

Encourage students to make use of Reading Strategies

[First Steps Reading Developmental Continuum, *STEPS*, ©2004

Before reading

Aim: To prepare for reading

Assist readers to use strategies to:

- promote enthusiasm for active reading.
- activate background knowledge.
- recognize and clarify purpose for reading.
- select a suitable reading style.
- link existing knowledge to new information.
- review and clarify new vocabulary.
- analyze text organization.
- raise awareness of the processes involved in reading.

Try these activities:

1. Prediction

- Questioning
- Directing the students to look at the pictures.
- Use of key words
- Stopping at a part of the story and having students predict what will happen next.
- Predicting the ending.
- Predicting what the character will say.
- Predicting character traits.
- Predicting sequence of events.

2. Picture Flick

- Show the front cover of the book and invite comments.
- Open the book, story, and display it page by page
- Encourage students to look at the pictures but not to comment.
- Allow students to form small groups and "tell the story".
- Return to the whole group and read the story to the students.
- Make available small books for students to read independently.

3. Book Features

- Show the book
- Discuss the layout, e.g. title, author, illustrator, blurb, chapters, contents, captions, dust jacket.
- Ensure that children hear the correct terms and apply them when they discuss books.

4. Set the Scene

- Discuss the title, the illustrations and the author.
- Help students recall any previous stories that have the same author or illustrator.
- Discuss the type of story, e.g. myth, and ask students to suggest anything they know about myths.

5. Brainstorming

- Talk about the story structure, e.g. fable - *The Ant and the Grasshopper*
- Ask the students such questions as, *What do you know about fables?*
- Record all answers and refer to them after reading.
- Talk about the theme.
- Talk about the language.
- After the fable has been read, children reflect on their responses and make comparisons with the text.

6. Written Predictions

- After writing initial predictions, students read a section of text. They then think about their first prediction and change or confirm their prediction. They continue to read the passage part by part, stopping to refer to their previous prediction and making changes when necessary.

During Reading

Aim: To self-monitor and recognize point of miscomprehension.
To involve students in reflecting and thinking about information and ideas as they read.

Assist readers to use strategies to:

- identify important information
- monitor for understanding
- raise awareness of processes involved in reading
- recognise and process text at different levels of understanding.
- adjust reading style
- identify words

Try these activities

1. Reader's Circle

- Each participant requires the same material. The material should be written in natural language and should be predictable. Participants sit in a circle with the teacher.
- Teachers may: read to students, read aloud with students, have students read aloud with a partner (or take turns), have everyone read silently.
- Read the title and ask for predictions.
- After students have had time to make their predictions, they return to the text to confirm their ideas.
- As predictions are substantiated or rejected, ask students to make further predictions and then continue with another section of the text.
- The reading is interrupted to ask questions such as:
 - Why do you think the author is telling us that?
 - Where does it fit into the story?
 - How important do you think that information will be to the outcome?
 - What is the author doing to make us want to read on?

- What is happening inside your head as you read (or listen😊 to that part?
- Do you think that's what the author wanted you to think?
- How did the author manage to make you think that way.
- Do you agree?

- When the reading is finished, readers can retell the story from pictures and a *Story Grammar Chart*:

<i>Setting</i>	<i>Story Grammar</i>	<i>Theme and Style</i>
Forest		
Bear's house	<u>Name: Jane Smith</u>	Fairy Story
		Things happen in 3s
	<u>Title:</u> Goldilocks and the 3 Bears	
<i>Characters</i>		<i>Events and Action</i>
Goldilocks		Bears walking in forest
Father Bear		Goldilocks: eats porridge, breaks chair, tries beds, and sleeps.
Mother Bear		Bears come home and see: porridge, chair and bed.
Baby Bear		Wake Goldilocks

<u>Setting</u>	<i>Story Grammar</i>	<u>Theme and Style</u>
	<u>Students Name:</u>	
	<u>Title:</u>	
<u>Characters</u>		<u>Events and Action</u>

2. Oral Summaries

- Each student has the same text. All read a section of text. Each person then summarizes what has happened so far in the story. Discussion and substantiation are encouraged.

3. See the Picture

- Students read a section of text and imagine the character, setting or action. They then tell a partner what they are imagining and why they have created that image. They return to skim or scan the text and substantiate or change their image.

4. Read and Think

- Read the first paragraph of the text to the students. Stop
- discuss such questions as:
 - *Do you like the story so far? Why* Students are encouraged to express an opinion.
 - *What was happening inside your head while you were listening?*
 - *What do you think will happen next?*
 - Share all responses
- Ask readers to think - *What is it that I am bringing to this story that causes me to think this way?* This question helps make readers conscious of the sort of background knowledge they bring to reading.

