With 45 years of teaching experience in more than 50 countries, Alison Davis has held a wide variety of leadership roles in education from Principal to that of Early Years Director, Curriculum Leader, Head Teacher and classroom teacher.

More recently, Alison has been responsible for the development of quality professional development and product-specific training programs across K-12 curriculum including Common Core State Standards, assessment, differentiation, personalized instruction and digital learning.

Alison was also a Training & Development Consultant for Cengage Learning where she was responsible for the training and development of literacy for leaders and teachers across Asia, Middle East, Australia and New Zealand

Balanced Reading

What is **Balanced Reading?**

- Building knowledge and skills needed to read for meaning

- Explicit support for learners at every level

- Activities that allows readers to read independently
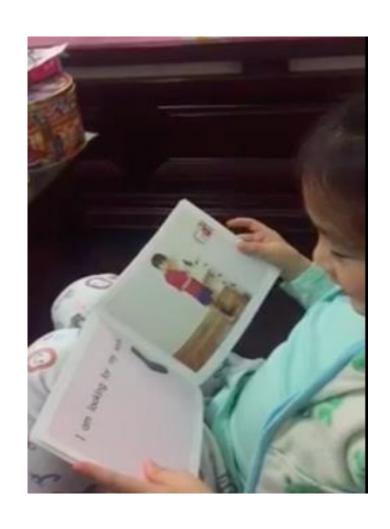
Reading for Meaning

- What do we know about the book?

- What do we know about this reader?

Readers need

- Right book in their hands
- Success
- Make sense
- Relevant
- Variety of skills + strategies
- Different processes to problem-solve
- Right support at right time

Balanced Reading Poll

- What is the biggest challenge with teaching children to read?

Learning to Read + Reading to Learn

- Balanced

- Authentic

- Explicit

- Skills + strategies

- Personalized
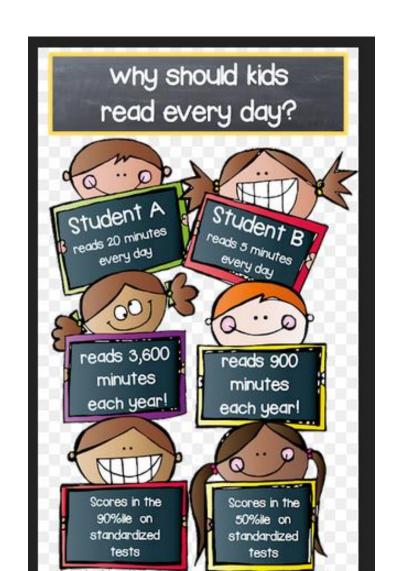
Daily engagement with quality text

...the right reader

...in the hands of the right child

...at the right time
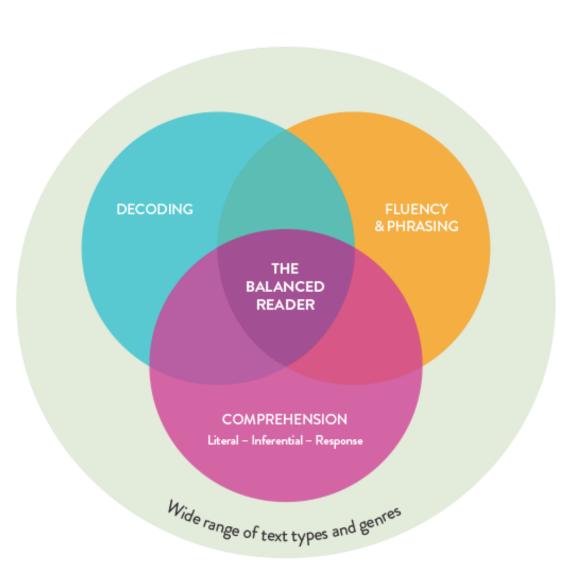
Impact of daily reading

- Brain development
- Relationships
- Vocabulary   3 x rare
- Memories
- Connections
- Experiences
- Knowledge

