A RESEARCH TOOLKIT OF 12 READING STRATEGIES FOR THE FOREIGN LANGUAGE CLASSROOM

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Introduction

In the past fifteen years, there has been considerable interest in promoting reading as a significant means of language development for second and foreign language learners (Day and Bamford, 1998: Krashen, 1995). In recent years, many research studies have shown that second language (L2) students can acquire many benefits when reading L2 material for L2 learning (Elley, 1989; Elley, 1991; Hafiz & Tudor, 1990; Nation, 1997; Tsang, 1996). These studies cited the benefits of L2 as recorded in measures of oral language, reading comprehension, vocabulary use and knowledge, and L2 writing. These improvements are attributed to various reading studies in which students received L2 input of meaningful print through L2 reading. Krashen and McQuillan (2007) explained, "Studies confirm that students who do L2 reading can read better, write better, spell better, have better grammatical competence, and have larger vocabulary in the target language" (p. 68). As a result of the success of these research studies and in the interest in improving L2 instruction in the limited time that L2 teachers have with their students in the classroom, there has been a push in recent years to add or to increase the reading component in L2 classrooms.

Benefits to Adding Reading to the L2 Classroom

Many foreign language teachers, both experienced and novice are looking for ways to tackle the very complex and challenging task of teaching reading to their students in an L2 classroom. Increasing the amount and types of reading materials available in a second language L2 classroom, allows teachers to not only add worthwhile content input materials for their students but depending upon what types of reading a teacher chooses to add, reading can increase students' access to authentic culture and materials. There are many benefits to adding or increasing the reading being done in the L2 classroom. Some reasons include:

- Reading has a communicative value and functions as an active skill since cognitive processes are working during reading
- The design of meaningful exercises will lead to assist communication between the reader and the writer or the reader and the teacher.
- Reading comprehension activities can suit the chosen texts
- A wide variety of activities can take place using reading
- Reading increases available language input for the students
- Students can read a variety of author's styles of writing and text types
- Teachers can incorporate culture through reading

- Reading can enhance students' L2 vocabulary
- Reading engages higher levels of cognitive thinking through systematic practice like students' ability to infer information

The purpose of L2 reading is to make meaning from language written in the text. In L2 classrooms, teachers want L2 students to progress from learning to read toward reading to learn. The access to text variety, information, and authentic realia that L2 reading affords to the foreign language student is not easily duplicated through any other means of L2 instruction. Cultivating an atmosphere of L2 reading in a foreign language classroom is a goal of many L2 teachers.

L2 Teachers are Often Ill-Prepared or Unprepared to Teach Reading in L2

Although there are many benefits to increasing reading in a second language classroom, L2 teachers are often uncertain about what or how to go about doing this in their classroom. Many teachers have few tools in their teaching toolbox to implement L2 reading effectively. Most L2 teachers have had little to no training in how to teach and how to incorporate L2 reading into their classrooms. As a result, there is a gap between L2 classroom instructional practices and consistent, systemic L2 literacy development.

Some L2 teachers received only single course in reading methods at the university level while other L2 teachers report that their methodology course outlines didn't even provide a reading methods course to prospective L2 teachers. As a result, many L2 teacher preparation programs failed to adequately prepare their teacher candidates to teach reading. In addition, L2 teachers often report that little L2 professional development is provided to teachers in the form of in-service professional development at their current schools for teachers.

As a result, many L2 teachers may be unaware of effective, research-based strategies and activities that they can implement in their L2 classrooms to increase foreign language students' vocabulary, fluency, and comprehension of the text. Because these teachers have little background in reading, L2 teachers often resort instead to three basic reading strategies: teaching vocabulary in a decontextualized fashion, translation of the foreign language text into English, and asking summative comprehension questions at the end of the text piece or chapter as their only reading strategies in their foreign language teaching toolbox.

However, there are a myriad of other strategies and activities that L2 teachers can incorporate into their classrooms through systematic practice to increase students' decoding abilities and to deepen students' comprehension of the selected text. Strategy training, therefore, is an important skill in developing students' L2 reading skills. It is important, though, that L2 strategy training be seen by L2 teachers as something to be done over an extended period of time and to be implemented consistently. It is not to be used as a "one-time" vaccination in the L2 classroom. To be done effectively, L2 reading strategies

need to be consistently taught and used by the L2 teacher for maximum effectiveness.

