



SHARP READING
meeting needs and making it manageable

Stage 3 ONLINE

Setting up a Stage 3 Reading Rotation



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Setting up a Reading Rotation

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Setting up a Reading Rotation

A SUMMARY

* Why do I need a Reading Rotation?

Spending time with ability-based groups is a cornerstone of a SharpReading approach to reading comprehension instruction. This is different from the traditional understanding of 'Guided Reading' where time is spent reading and discussing a story or piece of non-fiction text - what I call the 'Book Club Approach'. You will find out how this SharpReading approach is different in this Stage 3 course.

* Students need to be trained to work quietly and independently

To successfully run a reading rotation, you need to answer the question 'What am I going to do with the rest of the class?' Independent work activities are a necessity and getting your students profitably engaged requires some proactive training.

We will cover a suggested structure for a 1-hour reading session later in the course. For now, we are just focussing on two of the components of a successful comprehension programme -

- * allocating 30 mins of your daily reading time for a small group instructional lesson

- * setting up the rest of the class for quiet independent work for those 30 minutes so that the group session can proceed without distractions.

* What sort of activities should they be doing?

Independent reading activities should not be seen as busy work. They should be an integral part of your students' journey towards being superb comprehenders of text.

While focussed instructional time is vital, students also benefit from independent time to experiment and practice with the essential skills of reading through practice activities or responses to text they have read.

The key is that you must ensure that they ARE engaged in doing that!

THE DETAILS

1. Why we value Reading Rotation in Comprehension Instruction

Teachers are very inventive problem-solvers and come up with all sorts of creative scheduling solutions in their reading programs. In that precious 1 hour a day that is assigned to reading instruction (this is mandatory in NZ classrooms, maybe not in other situations) the teacher is always torn between whole class and small group instruction.

There are those who have done away with reading groups because they feel that they are not best serving the needs of the whole class. While one may be sceptical of what that looks like (where is the differentiation of learning and how much teacher talk is involved) I have seen some very skilful implementation of this and it would appear that the teachers involved have the data to prove its efficacy. But you really need to know what you are doing to make this work.

And I would agree that the traditional understanding of guided reading, what I call 'The Book Club Approach' (let's read a text together and we will chat through any difficulties you might be having) does not always deliver the educational benefits that you would expect. I have my own research which suggests that the gains for readers are minimal using this approach.

But, as you will discover, SharpReading instructional groups are far removed from this 'Book Club' approach and are an essential part of our notion of successful comprehension instruction. In a range of tests (one-on-one testing - Informal Prose Inventory / and standardised testing such as PAT and aSTLE) SharpReading students make significant jumps in their ability to process and interpret the text they have read.

So, having suggested that there is a need for rotating through a number of ability groups, we now have to turn our attention to the mechanics of that.

Setting up a Reading Rotation

2. Quiet, Independent Work - The Art of Behaviour Management 101

The key to a successful reading rotation is that while you are doing your thing with a small group, the rest of the class are meaningfully and quietly engaged in independent work.

One thing can be guaranteed - it won't just happen! You have to train your students to make this work! You can ask, cajole, beg, threaten students to work quietly, BUT this rarely has any lasting effect unless you have put in the time training them to do it.

What does that 'training' look like?

STEP 1: SETTING THE EXPECTATIONS

EXPLAIN what quiet independent work is and why it is necessary.

You have to make a start by being clear in your own mind about what quiet, independent work looks like and then communicating that to your class and why there needs to be 30 mins of it each day so that students get the benefit of your attention during THEIR reading lesson.

My approach would be to start off with very tight expectations for a short period of time - start with 10 mins and build that time up.

STEP 2: READ A STORY ALOUD to the whole class and/or encourage read-along.

Start with a simple text. See if you can borrow a Big Book from the junior school with enlarged text or use a PowerPoint version of a StoryByte or InfoBytes on your big screen TV.

STEP 3: TEACH THE ACTIVITIES

Once the story or text is complete, start working your way through the appropriate list of activities.

Start with just one activity for the first 10 minute work session. Add more in over time. Stick with just a few to let them feel secure about what they are doing. The challenge comes from applying the same activity to new content. Over time build the repertoire.

EXPLAIN each activity, MODEL the answers, and allow for GUIDED PRACTICE (include the students in coming up with appropriate answers). Show them how to revisit the text to check information.

Use the exemplars we have provided and then collaboratively create your own CHARACTER WEBS, STORY MAPS, STORY GRAPHS, NEWSFLASH: Do it live - be the reporter. Assign students as characters and interview them. They now have models of what the activity looks like.

Leave the examples you create as a class available for the students to refer back to.

The less able readers will have clear models that they can work from. Your more able readers will extend beyond your examples.

If the above doesn't take place, two things will happen.

- You will get shoddy responses because the students don't understand what the task requires
- You will hi-jack the quiet independent work state you have spent precious time and effort

STEP 4: MANAGE THE TRANSITION from the teaching to the work state

- Check that students understand the requirements of the task - get them to verbalise it!
- Check that they have everything they need to complete the task.
- Check that they understand that there will be NO talking for the next 10 mins so that everyone can focus on the activity (and get it done).
- Give them a time frame for the transition to their workplaces (20 secs).
- After their 20 seconds transition time, call them back to full attention and then clearly release them into the work state ..."Quiet work state starts NOW...GO".

Students need to understand the notion of transitions from one work state (Full Attention) to the other (Quiet Independent Work).

Setting up a Reading Rotation

STEP 5: YOUR ROLE for the next 10 mins

- Stand in one place where you can easily see all students.
- Scan the room vigorously and look for breakouts from the 'quiet, independent work state' that you have set. (Don't tidy your desk, write a lesson plan, check your phone!)
- Catch the breakouts as soon as they happen - a student making a whispered comment to the student next to them is a breakout from the stated expectation. If you catch it early, you only need to quietly mention their name (with a slight inflection)... "Mark!"...and the whole class gets the message that you mean business.

STEP 6: TRANSITION BACK TO YOUR TEACHING PLACE

Once the set timeframe has expired, transition your students back to your teaching station.

- Give feedback on the primary outcome (quiet independent work). If you have been very diligent with your scanning and monitoring you will have lots of positives to share with them.
- Ask them whether they felt more focussed on the task because there were no interruptions. (There is a well-established correlation between low noise levels and work output).
- Review the completed task - provide opportunities for them to share their work.

Doing endless work for the teacher has a very limited appeal. The brilliant and creative thinking that goes into challenging follow-up activities must find the light of day - you much have a system for publishing best work, a chance to share it with the class.

That's the beginning! Rome wasn't built in a day.

Build 10 minute sessions into your day. Extend them until you can get 30 mins. This might actually revolutionise your whole classroom culture.

