



# What can reading look like?

Reading is an experience, a bridge between the readers, the author/illustrator and ideas.

Younger readers need a chance to develop a love of reading and reading skills at the same time. Reading doesn't always look like a person repeating the words on a text.

Reading can take on a lot of forms.

Some of these forms include

- Shadow reading
- Choral reading
- Read the pictures
- Remember and retell
- If I wrote this story...
- Read together





# Reading skills

Reading is an experience, a bridge between the readers, the author/illustrator and ideas.

The strategies explored in this resource are built on these key reading skills.

- Accessing and identifying the main idea
- Comparing and contrasting
- Decoding and phonemic awareness
- Developing fluency and expression
- Developing reasoning skills and drawing conclusions
- Drawing on personal or real-world connections
- Identifying cause and effect; process or procedure
- Identifying fact and fiction
- Making inferences
- Sequencing
- Understanding sentence (text) construction and cohesion
- Word attack and vocabulary development
- Working memory and attention

Decoding and sight word are important skills and as such are best developed in texts designed to support such skills. These texts are often referred to as 'readers'. These texts include less complex plot features and basic vocabulary. They use simple sentence structures , gradually moving to more complex sentences. These 'readers' are also specifically designed to develop a key sight word vocabulary. Sight words are words that can't be sounded out and are frequently used in everyday encounters and texts.

They are a useful tool to use in conjunction with ideas and attitudes that help develop a love of reading and encourage engagement with more interesting texts. Building skills and developing strategies will enable you and your child(ren) to use and engage with more complex and richer texts, that would be well beyond the decoding skills of younger readers.

## Shadow reading



- Comprehension
- Fluency and expression
- Idea and vocabulary development

## Choral reading



- Fluency and expression
- Idea and vocabulary development
- Developing a working memory

## Read the pictures



- Comprehension
- Idea and vocabulary development
- Developing a working memory

## Remember and retell



- Comprehension
- Idea and vocabulary development
- Developing a working memory
- Understanding and exploring the elements of different texts and stories.

## If I wrote the story...



- Comprehension
- Idea and vocabulary development
- Developing a working memory
- Understanding and exploring the elements of different texts and stories.

## Read together



- Comprehension
- Fluency and expression
- Idea and vocabulary development
- Developing a working memory





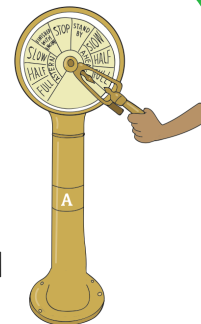
It connects to...

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



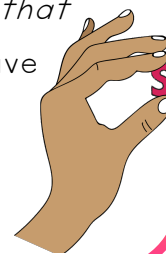
## AGENCY

*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.



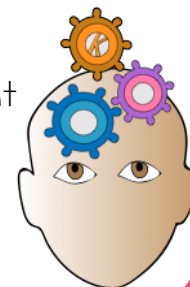
## SKILLS

*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 making and enabling learning to become portable across disciplines, time and place.*

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



## Shadow reading



### Related Skills

- Accessing and identifying the main idea
- Developing fluency and expression
- Developing reasoning skills and drawing conclusions
- Sequencing
- Working memory and attention

## Choral reading



### Related Skills

- Accessing and identifying the main idea
- Decoding and phonemic awareness
- Developing fluency and expression
- Understanding sentence (text) construction and cohesion
- Word attack and vocabulary development

## Picture reading



### Related Skills

- Accessing and identifying the main idea
- Developing reasoning skills and drawing conclusions
- Drawing on personal or real-world connections
- Identifying cause and effect; process or procedure
- Working memory and attention

## Remember and retell



### Related Skills

- Accessing and identifying the main idea
- Developing reasoning skills and drawing conclusions
- Sequencing
- Understanding sentence (text) construction and cohesion
- Working memory and attention

## If I wrote this story...



### Related Skills

- Comparing and contrasting
- Developing reasoning skills and drawing conclusions
- Drawing on personal or real-world connections
- Identifying cause and effect; process or procedure
- Sequencing
- Understanding sentence (text) construction and cohesion

## Read together



### Related Skills

- Decoding and phonemic awareness
- Developing fluency and expression
- Drawing on personal or real-world connections
- Sequencing
- Understanding sentence (text) construction and cohesion
- Working memory and attention

DIFFERENT WAYS TO READ

# Shadow reading



*"Shadow reading"* encourages readers to practice reading fluently, with expression and confidence.

BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Choral reading



*"Chorus reading"* encourages readers to join in with known or rhythmic parts of a text, developing a love of reading and expressive reading practices.

BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Shadow reading



BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Choral reading



BeConWiz Creating Thinkers © 2022 beconwiz.com -

# Shadow reading

*"Shadow reading"* encourages readers to practice reading fluently, with expression and confidence.

- Decide on a book to read together. The book should more pictures than text and preferably a book that your child(ren) are familiar with.
- Talk about the cover of the book, so your child(ren) has a chance to 'prepare' themselves for reading.
- Ask your child(ren) to find the title and guess at what it might say. Then read the title running your finger from left to right under the text at the same pace as you read.
- Start reading, again running your finger from left to right under the text at the same pace as you read. Keep your finger running at the same pace as the text, this introduces the idea of fluency rather than just reading word to word.
- If your child(ren) is familiar with the text they can read along with you, practicing fluency and expression. If the text is new to your child(ren), read a section of text and then have them read again with you, mimicking fluency and tone.
- The idea being that your child acts like you shadow, mirroring what you do as a reader. You can take turns to do the reading, or you can read together at the same time, just like a shadow would move in time with a body.



# Choral reading

*“Chorus reading”* encourages readers to join in with known or rhythmic parts of a text, developing a love of reading and expressive reading practices.

- Choose a text together. The text should have rhythmic sections or repeated sections of text. Look at the book together and explore the rhythm or repeated (chorus) part of the text.
- Model the reading for the text, pausing and ‘playing’ with the rhythm or chorus to emphasis that part of the text. This ‘playing’ should also model fluency and expression.
- Read the text to your child(ren) and encourage and support them to join in with the chorus or guess and insert words that might match the rhyme/ rhythm.
- As your child(ren) become familiar with the text, encourage them to ‘play’ with it by adding actions, or new expressions.
- These texts sometimes lend themselves to play acting out the story line.





DIFFERENT WAYS TO READ

# Read the pictures



*"Read the pictures"* encourages readers to look at the pictures and tell the story based on what they know using story character, setting and action as clues.

BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Remember & retell



*"Remember and re-tell"* encourages readers to think about the other times they have heard the story and retell it trying to remember important details and using expression.

BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Read the pictures



BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Remember & retell



BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Read the pictures

*Read the pictures* encourages readers to look at the pictures and tell the story based on what they know using story character, setting and action as clues.

- Before you read the 'pictures' together, go for a picture walk through the book. The idea of this picture walk is to engage young readers with the key elements of a text.

➤ FICTION

- **WHO** do you think the story is about? (Characters)
- **WHERE** do you think parts of the story are going to happen? (Setting)
- **WHAT** do you see the characters doing or feeling? (Plot)

➤ NON-FICTION (\*This can also be used when looking at websites together)

- **WHAT** do you think the information is going to be about? (Content focus)
- **HOW** do you think the ideas are being organised? (Text format)
- **WHY** do you think someone made this book/text?

