A strategy for leading literacy in secondary schools

John Munro

School literacy outcomes determined by what schools knows about good literacy practice

Some key issues: When you are leading literacy

1. What are you leading?
2. What are the outcome of leading? To where?
3. Why will you lead? What is the value in the leading?
4. From where?
5. How will you lead? How have leaders ‘trodden the path’ before?

1. What literacy knowledge and skills look like in a secondary context

To help students improve their comprehension you need a clear idea of what good readers do when they read. Read the text with the goal of re-telling it. As you read, reflect on what you do.

There are two types of being: the eternal and the transient. The eternal need to return is not exemplified within the collective drama of history, nor can it be nurture through organization. Produce as it will, the eternal is not oriented towards produce. The transient, by its very nature, will end; they want to die, not live eternally.

The struggles and education of man in social history had meaning for Marx such that the goal of a body politic free from class conflict so that man might develop as man.

List some key things you needed to do to read the texts.

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

Importance of vocabulary for comprehension in secondary contexts

Main difficulty of lowest achievers: poor word reading accuracy and vocabulary

NAPLAN comprehension score

Which student will understand the text and learn more about the topic?

We are going to read about the rules of indoor soccer / living in ancient Egypt. What do you think of / see in your mind when you hear this?

4 ideas

40
What do we do to work out the meanings of words in a text we read? Use the following text to work out the meaning of *bacciferous* and *baft*.

The trees in the orchard were bacciferous. Their branches were weighed down with their heavy loads. The berry pickers worked without stopping. As they picked the berries, they put them in baskets made of baft. The baft scratched and cut their bare arms. If only the farmer had given them containers made of softer fabric.

Keep track of the actions you use to work out the meanings of new words you meet as you read:

- underline or write down the new word or term and try to say it to yourself.
- tell yourself what the word does in the sentence; *bacciferous* is about the trees in the orchard.
- visualize the sentence/s that have the new word and other ideas; you put as much of the sentence as you can into the image.
- note any pictures or visual features that go with new word.
- look at the letter patterns in the word, guess at what each part might mean by linking them with words you know.
- try to put other words or phrases in place of it and see which one/s fit best. For *bacciferous* you try “the trees had lots of berries”.
- consolidate your guess: I think *bacciferous* means *having lots of berries*. You visualize the trees in the orchard heavy with berries and the pickers working hard.
- check your guess with a dictionary definition.

Students may need to taught to

1. do these meaning-making actions one at a time, to practise using them. You also need to learn how to apply them to more complex text.
2. tell themselves how to work out the new vocabulary, for example, themselves *Could it / does it mean …?* and to tell themselves what to do, for example, *I need to try possible synonyms and see how they fit*, and *You may need to fine tune your first meaning*. Say now what you think the meaning is now.

**When I read a text I**

- work out the topic; what is the text about
- review every so often what the text has said and summarise it.
- guess why the writer wrote the text and wants us to believe
- manage and direct our reading activity; we
  - plan how we will read
  - decide the questions the text might answer
  - monitor our reading, take corrective action, decide when to re-read, self-correct,
  - review or consolidate what we have read
  - organise the knowledge we have gained to match our purposes for reading.
- use our existing knowledge
  - what words mean, how they are said, awareness of sounds in words
  - how ideas are linked into sentences, grammar.
  - how ideas are linked into themes
  - how a topic is said in a text, description
  - how the social context, the attitudes and values of the writer towards the ideas in the text
- tell myself the words and phrases and work out how to say new words and what they mean.
- work what each sentence says; we say them in other ways or visualize them.
- link the sentence meanings into an network of ideas.
2. **What do I need to know as a secondary teacher to teach my students to do this?** What will my knowledge as a literacy teacher look like?