It all sounds rather draconian but the rationale is that students need to FEEL what quiet independent work actually is. Many will have learnt that 'work quietly' means I can talk as much as I like, get up and wander around the room...so you have to reprogram them... 'This is what it means in this classroom!'

3. Follow-Up Activities - an important part of Comprehension Instruction

While we see the group sessions as being very important for training the brain to process text deeply and accurately WHILE reading, there are also great opportunities for developing after reading comprehension skills by having students revisit the text they have read and fashion responses to that content.

We do want this quiet independent work to be meaningful, not just busy work.

Our Generic Activities based on Bloom's Taxonomy

We have provided two sets of generic activities based on Bloom's Taxonomy. We call them generic activities because students should be able to apply them to most texts.

The intention is that there is plenty of room for choice depending on the students preference and the content of the text that has been read.

Set 1 activities have been scaled down. They may be more suited to Yr 3-4 students.

Set 2 activities are more demanding and will be suited more to Yr 5-8 students.

We have included below exemplars of some of these activities which can be used to teach them to your students.

Your less able students will enjoy the security of the lower order activities - REMEMBERING and UNDERSTANDING.

Your more able students will choose the more creative, more cognitively challenging activities. The drawing options are usually welcomed by the reluctant writers.

Setting up a Reading Rotation

Follow-Up Activities Using Bloom's Taxonomy

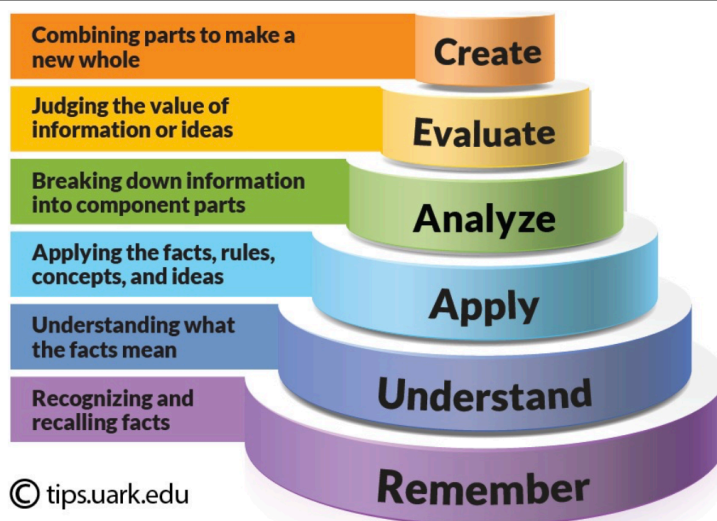
EXPLAINING BLOOM'S TAXONOMY

Bloom's Taxonomy is a way of categorising and ordering thinking skills. It was initially introduced by Benjamin Bloom back in 1956.

The purpose of this classification system is to provide a progression of increasingly more cognitively challenging skills.

In this infographic it is shown as a hierarchy to highlight that the higher levels are dependent on having attained prerequisite knowledge and skills at lower levels.

The range of activities we have provided are based on this hierarchy.



REMEMBERING - What are the facts

This is the most basic level of follow-up activity which places minimal demand on the working memory. It revolves around recognising, locating and recalling the literal information, the facts or ideas presented in the story without expecting the reader to put these ideas together and construct the meaning. (More about this in SharpReading Stage 2 ONLINE Course).

FICTION: Character Webs - Identify a character. Collect words or phrases that tell you something about them. (See Little Red Riding Hood example.)

NON FICTION: Set 1 - Identify facts from the text and draw pictures to illustrate them (eg. Dogs have 4 legs.) and Set 2 - Write 'right there' questions are activities that work at this level.

UNDERSTANDING - Show that you understand what the information or facts means.

Understanding requires some verbal reasoning to combine the ideas presented and construct the ongoing meaning of the passage.

FICTION: Drawing a **STORY MAP** (creating an overview) and coming up with a **NEW TITLE** (a summary of the story) are activities which check whether the reader has grasped the overall intention of the story.

NON FICTION: **POSTERS** (Set 1) and **INFOGRAPHICS** (Set 2) provide opportunities to show understanding of the information covered in the text.

For both genres, looking up **NEW WORDS** or unfamiliar words, develops the very important strategy of monitoring understanding and recognising when it is being lost.

APPLYING - Using the information in another way

These activities require a deeper level of processing of information. Having understood the text the reader is now required to 'Use it or Lose it' by applying the story or the information it in some way.

Cognitive research show quite clearly that doing this heightens the transfer from working memory into long-term memory. Unless newly acquired information is applied in some way it quickly leaks from the working memory and is lost.

Reworking information in another genre (a poem, a story, a letter to someone, an advertisement, an invitation, a news story (NEWSFLASH), a comic strip, all provide opportunities for reworking the information in the text.

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Follow-Up Activities Using Bloom's Taxonomy

ANALYSING - Breaking down information into its component parts to better understand how it works or is organised.

This is the BIG PICTURE COMPREHENSION (SharpReading Stage 5) that builds on all the sentence level constructing of meaning that is the focus of SharpReading Stages 3&4.

Introducing the mechanics of text analysis to the reader opens up a whole new understanding of what it means to 'comprehend a text'.

Having 'coat-hangers' to hang a story on (Setting, Characters, Problem, Feelings, Action, Outcome) and knowing how to create headings as a summary for each paragraph of non fiction text suddenly gives the writing shape and structure and aids recall and retention.

STORY WEBS and STORY GRAPHS all develop this skill for Fiction text.

Likewise, INFORMATION WEBS, FLOW CHARTS, AND TIMELINES provide opportunities for analysis with non fiction text.

Provided the story has been carefully read and deeply understood, this analysis is relatively simple and foreshadows the work that is done in Stage 5, where the reader is required to activate this analytical thinking WHILE they are reading.

EVALUATING - Making judgments about the value of the text

Making judgments about the quality or the value of a text is dependent on the analysis that has taken place.

With Fiction Text, these judgments can be made based on objective criteria

- * the author's adherence to 'good' writing technique
- * the evidence of story structure

We can also develop the reader's own subjective response

- * did the reader enjoy the story and why?
- * did the story have anything important to say (theme)..

With Non-Fiction text there are also objective criteria that help us identify 'good' writing.

- * text organisation - the use of hooks in the introduction, well organised paragraphs, clearly stated topic sentences, and effective conclusions.
- * the provision of additional information and examples to support the facts.

We can also help our readers develop an awareness of the accuracy of the text

- * Facts checking - don't just believe it because someone said it.

Does the information you have just read agree with what other sources say?

We are only talking about a very low level of verification of facts. Some would say that Google and Wikipedia are not reliable sources of information but they do provide a quick and accessible means of basic checking of information and this is a practice that should be encouraged.

This is covered in more detail in SharpReading Stage 6 ONLINE, developing the flexibility of thinking to be able to pick up on these clues WHILE reading.

