



**Student
Work Samples:
Reading**

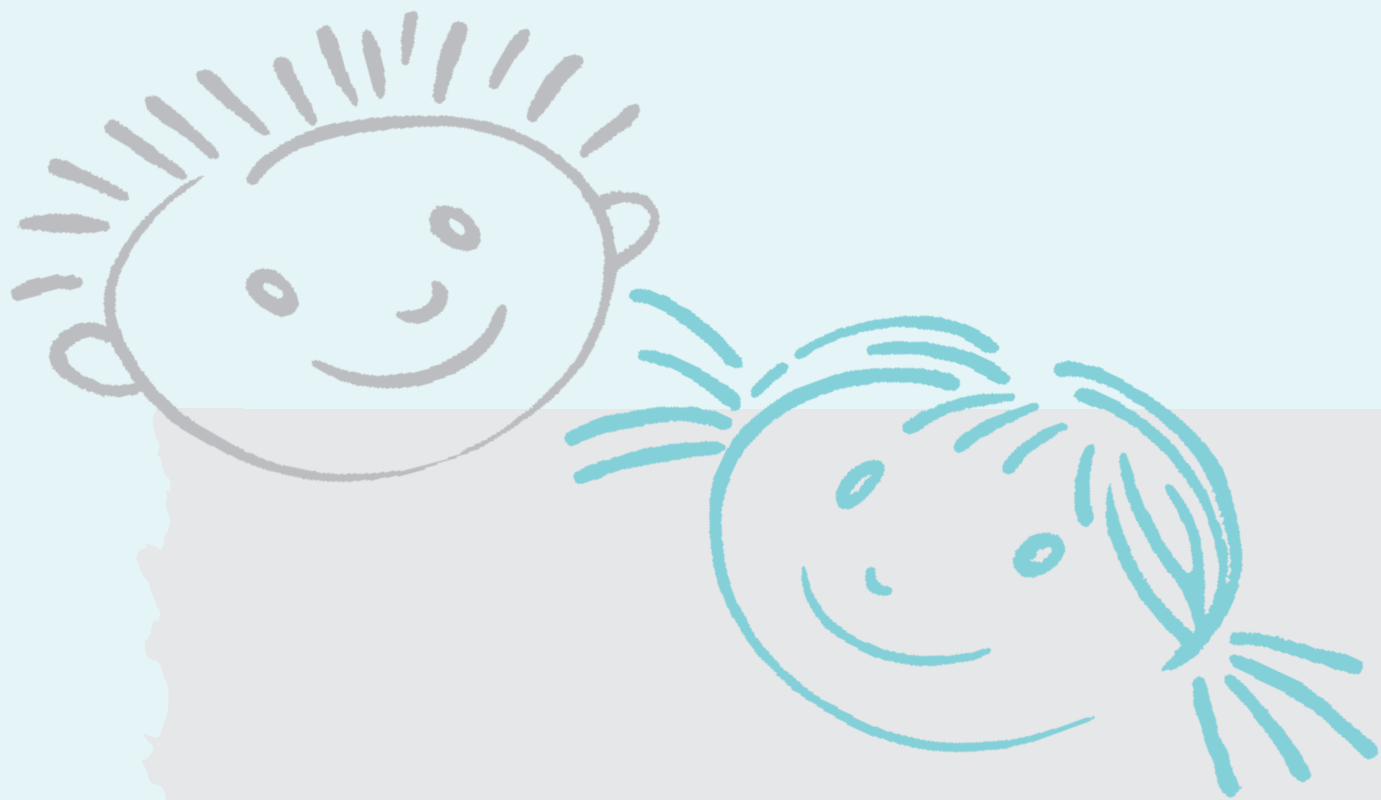
Student Work Samples for Reading

The work samples in this section consist of a representative sample of student responses to classroom reading activities. These responses include transcripts of classroom interaction, worksheet activities, whole-class (group and individual) activities and informal reading observations.

When students read, in contrast to when they write, they do not produce clearly visible ‘products’ that teachers can use to monitor development. When teachers monitor reading development, they monitor student responses to a variety of reading experiences.

It is important to be aware that the reading responses in these work samples are ‘snapshots’ only. Reading development occurs over time. The responses are not the isolated results of individual activities. Rather, they reflect the accumulation of knowledge and skill learned through ongoing and interrelated reading experiences.

Some work samples in this section include responses where further development is needed in such areas as spelling and punctuation.



Reading

Early Stage 1

A Note about Grammar

In Early Stage 1, teachers should focus on knowledge about language, as set out in the Reading outcomes and indicators on page 28 of the *English K–6 Syllabus* (and supported by the ‘Scope and sequence of grammar’ section on pages 72–75). This should occur in the context of the texts that students are reading.

Talking about texts should be integrated with other types of responses to texts. For example, students could recognise that some characters in stories give more commands, or ask more questions, than others. They could talk about how this affects their view of the character.

Teachers could leave out ‘when’, ‘where’ or ‘how’ words in a recount of a text, and ask students how these omissions affect meaning. Students could recognise patterns of repetition of words or word groups and talk about the effect of this repetition on the reader.

Focusing on language in these ways develops students’ awareness of different patterns of language in texts and models language use for their own writing.

Outcomes

RES1.5

Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.6

Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

RES1.7

Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

Context

In guided reading, students were asked to predict what the story was about after looking at a book cover. The story was read to the students and a discussion took place. A story map was modelled and the main elements of the story were brainstormed. Students then produced their own story map.

RES1.5 constructs meaning from visual texts with familiar content, particularly texts designed to be viewed in segments

RES1.5 joins in shared stories

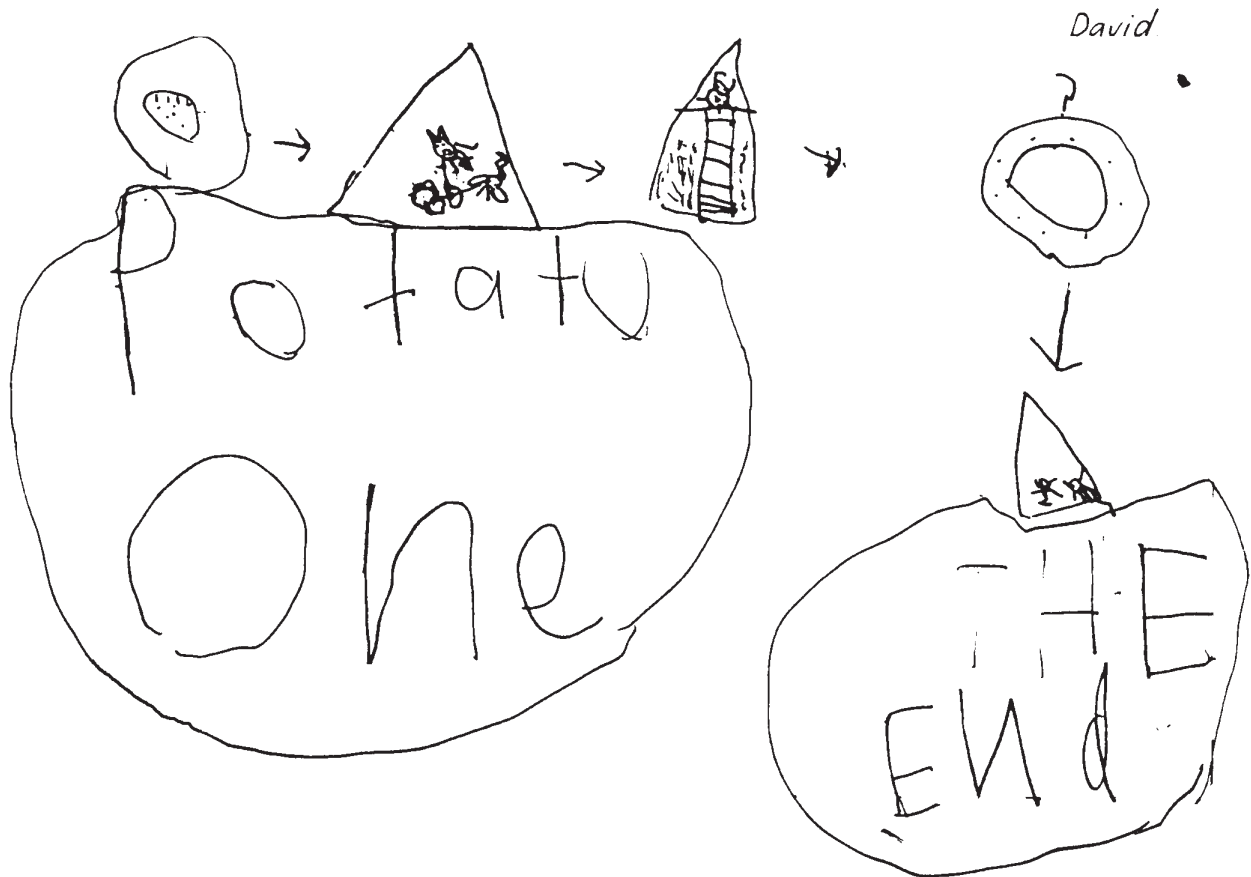
RES1.5 makes connections between text and illustration