<table>
<thead>
<tr>
<th>Relevant conceptual knowledge</th>
<th>Relevant pedagogic knowledge</th>
<th>Relevant pedagogic practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what literacy looks like, for example, when people read text, they …</td>
<td>I know the teaching options I can use to enhancing students’ literacy knowledge and skills in my subject..</td>
<td>I actually know how ‘to do’ literacy teaching in strategic ways in my teaching. Teachers often perceive barriers and obstacles in this respect.</td>
</tr>
<tr>
<td>I know to value literacy knowledge and its importance for my students. I am motivated to teach it, I believe I can be successful teaching it and that it is part of my role as an educator to teach it.</td>
<td>I know how to ‘read’ the learning-teaching context in the classroom and school, how to introduce and implement teaching procedures, bring along students, manage the timing, relate my teaching to the school’s agenda and focus. I can deal with hurdles /obstacles that arise in teaching and use appropriate management and feedback.</td>
<td></td>
</tr>
</tbody>
</table>

**Disposition and attitude**

| Know the learning-teaching context |

3. **What teaching procedures can I use to teach literacy in regular secondary classrooms?**

*High Reliability Literacy Teaching Procedures*: a set of teaching procedures can be included in any teaching to get this. These are a set of explicit procedures that teach readers to

- get their knowledge ready for reading: they
  - use their experiential knowledge and visualize ideas that may be in the text
  - use their existing verbal knowledge to map their relevant images into sentences and
  - bridge their existing knowledge to the text, decide its topic and disposition

- read text aloud sentences to encode them in their thinking spaces.
- comprehend the written words : recall the meanings of known words and to work out what unfamiliar words mean, suggest synonyms for them and work out how to say them.

- comprehend each sentence by paraphrasing and visualizing
- link sentence meanings by suggesting the questions they answer by, infer, ‘think ahead’,

- summarize a paragraph and then a set of paragraphs, say the question/s that each answers.
- review, consolidate and automatize key text knowledge and content knowledge.

These teaching procedures guide students to learn the corresponding comprehending reading actions or strategies. They use the actions as tools to understand and learn from the text.

The three phases of teaching activity for literacy learning:

<table>
<thead>
<tr>
<th>‘Get their knowledge ready’ for learning</th>
<th>While comprehending</th>
<th>Review and automatize</th>
</tr>
</thead>
</table>
| They link the text with what they know by deciding its likely topic and purpose; they | • read sentences aloud  
• work on new vocabulary  
• paraphrase + visualize sentences  
• questions answered by text  
• summarize each paragraph  
• link paragraph | • summarize the main ideas  
• review new vocabulary, ideas and link with what you know  
• link positive attitudes with it  
• automatize key ideas |
| • use relevant experiential knowledge  
• use relevant language  
• bridge to the text |        |                     |
4. How do we build these into teaching in a secondary classroom: Two aspects:

4.1 Teaching to scaffold students to use the comprehending strategies

The Nile is the lifeblood of ancient Egypt

GKR 1 Imagine you are talking to a woman living in ancient Egypt. What would you see/ hear?

GKR 2 What questions might the text answer for you? What words might come up in the text? Spell them, synonyms?

GKR 3 Look at how the information is organized on the page. What do the pictures/diagrams show you? Say the title in other ways? What is each paragraph about? What will you do to help you read? What questions might the text answer for you? What words might come up in the text? Spell them.

Vocabulary What do you think _____ means? Work out what it could mean from the sentence. What are some other words you could use?

Comprehend sentence What are other ways of saying the sentence? What picture does it tell you to make in your mind?

Review + consolidate What are the main ideas/vocabulary we have learnt today? Other ways of saying them/images? Questions might the text answer for us about women in ancient Egypt?

Summarize What is the main idea in the paragraph? What picture does it tell you to make in your mind?

Automatize the key ideas we have learnt. Link with related ideas we have learnt earlier.

Contrast the strategy teaching approach with the content only teaching approach

Teacher A
Read the section about The Nile … ancient Egypt. Then answer the questions and we’ll correct your work.

Teacher B
We’ll read together the section about Nile … ancient Egypt. As we go I’ll ask you to think about what says. Then we’ll answer the questions and we’ll correct your work.

