THE GOVERNMENT OF WESTERN AUSTRALIA

Department of **Education**

Directed silent reading
Journal writing
Rotating groups and papers
Dictogloss
Three-level guides
Student-generated questions
Joint construction
Envoy

Success FOR All

SELECTING APPROPRIATE LEARNING STRATEGIES

Stepping Out

CONTENTS

PREFACE

Success for All: Selecting appropriate learning strategies highlights the fact that literacy underpins all school learning. It is the vehicle for understanding the specialised language, concepts and skills of each learning area. When students' literacy skills are improved, they are able to process information more effectively, and they have greater understandings about subject-specific content. Their learning outcomes are therefore more likely to improve.

Increasingly, teachers are required to cater for wide ranges of ability in their classrooms. When they are familiar with the purposes and benefits of different strategies, they are better equipped to cater for the diversity of needs associated with adolescent learners.

Students also need to become adept at selecting and applying independently a range of strategies in different contexts, for different purposes. They are then able to complete effectively the many complex tasks that they will encounter throughout their school years.

This text is intended as a practical resource that will provide a point of reference for teachers striving to cater for the learning needs of adolescent students.

Improving literacy skills = improving learning outcomes!

A PLANNING FRAMEWORK FOR STRATEGIES IN THE CLASSROOM

WHY STRATEGIES?

The teaching and learning strategies contained in this text are a compilation of tried and true cross-curricular strategies that are recognised by experienced teachers as being representative of successful teaching and learning practices. All of the strategies can be used to assist you in addressing the literacy and learning needs of your students. They are not unique to the *Stepping Out* program, but are based on the work of researchers such as Halliday (1973), Martin (1985), Morris & Stewart-Dore (1984), Bruner (1986) and Vygotsky (1986).

Included in this book are:

* a range of strategies to facilitate learning in all subject areas;
* examples of literacy strategies incorporated within subject-specific content;
* concept and skill strategies;
* indications of the purpose of each strategy;
* methods of implementing each strategy;
* behaviours to look for when monitoring students' processes and products; and
* ways to collect data.

A key premise is that once target learning objectives have been determined and you have identified your students' placement in relation to the targets, strategies can then be put in place to support or extend their learning. When you are familiar with the ways in which particular strategies work and the types of learning they facilitate, you will be able to select those strategies that help students make progress from one level of learning to another. You will also be able to determine:

– who needs support;
– what kind of support would be appropriate; and
– when to remove, modify or replace the support (scaffolding) strategy.

You will be able to remove or replace the support strategies (scaffolding) as students make progress. The aim is to make students aware of the ways in which these strategies can help them learn more effectively, and for them to be able to self-select and apply the strategies confidently in different contexts and for different purposes.

INDEPENDENCE

Gradual withdrawal
of support

Guided practice

Intermittent periods of
independent work

Pair work

Small-group work

DEPENDENCE

Teacher support
• Instruction
• Modelling
• Demonstration
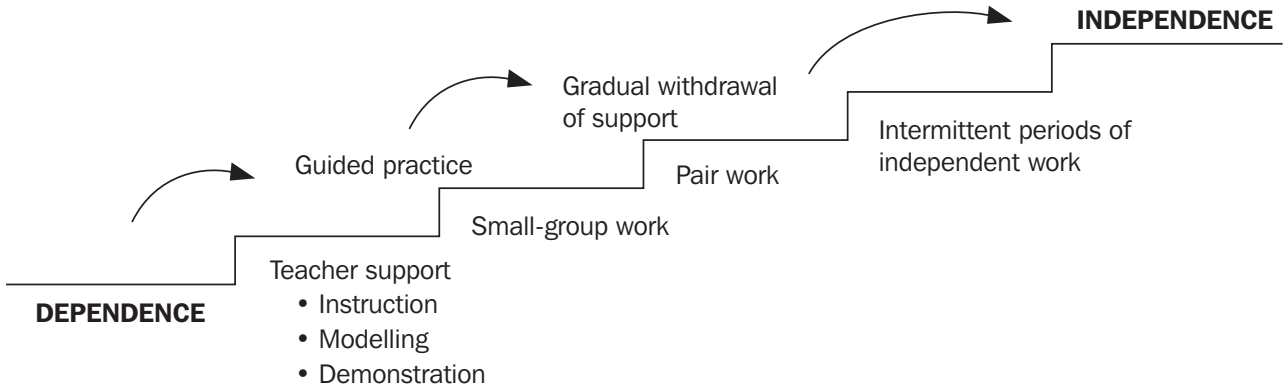
Scaffolding needs to take place recursively with each new major concept or task that students are asked to complete.

INTRODUCING STRATEGIES IN THE CLASSROOM

You will need to explain and model the strategies several times before your students will be able to apply them independently. They need to know how to apply, and when and where to apply them. Students also need to have multiple opportunities to practise and develop the strategies, so that they become tools for learning.

For a strategy-rich classroom, it is useful to teach one or two strategies and to build up the repertoire slowly. Strategies can be taught and modelled effectively using both small- and large-group instruction, and one-to-one teaching situations. Continue with explicit explanations, modelling, guidance and feedback as students practise using the strategies.

Use instructions to explain when and where to apply the strategies, as well as to explain the benefits associated with using various strategies. Prompt students (through questioning techniques) to think about additional or possible ways to extend and expand their use of strategies. Highlight the ways in which different students apply strategies to the same content, and ask individual students to explain why (and how) they used a particular strategy to complete a piece of work (Pressley, 2000).

SELECTING APPROPRIATE STRATEGIES

Take great care when selecting strategies. The strategies incorporated in this text are not designed to be used in a 'grab-bag' fashion. Some support learning, while some provide organisational structures. Others facilitate comprehension. Each suits different types of tasks and achieves different purposes. Some are flexible and can be used equally well

at 'Before', 'During' or 'After' stages of a lesson or unit of work. Use your professional judgement to identify which strategies will ensure that your students achieve the targeted learning outcomes. Inappropriate selection of strategies can detract from students' learning experiences.

WARNING
Indiscriminate use of the strategies in this text can be hazardous to learning!

CONCEPTS AND SKILLS

Students do not learn **skills** and **concepts** in the same way. Strategies that support the teaching of skills and concepts therefore differ, according to whether a skill or concept is to be taught.

Concepts

Concepts are best taught by building up layers of understanding, starting from the knowledge that students already possess. As new knowledge is assimilated, new understandings are able to be formed. Strategies suitable for the teaching of concepts allow students to move between overall generalisations and details, and to explore links between subject-specific information and their own world.

Some examples of strategies that facilitate the teaching of concepts include:

Three-level guides – which promote critical thinking and internalisation of concepts

Journal writing – which facilitates reflection and recording of understandings

Group work – which provides opportunities for active participation in clarifying and refining ideas

For, Against and Questions – which facilitate synthesis of other points of view on a topic.

Skills

Skills, on the other hand, need to be taught explicitly. Strategies such as modelling the skill, and collaborative activities such as guided writing and joint construction, are very effective. It is important to determine how many subskills are involved in each task, and to identify the order and rate at which these subskills should be taught.

Some examples of strategies that facilitate the teaching of skills include:

Joint construction – where the teacher and students collaboratively construct a piece of writing, such as a letter, a limerick, a report etc.

Guided writing – where the linguistic (language) features and conventions of a text are made clear through modelling

Skimming – where students are taught how to gain a general impression or overview of a text quickly

Scanning – where students are taught how to locate specific details such as names, dates, etc. quickly.

USING A PLANNING FRAMEWORK

The Before, During and After framework is an adaptation of the ERICA (*Effective Reading in the Content Area*) reading framework (Morris & Stewart-Dore, 1984). It is an extremely effective model to use when planning a learning program. The framework provides support as you:

✳ **prepare** students for tasks;

✳ present support strategies that help students **think through** and **organise their ideas** during tasks; and

✳ determine ways in which students can **demonstrate their understandings**.

Before, During and After framework		
BEFORE (What will you do to prepare students for the task?)	**Background information** **Awareness of purpose**	*Select strategies that:* • activate background knowledge • link existing knowledge to new information • review, extend, enrich and clarify vocabulary and concepts. *Select strategies that:* • motivate students' interest • establish a purpose for the activity.
DURING (How will you help students think through and organise ideas?)	**Thinking through** **Organising**	*Select strategies that enable students to:* • think through ideas • self-monitor their understandings. *Select strategies that help students to:* • extract and organise relevant information for a specific task.
AFTER (How will you get students to demonstrate or translate their understanding?)	**Using new information**	*Select strategies that enable students to:* • evaluate ideas critically • demonstrate understanding of learning.

Planning from the framework

When planning a learning activity or program:

1. Start at the **After** stage, to determine:

    *   the target learning outcomes; and

    *   the best way for students to demonstrate these target learning outcomes.

2. Then move to the **Before** stage, to determine:

    *   where students are placed in relation to the target outcomes;

    *   how to bridge the gap between their existing knowledge and the new knowledge to be learnt;

    *   strategies that would best facilitate students' understandings and mastery of new vocabulary;

    *   whether there are concepts, skills or subskills to be learnt, and how best to teach these; and

    *   how to link the learning to real-life, authentic contexts.

3. Plan the **During** section, to determine:

    *   the types of support strategies that will enable students to think through the activity and organise their thinking (i.e. three-level guides, directed silent reading, retrieval charts etc.); and

    *   the type of assessment that could be integrated within the process.

	Using the framework for planning	
1	AFTER (Demonstrating)	**What are the target learning outcomes?** What understandings/skills do I want students to demonstrate? How could they best show this?
2	BEFORE (Preparing)	**Where are my students placed with regard to the target learning outcomes?** What do they know already? What else do they need to know? What tasks or strategies will enable them to build on their existing knowledge? What strategies could be used to teach the concepts, skills or subskills involved in this task/lesson/unit?
3	DURING (Engaging)	**What key points/concepts will students need to learn?** What support will they need to be able to do this? How could they organise their information? Which strategies would be useful? What type of assessment could be integrated within the process (i.e. ongoing observational notes, checklists, self-evaluation forms etc.)?

Investing time in Before and During activities
= improved understandings
= improved learning-area outcomes.

TEACHING FROM THE FRAMEWORK

When using the framework in the classroom, start at the **Before** stage, then move through the **During** and **After** stages.

It is not necessary, and it is time consuming, to plan Before, During and After activities for each and every lesson. Some strategies are best used at the Before or During stage of a learning program. Others can be used effectively at any stage of the learning process. Determine your choice by the purpose of the activity and the needs of your students.

Time you invest in Before and During activities will lead to an improvement in the quality of your students' learning outcomes, and therefore will be time well spent.

A useful sequence of strategies for a classroom lesson could look like this:

BEFORE *Prepare students for the learning that lies ahead.*	• brainstorm ideas, or • provide an anticipation guide, or • provide an overview of the unit or lesson
DURING *Provide scaffolding, so that students can think through their ideas and organise their information effectively.*	• jointly devise a retrieval chart, or • use a framework so that students can record their research information, or • provide a series of focus questions, or • ask students to draw a 'mind map'
AFTER *Provide opportunities for students to demonstrate their understandings.*	• produce an oral report, or • perform a group role-play, or • write a persuasive argument, or • report back to the class

Many strategies are a collation of subskills. In order to complete successfully any of the following strategies, students would need to have had experience with the skills listed:

Structured overview	**Dictogloss**	**Retrieval chart**
• Skimming and scanning (or viewing a text) • Identifying key words and phrases • Locating and extracting relevant information • Organising information under appropriate categories or headings	• Listening carefully to establish meaning • Making notes from spoken texts • Sharing/comparing notes with a partner • Jointly identifying what has been missed and 'topping up' information	• Previewing (by skimming, scanning, scrolling or viewing) a text so that an overview is gained of the content • Recording information under appropriate categories or headings on a retrieval chart • Synthesising information from the retrieval chart in order to present it in a particular form (report, brochure, persuasive, argument etc.)

When the subskills have been taught explicitly, students need to be provided with opportunities to develop, refine and consolidate them. Time spent on these Before activities is an investment! Once students are familiar and confident with the use of these skills, they are more likely to implement the strategy effectively.

GENERAL STRATEGIES

Strategies	Before	During	After	Concept	Skill	Reading	Writing	Listening	Speaking
Card cluster	✓	✓	✓	✓	✓	✓	✓	✓	✓
Envoy		✓	✓	✓	✓	✓	✓	✓	✓
For, Against and Questions	✓	✓	✓	✓		✓	✓	✓	
Marking keys	✓	✓	✓		✓	✓	✓		
Modelling	✓	✓	✓		✓		✓	✓	✓
Student-generated questions	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rotating groups or papers		✓	✓	✓		✓	✓	✓	✓
Small-group work	✓	✓	✓	✓	✓	✓	✓	✓	✓
Structured overview	✓	✓	✓	✓	✓	✓	✓	✓	

CARD CLUSTER

1. What is the purpose?

* To collate ideas discussed at the small-group level effectively
* To teach students to distinguish between main ideas and supporting details
* To teach students how to organise ideas
* To provide opportunities for students to support and develop their ideas

2. How can I implement it?

* Distribute several blank cards and one thick pen to each small group.
* Explain the purpose of the exercise, i.e. to generate and then organise ideas on a topic.
* Provide clear directions of what is to be recorded.
* Ensure that only key words are recorded on cards.
* Ask each group to nominate a scribe who pins up on the wall (or whiteboard) his/her group's cards so that related ideas are clustered together.
* Ask other groups' representatives, one at a time, to cluster their cards. They place their cards under the appropriate categories. Students need to be prepared to justify their arrangement of cards.

3. What am I assessing/observing?

Examples of some of the skills/understandings that you may observe include:

* the extent of subject understandings;
* the ability to generate ideas;
* the ability to organise information in a meaningful way;
* the ability to select key words and phrases;
* the ability to distinguish between main ideas and supporting detail;
* the level of meta-cognition:
  – the extent to which students know when it is useful to use a card cluster
  – the extent to which students apply the strategy independently
  – the extent to which the strategy is applied to appropriate contexts; and
* the ability to support and develop ideas.

4. How can I collect information?

METHOD	EXAMPLE

Student self-evaluation ▶

Peer evaluation

Teacher jottings ▶

On-balance judgements

Criteria checklists ▶

Anecdotal information

Parental input

Portfolio

Student self-evaluation

'At first I couldn't understand why the other groups clustered their ideas in the way they did. But when I listened to their explanations it gradually became clearer. I understand the topic really well now.'

Teacher jottings

'Anthony can generate ideas but has difficulty seeing the relationships between ideas.'

