



Commission scolaire
de la Rivière-du-Nord



Reading Strategies English as a Second Language

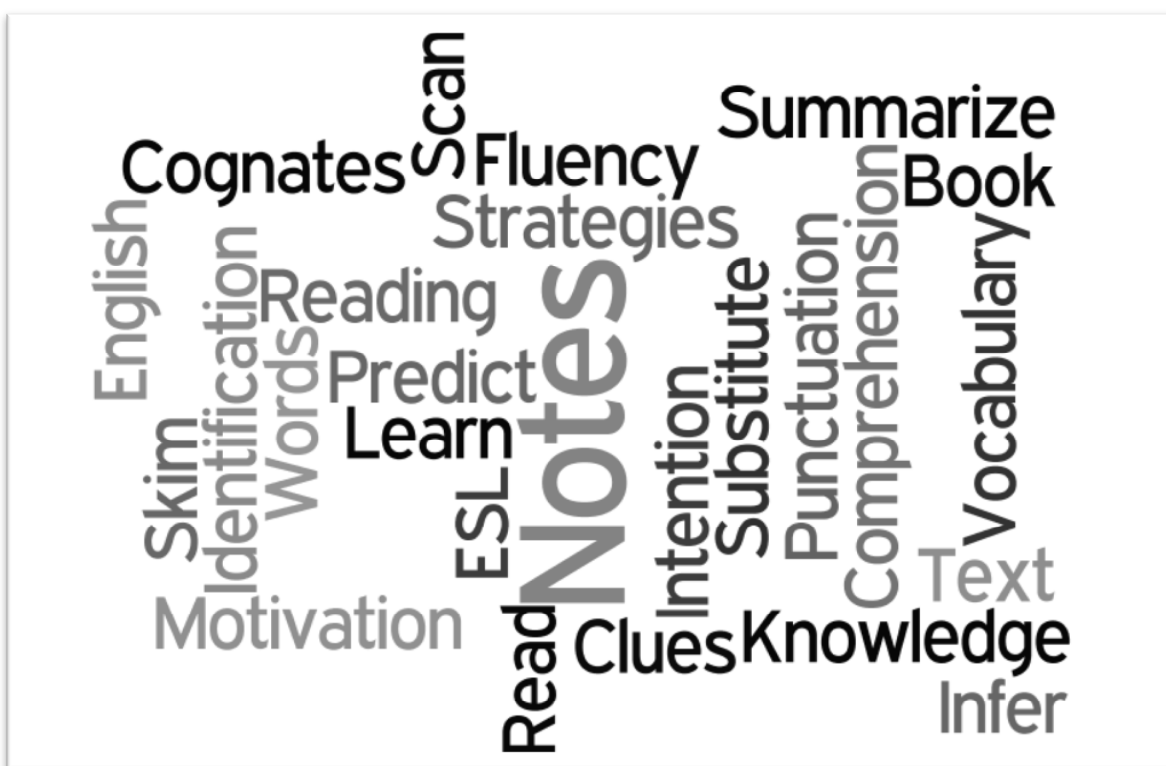


Table of Contents

I USE SEMANTIC MAPPING	4
I ACTIVATE PRIOR KNOWLEDGE.....	6
I INFER.....	8
I TAKE NOTES.....	10
I SKIM A TEXT	12
I PREDICT	14
I FIND COGNATES.....	16
I SUMMARIZE.....	18
I SCAN	20
I LEARN NEW WORDS BY USING CONTEXTUAL CLUES.....	22
I THINK OF MY READING INTENTION.....	24
I NOTICE PUNCTUATION AS I READ.....	26
I IDENTIFY SUBSTITUTION WORDS.....	28

Note to teacher:

The above strategies help students to become better readers. Some strategies (with French in the bottom left) are taken from the *Référentiel des stratégies de lecture* elementary level. It is important to mention to students to make links with what they were taught at the elementary level by showing them the pictograms on the bottom left of the document. Other strategies were taken from the ESL program and the pictograms are new to students.

“Strategies are specific thoughts, actions, behaviours or techniques used by students to solve problems and facilitate learning. They help students become aware of how they learn most effectively, and the ways in which they can transfer this learning to new situations. Strategies are taught explicitly and in a progressive way. In Secondary Cycle One, students were taught to use several strategies, through modelling or elicitation. In Secondary Cycle Two, they are supported in the management of their strategies (i.e. they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task).