Teaching Reading is NOT an Easy Task

Wren (2002) cited as number one in his top ten myths influencing present-day reading instruction the idea that "learning to read is a natural process" (¶ 1). Wren (2002) stated,

It has long been argued that learning to read, like learning to understand spoken language, is a natural phenomenon. It has often been suggested that children will learn to read if they are simply immersed in a literacy-rich environment and allowed to develop literacy skills in their own way. This belief that learning to read is a natural process that comes from rich text experiences is surprisingly prevalent in education despite the fact that learning to read is about as natural as learning to juggle blindfolded while riding a unicycle backwards. Simply put, learning to read is not only unnatural, it is just about the most unnatural thing humans do (¶ 1).

Moats (1999) concurred: "Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development" (p. 11). Reading, unlike speech, is an unnatural act and children should not be expected to learn to read without explicit instruction (Adams & Bruck, 1993; Liberman, 1992).

But, perhaps the most compelling information that demonstrates that reading is not an easy task is the statistics that show a prevalent literacy gap that exists in America which is not limited to any one segment of the population. In an executive summary of the report *Teaching reading IS rocket science*, Moats 1999 shared:

- Approximately 20 percent of elementary students nationwide have significant problems reading
- At least 20 percent of elementary students do not read fluently enough to engage in independent reading
- The rate of reading failure is approximately 60 to 70 percent for African-American, Hispanic, limited-English speakers, and poor children.
- Approximately one-third of poor readers in America are from college-educated families
- Twenty-five percent of adults in the United States lack basic literacy skills required in a typical job (p. 7)

Reading is Complex

Years ago, reading was regarded by teachers and researchers as simply a receptive skill. It was considered a passive way for students to acquire information. However, recent research findings both in the areas of reading and brain-based research have found the contrary. What may look to someone watching a reader as a passive process is actually a very active process within the brain involving a large array of cognitive processes.

According to the Southwest Educational Development Laboratory (2011) there are fourteen cognitive processes involved in reading acquisition. These include: reading comprehension, language comprehension, background, linguistic, phonology, syntax, semantics, decoding, cipher, lexical, phoneme, alphabetic, letter, and concepts. Since fourteen cognitive processes are used, reading is the result of a very complex process within the brain. Foreign language teachers should not be surprised that teaching reading in a second language is a difficult skill for students to do well.

Reading Proficiency is Dependent

Reading comprehension and reading proficiency is equally dependent on two critical skills: language comprehension which is the ability to construct meaning from the language the text is written in; and, decoding which is the ability to recognize and to process words in the text. Both language comprehension and decoding are necessary for reading comprehension (Hoover & Gough, 2011; Snow, Burns, & Griffin, 1998). Students who readily understand spoken language and who are able to fluently and easily recognize printed words do not have problems with reading comprehension. However, students must be proficient in BOTH domains to do well. Difficulty with EITHER language comprehension or decoding will result in poor reading comprehension.

Extensive Reading or Free Voluntary Reading

Extensive Reading (ER) is defined as "reading in great amounts for the purpose of general understanding of the text or the enjoyment of the reading experience" (Rodrigo et al., 2007). Free Voluntary Reading (FVR) was coined by Krashen (1993) and is a version of reading where L2 students select their own reading material from a wide and varied selection and read for enjoyment. Both of these methods have a core belief that repeated exposure to words used in context will cause readers to recognize and understand these words and be able to use them appropriately in sentences and improve students' language acquisition (Brown, Waring, and Donkaewbua, 2008). Day and Bamford (2002, pp. 137–140) suggested 10 principles of these methods: The reading material is easy; a variety of reading material on a wide range of topics must be available; learners choose what they want to read; learners read as much as possible; the purpose of reading is usually related to pleasure, information, and general understanding; reading is its own reward; reading speed is usually faster rather than slower; reading is individual and silent; teachers orient and guide their students; and the teacher is a role model of a reader. Research studies on ER and FVR do show that there are some student gains with these methods of language acquisition (Day & Bamford, 1998: Hedgcock & Ferris, 2009; Krashen, 1993) which makes it useful to be used to some extent in L2 classrooms.

However, many of these experimental or quasi-experimental studies were done without a control group which makes it difficult to attribute the student success directly to ER or FVR rather than other factors (Horst, 2005; Lai, 1993; Takase, 2007). In addition, Elly (1991) asserted there is more anecdotal support of this method's effectiveness rather than empirical evidence. Also, ER and FVR states that the percentage of known

words in the ER or FVR text for students should be close to 98% to be effective or students are likely to struggle and resist incidental language acquisition (Day, 2002; Rodrigo et al, 2007). That number of familiar words is often difficult to achieve in having a wide variety of texts available especially to beginning-level students.