**Criteria checklist—
Observation at the small-group level**

CRITERIA	STUDENTS' NAMES
Able to generate ideas	Mary, John, Jo
Able to distinguish between main idea and supporting detail	Bree, Chris, Tim
Able to organise information in a meaningful way	Kevin, Gail, Di

EXAMPLE OF CARD CLUSTERS

Implementation	Example
Instructions One idea per card A single word or phrase Students to write clearly (large print) **Hints** Students should be clear about the meaning of each cluster heading. Do not 'over-cluster'. **Options** Limited/unlimited number of cards Individual/group response	Ancient Egypt Lasted for centuries · Underworld · Cheops most famous · Judged by Osiris · Pyramids · Grew crops · Peasant farmer and slaves · Beliefs about afterlife · King (Pharoah) buried there · Nile · Mummies · Flood plains · Irrigation

ENVOY

1. What is the purpose?

 ✳ To provide a structure for accountability in group discussions
 ✳ To encourage students to learn from each other and take responsibility for their learning
 ✳ To develop listening and speaking skills
 ✳ To promote skills in synthesising and summarising ideas

Stage One
Each group discusses the topic.
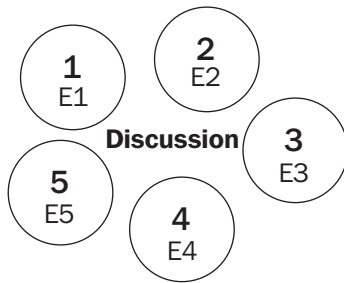
Stage Two
One representative from each group reports to another group and listens to what the group has discussed.
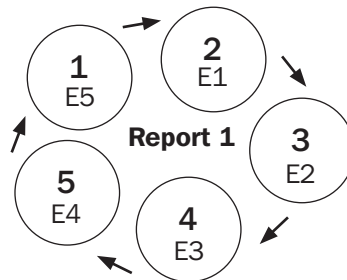
Stage Three
The 'envoy' returns to original group to exchange new ideas discussed.
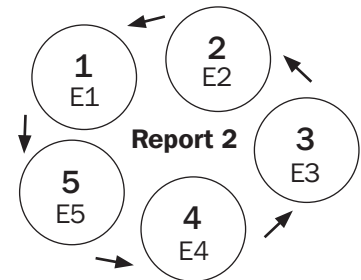
2. How can I implement it?

 ✳ Ask students to form groups.
 ✳ Provide each group with a topic or aspects of a topic to discuss or research.
 ✳ Each group selects one student to be the 'envoy'.
 ✳ After the discussion or research, each envoy reports to another group and outlines what was discussed—what ideas or suggestions were made, what conclusions were reached, what decisions were made etc.
 ✳ The envoy listens to a report from the group that she/he is visiting.
 ✳ The envoy returns to his/her original group and presents the new ideas discussed.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

 ✳ the ability to summarise and synthesise ideas;
 ✳ the ability to organise information clearly;
 ✳ the level of students' background knowledge;
 ✳ the level of understanding of concepts discussed;
 ✳ the ability to listen effectively;
 ✳ the extent to which students critically question and reflect on ideas.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Peer evaluation**
Peer evaluation ▶	*'Robin reported on her group's discussion. She explained their ideas clearly. All of us understood what she said because she organised her ideas logically and gave us examples for each idea.'*
Teacher jottings ▶	
On-balance judgements	**Teacher jottings**
Criteria checklists ▶	*'The students in Sam's group were listening very intently. They synthesised effectively what the envoy said.'*
Anecdotal information ▶	
Parental input	**Criteria checklist**
Portfolio	

Criteria checklist

CRITERIA	STUDENTS' NAMES
Summarised the main ideas effectively	
Organised ideas in report effectively	
Sound level of understandings	

Anecdotal information

'More opportunities to summarise and synthesise ideas needed. More than half of the class had trouble.'

EXAMPLE OF AN ENVOY TOPIC

See Appendix 1 for an example of an envoy topic.

FOR, AGAINST AND QUESTIONS

1. What is the purpose?

* To provide a framework for exploring an issue
* To teach students how to consider different points of view

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Issue:  _____

┌─────────────┐        ┌─────────────┐
│     For     │        │   Against   │
└─────────────┘        └─────────────┘

┌─────────────┐        ┌─────────────┐
└─────────────┘        └─────────────┘

  ┌─────────────┐        ┌─────────────┐
  └─────────────┘        └─────────────┘

┌─────────────┐        ┌─────────────┐
└─────────────┘        └─────────────┘

Questions:  _____  ?
            _____  ?
```

2. How can I implement it?

* Explain the purpose of the activity.
* Explain the meanings of the headings on the chart (**For**, **Against** and **Questions**). Point out that what one group considers to be a **For** may be viewed as an **Against** by another group.
* Ask students to work in pairs or small groups, to list as many ideas as they can in the time allowed. **Questions** can be generated and recorded.
* Collate ideas discussed at the small-group level through a call-out or by groups clustering their ideas using cards on which they have written.
* Discuss student-generated questions at the whole-class level.
* The **For, Against and Questions** chart may then serve as a framework for students' writing.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

* the extent to which students understand the issues associated with a topic;
* the extent to which students consider others' points of view;
* the extent to which students analyse an issue critically; and
* the level of meta-cognition:
  – the extent to which students can explain the value of the strategy
  – the extent to which students apply the strategy independently to different contexts.

4. How can I collect information?

METHOD	EXAMPLE

METHOD

Student self-evaluation

Peer evaluation

Teacher jottings ▶

On-balance judgements

Criteria checklists

Anecdotal information ▶

Parental input ▶

Portfolio

EXAMPLE

Teacher jottings

'Ellis, Karl and Tuan worked really well using their For, Against and Questions chart. They were able to consider different points of view. They knew about the issues.'

Anecdotal information

'The teacher tells me Nicole suggested using a For, Against and Questions chart to explore an issue in her Health Education class. She showed him the strategy that worked very well.'

Parental input

'You know how hard Neil finds it to organise his ideas and keep focused? Well, that For, Against and Questions chart you set for homework worked really well. He gained a real sense of satisfaction from finishing a piece of work.'

EXAMPLE OF FOR, AGAINST AND QUESTIONS CHART

For, Against and Questions			
Lockie Leonard's relationships with others	For	Against	Questions
Family		Lockie fights with his brother.	
School			
Vicki	Vicki is cool and good looking – Lockie likes her.		
Peer group			
Bogans			Is Lockie going to get his revenge against them?
Church group			

MARKING KEYS

1. What is the purpose?

* To provide a clear indicator of what is expected for a certain piece of work
* To demystify the marking process
* To provide detailed feedback

Critical literacy marking key

Name: _____ Class: _____

Is able to identify the dominant reading of a text.	Y / N
Demonstrates understandings of the attitudes, values and beliefs informing texts.	Y / N
Is able to explain how gender, age and culture are constructed in the text.	Y / N
Is able to identify what is missing from a text (gaps and silences).	Y / N
Can demonstrate or explain other ways in which texts could be written.	Y / N
Is able to use the terminology of critical literacy effectively.	Y / N
Is able to express own point of view.	Y / N
Is able to articulate other points of view.	Y / N
Demonstrates the ability to target different audiences for different purposes.	Y / N
Has shown the ability to compose different genres using the medium of technology.	Y / N

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2. How can I implement it?

* Draw up a list of the skills involved in a task. Include aspects such as use of subject-specific words, working well with others, neatness etc.
* Alternatively, create a marking key with students. Students could attach the marking key to their work when they hand it in.
* Marking keys also can be used as self-evaluation sheets, and can be compared with the your marking key.

3. What am I assessing/observing?

Examples of some of the skills/understandings that you may observe include:

* adherence to the criteria on the marking key; and
* the degree to which the marking key reflects the content of the study program.

Marking keys

Marking keys help teachers to:
* set clear guidelines;
* assess content objectives and student outcomes;
* provide detailed feedback; and
* ensure compatibility.

Marking keys help students to:
* stay on task;
* draft and present high quality work;
* know what the teacher wants; and
* improve on previous work.

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4. How can I collect information?

METHOD	EXAMPLE
Teacher jottings ▶	**Teacher jottings**
Student self-evaluation ▶	'Everyone in the class seemed happy with the marking key. The 'rules' were made clear before the students started work, and they felt it was a fair way of marking.'
Peer evaluation	**Student self-evaluation**
On-balance judgements	'At last I knew exactly what was in my teacher's head. I knew I needed to spend more time on my paragraph writing. because the mark allocated for that section is high in comparison with the rest.'
Criteria checklists	
Portfolio	

EXAMPLE OF A MARKING KEY

MARKING KEY FOR INTERVIEWING

TOPIC: _____   DATE: _____

NAME: _____   NAME: _____

INTERVIEWER   INTERVIEWEE

A   MATTER—4 MARKS

1. Good evidence of research displayed. _____
2. Effective open-ended questions constructed. _____
3. Questions display a good understanding of issues/topic. _____
4. Evidence of active listening. Construction of questions arising from comments made by interviewee. _____

B   MANNER—4 MARKS

1. Confident manner. _____
2. Speaks clearly and audibly. _____
3. Gives appropriate body messages to interviewee. _____
4. Pace of delivery is appropriate. _____

C   METHOD (STRUCTURE)—2 MARKS

1. Interview contained a clear introduction. _____
2. Questions asked in a logical order. _____

TOTAL: _____

A   MATTER—4 MARKS

1. Sufficient evidence of research displayed. _____
2. Demonstrates a good understanding of topic/issues. _____
3. Ideas well supported, with appropriate examples and details. _____
4. Reasons effectively, answered the questions asked. _____

B   MANNER—4 MARKS

1. Answers questions confidently. _____
2. Speaks clearly and audibly. _____
3. Gives appropriate body messages to interviewee. _____
4. Pace of delivery is appropriate. _____

C   METHOD (STRUCTURE)—2 MARKS

1. Answers ordered in a logical fashion. _____
2. Answers kept to the point, with the most important ideas addressed. _____

TOTAL: _____

ADJUDICATOR: _____

FIRST020 | Success for all: Selecting appropriate learning strategies

MODELLING

1. What is the purpose?

* To make explicit the cognitive processes and skills that learners go through when they complete a task (showing by example)

2. How can I implement it?

* Start slowly and choose a process or strategy that you would feel comfortable modelling (e.g. how to extract key words and phrases, how to generate ideas for an assignment through brainstorming, how to guess the meaning of a word in context). A range of suggestions is provided on the next page.
* In front of the class, 'think aloud' (while writing on the board, or on an overhead), in order to make explicit the cognitive processes required to complete the task successfully.
* If necessary, seek support from colleagues, such as your school's Special Needs Teacher, in order to increase the range of learning strategies you are able to model.
* Aim to promote meta-cognition by creating situations where students model skills for each other.

Examples of skills and strategies teachers and peers can model

Steps for completing a homework task	☐	How to conduct a writers' conference	☐
How to gain access to specific information in the library	☐	How to re-read to check whether the language is appropriate for its purpose and audience	☐
How to solve a problem	☐	How to combine simple sentences	☐
How to construct a paragraph	☐	How to use a journal for different purposes	☐
How to ask for clarification	☐	How to complete a concept map (or other diagram)	☐
How to listen effectively	☐	How to generate subheadings when taking notes	☐
How to read maps and graphs	☐	How to read around a word for contextual clues	☐
How to write in a specific text form	☐	How to decide when to use a table of contents and/or an index	☐
How to generate a note-making framework	☐	How to develop and support ideas	☐
How to work co-operatively with other students	☐	How to select an appropriate text form	☐
How to edit	☐	How to skim a chapter	☐
How to write an effective topic sentence/paragraph	☐	How to resolve conflict at the small-group level	☐
How to set out references in a bibliography	☐	How to generate ideas for writing	☐
How to set out direct speech	☐		
How to study for a test	☐		

STUDENT-GENERATED QUESTIONS

1. What is the purpose?

* To provide practice for improving both the quality and the type of questions a reader asks
* To promote active meaning-making (prediction, thinking through ideas, substantiation etc.)
* To promote student-centred learning (allows students to set their own purpose(s) for reading) and to build on an interest in a topic
* To provide you with instant feedback about areas of difficulty in the text
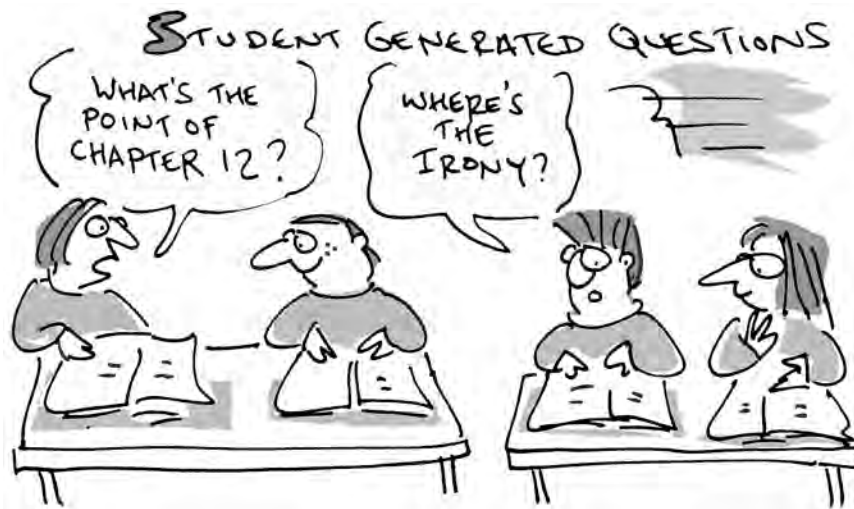
2. How can I implement it?

* Working in pairs or groups of 3–4, students might generate questions on a topic in a variety of contexts. For example:
  – before the text is opened, students may list in question form what they want to know about the topic;
  – after reading the text silently, students may jot down the question that concerns them most. Students in small groups or pairs could help each other to discover the answer by searching the text. Unresolved questions can be worked on at the whole-group level; and
  – after comprehending a text, students could construct a question on another aspect of the topic they want to pursue.
* Where appropriate, unresolved questions can be raised at the whole-class level and answered by other students. You may want to model the strategy of referring to the text to substantiate ideas.
* In using this strategy, you are freed from having to be at the front of the class, and will be able to monitor individuals' and groups' comprehension skills, and to intervene supportively at the small-group level.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

* the level of understanding of subject content and concepts;
* the quality of the questions students ask;
* the willingness of students to take risks;
* the level of students' critical thinking skills;
* the degree to which students are able to refer closely to the text in order to substantiate their interpretation;
* the extent to which students can develop and support their ideas; and
* the extent to which students can use contextual clues to guess meaning.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation	*'I found it very helpful to be able to ask my own questions and I also enjoyed helping others to find the answers. I also realised how important it is to go back to the text to justify your ideas.'*
Teacher jottings	
On-balance judgements ▶	**On-balance judgements**
Criteria checklists ▶	'Andrew's group (Michael, Tom and Chris) generated questions on forces that showed they had deep understandings of the topic.'
Anecdotal information	
Parental input	**Criteria checklist**
Portfolio	

CRITERIA	STUDENTS' NAMES
Able to explain the main ideas in own words	
Able to explain how meaning was made	
Able to substantiate interpretation through close reference to the text	

ROTATING GROUPS AND/OR PAPERS

1. What is the purpose?

- To allow for several issues or aspects of a topic to be covered efficiently
- To promote student-centred, collaborative problem solving
- To provide opportunities for revision of concepts
- To encourage critical thinking

Topic: Social problems in urban areas

Groups One & Five	Groups Two & Six	Groups Three & Seven	Groups Four & Eight
Crime Problems: Causes / Solutions	Social isolation Problems: Causes / Solutions	Poverty Problems: Causes / Solutions	Housing Problems: Causes / Solutions
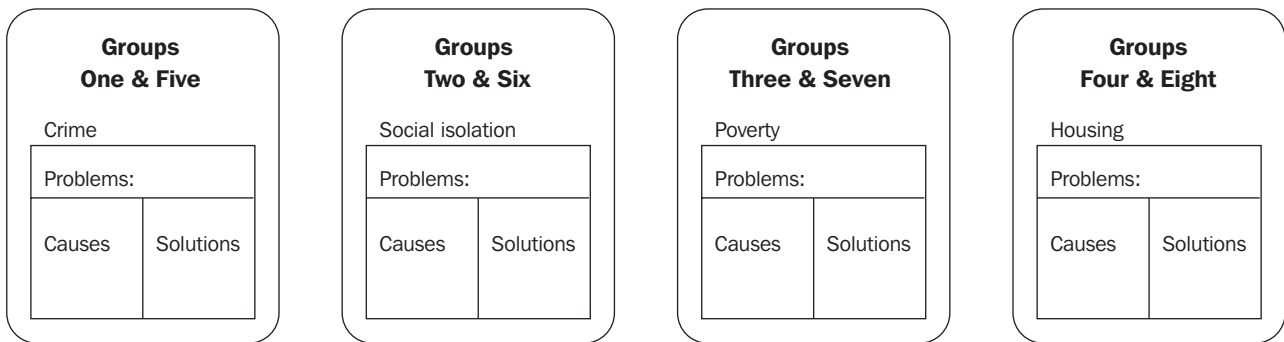
2. How can I implement it?

- Attach a large sheet of paper to the wall for each group. Allocate an issue or an aspect of a topic to each sheet.
- Ask students to form groups and to record their ideas on the topic on the sheet.
- After a set time (about 2 minutes), ask the groups to rotate clockwise to the next sheet of paper (a reporter may be left at each 'station' to talk through the issues/ ideas recorded), where they consider the ideas recorded and then add any new ideas. (Where no reporter is left at each 'station', ask the visiting group to indicate, with a tick, ideas they think are effective, or place a question mark next to ideas that need clarification. After a further 2 minutes, ask groups to rotate again in the same direction, to the next large sheet of paper, where they repeat the activity of considering the ideas, adding new ideas and perhaps indicating their reactions.
- Depending on the purpose of the activity, the groups may not need to rotate to all stations. Where students have recorded question marks, a discussion at the whole-group level may be necessary.
- The activity may be an end in itself, or it may be preparation for a later activity.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

- the level of students' understandings;
- the extent to which students are able to think critically;

🌟 the extent to which students identify key issues;

🌟 the extent to which students support and develop their ideas; and

🌟 the extent to which students work collaboratively.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Peer evaluation**
Peer evaluation ▶	*'Group Two's chart showed they had really understood the causes and solutions of housing problems. They had several clearly explained reasons. Their chart helped me to understand the issue better.'*
Teacher jottings	
On-balance judgements	
Criteria checklists ▶	**Criteria checklist**
Anecdotal information	
Parental input	
Portfolio	

CRITERIA	STUDENTS' NAMES
Displayed sound understanding of the issues	
Able to develop and support ideas	
Clearly and logically organised his/her talk	

Note: This strategy can also be used with the sheets of paper (rather than groups) rotating.

EXAMPLE OF ROTATING PAPERS

Topic: The problem of homeless young people is a serious and worsening situation

Group One	Group Two	Group Three	Group Four
Who is to blame?	What can be done to help them?	Who should be providing the help?	What can we do about the situation personally?
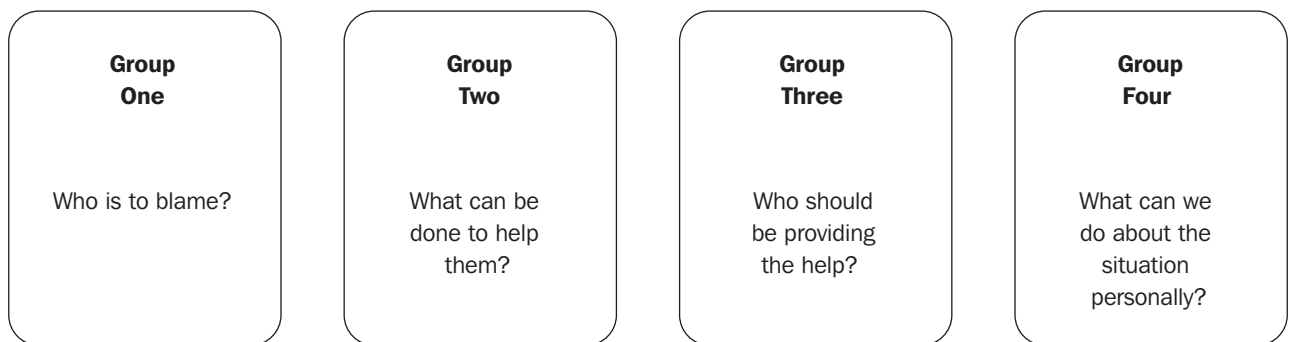
- Groups remain seated.
- Each group is issued a large sheet of paper. The focus (or question) is written at the top.
- All members brainstorm ideas.
- At an allocated time (tap a spoon against a glass, or use a timing device), move the papers clockwise to the next group. Allow less time at each station.
- Once the papers have been rotated to all the groups and each group has had its own paper returned, one member reports on the topic at the whole-class level.

SMALL-GROUP WORK

1. What is the purpose?

- To provide opportunities to learn through the use of language
- To clarify and extend ideas, and to practise language skills
- To embed subject-specific vocabulary
- To create opportunities for peer teaching
- To develop co-operative learning skills

2. How can I implement it?

Effective small-group work, like many strategies, is dependent upon students' ability to utilise a range of subskills.

Some hints for getting started:

- Work towards group work. Start with pairs or groups of 3, before venturing into group sizes of 4–6 students.
- Prepare the required resources before group work begins:

  People
  - Ensure that groups are balanced.

  Materials
  - Provide note-making frameworks, appropriate texts and research materials. Remember that the ultimate aim is to have students select the most appropriate framework from a selection.

  Physical
  - Ensure that desks are arranged so that teaching and group interaction can occur with ease.

- Explain the purpose of each activity.
- Provide clear directions about what is required, and set a time limit.
- Ask each group to appoint a timekeeper and a group leader. The group leader allocates portions of text to be read, reminds the team to provide feedback and acts as spokesperson for the group.
- Set rules (everybody must work), roles (leader, scribe, artist, timekeeper) and responsibilities (preparation of an overhead transparency) for feedback to the whole class.
- Keep all tasks tightly structured, gradually removing structures until students are able to work independently on group tasks.
- Move around groups, teaching at the point of need.
- Ensure that students are accountable for their work, e.g. reporting back to the class as a group (avoid needless repetition), reporting to another group and completing written work.

✳ Move around the groups to monitor each group's progress; consider whether the group is maintaining its focus and whether more or less time is required.

✳ Involve students in evaluating their co-operative learning skills.

3.   What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

✳ the level of students' understanding of concepts and content;

✳ the degree to which subject-specific vocabulary is embedded in students' classroom language;

✳ the level of students' co-operative skills;

✳ the degree to which students are able to think critically;

✳ the degree to which students are able to synthesise information; and

✳ the extent to which students apply their understandings to other contexts.

4.   How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation	*'I worked quite well in my small group today. I kept to the topic and asked lots of good questions. What I need to work on is remembering not to dominate the discussion and to invite quieter members to give their opinions.'*
Teacher jottings	
On-balance judgements ▶	
Criteria checklists ▶	
Anecdotal information	**On-balance judgements**
Parental input	'Antonio is learning to think far more critically now and is prepared to express his ideas at the small-group level. Earlier in the year he wasn't comfortable offering his ideas.'
Portfolio	

Criteria checklist

CRITERIA	STUDENTS' NAMES
Showed sound understanding of concepts	
Showed ability to apply understanding to different concepts	
Showed sound ability to synthesise ideas	

EXAMPLES OF SMALL-GROUP WORK

See Appendix 2 for examples of small-group work.

STRUCTURED OVERVIEW

1. What is the purpose?

❋ To provide an organisational framework that can be used as students 'navigate' print or non-print texts

❋ To assist students in organising their ideas for writing

❋ To teach students to distinguish between main ideas and supporting detail

❋ To teach students to recognise relationships between concepts

❋ To provide a framework for revising main ideas

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                          ┌─────────────┐
                          │   Numbers   │
                          └─────────────┘
                          /      |      \
                         /       |       \
            ┌──────────┐    ┌──────────┐    ┌──────────┐
            │ Either/or│    │ Figurative│   │  Others  │
            └──────────┘    └──────────┘    └──────────┘
```

