Please view our Weebly

EMPOWERING YOUR READING PROGRAM WITH THE USE OF DATA
Our Roles

Julia Petrov
Director of Kelty Resource Centre
English Teacher
Leonie Darken
Teacher Librarian
English Teacher
Sarah Slater
Head of English
Literacy Coordinator
We shouldn’t teach great books, we should teach a love of reading.

B.F. Skinner
Team Effort

1. Library Staff
2. English Faculty
3. ICT staff and eLearning
4. Enhanced Learning
5. Principal

N.B. Our reading program is called WIRED
1. Time for independent reading.

2. Range of quality resources - easily accessible

3. Home reading - suggest routines
   - provide reading resources.

Effective Literacy Teaching and Learning for All Students. Diane Snowball, 2011.
Role of Library

1. A range of fiction and non-fiction.
2. Attractive displays of resources.
3. Ensure students know how to choose appropriate books using a range of strategies.
Diverse range of resources

Quick Reads =
High interest
Low Literacy
Diverse range of resources

SKINNY READS
Pocket Size Books
Real Stories

Published by Orca in a narrow, hip pocket format, these are short, fully formed fiction. Compelling stories about interesting real teenagers in realistic situations.

These books are designed for self directed reading, with linear plots, and controlled vocabulary and grammar.

All the books are graded to Fry Readability levels of 2.5 - 4.5 (Grade 2-4 reading level) but with content aimed at Grades 5 - 9,

THESE BOOKS ARE NOT STANDARD, LONG FORM, TEEN FICTION.

Orca Soundings
Orca Soundings are short, fully formed fiction.
Promotion of Resources
Promotion of Resources

SURFING

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FOOTBALL

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- HL WAG
- HL DAT
- S HYD
- S PAN
- S LAW
- F HEL
- F HOW
- F LAN
- S ARE
- F HYD
- F JEN
- F MET
- F CAR
- BIO 362.883 KRI
- F SVE
Promotion of Resources
Knowledge of Collection
Knowledge of Collection
Virtual Collection
Quick reads

eBooks Quick Reads Collection

Click on the book to go to the eBook.
Login and then you can borrow it!
eAudiobooks @ SPC

We use iTunes to secure the use of the audiobook. iPads have to be synched to our library iTunes account.
Central Highlands Libraries

Provides an extension to our WIRED program.

Extensive collection of eBooks and eAudiobooks
eAudiobooks from CHL
1. Record of reading assessment and goals for each student.
2. Interview student during this time.
3. Appropriate instruction in strategies.
Wide
Interest
Reading
English
Development

WIRED
1 x 45 minute session every 2 weeks.
10 English classes every cycle
750 students every fortnight.
WIRED progress on English report
Reading = Class teacher responsibility

WIRED - Teacher Librarians provide:
time
tools
data
Time Allocation of a Typical Class:

- 45 minutes
- Reality = 40 mins?

15 - 20 mins to read
10 mins presentation - logs
10 – 15 mins visit KRC and borrow
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Do we need sample slides of genre stickers or our genre poster?
The KRC has titles with a star!
YABBA

CONGRATULATIONS TO THE 2014 YABBA WINNERS

Young Australian Best Book Award
A = Number of pages read in 10 min ………. 8

B = Number of pages in the whole book ……… 264

C = B divided by A ……… 264/8 = …………… 33

D = C times 10 = number of mins to read book

………. 33 X 10 = …………… 330 mins

E = D divided by 60 = hours to read whole book

………. 330 / 60 = …………… 5.5 hrs
A response to On-demand testing

Every student needs to improve by at least .5 by the end of the year.

Where are you now?
What is Inference?

- Inferences are when we draw on background knowledge or personal experience to make judgements.

- Reading ‘between the lines.’
On-Demand Testing

Using Data to Inform Teaching & Learning
OUR JOURNEY

- Every teacher is a teacher of literacy
- How the demand for skills has changed
- Links to strategic plan and the Australian curriculum
- Impact on student performance
- Developing a shared definition and understanding of literacy
- Capacity and accountability
You don’t need an advanced degree in statistics and a roomful of computers to start asking data-based questions about your school and using what you learn to guide reform.

Victoria Bernhardt 2007
To move from being:

data collectors → data givers → data users
WHAT?

