EMERALD

SECONDARY COLLEGE

LITERACY FOR REMOTE LEARNING

A handbook and resource for parents and students

This handbook contains information and resources on how parents might support their children, or students can support themselves with literacy and other resources including online sites and apps.

INTRODUCTION

Having moved to mostly asynchronous, remote and flexible learning across the College presents many challenges for parents and students. Among these are challenges in accessing curriculum in particular for students low in literacy.

Some specific difficulties encountered by students include:
- Not being able to navigate through the different online platforms
- Not being able to read, decipher and/or understand the written instructions set by teachers in their lesson plans
- Not being able to complete tasks without the in-class support and guidance of their teacher
- Feeling overwhelmed by instructions, resources, volume and deadlines

Some specific difficulties encountered by parents include:
- Not knowing about, or being confidant in the use of learning technologies that may support your child
- Not being able to be present to be able to help your child who may be struggling and therefore not being able to help them at their point of need
- Not being sure how to assist students with planning and editing their work, or organising their thoughts before responding to more complicated tasks

Included in this handbook is information on:

- ➢ Technological support
- ➢ Literacy comprehension strategies

Please be sure to contact your child's Homegroup Teacher, Year Level Coordinator or Subschool Manager if you need more support, guidance or assistance. Reach out – you are not alone!

Also please contact the College Literacy Leader Tanja Korsten if you require more targeted literacy support or information
Korsten.tanja.n@edumail.vic.gov.au

TECHNOLOGICAL SUPPORT

There are lots of ways students can be supported through technology and other tools.
These are just a few:

- The Natural Reader website – https://www.naturalreaders.com/online/ It's free text-to-speech software which can be used as a chrome extension or through uploading documents. It's super easy to use – students can copy and paste any text (eg entire lesson plans, or a document that a teacher uploads for student use), or even download full documents and insert them into the program. Then they simply press play and it will read the text to them.
- Microsoft Word (and other programs within the suite) has a dictate function which works really well for speech to text. You can add Speak to your Quick Access Toolbar (type 'Add Speak to Quick Access Toolbar' in the help/search [Tell me what you want to do] bar in Word and it will give you instructions on how to do this).
- The College also has a few C-Pens which students can possibly loan. The C-Pen is a device whereby students can scan the text and it will read to them. You can contact our speech pathologist Alex on lang.alexandra.a@edumail.vic.gov.au if you'd like to understand more about it or organise a potential loan for a student.
- All Victorian students should have access to Office365. There are some features there that also convert text to speech and speech to text aswell.
  - Immersive Reader - Immersive Reader is a free tool that implements proven techniques to improve reading and writing for people. It can improve reading comprehension. It can offer text decoding solutions for students with learning differences such as dyslexia. It is available in OneNote, Word, and the web version of Outlook. This video might help you discover more https://www.youtube.com/watch?v=GIRVT4jiS9g.
  - There are a few other tools like Microsoft Editor also in Office365
  - Microsoft office 365 also has a text to speech function where students can talk to the computer and it will translate this into text. https://www.youtube.com/watch?v=24aGH7W4a5M

Online Tools/Games/Literacy and other sites

- https://www.mentimeter.com/ - Interactive presentations – the word cloud is great for vocabulary review and expanding vocabulary before writing tasks.
- https://wordart.com/ - online word cloud art creator that enables you to create amazing and unique word cloud art with ease.
- https://piktochart.com/ - create an infographic, display projects and assignment information in a visual manner.
- http://www.tagxedo.com/ - turns words into a visually stunning word cloud, words individually sized appropriately to highlight the frequencies of occurrence within the body of text.
- https://www.mindmeister.com/mt/intro - Mindmapping tool
- https://www.printfriendly.com/ - allows you to copy and paste a URL to print a more legible document from a webpage.
- https://evernote.com/ - note taking app
- http://esl-bits.net/ESL.English.Learning.Audiobooks/ESL.English.Learning.Audiobooks.html – a broad range of online books. Students can view the book while listening
- https://www.commonlit.org/ - similar to above
- https://wordmint.com/ - for word searches and crosswords
- https://www.proprofs.com/games/word-search/create/ - word search creator
- http://www.classtools.net/main_area/keywordchecker/index.php - for checking key words and key vocabulary
- https://cueprompter.com/ - Online teleprompter – useful for planning speeches/presentations
- https://telegra.ph/ - to create and edit text
- http://www.analyzemywriting.com/ - copy and paste text in and have it analysed for various features
- https://www.thesaurus.com/ - online thesaurus
- https://www.pobble365.com/ - a prompt and writing task for every day of the year
- https://www.nytimes.com/spotlight/learning-writing-prompts - more great writing prompts, especially for middle and senior students
- https://www.squibler.io/dashboard/feeds - great for senior students or extension students - offers writing prompts, and samples of great writing.   Click on 'random prompt'.
- https://storybird.com/ - Storybirds are short, art-inspired stories you make to share, read and print.
- https://www.makebeliefscomix.com/ - allows students to create their own comic strips, but also has some fabulous teaching ideas and resources.

