

Incorporating Reading Strategies into Content at the Lowest Levels

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On Reading

❖ **Crucial to comprehension is the knowledge that the reader brings to the text. The construction of meaning depends on the reader's knowledge of:**

- **the language,**
- **the structure of texts,**
- **the subject of the reading, and**
- **a broad-based background or world knowledge.**

RICHARD DAY AND JULIAN BAMFORD, *EXTENSIVE READING IN THE SECOND LANGUAGE CLASSROOM.*

Cited in Janet Allen's *Yellow Brick Roads.*

What do good readers do? What the research says.

- Good readers are *active* readers.
- From the outset they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.
- Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.
- As they read, good readers frequently *make predictions* about what is to come.
- They read *selectively*, continually making decisions about their reading —what to read carefully, what to read quickly, what not to read, what to re-read, and so on.
- Good readers *construct, revise, and question* the meanings they make as they read.
- Good readers try to determine the meaning of *unfamiliar words and concepts* in the text, and they deal with inconsistencies or gaps as needed.
- They draw upon, compare, and *integrate their prior knowledge* with material in the text.
- They think about the *authors* of the text, their style, beliefs, intentions, historical milieu, and so on.
- They *monitor their understanding* of the text, making adjustments in their reading as necessary.
- They *evaluate the text's quality and value*, and react to the text in a range of ways, both intellectually and emotionally.
- Good readers *read different kinds of text differently*.
- When reading narrative, good readers attend closely to the setting and characters.
- When reading expository text, these readers frequently construct and revise summaries of what they have read.
- For good readers, text processing occurs not only during “reading” as we have traditionally defined it, but also during short breaks taken during reading, even after the “reading” itself has commenced, even after the “reading” has ceased.
- Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both *satisfying and productive*.

Duke, N. K. and Pearson, P. D. (2002). “Effective practices for developing reading comprehension.” In A. E. Farstrup & S. J. Samuels (Eds.). *What research has to say about reading instruction* (3rd ed.). Newark, DE: International Reading Association. Accessed on the Internet on 1/24/06 at http://www.alameda-coe.k12.ca.us/ACOE_DOCS_CandI/RL_arts/Chapter_10.pdf

Question for Today: What do good readers do?



Before reading

1. Good readers think about what they will read.
2. Good readers look at the cover of the book.
 - The title
 - The author
 - The pictures on the cover
3. Good readers ask questions before they read.
 - What do I know about this book?
 - Who or what is this book about?
 - What will I learn?

During reading

1. Good readers look for answers to the questions they asked.
2. Good readers wonder what will happen next.
3. Good readers make predictions.

After reading

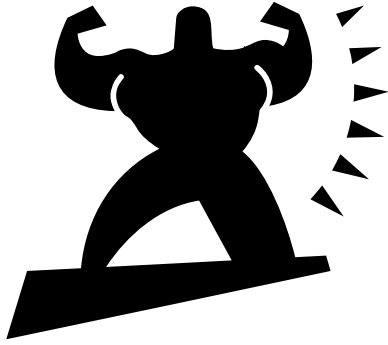
1. Good readers think about what they learned.
2. Good readers ask if they don't understand.
3. Good readers talk about what they read.

Class _____
Date _____
Name _____

What do all
good readers do?



What do you think about the book?



The Role of Muscles

Biology: An Everyday Experience. New York: Glencoe, McGraw-Hill, 1999. Chapter 14, pages 292-297.

Pre-Reading:

1. Review

- Question words
Who? What? When? Where? Why? How? Which one? How many?
- What do good readers do when they read?
- What do you know about the **muscular system**?

2. Partners

Preview the Reading -- Have a goal for your reading.

What questions can you ask about what you will read?

WRITE YOUR QUESTIONS

Directions. With your partner:

(a) Talk about the blue title and the red subtitles on pages 292-297.

(b) Change each subtitle into a question.

Example:

1. Title: *The Role of Muscles*

QUESTION:

What does "role" mean and what is the "role" of muscles?

2. Subtitle: **Movement**

MY QUESTION:

_____?

3. Subtitle: **Athletic Trainer: Career Close-Up**

MY QUESTION:

_____?

4. Subtitle: **Human Muscle Types**

MY QUESTION:

_____?

5. Subtitle: **How Muscles Work**

MY QUESTION:

_____?

6. Subtitle: **Muscles Work in Pairs**

MY QUESTION:

_____?

“Odd Couples” by Amy Sarver

“Some animals pair up with other kinds of animals.
They are the odd couples of the animal world.”

From: *National Geographic Explorer!* January-February 2006,
pp. 6-11.

This classroom magazine comes in two editions containing the same content and topics.

- Pioneer Edition: readability, text, vocabulary, and concept load=grades 2-3.
- Pathfinder Edition: readability, text, vocabulary, and concept load=grades 4-6.

Student generated questions:

Subtitle: **It Takes Two**

- Question: Two what?

Subtitle: **Keeping Clean**

- Question: What is clean?

Subtitle: **Easy Riders**

- Question: What is a rider?

Suggested Activities with Wikki Stix

Wikki Stix are wax-dipped pipe cleaners. They are sticky and can be used to circle or underline items in books. They can be easily removed without damaging the books and can be reused. They also come in different colors. Although they come in a standard 8” length, they can be easily cut in half.

Some suggested Wikki Stix activities:

- Students underline/ circle new words while reading. They could then look up these words when they are finished. (The teacher limits the number of Wikki Stix so students concentrate on only those words which are most important to understanding the text.)
- Students look for certain words, e.g., vocabulary words, food words, verbs, nouns, words with certain phonemes. After reading, students could work as a class or small group to compile a list of the words they found.
- Students underline/ circle the most important ideas in the book. The class could then discuss the most important ideas in the book.
- Students underline/ circle something from the book that they liked (picture/ word/ sentence). Students could then share with a partner or with the class.
- Students underline/circle particular phonemes.

Note: Highlighting tape can also be used for these activities.

Suggested Activities with Correction Tape

Correction Tape is white tape that can be used in a variety of ways. It can be placed in books, and students can write on it. It can then be removed without damaging the books. Some suggested activities for using correction tape are:

- Cover up the title and have students write their own title after reading the book.
- After students read the book, cover up the text and have them write their own story.
- Cover selected words in the book after students have read it to make a cloze activity.
- Cover up the text *before* students read. Have them work with a partner to look at the pictures and write words or a sentence about them. Later, after they have written their version, they can read the “real” story and compare it to their version.

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Good Sources of Content Reading for Beginning ESOL Students

Supplemental Reading Periodicals for Emergent Readers and Beginning ESOL

- Scholastic News, Edition 1* (for use in literacy-level ESOL classes)
- Weekly Reader, Grade 2 or Grade 3* (for use in beginning ESOL classes)
- Weekly Reader, Science Spin* (available in three editions, K-1, 2-3, 4-6. Purchased in conjunction with WR K-Senior editions. It is not available alone or with Spanish/English editions.)
- News for You
Easy English News* (for use in high beginning ESOL classes)
- National Geographic Explorer!* (for use in Concepts Science or Social Studies classes)

Nonfiction Science and Social Studies Content Readers for Lower-Level ESOL

- Heinemann Classroom **See:** O'Brien Associates
- National Geographic School Publishing **See:** Catherine (Cam) McIntyre
Benchmark TC Education
- Rand McNally
- Hampton-Brown