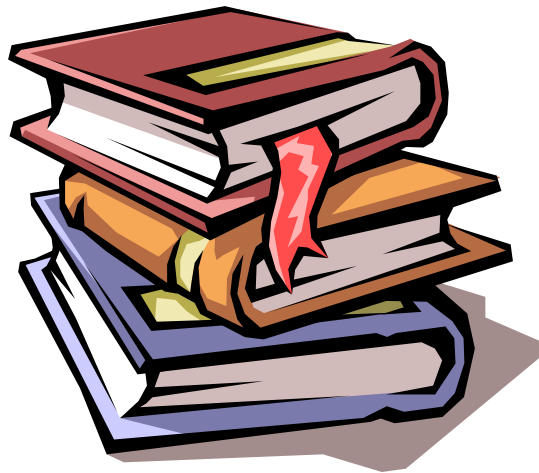




ACCELERATED READER IMPROVING COMPREHENSION BOOKLET



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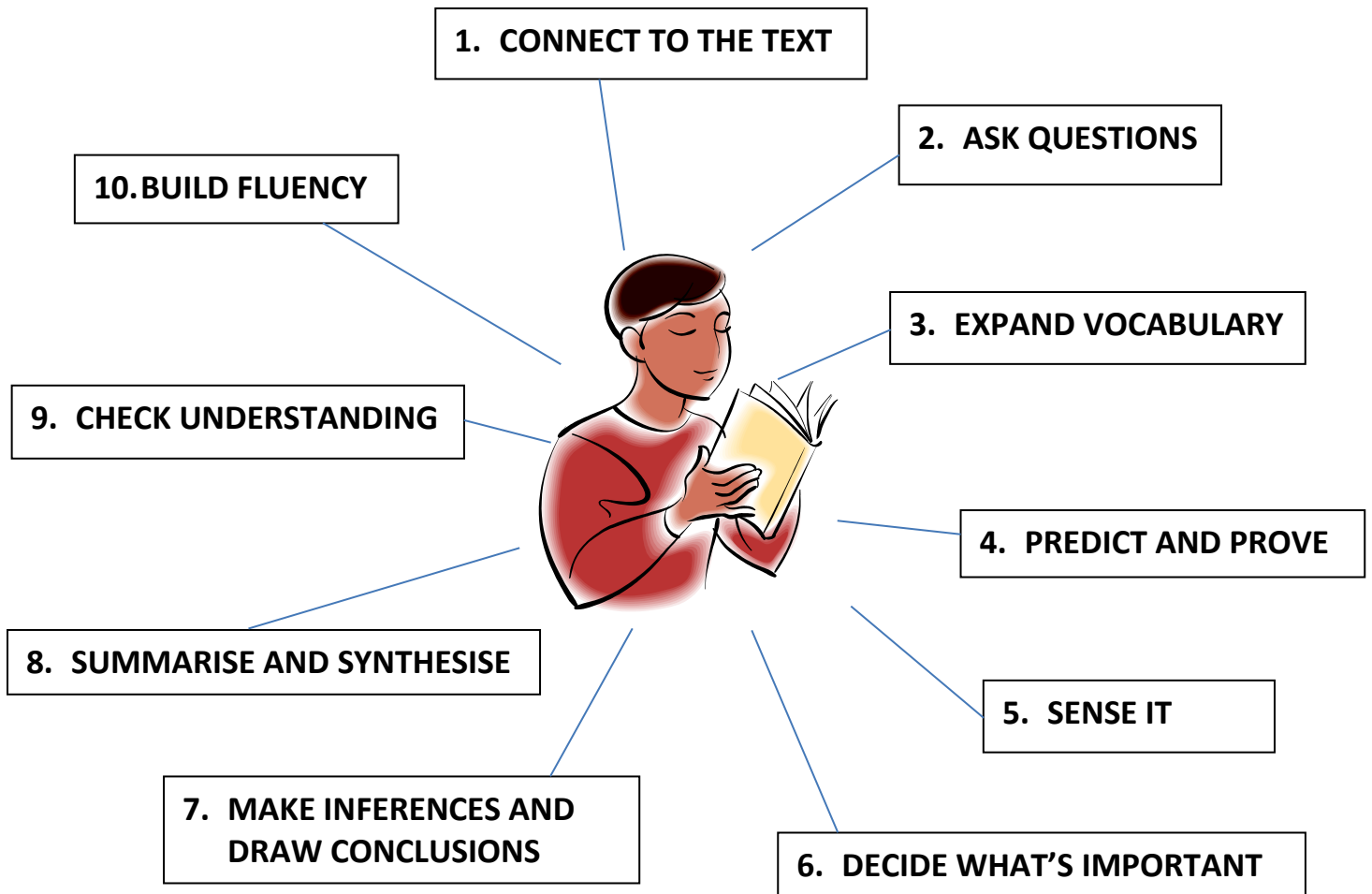
Section 1.

- What Makes a Proficient Reader?
- Links with Accelerated Reader
- Supporting Resources







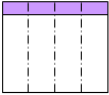
What Makes a Proficient Reader?*


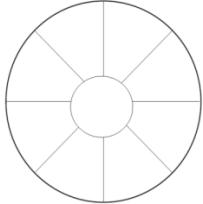
Proficient readers successfully leave tracks of their thinking when actively reading a text.

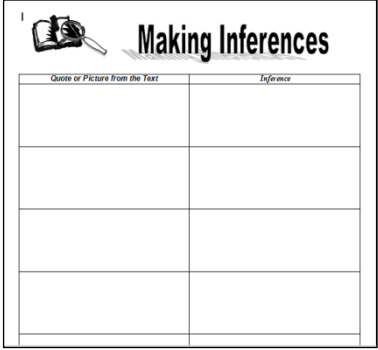
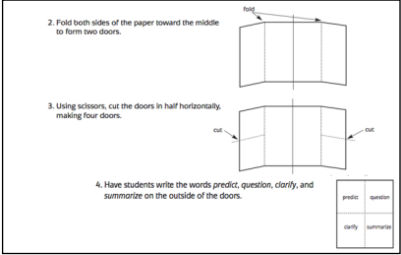




* A summary on the key points of these strategies follows. For detailed information on the strategies, please refer to 'Comprehension Strategies Defined' at the end of this booklet within the Teacher Monitoring section.

Proficient Readers Are Able To...	Links With AR	Supporting Resources
<p>1. CONNECT TO THE TEXT</p> <p>Key Points:</p> <ul style="list-style-type: none"> Recall prior knowledge, before, during and after read. Use text to self, text to text, text to world connections. Learn new things. Knowledge changes and adapts. Information is learned, remembered and reapplied. Explain their use of knowledge. Engage in discussion about this with others. Use their knowledge of techniques in the authors craft. Make connections with how they read and their own preferences. Each type of background knowledge permits students to monitor for meaning, pose questions, make predictions, draw conclusions, create mental images, synthesise, and determine importance as they read and learn. Teachers help build background knowledge and remind students on using it. 	<ul style="list-style-type: none"> Connections with the text increase as the volume of reading increases with AR. When students are guided to read at the right AR Book Level of difficulty and can read with success on AR quizzes, this motivates more reading and can nurture an intrinsic love of reading. Texts then become more memorable, increasing knowledge and enabling more connections. AR engages students in literature based reading and encourages them to choose from a huge variety of reading material from different genres within their ZPD, developing knowledge of all different text types. There are currently over 4,500 AR quizzes on Non Fiction books to help challenge and expand students' background knowledge on various topics. Literacy Skills Quizzes focus on Literary Analysis and these contain specific questions to analyse the authors craft and understand historical/cultural factors. The Pupil Record Report and Home Connect display details of all books read and quizzed on. Students can then reflect on their preferences for reading and connections between their book choices. 	<ul style="list-style-type: none"> 'Making Connections Chart' –what the text is about, what it reminds me of. p15 'Making Connections – Self, Text, World' - filling in the phrase/situation from the text and my connection. p16 'Thinking about Connections' to record thoughts whilst reading. p21 'Coding the Text' post-it-notes with T-S, T-T, T-W connections. p34-35 'Inference Record Form' - When I read__ I think__because (my background knowledge). p14 'Thinking Spot' on pivotal plot notes – writing down connections, predictions, questions and feelings. p43 'Nonfiction Conventions Notebook' to record examples of features in the text and build background knowledge. p46-57 'Make a Mini Booklet'. p33 Thinkmarks' to make a connection and use background knowledge. p64 <div data-bbox="1177 987 1390 1234" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Thinkmark</p> <p>As you respond to your reading, write the page number you stopped on.</p> <p>Here are some ways you can respond:</p> <ul style="list-style-type: none">  Make a prediction  Ask a question  Make a connection </div>
<p>2. ASK QUESTIONS</p> <p>Key Points:</p> <ul style="list-style-type: none"> Ask spontaneous, purposeful questions before, during and after reading. Give rhetorical questions inspired by text. Questions may be to clarify meaning, be critical, speculate what will happen next, find an answer in the text or to consider why the author is writing that way. Understand many questions answered are the reader's interpretation. Know if it can be answered in the text, inferred from the text or by other text/background knowledge. Know why questions are important in all areas of their lives and how it deepens understanding. Know how one question leads to another; listening to other questions and generating own. Use background knowledge and text to answer their own questions, make connections. 	<ul style="list-style-type: none"> AR boosts confidence in reading and students then feel more able to ask questions. Reading Practice Quizzes familiarise students to think about key questions on every book they read. Self-generation of these questions and further questions can often come more easily to the student. Literacy Skills Quizzes provide questions on higher order thinking skills, with three quizzes on each book. This gives students experience of a wide range of in-depth questions that can be generated. 	<ul style="list-style-type: none"> 'The Four-Door Chart' to fill in; Predict, Question, Clarify and Summarise. p32 'Make a Mini Booklet'. p33 'Coding the Text' post-it-notes with? for I wonder, then write out your question. p34-35 'Asking Questions before, during and after reading' with possible answers to complete. p18 'Thinking Spot' on pivotal plot notes – writing down connections, predictions, questions and feelings. p43 'Thinkmarks' to ask questions. p63-64 'Asking Questions' with quote from the text, question and possible answer. p17 <div data-bbox="1090 1890 1497 2101" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"> Asking Questions</p> <p>Quote from text</p> <hr/> <p>My Question</p> <hr/> </div>

