

RIGHT THERE

Literal reading strategies

Developing decoding skills and the ability to understand a text at its most literal level.

It involves readers in being able to

- Find specific information in pictures and text
- Locate specific basic features of a text
- Develop some phonological awareness
- Develop an understanding that reading is a two-way process between author/illustrator and audience



Includes

- Overview of all reading strategies across all the layers involved in reading
- Nine reading strategy cards with title, prompt and image
- Nine simple prompt cards with title and image



Overview of the different reading strategies					
STRATEGY TITLE	Right There	Hide & Seek	Think & search	Beyond the book	Fluency & expression
Best fit					
Break it up					
Check in					
Check it out					
Comparing					
Connect					
Express yourself					
Focus and decide					
Guess & check					
I remember					
I spy					
I think I imagine...					
I wonder					
Inferencing					
Look & talk					
Picture fix					
Picture Walk					
Predict					
Re-read					
Read on					
Scanning					
Skimming					
Sound it out					
Stop Think Share					
Summarising					
Synthesising					
Text to self					
Text to text					
Text to world					
What if					
Who What Why					
Word connections					
Wow and I					

INTERESTS



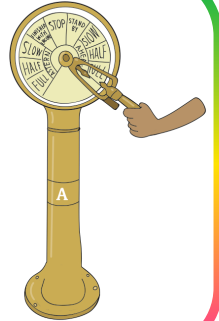
Prior knowledge and interests: Providing frameworks for increasing student engagement through prior knowledge connections with student interests



AGENCY



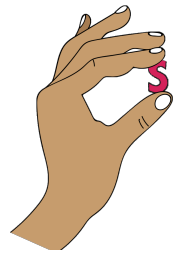
Developing scaffolds that support voice and choice in the learning process Learners will have the opportunity to be actively involved and response-abled during the learning process.



SKILLS



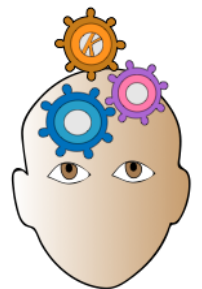
Skills, processes, strategies and approaches to learning that support learners to learn how to learn. Learners will have an opportunity to discover the different ways they learn in different situations.



KNOWLEDGE



Details, facts and information related to an inquiry or topic. Learners need to have support accessing relevant information and the time to analyse and comprehend the knowledge.



UNDERSTANDING



Concepts and understandings that support learners become meaning makers.

Learners should begin to see that there are themes or ideas that cross time, place, subjects and disciplines.



Overview of the different reading strategies

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Synthesising					
Text to self					
Text to text					
Text to world					
What if					
Who What Why					
Word connections					
You and I					

Check In

As a reader I...

- *Stop every few pages and think about what I have read*
- *Think about the story so far and what might still happen*

