



PATTERSON RIVER
SECONDARY COLLEGE

Vocabulary & Reading Comprehension Framework

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BACKGROUND LITERACY RESEARCH

According to the OECD, educated individuals live longer, participate more actively in politics and in the communities where they live, commit fewer crimes and rely less on social assistance. This relates to the years spent in education rather than the level of attainment. Having a good education greatly improves the likelihood of finding a job and earning enough money. Highly-educated individuals are less affected by unemployment trends, typically because educational attainment makes an individual a more attractive asset to the workforce.

Boudard and Rubenson (2003) suggest that literacy skills have a strong positive correlation with years spent in education. Therefore, a strong link between high literacy skills and personal, academic and vocational success can be validated.

Literacy is more complex than simply the ability to read and write. Literacy is a series of skills that allow people to decode, comprehend, interpret, use, analyse and manipulate information in order to use language and navigate problems confidently across a range of vocational and educational contexts as well as for participating and communicating effectively within society.

Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

—The United Nations Educational, Scientific and Cultural Organization (UNESCO)

The *Melbourne Declaration on Educational Goals for Young Australians* recognises literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas.

Although there are many components involved in the development of a literate citizen, this Framework focuses on two aspects of literacy: Vocabulary Knowledge and Reading Comprehension.

John Hattie (2009) contends that both aspects of this Teaching and Learning framework are effective areas to target improvements in student learning. In combining these two aspects of learning and teaching (Vocabulary Knowledge and Reading Comprehension) into one Framework, the research suggests that this combination will be more effective than the sum of its parts. In addition to this, it is expected that students will be able to articulate the importance of how improving Vocabulary Knowledge and Reading Comprehension skills will underpin improvement in learning in all Learning Domain Areas.

VOCABULARY OVERVIEW

Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) as well as the words we speak or write (expressive vocabulary). Students build vocabulary through interaction within their environments or through explicit instruction with their teachers. Students with a large and frequently-used vocabulary are more likely to be successful in their educational and vocational pursuits. A limited vocabulary is a 'red flag' often indicating a student will have literacy difficulties and/or learning difficulties (Thaashida Hutton, 2008).

TIERS OF VOCABULARY

In the context of teaching and learning, vocabulary can be divided into three tiers. Students with mature vocabulary and age-appropriate literacy skills will be able to understand, engage with and use words from all three tiers.

TIER 1 – Essential vocabulary

Tier 1 vocabulary consists of the most basic words used to navigate the world. Think of travelling to a country that uses a different language to your own, what words will you need to get by?

These words rarely require direct instruction and seldom have multiple meanings. Tier 1 words have a large number of common nouns as well as the most frequently used verbs and adjectives.

There are approximately 8,000 words in a Tier 1 English Language Vocabulary.

TIER 2 – High frequency vocabulary

Tier 2 vocabulary consists of high frequency words that are used across a range of learning domains. Students who have a high level fluency in regards to Tier 2 words are more likely to be highly literate and generally successful in academic endeavours. Tier 2 words are also very important for students to be able to understand direct instruction in educational and vocational contexts. Command terms (e.g. discuss, explain, analyse) sit in the Tier 2 vocabulary.

There are approximately 8,000 words in Tier 2 English Language Vocabulary.

TIER 3 – Context specific Vocabulary

Tier 3 vocabulary consists of low frequency and generally 'domain-specific words'. These domain-specific words may relate to educational, vocational or extra-curricular contexts. Tier 3 vocabulary can be also termed as 'metalanguage'. That is the language used to describe domain-specific ideas, content, skills, knowledge and language.

There are over 400,000 words in Tier 3 English Language Vocabulary.

At PRSC, each Domain has responsibility for taking ownership of the Tier 3 language that is specific to their Learning Domain. This language is known as 'Golden words' (Years 7-9) and 'Key Terms' (Years 10-12).

Golden words and Key terms

Each Learning Domain at PRSC is responsible for the development of Golden words/Key terms lists that relate to the pathways that the Domain offers. The list of Golden words/Key terms should consist of the 150-180 most important Tier 3 words for each pathway. In Years 7-10 these are informed by the Victorian Curriculum and in Years 11-12 these are informed by the key knowledge and competencies articulated in the relevant VCE study designs and VCAL curriculum planning guides. This guarantees that roughly 25 Tier 3 content words are learnt at each year level as students progress through PRSC.

Vocabulary Programs

Average Effect Size: $d = 0.67$
i.e. high effect size

Rank: 15th highest factor relating to improvement in student achievement.

Source: John Hattie,
Visible Learning

Supporting academic vocabulary

All other domain-specific words fall into the supporting academic vocabulary. This is not to say that supporting academic vocabulary is not important. Indeed, high-performing students are likely to be conversant with, and have great skill in, applying this metalanguage. Rather, it is acknowledged that it is only possible to guarantee a limited number of words per year.

Research into the effectiveness of vocabulary building

Mastropieri and Scruggs (1989) suggest that the most effective vocabulary teaching provides assistance with both definitional and contextual information, involves students in deep processing and gives students multiple opportunities to be exposed to the words they are learning.

Stahl and Fairbanks (1986) contend that students who receive teacher instruction in the improvement of vocabulary also receive additional improvement in reading comprehension skills.

Marzano (2015) argues that it is not possible to have a high reliability school, unless that school can guarantee a viable list of metalanguage for each Learning Domain.

