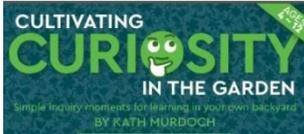


Remote literacy learning and the 10 Essential Instructional Practices in Literacy P-3

	What opportunities does remote literacy learning offer?
<p>Essential Practice 1 <i>P-3</i> Deliberate efforts to foster literacy motivation and engagement within and across lessons</p> <ul style="list-style-type: none"> • Opportunities for students to see themselves as successful readers and writers • Daily opportunities for students to make choices in their reading and writing • Regular opportunities for collaboration with peers in reading and writing • Help establish purposes for reading and writing; e.g. making the work authentic; to communicate with a specific audience • Generate excitement about reading and writing e.g. book talks and updates about book series. • Avoid incentivising reading through non-reading-related prizes such as stickers. 	 <ul style="list-style-type: none"> ○ Take advantage of the fact that the children are in the real world. Have children investigate things that interest them. Learning is fun and is best accomplished when it is relevant, meaningful and hands on. Students should be 'engaged in projects where there is attention to the precious knowledge and deep thinking' Hattie 2020. ○ Suggest opportunities for authentic learning in the home or backyard e.g. researching creatures that live in the garden, or finding out about family history with a final write-up, poster, slideshow presentation, or performance of what they've learned. See Kath Murdoch's, <i>Cultivating Curiosity in the Garden</i> for ideas ○ 'To make out-of-school learning sustainable at home, lead with what you love' - Emily Boudreau ○ Encourage children to read daily and have children record themselves reading daily or read to a pet, toy or family member ○ Encourage children to write daily – e.g. Readers' Notebook to respond to what they read; letter to a friend; instructions on how to make something with lego; include art ○ Give choice and let students know what is essential and what is optional ○ Children need to have access to books, but also to conversation — someone to prompt their thinking through questions and discussion. For example advice to parents: <ul style="list-style-type: none"> • For the youngest readers: read to them and talk with them about the text. • For beginning readers: read with them, alternating reading paragraphs or pages and talk with them about the text. • For older readers of chapter books or young adult novels: read the same books so you can talk with them about the text. ○ Learning is a social process and must include talk. Encourage children to turn and talk to their family, pet or soft toy about what they are reading. Optimise the social interaction aspects of online learning as well. ○ Barking Gecko Theatre in collaboration with ThinkArts in India has created a new digital initiative Isolate > Create > Connect https://barkinggecko.com.au/isolate-create-connect/ to highlight the similarities and differences that children are experiencing right now across the globe. Through a weekly video delivered by teaching artists from BGT and ThinkArts online, children aged 5 to 17 are set a creative task inviting them to create a small artwork capturing their perspective on the world right now. Once their creation is complete and uploaded, a digital scrapbook of children's creative responses will be created to reflect this unprecedented time in history. <p>How are you building a learning community that supports learners not just instructionally but with engagement and other social supports? How do you incorporate mechanisms that promote student reflection on their learning?</p>
<p>Essential Practice 2 <i>– Preschool –</i> Read aloud with reference to print</p> <p>Daily read alouds include verbal and non-verbal strategies for drawing children's attention to print, such as:</p>	<p>Record yourself reading aloud and making reference to print. Provide this as a model to support parents to direct their child's attention to the print in a book. Ensure your modelling includes:</p> <ul style="list-style-type: none"> ○ The meaning of the print. This includes pointing out specific words within a book and drawing the child's attention to the print by pointing to the words as you read.

