

READING INSTRUCTION WORKSHOP

Reading instruction should focus on the following goals:

1. BASIC READING SKILLS

- a. Recognizing characters, words, sentences, paragraphs, etc.
- b. Making meaning through reading (to understand/to comprehend)
- c. Increasing Reading Speed (to read faster)
- d. Increasing Vocabulary (to have more words available to write)
- e. Increasing Overall Literacy (to understand the reading/writing/speaking/listening relationship)
- f. Increasing Cultural/Contextual Acuity (to understand text and its contexts – culturally, etc.)
- g. Increasing Reading-Driven Assignment Productivity

2. INTERMEDIATE READING SKILLS

- a. Using the text (to learn – e.g., to follow instructions, etc.)
- b. Analyzing the text (in to decide on its effectiveness)
- c. Answering questions with the text (prefab/general or specific)
- d. Contrasting/Comparing the text
- e. Reflecting/Responding to the text
- f. Summarizing the text
- g. Reading individually, with a group, and communally (social element of reading)
- h. Reading for speech-development/oral development (reading to be heard)
- i. Changing the text (reading to develop other texts from the primary text).
- j. Learning to search through a text.
- k. Learning to define terms (keywords and contexts) of a text
- l. Learning to recognize important information.
- m. Recognizing high-frequency words and low-frequency words
- n. Using the text to understand unfamiliar meanings and etymology of words

3. ADVANCED READING SKILLS

- a. Literary Criticism
- b. Rhetorical Analysis
- c. Stylistic Analysis
- d. Linguistic Analysis (e.g., Critical Discourse Analysis, etc.)
- e. Other Qualitative Analysis (e.g., Phenomenological analysis, case study, etc.)
- f. Other Quantitative Analysis (e.g., sentence inventories, etc.)

4. TEACHING ANALYTICAL READING SKILLS

- a. Identifying the context (author, audience, purpose, etc.)
- b. Evaluating the effectiveness of the text (e.g., Does it inform? Does it educate?)
- c. Theme (e.g., class struggle, power, etc.)
- d. Literary Qualities (setting, plot, characters, etc., if applicable)

- e. Identifying the level of Diction, Word Choice, Parts of Speech, Connotation, Denotation, etc.
- f. Identifying Syntactic structures, sentences, subject, predicates, phrases, etc.
- g. Identifying the Genre of the Text
- h. Identifying the Document's Structural Components (Introduction, thesis, support, etc.)
- i. Identifying Rhythmic elements and elements of parallelism
- j. Identifying Stylistic Nuances specific to the Author/Designer/Speaker
- k. Identifying Ornamentation, Tropes, Schemes, and Other Figures of Language
- l. Identifying the Organization of Paragraphs (e.g., Cause and Effect, etc.)
- m. Identifying the Orientation of Paragraphs (e.g., chronological, general to specific, etc.)
- n. Identifying the Organization of the Document (e.g., Intro/Body/Conclusion, Pro/Sol, etc.)
- o. Identifying natural support
- p. Identifying artificial support
- q. Identifying fallacies, ambiguities, etc.
- r. Applying literary, rhetorical, or other forms of criticism to the document.
- s. Identifying Voice/Point of View/Narrators, etc.
- t. Identifying Ideologies, Ideological Positions of the Author, etc.

5. ADOPTING A READING STRATEGY (PRE-READING, READING, POST-READING)

A. PRE-READING STRATEGIES

- a. Contextualizing (rhetorically) - researching the author, audience, and purpose
- b. Considering context (e.g., asking about the history of a text, applying dramatistic model, etc.)
- c. Separating/distinguishing different parts (title, conclusion, introduction, pictures, etc.)
- d. Mapping the text, Flowcharting the text, etc.
- e. Answering prefab questions (to answer before reading)
- f. Scanning/pacing/skimmming
- g. Reading topic sentences only

B. READING STRATEGIES

[ACTIVE-READING STRATEGIES]

- a. Annotating/Making notes (e.g., marginal notes, external notes, etc.)
- b. Generating questions (to answer while reading or for class discussion)
- c. Recording details/facts/dates, etc.
- d. Defining keywords (using the dictionary)/key ideas (using the encyclopedia)
- e. Underlining/highlighting, etc. important information
- f. Writing commentary/interpretations
- g. Determining the author's position
- h. Memorization techniques (e.g., number of exposures, re-reading, etc.)
- i. Using the whole sentence to figure out meaning of unknown words/context clues
- j. Chunking (breaking the reading into different sections)
- k. Keep notes in a reading journal

Note: Chunking refers to the practice of using lines/highlighting to separate parts of the texts (e.g., paragraphs) from each other in order to label the different parts/components of the text.

