



**Stage 2 and 3  
Comprehension Strategies  
Written by Janey Walker**

# DSTLA Sydney Region Central North

## Acknowledgements

- The DSTLA team at Liverpool in the early 2000s, who originally taught me how to use CSR, and to Andrea Silva STLA/Reading Recovery at Hinchinbrook PS at the same time, for sharing her resources and knowledge when I began learning and teaching specific comprehension skills.
- Victoria Garret-Meade for contributing ideas towards many of the posters.

## Resources used in this program

Klinger, J.K. Vaughn, S. and Boardman, A. (2007) *Teaching Reading Comprehension to Students with Learning Difficulties* New York: The Guilford Press

N. Pitches, T. Hollingsworth and M. Pluck (2008) *Comprehension Strategy Instruction* Pacific Learning

NSW Department of Education and Training *Programming and strategies handbook* p.166-167, 135-136

SRA/McGraw-Hill (1997) *SRA Specific Skills series Identifying Inferences Book C, D and E* Columbus OH: SRA McGraw-Hill

SRA/McGraw-Hill (1997) *SRA Specific Skills series Getting the main idea Book C, D and E* Columbus OH: SRA McGraw-Hill

## **Syllabus outcomes addressed through this project**

### **TS3.1**

Communicates effectively for a range of purposes with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics

### **TS2.2**

Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.

### **TS3.2**

Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and listens attentively

### **RS2.5**

Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events

### **RS3.5**

Reads independently an extensive range of text with increasing content demands and responds to themes and issues

### **RS2.6**

Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.

### **RS3.6**

Uses a comprehensive range of skills and strategies appropriate to the type of text being read

### **RS2.7**

Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.

RS3.7

Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience

## Before you use this program...

You are welcome to use as is, or adapt any aspects of this program to suit the needs of your students. Here are some tips that may help you understand and use the lessons provided.

- Teaching strategies rather than simply content works for students because they can use what they learn in any context (with practice). For this to work it is important that the strategies are discussed and modeled in other curriculum areas and locations- for example- during a Cogs or research lesson in the library, or as part of homework activities.
- If you are unable to access the texts that are referenced, please contact me and I will send you a copy. Otherwise, the strategies work as well with any texts that relate to topics that your students are studying in class.
- During skills practice sessions, it works well to pair the capable readers with struggling readers. The aim of the program is to teach explicit comprehension strategies to all students. All students should be able to access and rehearse the strategies regardless of reading level. In the pairs, the capable student can be the reader and if needed the writer. This does not only allow all students to access the lesson content, but provides an opportunity for success, and observation of good reading models.
- You will notice that most of the lessons have a teaching tip. These tips are aimed at students who have language related learning difficulties (1 in 11 Australians), however, you will find that the strategies will benefit all of your students.

If you have any questions please feel free to contact me at [Janey.walker@det.nsw.edu.au](mailto:Janey.walker@det.nsw.edu.au)

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## Lesson number 1- Prior to reading

### Resources

#### Posters

- Reading is not just...
- Skim and scan
- Brainstorming and prediction
- Self evaluation sheet
- "Devil Gut plant Smells Victims" (From CSI asking questions lesson) OHP

### Skill focus

- The purpose of reading
- Skim and scan
- Using your prior knowledge to help you better understand a text

### Teaching tip

- It is a great idea to teach talking and listening rules before you begin the program- students know how they are expected to communicate.
- During this lesson you could introduce the idea of students being independent learners who take responsibility for their own learning. This means that you encourage them to think about the learning choices they make- who they sit next to, how much they try, how much they focus and seeking help when they are unsure of content. There are some posters that you could use in the resources folder.

### Introduction

- Explain purpose of project- to help improve class members' comprehension skills.
- Class spends 5-10 min filling in self evaluation. Explain that class will fill it in again at the end of term
- Ask- What is the purpose of reading? Reading is not just about getting the words right, it is about getting meaning from the text. If readers can't understand the meaning there is not much point in reading. What is text? Text is the writing.
- Explain- We will be working on strategies to help us improve our skills and attitude to/in reading. A strategy is a plan, or a way of doing things. If you pay a lot of attention and use the strategies that we learn, you will find that they can help you in all areas of school, and even in things that you do outside of school.

