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Purpose of this handbook

This handbook starts by celebrating the efforts and achievements of teachers who are aware of the high support needs of some students in literacy. They plan and teach programs to address the needs of these students and use a variety of effective strategies to do so.

As the training of most secondary school teachers has been more in the content of a Key Learning Area (KLA) than in teaching literacy, it is a challenge to firstly learn how to teach literacy skills and secondly how to cater for the diverse needs of learners in the classrooms. However KLA teachers, as experts in their field, have the necessary literacy skills for their particular subjects and are therefore in the best position to teach them.

The focus of this handbook is primarily on reading, with some reference to spelling and writing. See pages 44-59 for other materials to support the teaching of spelling and see pages 122-132 to support the teaching of writing.

The purpose of the handbook is to give teachers ready access to content and strategies for teaching literacy, based on current research.

The intended users are KLA classroom teachers, support teacher learning difficulties (STLDs), English as a second language (ESL) teachers and other support personnel, such as Aboriginal Educational Assistants (AEA).

The target students:

- Students whose results, as assessed by the English Language and Literacy Assessment (ELLA) and other assessments, indicate a need for an individual focused assessment (see Part 2, page 3 of the Follow-up to ELLA folder). This assessment is implemented by the STLD or other support staff and may lead to the development of an individual literacy plan (ILP). These students have high support needs in literacy.

- Students, also identified by ELLA, whose literacy skills are not independent and confident. When individual student’s results on the Reading section of ELLA are analysed, teachers will find there are specific skills and knowledge that need to be taught, possibly to the whole class, to a significant number of students in the class, or to a small number of students. Examples of these skills were listed in Introducing the Year 7 ELLA Test Pilot Program 1997, and form the basis for the table on pages 10-11.

- Students who were exempted from ELLA (see ELLA School Manual of Administrative Procedures 1998).
Students may experience difficulty in literacy for a variety of reasons. These difficulties may vary in cause, nature, intensity and duration. The students will include those who often, but not exclusively, come from high needs groups such as indigenous students, students from non-English speaking backgrounds, students with disabilities or from a low socio-economic background.

There will be students who may require additional assistance in their learning. Specialist itinerant support teachers of hearing, vision, behaviour and integration can be contacted through the district office. The special education consultant can assist in contacting these support personal, especially when individual literacy plans (ILPs) are being developed. These specialist teachers can provide specific advice and strategies for teachers in the classroom to meet the needs of each student. Teachers may not be aware that some students experiencing difficulty in learning may be as a result of hearing loss. Simple considerations such as facing the class when speaking, appropriate seating arrangements, supporting talk with graphic illustration or practical demonstration and providing the written word are but a few examples which may be suggested.

The Counsellor, STLD (support teacher learning difficulties), ESL teacher (English as a Second Language), AEA (Aboriginal Education Assistant), CLO (Community Liaison Officer) are all specialists who should be consulted as a part of the collaborative team when planning for students.

### How to use this handbook

1. Read the section General principles
2. Strategies in Section 1 and 2 are intended for all teachers, including teachers of support classes, STLDs, ESL teachers and Aboriginal Education Assistants.
3. For students with high support needs in literacy, who need an individual literacy plan (ILP), and a wide range of students who require literacy support refer to the table of examples of Strategies for specific needs in Section 1 on page 9.
4. To locate skills identified in Introducing the Year 7 ELLA Test Pilot Program 1997 and some strategies to use in teaching them consult section 2 pages 10-11. Strategies in this section are intended particularly for KLA classroom use.
Students with high support needs in literacy

Students with high support needs in literacy need to be identified and supported. They can be identified by teachers, parents, the primary school, STLD assessments and performance in the Low range on ELLA in reading. Following the individual focused assessment, the specific needs of these students will have been clarified. The needs could be any of the following:

- Ability to work out the words on the page. If the student can read accurately less than 90% of the words, the material is too hard.
- Sufficient fluency: at least 100 correct words per minute (cwpm) is desirable.
- Adequate recognition of instantly recognised high-frequency words; these are called sight words.
- Phonics skills to sound out unfamiliar words that are regular, and phonemic awareness skills to be able to both segment a word into all its sounds (necessary for spelling phonically) and to blend sounds to make a word (necessary to decode words).
- Knowledge of vocabulary, both what the word says and what it means.
- Ability to comprehend what is read, at literal, inferential and critical levels.
- Ability to spell with reasonable accuracy.
- Ability to express thoughts in writing.

The individual literacy plan (ILP) is developed from the individual focused assessment and other information in a meeting with the student, a parent or caregiver, a class teacher representing all the student’s teachers, an STLD and other relevant personnel, such as ESL teachers and Aboriginal Education Assistants. The ILP will target the most important literacy skills the student needs to develop. It will list the strategies that will be used, the settings where these will be practised and how progress will be monitored. Some skills are more appropriately developed in individual or small group situations, others need to be developed and practised in the context of the teaching of various KLAs. As much time and as many KLA contexts as possible will speed the student’s acquisition of these skills.

The ILP is reviewed regularly to enable the student to progress and to plan further strategies, if needed, to continue the student’s growth in literacy skills. The following sample ILP will indicate that both classroom and individual strategies are used to support students with high literacy needs.
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<td>Read passage China Diary with &gt; 90% accuracy and &gt;80 cwpm</td>
<td>Daily reading of a variety of texts at independent and instructional level with cross age tutors using pause, prompt, praise (p. 29)</td>
<td>STLD, Year 7 Adviser and Year 11 students</td>
<td>Daily data on accuracy and fluency</td>
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<td>Use strategies to gain meaning from text</td>
<td>Identify main idea. Summarise text</td>
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## ELLA literacy criteria and strategies to teach them

The strategies in this section are intended for a wider range of students as well as those identified as having high literacy support needs. They are intended for use in classrooms within KLAs.

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Section 3

General principles

Many teachers will already be using most of the general guidelines in this section, so this section may provide confirmation of good practice and perhaps add some additional strategies for teachers to use.

The increasing communication between primary and secondary schools is also bringing a realisation that teachers from both settings have much to learn from each other. Many of the teaching strategies of primary publications like Choosing Literacy Strategies that Work, Stage 2, Teaching Reading: A K-6 Framework, English K-6 Literacy Interim Support Document and English K-6 Syllabus are useful for secondary teachers who are working with students who have not yet achieved independence in literacy.

We do not always have the materials in secondary schools that students with high literacy support needs require, but STLDs and ESL teachers can provide assistance here. Primary schools’ libraries and book rooms may also contain appropriate texts. The material chosen needs to be age-appropriate in both content and appearance.

Students who require additional assistance in literacy will need more planning, structure and more frequent monitoring from their classroom teachers. Their progress will make the effort worthwhile.

The art of the possible

Each class presents its unique challenge to the teacher. The environment of one class may be more suitable than that of another for using some of the strategies suggested.

Classroom management

Good classroom management is the basis of good teaching. Many students need a predictable routine.

If there is concern that using some of the strategies may risk disruptive classroom behaviour, then try first strategies that require individual work e.g. Word meaning checklist among the vocabulary strategies, page 61, before those that suggest some small-group work e.g. Vocabulary in context, page 68.

Another dimension is student comfort: some literacy strategies create anxiety in some students (writing is an example). In general a high level of support provides a higher level of comfort. With increasing success and confidence, the level of support can be reduced.
It may be better to introduce some of these strategies (for example, Before reading strategies pages 99-112) gradually until the students become accustomed to a different way of introducing text.

**Grouping students**

Many strategies in this handbook suggest the use of small groups in the class. Small-group work is a very effective tool for increasing student active involvement in thinking, and for promoting students’ learning from each other. It can also be noisy, take time to organise and challenge classroom management. Remember that students with high support needs in literacy will benefit from effective whole-class strategies which in many cases can be refined to meet students’ needs individually or within a small group. Experiment with small groups by trying some of the activities in pairs as a first step.

Teaching the skills which students need for effective group work is well worth the effort. See Cooperative learning, page 81 for the five essential elements of cooperative learning. To learn more about grouping students see the English K-6 Literacy Interim Support Document. The STLD should have a copy.

**Strategies for students to use**

Teaching students how to learn, rather than teaching content only, is also a challenge, because students can sometimes prefer just to get the work done rather than think about how to do it effectively. To convince them of the relevance of learning how to learn, choose strategies that are easy to remember and produce clear results.
Principles of programming

1. Assessment comes first

For students who are experiencing difficulties in literacy, the first step is to find out what they can do now, so that teachers can help them with what they need to learn next. ELLA provides the school with information about each student, and the STLD or other support personnel implements an individual focused assessment with students whose scores indicate a high need for literacy support. Teachers may conduct their own assessments through observation as well. On the basis of this information, teachers can plan lessons that will allow students to progress in both the content of the KLA and its literacy demands.

2. Sequence skills and knowledge

Identified skills can be analysed into a sequence of manageable steps, ordered from easiest to most difficult, or in logical order.

Steps in acquiring a skill are:

- first accuracy, to ensure that the student learns the skill
- then fluency, to help the student do it quickly
- then maintenance, to prevent the skill being forgotten
- and generalisation, to apply the skill in different contexts.

All students need to move through these stages, but practice at each stage is even more important for students with difficulties in learning the skill.

For students experiencing difficulty, the teachers need to:

- integrate talking and listening with reading and writing, in all KLAs
- identify and explicitly teach the language demands of the topic
- sequence the content
- check that the students are actually learning by monitoring progress
- provide additional learning experiences to ensure that the students achieve the outcomes which the teacher has established on the basis of the assessment, and move on.

3. Prioritise skills and knowledge

a) Teach the things that are easiest first and then move on to those that are more difficult

For example, teach oral comprehension before written; literal comprehension before inferential comprehension.

b) Teach the things that are most useful first

For example, teach the use of capital letters and full stops before the use of colons and semi-colons.
c) Do not teach things together that look alike or sound alike

For example the terms mean, median and mode are often confusing for students. The teacher may consider introducing them at separated intervals.

The terms solute, solution, solvent and dissolve can be difficult for some students. The best-known is probably dissolve, and the term solvent could be taught first, using household examples likely to be familiar to the students. If dissolve and solvent are established before the unit, and revised during the unit, then solution, if regarded as the next most useful term, may be successfully introduced.

4. Decide how you will know that the student has mastered the skills or outcomes and is ready to move on to the next skill or step

The criteria used in assessment will depend on what the student is aiming to achieve. So for

- acquisition of the skill, the student should be 80-100% accurate
- fluency in the skill, the student should be able to do it quickly, i.e. so many per minute or within so many minutes
- maintenance of the skill, the student should be able to maintain this performance after a period of time
- generalisation of the skill, the student needs to recognise that the skill is required in a different situation and still be able to perform it well.

5. The steps of effective instruction are:

a) Review of previously taught skills

Review previously taught skills to ensure that students have learned and remembered them. This gives students more practice and allows the teacher to check whether they are having any problems.

The teacher can correct any errors immediately and show or model again how the work is done correctly. Skills can be retaught and different strategies used.

b) Presentation of new content

A short statement of the purpose/expectations and an overview of the lesson occurs first.

The teacher models the skills or concepts being taught.

Students experiencing difficulties will often learn more easily if work is presented in small, manageable steps. Step by step instruction needs to be given, one step at a time as needed, not all at the beginning.

Frequent checking of students understanding is necessary.

A lively lesson pace will maintain student’s interest.

c) Guided practice

In guided practice the teacher guides or leads students through some examples of the skill or concept.

This avoids having students practise errors and ensures their success.
d) Independent practice

In independent practice students learn to use the new skills or information with a minimum of direct assistance from the teacher until new information is merged with what is already known.

Homework activities can be used for independent practice of skills. To avoid frustration, material set for homework needs to be at independent level. Teachers need to provide a range of contexts so that students can generalise skills.

e) Cumulative review

Skills and knowledge will not be retained if taught only once or twice and practised for a brief time. They need frequent review, on a weekly basis, until thoroughly established.

Fun formats such as games make the review pleasant; tests, quick quizzes, oral questions can be used for review.

Review can be incorporated into homework activities.

Material not learned or remembered may need a different presentation and more practice.

f) The role of fun and feeling successful

Teachers need to give special attention to students who rarely experience success easily in their learning. Sources of encouragement include:

- building a high level of success into the tasks the teacher presents. The work should be achievable, with some challenging parts
- frequently recognising success, by setting tasks on which students can achieve good results, and by praising students for using strategies effectively
- providing feedback on students’ progress by using monitoring tools, like recording known sight words, fluency achieved or quizzes on important concepts
- including fun by using simple games wherever possible, where practice is needed for a skill or concept to be mastered.

6. Choosing appropriate reading material

In terms of students with high support needs in literacy, one of the greatest problems for the teacher is finding reading material at the appropriate level. It is, however, crucial for the development of the students’ reading skills that they have opportunities to read independent or instructional level material on at least a daily basis, and in as many KLAs as possible. The resources of the primary school libraries may provide the needed material, but it is also important that it be age-appropriate.

See Choosing appropriate text, page 78.
7. Planning a unit of work

After taking into account the principles outlined, teachers may find using the planning pyramid a useful way of clarifying the goals of learning for a unit of work in order to cater to the diversity of students’ literacy needs in the class. See pages 18-20.

When designing or selecting instructional materials and activities, keep in mind that students with difficulties in literacy need:

- very clear, explicit explanation of new skills and concepts through demonstration and modelling
- sufficient guided and independent practice in order to learn and then remember and use the skills and concepts.

8. Teaching a unit of work

Once the unit has been planned, the teacher will have to make decisions about how to put it into practice, including how to assist students with high support needs in literacy. They will require special teaching for the initial acquisition of skills and knowledge to achieve the outcomes the teacher has set. The teacher can consider how students could be grouped for some small-group work, and how support personnel and tutors (volunteers or peers) could be used. This may have been suggested in the individual literacy plan (ILP).

9. Monitoring student progress

Monitoring needs to be simple, manageable and time efficient. Its purpose is to check that progress is being made towards the learning objectives. If such progress is not being made, or if the goal has been achieved already, it is a signal to the teacher that a change in learning objectives or the use of different strategies may be needed.

Monitoring should involve a combination of:

- observation
- formal testing using curriculum-based assessment
- analysis of work samples
- individual conferences with the students
- anecdotal records.

10. What should be taught next?

On the basis of student monitoring, the student can be moved to the next level of skill, or the next skill in priority. If the student has made sufficient progress, the individual literacy plan (ILP) may be deemed completed after a review meeting at which the student, the parent, year adviser or a class teacher, STLD and any other relevant personnel should be present.

The planning pyramid: catering for diverse needs in your classroom


A major issue for all secondary teachers is how to cover course content in classrooms where students have a range of academic needs.

One way to cater to this range is to use the planning pyramid. This provides a framework which can help teachers to plan for instruction that is inclusive, and assist them to meet the challenge of covering the course content. Although it seems a knowledge based approach, Schumm and Vaughn's research suggests that teachers who use it make significant changes not only to what they teach but how they teach to the range of students.

**It is not a method of teaching, but a mental template for planning, a flexible tool that is influenced by individual teacher style.**

**It does not assume that any students will have restricted access to content.**

There are two major concepts to the planning pyramid:

- Degrees of learning, and
- Points of entry.

### Degrees of learning

The goal is for the teacher to think about the most important things they want students to know from a particular lesson or topic and to develop teaching methods that allow all students to extend their knowledge. Ask yourself what would you like your students to remember about this topic five years from now.

The very task of stating the concepts that all, most and some students should learn helps the teachers make explicit, first to themselves and then to the students, the goals of learning in this topic.

Some important points about the degrees of learning:

- The teacher needs to establish the most important concepts they want the students to understand from the topic or lesson
- These concepts may be broader conceptually and more general than in succeeding parts of the pyramid
- The concepts are not limited to the literal level, because inferential and critical literacy are important for all students in the class
- All students should have access to information from all three degrees of learning: from topic to topic students may have different levels of interest or expertise
- The goal is to provide opportunities for all students to extend their knowledge. Care should be taken in providing interesting learning for students to master the base concepts.
Basic components of the planning pyramid including three degrees of learning and five points of entry

One teacher has used the planning pyramid for a Year 7 nutrition topic:

continued over …
Points of entry

Each of the points of the pyramid represents a factor that should be considered before any lesson.

The teacher

Have I taught this topic before?
How much time do I have to plan and prepare?
What resources are available?
How interesting is this topic to me?

The student

Will a cultural difference make comprehension of a particular concept difficult for a student?
Will students with reading difficulties be able to read the material independently?
What language demands will there be on ESL and other learners?
Will students with behaviour or attention difficulties be able to concentrate on the lesson?
Will some students be keen to explore the topic in greater depth or breadth and share this knowledge with their peers?
Do the students all have the vocabulary they need to understand the concepts?

The topic

Is the material new or review?
What prior knowledge do students have of this topic?
Would ESL learners have knowledge of this topic in their first language but not in English?
How interesting is this topic to the students?
What new concepts will be introduced?
How complex are the new concepts?
How clearly are the concepts presented in the materials I will be using?
How important is this topic in the overall curriculum?

The context

Will there be interruptions during the time I have on this topic?
How will class size affect how I teach this concept?
How well will the students work in small groups or in pairs?

The instructional practices

What methods will I use to set a purpose for learning?
What grouping pattern is most appropriate?
What methods can I use to promote learning for all students?
What adaptations need to be made to materials?
What literacy processes do I need to teach to promote learning of the content?
What learning strategies do students know or need to learn that will help them master these concepts?
How can I monitor students’ learning on an ongoing informal basis?
How will I assess learning at the end of the lesson and make the criteria for assessment understood by and explicit to students?
What you need to know to help students having difficulty just reading the words of the page

It is often perplexing to know what to do with the students in a class who have difficulty in reading. It may be embarrassing for some students to read aloud and demonstrate their difficulty publicly, and it will be frustrating for these students to be set work using material that is too hard for them to read. Most importantly, the reading of such a student will not improve without opportunities to practise reading.

1. All students have some reading expertise

Virtually all students have some reading expertise and need to be given material at an appropriate level. The appropriate level is text which they can read with 90-95% accuracy, a level where they need a little support but from which their reading skills will continue to develop. For students reading below this level there are so many words to work out that the task is frustrating. For students reading above this level the text can be read independently and so used for independent work in class or at home. See Choosing appropriate text, page 78.

2. Reading is based on four sources of information (processing systems)

In learning to read students must learn to use and integrate four complementary sources of information.

Readers must access and integrate information from all four sources fluently and continuously as they read. In a systematic approach to reading the four sources of information are learnt and practised together.

• The semantic (word meaning) processing system
  The reader asks *Does this make sense?*

• The syntactic (grammar) processing system
  The reader checks *Can I say it like that?*

• The graphological (written language) and phonological (sounding out) processing systems
  The reader checks *Do the sounds I want to say match the words on the page?*

When faced with an unfamiliar word, the reader has a go, then needs to check with these four questions:

• Does this make sense?
• Does it sound right?
• Can I say it like that?
• Do the sounds I want to say match the words on the page?

3. Simple strategies to help students use all four of the processing systems

If the reader does not attempt the word, the teacher can suggest several strategies to try.

• Can you sound it out?
  What is the first sound?
  Do you know any other sounds?
  Do you know the sounds of some of the groups of letters?
  Can you find some little word inside that bigger word?
• Do you know a word that looks like it? Can you change some of the letters to make a word you know?

• Think about what word would make sense. Try the word in the sentence. Reread the sentence.

• Read on to the end of the sentence. Think about a word that would make sense.

• Reread the sentence.

4. How can the KLA teacher help?

Any opportunity for students to read text, at an appropriate level, in your lessons will be very helpful for the student.

Three useful strategies to try:

a) Pause, Prompt, Praise

Read and use the Pause, Prompt, Praise strategy, page 29 with all students, including more competent readers, who are decoding unfamiliar words. Explain the importance of this approach to the whole class so that other students do not interrupt the reader and take away the opportunity to practise the skill of working out the word.

b) Guided reading

It may be possible for the student to read with the teacher or support person in a small group of students at a similar level. See page 31 for more information.
c) Jigsaw reading

Strategies such as Jigsaw reading, page 94 will enable the teacher to vary the level of material being read by different groups of students.

Collaboration with the STLD or ESL teachers in planning and team teaching units is recommended.

5. The four roles of the reader: reading the words on the page is only one aspect of reading

Reading the words on the page is called decoding, and the role of the reader is that of a code breaker. At the same time the reader is engaged in other roles as well, also important, and sometimes helpful to the code-breaking process. These other roles are:

- Comprehending what is written. In this role the reader is a text participant
- Making use of the information from the text. The reader is a text user
- Thinking critically about how the text may be influencing the reader. The reader is a text analyst.

It is important not to overlook these other three roles of the reader when designing programs for students who have difficulty decoding.

For more information see Teaching Reading: A K-6 Framework, (pages 9-13) provided in this folder.

6. When the text is just too hard

If the text being used is too hard for a student or a group of students, they will need support in gaining meaning from it.

Three useful strategies to try are:

a) Paired reading strategies, page 34

Echo reading (a paired reading strategy), provides support for reading the text by using a helper who reads a sentence to the dependent reader, who then rereads the sentence quietly.

b) Diagramming, page 95

Diagramming provides support in comprehension, by teaching students how to represent the content of the text in a graphic form. Diagramming can be used with echo reading.

c) Collaborative strategic reading, page 83

Collaborative strategic reading has students working in a group to improve the comprehension of what they read.

