore?
>
> If she sells seas shells by the seashore,
>
> Where are the sea shells she sells by the seashore?

☞ 5.1 Activity 3

Students think of or make up rhymes or poems in Tok Ples or Tok Pisin that help children learn and understand sounds and rhyming words. Use these to teach phonics alongside storybooks.

2.3 Independent reading

- Encourage children to give oral book reports of texts, stories etc. they have read.
- Organise a 'sharing circle' where children share and discuss their favourite page, part of the story, character etc.
- Children discuss with peers the purpose of a text of their own choice.
- Tape stories and provide these for children to listen to and practise pointing to words as they are read.
- Encourage children to read with and to peers or pupils in older grades.
- Produce comprehension exercises using different levels of questioning, e.g. literal, inferential, applied, based on a text the children have been reading.

Section 3: Strategies for teaching reading to Grades 3 – 4

3.1 Shared reading activities

- Create a concept map/mind map from a brainstorming session or a story read to the children
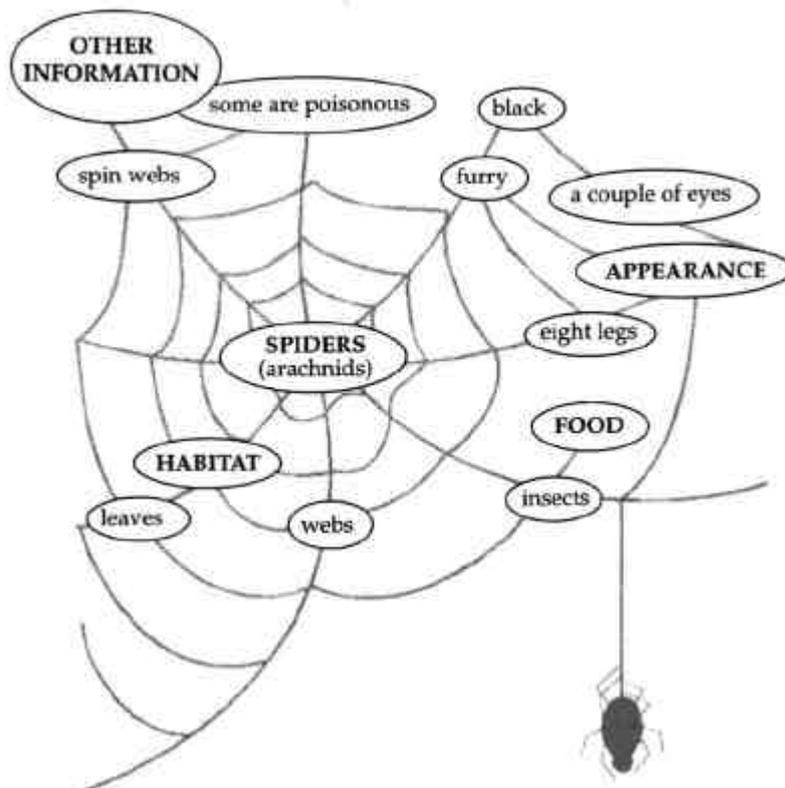
- Discuss and describe characters in text. Look at how they are similar to and different from each other; think of characters in other texts they have read (describing words). Create a literary sociogram from the information given.

- Ask children to describe how characters in stories are similar to or different from characters in real life.

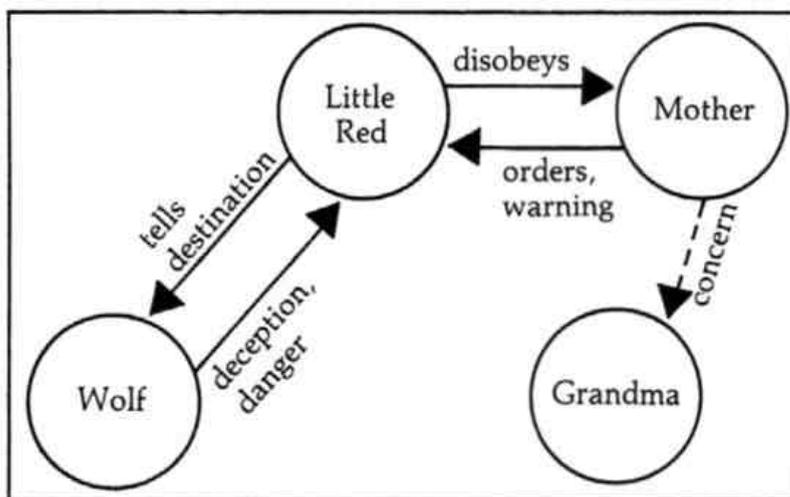- Discuss features of literary texts (i.e. those that tell a story) e.g. folk tales, ballads, myths and legends, imaginative recounts, personal recounts. Features such as the structure, the language features (grammar, verb tense, vocabulary) and purpose of the text.

- Discuss features of beginnings and endings of literary texts. Make data banks (wall charts) of common beginnings and endings for literary texts (as distinct from factual texts) e.g. "Once upon a time ...", "There was once …" "And that's the end of the story". Children could explore terms in the Vernacular and Tok Pisin that do the same thing, e.g. "Wanpela taim …" "Na em tasol".

- Discuss different features of factual texts, e.g. the headings, index, glossary, table of contents, structure, language features etc. (Note: Provide children with opportunities to explore a number of texts of similar types to develop their understanding of how particular text types 'work'.

- When teaching text types for the first time, *model* the new text to be learned before expecting the children to know how it 'works'. Modelling in the middle Primary classes involves building up a text with the students through the process of group negotiated text. Once they are familiar with a text type through participating in the writing, it is possible to use previous prepared texts of the genre to discuss with them.

- Once children are becoming familiar with a particular text type, jointly construct a 'prompt board' for the wall of the classroom. Refer to these prompt boards during sessions when you talk about different text types. See Appendix B.

- Continue to encourage children to listen by having them join in with certain parts of the story, such as rhyming parts, or repetition, or special vocabulary; let them add sound effects to well-known stories (e.g. '*roars* like a lion').

Note:

Don't forget that you can use big books created in the classroom as a result of texts jointly constructed by teacher and children. These have the advantage of being easily read by them, since they helped write them, using language they know.

3.2 Guided reading (integrating with oral and written texts)

This is a time for the teacher to plan very carefully what grammatical and textual features will be taught from the texts the children are exploring. The teacher needs to keep careful records of what has been taught, so that children become proficient speakers/readers/writers. See Unit 6, Module 2 – 3 for strategies for keeping records of what has been taught and learned.

