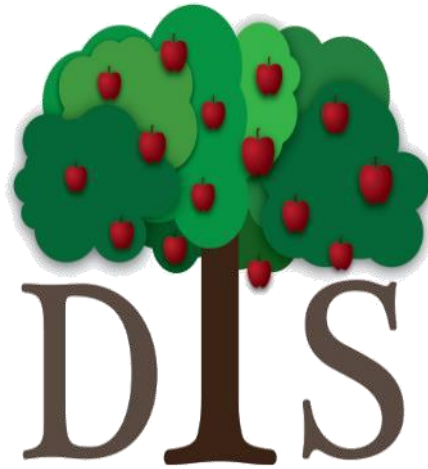




Development of Text Sets

Teacher Handbook



Table of Contents

Content	Pages
What is DTS?	2
DTS Model	3
Sequence of DTS Unit Planning	4
What are Text Sets	5
What could be included in a Text Set	6 - 7
Defining Texts and Modes	8
Critical Literacy	9
Four Roles of the Reader	10
Viewing	11
Four Roles of the Viewer	12
Gradual Release of Responsibility	13
Teaching Strategies for Reading	14
Storytelling	15-16
Reading Aloud	17-18
Shared Reading	19-20
Guided Reading	21-22
Group Reading	23-24
Buddy Reading	25-26
Supported Reading	27-28
Reciprocal Teaching of Reading	29-30
Activities for Text Sets	31-32
Effective Questioning Strategies	33-35
References	36

What is DTS?

DTS

DTS is an acronym for Development of Text Sets.



Definition

A **text set** is a collection of materials, composed of diverse resources on a specific subject matter, genre, or theme. Text sets can include information from online and print-based sources at various reading levels.

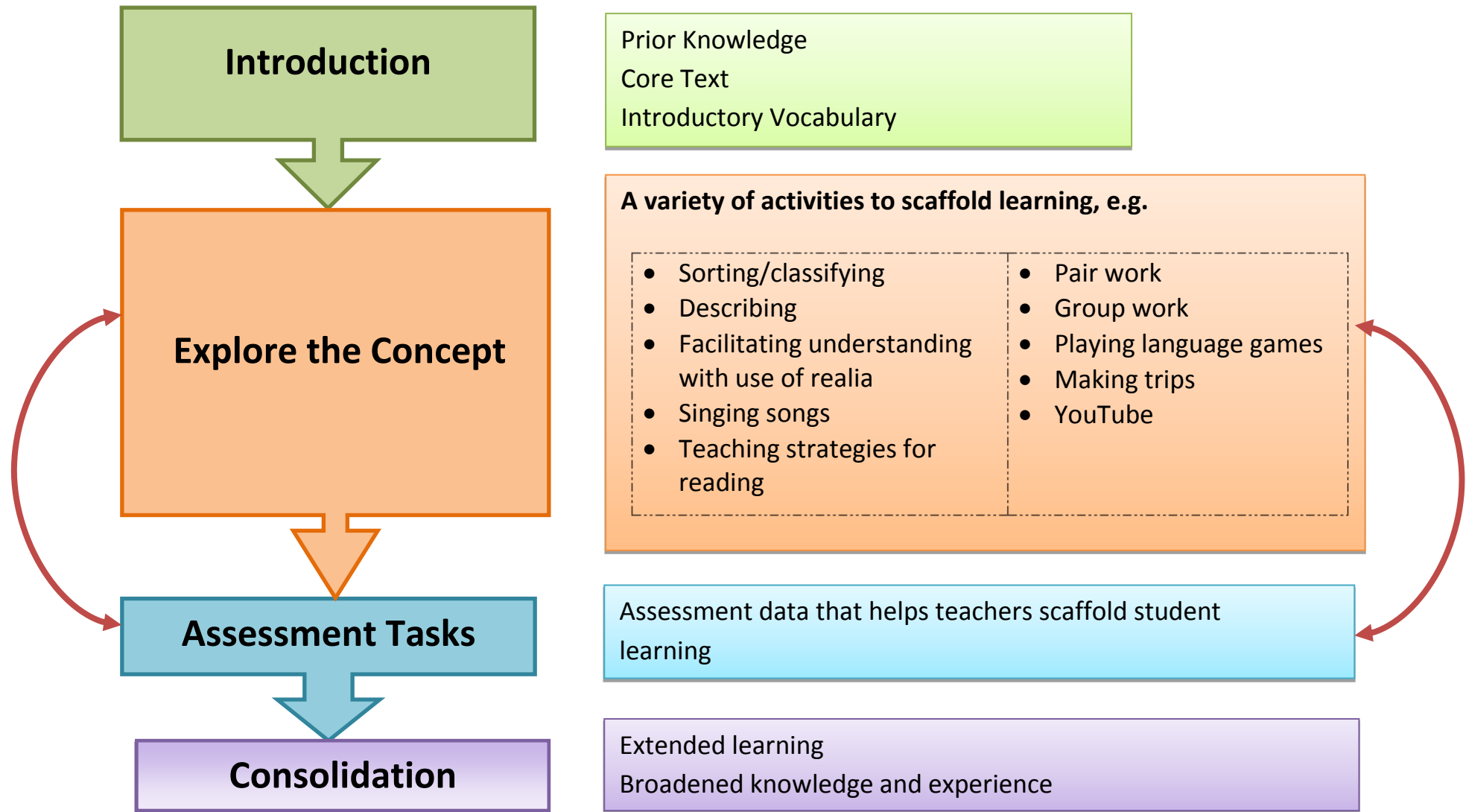
(adapted from Lent, 2012)

