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What do YOU need to do to remember this?	What words do you need to know to understand this lesson?	Where does this information belong?
Which bits of this lesson are the most important?	What headings would you store this information under?	What behavior do you have to use in order to make this a learning situation?

What is reading?

Reading is the process of constructing meaning from written text.

I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practised. My definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message.

Clay, M (1991) Becoming Literate The Construction of Inner Control.

Reading is an essential part of literacy. Any discussion of reading must take place in the context of what it means to be literate in today's society. The following definition of literacy underpins these materials.

Literacy is the ability to read and use written information and to write appropriately, in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy also includes the recognition of numbers and basic mathematical signs and symbols within text.

Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual's lifetime.

All Australians need to have effective literacy in English, not only for their personal benefit and welfare but also for Australia to reach its social and economic goals.

Australia's Language: The Australian Language and Literacy Policy, Department of Employment, Education and Training (1991).

"Understanding," "knowledge," and "comprehension" are words we often use to describe what we want to achieve through the act of reading. Letters and words are, of course, vehicles required for understanding. But the act of comprehension takes place, not on the page, but in the brain. Marie Clay's definition of reading provides a framework for discussing our goals for reading instruction. She writes, "I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced" (1991, p. 6). Let's take those three ideas one at a time while considering the implications for instruction.

Four roles of the reader

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

Code-breaker role

• How do I crack this text?

•What are its patterns and conventions?

Text-participant role As a text-participant a reader is concerned with understanding the meaning of the text. Readers use the text-participant role when they ask themselves questions such as:

• What is this text trying to say?

• What are the possible meanings of this text?

• What do I already know about this topic?

Text-user role As a text-user a reader is concerned with the way in which the text prompts them to take some action. Readers use the text-user role when they ask themselves questions such as:

• What do I do with this text, here and now?

• What are my options and alternatives?

Text-analyst role As a text-analyst a reader is concerned with the underlying and unstated assumptions in the text and the way the text attempts to position them as readers. Readers use the text-analyst role when they ask themselves questions such as:

• What is this text trying to do to me?

• Whose interests are being served by this text?

• Which voices or points of view are silent?

The Purpose of Reading.

The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much. For example, try reading these numbers:

7516324 This is hard to read and remember. 751-6324 This is easier because of chunking. 123-4567 This is easy to read because of prior knowledge and structure.

Similarly, if you like sports, then reading the sports page is easy. You have a framework in your mind for reading, understanding and storing information.

Improving Comprehension.

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.

Develop a broad background.

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

Know the structure of paragraphs.

  Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

Identify the type of reasoning.

 Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking?

Anticipate and predict.

 Really smart readers try to anticipate the author and predict future ideas and questions. If you're right, this reinforces your understanding. If you're wrong, you make adjustments quicker.

Look for the method of organization.

  Is the material organized chronologically, serially, logically, functionally, spatially or hierarchical? See section 10 for more examples on organization.

C**reate motivation and interest.**

Preview material, ask questions, discuss ideas with classmates. The stronger your interest, the greater your comprehension.

Pay attention to supporting cues.

 Study pictures, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section.

Highlight, summarize and review.

Just reading a book once is not enough. To develop a deeper understanding, you have to highlight, summarize and review important ideas.

Build a good vocabulary.

For most educated people, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

Use a systematic reading technique like SQR3.

Develop a systematic reading style, like the SQR3 method and make adjustments to it, depending on priorities and purpose. The SQR3 steps include Survey, Question, Read, Recite and Review.

Monitor effectiveness.

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they've missed an idea and backup to reread it.