### **Explicit teaching**

- Explain- in a moment I will put a piece of text up. We are going to use a few helpful strategies to get our brains ready before we read it. The reason why we do this is because if our brains are ready and focused, we tend to understand and remember more of what we read. It also helps us not to panic. Be honest, does anyone here ever get that oh oh feeling when they see a lot of writing? Particularly small writing? If we have some strategies to use before we read a text, it stops the panic.
- Display brainstorm and predict poster. Discuss skill and explain how to use them.
- Show OHP title only
- Teacher read title and ask- From just reading the title, predict what you think this text could be about?"
- Explain- in a moment I am going to show you the whole text. I am going to show it to you for about ten seconds only. While you can see it, I want you to use the next strategy we are going to try today- skimming. Display sign and discuss skill with class- ensure that bold words, title, pictures are all discussed/pointed out as important.
- Show whole text for ten seconds and then cover it again.
- What is the text about? How do you know?

### **Group work**

If time

- Now that we have brainstormed, predicted and scanned the text, our brains are ready for us to start reading the text. Then we know what type of words we will find, and our brain will have to take in less new things, which makes it easier for us to understand what we are reading. By connecting what we already know with what we read, we have stronger comprehension.
- Explain- I am going to read the text right through to you once. While I am reading, listen carefully without interrupting or asking questions. After I read the text to you, I will explain what I want you to do next. Read text.
- Being honest- who heard a word in there that they had never heard before? Who didn't really understand the whole text?
- We are going to break up into pairs and I am going to give you a copy of the text. I want you to read through the text TOGETHER and put

a line under any word or sentence that one of you doesn't understand. Be truthful.

### **Wrap up**

- Who was surprised by how many words they did not understand the meaning of? Do you think you could confidently answer any question I could ask you about the text? Not understanding the meaning of words can affect your understanding of the whole text. Next week, we are going to go through some ways to check and fix up your comprehension of text.
- What did we learn today? Why would you use these skills/strategies? When would you use them?

### **Classroom teacher follow up lesson**

- Revise skills taught.
- If underlining unknown words was not finished, allow groups time to complete the task.
- Using Antarctica text, practice the skills in pairs. Underline any unknown words. Ask the students what strategies they would use to help them work out the meaning of unknown words. Don't teach strategies though- just discuss ones they know and use. Strategies will be taught in the second week of the program.
- Note- if Antarctica is too difficult there is also Marathon man

## Lesson number 2- Interacting with text

### *Skill teaching lesson*

#### Resources

##### Posters

- Past posters to refer to
- Clunk strategy posters
- Practice sentences/overhead
- "Devil Gut plant Smells Victims" (from CSI asking questions lesson)  
OHP and stencil for each pair
- Clunk strategy stencil

#### Skill focus

- Clunk strategies- Strategies to help you work out the meaning of words

#### Teaching tip

You may be surprised today by the number of words that your students do not know the meaning of. We often assume that our class have the required vocabulary for everyday activities. Vocabulary acquisition can be affected by many things- language back ground, parents education level, the amount of reading students do, television, life experiences etc. Teachers need to deliberately teach vocabulary to students- not content specific words, but remembering that they may not know the meaning of sayings, analogies and other common sayings. The strategies learnt today can be used in all content areas- and by modeling and reminding students to regularly use them, teachers give students the opportunity to develop automatic strategies for working out the meaning of unknown words.

#### Introduction

- What did we learn last week? Did you have a practice of the skills? Has anyone used the skills during the week? Does it help?
- This week we are going to work on some strategies that we can use to help us with the words that we don't know the meaning of. There is a difference between not being able to read/say the word and being able to understand the word. Some times I come across words that I go yikes- how do I say that, and I have to sound it out bit by bit, but I can very easily work out what the word means. Does anyone here play Play Station? You know how there are cheats that if you know the right thing to do you can go us whole levels, or miss hard bits? I like to think of the strategies as the same kind of thing. If you know the right tricks in reading, you can move a long way ahead very quickly.

### **Explicit teaching**

- Let's start by checking what strategies you use. Does anyone have a trick that they use when they don't know the meaning of a word?
- I am going to show you what are called the clunk strategies. A clunk is a word that we don't know the meaning of. A lot of people just miss words they don't know the meaning of- without trying to work them out. The problem with that is that that one word could be the word that is important in the sentence. It might be the one word that you get asked a question about. It's important to at least try to work out the meaning of words.
- Go through the Clunk strategies.
- Use practice overheads

### **Group work**

- Before we head off to do our practice, does anyone have a question about the strategies?
- Last week we started underlining words that we didn't know the meaning of. I am going to give you a few minutes to try and use the strategies to work out the meaning of the words that you didn't know. You will need to fill in the other stencil, write down the word, the number of the strategy that you used, and what you think the word means. Please put your hand up if you are stuck or if you finish the task.