Proficient Readers Are Able To...	Links With AR	Supporting Resources																												
<h3 data-bbox="71 114 478 147">3. EXPAND VOCABULARY</h3> <p data-bbox="71 185 183 210">Key Points:</p> <ul data-bbox="71 215 539 891" style="list-style-type: none"> • Use their oral vocabulary to make sense of the words read. • Know how to check meaning of unknown words. • Use typographical, structural analysis of words and contextual clues to understand and infer new vocabulary. • Apply newly learned words in their writing and oral vocabulary. • Can share their prior experiences with the words used. • Word knowledge is developed by repeating the words in a variety of contexts. • Draw on their connections, use imagery and prior knowledge to find word meanings. 	<ul data-bbox="563 120 1029 972" style="list-style-type: none"> • AR guides students to read within a ZPD to accelerate reading growth. Students can see their potential for reading challenge. Vocabulary is therefore built upon with reading more challenging levelled text. • Reading Practice Quizzes develop skills of identifying and reading words and recalling word meaning. • Vocabulary Quizzes help students acquire and learn new vocabulary within the context of reading material. Correct definitions are identified, helping develop students' precision in word choice. • Vocabulary Quiz questions have secondary and review words to help build and check vocabulary knowledge. • TOPS Reports for Vocabulary Quizzes and Home Connect provide feedback on words learned and words to practice, therefore encouraging revision for missed words to achieve mastery. • Literacy Skills Quizzes include questions on deriving word or phrase meaning. 	<ul data-bbox="1054 120 1513 562" style="list-style-type: none"> • '5 Finger Rule Cue Card' to help choose appropriate books with vocabulary suitable for my understanding. p62 • Thinkmarks' to write down words which help you visualise. p64 • 'Strategies for Expanding Vocabulary' Resource. p23-24 • 'Make a Mini Booklet'. p33 • 'Coding the Text' post-it-notes with ? for new words that puzzle me, then find out what these words mean. p34-35 <div data-bbox="1086 593 1493 954" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Reading Strategy: Coding the Text</p> <p>Materials: 2 post-it-notes, cut into 4 pieces, each with sticky on the end.</p>  <p style="text-align: center;">Coding Key:</p> <p>VIP Very important information, key concepts ? Information you are confused about or can't make sense of ! Things you find interesting, hard to believe, or are unexpected</p> </div> <ul data-bbox="1054 987 1522 1167" style="list-style-type: none"> • Using Context Clues p36-37 • Games that Aid Vocabulary Acquisition p38 • Vocabulary Acquisition Worksheet p39-40 																												
<h3 data-bbox="71 1189 451 1223">4. PREDICT AND PROVE</h3> <p data-bbox="71 1263 183 1288">Key Points:</p> <ul data-bbox="71 1292 518 1910" style="list-style-type: none"> • Anticipate what is coming next and change predictions whilst reading. • Adapt conclusions as a result of reading further into the text. • When readers predict they are aware when meaning is breaking down. • Check if predictions were correct, referring to examples in the text. • Explain why they arrived at those predictions and why this has changed. • Use prior knowledge to support reasons for predictions. • When an event doesn't match a prediction good readers rethink and revise their thinking. 	<ul data-bbox="563 1196 1018 1312" style="list-style-type: none"> • Literacy Skills Quizzes have Inferential Comprehension questions which include making predictions and drawing conclusions. 	<ul data-bbox="1054 1196 1522 1727" style="list-style-type: none"> • 'The Four-Door Chart' to fill in; Predict, Question, Clarify and Summarise. p32 • 'Make a Mini Booklet'. p33 • 'Thinking Spot' on pivotal plot notes – writing down connections, predictions, questions and feelings. p43 • 'Multiple Entry Journals' to record predictions about what will happen based on your reading. p30 • Thinkmarks' to make a prediction. p64 • 'Coding the Text' post-it-notes with P for predict and ü for confirms what I thought or X for I thought differently. p34-35 <table border="1" data-bbox="1098 1789 1481 2058"> <thead> <tr> <th>Symbol</th> <th>Meaning</th> </tr> </thead> <tbody> <tr><td>T-S</td><td>Text-to-self connection</td></tr> <tr><td>T-T</td><td>Text-to-text connection</td></tr> <tr><td>T-W</td><td>Text-to-world connection</td></tr> <tr><td>V</td><td>Visualize or make a picture in my head</td></tr> <tr><td>P</td><td>Predict</td></tr> <tr><td>I</td><td>Infer (read between the lines)</td></tr> <tr><td>2+2</td><td>Synthesize (put together)</td></tr> <tr><td>!</td><td>Important</td></tr> <tr><td>?</td><td>Question: I wonder; I don't understand; or P</td></tr> <tr><td>+</td><td>New information (clarify)</td></tr> <tr><td>X</td><td>I thought differently</td></tr> <tr><td>=</td><td>Reminds me of...</td></tr> <tr><td>ü</td><td>Confirms what I thought</td></tr> </tbody> </table>	Symbol	Meaning	T-S	Text-to-self connection	T-T	Text-to-text connection	T-W	Text-to-world connection	V	Visualize or make a picture in my head	P	Predict	I	Infer (read between the lines)	2+2	Synthesize (put together)	!	Important	?	Question: I wonder; I don't understand; or P	+	New information (clarify)	X	I thought differently	=	Reminds me of...	ü	Confirms what I thought
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ü	Confirms what I thought																													

Proficient Readers Are Able To...	Links With AR	Supporting Resources
<p>5. SENSE IT</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Make spontaneous and purposeful images during and after reading, using all five senses. • Use senses to gather detail which immerses them in what they are reading. Engagement and comprehension are heightened and the text is much more memorable. • Emotions are anchored in readers' prior knowledge and personal experience. • Images are used for recall and drawing conclusions. • Use these images in their writing. • Images adapt as they read more and are adapted after sharing images with others. • Explain how images help their comprehension. 	<ul style="list-style-type: none"> • AR monitors engaged time, which will be high if students are immersed in reading. • Literacy Skills Quizzes have Initial Understanding questions, prompting students to draw on senses to analyse characters' feelings and extract details from the text. 	<ul style="list-style-type: none"> • 'Coding the Text' post-it-notes with V for visualise or make a picture in my head. p34-35 • 'Say, Mean, Matter Chart'. p31 • Story Wheel with drawings of thoughts about each aspect of the text. p42 • 'Thinking Spot' on pivotal plot notes – writing down connections, predictions, questions and feelings. p43 • 'Make a Mini Booklet'. p33 • Thinkmarks' to help you visualise. p64 • 'Visualising' sheet with thoughts of what I can see, hear, smell, taste, feel in aspects of the text. p22 
<p>6. DECIDE WHAT'S IMPORTANT</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Word, sentence and text level importance can be picked out. • Able to look for clues, like repetition, bold type, illustrations/diagrams, symbolism, character and setting prominence to establish the importance. • Pick out the un-important aspects of the text. • Re-reading passages to check importance. Explaining and defending view points on importance. • Importance is based on prior knowledge, purpose for reading, values, language that surprises, knowledge of the text format and structure, others' views. • Able to explain how they made their decision on what is important and how it helped their overall comprehension. 	<ul style="list-style-type: none"> • Reading Practice Quizzes pick out the most important questions that show understanding of what students have read. Students therefore know they need to be prepared to identify the important details of setting, historical/cultural factors, plot, characters, significant events and sequence of events whilst reading. • Reading Practice Quizzes on Non-Fiction books ask questions relating to important literary features e.g. headings, tables, diagrams etc. • Students can see which questions were answered incorrectly at the end of a quiz and reflect on what important aspects they missed. • Vocabulary Practice Quizzes pick out word level questions, highlighting the meaning of that word and its importance to the sentence. • Literacy Skills Quizzes have Constructing Meaning questions on identifying the overall message and Literary Analysis questions on the features of the text that are pivotal to comprehension. 	<ul style="list-style-type: none"> • 'Say, Mean, Matter Chart' p31 • 'Make a Mini Booklet'. p33 • 'Coding the Text' post-it-notes with VIP or ! for very important information to then summarise afterwards. p34-35 • 'Thinking Spot' on pivotal plot notes – writing down connections, predictions, questions and feelings. p43 • 'Multiple Entry Journals' to record important ideas as you read and why after you read. p30 • 'Nonfiction Conventions Notebook' to record examples of features in the text. p46-57 • Story Wheel with the most important element in the middle and surrounding characters, events themes in the wheel segments. p42 

Proficient Readers Are Able To...	Links With AR	Supporting Resources
<p>7. MAKE INFERENCES AND DRAW CONCLUSIONS</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Create a personal and unique meaning from the text. • Combine what has been read with prior knowledge to achieve their unique interpretation. • Aware of and search for implicit meaning. • Due to wanting to infer, readers slow down, re-read sections, converse, write or draw to better understand. • Pause to reflect and consider other interpretations and perspectives and engage in conversations about what they have read. • Draw conclusions and adapt interpretations. • During reading, they are aware their conclusions are changing, and can explain this. • Make critical and analytical judgements. • Inference helps them remember and reapply what they have read. 	<ul style="list-style-type: none"> • Questions on making inferences and drawing conclusions are asked within Literacy Skills Quizzes – Inferential Comprehension. • Correct and incorrect answers on inference and conclusion questions are fed back to the student via Literacy Skills TOPS Reports to make them aware of their acquirement of these skills. 	<ul style="list-style-type: none"> • ‘Inference Record Form’ - When I read __ I think (Inference) __ because. p14 • ‘Make a Mini Booklet’. p33 • ‘Coding the Text’ post-it-notes with I for Infer. p34-35 • Thinkmarks’ to ask questions that can be answered by inference. p63 • ‘Making Inferences’ with quote or picture from the text and my inference. p20 
<p>8. SUMMARISE AND SYNTHESISE</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Aware of text elements and structures coming together to build meaning and theme. • Bring together knowledge of e.g. character, setting, plot, sequence, theme, cause and effect, compare and contrast, problem and solution elements of a text to make a decision on overall meaning. • After reading they can express via oral, written, dramatic or artistic, a synthesis of what they have read. • The synthesis brings together a summary of the text, other text, prior knowledge, ideas and opinions presented in an original way. • Use synthesis to share, review and recommend books and explain how this helps their understanding. 	<ul style="list-style-type: none"> • Motivation acquired from being able to read appropriate books and scoring well on Reading Practice Quizzes leads to enjoyment of those books and encourages students to recommend books to others, bringing about a synthesis of what they have read. • Favourite Books Report provides feedback on students’ thoughts regarding their general enjoyment of the book, which is asked at the end of each Reading Practice Quiz. • Literacy Skills Quizzes have Inferential Comprehension questions on recognising cause and effect and comparing and contrasting. These quizzes also address questions on identifying setting, historical/cultural factors, analysing characters and plot to bring together the elements of what they have read. • Home Connect encourages students to talk about and explain what they have read to those at home. 	<ul style="list-style-type: none"> • ‘Coding the Text’ post-it-notes with 2+2 for Synthesize and ! for things you find interesting, hard to believe, or are unexpected. Write a summary on what/why you found this interesting. p34-35 • ‘Nonfiction Conventions Notebook’ to record examples of features in the text and how these bring together their understanding of it. p46-57 • One Sentence Summaries’ of who and what happened. p13 • ‘Make a Mini Booklet’. p33 • ‘The Four-Door Chart’ to fill in; Predict, Question, Clarify and Summarise. p32 

Proficient Readers Are Able To...	Links With AR	Supporting Resources
<p>9. CHECK UNDERSTANDING</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Know which bits make sense and which do not and whether it is important. • Know what they need to know to understand the text. • Read past the unclear passage, re-reading parts. • Know why they are reading and can select the important parts to achieve this. • Take a stance e.g. character view, book review, author techniques. • Decide what they are having trouble with and decode, analyse word structure or sound out. • Evolve their thoughts on the text using knowledge. • Explain how they solve the problem. Adapt the strategies and be independent, using some strategies more than others or combinations. • They pause, re-read, skim, scan, consider the meaning in text and reflect on their understanding with other readers. • Arrive at insight after struggle to comprehend a concept. 	<ul style="list-style-type: none"> • Accelerated Reader Reading Practice Diagnostic Report, TOPS and other reports give feedback on achievement of 85% average percentage correct on quizzes. This enables monitoring of understanding of what students have read. • Feedback on the correct and incorrect answers helps students know which parts they misunderstood. • Students look at their AR results with teacher support to help them make adjustments to their reading and improve their understanding. • AR program overall helps students recognise and reflect on their reading ability and know what their obstacles are and what they need to do next to improve. Students know their own reading ability and can match books levels to their own reading level, self-selecting appropriate books for success. • The practice promoted with AR of guided independent reading with accountability, provides a framework for students to check their understanding. • Literacy Skills Quizzes contain features on Constructing Meaning. Students are asked to deriving word or phrase meaning, identify the overall message, differentiate between fact and opinion and recognise persuasive language to help check their understanding. 	<ul style="list-style-type: none"> • 'One Sentence Summaries' of who and what happened. p13 • Challenge Bookmark, how I solved it. p19 • 'Coding the Text' post-it-notes with ? for information you are confused about or can't make sense of. Then write a question to express what puzzles you. p34 • 'The Four-Door Chart' 'to fill in; Predict, Question, Clarify and Summarise. p32 • 'Make a Mini Booklet'. p33 • 'Search and find' Non Fiction text. p45 • 'Strategies Bookmark' for 'when you are stuck'. p66 • '5 Finger Rule Cue Card' to help choose appropriate books suitable for my understanding. p62 • 'Fix-Up Strategies' bookmark with questions to ask when I don't understand what I read. p65 <div data-bbox="1102 909 1481 1249" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Fix-Up Strategies</p> <p style="text-align: center;">Questions to Ask When I Don't Understand What I Read</p> <div style="text-align: center;">  <p>When it doesn't sound right, Ask Yourself:</p> <ul style="list-style-type: none"> ✓ Do I need to sound out the words? ✓ Do other words in the text give me clues to an unknown word? </div> </div>
<p>10. BUILD FLUENCY</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Read orally with speed, accuracy and expression. • Understand how fluency is necessary for reading comprehension. • Engaged in reading for sustained periods for at least 20 minutes a day. • All strategies for comprehension of reading come together to develop automaticity and fluency. 	<ul style="list-style-type: none"> • Automaticity is increased with regular guided independent reading practice for Accelerated Reader. • Engaged time helps monitor time spent reading and students understanding of what has been read. Students make most amount of progress if they read between 19-35 minutes per day. • Points accumulation on AR builds with high volumes of successful reading activity, therefore encouraging students to spend more time reading and building on fluency to quiz on more books and longer texts. • Feedback on word count via Dashboard, TOPS and Word Count Report encourages higher volumes of successful reading. • AR helps develop book stock with librarians analysing and updating their book stock to ensure sufficient books are available for every student's ZPD range. • Oral reading fluency – words read per minute is reported within STAR Reading for students up to Year 5. 	<ul style="list-style-type: none"> • '5 Finger Rule Cue Card' to help choose appropriate books that will not slow down fluency. p62 <div data-bbox="1158 1406 1417 1890" style="border: 2px dashed red; padding: 5px;"> <p style="text-align: center;">STOP!</p> <p style="text-align: center;">And use the 5 finger rule when you choose a book!</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Read a page in the middle of the book. Put up one finger for every "clunk" you have.</p> <ul style="list-style-type: none"> 0 fingers – too easy 1-3 fingers – just right 4-5 – quite hard – go slow! 5+ – too hard for now </div>

Section 2.