Relevant web sites	Who	Why
http://www.vcaa.vic.edu.au/documents/auscurric/progressionpoints/ausvels-englishprogressionpoints.pdf	Ausvels progression points reading	Help to break reading and writing into small steps
https://www.nap.edu.au/naplan/writing/minimum-standards	Naplan writing standards	Helps to identify students skilkl
https://www.nap.edu.au/naplan/reading/minimum-standards	Naplan reading standards	Helps to identify students skilkl
https://www.education.gov.au/australian-core-skills-framework	Australian Core Skills Framework	Testing tools and ideas for skills levels
https://verbalistseducation.com/2016/01/10/see-the-magical-vocab-wheel-that-will-help-you-find-the-perfect-word-to-express-your-feelings/	verbalist	Word wheel to help with writing
http://www.someecards.com/news/grammar/	someecards grammar	Grammar posters
http://www.everyonedeservestolearn.com/2013/03/teaching-persausive-writing.html	http://readingwithenos.blogspot.com.au/2014/02/comprehending-persuasive-essay_12.html	Planning persuasive writing
http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf	Editing check list	Improve self editing
http://www.readwritethink.org/classroom-resources/lesson-plans/action-character-exploring-character-175.html	readwritethink	Range of ideas and planners for reading and writing
http://www.themeasuredmom.com/what-is-close-reading/	The measured mum	Very Simple poster on reading for meaning

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	Event	Situation	Choice	Person	Reason	Means
Present	What is?	Where/ When is?	Which is?	Who is?	Why is?	How is?
Past	What did?	Where/ When did?	Which did	Who did?	Why did	How did?
Possibility	What can?	Where/ Where can?	Which can?	Who can?	Why can?	How can?
Probability	What would?	Where/ When would?	Which would?	Who would?	Why would?	How would?
Prediction	What will?	Where/ When will?	Which will?	Who will?	Why will?	How will?
Imagination	What might?	Where/ When will?	Which might?	Who might?	Why might?	How might?

The Question Matrix Grid
From: Weirderhold, C.
(1991) *Cooperative learning
and critical thinking. The
question matrix.* San Juan
Capistrano, CA: Resources
for teachers

Purposes for Writing

The following information comes from Munro, 2005.

To Organise and to Clarify What is Known

Students use writing as a means for learning more about a topic. They articulate the ways in which writing helps them to organise and to clarify thoughts and to bring together what they know.

An example is students adding to a list of what they already knew about a topic after more learning has taken place.

