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ABSTRACT Noting that both comprehension and decoding are used by effective readers and that both processes should be taught, this concept paper focuses on effective strategies for reading instruction. Following an introduction, the first section focuses on the conclusions drawn about word identification by reading researchers. Subsections include information on structural analysis, context clues, and phonics, and offer a list of recommended word identification activities. The second section, a summary of research on reading comprehension, discusses schema theory, the teacher's role in comprehension theory, and metacognition. Also included is a list of recommended comprehension instruction activities, such as correlating reading and writing, discussing key concepts and vocabulary, using semantic mapping, and providing students with objectives. Finally, the conclusion re-emphasizes the use of strategies for teaching word identification and comprehension to foster increased reading ability and a love of reading. Three pages of references are included. (JC)

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Concept Paper

Oregon Department of Education

Number 5

Reading

INTRODUCTION

Reading is a cornerstone for a child's success in school and, indeed, throughout life. It is not surprising then that thousands of research articles are written on reading instruction each year and approximately 350 professional journals contain some articles on reading. In addition, there are special publications with the sole purpose of offering summaries of significant research in the field of reading. Because one study often contradicts another research study, it becomes a tremendous task to focus on the significant research or trends.

However, substantial advances in understanding the process of reading have been made in the last decade. Comprehension and word identification have generated the largest amount of study and concern. Teachers should know the important issues in these areas and use successful teaching practices based on research. Cooper (1986) states that the two main processes in reading are comprehension and decoding; the effective reader uses these processes simultaneously. Both can and must be taught.

Because of the tremendous amount of information available, important issues concerning the interrelatedness of reading and the other communication skills are discussed in another concept paper on integrating the English language arts. Beginning literacy concerns are addressed in the Department of Education publication *Kindergarten Issues: A Position Paper*. Additional concept papers will be forthcoming on issues related to vocabulary development, study skills, and mass media.

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WORD IDENTIFICATION RESEARCH SUMMARY

Instruction in word identification usually centers around structural analysis, context clues, and phonics. Research on how these skills contribute to reading comprehension is still needed. Some conclusions about the effectiveness of these three skills in identifying words can be made.

Structural Analysis

Structural analysis involves identification of the parts of words. It often involves instruction in identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and sometimes syllabication. "Based on the absence of relevant research in the area of structural analysis, there is little empirical evidence that supports the effectiveness of teaching syllabication or structure skills involving affixes or inflections. This does not mean that structural analysis is not a potentially powerful word-identification strategy, but rather, it simply demonstrates once again that all too frequently educational practice is not founded on educational research" (Johnson and Baumann, in Pearson, 1984).

Context Clues

In this word-identification strategy, readers attempt to determine the pronunciation and meaning of an unknown word by the way it is used in a sentence or paragraph. Context clues include pictorial and graphic aides; typographical clues such as quotation marks, parentheses, and definitional footnotes; and linguistic clues provided by the syntactic (position in the sentence) clues and semantic clues (meaning of other words). "There is a reasonably firm

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psychological base for a reader's use of contextual aids; and the subsequent teaching of these skills in word-identification instruction" (Johnson and Baumann, in Pearson, 1984). Sternberg, Powell, and Kaye (in press) report research that supports instruction in the use of a combination of contextual and structural analysis skills (prefix, stem, and suffix).

Phonics

Becoming a Nation of Readers, the federally funded report by the Commission on Reading, addresses the phonics controversy clearly: "The issue is no longer, as it was several decades ago, whether children should be taught phonics . . . but . . . how it should be done" (Anderson and others, 1985). There are essentially two approaches to phonics instruction — explicit phonics and implicit phonics. The explicit approach presents sounds associated with letters in isolation and then blends them to form words, whereas in the implicit approach the sound associated with a letter is never presented in isolation. The implicit approach has the teacher provide the student with a group of words that have the same sound with the intent of having the student generalize that sound to other words with the same letter.

A variation of the implicit approach to reading instruction is called "whole language." In this method, students are to experience and respond to selections as a whole, then study sentences, words, and letters from the context of the selection. Studies of whole language approaches in the United States have produced inconsistent results. The average result is indifferent when compared to more typical approaches (Anderson and others, 1985).

There are limitations to both approaches and, thus, studies have recommended a combination.

"The issue is no longer, as it was several decades ago, whether children should be taught phonics . . . but . . . how it should be done."

Becoming a Nation of Readers (Anderson and others, 1985) states, "... research provides insufficient justification for strict adherence to either overall philosophy. Probably the best strategy would draw from both approaches." The

report goes on to explain the reasons for phonics instruction.

In summary, the purpose of phonics is to teach children the alphabetic principle. The goal is for this to become an operating principle so that young readers consistently use information about the

"Each encounter with a reading selection should serve the dual goals of advancing children's skill at word identification and helping them to understand that reading is a process not simply of word recognition, but one of bringing ideas to mind."

relationship between letters and sounds and letters and meanings to assist in the identification of known words and to independently figure out unfamiliar words. Research evidence tends to favor explicit phonics. However, the "ideal" phonics program would probably incorporate features from implicit phonics as well.

Groff (1986) supports this approach: "Unless future research tells us otherwise, there also seems no hazard in teachers' use of a combination of explicit and implicit instruction."

Recommended Word Identification Activities

- Word identification should be taught in conjunction with meaning. Phonics instruction can hinder or divert a child from comprehension (Goodman, 1979). *Becoming A Nation of Readers* recommends that "no matter how children are introduced to words, very early in the program they should have experience with reading these words in meaningful texts" (Anderson and others, 1985). The report further discusses the importance of having letter-sound relationships "lavishly illustrated with words" to provide concrete examples for what might be confusing abstract rules for students. Uniting the teaching of phonics and comprehension is recommended. "Each encounter with a reading selection should serve the dual goals of advancing children's skill at word identification

and helping them to understand that reading is a process not simply of word recognition, but one of bringing ideas to mind" (Anderson and others, 1985).

Coordinating phonics with comprehension does not require a traditional sequence for introducing letter-sound relationships because "children do not require this much regularity to master the alphabetic principle" (Anderson and others, 1985). It is felt that more interesting texts can be written if a rigid order of introduction is not required. A typical rigid order calls for all consonants, then short vowels and long vowels, etc., to be presented in sequence with the next skill not presented until the child succeeds with the previous step. Research is inconclusive about which, if any, order of presentation of skills is most effective.

In a follow-up document titled, *Becoming a Nation of Readers: Implications for Teachers* (Binckley and others, 1987), three methods are listed to teach phonics in conjunction with meaning:

- A. Reading pattern books or predictable books
- B. Assisted reading
- C. Writing with invented spelling



The pattern books provide the students with opportunities to predict and recognize patterns and also reinforces the letter-sound correspondences as word families are used. Assisted reading has the teacher provide the reading model first and then the students repeat the word, phrase, or sentence. This provides the student with successful practice with the text. Writing with invented spelling

provides the students with opportunities to practice the phonetic principles being taught and does not have a negative effect on spelling skills.

- Blending sounds is a worthwhile activity. Research shows that when teachers spend more than average amounts of time in instruction on blending sounds, students produce larger than average gains on reading achievement tests (Anderson and others, 1985).



- Students should be taught to make inferences about the pronunciation of a word once they have sounded it out. "In any event, a vital part of phonics teaching, one noticeably missing at present, must be to have children practice making inferences about the pronunciations of words after hearing approximate pronunciations of them gained from the application of phonics rules. Measures of phonics achievement should also take this factor into account" (Groff, 1986).
- Use of context clues should be taught. Johnson and Baumann (in Pearson, 1984) state that research supports teaching students to use the structure of the language and the meanings of surrounding words and sentences to identify unknown words. More research is needed to determine the best methodology for instruction.

"In too many instances, children do endless drill exercises on sound symbol relationships they already know."

- Only the most important and regular letter to sound relationships should be taught. Teach these relationships as early in the program as

possible and to children who do not already know them. In too many instances, children do endless drill exercises on sound symbol relationships they already know (Anderson and others, 1985).

- Use of sources to verify pronunciation should be taught. "Glossaries, dictionaries, and encyclopedias are good sources to verify pronunciation or meaning of words" (Robinson and Good, 1987). Using these sources allows students to become more independent readers.

Word Identification Summary

Research has shown that:

- Word identification instruction is an essential part of a reading program.
- Blending of sounds needs to be taught.
- Phonics instruction and meaning need to be linked.
- Children need to learn to infer correct pronunciations from letter-sound approximations.
- Use of context to identify words should be taught.
- Use of references to verify words is an important skill.

READING COMPREHENSION RESEARCH SUMMARY

"Prior to 1970, our view of the comprehension process was driven by our fixation upon the text as an object of study. Comprehension was viewed as some degree of 'approximation' to the



text read. And, if we had any notion that readers build mental models as they read, then our standard for what a mental model should look like was the text itself" (Pearson, 1985).

