

2011 & 2012 Cooperative Reading Program

The main goal of cooperative reading is to stimulate a love of reading. Cooperative reading encourages students to study in novels with their peers in a supportive and structured way. It promotes high engagement in reading as students have a say in what they are interested in reading. This program allows students to have a voice and express opinions on a variety of literature.

Novels that are selected are ranked highly within the 8-12 year old age group. They range from current, popular novels to classics with a timeless appeal. The choices also differ in complexity to promote inclusive practice. The books are written by a variety of authors from around the world. When students are introduced to the novels, they are encouraged to use their "iPICK" strategies as well as their current interests to pick the best book for them.

Each cooperative reading session connects to the Daily Five including 'read to other', 'listen to reading', 'read to self', 'working with words' and 'working on writing'. In addition the group discussion that ensues after a reading assignment is completed is structured around four reading roles—summariser, literary luminary, word wizard and discussion director. Individually students are responsible for completing a written assignment based on the roles in their reading journals.

What do you want the students to learn?

Responding to text—they will learn to keep a response journal that documents their thoughts and feelings of major events and themes.

Reading skills & strategies—prediction, comprehension, summarising, word decoding, reading for meaning and language development.

Enjoyment of reading—students will be exposed to high interest stories. They will be given the opportunity to discuss the novels with their peers and engage in cooperative learning activities.

Why does the learning matter?

Reading is an essential life skill. Developing and fostering a love of reading in our students is critical for lifelong learning. Students are encouraged to read, discuss and respond to the events and themes in the book. In doing so, they will reflect upon their own values and personal views, and make connections to their own lives. They will have the time to evaluate novels and share their opinions in a safe environment. This program also promotes a peer support model for student development and

Annotation to Focus area 2.1

I researched reading strategies, including Literature Circles, and adapted this knowledge in my development of a targeted teaching and learning program which incorporated the cooperative reading aspect of literature circles. The program incorporates a variety of teaching strategies and is achieving the goal of increasing student engagement and developing reading skills, evidenced through feedback recorded in students 'response journals' and 'cLc blogs' which show improvement in skills such as comprehension, predicting, summarising and word decoding. The provision of a wide range of choice in content and learning activities for both teachers and students supports achievement of this goal. My leadership of the reading program supports colleagues to implement the program into their own classrooms, share resources and have common goals. Team meetings assist in evaluating the content to ensure that it builds on students' existing knowledge, and that new information is meaningful and can be applied to other contexts.

improvement. Students support and coach each other during 'read to other' and 'read to self'. Groups check in to make sure all members comprehend assignments accurately before beginning individual written reflections.

What are you going to get the students to do/produce? How does the program work?

Early on students are involved in a 'training phase'. Here they learn about the program, completing written responses and engaging in effective discussions. These sessions follow the teaching and learning cycle for literacy which includes modelled/shared writing, deconstruction/reconstruction, joint construction, analysis of examples and finally individual practice. Teachers work with students to develop the criteria for quality responses around each of the roles. Additionally, training on how to hold an effective reading discussion is assisted through role plays and modelling. The criterion for effective discussion is also established with the students. Phase two of the program involves students selecting their reading preferences by completing a brief ranking survey. Teachers collate the data and create groups of 4-5, assigning each group their top choice for reading. Next, teambuilding discussions and activities are held so that the groups can get to know all members and begin to develop a sense of trust.

From here, each time the group meets they will have a reading assignment to complete (chapter, pages, etc). These assignments are initially set by the teacher and then the group takes control of setting reasonable assignments. When groups meet, they begin with a discussion about the previous assignment organised around the roles. Then they read as a group and/or individually to complete the new reading assignment. Following a brief check in with the group, students work individually on their responses based on one of the four roles in their reflective reading journal.

At the completion of the novels, students complete final projects with the purpose of creating something to encourage others to read the book or learn more about a new author. Final projects could include a book report, advertising campaign, artistic representation or an author biography. Groups update the cLc forum created in the 5/6 page to overview the cooperative reading novels and store student opinions and star ratings.