C. POST-READING (OR RE-READING) STRATEGIES

- a. Methods of Re-Reading
- b. Comprehension questions (e.g. what, who, when, where, how, why, what)
- c. Critical Inquiry (considering gender, ethnicity, structural/post-structural elements, etc.)
- d. Making resources for memorization (e.g., flash cards, etc.)

- e. Making connections (text to self, text to text, text to world) returning after defining words
- f. Chunking (breaking the reading into different sections)
- g. Apply a “graphic organizer” (or use a visual resource/representation to outline the text).

D. META-STRATEGIES

- a. Read notes out loud
- b. Read notes to others
- c. Use pre-reading, reading, and post-reading strategies on their notes

6. APPLYING THE WRITING-TO-READ MODEL

- a. Vocabulary Exercises
- b. Synonyms/Antonyms Exercises
- c. Prefixes/Suffixes/Roots Exercises
- d. Neologisms/Recognizing Levels of Diction
- e. Recognizing Writing Style (Syntax, Format, Genre, etc.)
- f. Comparing Writing Styles
- g. Discussing Facts/Opinions
- h. Discussing Logic

7. APPLYING THE READING-TO-WRITE MODEL

A. WRITING TASKS

- a. Integrating texts into other texts
- b. Summarize
- c. Paraphrase
- d. Quote
- e. Compare/Contrast
- f. Identify components (e.g., introduction, conclusion, characters, setting, etc.) and writing them
- g. Find/search external references to a text
- h. Rewrite a text or having students generate elaborations of a text (e.g., rewrite chapters)
- i. Edit a text
- j. Linking a text (linking two texts)
- k. Rewrite/Copy passages from the text (as they are)
- l. Rewrite the text into a different form/document (e.g., changing an essay into a memo, etc.)
- m. Rewrite the text for a different purpose (e.g., turn an essay into a satire, etc.)
- n. Rewrite the text for a different audience (e.g., produce a counterargument, etc.)

B. META-STRATEGIES FOR THE READING-TO-WRITE MODEL

- a. Read their own writing out loud (to themselves)
- b. Read their own writing to others
- c. Use pre-reading, reading, and post-reading strategies on their own writing

8. USING READING-BASED WRITING ASSIGNMENTS

- a. Summary (short)
- b. Summary (long)
- c. Summary (brief)

- d. Response/reflect (relate to personal experiences)
- e. Evaluate (relate to non-personal experiences)
- f. Analysis (rhetorical)
- g. Analysis (textual)
- h. Analysis (phenomenological)
- i. Analysis (discursive)
- j. Analysis (literary)
- k. Synthesis (compare two or more texts to each other)
- l. Synthesis (argue with an essay using other sources)
- m. Reflexive argument(or criticisms/critiques) of a text (and determine if they are valid or not)
- n. Reading Response Journals
- o. Reading Association Journals (ask students to make external connections to the text)

9. ENGAGING TEXTS IN MULTIPLE ENVIRONMENTS

- a. Individual Evaluation of a text
- b. Group Evaluation of a text
- c. Whole Class Evaluation of a text
- e. Individual Reading of a text
- f. Group Reading of a text
- g. Whole Class Reading of a text.

10. APPLYING THE READING-TO-DESIGN MODEL

- a. Sketch/illustrate/paint a scene/theme/character, etc. from a text
- b. Outline a text
- c. Mapping the text
- d. Generating visual structures from textual information (clustering items from a text, etc.)
- e. Generating flowcharts, mind maps, concept maps, etc.

11. APPLYING THE READING-TO-SPEECH MODEL

- a. Teaching a chapter/section/whole text
- b. Presenting a concept from the text.
- c. Role play/dramatize texts
- d. Discuss/Debate themes/values in a text
- e. Develop questions from a text

12. ESTABLISHING A READING ETHIC FOR COLLEGE

- a. Reading long and short works alike
- b. Reading for different purposes
- c. Reading for different writing assignments
- d. Reading across the curriculum

13. CONSIDERING OTHER READING ACTIVITIES FOR THE CLASSROOM

- a. Long readings
- b. Short readings
- c. Broken readings (reading longer texts in short sections)
- d. Reading to answer questions informally
- e. Reading Quiz
- f. Reading Exam
- g. Student Presentation of something from the reading
- l. Applying a Pre-Fabricated Evaluation to the Reading (Survey/Assessment/Questions)