- Jointly construct (with a group) a text which is being explored during the shared reading sessions. This means that you:

  write the text with the children, encouraging them to talk about features of the text, such as structure (text type), language features (spelling, grammar, meaning, letter-sound relationships etc) making drafts (steps of the writing process).

- Encourage the children to read and re-read as the text develops through their participation.
- The teacher does the 'scribing'; the children contribute to the jointly constructed text as 'apprentices' to the 'expert'.
- Encourage children to think about and make use of the three cueing systems when reading/writing new texts.
- Help children develop a 'meta-language' (language to talk about language, e.g. consonants, vowels, words, sentences, paragraphs, syllables, punctuation words such as comma, speech marks, etc.).
- Encourage children to focus on seeing relationships between events in text, by locating connectives such as 'because', 'then', 'since', 'but', 'when', 'if … then', 'while' etc. (See complete list in Appendix C).
- Ask questions to answer 'who', 'what', so they can locate single nouns, or noun group words, e.g. 'who planted the seeds of wheat?' "The Little Red Hen".
- Encourage children to discuss the four roles of the reader in relation to different texts they are engaging with. (See Appendix D)
- Encourage children to continue exploring rhyming words by building:
    - (word families) using known letter-sound correspondence, e.g. call, fall, ball, mall, all homonyms
    - (Refer to the Language Resource Book, p. 77ff for sounds in English that are difficult for children in PNG to say/hear).

3.3 Independent reading

- Children construct innovations on text; read their new story (innovated text) to their peers
- Plan time for USSR/DEAR every day (see Section 5.5 of this module)
- Plan time for children to report back on texts read/viewed (e.g. video, TV) both factual and literary. Suggest ways different characters might have acted in stories they have heard, e.g. 'If I was the big bad wolf, I would …'
- Cloze activities based on particular language features discussed in the Guided Reading section
- Buddy reading
- Children work on sentence strips of a well-known text or part of a text and rebuild the text
- Children read a wide selection of texts, including poems, rhymes and songs
- Teacher writes a Report, Procedure, Recount etc. on cardboard. The text is cut into sentences. Children reconstruct the text and read to a partner or teacher.

## *Section 4: Strategies for teaching reading to Grades 4 – 5*

4.1 Shared reading and guided reading

In Shared and Guided reading, you need to find a balance between activities that focus on different learning outcomes, such as getting information from text, exploring meanings in text, exploring the structure of a variety of text types, examining texts for distinctive language features, learning conventions of print, getting enjoyment from reading, i.e. that aim to develop the four roles of the reader (code breaker, text user, text participant, text analyst – see Appendix D).

By this time, children should be moving into a study of factual texts that they will meet in the content areas, such as Science, Health, Community Living, etc. Model and jointly construct literary and factual texts. Discuss the features of the text, such as contextual features, language features, purpose of the text, etc.

- Children read texts that relate to their personal knowledge, and discuss the likelihood of the event, such as 'Don't get burnt', 'Don't chew betel nut'. As well, children construct a rating scale to relate the likelihood of events.

- Children discuss what is 'real', what is 'imaginary', 'factual', 'literary'

- Children view factual and literary texts from a variety of cultures and discuss the different ways in which these texts represent real and imaginary experiences. Refer to Social Science texts for examples.

- View visual texts with children. Discuss the roles of different persons making the text, e.g. in producing books: author, illustrator, editor, publisher, etc. In filmmaking, actors, producers, directors, editors, etc. Discuss the distinction between a 'character', an 'actor' and a 'role'.

- Provide texts that challenge roles and question stereotypes, e.g. from letters to the editor; articles in the newspapers, ads on TV and in magazines, characters in books read (e.g. gender, people with disabilities, people from different cultural groups, aged people). Discuss with children which groups in society are included and excluded from the materials they read (four roles of the reader).

- Children add captions to images from advertisements to determine the learner's point of view, e.g. a Marlborough Man advertisement on which children could write, 'Quit now!', or a very thin woman advertising clothing, 'Eat a balanced diet or you could look like her'.

- Read a variety of literary and factual texts and discuss their systematic structure. Discuss the functions of the stages in different text types (see Appendix E Koalas).

- Discuss explicitly the features of different text types, e.g. headings, diagrams, contents, chapters, illustrations, photographs, charts in content area reading the children are doing.

- Read and discuss how to access information from time lines, diagrams, graphs and flow charts in text.

- Children construct diagrams (e.g. story map, time line Appendix F) to represent plot in stories, using familiar text and known rhymes.

- Use the 'hot-seat' technique:

- ▪ Child in the 'hot seat' is an expert on a topic being investigated in class (a scientist at the zoo; an agriculturalist at a garden site). Other children ask questions or make comments.

- ▪ Child in the 'hot seat' takes on the role of the hero or the villain (the 'good guy' or the 'bad guy'). Other children ask questions or make comments. Teacher models writing up the 'interview' as a magazine article of a famous person. This then becomes a text that can be reread later.

- Create story ladders (Appendix G)

- Turn familiar stories into news reports, e.g. the Story of Pini written up as a newspaper article

- Children write a daily diary or journal that they read to a peer at another time

- Children construct and report on oral and written book reports individually and in groups

- Children and teacher construct *data banks* on specific topics, with information from prior knowledge, experiences, books, charts
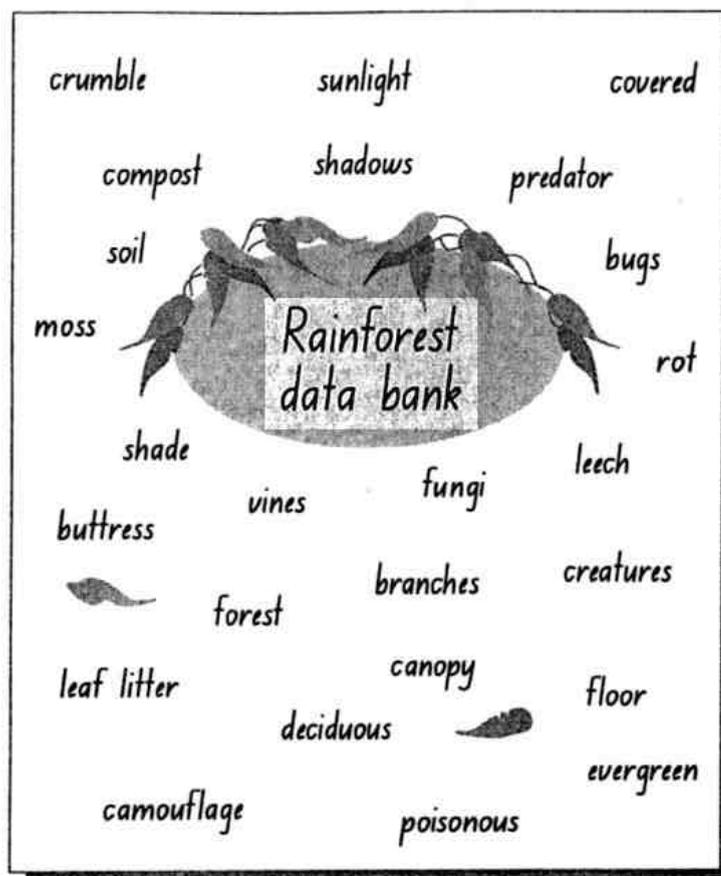
- Graphophonic skills, spelling, word dictionaries, conventions of print, taught from whole texts and new words the children are reading and writing every day. Make a *word bank* for each letter of the alphabet; add words to the word bank to assist children with their spelling and phonic skills.

