



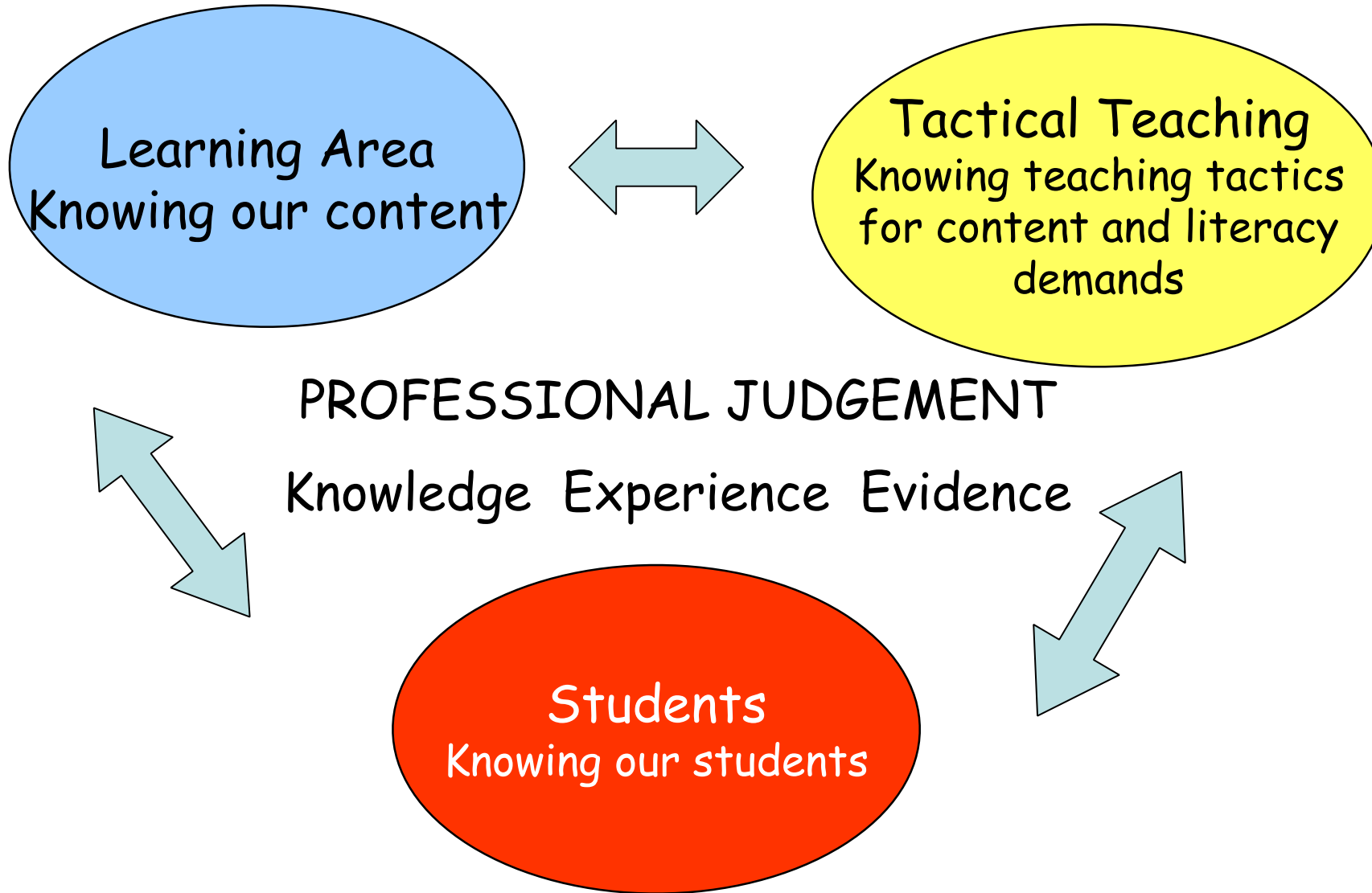
Reading

Not the Reading Teacher but a Teacher of Reading

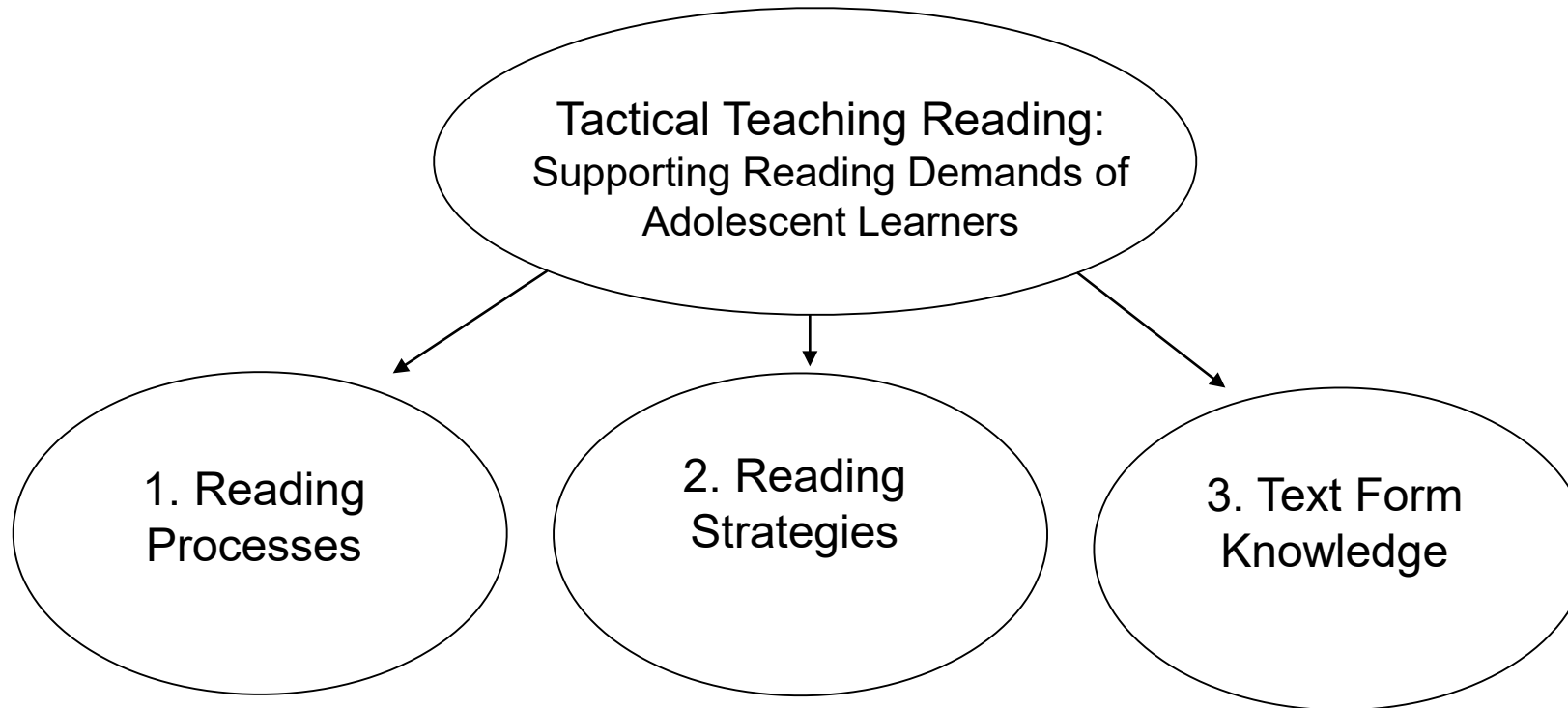


Session 1

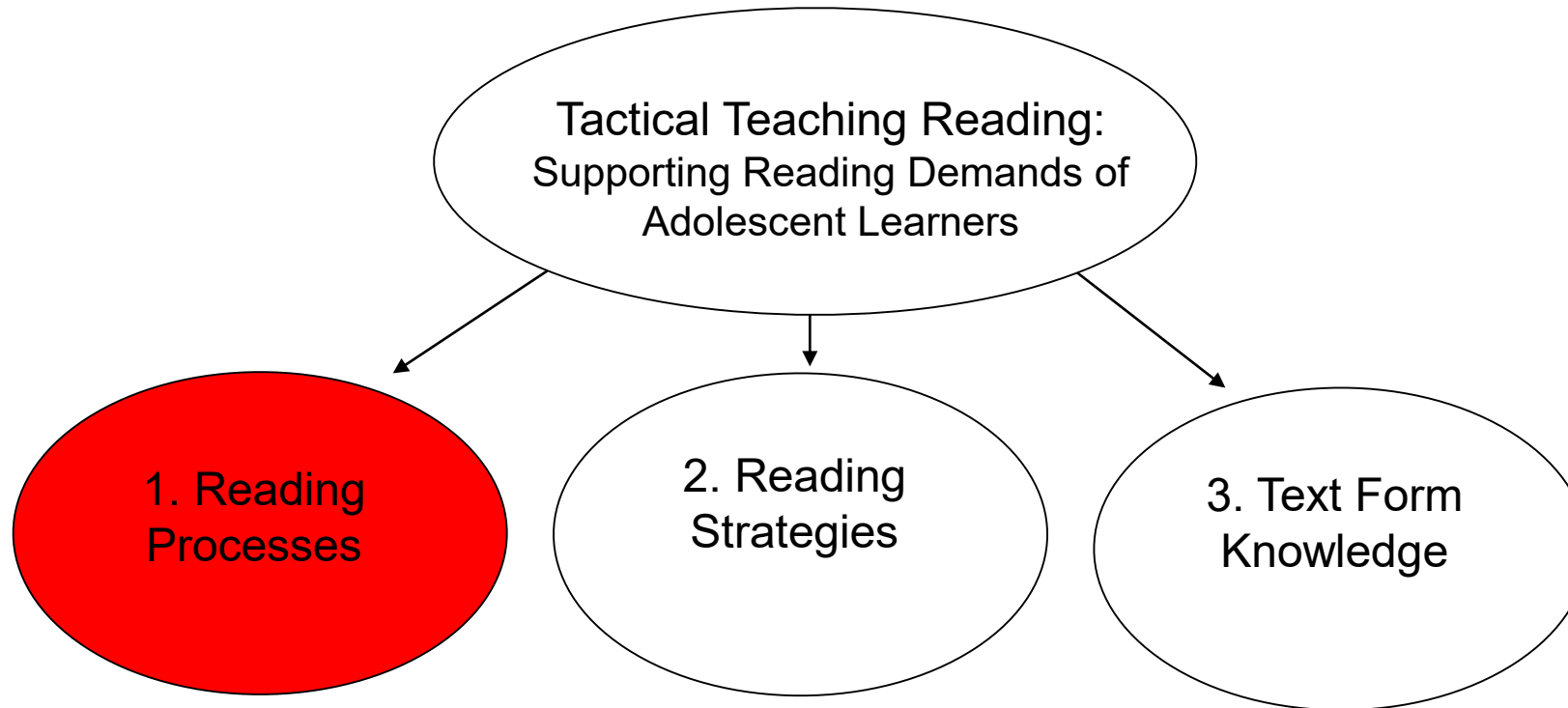
How to Help Students Use Reading Processes



Tactical Teaching Reading



Tactical Teaching Reading



Aims of session:



Examine some research and beliefs underpinning reading



Explore and examine reading processes



Reflect on reading demands across learning areas



Explore activities that provide guided practice for reading processes



Groupings for the session:

1. Bethan/Dai
2. Courtney/Dylan
3. Rebekah/Lydia
4. Caitlin/John
5. Chris/Lydia
6. Ellen/Izzy
7. Sian/Hannah
8. Lauren/Tom

Reading Activities:

Before reading

During reading

After reading

Adolescent Learners, Research and Beliefs

What do adolescent **students** need in order to be successful in their reading tasks?

What do **teachers** of adolescents need in order to support their students?



It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions.

1984, by George Orwell, P.1.



What the research
says:

A pair of black-rimmed glasses with round lenses is resting on an open book. The book has a red bookmark visible on the left side. The background is blurred, showing more books and a wooden surface. A semi-transparent white circle is overlaid on the right side of the image, containing the text.

What are Reading
Processes?

Group activity – what proficient readers do

Personal	Professional
Before reading:	
During reading:	
After reading:	





Barriers to reading



Quick task:

Write down a 'definition' of reading





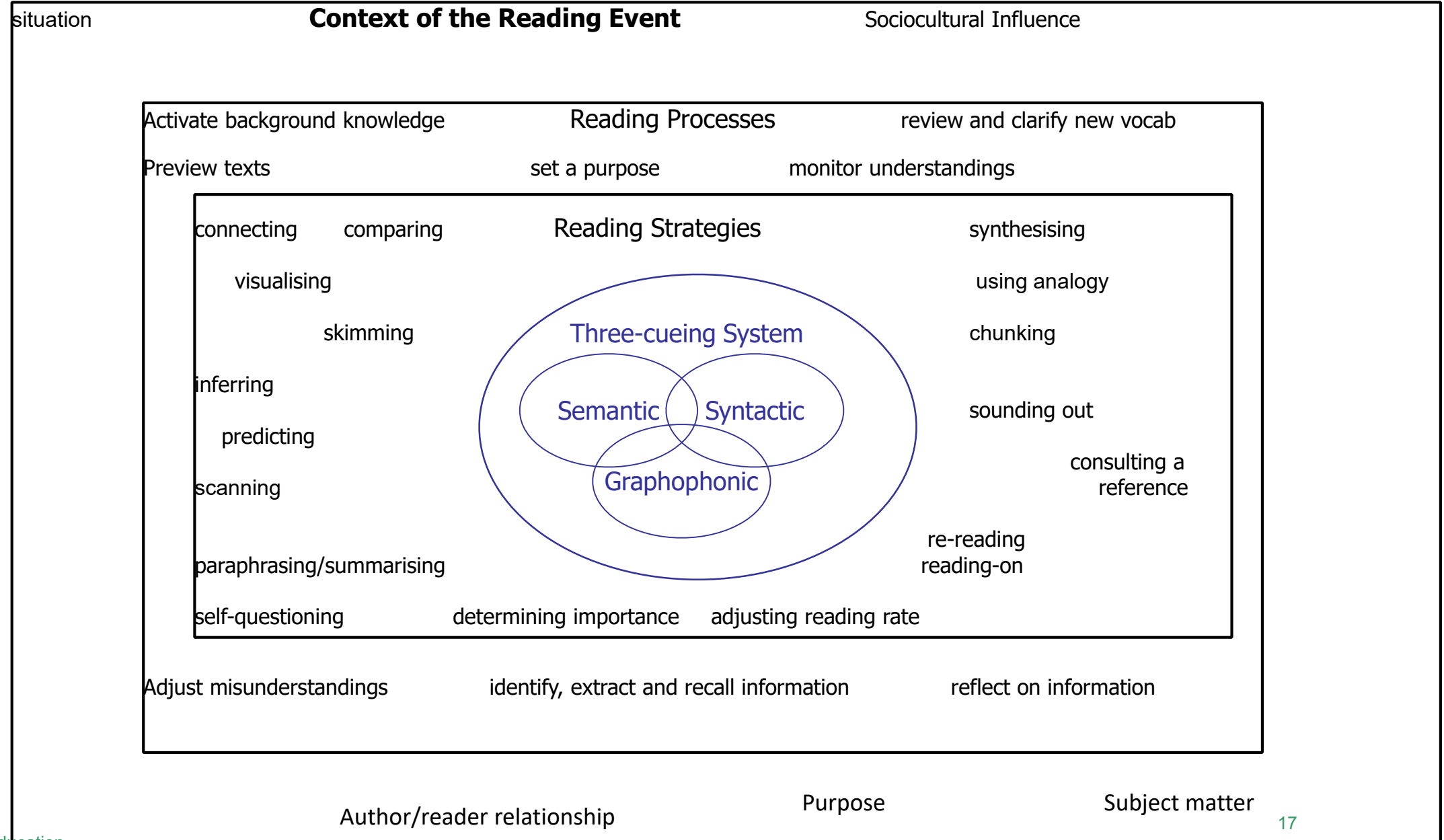
Reading



Understanding



Expressing
Understanding



Reading Processes

Before reading, proficient readers will:

- Activate background knowledge
- Clarify new vocabulary
- Preview texts
- Set a purpose
- Make predictions
- Ask questions about the text/topic

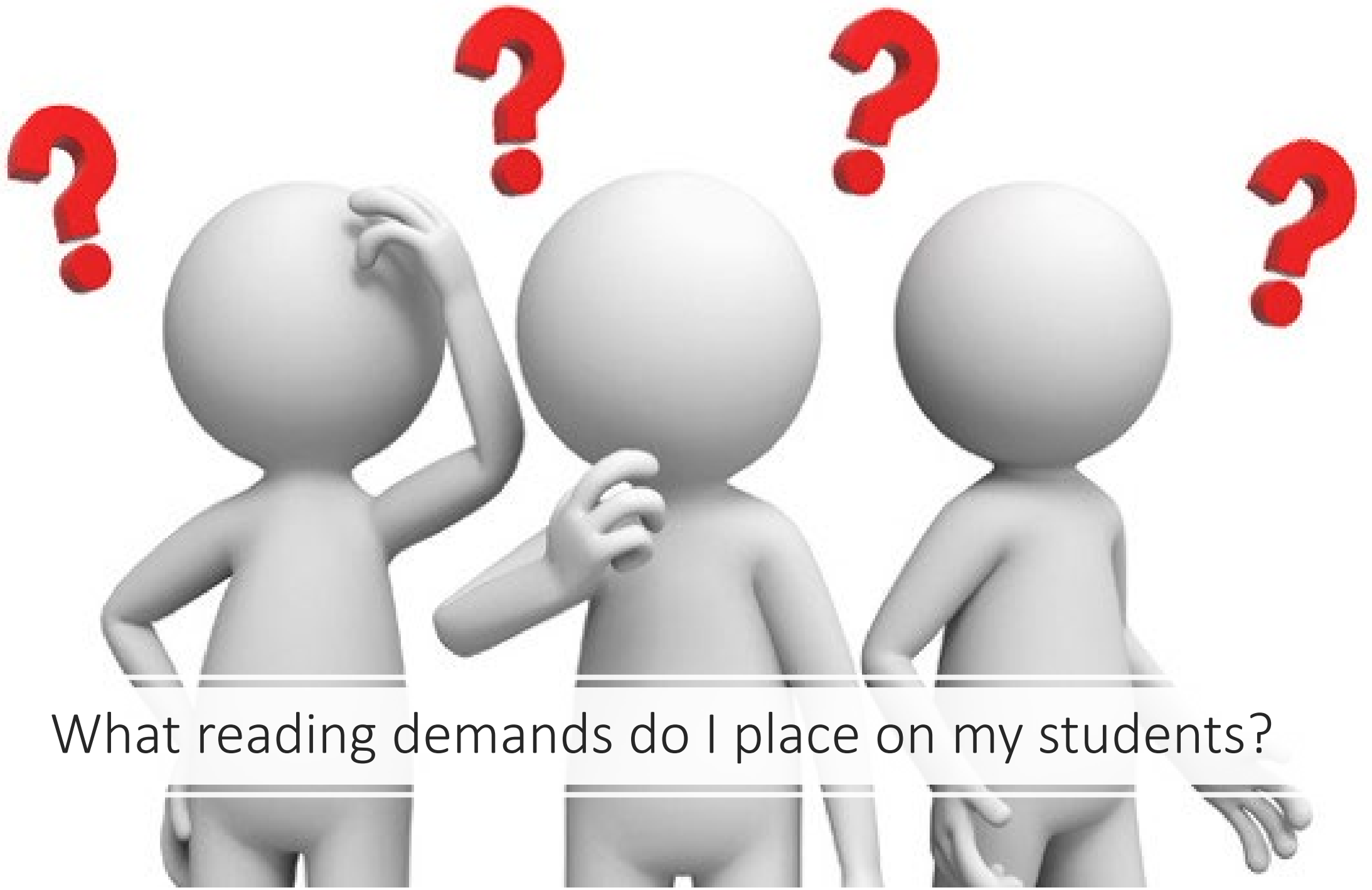


Reading Processes



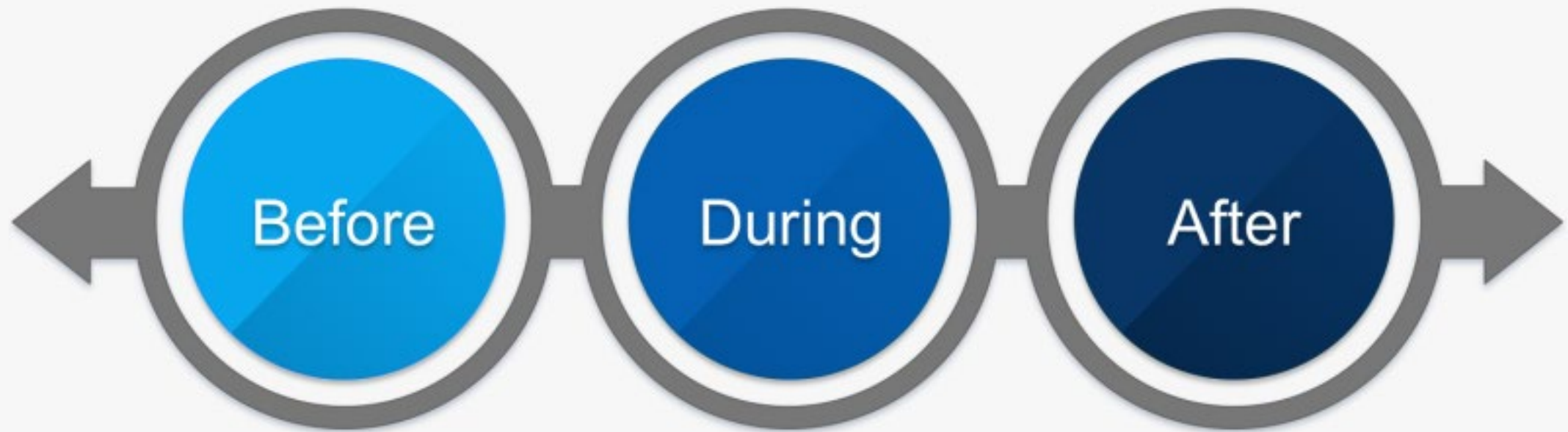
After reading, proficient readers will:

- Identify information
- Extract information
- Recall information
- Reflect on information
- Seek coherence and summarise text
- Revisit and revise predictions
- Generate further questions about the text and your understanding
- Evaluate our reading and judge against goals

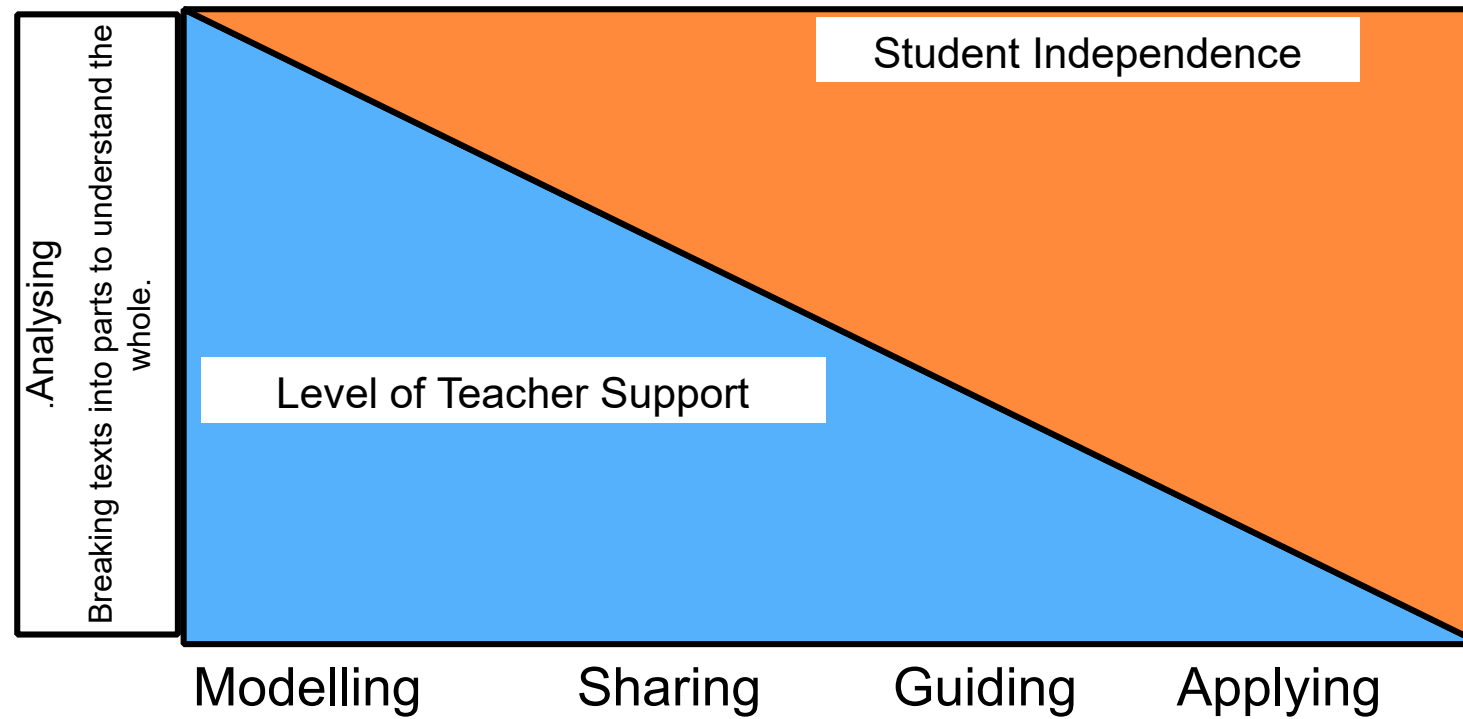


What reading demands do I place on my students?

What support do I provide to help students be successful?



The Tactical Teaching Apprenticeship Model





Guiding

When
guiding, the
teacher
should:



Outline the focus of the lesson, including why it is important for successful reading



Activate the students' prior knowledge and provide additional information that will help them relate to the text



Ask questions related to the focus of the lesson



Explain the guided practice activity



Indicate the text to be read

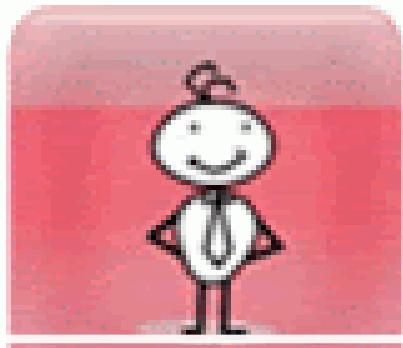
Before reading: Processes

- 
- Graphic organisers
 - Question, Brainstorm, Reform
 - Vocabulary snowballs
 - Word cline
 - Pinpointing purposes
 - Reading plan

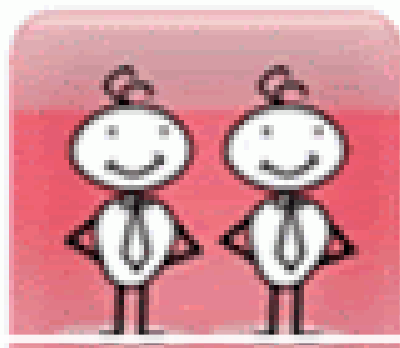
Before reading: reading strategies

- Predicting – Think Sheet
- Predicting – Anticipation Guide
- Connecting – Before and After charts
- Self-questioning – BDA Questions
- Skimming – Sneak Preview

Vocab Snowball



Individual



Paired



Group



Teacher led

Activity:

Define:

Integers

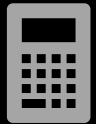
Rational Numbers

Subitise

Definitions



Integers: are the set of counting numbers, their opposites and zero (-3, -2, -1, 0, 1, 2, 3). They are identified with rational numbers with the denominator 1).



Rational Numbers: any number that can be expressed as a fraction. When expressed as a decimal it has a finite or recurring expansion. ($5/4 = 1.25$). An example of a number that is not rational (i.e. irrational) is pi or the square root of 2.



Subitise: Mentally grouping sets of items so that the number or quantity of each group can be recognised without counting

Reflection

Take 2
minutes
to
consider:

- How could this be used in English?
- What modifications might I use?
- What texts or topics might be suitable?

Reading Processes:



During reading, proficient readers will:

- Monitor understandings
- Adjust misunderstandings
- Make connections and inferences within the text and globally
- Update and make new predictions



Whoa...that's
controversial

Is this relevant
to my research?

Hey. that's a
flawed argument

What does this
word mean?

What's this
about?

Wow. This is
a great quote

Effective reading is anything but passive

During Reading Activity: Note Taking

- Read the text
 - Highlight and record key words or phrases
- Use the key word or phrases to capture the main points
 - Share and compare
- Record any questions and responses if required.

Reflection

Take 2
minutes
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consider:

- How could this be used in English?
- What modifications might I use?
- What texts or topics might be suitable?

Need for speed

When endless tomes are too much to go through and when exams are looming large, speed reading is the way to go!

VERMA

DECCAN CHRONICLE

Tanisha Kathuria is a girl with a plan. This year's Boards, she hopes, will give her a chance to implement that plan. The words — speed reading. So, what, is speed reading? "It's the process of reading blocks of words at a time and putting down the gist of it," she explains, "I learned the trick from my older brother. He took to speed reading while he was preparing for his engineering exams. He explained the tricks of the trade to me." It's not just Tanisha; it's also people like President John F. Kennedy and Lyndon B. Johnson who have used the trick. In fact, did you know that Anne Frank, a five-time winner of the World Reading Championships, can read 1,700 words per minute with 67 per cent comprehension?

Shubham Vashist, a speed reading enthusiast and the author of *Speed Reading Strategies* learned to speed read when she was 23 and studying for her second Master's Degree in college. "I was so overwhelmed with assignments that I didn't know how I could possibly finish them all. It taught me how to read quickly, improve my comprehension, and remember more of what I read. It took me hundreds of hours of reading and helped me to earn my Master's degree," she says.

Her tips to you are: choose a book, set a timer, and read comfortably for one minute, and then mark the place where you stopped. Set the timer again and read for another minute. Go into the book from where you left off, but this time, move your eyes smoothly and quickly under each



Hrithik Nagpal
Class IX,
Lovely Public
School, Delhi

I am very fond of reading. I started reading comics and then moved on to novels. Later, when I applied the theory to my textbooks, it helped me in scoring good marks.



Shubham Vashist, DAV
Mausam
Vihar, Delhi

Earlier, speed reading was something unnecessary to me, as I did not read at all. But as my study load exceeded, speed reading became important and helpful in last-moment revision during the exams.

line, as fast as you can and still understand what you're reading. "When you get comfortable with this technique, you'll start to see your reading rates climb," she says. The benefits of speed reading are many — especially if you have a paper to submit the next day, or exams around the corner. The theory behind speed reading is that you read more and understand more as well — you don't lose out on matter either, and (the biggest plus) it helps you get better at studies!

So, don't worry about being under pressure as far as deadlines or exam papers go — speed reading is a guaranteed way to get through all that workload in one fell swoop!

Hot Tips

- ▶ Expand the number of words that you read at a time.
- ▶ Run a pointer (a finger, pencil/pen or a scale) along the line as you read. Let your eye follow the tip of the pointer. Begin with a novel and not a boring course book.
- ▶ There are several sites that can help you assess your progress. A few include readingsoft.com, rocketreader.com and 7speedreading.com.

During Reading Activity: Reading Map

You will need to create a map and notes of the text

- Draw outline of the text
- Record under each heading key points from each section
- Include a labelled frame of any photographs or diagrams
- Share Reading Maps with a partner to check for understanding

After Reading Activities: Transformation



Transformations involve students changing text information into a different genre, form, mode, medium, point of view or format. It requires students to select relevant details and reshape main ideas. As a result they gain deeper understanding of the text.

- **Genre:** the text will have a different social purpose e.g. to persuade rather than to recount
- **Form:** the text has the same or similar social purpose e.g. to entertain but be in a different form such as a poem being transformed into a song lyric
- **Mode:** the written text becomes a spoken or visual text and less formal e.g. a morning newspaper story is reported on a radio news bulletin
- **Point of view:** the text on the same topic represents a different perspective, e.g. an oncologist transforms a tobacco company report on smoking for a medical journal
- **Medium:** the printed text is changed into a live or electronic format
- **Format:** the text on the same topic has a different presentation, e.g. the Travel Centre online winter ski package advertisement becomes a brochure for agents to share with customers.

Restaurant Review



We will be critically examining a review of a restaurant by focussing on the words and phrases that express judgement, changing the language - transforming it from a positive to a negative review.

Activity - Transformations

Review of Roberto's Ristorante

Buono Sera!

What a delight to walk into Roberto's on a chilly winter evening. The warm welcome began with the host greeting us with Buona Sera and we were guided past the glow of an open fire to our table.

Activity - Transformations

Review of Roberto's Ristorante

Buono Sera!

What a delight to walk into Roberto's on a chilly winter evening. The warm welcome began with the host greeting us with Buona Sera and we were guided past the glow of an open fire to our table.

Activity - Transformation

Review of Roberto's Ristorante

The winter chill and the cool night air didn't stop as we walked into Roberto's. It was a very cool reception, with the host looking stressed and he couldn't raise a smile.

Authentic
reading tasks
have a specific
purpose
(often to
complete a
writing task).

Participants have:

- Identified information
- Extracted information
- Reflected on information

... for the purpose of being able to successfully complete a writing task.

Reflection

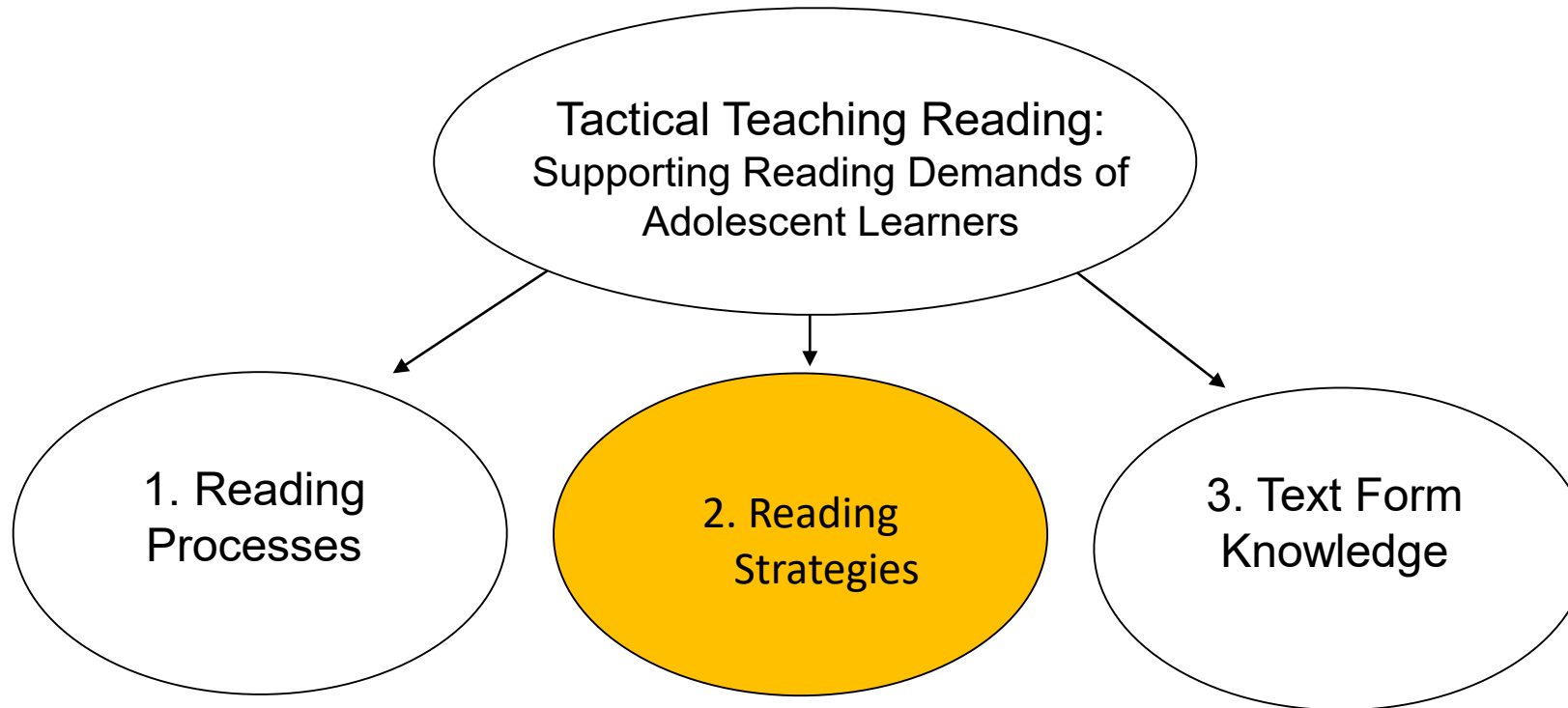
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Session 2: How to Make Reading Strategies Visible

Tactical Teaching Reading

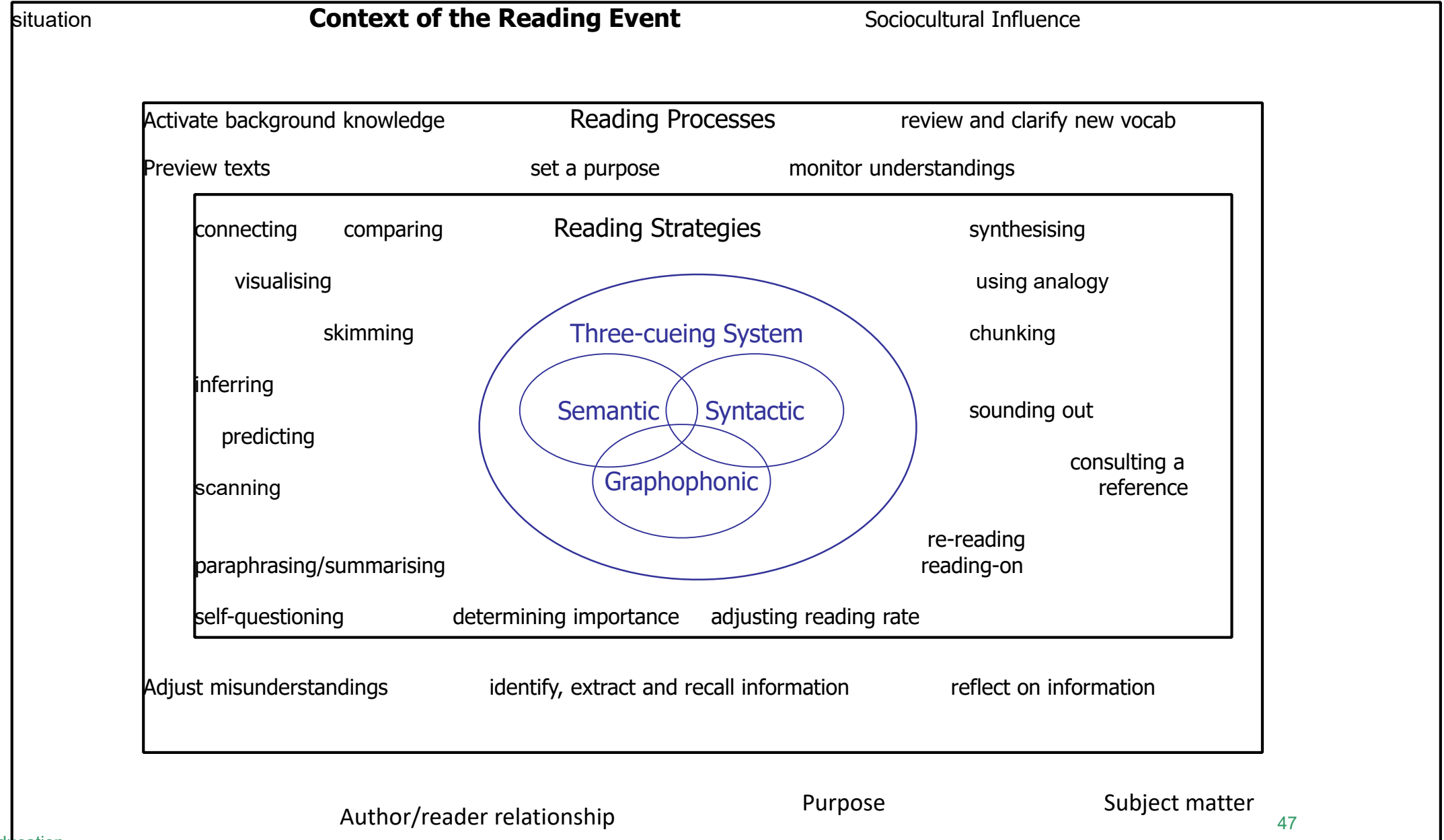




What are Reading Strategies?

