



STRENGTHENING THE UPPER STRANDS OF THE READING ROPE: Becoming teachers of language and content

Sharing Best Practice

Auckland

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SOLAR LAB
Science of Language
and Reading Lab



Cognitorium

CLAY AND NOW BEYOND



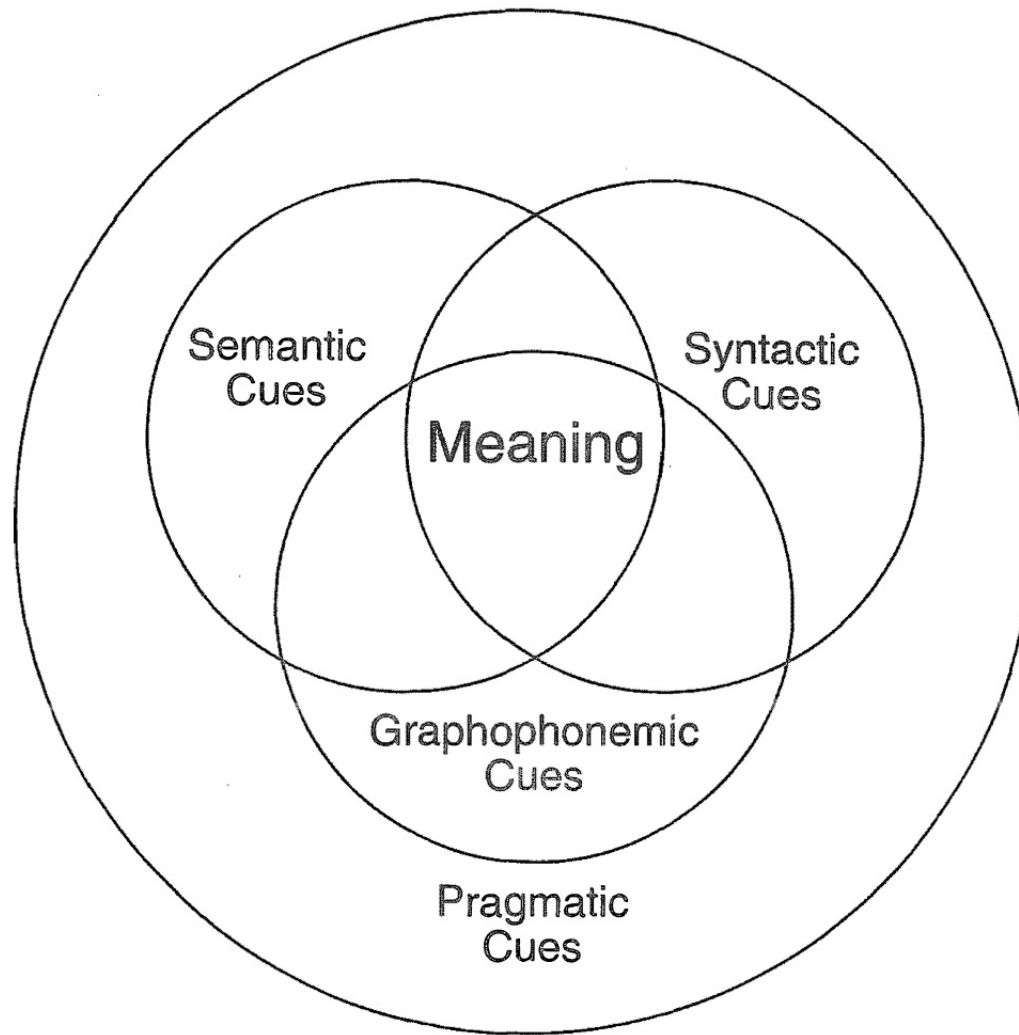


FIGURE 4.1. The three-cueing system.

Adams, M. J. (1998). The three-cueing system. In J. Osborn & F. Lehr (Eds.), *Literacy for all: Issues in teaching and learning* (pp. 73–99). Guilford Press.

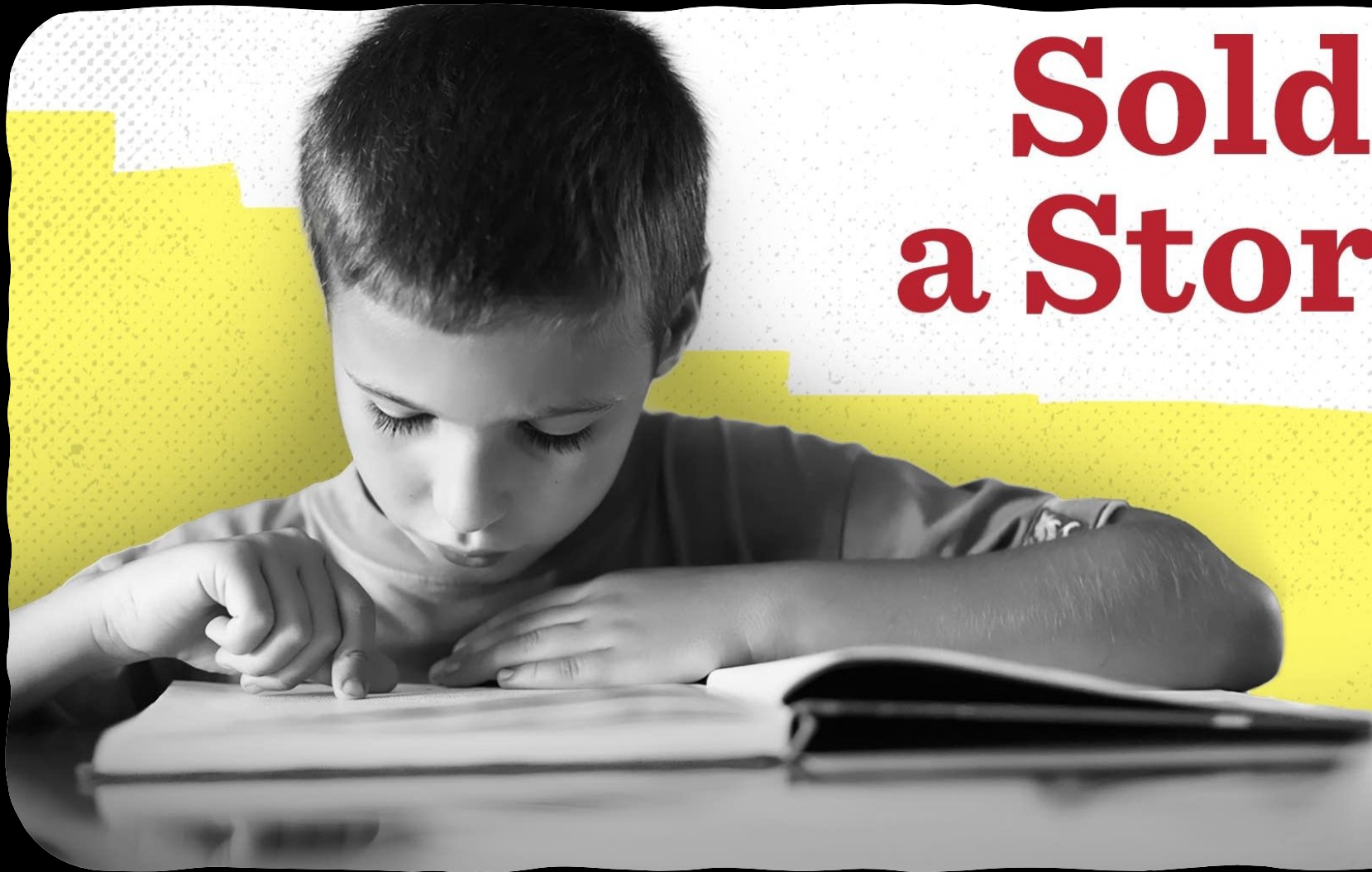
THE NAIL IN THE COFFIN



Henry May, Aly Blakeney, Pragya Shrestha, Mia Mazal & Nicole Kennedy (2023) Long-Term Impacts of Reading Recovery through 3rd and 4th Grade: A Regression Discontinuity Study, *Journal of Research on Educational Effectiveness*, DOI: [10.1080/19345747.2023.2209092](https://doi.org/10.1080/19345747.2023.2209092)

Results suggest that the **long-term impact of Reading Recovery** on students' reading/ELA test scores in 3rd and 4th grades is statistically significant and **substantially negative**; students who participated in Reading Recovery in first grade had 3rd and 4th grade state test scores in reading/ELA that were, on average, .19 to .43 standard deviations **(about one-half to one full grade level) below the state test scores** of similar students who did not participate in Reading Recovery.

Sold a Story





BALANCED LITERACY HANGOVERS



Planning for Word Work After Guided Reading

Using your recent observations of the readers' ability to take words apart quickly and efficiently while reading text, plan for **one to three minutes** of active engagement of students' attention to letters, sounds and words. Prioritise the readers' noticing of print features and active hands-on use of magnetic letters, a white board, word cards or pencil and paper to promote fluency and flexibility in visual processing.

Examples:

- Take apart compound words and notice how the parts contribute to meaning and notice parts that appear in many compound words: e.g. *somebody*, *someone*, *sometime*, *someday*, *today*
- Recognise and use contractions with *not*, *am*, *are*, *is*, *has*, *will*, *have*, *had* and *would*
- Add *-s* or *-es* to a singular noun to make a plural noun (*evening/evenings*; *princess/princesses*)
- Change *y* to *i* and add *-es* to a singular noun to make a plural noun (*library/libraries*)
- Add an inflectional ending to a word to make a new word (*print/printing, printed*; *smile/smiling, smiled*)
- Add the suffix *-er* or the suffix *-est* to a word to show comparison (*full/fuller/fulllest*; *great/greater/greatest*)
- Add the suffix *-er* to a word to form a noun that names a person or thing that does something (*bake, baker; kick, kicker dance, dancer*)
- Recognise, make and break apart words that end with a consonant cluster or a consonant digraph (*sound, trunk, world; splash, through, o'clock, finish*)
- Recognise and use words with consonant letters that have no sound (*knock, eight, listen*)
- Recognise, make and break apart words that contain phonograms with a double vowel pattern (*week, tooth*)
- Recognise and use vowel sounds with *r* (*hardly, important, terrible*)
- Recognise letter patterns that look the same but represent different vowel sounds (*dear, bear*) as well as letter patterns that look different but represent the same vowel sound (*said, bed*)
- Break apart multisyllable words by syllable (*cor-ner, hap-pen, eve-ry-where*)
- Hear, say, clap and identify syllables in words with three or more syllables (*eve/ry/where, li/brar/y, won/der/ful*)
- Solve words using letter-sound analysis from left to right (*s-pl-a-sh*)
- Recognise and use homophones (words with the same pronunciation, different spellings and different meanings) (*through, threw; dear, deer*)
- Recognise and use homographs (words with the same spelling, different meanings and origins and may have different pronunciations) (*bear, hide*)
- Sort words based on any word features

Planning for Letter and Word Work After Guided Reading

Using your recent observations of the readers' ability to take words apart quickly and efficiently while reading text, plan for **one to three minutes** of active engagement of students' attention to letters, sounds and words. Prioritise the readers' noticing of print features and active hands-on use of magnetic letters, a white board, word cards or pencil and paper to promote fluency and flexibility in visual processing.