4.2 Focus on language features

- Graphophonic – sounds and word recognition skills

- Use games to look for and pronounce letter combinations in text, e.g. 'ee', 'ea', 'ing', 'th', 'sw', 'st', 'ch' 'sh' etc. See the Language Resource Book, p. 77 for sounds/letters the children need to know. Plan to include phonics and word studies from the texts the children are reading and writing. Keep a list of what you have covered each term.

- Syllable work – encourage pupils to recognise new words by paying attention to syllables and sounding them out

- Develop data banks of word families/sounds and letter combinations

Develop data banks of sounds and letter combinations

Ensure students recognise sounds and letter combinations, e.g. "ee", "ing".

- Develop vocabulary by discussing meanings of new words; use new words in different ways and in different contexts to provide deeper understanding of the meanings of words; include words in sentences, build semantic maps, unjumble sentences containing the new word, select an appropriate word in oral or written cloze, use new words in oral interactions and illustrate them.

- Introduce an alphabet chart to help children learn dictionary skills for new words being learned.

- Play games using words from the texts they are reading to learn sight words and other high-frequency words, e.g. Word Bingo.

Encourage pupils to read in groups of words or phrases. Use a group story written on the board, and pupils discuss which words may be read together without pausing. The teacher may prompt pupils to read in phrases by highlighting or making groups of words which are read together without pausing, e.g.

The little red hen   walked quickly   toward the garden   with her hoe.

Language features and aspects of grammar to focus on when reading particular texts with pupils (for more information on Grammar, see Derewianka, B. *A Grammar Companion for Primary Teachers*).

- Demonstrate the ways in which writers link events through time connectives, e.g. '*first* we went to the river, *next* we went to the garden, *then* we climbed the hill *before* going home'.

- Identify and retell order of events, locating and using connectives

- Identify other linking words such as '*because*' , '*but', 'after', 'while' 'since'* etc. (See a complete list of connectives and conjunctions as Appendix in Unit 5, Module 2 Reading in the Upper Primary Grades)

- Use the texts the children are engaging with in class to point out and explain how a participant is referred to and linked in a text using cohesive ties, e.g. pronouns:

Grandmother cooked the children a meal because   they were hungry after   their long day at school.

Children can be helped to learn about cohesive ties (refer to Appendix C) through completing a cloze exercise like the one below. In this example, the participants (nouns or noun groups) or pronoun references have been deleted.

Koalas

Koalas are marsupials. They can live until .... are about 12 years old.

.... have a grey, furry body and big, bushy ears. .... have a bare, flat, black nose. .... have sharp claws for climbing. .... have brown eyes, a stubby tail and five fingers.

.... live in the Australian bush in gum trees. .... live in small groups.

.... move slowly. .... jump from tree to tree. They are good climbers. Koalas sleep in the daytime and are awake at night.

.... eat gum leaves. .... don't need to drink water. Koalas feed at night.

Female .... have a pouch. .... reproduce by having a baby that moves into the pouch. .... is born without fur. The .... drinks milk from the mother's nipple. .... stays in the pouch for 6 to 8 months. When .... is too big .... rides on its mother's back.

- Point out different categories of nouns, such as proper nouns, common nouns, collective nouns (crowd, people) compound nouns (lawn mower) countable (bag, packet, box) uncountable (rice, sugar, flour)

- Teach plurals added to different kinds of nouns (see Derewianka, p. 19 for many examples)

- Oral and written cloze activities are useful for giving pupils opportunity to practise features of grammar and punctuation, using familiar texts.

- Focus on different kinds of verbs, e.g. Action (swim, eat, locate) Saying (argue, discuss, comment) Sensing (feel, think, love) Relating – Verbs to be and to have. Build a data bank and add verbs to the lists as they are met in texts, e.g.

Acting	*Saying*	*Sensing*	*Relating*
swim	argue	feel	is
eat	discuss	believe	have

- Point out single and plural forms of verbs agreeing with subjects of sentences:
  - Those girls *are* dancing, but this girl *is* sitting down.
  - *She* sweep<u>s</u>, and *they* sweep<u>.</u>

4.3 Independent reading

By this stage, pupils should be reading and retelling information they have learned from factual texts. They should be independently reading and researching information that they need, to carry out tasks in other curriculum areas. Thus, teachers can use the same strategies and activities as for Grades 3 and 4, but apply them to higher level texts the pupils are reading in those other content areas.

Some extra activities include:

- Higher-level comprehension questions that require answers to *how, what, where, why, whom, when.*

- Comprehension questions that involve literal, inferential, critical and creative answers to information they need for higher level text work.

- Pupils can be introduced to simple note-taking skills to help them collect relevant information for tasks. A format such as that found below may be used

Section 5: Reading conferences, DEAR and USSR

5.1 Reading conferences

Reading conferences are discussions between pupils and teacher about reading and books. Reading conferences should occur regularly in classrooms and may involve individuals, peers, groups or the whole class. Types of conferences might include the following

1. *Individual conferences* which allow teachers to work intensively with each pupil to
- discuss what the pupil is currently reading
- listen to the pupil read
- decide on any follow-up activities
- guide the pupil in choosing reading material suitable for ability and interest
- discuss aspects of text, text structures and language choices with the pupil
- share reading journals and reading logs

It is useful to keep a record of each conference, noting the date, text discussed, tasks negotiated and running records if they are taken.

1.   *Peer conferences,* which encourage pairs of children to conference with each other as the need arises, or according to a plan.

Pairs may be matched because of a common interest. Sometimes the teacher may ask a more experienced reader to participate in a conference with a less experienced reader.

2.   *Group conferences,* which occur when some students have common needs or interests. The group might, for example, be involved in the study of a particular topic, or animal, or feature. Or they may be working on a joint presentation, such as a debate or performance. Or they may need to focus on a specific aspect of the reading process.

