

Teaching Reading

Across all KLAs, the teaching of reading is a responsibility of all teachers.

Our school uses the resources from *Teaching Reading Comprehension Strategies- a practical classroom guide* by Sheena Cameron.

These strategies allow students to engage with the text. There are activities to process new knowledge, practice and deepen their understanding and generate and test hypothesis.



Our school uses a common format to explicitly teach reading comprehension across all subjects. The Reading Placemat ensures students skim the text to activate prior knowledge before reading. During reading they scan the text for answers and after reading they synthesise their understanding by summarising the text.

Three Level Guides

Three level guides are usually used with a difficult piece of text. The three levels are:

1. Literal (Reading the lines)
2. Inferential (Reading between the lines)
3. Evaluative (Reading beyond the lines)

A Three Level Guide is a comprehension strategy which supports students to read the text closely by providing a clear purpose and direction for reading. It ensures students interpret the text carefully as well as considering higher-order thinking questions beyond the text.

Teaching Vocabulary

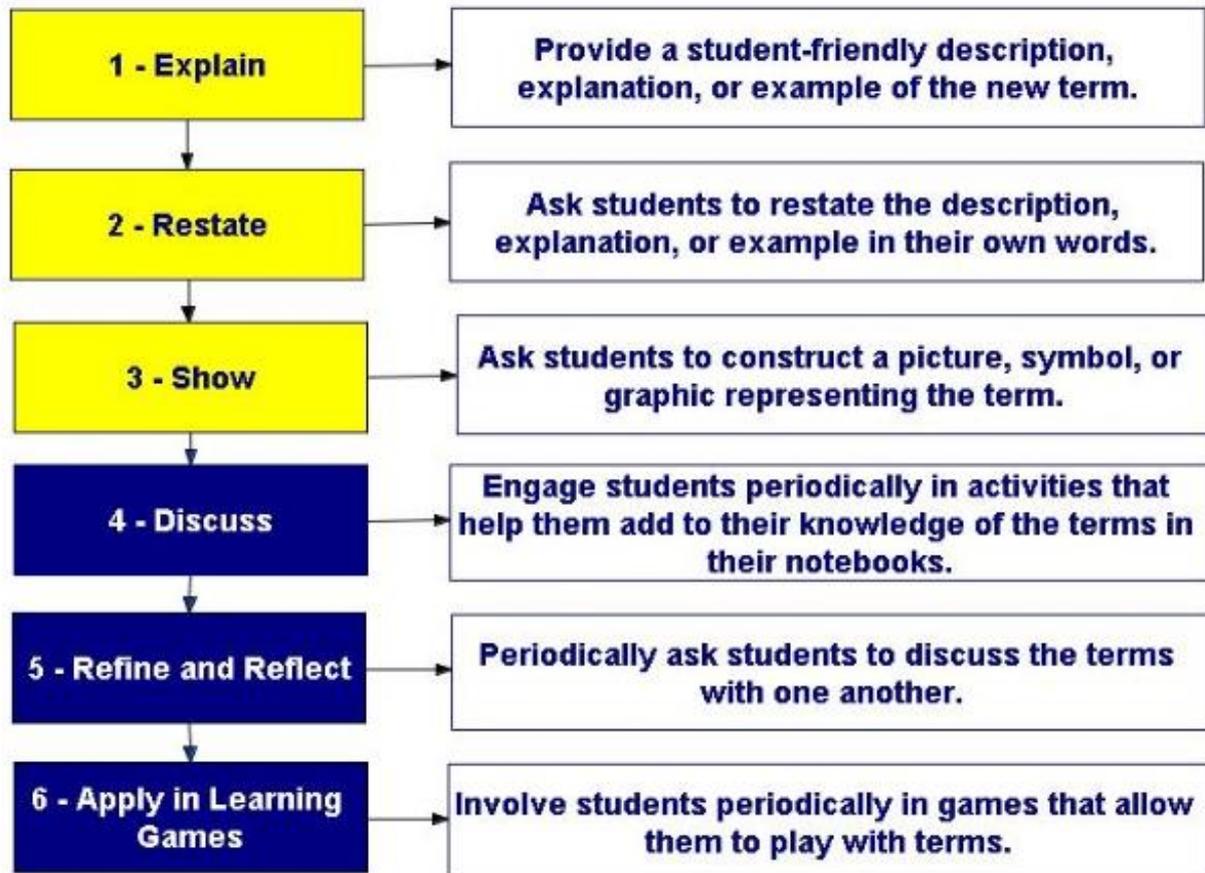
Student's vocabulary knowledge is directly tied to their success in school – Marzano

Why? Because it is an important aspect of reading comprehension and reading is an important part of learning.

All KLAs have subject specific vocabulary, which we call **specialised language**. All specialised language is outlined for each unit in Orange Day planning.

Our school uses the Marzano “Six-step Process for Teaching Vocabulary”.

Marzano Six-Step Process for Teaching Vocabulary



Sourced from:

<http://fhsdvocabulary.pbworks.com/w/page/44174640/Francis%20Howell%20Vocabulary%20Instruction>

PEEL paragraphs

A peel paragraph is a way for students to structure their writing.

PEEL is an acronym for the following

- Point
- Evidence
- Elaboration
- Link



This structure assists students to develop concise paragraphs with a clear **p**oint that is supported with **e**vidence and **e**laboration and a **l**inking sentence. Once the basic template is learned, students can adapt the structure for effect.

A consistent language and approach to writing helps students build confidence with their writing and allows enables transference of skills learned in one subject to other subjects.

Extended Paragraph Planning Template **Exemplar** Student Name: **Year 8 Science**

| | | | |
|--|---|---------------------------------------|---|
| Topic Question: | Compare and contrast the properties of solids and gases. | | |
| P oint <small>Your point sets you up for success by 'hinting' at key words to be discussed further in your elaboration.</small> | There are many similarities and differences in the properties of solids and gases. | | |
| | Key Words ('Hints' from the point) | Sentence Starters or Text Connectives | Specialised language to use in both elaboration and evidence. |
| E laboration 1 | Similarities | To begin with | solids, gases, particles theory, |
| E vidence 1 | | This is illustrated by | ice cube, water vapour, particle model |
| E laboration 2 | Differences | In contrast | particles, solids-stronger forces, gases- weaker forces, |
| E vidence 2 | | This is clearly demonstrated | Changing state, water , water vapour, |
| L ink | Properties, solids, gases | Therefore | Properties, solids, gases |

| | |
|---------------------------------|--|
| P oint | There are many similarities and differences in the properties of solids and gases. |
| E laboration 1 | To begin with, particle theory states that solids and gases, such as an ice cube and water vapour are both made up of particles. This theory explains how solids and gases have particles which are constantly moving and can physically change. |
| E vidence 1 | |
| E laboration 2 | In contrast, the particles in a solid are very close together whereas in a gas the particles are very far apart. This is clearly demonstrated in an ice cube where the particles are closely packed together preventing ice from taking the shape of a container, whereas water vapour can expand to fill any space. |
| E vidence 2 | |
| L ink | Therefore, this shows that although solids and gases are made up of similar particles the particles act differently in a gas and a solid. |