Programming and Strategies Handbook

Assisting Year 3 and Year 5 students who need additional support in literacy

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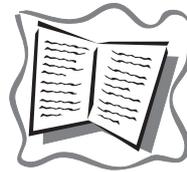
Follow-up to Basic Skills Test

This is a product of the NSW Department of Education and Training focusing on literacy improvement strategies for the lowest achieving primary students.

Contents

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.

The *focus* of this handbook is primarily on reading and spelling, with some reference to writing. Additional materials will be included in response to other State Literacy Strategy publications on writing, talking and listening.

The *purpose* of the handbook is to give teachers ready information based on current research as well as strategies for teaching literacy, to students with high support needs.

The intended users are classroom teachers, support teachers learning difficulties (STLDs), other support teachers, such as English as a Second Language (ESL) teachers and support personnel, such as Aboriginal Educational Assistants (AEAs).

The target students are those who:

• did not do the BST

• are in Year 3 and scored in Band One in reading on the BST and have been identified as needing additional assistance

• are in Year 5 and scored in Band One and Band Two in reading on the BST and have been identified as needing additional assistance

• have been identified as needing additional assistance in reading.

Students may experience difficulty in literacy for a variety of reasons. These difficulties may vary in cause, nature, intensity and duration.

There will be students who may require additional assistance in their learning. Teachers should liaise with parents or caregivers to ensure the individual needs of the student are met. 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 personnel, 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.

The School Counsellor, STLD, ESL teacher, AEA and CLO (Community Liaison Officer) are all specialists who may also consulted as a part of the collaborative team when planning for students.

Section 1

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 BST in reading and language. Following the focused individual assessment, the specific needs of these students will have been clarified. The needs could include any of the following:

- ability to work out the words on the page (if the student cannot read the text with at least 90% accuracy, the material is too hard)
- sufficient fluency: a reading rate of 100 words per minute with fewer than 3 errors for Year 5 and more than 80 words per minute with fewer than 3 errors for Year 3 (Neal, 1990)
- understanding conventions of print: e.g. print direction, punctuation
- ability to monitor own reading; to self correct when loss of meaning occurs by using and integrating the four sources of information
- automatic recognition of high frequency words: a reading rate of at least 30 words per minute with fewer than 3 errors is a guide for Years 3-4 and at least 45 words per minute with fewer than 3 errors for Years 5-6 (Neal 1990)
- 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 the literal, inferential and critical levels, using a range of text types
- ability to spell
- ability to communicate effectively when writing a range of text types.

An individual literacy plan (ILP) can be developed from the focused individual assessment and other information in a meeting with the parent or caregiver, the class teacher, the 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 priorities for instruction, the desired outcomes, indicators of achievement, strategies, resources and accommodations, monitoring procedures, time frames and personnel responsible for implementing the plan. This plan needs to be implemented within the context of the class literacy program.

The ILP is reviewed regularly to enable the student's progress to be evaluated and to plan further strategies, if needed, to continue the student's growth in literacy skills. The sample ILP on page 7 will indicate that both classroom and individual strategies are used to support students with high literacy needs.

Some students may require specific assistance, resources or accommodation within the classroom. Where relevant, teachers should:

- use technology, including computer programs, resources such as tapes, and other audio materials, to support written materials

- organise furniture to cater for students with physical disabilities

- control background noise and use visual aids, including chalkboards, overhead projectors and whiteboards, for students with poor concentration, as well as for students with hearing impairment and poor auditory processing skills

- be aware of the methods of communication used by students, such as Signed English, Auslan or Cued Speech

- be aware of the BBC Program (Breathing, Blowing, Coughing) as an effective strategy in actually reducing the causes of otitis media, such as cold, flu and asthma by improving the health of the respiratory tract. These activities are best practised before students sit for lengthy periods of time requiring listening skills and concentration

- use programs with subtitles, and media texts that rely on moving as well as static visual images rather than sound effects, for hearing impaired students

- be aware of teaching strategies to support students with Otitis Media (commonly known as glue ear)

- organise appropriate seating for students with hearing impairments to ensure optimal use of residual hearing and speech, reading ability, or to compensate for any visual difficulty by, for example, arranging proximity to visual materials such as the chalkboard

- control lighting conditions in the classroom by minimising the effects of glare and shadows for white, to maximise access for students with visual impairment

- consider the use of various colour combinations for paper and print rather than black and white, to maximise access for students with visual impairment

- check the size, style and clarity of print, as well as the spacing between letters, words and lines, when assessing the legibility of print for students with visual impairment

- provide desk copies of work displayed on the chalkboard, charts, or overhead projections to assist students with visual impairment or students who experience difficulty copying from the board

- provide a range of tactile experiences to assist in the development of concepts for students with visual impairment

- recognise that context functions meaningfully as a clue to word recognition for the visually impaired reader.

Adapted from: Board of Studies NSW 1998, *English K-6 Modules*, page 19

This is an example of an Individual Literacy Plan

Student: .... Class: Year 3 Date: .... School: ....

Class teacher: .... Parent/caregiver: .... Coordinator of LST or nominee: ....

STLD or nominee: .... Relevant personnel in attendance: .... Review date: ....

Area of need	Outcomes	Indicators	Strategies/resources	Monitoring	Personnel responsible	Time frame	Review comments
Text reading: use of four sources of information	RS1.6 Draws on an increasing range of skills & strategies when reading and comprehending texts.	Monitors own reading: self corrects when loss of meaning occurs by pausing, rereading, using knowledge of letter–sound relationships	Modelled reading. Daily guided reading using Pause, Prompt, and Praise with texts at the student's instructional level (see pages 38, 40)	Analysis of reading record (see page 28)	Class teacher STLD	Term 1	Respond to ongoing monitoring. Review at the end of four weeks
Oral reading Fluency Improved understanding of texts and illustrations		Reads with improved fluency and understanding from texts at an independent level (desired rate 80 wpm with less than 5 errors on 3 consecutive days)	Daily independent reading: Repeated reading, Taped reading; Paired reading; NIM, Echo reading (see pages 53, 54) Oral retelling of text, questioning (see page 146)	Timed reading recorded on fluency graph (see page 48) Accuracy of response for oral retelling Responses to questions	Class teacher STLD, trained tutor	Term 1	
Sight vocabulary		Reads each high frequency word correctly when presented on word cards on 3 consecutive occasions	Match-to-sample, games, sight words from texts for guided reading and high frequency word list on Word Wall (see pages 58-62)	Ticks on the back of each word card (see page 63)	Class teacher, STLD, trained tutor	Term 1	
Blending and segmenting words Spelling	WS1.11 Uses knowledge of sight words & letter-sound correspondences & a variety of strategies to spell familiar words.	Blends CVCC words to work out unknown words, and segments these words into individual letter sounds when spelling	Track games, slides, flip books, wall charts, onsets and rimes, letter tiles (see pages 75-81), CVCC words taken from the student's reader and wall chart	Pre- and post-test, ticks above word to monitor blending	Class teacher, STLD, trained tutor	Term 1	
Active participation in all KLAs	Uses strategies to access content in the KLAs.	Actively participates to complete tasks set	Cooperative learning using strategies such as Before and after charts, Jigsaw reading, Diagramming, to support specific focus in KLAs (see pages 133, 141, 142, 150)	Pre- and post-tests with units of work	Class teacher	Term 1	

This example shows the prioritised outcomes for this student as determined by the members of the planning team.
Other outcomes will be addressed through the class literacy program.

This is an example of a blank proforma for an Individual Literacy Plan

Student: .... Class: .... Year .... Date: .... School: ....

Class teacher: .... Parent/caregiver: .... Coordinator of LST or nominee: ....

STLD or nominee: .... Relevant personnel in attendance: .... Review date: ....

Area of need	Outcomes	Indicators	Strategies/resources	Monitoring	Personnel responsible	Time frame	Review comments

This example shows the prioritised outcomes for this student as determined by the members of the planning team.

Other outcomes will be addressed through the class literacy program.

Strategies for students with high support needs in literacy

Need	Individual or paired strategy	Page	Classroom strategy	Page
Accuracy and fluency To monitor own reading: use and integrate the four sources of information	• Analysing reading record • Developing fluency • General reading strategies • Paired reading strategies: • NIM • Turn about and echo reading • Silent guided reading • Taped reading • Pause, Prompt and Praise • Modelled reading • Guided reading • Independent reading • Proformas: four sources of information	28 48 130 53 53 55 56 36 38 40 44 85	• Developing fluency • General reading strategies • Paired reading strategies: • NIM • Turn about and echo reading • Taped reading • Pause, Prompt, Praise • Modelled reading • Guided reading • Independent reading • Proformas: four sources of information	48 130 53 53 56 36 38 40 44 85
Phonological information	• Phonemic awareness activities • Strategies to teach letter-sound relationships • Activities • Using picture cues	69 73 76 84	• Phonemic awareness activities • Strategies to teach letter-sound relationships • Activities	69 73 76
Sight words (Visual graphological processing)	• Match-to-sample • Games for word recognition • Other word recognition strategies • Survival words • Games for irregular words	58 59 61 65	• Match to sample • Games for word recognition • Other word recognition strategies • Survival words • Games for irregular words	58 59 61 65
Vocabulary (Semantic processing)	• Word meaning checklist • Concept of definition • Barrier games • Match-to-sample • Vocabulary categorisation • Vocabulary clines • Matching	120 123 125 58 128 129 126	• Word meaning checklist • Must-Should-Could • Concept of definition • Barrier games • Matching • Vocabulary categorisation • Vocabulary clines	120 122 123 125 126 128 129
Grammatical information	• Modelled reading and writing • Guided reading and writing • Cooperative cloze • Sequencing • Skimming and scanning • Vocabulary categorisation	38 40 160 145 153 128	• Modelled reading and writing • Think aloud reading • Cooperative cloze • Sequencing • Skimming and scanning • Vocabulary categorisation	38 132 160 145 153 128
Comprehension	• Strategies before reading • Strategies during reading • Strategies after reading	150-157 158-163 164-168	• Strategies before reading • Strategies during reading • Strategies after reading • Reciprocal teaching • Cooperative learning • Collaborative strategic reading	150-157 158-163 164-168 138 133 135
Spelling	• Using visual knowledge • Look, Say, Cover, Write, Check • Old way, New way • Spelling games • Using phonological knowledge • Using morphemic knowledge • Using etymological knowledge	91-95 93-94 92 95 98-111 112-144 115-116	• Using visual knowledge • Using phonological knowledge • Using morphemic knowledge • Using etymological knowledge • Spelling games • Spelling generalisations • Scope and sequence of phonological and graphological skills	91-95 98-111 112-114 115-116 95 117 118

Section 2

Skills and understandings assessed by the BST: strategies to teach them

The following are some of the skills and understandings assessed by the BST. The strategies in this section are intended for a wide range of students as well as those identified as having high literacy support needs.

Skills and understandings assessed	*Strategies*	*Page*
Extract information from a variety of presentations e.g. symbols, icons, graphs, tables, diagrams, pictures	• Think-aloud reading • Collaborative strategic reading • Reciprocal teaching • Sequencing (apply to captions, tables etc.) • Skimming and scanning • Making predictions • Read the pictures • Analysing text for layout • Survival words with symbols • Diagramming	132 135 138 145 153 154 155 156 65 142
Understanding vocabulary: • common sense • technical	• Word meaning checklist • Must, should, could • Concept of definition • Vocabulary practice using barrier games • Match-to-sample • Matching • Vocabulary categorising • Vocabulary clines	120 122 123 125 58 126 128 129
Comprehension (literal) • sequencing • identifying • locating information • finding a reason	• Modelled reading • Guided reading • Collaborative strategic reading • Reciprocal teaching • Jigsaw reading • Think-aloud reading • Three-level guide • Cooperative cloze • Cooperative learning • Inserts • Diagramming • Sequencing • Skimming and scanning • Fit it • Brainstorming • Retelling	38 40 135 138 141 132 164 160 133 159 142 145 153 168 157 147

Skills assessed	*Strategies*	*Page*
Comprehension (interpretive) • identifying • finding a reason	• Modelled reading • Guided reading • Vocabulary strategies • General reading strategies • Strategies before reading • Strategies after reading • Cooperative learning • Inserts • Diagramming • Skimming and scanning • Fit It • Brainstorming • Movie director	38 40 120-129 132-149 150-157 164-168 133 159 142 153 168 157 163
Comprehension (inferential) • drawing conclusions • making links • finding a reason	• Modelled reading • Guided reading • Think-aloud reading • Collaborative strategic reading • Reciprocal teaching • Questioning • Three level guides • Cooperative learning • 3H (Here, Hidden, Head) • Diagramming • Before and after charts	38 40 132 135 138 146 164 133 166 142 150
Identifying the purpose or function and readership of texts	• Modelled reading • Guided reading • Think-aloud reading • Making predictions • Collaborative strategic reading • Reciprocal teaching • Three-level guides	38 40 132 154 135 138 164
Recognising important features of the text: e.g. structure and grammar	• Modelled reading • Guided reading • Cooperative cloze • Skimming and scanning • Analysing text layouts	38 40 160 153 156
Understanding the use of text conventions, e.g. headings, paragraphs, layout	• Modelled reading • Guided reading • Collaborative strategic reading • Reciprocal teaching • Diagramming • Making predictions • Analysing text layouts • Structured overview • Jigsaw reading	38 40 135 138 142 154 156 151 141

Department of Education and Training (1998), *Linking Basic Skills Tests to the Curriculum, Year 5 and Year 3*, Skills from p. 2.

Program planning

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.

As part of the State Literacy Plan many resource materials have been developed to support the work of teachers by giving them the knowledge and skills to effectively address students' literacy needs within the mainstream classroom. Some resource material supporting the English K-6 syllabus include:

- *Teaching reading: A K-6 framework*
- *Teaching reading in a multi-age classroom*
- *Teaching reading in Early Stage 1*
- *Teaching reading Stage 1*
- *Teaching reading Stage 2*
- *Choosing literacy strategies that work, Stage 2*
- *English K-6 Modules*
- *Focus on literacy: Spelling*
- *Teaching spelling K-6*
- *Focus on literacy: Writing*.

Information on implementing a balanced reading program and organising a daily literacy session is provided in the materials.

It is important for teachers to consider placing the strategies outlined in this handbook in the context of a balanced daily literacy session.

It will be important to consider the modifications required in order to support students with high support needs in literacy. Students who require additional assistance in literacy will need more planning, structure and frequent monitoring from their classroom teachers.

Classroom management

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

The setting of classroom rules, establishing routines, developing independent work habits, grouping of students, seating arrangements, time management and the placement and availability of resources, are just some of the issues that require consideration.

Support personnel, such as the STLD or the ESL teacher, if available, can have an important role to play in working collaboratively with class teachers to plan, implement and monitor programs and to establish class routines.

Section 2

Grouping students

When grouping students, teachers should choose the most appropriate arrangement according to students' learning needs and the identified outcomes to be achieved. Grouping arrangements can include:

- the whole class

- small groups

- individual student working with a teacher

- small groups, student-directed

- cooperative learning

- tutoring

- students working independently.

Students with high support needs in literacy will benefit from whole-class strategies which in many cases can be refined to meet students' needs individually or within a small group.

Teaching the skills which students need for effective group work is essential. See Cooperative learning, page 133, for the five essential elements of cooperative learning. To learn more about grouping students see the *English K-6 Literacy Interim Support Document*, pages 55-57 and Grouping for learning in *Teaching Reading: A K-6 framework*, page 54.

Strategies for students to use

Strategy training aims to teach students how to learn rather than teaching facts. Many of the strategies in this handbook focus on strategies to teach students how to learn. Choose strategies that students with high support needs in literacy can remember and learn to use independently.

Section 3

Programming in the teaching and learning cycle

Programming is the process of selecting and sequencing learning experiences to enable the class, groups and individual students to achieve the outcomes of the English syllabus (*English K-6*, 1998, p. 86).

The following diagram demonstrates the teaching and learning cycle.

The teaching and learning cycle

Outcomes achieved

Outcomes to be achieved

Reporting

Where are my students now?

Where are my students going?

Assessing and recording

Ongoing evaluation

Planning and programming

How do I know when my students get there?

How will my students get there?

Classroom practice

Work samples *

* A work sample is any demonstration of student achievement

Teaching and learning experiences

1. Assessing: Where are the students now?

For students with high support needs in literacy, as for all students, the first step is to find out what they can do. Teachers can then plan for what they need to do next.

The BST provides the school with information about each student, and the class teacher, STLD or other support personnel implements a focused individual assessment with students who are identified as needing additional support. Class teachers need to conduct their own curriculum-based assessment through observation as well or analyse recently completed work samples (for ESL students also refer to the *ESL scales*). On the basis of this information learning needs can be identified and an action plan developed. See page 7.

2. Planning and programming: Where are the students going? Developing priorities when sequencing skills and knowledge

Outcomes from the English K-6 Syllabus are arranged in stages. They are statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning. The program focus and syllabus outcomes need to be determined.

For students with high support needs in literacy it is necessary to:

- break the content relevant to the outcome into a sequence of manageable skills or teaching steps

- ensure the steps are carefully sequenced from easy to difficult or in a logical order; some students may require very small steps

- clearly identify indicators that will show student achievement

- identify monitoring procedures to check progress

- determine the specific strategies and resources to be used

- provide teaching and learning experiences to ensure that the students achieve the outcomes and can move on.

When sequencing the skills and knowledge to be taught it is important to develop priorities.

(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 recognition of high-frequency words before words that occur less frequently.

(c) *Do not teach together, things that look alike or sound alike*

For example, if a student is having difficulty recalling the sounds for the letters that represent vowels, then it may be necessary to separate their teaching, because some vowels can be difficult to discriminate from one another e.g. *a* and *u*.

> *Helpful hint:*
> *When difficulty in sound or symbol discrimination is an issue for a student from a language background other than Standard Australian English, the impact of the first language's sound or writing system should be a consideration in developing teaching sequences.*

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

Students undertaking a new task move through a series of phases.

- *Acquisition*: students need to know how to perform the skill: the student should be 80-100% accurate.
- *Fluency*: students need to get better and faster: the student should be able to perform the skill quickly, i.e. so many per minute or within so many minutes.
- *Maintenance*: students must remember the skill over time: continued practice is required to ensure the student is able to maintain the level of proficiency.
- *Generalisation*: students need to use the skill in different contexts: the student needs to recognise that, if the skill is required in a different situation, it is important to still be able to perform it well.

Fun formats such as games make the review pleasant; tests, quick quizzes and 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.

3. Teaching and learning experiences: How will students get there?

The steps of effective instruction (see page 17 for example):

(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 skills and concepts*

A short statement of the purpose or expectations and an overview of the lesson occur 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 may need to be given.

Frequent checking of students' understanding is necessary.

A lively lesson pace will maintain students' 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.

Demonstrating steps of effective instruction

Guided reading planning sheet: Focus outcome RS1.6, Learning to read: Skills and strategies

Name: .... **Class:** .... **Week:** ....

Focus on text reading

New text: ....

Teacher introduces text (instructional level)

- Discuss title, cover, author, talk about topic of the text to activate background knowledge
- Discuss possible text type and purpose
- Predict about text and compare
- Focus on potentially difficult vocabulary
- Model reading of the text
- Support students as they read aloud using the Pause Prompt Praise tutoring procedure
- Recall strategies demonstrated during modelled reading and give guided practice
- Monitor and assess each student's reading

Focus on meaning and grammar

- Predict ☐ • Retell ☐ • Compare
- Discuss events, characters, information and illustrations
- Find and match word meanings
- Scan the text to identify words that indicate when, where, who, why and how
- Identify noun–pronoun links, subject–verb links
- Use three-level guide questions (right there) (think and search) (opinion)
- Sequence the text
- Use diagramming
- Complete cloze activities
- Other: ....

Conventions of print

- Revise some known conventions
- Introduce new ones in text
- Teacher locates examples; student locates examples
- Student transfers to own writing

Familiar texts to re-read

- ....
- ....
- ....
- ....

Visual processing: automatic recognition of high frequency words

- Revise some known high frequency words
- Introduce new words in the text
- ....

Strategies

- Match-to-sample
- Memory games
- Make words using letter tiles, blocks
- Spell – Look, Say, Cover, Write, Check
- Computer activities
- Other: ....

Phonemic awareness

Letter-sound correspondences

- Revise some known letter sound correspondences
- Introduce new ones from the text
- Blend new sounds with known to make words
- Build word families and rhyme
- Use Elkonin boxes (spell by sounds)
- Provide sound cloze
- Play phonemic games
- Match-to-sample
- Other: ....

Monitor progress

- Reading records
- Anecdotal records
- Checklists
- Work samples
- Student self assessment
- Other: ....

Follow-up

- Computer reading
- Paired reading
- Home reading
- Other: ....

Presentation of new skills and concepts. Review of those previously taught.

Modelling followed by guided practice.

Use of "Think-aloud reading" strategies followed by guided and independent practice.

Review of skills previously taught; introducing new activities; providing guided and independent practice.

Review of skills previously taught. Introduction of new skill, followed by guided and independent practice. Programming for generalisation.

Independent practice to integrate the skills and strategies learnt: practise phrased and fluent reading.

Ongoing monitoring to determine effectiveness of program and achievement of syllabus outcomes.

Independent practice providing for generalisation in a range of contexts.

Review of skills previously taught; introducing new skills; providing cumulative practice with carefully sequenced guided and independent activities.

The focus outcome RS1.6, Learning to Read, has direct links to outcomes RS1.7, Context and Text, and RS1.8, Language Structures and Features.

Section 3

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

(e) *Cumulative review*

Students need adequate practice to help them master skills before the teacher proceeds to more difficult items. Skills and knowledge will not be retained by students with high support needs in literacy if taught only once or twice and practised for a brief time. Cumulative review means that students are given a task in which examples of the most recently introduced skill are integrated with examples of skills previously taught. Cumulative review is a critical part of instructional design.

(f) *The role of fun and feeling successful*

Teachers need to give special attention to students who rarely experience success 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 or fluency achieved and quizzing on important concepts

- including fun by using simple games wherever possible, where practice is needed for a skill or concept to be mastered.

Choosing appropriate reading material

When planning to teach students with high support needs in literacy, one of the greatest problems for a teacher can be finding suitable reading material. It is crucial for the development of the students' reading skills that they have opportunities to read independent or instructional level material on a daily basis (see Choosing appropriate text, page 130). The texts chosen also need to be appropriate to the students' age, interests and cultural backgrounds. (see Section 5, page 173 for a range of texts that may be useful).

Planning a unit of work

Students bring to school a variety of skills and experiences.

When planning a unit of work, the teacher needs to consider the diverse literacy needs of students in the class.

When teachers are designing or selecting instructional materials and activities for students needing additional support in literacy, it is important to provide:

- clear, explicit explanations of new skills and concepts through demonstration and modelling

- sufficient guided and independent practice in order that the students will learn, remember and use the skills and concepts in a range of contexts.

Teaching a unit of work

Once a unit of work has been planned for the class or group, 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. Specific strategies and resources will need to be identified to teach skills and knowledge, in order for students to demonstrate achievement of outcomes. Some of these strategies will need to be whole–class strategies, others highly individualised. The teacher may need to work collaboratively with support personnel. This may have been suggested in the individual literacy plan (ILP).

The Pyramid planning process is a useful way of clarifying the goals of learning for a unit of work: see pages 23-25. Another planning model (a concentric planning model) is shown on pages 26-27.

4. Monitoring student progress: How do I know when the students get there?

Monitoring involves systematic observation of students in order to observe the indicators identified that show achievement of syllabus outcomes.

Monitoring needs to be simple, manageable and time efficient and should involve a combination of:

- observation

- formal testing, using curriculum–based assessment and curriculum–based measurement

- collection and analysis of work samples

- individual conferences

- anecdotal records.

What should be taught next?

The student is ready to progress to the next skills or complete the individual literacy plan when he or she demonstrates achievement towards the outcome as identified in the ILP. A review would then complete the process.

Helping students who have difficulty just reading the words on the page

It can sometimes be challenging to provide for the effective participation of those students in the classroom who have difficulty in reading. It may be embarrassing for some students to read aloud. It can also be frustrating for these students to be set work that is too hard for them. Students' reading will improve with opportunities for practice. Points that need to be considered are:

1. By Year 3 most students have some reading expertise

All students need to be given material at an appropriate level. The appropriate level is text which the student 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 130.

Considerations should also be given to acceptable levels of fluency.

2. Reading is based on processing from the four sources of information

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

Readers must obtain 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. (When faced with an unfamiliar word, the reader has a go, then needs to check with these four questions.)

- The semantic (word meaning) source of information
  The reader asks: *Does this make sense?*

- The syntactic (grammar) source of information
  The reader asks: *Can I say it like that?*

- The graphological (written language) source of information
  The reader asks: *Does this word look right?*

- The phonological (sounding out) source of information
  The reader asks: *Do the sounds I want to say match the words on the page?*

3. Simple strategies to help students use all four of the sources of information

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?

Think about what word would make sense. Try the word in the sentence. Re–read the sentence.

Problem word

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

Re–read the sentence.

Look at any pictures.

Do you know a word that looks like it? Can you change some of the letters to make a word you know?

4. How can the teacher help?

The class teacher can help by providing daily instructional reading through:

- modelled reading lessons, page 38
- guided reading lessons, page 40
- independent reading, page 44.

Aspects of literacy should be taught within all KLAs.

The daily guided reading lesson provides the most significant opportunity for teachers to work with students experiencing reading difficulties because students can experience structured and explicit teaching with careful attention to the sequence of skills. See *Teaching Reading: A K-6 framework*, pages 45-48.

While students are working in the KLAs other strategies such as Jigsaw reading, page 141, will enable the teacher to vary the level of material being read by different groups of students.

Collaboration with the STLD, ESL teacher, AEA and other relevant personnel is recommended when available.

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

To develop as effective readers, students must learn to take on a set of roles, or ways of interacting with a text. These roles (described by Freebody and Luke, 1990) indicate the ways a reader can move beyond decoding print to understanding and using text on several levels for a variety of purposes. Briefly, these roles can be described as:

Code-breaker role

As a code-breaker a reader is concerned with decoding the visual information of the text.

Text-participant role

As a text-participant a reader is concerned with understanding the meaning of the text.

Text-user role

As a text-user a reader is concerned with the way in which the text prompts him or her to take some action.

Text-analyst role

As a text-analyst a reader is concerned with the underlying and unstated assumptions in the text and the way the text attempts to position him or her as a reader. See *Teaching Reading: A K-6 framework*, pages 12 and 13.

6. When the text is just too hard

Students may need support in gaining meaning from text in all key learning areas.

Three useful strategies to try are:

a) **Paired reading strategies**, pages 53-55

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 re–reads the sentence quietly.

b) **Diagramming**, page 142

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 135

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

Catering for diverse needs in your classroom

This material is adapted from: Schumm, J.S., Vaughn, S. and Leavell, A. G. (1994). Planning Pyramid: A framework for planning for diverse student needs during content area instruction, *The Reading Teacher,* 47 (8), pages 608-615.

The planning pyramid provides a framework for teaching a unit of work in classrooms where students have a range of academic needs. The research of Schumm, Vaughn and Leavell suggests that using the planning pyramid enables teachers to cater for the full range of students, by prioritising essential concepts.

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 the content of a unit of work.

There are two major concepts to the planning pyramid:

- Degrees of learning, and

- Points of entry.

Degrees of learning

The **goal** is for teachers 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 essential concepts of the topic.

Some important points about the degrees of learning:

- Teachers need 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.

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?
How does this topic link to the outcomes of the syllabus?

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 or other students who speak a language other than Standard Australian English 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?
What indicators will provide examples of how students might demonstrate progress towards achievement of an outcome?

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?

Basic components of the planning pyramid include three degrees of learning and five points of entry. It does not assume that any students will have restricted access to content.

Student

Students who have the most knowledge about the unit will need to be given supplemental information or opportunities.

Teacher

Students who have the greatest needs in this unit will need to be provided with the most instruction.

Context

Instructional practices

Topic
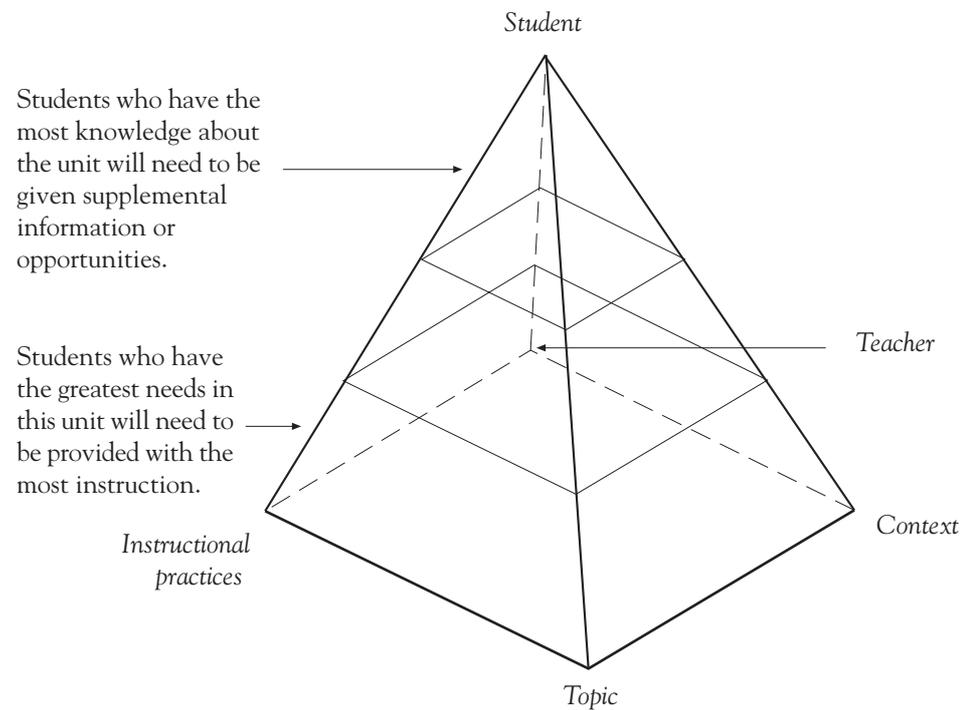
Example of a planning pyramid

Students can be on any position of the planning pyramid, depending on the unit of work.