CREATING - Coming up with new ideas

Using existing knowledge to create new possibilities and solve existing problems is considered to be the most complex thinking activity with obvious implications for the life-long learner in our world today.

These activities allow students to have some creative fun with solving the problems that have presented themselves in the story or the non fiction text.

Follow-Up Comprehension Activities

FICTION

Story Follow-Up Activities: Set 1

REMEMBERING - What are the Facts?

1. **CHARACTER WEB:** Draw a picture of a character (or characters) in the story.
Write down words from the story or your own words that tell you something about them.

UNDERSTANDING - Show that you understand the story

2. **STORY MAP:** Draw a story map of the setting using the information in the story.
Use labels to show the places mentioned and the events that took place.
3. **A NEW TITLE:** Come up with a new title for this story which shows you understand what this story is really about.
4. **NEW WORDS:** Choose 3 words from the story that are new or interesting to you.
Look up what they mean - use a dictionary or Google them.
Write a sentence or draw a picture for each word showing you understand the meaning.

APPLYING - Use what you know from the story

5. **ADVERTISEMENT:** Come up with an eye-catching way to advertise this story so that people will want to read it!
Remember an advertisement should have an eye-catching title, pictures and information.
6. **POETRY:** Write a poem or a rap song about what happened in this story.

ANALYSING - Breaking down the story

7. **WINDOWS:** You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening.
Give a reason why you think this is the most important event.



8. **STORY WEB:** Create a story web that includes the following ...
CHARACTERS - SETTING - PROBLEM - FEELINGS - ACTION - OUTCOME

EVALUATING - Making judgments about this story

9. **HOW GOOD IS THIS STORY:** Give this story a rating out of 10 depending on how much you enjoyed it. Did you like the characters? Did it have a good ending? Did you want to keep reading to find out what happened? Was there a surprise for you at the end?
Write down a score for the story and provide a reason for giving the rating you did.

10 ————— 5 ————— 1
This was a great story This story was OK I didn't like this story

CREATING - Come up with new ideas

10. **DESIGN BRIEF:** Design something that would help one of the characters in the story.
For example, if your character has to get somewhere quickly you could design a new super shoe that helps him run faster.
Include labels to explain how your design works.

Follow-Up Comprehension Activities

FICTION

Story Follow-Up Activities: Set 2

REMEMBERING - What are the Facts?

- CHARACTER WEBS:** Make a list of the main characters in the story and all the facts you can find out about them. Show the information in Character Webs.
Put the character's name and a drawing of them at the centre of their web.

UNDERSTANDING - Show you understand the story

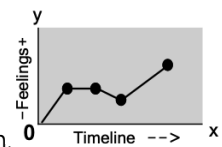
- STORY MAP:** Draw a story map of the setting using the information in the story.
Use labels to show the places mentioned and the events that took place.
- A NEW TITLE:** Come up with a new title for this story which shows you understand what this story is really about.
- NEW WORDS:** Choose 5 words from the story that are new or interesting to you.
Look up what they mean - use a dictionary or Google them.
Write a sentence or draw a picture for each word showing you understand the meaning.

APPLYING - Use what you know from the story

- LETTER:** Write a letter to one of the characters telling them how you feel about the problem they were faced with in the story and show your support or make some suggestions for what they could have done differently.
- THE NEXT CHAPTER:** Write another paragraph about what could happen next in this story.
- ANOTHER POINT OF VIEW:** Rewrite a part of this story from the point of view of one of the other characters in the story.
- NEWSFLASH:** Write a news story for TV about the events in this story.
Include an interview with at least one of the characters.

ANALYSING - Break down the story to show how it works

- STORY GRAPH:** Graph how the main character is feeling during the story.
The y axis should show feelings : 0 = feeling bad ---> feeling really good.
The x axis should be a timeline : 0 = beginning of the story ---> end of the story.
The dots on the graph should mark special events in the story.
Number them (0,1,2,...) and then explain what the events are underneath the graph.



- STORY WEB:** Create a story web that includes the following ...
CHARACTERS - SETTING - PROBLEM - FEELINGS - ACTION - OUTCOME - THEME

EVALUATING - Making judgments about this story

- HOW GOOD IS THIS STORY:** Give this story a rating out of 5 for each of these criteria
1= Not well developed to 5 = Well developed
 - ◆ **CHARACTERS** - Has the author created interesting characters? How?
 - ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
 - ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
 - ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

CREATING - Come up with new ideas

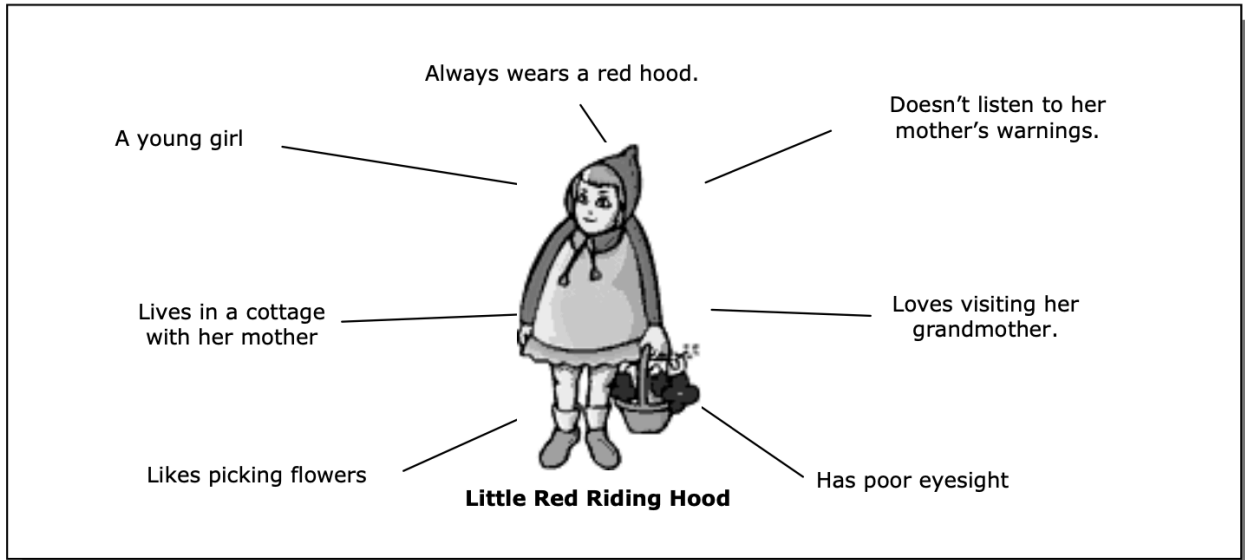
- DESIGN BRIEF:** Design something that would provide a different or better solution to the problem in the story. Provide explanations and labels to show what it is and how it would work.