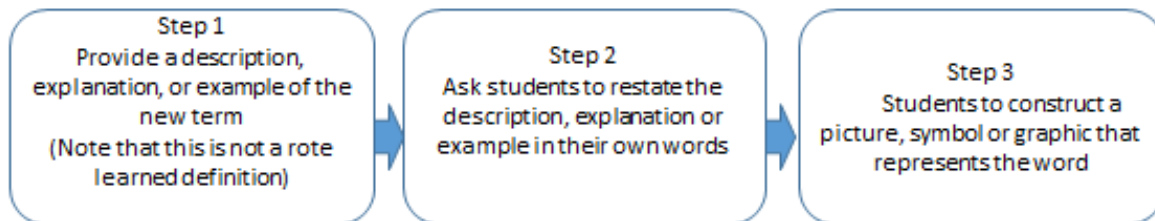
The framework chosen to improve students' vocabulary at PRSC is Domain specific and aligns the teaching of Golden words/Key terms to course outlines. A range of evidence based vocabulary instruction activities (see Appendix 3) are used to:

- Build background knowledge
- Teach words that are critical to comprehension
- Provide support during reading and writing
- Develop a conceptual framework for themes, topics and units of study
- Assess students' understanding of words and concepts.

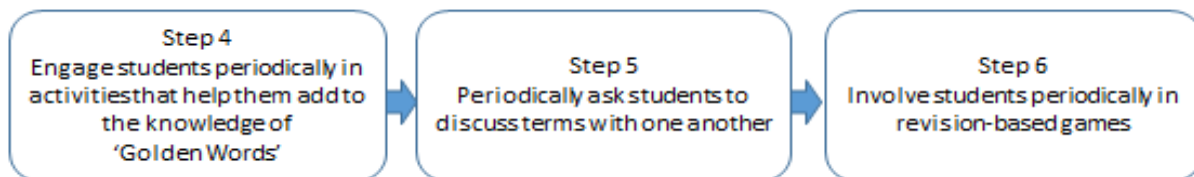
In students' English classes, vocabulary knowledge is built through the 'Six Step Vocabulary Strategy'.

PRSC SIX STEP VOCABULARY STRATEGY "How does expanding my vocabulary help me to learn?"

PRSC Six Step Vocabulary Strategy Flow Chart – Steps 1-3 (completed in class)



Flow chart – steps 4-6 (revision – may be completed in class, or out of class)



Golden words/Key Terms are then recorded by students in their workbooks in the table below for future reference.

| PRSC English 'Golden Word' Workspace | |
|---|---|
| Word: | |
| Level of Understanding - Initial 1 2 3 4 | Level of Understanding – At end of Lesson/Unit 1 2 3 4 |
| What does the word mean to you? | Synonyms |
| | Antonyms |
| Picture | |

RELATIONSHIP TO INSTRUCTIONAL MODEL

- Purpose** To intentionally develop and guarantee all students have a viable metalanguage for the subject areas that they choose.
- Relevance** To support students to be able to maximize their learning potential through engagement with subject specific metalanguage.
- Success Criteria** Students will demonstrate the knowledge and application of Golden Words/Key Terms and supporting academic metalanguage.
- Conclusion** In concluding any vocabulary building activity, students should reflect on the strategies used and learning that occurred. In doing so, they should measure these against the success criteria and their individual learning goals.

READING COMPREHENSION OVERVIEW

Reading Comprehension is a skill that underpins teaching and learning in all Learning Domains at PRSC. A student who can read a text or visual image then decode, comprehend, interpret, use, analyse and manipulate information is far more likely to be successful than a student who struggles with this ability.

Research by Sencibaugh (2005) suggests improvement in students' reading comprehension is most likely to occur when a teacher has taught specific strategies to strengthen reading comprehension. Similarly, Rowe (1985) contends that reading comprehension programs which have an emphasis on processing strategies are more likely to be successful than those that focus on text.

Additionally, Swanborn and De Gloop (2002) argue that there is a misconception that students will actively learn from being introduced to new words in a text. Their research suggests that, on average, students will only learn approximately 15% of unfamiliar words during normal reading. In addition to this, Swanborn and De Gloop (2002) assert that students will learn a great proportion of new words when the density of new words is low in contrast to a high density of new words.

Therefore, a poor reader is unlikely to be able to improve their reading comprehension skills or vocabulary knowledge by simply being asked to read. Students need a framework through which to grapple with a text to maximise their chances of reading comprehension. In addition, texts selected for students to read need to be situated within each and every student's Zone of Proximal Development (ZPD).

The framework chosen to improve Reading Comprehension at PRSC is the 'Four Resources Model'.

OVERVIEW – FOUR RESOURCES MODEL

The 'Four Resources Model' was created by two Australian educators: Peter Freebody and Allan Luke in 1990, although the model has been revised a number of times. The model aims to create a systematic framework that makes the teaching and learning of literacy skills clear and explicit for both teacher and student.

The four components of the model are:

Code-Breaker

The code-breaking element places an emphasis on students being able to break down information within the relevant context, to develop understanding, which will enable them to access, interpret and analyse the information presented.

Content Participant

Content Participation builds on the information that students have gathered through code-breaking and relates the relevance of this information to the specific Learning Domain and their own personal experience.

Content User

Content User explores the socio-cultural understanding of content presented, but also how the information may be transformed and used for a variety of purposes, including the creation of new content or products.

Reading Comprehension Programs

Average Effect Size: $d = 0.58$
i.e. High effect size

Rank: 28th highest factor relating to
improvement in student
achievement.