Inclusivity & Engagement

The program naturally allows for several differentiated learning opportunities. As students are working in small groups, teachers are free to concentrate on working with one small group at a time. In general some strategies that can be used to promote differentiation include:

Annotation to Focus area 1.4

Suggested differentiated learning strategies within the cooperative reading program include those

Guided/shared reading with a teacher
Using levelled reading books and creating focus groups to study the novel
Listening posts using audio books downloaded on iPads, iPods or laptops
Modified tasks and reading assignments including shorter assignments and providing students with set comprehension activities
Working with reading buddies in a peer support model

Supporting Indigenous learners:

There are two main issues facing some of our Indigenous students. One is a dislike and disengagement of reading. The second is reading level below average. Each issue has separate strategies as outlined below:

Reluctance and a dislike towards reading:

Student/teacher consultation: In the case of one student, I asked him to help me pick out some books to purpose by going through the catalogue and looking at examples in the library. He told me that pictures and humour were important to him. We looked at examples by Paul Jennings and the Diary of a Wimpy Kid series. He was enthralled in the Diary series and couldn't believe that we would actually let him read these books in class. Needless to say, we ordered the novels for our cooperative reading library and this student became a leader of this reading group. The student reported he was happy to read more stories like that one and went on to read the complete series.

Audio books on iPad: Here reluctant readers can follow the story by listening and because of the iPad we noticed increased engagement because of the novelty of new technology. This student negotiated when he would use the iPad and when he would read with his group. The iPad audio book became an additional incentive to further encourage engagement.

Below benchmark reading levels:

Reading with peers: Cooperative reading naturally promotes the peer support model. Due to the teambuilding that occurs at the start of a new round, students feel comfortable working together and build a sense of trust. When reading students spend time reading aloud to groups. There are opportunities to pair low readers with more capable readers who help them complete their assignments.

Modified tasks: Teacher prepared worksheets are available to support some students. Working in a small group of similar ability these worksheets can target comprehension strategies or vocabulary development. Levelled books are available and work well to support modified tasks.

Teacher support: Additional guided reading sessions provided where reading and vocabulary strategies can be targeted.

which specifically address issues faced by our Aboriginal and Torres Strait Islander (ATSI) students with regard to reading. Consultation between student and teacher provides opportunity for students to discuss text choices with the teacher and select novels which interest them and the use of iPads and audio books has been effective in engaging reluctant readers. The structure of the reading program allows for effective guidance of ATSI students who are achieving below benchmark reading levels, including working closely with peers in order to build trust, completing modified tasks and additional guided reading sessions. I support colleagues to employ these strategies by providing them with further detail and case studies within the unit outline about how I implement the strategies to differentiate instruction, and what the outcomes of this have been in my class. This form of support is extended through discussions during team meetings.

Annotation to Focus area 1.5

Differentiated learning is fundamental to the success of the cooperative reading program. Working with colleagues allows the team to evaluate the effectiveness of teaching strategies, content and resources to maintain accessibility and relevance to students across the full range of abilities. PROBE reading age data and diagnostic testing assist me to select appropriate novels for the cohort, which cater for a range of abilities and interests. Data highlights students who will benefit from further support and the areas that should be

Supporting our English as an Additional Language or Dialect (EALD) learners:

Building on the strategies listed above, language development is often the key focus for EALD readers. Strategies include: reading with bookmarks which can record new vocabulary words as they read; and spending time discussing new vocabulary as it arises. Often our literacy officer is available to support groups or individuals in the classroom during cooperative reading time.

Supporting students with special needs:

I have had experience modifying this program to promote inclusive practices of students with special needs. Some examples include, using computers and laptops to support students with fine motor issues during writing periods and sourcing enlarged print books for a student with a visual impairment. During some sessions, I have integrated our Learning Support Students (students with disabilities) to share reading by working with a reading buddy, listening to audio books and completing responses through drawing and/or computer programs.

targeted during guided sessions to ensure the needs of all students are being met. This allows students at all ability levels the opportunity to experience success, including English as an Additional Language or Dialect learners and students with special educational needs. Improvements in students' levels of reading comprehension are shown in Artefact C – Data analysis and have led to my selection of more sophisticated novels for the cooperative reading library.

