

Teaching Notes for Deadly Reads for Deadly Readers Series and links to the Australian Curriculum

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Introduction

Literacy processing theory (Clay, 2005a), socio-cultural and socio-linguistic principles underpin the *Deadly Reads for Deadly Readers* series of books. Consistent with these perspectives, each child's reading development is considered to be unique and does not follow a step-by-step linear process or sequence of skills. Rather, the individual's reading development is influenced by the social, cultural and linguistic 'funds of knowledge' (Gonzalez, Moll & Amanti, 2005) they bring to the print and the connections they make and are supported to make by others with these funds, the print and the authors' messages. Each book in the *Deadly Reads for Deadly Readers* series has been carefully designed with increases in complexity of **language, layout** and **content**.

- **Language:** vocabulary, high frequency words, sentence structure, repetition, direct / indirect speech, support of illustrations.
- **Layout:** size of print, spacing on page, amount of print per page, length of text.
- **Content:** story and character development, sequence of ideas; concepts.

As each child reads, they direct their attention to the visual symbols on the page, including illustrations. They anticipate the author's messages as they match these symbols to spoken words that reflect their current understandings. To support each reader's accurate, meaningful and enjoyable reading experiences, the *Deadly Reads for Deadly Readers* series of books is designed with:

- Accurate and culturally appropriate subject matter
- Meaningful events that relate to a child's conceptual knowledge
- Supportive illustrations, created by local Indigenous artists
- Engaging experiences that encourage a desire to read.

These design elements were included in these beautiful books as appropriate 'language'; ' layout' and 'content' are critical if books are to be the 'tangible scaffolds' (Bremner, 2009) and engaging reading experiences that can support a child's reading, writing, language and cognitive development. It is recommended that parents and other supportive adults use home language/s and English to discuss stories when interacting with children and the *Deadly Reads*.

Deadly Reads for Deadly Readers and the Australian Curriculum

Deadly Reads for Deadly Readers supports the Aboriginal and Torres Strait Islander cross-curriculum priorities within the Australian Curriculum (ACARA 2012) with links also to History, Science, Mathematics and English curriculum areas. While *Deadly Reads* has been designed for children in pre-school and Foundation level their use can also support children in other year levels. For example, the artwork of the Saltwater series could be used by Year 4 children to explore – “Historical Knowledge and Understanding” and the ways Aboriginal peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.

{<http://www.australiancurriculum.edu.au/Year4?a=H&layout=1> accessed 10 Nov 2012)

Ways that *Deadly Reads* can be used to support cross-curriculum priority areas of the Australian curriculum relate to:

Country / Place

- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
- Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

People

- Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.

(<http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures> accessed 13 Sept 2012)

Foundation Year Level Descriptions in the Australian Curriculum: English

The Australian Curriculum: English Foundation (to Year 10) is organised into three interrelated strands that support students' growing understanding and

use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage

Australian Curriculum – English strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

LANGUAGE	LITERATURE	LITERACY
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

The English achievement standard for Foundation Year students are available at: <http://www.australiancurriculum.edu.au/Search?q=foundation> (accessed Nov 10, 2012)

The English achievement standards for Foundation Year students in the receptive modes of listening, reading and viewing indicate that:

- Children use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.
- They read short, predictable texts with familiar vocabulary and

supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

The English achievement standards for Foundation Year students in the productive modes of speaking, writing and creating indicate that children:

- Understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.
- Communicate clearly in informal group and whole group settings. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.
- Understand that English is one of the many languages spoken in Australia and that different languages may be spoken by family, classmates and the community.
- Learn that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language.
- Learn that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts.
- Learn that written text in Standard Australian English has conventions about words, spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present.

