



Reading Strategies for Subject Classes

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DENNIS CAN READ!



4 types of READING knowledge

They ____ across the road.

What do you know about this sentence?
You know that the verb is missing so you think about all the verbs you know that could possibly make sense here.
This requires **syntactic** knowledge and **content** knowledge.

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David dropped his tennis balls.

They ____ across the road.

Additional information allows you to narrow the possible answers.
This is a **semantic** clue.

They r ____ across the road.

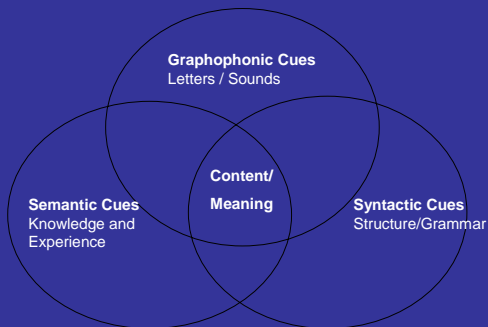
With the addition of a **graphophonic** clue (r) you confirm your answer.

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Three Cueing Systems



Syntactic Cues:

Sentence structure, the relationship between words in a sentence

- She put ...
 - *What* she put
 - *Where* she put it
- We can't say
 - “She put the pencil” or
 - “She put on the table”
- We must say
 - “She put the pencil on the table”

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Semantic Cues: the meaning of words in context

- I ran the race.
- I ran my stocking.
- I ran my fingers through my hair.
- My pen ran out of ink.
- I ran in the last election.
- The refrigerator ran all night.
- I ran the store for an hour.
- I ran 300 copies of the handout.

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Semantic Cues: Knowledge of words that go together

- | | |
|---|--|
| <ul style="list-style-type: none"> • Biology <ul style="list-style-type: none"> - cell - behaviour - branch - fungi - acid - kingdom - mitosis - mutation - migration - web | <ul style="list-style-type: none"> • Mathematics <ul style="list-style-type: none"> - add - sum - multiply - divide - product - answer - square (root and shape) - equals - power |
|---|--|

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Semantic Cues: Words to connect parts of text and show relationships

- Coordinating - signals that what comes next contrasts with what came before (*However*.)
- Person - pronouns (e.g. she) usually refers to a name that occurred earlier
- Time - We went out *when* the rain stopped.
- Place - I know *where* you are.
- Reason - I can't buy it *because* it's expensive.
- Condition - He will get wet *if* it rains.
- Concession - He was there *though* he didn't get on the bus.

He walked all day **although** he was exhausted. **Finally**, he stopped outside a small hotel in a village. **If** he went in, someone might recognize him, **but unless** he stopped to rest he would get no further. **So**, hoping he would remain unrecognized, he opened the door.

Learning to Learn in a Second Language
by Pauline Gibbons

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Language Experience Story: Plants

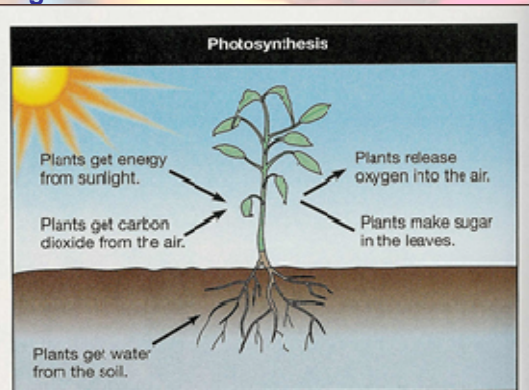
- Bring in a plant
- Tape it to the chalkboard
- Teach new vocabulary and label the parts of the plant
- Ask students to dictate sentences about the plant
- Read texts about plants
- With students, write a summary /story about the class experiences
- Students copy and read the summary /story

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Diagram



Language Experience Story

Photosynthesis

We studied plants and photosynthesis. We learned how plants take in sunlight for energy, carbon dioxide from the air and water from the soil. Plants release oxygen into the air and make sugars in their leaves. This process allows plants to grow.

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Sources for Language Experience Stories

- Pictures from magazines or Photographs
- Laboratory experiments
- Observations
- Wordless Picture Books
- "Field trips" - Walks in the neighborhood
- Class activities
 - Guest speaker
 - Make sandwich, popcorn
 - TPR activities- e.g. Getting Ready for School

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RECIPROCAL READING



- ✓ Arrange the students into groups of 4 or 5. One student in the group assumes the role of "Leader" and reads the paragraph out loud to the group. The "Leader"

- ✓ asks members of the group a question about the text.
- ✓ asks a member of the group to summarize the text.
- ✓ asks members of the group if they need clarification on any words in the text.
- ✓ asks members of the group to predict what will happen next.
- ✓ The next student in the group assumes the role of "Leader"

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