Over the last 10 years, there has been a tremendous increase in the amount of research done in the area of reading comprehension. Research from the 1970's to the present shows instruction in reading comprehension to be influenced by three factors.

1. **Schema Theory.** Schema refers to the interaction between the reader and the text through which the reader constructs meaning



(Anderson and Pearson, in Pearson, 1984). Schema theory proposes that no text is entirely self-explanatory but must rely on the reader to construct meaning based on the reader's knowledge of the subject and the ability to integrate the new information with prior knowledge. Developing the background of knowledge and the key vocabulary for a reading selection should be viewed as the backbone or foundation of the reading comprehension program (Cooper, 1986).

2. **The Teacher's Role in Comprehension Instruction.** Dolores Durkin's research in 1978-79 found that only one percent of instructional time was spent on teaching comprehension. A second study of reading manuals found that much of what was provided were questions to be asked to assess comprehension. There was little evidence of the direct teaching of comprehension within the classrooms or in the manuals. Rosenshine and Stevens (in Pearson, 1984) noted in their study that teachers have not developed specific methods for demonstrating to students the

comprehension strategies called for by higher level questions.

3. **Metacognition.** The reader's role or metacognition refers to the knowledge and control which the reader has over his/her own thinking and learning activities (Brown, 1980). "When teaching metacognition in relation to reading comprehension, the teacher's objective is to help students become aware of the skills and processes of comprehension that they need in order to read and understand a specific text selection" (Cooper, 1986). McNeil (1984) states that metacognition processes in reading include the recognition of one's strengths and weaknesses in comprehending, knowing the importance of matching a comprehension

"Explicit instruction in comprehending a variety of types of materials is necessary."

task with an appropriate reading strategy, being aware whether one has or has not understood the text, and knowing what to do to correct failure to comprehend.

Recommended Comprehension Instruction Activities

Explicit instruction in comprehending a variety of types of materials is necessary. Comprehension instruction can be divided into three phases within a reading lesson: (1) prereading, (2) during reading, and (3) post-reading or follow-up. The following are effective reading comprehension activities that are reflective of research on: (1) schema theory, (2) the teacher's role, (3) the reader's role or metacognition, and (4) vocabulary development.

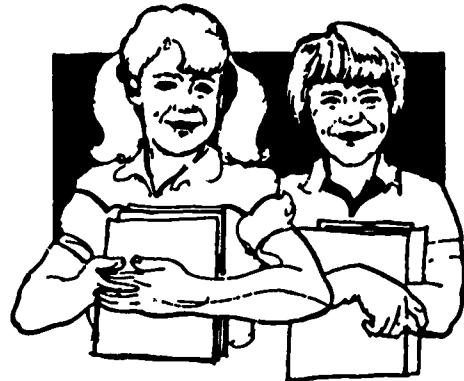
1. **Prereading Instructional Activities.** The prereading activities should be designed to build and activate the reader's background knowledge. "The role of the teacher in teaching comprehension is to help the reader activate prior experiences in order to develop the background or schema for comprehending a particular selection" (Cooper, 1986).

- Discussing a written list of key concepts and vocabulary needed to understand the text prior to reading "bridges the gap

between what the reader already knows and what the reader needs to know before he/she can meaningfully learn the task at hand" (Ausubel, 1968). For example, if students are to read a selection about an archaeologist, the concepts could be statements about the function of archaeology and the types of tools used.

Research on this technique using key concepts called "advanced organizers" (Ausubel, 1968; Dean-Guilford, 1981; Kelleher, 1982; Moore and Readence, 1980) shows that this strategy has a positive effect on learning. The research points out that it works best for expository material and is most effective for students with higher verbal ability. Ausubel (1968) states that the information to be included in the organizer depends on the text and the background knowledge of the student. The most important component is the discussion. Advanced organizers fill in the gap between what a student knows and needs to know to comprehend a new text.

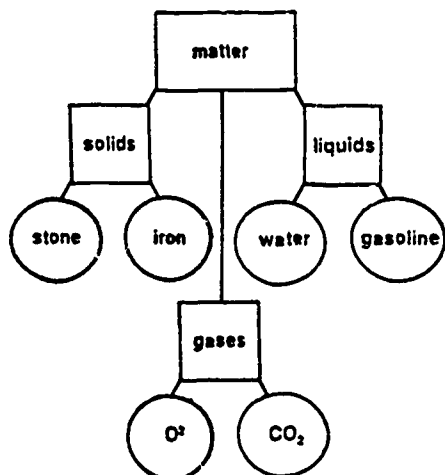
- The use of story previews provides a way for the teacher to activate background knowledge and provide an attention-focusing device before the students read a narrative selection. The story preview is a statement by the teacher written or given orally that summarizes some of the main ideas that will appear in a selection and then oftentimes ends with a question to help direct the reading. The story preview is most effective with narrative material



and has favorable results for both high and low ability students from various communities and grade levels (Graves and Palmer, 1981; Graves, Cooke, and

LaBerge, 1983; Hood, 1981; and Graves and Cooke, 1980). The story previews are especially effective with stories that are difficult for students because they address unfamiliar vocabulary and experiences.

- The use of webbing and semantic mapping helps the reader to activate existing schemata related to a particular topic and to develop a specific schema for a selection that will be read. Webbing and semantic mapping, also called graphic organizers, provide the reader with a concrete image of how topics and ideas are related (Cooper, 1986). Lines are drawn between words or ideas to show their relationships. The example below illustrates a semantic map for some science concepts.



The graphic organizers can also be used during and after text reading to help enhance comprehension. The graphic organizers help students to engage their prior background knowledge about a subject and to relate it to new information.

- Providing students with objectives before they read has proven to be an effective activity for enhancing comprehension. The objectives focus the students' learning on key concepts and decrease the amount of incidental learning. Focusing on objectives, which has a positive effect on targeted information and a negative effect on incidental learning, is designed to be used with expository texts (Tierney and Cunningham, in Pearson, 1984).

- Using pretests and prequestions has proven effective if the questions specifically reflect what the teacher wants

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the students to learn. Pretests and prequestions decrease the amount of incidental learning in the same way that providing the students with objectives before a reading does. The questions should reflect the most important points in the text. It is not effective to use prequestions if the desired end result is an overall understanding of the material (Tierney and Cunningham, in Pearson, 1984).

- Vocabulary-building activities that are effective involve using words in context, classifying words, and associating unknown words with known words. Practices for teaching vocabulary that have little or no value are looking words up in the dictionary, studying words in isolation, and writing new vocabulary words in sentences. Since vocabulary knowledge has such an influence on a reader's comprehension, effective vocabulary lessons are particularly important.

2. During Reading Instructional Activities

The activities during reading are referred to as guided-reading activities. These activities take place during the time the student is reading and are intended to enhance comprehension. The activities should foster ongoing comprehension.

"Questions requiring higher level thinking skills will cause students to read differently than those focusing only on facts."

- Providing students with questions during reading is a well-used instructional practice employed by teachers to help guide the readers through a text. Research shows that it is an effective means to improve comprehension of factual information and

application questions (Watts and Anderson, 1971; Rothkopf, 1972). Questions should follow the sequence of the selection. The answers to all the



questions should provide a summary of the text. Students learn to anticipate the type of thinking that the teacher's questions demand. Questions requiring higher level thinking skills will cause students to read differently than those focusing only on facts.

- Monitoring comprehension is described by Cooper (1986) as a developmental task. He states that beginning readers seem to be less aware of their lack of understanding when reading and less able to explain why they do not understand. Studies by Palincsar and Brown (1984) indicate that monitoring comprehension can be taught.

Cooper (1986) outlined a four-step approach to comprehension monitoring consisting of:

- (1) summarizing
- (2) clarifying
- (3) questioning
- (4) predicting

The student, in Step 1, summarizes by stopping during reading and silently asking, "Is this clear to me?" If it is not clear, then the student goes to Step 2, clarification. The student clarifies by rereading or discussing the parts that are unclear. In Step 3 the student silently asks the questions a teacher might ask in a discussion or test. In the last step the student predicts what might happen next in the text.

The teacher models this strategy with the students taking them through every step. The teacher and students then practice this strategy by having the student take the part of the teacher and lead others through the four steps. This modeling is done to help students learn to monitor their own comprehension when they are reading alone. This approach was a result of research by Robinson (1962) and his SQ3R method consisting of survey, question, read, recall, and review.

- Using oral reading as a means to improve reading comprehension has limited research but is a practice that is often used by teachers. The use of oral reading in instruction must be addressed because it oftentimes takes up a major portion of instructional time. One study, cited in *Becoming a Nation of Readers*, found that low-ability first graders spent 90 percent of their instructional time reading aloud, while high-ability first graders spent 40 percent of their instructional time reading aloud (Anderson and others, 1985). "While children do read aloud frequently, one can find little evidence in the literature that instruction in effective oral reading behavior is actually offered" (Allington in Pearson, 1984).

"Correlating selected reading and writing activities has a positive impact on student performance in both areas."