Other Australian curriculum areas that can be linked to the *Deadly Reads* for Foundation Level students include:

- **Measurement and Geometry** - Compare and order the duration of events using the everyday language of time.
- **Earth and space sciences** - Daily and seasonal changes in our environment, including the weather, affect everyday life
- **Science Inquiry Skills - Questioning and predicting** and respond to questions about familiar objects and events
- **Historical Knowledge and Understanding** - How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums
- **Historical Skills - Chronology, terms and concepts** - Sequence familiar objects and events
 - Distinguish between the past, present and future

Instructional Approaches and *Deadly Reads for Deadly Readers* – using the books

The following instructional approaches can be used with *Deadly Reads: Book Sharing*; *Guided Reading*; *Reading To: Interactive Shared Reading*; *Independent Reading* and *Repeated Reading* (see Chart 1)

CHART 1		
Instructional Approach	Participants	Books / Resources
a) Book Sharing	1 adult. 1 child.	1 book
b) Guided Reading	1 teacher. 3–5 children.	1 book for each participant
c) Reading To	1 teacher. 3–5 children.	1 book. Children need to be able to see the book, illustrations & print.
d) Interactive Shared Reading (small group) & Interactive Shared Reading (whole class) - IWB	1 teacher. 3–5 children.	1 book. Children need to be able to see the book, illustrations & print. If whole class is to see the book, an enlarged copy of the book for use on Interactive Whiteboard (IWB) is recommended
e) Independent Reading	1 child	1 book
f) Repeated Reading - GRREaD	1 teacher. 4–5 children.	1 book for each participant x 4 titles. Day 1: 4 new titles & 1 picture-story book Day 2 : 3 books from day 1, 1 new title & 1 new picture-story book Day 3+ : 3 books from the previous day, 1 new title & 1 new picture-story book

a) **Book Sharing 1 adult and 1 child**

Background: From an early age, children enjoy listening to the stories, rhymes and songs especially when parents, grandparents, caregivers, siblings and others share and participate in these activities. When an adult reads, shares and discusses a book with a child, the child is being apprenticed into the social, cultural and linguistic protocols of conversation and the meaning making processes of reading. In other words, their thinking processes and comprehension skills are supported during book share experiences. Authentic conversations about the story occur while the book is being read. These conversations don't disrupt the flow of the story.

In an emotionally supportive environment, the child is learning about active listening, turn taking, language and literacy. The adult models, questions and explores the vocabulary, concepts, sentence structures, meanings and connections to the authors message using language that the child can comprehend. By reading, sharing and discussing a book with a child, the adult articulates and models the skills and strategies a proficient reader uses **before** they read, **while** they read and **after** they have read. These one to one adult-child conversations and the reading of beautiful books are highly educative.

Session Outline: The instructional strategy of 'book sharing' as the name indicates, is where an adult shares a book with a child and discusses in an authentic way, anything of interest to the adult or the child.

b) **Guided Reading. 1 teacher and group of 3–5 children**

Background:

Session Outline: Guided reading is an instructional approach that helps children to use background knowledge provided or known to make predictions, confirm, adjust and reject predictions while reading.

Prior to reading a book for the first time, the teacher provides a book introduction, modeling the reading strategies that proficient readers use, as in

“shared book” experiences. Following the book introduction, the child reads the book independently, at their own pace. The teacher provides support as required.

Once the child has read the book, the teacher could ask the child to reread the book while a Running Record is administered. In brief, the purpose of a Running Record is to determine the accuracy and self-correction rates of the child's reading and to analyse the reading strategies the child uses while reading. The information from the Running Record then informs the teacher about the reading strategies the child is using and those that need to be taught and reinforced. Additional information about Running Records can be found in *Running Records for Classroom Teachers*. Marie M. Clay 2000. Heinemann. ISBN 0325002991.

Note: The first time a book is read by the child, it is considered to be an ‘unseen text’. The use of Running Records, for instructional purposes, are taken on ‘seen’ texts.

An example of a book introduction and instructional strategies for teachers when using the book ‘Claws, eyes, flippers’ is detailed below.

Claws, eyes, flippers. Book introduction

The cover of the book is shown to the children and discussed in the following way:

Teacher (T) : “I wonder what this book that's called ‘*Claws, eyes, flippers*’ will tell us about turtles and crabs?”

