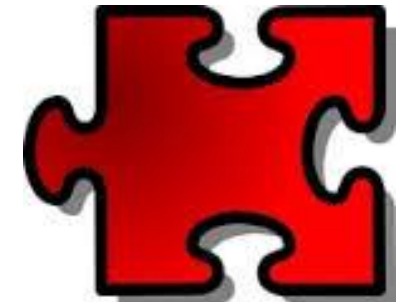








**TEACHER HANDBOOK**  
*for developing*  
**STUDENT UNDERSTANDING**

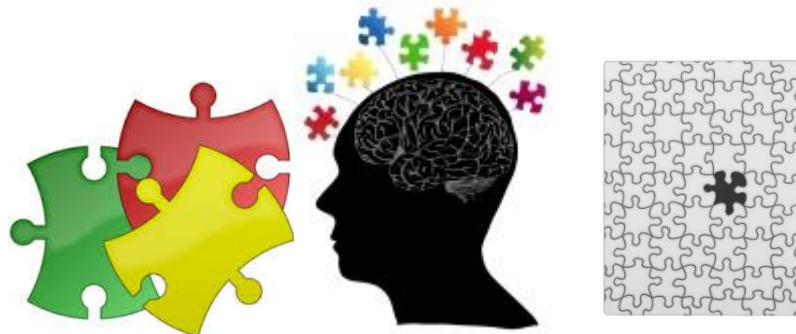


Compiled by Zoe Van-Stolk Head Teacher English  
Chifley College (Mt Druitt Campus) &  
Chris Fraser Literacy Numeracy Leader WSR 2013

## Strategies Supporting Student Understanding

Comprehension strategy	Teaching Ideas	Description
<b>Making Connections</b> 	Coding Strategy	<u>During reading:</u> After each sentence or paragraph, write a symbol * + ! ? to show reaction to it <u>After reading:</u> In pairs share and compare codes, explain why.
	Double Entry Journal	Read part of text aloud to class. Students (pairs / independently) select a key idea, event, word, quote or concept and write in left column. In right column students record their response or connection to left column. Use a springboard for discussion or topic summary
	Thought Clouds	Present a title or concept to class, e.g. a title with an image or graphic. Ask students to suggest what the topic / concept makes them think of based on what they already know, or what they think they may need to know in the following lessons.
<b>Predict</b> 	Prediction Bingo	Students draw up grid. N.B. instruct students to draw a noughts & crosses grid. Present text to students, revealing <u>only the title, image, graphic or problem.</u> Encourage discussion of 'What the text could be about' for 2-5 mins. Students to suggest what words they will expect to appear in the text based on what they already know and the clues from the text. 2 -3 mins to record
	Prediction Tree	Read, listen or view a text. What do you think will happen next? In pairs create a prediction tree. Read, listen or view more of the text. Find facts or quotes to prove that your predictions were correct.
<b>Question</b> 	Here/Hidden/Head (Fat & Skinny q's)	Listen to text information. In pairs after each paragraph, choose 3 skinny & 3 fat questions. Create each question and write the answers down.
	I Wonder	Read or listen to text. Make a list of 3-5 'I Wonder' statements ... E.g. <i>I wonder if animals can survive in the wilderness</i>
<b>Monitor</b> 	Bookmark Technique	<u>As you read:</u> Record specific information on each bookmark including the page and paragraph where the information is located. Use bookmark to help answer questions in class discussion.
	Visual Vocab Glossary	<u>Before Reading:</u> List most difficult words and their meanings from the topic or text. <u>During Reading:</u> Choose words with a partner to add to the vocab chart. <u>After Reading:</u> Draw it

<p><b>Summarise</b></p> 	V.I.P.	Cut up sticky notes into strips. As students read, they can tear off a strip to mark points in the text that are V.I.P. (Very Important Points) for them. Discuss points and explain why they chose each one.
	Key Word Strategy	Students select words they believe are important to understand the text/topic. Selected words written on sticky notes and placed on text. After reading, arrange keywords to support a cohesive summary. Students then retell or write to summarise.
	I Remember	Cue students to remember interesting information during read-aloud. During reading stop and pause and students share what they remembered from text.
	Target Summary	Identify the main idea in a text and supporting explanation and quotes. Explicitly teach students which information is important to the main idea using graphic organiser. Students write an effective paragraph based on identified information in text.
<p><b>Visualise</b></p> 	Sketch to Stretch	Read aloud factual text, pausing to allow students to create simple line drawings with labels to capture the key learning up to that point. Think out aloud about key ideas and how these drawings can help them remember. Share and explain drawings.
	Visual Organisers	Guide students on how to read a piece of text noting key concepts and ideas on a visual organiser. Students can work with partners to practice using the visual organiser. Students share ideas with the class.





