

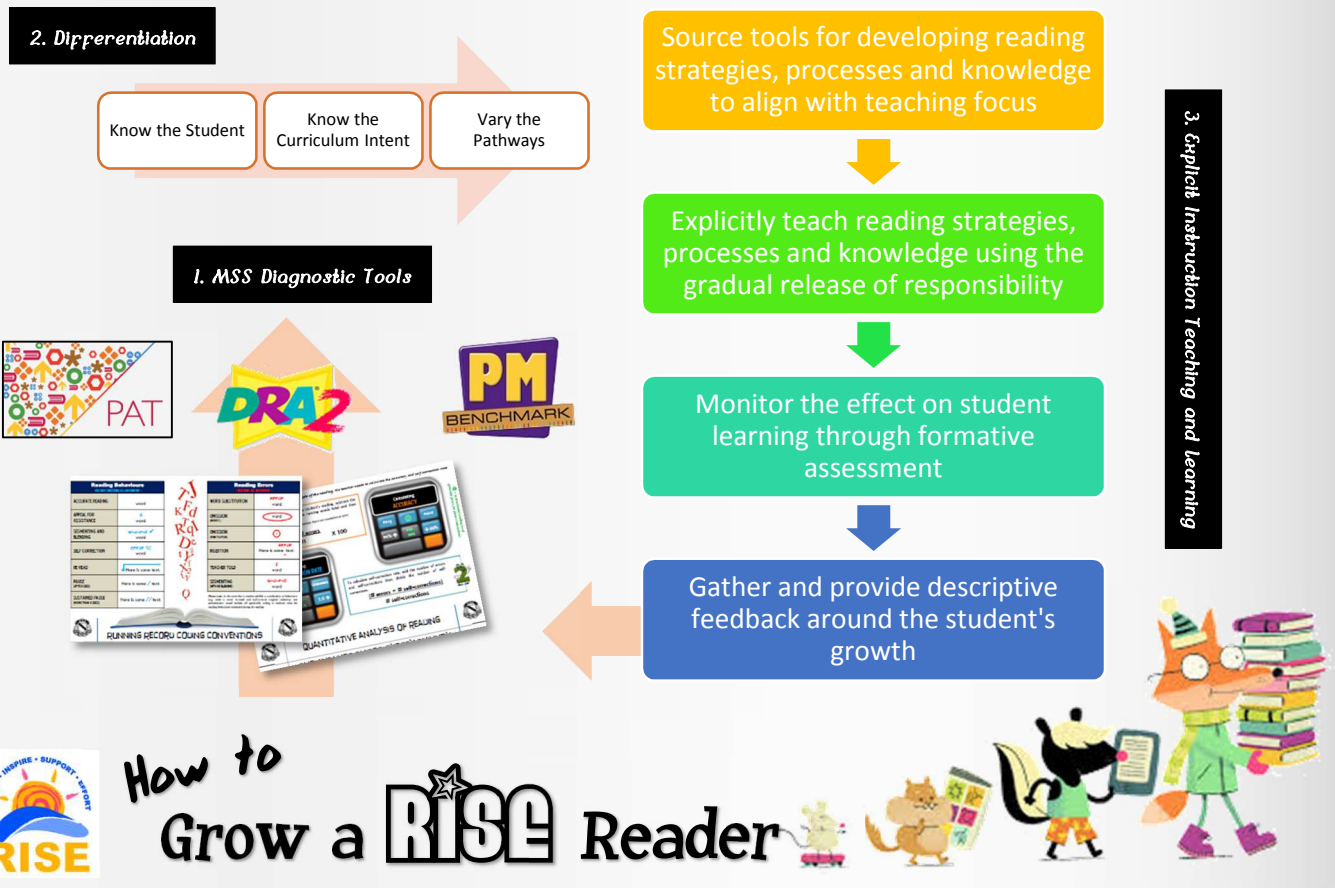


Gradual Release of Responsibility

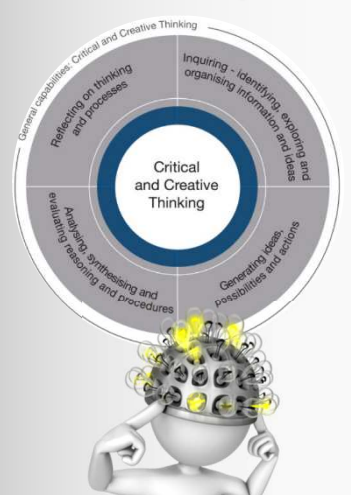
A **balanced literacy block** at Morningside State School will explicitly teach the **Big 6** Aspects of Reading using a **gradual release of responsibility framework**.



