Kingdom of Saudi Arabia
Ministry of Education
Deputy of Education

The Professional Development Project for
English Language Supervisors and Teachers

How to Improve Students' Reading Skills

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Module V

How to Improve Students' Reading Skills

First Training Session 135 Minutes

- Introduction
- Teaching Reading

Second Training Session 135 Minutes

- Teaching Reading
- Assessment and Feedback
Mind Map

- Reading skill
  - why teach reading
  - what is reading
  - types of reading
  - reading process
  - reading strategies
    - skimming
    - extensive
    - scanning
    - intensive
    - extensive
    - intensive
    - scanning
    - predicting
    - jigsaw
    - summarizing
    - 3-2-1
    - outlining
    - Reading aloud

- Supporting students
  - How to choose a reading text
- enrich knowledge
- gain information
- enjoy

How to choose a reading text:
- predicting
- jigsaw
- summarizing
- 3-2-1
- outlining
- Reading aloud
How to Improve Students' Reading Skills

General Aim:

To develop students' awareness of the reading process and reading strategies by asking them to think and talk about how they read and understand.

Specific Aims:

Upon the completion of training, trainees are expected to:

1. Engage in different types of reading which they can apply in the classroom.
2. Clarify the role of both teachers and students in each type of reading.
3. Practice some useful reading strategies to be applied in class.
4. Discuss the stages of a reading lesson.
5. Consider certain criterion when choosing a reading text.
6. Help students look for context clues to help them understand a reading text.
7. Discuss why they should assess their students' reading skills and how.

Time:

The allocated time for this module is 5 hours.
How to Improve Students' Reading Skills

Discussion Topics:

Introducing Reading:

1. What is reading?
2. Why do we teach reading?
3. Types of reading:
   a. (scanning) + definition, When it is used?, role of teachers, role of Students.
   b. (Skimming) + definition, when it is used?, role of teachers, role of students.
   c. (Extensive reading) + definition, when it is used?, role of teachers, role of the students.
   d. (Intensive reading) + definition, when it is used?, role of teachers
5. How to choose a reading text.
6. Types of reading texts.
7. Helping students to understand a reading text.

Reading Strategies:

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<td>4. Timed reading strategy</td>
<td>11. Reciprocal learning strategy</td>
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Assessing Reading:

1. How to assess reading?
Post note writing:

Give a simple definition for "reading"
Reading is the process of constructing meaning from written texts. It is a skill requiring the coordination of a number of interrelated sources of information. (Anderson et al., 1985).

Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader’s existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. (Wixson, Peters, Weber, & Roeber, 1987, citing the new definition of reading for Michigan).

**Reading means " reading and understanding ".**

A student who says ,

" I can read the words but I don't know what they mean " is not, therefore, reading, in this sense, but ONLY decoding: translating the written symbols into their corresponding sounds.

Salut, je m'appelle Ali I am de Paris, je vis ici depuis 1970.

Hola, mi nombre es Ali Iam de paris, yo vivo aquí desde 1970.

Hi, my name is Ali Iam from Paris, I live here since 1970.
Brainstorm some reasons for teaching reading.

Why do we teach reading?
Why Do We Teach Reading?

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader’s selection of texts.

Reading as a Process

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.
Answer by using a concept map strategy.

What are the types of reading skills?
Types of Reading Skills

1. Scanning
2. Skimming
3. Extensive reading
4. Intensive reading
Answer by using a concept map strategy.

What are the roles of teachers and students in each type of reading skills?
Types of Reading Skills

1. Scanning
- role of teacher: selects passages and uses authentic materials
- role of student: forms aware of the graphic form questions before reading.

2. Skimming
- role of teacher: Decides how deeply the text is to be read and the purpose of the exercise.
- role of student: Reads headings or sub-headings. first sentence of each of paragraph.

3. Extensive reading
- role of teacher: Leads pre-reading activities, guides students in choosing materials.
- role of student: Develops reading ability, reads without the use of a dictionary.

4. Intensive reading
- role of teacher: Chooses tasks, gives direction and activities.
- role of student: Recalls answers, reads carefully and thoughtfully.
Here is a list of the four types of reading skills used in every language:

**Skimming**

Skimming is used to quickly gather the most important information, or gist. It is done by looking over the text quickly to note the most important information. It is not essential to understand every word when skimming.

**Examples of Skimming:**

- Newspapers (to get the general news of the day quickly).
- Magazines (to discover which article you would like to read in more detail quickly).
- Business and travel brochures (to get information quickly).

**Examples of Tasks:**

- Answer questions about gist.
- Identify the main ideas of the text.
- Select the best summary.
- Match the subtitles with the correct paragraph.
- Create titles or headlines from the passage.

**The Role of The Teacher:**

- To introduce the purpose of the exercise.
- To decide how deeply the text should be read.

**The Role of the Students:**

- Read first sentence of each paragraph.
- Read the introduction or the first paragraph.
- Read the first sentence of each of the following paragraphs.
- Read any headings or sub-headings.
- Look at any pictures or phrases that are in boldface or italics.
- Read the summary or last paragraph.
**Scanning**

Scanning is used to find a particular piece of information. This is done by looking over the text looking for specific piece of information you need. Scanning is used on schedules, meeting plans, etc. in order to find the required details. The reader shouldn't worry if he/she didn't understand some words or phrases while scanning.

**Examples of Scanning:**

- The TV listings section of a newspaper.
- A train/airplane schedule.
- A conference guide.

**Examples of Tasks:**

- Answer questions.
- Fill in charts.
- Locate specific elements in the text.

**The Role of The Teacher:**

- The teacher selects passages that do include specific information.
- The teacher may use authentic materials that are commonly scanned in real life, such as the telephone directory, menus, schedules.

**The Role of the Students:**

- The student forms questions before reading. What specific information are they looking for?
- The student is aware of the graphic form that the answer may take, such as a numeral, a written number, a capitalized word or a short phrase that includes key words.

**Intensive Reading:**

Intensive reading is used on shorter texts in order to extract specific information. It is a very close accurate reading for detail. It is used to grasp the details of a specific situation. In this case, it is important to understand each word, number, or fact.
Characteristics:

- It is usually classroom based.
- The reader is intensely involved in looking inside the text.
- The texts are read carefully and thoroughly, again and again.
- It is more commonly practiced than extensive reading in classrooms.