For more information refer to Using textbooks for students who cannot read them, page 77.
Section 4a: Strategies for students with high support needs in literacy

Analysing reading: Record of reading

Record of reading

A record of reading is used generally by specialist teachers for observing, recording and analysing a student’s reading following an accuracy and fluency measure (or one minute read) on selected texts (see step 1, instructions for focused individual assessment, part 2, page 3 of the Follow-up to ELLA folder).

No teaching takes place during a record of reading. The teacher observes and records the student’s reading then analyses the results, which assists them in identifying the need for further diagnostic assessment related to the four processing systems (see step 3, instructions for focused individual assessment, part 2, page 4 of the Follow-up to ELLA folder) or the instructional needs of the student.

Preparing to take a record of reading

- select a text at instructional level (student reads at no less than 90% accuracy; see page 78) for the student to read and photocopy for recording student responses and attach a copy of Record of reading proforma (page 28)

- practise the symbols used for recording until completely familiar with them. Using a tape recorder may be helpful initially in recording the student responses for analysis

- do not disturb the student by the recording/writing process.

Taking a record of reading

- The student reads from their copy of the text and the teacher, using the photocopied text, records errors ONLY and notes self corrections. Self corrections are not considered errors when completing the record of reading proforma. It indicates the student is monitoring meaning as he/she reads

- Any modification or assistance by the teacher should be noted with “T”, and explained in the report

- Pronunciation differences are not considered as errors, e.g. fird/third.

The following are suggested symbols for recording student responses, however every teacher will develop their own “shorthand”.
A self-correction can be recorded by writing SC in brackets (self correct) beside the word corrected and is not considered an error. It indicates the student is monitoring meaning as he/she reads.

\[ \text{march (sc)} \]

\[ \text{e.g.} \quad \ldots \text{match} \ldots \]

A substitution can be recorded by striking through the correct word and writing the substitution above the correct word in the text.

\[ \text{march} \]

\[ \text{e.g.} \quad \ldots \text{match} \ldots \]

An omission can be indicated by striking a line through the omitted word and extending it into an "o"

\[ \text{e.g.} \quad \text{He decided to strike the match.} \]

An addition can be indicated with an \( \Delta \) to indicate where it occurs and writing the addition above.

\[ \text{when} \]

\[ \text{e.g.} \quad \text{He decided} \Delta \text{to strike the match.} \]

A repetition can be recorded by underlining each occasion a word or section is repeated. Rereading can be recorded by continuing the repetition line to the point to which the student returns.

\[ \text{e.g.} \quad \text{He decided to strike the match.} \]
Analysing a record of reading

Understanding the reading process enables the teacher to make informed judgments about the student’s specific needs related to the four processing systems.

Recording results: (see example p. 27)

• Photocopy the suggested Record of reading proforma on page 28 and, if you have not already done so, attach the photocopy of the text you have just assessed

• Categorise the error according to the processing system/s in which the student is experiencing difficulty; semantic (meaning), grammatical (structure), or graphological/phonological (visual/sound). (For additional information see Teaching Reading A K-6 Framework, pages 10-11.)

• On each line where error/s occur indicate the processing system involved by writing an “x” under the appropriate heading.

When completed, a pattern should emerge which will enable you to make some conclusions, for example, that the student is experiencing most difficulty in the areas of:

– semantic processing
– grammatical processing
– graphological/phonological processing.

Further diagnostic assessment may be necessary (see step 5 focused individual assessment part 2, page 4 of the Follow-up to ELLA folder).

Refer to contents section of this document, (Programming and strategies handbook) for strategies to assist in meeting specific needs.

Example of record of reading

Racing bikes

Some motorcycles or “motorbikes”, are very fast. Races used to take place on the roads with ordinary motorbikes. Now most racing is on tracks or special circuits, and the machines are specially built for racing. They can go as fast as 315 km/h (194 mph) on the straight parts of the circuit. Riders prepare for the start of a race. The ones who were fastest in practice line up in the front row of starters. There are races for different sizes of machines. These are the smallest racing machines called “50cc”. They have small engines and thin wheels.


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<thead>
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<th>grammatical (structure)</th>
<th>graphological/phonological (visual/sound)</th>
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<td>Conclusion:</td>
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<td>Student is experiencing most difficulty in the area of:</td>
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<tr>
<td>☐ semantic processing (meaning)</td>
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<tr>
<td>Recommended action:</td>
<td>☑ further diagnostic assessment , refer to Part 2, page 4, step 5.</td>
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<td>☐ see programming and strategies handbook page/s ...</td>
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### Processing systems

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<th>Semantic (meaning)</th>
<th>Grammatical (structure)</th>
<th>Graphological/phonological (visual/sound)</th>
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</table>

**Conclusion:**
Student is experiencing most difficulty in the area of:
- Semantic processing (meaning)
- Grammatical processing (structure)
- Graphological/phonological processing (visual/sound)

**Recommended action:**
- Further diagnostic assessment
- See programming and strategies handbook page/s ...

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**Record of reading**

**Processing systems**

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<tr>
<th>Semantic (meaning)</th>
<th>Grammatical (structure)</th>
<th>Graphological/phonological (visual/sound)</th>
</tr>
</thead>
</table>

**Conclusion:**
Student is experiencing most difficulty in the area of:
- Semantic processing (meaning)
- Grammatical processing (structure)
- Graphological/phonological processing (visual/sound)

**Recommended action:**
- Further diagnostic assessment
- See programming and strategies handbook page/s ...
Developing accuracy using *pause, prompt, praise*

**Purpose**
To give students practice in reading sustained text using the four processing systems.

**Description**
This is a tutoring technique which was designed for older readers with significant difficulties in reading text. It was developed by Glynn, McNaughton and Robinson (1979) and has been demonstrated to be effective in improving students' achievement in reading. It can be used by teachers, parents, peer tutors or other volunteers.

For *Pause, Prompt, Praise* to be effective the texts must be at, or close to, instructional level (90-95% accuracy).

Daily, brief sessions of about fifteen minutes are most effective, for example using peer tutoring during roll call or Drop Everything And Read (DEAR) time.

**Preparation**
- Careful training and preparation of tutor (peer or adult volunteer)
- Text at instructional level
- Supervision arrangements.

**Materials**
Reading pairs
Material at instructional level

**Implementation**
1. The student reads. The tutor responds to the students’ reading as follows.

2. The student is praised when reading is correct (at the end of each paragraph), when the student self-correction without intervention by the tutor or when the student self-correction after being prompted by the tutor.

3. When the student makes an error, the tutor places their finger above the word and pauses for at least five seconds. This gives the student time to try to solve the problem independently.

4. If the student makes an error a suitable prompt is used:
   - If the error does not make sense, the prompt should give a cue or give meaning of the text
   - If the error does make sense, the prompt should focus on the way the word looks or sounds, i.e. a question should be asked about the part of the word which is incorrect
   - If the student does not attempt to read the word, he or she should be prompted to try to sound out the word, to think about what would make sense, to read on to the end of the sentence or begin reading the sentence again (see page 22).

5. After two prompts, if the student cannot work out the word, the word should be supplied.

**Helpful hints:**
The *Pause, Prompt, Praise flow chart* (next page) helps clarify and remind tutors of the procedure.

Pause, Prompt, Praise tutoring procedure

**For correct reading**

1. We should PRAISE when students read a sentence correctly.
2. We should PRAISE when students correct themselves after a mistake.
3. We should PRAISE when students get a word correct after we have prompted them.

**For problem solving**

4. We should PAUSE to give students a change to solve the problem.

5. We should PROMPT with clues about meaning of the story, e.g. we should ASK a question.
6. We should PROMPT with clues about the way the word looks, e.g. we should ASK about one part that is wrong.
7. We should ASK the student to read on to the end of the sentence or, we should ASK the student to begin the sentence again.

8. We should say: “The word is …”

(After McNaughton, Glynn and Robinson)
Guided reading

Purpose
To have students practise sustained reading of text using the four processing systems. Guided reading is a term used in the materials of the NSW State Literacy Strategy. It is explained in Teaching Reading: A K-6 Framework, pages 33-38 and 45-49 provided in this folder. Pages 38 and 49 are the most important pages to read.

Description
Guided reading is suitable for a small group of students (up to about five or six) who are at approximately the same level. It can be used at appropriate times in regular classrooms using texts in the KLAs. Guided reading allows the teacher to focus on:

- prior discussion of content
- recall of strategies for reading unknown words
- monitoring each student’s reading
- key vocabulary in the text
- reading for meaning or for specific purposes
- reading for literal, inferential and critical comprehension.

While the teacher works with the group of students needing additional support, other groups need to be working independently.

Guided reading provides a setting for effective team teaching with the STLD or ESL teacher.

This technique can be used in conjunction with Jigsaw reading (see page 94) reading. In this case, the level of material provided to the different “expert” groups can reflect the differing levels of reading in the class.

Preparation
- Awareness of reading level of students through consultation of teacher and STLD
- Grouping of students
- Provision of appropriate level texts. See Choosing appropriate texts, page 78.

Materials
Text at appropriate level

Implementation
1. Prepare the group by explaining the roles of the reader and listener, and the need for everyone to observe the Pause, Prompt, Praise procedure (see page 29).

2. Use Before reading strategies (pages 99-112) as needed to orient students to the text and prepare them for unusual vocabulary they may encounter.

3. Use Pause, Prompt, Praise procedure (pages 29, 30) as students take turns to read text aloud.

4. Consider chorus rereading of the text or key sections of the text, to provide the opportunity for repetitive practice required to develop better familiarity with the text and the new words and to develop more fluent reading.

Example
In a science class there are four students on an ILP who need carefully chosen text. In a unit on sedimentary rocks the teacher has decided to use the jigsaw reading activity. This group of students becomes the “expert” group for learning about coal, and suitable/appropriate material for this is located by the STLD. The STLD assists the other “expert” groups while the teacher uses Guided Reading with the “coal” group.
Developing fluency

Purpose
To increase fluency so that the student is able to read more efficiently and better understand the text. A fluency rate of at least 100 correct words per minute is desirable; the general expectation for Year 7 is more than 150 correct words per minute.

Description
Text at independent level is necessary (see Choosing appropriate text, page 78).
Fluency is developed through repeated reading of the same text; three readings at least, seem to be necessary to achieve an improvement of about 40% (Carnine, Silbert and Kameenui). In KLA classes, both fluency and retention of important information can be achieved if key passages containing essential information are used, and students are asked to recall the main points as well as to read more fluently. The passage chosen needs to be at the student’s instructional or independent level.

Preparation
This activity usually requires the organisation of a tutor, time for practice, monitoring and the provision of a range of texts. If a tutor is used, the tutor will need to be shown what to do.

Materials
Text at independent level: (two copies)
Sheets for monitoring student progress
Timer or stopwatch

Implementation
1. Student reads text aloud for first time for one minute.

2. The tutor records errors and self-corrections on either a copy of the text or a separate sheet of paper.

3. At the end of one minute the number of words read is counted. Calculate fluency, accuracy and self-correction (see Monitoring sheet, Progress in accuracy and fluency, page 33) and enter on the monitoring sheet.

4. The student rereads same text and reads on until about twice as much has been read.

5. The student reads this new amount again.

6. The student rereads the text for one minute.

7. Accuracy, fluency and self-correction are again calculated and recorded.

Variations
• Instead of seeing how many words can be read in one minute, the student can see how much faster he or she can read a passage.

• Fluency can be practised with the teacher in a small group of three to five students. When the first student’s fluency, accuracy and self-correction have been calculated and recorded, the second student continues where the first student ended, and so on around the group. Then the group chorus reads all the text that was read, and reads on a little further. The students are then timed together, but each student rereads the text, starting at the point of his or her first reading. This is a little noisy, and requires the teacher to check that each student is actually reading aloud.

• Students can practise rereading quietly and ask to be assessed when they think they have reached a desired new rate; the suggestion is to set a target 40% faster than the first reading.

Helpful hints:
Do not rely on reading fluency alone as an indicator of reading comprehension. Some students (e.g. ESL students) can decode quite fluently but have little idea of the meaning of text.

Progress in accuracy and fluency

<table>
<thead>
<tr>
<th>Text</th>
<th>Date</th>
<th>Accuracy %</th>
<th>Fluency cwpm</th>
<th>Self-correction</th>
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<tr>
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</table>

Calculating fluency and accuracy

**Fluency**
- Number of words read: ......
- Minus errors (not self-corrections): ......
- Correct words per minute: (cwpm) ......

**Accuracy**
- Correct words read: ......
- Divided by total number of words read: ......
- Times 100: ......
- Accuracy % ......

**Self-correction rate**
- Errors plus self-corrections: ......
- Divided by self-corrections: ......
- Ratio: 1: ......

**Name:** ..................................................................................................................................

**Text Accuracy % Self-correction**

**Date**

**Fluency cwpm**

**Self-correction**
Paired reading strategies: Turn about and echo reading

**Purpose**
To provide scaffold for dependent readers through text whilst modelling effective reading.

**Description**
Two students, a dependent reader and a helper, read a text set by the teacher. The text is read first by the helper.

**Preparation**
Teacher selects text and the reading pairs.

**Materials**
A copy (or two copies) of a suitable text or texts to be covered.

**Implementation**
In regular classrooms where text is too hard for some students to read.

**Procedure**
1. Helper reads a predetermined amount of text to the dependent reader, e.g. a paragraph.
2. Dependent reader follows the text with a finger above the word.
3. Helper and dependent reader read the same piece of text aloud together.
4. Dependent reader reads the same piece of text aloud independently.

**Variation**
1. Helper reads a sentence or two whilst the dependent reader follows the text.
2. The independent reader echoes the reading by rereading what has been read.
3. This process is repeated until the end of the selection.

Paired reading strategies: Silent guided reading

**Purpose**
- To provide individualised tutoring
- To model effective reading strategies, e.g. predicting, confirming, rereading for meaning and accuracy
- To build confidence
- To improve fluency
- To scaffold the dependent reader in the content area reading
- To reinforce the helper’s reading strategies.

**Description**
Two or three students work together, one student is the helper.

**Preparation**
Selection of suitable text and reading pairs or trio.

**Materials**
Copy of suitable text for each helper and dependent reader.
Match the text with dependent reader’s interest and reading ability (see Choosing appropriate text, page 78).

**Procedure**
1. Helper and dependent reader read text silently and simultaneously up to an agreed point, for example to the end of one sentence, two sentences, a paragraph, a page or a chapter.
2. Helper and dependent reader discuss the text when both have read to the agreed point.
3. The dependent reader points out words causing difficulty. A difficult word could be recorded and the helper might suggest a way of remembering it, or something about its structure: phonic elements, likeness to known words.
4. Helper and dependent reader discuss how they overcame any reading difficulties, for example, words they did not understand and know and how they worked out the meaning.

Paired reading strategies: N.I.M. (Neurological Impress Method)

Purpose
To help students become comfortable with a tutor.
To model effective reading.
To develop fluency.

Description
A tutor and a student read aloud together from one shared copy of the text.

Preparation
Selection of appropriate students for the program and preparation of the tutor.

Materials
Text at appropriate level: instructional to independent (90% accuracy or above), and even a little into the frustrational range (< 90% accuracy) to allow exposure to new text types. Both literary and factual texts are suitable.

Implementation
See the following page, which can be copied for a tutor’s folder as a reminder of the procedure.

Progress in accuracy and fluency

N.I.M. (Neurological Impress Method)

1. Sit next to your student.

2. Explain the process which will take place, like this:
   
   We are going to read this book out loud together. You don’t have to worry about knowing all the words because I’ll be reading with you. You just say what I say.

   Keep your eyes on the words as my finger (pen/thumb) moves across the page and read aloud WITH me, not after me.

3. Synchronise your voice and finger exactly, moving SMOOTHLY across the line of print and quickly from the end of one line to the beginning of the next. Use your finger from ABOVE the line.

4. Read naturally. Find a comfortable speed: not too slow, not too fast for the student.

5. Stop at appropriate points (e.g. end of paragraph or page) and give a positive comment.

6. Read with enjoyment and talk about what you have read, as well as about the illustrations, relevant background information, etc.

7. DON’T CORRECT ERRORS and DON’T GIVE NEGATIVE COMMENTS.
   
   This program must be a totally positive experience.
Developing sight vocabulary: in small groups

Purpose
To have students instantly recognise words that are
• of high frequency
• irregular (cannot be sounded out)
• key vocabulary in the content of classes in the KLAs.

Description
Rapid recall of sight words is achieved through repeated exposure. Games make this repetition more fun than just drill. Daily practice and monitoring are needed, if possible, for students to make progress. Saying the words is important.

Implementation
1. At the easiest level, lay out one set of cards face up and ask the student to find the word that says “when” or “science”.
2. Spread out the cards face up and ask the student to say the ones known. Then practise the ones that were not known.
3. Have the cards in a pack, blank side up. The student turns over each card, saying the word.
4. Divide the cards between the student and tutor and say snap.
5. Play concentration. Spread out the cards face down. Two words are turned over. If they are the same, the player gets to keep them. The player with the most pairs wins.
6. Play a board game. The player can move forward more places if the word is said correctly.
7. The player can move yet more spaces if the word is segmented into its sounds correctly, the spelling written down correctly, or a word found to rhyme with it (choose whatever is appropriate to the student’s success).

Example
Use peer tutoring in class for students with difficulty recalling words visually. Ten words are chosen, six of which the teacher is confident the student already knows. Of the four new words, two are high frequency common words (like where and before) and two are KLA words (like science and bunsen burner). The peer tutor takes the student through steps 1 to 4 and then tests the student and records the results on the student’s monitoring sheet.
### Sight words: monitoring sheet

| Student name: ........................................ | Subject: ........................................ |
| Date | 

<table>
<thead>
<tr>
<th>Words</th>
</tr>
</thead>
</table>

| correct | incorrect |
Developing sight word vocabulary: in KLA classes

Purpose
To have students recognise instantly words that are
• high frequency
• irregular (cannot be sounded out)
• key vocabulary in the KLA.

Description
Rapid recall of sight words is achieved through repeated exposure. Games make this repetition more fun than just drill. Saying the words is important.

Preparation
Relevant words from content in the KLA and materials as desired

Materials
1. List of words to be learned, with known words included to ensure a success rate. Match the number of words presented to student ability, and the success rate to student confidence.
2. Two copies of each word printed on cards big enough for whole class to see on cards. A second set of smaller cards for use in pairs or a small group would be helpful.
3. A monitoring sheet (page 39) in columns; the first column lists the words, and the succeeding columns headed with the date allow ticks to be recorded. When a word is correct three dates in a row, it can be dropped and a new word substituted.

Implementation
1. If possible, have a peer tutor go through the cards with students who are having difficulty with the words.
2. Show each word in turn to the class and call the more capable students first. This allows the students with difficulties an opportunity to revise or learn the words.
3. Go through the words again, but this time accept answers from the students who have difficulty.
4. Use the monitoring sheet to check targeted students’ progress. A word is mastered when it is known within three seconds on three consecutive days.
5. Allow the students having difficulty to practise the words, preferably with a helper and using a game like snap or concentration, for a couple of minutes each lesson until they are mastered.

Example
Ten words are chosen, including four that the students with difficulties already know. Steps 1-5 are implemented in lessons during the topic, with targeted students’ response recorded until the words are known.

Variation
On the back of each card write the meaning (but not the word). Two players deal out two cards to each other, with meaning face up. If they can name the word that matches the meaning, they keep the cards. Repeat until cards are all used.
Developing phonological processing

**Purpose**

To teach phonological processing skills needed by the student. Successful reading requires automatic and fluent decoding of words.

**Description**

Student practises reading words with similar letter patterns to achieve accuracy and fluency as part of an integrated program.

**Preparation**

The Neal Phonemic Skills Checklist from the Focused Individual Assessment Part 2 of Follow-Up to ELLA (page 25) will indicate where the student needs to work in the hierarchy of phonics skills. This assessment provides a suitable hierarchy of skills.

If the student has a high level of difficulty with this aspect of reading, a phonemic awareness program should be considered in conjunction with a spelling program, so that these skills reinforce each other. Individual interventions may be necessary.

**Materials**

There are a number of commercially produced materials available.

Refer to your support staff or District LD Coordinator for recommended materials from Reading and Resources, Section 5.

**Implementation**

Practice is best in an individual situation, using a teacher, aide, tutor or peer tutor.

Daily practice is much more effective than less frequent practice.

This activity should take only a few minutes as part of an integrated program.