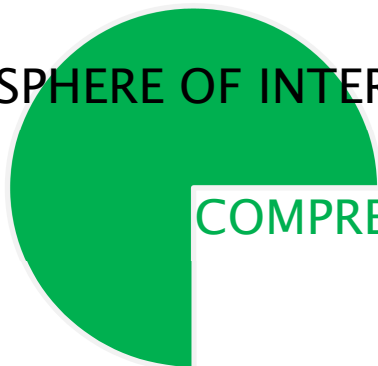
Strategies enable students to take responsibility for their learning, thus increasing motivation and building self-esteem. Students use strategies to help them persevere when faced with difficulty so that they can attain their goals and get satisfaction from the results. When they make effective use of strategies, they see themselves as confident, capable learners.”

p. 42, Programme d'anglais, langue seconde du 2e cycle du Programme de Formation de l'École Québécoise, 2004

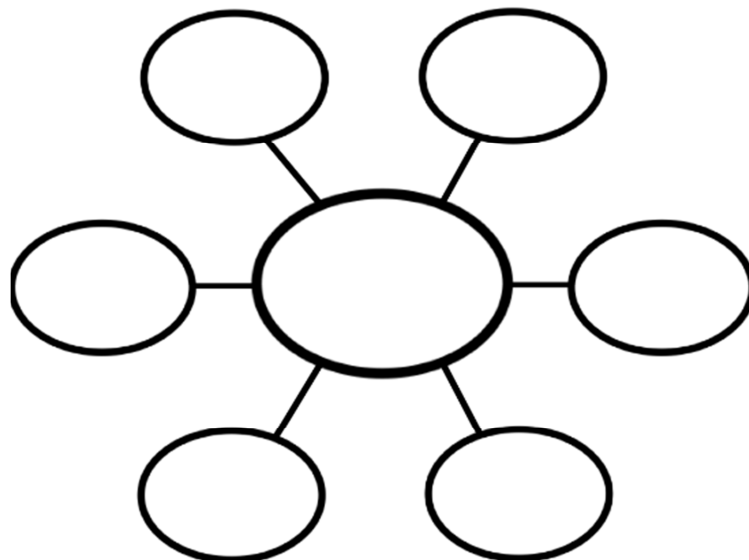
The teacher must enable students to see the pertinence, usefulness and effectiveness of all these reading strategies.

I Use Semantic Mapping

SPHERE OF INTERVENTION



COMPREHENSION



J'utilise un organisateur graphique.

BEFORE

WHILE

AFTER

Reading Strategy: I Use Semantic Mapping

What?	• Semantic mapping (or a graphic organizer) is often built with geometric shapes; it is used to classify the relevant text information about the topic; • It is a diagram used to organize words, ideas, concepts and also to identify existing links: cause and effect, comparison, problem-solution, organization of ideas, etc.; • It is a visual tool that promotes understanding and reflection. It helps me to get a global view of what is in the text.
Why?	• To clarify the relationship between ideas and information; • To select the ideas and information for certain aspects of a topic; • To classify words in a specific order according to their meaning about a topic; • To facilitate transfer of information; • To present the information; • To remember the information in a text; • To have a visual representation of the essential elements of a text and quickly see the links.
When?	• Before, while and after reading; • Before writing activities; • To study a text and to recall; • To build vocabulary; • To plan a written or media text and/or an oral interaction.
How?	• When a graphic organizer is suggested, I observe it before I start reading ; • When it is not suggested, I use a graphic organizer that suits me best; • I use my reading strategies to find information within the texts; • I select the essential information; • I make links among different ideas.

Notes

I Activate Prior Knowledge

SPHERE OF INTERVENTION

COMPREHENSION



J'active mes connaissances antérieures.

BEFORE

WHILE

AFTER

Reading Strategy: I Activate Prior Knowledge

What?	- It activates my brain so I will be ready to read about a specific topic; - It links new information to what I already know about the topic.
Why?	- To anticipate the subject that will be presented; - To better understand what I will read; - To go beyond what is written by making personal links; - To think about what I know and what I want to know about the topic; - To connect with the text; - To grasp, maintain my attention while I read.
When?	Before and while reading.
How?	- I activate my brain to prepare to read about a specific topic; ➤ <i>What do I know about this topic?</i> ➤ <i>What would I like to learn about this topic?</i> - I validate what I know about the topic and what is presented. I readjust if necessary; - I can use a K-W-L chart; What I already Know What I Want to know / What I think I Will learn What I Learned - After the task, I compare the information I learned with what I already knew or what I thought I would learn.

Notes :

I Infer

SPHERE OF INTERVENTION

COMPREHENSION



**KEEP
CALM
AND**

DEDUCE



Je déduis ce qui n'est pas écrit.