Source: John Hattie,
Visible Learning

Content Analyser

Content Analyser allows students to move beyond simply interpreting information presented and encourages students to think about how and why information might be presented in a certain way.

There is an interdependence between all of the aspects of the model therefore this model is designed to be non-hierarchical and accessible from any point. This model is underpinned by the development of comprehensive vocabulary skills.

At PRSC we use the model to help us interpret what students will be required to do with the information they encounter so that we can plan for the explicit teaching of vocabulary and reading comprehension accordingly.

CODE-BREAKER: “How do I crack the code?”

The code-breaking element of the Four Resources Model places an emphasis on students being able to break down information within the relevant context to develop understanding, enabling them to access, interpret and analyse information which is being presented. Although all four elements of the Four Resources Model are all dependent on one another, it is difficult to engage in all other aspects of the model if students are not able to code-break. This looks at not only language conventions, but at reading within context and addressing inference or implied meanings.

There are strong links between code-breaking and vocabulary. The greater a student’s vocabulary, the more likely they are to have access points to information within a text. Therefore, there is a strong link between the PRSC Vocabulary and Reading Comprehension Framework and the code-breaking aspects of the Four Resources Model.

RELATIONSHIP TO THE INSTRUCTIONAL MODEL

| | |
|-------------------------|---|
| Purpose | Give students the ability to access written and visual information and, in turn, be able to interpret this information to give them the best chance for effective learning. |
| Relevance | Students who are able to effectively code-break are more likely to experience success. |
| Success Criteria | Students are able to use their prior knowledge to deconstruct information presented to them, if they are unsure of information, they should be able to make predictions to develop a hypothesis. |
| Conclusion | In concluding any code-breaking activity, students should reflect on the strategies used and learning that occurred. In doing so, they should measure these against the success criteria and their individual learning goals. |

CODE-BREAKING GIVES STUDENTS THE SKILLS TO:

- recognise patterns in written and visual information that is specific to a Domain Area
- make links between graphic and textual information to decode meaning
- recognise the context of the information to infer meaning
- break down words to their component parts, e.g. base words – affixes (which comprise of prefixes and suffixes)
- make predictions about unknown words to learn meaning
- sound out unfamiliar words
- spell accurately
- recognise appropriate metalanguage for a Domain Area
- recognise appropriate language conventions for a Domain Area.

CONTENT PARTICIPANT: “What does this mean to me?”

The Content Participant element of the Four Resources Model places an emphasis on students being able to comprehend and create meaning from the information presented to them. Content Participant builds on the information that students have gathered through code-breaking and questions the relevance of this information in regards to the specific Learning Domain and their own personal experience.

RELATIONSHIP TO THE INSTRUCTIONAL MODEL

| | |
|-------------------------|---|
| Purpose | To be able to create meaning from information after code-breaking has occurred. |
| Relevance | To code-break information and see links to prior knowledge and personal worldview. |
| Success Criteria | Students will be able to create meaning from content presented and apply this newfound information to a variety of different contexts. |
| Conclusion | In concluding any Content Participant activity, students should reflect on the strategies used and learning that occurred. In doing so, they should measure these against the success criteria and their individual learning goals. |

CONTENT PARTICIPATION GIVES STUDENTS THE SKILLS TO:

- draw on their social and cultural background as well as prior knowledge to construct meaning from the information presented
- compare their own experiences with those described in the information
- relate new information to information from prior learning and similar texts
- see their own interests and lifestyle reflected in content
- interpret and use literal and inferred information from content presented
- interpret and question the structure of information presented (text and visual)
- recognise and construct different concepts making links to how these may be structured for a specific Learning Domain.

CONTENT USER: “What do I do with this information?”

The Content User element of the Four Resources Model places an emphasis on students being able to recognise the context of the information presented. In this regard, context refers to the domain-based skills and ideas that have been addressed. Students should be able to access prior knowledge to use new information in a constructive manner. This may include creating a new text or product that relies on previous domain-based skills and vocabulary.

RELATIONSHIP TO THE INSTRUCTIONAL MODEL

| | |
|-------------------------|--|
| Purpose | The creation of a product which directly relates to the information presented. |
| Relevance | Real life application of the information taught. |
| Success Criteria | The quality of the product produced against a set criteria. |
| Conclusion | In concluding any Content User activity, students should reflect on the strategies used and learning that occurred. In doing so, they should measure these against the success criteria and their individual learning goals. |

CONTENT USE GIVES STUDENTS THE SKILLS TO:

- understand the form and mode of the relevant Domain Area
- create products that adhere to the forms and conventions of the Learning Domain
- understand the purpose of the content presented and the content created
- use appropriate metalanguage for the relevant form, audience and purpose chosen

- apply the skills and relevant context for the content provided
- assess interpretations of content.

CONTENT ANALYSER: “What does this content allow me to see?”

The Content Analyser element of the Four Resources Model places an emphasis on students being able to critically think about and evaluate the information, skills and context presented within content. Content Analyser encourages a student to see that no content is neutral and that there are many different responses to information. Content Analyser allows students to move beyond simply interpreting information presented and encourages them to think about how and why information might be presented in a certain way.