<ul style="list-style-type: none"> • Running finger under words • Noting specific features of print and letters (e.g., 'that is the letter D like in Deon's name') • Asking children where to start reading • Counting words • Pointing out print within pictures 	<ul style="list-style-type: none"> ○ The organisation of the book and print, which includes understanding the way pages are read, the role of the author, and print direction. For example, "This is the top of the page. This is where I begin reading." ○ The letters, which includes helping the child know that letters come in uppercase and lowercase, and helping them learn the names of each letter. For example, "This M for Madeline is an uppercase letter. See how this uppercase letter is different to the lowercase 'm' in mummy." ○ The words, which includes helping the child recognise some written words, and the match between spoken words and written words. For example, "Let's point to each word as I read it. Ready?"
<p>Essential Practice 2 K-3 <i>Read alouds of age-appropriate books and other materials, print or digital</i> Read alouds involve:</p> <ul style="list-style-type: none"> • Use of texts that offer opportunities to learn that students could not yet experience independently • Modelling of appropriate fluency in reading • Child-friendly explanations of words within the text and revising of those words after reading • Opportunities for rich talk about texts before, during and after reading • Instructional strategies, such as think alouds, that: <ul style="list-style-type: none"> - develop print concepts - model application of knowledge and strategies for word recognition - notice and name what authors do including structure and features of text - focus on orchestrating comprehension strategies - describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context 	<p>Encourage parents to read to their child every day and provide access to a read aloud you have recorded or a freely available read aloud online. Provide prompts to support parents to talk to their child while they read or after the child has listened to a story being read, for example:</p> <ul style="list-style-type: none"> • Talk about the pictures. • What was your favourite part? Why? • Show me your favourite picture? • What happened in the story? • Can you find the picture of ...? <p>Think Alouds - When you read aloud (even if it is recorded) ensure you talk through your thoughts as you read. Children learn when they make connections between what they hear and what they know.</p> <p>Encourage parents to do this when they read as well. For example:</p> <p>Connect the book to your child's own life experience</p> <ul style="list-style-type: none"> • "This book reminds me of the time my father took me fishing. Do you remember the time we went fishing?" <p>Connect the book to other books they have read</p> <ul style="list-style-type: none"> • "This story reminds me of Cinderella. Both stories are about sisters. Do you know any other stories about nice and mean sisters? Let's keep reading to find out other ways the stories are similar." <p>Connect the book to big ideas/lessons</p> <ul style="list-style-type: none"> • "This story helps me understand that we are all the same in many ways, but it's our differences that make us special." <p>These examples of 'thinking aloud' show many of the connections that good readers make as they read. Modelling will help young readers think through the text when they read alone.</p> <p>Here are some further examples.</p> <p>Picture this! Using mental imagery while reading Reading for meaning with your child</p> <p>Provide opportunities for book responses for example <i>Storytelling and play</i> – Simple stick puppets and props like toys help retellings; Cut-outs of characters and events make retelling fun. Try stories such as <i>The Hungry Caterpillar</i> or <i>Brown Bear, Brown Bear</i>. Children can video and share with others in your group chats.</p> <p>Explore the potential of the texts suggested in this post, The whole world in a bedroom: seven of the most imaginative picture books for lockdown life: See APPENDIX 2 for more comprehension ideas to support parents.</p>
<p>Essential Practice 3 – Preschool – <i>Interactive read aloud with a focus on comprehension</i></p>	<p>Record an interactive read aloud as a model for parents.</p>

The teacher reads aloud age-appropriate books and other materials, print or digital, including sets of texts that are thematically and conceptually related and texts that are read multiple times, with:

- higher-order discussion among children and teacher before, during, and after reading
- child-friendly explanations of words within the text
- revisiting of words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud
- using the words at other points in the day and over time
- teaching of clusters of words related to those in the text, such as vocabulary related to the garden or gardening

Encourage parents to try some of the following ideas when they encounter a new word when reading with their child.

- Briefly explain what the word means; for example, when you come across the word terrible in *Where the Wild Things Are* by Maurice Sendak, you can say, ‘terrible’, that word means ‘very bad’ or ‘awful’. Or you can ask your child what do you think ‘terrible’ means? What clues do we have?
- Have your child say the new word with you.
- Connect the new word’s meaning to a word or words he already knows – for example, ‘You know the word ‘happy’, well ‘delighted’ is like that and give an example of when your child may have experienced being ‘delighted’.
- After reading aloud, revisit the new word. Later, use the new words in other situations.

Essential Practice 3
K-3

Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to student’s observed and assessed needs in specific aspects of literacy development.