4. *Whole-class conferences,* which provide opportunities for a sharing time at the beginning of, during or at the end of, a reading session. The t4eacher may use the time to read to the class as a whole, point out and recommend certain books, focus on a specific aspect of the reading process, or negotiate group and individual tasks.

5. *How to use the Reading Conference for charting children's progress with reading*

- Make sure the child is comfortable and at ease, by making a friendly comment to him or her
- Share something with the child about the book that s/he has just read. Listen as the child gives a response to the reading. Follow up with discussing an activity for which the child was reading the text
- Ask one or two questions concerning the theme of the book, the author's message or point of view, the characters or the setting
- Listen to the child read a short part of the text s/he has chosen to share
- Check the child's reading behaviour and make appropriate entries in files about the progress, interest and any problems they may have with the reading process.

5.2 **U**ninterrupted **S**ustained **S**ilent **R**eading (**USSR**), or **D**rop **E**verything **A**nd **R**ead (**DEAR**)

This is a *daily* time when everyone, including the teacher, reads silently and independently, for a given time. Children can choose to read anything they wish. It works well at all grade levels, and children love it. The following are the basic steps to making the procedure work.

- Make sure that each child has selected at least one book to read.
- Make sure the children are seated comfortably, and the teacher can see them.
- Rehearse the rules of USSR with the children:
    - Nobody can interrupt during USSR
    - No-one can change books other than the ones they have chosen
    - Everyone is to read silently, including the teacher.

A timer is started, and everyone begins reading. Start with a short time, e.g. five minutes, and build up over the term to about 20 – 30 minutes. At the finish of the time set, the teacher congratulates the children for participating silently.

It is important that the children feel that the session is for them to enjoy, without feeling they will have to do something about it when they have finished. Sometimes, children will want to discuss the books they have been reading. This should be done informally, or during one of the Conferencing sessions.

Section 6: Strategies for reading non-fiction (factual) texts for advanced readers to Grades 5 – 6

Toward the middle of Grade 5 and continuing on to Grade 6, pupils will need to develop strategies to be able to use factual texts increasingly as a source of further learning. Below is information to guide the teacher in helping pupils access more difficult texts to increase their knowledge of topics in other curriculum content areas. Also refer to Appendix H.

6.1 Purposes for reading

Before they start reading, children need to understand the *purpose* for reading and viewing the texts they are asked to read. Teachers can assist students to clarify the purpose of reading by asking before they commence reading, *"what's your purpose?'*

Why are you reading this text? Are you reading to:

- enjoy a good story
- retell the story to someone else
- answer questions
- get information

When the pupils understand why they are reading a text, they can talk about which method of reading will best achieve their purposes. Methods for reading include:

- *Skimming:* reading to gain an overall understanding of the content of the text, a general idea of what it is all about.
- *Scanning:* the reader selects or finds specific information in the text.
- *Re-reading:* reading to confirm meanings and understanding, and to clarify details.

6.2 Strategies for assisting pupils to recall and assemble what they already know about a topic

Before beginning a topic – building up the field of knowledge

Below are four strategies to engage in with pupils when introducing a new topic or issue through print material.

Brainstorming and categorising

- Brainstorming is a strategy by which learners contribute information about a particular topic. This can be a whole class, small group or individual activity.
- For more details about brainstorming, see Unit 4, Module 1, Section 5.1
- Once the brainstorming session is complete, spend time with the pupils discussing ways in which the information can be grouped, or categorised. They then decide on labels for each of the groupings and explain their reasons for the label and the way they have grouped the information.
- One strategy for helping them to order the information they have recalled, is to engage them in drawing up a concept map (see below).

- Throughout the unit of work, as the pupils continue to engage in further reading and research, encourage them to reflect on new information they are learning, and compare it with their earlier brainstorming charts.

A prior knowledge chart

This strategy is useful for assisting pupils to:

- identify what they already know about an issue or topic
- decide what they need to find out
- decide their purposes for reading (skim/scan etc)
- think about the purpose for which they are researching the topic.

This can be a whole class, small group or individual activity.

What do I already know about this topic?	
What do I want to find out? (*how, where, why, what, who)*	
How will I find answers to my questions?	
How will I present the information I discover? (*text type)*	

Predicting

- Refer to the cover, the title, author and illustrator of a selected book
- Ask pupils to *predict* what they might find in the book, chapter or section of text. to decide if it will be useful for their purposes
- Encourage pupils to make predictions about what information it might contain by using:
    - The table of contents, the index (if any) and headings in the text
    - The graphics (photographs, diagrams, charts, illustrations etc).

Pupils can predict orally, or write down their predictions and use them as a discussion topic later.

Concept maps

Developing a concept map is useful for recording and organising existing knowledge on a topic before pupils do further reading and research.

Concept map (a)

This map is used to map ideas that relate to a central concept, but ideas which are not necessarily related to each other.

Concept map (b)

This map works best when mapping groups of connected ideas that relate to a central concept.

Similar strategies are mind maps and semantic webs.

Concept mapping can also be used for tracing a pattern through a text that pupils are reading. Mapping can:

- identify concepts within the text
- organise the concepts in a hierarchy from the most general to the most specific
- illustrate the meaning relationships between concepts by using linking words

Section 7: Strategies for extracting information and ideas from text

7.1 Skimming, scanning and using key words

Skimming, scanning and using key words are strategies that assist readers to read more efficiently. They help pupils to move through an information text to discover the main points of the text.

- *Skimming and scanning* relate to the *purpose* for reading a text, and is mentioned in the Section above.
- *Key words*. There are two possibilities here: content words that may be new to the readers, and grammatical features that make links between ideas. E.g. 'Later on…' (recounting), 'On the other hand…' (discussing), 'but, however' …(making an argument).
  - o pupils underline new vocabulary
  - o check the dictionary meanings
  - o talk about how the word is used in this particular text
  - o write each word on a flashcard along with the meaning for this text so pupils can refer to the meaning on re-reading the text
  - o use the key words to include in the class spelling list

- *interesting words chart*. This activity encourages pupils to focus on words from a text they found new or difficult. They use the sheet to
  - o scan the text to locate unknown or 'not sure' word meanings
  - o read the sentence containing the word, read sentences on either side if necessary, and see if the context gives clues to meaning of the word
  - o write what they think the word means in this text
  - o locate the meanings in the dictionary.
  - o Is the way the word is used in this text the same as the dictionary meaning? discuss.

7.2 Note making

Note making, finding the main idea and summarising

- Note making. Before readers can make notes about a text, they need to be able to
  - ▪ identify the *main idea*
  - ▪ identify the *internal organisation* of the text.