RSP Symposium Presentation 'Top 10 Reading Strategies' With Resources





Top 10 Reading Strategies



Reading difficulties begin here....

Actual Differences in Quantity of Words Heard

In a typical hour, the average child would hear	
Welfare	616 Words
Working Class	1,251 Words
Professional	2,153 Words

Findings from the University of Oregon's research on early literacy.



Connection

Language



Reading

Thinking



Connection

Language, Thinking and Reading are interconnected. Reading involves cracking the alphabetic code to determine the words and then thinking about those words to construct meaning. Strategic readers address their thinking in an inner-conversation that helps them make sense of what they read.



Reading IS Thinking

"The purpose of reading is understanding."



Strategic Thinking

Stephanie Harvey and Anne Goudvis, authors of *Strategies That Work*, state that, "Getting readers to think when they read, to develop an awareness of their thinking, and to use strategies that help them comprehend are the primary goals of comprehension instruction..."



Strategic Thinking

"True comprehension goes beyond literal understanding and involves the reader's interaction with text. If students are to become thoughtful, insightful readers, they must extend their thinking beyond a superficial understanding of the text."

Stephanie Harvey and Anne Goudvis



Why teach reading strategies?

"Once thought of as the natural result of decoding plus oral language, comprehension is now viewed as a much more complex process involving knowledge, experience, thinking and teaching."

(Linda Fielding and P. David Pearson, 1994)



What strategies should be taught?

Researchers identified strategies that proficient readers use to construct meaning from text.

Pearson, Keene, Harvey, Goudvis, Robb and others summarised these strategies.



Top 10 Reading Strategies

1. Connect to the Text
2. Ask Questions
3. Expand Vocabulary
4. Predict & Prove
5. Sense It
6. Decide What's Important
7. Make Inferences Then Draw Conclusions
8. Summarise and Synthesise
9. Check Your Understanding
10. Build Fluency



Strategy 1: Connect to the Text

Making Connections: A Bridge From the New to the Known

Text to Self

Text to Text

Text to World



Strategy 2: Ask Questions

Asking Questions: The Strategy That Propels Readers Forward

"Questioning is the strategy that keeps readers engaged. When readers ask questions, they clarify understanding and forge ahead to make meaning. Asking questions is at the heart of thoughtful reading."

Harvey and Goudvis



Strategy 3: Expand Vocabulary

"The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text."

Report of the National Reading Panel (US)



Strategy 4: Predict & Prove (Guess & Check)

"Research suggests that when students make predictions their understanding increases and they are more interested in the reading material."

Fielding, Anderson, Pearson, Hanson



Strategy 5: Sense It

Visualising: A Tool to Enhance Understanding

"Active readers create visual images in their minds based on the words they read in the text. The pictures they create enhance their understanding." Teachers sometimes explain this as "creating a film of the text in your head." When students create scenarios and pictures in their minds while reading, their level of engagement increases and their attention doesn't wander.

Harvey and Goudvis



Strategy 6: Decide What's Important

"Thoughtful readers grasp essential ideas and important information when reading. Readers must differentiate between less important ideas and key ideas that are central to the meaning of the text."

Harvey and Goudvis



Strategy 7: Make Inferences Then Draw Conclusions

"Inferring is at the intersection of taking what is known, garnering clues from the text, and thinking ahead to make a judgment, discern a theme, or speculate about what is to come."

Harvey and Goudvis



Strategy 8: Summarise and Synthesise

The Evolution of Thought

Synthesising is putting together separate parts into a new whole... a process akin to working a jigsaw puzzle.

Harvey and Goudvis



Strategy 9: Check Your Understanding

"If confusion disrupts meaning, readers need to stop and clarify their understanding. Readers may use a variety of strategies to "fix up" comprehension when meaning goes awry."

Harvey and Goudvis



Strategy 10: Build Fluency

"Fluency is important because it frees students to understand what they read."

Report of the National Reading Panel (US)



Reading Strategies CAUTION!

"Although these strategies tend to be introduced independently, readers rarely use these in isolation when reading. These thoughts interact and intersect to help readers make meaning and often occur simultaneously during reading."

Harvey and Goudvis



ONE - SENTENCE SUMMARIES

Read one long sentence/chapter from your book. Fill in the first 2 columns and the 3rd one if needed.

WHO or WHAT?	WHAT Happened?	To WHAT or WHO?

Inference Record Form

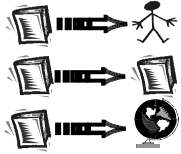
Name _____

When I read, (words from text)

I think (inference) _____

because _____

(My background knowledge)



Making Connections Chart

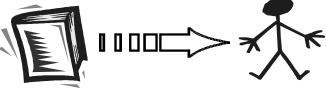
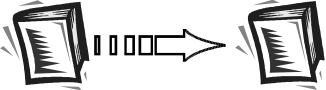
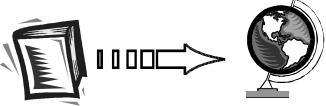
Name:

Date:

What the text is about	What it reminds me of

Making Connections - Self, Text, World

Name: _____
Date: _____

Connection Type	Phrase/Situation in Text	My Connection
		
		
		



Asking Questions

Quote from text

My Question

Possible Answer

Quote from text

My Question

Possible Answer



Asking Questions: before, during & after reading

Name:

Date:

Questions before reading:

Possible answers:

Questions during reading:

Possible answers:

Questions after reading:

Possible answers:

Title: _____ **Author:** _____ **Date:** _____

CHALLENGE BOOKMARK	Challenge	Page #	How I solved the challenge

Title: _____ **Author:** _____ **Date:** _____

CHALLENGE BOOKMARK	Challenge	Page #	How I solved the challenge

Title: _____ **Author:** _____ **Date:** _____

CHALLENGE BOOKMARK	Challenge	Page #	How I solved the challenge



Making Inferences

<i>Quote or Picture from the Text</i>	<i>Inference</i>

Thinking about Connections

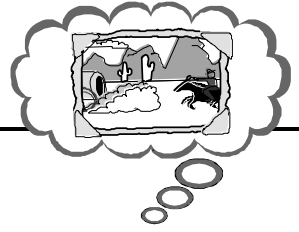
Text to Self, Text to Text, Text to World

Record your thoughts about connections that you make whilst reading a book.

Book Title:

Author:

When I read the part about...	It reminded me of...



Visualising

See

Name:

Title of Book:

Author:

Date:

Hear

Smell

Feel

Taste

Strategies for Expanding Vocabulary

Research suggests that beyond the first 10,000 words used by adults, the rest are rare words, and these play a critical role in reading. The eventual strength of our vocabulary is determined not by the common 10,000 words, but by how many rare words we understand. 'AR Vocabulary Quizzes' are an excellent way to monitor the development of students' vocabulary, once they have finished reading the book. The following are strategies/activities that help expand students' vocabulary as they are reading.

1. Stages of Word Knowledge and developing jargon¹

Stage 1: No clue → **Stage 2:** Have heard/seen it → **Stage 3:** Think I know it →
Stage 4: Know it well/can use it in a sentence.

As a pre-reading activity, students might examine a list of specialised vocabulary for that particular lesson. Part of ownership involves students assessing what level of knowledge they have regarding those words. Those students who "know it well" can share their prior experiences with the words.

2. Word knowledge is developed by repeating the words in a variety of contexts

Looking at various aspects of a word is important. The following are ideas for quick activities that students can do to consolidate their knowledge of new words (reading journals can be used for these activities):

- a. Describe the words – What are examples of the word? What is it not? Explain attributes.
- b. Support the words with visuals – Logographics (see below)
- c. Connect the words to their lives
- d. Extend the words with anecdotes
- e. Explore word opposites
- f. Make associations – Ask students when they have heard or seen this word. Ask how they will remember the word.
- g. Give definitions – Initially ask for student definitions and follow up by consulting a dictionary.
- h. Compare and contrast
- i. Question
- j. Chart characteristics
- k. Rephrase sentences
- l. Provide tactile experiences
- m. Give example of correct and incorrect usage
- n. Make analogies

3. Wordstorming²

- a. Students write down all the words they can think of related to a given topic.
- b. When the list-making slows down, add words to the list by asking them guided questions about the topic.
- c. Ask the students to group and categorise their words. One column can be for miscellaneous words.
- d. Introduce a word that you think should be included and ask the students which category they think it belongs to and add it to that.

Example: On a scrap piece of paper, record all the words you associate with weightlifting. Share your list with a partner. What are names of different muscle groups? What are names of weightlifting equipment?

4. Make a picture: Logographics

The brain loves pictures. By asking a student to draw a visual symbol for the word, the teacher is asking the student to create a personal connection. After that, the personalised drawing creates a rapid association with the word's meaning. Memory is said to increase by 50% by making a graphic representation.

- a. Construct a visual image that connects the target word with the meaning
- b. One connection could be auditory. Example: 'Carlin' means old woman. The word "car" could generate a picture of an old woman driving a car.

¹ Can be used in most subjects to introduce new topics/reinforce prior knowledge. It can also serve well as a quick starter/settling down activity to reading lessons and DEAR time.

² Can be used in most subjects to introduce new topics/reinforce prior learning. It can also serve well as a quick starter/settling down activity to reading lessons and DEAR time.

5. Context Clues

- There is *rich* and *lean* context.
- *Rich Context* - Current textbooks have rich context providing typographical clues and detailed explanations; students can learn from this text structure.
 - Typographical Clues: While they are reading have students look at:
 - a. Bold-faced, italicised words
 - b. Footnotes
 - c. Parenthetical definitions
 - d. Illustrations
 - e. Charts, graphs
 - f. Glossary
 - Contextual Clues: While they are reading instruct students to look at how the word is used in the sentence, and then look at the surrounding sentences. When contextual clues are provided, have the students look for:
 - a. Synonyms
 - b. Antonyms
 - c. Concrete examples
 - d. Descriptions, or finally the actual
 - e. Definitions
- *Lean Context* – Books might not provide enough clues to infer the word’s meaning. We often tell students to “use the context” to guess a word’s meaning. Research has found that in many print situations there are not enough clues to define the words. Readers may get the “gist” of the word but will need more experience with the word. Structural analysis like knowing word parts, is one tool:
 - *Word parts* – Looking for roots, prefixes and suffixes will add to the students’ knowledge of words.

6. Word Walls

Word walls are a good way to visually engage with unfamiliar words and they can be organised alphabetically or thematically. Often when the word wall exists, the words creep into students’ oral vocabulary as well as into their writing. Emphasise the relationships between words on the wall. Also students will incorporate the words that teachers use frequently in their lessons. The words become a part of their expressive vocabulary.

7. Pronouncing words

The following strategies will allow students to sound out any unfamiliar words:

- a. Look for chunks you know. Chunks of words could be prefixes, suffixes, roots, or base words. Small sections of words could remind you of a rhyme pattern, or word family like “ate.”
- b. Underline the vowel sounds. When you underline the vowels, you can determine how many syllables there will be. Be careful to stress that students should look for vowel sounds.
- c. Use the syllable pattern to break down the word.
- d. Sound out the word. Blend the sounds together.
- e. Sound out the word and ask yourself if the word sounds right and makes sense.
- f. Consult a dictionary – paper or electronic.

8. Games

- a. Word Jars – students write down new words they have seen or heard on slips. And place them in a jar. Teachers can pull out two words and discuss them in DEAR time. These can also be linked to rewards systems already in place in schools.
- b. Draw pictures of words with multiple meanings: bat for example. This is a good activity to use with EAL students.
- c. Creating new words with roots.
- d. Encourage students to play word game like Scrabble, Crosswords, Pictionary etc. there are a lot of free versions of games on the internet and on most app stores.