Examples:

- Recognise a few easy high-frequency words quickly (for example, *a, an, I, go, it*)
- Make a few easy high-frequency words (*is, it, I, am, can, the*)
- Write a few easy high-frequency words (*and, is, on, to*)
- Recognise a few easy CVC words (*can, get, big, not, run*)
- Make and break apart a few easy CVC words (*can, get, big, not, run*)
- Write a few easy CVC words (*can, get, big, not, run*)
- Clap the syllables in one- and two-syllable words (from pictures)
- Match or sort pictures by beginning or ending sounds (*car, cake; house, dress*)
- Match or sort pictures by rhyming sounds at the end (*man, fan, can*)
- Match or sort letters by a variety of features—uppercase or lowercase; tall or short; with or without long straight lines, short straight lines, circles, tails, tunnels
- Search for and locate letters by name quickly
- Match or sort lowercase and uppercase letters (*a and A, d and D*)
- Read the Alphabet Linking Chart in different ways—singing, by letter names, pictures and words, all vowels, all consonants, letters only, backwards order, every other letter

LEVEL A
(Foundation/
Prep)

BALANCED LITERACY - READING

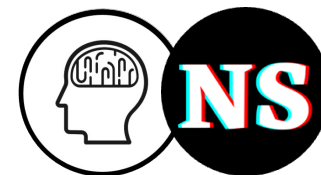
Component	Time (mins)
Warm Up	5
Mini Lesson (Comp. Strategy)	10
Literacy Rotations (e.g. Daily 5, inc. Guided Reading)	3 x 10 min
Reflection	5

BALANCED LITERACY – WRITING

Component	Time (mins)
Warm Up	5
Mini Lesson (Mentor Text / Genre)	10
Independent Writing	30 mins
Reflection	5

SPELLING

Component	Time (mins)
Words Their Way / THRASS / Sound Waves (Cutting and Sorting)	20 mins when you can



The typical focus under balanced literacy

↑ *decontextualised*
↑ *specificity of skills*

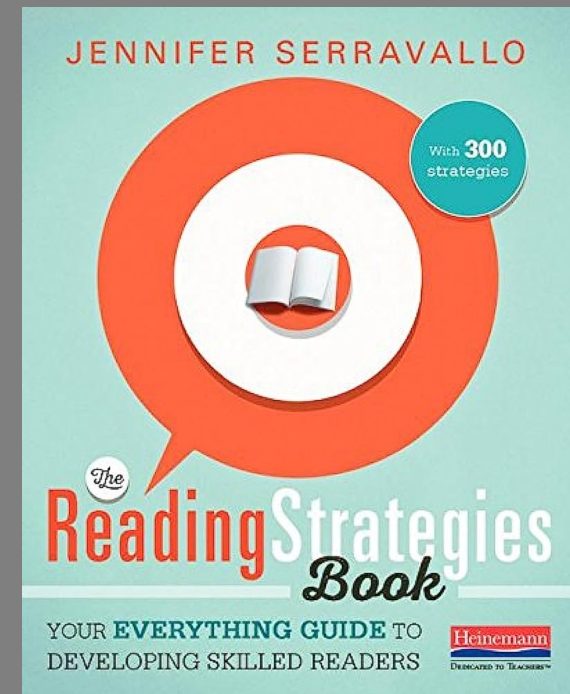
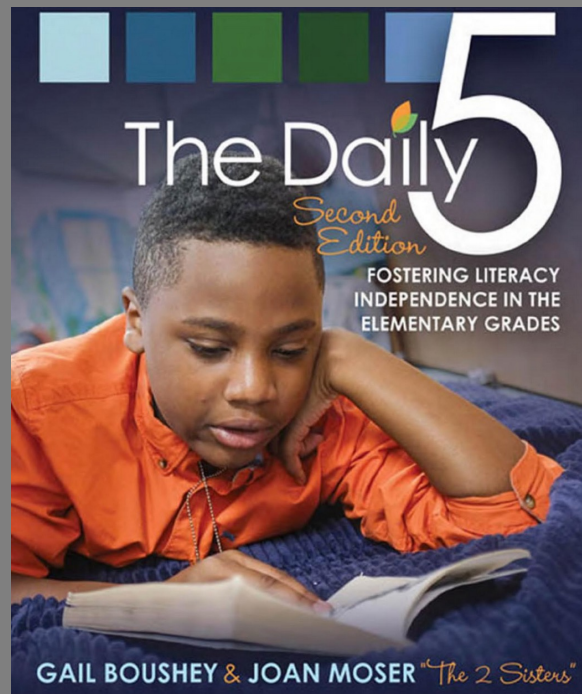
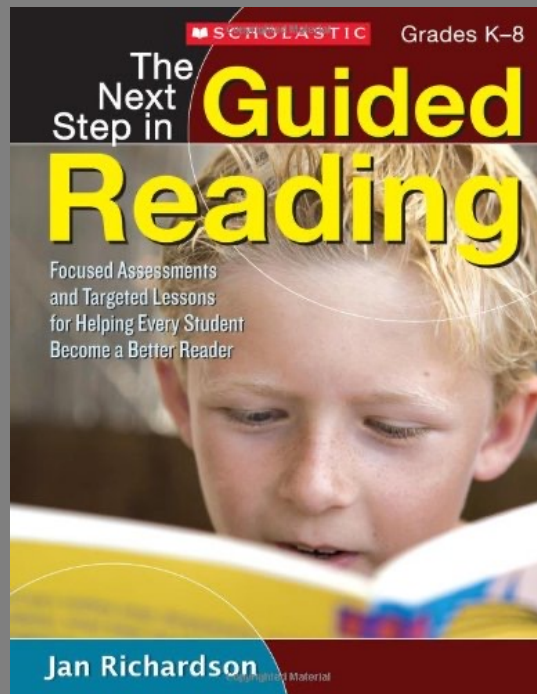


↑ *contextualised*
↑ *embedded in literature*

Dr Nathaniel Swain

Under Balanced Literacy
foundational skills are mainly taught
within “Meaningful Contexts”

THREE PROMINENT PROFESSIONAL TEXTS



RICHARDSON (2009, P. 67)

“

It is true that whole-group reading instruction takes less time to prepare and deliver than guided reading instruction, but efficiency does not equate to effectiveness.

They must also provide differentiated small-group instruction that targets those specific needs ... it is just not possible to meet every student's needs with a single lesson.

BOUSHEY, G., & MOSER, J. (2014, P. 74)

“

The average number of years our children are in age parallels the average number of minutes they can maintain attention during direct instruction- whole group, small group, or one-on-one as measured by PET scans. (p. 28)

[quoting conversation with Kenneth Wesson]

PROBLEMATIC IDEA #3

Students learn to read best in differentiated guided reading lessons.

GUIDED READING

GUIDED READING

GUIDED READING

WHAT WE KNOW FROM RESEARCH

- Guided reading research is weak (e.g. Denton et al., 2014)
- Whole class explicit instruction is effective

POINTS OF CONTENTION

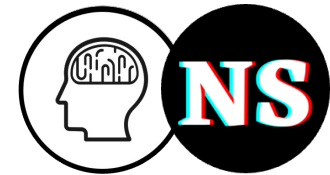
- Guided reading = Cornerstone, meet individual needs ??
- Whole class = ignores individuality ??
- Pseudoscience: tuning out after 5-10 minutes ??

WHAT MAKES IT PROBLEMATIC?

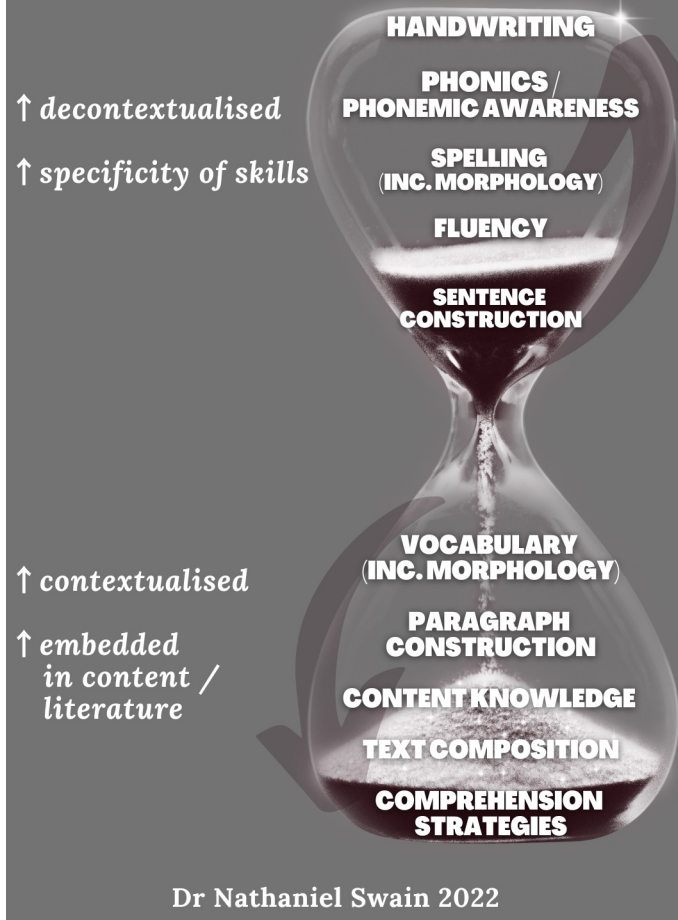
- Incredibly inefficient (mini lesson)
- Hours wasted in groups of questionable value
- Students trained to not disrupt guided reading
- Guided reading focuses are mixed

ADDRESSING THE IDEA with TEACHERS

- You don't need to hear every student, every week
- Whole class = more time with teacher
- Adaptive, responsive teaching



Inverting the focus of literacy learning



- Foundational Skills are actually best taught explicitly and often in isolation
 - Reduces working memory demands
- Other literacy skills make more sense to develop in context or embedded

**HOW THE
SCIENCE OF LEARNING
HELPS THE
SCIENCE OF READING**



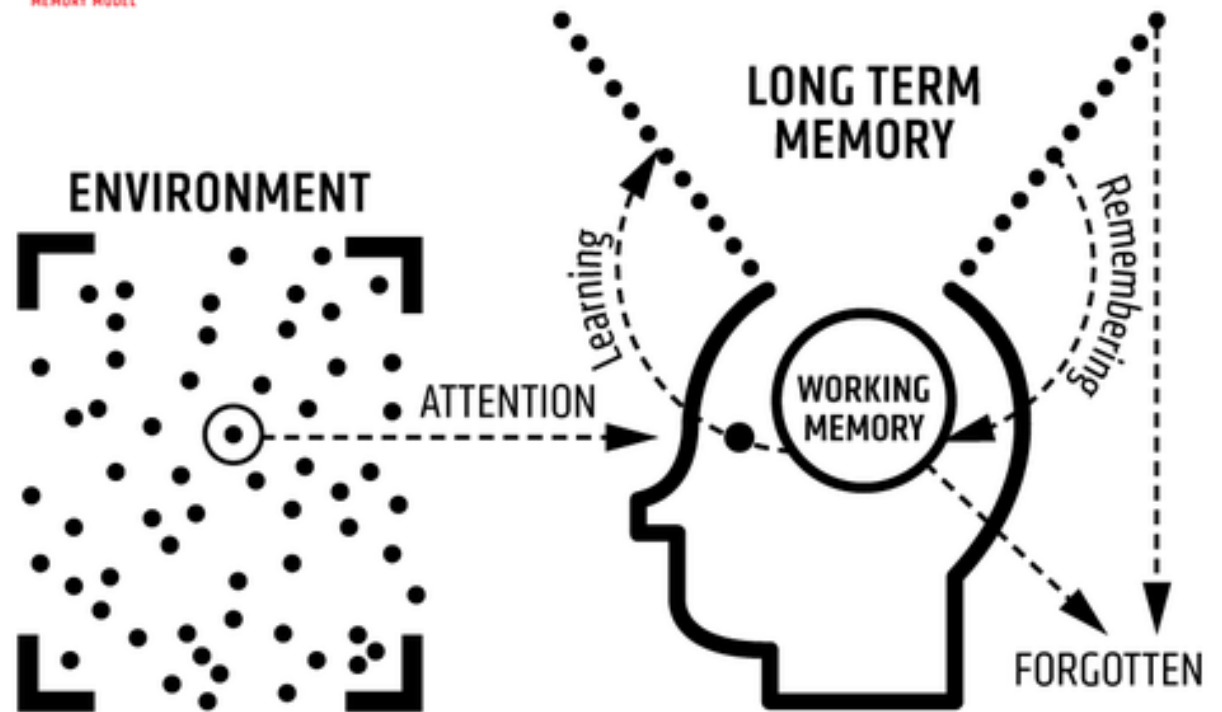
SIMPLE MODEL OF MEMORY

INFORMATION PROCESSING MODEL (DAN WILLINGHAM)

- WORKING MEMORY BOTTLE NECK

COGNITIVE LOAD THEORY (E.G. SWELLER)

OLICAV OLIVER CARINGALLI
@olicav
olicav.com
WILLINGHAM'S SIMPLE
MEMORY MODEL



MULTICHOICE



A. A toolbox with many different tools



B. A workspace that is constantly being cleared



C. A tape recorder you can play back anytime



D. A series of photographs you can look at over and over



Working memory most resembles _____ because ____.

MULTICHOICE

Working memory most resembles _____.



~~A. A toolbox with many different tools~~



B. A workspace that is constantly being cleared



~~C. A tape recorder you can play back anytime~~



~~D. A series of photographs you can look at over and over~~



Working memory most resembles a **workspace that is constantly being cleared** because you can use what is there very briefly but if you change tasks, it will be gone.

