

How Experienced and Inexperienced Readers Behave

	Experienced Reader	Inexperienced Reader
Before Reading	<ul style="list-style-type: none"> • Activate background knowledge • Understand the task, set their own purpose, make predictions • Choose appropriate reading strategies 	<ul style="list-style-type: none"> • Start reading without preparation • Read without knowing why or only when prompted by tutor • Read everything the same way
During Reading	<ul style="list-style-type: none"> • Focus attention • Anticipate (read to learn more) • Self-monitor comprehension by knowing when they understand (or don't) AND knowing what is being understood (the content) • Use fix-up strategies (backing up, re-reading) when they don't understand • Use context to understand new words • Use the structure or organization of the text to help understanding • Organize and integrate new information 	<ul style="list-style-type: none"> • Are easily distracted • Read to get done • Do not know when they are not understanding and/or do not know what they are reading • Don't know what to do when they don't understand • Don't recognize key vocabulary • Don't see any organization • Add on, rather than integrate, new information
After Reading	<ul style="list-style-type: none"> • Reflect on what was read • Feel success is the result of effort • Summarize main ideas • Seek additional information or confirmation from other sources 	<ul style="list-style-type: none"> • Stop reading and thinking • Feel success is a result of luck (or that failure is a result of stupidity) • Fixate on minor details • May not seek additional information

Adapted from *Strategic Learning in the Content Areas*: H. Grover et al, 1991

Barriers to Understanding

	<i>Ways tutor can help</i>
<p>Lack of Interest / Poor Motivation</p> <ul style="list-style-type: none"> • Fear of failure • Seems like busy work • No real life application apparent • Too much work for too little payoff 	<ul style="list-style-type: none"> • Help student identify their particular reasons for relating to a task (reading push-ups or real information needs) • Find materials that your student might find intriguing or useful • Encourage your student to bring in materials to work on
<p>Insufficient Background Knowledge</p> <ul style="list-style-type: none"> • Not much experience reading • Relatively poorly educated • Relatively narrow life experiences 	<ul style="list-style-type: none"> • Take the time to do a good job with pre-reading activities. Bring in illustrations when you can. • Help your student to find a personal connection with the material • Help your student figure out ways to learn more about what interests him or her
<p>Information Processing Difficulties</p> <ul style="list-style-type: none"> • Difficulty separating details from main idea • Difficulty with sequencing and cause & effect relationships • May interpret things literally—needs help with metaphors and inferences • Tendency to get stuck or fixated on one meaning (even if it doesn't make sense) • May not be aware when he or she doesn't understand • May have difficulty summarizing • May have difficulty remembering 	<ul style="list-style-type: none"> • Be prepared to take things slowly and plan for lots of practice • Use strategies—you may need to encourage your student to use the complete strategy each time. Don't just assume they've got the hang of it. The mnemonic names can really help students remember the strategies. • Do lots of modeling—"think aloud" as you read a passage to help the student understand the process • Use graphic organizers

Levels at which misunderstanding can take place

	Examples from <i>Challenger 2</i>
<p>Word or Phrase</p> <ul style="list-style-type: none"> • Unfamiliar vocabulary • Technical terms • Unusual or alternate meaning of familiar words or phrases • Idioms • Metaphors • Abstract language 	<p>“They also say that beer should always have some kind of head when it is served.”</p>
<p>Sentence</p> <ul style="list-style-type: none"> • Complex sentence structure • Passive voice • Embedded clauses • Long sentences 	<p>“It is also recorded that the people who sailed to this country on the Mayflower would have gone further south instead of landing in New England if they had not run out of beer.”</p>
<p>Relationship between sentences</p> <ul style="list-style-type: none"> • Inferential relationship • Requires reader to “read between the lines” • No or ambiguous transition clues 	<p>“Have you ever heard any of these names: Hold Fast, Saw Tooth, Wrap Around, Brink Twist or Necktie? If not, then you haven’t been snagged by one of the strangest hobbies in the United States.”</p>
<p>Organization or layout of text</p> <ul style="list-style-type: none"> • Use of textual organizers: table of contents, headings, indexes, headers and footers, illustrations, boxes, charts, lists • Special features of specific kinds of text (i.e. datelines) • Standard ways of organizing different kinds of text (i.e. journal articles, novels) 	<p>“<u>A third factor</u> in studying handwriting is to note how big and wide the letters are....”</p>