Becoming a Nation of Readers stresses the importance of children reading a selection silently before reading it aloud. The report also states that research has not been conclusive about oral reading as an effective method to improve comprehension. Also no studies have been conducted addressing the long-term effect of oral reading on attitudes about the act of reading. Oral reading as a diagnostic tool has been well documented.

- Correlating selected reading and writing activities has a positive impact on student performance in both areas (Tierney and Leys, 1984). Some examples of effective activities are writing summaries or completing a story frame where a series of

spaces is hooked together by transition words. Story frames usually follow a single thought or aspect of a narrative selection, such as a character, a setting, or the development of the plot. The example below illustrates one type of story frame.

Plot Frame	
This story begins when	_____.
Next	_____.
Then	_____.
The story ends when	_____.

- Study guides are an effective way to direct students' attention to the important information in the text. A well-designed guide includes questions that focus the students' reading, some vocabulary practice and/or extension activities, and activities that require students to think critically (Cooper, 1986).



3. Follow-Up or Post-Reading Activities

Follow-up instructional activities should enhance the comprehension for the student by extending meaning beyond the text.

- Feedback to students evaluating their reading activities increases student learning (Gagne, 1978; Kulhavy, 1977; La Porte and Voss, 1975). When students answer questions based on what they have read, teachers usually let them know whether these answers are correct. Verbal

feedback is most effective (Barringer and Gholson, 1975). Corrective feedback following incorrect answers had the most significant influence on student learning (Kulhavy, 1977; La Porte and Voss, 1975). Kulhavy (1977) further noted that feedback mattered little if the reading material was too difficult for the students.



- Group and whole class discussions may increase comprehension if structured correctly. Research has shown mixed results in the use of group discussions to improve comprehension. Estes (1970) showed no direct benefits to comprehension using discussion following a reading. A study by Vacca (1977) showed group discussions to be beneficial. The variable which affects the impact of group discussions seems to be the way it is conducted and its relationship to a large post-reading activity or to the use of a study guide that provides a purpose or focus for the discussion. Open-ended discussions with no specific objective for expository material seem to have no benefits for improved comprehension.
- Identifying the task demands of questions following a reading is beneficial to comprehension. A study by Raphael and Pearson (1982) and another study by Raphael (1982) explored the teaching of a strategy intended to make readers more aware of what is required of them to answer questions accompanying story selections. Students from fourth, sixth, and eighth grades were taught to differentiate between questions which required them to locate the answer in the text and questions that involved using their own background knowledge to answer the question.

Students having the training surpassed the other students in the quality of responses to questions. This suggests it is an effective strategy to teach students about the kinds of tasks questions might demand.

- The use of summarizing appears to be an effective strategy to improve comprehension if the student knows how to summarize. Day (1980), found that providing students with specific rules for summarizing influenced the students' ability to detect main ideas and delete trivial information. Also, the level of writing ability influenced the use of summarizing. Students with writing problems needed more training. A study by Cunningham (1982) involved fourth-grade students using a systematic procedure for developing summaries which was successful for the students. It appears that when students have the ability to summarize what they read, their comprehension is improved. Most important is the need to teach the skill of summarizing prior to assigning a written summary.

Reading Comprehension Summary

Research shows that comprehension strategies can be and need to be taught and that individuals bring their own prior knowledge to each text.

"Teachers should make clear to the students the purposes for reading a selection, ask relevant questions, and teach the skills necessary for students to monitor their own comprehension."

Teachers need to consider the students' knowledge of a concept when planning the prereading activities necessary for optimum reading.

- Teachers should make clear to the students the purposes for reading a selection, ask relevant questions, and teach the skills necessary for students to monitor their own comprehension.

- Students need to know the tasks required for comprehending narrative selections and those needed for expository material.
- Particular emphasis should be given to developing higher level thinking skills.
- Predicting what might come next in the text is effective.
- Study guides are especially helpful for focusing attention on the important aspects of a selection.
- Teachers should give feedback to students on how well they have comprehended the text.
- Reading should be followed by assignments like summarizing and writing activities that expand or use the information.
- Discussions following the reading activity should be focused on a particular purpose or aspect of the selection.

CONCLUSION

Sufficient research findings support the use of specific strategies for teaching word identification and reading comprehension. Teachers should incorporate such well-researched strategies into their instructional program. One particular advantage to being aware of current research is to prevent the temptation to latch onto the latest untested fad or trend.

The influence that classroom teachers have in developing life-long readers should not be underestimated. Teachers provide models of skillful reading when they read aloud to children. Literacy can be promoted through the use of a variety of interesting, readable materials and the value of reading can be demonstrated by providing adequate time during the day for different reading activities.

Effective reading programs incorporate clearly oriented goals, carefully selected materials, and instructional strategies which reflect the best of current knowledge based on research. As students incorporate skillful word identification strategies with effective comprehension techniques, both reading ability and love of reading will flourish.

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Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

September 1987

Verne A. Duncan
State Superintendent
of Public Instruction

Activity III.3 STRUCTURED OVERVIEWS

Introduce this activity with the use of Overhead Transparency I.1: EARTHQUAKES and Overhead Transparency I.2: STUDIES TO PREDICT QUAKES, placing I.2 on top of I.1.

- Ask participants to identify, based on their understanding of the structured overview, the three major sections of the passage they are going to read.
- Ask them to list, based on their reading of the structured overview, the order in which the sections will appear in the text. Ask them also to identify which section will be discussed in greatest detail.

Review the purposes and design of structured overviews. Point out that the purpose of this particular prereading strategy is to prepare students for understanding the organization and interrelationships among ideas in a text. Also mention that using structured overviews helps students understand the main idea of a passage or textbook chapter.

- Ask participants to think of other questions that a teacher might ask using the structured overview for "EARTHQUAKES."
- Demonstrate the idea that structured overviews can be presented to students as whole pieces or in portions by removing Overhead Transparency I.2. Point out that the decision whether or not to show structured overviews in portions depends upon:
 1. the students' abilities to grasp varying amounts of information at a time;
 2. the teacher's purpose for introducing sections or subsections of the text; and/or
 3. the complexity of the text to be read.

Ask the participants to read the passage entitled "EARTHQUAKES," which appears in Booklet A (page 42). As they read, the participants should take note of the author's organization of text.

- Have participants work in pairs to design their own structured overviews for the passage.

III A.10

- Ask for volunteers to put their versions of a structured overview on the board. Have the volunteers explain the rationale for the design of their overviews.

Explain that the exact design of a structured overview for a particular passage can vary from one teacher to the next. As long as there exists a rationale for the design and that design truly represents the author's organization, it is acceptable.

Have participants select a chapter or section of a chapter from their students' content-area textbooks. (If any participants have failed to bring a textbook, ask them to read the passage entitled "MAYAN CULTURE," which appears on page 48 of Booklet A.)

- Ask them to design a structured overview for the selected text using the following guidelines. (These guidelines appear also in Booklet A in the introduction to STRUCTURED OVERVIEWS.)
 1. Identify key concepts which students need to understand for the reading.
 2. Arrange the concepts in a diagram or flow chart that illustrates the interrelationships among ideas.
 3. Include concepts students are already likely to know, as well as new concepts introduced in the reading.
- Have two or three volunteers put their structured overviews on the board.
- Ask the volunteers to introduce, as they would to their classes, their overviews to the participants. Have the participants role-play a class of students and ask questions of the teacher-volunteer. Debrief the group if you encounter any problems.

Conclude with a discussion of what research and practice tells us about the effectiveness and application of structured overviews. Researchers have found that using this prereading strategy helps students clarify objectives for content-area reading, organize information as they read text material, and increase the amount of their learning and retention.

Be sure to point out that structured overviews should be used as a springboard for the prereading discussion of text. If you decide to show the structured overview in parts, portions of the overview should be discussed one at a time.

III A.11

Reassure the participants that, although developing structured overviews for classroom materials may be time-consuming initially, they readily will accumulate a file of overviews which can be used for years to come.

Finally, make mention of the fact that students can design their own structured overviews as note-taking tools after they have read the text. These, too, may be included in the teacher's overview file for future use.

Activity III.4 STORY MAPS

Use Overhead Transparency J to introduce participants to the first type of story map discussed in Booklet A: Prereading Strategies (pages 53-55).

- Explain the importance of introducing students to the various story structures that exist in literature.
- Review the story grammar for the passage entitled "LORNA," which appears in Booklet A (page 57). Point out that in this story a narrative is used to introduce a scientific concept.

Ask participants to work in four separate groups to design story maps. Ask them to create a map for popular stories, e.g., "Little Red Riding Hood," "The Tortoise and the Hare," "Jack and the Beanstalk," "The Fox and the Grapes," "Prometheus," "Johnny Appleseed," or "Paul Bunyan." Assign one story to a group.

- Ask each group to outline the plot, characters, setting, theme, tone, and mood of the story it is assigned, using Handout III.2 in the Training Materials.
- Have a representative from each group write the group's outline on the board.

