Teaching reading strategies with non-fiction texts
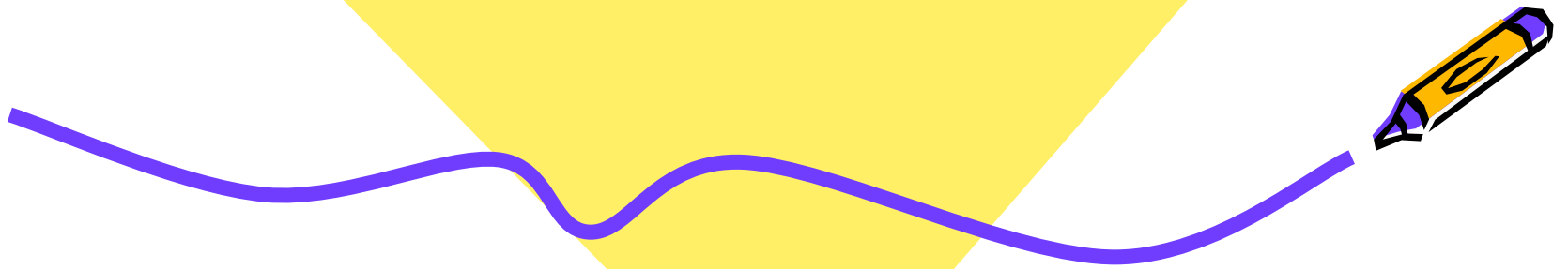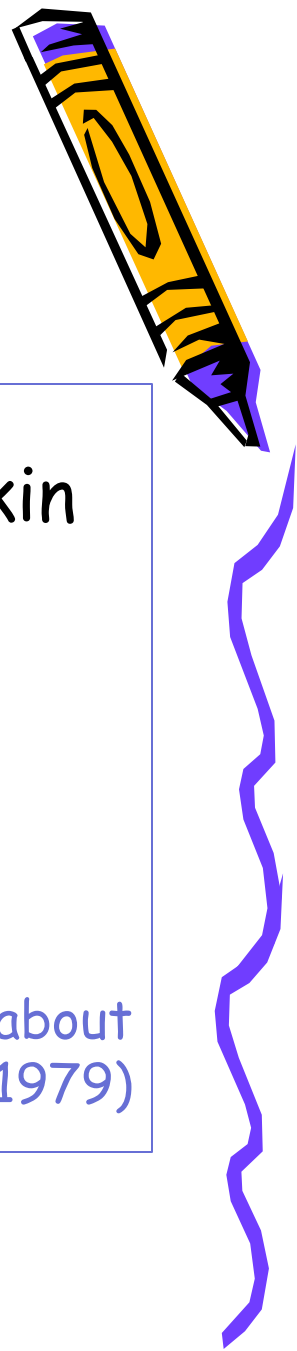
Programme
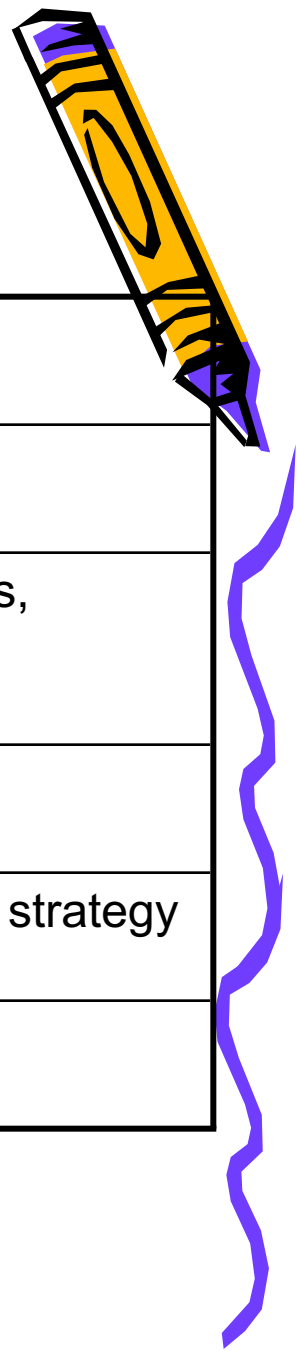
| Time	Detail
2:00 - 2:10	Registration
2:10 - 3:30	Read around the text, KWL, Anticipation guides, Questioning, Clarifying, Reciprocal Teaching, Understanding text structures
3:30 - 3:45	Break
3:45 - 4:40	Making inferences, Making connections, 3.2.1. strategy
4:40 - 4:45	SBA reading and round up

What happens in our reading classrooms?

- In 1979, after hundreds of hours of observation in classrooms, Dolores Durkin concluded that the questions in the readers and on worksheets were the primary focus of comprehension instruction in classrooms. Almost no comprehension instruction was found.

(What classroom observations reveal about reading comprehension instruction, 1979)
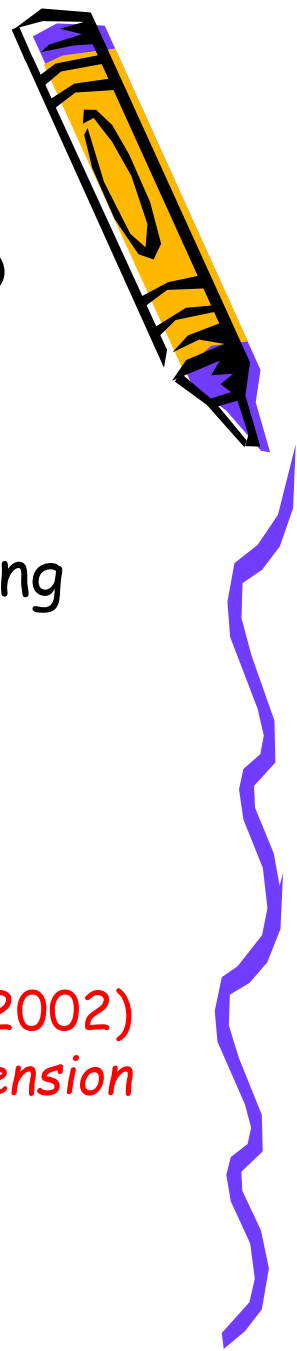
Why do we bother to teach reading strategies?

