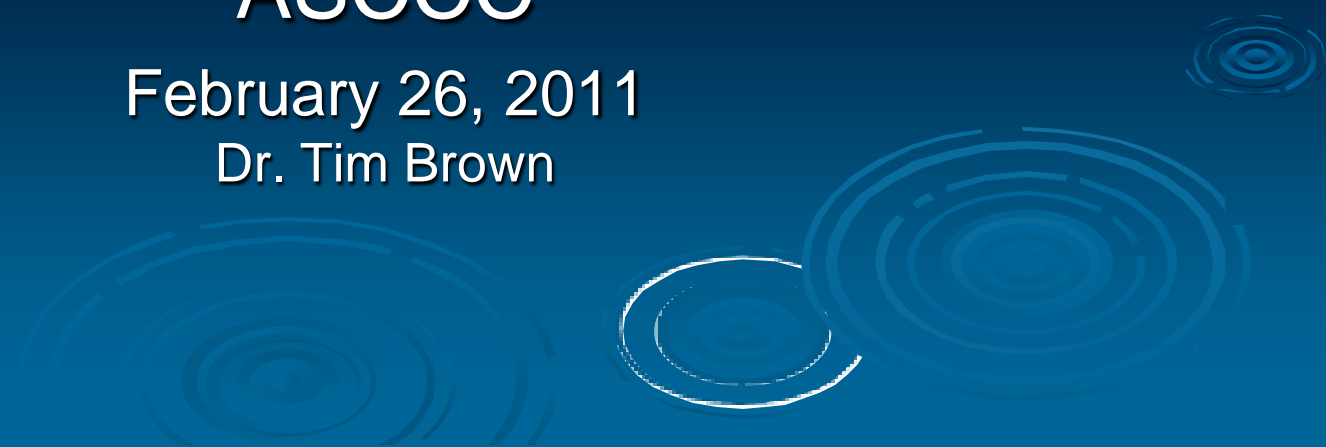


Basic Skills Across the Curriculum

Student Success Institute
ASCCC

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Workshop Agenda

- The Reading Process
- Useful Tips To Help Your Students
- Introduce Some Strategies
- Sharing Experiences and Questions

What is reading?

- It has been defined many ways
 - ...a thinking (cognitive) process
 - ...reconstruction and interpretation of meanings behind printed symbols
 - ...the process of understanding written language
- There are some points of general agreement
 - Readers are active in constructing meaning from text.
 - Reading comprehension and reading are synonymous
 - when understanding breaks down reading does not occur
 - the result is passive word recognition

What is reading comprehension?

- Reading comprehension...understanding and retaining ideas from print
 - Literal level
 - What ideas are in the line?
 - What is actually stated?
 - facts and details
 - rote learning and memorization
 - Inferential level (interpretation)
 - What ideas are between the lines?
 - What is meant by what is stated?
 - tapping into prior knowledge
 - drawing conclusions
 - Critical evaluative level (application)
 - What ideas are beyond the lines?
 - What is the value of what was said?
 - analyzing
 - synthesizing
 - applying

What is fluent reading?

- Fluent reading is an active process in which the reader calls on experience, language, and prior knowledge to anticipate and understand the author's written language
- Fluency is a set of skills that allows readers to rapidly decode text while maintaining high comprehension
- Proficient, fluent readers...
 - locate materials and ideas that enable them to fulfill particular purposes:
 - follow directions
 - to complete job applications
 - or to appreciate Shakespearean plays
 - adjust their reading style as they move from narrative to expository content
 - read with various types of understanding:
 - literal
 - interpretive
 - critical

What cognitive factors affect reading?

- Reader interest
- Motivation
- Schema
 - Constructionists argue that knowledge (or learning) is constructed from experience and stored in memory
 - This stored knowledge along with its storage structure is called schemata (schema)
 - When students have little or no schema (prior knowledge) for a subject, comprehension is greatly impaired

Are you really reading?

- A newspaper is better than a magazine, and on a seashore is a better place than a street. At first it is better to run than walk. Also, you may have to try several times. It takes some skill but it's easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. One needs lots of room. Rain soaks in very fast. Too many people doing the same thing can also cause problems. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance.

How does schema influence comprehension?

- The degree to which new, incoming information is consistent with the expectations generated from existing schemata determines the presence or absence of comprehension
- Learning takes place when new information is connected to existing schema
 - The 4 A's
 - Activation
 - Association
 - Assimilation
 - Accommodation

Metacognition

- Good readers are *thinking about what they should be thinking while they thinking!*
- The basic metacognitive strategies are:
 - Connecting new information to former knowledge
 - Selecting thinking strategies deliberately
 - Planning, monitoring, and evaluating thinking processes

Reading is a three-step process

- Step one: Pre-reading
 - Activate prior knowledge
- Step two: Through-reading
 - Associate the authors ideas with prior knowledge
- Step three: Post-reading
 - Assimilate or test the authors ideas against prior knowledge
 - Accommodate the author's ideas into existing knowledge

Useful Tips...

Helping Your Students Access the Content of the Text

- Before your students are asked to read your textbook...
 - Familiarize them with the organization of your textbook
 - Provide them “triggers” to help them activate their prior knowledge
 - Remind them to turn the chapter headings into questions
 - Briefly explain important graphics and tables

Useful Tips...

Helping Your Students Access the Content of the Text

- While your students are reading your textbook they should be...
 - Using a comprehension strategy throughout the assignment
 - Maintain reading fluency once it is established
 - Monitoring their comprehension
 - Employing “fix-it” strategies when comprehension breaks down

Useful Tips...

Helping Your Students Access the Content of the Text

- After your students have read your textbook, provide opportunities for...
 - students' integration of information in the text with their own background knowledge
 - students to appraise text critically
 - application of new knowledge