

Reading / Day Three

Day	Session Number	Topic	Timing
Day Three	Session One	Activity 1	10 minutes
		Activity 2	15 minutes
		Activity 3	15 minutes
		Activity 4	35 minutes
		Activity 5	10
		Brainstorming	10
		Activity 7	25
		Activity 8	15
	Break		
	Session Three	Activity 9	25
		Activity 10	20
		Activity 11	20
		Activity 12	20
		Phases and strategies	50 minutes

Reading

Introduction

Reading is one of the four language skills: listening, speaking, reading and writing. It is a process of decoding symbols in order to make sense of a text. This means that learners have to understand the language to construct or derive meaning. They also need to connect the information of the text to their experiences and knowledge of the world. This requires a lot of strategies to be used to interpret infer and respond to the ideas in a reading text.

The General Outcomes:

- 1- Show awareness of the connection between the English subject organizers, the core subject outcomes, and the general and specific outcomes related to reading.
- 2- Demonstrate understanding of the reading strategies and practice.
- 3- Demonstrate understanding of a text structure by distinguishing between main ideas, supporting ideas and other details.
- 4- Show awareness of strategies and sub-skills for before, during, and after phases of a reading lesson.

The specific Outcomes:

- To talk about different purposes of reading in our life (why do we read?)
- To identify the kinds of outcomes teachers deal with when teaching reading
- To figure out how the English language outcomes are organized (organizers i.e., listening, speaking, reading, and writing.
- To survey the specific outcomes of the reading skill from the teacher`s book.
- To find out examples from the textbook that match the specific outcomes

Note:

- 1- Trainees have to bring their SB., TB., AB. (SB refers to Student's book, AB refers to Activity book, TB refers to Teacher's book)
- 2- The trainer reminds the trainees to choose a text to be presented on the second day with reference to reading only.

Activities

Activity (1): Ice breaker	Day: Three
Time: 10 minutes	Session: One
<p>Outcome: To introduce oneself and get trainees to know each other.</p> <p>Aids: white sheets, pens, markers.</p> <p>Strategy:</p> <p>Procedures:</p> <ol style="list-style-type: none">1- Trainer introduces himself / herself by saying the first name and in one word describes himself / herself making use of the letters of his/her name or the meaning of it).2- Trainees do the same: Each trainee mentions his/her name and in one word describes himself / herself making use of the initial letter of his/her name or the meaning of it).	

Activity (2): Time: 15 minutes	Day: Three Session: One
<p>Outcome: To talk about different purposes of reading in our life (why do we read?)</p> <p>Aids: white sheets, pens, marker, flipchart.</p> <p>Strategy: think – pair – share</p> <p>Procedures /Instructions;</p> <ol style="list-style-type: none"> 1- Trainer asks trainees (Why do we usually read?). 2- Trainees individually answer the question on the given sheets. 3- Trainees work in pairs to share ideas. 4- Trainees share their ideas with the whole group. 5- Trainer attracts their attention to the leaflet (Appendix 2). <p>Answer:</p> <p>Trainees' answers</p> <p>See appendix 2</p>	

Activity (3):
Time: 15 minutes

Day: Three
Session: One

Outcomes:

- 1- To identify the kinds of outcomes teachers deal with when teaching English language (mainly reading)
- 2- To figure out how the English language outcomes are organized (organizers i.e., listening, speaking, reading, and writing).

Aids: pens, sheets of paper, flip chart, worksheet 3.

Strategy: brainstorming, think, pair, share

Procedures:

- 1- Trainer asks trainees the following questions:
 - a- What kinds of outcomes do you deal with when teaching English language (mainly reading?)
 - b- What are the four organizers of English language?
 - c- What are the core subject outcomes?
- 2- Trainer asks the trainees to work in pairs to discuss the answers.
- 3- Trainees write down their answers on the given sheets.
- 4- Trainer and trainees have an open discussion about the answers with reference to their own experiences in teaching.
- 5- Trainer writes some main answers on the flipchart.
- 6- Trainers navigate the organizer and the core subject outcomes with trainees (appendix 3).

Answer:

- 1- Trainees' answers.
- 2- The four organizers of English language are: listening, speaking, reading, Writing.