- Studies have revealed that **explicitly** teaching students even **one** strategy for comprehending text can improve their comprehension
  - (National Reading Panel 2000, Pressley 2000)
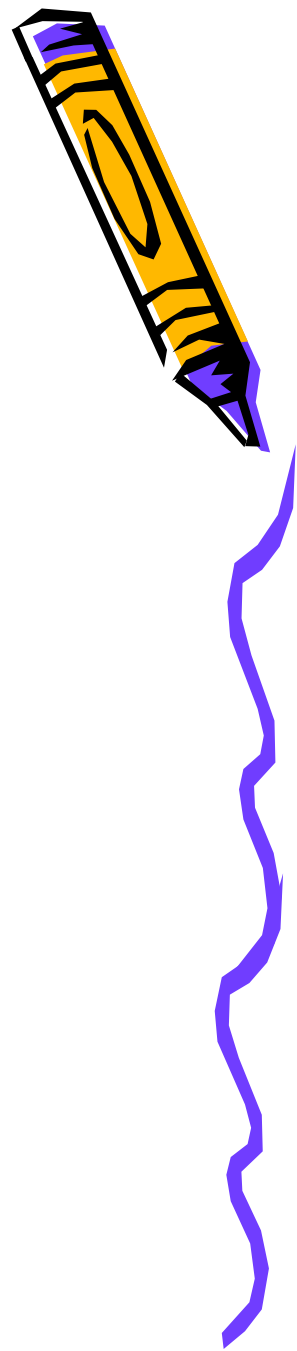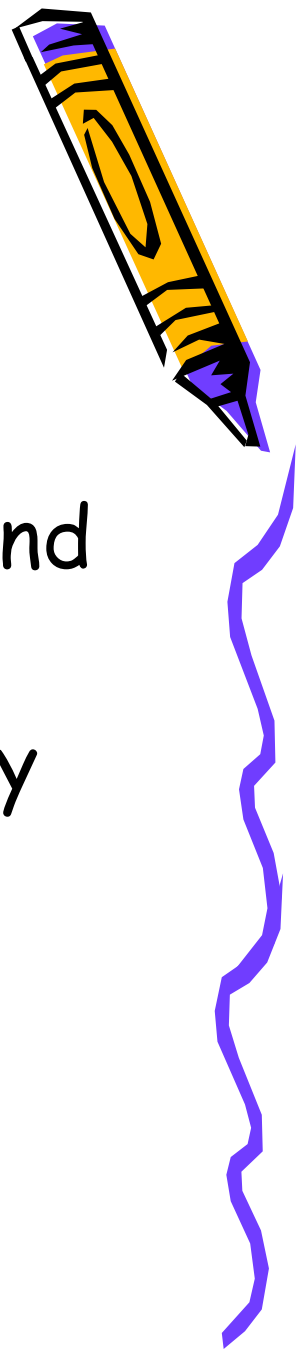
What are worth teaching?

- Prediction
- Generating questions
- Monitoring comprehension and adjusting reading as needed
- Drawing inferences
- Attending to and uncovering text structures
- Constructing visual representations
- Summarizing

– (Duke and Pearson 2002)
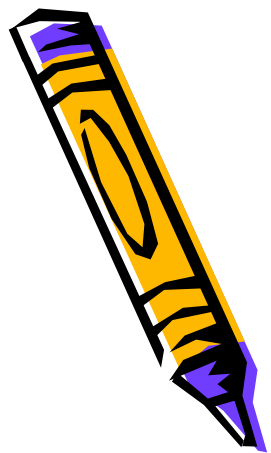*In Spotlight on Comprehension*

What's special about non-fiction?

- It addresses students' interests and questions
- It develops and expands vocabulary
- It builds knowledge of the world
- It is everywhere

Examples of
non - fiction texts

grocery list announcements

Informational books

schedule

Memo magazine articles
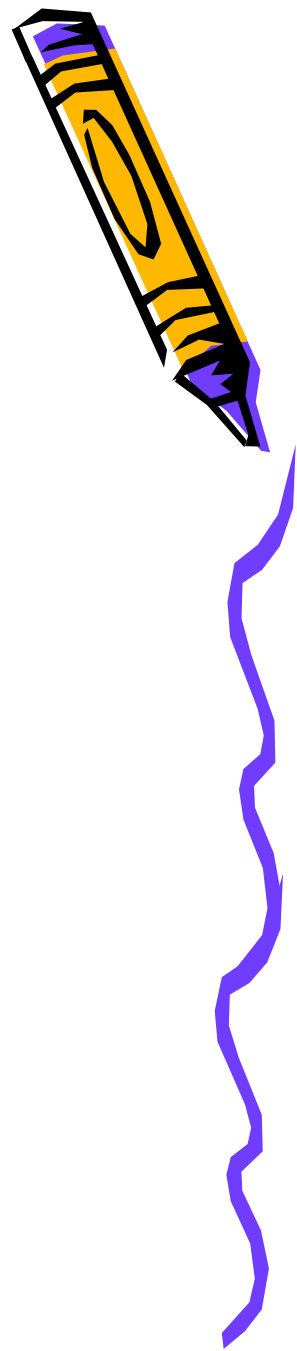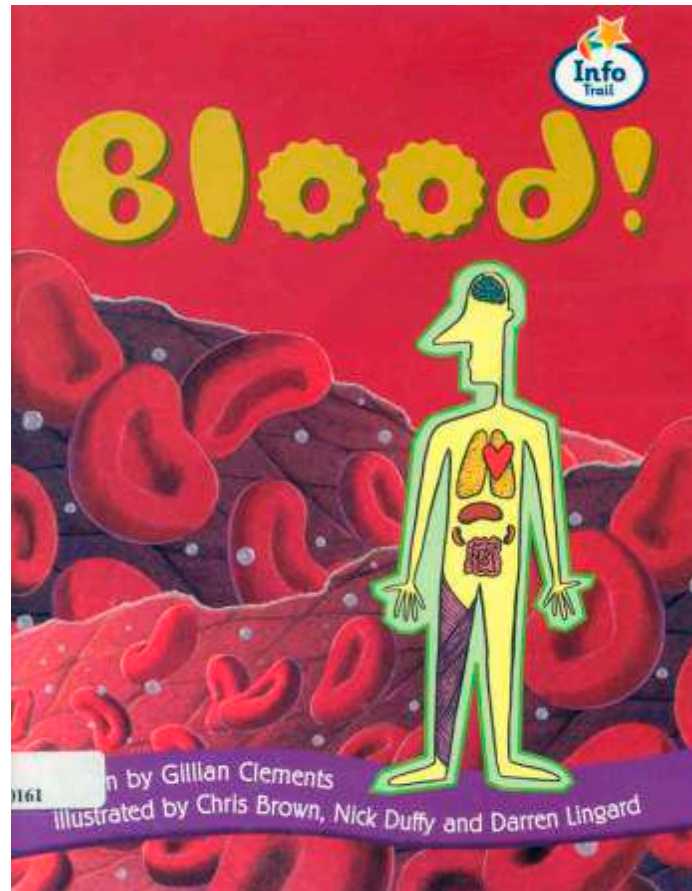
telephone messages
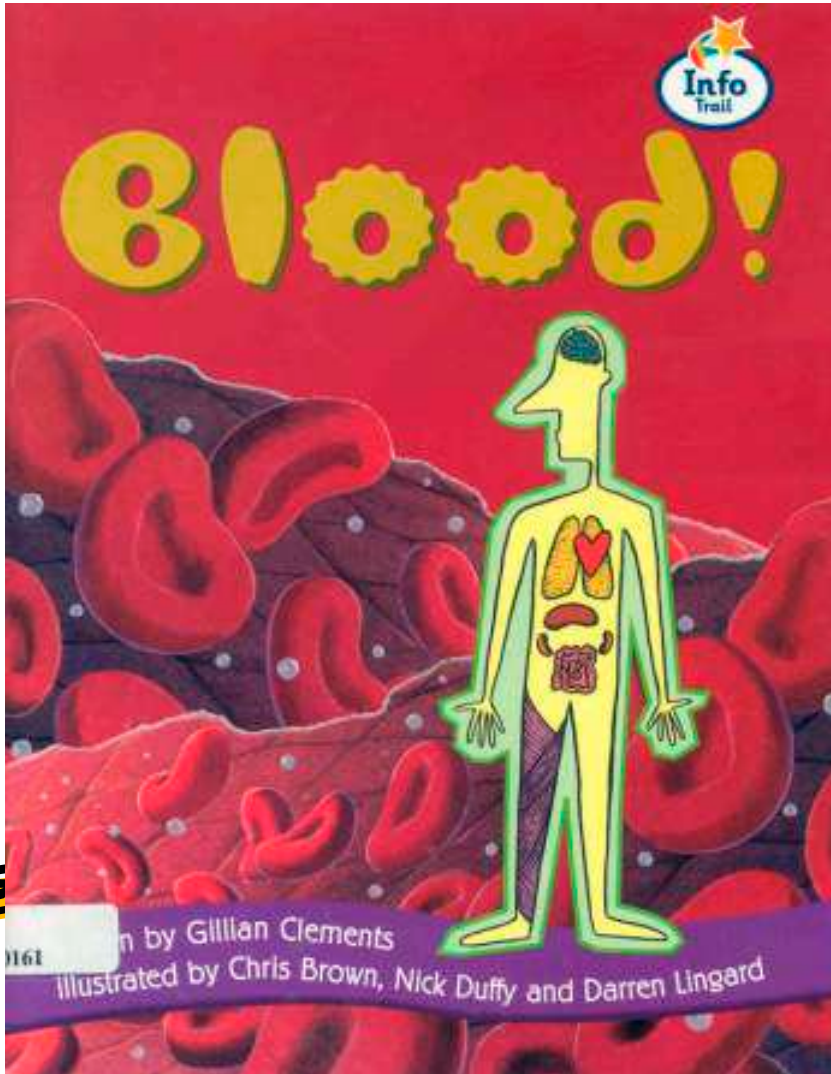
letters teachers' manuals