Annotation to Focus area 2.5

I worked with colleagues in the classroom and fortnightly evaluation meetings to implement a variety of strategies for the cooperative reading program. Differentiated curriculum enables improvement of student engagement and achievement in reading. This is demonstrated in Artefact – Data analysis, which shows improvement in reading comprehension levels for 96 per cent of students from 2008 to 2010 and 93 per cent of students from 2009 to 2011. Resources I developed for the cooperative reading program support colleagues by providing them with examples of learning and teaching tasks and samples of student work for each of the reading roles which they can use within their classes. These resources also integrate literacy into the teaching of other core concepts in the learning area such as character and theme-based text response tasks. The use of shared rubrics and encouraging peer discussion, self-reflection and peer assessment, enable students to identify and meet reading requirements.

Content Descriptions (Australian Curriculum)

Language	Literature Literature and Context	Literacy Interacting with Others
Text Structure and Organisation Yr6 Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	Yr 6 Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) Responding to Literature Yr 5 Present a point of view about particular literary	Yr 5 Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) Yr 6 Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) Yr 5 Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) Yr 6 Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) Examining Literature Yr 5 Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	(ACELY1709) Interpreting, Analysing and Evaluating Yr 5 Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning Yr 5 Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) Yr 6 Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712) Yr 6 Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
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Yr 6 Analyse strategies authors
use to influence readers
(ACELY1801)

Achievement Standards

Students will be able to:
Y5 make connections between language features, images and vocabulary and their influence on interpretations of characters, settings and events..

Assessment Tasks

Response Journal
Response journals will be assessed weekly. Rubrics for quality responses will be developed with the students during the 'training' phase.

Team support and discussions

Y5 analyse and explain literal and implied information
Y5 describe how events, characters and settings in texts are depicted and explain their own responses to them

Y6 describe how text structures can achieve particular effects.
Y6 analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
Y6 select and use evidence from a text to explain their response to it.
Y6 listen to discussions, clarify content and challenge others' ideas.

In summary, year 5/6 students will demonstrate the ability to:

identify key ideas and details and summarise these clearly for others
identify literal and implied information in text
identify language features and make connections to the way they are used to influence the interpretation of characters, plot and setting
develop ideas and opinions through selecting relevant evidence from texts to support sharedpersonal responses
explore connections between personal experiences and those of characters

Each reading session includes a team discussion around the novel. Criteria for quality discussions will be developed with the students.

Final novel project

Students will select a task to complete as their final response to the novel.

cLc Blogs

Groups will be asked to log their opinions, highlights and summaries about the book onto the 5/6 Cooperative Reading wiki.

PROBE Reading Assessment

Individual student/teacher assessments using the PROBE reading assessment tool to update reading levels and monitor progress.

Term/Weekly Overview

Establish reading levels with PROBE reading assessment tool

Week 1 & 2-Training Phase	Review "iPick" strategies for selecting appropriate novels. Introduce students to the novels, provide an overview and allow them to rank preference. Teachers create reading groups of 4-5 according to preference and ability. Title page in reflective journals. Teachers lead explicit sessions around each of the four roles—summariser, literary luminary, word wizard and discussion director. Develop criteria rubric for quality response for each of the four roles with students. Practise reading discussions through role play and modelling. Develop criterion for effective reading discussions.
Week 3	Teambuilding activities with reading group. Charter of expectations to be created and signed by all members of the group. Reading Strategy: Prior Knowledge "What do I know?" Meet with novel groups for pre-discussions, setting the scene and predictions. (Before, During, After or What I know balloons)
Weeks 4-8	Cooperative reading sessions are held 3-4 times per week. -move to class and form a circle with group -discuss previous reading assignment using the 4 roles -receive/create new reading assignment -read aloud as a group for a minimum of 10 minutes (this is the 'Read to Other'/'Listen to Reading' connection with the Daily 5) -finish reading the selection by yourself or continue as a group (this is the "Read to Self" connection to the Daily 5) -individually complete roll task in your reading activity book and fast finisher if time (this is the working with words/writing connection to the Daily 5) -return to home class Session overview: Student reading journals collected weekly by teachers who provide written feedback on responses using the plus/delta feedback technique.

Week 9-10	Individuals and groups complete final response tasks.