- Ensure that students spend most of their time actually reading and writing
- Coaching students as they engage in reading and writing, with reading prompts focusing primarily on
 - (a) monitoring for meaning,
 - (b) letters and groups of letters in words,
 - (c) rereading
- Guided practice in **fluency**, such as repeated reading, echo reading, paired and partner reading
- Explicit instruction in word recognition strategies, text structure, comprehension strategies and writing strategies

Leverage the small group instructional models you already have in place—virtually. At school, you group students with similar needs to deliver targeted instruction; extend the same model to remote teaching to keep instruction personalised but manageable. Share targeted guidance with different groups of students and their families (think high-frequency word practice tasks, phonics lessons, or an e-Book with an introduction tailored to their reading needs) using your small group plans from school as a guide.

Concentrate disproportionate amounts of teacher online instructional time and support with smaller numbers of high-risk children who are striving learners.



How will you support different types of interactions that are important to the learning process?

Asynchronous discussion boards give everyone time to contribute without having to be present at the same time.

Set small, achievable goals and develop a system to track them. Organise a check in strategy whether by Google Meet, email or Seesaw.

Provide material for children to read by:

- Listening to good fluent reading (adult or audio), create these texts by reading familiar stories onto an audio device - Essential Practice 2 Read aloud
- Send home a poem/song each week

Support families to engage in the following reading processes with their children:

Partner reading - allows for active participation and practice time.

- Both participants need to be able to see the text clearly
- Take turns, one person reads a page aloud and tells the partner what the page is about
- The partners support each other in oral reading, problem solving unknown words and concepts, and in recalling what the page is about.
- Partners reread and rethink together when they have not understood – before moving on to the next page or section.

<ul style="list-style-type: none"> • Meaning making the ultimate goal of each group's work 	<p>Partner reading can begin with the parent reading one sentence and the child reading the next sentence if reading one page is too much.</p> <p>Repeated reading – reading the same book several times over a few days makes a significant difference to a child's reading ability.</p> <p>Echo reading – you read one line and the child reads the same line after you. Increase the number of lines you read at one time as the child's reading improves. Try to echo read at least one story each week.</p> <p>Choral reading – you and your child read the same text aloud together.</p>
<p>Essential Practice 4 Activities that build phonological awareness (Years K and 1)</p> <p>Promote phonological awareness development, particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words, such as:</p> <ul style="list-style-type: none"> • Listening to and creating variations on books and sounds with rhyming or alliteration • Demonstration and playful practice in segmenting and blending sounds in words, e.g. Elkonin boxes, robot talk • Daily opportunities to write meaningful texts where students listen for sounds in words to attempt spelling 	<p>Provide ideas for listening to sounds through the interactive read-aloud text, for example:</p> <ul style="list-style-type: none"> • Play word games that encourage the child to listen for sounds. For example, 'I spy with my little eye something beginning with /f/. What do you think I'm looking at that starts with that sound?' • Ask the child to listen for rhyme when reading a book such as <i>Mr McGee</i> by Pamela Allen. For example, 'What other words rhyme with 'tree'?' • Identify a character or item from a book read, notice the initial sound of the word and ask the child to think of words that begin with that sound. For example, 'Rosie is the name of the hen in the story. What other words do you know that start with /r/ like Rosie?' <p>How are you linking the read alouds you share with phonological awareness?</p>
<p>Essential Practice 5 P-3 Explicit instruction in letter-sound relationships</p> <p>Earlier in student's development, such instruction will focus on letter names, the sound(s) associated with the letters, and how letters are shaped and formed. Later, the focus will be on more complex letter-sound relationships, including digraphs, blends, diphthongs, common spelling patterns. (See AC: English, language strand.)</p> <p>Instruction in letter-sound relationships is:</p> <ul style="list-style-type: none"> • Verbally precise and involves oral, visual or tactile modes • Informed by careful observation of students' reading and writing and, as needed, assessments that examine knowledge of specific sound-letter relationships • Taught systematically in relation to students' needs • Accompanied by opportunities to apply knowledge of letter- 	<ul style="list-style-type: none"> • Use images and words from junk mail to create an alphabet book • Go on an alphabet hunt in the garden – can you find something that begins with every letter of the alphabet? • Hunt for the focus letter sound relationships in books read. Share what you find on a shared Google document. • Make an alphabet book using an online alphabet organiser <i>What You Need</i> Computer with Internet access and printer Online Alphabet Organiser tool Paper, pencil, Art supplies (e.g., crayons, markers) <i>What You Do</i> <ul style="list-style-type: none"> ○ Before beginning this activity, read aloud and enjoy a few alphabet books. ○ Make a list of places the child has visited; or things they find inside or outside the house; or food they like to eat ○ You can write the words or ask the child to do it. Ask the child to underline and say the first letter of each word and listen for the sound it represents in that word. ○ Using the online Alphabet Organizer tool, type the words under the letters (the most words you can enter for one letter is three). ○ Print using the Letter Pages option. You will get one page for each letter with all of the words you have typed listed at the top in large letters. ○ Have the child draw a picture for each letter page. (See the sample summer ABC book page featuring the words <i>sun</i> and <i>swim</i> for the letter s.)

