Chapter 7

Reading & Literature Instruction
Reading Strategies?

Stately, plump Buck Mulligan came from the stairhead, bearing a bowl of lather on which a mirror and a razor lay crossed. A yellow dressing gown, ungirdled, was sustained gently behind him by the mild morning air. He held the bowl aloft and intoned:

---Introibo ad altare dei.

*Ulysses*---James Joyce
Write It Out

- How would you define “reading”?
  - What is involved?
  - What strategies can/do/should we use?

- What are fundamentals for:
  - Beginners?
  - Intermediate readers?
  - Advanced/Expert readers?
The Basics

- Symbol / Sound correlations
- Syntax / Word order
- Meaning
Syntax: Cloze Reading

Apples are a type of widely-cultivated _____ that grows on _____. Apple trees grow in cold and temperate areas throughout the world. There are _____ of different _____ of apples, including Jonathan, _____, Granny Smith, and Red Delicious. An apple tree can grow to over 35 _____ tall. Each spring, an apple tree produces pink and white flowers. After a _____ has been pollinated (fertilized), an apple develops. Inside each apple are small, brown seeds, which can grow into new apple trees. Each _____, apple trees lose their leaves - they are _____.

Early in US history, John Chapman (nicknamed Johnny Appleseed) spread apple _____ around much of the USA.
Learning Ease Continuum

- Rank the difficulty of learning to read:
  - Student is literate in Arabic
  - Student is literate in Spanish
  - Student is literate in Chinese
  - Student is illiterate in L1
  - Student is literate in Russian
  - Student is literate in Vietnamese

- Why did you rank them as you did?
Choral Reading…

The boys' arrows were nearly gone so they sat down on the grass and stopped hunting. Over at the edge of the wood they saw Henry making a bow to a small girl who was coming down the road. She had tears in her dress and also tears in her eyes. She gave Henry a note which he brought over to the group of young hunters. Read to the boys, it caused great excitement. After a minute, but rapid examination of their weapons, they ran down to the valley. Does were standing at the edge of the lake making an excellent target.

Buswell, 1922
More Components

- Background Information
- Strategies
- Interpretation
Reading by any other name...
Yet Another Component

- Culture-specific information

- *What strategies can we offer students to help them overcome this one?*
  - *Other issues we’ve discussed?*
"It was the day of the big party. Mary wondered if Johnny would like a kite. She ran to her bedroom, picked up her piggy bank, and shook it. There was no sound."

1. Is the time of story past, present, or future?
2. What did Mary wonder?
3. What does the word *would* signal?
4. What is a *kite*?
5. What is *piggy bank*?
6. What kind of party is this text about?
7. Are Mary and Johnny adults or children?
8. How is the kite related to the party?
9. Why did Mary shake her piggy bank?
10. Mary has a big problem; what is it?

- What do you need to answer which questions?
- Could/Should you use this with ESL students?
Teacher-Specific Vocab

- Language Proficiency
  - Graphophonics
  - Syntax
  - Semantics
- Cultural Fluency
- Metacognition
  - Encode // Decode
  - Lexical Competence
  - Inference
You Tell Me...

The process of comprehension involves not just understanding what one has read but anticipating what one will read. To see this, one has only to throw an anomalous word onto the end of an otherwise coherent and predictable ketchup.

M.J. Adams, 1999
Jumbled Reading

- A reecnt rcaeresh sduty at an Eglsnih ustyveirin sgugsets, it deo'nst mettar waht oerdr the ltrtees in a wrod are, the olny irotmapnt tihng is that the fsrit and lsat ltteres are in the rhigt plcae. The rset can be a tatol mses and you can siltl raed it wouthit a porbelm.
3 Most Important Things...