recipes

newspaper

Pre-reading strategies

1. Prediction by skimming the text
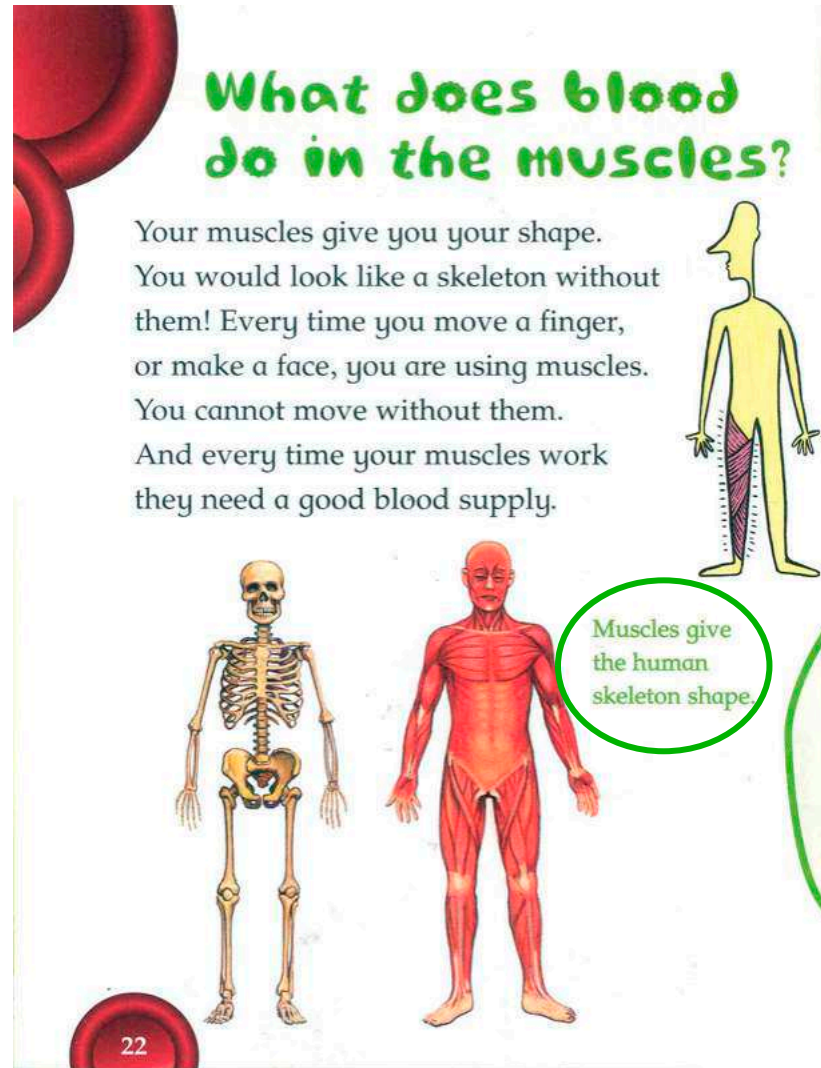
A. Look at the pictures.

What ideas are being presented?

B. Look at the captions and read them.

What does blood do in the muscles?

Your muscles give you your shape. You would look like a skeleton without them! Every time you move a finger, or make a face, you are using muscles. You cannot move without them. And every time your muscles work they need a good blood supply.

Muscles give the human skeleton shape.

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C. Look at the maps, charts, bolded phrases and graphs.

What is blood made of?

Blood looks red and watery. But if you look at it closely under a microscope you can see different sorts of blood cells. They all have their own job to do.

Red blood cells carry oxygen round the body. They give our blood its colour. There are 200 million of these cells in one tiny drop of blood.

Plasma makes up half your blood. It's what the other cells float in. It also carries the food, gases and wastes – the things that the body has to use or lose.

White blood cells defend our bodies from dangers like infections. Some of them attack and "eat up" up enemy germs.

Platelets make blood clot when you cut yourself or graze your knee. They plug the hole in the skin. If they didn't, you would bleed and bleed.
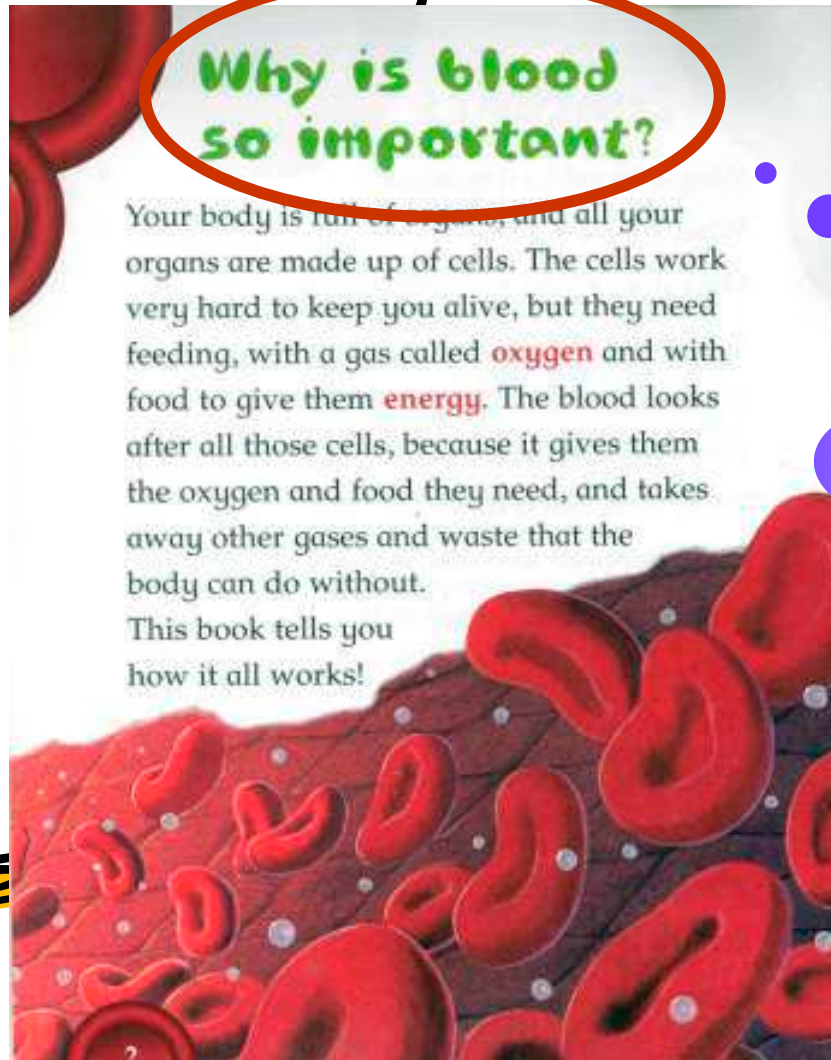
FACTS