Examples of Intensive Reading:

- A bookkeeping report.
- An insurance claim.
- A contract.

Examples of Tasks:

- Find meaning of vocabulary from context.
- Answer detailed questions.
- Answer inferential questions.

The Role of The Teacher:

- The teacher chooses tasks and activities to develop skills.
- The teacher gives direction before, during and after reading.
- The teacher prepares students to work on their own. Often the most difficult part is for the teacher to "get out of the way".
- The teacher encourages students through prompts, without giving answers.

The Role of the Student:

- The student reads carefully and thoughtfully.
- The student reads the material he/she covered while obtaining an overview.
- The student recalls answers by testing his/her self.

Extensive Reading:

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as textbooks. It is used to improve general knowledge of, for example, business procedures. Understanding every word is not essential.
**Characteristics:**

- Students read as much as possible.
- Students select what they want to read.
- The purposes of reading are usually related to pleasure, information and general understanding.
- Reading speed is usually faster than slower

**Examples of Extensive Reading:**

- The latest marketing strategy book.
- A novel you read before going to bed.
- Magazine articles that interest you.

**The Role of The Teacher:**

- The teacher gives recommendations on reading materials, based on student's interests.
- The teacher guides students in choosing appropriate levels of material, beginning with easy books.
- The teacher guides students in setting specific goals for amounts read.
- The teacher overlooks if students are not aware of the exact meaning of each word. The teacher should not jump in and explain.
- The teacher leads pre-reading activities to build interest in the text, such as in the characters, places, themes, and actions.
- The teacher promotes reading and persuade students of its benefits.

**The Role of the Students:**

- The student assumes total responsibility for developing reading ability.
- The student reads without the use of a dictionary.
- The student usually chooses their own material and moves along at their own pace but must push themselves in order to show greater progress.
Brainstorm what to consider when choosing a reading text for students.
Considerations for teachers

In order to choose texts that will motivate and engage their students, teachers need to consider what they know about their students in relation to the kinds of texts used in their subject area.

The appropriate difficulty level of a text depends on many factors, including:

1. the students’ prior knowledge of and interest in the content;
2. the range and complexity of the vocabulary;
3. the students’ sight vocabulary and their current decoding competence;
4. the layout of the text, including line length and word spacing;
5. the support given by the illustrations;
6. the length of the text;
7. the syntax of the text and the complexity and length of the sentences;
8. the number and nature of new ideas or concepts presented in the text.

(Ministry of Education, 2003a, page 127)

In particular, secondary school teachers should consider:

1. how difficult the vocabulary is and how many new, subject-specific terms there are;
2. to what extent new terms are explained in the text and how clear and coherent these explanations are;
3. how complex the concepts and ideas are and how densely they are grouped;
4. how long and complex the sentences and paragraphs are;
5. how the text is organized and structured (for example, how headings, paragraphs, and italic and bold print are used);
6. how user-friendly the physical layout and typography are (for example, consider the density of the print and the size and clarity of the typeface);
7. how clear the visuals – graphs, pictures, and diagrams – are.
Is it necessary that students understand every word in the passage?

How can a teacher help students understand a reading Text?

No, it is not necessary

Yes, it is necessary
How can you help students understand a reading text?

1. Choose a text and formulate aims that are suitable for the students’ level and interests: challenging but manageable,

2. Encourage the students to use what they already know – their knowledge of the world and of English.

3. Remind the students of the reading skills they employ in their own language.

4. Help the students understand the structure of the text by focusing for example, on the key sentences and how they are linked. Encourage students to deduce the meaning of new vocabulary by guessing the meaning of the word from clues in the context, ....

5. Give plenty of support especially with lower level students or those who are not confident about reading.
   a. Encourage the students to work together and help one another.
   b. You may ask the students if they need more time to read the text or part of it again.
   c. You can let the students work on the text at home before tackling another task in a later lesson.

6. Motivate your students by choosing texts that are interesting and that provide a real incentive for them to understand and to contribute their own ideas and opinions.

(Gower, P. 94)
In your group, try to explain what each type of a reading text means.

- **Expository**
- **Narrative**
- **Technical**
- **Persuasive**
Students will see a variety of reading texts, but the most common ones are:

- **Expository**: An expository passage is non-fiction and will often be in the form of a memoir or autobiography. Questions on an expository passage could include main idea, author's purpose, (to inform) context clue, fact and opinion and inference.

- **Technical**: A technical passage could include directions on how to make or do something, or be a manual or document such as a library card. Questions on a technical passage could include author's purpose, (to inform), cause and effect, chronological order and chronological words such as first, then and last.

- **Narrative**: A narrative passage is a fictional story. Questions on this type of passage could include main idea, author's purpose, (to entertain or inform), supporting details, setting, character, mood, tone, context clue, theme, inference, figurative language such as simile, metaphor, and personification and point of view.

- **Persuasive**: A persuasive passage will try to convince the reader to believe a certain way about a topic. Questions on this type of passage will include main idea, author's purpose, (to persuade), and may ask students to identify persuasive ideas such as (junk food should be banned from schools).
List some context clues students should look for to understand a reading text.
Authors usually provide some context clues for their readers. Here is a list of different kinds of clues to make use of:

1. **Synonyms or Restatement Clues:**
   Authors sometimes use another word in the same sentence or a neighboring sentence that has the same meaning as the unfamiliar word.
   
   **Example:**
   Children often try to emulate or copy the behavior that they see on television.

2. **Comparison / Contrast Clues:**
   A sentence may contain a word that has the opposite meaning from the unfamiliar word. Authors sometimes use words such as on the other hand, however, although, unlike, yet, and but to alert the reader to the fact that a word with an opposite meaning is being used.
   
   **Example**
   Some people like to walk quickly home after work, but I prefer to stroll home and look at the store windows along the way.

3. **Example Clues:**
   Authors sometimes provide specific examples to illustrate or explain the meaning of a word.
   
   **Example:**
   There was a kind of detachment about the old man's behavior. It appeared as if he didn't care what you were saying to him, as if what you were saying was of no interest to him.