# Making Connections

Thought Clouds: What will it be about?



# Making Connections

Coding Strategy



As you read: After each sentence or paragraph, write a symbol \*+! ? to show your reaction to it

After you read: In pairs share and compare codes, explain why.

*	<b>Know</b>	I already knew this
+	<b>New</b>	New information
!	<b>Wow</b>	Wow
?	<b>Don't understand</b>	I don't understand



# Making Connections

Double Entry Journal



Idea Key Points	My Connection (or) Reflection	Which one? Text to self Text to text Text to world
E.g. Gender stereotype	Film 'Bend it like Beckham'	Text to text



## Predict

What will the text be about?





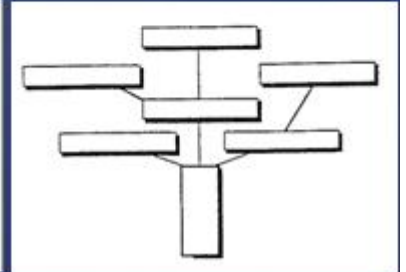
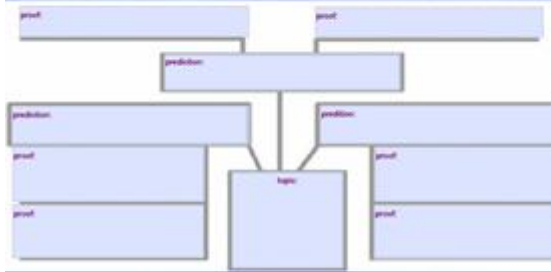

## Prediction Tree

What will happen next?

What will the outcome be?



1. Read, listen or view a text.
2. What do you think will happen next?
3. In pairs create a prediction tree.
4. Read, listen or view more of the text.
5. Find facts or quotes to prove that your predictions were correct.





# Monitor

## Bookmark



1. **As you read:** Record specific information on each bookmark including the page and paragraph where the information is located.
2. Use bookmark to help answer questions in class discussion.

<p><b>Name Key</b> <b>Bookmark One</b></p> <p>The part I thought was most interesting was</p> <p><i>that Mars has seasons and that there were volcanoes on Mars a long time ago. That class reminded me of Earth.</i></p> <p>Page ____</p> <p>Paragraph ____</p>	<p><b>Name Key</b> <b>Bookmark Two</b></p> <p>A word I think the whole class needs to discuss is <i>speculated</i>.</p> <p>I think it means <i>guessed</i>.</p> <p><b>DECREASE</b> <i>It was that "maybe speculated that might not stand across on Mars were patches of vegetation." That means there could be life on Mars.</i></p> <p>Page ____</p> <p>Paragraph ____</p>	<p><b>Name Key</b> <b>Bookmark Three</b></p> <p>The illustration, chart, map, or graph that helped me understand what I was reading was</p> <p><i>A Martian greenhouse that was taken by the Mars Exploration Rover.</i></p> <p>It helped me because <i>it presented a big view of the surface of Mars and I was able to better understand how big Mars is and how different parts of its surface look.</i></p> <p>Page ____</p> <p>Paragraph ____</p>	<p><b>Name Key</b> <b>Bookmark Four</b></p> <p>Something that confused me was</p> <p><i>The words said that Mars looks reddish because its surface has mineral materials that oxidize and that when the mineral dust is kicked up into the atmosphere, the atmosphere also looks red.</i></p> <p>I thought this was confusing because <i>"There is a picture that shows dust on Mars, but there is no red in the picture."</i></p> <p>Page ____</p> <p>Paragraph ____</p>
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# Monitor

## Visual Vocab Glossary



1. **Before Reading:** List most difficult words and their meanings from the topic or text.
2. **During Reading:** Choose words with a partner to add to the vocab chart.
3. **After Reading:** Draw it

Terminology (vocab)	Meaning	Practical examples	Picture & label



# Question

Here: Literal understanding



## Skinny Q's

What does?  
 Who is?  
 When did?  
 Name?...  
 Did?...  
 Don't you agree?  
 Does?...  
 Can?...  
 Will?...  
 May?...  
 Is it true?...

1. Listen to text information.
2. In pairs after each paragraph, choose 3 skinny questions.
3. Create each question and write the answers down.