- Red and white blood cells are made in your bones.
- Blood is 79 per cent water.
- The body makes 140 million red blood cells a minute! That number is more than twice the population of Britain.
- Blood weighs 6–10 per cent of your total body weight!

Discuss what information they present.

4

5

D. Look at the titles and headings.

Why is blood so important?

Your body is full of organs, and all your organs are made up of cells. The cells work very hard to keep you alive, but they need feeding, with a gas called oxygen and with food to give them energy. The blood looks after all those cells, because it gives them the oxygen and food they need, and takes away other gases and waste that the body can do without. This book tells you how it all works!
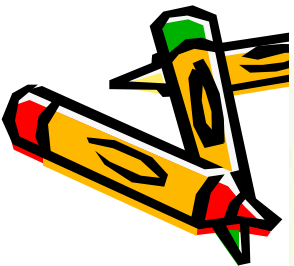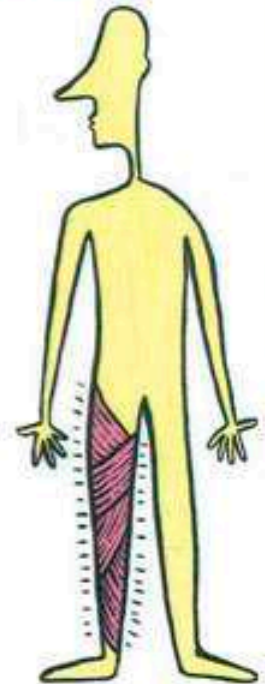
What is the big idea?

E. Read the first and last lines of each paragraph for more information.

What does blood do in the muscles?

Your muscles give you your shape. You would look like a skeleton without them! Every time you move a finger, or make a face, you are using muscles. You cannot move without them. And every time your muscles work they need a good blood supply.

F. Ask questions. Give yourself a reason to read.

Read around the Text

1. Look at the pictures. What ideas are being presented?

2. Look at the captions and read them.

3. Look at the maps, charts, bolded phrases and graphs. Discuss what information they present.

4. Look at the titles and headings. What is the big idea?

5. Read the first and last lines of each paragraph for more information.

6. Ask questions. Give yourself a reason to read.
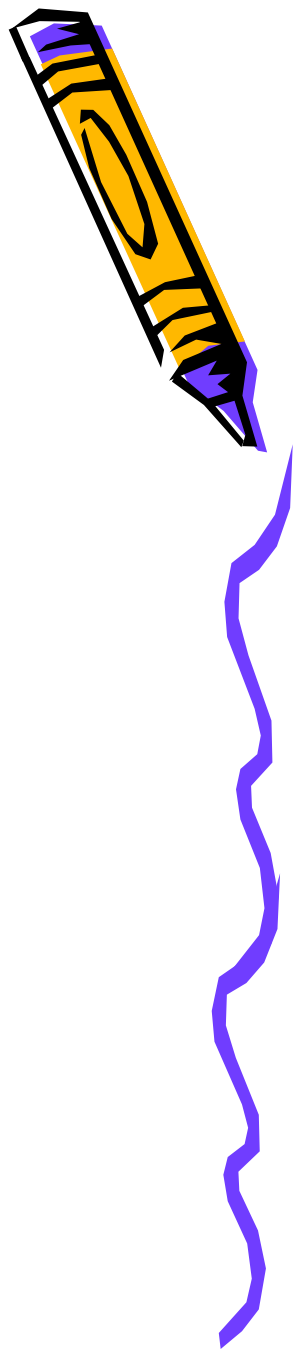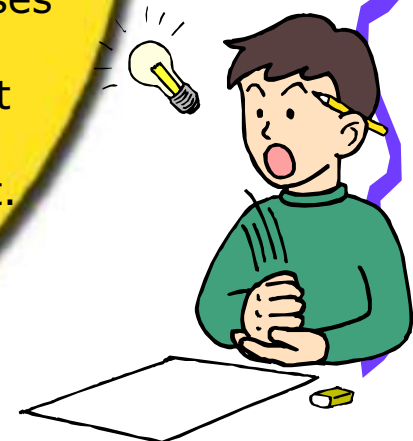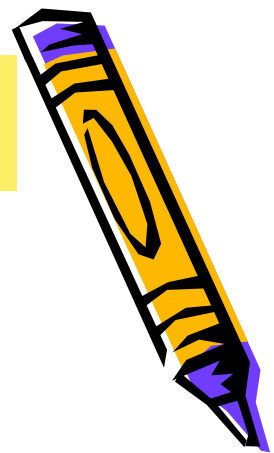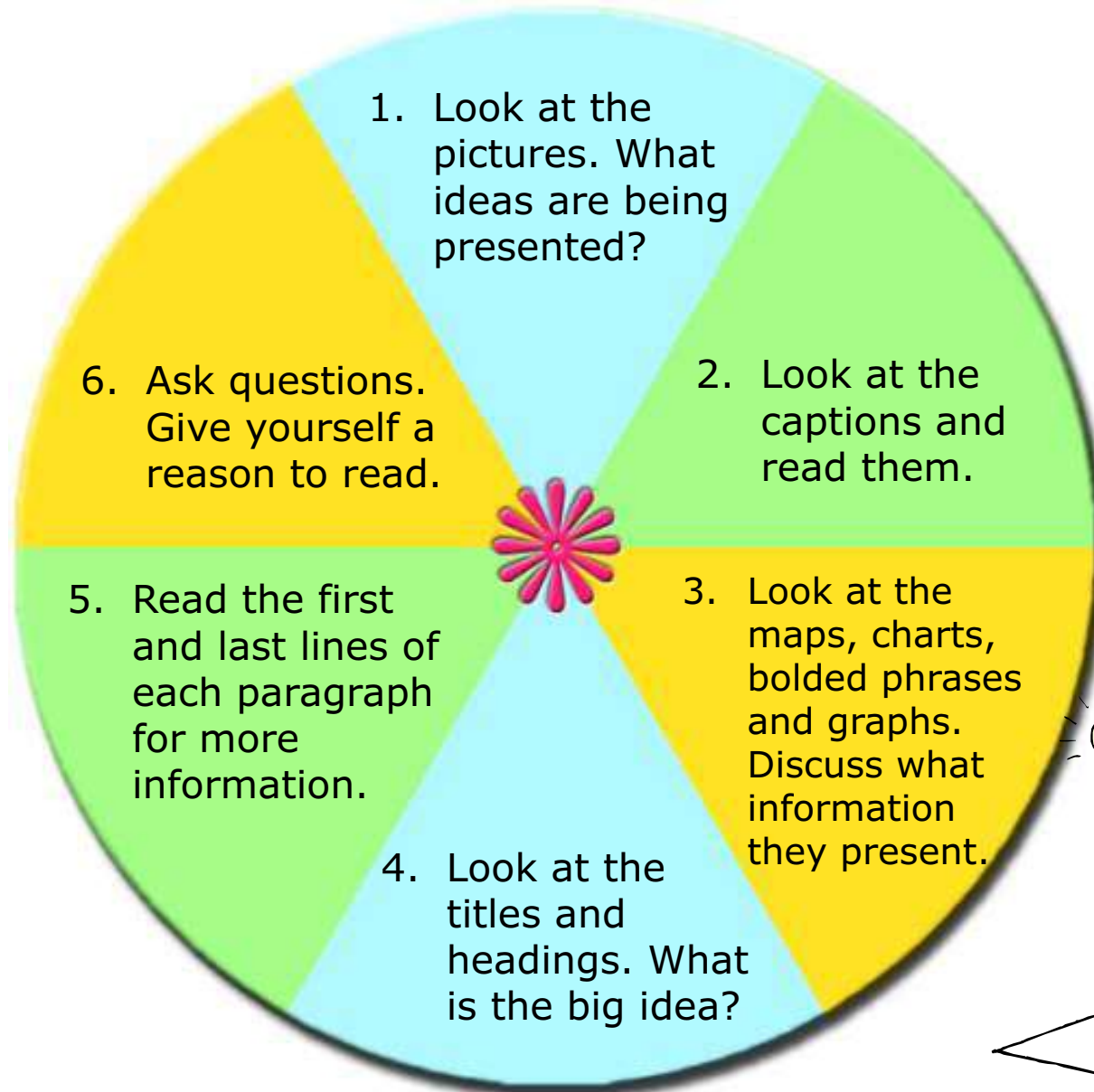
2. KWL
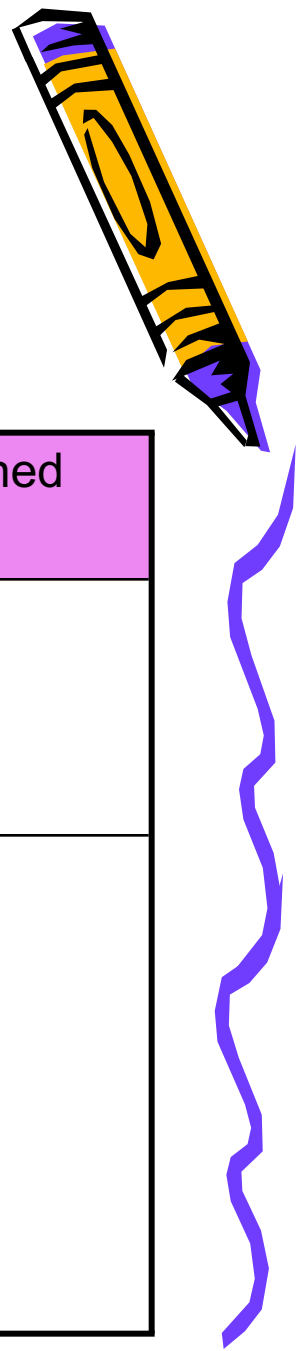
| What I **K**now	What I **W**ant to know	What I have **l**earned
Cold and flu are different.	How are they different?	
Flu will cause death.	What kind of people are in danger?	