Some appropriate strategies to consider using with a planning pyramid include:

- Cooperative learning

- Jigsaw reading

- Diagramming

- Sequencing

- Cooperative cloze

- Inserts

- Note-making

- K.W.L.

Historical models of solar system e.g. Heliocentric Geocentric Copernicus

Observatories around the world

Features of some specific constellations
Radio telescopes, features
Seasons – Rotation of Earth / axis / solstice

Focus section
☼ ⟨ *DAY and NIGHT* ⟩ ☽
Rotation of the Earth / orbit
Position of sun (winter / summer)
Constellations
The observatory
Using a telescope
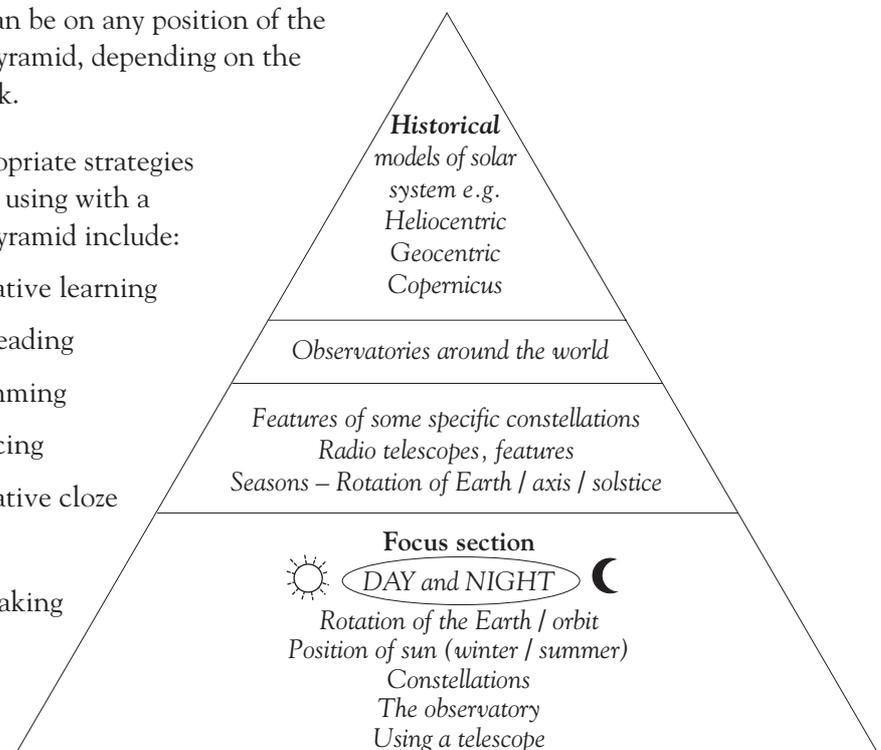
Board of Studies NSW, 1999, *Science and Technology K-6, Revised Outcomes and Indicators*, (Stage 2, ES 2.6).

Example of planning to cater for diverse needs in the classroom

Title of unit: The solar system
Curriculum area: Science and Technology
Time frame: 5 weeks
Years 3 and 4

Working towards outcome ES 2.6: *Identifies some of the features of the solar system and interactions of Earth that affect conditions on Earth (Stage 2, Earth and its surroundings).*

Science and Technology K-6 Syllabus, Revised Outcomes and Indicators.

Independent

1. *Using technology:* Students negotiate areas of research on solar system and complete independent research project using computer software or WWW or video or reference material

   Designing and making
   Using research information designs and produces a play or video or model or board game about *Lost in Space* theme addressing, for example survival needs, conditions or features of certain planets, gravitational pull, space travel.

   Investigating
   Researches and describes solar system, events in space which effect Earth e.g. eclipses, meteorites, shooting stars.

Group

2. *Using technology:* Find answers to a number of questions negotiated on the solar system or space travel e.g. main features of several planets, distance from sun, oxygen level using computer software, WWW, video, reference material.

   Designing and making
   Using information from research to write a scene or short play or design scenery or diorama or model or board game or space card game to represent features of a planet (*Lost in Space*).

   Investigating
   Group research to describe an event in space or report from video or news item e.g. asteroids or meteorites or eclipse.

Guided

3. *Using technology:* Completes scaffold prepared by teacher with assistance from teacher or peer, on a planet or part of solar system e.g. name, some main features, conditions of using computer software or WWW or video …

   Designing and making
   Using research information joint construction of a play or scene on theme *Lost in Space*. Takes part in drama already scripted or makes scenery or model or works with a group on a board game.

   Investigating
   Group research on selected topic or retell or reports on information from video or book or computer software or talk. Find answers with assistance to some questions from board game e.g. *What is a meteorite?*

> Example designed by Mandy Shaw, Senior Curriculum Officer, Technology and Applied Science, Board of Studies and Yvonne Stapleton, Senior Education Officer, Learning Support, Disabilities and Learning Difficulties Unit, Department of Education and Training.

A planning model

Using a concentric planning model helps the whole class to focus on core knowledge, skills and understandings. Each segment can be planned or programmed in depth. Students with particular strengths or interests will develop skills, knowledge and understandings in all or most aspects of a segment.
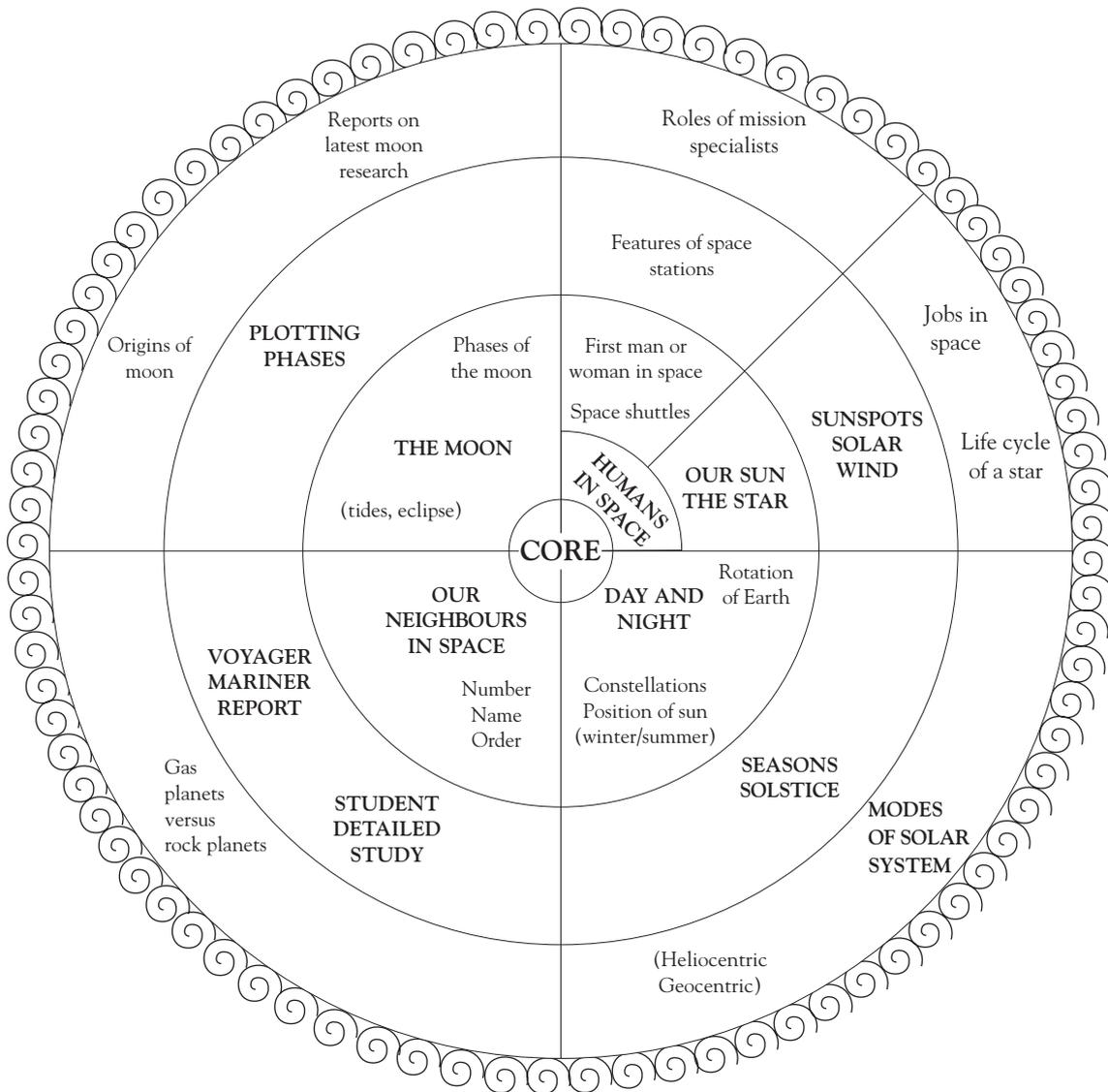
ES S2.6 Identifies and describes some of the interactions of Earth with other parts of our solar system and universe (Stage 2, *Earth and its surroundings*).

Science and Technology K-6 Syllabus, (Board of Studies), Revised Outcomes and Indicators, September 1999.

Example designed by Rick Connor, Head Teacher, Science, Newtown Performing Arts High School and Yvonne Stapleton, Senior Education Officer, Learning Support, Disabilities and Learning Difficulties Unit, Department of Education and Training.

Section 4: Strategies for students with high support needs in literacy

Section 4(a): Reading strategies

Analysing reading: Record of reading

Record of reading

A record of reading is used generally by 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 18 of the Follow up to BST folder).

No teaching takes place during a record of reading as this is an assessment procedure. The teacher observes and records the student's reading, then analyses the results, which assists in identifying the need for further diagnostic assessment related to the four sources of information (see the individual focused assessment available in the Follow-up to BST document).

Preparing to take a record of reading

- Select a text at an instructional level for the student to read (student reads at no less than 90% accuracy; see page 130).

  Photocopy and attach the text to a copy of the Record of reading proforma (page 32).

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

- Do not disturb the student by the recording process.

Taking a record of reading

- The student reads from his or her 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 the teacher is completing the record of reading proforma. It indicates the student is monitoring meaning as he or 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 all teachers will develop their own "shorthand".

Suggested symbols for recording student responses

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 or she reads

e.g.   … m*a*tch …   *march (sc)*

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

e.g.   … m*a*tch …   *march*

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

e.g.   He decided to str*i*ke the match.

An addition can be indicated with a caret to indicate where it occurs and by writing the addition above

e.g.   He decided ∧to strike the match.   *when*

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

e.g.   He decided to <u>strike</u> 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 sources of information.

Recording results: (see example p. 31)

- Photocopy the suggested Record of reading proforma on page 32 and, if you have not already done so, attach the photocopy of the text you have just assessed.

- Categorise the error according to the sources of information in which the student is experiencing difficulty: semantic (meaning), grammatical (structure), or graphological or phonological (visual or sound). (For additional information see *Teaching reading: A K-6 framework*, pages 10-11.)

- On each line where errors occur indicate the sources of information 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:

    - sematic processing

    - grammatical processing

    - graphological or phonological processing.

    Further diagnostic assessment may be necessary (see the individual focused assessment available in the Follow-up to BST document).

    Refer to contents section of this handbook for strategies to assist in meeting specific needs.

Adapted from original source: Clay, M.M. (1993). *An Observation of Early Literacy Achievement*. Heinemann, Auckland.

Example of record of reading

	Sources of information		
Racing bikes	semantic (meaning)	grammatical (structure)	graphological/ phonological (visual/sound)
Some motorcycles or "motorbikes", are very fast. Races used to take place on the roads with ord~~i~~nary *9* motorbikes. Now			
most rac~~i~~ng *es* is on tracks or special		X	X
cir~~c~~uits, *circle* and the machines are	X		X
specially built for racing. Th~~e~~y *There (sc)*	X		X
can go as fast as 315 km/h (194 m~~p~~h) *9* on the straight parts of	X		
the circuit. Riders <u>prepare</u> *T* 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 si~~z~~es *sorts* of			
mot~~or~~cycles. *machines (sc)* These are the			X
smallest rac~~i~~ng *es (sc)* machines called "50cc". They have small engines and thin wheels.			

From: Barrett, N.S. (1984) *Motorcycles*
London: Franklin Watts.

Conclusion:

Student is experiencing most difficulty in the area of:

❑ semantic information (meaning)

❑ grammatical information (structure)

☒ graphological/phonologicalinformation (visual/ sound)

Recommended action:

☒ further diagnostic assessment , refer to Part 2, page 4, step 5.

❑ see *Programming and strategies handbook*, page/s …

Example of a record of reading

Sources of information		
Semantic (meaning)	Grammatical (structure)	Graphological/ phonological (visual/sound)

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 …

Record of reading

Sources of information		
Semantic (meaning)	Grammatical (structure)	Graphological/ phonological (visual/sound)

Conclusion:

Student is experiencing most difficulty in the area of:

❑ semantic information (meaning)

❑ grammatical information (structure)

❑ graphological/phonological information (visual/sound)

Recommended action:

❑ further diagnostic assessment

❑ see *Programming and strategies handbook,* page/s …

Example of a reading record sheet used in the Follow-up to BST focused individual assessment

Student's name: .... Date: ....

Key: P = phonological V = visual/graphological G = grammatical S = semantic E = error SC = self correction			**Error analysis**				**Self-correction analysis**			
Word count / Text title:	E	SC	P	V	G	S	P	V	G	S

Retell	Accuracy %		Self-correction rates		Fluency rate: cwpm
Accurate	Easy	95-100%	E + SC	eg. 15 + 5	Guide: (Neal 1990)
Partly accurate	Instructional	90-94%	SC	5	YK-2 50-80 + cwpm
Needed prompting	Frustrational	< 90%	= Ratio 1:	= Ratio 1:4	Y3-4 80-100 + cwpm
Inaccurate					Y5-6 100-120 + cwpm

Modified record of reading

The following modified record of reading requires little preparation and can be used for matching books to students. After the student has read the text a retelling or oral questioning can occur. See page 35 for recording sheet.

Taking a modified record of reading

Choose a section of the text not previously read by the student at the student's instructional level.

Allow the student time to read the page without assistance prior to testing.

1. The reader reads for one minute. No prompting is offered.

2. Record each error with a stroke: | | | | | |

3. If the reader self-corrects without any prompting, cross the stroke:

     | ✗ | | ✗ |

		Example
4.	Note the word reached after one minute Count the number of words per minute:	80
5.	Count and record the total number of errors:	6
6.	Count and record the total number of self-corrections:	2
7.	Record the self correction ratio:	2 : 6
8.	Record the number not self corrected:	4
9.	Calculate the number of words read correctly:	80 – 4 = 76
10.	Calculate the accuracy level:	$\dfrac{76}{80}$ x 100 = 95%

Record information on the sheet provided

L Young Penrith SESC

For further information see NSW Department of School Education, Curriculum Directorate, 1997, *Teaching reading: A K-6 framework*, pages 62, 63.

Recording sheet

Name: .... Class: ....

Date	Text	Page	Errors	Self corrections	Self correction rate	Errors not corrected	Accuracy	Speed cwpm	Retelling/ Questioning	Comments

Less than 90% accuracy: frustration level. 90% – 95% accuracy: instructional level. 95% – 100% accuracy: independent level.

Consider also the recommended fluency rate as an indicator of reading placement; see page 52.

Developing accuracy using *Pause, Prompt, Praise*

Purpose

- to give students practice in using and integrating the four complementary sources of information when reading texts at an instructional level:

  - information about meanings (semantic information)

  - information about language structures (grammatical information)

  - information about the sounds of language (phonological information)

  - information about language in print (graphological information).

Description

This is a 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).

This is a strategy which can be demonstrated in the modelled reading lesson and used by the teacher or tutor during guided reading when supporting a student's reading of the text. Daily short intensive sessions are important for effectiveness.

Preparation

Provide training and preparation of tutor (peer or adult volunteer).

Select text at instructional level.

Identify and provide monitoring procedures.

Materials

Texts at an instructional level

Implementation

The student reads. The tutor responds to the students' reading following the *Pause, Prompt, Praise* procedure on the flow chart provided.

McNaughton, S., Glynn, T. and Robinson, V. (1981). *Parents as Remedial Reading Tutors: Issues for Home and School.* New Zealand Council for Educational Research, Wellington.

Tutoring procedure: Pause, Prompt, Praise

PAUSE to give the student a chance to solve the problem

If the mistake does not make sense

- **PROMPT** with clues about meaning, e.g. **ASK** a question.

If the mistake does not sound right

- **PROMPT** with clues about how we should say it, e.g. **ASK** a question.

If the mistake does make sense and sounds right

- **PROMPT** with clues about how the word looks, e.g. **ASK** about one part that is wrong.

If the student says nothing

- **PROMPT** by **ASKING** the student to read on to the end of the sentence or go back to the beginning
- **ASK** about the sounds or groups of letters or another word that looks like that one.

If the word is not correct after two prompts

- We should say: "The word is ..."

PRAISE

- **PRAISE** when the student reads a sentence correctly.
- **PRAISE** when the student self corrects.
- **PRAISE** when the student gets a word correct after prompting.
- **PRAISE** when the student has a "good try" at self correction.
- **PRAISE** when the student has a "good try" after a prompt.

(Adapted from McNaughton, Glynn and Robinson, 1981)

Modelled reading

Purpose

- to demonstrate reading strategies by sharing the reading process with students. This is explained in *Teaching reading: A K-6 framework,* pages 29-32.

Description

During modelled reading the teacher makes explicit the knowledge and skills for reading a student needs in order to gain meaning from the text. A range of text types is presented. Specific aspects of the reading process and features of the text are taught, concentrating, where appropriate, on:

- meaning
- grammatical features
- sound, letter and word knowledge
- contextual knowledge
- the roles of the reader.

Preparation

Choose a suitable text.

Develop an awareness of where students are now in the reading continuum to clearly identify the skills, knowledge and understandings to be reviewed and taught.

Identify the outcomes and indicators that demonstrate movement towards or achievement of the outcomes.

Clearly identify how you will adapt and modify your teaching for each student while working with the text.

Select and systematically sequence the learning experiences to ensure success.

Identify ways to build field knowledge prior to presentation of the text, e.g. discussions, other readings, a computer program, video, an excursion, brainstorming, introducing key words and diagramming.

- Plan activities for after reading, e.g. sequencing sentences to reconstruct the text (page 145).

Materials

Text chosen

Materials for activity after reading

Implementation

(Adapted from *Teaching reading: A K-6 framework*, pages 30 to 32)

1. Ensure that students with high support needs in literacy are seated appropriately, e.g. to minimise distractions.

2. Begin with a short statement of the purpose of the lesson.

3. Introduce the text; talk about cover, title author. Revise topic knowledge and predict what the text might be about. Discuss purpose and type of text.

4. Read the text through, perhaps sliding finger under words as you read. Pause frequently to discuss events, characters, information and to make and confirm predictions. (Ensure that students with high support needs are actively engaged through eye contact, smiles, by calling on them to respond frequently. Provide cues and prompts, praise for approximations and pace the lesson to maintain interest.)

5. While working with the text you may choose to demonstrate or focus on one or more of the following:
   - a specific reading strategy, e.g. self correcting
   - grammatical knowledge, e.g. action verbs, noun–to–pronoun links, subject–verb agreement
   - word meanings
   - high frequency sight words, e.g. were

- sound letter knowledge, e.g. "sh"

- punctuation, e.g. inverted commas for direct speech

- literal and inferential meanings.

Re-read the text with students participating, e.g. students read the speech in inverted commas, or join in the repeated refrain. Demonstrate phrased and fluent reading and have students practise.

5. Link specific aspects of the reading process and features of the text treated with the student's guided reading. Use the text for guided or independent reading if at the appropriate level.

6. Engage students in appropriate follow-up reading activities, e.g. sequencing sentences (see page 145), diagramming (see page 142).

Modelled reading

An example of a focus		**A possible strategy**
A specific reading strategy, e.g. self correcting	▶	Demonstrate the strategy at least three times in a session with a visual prompt (chart on wall) and use "Think–aloud reading" while applying the strategy (see page 45).
High frequency words	▶	Build a word wall for display in the classroom. Students can be asked to match by finding the focus words on the word wall in the text (see page 62).
Grammatical knowledge, e.g. action verbs	▶	Help students identify action verbs at a crucial point of complication during the shared reading of a narrative. These can be highlighted with cover strips cut from coloured OHTs and covered by using some form of non-permanent adhesive.
Sound letter knowledge, e.g. "sh"	▶	Have an alphabet chart with small picture cues for prompting or use some of the sound picture cues on pages 82, 83.
Word meanings	▶	Use "Think–aloud reading" (see page 132), follow up using the "Matching" strategy (see page 126).
Literal and inferential meanings	▶	Show students how to scan the text (see page 153). Use "Think–aloud reading" strategy.

Section 4

Guided reading

Purpose

- to enable students to interact with the teacher to develop and practise effective reading strategies while working with text at the students' instructional level.

    This is explained in: T*eaching reading: A K-6 framework*, pages 45-49.

Description

Guided reading is a key strategy for assisting students with high support needs in literacy. It provides reading instruction targeted to the individual learning needs of each student, following assessment with a focus on:

- text reading
- conventions of print
- sounds, letters and words
- meaning
- writing and spelling
- the whole text.

At times students in the class will work independently while the teacher works with a student or group of students. Guided reading, however, can provide a setting for effective team teaching with the STLD, ESL teacher or other personnel.

Preparation

Analyse assessment information to identify each student's specific needs.

Link identified needs to the outcomes of the *English K-6 Syllabus* and identify indicators of reading achievement for each student.

Design an instructional program.

Identify and plan monitoring procedures.

Provide texts to support the strategies on which the students are working at their instructional level.

Group students according to their learning needs for instructional purposes.

Materials

Texts at appropriate instructional level.

Reading activities, e.g. sequencing strips, find–and–match cards, letter cards, activity sheets; see pages 86, 87, 88.

Guided reading record (see example below).

Monitoring sheets to monitor progress towards achievement of syllabus outcomes and provide visual feedback for the student e.g. a graph showing automatic recognition of high frequency words, see page 63.

Implementation

(See pages 41, 42, 43 for examples of a guided reading programming sheet.)

The focus outcome for each example is:

RS1.6   *Learning to read: Skills and strategies*, draws on an increasing range of skills and strategies when reading and comprehending texts

Examples of linking outcomes which include *Learning about reading* RS1.7 and RS1.8 are also included.

If teachers use these planning sheets they can develop and record their own indicators, activities and strategies on page 43, or adapt, modify and add to the examples on pages 41, 42.

Guided reading record

Name: ....

Date	Text	Pages read	Comments	Supporting strategies

Contextual and semantic information

- ☐ Predict what a text is about from its cover and title; discuss purpose and text type (RS1.7)
- ☐ Activate prior knowledge (RS1.5)
- ☐ Brainstorm topic. Sort information into categories (RS1.5, TS1.1)
- ☐ Discuss and use new vocabulary (TS1.1, TS1.2)
- ☐ Set a directing question (TS1.1)
- ☐ Rehearse what to do when you come to a word you don't know
- ☐ Demonstrate the reading process
- ☐ Each student reads the text as independently as possible.
- Guided reading using Pause, Prompt, Praise:
- ☐ Individualised ☐ paired reading
  - ☐ shared text reading (RS1.5)
  - ☐ group reading in unison (RS1.5)
- ☐ Focus on each student self correcting when meaning is disrupted
- ☐ Use a variety of sources of information
- ☐ Focus on meaning using three–level guide questions
- ☐ Identify words that indicate where, when, why and how actions take place (RS1.8)
- ☐ Complete a cloze activity
- ☐ Sequence text
- ☐ Compare – complete a matrix
- ☐ Reconstruct a jumbled sentence (RS1.8)
- ☐ Other: ....
  - ....
  - ....

Grammatical information

- ☐ Find clauses in sentences. Look for a complete message or thought that makes sense and contains a verb (RS1.8)
- ☐ Identify a sentence in written text – look for capital letters, full stops, question marks and exclamation marks (RS1.8, TS1.2)
- ☐ Identify words in texts that have similar meanings
- ☐ Identify noun–pronoun links (RS1.8)
- ☐ Identify subject–verb links (RS1.8)

Information skills

- ☐ Use contexts, index, title page to get access to information (RS1.7)
- ☐ Use a dictionary to look up: ....
  - ....
- ☐ Identify the purpose of the text (RS1.7)

Guided reading programming sheet: Focus outcome: RS1.6 Learning to read

(Examples of linking outcomes: RS1.5, RS1.7, RS1.8, TS1.1, TS1.2, WS1.11, WS1.12)

Text: .... **Class:** .... **Week:** ....

Group

....
....
....
....

Assessment

- ☐ Reading records
- ☐ Anecdotal records
- ☐ Checklist
- ☐ Work samples
- ☐ Other: ....

- ☐ Link with writing: ....
  - ....
  - ....
- ☐ Other texts to read: same topic or same author ....
  - ....
- ☐ Home reading: ....
  - ....

ESL Scales: Levels 2/3: Reading and Responding.

Graphological and phonological information

Recognising high frequency words

- ☐ Automatic recognition of high frequency words from the text: ....
  - ....
- ☐ Frequent repetition of words in context
- ☐ Match–to–sample activity
- ☐ Memory games
- ☐ Making words with magnetic letters
- ☐ Writing words from memory (WS1.11)
- ☐ Computer activities (WS1.12)
- ☐ Other ....

Phonemic awareness and letter–sound relationships

- Phonemic awareness activities:
- Segmentation: Word stretching activities using: .... words to assist in:
  - ....
  - ☐ Distinguishing different sounds in words
  - ☐ Identifying sounds in words
  - ☐ Manipulating sounds in words: exchanging, adding, deleting letter sounds to make new words
  - ☐ Blending: ....
    - ....
  - ☐ Word families: ....
  - ☐ Letter combinations: ....

* Examples of linking outcomes are beside the activity or strategy listed.

Grammatical information

- ☐ Identify a sentence in written text: look for capital letters, full stops, question marks and exclamation marks (RS1.8, TS1.2)
- ☐ ....
- ☐ Identify noun–pronoun links (RS1.8)
- ☐ Identify subject–verb links (RS1.8)
- ☐ ....

Information skills

- ☐ Use contexts, index, title page, ...
- ☐ ☐ ☐ ☐

Contextual and semantic information

- ☐ Predict what a text is about from its cover and title; discuss purpose and text type (RS1.7)
- ☐ Activate prior knowledge; brainstorm the topic
- ☐ Discuss and use new vocabulary .... (TS1.2)
- ☐ Model reading of the text and rehearse strategies demonstrated in the modelled reading session, e.g. self correcting
- ☐ Support students as they read aloud e.g. use tutoring procedure Pause, Prompt, Praise ....
  - ☐ individualised
  - ☐ group reading (RS1.5)
  - ☐ paired reading
- ☐ Monitor and assess each student's progress

- ☐ Retell using home language .... (RS1.7)
- ☐ Discuss using home language ....
- ☐ Use a number of sources for information, e.g. pictures, signs, posters, software .... (TS1.2)
- ☐ Focus on meaning using three–level guide questions ....
- ☐ Scan the text to identify words that indicate where, when, why and how (RS1.8)
- ☐ Other, e.g. cloze, sequencing, sentence reconstruction, diagramming, computer or taped recording, ...
  ....

Guided reading programming sheet: Focus outcome: RS1.6 Learning to read

* *(Examples of linking outcomes: RS1.5, RS1.7, RS1.8, TS1.1, TS1.2, WS1.11, WS1.12)*

Text: .... **Class:** .... **Week:** ....

Group

....
....
....

Assessment

- ☐ Reading records
- ☐ Anecdotal records
- ☐ Checklist
- ☐ Work samples
- ☐ Other: ....

- ☐ Link with writing: ....
  .... (WS1.11)
- ☐ Other texts to read: same topic or same author ....
- ☐ Home reading: ....
  ....

ESL Scales: Levels 2/3: Reading and Responding.

Graphological and phonological information

Recognising high frequency words

- ☐ Automatic recognition of high frequency words from the text: ....
  ....
- ☐ Match–to–sample activity
- ☐ Memory games:
- ☐ Making words with magnetic letters: ....
- ☐ Writing words from memory: .... (WS1.11)
- ☐ Computer activities: .... (WS1.12)
- ☐ Other ....

Phonemic awareness and letter–sound relationships

- ☐ Know single letter sounds: ....
- ☐ Recognise letter combinations: .... (WS1.11)
- ☐ Build word families: ....
- ☐ Identify letter clusters, syllables, rimes, and common suffixes, in words: ....
- ☐ Blend: ....
- ☐ Segment: ....
- ☐ Exchange, add and delete sounds-letters to make new words: ....
- ☐ Other: ....

Helpful hint:
See page 9 for other strategies.

* Examples of linking outcomes are beside the activity or strategy listed.

Contextual and semantic information

☐ ☐ ☐ ☐ ☐ ☐

Grammatical information

☐ ☐ ☐

Information skills

☐ ☐

Guided reading programming sheet: Focus outcome: ....