Either/or	Figurative	Others
Odd—Even	Square	Whole
Prime—Composite	Cubic	Counting
Negative—Positive	Triangular	
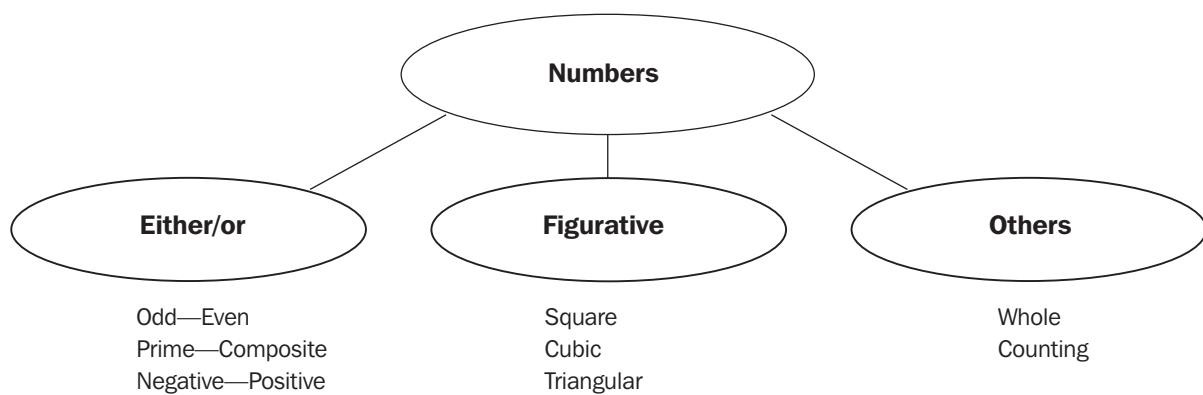
2. How can I implement it?

❋ Initially, develop the graphic organisation and the subheadings for use by students.

❋ Ask students to work in pairs or groups to select the key words and phrases under each subheading.

❋ Over time, encourage students to develop their own structured overviews.

3. What am I assessing/observing?

Examples of some of the understandings/skills you may observe include:

❋ the degree to which students distinguish between main ideas and supporting detail;

❋ the degree to which students are able to organise their ideas in a meaningful way;

❋ the degree to which students are able to substantiate their ideas by referring closely to the text;

❋ the extent to which students are able to understand the subject content/concepts;

❋ the extent to which students are able to 'think through' their ideas;

❋ the level of meta-cognition;

❋ the extent to which students know when it is useful to use a structured overview; and

❋ the extent to which students apply this strategy independently to other appropriate contexts.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Teacher jottings**
Peer evaluation	'Bree's structured overview indicates that she doesn't have a clear sense of the main ideas we've covered in this topic. It was just a mish-mash of some of the major and minor things we covered. I will need to put strategies in place to focus her on the key ideas of each lesson.'
Teacher jottings ▶	
On-balance judgements	
Criteria checklists	
Anecdotal information	**Parental input**
Parental input ▶	'That sheet that Phillip had to complete was a great idea. Normally he doesn't know where to start when he has to take notes, but the structured sheet focused him on what exactly he had to do. He was very pleased with himself when he had finished it.'
Portfolio	
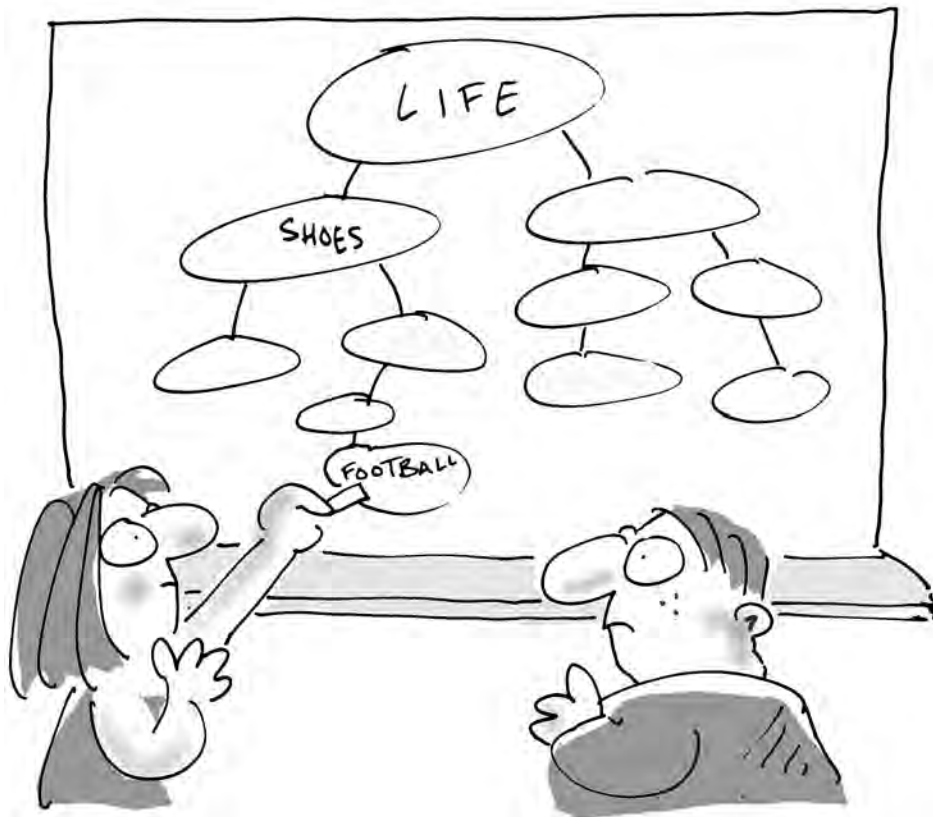
EXAMPLE OF A STRUCTURED OVERVIEW

See page 26 for an example of a structured overview.

Structured overview sheet

History of the Australian Democrats

| 1977 | → | 1979 | → | 1980 | → | 1982 | → | 1983–85 |

1977

• The party won its first parliamentary seat that year.

• Robin Minihouse was elected to Lower House in SA's parliament.

• The 1st Democrat to enter the Senate.

• Janine Haines, chosen by SA's parliament briefly fills vacancy caused by Liberal Senator Steele Hall resigning in December 1977.

1979

• Six-month-old Democrats polled well at December 1977 Federal election. 11% of vote nationally.

• Don Chipp in Victoria and Colin Mason in NSW won Senate places for six-year term.

