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/skimming
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)