Review the distinctions among the various story maps. For example, point out that, although "Little Red Riding Hood" includes the use of anthropomorphic animals, as well as human characters, to teach children a moral, the myth "Prometheus" uses humans with godlike characteristics to relate its theme. Be sure to underscore the importance of imparting to students the standard characteristics of fables, myths, tall tales, etc. Student awareness of the various features of each story type will enable them to discern different story maps and enhance their reading comprehension.

Activity III.5 STORY MAPS (Con't.)

Use Overhead Transparencies K.1-3: TIME ZONES to introduce the second type of story map reviewed in Booklet A.

- Ask participants to read the story "TIME ZONES," which appears on page 68 in Booklet A.
- Review the Overhead Transparencies K.1-3: TIME ZONES to discuss this type of story map (see Booklet A, pages 66-67).

Note that teachers need to analyze the implied content and the central event sequences and to understand the linkages between the two before introducing a story to students. In this way, teachers can be aware of assumptions adult readers make which allow them to follow story sequences. Since developing readers do not necessarily make the same inferences and assumptions, this type of story map can help the teacher pinpoint where students may have failed to follow the text. If teachers present story maps to students likely to have such difficulty, they will help the students avoid the problem. After students have been presented with stories in this manner, they will begin to look for maps when they read on their own.

- Ask participants to read the story entitled "ROBERT HENRI," which appears in Booklet A (page 65).
- Have them work in pairs to design this type of story map. They also should prepare follow-up questions that assess understanding of linkages between implied content and central event sequence.
- Have each pair of participants compare their map with that of at least one other pair of participants. Have them use HANDOUT III.3 STORY MAP SHEET #2 to do this. (You can find this sheet in your set of Training Materials.)
- Conclude the discussion with a review of the essential features of this type of story map.

CONCLUSION OF THE WORKSHOP

Answer any further questions participants may have about the prereading strategies. Be sure to conclude with a discussion of the ways in which these strategies relate to the theory of the reading process discussed in Workshop I.

Assign the follow-up activity for this module. The activity can be found in Workshop Packet III (page III B.4). Remind participants to review the strategy they select before they apply it in their classrooms.

TRAINING MATERIALS

2054j

OBJECTIVES FOR WORKSHOP III

1. TO BECOME FAMILIAR WITH PREREADING STRATEGIES.
2. TO PRACTICE APPLICATION OF PREREADING STRATEGIES.

PREREADING STRATEGIES INSTRUCTION

PURPOSES:

- TO ENCOURAGE STUDENTS TO RECALL BACKGROUND KNOWLEDGE ABOUT AND EXPERIENCE WITH THE TOPIC
- TO FOSTER MEANINGFUL PREDICTIONS ABOUT WHAT THE AUTHOR MIGHT SAY REGARDING THE TOPIC

PREREADING STRATEGIES

ANTICIPATION GUIDES

THE PReP

STRUCTURED OVERVIEWS

STORY MAPS

PINE BARRENS

COMPLETE COLUMN "A" BEFORE YOU READ THE PASSAGE AND COLUMN "B" AFTER YOU READ THE PASSAGE. CHECK THOSE STATEMENTS WHICH YOU BELIEVE TO BE TRUE.

A

B

NEW JERSEY IS THE MOST DENSELY POPULATED STATE IN THE COUNTRY.

MOST OF THE COMMUNITIES IN NEW JERSEY ARE VERY OLD.

YOU'D HAVE A HARD TIME FINDING WILDERNESS COUNTRY IN NEW JERSEY.

THE "PINE BARRENS" ARE SO NAMED BECAUSE THE LAND THERE IS BARREN AND DRY.

ENDANGERED SPECIES CAN BE FOUND IN NEW JERSEY.

BEST CITIZEN

COMPLETE COLUMN "A" BEFORE YOU READ THE PASSAGE AND COLUMN "B" AFTER YOU READ THE PASSAGE. CHECK OFF THOSE QUALITIES WHICH YOU THINK A STUDENT WHO IS TO BE NAMED "BEST CITIZEN" SHOULD POSSESS.

A

B

- | | | |
|-------|-------|---|
| _____ | _____ | EARNs TOP GRADES IN SCHOOL. |
| _____ | _____ | IS A CLASS OFFICER. |
| _____ | _____ | IS POPULAR. |
| _____ | _____ | THINKS OF GOOD PROJECTS FOR THE SCHOOL. |
| _____ | _____ | IS ONE OF THE BEST SCHOOL ATHLETES. |
| _____ | _____ | SHOWS EXTRAORDINARY SENSE OF OF RESPONSIBILITY. |

NULLARBOR

THE THREE PHASES OF PR_eP

1. INITIAL ASSOCIATION WITH THE CONCEPT
 - a. ASK STUDENTS TO TELL ANYTHING THEY THINK OF WHEN THEY HEAR THE WORD PLAIN.
 - b. WRITE THE RESPONSES ON THE BOARD.
 - c. ELICIT RESPONSES FROM AS MANY STUDENTS AS POSSIBLE.

NULLARBOR

(Continued)

THE THREE PHASES OF PReP

2. REFLECTIONS ON INITIAL ASSOCIATION WITH THE CONCEPT
 - a. ASK WHY THEY MADE THE ASSOCIATIONS THEY DID MAKE.
 - b. ENCOURAGE THEM TO BECOME AWARE OF THE LINKAGES AMONG THEIR IDEAS.
 - c. PROMOTE A DISCUSSION TO MODIFY THEIR IDEAS.

NULLARBOR

(Continued)

THE THREE PHASES OF PR_eP

3. REFORMULATION OF KNOWLEDGE ABOUT THE CONCEPT
 - a. ASK STUDENTS TO STATE ANY DIFFERENT IDEAS THEY NOW HAVE ABOUT PLAIN.
 - b. ELICIT STATEMENTS ABOUT ANY CHANGES IN THEIR THINKING.

CLASSIFYING LEVELS OF PRIOR KNOWLEDGE

MUCH PRIOR KNOWLEDGE → PROCEED TO READER-TEXT INTERACTION

SOME OR **LITTLE** PRIOR KNOWLEDGE → LEAD FURTHER DISCUSSION

- THE LOCAL TERRAIN
- OTHER FAMILIAR TERRAINS

→ BUILD ON DEMONSTRATED KNOWLEDGE

THE THREE PHASES OF THE PReP

I. INITIAL ASSOCIATIONS WITH THE CONCEPT

A. THE TEACHER SAYS, "TELL ANYTHING THAT COMES TO MIND WHEN...(e.g., ...WHEN YOU HEAR THE WORD 'CONGRESS')."

B. THE TEACHER NOTES EACH RESPONSE ON THE BOARD.

C. STUDENTS ARE GIVEN AN OPPORTUNITY TO FIND ASSOCIATIONS BETWEEN THE KEY CONCEPT AND THEIR PRIOR KNOWLEDGE.

THE THREE PHASES OF THE PReP

(Continued)

II. REFLECTIONS ON INITIAL ASSOCIATIONS

- A. THE TEACHER SAYS, "WHAT MADE YOU THINK OF...(THE RESPONSE GIVEN BY A STUDENT)."

- B. THE STUDENTS DEVELOP AN AWARENESS OF THE NETWORK OF THEIR ASSOCIATIONS.

- C. THE STUDENTS ARE GIVEN AN OPPORTUNITY TO LISTEN TO EACH OTHER'S EXPLANATIONS, TO INTERACT, AND TO BECOME AWARE OF THEIR CHANGING IDEAS.