• Haines was not elected in SA's 1979 State election. Lance Milne won an Upper House seat.

1980

• At the October 1980 Federal election the three-year-old democrats won three more Senate seats.

• John Sicktons in Victoria, Michael Maclin in Queensland and Janine Haines in SA.

• Party Senate representation now 5 and gave Democrats balance of power.

• Norm Sanders inaugural Director of Tasmanian Wilderness Society won a seat in House of Assembly.

1982

• Elizabeth Kirkby won a seat in NSW Legislative Council.

• Next year Ian Gilfillan was elected to the SA house.

• May 1982 Heather Southcott won a by-election in the SA Lower House.

1983–85

• The Federal balance of power was retained at Malcolm Fraser's March 1983 double dissolution election, which saw the Hawke Labor Government gain power.

1990–99.

• At 1990 Federal election, Democrats campaigned to break House of Representatives led by Janine Haines's bid for seat at Kingdon (30%) in SA. Almost doubled party vote nationally. Meg Sampson came within 2% of winning Cannington (NSW).

• No Lower House members were elected.

WRITING STRATEGIES

Strategies	Before	During	After	Concept	Skill
Dictogloss	✓	✓	✓	✓	✓
Journal writing	✓	✓	✓	✓	✓
Paragraph writing	✓			✓	✓
Productive processes for writing	✓	✓	✓		
– Immersion				✓	✓
– Guided reading				✓	✓
– Modelled writing				✓	✓
– Joint construction				✓	✓
– Guided writing				✓	✓
– The writing process				✓	✓
– Independent writing				✓	✓

DICTOGLOSS

1. What is the purpose?

- To provide students with practice in hearing and using subject-specific vocabulary
- To provide practice in extracting key information from a spoken text
- To provide students with the opportunity to clarify ideas not understood
- To encourage students to process new information

2. How can I implement it?

- Explain to students that they will be required to listen to your reading of a text or to view a selected section of a video program. They will need to focus on the meaning of the text. Explain also that you will re-read the text (or replay the video selection) and they will be required to write down key words and phrases.
- Read the text aloud at normal speed or play the selected section of the video.
- Read the text aloud again, pausing at appropriate places, replay the video extract. Students write down the key words and phrases.
- Ask students to compare notes with a partner, adding or clarifying information.
- Ask each pair to join with another pair, with whom they pool information. (By this stage, the group should have a fairly accurate record of the original text. Determine the level of students' understanding by listening to the students' talk.)
- Ask students to write up their information as a group, in pairs or individually. They could read their final copies to other groups.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

- the extent of students' understandings of the subject;
- students' ability to extract and record the main ideas in a text;
- students' ability to support an interpretation of the text;
- students' ability to ask questions of clarification;
- students' ability to write in standard, correct English;
- the degree to which subject-specific vocabulary is embedded in students' usage; and
- the degree to which students are able to distinguish between main and supporting ideas.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation	*'I had a lot of difficulty understanding the extract the first and second time but I learnt a lot by asking my friends questions.'*
Teacher jottings ▶	**Teacher jottings**
On-balance judgements ▶	*'Felicity has written over a page!!! Her ideas are presented in the appropriate text form and she has developed and supported her ideas. And she has used some vocabulary from the original text. This is a significant step forward. From the evidence in this piece of work she has moved from level 3 to level 4 on the school's literacy continuum.'*
Criteria checklists	
Anecdotal information	**On-balance judgements**
Parental input	'When I review the information collected on Greg's outcomes over the last few weeks (his written work, his self-evaluation forms, my teacher jottings, the information I have mentally noted…) I see that Greg is generally working at level 4.'
Portfolio	

EXAMPLE OF HOW A DICTOGLOSS CAN BE INCORPORATED INTO A LESSON

Text title:
Outcomes or objectives to be targeted:

A. Before (Brainstorm)

Students brainstorm what they know about the topic or concept, at the whole-class level.

B. During (Dictogloss)

1. Explain the next two steps of the following procedure to students.
2. Read the text aloud at normal speed. Ask students to focus on the meaning of the text, in silence.
3. Read the text aloud again, pausing at appropriate places. Students individually write down key words and phrases.

C. After (Comparing and finetuning notes)

4. Ask students to compare notes with a partner, adding or clarifying information.
5. Each pair then joins with another pair to again pool information. By this stage, the group should have a fairly accurate record of the original text.

Variation: Drawogloss

Drawogloss is a variation of the dictogloss strategy.

• Select an appropriate passage from a text.
• Follow the dictogloss sequence above—except that students have to listen and draw what they hear. This is a useful summarising activity at the end of a lesson or unit of work.

JOURNAL WRITING

1. What is the purpose?

✵ To provide students with a non-threatening medium for predicting, exploring, recording, reshaping, reflecting, analysing and evaluating ideas

✵ To provide you with immediate feedback on the level of students' understanding

'Kinetic energy was easy. The formula is $\frac{1}{2}$ mass × velocity^2.
So that means that as long as an object is moving it has potential energy.'

2. How can I implement it?

✵ Discuss with students the value/purposes of a journal. Point out that the audience for journal writing is the writer, and that writing is a helpful tool for learning.

✵ Before or after completing a learning task, model on the blackboard how to write in the form of a journal. 'Think aloud' so that students can 'hear' the cognitive processes involved.

✵ Provide students with opportunities to read interesting models of journal writing.

✵ Although the audience for journal writing is essentially the writer, the writing may be collected or read at the point of writing in order to provide you with immediate feedback on students' levels of understandings. Any written feedback you provide needs to be a response to the ideas in the journal.

✵ Avoid setting journal writing as a punishment, or routinely setting it as homework.

HINT:

Vary the timing and purpose of journal writing. For example, it may be used:

• at the beginning of a lesson to recall the main ideas learnt in the previous lesson;

• to reflect on the implications of information covered in a lesson;

• to predict the main ideas after previewing a chapter;

• to write down unanswered questions that occurred to the learner during the lesson;

• to list real-life applications of the concept just learnt;

• to explain the process used to solve a problem set for homework; and

• to reflect on what was learnt during the completion of an assignment etc.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

✵ students' level of understanding of the concepts covered;

✵ students' ability to develop and support ideas;

✵ the extent to which subject-specific vocabulary is embedded in students' usage;

✵ students' ability to analyse, evaluate and apply ideas critically;

✵ the level of meta-cognition;

✵ the degree to which students know when it is useful to use journal writing; and

✵ the degree to which students apply this strategy independently to appropriate contexts.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Teacher jottings**
Peer evaluation	'Bryn's journal entry indicated that he is confusing the concepts of 'volume' and 'capacity'. I need to follow this up tomorrow.'
Teacher jottings ▶	
On-balance judgements	**Portfolio**
Criteria checklists	'Tim's selected journal entries indicate that he is developing a much deeper understanding of the value of journal writing. At the beginning of the year he used the journal only to record what he learnt. Over time he has used it to reflect, to explore and try out ideas and to think about the implications of what he has learnt.'
Anecdotal information	
Parental input	
Portfolio ▶	

EXAMPLE OF JOURNAL WRITING

Using a planning framework for journal writing

Before

- Revise the content of the previous lesson or topic.
- Write down questions to be answered on the topic.
- Examine the vocabulary of the topic and write meanings in your own words.
- Predict what the topic or unit will include, and where the knowledge skills developed may be useful elsewhere.
- State your feelings about progress on the topic so far.

During

- Describe ways to work out a particular problem, using your own language.
- Write for a specific audience (i.e. a younger student, peers, parents etc.).
- Explain how to carry out a procedure, using the correct vocabulary of the topic.
- Explain your understandings of the topic so far.
- Answer the focus questions provided.

After

- Reflect on concepts covered during the lesson.
- Outline events that occurred during the lesson.
- Summarise key points of learning.
- Predict where particular skills or concepts learnt in this lesson/topic can be applied in other contexts.

PARAGRAPH WRITING

1. What is the purpose?

✳ To teach students how to write effective paragraphs

✳ To assist students in understanding the value of a topic sentence

✳ To encourage students to develop and support their ideas

✳ To demonstrate how to make one paragraph flow into the next

All the sentences revolve around one idea.

Topic sentence— usually found at the beginning of a paragraph.

Developing sentences— usually found in the middle of a paragraph.

Supporting sentences— usually found in the middle of the paragraph.

Concluding or linking sentence— usually found at the end of the paragraph.

2. How can I implement it?

✳ Provide students with two models of paragraphs. Ask them to work in pairs or small groups to identify the different functions of the sentences in both paragraphs, i.e. what patterns they can identify about how the ideas are organised.

✳ Conduct a call-out to collate students' ideas. Use a paragraph on an overhead transparency to label the functions of the different sentences.

✳ Where students neglect to observe all functions of the different types of sentences, ask them inductive questions such as 'Can anyone see how the last two sentences have the same function?'.

✳ Model how to generate ideas and organise them into a structure appropriate for a paragraph.

✳ Model how to write a paragraph. 'Think aloud' to demonstrate the thought processes involved.

✳ Provide a scaffold: ask students to write paragraphs by constructing a paragraph as a group, have them write a paragraph in pairs, and finally ask them to write independently.

✳ At every opportunity, aim to provide students with explicit feedback on their paragraph writing.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include the extent to which:

* students understand subject content/concepts;
* students can write effective topic sentences;
* students can develop and support their ideas;
* students can construct concluding/linking sentences;
* students transfer their understandings to other contexts; and
* students monitor and modify their writing according to purpose and audience.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation	*Why wasn't I taught earlier how to write a paragraph? Although I can see that writing a topic sentence isn't easy, at least I know what I've got to do now.*
Teacher jottings	
On-balance judgements	
Criteria checklists	**Anecdotal information**
Anecdotal information ▶	'Pat's ideas were all over the place when she started the year. She can now make use of note-making frameworks and teaching, and her ideas are organised much more logically.'
Parental input	
Portfolio	

EXAMPLE OF PARAGRAPH WRITING IN STUDIES OF SOCIETY AND ENVIRONMENT

Topic sentence— introduces the idea of cultural diversity.

Supporting sentence— provides factual information to back up the topic sentence.

The **topic sentence** in the next paragraph explains why there is little recorded history of Indonesia.

Problems in constructing a history of Indonesia

The physical geography of Indonesia and its diversity of culture makes it difficult to construct a single history of the country. Each region has its own history, culture and language. The national language, Bahasa Indonesian, has only been the official language since 1942. Most Indonesians still speak the language indigenous to their local area.

The tropical climate of Indonesia results in any written materials perishing quite quickly and therefore it is difficult for historians to make use of written primary evidence. Much of what we know about Indonesia before the twentieth century comes from the stories of European travellers. It is therefore important to interpret what they write as representing a European 'eye' on Indonesia, rather than a view that Indonesians might have of themselves.

Developing sentence— expands on the idea of diversity and explains how each region is culturally unique.

Concluding sentence— provides a summary of the problem.

Reference: Tudball et al., 1998.

PRODUCTIVE PROCESSES FOR WRITING

Context

This task focused on Tim Winton's novels *Lockie Leonard: Human Torpedo* (1990) and *Lockie Leonard: Scumbuster* (1993).

Students worked in small groups to complete the task.

Task

To create a community newspaper based on the town referred to in the novels. Students used information from both novels to write:

- A cover story
- An editorial
- Letters to the editor
- An advertisement
- A sports page

Procedure

Immersion: The teacher immersed students in a wide range of community and daily newspapers. Teacher and students read, analysed and discussed features such as the layout, the various sections, target audiences, storylines, headlines, mastheads, price etc.

Guided reading: Students worked in small groups. They selected and analysed a range of newspapers and jointly developed a list of common features. The teacher moved from group to group, using inductive questions to guide discussion. Common issues were addressed at the whole-class level.

Modelled writing: The teacher used an overhead projector and modelled the process of writing a letter to the editor on a topical issue. He 'talked through' his thinking, so that students could understand the cognitive processes that were involved in drafting the letter. He made and corrected spelling errors, shifted paragraphs and words, and generally indicated how the real writing process evolves. (Many students think that adults write perfect copy the first time they put pen to paper!)

Joint construction: The teacher and students worked together to create a letter to the editor. They brainstormed and categorised ideas and discussed reasons for choosing certain words and phrases. They shared responsibility for creating a final framework for this genre. Explicit teaching was incorporated at various points of the joint construction.

Guided writing: Students worked in pairs or small groups and wrote an example of a letter to the editor, using the ideas they had gained from observing and listening to the teacher's modelling, and the framework they had helped to construct during the joint construction.

Writing process: Students planned, drafted and reviewed, then revised and edited their writing. They then published and illustrated the final copy.

Independent writing: Students used the framework independently to complete a letter to the editor on another topical issue.

Immersion

1. What is the purpose?

- ✳ To acknowledge the important roles that familiarity and practice play in learning, by providing students with:
  - examples of various related resources;
  - subject-specific vocabulary;
  - activities that allow students to analyse, discuss and internalise features, concepts etc.;
  - the structural and language features of required text types;
  - aspects related to a specific concept; and
  - models of a specific genre
- ✳ To build background knowledge and deepen understandings of a theme or concept

2. How can I implement it?

* Provide a wide range of resources related to the theme, topic, written genre etc.
* Allow opportunities for students to compare, contrast, analyse etc.
* After immersion, guide students through the rest of the problem-solving process, guided reading, modelling, joint construction, guided writing and independent writing.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

* the level of students' understandings/skills;
* the extent to which subject-specific vocabulary is embedded in students' language;
* the level of engagement in the topic; and
* the extent to which students communicate effectively.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation	*'I have learnt a lot from this topic. I've got a clearer picture of life in Ancient Egypt and I understand how society was organised then.'*
Teacher jottings	
On-balance judgements ▶	**On-balance judgements**
Criteria checklists	'Kura has a sound understanding of Ancient Egypt and can use subject-specific language associated with the topic when she speaks to others.'
Anecdotal information	
Parental input ▶	**Parental input**
Portfolio	'Michelle is really enjoying this unit on the ancient world. She even borrowed a book on Ancient Egypt from the library.'

**EXAMPLE OF IMMERSION**

See Appendix 3 for an example of immersion.

Guided reading

1. What is the purpose?

* To familiarise students with the structural and language features of a specific text type
* To allow students to discover for themselves the features and conventions of a text form
* To collate the features and conventions discovered by the class
* To provide models of expected levels of achievement

Common features/conventions
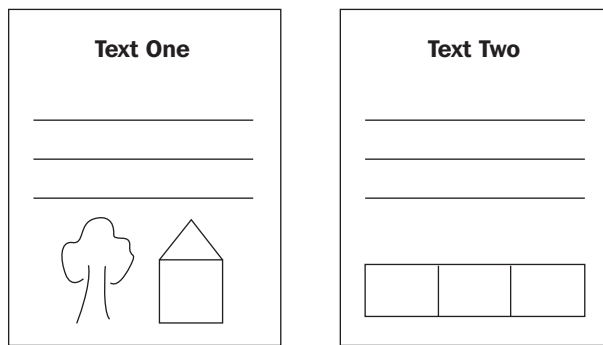
2. How can I implement it?