Linking outcomes: ....

Text: .... **Class:** .... **Week:** ....

Group

....

Assessment

☐ ☐

Graphological and phonological information

Recognising high frequency words

☐ ☐ ☐ ☐ ☐

Phonemic awareness and letter-sound relationships

☐ ☐ ☐ ☐ ☐

☐ Link with writing: ....

☐ Other texts to read: same topic or same author ....

☐ Home reading: ....

ESL Scales: Levels 2/3: Reading and Responding.

Section 4

Independent reading

Purpose

- to practise and integrate the skills and strategies that students have learnt in modelled and guided reading. Refer to *Teaching reading: A K-6 framework*, pages 39-42.

Description

Independent reading is an essential part of each student's daily reading program. For students with high support needs in literacy it is crucial. (Stanovich, 1986; Juel, 1988)

It requires the student to read text at an independent level i.e. with at least 95% accuracy. It also requires the student to use and integrate the four complementary sources of information: semantic, grammatical, phonological and graphological. Consideration should be given to fluency.

Preparation

Choose appropriate texts at the students' independent reading level (see page 130).

Prepare a recording sheet for students to keep a record of what they read or for the teacher to keep a record (see page 46).

Consider a reading strategies wall chart to work out, for example, an unknown word (see page 45).

Model to students how they can select their own books, and give them guided practice, e.g. use of the five finger method (see *Choosing literacy strategies that work, Volume 1*, p. 134).

Materials

A range of texts

Recording sheet

Implementation

1. Recall procedures for independent reading.

2. Allow time for each student to select a book. Provide assistance to those who may have difficulty, particularly those with high support needs in literacy.

    Re–read texts to increase fluency and to experience success in reading if necessary.

3. Give all students a recording sheet to record what they have read. Demonstrate its use and guide them while making the first entry. Keep your own records.

4. Allow time for students to read, uninterrupted, for a sustained period.

    Students may listen to taped texts as they follow the print, or follow the text on the computer (see page 57).

5. Consider follow–up activities:

    - Group students in twos or threes and ask each student to tell the other something about the book

    - Provide scaffolds to assist students in responding to the text e.g. written response in the form of book reviews.

6. Develop a home-school partnership by making frequent contact with parents or caregivers to inform them about their child's specific learning needs and strengths.

7. Conduct training sessions. Model useful strategies to support and encourage reading at home and at school. Give guided practice. Consider providing a tutor's booklet to reinforce the strategies demonstrated (see page 47).

Example of a reading strategy wall chart

Can I sound it out?

What is the first sound?

Do I know any other sounds?

Do I know the sounds of some groups of letters?

Can I look for a little word in the bigger word?

Think about what word would make sense. Does it match the print? Try it out.

Re-read the sentence.

When I don't know the word

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

Look at any pictures.

Do I know a word that looks like this one?

Can I change some of the letters to make a word I know?

Section 4

My reading record

Name: .... Class: ....

Text	Author	Date started	Date finished	Comments ☺ ☺ ☹

Tutor booklet

Tutoring procedure: Pause, Prompt, Praise

PAUSE to give the student a chance to solve the problem

If the mistake does not make sense	If the mistake does not sound right	If the mistake does make sense and sounds right	If the student says nothing
• **PROMPT** with clues about meaning e.g. **ASK** a question.	• **PROMPT** with clues about how we should say it, e.g. **ASK** a question.	• **PROMPT** with clues about how the word looks, e.g. **ASK** about one part that is wrong.	• **PROMPT** by **ASKING** the student to read on to the end of the sentence or go back to the beginning • **ASK** about the sounds/groups of letters or another word that l... that r...

PRAISE

• **PRAISE** when the student reads a sentence correctly.
• **PRAISE** when the student self corrects.
• **PRAISE** when the student gets a word correct after prompting.
• **PRAISE**

PAUSE to give the student a chance to solve the problem

T U T O R ' S

Booklet

Introducing a new book

When introducing a book it should be fun and exciting.

Therefore:

- keep it simple
- keep it moving
- keep it short.

Introduce the book:

- look at cover and the pictures; ask your child/student to tell you what the book may be about (predict)
- relate it to your child's/student's own experiences (if appropriate)
- mention briefly any new or difficult words your child/students may come across.

Then yo...

"Let's read a...
is...

Reading Diary

Name: ....

Date	Time	Title of book

PRAISE WORDS AND USEFUL COMMENTS

I like the way you self-corrected that!

You are really improving!!

Did you remember another word that looked like this word?

You knew it didn't make sense – GREAT!

NOW THAT YOU CAN READ NEARLY ALL THE WORDS WOULD YOU LIKE TO TIME YOURSELF?

You re-read that when it didn't make sense!

Fantastic!
How did you work that out?

Well done!

You read that just like a news reporter!

You used your sounds and the meaning to work out that word!

You looked at the picture and checked with the beginning letter sounds!

That expression was great!

Tutor's Handbook adapted from: Dundas, V. & Strong, G., *Peers as Learners*, Strodun Publications.

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 wpm with fewer than 3 errors for Year 5 and more than 80 wpm with fewer than 3 errors for Year 3 is desirable.

Description

Text at an independent or instructional level is necessary (see Choosing appropriate text, pages 34 and 130).

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, 1997).

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 read more fluently. The passage needs to be at the student's instructional or independent level.

Preparation

The activity usually requires the organisation of a trained tutor, time for practice, monitoring and provision of a range of texts. If a tutor is used, the tutor needs to be trained in what to do.

Materials

Text at independent level: two copies

Sheets for monitoring student progress

Timer or stopwatch

Implementation

1. The student reads the 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
   - counts the number of words read
   - calculates fluency and accuracy, including self correction and enters all information on a monitoring sheet (see example *My progress*, page 48).

   At the end of one minute the number of words read is counted. Calculate fluency, accuracy and self correction and enter on the monitoring sheet (see pages 50, 51).
3. The student reads on from the same text on more than one occasion (maximum of four reads).
4. On the final read the student re–reads the text for one minute.
5. Accuracy (including self corrections) and fluency are again calculated and recorded. See pages 50,51 for examples of monitoring sheets.

My progress

Student: Zac   Class: Year 5   Beginning date: 19.6.99

Syllabus Outcome: RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending text

Achievement indicator: Zac will read orally from the text provided at a rate of at least 100 wpm with fewer than 3 errors on 3 consecutive days

Key: · correct (includes self corrections)   X not correct   ----- Level to aim for

✔	85	87	86	90	95	98						
✗	4	3	3	4	4	3						

Developing fluency (continued)

Variations

- Instead of seeing how many words can be read in one minute, the student can monitor time taken to read the given text. This also assists the development of the student's ability to sustain text reading.

- Students can practise re–reading quietly and ask to be assessed when they think they have reached a desired new rate; the suggestion is to set a target increase of 40%.

- Previewing. Fluency oral reading may improve if students have the opportunity to preview the text they are to read by listening to the teacher read and following it silently.

> *…accuracy in word recognition is not sufficient for fluent reading. As teachers of reading our goal is to move beyond accuracy to automacity – and automacity is achieved only by practice.*
>
> **Samuels, Schermer & Reinking (1992)**

Helpful hints:
Do not rely on 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.

Carnine, D.W., Silbert, J. and Kameenui, E. J. (1997). *Direct Instruction Reading.* 3rd ed., Merrill, New Jersey.

My progress

My progress

Student: _____ Class: _____ Beginning date: _____

Syllabus outcome: _____

Achievement indicator: _____

_____

Key: • correct (includes self corrections)   X not correct   ----- Level to aim for

160
150
140
130
120
110
90
80
70
60
50
40
30
20
10
0

✔
✗
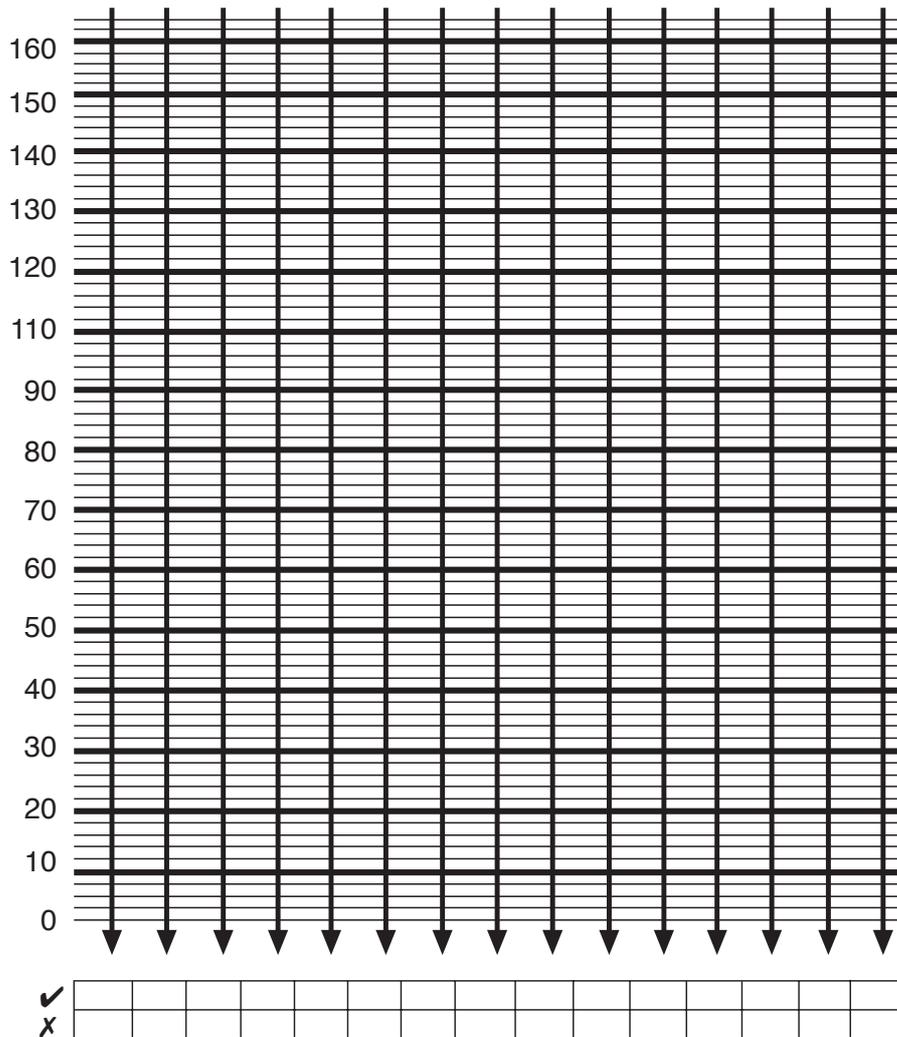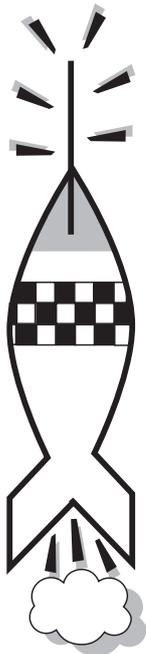
My progress

Name: _____

Monitoring fluency

A GUIDE FOR
READING RATES:
Year 5 >
Oral reading rate
100-120 cwpm
0-3 errors

Year 3-4
Oral reading rate
80-100 cwpm
0-3 errors

A magic line is
introduced for a
student who may have
difficulty in reaching
the desired reading
rate. The magic line is
set 40% above the
student's first reading.
(*Carnine, Silbert &
Kameenuf*, 1997).

102		
99		
96		
93		
90		
87		
84		
81		
76		
75		
72		
69		
66		
63		
60		
57		
54		
51		
48		
45		
42		
39		
36		
33		
30		
27		
24		
12		
9		
6		
3		
date		
✔		
✗		

Monitoring fluency

Correct words

100		
98		
96		
94		
92		
90		
88		
86		
84		
82		
80		
78		
76		
74		
72		
70		
68		
66		
64		
62		
60		
58		
56		
54		
52		
50		
48		
46		
44		
42		
40		
38		
36		
34		
32		
30		
28		
26		
24		
22		
20		

Errors

10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
Date		
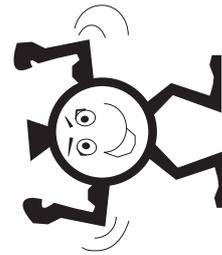
Bookmarks

Fluency

guide

Text reading

Years 3-4
80-100 cwpm
0-3 errors

Years 5-6
100-120 cwpm
0-3 errors

High frequency words in isolation

Years 3-4
30-45 cwpm
0-2 errors

Years 5-6
40-50 cwpm
0-2 errors

Text

Reading

.... ← *Student*

Date: ....

.... ← *Text*

Pages: ....

Comments: ....

....

....

....

....

....

Paired reading strategies: NIM (Neurological Impress Method and Variations)

Purposes

- to develop fluency
- to model effective reading
- to build confidence.

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 training 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.

Variations
Turn about and echo reading

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 of a turn about and echo reading
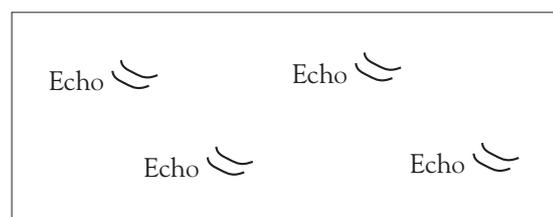
Echo ⌣   Echo ⌣

Echo ⌣   Echo ⌣

1. Helper reads a sentence or two whilst the dependent reader follows the text.

2. The dependent reader echoes the reading by re–reading what has been read.

3. This process is repeated until the end of the selection.

Taped reading

(See page 57)

Shared big books

These can be used for group readings, with all students reading from the same book.

Chorus reading

Chorus reading of short stories, poems and pop songs. Half the class can chorus read to the other half of the class.

Cited in Irvan, J.L. (1990) *Reading and the Middle School*, Student Strategies to Enhance Literacy, page 130.

Dansereau, D.F. (1997) *How to create and maintain a crummy mood.* In Worth, A., TX: Texas Christian University.

Section 4

Progress in accuracy and fluency

NIM (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.

Paired reading strategies: Silent guided reading

Purposes

- to provide individualised tutoring

- to model effective reading strategies, e.g. predicting, confirming, re–reading for meaning and accuracy

- to build confidence

- to improve fluency

- to scaffold the dependent reader in reading in the content area

- 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 130).

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, similarity to known words.

4. Helper and dependent readers discuss how they overcame any reading difficulties, for example, words they did not understand and know, and how they worked out the meaning.

Helpful hints:
Can refer to strategies wall chart page 45. Helper may be given stem questions. Dependent reader could use an OHT cover and circle any words not known. Inserts page 159 could also be useful.

Miller, T. and Player, S., (1995) *PsLAC Too (Primary School Literacy Across the Curriculum, Too)* Queanbeyan Education Resource Centre.

Section 4

Taped reading

Purposes

- to increase accuracy and fluency
- to model reading for meaning
- to develop confidence.

Description

Students read with the tape and text, either individually or in small groups.

When used for groups this can be a way of adapting NIM.

For an individual student it can provide a focus for developing a reading program which is managed by the student independently but monitored, say, once a week by the teacher or trained tutor.

Older students can monitor their own progress and complete an independent record of reading by listening to their own taped responses.

Preparation

Choose text of appropriate interest at the student's instructional or independent level of reading.

When taping text, ensure that the reading rate is appropriate to the student's ability to track but sufficient to practise phased and fluent reading. Checking the rate can be done by asking the student or by observing his or her tracking behaviour.

If using page numbers, pause long enough to allow the student to turn to the correct page, orientate and find the first line of print.

Materials

Copy of text, recording on tape and cassette recorder.

Monitoring sheet for student if used as an individualised program to be managed by the student; see page 57 for example.

Implementation – small group situation

1. Introduce the text by focusing on the title, pictures, headline. Ask student to make predictions about the text.

2. Talk about the topic of the text to activate background knowledge.

3. Discuss type of text and purpose.

4. Focus on potentially difficult words.

5. Check equipment before starting.

6. Encourage tracking with the finger or a slide as the student listens to the tape. This ensures that the student is keeping pace with the recording and focusing closely on the task.

7. Follow up with planned activities.

Implementation – an individualised program managed by the student and monitored by a tutor

1. Teacher or trained tutor introduces the text as above, steps 1 to 4.

2. Teacher or trained tutor models correct use of equipment and use of monitoring sheet to prepare the student for management of his or her own program (see monitoring sheet, page 57).

3. Student follows procedure modelled in step 2 with guided practice from the teacher or trained tutor, until confident and competent to manage the program independently.

4. Student takes over management of own program with teacher or trained tutor monitoring progress once a week.

One example of a monitoring sheet for a taped or computer reading program

Example of a monitoring sheet for a taped or computer reading program

Name: .... Class: .... Date started: ....

Text:	M	T	W	Th	F
📖📼 Read your text with the tape or computer					
📖📼 Record yourself reading on tape and play it back. (This may be done at home.)					
Match, find and read your words from the text, with a helper.					
💡 Do a "think" sheet.					
👀 Go on a sound search.					
✔ My reading is: • improving • enjoyable • difficult for me. I will give myself …………… stars for effort.					

Text selected at the student's instructional or independent reading level.

Student plays back his or her own recording and monitors reading.
• Does it sound right?
• Does it make sense?
• Does the word read match the print?

Match–to–sample.

Checks understanding e.g.
• multiple–choice questions
• cloze.

Revises some known sounds or introduces a new sound from text by an activity e.g. highlighting, listing words etc.

Self evaluation.

⭐⭐⭐⭐⭐⭐⭐

(colour stars given)

Teacher:

- orientates student to the new text

- checks word recognition and the completion of activities while working with text

- monitors and supports the student's reading by checking student's tape recording or hearing student read.

Variation

Match–to–sample

Matching cards can be numbered 1 to 8. On the other side of the tape a recorded voice can ask the student to have the square-grid sheet ready and word cards in order 1 to 8. The recorded voice asks the student to pick up card 1, tells the student what the word is, stretches it out, and then asks the student to match it by covering the same word on the square-grid sheet. This is repeated until all cards are matched.

Developing sight vocabulary: Match-to-sample

Purpose

- to increase the student's sight vocabulary using the match–to–sample teaching strategy.

Description

Match–to–sample is a teaching strategy that enables the teacher to control the presentation of activities in an easy to hard sequence to ensure success. When used for word recognition it enables the student to focus on the salient features of that word without reference to contextual clues. Daily practice and monitoring are necessary for progress.

Sight words can come from:

- a high frequency word list
- the student's reading text
- a unit of work.

The following is an easy to hard match–to–sample for teaching a single word.

- *Meaning to meaning*
  Given a picture, find an identical picture

- *Print–to–print matching*
  Given a printed word, find or cover the same word from a set of printed words

- *Oral to meaning*
  Given a spoken word, select a picture from a set of pictures

- *Meaning to oral*
  Given a picture, name it

- *Oral to print*
  Given a spoken word, select the printed word

- *Meaning to print*
  Given a picture, select the printed word

- *Print to meaning*
  Given a picture, select or find or frame the printed word

- *Print to oral*
  Given a printed word, name it

Many students need only three of these steps as demonstrated in the sequence following:

Preparation

Make a square-grid sheet by dividing a sheet of A4 cover paper into sections (no more than eight) with matching word cards.
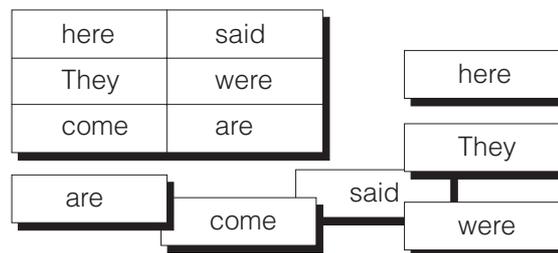
You may prefer to choose words which can be sequenced to make a sentence, as a follow-up activity.

Materials

Grid sheet and word cards with high frequency sight words on them.

Implementation

1. Ask the student to match the word cards that are the same on the grid sheets by covering them.

2. Tell the student to point to or pick up the words as you say them.

3. Ask the student to say the word on each card as you present it.

When a word is correct for three consecutive days, a new word can be substituted (see monitoring sheet, page 63).

Variations

Make it fun by timing the matching of words. Students lose points for any mismatch.

Reynolds & Dallas (1989). *Getting it right the first time*. NSW Journal of Special Education 10, pp. 21-25.

Developing sight vocabulary: Games for word recognition

Purpose

- to increase the student's automatic recognition of high frequency words using games for daily practice.

Description

Games can be a fun way of providing daily practice for those students who have difficulty developing automatic recognition of many high frequency words.

Words can be chosen from:

- a high frequency word list
- the student's reading text
- a current unit of work.

Preparation

Identify words and suitable games.

Materials

List of words to be learned with some known words to ensure success. Consider student's ability when deciding the number of words.

Two copies of each word on cards.

A game board, dice and markers if desired.

A monitoring sheet (see page 64). When a word is correct for three days in a row, another known word can be substituted.

Implementation

Games

1. Place each card face upwards on the table saying its name.

    Ask the student to find the card as you name it. You may give clues such as: it begins with .... ; it rhymes with........ ; it has the little word .... in it.

The student keeps the cards named correctly. The ones not known are used for more practice.

2. Have the cards in a pack, blank side up. The student turns over each card, saying the word. Words known are kept and counted. Progress is monitored on a monitoring sheet (see page 63).

3. Play Concentration. Spread out the cards face down. Two words are turned over and named. If they are the same and named correctly, the player gets to keep them. The player with the most pairs wins.

4. Divide the cards between the student and tutor and play Snap. As each player places the card they say the word.

5. Play a board game. The player can move forward more places if the word is said correctly.

    Variations: The player can move yet more spaces if he or she can, say, spell the word, name a rhyming word ... or what ever is appropriate for the student.

6. Play Snakes and Ladders. Use high frequency words instead of numbers. If the player reads a word incorrectly there is no move forward.

7. Word Bingo (see page 60)

8. Computer games which focus on word recognition, such as Hangman, where a word is flashed onto the computer screen for students to visualise and then recalled by typing it into the computer.

9. Language master cards can also be useful for providing independent practice.

Word recognition games

Bingo

Player card					Call card	
was	here	they	come		you	come
when	were	you	said		said	once
are	want	our	once		saw	they
some	my	what	saw		when	you
					are	our
					some	what
					here	was
					were	my

Bingo games can be played in many different ways. In this game all the words to be practised are written on the player cards but in different order. The "call card" also contains all the words. The student is not trying to fill the whole card but only a row or column determined by the caller.

For variation an easier version can be played by having the call words on cards to hold up and be read by the caller, requiring the students only to cover by matching.

Snakes and Ladders

Start

Ladders

	they	can
my	on	that	for	is
this	saw	were	to	he
was	here	the	are	had

Start

From Twine, S.J., 1993, *Home Team*, Accord Publications, page 72.

Developing sight vocabulary: More word recognition

Purpose

- to present a variety of strategies to help automatic word recognition of high frequency words.

Students experiencing difficulties in developing automatic recognition of sight words need to have many opportunities to see and read these words in a variety of contexts. Presentation needs to be age appropriate.

Word recognition activities and strategies

1. Ensure that the high frequency words taught are repeated often in the instructional level texts that are selected for guided reading.

2. Display a data bank of high frequency words in the classroom for reference. This can be useful for copying (i.e. writing) words in spelling, making words using Lego letters, magnetic letters, letter cards and typing on the computer.

3. Paste an envelope or library pocket for high frequency words inside the cover of shared books and texts to use in matching and word recognition games.

4. Provide a framing card (cover strips) to focus on a particular word or feature of that word in the text selected for modelled or guided reading.

5. Have available a pack of high frequency word cards with the sight word on one side and an easy–to–read sentence, containing that word, on the other side. Students can provide their own sentence. If the student is unable to read the word in isolation, the card is turned over and the sentence is used to help word recall.

6. Cut-up sentences to focus attention on individual words. These can be sentences cut up from joint constructions or familiar texts. In a small group situation, where each student has a sentence, the teacher can ask students to reconstruct the text, pick up a word that begins with ……, rhymes with ……, has the small word ……. in it, names …… etc.

7. Provide an individual folder or plastic pocket with cards. Teacher or tutor scribes unknown high frequency words for future practice at school and at home.

Using a framing card

High frequency word cards

Front   **Back**
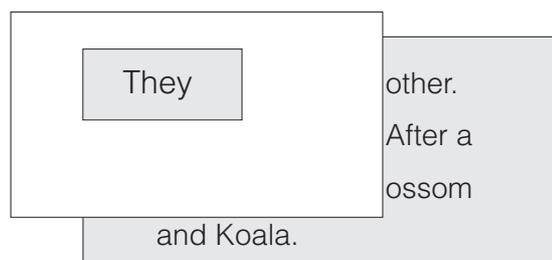
Cut-up sentences
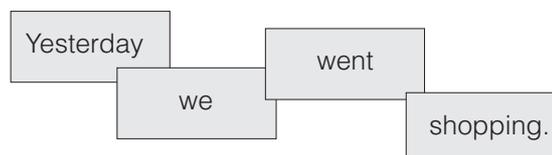
One example of a word wall

said	you	was	she
for	that	but	they
my	of	● all	with
one	● her	● what	● him

Words taken from Bookwords: Final core word list based on 400 storybooks for beginning readers.

●   Focus words for the week which are also in students' text used for modelled or guided reading. Students to read and spell these words with speed and accuracy on at least three consecutive days. Review.

★   Star on word when criterion set has been achieved.

Have word cards to match those on the word wall to use for games; see page 59.

Variation: Start with an empty word wall. Write a key word each week for all students to read and spell correctly.

Monitoring

Monitoring progress

Monitoring involves systematic observation of students to determine if identified indicators demonstrating progress have been achieved.

The examples show formal procedures for monitoring word recognition – high frequency words. In examples (i) and (ii) the student is just learning these words. They are in the acquisition phase of learning. The student is required to read each word accurately on three consecutive occasions before a new word is introduced.

(i)

> ### *here*
> ✔ ✔ ✗ ✔

★ **I know these words** ✔								
Name:								
yard								
manners								
sound								
where								
food								
some								
smiled								
should								
hungry								
animals								
once								
we're we are								
		✔ instantly	•✔ slowly		* doesn't know			

In this example instant recognition (fluency) is required on three consecutive occasions before introducing a new word.

(ii)

Monitoring sheet

Student: Richard   Class: Year 4   Beginning date: 30.6.99

Syllabus outcome: RS1.6 *Draws on an increasing range of skills and strategies when reading and comprehending texts.*

Indicator of achievement: Given high frequency sight word cards, Richard will read each word with accuracy on 3 consecutive days.

Date	30.6.99	1.7.99	2.7.99	3.7.99	6.7.99	7.7.99	8.7.99	9.7.99
went	✗	✗	■	■	✗	■	■	■
thing	✗	✗	✗	✗	■	■	■	
when	✗	✗	■	■	✗	■	■	■
your	■	✗	■	■	■			
some	✗	✗	■	■	■			
out	✗	✗	✗	■	✗	■	■	■
what	■	■						
her	■	■						
one	■	■						
with	✗	■	■	■				

Key:
■ correct
✗ incorrect

Word list can be monitored using a stop watch to establish a word in isolation reading rate (see page 52).

Monitoring sheet

Student: .... Class: .... Beginning date: ....

Syllabus outcome: ....

....

Indicator of achievement: ....

....

Date

Key:

■ Correct

✗ Incorrect

Survival words and phrases: Automatic recognition with meaning

Purpose

- to develop automatic recognition of survival words and phrases with meaning.

Description

Students with high support needs in literacy may need assistance in developing automatic word recognition.

The following survival words and phrases with associated symbols on pages 66, 67, 68 may be used to provide games to assist the development of automatic word recognition after they have been introduced in meaningful contexts. Spaces are provided for other survival words or phrases to be included.

Selection of words or phrases for example may be determined by links to:

- a planned unit of work in a KLA
- safety in the school environment
- excursions
- school visits, e.g. police
- the student's text used for modelled, guided and independent reading.

Preparation

Identify words and phrases to be taught and suitable games, e.g. *Concentration, Snap, Barrier games* ……. Cut relevant words or phrases and associated symbols to make cards, e.g.

Have a set of blank cards.

Linked to Stage 1 English, RS1.6, RS1.7

Prepare a chart for brainstorming with students, e.g.

WORD OR PHRASE	POSSIBLE LOCATION	PURPOSE

Implementation

- Introduce each word or phrase by brainstorming a list of possible locations and purposes, e.g.

WORD OR PHRASE	POSSIBLE LOCATION	PURPOSE
EXIT	Shopping centre Railway station Village cinema Museum Hotel Aircraft	To show the way out To escape quickly when there is an emergency

- Consider whether any words or symbols could be misinterpreted.
- Invite students to use the chart and write on blank cards to make "purpose" cards, e.g.
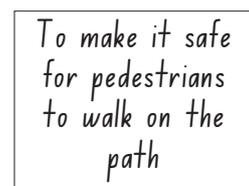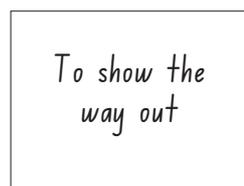
- Add these cards to the words or phrases and symbol cards already made.
- Play games individually or in pairs to provide guided or independent practice in reading, matching and sorting (word, symbol and purpose).
- See page 59 for suitable games and procedures.

Variations

Dominoes or a jigsaw can be made to match word to symbol to purpose; see page 127.