DTS Model

Developing a Text Set



Sequence of DTS Unit Planning

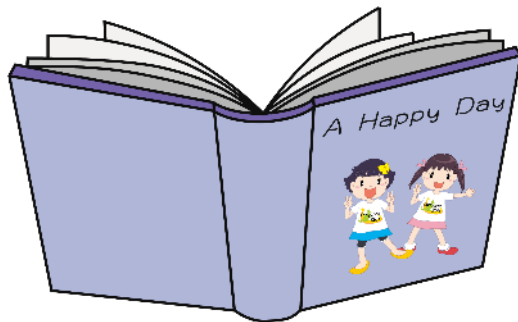


What are Text Sets

What is a Core Text?

A core text is central to the unit.

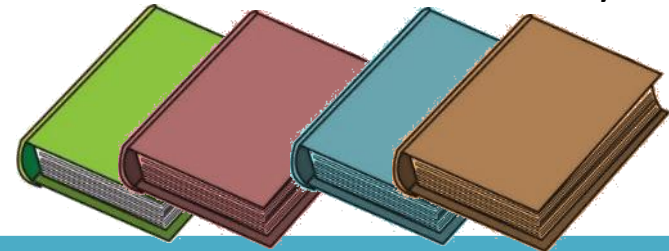
- It is often used to introduce a unit.
- It is usually read more than once.
- It is usually a read aloud book which teachers read to students.
- It has ideas and themes that encourage students to think broadly about the topic.



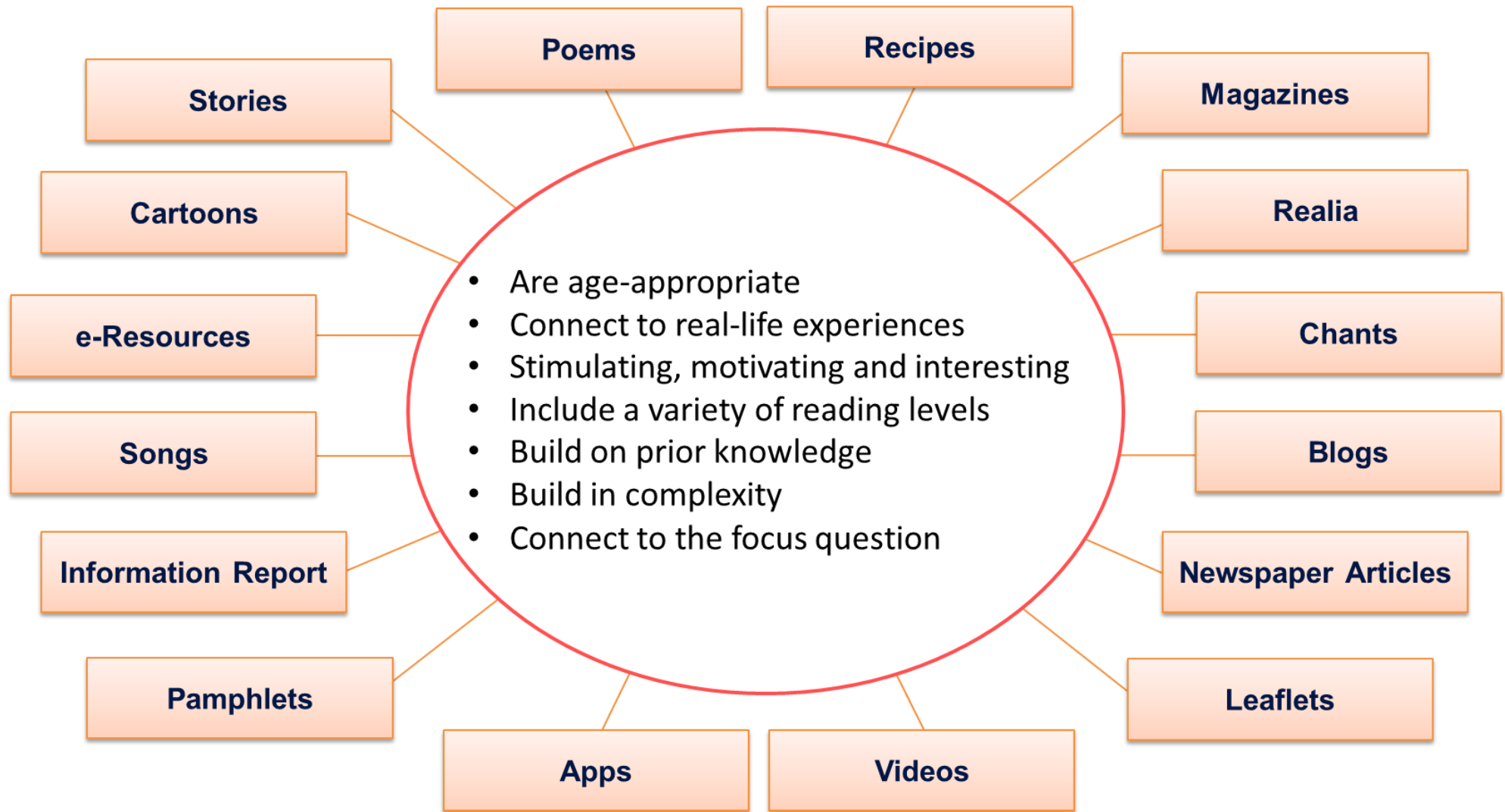
What are Supporting Texts?

