

Building Lifelong Independent Readers

Strategies for Reading Literacy



Reluctant Readers(Aliterate Readers) and Students who can't Read

- **Aliterate readers-Those who can read but choose not to**
- **Students who can't read:**
 - **help with sounding out**
 - **help with comprehension**
- **Then they CAN read and will want to read**

Agree/ disagree?

Cognitive and Affective Aspects of Reading

A diagram with two red arrows pointing from the title 'Cognitive and Affective Aspects of Reading' to two separate bulleted lists. The left arrow points to the cognitive aspects list, and the right arrow points to the affective aspects list.

- Comprehension
- Vocabulary
- Decoding
- Word recognition

- Motivation
- Enjoyment
- Engagement

CAN READING BE AUTOMATICALLY IMPROVED
BY IMPROVING THESE?

DEFINE A STRUGGLING READER

❖ *What do you think?*

All of us are struggling readers given the right text.

The struggle is not the issue...the issue is what the reader does when the text gets tough-

An independent reader for example would use strategies to get through with the text

When The Text Gets Tough

Independent Readers

- Figure out what is confusing them
- Set goals for getting through the reading
- Use required strategies to recognize the author's purpose, see biases, find the antecedents to understand confusing characters or make connections to their life

Dependent Readers

- Stop
- Appeal to the teacher
- read on through
- give up—lose interest
- Our job –**Teach students how to struggle successfully through the text**
- **can be achieved by focusing both on the affective and cognitive aspects of reading**

1. Cognitive Confidence
2. Text Confidence
3. Social and Emotional Confidence

Cognitive Confidence

Allows students to...

- * Comprehend texts
- * Monitor their understanding
- * Determine meaning of words
- * Read with fluency



Confidences
Readers
Need

Social and Emotional Confidence

Allows students to...

- * Be willing and active participants in a community of readers
- * Read for enjoyment and information
- * Have a positive attitude toward reading and other readers

Text Confidence

Allows students to...

- * Develop the stamina to continue reading difficult texts
- * Find authors and genre that interest them

Ask yourself?

What do I do with A prose/poetry/unseen text in the classroom if the students are unable to understand?

Do we ever teach comprehension strategies?

- Usually we explain the text and feel satisfied that we have done our job, but-----
- Explaining a text ----does not amount to teaching comprehension

Need to step towards Critical Reading

- Critical reading goes further than just being satisfied with what a text says,
 - involves reflecting on what the text describes
 - analyzing what the text actually means, in the context of your studies.

A critical reader reflects on:

- **What the text says:** after critically reading a piece you should be able to take notes, paraphrasing - in your own words - the key points.
- **What the text describes:** should be confident that has understood the text sufficiently to be able to use his own examples and compare and contrast with other writing on the subject in hand.
- **Interpretation of the text:** this means that you should be able to fully analyze the text and state a meaning for the text as a whole.

Comprehension Strategies to be taught

- ❖ Clarifying
- ❖ Comparing and contrasting
- ❖ Connecting to prior experiences
- ❖ Inferencing
- ❖ Generalizing and drawing conclusions

- ❖ Predicting
- ❖ Questioning the text
- ❖ Recognizing the author's purpose
- ❖ Seeing causal relationships
- ❖ Summarizing
- ❖ Visualizing

Pre-Reading Strategies

- **Brainstorming**
- **Skimming**

While –Reading strategies

- **identify topic sentences**
- **distinguishing between general and specific ideas**
- **identifying the connectors**
- **skimming for specific information**
- **inferring the meaning of new words**
- **Answering literal and inferential questions**
- **coding text**

Post-Reading strategies

- **graphic organizers**
- **quiz questions**
- **summary writing**
- **outlining**
- **creative testing**
- **creative discussions**
- **prepare a survey**
- **finding related news**

Teaching Inferencing--Types of inferences by Skilled Readers

- Recognize the antecedents for pronouns
- Figure out meaning of unknown words from context clues
- figure out grammatical function of an unknown word
- identify character' beliefs, personalities and motivations
- Recognize the author's bias and purpose
- understand the intonations of characters' words
- understand relationships
- provide details about setting
- provide explanations for events and ideas in the text
- relate events in text to their own knowledge of the world.