Which teacher
- takes account of individual differences in what students know at beginning of the lesson?
- takes account of individual differences in how students think and learn during the lesson?
- helps students feel more confident of what they are learning?

4.2 Teaching students to use strategy independently Teaching–learning plan for any strategy:

Students experience doing the strategy; it is cued and scaffolded by the teaching. They have their thinking guided/directed by the teacher.

Students experience doing the strategy and say what they did; they say the strategy in words after doing it: “Before I began to read I …” They say how it helped them. They have their thinking guided and say what they did to think. They keep a list of Things I do when I read.

Students say the strategy they will use before they do it “Before I begin to read I will …?” They use their language to guide their thinking.

Students practice and apply the strategy independently. They discuss when and why they can use the strategy. Students automatize use of the strategy and link it with other strategies.
One way of doing this is as follows:

1. Take a text about a topic you are teaching and split it into two parts, each of about 250 words. The following example is from *Humanities Alive 1*. Write 5 comprehension questions for each part at the end of each part. Match the two parts in difficulty.

2. Ask the students to read the first part by themselves and then answer the questions.

3. Before, or as they read the second part, cue them to use the strategy you are teaching, for example, paraphrase each sentence as they read.

4. Have them answer the comprehension questions. Ask them:
   - *In which case was it easier to understand the text?*
   - *Why was it easier? What made it easier?* Lead them to say the actions they used (that is, the strategy you want them to learn) in their own words. *I said each sentence in my own words.*

5. Have them say what they could do in the future to make it easier for them to understand the text they read. *I will say each sentence in my own words. This helps me.*

You can use this procedure to help each student learn to tell themselves to do each strategy.

<table>
<thead>
<tr>
<th>Part A</th>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rights and privileges</strong></td>
<td><strong>Poor women</strong></td>
</tr>
</tbody>
</table>
| **Wealthy women** | Besides caring for their families, poor women helped their men in the fields, carried water in pots from wells or rivers to their homes, and made bread or beer (both a major part of the diet of ancient Egyptians). They might also work as servants, temple dancers, midwives, perfume makers, musicians, weavers and professional mourners (people who were ‘hired’ to weep and wail during the funeral procession of an ancient Egyptian).

Wives and mothers

Egyptian women were expected to marry and have a family. Most girls were married in their early teens, and were mothers within a couple of years.

Marriage ceremonies were not a special event; in fact, the language of ancient Egypt does not have a word for ‘wedding’. Between wealthy families in particular, marriages were usually little more than a business arrangement. Sometimes wealthy men had many wives, although it was always the first wife and her children who had the highest status.

1. How were wealthy women in ancient Egypt more independent than women in ancient Egypt?
2. If your father were a pharaoh in ancient Egypt, what rights could help you be independent?
3. How do we know that ancient Egypt had a legal system?
4. What does leading a privileged life mean?
5. What aspect of a pharaoh’s life doesn’t happen in our culture?

1. What were some of the jobs of poor women in ancient Egypt?
2. How do we know the ceremony surrounding death was important in ancient Egypt?
3. How do we know cosmetics were important in ancient Egypt?
4. What does being a professional mourner mean?
5. What is one aspect of life in ancient Egypt that doesn’t happen in our culture?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td><strong>A case study of leading literacy in a secondary college</strong></td>
</tr>
<tr>
<td>5.1</td>
<td>Context for the case study: Low academic achievement and low student literacy levels concerned the leadership. Literacy was seen as a key link to successful academic learning.</td>
</tr>
</tbody>
</table>
5.2 Desired outcome: Enhanced student literacy skills, to be achieved through enhanced teaching knowledge.