- Online resource
- Generated by the VCAA
- Linked to AusVELS
- English and Mathematics currently available
  - English Literacy-Reading & viewing
  - English-Single Dimension Adaptive Test
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## Individual Student

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<th>Standard Level</th>
<th>Key Area</th>
<th>Skill Descriptor</th>
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<tr>
<td>07</td>
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<td>sources</td>
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<td>(ACELY1734) Use comprehension strategies to interpret and evaluate texts by</td>
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<td>reflecting on the validity of content and the credibility of sources, including</td>
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<td>finding evidence in the text for the</td>
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<td>(ACELY1734) Use comprehension strategies to interpret and evaluate texts by</td>
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<tr>
<td></td>
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<td>finding evidence in the text for the</td>
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<td>08</td>
<td>Interpreting, Analysing and</td>
<td>(ACELY1732) Analyse and evaluate the ways that text structures and language</td>
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<td>Evaluating</td>
<td>features vary according to the purpose of the text and the ways that referenced</td>
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<tr>
<td></td>
<td></td>
<td>sources add authority to a text</td>
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<tr>
<td>08</td>
<td>Interpreting, Analysing and</td>
<td>(ACELY1734) Use comprehension strategies to interpret and evaluate texts by</td>
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<td></td>
<td>Evaluating</td>
<td>reflecting on the validity of content and the credibility of sources, including</td>
</tr>
<tr>
<td></td>
<td></td>
<td>finding evidence in the text for the</td>
</tr>
</tbody>
</table>
WHO?

• Year 7, 8 & 9 students
• Twice a year (February & November)
• During scheduled English/WIRED classes
• Results available for all staff
WHY?

- Identify a student’s strengths and weaknesses
- Inform and differentiate curriculum planning
- Discuss a student’s progress with other teachers, parents/guardians
- Moderation
- Triangulation of assessment
- Build a long-term picture
Comprehension Skills

• Cause & Effect
• Concluding
• Fact or Opinion
• Finding Information
• Inferring
• Point of view and purpose

• Predicting
• Sequencing
• Similarities & Differences
• Summarising
• The Main Idea
• Understanding Words
The Optimal Learning Model

The Gradual Release of Responsibility

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Shared Demonstration</th>
<th>Guided Practice</th>
<th>Independent Practice</th>
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<tbody>
<tr>
<td>Little/No Control</td>
<td>Low Control</td>
<td>Moderate Control</td>
<td>High Control</td>
</tr>
<tr>
<td>High Support</td>
<td>Moderate Support</td>
<td>Low Support</td>
<td>Little/No Support</td>
</tr>
</tbody>
</table>

Level of LEARNER Control

Level of TEACHER Support

I DO YOU WATCH
I DO YOU HELP
YOU DO I HELP
YOU DO I WATCH

Based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983)
# MODERATION

## Student Log of Progress

<table>
<thead>
<tr>
<th>Student: Brad McDonald</th>
<th>Date of review: 25/8/10</th>
<th>Date of next review:</th>
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</thead>
<tbody>
<tr>
<td>Reading VELS: 4.25</td>
<td></td>
<td>Reading VELS: 4.5</td>
</tr>
<tr>
<td>Wtg VELS: 4.5</td>
<td></td>
<td>On-demand: 4.6</td>
</tr>
</tbody>
</table>

### Is the student’s level what was expected?

**What makes you say that?**
- Brad's written work demonstrates that his:
  - Texts are organised with intro and conclusion
  - Use graphics to support message

**Where is he/she?**
- Level 4

### What goals are set for this student’s learning? Where does he/she need to go?

- To develop an understanding of different text types and their purposes.
- Use of figurative language
- VELS working towards level 4.25

### What teaching strategies could be used to achieve the goals? What will the teacher do, say, make, write?

- The teacher will:
  - Explicitly teach specific aspects of language eg character descriptions
  - Target the student's interests eg football
  - Explain different text types and purposes

### What resources are needed?

- Create and plan activities from first steps
- Letters from inside novel

### What evidence would show the goals are met?

- Brad will explain different text types.
  - See more figurative language and issue work.
  - Be able to use figurative language in the novel

---

**Members:** Sarah, Bastiaan, Scott, Siobhan
READING & DATA
1. 5 in WIRED.5
   - English teachers regularly interview students during WIRED.

2. Whole school approach
   - time for independent reading in other curriculum areas.
Q4 Choose three (3) things you have MOST valued in WIRED:

Answered: 329   Skipped: 0

- Reading time
- A chance to select books
- Help finding a good book
- Learning about different types
- Reading skills (inference &...)
- WIRED.5 - having a...

Review
student and
teacher
feedback
WIRED.5 2015
Online Reading Programs

Let your students soar with WordFlyers!

Register now for a FREE TEACHER TRIAL

A Whole World of Learning
An online English literacy experience that delivers real learning outcomes in a fun and engaging way

Digital Reading Laboratory 2.0
Announcing the all new DIGITAL | INTERACTIVE | PERSONALIZED

Grades 1-5 (out now)
Grades 6-8 (available in February 2013)

SRA Reading Laboratory™ 2 is an interactive, personalized reading practice program based on the classic SRA Reading Laboratory print program, well-received and used in thousands of schools. Featuring innovative 21st Century digital technology, SRA Reading Laboratory™ 2.0 can be used for individuals or small groups, before, during and after school – even at home as homework.
Accountability

English Teachers

Teacher Librarians

Students

Parents
Deep Reading

Why limit what they can read during WIRED?
Reading Culture

Reading at lunchtime – Junior & Middle School
Reading Culture

Reading at lunchtime – Senior School
All the best