



Reading  
Strategies at the  
High School Level  
From Secondary  
1 to 5

According to  
the MELS and  
Progression of  
Learning



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Reading  
Strategies  
From Secondary  
1 to 5



*Level/Cycle to be acquired  
according to the MELS  
Progression of Learning*

*Strategies  
should still be  
seen at each  
level*

**CORE/EESL  
Sec 1<sup>st</sup> cycle**



**CORE/EESL  
Sec 2<sup>nd</sup> cycle**

I Use Semantic Mapping		<b>I Use Semantic Mapping</b>	<b>*Sec 4</b>
<b>I Activate Prior Knowledge</b>	<b>* Sec 1</b>	I Activate Prior Knowledge	
<b>I Take Notes</b>	<b>* Sec 2</b>	I Take Notes	
<b>I Infer</b>	<b>*Sec. 1</b>	I Infer	
<b>I Scan</b>	<b>*Sec. 1</b>	I Scan	
<b>I Predict</b>	<b>*Sec. 1</b>	I Predict	
<b>I Skim</b>	<b>*Sec. 1</b>	I Skim	
<b>I Notice Punctuation as I Read</b>	<b>*Elementary</b>	I Notice Punctuation as I Read*	
<b>I Find Cognates</b>	<b>*Sec. 1</b>	I Find Cognates	
<b>I Learn New Words by Using Contextual Clues</b>	<b>*Sec. 1</b>	I Learn New Words by Using Contextual Clues	
I Summarize (not in POL nor in MELS program)		<b>I Summarize</b> (not in POL nor in MELS program)	<b>Sec 3</b>
<b>I Think of My Reading Intention</b>	<b>*Sec. 1</b>	I Think of My Reading Intention	
<b>I Identify Substitution Words</b>	<b>* Sec. 1</b>	I Identify Substitution Words	



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