Appendix 3 + Appendix 4-a

Activity(4): Time: 35 minutes	Day: Three Session: One
<p>Outcomes: To survey the specific outcomes of the reading skill. To find out examples from the textbook that match the specific outcomes.</p> <p>Aids: sheets of papers, pens, flip charts, markers, worksheet no. 4</p> <p>Strategy: pair work, open discussion.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1- Trainer distributes the sheets of the specific outcomes. 2- Trainees read silently and discuss the outcomes with partners. 3- Trainer allocates 3 specific outcomes for each pair (according to the number of trainees). 4- Trainees (in pairs) find examples from the textbook (texts or exercises). 5- Trainees write down their answers on sheets of papers. 6- Each pair presents (presentations) with reference to the textbook. 	
See appendix 4-b	

The reading sub-skills and strategies:

Activity(5): Time: 10 minutes	Day: Three Session: three
<p>Outcomes: To be familiar with the types of authentic contexts.</p> <p>Aids: textbooks, white sheets pens, flipchart, worksheet no.5.</p> <p>Strategy: group work.</p> <p>Procedures:</p> <ol style="list-style-type: none">1- Trainer asks the following introductory questions:<ol style="list-style-type: none">a- What is context?b-What are the kinds of authentic contexts that students are expected to deal with?2- Trainees discuss the answers.3- Trainees write down their answers on sheets of papers4- Group presentations with reference to the textbook5- trainer writes the answers on the flipchart	
<p>Answers:</p> <ol style="list-style-type: none">1- Context is the situation in which language is used.2- Personal, social, vocational, academic contexts.	

Brainstorming (6):

Answer the questions (10 minutes)

Trainees work individually to write down as many ideas as they can

What things do you do in order to understand information in a reading text?

-
-
-
-

What reading strategies do you usually use in your reading class?

-
-
-
-

See appendix 6 .

Activity(7)	Day: Three
Time: 25 minutes	Session: One
<p>Outcome: To recognize the definitions of some reading strategies and practices.</p> <p>Aids: cut – out strips with words and definitions, scotch tape, worksheet 7.</p> <p>Strategy: group work/game.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1- Trainer divides the trainees into groups. 2- Trainer gives each group strips (cut out). 3- Trainees work in groups, follow the instructions (match words with definitions). 4- Trainer leads a discussion about the reading strategies and provides trainees with answers. 	
See worksheet no.7	
See appendix 7	

Activity(8):	Day: Three
Time: 15 minutes	Session: Three
<p>Outcome: To identify the steps of using a certain reading strategy.</p> <p>Aids: cut – out cards with steps and definitions.</p> <p>Strategy: group work, open discussion.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1- Trainer gives trainees strips with the steps without the headings. 2- Trainer sticks the headings on the board. 3- Trainees work in groups to discuss the steps and decide what reading (sub-skill or strategy) is and match it with the appropriate heading on the board. 4- Trainer and trainees have an open discussion to talk about the steps of each reading strategy or sub-skill. 	
See worksheet no. 8	
See appendix 8	

Session Three

Activity(9):	Day: Three
Time: 25 minutes	Session: Three
<p>Outcome: To identify the reading strategy after being demonstrated.</p> <p>Aids: cards, SB, AB.</p> <p>Strategy: group work/game.</p> <p>Procedures /Instructions:</p> <ol style="list-style-type: none">1- Trainer chooses 5 trainees.2- Trainer gives each trainee a card (each card has a name of a strategy from the previous activity e.g., thinking critically, skimming, scanning, making inference, and paraphrasing).3- Each trainee has to demonstrate the strategy in front of the class using any reading text from SB or AB (a trainee acts like a teacher; other trainees pretend that they are students).4- Trainees have to guess the name of the strategy.5- Each trainee has five minutes to present.6- Trainer gives feedback (what goes well, and what to improve) when dealing with strategy in the classroom. <p>See worksheet no.9</p>	

Activity(10):	Day: Three
Time: 20 minutes	Session: Three
<p>Outcomes: 1- To elicit the main idea in each paragraph. 2-To use context clues to match sub-headings with sections.</p> <p>Aids: SB. P.18 ex.2 SB. P.8 ex.2</p> <p>Strategy: group work</p> <p>Procedures:</p> <p>1- Trainers divides the trainees into groups and asks them to answer the questions</p> <p> a- What context clues do you use to match the sub –headings with paragraphs? (SB. p.18)</p> <p> b- What strategies can you use to help students choose the correct sentence? (SB. p.8)</p> <p>2- Trainees work in groups to answer the questions.</p>	
Answer: trainees' answers	
See appendix 10- a & 10-b	

Activity(11):

Day: Three

Time: 20 minutes

Session: Three

Outcome: To give opinions by answering specific questions.