3. Anticipation guide

- Writing the anticipation guide
  - Look for the big ideas or themes
  - Jot down generalizations
  - Write a few items
  - Let students explore the how their belief is changed before and after the reading
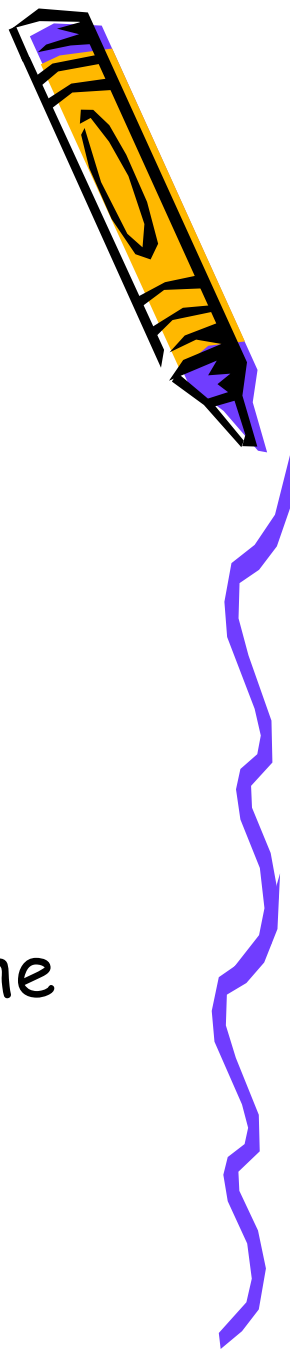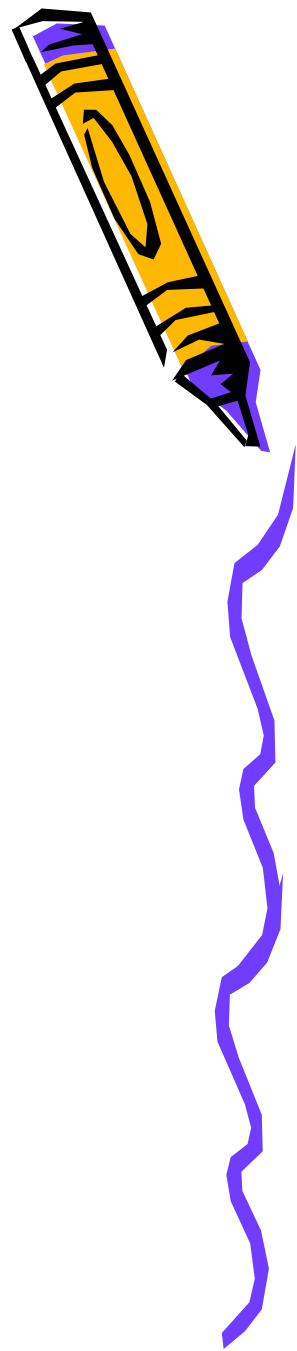
Example
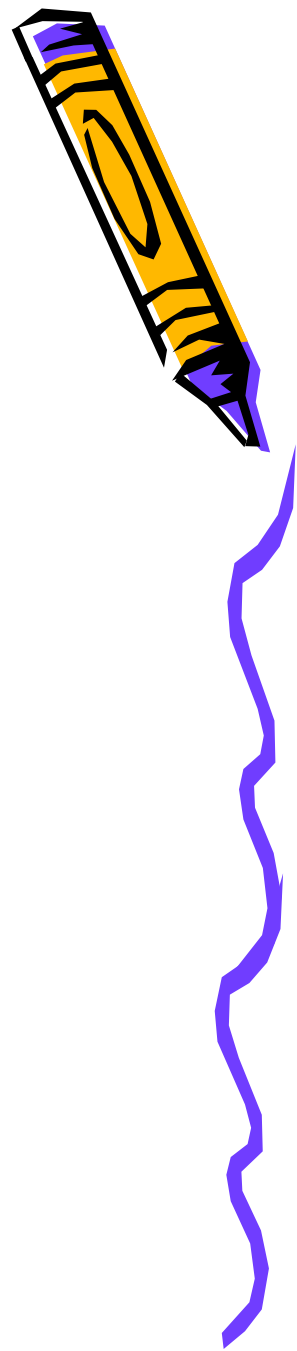
Activity

