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AN INTRODUCTION TO LEARNING TO READ
AND READING TO LEARN
AN INTRODUCTION TO LEARNING TO READ AND READING TO LEARN

1.1 MODULE 1 OVERVIEW

MODULE 1 OVERVIEW: AN INTRODUCTION TO LEARNING TO READ AND READING TO LEARN

> Beliefs and theoretical underpinnings about learning to read and reading to learn
> Learning to read in English by second language learners
> The importance of reading for the development of world knowledge, cultural awareness, values and attitudes, and many other skills (e.g. communication, creativity, critical thinking)
> Conditions for success in learning to read

> NOTES

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1.2 LEARNING TO READ AND READING TO LEARN

LEARNING TO READ AND READING TO LEARN
This module is based on the following beliefs about learning to read:
> Reading is an interactive process in which the reader constructs meaning from print.
> Background knowledge and prior experience are critical to the reading process.
> Pupils learn successful reading strategies in the context of real reading.
> The reading experience should be enjoyable and purposeful.
> The reader needs support, encouragement, and praise.
> Pupils benefit from Reading Workshops that use a variety of teaching strategies for reading.

FROM LEARNING TO READ TO READING TO LEARN
In a reading to learn culture, reading not only provides a source of satisfaction and pleasure, but it also serves as a means to seek information; acquire, develop and apply knowledge; develop thinking skills; broaden horizons and enhance language proficiency.

*English Language Curriculum Guide (Primary 1-6)(CDC, 2004), page A27*

Reading gives us the power to understand what others have written, today or thousands of years ago. It has the potential to change our lives.

*Reading for Life (Learning Media, 1997), page 9*

> NOTES

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> GUIDING QUESTIONS

View and discuss the video clips on *Hot Sunny Days*.

> How does the teacher make use of the book to engage her Primary 3 pupils in

a) learning to read?

b) reading to learn?
1.3 LEARNING TO READ IN A SECOND LANGUAGE

LEARNING TO READ IN A SECOND LANGUAGE
Learning to read in a first language, the language that encompasses those things familiar and meaningful, is critical to success in learning to read in a second language.

Braunger & Lewis, Creating a Knowledge Base in Reading (1997), page 23

Research findings include:
> Many oral language experiences in both languages are critical - these include conversations and reading aloud.
> Print-rich environments are important to success in both languages.
> Authentic opportunities to read and write in both languages should be available in the classroom.
> Mastery of English vocabulary is a key determinant of reading comprehension when English is the second language.
> When learners are allowed to transfer their reading skills in their first language to the second language, their confidence is supported.

Adapted from Braunger & Lewis, above

> NOTES
> 1.4 CREATING MEANING

CREATING MEANING
Fluent reading is the product of a complex combination of knowledge, skills, and understandings.
All readers, from the beginning reader to the fluent adult reader, have to use and integrate various kinds of information to create meaning from text.

*Reading for Life, page 21*

The reading process involves creating meaning from text by making connections between what is read and what the reader already knows.

*Reading for Life, page 22*

> NOTES

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> 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*
> 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**

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1.8 STAGES OF READING DEVELOPMENT: CHARACTERISTICS OF READERS

<table>
<thead>
<tr>
<th>An Emergent reader:</th>
<th>An Early reader:</th>
<th>An Early Fluency reader:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; anticipates the storyline by using the pictures;</td>
<td>&gt; is rapidly developing sight vocabulary;</td>
<td>&gt; copes with less predictable texts;</td>
</tr>
<tr>
<td>&gt; establishes one-to-one matching, directionality, and return sweep; and</td>
<td>&gt; uses letter-sound relationships to gain meaning; and</td>
<td>&gt; uses a variety of strategies to solve problems; and</td>
</tr>
<tr>
<td>&gt; identifies some letters, letter sounds, and high frequency words.</td>
<td>&gt; reads on and rereads as needed to confirm or search for meaning.</td>
<td>&gt; integrates sources of information efficiently.</td>
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> NOTES

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1.9 DEVELOPMENT OF READING SKILLS

DEVELOPMENT OF READING SKILLS

Key Stages 1 and 2

- Understand the basic conventions of written English
- Construct meaning from texts
- Locate information and ideas

*English Language Curriculum Guide (Primary 1-6) (CDC, 2004), pages 55, 56, 69 and 70*

- How many reading skills have you covered in your teaching?
- Which ones have you not covered before?