Balanced Reading

- Comprehension

- Fluency + Phrasing

- Decoding

Making meaning

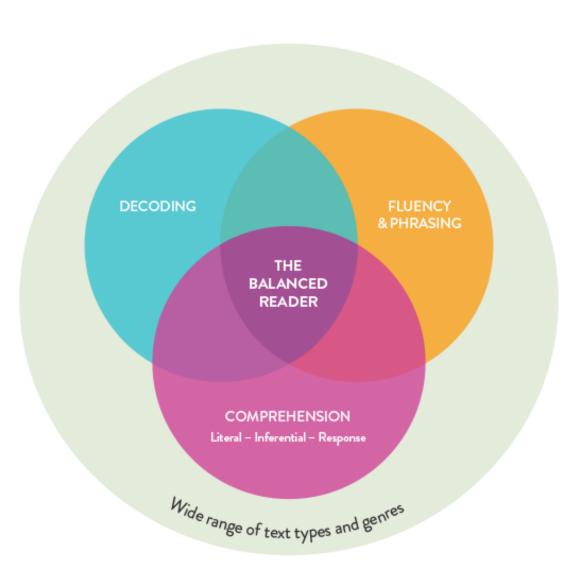**The Clever Penguins**

Story by Beverley Randell
Illustrations by Debbie Mourtzios

- Text must make sense
  - Meaning
  - Semantics
  - Comprehension

- Text must sound like correct language (English)
  - Syntax
  - Structure

- Written symbols are a code
  - Visual information
  - Graphophonics

Comprehension

DECODING

FLUENCY & PHRASING

THE BALANCED READER

COMPREHENSION
Literal – Inferential – Response

Wide range of text types and genres

Instruction is Explicit + Integrated

- A balanced reader can not only read, but *comprehend* the text

- Reader learns to respond to literal, inferential or response questioning

Model Comprehension - Meaning

- Demonstrate making meaning on every page

- Engage learners in problem solving
  - Meaning
  - Visual information.

- Show readers how texts work.
  - Structure

Comprehension

Comprehension is the act of making meaning

- Word level
  - Vocabulary
  - What does word mean?

- Sentence level
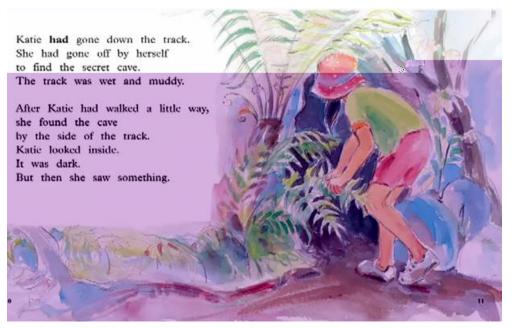 - What does author say?
  - What does the sentence mean

- Text level
  - What does author want me to know?
  - What do I think?
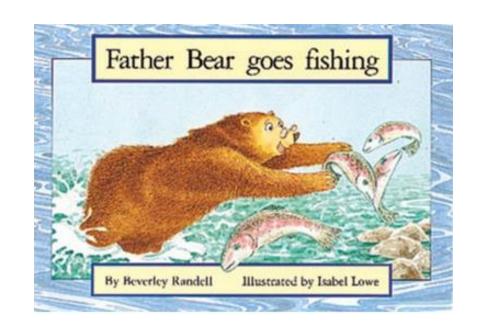
Engage the Reader

Katie **had** gone down the track.
She had gone off by herself
to find the secret cave.
The track was wet and muddy.

After Katie had walked a little way,
she found the cave
by the side of the track.
Katie looked inside.
It was dark.
But then she saw something.

Clear Story Structure

• concepts and experiences that children can understand

• real reading experiences

• traditional story structures
  - tension
  - climax
  - resolution

Motivation

Characters appear through series and at different reading levels.

Encourages reading

Stimulates interest
- endearing
- relatable
- recurring

Engage the Reader

All kinds of big machines

People use all kinds of big machines
for having fun,
for playing sport,
and for going on holidays.