The teacher (T) *points to the words ‘**claws, eyes and flippers**’* in unison with reading these particular words. This demonstrates the importance of matching spoken and printed word.

Questioning the children about ‘turtles’ and ‘crabs’ before reading the story provides the children with the idea that there could be turtles and crabs in the story, even though crabs are not shown on the cover. This questioning,

problem-solving stance, is consistent with the principles underpinning all of the *Deadly Reads for Deadly Readers* books.

The Teacher points to the words 'claws, eyes and flippers' and 'Dub Luffler' to demonstrate and reinforce the reading process of matching spoken and written words.

T: "Did you notice that this book titled 'Claws, eyes, flippers' is illustrated by Dub Leffler?" (Rhetorical question)

T: I'm turning to the next page.

Teacher points to the words 'claws, eyes and flippers' and 'Dub Luffler' to demonstrate and reinforce that reading requires the matching of spoken and written words

T: How about that! ... It says '**Claws, eyes, flippers**' on the inside cover of the book.

Teacher turns page and points to the words 'The crab has claws' to match spoken and written words.

T: On this page it says ' The crab has claws'.

Teacher turns page and points to page number 4.

T: I wonder what it says that the crab has on this page?

T: *Read text* - ' The crab has eyes'.

T: Can you see the crabs eyes on this page? (*point to page number 5*)

Before turning the page the teacher asks children to predict what the crab might have on the next page.

T: I wonder what it says that the crab has on the next page? (*turn page*)

Pointing to the turtle the teacher says

T: That's not a crab!

T: I wonder what the turtle has?

T: *Reading* - 'The turtle has flippers'.

Before turning the page the teacher asks children to predict what might be on the next page?

T: I wonder what happens on the next page?

T: *Read text.*

Before turning the page the teacher asks children to predict what might be on the next page?

T: That was the end of the story.

T: I'll read the story to you again. *Teacher reads text*

c) Read To. 1 teacher and group of 3–5 children

Background: "Read To" is an example of modeled reading because as the teacher reads aloud, they provide a model of how proficient readers read and how proficient reading sounds i.e., smooth, phrased with appropriate intonation and expression. Listening to a story being read supports children's receptive language and listening comprehension skills. As they hear new vocabulary within a meaningful context, they make connections with the words and their meanings and comprehend the author's message to varying degrees of complexity. Also, by modeling the reading strategies that good readers use they support the children to hear and eventually internalise and use these effective reading strategies. Importantly, the more often the child hears the same story, the more knowledge they bring to the story. This notion is elaborated in the instructional approach of Repeated Reading or GRREaD (Bremner, 2009) – see Instructional strategy f.

Session Outline: Teacher reads a book to a group of children. Conversations about the book are encouraged especially when there is a break in the reading such as at the turning of a page.

d) Interactive Shared Reading. 1 teacher and group of children

Background: The purpose of interactive shared reading is to provide children with enjoyable experiences with books. By sharing a book with children and discussing the story and features of print, children are learning about being a reader. During interactive shared reading, children are encouraged to join in with the reading at any time. Making the reading interactive also encourages children to ask questions and make comments while listening.

Session outline: The book and the print must be large enough to be seen by all students. This may require that the *Deadly Reads* are scanned and enlarged for use on an Interactive Whiteboard (IWB).

Magabala Books gives permission for *Deadly Reads for Deadly Readers* to be scanned and enlarged solely for this educational purpose.

e) Independent Reading. 1 book to 1 or 2 children

Background: Independent reading supports the notion that when children choose to read books and have successful engagements with these books, their reading skills improve – see Instructional strategy f.