Section 3.

DEAR Time Resources and Generic Activities



Comprehension Strategies

DEAR time resources

Monitoring Comprehension: Proficient readers successfully leave tracks of their thinking when actively reading a text (metacognition) therefore self-monitoring their comprehension. For struggling readers it is often useful to use the 'Hansel and Gretel' breadcrumb trail analogy to explain the concept. Whilst students are honing their reading skills they should be encouraged to leave physical tracks (some ideas are listed below) of their thinking, so that they can demonstrate to teachers who will be monitoring them, how much of the text they have comprehended. Additionally, it makes it easier for the students to revisit and revise sections that have already been read, should the need arise (it is also a quick revision tool prior to taking Accelerated Reader quizzes).

Written response to literature

- Reading journals – it is a good idea to provide students with exercise books that they can use as journals to record all their thoughts, notes, post-it notes, ideas etc. while they read. It will stop them from scribbling on library books. (See attached – Reading Journals: Ideas and activities)
- Charting thinking records – lots of examples, can be used for demonstration in lessons: http://pinterest.com/kristin_k/thinking-maps-anchor-charts/
- Post-it notes – these can be put in the reading journals rather than in library books
- Double entry journals – 'Say, Mean, Matter Charts' etc. (See attached examples)
- Venn diagrams
- Column charts – see attached examples
- Letters to other readers and authors
- Quick write – about characters, plots, themes etc. (See attached example)
- Highlighting
- Story maps/webs
- Story wheels – see attached example
- Coding text – see attached example
- Timelines
- Bar and line graphs
- 4-door charts – see attached example
- Thinking Spots charts – see attached example

Artistic responses

- Sketches
- Collages
- Mobiles
- Cartoon Strips
- Storyboards
- Posters
- Group depictions of text concepts
- Story Wheels – see attached sheet
- Artistic metaphors
- Artistic timelines
- Photographs of the mind

Oral Responses

- Four-way-share – first two students share their ideas, then they share their ideas with another pair.
- Think alouds – articulate your thought process about the text you are reading and how you form an understanding of the key concepts etc. (teachers might need to model this technique)
- Think-pair-share
- Book clubs
- Large and small group sharing
- Notice and share
- Strategy study groups

Dramatic Responses

- Student-created dramatic representations of text content or students' use of a strategy

18 points to consider when checking for comprehension

Does the student:

1. *Possess and activate* rich background knowledge
2. *Classify* within given categories (i.e. listing or grouping objects)
3. *Classify* by generating categories (i.e. how could you group these words?)
4. *Generate* titles for short stories or paragraphs
5. *Identify* events in correct sequence, from a story (often by retelling)
6. *Fill out* Story Map Graphic Organizers
7. Orally *recount* stories, including the 5 W's
8. Accurately *sum-up* single, lengthy sentences
9. *Distinguish* between important and interesting information
10. *Distinguish* between fact and opinion
11. *Identify* a topic sentence in a paragraph
12. *Scan and Skim* to *locate* key words, important events, or ideas
13. *Identify* text features and pattern of organization (text structure)
14. *Infer* meanings of words, idioms, figurative speech, & homonyms
15. *Give evidence* for the author's message; theme
16. *Generate* a main idea
17. *Generate* supporting details
18. *Paraphrase* the author's words into your own words

Reading Journals: Ideas and activities

As you read, write your personal response in your reading journal. State your feelings, thoughts, reactions, and questions about situations, ideas, actions, characters, settings, symbols, plot, theme, and any other elements of the book. You can't be wrong in your responses, so take some risks and be honest. Write about what you like or dislike, what seems confusing or unusual to you. Tell what you think something means. Make predictions about what might happen later. Relate your personal experiences, which connect with the plot, characters, or setting. Don't just summarise the plot. Let me hear your voice.

1. I wonder what this means...
2. I really don't understand this part...
3. I really like/dislike this idea because...
4. This character reminds me of somebody I know because...
5. This character reminds me of myself because...
6. This character is like (name of character) in (title of book) because...
7. I think this setting is important because...
8. This scene reminds me of a similar scene in (title of book) because...
9. I like/dislike this writing because...
10. This part is very realistic/unrealistic because...
11. I think the relationship between _____ and _____ is interesting because...
12. This section makes me think about, because...
13. I like/dislike (name of character) because...
14. This situation reminds me of a similar situation in my own life. It happened when...
15. The character I most admire is _____ because...
16. If I were (name of character) at this point, I would...

Here's another list...

These are guidelines for you to use. Remember your reading journal is a place to record your reactions and questions, not a place to simply summarise what you've read. Sometimes a summary will be necessary to get your point across.

1. What you like or disliked and why
2. What you wish had happened
3. What you wish the author had included
4. Your opinion of the characters
5. Your opinion of the illustrations, table, and figures
6. What you felt as you read
7. What you noticed about how you read
8. Questions you have after reading

More ideas: After reading a certain section ask yourself the following questions:

1. How did this section of my book make me feel?
2. Did it remind me of anything that has happened in my life?
3. Did I learn anything from it? Can I take anything from it to improve myself?
4. Can I make any predictions on what may happen next? Why do I think these things will happen?
What details in the section support my prediction?

After you have asked yourself these questions, decide which would make the best entry from your response journal. You may certainly use other ideas of your own. Just make sure you include more than just a summary of what is happening. Support your summaries with what you are feeling as you read your book; doing this will help you get the most out of your book.

Sample Sentence Starter:

I began to think of...

I love the way...

I can't believe...

I wonder why...

I noticed...

I think...

If I were...

I'm not sure...

My favourite character is... and why...

I like the way the author...

When I don't know a work I...

I felt sad when...

I wish that...

This made me think of...

I was surprised...

It seems like...

I'm not sure...

Some of the illustrations...

This story teaches...

I began to think of...

Invite students to discuss the books they are reading. Here are some suggested prompts:

- What did you think about the story?
- What did you like best about this book?
- What was your favourite part of the book?
- What was the most important thing you learned about _____?
- What was the most interesting thing you learned about _____ (about the topic)?
- What else would you like to know about _____ (give the topic)?
- Invite them to make predictions. What do you think the character will next? Don't forget to talk about whether their predictions were confirmed or disproved.
- Invite students to make connections to other books. Do you remember another story we read about _____? How are the stories alike? How were they different?
- Invite children to make personal connections. Have you ever had to make a really difficult decision like the character in this book?
- Ask students about character attributes:
 - How would you describe _____?
 - What do you think made _____ behave that way?
 - How would you describe _____ at the beginning of the book? ...at the end of the book? What do you think makes _____ tick?

When students make comments about books, make sure you follow up their comments by asking comments, such as, "What made you think of that? What clues did the author give to make you think that?"

Multiple Entry Journals

As You Read...	After You Read...
<ul style="list-style-type: none">• Important words• Main ideas• Key parts of the chapter/story	<ul style="list-style-type: none">• Predictions about what will happen based on your reading• Why you selected the ideas you did as main ideas

Say, Mean, Matter Chart

Chapter/Page Number	Say (What information is being presented? What facts are presented?)	Mean (What does this information mean? What are its implications? What thoughts/emotions does it evoke?)	Matter (So what? What is the significance of this text? What are its impacts?)

The Four-Door Chart: A Reading Comprehension Tool

This chart is an 8.5-inch × 11-inch sheet of paper, folded to create four doors that students open and write brief responses behind. Each door is labelled with one of the four cornerstones of comprehension strategies—*predict*, *question*, *clarify*, *summarize*. Students can decorate the doors by sketching cartoon characters or drawings that represent each of the Fabulous Four characters. For example, students may sketch Madam the Powerful Predictor (a fortune teller) or a crystal ball for predicting, Quincy the Quizzical Questioner (a game show host) or a microphone for questioning, Clara the Clarifier (a sophisticated lady who uses a pointer) or a pair of glasses for clarifying, and Sammy the Super Summarizer (a cowboy) or a lasso for summarizing. Then, students write a one- or two-sentence response inside each door.

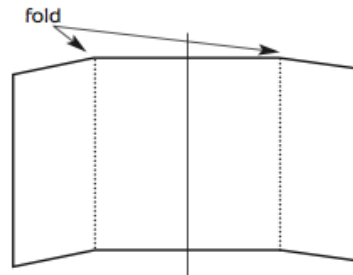
Students can use the Four-Door Chart whilst reading their AR books (also during discussions with their teacher and classmates). Their written responses can provide the teacher with a quick assessment tool during AR/and Literacy lessons. If you want to evaluate the quality and depth of students' questioning, for example, collect the completed charts and look for each student's ability to ask higher-level questions. If students are asking only literal questions, you will know that they are struggling with questioning and will be able to adjust your instruction accordingly.

Directions for making a 4-door chart:

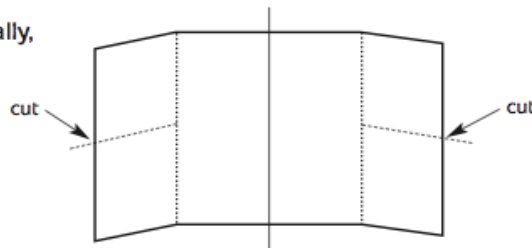
1. Place an 8.5-inch × 11-inch sheet of white paper horizontally on a flat surface.



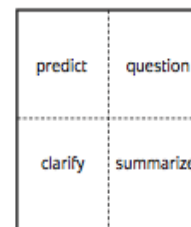
2. Fold both sides of the paper toward the middle to form two doors.



3. Using scissors, cut the doors in half horizontally, making four doors.



4. Have students write the words *predict*, *question*, *clarify*, and *summarize* on the outside of the doors.



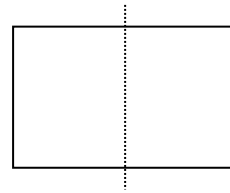
5. Have students write their names on the backs of their Four-Door Charts.

*Idea: Write headings on each page
e.g. Setting, Characters, Plot,
Important Events, Questions,
Connections, Predictions etc. for
students to record their thoughts.*

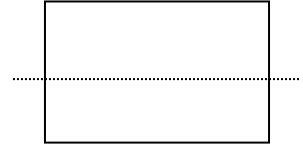
Make a Mini Booklet

8 page Booklet:

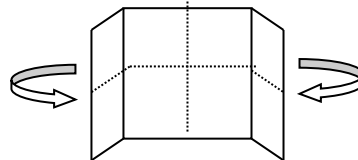
1. Fold A4 sheet in half, like a book. Score with fingers along the fold.



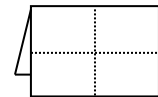
2. Open it out and then fold in half again (like a long tent). Score along the fold.



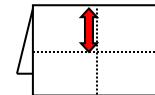
3. Open it out like a 4 section flag. Then, fold the left and right edges into the centre to make 8 sections. Score along the folds.



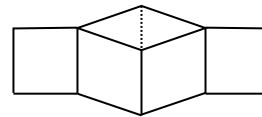
4. Open it out and then fold in half again like a book. Then, turn it around to look like a 4 section flag



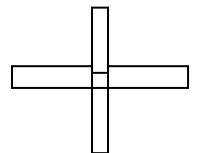
5. Cut or tear along the centre of the folded edge down the line until the middle point.



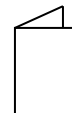
6. Open out long ways and stand it up like a tent. There will be an open diamond shape in the middle.



7. Hold the corner sections and push inwards to join 4 doors at the middle, like a cross roads.

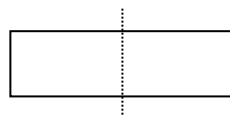


8. Press down flat. Fold over right to see your finished 8 page booklet.



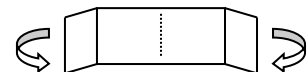
10 page Booklet:

9. Use 1 long half of an A4 sheet.

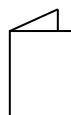


10. Fold it across in half and score.

11. Open it out and then fold the left and right edges into the centre and score.

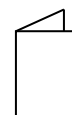


12. Fold over right to make a 4 page booklet.



13. Wrap this around the outside of your 8 page booklet, tucking the first page inside the first fold of the original booklet to help secure it together.

14. Press down flat. Fold over right to see your finished 10 page booklet.



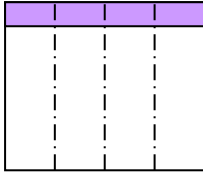
Coding the Text

Text coding is a strategy used to help students keep track of what they are thinking while they are reading. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on post-it notes. As students make connections, self-question, and respond to what they reading, they are self-monitoring their comprehension and therefore they enhance their long-term understanding. The codes help students name and remember a particular thinking strategy and track the thinking throughout the text. Following are options for students to use while coding text.