Supporting texts are the other texts used in the unit.

- They can be read independently by students.
- They can be used for pair or group work.
- They can be multigenre.
- They can be multimodal and multi-level to cater for learner diversity.



What could be included in a Text Set?



Considerations for Selecting a Core Text

Engages and extends students' thinking and learning:

Fiction

- Clear beginning/middle/end
- Illustrations that support the storyline well
- Topic related to students' experiences and interests
- Natural language rhythm, possible repetition
- Interesting original and culturally-appropriate content
- Inclusive text that avoid stereotypes (race, gender, ability, etc.)
- Texts allowing rich opportunities for discussion and follow-up tasks
- Text that may be above class average instructional level

Non-fiction

- Clear title indicating the topic of the book
- Information that is current, age-appropriate, accurate and reliable
- Large clear graphics, e.g. illustrations, photographs, diagrams
- Graphics that explain and enhance the text
- Simple but informative labels
- Table of contents, index and glossary (as appropriate)
- The language is simple but topic and text type specific
- Organised with sections, headings and sub-headings
- References to find more information

What is a focus Question?

A focus question is the BIG question students answer by the end of the unit.

Units usually only have one focus question.

What makes a good toy?

What toys do you play with?
What do they look like?
Where did they come from?
Do you share them?
Which is your favourite?
Why?

What are Guiding Questions?

Guiding questions are the questions that guide students to answer the focus question.

- A guiding question can be answered over 1 or more lessons.
- A unit may have 6 to 10 guiding questions, depending on the length of the unit.
- Guiding questions are usually scaffolded from literal to inferential, gradually encouraging students to think critically.

Defining Texts and Modes

A **text** is any “means for communication” from which meaning is created. Texts are delivered through written, spoken and/or visual **modes** in print or digital/online **forms**.

Multimodal texts (or ensembles) combine a range of communication systems. Print-based multimodal texts have three elements — text, visual images and design. Digital-based multimodal texts have these elements and many more, such as video and sound, and multiple pathways for navigation.

Texts can be classified into groups (**text types**) according to their purpose and audience, which influence their form, structure and language features.

Critical Literacy

*“**Critical Literacy** is more than just understanding what we are reading. We have to look deeper to find the author’s message and to find out why they wrote about the topic. **Critical Literacy** is about asking questions, looking at different points of view, and asking, “Is everyone included in what we are reading?” (Allan Luke, 2012)*



Four Roles of the Reader

(Freebody and Luke, 1990, 1993)

Text Decoder

- Cracks the alphabet codes.
- Understands the grammar of texts and the structural conventions of texts.



Text User

- Knows why, what and how to read texts within given contexts.
- Understands that different types of texts are used for different purposes.



Text Participant

- Handles the meaning and structure of the text, e.g. knowledge of the topic, genre of text.
- Asks questions and works out what the text is saying.
- Takes meaning from and brings meaning to the text.



Text Analyst

- Is aware that texts operate in a social context.
- Questions the invisible aspects of texts, e.g. who or what is included/excluded.
- Interrogates the text, e.g. whose interests are served by the text?