**THE FUNDAMENTAL RECOMMENDATION OF
COGNITIVE LOAD THEORY IS TO ...**

OPTIMISE INTRINSIC LOAD

AND MINIMISE EXTRANEEOUS LOAD

SOURCES OF EXTRANEOUS LOAD

LOVELL, 2020

Extraneous load can include:

- **redundant information (text, pictures, sounds, videos),**
- **noise,**
- **visual distractions, and**
- **anything else that takes working memory resources away from core learning.**

While learning to decode:

- A story with minimal examples of target grapheme / spelling rule

While learning to comprehend:

- Not knowing how to decode efficiently and effectively

While learning to write essays:

- Not understanding sentence structure



ROSENSHINE'S PRINCIPLES



Sherrington's Strands for Rosenshine	Rosenhine's 10 Principles (Grouped into strands)
Sequencing concepts and modelling	RP2 Small steps and practice RP4 Provide models RP8 Provide scaffolds

**HOW DO I GET WHOLE CLASS
INSTRUCTION TO WORK?**



CHECK FOR UNDERSTANDING

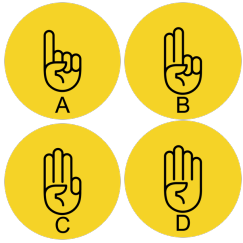


CFU

(Hollingsworth and Ybarra, 2018)



Checking for understanding is the teacher continually verifying that students are learning what is being taught while it is being taught.



Multiple
Choice



Vote



Pair Share



Pick a Stick/Cold Call



Whiteboards



In Your Workbook



Read-Aloud



Choral Read



Animals need some key things in order to survive: water, food and shelter. In places where lots of animals are found, plants are often in abundance. This is because some animals need plants for food.

The areas around rivers often have many plants because there is water available for them to thrive. Trees often grow there too and provide shelter for animals. The river itself is a source of water for animals. Furthermore, many animals live in rivers, like fish. Because of these factors, rivers often support lots of wildlife.



Teacher read-aloud



Why might an animal choose to live near a river?



An animal might choose to live near a river because _____.



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Teacher read-aloud

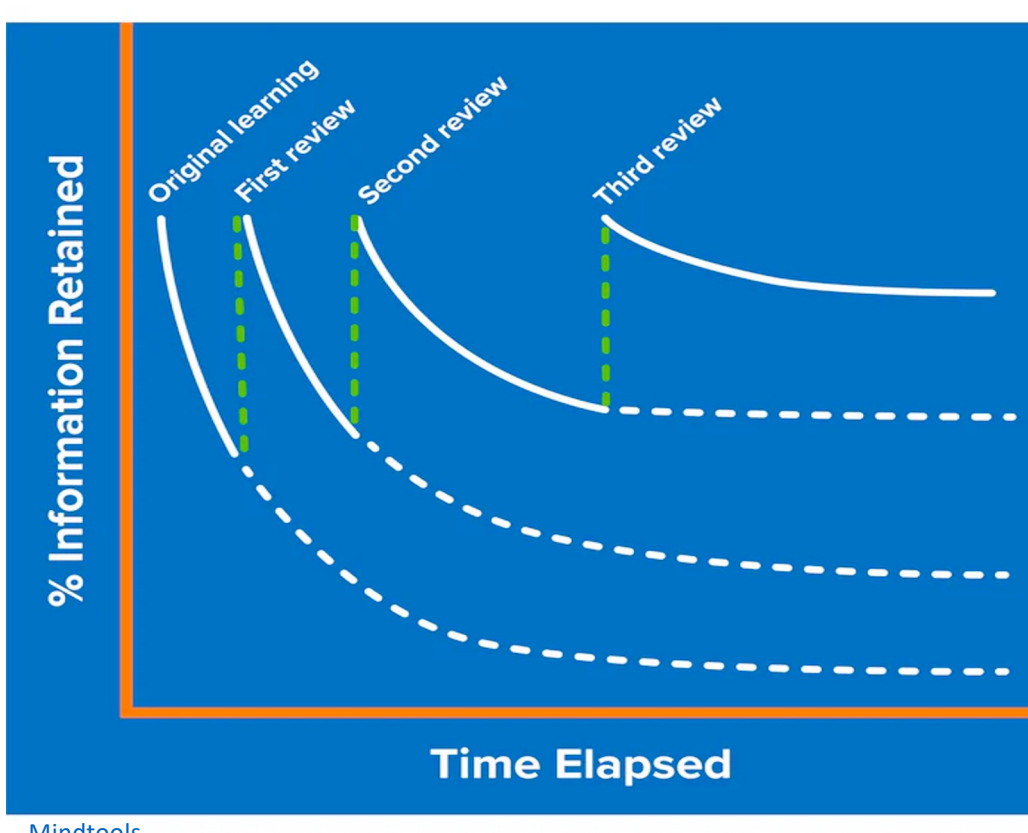


Why might an animal choose to live near a river?



An animal might choose to live near a river because there is available water and food around rivers. Trees often grow there too, which provides shelter.

Ebbinghaus' Forgetting Curve



[Mindtools](#)

Daily Review

Teachers of English Language and Literature now?

not just strategies?



THE SIMPLE VIEW OF READING (GOUGH & TUNMER)



The formula states that reading comprehension is the **product** of:

- Decoding and reading words
- Understanding the words in isolation and in context of the text

Many Strands Are Woven into Skilled Reading

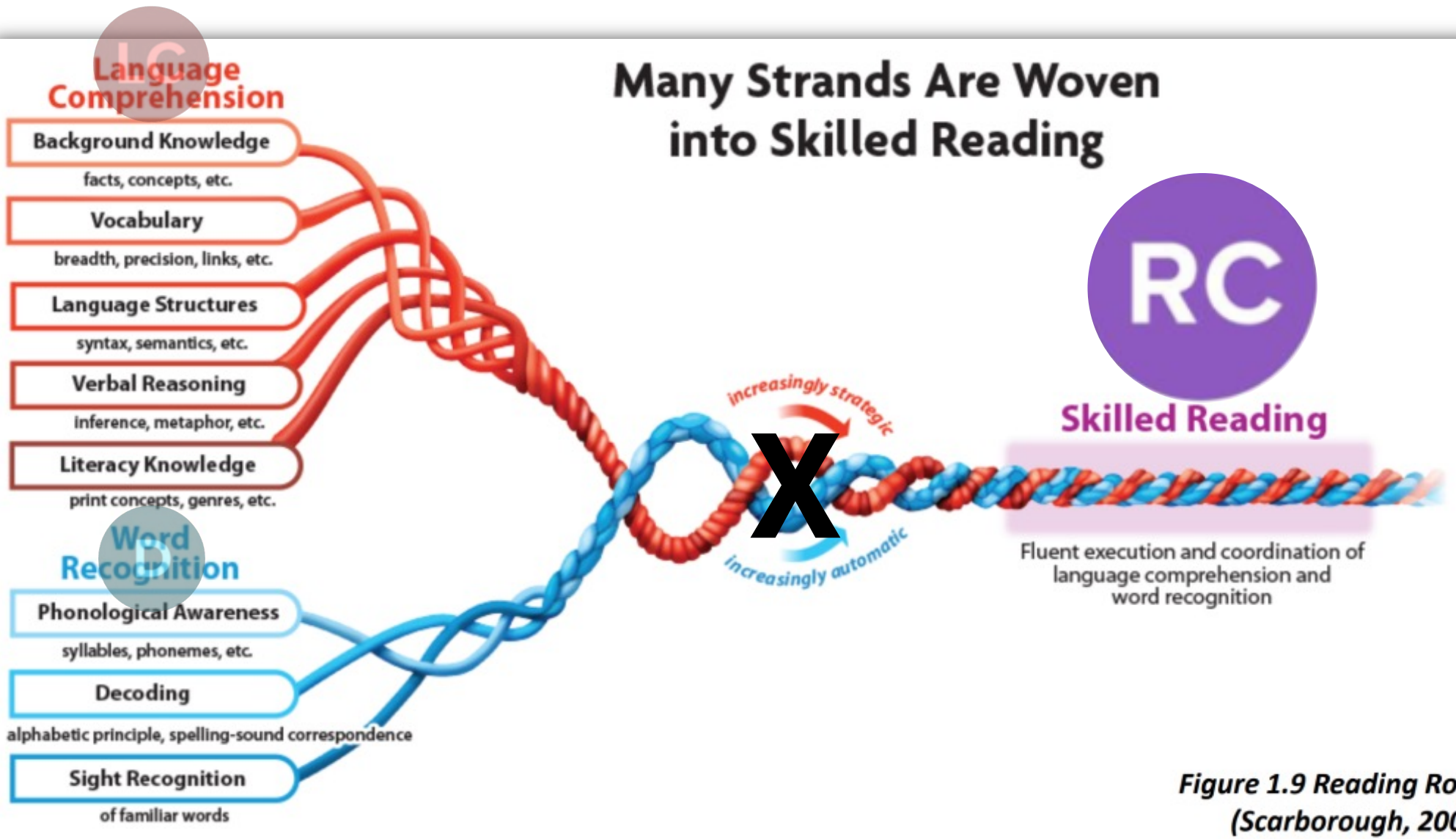


Figure 1.9 Reading Rope (Scarborough, 2001)

NEXT SLIDES:

*TRIPARTITE MODEL OF TEXT
REPRESENTATION*

(VAN DIJK AND. KINTSCH
1983).



Surface code

Reading words, knowing meanings

THE TEXT

What is
text about?

TEXT BASE

Surface Code

TEXT BASE

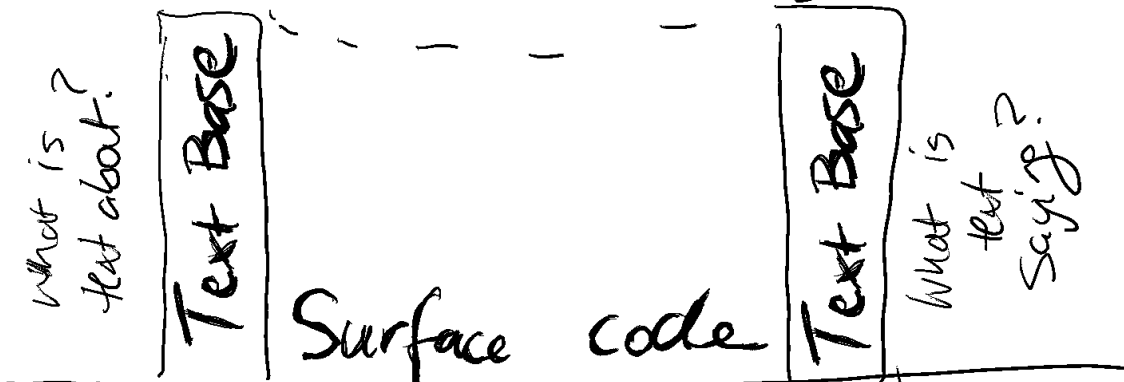
What is
text
saying?

Reading words, knowing meanings

THE TEXT

MENTAL MODEL

What do I remember about the text?

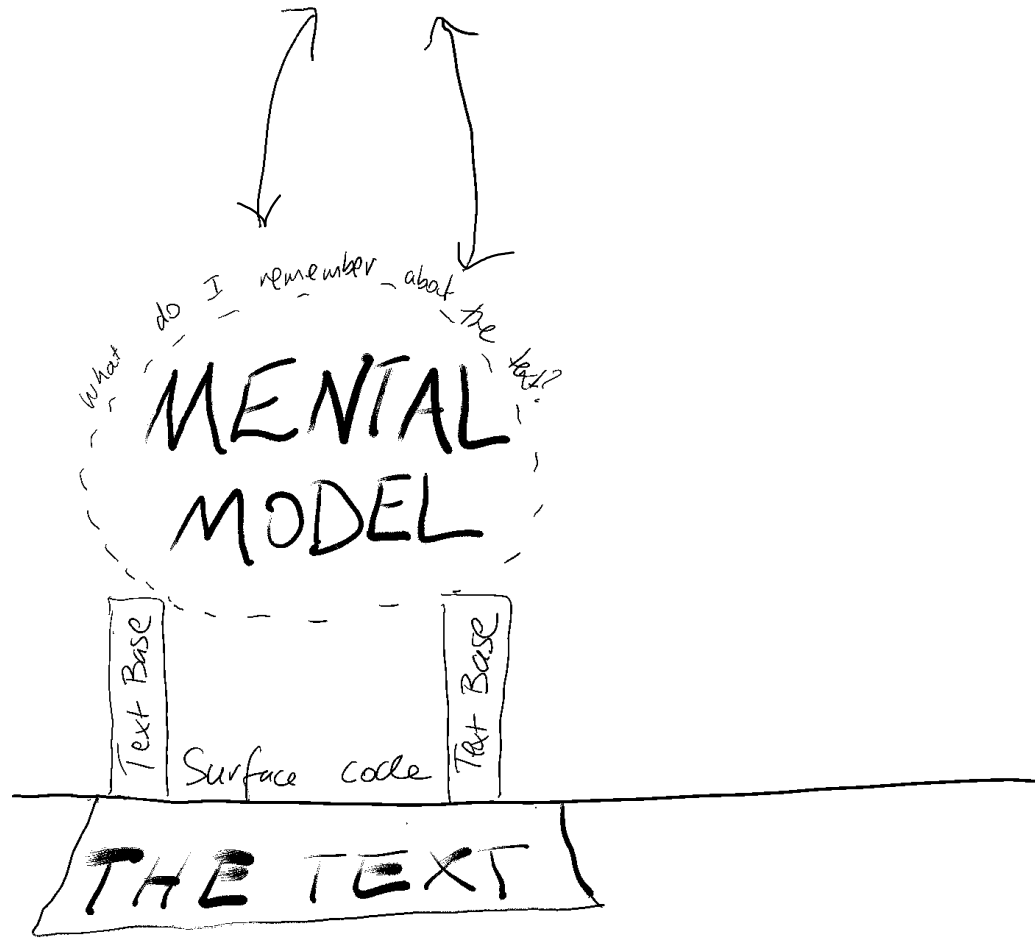


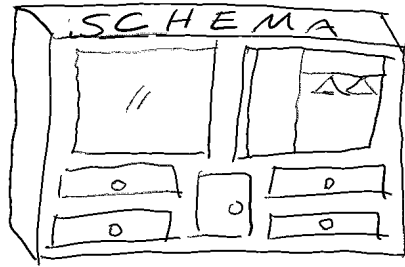
What is text about?

