

A developmental approach to teaching research skills

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This resource has been developed to support teachers in teaching children how to research, from 'beginning researchers' through to 'expert researchers'.

From the day children start school they have questions and they are excited about exploring, investigating and discovering new things. We can capitalise on the curiosity of our youngest students and begin to help them develop skills of 'finding out' in developmentally appropriate ways, teaching good strategies and dispositions right from the very start. All children develop at their own rate, so understanding the developmental sequence of acquiring researching skills can help us to provide the right teaching at the point of need.

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Applying the gradual release model to the teaching of researching skills: Modelled, shared, guides and independent inquiries.

Modelled	Shared	Guided	Independent
<p>Teachers choose the topic. Teachers demonstrate how to pose questions about their topic. Teachers demonstrate how to find answers to their questions. Teachers demonstrate efficient ways of recording what they have discovered. Teachers demonstrate ways of sharing or communicating what they know now.</p>	<p>Teachers engage the students in a topic Students are encouraged to articulate their own wonderings, and teachers and students choose questions to be researched together. Teachers locate suitable sources of information and these are viewed together. If it is a written text the teacher may need to read it to students. Students think and discuss- 'what did we find out'? Teachers demonstrate how to record their thinking. Students can share or communicate what they know in a variety of ways.</p>	<p>Teachers provide provocations to promote interest in different topics. Students generate and select their own questions for research. Teachers provide a small range of suitable sources of information for students to choose from. Teachers support students to locate and comprehend relevant information in the text. Students and teachers share the recording. Students can share or communicate what they know in a variety of ways.</p>	<p>Students generate and select their own questions for research based on teacher provocations or their own interests. Teachers support students to find relevant resources. Students use the resources to locate information to answer their questions and record in their own words. Teachers check in with students to review what they have found out, and check for understanding. Students share or communicate what they know in a way that is appropriate for their audience.</p>
<p>When to use this approach: Modelled research has a limited application as students are passive in the process. The teacher demonstrates 'how to' research and is the one doing all the thinking. It is most effective when a teacher is just demonstrating one element of the process, usually in response to a skill or strategy the students are having difficulty with. Eg. 'I am going to demonstrate how I use an internet search to find a good resource.'</p>	<p>When to use this approach: Shared research is the best approach to use when first introducing students to researching. It can be used to explicitly teach students how to research, but unlike modelled research the students are active participants in the process. Students are involved in posing the questions and doing the thinking whilst teachers do the 'heavy lifting' in terms of locating and reading information and written recording.</p>	<p>When to use this approach: Students are ready to move into Guided research when they can access resources on their topic that they can read or comprehend with limited support. The teacher will need to check in with students at each step of the process. Students often work with others who have similar interests and questions (pairs or small groups) so they can support each other.</p>	<p>When to use this approach: Students are ready for Independent research when they have a good chance of being successful at finding out what they want to know, with some guidance. Factors to take into account are; the amount of prior knowledge of the topic the student has and the accessibility of resources. Audio visual resources, hands-on exploration and 'ask an expert' enable students to research independently much earlier.</p>

RESEARCH PROCESS

For Early Researchers and Inquirers

 <p>What do we want to know?</p>	<p>How can we find out?</p> 	<p>What did we find out?</p> 	<p>What will we do with our knowledge?</p> 
<p>What are we wondering?</p>	<p>What sources of information can we use?</p>	<p>What did we discover?</p>	<p>How will we share or act on our learning?</p>

F-2 Researching Rubric

	Supported Researcher	Guided Researcher	Early Independent Researcher
Identifying an area of interest	Contributing ideas and interests to select a topic (whole group or small groups). Contributing to a teacher-recorded brainstorm what they already know	Selecting a topic in small groups in negotiation with the teacher. Brainstorming and recording in guided groups what they already know	Choosing own topic based on personal interest. Recording own prior knowledge about a topic using a simple graphic organiser
Formulating questions	Articulating wonderings and things we are interested in with support, usually following an immediate experience	Beginning to phrase questions about things that interest them using a variety of question starts	Posing a variety of questions including both fat and skinny questions related to familiar topics
Locating information	Suggest ways of finding out about the topic. Recalling information gained through shared reading or viewing of a text	Identifying whether a text might answer our questions and locating relevant information with support	Choosing from a small range of provided sources and using reading strategies to answer simple questions or find relevant information
Recording information	Contributing to group recording of information scribed by the teacher	Recording key ideas, words and images to a group chart with teacher guidance	With support, recording and organising key words, phrases and images using simple and familiar strategies
Reviewing information	Contributing to whole group discussion on 'what do we know now'?	Identifying whether a simple question has been answered in a guided situation. Reflecting on 'what do we know now' in pairs and whole group.	Conferencing to reflect on information recorded and how it matches the questions and interests. Identifying new learning.
Sharing findings	Showing what they know now by drawing, making and telling.	Articulating and showing new learning in simple ways eg simple graphic organiser, words and pictures, making a model.	Using subject specific language to describe new knowledge in a variety of ways eg. Written, visual, oral.

