



OXFORD
READING FOR
COMPREHENSION

Teacher Handbook

Sample pages

**Evaluation
Pack**



What's inside:

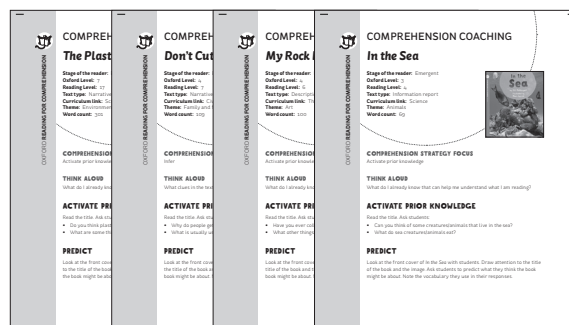
- series overview
- detail about the Comprehension Skills Framework
- extracts from the Teacher Handbook.

INTRODUCING OXFORD READING FOR COMPREHENSION



Research shows that a consistent, strategic approach is the key to successfully developing comprehension skills. To support Australian primary school teachers in addressing the comprehension challenge, we have developed a new research-based guided reading program: *Oxford Reading for Comprehension*.

250 engaging guided reading texts + Comprehension Coaching Card for each text

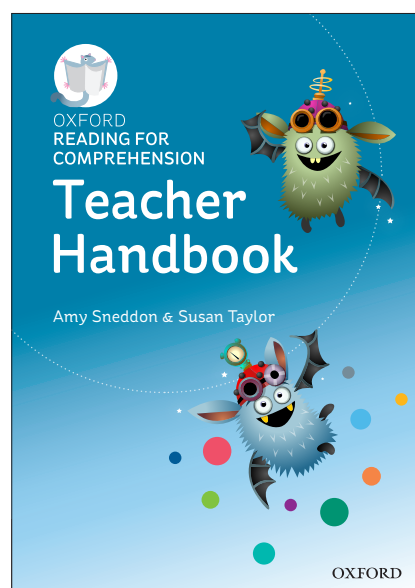


Sold in packs. Each pack includes 6 copies of the same title and a Comprehension Coaching Card.

Teacher Handbook

Throughout this evaluation pack you will find sample pages from the *Oxford Reading for Comprehension Teacher Handbook*. The Handbook provides accessible, focused support for all levels of the series including:

- comprehensive guidance for teaching, modelling and developing comprehension skills
- explanation of the Comprehension Skills Framework and its application across the series
- guidance on how to model the comprehension strategies and skills using metacognitive Think Aloud prompts
- practical guidance on monitoring and assessment using the program.



Comprehension Skills Framework

The series is underpinned by a Comprehension Skills Framework. The Framework was developed by comprehension experts, Professors Jane Oakhill and Kate Cain, following the review of extensive comprehension research. Throughout this evaluation pack you will find references to the Comprehension Skills Framework.



Comprehension Skill Category		Linked Comprehension Strategies
	Finding information Retrieving literal information from the text or pictures about characters, settings and overtly expressed feelings.	<ul style="list-style-type: none">● Determine importance● Monitor comprehension● Activate prior knowledge● Ask questions● Visualise
	Making connections and inferences Reading between the lines of the text, finding clues and building meaning from information that isn't explicitly stated in the text.	<ul style="list-style-type: none">● Infer● Predict● Monitor comprehension● Visualise● Ask questions● Activate prior knowledge● Determine importance
	Understanding vocabulary Identifying the meaning of words and phrases.	<ul style="list-style-type: none">● Monitor comprehension● Infer● Visualise● Ask questions
	Using structure and organisation Making sense of a text by understanding the message, ordering events and identifying main ideas, drawing on knowledge of text conventions, forms and features.	<ul style="list-style-type: none">● Monitor comprehension● Determine importance● Infer● Activate prior knowledge
	Appreciating the author's toolkit Understanding how the author uses language and punctuation to create effect, being aware of the author's intent and expressing evaluative opinions on a text.	<ul style="list-style-type: none">● Infer● Activate prior knowledge● Ask questions● Visualise



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Teacher Handbook

Amy Sneddon & Susan Taylor

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Oxford Reading for Comprehension

Oxford Reading for Comprehension is a research-based guided reading program, created to develop comprehension strategies and skills in students in Foundation to Year 3.