Follow-Up Comprehension Activities

Fiction Text - Exemplars

REMEMBERING - What are the Facts?

CHARACTER WEB: Draw a picture of a character (or characters) in the story. Write down words from the story or your own words that tell you something about them.



A central illustration of a young girl in a red hooded cloak carrying a basket of flowers. Lines radiate from the illustration to text boxes containing facts about her.

Always wears a red hood.

Doesn't listen to her mother's warnings.

Loves visiting her grandmother.

Has poor eyesight

Little Red Riding Hood

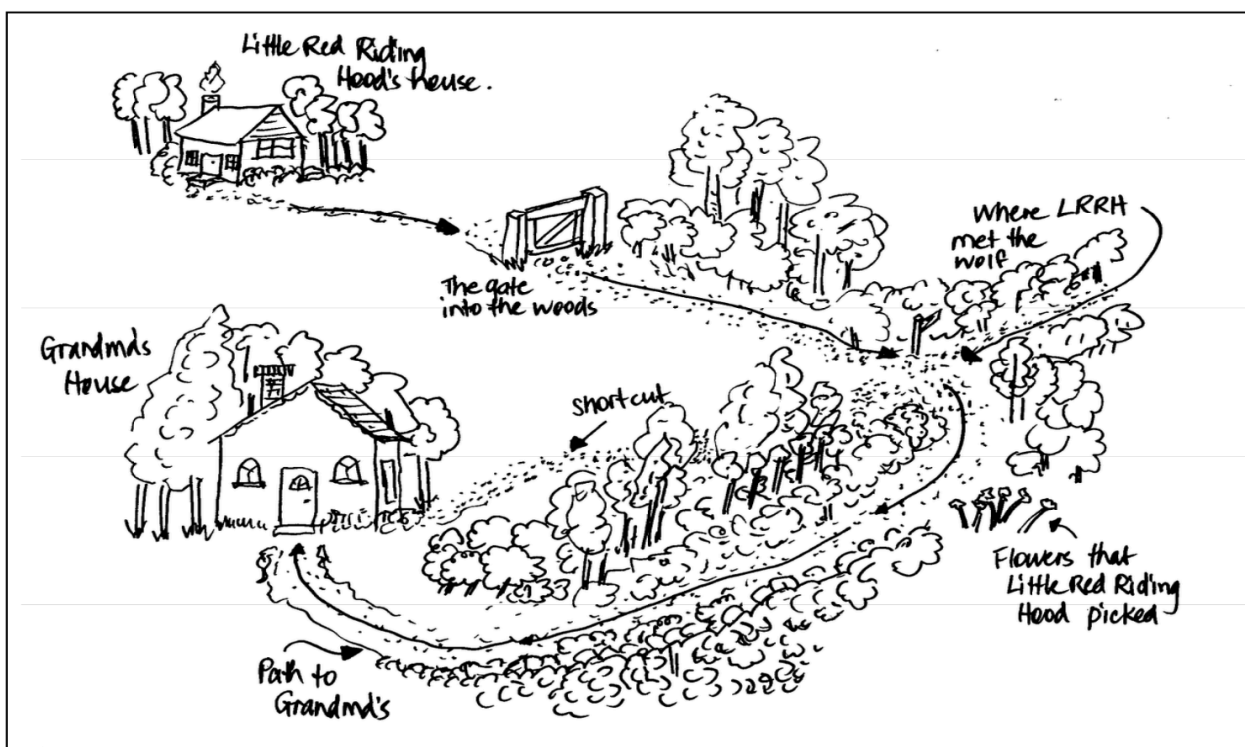
Likes picking flowers

Lives in a cottage with her mother

A young girl

UNDERSTANDING - Show that you understand the story

STORY MAP: Draw a story map of the setting using the information in the story. Use labels to show the places mentioned and the events that took place.



A hand-drawn map of the story's setting with various locations and events labeled.

Little Red Riding Hood's House.

Grandma's House

Path to Grandma's

Shortcut

The gate into the woods

Where LRRH met the wolf

Flowers that Little Red Riding Hood picked

Follow-Up Comprehension Activities

Fiction Text - Exemplars

APPLYING - Use what you know from the story

ADVERTISEMENT: Come up with an eye-catching way to advertise this story so that people will want to read it!

Remember an advertisement should have an eye-catching title, pictures and information.



APPLYING - Use what you know from the story

NEWSFLASH: Write a news story for TV about the events in this story. Include an interview with one or more of the characters.

EXAMPLE: ICT OUTDOORS (Available in Short Stories 3)

A student discovers that her teacher is a humanoid - part human, part computer.

TV News Reader: Today we have a startling story about a primary school teacher who is more than human. It seems that this teacher, who refused to be interviewed, is a humanoid, part human, part computer. Our reporter, Miles Bignews, is on the scene trying to get to the bottom of this story.

TV interviewer: With me are some of the children from Mrs Thompson's class. This is Emma Catchpole who we understand made this surprising discovery. Tell me Emma, what was it about Mrs Thompson that made you suspicious.

Emma: I'm sorry I don't want to talk about it. Mrs Thompson is a wonderful teacher and that's all that matters to me.

TV interviewer: Daniel. How about you?

Daniel: Well today we were going out to play a game and she went psycho at me just because I was talking to David.

TV interviewer: What happened next?

Daniel: Ummm...we went for a run and Mrs Thompson was talking to Emma and then she just fell down on the ground. It was a long time before she got up. The kids reckon she had a fit or something.

TV interviewer: Ahh.. Here comes the school principal. Perhaps he can shed some light on the matter. Excuse me Principal Bigshot. Why are you employing humanoids as teachers at your school?

Principal Bigshot: Hahaha ... Humanoids? That's ridiculous. We only employ the very best teachers at this school. This is the best school in the city. All of our students are reading 3 years above their age and we have plans for a massive school hall and a new state-of-the-art administration block. Can I take you on a tour?

TV interviewer: Well Bob. It looks like a bit of a cover-up to me. No one wants to talk about the rumours we have heard today. Back to you in the newsroom.