Machines like these are very exciting.

motorbike

racing cars

sailing boat

hot-air balloon

campervan

4

Contents

High-interest non-fiction topics

• spark interest and enthusiasm

• focus on topics that are child-centred

• clear and logical presentation of facts

• stunning illustrations and photography

Model Comprehension - Illustrations

- Meaningful illustrations support meaning

- Strong, engaging illustrations

- Help readers interpret text

- Adds layers of meaning to the text

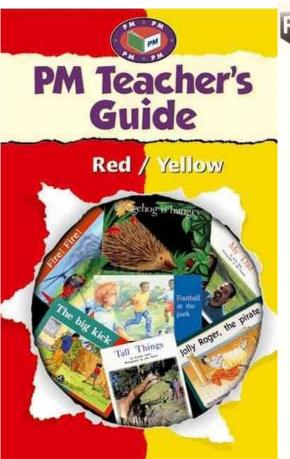- Use of strong text + illustration match

Gentle learning gradient

Support for reader on every page

- sentence structures
- choice of words
- clear well-spaced type
- meaningful, accurate illustrations

Teacher Support

PM Teacher's Guide
Red / Yellow

Big Machines In the Air

PM Levels 18/19   **Running Words**   447

Text Type	Information Report/Explanation/Procedure
Curriculum Areas	History/Technology
Focus	Transportation – Flight

Key High-frequency Words

distance, distances, forward, huge, jets, special, towards

Key Teaching Points

Explain to students that this text is an information report, and also includes an explanati[on] and a procedure text. Point these out in the book and talk about their features.

Read the text together and answer the questions. Have students make a list of facts abo[ut] the different aircraft and share these with the group. Have any students travelled by air? Ask them to recall their experiences. If you have time, have students follow the procedu[re]

Key Questions

What are machines that fly called? (*Literal*)

What are the differences between the Harrier jet and other jets? (*Inferential*)

Different aircraft are used for different purposes. What are some of them? (*Inferential*)

Word Study

Discuss sentences in the procedure text that begin with a verb: *fold, turn, open, hold, etc*

Talk about the different meanings of the word *floats* (in the glossary) that can be a noun [or] a verb. Look at the photograph and talk about the meaning in the context of the text.
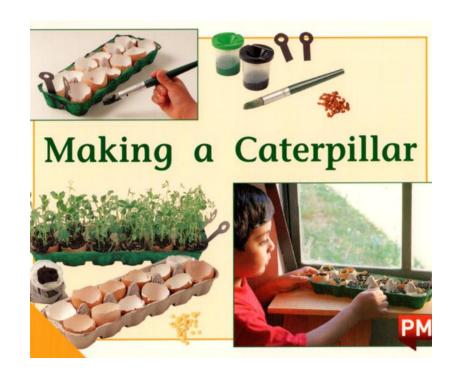
Links with Other PM Books

The Little Work Plane	Level 15
The Work Helicopter	Level 16
First Flight	Level 18

- running words
- high-frequency words
- language structure
- key teaching points
  - comprehension questions
  - reinforcement activities
  - word study
  - concepts about print

Before you Read

- Keep the introduction short – 1 minute

- Flick through book - talk about the illustrations and the title.

- Talk about any unusual words or concepts

- Discuss the characters or topic.

- Let your child do the talking

During Reading - Praise

Here is an egg carton
with egg shells in it.

Here are the paints
for the egg carton.

Give feedback about skills and strategies used

- 'I like how you read on when you came to that difficult word.'
- 'I like how you changed your voice to be the voice of the character in the story'.
- 'I noticed that you reread the bit that did not make sense.'

Talk During Reading

Support the readers independence and confidence. Don't interrupt.

There is no need to interrogate the reader

Ask:

- What do you think will happen next?
- What did you think about that setting?
- What do like/ dislike about this book?

Make it a conversation as you would in a book club.

Literal questions – In the Text

- **Directly stated in text**

- **Stated in illustration, title, label, heading**

- **Linked in consecutive sentences**

- What did the author **say**?
  - Who?
  - Where?
  - When?