LITERACY COMPREHENSION STRATEGIES

The following strategies can be used independently by students learning from home. They can be used in any subject.

Prediction strategies are useful to organise students' thoughts before, during and after reading and also helpful for the student to look back on so that they can remember what they've read, and track their thinking.

Activating prior knowledge and connecting strategies help students to make links and connections to their lives, which makes it easier for them to access the content or skill.

Inferring and Visualising help students to make concepts that might be abstract, more concrete in their minds and therefore aid understanding.

Questioning strategies help students to make meaning from text and consequently helps with comprehension.

Determining Importance can be particularly valuable for senior students as they move to reading a higher volume of non-fiction texts.
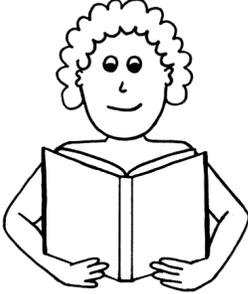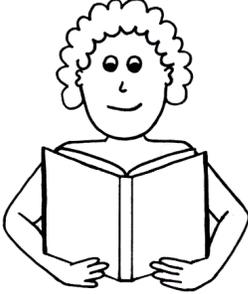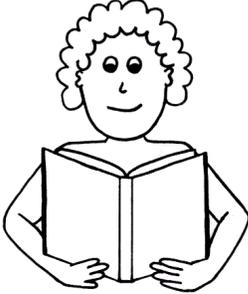
PREDICTION FLOWCHART

Text: _____

To help you make your first prediction, look at some or all of the following:

- Title
- Front and back covers
- Blurb
- Pictures or diagrams
- Table of contents

Think about the:

- Topic
- Author
- Text type (eg narrative, newspaper report, recount)

My first prediction: *(before you start reading)*		
Now read!		
1/3 way through: Pg#_____ **Revised or new prediction:**	**Now read!**	**Was your prediction confirmed? Why or why not?**
2/3 way through: Pg#_____ **Revised or new prediction:**	**Now read!**	**Was your prediction confirmed? Why or why not?**
End of text: Pg#_____ **Revised or new prediction:**	**Now read!**	**What will happen now the story is finished? What might come next?**

PREDICTION
KWL CHART

K – What I already know about my topic	**W** – What I want to know about m y topic	**L** – What I learned about my topic

PREDICTION
4 W's ORGANISER

Your prediction – what do you think this will be about?	What clues did you use?	Now that you have finished reading, how would you change your prediction?
When?		
Where?		
Who?		
What?		

ACTIVATING PRIOR KNOWLEDGE AND CONNECTING
## CONNECTING TO SELF, TEXT AND WORLD

Write about the connections you can make to the below areas and if you like, draw images/symbols to represent the connection.

Text to Self Connection	Text to Text Connection	Text to World Connection
How does the text relate to something in your life?	How does the text relate to something you've read or watched before?	How does the text relate to something in the world around you?

ACTIVATING PRIOR KNOWLEDGE AND CONNECTING SENSES EVALUATION

Read for ten minutes then draw or write what you
FEEL, SEE, HEAR, TASTE AND SMELL
You can also put in words and phrases that you connected with.