What is text saying?

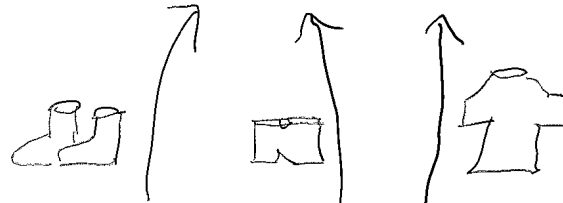
Reading words, knowing meanings

THE TEXT



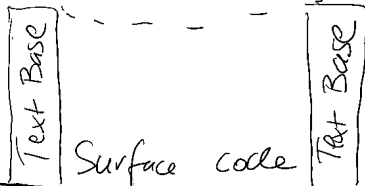


What do I know?
What do I think about this?



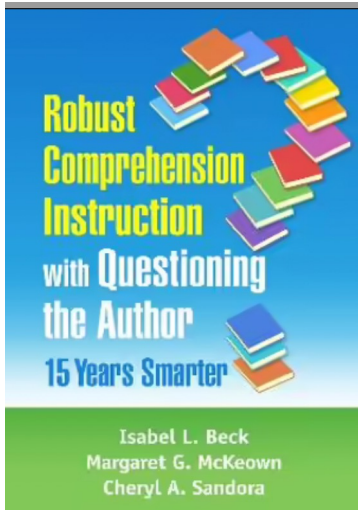
What do I remember about the text?

MENTAL MODEL



THE TEXT

INTERSPERSED READING + INTERSPERSED DISCUSSION



Chapter 1 and 2:
The Building Blocks
of QtA; The Current
Scene in Reading
Comprehension



INITIATING QUERIES, FOR EXAMPLE:

What is the author saying here?

What's happening in the story?



FOLLOW-UP QUERIES, FOR EXAMPLE:

So, how is that different from what we've learnt so far?

What is the author trying to say here with that word?



NARRATIVE QUERIES, FOR EXAMPLE:

What is the character thinking or feeling here?

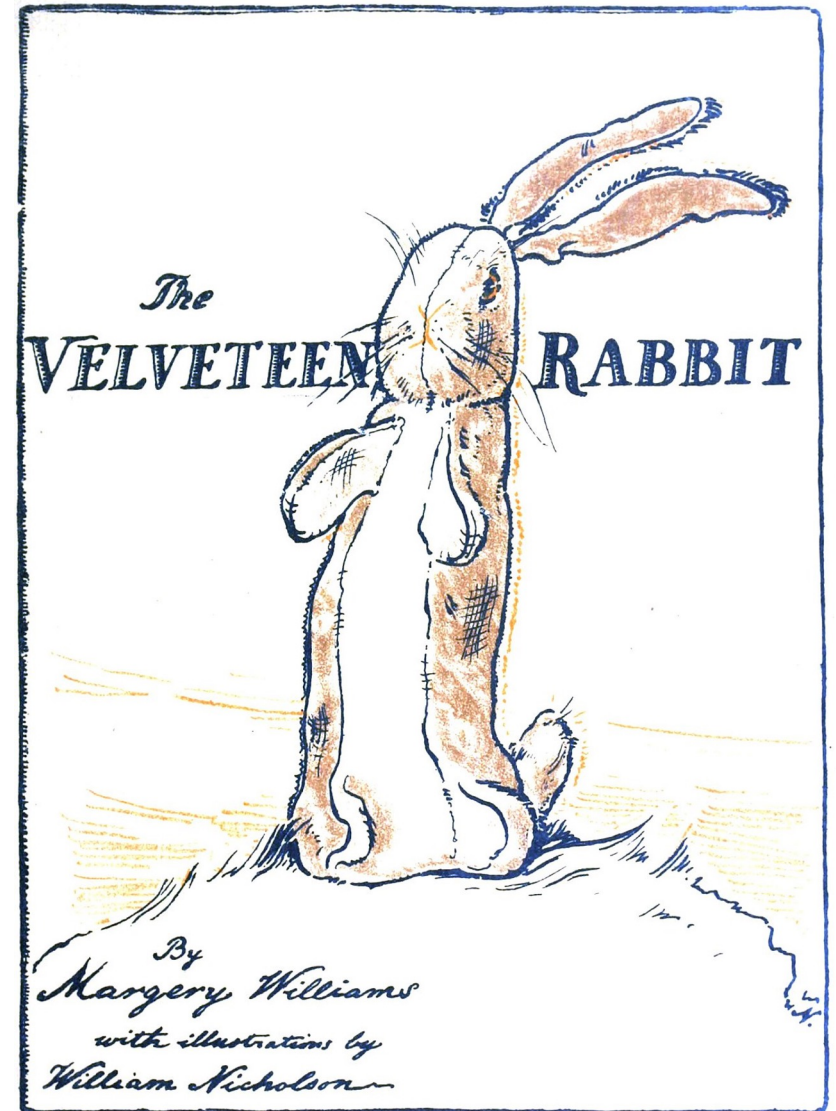
What would you do if you were in this character's shoes?

The Velveteen Rabbit

By Margery Williams

The Big Question:

What does it mean to be real?





RELEVANCE

Life as a child in the 1920s



A real toy velveteen rabbit
from the 1920s



Children at school



Playing in the streets of London

Lesson 1



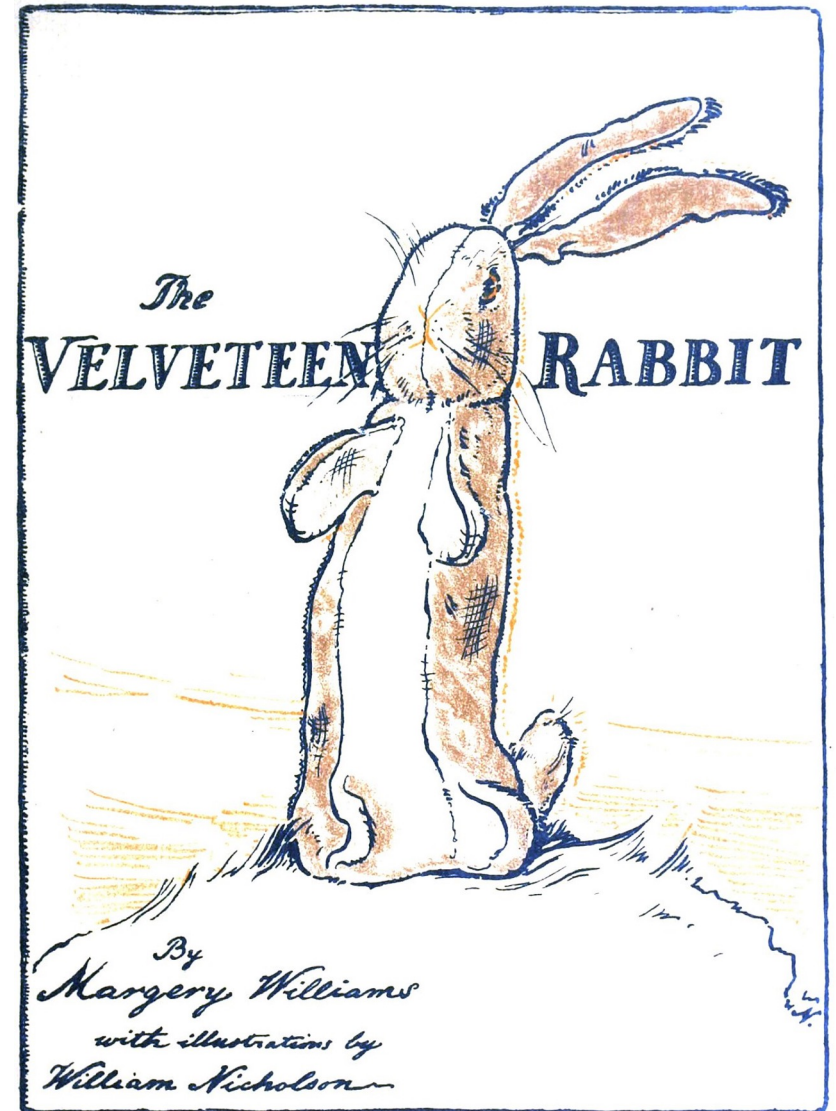
Read-
Aloud

Modelled Reading

Teacher: reads the story

Students:

- track the words with your finger.
- If you are unsure of a word, think about what it might mean and you can check it on the vocabulary list.



The Velveteen Rabbit



There was once a velveteen rabbit, and in the beginning he was really **splendid**. He was fat and bunchy, as a rabbit should be; his coat was spotted brown and white, he had real thread whiskers, and his ears were lined with pink sateen. On Christmas morning, when he sat wedged in the top of the Boy's stocking, with a sprig of holly between his paws, the **effect** was charming.

There were other things in the stocking, nuts and oranges and a toy engine, and chocolate almonds and a clockwork mouse, but the Rabbit was quite the best of all. For at least two hours the Boy loved him, and then Aunts and Uncles came to dinner, and there was a great rustling of tissue paper and unwrapping of parcels, and in the excitement of

looking at all the new presents the Velveteen Rabbit was forgotten.

For a long time he lived in the toy cupboard or on the nursery floor, and no one thought very much about him. He was naturally shy, and being only made of velveteen, some of the more expensive toys quite snubbed him. The mechanical toys were very superior, and looked down upon every one else; they were full of modern ideas, and pretended they were real. The model boat, who had lived through two seasons and lost most of his paint, caught the tone from them and never missed an opportunity of **referring** to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed; he thought they were all stuffed with sawdust like himself, and he understood that sawdust was quite out-of-date and should never be mentioned in modern circles. Even Timothy, the jointed wooden lion, who was made by the disabled soldiers, and should have had broader views, put on airs and pretended he was connected with Government. Between them all the poor little Rabbit was made to

Vocabulary

splendid, n.
magnificent; very impressive.

effect, n. ability to bring about a result.

Vocabulary

superior, adj.
much better than others in quality; excellent.

refer, adj. to speak of; mention

insignificant, adj.
too small or unimportant to be worth consideration.

Lesson 2



Pause point 1

“Between them all the poor little Rabbit was made to feel himself very **insignificant** and commonplace, and the only person who was kind to him at all was the Skin Horse.”



1. **What's going on now?**
2. **How is the Rabbit feeling?**
3. **When have you felt like this?**



Vocabulary

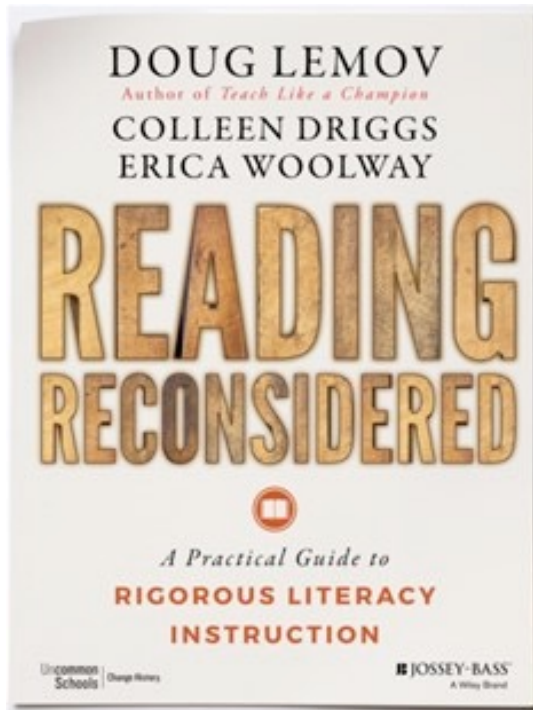
splendid, n. magnificent; very impressive.