Fukada, Mishizawa, Nagaoka, and Yoshioka (2008) suggested that learners need to read more than 500,000 words in order to see the advantage of ER.

In addition, Laufer (2003) asserted that Krashen's assertion (1993) that reading is sufficient to improve vocabulary without needing augmenting exercises relies on a number of assumptions that have not been empirically proven, and most researchers believe that ER or FVR is more effective if augmented with intensive reading strategy practice (Day & Bamford, 1998; Hedgcock & Ferris, 2009).

Cultivating Strategic L2 Readers

If reading isn't an easy or a natural skill and it requires a multitude of cognitive processes in the brain, teachers need to explicitly teach strategies to help students construct meaning as they read. Hoping that all students somehow intuitively learn how to effectively approach the complex task of reading simply doesn't happen for most students out of thin air or by magic. Reading isn't simply a passive activity where students simply decode words on a page. Instead, reading is an active process where students construct meaning and have an active role to play while reading. Sherman (1991) explained that reading transcended the mere transmission of information by fostering an imaginative dialogue between the text and the reader's mind to actually help people to think.

Effective readers are strategic. Good readers interact with the text. They construct meaning; they make predictions; they organize information; they evaluate reading information; they connect ideas to prior knowledge; they monitor their comprehension; and, they know how to make adjustments when they have problems understanding what they are reading. During the process of reading, there is an important interaction that occurs between the author's written words, the student's language, the student's thought, and a student's background knowledge. As a result, foreign language teachers need to be aware of ways to enhance students' ability to read for comprehension. Without comprehension, reading for a student becomes an empty and meaningless task.

There is a large body of research that provides substantial evidence that explicit reading and comprehension instruction improves students' understanding of texts and that when researchers or teachers explicitly taught the students comprehension strategies, the students were able to not only apply the strategies but it also improved students' overall comprehension (Block and Pressley, 2002; Block, Gambrell, and Pressley, 2002; National Reading Panel, 2000; Ruddell and Unrau, 2004). Teachers who give students explicit instruction in reading strategies help students to be more skillful and strategic

readers. A strategic reader is a reader who understands when and how to use a strategy to help him or her to comprehend text. While some students use strategies intuitively during the reading process, most students need to be taught how to use the strategies and how to actively think during reading.

By carefully scaffolding and monitoring students' interactions with various texts, teachers help students become to better readers. Well-designed strategy lessons should support students as they move from the literal text level (i.e. information stated directly in the reading) to the inferential level (i.e. information implied in the text or connections with the reader's personal background knowledge) and finally to the metacognitive level (i.e. students reflecting on their own thinking and learning). Teaching reading strategies to students is effective because the strategies encourage development of text representations that might not develop in the absence of instruction (Pressley & Wharton-McDonald, 1997).

Planning "Pre-Reading" Strategies or Activities

Many times teachers forget about the importance of providing students with pre-reading strategies or activities. Instead, teachers focus on presenting the actual reading content but do little to prepare students to read the text assignments or to help students to comprehend what they will read. Buehl (1995) referred to pre-reading activities as "frontloading" and asserted that by providing students with meaningful pre-reading activities, teachers not only increased students' readiness to learn but also fostered strategic reading.

There are a variety of reasons to use pre-reading strategies or activities. Through pre-reading, the L2 teacher may want to:

- Assess students' background knowledge of the text
- Activate students' background knowledge of the text so students can connect that knowledge with what they will read in the text
- Provide students with the background knowledge needed to comprehend the upcoming text
- Discuss the author, story, or text type
- Consider visual illustrations, drawings, diagrams, or maps
- Predict text content
- Increase students' interest and to motivate students to read the text
- Clarify cultural information to help students to understand the text
- Make students aware of the purpose for reading
- Help students to navigate the type of text they will be reading
- Provide an opportunity for group or collaborative work
- Promote class discussion about the upcoming reading
- Teach skimming and scanning techniques
- Provide any language preparation needed to successfully read the text
- Highlight new vocabulary found in the text

Planning "During Reading" Strategies or Activities

In during reading activities, the students and the teacher

check comprehension as they read. Watching how students read and how students react to reading is important to determine if students comprehend the text or not. Clay (2002) stated that observation of students reading gives teachers "information needed to design sound instruction" (p. 11). The purpose for reading determines the type of activities a teacher should target and teach the students during classroom instruction. As students actively process what they read, it is not a neatly linear process. Instead, students engage in a "start-pause" nature of the learning process in which the following activities can occur in any order: monitoring comprehension, adjusting progress, reviewing material for clarification, developing a mental summary of what was read, and comparing current knowledge with previous knowledge (Jones, Palincsar, Ogle, & Carr, 1987).

