

Jackson Community College
ENG 085 College Reading
Instructor: Amy Leighton-Gamel

Reading Strategies

Based on Cris Tovani's Fix Up Strategies

What do good readers do?

- Determine their purpose.
- Make connections between the text and their life, their knowledge of the world or another text.
- Make predictions.
- Visualize.
- Use print conventions.
- Stop & think about what they've just read.
- Ask themselves questions & try to answer them.
- Reflect in writing about what they've read.
- Retell what they've read.
- Reread.
- Notice patterns in text structure.
- Adjust their reading rate.

Purpose is Everything

How will readers know if they've found what they need if they don't know what they're looking for?

- Good readers identify their purpose for reading.
- Having a purpose helps readers remember what they read.
- Having a purpose helps readers determine what's important.

Purpose

Read the text below and think about what's important.

The House

The two boys ran until they came to the driveway. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," He added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fireplace."

There were front and back doors and a side door that led to the garage, which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. "Don't worry, the nearest house is a quarter mile away," Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver, and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn't go to the basement because it had been damp and musty ever since the new plumbing had been installed.

"This is where my Dad keeps his famous paintings and his coin collection," Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he'd discovered that his Dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother's closet that was filled with furs and the locked box that held her jewels. His sisters' room was uninteresting except for the color TV that Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters' room for their use. The big highlight in his room, though, was a leak in the ceiling where the old roof had finally rotted.

References: Chris Tovani (2000)

Picher and Anderson (1977)

Purpose

Reread the text and think about what a robber would find important.

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Purpose

Reread the text a third time and think about what a potential home buyer might think is important.

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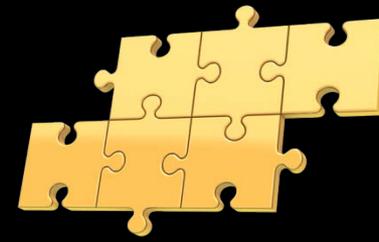
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Make connections



- Text-to-self



- Text-to-text



- Text-to-world



Predict

- Good readers guess, predict and anticipate.
- When their predictions aren't correct, they rethink, revise, make a new guess.
- Predictions jolt the reader back on track.



Stop & think

Good readers stop, think and ponder during and after reading to make sense of the text.

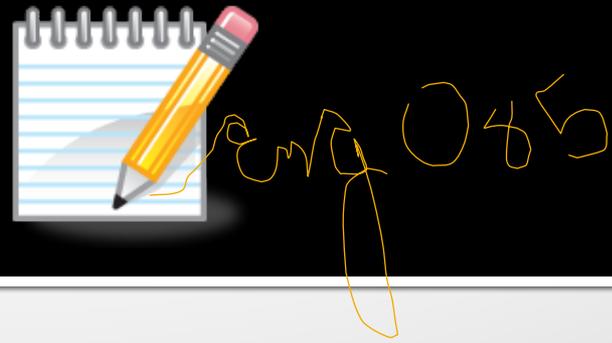
Good readers connect new knowledge with old information.

Think: What can I hook this onto that I already know?

Question & Answer

- Good readers develop questions and try and find the answers.
- Answers clarify-who, what, where, when, how or why.
- Think about questions that don't always have simple answers.
- Look for clues.

Reflect in writing



- Jot down notes.
- Write a reflection or summary.
- Record questions and thoughts.
- Record your metacognitive processes.
- Create a visual/Draw a picture.
- Make a list of important information.

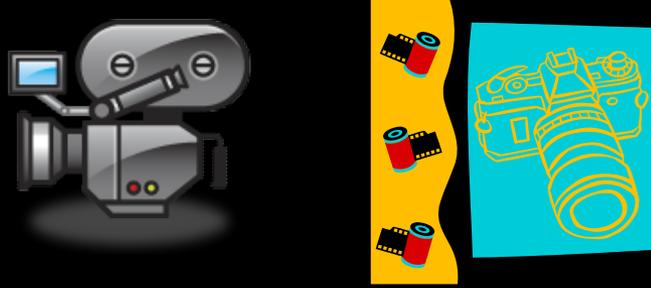
Visualize

Visualization is simply seeing pictures in your mind.