Aids: Student's book (specific pages).

Strategy: think – pair – share

Procedures:

1- Trainees work individually first to write specific questions that help students have an opinion about the given topic:

SB. P.24 ex.1 Qs. 1 & 2

p.7 ex.4 Qs. 4 & 5

p.15 ex.5 Q. 1&2

SB. PP. 7 & 15 Tip boxes

2- Trainees work with partners to share ideas.

3- Trainer with trainees have an open discussion about the strategies and making use of the given examples from the SB to decide what key words and phrases help students to form and express their opinion about a certain issue.

4- Trainer tells trainees that students can depend on the facts in the reading text to form an opinion.

Answer: trainees' answers

The reading phases:

Activity(12):	Day: Three
Time: 20 minutes	Session: Three
<p>Outcome: to classify ideas and practices into the three phases of reading; before, during and after.</p> <p>Aids: cards, flip charts, tapes worksheet no. 12</p> <p>Strategy: group work, open discussion (as a competition).</p> <p>Procedures:</p> <ol style="list-style-type: none">1- Trainer sticks the cards on the aisle papers (Before, During, After).2- Trainer provides groups with strips with statement.3- Trainer asks groups to classify the given statement into three categories.4- Trainees work in groups and discuss the cards and put them under the appropriate heading.5- Each group sends one to stick the cards under the correct heading. <p>End of the activity: an open discussion about the three phases</p>	
Worksheet 12	
See appendix 12	

Strategies of the three phases

- Discussion of the phases and strategies from the table below (25 minutes)
- Group work (25 minutes)

Instructions:

- 1- Trainer divides trainees into groups and gives each group a reading text from the textbook (SB or AB).
- 2- Trainees work in groups. Each group chooses from the table the strategies of the phase that they could use when teaching the given text. This could be as a preparation for the micro teaching for day three presentations.

Reading Phases	Strategies teachers use
Before reading	Questions: Why are we reading? What do we know? What do we want to know? KWL Talk about the subject, our prior knowledge, and the context. Learn new vocabulary and grammar Make prediction about content and organization Scan the pictures, titles, subtitles
During reading (reading practices)	Strategies for unfamiliar words (Use context clues, dictionary, decide what is important and what to ignore. Find information (main ideas, supporting ideas, and specific details). Check our prediction. Take notes to help us remember important ideas
After reading	Paraphrase, summarize, role – play, recreate Use graphic organizers to organize the information (mind map, T – chart, outline Look for new language and study new grammar. Use the ideas to complete the task. Questions we can ask: Are the ideas facts or opinions? Are they supported (by examples and explanation)? What does the author believe? And why? And make connections to the text, ourselves and the world.

Worksheets

Worksheet no.2

Why do we read?

- Think deeply about at least five benefits of reading, and then share the answers with your partner, write down the answers

1-

2-

3-

4-

5-

Worksheet no. (3): Kinds of outcomes

Work with your partner to answer the following three questions:

1- What kinds of outcomes do you deal with when teaching English language (mainly reading?)

1- -----.

2- -----.

3- -----.

2- What are the four organizers of English language?

3- What are the core subject outcomes?

Worksheet no. 4:

Read silently the specific outcomes on the given sheet then with your partner do the task. Find example(s) from the textbook (reading texts) that match each of the following specific outcomes. And write it down.

1-

2-

3-

Work sheet no. 5 (the specific outcomes)

Work in groups to answer the following

questions 1- What is context?

2- What are the kinds of authentic contexts that students are expected to deal with?

Worksheet no. 7

To be cut- out separately:

(Table 7-a)

Prediction	Scanning	Thought Pattern
Skimming	Making inferences	Intensive Reading
Coherence	Informational Texts	Extensive Reading
Text	Transitions	Style

To be cut out separately (Table 7-b)

Searching quickly for a specific piece of information or a particular word
Reading through the text quickly to get an overall idea of the text, that is, the gist of the passage
Words and phrases that signal thought patterns by showing the logical relationships within a sentence and between sentences
Way of thinking that shows the logical relationship between ideas in a paragraph or a passage
A strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next)
Texts that are primarily used to provide information. Labels, brochures, catalogues, reports and essays
Reading between the lines by taking the clues the writer has given or stated in a text
The way a piece of writing is created by the choice of words and decisions about arranging the words e.g., formal and informal. Certain authors have a particular way of writing that is identified in their writing.
A group of written, spoken, or electronic words (and images) that communicate information and ideas (e.g., a report, a novel).
Refers to the underlying connectedness relationship between or among information and ideas.
Involves learners reading texts for enjoyment and to develop general reading skills. Learners can be encouraged to read extensively by setting up a class library, encouraging review writing, and incorporating reading of books into the syllabus, and dedicating some class time to quiet reading.
Involves learners reading in detail with specific learning aims and tasks. Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

