

**R2L
READING TO LEARN
FOR
SECONDARY
EAL/D
LEARNERS**

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OVERVIEW

- EAL/D students at Glenmore SHS
- ‘Reading to Learn’ by Dr David Rose
- Implementation of R2L strategies in History and Geography
- Student and Teacher Aide Feedback
- Over to you: Detailed Reading – the power engine of R2L
- References

EAL/D STUDENTS AT GLENMORE SHS

Smallest state high school in Rockhampton

Long history of migrant EAL/D Learners

High influx in 2007/ 2008 – IEC

85 flagged EAL/D Students

Majority – BSL 4-5

UNEQUAL PARTICIPATION – UNEQUAL LEARNING

... teachers are very largely cut off from information about what individual students are learning. Because of the numbers of students that teachers have to manage simultaneously, and because of the individuality of student learning, teachers must rely on routines and rituals that we believe are good for students ... Typically, a few students contribute the majority of ideas, a few more students contribute one to two ideas, and most students are silent.

Graham Nuthall, Teacher educator

Rose, 2016, p. 4

READING TO LEARN BY DR DAVID ROSE

1. **Preparing for reading** - The teacher prepares students to understand a text before reading it.
 2. **Detailed reading** - The teacher guides students to read the text themselves, and to find key information.
 3. **Note-making** - The students make notes from the information they have read.
 4. **Joint construction** - The teacher guides the class to write a new text, using the notes they have made.
- carefully prepare all students to learn the content of each curriculum area through reading and writing
 - accelerate all students' learning and close the achievement gap in the classroom
 - use texts that students are expected to read in each subject area
 - engage and support students; enrich learning by elaborating
 - foster gradual release (joint to individual)

READING TO LEARN STRATEGIES

FOR FACTUAL TEXTS

- Read academic texts with **understanding**
- Identify **key information** in a text
- Take that information out using **notes**
- Use this information to write their **own texts**

FOR STORIES

- Engage all students in the **pleasure** of reading stories
- Show them how **accomplished** authors write stories, so that they too can **write successful stories**

CHALLENGES FOR TEACHERS

- selecting suitable texts
- analysing texts
- incorporating the strategies in the unit planning
- growing knowledge about language & developing metalanguage
- identifying language needed to learn and complete tasks successfully
- gathering pre-writing data

R2L STRATEGIES IN HISTORY AND GEOGRAPHY

A big thank-you to Glenmore SHS teachers Tania Chamberlain and Troy Duncan!

Labelling of paragraph parts ([Year 9 History Industrial Revolution](#))

Cutting and sorting sentences, **highlighting** ([Year 7 Geography Rainfall Distribution](#))

Note-making from **Internet** information ([Year 7 History](#))

From **note-making** to **individual rewrite** ([Year 7 History Roman Food](#))

Pre-writing sample → **final draft** ([Yr 8 History Aztecs speech with ppt](#))

YR 8 GEOGRAPHY EXAMPLE: TEACHER PREPARATION WHAT PROCESSES SHAPE LANDSCAPES?

Erosion is the wearing away of the Earth's surface by natural elements such as wind, water ice and human activity. The landscape is further eroded when agents such as wind, water and ice transport these materials to new locations.

Eventually, transported material is deposited in a new location. Over time, this material can build up and new landforms result.

Erosion **means** the **breaking down** of the Earth's **crust** by natural elements such as wind, water, ice and human activity. The landscape is **more** eroded when **elements** such as wind, water and ice **move** these materials to new **areas**. **In the end** transported material is **placed** in a new location. Over time, this material can **accumulate** and landforms result.

