**SCANNING FOR SPECIFIC INFORMATION** "Workers find dinosaur tracks in BC"
**What is scanning?**

* Scanning is a focused and rapid way of reading something to locate specific information
* Like reading a phone list to find your friend’s phone number or scanning a menu to find the price of drinks
* This is not the same as reading quickly to find the main idea (skimming)

**Purpose:**

* To help students to read text quickly and accurately in order to find answers to specific questions
* To help students find specific information in lists, manuals, advertisement, on a website, reading passages

**Procedures:**

**Before scanning:**

1. Know your specific question and understand it. **What are you scanning to find?** Is there a KEY word you are looking for?
2. Preview the text to see how information is arranged. Where do you think the information you are looking for might be?
3. Create a mental image of the fact, word or phrase you are looking for. Is it a number? Then scan for a number. Is it a name? Then scan for a name.
4. Think of synonyms that might be used instead
5. Look for clues the author might give you
6. You could combine this with a herringbone graphic organizer or a list of items to scan for.

**How to scan**

1. Move your eyes in a scanning pattern
2. Use your finger to scan
3. Don’t stop to read until your eyes see one of the key words you are looking for
4. Look for ways the writer organized the reading—headings, numbers, signal words, words in bold or italics
5. Use your finger to guide you down the page from line to line looking for your key words
* Palomar College. (n.d.). *Power reading online*. Retrieved Jan. 20, 2102 from: <http://www.palomar.edu/reading/r110hybrid/Module%204/mod4.1scanning.htm>
* Beare, K. (2012). *Reading comprehension skills—Scanning.* Retrieved from: <http://esl.about.com/od/readinglessonplan1/a/Reading-Comprehension-Skills-Scanning.htm>
* Mack, D. & Ojalvo, H.E. (2009). *Skimming and scanning: Using the Times to develop reading skills.* Retrieved from: <http://learning.blogs.nytimes.com/2009/11/09/skimming-and-scanning-using-the-times-to-develop-reading-skills/>

**ACTIVATING PRIOR KNOW** **LEDGE** "Reduce Your Risk of Getting Cancer"
**What is prior knowledge?**

* Fluent readers usually bring to mind what they already know about a topic before and while reading
* Using what you already know when reading a text helps with both comprehension of the reading as well as remembering what was read
* As fluent readers read, they compare what they are reading to what they already know and use that to help with comprehension

**Purpose:**

* To help students identify what they already know about the topic of a reading passage
* To provide students with background information that they need to know before reading
* To help students make connections with background knowledge while they read

**Procedure:**

1. Explain how background knowledge helps reading and remembering
2. Think of ways for students to discover what they already know about a topic
	* Previewing titles/headlines and discuss what Ss already know about these
	* Look at photos/captions and discuss what Ss already know about this
	* Brainstorm about the topic
	* Ask students to think about what they already know about the topic
	* Ask specific or general questions about the topic
3. Think of ways to build new background knowledge as needed
	* Pre-teach vocabulary—as vocabulary in a topic related set will help students develop background knowledge
	* Show, don’t tell—use demonstrations, videos, photos, field trips, guest speakers
* Christen, WL & Murphy, TJ. (1991). *Increasing comprehension by activating prior knowledge.* ERIC Digest. #ED328885. Retreived Jan. 20, 2012 from: <http://www.ericdigests.org/pre-9219/prior.htm>
* Campbell, P. (2003). *Teaching reading to adults: A balanced approach*. Edmonton: Grass Roots Press.

**STORY MAP** "Legend of the Dancing Goats”

**What is a story map?**

* The organization of stories differs from culture to culture. A story map shows the steps in a story so that the reader can more easily comprehend the action of the story.
* A simple story might have these parts: setting, events, complication, resolution, moral. But it might not. This is cultural. Teach inductively to DISCOVER what organization or “map” a story might have.
* There are other ways of organizing stories. *Readers Digest* stories tend to use a flashback style of organization, for example.
* Making a story map is similar to identifying text structure in a reading such as cause/effect or comparison

**Purpose:**

* To help students understand the story structure of a reading so that they can predict and make hypotheses about the story as fluent readers do.
* To help students feel comfortable with the way the story is organized.
* To help students practice scanning to find the organization of what they read

**Procedure:**

**Inductive / discover method**

1. Discuss the idea of a “story map”. What might it have in it? Help Ss with names of the different parts. Draw some kind of graphic organizer on board.
2. Have students do “noisy reading” and quickly read the story to see what parts they can identify.
3. Write possible parts of the story on the board and have Ss put in order.
4. OR: have students draw a “map” of the story or a timeline of the events
5. Have students reread story more slowly to see if this story map is correct.
6. Draw attention to how stories in various cultures may be organized differently.

**Deductive method**

1. Give Ss a graphic organizer with the steps of the story in it
2. Explain what each might contain
3. Have Ss read the story and put the main parts in the graphic organizer
* Ontario Ministry of Education. (2012). *Think literacy: Cross-curricular approaches 7-12.* Retrieved Jan. 20, 2012 from: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
* Farrell, T. (2009). *Teaching reading to English language learners: A reflective guide.* Thousand Oaks, CA: Corwin Press.

**Retelling** “It’s never too late to say thank you”

**What is Retelling?**

* After reading, students recount what they remember from their reading in their own words.