RES1.5 understands simple stories read aloud

RES1.6 recognises and recalls parts of texts that have been read aloud

RES1.7 identifies subject matter

RES1.7 knows that the cover of a book usually indicates what the book is about



Links with other outcomes: Talking and Listening ES1.1; Writing ES1.9, 1.11

Where to from here?

Encourage labelling of each part of the story map.

Outcomes

RES1.5
Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.6
Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

RES1.5 constructs meaning from concrete descriptions with drawings

RES1.5 reads own written texts

RES1.6 identifies some letters or sounds beyond those in own name

Context

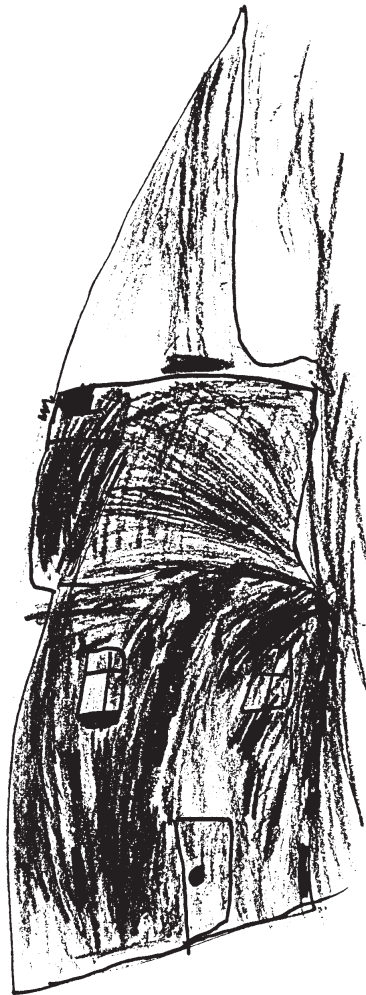
The teacher read Jenny Hessel's *Grandma McGarvey Paints the Shed* to the students. The students were asked to draw and write about their favourite part of the story. In addition to being a reading activity, this involved a personal response to the text. Daniel then read his story back to the teacher. This is a first draft.

RES1.6 locates and recognises known words while reading a simple text

RES1.6 recognises that a series of words makes up a text

RES1.6 talks about familiar written and visual texts

The
The
GRAR
Grandma
MGRU
McGarvey
PATE
painted
The
the
TC shed.



Links with other outcomes: Writing ES1.9, 1.11

Where to from here?

Encourage students to write personal recounts. Introduce lower-case letters. Introduce the 'sh' sound for 'shed'. Point out to students the parts of words that they have spelt correctly and encourage them to sequence events using 'and' or 'then'.

Outcomes

RES1.6
Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

RES1.7
Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

Context

The students had been exploring literary texts. In shared reading sessions, the teacher emphasised the structure of a narrative. After reading *The Three Billy Goats Gruff*, the students were asked to draw the parts in the story that were the orientation, the complication and the resolution.

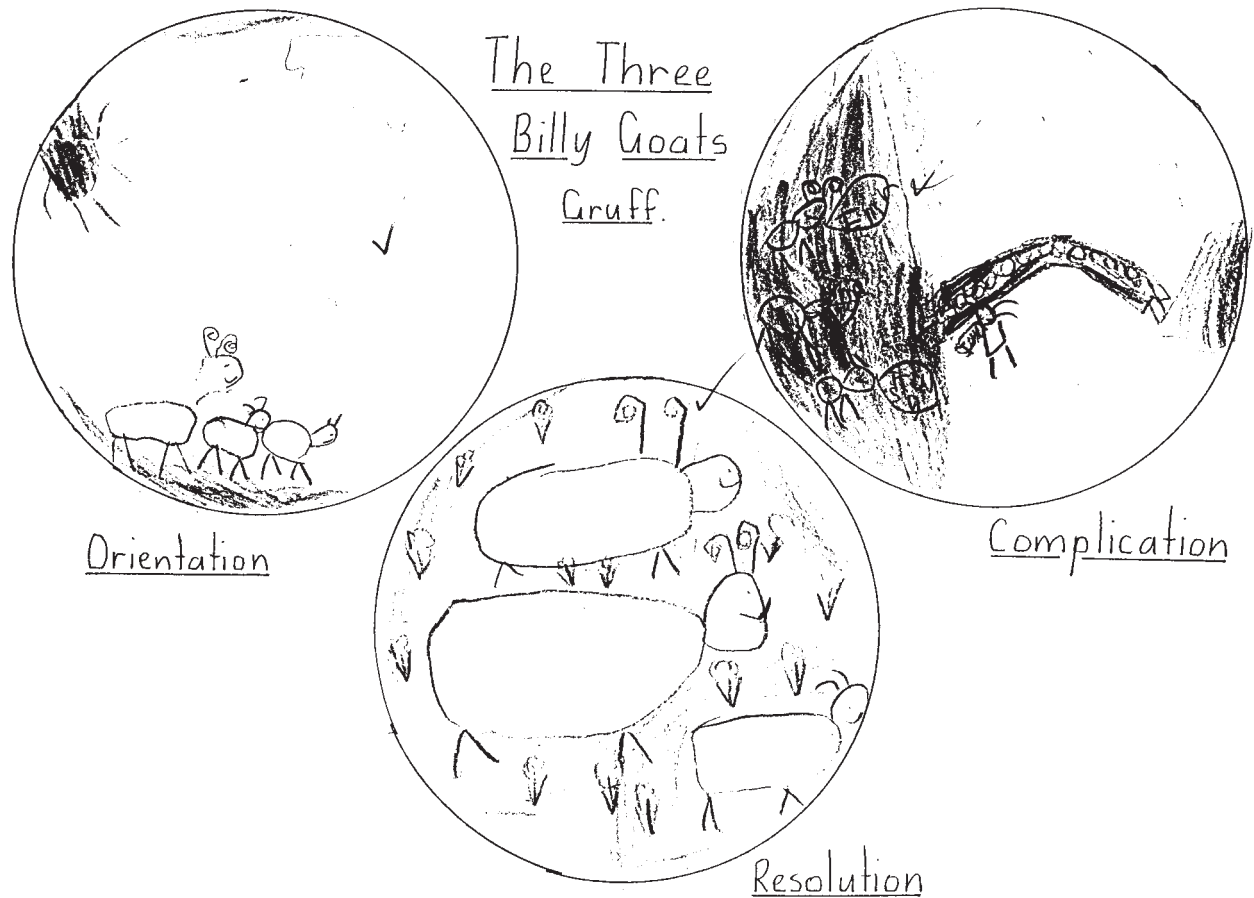
RES1.6 recognises and recalls parts of texts that have been read to them

RES1.6 retells information gained from texts

RES1.6 talks about familiar written and visual texts

RES1.7 identifies literary texts

RES1.7 links different kinds of reading material and reading contexts to different topics



Links with other outcomes: Writing ES1.9, 1.11

Where to from here?