> NOTES
1.10 ENCOURAGING READING DEVELOPMENT

ENCOURAGING READING DEVELOPMENT
Effective teachers encourage reading development by:
> providing many opportunities for pupils to listen, speak, read, and write every day;
> modelling good reading practice;
> teaching the use of cues and strategies;
> prompting rather than telling;
> being positive and praising all efforts; and
> modelling, teaching, and expecting pupils to connect reading with learning.

> NOTES
> 1.11 DEVELOPING PHONOLOGICAL AWARENESS AND SKILLS

DEVELOPING PHONOLOGICAL AWARENESS AND SKILLS
Some suggestions are to:
> teach alphabet knowledge including (i) letter names and (ii) letter-sound relationships, e.g. word endings and blends;
> teach knowledge of onsets and rimes; and
> teach knowledge of syllables.

> NOTES
> 1.12 DEVELOPING VOCABULARY AND VOCABULARY BUILDING SKILLS

DEVELOPING VOCABULARY AND VOCABULARY BUILDING SKILLS
> Teach a core vocabulary (colours, numbers, names, etc.).
> Focus on familiar topics and themes (family, school, home, the community, themselves, food).
> Build knowledge of high-frequency words (a, the, are, is, you, etc.).
> Build knowledge of guessing and inferring meaning, organizing vocabulary, word formation and word association.

> NOTES

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> 1.13 LEARNING TO READ WITH LEARNERS OF ENGLISH AS A SECOND LANGUAGE

**LEARNING TO READ WITH LEARNERS OF ENGLISH AS A SECOND LANGUAGE**

The classroom environment is critically important for English Language learners.

Effective teachers:
> speak, write, and read clearly, using language that is a good model;
> expose their pupils to all kinds of oral and written language;
> plan for lessons that engage pupils in purposeful oral language;
> provide opportunities for pupils to practise their English with each other in groups; and
> plan lessons that begin with what pupils know, and provide activities that build on the pupils’ interests.

> NOTES
MODULE 1

WORKSHOPS

1. To what extent can you provide the conducive environment as described?

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2. What are your major concerns in teaching learners how to read?

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> 1.14 THE CONDITIONS FOR SUCCESS

**THE CONDITIONS FOR SUCCESS**

> Immersion

Pupils need to be surrounded by written materials both at home and at school when they are learning to read.

> Demonstration

Pupils need to see people reading different kinds of texts.
Teachers need to model reading strategies.
Teachers need to talk aloud about what they are doing and why, as they model reading strategies.

> Approximations and Risks

Teachers need to encourage children to take risks and should accept approximations as pupils learn to read.
Children should practise their reading skills within a meaningful context by reading real books and not by learning words or using flashcards in isolation.

> NOTES
> 1.15 THE CONDITIONS FOR SUCCESS

THE CONDITIONS FOR SUCCESS

> Engagement

Immersion and demonstration are not sufficient on their own. For learning to be effective, children need to be actively engaged.

Learners must see themselves as readers. This occurs when the learner is convinced that:
- I can do it. I am a potential “doer” or performer of the demonstrations I am observing.
- I won’t be made to feel stupid if I get it wrong.

> Expectations and Praise

Key factors leading to reading success are positive, high expectations of children and praise for their efforts.

The confidence that others show pupils is a powerful aid to their learning.

*Reading for Life: The Conditions for Learning, pages 13-16.*
1.16 REALIZING THE CONDITIONS FOR SUCCESS IN HONG KONG CLASSROOMS

The “balance” in designing Reading Workshops reflects the components of:
> a balance coverage of reading skills and strategies;
> a balance of text types;
> a balance of teaching strategies for reading; and
> a balance between listening, speaking, reading, and writing.

> NOTES
> 1.17 SUMMARY OF MODULE 1

SUMMARY OF MODULE 1
> Reading is about constructing meaning from print.
> Pupils use their knowledge of language and the world as well as the print when they read.
> Learning to read allows pupils to develop world knowledge, cultural awareness, values and attitudes, and many other skills.
> Pupils can develop and use a variety of skills and strategies by being encouraged to read in a supportive environment.
> Teachers need to plan for explicit instruction when teaching English Language learners.

Adapted from Reading for Life: The Power of Literacy and The Reading Process, pages 9-29

> NOTES