Comments by teachers that can help in Learning Inference skills—avoid being vague

- **look for pronouns and figure out what to connect them to**
- **figure out an explanation for this event**
- **think about something that you know about this _____ topic and see how it fits in with what is given in the text.**
- **look at how character A said these words(quote)..what if he had stressed different words.**
- **look for words that are new to you and see if any other words around them give you an idea of what they could mean**

Another Example—teaching inference

- Sam ate the food on her plate without slowing down between bites
- Literal--??
- inference??

Another Example--continued

- Her bus would be arriving in ten minutes
- Revised inference??
 - Formulate Inference—Revise--reformulate

How Do We Make Students Practice Inference

- Use newspapers/text – Do A Syntax Surgery Right In Front Of Students
- consciously teach inference skills

- What is Syntax Surgery?

- (Herrell, 1998)

- **It is a visual and physical learning strategy that allows students to see the relationship of elements within a sentence that may be causing difficulty or may be confusing to understand while employing different learning styles.**

Steps for Syntax Surgery:

1. Identify a problematic sentence.
2. Write the sentence on a strip of paper.
3. Cut the strip of paper of into smaller strips of words and/or phrases.
4. Begin “surgery.”
5. Rearrange the words.
6. Practice more sentences with the same pattern.
7. Review and Reflect

SYNTAX SURGERY

My mama, Love ball Dotson, speech and drama teacher at Cool Station High School and sister to a missing person, was plenty upset. In a mountain echo interview she said it wasn't bad enough having your sister disappear like that without a trace, oh, no, people had to go running their mouths and making an already tragic situation worse. It was just too much, she said, too much. Granny and Grandpa Hall, Mama's Aunt Belle's parents, wanted to make Woodrow to live with them, but uncle Everett wouldn't hear of it.

Married



A.BACALL

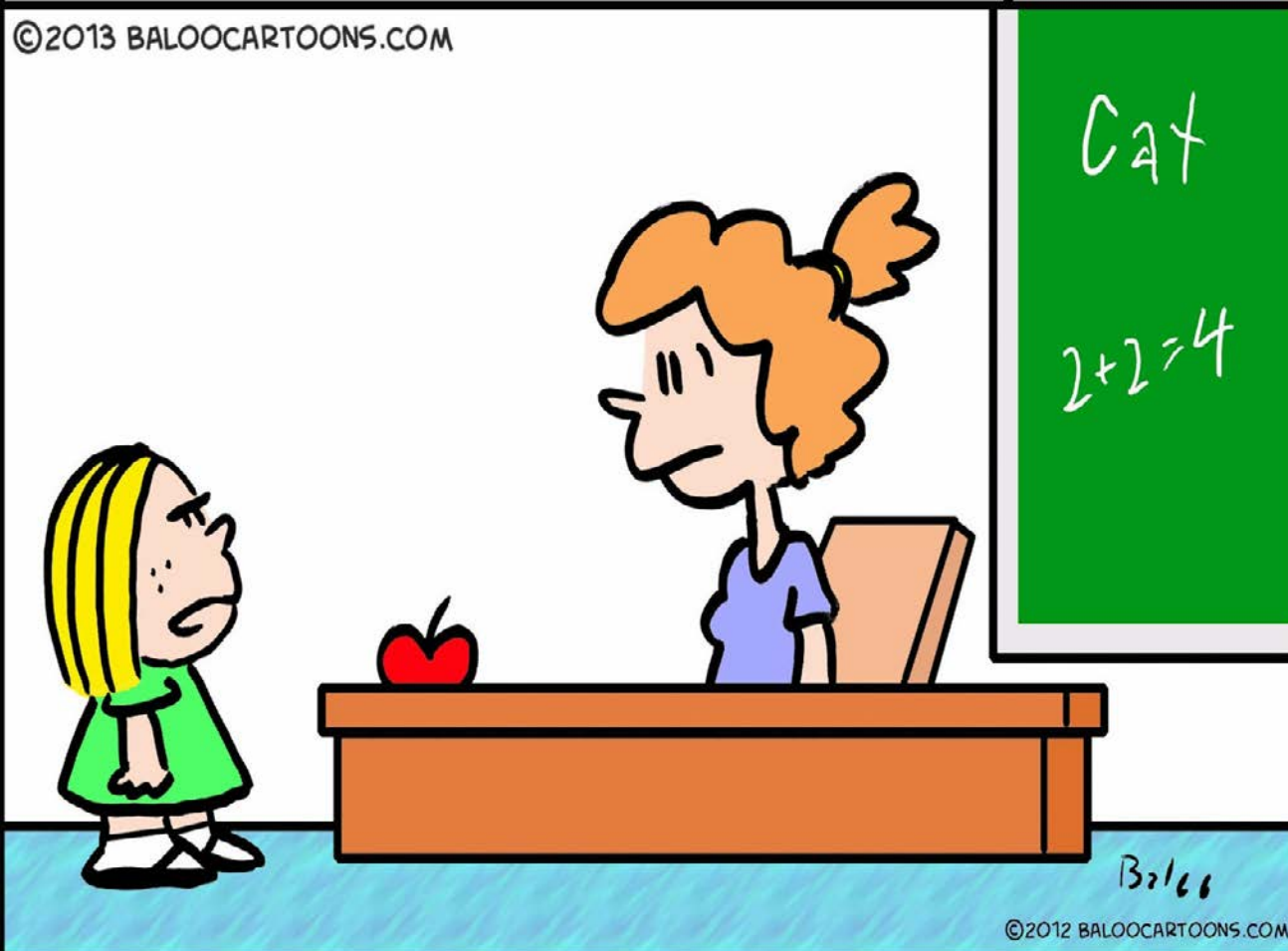
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"If the key to effective classroom management is consistency, I guess I'm an effective classroom manager. I am consistently exhausted at the end of the day."