### **Wrap up**

- How did you go with that task? Was anyone surprised by the words that they could work out the meaning of? One thing to remember is that you will not always be right when you use these skills, but, if you don't try, you definitely will get them wrong. Giving it a try gives you much more chance of being right.

### **Diagraphs and Diphthongs**

- We are going to spend a couple of minutes having a quick practice of our sounds. I know that you guys are really good at reading, but the better we know our sounds, the easier reading is for us. If your brain has to work hard at working out how to read words, our brain has trouble getting the meaning of words.
- Play noughts and crosses using  
Ai, ay, a-e, ph, kn, wr, gn, sh, th, th.

## **Lesson number 2- Interacting with text**

## ***Follow up lesson***

### **Resources**

- Posters-
- Past posters to refer to
- Clunk strategy posters
- Texts- Marathon man (CSI), and Antarctica web site stencils
- Clunk to clicks stencil

### **Skill focus**

- Clunk strategies

### **Introduction**

- What skills have we learnt/revised so far? Why do we need to learn and practice these strategies? It is to help us comprehend what we read. Reading is about getting meaning from text, and there is very little point in reading if we don't get meaning from the text. It is just like looking at a bunch of letters. Today we are going to spend some time practicing the skills that we have learnt so far.

### **Explicit teaching**

- Revise the strategies.

### **Group work**

- We started underlining words that we don't know the meaning of. What you need to do is continue trying to work out the meaning of these words using the clunk strategies with your partner.

### **Wrap up**

- How did you go with that task? Was anyone surprised by the words that they could work out the meaning of? If I was to ask you some questions about the text, and the meaning of some words, do you think you could answer them?

### **Diagraphs and diphthongs**

- For the last couple of minutes we are going to play noughts and crosses.
- Play noughts and crosses using  
Ai, ay, a-e, ph, kn, wr, gn, sh, th, th.  
Be careful that the sounds are pure.

## Lesson number 3- Interacting with text

### *Skill teaching lesson*

#### Resources

- Posters- visualizing and questioning
- Past posters to refer to
- Moon scene OHP and copy for each pair (from CSI Visualising lesson)

#### Skill focus

- Visualising- "Using all of your senses you will learn how to create mental pictures from words in order to maintain engagement with text and develop deeper understanding" (From CSI Visualising lesson)
- Asking questions about the text while you read.

#### Teaching tip

When you are revising skills covered so far, or generally asking questions, try giving your students some thinking time. Teachers generally ask a question and allow 3-5 seconds for students to answer. If you ask a question and tell the students that they have 10 seconds to think about their answer, you will find that more students will have answers for you. Students who have language related learning difficulties need more time to process the question and then to formulate the answer than many other students need. Giving think time allows these students to participate in the class and demonstrate their understanding. They will feel more confident participating because they do not have to give an instant answer (many of these children go blank when expected to answer instantly). You will also find that giving thinking time increases the quality of all answers- as students have time to think of a more sophisticated and better composed answer.

#### Introduction

- What skills have we learnt/revised so far? Why do we need to learn and practice these strategies? Who has used the skills so far?
- Today we are going to discuss two more strategies- visualizing and asking questions.

#### Explicit teaching

- Has anyone ever heard the word visualizing? What does it mean? It has the word visual, which is to do with seeing- visualizing means seeing pictures in your head as you read. When we read, we often use only our eyes and brain. If we use all of our senses- we can start to get more from the text. We can see, hear, smell, feel and even taste what we read. This makes it more real, helps us pay attention to the text and help us understand what we read more completely. We are

going to read a text named moon scene.

- As a class, skim the text, do a quick brainstorm and predict.
- Teacher read the first and second paragraph out loud and model visualizing- i.e. - I have a globe of the world at home. I have also seen pictures of earth from space. When I visualize what it looks like, I see it almost glowing surrounded by black.