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superior, adj. much better than others in quality; excellent.

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insignificant, adj. too small or unimportant to be worth consideration.



Term 4

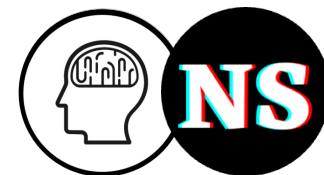
OCHRE EDUCATION
SHARE. SUPPORT. LEARN.

The ONE AND ONLY Ivan
NOW A MAJOR MOTION PICTURE!
Katherine Applegate

THE WILD ROBOT
THE NEW YORK TIMES BESTSELLER
PETER BROWN

THE LAST BEAR
THEIR FRIENDSHIP WILL CHANGE EVERYTHING
HANNAH GOLD
ILLUSTRATED BY KEVIN PHILLIPS

CAN YOU SEE ME?
Expected to fit in
SEE ME?
STAND OUT
LARRY SCOTT & REBECCA WESTCOTT

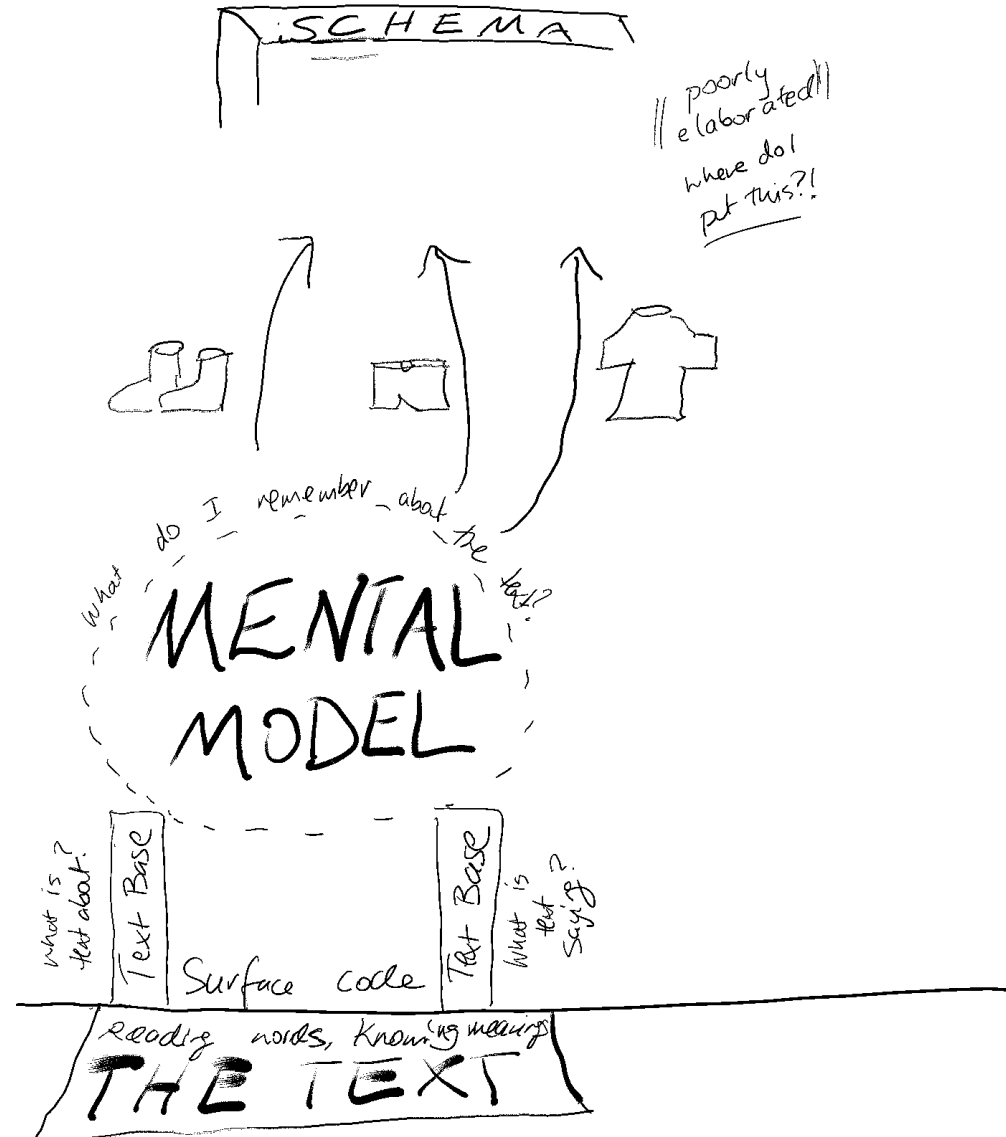


Facilitating grappling with text

Teachers can facilitate students' grappling with text by:

- Guiding discussion and shared analysis of text as a group
- Providing relevant vocabulary and background to access the texts' meaning
- Modelling strategies to make sense of the text and actively check comprehension
- Provide alternative ways of engaging with the content of the text, with a view to return to it with increased understanding
- Breaking down complex parts of the text, and building students' ability to follow this process independently.

A forgotten
breakdown can
be the
“knowledge gap”



Good readers know things ...

So, how do you teach knowledge?

It's **not** just about **activating**

It's about *Building* Knowledge

(Velcro metaphor, Wexler)

Baseball study – Recht and Leslie

Poor readers who know more

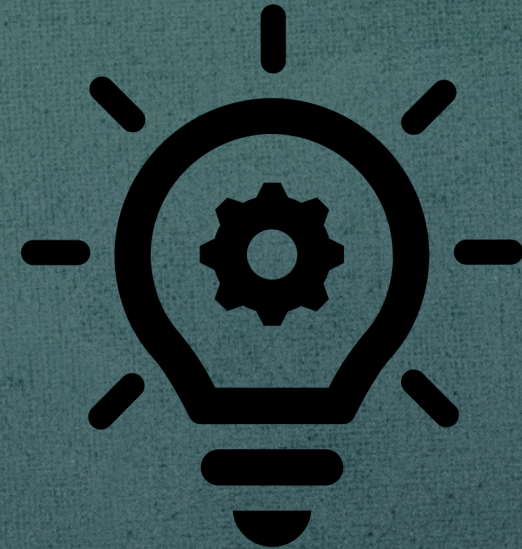
understand and remember more

than **great readers** who *know less* about the topic.

Recht, D. R., & Leslie, L. (1988).
Effect of prior knowledge on good
and poor readers' memory of text.
*Journal of Educational
Psychology*, 80(1), 16.

Teachers of Knowledge now?

not just themes and topics?



TRADITIONAL COMPREHENSION STRATEGIES

SUMMARISING, FINDING THE MAIN IDEA, INFERRING,
PREDICTING

SIGNIFICANT RESEARCH UNDERPINNING

LIMITATIONS

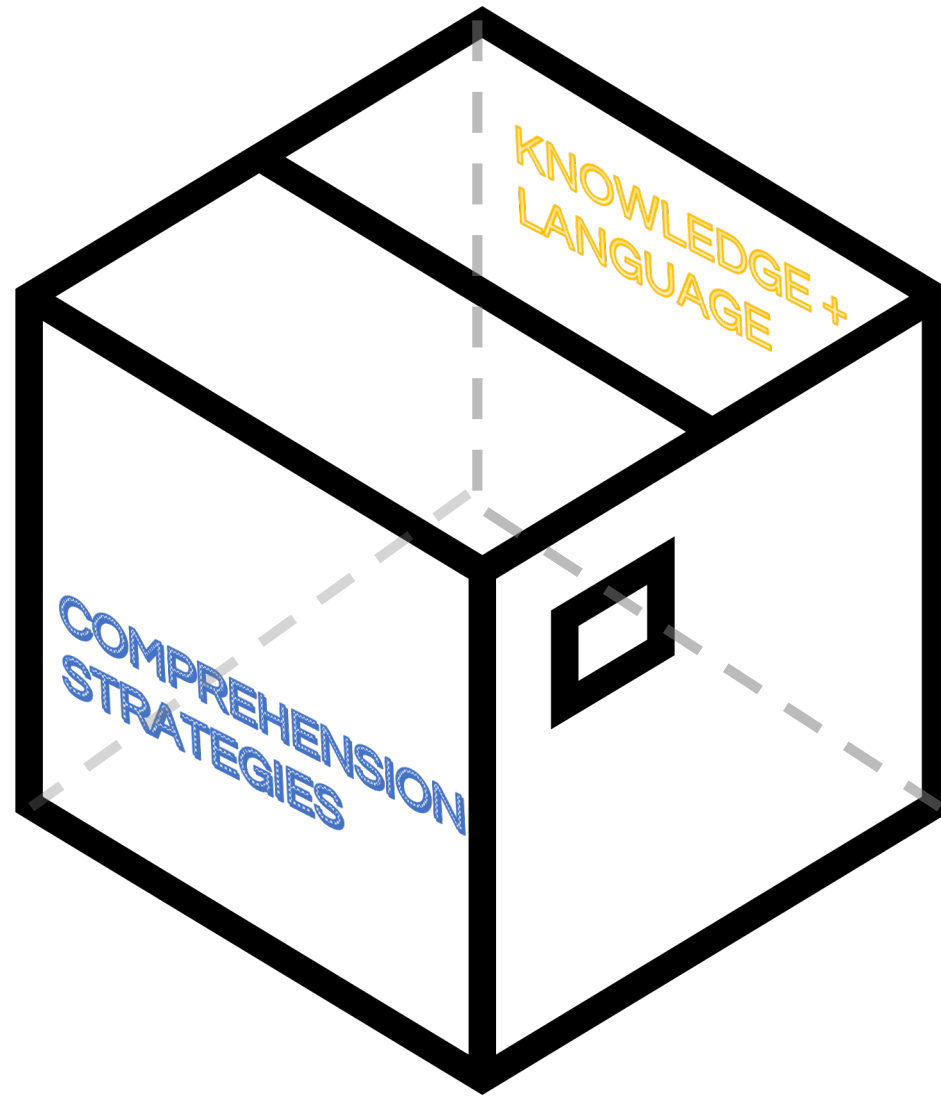
- Intervention length
- Content specificity

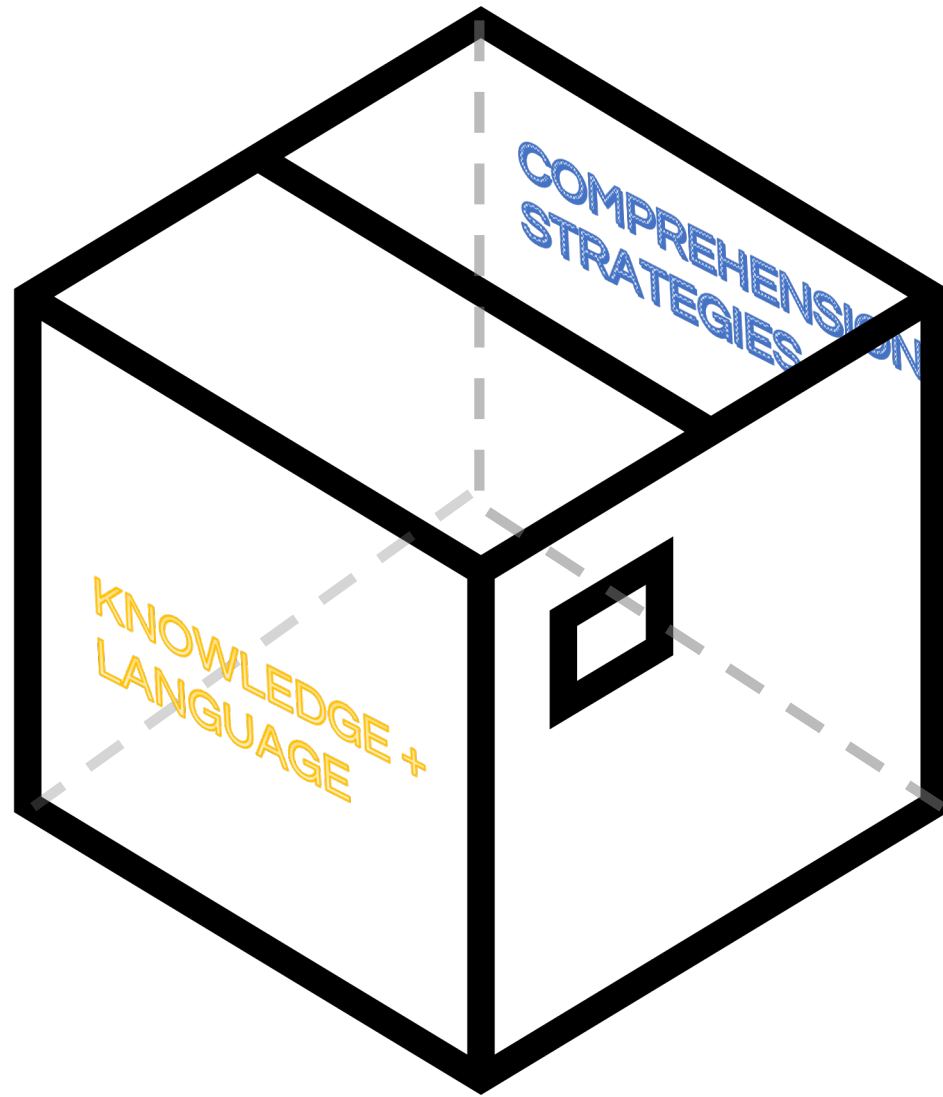
Ask the Cognitive Scientist: The Usefulness of Brief Instruction in Reading Comprehension Strategies