Viewing

Serafini (2012) explains that, as our idea of what a text is expands beyond the printed book, so too must our **definitions** of what it means to be a reader or a **literate person**.

What is Viewing?

We live in a **visual culture**, where multimodal texts demand the reader also be a **viewer** – attending to the **visual images, structures and designs** of multimodal texts with printed text. Readers therefore need to **navigate, interpret, design and question** the written, visual and design elements of multimodal texts, as well as read them.

Visual texts may include everyday texts, mass-media texts and literary texts, e.g. TV, films, videos, animations, computer games and websites.

Why Teach Viewing?

The goal of teaching viewing is for students to become competent, independent and critical users of multimodal texts.

Students need to understand how the structure and features of visual texts construct meaning to achieve a given purpose.

Four Roles of the Viewer (multimodal texts)

(Serafini, 2012)

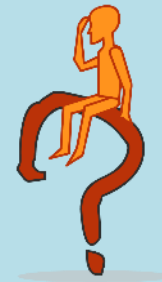
Text Navigator

- Cracks the structures and codes relating to design, images and other visual elements, including using left to right, top to bottom orientation.
- Finds pathways; interprets icons, diagrams, graphs and maps.
- Identifies “visual grammar” (how elements are structured).



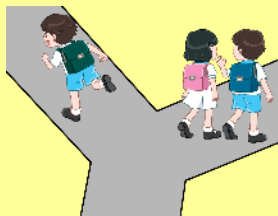
Text Interpreter

- Constructs meaning from the text, drawing on prior knowledge, the reading context, and the language and images at hand.



Text Designer

- Makes choices about the text presented to them including the path they take and what they focus on.
- Creates their own reading experience (the text to be interpreted is **designed** during the act of reading).