Aims of session:

- Build on the knowledge of reading processes
- To define reading strategies used by proficient readers
- To examine what the research says about teaching reading strategies to adolescent learners



Every Saturday night, four good friends get together. When Jerry, Mike and Pat arrived, Karen was in her living room writing some notes. She quickly gathered the cards and stood up to greet her friends at the door. They followed her into the living room, but as usual they couldn't agree on what to play. Jerry eventually took a stand and set things up. Finally they began to play. Karen's recorder filled the room with soft and pleasant music. Early in the evening, Mike noticed Pat's hand and the many diamonds. As the night progressed the tempo of the play increased. Finally a lull in the activities occurred. Taking advantage of this, Jerry pondered the arrangement in front of him. Mike interrupted Jerry's reverie and said, "Let's hear the score." They listened carefully and commented on their performance. When all comments were heard, exhausted but happy, Karen's friends went home.

In the chat,
answer the
following
questions:

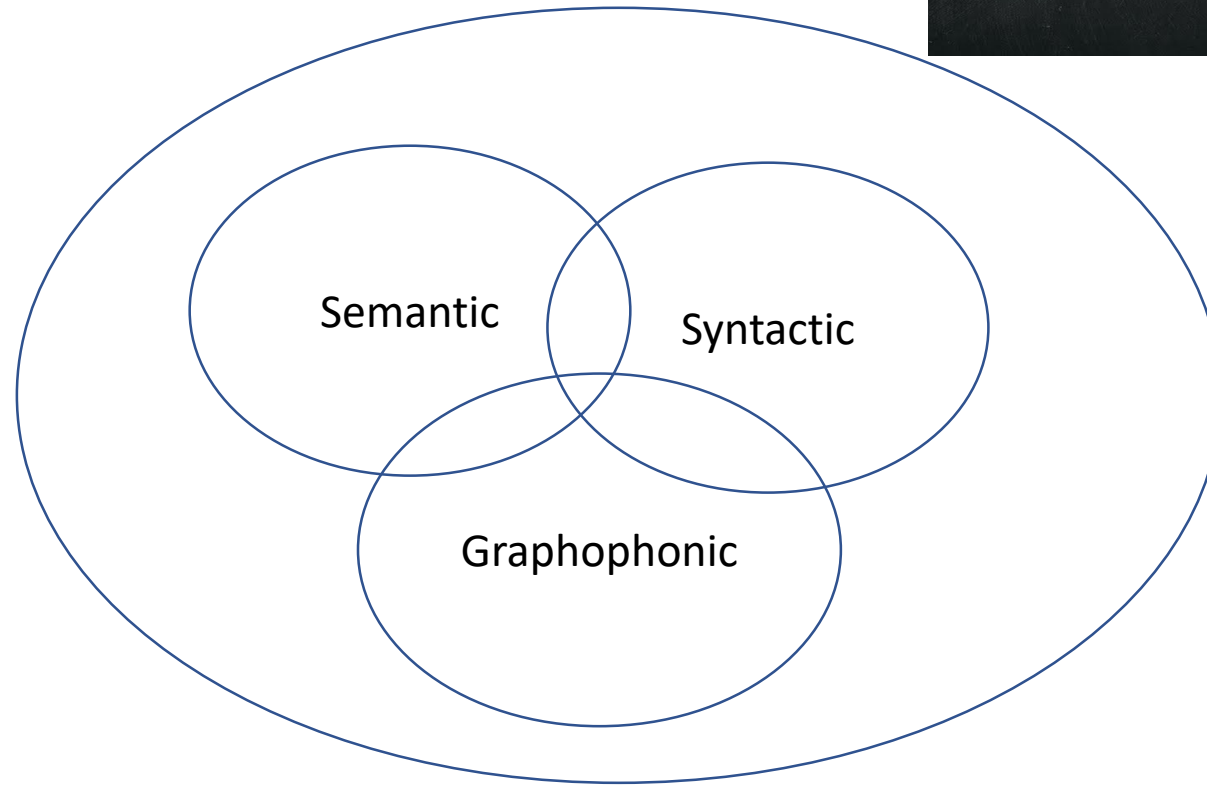
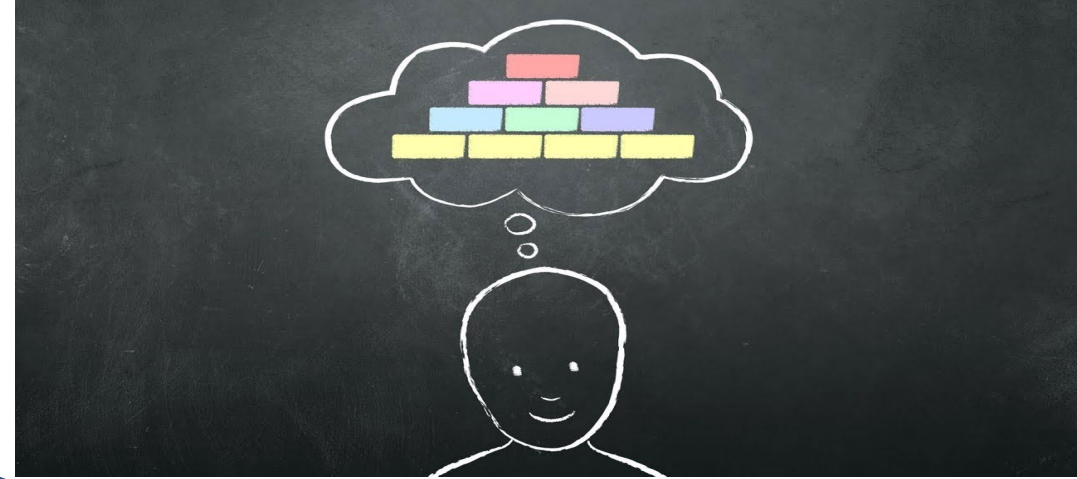
- Which night of the week do the friends get together?
- Who was the host for the evening
- Name Karen's friends



What made this text difficult?



Three-cueing system



Activate background knowledge

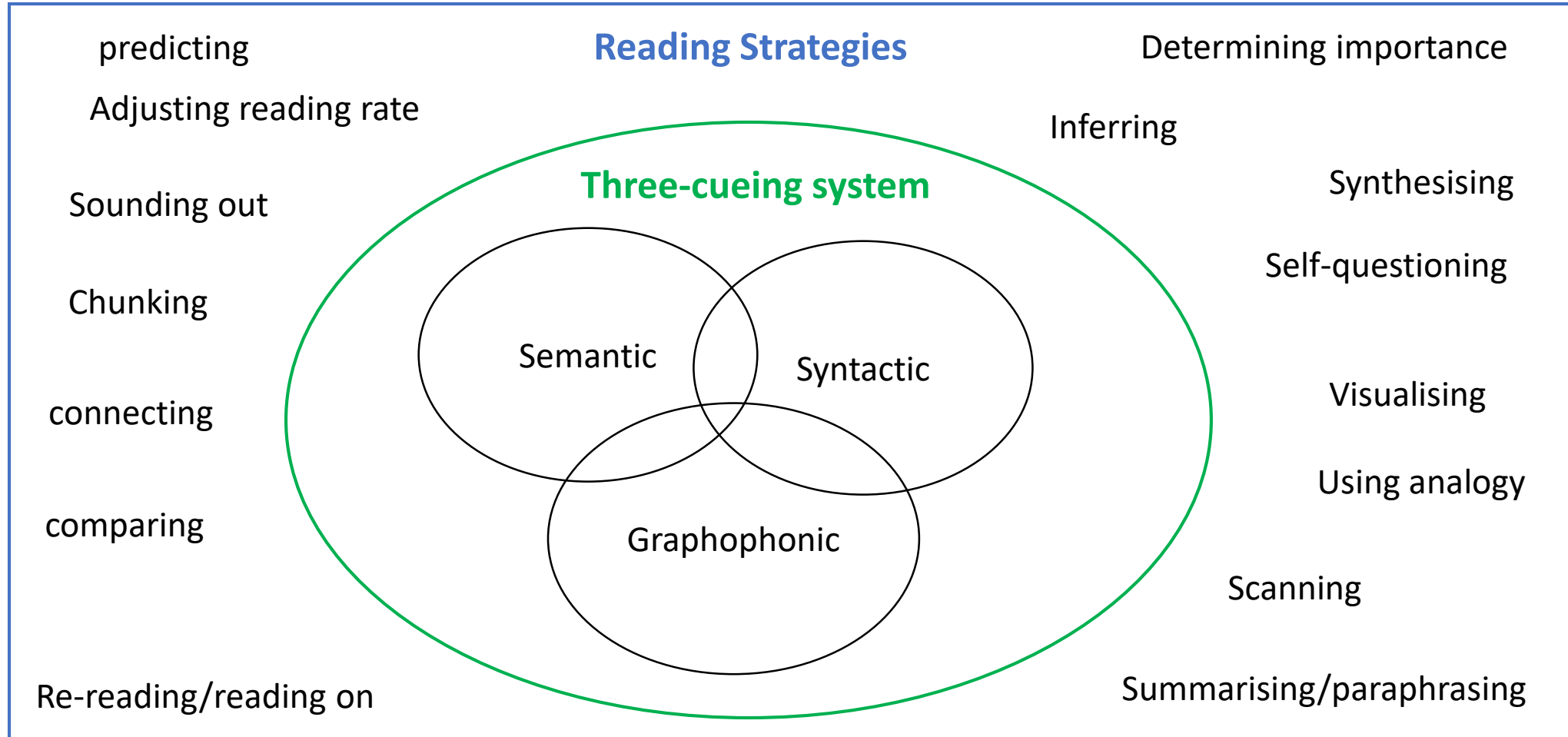
Reading Processes

Review and clarify new vocabulary

Preview Texts

Set a purpose

Monitor understanding



Adjust understandings

Identify, extract and recall information

Reflect on information

Purpose

Context of Reading Event

Subject matter

Activate background knowledge

Reading Processes

Review and clarify new vocabulary

Preview Texts

Set a purpose

Monitor understanding

predicting

Reading Strategies

Determining importance

Adjusting reading rate

Inferring

Sounding out

Three-cueing system

Synthesising

Chunking

Self-questioning

connecting

Semantic

Syntactic

Visualising

comparing

Graphophonic

Using analogy

Scanning

Re-reading/reading on

Summarising/paraphrasing

Adjust understandings

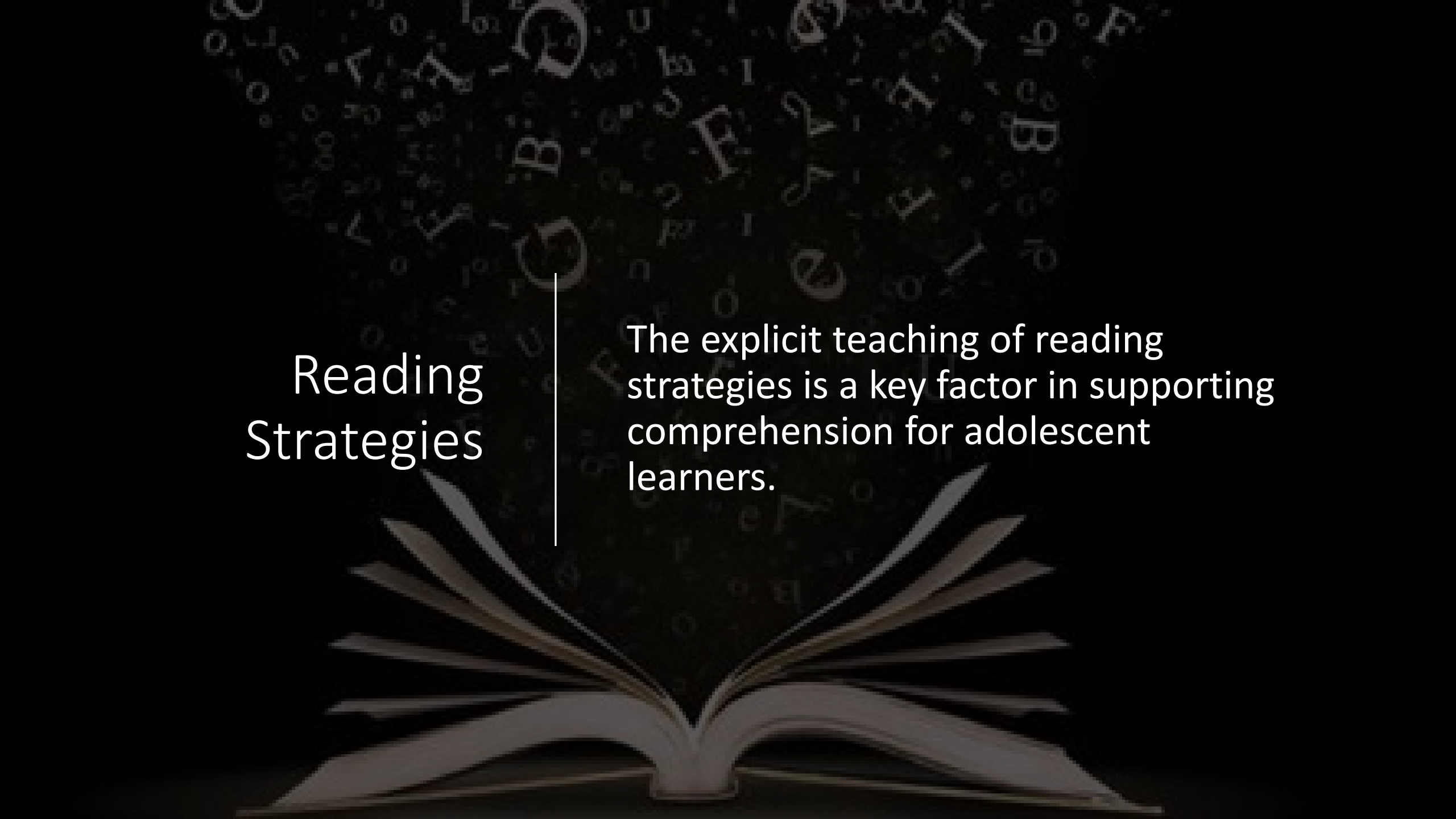
Identify, extract and recall information

Reflect on information

Author/reader relationship

Situation

Socio-cultural influence



Reading Strategies

The explicit teaching of reading strategies is a key factor in supporting comprehension for adolescent learners.

Task: Defining the strategies

- Predicting
- Connecting
- Comparing
- Inferring
- Synthesising
- Visualising
- Scanning
- Skimming
- Summarising
- Chunking
- Using analogy
- Determining importance
- Re-reading
- Reading on
- Consulting an authority
- Sounding out

Reading Strategies

- It is important that students be taught a variety of strategies
- The use of a reading strategy rarely happens in isolation. There is usually an interaction of a number of strategies such as connecting, predicting and inferring at once.
- It is appropriate to focus on an individual reading strategy where it is introduced and practiced over a period of time.





Transition from primary to
secondary school

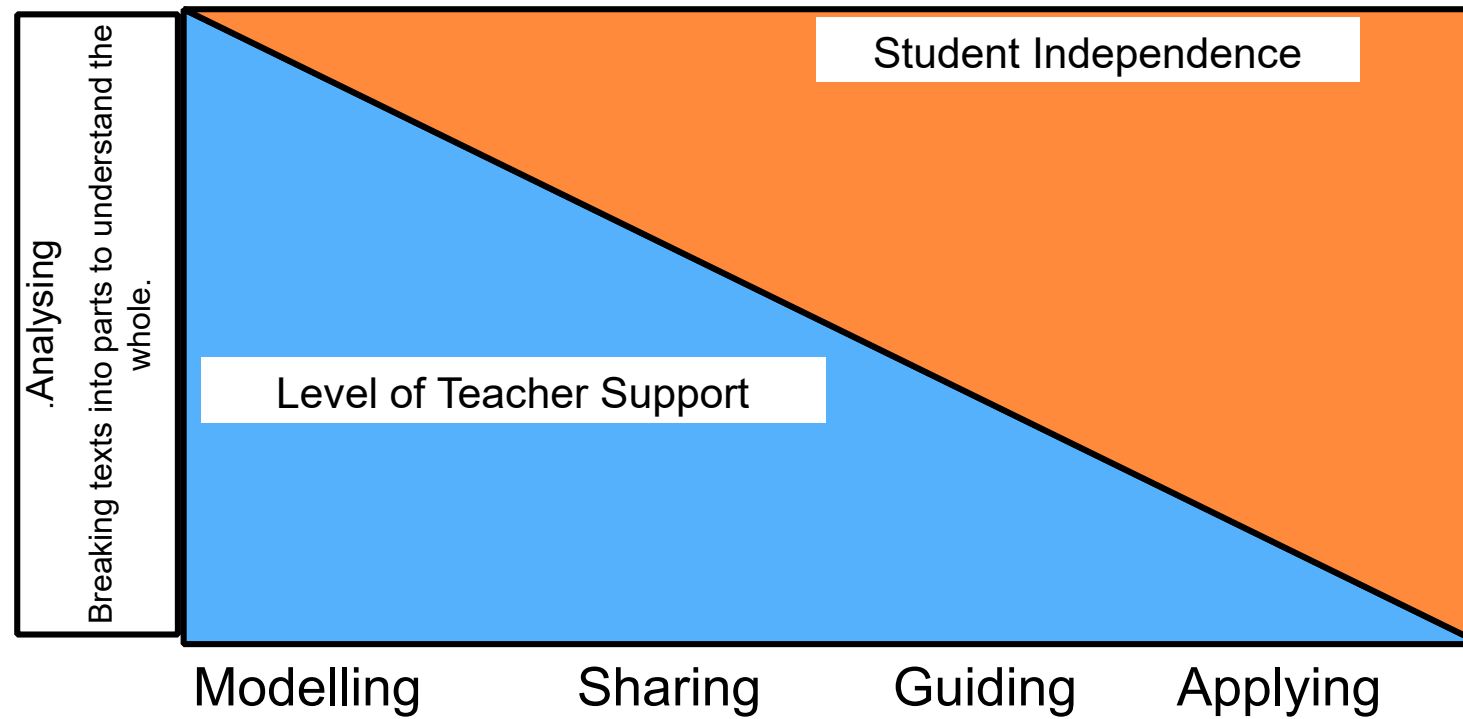
- Little or no explicit reading instruction
- Increased reading expectation



Think about something
you learnt recently.

What made that learning successful for you?