Survival words

AMBULANCE		**TELEPHONE**	
DOCTOR		**FIRST AID**	
NURSE		**HOSPITAL**	
NO SMOKING		**POLICE**	
SWIM BETWEEN THE FLAGS		**DO NOT DRINK THIS WATER**	
NO SWIMMING		**NO DIVING**	
OFF		**KEEP OUT**	
ON		**BEWARE OF DOG**	
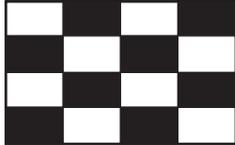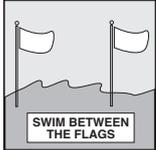
Survival words

MEN		POISON	
WOMEN		HIGH VOLTAGE	
REST ROOMS		CAUTION	
FLAMMABLE		FIRE EXTINGUISHER	
FIRE ESCAPE		HOT	
EXPLOSIVES		EXIT	
WARNING		SLIPPERY WHEN WET	
STOP		RAILWAY CROSSING	

Survival words

NO BIKES		**SCHOOL CROSSING**	
BIKE LANE		**PEDESTRIANS**	
SAFETY HOUSE ZONE		**REFUGE ISLAND**	
BUS STOP		**QUEUE HERE**	
OUT OF ORDER		**RESERVED**	
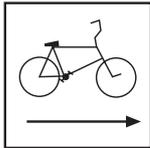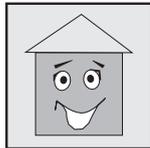
💡 *Helpful hint: Survival words from within the students' local community could be photographed.*

Phonological processing strategies: Phonemic awareness

Purpose

- to assist students to utilise the alphabetical principle effectively in reading and spelling. Phonological processing is a means of building word recognition skills in order to get meaning from print.

Description

Phonological processing involves:

- phonemic awareness: rhyme, identifying first and last sounds in words, blending, segmentation, manipulation

- knowledge of letter–sound correspondences.

The following gives a number of phonemic awareness activities to teach the sounds of the language and follows the instructional sequence outlined in *Off to a good start in reading*, Jardine & Goyen (1994)

The rationale for the sequence comes from the studies which compared the difficulty of various phonemic awareness tasks (Stanovich, Cunningham & Cramer, 1984; Yopp, 1988)

When presenting the activities, as suggested:

- use instructional language that is simple, brief and consistent

- lighten the memory load, where appropriate, by using pictures

- sequence the level of difficulty to increase the likelihood of success, e.g. move from simple yes or no answer before moving on to a task where the students produce an answer themselves

- ensure the students' interest and thoughtfulness are engaged by presenting the same task in a variety of ways.

Preparation

The *Sutherland Phonological Awareness Test* from the focused individual assessment (see Follow–up to BST) will indicate where the student needs to work in the hierarchy of skills.

Developing phonological awareness

Recognition of rhyme: producing rhyme

- Provide activities using chants and rhymes that include explicit discussion of rhyme, e.g.:

  Jet, pet. *Do these words rhyme?*
  House, car. *Do these words rhyme?*
  Give a rhyme for cool.

  State clearly why the answer is correct or incorrect.

  Yes, jet, pet do rhyme. They sound the same at the end.   or

  No, house, car don't rhyme. They don't sound the same at the end.

  For students having difficulties it may be necessary to model words that rhyme first, e.g.

  Listen, these rhyme: bike, like, – phone, cone. These do not rhyme: road, hill, – tap, tin. The sound is not the same at the end.

Supporting activities

The teacher reads word pairs. The student indicates if words rhyme as Yes or No

Rhyme Bingo: Students place a counter on the picture that rhymes with picture presented.

Rhyming Snap, Memory

Oral cloze: Students supply the rhyming word when the teacher pauses while reading a poem.

Adapted from Jardine, J. & Goyen, J. (1994) *Off to a good start in reading*, AASE, NSW. Chapter, Strathfield

Phonological processing: Phonemic awareness

Developing awareness of first and final sound in words

- Note if the initial sounds are the same or different, e.g.

  Sun, snake. *Do these words start with the same sound?*

- Identify the first sound in a word

  Does moon start with mmm?

  Present two or three pictures and name them – e.g. sun, leg, hat. Which name starts with /s/?

  What sound does fish start with?

  Games of Snap or Dominos can be made with picture cards. Students match pictures with the same first sound.

- Identify the final sound in a word.

  Use the same activities as above substituting *end* sounds.

  These activities may be made easier by:

  - presenting the spoken word with its picture, to reduce memory load

  - using words which start with continuous sound (sounds you can hold: *f, l, m, n, r, s*) rather than stop sounds *b, d, k, p, t*, etc …

Phonemic awareness in words: Introducing students to the sequence of sounds in words

Marking sounds in words

Elkonin (1973) devised word tapping or pushing counters into squares. For a later adaption by Ball & Blachman (1991) called "Say it and Move it" see page 71.

Blending

- Students listen to the word pronounced sound by sound by the teacher, e.g. *m a t* and then say the word normally: *mat*

- Games such as: *I am thinking of a word. Listen ………… Can you guess it?*

  Listen for the secret word.

  Puppets can be used to speak sound by sound if age–appropriate.

These activities may be made easier by using multisyllabic words and breaking into syllables, e.g. sand-wich. Single syllable words can be split into the onset and the rime, e.g. split the word into two just before the vowel, c - ake, cake.

Segmenting
(saying a word sound by sound)

Segmenting is the reverse of blending. The two concepts can be presented together, although blending is easier for most students. The "say-it-and-move-it" used by Ball and Blachman (1991) has been shown to link phonemic awareness training with letter-sound knowledge effectively (see page 71).

It is important to tell students the purpose of the activity – that it helps them in reading and spelling words. Demonstrate its use during the modelled and guided reading or writing lesson.

As with blending, activities may be made easier by breaking the words into syllables or splitting a word into its onset and rime as demonstrated below.

- Model orally how to separate words into units such as syllables, e.g. "I can break 'playground' into two parts. The first part is 'play' and the second part is 'ground'. Let's separate these words.…"

- Model how to separate one-syllable words into onsets and rimes, e.g. "I can break stick into two parts. The first part is 'st' and the last part (or the rhyming part) is 'ick'." Practise some words together.

Adapted from Jardine, J. & Goyen, J. (1994) *Off to a good start in reading*, AASE, NSW. Chapter, Strathfield

Marking sounds in words

The "Say it and move it" used by Ball and Blachman (1991) has been shown to link phonemic awareness training with letter sound knowledge effectively.

'Say it and move it'
(Ball & Blachman, 1991)
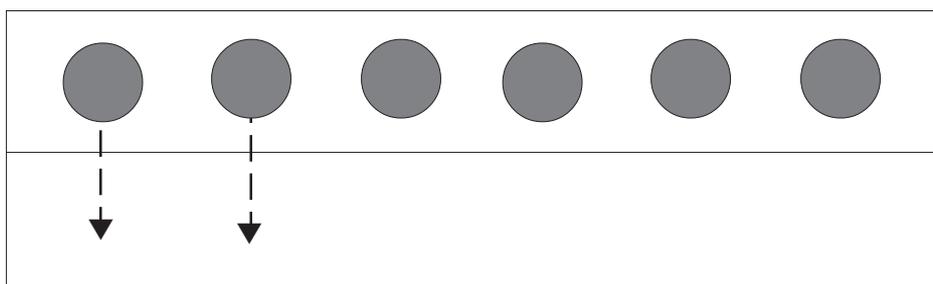
Students are given a card divided into two by a horizontal line. On top of the line are blank counters. The teacher says a word which is repeated by the students. The students then say the word sound by sound. As they say each sound they move a counter from the top half of the card to the bottom half. Then they repeat the word. The difficulty increases during the program, e.g. start with *at* followed by *mat* …. Words beginning with the continuous sounds are used before words which begin with stop sounds.
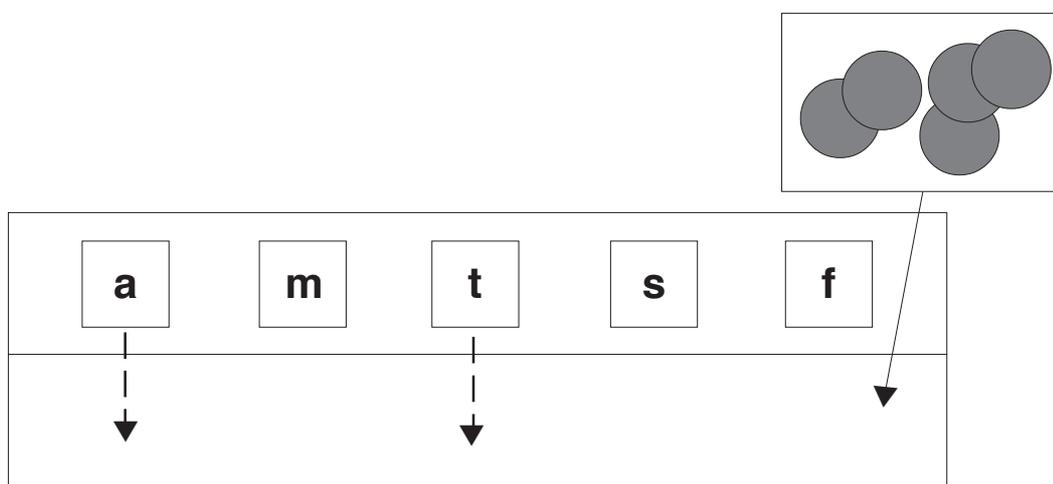
After students have learnt some letter-sound correspondences, they are given letter blocks or letter tiles to use with the known letter-sounds on them. They are also given plenty of blank counters. The student determines when to move to the more demanding task of marking specific sounds with specific letters.

Manipulating letters: Using letter tiles to demonstrate the way in which sounds can be exchanged to make a word

Select a word from the text. Give each student a set of letter tiles. Ask the student to find and make the word and then identify the letter sounds, e.g. *mat*. Using individual sets of letter tiles students may be asked to make new words by substituting other letters, for example *:

Teacher

1. Make "mat" with your letters.

2. Change "mat" to "rat".

3. Change "rat" to "ran".

4. Chage "ran" to "run".

Each of these changes is harder than the change before it:

• the first involves the first sound

• the second is the last sound

• the third is the middle sound.

m	a	t
r	a	t
r	a	n
r	u	n
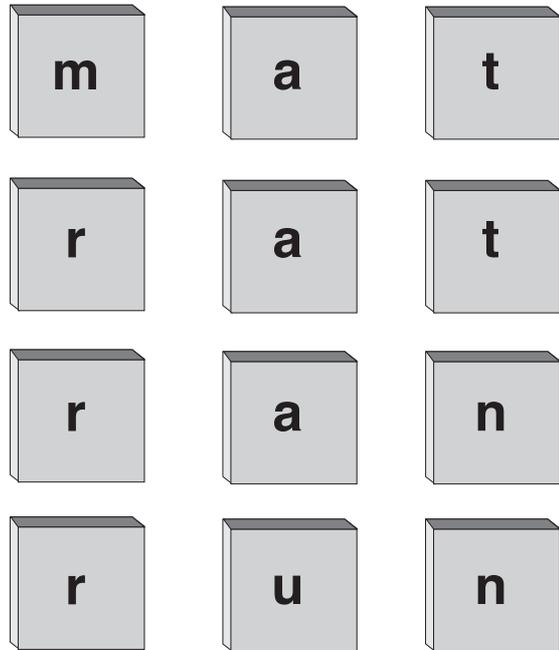
Once students can master three sounds, move on to four sounds with a *ccvc* pattern from the text:
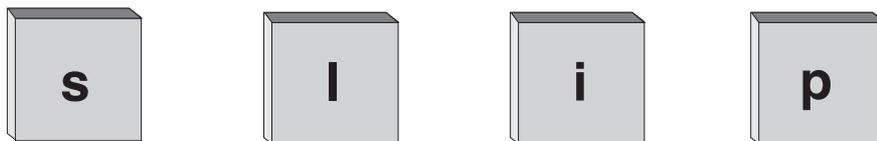
| s | l | i | p |

Teacher

1. Make "slip" with your letters.

2. Change "slip" to "clip".

3. Change "clip" to "clap".

* Adapted from NSW Department of School Education, Curriculum Directorate, 1997, *Teaching reading: A K-6 framework*, page 37

Phonological processing: Knowledge of letter–sound correspondences

Purpose

- to assist students to utilise the alphabetical principle effectively in reading and spelling. Phonological processing is a means of building word recognition skills in order to get meaning from print.

Description

Students need to be taught letter-sound correspondences to prepare them for sounding out words. When students sound out words they must produce the sound represented by each letter in the word, blend the sounds and then identify the word.

Instruction should include information about:

- single letters and combinations of letters
- parts of a word, such as rimes, e.g. **ack**
- parts of words, such as onsets, e.g. **sw**-*im*
- letter strings, e.g. **-sh** and **-tion.**

Effective instruction in letter-sound knowledge involves:

- clear and explicit instruction
- choosing appropriate reading texts to provide opportunities for students to use letter-sound knowledge for both word recognition and comprehension
- getting students to identify orthographic patterns in words and to use those patterns appropriately to recognise words
- development of automatic word recognition skills so that students can focus on comprehending what they read and not on working out individual words.

Students experiencing learning difficulties will benefit from explicit teaching which involves:

- consideration of the order of introduction of letter–sound correspondences
- many opportunities to read words containing letter–sound correspondences, in isolation as well as in context
- mastery before new letter sounds are introduced.

Guidelines for the introduction of letter sound correspondences:

- introduce initially only the most common sound for the new letter
- separate letters that are visually or aurally similar, e.g. *b* and *d, n* and *m*
- introduce more useful letters before less useful letters, e.g. *a m s t* before *x q z*
- introduce lower case letters before upper case letters.

A suggested sequence for introducing the single letter–sounds is as follows:

a m t s i f d r o g l h u c b n k v e w j p y T L M F D I N A R H G B x q z J E Q

(Carnine, Silbert and Kameenui, 1997)

Factors which can help determine the order in which letter combinations are introduced:

- the number of words in which the letter combinations occur and how frequently these occur in text
- the similarity of the sounds or visual appearance of letter combinations, e.g. *sh* and *ch, ar (arm), ur (fur)* and *or (sport).*

Letter combinations representing the same sound (*ee* and *ea, ai* and *ay, ir* and *ur, oi* and *oy, au* and *aw*) need not be separated.

Section 4

73   *Follow-up to BST*

Phonological processing: Knowledge of letter–sound correspondences (continued)

Effective letter–sound instruction helps students to develop word recognition skills. This instruction should include:

- drawing students' attention to the order of letters in words

- having them examine the common letter patterns through sounding out words (blending)

- showing the similarities between words.

As an interim step, rules, such as the 'silent e rule' can be useful in helping students see the patterns in words but are not useful if taught as absolutes.

An alternative to teaching rules is using onset and rime. Breaking down syllables into onset (the part of the syllable before the vowel) and rimes (the part of the syllable including the vowel onward) may be useful to help students process syllables.

Letter-sound correspondences appear more consistent when students look at rimes than when they look at letters in isolation. For example: *ea* taken alone stands for a number of different sounds in different words. However, it is very regular in all rimes except *-ead (bread and bead)* and *-eaf (sheaf and deaf)*.

Students can be taught to compare an unknown word with known words and to use context to confirm their predictions.

Example
When encountering the word stick in a sentence "The dog chased the stick", a student can be taught to compare it to the known word *pick* and say "If p-ick is pick then st-ick is stick".

This use of analogy can also be used when asking students to write words.

Blending

Blending is the combining of sounds into a word.

The easiest sounds to blend are those which are continuous, such as: *r l s z f v n m ng* and the vowels. Stop sounds such as: *t p b c* are more difficult to blend, particularly at the beginning of a word.

When teaching blending it is important to stress the left-to-right direction of the letters in the word.

Example
Teacher: "Listen to these sounds. I'm going to stretch them out, then I'll put them together fast to make a word "SSSS......aaaa.....mmm" The word is 'Sam'. Your turn."

Nearly 500 words can be derived from the following 37 rimes:

|					
-ack	-ain	-ake	-ale	-all	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	-ice
-ick	-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir	-ock	-oke
-op	-or	-ore	-uck	-ug	-ump
-unk					

From: Board of Studies NSW, 1998, *English K-6, Literacy Interim Support Document.*

A suggested sequence from easy to difficult for teaching blending is as follows:

1. modelling oral blending (i.e. without using letters)
   - continuous sounds
   - stop sounds
2. VC words, e.g. *am*
3. CVC words, e.g. *man*
4. CVCC words, CCVC words, e.g. *swim*, *sand*
5. words with dipthongs including long vowel sounds, e.g. *cake*
6. words with vowel digraphs, e.g. *rain*.

> From Board of Studies, NSW (1997) *English K-6, Literacy Interim Support Document,* p. 78.

Activities to support the teaching of letter–sound correspondences

ee as in tr**ee**	**ar** as in c**ar**	**ay** as in h**ay**
sh as in **sh**ip	**ou** as in h**ou**se	**igh** as in l**igh**t
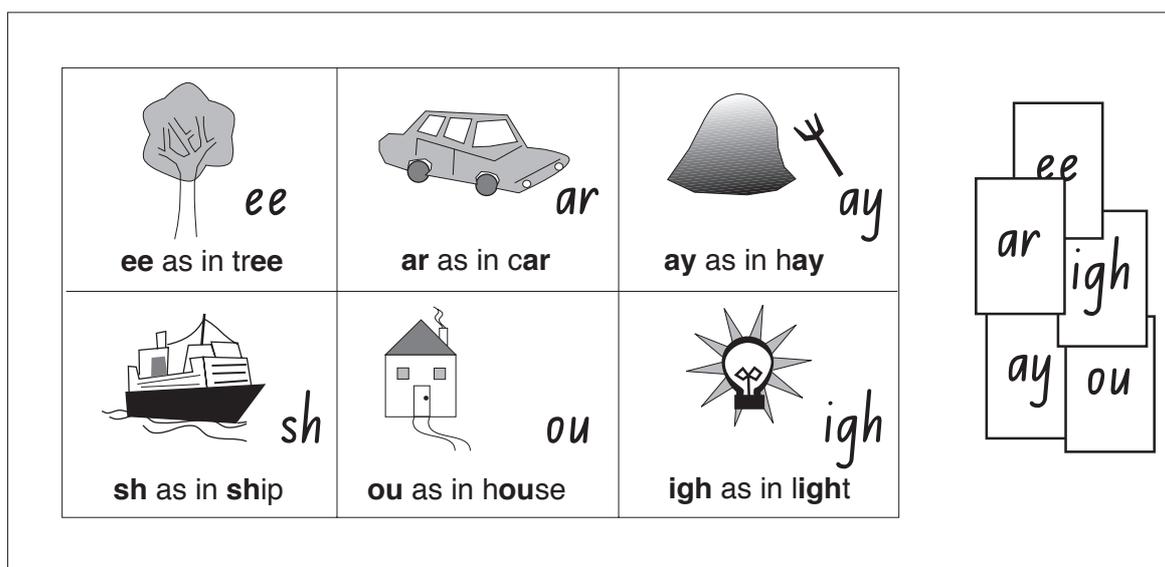
Using matching procedures to review and teach letter- sound correspondences

The letter combinations were chosen because they occurred in the student's text for guided reading.

Five of the letter combinations have already been learned. Only one is a new sound.

The student is asked to match the letter sound card to each picture, pick up the sound card when asked, and finally, say the sound for each letter combination on the card.

A class wall chart is made for the new sound by finding other words in the text with that sound.

> NSW Department of School Education (1995)
> Adapted from: *Choosing literacy strategies that work*, Volume 1, page 103.

Activities to support the teaching of letter–sound correspondences

Slides, as shown below, can support sound blending and reinforce the teaching of a sound used in the student's text. They can also focus on the onset and the rime.
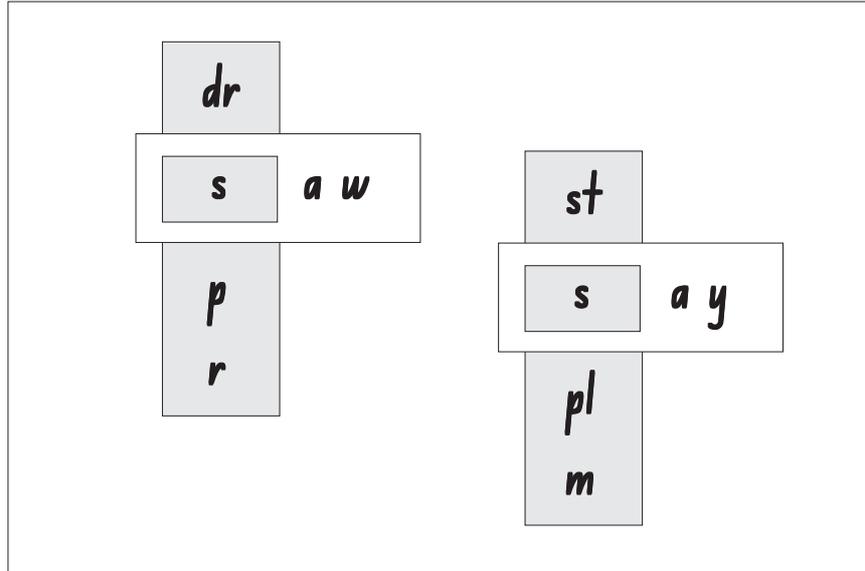
Name: .... Class: .... Date: ....

Text: *The Cockatoo*

Phonemic awareness
Letter–sound relationships

*M*ake *W*ords

Say each sound/blend as you make the word.

sp	i	lt	spilt
s	au	ce	
sh	ir	t	
s	igh	t	

Meaning

*W*ord	*S*entence
spilt	

Adapted from: *Words and Sentences, Point - Say - Write*, Bathurst SESC

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

Text:

Phonemic awareness
Letter–sound relationships

*M*ake *W*ords

Say each sound/blend as you make the word.

Meaning

*W*ord	*S*entence

Adapted from: *Words and Sentences, Point - Say - Write*, Bathurst SESC

Activities to support the teaching of letter–sound correspondences (continued)

Flip books can focus on the onset and the rime and on word families introduced when students are working with the text in modelled and guided reading.

c	amp		
br	ight		
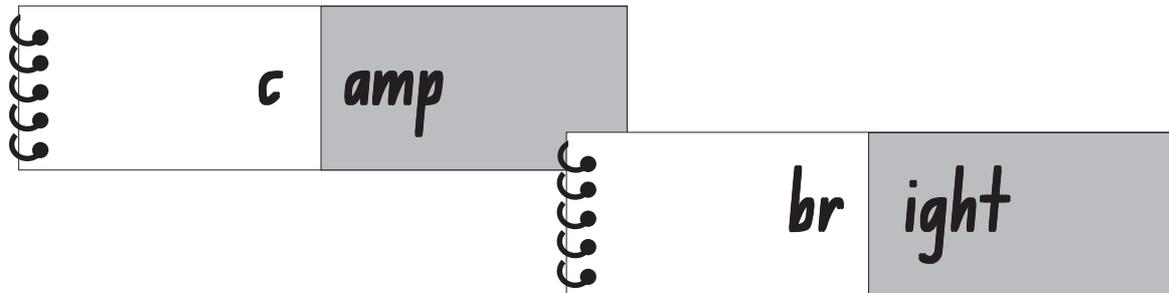
amp	d	l	c
ight	br	r	n
ake	c	m	b

Flip books for amp, ight, ake. Cut out on the lines. Put the long sheet on the bottom and line up all the other sheets to make the words. Practise the words until you can read them without sounding them out aloud. Try spelling these words.

Teaching the onsets and rimes: Using whole words as cues for memorisation

RIMES

LIST A

1. Start with five words. Read the words with a slight pause between the onset and the rime. Then cover the words.

2. Now cover the words and say the rime.

3. Colour the box if correct FIRST TIME – NO second chance.

4. If incorrect, slide cover strip down to look at word using that rime.

5. Read the list once every day.

6. Continue program until ALL boxes are coloured for 3 consecutive days.

Onset	Rime
bl ack	ack
m an	an
s aw	aw
s ick	ick
k ing	ing
st op	op
s unk	unk
tr ain	ain
dr ank	ank
d ay	ay
r ide	ide
p ink	ink
f or	or
c ake	ake
t ap	ap
m eat	eat
n ight	ight
d ip	ip
m ore	ore
s ale	ale
d ash	ash

Adapted from "A Sound Strategy", Bathurst Special Education Support Centre.

Rimes: Nearly 500 words can be derived from the 37 rimes used in LIST A and LIST B.

MONITORING SHEET

Student: .... Class: .... Beginning date: ....

Syllabus outcome: RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

Achievement indicator: following the strategy outlined, the student will say each rime with speed and accuracy for at least three consecutive days.

Date															
ack															
an															
aw															
ick															
ing															
op															
unk															
ain															
ank															
ay															
ide															
ink															
or															
ake															
ap															
eat															
ight															
ip															
ore															
ale															
ash															

Key: ■ instant recognition ✗ incorrect ✔ correct but slow

Teaching the onsets and rimes: Using whole words as cues for memorisation

RIMES

LIST B

Onset → **Rime** →

Onset	Rime
b	ell
w	ill
st	ir
tr	uck
b	all
c	at
n	est
p	in
cl	ock
c	ame
d	ate
r	ice
l	ine
w	oke
d	ump

1. Start with five words. Read the words with a slight pause between the onset and the rime. Then cover the words.

2. Now cover the words and say the rimes.

3. Colour the box of correct FIRST TIME – NO second chance.

4. If incorrect, slide cover strip down to look at word using that rime.

5. Read the list once every day.

6. Continue program until ALL boxes are coloured for 3 consecutive days.

✂

Adapted from "A Sound Strategy", Bathurst Special Education Support Centre.

Rimes: Nearly 500 words can be derived from the 37 rimes used in LIST A and LIST B.

MONITORING SHEET

Student: .... Class: .... Beginning date: ....

Syllabus outcome: RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

Achievement indicator: following the strategy outlined, the student will say each rime with speed and accuracy for at least three consecutive days.

Date

ell									
ill									
ir									
uck									
all									
at									
est									
in									
ock									
ame									
ate									
ice									
ine									
oke									
ump									

Key: ■ instant recognition ✕ incorrect ✔ correct but slow

Letter combinations representing the same sound

oa   ow   o-e   words

boat					
hole					
show	coat	low	rope	road	hope
blow	smoke	goat	row	soap	grow
hose	own	home	throw	float	follow
					goal
					throat

Start   **Finish**

Letter combinations representing the same sound

er   ir   ur   words

her					
bird					
burn	girl	letter	turn	first	summer
fur	ever	term	dirty	church	never
third	cuff	winter	hurt	firm	nurse
					were
					person

Finish

- Identify a letter combination that has high priority for teaching, e.g. word misread in guided reading, spelling word.
- Introduce the sound, e.g. say the sound with a picture cue, look for other words with that sound, make a wall chart.
- Take the tracking table sheet and highlight that letter combination in words on the sheet.
- Read the words by sound blending. Teacher models the procedure first.
- Ask students to find something the same about other words on the sheet, e.g. they all have the same sound in them.
- Ask: "Are there different ways of writing the same sound?" Students highlight the other sounds.
- Ask, for example, "Where do we often find the *oa* sound in a word?"
- Students can use the tracking sheets in a variety of ways, e.g. sound blending game (accuracy and then self timing), grouping, spelling.

Sound picture cues

Purposes

- to assist the recall of letter sounds and common letter patterns required for sounding out and spelling

- to provide a checklist for sounds introduced and mastered.

Description

Students with high support needs in literacy sometimes have difficulty remembering the single letter sounds and common letter patterns they need to sound out and spell words.

Sound picture cues can be useful as an interim step to prompt recall (see pages 82, 83).

The areas shaded on this sheet show where the sound picture cues can be used.

Preparation and use

The sound pictures provided can be cut out and used to make the following:

- picture sound cue cards; see example on page 84

- activity sheets requiring the student to go on a sound search, e.g.

Find words in your text with this sound.

aw
picture

Write them on the lines below. Find other words from room print.

....

....

- match–to–sample activities, see page 76, or sound bingo

- activity sheets requiring the student to sort words from the text and group according to a common sound, e.g.

th	or	sh
that	morning	she

Sort and write each word.

for   that   shed   fork   she   morning
this   ship   they   born   sheep

- a prompt card for those students who confuse the single letter vowel sounds

a	e	i	o	u

- a checklist to monitor sounds introduced and mastered

- a cue card to prompt students when they are reading unknown words

- a focus on different ways of writing a particular sound, e.g. *Write the word under the appropriate sound when I say it*

ai	ay	a-e
train	say	make

- an activity card to give students practice in auditory discrimination, e.g. *The word is* **hen**; *put a counter on its middle sound.*

a	e	i	o	u
	●			

Picture sound cues

short vowel sounds

a	e	i	o	u
apple	egg	indian	octopus	umbrella

long vowel sounds

a-e	e-e	i-e	o-e	u-e
snake	Pirate Pete	bike	nose	tune

sh	wh	th
ship	whale	three

ch	ck	ing
chop	lick	king

ow	ou
cow	house

oy	oi
boy	coin

ay	ai
play	snail

ea
bread

er	ir	ur
flower	bird	turtle

ar	ee	-ey	ea
car	feet	donkey	leaf

Terry Smellie, STLD, Clarence/Coffs District.

Picture sound cues

ow — window	sion — television
oa — boat	tion — addition
ge — cage	-le — bottle
dge — bridge	alk — talk
au — dinosaur	ice — dice
aw — saw	ace — race
or — horse	ce — century
ue — glue	ph — phone
ew — chew	all — fall
air — chair	
oo — broom	wr — write
y — fly	ear — hear
oo — cook	kn — knock
ie — tie	
igh — light	qu — quicksand

Terry Smellie, STLD, Clarence/Coffs District.