5.3 To achieve outcomes: teach students ‘how to be more literate’ while learning the regular curriculum.

5.4 Means for achieving enhanced teaching knowledge: Teach a group of teachers to be ‘leaders of literacy teaching’ (MLOLTs) in the school. They were responsible for embedding an enhanced knowledge of literacy knowledge in the school in the following ways:

1. Each MLOLT was guided to build literacy knowledge in each aspect of 2 above;
2. Each MLOLT was trained to teach the strategies explicitly to a group of students as part of their regular classroom teaching (that is, trained to teach 4.2);
3. Each MLOLT practised modifying their teaching to scaffold students to use particular strategies (that is, plan and implement 4.1);
4. The MLOLT team planned with SLT a term by term and a within-term professional learning plan and student learning plan
5. The MLOLT team planned with SLT a schedule to monitor student learning outcomes.

5.5 The term by term learning plan

<table>
<thead>
<tr>
<th>Term</th>
<th>Outcomes for MLOLT</th>
<th>Outcomes for students</th>
<th>Outcomes for other teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach students to use GKR and vocabulary explicitly. Prepare colleagues to transfer GKR and vocabulary. Use student monitoring measures for GKR + vocabulary.</td>
<td>Students use GKR and vocabulary explicitly</td>
<td>Support students to transfer GKR and vocabulary and apply it in their subject.</td>
</tr>
<tr>
<td>2</td>
<td>Teach students to use paraphrasing + visualising explicitly. Prepare colleagues to transfer paraphrasing and visualising. Monitor student use of paraphrasing + visualising.</td>
<td>Students use paraphrasing and visualising, automatize GKR and vocabulary</td>
<td>Support students to transfer paraphrasing and visualising and apply it in their subject.</td>
</tr>
<tr>
<td>3</td>
<td>Teach students to use strategies to comprehend paragraphs. Prepare colleagues to transfer strategies for comprehending paragraphs. Monitor student use of comprehending paragraphs.</td>
<td>Students use strategies to comprehend paragraphs, automatize paraphrasing and visualising</td>
<td>Support students to strategies for comprehending paragraphs and apply it in their subject.</td>
</tr>
</tbody>
</table>

5.6 Within term planning

<table>
<thead>
<tr>
<th>Week</th>
<th>MLOLT</th>
<th>Other teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Assess reading comprehension and strategy use Teach targeted comprehending strategy explicitly Monitor students’ use of the strategy</td>
<td>Plan how to embed the strategy in their teaching and what it ‘looks like’ in student learning outcomes</td>
</tr>
<tr>
<td>3-4</td>
<td>Video teaching students to use the strategy Teach colleagues how to embed the strategy in their teaching to facilitate transfer</td>
<td>Scaffold students to use the strategy in their content area</td>
</tr>
<tr>
<td>5-10</td>
<td>Continue to teach students to use strategy automatically</td>
<td></td>
</tr>
<tr>
<td>6-7</td>
<td>Monitor colleagues’ application of the strategy and assist them to transfer the strategy to their teaching</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Assess reading comprehension and strategy use Monitor colleagues’ application of the strategy and assist them to transfer the strategy to their teaching</td>
<td></td>
</tr>
</tbody>
</table>
This learning pathway can be used to embed each literacy strategy in the regular teaching.

6. **The school leader’s awareness of their school’s literacy knowledge and the capacity to enhance it.** Some key decisions for the leadership in a school intending to improve its literacy.

**Assessing your school’s capacity to teach literacy: What does your school know about effective literacy teaching?**

1. What is your school’s agreed set of beliefs about how literacy is learnt and taught?
2. What procedures does it use to interpret assessment outcomes in terms of its teaching?
3. How well does your school respond to literacy learning issues? What does it do to
   - Identify and analyse literacy learning issues in terms of a learning-teaching framework?
   - Implement modified literacy teaching?
   - Monitor the effectiveness of the modified teaching?
   - Incorporate the modified teaching into its explicit literacy teaching framework?

**How to bring new literacy teaching knowledge into your school.** A three strand strategy to implement improvement in literacy teaching

1. Teachers are guided and scaffolded to monitor and modify their classroom teaching
2. School leadership provides instructional leadership for literacy
3. Some teachers are trained to ‘drive’ the literacy improvement: they
   - Build the literacy teaching knowledge needed to scaffold improved student outcomes
   - Learn procedures for guiding the professional learning of colleagues
   - Procedures for bringing new literacy teaching knowledge into the school
   - Lead the professional learning of PLTs.