RELATIONSHIP TO THE INSTRUCTIONAL MODEL

| | |
|-------------------------|--|
| Purpose | To encourage students to engage with content in an analytical manner. To empower students to engage with an academically sustained viewpoint. |
| Relevance | To enable students to understand views, values and interpretations of information presented. |
| Success Criteria | To give students the ability to be mindful of the context in which information is presented. |
| Conclusion | In concluding any Content Analyser activity, students should reflect on the strategies used and learning that occurred. In doing so, they should measure these against the success criteria and their individual learning goals. |

CONTENT ANALYSIS GIVES STUDENTS THE SKILLS TO:

- identify the way/s in which information and ideas are presented for a particular audience
- understand how content is constructed according to the values, views and interests of the writer/speaker/creator
- Recognise opinions, bias and preconceptions
- Understand social and cultural concepts that influence ideas, information and content
- Recognise that the writer, speaker or creator aims to influence others and elicit a response.

PRSC – Vocabulary and Reading Comprehension Framework

This graphic, shows the relationship between the Four Resources Reading Model, our whole school approach to teaching Domain Specific Vocabulary and the nine comprehension strategies we use to support the development of students' independent reading skills.

Code Breaker

Decoding the codes and conventions of written, spoken and visual content

Strategies:

1. What do you know?
2. What do you not know?
3. Read around
4. Visualise
5. Consider the context
6. Break it down
7. Say it out loud (sound it out)
8. Look it up
9. Ask for help

Content Participant

Understanding the purposes of different written, spoken and visual content for different educational, vocational, cultural, and social functions

Strategies:

1. Activating and connecting
2. Predicting
3. Summarising
4. Visualising

Guaranteed and explicitly taught
Domain specific vocabulary

Content User

Comprehending written, spoken and visual content and connecting it to prior knowledge

Strategies:

1. Questioning (Annotating)
2. Determining importance
3. Synthesising
4. Visualising

Content Analyser

Understanding how certain content positions readers, viewers and listeners

Strategies:

1. Inference
2. Monitoring
3. Considering perspectives
4. Visualising

TEACHER REFERENCE (guiding questions)

The questions below are guiding questions and work best to support learning when they are differentiated for each specific task, student cohort and Domain.

Code Breaker

How do I crack this code?

What do you know?

What words do you know?

Who is the author?

What words are interesting?

What Domain specific words are there?

Is there information from another subject area that is related to this content?

What do we not know?

What words don't you/ we know?

Read around

Does the rest of the sentence make sense?

Can you tell what the word is because of the rest of the words in the sentence?

Visualise

Can you picture what the word looks like?

What clues/words lead you to this picture?

Consider the context

What Domain is this text from?

What is the topic of the content?

Break it down

What other words are the similar or have a similar meaning?

Say it out loud (sound it out)

Can you say the word out aloud?

Does it sound like anything else you know?

Look it up

Where could you look it up?

How do make sure you have the right definition?

Ask for help

Can you ask a trusted friend for help?

What adult could you ask for help?

TIP: Ensure that all new and difficult words are identified and explicitly taught.

Content Participant

What does this mean to me?

Activating and connecting

Does the content remind you of something else?

Is there anything in your life you can relate this content to?

Do you know of anyone in your life that would be interested in this content?

Predicting

Can you predict what the content is about or is going to say as you read?

What might happen next or what information you might need to learn next?

How did the content position or change your way of thinking about this topic?

What evidence are you basing your prediction on?

Summarising

What did you feel as you read the text?

What are the main ideas presented?

What are the key words?

What is the take-away message of the text?

Visualising

What do you picture in your mind as you read this text?

Does this text remind you of other people, places or things?

Do you picture other thing you know about when you read this text?

TIP: Try to link the text to prior knowledge.

Content User

What do I do with this text?

Questioning (annotating)

What type of writing is this? How do you know this?
What are the main component (parts) of this writing?
How is this text like others you have read?

Determining importance

Who is the audience of this piece of writing?
Why might this writing be important to them?
How is the topic framed to influence the reader?
What is the purpose of this text?
What are the key ideas in the text?
What are the key pieces of vocabulary to understand the text?

Synthesising

How would the language and content change if you were to use these ideas in a different form of communication?
How is this piece of writing different from/like previous things you have read on this topic?

Visualising

What is the image that you see when you read this content?
How can you visualise repurposing this information?
How could you explain this information visually rather than written form?

Content Analyser

What does this text do to me?

Inferring

Has the author demonstrated any bias and how do you know this?
Can you imagine what type of person the author would be?
What do you think the author is trying to make you see?

Monitoring

Are there new ideas that you need to understand in this content?
How does this new knowledge change your opinion/position/thinking?

Considering perspectives

What was the author's intent and did the author achieve this? How do you know this?
What is the most important new learning that you need to take from this text?
How would you reference this new knowledge?
Why do you think the author wrote this content?
What bias might the authors of this content have?
How is this bias displayed?

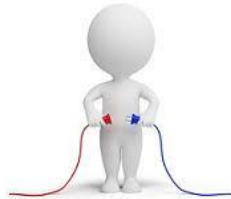
Visualising

Can you picture the author?
Can you picture the intended audience of this content?
Can you visualise what type of person might agree with this content?
Can you visualise what type of person may disagree with this content?
Does the content have visual prompts to aid your analysis?

PRSC READING COMPEHENSION STRATEGIES

At PRSC we engage students with the Four Resources Model through teaching and using the following nine reading comprehension strategies. This allows students to bring their knowledge of the strategies with them from Primary School and apply it to them across the broad range of learning contexts they encounter in Secondary School.

Content Participant - Activating and Connecting



Activating and connecting engages a reader's prior knowledge in order to make meaningful connections and therefore increase the understanding of a text. As proficient readers read, they bring along their experiences and think about how the ideas in the text fit with what they know or believe. The activating and connecting strategy triggers an individual response or reaction from the reader.