Section 4

Teaching the letter sound correspondences in context using picture cue cards

Purpose

- to teach letter sound correspondences in context using picture cue cards and the student's text chosen for guided reading or independent reading.

Description

Students with high support needs in literacy can have difficulty in developing knowledge of letter–sound correspondences. Picture cues can be helpful in assisting recall.

Preparation

Awareness of reading level of students and assessment information related to knowledge of letter sound relationships.

Knowledge of *Scope and sequence of phonological and graphological processing* in the English K-6 Syllabus.

Sound picture cue cards as required, e.g.:

sh as in **ship**

shop   dish
she   wish
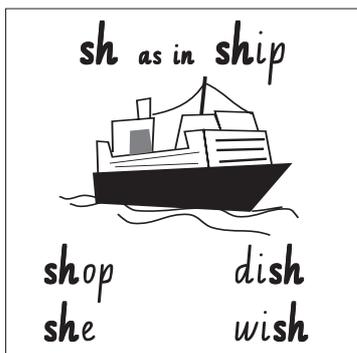
Front of card

(See picture cues, pages 82, 83)

sh

✔✔·✔
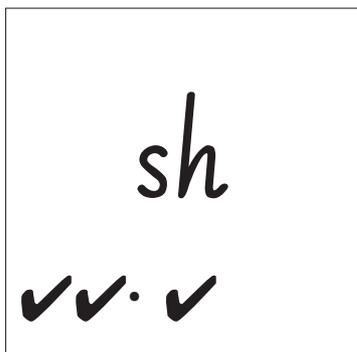
Back of card

Materials

Sound picture cue cards

Text for guided or independent reading

Implementation

1. Teacher or tutor identifies sounds to be targeted. This can be influenced by a phonics assessment, the words in the text being read, analysis of words misread when taking a running record and the relevant content, scope and sequence in the K-6 English Syllabus.

2. The teacher or tutor presents the sound picture card. The student copies the teacher's model and says the sound with the picture, e.g. *sh* as in *ship*. The card is then used by the student to write any words with that sound as they occur in his or her reading text. The student reads the sound card each day until accuracy has been maintained for at least three consecutive days. New sound cards are introduced as the need arises.

3. The cards are used to play individual or group games, e.g. The cards are placed with the sound in isolation on the back facing upwards. The student picks up a card, reads the sound in isolation and turns the card over to check with the picture cue. If correct, the student reads the words for that sound, keeps the card and has another go. If incorrect, the card is returned.

Individual progress can be monitored by ticks on the back of the card.

Variations

Instead of a picture cue the student may provide his or her own *key word* as a cue. Older students may prefer this.

Using proformas to develop activity sheets

INTEGRATING

| SEMANTIC | GRAMMATICAL | PHONOLOGICAL | GRAPHOLOGICAL |

sources of information
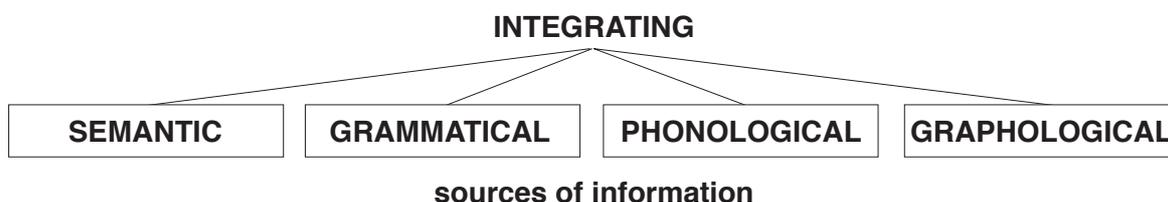
Purposes

- to provide a range of proformas which can be used with different text types to support the teaching of the four sources of information

- to develop activity sheets which can be tailored to the specific needs of individual students with high support needs in literacy.

Description

The proformas focus on the use and integration of semantic, grammatical, phonological and graphological information, using the texts chosen for guided and independent reading.

Preparation

Awareness of reading level of students and assessment information related to the four sources of information.

Knowledge of relevant content, scope and sequence in the English K-6 Syllabus.

Development of activity sheets using the proformas selected to target each student's identified learning needs.

Materials

Texts at appropriate level

Activity sheets developed from chosen proformas

Implementation

Activity sheets can be used in the guided reading session, when working with the text, to reinforce specific teaching points, e.g.:

- sight words

- concepts about print

- graphological and phonological knowledge

- grammatical knowledge

- vocabulary development

- understanding of literal and inferential meanings in the text.

After modelling of the process and guided practice have been undertaken the activity sheets can provide both independent practice for students and homework activities that ensure success. (See pages 86, 87, 88 for a sample of these proformas.)

Section 4

Helpful hints: A peer helper may develop the activity sheet using the proforma selected, e.g. cloze or puzzle activity.

Sample: Proformas to support the use and integration of the four sources of information

Proforma

Activity sheet using the proforma. Text used is the student's current text for guided reading.

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

Text:

Word recognition, meaning, grammar

Story ladder

- ....
- ....
- ....
- ....

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

Text: *Wild rose*

Word recognition, meaning, grammar

Story ladder

Rose Tweed was
....

One day she received an odd
....
to a ....

She had to dress all over in her favourite
....

Rose thought she could
....

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

Word recognition, meaning, grammar

Text: .... Pages: ....

Join to make a sentence

Beginning   **Ending**

Write the words or word groups in order, to make a sentence. Pages: ....

....
....
....
....

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

Word recognition, meaning, grammar

Text: *Mr Whisper*   Pages: ....

Join to make a sentence

Beginning   **Ending**

Mr Whisper

broke his blue cup.

Write the words or word groups in order, to make a sentence. Pages: ....

was so good,   The porridge   Mr Whisper   ate the lot.
....
....
....
....

Sample: Proformas to support the use and integration of the four sources of information

Proforma

Activity sheet using the proforma. Text used is the student's current text for guided reading.

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

Name: ....

Written by: ....

| Phonemic awareness |
| Letter–sound relationships |

Find words from the text which rhyme

Make your own rhymes

....

....

There was a ....named ....

Who ....

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

Text: *Which Shoes to Choose?*   (HBJ)

Written by Bronwyn Elsmore

| Phonemic awareness |
| Letter–sound relationships |

Find words from the text which rhyme

bright
night

too
blue

Make your own rhymes

Uncle Jack hurt his ....

Mrs Long sang a ....

There was a ....named ....

Who ....

Text: _____

Graphological awareness

Let's spell

Think of other ways to help spell these words.

1. Spell these tricky words by <u>letter names</u>.

Say the word Look at it carefully	Say the letter name as you write each letter	Write the word again and highlight the tricky part

| Phonemic awareness |
| Letter–sound relationships |

2. Spell these words by <u>letter sounds</u>.

Say the word <u>slowly</u>.   <u>Say each sound as you write it</u> in the box

How many sounds?

Text: *Jack in the Beanstalk*

Graphological awareness

Let's spell

1. Spell these tricky words by <u>letter names</u>.

Say the word Look at it carefully	Say the letter name as you write each letter	Write the word again and highlight the tricky part
want		
they		
what		

| Phonemic awareness |
| Letter–sound relationships |

2. Spell these words by <u>letter sounds</u>.

Say the word <u>slowly</u>.   <u>Say each sound as you write it</u> in the box

How many sounds?

cow	c	ow		
went	w	e	n	t				
out	ou	t		
then	th	e	n			

Sample: Proformas to support the use and integration of the four sources of information

---

Text:

<div style="border:1px solid">Word recognition, meaning, grammar</div>

1. Colour the action words (verbs) from page …
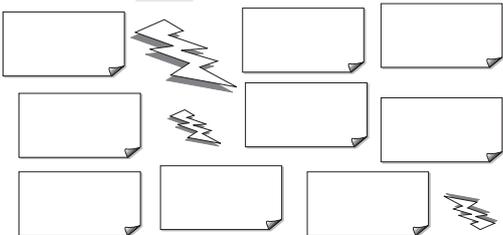
2. Find and write other action words on page ….

3. Write the missing action words (verbs). The words are above.

....
....
....
....
....
....

Text: *Crocodile Creek (Zapper)*

Wendy Macdonald

<div style="border:1px solid">Word recognition, meaning, grammar</div>

1. Colour the action words (verbs) from page 2.

watched   yawned   family

creek   slithered   snapping

jaws   lying   water
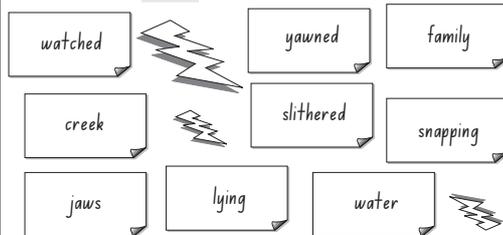
2. Find and write other action words on page 1.

3. Write the missing action words (verbs). The words are above.

On the bank of a creek a crocodile was _____ in the sun. It was as long as a car and as the family _____ , it _____ , opening its jaws wide then _____ them shut. As the crocodile _____ into the water, its tail left a long groove in the mud.

Text:

<div style="border:1px solid">Graphological and phonological awareness, meaning</div>

- Join two words to make COMPOUND WORDS. Write the words below.

	•	•	
	•	•	
	•	•	
	•	•	

Compound words

....

- Write <u>two</u> of the COMPOUND WORDS in a sentence.

....
....

- Circle the BASE WORD.

....

- In words <u>ed</u> can make a different sound.
  e.g. <u>d</u> as in climbed, <u>t</u> as in walked, <u>ed</u> as in painted.

Write the sound above these <u>ed</u> words.

....

Text: *Jack and the Beanstalk*

<div style="border:1px solid">Graphological and phonological awareness, meaning</div>

- Join two words to make COMPOUND WORDS. Write the words below.

be	•	•	thing
some	•	•	stalk
bean	•	•	low
	•	•	

Compound words

....

- Write <u>two</u> of the COMPOUND WORDS in a sentence.

....
....

- Circle the BASE WORD.

  suddenly   grabbed   eaten   faster   clouds

- In words <u>ed</u> can make a different sound.
  e.g. <u>d</u> as in climbed, <u>t</u> as in walked, <u>ed</u> as in painted.

Write the sound above these <u>ed</u> words.

  towered   walked   wicked   asked   started

Section 4(b): Spelling strategies

▋ Teaching spelling: A systematic approach

Focus on literacy: Spelling states that all students should be taught in a systematic and explicit way about the types of spelling knowledge. Research shows that students with learning difficulties in particular benefit from explicit and systematic teaching.

Systematic and explicit teaching of spelling

The explicit and systematic teaching of spelling means that teachers need to provide, within an integrated language environment:

- a daily focus on spelling skills and strategies

- lessons where the purpose and value of the spelling instruction are made explicit to students

- teaching of phonological, visual, morphemic and etymological spelling knowledge

- teaching of strategies that can be used when applying this knowledge

- frequent exposure to and experience with spelling activities in the context of talking listening, reading and writing

- regular opportunities for students to demonstrate and reflect on their understandings about spelling

- explicit teaching of dictionary skills

- regular modelling of using dictionaries

- regular monitoring, analysis, and feedback on spelling performance and progress

- explicit teaching and opportunities for students to practise the spelling of words used frequently and those which are essential vocabulary in key learning areas

- continuous development of spelling skills and strategies throughout the stages of schooling.

NSW Department of Education and Training (1998) *Focus on literacy: Spelling*

Teachers can use the following strategies to support students as they learn how to spell:

- scaffolding students through different aspects of written language tasks

- providing explicit instruction about phonological, visual, morphemic and etymological knowledge

- conferencing with students to help identify the knowledge on which they will draw when learning new words

- ensuring that content is age-appropriate

- providing frequent modelling of how to spell in the context of writing

- providing more frequent teaching and opportunities to practise

- locating students in the classroom in places that best suit their needs, e.g. ensuring that students with hearing problems sit near and face the teacher

- providing guided instruction to individuals or small groups, and

- helping students prioritise the words that they need to learn.

NSW Department of Education and Training (1998) *Focus on literacy: Spelling*, page 28.

Section 4

Students with high support needs in spelling

Students with high support needs in spelling will need daily guided spelling sessions, with frequent revision and checking for retention of prior learning.

Guided spelling sessions provide the most significant opportunity for teachers to involve planned instruction that has been carefully matched and sequenced to meet the specific needs of each student or group of students.

In addition to guided spelling sessions, students need to participate with the rest of the class in modelled spelling, where they can see and share in structured demonstrations. They also need to engage in independent spelling tasks, where they apply and practise the spelling knowledge and strategies previously learnt in modelled and guided sessions.

Adapted from: *Focus on literacy: Spelling*, pages 28, 29.

The following practices and activities on pages 91-115 reinforce the teaching of phonological, visual, morphemic and etymological spelling knowledge that students need if they are to become proficient spellers.

Phonological knowledge: ➤ | How words and letter combinations sound

Visual knowledge: ➤ | The way words and letter combinations look

Morphemic knowledge: ➤ | The way words can be added to with prefixes and suffixes, and can take different spellings when they change form

Etymological knowledge: ➤ | How words reflect their derivations

Spelling: Irregular words (using visual knowledge)

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, friend*. If a mastery level is to be determined, the word, for example, has to be correct on a test, or in the students' writing, three times in consecutive lessons, again after a week, and again after a month.

Preparation

Identify irregular words for teaching from:

- the student's writing, which reveals the words that the student needs to learn using visual knowledge
- key words related to a unit of work
- words representing those most commonly expected in the reading and writing of students, listed in Early Stage 1 to Stage 3 under "visual knowledge", *Teaching Spelling* K-6, pages 46-55
- sight words from a high frequency word list.

Test the student on the irregular words identified for teaching. Develop a list from the words misspelt and record on a student monitoring sheet, e.g. page 64.

Materials

Student monitoring sheet. Exercise book for practice and testing.

Support materials such as word cards, word charts (for reference and games) and have-a-go sheets, can be useful.

Implementation

Teacher or tutor selects a strategy to teach the student. See Look, Say, Cover, Write, Check page 93, variations page 94, games page 95.

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, e.g. personal dictionary, teacher, word wall (see page 62), have-a-go sheets.

Example of a Have-a-go sheet:

My first try	My second try	Checked	Spelling list word
sed	siad	said	said
wen	when	when	

1st try	Check	2nd try	Correct spelling W = words in room D = dictionary T = text O = other
halls	h___s_	hause	house W

The teacher or tutor can tick the correct letters and suggest a useful strategy to help spell the word correctly, see *Teaching spelling K-6*, pages 80 and 98.

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.*

Section 4

Old way, new way (variation)

Purpose

- to help correct ingrained misspellings, e.g. *thay, they; wich, which; sed, said.* Deal with only one or two words at a time.

Implementation

- Teacher or student writes the word the old way on the left hand side of the page (only once) to eliminate the practising of the error.

- The student says: "I used to spell …………… like this," (states word) and crosses it out.

"But now I spell (states word) like this," (writes, then spells aloud).

- The student repeats five such writings of the new way, articulating the difference and crossing out the old way.

- The student writes the new way six times using different coloured pens or in different styles. Older students may be asked to write six different sentences using the word in its new form.

- Revise the word taught after one or two weeks.

- Repeat until the new response is firmly established.

Name: .... **Word:**	
Old way: 🙁	**New way:** 🙂
~~thay~~	they

Spelling: Look, Say, Cover, Write, Check – a strategy to support visual knowledge

Purpose

- to assist students to learn irregular words. It is not suitable for phonemically regular words.

Preparation

The words which the student most needs to learn are the high-frequency irregular or key words in a unit of work that he or she misspells. Students should not be required to learn words 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 a pretest.

Materials

Pencil, workbook, paper or whiteboard. A prepared sheet, with four columns, requiring the student to repeat the 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 (SPELL BY LETTER NAMES)

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

When spelling by letter names the student can tick each letter name as it is said.

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 every correct letter, giving credit for the portion 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.

Variations of the Look, Say, Cover, Write, Check strategy

Westwood (1994) discusses variations of the Look, Say, Cover, Write, Check strategy as described by Polloway and Patton (1993).

Variation 1
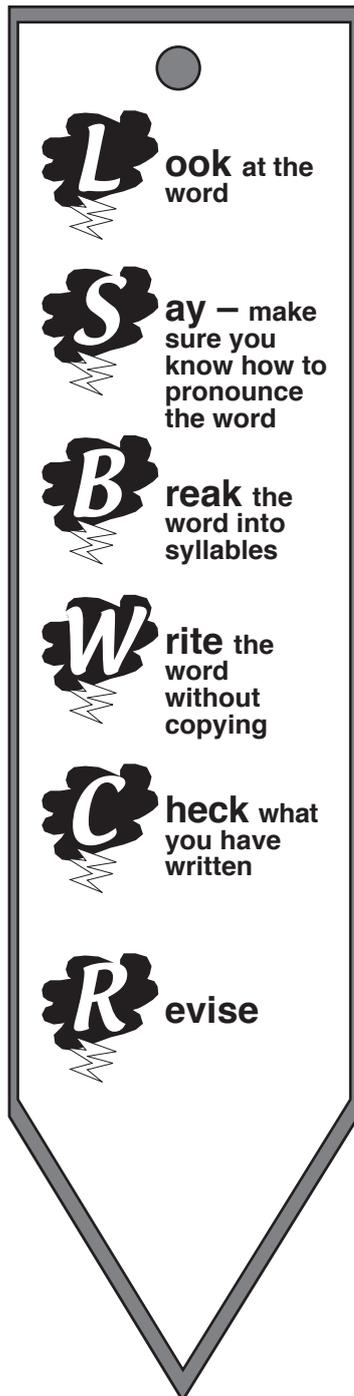
Look at the word

Say – make sure you know how to pronounce the word

Break the word into syllables

Write the word without copying

Check what you have written

Revise
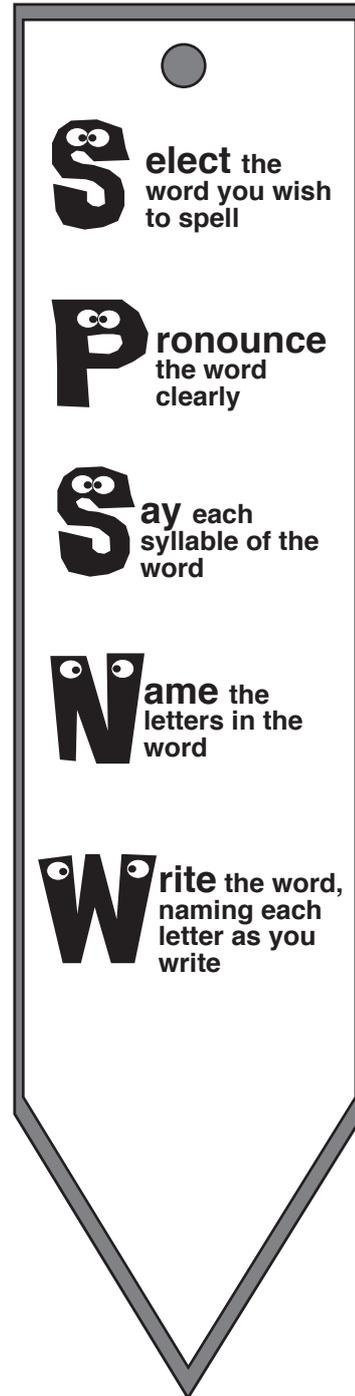
Variation 2

Select the word you wish to spell

Pronounce the word clearly

Say each syllable of the word

Name the letters in the word

Write the word, naming each letter as you write

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 the student becomes more competent.

You might also try changing roles with the student.
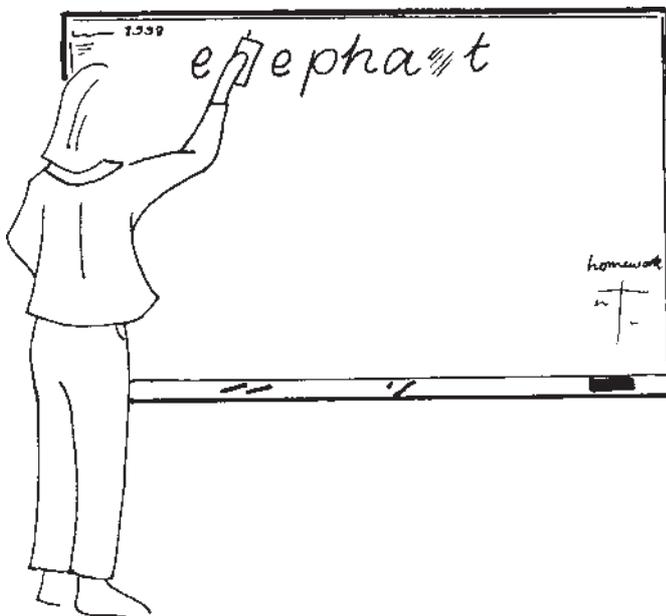
Snakes and ladders

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.

Sleishman, P. (1998). "Spelling" from *Still Making a Difference: a conference for volunteer tutors in secondary schools*.

The secret word

From a list of words on the blackboard or wall chart the teacher chooses a secret word and writes it down unseen by the students. A student is asked to guess the word by saying the word and spelling the word by letter names while writing each letter as it is said on the blackboard, for example, "Is it *friend*, f-r-i-e-n-d?" The student can be prompted to spell the word correctly by looking at the word on the blackboard or wall chart.

If the student has guessed the secret word the teacher says, "Yes it is *friend*, f-r-i-e-n-d". The student then takes the role of the teacher. If it is not correct another student has a go.

Spelling: Homonyms

Purpose

- to reinforce the correct meaning and spelling of commonly confused homonyms.

Description

Homonyms are words having the same sound (and often the same spelling) but different meaning. *English K-6 Syllabus*, 1998.

Here are some commonly confused homonyms that will need systematic instruction.

here	*hear*	
there	*their*	*they're*
to	*too*	*two*
new	*knew*	
would	*wood*	
past	*passed*	
which	*witch*	
no	*know*	
where	*wear*	
some	*sum*	
meet	*meat*	
see	*sea*	
threw	*through*	

Preparation

Three packs of cards, a pack for writing the sentence with the homonym missing, a word pack with the missing words, and the third pack for writing the complete sentence (see opposite).

Implementation

- Discuss the word *homonym* with students. Explain that it refers to words having the same sound (and often the same spelling) but with a different meaning.

  Consider the etymology of homonym: homo = same, nym = name.

- Brainstorm a list of homonyms on the blackboard, whiteboard or on an OHT.

- Consider the grammatical categories, e.g. *meat* is a noun (a naming word), *meet* is a verb (a doing word).

- With assistance from students write a selection of the homonyms in sentences.

- Make "fit it" cards, e.g.

here		Put it <u>here</u>.
		Put it ....

hear		I <u>hear</u> with my ears.
		I .... with my ears.

- Use the "fit it" cards to match by covering the same word and then placing the same word in the correct gap.

Spelling: Homonyms continued

- Follow up with cloze activities, where the student reads the sentence and writes the correct word.

- Sequence the level of difficulty, e.g.

    (*words are provided*)

    here, hear

    Come .... and look at this.

    (*words not provided*)

    Come .... and look at this.

- Provide for generalisation in a range of contexts, e.g.

    - use the student's text for guided or independent reading

    Name: ....

    Text: *Carrot Cake on Friday   2.7*
    (Eureka Treasure Chest)   Pages: ....

    Choose the best word to fill the gap

Wombat and rabbit walked together_____ the bush. After a while, they _____ Possum and Koala. Wombat licked the Vegemite _____ his whiskers and went home_____ make himself _____ hot buttered toast.	threw through met meet meat of for off too two to sum some

- construct a proofreading activity with a focus on: correct usage and spelling of homonyms; correct spelling of high frequency words previously taught.

Wombat and rabbit walked
together ~~threw~~ *(through)* the bush.
After a while, ~~thay~~ *(they)* met
Possum and Koala.
Wombat licked the Vegemite
~~of~~ *(off)* his whiskers and went
home ~~two~~ *(to)* make himself ~~sum~~ *(some)*
hot buttered toast.

Students are required to circle the mistakes and write the corrections above.

Guidelines for proofreading are demonstrated, e.g.

- reading for meaning

- tracking with a pointer, following each word as it is read

- re–reading for spelling errors.

When re–reading for spelling errors ask:

- Does it look right?

- Can I see letters for all the sounds I can hear when I say the word?

- Is the word made from a word or group of words I know?

- What sources can I use to check?

Spelling: Activities supporting phonological knowledge

Picture Sorting

Invernizzi et al (1994)

Picture sorting is a categorisation task that involves grouping pictures for words with similar sound features (e.g. bat, boy; man, moon; sun, sock). Pictures can be sorted by initial consonants sounds, consonant blends or digraphs, rhyming families or vowel sounds.

Word sorts

Schlagal & Schlagal (1992)

Word sorts provide opportunities to improve fluency and accuracy in identifying recurring patterns and contrasting features within the target word groups.

Using word families

camp	best	rock
damp	rest	block
lamp	pest	clock

To introduce the word family, an exemplar of each category is written on the board. The teacher then says a word that fits one of the categories. The group is then asked to nominate the word family to which the word belongs. Once the correct category is selected, the student is asked to spell the word while the teacher writes it on the board under the exemplar.

Later activities may include sorting cards on which the words are written into word groups. Additional exemplars may also be added to each category.

Talk to yourself chart

1. The word is ....
2. Stretch the word.
   I hear .... sounds.
3. I see .... letters because

   ....
4. The spelling pattern is ....
5. This is what I know about the vowel

   ....
6. Another word on the word wall like ..
   .... is ....

Gaskins et al. (1997)

Spelling: Activities supporting phonological knowledge

Purpose

- to assist students understand that words are made up of sounds which are written in a left-to-right sequence.

Preparation

Prepare an outline on a magnetic board or overhead transparency and sound grid cards for individual students which are divided into three squares.

Select words from students' texts, high frequency word lists, key words in KLAs …

Materials

Sound grid cards.

Small objects such as blocks, pieces of felt. Counter or magnetic disc for sliding into the sound grids.

Implementation

The following procedure is modelled using the magnetic board or overhead projector.

- Teacher selects a cvc word (consonant-vowel-consonant word) and enunciates the word slowly, indicating a new sound by sliding a small object into a square on the sound grid as the sound is said.

h ——— o ——— p
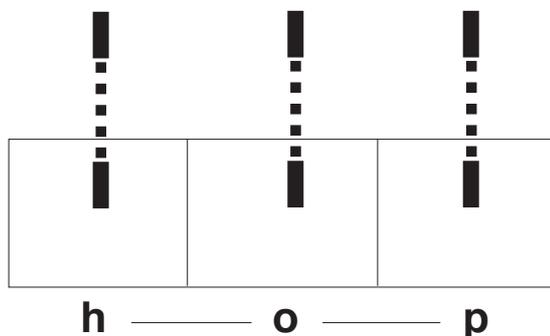
- Ask individual students to take over the task of sliding objects onto the grid or enunciating given cvc words slowly.

- Provide individual sound grid cards and counters or markers for students to use the technique with given cvc words.

- Observe students' responses, providing additional guidance and practice if necessary.

Words with two or four sounds may be used once students understand the procedure.

N.B. Teachers will need to provide sound grid cards with two, three or four squares at this stage.
When working with words teachers should focus on the number of sounds, not the letters. For example, "*bell*" has only three sounds, but four letters.

Once students know some letter-sound relationships, teachers may ask students to select a letter tile, magnetic letter or letter card to represent the sounds heard in spoken words and to place these in the appropriate square or sound grid. Alternatively, students may write the letter in the appropriate square.

From NSW Department of School Education, 1995, *Choosing literacy strategies that work, Volume 1*, page 109.

Letter tiles: Supporting phonological and graphological knowledge

Purposes

- to assist the teaching of phonemic awareness using letter sound knowledge skills in conjunction with reading and spelling

- to reinforce the correct visual pattern of irregular words

- to provide independent practice.

Description

Letter tiles or magnetic letters can be useful to provide a focus on sounds, letters and words when students are working with the text during modelled, guided and independent reading and writing.

Letter tiles can be made by:

- printing the individual letters, sound blends and letter patterns back-to-back using the sheets provided on pages 101-106

- cutting magnetic sheets and writing the letters required and then placing them on the back of a scone tray (both magnetic sheets and tray are inexpensive).

Materials

- Letter sheets provided. Coloured cardboard or cover paper. Resealable plastic bags

  OR

- Magnetic sheets and scone tray.

Implementation

The letter tiles may be used to:

- link phonemic awareness training with letter–sound knowledge to help students read and spell words, e.g. ask students to make a word from the text during guided reading. Model the technique of blending and segmenting (see page 72).

- demonstrate the way in which sounds can be exchanged to make new words (see pages 72 and 106) and show similarities between words

- make words that can be seen in room print from high frequency word lists, spelling lists, colour charts, calendar…. Include also words in each student's personal dictionary

- make crossword puzzles using high frequency words.

Helpful hints:

When printing the letter sheets provided, use different coloured cardboard or cover paper for each student in the group. This helps to find those straying letters. Use resealable plastic bags for storage.