Please read the passage "Cold and flu"
to get the gist of the
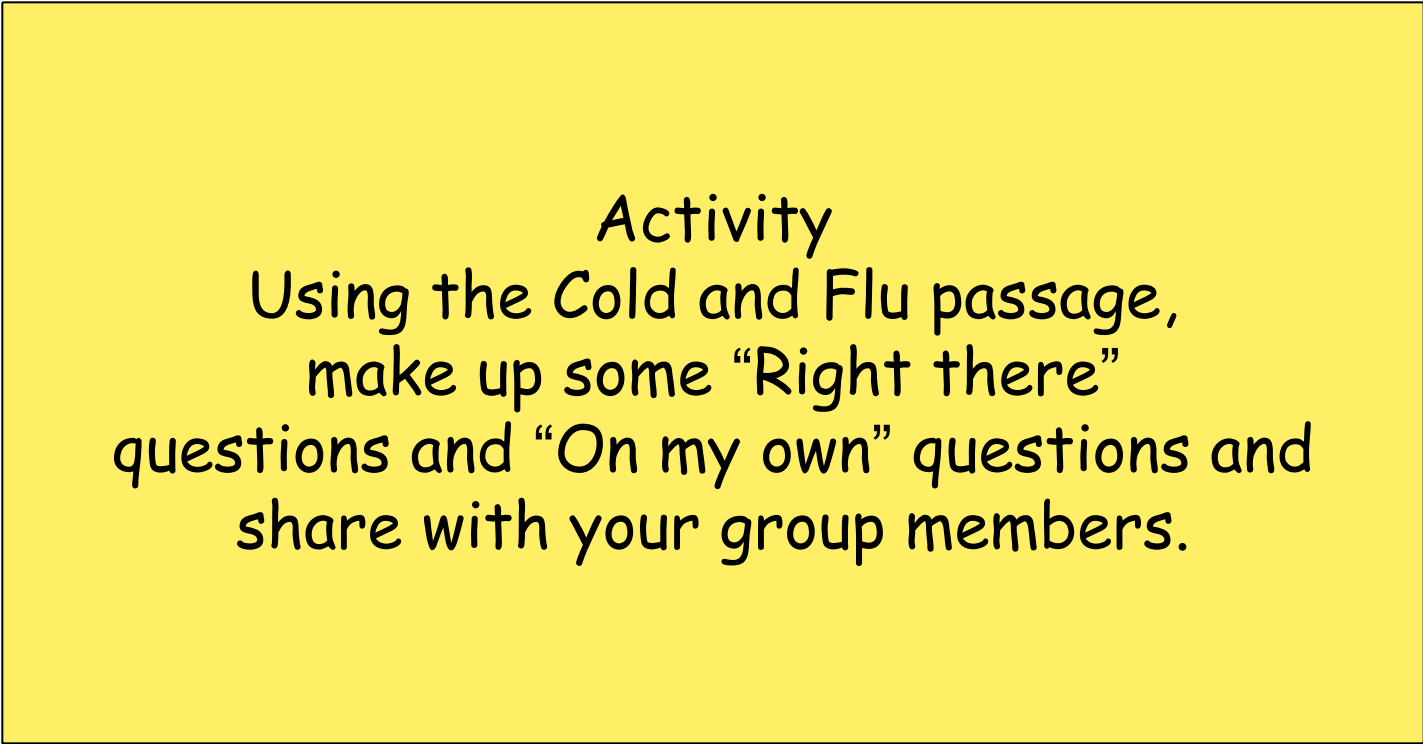meaning of the passage

During- reading strategies

1. Questioning
   - Use 5W and 1 H questions
   - Use question stems
     - e.g. How is/are ___ and ____ the same or different?
     - What do you think would happen if….
     - What do you think caused ___ to happen?
     - What other solutions can you think of for the problem of ….?
   - "Right There Questions" & "On my own questions"

Right there Questions (answers are in the text)	On my own Questions (answers are somewhere else)
What are the symptoms of getting a cold? Why are old people advised to have a flu injection?	What should I do if I get a cold/flu? What is more effective in curing cold: Chinese herbs or western medicines?

Activity
Using the Cold and Flu passage,
make up some "Right there"
questions and "On my own" questions and
share with your group members.
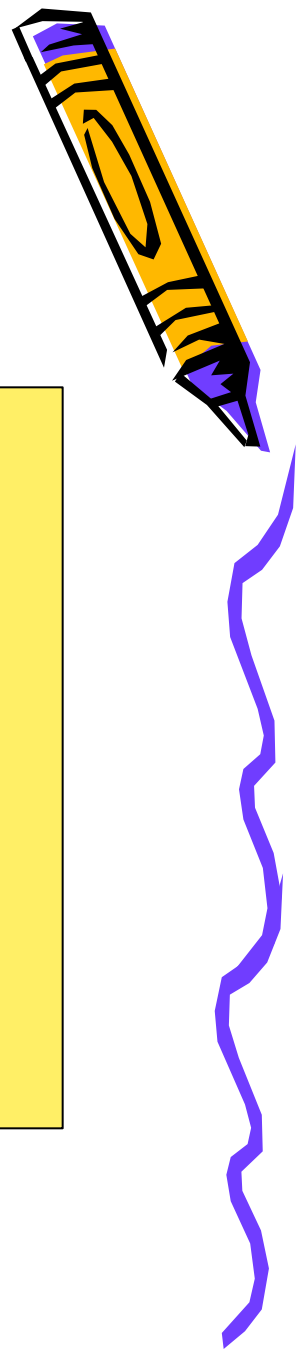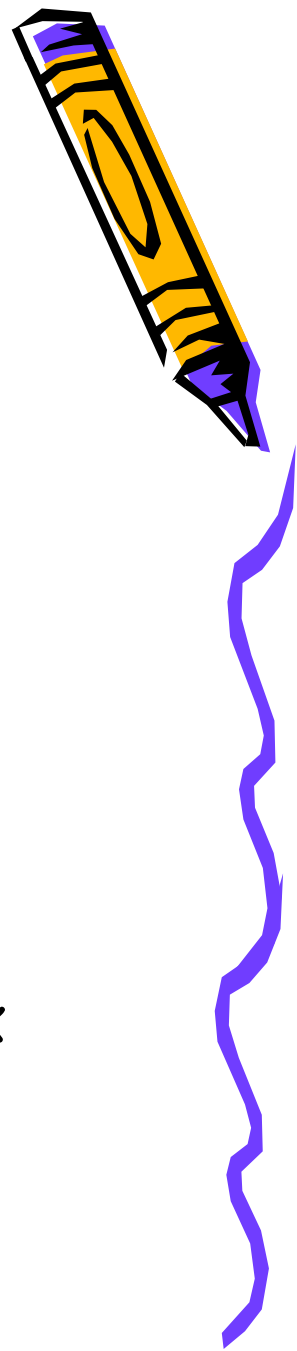
- 2. Clarifying
  - Ways to clarify meaning of unknown words:
    - Re-read the sentence with the difficult word slowly
    - Read sentences before and after the difficult word
    - Look for word parts e.g. prefix or suffix
    - Look for little words in big words