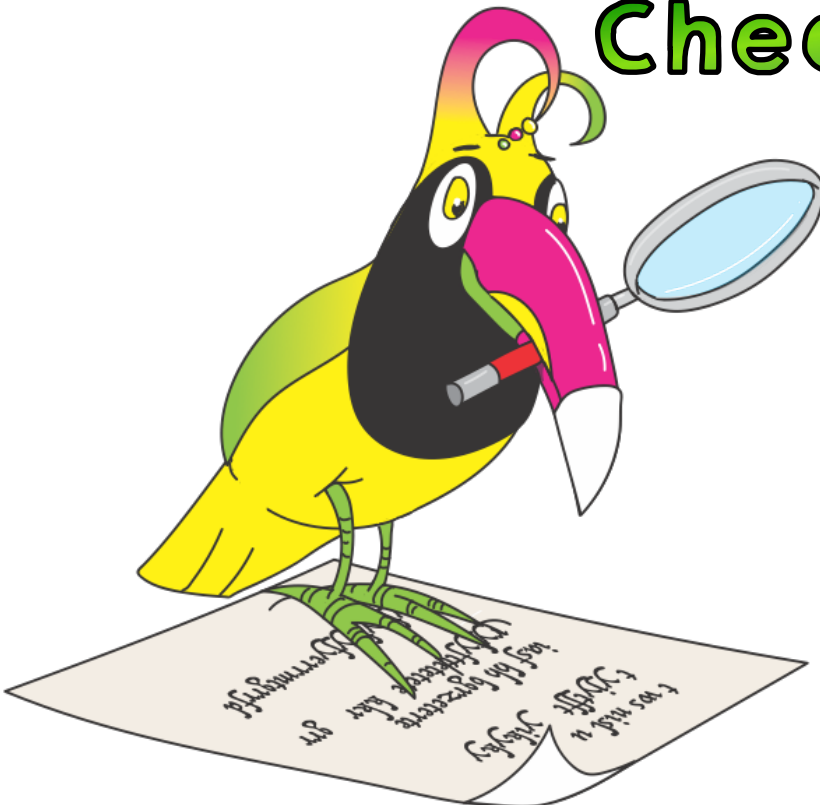


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Check it out

As a reader I...

- *I ask people to help me to get more information*
- *I look in dictionaries to help me understand words*
- *I read other texts to get more ideas*
- *I think about how I can check if I am understanding things clearly*



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I spy



As a reader I...

- Play 'I-spy' with letters, words and/or pictures.
- Ask "How do the words and pictures match?"
- Ask "How does this help me understand the story?"

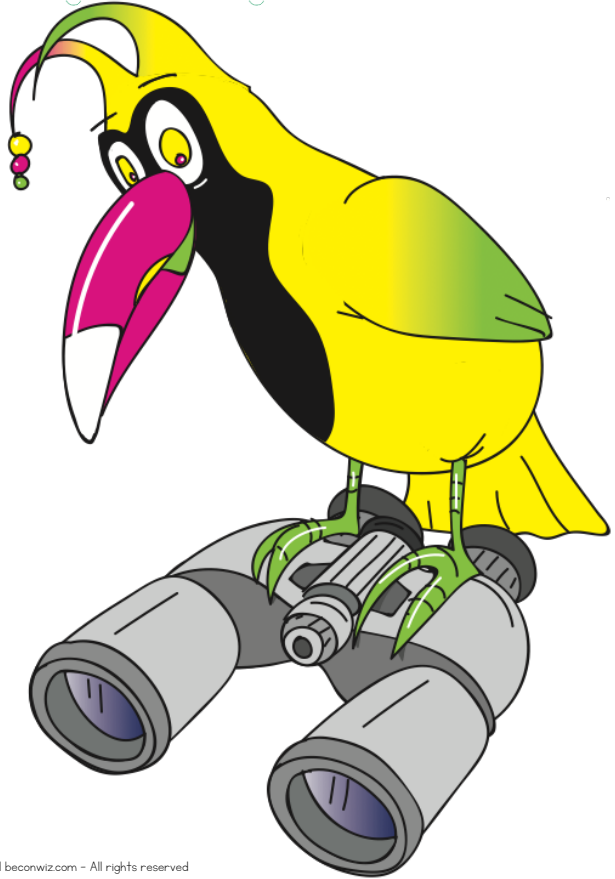
Look and Talk



As a reader I...

- Look carefully at each picture.
- Think about what the picture is telling me
- Talk about how the pictures might match the words.

Picture Walk



As a reader I ...

- *Look at the pictures*
- *Talk about what I see*
- *Ask questions*
- *Share ideas*

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Predict

As a reader I...

- *Look at the picture and text clues on the front and back covers*
- *Skim through the pages to see what the book might be about*
- *Use these ideas to make predictions about what the text might be about.*



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Skimming

As a reader I...

- Look quickly for *WHO, WHAT, WHERE, WHY, HOW* clues
- I think this word/image connects to what I am trying to find out...
- I think about what information is in the pictures