Worksheet no.8

The headings (to be cut out separately)

Make inference

Think critically

Scan

Skim

Paraphrase

Summarize

Worksheet no. 8

The steps (to be cut out separately)

Applying connections with new and previous material or previous experiences

Making connections across the subject areas

Considering different opinions

Questioning why a material is presented in a certain way

Look for verbs, adjectives and adverbs. Decide if adjectives are positive or negative.

Decide how ideas relate to each other

Try to imagine what is happening

Look for clues...like a detective

Find out meanings that are indirectly stated in the text

Read the title, subtitles and subheadings

Look at the illustrations

Read the first and last sentence of each paragraph.

Let your eyes skim over the text, taking in key words.

Look at any heading. Find the section you want

Quickly look for the information you need.

Stop reading when you find what you want.

**Read the text you want to paraphrase several times until you feel
that you understand it**

Use your own words

Change the structure

Change the words.

Use synonyms or a phrase that expresses the same meaning

Rewrite the text in your own words.

Worksheet no.9 (guess the demonstrated strategy)

To be cut out separately:

Thinking critically

Skimming

Scanning

Making inference

Paraphrasing

Worksheet no.12 (classification)

To be cut out separately

The phases:

Before reading
During reading
After reading

Worksheet 12 (classification)

(Put each one below the right heading; before reading, during reading, after reading.)

Schemata building
background information
previous knowledge
Goals
Interests
use of graphic organizers (e.g., KWL)
making prediction
developing vocabulary
connecting to personal lives

Organization

Check predictions

find information

use strategies to remember

read for details

find main and supporting ideas

discuss the thought pattern

Remember key ideas

check understanding

apply to a task (speaking or writing

make inference

draw conclusions
make connections
Summarizing
Retelling
discussing the author point of view
connecting to personal lives

Appendices

Appendix 2

10 Benefits of Reading: Why You Should Read Every Day

When was the last time you read a book, or a substantial magazine article? Do your daily reading habits center around tweets, Facebook updates, or the directions on your instant oatmeal packet? If you're one of countless people who don't make a habit of reading regularly, you might be missing out: reading has a significant number of benefits, and just a few benefits of reading are listed below.

1. Mental Stimulation

Studies have shown that staying mentally stimulated can slow the progress of (or possibly even prevent) Alzheimer's and Dementia, since keeping your brain active and engaged prevents it from losing power. Just like any other muscle in the body, the brain requires exercise to keep it strong and healthy, so the phrase "use it or lose it" is particularly apt when it comes to your mind. Doing puzzles and playing games such as chess have also been found to be helpful with cognitive stimulation.

2. Stress Reduction

No matter how much stress you have at work, in your personal relationships, or countless other issues faced in daily life, it all just slips away when you lose yourself in a great story. A well-written novel can transport you to other realms, while an engaging article will distract you and keep you in the present moment, letting tensions drain away and allowing you to relax.

3. Knowledge

Everything you read fills your head with new bits of information, and you never know when it might come in handy. The more knowledge you have, the better-equipped you are to tackle any challenge you'll ever face.

Additionally, here's a bit of food for thought: should you ever find yourself in dire circumstances, remember that although you might lose everything else—your job, your possessions, your money, even your health—knowledge can never be taken from you.

4. Vocabulary Expansion

This goes with the above topic: the more you read, the more words you gain exposure to, and they'll inevitably make their way into your everyday vocabulary. Being articulate and well-spoken is of great help in any profession, and knowing that you can speak to higher-ups with self-confidence can be an enormous boost to your self-esteem. It could even aid in your career, as those who are well-read, well-spoken, and knowledgeable on a variety of topics tend to get promotions more quickly (and more often) than those with smaller vocabularies and lack of awareness of literature, scientific breakthroughs, and global events.

Reading books is also vital for learning new languages, as non-native speakers gain exposure to words used in context, which will ameliorate their own speaking and writing fluency.

5. Memory Improvement

When you read a book, you have to remember an assortment of characters, their backgrounds, ambitions, history, and nuances, as well as the various arcs and sub-plots that weave their way through every story. That's a fair bit to remember, but brains are marvellous things and can remember these things with relative ease. Amazingly enough, every new memory you create forges new synapses (brain pathways) and strengthens existing ones, which assists in short-term memory recall as well as stabilizing moods. How cool is that?