sound relationships by reading books

- Reinforced through coaching students during reading by cueing students to monitor for meaning and by cueing students to attend to the letters in words and recognise letter-sound relationships they have been taught

- An older child can also use the word or words in a sentence at the bottom of the picture. Have him or her underline the letter illustrated. For example, for the letter *c*, the sentence might read *I love to eat corn on the cob.*
- Make this an ongoing project by adding new letter pages as the child does new things or learns new letters.
- Once the alphabet book is finished, have the child design and decorate a cover, staple the pages together, and read it aloud to you or others.

Essential Practice 6
K-3
Research-informed and standards-aligned writing instruction

- Interactive writing experiences in K and 1
- Time to write each day (see Essential instructional practice No 1)
- Instruction in writing processes and strategies e.g. researching, planning, revising and editing
- Opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly persuasive, informative and narrative (See AC: English)
- Explicit instruction in letter formation, spelling strategies, capitalisation, punctuation, sentence construction, keyboarding

Creating a digital minilesson
Listen to Krisin Zeimke talk about creating a minilesson. Ziemke & Muhtaris (2020) advise you use the following chunks in your lesson structure.

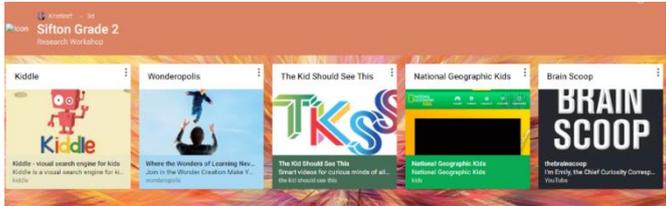


- Greet** and connect with students on a personal level.
- Teach** explicitly and name what is being taught and why.
- Show** students a model of what is expected of them. Use anchor charts and/or clipboards.
- Do** - students have a turn to try using the new learning. Ask students to pause the video while they 'do' or refer them back to explicit information if they require.
- Encourage students to **keep thinking** and reflect on their learning. Ask students to return for a discussion after using their new learning. Encourage students to talk to their family or peers about their learning.

[Kristin also gives an example of a Minilesson on asking questions and researching.](#)

You can use any built in video tool--even the camera app on your smartphone to create a minilesson in reading or writing! Push to students via email, SeeSaw, Google Classroom, Flipgrid or classroom website.

Consider creating a **research grid** using Padlet to support your students to inquire into a topic of interest. [Padlet](#) is a digital bulletin board for resource sharing and collaboration. Include articles, images, links, videos and more. Padlet features several different ways to sort and organize posts from freeform to labelled columns. The example has been created by Kristin Ziemke.



Read the article [Don't 'just Google it': 3 ways students can get the most from searching online-](#)

- Provide opportunities for children to **publish their writing** by:
- Looking for forms of writing in the real world - Emailing, letters, lists of questions, poems, responses to reading, directions, adding to a class blog, creating a poster and taking a photograph to share; sharing a document in Google docs.
 - Using Book Creator bookcreator.com/ to create digital books; including text, images, videos and more. Students can collaborate on projects and teachers can push book creator templates out to the class to be used as digital notebooks for any subject.



End class with a closing circle. Have students express a takeaway or a question via chat — or a Google doc if time is short.