See Appendix I for an outline of items to discuss when identifying main features of texts.

Notemaking sheet

Date _____   Main ideas _____

Research topic _____   _____

_____   _____

Text _____   _____

_____   _____

Title _____   _____

_____   _____

Author _____   _____

_____   _____

Key words to look for _____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Tree Diagram
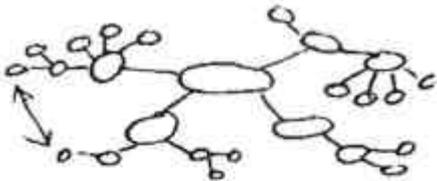
See Appendix J for an example of a note-taking proforma to help learners organise and record information in note form in preparation for writing a report.

Summarising; writing summaries; helps learners to recognise the main ideas and supporting information in a text and to write them in a summary paragraph. Using Structured Overviews provides a powerful strategy for finding the basic structure of text. Possible structured overview types are given below.

Concept Map
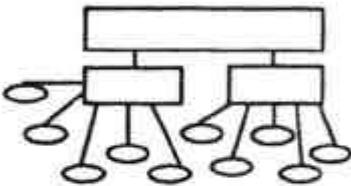
Flow Chart
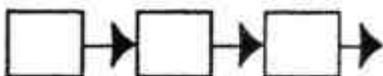
Structured Overview
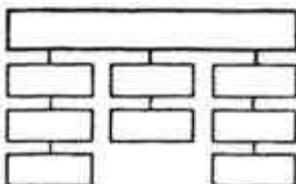
Section 8: Creating a classroom environment that is conducive to reading

- Reading groups – different kinds of groups for different purposes – see the Bilingual Module 6:1 for information on setting up different kinds of groups
- Reading corner
- Print walk
- Story boards
- Captions
- Classroom library
- Word mobiles
- Story mobiles
- Reading cards
- Reading games
- Reading management
- Remedial reading activities
- Reading activities for children with special needs
- Children's publishing
- Newspapers

Section 9: A general overview of strategies to encourage shared, guided and independent reading

9.1 Shared reading

Modelled reading /shared reading/shared book experience in the vernacular and English languages.

- Shared reading is a procedure that shows beginning readers how reading is 'done' in school.
- Shared reading shows to children that reading is a worthwhile and enjoyable experience that everyone can take part in.
- It is reading *to, with and for* children as they learn to read.
- Shared reading gives opportunity to the beginning readers to choose the texts to be read during the reading time.
- It involves a teacher and students in reading and re-reading together from a large print text in a positive, supportive and interactive environment.
- It is particularly useful for helping children for whom English is a second language, to both learn and understand English.
- Shared reading involves choosing reading materials that involve the learner's motivation and interest. Every time the text is re-read, the learner learns something new about the process of becoming and being a reader.
- The activity of shared reading focuses on making meaning from print.
- Shared reading can be used with children who are beginning readers. It is also a useful activity when reading a difficult text for the first time with older children.
- Shared reading is very effective when used with individuals and small groups as well as whole-class.
- All kinds of texts can be the focus of shared reading.
- Using big print books, nursery rhyme cards, poems or songs in large print, the teacher can share the text by reading to the group.
- Children join in as a group and share the reading task and the feeling of being 'a reader'. The stronger or more confident risk-takers support the less confident children in the group.
- The use of a pointer helps to show one-to-one matching of spoken and written language.

Big books shared in this way can be read again by children for enjoyment as often as they wish. They can also be revisited by the teacher for further teaching, e.g. word study. By working from a familiar text to find, for example, words that begin with the same beginning, ending or medial sounds or letter clusters, the teacher is able to explore letter-sound relationships and spelling patterns in a meaningful way.

When choosing texts as big books or to make into big books, consider

- a range of text types. That is, think about different genres and their functions, such as narrative (entertainment), informative, explanation etc.
- whether the print is large enough

- whether the text provides opportunities for word study
- whether the pictures support the text
- whether the story line is predictable
- whether there is repetition so that the children can participate in the reading.

Use children's own talk to make books for the classroom:

- language experience approach
- group negotiated text

9.2 Suggestions for helping children engage with text

Activities *before, during* and *after* shared reading.

Before reading

- choose texts that reflect the experiences and background of the children
- show the cover and read and discuss the cover illustration and title
- talk about who might have written the text, and for what reason
- brainstorm to encourage children to think about any previous experience or knowledge they may have about the topic
- ask children to predict what the text might be about
- ask children to predict what might happen in the story (if it is a narrative)
- discuss who the main character may be, from the cover illustration
- encourage children to predict the *type of text* (e.g. legend, poem, description, explanation, history etc.)
- If re-reading the text, tell the children the purpose for re-reading, e.g. 'today we are reading so' -
    - that we can look for r*hymin*g words
    - that we can find *describin*g words
    - we can learn the story well enough to act it out for assembly
    - that we can find out more about sago making for our class project book.
- keep these sessions moving briskly so the children don't lose interest in the text to be read.

During reading

- Read, more slowly than usual if the text is new to the children, but read it as naturally as possible
- Encourage the children to join in and read along with the teacher, especially where there are repetitions in the text, such as "run, run, run as fast as you can.."
    - take risks in guessing meanings, words, sounds
    - predict what is going to happen next
    - use picture cues to help children understand the meanings being made in the text

- use semantic, syntactic and graphophonic cues, i.e. ask, 'what is the next word?', 'what is the next letter?' 'who can find this word in another place on the page?' 'does that make sense?' 'how can we work out this tricky word?'
- look for information they need for other activities, e.g. for writing a particular kind of text
- recognise, use and demonstrate understanding of language conventions, such as, 'what is this mark here? ' 'what do we do when we come to a full stop?'

After reading

- Leave the text(s) you have read to the children in the reading corner so they can read it for themselves.
- Record the text so the children can listen to the story in free time.
- Encourage the children to reflect on and respond to what they read by:
  - talking about the text, and sharing its information with others in their group
  - asking questions about the text that other children in the group give the answers for
  - relate the text to their own personal experiences
  - expressing opinions about the text, or its contents
  - retell the text in their own words
  - acting out the story (if it is a narrative or poem or song)
  - choosing their favourite character, drawing its picture, and writing a simple caption underneath it
  - in groups, do a 'story map' , create a character web, draw up a time line.

9.3 Guided reading

Guided reading is a procedure that is particularly effective when working with children who are beginning readers. The procedure gives teachers the opportunity to encourage children to work in small groups, in 'buddy pairs', or as individuals, and to observe them as they develop their understanding of what it means to be effective readers. The teacher observes them as they learn and practise essential literacy skills.