- Continue to read the text, stopping at intervals to repeat the procedure outlined.

After Reading

Aim: To reflect on and respond to text,
To select, organize and use relevant information for a specific purpose.

Assist readers to use strategies to:

- identify and extract important information
- substantiate information from within the text or by inference
- summarize text structure
- recognize when purpose has been accomplished
- draw conclusions, make judgements and generalizations

Try these activities:

1. Reflection Sessions

- Teachers need to model the sorts of questions that require participants to think about the text, formulate opinions and express feelings.
- Ask questions to stimulate discussion, e.g.
 - *What do you expect the story to be about?*
 - *Did it turn out that way?*
 - *What characters did you like (or dislike)? Why?*
 - *could you understand how a particular character felt because something similar happened to you?*
 - *What was your experience?*
 - *Would you recommend this story to others? Why?*
 - *Did you think that was a fair way of describing.... ?*
 - *What did the story tell you about the author and her/his way of looking at life?*
 - *Is that the way you think about ...*

2. Retelling

- Retelling can be used to teach and/or test comprehension and it involves students in all modes of language, i.e. reading, writing, speaking, and listening. It enhances comprehension at word,

- sentence, and whole text levels and requires readers to recall, select, organize, and summarize information.
- Oral to oral retelling
 - Teacher tells story and students retell:
 - to a partner
 - onto a tape
 - in groups taking turns
 - using pictures as a guide
 - Oral-to-written or drawing
 - Teachers tell the story and students retell:
 - individually in writing
 - in groups writing collaboratively]
 - using drawing with a minimum of writing
 - using drawings only
 - Written-to-oral retelling
 - Students read the text and then retell it orally:
 - to a partner
 - onto a tape
 - in groups taking turns
3. Map a Story
- Drawing a map that captures events in a story is a useful way of summarizing information. Maps should show important parts of the setting and trace the movement of the main characters. Students can retell the story from their map.
4. Change the Point of View
- Read the story.
 - Discuss how the story would change if it was written by someone else.
 - Re-tell the story from the new viewpoint
5. Cause and Effect
- Read the story.
 - Discuss the story.
 - Record the main events (or episodes) and show how actions lead to the reactions as the plot develops.

Setting	Episode 1	Episode 2	Episode 3, etc.
Who	Goldilocks	Goldilocks	Goldilocks & Bears
Where	Bears' house	Bears' house	Bears' house
When			
What	went in	sat on	went to sleep
Initiating event or problem	ate porridge	sat on chairs	bears angry
Reaction	didn't like father's or mother's porridge	didn't like father's or mother's chair	bears angry
Resolution or outcome	ate baby's porridge	broke baby bear's chair	chased Goldilocks

Setting	Episode 1	Episode 2	Episode 3, etc.
Who			
Where			
When			
What			
Initiating event or problem			
Reaction			
Resolution or outcome			

6. Character Self Portrait

- Students assume the personality of a character from the story and tell or write details under the heading on the *All About Me* form.

All About Me

I am:
I live:
I eat:
I have:
I like:
I hate:
I wish:

7. Character Interviews

- Students work in groups of 4-6. After everyone has heard or read the story, choose one person to be a character from the story. Group members then discuss the sorts of questions which would be appropriate. Group members take turns to ask questions.
- Optional follow-up: group composes a newspaper article about the character.

8. Plot Profile

- After reading the story several times, brainstorm to find the main events. List these in order. Rate the excitement of each event, then plot onto a grid.
- Teachers should work through the process several times and then encourage the students to work in small groups to complete a plot profile of the story.

Plot Profile

E X C I T I N I N G	10	* * *													
	9	* *													
	8	* *													
	7	* *													
	6	* *													
	5	* *													
	4	* *													
	3	* *													
	2	* *													
	1	* *													
C A L M	0	* *													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
		Beginning ← ----- → Ending													

List main events in order:

1. Bears go for a walk.
2. Goldilocks goes into bears' house
3. Goldilocks eats porridge
4. Goldilocks breaks chair.
5. Goldilocks goes to sleep.
6. Bears come home
7. Bears see missing porridge.
8. Bears see broken chair.
9. Bears go up to bedroom.
10. Bears wake Goldilocks.
11. Goldilocks screams.
12. Goldilocks jumps out of the window
13. Goldilocks runs home

Plot Profile

E X C I T I N I N G	10														
	9														
	8														
	7														
	6														
	5														
	4														
	3														
	2														
	1														
	0														
C A L M		1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Beginning ← ----- → Ending														