

‘Deliberate Teaching of Text’ A Strategic Approach To Teaching Literacy Skills.

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Introduction.

During 2003 and 2004 the ‘two Julie’s’ shared a grade 2 class where the ideas and detail of ‘Deliberate Teaching of Text’ originated and took shape. Since then they have further developed and expanded it’s relevance to all Primary aged children with the purpose of teaching them to become competent, independent, literate learners.

The philosophical basis to this strategic approach to teaching literacy skills includes our belief that:

- children are keen to learn to communicate through reading and writing, it is a social need
- a holistic method of teaching literacy skills is the most successful with children, including phonemic awareness, syntactic understanding and semantic insights
- children learn from models of good writing, found in both good literature and relevant information texts
- learning requires repetition and children have a natural inclination to re-read when learning to read
- the self-esteem and confidence of the learner should remain in tact always
- learning should be an active, joyful process
- the learner should be challenged
- all children in a class take what they need from a common text according to their current learning level
- it is valuable for children to discuss and appreciate the learning process.
- comprehension of text is a priority
- the learning environment should be rich in examples of high quality texts
- text is multi-faceted including fiction, information, community texts (eg pamphlets maps, posters, advertising, newspapers) the internet, DVDs, videos, audio.

What does the program look like?

To understand the communication inherent in literature and information texts, comprehension is imperative. Children require explicit teaching in listening to and reading text (receptive language), and in talking/thinking about, discussing and writing text for themselves (expressive language).

All this is specifically practiced and developed in the ‘Deliberate Teaching of Text’ sessions, evolving over several lessons.

We have organised the program into a cycle of six phases. Each phase may take one, two or more lessons of about three quarters of an hour. It is best if the sessions can be on consecutive days. This can often be part of and linked to other curriculum and there may

be 2 or 3 cycles in a term. ‘Deliberate Teaching of Text’ complements the regular literacy routines.

As we describe and explain each phase we have included more detailed information about our philosophy and understandings about literacy learning. We believe it is very important for a teacher to know why they are working in a certain manner and with what result for the learner. All this can be very elusive to teachers and the detail we provide will provide the reasons for each activity with the literacy class.

To us teaching is a very creative process and ‘Deliberate Teaching of Text’ requires teachers to practice their professional creativity and higher level thinking. It is in this that the great satisfaction and pleasures of being a teacher today can be found. On the surface the program has routine and repetition, but it will require the teacher’s creativity and understanding of the children’s literacy learning to be successful. The connection between the author’s intention for the text and the reader’s comprehension is pivotal to the teacher’s role and allows for the teacher to reflect on and understand the learner’s reading challenges.

‘Deliberate Teaching of Text’ is a program which assists children to develop and maintain a positive self-esteem. All children are working together on a challenging text and are successful in reading and in the activities. It applies to a mixed ability group and each child is learning successfully at their individual level of competence. The teacher’s role is to be encouraging, keen, interested in the child’s learning and aware of their engagement. There is a need to demand attention to the task and not allow interruptions and distractions. The teacher and the children are expected to be equally engaged in the task, knowing the reason for the various activities.

A literate environment is vital for the ‘Deliberate Teaching of Text’ program. Throughout the program it is necessary to build up displays in the classroom of relevant lists, sentences, diagrams, pictures etc. These are important to the total immersion in language learning and provide reference for thought, spelling and ideas as the children work.

Over the duration of the initial ‘Deliberate Teaching of Text cycle’ develop a chart of “What a Good Reader Looks Like” to include points such as:

- reads for meaning
- keeps their eyes on the words as they are said
- makes and corrects mistakes
- reads in chunks of words
- expects it to make sense.

Build this chart up over the first 3 phases, asking the children to contribute the points, discussing with them suitable wording. This helps to explain to them why they are doing this. Other charts such as ‘What a good writer looks like’, ‘How to find the spelling of a word’, ‘What an author does.’ These remain displayed in the classroom.

OVERVIEW OF THE 6 PHASES OF THE ‘DELIBERATE TEACHING OF TEXT’ PROGRAM.

As the children and teacher work through the phases of the ‘Deliberate Teaching of Text’ program, the text extract is decomposed from the whole text, to paragraphs, sentences, words and letters (spelling). Then the ‘Deliberate Teaching of Text’ sessions continue and recompose a whole text with the children’s own writing.

