Introduction

1. The miracle of reading
2. Fluent reading and the reading comprehension process
3. The reading construct as the goal for reading development
4. Expertise and reading: Get a good coach
5. Implications from research for reading instruction
6. Curricular and instructional options for L2 reading development
Defining Reading

1. Reading is a complex ability to extract, or build, meaning from a text
2. Reading is a synthesis of component skills including efficient processing, relevant knowledge bases, strategic processing, metacognitive awareness, and reading goals
Reading Processes

- Lower level processes
- Higher level processes
- Processes influenced by purposes for reading, motivation, the reading task, and text difficulty
- Learning to read: Combination of Incremental skill, expertise development, explicit instruction
Component Skills and Knowledge Resources for L2 Reading

1. Letter-sound correspondences
2. Word recognition efficiency
3. Vocabulary knowledge
4. Morphology, syntax, and discourse knowledge
5. Comprehension processing
6. Strategic processing (executive control processing)
7. Metalinguistic awareness
8. Background knowledge
9. Extended exposure to print
10. Reading fluency
11. Motivation
L1 and L2 Reading: Differences

1. A much smaller L2 linguistic knowledge base
2. Much less experience with L2 reading exposure
3. Cognitive processing involving two languages
4. A range of L1 transfer effects
5. Differing combinations of background knowledge
6. Distinct L2 social and cultural assumptions
L1 and L2 Reading: Similarities

1. Same underlying cognitive processes
2. More similar as proficiency increases
3. More similar with closer L1/L2 linguistic distance
4. More similar as higher level cognitive processes are called on (for challenging but appropriate academic tasks)
5. Multiple processing paths to comprehension is true even within L1 groups of readers
Implications from Research: What L2 students Need

1. Decode graphic forms for efficient word recognition
2. Access the meanings of a large number of words automatically
3. Draw meaning from phrase and clause level grammatical information
4. Combine clause level meanings to build a larger network of text comprehension
Implications from Research: What L2 Students Need

5. Recognize discourse level relationships that build and support comprehension

6. Use reading strategies with more difficult text and for a range of academic reading tasks

7. Set goals for reading and adjust them as needed

8. Use inferences of various types and monitor comprehension in line with reading goals
Implications from Research: What L2 Students Need

9. Draw on prior knowledge as appropriate
10. Evaluate, integrate, and synthesize information from a text to form a situation model of comprehension
11. Maintain these processes fluently for an extended period of time
12. Motivate students to persist in reading and use text information appropriately for reader goals
Teaching L2 Reading

1. Curriculum development principles for L2 reading
2. Instructional practices to develop reading abilities
3. A few demonstrations
4. Combining language and content instruction
Curricular Principles

1. Integrate major skills instruction with extensive practice and exposure to print
2. Use reading resources that are interesting, varied, good-looking, abundant, and accessible
3. Provide some degree of student choice
4. Introduce reading skills by examining the primary texts used in the reading course
Curricular Principles

5. Connect text information to students’ background knowledge

6. Develop lessons structured around pre-reading, during-reading, and post-reading

7. Provide opportunities for students to experience comprehension success

8. Build expectations that reading occurs in class every day or in every lesson

9. Use teaching practices that support research implications
Promote Word Recognition Skills

1. Engage in extensive reading
2. Read in every class lesson
3. Read for fluency in class
4. Reread texts for multiple purposes (recycling)
5. Practice word recognition exercises (matching activities and word lists)
6. Use flash cards and computer word-recognition activities
Build a Large Recognition Vocabulary

1. A practical theory of vocabulary learning (Velcro theory of vocabulary learning)
2. Procedures for selecting words to focus on
3. Techniques for introducing new words
4. Ways to practice using words
5. Activities to build word learning strategies
Build a Large Recognition Vocabulary

6. A vocabulary–rich environment to support learning
7. Activities that build student awareness of words
8. Activities to help students collect words
9. Ways to build motivation for word learning
10. Activities that recycle texts and vocabulary
11. Extensive reading
Practice Comprehension Skills

1. Support knowledge of basic grammar for text comprehension
2. Activities to identify main ideas in the text
3. Activities that activate background knowledge
4. Strategic processing with more difficult texts
5. Discussions about text information (questions on how to understand the text)
6. Extensive reading
Practice Comprehension Skills

- Trans Fats in Trouble: Identify main idea sentences.
Identifying Main Idea Sentences

Here are my answers:

- Paragraph 1 – sentence 3
- Paragraph 2 – sentence 1
- Paragraph 3 – sentence 1
- Paragraph 4 – sentence 1
- Paragraph 5 – sentence 1 (?)
Build Awareness of Text Structure

1. Preview texts and highlight key words that signal text structure
2. Highlight a paragraph; decide its function in the text
3. Fill in an outline of the text and determine main units of the text
4. Fill in a table, chart, graph, timeline, tree, graphic organizer, etc.
Build Awareness of Text Structure

5. Find patterns of discourse organization in a text (cause-effect, comparison-contrast)
6. Reorganize scrambled paragraphs and sentences to reassemble a text or to make a good summary
7. Remove wrong sentence from a summary or a paragraph
8. Match main ideas and supporting information across two columns
Build Awareness of Text Structure

A text example: Trans Fats in Trouble
Problem (para 1)

Trans fats affect health (para 1)

Solutions (para 3-5)

1. 