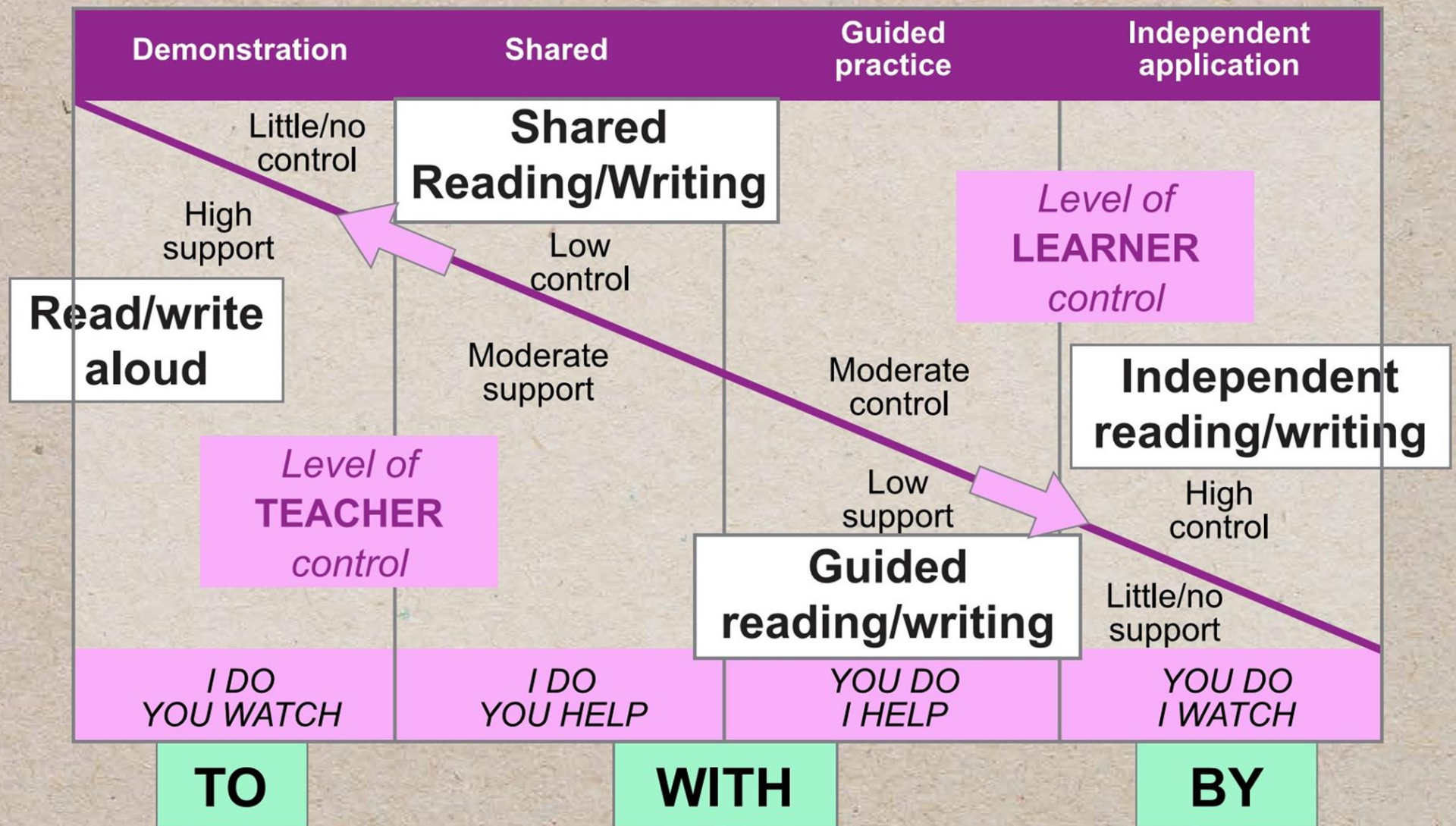


Text Interrogator

- Knows that visual images and elements of texts, e.g. font, graphic design, colour, format, are as important as the written text.
- Questions what is included and excluded by the creator.



The Gradual release of responsibility



Gradual release of responsibility model (Pearson and Gallagher, 1993)

Responsibility shifts gradually from the teacher to the learner

Teaching Strategies for Reading

What are some effective strategies for teaching reading?

A Quick Overview – these are covered in more detail on the following pages

Storytelling	In an oral activity, the teacher uses words, actions, images and props to tell a story.
Reading Aloud	Students listen and enjoy a book or text of literary worth being read aloud to them.
Shared Reading	The teacher leads and models reading strategies while reading aloud, encouraging students to read along.
Guided Reading	The teacher guides small groups of students of similar reading level to practise reading strategies using suitable levelled books.
Group Reading	A group of students sit with the teacher to read together a focus text.
Buddy Reading	Two students sit together and take turns to read a familiar story.
Supported Reading	The teacher guides students to read, talk and think their way through carefully selected texts.
Reciprocal Teaching	Good readers apply a discussion technique, structured around four strategies, to comprehend a text.
Independent Reading	Students independently read a text of which they can read 95% or more.

Storytelling

What is storytelling?

Storytelling is an oral activity. It uses words, props and actions to disclose the elements and images of a story while encouraging the listener's imagination.

Why storytelling?

- enables students to develop skills in listening for meaning
- provides students with opportunities to speak in a meaningful context
- exposes students to oral language used in their everyday life
- builds awareness of story structure and elements
- helps students retain the language learned in the story
- helps broaden students' imagination and creativity
- promotes teacher-student interaction.



Storytelling

How should storytelling be conducted?

- Choose a story you are interested in.
- Choose a story that has high predictability for young listeners.
- Understand the plot well and rehearse aloud the storytelling.
- Grab the audience's attention with a clear voice and animated expressions.
- Engage students in the process of storytelling.
- Ask students some questions about the story.

Materials

Use items or props to support the oral text:

- books
- pictures
- drawings
- puppets
- story aprons
- story gloves
- real objects
- body parts
- story sacks
- felt or magnetic boards with adhesive pieces
- costume items

Reading Aloud

What is reading aloud?

Reading aloud is a teaching strategy that involves students listening to and enjoying a book or text being read to them. It should be done regularly, using books of literary worth beyond the instructional level. Teachers act as a model for readers in using expression and fluency in spoken English.

Why read aloud?

- engages the readers with literature they may not be able to read independently
- exposes students to books of literary worth (rich language, literary devices, supportive and inspiring illustrations, creative ideas, rich messages)
- enables students to hear authentic, fluent, expressive English
- motivates and promotes interest in reading.



Reading Aloud

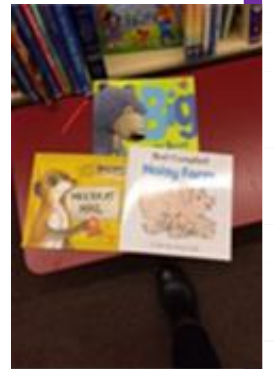
How should reading aloud be conducted?

- Rehearse reading the story expressively beforehand.
- Be aware of pronunciation, intonation and when to emphasise.
- Make eye contact with the class.
- Read loudly and clearly without using a microphone.
- Stop and show pictures, making sure all students can see them.
- Take no more than 10 to 15 minutes depending on student ability.
- Ask some questions that promote thinking, if appropriate to keep students engaged.