Letter tiles

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

Section 4

Letter tiles

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

The most common letter combinations

ai	ar	au	aw	ch	ea	ee
ee	er	ew	igh	ing	ir	kn
oa	oi	ol	oo	or	ou	ow
oy	ph	qu	sh	th	ur	wh
wr						

The most common letter combinations

ee ea	ch	aw	au	ar	ai	
kn	ir	ing	ew	er	ee	
ow	on	or	ol	oi	oa	
wh	ur	th	sh	qu	ph	oy
			igh			wr

The most common letter combinations

air	ear	ck	ng	ey	ie	ion

Section 4

Follow-up to BST

The most common letter combinations

				ion ie
				ey ng
				ck
				ear air

Spelling: Activities supporting phonological knowledge

> *Using letter tiles to demonstrate the way in which sounds can be exchanged to make new words.*

For example:

- Make "sand" with your letters.

s	a	n	d

	a	n	d

- Take away "s". Put a "b" in its place. What is the new word?

b	a	n	d

"band"
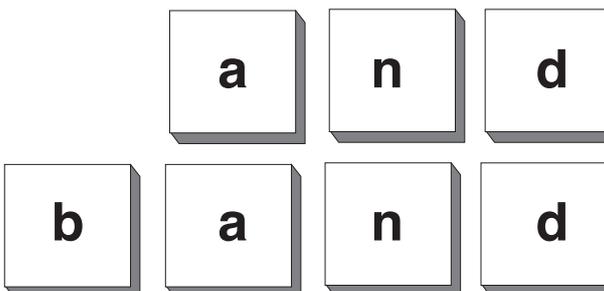
- Take away the "d". Put a "k" in its place. What is the new word?

b	a	n

b	a	n	k

"bank"
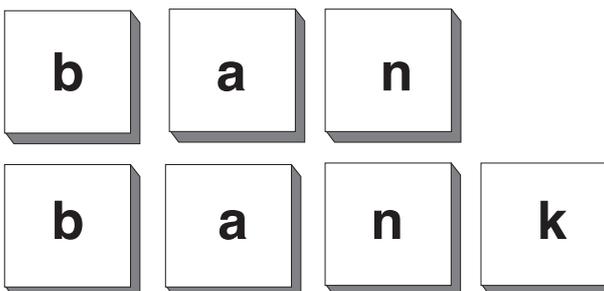
- Take away the "a". Put a "u" in its place. What is the new word?

b		n	k

b	u	n	k

"bunk"
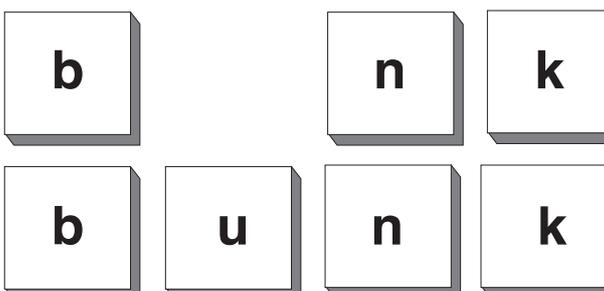
- Take away the "n". Put an "s" in its place. What is the new word?

b	u		k
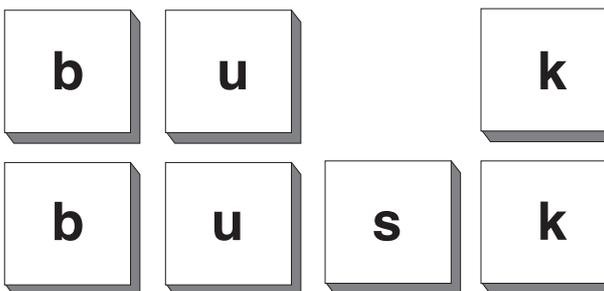
b	u	s	k

"busk"

From NSW Department of School Education, 1995, *Choosing literacy strategies that work, Volume 1*, page 243.

Spelling: Activities supporting phonological knowledge

Constructing rhyme lists

Purpose

• to extend the range of words students can spell by discovering the variations of spelling using a common rime.

Preparation

Prepare a proforma with an alphabet strip or have students make their own.

Implementation

1. Choose a common rime from words used in the student's reading and writing (see page 74 for examples).

2. Model the process of constructing a rhyme list using an alphabet strip to systematically tick off letters to generate rhyming words. An example using the rime *ake* is provided below.

> **Constructing rhyming lists**
>
> ake
>
> ✔ ✔ ✔
> a b c d e f g h i j k l m n o p q r s t u v w x y z
>
> bake
>
> cake
>
> fake

3. Invite students to work individually or in pairs using the proforma to add to the rhyme list.

4. Encourage students to check with a reliable source to confirm if the words generated are "real words".

5. Share the words generated to compile a class data bank for display and future reference.

> ake
>
> cake   bake   lake
>
> rake   take   wake
>
> make   fake

Follow-up activities could include:

• making slides and flip books as shown on pages 76 and 77, or constructing a word wheel (see page 112)

• further developing the rhyming list to include blends and digraphs

> **Constructing rhyming lists**
>
> ake
>
> ✔ ✔ ✔
> sn sh br tr bl st tl sc cl gl
>
> snake
>
> shake
>
> brake

• timing students to see how many of the words they can write with accuracy from memory.

Spelling: Activities supporting phonological knowledge

Assisting students to hear and write sounds in words

In modelled writing demonstrate how the letters which represent sounds are written in order to form words. When an easy word (phonetically regular with two, three or four sounds) arises during modelled writing, draw a sound grid on the board or chart paper with the correct number of squares for the sounds in the word, e.g. sound grid for "jump".

j	*u*	*m*	*p*

Ask students to identify by sound the sounds they can hear in the word. Use questions like:

- What sounds can you hear in "jump"?
- What is the first sound you can hear?
- What can you hear next?
- What is the last sound?

Once students know some letter-sound relationships, ask them to write the letter which represents the sound.

From NSW Department of School Education, 1995, *Choosing Literacy Strategies that Work, English K-6, Volume 1*, page 209.

Spelling: Activities supporting phonological knowledge
Elkonin boxes

Purposes

Elkonin boxes are used to:

- guide students' segmentation of words into sounds
- help students visualise the match between sounds and letters.

Description

Students are provided with a spelling sheet that contains groups of boxes. Each group contains the same number of empty boxes as there are sounds in each of the key words introduced that week. For example, if the first word to be spelled were *ship,* there would be three empty boxes next to the number on the spelling sheet, because *ship* has three sounds *sh-i-p.*

See example below of Elkonin boxes marked for spelling *ship, let, right, name,* and *black.*

Preparation

Key words for spelling

Spelling sheet with groups of boxes for each key word.

Implementation

- Teacher pronounces the word, students stretch out the sounds in the word and write the letters in the boxes.
- Teacher models aloud his or her own thinking about possible sound–letter matches. For example, the teacher pronounced *ship* and said "Hmmm, I hear one sound before the vowel, but it took two letters to represent the sound."
- Students share what letters they have written in the boxes and why they have written them.
- Students repeat the activity the next day. Correctness of each spelling is checked by chanting the spellings together after all three or four words have been written in boxes. (A small dot is put under each letter as it is said.)
- After spelling the words in Elkonin boxes for two days, students write the key words for the week and words from previous weeks without the boxes.

Words that rhyme and have the same spelling patterns as the key words are also included.

1							1	sh	i	p			
2							2	l	e	t			
3							3	r	igh	t			
4							4	n	a	me			
5							5	b	l	a	ck		

Elkonin boxes, Gaskins, 1997.

Spelling: Activities supporting phonological knowledge

Rhyming word sort

*This is an example of a rhyming word sort using words from the student's text for guided reading to show four different rhyming patterns, e.g. pl**ay**, d**ad**, g**ame, old**. Students sort the words from the word bank and bonus bank and write them under the correct category. This could be used after the guided reading to reinforce a particular teaching focus and help students develop understandings in spelling to support their writing.*

Rhyming word sort

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

Text: **John Simon's Story** written by John Simons

Word bank:*

lay bad name told day came had fame hold sad say

Bonus bank:

shame away glad scold

Words from the text
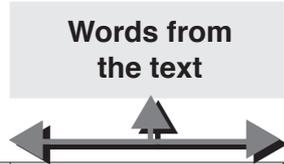
play	dad	game	old

Rhyming word sort

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

Text: ....

Word bank:

....

Bonus bank:

....

Words from the text
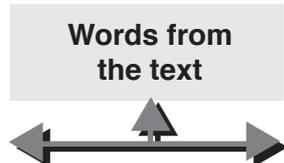
* Words taken from Board of Studies NSW, 1996, "John Simon's Story", *Big Mob Books for Little Fullas*.

Gaskins (1997). Adapted from Figure 3 Rhyming Word Sort.

Spelling: Using morphemic knowledge

Purposes

- to explore morphemic knowledge
- to extend the range of words students can spell by teaching common morphemes.

Descriptions

Morphemic knowledge is knowledge about how morphemes affect the meaning and spelling of words. Morphemes are the smallest units of language that carry meaning in the word and can be combined with other morphemes or base words to change meaning, e.g. *un* (morpheme) *necessary* (base word); *hand* (morpheme) *bag* (morpheme). From *Focus on literacy: Spelling*, 1998, page 32.

Preparation

Consider the students' language experiences and specific learning needs. Sequence the level of difficulty to ensure success. Identify useful morphemes from:

- what student will use in their writing of texts
- a related unit of work (this may be linked to texts used for modelled and guided, reading and writing)
- a teaching focus
- groupings listed in the syllabus stages, *Teaching spelling K-6*, pages 46-53.

    Morphemes identified could include:
    plurals, e.g. *s*, *es*
    comparatives, e.g. *er*, *est*
    verb ending, e.g. *ing*, *ed*
    prefixes, e.g. *un*, *mis*, *pre*, *dis*
    suffixes, e.g. *ment*, *ness*, *ly*, *able*, *ful*, *less*.

Implementation

1. Plan a spelling focus in the context of modelled reading and modelled and guided writing, to explore morphemic knowledge.

2. Provide activities to explore that focus using words from the students' reading and writing to generate words for study.

    The following are examples of strategies that teachers could use:

    - a word web constructed around a morpheme such as "ing" (see page 113)
    - word lists (developed from a brainstorming session) related to a specific topic for writing. For example the writing of a recount, "Our Picnic", might generate a list of action verbs for word study, such as *stayed*, *played*, *laughed*, *shouted*, *fished* and *explored*
    - word families to help build the students' knowledge of base words and their associated suffixes, derivatives and compound words. For example: *play*, *played*, *playful*, *playtime*, *playground**

A word wheel to help build the student's knowledge of a base word and its associated suffixes and compound words.
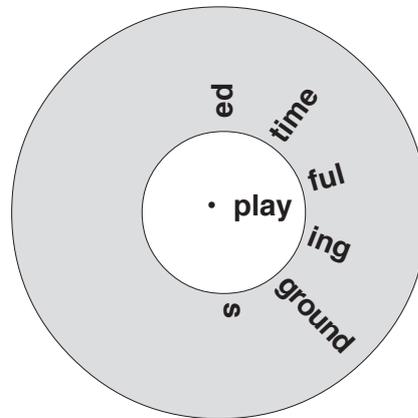
- word sorts to help students recognise important suffixes that enable comparisons to be made. For example: *small, smaller, smallest; large, larger, largest*
- jigsaws (see page 113)
- computer activities to encourage motivation, provide practice and over learning, and give immediate feedback.

* From Westward, P.S. (1999) Spelling Approaches to teaching and assessment, ACER Press, Camberwell: Victoria.

Helpful hint:
Refer to Teaching spelling K-6, pages 63-64.

Using morphemic knowledge

Word webs

Construct a word web around a morpheme.

Add to the list of words as examples are experienced in reading and writing.

coming		**running**
having	*ing*	**going**
eating		**reading**
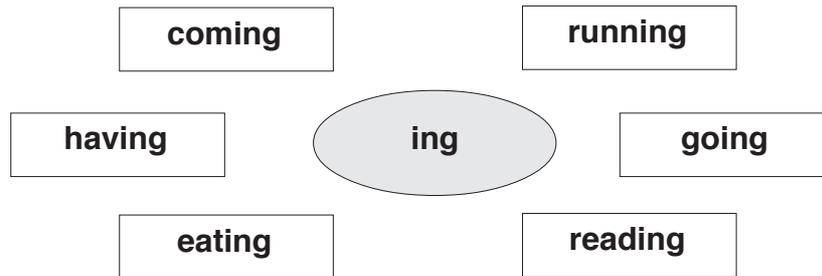
From: *Teaching spelling K-6*, page 93

Base words

Select a base word to which prefixes and suffixes can be added, e.g. *kind*. Students use a list of prefixes and suffixes and the dictionary to generate as many words as possible, e.g. *kindness*, *kindly*, *unkind*.

Refer to the list of commonly used prefixes and suffixes on page 114.

Make jigsaws

Choose words from the students' reading text that can be divided into meaning or syllabic units. Cut to form a word jigsaw. Students can assemble jumbled sections to form a word. This is a self correcting activity.

un	**cover**	**ed**

Variation

Choose words from the text but don't cut as a jigsaw and have students make as many words as possible. They can search in the text for words and write the words made.

dis	**cover**	**ed**

Adapted from Preen & Barker, 1987, *Literacy Development,* page 107.

Commonly used prefixes and suffixes and their meanings

Prefixes

Often alter the meaning of the base word:

un	not	lock	unlock
re	again	fill	refill
mis	wrong	place	misplace
pre	before, for	school	preschool
dis	negative or reverse	like	dislike
anti	opposed to, or opposite of	social	antisocial

but sometimes change the grammar of the base word:

be	changes noun into verb	friend	befriend

Suffixes

Often change the grammar of the word:

s, es	changes to plural	cat	cats
ly	adjective to adverb	slow	slowly
ful	noun to adjective	sorrow	sorrowful
ness	adjective to abstract noun	sad	sadness
er	comparing two things	cool	cooler
est	comparing more than two	cold	coldest
ing	continuous action	sing	singing
ed	past tense	raid	raided
ion	verb to abstract noun	expect	expectation
ment	verb to noun	pay	payment
able	verb to adjective	enjoy	enjoyable
en	noun to verb	strength	strengthen

but sometimes alter the meaning of the base word:

less	without	friend	friendless
ish	sort of	red	reddish

From NSW Department of Education and Training, Curriculum Support Directorate, 1998, *Teaching spelling K-6*.

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, *tele* meaning, far, is used in *television, telephone, telegraph*.

Description

The teacher introduces a word that is more easily spelled if its etymology is understood.

Preparation

Collect examples of such words. One list is in *Teaching spelling K-6* on page 116. The strategy is best used if the words chosen need to be spelled in a KLA.

Implementation

See example given below.

Examples

Write a word like *tele* in the centre of a graphic organiser to construct a word web. Explain that it was the Greek word for *far*. Ask students to think of words that come from *tele*, like *television, telescope, telephone*.

Add to the word web as additional examples are experienced in reading and writing. Add to the environmental print around the room.

An example of a word web

Etymology

From the Greek "tele" meaning far

televise

telescope   tele   telephone

telecast   telegraph

television

Adapted from NSW Department of Education and Training, Curriculum Support Directorate, 1998, *Teaching spelling K-6*.

Section 4

Spelling: Using etymology

Numbers

Word root	Origin	Meaning	Examples
uni	Latin	one	unit
mono	Greek	one	monorail
bi	Latin	two	bicycle
tri	Latin	three	tripod
oct	Latin	eight	octopus
deca	Greek	ten	decade
centi	Latin	one hundred	centigrade
kilo	Greek	one thousand	kilogram
milli	Latin	one thousand	millilitre

Prefixes and suffixes

Word root	Origin	Meaning	Examples
anti	Greek	opposite	antifreeze antidote
aqua	Latin	water	aquarium aqueduct
circum	Latin	around	circle, circumference
hosp	Latin	guest	hospital, hospitable
im	Latin	not; in, into	impossible, implant
in	Latin	into; not, without; on	incoming, incapable, inscribe
lun	Latin	moon	lunar, lunatic
micro	Greek	small	microscope, microcosm
noct	Latin	night	nocturnal
radi	Latin	a spoke, ray	radius, radiate
semi	Latin	half	semiconscious, semicircle
sub	Latin	under, below	submerge, submarine
tele	Greek	far	television, telephone

Adapted from NSW Department of Education and Training, Curriculum Support Directorate, 1998, *Teaching spelling K-6*.

Reference list of spelling generalisations

The following generalisations are from NSW Department of Education and Training (1998) *Teaching spelling K-6*, and are grouped according to the stage or stages of development at which they might be addressed. However, it is important to look at each student's prior experiences and understandings when deciding on which generalisations to use. It is also important for students to realise that there are many words that are exceptions to these generalisations.

Stage 1

- 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. **c**atch, **k**ept, **k**it, **c**ot, **c**up
- When a word starts with *g-* and is followed by *-e*, *-i* or *-y* , it can sound like a *j*, e.g. **g**erm, **g**inger, **g**ym
- When a word starts with *c* and is followed by *-e*, *-i* or *-y*, it is pronounced as *s*, e.g. **c**entral, **c**ircuit, **c**ylinder
- The *-ck* digraph occurs only after a short vowel sound, e.g. pi**ck**, lo**ck,** cri**ck**et
- When a word ends in a vowel and a *-y* (*-ay*, *-ey*, *-oy*) just add the ending, e.g. *stay*, *stay**ed**, stay**ing**, key, key**s**, toy, toy**s***

Stages 1-2

- When a word ends in *-e*, drop the *-e* before adding *-ing*, e.g. *creat*e, *creating*; *practi*se, *practising*
- If a word ends in *-l*, before adding a suffix double the *-l*, e.g. *travel*, *trave**ll**ing*
- When a word of one syllable contains a single short vowel, double the final consonant before adding a suffix, e.g. *ru**n**, ru**nn**ing, ru**nn**er; star, sta**rr**ed*

Stage 2

- If the final syllable of a word ends in *-e*, the preceding vowel is long, e.g. l*at*e, *bike*, *complete*, *phone*, *endure*
- When the sound is a long *e*, use *i* before *e* except after *c*, e.g. *believe*, *receive*. When the sound is 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. *chur**ch**, chur**ches**; wi**sh**, wi**shes***
- When a word ends with one *-f*, change the *f* to *v* and then add the plural suffix *-es*, e.g. *half*, *hal**ves*** (Exceptions: *roof*, *roofs*; *chief*, *chiefs*)
- When a word ends in *-y*, change the *y* into *i* before adding *-ly*, e.g. *stead**y***, *stead**ily***
- 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. *cr**y**, cr**ied**, cr**ying**; mer**cy**, mer**ciful**; lad**y**, lad**ies***
- 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. *side**ways**, chas**ing***

Stages 2-3

- When a word ends in *-ic*, add *-al* before adding *-ly*, e.g. *magic*, *magic**ally***
- When a word has more than one syllable and the final syllable is accented or stressed, then the final consonant is doubled before adding a suffix, e.g. *forgot*, *forgo**tt**en*; *occur*, *occu**rr**ed*
- 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*, *app**ear**ed*; *complain*, *compl**ain**ed*
- When a word has more than one syllable and the final syllable is not accented, then the final consonant is not doubled before adding a suffix, e.g. *whisper*, *whisper**ed**; encounter*, *encounter**ing***

Stage 3

- To add *all-* as a prefix to a root word, drop one *l*, e.g. **al**most, **al**ways
- To add *-full* as a suffix to a root word, drop one *l*, e.g. *wonder**ful**, help**ful***
- To add *-able* as a suffix to a root word, drop the *e*, e.g. *not**e**, not**able**; desire, desir**able***
- When a word ends in *-our* change this to *-or* before adding *-ous* or *-ate*, e.g. *humour*, *hum**or**ist*, *hum**or**ous***

Scope and sequence of phonological and graphological skills (*English K-6 Syllabus, pages 76-83*)

	Early Stage 1	Stage 1	Stage 2	Stage 3
Spelling	☐ write own name using correct spelling	☐ write cv, vc and cvc words that contain known letter-sound relationships	☐ use an increasing bank of known spelling words written automatically	(By Stage 3, students should be able to spell accurately and automatically words that are regularly used in the classroom. They should be able to use a wide range of strategies for spelling unknown words and for learning commonly misspelt words.)
	☐ copy the sequence of letters from models of high-frequency, topic and personal words	☐ choose phonetically appropriate letters to represent most of the sounds in unknown words (students may have difficulty with consonant blends)	☐ use known letter patterns and sound sequences, not just individual letters, when spelling unknown words	☐ use competent visual and phonological strategies for attempting and checking spelling (does it look and sound right?)
	☐ write high-frequency words independently (e.g. *is, I, am, the*)	☐ use rime analogy to spell new words (e.g. mop, hop)	☐ classify words into groups according to the way in which they are spelt (e.g. *thought, bought, ought*)	☐ use known word meanings and base words when spelling unknown words (e.g. *heal, healthy; sign, signature*)
	☐ say and sound while writing the first sound in a word	☐ use knowledge of familiar letter patterns to spell new words, e.g. -ed, -ing	☐ become familiar with the various ways of representing a particular sound in writing (e.g. *meat, meet, metre*)	☐ develop knowledge of word origins, e.g. Greek and Latin roots (*telephone, aquarium*)
	☐ say and write letters for some of the sounds in a word beyond the initial sound, identifying the sounds through stretching the words (initially with teacher support; students may be using letter names for sounds	☐ spell words using consonant blends, digraphs and long vowel sounds that have been introduced as a component of the reading program	☐ hypothesise about and learn spelling generalisations (e.g. *i before e except after c; y to i rule for plurals; doubling consonants* etc.)	☐ consolidate and extend proofreading skills and take responsibility for editing own work
	☐ spell unknown words phonetically (as they sound), with most of the letters in the correct sequence.	☐ start to use self-correction strategies such as visual and auditory strategies (e.g. sounding out, sight words) to spell unknown words in own writing	☐ use known word parts when spelling unknown words (e.g. prefixes, suffixes, compound words)	☐ develop a knowledge of less common letter patterns and spelling generalisations or rules and apply them to new situations
			☐ consider meaning and context when spelling words (e.g. when differentiating between homonyms such as *their/there/they're*)	☐ take responsibility for maintaining a personal spelling note book
			☐ correctly represent consonant blends when spelling unknown words	☐ competently use various spelling resources, e.g. spell check, dictionary
			☐ use common consonant and vowel digraphs in attempting unknown words	
			☐ use mnemonics for spelling irregular or difficult words (e.g. "piece of pie")	
			☐ increasingly use visual and phonetic self-correction strategies in editing own work (words that do not look or sound right)	
			☐ become familiar with various spelling resources, e.g. spell check, dictionary	

Section 4(c): 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 in the KLAs, 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 and to make connections between existing knowledge and new knowledge.

Strategies that teach process include Word meaning checklist, page 120, Concept of definition, page 123 and its useful Word map, page 124.

Criteria for selecting words for vocabulary instruction

1. Select words from the texts used for modelled, guided or independent reading and specific content in the KLAs.

2. The words should be important for understanding the text.

3. The words chosen should allow the students to develop the process for determining the meanings of words independently by using context cues or etymological knowledge. For example, the teacher can use the meaning of *oct* to show how etymological knowledge can assist the word meaning of *octopus, octagon, October.*

5. The words should be useful.

6. The words should be interesting, because interesting words make students 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 138.

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 following the presentation of the text using, say, a shared book.

Preparation

The teacher writes up a list of key words from the text that are probably unfamiliar to many of 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 on page 120 and 121) and a copy of the text.

3. Ask the students to rate the words by ticking in the appropriate column (or by using a set of symbols).

4. The students decide which words will need special attention and the strategy they will use to gain meaning.

5. The text is read.

Example

See below for an example of the checklist for a lesson about permaculture.

Word meaning checklist

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

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

WORDS	I know it well. I use it.	I know it a bit.	I've seen it or heard of it.	I've never heard of it.
harvest				
sprinkle				
shoots				
compost				
sifting				
manure				
soil				

The above words were taken from NSW Department of Education and Training and NSW Board of Studies, 1996, "The Permaculture Courtyard" in *Big Mob Books for Little Fullas*.

Adapted from: Maria, K. (1990). *Reading Comprehension Instruction*. York Press, Maryland.

Word meaning checklist

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

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

WORDS	I know it well. I use it.	I know it a bit.	I've seen it or heard of it.	I've never heard of it.

Section 4

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

   - 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.

Example

Vocabulary sheet: Topic: shapes					
Word	**Revise**	**Must**	**Should**	**Could**	**Examples of strategies:**
circle	✔				mix and match wallchart, diagramming, questioning, exploring etymological knowledge
centre	✔				diagramming, questioning, matching
circumference		✔			diagramming, questioning, exploring etymological knowledge
diameter			✔		diagramming, questioning, matching, fit it
round		✔			diagramming, questioning, matching, fit it
semicircle		✔			diagramming, etymological knowledge, questioning, matching, fit it
radius			✔		diagramming, questioning, matching, fit it
segment				✔	diagramming, questioning, matching, fit it
compass				✔	diagramming, questioning, matching, fit it
pie graph				✔	diagramming, thinking aloud, questioning

Miller, T. and Player, S. (1995) *PsLAC Too (Primary School Literacy Across the Curriculum, Too)* Queanbeyan Education Resource Centre.

Concept of definition

Purpose

- to help students to use several strategies to develop and refine their knowledge of word meanings.

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

Select a word concept from a current unit of work to use for demonstrating the construction of a word map.

Complete the word map and use it to prepare a reconstruction activity, e.g. a jig-saw or a cut and paste, as shown below.

Materials

OHT and blank copies of the word map.

A reconstruction activity using a completed word map.

Implementation

1. Explain the purpose of the word map.

2. Model the process of constructing a word map using, for example, an OHT. Provide explicit step by step instruction using 'think aloud' and questioning.

3. Use the completed example and materials provided for students to reconstruct the word map. This could be completed as a whole class, small group, paired, or individual activity with the class teacher guiding the process.

4. Select another familiar concept word related to the current unit of work and repeat steps 1 to 3.

5. When the students have demonstrated an understanding of the strategy provide them with the opportunity to construct a word map independently. (Ensure the students have enough understanding about the word concept selected.)

6. Review both the concept and the strategies in follow up lessons.

> *Helpful hints:*
>
> *Keep reconstruction of the word maps in plastic sleeves for independent practice and have available additional copies of blank word maps for future use. To increase the difficulty of this strategy make all the shapes the same.*

Word map

Category
What is it?

2

Properties
What is it like?

3

5

Comparisons

1

3

3

4

4

Example of a word map

**Category
What is it?**

It is an animal

**Properties
What is it like?**

3 main parts: a
head, thorax
(chest), abdomen

Belongs to the
largest group of
animals

Comparisons

3 pairs of legs
2 antennae

Insect

outside skeleton
(exoskeleton)

Butterfly
(large wings)

Beetle
(two pairs of
wings)

Siverfish
(wingless
insect)

**Illustrations
What are
some
examples?**

Definition: An insect belongs to the largest group of
animals. It has three main parts: a head,
thorax and abdomen. It also has 3 pairs of
legs, 2 antennae and an outside skeleton,
eg butterfly, beetle, silverfish.

Schwartz, R. (1998). *Learning to Learn Vocabulary in Contact Area Textbooks*. Journal of Reading in Maria, K. (1990). *Reading Comprehension Instruction*. York Press, Maryland.

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.

Application: one player describes instruments of the orchestra while the other player locates the matching pictures.

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.

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.

Application: mathematics.

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 word meaning, a cloze sentence or a phonic hint. Players continue to take turns until both players have completed the grid.

Applications: vocabulary in all KLAs.

Reading and the graphic organiser

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 the graphic organiser as well as the graphic organiser fill-ins. Team B students ask questions of team A to complete their graphic organiser. On another text they change roles.

For graphic organisers such as a timeline, flow chart or map see Diagramming pages 142, 143 and 144.

Matching

Purposes

- to teach or reinforce the meaning of key words from the text

- to provide opportunities for students to practise scanning the text to locate specific information.

Preparation

- Select five to eight of the most important words from the text being read

- Create a list of key words and their definitions

- Mix up words and definitions as shown below

- For students with high support needs in literacy ensure they have the field knowledge, are paired with a more able reader, and are given more locating clues when scanning the text, for example a page, paragraph or line.

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

Text:

Match the word to its Meaning

Draw a line.

Meaning	Word: where to find it.
to want very much	(Page 18 Paragraph 2) wilderness
locks of hair	(Page 11 Paragraph 2) deceived
a wild forest difficult to get to	(Page 2 Paragraph 2) crave
cheated	(Page 11 Paragraph 2) tresses
the hurt or damage done to pay someone back for what they have done	(Page 16 Paragraph 2) skein
a bundle of yarn or thread	(Page 20 Paragraph 1) revenge
a tall narrow building	(Page 11 Paragraph 1) tower

Implementation

Students in pairs scan the text and decide on which definition fits each word best.

Teacher uses "think aloud strategy" to provide immediate feedback and allow students to correct any mismatch.

Variation

Match key word to definition using cards. Build on these to make card games such as Memory, to help develop accuracy, quick recognition, and provide ongoing practice for maintaining word knowledge. This activity could be used in a small group or in pairs.

dorsal fin	fin on back
cow	adult female (whale)

Cards for matching key words to meaning

bull	adult male (whale)
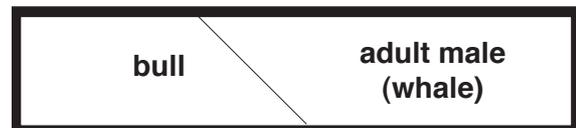
Matching: Vocabulary development

Make a jigsaw to match key words from the student's text to word meanings.

- Students do the jigsaw first, where words and meanings are matched allowing for self correcting

- Students can then successfully participate in the dominoes game

crave	to want very much
cheated	deceived
skein	a bundle of yarn
tower	a tall narrow building

- To make dominoes, move word meanings down one and the dominoes pattern will work. Cut the lines to make the dominoes.

crave	a tall narrow building

tower	a bundle of yarn

crave	a tall narrow building
cheated	to want very much
skein	deceived
tower	a bundle of yarn

Section 4

Vocabulary categorisation

Purposes

- to reinforce concepts that have been taught

- to assist students to see relationships between items of information by grouping or linking them according to some common feature.