Example of an embedding strategy

<table>
<thead>
<tr>
<th>MLOLT learn GKR and MMM</th>
<th>SLT – develops a whole school literacy improvement</th>
<th>Staff learn of literacy improvement focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLOLT use GKR and MMM in their teaching and video their activity,</td>
<td>1. Become familiar with teaching procedures 2. Plan a broader dissemination program in the school including a term outcomes plan. 3. Work on teaching activities in GKR and MMM for colleagues</td>
<td>1. Informed to progress with GKR and MMM 2. See videos of teaching in PLTs 3. encouraged to monitor how well their students use GKR and MMM</td>
</tr>
<tr>
<td>1. use procedures to monitor student outcomes, 2. share the embedding with school leadership, 3. report outcomes to staff, inform staff of what they are doing and how it assists teaching, 4. plan a broader dissemination program with SLT 5. begin to plan professional learning activity in GKR and MMM for their colleagues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLOLT learn sentence reading comprehension strategies and begin to implement professional teaching in GKR and MMM for their colleagues.</td>
<td>Learn to provide instructional leadership for implementing GKR and MMM</td>
<td>Scaffolded to implement GKR and MMM</td>
</tr>
</tbody>
</table>

**Repeat with other literacy strategies**

**How to guide and build a professional learning plan for literacy improvement: How to contextualize new literacy teaching in your school** Steps in the professional learning pathway

| The term by term outcome for each class in school: what will students, teachers and SLTs be doing differently at end of each term? | the professional learning plan for each teacher; how will teacher learning for each term outcome be implemented? | the week by week implementation plan for each teacher and student group; how will literacy learning develop over each term? |
The term by term outcomes plan  The term by term outcomes plan for each stakeholder in the school:

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>what students will be doing differently at end of term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>what teacher will be doing differently at end of term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>what middle leader of literacy teaching will be doing differently at end of term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What school leadership will be doing differently at end of term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What will be used to measure progress each term, indicators of success?

- Indicators of what students have learnt to do with support/independently each term?
- Indicators of change in teaching practice?
- Indicators of change in effective instructional leadership?

The professional learning plan. The Driver –PLT activities that will be used to support/lead/guide the professional learning activities for teachers.

<table>
<thead>
<tr>
<th>Staff are aware of HRLTP as options for dealing with issue in learning -teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff reflect on what the teaching options would look like in topics they teach</td>
</tr>
<tr>
<td>Staff see procedure modeled in their teaching, coached to use it</td>
</tr>
<tr>
<td>Staff plan how to include option in their teaching</td>
</tr>
<tr>
<td>Staff trial the strategies in specific contexts and collate the outcomes</td>
</tr>
<tr>
<td>Staff use the strategies more consistently</td>
</tr>
<tr>
<td>Staff share and pool their use the strategies</td>
</tr>
</tbody>
</table>

The professional learning plan for each stakeholder in the school- how the professional learning opportunities for each teacher will be implemented:

- The teaching procedures to be trialed by each teacher are identified and embedded in topics they will teach. Each teacher prepares ‘annotated lesson plans’ that show how they will use the HRLTPs in their teaching. This is managed in PLTs. Each teacher practises this embedding and then teaches modified lesson to the PLT.
- Drivers demonstrate, model the teaching and implement coaching in class.
- Teachers trial the teaching procedures, monitor their effectiveness.
- Group knowledge in PLTs is shared and pooled, reflective professional practice
**Staff learning**: The professional teaching that each staff member will receive can be planned using the following *Weekly planning proforma*.