Symbol	Meaning
T-S	Text-to-self connection
T-T	Text-to-text connection
T-W	Text-to-world connection
V	Visualize or make a picture in my head
P	Predict
I	Infer (read between the lines)
2+2	Synthesize (put together)
!	Important
?	Question: I wonder; I don't understand; or Puzzles me
+	New information (clarify)
X	I thought differently
=	Reminds me of...
ü	Confirms what I thought

Reading Strategy: Coding the Text*

Materials: 2 post-it-notes, cut into 4 pieces, each with sticky on the end.



Coding Key:

- VIP** Very important information, key concepts
- ?** Information you are confused about or can't make sense of
- !** Things you find interesting, hard to believe, or are unexpected

As you read the text...

Use your 8 post-it-note "**markers**" to mark sections of your text that you think are key concepts or information (**VIP**), or information you're confused about or that doesn't make sense (**?**), or information you find interesting, hard to believe, or was unexpected (**!**).

You may find that you need to move your markers as you read new information. Your goal is to use all eight markers.

When you finish reading...

Go back to each marker and place the appropriate symbol on each marker:

VIP, ?, or !

For every 'VIP' summarise the information in your own words

For every '?' write a question to express what confuses you or doesn't make sense

For every '!' summarise what/why you found this interesting

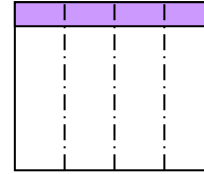
Note: keep these markers in your text; they will be helpful prior to taking your AR quiz

When you finish your markers...

Transfer the information from your markers into your **Reading Journal**

Reading Strategy: Coding the Text*

Materials: 2 post-it-notes, cut into 4 pieces, each with sticky on the end.



Coding Key:

- VIP** Very important information, key concepts
- ?** Information you are confused about or can't make sense of
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For every '?' write a question to express what confuses you or doesn't make sense

For every '!' summarise what/why you found this interesting

Note: keep these markers in your text; they will be helpful prior to taking your AR quiz

When you finish your markers...

Transfer the information from your markers into your **Reading Journal**

* Two copies for photocopying



* copies for photocopying

Using Context Clues

When you come across words you do not know, ask yourself these 4 questions:

1. Can I work out the word from the rest of the sentence?
2. Can I work out the word from what I know about the text?
3. Can I work out the word from the prefix or suffix?
4. Can I see any words I know within the word?

Example:

It was **atypical** for Lucy to not have done the homework; she was normally a very hardworking student. However, the teacher couldn't bend the rules and she was given a detention.

- **Can I work out the word from the rest of the sentence?**

*It was atypical for Lucy to not have done the homework; **she was normally a very hardworking student.** However, the teacher couldn't bend the rules and she was given a detention.*

The rest of the sentence tells us she usually works hard and is a good student.

- **Can I work out the word from what I know about the text?**

*It was atypical for Lucy to not have done the homework; she was normally a very hardworking student. **However, the teacher couldn't bend the rules and she was given a detention.***

The text tells us she was given a detention because the teacher couldn't treat one student differently, even if she was normally a good student.

- **Can I work out the word from the prefix or suffix?**

It was atypical for Lucy to not have done the homework; she was normally a very hardworking student. However, the teacher couldn't bend the rules and she was given a detention.

Prefix	Definition
a-	not or without
anti-	against or opposite to
auto-	Self
dis-	not, or away
in-	not
il-	not
im-	not
ir-	not
inter-	between

Prefix	Definition
mis-	wrong
post-	after
pre-	before
pro-	for, or forward
re-	again, or back
sub-	under
super-	above
trans-	across
un-	not, or in reverse

The chart tells us that 'a-' means not or without. If I add this to my word it means 'not typical.'

- **Can I see any words I know within the word?**

It was atypical for Lucy to not have done the homework; she was normally a very hardworking student. However, the teacher couldn't bend the rules and she was given a detention.

I can see the word typical, which I know means 'usual'.

If I use all these clues together, I can guess: atypical – not usual behaviour.

YOUR TURN:

Try to define the words in bold.

1. The day was dragging on and it felt like the clock was moving **anticlockwise**.
2. You are so **immature** with your constant complaining and tantrums.
3. Because of his **miscalculation**, he didn't do very well on his maths test.
4. After only a few people attended, they **disbanded** the club.
5. It is **immaterial** which book you select, as long as it is in your reading range.
6. Please take proper **precautions** in science class when using dangerous chemicals, like wearing protective eyewear.
7. The teacher was disappointed with the class because their work was **substandard**.
8. Bonus Question: When a book is banned, there is often **illicit** buying and selling of the novel.

Using prefixes:

Write out how each prefix would change the definitions of the words below:

Misreading:

Rereading:

Now try making up some new words using the prefixes e.g. Subreading:

1. _____
2. _____
3. _____
4. _____
5. _____

Links to Accelerated Reader:

Find 3 words you do not know from your book and write out the sentences they are used in below:

1. _____

2. _____

3. _____

Now, using the 4 questions, can you break these down and figure out the definitions?

1. _____
2. _____
3. _____

Challenge: How could you apply this knowledge to your STAR READING test?

Games that aid vocabulary acquisition:

1. **Vocabulary Snowballs:** split the class into two teams on different sides of the room. Each side is given a sheet of paper on which they must write a new vocabulary word and use it in a sentence. The team can then crumple up the piece of paper and throw it to the other side of the room. That team then must provide a definition before they are allowed to throw it back and score a point. Only correct definitions score points.
2. **Collaborative stories:** split the class into small groups and give them one piece of paper per team. Then give them a list of 5 new vocabulary words that they need to incorporate into their story. Pupils work together to write the story by passing around the piece of paper amongst their team and each adding a sentence to it. The first team to use all 5 new words correctly wins!
3. **20 Questions:** a new vocabulary word is selected from an AR book. Check that no student knows the definition. This is then written on the board by the teacher. Pupils then have 20 questions to ask to the teacher, which must have only 'yes or no answers,' to figure out the definition.

Acquiring Vocabulary

Directions:

1. As you read your Accelerated Reader book today, please fill in the first column of the chart below with 5 words you do not know.
2. Look up the definition; decide the part of speech (using the chart on the next page) and use it in a sentence.
3. Finally, if you would like a challenge, complete the last two columns.
 - a. Sometimes words have more than one meaning. Look through the dictionary again and see if you can find any other definitions for the same words.
 - b. If we want to remember this new word, we need to make links with other words we know. Look it up in the thesaurus and list the synonyms you already know.

Unfamiliar Word	Definition	Part of Speech (use the chart on the next page to help)	Sentence	Alternate meaning for the word	Synonyms I already understand
1.					
2.					
3.					
4.					
5.					



Quick writes are brief, timed writing opportunities that require 2 -10 minutes to integrate writing and critical thinking practice and help students become fluent, organised, confident, competent readers, writers and thinkers.

1. Promoting personal connections

Think back to the last few pages of the books that you have been reading. Did you feel any personal connections with any of the characters, places, events etc.?

This activity also works if students have just chosen their books; get them to write about what made them interested in the book in the first place and explicitly to mention any personal connections they might have felt existed.

2. What's in a Word?

Pick a word that you have read in the book. What are the first images or thoughts that come to your mind? Write for 5 minutes about this word, the emotions, the feelings, the thoughts, and the stories that occur to you.

3. Summarising reading

Using your own words, write a one-paragraph summary of the last chapter you have just read. What was the main point of the chapter? What specific details or examples did the author use to support his idea? Did you encounter passages or phrases that made a particular impression on you? What were they? Why did they make such a strong impression? Do you agree or disagree with the author? Why?

4. Promoting reflection

Quick writes can be used to inspire students to reflect upon their reading – encourages students to include specific, detailed information in their response.

A Bird's Eye View of a character

Write a first person description of one of the characters in the novel as if you were describing yourself to another person. Who are you? Who are you on the outside – when you're with others? Who are you on the inside – when you're by yourself? What important personality traits do you carry with you wherever you go? What professional attitudes and behaviours are you working to improve? Which of the On Course principles are your strengths? Your challenges?

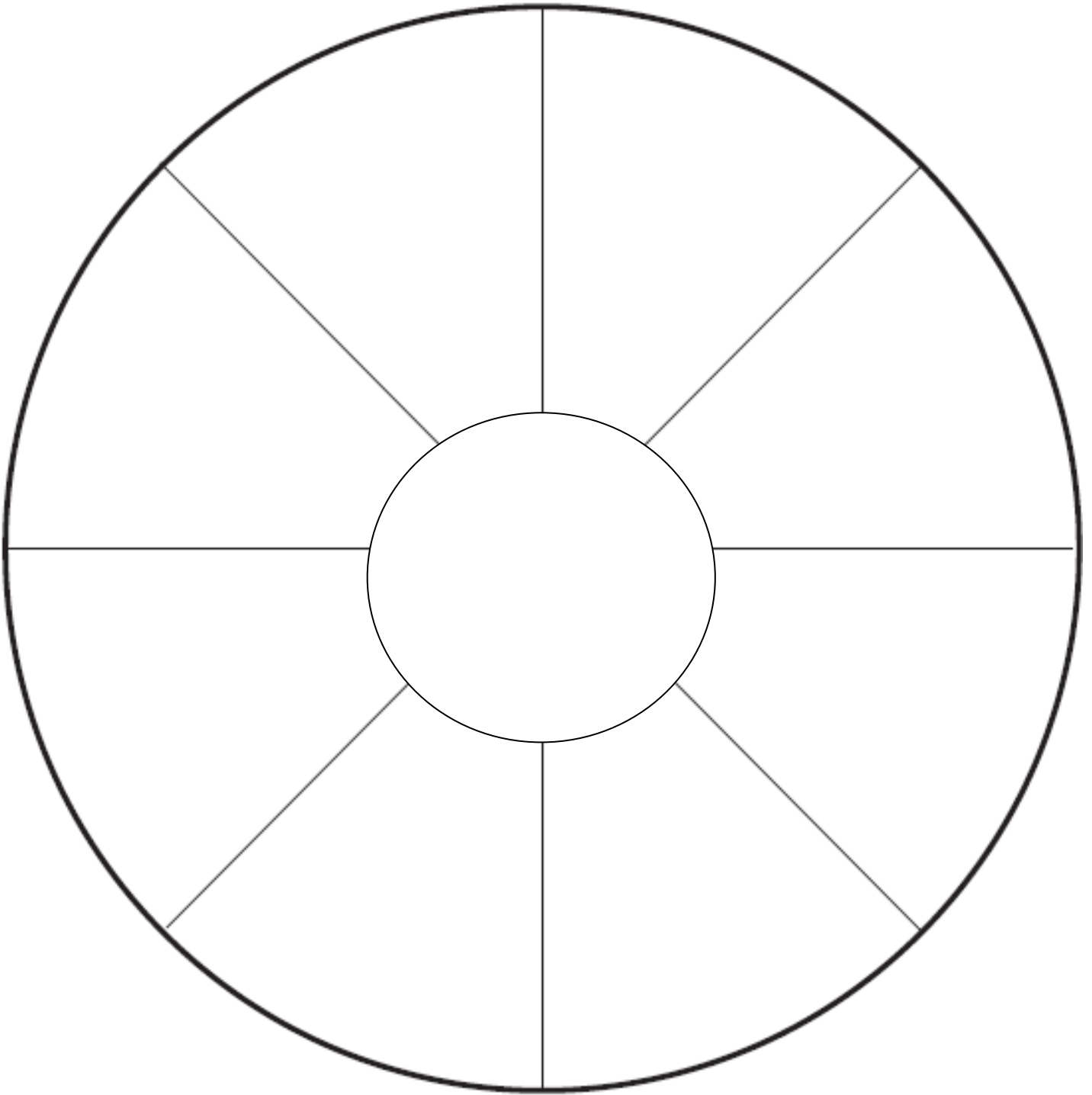
5. Encouraging critical thinking

Students in many disciplines are asked to write speeches, essays, and research papers that require them to take a stand on an issue. Students must be able to make a claim and support their position clearly and logically. This quick write is one of the first steps in the process of writing a persuasive essay. Because thinking critically requires examining alternative points of view, in one lesson ask students to choose a statement with which to agree or disagree, and in the next lesson ask them to take the opposite point of view. The statements could relate to anything in the books that they are reading.