# Question

Hidden & Head: Inferring



## Fat Q's

Give three reasons why?  
 Explain why?  
 Why do you think?  
 Why do you believe?  
 In what ways are \_\_\_ and \_\_\_ alike?  
 Predict what could happen if?  
 What if?

1. Listen to text information.
2. In pairs after each paragraph, choose 3 fat questions.
3. Create each question and write the answers down.



# Question

## I Wonder



1. Read or listen to text.
2. Make a list of 3-5 'I Wonder' statements ...  
 E.g. *I wonder if animals can survive in the wilderness?*  
*I wonder how many beats per minute the tiger's heart needs to pump?*  
*I wonder who influenced the artist?*



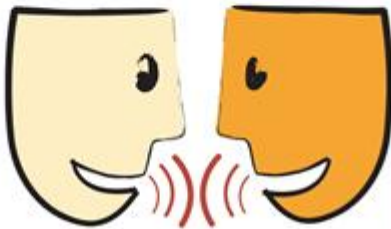


# Summarise

I Remember



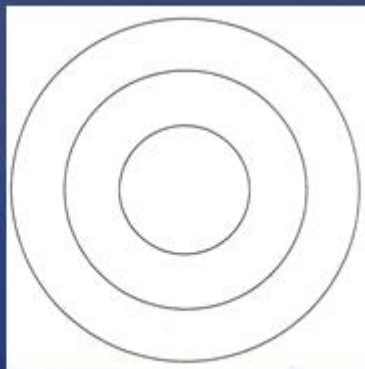
1. **After reading:** Tell a partner some interesting information you remember after having read, listened or viewed a text.



# Summarise

What was it about?

1. Main idea in the centre (Point)
2. Explain in the second circle (Explain)
3. Key definitions, examples, quotes in third circle (E)
4. Link back to question



# Summarise

Key Word Strategy



You need: **Sticky strips**

1. **As you read:** Identify words that you think are important to understand the text
2. Write the word on a sticky strip
3. **After reading:** Arrange the key word strips to create a summary.
4. Re-tell or write to summarise.



# V.I.P. Summarise

You need: **Highlighter** or **Sticky strips**

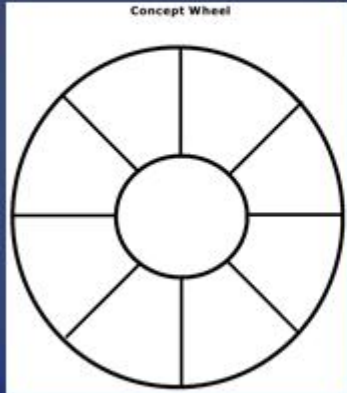
1. As you read, identify with a highlighter or sticky strips the V.I.P. (Very Important Points).
2. In pairs compare points and tell why you chose to mark each one.







# Visualise Sketch to Stretch

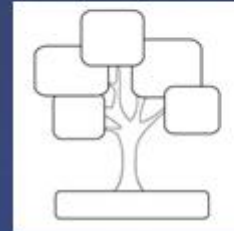


You need: **Pencil**

1. Listen to or read text. Stop at the end of each paragraph.
2. Create a drawing or diagram with labels to show your understanding of the information up to that point.
3. In small groups share and explain your drawings / diagrams.

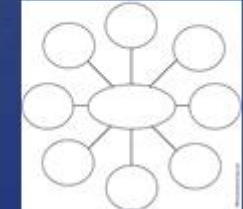
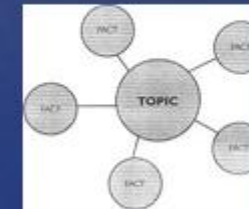


# Visualise Visual Organisers



You need: **Graphic Organiser w/sheet**  
OR make your own mind map

1. Listen to or read text
2. Note the key concepts with a partner.
3. Share ideas with the class.



**LITERACY CONTINUUM  
for Modelled Teaching (Stage appropriate)**

- Comprehension C13**
1. Applies comprehension strategies and skills including predicting, visualising, summarising, monitoring, questioning and **making connections** to make meaning in subject contexts.
  2. Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.
  3. Judges the value or effectiveness of texts according to their purpose and subject matter.
  4. Interprets and responds to **point of view** in texts with an awareness of underlying social, cultural and/or historical values.
  5. Identifies different interpretations of and perspectives in texts.
  6. Analyses and evaluates how texts are shaped by purpose, audience and context.
  7. Identifies an author's point of view with textual evidence.
  8. Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts.
  9. Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.
  10. Analyses and evaluates the impact of visual images on the meaning of texts.
  11. **Locates and synthesises information** to draw conclusions from a variety of sources.