Preparation

The teacher selects a group of words. Words may be derived from a brainstorming session and written on post-it notes or cards.

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 in the list the word that includes others

- find a word that does not belong

- group the words, using some feature (colour, shape, size, intensity or some other principle).

The exercise can:

- make a direct link to the learning about focus of the syllabus when students give reasons for their decisions

- provide the opportunity for collaborative group interaction.

Words on a non-permanent sticker or cards, can be moved to show how different categories can include the same word.

Example

Following a hail storm the students could be asked to find all the words that could be grouped under storm damage. The list of words could be provided from a brainstorming session.

Words:

heavy rain	cars dented
thunder	balls of ice
tiles broken	power lines down
wind blowing	trees down
roofs leaking	lightning

> **Storm Damage**
>
> tiles broken
>
> cars dented
>
> trees down
>
> power lines down
>
> roofs leaking

Grammatical features can also be identified, e.g. nouns or noun groups, descriptive words.

As a follow-up activity a concept map could be constructed.

See NSW Department of School Education, 1997, *Literacy: Strategies for reading factual texts*, pages 14 and 15.

Vocabulary clines

Purposes

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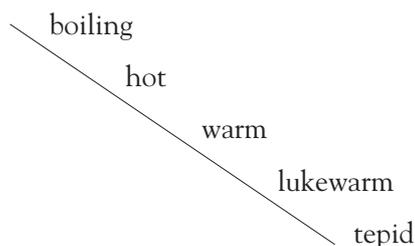
Individuals should be able to justify their decisions or reasons for where words are placed on the cline. The group should be able to justify the final choices they have made, though if done with removable paper ("stickies") their chart could be modified as new words are discovered or as new evidence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

Possible topics for charts

Huge, big, little, tiny

very long, long, short, very short

Joy to anger

Standing still .. Faster than the speed of light

Good…better… best

Thick and thin

Other words for *said* (*whisper* to *wail*)

> ***For students with high support needs in literacy, words may need to be carefully chosen with visual support so that students can clearly identify the "intensity".***

Variation

Build some very simple word clines. Display for students to refer to and use as stimulus for shape poems, e.g. (cline) *very long, long, short, very short*; (the sentences) *The skipping rope is very long* etc. See page 269, *English K-6 Modules*.

Miller, T. and Player, S. (1995) *PsLAC Too (Primary School Literacy Across the Curriculum, Too)* Queanbeyan Education Resource Centre.

Section 4(d): General reading strategies

Choosing appropriate text: Student accuracy

Purpose

- to provide appropriate text. The text selected needs to be at an instructional or independent level.

Description

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

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 where the student is **below instructional** level
- is read 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 indicate that this is a good level for developing reading skills; more than 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 reading abilities from the class.

Keep in mind that readers need practice on instructional and independent 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: ....

Follow-up to BST

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. This strategy is very suitable for use in modelled reading

Preparation

1. *Select text* to read aloud with unfamiliar vocabulary, e.g. a big book used for shared reading.

   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, cover, and illustrations I think this section will be about how a lighthouse keeper lives. In the next part ……………"

   Decoding (working out how to say the word) "How do I say this word? I can see two words in this word. The first word is **c oa s t**, coast and the second says **gu ar d**, coastguard. Yes that would make sense. She rang the coastguard."

   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 lighthouse stands alone on the rocks; the wind is blowing; it is lonely and very dark...."

   Making analogies (linking prior knowledge to new information in the text) "This reminds me of ...."

   Verbalising (monitoring ongoing comprehension: is this making sense?) "This is different from what I expected."

Monitoring understanding (correcting comprehension) "I'd better re-read. I didn't quite understand the sentence".
"I wonder if I can figure out the meaning of this word from the sentences around it. I might need to use the dictionary or glossary."

Materials

Text to read; card or OHTs of the thinking process

Implementation

- Read the text aloud and then stop at an appropriate point to model a thinking process (see 2 above) which you wish to introduce. Say aloud 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. (This will need to be demonstrated at least three times.)

- Invite students to participate at suitable points in the text (provide cues and prompts and praise for approximations).

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

Variation

Other features of text can be demonstrated through the think-aloud technique, e.g. spelling, punctuation, grammar, the use of action words as commands ("bossy words") in procedures in a text on *How to Catch with Spider Webs* (BST 98).

Adapted from Miller, T. and Player, S. (1995) *PsLAC Too (Primary School Across the Curriculum Too)*. Queanbeyan Education Resource Centre.

Cooperative learning

Purpose

- to provide students with the opportunity to 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. 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 and organised. 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 task. Group members must each agree that they need to complete their task 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.

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 can include:

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

Clunk expert: Reminds the group of 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.

Timekeeper: 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 score card, 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.

The following are some of the co-operative learning structures provided in this handbook:

- Paired reading
- Reciprocal reading
- Collaborative strategic reading
- Jigsaw reading
- Sequencing
- Matchmaking
- Co-operative cloze
- Fit it
- Brainstorming.

Helpful hints:
- *ESL learners: Some ESL or Aboriginal students may find this teaching approach unusual. 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.*

Johnson, D. W. and Johnson, R. T. (1989). Cooperative learning: What special education teachers need to know. *The Pointer,* 33, 5-10.

Collaborative strategic reading

| PREVIEW | CLICK AND CLUNK | GET THE GIST | WRAP UP |

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 132).

As students develop proficiency in applying the strategies, divide into small groups.

Procedure

Before reading

Preview:

- Brainstorm (see page 157) 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.

- Identify the "clunk" strategy to be used to gain meaning.

- If still unclear, refer to an authoritative source (glossary, teacher, peer).

- Re-read entire paragraph and follow this process for each paragraph of the text.

After reading

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 re-read the entire text.

Wrap up:

- Ask questions which would confirm that the most important information is understood.

- Review what was learnt.

Klinger, J.K., Vaughn, S. and Schumn, J.S. *Collaborative Strategic Reading: A Manual to assist with Staff Development*. Office of School Based Research, University of Miami.

Section 4

Preview

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.

Click and clunk

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

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

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.

Question stems

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 understanding what it means. Four strategies are embedded in reciprocal teaching:

- predicting
- clarifying
- questioning
- summarising.

Reciprocal teaching 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 133. 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 140).

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?

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. The answers are Smore difficult to find but the evidence is in the text.

- " 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 can assist students in summarising.

6. Predicting

The cycle starts again until the text has been completed.

Example

The topic *Our Land* 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:

   - summarises the paragraph

   - questions

   - clarifies (to confirm understanding)

   - 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.

Helpful hint:
- *Reciprocal Teaching Video – Extending Reading Strategies is available.*

Adapted from Palincsar & Brown, (1984). Reciprocal teaching of comprehension-fostering comprehension – *Reading Around 1993/1*. Australian Reading Association, Carlton South.

McCowan, Janne & Bell, Glenda. *Learning Difficulties and Classroom Support – Part 2: Reciprocal Teaching.* PEN #30, Primary English Teaching Association, Newtown.

Miller, T. and Player, S., (1995) *PsLAC Too (Primary School Literacy Across the Curriculum, Too)* Queanbeyan Education Resource Centre.

Section 4

Taking turns teaching

Name: ……………………………………………………… Date: …………………………………

Predict	Read	Clarify

Questions

Summary

Jigsaw reading

Purpose

• to actively engage students in understanding content. Students learn the content of a short text in order to teach it to other students. See also Collaborative strategic reading, page 135.

Description

Students work in groups, which can be similar or mixed ability, to learn one part of the whole topic and provide their part of the "jigsaw".

Examples of text used are:

• several texts on the same topic, but with a different focus

• a variety of text types on the same topic or different descriptions of the same event.

Preparation

Select four or five short texts which stand alone as complete units but are related to the topic under discussion. Class groupings, usually four or five, vary depending on the number of areas to be studied and reported, class size, etc.

The texts provided can vary in reading level and be matched to the level of each "expert" group.

Materials

Chosen individual texts; chart paper or OHT to record findings and present to class

Implementation

(There are a number of variations using jigsaw reading. The following is one version).

• Divide the class into groups depending on the areas to be studied. Tell students these are their "home" groups.

• Within these groups, number students 1,2,3,4 and decide who will be responsible for each area to be studied.

• Group all the 1s, 2s, 3s, and 4s together as "expert" groups.

• Students in "expert" groups study their source of information. They read, highlight key points, discuss and clarify so that each member of the group understands the content.

• Students now return to their "home" groups, which should contain members from each of the "expert" groups.

• Each "expert" student takes turns teaching the content to the "home" group.

• The home group "scribe" makes a list of the important points learned from each "expert".

• The whole class discuss the issues raised and how the jigsaw parts fit into the whole topic.

A variety of text types on the same topic
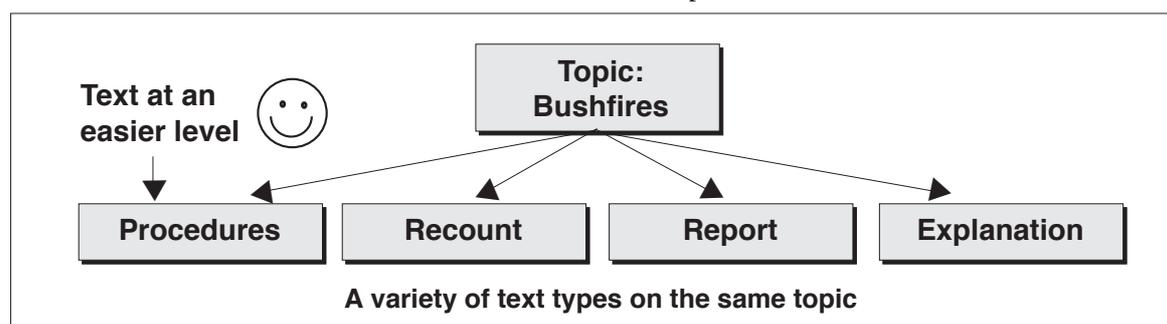
Source: *Choosing literacy strategies that work*, *Stage 2*, page 151.

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.

Implementation

1. The teacher models the skill by using Think-aloud strategies (see page 132) with text at an independent level, constructing a graphic to fit the text.

2. Present students with a parallel text that easily translates into the same type of graphic, such as: description of a person or scene to produce a sketch; the process of washing dishes to produce a flow chart; introducing the age of four people in a family to produce a bar graph; or representing a process, such as a life cycle.

3. Students jointly contribute to drawing a graphic to fit the text.

4. Students then work in pairs with a similar text to produce a third graphic of the same type.

5. When students have mastered this type of graphic, move on to another type.

Example

Create a diagram or concept map for the following information:

In Year 5 at our school we have 28 students. They come to school in a number of ways. 10 come by car, 2 ride a bike, 4 walk and 8 come in the bus.
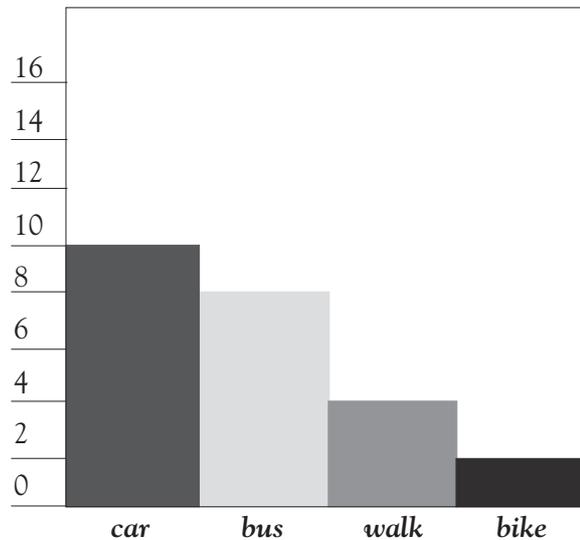
Helpful hints:
- *Some ESL students may find this activity difficult. Give them a partially filled in diagram before they are asked to do the whole task independently (see next page).*

Diagramming

Example of time line partially filled in.

START	I was born on …	I came to live in …	I started school in …	ME
	I learnt to ride a bike in …			
				2000

Completed example can be found in Basic Skills Booklet 1997, page 1, Year 3 Time Line.

19   **19**
19   **19**
19   **20**
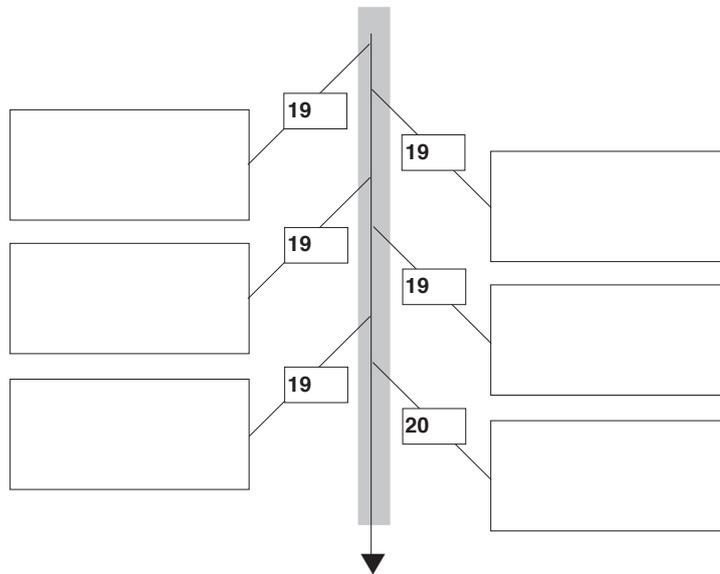
Class time line see *Choosing literacy strategies that work*, *Stage 2* page 119.
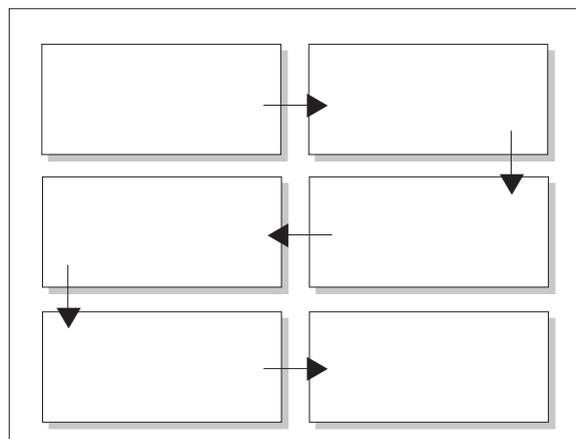
Completed example can be found in *Basic Skills Booklet* 1997, page 5, "How to get money from the tooth fairy".

Diagramming

LIFE CYCLE

This diagram shows the life cycle of a ....

Start

Our trip to the:

....

G

F

E

D

C

B

A

1   2   3   4   5   6   7

N

W — E

S
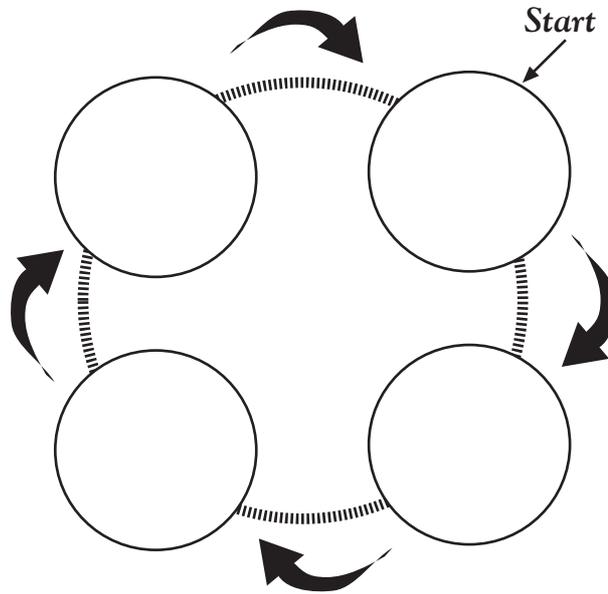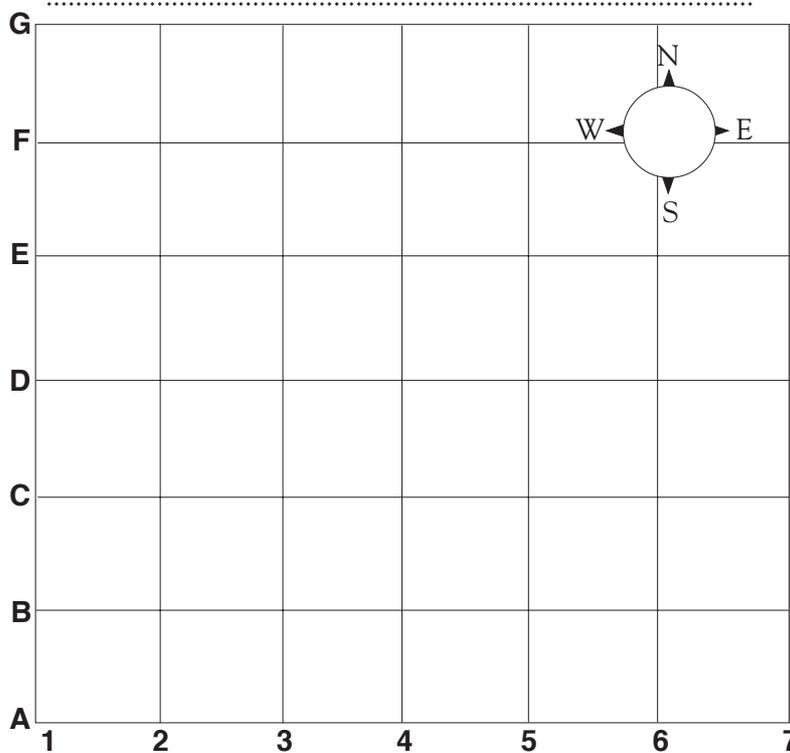
Adapted from: *Basic Skills Booklet, Year 3, 1993*, page 4.

Sequencing

Purpose

- to provide students with the opportunity to identify the key sentences or events from the text they have read and sequence them in a logical order.

Description

The students rearrange jumbled sentences in order to reconstruct the text.

Preparation

Prepare jumbled text for each student or pair of students, using both literary and factual texts.

Materials

Jumbled text, scissors, paste and blank sheet of paper if students are required to cut and paste.

Implementation

Following guided or independent reading students work individually or in pairs to sequence the text read.

They arrange the pieces in a logical order.

Strategies to use when reading and ordering text

- Think about the text you have read.
- Read the sentence strips.
- What happened first?
- What happened next?
- What happened after that? (Put in order)

- Re-read the text. Does it make sense? Does it sound right?
- Self correct as you read. Check with the text you have read.

Variations

- For motivation and self correction: when preparing the sentence strips, start with the text in the correct sequence and copy a picture on the back, e.g. cover of the book. When the sentence strips are sequenced by the student they can be turned over to check with the picture as a self correction strategy.
- In small groups, give each student part of a text, either literary or factual. Ask students to sequence the parts and justify their choices. Students are encouraged to use contextual and semantic information to justify their sequence.*

Name: .... Class: .... Date: ....
Text: SUPER MOUTH by Dianne Bates   **Cut into strips**
SEQUENCING TEXT (Read Chapter 1)
Strategies to use: • Think about the text you have read. • Read the sentence strips. • What happened first? What happened next? • What happened after that? Put in order. • Re-read the text (Does it make sense? Does it sound right?) • Self-correct as you read. Check with the book.
He pulled them out and tried to separate them with a saw.
I borrowed glue from next door to superglue them back.
Grandpa's teeth (dentures) were stuck together.
He cut the lower denture and three of his top teeth.
The glue squirted everywhere.
Grandpa wrote: I'm going to get new dentures! These teeth are thirty years old. The government owes me a new pair.
Grandpa's bottom denture got superglued to my hand.
Grandpa and I set off for the local Social Security office.

** See *Choosing literacy strategies that work, Stage 2*, page 152.*

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. Prior knowledge

judgments of quality
judgments of value
judgments of accuracy
judgments of truthfulness
detecting bias or overstatement

4. Critical

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 166, to teach students where answers to questions can be found.*

Retelling

Purposes

- to support readers' recall and comprehension of text

- to give students an opportunity to be actively involved as text participants.

Description

Retelling engages students 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.

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 is essential.

Materials

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

Students as text-particpants as they retell and sequence the story *

fold   fold   fold

Text: ....

- Cut this strip of paper out to make a folding book.
- Draw four events from the story. Put them in the correct order.
- Write a sentence about each picture.
- Retell your story.

Implementation

1. Given the title, students predict the general content, sub-topics and some words for factual text. For literary text they predict the plot and some words.

2. Teacher and students read the text. Teacher shapes the focus.

For students experiencing significant problems with recall the following procedures can provide support when retelling:

- using sequencing cards depicting the main events. These can be presented one at a time or as a sequence

- sequencing key sentences. Sentence cards at the students' instructional or independent level can be used to prompt retelling

- having students draw events in the correct order and retell the story (see example below)

- creating cartoons

- creating story maps

- completing graphic outlines (see diagramming, pages 142-144)

- using scaffolding to organise retelling

- giving a structure for retelling beginning, middle and end (see below).

Text: The Jolly Green Monster   Read pages: 36-44

RETELL THE STORY

What is happening in this picture? Why?
....
....

What happened after this?
....
....

How did the story end?
....
....

* NSW Department of Education and Training (1997) *Teaching Reading in Stage 1*, page 49.

Note-making

Purposes

- to assist understanding
- to identify key concepts
- to plan speaking or writing
- to assist recall of information
- to express ideas clearly and succinctly.

Description

Note-making involves extracting and recording the main ideas of a written or media text in an organised and systematic way.

Teachers can assist students to develop note-making skills by:

- providing opportunities for students to practise skimming, scanning and locating key words

- posing questions prior to reading and viewing

- designing and providing a scaffold for the note-making

- modelling the process of extracting information and recording ideas in clear and succinct language.

Examples of frameworks designed by teachers to develop students' note-making skills by posing key questions which required students to scan the text in order to locate specific information.

Topic: ....

Question: ....

Short answer	Long answer: written in a sentence

Question: ....

Main words	Picture

Answer: ....

....

....

From NSW Department of School Education, 1997, *Strategies for reading factual texts*, pages 34, 35 and 38.

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 in the second column further questions 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

Bushrangers

K *what I know*	W *what I want to learn*	L *what I learned*
Held up coaches Ned Kelly – famous Capt Thunderbolt Gangs …	Why did they become bushrangers? How many were there? Why aren't there any now?	1790-1830 Escaped convicts – desperate 1850-1870 (R) Goldrush – easier to steal! (R) John "Black" Caeser (W) Jack Donahue (W) Clarke brothers (W)
Categories – Who (W), Deeds (D), Life of a … (L), Reasons (R)		

Ogle, Donna (1986). *K.W.L.:* A teaching model that develops active reading of expository text, A Reading Teacher.

Section 4(e): Strategies before reading

Before and after charts

Purpose

- to activate current knowledge and to use research of the topic 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.

Preparation

Prepare the charts. The topic may be divided into sections.

Implementation

1. Students brainstorm to establish current knowledge on a given topic.
2. Students chart what they know, either individually or in a group.
3. After research they write all they have learned.
4. They compare the lists and may write questions they still need to answer.

*T*opic: ....

What we know	What we found

Questions we still need to answer:

*T*opic: *Whales* ....

What we know	What we found
is a mammal	very large sea mammal
different kinds	humpback
they migrate	go north each year
they need protection	no longer hunted for valuable oil
they blow water	blow hole on top of the head

Questions we still need to answer:

What other kinds of whales are there?

Where do they go north?

Structured overview

Purposes

Structured overviews have many uses:

- to orientate the learner to the topic
- to teach organising skills
- pre-teach concepts and vocabulary
- to provide ongoing reference for all learners
- to make notes
- to assist 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. More specific categories can be identified.

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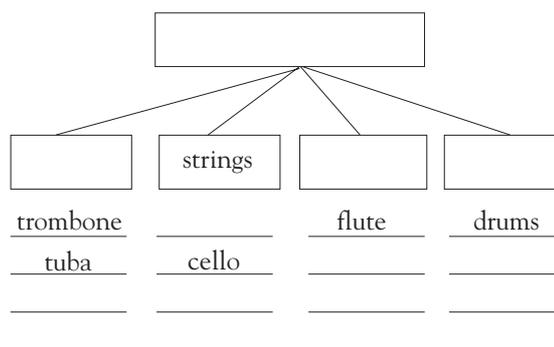
Jumbled words to group and label and write on the branch diagram.

viola	oboe	bassoon	triangle
orchestra	violin	brass	clarinet
piano	cymbals	double bass	woodwind
	french horn	percussion	trumpet

"Work down" mind map on safety in the playground.
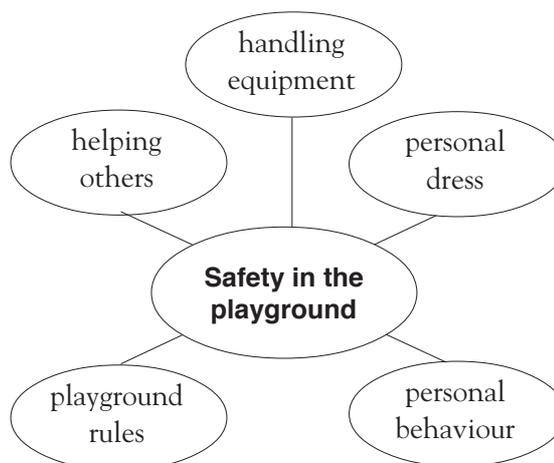
Helpful hints:
- *Using small pieces of paper or "stickies" to record the brainstorm ideas makes it easier to try different groupings.*
- See also NSW Department of Education and Training, Curriculum Support Directorate: *Strategies for reading factual texts*, pages 14, 15.

Section 4

Structured overview

1. What do I know about .... ?

   Brainstorm words related to topic.

   Use cards for grouping

   Topic:

2. How can I group these?

   Discuss groupings.

   Topic:
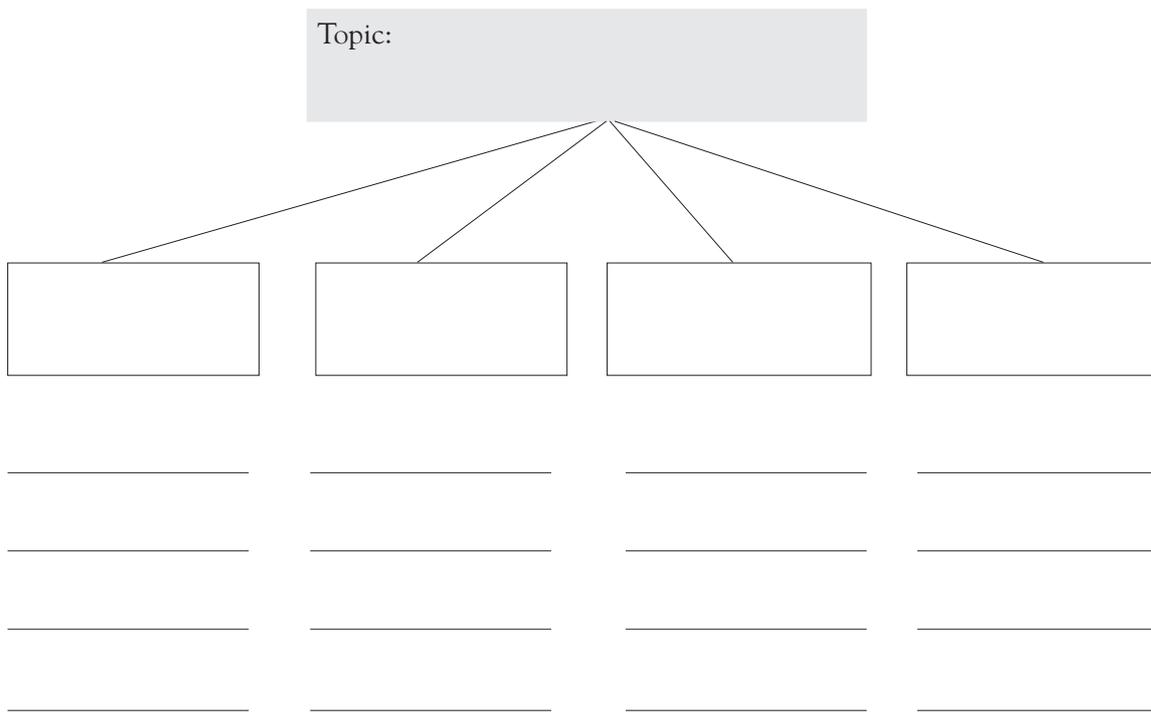
Skimming and scanning

Purpose

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

Skimming

**When should I skim?
When I want a quick idea of what the text is about!**

- *Read through the text to get the gist or main idea.*

- *Look at headings, diagrams, pictures and words in bold type.*

- *Read the first and last paragraph.*

Scanning

**When should I scan?
When I want specific information!**

- *Scan the text to find specific information e.g. the word that means, the sentence that tells, the word that names, date heading etc.*

- *Look for the signal word to find the specific information quickly.*

Materials

Texts

Implementation

- Use a suitable text to teach what skimming is and its purpose, and model using Think-aloud strategy (see page 132).

- The students practise using other similar texts.

- Use a suitable text to teach what scanning is and its purpose, and model using Think-aloud strategy (see page 132).

- The students practise scanning by using paragraphs exposed on an overhead projector for a short period; students are asked to locate specific information.

- Provide questions for students to classify into those best answered by skimming and those best answered by scanning.

- Follow up with opportunities for students to use these skills, initially with a reminder that they need to choose which technique to use.