Re-read the sentence

- Although both colds and flu are caused by viruses (small living things that often make you ill and uncomfortable), they are very different illnesses.
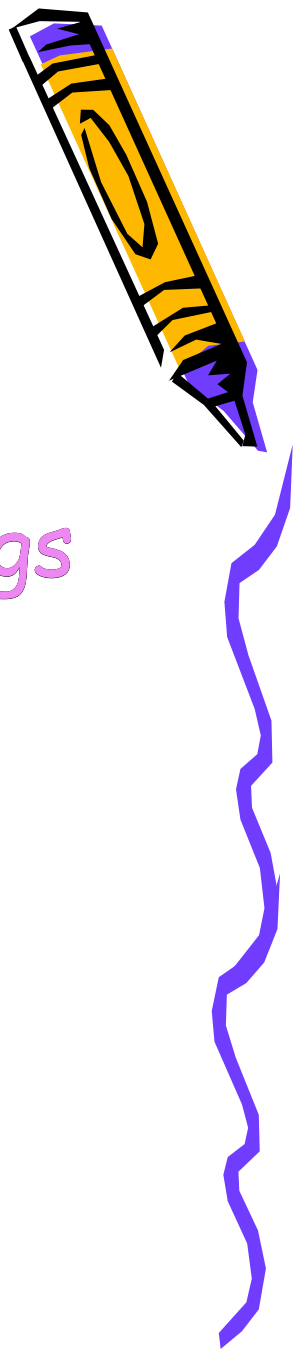
Read sentences before and after the difficult word

- Dengue fever, which is spread to humans by mosquitoes, is also caused by a virus. The symptoms, which include high fever, severe headache, aching muscles, eye pain and stomach ache, are severe and can lead to death. In the past, the disease was rarely seen in Hong Kong, but recently it has become more common.
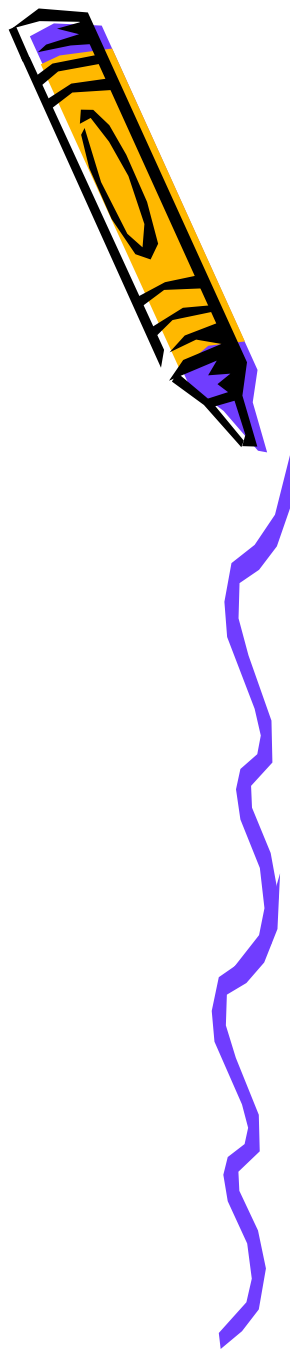
Dengue fever

the disease

it

Look for word parts

- Prefix

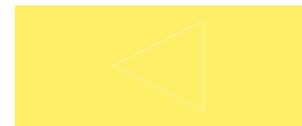e.g. dis-appear
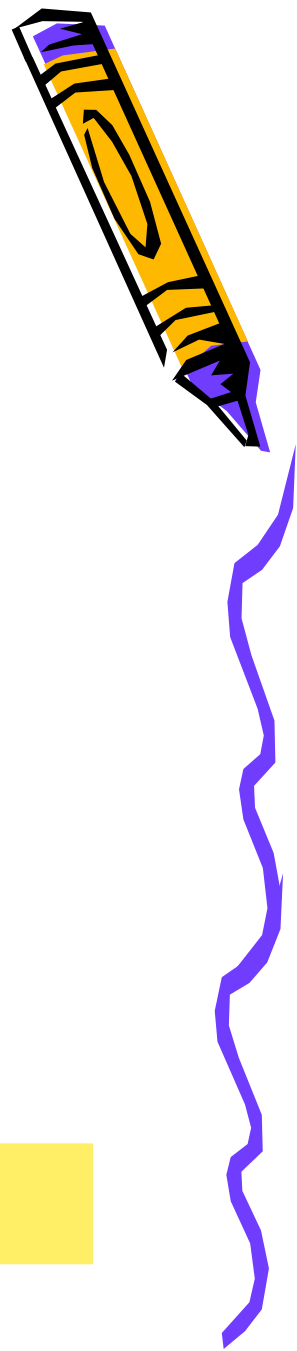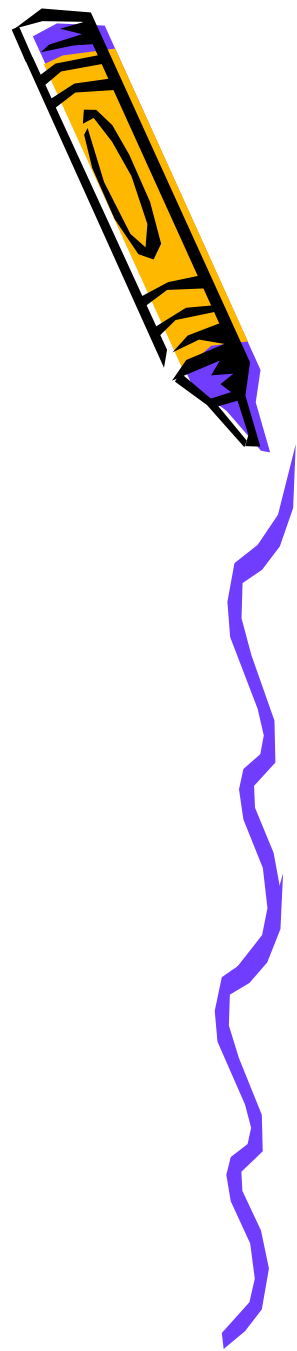

- Suffix

e.g. dead-ly

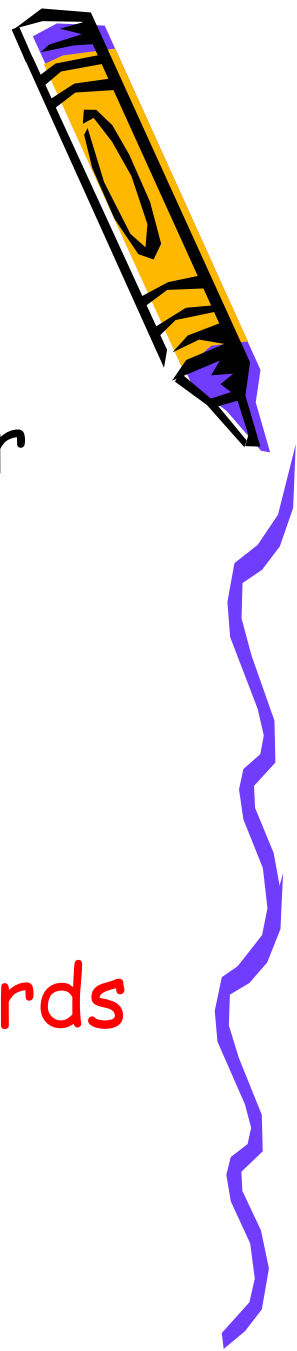# Look for little words in big words

- Inter-nation-al

- 3. Summarizing
  What to do when we summarize?
A. Leave out:
  - Extra information
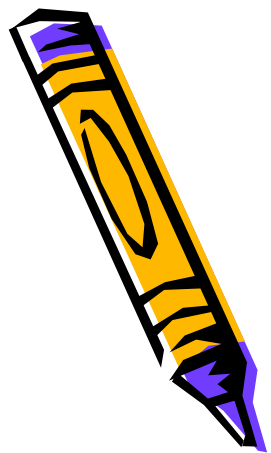 - Explanations
  - Examples
  - Repetitions