Essential Practice 7

P-3

Intentional and ambitious efforts to build vocabulary and content knowledge

- Select Tier 2 and Tier 3 vocabulary words to teach from read-alouds of literature, informational texts and content area curricula
- Introduce word meanings to students during reading and content area instruction using child-friendly explanations and by providing opportunities for students to pronounce the new words and to see the spelling of the new words
- Provide repeated opportunities to review and use new vocabulary, addressing multiple meanings and encouraging students to use new words in meaningful contexts
- Encourage talk among students in all learning areas
- Teach morphology (meaningful words parts), including common word roots, inflections, prefixes and suffixes

- **Extending talk** – encourage parents to invite their child to extend their talk:
‘What makes you say that?’
‘Tell me more.’
‘Can you tell me why you think it is true?’
‘Can you show me which part of the book makes you think that?’



Speak app

- This SPEAK (Speaking Promotes Education And Knowledge) app can be downloaded from the hyperlink. The information and activities were developed by the Queensland Department of Education Training and Employment with the help of speech pathologists, educators and health professionals. It is designed for parents to assist them to help their children develop oral language. It provides lots of fun, free activities, ideas and information for parents, carers and educators to support and nurture language development in children from 0-6 years of age. There are multiple activities within each age group to help boost your child's speaking and listening ability. <https://qed.qld.gov.au/about-us/det-apps/speak>
- See Essential Practice 3 for Preschool for other ideas.
- Link word investigations to vocabulary work. What can students find out about a particular word such as: ‘freedom’. What does the suffix ‘-dom’ mean? What other words can they find with that suffix?
- Visit Fiona Hamilton blog where she gives a great example of how to set students up for some word structure practice <https://wordtorque.com/sorting-out-structure-purposeful-practice/>

Essential Practice 8

P-3

Abundant reading material and reading opportunities in the classroom

The classroom includes:

- Wide range of texts, (print, audio and digital) including information books, poetry, story books that students are supported in accessing
- Books and other materials connected to students’ interests and that reflect students’ backgrounds and cultural experiences, including class/child-made books
- Books students can borrow to take home or access digitally at home
- Comfortable places to read, frequently visited by the teacher
- Opportunities for independent reading of materials of their choice every day
- Instruction in how to select texts, employ productive strategies during reading, feedback on students’ reading and post-

Provide your students with access to a wide range of books/texts – see Appendix 1, Authors who read online, other websites to check for free read-alouds and Websites and apps for digital articles and books other resources.

Listen in as authors and celebrities read aloud many popular trade books.

Have children keep a list of books read and write a phrase or sentence response to their reading (e.g. this book made me laugh).

Work with your teams to find resources linked to a topic. Use Padlet to provide access to the set of resources, for example - <https://padlet.com/KZiemke/robotics>

Take a look at this idea for using Book creator to create a resource for information text and research.

https://read.bookcreator.com/XZZt0i8nDgSzUZKU6iPg8yIrhZ62/MOZnpPbIRDS1Dhi92_Wr-g



A reading routine for parents- Three Rs of reading: Read aloud, read and retell. Pick a book that your child likes and read it out loud to them. When you’re done, ask your child to read out loud a section of the book they really liked. Have them read it again and after, encourage them by saying something like, “Wow! You read more smoothly that time and with more expression.” What you’re sneaking in there is fluency practice. Then do a little retell activity. Ask them if the book reminds them of anything that they’ve done before.

Jennifer Gill 2020.