baloocartoons.com

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"If you're so smart, how come I've never seen you on *television*?"



"There aren't any icons to click. It's a chalk board."

Anticipation Guides-before, during ,after reading

- When **Skillful Readers** pick up a new book, their minds go into "anticipation mode"
- They examine such things as: **the cover and its art work, the book flaps, excerpts from the reviews, the writer's biography, the number of pages and print size**
- open the book to several points in the text to sample the style and voice of the writer.
- **Struggling Readers** will often skip all of these strategies as possible ways to approach a text
- design activities that will help them to anticipate "the big ideas" that will be revealed, it may provide an initial "hook" that draws them into the text.

- **Anticipation Guides are often structured as a series of statements with which the students can choose to agree or disagree.**
- **They can focus on the prior knowledge that the reader brings to the text, or the "big ideas" or essential questions posed (implicitly or explicitly) by the writer as a way for the reader to clarify his/her opinions before reading the text and then compare them to the writer's message as they read.**

Anticipation Guide--Hamlet

Directions: On the continuum in front of each of the numbers, place an "x" that indicates where you stand in regard to the statement that follows. Be prepared to defend and support your opinions with specific examples. After reading the text, compare your opinions on those statements with the author's implied and/or stated messages. **(Should not have obvious conclusions)**

Agree Disagree

- 1. Families generally have a member's best interests in mind.
- 2. Having a clear goal, and the ambition to achieve it, is honorable.
- 3. Power eventually corrupts the people who have it.
- 4. Revenge is the only way to gain true justice.
- 5. A person's immoral choices can come back to haunt him/her
- 6. One must take a stand against injustice, even if the personal cost is great.
- 7. A person has to confront death in order to understand life's meaning.
- 8. Moral courage is more difficult to accomplish than physical courage.
- 9. Evil often spirals out of control.

- . Use them as a preparation for a preliminary discussion on one or more of the ideas as a way to introduce the text (dialogue, debate, seminar, discussion).**
- . Return to them at the end of the play, novel, essay, etc. for clarification and closure.**
- . Differentiate this activity to make it more inductive (and challenging) by simply giving students a list of the themes and have them generate a list of statements for an anticipation guide**

Annolighting a Text

- **Targeted Reading Skills:**
- **Formulate questions in response to text**
- **Analyze and interpret elements of poetry or prose**
- **Draw conclusions and make inferences based on explicit (literal) and implicit (figurative) meaning**

Annolighting a Text

- learning how to highlight a text as a part of a reading strategy--
- requires some instruction modeling and guided practice.
- If done well, highlighting can become a very effective reading tool
- if done poorly, it is most likely a waste of a student's time, energy and ink.
- "Annolighting" a text combines effective highlighting with marginal annotations that help to explain the highlighted words and phrases

Purposes/Goals of Annolighting

- **Capture main ideas / key concepts / details of a reading**
- **Target, reduce and distill the needed information from a text**
- **Cut down on study and review time when you return to the material increasing your effective and efficient use of time and effort**
- **Strengthen your reading comprehension**