#### **Group work**

- In pairs, read the first and second paragraph. Try to visualize the text, using your knowledge from books, movies, photos and your imagination. There will be some words that you don't know the meaning of. You don't have a lot of time, but you should try to use the clunk strategies to see if you can better understand the text. You will find though, that the visualizing will help you.
- Teacher reads the third paragraph out loud.
- In pairs, read the third paragraph and locate the words that helped you to visualize the text
- As a class has a quick chat- what words helped you? How can visualising help you to get meaning from the text? Could it be an easy yet useful strategy?

#### **Explicit teaching**

- There is another very easy strategy that can help you to better understand what you read. It is asking questions. A lot of times we just read the text with our eyes. That is one of the biggest problems we have when it comes to understanding text. We have already had a practice at visualizing which starts us using our eyes, ears, feelings, sense of smell and even our taste. Asking questions as you read will help to make your brain be engaged with the text too.
- We are going to take a look at the Moon Scene OHP again. Read the first paragraph out loud. Model asking questions. "I wonder what they mean by Disconcerting clarity? How can something in nature look unnaturally close? Are there any other questions that this paragraph makes you wonder about?"
- Point out that sometimes a question you have is answered or explained later in the sentence/paragraph- like the clunk strategy says.

### **Group work**

- In your pairs, read the rest of the paragraph and think about the questions the text raises for you. It's ok to use the clunk strategies as you go too.

### **Wrap up**

- As a class- What questions came up as you read? Did you find any of the answers? Did you work out answers for any of the questions? Where else/how else could you work out the answer to the questions you asked?
- How could these two strategies help you? Visualising makes the text more than just words. Asking questions helps to keep your brain engaged, and helps you to monitor what you do and don't understand. It is very important to monitor your own understanding. As you get older, you need to start taking control of your own learning. Taking control of your learning and making sure that you monitor your understanding is a vital step towards being an independent learner. Independent learners are people who generally do well at school, and do well as they become grown ups, because they don't need to rely on others. Its good to ask for help, but you need to be able to tackle your problems independently first.

### **Diagraphs and Diphthongs**

- For the last couple of minutes we are going to play noughts and crosses.
- Play noughts and crosses using  
Ee, ea, ey, e-e, a-e, ay, ch, oi, oy, wr

## Lesson number 3- Interacting with text

### *Follow up lesson*

#### Resources

- Posters
- Past posters to refer to
- Marathon man/Fossils handout

#### Skill focus

- Visualising- "Using all of your senses you will learn how to create mental pictures from words in order to maintain engagement with text and develop deeper understanding" (From CSI visualizing lesson)
- Asking questions about the text while you read.

#### Teaching tip

When you get to the wrap up section of today's lesson, students will have the opportunity to talk about meaning that they gained from the text. Before the students do this it is a good idea to scaffold their answer. This means to give them the structure that they can answer in (particularly useful for shy students and students who have language related learning difficulties). You might give them the first sentence, for example- When we read the text and visualized what we were reading, we learnt...

Another great activity you can do before you ask students what meaning they gained from the text, is get them to practice their answer with a partner before sharing it with the class. This will give students who are unsure the chance to rehearse what they will say, to check their understanding with someone else, and usually results in more sophisticated answers.

#### Introduction

- What skills have we learnt/revised so far? Why do we need to learn and practice these strategies? Who has used the skills so far?

#### Explicit teaching

- Who can carefully explain visualizing? Why would we use it?
- Who can carefully explain asking questions while you read? Why would we use this strategy?
- What makes someone an independent learner? - They are someone who takes responsibility for their learning. They use things they learn, they try to work things out before they ask for help. They have a list of strategies in their heads, that they understand and use.
- Today we are going to practice all of the skills that we have already learnt.

### **Group work**

- In pairs, complete the visualising and question asking task- instructions are on the side of the page. Ignore writing task unless teacher chooses to add it.

### **Wrap up**

- How did you go? Did you find visualizing and question asking helpful strategies?
- Who can give us a run down of what we read today, and what the text actually means? How did you work that out?
- Did anyone have any problems with this task? Discuss any issues and try to solve/respond to all of them.
- This week, try to use the skills in any area of your learning. Be independent learners.

### **Diagraphs and Diphthongs**

- For the last couple of minutes we are going to play noughts and crosses.
- Play noughts and crosses using  
Ee, ea, ey, e-e, a-e, ay, ch, oi, oy, wr

## Lesson number 4- Interacting and reflecting on the text

### *Skill teaching lesson*

#### Resources

- Posters
- Here hidden head posters
- "Why does my foot sometimes fall asleep?" (From CSI inferences lesson) OHP and copy for each pair.

