Te Mahau

Explicit teaching strategies to strengthen reading across learning areas

Six strategies to explore as a department

Te Tāhuhu o te Mātauranga
Ministry of Education

Changes to NCEA

NCEA is changing so that it continues to be a valued and relevant qualification that reflects the needs of educators, students, whānau and employers. We're strengthening NCEA by making the following seven key changes.

The seven key changes

Make NCEA more accessible	✓
Mana ōrite mō te mātauranga Māori	
Have fewer, larger standards	✚
Strengthen literacy and numeracy requirements	✓
Simplify NCEA's structure	
Show clearer pathways to further education and employment	✚
Keep NCEA Level 1 as an optional level	✚

KEY

✓ Indicates where a change is a focus of these activities

✚ Indicates where a change is explored within one of these activities

These activities will help you to:

1. **Explore** how explicit instruction supports ākonga development of six reading strategies

2. **Examine** activities that can support the explicit instruction of reading strategies in your learning area

3. **Plan** reading strategies that you can use with ākonga before, during and after engaging with a text

Te Mahau

A note to curriculum leaders using this resource

1. There are nine teaching activities outlined in this slide deck.

2. The teaching activities can be used as part of your teacher-only day and as an ongoing resource for your work.

3. The teaching activities support kaiako to plan for ākonga to engage with a text before, during and after reading.

4. This resource is organised into sections of teaching activities for before, during and after reading. After each section there is a suggested department task.

5. Each suggested department task has been tagged with a time allowance to assist planning. These are very approximate and can be adjusted to your context and time frame.

6. All resources for each teaching activity are hyperlinked from this slide deck. You may also prefer to provide printed copies of some resources as an option for team members.

Te Poutāhū
Curriculum Centre

Key

- Reading strategy

- Teaching activities

- Suggested department task

Six Reading Strategies

Using explicit instruction to support ākonga

Te Mahau

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Six Reading Strategies

Independent readers have six key strategies that help them become better readers and develop a stronger and deeper comprehension of a text.

1. Making connections
2. Monitoring
3. Visualising
4. Inferring
5. Questioning
6. Summarising

Explicit Instruction to Support the Six Reading Strategies

- Explicit instruction helps make these six strategies visible in the classroom.

- Explicit instruction involves making students aware of the thinking processes independent readers use as they engage with text. (Metacognition)

- By supporting students with this metacognitive understanding, they can begin to actively transfer these reading skills across learning environments.

1. Making connections
2. Monitoring
3. Visualising
4. Inferring
5. Questioning
6. Summarising

Before Reading

Strategies and activities to explore as a department

Before Reading

- Explicit teaching of subject specific vocabulary should be embedded in teaching and learning from Year 9 to introduce new terms, strengthen and expand understanding, and ensure student application of the vocabulary use, day to day in the classroom and for their future work.

- Before reading a text, there are a number of metacognitive strategies students can use to be more aware of what they are about to read and to support their engagement with the text.

- The two strategies we will explore are
  - Making Connections
  - Pre-teaching of Vocabulary

Making Connections

Making connections is a critical reading comprehension strategy that helps students make meaning of what they are reading.

When students make connections to the texts that they are reading, they are better able to make sense of what they read, retain the information, and engage more with the text itself.

Students make three types of connections:

1. Relating text to self (personal experiences)
2. Relating text to other text (one book to another)
3. Relating text to the world around them

Hot Potato

- This strategy is effective in activating making connections and exploring vocabulary

- In Hot Potato, students are put into groups. Each student in the group is given a sheet of paper with a different topic or a question written at the top of the page.

- They are given a short time to brainstorm and write down all the key points they can think of that are related to the topic before passing their paper on to the next person.