Procedure

- Choose a focus or framework for your highlighting.
- Ask yourself:
 - What is the purpose or intended goal of this particular reading? (e.g. Main ideas only? Supportive details for an interpretive claim you are making?
 - Definitions and examples of key vocabulary?
 - Culling examples of the writer's craft? etc.) After you determine the focus, highlight only the targeted information.
- If possible, do not highlight on a first reading of a text. Rather, divide a page into manageable chunks and read a section once. Then skim the section again and highlight on the second reading. If you try to highlight on the first reading, you may not have a clear sense of the key ideas/concepts or important/relevant details.

continued

1. *Eliminate every single unnecessary word* in a sentence by using a "telegraphic" approach to highlighting. "Telegraphic highlighting" should still allow you to make sense of a sentence or section when you reread it.
2. You may want to use multiple colors in your highlighting process. For instance, choose one color for main ideas and another color for supportive detail. You may want to use a color to indicate facts or concepts on which you would like clarification or pose as questions.

Annotating a Text—Helps to

- formulate questions in response to a text
- analyze and interpret elements of poetry and prose
- draw conclusions and make inferences on the basis of explicit and implicit meaning
- Have students complete this activity individually or with a partner as a way to prepare for a discussion and/or a writing prompt.
- differentiate, teachers can annotate some of the more difficult parts of a text to aid the students, begin the annotation with the entire class to get them started, or form heterogeneous or homogeneous groups based on skill levels and the teacher's discretion for the best way to proceed.

What is Annotating

- Reading and constructing meaning from a text is a complex and active process
- annotating helps students slow down and develop their critical analysis skills
- What students annotate can be limited by a list provided by the teacher or it can be left up to the student's discretion. Suggestions for annotating text can include
 - labeling and interpreting literary devices (metaphor, simile, imagery, personification, symbol, alliteration, metonymy, synecdoche, etc.)
 - labeling and explaining the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.)
 - or labeling the main ideas, supportive details and/or evidence that leads the reader to a conclusion about the text.
 - annotations can also include questions that the reader poses and connections to other texts that reader makes while reading.

Teaching Graph Literacy

- English and language arts teachers share the responsibility with other educators for teaching students to understand “informational text,” found in books, magazines, and newspapers, and on the web
- graphs are ubiquitous, they are not nearly as easy to read as a picture
- Some ninth-grade teachers bemoan the fact that their students still do not understand that one point on a graph has two coordinates, x and y . Like a picture, a graph can be worth a thousand words.
- graph literacy is like learning to read text; each requires repeated practice and a focus on greater complexity as students develop their skills.

Towards Graph Literate students

- Graphs are widely used for learning about many topics, such as weather, history, economics, psychology, physics, genetics, and astronomy.
- Consciously teach students-----downward trend of the line in a Figure means that a quantity shown on the vertical axis is getting smaller, perhaps as time goes by on the horizontal axis.
 - Falling prices over time
 - sales revenue approaching zero
 - a person's heart rate that is crashing—these are some guesses that may be represented on the graph.
- National and international assessments show that although most students can identify values on a graph **many have trouble identifying what trends** are shown on this graph
 - the key points where some phenomenon changed dramatically
 - the rate of change indicated by the points
 - and other less obvious information.

5 Step Approach for Reading Charts and Graphs

Visual data is meant to be “read,” Images with data contain crucial information. Ask these questions when you encounter visual data in your reading:

1. What is the topic?

- **look for the title and reword it in your own words**

2. What is being measured?

- **look for labels to get an idea of what the graph is saying**

3. How is it being measured?

- **look for units**
- **ask yourself if the units make sense with what you know about the graph so far**

1. Is color-coding used and if so, how?

- color-coding is often used to add additional information to a graph without taking up extra space**
- check for a key that explains the color coding**

2. Can I summarize this information in my own words?

- look for a trend or a piece of information that you find interesting and mentally form a sentence about it**
- if you are struggling with this step, don't get frustrated or give up—start over from Step 1. Each time you investigate the graph you are building up your knowledge and understanding of the information.**

Another approach:

Step 1: Identify and encode prominent visual graph features. Features such as

- the graph title
- the axes
- their titles
- labels
- the shape of the graph
- and other visual cues such as color or grouping