#### Skill focus

- Revise here hidden head
- Focus on hidden- "In this lesson you will make a prediction about the text and read between the lines, gathering clues from within the text. You will then support an inference drawn from the text without referring to any direct statement by the author" (Drawing inferences CSI)

#### Teaching tip

Inferences (hidden) questions are very difficult for some students to answer. Today's lesson is a good chance to talk to the students about several learning habits. Some students need a structure for asking to help- they need to know what words to say to the teacher. A good scaffold to give students for this is- "I was listening, but I do not understand..." When students ask for help, many teachers ask if they were listening, or even state to the student that they would understand if they paid attention to the instruction. Children who have language related learning difficulties listen, but sometimes do not understand the message, and often struggle with the sequence of tasks. By beginning with "I was listening..." students show that they are trying to understand, but need some help.

The other good lesson that can be discussed today, is not being afraid of mistakes. Mistakes are opportunities to learn new things, not something to be upset by.

#### Introduction

- What skills have we learnt/ revised so far? Why do we need to learn and practice these strategies? Who has used the skills so far?
- Today we are going to talk about questions.
- Warn students- we will be sitting still for a while today. It is a hard skill, and it is important that everyone concentrates.

#### Explicit teaching

- There are three main types of questions we are asked. Does anyone know what they are?

- Here- the answer is right here. Usually the easiest type of questions. The words in the answer are usually the same words as in the question. What type of words do we often find in these questions? Where, who, when and what.
- Hidden- The answer is not said. We have to put together information in the text with information we know already, and kind of read between the lines, or work out something that the author is not really saying, but is hinting at. This is what we are focusing on today. What type of words start these questions? When, where, who, what and why?
- The other type is head- which is about your thoughts and opinions. We will get to them another week. Words like why, how, which...
- Put OHP up- Skim, brainstorm, predict and then read text.
- Model an inference by thinking aloud- i.e. by reading between the lines, I can get the idea that my foot wont fall asleep while I am walking around" Explain that the information isn't exactly written in the text- the text gives you a hint.
- Verbal SRA (Book E) inferences examples as a class. Note- these are difficult. The higher level is used for teaching the skill so that students experience success when they practice with a partner using lower levels, if level E is too difficult. It also gives students a confidence boost to hear they completed a stencil difficult for year 7 students to complete.
- Using SRA OHP- show example of text and questions.
- When you get to the multiple choice questions, you will notice something. One answer they give you is totally right, one is totally wrong, one just says words from the text- but they are not the answer, and one is a bit right and a bit wrong. Show example, and think aloud while answering question.

#### **Group work**

- In pairs, students take the same SRA stencil as used for example, and continue answering the questions.

#### **Wrap up**

- As a class answer a couple of questions. Ask- was that difficult? It is a skill you have to practice and get used to- you will get better at it.
- What did we learn today? What did we learn that can help you with reading/comprehension/school work?
- How can you keep improving? You need to use these skills, not leave

here and forget them, but try and use them.

### **Diagraphs and Diphthongs**

- For the last couple of minutes we are going to play noughts and crosses.
- Play noughts and crosses using  
ea, ie, \_\_\_\_\_y, igh, i\_e, wa, th, str, ch, ay

## Lesson number 4- Interacting and reflecting on the text

### *Follow up lesson*

#### Resources

- Posters
- Here hidden head posters
- Follow up- SRA book D Inferences stencil (book C if D is too difficult)

#### Skill focus

- Revise here hidden head
- Focus on hidden- "In this lesson you will make a prediction about the text and read between the lines, gathering clues from within the text. You will then support and inference drawn from the text without referring to any direct statement by the author" (Drawing inferences CSI)

#### Introduction

- What skills have we learnt/revisted so far? Why do we need to learn and practice these strategies? Who has used the skills so far?

#### Teaching tip

One easy way to see quickly if your class understand inferences (or other content) is to use sign language. If you teach your class Makaton (or other sign language) signs for yes, no and I don't know, you can ask a question and have the whole class answer at once. You could read SRA inference questions to the class, along with the answers and allow them (after using thinking time!) to answer yes, no or I don't know for each option. The students really enjoy using sign language in the classroom.

