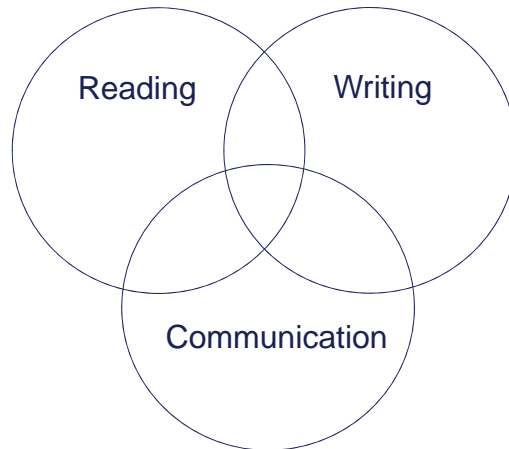




Where do your students have greatest difficulty?



Reading Comprehension

Proficient readers:

- search for connections
- ask questions of themselves
- draw inferences
- distinguish important from less important ideas in text
- are adept in synthesising information
- monitor understanding and repair faulty comprehension



Reading Comprehension

Teachers help students become good readers by teaching them to use the strategies of:

- *monitoring*
- *predicting*
- *inferring*
- *questioning*
- *connecting*
- *summarising*
- *visualising*
- *organising*

There is not just one strategy... Research has shown that multiple strategies are most effective.



Vocabulary

- more than 55 new words per 1000 word text for high school students
- students must encounter 6 exposures to a new word to learn it





Vocabulary cont.

- Teaching of vocabulary should be explicit and systematic – isolated practice not recommended
- Important that students be asked to say the words, as well as hear and see them



Vocabulary cont.

Focus should be on process as well as content. Strategies that teach process include:

1. Finding word meaning in context
2. Word meaning checklist & table
3. Concept of definition (Word Map)



New Word	Meaning and Diagram/Example
stimulant stim·u·lant	Speed up activity of chemicals in the brain. Eg caffeine, cocaine, nicotine
depressant de·pres·sant	Slow down the activity in parts of the brain and nervous system. Eg alcohol, cannabis, tranquillisers
hallucinogen hal·lu·ci·no·gen	Affect all the senses, altering perceptions and causing hallucinations. Eg, LSD, psilocybin (magic mushrooms), high doses of cannabis and ecstasy
prevalence	How widespread something is



Writing



Good writers:

- understand the purpose of their writing
- use a variety of strategies such as planning, monitoring, evaluating and revising

Struggling writers:

- focus more on the physical process of producing text



1. learn to write

practise, develop, refine writing skills using subject area language

2. write to learn

clarify thinking as they question, predict, summarise, reflect – focus on content

3. write to demonstrate understanding

show through writing they have internalised concepts, skills & understanding



**Classroom strategies to enhance
step 1. learn to write**

- teach subject-specific vocabulary
- structure writing using templates/ scaffolds at paragraph and whole text levels
- make the purpose explicit – eg Science conclusion, discussion
- immersion



Classroom strategies to enhance step 1. learn to write

- teach paragraph structure such as PEEL
 - P= point
 - E= explain
 - E= evidence/examples
 - L= link (back to question)
- hamburger analogy for paragraph structure
- modelling and thinking aloud



Classroom strategies to enhance step 2. write to learn

Students clarify thinking and focus on content by:

- deconstructing paragraphs and whole texts
- joint construction of texts
- self & peer evaluation with feedback
- if research is necessary, explicit teaching of note taking is important



Classroom strategies to enhance step 3. writing to demonstrate understanding

Students show through their writing, that they have internalised concepts, skills and understandings by:

- writing essays
- presenting a speech
- writing extended responses