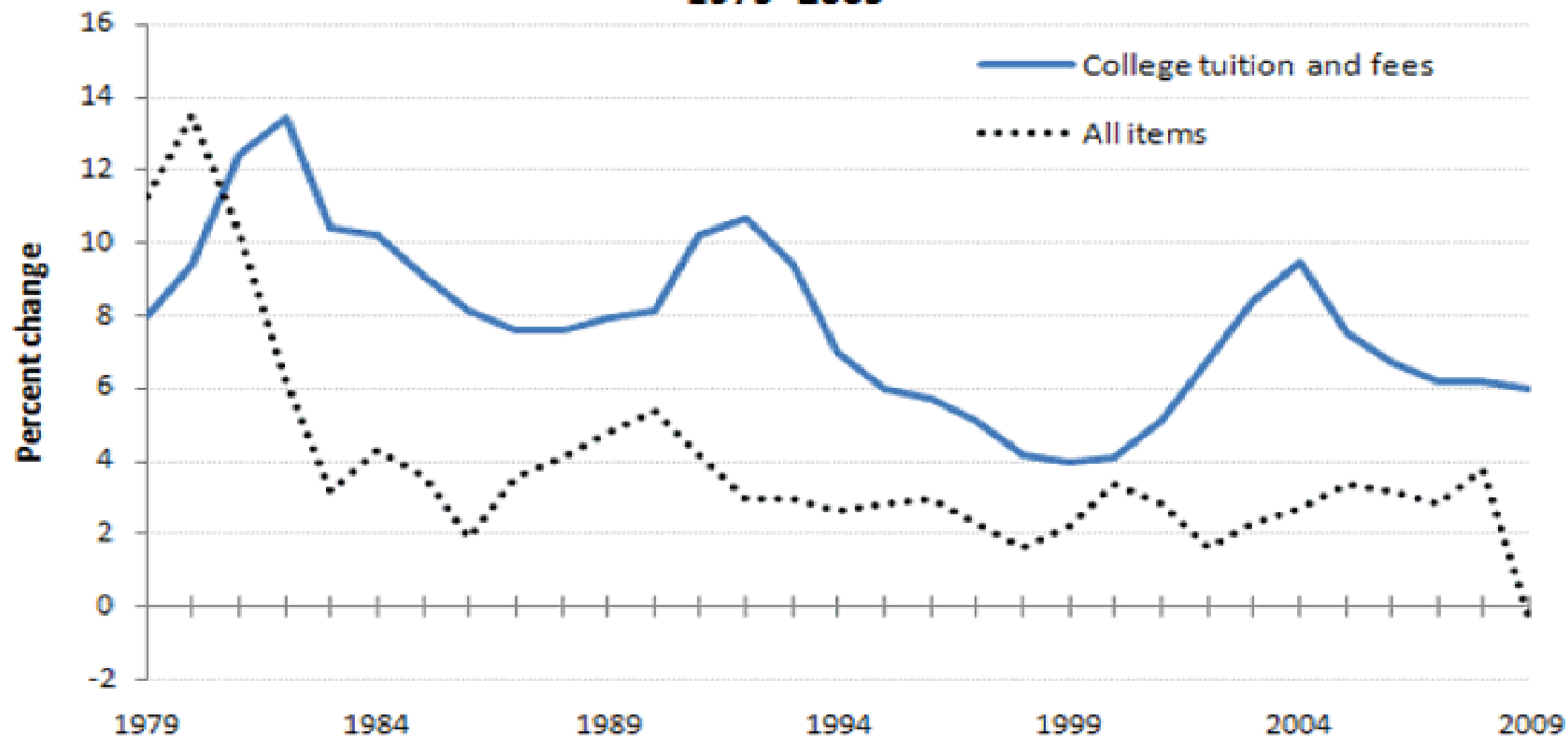
Step 2: involves associating visual features with information that might apply to any graph with similar features.

- For instance, for **a rising, straight-line graph**, the viewer might associate rising with an increase of the y-value (over time, if the x-axis shows time) and straightness with constant, steady change.
- **These associations need to be taught**; most students do not understand these meanings without instruction.

Step 3: Integrate the features and relationships with the context of the graph. When comprehension does not come quickly based on steps 1 and 2, a more complex process of inference is needed.

