

Reading Process



DEFINITION OF READING

What is reading?

- Reading is an active **process** (not a product, like history) in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the social context to focus their response. (Walker, p.4)
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Most significant conceptual definition of reading...

- Reading typically is bringing meaning to rather than the gaining of meaning from the printed page.
- Effective reading includes experiencing, learning, and thinking. It frequently requires reflection, judgment, analysis, synthesis, selection, and critical evaluation of what is being read.



Most significant conceptual definition of reading...

- Reading is the process in which information from the text and the knowledge possessed by the reader get together to produce meaning.
- Reading consists of two major components: recognizing and analyzing words, often referred to as decoding and understanding words and ideas often called comprehension.



REASONS FOR READING

Entertainment

- poetry, fantasies, or mysteries

Information

- Nonfiction; books like science or nature stories, biographies, and other “true” books

Perform a task

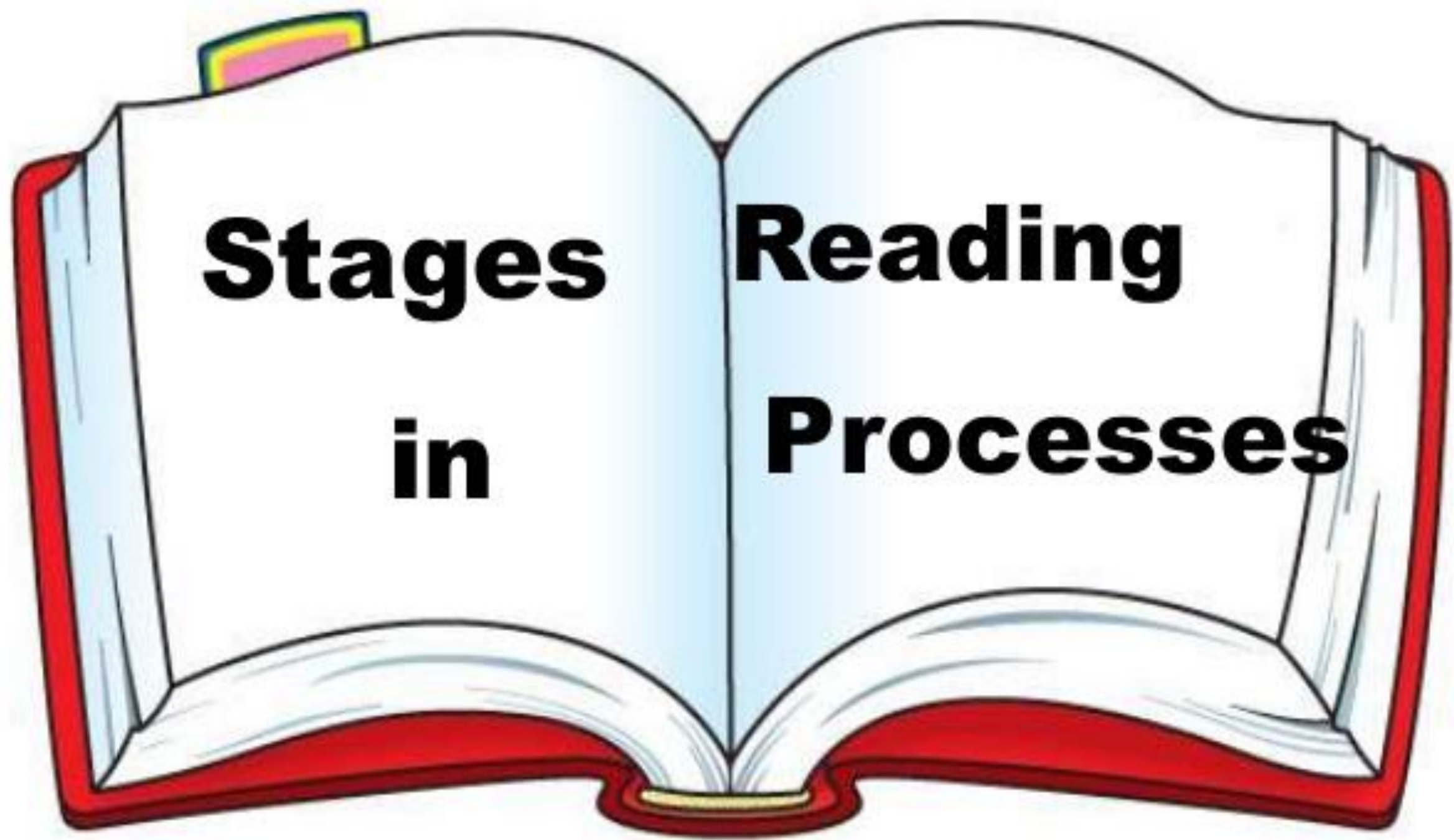
- prepare a recipe or reads directions that come with a project
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OTHER reasons for reading ;-)