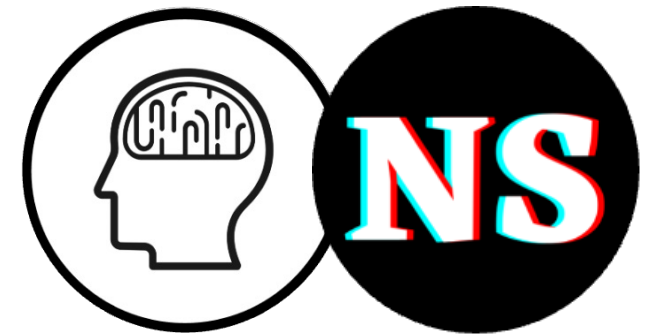
By Daniel T. Willingham

[Download the Article \(211.68 KB\)](#)

American Educator, Winter 2006-2007



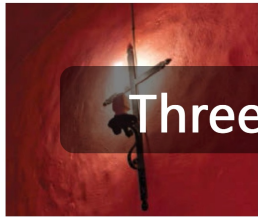




Knowledge Rich Curriculum

Making Lots of Velcro!





Three World Religions

How might learning about other people religions be helpful?
 Who was Moses, and why did the Jewish people want to leave Egypt?
 How did Moses and the Jewish people escape, and what happened when they did?
 What is the story of Jesus?
 What is the story of Muhammad?

YEAR 1 HISTORY, UNIT 7?



Dynasties of China

What were some of the things the first emperor did to unite China?
 Why might the Chinese have wanted to protect their silk industry?
 Why might it be said that Wu Zhao's rise to power was an extraordinary achievement?
 What great advances happened during the Tang Dynasty?
 How did Emperor Hui Zong fall from power?

What was the difference between life in the countryside and life in the city in southern China during the Song dynasty?
 What made the Mongols such fearsome warriors?
 Why might the development of the postal service have been considered one of Kublai Khan's greatest achievements?
 How did the Manchu gain control of China?
 What brought about an end to two thousand years of rule by emperors in China?

YEAR 4 HISTORY, UNIT 6

The Culture of Japan



How would you describe the geography of the country of Japan?
 What is it like to live in modern Japan?
 What are some of the Japanese traditions that are still practiced in modern Japan?

YEAR 1 HISTORY, UNIT 7



England in the Golden Age

Lessons 6 - 10

YEAR 5 HISTORY, UNIT 6

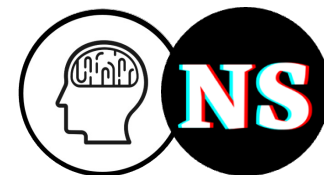


The Age of Exploration

How did the search for the Spice Islands change history?
 What development enabled Europeans to travel farther?
 Why do you think Portugal is described as a seagoing power?
 How did European explorers and colonists treat the indigenous people of the Americas?

How important was it for explorers to have truly circumnavigated the globe?
 How did European exploration of the Americas lead to settlement and colonization?
 The French and the English had different approaches to settlement in North America. In what ways were they different?
 How did the death of a king affect the Spice Trade?
 How did the Age of Exploration lead to the development of the slave trade?

YEAR 5 HISTORY, UNIT 6



read2Learn

Knowledge rich curriculum

Modelling and facilitating comprehension of complex text

Explicit vocabulary instruction

Embedding of history, geography, and civics skills

Building depth and breadth of content/knowledge

Link to writing instruction (w2L)

MODELLED LESSON (ABRIDGED)

LESSON 4

O, to go a-Viking!

The Big Question:

What did it mean to go “a-viking,” and how does this show the Viking way of life?

Read vocabulary: sleek, raid
Read Passage
Discuss and Ask question

REVIEW



Teacher read-aloud



What were runes, and how did the Vikings use them?



Runes were _____, and Vikings used them to _____.

The Viking Alphabet

Runes were the letters of the Viking alphabet known as the Futhark (/footh*ark). Tor had told Ivar to learn rune carving. Ivar obeyed his father. He had practiced every day. He was now very good at carving the shapes of the Futhark. The Vikings used runes to record information about important events and preserve the memory of important people. After important voyages in their **sleek** ships and **raids** of faraway lands, the great Viking memories would be recorded.

Runes were rarely used to record simple stories, or narratives. The Vikings also believed that runes had magical powers.

Viking Runes

ƿ	u	þ	ƿ	R	ƿ	*	†		†	h	↑	B	ƿ	†	h
f	u	th	a	r	k	h	n	i	a	s	t	b	m	l	z/R
	o				g			e			d	p			
	v							y							



A portion of the runestone of King Harald the Bluetooth, carved around 965 CE in Denmark

Vocabulary

sleek, adj. smooth

raid, v. to attack suddenly and with force



The Viking Alphabet

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Runes were rarely used to record simple stories, or narratives. The Vikings also believed that runes had magical powers.

Viking Runes

ƿ	ᚋ	ᚒ	ᚖ	ᚗ	ᚘ	ᚙ	᚛	᚜	᚝	᚞	ᚠ	ᚡ	ᚢ	ᚣ	ᚤ
f	u	th	a	r	k	h	n	i	a	s	t	b	m	l	z/R
	o				g			e		d	p				
	v							y							



A portion of the runestone of King Harald the Bluetooth, carved around 965 CE in Denmark



Teacher read-aloud



What were runes, and how did the Vikings use them?



Runes were the **letters of the Viking alphabet**, and Vikings used them to **write about important events and people**.

Vocabulary

sleek, adj. smooth

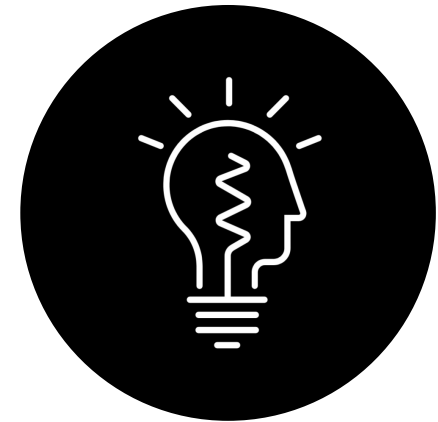
raid, v. to attack suddenly and with force



Teacher and students read together.

TODAY'S LEARNING GOAL

I will explain the Viking way of life, and what it means to go "a-viking".





Viking Raiders

As he worked, Ivar thought about his father, Tor. Ivar's father was a Viking **jarl** (/yahr*ul/), or chief. He had been away from home at sea for many months.

Tor the Jarl and his men had taken a voyage to **plunder** towns, villages, and churches. The Vikings raided these places with their longships, as they did not have all the resources they needed at home. 🗨️ They stole treasure, burned buildings, and took captives. The Vikings demanded that the families or friends of the captives pay a **ransom**. If they refused, the Vikings forced the captured people into slavery. The Vikings killed anyone who tried to stop them. Everyone feared the Viking raiders.

The Vikings had a special saying for going on this kind of raiding voyage. They said Tor and his men had gone "a-viking."



A Viking raid was a terrifying event.



Teacher and students read together.



Why did the Vikings travel to faraway lands to raid and plunder?



Vikings travelled to faraway lands to raid and plunder because ____.

Vocabulary

jarl, n. a Viking chief

plunder, v. to take something by force

ransom, n. money paid to release someone being held captive



Viking Raiders

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The Vikings had a special saying for going on this kind of raiding voyage. They said Tor and his men had gone "a-viking."



A Viking raid was a terrifying event.



Teacher and students read together.



Why did the Vikings travel to faraway lands to raid and plunder?



Vikings travelled to faraway lands to raid and plunder because **they did not have enough resources in their own lands, and going 'a-viking' became part of their way of life.**

Vocabulary

jarl, n. a Viking chief

plunder, v. to take something by force

ransom, n. money paid to release someone being held captive

Your task today:



Read the text provided to you.

As you are reading, follow the Reading Comprehension Process:

- ask myself, does it make sense?
- resolve any unknown vocabulary and write it down

Answer the questions to show your understanding.

Viking Raiders

As he worked, Ivar thought about his father, Tor. Ivar's father was a Viking **jarl** (/yahr*ul/), or chief. He had been away from their home in Scandinavia for many months, leading a long voyage at sea.

Tor the Jarl and his men had taken a voyage to **plunder** towns, villages, and churches near seacoasts and along rivers. The Vikings raided these places with their swift longships. They stole treasure, burned buildings, and took captives. The Vikings demanded that the families or friends of the captives pay a **ransom**. If they refused, the Vikings forced the captured people into slavery. The Vikings killed anyone who tried to stop them. Everyone feared the Viking raiders. The Vikings had a special saying for going on this kind of raiding voyage. They said Tor and his men had gone "a-viking." 🧠

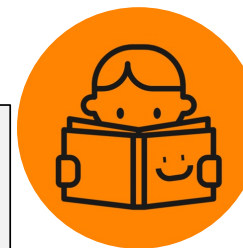
The Viking Alphabet

Ivar was happy because he had just finished carving a special rune stone as a present for his father. Runes were the letters of the Viking alphabet known as the Futhark (/footh*ark). Before Tor left to go a-viking, he had told Ivar to learn rune carving. Ivar obeyed his father. The Vikings thought of runes not merely as letters but as having meanings of a magical nature. 🧠

The Norse wrote with runes since at least 1-100 CE. However, they did not use this writing the way we do now, or even the way the Greeks or Romans did. Instead, runes were for **inscriptions** of great importance. They could be carved into rune stones to commemorate ancestors and mark the graves of heroes.

Each rune had a sound that relates to letters in the English alphabet we use today. (The first six letters or sounds spell out the word Futhark.) Rather than being written onto early paper (parchment), runes were usually carved on wood, bone, or stone, hence their **angular** appearance. The explosion of trade and raiding during the Viking Age created an increased need for writing and literacy. Therefore, archaeologists have discovered thousands of **inscriptions** in Futhark. 🧠

Archaeologists believe that most Vikings could read the runes on at least a basic level. However, for the Viking people, the true study and understanding of these symbols was a task **befitting** of the gods. 🧠



Predict



Check it makes
sense



Summarise

Vocabulary

jarl, n. a Viking chief

plunder, v. to take something by force

ransom, n. money paid to release someone being held captive

angular, adj. on an angle

inscription, n. writing

befit, v., suitable for

QUESTIONS



Full Sentences



Capital Letters



Punctuation

VIKING RAIDERS & THE VIKING ALPHABET

1. Where were the Vikings from?
2. What happened when the Viking men went on a raid?
3. Why did the Vikings travel to faraway lands to raid and plunder?
4. What did it mean to go 'a-viking,' and how does this show the Viking way of life?"
5. Do we think the Vikings were people to be admired?
6. What were runes, and how did the Vikings use them?
7. Why were the runes "angular" in appearance?