BEFORE

WHILE

AFTER

Reading Strategy: I Infer

What?	• Make intelligent guesses based on prior knowledge of available cues such as context, cognates, words and expressions, visual clues, contextual cues, intonation or patterns.
Why?	• Authors want to leave room for the reader's imagination, so they don't explain every detail. It is therefore necessary to read beyond the text or read between the lines; • To be able to critique a text, we must make inferences before drawing a conclusion about the text; • To deduce meaning.
When?	• Every time I read a text and the meaning is not clear; • When I read a pun or a play on words; • When I solve puzzles or riddles; • For texts that represent the views of a group, opinion texts, dialogue in a novel where the characters do not clearly express their feelings.
How?	• I read a passage from a text and I stop; • I ask a question about information that is not in the text; • I make a hypothesis from what I deduce after reading the text; • I make a list of the text's keywords that will point me in the right direction; • I formulate yes-no questions for keywords; • I make a final judgment on each keyword by answering a yes-no question; • I use contextual cues.

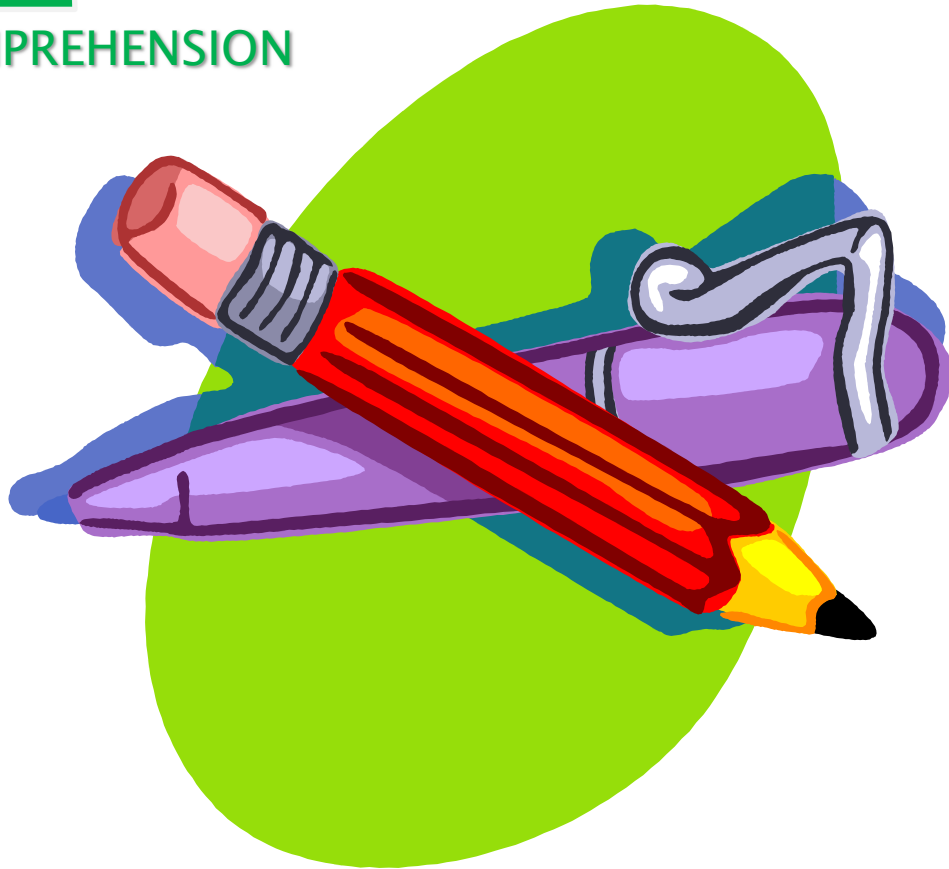
Notes

It is essential that students grasp that an author cannot write everything explicitly in a text. The act of reading invites the reader to explore the depths of the text in order to extract implicit or subtle information and develop a personal representation.

I Take Notes

SPHERE OF INTERVENTION

COMPREHENSION



J'annote et surligne mon texte.