4. **Direct Explanation Clues:**
   Sometimes a writer may directly explain the meaning of a word. The author may indicate a direct explanation by using commas or parentheses. A third way may simply be to use a phrase that explains a word's meaning.
Example:
From the shelf above him, the old man took down a phial, a small glass bottle used to keep liquids, and he placed it on the table in front of him.

5. **Experience or Situation Clues:**
Some words can be understood simply by their circumstance or situation in which they are used. The reader may be able to understand a word's meaning because the situation described is similar to the reader's own experience.

Example:
It was the first time Mrs. Smith had been in a big city. She felt a little apprehensive as she walked out onto the street, with so many faces staring at her.

*(Training Manual, P. 242)*
True / False

Reading aloud is useful for the students to understand a reading text.

Agree

Disagree
Is it useful for students to read aloud?

It is quite difficult for the speaker to pay attention to the meaning of a text when reading aloud particularly in public. It is also not comprehensible to the other students who carry on reading rather than listening to the student reading aloud. However, some students like to read aloud on their own as they listen to a text on a cassette. This helps them to associate the spelling of the words and the pronunciation and it improves their fluency.
Think – pair – share :

Do you use any strategy to present your reading section?

?(Give examples)
### Reading Strategies:

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<td>5.</td>
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<td>6.</td>
<td>Outlining strategy</td>
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<td>7.</td>
<td>3-2-1 strategy</td>
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<tr>
<td>8.</td>
<td>Reciprocal Learning Strategy</td>
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### Notice

1. Trainer divides the groups to four or (what he/she thinks)
2. Each group fills two tables of the 8 tables based on their backgrounds (5 min./each group = 20 min.)
3. Presentation for each group takes (5 min / each group = 20 min.)
4. Trainer displays the strategies and their tables. (1 5 min.)
5. Each group is given two passages to name the suitable strategy for each. (5 min.)
6. Total time(60 min.)
1. Predicting Strategy

Predicting is what you think will happen based upon the text, and the background knowledge. A prediction goes before and during reading.

QUESTIONS ARE:
- What is happening in the *story or an article*?
- What will happen next?
- What clues have led you to think that?
- What else could happen next?

Take a few minutes to have students consider what they usually do when they’re about to read something unfamiliar. Ask: When you open a new book or magazine, what do you do first? Do you just start reading, or do you like to look at the pictures, the title, or maybe read a few sentences first? Elicit responses and then say: Doing this gives you some clues to what the reading is about. It’s always good preparation to look over these obvious clues before starting to read.

- Have students look at the title and the pictures.
- Ask the before reading questions, who, what, where …
- Encourage students to share anything they know.
- If no one has heard of the questions that are given, ask students to read the first sentence of each paragraph in the text and then tell you in their own words who, what, where, etc.
- Have students read the passage on their own.

Play the audio. Ask students to read along as they listen. Have students reread the passage, one paragraph at a time. Pause after each paragraph, and ask questions to check understanding of the main ideas of the paragraph. For example: who, what, where … questions.
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<th>Using Audio</th>
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<tr>
<td>Strategy (No.1)</td>
<td>what you think will happen based upon the text, and the background knowledge.</td>
<td>in stories and articles</td>
<td>before and during reading.</td>
<td>✓</td>
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<tr>
<td>Predicting</td>
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An Example for Predicting Strategy:

Laughter Really Is The Best Medicine

HA!HA!

Are you feeling run-down? Stressed? Do you get sick easily? The solution to your problems may be surprisingly simple: Try laughing. Countless research studies have shown the amazing number of ways that laughter positively impacts both our mind and body.

Laughter has an immediate beneficial effect on our mood and sense of well-being. Generally speaking, the harder you laugh, the better you feel. But why is this? Research has found that laughter offers some of the same benefits as exercise. When you laugh, that laughter stretches, tones, and strengthens muscles in your face and body. It increases your heart rate and causes you to breathe faster, which increases oxygen levels in your body. According to William F. Fry, M.D., Associate Professor of Clinical Psychiatry at Stanford University, “Laughing 100–200 times per day is the cardiovascular equivalent of rowing for 10 minutes.”

One study even found that laughter can help people lose weight. Researchers discovered that laughing out loud for 10–15 minutes a day can burn up to 50 calories. However, this certainly doesn’t mean you should give up a visit to the gym for a hearty laugh. At the rate of 200 calories per hour, it would take over 17 hours of non-stop laughter to lose a single pound (450 grams)!

People who laugh often have other physical advantages as well. They tend to have lower blood pressure and lower stress levels. They tend to get sick less often because laughter has been shown to increase infection-fighting antibodies. Laughter has also been found to help fight disease and to help people recover from illness. This has led many hospitals to create programs designed to make patients laugh. For example, it is quite common to see a red-nosed clown joking with young patients in the pediatric ward. Hundreds of hospitals also provide patients with “humor carts,” loaded with humorous cartoons, DVDs, comic books, and funny props.
Laughter has also been found to make people alert, stimulate the brain, and enhance learning. It also helps people to be more productive, to communicate more effectively, to sleep more soundly, and to form friendships more easily. In the mid-1990s, a doctor from India was struck by these benefits and brainstormed a way to bring more laughter into his patients' lives. The doctor, Madan Kataria, gathered a group of people together in a local park to practice laughing as part of a “laughter club.” During the club meetings, Kataria would prompt members to laugh in a variety of ways. For example, he would tell them to greet one another with a laugh, or to laugh like a lion. Although Kataria discovered that fake laughter produces the same health benefits as genuine laughter, he was gratified to find that it usually didn’t take long for fake laughter to turn into real laughter.

This idea of laughter clubs has been extremely successful. There are now more than 8,000 laughter clubs in 60 different countries. It seems laughter is indeed infectious! Now that you know the health benefits of laughter, think about ways you could bring more laughter into your life. Whether you go to comedy clubs, joke with a friend, or watch more comedies, your mind and body will soon be enjoying the many benefits of a good laugh.
2. Jigsaw Reading Strategy

Tell students that they are going to read two different topics. Put students in pairs and assign each pair one of the two topics. Tell them that they are going to read the topic and then tell another pair about their topic. (They should not read the other topic.)