#### Explicit teaching

- What were the three types of questions? What types of words start each question? What can you tell us about how you find the answers to those types of questions?
- Carefully revise hidden questions, defining what they are (from poster), and point out that a text doesn't always directly say something, but it hints toward some things, and sometimes you just know, even if it doesn't specifically say it.
- Discuss how you approach answering multiple choice questions (use poster). Discuss specifically in relation to this stencil too- read the statement, and check- did it say that? Does it have anything to do with it? Can you just tell it is?

### **Group work**

- Remind students of how the stencil works- t= true, f= false and I = inference- pairs complete stencil.

### **Wrap up**

- Mark stencil and discuss why different answers were right/wrong.
- Ask class what they did to help them work out the answers.
- Remind class that in a test they won't be asked to tell the difference between true and inference, this was just a good way to practice the skill. After doing it this way they will find inference questions much easier to answer. If it was difficult, don't stress, it gets easier as you have more practice.

### **Diagraphs and Diphthongs**

- For the last couple of minutes we are going to play noughts and crosses.
- Play noughts and crosses using  
ea, ie, \_\_\_\_\_y, igh, i\_e, wa, th, str, ch, ay

## Lesson number 5- Responding and reflecting on the text

### *Skill teaching lesson*

#### Resources

- Posters
- Main idea poster
- "The Changing surface" (From CSI determining important ideas lesson) OHP
- Main idea practice cards
- SRA Getting the main idea book D unit 1 and E unit 2
- Practice stencil- How a Rocket works (From CSI)

#### Skill focus

- How to work out what is important when you are reading (main idea)
- Using titles, headings, diagrams and labels to help determine important ideas

#### Teaching tip

When you are teaching, giving instructions or a sequence of steps, use your fingers as you give the instruction or step. For example "number one (hold up one finger), Put your name on the stencil, two (hold up second finger) with your partner, you need to read the text and three (hold up third finger) discuss what it is about with your partner." Using finger cues will help students with language related learning difficulties because it helps them to remember that they have 3 things to do. Many students with language related learning difficulties are visual learners, and rely on what they can see to help them make connections with old knowledge and build new knowledge. It also helps students to remember the order that tasks should be completed in.

#### Introduction

- What skills have we learnt/revised so far? Why do we need to learn and practice these strategies? Who has used the skills so far?
- What were the types of questions that we focused on last week?
- Today we are going to work on another type of question- finding the main idea.

#### Explicit teaching

- Sometimes tests or stencils ask us what was the text mostly about, or what was the main idea of the text. They are pretty hard questions to answer. How do you work out what is important when you read?
- Put up "The changing surface" OHP
- Skim, brainstorm and predict.

- Read the text to the class. Ask- what parts do you think give us important information?
- How do you know it is important?
- We can get some important information straight away.
- First- look at the title. What is the title? The title is the author's way of telling us what the text is about.
- Next, have a look at the diagrams. What are they about?
- Now we will read it again. Think about this, can you link the information in the title, diagrams and text together? What is the author trying to tell us? The main idea of this passage is that the earth's surface is changing. It explains how that is happening.
- It is important not to tell back all of the information. You should be able to put the main idea into one or two sentences.
- Before we go on, why do you think the author put diagrams with the text? The diagrams help us to understand what it written. A lot of people forget to look at the pictures/diagrams, but they give us information that we can't always get from the text.
- Let's try a couple of practices- as a class do several main idea practice cards.

#### **Group work**

- In pairs students complete how a rocket works task. Alternatively, Stencil from SRA Getting the main idea book D unit 1 and E unit 2

#### **Wrap up**

- As a class discuss work completed- mark anything that needs marking.
- How did you work out what was important in a text?
- What have we learnt so far? How can this help us with our reading?
- Will it help you if you do not try and use the skills? It will only help you if you actually practice them. It is your job to take responsibility for your learning and use the skills that we learn. Successful learners are students who take responsibility for their learning.

#### **Diagraphs and Diphthongs**

- For the last couple of minutes we are going to play noughts and crosses.
- Play noughts and crosses using  
oe, oa, ow, o\_e, ough, i\_e, ea, wa, ai, ed

## Lesson number 5- Responding and reflecting on the text

### *Follow up lesson*

#### Resources

- Posters
- Main idea poster
- The Changing surface OHP
- Practice stencil- How a Rocket works

#### Skill focus

- How to work out what is important when you are reading (main idea)

#### Introduction

- Can anyone remember some of the skills we have learnt so far? When can you use the skills?
- How did we find the main idea of a text last week? How did we work out what was important?