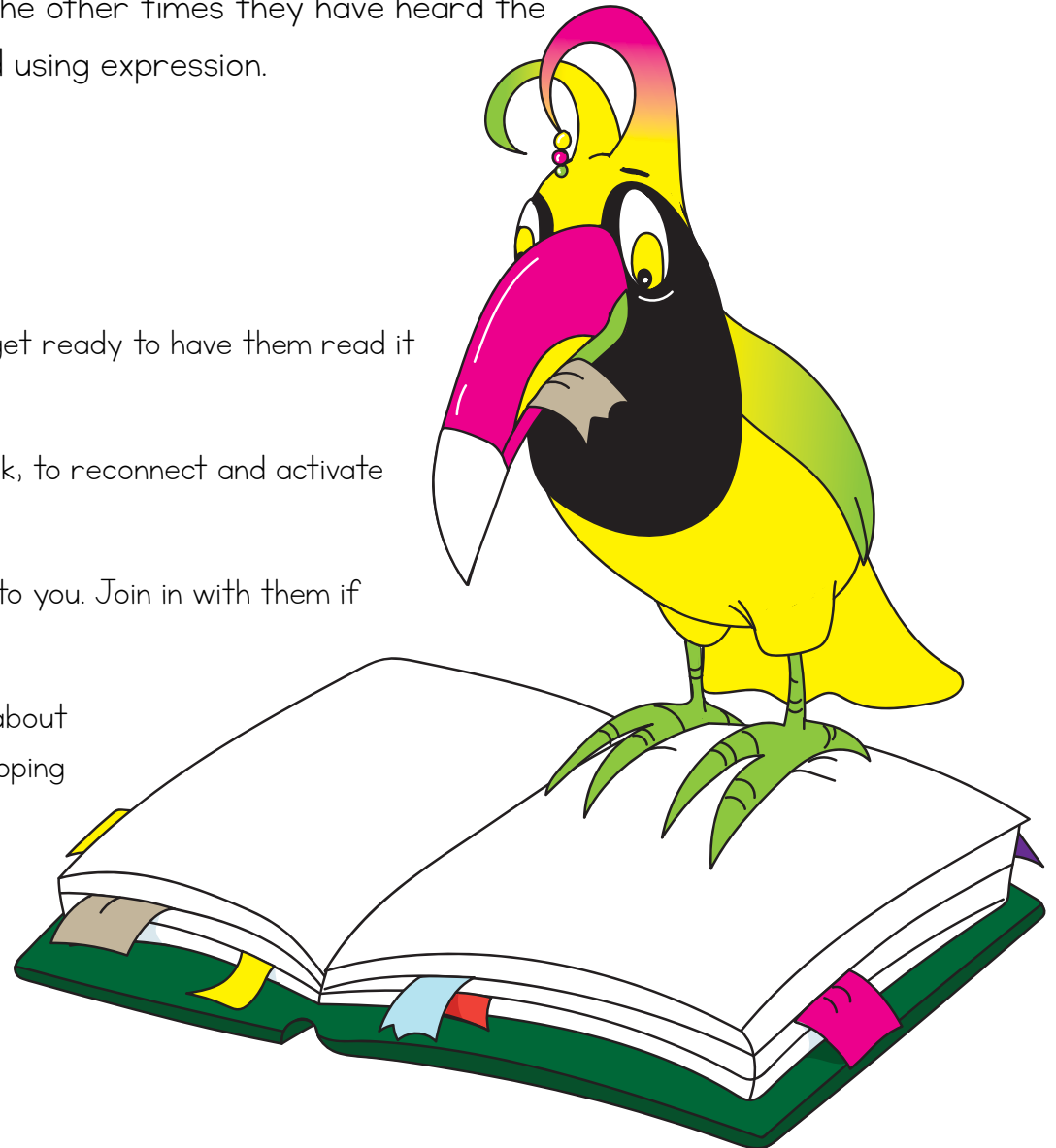
- After looking at this 'pre-information' together. Return to the cover of the text or the section of the non-fiction text you wish to start from.
- Read the title together and see if this provides more clues about the focus of the text.
- Use the pictures in the book or website to encourage your child(ren) to read the content to you. Help them read by pointing out small or hidden details in the pictures or images that may aid in the comprehension and accurate reading of the book/website.
- After reading the text this way, go back together and read the words to see how the two different readings correlate.



# Remember & retell

*Remember and re-tell* encourages readers to think about the other times they have heard the story and retell it trying to remember important details and using expression.

- This strategy can be used independently or as a follow up to
  - *Shadow reading*
  - *Read the pictures*
- Have your child(ren) choose a book they are familiar with and get ready to have them read it to you.
- Before reading, do a quick text or picture walk through the book, to reconnect and activate prior knowledge.
- Sit with your child(ren) as they remember and retell the story to you. Join in with them if they invite you or when necessary if they get frustrated.
- The idea is not to focus on the decoding of the text, it is more about developing expression and comprehension skills and well as developing working memory about important details in a text.



DIFFERENT WAYS TO READ

# If I wrote this story...



*"If I wrote this story..."* encourages readers to have fun with texts and add imaginative ideas and possibilities to the text. This reading process aims to encourage a love of reading.

BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Read together



*"Read together"* encourages younger readers to read with a more experienced reader. This can be used in conjunction with the shadow reading and chorus reading strategies.

BeConWiz Creating Thinkers © 2022 beconwiz.com -



DIFFERENT WAYS TO READ

# If I wrote this story...



BeConWiz Creating Thinkers © 2022 beconwiz.com -

DIFFERENT WAYS TO READ

# Read together



BeConWiz Creating Thinkers © 2022 beconwiz.com -

# If I wrote this story...

*"If I wrote this story..."* encourages readers to have fun with texts and add imaginative ideas and possibilities to the text. This reading process aims to encourage a love of reading.