The extract remains as a model of good writing throughout. Our experience has demonstrated that good text can maintain the interest of the children if the activities are appropriate to learning. There is an expressed purpose in the work and children share their efforts in a positive environment.

In ‘Deliberate Teaching of Text’ the teacher teaches from the text explicitly. There are six phases in this program.

Phase 1 – introduces the whole text extract for study

Phase 2 – studies the paragraphs and sentences

Phase 3 – word study from the text

Phase 4 – letters – spelling

Phase 5 – writing sentences

Phase 6 – writing own text

Getting Ready.

Individual student engagement in the text is the most important aim here, so the initial selection of a text extract requires thought. The text extract needs to be from good quality writing. Either extracts from good literature or relevant information or other texts are appropriate. The choice can be linked to a current classroom theme or a teaching topic. For example, we chose an extract from ‘Hansel and Gretel’ when the theme was fables and fairy tales, and another time chose an information text on ‘frogs’ when the science theme was about amphibians. The relevance to the children’s wholistic learning is what matters in the selection of text. The extract may also be from a novel that is being read to the class, such as ‘Charlotte’s Web’, or a poem, play, pamphlet, or diagram. Choosing from accepted ‘good literature’, reference information (books, internet etc) ensures quality of text. There are worthwhile publications available listing suitable material and even publications of appropriate extracts.

The teacher finds a suitable extract and reads around it; that is they ‘research’. The teacher needs to know the story or topic it comes from and how it relates to the total piece. They need to think about the author and their intentions in writing the piece. What do you think they wanted to say in the broader sense? What is their style and notable characteristics? Think about the structure of the piece. Is it in the first person, dot points, illustrated, conversation etc? How is it presented to the reader? The teacher should know the text extract very well before it is presented to the class.

The length of the selected extract should be carefully thought about. We generally chose

one or two pages of text, depending on the grade level. An enlarged photocopy of the text was made for each student. The source, i.e. the original book, was shown and then put on display in the classroom so the children understood they simply had a copy of the original. They knew where it came from and that an author wrote it to share some communication with their readers (them!).

The original presentation of the text is part of the learning so the copy provides the manner in which the author presents their work to the reader. Children need to learn to cope with the variety of published presentations in our society.

PHASE 1

Purpose – to introduce the whole extract for study.

Having chosen a relevant, interesting text of value, the teacher introduces phase 1 by retelling, in the teacher's own words, the story of the extract and putting it in context. Briefly explain to the whole class why you have chosen this extract, where you found it and who wrote it. Tell them they are going to study this text extract over several sessions and it will become a familiar 'friend'.

It is not necessary to read the whole text extract every time indicated. At times we have only used a paragraph or section of the text and reading this has been sufficient. Teacher judgement will help, although it is important to understand the basic repetitive reading focus.

This is where the teacher as 'actor' is important. You must model enjoyment, interest and appreciation of the author's work. In your retelling you are enthusiastic about the connection between the author and the reader. Here the children must just listen and not intervene too much to distract the others from the story line.

By retelling, you are providing the mental pictures and landscape of the extract in the children's minds. For the lower level reader you are providing the scaffolding for their language experience, and for the advanced reader you are providing an introduction to the nuances of the author's talent. We are confident that each child will pick up what they require to learn from the text at their level of competency. Teacher judgement of the timing and extent of this introduction is important to maintain the motivation to then read the extract.

An important aspect to the choice of extract is that it is at a challenging level for the whole grade. Many texts in schools have been simplified to accommodate the needs of home reading or guided reading levels in the classroom. In the case of 'Deliberate Teaching of Text' the text should be challenging for the higher level reader to accommodate their needs. The middle and lower level readers will understand the 'story' from the initial teacher retelling and repeated readings, and will therefore be provided with expectations of the ideas and specific words contained within this text. This is very supportive and allows these children to maintain their self-esteem and confidence by 'reading' the same text as the higher level readers. We have experienced this many times and the children all enjoy and feel great working as a whole class. Underpinning this

process has been our belief that many lower achieving children are never given the opportunity of reading grade level text and therefore learning appropriate content for their age.