- Each time they receive a new topic the students read what is already written and add their statements.
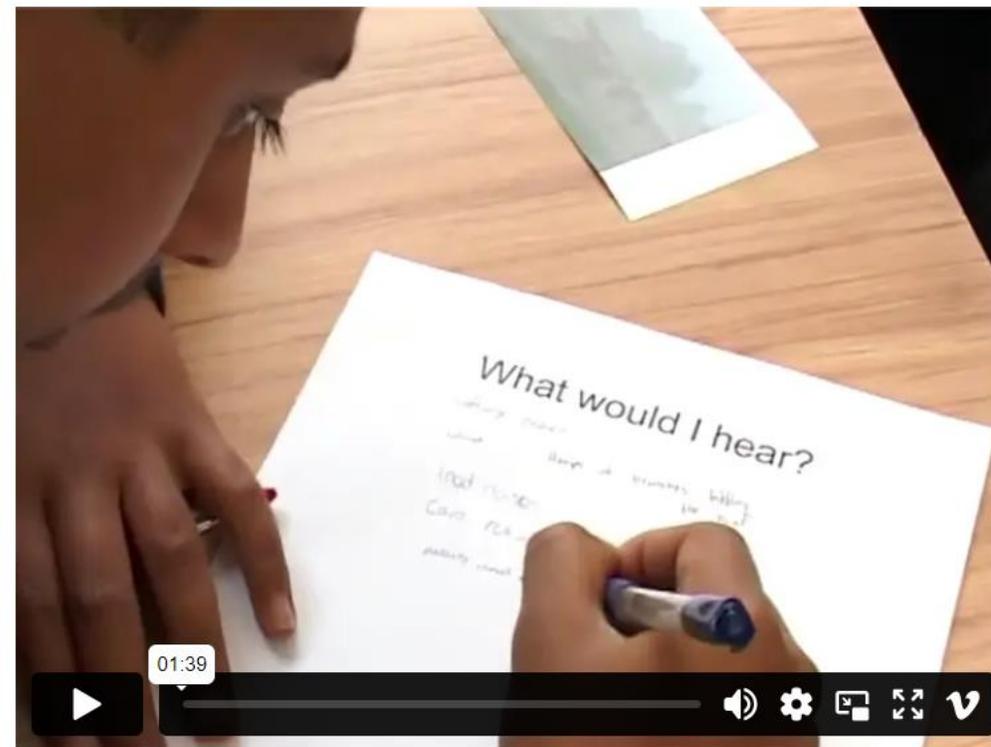
Watch this video to see Hot Potato being used in a Secondary English Classroom

Explicit pre-teaching of vocabulary

Making connections between their prior knowledge and new words help ākonga engage with texts and develop confidence.

When ākonga are supported to make connections with new words they can begin to modify their existing framework of knowledge (schema) and more effectively construct meaning when they meet the words in the text.

Vocabulary is often remembered because of meaningful associations rather than repetition.
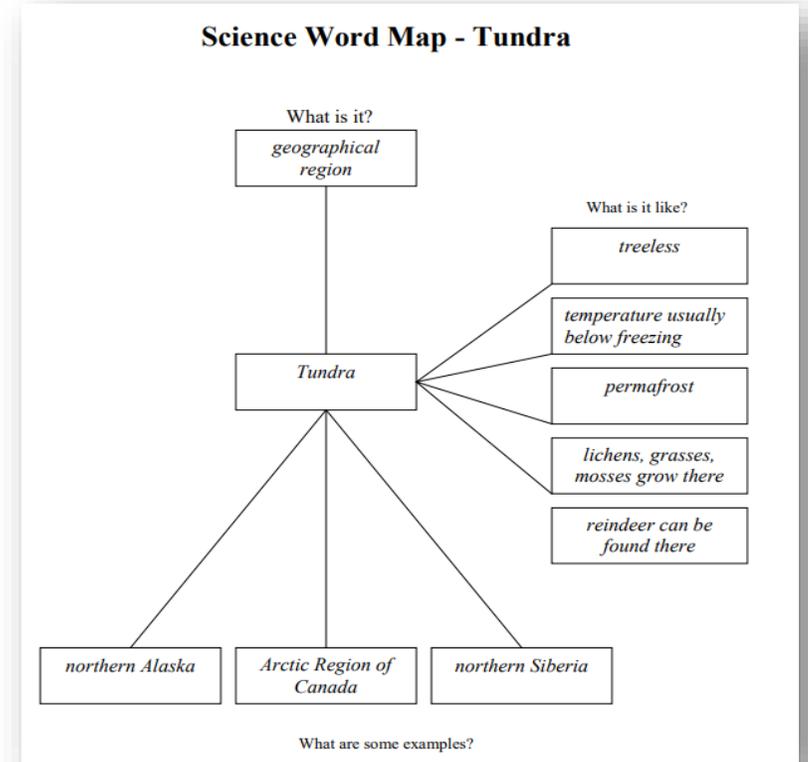
Use this **website** to explore some examples of word maps across learning areas

Word Maps

Word clusters/maps (semantic mind maps) help student build upon prior knowledge and visually represent new information:

1. Introduce the vocabulary word and the map to the students.

2. Teach them how to use the map by putting the target word in the central box.

3. Ask students to suggest words or phrases to put in the other boxes which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"

4. Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.