The skill taught in isolation needs to be practised in the context of sustained reading: refer to Pause, Prompt, Praise (page 29)
**Survival words**

The 50 words essential for survival

- poison
- flammable
- pull
- danger
- doctor
- down
- police
- go
- detour
- emergency
- telephone
- gasoline
- stop
- boys
- inflammable
- hot
- contaminated
- in
- walk
- ladies
- push
- caution
- dynamite
- nurse
- exit
- ambulance
- information
- men
- girls
- lifeguard
- women
- open
- listen
- warning
- out
- private
- entrance
- combustible
- quiet
- help
- condemned
- look
- off
- up
- wanted
- on
- blasting
- explosives
- gentlemen

### Survival phrases

Fifty phrases essential for survival

<table>
<thead>
<tr>
<th>Don’t walk</th>
<th>Keep out</th>
<th>Slow down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire escape</td>
<td>Exit only</td>
<td>Smoking</td>
</tr>
<tr>
<td>Fire extinguisher</td>
<td>No right turn</td>
<td>prohibited</td>
</tr>
<tr>
<td>Do not use near open flame</td>
<td>Keep away</td>
<td>No admittance</td>
</tr>
<tr>
<td>First aid</td>
<td>Thin ice</td>
<td>No fires</td>
</tr>
<tr>
<td>Deep water</td>
<td>Bus stop</td>
<td>Step down</td>
</tr>
<tr>
<td>External use only</td>
<td>No passing</td>
<td>No parking</td>
</tr>
<tr>
<td>High voltage</td>
<td>Wrong way</td>
<td>Keep closed</td>
</tr>
<tr>
<td>No trespassing</td>
<td>Proceed at your own risk</td>
<td>No turns</td>
</tr>
<tr>
<td>Railroad crossing</td>
<td>No swimming</td>
<td>Beware of the dog</td>
</tr>
<tr>
<td>Rest rooms</td>
<td>Watch your step</td>
<td>School zone</td>
</tr>
<tr>
<td>Do not inhale fumes</td>
<td>Watch for children</td>
<td>Dangerous curve</td>
</tr>
<tr>
<td>Do not touch</td>
<td>No diving</td>
<td>Go slow</td>
</tr>
<tr>
<td>Do not enter</td>
<td>Post office</td>
<td>Hospital zone</td>
</tr>
<tr>
<td>One way</td>
<td>Slippery when wet</td>
<td>Out of order</td>
</tr>
<tr>
<td>Do not use near heat</td>
<td>Help wanted</td>
<td>No smoking</td>
</tr>
</tbody>
</table>

Section 4b: Spelling strategies

Teaching spelling: Some principles

The knowledge that students need if they are to become proficient spellers takes four forms.

- **Phonological knowledge**: how words and letter combinations sound.
  Words which have regular spellings do not need to be learned; the student needs sufficient sound awareness skills and letter/sound knowledge to write down the sounds.

- **Visual knowledge**: the way words and letter combinations look.
  Words which are not spelled as they sound or could have various spellings need to be remembered by the way they look. Often the memorisation requires repetition and practice.

- **Morphemic knowledge**: the way words can be added to with prefixes and suffixes, and can take different spellings when they change form.
  Knowledge of morphemes can greatly assist students in spelling new words from a base word.

- **Etymological knowledge**: how words reflect their derivations.
  Knowledge of word origins can help students with both spelling and meaning, for example, knowing the spelling and meaning of tele in words like television.

Systematic spelling instruction has three important dimensions, particularly important for students with difficulties in spelling:

- The teacher needs a clear understanding of the knowledge and skills to be taught, and when it is appropriate to teach particular skills.
- The teacher should monitor systematically the need for certain skills to be taught.
- Instruction should not be left to chance.

**Phases of spelling development**:

- Pre-phonetic and semi-phonetic (up to about six years)
- Phonetic: sound-symbol matching
- Transitional: students becoming aware of conventions
- Independent: students have constructed hypotheses about how words are spelled.

Some students are in the phonetic stage and are still learning how to spell regular words (words that are spelled the way they sound). They will need more practice in spelling based on sounding out the words. See Spelling: Using sound awareness (page 45) to assist these students. At the same time, they also need to gradually learn the high-frequency irregular words (e.g. said, goes, because) using visual strategies listed in Spelling: Irregular words (page 55). A well known one is Look, say, cover, write, check (see page 57).

Some students are stuck in the phonetic stage and need to move beyond it, using visual, morphemic and etymological knowledge. See Spelling using morphemes (page 50) and Spelling using etymology (page 52).

---

Spelling: Using sound awareness

Purpose
To develop students’ ability to spell regular words. Regular words are phonetically regular, i.e. they are spelled the way they sound.

Preparation
The Phonological assessment for older students (part 2, page 33) will indicate whether the student needs this level of assistance. The Waddington Diagnostic Spelling Test (available from the counsellor or STLD) will reveal what level the student has reached.

Materials
1. Letter tiles so that sounds can be manipulated (see Instructions for scrabble letter tiles on the following page).
2. Words in phonic families (words spelled with a similar pattern, for example, words ending with –amp) at the skill level required by the student. A student may be able to spell words of the consonant-vowel-consonant pattern (like lot), but may have difficulty with words of the consonant-consonant-vowel-consonant pattern (like clot). The words should usually be actual words whose meaning is known by the student.
3. Paper and pencil.

Implementation
1. The teacher or tutor models the following process for the student first.
2. The teacher or tutor says the first word.
3. The student repeats the word, stretching out the sounds.
4. The student says the sounds of the word while selecting the letter tile that represents it.
5. The student blends the sounds together to say the word.
6. Steps 1-4 are repeated with the remaining words.
7. The tutor or teacher reads the list of words while the student now writes them down, first saying the word, and saying the sounds of the word while writing them down.
8. The teacher or tutor rereads the list while the student marks the word with a tick if correct, or nothing if not sure. The student can correct the word during this time.
9. The tutor or teacher marks the work, saying “I agree” or “I disagree”.
10. For any incorrect words, the tutor or teacher ticks all the letters that are correct and invites the student to suggest what letter should replace the incorrect letters.
11. The student rewrites the whole word. This word is to be repeated next lesson.

Example
A difficulty with consonant blend spelling, with the blend “sm” in the word “small” was noted on the Phonological assessment for older students. A spelling section was incorporated into a peer tutoring program during Drop everything and read (DEAR), using consonant blend words, including smack, smell, small, smash. The student was invited to think of extra words that started with “sm”.

Later, the student located words containing these blends (sm, sn, sl) in reading material.
Instructions for scrabble letter tiles

Materials

- white paper
- cardboard
- clear contact
- zip-top plastic bags
- gluestick
- scissors

If the photocopier will accept cardboard you can photocopy letters directly onto two sheets of cardboard and follow steps 4-7.

Directions

1. Photocopy on white paper as many copies of pages 47, 48 and 49 as you need (one set per student).
2. Cut around the outside edge of letter box.
4. Align sheets A and B with corresponding letters matching i.e. a-a or b-b, and glue into place.
5. Align sheets C and D with corresponding blends matching i.e. sh-sh or air-air, and glue into place.
6. Allow to dry.
7. Cover both sides with clear contact. Sometimes laminating comes off once the tiles are cut individually.
8. Cut around each tile and place into zip-top plastic bag.

You may wish to make additional letters, using the blank squares, e.g. red “magic” e.
Scrabble sheet A

a e i o p b c b
u d n t c g j h
g p m f d k x y
l m n r z l s t
s a e i r i d f
w v o u p r y a
oi

a e i o p b c b
u d n t c g j h
g p m f d k x y
l m n r z l s t
s a e i r i d f
w v o u p r y a
oi
Scrabble sheet C

<table>
<thead>
<tr>
<th>sh</th>
<th>wh</th>
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<td>ch</td>
<td>ck</td>
<td>ng</td>
</tr>
</tbody>
</table>

Scrabble sheet D

<table>
<thead>
<tr>
<th>aireear</th>
<th>row</th>
<th>oa</th>
<th>ea</th>
<th>wh</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>areeer</td>
<td>ir</td>
<td>ow</td>
<td>ie</td>
<td>qu</td>
<td>th</td>
</tr>
<tr>
<td>earere</td>
<td>er</td>
<td>oe</td>
<td>ei</td>
<td>e</td>
<td>ch</td>
</tr>
<tr>
<td>or</td>
<td>oo</td>
<td>ur</td>
<td>ue</td>
<td>ea</td>
<td>ai</td>
</tr>
<tr>
<td>ourew</td>
<td>io</td>
<td>ew</td>
<td>ey</td>
<td>ay</td>
<td>ck</td>
</tr>
<tr>
<td>au</td>
<td>ue</td>
<td>oy</td>
<td>ou</td>
<td>igh</td>
<td>ee</td>
</tr>
<tr>
<td>qu</td>
<td>ng</td>
<td>ck</td>
<td>ch</td>
<td>th</td>
<td>sh</td>
</tr>
</tbody>
</table>
Spelling: Using morphemes

Purpose
To extend the range of words students can spell by teaching common morphemes.

Use words which will be discussed, written or read as part of lesson content. It may be possible to reinforce and generalise across KLAs when planning ILPs.

Description
Morphemes are the smallest units of language that carry meaning. Bat is a morpheme, and so is the ending –ing, although –ing carries meaning only when bound to a word like bat, to make batting. Adding the –ing causes a change to the other morpheme, in this case doubling the end consonant. In English, such morphemic changes are fairly regular, making morphemic knowledge useful. (From Focus on Literacy, NSW Department of Education and Training, 1998.).

Preparation
• Collect lists of useful morphemes
  plurals: s, es
  comparatives: er, est
  verb endings: ing, ed
  prefixes: un, mis, pre, dis
  suffixes: ment, ness, ly, able, ful, less
• First use morphemes that do not change the spelling of the base word: these are most reliably prefixes and suffixes that start with a consonant. Or choose base words that are not affected by suffixes. Let the student feel the power of being able to spell correctly many new words by playing with the morphemes. Take cover, for example, and add combinations of dis, re, un, –s, –ed, –ing, –able
• Then teach some of the changes that morphemes can make on the base word: –s versus –es; change the y into i; doubling the last consonant of a word which ends in one consonant preceded by a short vowel, when adding an ending that starts with a vowel, e.g. batting.

Materials
• Exercise books or pages in the subject exercise book
• Pen
• List of appropriate words as base words, prefixes and suffixes.

Implementation
1. The teacher talks about how words can change form and do so fairly regularly in English, and how students will benefit from looking for patterns in spellings. Model, using two or three examples.
2. Introduce a first base word and two or three prefixes and suffixes.
3. Have the students practise writing these until they are both accurate and fluent.
4. Cover the practice work.
5. Read out words using the base word and all the combinations of prefixes and suffixes, while students attempt to write them.
6. Reread the list while students tick all the words they think are correct. Allow them to change words.
7. Check the students’ work, saying “I agree” or “I disagree” (students can do this in pairs).
8. For incorrect words, tick all letters that are correct.
9. The student writes any incorrect words again correctly: Writing the whole word is more effective than just changing the wrong letter.

Example
The word know can be changed to known, unknown, knowledge, acknowledge.
Commonly used prefixes and suffixes and their meanings

**Prefixes**

Often alter the meaning of the base word:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Base Word</th>
<th>Resulting Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>not</td>
<td>lock</td>
<td>unlock</td>
</tr>
<tr>
<td>re</td>
<td>again</td>
<td>fill</td>
<td>refill</td>
</tr>
<tr>
<td>mis</td>
<td>wrong</td>
<td>place</td>
<td>misplace</td>
</tr>
<tr>
<td>pre</td>
<td>before, for</td>
<td>school</td>
<td>preschool</td>
</tr>
<tr>
<td>dis</td>
<td>negative or reverse</td>
<td>like</td>
<td>dislike</td>
</tr>
<tr>
<td>anti</td>
<td>opposed to, or opposite of</td>
<td>social</td>
<td>antisocial</td>
</tr>
</tbody>
</table>

but sometimes change the grammar of the base word:

<table>
<thead>
<tr>
<th>Be</th>
<th>Changes noun into verb</th>
<th>Friend</th>
<th>Befriend</th>
</tr>
</thead>
</table>

**Suffixes**

Often change the grammar of the word:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Base Word</th>
<th>Resulting Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>s, es</td>
<td>Changes to plural</td>
<td>cat</td>
<td>cats</td>
</tr>
<tr>
<td>ly</td>
<td>Adjective to adverb</td>
<td>slow</td>
<td>slowly</td>
</tr>
<tr>
<td>ful</td>
<td>Noun to adjective</td>
<td>sorrow</td>
<td>sorrowful</td>
</tr>
<tr>
<td>ness</td>
<td>Adjective to abstract noun</td>
<td>sad</td>
<td>sadness</td>
</tr>
<tr>
<td>er</td>
<td>Comparing two things</td>
<td>cool</td>
<td>cooler</td>
</tr>
<tr>
<td>est</td>
<td>Comparing more than two</td>
<td>cold</td>
<td>coldest</td>
</tr>
<tr>
<td>ing</td>
<td>Continuous action</td>
<td>sing</td>
<td>singing</td>
</tr>
<tr>
<td>ed</td>
<td>Past tense</td>
<td>raid</td>
<td>raided</td>
</tr>
<tr>
<td>ion</td>
<td>Verb to abstract noun</td>
<td>expect</td>
<td>expectation</td>
</tr>
<tr>
<td>ment</td>
<td>Verb to noun</td>
<td>pay</td>
<td>payment</td>
</tr>
<tr>
<td>able</td>
<td>Verb to adjective</td>
<td>enjoy</td>
<td>enjoyable</td>
</tr>
<tr>
<td>en</td>
<td>Noun to verb</td>
<td>strength</td>
<td>strengthen</td>
</tr>
</tbody>
</table>

but sometimes alter the meaning of the base word:

<table>
<thead>
<tr>
<th>Less</th>
<th>Without</th>
<th>Friend</th>
<th>Friendless</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ish</td>
<td>Sort of</td>
<td>Red</td>
<td>Reddish</td>
</tr>
</tbody>
</table>
Spelling: Using etymology

Purpose
To assist students in both spelling and vocabulary by helping them to see why some words have their present spelling; as well as to assist students to spell words with the same base word, for example, “hydro” meaning water is used in hydrate, dehydrate, hydrogen, hydraulic.

Description
The teacher introduces a word that is more easily spelled if its etymology is understood, for example tele, Greek for “far”.

Preparation
Collection of examples of such words. One list is in Teaching Spelling K-6. The strategy is best used if the words chosen need to be spelled in the KLA.

Materials
No special materials required.

Implementation
See examples given below.

Examples
Science (Air as topic), Design and Technology
Write a word like aero in the centre of a graphic organiser. Explain that it was the Greek word for air. The students think of words that come from air; like aeroplane, aerobics, aerodrome, aerosol, aerospace, aeronaut, aerofoil, aerodynamics.

Mathematics, teaching measurement
Teach the Latin centum meaning “one hundred”. Relate to cents in the dollar, centimetre, centilitre, centigrade, centipede, centenary. Have the students practise spelling the words most relevant to mathematics. Check other spelling strategies to help students learn the spelling.
## Spelling: Using etymology

### Numbers

<table>
<thead>
<tr>
<th>word root</th>
<th>origin</th>
<th>meaning</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>uni</td>
<td>Latin</td>
<td>one</td>
<td>univalve</td>
</tr>
<tr>
<td>mono</td>
<td>Greek</td>
<td>one</td>
<td>monologue</td>
</tr>
<tr>
<td>bi</td>
<td>Latin</td>
<td>two</td>
<td>bicycle</td>
</tr>
<tr>
<td>tri</td>
<td>Latin</td>
<td>three</td>
<td>tripod</td>
</tr>
<tr>
<td>quadr</td>
<td>Latin</td>
<td>four</td>
<td>quadrangle</td>
</tr>
<tr>
<td>quin</td>
<td>Latin</td>
<td>five</td>
<td>quintet</td>
</tr>
<tr>
<td>pent</td>
<td>Greek</td>
<td>five</td>
<td>pentagon</td>
</tr>
<tr>
<td>sex</td>
<td>Latin</td>
<td>six</td>
<td>sextet</td>
</tr>
<tr>
<td>sept</td>
<td>Latin</td>
<td>seven</td>
<td>septet</td>
</tr>
<tr>
<td>oct</td>
<td>Latin</td>
<td>eight</td>
<td>octopus</td>
</tr>
<tr>
<td>novem</td>
<td>Latin</td>
<td>nine</td>
<td>November (ninth month of Roman calendar)</td>
</tr>
<tr>
<td>deca</td>
<td>Greek</td>
<td>ten</td>
<td>decade</td>
</tr>
<tr>
<td>centi</td>
<td>Latin</td>
<td>one hundred</td>
<td>centigrade</td>
</tr>
<tr>
<td>kilo</td>
<td>Greek</td>
<td>one thousand</td>
<td>kilogram</td>
</tr>
<tr>
<td>milli</td>
<td>Latin</td>
<td>one thousand</td>
<td>millennium</td>
</tr>
</tbody>
</table>

### Prefixes and suffixes

<table>
<thead>
<tr>
<th>word root</th>
<th>origin</th>
<th>meaning</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ante</td>
<td>Latin</td>
<td>before</td>
<td>antenatal</td>
</tr>
<tr>
<td>anti</td>
<td>Greek</td>
<td>opposite</td>
<td>antifreeze</td>
</tr>
<tr>
<td>aqua</td>
<td>Latin</td>
<td>water</td>
<td>aquarium</td>
</tr>
<tr>
<td>avi</td>
<td>Latin</td>
<td>bird</td>
<td>aviary, aviation</td>
</tr>
<tr>
<td>bibli</td>
<td>Greek</td>
<td>a book; paper</td>
<td>bibliography, bible</td>
</tr>
<tr>
<td>bio</td>
<td>Greek</td>
<td>life</td>
<td>biography, biology</td>
</tr>
<tr>
<td>chlor</td>
<td>Greek</td>
<td>green</td>
<td>chlorophyll</td>
</tr>
<tr>
<td>circum</td>
<td>Latin</td>
<td>around</td>
<td>circle, circumference</td>
</tr>
<tr>
<td>civic</td>
<td>Latin</td>
<td>citizen</td>
<td>city, civilian</td>
</tr>
<tr>
<td>clausum</td>
<td>Latin</td>
<td>shut</td>
<td>close, include</td>
</tr>
<tr>
<td>dict</td>
<td>Latin</td>
<td>say; pronounce</td>
<td>dictate, diction</td>
</tr>
<tr>
<td>dorm</td>
<td>Latin</td>
<td>sleep</td>
<td>dormant, dormitory</td>
</tr>
<tr>
<td>ectomy</td>
<td>Greek</td>
<td>cut out</td>
<td>appendectomy, tonsillectomy</td>
</tr>
<tr>
<td>exo</td>
<td>Greek</td>
<td>outside, without</td>
<td>exit, exoskeleton</td>
</tr>
<tr>
<td>finis</td>
<td>Latin</td>
<td>end</td>
<td>final, infinite</td>
</tr>
<tr>
<td>fraud</td>
<td>Latin</td>
<td>cheat</td>
<td>fraudulent, defraud</td>
</tr>
<tr>
<td>frig</td>
<td>Latin</td>
<td>cold</td>
<td>refrigerator, frigid</td>
</tr>
<tr>
<td>geo</td>
<td>Greek</td>
<td>the earth</td>
<td>geography, geology, geometry</td>
</tr>
<tr>
<td>graphos</td>
<td>Greek</td>
<td>drawn, written</td>
<td>autograph, biography</td>
</tr>
</tbody>
</table>

continued over …
<table>
<thead>
<tr>
<th>word root</th>
<th>origin</th>
<th>meaning</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>hosp</td>
<td>Latin</td>
<td>guest</td>
<td>hospital, hospitable</td>
</tr>
<tr>
<td>im</td>
<td>Latin</td>
<td>not; in, into</td>
<td>impossible, implant</td>
</tr>
<tr>
<td>in</td>
<td>Latin</td>
<td>into; not, without; on</td>
<td>incoming, incapable, inscribe</td>
</tr>
<tr>
<td>infra</td>
<td>Latin</td>
<td>below, beneath</td>
<td>infrastructure, infra-red</td>
</tr>
<tr>
<td>intr</td>
<td>Latin</td>
<td>inside</td>
<td>intravenous</td>
</tr>
<tr>
<td>ir</td>
<td>Latin</td>
<td>not, without; in, into</td>
<td>irregular, irradiate</td>
</tr>
<tr>
<td>luci</td>
<td>Latin</td>
<td>light; clear</td>
<td>lucid, elucidate</td>
</tr>
<tr>
<td>lun</td>
<td>Latin</td>
<td>moon</td>
<td>lunar, lunatic</td>
</tr>
<tr>
<td>micro</td>
<td>Greek</td>
<td>small</td>
<td>microscope, microcosm</td>
</tr>
<tr>
<td>minus</td>
<td>Latin</td>
<td>less, smaller</td>
<td>minimum, miniature</td>
</tr>
<tr>
<td>mitto</td>
<td>Latin</td>
<td>I send</td>
<td>emit, transmit</td>
</tr>
<tr>
<td>mono</td>
<td>Greek</td>
<td>one, singular</td>
<td>monotone, monologue</td>
</tr>
<tr>
<td>naut</td>
<td>Greek</td>
<td>a ship; sail</td>
<td>nautical, astronaut</td>
</tr>
<tr>
<td>noct</td>
<td>Latin</td>
<td>night</td>
<td>nocturnal</td>
</tr>
<tr>
<td>nym</td>
<td>Greek</td>
<td>name</td>
<td>pseudonym, homonym</td>
</tr>
<tr>
<td>ology</td>
<td>Greek</td>
<td>the science of</td>
<td>biology, geology</td>
</tr>
<tr>
<td>ovi</td>
<td>Latin</td>
<td>an egg</td>
<td>ovum, oviparous</td>
</tr>
<tr>
<td>ped</td>
<td>Latin</td>
<td>foot</td>
<td>pedal, pedestrian</td>
</tr>
<tr>
<td>pello</td>
<td>Latin</td>
<td>I drive</td>
<td>compel, propel</td>
</tr>
<tr>
<td>peri</td>
<td>Greek</td>
<td>around</td>
<td>perimeter, periscope</td>
</tr>
<tr>
<td>phon</td>
<td>Greek</td>
<td>sound</td>
<td>telephone, symphony</td>
</tr>
<tr>
<td>pod</td>
<td>Greek</td>
<td>a foot</td>
<td>podium, gastropod</td>
</tr>
<tr>
<td>port</td>
<td>Latin</td>
<td>carry (L) a gate,</td>
<td>transport, porthole</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a door (G)</td>
<td></td>
</tr>
<tr>
<td>radi</td>
<td>Latin</td>
<td>a spoke, ray</td>
<td>radius, radiate</td>
</tr>
<tr>
<td>re</td>
<td>Latin</td>
<td>again, back</td>
<td>repeat, reverse</td>
</tr>
<tr>
<td>scribo</td>
<td>Latin</td>
<td>I write</td>
<td>describe, inscribe</td>
</tr>
<tr>
<td>scop</td>
<td>Greek</td>
<td>see, watch, look</td>
<td>telescope</td>
</tr>
<tr>
<td>semi</td>
<td>Latin</td>
<td>half</td>
<td>semiconscious, semicircle</td>
</tr>
<tr>
<td>spiro</td>
<td>Latin</td>
<td>I breathe</td>
<td>respire, transpire</td>
</tr>
<tr>
<td>sub</td>
<td>Latin</td>
<td>under, below</td>
<td>submerge, submarine</td>
</tr>
<tr>
<td>tele</td>
<td>Greek</td>
<td>far</td>
<td>television, telephone</td>
</tr>
<tr>
<td>trans</td>
<td>Latin</td>
<td>across, over, beyond</td>
<td>transmit, transfusion</td>
</tr>
<tr>
<td>util</td>
<td>Latin</td>
<td>useful</td>
<td>utilise, utility</td>
</tr>
<tr>
<td>vari</td>
<td>Latin</td>
<td>change</td>
<td>variation, variegated</td>
</tr>
<tr>
<td>verto</td>
<td>Latin</td>
<td>I turn</td>
<td>avert, convert</td>
</tr>
<tr>
<td>visi</td>
<td>Latin</td>
<td>look, see</td>
<td>visitor, visible</td>
</tr>
<tr>
<td>vivo</td>
<td>Latin</td>
<td>I live</td>
<td>revive, survive</td>
</tr>
<tr>
<td>volvo</td>
<td>Latin</td>
<td>I roll</td>
<td>revolve, involve</td>
</tr>
</tbody>
</table>
Spelling: Irregular words

Purpose
To teach strategies for spelling irregular words and to practise these on high frequency words.