#### Teaching tip

It is common to hear teachers say good try when students give an incorrect answer. However- this is a bad habit! If a student has language related learning difficulties, they perceive good try as a positive comment- meaning that they were correct. This can cause learnt error- which is difficult to rectify. When students give you an incorrect answer, be careful to tell them that they are wrong. It's ok to say good try but that is not right. Try to give feedback that will help students to monitor how they are going and if they understand the content and task.

#### Explicit teaching

- Revise how to work out the main idea/important parts of a text.
- If you need to look back at what you have read to find the answer to a question, is that OK? Yes- scan back (show poster) instead of guessing.
- Show SRA stencil. Explain how to do multiple choice questions (see poster for explanation of structure of answers)
- It is important that you colour the little bubble part next to the answer. When you do the NAPLAN or other tests, if you do don't show your answers the right way, they will mark you wrong. If you circle the whole answer instead of colouring the bubble, you will be marked wrong, even if you know the right answer.

#### Group work

- Stencil from SRA Getting main idea book D Unit 2 and 3

#### Wrap up

- As a class discusses work completed- mark anything that needs marking.
- How did you work out what was important in a text?
- What have we learnt so far? How can this help us with our reading?

### **Diagraphs and Diphthongs**

- For the last couple of minutes we are going to play noughts and crosses.
- Play noughts and crosses using  
oe, oa, ow, o\_e, ough, i\_e, ea, wa, ai, ed

## Lesson number 6 Reflecting

### *Skill teaching lesson*

#### Resources

- Wrap up poster
- How to give a retell poster
- OHP "Pandas and bamboo" (from CSI Science Literacy student book p. 6)
- Copies of Songs of the Coqui" from CSI Social Studies Literacy booklet p.4)
- Self evaluation sheet from first lesson.

#### Skill focus

- How to wrap up what you have learnt (in your head)
- How to tell a verbal recount
- Reassess our attitude to reading and comprehending.

#### Teaching tip

Using visuals can assist all students in their learning. During this lesson there are posters to help scaffold students thinking and responses. If you use visuals when teaching new content or skills, it provides support for students who may struggle otherwise. They do not need to remember every step of the process, but can use the poster to remind them what to do, and focus on one part at a time. After using the visual for a while, the process becomes more automatic and they can often complete the task without visual support.

#### Introduction

- What skills have we learnt/revised so far? Why do we need to learn and practice these strategies? Who has used the skills so far?
- Today we are going to wrap up what we have learnt, we will look at how to make sure our brain got what we read, and how to retell what we read.

#### Explicit teaching

- We have learnt a whole bunch of skills and strategies to help us when we are reading text. The first one we are talking about today- wrap up is what you do at the end of reading, to make sure your brain understands what you read.
- When you finish reading you need to put all of the information together. You do this by asking yourself some questions (show poster). When you do this, it checks that your brain understands everything, and it helps the information to stay in your head. People

who do this after they read can usually answer questions about what they have read, and find it easier to learn new things from what they read. After you read the text I will give you later, I want you to try to wrap it up in your head.

- The other thing that is important is being able to retell what you have read. When teachers test you on your reading, they usually say, can you tell me about what you read?
- What types of things would you include if you needed to do a verbal retell of a text?
- Show the sign. And discuss each section.
- Read Pandas and Bamboo text to the class (use OHP)
- Quickly wrap it up.
- What should we include in a verbal (that means out loud, not on paper) retell of this text? Give an example and allow several students to give a response.
- It was easier to give the retell after we wrapped it up in our heads wasn't it? It put the information ready in our heads.

#### **Group work**

- Pairs read "Song of the Coqui" (From CSI Social studies literacy), quickly wrap it up, and work out a verbal retell.

#### **Wrap up**

- Ask several pairs to share their responses to the task.
- Ask- do you think these skills would be useful? One of the problems that we find lots of kids having is not being able to tell us what they have read. If you can't retell a text, it usually means that even if you can read it, the text is too hard for you.
- What have you learn over the last 6 weeks?
- Were there skills that you think were particularly useful?
- What happens if you forget these skills and don't use them? What will happen if you use them? If you use these skills, you will find that your reading, and actually most of your school work will improve. People who do well at school are people who take the skills that they learn, and use them. They are independent learners who take responsibility for their own learning. Now that we have learnt this information, it is your job to use it!
- Ask students to fill in evaluation sheet. Get them to compare their answers now to their first ones. As a class, allow students to share what has changed.