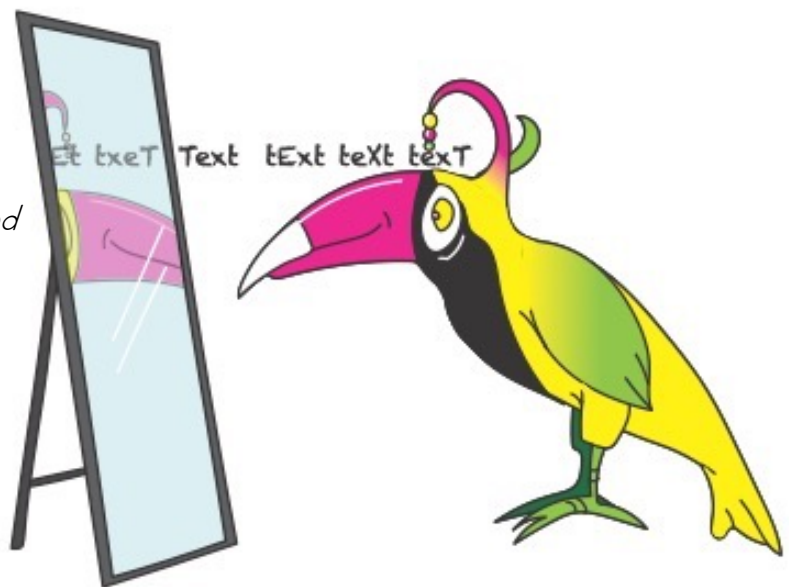


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Text to self

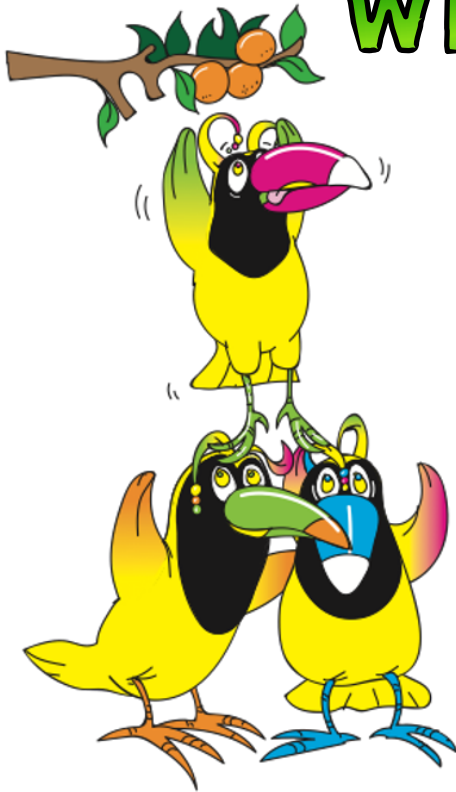
As a reader I...

- Try and connect what I know with what I am reading about.
- Think about my own experiences and ask
- What does this remind me of?
- How does it make me feel?
- What connections can I think of between my life and this book?



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Who What Why



As a reader I ...

- *Ask about who is in the story*
- *Think about what the story of information is about.*
- *Think about where is the story set?*

"Right-There" Reading Strategies

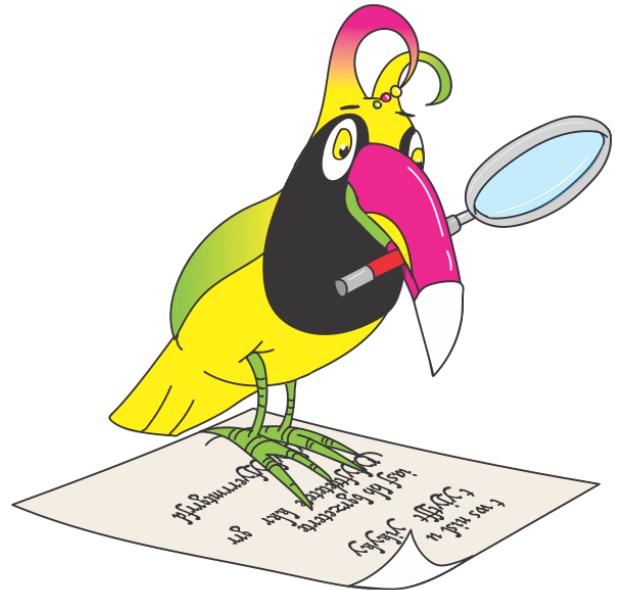
Check in



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"Right-There" Reading Strategies

Check it out



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"Right-There" Reading Strategies

I spy



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"Right-There" Reading Strategies

