

MIND READER

Booster Series: Years 2-3 Reading



impact.edu.au/register

BIG IDEA:

Capable readers do not always reach the Upper 2 Bands in NAPLAN Reading. In many cases, these students need to develop their higher-order comprehension skills and ability to identify the purpose and main idea of a text.

Mind Reader students enter the mind of the author. Students learn a range of simple, but highly effective, cognitive tools that can be applied when they are required to interpret, analyse and evaluate a range of challenging literary texts.

Mind Reader helps schools to build staff and student capability simultaneously. School leaders and Years 2-3 class teachers can access the IMPACT Centre's [Reading Squad](#). Web conference supervisors can co-teach with our online teacher.

SELECTION CRITERIA:

- ✓ Selected students should be achieving results in diagnostic testing that indicate they are likely to reach the Upper 2 Bands in Year 3 NAPLAN Reading.
- ✓ Selected students should be operating **at or above** a reading age of 8.0 years.
- ✓ Teacher judgement about a student's suitability for the program should be considered, e.g. an ability to learn independently, work collaboratively and use a computer.

AUSTRALIAN CURRICULUM:

See page 2 for Australian Curriculum links, NAPLAN online, and assessment/reporting details.

THE COURSE:

| NO. | TITLE | CONTENT |
|-----|-------------------------------|---|
| 1 | Welcome to <i>Mind Reader</i> | ▪ Introduction to <i>Mind Reader</i> |
| 2 | What makes a good reader? | ▪ SCORE strategies overview ▪ Introduction to eLearn |
| 3 | Text: Dinosaur theme | ▪ Pre-Test: literal, inferential and applied questioning |
| 4 | Skim and Scan | ▪ Model and practise the skills of skimming over the title and visuals, picking out key words and making predictions about a text prior to reading. |
| 5 | Connect and Question | ▪ Model and practise the strategies used before and during reading to connect to text, self and world. Asking questions to clarify meaning. |
| 6 | Organise your thinking | ▪ About top level structures (TLS) ▪ Signalling words and graphic organisers for Compare & Contrast and List-Describe-Sequence TLS |
| 7 | Re-organise your thinking | ▪ Signalling words and graphic organisers for Cause & Effect and Problem & Solution TLS. |
| 8 | Read and Reflect | ▪ Examine what good readers do during and after reading to ensure comprehension: decoding, visualisation and summarising. |
| 9 | Be the expert | ▪ Three level reading guide and the QAR strategy |
| 10 | SCORE it right | ▪ Students apply each of the SCORE strategies to demonstrate their comprehension of a challenging text. |
| 11 | Text: Dinosaur theme | ▪ Post-Test: literal, inferential and applied questioning |
| 12 | Read and Review | ▪ Evaluate, extend, reflect and celebrate |



Years 2-3

Suggested Pathway

R1 **R2** **R3**
Year 3 → Year 2 → Year 2

'Other aspects of the reading process, such as close reading for meaning, extending vocabulary knowledge, and instilling strategies for locating the main idea in a text remain ongoing areas for instruction, attention, and improvement.'

2015 NAPLAN: State report Year 3 Literacy QCAA

https://www.qcaa.qld.edu.au/downloads/p_10/naplan_2015_state_rep_yr3.pdf

[How it Works](#)

[Participation Costs](#)

[Primary Main Page](#)

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Contact Details: Phone (07) 3727 2888 or email admin@impact.eq.edu.au

Australian Curriculum

English Learning Area – Literacy Strand

Interpreting, Analysing, Evaluating

Identify the audience and purpose of imaginative, informative and persuasive texts ([ACELY1678](#))

Interpreting, Analysing, Evaluating

Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting ([ACELY1679](#))

Interpreting, Analysing, Evaluating

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features ([ACELY1680](#))

General Capabilities

Literacy

Comprehending texts through listening, reading and viewing

- Navigate, read and view learning area texts
- Interpret and analyse learning area texts.

Text knowledge

- Use knowledge of text structures

Word knowledge

- Understand learning area vocabulary
- Use spelling knowledge.

Visual knowledge

- Understand how visual elements create meaning.

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

- Pose questions
- Identify and clarify information and ideas
- Organise and process information.

Generating ideas, possibilities and actions

- Imagine possibilities and connect ideas
- Consider alternatives
- Seek solutions and put ideas into action

Reflecting on thinking and processes

- Think about thinking (metacognition)
- Reflect on processes
- Transfer knowledge into new contexts.

Personal and Social Capability

Self-management

- Work independently and show initiative

Social management

- Communicate effectively
- Work collaboratively

Self-awareness

- Develop reflective practice

ICT Capability

Investigating with ICT

- Locate, generate and access data and information

Creating with ICT

- Generate ideas, plans and processes

Communicating with ICT

- Understand computer mediated communications
- Collaborate, share and exchange

NAPLAN Online – ICT Skills Guide

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. As shown below, IMPACT Centre projects develop all seven of these skills and are an excellent way to prepare your students for online testing.

1. Locate and select an answer from a list – YES
2. Type an answer – YES
3. Read the screen and navigate web pages – YES
4. Manipulate objects on screen – YES

5. Read and comprehend digital texts – YES
6. Plan and compose text using word processing – YES
7. Listen using a headset – YES

NB: See [DET's NAPLAN Online ICT Skills Guide](#) for details.

Assessment

Pre and Post Tests

Students complete a pre-test and then a post-test to gauge their level of improvement. Both tests require students to read a selected text and then answer a series of multiple-choice questions (literal, inferential and applied).

Reporting

- Pre and post assessment data are provided to schools, along with student attendance data.
- Qualitative report card comments are provided to schools. We recommend their inclusion as an OLA on semester report cards.

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