Ask the students to retell some events from the complication in sequence, using 'and' or 'then'. Have the students identify the orientation, complication and resolution in another literary text read or viewed.

Outcomes

RES1.5
Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.6
Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

Context

Grandpa, Grandpa was read during shared reading. The students were familiar with the story structure. They discussed the purpose of the illustrations in the text. After shared reading, the class innovated on the text *Grandpa, Grandpa*. The students were then asked to innovate on the text using a framework provided by the teacher. Sheridan used words from word banks in the room to complete the sentences.

RES1.5 reads classroom print

RES1.5 recognises that there is a relationship between the words on the page and what is read aloud

RES1.5 responds appropriately to a story

RES1.6 distinguishes print from drawings

RES1.6 recognises that a series of words makes up a text

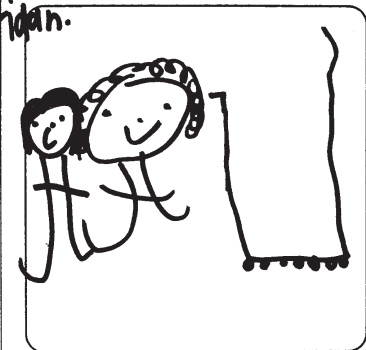
RES1.6 retells information gained from texts

RES1.6 uses picture clues to predict a text's content and makes connections between illustrations and written text



Sheridan.

Grandma, Grandma,
come with me.
Let's go shopping
in the woolies.



What will we
shop for?
What will we get?

1
One sandwig,

2
two donuts

3
three deeks
for lunch.



What else did we
get?
We got star!

Links with other outcomes: Talking and Listening ES1.1; Writing ES1.9, 1.11

Where to from here?

Point out parts of words and words that students have spelt correctly. Explain that the 'ch' ending for 'sandwich' is the same as 'ch' for 'lunch'. Develop a bank of words beginning and ending with 'ch'.

Outcomes

RES1.5
Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.6
Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

RES1.5 contributes to shared, guided and independent reading of visual and written texts

RES1.5 identifies with characters, objects or settings within a text or illustration

RES1.5 relates personal experiences to the text

RES1.5 understands simple stories read aloud

RES1.6 recognises and recalls parts of texts that have been read aloud

Context

During shared reading, the teacher read *There's an Alligator under My Bed*. James was asked to read and retell the story to the teacher.

Teacher: Why does daddy need to know about that?

James: Because he ... because he needs to know about the crocodile.

Teacher: Why does daddy need to know about the crocodile?

James: Because he ... 'cause he ... because he might eat him ... when he steps into the garage.

James: Because he needs to know if there's any trouble he has to call me ... Because daddy has to get in his car.

James: And I've got a door like that at home!

Teacher: Would you leave a note like that for your daddy?

James: But there's no crocodiles!

Teacher: I hope not! Is it a true story?

James: No, imagination.

Links with other outcomes: Talking and Listening ES1.1

Where to from here?

Encourage the students to find out about crocodiles and alligators. Discuss the purpose of writing notes and encourage the students to write a note to a parent or caregiver that warns of a possible danger.

Outcomes

RES1.5
Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.6
Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

RES1.8
Identifies some basic language structures and features of texts.

Context

After shared reading of *Who Will Be My Mother?*, the students were asked to do a written retelling of the story. Tamara was able to recall the story and relate to her own personal experience.

RES1.5 identifies with characters, objects or settings within a text or illustration

RES1.5 responds appropriately to a story

RES1.5 reads own written texts, eg observations, short recounts of shared experience

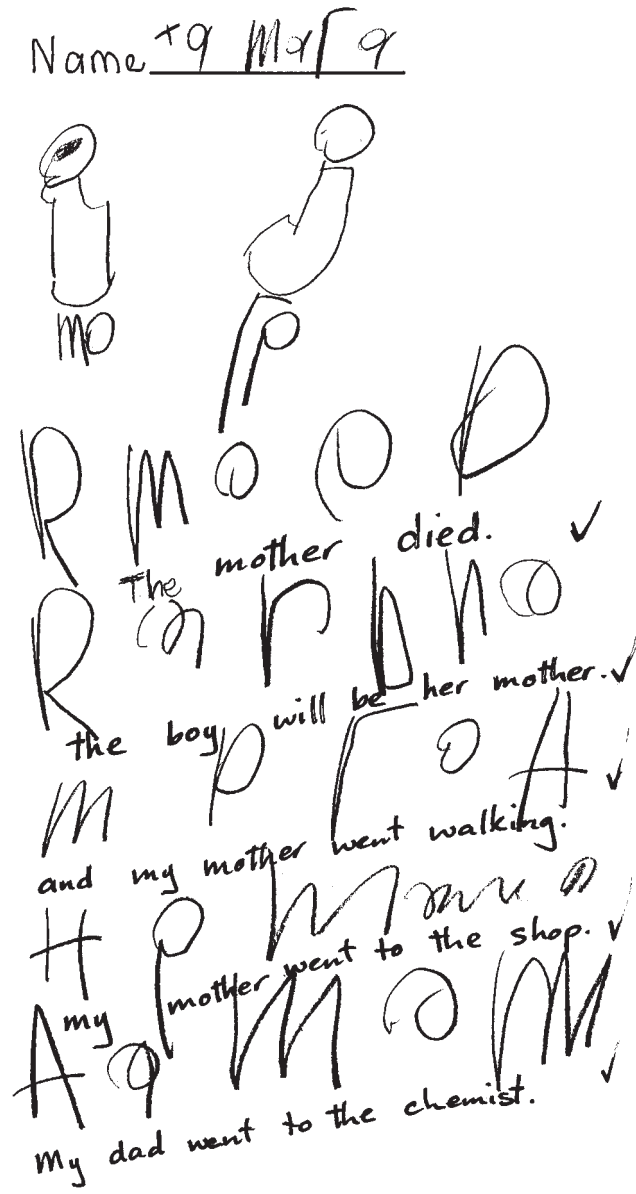
RES1.6 recognises and recalls parts of texts that have been read to them

RES1.5 recognises that there is a relationship between the words on the page and what is read aloud

RES1.6 shows an awareness of the horizontal nature of print

RES1.8 identifies sentences in a narrative or recount

RES1.5 relates personal experiences to a text



Links with other outcomes: Writing ES1.9, 1.11

Where to from here?

Encourage the students to retell stories heard and viewed, sequencing events by using 'and' or 'then'. Encourage the students to relate their personal experiences to the experiences of characters in texts.

Outcomes

RES1.6
Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

Context

The students had been exploring Maurice Sendak's *Where the Wild Things Are*. They had been involved in a range of related experiences, including responses to the book (as seen in photos on the wall) and role-plays of the story. Finally, they were involved in a sequencing activity. The sequencing was done in two parts. First, the students were asked to explain what was happening on random pages. The teacher scribed students' ideas and stapled them to the appropriate illustration. Then the students were asked to find where each page belonged. Each student was given a page and asked to find its position, eg Was it the beginning of the book, did it happen before or after ...? Page by page, the story was sequenced and then retold. It was then displayed on the wall for the students to retell to their parents.

RES1.6 talks about familiar written and visual texts

RES1.6 recognises and recalls parts of texts that have been read aloud

RES1.6 retells information gained from texts



Links with other outcomes: Talking and Listening ES1.1

Where to from here?

Encourage the students to use pictures to scaffold their retelling of stories. Enlarge classroom texts and jointly construct wall stories.

Outcomes

RES1.5
Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.6
Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

RES1.7
Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

Context

Tiffany asked if she could read *The Very Hungry Caterpillar* to the teacher while other students were doing developmental activities. The teacher taped the reading and subsequent discussion.