This is also a time when the teacher can use different assessment strategies to chart the progress of individual children. This is not to see whether they pass or fail a test. It is a time for the teacher to reflect on what s/he needs to teach next, so that s/he can help the children continue to develop as competent readers.

Before

- Group children according to similar learning needs
- Identify children who may need individual guided reading
- Prepare a guided reading record for each child
- Match each child to a guided reading level
- Select texts for each guided reading group

- Prepare a suitable area for the guided reading lesson
- Arrange for a volunteer such as a willing community person, a parent or the head teacher to work in the room to manage other children
- Plan before the lesson with the helper(s) so they know what work the children are to do
- Ensure that the rest of the class is working purposefully with the helpers on the tasks you have set them.

During

- Re-read a text the children already know well, a favourite etc.
- Introduce the new text to be read
- Discuss the cover, the title, the author
- Help children understand any difficult words in the title
- Ask the children to predict what the text might be about
- Talk about the topic of the text to encourage children to reflect on their own experiences, and to help develop the 'field of knowledge'
- Discuss the purpose of the text, and what type of text it might be
- Read the title page together
- Let the children take turns at reading different parts of the text. Help them if they get stuck
- For record-keeping, take notes on individual children as they read
- Stop every now and then to discuss what is happening, the characters, or information and pictures, photos etc.
- Show children how to use reading strategies such as reading cues, re-reading to make sense, self-correcting etc.
- Work with the text for focusing on specific teaching points, e.g.
  - Sight words
  - Concepts of print
  - Graphophonic knowledge
  - Grammatical knowledge
  - Vocabulary development
  - Understanding literal and inferential meanings in the text
- Work with each group to help them to take on different roles as a reader, e.g.
  - code-breaker role: show children how to use their knowledge of meanings, grammar and sound/letter relationships to work out unknown words
  - text-participant role: talk with children about the meanings in the text
  - text-user role: discuss with children the type of text they are reading (i.e. is this a narrative, an information, a poem type text?)
  - talk with children about where this text might be used outside of the classroom, in the community etc.
  - text-analyst role: talk with children about the author's purpose in writing the text.

After reading

- Help the students to do activities to focus their attention on the learning objectives. These include:
    - sound/letter matching,
    - word-matching of sight words on flashcards
    - matching sentences in the text with flash card sentences
    - sequencing the sentences on a page, or larger sections of text
    - oral and written cloze activities based on the text being studied
    - children can read the text in pairs, or individually
    - talk about how they are going to use the information in the text to carry out other classroom tasks such as writing an information text, or an explanation, or narrative, or poem
    - decide on the next step they will take with this information.

9.4 Independent reading

The Independent reading process provides children with the opportunity to practise and integrate the skills and strategies they have learned in *shared/modelled* and *guided* reading. Its main aim is to provide them with uninterrupted time when they can read by themselves, to themselves. Teachers need to supply a steady stream of texts that are at the children's reading levels so that they can practise their newly learned skills and knowledge independently. Children can be encouraged to take reading materials to read with others at home. The teacher's role in encouraging strongly independent reading includes:

- providing a range of quality and appropriate texts in the classroom
- keep careful records of what each child reads, and the skills and knowledge they have
- monitor what each child reads to make sure that:
    - the texts are not too hard or too easy for the readers
    - the children read every day (DEAR, USSR)
    - the children are reading different kinds of texts
    - the children are reading enough to become strong, confident readers
    - the children read at home and at school
    - the children know how to select texts that are suitable to their reading level, or is given the support to read texts that are just a bit more difficult than their current reading level
    - children's particular interests are served by the texts available to them
    - children are given purposeful tasks and activities to use in constructive ways the knowledge they gain.

In independent reading situations, teachers construct conditions for students to read, explore and respond to text independently. In independent reading situations:

- teachers construct, encourage, respond, question, observe, keep records for assessment.

- children initiate, select, use, control, practise, consider, discuss, evaluate, justify, record information in various ways.

Before Independent reading

- provide as wide a range of reading materials as possible, from all kinds of different texts
- select a collection of books from the school library each week, if there is one at your school, and keep them in the classroom for independent reading activities. Books that are especially useful, or favourites, can remain in the classroom longer than one week.
- take the children to the school library each week and demonstrate a procedure for selecting a suitable text
- allow time each day for each child to select a book and begin reading. Give help to those children you think may have trouble selecting a text they can read without too much trouble
- provide children with a sheet where they can record which book they read on each day. It becomes their 'diary of books read' over the term. They can keep it in their folders, or the teacher can keep them.

Reading time

- Allow enough time in the timetable for children to have a satisfying time with their books, but not too long, because they may become bored.
- Use the time when most children are reading independently to work with small groups on guided reading procedures

Responses to reading

Invite children to discuss what they have been reading with a buddy. Later, you can be more specific about what the children will talk about, e.g.

- a brief oral book review
- a description of one of the characters (narrative text)
- a short reading from a part of the text
- a report of something the child learned from the book (factual text)
- a description of the illustrations
- the child's opinion of the writer's purpose in writing the text.

After reading

- Discuss their independent reading record with them to talk about the books they have read.
- Talk about whether they are reading at a level suitable to their ability.
- Talk about what they have learned through their reading.

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Appendix A: Reading Strategies Wall Chart

Things I can do to help me when I can't work out a word or if the word I read doesn't make sense.

Have a go yourself—try two ways first, then ask for help.

1. Reread the sentence.

2. Think about what the word might be. Think about what word would make sense.

3. Can I sound it out?

   What is the first sound?

   Do I know any other sounds?

   Do I know the sounds for some groups of letters?

   Can I find some little words I know in the big word?

4. Do I know a word that looks like it?

   Can I change some letters to make a word which looks a lot like the word I know and sounds right in the sentence?

5. Look at the picture.

Appendix B: Prompt Board

Use story plans to jointly construct narratives or recounts (e.g. news).

Story plans provide a framework which assists students to organise information, thoughts or ideas into logical order.

a. Introduce story plans using a character or puppet, e.g. Mr I Forget, who cannot remember what happened.

b. Draw picture prompts to help him remember. Begin with a small number of prompts for questions such as "Who?", "What?" and "Where?". Display the picture sequence on a chart in the classroom and refer to it during news, story retells and recounts.

c. Jointly construct recounts or narratives which use this structure.

d. Later add other prompts such as "When?", "Why?", "How did you feel?" and "What happened next?".

Adapted from L. McKillop, *Story Plan*, in the *Making Connections Kit*

NSW Department of School Education
Special Education Support Centre,
Metropolitan West Region, Penrith, 1993

Appendix C: Cohesion

TEXT COHESION

Cohesion is the relation between sentences in a text. Cohesive ties (or devices) are the specific features which link sentences together to make a meaningful text.

