

L.I.F.T.

LITERACY INSTRUCTION FOR TEACHERS –

Facilitators' Workshops

January 2005

PARTICIPANTS' HANDBOOK

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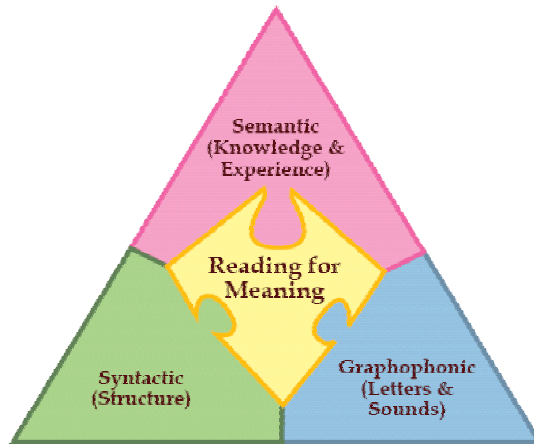
AN INTRODUCTION TO LEARNING TO READ

AND READING TO LEARN

PARTICIPANTS' HANDBOOK

MODULE **1**

> 1.5 READING STRATEGIES



PRIOR KNOWLEDGE

Readers bring vital information to any act of reading. This information includes:

- > general knowledge;
- > vocabulary knowledge;
- > how written and oral language are related;
- > visual information about the features of letters, words, punctuation, and text;
- > knowledge about the relationships between letters and sounds;
- > the way language is structured; and
- > how texts are organized.

English Language Curriculum Guide (Primary 1 – 6)(CDC, 2004), page A28

> NOTES

> 1.6 READING STRATEGIES

READING STRATEGIES

Successful readers use a variety of techniques or reading strategies to help them scan texts, sound out letters, analyze sentence structures, and interpret the sentences into meaningful messages. These strategies can be grouped into three distinct categories – semantic, syntactic and graphophonic.

> Semantic Strategies

Learners read for meaning and identify unfamiliar words by:

- using clues in the pictures provided (pictorial clues) and in the context of the story (contextual clues); and
- comparing what they are reading to what they already know (prior knowledge).

> Syntactic Strategies

Learners study sentence structures and identify unfamiliar words, by, for example:

- looking at verb tense and subject-verb agreement (grammar); and
- attending to spelling patterns and identifying root words (prefixes, suffixes, verb endings and plurals).

> Graphophonic Strategies

Learners associate spoken sounds with printed letters. They identify unfamiliar words by:

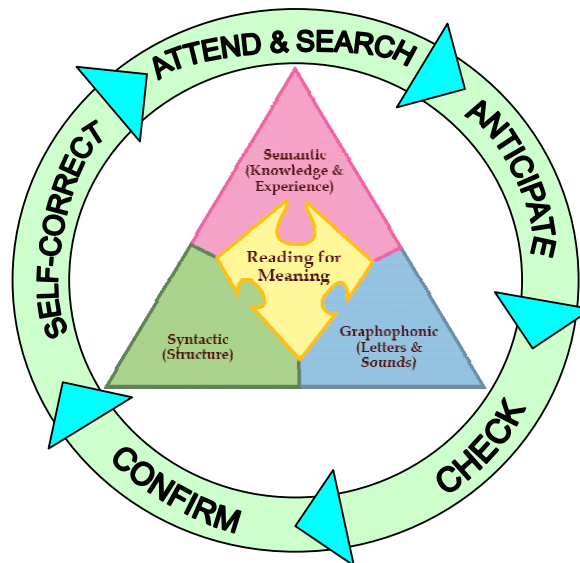
- sounding out individual letters and letter combinations (letter sounds); and
- looking at letter sequence and “chunks” within words (letter patterns).

The three kinds of strategies are interdependent. When a child reads, he or she usually relies on more than one category of strategy at a time. Learners have to learn to use them in a coordinated way. By drawing on these strategies as they read, learners gain competence in reading.

English Language Curriculum Guide (Primary 1-6)(CDC, 2004), page A28

> NOTES

> 1.7 THE READING PROCESS



The reading process is the way in which the reader gains meaning from what he/she has read. The reader uses different sources of information from the text (cues) as well as what he/she already knows about the world to gain meaning.

THE READING PROCESS

- > **Attend and Search:** The reader focuses on the text and looks for specific information, such as known words, and information in pictures and diagrams.
- > **Anticipate:** The reader forms expectations about the print based on what he/she already knows and what he/she finds in the text.
- > **Check:** The reader checks that his/her attempt makes sense and matches it to information he/she already has.
- > **Confirm:** The reader accepts his/her attempt.
- > **Self-correct:** The reader notices a mismatch, tries again, and produces an accurate response.

> NOTES