<table>
<thead>
<tr>
<th>Aspect of professional learning</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-2</td>
</tr>
<tr>
<td>Build procedures into topics to be taught</td>
<td></td>
</tr>
<tr>
<td>Trial procedures in classroom</td>
<td></td>
</tr>
<tr>
<td>See teaching procedures modeled, coached</td>
<td></td>
</tr>
<tr>
<td>Work on procedures in PLTs to discuss options</td>
<td></td>
</tr>
<tr>
<td>Share, pooling new teaching knowledge</td>
<td></td>
</tr>
<tr>
<td>Instructional leadership activities</td>
<td></td>
</tr>
<tr>
<td>Build staff awareness, feedback from peers</td>
<td></td>
</tr>
<tr>
<td>Student outcomes + feedback</td>
<td></td>
</tr>
</tbody>
</table>
To generate an implementation plan for each teacher. The following steps can be used:

1. Take the student outcomes and sequence /arrange the student activities in a ‘learning based’ way across the term and add the types of activities you will use to achieve this.

Teaching plan for any strategy:

Students experience doing the strategy; it is cued and scaffolded by the teaching. They have their thinking guided

Students experience doing the strategy and say what they did; they say the strategy in words after doing it: “Before I began to read I …?”

They have their thinking guided and say what they did to think. They keep a list of Things I do when I read.

Students say the strategy they will use before they do it “Before I begin to I will …?”

They use their language to guide their thinking.

Students practise and apply the strategy independently.

Students automatize use of the strategy and link it with other strategies

2. Develop and record the teaching procedures the teacher will use to guide /scaffold student learning.

Weekly schedule for teaching each strategy. Write in the strategy/ies you will teach each week and the learning status of the teaching. The following is an example.

<table>
<thead>
<tr>
<th>week</th>
<th>Use strategy orally when cued</th>
<th>Use strategy in reading when cued, say what you did and evaluate its use</th>
<th>self-cue; say strategy you will use in reading and use it</th>
<th>practise applying strategy</th>
<th>automatise and link with other strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>GKR</td>
<td>GKR</td>
<td>GKR</td>
<td>GKR</td>
<td>GKR</td>
<td>GKR</td>
</tr>
<tr>
<td>MMM</td>
<td>MMM</td>
<td>GKR</td>
<td>MMM</td>
<td>MMM</td>
<td>MMM</td>
</tr>
</tbody>
</table>

You can also plan the activities you will use to target each procedure each week. The following is an example.

<table>
<thead>
<tr>
<th>HRLTP</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>GKR</td>
<td>Hear key words, visualize the context</td>
<td>Talk about images in sentences</td>
<td>Say questions the text might answer</td>
</tr>
<tr>
<td>MMM</td>
<td>Read and spell key words</td>
<td>Work out meaning of key words</td>
<td>suggest synonyms</td>
</tr>
</tbody>
</table>

2.5 How to be an instructional leader of literacy

Key features of instructional leadership by principals. Principal explicitly guides staff towards improved teaching practice.

- Evidence of IL by principals and drivers is shown through the strategic actions they take and the explicit decisions they make.
- This includes the principal initiating and modeling both backward and forward reflection on practice
Examples: a principal who engages in probing dialogue about the teaching procedures used by a teacher to meet the learning needs of a student.

**Key features of instructional leadership by drivers**  Drivers guide professional learning within the context set by the principal’s IL practice. They

- guide colleagues to evaluate their teaching, problem solve possible improved procedures, suggest teaching options for a colleague who has yet to understand a particular strategy.
- guide progress along the professional learning pathway
- model novel teaching strategies, coach and support new teaching
- The direction of the IL is to achieve automatized, independent learning by students. This is evident when students can independently learn new ideas and say how they will work through tasks to completion.