- Vocab C13**
1. Applies knowledge of **root words and word origins** to understand the **meaning of new subject specific words**.
  2. Uses **technical vocabulary** to explain a complex concept or phenomenon.
  3. Selects appropriate vocabulary in response to context, purpose and audience.
  4. Uses a combination of effective strategies to work out the **meaning of unknown words**.

**Explicit Modelled Teaching using MAKING CONNECTIONS**

**CODING STRATEGY** - (Revisit, Reflect Retell pp176-177)

**Before:**  
Teacher chooses difficult words from the text to pre-teach:

- Discuss word meanings and word origins.
- Model chunking words to assist word identification and spelling.
- Preview the text with a short oral summary and explain the purpose of coding the text (identify areas of learning need).
- Teacher models *Coding strategy* using a paragraph from another text. For example, a text on SATURN:

*	I already knew this!	It has 7 rings
+	New information	2 <sup>nd</sup> largest planet
!	Wow	It's a ball of gas
?	I don't understand	Outer core

**During:** As the teacher reads the text, students complete the *Coding strategy* task (attached) with a thinking partner.

**After:**  
Students list the coding component for *I don't understand* on a class graphic organiser for display. Teacher can reteach to develop understanding.

**DOUBLE ENTRY JOURNAL** (McLaughlin & Allen pp203)

**Before:**  
Teacher chooses difficult words from the text to pre-teach:

- Discuss word meanings and word origins.
- Model chunking words to assist word identification and spelling.

Preview the text with a short oral summary and explain the *Double Entry Journal* task and the strategy **making connections** - text to self, text to text, text to world.

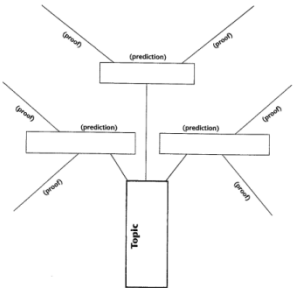
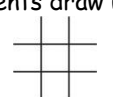
**During:**



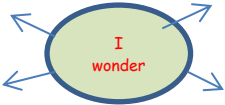
- Teacher reads the text to the students, pausing after each paragraph for students to confer with thinking partners and write key ideas, events, concepts or words in the left hand column of their *Double Entry journal* (attached).

**After:**

- Students share their points from the left hand column.
- Students write their connections or responses in the right hand column.

**EXAMPLE:**  
*Conservation* - I visited a national park on the weekend (text to self).  
I read a book on the Franklin River in Tasmania (text to text).  
I saw a documentary on the South American rainforests being destroyed (text to world).

LITERACY CONTINUUM for Modelled Teaching (Stage appropriate)	Explicit Modelled Teaching using PREDICTING
<p><b>Comprehension C13</b></p> <ol style="list-style-type: none"> <li>1. Applies comprehension strategies and skills including <b>predicting</b>, visualising, summarising, monitoring, questioning and making connections to make meaning in subject contexts.</li> <li>2. Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.</li> <li>3. Judges the value or effectiveness of texts according to their purpose and subject matter.</li> <li>4. Interprets and responds to <b>point of view</b> in texts with an awareness of underlying social, cultural and/or historical values.</li> <li>5. Identifies different interpretations of and perspectives in texts.</li> <li>6. Analyses and evaluates how texts are shaped by purpose, audience and context.</li> <li>7. Identifies an author's point of view with textual evidence.</li> <li>8. Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts.</li> <li>9. Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.</li> <li>10. Analyses and evaluates the impact of visual images on the meaning of texts.</li> <li>11. <b>Locates and synthesises information</b> to draw conclusions from a variety of sources.</li> </ol> <p><b>Vocab C13</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of <b>root words and word origins</b> to understand the <b>meaning of new subject specific words</b>.</li> <li>2. Uses <b>technical vocabulary</b> to explain a complex concept or phenomenon.</li> <li>3. Selects appropriate vocabulary in response to context, purpose and audience.</li> <li>4. Uses a combination of effective strategies to work out the <b>meaning of unknown words</b>.</li> </ol>	<p><b>PREDICTION TREE</b></p> <p><b>Before:</b> Teacher chooses difficult words from the text to pre-teach:</p> <ul style="list-style-type: none"> <li>• Discuss word meanings and word origins.</li> <li>• Model chunking words to assist word identification and spelling.</li> <li>• Teacher explains the use of the prediction tree (attached).</li> </ul> <p><b>During:</b> Predict by listing possible or probable outcomes. Support the predictions with clues/proof. Teacher reads the text to the students, pausing after each paragraph to ask students about their predictions.</p> <p><b>After:</b> Thinking partners share their predictions and proof- Was your prediction correct? Why wasn't your prediction included in this text? etc</p> 
	<p><b>PREDICTION BINGO</b></p> <p><b>Before:</b> If the class have not played before, model process on the board as a whole class</p> <ul style="list-style-type: none"> <li>• Students draw up a grid - instruct students to draw a noughts &amp; crosses grid (faster than 9 boxes)</li> </ul>  <ul style="list-style-type: none"> <li>• Present text to students, revealing <b>only</b> the <i>title, image, graphic or problem</i>. Identify these parts to the class, read them aloud, encourage discussion of 'What the text could be about' for 2-5 mins.</li> <li>• Students suggest what words they predict will be in the text based on what they already know and the clues from the text. These content words need to be written onto the grid (cannot include words such as <i>it, the, on</i> etc) 2 -3 minutes to record.</li> </ul> <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> reading - Teacher reads one or two+ paragraphs, students tick off bingo words as they appear.</li> <li>• 2<sup>nd</sup> reading - re-read the text to students, this time explaining/paraphrasing important points.</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• Students discuss with their partners: Was your prediction correct? Did you get extra information? Why wasn't your prediction included in this text? Could you find it in other texts? Were synonyms used in place of your words?</li> <li>• Teacher asks students to identify similar terms (synonyms) to their word predictions.</li> </ul>