PART 3 **Session Outline:** Children choose the books that they want to read.

f) Repeated Reading. GRREaD (1 teacher & 4–5 children)

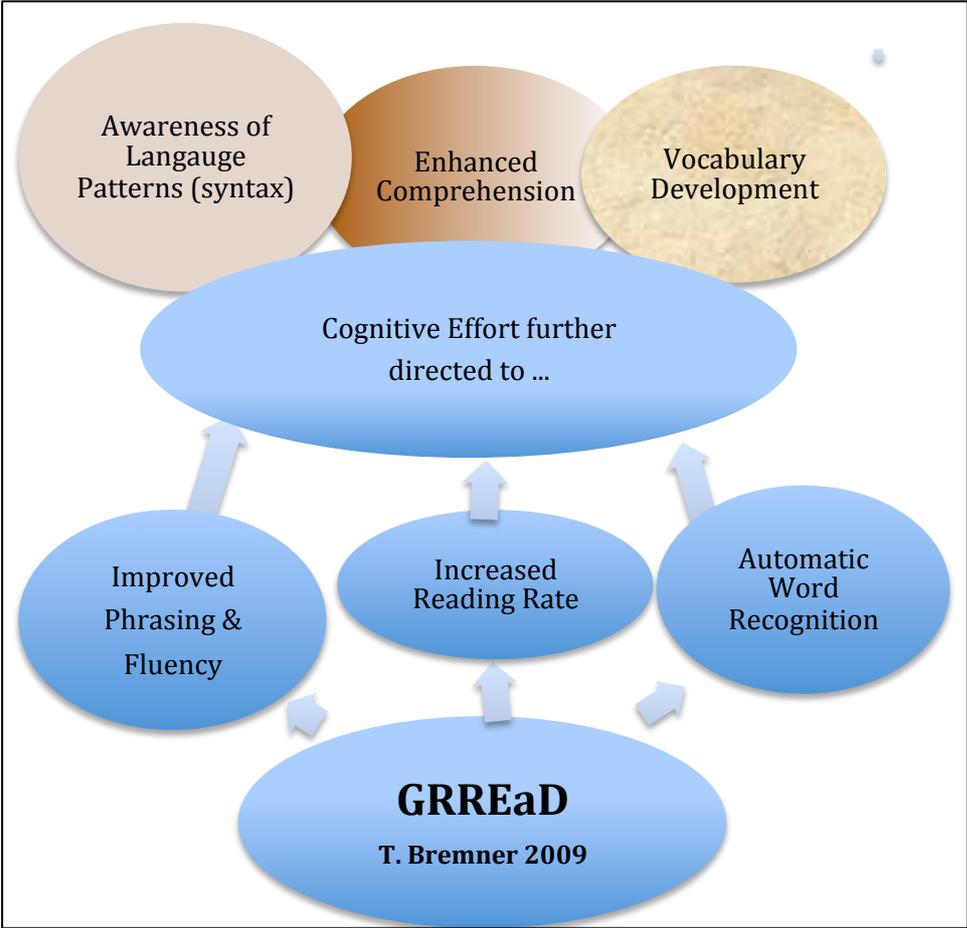
Background: The instructional strategy of Repeated Reading – GRREaD is underpinned by the belief that the more often the same book is read, the more a child can bring to the reading. As a child revisits the book they become more fluent, more familiar with the syntactic structures, sight vocabulary and letter sound relationships. Ultimately, comprehension is enhanced. In agreement with the National Institute of Child Health and Human Development (2000a) p. 11, “fluency is one of several critical factors necessary for reading comprehension “but” is often neglected in the classroom”.

GRREaD is a 5 week, 20 minute per day reading strategy that provides ‘like’ groups of readers (same instructional level), the opportunity to read massive amounts of appropriate texts aloud, daily. It is a strategy for all readers and particularly for:

- Readers who do not read in a phrased, fluent or expressive way
- Readers experiencing difficulties with comprehension Students who do not have opportunities to read outside school hours
- Students who have been at school for 6 months or more and are finding Level 1 texts hard
- English as additional language learners

GRREaD is supplementary to classroom reading sessions and is additional to Shared Reading, Interactive Reading and Guided Reading.

GRREaD – Model



Session Outline:

1. Each participant has a copy of the first book. The leader and the participants read the title aloud, in unison while pointing to the words. The page is turned.