Teaching ideas to support the development of the ‘Supported Researcher’

Context for Learning

Introduce students to the researching process by conducting shared investigations (whole class or group) into an area of interest or a specific question. Use shared experiences through the inquiry focus, or interests that have emerged through Discovery to prompt student interest and wonderings. Shared research should be done in short bursts over a short time frame and be specific in focus. Students can be given choice in the way they share their learning making the inquiry more personalised.

Identifying an area of interest	As a whole group, brainstorm a teacher nominated topic to connect children with what they already know about this topic. Teacher scribes. Opportunity to model ways of connecting to, and recording prior knowledge.
Formulating questions	<p>Create a culture where wondering and asking questions is valued and no question is too small or too big. Celebrate good questions. Teacher models wondering questions after real experiences. Record and display students’ wonderings referring back to them when new ideas or discoveries arise.</p> <p>Ask students to say what interests them and help them shape this into a wondering question by paraphrasing. <i>So you might be wondering...</i></p>
Locating information	<p>Brainstorm ways of finding out answers to our questions with the students and record visually some sources of information eg. Books, pictures, people (experts), internet.</p> <p>Distinguish between texts that might tell us information and texts that are for enjoyment. Explain what a fact is and how it might be different to someone’s opinion or idea.</p> <p>Through shared and modelled reading/viewing/listening to sources of information use ‘think aloud’ strategy to demonstrate how to locate information that is relevant to our interests or questions.</p> <p>Model strategy of highlighting key words or phrases.</p> <p>Use questions for reflecting such as:</p> <ul style="list-style-type: none"> ● Did we find out anything interesting about ----? ● Did we hear or see anything that might answer our question? ● What does this make you think? ● We wanted to know---- did you hear/see anything that helps us? ● What part of the text tells us about----?

Recording information	<p>Encourage students to respond to what they have found out by recording informally through words or pictures. Model how to record information in key words, phrases or pictures. Introduce them to simple data charts or other simple strategies for recording to show them how to organise information.</p> <p>Always include an extra column on the data chart labelled 'interesting' so information that they discover that doesn't match their questions can be recorded.</p>
Reviewing information	<p>Display class data charts and review them frequently, reflecting on what we have found out and adding any new ideas. Ask students to 'turn and talk' to a partner and tell them what you know now.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • Did we find answers to our wonderings/questions? • What do you know now that you didn't know before? • What else are you wondering now?
Sharing findings	<p>Expose students to a small range of sharing techniques eg. Drawing, making a model, writing a simple information text, making a simple video explaining what you have found out. Encourage students to select a way they would like to share what they have discovered.</p> <p>Include resources and provocations in Discovery for students to create/make items to share using their new knowledge.</p>

Teaching ideas to support the development of the 'Guided Researcher'

Context for Learning

Research is still highly supported by the teacher. Guided research could be with the whole group (giving small groups independent one-step tasks within the process), or students could be placed in focus groups based on interest. Individual students may become curious about something during Discovery and through a learning conversation the teacher supports that student to find out. Teachers guide discussions to develop thinking around higher order questions (fat questions). Students should be building a range of ways they can share their learning.