BEFORE

WHILE

AFTER

Reading Strategy: I Take Notes

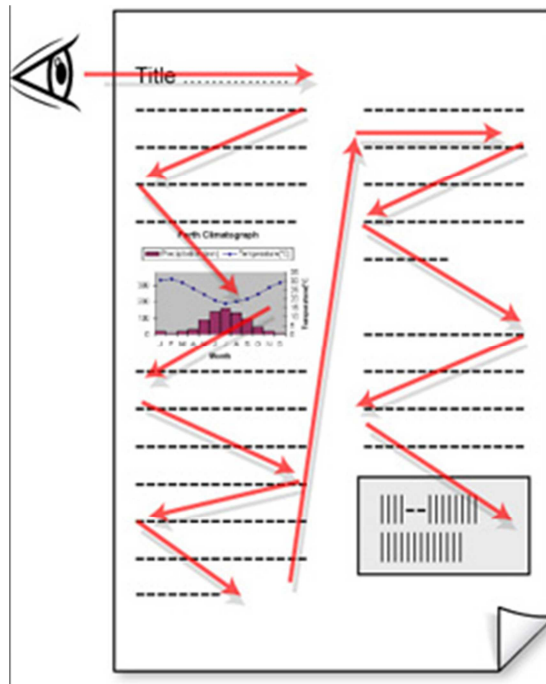
What?	Annotating a text is to code information using one or more of these strategies: • To distinguish, classify or organize parts of texts or arguments; • To underline or to highlight in order to emphasize the importance of ideas (two or three colours are sufficient). From a glance, your eye must identify what is important; • To write acronyms or abbreviations in the margin in order to easily identify themes (ABC...) or arguments (arg.1 arg. 2 arg. 3 ...), examples (e.g.), etc. ; • To frame or circle in order to locate key concepts at first glance.
Why?	• To better understand my readings or elements of an evaluation; • To remember important elements in order to do a research, an oral presentation or for exam preparation; • To make links between information; • To discover the structure of a text.
When?	• I annotate while reading my text, I use the strategy that suits me and facilitates my understanding; • This strategy is useful in situations where I have to understand, summarize or remind myself of an important passage in a text.
How?	• I read and ask myself these questions: <i>Who and/or What is the text talking about?</i>; • I highlight information that answers these questions; • What do we say about the information?; • I formulate the main idea of the text; • I look for secondary ideas in each paragraph of the text by highlighting and/or writing in the margin a keyword that summarizes the ideas; • I can tell someone in my own words what I read.

Notes

I Skim a Text

SPHERE OF INTERVENTION

COMPREHENSION



Je survole le texte et les images.

BEFORE		WHILE	AFTER
--------	--	-------	-------

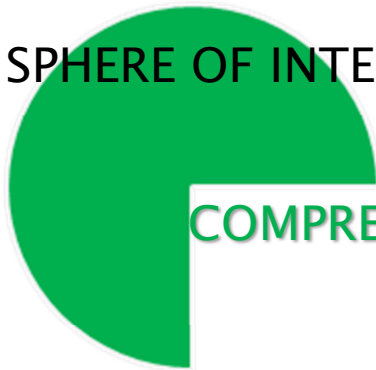
Document modifié et inspiré du Référentiel des stratégies de lecture
Document initial de K. De Lamirande, M-E Simard, M-C Michaud, CSRDN
Version anglaise par : I. Giroux, M. Lachance, G. Leclair CSRDN 2013-2014

Reading Strategy: I Skim a Text

What?	To read through a text quickly to get a general overview.
Why?	- To choose a book; - To give me the will to read; - To get an idea of what I will read; - To recognize the structure of a text; - To activate prior knowledge; - Etc.
When?	- Every time a text is presented to me; - Every time I read; - When I do research; - When I must choose a text that fits my reading intention;
How?	- I look at the cover page, I read the title, <i>What do I learn?</i>; - I observe the pictures and ask myself, <i>What do I know about them? What do I see?</i>; - I make links between the title and the pictures; - I think of what the book might be about. I ask myself questions: <i>Where does the story take place?</i> - <i>What will happen?</i> <i>What is the time period?</i> - <i>How will the story end?</i> <i>Who are the main characters?</i> - <i>...</i> - I look at how the text is organized; (external features) - I look for cognates to help me understand.
Notes	

I Predict

SPHERE OF INTERVENTION



COMPREHENSION



BEFORE

WHILE

AFTER

Reading Strategy: I Predict

What?	• Make hypotheses based on prior knowledge of topic, task at hand, title and pictures after glancing (skimming) through a text; • Validate after reading if predictions are right.
Why?	• To get my mind ready to read; • To give me a purpose to read.
When?	• Before and while reading.
How?	• I think about the title, I look at the cover and pictures; • I think about the text structure; • I use what I know; • I ask questions, <i>I wonder. . .</i>, <i>Who is. . .?</i>, <i>Why is. . .?</i>; • I change my predictions as I read; • I validate my hypotheses.

Notes

I Find Cognates

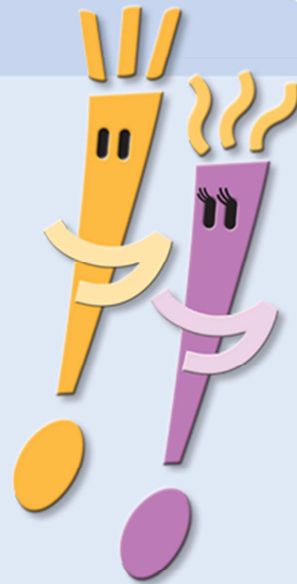
SPHERE OF INTERVENTION

COMPREHENSION

Examples of True Cognates

English | French

- ✓ hockey | hockey
- ✓ dentist | dentiste
- ✓ chocolate | chocolat
- ✓ radio | radio
- ✓ fruit | fruit
- ✓ soccer | soccer
- ✓ scientist | scientifique
- ✓ taxi | taxi
- ✓ pizza | pizza
- ✓ dictionary | dictionnaire
- ✓ example | exemple