Description
Irregular words cannot be spelled by relying on writing down the sounds; there is a component of visual memory that needs to be practised and developed. Examples are they, said, plough, friend. Mastery level is to be determined, for example, the word has to be correct on a test, or in students’ writing, three times in consecutive lessons, again after a week, and again after a month.

Preparation
Three sources of irregular words are:
- sight words lists like Johnsons (Part 2, page 32) or Salisbury (available from STLD), which contain many irregularly spelled words
- vocabulary in the KLA
- student writing which reveals the words that the student needs to learn using visual knowledge.

Test the student on irregular words drawn from the above sources to determine which words need to be learned. A list is developed from errors on the test and recorded on a student monitoring sheet, such as the one on page 39.

Helpful hints:
- Mnemonics are helpful here: piece of pie; there is a rat in separate.
- But for ESL students, mnemonics can be meaningless if they are not explained carefully.

Materials
Student monitoring sheet. Exercise book for practice and testing.

Implementation
Teacher or tutor selects a strategy to teach the student. See Look, say, cover, write, check (page 57), Turn away, in games for irregular words (page 56).

Teachers should also encourage students to “have a go” – to make several attempts to spell the word and identify the one that looks right. Then an authoritative source is checked to verify the correct spelling.

continued over …
**Games for irregular words**

**Sorting flashcards**
Direct the student to sort the cards according to whether the words are spelt correctly or incorrectly.

**Turn away**
Write a word on the blackboard. Ask the student to read it and then turn away. Rub out a letter. Direct the student to supply the missing letter. Increase the number of letters rubbed out as she/he becomes more competent.
You might also try changing roles with the student.

**Snakes and ladders**
Establish a bank of words to be spelt (about 30). Include many that are regular as well as some irregular words that the student does know how to spell. Using the game board for the ordinary game of Snakes and ladders (or a home-grown version), the student rolls the dice, but must correctly spell the top card chosen by the other player before moving. Otherwise, it is the other player’s turn.

Spelling: Look, Say, Cover, Write, Check

Purpose
To assist students to learn irregular words. It is not suitable for phonically regular words, for which Spelling: Using sound awareness (page 45), is the appropriate choice.

Preparation
The words which the student most needs to learn are the high-frequency irregular or KLA words that he or she misspells. Students should not be required to learn words which they already know how to spell. Confirm the words they need to learn by beginning with a pre-test. The words chosen for study are based on the pre-test.

Materials
Pen, workbook, paper or whiteboard. A prepared sheet, with four columns, requiring the student to repeat this process three times with each word, may be useful for students with difficulty in visual memory.

Implementation

LOOK
First ensure there is a correct original to learn from!
By looking at the word, the student is focusing on visual memory. The student should be encouraged to pay attention to the part of the word where it is not spelt as it sounds.

SAY
When saying the word, the student focuses on the parts of the word that are spelt the way it sounds.

COVER
By covering the word, the student is forced to rely on memory. Copying words is not effective in helping students to remember them. Writing out a word numerous times is effective, however, if students want to learn the word. Without that motivation, copying in itself can be a mindless activity.

WRITE
The test: how much of the word is remembered correctly?

CHECK
The student compares his or her word with the original. Encourage the student to tick each correct letter, giving credit for the proportion of the word that is correct, and isolating the letters that need more concentration.

For students with very high needs
The student may benefit from copying the word several times before trying to spell it all from memory.
**Old way, new way**

**Purpose**

To help correct ingrained misspellings, e.g. *thay*, *they*; *wich*, *which*; *lisen*, *listen*. Deal only with one or two words at a time.

**Implementation**

1. Use a page with two columns. One will be headed “old way” and the other “new way”.
2. Student writes the word in the usual (incorrect) form in the left column.
3. Tutor and student agree to call this the “old way” of spelling that word. Tutor writes “Old way” above that column.
4. Tutor shows student a “new way” (correct way) of spelling the word, writing the heading “New way” and the word underneath it in the right column.
5. Attention is drawn to similarities and differences between the old and the new.
6. Student writes the word again in the old way, on the left hand side of the page.
7. Student writes the word in the new way and discusses the differences.
8. Repeat five such writings of old way, new way with the student articulating the differences, for example, repeating “I used to spell they with an a, but now I spell it with an e”.
9. Write the word the new way six times, using different colour pens or in different styles. Older students may be asked to write six different sentences using the word in its “new” form.
10. Revise the word taught after one to two weeks.
11. If necessary, repeat this procedure every week or two weeks until the new response is firmly established.

Reference list of spelling generalisations

English spelling is influenced by many spelling generalisations. Students need to understand how to apply these generalisations and that there are many words that are exceptions to all generalisations.

Here are some examples that students will encounter when they are learning how to spell correctly.

The list is not exhaustive and is meant as a guide only.

Students should be given opportunities initially to predict rules and make generalisations themselves. They should also discuss exceptions to these generalisations and explore ways of learning how to spell these exceptions, e.g. by using mnemonics.

- For the k sound followed by a vowel at the beginning of words, use a k if the vowel following is either e or i, otherwise use c, e.g. catch, kept, kit, cot, cup
- When a word starts with g- and is followed by –e, –i or –y, it can sound like a j, e.g. germ, ginger, gym
- When a word starts with c and is followed by –e, –i or –y, it is pronounced as s, e.g. central, circuit, cylinder
- If the final syllable of a word ends in –e, the preceding vowel is long, e.g. late, bike, compete, phone, endure
- The –ck digraph occurs only after a short vowel sound, e.g. pick, lock, cricket
- When the sound is a long e, use i before e except after c, e.g. believe, receive. When the sound is a long a, use ei, e.g. neighbour
- To make a word plural when it ends in –s, –sh, –ch, or –z, add –es, e.g. church, churches, wish, wishes
- When a word ends with one –f, change the f to v and then add the plural suffix –es, e.g. half, halves (Exceptions: roof, roofs, chief, chiefs)
- When a word ends in –y, change the y into i before adding –ly, e.g. steady, steadily
- When a word ends in –ic, add –al before adding –ly, e.g. magic, magically
- When a word ends in a consonant and a y, change the y into i before adding an ending, except if the ending is to be –ing, e.g. cry, cried, crying, mercy, merciful, lady, ladies
- When a word ends in –e, drop the e before adding –ing, e.g. create, creating, practise, practising
- When a word ends in a vowel and a –y (–ay, –ey, –oy) just add the ending, e.g. stay, stayed, staying, key, keys, toy, toys
- If a word ends in –l, to add a suffix double the l, e.g. travel, travelling
- When a word of one syllable contains a single short vowel, double the final consonant before adding a suffix, e.g. run, running, runner, star, starred
- When a word of one syllable contains two vowels, just add the suffix, e.g. seat, seating, seated, spoil, spoiling, spoilt.
- When a word has more than one syllable and the final syllable is accentuated or stressed, then the final consonant is doubled before adding a suffix, e.g. forgot, forgotten, occur, occurred
- When a word has more than one syllable and the final syllable contains two vowels, then the final consonant is not doubled before adding a suffix, e.g. appear, appeared, complain, complained
- When a word has more than one syllable and the final syllable is not accentuated, then the final consonant is not doubled before adding a suffix, e.g. whisper, whispered, encounter, encountering
- To add –all as a prefix to a root word, drop one l, e.g. almost, always
- To add –full as a suffix to a root word, drop one l, e.g. wonderful, helpful
- To add –able as a suffix to a root word, drop the e, e.g. note, notable, desire, desirable
- When a word ends in –our change this to –or before adding –ous or –ate, e.g. humour, humorist, humorous
- To add a consonant ending to a word ending in e, just add the ending, but to add a vowel ending to a word ending in e, drop the e before adding the ending, e.g. sideways, chasing
Section 4c: Vocabulary strategies

Teaching vocabulary: Some principles

The teaching of vocabulary should be explicit and systematic.

Isolated practice using words other than those found in students’ reading or learning of specific content KLA, is not recommended.

It is important that students be asked to say any new words as well as hear and see them. Some students with high support needs in literacy have difficulty with saying new words and will need practice. Being able to pronounce the word is a good basis for spelling it.

For ESL students, the texts chosen should contain a lot of visual support, for example pictures of the objects named.

The focus should be on process as well as on content. We need to teach students strategies that will enable them to work out the meanings of words independently, make connections between existing knowledge and new knowledge.

Strategies that teach process include Vocabulary in context, page 68, Contextual redefinition, page 70, Word meaning checklist, page 61, Concept of definition, page 66, with its useful Word map, page 67.

Criteria for selecting words for vocabulary instruction.

1. Select words from texts or content that the students are studying.
2. The words should pose a problem in some way.
3. The words should be important for understanding the text.
4. The words chosen should allow the students to develop the process for determining the meanings of words independently by using context cues or structural analysis. For example, texts in introductory science will often use the words biology, zoology, geology, ecology, technology. The teacher can use the meaning of ology to illustrate how structural analysis can assist word meaning.
5. The words should be useful.
6. The words should be interesting, because interesting words make children more aware of words and their meanings.
7. The principle of actively involving students in selecting the words is exemplified in strategies like Reciprocal teaching, page 89.

Word meaning checklist

Purpose
To help students become aware of when they do and do not understand the meaning of words.

Description
Students rate their understanding of a list of terms prepared by the teacher from text before it is read.

Preparation
The teacher writes up a list of words from the text that are probably unfamiliar to the students.

Materials
A page for each student listing the words.

Implementation
1. Explain how to rate words by modelling an example.
2. Provide a list for each student (see example and proforma page 62 and 63)
3. Ask the students to rate the words by ticking in the appropriate column (or use a set of symbols).
4. The students decide which words will need special attention, looking for clues to their meaning.
5. The text is read.

Example
See next page for example of the checklist from a lesson about composting.

Helpful hints:
- See page 63 for checklist to photocopy for class.

Word meaning checklist

Topic: ........................................ Name: ..................................................

Read each word. Put a tick in the column that states how well you know this word.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>I know it well. I use it.</th>
<th>I know it a bit.</th>
<th>I've seen it or heard of it.</th>
<th>I've never heard of it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>garbage</td>
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<tr>
<td>fertility</td>
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<td>nutrients</td>
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<td>composting</td>
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<td>salination</td>
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<td>erosion</td>
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<td>algae</td>
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<td>devastating</td>
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<td>marine</td>
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<tr>
<td>environmentally</td>
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<td>economically</td>
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</tbody>
</table>

The above words were taken from example of an exposition on Composting from Teaching literacy in design and technology in Year 7. NSW Department of Education and Training, 1997.
**Word meaning checklist**

**Topic:** ..............................................  **Name:** ..............................................

*Read each word. Put a tick in the column that states how well you know this word.*

<table>
<thead>
<tr>
<th>WORDS</th>
<th>I know it well. I use it.</th>
<th>I know it a bit.</th>
<th>I've seen it or heard of it.</th>
<th>I've never heard of it.</th>
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</table>
Must – Should – Could: Which vocabulary should we focus on in a topic?

**Purpose**
To assist the teacher to prioritise vocabulary where there are a number of new terms to be learned.

**Implementation**
1. List the words you think will cause difficulty for learners.
2. Tick the words you have already taught. They only need revising.
3. Categorise the remaining words as:
   - MUST
     - Essential to learning the topic or concept
   - SHOULD
     - Need to be systematically taught to enable learners to recognise and understand them on sight.
   - SHOULD
     - Highly significant to understanding the topic or concept
     - Students should know them.
   - COULD
     - Not essential for basic understanding of the topic or concept
     - Teacher can still teach them but with less emphasis and review.
4. Decide how to teach the MUST and SHOULD words.
5. The proforma on the following page may be helpful.

**Example**

<table>
<thead>
<tr>
<th>Vocabulary sheet: Topic – shapes</th>
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</thead>
<tbody>
<tr>
<td><strong>Word</strong></td>
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<tr>
<td>_______</td>
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<tr>
<td>polygon</td>
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<td>pentagon</td>
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<td>octagon</td>
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<td>kite</td>
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<td>rhombus</td>
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<td>regular</td>
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<td>irregular</td>
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<td>angles</td>
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<td>sides</td>
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<td>degrees</td>
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<td>measure</td>
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</tbody>
</table>

### Vocabulary sheet

**Topic:**

<table>
<thead>
<tr>
<th>WORD</th>
<th>Revise</th>
<th>Must</th>
<th>Should</th>
<th>Could</th>
<th>Strategy/ies</th>
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# Concept of definition

## Purpose

To help students to use several strategies to develop and refine their knowledge of word meanings. This technique is particularly useful for classrooms in the KLAs. It helps students deepen and expand their understanding, rather than over-simplifying by the use of a less specific synonym.

## Description

A word map (see example on next page) is used to visually display the three categories of relationships in a definition:

- selected word concept (1)
- the class to which the word concept belongs (What is it?) (2)
- the properties that distinguish it from other members of its class (What is it like?) (3)
- examples of the concept (What are some examples?) (4)

In addition:

- similar examples to the concept (boundary comparisons) (5)

## Preparation

Explain to the students that other students have found this strategy helpful, and that understanding new words in this subject will help them better read their textbook or other information.

First model the process, using an OHT with a blank word map and a familiar example, such as computer. Then present the students with a blank word map and have them practise the strategy in pairs or in a small group with other familiar terms, perhaps ice cream or surfing.

## Materials

OHT and copies of the word map for each student, or they can draw them in their books.

Two or three key terms from the current topic.

## Implementation

a) Review the use of the word map from the previous lesson (see Preparation above). Restate the purpose of the word map.

b) Joint construction step. Use the first concept to guide the students through the strategy, providing clear and explicit step-by-step instruction.

c) Jointly construct a written definition of the concept based on the word map.

d) Guided practice step. Ask the students to fill out in pairs a word map for the second concept. During this time supervise so that students are successful and do not practise errors.

e) Ask the students to write a definition based on the word map.

f) Independent construction step. On the third concept, if the students have demonstrated a good grasp of the strategy, have the students fill out the word map independently.

g) Review both the concepts and the strategy in following lessons to check understanding.

## Example

In science the teacher used word maps for the terms volcano, lava and cone volcano to develop the students’ understanding of these terms.

---

**Helpful hints:**

- *Keep additional copies of word maps on hand for use in subsequent lessons or for homework.*

**Vocabulary in context**

**Purpose**
To assist readers to understand subject-specific vocabulary prior to content reading.

**Preparation**
Select appropriate text and choose specialised vocabulary from the content (about 5 to 10 words). Choose groups of two or three students.

Teach students to use textual support for introducing or defining technical terms. These include:

- brackets
- footnotes
- words that function to define e.g. is called, is known as, means, refers to.

**Implementation**
1. Students are given directions for finding these words in the text e.g. 136: 1: 1 (page 136, paragraph 1, and line 1)
2. In pairs the students find the word, read it in context and discuss the possible meanings and justify their choice.
3. After the activity has been completed other pairs may share their answers so that a consensus on meanings is reached.

**Example**

<table>
<thead>
<tr>
<th>Term</th>
<th>Page</th>
<th>Your explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>squatter</td>
<td>136:1:1</td>
<td></td>
</tr>
<tr>
<td>licences</td>
<td>140:3:4</td>
<td></td>
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<tr>
<td>employees</td>
<td>143:1:1</td>
<td></td>
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<tr>
<td>overseer</td>
<td>143:2:1</td>
<td></td>
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<tr>
<td>ringer</td>
<td>143:3:2</td>
<td></td>
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</tbody>
</table>

Helpful hints:
- For NESB and ESL students, more pictorial support should be provided.

Definition: Who were the first squatters?

The term ‘squatter’ was originally used to refer to men of bad character who moved from property to property stealing sheep. Later, it took a more general meaning and referred to people who took illegal possession of the land. Later still it was the name given to any large landowner in Australia.

A Squatter’s hut

A squatter’s house was simple and made out of cheap materials such as bark, slabs of timber and stone. It was often lined with cow dung to keep it waterproof. Often the walls of timber and bark were held together without nails. Early huts were put together in this simple fashion because originally squatters held one year licences, and faced the prospect of being bought out or being forced out. Homes had to be abandoned later. When leases of land were extended and squatters felt more secure, bigger and better homesteads in lush gardens began to appear.

Food

Squatters ate sheep or cattle from their herds. Some shot kangaroos and ate their meat and made soup from the tails. Kangaroo, lamb, beef or wallaby could be roasted over the fire or made into a stew if vegetables such as carrots and onions were home-grown. Flour and milk spoiled, so they were rare. The squatters drank tea and the water was boiled over a can later called a billy. When flour was available, damper or Johnny cakes were made. Damper was like bread and was baked in the ashes of the fire. Johnny cakes were similar but were fried in the pan. Iron pots were used for cooking. Meat was cut up using a large iron knife. The knife also served as a weapon.

Clothing

Clothes were used to their limit and were bought only when the squatter went to the city. Basic requirements were wide trousers, a shirt, a coat, a straw hat and solid, leather boots.

Women who went with the squatters also found these clothes the most practical and did not bother wearing their dresses and high-heels at the station.

Contextual redefinition

Purpose

- To highlight the importance of using contextual clues to build background knowledge of vocabulary
- To demonstrate the importance of contextual clues
- To ascertain learners’ prior understanding of vocabulary.

Often texts do not contain enough context to allow students to work out word meanings. This technique is useful for presenting sufficient context for words before reading.

Description

This strategy attends to both context and definitional knowledge and involves the students actively in learning how to determine meanings. It models one appropriate use of the dictionary, that is, as a check on meaning constructed on the basis of context.

Preparation

Select about five words from a text that may be unfamiliar to learners.

Construct a sentence for each word that provides a context for determining the meaning of the words.

Students may work as a class or in small groups.

Implementation

- Present each of the identified words in isolation. It is best to give the words one at a time initially until the learners become familiar with the strategy

- Learners reach a consensus on the meaning of the word, and write a definition. The teacher does not comment as to who is correct

- Present each word in the sentence that shows its meaning

- Learners refine the meaning of the words and justify their reasons

- Learners use a dictionary or glossary and compare it with the definition arrived at after discussion of the context.

Example

To introduce photosynthesis, the teacher provides a list of related words, for example:

<table>
<thead>
<tr>
<th>plant</th>
<th>sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>water</td>
</tr>
<tr>
<td>light</td>
<td>food</td>
</tr>
</tbody>
</table>

Students and teacher write predictions, for example:

- Photosynthesis occurs in plants
- Plants need water to make food

Teacher presents new information from pictures, videos, or books and the students revise or modify their statements.

Purpose
To direct students’ attention to analysing the structure of words as an aid to determining the meaning of words. For example, students can be guided to the meaning of matriarch by observing its similarity to maternal and maternity; monarch, patriarch and archangel. In this example, the words divide into two parts, allowing the students to see that matr has something to do with mother, and that arch has something to do with chief, superior, most important. The teacher can provide the etymological knowledge to support the students’ conclusions. Similarly morphemic knowledge, especially as applied to prefixes and suffixes, can be used to work out word meanings: dis in disapprove, disrespect, for example.