* Provide students with two different examples of the same text form on a sheet of A3 paper. Allow sufficient 'white space' on the page for students to note features and conventions—ideally a wide margin between the two texts.
* Set focus questions (e.g. 'What is similar about the way in which these two texts are written? How are their ideas organised in a similar way?') for small groups or pairs.
* Ask each group or pair to highlight and label similar features and conventions.
* Make an overhead transparency of one of the texts.
* Conduct a call-out to collate students' 'discoveries', and label the features.
* If students miss important features and conventions, ask inductive questions such as 'What do you notice about the function of the last paragraph?'.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

* the extent to which students identify the structural and language features of a text form;
* the extent to which students develop and support their ideas; and
* the degree to which students can work co-operatively.

4. How can I collect information?

METHOD	EXAMPLE

Student self-evaluation ▶

Peer evaluation

Teacher jottings

On-balance judgements

Criteria checklists ▶

Anecdotal information ▶

Parental input

Portfolio

Student self-evaluation

'I learnt a lot about how a newspaper article is written by what we did today. I will find it a lot easier to write one myself now.'

Criteria checklist

CRITERIA	STUDENTS' NAMES
Successfully identified main features of the text form	
Successfully worked co-operatively at the small-group level	
Able to develop and support opinions	

Anecdotal information

'Janette demonstrated some very sound understandings about the features of biographies today. Not only did she understand how they are structured, but she could identify several language features as well.'

EXAMPLE OF GUIDED READING

See Appendix 4 for an example of guided reading.

Modelled writing

1. What is the purpose?

- ❋ To make explicit the cognitive processes used in writing
- ❋ To make explicit the features and conventions of a specific form of writing
- ❋ To develop an awareness that writing is a complex task, and that effective writers regularly make mistakes and refine their ideas
- ❋ To provide insight into the strategies used during the writing process

2. How can I implement it?

- ❋ 'Think aloud', demonstrating the decisions that writers make, e.g. interpreting a topic, generating ideas, planning, drafting, editing, re-reading and selecting appropriate vocabulary to suit purpose and audience.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

- ❋ aspects that need to be highlighted within the process;
- ❋ brainstorming of ideas and gathering resources before starting the writing;
- ❋ editing and transferring of information from one place to another (using symbols, arrows, abbreviations etc.);
- ❋ use of appropriate language and tone;
- ❋ talking through (verbalising your reasoning); and
- ❋ the ordering of paragraphs, use of topic sentences and conventions (spelling).

Writing can involve the creation of two to three drafts before the final product is satisfactory.

4. How can I collect information?

You may find it useful to collect information about:

* whether students are able to gather ideas;
* the extent to which they self-correct; and
* whether students are able to use conventions and linguistic features appropriately.

EXAMPLE OF MODELLED WRITING

16 Levitt Street
Fremantle 6090
19th July, 2005

Greg Bindon
Manager
Eagles Football Club
Railway Parade
Hollywood

Dear Greg,

Just a note to thank you ~~and the boys~~ for attending to our complaint about the drinks machine.

It would have been easy to ignore our ~~irritation but~~ rudeness, but you tackled the problem up front and appeased all concerned.

Thank you again for your prompt solution. Good luck for the remainder of the season!

Yours ~~faithfully~~ sincerely,

Mary Syme

Verbalise all thoughts and reasons for actions during the modelling process.

Point out significant text features (address, salutation etc.).

Show corrections on draft as the writing is being modelled.

Point out reasons for changes in choice of language used.
For example:
* Correct usage
* Politeness
* Better choice of words etc.

Joint construction

1. What is the purpose?

* To provide an opportunity for students to collaborate with you in jointly constructing a text
* To make explicit the processes used in writing
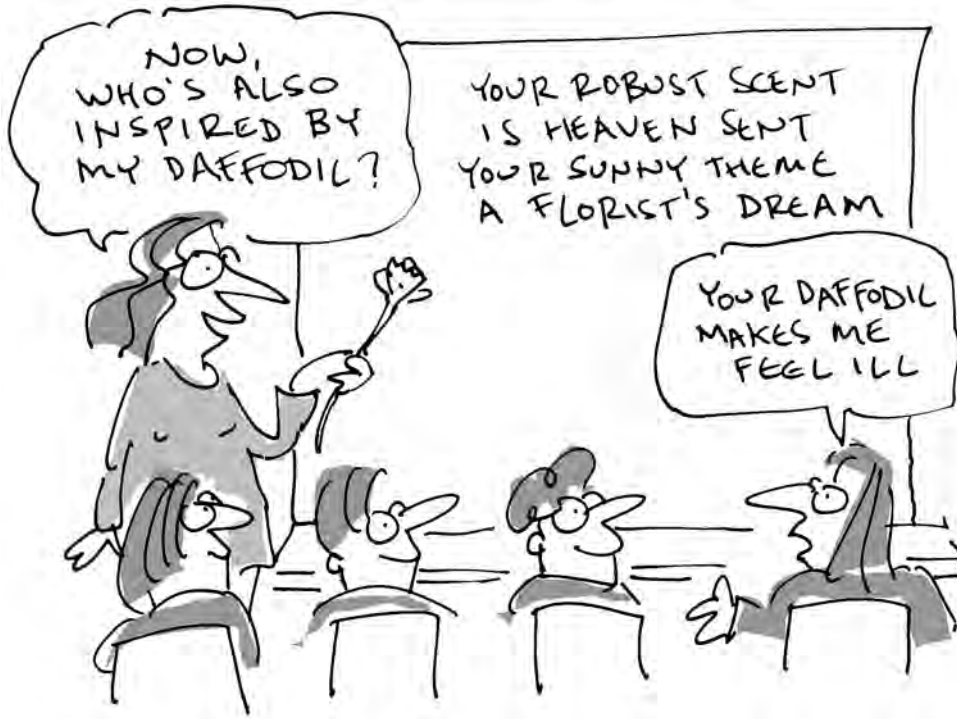
2. How can I implement it?

* Brainstorm with students ideas for their writing.
* Hold a discussion to select the most appropriate text form to suit the purpose of the writing task.
* Jointly construct a note-making framework that mirrors the structure of the selected text form. Ask questions such as 'How could the introduction be worded?' etc.
* Record students' suggestions and be explicit about what you like about the suggestions.
* A student's initial suggestion may be refined during the class discussion.

Note: It is not necessary to complete the writing of an entire text. Monitor the level of students' engagement and adjust accordingly the amount of writing to be completed.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include the extent to which students are able to:

* apply the features of a text form;
* generate ideas and plan;
* organise their ideas effectively;
* develop and support their ideas;
* use appropriate language to suit the text form and audience;
* control the mechanics of writing;
* monitor and modify their writing where appropriate;
* draft and edit their writing; and
* provide explicit feedback to their peers about their writing.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation	*'I learnt a lot when the class wrote with the teacher. We wrote a biography together. I now know that the ideas are arranged in chronological order for a biography.'*
Teacher jottings ▶	
On-balance judgements	**Teacher jottings**
Criteria checklists	'In our joint construction of a biography, Lauren displayed a high level of understanding about how to choose language for purpose and audience.'
Anecdotal information	
Parental input	
Portfolio	

Guided writing

1. What is the purpose?

★ To provide a supportive environment within which students are able to begin composing their writing with a partner

2. How can I implement it?

★ After students have 'discovered' the features and conventions of a particular text form, ask them to form pairs and to plan and write in the set text form.

★ Encourage students at every stage of the writing process to justify to each other the reasons for their decisions.

★ Move around the classroom, providing 'over the shoulder' feedback and assistance where necessary, and intervening at the whole-class level when there are common misunderstandings.

★ At appropriate junctures, ask pairs to read the work of another pair and provide detailed feedback.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include the extent to which students are able to:

★ apply the features of a text form;

★ generate ideas and plan;

★ organise their ideas effectively;

- develop and support their ideas;
- use appropriate language for the text form and audience;
- control the mechanics of writing;
- monitor and modify their writing where appropriate;
- draft and edit their writing; and
- provide explicit feedback to their peers about their writing.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Teacher jottings**
Peer evaluation	'Connie collaborated well in the guided writing session today. She modelled for Claire how to organise the ideas on their brainstorm by using a note-making framework. She has a good understanding of the structure of an information report.'
Teacher jottings ▶	
On-balance judgements ▶	**On-balance judgements**
Criteria checklists	'Early in Term One I placed Kevin on the school's text form writing continuum at level 4. The finished work in his portfolio, his self-evaluation forms, my observations recorded on criteria checklists and in jottings confirm my judgement that he has developed his understandings of how texts are structured. He has also improved his note-making skills and his control of language to suit different audiences. I feel confident that he has moved up a level this year.'
Anecdotal information	
Parental input	
Portfolio	

EXAMPLE OF GUIDED WRITING

The following is a transcript of dialogue during a guided writing session in Studies of society and environment. The students in this group are working on constructing a paragraph summarising the life of Genghis Khan.

Son   **We need to start with a time period so everyone knows when he lived…***Genghis Khan was born in 1167 in Mongolia.*

Alicia   **Okay, but we also have to get in quickly and explain who he is as well…***Genghis Khan was born 'Temujen' in 1167 in Mongolia. He is known in history as Genghis Khan, which means 'Emperor of all Emperors', because he conquered many lands.*

Jason   **Well, we'd have to say which ones…***He conquered northern China, Afghanistan, Persia and southern Russia.*

Alicia   **When did he do that?…***Between 1205 and 1223.*

Son   **Yeah, he really changed everything for good and killed a lot of people…***He changed history forever and was hated and feared by his many enemies and greatly admired by his followers.*

Alica   **When did he die?…***Genghis Khan was killed in 1227 while he was putting down a rebellion in northern China. When he died he ruled from Manchuria to the Caspian Sea.*

The writing process

1. What is the purpose?

- To teach the processes required for thinking about, planning, drafting, editing and 'publishing' a piece of writing
- To establish that writing is a craft that requires time, thought and revision in order to produce work of a high standard
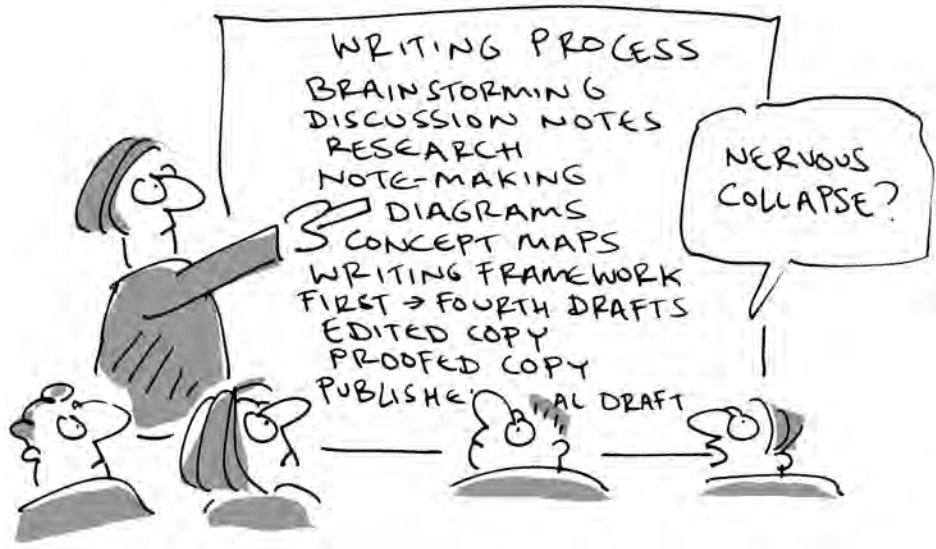
2. How can I implement it?

- When setting an assignment, make it clear to students what writing processes are required of them (e.g. 'For the next few days we'll be talking about the topic in class. You should be thinking about your ideas on the topic before you start to plan your essay in class on Friday.').
- Model how to plan, draft and edit. Promote meta-cognition and a classroom of learners where students share their expertise about how they plan, draft and edit, and the sorts of decisions they make in the 'publication' stage.
- Indicate that you will be assessing the process of writing as well as the final product.
- Involve students in reflecting on and evaluating their skills in planning, drafting and editing.
- Provide explicit feedback to students about their process skills as well as the end product.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include the extent to which students:

- engage in thinking and talking about the topic, and generate ideas on the topic;
- select the appropriate text form to suit the context, audience and purpose;
- generate appropriate note-making frameworks to organise their ideas;

🌟 complete a draft confidently; and

🌟 monitor and edit their writing to suit audience and purpose, and the degree to which they consider the importance of features, layout of text, font size etc. when 'publishing'.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Portfolio**
Peer evaluation	'I looked back at Gavin's work samples and my jottings on his processes. He has improved in his use of subject-specific vocabulary since the beginning of the year, but he needs to edit more deeply than just the surface features. He writes out a neat copy with the spelling corrected but he doesn't modify his ideas sufficiently after the first draft. He needs to learn to delete irrelevant sentences and to expand his ideas.'
Teacher jottings	
On-balance judgements	
Criteria checklists	
Anecdotal information	
Parental input	
Portfolio ▶	

EXAMPLE OF THE WRITING PROCESS

Thinking and collecting ideas	Brainstorming Discussing Reading Research Note-taking
Planning (individual, pairs or small-group)	
Drafting	Use writing frameworks Retrieval charts Diagrams Concept maps
Editing and revising	
Publishing	Independently, pairs, small groups, teacher

Independent writing

1. What is the purpose?

* To provide students with an opportunity to apply their understandings and to practise their writing skills

2. How can I implement it?

* Ensure that students understand what is required of them. (Spend time building understandings about the conventions and features of text forms, note-making frameworks, and drafting and editing.)
* Provide students with time for thinking and planning. Ask them to generate possible ideas and then to select and organise these on a student-generated or teacher-supplied note-making framework.
* Once students have thought about and are satisfied with their plans, ask them to complete a first draft.
* Provide an opportunity for students to gain explicit feedback by student or teacher conferencing. A practical way to do this is for students to form pairs or threes, and to read their work to their pair/group. In order to assist students to provide explicit, helpful feedback, collaboratively generate a list of things to look for.
* Encourage students to modify their first draft according to the feedback at the writer's conference and as a result of their personal reflection. (It is assumed that they are familiar with the symbols for editing text.) Encourage students to edit using a different-coloured pen, especially if the edits are to be made on a word processor at home.
* Ask students re-write their work (or to type in modifications on the computer). Provide them with opportunities to read each other's finished 'publications'.