Good readers are constantly aware of/or what they are reading and how it may be relevant to other areas of their life. This causes them to view a text from a number of different perspectives.

Types of connections

- Text-to-self
- Text-to-text
- Text-to-world

Questions to ask to activate your prior knowledge...

- What does this remind me of in my life?
- What is this similar to in my life?
- Has something like this ever happened to me?
- How is this different to my life?
- What were my feelings when I read this?
- What does this remind me of in another book I've read?
- How is this different from other books I've read?
- Have I read something like this before?
- What does this remind me of in the real world?
- How is this different from things that happen in the real world?
- How did that part relate to the world around me?

Content Participant - Predicting



A **prediction** is a good guess about what you think you will find out about or what will happen next in a text. Engaged readers become involved in the materials they are reading. Good readers make logical predictions about what will come next in a text. Making predictions not only maintains readers' interest in the text but also assists them with comprehension as they test predictions.

Good readers make predictions before they read and as they read, as well as testing them at the completion of the text.

Things that help students make a prediction...

- Headings, pictures and other text features
- The questions the author asks
- Making connections to what you already know – your background knowledge and experience
- Skimming, scanning and rereading the text.

Prediction sentence starters...

- Based on the title, subheadings, picture/diagram etc, I predict this page/chapter will be about...
- From the blurb I predict that...
- I think the next chapter (or page) will be about...
- Based on this sentence (quote) I think that...

Content Participant – Summarising



Summarising involves representing, in a few sentences and in your own words, the most important ideas of a longer passage or section of writing. Summarising is a strategy necessary for understanding both the literal and the implied meaning of the text and increases the retention of what was read by focusing the reader's attention on the most important information.

Good readers look for the main ideas as they read and can explain the text in their own words.

How to summarise while reading:

- Answer the - *Who? What? When? Where? How? Why?* questions in the text
- Focus on the key details
- Look at the beginning and concluding sentences in each paragraph
- Use key words and phrases.

Content User – Questioning (Annotating)



Asking questions about a text helps you have a purpose or reason for reading and deepens your understanding. As readers, we regularly generate questions before, during and after reading a text. These questions may focus on the text's content, structure or language. These questions should be generated by the reader themselves, not by the teacher/educator.

Good readers ask themselves questions all the time while they are reading and read to answer those questions.

Questions to get students thinking...

- What is going on?
- When is this happening?
- Where is?
- Who will?
- How is?
- Why is... important?
- Why is that happening?
- How are _ and _ alike? How are they different?
- What would happen if?
- What does... mean?
- How will it...?
- What might...?
- Why can...?

Content User - Determining Importance



Determining importance is closely related to **summarising**, as both are focused on determining the most important or valuable parts of the text or information being read. The information that authors' provide is not always of equal importance. Understanding what is important aids readers in making decisions regarding which parts of the text deserve the most attention.

Good readers can tell the difference between interesting details and important information. Good readers are also able to put important information into their own words so that they better understand it.

Language of determining importance...

- This is really important...
- This is important to remember...
- I think this might be important...
- I think this part means...
- This information makes me think...
- I think the big idea is...
- A lingering question I have is...
- I think the argument being put forward in this piece is...

Content User – Synthesising



Synthesising is when students combine their own prior knowledge with new ideas or information to create new complete thoughts, ideas, opinions or perspectives.

Good readers look for the main ideas as they read and can explain the text in their own words. Good readers can also draw information together in order to form new thoughts, ideas, opinions or perspectives.

How to synthesise while reading...

- What do you already know about this topic?
- Ask questions like ‘what was my opinion at the beginning of this text?’ and ‘How is my opinion changing?’
- How are you connecting previously held ideas with that you have just learnt?

Content Analyser – Inferring



Inferring is being able to ‘read between the lines’, when the author implies something but doesn’t exactly state it. Inferring is the process of creating a personal and unique meaning from a text. It involves a mental process that combines information gleaned from the text and relevant prior knowledge.

Good readers create meaning that is neither stated explicitly in the text nor shown in illustrations. This process implies that they actively search for and become aware of implicit meaning.

Language of inferring

- I visualise...
- It seems to me...
- I am getting a picture...
- I have a picture in my head...
- I can see...
- This image makes me feel...
- The author is trying to make the reader see...

Content Analyser – Monitoring



Monitoring requires an active awareness and knowledge of one's mental process (metacognition) and knowing what to do in order to accomplish the goal of comprehension. Comprehension monitoring is the capacity of a reader to notice while they are reading whether a text is making sense or not.

Self-monitoring is the students' ability to:

- Be aware when meaning breaks down
- Identify what it is that they don't understand (word, sentence, paragraph)
- Use appropriate strategies to restore meaning (visualising, reading on, used the context).

Good readers do not simply notice that they have lost meaning – they have plans for fixing up their comprehension when they do lose meaning.

Language we use when self-monitoring...

- I'm not sure what __ means
- I don't get that paragraph
- I don't understand what that sentence means. I am going to go back and read it aloud slowly and see if that helps.
- I'm going to try and create a picture in my mind to help me understand that bit.

Content Analyser - Considering Perspectives



Considering Perspectives involves thinking about the form, language, audience and purpose of a text and how those things impact the reader's understanding of the written piece. Considering perspectives also incorporates consideration of the author's intent and what they are trying to communicate through their writing. In addition to this readers explore how different members of an audience may interpret information.