2. The teacher then checks that each reader is pointing clearly to each word by showing that his or her index finger is directly under the first letter of the first word. The reader then models moving their finger smoothly from left to right, underneath each word so that the movement of the finger is coordinated to the articulation of the word.

The aim of pointing is so that readers understand that reading requires the coordination of movement, seeing, saying and hearing. As individual readers demonstrate their ability to coordinate the movement of the finger to the reading of each word, finger pointing is discouraged, as pointing word does not promote phrased and fluent reading.

The teacher leads the reading by reading in a phrased and fluent way with intonation and expression. Participants read two books in unison with the teacher. The teacher then reads a picture-story book to the group. Then, two more *Deadly Reads* are read by the group. It is important that the reading continues for 20 minutes. If there is any spare time, texts are read again. In the example GRREaD reading log below, the four *Deadly Reads for Deadly Readers* Saltwater titles are included along with Book A, Book B, Book C and Book D. Books A to D are books chosen by the teacher, according to the instructional level of the group. When additional *Deadly Reads for Deadly Readers* are published, they could replace Books A to D.

3. On day 2, three of the same *Deadly Reads* are read then 1 new book and 1 picture-story book - see GRREaD reading log below. It would be ideal if the 'read to' books, the picture-story books are chosen according to the interests of the GRREaD participants.

Note: During the reading of particular texts, some readers may be shadowing or a step behind the reading of the group. It is anticipated that the more

familiar the student are with each text, the closer the group is to reading in unison.

Example of Week 1 GRREaD Reading Log.

Week 1	Title	Title	Read To	Title	Title
Monday	I have ...	Animals Move	Teacher choice Picture-story book	A beach for us to play	Claws, eyes, flippers.
Tuesday	Animals Move	A beach for us to play	Teacher choice Picture-story book	Claws, eyes, flippers.	Book A
Wednesday	A beach for us to play	Claws, eyes, flippers.	Teacher choice Picture-story book	Book A	Book B
Thursday	Claws, eyes, flippers.	Book A	Teacher choice Picture-story book	Book B	Book C
Friday	Book A	Book B	Teacher choice Picture-story book	Book C	Book D

Teacher Comments

Monitoring and Assessment

By the end of the Foundation year, children are expected to be able to read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters.

They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. They understand that their texts can reflect their own experiences. Identify and describe likes and dislikes about familiar texts, objects, characters and events. *Deadly Reads for Deadly Readers* support children to learn about these concepts, skills and strategies.

<http://www.australiancurriculum.edu.au/Search?a=English&q=foundation>

accessed 10 Nov, 2012

To determine the connections a child is making about reading, and to monitor their expressive language skills, ask the child to retell the story and use the following rubric as a monitoring tool. The use of this rubric, over time, can demonstrate growth in the child's oral language and comprehension skills.

When a teacher decides to question the child about their comprehension of the story, 'open' questions can help the child to creatively demonstrate their understandings and promote extended sustained discussion which in turn, can support the child's oral language development. Examples of 'open' question stems include: Why? What? When? Where? How? What is happening? What happens next? What do you think about ... ? Why is the ... ?

Monitoring and Assessment. Oral language rubric

Name			Date			Book / Topic		
Sentence structure								
I			II			III		
Unconnected labels for objects actions, events and characters			Short simple sentences with ideas linked with "and" and "and then", some description			Sentences include several ideas or events Uses related clauses or phrases		
Vocabulary								
I			II			III		
Labels nouns, pronouns and verbs			Labels limited set of descriptive words			Wide range of descriptive and mood setting words		
Organisation								
I			II			III		
Unlinked picture by picture or page by page			Labelling or retelling page by page or Picture by Picture with repetition of linkages			Detailed sense of storyline and climax		
Content								
I			II			III		
1 main point			2 or 3 main parts			More than 3 main parts		
Expression								
I			II			III		
Limited description of events and characters			Events, characters, time and place described with some expression			Events, characters, time and place described with expression		

If you develop innovative ways to use these books to support learning, please share your ideas with Magabala books by email or facebook.

www.magabala.com.

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