FEEDBACK FROM STUDENTS

Joint highlighting is the most helpful ... everyone highlights and will know the same key words

***Note taking** ... helps me memorise important parts*

*When we take information from **note taking** to write our own sentences*

*The **colour-coding** of parts of the text ... see what is expected when we do the writing*

***Note taking** ... for assessment, we can look back to it*

***Colour-coding** ... helped stretch out paragraphs into different sections*

***Cutting** long words into multiple syllables ... easier to understand meaning*

***Note taking** ... helps you to reword information*

***Cutting and sorting** ... it's a hands-on activity*

***Highlighting** ... you don't have to do it yourself and Miss explains words that we do not know*

FEEDBACK FROM TEACHER AIDES

*It's great when we read the text **all together** as a class and can highlight **key words** and then go onto **what the word actually means**.*

*I find the **colour coding** and **labelling of parts** of texts, paragraphs and sentences very effective as it **provides clear guidance**.*

*These strategies make it easy for students to **follow the lesson** and **successfully** complete the task.*

HOW TO INCLUDE R2L STRATEGIES?

Preparing for reading

- 15–20 minutes in a lesson to prepare for reading.

Detailed reading

- Typically, 20 minutes of a lesson

Note-making

- A further 20 minutes

Joint construction

- At least twice each term, it is recommended that classes practise writing a text together, using the joint construction strategy.

Individual construction

- The final activity in this sequence is an independent writing task in which students read, make notes and use the notes to write a text of their own

NSW EDUCATION STANDARDS AUTHORITY

Learning through reading and writing



A resource for teachers, students and parents

This resource demonstrates strategies that high school teachers can use to develop students' reading and writing skills across a range of subject areas. The strategies are presented in four stages: **preparing for reading, detailed reading, note-making** and **joint construction**.

The videos below demonstrate the strategies in action across the four stages. Sample lessons based on these strategies have also been provided for Geography, History, PDHPE and Science.

Four stages in action

Stage one

Stage two

Stage three

Stage four

Stage 1

Preparing for reading

Some students may have difficulties reading independently or with sufficient comprehension to learn from texts used in the classroom. The first stage of the *Learning through reading and writing* strategies enables all students to follow and comprehend a text as it is read aloud.

Strategies in the 'preparing for reading' stage have been divided into **two steps**. Both steps require teachers to look closely at the text before reading in class commences.

Step 1

The first step is to discuss with students the background knowledge they need to access the text. Often this builds on knowledge that has been studied in preceding lessons.

Any text about a new concept will involve knowledge that is usually beyond the students' experience. If it is a

Stage 1 – Preparing for reading

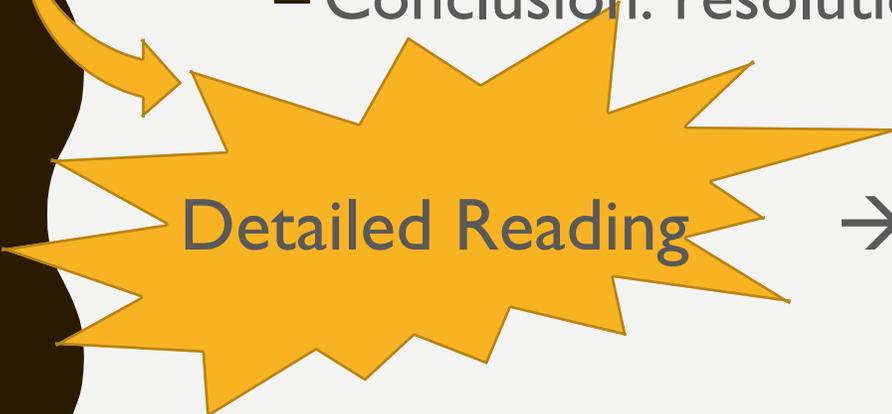
First part of a lesson on the water cycle



[Read video transcript](#)

OVER TO YOU: DETAILED READING

- Persuasive text – discussion
 - **Introduction:** issue and previewing of two sides
 - 2 body paragraphs: 1st side and 2nd side
 - **Conclusion:** resolution



Detailed Reading

→ note making → joint rewrite →



joint construction

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