Materials

Choose books that:

- have literary worth (creative use of language, ideas and illustrations)
- have good clear pictures that support the text
- have some repetition and/or simple sentences for younger listeners and creative elements for more proficient listeners
- relate to the topic you are studying or is of student interest
- you feel confident to read
- you enjoy reading.



Shared Reading

What is shared reading?

In shared reading, the teacher and the class read aloud a common text together. The focus is on teacher modelling of application of reading strategies. Repeated reading and re-reading of the whole text over a period of several days with different focus helping young learners develop, practise and apply reading skills and strategies.

Why shared reading?

- allows teacher to model reading strategies while actively involving children in reading
- provides essential orientation for early readers, especially second language learners
- provides a supported reading experience, in which young learners can participate confidently and cooperatively
- allows students to enjoy familiar patterns of language and to explore new ones.



Shared Reading

How should shared reading be conducted?

Before Reading

- Introduce book and text type terminology.
- Relate previous knowledge and experiences.
- Make predictions.

During Reading

- Point to words while reading.
- Model fluency and expression.
- Model and discuss reading strategies.
- Encourage students to join in.

After Reading

- Reread the book with more student engagement.
- Ask questions (literal, inferential, critical)
- Conduct after reading activities such as retelling the story, games, role play, worksheet and writing tasks

Materials

- Big books or predictable books with appealing illustrations which enhance and support the texts
- Books you feel confident reading and enjoy reading
- Different text types such as...
 - Narrative texts with an easy-to-follow storyline and special features such as repeated use of sentence structure and vocabulary
 - Information texts with key features such as a table of contents, index, glossary and headings
 - Simple plays which learners are going to perform
 - Poems and action rhymes

Guided Reading

What is guided reading?

Guided reading involves teachers working with small groups of students of similar reading level to practise reading strategies.

Key Features of guided reading Include:

- focusing on reading strategies, not just on questions and activities around a text
- working with about 8 students in small groups
- using texts at instructional level (90-95% word accuracy and $\geq 75\%$ comprehension)
- encouraging students to think and respond to the text critically
- encouraging students to think and talk beyond the text.



Why guided reading?

Guided reading provides students with the opportunity to perform effectively as a reader and to apply the reading strategies they already know to a new text. Teachers need to closely match texts to students in order to help and support them experience effective reading as well as practise and learn new reading strategies. The ultimate goal is for students to become independent readers at one level to progress to a higher level text.

Guided Reading

How should guided reading be conducted?

- Select a book appropriate to students' instructional reading level.
- Teacher reads the book prior to the session to become familiar with vocabulary, syntax, text type and concept.
- Have one or two reading strategies in mind that may be focused on during reading, e.g. graphophonic, morphology, syntactic, semantic and comprehension.

1. Before Reading - Introducing the Text

- Ask questions about the book cover, title or text type to activate students' prior knowledge.
- Create an atmosphere that supports risk taking.

2. During Reading - Reading the Text

- Students read the text.
- Teacher may ask a few questions to clarify understanding.
- Teacher encourages and supports to use the decoding and comprehension strategies.
- Students reread the text with less teacher guidance.

3. After Reading - Revisiting the Text

- Support students to clarify and summarise the meaning of the text.
- Provide opportunities for students to communicate their ideas to others.
- Encourage students to think about new knowledge they have gained about their reading strategies, the text type, topic or other aspect.
- Encourage students to think critically about the text.

Materials:

- One book per child (or shared if few resources)
- Short texts that can be finished in 10-20 minutes
- Usually unfamiliar texts
- Instructional level texts (90 – 95% word accuracy; ≥75% comprehension)
- Wide range of text types and topics

Group Reading

What is group reading?

Group reading involves a group of students, with or without a teacher, reading a text together, which relates to a theme being studied.

Why group reading?

Group reading allows students to practise and exhibit fluent reading. It allows students to discuss the story line and the broader theme. It provides students with opportunities to use different comprehension strategies.



Group Reading

How should group reading be conducted?

Before Reading

- Show and discuss the book cover and text type.
- Make connections to the students' prior knowledge and the unit theme.
- Ask some prediction questions.
- Read the title together.

During Reading

- Students read the text aloud with their peers or the teacher.
- Alternatively, individual students read aloud sections of the text as the remaining students track the text.
- Students answer a few questions posed by their peers or the teacher while reading the text to check for understanding and promote reading strategies.

After Reading

- Students answer literal, inferential and critical questions about the text.
- Students discuss the text in relation to the topic being studied.
- Students retell the text in their own words.
- Students discuss any interesting visuals in the text.
- Students locate selected information/words as directed by their peers or the teacher.

Buddy Reading

What is buddy reading?

Buddy reading involves two students sitting together to take turns reading a familiar text. Within the DTS Project, buddies are students from the same class, who each read a text related to the theme being studied.