- After reading the story/text, ask your child(ren) what they thought of the story and why they think that.
- The next step is aimed at the possibility of being an author/illustrator and looking at what choices they might make.
- Ask your child(ren) to choose one element (characters, setting, plot problem, etc) to start with and discuss what changes they might make and why they might make it.
- Have your child(ren) predict what might happen to the story if they made these changes. (Don't force the development or interaction with the story. You want to maintain a love of reading and imagination, before anything else)
- Depending on your child's interest, keep adding an element of the story to change and see how the ideas develop.
- After this your child(ren) can either continue to play with ideas or leave
- Some optional follow up ideas could include
  - Play acting out the 'new' story
  - Drawing the cover or illustration for the 'new' book
  - Have your child(ren) narrate the story while you record ideas, then have them illustrate the book.





# Read together

*“Read together”* encourages younger readers to read with a more experienced reader. This can be used in conjunction with the shadow reading and chorus reading strategies.

- As the name suggest this is chance for an experienced and new reader work together to read a text.
- Choose a book that your child(ren) are familiar with.
- If necessary and before you read together do a quick text or picture walk through the book, to reconnect and activate prior knowledge.
- Work together to decide if you want to read the whole text together or take turns at reading different sections.
- The sections could include
  - Read alternate pages
  - One reads the pictures and the other reads the texts
  - Read different character parts – adding voice, tone and expression
- However you choose to share the reading, remember the focus for this strategy is on fluency, expression and comprehension of text. Decoding strategies and skills can be used with more appropriate skill-based texts known as readers.





What can reading look like?

## Shadow reading

*Shadows mirror what we do.*

- Can you be my shadow and mirror what I do as a reader?

BeConWiz Creating Thinkers © 2022 beconwiz.com -



What can reading look like?

## Choral reading

*A chorus expresses ideas and plays with sounds.*

- Can you help me play with sounds and words as we read?

BeConWiz Creating Thinkers © 2022 beconwiz.com -



What can reading look like?

## Picture reading

*Pictures can tell us lots of things.*

- Can you help me read the story using the pictures?

BeConWiz Creating Thinkers © 2022 beconwiz.com -



What can reading look like?

## Remember and retell

*Remembering something helps me do it again.*

- Can you help remember and retell this story using picture and word clues?

BeConWiz Creating Thinkers © 2022 beconwiz.com -



What can reading look like?

## If I wrote this story...

*We can get ideas from lots of places and have different perspectives on things.*

- If you were the author, what would you change?

BeConWiz Creating Thinkers © 2022 beconwiz.com -



What can reading look like?