The key to successfully developing comprehension skills is taking a consistent, strategic approach. *Oxford Reading for Comprehension* provides a systematic approach to the explicit teaching of comprehension strategies and skills alongside word-reading skills.

The series is underpinned by a Comprehension Skills Framework. The Framework was developed by comprehension experts, Professors Jane Oakhill and Kate Cain, following the review of extensive comprehension research.

Oxford Reading for Comprehension provides resources for teachers and students with a consistent, structured approach to practising the key comprehension strategies and skills, supported by carefully levelled texts.

Why Oxford Reading for Comprehension is Different

- *Oxford Reading for Comprehension* offers a wide variety of fiction and non-fiction guided reading texts, created in Australia to engage Australian students.
- Guided reading texts are linked to themes and the curriculum, across a range of text types, allowing for flexible use and implementation.
- Every guided reading text draws on the research-based *Oxford Wordlist*, which reinforces the words most used by Australian students in Foundation to Year 2, building a basis for improved fluency, vocabulary and comprehension. The series also provides support for teachers using the *Oxford Wordlist* in the classroom.
- The program is underpinned by the research-based Comprehension Skills Framework, integrated throughout every stage of the teaching and learning pathway, providing a consistent approach to comprehension.
- *Oxford Reading for Comprehension* supports teachers to explicitly teach and model the seven key comprehension strategies, using a consistent, strategic approach.
- The series embeds proven metacognitive (thinking about thinking) strategies with ‘think aloud’ questions, proven to accelerate progress.
- The series supports teachers in developing their students’ comprehension strategy and skill development at every stage of the guided reading session – before, during and after reading.
- *Oxford Reading for Comprehension* offers multiple opportunities for monitoring and assessment of students’ comprehension skills.
- The series offers tools to assist in planning next steps for teaching.

Oxford Reading for Comprehension at a Glance

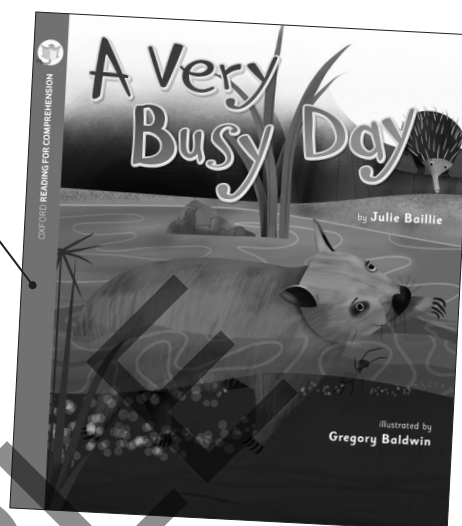
Guided Reading Texts

The guided reading texts in *Oxford Reading for Comprehension* provide a wealth of resources for flexible use within a classroom program.

The coloured band on the cover is an easy guide to the 10 curriculum-linked themes.

Curriculum-linked Themes

- Animals
- Art
- Australian stories
- Environment
- Family and friends
- Fantasy
- Food
- Health and sport
- History
- Places



Text is carefully levelled to Oxford Levels to ensure student progress, and is correlated to Reading Levels for easy implementation.

A rich variety of illustrations and photos strongly support text and how students comprehend meaning.

Fiction and non-fiction text types and a variety of themes across all levels engage and excite readers.



Words from the *Oxford Wordlist* appear in every title, providing ongoing practice of key high-frequency words.

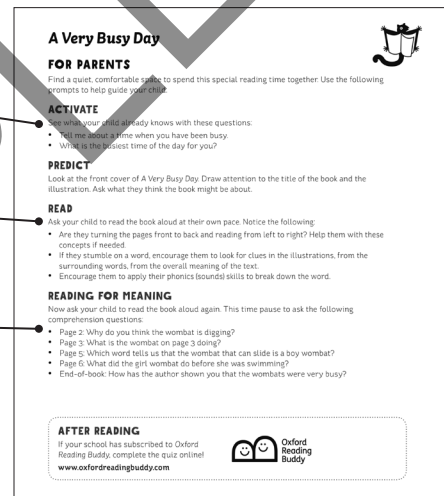
For Parents

Parent notes are included on the inside front cover of every guided reading text. These provide easy-to-use guidance for productive reading sessions at home, reinforcing the work taking place in the classroom.