<b>LITERACY CONTINUUM</b> <b>for Modelled Teaching (Stage appropriate)</b>	<b>Explicit Modelled Teaching using QUESTIONING</b>
<p><b>Comprehension C13</b></p> <ol style="list-style-type: none"> <li>1. Applies comprehension strategies and skills including predicting, visualising, summarising, monitoring, <b>questioning</b> and making connections to make meaning in subject contexts.</li> <li>2. Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.</li> <li>3. Judges the value or effectiveness of texts according to their purpose and subject matter.</li> <li>4. Interprets and responds to <b>point of view</b> in texts with an awareness of underlying social, cultural and/or historical values.</li> <li>5. Identifies different interpretations of and perspectives in texts.</li> <li>6. Analyses and evaluates how texts are shaped by purpose, audience and context.</li> <li>7. Identifies an author's point of view with textual evidence.</li> <li>8. Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts.</li> <li>9. Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.</li> <li>10. Analyses and evaluates the impact of visual images on the meaning of texts.</li> <li>11. <b>Locates and synthesises information</b> to draw conclusions from a variety of sources.</li> </ol>	<p style="text-align: center;"><b>HERE, HIDDEN, HEAD - SKINNY and FAT QUESTIONS</b></p> <p><b>Before:</b> Teacher chooses difficult words from the text to pre-teach:</p> <ul style="list-style-type: none"> <li>• Discuss word meanings and word origins.</li> <li>• Model chunking words to assist word identification and spelling.</li> <li>• Preview the text with a short oral summary and explain the difference between '<i>skinny</i>' (literal) and '<i>fat</i>' (inferential) questions.</li> </ul> <p><b>During:</b> Teacher reads the text to the students, pausing after each paragraph to ask students <i>skinny</i> questions (HERE questions) to answer with their thinking partners. For EXAMPLE:</p> <ul style="list-style-type: none"> <li>• Why does Mars have a reddish colour?</li> <li>• Who was the planet named after?</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>After:</b> Teacher asks <i>fat</i> questions (HIDDEN questions) for thinking partners to answer: For EXAMPLE:</p> <ul style="list-style-type: none"> <li>• How do scientists know about the size of 'Olympus Mons'?</li> <li>• Why did they send rover to Mars?</li> <li>• How would the scientists know that water once flowed over surface of Mars?</li> </ul>
<p><b>Vocab C13</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of <b>root words and word origins</b> to understand the <b>meaning of new subject specific words</b>.</li> <li>2. Uses <b>technical vocabulary</b> to explain a complex concept or phenomenon.</li> <li>3. Selects appropriate vocabulary in response to context, purpose and audience.</li> <li>4. Uses a combination of effective strategies to work out the <b>meaning of unknown words</b>.</li> </ol>	<p style="text-align: center;"><b>I WONDER... QUESTIONS</b> ((Revisit, Reflect Retell pp182-183))</p> <p><b>Before:</b> Teacher skims and scans a few pages of the text (noting the title, subheadings, table of contents, images). Students discuss the images and text with their thinking partners.</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Thinking partners record their I wonder...questions on sticky notes.</li> </ul> <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• Students discuss their questions and list possible synonyms for words which may be found in the text or another text on the same topic. Use this word bank for teaching word identification and spelling strategies (syllables) eg middle-centre, power-energy, kill-death, environment-habitat and breathing-respiration.</li> <li>• Teacher reads the text to the students, pausing after each paragraph for students to check if their questions were answered.</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• Students discuss in their groups: Was your question answered? Did you get extra information? Why wasn't your question answered in this text? Could you find it in other texts? Were synonyms used in place of your words?</li> <li>• Teacher skims and scans other texts to find answers to students' unanswered questions.</li> <li>• All information is listed for display.</li> </ul>