FEEL

SEE

HEAR

WORDS
&
PHRASES

TASTE

SMELL
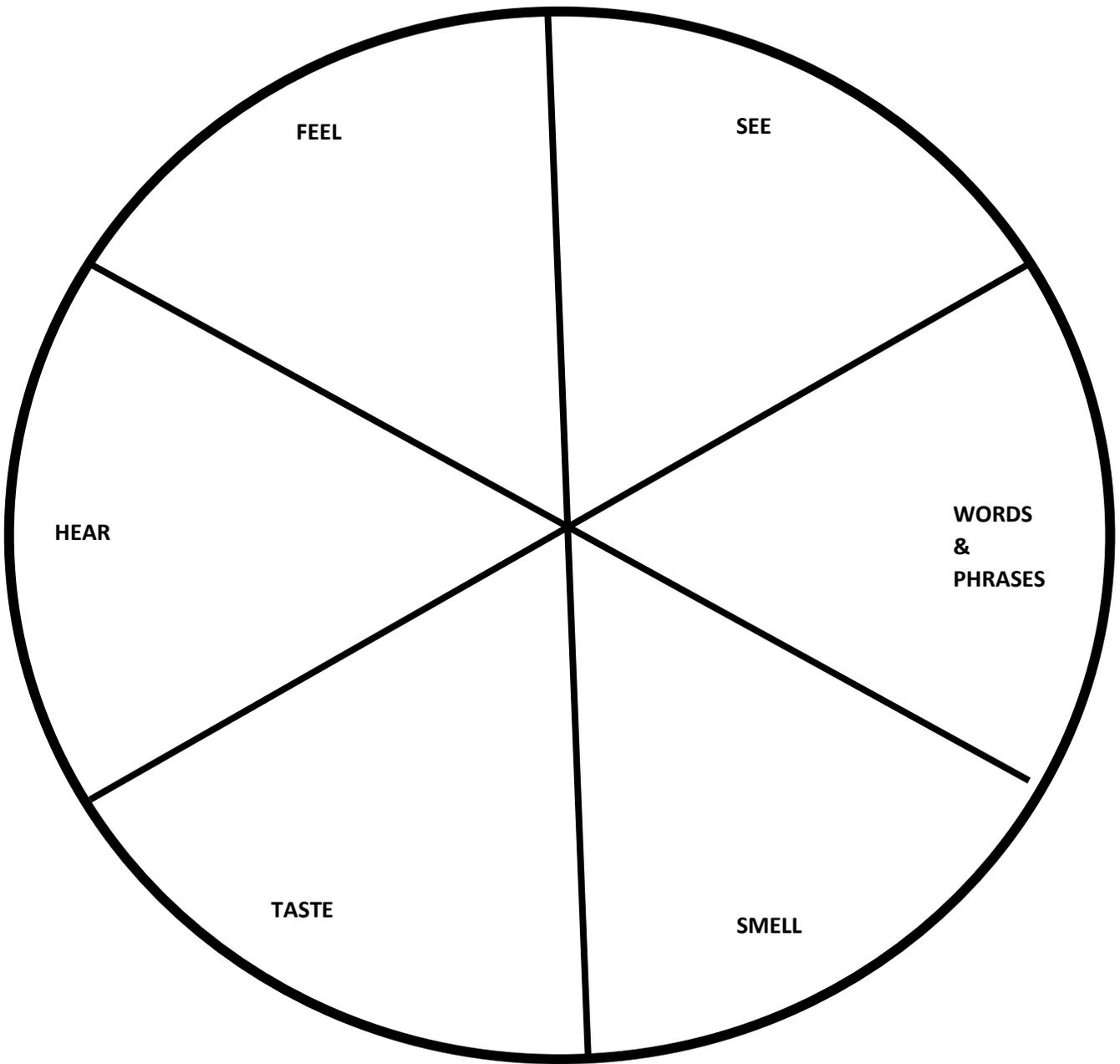
INFERRING AND VISUALISING
INNER VOICE

Title of text you are reading:

_____

Directions: Record the conversation that you are having in your hread while reading. Be sure to have <u>at least three sentences per box.</u>

Inner Voice on page_____	Inner Voice on page_____
Inner Voice on page_____	**Inner Voice on page_____**

Think about which reading strategies you are using. How has your thinking helped you create meaning from the text?

INFERRING AND VISUALISING
THINK ALOUD PROCESS

'Tracking your thoughts' means putting into words thoughts you may have as you read – things you wonder, connections you make, meaning you are taking from the text

1. Read aloud the first page in the chapter or text
   a. Post a prediction (you can use a post-it-note or write in the space)
2. Read 2-3 pages or paragraphs
   a. Track/annotate your thinking
   b. Share with a partner, or check with a parent or teacher
3. Read another 2-3 pages or paragraphs
   a. Track/annotate your thinking
   b. Predict, clarify, question, connect, infer
4. Read last pages
   a. Track your final thoughts and messages

Prediction	**Prior Knowledge**
Questions & Clarification	**Connections to your world**
Summary	

QUESTIONING
THREE LEVEL TECHNIQUE

Level 1 Information & Data Collection	Level 2 Meaning – implication – feeling – attraction – interest	Level 3 Attitude – values
What?	What do you think/feel about……?	Why do you feel like that?
Who? And When?	What does….mean for/to you?	Why is that important?
Why?	What are the implications of….?	Why does that concern you?
How? And Where?	What do you get out of….?	How do you think others feel?
When? And How often?	What interests you about?	Are you motivated to find out more?