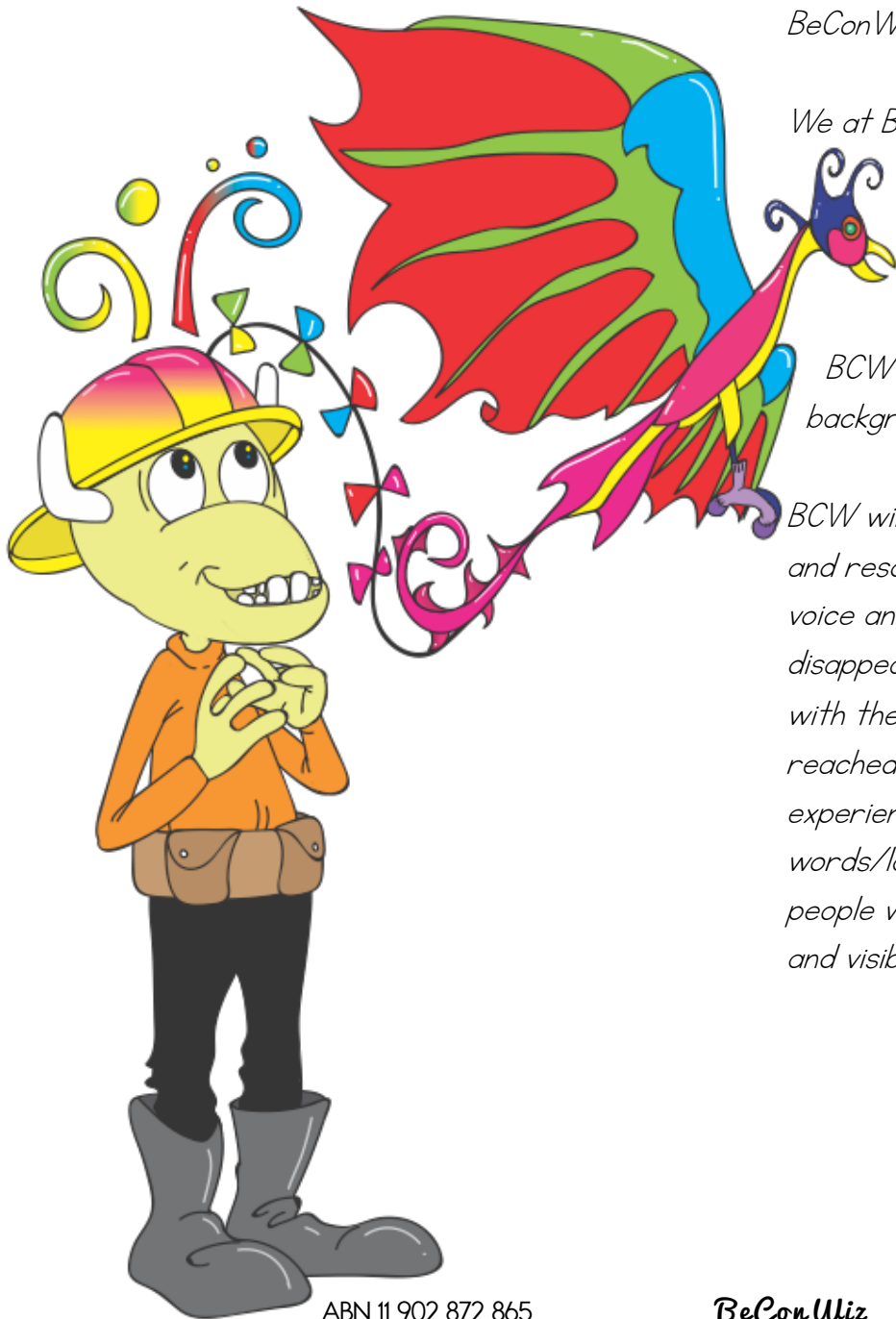
## Read together

*Working together can help us both.*

- What do you want to do as a reader?
- What can I do as a reader?

BeConWiz Creating Thinkers © 2022 beconwiz.com -

# BeConWiz's commitment to equitable and ethical practices



*BeConWiz, will be referred to as BCW in this document.*

*We at BeConWiz, acknowledge the Traditional Custodians of the lands on which we work and live throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.*

*BCW is committed to creating a safe and welcoming environment that embraces all backgrounds, cultures, sexualities, genders and abilities.'*

*BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "*



### TERMS AND CONDITIONS

#### LICENSE TO USE PURCHASED INDIVIDUAL CLIP ART

The clipart purchased on this site may only be used for personal or class use. It can not be used in the production or publication of any materials, resources or other related goods that are to be sold onto others or for commercial use. Schools wishing to buy clip art for across school use or in school publications must contact the BeConWiz team for a price for this option.

#### LICENSE TO USE PRODUCTS

Any products purchased from BeConWiz are purchased by you for your personal use and not for distribution or resale. BeConWiz download resources are able to be printed for personal use by the purchaser (a given single educator) only. They can be used to teach your class of students and are intended to be used in this way. *Schools wishing to use product packages or negotiate tailored deals or teaching teams must contact BeConWiz directly and negotiate separate terms and conditions.*

Any workshop or consultancy work will be negotiated and tailored to meet individual client needs and as such, the terms and conditions of such purchases or contracts will be issued and delivered in separate documentation.

#### ELECTRONIC DOWNLOAD DELIVERY

Download products are immediately available to holders of a product package of BeConWiz. If you have any problems with an immediate download, please contact us at [beconwiz@beconwiz.com](mailto:beconwiz@beconwiz.com)

#### DOWNLOAD PRODUCTS AND MATERIALS

We provide no guarantee that you will be able to use school computers to download BeConWiz materials. We will endeavor to do our best to ensure downloadable material is accessible on a variety of computers, tablets or devices. If you are experiencing issues with download or printing of materials please contact us, so we can improve our service to you.