6. Making predictions, inferences, and hypotheses

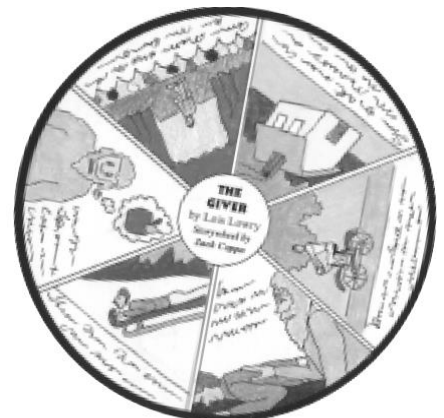
What do you think will happen next? Please include as much specific detail as possible.

Story wheel



Instructions:

For every segment of the wheel choose either a character, event, theme, idea or something that caught your eye in the story and jot down your thoughts about them. You can even draw if you like. In the central circle draw/write about what you think is the most important aspect of the story.



Thinking Spot

Whilst reading students use these to jot down notes that they think are pivotal to the plot. They may write down connections, predictions, questions, feelings, and word selection by the author. The expectation is that for every AR book read, the student will have 3 items to ponder on each week.

<u>Thinking Spot</u>		<u>Thinking Spot</u>	
Name: _____	Name: _____	Title: _____	Title: _____
Title: _____	Title: _____	Author: _____	Author: _____
Author: _____	Author: _____	Page _____	Page _____
Page _____	Page _____	Page _____	Page _____
Page _____	Page _____	Page _____	Page _____
Page _____	Page _____	Page _____	Page _____

Section 4.

Non-Fiction Resources

Does it...

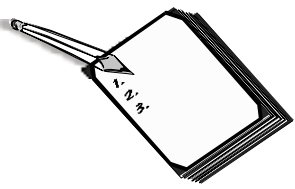
**Look
right?**



**Sound
right?**

**Make
sense?**





SEARCH & FIND

How many examples of these text features can you find in your textbook? Keep a tally (I) each time you find one. Write the page number beside the first example you find. After that only (I) each time you see another example.

Team Members:

Title	
Sub Title	
Information in boxes with a different coloured background.	
Labelled pictures or diagrams	
Cut-Away diagram	
Photographs	
Table or Chart	
Bold Print	
Caption	
A picture sequence or flow chart	
Maps	
Graphs	

Nonfiction Conventions Notebook

Labels help the reader identify a picture or a photograph and its parts.

My example of labelling:

My example of a label



Nonfiction Conventions Notebook

Photographs help the reader understand exactly what something looks like.

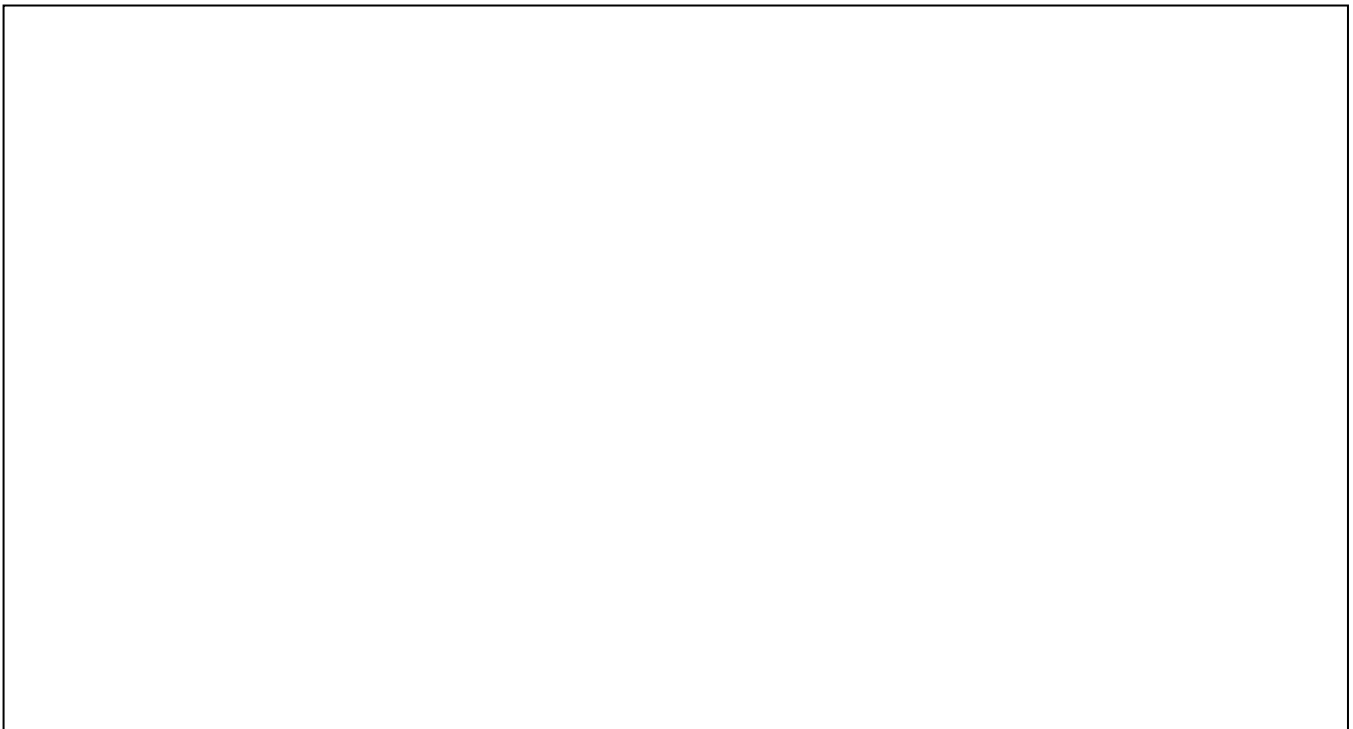
My example of a photograph was found on page _____

in the book titled, _____

It was a photograph of a _____ .

It helped me learn _____

Here is another example of a photograph:



Nonfiction Conventions Notebook

Captions help the reader better understand a picture or photograph.

My example of a caption is:



Nonfiction Conventions Notebook

Comparisons help the reader understand the size of one thing by comparing it to the size of something familiar.

Here is my example of comparisons:



Nonfiction Conventions Notebook

Cutaways help the reader understand something by looking at it from the inside.

Here is an example of a cutaway:



Nonfiction Conventions Notebook

Maps help the reader understand where things are in the world.

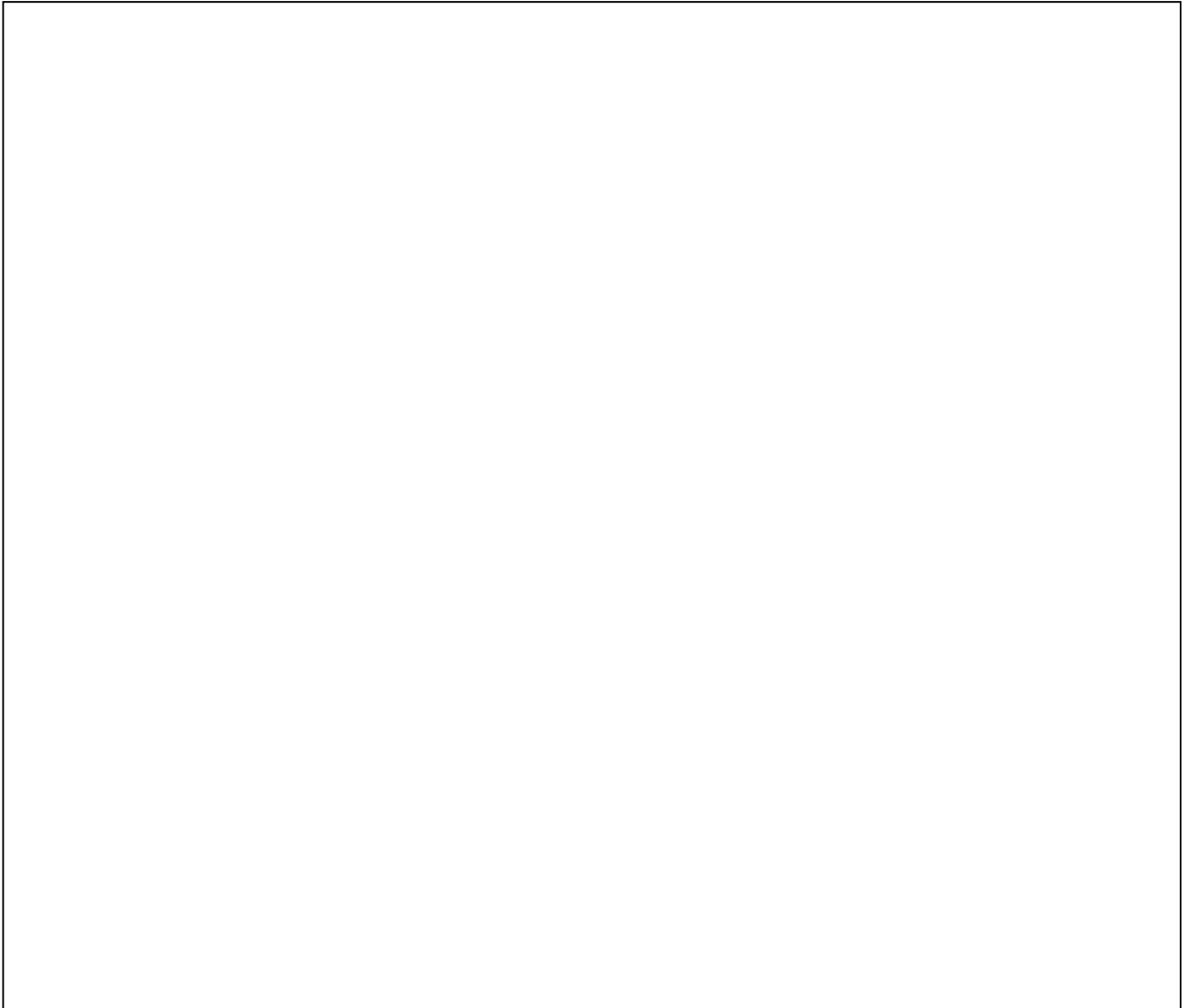
Here is my example of a map:



Nonfiction Conventions Notebook

Types of print help the reader by signalling, "Look at me! I'm important!"

Here is my example of a special type of print:



Nonfiction Conventions Notebook

Close-ups help the reader see details in something small.

Here is my example of a close-up:



Nonfiction Conventions Notebook

Table of Contents help the reader find key topics in the book in the order that they come.

Here is an example of a table of contents for a book about

List at least 4 chapters.

--

Nonfiction Conventions Notebook

Index is an alphabetical list of almost everything written in the text, with page numbers so you can find the information.

Here is my example of an index in a book about

List at least 5 words and include the page numbers.

Nonfiction Conventions Notebook

Glossary helps the reader understand key words that are in the text.

This glossary could be from a book about _____

_____.

Here is my example of a glossary:

List at least 2 words and include the definition of the words. The two words should be in alphabetical order.

Nonfiction Conventions Notebook

Table helps the reader understand important information by listing it in a table or a chart form.

Here is my example of a table:

A large, empty rectangular box with a thin black border, intended for the student to draw or write an example of a table.

Section 5.