Comprehension Overview

	Goal	Student comprehension process	Strategies and Techniques	Tutor's Role
Before Reading	READINESS	<ul style="list-style-type: none"> • Activate background knowledge • Predict content 	<ul style="list-style-type: none"> • 3Ps Strategy • Pose a problem or question to be answered (use comprehension questions in book) • Brainstorm • Make a literal prediction • Start a graphic organizer 	<p>Stimulate interest</p> <p>Pull out key words</p> <p>Give some prompts</p>
During Reading	UNDERSTAND	<ul style="list-style-type: none"> • Construct meaning • Monitor understanding 	<ul style="list-style-type: none"> • RAP strategy • Clunk and click strategy • Verify predictions • Ask questions • Take notes • Use study questions to guide reading 	Provide guidance
After Reading	RETENTION	<ul style="list-style-type: none"> • Process ideas • Apply knowledge 	<ul style="list-style-type: none"> • Use appropriate graphic organizer • Talk about it • Respond to comprehension questions • Summarize or paraphrase • Write a response • Teach someone else • Think of a project/experiment to expand knowledge • Ask more questions 	Suggest a structured approach to promote retention of ideas

A Modification of the MIT Paradigm adapted from the Muskingum College Learning Strategies Database. Based on a method by Neal and Langer, 1992. MIT stands for Mediated Instruction of Text

Before Reading: 3Ps Strategy

The primary aim of pre reading is to set the stage for success. The preview technique is designed to help students activate their background knowledge, set a purpose for reading and make decisions about how they will read and to anticipate content.

Preview

Look it over. Look at any titles, headings or illustrations. Read a few sentences.

Ask yourself:

- What's this about?
- How is it organized?
- What do I already know about this?
- Does it look hard or easy?

Purpose

Ask yourself: Why am I going to read this?

- for general information
- for fun
- for a specific piece of information
- for practice

Ask yourself: How am I going to read this?

- skim it
- read it slowly and carefully
- take notes
- read it several times

Predict

Make a prediction.

Pose a problem or question that you think is going to be answered in the text and try to answer it before reading.

During Reading:

Monitoring Understanding

RAP Strategy

During reading, students need to learn how to ask themselves questions as they go along to monitor their understanding. The RAP strategy is one approach and can be used paragraph by paragraph (or even sentence by sentence) for difficult texts or for an entire passage, page or chapter. The P instruction to “put the main idea and two details into your own words” is deliberately very specific because this helps many students, especially those with learning difficulties. However, this instruction can be varied depending on the student and the text.

Adapted from *The Learning Strategies Curriculum: the Paraphrasing Strategy* by J.B. Schumaker et al, University of Kansas, 1984

Read

Read the text.

Ask Questions

Ask yourself:

What is this about?

What does it mean?

Put the main idea (and two details) into your own words.

Clunk & Click Strategy

This strategy aims to help students learn how to recognize when they don't understand and figure out how to come to an understanding. When you don't understand a word or passage—that's a CLUNK. When you finally get it—that's a CLICK!

Adapted from *Using Collaborative Strategic Reading*, Janette K. Klingner and Sharon Vaughn, LDOnline, 1998: http://www.ldonline.org/bulletin_boards/tr.html

Mark the CLUNKS

Whenever you don't understand a word, sentence or paragraph mark it. (Some students like to use a little check mark in the margin or above the word.)

Turn the CLUNK into a CLICK

- Re-read the sentence(s) looking for key ideas to help you understand.
- Re-read the sentences just before and just after looking for clues.
- If the problem is a specific word follow these steps:
 - isolate the prefixes and / or suffixes
 - see if you understand the base word
- If none of this works: Ask someone else
- If you can't find someone else, try the dictionary
- If that doesn't help: Sleep on it and try again the next day.

After Reading: Using Graphic Organizers

Graphic organizers come in many varieties. Essentially, they are a visual way to present information, using circles, boxes, arrows, cells and lines. They can quickly show:

