VCE English and EAL Study Design: Reading strategies in senior English

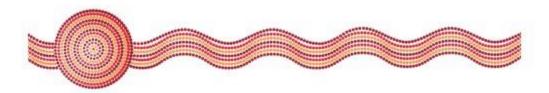
Leon Furze





Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.







Overview

- Active reading
- Guided reading
- Close reading
- Inferential reading
- Making Connections

Active Reading

- Active reading involves engaging with the text more than reading for leisure
- Techniques include:
 - Predicting and prereading asking questions
 - Annotation
 - Asking questions while reading
 - Outlining, summarising, and synthesising notes
- The purpose of active reading is to generate purposeful notes and ideas about the text being studied



Active Reading: VCE Example

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are very artful people indeed, sister, They are all for what they can get. I am
  cerry to say it of them, but so it is. It makes me very nervous and poorly, to
     thwarted so in my own family, and to have neighbours who think of
   hemselves before anybody else. However, your coming just at this time is the
   reatest of comforts, and I am very glad to hear what you tell us, of lon-
  sleeves" -> LOL; Laughing @ Mrs. B (JA + us).
    Mrs. Gardiner, to whom the chief of this news had been given before
  the course of Jane and Elizabeth's correspondence with her, made her sis
  a slight answer, and in compassion to her nieces turned the conversation.
    When alone with Elizabeth afterwards, she spoke more on the subject. "It
   seems likely to have been a desirable match for Jane," said she, "I am sorry i
  went off. But these things happen so often! A young man, such as you de
  scribe Mr. Bingley, so easily falls in love with a pretty girl for a few weeks, and
  when accident separates them, so easily forgets her, that these
     "An excellent consolation in its way," said Elizabeth, "but it will not do for
   us. We do not suffer by accident. It does not often happen that the interference
  of friends will persuade a young man of independent fortune to think no
  more of a girl, whom he was violently in love with only a few days before."
     "But that expression of 'violently in love' is so backneyed so doubtful so
   indefinite, that it gives me very little idea. It is as often applied to feelings
   which arise from an half-hour's acquaintance, as to a real, strong attachment.
   Pray, how violent was Mr. Bingley's love?"
     "I never saw a more promising inclination. He was growing quite inatten
  tive to other people, and wholly engrossed by her. Every time they met, it
  more decided and remarkable. At his own ball he offended two
   young ladies, by not asking them to dance, and I spoke to him wice myself,
  without receiving an answer. Could there be finer symptom
  incivility the very essence of love?" Qurey
    "Oh, yes!-of that kind of love which I so
  Jane! I am sorry for her, because, with her sposition, she may not get over it
  immediately. It had better have har ened to you, Lizzy; you would have
 laughed yourself out of it soon. But do you think she would be prevailed
on to go back with us? Che ge of scene might be of service—and perhaps a
 little relief from hom may be as useful as anything." - Sees everythin
   Elizabeth was accedingly pleased with this proposal, and felt persuade
 of her sister ready acquiescence.
         e," added Mrs. Gardiner, "that no consideration with regard to this X
            JANE . Note Elizabeth's self-
```

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Elizabeth was exceedingly pleased with this proposal, and felt persuaded of her sister's ready acquiescence.

"I hope," added Mrs. Gardiner, "that no consideration with regard to this to the superiority.

**If S : JANE - Note Elizabeth's self - superiority.
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The annotation includes symbols, underlining and highlighting (indicating different things), and margin notes



Guided Reading

- Guided reading involves the teacher modelling reading strategies, scaffolding reading, and steering students towards independent reading
- Before reading: prediction, discussion, recap
- During reading: modelling and independent reading
- After reading: discussion, collaboration, analysis
- Guided reading should follow a model of gradual release of responsibility



Guided Reading: VCE Example

SECTION C: ANALYSING AND PRESENTING ARGUMENT

- Before reading: discussion of the issue explored in the text, recap of "argument"
- During reading: guided reading of persuasive text including think alouds when identifying arguments and structure
- After reading: discussion of techniques used to support arguments, overall logic of persuasive text
- Repeat with independent reading

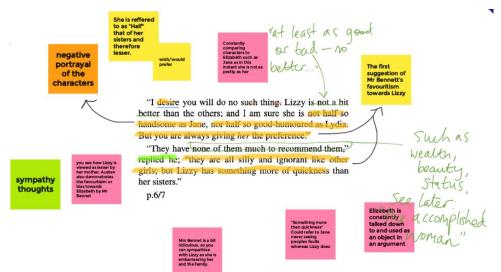


Close Reading

- Four elements of close reading:
 - repeated reading of a short text or extract
 - annotation of the short text or extract to reflect thinking
 - teacher's questioning to guide analysis and discussion
 - students' extended discussion and analysis. (Fisher, Frey and Hattie, 2016)
- Example activities: text walks (chalk talks), group annotation of short passages, Harvard Visible Thinking Routines
- Encourages questioning and deeper analysis



Close Reading: VCE Example



- A text walk/chalk talk is a versatile Close Reading activity that can be used with any VCE text.
- Students annotate in groups, focusing on several short extracts from the text.



Inferential Reading

- "Reading between the lines" or using cues in the text to make meaning
- Drawing on prior knowledge and evidence in the text
- Allows students to understand relationships between characters, layers of meaning, ideas, issues and values in texts
- Encourages students to go beyond obvious or descriptive statements



Inferential Reading: VCE Example

- Prompts for inferential reading:
 - "What does the developing relationship between these characters represent?"
 - "What societal values are reflected in the text?"
 - "How are the author's values represented by how they present this issue?"
 - "What features of the genre have influenced this text?"
 - "Why did the character respond in this way?"



Making Connections

- Leverage the "resources that [students] bring" to the classroom and build a "bridge" between old and new knowledge (Billman & Pearson, 2013).
- "Activate prior knowledge" (Fisher and Frey), including students' context, history, prior readings and experiences.
- Keene and Zimmerman (1997) refer to students' ability to make connections in three ways: Text to self, text to text, and text to world.



Making Connections: VCE Example

- Use the three types of connection (text to self, text, world) as the basis for a guided annotation activity.
- Encourage students to make connections to their own lives.
- Consider the different lived experiences students bring to a text like Flames written by an Australian author, set in Tasmania.



References

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