Supported reading resources

ACiQ|v9.0

Teaching strategies for writing in Years 3–9

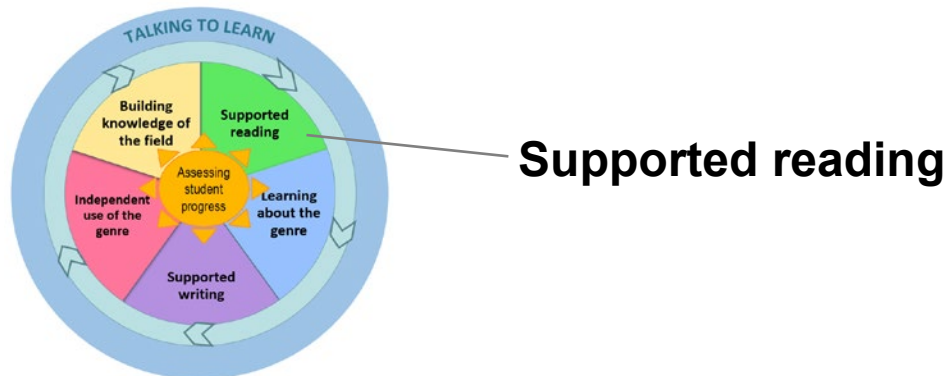## Best for:

Supported reading

Figure 1: Teaching and learning cycle (Derewianka and Jones, 2022)

Overview

Description	Supported reading strategies to develop students' understanding of texts can be located on the QCAA website.
	In the supported reading stage students continue to build knowledge of the field by engaging in a variety of reading activities, e.g. KWL (know, want to know and learn) and skimming and scanning. Supported reading involves students' guided exploration of texts to understand how texts are created to achieve their purpose. Supported reading activities contribute to the development of writing as students learn about the overall structure, sentences and language features typical of the texts they are expected to write.
	For example, the KWL strategy helps students engage with texts in deliberate and purposeful (strategic) ways. In the first phase (K), students activate background knowledge, recording what they already know. Then they determine the additional information they are likely to need (W) and develop a plan to gather that information. In the final phase (L), students reflect on the new knowledge generated or retrieved as the plan is implemented.
	Two complementary reading techniques: skimming and scanning can also be used for supported reading. Skimming is used to quickly obtain the main idea of a paragraph, page, chapter or article and a few (but not all) of the details. It is useful when deciding whether a text is likely to be relevant and helpful for the reader's purpose. Scanning is used to quickly locate a specific detail (e.g. a date, name or specific phenomenon) in the text. The reader does not try to gain an overall sense of the text. Skimming and scanning can be used together. For example, a reader might skim a text to decide whether it is useful to answer a specific inquiry question and then scan it for details. Alternatively, a reader might start by scanning for some specific details and then skim the article to confirm its relevance and appropriateness.

QCAA
Queensland Curriculum
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For all Queensland schools

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Literacy learning focus – progression levels P6–P9 Years 3–9 (based on the Australian Curriculum Literacy learning progression — Understanding texts)	**Comprehension — KWL strategy** • scan texts to locate specific information in a text (P6) • integrate new learning from reading with current knowledge (P6) • identify the main idea in a text (P7) • identify main idea and related or supported ideas in moderately complex texts (P8) • accurately retell a text, including most relevant details (P8) • identify the main themes or concepts in complex texts by synthesising key • ideas or information (P9) • summarise a text, identifying key details (P9) • distil information from a number of sources according to task and purpose (P9) **Processes – Skimming and scanning strategy** • navigate texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links (P7) • skim and scan texts for key words to track the development of ideas (P8) • select reading/viewing strategies appropriate to reading purpose, e.g. scans text for evidence (P9)
Teacher preparation	See — KWL strategy and KWL template See — Skimming and scanning strategy and Skimming and scanning bookmark A copy of the *Binna Burra 25* example text is also available.