The Tactical Teaching Apprenticeship Model





Task

- In groups
- Highlight key words and phrases about the practice
- Feedback ideas
- Record summaries in 'Teaching and Learning Practices' worksheet
- Write a group statement about how the practices are different and how they could be incorporated into your teaching and learning programs.

Modelling – I show you

Modelling is the most significant step for all readers when any reading strategy is being taught. It is often overlooked and deemed unnecessary.

It is essential to conduct regular, short modelling sessions

The most critical part of modelling is thinking aloud. This involves the teachers articulating all that is happening inside their head, making the reading processes evidence to the students

When introducing a new strategy it is necessary to provide students with multiple demonstrations of how the strategy is used and its benefits

Modelling sessions need to be well-planned and thought out. Thinking through what needs to be modelled and where in the text this might happen, is more effective than making spontaneous comments as the text is being read.

Sharing – We'll do it together

- Sharing sessions involve the students and teacher thinking through texts together. The workload is shared. This is not necessarily equal but the level of student participation and contribution is determined by the class context and factors such as the amount of previous modelling and sharing
- When sharing, the teacher leads the demonstration, pauses at pre-determined places and invites students to share their ideas and information, e.g. 'What connections are you making?' or 'Could you summarise what I just read in one sentence?'
- As students begin sharing their use of the strategy such as summarising, the joint construction of a strategy chart can be helpful
- Important to plan the focus of sharing sessions

Guiding – You do it with help

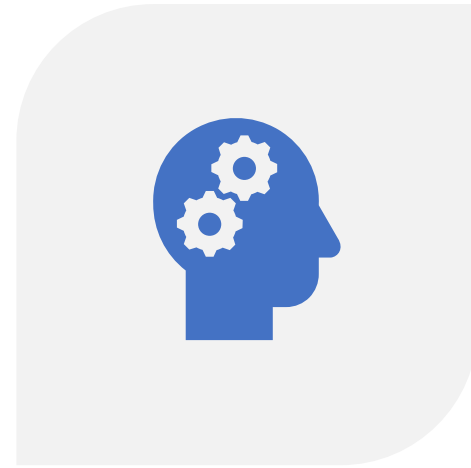
More responsibility is given to students but the teacher still has a part to play. This involves:

- Breaking tasks into smaller, manageable parts
- Providing assistance at pre-determined points
- Providing frameworks
- Providing practice activities
- Providing opportunities for students to work in supportive and collaborative structure

Applying – You do it on your own



THERE IS MINIMAL SUPPORT FOR THE
STUDENT AS IT IS NOT REQUIRED



APPLICATION OF LEARNING WILL
OCCUR IN A DIFFERENT CONTEXT



Before Reading Activities

Anticipation Guide

The use of an Anticipation Guide encourages students to consider what understandings and attitudes they bring to a text. It helps them to predict what will be in the text.





Anticipation Guide

Strategy focus: predicting

What is it?

An Anticipation Guide consists of a series of statements created by the teacher about a particular text. The statements may be common misconceptions or accurate information.

Before reading, students use their existing knowledge to categorise the statements as either true or false.

Students then read the text to confirm or reject their predictions.



How do you use it?

1. Consider the most important ideas in the text, both explicit and implicit
2. Record the ideas as short, simple declarative statements on the Anticipation Guide worksheet. When writing statements, highlight contentious issues or common misconceptions and ensure that the statements are somehow related to the students' world.
3. Arrange the statements in an order that is logical, promotes anticipation and builds to the main ideas.
4. Ask the students to read the statements independently and mark them as true/false; agree/disagree, based on their existing knowledge.
5. After reading the text, provide opportunities for students to reflect on accuracy and record in the last column.
6. Encourage discussion about how existing knowledge and beliefs were challenged or confirmed

Reflection

Take 2
minutes
to
consider:

- How could this be used in English?
- What modifications might I use?
- What texts or topics might be suitable?

Sneak Preview



Strategy focus – skimming

What is it?

Sneak Preview leads students to skim and glance at particular feature that act as signposts, such as cover, contents page, blurb, end pages, author information, illustrations and chapter headings.

Why use it?

Many texts, including magazines, newspapers and electronic texts require readers to skim effectively to predict their content and to process large amounts of information efficiently. Sneak Preview encourages students to skim before reading. Skimming will motivate students to build an interest in the text and will assist with comprehension.



HOW TO



How do you use it?

- Invite the students to explore the organisation and contents of their text before reading
- Provide time for students to complete their Sneak Preview sheet
- Encourage all students to share with a partner or small groups
- Provide time for students to read the text, encouraging them to use information gathered from skimming
- Provide students time to reflect on which information was most useful to assist comprehension

IS WINE O'CLOCK taking its toll?

Alcohol is the sixth biggest cause of serious illness for those in their 50s and 60s. Dr Jeff Foster tells us more...

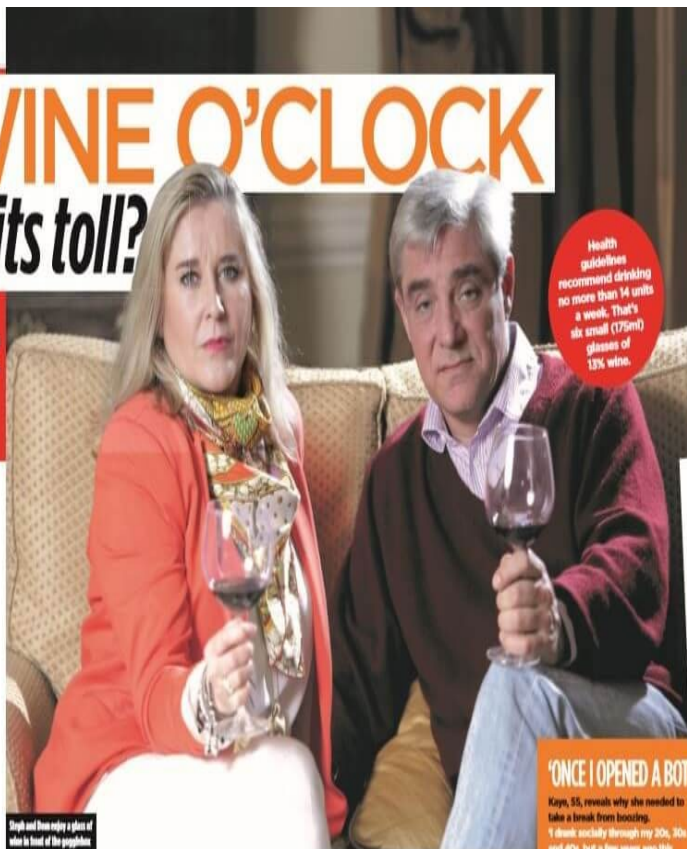
Baby boomers born in the 1950s and 1960s are fast becoming a generation of problem drinkers, according to recent reports - with women aged 50-plus being the biggest concern. Thanks to the 'wine o'clock culture' - with some of us drinking up to 35 units a week - the habit of unwinding with a nice bottle of red is taking its toll on our health.

Despite living longer than our parents' generation, a large number of us spend retirement in poor health. Alcohol is now the sixth biggest cause of serious illness, including heart and liver disease, cancer and even dementia. More than half a million 55-74-year-olds were admitted to hospital in 2016 with alcohol-related injuries or conditions - an increase of 64% in a decade - and there were over 5,000 alcohol-related deaths (up by 40% since 2010).

So why ARE baby boomers hitting the bottle? Having retired, paid off the mortgage and with no kids at home, they suddenly have time and disposable incomes. Dr Jeff Foster, GP at Spire Parkway Hospital, explains that the

Single and then enjoy a glass of wine is best of the population

DRINKING The dangers of alcohol



Health guidelines recommend drinking no more than 14 units a week. That's six small (175ml) glasses of 13% wine.

Health Report

TIPS ON HOW TO BE ALCOHOL AWARE

- 1 Have alcohol-free days - this can lower tolerance, so it's easier to cut back, even on the days when you do decide to drink.
- 2 Don't use alcohol as a way to relax. Try exercising, chatting to a friend, or going for a walk to unwind after work.
- 3 Consider reduced-alcohol drinks, whether you're at home or out in a social setting. Offer to be the driver when you go out so you have an excuse to say no.
- 4 Worried about your drinking? Ask your GP about taking a CAGE questionnaire.



Business lunch is here more disposable income for alcohol

'ONCE I OPENED A BOTTLE, I'D FINISH THE LOT'

Kaye, 55, reveals why she needed to take a break from boozing.

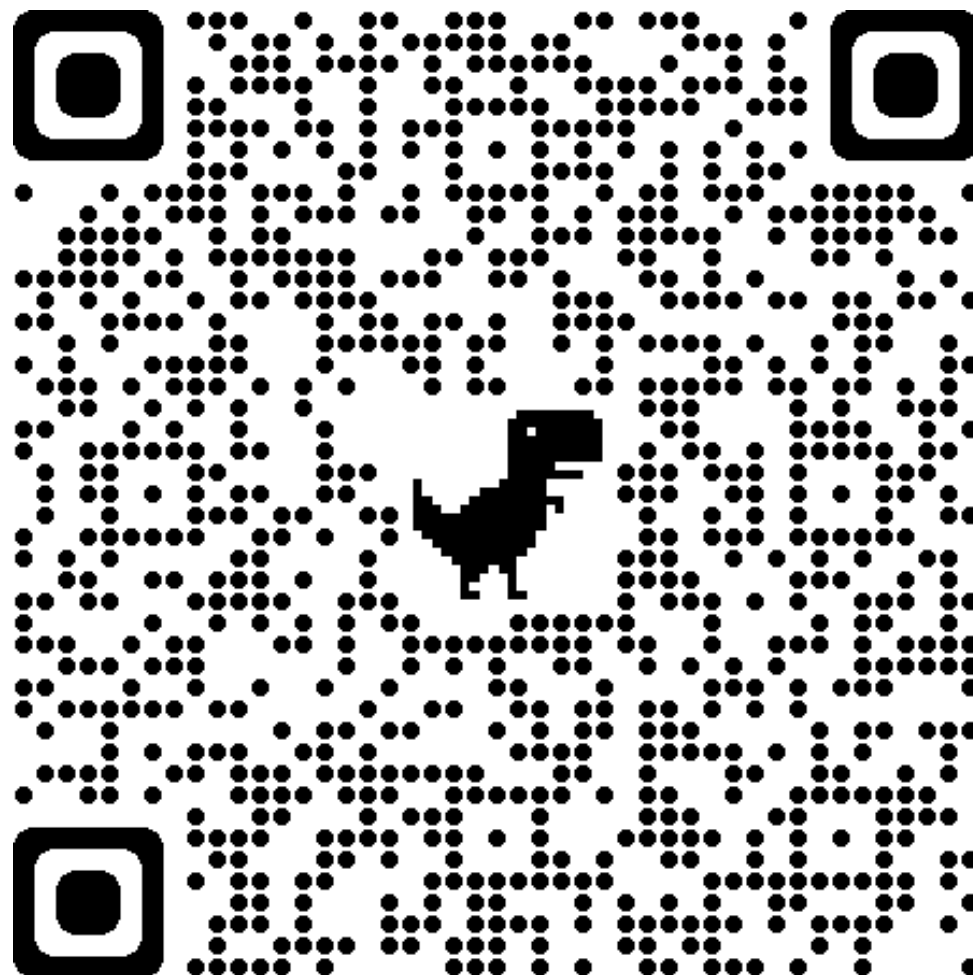
'I drank socially through my 30s, 30s and 40s, but a few years ago this gradually increased to three or four bottles of wine a week. I'd often open a bottle to relax at the end of a stressful day, and once

was a personal test to see if I could survive without it. I removed all alcohol from my house to avoid temptation and drink kombucha - an alcohol-free fermented tea. It was milder than I thought. Although I missed the occasional 'sampler' glass, I felt much better

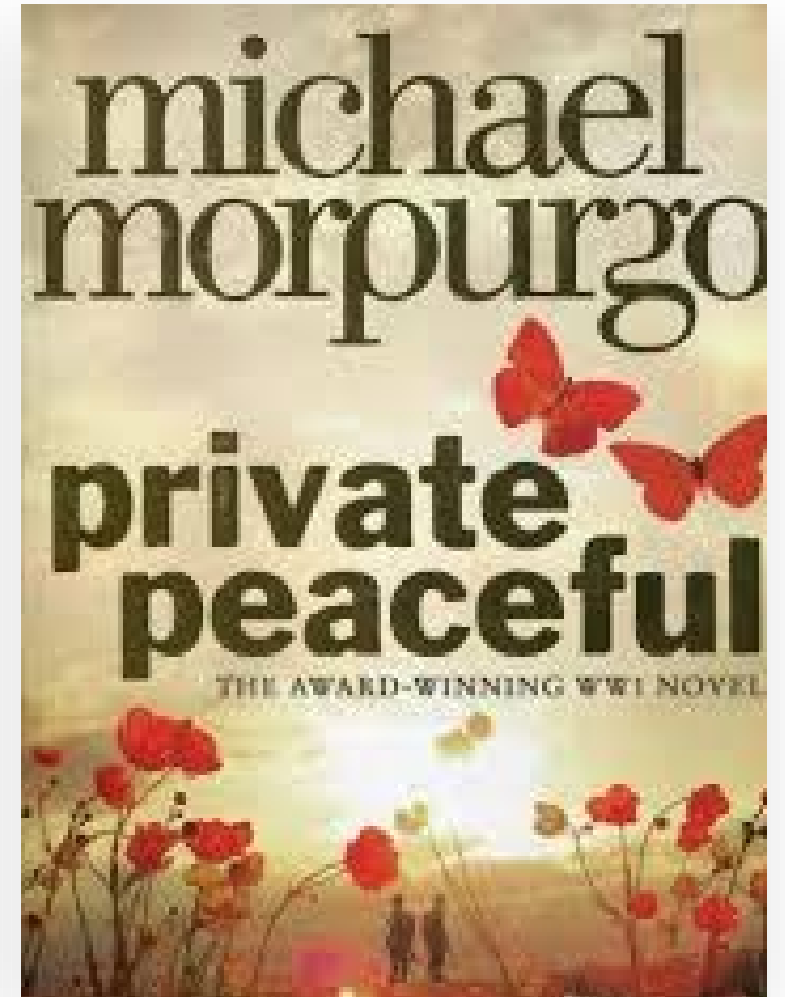
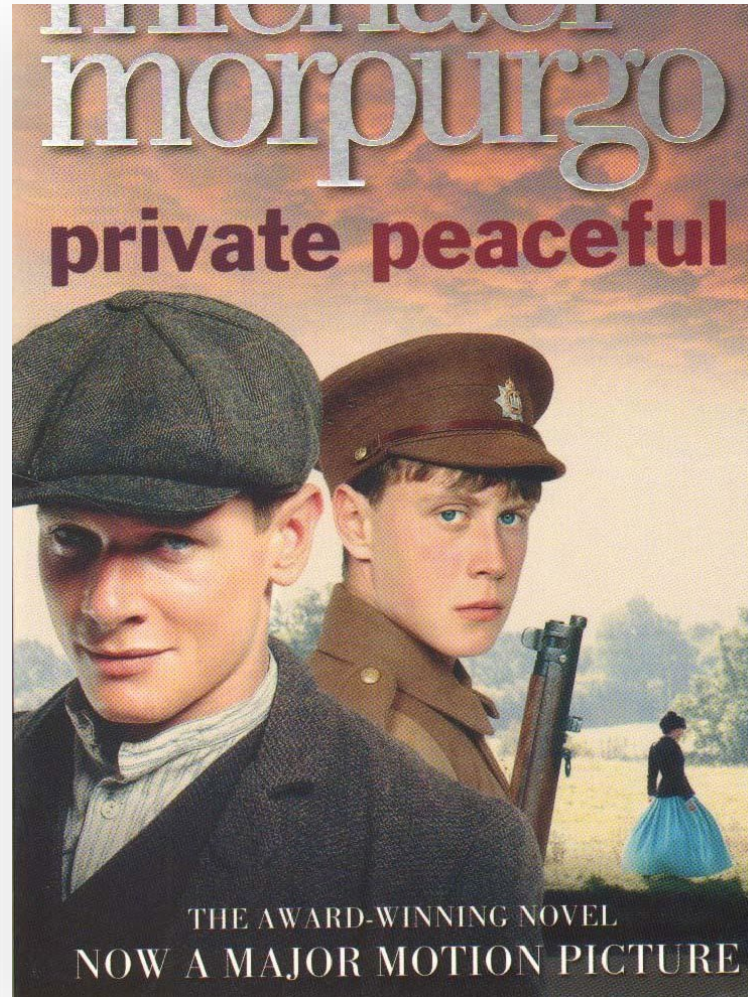
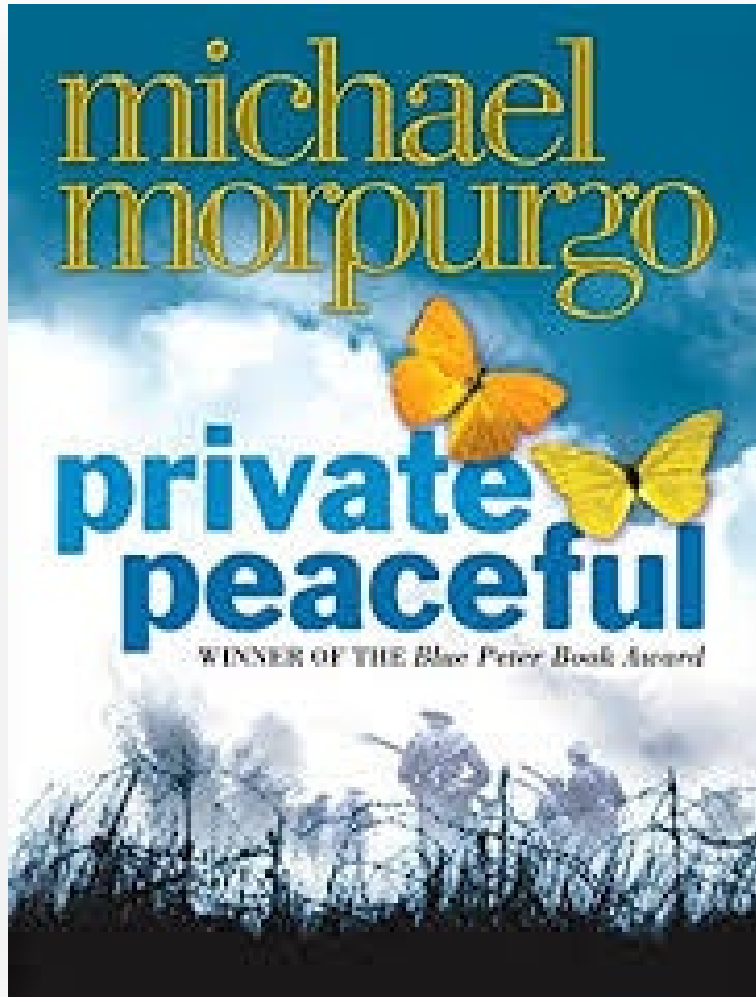
IT WAS PAPER THIN

there's a risk of alcohol poisoning, which causes confusion, loss of co-ordination, slurred speech, irregular or slow heartbeat and a risk of collapse.'

glasses of wine per night is easily enough to reach 28 units per week, way over the recommended amount,' says Jeff. According to the charity Drinkaware