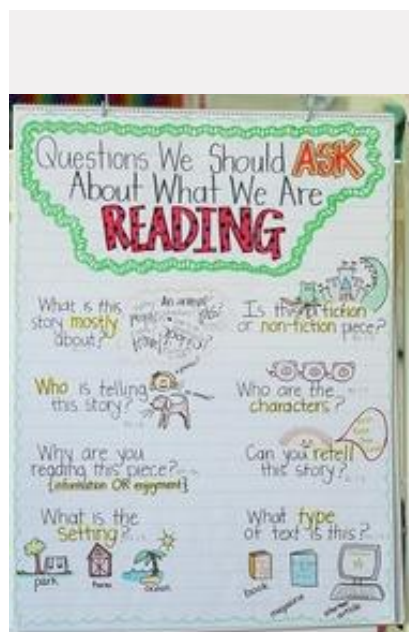
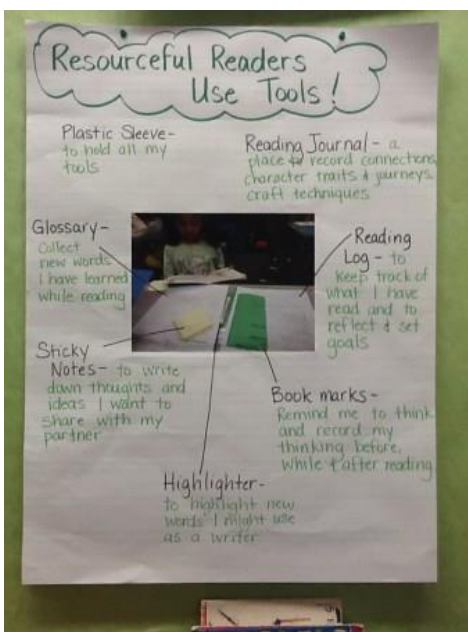
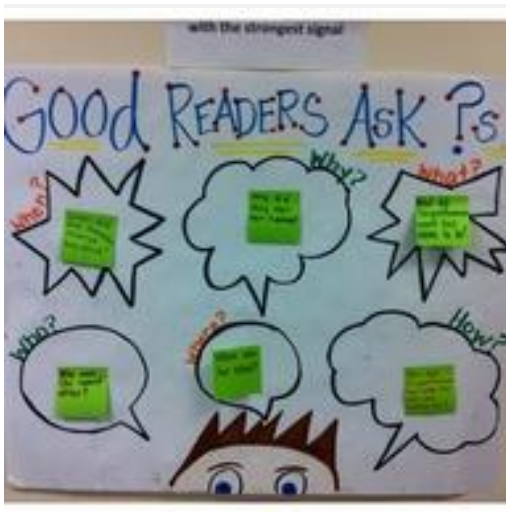
Posters and Bookmarks



**Reading
Soooooo
Is
Delicious!**

Thinking Map/ Anchor Chart Displays

Examples below and further ideas are from the following website; http://pinterest.com/kristin_k/thinking-maps-anchor-charts/



Questioning to Understand

*How could
that be?*



Asking questions and looking for answers -
before I read
as I read
after I read.

*I wonder... I was confused when...
How could that be? Why do you think?
Who... What... Where... When...*

Determining Important Ideas



I understand the main ideas of the text and what the author's message is.

The text was mostly about...

The author is trying to tell us that...

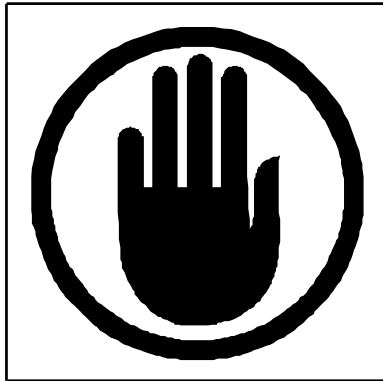
I learned...

The important details were...

5 Finger Rule Cue Card

STOP!

And use the 5 finger rule when you choose a book!



Read a page in the middle of the book.

Put up one finger for every “clunk” you have.

0 fingers – too easy

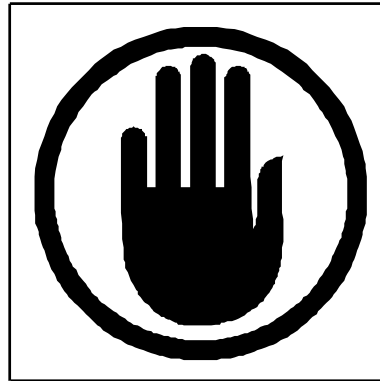
1-3 fingers – just right

4-5 – quite hard – go slow!

5+ - too hard for now

STOP!

And use the 5 finger rule when you choose a book!



Read a page in the middle of the book.

Put up one finger for every “clunk” you have.

0 fingers – too easy

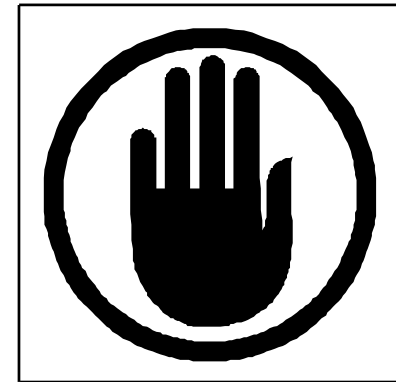
1-3 fingers – just right

4-5 – quite hard – go slow!

5+ - too hard for now

STOP!

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Read a page in the middle of the book.

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Asking Questions Thinkmark



?	question... I wonder...
---	----------------------------

C	confusing
---	-----------

Questions Can Be Answered...

T	in the text
---	-------------

I	inferred
---	----------

BK	from background knowledge
----	---------------------------

R	by research
---	-------------

Asking Questions Thinkmark



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---	-------------

I	inferred
---	----------

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----	---------------------------

R	by research
---	-------------

's

Thinkmark

As you respond to your reading, write the page number you stopped on.

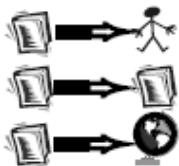
Here are some ways you can respond:



Make a prediction



Ask a question



Make a connection



Write down words or phrases which help you visualize

's

Thinkmark

As you respond to your reading, write the page number you stopped on.

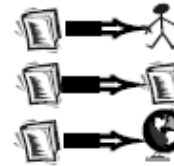
Here are some ways you can respond:



Make a prediction



Ask a question



Make a connection



Write down words or phrases which help you visualize

Fix-Up Strategies

Questions to Ask When I Don't Understand What I Read



**When it doesn't sound right,
Ask Yourself:**

- ✓ Do I need to sound out the words?
- ✓ Do other words in the text give me clues to an unknown word?
- ✓ Does this sound like language?
- ✓ Do I need to slow down and reread?
- ✓ What is the author trying to tell me?
- ✓ What is happening here?
- ✓ What do I already know that is like what the author is saying?
- ✓ What do I know about this kind of text?
- ✓ What is my purpose for reading?
- ✓ What is important for me to understand?

Fix-Up Strategies

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- ✓ What is happening here?
- ✓ What do I already know that is like what the author is saying?
- ✓ What do I know about this kind of text?
- ✓ What is my purpose for reading?
- ✓ What is important for me to understand?

Strategies Bookmark

I am a good reader.

Before reading I think about:

- The title
- The pictures
- What I already know about the topic
- My predictions about the text
- My purpose for reading
 - ✓ Finding information
 - ✓ Enjoying the story
 - ✓ Remembering the events
 - ✓ Learning about the characters

While I am reading I:

- Ask myself, "Does this make sense?"
- Backtrack and reread when the meaning isn't clear
- Build pictures in my mind
- Read on or reread when I come to hard words

After Reading I:

- Think about the author's message
- Think about experiences I have had that are similar to the book
- Reflect on my predictions
- Record new things I have learned
- Talk about the book with a friend

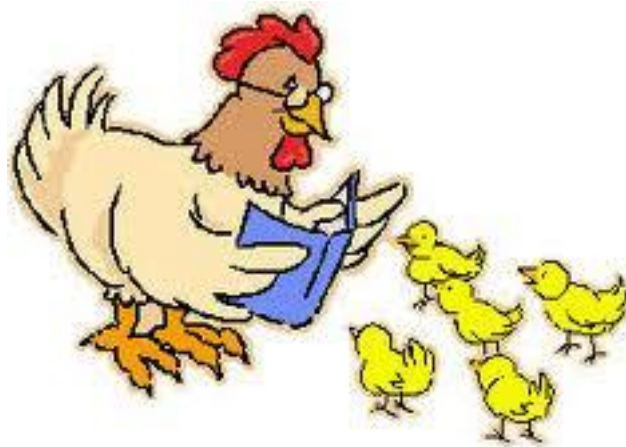
Strategies Bookmark

When you are stuck. . .

1. Look at the picture.
2. What would make sense? Think about the story.
3. Go back and read the sentence again.
4. Does it sound right? Would you say it that way?
5. Go back and sound out the first two letters of the hard word.
6. Do you know another word that looks like that?
7. Look for the part of the word that you know.
8. Use the first and last sounds of the word.
9. Skip it and read on. Go back and try it again.
10. Ask someone to help you with the word.

Section 6.

Teacher Monitoring Resources



Strategies Applied – Monitoring Comprehension Rubric

Name:								Date:
Why did you pick this book?	TITLE/COVER	PICTURES	GENRE	SERIES	SUBJECT MATTER	AUTHOR	FRIEND/PARENT/TEACHER	OTHER
Is this book easy, challenging, or just right?		EASY	JUST RIGHT	CHALLENGING				

Performance Criteria	4	3	2	1
What do you think of the book so far?	Opinion is detailed and makes connection to text and reader	Opinion is general and/or has vague back up	Teacher must search for opinion, or students says, “I just do.”	Unable to form coherent and informed opinion
Tell me what’s been going on so far (or what it’s about if finished).	Re-tell mentions all-important elements in sequence and in detail. Is able to answer teacher questions in specific manner, using text	Re-tell may leave out one thing and/or may be spotty. Is able to answer teacher questions in general manner	Teacher heavily scaffolds re-tell. May go blank on teacher questions, or have to “search” for answers	Has no idea how to re-tell in response to teacher prompt. Has no clue in response to teacher questions
Text supported				
Teacher scaffolded				
(Pick a part and have the student read to you.)	Reader is fluent with no errors or chooses from many strategies to self-correct	Reader relies on only one strategy to self-correct (sounding out)	Reader has to be provided with word-solving strategies by teacher, but then corrects	Reader shows no sign of word-solving strategies even after teacher prompt
Sound out Pictures Meaning No errors				
What do you think is going to happen next in the story? (Prediction)	Reader gives detailed prediction or inference based on text and/or background knowledge	Reader gives detailed prediction or inference based primarily on background knowledge	Reader’s prediction is limited or inference is vague	Reader’s prediction is implausible or inference is off
OR				
What do you think about...				
Are you reading at home? How’s that going? Does anyone read to you at home? What is next for you as a reader?	Reader gives specific information leading to a reading life outside of school and/or a detailed one inside school	Reader has a general idea about where they’re going and who they are as a reader	Reader is prompted as a reader only through teacher direction	Reader has trouble being a reader even with teacher direction

STRENGTHS:

NEXT STEPS:

Strategy Use – Tracking Sheet

Student Names	Self-Monitors	Applies Appropriate Fix-up Strategies	Retells Accurately	Makes Personal Connections	Uses Prior Knowledge	Identifies Main Idea & Supporting Details	Asks Questions	Makes and Revises Predictions	Evaluates and Expresses Opinions	Draws conclusions	Visualises and Uses Sensory Information	Summarises Information	Analyses Story Elements	Analyses Story Problems & Solutions

Reading Expectation Checklist

<i>Student Names</i>	Reads for Pleasure/Enjoyment	Sets purpose for reading using a variety of reading materials	Reads Aloud, showing understanding of text & audience	Communicates ideas effectively, both in large & small group	Uses appropriate reading strategies when reading independently	Writes in response to reading, explains and supports interpretations	Understands vocabulary, uses a variety of strategies to decode unknown words	Understand language and text structures	Uses conventions of written materials appropriately

Thin and Thick Projects
Strategies to Assess Student Engagement with AR books

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
List the story's main events.	Cut out or draw pictures to show a particular event in the story.	Construct a model to demonstrate how something worked.	Design a questionnaire to gather information.	Invent a machine to do a specific task from your book.	Prepare a list of criteria to judge this book.
Make a timeline of events.	Illustrate the main idea.	Make a diorama to illustrate an important event.	Make a flow chart to show critical stages.	Design a building.	Indicate priority and ratings.
Make a facts chart.	Make a cartoon strip showing the sequence of events.	Compose a book about... Make a scrapbook about the areas of study.	Write a commercial for this book.	Create a new product. Give it a name and plan a marketing campaign.	Conduct a debate about an area of special interest.
List any pieces of information you can remember.	Write and perform a play based on the story.	Make a paper-mache map showing information about an event.	Review a work of art in terms of form, colour, and texture.	Write about your feelings in relation to....	Make a booklet about 5 rules a character in this book valued.
Recite a poem.	Make a colouring book.	Make a puzzle game using ideas from the book.	Construct a graph to illustrate selected information.	Write a TV show, play a puppet show, role play, song, or pantomime about...	Form a panel to discuss a topic. State criteria.
List all the characters in the story.	Retell the story in your own words.	Make a clay model of...	Construct a jigsaw puzzle.	Design a record, book, or magazine cover for....	Write a letter to... advising changes needed.
Make a chart showing....	Paint a picture of some aspect of the story you like.	Paint a mural.	Analyse a family tree showing relationships.	Create a language code.	Prepare arguments to present your view about...
Make an acrostic.	Write a summary of the event.	Design a market strategy for your product.	Write a biography about a person being studied.	Compose a rhythm or put new words to a known melody.	
	Prepare a flow chart to illustrate the sequence of events.	Design an ethnic costume.			