**LITERACY CONTINUUM  
for Modelled Teaching (Stage appropriate)**

**Comprehension C13**

1. Applies comprehension strategies and skills including predicting, visualising, summarising, **monitoring**, questioning and making connections to make meaning in subject contexts.
2. Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.
3. Judges the value or effectiveness of texts according to their purpose and subject matter.
4. Interprets and responds to **point of view** in texts with an awareness of underlying social, cultural and/or historical values.
5. Identifies different interpretations of and perspectives in texts.
6. Analyses and evaluates how texts are shaped by purpose, audience and context.
7. Identifies an author's point of view with textual evidence.
8. Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts.
9. Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.
10. Analyses and evaluates the impact of visual images on the meaning of texts.
11. Locates and synthesises information to **draw conclusions** from a variety of sources.

**Vocab C13**

1. Applies knowledge of **root words and word origins** to understand the **meaning of new subject specific words**
2. Uses **technical vocabulary** to explain a complex concept or phenomenon.
3. Selects appropriate vocabulary in response to context, purpose and audience.
4. Uses a combination of effective strategies to work out the **meaning of unknown words**.

**Explicit Modelled Teaching using MONITORING**

**BOOKMARK TECHNIQUE** (McLaughlin & Allen p219)

**Before:**  
Teacher chooses difficult words from the text to pre-teach:

- Discuss word meanings and word origins.
- Model chunking words to assist word identification and spelling.
- Preview the text with a short oral summary and explain the purpose of the bookmark technique:

<i>BOOKMARK 1</i>	<i>BOOKMARK 2</i>	<i>BOOKMARK 3</i>	<i>BOOKMARK 4</i>
Most interesting part	I found confusing...	A special word to discuss	Chart, map, graph, illustration helped me understand

**During:**  
Teacher reads the text to the students while they complete their Bookmark organiser

**After:**  
Students share their Bookmark organisers with their thinking partner.

**VISUAL VOCAB GLOSSARY**

**Before:**  
Teacher chooses some difficult words from the text to pre-teach using the **visual vocab glossary** organiser

- Discuss word meanings and word origins- complete organiser below.
- Model chunking words to assist word identification and spelling.

Terminology (vocab)	Meaning	Practical examples	Picture & label

**During:**

- Teacher reads the text to the students and discusses word meanings and word origins of difficult words as they arise. Teacher pauses reading regularly for thinking partners to choose words to add to their organiser.

**After:**  
Students file their organisers for future reference. Teacher reviews the terminology list and collates students' **visual vocab glossary** organisers to produce a wall chart.

