**Reading Strategies**

Look at the following list of reading strategies. 1) Agree on what each strategy is or involves; 2) categorize the strategies as to whether they are *before*, *during* or *after* reading strategies (some may appear in more than one category); 3) answer the questions that follow.

*Activate prior knowledge Identify and transfer from other language, field of study*

*Adjust reading rate/Rereading Make inferences and draw conclusions*

*Ask questions Make generalizations*

*Classify, categorize (group)or map information Make guesses*

*Compare and contrast ideas Make and refine predictions*

*Create links and associations mentally Paraphrase/Retell*

*and visually Recognise cause and effect relationships*

*Distinguish facts from opinions Sequence events*

*Identify/analyze text structure Summarize information*

*Identify author’s purpose Synthesize new information*

*Identify author’s viewpoint Take notes/highlight information/*

*Identify main ideas and supporting details Use context clues to understand unfamiliar words*

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| Before Reading | During Reading | After Reading |
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Questions:

1. When and why should readers evaluate their use of strategies?
2. How can you teach these strategies?
3. Look at the table below. In the left column you will find suggested steps for strategy training; in the right column, write them in the order that makes the most sense to you.
4. With your partner(s): justify the order you put the steps in, identify considerations and challenges of the different steps, and talk about what you can do to implement the steps. Discuss whether the strategy training should or would be taught as awareness training, one-time training or long-term strategy training, and what the implications of each are.

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| Steps in training students in reading strategies | The order I think the steps go in: |
| * Conduct “completely informed”\* training
* Evaluate the strategy training
* Select strategies
* Revise the strategy training
* Prepare materials and activities
* Consider motivational issues
* Determine students’ needs and the time available
* Consider integrating the strategy training

\*“completely informed” training is training in which the teacher informs students about why strategies are important and how they can be used in new situations |  |

 Adapted from R. Oxford. *Language Learning Strategies, What every teacher should know.* 1990. Newbury House Publishers: New York p. 204.