QUESTIONING
SOCRATIC QUESTIONS

Thoughts are like a running dialogue in your brain. They come and go fast. So fast, that we rarely have the time to question them. Because our thoughts determine how we feel, and how we act, it's important to challenge our thoughts.

Spend a moment thinking about each of the following questions, and record thorough responses. Elaborate and explain 'why' or 'why not' in your responses.

Thought to be questioned:
What is the evidence *for* this thought? *Against* it?
Am I having this thought on facts, or on feelings?
Is this thought black and white, when reality is more complicated?
Could I be misinterpreting the evidence? Am I making any assumptions?

Might other people have different interpretations of the same situation? What are they?

Am I looking at all the evidence or just what supports my thought?

Could my thoughts be an exaggeration of what's true?

Am I having this thought out of habit, or do the facts support it?

Did someone pass the thought/belief to me? If so, are they a reliable source?

Is my thought a likely scenario, or is it the worst case scenario?

DETERMINING IMPORTANCE
ANNOTATIONS

Overviewing

When students read non-fiction, they can be taught overviewing, a form of skimming and scanning the text before reading. Reading comprehension researcher Jan Dole suggests focus lessons on the following to help students overview the text:

- Activating prior knowledge
- Noting characteristics of text length and structure
- Noting important headings and subheadings
- Determining what to read and in what order
- Determining what to pay careful attention to
- Determining what to ignore
- Deciding to quit because the text contains no relevant information
- Deciding if the text is worth careful reading or just skimming

Guidelines for Annotation

- Look carefully at the first and last line of each paragraph. Important information is often contained there
- Highlight, circle, or underline only necessary words and phrases, not entire sentences, and jot thoughts next to the highlighted segments
- Jot notes in the margin or on a sticky note to paraphrase the information, merge your thinking with it, and better remember it.
- Don't get thrown off by interesting details. Although they are fascinating, they often obscure important information
- Code the text with symbols, such as an *L* for new learning, a *?* for a query, an *!* for surprising or compelling information, an *I* for important information. These codes help when you go back and revise.
- Note signal words. They give cues about what's to come and are almost always followed by important information.
- Pat attention to the vast array of non-fiction features that signal importance
- Pay attention to surprising information. It might mean you are learning something new!

SYNTHESISING AND SUMMARISING
CORNELL NOTES

My thinking	Notes

Summary

SYNTHESISING AND SUMMARISING
SYNTHESIS BLOCKS

Facts	Opinions	Changes in thinking
Prior knowledge	**New information**	**My new understanding**

MONITORING
READING COMPREHENSION

Predicting	Prior Knowledge	Connecting
Title and front cover of book: Half way through:	What do you already know about the book, the author, the topic?	To self: To text: To world:
Clarifying What words or images are confusing?	**Questioning** What doesn't make sense? What do you want to know more about?	**Audience** Who is this targeted to? What will they get from this piece?

Summarising

Beginning What happens at the start?
Middle What happens in the middle?
End What happens in the end?
Summarise in your own words this text

Using Marzano's Glossary – an example

Glossary

Word	Dictionary definition	My words	Quick draw
adverb	a word that modifies a verb or adjective	- describes a verb - ends in "ly"	← quickly ☺ happily
triangle	a plane figure with 3 sides and 3 angles	- a 3 sided shape	△ ◿ right angled
vasoconstriction	- the constriction of blood vessels	- muscles tense and constrict the flow of blood through veins	◎ normal ○ vasoconstriction
alliteration	repeated sound of the first consonants	- words beg with same letter	Some Smug slug
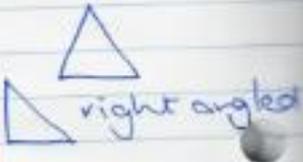
Frayer Model Diagram

Definitions

Characteristics

Examples

Non-Examples