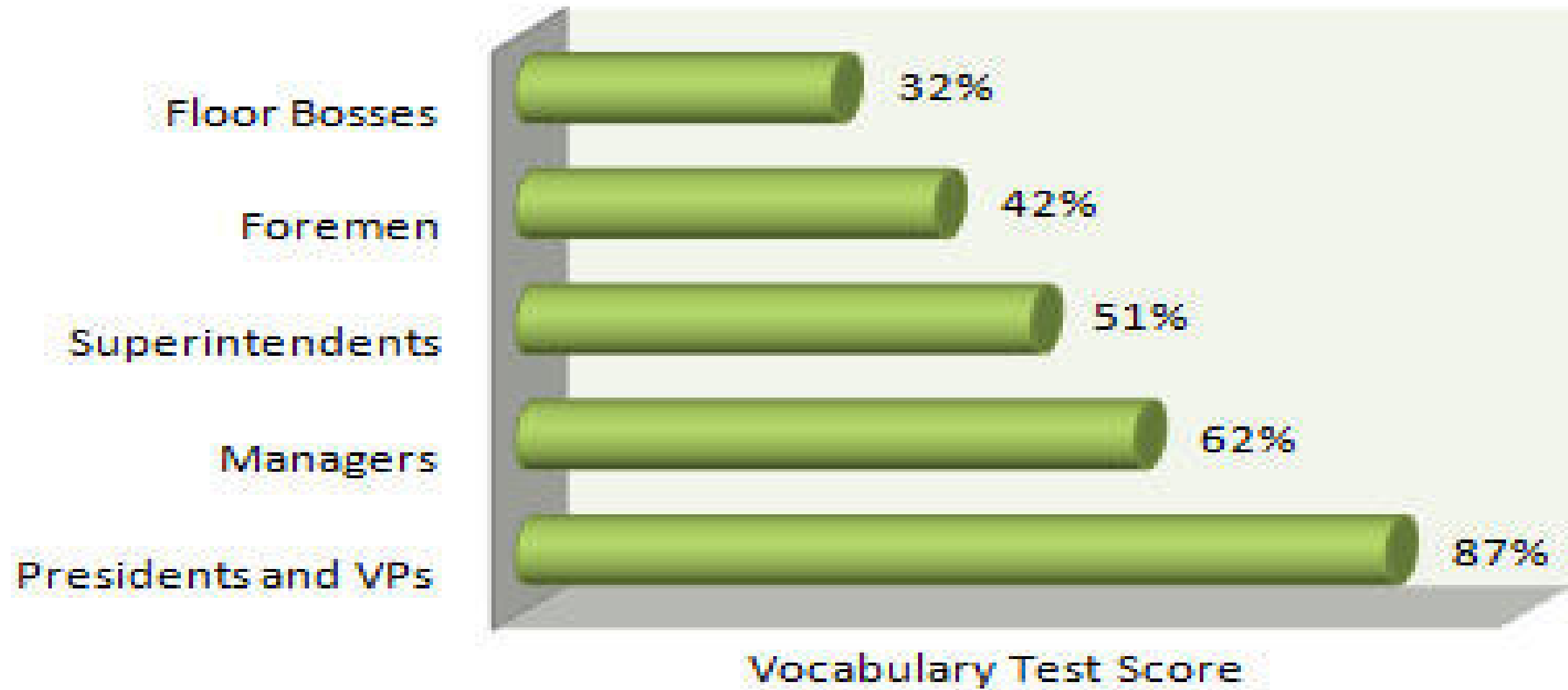
first two steps must be linked to the contextual clues provided by the labels, axes, graph shapes, captions, and any information or knowledge about the context that the viewer has.

12-month percent change in cost of college tuition and fees and of all items, 1979–2009



