

HIGH RELIABILITY LITERACY TEACHING

PROCEDURES (HRLTPs)

KEY PRINCIPLES

- All teachers are teachers of literacy
- All teachers need to incorporate opportunities for reading, writing and oral language development in EVERY lesson, in EVERY subject
- We need a consistent, systematic, whole-school approach to the teaching of literacy across all subjects

WHAT DO WE NEED TO DO TO IMPROVE LITERACY?

We need to know that good readers use a range of strategies BEFORE, DURING and AFTER reading, usually subconsciously. For example:

BEFORE READING , good readers:

- Think about what they already know about the topic of the text
- Predict what the text is going to be about
- Think of questions which the text might answer

DURING READING , good readers:

- Visualise what they are reading
- Make connections between what they are reading and their own life, other texts, or things that are happening in the world
- Paraphrase what they are reading
- Ask questions about what they are reading
- Monitor their understanding and use “fix-up strategies” when meaning breaks down (for example, they re-read the sentence)
- Work out the meaning of unknown words by using the context
- Make inferences – use clues in the text to “read between the lines”
- Determine the most important or main idea in a paragraph or whole text

AFTER READING , good readers:

- Summarise the text
- Identify the author’s purpose
- Respond to and evaluate the ideas in the text
- Review what they have learned from the text

We need to **EXPLICITLY TEACH THESE STRATEGIES**, using the GRADUAL RELEASE OF RESPONSIBILITY MODEL:

- Explain
- Model (using “think alouds”)
- Provide repeated opportunities for practice with support
- Work towards having students use the strategies INDEPENDENTLY (i.e. “automatise” the strategy).

Our goal is to equip all students with these strategies and provide enough modelling and support and regular opportunities for practice that they will get to the point where they apply the strategies independently and automatically in a range of contexts.

Students need the opportunity to make explicit the thinking processes and strategies they are employing and reflect on these strategies. That is, we need to help students become active, strategic, meta-cognitive and self-monitoring readers.

We also know that students learn strategies more effectively when those strategies are taught within the context of specific subjects and actual academic learning tasks. That is, *if we all teach the strategies and use a common language and method*, students will acquire them more easily.

THE SEVEN HRLTPS

The High Reliability Literacy Teaching Procedures, developed by Dr John Munro, are a set of explicit teaching strategies that can be used by teachers across all domains to help students develop the strategies that good readers use to make meaning from text.

- **GETTING KNOWLEDGE READY**
- **VOCABULARY**
- **READING ALOUD**
- **PARAPHRASING / VISUALISING**
- **SAYING QUESTIONS THE TEXT ANSWERS**
- **SUMMARISING**
- **REVIEW**

At HCSC, our goal is for all teachers to use these procedures (HRLTPs) explicitly and regularly in their classes.

GETTING KNOWLEDGE READY

What is “GETTING KNOWLEDGE READY” and why is it important?

GETTING KNOWLEDGE READY (“GKR”) is a **BEFORE READING** activity. When we “Get Knowledge Ready”, we are making sure that we cue students to:

- THINK ABOUT WHAT THEY ALREADY KNOW ABOUT THE TOPIC OF THE TEXT
- PREDICT WHAT THE TEXT WILL BE ABOUT

The focus during “GKR” is on developing students’ ORAL LANGUAGE – helping them to activate the pictures and images they have in their minds about a topic and convert these images into verbal form.

Effective teaching of “GETTING KNOWLEDGE READY”

There are a range of activities you can do to “GET KNOWLEDGE READY”. But whatever activity you choose, the most important thing is to be EXPLICIT with students about the strategy that you are promoting (e.g. “Now we are going to think about what we already know about this topic. This is really important because it gets our brains ready for reading and makes it easier to take in new information”).