Sneak Preview



Reflection

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During Reading Activities





During Reading Activity: Forced Relationships

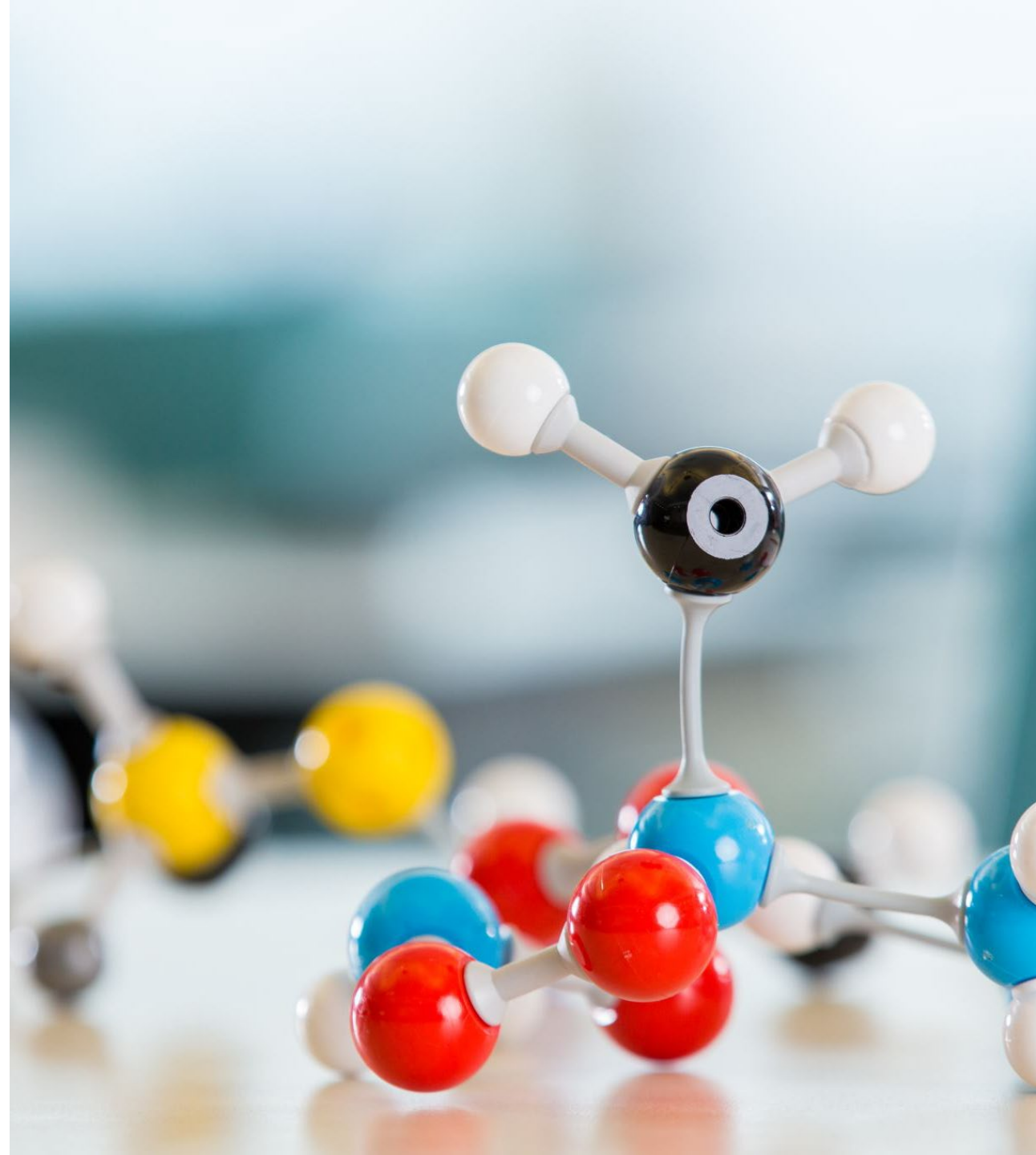
Forced Relationships

What is it?

An activity where the teacher selects topics or objects well known to the students and asks students to make connections between known objects and topics and the new concept to be studied.

Why use it?

Teachers of adolescents will at times be confronted with students who have a lack of motivation or little interest in a new topic. Forced Relationships builds interest by directing students to make connections with the things they like and know well, such as music or their favourite sport.



How do you use it?



Select an idea that is well known and of interest to the students and at first seems an unlikely connection to the topic to be studied. Ask the question: 'In what way is ____ like ____?'



Organise students into small groups and have them brainstorm the forced relationship. Have them record their ideas on a large sheet of paper.



Ask a representative from each group to share the group's connections with the class.



Have the students read the text



Ask students to reflect on the question: 'Did the forced relationship help to extend their understanding of the topic?'

In what ways is a reading map like going on a first date?



- You need to know the tight title
- All lines help to achieve your purpose
- A close eye is kept on contours
- You will have to orientate yourself
- You cannot make wrong moves



In what ways is playing football like pulmonary circulation?

Body Systems

Home>>Body Systems>>

Pulmonary Circulation Topics:

Systemic Circulation

Circulatory System

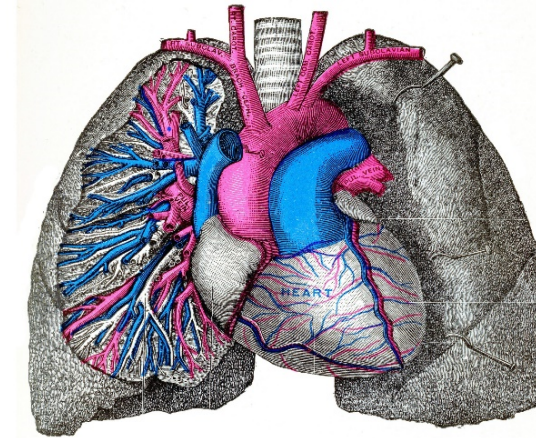
Respiratory System

Pulmonary Circulation

Coronary Circulation

Excretory System

Integumentary System



Pulmonary Circulation: It's All in the Lungs

Pulmonary circulation is the movement of blood from the heart, to the lungs, and back to the heart again. This is just one phase of the overall circulatory system.

The veins bring waste-rich blood back to the heart, entering the right atrium through two large veins called vena cavae. The right atrium fills with the waste-rich blood and then contracts, pushing the blood through a one-way valve into the right ventricle. The right ventricle fills and then contracts, pushing the blood into the pulmonary artery which leads to the lungs. In the lung capillaries, the exchange of carbon dioxide and oxygen takes place. The fresh oxygen-rich blood enters the pulmonary veins and then returns to the heart, re-entering through the left atrium. The oxygen-rich blood then passes through a one-way valve into the left ventricle where it will exit the heart through the main artery, called the aorta. The left ventricle's contraction forces the blood into the aorta and the blood begins its journey through the body.

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During Reading Activity: Information Images

Strategy focus - visualising

Information Images
has the students
sketching, drawing
and recording images
created in their mind
from reading a text.
This enhances
comprehension
through utilizing the
extra visual
dimension.





The Atmosphere

Reflection

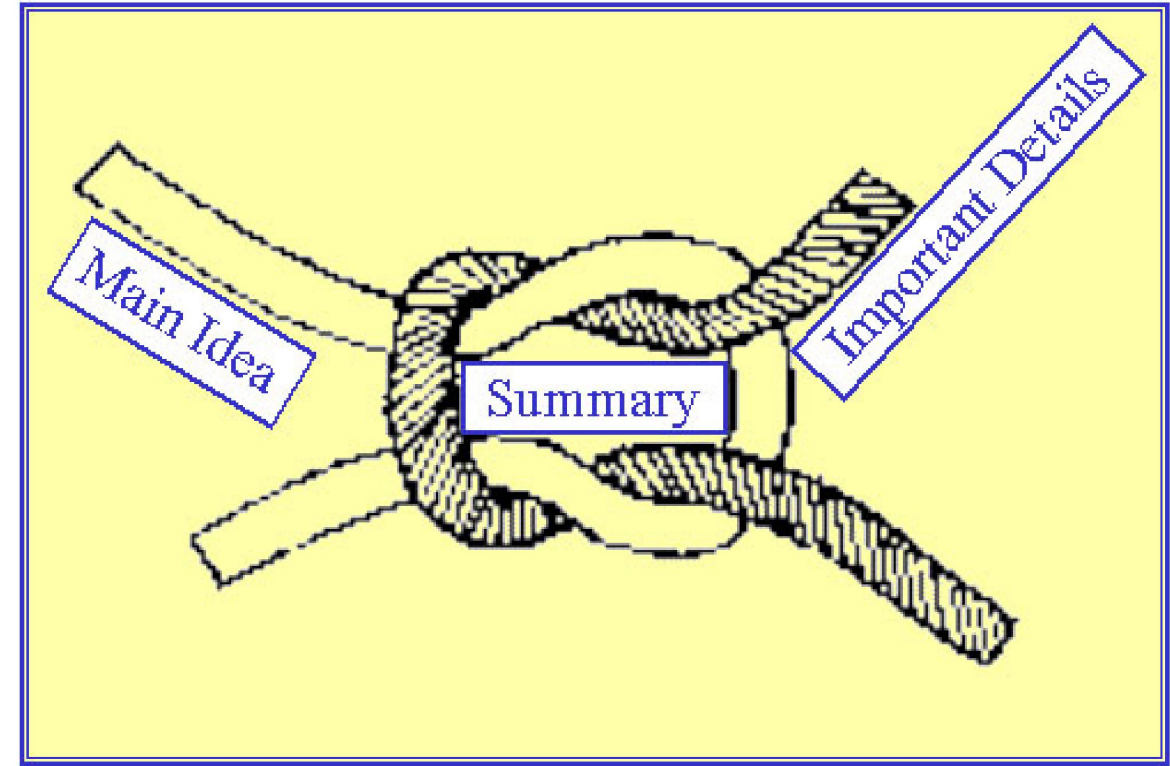
Take 2
minutes
to
consider:

- How could this be used in English?
- What modifications might I use?
- What texts or topics might be suitable?



After Reading Activities

I just need
the main ideas



After Reading Activity: 66 words



What is it?

This activity can be used to record the key events or themes of a text. Students are challenged to read a text and then create a summary of it in 66 words or less. By providing students with a pre-counted grid with 66 rectangles, they will be able to focus on writing a succinct summary, not on the exact words.

Why use it?

Understanding main ideas is the ability to identify and summarise the author's topic. Typically, writers express or imply a main idea in each paragraph. They then fill out the paragraph with details.

Efficient readers can summarise not only the main idea of individual paragraphs, but summarise a number of paragraphs that make up a section.



After they have read a text, have students individually note the key words and phrases.



Organise students into small groups and ask them to share their key words and phrases with other members of their group



Have the group use the 66 Words worksheet to create a summary using full sentences.



Ask groups to share their summaries. Discuss what was included, what was left out and why.

How do you use it?

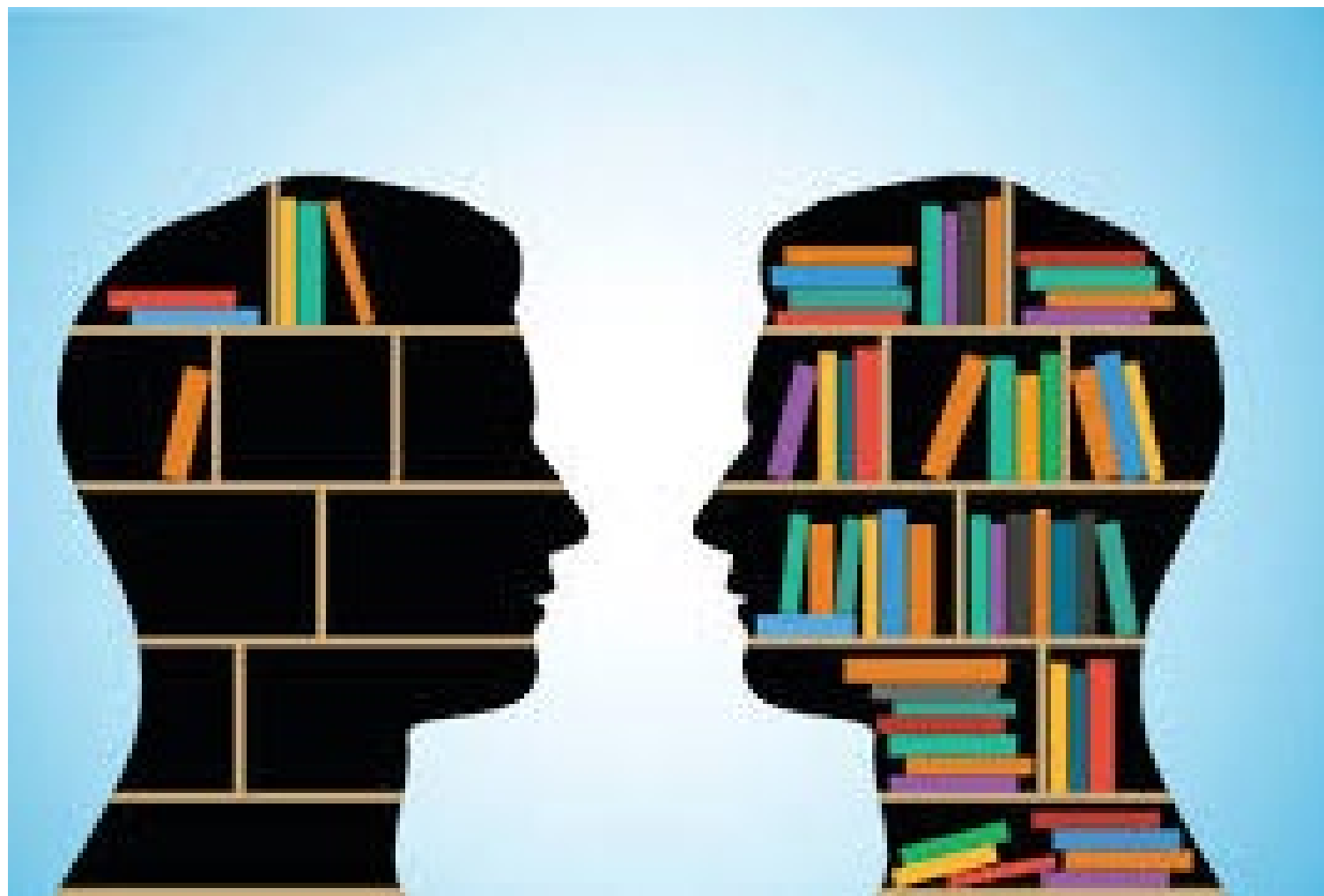


The Atmosphere

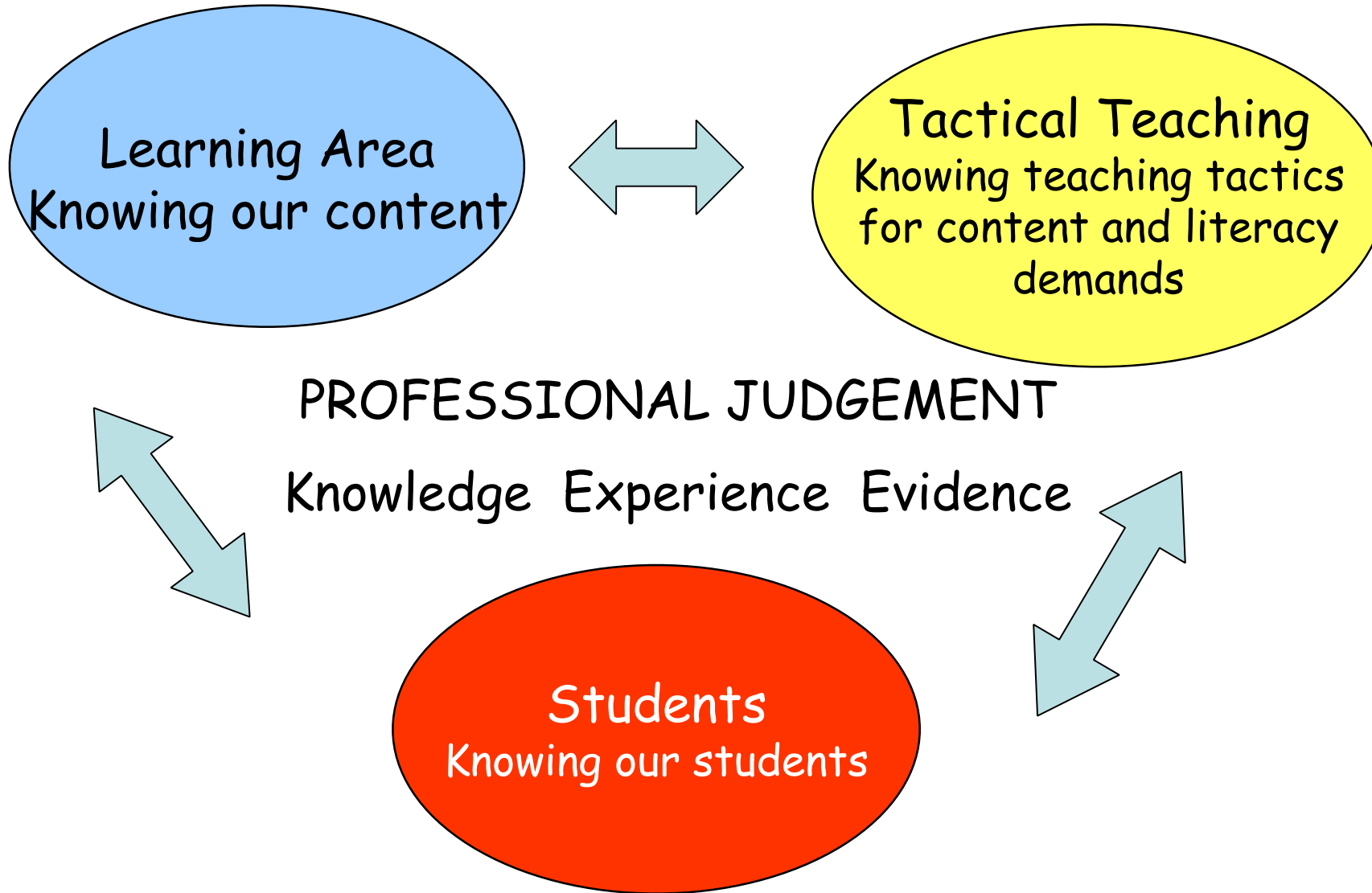
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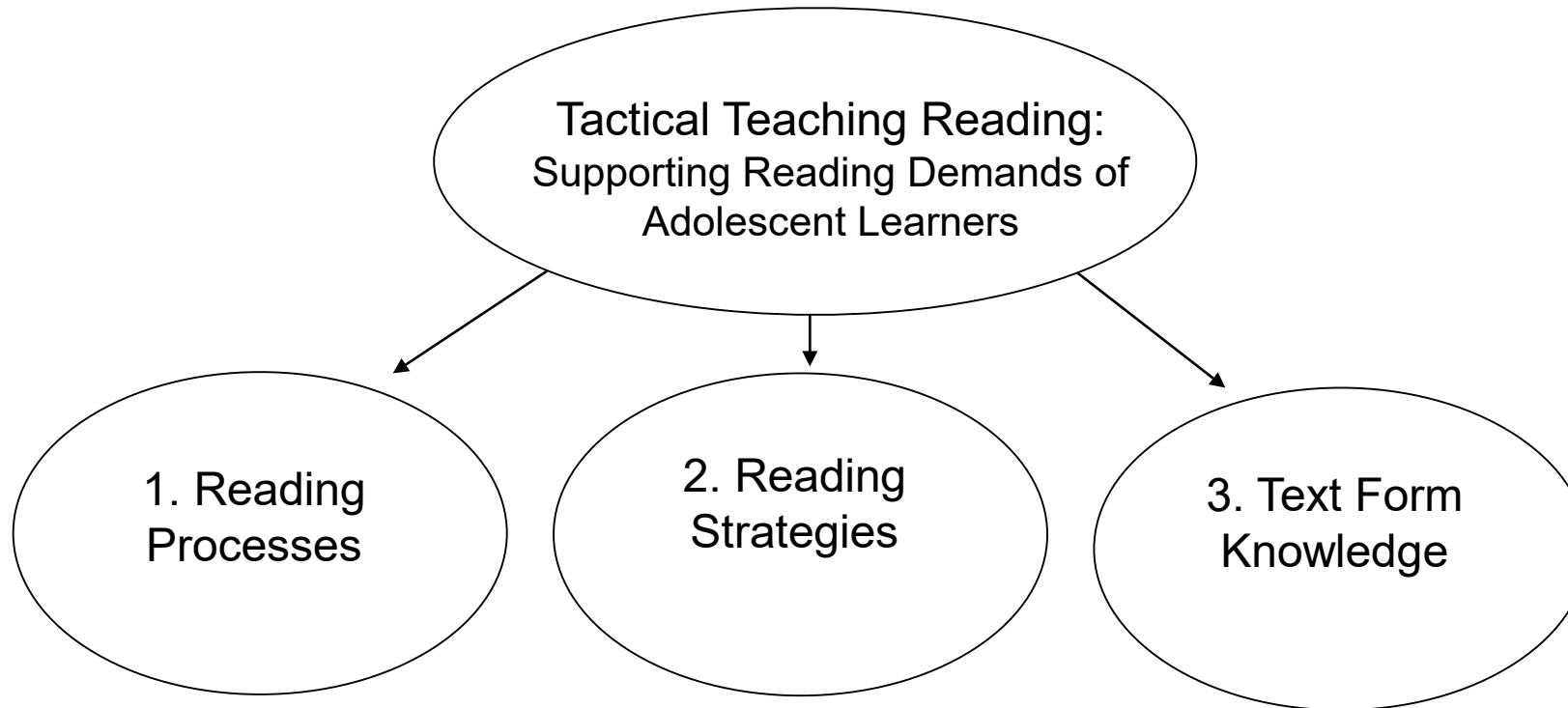
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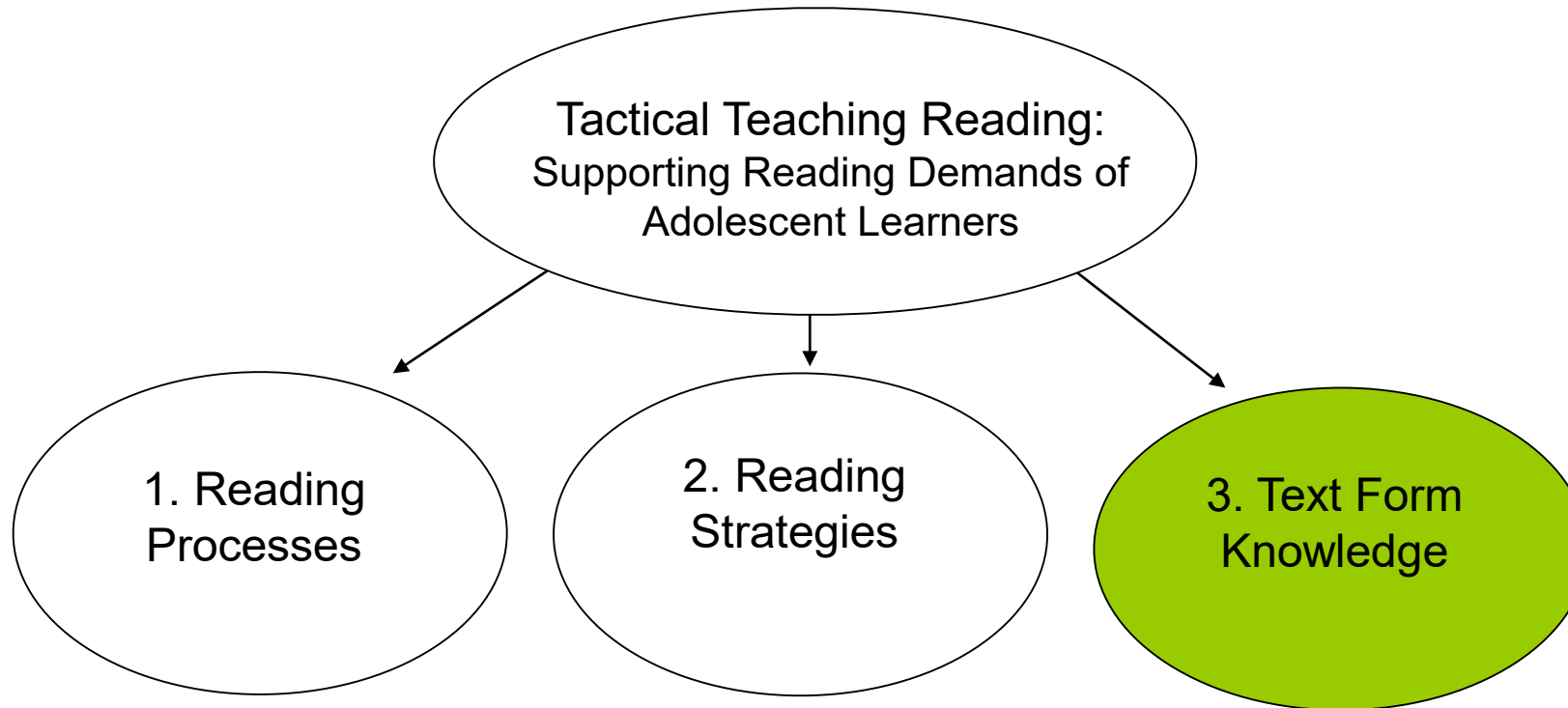
Session 3: How to Build Text Form Knowledge