Description
Students are taught to use their knowledge of word parts in known words to get some sense of the meanings of unknown words.

The teacher first models the use of this strategy using Think aloud reading strategies (page 80) and follows this with first inviting contributions from the class before setting examples from current text for students to work on in pairs or independently.

Structural analysis for poor readers should focus on compound words or words with a recognisable stem with added prefixes or suffixes.

Lists of roots, affixes and word origins are useful for the teacher to consult, but many are used infrequently so care should be taken in selecting which to teach.

Example
When students are told that fore means earlier or before, they can work out forefather and foretell.

They may be guided as to the parts of anti-racism by being made aware of the meaning of anti (against), of the base word race and the suffix –ism (the ideas of).

Helpful hints:
- See pages 53, 54 for a list of common root words.

Vocabulary practice: Using barrier games

Purpose
To develop skills in oral description.

Description
Barrier games involve one player giving instructions while a second player receives and acts upon them. The two players are arranged opposite each other, with a barrier between. One player gives instructions while the other asks questions to clarify them. After receiving instructions and clarifying them in this way, the barrier is removed and a comparison of the materials is made.

Matching pairs:
Each player has an identical set of pictures on cards. One describes a card, while the other locates the matching one. Repeat until all cards are matched. This can be made more challenging by making the cards very similar, requiring greater descriptive powers.

Applications: Tools in Design and Technology; equipment in science; instruments in music.

A set of cards of vocabulary words can be given to one student and a set of meaning cards to the other. The students take turns to read a card while the other student finds the matching card.

Picture completion:
Both players have a background scene in front of them, and a set of item pictures. One player places items on the background to complete the picture, describing their location to a partner, who tries to place them in an identical manner. This can be varied by using coordinates to place objects, e.g. attribute blocks, on a grid.

Applications: mathematics, using coordinates; art; design and technology.

Finding a way:
Both partners have identical maps, but one has a route marked on it. One player describes it to the other, who needs to mark the identical route on his or her map. This can be varied by the teacher providing the names of two places on the map. The player in possession of the two places named first devises a suitable route from one place to the other and then describes it to his or her partner.

Applications: science, mathematics, geography.

Communicative crosswords:
One student has all the across answers on his or her grid, whilst the other has all the down answers. Player 1, who wants the down words to complete the crossword, asks Player 2 for a clue or a phonic hint. If Player 1 guesses correctly, he or she has a second turn. Turns continue until both players have completed the grid.

Applications: vocabulary in all KLAs.

Reading and note-taking:
One student or pair of students (team A) has a text containing the information needed to complete a graphic organiser, such as a timeline, flow chart or mind map. The other student or pair of students (team B) has only the graphic organiser. Team B students ask questions of team A to complete their graphic organiser. On another text they change roles.

Applications: most KLAs, see Teaching literacy in history, pages 89-90, 112-116. Teaching Literacy in design and technology in Year 7, page 88.
### Matchmaking

**Purpose**
To teach or reinforce the meaning of subject-specific vocabulary.

**Preparation**
Select five to eight of the most important subject-specific words from a text to be read. Students scan the text to use context to help them match the word with its definition. Draw up a list of the key words and their definitions. Mix up the words and definitions.

**Implementation**
Students in pairs decide on which definition fits each word best.

**Variation**
- Students make up parallel exercises to exchange with other groups or classes.
- Students match a technical term with its everyday term. See *Teaching literacy in English in Year 7*, page 110.

**Example**
Match the following words and their meanings.

<table>
<thead>
<tr>
<th>Term</th>
<th>Possible meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>barter</td>
<td>1. buying or using things</td>
</tr>
<tr>
<td>consumer</td>
<td>2. what people want to buy</td>
</tr>
<tr>
<td>consumption</td>
<td>3. trading with goods instead of money</td>
</tr>
<tr>
<td>capital resources</td>
<td>4. anyone who wants to buy something</td>
</tr>
<tr>
<td>demand</td>
<td>5. the wealth you have to make more money</td>
</tr>
</tbody>
</table>

Another example is found in *Teaching literacy in English in Year 7*, page 65.

---

*Helpful hints:*
- *For revision:* *can be written on cards for matching card games.*
- *Use in Barrier Games (p. 72)*


**Vocabulary categorisation**

**Purpose**

To assist students to see relationships between technical terms.

To reinforce concepts that have been taught.

**Preparation**

The teacher selects a group of words and the sorting process the students will use.

**Implementation**

Students may be asked to

- sort the words into categories in some way and explain the categories
- put the words into categories chosen by the teacher
- find the word in the list that includes the others
- find the word that does not belong
- rank the words using some feature (of colour, shape, size, intensity or some other principle).

The exercise is even more valuable if students are asked to give reasons for their decisions.

Working in groups can improve the amount of active thinking in this activity.

**Example**

In PDHPE, in the topic Grappling with growth (NSW State Literacy Strategy, Teaching literacy in PDHPE in Year 7, page 35) the teacher provides a list of words and asks students to divide a page into three columns headed Social changes, Emotional changes and Physical changes. Students write the words from the list under the most appropriate category.

**Words:**

- family
- moods
- hair growth
- independence
- periods
- resentment
- peer group
- dating
- anxiety
- school friends
- friends
- voice deepens
- feelings
- pimples
- release of eggs
- nocturnal emissions
- embarrassment
- parties
- breasts
- worried
Vocabulary clines

Purpose
To help learners refine their knowledge of words describing a similar attribute.
To support the teaching of modality in writing.

Description
Any group of words which might be placed in an order. Some possibilities include: colours, shapes, size, words for said etc.

Materials
Light cardboard cards and felt-tip markers. Blu-tack or paste, large sheet of cardboard, paint or coloured pencils to illustrate final chart (optional). Student groups of three to five.

Implementation
- Students brainstorm or research all the words they can relate to the given topic. Alternatively students might be given a set of words.
- The words are written on small cards (or pieces of paper) so they can be moved around easily. Words are placed along an imaginary or drawn “cline” (slope). The object is for the group to place the words along the cline so that they are in an order of intensity.

Example
Words meaning warm
boiling
   hot
  warm
lukewarm
   tepid

Individuals should be able to justify their decisions or reasons for where words are placed on the cline. The group should be able to justify the final choices they have made, though if done with removable paper (“stickies”) their chart could be modified as new words are discovered or as new evidence is found to cause a change in the order.

Possible topics for charts
From a speck of dust to a monolith
From spark to conflagration
Joy to anger
Standing still .. Faster than the speed of light
Good...better... best
Thick and thin
Other words for said (whisper to wail)

Section 4d: General reading strategies

Using textbooks with students who cannot read them

Students who are experiencing difficulty with class texts do not need “watered down” textbooks, nor do they need “different” or “slower” instruction. Rather, they need instructors to help them discover how to gain or regain the confidence in their abilities and the control of their learning lost through years of an accumulation of academic frustrations and failures.

One way this can be achieved is through specific instructional techniques that are woven into three distinct but recursive phases of teaching and learning … they are techniques that help students connect and expand concepts in their reading, writing and thinking behaviours.

The three phases of the textbook teaching-learning model

• Phase 1: Before reading
  This is the critical phase. What students learn from text has to do primarily with what they already know about a topic; instruction helps readers make meaningful connections with what they know and what they are learning.

• Phase 2: During reading

• Phase 3: After reading
  These phases challenge poor and good readers alike. The aim is to involve the poorer reader more in the learning activity. The teacher uses strategy instruction (teaching students how to learn) techniques to achieve this.

Strategy instruction

Strategy instruction takes time to teach. The success of strategy instruction depends on:

• the commitment of the teacher to acquiring a set of instructional strategies that have shown promise with students who are poor readers

• how well teachers can model their own strategic thinking

• how convinced the students are that using the strategies will help them.

Not all strategies are appropriate for all students who struggle with reading, and not all have been empirically validated.

The following page summarises activities, purposes and strategies in before, during and after reading, in this handbook.

Summary from Jean Ciborowski, Remedial and Special Education, Vol 16, Number 3, March 1995, summarises the literature on effective textbook instruction.
## Summary of activities

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<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
<th>Purpose</th>
<th>Strategies</th>
<th>Page</th>
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<td></td>
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<td>• to create an overall context before reading</td>
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<tr>
<td></td>
<td></td>
<td>• to give a purpose for reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DURING</td>
<td>Active reading</td>
<td>• to think through ideas contained in the text</td>
<td>• Collaborative strategic reading</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• to process information: finding and organising relevant information for a specific task</td>
<td>• Reciprocal teaching</td>
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<td>• to self-monitor understanding</td>
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<td></td>
<td></td>
<td>• to critically evaluate ideas</td>
<td>• K W L</td>
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<td></td>
<td>• Three level guides</td>
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<td>• Fit it</td>
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<td></td>
<td>• Dictagloss</td>
<td>121</td>
</tr>
</tbody>
</table>
Choosing appropriate text: Student accuracy

Purpose
To find text for dependent readers to use that is neither too hard nor too easy. If their reading is to improve, dependent readers need to practice text at instructional level.

Description
Text at an **instructional** level
- can be read with 90-95% accuracy by students
- provides the teacher with opportunities to teach students new skills
- provides students with opportunities to consolidate previously learned skills.

Text at an **independent** reading level
- can be read with 95-100% accuracy by students
- provides students with opportunities to read to develop fluency, practise known skills
- provides students with opportunities to read for a variety of purposes.

Text where the student is **below instructional** level
- student reads below 90% accuracy
- can be used during shared reading lessons for the teacher to model and explain reading skills and strategies
- can be used during shared reading to build students’ field knowledge.

Materials
Text at various levels of difficulty, including the text which the teacher is intending to use; copy of text for the student to read from, and a recording copy for the teacher. Alternatively, the teacher can use the 100 word grid, but needs to be able to see the text easily; pen, a copy of the 100 word grid (see following page).

Procedure
1. Explain to the students that they are going to read 100 words from a text chosen by the teacher in order to assess if the level of the text is appropriate for them. Students who make less than five errors can read independently; between five and ten errors indicates that this is a good level for developing reading skills; more that ten errors indicates that the teacher will need to give the student guidance.

2. As the student reads, the teacher uses the 100 word grid to mark each box, either with a tick, for correct reading, or a dot, for incorrect reading of a word. Self-corrections are counted as correct.

3. If using a copy of the text, the teacher can record on it any words wrongly read, self-corrected or supplied.

4. When you have filled each box on the grid, 100 words have been read. Count the number of errors.

5. Assess the accuracy level and decide if the text suits the purpose you have for reading. This technique can be used to assess whether the text which the teacher wants to use can be read by the students.

   In this case, conduct the procedure with a representative sample of reader ability from the class.

   Keep in mind whether the text will be used for independent work (most students need to reach above 95% accuracy), for learning to work out words (90-95% accuracy), or with a lot of support (see Using textbooks with students who cannot read them (page 76)).

   Keep in mind that dependent readers need practice on instructional level text if their reading is to improve.

**Helpful hints:**
- Do not rely on reading accuracy alone as an indicator of reading comprehension. Some students (especially ESL students) can decode quite fluently but have little idea of the meaning of the text.
### 100 word grids

| Name: ............................................................................................................................... |
| Text: ............................................................................................................................... | Date: ......................................................... |

| Text: ............................................................................................................................... | Date: ......................................................... |

| Text: ............................................................................................................................... | Date: ......................................................... |

| Text: ............................................................................................................................... | Date: ......................................................... |

| Text: ............................................................................................................................... | Date: ......................................................... |
Think aloud reading

Purpose
To verbally model the thinking process of comprehension.

Description
Teachers verbalise what is going on in their mind as they read and how they attempt to solve problems in their reading.

Preparation
1. Select a passage to read aloud containing vocabulary unfamiliar to the students and significant subject content. It is helpful for each student to have a copy of this passage.

Read through the thinking processes below so that you will be able to illustrate one or more of them from the passage.

2. Thinking processes
   
   Making predictions (developing hypothesis) 
   “From the title I think that this section will tell how fishermen used to catch whales”. “In this next part I think …”

   Decoding (working out how to say the word) 
   “How do I say this word? I can make it easier by taking off the -ing at the end. I can say the word syllable by syllable”

   Describing (developing images, the picture you are forming in your head from the information) “I have a picture of this scene in my mind. The car is on a dark, narrow road; there are no other cars around”

   Making analogies (linking prior knowledge to new information in the text) “Soil profiles remind me of a side view of a sandwich, especially one with two or three fillings”

   Verbalising (monitoring ongoing comprehension, is this making sense?) “This is different from what I expected”

   Monitoring understanding (correcting comprehension) “I’d better reread, I didn’t quite understand that sentence”.

   “I wonder if I can figure out the meaning of this word from the next few sentences. I might need to use the dictionary or glossary.”

Materials
Passage to read; copies of passage for students; cards or OHTs of the thinking processes.

Implementation
• Read the passage aloud and then stop at an appropriate point to model a thinking process (see 2. above) which you wish to introduce. Say aloud to the students the thinking that is going on in your mind

• Continue reading the passage until you locate another example of the same concept and then repeat the first step

• Invite students to participate at suitable points in the text

• After several modelling and sharing experiences, students can work with partners to practise “thinking through a text aloud” and then share how they solved problems with the class.

Example
Model exactly what you are thinking and how you are making sense of the text: “I remember the word ‘hydrotherapy’ by thinking of ‘hydro-electricity’. In fact there are lots of words with ‘hydro’ in them that all have to do with water…..hydroponics, hydrophobia, hydrogen (an element of water).”

Variation
Other features of text can also be demonstrated through the think aloud technique, e.g. spelling, punctuation, grammar. Examples: The use of pronouns in a text on The Water Cycle (ELLA ’98), the use of action verbs as commands (“bossy words”) in procedures.

Helpful hints:
• Cards or OHTs can be made of each concept: Make predictions, Decode, Describe, etc.

• Keep demonstrations short and to the point.

Cooperative learning

What it is
Students work in mixed ability groups for problem-solving activities.

What it achieves
Cooperative learning is effective in culturally and linguistically diverse classrooms that include a wide range of achievement levels. In comparison with competitive or individualistic methods, cooperative learning has been found to improve academic performance, lead to greater motivation towards learning, increase the time on task, improve self-esteem and lead to more positive social behaviours.

Cooperative learning fosters the development of higher level reasoning and problem solving skills and occurs when students work together in small groups to accomplish shared goals. It is not just placing students in a group and telling them to work together, or having the student who finishes first help the slower students to finish.

Five essential elements
Cooperative learning is planned, organised and according to Johnson and Johnson (1989), five basic elements must be included for the lesson to be cooperative:

1. Positive interdependence: This means that each student feels that his or her contribution is important and necessary for the group to succeed. The feeling is that they must “sink or swim” together. Assigning group roles to students helps in developing a shared contribution.

2. Face-to-face interaction: Group members need to encourage, support and assist each other’s efforts to learn. It is important for students to learn to explain their reasoning to each other.

3. Individual accountability: Each student’s performance must be assessed regularly and group members need to be aware who needs more help to complete the assignment. Group members must each agree that they need to complete their assignment if the group is to be successful.

4. Social skills must be taught: Learning groups are not productive unless members are skilled in cooperating with each other. The skills should be taught and then practised by the class and continually monitored and reinforced. Some of the skills that students need to learn are:
   - taking turns speaking
   - listening techniques
   - asking clarifying questions
   - speaking quietly
   - speaking politely and positively to one another.

5. Evaluation: This can be achieved by asking two questions:
   - What is something each member did for the group?
   - What is something each member could do to make the group even better?

Simple self assessment forms are helpful.

continued over …
Grouping students for cooperative learning (including collaborative strategic reading strategies)

1. List students according to reading ability, (most able, least able and mid-range).

2. For group 1 (four students) choose the most able, least able and two mid-range students, unless they are all of the same sex, worst enemies or best friends. In such cases just re-adjust by moving one student up or down.

3. For remaining groups repeat step 2 until all students have been assigned to a group.

4. Each group member is assigned a role.

Roles of group members

Leader: leads the group in the implementation of the assignment by saying what strategy will be applied next.

Clunk expert: reminds the group the steps to follow when trying to figure out a difficult word.

Announcer: Calls on different members of the group to read or share ideas.

Time-keeper: Sets the timer for each section and lets the group know when to move on.

Encourager: Watches the group and provides positive feedback. Encourages all members of the group to participate and help one another.

Reporter: Reports back to the class the findings or main ideas of the group.

Scorekeeper: If points are earned, the scorekeeper marks points on scorecard, etc.

Reader: Reads passage aloud to the group.

Recorder: Writes group's ideas on the recording sheet. However, if students are writing up individual learning logs, this role is superfluous.

Runner: The only group member allowed to request assistance from the teacher.

Clarifier: Makes sure that everyone in the group understands and paraphrases if necessary.

Helpful hints:

• ESL learners: Many ESL students would find this teaching approach quite alien. They need to be gradually introduced to this form of learning and convinced that it is worthwhile. It would be better to start with pair work before moving on to small group work.

Collaborative strategic reading

Purpose
To improve reading comprehension.

Description
Collaborative strategic reading combines comprehension strategies and cooperative learning. Comprehension strategies reflect the mental processes or tactics used by successful readers when interacting with text.

Preparation
Initially the teacher teaches the strategies below, modelling using “Think aloud” technique (see page 80).
As students develop proficiency in applying the strategies, divide into small groups.

Procedure:

Before reading

Preview:
- Brainstorm (see page 111) what is already known about the topic (background knowledge). ESL students may need prompting with visuals as well as spoken language.
- Predict what might be learnt from reading the passage: clues from title, subheadings, pictures etc.
- Then read the first paragraph or section and

During reading

Click and clunk:
(To check on comprehension breakdown)
- “Clicks” refer to parts of the text that are understood
- “Clunks” refer to parts of the text where it was necessary to stop because the text was hard to understand
- Use strategies like rereading before and after the clunk
- If still unclear, refer to an authoritative source (glossary, teacher, peer)
- Reread entire paragraph and then

Get the gist:
- Students summarise or re-state the main idea in their own words
Some students, among them ESL students, may need support with summarising. Providing three alternative summary sentences to choose from allows them to decide which best represents the main idea
- Then repeat click and clunk process with remaining text and finally reread the entire text.

Wrap up:
- Ask questions which would confirm that the most important information is understood
- Review what was learnt.

Helpful hints:
- Each strategy is outlined on the following separate pages and can be made into overheads for teaching and revision.

We preview before reading.

Previewing has two steps:
1. **Brainstorming** what we already know about the topic
2. **Predicting** what we will learn about the topic.

**Brainstorming**
Think about what you have already learned about the topic, perhaps in the previous lesson, from reading about the topic, from friends, relatives, teachers, the Internet, movies or television.

**Predicting**
Find clues in the title, subheadings, or pictures about what you will learn. Skim the text for key words that might give you hints.
Clicks:
When we understand what we read, everything “clicks” along smoothly.

Clunks:
When we don’t understand, “clunk”, we stop.

When we get to a clunk, we use fix-up strategies to try to figure out what the clunk means:
1. Reread the sentence with the clunk and the sentences before or after the clunk, looking for clues.
2. Reread the sentence without the word. Think about what would make sense.
3. Look for a prefix or suffix in the word.
4. Break the word up and look for smaller words.
5. Use a picture.
6. Use a glossary or dictionary.
If something is still not clear after trying all of these fix-up strategies, ask for help.
Get the gist after reading each paragraph or section of a passage.

To “get the gist” means to summarise or re-state the most important ideas.

The “gist” should include only the most important ideas and should not include supporting details. State this in your own words.

a) Decide what the topic is: who or what the paragraph is mostly about.

b) Name the most important idea about the topic.

**Example:**

What is the “gist” of this short paragraph?

“Not all birds eat the same food. Some birds eat worms. Other birds eat seeds. Other birds eat fish.”

**Answer:**

a) The topic is **birds**. The sentences go together because they tell what different birds eat.

b) The “gist” is “different birds eat different kinds of food”. (What the birds eat would not be included because these would be supporting details.)
Wrap up after finishing the complete passage and at the conclusion of the lesson.

Wrapping up includes two steps:
1. Asking questions about the passage, and
2. Reviewing what was learned.

1. Generate questions that show whether or not you have understood the important ideas in the passage.
   a) Begin your questions with the words “who”, “what”, “when”, “where”, “why” and “how”.
   b) Some questions should have answers which are “right there” (called literal) and other questions will require you to think about the meaning of the passage before you answer (called inferential).

2. Review
   Think about what you have learned from the passage which you have read — one, two or three most important points.
Examples of question stems to help with good questions:

**Why** do you think …?

**How** were … and … alike?

**How** were … and … different?

**What** do you think would have happened if …?

**What** other solution can you think of for the problem of …?

**What** might have prevented the problem of … happening?

**What** are the strengths (or weaknesses) of …?
Reciprocal teaching (or taking turns teaching)

**Purpose**
To improve students’ comprehension of text through practice in previewing, predicting, self-monitoring of understanding, questioning and summarising. It is particularly suitable for factual text.

**Description**
Reciprocal teaching focuses on before, during and after reading. It is a set of procedures to assist students to learn strategies, to know when to use them and to recognise that they are using them. They are most appropriate for students who can decode text adequately but who have difficulty in accessing the meaning. Four strategies are embedded in reciprocal teaching:

- predicting
- clarifying
- questioning
- summarising.

