

i-READ: Literacy Intervention for Middle and Secondary Schools

2014

What will the 45 minute literacy session look like?

Reading aloud together (20 minutes),
Timed writing (5 minutes)
Sharing writing and discussing writing needs (5 minutes)
Completing the reading contract (5 minutes)
Dialogue journal (5 minutes)
Book choice (5 minutes)

**Kaye Lowe
Associate Professor (Adjunct)
University of Canberra**

Student Questionnaire

First name	
Date	
Age	
Grade	

1. Do you like to read? Why? Why not?

2. What score would you give yourself out of ten for reading? Why?

3. What words would you use to describe yourself as a reader?

4. What was the name of the last book you read and enjoyed?

5. What can you remember about learning to read?

6. Have you received help with reading and writing at home or at school? How?

7. What do you do when you come to a word you don't know?

8. Do you avoid reading or writing at school? How?

9. Who is the best reader you know? Why?

10. How do you choose books to read?

11. How do you feel about reading out aloud at school?

12. Do you use the computer at home? How long do you spend on the computer? What do you do on the computer?

13. What kind of books would you like to read?

Comments:

READING LOG

Week	Book read	No. of pages read during reading time	No. pages to be read before the next i-Read session	Signed by student
1				
2				
3				
4				
5				
6				
7				
8				

Student's comments about the book/s read

Each week ask the student about his/her enjoyment of the book. If the student is not enjoying the book, he/she is to find another one to read. In this section, note any comments the student makes about his/her book and include the date.

Timed Writing

Each week, write together for **five minutes**. Time the writing. Read your writing to the student and have the student read what he/she has written. Keep comments positive, for example, “I would like to know more about XX”; “I like how you introduced the character XX.”; “I enjoyed listening to your story unfold.” Keep the feedback brief and avoid interrogation.

Ask the student if he/she would like help with any aspect of the writing? If you need to write something as part of the demonstration, do it on a piece of paper separate to the writer’s notebook. Examples of aspects to work on:

- If it is punctuation, have the student reread the story and listen for where the breaks appear. Work together to put the correct punctuation in and the together reread the story.
- If it is grammar, ask the student to identify where the incorrect words have been used. Talk about other options until the grammar is correct.
- If it is spelling, ask the student to circle any word that is spelled incorrectly. On a separate piece of paper, take two words and show the student what letters are already correct and let the student work out what other letters could be inserted to make the word right. If the word is in the book you are reading together, ask the student to find it

Dialogue Journal

At the end of your session, complete the dialogue journal. Write 3-5 sentences about the work you did today and how much you enjoyed learning with the student about reading, writing etc – something relevant to today’s session. If the student has spelled words incorrectly in the timed writing or in a previous entry in the dialogue journal, and it is possible to use the words in the dialogue journal, do so. Leave the student with a question to answer during the week.