Link to TWR and w2L

Example CFU using TWR

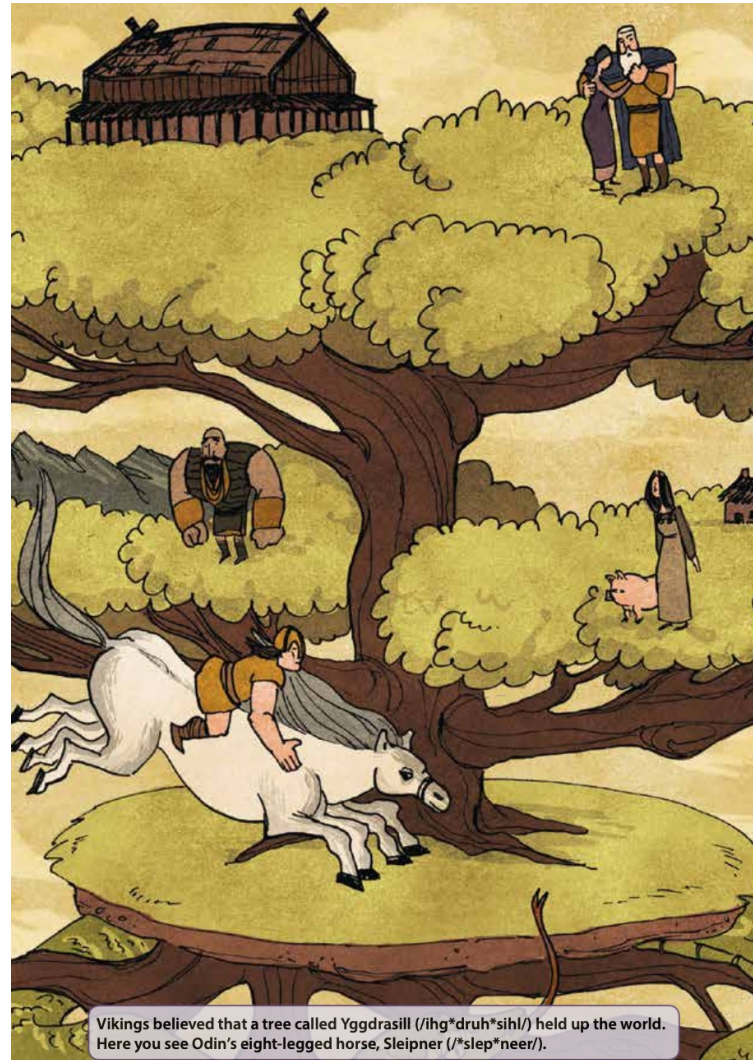


Religion of the Vikings

The Vikings, who were also called the **Norse**, told stories called **myths**. These stories were meant to explain things about their world that they could not understand.

These stories were passed on from generation to generation.

Norse myths are not unlike the myths of ancient Greece, Rome or other ancient peoples. They tell about many powerful gods and goddesses.



Vikings believed that a tree called Yggdrasil (/ihg*druh*sihl/) held up the world. Here you see Odin's eight-legged horse, Sleipner (/slep*neer/).



Teacher and students read together.



Vikings parents told their children stories about gods and goddesses ...



... because ____.

... , but ____.

... , so ____.

Vocabulary

Norse, n. another term for Vikings, people who lived in Scandinavia long ago

myth, n. an idea or story that many people believe but is not true

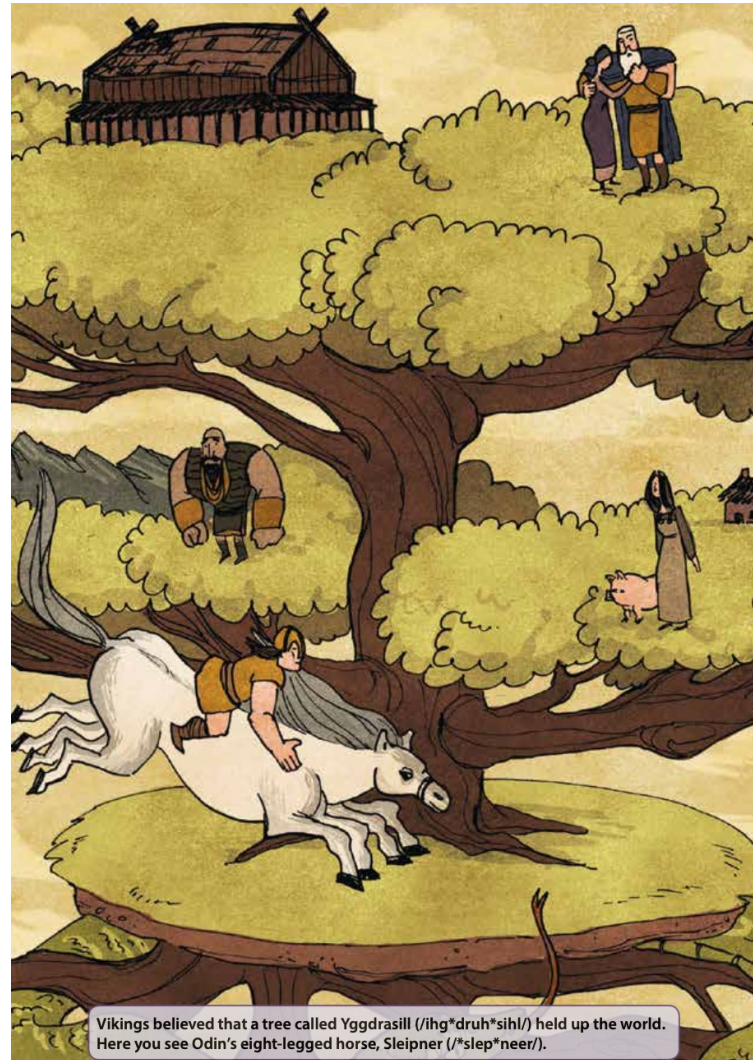


Religion of the Vikings

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Vikings believed that a tree called Yggdrasill (/ihg*druh*sihl/) held up the world. Here you see Odin's eight-legged horse, Sleipner (/slep*neer/).



Teacher and students read together.



Vikings parents told their children stories about gods and goddesses...



... because they wanted to make sense of the world around them.

... , but these were myths.

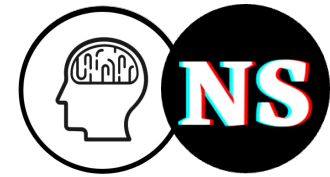
... , so the myths were passed on from generation to generation.

Vocabulary

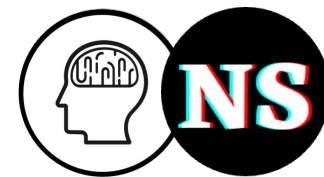
Norse, n. another term for Vikings, people who lived in Scandinavia long ago

myth, n. an idea or story that many people believe but is not true

Scope & Sequence



Foundation	Year 1	Year 3	Year 6
Unit 1: Let's Explore Our World	Unit 1: Continents, Countries, and Maps	Unit 1: World Rivers	Unit 1: World Deserts
Unit 2: My History	Unit 2: Mesopotamia	Unit 2: Ancient Rome	Unit 2: Ancient Greece and Rome
Unit 3: Indigenous Australians	Unit 3: Ancient Egypt	Unit 3 The Vikings	Unit 3: The Enlightenment
Unit 4: Exploring and Moving to Australia	Unit 4: Three World Religions	Unit 4: The First Australians	Unit 4: The American Revolution
Unit 5: Famous Australians, Who are on our Banknotes?	Unit 5: Changing Families	Unit 5: Australia and its Neighbours	Unit 5: The French Revolution and Romanticism
	Unit 6: Early Civilizations of Australia	Unit 6: Celebrations of Different Cultures	Unit 6: The Industrial Revolution - Changes and Challenges
	Unit 7: The Culture of Indonesia	Unit 7: Modern Democracy	Unit 7: Independence for Latin America
	Unit 8: Exploring the Continent		Unit 8: Immigration
			Unit 9: Rights and Reform
			Unit 10: Colonial Australia



r2L & Inquiry Learning

“In r2L, students inquire from a place of knowledge”

- “Knowledge is what we think with”
- Creativity & critical thinking is **domain-specific**



**EXPLICIT TEACHING PAVES WAY
FOR INDEPENDENT INQUIRY...**

There is a tributary going to the river. →

The rocks are to show people's houses. →

Irrigation of crops next to the river →

There is fish in the ocean →



Success!
Ryan

Well done!



← The source of the river is at the base of the mountain.

← traps and bushes along the river.

← There is a bridge.

← There is a boat made from leaves next to the bridge.

← People here somewhere why do people settle close to rivers?

← river going in to the ocean.

← The mouth of the river where the river goes out to the ocean.



**KNOWLEDGE WE BUILD WITH
STUDENTS CAN BE ABOUT
ANYTHING !**

**MUST BE WORTHY OF THEIR TIME, AND
REFLECT VALUES AND ASPIRATIONS OF
SOCIETY**

The reading rope
is *rich*

So, how do we fit it all in?



Many Strands Are Woven into Skilled Reading

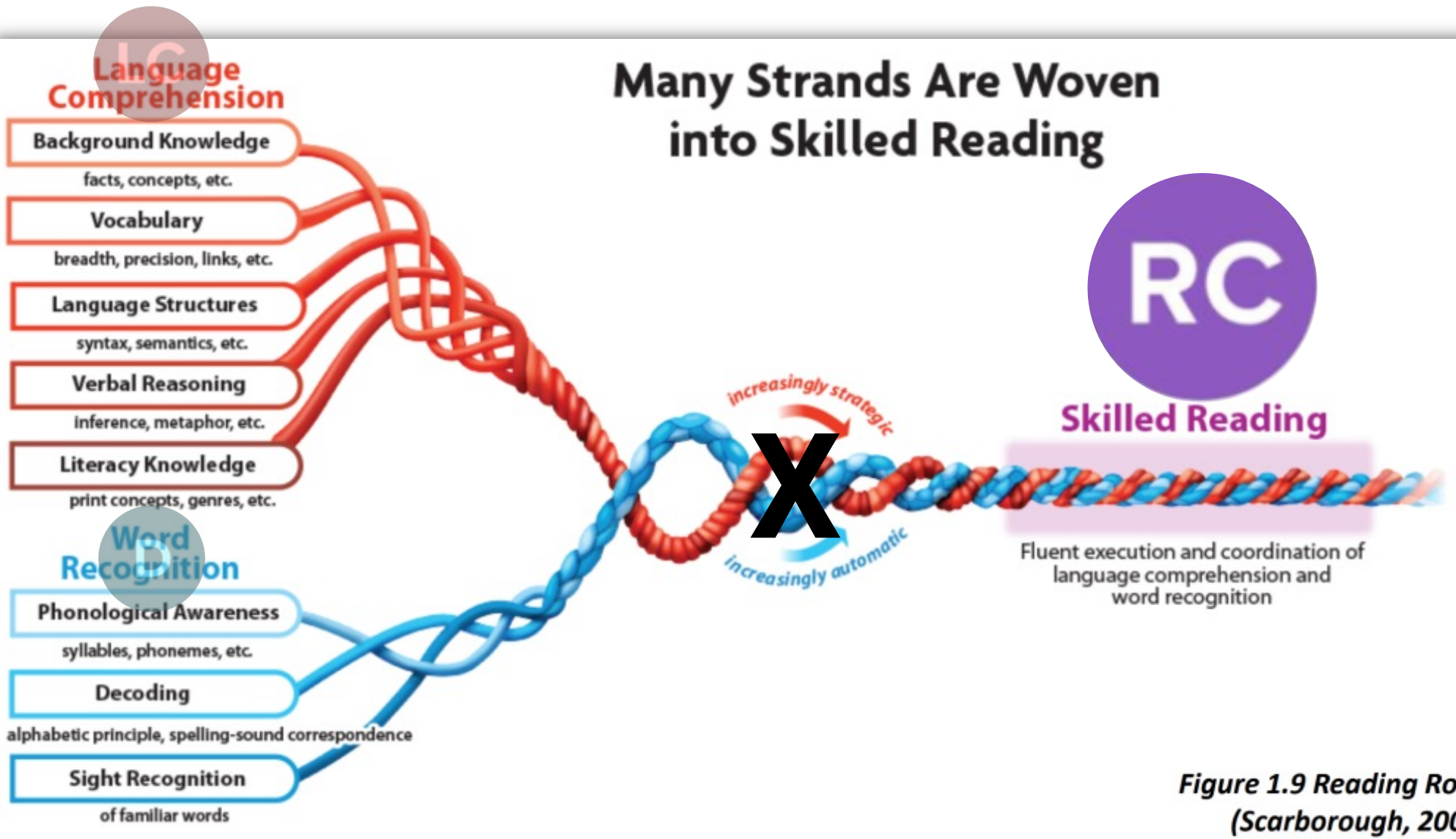
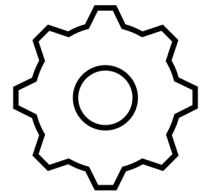


Figure 1.9 Reading Rope (Scarborough, 2001)

WHAT DO TEACHERS NEED TO TEACH LITERACY IN LIGHT OF THE SCIENCES OF READING & LEARNING ?