BEFORE

WHILE

AFTER

Reading Strategy: **I Find Cognates**

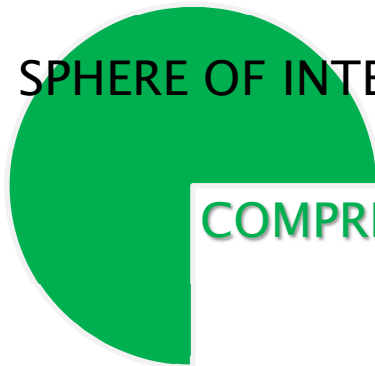
What?	• To find words in a text that are similar to French words.
Why?	• To help me understand and get an overview of the text I will read; • To show that I know more words than I think I know; • To lower my anxiety level.
When?	• Before and while reading;
How?	• By skimming, scanning or reading the text.

Notes

A list of cognates can be given to the students.

I Summarize

SPHERE OF INTERVENTION



COMPREHENSION



Je résume.

BEFORE

WHILE

AFTER

Reading Strategy: I Summarize

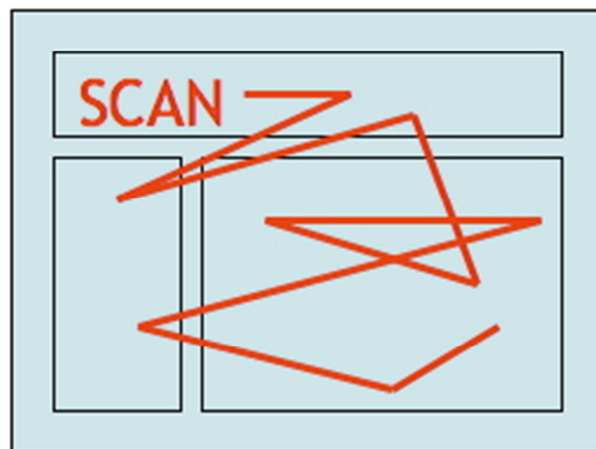
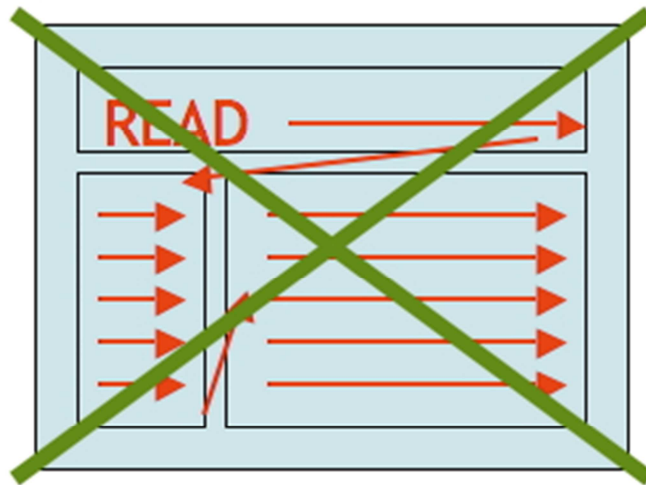
What?	• To rephrase orally or in writing what the text I read is about; • To use less words in order to emphasize the most important information about something; • To make a text shorter.
Why?	• To better understand a text or a paragraph; • To critique a novel, a play, an article, etc.; • To research a topic; • To remember important information; • To allow me to recall essential information from longer texts (e.g. a novel); • To better organize my ideas.
When?	• Whenever I read a text; • I summarize while and after my reading.
How?	• I carefully read the whole text and I make sure I understand all the vocabulary and concepts. I use the dictionary if necessary; • I underline or take note of the main ideas and important details; • I present the main idea at the beginning of the summary; • I group similar ideas and I show their connections; • I remove unnecessary details; • I write the summary in my own words and I make sure it corresponds to the author's meaning; • I use transition words such as <i>first</i>, <i>on the other hand</i>, <i>because</i>, <i>although</i> to demonstrate the links between sentences in the summary.

Notes

I Scan

SPHERE OF INTERVENTION

COMPREHENSION



BEFORE	WHILE	AFTER
--------	-------	-------

Reading Strategy: I Scan

What?	• To look for specific information in a text.
Why?	• To quickly find answers to a question without having to read the whole text.
When?	• Before reading; • While reading; • After reading.
How?	• Once I know what information I am looking for in a text, I quickly glance through it to find that specific information.