3. What am I assessing/observing?

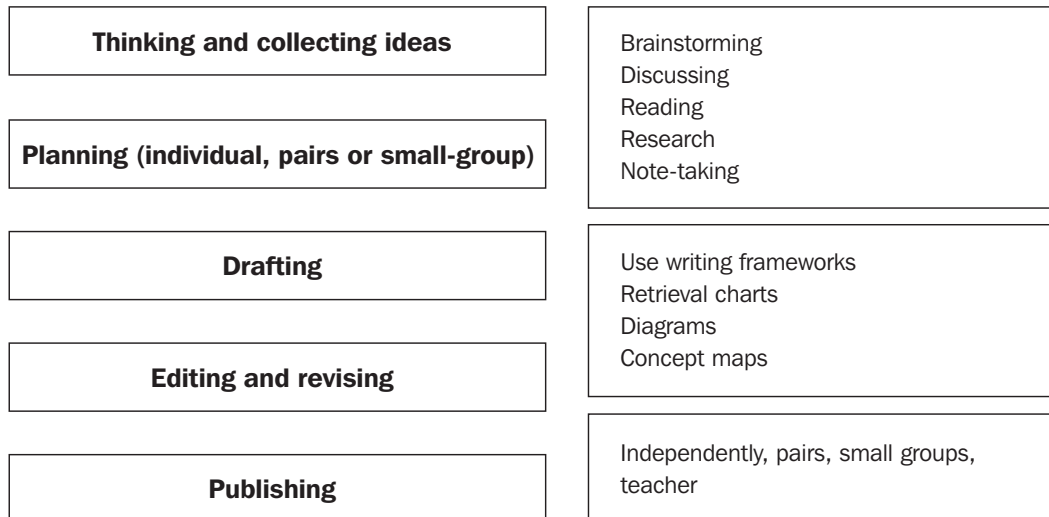Examples of some of the skills/understandings you may observe include the extent to which students are able to:

* apply their understandings of the features of a text form;
* generate ideas and plan;
* organise their ideas effectively;
* develop and support their ideas;
* use appropriate language to suit the text form and audience;
* control the mechanics of writing;
* monitor and modify their writing where appropriate;
* draft and edit their writing; and
* provide detailed feedback to their peers about their writing.

4. How can I collect information?

METHOD	EXAMPLE
Student evaluation	**Peer evaluation**
Peer evaluation ▶	'Lauren has made a lot of changes to her first draft. They help to make her ideas more easily understood, because she has developed and supported her ideas better in the final copy.'
Teacher jottings	
On-balance judgements	**Portfolio**
Criteria checklists	'The work in Gavin's portfolio indicates that he is gradually improving his skills of developing and supporting his ideas. There is evidence that he is using note-making frameworks.'
Anecdotal information	
Parental input	
Portfolio ▶	

EXAMPLE OF INDEPENDENT WRITING

My Autobiography—a blood and guts production
By Brian Steen

My life has been full of out-of-control circumstances. It is these experiences that have reinforced my goal to ultimately become a politician.

I was born in 1985. The circumstances surrounding my birth have formed the sort of person I have become. You see, when I shot into the world I was so covered in blood and guts that my father almost fainted and had to be helped out of the room by a nurse to recover. I have tried to live a nice, clean life ever since, but wild stories of my birth experience have continued to haunt me.

My early childhood years reinforced my grubby reputation. The blood and guts version of my birth was discussed at all family gatherings. As well, stories ran like wildfire about the record statistics on how many nappies I managed to dirty in a day. Vicious rumours spread about how I painted my cot with my own faeces. These stories have not been easy to outgrow.

My late childhood and early adolescence have been hell because of my reputation as an accident-prone person. No matter how hard I tried I have been the victim of a series of bloody accidents. My small toe was almost severed by a shovel. I had concussion from an out-of-control golf swing. I once had a fishing line hooked in my cheek. The best, however, was a broken arm, cuts and grazes when my bike kissed the side of a car on the way to school in grade seven. Then there was that ginormous gash that needed hundreds of stitches to my scalp from a rusty slippery slide. It was around this time that my family nicknamed me Frank – short for Franken-Steen's monster. Again and again circumstances defeated me.

These days as a mature teenager, I have spilled enough of my own blood and guts to understand embarrassment and pain. My parents have suggested these experiences would make me a good surgeon. I have other ideas. The circumstances of my birth and grubby childhood have strengthened my belief that I am suited to a life in politics – I've heard it's an absolute bloodbath at question time!

READING STRATEGIES

Strategies	Before	During	After	Concept	Skill
Diagramming		✓	✓	✓	✓
Directed silent reading	✓	✓	✓	✓	
Graphic outline	✓	✓	✓	✓	✓
Locating information					
– Previewing a text	✓			✓	✓
– Skimming and scanning	✓	✓			✓
Levels of comprehension		✓	✓	✓	
– Three-level guide		✓	✓	✓	
Note-making frameworks		✓	✓	✓	✓
Summarising			✓	✓	✓

D I A G R A M M I N G

1. What is the purpose?

* To familiarise students with the structure of a text in order to improve comprehension
* To teach students to extract and organise important information from a text
* To ensure active meaning-making by providing students with the opportunity to 'think through' their understandings
* To provide an organised and structured summary of a text

Flow chart

| 1st step | 2nd step |
| 3rd step | 4th step | 5th step |
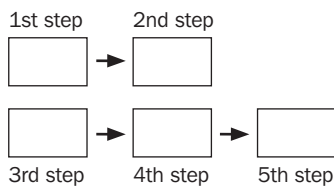
Structured overview

Graphic outline

Main heading

Subheading

Sub-subheading

Sub-subheading

Subheading

Diagram

Caption

Subheading
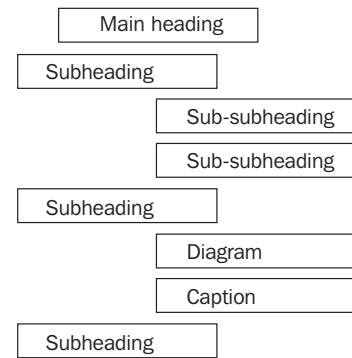
Retrieval chart
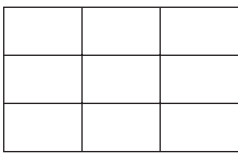
Hierarchies

Cycles

1.
2.
3.
4.

Timeline

4 B.C.   1200 A.D.

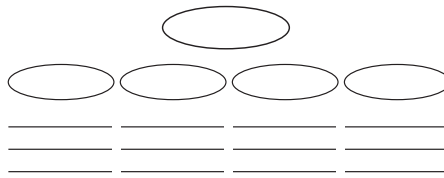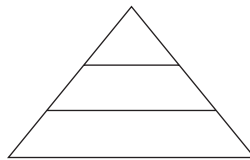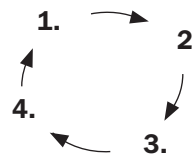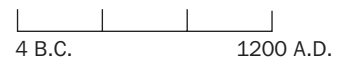## 2. How can I implement it?

* Introduce diagrams gradually, one at a time.
* As a class, jointly construct a simple diagram on the board, or ask students to complete a partially completed diagram in small groups.
* Gradually remove some support by asking pairs or small groups to construct and compare diagrams.
* Eventually, students should be able to construct their own diagrams independently to suit the specific structure of a text.
* As a variation, provide students with the diagram and ask them to construct the written text.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

* the ability to extract and record main ideas from a text;
* the ability to organise information effectively;
* the ability to distinguish between the main ideas and supporting detail;

* the level of understanding of the structure of the text;
* the level of meta-cognition:
* the extent to which students know when it is useful to use a diagram;
* the extent to which students apply the strategy of diagramming independently; and
* the extent to which students apply the strategy independently to appropriate contexts.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation	*'Drawing a flow chart made me realise I don't have to read every word. I learnt to skim for the main idea and miss out irrelevant bits.'*
Teacher jottings ▶	**Teacher jottings**
On-balance judgements	*'Gavin has really taken off with diagramming. He now generates his own diagrams independently when note-making.'*
Criteria checklists	**Teacher jottings**
Anecdotal information	*'Ingrid's structured overview is completed thoroughly. I can see immediately that not only does she have sound understandings of the topic, but she can organise information effectively and support her ideas.'*
Parental input ▶	**Parental input**
Portfolio	'Christine found that structured overview really helpful. She completed her homework in no time.'

EXAMPLE OF DIAGRAMMING

Flow chart
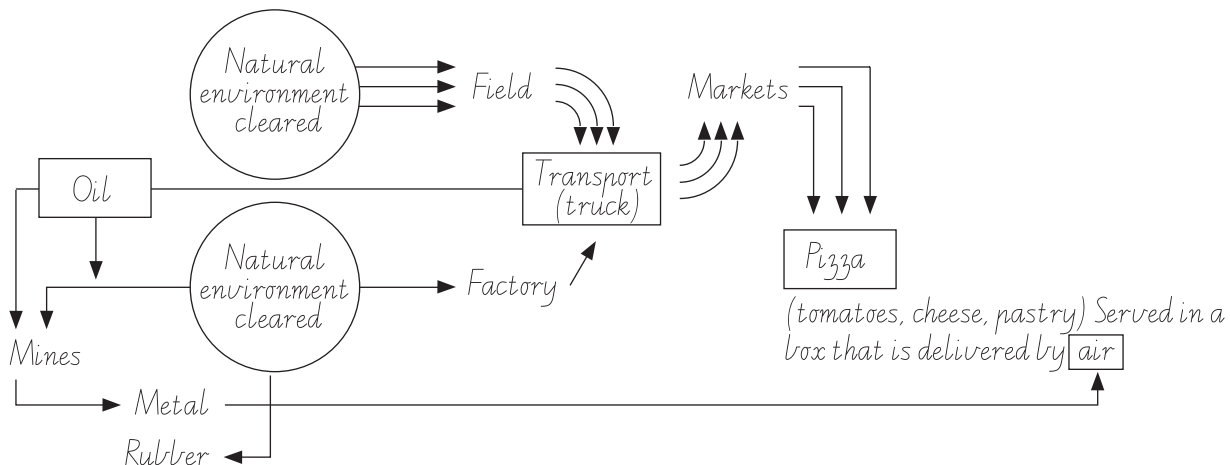
D I R E C T E D   S I L E N T   R E A D I N G

1. What is the purpose?

* To model the reading behaviours used by efficient readers, i.e. it:
    – promotes reading as a problem-solving activity;
    – ensures students have a purpose for reading;
    – encourages students to construct their own questions;
    – encourages students to substantiate their readings of the text;
    – shows students how to guess the meanings of words using contextual clues; and
    – promotes the critical reading of texts
* To allow students to use talk to construct meaning
* To provide students with opportunities to read silently and uninterrupted, i.e. it provides students with reading practice

2. How can I implement it?

* Ask students to preview the text and to predict the concepts to be covered.
* Set an open-ended focus question that creates a purpose for reading.
* Revise word-attack strategies (see below).
* Ask students to read the text silently (and to apply word-attack strategies where necessary). They jot their down own questions for clarification.
* Ask students to form small groups, in which they assist each other to answer their questions by referring closely to the text and discussing the focus question.
* Observe and monitor students' responses.
* As a class, discuss unresolved questions.

Note: This strategy can be adapted easily for the viewing of videos.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

- ✳ the ability to trigger background knowledge and predict content;
- ✳ skills in using contextual clues to guess meanings of words;
- ✳ the ability to generate questions for clarification;
- ✳ the level of understanding of main ideas and concepts;
- ✳ the ability to refer to the text to support an interpretation of the text; and
- ✳ the degree to which students read texts critically.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**On-balance judgements**
Peer evaluation	'I observed David and Shannon during directed silent reading. They were guessing words in context, generating their own questions, and referring closely to the text to support their opinions. My observations would confirm judgements made in other contexts over the semester, that both of them have a variety of meaning-making strategies when confronted with demanding texts.'
Teacher jottings	
On-balance judgements ▶	
Criteria checklists ▶	
Anecdotal information ▶	
Parental input	
Portfolio	

Criteria checklist

CRITERIA	STUDENTS' NAMES
Understands the main ideas	
Able to support own reading of text	
Feels confident to construct own questions	

Anecdotal information

'As I moved around the classroom I realised that Mal and Sue were having trouble understanding the part about 'half lives'. When I intervened at the small-group level, I realised how weak Mal and Sue's background knowledge was, and that I had assumed knowledge they didn't have.'

GRAPHIC OUTLINE

1. What is the purpose?

* To improve students' comprehension by focusing on the structure of the text (students' comprehension improves when the structure of the text is understood)
* To assist students in reviewing or studying a chapter

Our energy alternatives

Graphic Outline

Chapter 14

The debate about nuclear power

The sun is a nuclear power station	→	The sun is the source of all the energy we use (diagram)

Figure 14.1

Energy from the sun – the fusion reaction	→	Fusion reactions in the sun (photo)

Figure 14.2

Alternative sources of power	→	Solar power

Wind power

Hydro-electric power

Wave and tidal power

Fossil fuels	→	An open-pit coal mine

Figure 14.3

Our responsibility to conserve energy

2. How can I implement it?

* Explain the purposes of graphic outlines.
* Provide the class with a completed graphic outline, based on an important part of a text that uses subheadings, figures etc.
* Ask students either individually or in pairs to refer to the text's headings, subheadings, pictures, diagrams etc. to complete the graphic outline, while reflecting on the value of the activity and its applications.
* Gradually remove some of the support, until eventually students are able to draw up their own graphic outlines.

3.   What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

* the ability to skim a text quickly and to extract the main headings;
* the ability to predict the main ideas covered by the text;
* the ability to determine quickly the organisation of ideas in a text;
* the level of meta-cognition:
* the extent to which students can explain when it is useful to apply the strategy of graphic outlines; and
* the extent to which students apply the strategy independently to appropriate contexts.

4.   How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation ▶	*'I can see how this strategy will be useful every time I open a non-fiction text.'*
Teacher jottings ▶	
On-balance judgements	**Peer evaluation**
Criteria checklists	'We want to know why we haven't been taught about graphic outlines before. All of us were able to work out quickly what the text is about.'
Anecdotal information	
Parental input	**Teacher jottings**
Portfolio	*'Steve and Halina's slow completion of the graphic outline showed that they think it is necessary to read every word of a text. I need to model again how to skim texts and use graphic outlines to determine the main ideas to be covered.'*

EXAMPLE OF GRAPHIC OUTLINE

See Appendix 5 for an example of graphic outline.