6. Stronger Analytical Thinking Skills

Have you ever read an amazing mystery novel, and solved the mystery yourself before finishing the book? If so, you were able to put critical and analytical thinking to work by taking note of all the details provided and sorting them out to determine "whodunit".

That same ability to analyze details also comes in handy when it comes to critiquing the plot; determining whether it was a well-written piece, if the characters were properly developed, if the storyline ran smoothly, etc. Should you ever have an opportunity to discuss the book with others, you'll be able to state your opinions clearly, as you've taken the time to really consider all the aspects involved.

7. Improved Focus and Concentration

In our internet-crazed world, attention is drawn in a million different directions at once as we multi-task through every day. In a single 5-minute span, the average person will divide their time between working on a task, checking email, chatting with a couple of people (via chat,

Skype, etc.), keeping an eye on twitter, monitoring their Smartphone, and interacting with co-workers. This type of ADD-like behavior causes stress levels to rise, and lowers our productivity.

When you read a book, all of your attention is focused on the story—the rest of the world just falls away, and you can immerse yourself in every fine detail you’re absorbing. Try reading for 15-20 minutes before work (i.e. on your morning commute, if you take public transit), and you’ll be surprised at how much more focused you are once you get to the office.

8. Better Writing Skills

This goes hand-in-hand with the expansion of your vocabulary: exposure to published, well-written work has a noted effect on one’s own writing, as observing the cadence, fluidity, and writing styles of other authors will invariably influence your own work. In the same way that musicians influence one another, and painters use techniques established by previous masters, so do writers learn how to craft prose by reading the works of others.

9. Tranquility

In addition to the relaxation that accompanies reading a good book, it’s possible that the subject you read about can bring about immense inner peace and tranquility. Reading spiritual texts can lower blood pressure and bring about an immense sense of calm, while reading self-help books has been shown to help people suffering from certain mood disorders and mild mental illnesses.

10. Free Entertainment

Though many of us like to buy books so we can annotate them and dog-ear pages for future reference, they can be quite pricey. For low-budget entertainment, you can visit your local library and bask in the glory of the countless tomes available there for free. Libraries have books on every subject imaginable, and since they rotate their stock and constantly get new books, you’ll never run out of reading materials.

If you happen to live in an area that doesn’t have a local library, or if you’re mobility-impaired and can’t get to one easily, most libraries have their books available in PDF or ePub format so you can read them on your e-reader, iPad, or your computer screen. There are also many sources online where you can download free e-books, so go hunting for something new to read!

There’s a reading genre for every literate person on the planet, and whether your tastes lie in classical literature, poetry, fashion magazines, biographies, religious texts, young adult books,

self-help guides, street lit, or romance novels, there's something out there to capture your curiosity and imagination.

Appendix 3

Reading (organizer)

Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts.

Core Subject Outcomes

It is expected that students will:

- Communicate information, ideas, opinions and feeling effectively for a variety of purposes in written, spoken and visual forms to interact and collaborate with others to accomplish goals;
- Utilize critical thinking skills to make value judgments on texts and social norms in light of Arab –Islamic culture and values;
- Read and understand both simplified and authentic texts (i.e., both original and real life) of a general nature and / or technical language and identify the main ideas from different ICT texts;
- Apply the skills and strategies necessary for efficient utilization of electronic technology in lifelong learning contexts in real life situations to gather, organize information and generate new ideas;
- Translate texts from Arabic into English appropriately and vice versa;
- -Explore and respond creatively to Arabic and world literature as a way of knowing, developing personal values, understanding our cultural heritage and appreciating other cultures in the light of the Arabic – Islamic culture.
- Acquire appositive attitude towards English and realize its importance as a mean for promoting mutual understanding among peoples and countries.