B. Substitute subordinate terms for lists e.g. "flowers" for "daisies, tulips, and roses"

C. Select a topic sentence or invent one if it is missing

D. Rewrite the notes in your own words

- Predicting
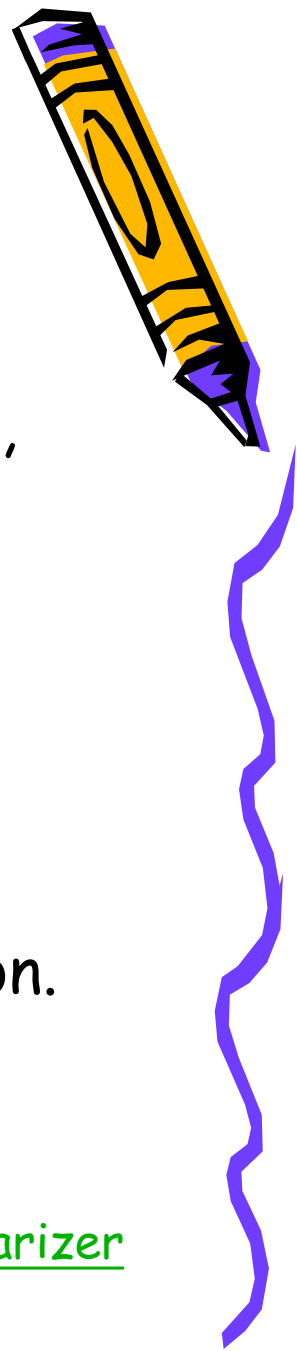- Questioning
- Clarifying
- Summarizing

Reciprocal Teaching

Why reciprocal teaching?

- "When reciprocal teaching was used with a group of students for just 15-20 days, the students' reading on a comprehension assessment increased from 30% to 80%. "

– (Palincsar and Brown, 1986)

How do we implement RT in our classroom

- Teach each strategy (Predicting , Questioning, Clarifying and Summarizing) in a whole class setting.
- Then put students in groups of 4.
- Distribute role cards to each member.
- Ask ss to read a few paragraphs of the text selection. Then fill out the role cards.
- Switch roles when they read the next selection.
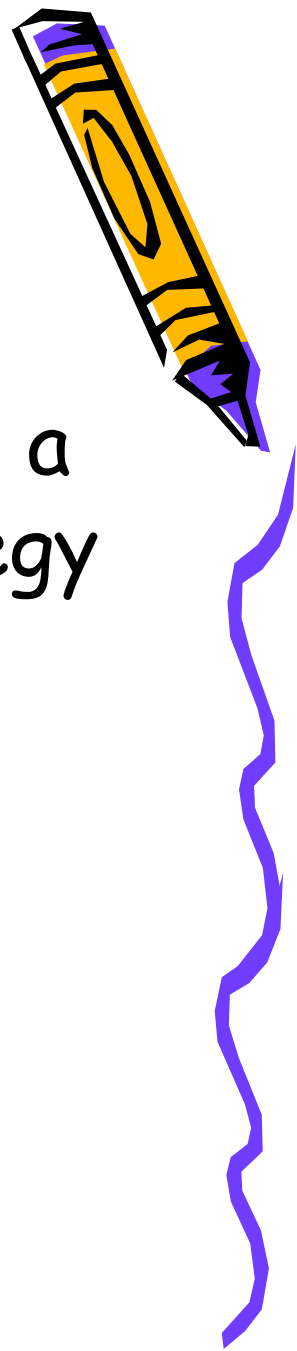- Finally, fill out the group RT sheet.

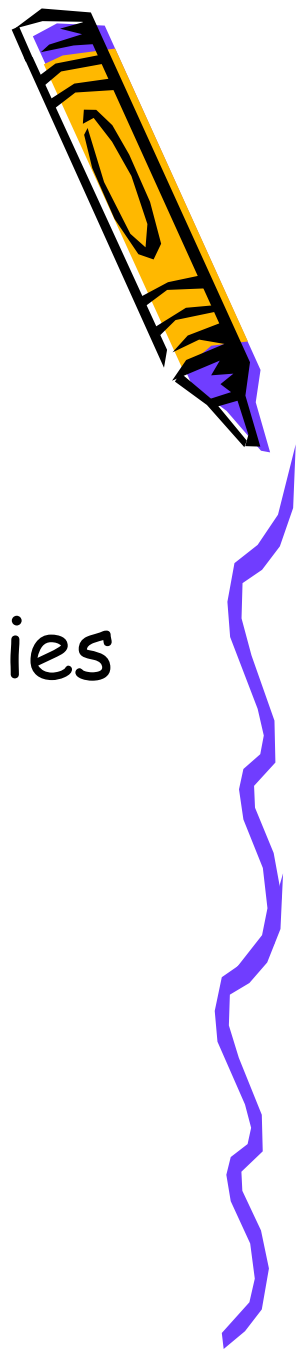Predictor   Questioner   Clarifier   Summarizer

What reading instruction is like

- Provide direct explanations of how a strategy works and why the strategy helps readers understand.

- Use "think alouds" to explain the process or model how we, as good readers, make meanings of informational texts.
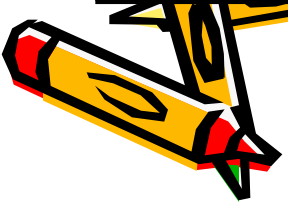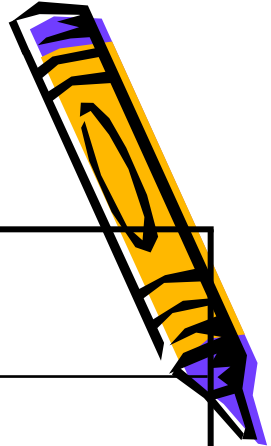
- Allow for guided practice where students have the opportunity to practice effective reading strategies with our support
- Give students the opportunity to apply the strategy until they have mastered how to use it.

An example

No of lessons	Focus
	Reading Strategy Self assessment survey (Pre)
2	Special occasion - modeling prediction and questioning
2	Special occasion – modeling clarifying
1	Special occasion – modeling summarising
2	Walt Disney World's Magic Kingdom– practicing RT
2	Walt Disney World's Magic Kingdom– practicing RT
2	Pre-test + You're gorgeous – practicing RT
2	Post-test + You're gorgeous – practicing RT
13	Reading Strategy Self assessment survey (Post) Questionnaire