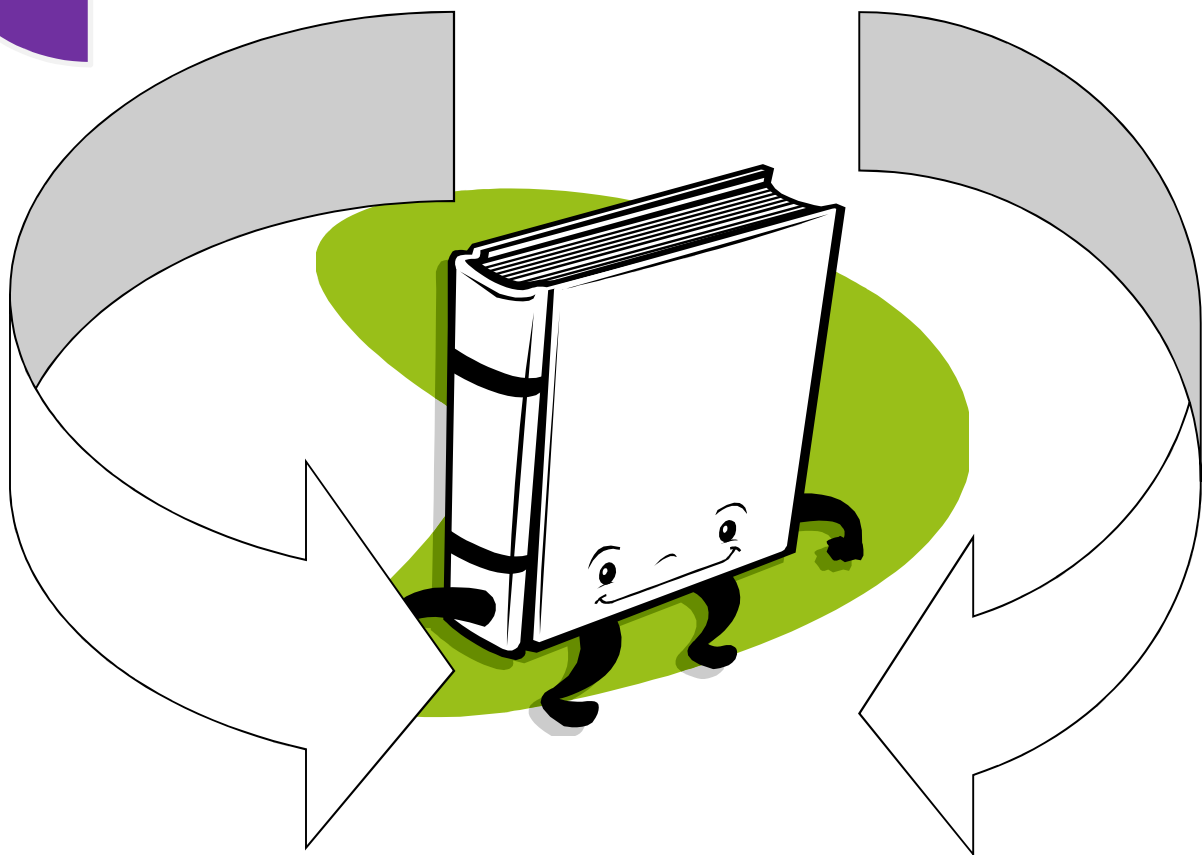
Notes

A reference to the “scan button” on a radio could be useful for students to understand the meaning of this strategy.

I Learn New Words by Using Contextual Clues

SPHERE OF INTERVENTION

VOCABULARY



BEFORE

WHILE

AFTER

J'utilise les mots avant et après.

*Document modifié et inspiré du Référentiel des stratégies de lecture
Document initial de K. De Lamirande, M-E Simard, M-C Michaud, CSRDN
Version anglaise par : I. Giroux, M. Lachance, G. Leclair CSRDN 2013-2014*

