# The Impact of Explicit Teaching of Metacognitive Strategies on the Reading-Specific Self-Efficacy of Upper-Primary Students

## SUMMARY

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<td>• Define successful reading</td>
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<td>• Identify students’ current knowledge of reading strategies</td>
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<td>• Set goals for subsequent lessons</td>
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<td><strong>Method:</strong></td>
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<tr>
<td>• Discussion (whole-class and Think, Pair, Share)</td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>• Familiarise students with metacomprehension framework, developed to incorporate their known reading strategies. Framework combines before, during and after metacognitive strategies under the umbrella heading of ‘Hunting for Meaning’</td>
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<td>Stages of the framework are:</td>
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<td>Getting ready to read (Goal setting through predicting, questioning, activating prior knowledge)</td>
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<td>Monitoring understanding (Self-questioning and retelling main ideas)</td>
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<td>Use of fix-up strategies (Selection of most appropriate known reading strategies)</td>
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<td>Reflecting on meaning (Goal achieved? New learning? Meaning of text?)</td>
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<td><strong>Method:</strong></td>
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<tr>
<td>• Whole-class shared reading</td>
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<td>• Modelled use of framework by thinking-aloud, using “I...” statements</td>
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<td><strong>Method:</strong></td>
<td>Support students to independently generate and record questions, predictions and to activate prior knowledge in response to a title, picture and captions</td>
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<td><strong>Method:</strong></td>
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<td>To support students to identify and articulate own breakdowns and fix-up strategies</td>
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<td><strong>Method:</strong></td>
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<td><strong>Exploring how to apply the ‘Hunting for Meaning’ framework to an authentic task</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>- Students to identify how the framework would assist them with their Inquiry unit research projects</td>
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<td><strong>Method:</strong></td>
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<tr>
<td>- Whole-class shared reading of text related to Inquiry unit</td>
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<td>- Scaffolded application of framework strategies using think-aloud technique</td>
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<td>- Discuss record of strategies used, and identify how they would be of use when working in research groups</td>
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<td><strong>Purpose:</strong></td>
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<td>- Students to design a visual scaffold to support independent use of strategies during Inquiry unit research</td>
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<td><strong>Method:</strong></td>
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<td>- Brainstorm and categorise known strategies according to use (before/during/after; fiction/non-fiction)</td>
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<td>- Formulate as self-questions/ prompts</td>
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<td>- Collate to create a bookmark for students to use</td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>- Students to use bookmarks of self-questions/ prompts to scaffold use of metacognitive strategies</td>
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<td>- Small-groups use bookmark together, using think-aloud technique</td>
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<td>- Groups report back to class on use of metacognitive strategies</td>
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<th>Lesson 10 (Phases 4 &amp; 5)</th>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>- Independent practice using bookmark</td>
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<td>- Identify benefits of each individual actively engaging in meaning making when engaged in group research (greater body of shared knowledge/ insights)</td>
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<td><strong>Method:</strong></td>
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<tr>
<td>- Students read a short text and note their predictions, questions, prior knowledge, breakdowns, and use of fix-up strategies</td>
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<td>- Collate group understanding</td>
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<td>- Discuss importance to individuals and groups of each reader actively engaging with meaning making</td>
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# Lesson 1 - Introductory lesson (Getting Reading for Learning)

**Time:** 40 minutes  
**Group:** Whole-class  
**Organisation:** Discussion circle, then desks for independent written reflection

**Purpose:**  
- Define successful reading  
- Identify students’ current knowledge of reading strategies  
- Set goals for subsequent lessons

**ACTIVITIES**

- **Getting Knowledge Ready**  
  Explain goal to students: to increase confidence in reading by increasing their awareness of their POWER to make meaning.  
  - Scaffold to discuss why increased confidence matters – attitude, persistence, willingness to participate, enjoyment, reduces impact of negative self-talk  
  - Every student can increase in confidence, regardless of comparative performance