Source: U.S. Bureau of Labor Statistics

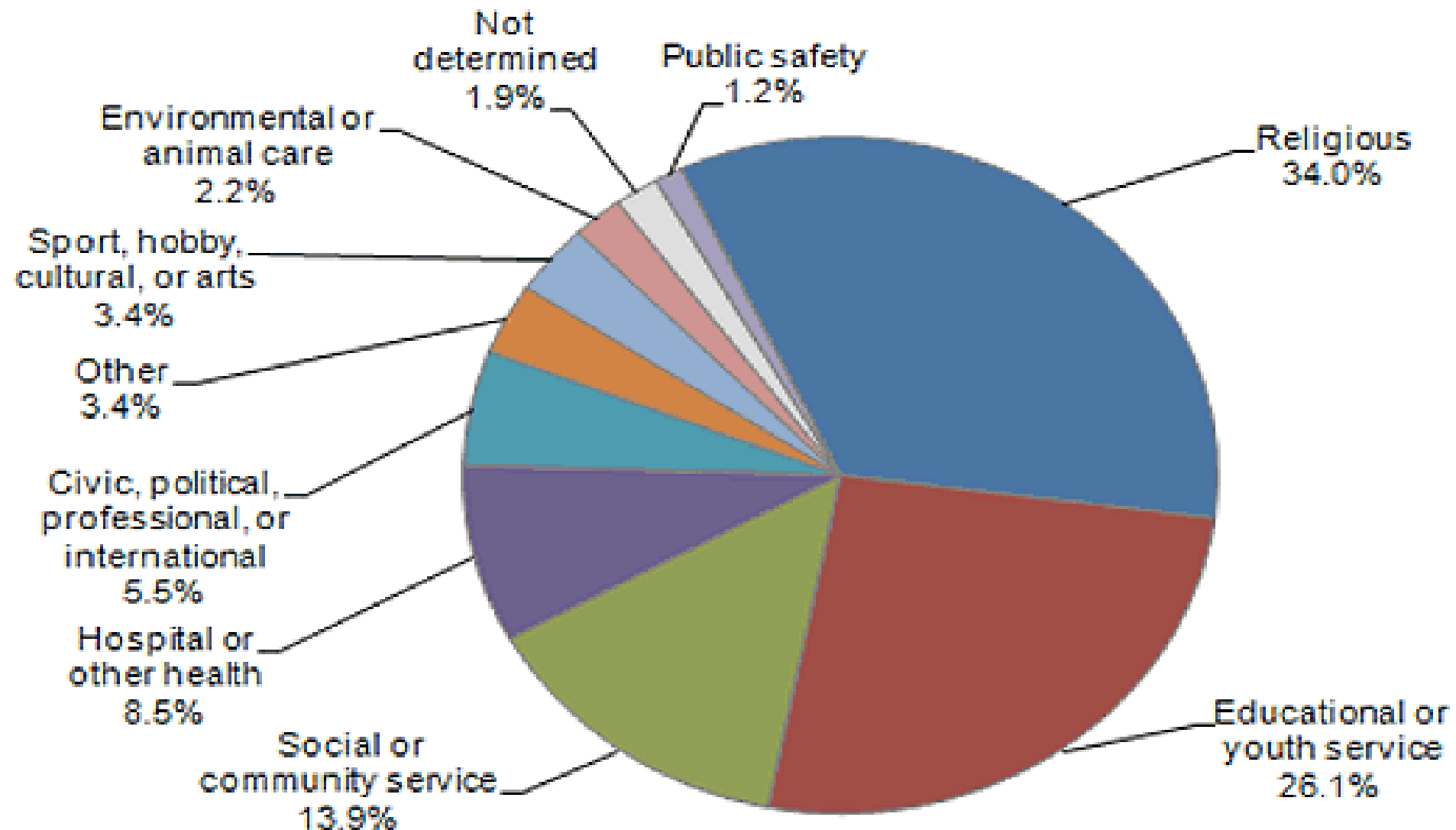
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Pie charts

Pie charts (circle graphs) are used to illustrate parts of a whole. The U.S. Bureau of Labor Statistics recently published a pie chart that illustrates where Americans who volunteer spend their volunteer time.

Volunteers by type of main organization for which volunteer activities were performed, September 2009



Source: U.S. Bureau of Labor Statistics

Question Answer Relationships

- The QAR strategy helps students to identify the four Question-Answer Relationships that they are likely to encounter as they read texts and attempt to answer questions about what they have read. These include "right there" questions, "think and search" questions, "author and you" questions, and "on my own" questions.

Important Terms

- **DICTION—CHOICE OF WORDS**
- **Colloquialism—dialect-slang or informal language**
- **Connotation—implied meaning**
- **Denotation—basic dictionary definition**
- **Euphemism—politically correct speech**

Figurative Language

- Allusion
- Analogy
- hyperbole
- extended metaphor
- juxtaposition
- paradox
- simile
- metaphor

Rhetorical Mode—the kind of language used

- **Description—use much imagery—appeals to senses**
- **exposition—essay that exposes things**
- **narration**
- **persuasion-urge somebody**

syntax—referring to structure

- **Antecedent:** a word or phrase that a pronoun refers back to:
- *In the sentence "He picked a book off the shelf and handed it to Sally", "book" is the antecedent of "it".*
- *Antithesis—opposite or contrasting ideas*
- *phrase-- a small group of words standing together as a conceptual unit, typically forming a component of a clause.*
- *clause—independent/dependent*