Scan the text

The Jolly Green Monster by Bill Condon

On page 2, paragraph 1, find and write the word that tells us how the crocodile moved into the water
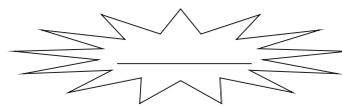
On page 6, paragraph 2, find and write the word that means *unfriendly, bad tempered.*
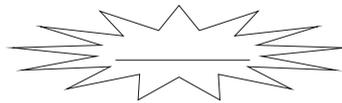
On page 44, paragraph 3, find and write the word that means *horrible.*
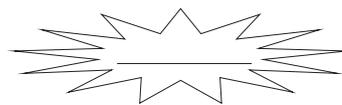
On page 8, paragraph 2, find and write the sentence that tells us what Aunt Trudy is better known as.

....

....

Section 4

Making predictions

Purposes

- to motivate students
- to share information and build on existing field knowledge
- to provide students with a specific purpose for reading.

Description

Predicting requires the student to consider what the text might be about or what might happen next in the text. The stimulus for predicting could be a title, a picture, a reading or viewing part of the text.

From *Strategies for reading factual texts*, 1997, page 16.

Materials

Careful choice of text at appropriate level. See, Choosing appropriate text, pages 130, 33.

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 and may be recorded (see example below of a group recording sheet). 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.

Predicting

Group members:

    Leader:.................................   Recorder: ....

    Reader: ....   Checker:.................................

    Clarifier: ....   Runner: ....

What we think the text is about: ✔ (if correct)

....

....

....

....

....

....

Leader: leads the group; asks the questions.
Recorder: records the predictions.
Reader: reads the chosen text with other students reading along or tracking.
Clarifier: reads the recorded predictions aloud to the group who revise or verify them.
Checker: ticks the predictions as they are verified.
Runner: the only group member who can request assistance from the teacher.

See pages 18 and 19 of *Strategies for reading factual texts*.

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.*

Adapted from National Professional Program (1996). *Teaching Literacy Across the KLAs*, Year 7 and 8.

Read the pictures

Purposes

- 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 the 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 for 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 text for layouts

Purposes

- to teach students that previewing the text will help orientate 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 132).

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 questions 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 titles of the subsections.
- What is each one about?
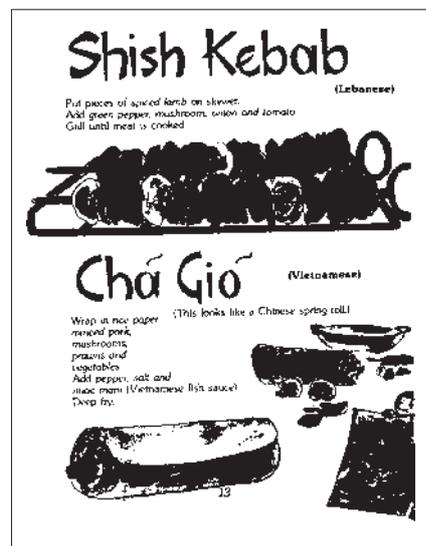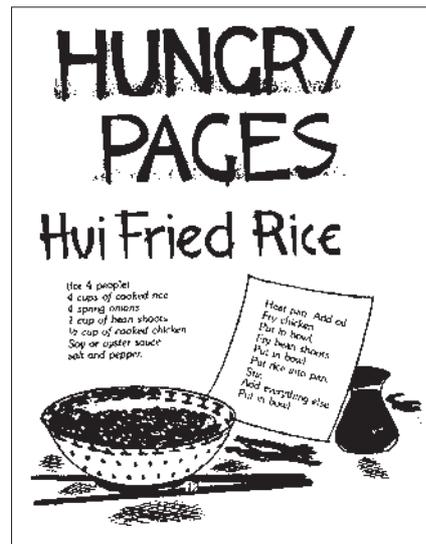
From Fun Food and Games *by Hazel Edwards. Illustrated by Margie Chellea. Curriculum Development Centre, Canberra.*

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 KLAs, Years 7 and 8.*

Brainstorming

Purposes

- 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, valuing all contributions.

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.

See *Strategies for reading factual texts*, pages 12 and 13; Floorstorming, *Choosing literacy strategies that work*, Stage 2, pages 96 and 97.

Students "floorstorm" and record words or phrases that describe these characters.
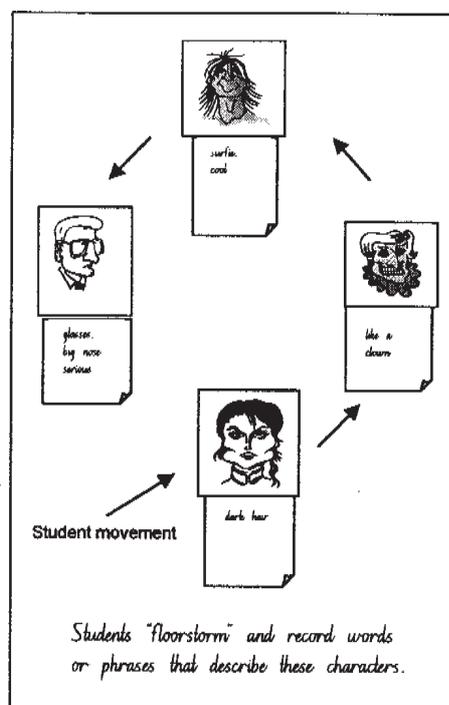
Helpful hints:
- *Follow with Structured overview, page 151.*
- *Use also to help students as the first step in writing.*

Adapted from Miller, T. and Player, S. (1995) *PsLAC Too (Primary School Literacy Across the Curriculum, Too)* Queanbeyan Education Resource Centre.

Section 4(f): Strategies during reading

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 pages 30, 130).

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 non-English speaking 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. The student's recall may be poor at first, but usually improves over several turns at retelling.

6. 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.

7. 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.

8. 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 indicate comprehension visually.

Preparation

Photocopy selected text for each student.

(If the text is not at an independent level for a student it may be necessary for that student to be paired with a stronger reader.)

Implementation

1. Introduce the marking scheme by identifying purpose and demonstrate use to whole class. Use "Think-aloud reading" strategy, see page 132.

✗ I disagree

+ New to me!

‼ WOW

?? I don't understand

☆ Very important
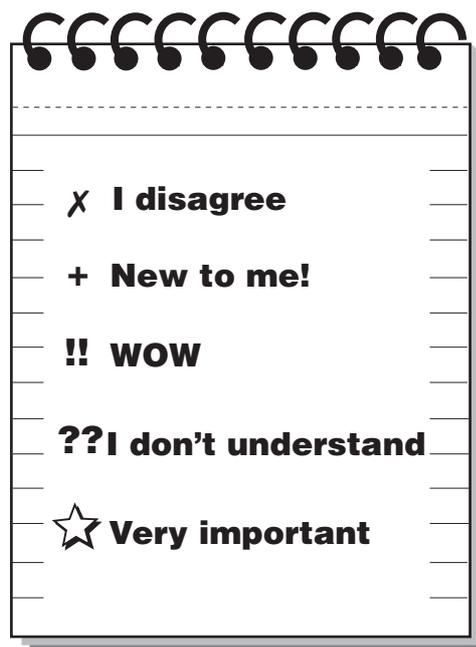
2. Students copy the markings onto a bookmark.

3. Encourage students to create their own symbols. This may help them become more aware of the way they think.

Adapted from Vaughn, J.L. & Estes, T.H. (1986). *Reading and Reasoning Beyond the Primary Grades*. Allyn and Baea, Boston.

Section 4

Cooperative cloze

Purposes

- to encourage students to read for meaning through prediction and discussion

- to develop the students' comprehension

- to encourage the students' use of semantic, grammatical and graphological-phonological knowledge

- to reinforce a common grammatical pattern of a particular text type.

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.

Cloze passages can be written on butchers paper, a white board or an OHT. Big books with words covered with "post-its" can also provide a motivating alternative in shared reading.

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 is on use of grammatical knowledge, e.g. correct use of pronouns, prepositions, conjunctions, subject–verb agreement …

- delete content words (nouns, verbs, adjectives ...) if focus is on use of semantic knowledge

- delete only specific letters if the focus is on use of graphophonic knowledge, e.g. The tr __ n was at the st _____.

- delete words which will allow students to make use of forward and backward referencing i.e. reading ahead and re-reading to determine the best word.

A word bank of deleted words can be provided to guide appropriate choices.

Implementation

Have students read the entire text first without attempting to fill in the blanks to help give them some understanding of the entire text.

Model the thought process that led to the choice of word for the first two or three examples.

The following is an example of a cloze plan.

Cloze plan

1. *Read all the text silently or aloud. Think as you read.*

2. *Read text aloud to the first deletion.*

3. *Decide whether it is necessary to read on or go back to work out the missing word. Scan for clues to meaning.*

4. *Suggest possible words or phrases which would make sense in the context.*

5. *Discuss suggestions with emphasis on justifying them.*

6. *Continue the process with the rest of the deletions.*

7. *Re-read the text. Does it make sense?*

## Cooperative cloze (continued)

Track and cloze

Using a shared book the teacher tracks. Words, parts of words or phrases are covered with a non-permanent sticker. Students help read the text, supplying the covered words or phrases. Illustrations may be used to support choices if appropriate. Non-permanent stickers are removed to check predictions.

Count Dracula looked out into the night.

The moon

The stars

He could hear strange noises.
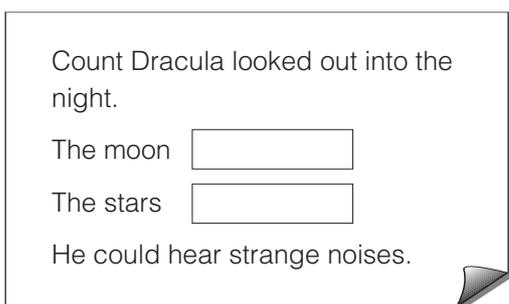
Jigsaw cloze

This is a variation of written cloze. Lines from a poem, sentences from a prose text or stages in a factual text (with a focus on text structure) are cut up and jumbled like a jigsaw. The students reconstruct the text so that it makes sense. They can then compare their version with the original text.

My name's John Simon

I play footy.

When I was little

to play footy.

I knew I was going
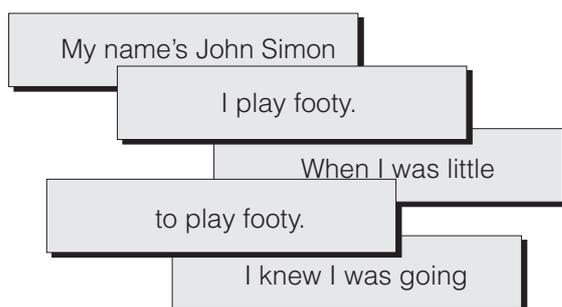
Maze

The maze procedure is similar to the cloze procedure but the behaviour of the student is quite different. The student is asked to identify the correct word, usually by circling it from among three to five distracters, e.g.

He was just about to leave for the beach when it began to *rain, jump, sun.*

Constructing a cloze passage with a focus on a common grammatical pattern of a particular text type.

Provide a joint construction of a text type completed by the students where they are familiar with the vocabulary, e.g. a procedure.

Consider the common grammatical patterns for that text type, e.g. grammatical patterns of a procedure include:

- the use of commands
- the use of action words
- the use of precise vocabulary
- the use of adverbials to express time and place, manner …

  See *English K-6 Modules*, pages 213-221.

Determine the grammatical pattern for focus, (e.g. action verbs used to command) and construct a cloze activity by deleting words to support that focus.

continued over …

Section 4

Cooperative cloze (continued)

Consider using a word bank of deleted words to support students in recognising and using appropriate choices, e.g.

How to make damper

Ingredients

> two handfuls of self-raising flour
> water
> butter
> jam

Method

1. ………………… some water to the flour.
2. Carefully ……………… the flour and water into a dough.
3. ………………… the dough on the hot coals of the camp fire.
4. ………………… with hot ashes and ………… for 15 to 20 minutes.
5. ………………… from the fire and ………… off the ashes.
6. ………………… the damper cool and then ……………… with jam and butter.

Word bank

Let Add Remove Cover Put mix
spread cook slice brush

Link to the student's modelled, guided and independent reading.

Example of a cloze activity constructed using the student's text for guided reading

---

Name: ………………………… Class: ……………. Date ………………

Word recognition, meaning and grammar

Text: *Which Shoes to Choose?*
by Bronwyn Elsmore
Pages 2, 4

Cloze

Write the missing words/word groups from the list below.

My feet have got so very big
I can't fit in my ……………………
We're ……………… now to buy some more
…………… which ones …………… I choose?
I like the black ones I ………………… first.
They have a …………………… shine.
I see …………… when I look down
Perhaps they will be mine.

tried shoes myself
shopping lovely but should

Movie director

Purpose

- to assist students to visualise what they read as a strategy to improve recall and comprehension.

  See also Reciprocal reading, page 158.

Description

Students with high support needs in literacy may have difficulty in recalling and comprehending.

Visualising the text read can assist recall and comprehension and works well in an individual situation; a teacher or tutor works with the student who is the movie director.

Preparation

Choose a short text (literary or factual) that lends itself to easy visualisation with vocabulary that is familiar to the student.

Materials

Suitable text.

Implementation

1. Explain to the student that he or she is to make a movie just like a movie director who makes a movie based on a novel, e.g. "Storm Boy".

2. Model the procedure by reading a short piece of text and then reporting what was visualised as it was read.

> When reporting, model the use of common grammatical patterns of description.
>
> These may include:
>
> - particular nouns (not general), e.g. his father, Storm Boy, Finger Bone Bill
>
> - detailed noun groups that build up the description, e.g. little crooked chimney, rough white humpy
>
> - adjectives describing size, colour, shape, texture, taste, location …
>
> - feeling and action verbs, e.g. loved, shivered, looked
>
> - adverbial phrases, e.g. when the great storm came, through the scrub
>
> - similes, e.g. like a hermit by the sea.
>
> See *English K-6 Modules*, page 85.

3. Start with the student using listening as a medium. Choose a story, description or incident and tell the learner briefly what it is about. Ask the student to think of something that might happen and describe it to you. Probe for details such as colours, setting … Encourage the use of the common grammatical patterns of description modelled by the teacher.

4. Explain that, as you read the text, he or she is to imagine it as if watching a movie.

5. Read the text, until the first main point of interest. Ask the student listening to tell you his or her movie version.

6. Try the procedure again but have the student as movie director read the text for him or herself. If the student is fond of drawing, consider developing the procedure into making a storyboard.

Helpful hints:
- *Write helpful words on cards to prompt visualising:* **who, when, where, why, what happened, how, colour, size, shape, like a ......, feelings, sounds, action**.

Miller, T. and Player, S. (1995) *PsLAC Too (Primary School Literacy Across the Curriculum, Too)* Queanbeyan Education Resource Centre.

Section 4(g): Strategies after reading

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.

It is recommended that students be provided with information about the three types of statements or questions on a wall chart or on a sheet to insert in their books. It is then available for them to refer to when discussing reading.

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 of three level guide questions:

See *Follow-up to BST: Focused individual assessment*, pages 22 and 23.

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

Morris, A. & Stewart-Dore, N. (1984). *Learning to Learn from Text: Effective Reading in the Content Areas.* Addison-Wesley, North Ryde.

Constructing three level guide statements

Level 1

Tick the statement which can be found in the text you are reading. The wording might be a little different but it is *right there* or the *author said it.*

1. ....

2. ....

3. ....

Level 2

Tick any statements from the text you are reading where you need to *think and search* or decide if the *author meant it*. *It is not right there*.

1. ....

2. ....

3. ....

Level 3

Tick any statements from the text you are reading where *you will need to use what you already know. You are on your own. The author would agree with it but it is not right there*.

1. ....

2. ....

3. ....

Adapted from Whitehead, D. (1992). *Language across the Curriculum*, Berkely Press, Hamilton, page 26.

Section 4

Follow-up to BST

3 H strategy
(Here, Hidden, 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.
Head	the answer is in the student's background knowledge: what he or she **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 introduced during the modelled reading lesson. It can be used in individual and small-group situations during guided reading in the literacy session and across the KLAs.

Materials

Text suitable for modelled, guided and independent reading. (See Choosing appropriate text, pages 34 or 130.)

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 164) to increase the impact of both strategies.*
- *Once the strategy has been taught, students make up the questions and use them with each other.*

Based on the work of Lorraine Graham of UNE: Graham, L. and Wong, B. Y. L. 1993. Comparing two models in teaching a question-answering strategy for enhancing reading comprehension: Didactic teaching and self-instructional training. *Journal of Learning Disabilities*, 26 (4), 270-279.

3H strategy: Here, Hidden, Head

Where do I find the answer to the question?

HERE

Is it here in one sentence in the text?

HIDDEN

Is it found by joining together information from two or more places in the text, or from information in the text and what I already know?

HEAD

Is the answer in my background knowledge: what I already know?

Fit it

Purpose

- to reinforce meaning and definition of vocabulary.

Description

A game based on the cloze technique (see p. 160). 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

> an ………………………… is the shaking of the earth's surface.

Word card

> **earthquake**

Variation

The "fit it" game can be used to reinforce the correct usage and spelling of homonyms. See pages 96, 97.

Miller, T. and Player, S. (1995) *PsLAC Too (Primary School Literacy Across the Curriculum, Too)* Queanbeyan Education Resource Centre.

Section 5: Reading and resources

Board of Studies publications

(1998) English K-6 Syllabus

(1998) English K-6 Modules

(1998) English K-6, Student Work Samples

(1998) English K-6 Introducing the English K-6 Syllabus to Parents and School Community Members

(1997) English K-6, Literacy interim support document for students experiencing learning difficulties

Assessment and Reporting

Department of Education and Training

(1994) Putting The Basic Skills Test Results To Work In The Classroom

(1998) (1999) *Linking the Basic Skills Tests to the Curriculum Year 3*

(1998) (1999) *Linking the Basic Skills Tests to the Curriculum Year 5*

Other publications include

NSW Department of School Education:

(1999) *Making a Difference: Training Package for STLDs.*

(1997) *Primary Learning Support Course.*

NSW Department of School Education, Curriculum Directorate:

(1997) *Choosing literacy strategies that work, Stage 2.*

(1997) *Strategies for reading factual texts.*

(1997) *Teaching reading: A K-6 framework.*

(1997) *Teaching reading in Stage 1.*

(1997) *Teaching reading in Stage 2.*

(1997) *Teaching reading in Stage 3.*

(1997) *Teaching reading in a multi-age classroom.*

NSW Department of Education and Training:

(1998)   Literacy Discussion Papers, *Paper No. 1. Breaking some of the myths – again.*

(1998)   Literacy Discussion Papers, *Paper No. 2. Phonemic / Phonological Awareness.*

(1998)   Literacy Discussion Papers, *Paper No. 3. Developing more effective partnerships between home, school and community.*

NSW Department of Education and Training, Curriculum Support Directorate:

(1998)   *Teaching Spelling K-6.*

(1998)   *Focus on literacy: Spelling.*

(1998)   *Continuity of literacy development in years 5-8.*

AEC, Australian Education Council, 1994, *The ESL Scales*, Melbourne. Curriculum Corporation.

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.

Classroom organisation

Johnson, D.W. & Johnson, R.T., (1994) *Learning Together and Alone: Cooperative, competitive and individualistic learning* (4th ed.), Allyn and Bacon, Boston, Mass.

Board of Studies

Spelling

Department for Education and Children's Services, South Australia:

(1997) *Spelling from beginning to independence*.

(1997) *Spelling from beginning to independence: A Professional Resource*.

Education Department of Western Australia (1995) *Spelling: Resource book* from *First Steps series*.

Gaskins, I.W., Ehri, L.C., Cress, C., O'Hara, C. & Donnelly, K. (1997). Analyzing words and making discoveries about the alphabetic system: Activities for beginning readers. *Language Arts*, 74, March, 172-184.

Gentry, J. R. (1982) Learning to Spell Developmentally. *The Reading Teacher*, Vol. 34, No. 4, International Reading Association, Newark.

Ivernizzi, M., Abouzeid, M. & Gill, J.T. (1994). Using students' invented spellings as a guide for spelling instruction that emphasizes word study. *The Elementary School Journal*, 95, 2, 155-167.

Schlagal, R.C. & Schlagal, J.H. (1992). The integral character of spelling: Teaching strategies for multiple purposes. *Language Arts*, 69, October, 418-424.

Westwood, P. (1997) *Commonsense Methods for Children with Special Needs. (3rd edition)* Routledge, London.

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.

Reading

Adams, M.J., *Beginning to Read: Thinking and Learning about Print*, MIT Press, Mass.

Carnine, D. W. , Silbert, J. and Kameenui, E. J. (1997) *Direct Instruction Reading. (3rd edition)* New Jersey: Merrill.

Clay, M., (1991), *Becoming Literate: The construction of inner control*, Auckland, Heineman.

Clay, M. (1993), *An Observation of Early Literacy Achievement*, Auckland, Heineman.

Elkonin, D.B., (1973), 'U.S.S.R.' in Downing, J. (ed.), *Comparative Reading*, New York: McGraw Hill.

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Student reading

Another Point of View, published by Lioncrest

Titles include:

Jack and the Beanstalk

Giants have feelings too

The tortoise and the hare

Friends at the end

Ants in the Apple Readers, published by Ants in the Apple Pty Ltd

Titles include:

Bill Cuts His Leg

The Big Smell

Sleeping in my Tent

Hens and Eggs

Aussie Bites, published by Puffin Books

Titles include:

Whoppers

Holly and the Dream Fixer

The Hand-Knitted Hero

Monkey TrixFort Island

Aussie Swag, published by Development Centre in Canberra

Titles include:

Who's in the sky?

Have a go!

Fun Food and Games

Bangers and Mash, published by Longman

24 titles – 9 supplementary readers

Titles include:

The hat trick

Eggs

Wiggly worms

The clock

Bangers and Mash (as seen on TV), published by Longman

Titles include:

Bangers and Mash Space Race

Bangers and Mash Hey Presto

Blitzlt, published by Nelson ITP

Titles include:

Expiry Date

Bargains from Outer Space

Monopillar

Buzzwords, published by Nelson Thomson Learning

Titles include:

Lucky Leo

Don't Bug the Teacher

Flea bag

So much for Alien

Colour Jets, published by Harper

Titles include:

Desperate for a Dog

Monty Bites Back

Our Toilet's Haunted

DSAMC Reading Material (with audio-tape)

Titles include:

Dempsy

Herman

Tara Bay

Kelly's Guitar

Holiday in Japan

Zarcon Peril

Eureka Treasure Chest, published by Longman Cheshire Levels 0-3

Example: Stage 2 Story – Books
2.1 The cats of Venus
2.2 Lily and the vacuum cleaner
2.3 The dinosaur race
2.4 Five pieces of toast

Fitzroy Readers, published by Fitzroy Programs

Books 1– 60 with CDs, each text covers a basic sound and includes some high-frequency words

Go-Magz Series

Titles include:
Motorbikes 'N' Monsters of the Deep!
Orang-utans, Stunts 'N' Cliffhangers!
Dragons "N' Spooks On Snowboards

Intensive reading program, Novel, 1995, Heather Harvey

Level 1 – Trickey Mickey
Level 2 – Emie
Level 3 – Bobby Beachball
Level 4 – Ronnie Rat

Jason Series, published by Lioncrest

Titles include:
Set 1:   The Ghost
*   What's in the lake*
Set 2:   At the bike track
*   Super boot*

Jets, published by Collins

Titles include:
Harry's Party
Clever Trevor
Weedy Me

Learn to Read, published by Lioncrest

Four different series
Fun and fantasy:
How to make a mud pie
All through the week with cat and dog
Science:
If a tree could talk
Let's take care of the earth

Social Studies:
We can share at school
Just like me
Maths:
I see patterns
What comes in threes

Life Cycles, published by Lioncrest

Titles include:
Jumping Spider
Beans
Mono Butterfly

Livewire non - fiction sport, published by Hodder and Stoughton

Titles include:
Cathy Freeman
Kieran Perkins
Pat Rafter

Magic Bean, published by Era

Titles include:
Wild Rose
The Cockatoo

Monster Series, published by Longman

Titles include:
Monster goes to the Museum
Monster goes to the Zoo
Monster on the bus
Monster looks for a friend

New Trend Series, published by Longman Cheshire

Titles include:
Set A Vroom Vroom!
*   Night Cats*
*   That Old Tin Can*
Set B Hey, That's My Bike
Set C Red Hot Mountain

New Way, published by Macmillan Education

Example:
Blue Level Platform books:
Gaston the giant and other stories
Mollie Whuppie and The Frog prince
The wind and the sun and other stories

Pebble Books (*new), published by Lioncrest

Animal life cycles

Titles include

The Way Things Move:	Back and Forth
	Curricular Movement
	Vibrations

Weather:	Clouds
	Lightning
	Rain
	Sunshine

Water:	Keeping Water Clean
	Water as a Gas
	Water as a Liquid
	Water as a Solid
	Water Cycle
	We Need Water

Phonics Readers – Little and Big Books, published by McGraw Hill

If you are sick

Come Play with Me Today

Hopeless Homer

Do you Hear Music?

PM Packs, published by Nelson Thomson Learning

Pack A and B
Non Fiction pack

PM Plus, published by Nelson Thomson Learning

Levels 1-8
Gradual introduction of new vocabulary with reinforcement of high frequency words

Popcorn, published by Longman

Orange pack

Green pack

Rainbow Readers (with audio tape), published by Lioncrest Pty Ltd

Titles include:

Zak Went Surfing

Skull Clues

Where on Earth?

Reading Freedom, Phonics Rules OK Readers, published by Silvereye

Ants in my pants
Slugs, Slugs
The Thing on the Swing

School Journal, published by Lioncrest

Titles include

3… 2… 1… Bungy
BMX Champion
Drag Racing

School Magazines

Countdown and Blast off!

Skinny Books, published by Harper Collins

Mr Thompson's Teddy

Auntie Spells Trouble

Just Like Emily

Skinny Mysteries, published by Angus and Robertson

Titles include:
The Case of the Graveyard Ghost
The Case of the Walkabout Clock
The Case of the Getaway Gold

Skyways Series, published by Collins

Seven levels each containing eight readers and two factual texts
Titles include:
Count Dracula and the Ghost
Count Dracula Meets His Match

Smelly Old History, published by Oxford

Titles include:
Roman Aromas
Tudor Odours
Greek Grime

Solo Books, published by Omnibus Books

Titles include:
The Best Pet
Queen of the Universe
Green Fingers
Smart Dad
Hot Stuff

Sparklers, published by Phoenix

Titles include:
Zac's Story
Ali's Secret Diary

Sunshine 3 in Ones, published by Rigby

Sets 1 – 8
Titles include:
Set 4 The Whale
        Dr Sprocket Makes a Rocket
Set 5 Crocodiles
        Windsurfing
        Footprints on the Moon

Sunshine Science (Levels 1 and 2), published by Rigby

Titles include:
Level 1   What is this Skeleton?
              Our Skeleton
              Broken Bones
Level 2   Getting the Water We Need
              Getting Rid of Waste Water
              How Taps Work

Supa Doopers, published by Longman

Titles include:
Green Box: Mouse Crisis
             The Big Chase
             Slugs' Revenge

Blue Box: The Mystery of the Talking Tail
              The Bogy-man in the garden

The Basic Reading Series, published by McGraw Hill

A Pig can jig
A King on a Swing
The Purple Turtle

Wild Cats, published by Macmillan

Level 1: Lion   *Heroes*
                       Space Junk
                       Dragons Galore

Level 2: Tiger   *Long Ago and far Away*
                       Eruption
                       Rescue

Level 3: Bobcat   *Twisters*
                       Eye Spy
                       Special Effects

Level 4: Leopard   *The Sky is the Limit*
                       Surf's Up
                       Mythical Beasts

Zappers, published by Jacaranda Press

Sets 1, 2, 3, 4, 5 (Sets 3, 4, 5 are easier)
Titles include:
An Alien in my Pocket
Torture Trek
Super Mouth
Crocodile Creek

Zippers

Levels 1, 2 and 3
Titles from Level 1 include:
Garbage
Granny and the Bully
Katy Malone

> Many of these resources are available for borrowing from the Jill Sherlock Memorial Learning Difficulties Resource Library. The library is located in the grounds of Oatlands Public School, Belmore Street East, Oatlands NSW 2117 telephone (02) 9630 8684 or facsimile (02) 9630 2551.

Software

Titles include

> *Animals in their World*, published by Lioncrest
> *Bubbleland Word Discovery*, published by Lioncrest
> *Fitzroy Readers*, published by Fitzroy programs books 1-60 with CD ROMs
> *Phonics Mart*, published by Lioncrest

Phonics Alive, published by Advance Software Pty Ltd, distributed by Scholastic Australia.

Titles include:

> *Phonics Alive Ves 1.1*
> *Teaching Single Sounds*
> *Phonics Alive 2*
> *The Sound Blender*
> *Phonics Alive 3*
> *The Speller*
> *Phonics Alive 4*
> *Introduction to Grammar (ages 10+)*
> *Phonics Alive 5*
> *The Power of Grammar (ages 10+)*
> *Phonics Alive 6*
> *Typing*
> *Reader Rabbit Series*

The Learning Company

Titles include:

> *Interactive Journey*

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*

Muuruun 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*

Fiction

The Burnt Stick by Anthony Hill

A Fat and Juicy Place by Diana Kidd

The Girl with No Name by Pat Lowe

Inner Circle by Gary Crew

Tammy Damulkurra by Derek Pugh and the Sunshine Girls

Pet Problem by Sally Morgan

Autobiography

Sally's Story by Sally Morgan

Mother and Daughter by Sally Morgan

Don't Take Your Love to Town by Ruby Langford

A Boy's Life by Jack Davis

> For further resources contact your local bookshop or text book agent.

Section 6: Index