Identifying an area of interest	<p>Students in small groups possibly according to like interests or questions. Brainstorm as a small group what is already known about the topic. Model concept mapping as a way of exploring a topic. Scribing of prior knowledge is collaborative.</p>
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Formulating questions	<p>Teacher models a variety of question starters eg: I wonder... Who... What... Where... When... How... What if...</p> <p>Co-create anchor charts with the students of possible question starters.</p> <p>Help students refine questions from broad to specific.</p> <p>Value all questions students develop and use them to drive guided inquiries.</p>
Locating information	<p>Explore the difference between factual texts and fiction texts with students. Establish what a fact is.</p> <p>Continue to brainstorm with students and record ways we could find answers to specific questions.</p> <p>Through Modelled and Shared sessions demonstrate how to use an index in an information text, or conduct an internet search using an appropriate search engine (eg. Kidrex, kiddle or google) to locate sources you will use together.</p> <p>Provide them with a limited range of information sources and ask them to say which one might answer their question and why. Which might be the best source to use and why.</p> <p>Through guided sessions ask students to look through an information source independently or in pairs then discuss together what they have found out (could be an answer to a specific question, or interesting information about the target topic). Support students to locate and highlight key words. Discuss what they have discovered and ask them 'how do you know' 'show me when in the text it tells you about that'.</p>
Recording information	<p>Continue to encourage students to record what they have found out informally. In guided groups use a more formal recording tool such as a data chart. Support students to record key words or phrases on the data chart or other simple recording tool. Continue to use the 'interesting' column on the data chart. Teach what key words are, ie they are words that give us the most information. Take a rich sentence from an information text you are using with the group and write each word on a separate card. Ask students to select the word/s that are most important in the sentence.</p> <p>3-facts strategy could be used with whole groups or focus groups to show how to organise information. Share a text with students (you read to them, or view a video clip or listen to a guest speaker). At the end ask students individually or in pairs to write 3 facts they remember (or think are important) on separate strip of paper. Ask students to share their facts in groups and show them how to 'bundle' like facts. Eg these are all about what the animal eats, these are about what it looks like etc. Display the fact strips in their bundles and give each a label/heading.</p>

Reviewing information	<p>Display class or co-constructed data charts and review them frequently, reflecting on what we have found out and adding any new ideas.</p> <p>Relate the information gathered back to the questions or wonderings we were researching. Discuss:</p> <ul style="list-style-type: none"> · What have we found out? · Have we answered our question/s? · How do you know? · Is there anything missing? · Did we find out anything extra we hadn't thought about? · Now you know this are there any other questions you would like to add?
Sharing findings	<p>Discuss with students 'who else might like to know about this' establishing an authentic audience. Continue to expose students to a wider range of sharing techniques. If researching different topics in guided groups there is a great opportunity to share with their peers. Co-construct criteria for sharing through oral presentations.</p> <p>Include resources and provocations in Discovery for students to create/make items to share using their new knowledge.</p>

Teaching ideas to support the development of the 'Early Independent Researcher'

Context for Learning

When embarking on independent research in the early stages areas of interest might emerge from Discovery, the current inquiry focus, or personal interests of the student. Early Independent Researchers need frequent 'check ins' with teachers to help guide the process. They may start with very focused questions that can be research over a short time frame before feeling confident with tackling bigger questions, with teacher prompting. Smaller inquiries may lead to further related inquiries. Students share their learning in formal or informal ways.

Identifying an area of interest	Students draw upon strategies they have previously been taught/modelled in order to identify areas of personal interest to them.
Formulating questions	<p>Expose students to the idea of 'fat and skinny' questions</p> <p>Skinny questions require a short answer, usually a yes or a no, one or two words. They take up little time or space in your head. (Eg. Who, What, Where, When)</p> <p>Fat questions take time to think about and require explanation. (Eg Why, How, What if)</p> <p>Value both skinny and fat questions, and show students that skinny questions can lead to fat questions.</p>

<p>Locating information</p>	<p>Provide a small range of information sources you know are relevant and at a suitable level for the students that they can select from. Provide opportunities for students to access the school library or encourage them to ask their parents to take them to a local library. Bookmark a small range of websites that may provide relevant information. Conduct workshops with students who are ready to work more independently on skills and strategies including:</p> <ul style="list-style-type: none"> · How to use a search engine · How to decide if a source of information is a good source for them to use (readability, reliability) · How to navigate websites · How to conduct an interview (ask an expert) · How to email an expert
<p>Recording information</p>	<p>Model some simple recording strategies such as mind maps, concept maps, words and pictures and reflection journals. Show them how these can be used in Inquiry or Discovery, and at other times. Always emphasise the importance of writing on your own words (paraphrasing) if recording in writing. Encourage students to use known recording tools such as a data chart independently. Co-construct criteria for what makes a good data chart with students eg. Only recording key words, grouping like information together, recording the title of the information source etc. Have regular conferences or 'check ins' with the students during the process. Give students feedback on how they are using the chart based on the criteria.</p>
<p>Reviewing information</p>	<p>Ask students to explain what they have discovered verbally using the data chart as a prompt to a peer or an adult. Use reflection prompts to help students review their information eg. Have you answered your question/ found out what you wanted to discover? Do you need to find more information? Did the sources you used agree or were they saying different things? Were the sources you used helpful? Why/why not? Did you find out anything that surprised you? Now you know this is there something further you want to know? What did you learn? What are you thinking now?</p>
<p>Sharing findings</p>	<p>Through conferencing establish a purpose and audience for sharing. Co-construct criteria for sharing using a range of strategies so these can be accessed independently when needed eg: what makes a good model, poster, movie, brochure etc. Include resources and provocations in Discovery for students to create/make items to share using their new knowledge.</p>