2. Foods labeled for TF: Canada, US 

3. 

4. City voluntarily eliminates TF: Tiburon, CA 

5. 
**Problem** (para 1)

Trans fats affect health (para 1)

**Solutions** (para 3-5)

1. Countries restrict TF: Denmark, Canada
2. Foods labeled for TF: Canada, US
3. City requires ban on TF in restaurant: NYC
4. City voluntarily eliminates TF: Tiburon, CA
5. States ban TF: CA, MA, MD, VT
Becoming a Strategic Reading

1. Plan and form goals before reading
2. Form predictions before reading
3. Reread as appropriate
4. Monitor reading continuously
5. Identify important information
6. Fill in gaps in the text through inferences and prior knowledge
7. Make guesses about unknown words
Becoming a Strategic Reading

8. Use text structure information to guide understanding
9. Integrate ideas from different parts of the text
10. Build main idea summaries
11. Evaluate the text and the author
12. Attempt to resolve difficulties
13. Decide if reading goals are being met
14. Reflect on the information in the text
Teaching Strategic Reading

1. Introduce a strategy, talk about how, when, and why to use it. Add strategy to a class list
2. Verbalize strategies in combination so students “see” strategies being used
3. Model strategic reading, provide scaffolding, give extensive practice, and encourage independent use of the strategies by students
4. Focus discussions and questions on text comprehension
Teaching Strategic Reading

5. Promote comprehension monitoring
6. Strategy instruction is a part of everyday instruction, and not separate lessons
7. Eventually automatize strategy use for fluent reading
8. Extensive reading strengthens strategic reading
Key Strategies for Strategic Reading

1. Use background Knowledge
2. Form questions
3. Reread
4. Skip words
5. Infer word meanings while reading
6. Use word part analysis
7. Form predictions
8. Confirm predictions
9. Monitor comprehension while reading
10. Summarize
Practicing Passage Reading Fluency

1. Reread texts used in class for multiple purposes
2. Read with the teacher as the teacher reads aloud
3. Timed reading activities
4. Paced reading activities
5. Rereading practice (recycling) with a text used for a class unit
6. Extensive reading
Practice Reading Fluency

- Trans Fats in Trouble: Oral Paired Repeated reading practice
Rereading and Recycling

1. Reread text quickly to begin post-reading discussion
2. Work with a graphic organizer
3. Do a dicto-comp for part of a text
4. Read to make a summary or fill in an outline
5. Read 3-4 times as oral rereading fluency practice
6. Read text, take a different position from author
7. Read to look for text structure signals
8. Read to look for signals for main ideas
9. Read to connect to a previous text
Developing Extensive Reading

1. Provide many attractive reading materials; have a good class library
2. Provide time for free reading in class (ScSR)
3. Explain goals of extensive reading and long term benefits of extensive reading
4. Create many opportunities for all kinds of reading, including the Web
5. Have a good class library
Developing Extensive Reading

6. Read interesting material to students
7. Find out what students like to read and why
8. Let students read magazines, comics, newspapers
9. Create ways to interest student sin reading topics
10. Talk about what you read and why; talk about why you like to read
11. Have students share and recommend reading texts
Motivating Students to Read

1. Talk about what interests you and why
2. Have students share their interests
3. Promote group cohesiveness
4. Create communities of learners who support each other during difficult tasks
5. Increase expectancy of success
Motivating Students to Read

6. Have good lead-ins for major texts and tasks; build initial interest
7. Match student skills with challenge
8. Make the curriculum relevant to students
9. Build real levels of expertise in topics of readings
10. Give students some choices within the curriculum
Language and Content Learning for Reading Development

1. Begin from curricular goals and great text materials
2. Teach component skills for reading within an integrated coherent curriculum
3. Develop various language skills and resources (much as other curricular models would)
4. Create opportunities for extended reading and recycling of prior texts in class
Language and Content Learning for Reading Development

5. Build motivational learning experiences
6. Create increasingly complex tasks; growing challenges to match growing skills
7. Incorporate project-based learning
8. Generate needs to interpret, integrate, and evaluate information from multiple texts (good EAP tasks)
Key Issues for L2 Reading Development

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