The basis of this 'whole-part-whole' lesson plan structure we use is well known to teachers in schools today.

Following the teacher retelling, the copies of the text extract are distributed and the children listen without interruption to the teacher as the teacher reads the extract through with suitable expression(not over the top!) The children will pick up on the expression and it makes their later reading more enjoyable.

During this reading by the teacher the children are expected to follow the text with their eyes. At this stage we ask the children to track with their finger or to use a ruler under the line of print. On subsequent readings we insist and explicitly teach the children to do this efficiently. Initially we ask all children to track so that if a child lost their place during the reading they could look across at another child and find the place. The teacher also tracks in demonstration of the procedure. The teacher has a copy pinned to the board or held up so the children can see it even though they are directed to follow with their eyes on their own copy. By asking all children to track it gives permission to those children who need to, to continue to track throughout the phases. In our experience the children are quite comfortable with this. Through the multiple readings children gradually ease tracking, unless they find a particularly part of the text difficult. Tracking is a tool to help some children concentrate on text.

At this stage, with fluent reading the focus, discussion is limited just to reinforce meaning and context. Some quick games can be fun, for example 'call out the second word in the second paragraph', 'how many paragraphs are there?' Use the terms 'text' 'extract', 'author', 'paragraph' and 'sentence'. A quick role play or drama activity about the text is also good reinforcement of the storyline or information.

The next stage of this phase is the children are asked to read the extract silently and to find five 'tricky words'. They then copy them in a list in their 'Deliberate Teaching of Text' workbook using the text to copy carefully. You check as children proceed and direct children to the text if they have copied incorrectly. All children end with a list of five correctly spelt words. Insist on this. If incorrectly copied, direct the children to the text to correct it. If children are unsure the idea is for them to list five words that are tricky for them or words they think would be tricky for other children. Some children focus on spelling, others difficult word meanings, others interesting, unusual words. We use the term 'tricky' as this implies our confidence in them to gain meaning as they work and think about the context. Their focus is on reading the text to find the words. Encourage the children to compare their words to the words as they appear in the photocopied original text.

Respond to the text in writing.

Obviously some children will finish before others so the second activity is for them. The

lower level readers will probably not get to this. Provide an open question for the children to write a response. For example with literature – ‘What would you do?’ ‘What could happen next?’ ‘How would it feel to be----?’ For example with information text – ‘Write about something you found interesting.’ ‘Write any questions you now have.’ The children write their response in their ‘Deliberate Teaching of Text’ workbook. They may have time for a drawing as an added response or simply labelling pictures using words from the text..

After being given sufficient time for most of the middle level readers to complete their response, it is time to come together and share what the children have written. We prefer the children to sit in a circle with the teacher. All children show their work by putting it on the floor in front of them and turning it around for others to see. All children have work to show and be proud of. When sharing, choose children from different levels to read out their responses or ask the children to nominate another child who has done some good work. They are quick to recognise the children who have tried hard at whatever level. This sharing, on an equal basis, also provides a strong sense of self-esteem for all the children.

Summary of Phase 1

- teacher retells the story
- copies distributed, teacher reads the extract from the display copy, children listen and track, a little discussion of meaning to ensure a simple understanding of the extract
- teacher reads again, children track and are invited to join in (not to worry if they are a bit quiet at this stage), no discussion
- activity – silent reading to find five tricky words – all children make their own list
- written response to the text – for children who have finished the above activity
- share time
- re-read the text together, no discussion, finish.

Concepts introduced include – ‘text’, ‘extract’, ‘author’, ‘paragraph’ and ‘sentence’.

PHASE 2 – studying sentences.

Purpose – to begin to decompose the text extract so the children understand how text works in patterns, building ideas, key concepts, story construction and can begin to analyse components.

We begin by rereading the text extract inviting the children to join in. Direct them to keep their eyes on the words and to track. Expect every child to participate. Read right through without interruption and using suitable expression.

Intrinsic to ‘Deliberate Teaching of Text’ is the practice of repeated reading. As the whole group read together each child will be taking their individual view. Each child is at a very individual place in their literacy learning and the following is our very simple analysis to assist you to understand where each child is functioning during the repeated readings. Learning to read is a complex developing process and every child is practicing all the skills in many different ways, but from our observations we have seen elements of the following to guide us as teachers.