Some possible activities for “Getting Knowledge Ready”:

RELATE TO STUDENT EXPERIENCES	<ul style="list-style-type: none"> • Get students to say in sentences what they know about the topic. This can be done in a “think pair share” activity with a partner. • Students list questions and queries that they have about the topic and what they believe they DON’T know. • Students say what they visualise when they hear the title or see related pictures.
ASK QUESTIONS	<ul style="list-style-type: none"> • Give students the title of the text and have them suggest questions the text might answer. They can begin with the 5W (who, what, where, when, why) and 1H (how) questions and then move on to more in-depth, probing questions.
BRAINSTORM	<ul style="list-style-type: none"> • Students say or write what they think of when they hear the title of the text.
DRAW AND ACT	<ul style="list-style-type: none"> • Students draw a picture or act out what they know about the topic • Students have mock interviews about the topic • Students prepare a 2 minute oral presentation about the topic
PREDICT	<ul style="list-style-type: none"> • Get students to predict words or sentences that might be found in the text • Get students to predict QUESTIONS that the text might answer
HEADINGS AND CONTENT PAGE	<ul style="list-style-type: none"> • <i>What does the title tell you? What does the contents page and the list of sub-headings tell you?</i> Give students time to predict what each section of the text might be about.
KEY WORDS	<ul style="list-style-type: none"> • Give a list of key words from the text to students. Ask them to visualise the topic and describe what the words remind them of

VOCABULARY IN CONTEXT

What is “Vocabulary in context” and why is it important?

- “Vocabulary in context” is the key words and phrases within a text or a lesson
- A reader’s vocabulary for a topic is the building block they use to build further knowledge in an area
- Teaching vocabulary in context directly improves student ability to understand what they are reading
- Students with reading problems need support as they are unable to read words automatically or accurately.

Teaching “VOCABULARY IN CONTEXT” should help students to:

- Say, read and spell key words ACCURATELY
- Understand the meanings of words
- Say synonyms for words
- Work out the meaning of words from the context
- Link key words with related words
- See how new words “came from” words they already know
- Use the words in sentences

Effective teaching of VOCABULARY IN CONTEXT:

There are three phases of teaching VOCABULARY IN CONTEXT.

PHASE ONE: STIMULATING EXISTING VOCABULARY

- Have students suggest words that they expect to be in the text
- Have students say, read and spell expected words
- Tell students some key words from the text and get them to suggest synonyms

PHASE TWO: TEACHING NEW WORDS AND PHRASES

- Select key words
- Have students say, read, spell aloud
- Have students say and write the word for pronunciation
- Have students say and write the word for spelling
- Have students work out the meaning of the word:
 - Say the word
 - Look at the letter patterns in the new word
 - Visualise the sentence
 - Use the context to work out the meaning of the word (*robbers ransacked*)
 - Say to themselves what the word does in the sentence (*describes* etc.)
 - Try to put other words or phrases in place of it and see which ones fit best

- Check their guess with a dictionary meaning
- Write key words and meanings in glossary
- Find synonyms and antonyms for the key word
- Visualise images to remind students the meaning of the word
- Use the new word in a sentence

PHASE THREE: REVIEWING THE VOCABULARY AND THE TOPIC

- Have students select/identify the new words they have learned
- Have students say what the words mean and how they are spelt
- Have students talk about the mental pictures they link each word to
- Have students use each word in a sentence
- Have students write a paragraph using the words
- Use a chart to organise new words, terms, synonyms and sentences
- Have students use the new words in a wider range of situations

Some possible activities for teaching VOCABULARY IN CONTEXT:

- Create word walls around the classroom and refer to them constantly as you work through units or topics. Build on existing words, for example: *how many words can you build on using the word "HOME"? (Homeless, homesick, homeliness, homestead etc).*
- Get students to write a paragraph/short story that uses the words
- Explore words that have the same prefix or suffix (for example, "re-" or "micro-"), and guess the meaning of prefixes or suffixes.
- Select 5-10 key words. Get students to read each word in syllables, then blend the syllables (e.g. *loc-a-tion, sev-e-ral*). Discuss how stress patterns change when you blend syllables.
- REVISE. At the beginning of each lesson do a quick re-cap of words taught in previous lesson. Ask students for meanings, antonyms, synonyms, sentences which include the word and so on.
- Create cloze activities where students have to use new vocabulary to complete the cloze passage

READING ALOUD

What is “READING ALOUD” and why is it important?

A key literacy teaching procedure is having students READ TEXT ALOUD. Each student reads aloud a small portion of the text. Before reading aloud, pairs of students can be allocated sentences or paragraphs on which they can practise and support each other. They can ask for help with words they may find difficult.

READING ALOUD is important because it provides students with auditory feedback for the text read. It helps students retain sentences in short term memory, as well as practise converting letter strings into words.

How do you build a positive classroom climate for reading aloud?