- In Real Estate...
  - Location, Location, Location

- In Reading Comprehension...
  - Read, Read, Read
    - Novels, text books, comic books, menus, billboards, cloze caption on TV, cereal boxes, nutrition labels, poems, ANYTHING...
  - Mostly self-selected...
    - Maximizes meaningfulness & motivation
Goldilocks & the Three Bears

1. Did you like/dislike the story?
   - Why?  //  Why not?
     *(single event, character or other aspect...?)*

2. Did everyone in your group feel the same?
   - List similarities & differences

3. If you were in Goldilock’s shoes, WWYD?
   - Why?

4. How was Goldilocks feeling when we first met her?
   - Have you ever felt the same? Tell us about it.

5. How do you feel about the way Goldilocks behaves with other characters in the story?

6. Did any of the characters remind you of anyone you know?
   - Remind you of yourself?
Goldilocks Cont’d

1. Do you think the author is trying to teach us something?
   ■ If so, what?

2. Would you change the ending of the book?
   ■ If so, how?

3. Which character would you like to meet?
   ■ What would you say?

4. Did your feelings toward the characters change as we read the story?
   ■ What made them change?

5. If you could step into the book and be part of the story, where would you enter?
   ■ Who would you be?
   ■ What would you do?
   ■ How would that change the story?

6. What things would be different if this story took place in a different period of time?
   ■ In a different place?
Responding to Literature

- Purpose in Reading
- Comprehensible Input
- Meaning Negotiation
- Leveling b/n 1\textsuperscript{st}/2\textsuperscript{nd} Language Learners
Language-Experience Approach

- Use students’ own stories
  - Word-for-Word transcription
  - Student reads their own work
- Reinforce
  - Underline key (to Ss) words
    - Alphabetize them
  - Story strips – cut & re-assemble
- Stretch
  - Read & respond to other Ss’ stories
More Ideas for Beginners

- Big books
- Pattern books
- Infer from pictures
- Illustrate stories and poems
- Directed Listening & Thinking
- Reader’s Theater
- Story Mapping
Poetry...

The Pinewoods

Just before dawn
three deer
came walking
down the hill
as if the moment were nothing different
from eternity –
as lightly as that
they nibbled
the leaves,
they drank
from the pond,
their pretty mouths
sucking the loose silver,
their heavy eyes
shining.

Listen,
I did not really see them,
I came later, and saw their tracks
on the empty sand.
But I don’t believe
only to the edge
of what my eyes actually see
in the kindness of the morning,
do you?

Mary Oliver 2004

Now DRAW it... (whatever image you have...)

Story Mapping

- **Textual**
  - Someone - Wants - But - So

- **Graphic**
  - Draw it out

- **Combination**
  - Characters, Setting, Problem, Resolution
Intermediate Readers

- Cognitive Mapping
- Directed READING – Thinking
- Response Journals
- Reader’s Theater – DIY
- Film It
Assessment

- Quotable:

“A teacher who recognizes and respond to the teachable moment easily takes the place of all the standardized tests and reading labs in the entire school district”
Assessment Cont’d

- Students bring their own materials
- Day-2-Day informal assessment
- Miscue analysis
  - Outside class
  - Tape the reading
- Running Records
- Self Assessment
Before Reading

- Access Background
- Assess Background
- Motivate
  - Create Purpose
  - Stimulate Curiosity
Build Background Knowledge

- Brainstorm and cluster on a topic
- Use advanced organizers
- Create an anticipation guide
- Show a film on the topic

- Be sure to Scaffold!
Kick-off

- Build Suspense
  - Read aloud first part or first chapter to cliff hanger
  - Show film to cliff hanger
- Directed Listening-Thinking Activity
Keep It Up

- Continue Directed Reading-Thinking Activity
- Have students keep a response log
- Have students make predictions and monitor their predictions
- Encourage meaning-making strategies
- Reread confusing part
- Make a guess and read on; check whether the guess makes sense
- Ask a friend a word
Follow-Up

- Dramatize
- Tell a friend
- Do a Readers Theater
- Make a mural
- Create a map to summarize
- Write in a response log
Quiz

1. The process of reading in English is essentially:
   a. similar for first and second language learners;
   b. different for first and second language learners;
   c. the same as the process of writing;
   d. different from reading in any other language.
Advice for Literacy Tutors

http://www.literacyconnections.com/AdviceForReadingTutors.html