Appendix 4-a

SECONDARY STAGE/LEVEL THREE: GENERAL ENGLISH		
Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading* Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts	RG3.1 use reading strategies to understand a variety of authentic informational and literary texts	RG3.1.1 use contextual clues to understand the meaning of texts RG3.1.2 skim texts to deduce and infer the meaning of the text RG3.1.3 scan texts for specific purposes RG3.1.4 explain the role of linking words in a text RG3.1.5 distinguish between passive and active knowledge of vocabulary (e.g., words understood when listening and reading versus words used when speaking or writing)
	RG3.2 demonstrate understanding of a variety of authentic informational and literary texts (e.g., applications, social and scientific reports, academic essays, plays, and poems)	RG3.2.1 agree or disagree with an author's point of view RG3.2.2 summarize and paraphrase main ideas and supporting details in a report RG3.2.3 read and understand authentic written English texts having to do with topics of general and academic interest RG3.2.4 make inferences based on explicit and implicit information in texts RG3.2.5 clarify and develop own points of view by examining the ideas of different authors on the same topic
	RG3.3 make connections between prior knowledge and experiences and a variety of authentic informational and literary texts (e.g., applications, social and scientific reports, academic essays, plays, and poems)	RG3.3.1 use previous experience, knowledge of current issues to challenge ideas in texts RG3.3.2 read instructions, credit cards, advertisements, or job applications to participate in daily life situations

* Reading is often a prelude to speaking and writing including note-taking

SECONDARY STAGE/LEVEL FOUR: GENERAL ENGLISH

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Reading* Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts	RG4.1 use reading strategies to understand a variety of authentic informational and literary texts	RG4.1.1 use prior knowledge to deduce meaning of words and phrases RG4.1.2 make predictions and inferences from the text by citing text-based evidence
	RG4.2 demonstrate understanding of a variety of authentic informational and literary texts (e.g., social, business and scientific reports, academic essays, novels, and poems)	RG4.2.1 make inferences based on implicit and explicit information and provide justification for inferences RG4.2.2 paraphrase or summarize main ideas and supporting details in an academic essay RG4.2.3 display some comprehension beyond the literal level in familiar texts (e.g., suggest possible explanations for a character's actions in a short story; identify a theme in a novel) RG4.2.4 support personal interpretations of a text with evidence from the text
	RG4.3 make connections between prior knowledge and experiences and a variety of authentic informational and literary texts (e.g., social, business and scientific reports, academic essays, novels, and poems)	RG4.3.1 read various texts silently to understand, reinforce or challenge personal views and experiences RG4.3.2 use previous experience, knowledge of current issues, information previously learned to make connections and draw conclusion about what is read RG4.3.3 develop own point of view on a topic after analysing the ideas of different authors RG4.3.4 use personal experience to support an interpretation of a text

Appendix 4-b

Level Three	Level Four	
RG3.1.1 use contextual clues to understand the meaning of texts	RG4.1.1 use prior knowledge to deduce meaning of words and phrases	RV
RG3.1.2 skim texts to deduce and infer the meaning of the text	RG4.1.2 make predictions and inferences from the text by citing text based evidence	RV
RG3.1.3 scan texts for specific purposes	RG4.2.1 make inferences based on implicit and explicit information and provide justification for inferences	RV
RG3.1.4 explain the role of linking words in a text	RG4.2.2 paraphrase or summarize main ideas and supporting details in an academic essay	RV
RG3.1.5 distinguish between passive and active knowledge of vocabulary	RG4.2.3 display some comprehension beyond the literal level in familiar texts	RV
RG3.2.1 agree or disagree with an author's point of view	RG4.2.4 support personal interpretations of a text with evidence from the text	RV
RG3.2.2 summarize and paraphrase main ideas and supporting details in a report	RG4.3.1 read various texts silently to understand, reinforce or challenge personal views and experiences	RV
RG3.2.3 read and understand authentic written English texts having to do with topics of general and academic interest	RG4.3.2 use previous experience, knowledge of current issues, information previously learned to make connections and draw conclusion about what is read	RV
RG3.2.4 make inferences based on explicit and implicit information in texts	RG4.3.3 develop own point of view on a topic after analysing the ideas of different authors	RV
RG3.2.5 clarify and develop own points of view by examining the ideas of different authors on the same topic	RG4.3.4 use personal experience to support an interpretation of a text	
RG3.3.1 use previous experience, knowledge of current issues to challenge ideas in texts		
RG3.3.2 read instructions, credit cards, advertisements, or job applications to participate in daily life situations		

Reading Skills and its Sub-skills

1. Global Comprehension

In reading a text for meaning, it is desirable to go from the 'whole' to the 'parts', and not vice versa, as unskilled readers tend to do. A poor reader will pick up information from the text in small bits and pieces, as he/she reads from one word or one sentence to the next, and try to assemble the bits together. An efficient reader, on the other hand, will first try to form an overall 'picture' of the entire text.