RES1.5 identifies with characters, objects or settings within a text or illustration

RES1.5 relates personal experiences to a text

RES1.5 responds appropriately to a story

RES1.5 selects favourite book

RES1.5 spends time looking at a book

RES1.5 understands simple stories read aloud

RES1.6 identifies words that represent who or what in texts, eg nouns and noun groups, in shared or guided reading

RES1.6 retells information gained from texts

RES1.6 talks about familiar written and visual texts

RES1.7 describes and gives an opinion of characters in a variety of literary texts, both written and visual

RES1.7 identifies factual texts

RES1.7 identifies literary texts

RES1.7 talks about own interpretation of visual images, giving reasons

Teacher Beautiful butterfly. Do you like that story?

Tiffany Yes.

Teacher What do you like about it?

Tiffany When he turns into a butterfly.

Teacher Why do you like that part?

Tiffany Because he is all colourful.

Teacher He is very colourful. Lets have a look at some of the pictures in the book.

Tiffany We even played it because we got some dresses and I was the butterfly and Brendan was the caterpillar.

Teacher You made a play about the story, did you?

Doesn't he eat through lots of things. Can you remember some of the things he ate through?

Tiffany Oranges, apples, pears, plums cake.

Teacher Are oranges, apples plums good to eat?

Tiffany Yes, because they're healthy.

Teacher What about all these things when he got a tummy ache?

Tiffany He was too full.

Teacher Are they healthy things?

Tiffany No.

Teacher Here he goes crawling along the leaf. The leaf made him feel better. Why did the leaf make him feel better?

Tiffany Because he likes leaves.

Guess what—I once saw a caterpillar, like this one but it was green all over and a big one at my old house and once at the new house I had a spiffire.

Teacher Why does he spin himself one of these? What is this called?

Tiffany A cocoon because so he gets warm.

Teacher What happens while he's inside here?

Tiffany He turns into a butterfly and he nibbles a hole.

Teacher He does and he comes out. Do you think this is what happens to a real caterpillar? Do you think this is a fiction, made up story or a real story with information?

Tiffany Information and this part is real isn't it?

Teacher Why do you think it's real?

Tiffany Because they do turn into, they do make themselves cocoons and they do turn into butterflies or moths.

Teacher That's right and they do start off as a ... little egg.

Links with other outcomes: Talking and Listening ES1.1

Where to from here?

Jointly construct a flow chart of the life cycle of a butterfly. Encourage the student to read other literary texts about caterpillars and butterflies.

Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

Context

The class had been involved in activities related to a unit of work entitled 'Houses'. One activity included reading factual texts about castles. David brought a book about castles for the teacher to read during a shared reading session. After shared reading, the students were asked to retell the text to the teacher.

- RES1.5 makes connections between text and illustrations*
- RES1.5 uses illustrations to assist reading*
- RES1.6 knows basic book conventions: open book; hold book correct way to look at pictures; turn pages in correct order*
- RES1.6 recognises and recalls parts of texts that have been read aloud*
- RES1.6 retells information gained from texts*
- RES1.6 talks about familiar written and visual texts*
- RES1.6 uses picture clues to predict a text's content and makes connections between illustrations and written text*
- RES1.6 uses the illustration on the cover of the book to make predictions about what the story is going to be about*
- RES1.7 asks for books and other reading material to be read for particular purposes*
- RES1.7 identifies factual texts*

- Teacher:** Do you remember what the name of the book is?
- David:** Yes, The Castle Book.
- Teacher:** Can you tell me all about the book? It's your turn to read it to me.
- David:** What's it called again?
- Teacher:** The Castle.
- David:** Okay ... to get inside, they have to cross a drawbridge. And that's to not to let the baddies in (pointing to a large gate). This is where they get the weapons and get their weapons sharpened.
- Teacher:** Oh, I see.
- David:** People put their clothes in big chests boxes, and the dog fell down when the people got in (pointing to the picture of the chests at the end of the bed, and then the bed and dog).
- Teacher:** Who sleeps in the bed?
- David:** All the people together, but not the dog!
- David:** And in the castle, they eat. They cook for the king and the knights ... and the soldiers and the queen and the king ... and everybody.
- Teacher:** Who cooks and does all the work in the castle?
- David:** Um, the servants. The king has a feast ... look, dancing bears.
- Teacher:** What are the dancing bears there for?
- David:** To see them dance.
- David:** People have to wear strong things so the baddies don't get them. It's called armour. It's to protect their head and bodies.

Links with other outcomes: Talking and Listening ES1.1, 1.2

Where to from here?

Encourage the students to design, make and label a castle. Develop a class matrix of types of houses, their purposes and features.

Outcomes

RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

Context

During a reading conference, Toby told the teacher that he wanted to read a factual book about hedgehogs because he liked to read information books. Toby said that the book he had selected would have facts about hedgehogs. The teacher asked how Toby knew what the book was about and Toby replied that he always tells what a book is about from its cover.

RES1.5 contributes to shared, guided and independent reading of visual and written texts

RES1.5 uses illustrations to assist reading

RES1.6 recognises and names letters of the alphabet and shows some awareness of letter-sound relationships

RES1.6 distinguishes print from drawings

RES1.6 has a bank of known sight words recognised automatically in printed texts

RES1.6 begins reading at the front of storybooks

RES1.6 knows basic book conventions: open book; hold book correct way to look at pictures; turn pages in correct order

RES1.6 recognises most sounds of the alphabet

RES1.6 shows an awareness of the horizontal nature of print

RES1.7 identifies factual texts

RES1.7 links different kinds of reading material and reading contexts to different topics

RES1.7 talks about for whom a particular book or text is written

Name: Toby Class: KC Date: 5.5.17

Title: Hedgehog is hungry
Number of words: 50

Publisher: PM
Text type: Narrative

Error Rate: $\frac{9}{50} = 18\%$ Accuracy: 82%

Easy	Instructional	Hard
accuracy 96-100%	90-95%	85-89%

1 Hedgehog is hungry
 3 Winter is here.
 5 Hedgehog is asleep.
 7 Spring is here. Hedgehog wakes up.
 9 Here comes Hedgehog.
 11 Hedgehog is hungry. Here is a snail.
 13 Hedgehog is hungry. Here is a worm. Here is a caterpillar.
 15 Here is a beetle. Here is a slug. "they rhyme"
 16 Hedgehog is hungry in the spring. "I can't read it."

Comment:

Cues: M = Meaning (semantic) S = Structure (syntax) V = Visual (Phonological/graphological)

Where to from here?

Ask students to recall some facts about hedgehogs. Write the facts about hedgehogs for students to use. Encourage students to share their facts about hedgehogs with the class.

Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

Context

The teacher holds regular reading conferences with the students. In a reading conference, Geoffrey selected *Meanies* to read to the teacher.

- | | |
|--|--|
| RES1.5 selects favourite book | RES1.6 uses picture clues to predict a text's content and makes connections between illustrations and written text |
| RES1.5 uses illustrations to assist reading | RES1.7 describes and gives an opinion of characters in a variety of literary texts, both written and visual |
| RES1.6 knows basic book conventions: open book; hold book correct way to look at pictures; turn pages in correct order | RES1.7 knows that the cover of a book usually indicates what the book is about |
| RES1.6 locates and recognises known words while reading a simple text | RES1.7 names favourite characters |
| RES1.6 retells information gained from texts | RES1.8 identifies that narratives are about 'characters' who are represented by nouns/noun groups |
| RES1.6 shows an awareness of the horizontal nature of print | |