LITERACY CONTINUUM for Modelled Teaching (Stage appropriate)	Explicit Modelled Teaching using SUMMARISING
<p><b>Comprehension C13</b></p> <ol style="list-style-type: none"> <li>1. Applies comprehension strategies and skills including predicting, visualising, summarising, monitoring, questioning and making connections to make meaning in subject contexts.</li> <li>2. Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.</li> <li>3. Judges the value or effectiveness of texts according to their purpose and subject matter.</li> <li>4. Interprets and responds to point of view in texts with an awareness of underlying social, cultural and/or historical values.</li> <li>5. Identifies different interpretations of and perspectives in texts.</li> <li>6. Analyses and evaluates how texts are shaped by purpose, audience and context.</li> <li>7. Identifies an author's point of view with textual evidence.</li> <li>8. Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts.</li> <li>9. Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.</li> <li>10. Analyses and evaluates the impact of visual images on the meaning of texts.</li> <li>11. Locates and synthesises information to draw conclusions from a variety of sources.</li> </ol>	<p><b>VERY IMPORTANT POINTS (VIPs - Revisit, Reflect Retell pp44-45)</b></p> <p><b>Before:</b> Teacher chooses difficult words from the text to pre-teach:</p> <ul style="list-style-type: none"> <li>• Discuss word meanings and word origins.</li> <li>• Model chunking words to assist word identification and spelling.</li> </ul> <p>Preview the text with a short oral summary and explain the purpose of identifying <i>Very Important Points (VIPs)</i></p> <p><b>During:</b> Read one paragraph at a time:</p> <ul style="list-style-type: none"> <li>• After each paragraph, students choose a <i>Very Important Point</i> with their thinking partner to write on sticky notes/note book.</li> </ul> <p><b>After:</b> Students read their VIPs to their thinking partner. VIPs can be used to write a short summary of the text.</p>
<p><b>Vocab C13</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of root words and word origins to understand the meaning of new subject specific words</li> <li>2. Uses technical vocabulary to explain a complex concept or phenomenon.</li> <li>3. Selects appropriate vocabulary in response to context, purpose and audience.</li> <li>4. Uses a combination of effective strategies to work out the meaning of unknown words.</li> </ol>	<p><b>KEY WORD STRATEGY and FACT or FIB (Revisit, Reflect Retell pp 130-133)</b></p> <p><b>Before:</b> Teacher chooses difficult words from the text to pre-teach:</p> <ul style="list-style-type: none"> <li>• Discuss word meanings and word origins.</li> <li>• Model chunking words to assist word identification and spelling.</li> </ul> <p>Preview the text with a short oral summary explaining the purpose of identifying key words.</p> <p><b>During:</b> Teacher reads the text to the students, pausing after each paragraph for students to confer with thinking partners and list key words from the text on sticky notes/note books.</p> <p><b>After:</b> Teacher compiles the sticky notes to discuss the why or why not their words are key words. Teacher creates FACT or FIB questions from the text for students answer or hold up the correct card.</p> <div data-bbox="1332 1066 1646 1169" style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; background-color: #d9e1f2; padding: 5px; text-align: center;">FACT</div> <div style="border: 1px solid black; background-color: #92d050; padding: 5px; text-align: center;">FIB</div> </div> <p><b>FOR EXAMPLE:</b> Jupiter is the smallest planet. It doesn't have any moons. Its gravity is the strongest of all planets. It moves very slowly because it is so big. It takes 12 years to orbit the sun. It is a gas planet.</p>

**LITERACY CONTINUUM**  
**for Modelled Teaching (Stage appropriate)**

**Explicit Modelled Teaching using SUMMARISING**

**Comprehension C13**

1. Applies comprehension strategies and skills including predicting, visualising, summarising, monitoring, questioning and making connections to make meaning in subject contexts.
2. Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.
3. Judges the value or effectiveness of texts according to their purpose and subject matter.
4. Interprets and responds to point of view in texts with an awareness of underlying social, cultural and/or historical values.
5. Identifies different interpretations of and perspectives in texts.
6. Analyses and evaluates how texts are shaped by purpose, audience and context.
7. Identifies an author's point of view with textual evidence.
8. Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts.
9. Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.
10. Analyses and evaluates the impact of visual images on the meaning of texts.
11. Locates and synthesises information to draw conclusions from a variety of sources.

**Vocab C13**

1. Applies knowledge of root words and word origins to understand the meaning of new subject specific words
2. Uses technical vocabulary to explain a complex concept or phenomenon.
3. Selects appropriate vocabulary in response to context, purpose and audience.
4. Uses a combination of effective strategies to work out the meaning of unknown words.

**I REMEMBER (Revisit, Reflect Retell p22)**

**Before:**

Teacher chooses difficult words from the text to pre-teach:

- Discuss word meanings and word origins.
- Model chunking words to assist word identification and spelling.

Preview the text with a short oral summary and explain the purpose of *I remember* (to remember interesting or important information to share).

**During:**

Teacher reads one paragraph at a time. After each paragraph, students tell their thinking partners what they have remembered)

**After:**

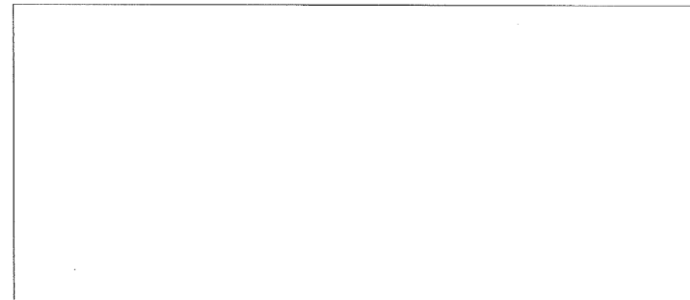
Students can complete the organiser below (Revisit, Reflect Retell p25).