- **Decode**
  - Words
  - Sentences
  - Ideas

Inferential Questions

- **Sequence of events**

- **Meaning of diagrams + what text says**

- **Main idea using key words**

- **Inferred information + background knowledge**

- **Linked across text**

What did the author **mean**?

- How?
- Why?
- What?

Think + Search

Read between the lines

Reading Detective

Response

- **Overall meaning of diagrams + text**

- **Purpose of text**

- **Author's point of view + opinion**

What do I think?

- What?
- Why?
- How?

Respond

- What did the author want me to think?
- So what?

If the Child Gets Stuck
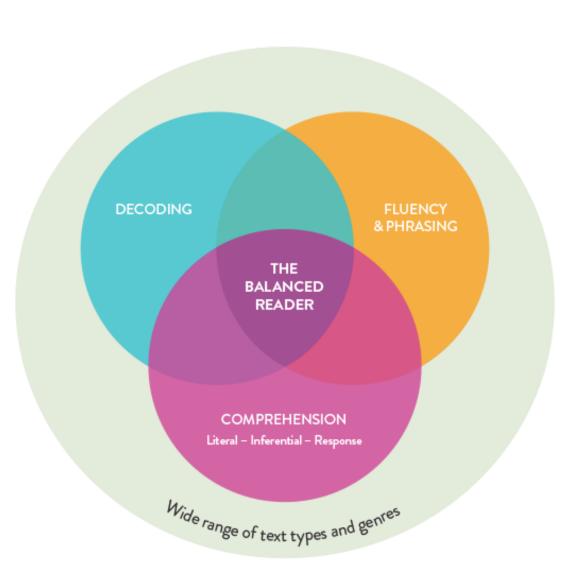
Focus is on Meaning

- Read on and collect other clues.

- Go back to the beginning of the sentence and re-read what you read.

-

- Look at the illustration and see if there are clues there.

- What do you think would make sense here?

Comprehending Text Types

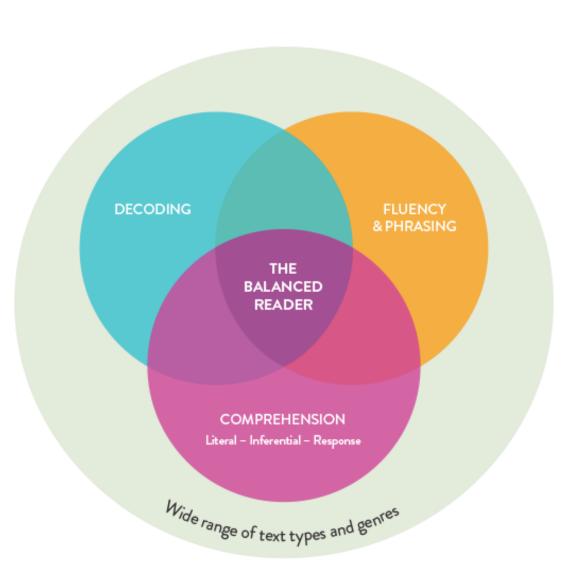- A balanced reader reads different texts in different ways

- Choice

- Mix of fiction + non-fiction

- Variety

Fluency + Phrasing

- Students need to re-read

- Students need to break text into meaningful sentences

- Readers need to understand conventions of text

- Sound like talking

Fluency + Phrasing

Link word recognition and understanding

- familiarity with the words
- understanding content
- knowledge of phrasing
- context
- knowledge of what a fluent reader sounds like
- practice