- **New Strategies/ Concepts**  
  1. **Discussion** – Redefining successful reading  
     - Explore what it means to be a successful reader through analogy (If a builder was building a house and noticed something was wrong, what should they do? Why? Does noticing and fixing up a problem mean they are a good or a bad builder? Why? If you’re reading and you notice that you aren’t understanding, are you a good or a bad reader? )  
     - Scaffold to identify a reader’s job is meaning making/ understanding – and that this is possible in spite of mistakes/ comprehension breakdowns  
     - Identify reasons to self-monitor for comprehension breakdowns
  2. **Think, Pair, Share, Discuss** – Identify current knowledge  
     - Brainstorm what is already known about reading (strategies for meaning making)  
     - Brainstorm what you can do if you don’t understand a text  
     - Collate in retrieval charts for future use
  3. **Discussion** – Goal setting  
     - We will try to become more confident by:  
       - Improving our awareness of our comprehension (metacomprehension)  
       - Thinking about our understanding, and actively working to pursue it

**Consolidating and Reviewing**  
Personal written reflection with opportunity to share  
What is successful reading? How have your ideas changed since the beginning of today’s lesson?  
[Collect for assessment and use in Lesson 2]

# Lesson 2 – Modelling use of the ‘Hunting for Meaning’ framework (Modelling)

**Time:** 40 minutes  
**Group:** Whole-class  
**Organisation:** Seated at interactive whiteboard, then at desks for personal written reflection  
**Materials:** ‘Hunting for Meaning’ retrieval charts; Short narrative text at level appropriate for lower achievers to focus on modelling. (Use interactive whiteboard revealer tool to maintain shared focus)

**Purpose:**  
- Familiarise students with metacomprehension framework, developed to incorporate their known reading strategies

**ACTIVITIES**

- **Getting Knowledge Ready**  
  - Share some of students’ written reflections on what it means to be a successful reader [Working to understand. Acknowledging you make mistakes/ struggle, but striving to fix understanding]  
  - Review goals set in Lesson 1: Think about and actively pursue understanding

- **New Strategies/ Concepts**  
  1. **Discussion** – Analogy of Treasure Hunt  
  - What are some things you might do before, during and after hunting for treasure?
2. **Introduce Treasure Hunt Framework retrieval posters (Appendix 5)**
   - We are going to work at actively hunting for meaning, using strategies you already know.
   - Indicate that strategies brainstormed by the students in Lesson 1 have been organised into four categories: Get ready to read, Monitor understanding, Fix up understanding, Reflect on meaning.
   - Link the stages to the before, during, after treasure hunt analogy.

3. **Model using Treasure Hunt Framework**
   - Use think-aloud technique to model:
     - Getting ready to read (Goal setting through predicting, questioning, activating prior knowledge)
     - Monitoring understanding (Self-questioning and retelling main ideas)
     - Use of fix-up strategies (Selection of most appropriate known reading strategies)
     - Reflecting on meaning (Goal achieved? New learning? Meaning of text?)

   **Think-aloud using “I” statements**

   Examples of think-aloud language:
   - I’m going to read a text and I’ll show you how I’m thinking about my thinking – to check whether or not I’m understanding.
   - The questions/predictions I’ve made have given me a job to do. Now I’ve got things to find out.
   - This doesn’t make sense to me. I will (reread/read-on/substitute a word/etc) because...
   - Do I understand what I’ve read so far? Can I retell the main points? What do I predict will happen next?
   - Now is a good time to make another prediction because...
   - Did I answer my questions? What were the main ideas?
   - What have I learned?

   **Consolidating and Reviewing**

   **Discussion**
   - Student comments
   - Draw attention to use of multiple strategies
   - Draw attention to only using a selection of strategies from the list

   **Personal written reflection** with opportunity to share
   - What is one thing you saw today that would be helpful for you as a reader?
   - How would it make you more confident as a reader?
   - [Collect for assessment]
Lesson 3 – Modelling the ‘Hunting for Meaning’ framework and coaching students to assist (Modelling; Coaching)

**Time:** 30 minutes  
**Group:** Whole-class  
**Organisation:** Seated at interactive whiteboard  
**Materials:** Short expository text at level appropriate for lower achievers to focus on modelling. [Use interactive whiteboard revealer tool to maintain shared focus]

**Purpose:**  
- Support students to apply the framework strategies

**ACTIVITIES**

**Getting Knowledge Ready**  
Discuss how each stage of the Treasure Hunt framework involves thinking about think/understanding  
Revisit importance of self-talk. How does thinking about thinking help us feel more confident?