'Global Comprehension', or the ability to get 'over-all' meaning from a text, requires the sub-skill of skimming i.e. reading through the text at high speed in order to identify and pick up the main idea or ideas in the text while 'filtering out' the unnecessary details.

2. Understanding the Plan of the Text

A good reader usually reads a text more than once in order to understand it adequately. The first reading is done at speed, with the intention of making a 'general survey' of the text. Then the reader returns to the text as many times as needed in order to fill in the details.

Efficient readers are able to form a 'plan' of the text that is being read, which helps them to recover meaning from it. Most texts – unless they are badly written – possess unity of thought. There is generally one central idea or 'theme' in the text, which is most prominent. There may be other ideas as well, but they are usually introduced in order to provide support for the main idea. The reader's mental plan helps him/her to 'navigate' through the text confidently instead of groping about blindly.

3. Making Predictions and Informed Guesses

An unskilled reader plods through a text laboriously, trying to get the meaning of every word. The skilled reader, after reading a few sentences, paragraphs or pages, is able to form a fairly accurate picture of what the author is trying to say, and is able to ‘hop’ and ‘skip’ through the text, omitting quite substantial portions of it without missing important information. Most writers have a tendency to repeat themselves in order to ensure that their readers do not miss the significance of what they are saying; good readers are aware of this and know that portions of the text can be safely omitted.

Making reliable predictions about what is likely to be found in the text is an important sub-skill of reading.

4. Local Comprehension

After reading through the text quickly to form an overall impression, one should focus on the details of the information provided by the writer, which will generally be located in different parts of the text.

A reader begins by gathering the ‘facts’ presented by the author in the text. The term ‘factual comprehension’ refers to the ability to absorb and retrieve factual information contained in the text – i.e., information which has been explicitly stated by the writer and is directly available in the text. Factual comprehension must come before deeper and more thorough understanding of the text; unless one understands the ‘plain sense’ of the text, one cannot reach the other levels of comprehension.

Inferential comprehension refers to the reader’s ability to ‘read between the lines’. The reader has to understand not just what the writer has said but also what he/she might have said but has chosen to leave unsaid. This is done on the basis of clues provided in the text as well as the reader’s own background knowledge.

Evaluative comprehension requires the reader to make a considered judgment on the truth and the value of what the writer is trying to say, and how far he/she has

succeeded in saying it. This is a more sophisticated skill than the three previously referred to since the author has to respond to the text more critically to identify, among other things, the writer's bias, force and accuracy of argument and the effectiveness of what he/she is trying to say.

5. Guessing the meanings of Unfamiliar Words

Good readers tackle unknown words in a text by trying to guess their meanings from the context. It is not possible to look up the meanings of all unknown words in the dictionary. If the reader attempts to do that the flow of reading is interrupted. However, this is possible only when the text does not have too many difficult words.

6. Skimming and Scanning

'Skimming' a text means going through it quickly to get an overall idea of the content. We are not interested in details or any specific information while skimming.

'Scanning' on the other hand, involves searching the text for specific piece of information in which the reader is interested.

7. Understanding Discourse Markers

Discourse markers are 'signposts' which are provided by the writer. These are used in a text to indicate sequence of ideas and signal the writer's point of view. Understanding the writer's use of discourse markers is an important sub-skill of reading. These signposts are helpful because they indicate to the reader the relationship between three parts of the text.

8. Understanding the Organization of a Text

Every text contains a number of different ideas, which are presented in different parts of the text. The manner in which different ideas are related to each other in a text is referred to as the structure or organization of a text. This is controlled by the topic, the writer's purpose and the audience that he/she has in mind. A good reader should be able to trace the organizational pattern in the text.

Once readers understand how a text is organized, they are better able to get meaning from a difficult text.

9. Note-Making

Note-making is a sub-skill of reading that is highly useful for study purposes. It involves understanding the organization of the text and being able to identify the main points and the supporting details, in skeleton or outline form.

Appendix 7 (answers)

Scanning: Searching quickly for a specific piece of information or a particular word
Skimming: Reading through the text quickly to get an overall idea of the text, that is, the gist of the passage
Transitions: Words and phrases that signal thought patterns by showing the logical relationships within a sentence and between sentences
Thought pattern: Way of thinking that shows the logical relationship between ideas in a paragraph or a passage
Prediction: A strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next).
Informational texts: Texts that are primary used to provide information. Labels, brochures, catalogues, reports and essays.
Making inferences: Reading between the lines by taking the clues the writer has given or stated in a text.
Style: The way a piece of writing is created by the choice of words and decisions about arranging the words e.g., formal and informal. Certain authors have a particular way of writing that is identified in their writing.
Text: A group of written, spoken, or electronic words (and images) that communicate information and ideas (e.g., a report, a novel).