Main types of cohesive ties

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Grammatical cohesion ─┬─ Co-reference ──────┬─ pronouns
                      │                     ├─ demonstratives
                      │                     └─ definite article
                      │
                      └─ Co-classification ─┬─ substitution
                                            └─ ellipsis

Lexical cohesion ─────┬─ antonymy
                      ├─ synonymy
                      ├─ hyponymy
                      ├─ repetition
                      └─ collocation

Conjunctions ─────────┬─ additive
                      ├─ adversative
                      ├─ causal
                      ├─ temporal
                      └─ continuative
```
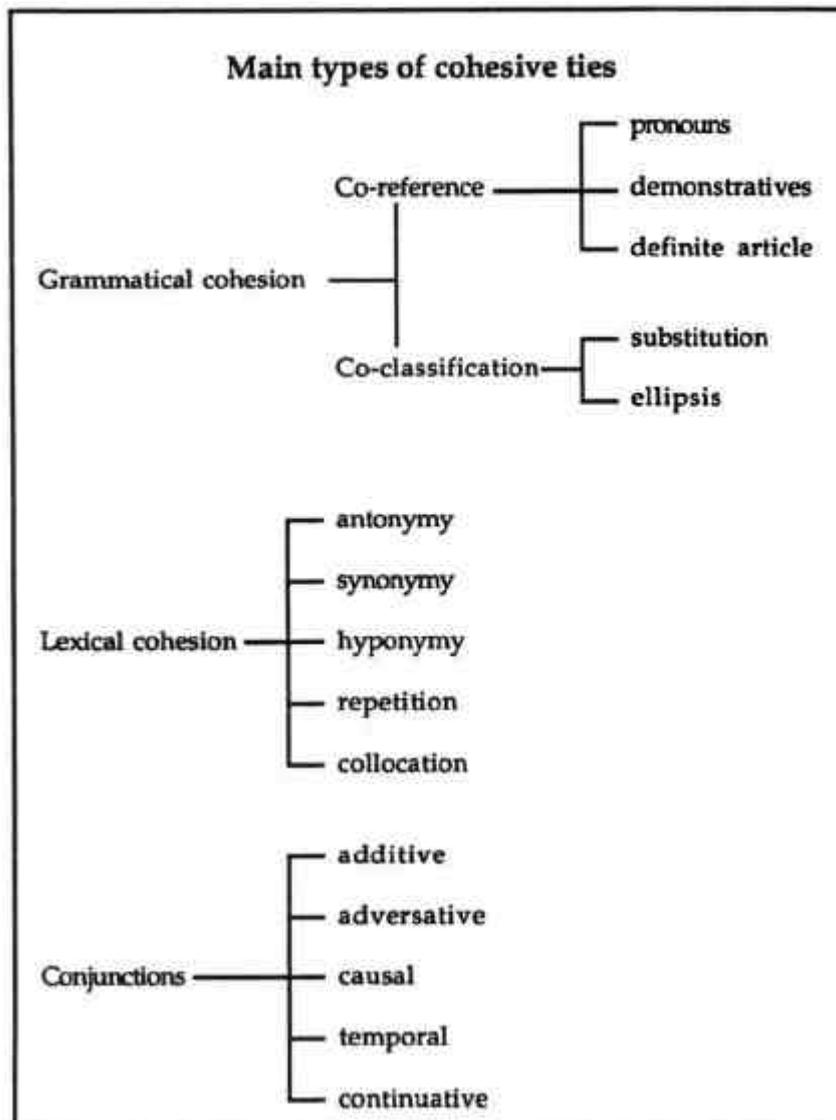
A summary of the main types of cohesive ties.

Appendix D: Four Roles of the Reader

Four Roles of a Literate Person

Code Breaker	Text Participant
How do I crack this code?	*What does this mean to me?*
Emphasis on rules and skills.	Emphasis on the knowledge or interpretation of the topic that the participant brings to the text.
Foregrounds, e.g.: • letter/sound relationships e.g. alphabet, blends • letter/word/sentence • paragraphs • functions of spelling • conventions of spoken or written texts • names and labels of objects and events	Foregrounds, e.g.: • students drawing on their background knowledge • comparing own experiences with those described in the text • relating previous experiences with similar texts • seeing their own interests and lifestyles reflected in texts
Some connections to traditional approaches to literacy teaching	Some connections to whole language approaches to literacy teaching
Text User	**Text Analyst**
What do I do with this text?	*What does this text do to me?*
Emphasis on knowing the purposes and uses of different texts, and how purpose shapes texts.	Emphasis on the concept that ideas and information in texts are not neutral and can be challenged.
Foregrounds, e.g.: • recognising that each text type has particular linguistic structures and features • using appropriate text types for particular purposes	Foregrounds, e.g.: • understanding how texts are crafted according to the views and interests of the author • recognising texts represent particular views which can be challenged • identifying how the ways in which information or ideas are expressed influence reader, listener or viewer perceptions
Some connections to genre approaches to literacy teaching	Some connections to critical approaches to literacy teaching

Based on Freebody and Luke (1990)

Appendix E: Koalas

Example of a factual text – report

> Discuss the schematic structure as annotated.

Koalas

General classification: The koala is a marsupial. Koalas can live until they are about 12 years old.

Description:

Appearance
Koalas have a grey, furry body and big, bushy ears. They have a bare, flat, black nose. Koalas have sharp claws for climbing. They have brown eyes, a stubby tail and five fingers.

Habitat
Koalas live in the Australian bush in gum trees. They live in small groups.

Movement
Koalas move slowly. They jump from tree to tree. They are good climbers. Koalas sleep in the daytime and are awake at night.

Feeding habits
Koalas eat gum leaves. They don't need to drink water. Koalas feed at night.

Reproduction
Female koalas have a pouch. Koalas reproduce by having a baby that moves into the pouch. It is born without fur. The baby drinks milk from the mother's nipple. It stays in the pouch for 6 to 8 months. When it is too big it rides on its mother's back.
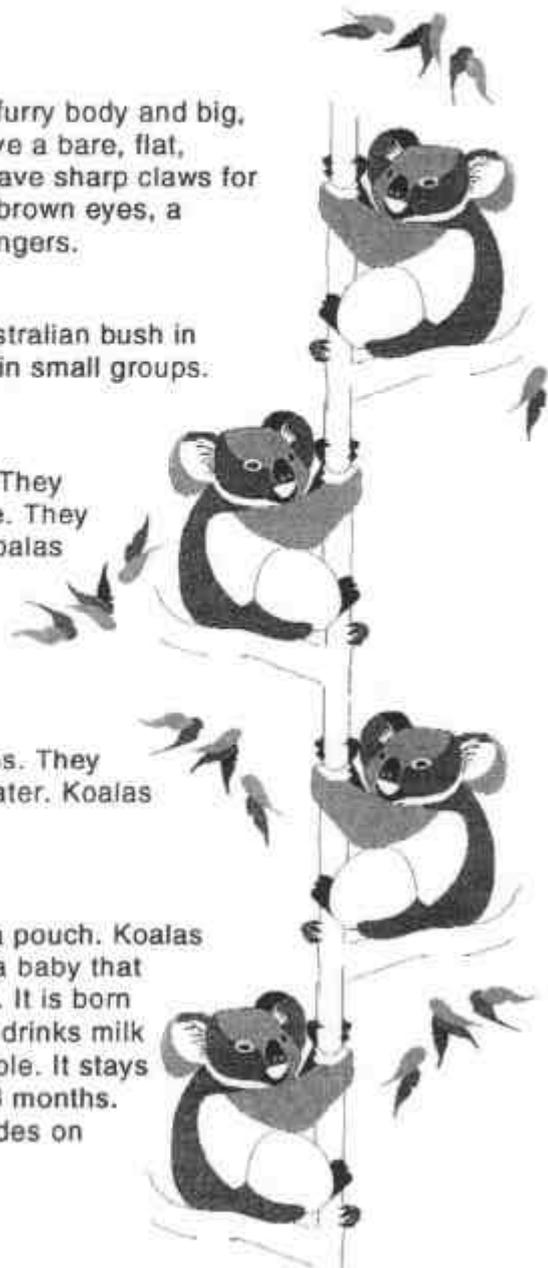
Appendix F: An Example of a Time Line

Read an historical novel such as *My place* by Nadia Wheatley and
Donna Rawlins. Students display historical information on a giant
class timeline.

1988

Laura turns 10. She
and her family have
come from Bourke.

1978

Mike is nearly 7. His
family is from
Greece. He is the
best at cracking real
red eggs.

Australia celebrates its
Bicentenary.

1968

1958

Sofia is 10. She
likes Paul
McCartney.

Michaelis is 11. He
has two sisters
called Maroula
and Sofia.

Australia is
involved in the
war in Vietnam.

1948

Television has been in
Australia for 2 years.

Jen is 8 and a half.
She has a new dad.

1938

The first Olympics
following World War II are
held in London.

Col is nearly 11. His dad
and brother can't find
work.

Australia is part of
the Great
Depression.

Appendix G: Story Ladders

Story Ladder