During repeated oral reading the lower level reader will be listening for the initial letter cues given by the teacher for every word the child does not recognise. Of course the child is not aware of this during the reading, but the initial letter cue is a powerful help for a developing reader. These children are also getting cues from the expression and storyline. Reading together they are not reliant on the more mechanical 'sounding out' and a suitable pace of reading is maintained, so they are supported in understanding what is being communicated to them (comprehension). With repeated readings, they learn the language of the particular author so that they can begin to predict words. By tracking, (and we recommend these children use their finger pointing at the first letter of each word), the lower level reader trains their eyes to follow the print. It is fine for these children to begin to rote learn some of the text as long as they continue to track accurately, i.e. the correct sound is heard as the eye sees the word. By tracking the kinaesthetic mode is also engaged. Through 'Deliberate Teaching of Text' these children practice hearing, seeing, feeling and thinking about the text in synchronised, correct reading. In Bloom's taxonomy terms this is the thinking for remembering and understanding.

The middle level readers are also practicing correct reading and picking up the manner in which the author has constructed this text. They focus on pace, smooth expression and syntactic cues. They listen to the oral cues, intonation and expression of the teacher which assists them to practice being able to visually chunk groups of words into meaningful bits as they read. Middle level readers are challenged by particular words and parts of words. Grammar provides important cues, for example, word endings and tense. During the repeated readings these children are being supported in putting the whole text together at a more complex thinking level. In Bloom's taxonomy terms this is thinking for applying and analysing.

For the advanced reader repeated reading will support them in picking up the nuances of written language. They can begin to recognise how the words fit together and are shaped by the author. How the sound of particular words are pleasant or echo the sense. How conversation is recorded and how punctuation supports the reader. Their appreciation of the skill of the author and the choice of the vocabulary is enhanced. The idea of the 'familiar friend' is important for the higher level reader. The occasional reflective question such as 'why do you think the author chose that word?' or 'what is the character feeling?' 'which word tells us this?', helps the higher level reader. In Bloom's taxonomy terms, this is thinking for evaluating and creating.

Repeated reading of the text is integral to the 'Deliberate Teaching of Text' program. We have found that children respond positively and are happy to participate, particularly as they gain confidence and the expression comes out. As long as they know the purpose of the repeated readings and they feel they are genuinely learning from it, they will willingly read through the text several times per session. Towards the later phases as it seems to become a little trying for some, the teacher could use some varying techniques like 'children with long hair read the next paragraph', 'boys and girls alternate sentences', 'I'll read, and when I stop, you read.'

Highlighting the text extract –

After you have read the text extract together you go through it again to highlight some of the text. The teacher demonstrates as the children all have a highlighter to highlight their own copy exactly as the teacher instructs. They learn this procedure fairly quickly, but the first time can be a bit confusing if the teacher goes too fast. It is great to organise the children to help each other, particularly for the lower level readers.

We would love to say that how the teacher chooses the words to be highlighted is easy to explain, but we just use our sense of the piece. The highlighting helps the children to chunk the text into manageable parts for reading. It may relate to phrases, meaningful parts, storyline or main ideas. It can be a mixture of several of these. We suggest the teacher commences with the key ideas, but the text should be fairly well broken up right through. Instruct the children to highlight the words as you read them in context, going through the text extract slowly. Watch the children you know may have difficulty and give them another highlighted copy after if they mess it up. Re-read the extract when the highlighting is completed.

Examples of activities for phase 2 –

Instruct the children to underline the first letter of the first word in each sentence. Write down in their ‘Deliberate Teaching of Text’ workbook how many paragraphs, and sentences there are in the extract.

Having selected a suitable paragraph the teacher enlarges it or writes it in large writing (each sentence on a separate line) and photocopies it for all children. The activity is to cut the paragraph into sentences, mix up, and then reassemble them as they stick them into their workbook. The children are continuing to re-read the sentences as they sort them out and they reconstruct the layers of meaning originally put together by the author. Sentences are the building blocks to meaning and an appreciation of how the author chose the order can often be a point of discussion when there are several alternative solutions to this task. Transformation of sentences is an excellent strategy for developing readers. It is when a sentence is cut up and reformed.

The children stick their sentences into their ‘Deliberate Teaching of Text’ workbooks. If time, they can illustrate.