Good readers are constantly aware of how the text may be viewed from a number of different perspectives, dependent on form, language, audience and purpose, as well as the author's intent.

Language of considering perspectives...

- This reminds me of....
- Other people might think...
- There is evidence of....
- This is biased because...
- This has a cultural perspective...
- This is pushing an agenda of....
- There is a limitation to this research because....
- There is a bias to this research because...

All resources – Visualising



Visualising, or creating a mental image, is what writers hope their readers do with the texts they create. Visualising assists comprehension by constructing meaning with a visual image.

Good readers are able to visualize a text and use that image to inform meaning and add to their understanding of the text.

Language of visualizing...

- I visualise...
- It seems to me...
- I am getting a picture...
- I have a picture in my head...
- I can see...
- This image makes me feel...
- The author is trying to make the reader see...

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APPENDICES

Appendix 1: Vocabulary Rubric

| CRITERION | INITIAL | EMERGING | DEVELOPED | HIGHLY DEVELOPED |
|-----------------------------------|---|---|--|--|
| Teacher Engagement | Teacher is working in a Domain Area that is establishing a list of 'Golden Words'. Teacher is developing an understanding of the PRSC Vocabulary Model and is beginning to use this in the classroom. | Teacher works in a Domain Area that has an emerging list of 'Golden Word' vocabulary. Teacher is trialling different strategies in regard to the use of 'Golden Words' within their own classes. | Teacher works in a Domain Area that has a guaranteed and viable list of 'Golden Word' vocabulary. Teacher is able to use relevant 'Golden Words' within their own classes and this learning is both guaranteed and viable. | Teacher works in a Domain Area that has a guaranteed and viable list of 'Golden Word' vocabulary. Teacher is highly engaged with the Vocabulary Framework and is able to use their expertise to assist others within their domain to improve. |
| Teaching and Learning Environment | A Teaching and Learning environment in the initial stages will have students who are aware of the 'Golden Word' vocabulary and are able to identify key words for their subject area. | An emerging Teaching and Learning environment will have students who are able to identify the 'Golden Word' vocabulary, with some being able to identify relevance to their subject area. | A developed Teaching and Learning environment will have some students who understand and articulate the 'Golden Word' vocabulary and will be able to articulate the importance of vocabulary and the 'relevance' to future pathways. | A highly developed Teaching and Learning environment will have students who all understand and articulate the 'Golden Word' vocabulary and will be able to articulate the importance of vocabulary and the 'relevance' to future pathways. |
| Documentation | Initial discussion of the documentation of 'Golden Word' vocabulary lists and the associated Teaching and Learning practices associated with it. Discussion around classroom teaching tools to complement this framework. | Some emerging documentation of the 'Golden Word' vocabulary lists and associated Teaching and Learning framework for some subjects and some year levels. In addition to this, the Domain Area will have started trialling some classroom teaching tools to complement this framework. | Developed documentation of the 'Golden Word' vocabulary lists and associated Teaching and Learning framework for all subjects and all year levels. In addition to this, the Domain will have a number of classroom teaching tools to complement this framework. | Highly developed documentation of the 'Golden Word' vocabulary lists and associated Teaching and Learning framework for all subjects and all year levels. In addition to this, the Domain will have a number of classroom teaching tools to complement this framework. The Domain Area will engage in ongoing reflection practices in this area. |
| The student experience | Students will be able to refer to 'Purpose' statements and 'Success Criteria' in regards to the PRSC Vocabulary Framework. | In an emerging environment, students will experience clear 'Purpose' and 'Success Criteria' instructions. Students will be able to reflect on their progress in the 'Conclusion' of a lesson or unit. | In a developing environment, students will experience clear 'Purpose' and 'Success Criteria' instructions. Students will be able to reflect on their progress in the 'Conclusion' of a lesson or unit. In doing so, students will be able to reflect on their future learning. | In a highly developed environment, students will experience clear 'Purpose' and 'Success Criteria' instructions. Students will be able to reflect on their progress in the 'Conclusion' of a lesson or unit. In doing so, students will be able to goal-set and self-assess against individual learning goals. Students understand the sequential nature of the PRSC Vocabulary Framework. |