THE THREE PHASES OF THE PReP

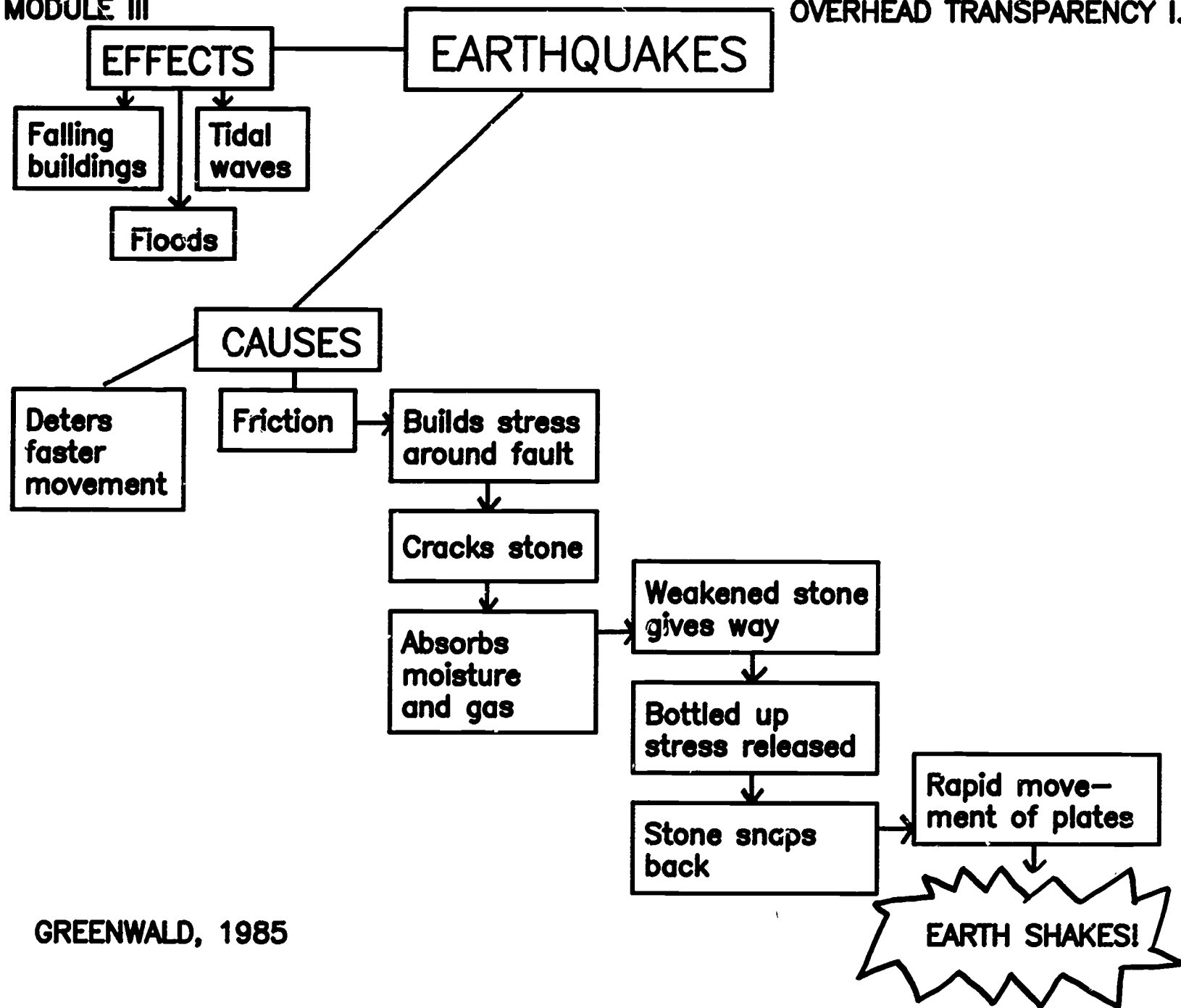
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III. REFORMULATION OF KNOWLEDGE

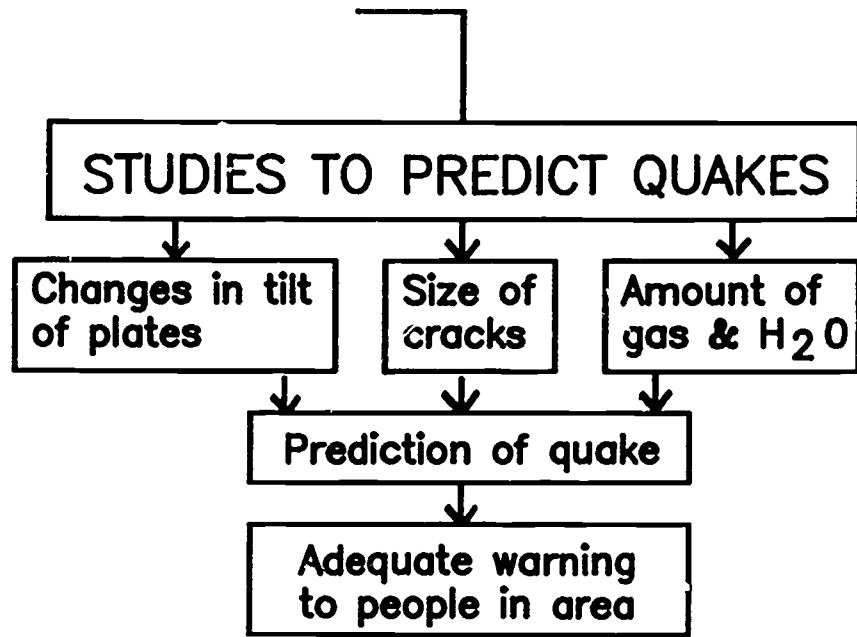
A. THE TEACHER SAYS, "BASED ON OUR DISCUSSION BEFORE WE READ THE TEXT, HAVE YOU ANY NEW IDEAS ABOUT...(e.g., 'CONGRESS')? "

B. THE STUDENTS ARE GIVEN AN OPPORTUNITY TO VERBALIZE ASSOCIATIONS THAT HAVE BEEN ELABORATED OR CHANGED THROUGH DISCUSSION.

LANGER, J. (1982)



GREENWALD, 1985



LORNA

CHARACTERS

1. LORNA – SAD, SCARED, LONELY, WITHDRAWN
2. SAM – WARM, FRIENDLY, GENEROUS

PLOT

LORNA LEAVES HOMETOWN TO MOVE TO A NEW TOWN AND SCHOOL. SHE CRIES AS NEIGHBORS SAY THEIR FAREWELLS. AT HER NEW SCHOOL, SHE GOES TO HER HOMEROOM AND LOCKER ALONE. SHE IS LONELY UNTIL SAM OFFERS TO WALK HER TO HER NEXT CLASS.

SETTING

1. DRIVING IN THE CAR
2. ATTENDING THE NEW SCHOOL

MOOD

SENSE OF SORROW, DREAD, LONELINESS, SURPRISE,
AND RELIEF

TONE

INFORMAL

TIME ZONES

CENTRAL EVENT SEQUENCE

1. MARGARET TOOK A TRIP TO WASHINGTON, D.C. IN 1878 WITH HABERSHALL, A TIME EXPERT.
2. SHE SETS HER WATCH BEFORE LEAVING BOSTON AT NOON.
3. SHE HAD TO RESET HER WATCH FIVE TIMES ALONG THE WAY.
4. MARGARET ASKED HER FATHER WHY SOMEONE DIDN'T DO SOMETHING ABOUT THE MIX-UP IN TIME.
5. THE NATION REDUCED THE NUMBER OF TIME ZONES.

IMPLIED CONTENT

1. FATHER HAD GIVEN MARGARET A WATCH.
2. NOT MANY PEOPLE OWNED WATCHES AT THAT TIME.
3. MARGARET RETURNED HOME TO BOSTON.
4. IT TOOK HABERSHALL SOME TIME TO CONVINCING CONGRESS TO SYNCHRONIZE TIME.

TIME ZONES

(Continued)

LINKAGES BETWEEN CENTRAL EVENT SEQUENCE AND IMPLIED CONTENT

IMPLIED CONTENT

CENTRAL EVENT SEQUENCE

FATHER HAD GIVEN
MARGARET A WATCH.

NOT MANY PEOPLE OWNED
WATCHES AT THAT TIME.

MARGARET RETURNED HOME
TO BOSTON. →

SHE ASKED HER FATHER
WHY SOMETHING WASN'T
DONE ABOUT MIXED-UP
TIME.

IT TOOK HABERSHALL TIME
TO CONVINCING CONGRESS TO
SYNCHRONIZE TIME. →

NATION REDUCED THE
NUMBER OF TIME ZONES.

TIME ZONES

(Continued)

FOLLOW-UP QUESTIONS

1. WHY WAS IT IMPORTANT TO REDUCE 56 TIME ZONES TO FOUR ZONES?
2. WHY DOES THE STORY CENTER ON MARGARET?
3. HOW WOULD YOU CHARACTERIZE MARGARET?

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Anticipation Guide

PINE BARRENS

Complete Column "A" before you read the passage and Column "B" after you read the passage. Check those statements which you believe to be true.

A

B

___ ___ New Jersey is the most densely populated state in the country.

___ ___ Most of the communities in New Jersey are very old.

___ ___ You'd have a hard time finding wilderness country in New Jersey.

___ ___ The "Pine Barrens" are so named because the land there is barren and dry.

___ ___ Endangered species can be found in New Jersey.

HANDOUT 111. 2

STORY MAP SHEET #1

Story Title: _____

Use this sheet to complete a story map for the story assigned to you by your trainer.

Plot -

Characters -

Setting -

Theme -

Mood -

HANDOUT III.3

STORY MAP SHEET #2

Use this sheet to develop the second type of story map for the story, "ROBERT HENRI."

Central Event Sequence

Implied Content

Linkages Between Implied Content and Central Event Sequence

Follow-Up Question

2889j

WORKSHOP PACKET III
Prereading Strategies

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Introduction.....	III B.3
Workshop Objectives.....	III B.3
Activities and Worksheets..... (See also <u>Booklet A: Prereading Strategies</u>)	III B.4

INTRODUCTION

Since we know that the ability to use background knowledge and language experience is essential for proficient reading comprehension, it is important for us to teach students ways to stimulate that use prior to reading. Prereading strategies designed by teachers and researched by experts in the field can accomplish this goal. These strategies stimulate the thinking that is prerequisite to reading and prepare the student for effective comprehension of text. In addition, they can be used by students to make predictions as to what an author might have to say about a particular topic.