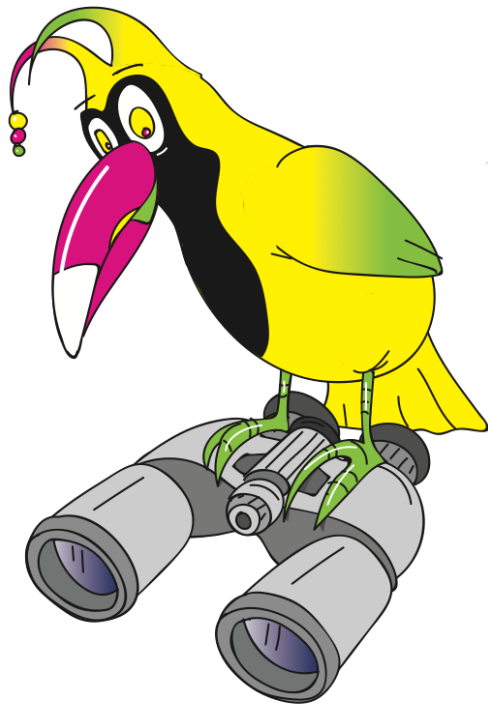
Look and Talk



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"Right-There" Reading Strategies

Picture Walk



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"Right-There" Reading Strategies

Predict



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"Right-There" Reading Strategies

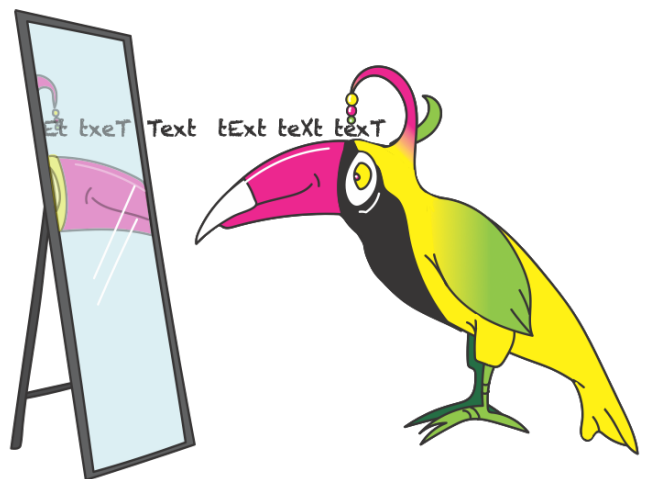
Skimming



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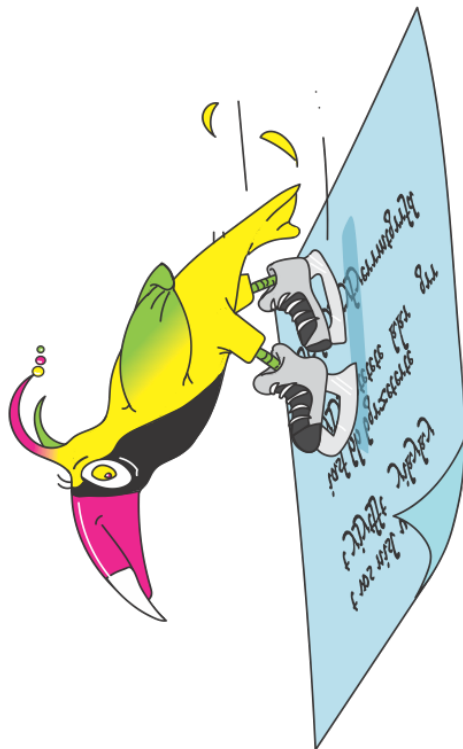
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Text to self



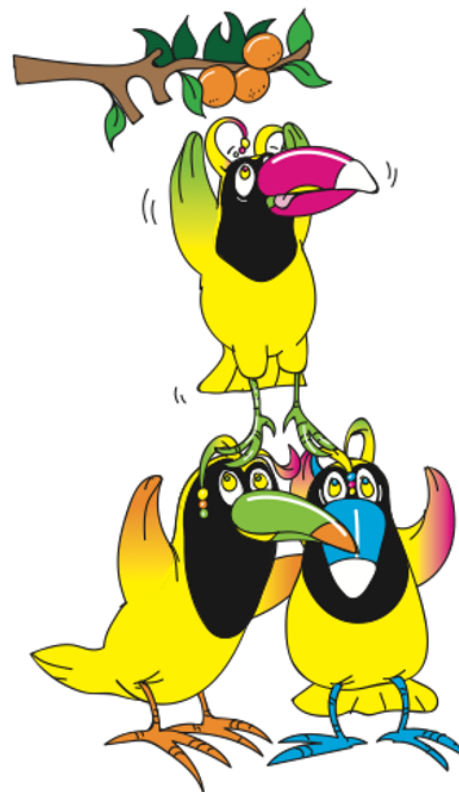
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Skimming



