

BIG IDEA:

READiscover develops the reading and comprehension skills of Years 7-9 students who are 2-3 years behind in their reading age. READiscover students learn strategies that support the three phases of the reading process – before reading, during reading and after reading. These strategies include 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 literary texts.

READiscover helps schools to build staff and student capability simultaneously. School leaders and teachers of READiscover students can access the [Reading Squad](#). Web conference supervisors can co-teach with our online teacher.

IMPORTANT POINTS:

- **8-10 students** can participate in a READiscover group.
- Your web conference supervisor **must** log in to support the students and the online teacher during the lessons.

SELECTION CRITERIA:

- ✓ Selected students should be approximately 2-3 years behind in their reading age.
- ✓ Selected students should also be willing to participate in the program and be ready to contribute in the lessons.

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 READiscover	<ul style="list-style-type: none"> Introduction to the project, Collaborate, eLearn and SCORE reading strategies.
2	Pre-Test	<ul style="list-style-type: none"> Pre-Test: literal, inferential and applied questioning
3	Skim and Scan	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Model and practise the strategies used before and during reading to connect to text, self and world, and ask yourself questions to clarify meaning.
5	Organise your thinking	<ul style="list-style-type: none"> The importance of organising texts in your head – identify the layout and structures used in persuasive, informative and imaginative text types
6	Organise your thinking	<ul style="list-style-type: none"> The importance of organising texts in your head – identifying/utilising top level structures through use of signalling words and graphic organisers. Completion of mid-project survey.
7	Read and Reflect	<ul style="list-style-type: none"> Examine what good readers do during and after reading to ensure comprehension - summarising by considering 'who' (subject under consideration), 'what' (actions undertaken by the subject) and 'why' (have these actions been undertaken).
8	Read and Reflect	<ul style="list-style-type: none"> Examine what good readers do during and after reading to ensure comprehension: decoding, visualisation and summarising.
9	Be the expert	<ul style="list-style-type: none"> Consideration of the Three Level reading guide and QAR model – their correlations with the SCORE model. Students identify question types and use strategies for answering multiple choice questions: 'hit the target'.
10	SCORE it right	<ul style="list-style-type: none"> Students apply all of the learnt SCORE strategies
11	Post test	<ul style="list-style-type: none"> Post-Test: literal, inferential and applied questioning
12	Reflect and Celebrate	<ul style="list-style-type: none"> Evaluate, extend, reflect and celebrate



Years 7-9

Rounds 1-3

Suggested Pathway

R1 **R2** **R3**
 Year 7/9 → Year 8 → Year 8

'The use of technology means that students are able to improve their reading skills in a way that engages them. The online instructor encouraged and engaged students with positive interactions and simple instructions. The teacher supervisors based at our school were impressed with the program and also learned about reading strategies and online platforms that they will use in the future.'

Supervisor – 2016

'The Readiscover program has showed me how to use different strategies. Thank you for all the help and information.'

Student - 2016

[How it Works](#)

[Participation Costs](#)

[Secondary Main Page](#)

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Australian Curriculum

English Learning Area – Literacy Strand

Interpreting, analysing, evaluating reading processes

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](#))

Comprehension strategies

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ([ACELY1713](#))

Analysing and evaluating texts

Analyse strategies authors use to influence readers ([ACELY1801](#))

General Capabilities

Literacy

Comprehending texts through listening, reading and viewing

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

Text knowledge

- Use knowledge of text structures
- Grammar knowledge
- Use knowledge of words and word groups

Express opinion and point of view

- Word Knowledge
- Understand learning area vocabulary

Personal and Social Capability

Self-management

- Work independently and show initiative
- Become confident, resilient and adaptable

Social management

- Communicate effectively
- Work collaboratively

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

- Identify and clarify information and ideas
- Organise and process information

Reflecting on thinking and processes

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

Analysing, synthesising and evaluating reasoning and procedures

- Apply logic and reasoning

ICT Capability

Communicating with ICT

- Collaborate, share and exchange

Managing and operating ICT

- Select and use hardware and software

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 and short answer 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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