TONE

- burlesque—comic or mocking—done through caricature, exaggeration and parody
- colloquial—informal, conversational
- condescending—patronizing
- contemptuous—disdainful, lacking in respect
- cynical—having an attitude of distrust for people
- despondent—discouraged/depressed
- didactic—moral preaching
- euphoric—demonstrates elation and joy

- flippant/irreverent—lacking proper respect
- frivolous
- hostile
- impartial
- incisive
- indignant
- laudatory
- nostalgic

- pedantic—concerned with petty rules
- poignant—touches emotions
- pretentious
- sombre
- sympathetic
- suspenseful
- tranquil
- whimsical

Effective Questioning

When?

Where?

Who?

Why?

How?

What?

Time

Place

Person

Reason

Manner

Object/Idea/Action

Which (one)?

Whose?

Whom?

How much?

How many?

How long?

How often?

How far?

What kind (of)?

Choice of alternatives

Possession

Person (objective formal)

Price, amount (non-count)

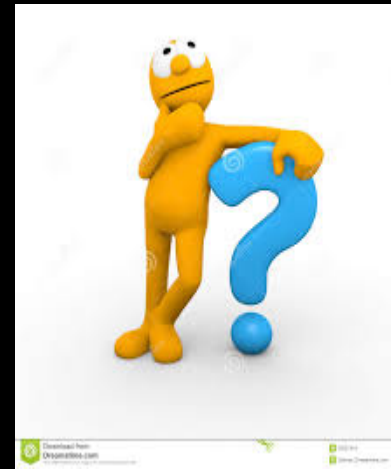
Quantity (count)

Duration

Frequency

Distance

Description



CRITERIA FOR EFFECTIVE QUESTIONING

- **Clarity**—Do the learners immediately grasp not only what the question means but also what kind of answer is required?
- **Learning Value**—Does the question stimulate thinking and responses that will contribute to further learning of the target material? Or is it irrelevant, unhelpful or merely time –filling?
- **Interest**: Do learners find the question interesting ,challenging and stimulating?
- **Availability**—can most students try to answer it? Or only the more advanced,confident,knowledgeable?(Note that mere addition of a few seconds wait time before accepting a response can make a question available to a significantly large number of students)
- **Extension**—Does the question invite/encourage varied answers
- **Teacher Response**—Are the learners sure that their responses will be related to with respect ,that they will not be ridiculed for saying something inappropriate?

EFFECTIVE QUESTIONING

- **Decide on the purpose of questions.**
- **Minimize the use of "yes / no" questions except when checking meaning and understanding or encouraging weaker students.**
- **Use open-ended (divergent) questions to encourage opinions, elaboration and discussion.**
- **Ask questions about important rather than trivial content.**
- **Grade language in questions and try not to over-paraphrase.**
- **Personalize questions where possible.**
- **Avoid questions that contain the answer.**

Remember

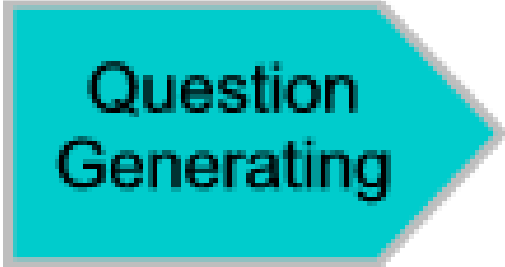
- ❖ Using appropriate Question words
- ❖ questioning techniques to be mastered for becoming an oral examiner
- ❖ Frame questions with a WH question word and with auxiliaries
- ❖ Avoid using assertive sentences with rising tones

Reciprocal Teaching Strategy



Summarizing

Given an assigned text, pupils highlight important information.



Question
Generating

Pupils generate questions from the information highlighted.



Clarifying

Pupils make concerted attempts to clarify concepts or vocabulary that is not understood.



Predicting

Pupils deliberate on what is implied in the text and make connections to prior knowledge.

RECIPROCAL TEACHING

- Reading technique --promotes students' comprehension.
- It provides students with four specific reading strategies that are actively and consciously used to support comprehension:
 - ❖ Questioning
 - ❖ Clarifying
 - ❖ Summarizing
 - ❖ Predicting

It can be part of pre, while and post reading sessions.

In your groups think of other strategies that can be used to teach Reading Comprehension