- Discuss with students why reading aloud is important. Emphasise that it is not about “perfect” reading, but rather about discovering the writer’s message.
- Ensure that before reading, you have helped students to “GET KNOWLEDGE READY”
- Model oral reading (pause, punctuation, expression, re-read and self correct)
- Encourage readers to re-read parts that didn’t make sense
- Encourage risk taking and experimenting with lots of praise

Effective teaching of READING ALOUD:

Before reading:

- Make sure you choose appropriate text – text at students’ instructional or independent level (i.e. students can read at least 90% of the words accurately).
- Plan who will read what.
- Plan to have individual students read aloud in small bursts initially – i.e. one or two sentences each.

While reading, get students to:

- Point to the words while reading, run finger along text, use fingers to segment words or guide reading
- Re-read sentences or sections to improve fluency or bits that didn’t make sense
- Self-correct errors by re-reading
- Self-correct pronunciation
- Pause to comprehend at the end of each sentence. They can paraphrase the sentence, say a question the sentence answers, or predict what will happen next.

Some possible activities for teaching READING ALOUD:

- Choral reading – divide the class into groups. Each group reads a section of the text aloud in unison.

- Running dictation – kinaesthetic activity
 - Have the text on posters in different parts of the room
 - Divide the class into teams of 3
 - Person 1 is the scribe
 - Persons 2 and 3 are stationed at a poster
 - Person 2 runs back to tell the scribe what to write
 - When s/he returns, Person 3 runs to the scribe to continue the dictation.
 - Persons 2 and 3 continue to do the runs until the text for the group is complete
 - All students check the spelling and punctuation at the end and submit to the teacher
 - Use prizes for motivation

PARAPHRASING/VISUALISING

What is “PARAPHRASING/VISUALISING” and why is it important?

- Paraphrasing is a key strategy used by effective readers. As they read a text, readers say the ideas “in their own words”. They also build an image of what a sentence is saying in a particular context.
- Paraphrasing helps readers to:
 - Understand the text
 - Link new ideas with what they know
 - Understand and “unpack” grammatically or conceptually complex sentences
 - Retain the ideas in short-term memory

Effective teaching of PARAPHRASING/VISUALISING

- Begin by giving simple sentences and asking students to say the sentence another way by changing as many words as they can.
- Teach students to identify key words and replace them with synonyms.
- Teach students to “visualise” (build an image) of the sentence
- Give students longer sentences and teach them to:
 - Identify the topic
 - Segment the “events” in a sentence
 - Suggest synonyms for key words
 - Link the synonyms into a new sentence (re-arranging word order)

For example:

THE TEXT	The people of Italy were also the inheritors of the skills of the old Roman Empire.			
TOPIC	This is about how people lived in old Rome.			
VERB	The people of Italy	were also the inheritors	of the skills	of the old Roman Empire.
SYNONYM	The Italians	as well were given	the abilities	in early Rome
	Those living in Italy	got what	the inhabitants of old Rome had	
LINK	The Italians as well were given the abilities people had in early Rome.			
	Those living in Italy could do what the inhabitants of the old Roman Empire used to do.			

Some possible activities for teaching PARAPHRASING:

Paraphrase sentences	<p>After reading a sentence aloud, use a paraphrasing self-script, for example:</p> <ul style="list-style-type: none"> • Say it/tell it in your own words • What does it mean? • What is it saying? • What is another way of saying it? • Say it to someone else in another way.
Paraphrase paragraphs	<ul style="list-style-type: none"> • After reading each paragraph, ask readers: “What is the main idea in this paragraph? Say in a few words what the paragraph is about”. • Give a paragraph of three to four sentences to a small group of students.