For the middle and higher level readers the next activity could be to write another sentence that would fit in to this paragraph, or to change the words in a transformed sentence whilst maintaining the meaning. They could finish the beginning or end of a sentence in their own words or re-form parts of different sentences.

This session is repeated several times, including re-reading the text together at the commencement. Subsequent sessions review the previous transformations stuck in the children’s workbooks. Include one session where the teacher demonstrates the transformation with the whole class by cutting up an enlarged sentence/several sentences in front of the class, and asking individual children to come forward and stick the words in place on the board. The class then reads the sentence together. Use this as a teaching session for explicitly pointing out the meaning created by the patterns and choice of words. We have found this a powerful session where children are actively engaged appreciating each other’s thinking processes.

Transformation of sentences in paragraphs, and words in sentences, is a powerful strategy to help children understand the importance of position and patterns in our language. If the text is challenging for the whole class each child can do this activity in a manner suitable for them. The lower level reader is concentrating on the individual elements which come together to provide meaning in written language. The middle level readers are investigating chunking for reading and layers of meaning. The higher level readers can experiment with the author's choice of words and the order of the words and chunks. They can be encouraged to replace and change the text as they experiment. We know this is a simplified analysis, but again it is useful to try and understand why the teacher presents the activities and what to expect the focus of the learning to be. Sometimes the children surprise us and they focus on something else and this is fine too. Teachers need to be flexible, aware and able to seize the teaching moment.

The whole-part-whole structure allows for groups to do different activities. These may be prepared and set out on a task board. At all times during the activities the children are encouraged to refer back to their copy of the text extract. Constant reference to the correct visual image is an important part of learning spelling in the 'Deliberate Teaching of Text' program.

For non-fiction, information and other texts, finding the key points is the major focus. Highlight the main ideas which the children can list as dot points in an activity session or as a whole class demonstration.

Punctuation is also important to understanding reading and can be part of the 'Deliberate Teaching of Text' sessions at phase 2. The learning content is not confined to a particular phase and discussion and review is undertaken throughout the program.

Summary of Phase 2.

- Read the text extract together without interruption.
- Together highlight the text into chunks.
- Activity – cut up paragraph into sentences and reassemble or cut up sentences into words and reassemble (transformations) – could take several sessions.
- Middle and higher level readers could write other sentences to fit in or other words to fit in.
- At another session demonstrate a transformation to the whole group.
- Repeat this several times, adapting to the needs of the groups.
- Always include a sharing time at the conclusion of the lesson. Finish by reading the text together once again.

Concepts introduced include – transformations, chunks, patterns, punctuation, adapting, and position.

PHASE 3

Purpose – to further decompose the text and study the words.

The children study words in context and it is easy to find examples to work with. Some word study will have happened already during phase 1 and 2, but in phase 3 specific aspects of the words are investigated.

An understanding of base or root words, prefixes and suffixes, compound words, tense, plurals etc can be developed using words directly taken from the text. The teacher refers to their curriculum planned on the basis of VELs (or other) and selects examples from the text appropriate to the needs of the students and appropriate to the particular text extract. Teacher judgement is necessary to determine the best examples and ensure there is a match between the text and the curriculum requirements. In some cases the initial choice of text may involve the need for specific word study examples e.g. A study of 'opposites' would be best with a text containing good descriptive adjectives. Across the year with a good variety of text extracts most curriculum topics will lend themselves to examples.

In our experience the concept of base or root words is fundamental to learning to read. Breaking words into manageable parts is how the reader deciphers longer words. The largest parts of words are the base words. Word building and deconstructing activities should always be part of phase 3.

Vocabulary development also comes easily from the text extract. Cloze activities using the familiar text provides very supportive opportunities to investigate word meanings and similarity. Substituting another word for one in the text, discussing why the author chose a particular word when several would fit, are both activities at different levels of thinking for developing readers.

Word study is the area teachers are most confident. However the 'Deliberate Teaching of Text' program emphasises words from a relevant, familiar text which is a more enriching source of material for students. There are books and books of worksheets available for word study, but the relevance of the 'Deliberate Teaching of Text' text is far superior. Word study is in context.