Sight-word recognition is essential

- re-read text
- fluency modeled by expert
- multiple exposures
- automatic recognition
- quickness (not speed)
- smoothness
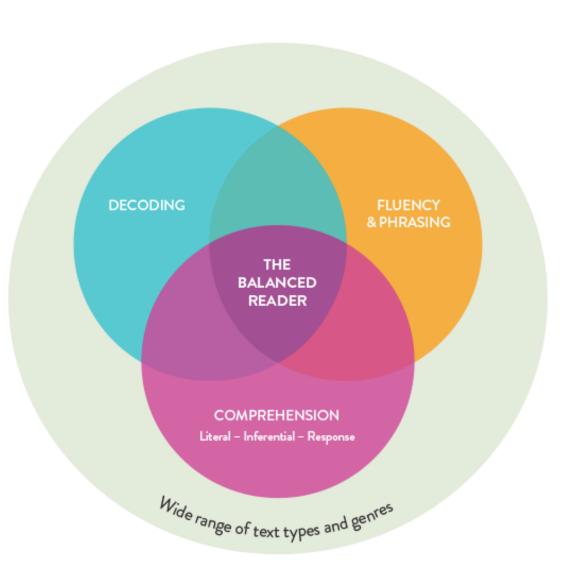- music

Fluency + Phrasing

Daily engagement with quality text

…the right reader

…in the hands of the right child

…at the right time

Decoding – Phonological Knowledge

DECODING

FLUENCY & PHRASING

THE BALANCED READER

COMPREHENSION
Literal – Inferential – Response

Wide range of text types and genres

Instruction is Explicit + Integrated

Decoding uses the ability to apply phonological and visual knowledge to correctly read written words.

- letter-sound relationships
- knowledge of letter patterns
- visual information

Decoding

Readers should recognize and understand

- Letters
- Sounds
- Beginnings of words
- Blends
- Letter patterns

Decoding – Instant word recognition

Accurate recognition of familiar words

Visual information

- New high-frequency words are introduced slowly
- L1-2   30 words
- New words reinforced in books at same and succeeding levels
- Opportunities for consistent practice
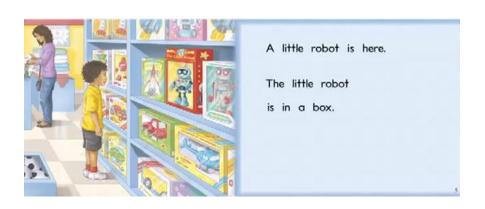- L22   600

Decoding - Analogy

Analogy focuses on recognizing a new word because it shares a word pattern with a known word
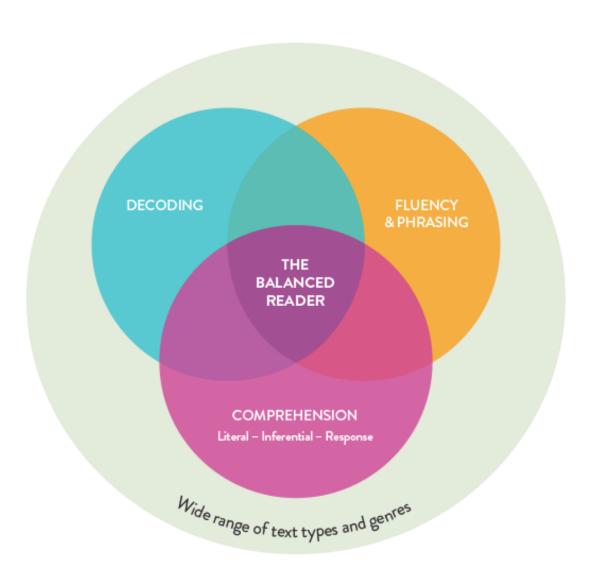
- shared word patterns
- onset + rime
  - If child knows make - l + ake

Decoding - Context

Close text + illustration match supports readers

- Focus on matching illustration, meaning and readers experience
- Story structure is predictable
- Concepts and experiences all children can understand
- Authentic reading

Helps learners recognize and respond to new concepts in familiar context

In your classroom

THE BALANCED READER

DECODING

FLUENCY & PHRASING

COMPREHENSION
Literal – Inferential – Response

Wide range of text types and genres

Learners need time + support

- **Expert model of reading**

- **Choice**

- **Variety**

- **Time**

- **Talk**

Balanced Reading

PM stories show Vocabulary + Phonics + Language used authentically in fiction and non-fiction story contexts

- Extensive reading
- Enjoyment
- Build vocabulary
- How language works
- Build love for reading
- Support your program