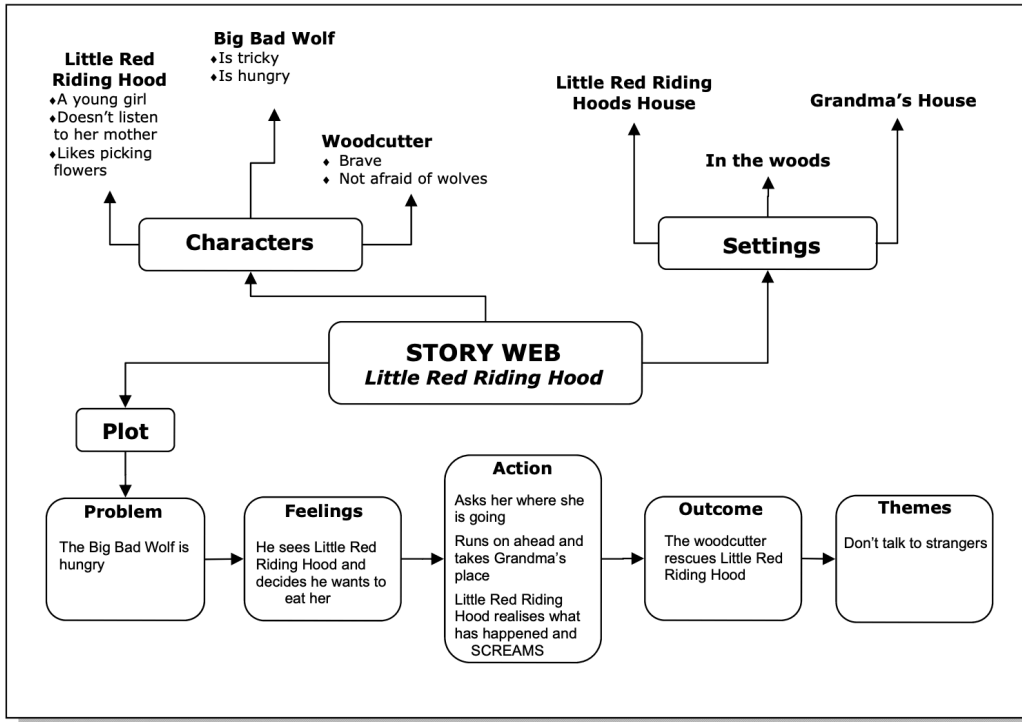
Follow-Up Comprehension Activities

Fiction Text - Exemplars

ANALYSING - Break down the story to show how it works

STORY WEB: Create a story web that includes the following ...

CHARACTERS - SETTING - PROBLEM - FEELINGS - ACTION - OUTCOME - THEME



ANALYSING - Break down the story to show how it works

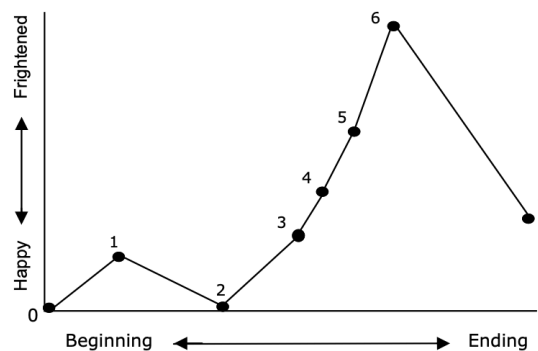
STORY GRAPH: Draw a story graph showing how Tim is feeling during the story.

The y axis should show feelings : 0 = feeling bad ---> feeling really good.

The x axis should be a timeline : 0 = beginning of the story ---> end of the story.

The dots on the graph should mark special events in the story.

Number them (0,1,2,...) and then explain what the events are underneath the graph.



- 0 = At home
- 1 = Meets the wolf in the woods
- 2 = Arrives at Grandma's house
- 3 = Notices Grandma's hands
- 4 = Notices Grandma's eyes
- 5 = Notices Grandma's teeth
- 6 = Realises Grandma is the wolf
- 7 = Is rescued by the woodcutter

Follow-Up Comprehension Activities

Fiction Text - Exemplars

EVALUATING - Rate this story (Set 1)

9. **HOW GOOD IS THIS STORY:** Give this story a rating out of 10 depending on how much you enjoyed it. Did you like the characters? Did it have a good ending? Did you want to keep reading to find out what happened? Was there a surprise for you at the end? Write down a score for the story and provide a reason for giving the rating you did.

10 ----- 5 ----- 1
This was a great story This story was OK I didn't like this story

My Rating

I would give this story 7 out of 10. It was good that the Big Bad Wolf got what was coming to him and the 3 Little Pigs are now living happily ever after, but I don't think it was very nice the way they boiled him in the pot of boiling water. That was a bit yuck.

EVALUATING - Rate this story (Set 2)

HOW GOOD IS THIS STORY: Give this story a rating out of 5 for each of these criteria

1= Not well developed to 5 = Well developed

- ◆ **CHARACTERS** - Has the author created interesting characters? How?
- ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

How good is this story?

Characters: 4 out of 5

The wolf was a good character. Because he was the storyteller I learnt a lot about what he was thinking. I found out that he was very very hungry and he had been badly treated. It was sad to find out that the forest where he lived was being destroyed and he was finding it hard to find food. There wasn't much about the other characters. Red Riding Hood seemed a bit silly going off into the forest by herself. The woodcutter was just a vicious wolf hater.

Story Structure: 2 out of 5

This wasn't very clear. I wasn't sure what the problem was. Because it was the wolf's story maybe that was the problem. I was feeling sorry for him so i didn't like the ending.

Language Features: 2 out of 5

I liked all the the things that Grandma said (all that "oh what big bulbous bulging eyes you have!" stuff) but I would have liked a bit more description about how the woodcutter actually finished off the wolf. The author didn't really paint any pictures for me with his words.

Theme: 1 out of 5

This was a bit weak. If it was meant to be 'Don't talk to strangers' then I didn't really get it. If it was 'Listen to your parents' then I think her mother was a bit lame for letting Red Riding Hood go off into the forest on her own.

TOTAL: 9 out of 20

Follow-Up Comprehension Activities

Fiction Text - Exemplars

EVALUATING - Rate this story (Set 2)

HOW GOOD IS THIS STORY:

This chart will help you make judgments about the short story you have read.

Read through the description on this chart for WELL DEVELOPED and NOT WELL DEVELOPED and decide on a rating FROM 1 TO 5 for each of the features.