**Purpose**

* To increase comprehension as students remember and retell what they read in their own words
* To give students an opportunity to process what they read as they reorganize it to retell to a new audience
* To provide opportunities for students to make inferences as students may also include inferred information in their retelling of what they read
* To allow students to make personal connections with what they read

**When can you use retelling?**

* Usually after the whole story is read, but can be done in the middle of a story as review
* Can be done to test comprehension and ability to read between the lines

**Procedures**

* Choose a reading with an interesting plot
* The teacher should let the students know in advance that they will be asked to retell a story.
* Begin by briefly explaining what retelling is and how it can be done and why it is useful.
* Have the teacher model the technique to the students. The teacher reads a short passage, then retells it in his/her own words to the students
* The retelling should answer the 5Ws: Who, What, When, Where, Why (and how)
* The retelling could include: setting, characters, their problems, sequence of events, how problems were solved, personal connections between the lives’ of the characters and the lives’ of the students, ideas that are inferred rather than directly stated..
* Have students work in pairs to read and retell a story. The “listener” may ask prompting questions: What happened next? What did they do then? Who did that? Why did they do that?
	+ What happened in the beginning, middle, and end?
	+ Where/when did the story happen?
	+ Who are the characters? What are they like?
	+ What else happened?
* Have Ss tell their partner what happened in detail.
* As a teacher, you can use retelling to check comprehension—use with a checklist of details you hope they include: main characters, list of main events, when/where, key inferences
* Australian Government, Department of Education. (2002). *My Read: Read and Retell.* Retrieved from: http://www.myread.org/monitoring\_read.htm
* Cowan, Mrs. (n.d.). *Retelling: A Reading Strategy*. Retrieved from: <http://www.mrscowan.com/retelling.ppt>
* Robb, L. (1996). Retelling. *Reading strategies that work: Teaching your students to become better readers.* Retrieved from: <http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/strategies.htm#retelling>
* Gambrell, L., & Koskinen, P. (1991). Retelling and the reading comprehension of proficient and less-proficient readers. Journal of Educational Research, 84(6), pp. 356-362.

**KWL**  “Canada’s Aboriginal Population”

**What is KWL?**

* This is a simple chart on the board for finding out what students already know about a topic, encouraging them to think about what they want to learn while reading, and to have them recall what they learned during their reading time.
* This is good with expository text

**Purpose**

* To help students talk about the background knowledge they have
* To create interest in a reading before reading it
* To set a purpose prior to reading
* To help students reflect on what they have read

**Procedures**

1. Write 3 columns on board: What we know, what we want to learn, what we learned
2. Ask students to brainstorm what they know about this topic based on the title
3. Ask students to come up with questions about the topic that they want to find the answers to.
4. Use these questions as a purpose for reading the text. Have students read the text quickly on their own or in pairs to see what the answers to these questions are.
5. During reading, students note the answers on their charts
6. After reading, go over answers in small groups or as a class.
7. Discuss possible resources for finding answers to unanswered questions
* Campbell, P. (2003). *Teaching reading to adults: A balanced approach*. Edmonton: Grass Roots Press.
* Sasson, D. (2008). *Using KWL technique in reading lessons.* Retrieved from: <http://doritsasson.suite101.com/strategic-lesson-planning-for-teaching-reading-a60272>

**VISUALIZING-Making a mental image** "Climber loses 9 fingers"

**What is visualizing?**

* Visualization is also known as “guided imagery”
* Ss learn to make mental images or mental movies as they read

**Purpose**

* To improve comprehension by making mental images while reading
* Visualization helps readers remember what they read
* This is very useful for understanding and remembering texts that students must read for work or for school classes such as biology

**Procedures**

1. Explain what visualization is and why it is important

2. Model visualization to your Ss. As you read a short passage, stop to describe to Ss the images in your mind. “As I read that passage, I thought about the words, and I imagined what the horses looked like and how they felt. I imagined…. I saw…. “ Be specific about what you saw and felt

3. Have Ss try visualization. Read something that is descriptive. Be sure to introduce any new vocabulary first.

* While the T is reading, listen with your eyes closed. Think about what you are hearing and pretend your brain is a movie camera. What film is showing in your brain as I read?
* What does it feel like? What does it smell like? What do you hear? Who is there?
* Remind your Ss to imagine wht the characters in the story hear, think, taste, fell, smell.

4. Have Ss discuss their images with a partner—Everyone will imagine things a bit differently, but we should all have discovered the main ideas. What image did you see? Is it the same as what your partner saw? Ask each other how you came up with your ideas?

5. If Ss are having difficulties, model and practice again.

6. Before reading, have students preview the text and notice any diagrams or pictures in the text that will help them to make a mental image

7. Have Ss practice visualization when reading at home

8. Put stars in a reading, every 3-4 sentences to remind Ss to stop and visualize, stop and create a mental movie of what they just read, and underline the words that make them see that picture.

9. Have Ss draw a sketch of ONE of their mental images

* International Reading Association. (2001). *Guided imagery.* Retrieved from: <http://teach.clarkschools.net/jbernhard/Literacy_Web/Web_Files_Literacy/Guided_imagery_Buehl.pdf>
* Jetton, T. (2012). *Strategy: Guided imagery*. Retrieved from: <http://www.learningpt.org/literacy/adolescent/strategies/guided.php>
* Harp, B. (1988). When the principal asks: “Why are you doing guided imagery during reading time?” *Reading Teacher 41*(6), 588-89.