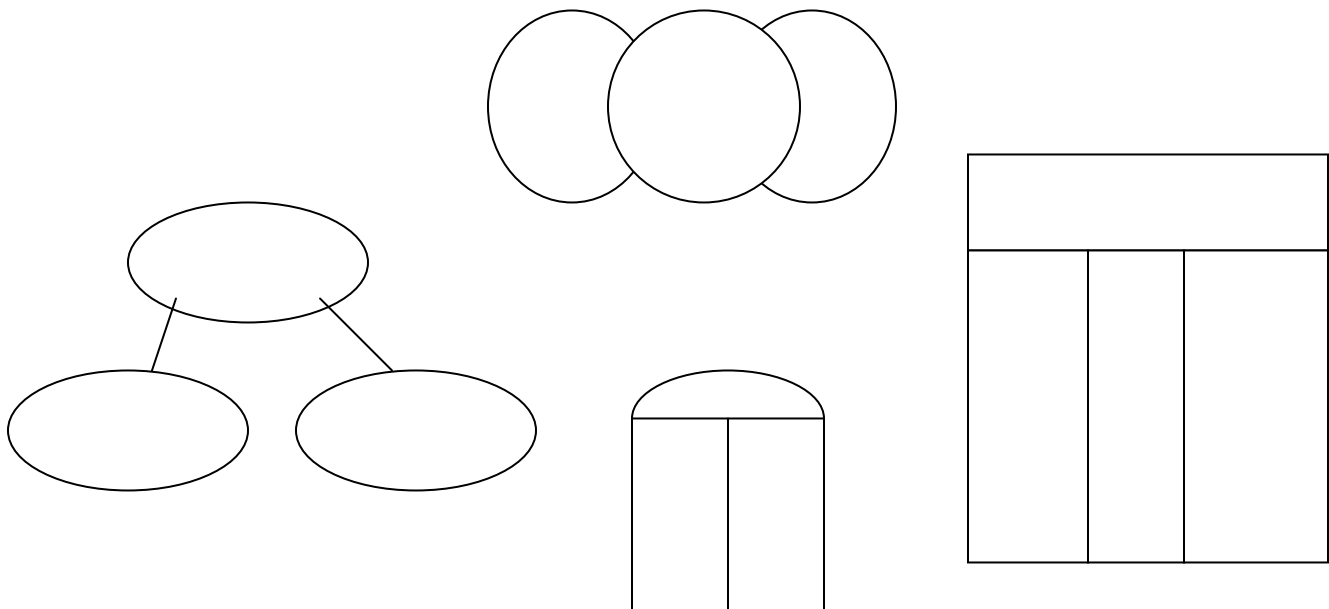
- Hierarchy among ideas or elements
- Relationships between ideas
- Sequence or logical progression
- Cause and effect
- Component elements

Widely used in business, they have also proven extremely helpful for students with learning difficulties and for students who learn best visually.

They encourage a much more active engagement with the text than the usual formulaic comprehension questions.

We strongly urge you to try a variety of different graphic organizers with your student. Different organizers have different purposes and appeal to different people. It can be very helpful for a student to have a range of options to help them to organize their understanding of a text. While generally, the information in the organizer will be filled in after reading, they can also be used before and during reading.

Often the discussion or the thinking involved in producing the organizers is more valuable than the final product. However, sometimes when students are trying to learn specific content, they can be very helpful for recall.



The following are some of the most useful organizers. We have many different kinds of graphic organizers available in the Resource Room.

KWL or KWHL

Originally developed by Donna Ogle in 1986, this organizer spans pre, during and post reading. It stands for What do I know? What do I want to learn? (How will I learn it? Or How can I learn more?) and What did I learn?

Main Idea and Details

Many students get stuck on small details, but fail to understand the main idea or fail to know how to express it. This organizer helps students to sort this out. It can also be useful to help a student develop their writing.

Concept Maps, Cluster, Spider or Mind Map Diagrams

These are various names for a fairly free-flowing approach to organization, where a main concept, idea or question is put in a cell and different or additional ideas come off it in spokes.

Compare and Contrast Charts or Venn Diagrams

These are used to help students explore the similarities and differences expressed in a piece of writing.

Chain of Events or Timelines

A timeline can be especially helpful for students who have difficulty grasping the sequence of events. Key questions are: What started it? How did it end? What lead from one thing to the next? Are there specific steps or stages?

Cause and effect diagrams or flowcharts

These diagrams show the causal relationship between elements. They can also be used to understand the steps in a sequence.

5 Ws and an H

In graphic form, this is simply a boxed list. However, the five Ws and an H—who, what, when, where, why and how—are an extremely valuable tool. Students can learn to systematically ask themselves these questions as they seek to understand a passage. Also valuable is asking the question: Who is doing what to whom?

Information Grids

Grids are helpful in organizing a wide range of information and are especially useful for comparing things and listing data. They can be a powerful tool for decision-making, for example listing buying criteria for two different cars.

Main Idea and Supporting Facts Chart

Section 1	Section 2	Section 3	Section 4
Main Idea	Main Idea	Main Idea	Main Idea
Supporting Facts	Supporting Facts	Supporting Facts	Supporting Facts