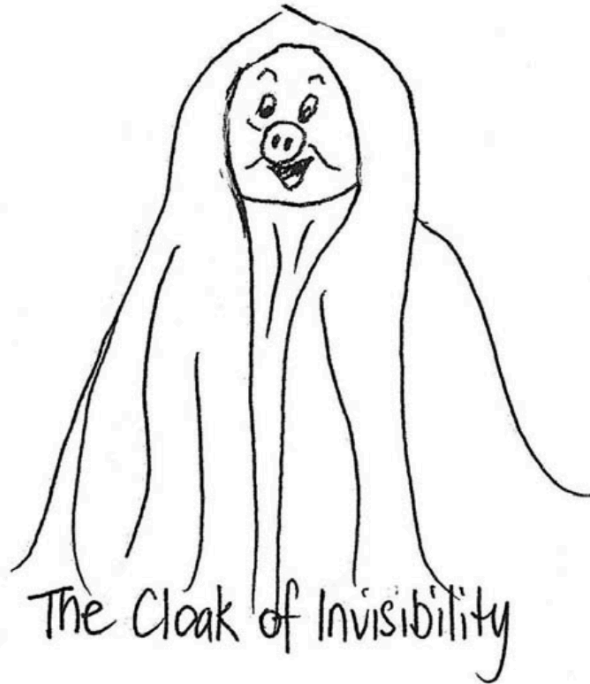
Features	Well Developed (Rate 5)	Not Well Developed (Rate 1)
<p>Characters The <i>people, animals</i> or <i>objects</i> that are the subjects of the story</p>	<p>Essential characters are well rounded - the reader feels they know them well</p> <p>Writer uses all of the following to create characters</p> <ul style="list-style-type: none"> ◆ description of their appearance ◆ the things they say ◆ the things they do ◆ their inner thoughts 	<p>Essential characters are flat - the reader knows little about them</p> <p>Writer uses only 1 of the following to create characters</p> <ul style="list-style-type: none"> ◆ description of their appearance ◆ the things they say ◆ the things they do ◆ their inner thoughts
<p>Story Structure The <i>sequence of events</i> showing the <i>characters in action</i>. It usually includes</p> <ul style="list-style-type: none"> • Orientation • Problem • Feelings • Action • Outcome 	<p>There is a clear problem</p> <p>The events are all connected</p> <p>The tension rises steadily</p> <p>The outcome is satisfying and believable</p> <p>The writer uses foreshadowing or flashback successfully to make the unfolding of events interesting.</p> <p>Any twists to the ending add to the story interest</p>	<p>The problem is not clear</p> <p>Some events are not connected</p> <p>There is no tension or it is uneven and jerky</p> <p>The outcome is disappointing or doesn't feel right</p> <p>No attempt to raise the interest by putting events out of sequence</p> <p>Twists at the end don't work</p>
<p>Language Features How the writer uses <i>words</i> to tell the story.</p>	<p>Uses lots of similes, metaphors, strong adjectives, nouns, and verbs to create word pictures, humour, and mood.</p>	<p>No similes or metaphors. Adjectives and verbs are not interesting or colourful. Flat - No humour or mood</p>
<p>Theme The <i>idea</i> that holds the story together. It is the reason that the writer wrote the story.</p>	<p>There is a clear theme</p> <p>The story helps the reader to understand the way people think and act</p>	<p>No clear theme</p> <p>The story doesn't say anything about how people think and act</p>

Follow-Up Comprehension Activities

Fiction Text - Exemplars

CREATING - Come up with new ideas

DESIGN BRIEF: Design something that would provide a different or better solution to the problem in the story. Provide explanations and labels to show what it is and how it would work.



The Three Little Pigs need something to protect them from the Big Bad Wolf. The Cloak of Invisibility would be something they could wear when they went outside.

Follow-Up Comprehension Activities

NON FICTION

Non Fiction Follow-Up Activities: Set 1

REMEMBERING - What are the Facts?

1. **FACTS FINDING:** Write down three facts from the text that you found interesting.
Draw pictures to show what the fact is. (eg. Horses have 4 legs).

UNDERSTANDING - Show that you understand the information

2. **POSTER:** Make a poster to summarise the information in the text.
Your poster should have a catchy title to get attention, illustrations or diagrams with labels explaining the important information.
3. **NEW WORDS:** Choose three words from the story that are new or interesting to you.
Look up what they mean - use a dictionary or Google them.
Write a sentence or draw a picture for each word showing you understand the meaning.

APPLYING - Use what you know from the text in another way

4. **COMIC STRIP:** Make a comic strip with pictures, speech bubbles and captions to explain what you have learnt about the topic.
5. **POETRY:** Use the information in the text to write a poem or a rap song about the topic.

ANALYSING - Organising information from the text

6. **INFORMATION WEB:** If the article gave you information about a topic, organise that information into an INFORMATION WEB to show how that facts are connected.
7. **FLOW CHART:** If the text told you how to do something or is a sequence of events, show the steps in a FLOW CHART or a TIMELINE.

EVALUATING - Make judgments about this text

8. **RATE THIS TEXT:** Give this text a rating out of 10 depending on how much information there is. Write down a reason for giving the rating you did.

10 ----- 5 ----- 1
Lots of information Some information No information

CREATING - Come up with new ideas

9. **DESIGN BRIEF:** Use your good ideas to make some improvements to something you read about in this text.
Label your drawings or write descriptions to explain your interesting ideas.

Follow-Up Comprehension Activities

NON FICTION

Non Fiction Follow-Up Activities: Set 2

REMEMBERING - What are the Facts?

- FACTS FINDING:** Write down 5 'right there' questions that you could ask someone else to check whether they can remember the facts in the text.
Write down the answers. The answers should be 'right there' in the text.

UNDERSTANDING - Show that you understand the information

- INFOGRAPHIC:** Make an infographic to summarise the information in this text.
An Infographic attempts to 'tell the story' using pictures, diagrams and symbols.
A good test: If you had to take away the words, would your pictures and diagrams still tell the story?
- NEW WORDS:** Choose 5 words from the text that are new or interesting to you.
Look up what they mean - use a dictionary or Google them.
Write a sentence or draw a picture for each word showing you understand the meaning.

APPLYING - Use what you know from the text in another way

- STORY:** Use some of the facts in the text to write a **short story**.
If the topic is hurricanes then write a story about being in one using the facts you now know.
If the text is about the way an animal behaves, write a diary entry - 'A day in the life of a ...'
- POETRY:** Use the information in the text to write a poem or a rap song about the topic.

ANALYSING - Organising information from the text

- GRAPHIC ORGANISER:** If the text gave you information about a topic, organise that information into an INFORMATION WEB to show how that facts are connected.
If the text told you how to do something or is a sequence of events, show the steps in a FLOW CHART.

EVALUATING - Make judgments about this text

- FACTS CHECK:** Is the information reliable?
Look in other information sources to check the facts about this topic.
Use a highlighter pen to highlight the facts in the text that are accurate.
Highlight in red any facts you found that don't seem to be right.
Make a record of the sources you used.
Make a decision: Is this information reliable?
- RATE THIS TEXT:** Do you think this text was well written?

• Was there a hook in the introduction that got you interested?	Hook : Rate 1-5
• Was the information well organised in clear sections?	Organisation : Rate 1-5
• Were there examples or extra information to support the facts?	Extra Info: Rate 1-5
• Was there an effective conclusion - a summary?	Wrap-up : Rate 1-5

Write a short review of this text based on the ratings you have given it.

CREATING - Come up with new ideas

- DESIGN BRIEF:** Use your good ideas to make some improvements or changes to the topic you have read about.
If the topic is an animal, then design some modification that will help it survive.
If the topic is an event, design something that would have made it better.
If the topic is an invention or a problem, design something to make it better.
Label your drawings or write descriptions to explain your interesting ideas.