Reading Strategy: I Learn New Words by Using Contextual Clues

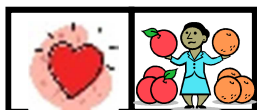
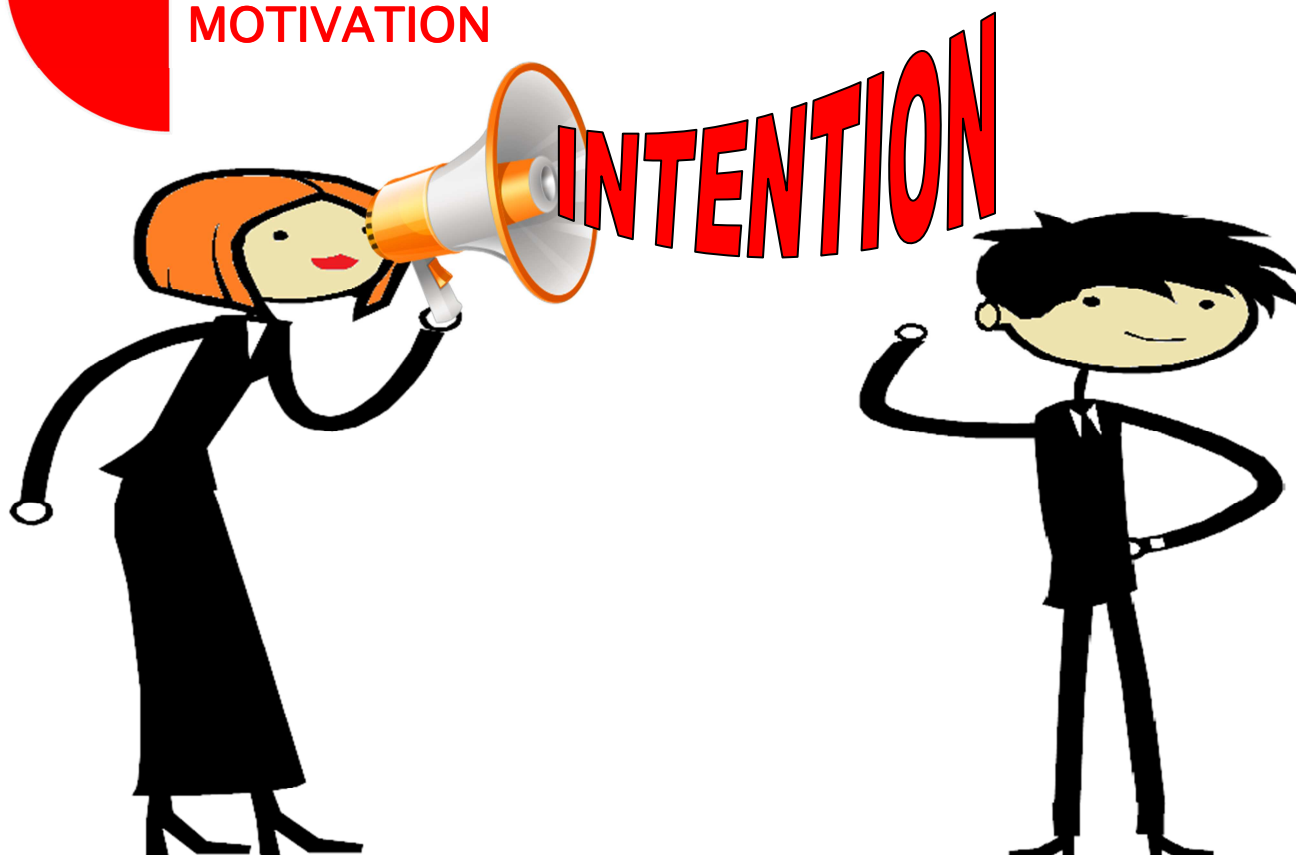
What?	• Give meaning to a new word by referring to what surrounds it (words, sentences, paragraphs, subtitles, titles, images, etc.).
Why?	• To better understand the meaning of new words in texts; • To avoid stopping every time I don't understand a word; • To facilitate my reading comprehension; • To increase my vocabulary.
When?	• While reading, when I encounter a word that I do not know and hinders my comprehension.
How?	• I reread a word I do not understand; • I tell myself that by rereading the sentence, I might find out what the word means; • Sometimes I have to read the surrounding sentences to understand the meaning of the word; • I reread the words BEFORE and the words AFTER to find clues in the text; • I try to get a clear picture in my head: If I'm sure that I understand the meaning of the word correctly, I continue reading. Otherwise, I use another strategy to help me understand.

Notes

I Think of my Reading Intention

SPHERE OF INTERVENTION

MOTIVATION



BEFORE

WHILE

AFTER

Je pense à mon intention de lecture.

*Document modifié et inspiré du Référentiel des stratégies de lecture
Document initial de K. De Lamirande, M-E Simard, M-C Michaud, CSRDN
Version anglaise par : I. Giroux, M. Lachance, G. Leclair CSRDN 2013-2014*