Coherence: Refers to the underlying connectedness relationship between or among information and ideas.

Intensive reading: involves learners reading in detail with specific learning aims and tasks. Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

Extensive Reading: Involves learners reading texts for enjoyment and to develop general reading skills. Learners can be encouraged to read extensively by setting up a class library, encouraging review writing, and incorporating reading of books into the syllabus, and dedicating some class time to quiet reading.

How to.....

1- Think critically?

- a. Applying connections with new and previous material or previous experiences**
- b. Making connections across the subject areas**
- c. Considering different opinions**
- d. Questioning why a material is presented in a certain way**

2- Make inference

- a- Look for verbs, adjectives and adverbs. Decide if adjectives are positive or negative.**
- b- Decide how ideas relate to each other**
- c- Try to imagine what is happening**
- d- Look for clues...like a detective**

3- skim

- a. Read the title, subtitles and subheadings**
- b. Look at the illustrations**
- c. Read the first and last sentence of each paragraph.**
- d. Let your eyes skim over the text, taking in key words.**

4- Scan

- a. Look at any heading. Find the section you want**
- b. Quickly look for the information you need.**
- c. Stop reading when you find what you want.**

5- Paraphrase

- a- Read the text you want to paraphrase several times until you feel that you understand it**
- b- use your own words**
- c- Change the structure**
- d- Change the words. Use synonyms or a phrase that expresses the same meaning**
- e- Rewrite the text in your own words.**

6- Summarize

- a- Read the original passage or text very carefully.**
- b- Use a pencil to highlight or underline what you take to be the main point of the original text, or make notes in the margins or on another sheet of paper.**
- c- If you're summarizing an entire essay, outline the writer's argument.**
- d- Now tell your audience what the original source argued.**

Appendix 10

Context clues are hints that an author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. Context clues are also helpful when you're working to determine the main idea of a passage and struggling to make inferences because those words can help connect the dots in incredibly useful ways.

Examples of context clues

Synonyms, Antonyms

Definitions

Explanations

Comparisons

Contrasts

The five types of context clues are:

1. Definition/Explanation Clues

Sometimes a word's or phrase's meaning is explained immediately after its use.

Example: "Haberdashery, which is a store that sells men's clothing, is becoming more common today."

2. Restatement/Synonym Clues

Sometimes a hard word or phrase is said in a simple way.

Example: "Lou was sent to the haberdashery to find a new suit. He needed to wear one for his uncle's wedding." Because the sentence says that Lou would find a suit at the haberdashery, then it must be a place where clothes for men are sold.

3. Contrast/Antonym Clues

Sometimes a word or phrase is clarified by the presentation of the opposite meaning somewhere close to its use. Look for signal words when applying context clues. Example: "Lou wanted to go to the haberdashery, but Ann wanted to shop at the boutique." The signal word but tells the reader that an opposite thought is going to be stated.

4. Inference/General Context Clues Sometimes a word or phrase is not immediately clarified within the same sentence. Relationships, which are not directly apparent, are inferred or implied. The reader must look for clues within, before, and after the sentence in which the word is used.

Example: “The haberdashery was Lou’s favorite place. He loved shopping for nice suits. The people who worked there were so kind and helpful.”

Readers can also use clues of punctuation and type style to infer meaning, such as quotation marks (showing the word has a special meaning), dashes , parentheses or brackets (enclosing a definition), and italics (showing the word will be defined).

5. Punctuation

Examples: Tom's father was a haberdasher, or men’s shop keeper, in the story. Tom's father was a haberdasher (men’s shop keeper) in the story. In the story, Tom's father was a haberdasher-or men’s shop keeper. Tom's father was a “haberdasher”. He had a clothing store for men

Appendix 12

Classification: the three phases of reading

- 1- Before reading: Schemata building, background information, previous knowledge, goals, interests, connecting to personal lives, developing vocabulary, grammar, content, organization, use of graphic organizers (e.g., KWL), making prediction**
- 2- During reading: Check predictions, ask questions, find information, use strategies to remember, read for details, find main and supporting ideas, discuss the thought pattern**
- 3- After reading: Remember key ideas, check understanding, apply to a task (speaking or writing), make inference, draw conclusions, make connections, summarizing, retelling, discussing the author point of view, connecting to personal lives**