1. Reading helps you become an **interesting person**. (Impress your friends, dates, and future in-laws!)
 2. Reading helps you learn how to **write correctly**. (Get good grades, make your grandmother happy when she reads your well-written thank-you notes, and impress your future boss who'll promote you because you express yourself so well.)
 3. Reading **develops your imagination**. (Write terrific stories for school, cook up funny ideas for friends, and maybe even earn big bucks writing screen plays for Hollywood!)
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OTHER reasons for reading ;-)

1. Reading **entertains you**. (No more long boring car rides, waits in the dentist's office, or too-long summer vacations when you can't think of anything to do.)
 2. Reading **teaches you about things unfamiliar** to you. (Write A+ reports for school, impress your friends, and earn big prizes on TV game shows!)
 3. Reading **takes you to places you've never visited**. (Read about actors on Broadway, bullfighters in Spain, and astronauts in space.)
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Stages

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Reading

Processes

Stage 1: Pre-reading

- The pre-reading stage is where the teacher activates background knowledge, sets purposes, introduces key vocabulary terms, and previews the text with the students.
- This involves the teacher giving students information about the books they will be reading (if its a historical book give background about what will be happening in the book, why that is happening, and how it came to be), informing them of the purpose for reading (personal interest-lit circles and expectations of teacher-basal/lit focus units), the first look at the book (cover, any illustrations, chapter titles, etc.)

Stage 2: Reading

- The second stage, reading, is where the students begin reading the material through any type of reading (buddy, shared, guided, etc.). It includes reading strategies/skills, the examination of illustrations, reading from beginning to end, and note taking.

Independent reading

- is where a student reads independently.



Buddy reading

- is where a group of 2-3 students read taking turns.



Guided reading

- is where the teacher begins reading a book to a group of 4-5 students and then lets the students finish on their own.



Shared reading

- is similar to guided reading only the teacher reads the entire book while the students follow along.



Reading aloud

- which is where the teacher reads a book aloud to the entire class and has the students participate in activities during the reading.



Stage 3: Responding

- Responding is the stage where the students respond to what they read through reading logs, journals, or grand conversations.
- Responding deals with what a child has learned after reading a book. This might involve reading logs where the student writes about what they read and connects it to real life or through discussions that can be either whole group or small group.

Stage 4: Exploring

- The exploring stage is where the students go back and reread certain things in the text, learn more vocabulary, participate in mini-lessons, examine the author's craft (style of writing), or identify memorable quotes/passages.
- Like it sounds, exploring is where students look back over what they read by re-reading the text. The students also observe the author's craft (genre, text structure, and literacy devices used by the author). This can be done using story boards that sequence events, graphic organizers that highlight the plot, or by writing their own books based on the read text (a sequel to the book or just a different story using a similar plot).

Stage 5: Applying

- The applying stage is where the students create projects, read similar or related material, evaluate their experiences while reading, or use information learned in thematic units.
- This is where the students participate in after reading activities that demonstrate comprehension of the text, reflections over their understandings, and the value taken from the reading of the text. These activities might include essays, reader's theatre, PowerPoint presentations, or open-mind portraits.

- Throughout the reading process readers use a variety of strategies, sometimes multiple strategies at once, to help them make meaning from a text.

- **Reading Strategies**
- Activating prior knowledge
- Predicting
- Visualizing
- Questioning
- Drawing inferences
- Finding important/main ideas
- Summarizing
- Synthesizing
- Monitoring comprehension
- Evaluating