2.7  **How to build a group knowledge of literacy teaching and a code of teaching practice for the school**

2.8  **How to build a professional learning climate for literacy.**

A positive climate for PL that is consistent with the culture of the school that allows the PL to be embedded in the context of the school. The climate recognises that professional learning:

- needs to take account of the culture of the school
- is student referenced
- can follow a chaotic path
- requires a systematic set of learning opportunities
- involves valuing, distilling past professional experiences
- involves thinking innovatively about possibilities and options.
- involves professional collaboration
- acknowledges that individuals differ in how they learn.
- involves building and drawing on the relevant group knowledge
- involves identifying what has learnt about how to learn professionally.
- involves trust
**What to teach?**  The comprehending strategies are taught as actions students tell themselves to use as they read. This teaches them how to work through a reading activity in a systematic way, gradually constructing an understanding of it as they go. The information written in italics indicates the types of self talk about literacy strategies you can teach your students learn to use to guide, manage and direct their reading comprehension activity.

<p>| Phase of reading | Student activity : students | What do I think the text is about? What pictures do I make in my mind when I hear the title/look at the cover….. What might happen ? | What ideas could it mention ? If it is about …. what else might it say ? | How can I say these ideas in sentences ? | What are some who / what/ how/ why/ when/ where questions I could ask about it ? | What words might be in the text ? How would they be spelt ? What synonyms might be used ? | What are alternative ways of thinking about this topic? Why might the author have written this text? How might its purpose affect how it is written | *What will I do as I read/ if I come to a part that I don’t understand | Am I ready to read? What more do I need to know before I begin to read ? |
|------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Getting ready or orienting phase | Focus on possible topic of the text. Guide students to link text with what they know by using the title, the cover, pictures in the text or blurb. | Link ideas in text with what the reader already knows, use mapping, networking. | Focus on how the ideas (such as pictures, key words they have identified) might be said | Focus on questions it might answer: | Focus on possible words that might be in the text. | Focus on possible reasons or purposes for writing it.? | Readers say how they will read, the actions (strategies) they will use.? | Focus on reader’s self efficacy as a reader | Sentence level strategies for literal comprehension: |
| | • break text into bits, decide where to pause. | • listen to themselves as they read, paraphrase text. | • act on ideas, put themselves in the context. | • visualize what was read. | • monitor meaning of each sentence, re-read | Discourse level reading strategies to summarize, monitor, infer, evaluate comprehension of text: | Word reading strategies to work out new words |
| | • use context of word + initial few sounds, word analysis and re-read | • work out the meanings of unfamiliar words. | Where will I pause and ask : What has it told me ? | What are other ways of saying this sentence ? How can I tell myself what it says ? | What would I see /hear/do /feel if I were in context ? | What picture can I make of the sentence ? | Does it make sense/fit in? | How do I know now? How does this fit with the topic ? | What has happened so far? |
| | | | | | | | | | Why did that happen? |
| | | | | | | | | | What might be said happen next ? |
| | | | | | | | | | How has the text so far attempted to influence my view ? |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th>review reading phase</th>
<th>Link positive emotion response with the text</th>
<th>How I liked the text? Were ideas useful / interesting? How could it have grabbed me better?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review understanding of text in various ways.</td>
<td>What did the text tell me? The text didn’t say this but if …. ?</td>
</tr>
<tr>
<td></td>
<td>Review the purpose of the text and how well it achieved its purpose.</td>
<td>Why was text written? Did it say what I expected? How well did it achieve its purpose?</td>
</tr>
<tr>
<td></td>
<td>How can the text be interpreted from different points of view or perspectives?</td>
<td>What was the writer’s purpose in writing this text? What techniques used to influence the reader to take a particular interpretation?</td>
</tr>
<tr>
<td></td>
<td>Review and evaluate the reading strategies used, particularly the strategies being learnt at the time.</td>
<td>What reading actions did I use to help me understand the text?</td>
</tr>
<tr>
<td></td>
<td>Store in memory what has been learnt.</td>
<td>What new ideas have I learnt? How do they fit with what I know already?</td>
</tr>
<tr>
<td></td>
<td>Identify the new language and literacy knowledge that has been learnt</td>
<td>What new ways of saying things have I learnt? What new words were in the text?</td>
</tr>
<tr>
<td></td>
<td>Automatise and practise reading aloud and silently similar text to achieve increased fluency.</td>
<td></td>
</tr>
</tbody>
</table>