- In pairs, students read the topic and then practice retelling the topic in their own words.
- As students are working, go around the room and help as needed.
- Answer questions about the topics
- Have students work with a pair that read the other topic.
- Each pair then tells their topic to the other pair.
- Students should ask questions about anything they don’t understand.
- When students finish telling the topic, they ask the other pair about their ideas and opinions of the topic.

When students have finished telling the topics, play the audio for the two topics. Have students read along as they listen. Invite one pair to tell each of the topics for the class.
Have students ask questions about any details in the topics they still don’t understand.

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<th>Using Audio</th>
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<tr>
<td>Jigsaw Reading</td>
<td>Jigsaw is a cooperative learning strategy that enables each student of a &quot;home&quot; group to specialize in one aspect of a topic</td>
<td>With two aspects or stories</td>
<td>during reading.</td>
<td>√</td>
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An Example for Jigsaw Reading Strategy:

**Accidental Food Discoveries**

Can you imagine a world without cool, creamy ice-cream cones? Isn't it depressing to imagine life without chewy, delicious, chocolate chip cookies? And who could get by without salty, addictive, crispy potato chips? Yet all these treats are fairly recent inventions that may never have come into existence if it weren't for lucky accidents.

Have you ever enjoyed the cool refreshment of a popsicle in a hot, summer day? If so, you have an 11-year-old boy named Frank Epperson to thank. One winter day in 1905, young Epperson was making soda pop by mixing powdered soda and water. He accidentally left the mixing bucket outside with the mixing stick in it overnight. That night, the temperature reached freezing. In the morning, Epperson discovered that the fruit-flavored liquid had frozen to the stick. Although he tried and liked his invention, it wasn't until eighteen years later that it occurred to him to turn his invention into a business. Epperson’s children referred to this treat made by their pop as a popsicle. That name stuck and eventually became the official name. Today popsicles are enjoyed by millions of people around the world.

But, perhaps your dessert of choice on a hot day is an ice-cream cone. If so, you should be glad for the unexpected event that brought two men together at the 1904 St. Louis World’s Fair. An ice-cream vendor named Charles Menches was doing such booming business that he ran out of bowls to put the ice cream in. The vendor next to Menches was a young Syrian immigrant named Ernest Hamwi. Hamwi was selling a Syrian treat called zalabia, a crisp, wafer-like pastry. Hamwi came up with a solution to Menches’ quandary. Hamwi rolled some of his warm pastry into a cone so that Menches could put ice cream inside. In that instant, a favorite international hot weather treat was born.

Of course, not everyone is a fan of frozen treats. Some prefer the indulgence of delicious freshly baked goods, like chocolate chip cookies. These people should be grateful for an accidental discovery made by an American housewife in 1930. One day Ruth Wakefield was making chocolate cookies when she realized that she had
run out of baker’s chocolate. Wakefield decided to substitute broken-up pieces of a chocolate bar she had in hand. She assumed that the small pieces of chocolate would melt and mix into the batter. However, after taking the cookies out of the oven, Wakefield discovered that the chocolate hadn’t melted. Instead, there were little chips of chocolate throughout the cookie. Much to Wakefield’s delight, the chocolate chip cookie proved to be a great success with her family and guests. Wakefield sold the recipe to the chocolate company Nestle in exchange for a lifetime supply of chocolate chips. It wasn’t long before the chocolate chip cookie became a world-famous treat.

But, if crunchy, salty treats like potato chips are your preference, then you owe a debt of gratitude to a cranky chef and a picky diner who lived over 150 years ago. On August 24, 1853, George Crum was working as a chef in a restaurant when he became frustrated with a customer. The customer had repeatedly sent back his french fries, complaining that they were too thick and soggy. Fed up, Crum decided to teach him a lesson. Crum sliced the potatoes as thinly as possible and fried them in grease. To Crum’s astonishment, the customer thought the chips were delectable. They became a regular item on the restaurant’s menu and, in time, became a staple of the global fast food industry.

Clearly not all accidents are bad. Some have made our lives richer, sweeter, and tastier!
3. Summarizing Strategy

Read aloud the first paragraph again as the class listens. Then ask students to close their books and tell you in their own words what the paragraph is about.

Put students in pairs and tell them to take turns reading the paragraphs in the text and summarizing them. One student reads a paragraph while the other listens. Then that student closes the book and summarizes what he or she has just read. Then the other student reads the next paragraph and summarizes, and so on. Point out that students don’t need to repeat everything they read, just the main ideas. When students have finished, ask if they have any questions about the text. Discuss these with the whole class.

As an extension, you may want to do additional work with the new vocabulary in the article. Have students look at the words. Have them find and underline the words in the article. Discuss with students what each word means in the context of the article.

Play the audio. Have students read along as they listen.

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<tr>
<td><strong>Strategy (No.3)</strong></td>
<td>teaches students how to discern the most important ideas in a text, how to ignore irrelevant information</td>
<td>Articles, Stories, Long passages</td>
<td>After reading</td>
<td>✓</td>
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An Example for Summarizing Strategy:

**Ecotourism: See the World While Saving It.**

Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Dubai, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn’t! Such vacations are part of the fastest growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly is ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world’s top ecotourism destination. Amazingly, this small country of four million people has about 1.5 million visitors per year.
Stacy Davison is one of the million-plus tourists who chose to visit Costa Rica this year. “We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for. We saw beautiful beaches, lush rainforest, and exotic wildlife.” Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. “Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rainforest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!”

Stacy also enjoyed knowing that the money she was spending on her vacation was being used in environmentally responsible ways. She stayed in locally-owned, environmentally-friendly hotels that grow their own fruits and vegetables, and use renewable sources of energy such as wind and solar power.

Undoubtedly, ecotourism plays a critical role in preserving the land in Costa Rica as well as in other ecotourism destinations around the globe. At the same time, ecotourism provides visitors with a unique, unforgettable, and educational vacation. Basically, ecotourism is a win-win situation for both the tourists and the countries they visit.
4. Timed Reading Strategy

Tell students that you are going to give them exactly two minutes to read the article. They should wait for you to give a signal before they start and when you call time, they close their books immediately. Tell them not to stop to look up words they don’t understand. They should just keep reading.

When the two minutes are up, have students close their books. Read the questions aloud and have students write short answers for, who, why, where and what questions.

Play the audio. Have students listen and read along.