You will be asked by your workshop trainer to use the Improving Students' Abilities to Read and Think: Teaching Strategies Series, Booklet A: Prereading Strategies during the course of this session. Refer to the introduction in Booklet A and the introduction to each of the strategies to familiarize yourself with the definition, purposes, effectiveness, and application of each strategy reviewed here.

WORKSHOP OBJECTIVES

1. To become familiar with prereading strategies.
2. To practice application of prereading strategies.

Refer to Improving Students' Abilities to Read and Think: Teaching Strategies Series, Booklet A: Prereading Strategies for this workshop.

FOLLOW-UP ACTIVITIES FOR WORKSHOP III

- Select one of the prereading strategies discussed in this workshop, and conduct a reading lesson using the strategy.
- Record your successes, as well as any problems you may have encountered, in the space provided below.

- Read the Introduction to Booklet B: Reader-Text Interaction Strategies and the introduction to each of the strategies before the next session.

2890j

MODULE IV: READER-TEXT INTERACTION STRATEGIES
Workshop Presenter's Guide

OVERVIEW OF MODULE IV

WORKSHOP OBJECTIVES:

1. To become familiar with reader-text interaction strategies.
2. To practice application of reader-text interaction strategies.

TRAINING MATERIALS:

Improving Students' Abilities to Read and Think: Teaching Strategies Series, Booklet B: Reader-Test Interaction.

A content-area textbook used by students in the district.

Workshop Packet IV

- | | |
|------------------------------|--|
| Overhead Transparency A: | OBJECTIVES FOR WORKSHOP IV |
| Overhead Transparency B: | PURPOSES OF READER-TEXT INTERACTION STRATEGIES INSTRUCTION |
| Overhead Transparency C: | READER-TEXT INTERACTION STRATEGIES |
| Overhead Transparency D: | TALKING TREES |
| Overhead Transparency E.1-2: | STATUE OF LIBERTY |
| Overhead Transparency F.1-2: | NEW YORK MOVIE STUDIO |
| Overhead Transparency G: | NEW JERSEY BLACK BEARS |
| Overhead Transparency H: | JERSEY SUPERPLANE |
| Overhead Transparency I: | TROLLEYS |

Blank overhead transparencies and pen

Newsprint, magic markers, and masking tape

PREPARATION SUGGESTIONS:

- Review discussion of the purposes, effectiveness, and application of reader-text interaction strategies in the **Resource Guide** and in **Booklet B**.

IV A.4

- Review the examples in Booklet B.
- Read the procedures, and anticipate questions that may be asked by the participants.
- Prepare the overhead transparencies.

PROCEDURES FOR MODULE IV**INTRODUCTION**

Review the follow-up activities for Workshop III, following the guidelines below. Use Overhead Transparencies A, B, and C to discuss the objectives, the purposes, and the list of reader-text interaction strategies that will be reviewed in the session.

Stress that, as was the case in the previous session, participants not only will become familiar with the purposes for using and the research regarding the strategies reviewed, but also will apply the strategies to texts and conduct sample lessons using them. Objectives for the session will be accomplished by having participants apply learned reader-text interaction strategies to reading samples in Booklet B and to their students' content-area textbooks. Role-playing activities will enable participants to practice reader-text interaction strategy lessons.

Point out that the purposes of reader-text interaction strategies are related to the theory of the reading process discussed in Workshop I. Using reader-text interaction strategies helps the reader confirm or disconfirm predictions made during the prereading phase. Further, readers can fine-tune their predictions using reader-text interaction strategies as they read. In sum, use of these strategies helps readers ask meaningful self-questions and participate actively in meaning-making throughout the course of reading.

REVIEW OF FOLLOW-UP ACTIVITIES FOR WORKSHOP III: PREREADING STRATEGIES

Divide the whole group into groups of those who have tried similar prereading strategies with their students. Ask them to compare with one another the successes and problems they had using the strategies in the classroom.

Ask participants to brainstorm solutions to the problems they may have encountered when applying the strategies and to record the solutions on the REVIEW OF FOLLOW-UP ACTIVITY FOR WORKSHOP III which appears in Workshop Packet IV (page IV B.4).

Lead a discussion with the whole group to provide an opportunity for each of the groups to share experiences with using prereading strategies.

ACTIVITIES**Activity IV.1 THE ReQUEST**

Conduct the ReQUEST procedure with participants using the passage entitled "TALKING TREES," which appears in Booklet B (page 12). Ask one participant to serve as a recorder.

- Have participants role-play the part of a ninth-grade class as you play the part of the teacher. Be sure to:
 1. encourage the "students" to ask interpretive and evaluative level questions; and
 2. maintain the role of "teacher", rather than that of teacher-trainer, as you answer and ask questions so that participants have a realistic model of how to apply the strategy in the classroom.
- Copy three to four of the questions posed by "students" during the activity on the blank overhead transparency.
- Ask the participants to label the questions asked as literal, interpretive, or evaluative.

Discuss the purpose and design of a ReQUEST procedure. Point out that using such a procedure encourages students to ask meaningful questions about text material as they read along. Repeated practice with the strategy will develop meaningful self-questioning, as well.

Note that because students like to challenge their teachers when they are given a chance, the ReQUEST procedure, which affords them this opportunity, is a good vehicle for students to develop effective questioning skills. It is an effective technique for encouraging students to ask the higher-level (interpretive and evaluative) questions, as opposed to the literal questions.

- Use Overhead Transparency D: TALKING TREES to illustrate additional questions that might have been asked, noting any similarities between those on the overhead and those which the "class" has posed.
- Ask the group to label the questions on the overhead.

IV A.7

Conclude the discussion with a review of the students for whom it is best to use this technique. Students who have difficulty posing interpretive and evaluative questions benefit greatly from this technique. Also discuss which materials can be best used with this technique. Short passages or beginning sections of textbook chapters should be used in applying the strategy in the classroom.

Activity IV.2 THE GUIDED READING PROCEDURE

Introduce participants to this strategy by conducting a Guided Reading Procedure (GRP) using the passage entitled "STATUE OF LIBERTY," which appears in Booklet B (page 24).

- Set the purpose for reading the passage by asking the "class" of participants to read to learn about the history and the plans for refurbishing the Statue of Liberty.
- Tell them to try to remember as much information and as many details as possible.

After they have read the passage, ask them to recall as many details as they can. Record the details on the blackboard.

- Ask participants to identify three to four categories by which to label all the details that have been recorded on the blackboard.
- Have them organize the details in each of the categories. Record their responses in outline form on a blank overhead transparency.
- Use Overhead Transparency E: STATUE OF LIBERTY to illustrate an outline based on hypothetical student input. (Be sure to note the error regarding the date the gift was given. It is to be expected that students focusing on memorizing details may misread the text. Correction of such misreading should come after the procedure is completed so as not to digress from the purpose which the GRP serves.)

Now conduct a Guided Reading Procedure using the passage entitled "AMBLYOPIA," found on page 28 of Booklet B.

- Explain that the purpose here is to learn the definition and treatment for the disease.
- Tell the participants to read to remember as many details as possible. Ask them to look for information regarding the specific categories: (1) the definition of the disease, (2) the development of vision, (3) the causes and effects of amblyopia, and (4) the treatment for the disease. Use a blank overhead transparency to list the categories.

IV A.9

- After they have read the passage, ask the participants to recall as many details as possible under each of the category headings suggested above. Record their responses on a blank transparency.

Lead a discussion explaining the procedures for conducting a Guided Reading Procedure. Ask teachers to discuss the difference between the first and the second procedures just completed. Point out that the decision as to whether or not to provide categories to students prior to the reading depends upon their students' recall abilities. Also discuss the way in which this procedure serves as an introduction to developing students' outlining skills.

Activity IV.3 STUDY GUIDE

Conduct the Study Guide procedure using the passage entitled "NEW YORK MOVIE STUDIO." The story is located on page 39 of Booklet B; copies of the Study Guide appear on page 38 and as Overhead Transparencies F.1 and F.2.

- Ask participants to read all of the first paragraph and the first sentence of the second paragraph in the passage.
- Cover up all parts of the overhead except for the first two sections which illustrate the time sequence of the portion of the text just read.
- Ask participants to finish reading the passage and to complete the "time-line" study guide on their own.
- Once they have completed their guides, ask the participants to compare their own guides with a partner's guide.
- Have one volunteer draw his or her completed guide on the board.
- Finish the activity by reviewing the rest of Transparencies F.1 and F.2.

Point out that using study guides enables students to organize an author's ideas in order to learn and recall the information read. This particular guide encourages students to represent the time sequence the author uses to impart ideas about the history of the New York movie studio.