RESEARCH PROCESS

For Independent Researchers and Inquirers

<p>Curious</p> 	<p>Question</p> 	<p>Locate</p> 	<p>Record</p> 	<p>Review</p> 	<p>Share</p> 
<p>What am I curious about? What do I already know about this? What would I like to investigate further?</p>	<p>What questions will help guide my research?</p>	<p>What sources of information will I use? Are they reliable? Do I understand what is being said?</p>	<p>How will I record my findings? How will I make sure I am using my own words and recording my thinking?</p>	<p>Have I found the answers to my questions? Do I have any further questions? Do I need to research further?</p>	<p>Who else might be interested in this? Who will be my audience? How can I best share what I have learned?</p>
<p>I could: Brainstorm Concept map Mind map Discuss with a friend Use a KWL</p>	<p>I could use: 3 storey intellect Q matrix Blooms taxonomy 5 Ws and an H</p>	<p>I could use: Books Websites Video clips Ask an expert Pictures Field trip</p>	<p>Using key words, pictures and phrases I could use a: Data chart Journal Mind map Fishbone</p>	<p>I need to: Re-read Reflect Synthesise Ask for feedback</p>	<p>I could create: A workshop imovie Narrative Report Model Piece of art Presentation</p>

3-6 Researching Rubric

	Beginning Researcher	Developing Researcher	Confident Researcher	Expert researcher
Identifying an area of interest	With support, identifying an area of interest that is familiar and personal	Independently identifying an area of interest that is familiar and personal	Choosing topics that are of interest and may be new or unfamiliar	Seeking challenging or unfamiliar topics to investigate
Formulating questions	With support, posing a question that matches the topic	Posing a mixture of fat and skinny questions that match the topic	With some support, posing a big question that is supported by smaller, contributing questions	Independently posing a big question that is supported by smaller, contributing questions
Locating information	Locating information in a provided text to answer a specific question	Using a text from a suggested list to locate information relevant to the question	Independently finding resources and locating information to answer guiding questions	Using efficient strategies to locate and interpret information from a range of reliable sources
Recording information	With support, recording keywords, phrases and images using a provided recording strategy	Independently using a suggested recording strategy to take notes using some keywords and phrases and images	Choosing from a limited range of strategies to organise information, recording relevant keywords, phrases and images	Choosing an effective way of organising information and recording own understanding of information using paraphrased language
Reviewing your information	Conferencing with a teacher to check information and ensure it is understood	With support, reviewing information to check if questions have been answered	Independently reviewing information and collecting further information if necessary	Independently reviewing information, identifying and acting on what else might be needed
Sharing with others	Sharing findings with others by showing or telling in own words	Using a small range of strategies to inform others of findings using own words	Using own words to communicate your findings to an identified audience in an informative way	Using own words to communicate findings to an identified audience in an appropriate, informative and engaging way