Tactical Teaching Reading



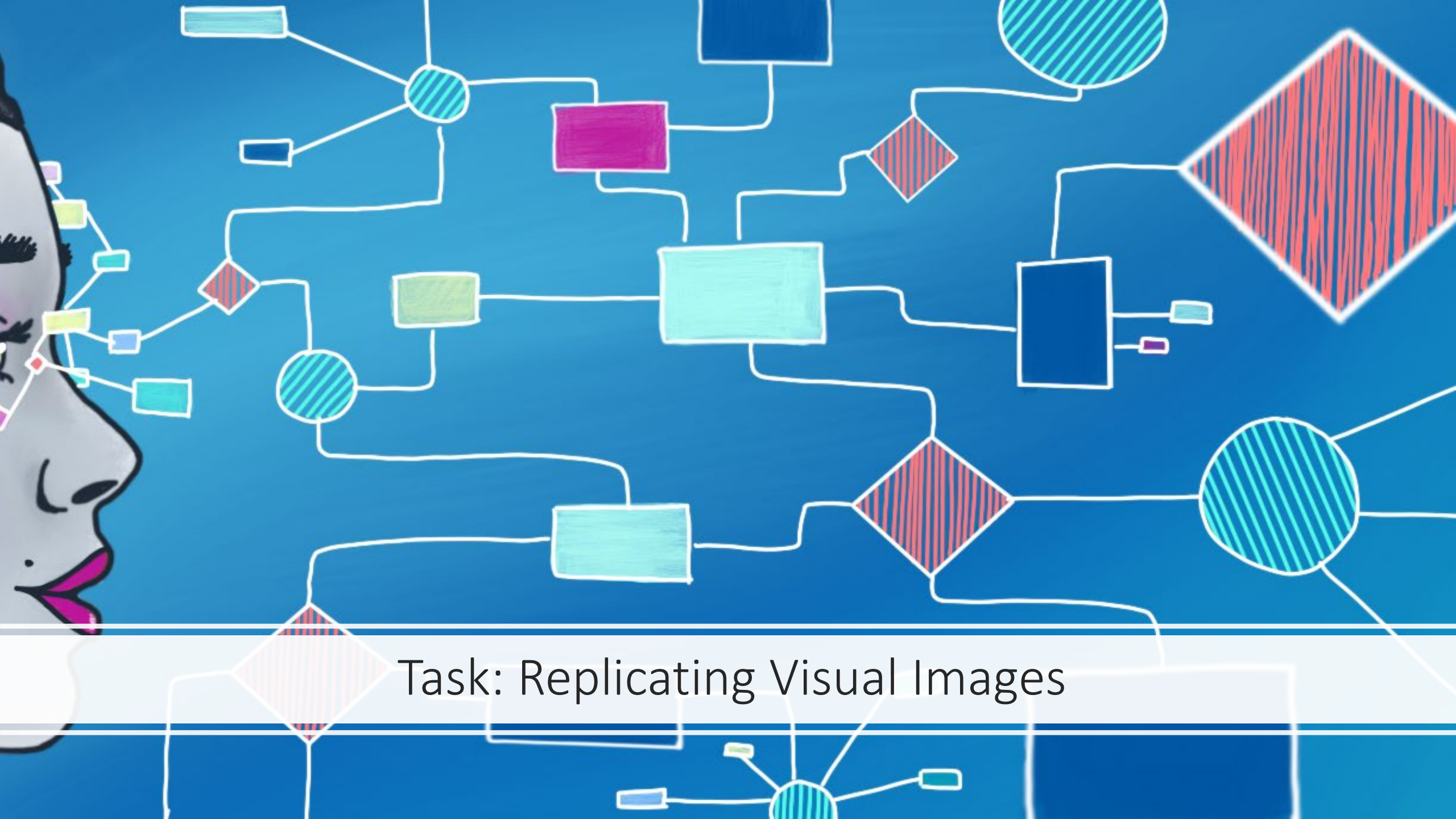
Tactical Teaching Reading



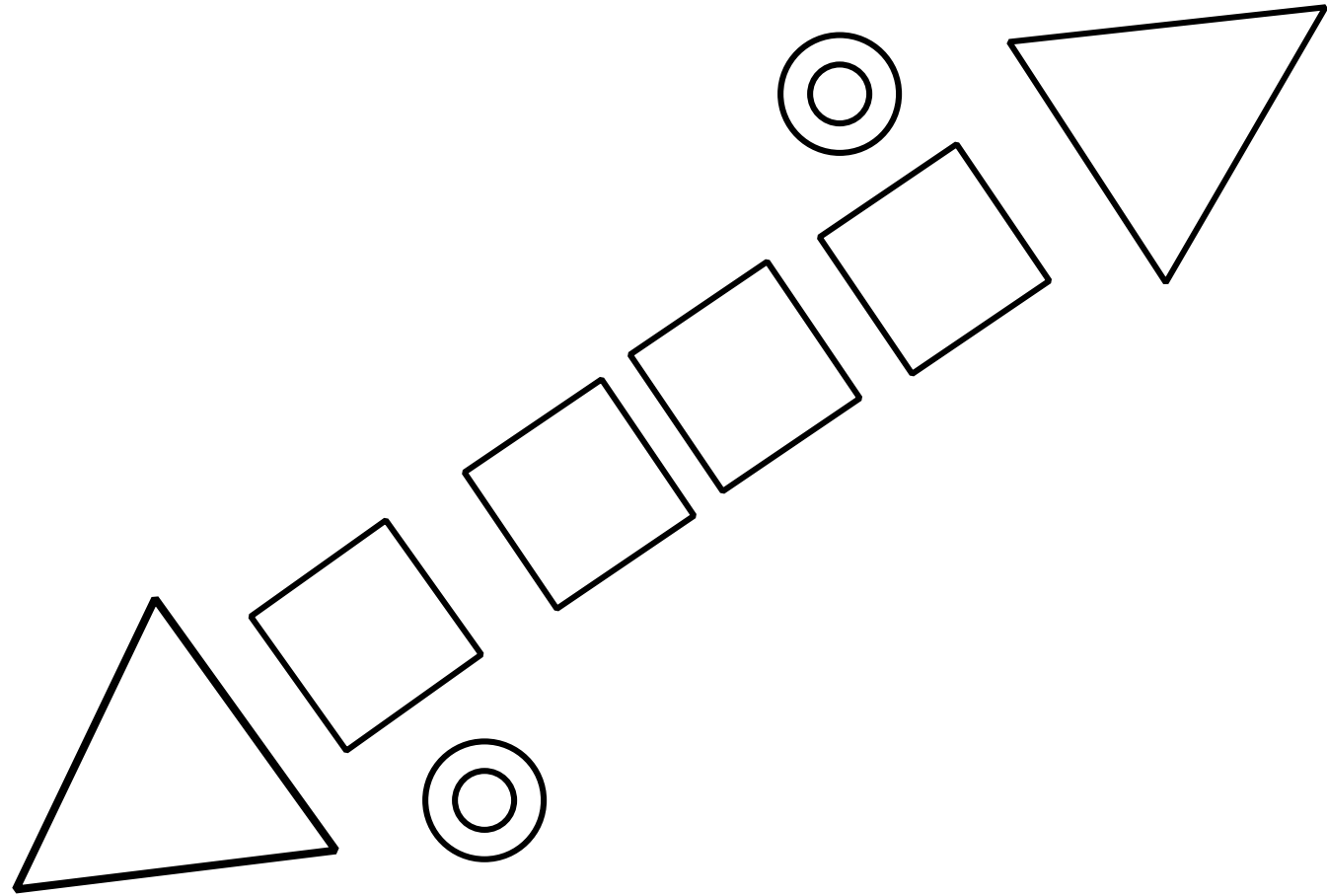


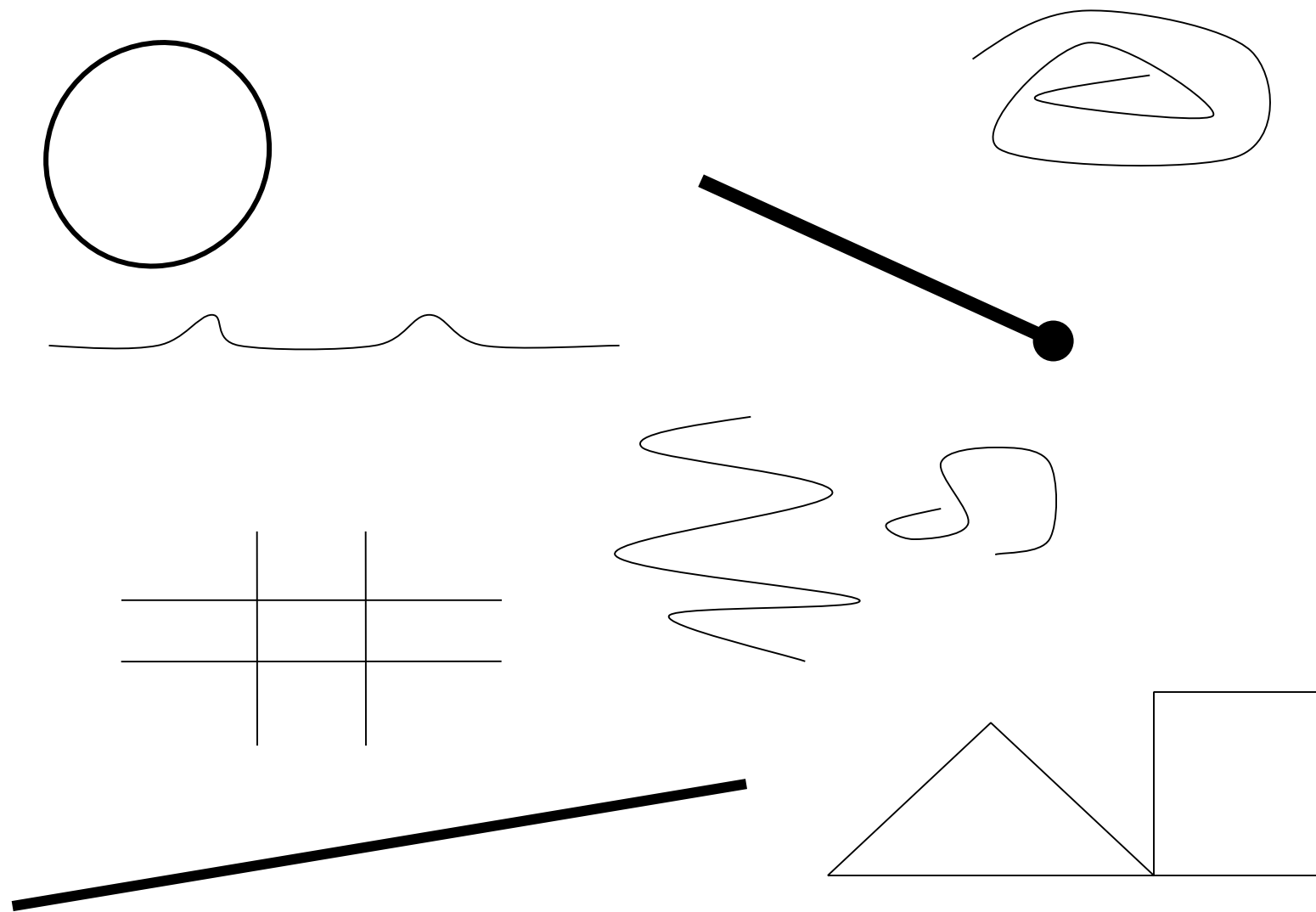
Aims

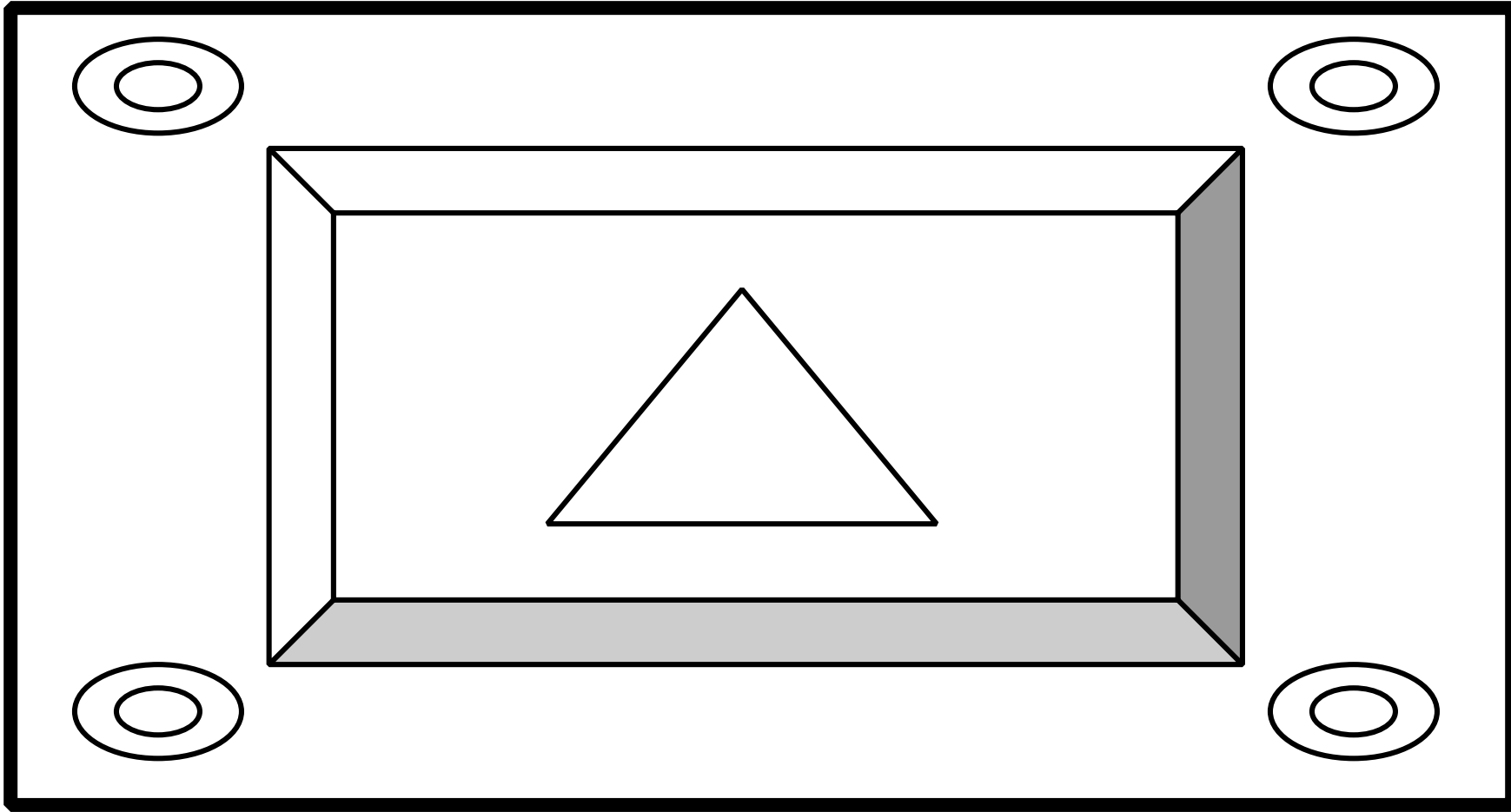
- To examine the elements of text form knowledge.
- To explore effective teaching practices.
- To explore activities that provide guided practice for use of text form knowledge to enhance comprehension.