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Who What Why



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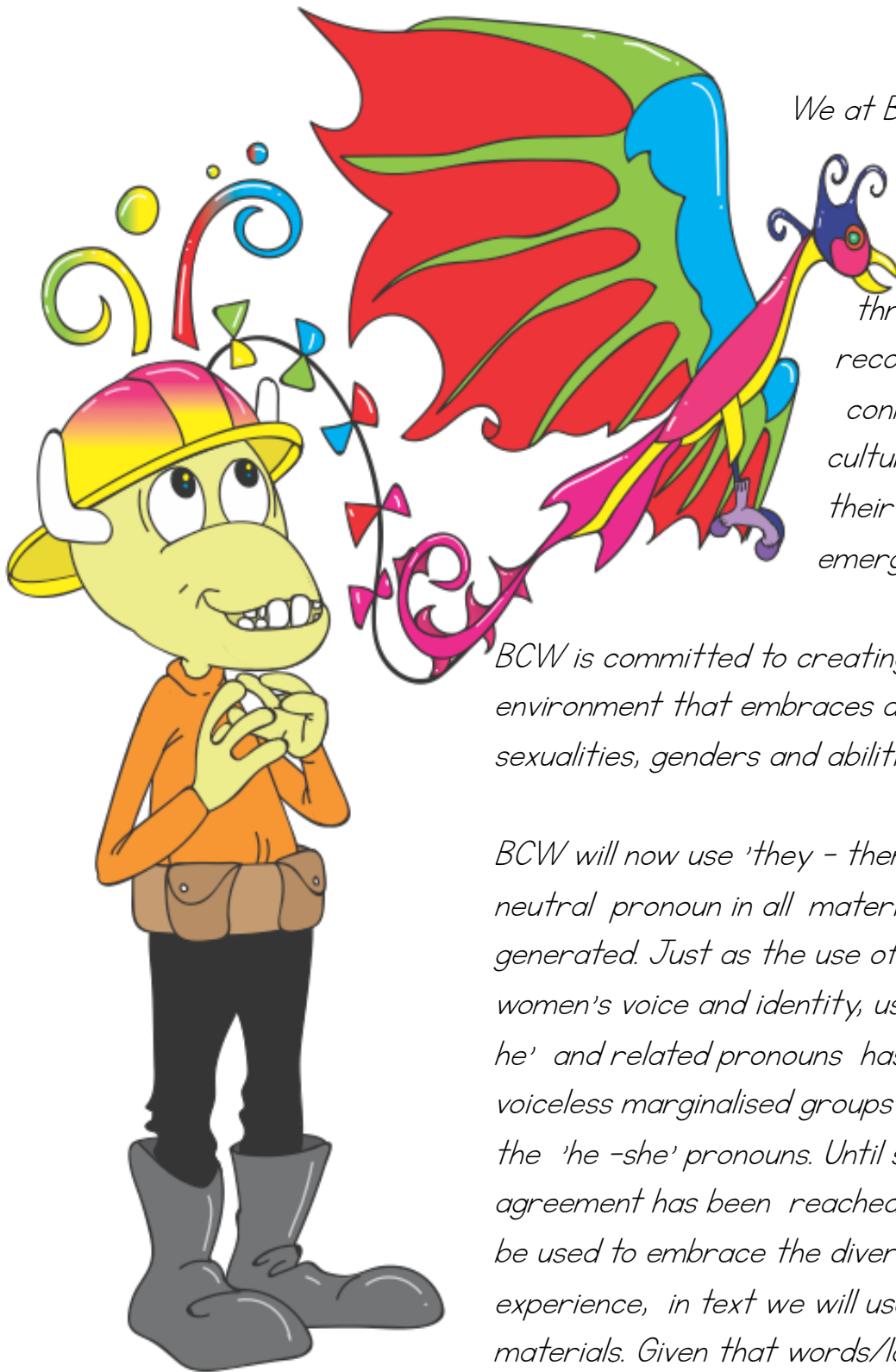
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