Appendix 2: Reading Comprehension Rubric

| CRITERION | INITIAL | EMERGING | DEVELOPED | HIGHLY DEVELOPED |
|-----------------------------------|--|---|--|--|
| Teacher Engagement | Teacher is beginning to work within the PRSC Reading Comprehension Framework whenever addressing written or visual information. Teacher has some working understanding of the Four Resources Model and is at times able to engage students as code breakers, content participants, text users and text analysts. | An emerging teacher often works within the PRSC Reading Comprehension Framework when addressing written or visual information. Teacher has a general understanding of the Four Resources Model and is able to engage students as code breakers, content participants, text users and text analysts. | Teacher works within the PRSC Reading Comprehension Framework whenever addressing written or visual information. Teacher has a working understanding of the Four Resources Model and is able to engage students as code breakers, content participants, text users and text analysts. Teacher is aware of the need for specific strategies and differentiation for different levels of students. | Teacher works within the PRSC Reading Comprehension Framework whenever addressing written or visual information. Teacher has a working understanding of the Four Resources Model and is able to engage students as code breakers, content participants, text users and text analysts. Work for students will not only employ the Four Resources Model and specific strategies, but will be differentiated to provide access points for all students. |
| Teaching and Learning Environment | In a Teaching and Learning environment, students are in the initial stages of understanding the four stages of the Reading Comprehension Framework. The Domain Area will have had initial discussions about teaching tools in regards to the use of this framework. | In a Teaching and Learning environment which is emerging in regards to the four stages of the Reading Comprehension Framework, students will have been thoroughly introduced to the Framework, with some emphasis on teaching tools in regards to developing understanding. | A developing Teaching and Learning Environment in regards to Reading Comprehension will have students who are able to articulate the four separate parts of this model and some students will be able to explain the significance of each one. The teaching Domain will also have agreed teaching tools in regards to the use of this framework. | A highly developed Teaching and Learning Environment in regards to Reading Comprehension will have students who are able to articulate the four separate parts of this model and explain the significance of each one. The teaching Domain will also have agreed teaching tools that are regularly reflected on and updated in regards to the use of this framework. |
| Documentation | Initial discussion of the documentation of 'Golden Word' vocabulary lists and the associated Teaching and Learning practices associated with it. Discussion around classroom teaching tools to complement this framework. | Some emerging documentation of the 'Golden Word' vocabulary lists and associated Teaching and Learning Framework for some subjects and some year levels. In addition to this, the domain will have started trialling some classroom teaching tools to complement this framework. | Developed documentation of the 'Golden Word' vocabulary lists and associated Teaching and Learning framework for all subjects and all year levels. In addition to this, the Domain Area will have a number of classroom teaching tools to complement this framework. | Highly developed documentation of the 'Golden Word' vocabulary lists and associated Teaching and Learning framework for all subjects and all year levels. In addition to this, the Domain will have a number of classroom teaching tools to complement this framework. The Domain Area will engage in ongoing reflection practices in this area. |
| The student experience | Students will be able to refer to 'Purpose' statements and 'Success Criteria' in regards to the PRSC Reading Comprehension Framework. | In an emerging environment, students will experience clear 'Purpose' and 'Success Criteria' instructions. Students will be able to reflect on their progress in the 'Conclusion' of a lesson or unit regarding the Reading and Comprehension Framework. | In a developing environment, students will experience clear 'Purpose' and 'Success Criteria' instructions. Students will be able to reflect on their progress in the 'Conclusion' of a lesson or unit in regards to the Reading Comprehension Framework. In doing so, students will be able to reflect on their future learning. | In a highly developed environment, students will experience clear 'Purpose' and 'Success Criteria' instructions. Students will be able to reflect on their progress in the 'Conclusion' of a lesson or unit. In doing so, students will be able to goal set and self-assess against individual learning goals. Students understand the nature of the PRSC Reading Comprehension Framework. |

Appendix 3: Vocabulary Teaching Strategies Matrix

Access to instructions for these strategies is the Microsoft Team set up for each Domain Area.

| Name of strategy: | Quick summary | For teaching: | Appropriate for these Domains: |
|--------------------------------|--|--|---|
| Acrostic poems | Using the initial letters of a word to create an overall description of the word meaning | Builds background knowledge Assesses students' understanding of words and concepts Teaches words that are critical to comprehension | Visual Arts Science Humanities Health and PE Food Technologies Performing Arts |
| Arrays of word meanings | Organising words in a hierarchy or along a continuum | Builds background knowledge Teaches words that are critical to comprehension Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Performing Arts Visual Arts Design Technologies Food Technologies Science Humanities Health and PE Maths VCAL |
| Bumper words | A categorising activity that helps students learn the relationships between words. | Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Science Humanities Health and PE VCAL Maths |
| Categories and labels | Given a list of words (concepts and vocabulary), students categorize and label the words based on common attributes | Builds background knowledge Provides support during reading and writing Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Science Humanities Health and PE VCAL |
| Concept circles | For students to participate in conceptual thinking about content vocabulary – connections are made between words and phrases and explored in writing | Provides support during reading and writing Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Performing Arts Visual Arts Science Humanities Health and PE Maths |
| Concept ladder | For the teacher to help students to assess and extend their understanding of a concept | Builds background knowledge Provides support during reading and writing Assesses students' understanding of words and concepts | Science Humanities Health and PE |
| Crossword creations | Students create crosswords based on a focus vocabulary word built around | Builds background knowledge Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Science Humanities Health and PE |

| Name of strategy: | Quick summary | For teaching: | Appropriate for these Domains: |
|---------------------------------|--|--|---|
| | descriptions, antonyms, synonyms and related words. | | Digital technologies |
| Definition shmeffinition | A competitive team game to build word knowledge | Teaches words that are critical to comprehension Assesses students' understanding of words and concepts | Maths Science Humanities |
| Focused cloze | Words are chosen for omission from a text passage so students will encounter and learn content information - a word bank is provided for students so they can choose from the listed words to complete the passage | Builds background knowledge Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | VCAL Digital technologies German Science Humanities Food Technologies |
| Frayer model | Has several steps where the teacher is helping students learn a concept by giving examples and nonexamples of the concept | Builds background knowledge Teaches words that are critical to comprehension | Performing Arts Visual Arts Design Technologies Food Technologies Science Humanities Health and PE Maths VCAL Digital Technologies |
| Frequent contact | Provides students with an opportunity to think about, discuss, categorize, and use words based on inferences they make about a variety of clustered words | Provides support during reading and writing Assesses students' understanding of words and concepts | German Science Humanities Health and PE VCAL Maths |
| Game Show | A game like 'Pictionary' - teams compete by giving verbal or illustrated clues for their team member to guess | Builds background knowledge Provides support during reading and writing Assesses students' understanding of words and concepts | German Science Humanities Health and PE VCAL Maths Performing Arts |
| Hot Seat | A game like 'Celebrity Heads' - students give clues about a word for one person to guess | Builds background knowledge Provides support during reading and writing Assesses students' understanding of words and concepts | German Science Humanities Health and PE |