Instructions have been carefully worded for ease of use.

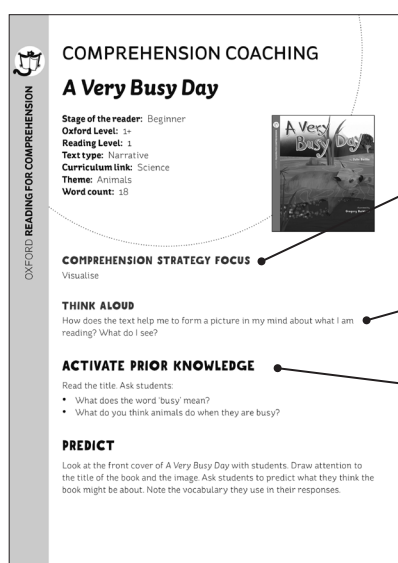
Parent notes include tips to help parents with struggling readers.

Questions elicit the Comprehension Skills Framework, encouraging reading for meaning as well as reading for pleasure and reinforcing classroom work.



Comprehension Coaching

Oxford Reading for Comprehension gives teachers complete support for every guided reading text. Comprehension Coaching Cards provide guidance before, during and after reading, and assist teachers to model and teach comprehension strategies and the use of metacognitive 'think aloud' prompts.



Every text supports the teaching of one of the seven comprehension strategies from the Comprehension Skills Framework.

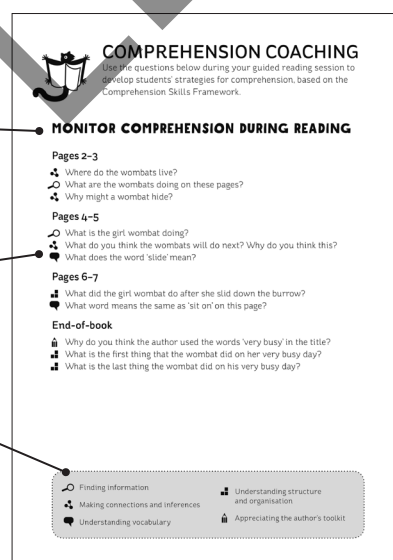
A 'think aloud' sentence is provided for every book, to support teachers in teaching and modelling the comprehension strategy focus.

Before-reading guidance supports teachers to activate students' prior knowledge and help students predict.

Comprehension questions are provided across each title to monitor students' use of comprehension skills during reading.

Questions appear for all five of the comprehension skill categories in every book.

A simple key is used to label every comprehension question, allowing teachers to quickly choose questions and monitor understanding across the five comprehension skill categories.

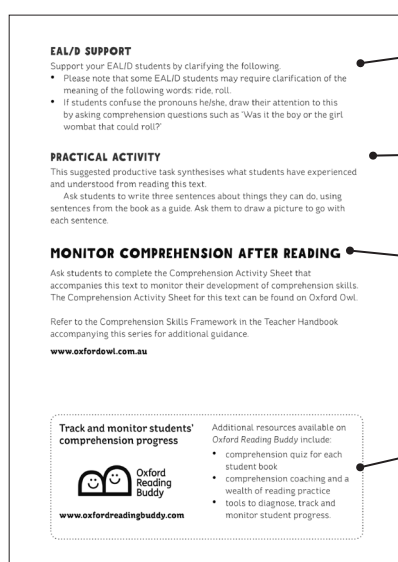


Teacher notes to support EAL/D students are included to support all readers in the classroom.

Practical activities support teachers in monitoring students' comprehension of the text.

Teachers are supported with after-reading comprehension activities to help monitor and assess students' use of the comprehension skills.