KINDERGARTEN READING CONFERENCE RECORD SHEET

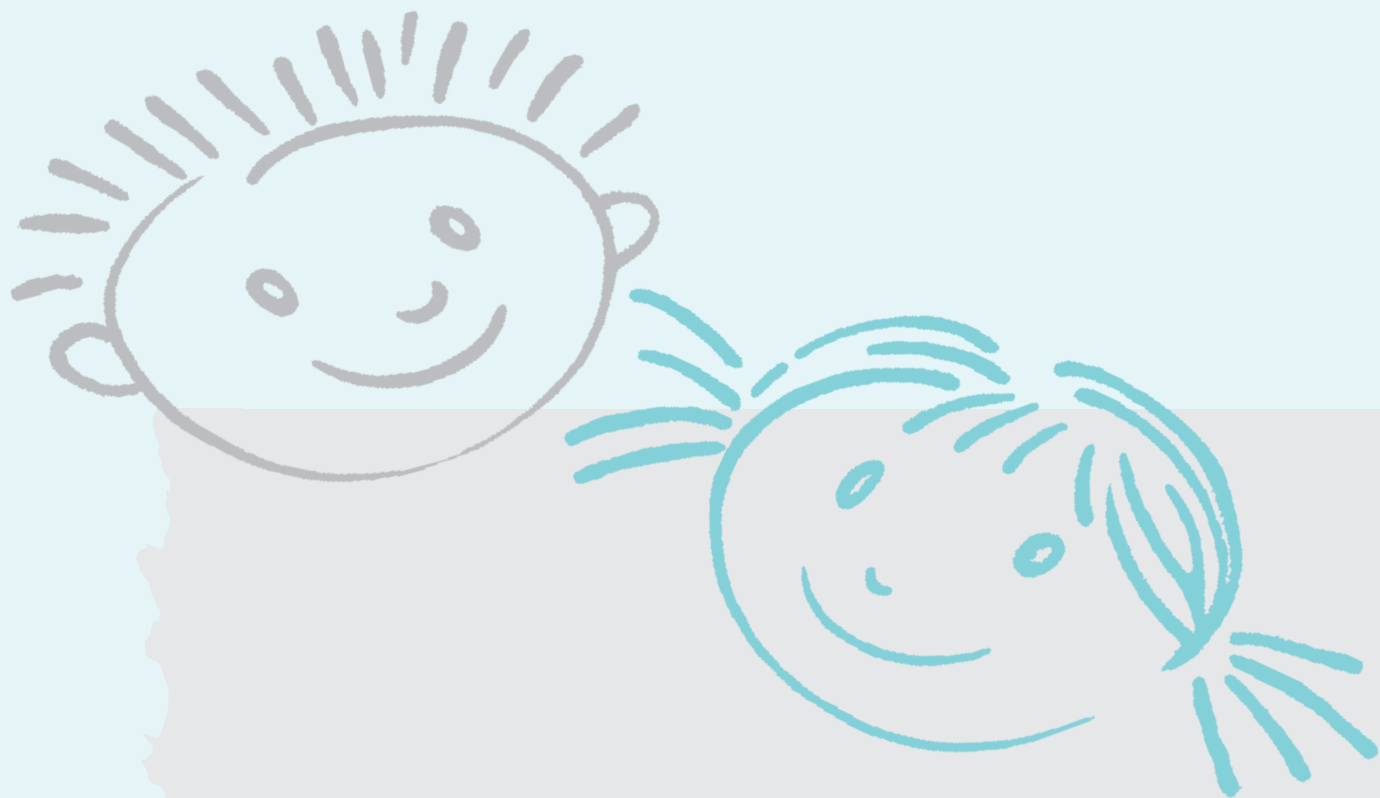
Student's Name : Geoffrey

<p>Attitude</p> <ul style="list-style-type: none"> • enjoys reading ✓ • good concentration ✓ • eager to read ✓ 	<p>Title: <u>Meanies</u></p> <p>Date: <u>11.9.97</u></p> <ul style="list-style-type: none"> * Used picture clues well. * Sounded out initial letter of unknown words. * Developing fluency. Used expression when reading repeated phrases.
<p>Skills</p> <ul style="list-style-type: none"> • uses picture clues ✓ • predicts outcomes ✓ • knows some sight words ✓ • takes notice of punctuation ✓ • demonstrates some knowledge of letter/sound relationships ✓ 	<p>Extract from conference with Geoffrey.</p> <p>Teacher: Why did you choose this book, Geoffrey?</p> <p>Geoffrey: Because it's about monsters.</p> <p>Teacher: How do you know it's about monsters?</p> <p>Geoffrey: Because there's a picture of them on the cover.</p> <p>Teacher: Good. Can you read the title of the book?</p> <p>Geoffrey: Monsters.</p> <p>Teacher: Well it's a word that starts with 'm'. It's Meanies. Do you know what a meanie is?</p> <p>Geoffrey: Someone who's not very nice to you.</p> <p>Teacher: That's right, so I wonder what will happen in this story.</p> <p>Geoffrey: I think the monsters are mean and eat everyone up.</p> <p>Teacher: My goodness! Let's open the book and read it to find out, will we?</p>
<p>Strategies</p> <ul style="list-style-type: none"> • uses finger to point ✓ • holds book correctly ✓ • turns pages appropriately ✓ • follows print left to right and top to bottom ✓ 	
<p>Response to Reading</p> <ul style="list-style-type: none"> • can retell story ✓ • identifies and comments on main characters ✓ • can talk about favourite/most interesting part of the story ✓ 	

Links with other outcomes: Talking and Listening ES1.1, 1.2

Where to from here?

In the next conference, suggest that the students choose a book from a higher level and, perhaps, from a factual text type. Encourage the students to also read factual texts in reading conferences.



Reading

Stage 1

A Note about Grammar

In Stage 1, teachers should focus on knowledge about language as set out in the Reading outcomes and indicators on page 28 of the *English K–6 Syllabus* (and supported by the ‘Scope and sequence of grammar’ section on pages 72–75). This should occur in the context of the texts that the students are reading.

Talking about texts should be integrated with other types of responses to texts. For example, students could recognise connectives that sequence events in time in literary texts, procedures and explanations. They could recognise and talk about action verbs, and those involved in the action. They could also recognise that a character in a story may be mostly the ‘doer’ of an action, while another may have the action done to him or her. As a result, they might talk about the ways in which these roles affect the reader’s view of the characters.

Students at Stage 1 can also recognise that patterns of meaning change in different parts of a text. A character may be a ‘doer’ of actions at one stage, then have the actions done to her/him at another. Students could mime some of the action verbs that they identify.

Students could also recognise the way that descriptions are built up in noun groups in a range of text types, both literary and factual. They could talk about how adjectives add meaning to nouns by describing the appearance of people, places and things in terms of age, colour, shape or other qualities.

Teachers could introduce the notion of adverbs and have students talk about the role of adverbs in adding meaning to events. This close attention to the language of texts enables students to understand how choices in grammar make meaning. It is also a means for modelling language use in the students’ own writing.