Use a familiar text to create a story ladder:

1. together with students identify key sentences or events
2. jumble to make a stencil as illustrated
3. students read and discuss in pairs
4. students number
5. students cut up and reassemble in order
6. students reread to check order.

✂ —

Lester and Clyde

✂ —

Clyde argued and bickered all day. Lester packed his frog swag and left home. He wanted to live his life his own way.

✂ —

Suddenly he dived into the mildewy muck and got stuck.

✂ —

Lester was very unhappy and frightened so he headed for home.

✂ —

He walked until he found an old broken jar to sleep in.

✂ —

Lester was fun loving. He was full of tricks and jokes.

✂ —

Finally, they made up and were happy until ... Man comes along.

✂ —

They live in a sparkling, crystal blue pond.

✂ —

Once upon a time there were two ugly, green frogs. Their names were Lester and Clyde.

✂ —

Clyde was idle and loved to relax. He was very loving and caring.

✂ —

One day, Lester decided to have some fun. He poked a sharp stick through Clyde's lily pad and Clyde sank into the pond.

✂ —

Source text: *Lester and Clyde*, James E. Reece, Ashton Scholastic.
Story ladder by Hilary Andrew

Appendix H: A List of Graphic Outlines

STRATEGIES

Orientating, assembling exisiting knowledge
1   Concept maps
2   Prior knowledge chart
3   Brainstorming and categorising
4   Predicting

Representing information graphically
18   Graphic outlines
19   Structured overviews
20   Grids
21   Compare and contrast
22   Problem, cause, effect, solution

Extracting information and ideas
5   Skimming, scanning and key words
6   Notemaking, main idea and summarising
7   Statements into questions

Mapping information and observations
14   Mapping by diagrams – timelines
15   Mapping by diagrams – diaries
16   Mapping by diagrams – life cycles
17   Mapping by diagrams – flow charts

Constructing and working with texts
8   Questionnaires
9   Cloze
10   Text sequencing
11   Retelling
12   Text-construction process
13   Observing, drawing and labelling

WHAT'S YOUR PURPOSE? READING STRATEGIES FOR NON-FICTION TEXTS

Appendix I: The Pizza

The pizza

Immediate reference to topic — The pizza we happily devour today, with — Indicates that further information is to follow

its gooey mouth watering toppings,

began life in ancient Greece as a humble,

description — flat chunk of bread called laganon. It — pronoun for pizza

wasn't even thought of as a true food. It —

time reference for information — was just a handy dinner plate.

At about 1000 AD round bread shapes

called piccas became common in Naples, — original topic

southern Italy. If you tried one of those

cause and effect — ancient pizzas you might mistake it for

garlic bread. That's because Italy didn't

have garlic back then. Christopher — new topic introduced

Columbus came upon it during his

voyage to the New World in 1412.

time reference used to sequence — Eventually seeds went to people in other

countries. Pizza wasn't just for common — reference to main topic

people. Even the royalty heard of its

tummy pleasing delights. As Italian — introduction of new topic

immigrants left home with their recipes

personal pronoun reference to immigrants — in their pockets, they shared their

amazing food with other countries. Pizza — reintroduction of main topic

arrived in Australia about 40 years ago.

time reference to sequence ideas — At first families made pizzas for

themselves but as time went pizza — used to make comparison

restaurants started popping up

used to add further information — everywhere. And that's how we got this

delicious yummy food.

Appendix J: Note-taking Proforma

The teacher models a note-taking proforma, such as the example below, to encourage learners to use key words or phrases - not complete sentences.

Koalas

Appearance
•
•

Movement
•
•

Behaviour
•
•

Feeding habits
•
•

Breeding/young
•
•

The headings and supporting details on the proforma must relate specifically to the information mentioned in the text. Only one text at a time should be used with younger learners.

The teacher and learners jointly record the information together on the proforma.

Learners without the skills to extract information from texts can have the information provided to them, eg on the blackboard or posters. These learners can sort this information into the categories and the teacher records their decisions.

Learners who are able to extract information from a text, do so using the proforma.