The right-side of the human brain records visual-spatial experiences while the left-side is used for language development.



Visualize



Close your eyes and imagine a pot of flowers.

What color are they?

What color was the pot?

Use images from your prior knowledge—including pictures, movies, TV or life experiences—to visualize the words in the text.

When a reader can visualize what is happening, comprehension improves. Good readers create mental images while they read.

Visualize

- Many good readers say that visualizing is like watching a movie in their minds. It helps us relate to events and/or characters in a text. We imagine what places, characters, and/or things may look like.

We can't understand it
if we can't see it in our minds.

Visualize

The following passage is from *To Kill a Mockingbird*.
As you read try to create a picture in your mind.

“Come closer,” said Mrs. Dubose. “Come to the side of the bed.” We moved our chairs forward. This was the nearest I had ever been to her, and the thing I wanted most to do was move my chair back again.

She was horrible. Her face was the color of a dirty pillowcase, and the corners of her mouth glistened with wet, which inched like a glacier down the deep grooves enclosing her chin. Old-age liver spots dotted her cheeks, and her pale eyes had black pinpoint pupils. Her hands were knobby, and the cuticles were grown up over her finger nails. Her bottom plate was not in, and her upper lip protruded. From time to time she would draw her nether lip to her upper plate and carry her chin with it. This made the wet move faster.

Can you see Mrs. Dubose in your mind?

Print Conventions

Print conventions are key words, bold print, italicized words, capital letters, and punctuation.

Voice inflections determine how the author wants it to sound and what it should mean.

The sentences below contain the same words and punctuation, yet each sentence has a different meaning as a result of the italicized words.

Read each sentence below and emphasize the italicized word. How does the meaning change?

- *I* read the book.
- I *read* the book.
- I read *the* book.
- I read the *book*.

From Kylene Beers

Print Conventions

Punctuation

Read the sentences below. How does punctuation change the meaning of each sentence?

Woman without her man is nothing.

Woman—without her , man is nothing.

Again, punctuation changes meaning...

A clever dog knows its master.

A clever dog knows it's master.

And again...

The butler stood at the door and called the guests' names.

The butler stood at the door and called the guests names.

Print Conventions

Punctuation Changes Everything

Read the following passage, without punctuation.

i would like to apply for a job with your company for two years i have been employed as a sales clerk for the jones store i sold nothing that i did not take pride in i am sure it will be the same if i work for you

Print Conventions-Punctuation

I would like to apply for a job with your company. For two years I have been employed as a sales clerk for the Jones store. I sold nothing that I did not take pride in. I am sure it will be the same if I work for you.

Print Conventions

Punctuation

Now, look at what happens when we change the position of the punctuation marks. It actually changes the meaning of the passage.

I would like to apply for a job with your company for two years. I have been employed. As a sales clerk for the Jones store I sold nothing. That, I did not take pride in. I am sure it will be the same if I work for you.

Retell & Reread

- Good readers can retell what they've read
- Retelling activates background knowledge.
- Retelling checks for understanding.

- Good readers only reread portions of the text—a word or a sentence, not the entire text.

Patterns in text structure

- Genres have specific organizational patterns.
- Organization helps readers locate information.

For example, readers don't need to read the entire newspaper to find scores of a local game. They would find that information on the sports page.

Reading Rate

Slow down or speed up



- The average reader reads about 250-350 words per minute.
- Good readers adjust their reading rate to meet the demands of the task.
- Reading faster may sometimes force the brain to stay engaged.
- Good readers select their reading rate based on the difficulty, purpose and familiarity of the topic.

What good readers don't do:

- Read to finish instead of reading to understand.
- Read the words without making a picture in their minds.
- Continue reading when they know they don't understand.
- Ignore and skip unknown words.
- Read all texts the same way.