Repeat the questions and have students check their answers. How many did they get right after the timed reading?

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<tr>
<td><strong>Strategy (No.4) Timed Reading</strong></td>
<td>Timed repeated readings are an instructional practice for monitoring students' fluency development. Repeated readings, under timed conditions, of familiar instructional level text can increase students' reading speed which can improve comprehension.</td>
<td>articles TOFEL and ON LINE exams.</td>
<td>during reading</td>
<td>√</td>
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An Example for Timed reading Strategy:

A Country Born on Skis

Norway, a small country of 4.7 million inhabitants, has won more Winter Games medals than any other nation. It became the first country to win 100 Olympic gold medals, and reached the 300-medal milestone in the Winter Games of 2010.

Norwegians go cross-country skiing, ski-jumping, or downhill skiing on weekends, on holidays, and after work. When the snow starts melting in spring, they move it up to the mountains. And if there is no access to snow, they skate on ice. 2,500 lit tracks all over the country make it possible for people to ski in winter, although it gets dark early.

Norwegians have enjoyed skiing for thousands of years. A rock carving in Northland County in the north provides evidence that the use of skis dates back to the Stone Age. Until about a century ago, skis were the only means of transport in winter and essential for hunting.

Skiing did not become a mass sport until the mid-1880s when the first competitions were arranged. Sondre Norheim, who is considered the father of modern skiing, was the originator of the Telemark skis, which are narrower in the middle than at the front and back and have stiff heel bindings. The shape made turning easier, and the heel binding allowed skiers to jump from rooftops or over rocks without losing their skis.

Polar explorers made skis known internationally and demonstrated their unique merits on terrain that could not be crossed any other way. Roald Amundsen was the first man to reach the South Pole in 1911, on skis. Fridtjof Nansen crossed the Greenland interior on skis in 1880. Other explorers have followed the routes used by these two famous explorers and skied to both the North and South Poles.

Annual cross-country events are organized throughout Norway, attracting a great number of participants. Such events are not restricted to athletes, but include “keep
fit” categories that allow more people to participate. Enjoying the exercise and nature is as important as achieving the fastest time and winning prizes in these events.

Biathlon was first included in the Winter Olympic program in 1960. It is a cross-country skiing race interspersed with shooting contests. Norwegians are very strong cross-country skiers and have won most of the cross-country skiing medals in the Winter Olympics over the years.

Alpine skiing has also gained a lot of followers, as has freestyle, which is a relatively newer sport. Norwegians are among the world’s best in freestyle.

Speed skating used to be a large spectator and participation sport on a par with cross-country skiing. Cross-country skiing, ski jumping, and Alpine skiing seem to have taken over and overshadowed speed skating, although Norwegian speed skaters are among the best in the world.

In winter in Norway, every sheet of ice is covered with children playing hockey or skating. Indoor rinks are also used for skating and ice hockey. While other Scandinavians huddle around fireplaces, Norwegians bundle up and go out skiing. This could explain the reason why they have won such an astounding number of medals in the Winter Olympics.
5. Reading Aloud Strategy

Explain to students that they are going to practice the skill of reading aloud. Read the first two paragraphs of the article aloud to the class. Ask students to comment on your reading. Ask: Did I read quickly or slowly? What kind of expression did I use in my voice? Was it easy or difficult to understand? Why?

Write the following tips for reading aloud on the board:

1. Prepare to read. Make sure you understand before you read.
2. Look up or ask about words you don’t know. Practice the pronunciation.
3. Don’t read too quickly. Take your time.
4. Pause in logical places.
5. Look at the people you are reading to.

Have students count off around the room, 1, 2, and 3. All of the 1s will read paragraphs 2 and 3 of the article, Story (no1). The 2s will read paragraph 4, story (no2), and the 3s will read paragraph 5 Story (no 3). Give students about 5 or 6 minutes to read their story and practice reading it aloud to themselves or to a partner in a soft voice.

As students are doing this, go around and help with pronunciation and other questions as needed. Put students in groups of three, with one student for each story. Students read their stories aloud to the others in the group. While one student is reading, the others listen with their books closed. After each story, have students discuss what happened.

Play the audio. Have students listen and read along.

When students have finished, discuss the experience of reading aloud. Ask: Do you like to read aloud? Why or why not? Do you read aloud in your first language? If so, when and why.
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<th><strong>Using Audio</strong></th>
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<tr>
<td><strong>Strategy (No.5) Reading Aloud</strong></td>
<td>Reading that builds important foundational skills, introduces vocabulary and provides a model of fluency.</td>
<td>to practice the skill of reading aloud</td>
<td>before, during, after reading</td>
<td>✓</td>
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</table>
An Example for Reading Aloud Strategy:

Can You Believe They Believed It?

In many countries around the world, the first day of April is a day for playing tricks and pulling pranks. Many of the most amusing and memorable tricks that have been played on this day have been perpetrated by the media.

Perhaps one of the funniest pranks to have ever been pulled off happened on April 1, 1957. On this day, a well-respected British news show called Panorama aired a segment focusing on a supposed spaghetti harvest in southern Switzerland. The anchorman explained that the mild winter had resulted in a huge spaghetti crop. As the anchorman gave details about the “spaghetti crop,” video footage was shown of Swiss people pulling fresh, long strands of spaghetti off of “spaghetti trees” and putting them in baskets. Convincing viewers wasn’t very difficult. Apparently this segment was realistic enough to fool a huge number of people. Hundreds of fascinated viewers called into the television station wanting to find out how they could grow their own spaghetti tree. They were told, “Place a sprig of spaghetti in a tin of tomato sauce and hope for the best.” As one studio worker remembers, “The more people called, the harder we laughed.”