5. Model how to write a definition using the information on the word map.

Watch this video to see Word Maps being used in a Secondary English Classroom

Before Reading: Suggested Activity

1. As a department, select a series of texts that you will teach this term

2. In pairs, create activities that will explicitly teach ākonga how to make connections and access prior knowledge.

3. You could focus on Hot Potato and Mind Maps, or explore TKI for more examples.

This will enable you as department to develop a bank of resources that meet your local curriculum needs and the needs of your ākonga

60 minutes

During Reading

Strategies and activities to explore as a department

During Reading

- While reading a text, there are a number of metacognitive strategies students can use to be more aware of what they are reading and to deepen their understanding of the text.

- The three strategies we will explore are:
  - Visualising
  - Inferring
  - Questioning

Visualising

Visualising is the act of making 'mental images' as you read. These mental pictures help readers to create meaning, to check for sense and to access greater understanding of the text.

Explicit instruction to visualise can support ākonga to recall information and feel connected to the text. It can also support discussions around audience and purpose as different audiences with different prior knowledge will 'see' different things in a text.

Freeze Frame

- Once ākonga have read a text, ask them to work in small groups to represent a small part of the text as a frozen tableau.

- Ākonga will need to select a significant section of the text, and decide as a group how to physically represent this.

- Once each group is ready, ask ākonga to present their freeze frame to the class.

- Ask the remainder of the class which section of the text the students are displaying.

- You may want to ask questions such as:

  - What are the visual elements that helped them to make the connection?

  - Why is that part of the text significant?

Watch this video to see Freeze Frames being used in a Year 12 English Class

Inferring

When students infer, they find clues in the text and use what they already know from personal experience or past knowledge to fully understand what the text is about. Independent readers can read "between the lines" to make predictions, revise these, understand underlying themes, hypothesise, make critical judgments, and draw conclusions.

But — before students can infer, they have to be explicitly taught how. Inferential thinking is a complex skill that develops over time and with experience.

Teachers can help students to make inferences by asking inferential questions during shared reading or during discussion in guided reading. Alternatively, teachers may pause, when reading a text with students, to draw out clues from the text and prompt the students to make connections between different parts of the text in order to reach a conclusion.

Inference Graphic Organisers

Graphic organisers can support ākonga to "read between the lines" by prompting them to ask key inferential questions:

In most graphic organisers, ākonga will choose a direct quotation from a text and make an inference, explaining their reasoning for making the inference.

Inference Graphic organisers can be designed to be used with all types of texts across all NCEA learning areas.

Making Inferences

Title _____

Context Clues	+	What I Know	=	Inference

Explore these Inference Graphic organisers for ideas across all learning areas.

What's going on in this picture: The New York Times

Before engaging with a text, it can support ākonga to practice inference using pictures.

If there is no text to complicate matters, students can gain some strong inference skills with pictures.

- One way to do this is by using The New York Times website.

- The New York Times uploads a new inference picture every Monday for high school students.

- The pictures can support with great inference discussions.

Explore The New York Times' Website for ideas on how to use images to practice inference.

Questioning

- **Independent** readers will use questioning strategies at each step of the reading process. In the 'During Reading' phase, questioning can be used by readers to ensure that they are making sense of the text and to recognise places where they may need further support.

- It is easy to read parts of a text, only to realise that it has not sunk in. Independent readers will use strategies such as re-reading at this point, but developing readers may not recognise that this problem has occurred, and thus miss the opportunity to deploy these strategies and build their understanding.

- Questioning teaches students to:
  - be aware of what they do understand
  - identify what they do not understand
  - identify where to use appropriate strategies to resolve problems in comprehension

Say Something

For this activity, the kaiako will need to select a text relevant and suitable to the work at hand. If readers need support, ensure that this text is a small chunk, that it has had pre-teaching and that students will be able to access it.