- Ask participants to read the passage entitled "BUNRAKU PUPPET THEATER," found on page 42 of Booklet B.
- Have them work with a partner in designing a study guide which represents the organization of ideas presented here.
- Ask three volunteers to illustrate their study guides on the board. Have each one explain how they might use the guide in reading through the passage with students.

Conclude the discussion by pointing out that this reader-text interaction strategy promotes students' active participation in their reading. It serves as an alternate form of note taking, especially for those students who have difficulty with outlining and summarizing. The pictorial

IV A.11

demonstration of an author's organization of ideas often facilitates learning and recall for these students.

Elicit which kinds of text materials are best suited for use of study guides. Make note that this strategy should be applied to content-area materials which present distinctive patterns of organization (e.g., time sequence, comparison/contrast, cause and effect).

Activity IV.4 STUDY GUIDES (Continued)

Ask participants to read the passage entitled "NEW JERSEY BLACK BEARS," located on page 45 in Booklet B.

- Ask them one literal, one interpretive, and one evaluative question, examples of which you can find in Booklet B on page 44.
- Display Overhead Transparency G: NEW JERSEY BLACK BEARS, and ask participants to rank-order the degree to which information was needed from the text to answer each question. A rank order of "1", for example, would indicate the greatest degree of information from the text needed to answer the question.

Discuss the participants' responses and explain that, according to Herber (1978), the question ranked "1" in this exercise should be labeled "literal" that ranked "2" should be labeled "interpretive", and the question ranked "3" should be labeled "evaluative". In addition, point out that, according to Herber, "literal" questions generally concern details or literal vocabulary in the text while "interpretive" questions generally concern main ideas, inferences, etc., and "evaluative" questions include those which concern the author's purpose or the reader's application of information gained from the text.

- Ask participants to compose one question for each question type for the passage "NEW JERSEY BLACK BEARS".
- Ask them to compare their questions with those on page 44 in Booklet B.

Conclude the activity by comparing the questions presented in Booklet B with those composed by participants.

Activity IV.5 SUMMARIZING

Introduce this activity with a discussion of the elements that an effective summary should include. Point out that a summary should begin with a statement of the main idea of the whole passage or chapter. It also should include the main ideas of passage paragraphs (or chapter sections), as well as those major details that clarify the author's most important points.

- Ask participants to read the passage entitled "JERSEY SUPERPLANE," found on page 56 of Booklet B.
- Have them write a summary of the passage following the summarization rules noted in Booklet B (page 49). Ask them to label the portions of the summary as shown on the overhead. (Remind them to use this technique with their students.)

Share the sample summary of the passage which appears on Overhead Transparency H: NEW JERSEY SUPERPLANE. Demonstrate the points at which the sample summary follows the guidelines suggested in Booklet B.

- Ask participants to read the passage entitled "TROLLEYS" on page 53 of Booklet B.
- Have them work in groups of three to compose a summary.
- Ask each of the groups to write their summaries on newsprint and to post them on the wall.

Lead a discussion of the participants' summaries, noting the variations in their final drafts. Point out that, although students (like participants) may word their summaries differently, they should follow the general summary rules suggested in Booklet B. Conclude the discussion by displaying Overhead Transparency I: TROLLEYS, noting the points at which this summary reflects the rules.

CONCLUSION OF THE WORKSHOP

Conclude the workshop by answering any questions participants might have about the use of reader-text interaction strategies. Be sure to suggest that teachers encourage students to use reader-text interaction strategies in addition to prereading strategies when they read. Relate the use of these strategies to the theory of reading discussed in the first workshop.

Assign the FOLLOW-UP ACTIVITY for this module which appears in Workshop Packet IV page IV B.5.

TRAINING MATERIALS

2891j

OBJECTIVES FOR WORKSHOP IV

1. TO BECOME FAMILIAR WITH READER-TEXT INTERACTION STRATEGIES.
2. TO PRACTICE APPLICATION OF READER-TEXT INTERACTION STRATEGIES.

READER-TEXT INTERACTION STRATEGIES INSTRUCTION

PURPOSES:

- TO ENSURE THAT STUDENTS INQUIRE ABOUT WHAT THEY ARE READING WITH MEANINGFUL SELF-QUESTIONS
- TO PROMOTE STUDENTS' ACTIVE PARTICIPATION AND THINKING AS THEY READ

READER-TEXT INTERACTION STRATEGIES

THE ReQUEST

GUIDED READING PROCEDURE

STUDY GUIDES

SUMMARIES/OUTLINES

TALKING TREES

POTENTIAL QUESTIONS FOR THE FIRST PARAGRAPH

1. IN WHAT WAYS DO YOU THINK TREES ARE SMART?
2. WHY DOES THE TREE NEED TO SAVE ITS ENERGY WHEN ATTACKED ON ONE BRANCH?
3. HOW COULD TREES COMMUNICATE?

POTENTIAL QUESTIONS FOR THE SECOND PARAGRAPH

1. IN WHAT WAY DO TREES HELP ONE ANOTHER?
2. WHAT IMPORTANT QUESTIONS SHOULD SCIENTISTS TRY TO ANSWER ABOUT TREES?
3. WHY IS IT IMPORTANT TO KNOW HOW TREES COMMUNICATE?
4. DO YOU HAVE ANY QUESTIONS ABOUT HOW TREES COMMUNICATE? WHAT ARE THEY?

POTENTIAL QUESTIONS FOR THE THIRD PARAGRAPH

1. IN WHAT WAY COULD A MESSAGE BE CARRIED THROUGH THE AIR?
2. WHAT OTHER AMAZING THINGS DO YOU KNOW ABOUT TREES?

STATUE OF LIBERTY

I. DESCRIPTION AND HISTORY

A. 100 YEARS OLD

B. WORLD'S LARGEST STATUE

1. 300 FEET HIGH

2. EYES 2 1/2 FEET WIDE

3. MOUTH 4 FEET WIDE

4. TABLET 324 SQUARE FEET

*C. GIVEN TO U.S. BY THE FRENCH IN 1776

II. SIGNIFICANCE

A. SIGNIFIES LOVE AND RESPECT FOR INDEPENDENCE

B. PROVIDES A SYMBOL OF FREEDOM FOR GRATEFUL IMMIGRANTS

C. TOUCHES EVEN THE SOPHISTICATED

*PROBLEM AREA

(Continued)

III. STATE OF DISREPAIR

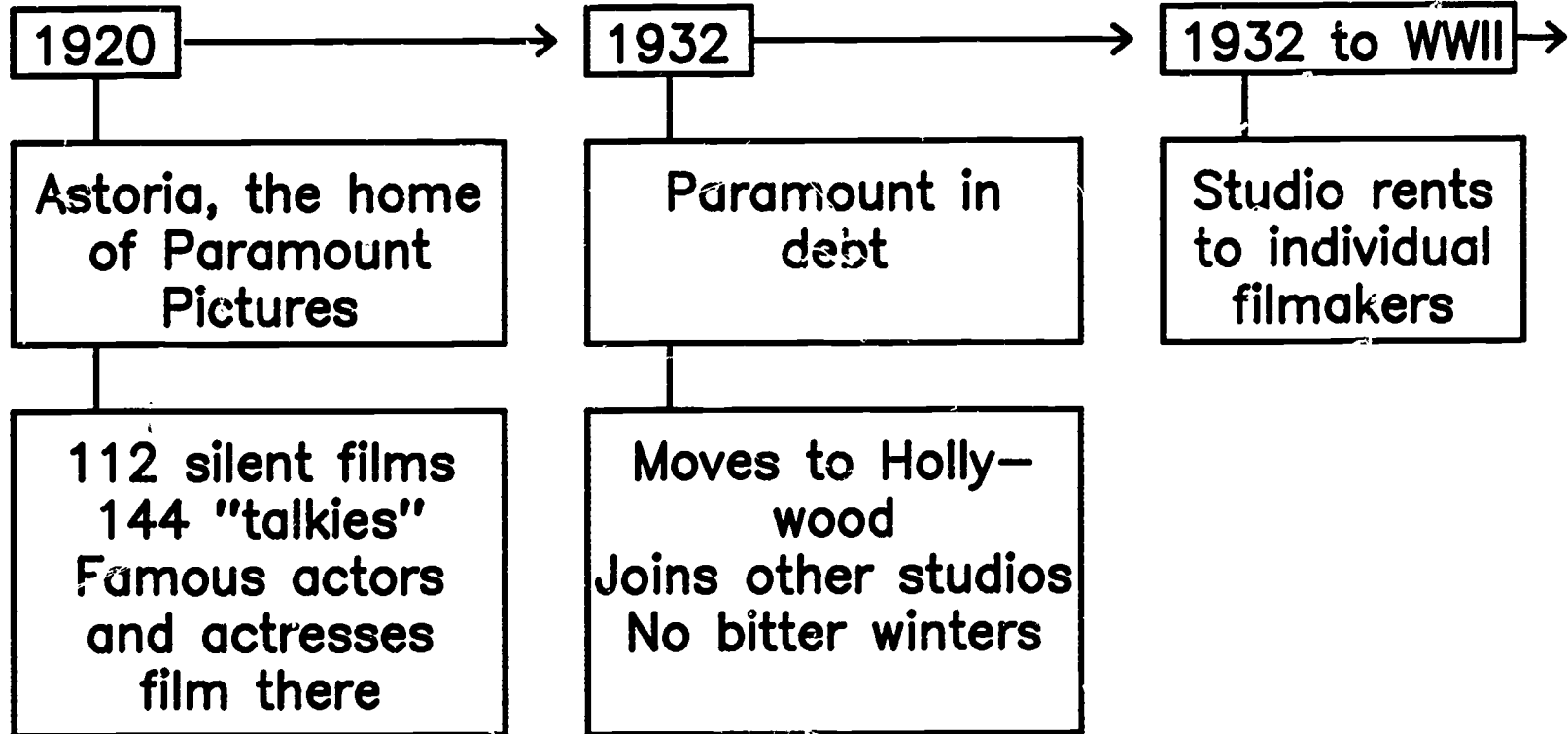
- A. COVERED WITH CORRODED COPPER
- B. WEAKENED BY RUST AND BROKEN RIVETS
- C. DEFECTIVE TORCH TOO DECAYED TO BE REPAIRED