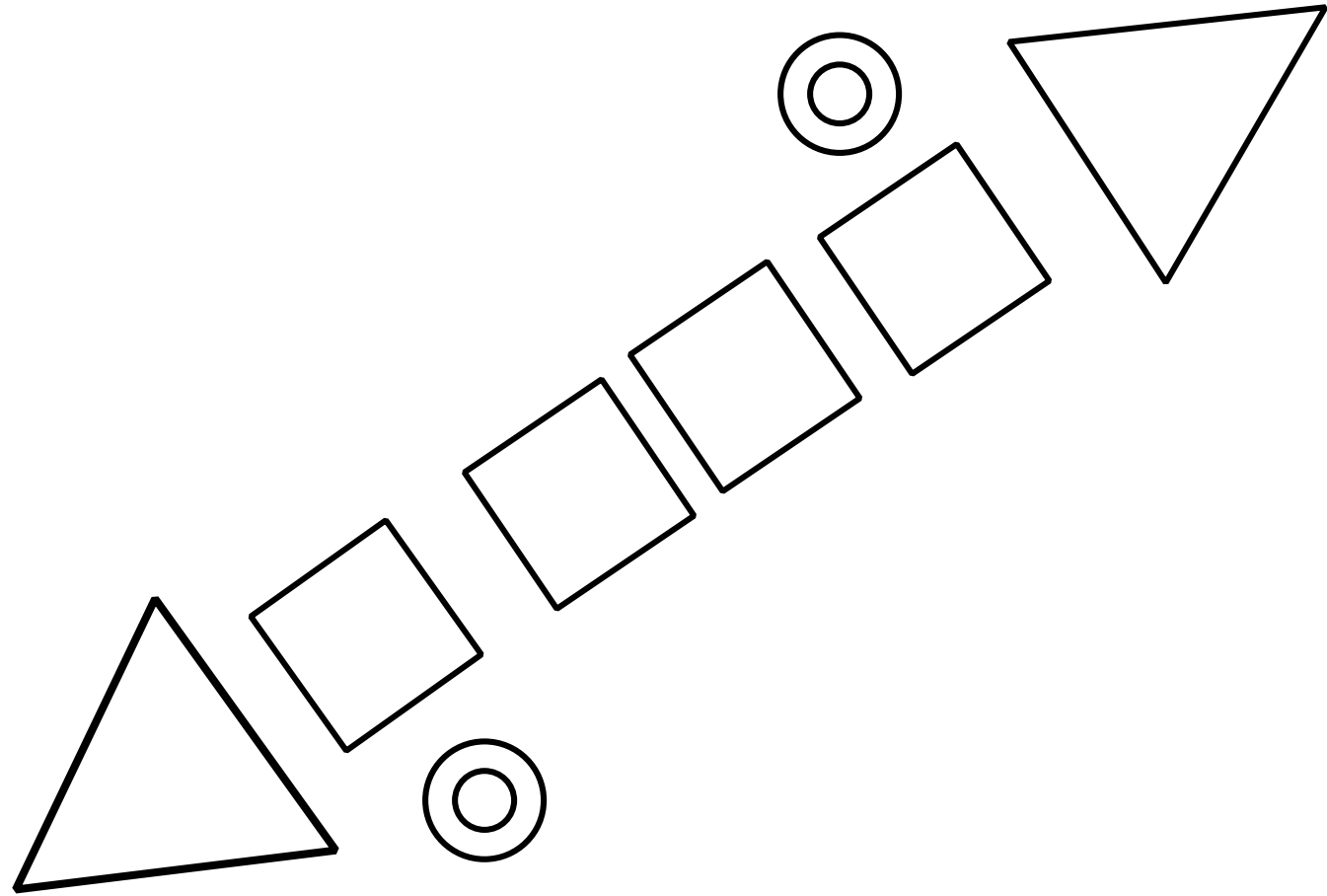


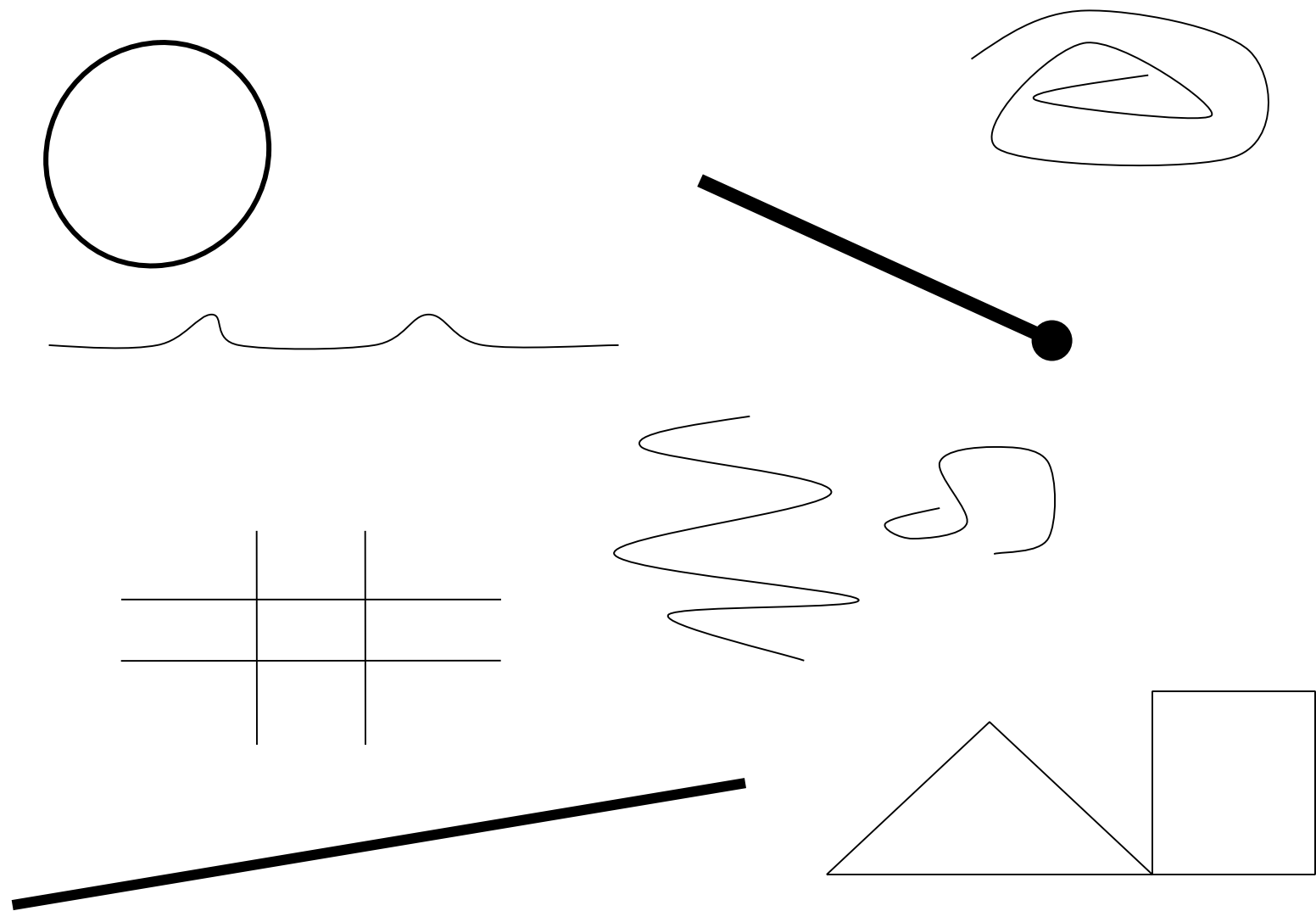
Task: Replicating Visual Images

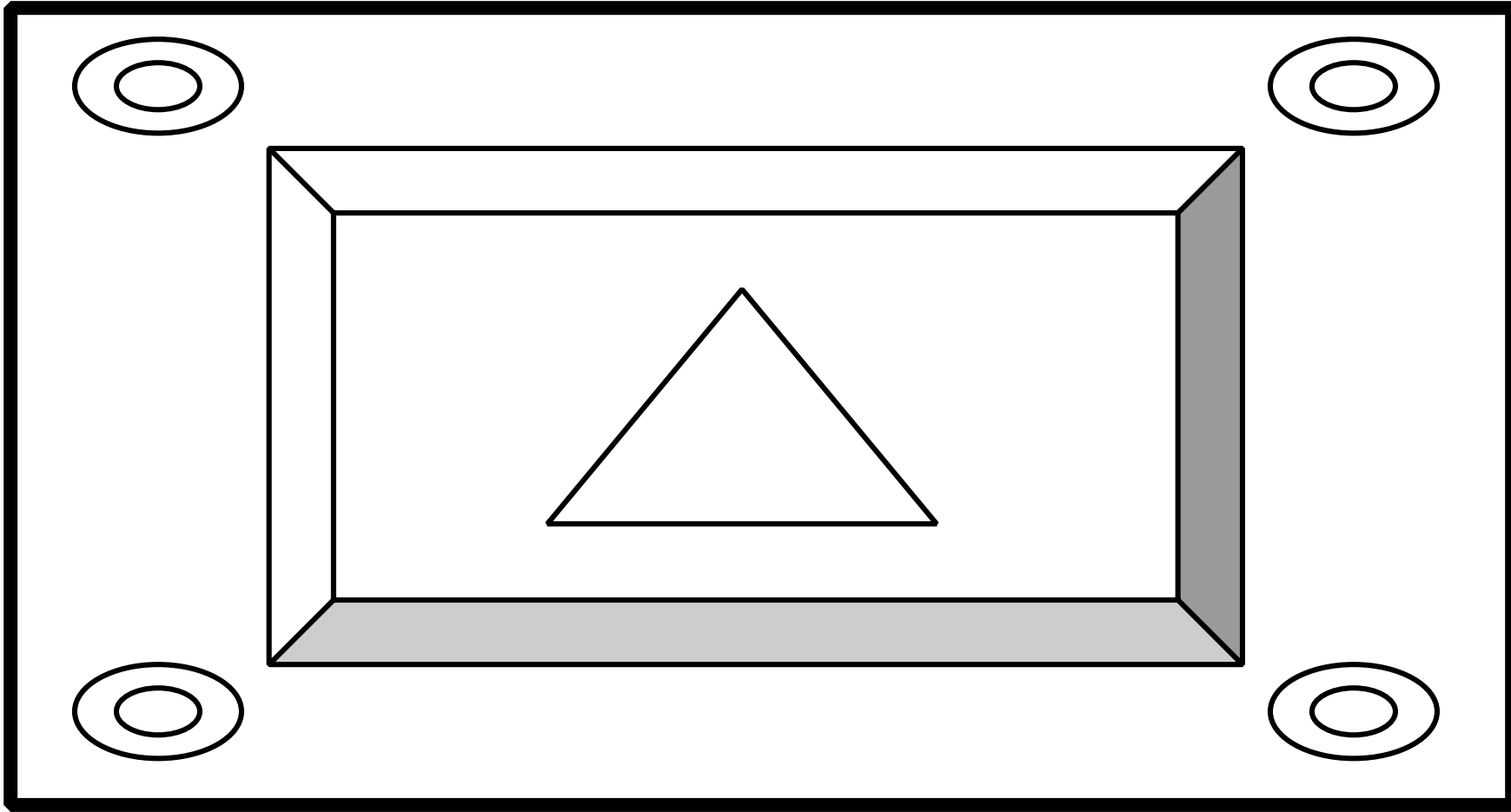












Research



Brain research tells us that the brain is constantly searching for patterns to assist our organisation and memory.

When we perceive a text's organisational pattern, we are better able to understand and remember that piece of text.

What is text form knowledge?

Knowledge of text purpose: an understanding of the author's purpose and also the purpose for reading.

Text organisation is how the text is laid out. This includes elements such as headings, headlines, captions and graphics, orientations, text body and conclusions.

Knowledge of language features includes the grammatical structures and subject-specific vocabulary.

Text Structure is focussing on how ideas and information are linked through identifying the text patterns.

Text Purpose

Knowledge of text purpose: students have an understanding of the author's purpose and also their purpose for reading.

- - to describe
- - to entertain
- - to instruct
- - to persuade
- - to recount
- - to inquire
- - to socialise
- - to explain

A row of pencils is shown against a dark, textured background. Most of the pencils are dark grey or black. One pencil, located in the center-left of the row, is bright yellow and stands out from the others. The text "Do some texts have multiple purposes?" is written in white, sans-serif font across the middle of the image, partially overlapping the pencils.

Do some texts have multiple
purposes?

Pesto Pasta

A simple, classic, Italian pasta that uses ingredients that are abundant on the Mediterranean coast

Ingredients

350g of linguini

1 cup of basil leaves

½ cup of extra virgin olive oil

30g of pine nuts

2 cloves of garlic

60g of Parmigiano reggiano cheese

Salt and pepper



Method:

- Blend basil, oil, pine nuts, garlic and some salt in a food processor or mortar and pestle until evenly blended.
- Scrape into a bowl and stir in grated cheese and cover with a film of olive oil.
- Cook pasta according to instructions and drain, keeping a little of the cooking water to thin the sauce.
- Place the pasta back into the saucepan and add a generous quantity of the pesto, a small quantity of the cooking water as desired and mix well. Season to taste and serve with a garnish of fresh basil.



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Heading

Pesto Pasta

Introduction

A simple, classic, Italian pasta that utilises ingredients that are abundant on the Mediterranean coast

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Photograph

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Text Language Features

Pesto Pasta

A simple, classic, Italian pasta that utilises ingredients that are abundant on the Mediterranean coast

Quantity

Ingredients

350g of linguini

1 cup of basil leaves

½ cup of extra virgin olive oil

30g of pine nuts

2 cloves of garlic

60g of Parmigiano reggiano cheese

Salt and pepper

Proper Nouns



Verbs

Method

Combine basil, oil, pine nuts, garlic and some salt in a food processor or mortar and pestle until evenly blended.

Present tense

- Scrape into a bowl and stir in grated cheese and cover with a film of olive oil.
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Text Structure

Cause and Effect shows the causal relationships between events.

People can become infected with malaria as a result of a mosquito bite.

A Compare and Contrast structure attempts to explain how things can be similar or different.

A low profile tyre will give the car more grip on the road when cornering whereas the standard high profile tyre lacks grip. On the other hand, the standard tyre provides a smoother ride.

Text Structure

- A Problem and Solution structure identifies a problem and attempts to generate solutions.

*The **dilemma** for city planners was the increasing problem of water shortage. To **solve** this problem the state government decided on the development of a desalination plant.*

- A Listing text structure explains characteristics of people, object and places. This can be as list, collections or sequences.

***Firstly** set the mitre box at the angle for which you want to cut the wood. **Secondly**, position the wood in the mitre box so that ...*

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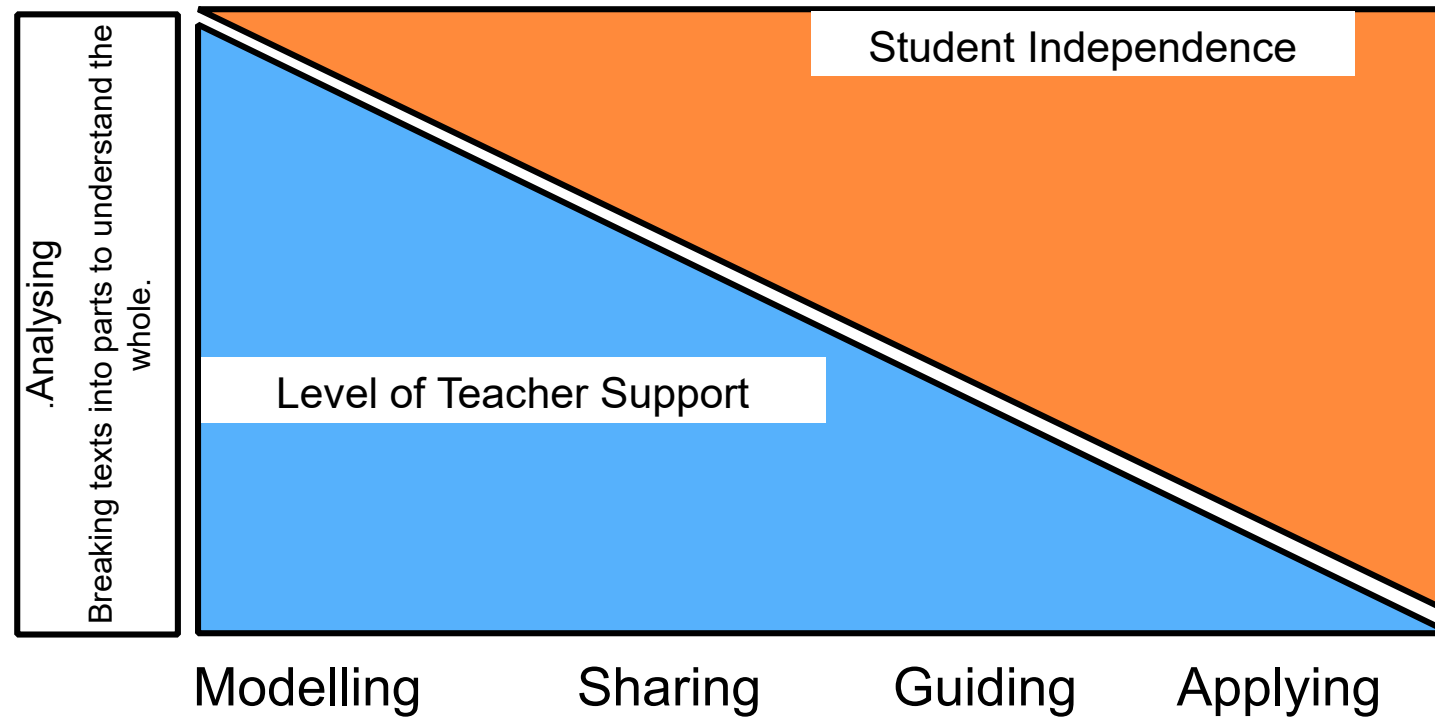
Salt and pepper



Method:

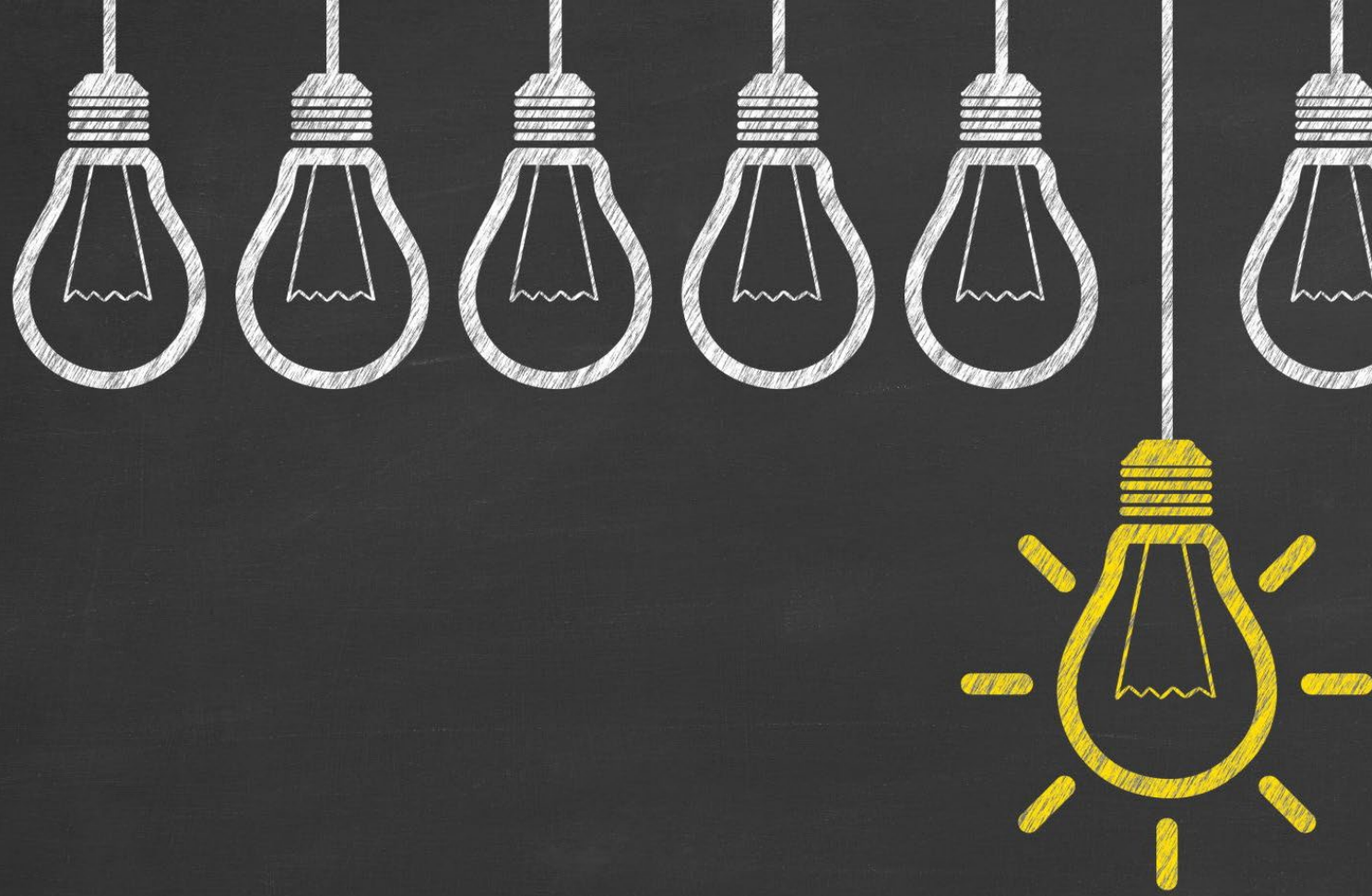
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The Tactical Teaching Apprenticeship Model



Analysing

- Analysing is the practice of examining, evaluating and classifying texts.
- Analysing is a powerful tool where students gain a deeper understanding of texts by breaking them down into parts to understand the whole.
- Analysing texts is helpful for students as many texts do not follow an instantly recognisable pattern.





Text Form
Knowledge
Focus: Text
Purpose



Decipher

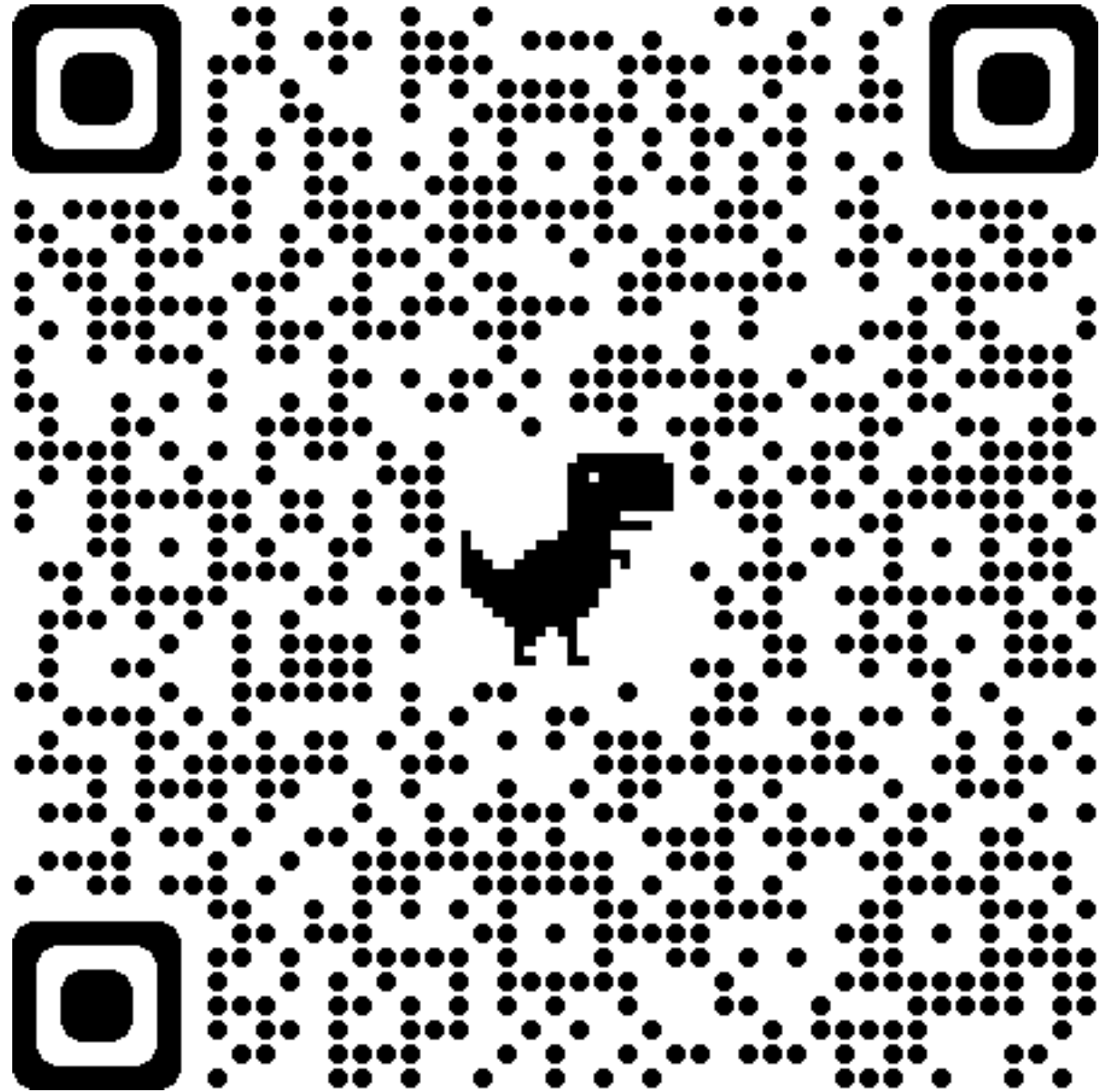
What is it?

An activity that encourages students to infer meaning as they identify and analyse the author's purpose through the devices used.

Why use it?

Decipher helps students interpret authors' intentions by identifying their use of language devices to achieve a purpose and influence meaning. This is particularly important when collecting information from Internet examples

Boomers are
already
dreaming of
escape to
the post-
Covid sun
Barbara Ellen



Reflection

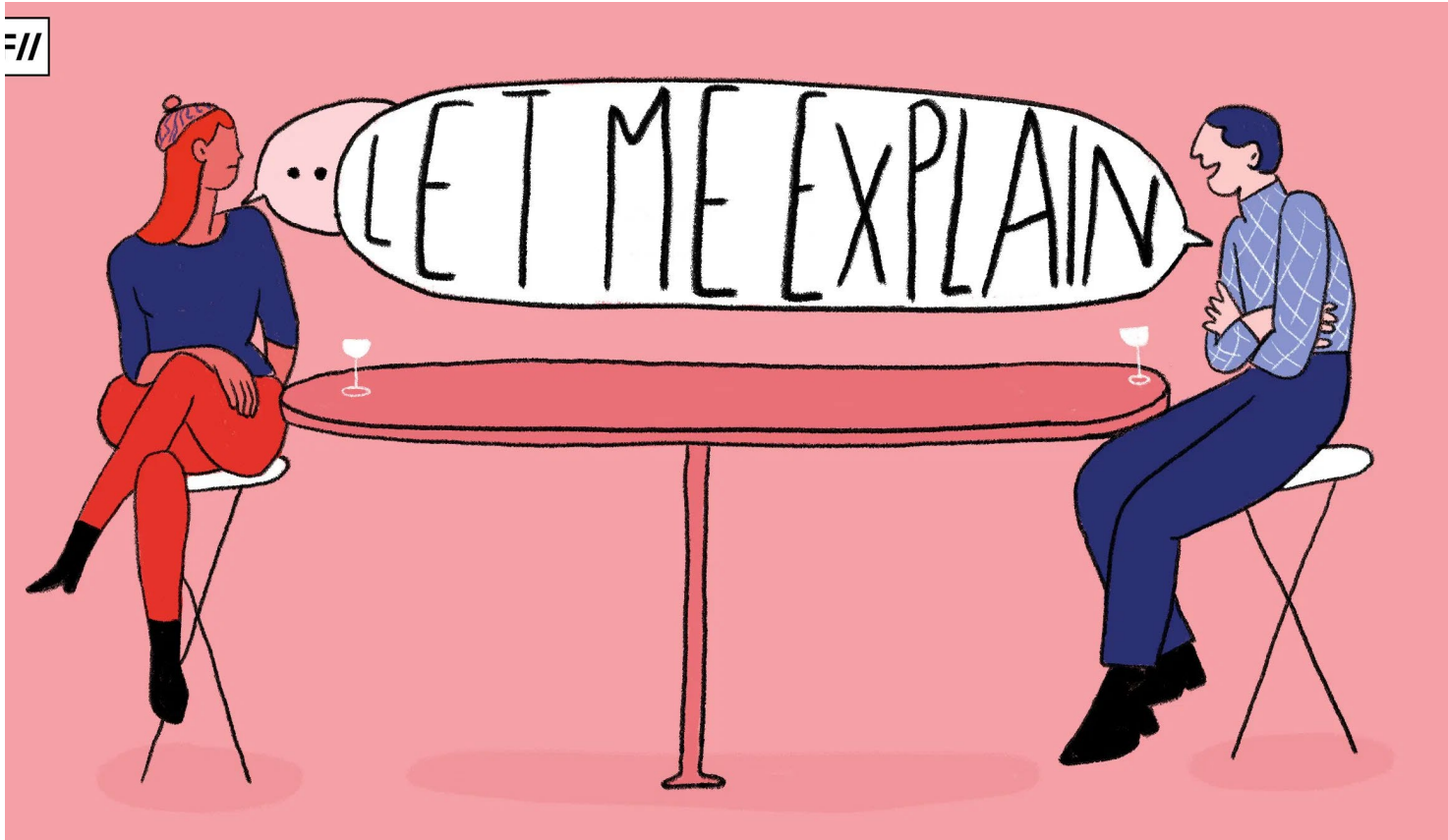
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Activity: Change the Organisation



Change the Organisation



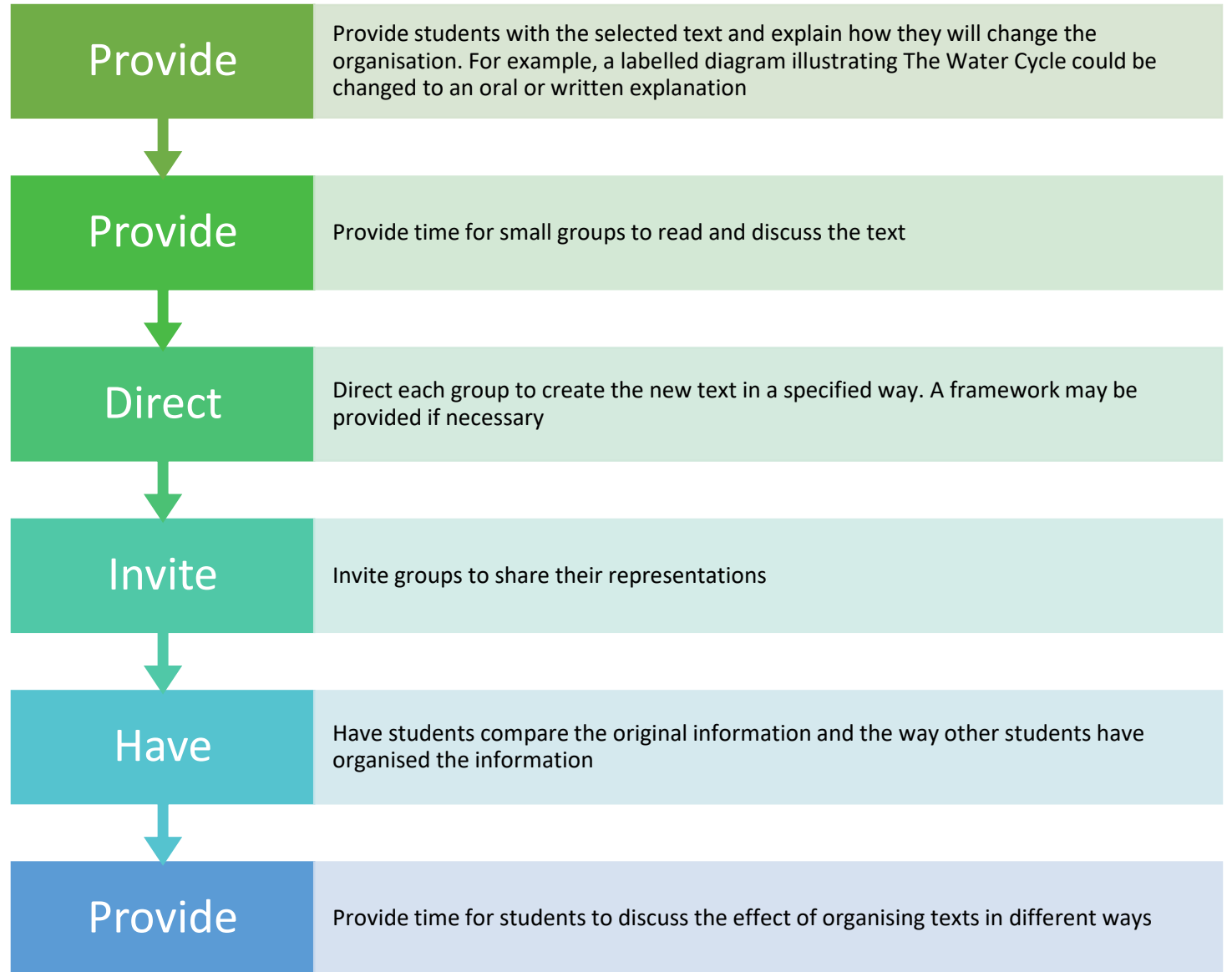
What is it?

Students explore how the same information can be organised in a variety of ways.

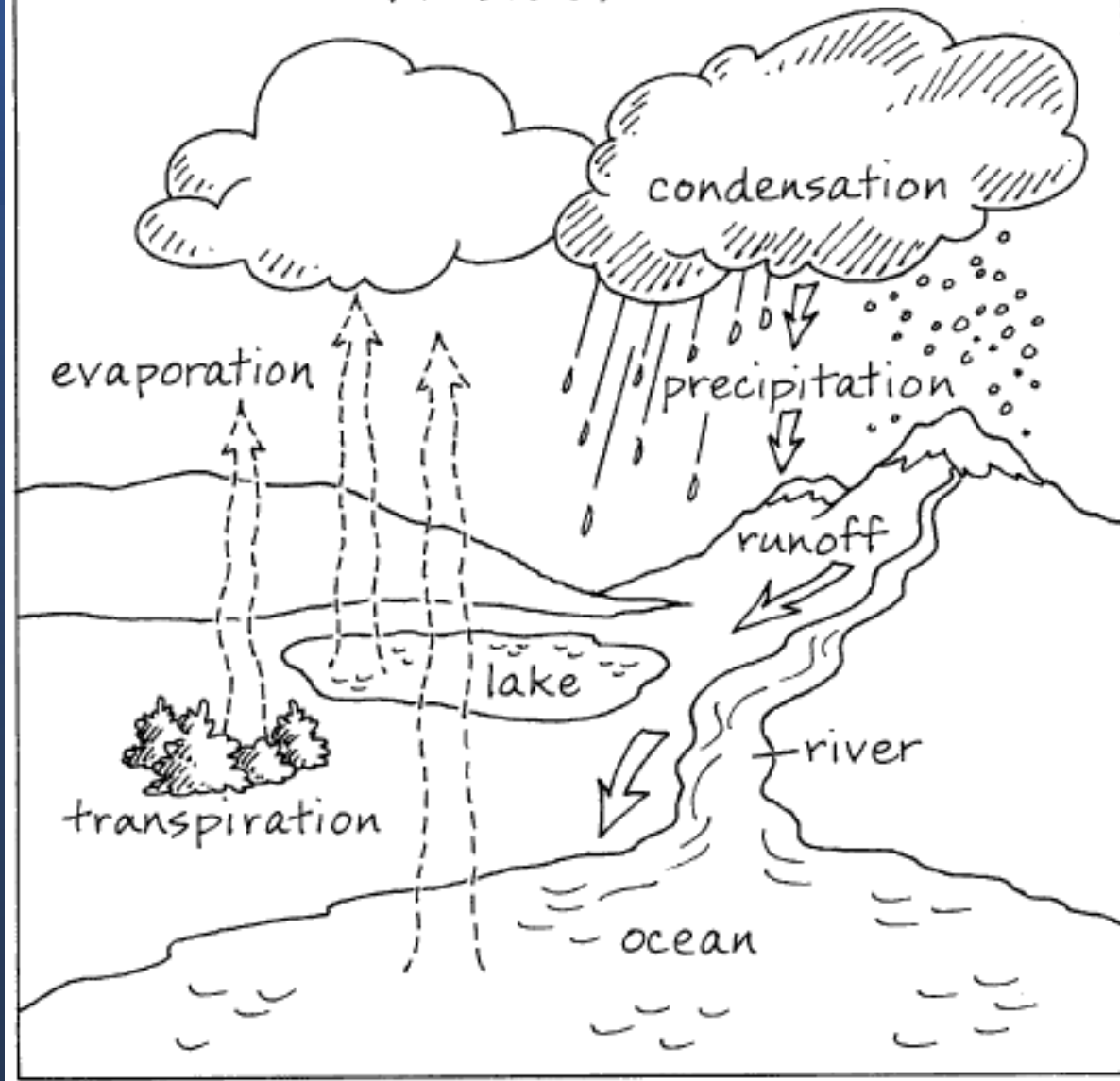
Why use it?

Change the Organisation allows students to present information, including diagrams and tables, in a variety of ways, for example, asking students to explain a labelled diagram as text helps students to focus on how explanation is organised.

How do
you use it?



WATER CYCLE



Reflection

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LANGUAGE FEATURES

Activity: Comparisons



What is it?

Comparisons is an activity that has students analysing authors' language.

Why use it?

By comparing reviews of books, plays, restaurants, films, sporting events, concerts of live performances, students are able to examine and evaluate the choice of words chosen by different authors.

How do you use it?



Collect, or provide time for students to collect, a range of reviews on one topic by various authors.



Have students work in pairs or small groups to analyse the reviews. Direct them to highlight any words that indicate the author's opinion (either positive or negative) of the topic.



Direct students to arrange the reviews in order from negative to positive



Have them list the words that indicate each author's opinion. Speculate on the author's choice of words.

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