The during reading activities are designed to help students develop purposeful reading strategies, improve their control of the L2 text, and to help students to decode L2 text passages. There are a variety of reasons to use during reading strategies or activities. During reading, the L2 teacher may want to:

   • Draw attention to word formation clues
   • Read for specific pieces of information
   • Distinguish between cognates and false cognates
   • React to texts with summaries
   • Make predictions
   • Summarize text content
   • Clarify and comprehend text content
   • Identify and use visual reading aids
   • Understand the story line / sequence of ideas
   • Restate main ideas
   • Interact with the text through directions and questions
   • Understand the writer's purpose and intention
   • Recognize the text structure and text organization
   • Discover cross-cultural differences in reading
   • Find the answers to pre-reading questions

Planning "Post-Reading" Strategies or Activities
Learning a second language takes hundreds and hundreds of contact hours along with knowing thousands and thousands of words. White, Graves, and Slater (1990) determined that in a student's first language, most students had a vocabulary of around 5,800 words. They discovered that disadvantaged students in the student's first language had around 2,900 vocabulary words or less. According to Derin and Gokce (2006), research indicated that reading is important to language and vocabulary learning but that it should be supplemented with post-reading activities in order to increase students' vocabulary knowledge.

Students have a better chance of retaining information if they actually use the information rather than simply read it. This holds true for vocabulary acquisition. Vocabulary that is actually used by the student results in a greater chance of students retaining the vocabulary than if they simply read it. In addition, post-reading activities help to check students' comprehension of the text and then lead the students to a deeper analysis of the text. By reviewing the text information again, students can

identify information and interpretations they understood from the text and focus on information they didn't comprehend or didn't comprehend correctly resulting in deeper text analysis.

There are a variety of reasons to use post-reading strategies or activities. As post-reading, the L2 teacher may want to:

   • Reenact text
   • Dramatize interviews based on the text
   • Transfer the reading content to other types of written or spoken work
   • Make connections
   • Extend the reading experience
   • Cement the learning from the pre-reading and during reading activities
   • Lead students into a deeper analysis of the text or meaning of the reading
   • Use information in classroom games
   • Review target vocabulary words and structures
   • Review critical questions and comprehension of the text

The Toolbox: Reading Strategies
The toolbox section begins by identifying various reading strategies. Each strategy is presented by identifying the title of the strategy, a suggestion of when to use the strategy, and a description of the strategy. Then, the teacher will find an explanation of the purposes or goals for using the strategy. Next, a description is given on how to teach the students to use each strategy. Finally, suggestions are given for ways to adapt each strategy, when appropriate. Ideally, the procedure for each strategy should begin with the teacher modeling the entire strategy followed by ample time for students to work towards independent use of the strategy. Teachers will want to select strategies that fit their particular reading purpose, their teaching style, and the needs of their individual students. Remember, the ultimate goal for strategically presenting reading strategies is for students to eventually become independent users of the strategies and to have them available at their disposal as L2 learners.

Strategy Number	Name of Strategy	Before Reading	During Reading	After Reading
1	Annotating the Text	X	X	X
2	Anticipation Guide	X		X
3	Background Knowledge Post-It Notes	X		
4	Choral Reading		X	
5	Collaborative Annotation	X	X	X
6	Five W's and an H		X	X
7	Gist Writing and Illustrations	X	X	
8	Inferring the Meaning of Vocabulary from Text		X	
9	Paired Summary			X
10	Quick Draw			X
11	Reciprocal Teaching		X	X
12	SQ3R [Survey, Question, Read, Recite, Review]	X	X	X

Strategy #1

Title of Strategy: Annotating the Text

When to Use the Strategy:
• Pre-Reading
• During Reading
• Post-Reading

Description of Strategy: This strategy promotes active engagement with the text and promotes critical reading skills. It is an active reading strategy that improves student comprehension and helps students to learn and to remember the text content using the student's own words. Annotation is creating a summation of the text or article by writing brief key points about the reading passage.

Purposes / Goals of Strategy:
• Provides a purpose for reading
• Helps student construct meaning from text
• Improves student comprehension of the text passage
• Increases student concentration and attention to reading
• Creates a study tool for students
• Offers an immediate formative assessment of student understanding

Teaching Students to Use the Strategy:
1. Decide which of the three objectives you wish to meet through annotating a particular piece: a) to identify the author's most important points, b) to recognize how the author's points fit together, or c) to note the reader's responses to the author's writing.
2. Teach the student a "notation system."
3. Or, create your own "notation system" that works for you and for your students. Then, teach it to your students.