Divide the students into pairs. Each pair will be allocated an A and B role. They will swap roles a various points.

- Student A will read a section of text. Student B will ask questions about that section. The students can respond and discuss these. They then swap roles and repeat the task.

To generate questions, kaiako may provide a list of prompts, the sophistication of which will depend on the level of the students, they may suggest students look for clarification, or they may suggest asking questions from another person's point of view.
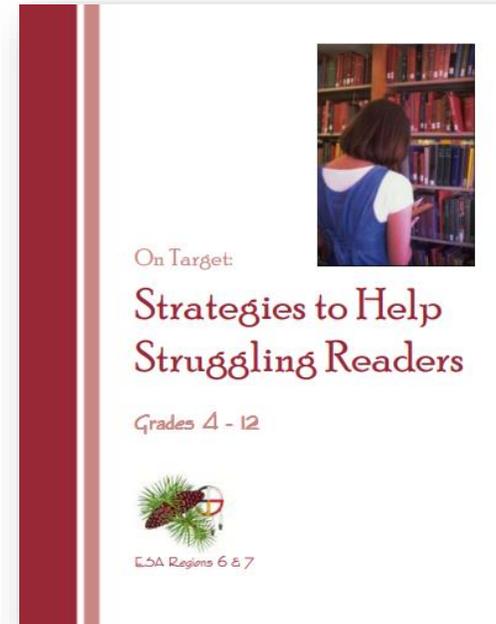
Read more about this strategy on pg. 20 in Dr. Hatfield's Strategies to Help Struggling Readers

During Reading Suggested Activity

1. As a department select any texts that you might use for the term

2. In pairs, select a text and create the resources to support a visualising, inferring or questioning activity.

This will enable you as department to develop a bank of resources that meet your local curriculum needs and the needs of your ākonga

60 minutes

After Reading

Strategies and activities to explore as a department

After Reading

- After reading a text, there are strategies that allow students to reflect and share what they've learnt. The strategies tend to be interactive so that students learn from each other.

- The strategy we will explore is
  - Summarising

Summarising

- Summarising is being able to identify the most important ideas in a text, ignore the irrelevant information, and condense the central ideas in a way that makes sense to the learner.

- Teaching students to summarize improves their memory for what they read and acts as a check for comprehension.

- When using this strategy with learners, it is important to remember that summarising academic learning doesn't come automatically.
  - Using think-alouds helps make this process visible to ākonga.
  - Kaiako need to provide ākonga with a variety of approaches to use as they learn to summarise.

Cooperative Reading

- After reading a text, ākonga get into groups of four. Everybody is given a role that they are responsible for

  1. Summarising the text

  2. Generating questions

  3. Creating a visual

  4. Identify key words

- Ākonga work independently at their task

- In their groups, they share back, teach and discuss their findings to one another
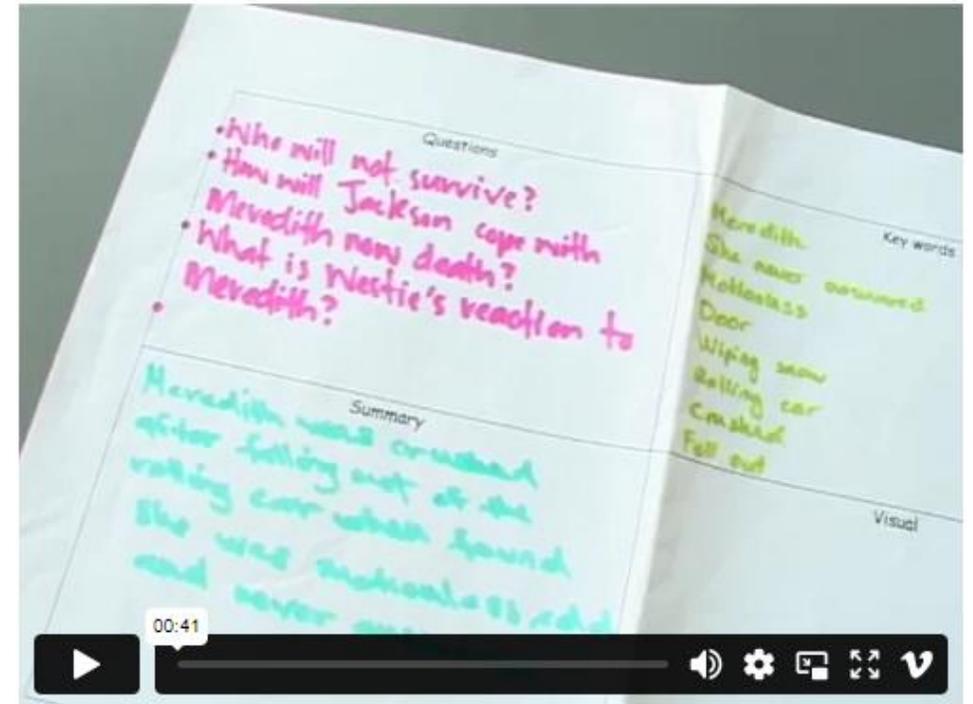
Watch this video to see cooperative reading being used in a Year 12 English Class