When commencing every 'Deliberate Teaching of Text' session, the teacher and class read through the text extract together. In phase 3 word study is the focus and following the initial reading the text extract is read again, but with lots of discussion about the aspect of word study the teacher has planned eg plurals, verbs etc.

The activities in phase 3 are organised for several groups according to their learning level and displayed on the task board. For example, the lower level readers may be given plurals to find and copy from the text extract, the middle level may be changing selected words from the text into singular or plural, and the higher level readers may be changing selected sentences from the text into singular or plural. There are many word study activities that can arise from the use of the text extract and teachers should exercise their creativity. Some of our favourites include:

- draw and label
- list all the ‘feeling’ words from the text
- find other words for..... from the text
- list all the ‘-ing’ words from the text
- cut up two copies of a sentence from the text and play ‘memory’
- tick off on a list of the high frequency words (top 100 words) that have been used in the text extract
- find the meaning in the dictionary and write it down
- copy all the first words in the sentences of the text extract
- make up games using 10 words from the text
- use you favourite words from the text in a sentence.

Reference word play

The word study activities are put into the ‘Deliberate Teaching of Text’ workbook and then the whole class forms a sharing circle to show off their efforts. The text extract is read to complete the session. There may be several sessions in this phase.

Summary of Phase 3.

- read the text extract together
- read again discussing the aspects of word study selected
- activities
- share time
- read the text extract

Concepts introduced include – base/ root words, prefix, suffix, similar and opposite words, tense, nouns, adjectives, etc. according to the English curriculum plan for that grade

PHASE 4

Purpose – to concentrate on letters, groups of letters and spelling.

Word study continues using words from the text extract which illustrate the composition of the words themselves. In this way the text, now familiar in context, remains the source of learning. At this stage the emphasis is on the syllables, phonemes, first letter cue, alphabetical order, letter recognition etc. The children are sorting words according to word families, letter clusters, rhyming etc.

In our opinion the weekly spelling words should come from the text extract providing once again a connection to a familiar context. From high frequency words for the lower level readers to complex words for the higher level readers, it is more value to get spelling from familiar words in context than from arbitrary lists. The tricky words listed in phase 1 are a good place to start for spelling, particularly for the higher level spellers. They can use dictionaries and a thesaurus to find other words related to the text. Middle level readers could use some of the word study lists from phase 3. Lower level readers could find high frequency words from within the text, giving them greater meaning and motivation learning spelling.

Activities for this phase are again familiar to teachers and can be created using items from the text. Games are an excellent way to practice spelling, for example 'hangman' and 'I spy'. Always keep the text as the focus of the work.

Children could use the look, say, cover, check method to learn words and then give each other little spelling tests. (Peter Clutterbuck, 2003. Children should correct their own words and then write them correctly if need be, copying carefully from the text. Children should always be left with the correct visual image of words.

Activities can include outlining the shape of the word, creating strings of words, create a special font to illustrate the word (Eg a 'firey' font for the word 'fire'), paper chains of words or word pictures.

Always have a sharing circle to finish.

Summary of Phase 4

- Reread the text together.
- Ask the children to read through their 5 tricky words.
- Use these or other words from the text - list according to learning levels.
- Discuss selected words referring to spelling aspects such as rhyming, prefixes and suffixes, spelling rules etc.
- Play games with these words eg hangman, I spy etc
- Re read the text.

PHASE 5

Purpose – to begin to recompose sentences adapted from the text extract.

Together read through the text extract. By now there should be excellent expression and a bit of fun as it is very familiar. Allow some alternate reading experiences such as girls/boys, blondes, front row/back row, children whose name begins with 'g', teacher/children etc. Do not labour the reading.

Talk about how some authors uses sentence structure eg. one word sentences, sentences beginning with an action word, complex descriptive sentences....

The whole group makes a summary of the main points of the text extract in dot point form. This is particularly important for factual text. Invite the children to say the key points and write them on the board (or large strips of paper which can then be stuck on the board). In this way, build up the whole summary of the piece, displayed on the board for all the children to read. As you go discuss suitable wording. The children find this quite compelling and watch each other write and contribute. Leave on display.