| Name of strategy: | Quick summary | For teaching: | Appropriate for these Domains: |
|----------------------------------|--|---|---|
| | | | VCAL Maths Digital Technologies Performing Arts |
| I spy | Students transfer their knowledge of content-specific words to a larger context and then make connections between the context they discovered and the unit of study in which they have been involved | Assesses students' understanding of words and concepts | Visual arts Performing arts Humanities VCAL |
| I'm thinking of a word... | The teacher begins by saying he/she is thinking of a word and then giving clues to the word or concept until students can name and define it (good for revision) | Assesses students' understanding of words and concepts | Design Technologies Food Technologies Digital Technologies Health and PE Humanities |
| LEAD | Provides a way for the teacher to assess students' prior knowledge related to an anticipated activity or unit of study | Builds background knowledge Provides support during reading and writing Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Maths Science VCAL |
| List-Group-Label | A brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept | Builds background knowledge Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Science Humanities Health and PE Food Technologies Design Technologies German |
| Media and Technology | Creating word clouds based on themes or topics; using technology to engage students in vocabulary exploration, and to develop and deepen word consciousness | Builds background knowledge Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Performing Arts Visual Arts Design Technologies Food Technologies Science Humanities Health and PE Maths VCAL Digital Technologies |
| Mind maps | A useful visual tool for understanding vocabulary in a non-linear way. Categorised into mind maps | Builds background knowledge Develops conceptual framework for themes, topics and units of study | All |

| Name of strategy: | Quick summary | For teaching: | Appropriate for these Domains: |
|--------------------------------------|--|--|--|
| | <i>for synonyms, categories, collocations and combinations</i> | | |
| Previewing content vocabulary | A way for teachers and students to assess students' background knowledge of the words and concepts they will encounter in a specific reading assignment or unit of study | Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Humanities Science Health and PE Performing Arts VCAL German |
| Retention strategies | A collection of strategies and process aimed at maximising vocabulary retention and understanding | Provides support during reading and writing | All |
| Scattergories | Students compare their vocabulary words to random objects that fit into a category decided by the teacher. Sharing of comparisons enables students to see the words in new ways | Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Science Humanities VCAL Health and PE Visual Arts |
| Semantic feature analysis | An ideal instructional strategy when you are teaching a unit where students need to discriminate between items that have some common characteristics | Teaches words that are critical to comprehension Provides support during reading and writing Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Humanities Mathematics Science Health and PE Design Technologies Food Technologies Digital Technologies |
| Semantic Gradients | An array of related words are placed along a continuum. The words are not always synonyms, but could demonstrate varying shades of meaning. | Provides support during reading and writing Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Science Humanities VCAL Health and PE Visual Arts |
| Similarities and Differences | Identifying similarities and differences covers various related strategies such as: comparing words, classifying words, creating metaphors and creating analogies. A cognitive process that deepens understanding. | Provides support during reading and writing Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Design Technologies Food Technologies Science Humanities Health and PE VCAL German Maths Visual Arts |

| Name of strategy: | Quick summary | For teaching: | Appropriate for these Domains: |
|--|--|---|---|
| Social Media | Creative ways to personify a word using adolescents' interest in social media | Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Digital Technologies Humanities Health and PE Visual Arts VCAL |
| Survival of the fittest Samples of survival of the fittest (Maths + Science + Humanities) | An effective activity for students to review technical vocabulary related to a topic or unit of study | Assesses students' understanding of words and concepts | All |
| Think-Pair-Share: Collaborate for understanding | Provides students with opportunities to think and note their initial understanding of a word and then build upon this understanding in context | Teaches words that are critical to comprehension Assesses students' understanding of words and concepts | All |
| Three Truths and a Lie | Either teacher or student directed – four statements about one word are presented and the goal is to guess which statement is untrue. | Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Design Technologies Food Technologies Science Humanities Health and PE VCAL German Maths Visual Arts Performing Arts |
| Visual and musical learning | Engaging ways to incorporate vocab instruction in class through the use of music, short films and images | Builds background knowledge Provides support during reading and writing Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Design Technologies Digital Technologies Food Technologies Science Humanities Health and PE VCAL German Maths Visual Arts Performing Arts |

| Name of strategy: | Quick summary | For teaching: | Appropriate for these Domains: |
|----------------------------------|--|--|---|
| Vocabulary bingo | Simple but effective method of engaging students in matching words and vocabulary descriptions | Assesses students' understanding of words and concepts | All |
| Word art | Taps into the passion many adolescents have for drawing, sketching and doodling. 'Word Colours' and 'Illustrated Vocab' engage students and get them thinking deeply about words, their meanings and representations. | Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Visual Arts Science Humanities Health and PE VCAL German Maths |
| Words from the inside out | A graphic organizer that guides students in independently generating topic-specific words; collaboratively discussing, combining, and categorizing their words; and using their words to anticipate the content of a topic they are about to study | Builds background knowledge Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Science Humanities Health and PE VCAL German Maths Visual Arts Performing Arts |
| Word sort | Students are asked to sort words into categories by sorting words into groups where the words have a common element | Builds background knowledge Develops conceptual framework for themes, topics and units of study Assesses students' understanding of words and concepts | Humanities Health and PE VCAL German |