LOCATING INFORMATION

Previewing a text

1. What is the purpose?

- 🌼 To make students aware of the structure and organisation of the text (chapters, index, contents, blurb, publishing date, study guide section, bibliography etc.)
- 🌼 To locate and extract information by skimming and scanning the text
- 🌼 To use the features of the text (headings, introductory paragraphs, conclusions, captions, questions etc.) to aid comprehension
- 🌼 To model and to provide opportunities for students to practise finding information from the text so that they are able to access the information when they are working independently
- 🌼 To skim and scan a text in order to make judgements about its relevance

How to preview a text

Instructions: Preview the chapter. Use the heading, subheadings and figures to fill out the outline.
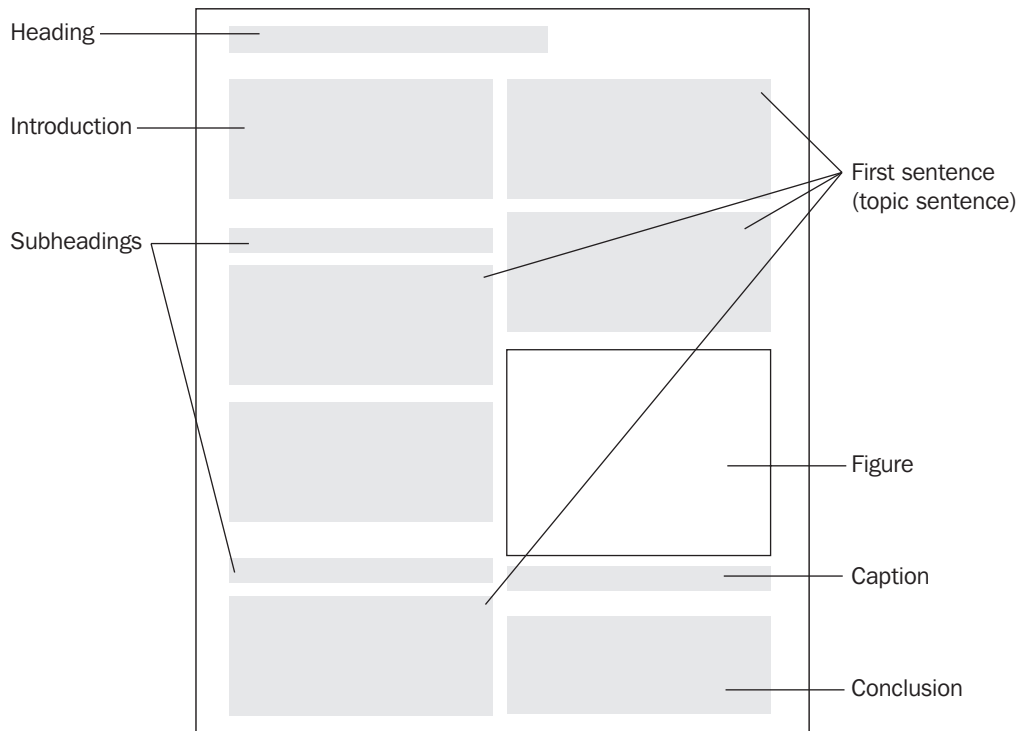
2. How can I implement it?

- 🌼 Ask students to view the front cover and blurb of the text and to predict its contents:
  - the title and subheadings;
  - introductory and concluding paragraphs;

– the first sentence in each paragraph;

– illustrations; and

– captions.

✳ Allocate a short time for students to preview the text silently (e.g. one minute to preview a chapter).

✳ Ask students to share briefly their predictions of the main ideas with a partner.

✳ Ask students to jot down a question they expect the text to answer.

✳ Ask students to present two or three of their predictions and/or questions at the whole-class level (peer modelling).

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

✳ the speed with which students can predict the main ideas of a text;

✳ students' willingness to take risks in predicting the main ideas;

✳ students' ability to synthesise the main ideas quickly by skimming in the pre-reading;

✳ students' understandings of how the text is organised; and

✳ the level of meta-cognition:

– the extent to which students can explain when it is useful to apply the strategy of previewing; and

– the extent to which students apply the strategy independently to appropriate contexts.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation ▶	*'Previewing helps me understand the text. It helps me to see how the ideas are organised and what ideas are covered. I use it whenever I read an informational text.'*
Teacher jottings	
On-balance judgements	**Peer evaluation**
Criteria checklists	'Colleen knew about the main ideas in the chapter. She could also explain how the ideas were organised. She was really quick.'
Anecdotal information ▶	**Anecdotal information**
Parental input	'Ross finds it difficult to skim texts. He seems to want to read every word.'
Portfolio	

EXAMPLE OF PREVIEWING A TEXT

See Appendix 6 for an example of previewing a text.

Skimming and scanning

1. What is the purpose?

* To teach students to read differently for different purposes
* To teach students how to gain a general impression of the main ideas of a text (skimming)
* To teach students how to quickly find a specific detail such as a name, date or place in texts such as telephone directories, timetables, dictionaries, on contents pages, indexes, when looking for specific information (scanning)

How to skim a text
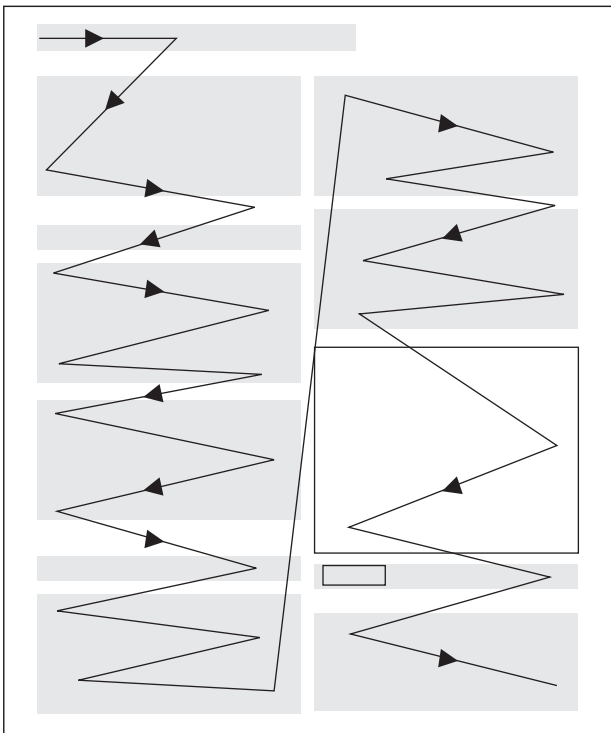
How to scan a text
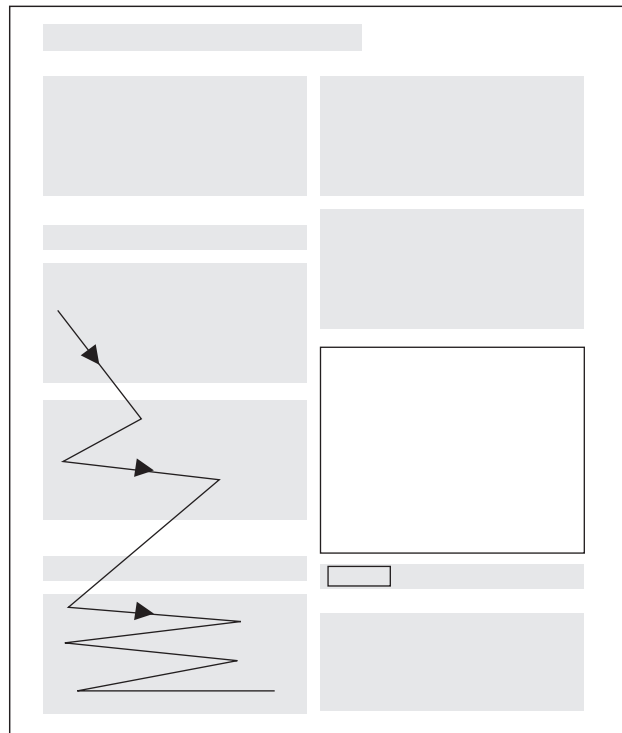
2. How can I implement it?

* Use the activities below to demonstrate to students two ways of reading a text.
* Use the words 'skim' and 'scan' regularly during discussion and model when they are appropriate strategies to be used. Provide different opportunities for students to skim and scan.

Activities where students need to skim

* Finding appropriate material for an assignment

* Revising materials to recall main ideas

* Gaining a general overview of the topic

Activities where students need to scan

✳ Finding the relevant pages through the table of contents and the index

✳ Finding a definition or a specific answer

✳ Using previously read information to substantiate an opinion

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include the extent to which students are able to:

✳ understand how to read for different purposes;

✳ scan for specific words, numbers etc.;

✳ skim or preview to gain an overview of the text; and

✳ locate information efficiently.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Peer evaluation**
Peer evaluation ▶	'Bree was able, after skimming the chapter in one minute, to tell me what the main ideas in the chapter were about.'
Teacher jottings	
On-balance judgements	**Anecdotal information**
Criteria checklists	'Tim takes ages to find specific words in the text when he's completing an Interesting Words chart. I must help him learn to scan the page.'
Anecdotal information ▶	
Parental input ▶	**Parental input**
Portfolio	'Vivien does not know how to find her way round her science book. She takes ages to find the answer to the question. She doesn't seem to know how to use the table of contents and the index, nor does she know how to skim a chapter. And she won't let me explain because she says the teacher doesn't do it like I suggest.'

LEVELS OF COMPREHENSION

1. What is the purpose?

✳ To provide students with skills that help them make meaning from texts

2. How can I implement it?

✳ Teach students that there are 3–4 types of questions that reflect increasing levels of complexity.

✳ Introduce the literal level first, then the inferential level and the applied/evaluative level.

✳ Ensure that students are exposed regularly to the concepts of levels of comprehension by providing them with regular practice in:
  – answering questions at different levels;
  – constructing questions at different levels; and
  – classifying questions as literal (level 1), inferential (level 2), evaluative/applied (level 3) or applied (level 4).

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

✳ the level of students' understandings of the various levels of comprehension;

✳ the level of students' skills in thinking critically;

✳ the degree to which students understand the concepts covered;

✳ the extent to which students refer closely to the text in order to substantiate their interpretations; and

✳ the extent to which students develop and support their ideas.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Teacher jottings**
Peer evaluation	'Tan finds it difficult to draw inferences and evaluate ideas. I think I will get him to work with Hang, whose comprehension skills are very strong. I'll need to reinforce three-level guides to develop Tan's comprehension skills.'
Teacher jottings ▶	
On-balance judgements	
Criteria checklists ▶	**Criteria checklist**
Anecdotal information	
Parental input	
Portfolio	

CRITERIA	STUDENTS' NAMES
Main concepts understood	
Close references to the text made	
Evidence of higher levels of comprehension displayed	

EXAMPLE OF LEVELS OF COMPREHENSION

Background

Both you and your students should be aware that there are different types or levels of comprehension.
An understanding of these different levels will:
- help you develop your written and oral questioning techniques;
- give students a greater awareness of how to make meaning from texts.

Level	Definition	Example (from 'Three Little Pigs')
Literal	An understanding of what is explicitly stated in a text.	What did each little pig use to build its house? Who was trying to catch the little pigs?
Inferential	Going beyond an author's literal statements to draw references.	Why are pigs afraid of wolves? Why did the third little pig build a brick house?
Evaluative	Making some sort of judgement or interpretation of a text such as validity, or fact or opinion.	Do you feel it a good idea to build three separate houses? Why? Do you think this is a true story? Why?
Applied/ Creative	Going beyond the text to: • apply information to new situations; • make generalisations; • gain additional insights; • seek out or express new ideas; • respond emotionally; and so on …	Who do you think might feel sorry for the wolf? Would you rather be a wolf or a pig? Why?

Three-level guide

1. What is the purpose?

❉ To encourage students to read texts critically

❉ To ensure that students reflect on material read

❉ To encourage students to refer closely to the text in order to substantiate their interpretation of the text

❉ To develop understanding of the various levels of comprehension—literal, inferential, evaluative/applied

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Three-level guide

Text:

Chapter 4: *The Consumer in the Economy*

Level 1: The author said it.

Tick the statements that say what the author actually said.
Be able to show where you found the answers in the text.

_____ **1.** Usually the people who make goods do not come into direct contact with the people who buy the goods.

_____ **2.** A package only protects the product it holds.

_____ **3.** Packaging is part of advertising.

_____ **4.** Informative advertising can be useful to the consumer.

Level 2: The author meant it.

Tick the statements that you think the author meant.
Prepare reasons for your answer. Use the text to help you.

_____ **1.** Eggs would be cheaper if they weren't marketed by the Egg Board.

_____ **2.** Business firms use too much packaging.

_____ **3.** Advertising saves people money.

_____ **4.** There is no such thing as a <u>free</u> gift as part of a sales promotion.

Level 3: The author would agree with it.

Tick the statements that you think the author would agree with.
Be able to give reasons for your answer.
Your reasons might come from the text or other sources.

_____ **1.** There is too much advertising around.

_____ **2.** Persuasive advertising and false advertising are really the same thing.

_____ **3.** People are misled by sales promotions and buy things they don't really need.

_____ **4.** Goods are more expensive than they need to be.

Compare your responses with those of your group members.
Use the text to help you explain why you did or didn't tick each statement.

---

2. How can I implement it?

* Determine the key concepts or objectives for asking students to read the text.
* Construct about three correct and/or incorrect statements for each level of comprehension. Write the evaluative/applied statements first, as these are what provide direction and purpose to the guide.
* Ask students to read the text silently, then to complete the three-level guide on their own by writing TRUE or FALSE next to each statement.
* Ask students to work in pairs or small groups to compare their responses. Where there is disagreement, they need to refer closely to the text in order to support their interpretation. Any disagreements that cannot be resolved at the small-group level can be raised at the whole-class level.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

* students' ability to comprehend texts at different levels;
* students' ability to substantiate their interpretation of the text by referring closely to the text;
* the level of students' skills in critical thinking;
* the degree to which students co-operate effectively;
* the extent to which students develop and support their ideas;
* students' levels of understanding of concepts;
* the degree to which students consider the ideas of others.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation ▶	**Student self-evaluation**
Peer evaluation ▶	*'Our group really enjoyed doing a three-level guide. I thought I knew the right answer but when we had to justify our interpretations, I realised it was possible to read the extract in different ways.'*
Teacher jottings	
On-balance judgements	**Peer evaluation**
Criteria checklists	'The best part of our group's work was the way we stayed on task. We justified our opinions, but we need to learn to listen more effectively to each other. We all wanted to have our own say at the same time.'
Anecdotal information	
Parental input	
Portfolio	

NOTE-MAKING FRAMEWORKS

1. What is the purpose?

* To provide a structure that helps students to extract and organise information
* To demonstrate how to develop note-making frameworks that mirror the structure of a text form

Persuasive exposition

Thesis	
Argument 1	Topic sentence and key points
Argument 2	Topic sentence and key points
Argument 3	Topic sentence and key points
Conclusion	

2. How can I implement it?

* Provide students with a note-making framework that mirrors the structure of a specific text form. Alternatively, jointly construct a framework (with the support of students) for the text form.
* Model how to transfer information from the text to the note-making framework.
* Model how to construct topic sentences, and identify key words and phrases that help develop and support the main ideas.
* As students become confident in using note-making frameworks, gradually remove the support so that they are able to recognise the structure of different informational texts and are able to generate note-making frameworks that are appropriate for specific writing tasks.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include:

* the level of understanding of subject concepts;
* the extent to which students are able to select an appropriate note-making form;
* the extent to which students locate, extract and organise key words and phrases;
* the degree to which students are able to construct effective topic sentences;
* the degree to which students are able to support and develop their ideas;
* the extent to which students are able to monitor and modify their writing according to audience and purpose; and
* the extent to which students apply the strategy independently.

4. How can I collect information?

METHOD	EXAMPLE

Student self-evaluation ▶

Peer evaluation

Teacher jottings

On-balance judgements ▶

Criteria checklists

Anecdotal information ▶

Parental input

Portfolio

Student self-evaluation

'I had a very clear idea of what I had to do. The note-making framework helped me to organise my note-making and my writing. I was pleased that I wrote in paragraphs — the note-making framework helped me to do this.'

On-balance judgement

'When Tan came into this class, he had little understanding of the conventions of this culture's text forms. When I review his past three written assignments I can see he knows the structural features of essays and biographies.'