Outcomes

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

Context

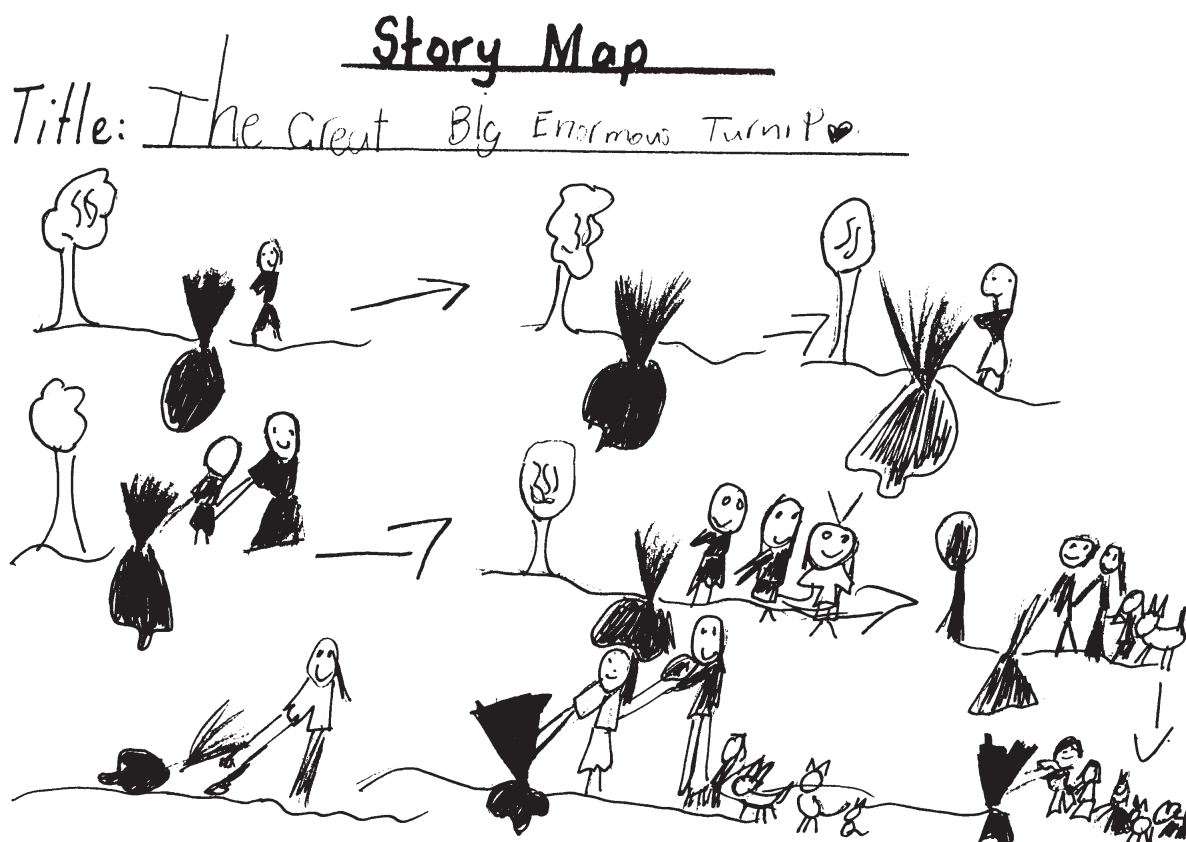
In shared reading, the students made predictions about what the text was about. After reading the text, the students jointly constructed a retelling of the text. They were then asked to develop a story map for the main events in the text.

RS1.5 interprets story illustrations and simple diagrams

RS1.5 participates in class/group brainstorming activities to cluster and categorise ideas and facts following the reading of texts

RS1.5 reads a variety of literary and factual texts

RS1.6 predicts what a text is about from its cover



Links with other outcomes: Talking and Listening S1.1

Where to from here?

Encourage the students to retell the events from stories in sequence, using 'and', 'but' and 'as'. Introduce caption writing to accompany pictures. Introduce speech and thought bubbles where appropriate. This could be done in pairs. Focus on a text type (eg recount, narrative) and have the students identify some of the stages.

Outcomes

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Context

During shared reading sessions, the students had been discussing the structure of some literary texts. After reading *The Magic Fish*, the class discussed the parts of the story that were the orientation, the complication and the resolution. The students were asked to do a sequencing activity related to the story. Kim sequenced the pictures correctly and retold the story in her own words.

RS1.5 draws on own knowledge to interpret characters and events in literary texts

RS1.5 interprets story illustrations and simple diagrams

RS1.5 reads a range of simple stories

RS1.7 describes the purpose of organisational stages in some text types

RS1.7 expresses an opinion about a character's actions and speculates on own behaviour in a similar situation

RS1.7 makes inferences about characters' qualities, characteristics and motives

RS1.7 predicts, from the cover and title, for whom a text is intended

RS1.7 retells and comments on incidents from children's storybook or a short children's film, with attention to structural elements such as orientation, characterisation, conflict and resolution

RS1.8 talks about different types of stories

RS1.8 understands and uses words such as 'literary text', 'factual text', 'poem', 'illustration', 'diagram'



Links with other outcomes: Talking and Listening S1.1

Where to from here?

Ask the students to individually write a sentence for each picture, rereading to ensure that it makes sense. Invite the students to share variations with other class members. Ask the students to retell a part of the narrative, focusing on sequencing the events accurately. Concentrate on the use of conjunctions (eg 'and', 'then', 'when') in sequencing.

Outcomes

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

Context

As a whole class, the students discussed the weather of the day and the different sources that people use to gain information about the weather. William and Katie read through a newspaper and found relevant information to share with the rest of the class.

RS1.5 *identifies and discusses information found in print media*

RS1.5 *looks for specific information in factual texts*

RS1.5 *makes connections between own knowledge and experience and information in texts*

RS1.5 *makes sense of brief explanations in diagrammatic form*

RS1.5 *reads a variety of literary and factual texts*

RS1.5 *uses a number of sources for information including pictures, posters, signs, labels, books*

RS1.6 *uses different parts of a book to gain access to information*

RS1.7 *identifies the different parts of a publication and talks about their uses, eg title page, contents page, glossary, index*



Links with other outcomes: Talking and Listening S1.1

Where to from here?

Encourage the students to give an oral presentation of the information found in the newspaper. Compare and discuss sources of information about the weather. Consider what information is included/excluded and how it is presented.

Outcomes

RS1.5
Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6
Draws on an increasing range of skills and strategies when reading and comprehending texts.

RS1.7
Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

Context

The students were undertaking some individual research work related to animals, using a variety of factual texts. Students read their factual texts to the teacher.

RS1.5 *finds information in factual texts*

RS1.5 *looks for specific information in factual texts*

RS1.5 *selects own books to read from class, school or personal library*

RS1.6 *reads a variety of literary and factual texts*

RS1.6 *uses a number of sources for information, including pictures, posters, signs, labels, books*

RS1.7 *selects texts related to a topic*

ORAL READING OF A FACTUAL TEXT

“The Illustrated Book of Questions and Answers” by Andrew Langley. The Five Mile Press

Nicola: “What is the difference between the African and Asian elephant? The African elephant is bigger than the Asian, and has longer (larger) ears. It also has two lips at the tip of its trunk instead of one.”

Teacher: “Did you practise this?”

Nicola: “Only once or twice. I didn’t think I could do this.”

Where to from here?

Discuss with the students any new information gained from their reading. Ask the students to construct a simple mind map or write a series of dot points to show information gained from the text. Invite them to share this information with the class/group. Focus on the way that these texts are organised with questions and statements. Discuss with the class whether this is an effective way of organising factual texts. Ask the students to give reasons for their point of view.

Outcomes

RS1.5
Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6
Draws on an increasing range of skills and strategies when reading and comprehending texts.

RS1.7
Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

Context

During guided reading, the teacher asked the students to predict what the story was about from the cover of *The Five Chinese Brothers*. The students read the story and then individually wrote a retelling to read and discuss with a friend. This is a first draft.

RS1.5 *interprets story illustrations and simple diagrams*

RS1.5 *selects own books to read from class, school or personal library*

RS1.6 *predicts what a text is about from its cover*

RS1.6 *reads a variety of literary and factual texts*

RS1.7 *retells and comments on incidents from a children's storybook or a short children's film, with attention to plot elements such as setting, characterisation, conflict and resolution*

RS1.7 *talks about the topic of a text based on its title and illustrations*

The Five Chinese brothers
 Once there was five chinese
 There was a chinese brother
 that swollowed the sea.
 The second chinese brother
 could not have his head cut off.
 The third chinese brother was
 thrown out to sea but... he stretched
 his legs as long as a octopus's
 tenticle. ^{The fourth chinese brother} ~~the~~ could not be burned
 at all. The fifth chinese brother
 could hold his breath counting
 to a finatey.

Links with other outcomes: Writing S1.9, 1.10, 1.11, 1.12

Where to from here?

Ask the students to work in pairs in order to confer about and edit each other's work. (They should use a dictionary to assist with spelling conventions.) Focus on the sequencing of events through the use of, for example, 'then', 'and' and 'when'. Focus on the selection of events (ie those included/not included) and on action verbs in the story. Note attempt at spelling and model spelling strategies.

Outcomes

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Context

The students had been studying the topic 'Pigs' as part of their HSIE unit on 'Farms'. In guided reading, the students had read books about pigs. They were asked to complete a cloze passage with nouns and verbs deleted.

RS1.5 makes connections between own knowledge and experience and information in texts

RS1.5 reads a variety of literary and factual texts

RS1.5 uses a number of sources for information including pictures, posters, signs, labels, books

RS1.6 uses whole word identification skills

RS1.6 identifies noun-pronoun, subject-verb links in written texts

RS1.6 recognises nouns, noun groups and pronouns in printed texts

RS1.8 identifies information in factual texts

Factual Cloze - Year 1

Name: Emily

Pigs roll in mud to keep cool.