**New Strategies/ Concepts**  
Whole-class shared reading – Working through the Treasure Hunt stages, using the think-aloud technique

- Our job today is to think-aloud when we’re getting ready to read and using fix-up strategies. I’m going to read a text and I’m going to tell you when I don’t understand. Sometimes I will use fix-up strategies myself, but sometimes I want you to help me.
- Students get ready to read (questions, predictions, prior knowledge). Collate suggestions on board
- Teacher reads text aloud and articulates breakdowns in understanding at strategic points
- Alternate teacher modelling of appropriate fix-up strategies (including reason for choosing it) and students suggesting fix-up strategies (scaffolding them to articulate why they are appropriate, and to be specific in their use – eg. Do we need to reread the word/ sentence/paragraph?)
- Write up sentence starter to support students to formulate think-alouds as ‘I’ statements: “This doesn’t make sense, so I will...”
- Record the strategies used on the board
- Reflect on meaning by referring back to students’ questions/ predictions/ prior knowledge

**Consolidating and Reviewing**

- Instruct students to monitor own comprehension during independent Reading Routine, and to note a place where comprehension breaks down.
- Share and discuss appropriate fix-up strategies.
- Discuss: How does monitoring our understanding help improve our confidence/ belief in our power as readers?

Lesson 4 – Developing independence applying metacognitive strategies before reading (Coaching; Scaffolding and Fading)

**Time:** 30 minutes  
**Group:** Whole-class  
**Organisation:** At desks, then seated at interactive whiteboard  
**Materials:** Short expository text at level appropriate for lower achievers to focus on modelling

**Purpose:**  
- Independent practice of the ‘Getting ready to read’ strategies from the framework

**ACTIVITIES**

**Getting Knowledge Ready**  
Revisit ‘Hunting for Meaning’ framework  
Revise: Why do we need the ‘Getting Ready to Read’ stage? [sets goals, gives purpose, makes reading an active process]
New Strategies/Concepts
Independent practice ‘Getting ready to read’ – Think, Pair, Share (whole class)
- Use interactive whiteboard to only reveal title, picture, captions
- We’re going to read a text together, but before we do that you’re going to get ready for reading. Look at the title, picture and captions and: pose questions (using 5Ws+H), make predictions, record your prior knowledge
- Students independently note questions, predictions, prior knowledge then discuss with a partner [Collect for assessment]
- Collate group knowledge, questions and predictions

Consolidating and Reviewing
- Students repeat the process of ‘Getting ready to read’ prior to engaging in novel reading for their independent reading routines
- After reading, discuss: What did you notice about reading, after making the effort to get ready? What impact did getting yourself ready to read have on your interest in the text/understanding/confidence? How do you think our group knowledge/questions will help us when we read the text?

Lesson 5 – Developing independence applying metacognitive strategies during reading  
(Modelling; Coaching; Scaffolding)

Time: 30 minutes
Group: Whole-class
Organisation: At desks, then seated at interactive whiteboard
Materials: Same text as Lesson 4

Purpose:
- To closely monitor comprehension with reference (during and after reading) to goals set before reading

ACTIVITIES
Getting Knowledge Ready
- Revisit ‘Hunting for Meaning’ framework
- Revisit collated ‘Getting reading for reading’ predictions, questions and prior knowledge from Lesson 4

New Strategies/Concepts
Whole-class shared reading – Working through the Treasure Hunt stages, using the think-aloud technique
- Our job today is to think-aloud about our understanding, and when we’re using fix-up strategies. I’m going to read a text and I’m going to tell you when I don’t understand. Sometimes I will use fix-up strategies myself, but sometimes I want you to help me. You can also point out places that you can’t understand or where you’ve used a fix-up strategy.
- Teacher reads text aloud and articulates breakdowns in understanding at strategic points
- Alternate teacher modelling of appropriate fix-up strategies (including reason for choosing it) and students suggesting fix-up strategies (scaffolding them to articulate why they are appropriate, and to be specific about how to apply the strategy)
- Reflect on meaning in light of collated predictions, questions, prior knowledge

Consolidating and Reviewing
- Discuss: How did our group knowledge/questions/predictions help us when we read the text? What impact did getting yourself ready to read have on your interest in the text/understanding/confidence?
- Instruct students to monitor own comprehension during independent Reading Routine, and to note a place where comprehension breaks down.
- Share and discuss appropriate fix-up strategies.
Lesson 6 – Developing independence in applying metacognitive strategies before, during and after reading (Coaching, Scaffolding and Fading)