Buddy reading may also involve students sharing the same book and taking turns to read a sentence, paragraph or page. Students later discuss the text and ask each other questions to check understanding.

Why buddy reading?

Buddy reading allows students to practise and exhibit fluent reading aloud and develop confidence. It provides students with feedback as a way to monitor their comprehension.

Buddy Reading

How should buddy reading be conducted?

Before Reading

- Teachers model how to ask 'who, what, where and when' questions.
- Students practise asking 'who, what, where and when' questions.
- Students are assigned a familiar text appropriate for their reading ability.

During Reading

- Students read their assigned text independently or in a group, to familiarise themselves with the text.
- Students then sit with a buddy who has a different text.
- Students read their texts to each other.

After Reading

- Student A reads their text to student B.
- Student B reads their text to student A.
- Students ask and answer questions about the text.
- Students give feedback to the teacher/class about the texts read, e.g. summarise, share what interested them, discuss effective reading strategies, etc.

Supported Reading

What is supported reading?

One teacher
+
A class of students

Supported reading provides an opportunity for students to talk, read and think their way purposefully through a text.



Supported reading enables students to experience what real reading is within a supported environment.

**SILENT
READING**

Why supported reading?

Supported reading is a bridge to reading independence. Through supported reading, teachers can guide students to use appropriate reading strategies to read for meaning, develop their critical awareness, and enable them to practise their learning on carefully selected texts. Supported reading provides opportunities for focused instruction and specific feedback about students' progress.

Supported Reading

How should supported reading be conducted?

Introducing the Text

- General introduction to a book topic and setting a pre-reading task, e.g. guiding questions, unfamiliar word search

Reading the Text

- Students read silently, bearing in mind the reading task while teacher observes

Revisiting the Text

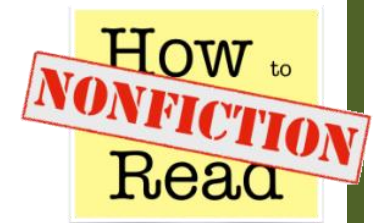
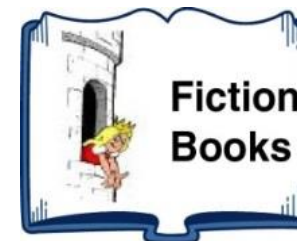
- Focus on discussion and reinforce skills, e.g. prediction, clarification, visualisation, making connections, inferring, questioning, summarising, synthesising

Responding to Text

- Meaningful activities related to the text

Materials:

- Teachers should choose from a range of topics, formats, text types, modes and illustrative styles with rich vocabulary and fully developed plots or organised information.



Reciprocal Teaching of Reading

What is reciprocal teaching of reading?

Reciprocal teaching of reading is a scaffolded discussion technique that is built on four strategies that good readers use to comprehend a text. Students work in mixed ability groups.

The four strategies used are:

			
Predicting	Questioning	Clarifying	Summarising

Why reciprocal teaching of reading?

- Students think and talk about their own thinking during reading.
- Students are actively involved and monitor their understandings as they read.
- Students ask questions during reading and answer them within the reading group.
- Students summarise the text they have read in their own words.

Reciprocal Teaching of Reading

Reciprocal teaching of reading is based on the foundational skills introduced through guided reading. It uses scaffolded talk between a teacher and group members, or group members with each other, to develop and support comprehension. Students who participate in reciprocal teaching of reading are encouraged to read, talk and think their way through a text.

How to implement reciprocal teaching of reading?

Implementation Stage:

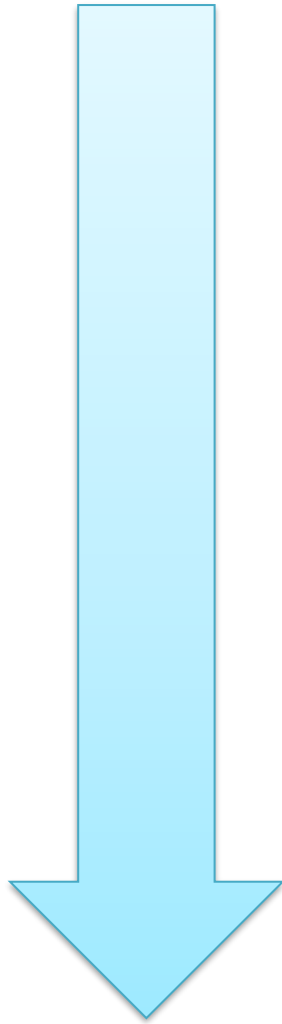
- Scaffolded talk about a text is guided by four comprehension strategies: predicting, clarifying, questioning and summarising (Palincsar and Brown, 1985; Palincsar, 2003). When the teaching strategy is first introduced, students take all four roles.