Collaborative Poster

- After reading a text, ākonga need to work collaboratively to create a poster that will best summarise the text

- Explain that the poster must contain:

  - an image that represents the big idea of the text

  - a quote from the text that is critical to the understanding the text

  - a phrase they have created to summarise the main idea of the text

- Ākonga need to reach a consensus on what to include for all three criteria so that it best summarises the text

- After creating their poster ākonga share their posters and self-assess using a rubric

Watch this video to see collaborative poster being used in a year 10 social studies class

3 Level Guides

For this activity, the kaiako will need to create a guide based on the relevant text. The guide consists of a number of statements grouped at three levels which will provide an indication of

- Level 1: literal statements, "on the lines"

- Level 2: inferential statements, "between the lines"

- Level 3: applied statements, "beyond the text"

- Once the guide has been created, ask ākonga to read the text, and to form an opinion on the statements in the guide.

- In pairs, or larger groups, ask ākonga to share their answers and to discuss, using evidence from the text.

- Feedback to the whole class to form agreement.

`02:17`

Watch this video to 3 Level Guides being used in a Year 13 Classroom

After Reading Suggested Activity

1. Read [TKI's summarising webpage](#)

2. As a department, select a series of texts that you will teach this term

3. In pairs, select a text that you are and create the resources to support a summarizing activity.

This will enable you as department to develop a bank of resources that meet your local curriculum needs and the needs of your ākonga

60 minutes

Think Aloud

An effective teaching activity to support all six reading strategies

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Think Aloud Supports all Reading Strategies

Independent readers recognise when there is a breakdown in their understanding of a text and independently deploy strategies to repair this.

Developing readers need support to deliberately implement these strategies.

By explicitly naming and modelling these strategies, kaiako can give all readers the tools they need to monitor and repair their understanding of a text.

Think Aloud supports ākonga to:

- be aware of what they do understand
- identify what they do not understand
- use appropriate strategies to resolve problems in comprehension

50 minutes

Think Aloud

- Think-aloud has been described as "eavesdropping on someone's thinking"

- With this strategy, teachers verbalize aloud while reading a selection orally

- Their verbalizations include describing things they're doing as they read to monitor their comprehension

- The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text

Types of Think Alouds	Think Aloud examples	Think Aloud Checklist
Predicting	I predict that… In the next part, I think… I think this is…	I predict that…
Picturing	I can picture… I can see…	I can picture….
Questioning	Here's my question… I wonder about… Could this mean…	A question I have is…
Making Connections	This is like… This reminds me of…	This makes me think of…
Identifying Problems	I'm confused about… I'm not sure of… I didn't expect…	I don't get…
Summarizing	The big idea here is… So, what it's saying is… I think the point is…	The big idea is…
Using fix-ups	I'll reread this… I'll read on and check back…	I'll reread this…
Commenting	Here's how I see it…	I think/believe/wonder…

Explore these Think Aloud Checklists and Bookmarks

Think Aloud: Suggested Department Task

1. Explore these exemplar Think Aloud Checklists and Bookmarks

2. As a department select a series of texts that you will teach this term

3. In pairs, select a text and construct a think aloud script to model the process

45 minutes

Te Mahau

We are interested in your feedback. Your views can help develop additional resources. Email ncea.review.education.govt.nz with your feedback on this resource.

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He mea **tārai** e mātou te **mātauranga** kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**