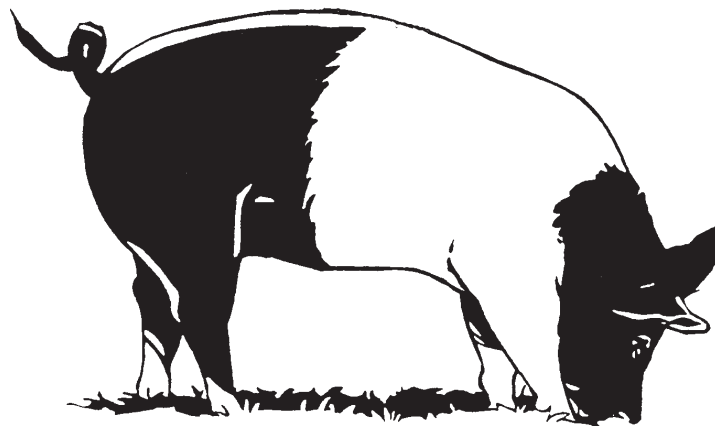
Baby pigs are called piglets.

Female pigs, called sows, give birth to a litter of 6 to 12 piglets.

A male pig is called a boar.

Pigs live in a sty.

sows called mud live piglets



Links with other outcomes: Writing S1.11

Where to from here?

Ask the students about the strategies they used to complete the cloze activity. Have students identify the nouns in the text. Discuss how nouns and adjectives provide information about pigs. Have students identify the verbs in the text. Point out the action verbs and have students role-play being pigs. Have them run, roll, walk, jump.

Outcomes

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

Context

After a unit of work on 'Dinosaurs', the class brainstormed possible responses to the sentence beginnings that had been provided on a 'reflection sheet'. The students then independently completed the reflection sheet, using class word banks, displays, their own dictionaries and other HSIE texts and workbooks as reference material.

RS1.5 looks for specific information in factual texts

RS1.6 uses a number of sources for information, including pictures, posters, signs, labels, books

RS1.5 participates in class/group brainstorming activities to cluster and categorise ideas and facts following the reading of texts

RS1.6 uses different parts of a book to find information, eg title page, contents page, glossary, index

Reflecting on Learning

Name: Jeshan

Tolret Dinosaur on Learning
carcy



I have learnt

About Dinosaurs were meat eaters and plant eaters.

I have learnt

I have learnt that dinosaurs lived 150 million years ago. I have learnt different dinosaur names.

I have learnt about

about Dinosaurs lived 150 millions of years ago.

I have learnt about

writing dinosaur names. I have learnt about how to water-color a dinosaur.

I have learnt to do

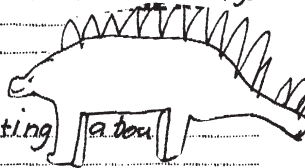
paintings of Dinosaur and drawings of Dinosaurs.

I have learnt to do

a coat-honor, with dinosaurs hanging on it. I have learnt to do a report about dinosaurs.

I liked doing

writing writing about Dinosaur.



I liked doing

I liked doing pictures of dinosaurs. I liked doing writing about dinosaurs. I liked talking about dinosaur.

I did well in

Making a T. Rex a stegosaurus and a Triceratops.

I did well in

reading books about dinosaur. I did well in my find-a-word sheets.

Things I need to do better

is to know all about Dinosaur

Things I need to do better

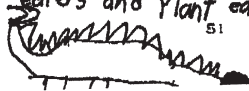
is look at an encyclopedia.

Things I know now that I didn't know before

was Dinosaurs were name by human beans and Dinosaurs were meat eaters and plant eaters.

Things I know now that I didn't know before

is dinosaur words.



Lonerst Dinosaur

Links with other outcomes: Writing S1.9, 1.10, 1.11, 1.12

Where to from here?

Have students share their favourite reflective sentence with an audience. Play fact games about dinosaurs, eg 'What am I?'. Ask the students to draw a dinosaur, name it and label the parts to create an information report. Note attempt at spelling and model spelling strategies.

Outcomes

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

Context

Students were divided into groups of five. During independent reading, they selected texts with parent helpers, then read and discussed these factual texts and other sources of information about dinosaurs. They then used the information they had to complete their worksheets.

RS1.5 finds information in factual texts

RS1.5 looks for specific information in factual texts

RS1.5 uses a number of sources for information, including pictures, posters, signs, labels, books

RS1.6 reads a variety of literary and factual texts

RS1.6 uses different parts of a book to gain access to information, eg title page, contents page, glossary, index

RS1.7 identifies the different parts of a publication and talks about their uses, eg title page, contents page, glossary, index

RS1.7 predicts from the cover whether a text will be enjoyable or useful

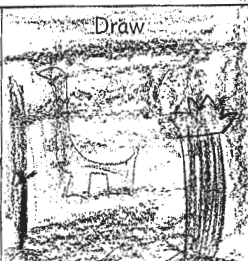
RS1.7 selects texts that tell stories, texts that have information and texts that tell how to do things

RS1.7 retells ideas from a factual text for beginning readers

Reportosaurs

Name: Keegan


Date: 13.8.1997

What is it?	Brachiosaurus	
What does it look like?	Size 16 metres long	Draw 
	Features He was a giant size with a small head, a long neck and a long tail and he also had nostrils on his head.	
What does it eat?	Conifer leaves made up the bulk of his diet, supplemented by Cycads and ginkgoes. ^{plant eater herbivore}	
When did it live?	150 million years ago in the Jurassic period	
Interesting facts.	it could see over a three storey house. It had a small brain. It weighed 50 tons.	

Reportosaurs

Name: Ala

Date: 14.8.1997

What is it?	Stegosaurus	
What does it look like?	Size it is the same size as a bus	Draw 
	Features It has spike it has a some tail its got plates on its back it has a some small brain	
What does it eat?	it is a plant eater it will eat good one million	
When did it live?	150 million years ago	
Interesting facts.	its brain was as big as a doorknob it had blue skin it was about nine meters	

Links with other outcomes: Writing S1.9, 1.10, 1.11, 1.12; Talking and Listening S1.1

Where to from here?

Encourage the students to present their information to a small group or to the class, using models if possible. Focus on noun groups and identify adjectives that describe dinosaurs. Draw students' attention to technical language, eg 'conifer leaves', and make sure that it is understood. Focus on adverbial phrases, eg 'it could see over a three storey house', and talk about how they add to the meaning. Note attempt at spelling and model spelling strategies.

Outcomes

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

Context

The students had participated in lessons focusing on the skills of choosing an appropriate text (ie looking at the cover, the illustrations, the title and layout, and reading the first couple of pages). They then chose a book and, after reading it, reflected on their choice.

RS1.5 interprets story illustrations

RS1.5 selects own books to read from class, school or personal library

RS1.6 predicts what a text is about from its cover

RS1.6 selects own reading material

RS1.7 predicts, from the cover and title, for whom a text is intended

RS1.7 predicts from the cover whether a text will be enjoyable or useful

RS1.7 talks about the topic of a text based on its title and illustrations

I selected *Wombat stew*

I enjoyed this book.

a lot ok not much

I chose it because It was very very easy ~~the other~~ and I had read it before

It was / ~~wasn't~~ a good choice because It was funny because the dingo got poisoned.

Could you read all the words?

Yes most no

I selected *Jane and the dragon*

I enjoyed this book.

a lot ok not much

I chose it because I liked the ~~title~~ title

It was / ~~wasn't~~ a good choice because there was a dragon in it

Could you read all the words? yes!

I selected *the Legend of the poinsettia*

I enjoyed this book.

a lot ok not much

I chose it because I liked the front cover and it looked easy to read

It ~~was~~ / wasn't a good choice because it was ~~to~~ hard for me Next time I will read the first page

Could you read all the words? no

Links with other outcomes: Writing S1.10, 1.11, 1.12

Where to from here?