COMPREHENSION STRATEGIES DEFINED

What content should be taught during comprehension strategy lessons?

MONITORING MEANING

SOME KEY IDEAS:

- Proficient readers monitor their comprehension during reading – they know when the text they are reading or listening to makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to overall understanding of the piece.
- Proficient readers can identify when text is comprehensible and the degree to which they understand it. They can identify ways in which a text becomes gradually more understandable by reading past an unclear portion and/or by rereading parts or the whole text.
- Proficient readers are aware of what they do comprehend and know what they need to comprehend from a text.
- Proficient readers are aware of the purpose for which they read and direct selective attention to the parts of the text they most need to comprehend for that purpose.
- Proficient readers are able to assume different "stances" toward a text. For example, the child can read a book from the point of view of different characters within it or a book reviewer or a writer seeking new techniques for his/her work.
- Proficient readers identify difficulties they have in comprehending at the word, sentence, and whole text level. They are flexible in their use of tactics to solve different types of comprehension problems.
 - ❖ Proficient readers solve word and sentence level problems with surface structure strategies such as decoding strategies and/or word analysis.
 - ❖ Proficient readers solve text level problems by monitoring, evaluating, and making revisions to their evolving interpretation of the text while reading – they compare the emerging meaning to their background knowledge and make adjustments to incorporate new information into existing memory stores.
- Proficient readers can "think aloud" about their reading process. They are aware of and can articulate the surface and deep structure strategies they use to identify words, read fluently and comprehend and can manage and create solutions to reading and learning problems.
- Proficient readers can identify confusing ideas, themes, and/or surface elements (words, sentence or text structures, graphs, tables, etc.) and can suggest a variety of different means to solve the problems they have.
- Proficient readers are independent, flexible and adaptive:
 - ❖ They can use surface and deep structure strategies to solve reading problems and enhance understanding – they are independent.
 - ❖ They can use a particular strategy (i.e. determining importance) to a greater or lesser degree depending on the demands of the text – they are flexible.
 - ❖ They can “turn up the volume or turn down the volume” on a particular strategy or they can use all comprehension strategies in concert – they are adaptive.
- Proficient readers use text management strategies. They pause, re-read, skim, scan, consider the meaning in text and reflect on their understanding with other readers.

USING RELEVANT PRIOR KNOWLEDGE

SOME KEY IDEAS:

- Proficient learners spontaneously and purposefully recall their relevant, prior knowledge before, during, and after they read and learn (text to self connections).
- Proficient learners use their background knowledge to make sense of new information they read and learn and to store new information with related information in memory.
- Proficient learners assimilate information from text and other learning experiences into their relevant, prior knowledge and make changes in that knowledge to accommodate the new information.
- A proficient learner adapts his/her background knowledge as he/she reads, converses with others and learns; deleting inaccurate information (naive conceptions) adding to existing knowledge, and connecting chunks of knowledge to other related knowledge, opinions, and ideas.
- Proficient learners can articulate how they use background knowledge to enhance their comprehension in all forms of text and in all learning situations.
- Proficient learners connect information from text and other learning experiences to their knowledge base in their long-term memory. Information is learned, remembered and reapplied because it is linked to other learned information.
- Proficient learners capitalise on five types of background knowledge when comprehending text and learning new material:
 - ❖ Specific knowledge about the topic; general world knowledge (text to world connections);
 - ❖ Specific knowledge about text topics, themes, content, structure and organisation (text to text connections);
 - ❖ Their knowledge of potential obstacles to comprehension (particularly in non-fiction text or text with completely unfamiliar content);
 - ❖ Knowledge about one's own reading tendencies, preferences and styles;
 - ❖ Specific knowledge about the author/illustrator and the tools they use to create meaning.
- Each type of background knowledge permits students to monitor for meaning, pose questions, make predictions, draw conclusions, create mental images, synthesise, and determine importance as they read and learn.
- Teachers assist readers in activating (giving students the necessary tools to recall relevant, prior knowledge);
- Teachers help reader build (actually create background knowledge on a given topic, author, text structure, etc.) background knowledge should they find they lack adequate background knowledge for a particular reading situation.
- Students can articulate ways in which using background knowledge enhances their comprehension.

ASKING QUESTIONS

SOME KEY IDEAS:

- Proficient readers spontaneously and purposefully generate questions before, during, and after reading depending on their purpose in reading.
- Proficient readers ask questions to:
 - ❖ Clarify meaning;
 - ❖ Speculate about text yet to be read;
 - ❖ To show scepticism or a critical stance;
 - ❖ Determine an author's intent, style, content, or format;
 - ❖ Locate a specific answer in text, or;
 - ❖ Consider rhetorical questions inspired by the text.

The types of questions differ based on the type of text (genre) and the reader's purpose.

- Proficient readers use questions to focus their attention on ideas, events or other text elements they want to remember;
- Proficient readers understand that many of the most intriguing questions are not answered explicitly in the text but left to the reader's interpretation.
- However, when an answer is needed, proficient readers determine whether it can be answered by the text or whether they will need to infer the answer from the text, their background knowledge and/or other text or whether the answer is explicitly stated in the text.
- Proficient readers understand how the process of questioning is used in other areas of their lives, academic and personal.
- Proficient readers understand and can describe how asking questions deepens their comprehension.
- Proficient readers are aware that as they hear others' questions, new ones are inspired in their own minds – these are called generative questions – in some cases, a reader's own question causes him or her to generate more questions.

EVOKING IMAGES

SOME KEY IDEAS:

- Proficient learners spontaneously and purposefully create images while and after they read. The images emerge from all five senses and the emotions and are anchored in a reader's prior knowledge.
- Proficient readers use images to immerse themselves in rich detail as they read. The detail gives depth and dimension to the reading, engaging the reader and making the text more memorable.
- Proficient readers use images to draw conclusions, to create distinct and unique interpretations of the text, to recall details significant to the text, and to recall a text after it has been read.
- Images from reading frequently become part of the reader's writing.
- Images from a reader's personal experience frequently become part of their comprehension.
- Proficient readers adapt their images as they continue to read. Images are revised to incorporate new information revealed through the text and new interpretations as the reader develops them.
- Proficient readers understand and can articulate how creating images enhances their comprehension.
- Proficient readers adapt their images in response to the shared images of other readers.

INFERRING

SOME KEY IDEAS:

- Inferring is the process of creating a personal and unique meaning from text. It involves a mental process that combines what is read with relevant prior knowledge. The reader's unique interpretation of text is the product of this blending.
- When proficient learners infer, they create a meaning that is not stated explicitly in the text. The process implies that they actively search for or become aware of implicit meaning.
- Inferring may cause the reader to slow his/her reading, reread sections, converse, write or draw to better understand the content –
- Inferences may be more thoroughly developed if the reader pauses to reflect and consider multiple interpretations and perspectives.
- When they infer, proficient readers:
 - ❖ Draw conclusions from text;
 - ❖ Make reasonable predictions as they read, test and revise those predictions as they read further;
 - ❖ Create dynamic interpretations of text that are adapted as they continue to read and after they read;
 - ❖ Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read;
 - ❖ Make connections between conclusions they draw and other beliefs or knowledge – use the inferences to extend and adapt existing knowledge;
 - ❖ Arrive at insight after struggling to understand complex concepts;
 - ❖ Make critical or analytical judgments about what they read.
- When proficient readers infer, they are more able to: remember and reapply what they have read; create new and revise existing background knowledge for themselves; discriminate and critically analyse text and authors; engage in conversation and/or other analytical or reflective responses to what they read.
- Inferences are revised based on the inferences and interpretations of other readers.
 - ❖ A wide variety of interpretation is appropriate for fiction and poetry; a narrower range of interpretation is typical for non-fiction text. Teachers should allow great latitude for inferences, provided that the reader can defend his/her inferences with a description of relevant, prior knowledge and specific text they have read.

DETERMINING IMPORTANCE IN TEXT

SOME KEY IDEAS:

- Proficient learners make purposeful and spontaneous decisions about what is important in text at the:

Word level words that carry the meaning are contentives – words that connect are functors – contentives tend to be more important to the overall meaning of passage than functors;

Sentence level there are usually key sentences that carry the weight of meaning for a paragraph, passage or section – often, especially in non-fiction, they may contain bold print, begin or end the passage, or refer to a table or graph;

Text level there are key ideas, concepts, themes in the text – our opinions about which ideas are most important change as we read the passage – final conclusions about the most important themes are typically made after reading the passage, perhaps several times and/or after conversing or writing about the passage – clues, such as repetition for emphasis, illustrations or diagrams, symbolism, foreshadowing, character and setting prominence and conflict all point to importance at the text level.

- Decisions about importance in text are made based on:

- ❖ The reader's purpose;
- ❖ The reader's background knowledge for the text content – ideas most closely connected to the reader's prior knowledge will be considered most important;
- ❖ The reader's sense of the aesthetic, what he or she values, considers worthy or beautiful;
- ❖ Language that surprises or otherwise captures the reader's sustained focus;
- ❖ The reader's beliefs, opinions, and experiences related to the text;
- ❖ The reader's background knowledge for text format – text that stands out visually and/or ideas that are repeated are often considered most important;
- ❖ The reader's understanding of text structures – for example, in a cause and effect text structure, the reader should direct his/her attention to those elements;
- ❖ Concepts another reader mentions prior to, during or after reading.

- Frequently, pointing out non-examples (what is unimportant) helps students to distinguish importance more clearly.
- Interesting discussion emanates from dispute about what is most important – children need to work towards defending their positions, but there is rarely a true set of most important ideas.
- Students should be able to articulate how they make decisions about what is important in a given context and how those decisions enhance their overall comprehension of the piece.

SYNTHESISING

SOME KEY IDEAS:

- The process of synthesising occurs during reading:
 - ❖ Proficient readers are aware of changes in their ideas and conclusions about text as they read further into the text;
 - ❖ Proficient readers understand and can articulate how their thinking about a given text evolves and/or as the text itself changes;
 - ❖ Proficient readers maintain a cognitive synthesis as they read. They monitor the overall meaning and themes in the text as they read and are aware of the ways text elements "fit together" to create that overall meaning and theme;
 - ❖ Proficient readers are aware of text structures in fiction and non-fiction and understand that text elements provide clues to help them predict and synthesise so that they can understand the overall meanings or themes;
 - ❖ As they read, proficient readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text structures such as chronological, cause and effect, compare and contrast, descriptive, enumerative and problem/solution in non-fiction. They use their knowledge of these text structures to make decisions about the overall meaning of a passage, chapter, or book;
 - ❖ Proficient readers actively revise their cognitive synthesis as they read. New information is assimilated into the reader's evolving ideas about the text rendering some earlier decisions about the text obsolete.

- The process of synthesising occurs after reading:
 - ❖ Proficient readers are able to express, through a variety means (written, oral, artistic or dramatic), a synthesis of what they have read. The synthesis includes ideas and themes relevant to the overall meaning from the text and is cogently and succinctly presented;
 - ❖ A synthesis is the sum of information from the text, other relevant texts and the reader's background knowledge, ideas, and opinions produced in an original way;
 - ❖ Proficient readers use syntheses to share, recommend, and critically review books they have read;
 - ❖ Proficient readers can articulate how using synthesis helps them better understand what they have read.

References and Suggested Further Reading:

- Stephanie Harvey and Anne Goudvis, *Strategies that Work* – excellent book!
- Ellin Oliver Keene and Susan Zimmermann, *Mosaic of Thought: Teaching Comprehension in a reader's workshop*
- Ellin Oliver Keene and Susan Zimmermann, *Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction*
- Lori D. Oczkus, *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension*
- Debbie Miller, *Reading with Meaning* – aimed at Primary school children but also useful for EAL and SEN students.
- www.reading.org
- www.readwritethink.org
- www.goldfieldsliteracy.wikispaces.com
- www.vicpointss.eq.edu.au/home/silli1/readingwebquest.html
- www.reading-skills-pyramid.org
- <http://sedlerblog10.blogspot.in>
- www.readingassessment.info/resources/publications/DisabilitiesReadingReport/PARADisabilitiesReadingReport.html - good resource for the SEN department

Renaissance Learning Links:

- <http://www.renlearn.co.uk/renaissance-zone/classroomresources/resources> - power lessons, printable classroom resources and more.
- <http://www.readtoamillionkids.co.uk/>
- <http://www.readforpleasure.co.uk/>
- <http://www.facebook.com/RenaissanceLearningUK>
- http://twitter.com/#!/RenLearn_UK