- **Time**: 30 minutes
- **Group**: Whole-class
- **Organisation**: Seated at interactive whiteboard
- **Materials**: Short expository text

**Purpose:**
- To support students to identify and articulate own breakdowns and fix-up strategies

**ACTIVITIES**

**Getting Knowledge Ready**
- Ask for feedback on the lessons so far (Reflections on last week). Has anyone noticed anything different when they’re reading? (Strategy use, Confidence gains)
- Revisit metaphor of the builder: It’s okay to make mistakes/ lose meaning. Success is being proactive about fixing it

**New Strategies/ Concepts**

- Whole-class shared reading – Working through the Treasure Hunt stages, using the think-aloud technique
  - Our job today is to think-aloud about our understanding, and when we’re using fix-up strategies. I’m going to read a text aloud, and I want you to raise your hand if you notice your comprehension is starting to breakdown. If you want to have a go at using a fix-up strategy yourself you can, otherwise the class will work together to fix-up our understanding.
  - Students get ready to read (questions, predictions, prior knowledge). Collate suggestions on board
  - Teacher reads text aloud, pausing to allow students to articulate breakdowns in understanding at strategic points
  - If students are not forthcoming with breakdowns, model self-questioning — Do I understand the text so far? Can I retell the main ideas — and check if students can respond
  - Give the student who identified a breakdown an opportunity to apply a fix-up strategy (support to select and apply one where appropriate)
  - Invite other students to think-aloud the use of fix-up strategies
  - Reflect on meaning in light of collated predictions, questions, prior knowledge

**Consolidating and Reviewing**
- Discuss: Does everyone in the class experience comprehension breakdowns sometimes? (Make an effort to invite those students perceived by their peers to be ‘good’ readers to share examples of comprehension breakdowns)

Lesson 7 – Exploring how to apply the ‘Hunting for Meaning’ framework in an authentic task (Coaching, Scaffolding and Fading, Applying knowledge and strategies in new contexts)

- **Time**: 30 minutes
- **Group**: Whole-class
- **Organisation**: Seated at interactive whiteboard
- **Materials**: Short expository text linked to Inquiry unit research project topic

**Purpose:**
- Students to identify how the framework would assist them with their Inquiry unit research projects

**ACTIVITIES**

**Getting Knowledge Ready**
- Discuss students’ research projects for current Inquiry unit
- Identify difficulties/frustrations (understanding the scientific expository texts)
- Refer back to Lesson 1: replacing negative self-talk with useful self-talk
• Goal today is to start to think about how we can use the strategies we're learning during our research

New Strategies/ Concepts
Whole-class shared reading – Working through the Treasure Hunt stages, using the think-aloud technique
• Our job today is to think-aloud about our understanding. I’m going to read a text aloud, and I want you to raise your hand if you notice your comprehension is starting to breakdown. If you want to have a go at using a fix-up strategy yourself you can, otherwise the class will work together to fix-up our understanding. I’m going to record the questions you ask yourself and the things you say to yourself, and at the end of the lesson we’re going to decide which things you thought-aloud could help you when you’re doing your research projects.
• Students get ready to read (questions, predictions, prior knowledge). Collate suggestions on board
• Teacher reads text aloud, pausing to allow students to articulate breakdowns in understanding at strategic points
• If students are not forthcoming with breakdowns, model self-questioning – Do I understand the text so far? Can I retell the main ideas? – and check if students can respond
• Give the student who identified a breakdown an opportunity to apply a fix-up strategy (support to select and apply one where appropriate)
• Invite other students to think-aloud the use of fix-up strategies
• Record language of students’ think-alouds
• Reflect on meaning in light of collated predictions, questions, prior knowledge

Consolidating and Reviewing
• Look at the wording of students’ think-alouds
• Discuss: Could we use your think-alouds for any text, or were they specific to this text? Could we change the words to make them apply to any text?