3-6 Researching Rubric with teaching notes

	Beginning Researcher	Developing Researcher	Confident Researcher	Expert researcher
Identifying an area of interest	With support, identifying an area of interest that is familiar and personal	Independently identifying an area of interest that is familiar and personal	Choosing topics that are of interest and may be new or unfamiliar	Seeking challenging or unfamiliar topics to investigate
Teaching notes	<ul style="list-style-type: none"> Immerse students in class topics in engaging ways Find out student's personal areas of interests Brainstorming with students what do you already know about this and what else might you want to know 	<ul style="list-style-type: none"> Immerse students in class topics in engaging ways Teach strategies for brainstorming what do you know, what do you want to know such as: concept map, think/puzzle/explore, see/think/wonder Expose students to interesting concepts, topics and current events that may stretch their thinking and interests 	<ul style="list-style-type: none"> Encourage students to use brainstorming strategies to identify what is known and not yet known to challenge themselves to pick a topic that 'stretches' themselves Introduce the Learning Pit or Challenge pits to help them understand how challenge leads to learning Expose students to interesting concepts, topics and current events that may stretch their thinking and interests 	<ul style="list-style-type: none"> Challenge students to think deeply about class topics by using strategies such as; laying it on the line, connect/extend/challenge, Teach strategies for brainstorming Use the Learning Pit or Challenge pits to help them understand how challenge leads to learning Expose students to interesting concepts, topics and current events that may stretch their thinking and interests
Formulating questions	With support, posing a question that matches the topic	Posing a mixture of fat and skinny (or open and closed) questions that match the topic	With some support, posing a big question that is supported by smaller, contributing questions	Independently posing a big question that is supported by smaller, contributing questions
Teaching notes	<ul style="list-style-type: none"> Introduce a simple questioning framework such as 5Ws and an H In small groups brainstorm and suggest possible questions they could investigate Support them to choose 	<ul style="list-style-type: none"> Extend questioning skills by teaching them how to distinguish between fat/skinny or open/closed questions Develop a question criteria with them. Eg: Is this question of interest to you? 	<ul style="list-style-type: none"> Model use of a question hierarchy (such as 3 story intellect, Weiderhold's Q matrix, Bloom's Taxonomy), so they can see how 'smaller questions' are needed to help answer a bigger question. Share great questions either 	<ul style="list-style-type: none"> Conference their questions before starting to research and offer feedback Discuss the value of posing 'non-googleable' questions Share great questions either from peers or other people as examples and inspiration.

	one question that they don't already know the answer to, that will be able to be researched.	Would it be of interest to others? Is it too big or too small? Do you already know the answer to this question?	from peers or other people as examples and inspiration. <ul style="list-style-type: none"> Conference their questions before starting to research and offer feedback. 	
Locating information	Locating information in a provided text to answer a specific question	Using a text from a suggested list to locate information relevant to the question	Independently finding resources and locating information to answer guiding questions	Using efficient strategies to locate and interpret information from a range of reliable sources
Teaching notes	<ul style="list-style-type: none"> Brainstorm ways of finding out information on the topic such as: books, websites, video clips, ask an expert, conduct a survey, pictures, etc. Consider working with students who have similar interests in a guided group Find resources at the student's level that are on topic. Teach how to use an index page, table of contents, reading subheadings Teach simple navigation strategies using a website you have selected Teach how to locate directly stated information that answers their question Encourage them to also find information on topic 	<ul style="list-style-type: none"> Discuss different ways they could find out information on their topic. Create a short list of resources at the student's level that are on topic that they can choose from Continue to teach how to use an index page, table of contents, reading subheadings Continue to teach simple navigation strategies using a website you have selected, and some simple search strategies Support students to identify who might be an expert and how to 'interview' them Teach strategies for determining whether a text is suitable for them: Is it on topic? Is it at your level- can you understand the information? Teach how to locate information that is relevant 	<ul style="list-style-type: none"> Encourage students to use a range of different sources including seeking out experts, audio visual and multimodal resources Continue to teach internet searching strategies such as putting keywords into the search bar, using the + key, adding 'for kids' or a children's search engine like kiddle or kidrex. Continue to teach strategies for determining whether a text is suitable for them: Is it from a credible source? Is it a primary or secondary source? Teach them more efficient strategies for locating information such as skimming and scanning, rereading for meaning, inferring information not explicitly stated. 	<ul style="list-style-type: none"> Encourage students to use a wider range of different sources, persisting further than the first texts or websites they find. Continue to teach them more efficient strategies for locating information such as skimming and scanning, rereading for meaning, inferring information not explicitly stated. Teach them how to cross reference similar or conflicting information from different sources. Continue to teach strategies for determining whether a text is suitable for them: Is it from a credible source? Is it a primary or secondary source?