Here's *ONE* notation system to consider:
a) Double underline the author's explanation of the main point(s) and put M.P. in the margin to denote "main point(s)."
b) Single underline each major new claim or problem the author presents and write "claim 1," "claim 2," or "problem 1," "problem 2," and so on in the margin.
c) Asterisk * pieces of evidence like statistics or arguments and note in the margin the kind of evidence or information and its purpose.
d) Write "conclusion" in the margin at the point or points where the author draws conclusions.
e) Put a question mark ? next to any points or parts of text that are unclear to you as the reader.
f) Put an exclamation mark ! next to passages that you react strongly in agreement, disagreement, or interest.
g) Attach a post-it note next to parts of text and write a brief reaction to the text as you read.

Here's *ANOTHER* notation system to consider:
a) Have the student read the entire text twice. The first time have students read to get an idea about what the text is about in a general sense. The second time have the students mark concepts, vocabulary, examples, and definitions that the student feels are inconsistent, interesting, or important.
b) Have the student sum up each paragraph of important ideas in the student's own words in the margins of the text.
c) Have students note C&E ("cause & effect") and C&C ("comparison & contrast") in the margins of the text.
d) Note any passages the student doesn't understand with a question mark ? .
e) Have the student write questions they have in the margins either to ask the teacher or to investigate later.
f) Students circle any confusing or unknown words or phrases to either ask the teacher or to look up later.
g) Write an exclamation mark ! beside any passages that

generate a strong positive or negative response. Then have students write their response in the margin of the text.
h) Mark a potential test questions with the abbreviation of PTQ.

Adapting this Strategy:
1. Have students complete this activity individually or with a partner to prepare for a class discussion or a writing prompt.
2. The teacher could differentiate what passage and / or what technique different student groups will use to annotate the text.
3. The teacher could divide students into heterogeneous and homogeneous groups and the teacher could work with a specific group to annotate a passage while other groups work independently or in groups without the teacher's assistance.

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Strategy #2

Title of Strategy: Anticipation Guide

When to Use the Strategy:
  • Pre-Reading
  • Post-Reading

Description of Strategy: An anticipation guide is a pre-reading activity that uses a set of questions to activate student's prior knowledge. The activity allows students a chance to make personal connections to the reading and to preview what the reading is about.

Purposes / Goals of Strategy:
  • Identify main ideas, key concepts, and important details in a reading
  • Encourages students to make personal connections with a reading
  • Make predictions about a reading selection
  • Strengthen students' reading comprehension

Teaching Students to Use the Strategy:
1. Identify the major concepts or themes covered in the pages that students will read. Create a three column transparency whose first column is titled "Before reading", second column is titled "Information," and third column is titled "After reading."
2. Write a series of statements, no more than five or six, related to the major pieces of information. Make sure that some statements are false but seem plausible. These statements are selected by the teacher and all these statements are copied by the students in the second column titled, "Information."
3. Ask students to respond with "Agree" or "Disagree" in the "Before reading" column as you read aloud each statement. If students are unsure of an answer, they should be encouraged to make an educated guess.
4. Reread each statement aloud, asking students to share whether they agreed or disagreed with the statement. Ask them to explain why.
5. Now, students read the text.
6. Then ask them to fill in the "After reading" column of the chart with their responses.
7. Revisit the guide with the students to check their responses.

Adapting this Strategy:
1. Have students create their own true/false statements about a reading assigned for homework. As bell ringer review of the reading selection the next day in class, students switch their charts with a partner and write whether they "agree" or "disagree" with the statements made regarding the reading.

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Strategy #3

Title of Strategy: Background Knowledge Post-It Notes

When to Use the Strategy:
  • Pre-reading

Description of Strategy: This activity will help students to activate and connect to background knowledge and help motivate interest in the content of the text to be read.

Purposes / Goals of Strategy:
  • Activate background knowledge
  • Motivate student interest in the upcoming reading

Teaching Students to Use the Strategy:
1. Students are given a brief overview of the upcoming reading or book. If a brief overview already exists on the back of the book or in a summary form, the teacher can use it. If it doesn't exist, the teacher can create one including things like the country of origin, the cultural topic to be explored, and a brief teaser of what will happen in the book.
2. Individually, students record "what I think I know" about the country, culture, or topic on individual post-it notes. Students record one thought per post-it note. Students write their names on each of the post-it notes.
3. After students fill out their post-it notes individually with their own background knowledge and information, students share their post-it notes with a partner.
4. After partners share post-it notes, students share their information with the large group and post their post-it notes on various pieces of chart paper labeled "country," "cultural topic," and "general knowledge."