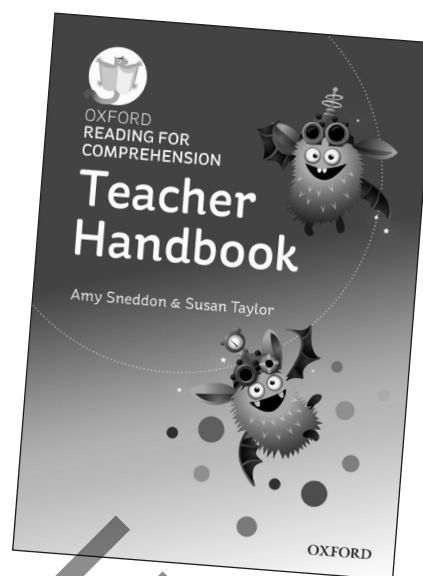
Online comprehension quizzes for every book are available on *Oxford Reading Buddy* (p 15), along with additional comprehension coaching, reading practice and tools to diagnose, track and monitor student progress.



Teacher Handbook

This *Oxford Reading for Comprehension* Teacher Handbook provides focused support resources for all levels of the series, including:

- high-quality, practical support in teaching, modelling and developing comprehension skills in the classroom based on the latest research
- explanation of the Comprehension Skills Framework
- the 2017 *Oxford Wordlist*, and its integration into the program
- guidance on implementing *Oxford Reading for Comprehension* using the components
- definitions of the comprehension strategies and skills
- guidance on modelling the comprehension strategies
- guidance on the modelling and use of metacognitive strategies proven to support comprehension development
- 'think aloud' and strategy tip flashcard templates
- graphic organisers
- student assessment records
- practical guidance on monitoring and assessment using the program.



Oxford Owl

Additional resources to support the program can be downloaded from Oxford Owl (www.oxfordowl.com.au), including:

- a Comprehension Activity Sheet for every guided reading text in the series, for monitoring students' use of the comprehension skills and guiding future teaching
- *Oxford Wordlist* guidance, and guidance on using the *Oxford Wordlist* in your classroom
- graphic organisers, 'think aloud' and strategy tip flashcards and student assessment records.

Oxford
OWL

Oxford Reading Buddy

Oxford Reading Buddy is a digital reading service that provides:

- an after-reading comprehension quiz for every *Oxford Reading for Comprehension* title
- comprehension coaching eBooks, reinforcing the Framework and structure of the program
- reporting and data capture on comprehension skills, reading progress and reading behaviour across a broad range of texts
- eBooks with embedded audio of selected *Oxford Reading for Comprehension* titles
- over 400 eBook titles from Oxford's bestselling series
- after-reading comprehension quizzes for every eBook and print book in Oxford's bestselling series.

