BIG IDEA:

Capable readers do not always reach the Upper 2-3 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 Year 4-5 class teachers can access the IMPACT Centre's *Reading Squad.* Web conference supervisors can co-teach with our online teacher.

SELECTION CRITERIA – U2B or U3B STUDENTS:

- ✓ **U2B groups** are for students who achieved **Band 5 or Band 6** in Year 3 NAPLAN Reading in 2015 or 2016. The aim is to maintain or boost their U2B result.
- ✓ **U3B groups** are for students who achieved **Band 4 or Band 5** in Year 3 NAPLAN Reading in 2015 or 2016. The aim is to maintain or boost their U3B result.
- ✓ Schools can enrol students in U2B groups, U3B groups or a combination.
- ✓ Schools can form a combined **Bands 4-5-6** group to create a full group.

AUSTRALIAN CURRICULUM:

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

THE COURSE:

LESSON OVERVIEW		
NO.	**TITLE**	**CONTENT**
1	*Welcome to Mind Reader*	▪ Introduction to *Mind Reader*
2	*What makes a good reader?*	▪ Pre-Test: literal, inferential and applied questioning ▪ SCORE strategies overview ▪ Introduction to eLearn
3	*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.
4	*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.
5	*Organise your thinking*	▪ About top level structures (TLS) ▪ Signalling words and graphic organisers for Compare & Contrast and List-Describe-Sequence TLS
6	*Re-organise your thinking*	▪ Signalling words and graphic organisers for Cause & Effect and Problem & Solution TLS.
7	*Read and Reflect*	▪ Examine what good readers do during and after reading to ensure comprehension: decoding, visualisation and summarising.
8	*Read and Reflect*	▪ Examine what good readers do during and after reading to ensure comprehension: decoding, visualisation and summarising and main idea.
9	*Be the expert*	▪ Three level reading guide and the QAR strategy
10	*SCORE it right*	▪ Students apply strategies to demonstrate their comprehension of a challenging text.
11	*Text: Mimic octopus*	▪ Post-Test: literal, inferential and applied questioning
12	*Read and Review*	▪ Evaluate, extend, reflect and celebrate

Years 4-5
Suggested Pathway

R1   **R2**   **R3**
Year 5 → Year 4 → Year 4

'Students were constantly supported and scaffolded in their participation by the facilitator and have improved both their oral reading and comprehension skills. We were subsequently able to share these approaches with the remainder of the staff so we are all on the same page.'

Supervisor 2016

'Mind Reader has really improved my reading and my comprehension. Mind reader is very fun and it was very nice to go to IMPACT on Thursdays.'

Student 2016

How it Works	Participation Costs	Primary Main Page	**Register Now!**

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

Australian Curriculum

English Learning Area – Literacy Strand

Interpreting, Analysing, Evaluating	Interpreting, Analysing, Evaluating	Interpreting, Analysing, Evaluating
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

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	5. Read and comprehend digital texts – YES
2. Type an answer – YES	6. Plan and compose text using word processing – YES
3. Read the screen and navigate web pages – YES	7. Listen using a headset – YES
4. Manipulate objects on screen – YES	**NB:** See DET's NAPLAN Online ICT Skills Guide for details.

Assessment

Reporting

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 and short answer questions (literal, inferential and applied).

▪ 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.

How it Works	Participation Costs	Primary Main Page	**Register Now!**