Anecdotal information

'Twenty-two out of 32 of my Year 8 students have produced a biography that is at least one level better than the biography they completed in term one. I put this down to the use of a note-making framework.'

EXAMPLE OF NOTE-MAKING FRAMEWORK—PERSUASIVE ARGUMENT

Thesis (state your position)
I am proposing a radical design for a new hot-chip container that can be used by fast-food vendors at weekend football games. It is called 'Footy Fan'. My proposal is for a cube with 20 cm sides and a false bottom so it can only be filled to a depth of 10 cm. The interior is to be lined with foil and the exterior to be decorated in AFL club colours with photos of well-known footballers.

Argument 1 (with supporting evidence)
Including foil in the design will help retain heat as it will be reflected back from the walls of the container on the chips. Customers will be pleased that their chips stay hot for a longer period of time. Our present containers don't retain heat at all, and many customers have complained, including myself.

Argument 2 (with supporting evidence)
The new container is attractive. Using club colours will appeal to customers and may prove to be a useful marketing ploy that encourages them to buy hot chips. By having pictures of well-known football personalities on the front, it lets people know that important people endorse the product. This suggests that they will also enjoy eating them.

Argument 3 (with supporting evidence)
The design of the container would also appeal to fast-food vendors. They could be purchased in net form so storage would not be a problem for sellers. The false bottom increases the stability of the container as it will be filled with cardboard. It also makes customers think that they are getting more chips than are actually in the container, as the volume is greater than the capacity.

Re-statement of thesis (recommendations or suggestions can be included)
I believe that this new Footy Fan chip container could be a real winner. The new packaging will appeal to a wide variety of people. Customers will be satisfied because their chips stay hotter longer. Fast-food vendors will save money by selling fewer chips per box and the new shape saves on storage space. This is a great innovation!

SUMMARISING

1. What is the purpose?

- ✸ To help students 'think through' the ideas in a text
- ✸ To assist students in distinguishing between main ideas and supporting detail of a text
- ✸ To teach students how to translate their understandings without copying sections of text

Summary sheet

Topic/Heading: _____

Note-making		Summarising
Subheadings	**Key words and phrases**	**Paragraphs**

2. How can I implement it?

- ✸ Start slowly, as students may need to learn how to extract key words and phrases. Using the summarising sheet above, model at the whole-class level how to select key words and phrases. 'Think aloud' to justify your selection. Use a short and simple text to begin with.
- ✸ Exploit opportunities for peer modelling and learning through talk. Allow students to work in pairs to practise selecting key words and phrases. The emphasis should be on justifying to each other the choice of key words and phrases.
- ✸ Initially, provide the subheadings but, with practice, students will be able to generate their own.

Hint: It can be helpful for some students to work through the selection of text, crossing out all unnecessary words, phrases and sentences. When only a few choices are left, the key words and phrases are easier to identify.

3. What am I assessing/observing?

Examples of some of the skills/understandings you may observe include the extent to which students are able to:

- ✸ understand the subject concepts;
- ✸ distinguish between the main idea and supporting detail;
- ✸ justify their selection of key words and phrases;
- ✸ understand that reading is an active, meaning-making activity;

* use their notes to translate their understandings into their own words;

* analyse critically what they read; and

* synthesise ideas when more than one reference is used.

4. How can I collect information?

METHOD	EXAMPLE
Student self-evaluation	**Peer evaluation**
Peer evaluation ▶	'Julie was my partner for the note-making exercise. She kept choosing different key words and phrases from the ones I chose. When I asked her to explain why she thought her words were the key words/phrases, she could not tell me why.
Teacher jottings ▶	
On-balance judgements	**Teacher jottings**
Criteria checklists	'Julie's note-making sheet indicates she has trouble distinguishing between the main ideas and supporting details. This confirms her peer's evaluation and my observation of the difficulty she has in substantiating at the small-group level.'
Anecdotal information	
Parental input ▶	**Parental input**
Portfolio	'Sandra had a lot of trouble making notes for her science assignment on energy. She said the answers to the questions weren't in the book and I must admit even though my skimming skills are pretty good I couldn't find them either. What should Sandra have done?'

APPENDICES

Example of an envoy topic

THE ISSUES

White Christmas Turkey

ANDRÉ MALAN

THERE is a fairly good argument - the same one you would use to discourage George Grljusich from playing the Sugar Plum Fairy – why Myer should be entitled to exclude women from its annual Santa Claus school.

Santa Claus is a man. There is no doubt about that. In history, myth and tradition there has never been the slightest hint that the bewhiskered old sleigh pilot had anything other than the standard XY chromosome combination.

From their earliest days children are told all about Father Christmas, and you can imagine how it would confuse their tender minds if they went to a Myer store and found themselves sitting on the knee of a Santa with a high in later.

Myer had intended to appear before the Anti-Discrimination Tribunal in Melbourne yesterday to apply for an exemption from the Equal Opportunity Act so that it could legally employ only white male Santas.

In South Africa not too many years ago they used to have something called the Race Classification Board which was charged with the responsibility of determining whether people were white enough to enjoy privileged health care, education, housing and job opportunities.

They used to examine the colour of the applicant's skin, the shape of his or her nose, lips, eyes etc. They even had one test in which they inserted a comb in the hair. If the hair was fine enough for the comb to drop out, it improved your chances of being declared white, which in those days was akin to winning Lotto.

As soon as I read about Myer and its quest for Aryan Santas, I had visions of the company's human resources staff running combs through the hair of the nervous wannabe Santas.

In fact, if Myer wanted to be totally authentic, it would also have to reject fair-haired and fair-skinned applicants.

You see, like the man whose birth we celebrate at Christmas, the original Santa Claus was almost certainly a rather swarthy chap.

Santa Claus as he is imagined in Western countries these days is based on Sinterklaas, a Dutch variation of St Nicholas, which was taken to the American colonies in the 17th century by migrants from Holland.

But Sinterklaas, in turn, was based on St Nicholas, a minor saint who was born in the 4th century in Lycia, an ancient region on the coast of south-west Asia Minor, which has been under both Persian and Syrian rule. It's a region whose residents would probably have been too dark to pass the Myer Santa test.

Nicholas was a generous and kind man, and legends grew around the miracles he performed for the poor and unhappy. According to my encyclopaedia, he was reputed to have given marriage dowries of gold to three girls whom poverty would otherwise have forced into prostitution and he restored life to three children who had been chopped up by a butcher and put into a brine tub.

In time a cult grew around the legend of St Nicholas, the remnants of which were taken to America by the Dutch and transformed into familiar ruddy cheeked and white bearded store Santas we have today.

From my experience children are blissfully unaware of racial differences and would be unperturbed it the face behind the whiskers was Asian, Aboriginal (think Burnum Burnum), or of any other race.

All they're really interested in is the presents he might bring them.

Reference: 'White Christmas Turkey' by A. Malan, The West Australian*, 4 October 1997. Copyright West Australian Newspapers Ltd. Reproduced with permission.*

Some critical questions

Read the article silently and discuss the following focus questions in groups of four.

You will be expected to provide feedback at the class level.

• Whose interests are represented by the traditional Father Christmas?

• Whose interests are ignored?

• What other issues can you identify in the article?

• Do you believe that it would be more correct politically to change the age, gender, culture or appearance of Father Christmas? Why?

• What solutions would you offer for a multicultural nation such as ours?

Appendix 2

Examples of small-group work

Group summarising

Ask groups to read and summarise each paragraph of an article or text, by producing a single phrase that captures the essence of the paragraph. When all paragraphs have been treated this way, the phrases should present a summary of the story. Students need to discuss whether the final result captures the meaning of the original article or text.

Small-group discussion of part of a textbook

1. Provide a textbook, and assign different sections of the text for group members to read individually.
2. Ask students to read their text silently, then to discuss what the section was about. The group comes up with a joint summary of the text's content.
3. Monitor the small-group discussions to determine common areas of difficulty. These can be considered at the whole-class level.

Picture books

Following exposure to various picture books, students form groups in which they allocate roles of writer/s, researcher/s, illustrators, editor etc. Ask the groups to set timelines to develop a picture book on a specific theme or concept. These may be suitable for sharing with others (local primary school, community library etc.).

Website creation

Jointly create a website to publicise the school or to publish the school newsletter etc.

Websites critique

Establish a framework of questions that can be used by students when they select and critique a specified number of websites. The selection can be made from a list of 30 possibilities, or alternatively, the selection could be left open to students. As part of the critical appraisal, you might ask students to ascertain the source of the website, the target audience, the assumptions made, the type of language that has been used, the promises made; the quality of the promises etc.

PowerPoint presentations

Ask students to develop a ten-minute promotional presentation in PowerPoint on the school ball, a school staff or school member, health issue or an aspect of the local community. You may need to provide scaffolding at points along the way. Students could use interviewing skills, role-play, music, digital images, sound effects, cartoons etc. within their presentation.

A marking key could be jointly negotiated—before they begin the task! Drafts of work could be submitted as part of the evaluation process.

Multi-media projects

Ask students to provide critiques on a range of references on the same topic. These might include print, Internet, encyclopedia and television references (or a poem, play, newspaper article etc.). A series of focus questions could be used to guide their reading/viewing, and might include questions that help students identify the attitudes and beliefs conveyed in the texts.

Appendix 3

Example of immersion

Videos
- Documentaries
- Feature film
- Talk
- Visiting speaker: talk and slides on the pyramids
- Student's oral presentation of aspects of Ancient Egypt

Excursion
- Visit to the museum

On the classroom walls
- Posters
- Maps
- Diagrams
- Associated vocabulary
- Brainstorm of students' commencing understandings
- Timeline developed by students over the unit
- Structured overview of concepts to be covered during the topic
- Students' work

Ancient Egypt

Visits to the library
- Book introductions by the librarian
- Students regularly borrow books of their own choice on Ancient Egypt for follow-up reading
- Students present a short talk about some ideas read at small-group level
- Students are encouraged to borrow further books on topic

Model making
- Small groups research and make models of:
  – shaduf
  – pyramid
  – tombs
  – relief model of the Nile
  – sarcophagus
  – mummy
  – model process of making paper from papyrus

Oral readings
- Teacher reads aloud myths and legends of Ancient Egypt
- Students read at the small-group level interesting sections from borrowed library books on aspects of Ancient Egypt

Appendix 4

Example of guided reading

> *What does this 'humanity' refer to? Who is included? Who is excluded?*

> *Why is the word 'passing' used to describe the extermination of the indigenous people of North America? What other words could have been used to describe what happened to them at the hands of the white settlers?*

> *What are the political implications of the phrase, 'the condition in which it was found'? Which group has been a better caretaker of the continent— the Indigenous Americans or the white Americans?*

> *'Republic' comes from the Latin* res publica, *which means 'things held in common'. Which section of the public is excluded from the American republic?*

> *Do people deprived of their homeland enjoy any of these 'blessings'?*

Humanity has often wept over the fate of the aborigines of this country, as one by one many powerful tribes have disappeared from the Earth. But the passing of the Red Indians is just like one generation making room for another.

We could not wish to see this continent restored to the condition in which it was found by our forefathers. What good man would prefer a country covered in forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns and prosperous farms, embellished with all the improvements art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilisation and religion.

> *How do the phrases 'the fate of the aborigines' and 'the passing of the Red Indians' shift responsibility for genocide from the white settlers?*

> *Is this replacement of one generation by another really similar to the replacement of Indigenous Americans by white Americans or is it really a way of hiding genocide? What is downplayed or ignored by constructing white settlement in the US this way?*

> *Why not 'ancestors' or 'foremothers'? What does the word 'forefathers' tell us about the political structure of white society?*

> *Why does this text say 'a few thousand savages' when there were really 20,000,000 indigenous people in the whole of the Americas when Columbus arrived?*

> *What words are used in this section to construct the idea that white settlers are civilised? What word is used to construct the indigenous peoples of North America as the opposite of civilised?*

> *Why are the Indigenous Americans not better off under 'democratic' government?*

- Use the notes you made with your partner and your answers to the bubble questions to produce a reading that challenges the one that appears to be encouraged by the text.

- Discuss how the following might help you to further develop your reading:

  (i) Jackson's **audience**: What can you infer about the age, gender, race, class and occupation of the group of people Jackson was speaking and writing to?

  (ii) Jackson's **position** as a writer: How do Jackson's **gender, race** and **class** and his position as an elected president affect what he might say?

  (iii) Jackson's **purpose**: 'Message to the American Nation' is a report to voters who are adult male property owners. How might this affect the content of the message?

  (iv) The **bias** in Jackson's 'Message', which is revealed by the opposition of 'them' and 'us'. Study the lists below and notice the way in which the words used to describe 'us' become progressively more positive and more elaborate and the words used to describe 'them' become progressively more negative and more narrow as Jackson's message unfolds.

Note: The questions provide scaffolding for students as they navigate the text.

Text from Changing Places: Aboriginality in Texts and Contexts *by C. Kenworthy and S. Kenworthy, 1997. Reproduced with permission of Fremantle Press.*

Appendix 5

Example of graphic outline

> ### Graphic outline
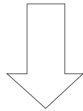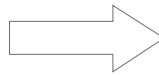>
> Preview: *Earth, Wind and Fire* Chapter 4
>
> Preview the text chapter as indicated above and use the headings, subheadings and any charts, tables or figures to help you fill out the graphic outline below.
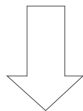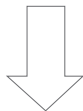
Chapter 4

| The Earth's Atmosphere |

⬇

| Types of Gas | ➡ | Figure 4.2 |

⬇

| Layers of the Earth's Atmosphere |

⬇

| Effects on the Ozone Layer | ➡ | Figure 4.3 |

| Conclusion |

Appendix 6

Example of previewing a text

Prediction (Previewing the text)	• Read the front cover and back cover blurb. • Ask students to predict what the text might be about. • Students can list questions they want answered about the topic or author.

Introduction
(The skills of skimming and scanning will need to be explicitly taught before proceeding to the next stage)
	• Locate the publishing information:
	  – When was it published?
	  – Is it a recent publication?
	  – How many reprints have there been?
	• Is the text dedicated to anyone?
	• Who is the author?
	• Where was the book published?

Overview of text structure (Skimming and scanning)	• Skim/scan the table of contents. • How many chapters are there? • How are the chapters laid out? • Are all the chapters set out in the same way? • Are there chapter summaries, study guides, questions? • Is there a glossary and/or index? • Is there a bibliography or reference list?
Sharing predictions	• Students share and compare their initial predictions with a partner/small group.

Individual chapter layout	• Is the chapter well set out?
	  – Clear headings?
	  – Subheadings?
	• Are difficult words explained?
	• Are there clear illustrations accompanied by captions?

Terminology	• Is the text easy to read? • Are there many difficult words on each page? • Are new words introduced, highlighted and/or explained?
Quick quiz	• Locate a chapter on page x. • Where was the book published? • Locate this word in the glossary etc.
Student-generated questions	• Students compose further questions of interest related to the text or topic.
Independent task	• Other students read the text to find answers to their questions. They share unanswered questions with a partner or their group members. • Unanswered questions are resolved at the whole-class level.

FIRST020 | Success for all: Selecting appropriate learning strategies

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