|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | **Reading Strategies**  In addition to our CRITICAL THINKING FOCUS this year, we will be learning five main strategies in "READING" that good readers use when they read. Students will be encouraged to apply their knowledge of these strategies across the curriculum.  We will focus on **Making Connections** , **Visualising, Questioning and Inferring** and **Transforming**  Good readers make connections when they read.  They notice when the text reminds them of something in their own life (Text to Self), when the book reminds them of another book they've read (Text to Text), and when it reminds them of something that has happened in the world around them (Text to World).  As often as possible, I will model how a good reader thinks when he or she is reading, and will have students practice making connections to grade level material as a group.  **Here is some more information about the Reading Power program by Adrienne Gear, that many teachers in SD 23 are now using.** | |  | |  | |  | |  | | | |   **Reading Power**  **Reading is composed of a two-pronged attack**  1.      Decoding, phonemic awareness, spelling, vocabulary, fluency          (Generally taught in early primary grades)  2.      Thinking, comprehension, construct meaning, metacognition.          (Taught throughout K-7)  **Three Stages of Teaching Reading**  1.      Pre-Reading Strategies – To help students focus on the text prior to reading:  i.       Sort and Predict  ii.      Picture Walk  iii.     K-W-L  iv.      Web  v.      Building from Clues  vi.      Anticipation Guide  vii.     Introducing Vocabulary  2.      During Reading Strategies – To teach students how to think while they are reading.  i.      READING POWER   (See below for more info on Reading Power)  3.      Post-Reading Strategies – To enhance students’ reading and help them respond to the text in a meaningful way.  i.      Venn Diagram  ii.     Thinking Bubbles  iii.    Response Journals  iv.     Story Mapping  v.      Clustering from Text  vi.     Letter to the Author or Character  vii.    Problem Solving  viii.   Beginning-Middle-End  ix.     K-W-L  **Good readers are metacognitive**.  That means they have an awareness, or an understanding, that their brain needs to be doing specific things while they’re reading to help them understand the text better.  **The 5 powers taught in the “Reading Power” program are, in fact, reading strategies.**  **What is Reading Power?**  We have two voices – a speaking voice and a thinking voice.  The thinking voice, that voice in your head, is what **good readers** pay attention to when they are reading to help them make better sense of the text.  **Good readers** are metacognitive.  That means they have an awareness, or an understanding, that their brain needs to be doing specific things while they’re reading to help them understand the test better.  **Good readers** know that reading is not just being able to say the words on the page.  Reading is being able to say the words and also think about what those words mean to them.  **Good readers** know that in order to be successful readers, they need to be thinking about the story while they are reading.  **The 5 reading powers addressed in the Reading Power program are:**    **1. Connecting**  When readers learn to connect when reading:  -       the story reminds them of something they have experienced.  -       their minds become flooded with memories.  -       they are making sense of the text in terms of events and people in their own lives.  -       they can make connections to pictures, plot, characters, and feelings from the story.  -       they are most likely reading books about real-life situations, such as family, friendship, school, siblings, pets,           vacations, etc.  **2.  Questioning**  When readers learn to question while reading:  -       they are learning the power of asking as well as answering questions.  -       they are encouraged to be curious readers  -       they learn that asking questions can lead them to a greater understanding of the text.  -       they learn the difference between quick questions and deep-thinking questions.  -       they learn that not all questions have answers, and often these unanswered questions will help to get at the           heart of the story better than those that can be answered.  -       they practice what their Power-full brains are already capable of doing – asking questions.  **3.   Visualizing**  When readers learn to visualize while reading:  -       they are using the words they hear or read in a text to create visual images or “movies in the mind”  -       they can turn on their brains just as they would turn on their TV’s, to enjoy the many images they can create.  -       they are training their brains for when they begin to read books that don’t include pictures with the text.  -       they are encouraged to activate their memories when they read.  -       they combine their own background knowledge with the words of the author to create mental images that           enhance understanding of the text and bring reading to life.  -       they are able to activate all of their senses to create mental images.  -       it is most likely to happen when reading books about places, weather, or seasons that are filled with rich,           descriptive, and vivid language.  **4.  Inferring**  When readers learn to infer while reading:  -       they learn to look for clues in text, in pictures, and in their own knowledge that will help them to make sense of           the text.  -       they are encouraged to become good “book detectives.”  -       they learn that some authors write very little text but leave clues for the reader to discover and interpret.  -       they understand that the expression “less is more” means that fewer words on the page means more thinking for           the reader.  -       they learn to fill in, in their heads, what’s not written on the page.  -       they are more likely to say, “Oh, I get it now!” while they read, than “Huh?  I don’t get it.”  **5.  Transforming**  When readers learn to be transformed by what they read:  -       they understand that books have the ability to change the way we think about ourselves and our world.  -       they can be touched some way by the words on the page, the thoughts in their heads, and the feelings in their           hearts.  -       they are introduced to books that deal with thought-provoking issues: war, conservation, homelessness, social           responsibility, the integrity of the human spirit, poverty, the rights of children.  -       they learn to look beyond the pages of the text towards the implications and effects the book may have on their           own lives.  -       they are challenged by change.  -       they understand that transformation takes place over time, and that reading a particular book plants seeds that           may one day make a difference to the way they live or view the world.  -       they know that a story has the power to change them, because their brains have the power to store away facts,           stories, questions, and feelings that will shape their lives.  -       they learn to look for the things in a book that matter most to them.  -       they ask themselves, “What difference has this book made to me?” or “ Has anything in me changed because of           this book?”  -       they are learning that being able to identify what matters to them is the beginning of being shaped by the world           around them.  **Thank You to Adrienne Gear, author of "Reading Power" (a Vancouver Teacher and Reading Consultant)** |
|  |
|  |
|  |
|  | |