Group activities in phase 5 require the children to write alternate or adapted sentences from the text in their 'Deliberate Teaching of Text' workbooks. In this way they are again expressing their response to the author's writing. Our activities have included :

- re-write the sentence beginning with....
- write these words from the text in a new sentence

- substitute other words for those underlined in the text
- read, write and draw
- write a sentence about a picture from the original text
- write a sentence about a character
- write a sentence describing a

In the sharing circle reinforce the author's communication with the reader. The children are authors themselves and they are beginning to model their own writing on the extract. Highlight interesting sentences the children have chosen to share in their writing.

Finish by going through the main points of the original extract. For example the strips of paper/dot points can be taken down, mixed and the children re-sort them. Compare to the text extract by reading it again.

Home reading

At this stage the text extract could go home for home reading. We find parents are thrilled, because by this stage all children can read this challenging text. It is worthwhile to check the independence of the lower level readers and maybe limit to a smaller part of the extract to take home. Children love to read these extracts and their confidence and self-esteem with their parents is hugely motivating. The children will recognise their own learning and improvement and this is where we celebrate their achievements.

Summary of Phase 5.

- Read the text extract together. Have some fun.
- Make a summary of the piece in dot point form together on the board.
- Activities in groups include response to the text in sentences.
- Sharing circle.
- Re-read the dot points summary.
- Re-read the text extract to compare.

PHASE 6

Purpose – to reconstruct whole text, the children writing their own piece based on the example provided by the text extract.

Read the text extract through without comment.

Provide a topic for the children to write, similar, but adapted from the extract. For example for the 'Hansel and Gretel' extract the topic was 'Lost in the Bush' and for the Frogs extract the topic given was 'My Pet'.

Encourage the children to refer to the text extract if they want, but this is their own writing and ideas.

Give them a time frame suitable to the group, say 20 – 30 minutes. Expect silent writing and tell them to use 'invented spellings' so there are no distractions. (We always ask the children to underline their invented spellings so they can go back and fix them up later in a final draft stage if necessary). Remind them to refer to the displays of word lists, sentences etc around the classroom which have been built up through the various phases. They can also refer to their workbooks and of course the extract for spelling references.

If finished early the children can illustrate or read to maintain silence and reduce distractions.

Give warning times 5, 3 and 1 minute before finishing.

The children bring their writing to the sharing circle and display it in front of them proudly. Some are read to the group.

After the children have shared their writing the teacher talks about aspects of the children's authored texts that have mirrored or echoed concepts, sentence structure, spellings, patterning or expression etc. compared to the original text. Writers learn from their experiences of reading other authors work; they adapt, change and create their own texts.

It is important all children's writing has a purpose and they know what is to happen to it before they write. The purpose could be:

- go into their 'Deliberate Teaching of Text' workbooks to keep
- be taken home to read to their parents
- be made into a class booklet to share
- go on display in the classroom or corridor
- be subject to editing and be presented as a final draft for publication
- go into the school newsletter
- be read to each other or another class
- be published on line
- be part of their assessment portfolio/folder
- be given to another class.

Summary of Phase 6

- read the whole text extract together
- provide the topic, purpose and timing for children's writing
- the children write in silence without distraction
- share circle
- carry out the intended purpose

Concepts introduced include – invented spellings, silent writing, purpose, adapting, creation, edit, publish, presentation.

Finally...The Three Ts

The Deliberate Teaching of Text is simple and effective. It shows teachers how to teach students to read and write successfully. The program has been given the 3 Ts. It has been *trialled, tested and taught* over many years.

The most rewarding feedback we both received from this program has been from the students who struggle with their literacy. Their body language is different when they are

a part of the mainstream class activities. They sit straighter and you can see their eyes shining with confidence at just being included and able to 'do' the class stuff! For so long they have been set apart and taught separately 'to meet their needs'. Thus these children have been denied class level text for many years.

We really do encourage teachers to give it a go.

Please contact us if you need any assistance in incorporating *The Deliberate Teaching of Text* into your class literacy program. We'd be more than happy to give you a helping hand.

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Acknowledgements:

Thank you to the many colleagues and students who worked with us in developing and trialing The Deliberate Teaching of Text at Yarra Primary School Richmond Melbourne and Black Hill Primary School Ballarat.

Special thanks to :

Daniel Waffler and Krya Brady at Black Hill Primary School
Kevin Hunt and John Carr at Yarra Primary School