<p>reading response activities including text discussion</p>	
<p>Essential Practice 9 P-3 <i>Ongoing observation and assessment of students' language and literacy development that informs their education</i> Engage in observation and assessment that is guided by an understanding of language and literacy development and the AC: English standards and the National literacy learning progressions</p> <ul style="list-style-type: none"> • Prioritise observation during actual reading and writing • Administer assessments as one source of information to identify students who may need additional instructional supports • Employ formative and diagnostic assessment tools as needed to inform specific instructional targets e.g. assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used 	<p>As Dr Nell Duke emphasises, “Ultimately, developmentally responsive instruction is teaching the right content at the right time. You can deliver systematic and explicit phonics instruction, but if the content you are teaching does not intersect with what a student needs, it will not work.”</p> <ul style="list-style-type: none"> ○ Establish feedback systems to help you let families know where (and when) to go next. Take ownership of feedback as much as possible rather than leaving it in the hands of parents. ○ Check for understanding by finding ways to listen to the feedback from the students about their learning. ○ Just as you’d use formative assessment at school to plan your next move, try to gather information from home about how students are doing. Let parents and caregivers know when students should work on a task independently so their performance shows what they know. Ask specific, rather than general, questions when collecting thoughts from families. ○ Allow students to decide how they will demonstrate their learning (see publishing ideas in Essential Practice 6) – authentic assessment gives students voice and choice which develops and promotes learner agency. ○ Invite feedback from families. Such as, What is working? What are the challenges? What additional support does your child need?
<p>Essential Practice 10 P-3 <i>Collaboration with families in promoting literacy</i> Help families add to their repertoire of strategies for promoting literacy at home, including supporting families to:</p> <ul style="list-style-type: none"> ▪ Prompt students during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and travelling ▪ Promote children’s independent reading ▪ Talk with children in their home language 	<p>In this home-supported learning environment the role of the parent is not to replace the teacher in learning from home. Three evidence based recommendations:</p> <ol style="list-style-type: none"> 1. Parents to supplement what teachers do, not to replace them. 2. Parents to help children develop independent learning skills and manage their own learning. 3. Educators can provide practical strategies for parents to support learning at home (Evidence for Learning, 2019a, 2019b). https://www.evidenceforlearning.org.au/ <p>All of the suggestions in each Essential Practice are designed for you to empower families to support their children’s literacy learning and to develop a collective sense of agency.</p> <p>‘So, the climate of the home for learning matters: high expectations and high levels of communication (talk, talk, talk, listen, listen, listen). It needs to allow for errors and mistakes as opportunities to learn, not opportunities to do it again with the hope that the second time it will magically become right. Any learning should include opportunities for students to give feedback about their learning and to receive feedback about where to go next. This is a key skill of teachers, but often less so of parents.’ Hattie 2020</p> <ul style="list-style-type: none"> ○ Parents and homes are sources of contextual and local knowledge that can be utilised when you are designing learning experiences that are relevant to their child.

- Provide literacy-supporting resources, such as:
 - books from the classroom that students can borrow or keep
 - announcements about local events

- Work with the families, listen to their voices and respond with kindness, enthusiasm and understanding.

See helpful resources below.

Helping your child with reading: 1. [Reading Aloud](#)

Helping your child with reading: 2. [Reading WITH your child](#)

Helping your child with reading: 3. [Children reading BY themselves](#)

[Supporting parents during remote learning](#)

[Helping your child build a strong vocabulary](#)

[Help your child draw, talk, write](#)

Reference: Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (2016), *Essential instructional practices in early literacy: K to 3*. Lansing, MI: Authors

APPENDIX 1

Useful websites

[Learner Profile Booklist – an Early Years Collection](#) - a collection of quality literature for the Early Years by Maggie Hos-McGrane

[Read, write, think](#) website developed by the International Literacy Association

[ABC splash](#)

Boston Public Schools resources for remote learning <https://www.bpsearlylearning.org/>

[Reading Australia](#) Units of work using quality literature

[Biomimicry](#) project based / inquiry idea that could be adapted to all ages

[Learning Potential](#) Ideas to support learning at home by the Australian Government

[Libraries ACT](#) - providing online story time

[Australian Children’s Television Foundation](#) - resources to support learning at home

Authors who read aloud online

Check author websites for upcoming virtual read-alouds and to help students build background knowledge for upcoming author/illustrator studies

[Seymour Simon](#) – reading aloud some of his information texts

[Oliver Jeffers](#) – a book a day

[Mem Fox](#) has readalouds on her website. She encourages you to go to the website to listen to her reading the books twice to get the rhythms and cadences right, so you can read them nicely yourselves, with her voice echoing in your heads.

[Eric Carle](#) – animation of The Very Hungry Caterpillar. Eric also has some tutorials on his art techniques.

[Emily Gravett](#) Emily reads one of her titles and also has several videos talking about her art techniques.