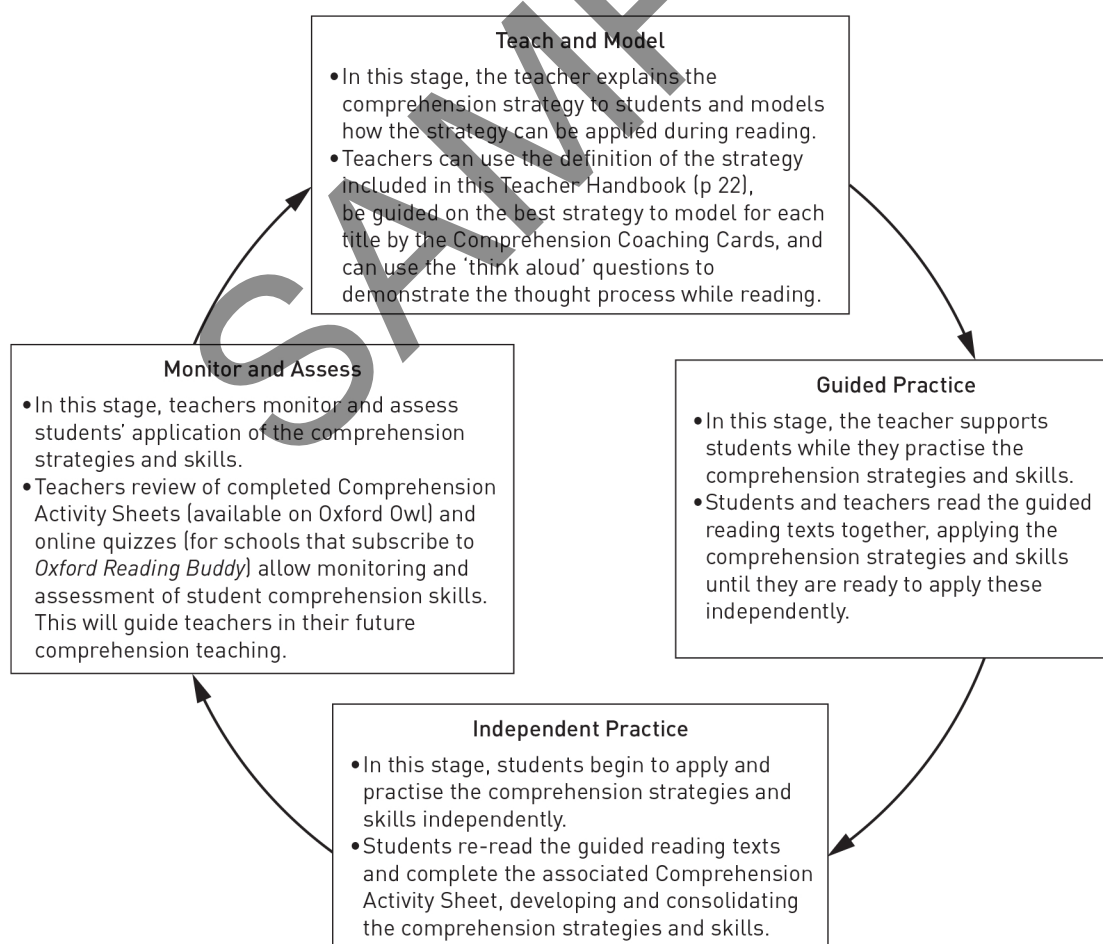


Implementing Oxford Reading for Comprehension

The *Oxford Reading for Comprehension* series supports teachers with guidance in implementing the components and comprehension skills and strategies this series encompasses. It is essential for teachers to develop a plan for teaching and learning that reflects the current research on comprehension and metacognition. This section of the Teacher Handbook outlines effective teaching practices for teachers to consider when planning for the context of their classroom and school.

- The **teaching and learning pathway** outlines a framework for instruction with the gradual release of responsibility being at the core of developing independence in reading.
- The **pacing guide** offers suggestions for establishing a structure and timeline for sequential guided reading sessions and advice for the selection of texts to suit students' reading abilities.
- The **tips for successful guided reading sessions** are practical tips for teachers to apply before, during and after reading.

The Teaching and Learning Pathway



Tips for Successful Guided Reading

Top Tips before Reading

- **Set a clear learning intention** related to the comprehension strategy identified on the Comprehension Coaching Card. Recording what success will look like can help students monitor their own progress. It is best for teachers to record this in the students' own words so it is understood and can be referred to later.
- **Introduce the 'think aloud' question** and talk about the purpose of the 'think aloud'. Ask students to explain how it will help them understand the text. Teachers should model how to use the 'think aloud' when reading. Use the strategy tip and 'think aloud' flashcards (pp 46–49) to give students support when needed.
- **Build knowledge of topic-specific vocabulary.** Teachers and students can select and clarify the meaning of words that will appear in the text by talking about the definition, linking words to synonyms, antonyms and actions, and using words in different contexts.
- **Review *Oxford Wordlist* words.** Teachers can select words based on their students' needs. Teachers can talk about the decodable patterns in the words by chunking words into smaller parts, grouping words with similar letter patterns and adding words that share the same letter patterns.
- **Create a mind map** by activating prior knowledge at the beginning of the teaching-learning cycle with a brainstorming session. This will give teachers an idea about how much guidance is needed on a topic. Brainstorming can centre on concepts from the book or could be vocabulary based; for example finding synonyms. Save the mind map to refer to later.
- **Record student predictions** about what might happen in the text. Save to refer to later.