**I Remember!**

Reader/Listener \_\_\_\_\_ Date \_\_\_\_\_

The Topic \_\_\_\_\_

Use this box to make a quick sketch about the topic or jot down important words that will help you remember the content.



Write your three most important I Remember! ideas.

1. I remember \_\_\_\_\_

2. I remember \_\_\_\_\_

3. I remember \_\_\_\_\_

**LITERACY CONTINUUM**  
for Modelled Teaching (Stage appropriate)

**Explicit Modelled Teaching using VISUALISING**

**Comprehension C13**

1. Applies comprehension strategies and skills including predicting, **visualising**, **summarising**, monitoring, questioning and making connections to make meaning in subject contexts.
2. Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.
3. Judges the value or effectiveness of texts according to their purpose and subject matter.
4. Interprets and responds to point of view in texts with an awareness of underlying social, cultural and/or historical values.
5. Identifies different interpretations of and perspectives in texts.
6. Analyses and evaluates how texts are shaped by purpose, audience and context.
7. Identifies an author's point of view with textual evidence.
8. Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts.
9. Identifies and infers the **meaning of imagery** and symbolism in spoken, written, visual and multimodal texts.
10. Analyses and evaluates the impact of **visual images** on the meaning of texts.
11. Locates and synthesises information to draw conclusions from a variety of sources.

**Vocab C13**

1. Applies knowledge of **root words and word origins** to understand the **meaning of new subject specific words**
2. Uses **technical vocabulary** to explain a complex concept or phenomenon.
3. Selects appropriate vocabulary in response to context, purpose and audience.
4. Uses a combination of effective strategies to work out the **meaning of unknown words**.

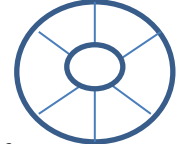
**SKETCH TO STRETCH (Revisit Reflect Retell p148)**

**Before:**  
Teacher chooses difficult words from the text to pre-teach:

- Discuss word meanings and word origins.
- Model chunking words to assist word identification and spelling.

Preview the text with a short oral summary and explain that students will be visualising during reading and sketching the main ideas for each paragraph.

**During:**  
Teacher reads the text to the students, pausing after each paragraph for students to sketch the paragraph's main idea in the visual wheel.



**After:**  
Thinking partners retell the text in sequence using their sketches to assist. Students add key words from the text to their sketches (Teacher could reread the text while students note key words). The visual wheel can be used to write a short summary of the text.

**VISUAL ORGANISERS (McLaughlin & Allen pp206-207)**

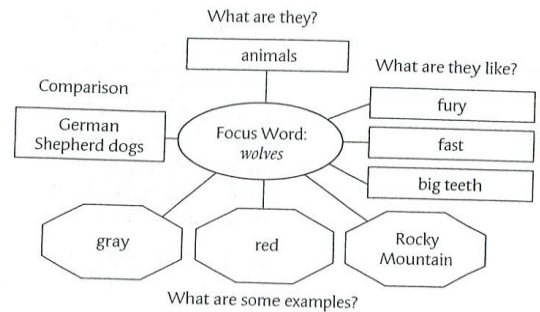
**Before:**  
Teacher chooses difficult words from the text to pre-teach:

- Discuss word meanings and word origins.
- Model chunking words to assist word identification and spelling.

Preview the text with a short oral summary and explain that students will be recording on graphic organisers during reading to assist the recollection of information.

**During:**  
Teacher reads the text to the students, pausing after each paragraph for students make entries on their graphic organiser.

**After:**  
Students share their ideas with their thinking partner. Graphic organisers can be used to write a short summary of the text.





**DOUBLE ENTRY JOURNAL****NAME****TEXT**

KEY POINTS	MY CONNECTION	Which one? circle
		Text to self Text to text Text to world
		Text to self Text to text Text to world
		Text to self Text to text Text to world
		Text to self Text to text Text to world
		Text to self Text to text Text to world
		Text to self Text to text Text to world
		Text to self Text to text Text to world
		Text to self Text to text Text to world

# CODING STRATEGY

NAME

TEXT

*	I already knew this!	
+	New information	
!	Wow	
??	I don't understand	

How did this help you to learn?

# PREDICTION TREE

