

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

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# Acknowledgement of Country

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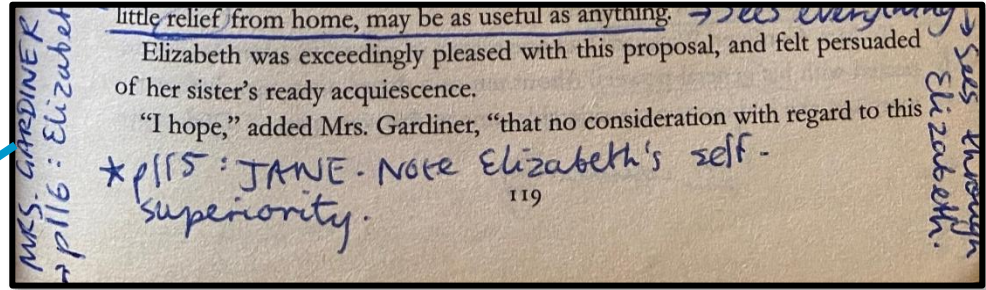
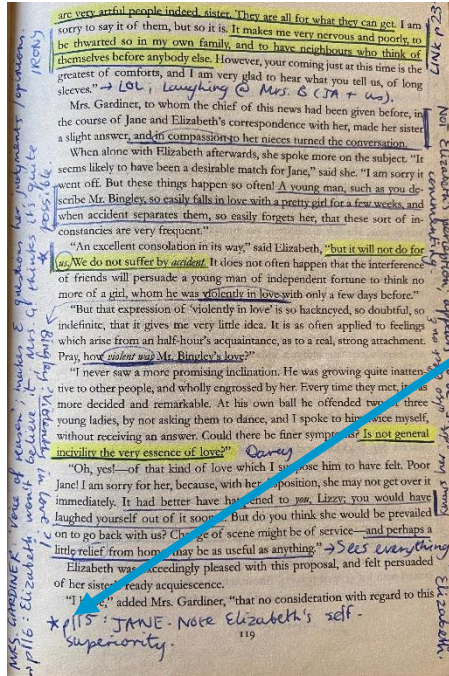
# Overview

- 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



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

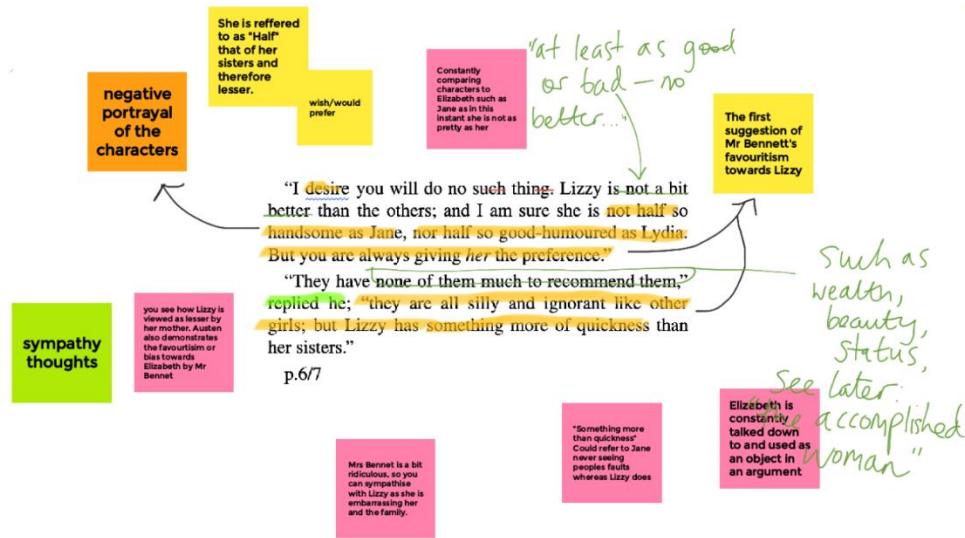
- Before reading: discussion of the issue explored in the text, recap of “argument”
- During reading: guided reading of persuasive text including think alouds when identifying arguments and structure
- After reading: discussion of techniques used to support arguments, overall logic of persuasive text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