Have the students share their reflections. Discuss different responses to texts read. This information provides the basis for jointly constructing a brief book review. Introduce book reviews from media sources to read to the class. Jointly construct a short book review, eg by providing sentence beginnings. Develop a class list of ten favourite books. Revisit this and make changes as necessary. Note attempt at spelling and model spelling strategies.

Outcomes

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

Context

The teacher has aimed to see five students a day for a reading conference. During these conferences, the teacher often does an informal reading observation. Here, Joel has selected *Little Pink Pig* to read to the teacher.

- | | |
|---|--|
| RS1.6 attempts to self-correct when meaning is disrupted while reading, eg pauses or repeats words or phrases to maintain meaning or attends closely to print | RS1.6 responds to punctuation when reading aloud, eg full stop, question mark |
| RS1.6 draws on knowledge of letter-sound relationships when trying to identify unknown words, eg sounds out, attempts to break words into syllables | RS1.6 selects own reading material |
| RS1.6 makes acceptable substitutions when reading texts | RS1.6 uses a number of sources for information, including pictures |
| RS1.6 predicts what a text is about from its cover | RS1.6 uses whole word identification skills, eg recognises (automatically) irregular words |

Informal Reading Observation



Name: Joel Date: 30/4 Age: 7

Book Level: F1

Score: 163 : 165 Error Rate: $\frac{165}{3}$ 1:55 Accuracy: 98%

Self Corrections: 2

M	Meaning - Semantic Processing
S	Structure - Grammatical Processing
V	Visual - Graphological Processing
P	Sound - Phonological Processing

Title: Little Pink Pig	Errors	S/C	Cues
<p>"Hurry up, Little Pink Pig," said Little Pink Pig's mother. "It's time you were in bed." "Wait for me," squealed Little Pink Pig. But Little Pink Pig's mother didn't hear him.</p> <p>"OINK, OINK!" ^{squealed} cried Little Pink Pig's mother. "Where are you, Little Pink Pig?" But Little Pink Pig couldn't hear her.</p> <p>So Little Pink Pig's mother went to ask Horse if he'd seen Little Pink Pig. "Wait for me!" squealed Little Pink Pig. But Little Pink Pig's mother didn't hear him.</p> <p>"Have you seen Little Pink Pig?" she asked Horse. "I've looked for him, and called for him, and it's time he was in bed." Horse looked, but he couldn't see him, either. "NEIGH!" ^{squealed} ^{why} cried Horse. "Where are you, Little Pink Pig?" But Little Pink Pig couldn't hear him. "Let's go and ask Cow if she's seen him," said Horse.</p> <p>So off they went to look for Cow. "Wait for me!" squealed Little Pink Pig. But Horse and Little Pink Pig's ^{sc} mother didn't hear him.</p>	1		M
	2	1	M VP
		1	

Where to from here?

After guided reading of a text, conduct a miscue analysis to monitor the student's progress in reading. Focus on the retelling of events in sequence. Focus on questions, statements and commands in dialogue.

Outcomes

RS1.6
Draws on an increasing range of skills and strategies when reading and comprehending texts.

Context

The teacher has a reading conference with each child during the week to assess reading and to plan future learning experiences. Read the teacher summary on the informal reading observation for further information about Dacia's reading.

RS1.5 reads a range of simple stories

RS1.6 maintains continuity in understanding when meaning is disrupted

RS1.6 attempts to self-correct when meaning is disrupted while reading, eg pauses or repeats words or phrases to maintain meaning or attends closely to print

RS1.6 predicts what a text is about from its cover

RS1.6 uses whole word identification skills, eg recognises (automatically) irregular words

Informal Reading Observation

(Hard)

Name: Dacia Date: 30/4 Age: 7

Book Level: B2

Score: 48:51 Error Rate: $\frac{51}{8} 1:8$ Accuracy: 83.5%

Self Corrections: _____

M	Meaning - Semantic Processing
S	Structure - Grammatical Processing
V	Visual - Graphological Processing
P	Sound - Phonological Processing

Title: Nick's Glasses	Errors	S/C	Cues
"Where are my glasses?" said Nick.			
"Have you looked under your bed?" said Mum.			
^{Here} "Have you looked ⁱⁿ your school bag?" said Dad.	2	1	SVP SVP
"Have you looked on the table?" said Jane.	2		—
"Have you looked behind the TV?" said Peter.	1		—
"Have you looked in the mirror?"	1		—
"Oh!" said Nick. "Here they are!"	1		
<p><u>Summary:</u></p> <ol style="list-style-type: none"> 1. Reading for meaning although confused <u>Here/Have</u> <u>looked/looked</u> on one page 2. Could tell me what the <u>table</u> was but didn't know the word in <u>text</u> 3. Couldn't sound <u>mirror</u> out and visual cue and reading on/back didn't help 			

Reading Project 1996

her predict what the word was — illustration didn't support text very well.

Where to from here?

After guided reading of a text, conduct a miscue analysis to monitor the students' progress in reading.

Outcomes

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

Context

The student selected a book to read aloud to the teacher during a reading conference. The teacher made an informal reading observation, noting the strategies that the student used while reading.

RS1.5 selects own books to read from class, school or personal library

RS1.6 draws on knowledge of letter-sound relationships when trying to identify unknown words, eg sounds out, attempts to break words into syllables

RS1.6 attempts to self-correct when meaning is disrupted while reading, eg pauses or repeats words or phrases to maintain meaning or attends closely to print

RS1.6 identifies full stops and capital letters in printed texts

RS1.6 blends cvc words, words with vowel digraphs such as 'rain', 'train', and words with double-vowel sounds such as 'ee'

RS1.6 responds to punctuation when reading aloud, eg full stop, question mark

RS1.6 blends single consonants and short vowels to work out unknown cvc words

RS1.6 segments words into onset and rime, eg 'strip' — 'str' and 'ip'

RS1.6 blends words ending and beginning with double consonants to work out unknown words

RS1.6 uses whole word identification skills, eg recognises (automatically) irregular words

MOGGY'S HOP

Nancye Pigdon

In a pond, on a still dark night,
the frog laid her tiny black eggs.
The eggs were joined together
with jelly-like stuff called spawn.
They floated on top of the water.

Day after day the tiny eggs grew.
After a week or so,
they began to wriggle in the spawn.

Not long after this, they hatched into tadpoles.
One of these tadpoles was Moggy.

She felt very much at home under the water.
She could swim,
she could breathe through her gills,
and she fed on water plants.

During the next few weeks,
she grew bigger and fatter.
Her body began to change.

Extract from *Moggy's Hop*, Nancye Pigdon, Macmillan Australia, 1987. Reproduced courtesy the author.

Where to from here?

Ask the students to explain technical language, eg 'hatched', 'spawn', 'jelly-like', to ascertain meaning. Focus on noun groups and how adjectives build information, eg 'still dark night', 'tiny black eggs'. Encourage the students to read other texts about frogs.

Outcomes

RS1.6
Draws on an increasing range of skills and strategies when reading and comprehending texts.

Context

As part of a unit on 'Weather', students were asked to identify nouns from a text and match them to pictures. Before seeing the pictures, Alison read the word list to the teacher, drawing on different strategies to work out the words.

RS1.6 blends long vowel sounds with consonants and consonant blends

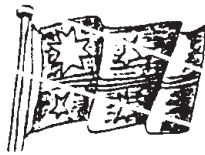
RS1.6 blends words ending and beginning with double consonants to work out unknown words

RS1.6 draws on knowledge of letter-sound relationships when trying to identify unknown words, eg sounds out, attempts to break words into syllables

RS1.6 recognises nouns, noun groups and pronouns in printed texts

RS1.6 segments words into onset and rime, eg 'flag' — 'fl' and 'ag'

Alison



flag



newspapers



kite



umbrella



scarves

Where to from here?

Play games using the words 'flag', 'newspapers', 'kite', 'umbrella' and 'scarves', eg Snap, Bingo.