Adapting this Strategy:
1. This strategy could be done as small groups after the individual "think-and-write" time.
2. The students could write the information into their notebooks after the large group sharing and they could periodically add to their notes as the class reads the text.

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Strategy #4

Title of Strategy: Choral Reading

When to Use the Strategy:
  • During reading

Description of Strategy: In this strategy, groups of students

verbally read aloud a specific text or portion of a specific text.

Purposes / Goals of Strategy:
- Builds teamwork during reading
- Promotes growth in sight reading and pronunciation of words
- Support from entire group assists reticent readers
- Aids in the reader's fluency
- Allows students to practice rereading sections of text

Teaching Students to Use the Strategy:
1. The teacher selects a text to be read aloud by the group in union. Decide and mark which groups of students will be reading which portion of the text aloud. (This could be done by assigning character dialogues, specific refrains, or certain text pieces.)
2. The teacher makes the text accessible to each member of the group using individual books, an overhead projector, chart paper, or use of a projector.
3. Brainstorm with the students how students might use their voices to express meaning and to make the choral reading performance interesting through typographical signals, voice inflections, enthusiasm, and appropriate pacing.
4. Students practice reading the text chorally several times to perform the reading.

Adapting this Strategy:
1. Pairs or very small groups of students can each be given a line of the text, rather than a section of the text, to read in unison.
2. The teacher could divide the entire class in half and each group reads their assigned text alternately in a back-and-forth performance.
3. Some of the text could be read individually by strong readers with only refrains or only some specific passages being read chorally.

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Strategy #5

Title of Strategy: Collaborative Annotation

When to Use the Strategy:
- Pre-Reading
- During Reading
- Post-Reading

Description of Strategy: This strategy is used after students have already completed their own individual annotations on about a text passage. It is an effective way to expand on the original reader's annotations and thoughts and this strategy can then lead to effective small or large group discussions about the text.

Purposes / Goals of Strategy:
- Process information about text passage
- Strengthen students' reading comprehension and understanding of text

- Identify main ideas, key concepts, and important details in a reading
- Encourage students to read critically

Teaching Students to Use the Strategy:
1. Teach students to annotate text using a class-wide "annotation system" so that students are using the same symbols and techniques to process the text.
2. After students have completed their individual annotations, put students in groups of three, four, or five students.
3. At a specified signal from the teacher, students pass their annotated writing of the text to their right. Each individual makes additional comments to the reader's annotations. This can be in the form of agreement, expansion on the reader's original thoughts, or asking / answering a questions. (It is important that the students understand that their focus is to expand on the original reader's ideas and / or questions and not to simply add the ideas they wrote in their original annotated paper.)
4. Students need to sign their written annotated comments they write under the reader's original remarks.
5. Rotation continues at the teacher's signal until everyone at the table has had a chance to respond in writing to everyone's annotated paper in their small group. In this way, each student has had three or four people build and expand on his / her original ideas.

Adapting this Strategy:
1. Each student can be given different colored pens so the teacher can easily assess who has written what along with the signatures.
2. You could give each student at the table different things to look for in the writing. For example: student one at each table could ask the original writer questions about their annotation, student two could check for identification of main ideas, student three could translate noted unfamiliar words and phrases for the original student, and student four could illustrate with a small picture what happens in each paragraph.

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Strategy #6

Title of Strategy: "Five W's and an H"

When to Use the Strategy:
- During Reading
- Post-Reading

Description of Strategy: This strategy encourages students to pose or to respond to questions about the text. Students can create or respond to different types and levels of questions to increase their understanding of the text.

Purposes / Goals of Strategy:
- Formulate questions about text
- Answer questions about text
- Strengthen students' reading comprehension
- Identify main ideas, key concepts, and important details in

a reading
• Encourage students to read critically

Teaching Students to Use the Strategy:
1. Using basic journalism inquiry, create six types of questions from a designated section of text (Who, What, Where, When, Why, and How).
2. There are two ways to conduct this strategy:
    a. Either these questions can be pre-written by the teacher for students to answer individually or in pairs
    b. Or the students can create the questions and then exchange papers and answer other students' questions in pairs or small groups.
    c. Papers are then returned either to the teacher or to the student creators of the questions for correction and feedback.