How to Organize Balanced Reading

- Time   Modelled   Shared   Guided   Independent

- Engagement

- Text-dependent questions

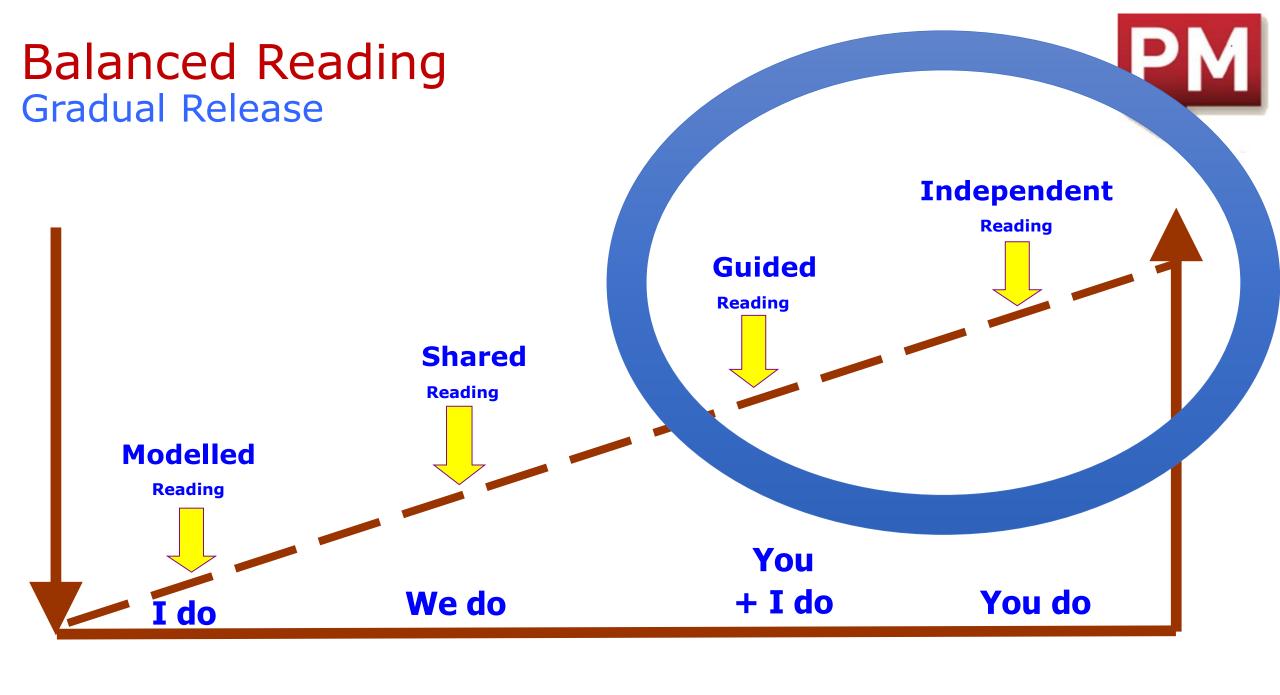- Tasks linked to text   Word work

Phonological work   Writing

What do learners need?

Balance

- success
- enjoyment
- demonstration
- time to read, talk, think and reflect
- strategies and skills
- confidence
- independence

Balanced Reading implementation

- Every day

- Every learner

- Every age

- Every stage

- Every adult

- Model love of reading
- Use Big Books
- Model how to read, talk + think
- Teach for meaning
- Ask inferential questions
- Teach decoding skills
- Model fluency + phrasing
- Provide time for practice
- Celebrate success

Every learner reading independently

Provide time for daily practice

- Right book in hands of the reader - 2
- Wide range of levelled readers
- Variety within each level   20
- High-frequency words
- Wordless Books
- Predictable Texts
- Authentic books
- Factual text