	Modelling Instruction	Shared Rehearsal	Guided Practice	Collaborative Rehearsal	Independent Application
Purpose	To introduce a new concept, skill or strategy	Dynamic collaborative event where teachers and students engage in reading by using reading knowledge, skills or processes together	To provide differentiated scaffolding for groups based on formative assessment	Students work together in small groups to complete specific tasks, applying what they have learned previously in modelled and guided sessions	To provide students with opportunities to apply what they have learned in focus lessons, guided instruction and collaborative learning. Students become increasingly self-directed and engaged .
Who is involved?	Usually teacher with whole class	Usually teacher with a whole class	Usually teacher with group of 3 – 5 with similar needs	Students in purposefully chosen mixed ability small groups working to individually produce a product as a result of the interaction with others.	Independent students
Examples	<ul style="list-style-type: none"> Read Aloud Direct Explanation Public Problem Solving Think Aloud 	<ul style="list-style-type: none"> Shared Interactive Reading Close Reading 	<ul style="list-style-type: none"> Guided Reading Reading Workshop Student Think Alouds Misconception Analysis 	<ul style="list-style-type: none"> Reciprocal Reading Literature Circles Reader's Theatre EEKK (Elbow to Elbow, Knee to Knee) Buddy Reading 	<ul style="list-style-type: none"> Conferring Book Review Book Response Book Trailer Author Study
MSS Timetabling	3 X 10 min/wk (P-3) 2 x 10 min/wk (4-6) + Reading Aloud Daily x 10 mins	3 X 10 min/wk (P-3) 2 x 10 min/wk (4-6)	40 mins per week (as part of a weekly rotational reading group)		Daily x 10 mins

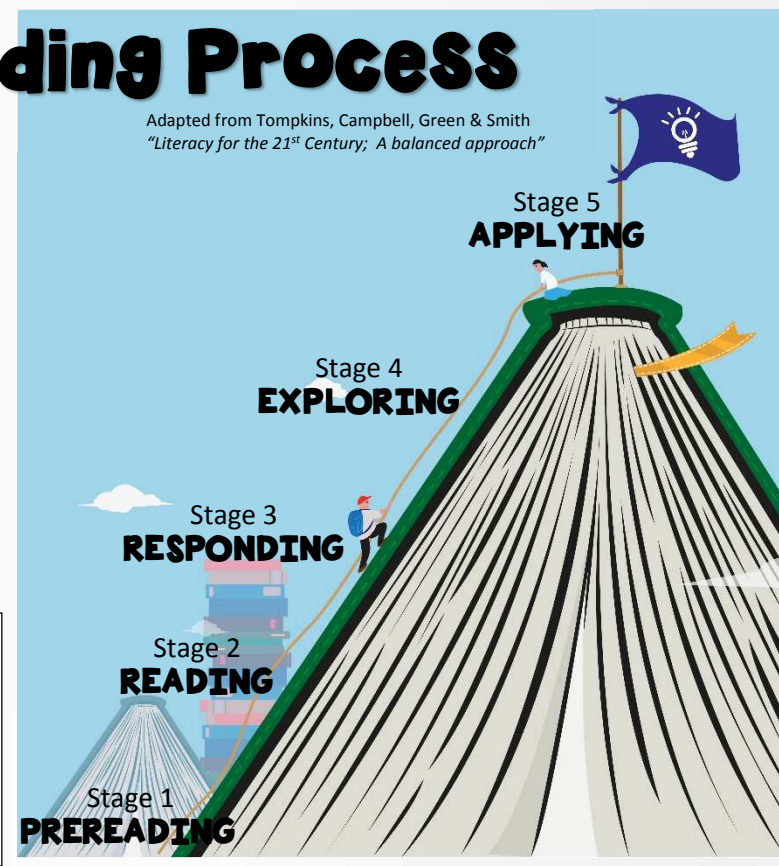


The Reading Process



CREATIVE & CRITICAL THINKING in READING

Thinking that is productive, purposeful and intentional is at the centre of effective learning. By providing opportunities for students to test and apply creative and critical thinking skills during the reading process, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas within the realm of literacy. They become more confident and autonomous problem-solvers and thinkers.



Looking for Support?

Pedagogical support systems available at Morningside SS

Co-Teaching Cycle

- * Co-Planning,
- * Co-Teaching,
- * Co-Debriefing,
- * Co-Reflection

Improving Outcomes Together with Mentoring

GPS Case Management

Student Support Team

SEP Case Management

Pit Stop Planning

Teacher EdStudio
Reading at Morningside
☎ S731176391

Fluency

Fluent reading is the ability to read quickly and naturally, recognise words automatically, and group words quickly.

- Rate
- Parsody
- Accuracy

Phonics

Phonics instruction teaches the relationship between individual sounds (phonemes) and the letters that represent them (graphemes).

- Isolation
- Blending
- Segmenting
- Manipulation

Decoding

- Meaning
What would make sense here?
- Syntax
Does that sound right?
- Visual
Does that look right?

Vocabulary

Vocabulary knowledge is an awareness of word meaning/s, pronunciation and etymological origins.

- Word Consciousness
- Accessing Context Clues
- Morphemic Analysis
- Semantic Connections

It is important to focus students' vocabulary instruction on Tier 2 (Specialised) language rather than Conversational (Tier 1) or Highly Technical (Tier 3) vocabulary.

Phonological & Phonemic Awareness

The ability to hear and manipulate the sounds in oral language

- Word Awareness
- Rhythm
- Rhyme
- Alliteration
- Syllabification
- Onset and Rime

Oral Language

Oral language encompasses expressive (speaking) and receptive (listening) skill sets.

- Active Listening
- Responding Meaningfully
- Verbal strategies
- Non-verbal Strategies
- Para verbal strategies
- Building language to express Creative and Critical Thinking

Comprehension

Understanding what is being read

- Activating Prior Knowledge
- Predicting
- Questioning
- Making Connections
- Visualising
- Inferring
- Summarising
- Synthesising
- Skimming and Scanning



Created by Shannon Henderson & Amanda Coates for Morningside State School

Morningside State School

All About It!



RISE Reading Framework

The Big 6