The strategy is suitable for small groups, not the whole class. This procedure requires a training period in which the teacher models all roles, then gradually hands over the leader’s role as members take turns.

The use of group roles helps this strategy: they are teacher, recorder, encourager, timekeeper. See Cooperative learning, page 81. Students will need preparation for working in groups.

**Preparation**
The students need to be taught the steps in this technique so that they can eventually take turns being the “teacher” of the group, leading the students through the strategy as it applies to text in the KLAs.

If it is to work well students need to use it regularly during a unit of work. Three half-hour lessons using the technique are probably needed each week.

**Materials**
Appropriate text. If the text is too hard for some students, it should be read aloud.

A response sheet for the group (or individuals in the group) to complete. (See page 91)

**Implementation**

1. **Predicting**
Students use their background knowledge along with the title and pictures to guess and discuss what the text might be about. The teacher directs students to clues, for example: “What does the title suggest?”

2. **Reading**
Students read the text silently, or aloud in pairs or as a group.

**Discussing**
Were our predictions correct? What else happened?

continued over …
3. Clarifying
All students are encouraged to note words to be clarified as they read. The “teacher” asks: “Can anyone help?”.

4. Questioning
Students ask three types of questions.

- “Right there” questions have answers right there in the text, probably in the same sentence as the words used to form the question
- “Think and search” questions are inferential, a bit harder to find answers for, but the evidence is in the text also
- “On my own” questions can be answered by the reader only. Whilst the answer isn’t in the text, questions relate to it and answers should be justified

Students are taught to identify the question types and to formulate all three types of questions. Should the forest be logged? Who can tell me the sort of questioning this is and give me a reasonable answer? … Are pine trees fast growing?

5. Summarising
The “teacher” summarises what has been read so far. Only the main points are stated. (Remember that once students are used to reciprocal teaching they take turns being the “teacher”). Graphic outlines assist (page 108) students in summarising.

6. Predicting
The cycle starts again until the text has been completed.

Example
In geography the topic Australian deserts lends itself to this strategy. Students can cycle through texts on plants, animals, birds, climate, people.

Variation and modified reciprocal teaching technique

1. The teacher introduces the passage with a brief discussion to activate students’ prior knowledge.
2. Students make predictions based on title of the passage.
3. All students read one paragraph.
4. The teacher
   a) summarises the paragraph
   b) questions
   c) clarifies (to confirm understanding)
   d) predicts what the main content or idea of the next paragraph will be.
5. All students read the second paragraph.
6. One student acts as teacher and follows the four steps in Point 4.
7. Continue reading one paragraph at a time, following the four steps, different students acting as the teacher at the end of each paragraph.

Name: ..................................................  Date: ........................................

<table>
<thead>
<tr>
<th>Predict</th>
<th>Clarify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read</td>
</tr>
</tbody>
</table>

Questions

Summary
**K.W.L.**
what I Know, what I Want to learn, what I Learned

**Purpose**
To help learners combine new information with prior knowledge, setting a purpose for reading so that the readers search the text for particular information.

**Description**
Teacher works with the whole class initially. Later, pairs of learners can work together. Paired work is often more comfortable than small groups for ESL students.

**Implementation**
Learners draw up three columns and head them as below.
- **K** – what I know
- **W** – what I want to learn
- **L** – what I learned
1. They write down anything they can think of that they know about the topic in the first column.
2. They predict categories of information they will probably find out about when they read the topic. Categories will probably be based on groups within their list of “What I Know,” but could be extended.
3. The questions are recorded in the second column.
4. The teacher may need to add to the questions so that gaps in knowledge can be addressed.
5. The readers preview the whole selection, then read in manageable bits, perhaps a paragraph or two. After each bit, they discuss what they read and record what they learned in the third column.
6. They may also write further questions in the second column that occur to them from their reading.
7. After reading the whole selection, readers review what they learned by indicating in which category (predicted earlier) the information belongs and by highlighting unanswered questions which may become the direction for further reading.

**Example**

<table>
<thead>
<tr>
<th><strong>K</strong> what I know</th>
<th><strong>W</strong> what I want to learn</th>
<th><strong>L</strong> what I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Held up coaches</td>
<td>Why did they become bushrangers?</td>
<td>1790-1830</td>
</tr>
<tr>
<td>Ned Kelly – famous</td>
<td>Escaped convicts – desperate</td>
<td>Escaped convicts – desperate</td>
</tr>
<tr>
<td>Capt Thunderbolt</td>
<td>How many were there?</td>
<td>1850-1870 (R)</td>
</tr>
<tr>
<td>Gangs</td>
<td>Why aren’t there any now?</td>
<td>Goldrush – easier to steal! (R)</td>
</tr>
<tr>
<td>…</td>
<td></td>
<td>John “Black” Caesar (W)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clarke brothers (W)</td>
</tr>
</tbody>
</table>

Categories – Who (W), Deeds (D), Life of a … (L), Reasons (R)

D. R. T. A.
Directed Reading Thinking Activity

Purpose
To develop critical reading skills and the ability to predict; to support the incidental learning of vocabulary.

Description
D.R.T.A. is a silent reading activity during which participants stop and hypothesise about possible information or events ahead. Different views are debated, using the text already read as supporting evidence.

Preparation
Students work in groups of three to six. Divide the passage to be read into suitable sections for evaluation. Dependent readers may need to have text read in groups or by a partner.

Materials
A complete passage appropriate for the group and topic being studied.

Implementation
1. The groups sit in a circle to facilitate discussion.
2. The students start by reading the title and studying any diagrams on the first page, and predict what they will read about.
3. They all read the material at the same time to a certain point in the text (evaluation point). This may be a paragraph or a page or two, depending on the density of the text.
4. Students set purposes for reading (for example to find answers to focus questions).
5. The students predict what the next part of the text will be about, and consider the accuracy of earlier predictions.
6. When used with text books or similar material, the example below will help students focus discussion at each evaluation point.

The teacher's role during D.R.T.A.
- ACTIVATE
  What do you think? What will happen?
- AGITATE
  Why do you think so?
- REQUIRE EVIDENCE
  Prove it! Read the part that supports you.

The students' role during D.R.T.A.
- PREDICT
  Set purposes
- READ
  Process ideas silently
  Scan
  Reread to justify predictions
  Read orally, to substantiate beliefs or proposals.
- QUESTION
  others in the group
- SUBSTANTIATE
  from evidence in text or own experience.

Example

<table>
<thead>
<tr>
<th>know you know?</th>
<th>think you know?</th>
<th>think you'll learn?</th>
<th>know you learned?</th>
</tr>
</thead>
</table>

Jigsaw reading

Purpose
Students learn the content of a short text in order to teach it to other students. This technique enables students of varying ability levels to participate in understanding content. See also Collaborative strategic reading, page 83.

Description
Students work in groups, which can be selected on ability or of mixed ability, to learn one part of the whole topic and provide their part of the “jigsaw”.

Preparation
Select four or five short passages which stand alone as complete units and are related to the topic under discussion. Class groupings: usually four or five, vary depending on the number of passages used, class size, etc., ‘scribe’ for each home group. The passages can vary in reading level and be matched to the reading ability of the expert groups.

Materials
Chosen passages; chart paper or OHT to record findings and present to class.

Implementation
(There are a number of variations on this technique. The following is a fairly straightforward version).

1. Divide students into groups of four. Tell students these are their “home” groups.
2. Within these groups number students 1, 2, 3, 4.
3. Group all the 1s, 2s, 3s and 4s together as “expert” groups: (halve if too big).
4. Students in “expert” groups study their extract – they read, highlight key points, discuss and clarify so that each member of the group understands content.
5. Students now return to their “home” groups, which should contain members from each of the different “expert” groups.
6. Students take turns sharing the information from their passage with the home group.
7. The home group “scribe” makes a list of the important points learned from each “expert”.
8. The whole class discusses the issues raised and how the jigsaw parts fit into the whole topic.
9. The teacher can model expanding these notes into a summary of all the passages.

Helpful hints:
• Each expert group attends to a different aspect of the topic.

Example: in music, one group might study the woodwind section, another the brass, another the string section and another percussion. The whole class should already have some sense of where their topic fits into the topic “The orchestra”.

Variation: The percussion section may be the easiest to read. The readers needing additional support could be in the percussion “expert” group.

See also Jigsaw activity p. 35, Teaching literacy in PDHPE in Year 7, as well as Jigsaw activity in Choosing Literacy Strategies that Work, Stage 2 p. 151.
Diagramming

**Purpose**
To highlight the importance of using graphics for comprehension of text and concepts.

**Description**
This technique presents another way of responding to text; it can be used to monitor students’ understanding and demonstrates that reading includes non-text and other graphic information.

**Materials**
Pen, paper, text

**Example**
Create a diagram or concept map for the following information:
Milk and butter are an important source of Vitamin A. Other sources include fish-liver oils and certain vegetables: carrots, tomatoes and dark leafy green vegetables are particularly valuable sources. Vitamin D is also found in fish-liver oil, butter, cheese, milk and eggs. Vitamin C is found in fresh fruit and vegetables. Wholemeal bread, yeast, liver and dairy foods contain Vitamin B.

<table>
<thead>
<tr>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Vitamin D</th>
<th>Vitamin B</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>fresh fruit</td>
<td>fish-liver oil</td>
<td>wholemeal bread</td>
</tr>
<tr>
<td>butter</td>
<td>fresh vegetables</td>
<td>butter</td>
<td>yeast</td>
</tr>
<tr>
<td>fish liver oil</td>
<td></td>
<td>cheese</td>
<td>liver</td>
</tr>
<tr>
<td>carrots</td>
<td></td>
<td>milk</td>
<td>dairy foods</td>
</tr>
<tr>
<td>tomatoes</td>
<td></td>
<td>eggs</td>
<td></td>
</tr>
<tr>
<td>dark green vegetables</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Science
Draw a flow chart to represent the water cycle, based on a text; or write the text to fill a water cycle graphic. See *Teaching literacy in science in Year 7*, pages 108-109.

Maths
Draw a bar graph of the height of students in the group or of favourite colours.

History
Draw a time line of a biographical recount. See *Teaching literacy in history in Year 7*, pages 62-63.

English
Draw a sociogram for a literary character. See *Teaching literacy in English in Year 7*, page 94.

Helpful hints:
- ESL students may find this activity difficult. Give them a partially filled in diagram before they are asked to do the whole task independently.
Sequencing

Purpose
To support comprehension of sequence by ordering segments of text into one coherent piece of writing. Learners reflect on and thereby identify the processes which they used to reach the end product.

Description
The students rearrange jumbled sentences or paragraphs in order.

Preparation
Prepare a text: cut into paragraphs or sentences. Glue these into jumbled order and photocopy for each student or pair of students.

Materials
Prepared jumbled text, scissors, paste and blank sheet for each pair.

Implementation
Students cut up their copy of jumbled text into pieces.
They arrange the pieces into a well-ordered text.
Learners must justify each placement of the pieces by verbalising the reading strategies which they used.

Important component
Give learners the vocabulary of reading strategies:
- **reading on** to the next part of the text
- **re-reading** the text
- **predicting** what will come next
- read the text to **confirm** their prediction
- **self-correcting** if the text doesn’t flow because their prediction is wrong.

Learners read through the completed text to test for coherence.

Example
Jumbled text of the life of Julius Caesar from *Teaching literacy in history in Year 7* (1998), page 60, or story ladder from *Teaching literacy in English in Year 7*, (1998) page 93. This activity can be used effectively for procedures in science and design and technology.

Questioning

Purpose
To provide teachers with information about questioning.

The impact of questioning
Students will better remember the information on which they are directly questioned, so it is important to select the important rather than the trivial information for questioning.

Questions should stretch students’ thinking beyond the literal to the inferential and applied.

Closed and open questions
Closed questions have answers that will be either right or wrong, need little thought, and rely on recall.

Open questions: allow a variety of reasonable answers; challenge students to explain, interpret, compare, justify, speculate; require students to use what they already know; encourage answers to be longer.

Wait time
The period between the asking of the question and the acceptance of the student’s response is known as “wait time”. Wait time should be at least four to five seconds. The use of wait time often results in more students offering responses, more thoughtful responses and encouragement of higher-order thinking, especially if combined with open questions beyond the literal level.

There are four main types of questions and related answers:

1. Literal
   recall
   grasp of sequence or order
   recognition of the main idea
   recognition of cause and effect when stated

2. Inferential
   cause and effect when not stated
   making generalisations
   predicting outcomes
   discovering relationships

3. Critical
   judgments of quality
   judgments of value
   judgments of accuracy
   judgments of truthfulness
   detecting bias or overstatement

4. Creative
   generating new ideas
   generating new insights

Questions can focus on
Characters: who are the main characters in the text?
Sequencing: order the events as they happen in the text (possible lead up to cause and effect).
Retelling: the students recount the principal features and events in the text to maintain an accurate interpretation.
Vocabulary: knowing and using meanings of new or subject-specific words.
Background knowledge: questions that are not dependent on the passage, that may activate the student’s own knowledge.
Opinion: when the student is asked to make a statement of his or her own ideas in conjunction with the information in the passage.

Helpful hints:
• See the complementary strategy, 3H on page 119, to teach students where answers to questions can be found.
**Retelling**

**Purpose**
To support readers’ recall and comprehension of text.

**Description**
Retelling engages learners in listening, speaking, reading and writing in an integrated way. It also involves predicting, sharing and comparing. It strengthens students’ ability to select and recall ideas according to their purpose for reading.

This technique is better suited to the end of the topic or unit, when students are familiar with the text type and content vocabulary.

**Preparation**
Whole class; groups of 4 working as teams; groups of 2 or 3 working independently. A supportive classroom where learners can be encouraged to have a go and take risks is essential.

**Materials**
Suitable text; both factual and literary texts are suitable. Initial selections should be kept short.

**Implementation**
1. Given the title, learners predict the general content; sub-topics and some words for factual text. For literary text; the plot and some words.
2. Teacher and students read the text. Instruct students to listen or to read for understanding.
3. Learners talk about the content, words used or ideas expressed.
4. They read the passage for themselves.
5. They write down everything they remember without referring back to the text.
6. In groups, learners talk about what they have written, compare their recollections, modify and clarify their own writing so that it becomes their best effort at retelling. These questions can help guide the process:
   - Are all relevant details included?
   - Has additional information not in the text been included in the retelling?
   - Is the information in the retelling in logical sequence?

Helpful hints:
- See reciprocal retelling page 113 for students with significant problems of recall.

Section 4e: Before reading strategies

Before and after charts

Purpose
To activate and assess background knowledge and use after the unit to link to new information.

Description
Before and after charts provide teachers with information about their students' current knowledge and understandings and enable them to plan appropriate starting points for their instruction. They can also be used as a preparation for reading.

Example
In a nutrition topic in PDHPE, before and after charts could be used for the following subtopics:

<table>
<thead>
<tr>
<th></th>
<th>What are healthy foods?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I already know</td>
<td>What I have learned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>What are junk foods?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I already know</td>
<td>What I have learned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Why do we need food?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I already know</td>
<td>What I have learned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>What health problems are caused by an unbalanced diet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I already know</td>
<td>What I have learned</td>
</tr>
</tbody>
</table>

Helpful hints:
- For students with difficulties, complete the after section of the chart as each subtopic is completed.
- See also Teaching literacy in history in Year 7, (1998) page 104 for a before and after chart on the Crusades, and Teaching literacy in English in Year 7, (1998) page 43.
Structured overview

Purpose
Structured overviews have many uses.
• to orient the learner to the topic
• to teach organising skills
• pre-teach concepts and vocabulary
• to provide ongoing reference for all learners
• to make notes
• as a summarising tool
• to direct reading by establishing a clear purpose for reading

Description
Words related to a particular topic are organised from specific to general in order to show the relationships between the concepts represented. The examples and concepts are identified, organised and grouped into a logical diagram.

Implementation
1. Give learners the topic and talk about it a little.
2. Individuals brainstorm words related to the topic and write these down.
3. In groups these words are shared.
4. The group categorise their collective words in general terms and use of them as the categorising terms or provide their own categorising terms.
5. The categories are organised into a graphic organiser, possibly a branch diagram or a mind map.
6. The group or class then read the text.

Variation
Learners can be given partially completed overviews and add to them. They could begin with the specific examples and “work up”, or with the general concepts and “work down”.

“Work up” branch diagram on groups of instruments.

Jumbled words to group and label and write on the branch diagram.

“Work down” mind map on safety in the laboratory.

Helpful hints:
• Using small pieces of paper or “stickies” to record the brainstorm ideas makes it easier to try different groupings.
• See also Teaching literacy in English in Year 7, page 78.
Skimming and scanning

Purpose
To learn how to adjust reading strategies for different purposes, for example, to find the main ideas or the details in text.

Skimming
When I want a quick idea of what a text is about.
Reading through material quickly, passing over the detail to get the gist or main idea. Use headings, subheadings, any words in bold type, paragraph previews, diagrams or pictures.

Scanning
When I want specific information.
Glancing through material to locate specific information, word, date, heading etc.

Preparation
1. Choose literary or factual text relating to KLA content i.e:
   • Skimming several paragraphs from which you will illustrate making informed predictions about material
   • Scanning text which contains specific details to locate
2. Further texts to enable students to practise discriminating between these skills.

Materials
Texts

Implementation
1. Teach what skimming is and its purpose, and model using Think aloud strategy (page 80) and suitable text.
2. The students practise using other similar texts.
3. Teach the technique of scanning, its purpose and model using Think aloud strategy (page 80) and suitable text
4. The students practise scanning by using paragraphs exposed on an overhead projector for a short period; students are asked to locate specific information.
5. Provide questions for students to classify into those best answered by skimming and those best answered by scanning.
6. Follow up with opportunities for students to use these skills, initially with a reminder that they need to choose which technique to use.

Helpful hints:
• Copy text on overhead and model with finger to illustrate the process.
• Based on Choosing Literacy Strategies That Work, Stage 2, page 153.
Making predictions

Purpose
To motivate students, activate content knowledge, increase anticipation and highlight important concepts. This technique introduces new technical vocabulary and allows discussion of new concepts.

Description
Predicting requires the student to make a judgment or best guess about what a text will contain. This is a process of preparing the mind-set for what is to come.

Materials
Careful choice of text at appropriate level. See, Choosing appropriate text, page 78.

Implementation
1. Display the title of the material, either on an OHT or by distributing the text face down and asking students to fold over the top of the page to reveal the heading only.
2. Students discuss, in pairs, groups or as a class, what the text might be about. All suggestions are acceptable. They share their reasons for their prediction, in answer to questions like “What made you think that?” This helps students to identify and interpret a wider range of clues.
3. Students predict words that might occur.
4. Students read and revise or verify predictions.
5. After reading, students write down what they can remember and check with a partner.
6. Students discuss what they remembered and why they remembered that part.

Helpful hints:
• Increase the likelihood of students’ remembering to use this strategy by asking them to write down how to use the strategy and how it helped them remember what they read.

National Professional Development Program (1996). Teaching Literacy Across the KLAs, Years 7 and 8, Module 3.
Think sheet

Purpose
To develop students’ predicting and confirming skills and encourage active reading of the text.

Description
This strategy encourages students to risk guessing without worrying about failing.

Preparation
A think sheet on which students can record their prediction and subsequent changes to it. (See next page).
Prepare the students for the activity by modelling the process using Think aloud strategy (see page 80).
Make the purpose of this strategy clear to the students.

Materials
Think sheets (see example on next page)
Suitable text; consider appropriate reading level. See Choosing appropriate text, page 78.

Implementation

Specific application
1. Select a text.
2. Decide on the key knowledge or concepts which the students should learn.
3. Frame three or four statements or questions about the key points.
4. Review by modelling or joint answering of the first question how to complete the think sheet.
5. Students work with partners to make their predictions.
7. Students read text to assess accuracy of prediction.
8. Students revise predictions on the think sheet.
9. Students record on the think sheet the evidence for their revised prediction.

General application
1. Use a specific chapter or section or a text book.
2. List all the headings and subheadings. If no subheadings are provided, list key phrases from the first sentence of each paragraph, usually the topic sentence.
3. Students think about and record what information they think will be included in each section.
4. Continue as in the specific application above.

continued over …

## Think sheet

**Student’s name:** …………………………………………………………………………………………………

**Topic:** …………………………………………………………………………………………………

<table>
<thead>
<tr>
<th>Question 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your prediction</td>
</tr>
<tr>
<td>Revised prediction</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your prediction</td>
</tr>
<tr>
<td>Revised prediction</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your prediction</td>
</tr>
<tr>
<td>Revised prediction</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your prediction</td>
</tr>
<tr>
<td>Revised prediction</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
</tbody>
</table>
Read the pictures

Purpose

• to focus on graphics to predict the content
• to practise “reading” the graphics and linking with content
• to link talking and listening vocabulary with reading vocabulary.

Description

This is a very simple technique during which learners look at the non-print part of a text, talk about it and record key words on cards. Cards form a databank and are also used to match with printed words in the text. This strategy is useful when students know little about the topic to be studied.

This activity is suitable for a teacher or tutor working with a small group.

Preparation

Select suitable material where graphics assist comprehension. Choose a suitable student as recorder.

Material

1. Text big enough to allow all the group to see illustrations and diagrams.
2. Big books or OHT may be used.
3. Index cards or similar, marking pens.