Right Book
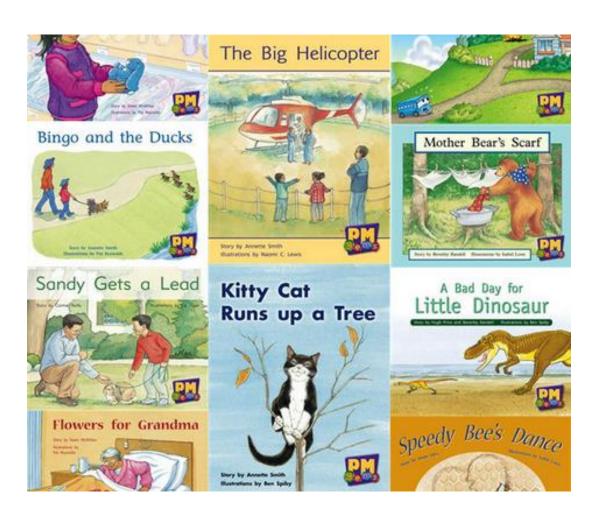
- Independent readers pick and choose what they read.

- They are entitled to read some and reject others.

- Readers make choices

Research

- Access to high-interest texts.

- Giving students choice

- Texts available at different levels of difficulty.

- Providing more time for students to read at home and school

Parental Support

- Model what it means to be an enthusiastic reader.
- Have fun with books
- Create a home of readers where everyone reads
- Talk about what you have read.
- Focus on meaning
- Read aloud what makes you laugh and share it with your child
- Join the library
- Read recipes, instruction manuals, music lyrics etc

Reading at Home
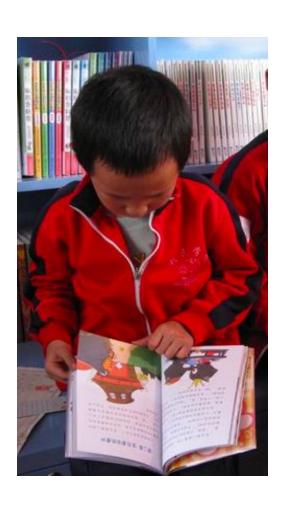
- Establish a home reading routine.
- Read aloud with your children everyday.
- 10 minutes for each child around a book of their choice.
- Read in your home language and English if you can.
- Talk about the illustrations
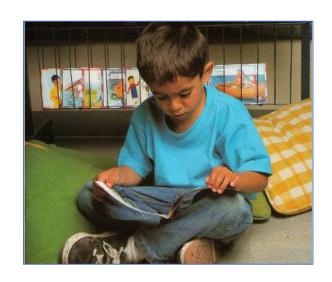- Share your excitement for reading.

Reading with your Child

- The reader holds the book! The reader needs to have the power

- Turn off electronic devices

- Read somewhere fun!

- Read, talk + think through the book

- Don't stress

How to use PMs

- Link topic to main English course
- PM stories show Vocab + Phonics + Language used authentically in fiction and non-fiction story contexts
- Before + after class time for content reading practice and enjoyment
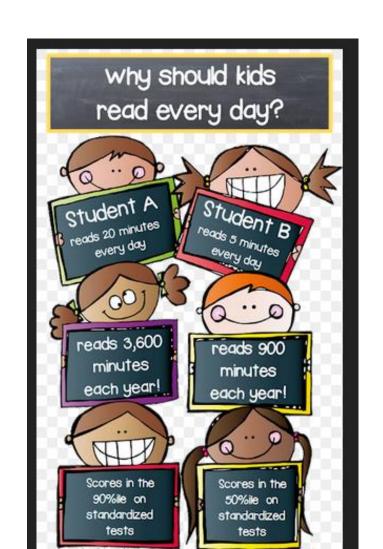- In classroom library time
- School library time

Learning to Read + Reading to Learn

- Balanced

- Authentic

- Explicit

- Skills + strategies

- Personalized

Impact of daily reading

- Any age

- Any stage

- Every child

- Every day

Right book in hands of the right child at right time

Most Successful Reading Program

1. Careful levelling
2. New word introduction
3. Close text/illustration match
4. Story structure
5. Text Types
6. Comprehension Skills

Q & A

Thank you for joining the webinar,

Balanced Reader: Learning to Read, Reading to Learn

A recording of the webinar and presentation slides will shared within five working days.

Thank you.