	Each student paraphrases one sentence. Combine the four paraphrases into a paragraph.
Paraphrase spoken sentences	<ul style="list-style-type: none"> • Have students listen to one, two and then more sentences and have them practise saying each sentence another way by changing as many words as possible while keeping the meaning the same.
Most accurate paraphrase	<ul style="list-style-type: none"> • After one member of a class reads aloud a sentence, a second student can be asked, "What is another way of saying it?" Students hear alternative attempts at re-telling a sentence and select the most accurate to write down.
Match ups (SNAP)	<ul style="list-style-type: none"> • Students are given a set of sentences and a paraphrase for each sentence. The paraphrases are jumbled and need to be matched up. • This can be done as a card game. Pair up students. Each pair is given a sentence. They write the sentence on one card and a paraphrase of it on another. Five pairs of students combine their pairs of cards into a pack and play SNAP. Any player can say "Snap" when a card and its paraphrase are put down one after the other. Before they begin, each student pair reads out their two cards to the group.
Bingo	<ul style="list-style-type: none"> • Each student is given a blank Bingo board which has six or eight squares. From a set of sentences, each student of pair selects six sentences from the text and writes one in each square. The paraphrase cards are collected and are read out one at a time. Students who have the matching sentence on their board get a point.
Electronic whiteboard	<ul style="list-style-type: none"> • Practise changing as many words or phrases in sentences while keeping the meaning the same (use electronic whiteboard).

SAYING QUESTIONS THE TEXT ANSWERS

What is “SAYING QUESTIONS THE TEXT ANSWERS” and why is it important?

Being able to ask questions is a key aspect of effective literacy practice. Adults generally read when they have a reason or purpose for reading: that is, they have questions that they seek to answer by reading. Readers who can rapidly decide the questions that a text answers are more efficient readers.

This procedure:

- Focuses student attention on analysing the ideas in the sentence in terms of its purpose
- Extends student comprehension of the sentence and encourages them to be active learners

Effective teaching of SAYING QUESTIONS THE TEXT ANSWERS:

Before reading:

- Have students suggest what questions they think the text might answer

During reading:

- As students read each sentence, have them decide which questions it answers
- At the end of each paragraph, have students decide the main question answered by it
- Guide students to see how asking questions as they read helps them keep track of and recall the ideas in the text

Some possible activities for teaching students to SAY QUESTIONS THE TEXT ANSWERS:

- Have students use question dice or a question matrix (i.e. who/where/why/when/what/how, could/should/will/did/might) to create a range of questions that different sentences answer
- Give students a set of sentences and a matching but jumbled set of questions and get them to link each sentence (or “answer”) with its question

SUMMARISING

What is “SUMMARISING” and why is it important?

Summarising is a key aspect of reading. It helps readers abstract the main ideas of a text. This is the knowledge that they add to what they already know.

To make an effective summary, students need to:

- Select main ideas
- Categorise ideas
- Delete unnecessary details
- Generalise

A useful summary:

- Contains the key idea
- Contains the key terms
- Is much shorter than the original
- Has no examples
- Has no repetitions
- Is organised in a “logical” order

Activities for teaching students to SUMMARISE:

- Teach students key definitions such as:
 - TOPIC
 - MAIN IDEA
 - TOPIC SENTENCE
 - SUPPORTING DETAILS
- Teach students to skim and scan a paragraph at a time
- Get them to read the whole paragraph carefully
- Get them to highlight the topic sentence of a paragraph
- Get them to write the topic sentence or a “heading” for a paragraph
- Get them to underline or list the key words
- Get them to link the key words into meaningful sentences
- Get them to say in one sentence what a paragraph is about or what they know after having read it
- Get them to say the main question a paragraph answers
- Match supporting details to their topic sentences
- Use a graphic organiser to summarise main points/ideas in each paragraph
- Read and retell – where students read a passage in groups or pairs, as many times as necessary, then put the passage out of sight. Students then write what they remember of the passage as though they were telling it to someone who had not read it. Students read their retellings to each other, comparing them with each other’s and with the original.

REVIEW

What is “REVIEWING” and why is it important?

The long term goal of teaching the HRLTPs is that students will learn to use the sequence of literacy strategies automatically as part of their “self talk” whenever they are trying to comprehend written text.

To achieve this goal, we need to ensure that students:

- Learn each procedure separately
- Practise the procedures regularly
- Say what they did and how each procedure helped them
- Experience success using the procedures

In every lesson, we need to allocate time for students to REVIEW:

- What they learned about the topic
- What procedures or “actions” they used and how these actions helped them

Some possible activities for teaching students to REVIEW:

- Ask student to give you a synonym and an antonym for words covered in the lesson
- Ask students to use some of the new vocabulary in sentences
- Ask students to say as briefly as they can what they have learnt, or have them record it in writing.
- Get small groups of students to make up 5 challenging questions that they will ask of another group
- Get students to answer written questions about the topic
- Get students to say or write which learning actions helped them and where/when they will use those actions again.