Follow-Up Comprehension Activities

Non Fiction Text - Exemplars

REMEMBERING - What are the Facts?

1. **FACTS FINDING:** Write down 5 'right there' questions that you could ask someone else to check whether they can remember the facts in the text.
Write down the answers. The answers should be 'right there' in the text.

From " Unsinkable - InfoByte #7

1. When did the Titanic make her first trip?

ANSWER: April 1912.

2. Why did people think the Titanic was unsinkable?

ANSWER: The hull of ship was divided into sixteen separate sections which could be sealed off if ever the boat started leaking.

3. Who were loaded into the lifeboats first?

ANSWER: The women and children.

4. Who were left behind?

The men and the crew from the ship.

5. How many people were drowned?

ANSWER: 1500

UNDERSTANDING - Show you understand the information (Set 1)

- POSTER:** Make a poster to summarise the information in the text.
Your poster should have a catchy title to get attention, illustrations or diagrams with labels explaining the important information.

From " Unsinkable - InfoByte #7



Follow-Up Comprehension Activities

Non Fiction Text - Exemplars

UNDERSTANDING - Show you understand the information (Set 2)

INFOGRAPHIC: Make an infographic to summarise the information in this text.
An Infographic attempts to 'tell the story' using pictures, diagrams and symbols.
A good test: If you take away the words, does what is left still tell the story.

Turning the information in a text into an infographic can be lots of fun and a real challenge. It also makes you think a lot about the information and helps you remember it.

Do these Infographics 'tell the story'?



5 HURRICANE CATEGORIES



By failing to prepare, you're are preparing to fail.


Follow-Up Comprehension Activities

Non Fiction Text - Exemplars

APPLYING - Use what you know from the text

POETRY: Use the information in the text to write a poem or a rap song about the topic.

From "Insects - Future Food" - InfoByte #11



APPLYING - Use what you know from the text

COMIC STRIP: Make a comic strip with pictures, speech bubbles and captions to explain the main ideas presented in the text.

From "Insects - Future Food" - InfoByte #11



Follow-Up Comprehension Activities

Non Fiction Text - Exemplars

APPLYING - Use what you know from the text

STORY: Use some of the facts in the text to write a **short story**.

If the topic is hurricanes then write a story about being in one using the facts you now know.

If the text is about the way an animal behaves, write a diary entry - 'A day in the life of a ...'

EXAMPLE: Here is a Non Fiction paragraph from "The Hoatzin" RA 12-14yrs which can be found in our non fiction resource "Birds".

The Hoatzin

"Hoatzin chicks stay in the nest for only two or three weeks. They are born with two claws on each wing. With the help of these to grip, the chicks can scramble out along branches while they are still fairly young. They use an amazing escape strategy if a predator, such as a tree snake, approaches the nest. The chick will drop down into the water below and swim underwater to safety using both its feet and its wings. Later, with the help of its wing claws, it will scramble back up to the nest using an instinctive sense of direction. As the chick matures and learns to fly, its claws diminish and it can no longer swim."

Here is a story using the information from the Non Fiction text.
(taken from StoryByte "Baby Hoatzin" RA 10-11yrs.)

A Day in the life of a Baby Hoatzin

"The baby Hoatzin chick was nervous. He didn't know about tree snakes but he sensed danger from the reptile that was slithering towards him on the branch that overhung the mangrove swamp. Something wasn't right. Where was his mother now when he needed her? With the help of the claws on his wings, he scrambled out of the scruffy-looking nest and sidled along the branch further away from the unblinking eyes that kept sliding towards him. Now there was nowhere else to go except down. As he released his grip on the branch and dropped down into the water, something inside told him that everything would be all right..."

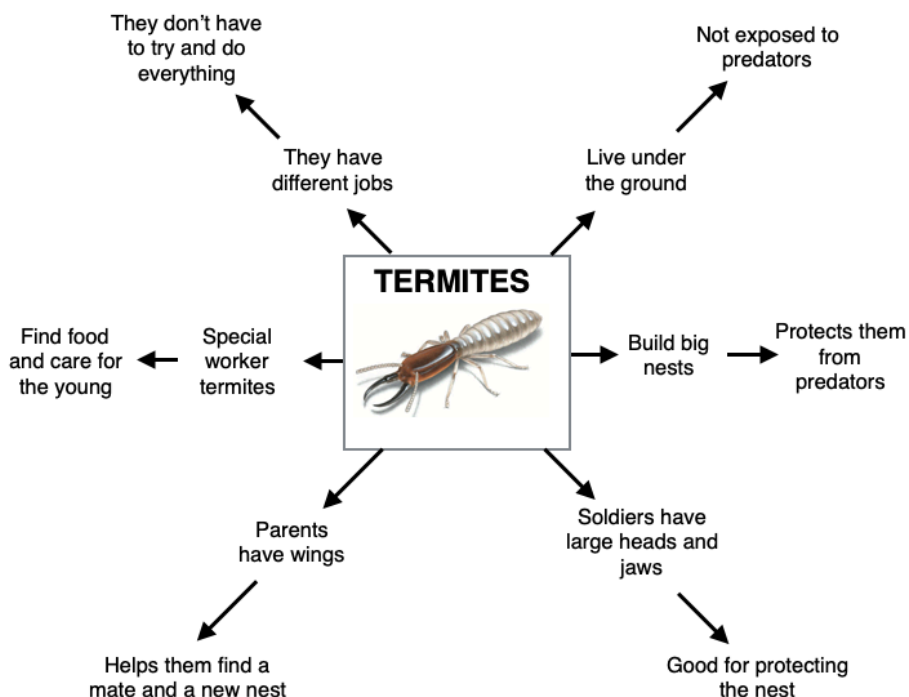
Follow-Up Comprehension Activities

Non Fiction Text - Exemplars

ANALYSING - Organising Information from the text

GRAPHIC ORGANISER: If the text gave you information about a topic, organise that information into an INFORMATION WEB to show how that facts are connected.
If the text told you how to do something or is a sequence of events, show the steps in a FLOW CHART or a TIMELINE.

INFORMATION WEB: 'Termites' from our Insects resource.