IV. REFURBISHING

- A. REPAIRS
 - 1. PAINT STRIPPED
 - 2. RIVETS REPLACED
 - 3. STAIRS REBUILT
 - 4. COPPER REPAIRED
 - 5. TORCH REPLACED
- B. FUNDING
 - 1. PRIVATE DONORS
 - 2. SCHOOLCHILDREN

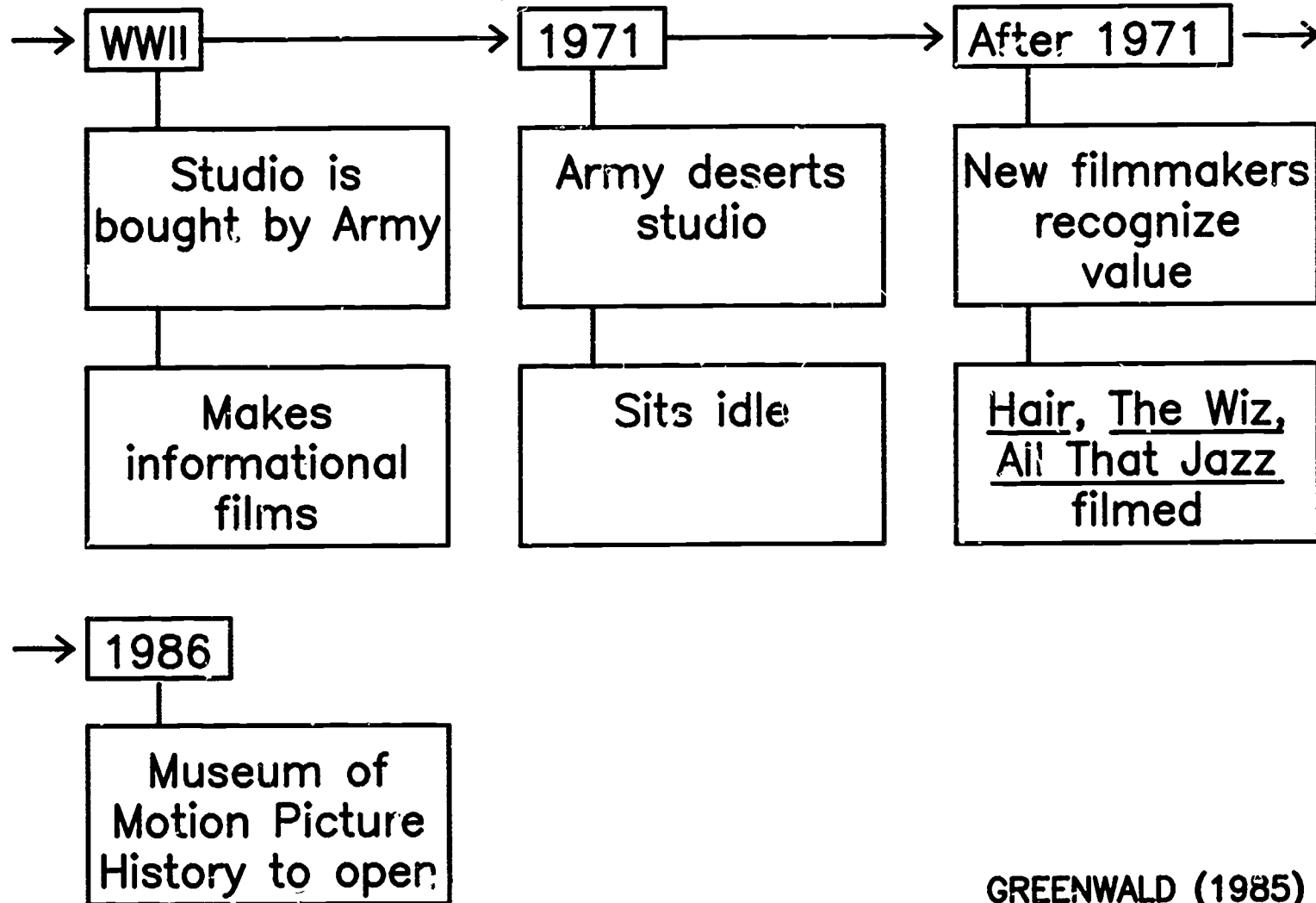
NEW YORK MOVIE STUDIO

TIMELINE



NEW YORK MOVIE STUDIO

(Continued)



GREENWALD (1985)

NEW JERSEY BLACK BEARS

RANK ORDER

WHY ARE BIOLOGISTS TRACKING BEARS?

IF YOU WANTED TO ENSURE THAT THERE WERE MORE BEARS IN YOUR AREA, WHAT WOULD YOU DO?

WHAT SHOULD YOU DO IF YOU SPOT A BEAR?

JERSEY SUPERPLANE

*(MAIN IDEA OF
WHOLE PASSAGE)*

*(MAIN IDEA OF
FIRST PARAGRAPH)
(MAJOR DETAIL)*

*(MAIN IDEA OF
SECOND PARAGRAPH)*

(MAJOR DETAIL)

*(MAIN IDEA OF
THIRD PARAGRAPH)*

*(MAIN IDEA OF
FOURTH PARAGRAPH)*

ALFRED LAWSON KNEW WE NEEDED COMMERCIAL AIR TRAVEL CHEAP ENOUGH TO COMPETE WITH RAILROADS; AND THOUGH HE TRIED, HE WAS NEVER ABLE TO SEE HIS DREAM COME TRUE. LAWSON WAS A GREAT INVENTOR WHO BEGAN DEVELOPING PLANES AROUND THE TIME OF THE WRIGHT BROTHERS. HE SOON REALIZED THAT TO PROVIDE A CHEAP ALTERNATIVE TO RAIL TRAVEL, HE WOULD HAVE TO DESIGN A PLANE TO CARRY A LARGE NUMBER OF PASSENGERS. THOUGH HIS FIRST PLANE CRASHED, HE TRIED AGAIN WITH HIS "JERSEY SUPERPLANE." HE BUILT THE SUPERPLANE TO CARRY ONE HUNDRED PASSENGERS NONSTOP FROM SAN FRANCISCO TO NEW YORK.* ALTHOUGH HE WAS ABLE TO START BUILDING THE PLANE, FINANCIAL BACKERS STOPPED SUPPORTING HIM; AND THE PROJECT WAS NEVER COMPLETED.

TROLLEYS

*(MAIN IDEA OF
WHOLE PASSAGE)*

*(MAIN IDEA OF
FIRST PARAGRAPH)*

*(MAIN IDEA OF
SECOND PARAGRAPH)*

*(MAIN IDEA OF
THIRD PARAGRAPH)*

*(MAIN IDEA OF
FOURTH PARAGRAPH)*

THERE IS A REVIVAL OF THE USE OF THE TROLLEY IN AMERICA TODAY WHICH CONTRIBUTES TO OUR EFFORTS TO RESTORE OUR OLD CITIES. A NUMBER OF LARGER CITIES ARE USING TROLLEYS TO TRANSPORT LOCAL PASSENGERS. WHILE SOME OF THE CITIES ARE EMPLOYING MODERN TROLLEYS, OTHERS STILL USE THE ANTIQUES WHICH BECAME POPULAR SUBSTITUTES FOR CARS DURING THE WORLD WAR II GAS SHORTAGE. ALTHOUGH TROLLEYS USED IN THE PAST TOOK PEOPLE LONG DISTANCES AND HELPED DEVELOP SUBURBS, THOSE USED TODAY TRAVEL ONLY SHORT DISTANCES. HOWEVER, THEIR POPULARITY IS MAKING THE TROLLEY PROFITABLE FOR OUR CITIES.

WORKSHOP PACKET IV
Reader-Text Interaction Strategies