A PROPOSED SET

- **LINGUISTIC SYSTEM**
 - Phonological, Orthographic, Morphological, Semantic, Syntactic, Discourse level
- **LITERATURE AND NON-FICTION TEXTS**
 - High leverage texts and textual knowledge for students
 - Relationships between texts and knowledge
- **HUMAN COGNITIVE ARCHITECTURE**
 - e.g. Working Memory, and Cognitive Load Theory
- **EFFECTIVE INSTRUCTIONAL PRACTICES**
 - Explicit instruction pedagogy → including effective modelling, worked examples
 - Checking for understanding techniques
 - Techniques for pacing, engagement norms
- **AWARENESS OF PROBLEMATIC IDEAS FROM WHOLE LANGUAGE ERA**
 - ... and research base that destabilise these

PhOrMeS

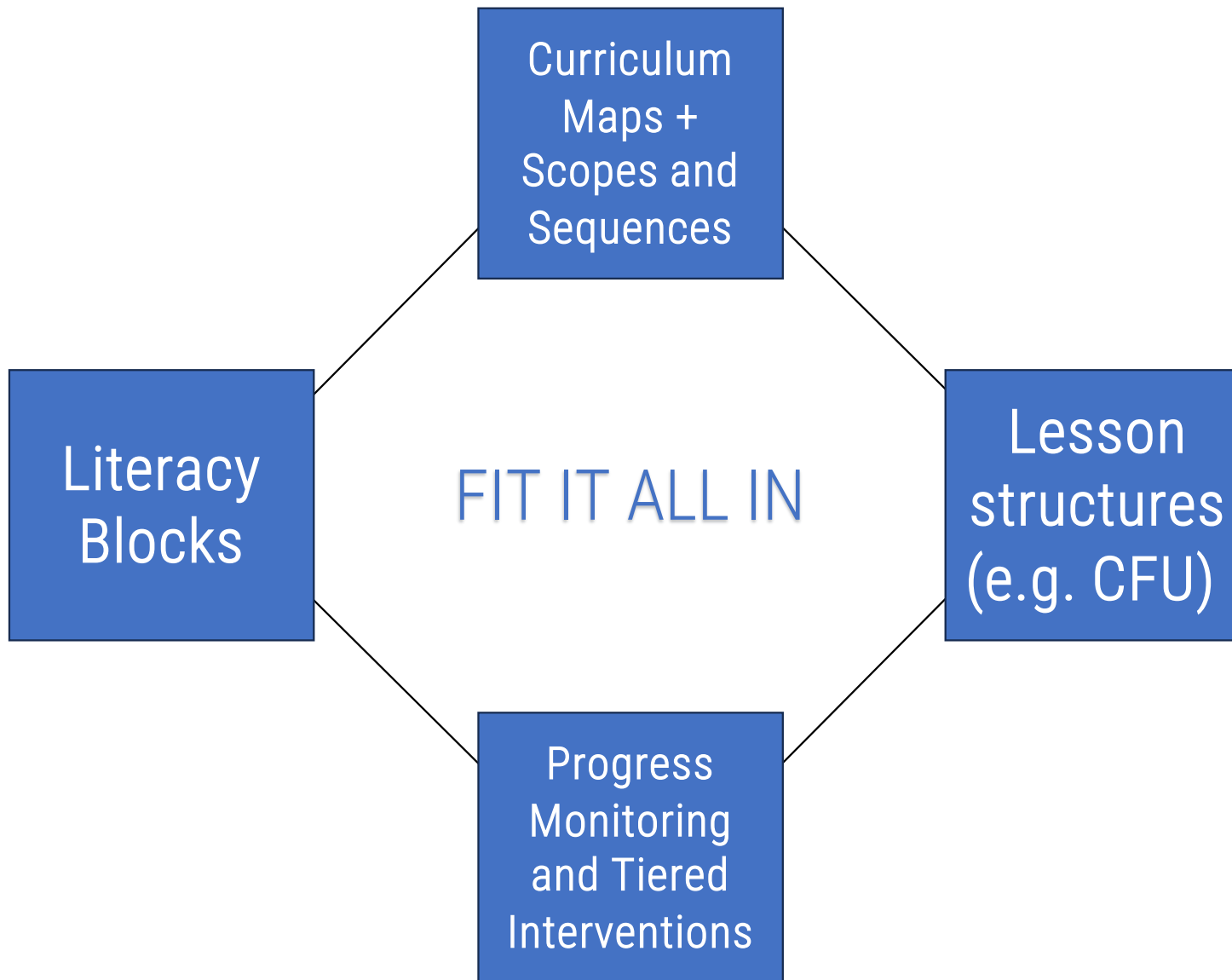
Component	Task	Time (mins)	Cumulative Time (mins)
Phonemic Awareness	Phonemic Awareness Tasks	3	3
Handwriting	Fortnightly Cycle of Handwriting Slides	10	13
Decoding and Spelling <i>Review</i>	Review of Decoding and Spelling Units from past: Week, Month, Term Daily 'Weird Words'	10	23
Decoding and Spelling	Current Spelling Unit	17	40
Reading Fluency	Paired Fluency (OR Spelling Test as required)	10	50
Vocabulary- combination of: 1. from reading texts 2. Tier II Vocab 3. prefix/suffix	Vocabulary Slides	10	60

read 2 Learn

Component	Time (mins)
Review	5-10
APK + Learning Goal	2
Whole Class Reading, CFUs, Knowledge Building, Tasks	20-35
Independent Practice	10-20
Reflection	3

write 2 Learn

Component	Time (mins)
Review	5-10
APK + Learning Goal	2
Whole Class Concept / Skill Development / Guided Practice	20-30
Independent Practice	10-15
Reflection	3



every minute **every lesson**
every unit **every text**
every school year
every teacher **every student**

education that **ensures**
excellence
and **equity**
for **everyone**



STRENGTHENING THE UPPER STRANDS OF THE READING ROPE: Becoming teachers of language and content

Sharing Best Practice

Auckland

28 Oct 2023



@NathanielRSwain



DR NATHANIEL SWAIN
TEACHER, INSTRUCTIONAL COACH,
SENIOR LECTURER



SOLAR LAB
Science of Language
and Reading Lab



DR NATHANIEL SWAIN

@NathanielRSwain

SENIOR LECTURER – LEARNING SCIENCES AND
LEARNER ENGAGEMENT



Cognitorium

ACCESS SLIDES, STAY IN TOUCH



RESEARCH AND RESOURCES

EdWorkingPaper No. 23-755

A Kindergarten Lottery Evaluation of Core Knowledge Charter Schools: Should Building General Knowledge Have a Central Role in Educational and Social Science Research and Policy?

David Grissmer
University of Virginia

Thomas White
University of Virginia

Richard Buddin
University of Virginia

Mark Berends
University of Notre
Dame

Daniel Willingham
University of Virginia

Jamie DeCoster
University of Virginia

Chelsea Duran
University of Virginia

Chris Hulleman
University of Virginia

William Murrell
Auburn University

Tanya Evans
University of Virginia



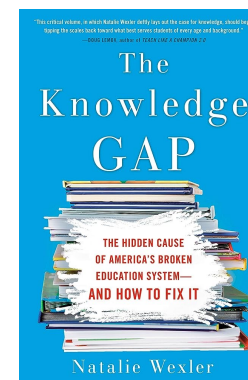
LIVE
EVENT

Background Knowledge - What is it Good For?

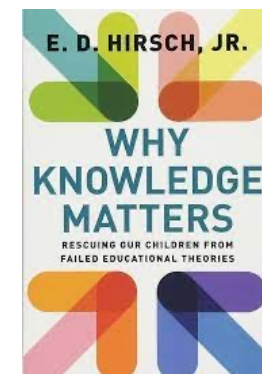
Presented by: Reid Smith



Smith, Snow, Serry & Hammond (2021) The Role of Background Knowledge in Reading Comprehension: A Critical Review, Reading Psychology, 42:3, 214-240, DOI: [10.1080/02702711.2021.1888348](https://doi.org/10.1080/02702711.2021.1888348)



Dr Nathaniel Swain



La Trobe University, Melbourne

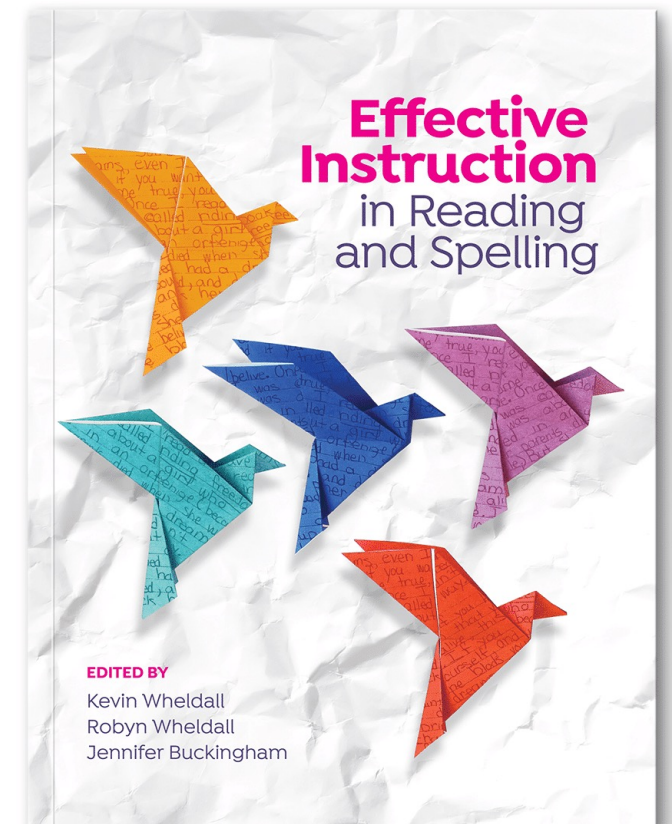
RESEARCH AND RESOURCES



How students learn best

An overview of the learning process and the most effective teaching practices

September 2023



RESEARCH AND RESOURCES

PHORMES
READ2LEARN
WRITE2LEARN

OCHRE AND GRAMMAR PROJECT



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Coming soon: A professional journal for educators



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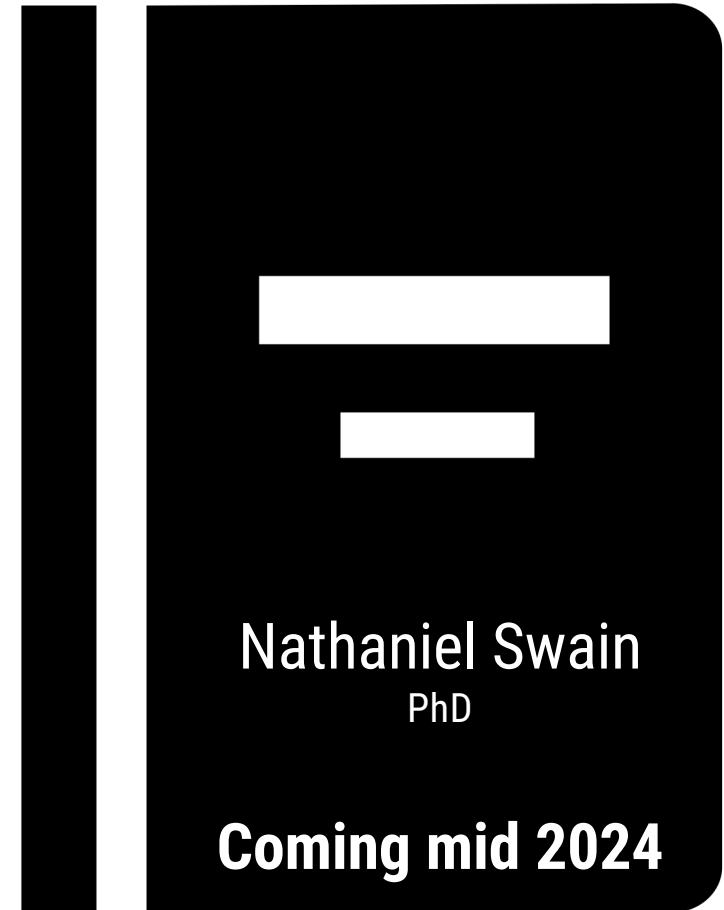
Practitioner journal for educators by educators.

Deadline for premiere edition: 31 October

Email: journal@thinkforwardeducators.org

HARNESSING THE SCIENCE OF LEARNING

Success stories to kickstart
your school improvement





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Dr Nathaniel Swain