	that is of interest to them and goes beyond their question	to their question/s and underline or highlight key words or phrases.		
Recording information	With support, recording keywords, phrases and images using a provided recording strategy	Independently using a suggested recording strategy to take notes using some keywords and phrases and images	Choosing from a limited range of strategies to organise information, recording relevant keywords, phrases and images	Choosing an effective way of organising information and recording own understanding of information using paraphrased language
Teaching notes	<ul style="list-style-type: none"> • After sharing a text, ask students what key information they have read or heard. Model the recording of this information using keywords, phrases or pictures • Teach what a keyword is and isn't (which words carry the most meaning)? • Use reciprocal writing in a guided group to record information • Explain why we don't copy slabs of information directly • When using a longer text (written or audio visual) stop after short sections and record relevant information • Introduce a simple organiser for recording information such as a data chart 	<ul style="list-style-type: none"> • Continue to teach which words are best for note-taking ie. content words (nouns, adjectives and verbs) not connector or 'function' words ('dictogloss' strategy can be useful for this) • Teach them how to separate the main idea from details in a sentence or paragraph • Show them how to use diagrams and bullet points when recording • Teach some simple note-taking strategies such as skinny notes or using post-it notes to record and organise small pieces of information • Model and teach a small range of graphic organisers such as data charts and concept maps 	<ul style="list-style-type: none"> • Model and teach further strategies such as Cornell notes for note-taking, mind maps, fishbone diagrams, sketch notes for organising information • Explore effective ways of recording information on a computer • Encourage students to try different strategies to find out which methods are most effective for them • Have students compare notes they have taken on similar topics to evaluate which ways of taking notes are the most effective for them • Teach them how to document the sources their information has come from 	<ul style="list-style-type: none"> • Model and teach further strategies such as using abbreviations and symbols when note-taking, colour-coding information into sub-categories or to match specific questions • Share ways their peers and adults (including yourself) take notes • Encourage students to select the method for recording that best suits their purpose, or design their own graphic organisers to suit their purpose • Teach them how to evaluate and select the most important information to record • Show them correct ways of citing or referencing sources of information
Reviewing	Conferencing with a	With support, reviewing	Independently reviewing	Independently reviewing

your information	teacher to check information and ensure it is understood	information to check if questions have been answered	information and collecting further information if necessary	information, identifying and acting on what else might be needed
Teaching notes	<ul style="list-style-type: none"> Review information recorded with student (or students if in a guided group inquiry) to check they understand what has been recorded and that it answers their question. 	<ul style="list-style-type: none"> Support students to review information recorded to check whether they have enough information to answer their question Support students to identify any gaps and suggest checking another source. If students have uncovered information they find interesting that goes beyond their original question, show them how they can extend their research to incorporate it. 	<ul style="list-style-type: none"> Model how to check information against original questions. Work with students to co-construct criteria to check their information Schedule a learning conversation or conference to advise students on how to deal with any gaps they have in their information, or how to include extra information they have uncovered that they find interesting 	<ul style="list-style-type: none"> Refer students to co-construct criteria to help them check their information and prepare for a teacher conference Schedule a learning conversation or conference where students can inform you of what they have discovered, any gaps or additions, and give constructive feedback.
Sharing with others	Sharing findings with others by showing or telling in own words	Using a small range of strategies to inform others of findings using own words	Using own words to communicate your findings to an identified audience in an informative way	Using own words to communicate findings to an identified audience in an appropriate, informative and engaging way
Teaching notes	<ul style="list-style-type: none"> Teach students how to paraphrase at the sentence level: Read a sentence together, identify the key message/words, rewrite the sentence in your own words, retaining the key message. Provide students with multiple ways of sharing what they know now with 	<ul style="list-style-type: none"> Teach students how to paraphrase at the paragraph level: Read a paragraph together, identify the key message and supporting detail. Record in key words or phrases (or use key words/phrases recorded during an earlier note taking session). Rewrite the paragraph in your own words, retaining 	<ul style="list-style-type: none"> Make explicit links back to information recorded earlier in the process on a data chart (or using other recording strategies) and show how to combine this information to recreate messages and information in your own words Refine paraphrasing skills by examining good and poor examples. Explicitly teach an increasing 	<ul style="list-style-type: none"> Show how to combine information gathered across multiple texts to recreate messages and information in your own words Refine paraphrasing skills by examining good and poor examples. Continue to expose students to an increasing range of strategies for sharing considering verbal, auditory

	<p>a small audience eg. Write, draw, show, tell using concrete materials</p>	<p>the key message. (As per <i>recording information</i> section, 'dictogloss' strategy can be useful for this)</p> <ul style="list-style-type: none"> • Suggest and explicitly teach a small range of ways of sharing information eg. a written report, an oral presentation with props, a 3D model with oral explanation 	<p>range of strategies for sharing considering verbal, auditory and kinaesthetic methods</p> <ul style="list-style-type: none"> • Help students identify an authentic audience • Provide criteria- what do you need to include in your sharing/presentation? How will you know if you are successful? • Show how information gathered can be used for different purposes e.g. to explain, to persuade, to entertain. 	<p>and kinaesthetic methods</p> <ul style="list-style-type: none"> • Help students identify an authentic audience • Co-construct criteria with students- what do you need to include in your sharing/presentation? What makes a great presentation? • Show how information gathered can be used for different purposes e.g. to explain, to persuade, to entertain, including hybrid texts eg. a historical narrative which entertains people and informs them of history at the same time.
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