Implementation

1. Discuss the title and topic of the book with the group.
2. Appoint a neat writer as recorder or have students take turns.
3. Draw the group’s attention to the first graphic and discuss it briefly. It may be useful to read any section headings to the group.
4. Ask the students to “read the picture” by naming items or ideas it suggests.
5. Illustrations and text do not always match exactly. Teachers may need to guide the discussion to bring out particular vocabulary which they know is in the text.
6. Record any topic vocabulary that emerges, having the recorder write one word or idea per card. Have the students read the cards after each picture is discussed. When the book (if it is short) or section has been treated as above, read the text and match any recorded words to the text where they occur.
7. Store words for access and later use during the duration of the topic being taught.

Helpful hints:

• Avoid drawn out questioning.
• This is a useful and achievable strategy for students with high support needs in literacy.

Analysing texts for layout

Purpose
To teach students that previewing the text will help orient them to the information they are likely to find.
To support students in locating the main idea.

Preparation
Find suitable example of text and demonstrate in initial lesson as a Think aloud strategy (see page 80).

Implementation
1. Read the title of the chapter and discuss what it means.
2. Read the subtitles and state what they mean.
3. Specifically note the graphics, photographs, diagrams, tables etc. and suggest how they may relate to the text.
4. Read the introductory paragraph.
5. Use a highlighter to mark the first sentence of each paragraph. Read these sentences, known as paragraph previews which usually contain the main idea.
6. Read the concluding paragraph.
7. Try to state the main idea.

For students who need more support
Ask these question for greater guidance:
• What words are in bold? Why?
• What words are in the largest print? Why?
• What is written in italics? Why?
• What do the diagrams and other graphics have to do with the topic?
• Read the captions under the graphics. What information do they give?
• Write the title of the subsections.
• What is each one about?

Helpful hints:
• Obvious though this strategy sounds, it needs to be explicitly taught to some students.

Adapted from National Professional Development Program, Module 3 (1996). Teaching Literacy Across the KLA's, Years 7 and 8.
Graphic outlines

Purpose
To enable readers to become familiar with typical text layout as an aid to comprehension.
To teach students how to survey and preview.

Description
While efficient readers preview or survey automatically, some readers need to be taught to do so. A graphic outline provides students with a scaffold to select the relevant information. The technique is best used with texts which have clear headings and subheadings.

Preparation
Prepare a completed graphic outline of a text as an example, preferably of a one-page text. Prepare a graphic outline for the text which the class is about to read.

Materials
1. OHT of completed and incomplete graphic outlines.
2. Copies of sample texts for the class.
3. Copies of the text to be studied.

Implementation
1. Display the completed graphic outline on OHT and hand out the sample text.
2. Teach the students the different features of text layout: main headings; subheadings; graphics such as drawings, photographs, diagrams etc.
3. Draw students’ attention to print size, use of bolding and italics to draw attention to words.
4. Make a specific point of the importance of the graphics, and relate each one to where it is referenced in the text.
5. Give students the empty graphic outline with empty boxes to show the structure of the outline. Hand out the new text.
6. Students complete the outline. Some students work independently, and the teacher can guide the group of students who need support through the process.
7. Repeat this exercise with further texts until students have mastered the technique.

Example
See the graphic outline for The Squatters on the next page. This text is also used to illustrate the strategy Vocabulary in context, page 68.

Helpful hints:
- The implications for note-taking are obvious: the graphic outline provides the headings.
- For texts without clear organisation like headings, the students can look for topic sentences.

Main heading
THE SQUATTERS

Subheading
Who were the squatters?

Illustrations
A Squatter's hut
Early squatter's hut
Food
Clothing
Employee
The overseer
The ringer
Shepherds

Add, zoom, flashback and squeeze

Purpose
To activate learners’ background knowledge, to share and further develop it, to encourage free flow of ideas and draw on new knowledge and use for revision.

Description
This strategy can be used with a group of four, six, eight or the whole class.
ADD means to continue to recall further information about the topic.
ZOOM means to zoom in or add detail to a previous student’s recollections.
FLASHBACK means to return to any point in a previous student’s recollections.
SQUEEZE means to summarise what has been said in one or two sentences.

Preparation
The students need to be trained in the four forms of contributing to the group’s output.

Materials
1. Cardboard sheet or OHT outlining the four forms as per description (ADD, ZOOM, FLASHBACK, SQUEEZE); display for students to refer to if necessary.
2. Paper, blackboard or OHT and pens.

Implementation
1. Remind students of the four forms of contributing.
2. Clearly state the topic.
3. Choose a recorder to list responses.
4. First student recalls aloud all he/she knows about the topic.
5. First student then stops and calls on another student to either add, zoom, flashback or squeeze.

Helpful hints:
• Monitor closely and stop session before it dies!

Two point strategy

Purpose
To access background knowledge.

Implementation
1. Students individually write down all they know about the topic to be covered.
2. Students then underline what they consider are their two most important points.
3. In pairs or small groups, the students come to a consensus on the two most important points for their group.
4. Each group feeds back two points and the teacher writes down the points on an overhead transparency or on the chalkboard.

Helpful hints:
- Monitor closely and stop session before it dies!

Brainstorming

Purpose
To activate learners’ background knowledge by creating a large and diverse collection of words and information; to allow others to hear new knowledge; to encourage creativity.

Description
Students contribute their thoughts on the topic. These are written on the board without comment or change. The triggering of new ideas stimulates students to make links with what they already know.

Implementation
1. Clearly state the topic.
2. Choose a recorder.
3. Ask each student to record four or five ideas privately before sharing.
4. Set rules: no criticism, all answers are valued.
5. Encourage a free flow of ideas, especially valuing the unusual.
6. Leave explanations until later.

Variation: Floorstorming
Four to six picture stimuli are placed on the floor with a blank sheet of paper beside each. Groups or pairs of students go to each picture and write on the paper something related to the picture. Instead of pictures, subtopics can be used.

Example
Teaching literacy in design and technology in Year 7, page 80, lists a brainstorm activity for items which students could make for outdoor entertaining.

Helpful hints:
- Follow with List, group, label, page 112 or Structured overview page 100
- Use also to help students as the first step in writing. See Teaching the process of writing, page 132
List, group, label

Purpose
To help students to develop skills in classifying information; to activate background knowledge.

Description
Students work in groups.

Materials
Small pieces of paper on which students’ ideas can be written.

Implementation
1. Students individually list ideas for the topic, recording each idea on a separate piece of paper.
2. In small groups they compare their ideas.
3. Group the ideas into “like” items.
4. Students label each group according to their classification.
5. They then walk around the room to look at other groups’ classifications. They observe differences between groups.
6. A representative of each group explains why the categories were chosen.
7. Students’ work is displayed around the room. A whole-class discussion looks at the question of which classifications are useful and in which ways. In this discussion the teacher raises the issue of criteria for “useful”. Discussion should highlight different ways of grouping ideas.

Example
Teaching literacy in design and technology in Year 7 (1998), page 81, utilises a strategy where students list, group and label items which could be made for outdoor entertainment.

Helpful hints:
• As well as a before reading strategy, List, group, label works well as a before writing strategy.
Section 4f: During reading strategies

Reciprocal reading

Purpose
To improve recall and comprehension of text through developing the habit of paying attention to what is read.

Description
This strategy is suitable for a student who has a significant difficulty with recall of text. The student may be a fluent reader. A tutor and student take turns to read and retell.

Preparation
Explanation to tutor and student of the purpose and the procedure for this strategy.

Materials
Text at instructional or independent level (see page 78).

Both factual and literary texts should be used. “Humorous” books such as those by Paul Jennings are often effective, because readers have to pay attention to get the jokes. However, students from NESB backgrounds may need additional assistance with culturally specific information.

Implementation
1. Given the title and illustrations, the student and tutor predict what the book will be about.

2. The student reads aloud first to the tutor. Start at the student’s success level for recall, probably one paragraph.

3. The tutor initially has the harder task of retelling what the selection was about. The tutor models retelling: only the main point has to be recalled, not all the details.

4. The tutor then takes a turn to read a paragraph.

5. The student takes a turn to retell.

6. The student’s recall may be poor at first, but usually improves over several turns at retelling.

7. At an appropriate point in the text the tutor asks the student to predict what will happen next, or what might be presented next. The student should be encouraged to have a go at predicting; being proved wrong is unimportant. After all, authors often surprise readers’ predictions.

8. The tutor should also encourage discussion about the text, to relate factual information to the student’s prior knowledge or to explore the motives or feelings of characters in a story.

9. As the student becomes successful at retelling one paragraph, gradually increase the amount of text which each person in the partnership reads.
Inserts

Purpose
To develop students' awareness of when they are not comprehending so that they can clarify their understanding.

Description
A strategy for students to visually indicate comprehension.

Preparation
Chosen text for lesson photocopied for each student. This task may be set for homework.

Materials
Photocopied text.

Implementation
1. Teach students the marking scheme:
   - **X** I thought differently
   - **+** New information
   - **!** WOW
   - **??** I don’t understand
   - **** Very important
2. Students copy the marking scheme onto a bookmark.
3. Encourage students to create their own symbols. This may help them become more aware of the way they think.
4. Assign students text to read for class work or homework using the marking scheme when they read the text.

Helpful hints:
- Students’ marked copy assists teachers in evaluating comprehension of chosen passages.

Cooperative cloze

Purpose
To improve comprehension by focusing students’ attention on clues from word meanings and structure words, and combining these with background knowledge.

Description
Cloze passages are written texts from which words or phrases have been deleted. Students complete the passages by filling the spaces with words or phrases.

The term cloze comes from the psychological term closure, which refers to the human ability to use what is known to complete gaps in a pattern.

In this context, this is a learning, not a testing strategy. Reasonable answers should be accepted.

Preparation
Passages should be short (no more than 150 words) to maximise involvement and learning.

In constructing cloze passages
• leave the first and last sentences intact
• keep deletion spaces the same length
• delete structure words if the focus of instruction is on student awareness of pronouns or conjunctions
• delete content words if the focus of instruction is on vocabulary; encourage students to use context clues by deleting words for which clues remain in the surrounding context
• delete words which will allow students to make use of forward as well as backward clues, as well as their background knowledge
• make it clear to students whether one word only, or more than one word, may fit the deleted space.

For students experiencing difficulties, no more than one in ten words should be deleted; provide a word bank of deleted words, with some distracters.

The teacher can have students read the entire text first without attempting to fill in the blanks, explaining that this will give them some understanding of the entire text and will help them use forward and backward clues.

The teacher should model the thought processes that led to the choice of word for the first two or three examples.

Implementation
This activity is most effective where students work in small groups to reach consensus on the words; discussion can clarify and reinforce understanding of concepts; students learn through peer reading, thinking and verbalising of strategies.

1. The group reads through the entire passage, silently if possible; aloud if there are dependent readers in the group.
2. The passage is read aloud to the first deletion.
3. The group decides whether it is necessary to read on to work out the missing word/s.
4. Possible words, phrases or sentences which would make sense in the context are suggested by the group.
5. The suggestions are discussed, with emphasis on justifying them.
6. Continue the process with the rest of the deletions.

Example
Teaching literacy in PDHPE in Year 7, pages 32-33.

continued over …
Cooperative cloze

**Cloze can be used to**
- develop general language skills
- develop, consolidate, assess, revise, monitor content knowledge
- practise good reading strategies
- develop awareness of the importance of context
- scaffold dependent learners through content material
- provide students with a summary
- develop meta-cognitive strategies.

**To assist students to develop meta-cognitive strategies**
Ask the groups to complete this identifying process checklist.

**Identifying process in cloze activities**

<table>
<thead>
<tr>
<th>Ticks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processes</td>
</tr>
<tr>
<td>Skimmed the passage to get a feel for the text</td>
</tr>
<tr>
<td>Predicted possible words to fill the gaps</td>
</tr>
<tr>
<td>Checked predictions by reading on</td>
</tr>
<tr>
<td>Checked predictions by rereading</td>
</tr>
<tr>
<td>Changed my predictions when reading the text did not confirm them</td>
</tr>
<tr>
<td>Changed my predictions when rereading the text did not confirm them</td>
</tr>
<tr>
<td>Used what the sentences and the paragraphs said to make my predictions</td>
</tr>
<tr>
<td>Used all the text to check my predictions</td>
</tr>
<tr>
<td>Checked the predictions against what I already knew about the topic</td>
</tr>
<tr>
<td>Checked that the finished cloze made sense</td>
</tr>
</tbody>
</table>

**Helpful hints:**
- DON'T FORGET: Students can also construct cloze activities for peers.

Movie director

Purpose
To assist students with difficulty in recalling and comprehending what they have read, to visualise from their reading to improve recall. See also Reciprocal retelling. (p. 113)

Description
This works well in an individual situation; a teacher, tutor or good reader works with the student who is the movie director.

Preparation
Choose a short text (literary or factual) that lends itself to easy visualisation.

Materials
Text

Implementation
- Explain to the learner that he or she is to make a movie just like a movie director who makes a movie based on a book. Use a current movie title based on a book as an example.
- The helpers (teacher, tutor, good reader) model the procedure by reading a short piece of text and then reporting what they visualised as they read it
- The procedure may need to start with the learner using listening as a medium. Choose a story, description or incident and tell the learner briefly what it is about. Ask the learner to think of something that might happen and describe it to you. Probe for details such as colours, setting and so on
- Explain that as you read the text, the learner is to imagine it as if watching a film he or she would make of it
- Read the text, until the first main point of interest. Ask the learner to tell you about his or her movie version
- Now try the procedure again but have the movie director read the text for him or herself. If the reader is fond of drawing, you could develop the procedure into making storyboards (an illustrated plan) of the text.

Helpful hints:
- Helpful words: who, when, what, why, where, size, shape, colour, sounds.

Section 4g: After reading strategies

Three level guides

Purpose
To improve students’ literal, inferential and applied comprehension.

Description
Students determine the accuracy of statements written by the teacher on a text.

Level 1
Statements require readers to locate relevant information directly from the text. The wording of the statements may not always be exactly the same as in the text but the meaning is similar. This requires literal level comprehension and can be expressed as Reading on the lines or Right there or The author said it.

Level 2
Statements require readers to reflect on literal information and see relationships between statements. They require students to think and search for answers. This is interpretive level comprehension and can be expressed as Reading between the lines or Think and search or The author meant it.

Level 3
Statements require readers to apply and evaluate information by relating it to their own background knowledge. This is applied level comprehension. Reading beyond the lines or On my own or The author would agree with it.

Construct a three level guide
1. Determine content objectives. What do you want students to learn from this text?
2. Write applied level statements or questions first (Level 3). These should be based on the content objectives: the main idea, major concepts and generalisations beyond the text.
3. Write literal level statements or questions next (Level 1). These should contain information on which the applied level statements are based.
4. Finally, write interpretive level statements or questions (Level 2). These should help students draw inferences from the information in the text.

Implementation
Students work in small groups. They read and reread the text and discuss the accuracy of each statement on the three level guide beginning with Level 1. Statements are ticked when consensus is reached.

Example
See Teaching literacy in history in Year 7, pages 127-128

Three level guides were developed by Herber, H. in 1970.

3 H strategy
Here, Hidden, in my Head

Purpose
To teach learners where the answers to questions can be found, using the mnemonic cue 3H, for

Here
the answer is explicit in the text. It is here in one sentence in the text.

Hidden
the answer is implicit in the text. It is found by joining together information from two or more places in the text, or from information from the text and what the student already knows.

in my Head
the answer is in the student's background knowledge: what they already know.

Description
Students are taught this instructional strategy for answering questions. They apply the strategy to both asking and answering questions about text. The strategy can be used in individual and small group interventions as well as in classroom teaching in most KLAs.

Materials
Text at instructional level (see Choosing appropriate text, page 78), or at grade level with peer or tutor support for decoding, for the modelling and guided practice phase, and at independent level for the independent phase of the program.

Implementation
1. The teacher demonstrates the process, moving from the more basic level of decoding, self-correcting and rereading to the comprehension level of question reading and answering.

2. The teacher directly teaches the first mnemonic cue (here), and uses think aloud strategies to teach reviewing, skimming and scanning techniques to find the answer.

3. The teacher supports the students in guided practice of the first mnemonic cue.

4. The teacher similarly models and guides the students through practice of the hidden mnemonic, and sets some independent work on easy text on both the here and the hidden strategies, and has students frame their own here and hidden questions.

5. The teacher adds the (in my head) strategy in the same manner. The pace and degree of support will depend on the response of the students to learning this strategy.

6. Once taught, the 3H strategy is used by the students on a variety of text types. The teacher at first reminds students to use the strategy (by saying for example, “Is this likely to be a here, hidden or in my head question?”) but lessens the prompt as the students begin to use it automatically.

Helpful hints:
- Explicitly link 3H with three level guides (see page 118) to increase the impact of both strategies.

Fit it

Purpose
To reinforce meaning and definition of vocabulary.

Description
A game based on the cloze technique (see p. 115). Students can develop their own games based on this model, using texts and research materials for the current class topic.

Materials
Two packs of cards, a sentence pack and a word pack.

Each card in the sentence pack has a sentence written on it with one word missing. A gap indicates the position of the missing word.

The word pack has the missing words from the sentences. In some cases two or more words on the word cards will fit the gap in the sentence cards and make sense.

Implementation
1. The object of the game is to try to match a sentence and word card and so accumulate as many pairs as possible until there are no cards left.

2. The winner is the one with the most pairs.

3. If four people are playing it is a good idea to play in teams of two, thus allowing partners to confer and decide together.

4. The sentence cards are placed in a pile, face side up. Word cards are spread out on the table face down. The player whose birthday is next goes first. Players take turns in a clockwise direction by drawing a sentence card from the top of the pack and turning over a word card.

5. They read it, and include the word from the word card where the gap is.

6. If it makes sense they read it aloud and have another go. If there is no match the sentence card goes to the bottom of the pack and the word card is turned back over. The next person then has a turn.

Example
Sentence card

```
.................... produce
only enough for themselves and
their family.
```

Word card

```
subsistence
```
Dictagloss

Purpose
To teach students to construct written summaries.

Description
Develops skills of differentiating important ideas from detail; selecting key content words and also developing listening and note-taking skills.
The teacher can use information from reading the students' work to decide what follow up teaching is needed.

Preparation
Choose a short piece of text on a topic previously introduced and discussed.
Underline key words or phrases or ideas.
Consider student groupings.

Materials
Teacher: chosen text, students, paper, pens

Implementation
1. The short text is read to students at normal speed, while they listen.
2. Text is reread at slower pace and students note down key words and phrases.
3. In pairs or small groups, students attempt to reconstruct the text using the key words and phrases noted down in step 2. A scribe could write on an OHT.
4. Several versions are shared with the class and analysed according to one main aspect of the text:
   - Were all key facts recalled?
   - Is the recalled text cohesive i.e. sequenced correctly?
   - Has original tense (or another aspect of grammar) been maintained?

Example
See Hormones and heredity, page 27, Teaching Literacy in PDHPE in Year 7 (1998), and page 79 Teaching Literacy in English in Year 7 (1998).

Variation: Dictadem
This is a practical science version of “Dictagloss” strategy.
Instead of reading a text aloud, the teacher carries out demonstrations and the students construct a procedure after watching the demonstration. See example of dictadem: using the beam balance, Teaching literacy in science in Year 7 (1998), page 69.

Section 4h: Writing strategies

Teaching writing: Some principles

Writing is the most challenging literacy activity for most people, and especially for students who find reading, language and spelling difficult.

Consider some of the skills involved in writing

- deciding the purpose of writing
- determining the audience
- being aware of what I know about the topic
- organising separate ideas into related thoughts
- planning
- thinking of where and how to begin
- thinking of a sentence and writing it down
- checking the spelling of the words
- checking whether what is written is what I intended
- rereading what is written
- editing
- proofreading.

Many of these skills are mentally processed simultaneously for skilled writers. For students whose handwriting is slow and laboured and who have to agonise over the spelling of every word, the task is particularly difficult and specific support is needed.

To assist students with high support needs in writing, teach:

- the mechanisms of writing, page 123
- the text types, page 129
- the process of writing, page 132

Resources

NSW Department of Education and Training (1997). Literacy for Learning Years 5 to 8. CD-ROM.
Teaching the mechanisms of writing

**Punctuation**

Require basic sentence punctuation of initial capital letter and full stop, and no inappropriate capitals.

**Spelling**

Encourage “have a go” strategies and self-editing strategies. Provide key words on posters in the room or on the blackboard. However, spelling should initially be less important than having something to say.

See separate Spelling strategies, page 44.

**Sentences**

See Writing sentences, page 124.

**Paragraphs**

Explain that a paragraph deals with a specific subject or theme. The use of the brainstorming and graphic organising steps will assist with the concept of paragraph.

Some reinforcing strategies

- Brainstorm a list of words on a topic being studied. Small groups of students organise information into categories and classify. See List, group, label page 112. Develop the Label words into statements about the topic and use these as paragraph organisers.

- Have students in groups organise information into a timeline or lifecycle, e.g. reproductive cycle of humans, life stages of humans, timeline of Julius Caesar. Students use a proforma to transform the timeline information into a series of paragraphs.

**Self-editing and evaluation of writing**

See *Teaching literacy in history in Year 7*, page 69, for a self-assessment checklist for a biographical recount. Similar checklists can be constructed for other text types and to suit the needs of different KLAs.
Students with difficulties in literacy will usually require more guided and independent practice to learn each skill and should not move on to the next teaching step until they can confidently perform the skill without teacher assistance.