TIMELINE from 'Unsinkable' InfoByte #7

- Titanic - first voyage April 1912
- After 3 days - warning about Icebergs nearby
- Ignored warnings - full speed ahead
- 11:40pm Large iceberg spotted
- Iceberg sliced open the hull
- 1:20am Everyone knew the ship was sinking
- Panic - not enough lifeboats
- 2:20am Front went under - the back went straight up
- Suddenly the ship went straight down
- 1500 people drowned

Follow-Up Comprehension Activities

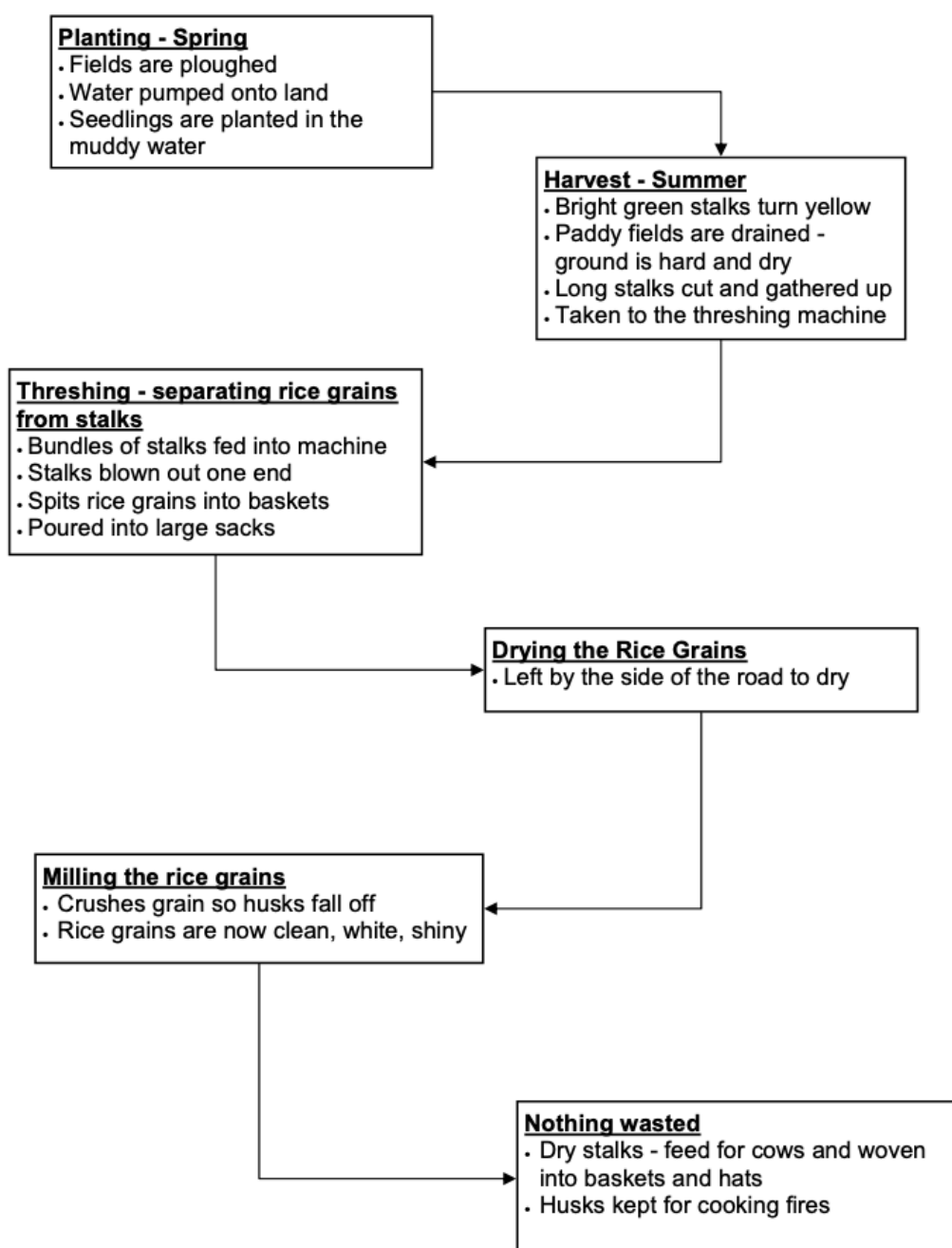
Non Fiction Text - Exemplars

ANALYSING - Organising Information from the text

GRAPHIC ORGANISER: If the text gave you information about a topic, organise that information into an INFORMATION WEB to show how that facts are connected.

If the text told you how to do something or is a sequence of events, show the steps in a FLOW CHART or a TIMELINE.

FLOW CHART: From "Growing and Harvesting Rice."



Follow-Up Comprehension Activities

Fiction Text - Exemplars

EVALUATING - Making Judgments about this text (Set 2)

FACTS CHECK: Is the information reliable?

Look in other information sources to check the facts about this topic.

Use a highlighter pen to highlight the facts in the text that are accurate.

Highlight in red any facts you found that don't seem to be right.

Make a record of the sources you used.

Make a decision: Is this information reliable?

The CANADA GOOSE

The Canada Goose is a common North American water bird. There are many types of this goose which are alike but differ in size.



They are native to arctic and temperate North America although they have been introduced in other parts of the world. They enjoy living in watery areas that are surrounded by open country. They can be found at lakes, river mouths and coastal swamps.

The Canada Goose is a large, handsome bird. Its head and long neck are black and it has a wide white band under its chin. Its plump body is brownish-grey. It has webbed feet which are good for swimming and for walking on wet or muddy ground. It can fly steadily for hours during its long migrations. It makes a loud honking sound. The male, called a gander, is slightly larger than the female, called a goose.

This strong-looking bird loves to eat plants, mainly young green vegetation, tender shoots and roots. Its bill is designed for holding and tearing blades of grass with a jerk of its head. It will graze for hours on grassy areas and eat available grains from fields. On the water it also likes small insects and fish.

Canada Geese are very family-oriented. They find a mate when they are about three years old and stay with this mate faithfully. The female lays her eggs in a reed nest lined with grass and feathers. The goose will pull downy feathers from her own breast for this. Both parents sit on the nest during the incubation time although it is usually the female, with the male standing guard. During this time, they moult, losing their flight feathers. They cannot fly away until they grow new ones. This is nature's way of ensuring that they will be there until the chicks hatch, 25-30 days later. In fact, they are very devoted parents. Both of them protect and care for the babies, called goslings. As the goslings grow, they join up with others and form small groups called crèches which are always looked after by a few adults. Adult geese can be aggressive, hissing at and chasing an attacker. In the autumn the young geese are able to migrate south for the winter with their parents.

Resources used for Facts Checking

Google, Wikipedia

All About Birds <https://www.allaboutbirds.org> > guide > overview.

Is this text reliable?

I think this text is reliable. I was able to verify at least 50% of the facts and I didn't find anything that was very different from the information provided.

Follow-Up Comprehension Activities

Non Fiction Text - Exemplars

CREATING - Come up with new ideas

DESIGN BRIEF: Use your good ideas to make some improvements or changes to the topic you have read about.
If the topic is an animal, then design some modification that will help it survive.
If the topic is an event, design something that would have made it better.
If the topic is an invention or a problem, design something to make it better.

IMPROVEMENTS TO THE TITANIC (InfoByte #7)

1. Huge helium balloons that could be inflated if the ship hit an iceberg and started sinking.