Another nationally broadcast prank occurred in Sweden in 1962. At the time the country had only one television channel, and it broadcast in black and white. The station had their technical expert announce to the viewers that a new technology had been created. Astonished viewers listened as he explained that this technology would make it possible to see color images on their black and white television sets. Accomplishing this was easy, he assured the audience. He explained that all that viewers needed to do to convert their black and white televisions to color was to pull a nylon stocking over the screen. He also advised moving one’s head very carefully back and forth to see the best picture. Many viewers got excited, and thousands tried it. Today many Swedes still recall family members running around the house trying to find nylon stockings to place over their television set.
Another remarkable prank was pulled by an Australian news program in 1975. On the program that evening it was announced that Australia would be converting to "metric time." It was explained that under metric time, there would be 100 seconds in a minute, 100 minutes in an hour, and 20 hours in a day. It was also explained that seconds would become millidays, minutes would become centidays, and hours would become decidays. The report had many convincing details, including an interview with South Australia’s deputy premier and a shot of Adelaide’s town hall clock, with its “new” 10-hour metric clock face. Many people fell for the trick. Some even got angry about it. One viewer was particularly irritated because, as he explained, he had just bought a new clock and thought that it was now useless.

Sometimes it seems the sillier the hoax, the more likely people are to fall for it! So the next time you hear something that sounds too silly to be true, look at your calendar and make sure that it isn’t April first!
6. Outlining Strategy

Identifying the main ideas and restating them in your own word.

Tell students that creating an outline of a reading is a helpful way to break down information in a scientific text. This is a useful study tool when reading a text for information. It is also helpful as a tool to review the information later. Make copies of the structure of an outline, or draw the structure on the board. Work as a class to fill in the first section, based on the reading. Ask students to work individually, or with a partner to complete the rest of the outline.

Play the audio. Have students listen and read along

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<tbody>
<tr>
<td><strong>Outlining</strong></td>
<td>Outlining is a system of note taking that uses a progression of numbers and letters to indicate main ideas and supporting details</td>
<td>scientific and Information text</td>
<td>during and after reading</td>
<td>✓</td>
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An Example for Outlining Strategy:

Animal Partners

For animals in the wild, each day is a struggle to survive. They must continually search for food, while at the same time keeping themselves safe from predators. Some animals have learned that teaming up with another animal makes the struggle to find food, shelter, and safety a bit easier. This kind of special relationship in which animals depend upon and benefit from one another is called symbiosis.

One of the most visually surprising examples of symbiosis occurs between the fearsome African crocodile and the small plover bird. When a plover is nearby, a crocodile will open its long, sharp-toothed jaw to invite it inside. You might assume that the plover would quickly reject this invitation and fly off. Yet surprisingly, the plover does hop inside. Perhaps even more amazingly, the crocodile, normally known for its aggression, does not snap its mouth shut and have the plover for a snack. Instead, it remains still, not closing its mouth until the plover leaves. How can this strange behavior be explained? The answer is symbiosis. The plover picks out all the small pieces of meat stuck between the crocodile’s teeth. In doing so, it cleans the crocodile’s teeth, which prevents it from getting infections. Because the crocodile cannot clean its own teeth, it depends on the plover to perform this service. In return, the crocodile provides an easy meal for the plover.

In some cases of symbiosis, like the crocodile and the plover, each animal in the pair benefits from their relationship in a different way. However, in other cases, the animals share a common goal. This is true of the honey guide bird and the ratel, a furry creature with short legs and long claws. Both these animals live on grasslands in Africa and have an appetite for honey. As its name suggests, the honey guide has a special ability for locating beehives. However, this small bird cannot open a beehive to get at the honey. To accomplish this, it teams up with the ratel. Ratels are a perfect match for the honey guide as they love honey, are large enough to crack open a hive, but have no ability to find hives themselves. The honey guide flies over grasslands looking for a hive. When it does spot a hive, it swoops down and
makes a noise to alert the ratel. The ratel uses its claws to tear open the hive. After eating its fill, the ratel invites the honey guide to finish the leftovers.

Another two animals that team up to compensate for their own weaknesses are the zebra and the ostrich. These two animals often travel together. This is no surprise since they are a perfect match. While the giant, flightless ostrich has poor senses of both smell and hearing, the zebra has acute senses of smell and hearing. On the other hand, the zebra has terrible eyesight, while the ostrich has excellent eyesight, enhanced by its long neck which enables the ostrich to see far into the distance. In this way, each makes up for the other’s deficiencies. As a result, the animals are far safer together than they would be apart. Ostriches can see predators, such as lions, far in the distance, while zebras can smell or hear others as they approach.

Birds and land animals aren’t the only ones that work in symbiotic pairs. Some sea animals, like the clownfish and the sea anemone, do as well. Sea anemones, which look like plants, are actually dangerous animals with poisonous tentacles. Most fish stay away from anemones to avoid being stung. However, the clownfish makes its home among the sea anemones. It does not get stung because its body is protected by a special coating. Living among the deadly tentacles of an anemone has a clear advantage—most predators stay away! Another benefit for the clownfish is that it is able to eat the anemone’s leftover bits of food. But what is the advantage to the anemone? There are several. First, the brightly colored clownfish attracts predators. When the clownfish swims under the anemone’s tentacles to safety, if the predator follows, the anemone has the chance to sting and eat it. Other services the clownfish performs are cleaning up food scraps and dead anemone tentacles, and chasing away fish that might eat the anemone.

While many symbiotic pairs may at first look like odd partners, the benefits they provide one another are invaluable, and may make the difference between life and death. In fact, it is often these animals’ very differences that make them perfect partners.
7. (3 - 2 - 1) Reading Strategy

Write the following on the board:

- 3 (Write 3 things you found out)
- 2 (Write 2 interesting things)
- 1 (Write 1 question you still have)

Using the 3-2-1 strategy allows students to focus on the important ideas of a reading, the points that they found the most interesting, and the points that they may not have understood.

Focus students’ attention on the reading. Tell students that they will read the text, and then follow the directions for the 3-2-1 activity on the board. Give students a specific amount of time to complete this activity.

When students have finished writing, arrange the class into small groups. Have students share the points that they wrote down with each other and discuss them. Have them discuss the points that they have questions about and try to answer each other’s questions.

Call on a few volunteers to share their 3-2-1 answers with the class. Discuss as a class any unanswered questions.

Play the audio for the reading. Have students listen and follow along.

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<tr>
<td>Strategy (No.7) 3-2-1</td>
<td>to give students a chance to summarize some key ideas</td>
<td>important ideas in any passage</td>
<td>before during and after</td>
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An Example for (3 – 2 – 1) Strategy:

Richard Branson

Richard Branson was born in 1950, in London. He was educated at Scaiclliffe School and then Stowe School until the age of sixteen. His academic performance was poor due to his dyslexia, so he did not seem to have a lot of potential in life. He is now one of the wealthiest and most successful people in the world.