[Picture book readalouds K-2](#) by Kate Messner

[Picture book readalouds 3-6](#) by Kate Messner

[The big list of children’s authors doing online readalouds](#)

Join Mo Willems for [lunch doodles](#)

Other websites to check for free read-alouds

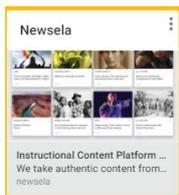
- [Audible books](#)
- Kids ask authors podcasts <https://podcasts.apple.com/us/podcast/kidsaskauthors-podcast/id1500676092>
- [Storyline Online](#) provides free read alouds during the COVID-19 outbreak

Websites and apps for digital articles and books

When asking students to read an article from sites like Newsela, download the articles onto your computer as a PDF and then upload them to your online platform. This allows you to label files and students can access the file without going to the internet site.

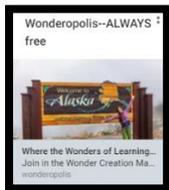
Unite for Literacy <https://www.uniteforliteracy.com/> Free access to books to ensure that all children have access to an abundance of books that celebrate their cultures and languages.

Oxford Owl - free eBook library with hundreds of extra titles available while schools are closed
<https://home.oxfordowl.co.uk/books/free-ebooks/>



Newsela newsela.com/

A collection of current event articles that are adapted from vetted news sources like The Washington Post, Scientific American, and the Associated Press. Available in Spanish and English, these digital articles span history, science, and ELA.



Wonderopolis wonderopolis.org/

A question of the day blog that provides answers to frequently asked student questions. Includes texts with a read-to-me function and a paired video.

Epic Books <https://www.getepic.com/>

A free resource for digital books, audio books, read-to-me books and videos. Offers a variety of fiction and non-fiction books for students to access.

Dogo News www.dogonews.com/

Student news sites with many images and video to accompany articles. Articles can be sorted by a subject of interest, interest levels range from third through eighth grade. Offers a computer-generated audio reading in an adjustable voice. Easy sharing to Google Classroom.

National Geographic Kids <https://digital-au-nz.partica.online/au-nz/oz-april-2020/flipbook/6/>

This is a subscription based site that also has some fabulous free resources. Below is one magazine freely available.

Teaching kids news <https://teachingkidsnews.com/>

Readable, teachable news but during COVID, they are publishing "One Good Thing" each day.

APPENDIX 2

Supporting families to talk with their children about books they read

Encourage parents to allow meanings to emerge from the conversation about the text rather than giving them a set of prepared questions. Perhaps send home one prompt (such as an inferential question) that relates the comprehension strategy focus. Try some of the ideas below.

Prediction

Readers read with a purpose when they are engaged in *making predictions* about what will happen in the text. Predicting requires readers to use their prior knowledge, think about what to expect and adjust predictions as they read and gather evidence from the text.

- Ask: "What do you think will happen? Why?" or "What makes you think that?"
- As you're read along stop and reflect on what you are thinking now and what makes you think that.

Making Connections

Comprehension improves when readers actively relate the ideas in print to their own knowledge and experience.

- Connect the events in the book to the child's own life. For example, say "I wonder why that girl did that?", "Have you had an experience like that?" or "How do you think he felt? Why?" "Have you ever felt like this character?" and "So, what lesson can we learn here?"
- Help the child make connections between what he or she reads and similar experiences he has felt, seen in a movie, or read in another book.

Summarising

Stop and talk about what you have read so far (*summarising*). Support children to go back to the text to support their thinking.

- "What have you learned so far?", extend the conversation "What else did we learn?"
- "An important point was..."

Monitor for meaning

Help your child *monitor his or her understanding*. Teach her to continually ask herself whether she understands what she's reading.

- The key question here is 'Does it make sense?'

Visualising

Talk about the pictures or images of the story you make in your head as you read (*visualising*). Visualise a setting the author describes. Visualising can be practiced by children examining objects placed in front of them, and later a picture depicting a scene. Remove the objects and picture, and ask students to visualise and describe what they saw.

Inferring

Making inferences allows readers to work out the meaning of words and the text. Readers infer using their prior knowledge and evidence from the text.

- Conversations that support inferential thinking can begin with, "I think..... because....."
- Talk about what words mean by using the information you have learned from the text

Self questioning

Asking questions as you read helps children to self-monitor for understanding. Puzzle over events and circumstances in the story.

- "I wonder..." or "I wonder what happened to..."

Encourage conversations that expand on the child's comments.