Top Tips during Reading

- **Write questions about the text on sticky notes** during reading sessions. The notes can then be displayed and the class can work together to group questions of a similar nature.
- **Display group predictions** and pause regularly to tick or cross them off as they read.
- **Use graphic organisers** during reading sessions, to help organise students' thinking about texts.
- **Model reading** by taking a turn to read aloud in the guided reading group. When encountering a new word or concept, the teacher can articulate to the group what comprehension strategies they are using to comprehend the text.
- **Ask students to locate *Oxford Wordlist* words and topic-specific vocabulary** and read them in the context of the text.
- **Ask the comprehension questions** from the Comprehension Coaching Cards while reading to measure students' level of understanding. Ask students to identify the 'think aloud' that would help them to locate the answer. Students could use mini whiteboards to write or draw their thoughts about the text as they read.
- **Record your observations** of students while reading. Use this information to change the direction of the lesson or to select focuses and texts for future lessons. Keeping a notebook or using a template is helpful for keeping track of students' achievements and areas for improvement.

Top Tips after Reading

- **Allow time for reflection** on the text and on learning. Teachers may like to provide a learning journal for students to write in.
- **Discuss the comprehension questions and answers** from the Comprehension Coaching Card. Model and encourage re-reading as a strategy to check responses to questions.

- **Summarise the text.** This can be done either verbally or by completing graphic organisers.
- **Review the before-reading mind maps.** Compare the understandings gained before and after the reading session.
- **Review the before-reading predictions.** Which were correct?
- **Review the questions written during reading.** These can be used as 'exit tickets'. Before leaving the room for recess or lunch, each student can be encouraged to give a reasoned attempt to answer one of the questions.
- **Ask students to put on a brief performance** using the text as a stimulus. This could be Readers Theatre or creating freeze frames to represent different parts of a text.
- **Have discussions or debates**, or consider setting individual or small-group research projects related to topics that are of high interest.
- **Make connections between the text and other texts** based on the topic, characters or text type by discussing similarities and differences. Make connections between the students themselves and the text by sharing experiences and feelings. Make connections between text and the world by talking about real-world examples. A Venn diagram can assist in recording comparisons and contrasts.
- **Refer back to the learning intention** and success criteria students created by talking about their learning and how they used the 'think aloud' while reading.
- **Identify other 'think aloud' questions used while reading** and give examples of when it was used, why they selected it and how it helped. It is important for students to know that people use multiple strategies to understand a text.

SAMPLE

Lesson Planning Using the Comprehension Coaching Cards

Example Lesson Plan 1: A Very Busy Day

PLAN


Before the guided reading session, the title information can be reviewed and used to select a text appropriate for the group.

INTRODUCE THE COMPREHENSION STRATEGY

- Introduce or ask students to remember the 'Visualise' strategy tip 'Form a picture in your mind'.
- Articulate or prompt students to explain what the strategy tip means.
 - When using the strategy tip 'Form a picture in your mind', we form a picture in our head based on the text and what we already know. This helps us to make meaning clearer because we can see it.

INTRODUCE THE 'THINK ALOUD'

- Explain the language in the 'think aloud', making sure students begin to become familiar with the language used around the comprehension strategies.
- Model how to use 'think aloud' by giving an example from the text. Read a passage and stop to use the think aloud.
 - I am going to read page 5. 'He can slide.'
 - I can ask the think aloud, 'How does the text help me to form a picture in my mind about what I am reading? What do I see?'
 - Then I can answer the question. When I read the word 'slide', I can see the wombat sliding. It reminds me of being in the playground when I go down the slide. I can see in the picture that the wombat is sliding in the dirt. It is the same movement.
- Explain that students can use this 'think aloud' for other words in the text during reading.




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READING FOR COMPREHENSION

COMPREHENSION COACHING

A Very Busy Day

Stage of the reader: Beginner
Oxford Level: 1+
Reading Level: 1
Text type: Narrative
Curriculum link: Science
Theme: Animals
Word count: 18



COMPREHENSION STRATEGY FOCUS

Visualise

THINK ALOUD
How does the text help me to form a picture in my mind about what I am reading? What do I see?