Adapting this Strategy:
1. This strategy could be done as a "think-pair-share" activity or as a small group activity to create and to answer questions.
2. Students could create a "newspaper article" or a "newspaper review" about the text.
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Example:

	Questions About the Text	Answers to Questions
"Who"		
"What"		
"Where"		
"When"		
"Why"		
"How"		

Strategy #7

Title of Strategy: Gist Writing and Illustrations

When to Use the Strategy:
• Pre-reading
• During reading

Description of Strategy: Students need to learn how to read for general information in the target language and not get caught up on stumbling over every unfamiliar word. This strategy helps students to use skimming and scanning techniques.

Purposes / Goals of Strategy:
• Skim for reading structures
• Scan for main points
• Read over unfamiliar words and phrases

Teaching Students to Use the Strategy:
1. Students fold a piece of paper into quarters numbering the squares 1, 2, 3, and 4.

2. The teacher gives a certain amount of time for students to read a certain portion of the text.
3. After students read the passage, they write a one or two sentence summary in the target language about what the passage was about in the labeled Box 1. Then, students discuss their answers with another classmate in a "pair-share" format.
4. Next, students read the next portion of the text. They bullet two or three main points of the passage individually in the target language in the box labeled Box 2 and then pair share.
5. Then, the students read another portion of the text and illustrate what occurred in the box labeled Box 3. Students share their illustrations in a pair-share format.
6. Finally, students make predictions about what will happen next in the text in the box labeled Box 4

Adapting this Strategy:
1. This strategy could be done in small groups after the teacher models what to do. Each group could do the activity on a large piece of chart paper and then share responses with the large group.

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Strategy #8

Title of Strategy: Inferring the Meaning of Vocabulary from Text

When to Use the Strategy:
  • During reading

Description of Strategy: This strategy teaches students to use context clues to discover the meaning of unfamiliar vocabulary words.

Purposes / Goals of Strategy:
  • Have students use context clues in the text to decode vocabulary meaning
  • Teach students a different strategy to understand unfamiliar vocabulary rather than standard dictionary use
  • Use one of the quickest and most effective ways of dealing with unfamiliar vocabulary by inferential thinking
  • Discover the meaning of unfamiliar vocabulary by taking what students know and gathering clues from the text to infer the meaning of the vocabulary

Teaching Students to Use the Strategy:
1. The students (or the teacher in advance) create a four-column think sheet for each of the students.
2. At the top of the sheet in each of the four columns, students write "Unfamiliar Vocabulary," "Inferred Meaning," "Clue," and "Sentence."
3. As a text is read aloud, students raise their hand to signal an unfamiliar vocabulary word.
4. Students write the vocabulary word or phrase in the first column labeled "Unfamiliar Vocabulary."
5. Next, students try to guess the meaning of the words. Ways in which students might do this might include strategies such as reading on, rereading, and looking for context clues like visual pictures or related words.
6. Students then fill in the "Inferred Meaning" column with what they believe the word or phrase means.
7. Then, students fill in what they used to infer the meaning in the "Clue" column.
8. Finally, the students create a new sentence that incorporates the unfamiliar target word or phrase in the final column labeled "Sentence."

Adapting this Strategy:
1. This strategy could be done in small groups while the teacher circulates from group to group monitoring their progress. Charts could then be debriefed in the full classroom setting at a designated time for students to share what words each group found as unfamiliar and how they inferred the meaning of the vocabulary word or phrase.
2. One student in the class or small group could be designated to look up the word in the dictionary to confirm or deny the inferred meaning of the unfamiliar target word or phrase after students write down their inferred meaning and clue in the respective columns.

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Strategy #9

Title of Strategy: Paired Summary

When to Use the Strategy:
  •Post-Reading

Description of Strategy: First, students write a summary independently. Then, working with a partner, students elaborate on their retellings of a passage or story they have read.

Purposes / Goals of Strategy:
  •Focus student's attention on the value of individual preparation and community participation
  •Specify what each partner understood from the reading
  •Identify what they collectively could not come to understand from the reading
  •Formulate questions for their classmates and teacher

Teaching Students to Use the Strategy:
1. Students read a text passage or text selection individually.
2. Immediately after reading, each student writes an individual retell of the text selection in the target language. If a student has difficulty remembering what happened, the student should refer to the text to verify or re-cue their thinking. However, as much as possible, students should strive to write the retell without looking back at the text.
3. Students are assigned partners. When students have finished writing their individual retell, the partners exchange papers. Partner A writes an abstract of Partner B's retelling and vice-versa. At this stage students are not allowed to converse with one another. If something is not clear to one of the partners, he or she must work to figure out what was intended.
4. When the abstracts are completed, the pair discusses the retellings and abstracts. During the discussion they do each of the following:
    • Specify what each understood as readers of the retellings.
    • Identify what they collectively cannot come to understand in the story they read to create their individual retell.
    • Formulate questions for their classmates and teacher.
 5. When each pair of students has completed the tasks, the entire class discusses the questions prepared by the students and / or share the abstracts they have written in the target language.