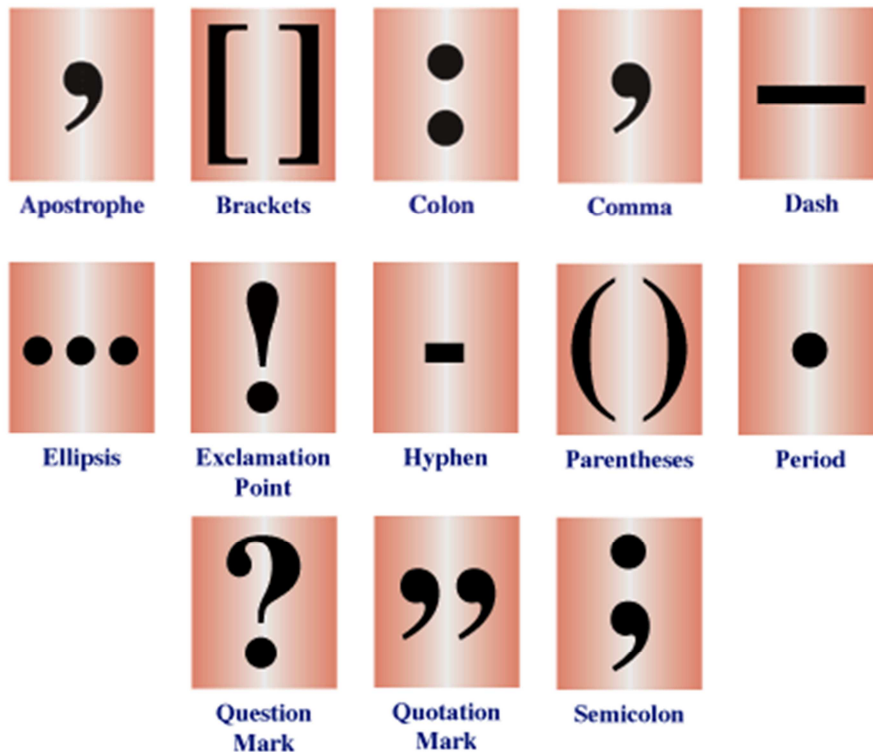
Reading Strategy: I Think of my Reading Intention

What?	I know <u>THE</u> reason why I am reading: • To get information; • To be entertained; • To react; • To share my feelings; • To compare my ideas; • To answer questions; • Etc.
Why?	• To adapt my reading according to the task; • To better understand what I read; • To remember the information more easily; • To remember the important information and eliminate the irrelevant, non-essential information; • To stay focussed on the task; • To select the strategies that will help me according to the task.
When?	• I do this strategy every time I read a text. I think about it <u>before</u> I read, <u>while</u> I read and <u>after</u> I read a text.
How?	• I am aware of why I am reading and can reformulate the reason in my own words; • I make sure I understand what I need to do; • I listen to my teacher carefully when the text and the reading intention are presented; • I ask myself: <i>Why am I reading this text?</i>; • I ask myself: <i>What am I looking for in this text?</i>; • I keep the reading intention in mind, throughout reading.
Notes Many reading intentions can be attached to a single text. However, the reader should pursue only <u>one</u> at a time.	

I Notice Punctuation as I Read

SPHERE OF INTERVENTION

FLUENCY



J'utilise la punctuation.

BEFORE

WHILE

AFTER

Reading Strategy: I Notice Punctuation as I Read

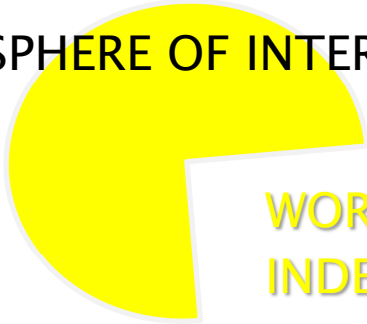
What?	• Reading by pausing at the right places (comma, period, semicolon, etc.); • Adding expression to the text, so that it is fluent and easy to understand.
Why?	• To stop when a sentence is over and ask myself if I understand correctly what I have just read; • To understand a sentence; • To read with fluency.
When?	• While I am reading; • When I do not understand what I am reading.
How?	• I read and I stop at punctuation: (, : ; . “” Etc. !); • I read the text out loud; • I listen as I'm reading out loud; • I consider each punctuation mark and how to read it: ➢ I stop briefly at each comma; ➢ I take a breath after each period; ➢ I lower the tone of my voice at the period; ➢ I use a high-pitched voice when there is an exclamation mark (!); ➢ I use a questioning tone when there is a question mark (?). • If I understand the meaning of my sentence, I continue reading.

Notes

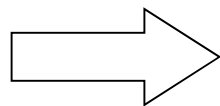
Explicit teaching of this reading strategy requires that punctuation has been previously taught.

I Identify Substitution Words

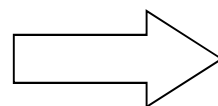
SPHERE OF INTERVENTION



WORD IDENTIFICATION
IDENTIFICATION



phone



it



Le chien



Il

J'identifie les mots de substitution.

BEFORE

WHILE

AFTER

Reading Strategy: I Identify Substitution Words

What?	I read a word such as <i>he, she, it, this, ...</i> I look in the text to find the word it replaces.
Why?	- To know who or what the text is talking about; - To better understand what I am reading about; - To make links between sentences; - To keep track of the storyline.
When?	When I see a substitution word such as: <i>those, they, I, ours ...</i> and I realize that I do not know who or what it replaces.
How?	- I recognize a substitution word; - I wonder: <i>Who or what is the text talking about?</i>; - I reread the sentence or the preceding sentences to find the word that was replaced by the substitution word; - I reread the sentence and replace the substitution word with the word I found and check its meaning; - I decide if I understand <i>who or what</i> the text is talking about?

Notes

Explicit teaching of this strategy requires the presentation of different substitution words beforehand.