**Purpose**

To assist students to write sentences.

**Implementation**

1. Review the features of a sentence:
   - Sentences consist of one clause or several clauses
   - A clause is the message in the sentence and should contain a verb
   - A written sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark.
2. Explain and model writing sentences.
3. Provide guided practice through joint construction. Use current KLA content or pictures to provide support. Students write better if they are very familiar with the subject matter.
4. Supervise independent practice, gradually withdrawing support.
5. Have students practise sentence completion by providing sentence beginnings.
6. Teach sentence expansion through,
   - cut up sentence strategy (see page 125)
   - building noun groups
   - use of descriptive language including comparisons
   - phrases that tell how, when, where.
7. Teach compound sentences through the use of conjunctions “and”, “but”.
8. Teach complex sentences through the use of dependent clauses.
9. Teach students to notice the overuse of conjunctions “like” and or “then”; teach them how to use separate sentences or combine sentences, using a variety of conjunctions.
Expanding ideas using cut-up sentences

**Purpose**
To teach students, who often do not produce quantity in their writing, to develop more complex sentences.

**Preparation**
Prior demonstration by the teacher.
Groups of 2-4 students.

**Materials**
Cardboard strips, marker pens, scissors.

**Implementation**
1. The teacher supplies a sentence or selects a sentence from students’ writing.
2. The teacher or a student from each group writes the sentence on a cardboard strip.
3. A student cuts up the sentence into individual words.
4. Students suggest words to add to other words in the sentence. The teacher can use this activity by asking for words of a particular type, for example using adjectives to expand noun groups, or using adverbs or adverbial phrases.
5. A recorder writes these suggestions on to more of the cardboard.
6. Students rearrange the words to put their expanded sentence together.

**Example**

*Science:*
The girl set up the apparatus.
Could expand to: The girl wearing safety goggles carefully set up the apparatus consisting of ..... to find out ...............

*Design and technology:*
Use to expand steps in a procedure to make the instructions more specific.

*English:*
Use for descriptive and narrative text.

Generating ideas for writing

Purpose
To assist students who often do not produce quantity in their writing to generate ideas for narrative text.

Description
Students are taught a plan for telling a story: the plan is to answer the questions:
• When?
• Who?
• What?
• Where?
• Why?
• How?, and
• What next?

This technique is obviously suitable for narrative text.

Materials
1. Copies of “My plan for telling a story” for each student in the class.
2. Poster copy of “My plan for telling a story” for display in the classroom.

Implementation
1. Explain to students that by using a plan, they will be able to think of ideas for their writing.
2. Demonstrate through joint construction of a story. Take students through each of the questions that provide the structure of the story.
3. Challenge students to remember as many of the question words as they can. Repeat this activity in subsequent lessons until students can recall them all.
4. Provide copies of “My Plan for Telling Story” (see next page) for students to paste into their workbooks.
5. Repeat joint or small group or paired construction until students are confident with the process.
6. Have students refer to their plan for telling a story as they write independent stories.
My plan for telling a story

**When?**

**Who?**

**What?**

**Where?**

**Why?**

**How did you feel?**

**What happened next?**

After…

Next…

in the end …

Finally …

And then …
Skeleton writing

Purpose
To help dependent writers produce a written text.

Description
The teacher provides a “skeleton” outline for writing. Students complete the skeleton.

Example
Cleopatra was born in Egypt in 69 BC …
During her childhood, Egypt was …
She met Julius Caesar in 48 BC. They…
After Caesar died, Cleopatra …
Cleopatra and Mark Anthony …
After Cleopatra and Anthony were defeated at the Battle of Actium, …
Cleopatra has often been described as …

Preparation
Writing the skeleton outline. Ensuring students know the content “field knowledge” well.

Materials
A copy of the skeleton outline either for students to copy from, or to write on directly. The latter provides the greater amount of support.

Implementation
1. The teacher reads the outlines with the students.
2. Teacher invites students to suggest what could be added after the sentence or paragraph beginnings.
3. The teacher writes vocabulary and phrases on OHT, blackboard or a poster.
4. Students write their own text by completing the sentences or paragraphs.
5. The students share their writing with a partner, reading it aloud and making any repairs they think are needed.
6. Students evaluate their writing against criteria for the text type. See page 69 of Teaching literacy in history in Year 7.

Explicitly teaching the text types

Model the text type

Modelling (or demonstration) is a method by which teachers can make explicit for the students the purpose, structure and language features of the type of writing needed.

Three elements need to be modelled:
1. The purpose of the text
2. The structure of the text
3. The language features of the text

Show students examples of good models and unsuccessful models, sometimes using student examples.

Some reinforcing activities

- Ask students to reconstruct a text from jumbled paragraphs. Provide a proforma of the text structure and glue the paragraphs into an appropriate sequence
- Discuss the language features of the text type: the use of technical terms, the present tense, the third person, and so on
- Provide a text with colloquial terms instead of technical vocabulary, and ask students to find the inappropriate terms and replace them.

Joint construction of the text type

During the joint construction stage, students contribute as the teacher leads the class through the creation of a text. The teacher reinforces the structure and language features by asking “What do we do first?” “What do we need to do next?” “Is ‘stinks’ an appropriate term to use in an information report?”

This teaching stage needs repetition until students are very familiar with what to do. Small group guided writing lessons will be helpful for the writers needing additional support.

Some reinforcing activities

- Provide students with a scaffold for organising their information about a topic under investigation
- Discuss the use of flow charts or diagrams to organise information
- Discuss the use of time lines to sequence information
- Examine advertisements to discuss intended audience and purpose
- Divide the class into groups, each group being responsible for one aspect of a specified text. Regroup to ensure each aspect of the text is represented. Discuss the organisation to see that it makes sense (for procedures, narratives, recounts, reports, expositions).

Independent writing

Students will be most successful if they first write the text type that closely parallels the one jointly worked on in class.

The series Literacy 98: Linking ELLA to … provides examples of how to help students construct different text types.
### Some common text types

<table>
<thead>
<tr>
<th>Text type</th>
<th>Purpose</th>
<th>Structure</th>
<th>Language features</th>
</tr>
</thead>
</table>
| **Report** | To classify and/or describe | - General statement or classification  
- Description | - technical language  
- simple present tense  
- generalised terms |
| **Recount** | To retell a series of events | - Orientation  
- Sequence of events | - descriptive language  
- past tense  
- time words to connect events  
- words which tell us where, when, with whom, how |
| **Narrative** | To entertain, amuse or instruct | - Orientation  
- Complication  
- Evaluation  
- Resolution  
- Coda (optional) | - usually specific participants  
- time words used to connect events  
- action words predominate in complication and resolution  
- noun groups important in describing characters and settings |
| **Procedure** | To instruct someone how to do something | - Goal  
- Material or equipment  
- Steps | - verbs usually at the beginning of each instruction  
- words or groups of words which tell us how, when, where, with whom |
| **Explanation** | To explain how or why something occurs | - Phenomenon identification  
- Explanation sequence | - technical language  
- use of words such as because, as a result, to establish cause and effect sequences |
| **Exposition** | To persuade by arguing one side of an issue | - Thesis  
- Arguments (l-n)  
- Reinforcement of thesis | - words that qualify, e.g. usually, probably  
- words that link arguments, e.g. firstly, on the other hand |
| **Response** | To respond to an artistic work | - Context of artistic work  
- Description of artistic work  
- Judgement | - words which express judgements  
- descriptive language |

National Professional Development Program, (1996). *Literacy across the key learning areas, Years 7&8.*
### Update: Scope and sequence of text types from English K-6, 1998

**Text types**  
*(oral and written)*

<table>
<thead>
<tr>
<th>Literary texts</th>
<th>Factual texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Factual description</td>
</tr>
<tr>
<td>Literary recount</td>
<td>Information report</td>
</tr>
<tr>
<td>Observation</td>
<td>Procedure</td>
</tr>
<tr>
<td>Literary description</td>
<td>Procedural recount</td>
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<td>Personal response</td>
<td>Factual recount</td>
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<td>Review</td>
<td>Explanation</td>
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<td>Exposition</td>
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<td></td>
<td>Discussion</td>
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</table>
Teaching the processes of writing

Specifically teach students to go through the steps of:

**Brainstorming**

During brainstorming, students are asked to write down anything they already know about the topic. This could be in a list, or on separate small cards that can later be moved around.

**Example: Composting**

Students suggest words

<table>
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<th>smelly</th>
<th>worm farm</th>
<th>environment</th>
<th>pollution</th>
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<td>chickens</td>
<td>recycle</td>
<td>garbage collection</td>
<td>rotten vegetables</td>
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<td>table scraps</td>
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<td>decompose</td>
<td>decaying</td>
<td>compost bins</td>
<td>grass clippings</td>
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<tr>
<td>newspaper</td>
<td>not plastics</td>
<td>not glass</td>
<td></td>
</tr>
</tbody>
</table>

**Organising ideas into a concept map**

Grouping the brainstorming ideas into categories, using a graphic organiser

**Following the structure of the relevant text type**

The information collected on compost suggests an information report, which will need the following structure:

**Topic:** Compost

- **Classification**
  - What compost is.

- **Description**
  - What can be put into compost.

- **Description**
  - Different ways to compost.

- **Description**
  - Uses of compost.

**Writing the text**

Once the preceding steps have been completed, the student writes down the points organised on the graphic organiser as sentences and paragraphs.

Finally, ensure that the students know this process so that they can use it independently.
Section 5: Reading and resources

State Literacy Strategy/resources

ELLA

NSW Department of School Education:
(1997) Introducing the Year 7 ELLA Test Pilot Program.
(1997) The Year 7 English Language and Literacy Assessment Writing task marking procedures.

NSW Department of Education and Training:
(1998) English Language and Literacy Assessment Year 7 and 8 writing task marking procedures.

NSW Department of Education and Training, Schools Assessment and Reporting Unit:

NSW Department of Education and Training, Curriculum Support Directorate and Schools Assessment and Reporting Unit:
(1998) Literacy 98, Linking ELLA to PDHPE.

Materials produced by the NSW Department of Education and Training are available from Educational sales: telephone (02) 9822 7500 or facsimile (02) 9822 7511. Mail: PO Box 564, Moorebank NSW 1875
Teaching literacy in … in Year 7 series

NSW Department of School Education, Curriculum Directorate:

(1997) Teaching literacy in design and technology in Year 7.

NSW Department of Education and Training, Curriculum Support Directorate:


Other publications include:

NSW Department of School Education:


NSW Department of School Education, Curriculum Directorate:


NSW Department of Education and Training:


NSW Department of Education and Training, Curriculum Support Directorate:


Materials produced by the NSW Department of Education and Training are available from Educational sales: telephone (02) 9822 7500 or facsimile (02) 9822 7511. Mail: PO Box 564, Moorebank NSW 1875
Board of Studies publications

(1998) English K-6, Student work samples.

Publications from the State Equity Centre

Fax (02) 9550 2874   Phone (02) 9582 5860
Department of Education and Training:
    Write It Right draft units of work.
Department of School Education:

Additional resources:

For students with high support needs in literacy

Racing With Blends (game) available from Q Stores.

Materials produced by the NSW Department of Education and Training are available from Educational sales: telephone (02) 9822 7500 or facsimile (02) 9822 7511. Mail: PO Box 564, Moorebank NSW 1875
Spelling

Department for Education and Children’s Services, South Australia:
(1997) Spelling from beginning to independence.
Whipp, J. Alternatives in Spelling, available from Glossodia Public School (02) 4576 6099.
Whipp, J. First Spelling Program, Part One and Two, available from Glossodia Public School (02) 4576 6099.

Vocabulary resources

Suitable dictionaries/thesaurus
Those which define a word by using it in a sentence that makes the meaning clear are useful. Avoid dictionaries where words in the definition are less familiar than the word being defined.

Macquarie Junior Dictionary.
Macquarie School Dictionary.
Macquarie Study Dictionary. (terminology across the KLAs)
Cobuild New Students Dictionary. Collins. (specifically for ESL use)

Reading


Writing

Commonwealth Department of Employment, Education, Training and Youth Affairs, National Professional Development Program (1996) Literacy across the key learning areas, Years 7 & 8.

Commonwealth Department of Employment, Education, Training and Youth Affairs, National Professional Development Program (1997) Literacy for learning Years 5-8. NPDP CD ROM.


Materials produced by the NSW Department of Education and Training are available from Educational sales: telephone (02) 9822 7500 or facsimile (02) 9822 7511. Mail: PO Box 564, Moorebank NSW 1875
Student reading

**Literary texts**

**School Magazines**

The Orbit (Year 5) and Touchdown (Year 6) magazines are suitable for use in some classes. A teaching unit accompanies every second issue. Many of the strategies in this handbook are used as class or group activities in the units. There are more literary than factual texts, but the latter can be used to demonstrate reading strategies before, during and after.

Enquiries to Subscriptions, School Magazine, PO Box 1928, Macquarie Centre, NSW 2113. Fax (02) 9889 0040.

**Headwork Reading Foundation Stories series**

Titles include:

- Caterpillar Salad
- Computer Dating
- Shocked!
- The Driving Lesson
- Long Way from Home

**Impact series, published by Ginn**

Set A titles include:

- Hey, Lads, I’ve Just Had a Great Idea
- Arnold Schwarzenegger

Set B titles include:

- Gruesome Urban Myths
- Last Train Home
- Martial Arts
- Motorcycling

Impact Set C titles include:

- Colin the Barbarian
- Love from Katy
- Sweet Revenge
- The Pit

Impact Set D titles include:

- My Secret Love
- Missing on Holiday

**Jets series, published by Harper.**

Titles include:

- And Pigs Might Fly
- Monty up to his Neck In Trouble

**Colour Jets series, published by Harper.**

Titles include:

- Desperate for a Dog
- Monty Bites Back
- Our Toilet’s Haunted

**Jumbo Jets series, published by Harper.**

Titles include:

- Baked Bean Cure
- Fergus the Forgetful
- Gosh Look Teddy, It’s a Werewolf

**Livewire series, published by Hodder.**

**Livewire Chillers.**

Titles include:

- Dead Man’s Shoes
- Murder in Mind

**Livewire Youth Fiction, published by Hodder.**

Titles include:

- A Different Kind of Hero
- Second Chance

**New Trend Series, published by Longman.**

Set A titles include:

- Vroom, Vroom!
- Night Cats

Set B titles include:

- Hey, That’s My Bike
- I Bet You
- Wild Dog

Set C titles include:

- White Lie
- Watcher on the Wharf
- A Real City Kid

For further resources contact your local bookshop or text book agent.

Titles include:
- The Coldest Place On Earth
- Love Story
- Picture of Dorian Gray
- Far from the madding crowd

Shivers series, contact your local textbook agent.

Titles include:
- Brain Drain/Old Bones
- A Real Corpse? Spook Bus


Titles include:
- Tin Can Puppy
- He’s Got to Go
- He’s Got to Learn
- Nora the Snorer
- The Case of the Vampire’s Wire

Spirals plays, contact your local textbook agent.

Titles include:
- A Bit of a Shambles
- Tell Me Where it Hurts
- Hanging by a Fred

Spirals Stories, contact your local textbook agent.

Titles include:
- The Actor
- Game of Life or Death
- Beware of Morris Minor

Trend Fiction, published by Longman.

Titles include:
- Ten Reasons Why Chocolate is Better
- Teachers’ Pranks
- Vicious Circle
- Red Bellies

Zappers, published by Heineman.

Set 1 titles include:
- The Dags Meet the Bad Beasts
- Zero
- The Warning

Set 2 titles include:
- Sunday the Thirteenth
- Battle of the Bands
- City to Surf

Set 3 titles include:
- An Alien in My Pocket
- All the Flavours in the World
- Torture Trek

Set 4 titles include:
- Animal House
- Drain Bug
- Sid and the Slimeballs

Zone 13, contact your local textbook agent.

Set 1 titles include:
- Cyber Space Warrior
- Invasion of the Killer Robots

Set 2 titles include:
- Cockroach
- Shadow From the Past

Set 3 titles include:
- A Nest of Aliens
- The Coffin Creaks

Paul Jennings titles, Puffin Books.

- The Paw Thing
- The Cabbage Patch Fib
- The Cabbage Patch War
- Unreal!
- Uncanny!
- Unbearable!
- Unbelievable!
- Unmentionable!
- Undone!
- Quirky Tales
- Round the Twist

Morris Gleitzman titles, Penguin books.

- Misery Guts
- Worry Wart
- Two Weeks with the Queen

Tim Winton titles, Penguin books.

- The Bugalugs Bum Thief
- Lockie Leonard, Human Torpedo
- Lockie Leonard, Scumbuster
- Lockie Leonhard, Legend

For further resources contact your local bookshop or text book agent.
John Marsden titles, Macmillan.
  
  So Much to Tell You
  Letters from the Inside
  The Rabbits
  Cool School
  Creep Street

Brian Caswell titles, UQP.
  
  Mike
  Lisdalia
  Maddie

James Moloney titles, UQP.
  
  Swashbuckler
  Buzzard, Breath Brains

Gillian Rubenstein titles, Penguin books.
  
  Answers to Brut

Margaret Clarke titles, Longman books.
  
  Hold My Hand ... or Else!
  Pulling the Moves
  Living with Leanne
  The Big Chocolate Bar
  Famous for Five Minutes
  Fat Chance
  Hot or What

Andy Griffiths titles, contact your local textbook agent.
  
  Just Trickling
  Just Annoying

Moya Simons titles, contact your local textbook agent.
  
  Dead Worried!
  Dead Average!
  Dead Meat!

Dyan Blacklock titles, contact your local textbook agent.
  
  Crab Bait
  Comet Vomit

Gary Crew picture books, contact your local textbook agent.
  
  The Water Tower

Jeanie Baker Picture Books, contact your local textbook agent.
  
  Where the Forest Meets the Sea
  Grandfather
  Home in the Sky

Other picture books, contact your local textbook agent.
  
  Rawlins, D. and Wheatly, N. My Place
  Marsden, J. The Rabbits
  Sadako and the Thousand Paper Cranes
  The Story of Helen Keller

Learning Development Corporation, contact your local textbook agent.
  
  Five Minute Thrillers, Set 1
  Five Minute Thrillers, Set 2
  Ten Minute Teasers

Novels by Les Martin based on the TV Series the X Files, contact your local textbook agent.
  
  Titles include
  
  X Marks the Spot
  Darkness Falls
  Class of the Doomed

The Usborne Library of Fear and Fantasy, contact your local textbook agent.
  
  Titles include
  
  Dracula
  Frankenstein
  Dr Jekyll and Mr Hyde
  Victorian Horror Stories
  Victorian Ghost Stories

For further resources contact your local bookshop or textbook agent.
Aboriginal literature

**Picture Books, contact your local textbook agent.**

Titles include:

- As I Grow Older by Ian Abdulla
- Tucker by Ian Abdulla
- Nana’s Gift by Margaret Brusnahan
- The Rabbits by John Marsden
- Dans’s Grandpa by Sally Morgan
- In Your Dreams by Sally Morgan
- Just a Little Brown Dog by Sally Morgan

**The Bawoo Stories, contact your local textbook agent.**

Titles include:

- How the Crows Became Black
- The Kangaroos Who Wanted To Be

**The Badudu Stories**

Titles include:

- Smartie Pants
- Too Big For Your Boot

**Muurun series**

*Aboriginal series for beginner readers*

Commonwealth of Australia, 1995

Available from Curriculum Corporation. Fax (03) 9639 1616.

Titles include:

- A big day
- Lunch box
- The secret

**Big Mob Books for Little Fullas**

*Aboriginal series for beginner readers*

NSW Board of Studies, (1996).

Phone (02) 9927 8111

Titles include:

- John Simon’s Story
- After School
- Cathy Freeman’s Story
- Ten Little Jarjum

For further resources contact your local bookshop or textbook agent.
Factual texts

Trend Facts series, published by Longman.
Titles include:
- About Genes
- About the Heart
- Bushrangers
- The Eye
- Fantastic Pets
- Trend Facts Teacher's Ideas Book

The Big Idea series, contact your local textbook agent.
Titles include:
- Archimedes and the Fulcrum
- Crick, Watson and DNA
- Turing and the Computer

... in 90 Minutes series, contact your local textbook agent.
Titles include:
- Curie in 90 Minutes
- Darwin in 90 Minutes
- Einstein in 90 Minutes

Livewire series, contact your local textbook agent.

Livewire non-fiction sport, contact your local textbook agent.
Titles include:
- Cathy Freeman
- Kieran Perkins
- Pat Rafter
- Steve/Mark Waugh

Livewire non-fiction film, contact your local textbook agent.
Titles include:
- Tom Cruise
- Marilyn Monroe

Livewire non-fiction music, contact your local textbook agent.
Titles include:
- Madonna
- Silverchair
- The Spice Girls

Livewire non-fiction history, contact your local textbook agent.
Titles include:
- Adolf Hitler
- Nelson Mandela

Slam Dunk series, contact your local textbook agent.
Titles include:
- Gone for a Wave
- Nature the Annihilator
- Send it to Forensic

Strange World series, contact your local textbook agent.
Titles include:
- Baboons Waited on Tables
- Frogs Swallow with their Eyes

True Stories series, contact your local textbook agent.
Titles include:
- Bog Bodies
- Kimberley Warrior
- Plague and Pestilence.

For further resources contact your local bookshop or textbook agent.
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