Lesson 8 – Developing visual scaffold to encourage use of metacognitive strategies (Scaffolding and Fading, Applying knowledge and strategies in new contexts)
Time: 60 minutes
Group: Whole class
Organisation: Small groups then whole-class discussion and collation of ideas
Materials: Brainstorm materials

Purpose:
• Students to design a visual scaffold to support independent use of strategies during Inquiry unit research

ACTIVITIES
Getting Knowledge Ready
• Draw students attention to collated think-alouds from Lesson 7
• Cite this as evidence that they are moving towards hunting for meaning independently.
• Identify goal of lesson – to create a tool that will help them become more independent

New Strategies/ Concepts

1. Independent Brainstorm
• Instruct students to write down all known strategies/ things that are useful to do when reading
• Ask them to arrange them according to whether they’re used before, during and/or after reading
• Scaffold at-risk students through questioning/ prompts
• [Collect for assessment at end of lesson]

2. Group Sorting Out
• In small groups, identify strategies that are useful for fiction and/or non-fiction texts
• Select the ones that would be most appropriate for use during the Inquiry research projects
• Rewrite them as self-questions or prompts

3. Collate self-questions/ prompts
• Support students to articulate why they would assist understanding of expository texts

Consolidating and Reviewing
Discuss: Are all reading strategies/ questions/ prompts suitable for all types of texts? Why/ Why not?
### Lesson 9 – Modelling and shared practice of using visual aids to scaffold self-questioning/prompting

**Modelling; Scaffolding and Fading, Applying knowledge and strategies in new contexts**

**Time:** 60 minutes  
**Group:** Whole class  
**Organisation:** Whole class, small groups, then whole-class discussion  
**Materials:** Bookmarks with collated self-questions/prompts (Appendix 6); Electronic version of short expository text for modelling with interactive whiteboard; Multiple copies of short expository text linked to Inquiry unit research project topic

**Purpose:**  
- Students to use bookmarks of self-questions/prompts to scaffold use of metacognitive strategies

**ACTIVITIES**

**Getting Knowledge Ready**

Introduce and discuss bookmarks

**New Strategies/Concepts**

1. **Modeled use of Bookmark**
   - Model using the self-questions/prompts on the bookmark to read a short expository text

2. **Small Group Think-Alouds**
   - In Inquiry research groups, read the text together  
   - Use the bookmarks before, during and after reading to monitor and aid comprehension  
   - Think aloud in response to the questions/prompts  
   - Appoint a scribe to record predictions, questions and prior knowledge and to note breakdowns and fix-up strategies applied – with a view to back to the class what you did when you were hunting for meaning

3. **Whole Class Discussion**
   - Groups report back on breakdowns and fix-up strategies, and reflections on meaning made (did they answer their questions/confirm their predictions)

**Consolidating and Reviewing**

Discuss: What impact did using the bookmark have on your understanding? Do you think you would always need the bookmark?

### Lesson 10 – Developing independence using visual aids to scaffold self-questioning/ prompting

**Scaffolding and Fading, Applying knowledge and strategies in new contexts**

**Time:** 60 minutes  
**Group:** Whole class  
**Organisation:** Independent, then small group and whole-class discussion  
**Materials:** Bookmarks with collated self-questions/prompts (Appendix 6); Individual copies of short expository text linked to Inquiry unit research project topic

**Purpose:**  
- Independent practice using bookmark  
- Identify benefits of each individual actively engaging in meaning making when engaged in group research (greater body of shared knowledge/insights)
ACTIVITIES

Getting Knowledge Ready
• Discuss: How effective will your research groups be if every person is actively working to make meaning?
• Should people rely on the perceived ‘good’ readers to make meaning for the whole group? Why/ Why not?
• [Scaffold students to identify benefits of collating group knowledge, different points of view, challenging each others’ ideas by questioning understanding]

New Strategies/ Concepts

1. Independent reading using self-question/prompt book
   • Each student reads the text and records predictions, questions, prior knowledge
   • Annotate where they have breakdowns and how they tried to make meaning/ the meaning they made

2. Collating group understanding
   • Inquiry research groups come together and share their knowledge and the understandings made from texts
   • Instruct students to record something new that they learnt or thought about in the group

3. Whole class discussion
   • Students feedback to class what how their understanding was enhanced when they got into the group
   • Try to highlight contributions of at-risk readers (Be subtle!)

Consolidating and Reviewing
• Reflection on unit as a whole (written and discussion) : How do you feel about reading? Has your sense of your power as a reader to understand and make meaning changed?
• Continue to use bookmark and report back to group on comprehension monitoring after each research session

Post-Intervention Extension (Phases 4 & 5)

Reflection on lessons and scaffolded application of framework and strategies in context of Inquiry research projects and independent reading routines.