Branson started his Virgin Empire by setting up Virgin Megastores, soon to be followed by Virgin Atlantic Airways in 1984. In 1993, he entered the railway business with Virgin Trains, a high risk sector that most investors avoided. He then acquired short-haul airline Euro Belgian Airlines in 1996 and renamed it Virgin Express. Virgin Nigeria and Virgin America airlines were launched in 2006 and 2007 respectively. Branson also developed his own Virgin Cola brand and tried to introduce more Virgin products into the market. These enterprises did not prove to be the most successful in the Virgin Empire.

On September 25, 2004, Branson formed Virgin Galactic that plans to make flights in space available to the public at $200,000 per ticket. Branson’s next venture was Virgin Fuels, which is committed to offering a revolutionary, environmentally friendly, cheaper fuel for cars and eventually airplanes. Branson, formerly a global warming skeptic, admitted to having been influenced by Al Gore at a breakfast meeting and pledged to invest the profits of Virgin Atlantic and Virgin Trains in research for such fuels.

In 2006, Branson formed Virgin Comics and Virgin Animation, entertainment companies focused on creating new stories and characters for a global audience. He also launched the Virgin Health Bank and Virgin Healthcare and bought a 20 percent stake in Malaysia’s Air Asia.
Branson has been tagged as a “transformational leader” because of his original strategies and his stress on the Virgin Group as an organization that is driven by real opportunities and information.

On February 9, 2007, Branson announced the setting up of a new global science and technology prize, “The Virgin Earth Challenge,” to promote the research and development of a commercially viable method for the removal of harmful greenhouse gases.

Branson is not the typical businessman-investor. He is not content to sponsor and simply watch sailing or air balloon flights; nor is he ever afraid to try his best regardless of the outcome. Nothing and nobody seems to ever stop him from trying. Since 1985, he has made several world record-breaking attempts. In 1986, he attempted the fastest Atlantic Ocean crossing and beat the record by two hours. A year later, his hot air balloon “Virgin Atlantic Flyer” crossed the Atlantic in record time. In January 1991, he crossed the Pacific from Japan to Arctic Canada, 6,700 miles (10,800 kilometers) in a balloon, breaking the record, with a speed of 245 miles (394 kilometers) per hour. In March 2004, Branson set a record by traveling from Dover to Calais in a speedboat, in 1 hour, 40 minutes, and 6 seconds.

Richard Branson has guest starred in a number of films, hosted a television show, and made cameo appearances in films. He is also involved in football and Formula One Racing. His team, Virgin Racing, came 12th in the 2010 Grand Prix.

He has founded Virgin Unite, a non-profit foundation of Virgin, that helps fund several educational and charity projects in Africa and elsewhere. He is an active supporter of environmental and humanitarian causes and the patron of several charities. He was knighted for his “services to entrepreneurship” in March 2000.
8. Reciprocal Learning Strategy

Reciprocal Learning is a group reading process that practices four reading strategies: summarizing, questioning, clarifying, and predicting.

Tell students that they will read this article in groups. Arrange students in groups of four. Within each group, assign each student a number (1–4). Write on the board for reference:

- Student 1 is the summarizer
- Student 2 is the questioner
- Student 3 is the clarifier
- Student 4 is the predictor

Have students read the first four paragraphs of the article silently. You might ask them to draw a line underneath the fourth paragraph before they begin reading as a reminder to stop. When all group members have finished reading the first four paragraphs, have them discuss what they read. The summarizer gives a brief summary of the paragraphs, retelling just the main points. The questioner asks questions about any points that he or she is unsure about, or asks questions about the characters or content to extend the discussion. The clarifier tries to answer all of the questions. The predictor makes guesses about what the remainder of the article will contain.

When groups are finished discussing, have them read the rest of the article silently. Have groups repeat the procedure with the second half of the article. This time, ask group members to switch roles. Student 1 becomes Student 2, Student 2 becomes Student 3, Student 3 becomes Student 4, and Student 4 becomes Student 1. Discuss as a class any questions asked by the questioner that students were unable to answer in their groups. As a follow-up, ask students to share what they liked and didn’t like about reciprocal teaching. Ask: How did using this strategy help you understand the article better?
Play the audio for the article as preparation for the after reading questions. Have students listen and read along in their books.
For additional vocabulary practice, ask students to turn back to the vocabulary box. Have them search the article for the vocabulary words and underline them. Tell students to study the context of each word to help them understand the meaning.
Call on students to explain each word as it is used in the context of the article.

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<tr>
<td><strong>Strategy (No.8)</strong></td>
<td>Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting.</td>
<td>any passage</td>
<td>during and after reading</td>
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An Example for Reciprocal Learning Strategy:

Happy accidents

When we make a mistake, often our first instinct is to say, “Oh no!” and to feel regret and maybe even embarrassment at our failure. But mistakes and accidents are not always a bad thing. In fact, they sometimes give rise to extraordinary ideas. In 1492, Christopher Columbus set out to discover a new route to Asia. He did not reach Asia, but this failure resulted in his discovering the New World! 

who discovered the New world? and when ?
Columbus set out to go to Asia , but .............
I think we will read about other Happy accidents.

There are many stories of such happy accidents throughout modern history. For example, one of the greatest medical discoveries of the 20th century was antibiotics, a kind of medication used to kill bacteria that cause disease. Since the discovery, antibiotics may have saved millions of lives. Yet, the discovery of the first antibiotic happened by accident.

In 1928, a Scottish scientist named Alexander Fleming was researching a kind of bacteria called staphylococcus. He conducted experiments with the bacteria in dishes. Fleming was brilliant, but he was messy and absent-minded. When he left his laboratory to go on vacation, instead of cleaning up, he left the bacteria in the dishes. When he returned, he noticed that mold had grown in the dishes while he was gone. He could have just thrown the dishes away. Fortunately, instead, he looked at them under a microscope. Fleming found that the area around the mold was free of bacteria. He realized that the dangerous bacteria must have been dissolved by the mold. These dirty dishes led to the discovery of penicillin, the first antibiotic. Today, this life-saving drug is used around the world. Each year there are over 80 million prescriptions written for penicillin in the U.S. alone!
Not all lucky accidents have changed the way we live in dramatic ways. Some fortunate accidents have just made life a little more convenient. But many of these conveniences have become such a part of our everyday lives that we’ve come to take them for granted.