To Keep Track of Ideas During Learning

Students describe how writing helps them to think in depth about a topic. An example is students writing down three key points as they read a simple text.
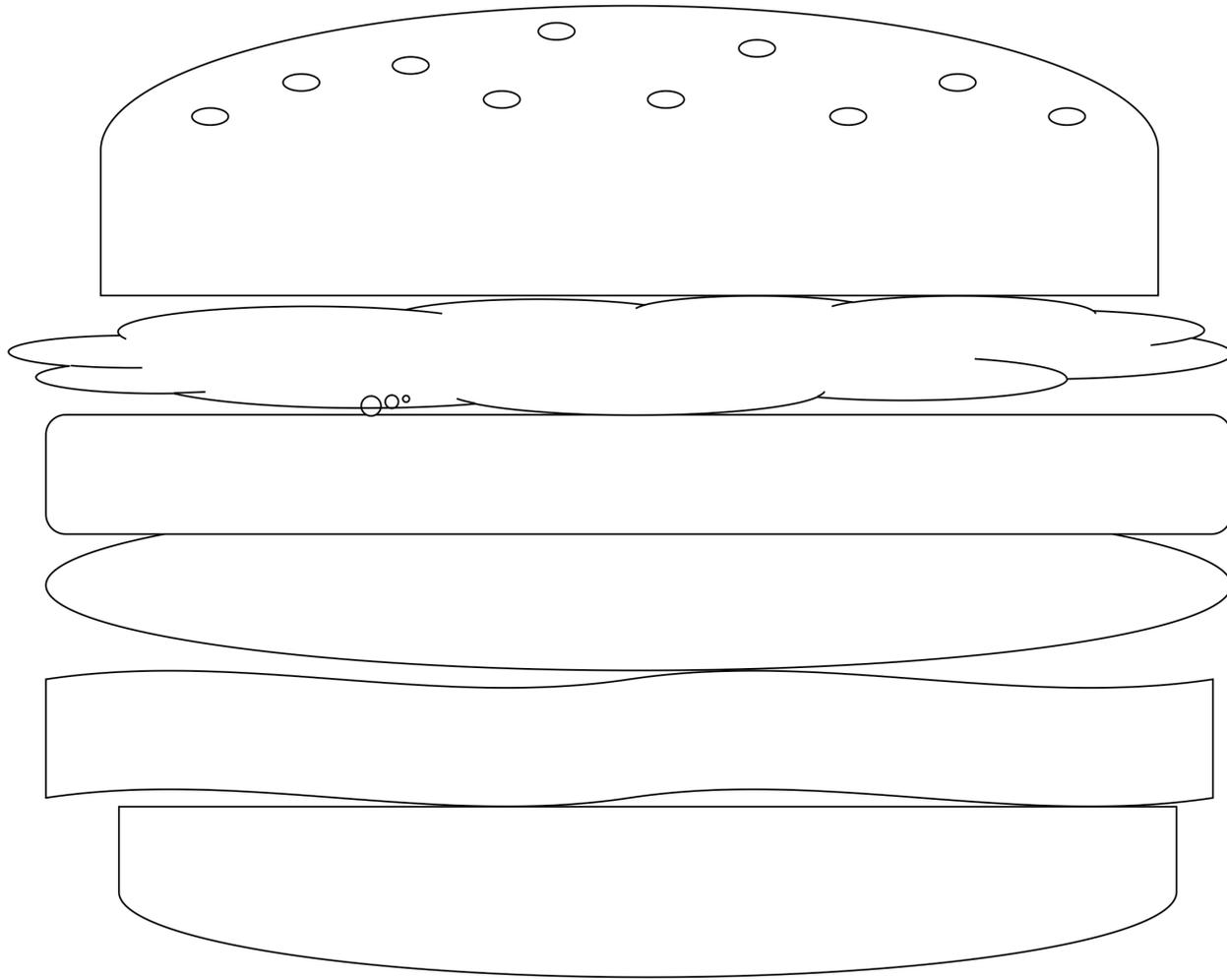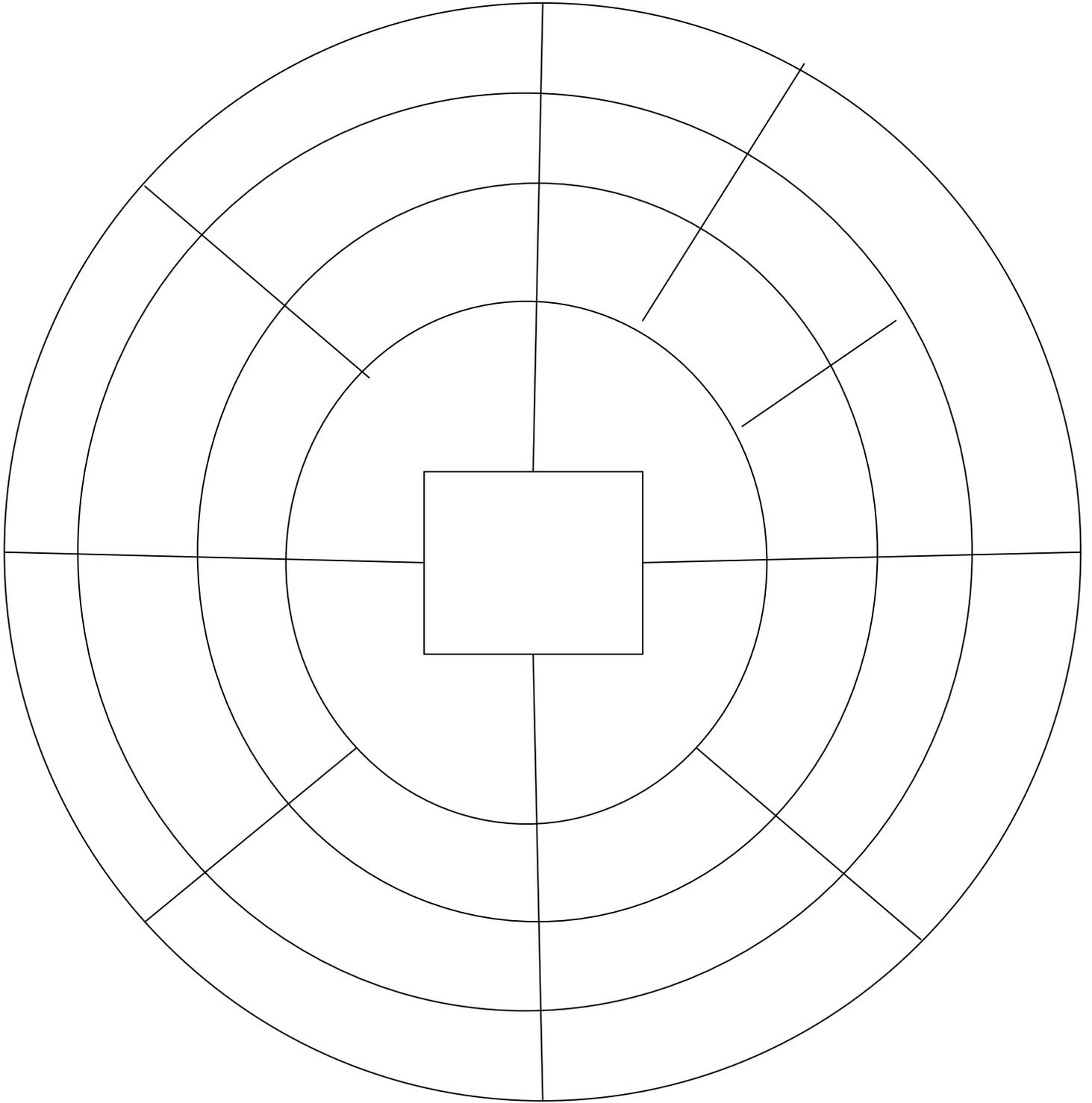
To Retain What Needs to be Remembered