Sustained Stage:

- However, as they get familiar with the strategy students take on one of the specific roles. Talk is then prompted by the use of specific roles based on the four comprehension strategies. Each group member undertakes a role and through discussion, jointly constructs the meaning of the text. A fifth role, that of a group leader, assists the group to stay on task through the reading process.



Activities for Text Sets



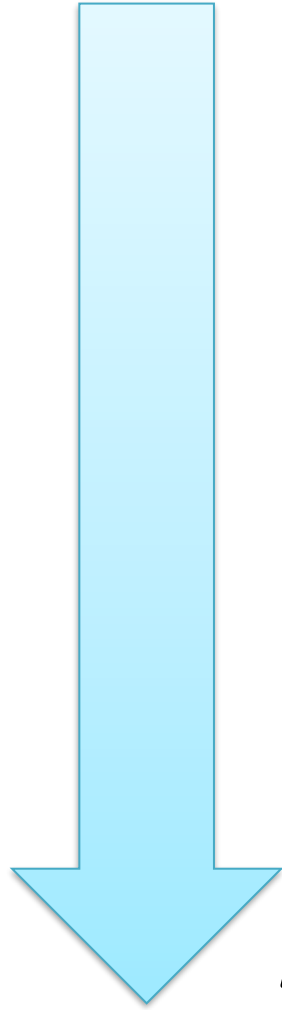
LOW PREP ACTIVITIES

Songs, chants, poems,
Hot Potato, Simon Says,
I Spy, charades, Show and Tell

MEDIUM PREP ACTIVITIES

Bingo, puzzles, cubing,
Choice Boards (e.g. Think-tac-toe)
flipped classroom, jigsaw reading,
graphic organisers, learning contracts

Activities for Text Sets



HIGH PREP ACTIVITIES

R.A.F.T., 4MAT,
Learning centres/stations,
tiered assignment, orbitals,
web quests & web inquiry learning

Effective Questioning Strategies

Level of Comprehension	Ask Student to	Sample Questions
Literal Questions The student's ability to recognise and recall ideas directly from the text	• identify character, events, facts and details • organise the sequence in which the main events occurred • identify the main characters in a narrative • know what an icon, or design feature means • use the illustrations to add detail to the text	What happened...? How many...? How did...? Who...? What is...? Which...? Why/How? (only applicable if the answer is found directly in the text)



Literal Questions - 'It's in the text'

The answer is right there for you to read, e.g.

- What is the name of this animal?
- Where will you find information about...?

Effective Questioning Strategies

Level of Comprehension	Ask Student to	Sample Questions
Inferential Questions The student's ability to read between the lines and gain a deeper understanding of the subtleties of the text	• anticipate endings and consequences • interpret the illustrations to enhance comprehension • find clues/evidence to make meaning • analyse text parts • give reasons for events • make comparisons • make connections • summarise, find main idea	Why did...? What was...? Do you think ...? What do you think about...? Can you explain...? How was this similar to...? Where can you find...? What part of the text tells you that? How did you work out the meaning of that word/text?



Inferential Questions - 'Think and Search'

Search for the clues in the story and think about your answer, e.g.

- Why did the boy shout wolf?
- How do you know the meaning of that word?

Effective Questioning Strategies

Level of Comprehension	Ask Student to	Sample Questions
Critical Questions The student's ability to make associations with their personal experience, world knowledge and the ideas in the text; and to question text for reliability, appropriateness and perspectives	• explain new knowledge • make generalisations • make decisions • make judgements • make recommendations and suggestions • create new endings • identify author/author's intention/intended audience • identify bias, stereotypes, persuasive elements • find texts that suit the learning purpose	Do you think that... should have...? What else could he/she have...? How would you...? Do you agree...? Why/why not? What would have happened if...? Whose is missing...? What effect does...? If you were... what would you...? Is this text helpful for my learning? Can you trust this information? Why/why not?

Critical Questions - 'Going deep'



You must find the answers in your head. The story won't help you much, e.g.

- Do you think wolves are bad animals?
- What is the message for us in this story?

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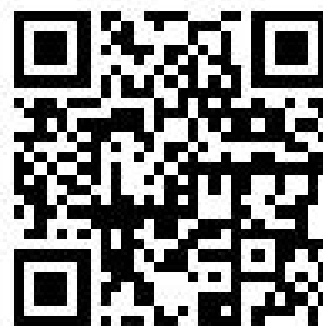
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Notes

Notes



If you would like any more information about any of these strategies or activities, please contact your **Advisory Teacher** for assistance.

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