The discovery of Velcro is one such fortunate accident. One summer day in 1948, a Swiss inventor named George de Mestral went for a hike. When he returned, he was covered in burrs—seed-sacs that cling to clothes. Nature designed burrs to do this in order to spread seeds to new areas. De Mestral became curious about how these burrs attached themselves to clothes and hair. He inspected one of the burrs from his pants under a microscope. He saw that it had countless tiny hooks that clung to the tiny loops in the fabric of his pants. This gave him the idea to design a new kind of fastener. The fastener would be made of two nylon strips, one side with stiff hooks like the burrs and the other side with loops like the fabric of his pants. His invention, Velcro, has since become ubiquitous. It can be found on everything from shoes to wallets to blood pressure cuffs to space shuttles.

Another modern invention we owe to a happy accident is Post-it Notes, those small pieces of notepaper that can be stuck and unstuck again and again. In 1970, Spencer Silver was working in a research laboratory, trying to create a strong adhesive. He created a new adhesive that stuck to objects, but it could also easily be lifted off them. Because the adhesive was so weak, Silver considered it a failure. He shouldn’t have. A few years later, a co-worker of Silver’s was looking in a book. He used scraps of paper to keep his place in the book, but the scraps kept falling out. Remembering Silver’s invention, the co-worker put some of the adhesive on the scraps. It was perfect! The scraps stayed in place, but came off easily so they didn’t damage the book. Post-it Notes were introduced in 1980, and quickly became an essential office product around the world.

All of these stories show that accidents are not always a bad thing, and that not all mistakes should automatically be discarded. Instead, perhaps we should take a closer look at our accidents and mistakes. They just may reveal the solutions to a problem, or pave the way to an extraordinary new idea.
In groups write down why should teachers assess students' reading skills?

*Teachers assess students' reading skills to:*
Assessment and effective reading instruction are closely linked. **Ongoing**, **varied**, and **accurate** assessment helps the teacher to:

- Build on students’ prior knowledge
- Decide at what level to begin reading instruction
- Determine the pace at which instruction should proceed
- Spot gaps in oral language and in specific reading skills
- Determine student grouping in your classroom
- Identify the need for program adaptations for individual students
- Measure student progress over time
- Involve students in goal-setting and self-assessment

The 'Essential Three' of Assessment

1. **Assessment before learning / Diagnostic assessment** is done at the beginning of a school year, term, or unit, or is done for individual students as needed. It is used to identify the level of a student’s prior learning in order to allow the teacher to tailor reading instruction accordingly.

2. **Assessment during learning / Formative assessment** this is done throughout the school year in order to continuously track students’ progress and provide constant feedback on the effectiveness of the teacher instruction.

3. **Assessment after learning/Summative assessment** it is done at the end of a learning unit or specific time period to evaluate the achievement of each student and the effectiveness of the instruction.
Five Targets for Helping Teachers Assess Readers’ Strengths and Weaknesses

1. **Oral Fluency:**
   Effective readers read aloud smoothly, easily, accurately, and with appropriate speed and inflection. They attend to punctuation, and their reading aloud sounds natural and effortless.

2. **Comprehension:**
   Effective readers make meaning, build connections with prior background knowledge, make decisions about what is relevant and important, and ask themselves questions. They can give an accurate retell of what they have read and maintain the author’s meaning.

3. **Strategies:**
   Before, during, and after reading, effective readers apply multiple strategies flexibly, selectively, independently, and reflectively. For example, they identify purposes in reading, make predictions, and check them as they read, and they ask insightful, reflective questions about what they are reading. They have a number of strategies they use and do not over rely upon one or two strategies. They also know how to use different strategies in different contexts. Effective readers use strategies in comprehending and higher order thinking. As teachers observe and assess their students, they need to pay particular attention to the strategies those students are using (or not using) and follow-up with appropriate instructional activities.

4. **Higher Order Thinking:**
   Effective readers do not just read the lines literally for comprehension; they engage in higher order thinking as they read between the lines and beyond the lines. They make sophisticated inferences, such as making connections that are not readily apparent; they analyze and use criteria to evaluate what they have read. They maintain the author’s meaning (an important aspect of comprehension), but they also have insight and reflective ideas about what
they have read. They can go beyond retelling of what they read to an analysis or an interpretation.

5. **Motivation:**

Effective readers are motivated and enjoy reading; they read with perseverance and interest. They enjoy choosing their own reading materials, and they often choose to spend their time on reading. Effective readers can tell you what they like to read and why.

These five assessment targets are to be used as a practical guide in helping teachers to observe, collect information, and make instructional decisions about students’ reading of text.

(Williamson, p.7)
Course Evaluation (Performance Task)

Aim:
To design an activity to go with a piece of authentic reading matter that would be suitable for your class.

Procedure:
1. Find a piece of authentic reading matter that you could use with the class you are teaching. For example, a magazine article, a menu, a holiday brochure.
2. Consider which skills aims you could achieve.
3. Design an activity (or activities) for the reading materials which will fulfill these aims. (Consider which reading strategy or strategies the students should employ to do the activity efficiently).
4. Show the reading matter and the activity to fellow trainees and invite their constructive criticism.

(Gower, P. 99)
Resources

Books:

1. A course in English, English Language Teaching  Cambridge.
2. S.al ghamdi - I .Shaher  educational paper .1429 H
4. Primary –Secondary  Transition ,Brian Boyd
5. Growing up with English ,by Janet Orr5-
6. Mega Goal 1-2-3-4-5-6 Teacher’s Guide Published by McGraw-Hill
7. Assessment for Reading Instructions ,Michael C .Mckkena ,Katherine A Stahl
8. Jan Williamson, 2004 USA Competent Assessment of Reading: Tools for Providing Feedback in Reading
9. Reading Strategies The Difference between Reading Fiction and Non-fiction Created and Developed by Jill Leone Reading Specialist, 2006

Web-Sites:

2. www.sfs.scnu.edu.cn
5. http:www.anyone.com