Students describe how writing helps them retain knowledge they want to remember including a sequence of events. An example is students documenting a response to a text viewed or heard.

To Elicit Information from Others

Students use writing as a means to obtain information from others. An example is students writing questions as part of a simple survey or questionnaire. Students also anticipate questions that readers may ask about their writing and use language to invite questioning

	Observed	date
Name ……………………………………... date ……………		
Oracy intermediate		
Learning outcome 1 Oracy for self expression		
a) Share a narrative, recount or anecdote.		
b) Make use of verbal and non-verbal features of spoken communication including: intonation, eye contact, gesture, pace and		
c) Demonstrate an understanding of the role of verbal and non-verbal features by commenting on the effectiveness of others' oral		
Learning outcome 2 Oracy for knowledge - Use and respond to spoken language in informative talks.		
a) Give an oral presentation answering questions if appropriate.		
b) Identify key points and supporting information in an informative talk.		
c) Comment on the content and effectiveness of an informative talk.		
d) Make systematic notes from a spoken text in a chosen field of knowledge.		
Learning outcome 3 Oracy for practical purposes- Use and respond to spoken language in instructions and transactions.		
a) Give instructions in several steps.		
b) Identify the key points in an oral text that offer support, advice or service.		
c) Comment on the content and effectiveness of oral instructions and transactions.		
Learning outcome 4 Oracy for exploring issues and problem-solving –U se and respond to spoken language in discussions to		
a) Participate in a group discussion on an issue, responding to and contributing alternative ideas.		
b) Use spoken language to identify and work towards solving problems with at least one other person.		
c) Comment on the range of ideas presented on an issue in a discussion.		
d) Demonstrate active listening.		

Topic

	Blue Hat Thinking-Process • Thinking about thinking • What thinking is needed? • Organizing the thinking • Planning for action	
	White Hat Thinking-Facts • Information and data • Neutral and objective • What do I know? • What do I need to find out? How will I get the information I need	
	Green Hat Thinking - Creativity • Ideas, alternative, possibilities • Provocation - "PO" Solutions to black hat problems	
	Yellow Hat Thinking-Benefits • Positives, plus points Logical reasons are given	
	Black Hat Thinking - Cautions • Difficulties, weaknesses, dangers • Logical reasons are given. Spotting the risks	
	Red Hat Thinking - Feelings • Intuition, hunches, gut instinct • My feelings right now. • Feelings can change. • No reasons are given.	