ACTIVATE PRIOR KNOWLEDGE
Read the title. Ask students:
 • What does the word 'busy' mean?
 • What do you think animals do when they are busy?

PREDICT
Look at the front cover of A Very Busy Day with students. Draw attention to the title of the book and the image. Ask students to predict what they think the book might be about. Note the vocabulary they use in their responses.

ACTIVATE PRIOR KNOWLEDGE

Use the questions as prompts to help students discuss information they already know about the topic.

PREDICT

Use the suggested prompts to get students to form predictions and draw out vocabulary.

USE A GRAPHIC ORGANISER

A graphic organiser can be used to organise student responses. Use the 'Word window' graphic organiser included on p 67 and on Oxford Owl to write down words that describe the way a wombat moves. Students or the teacher can then give a synonym or definition for each word that can also be recorded on the template.

**COMPREHENSION COACHING**

Use the questions below during your guided reading session to develop students' strategies for comprehension, based on the Comprehension Skills Framework.

MONITOR COMPREHENSION DURING READING**Pages 2-3**

- Where do the wombats live?
- What are the wombats doing on these pages?
- Why might a wombat hide?

Pages 4-5

- What is the girl wombat doing?
- What do you think the wombats will do next? Why do you think this?
- What does the word 'slide' mean?

Pages 6-7

- What did the girl wombat do after she slid down the burrow?
- What word means the same as 'sit on' on this page?

End-of-book

- Why do you think the author used the words 'very busy' in the title?
- What is the first thing that the wombat did on her very busy day?
- What is the last thing the wombat did on his very busy day?

• Finding information

• Making connections and inferences

• Understanding vocabulary

• Understanding structure and organisation

• Appreciating the author's toolkit

MONITOR COMPREHENSION

- Ask students questions independently or as a group.
- Questions can be asked at the end of the page or spread. Responses can be noted on the student assessment record template (p 74).
- Encourage students to recognise when they can use the strategy tip and 'think aloud' to help them understand.
 - Where do the wombats live? We can use the strategy tip to help us answer this question. What is our strategy tip? What is our think aloud? How has it helped us answer the question?
- Look back at the graphic organiser used in the 'Predict' section.
 - Can we add any new words to the graphic organiser based on the vocabulary we read in the text?

EAL/D SUPPORT

Use this time-saving information to support EAL/D students throughout the guided reading session.

COMPLETE A PRACTICAL ACTIVITY

Students complete this task independently after the guided reading session.

AFTER READING

- A Comprehension Activity Sheet is available on Oxford Owl and can be completed by students independently after a guided reading session.
- Using the Comprehension Activity Sheet can be part of your monitoring and assessment of the students' developing comprehension skills.
- Students can re-read the guided reading text independently and then complete an online comprehension quiz on *Oxford Reading Buddy*. Results from the quiz are recorded and can be used to monitor the students' comprehension development, and guide you to skill areas where students need further support and practice.

EAL/D SUPPORT

Support your EAL/D students by clarifying the following.

- Please note that some EAL/D students may require clarification of the meaning of the following words: ride, roll.
- If students confuse the pronouns he/she, draw their attention to this by asking comprehension questions such as 'Was it the boy or the girl wombat that could roll?'

PRACTICAL ACTIVITY

This suggested productive task synthesises what students have experienced and understood from reading this text.

Ask students to write three sentences about things they can do, using sentences from the book as a guide. Ask them to draw a picture to go with each sentence.

MONITOR COMPREHENSION AFTER READING

Ask students to complete the Comprehension Activity Sheet that accompanies this text to monitor their development of comprehension skills. The Comprehension Activity Sheet for this text can be found on Oxford Owl.

Refer to the Comprehension Skills Framework in the Teacher Handbook accompanying this series for additional guidance.

www.oxfordowl.com.au

Track and monitor students' comprehension progress

Oxford
Reading
Buddy

www.oxfordreadingbuddy.com

Additional resources available on Oxford Reading Buddy include:

- comprehension quiz for each student book
- comprehension coaching and a wealth of reading practice
- tools to diagnose, track and monitor student progress.



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Your next steps

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