Adapting this Strategy:
1. If students are having difficulty writing a retell individually, the teacher could have the partners go immediately from reading individual to discussing the text and have the partners write an abstract together in the target language.
2. Students might want to compete with their partners to see who can write the most details about the text reading without referring to the text once it is read for the first time.

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Activity #10

Title of Activity: Quick! Draw!

When to Use the Activity:
   • Post-Reading.

Description of Activity: Research shows that between 40 and 50 percent of what one reads is forgotten after 15 minutes from reading. Quick Draw is a post-reading activity that encourages readers to review and remember what they read. It is a game that divides students into two teams within which one student draws a picture of something from the story and his teammates guess what it is. If the team guesses correctly, it wins a point and draws again. If the team guesses incorrectly, the points and opportunity to draw goes to the opposing team.

Purposes / Goals of Activity:
   • Reciting aloud promotes concentration and provides time for the memory trace to consolidate
   • Ensure that facts and events are remembered accurately

Ideas for Using the Activity:
1. Quick Draw can be the closure of a reading lesson or serve as a review game before a test.
2. Teachers can use the activity as a means of a formative assessment to gather information about student comprehension and retention.
3. Students can draw story details on white boards.

Adapting this Activity:
1. Instead of dividing a class into two teams, teachers can create four or five smaller teams that each play Quick! Draw! simultaneously. Within each team, students rotate members to select and draw story details while the others compete to guess the drawing.
2. The teacher could prepare drawing cues ahead of time and distribute them to each group. That way the groups will be assured to review the focal points of the reading that the instructor finds most important.

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Strategy #11

Title of Strategy: Reciprocal Teaching

When to Use the Strategy:
   • During Reading
   • Post-Reading

Description of Strategy: Reciprocal teaching is a strategy created by Palincsar and Brown (1985) that involves a dialogue between the teacher and students or students and other students regarding sections of a text. The dialogue consists of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Purposes / Goals of Strategy:
   • Facilitate a dialogue about sections of a text
   • Provide a deeper understanding of text
   • Collaborate in understanding a selection of content

Teaching Students to Use the Strategy:
1. Students need to be taught and have this strategy modeled before allowing students to use this strategy.
2. Put students in groups of four.
3. Distribute one index card to each member of the group identifying each person's unique role and a brief description of each role.
   • Summarizer
   • Questioner
   • Clarifier
   • Predictor
4. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
5. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
6. The Questioner will then pose questions about the selection:
   • unclear parts
   • puzzling information
   • connections to other concepts already learned
   • motivations of the agents or actors or characters
   • etc.
7. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
8. The Predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
9. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

Adapting this Strategy:
1. One approach to teaching reciprocal teaching is to have students work from a four-column chart, with each column headed by the different comprehension activity involved and run the activity as a whole-class activity to teach students what to do when they are in small groups.

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Strategy #12

Title of Strategy: SQ3R [Survey, Question, Read, Recite, Review]

When to Use the Strategy:
   • Pre-Reading
   • During Reading
   • Post-Reading

Description of Strategy: SQ3R is an acronym that stands for a combination of various reading strategies that include:
   • Survey [determine the structure or organization of the chapter]

• Question [turn each heading/subheading of a reading into a question]
• Read [Read selectively]
• Recite [Answer questions in your own words]
• Review [Immediate and delayed review]

Purposes / Goals of Strategy:
• Establish a purpose for reading
• Help students to read with more efficiency
• Facilitate recall of the material read

Teaching Students to Use the Strategy:
1. Before students read a passage or a chapter, they survey the reading, which includes:
• Guessing what the reading is about by considering the title
• Read the introduction to get a sense for what the reading will be about
• Read any headings in bold-face; they will be main ideas of the reading
• Read any comprehension questions before reading, as they will give insight as to what the reading is about
2. Following the survey, students will have gained input that can be turned into questions. Questions that may come to mind might include those pertaining to character development, main events, and plot and setting. Students should write down their questions and answer them after reading.
3. Next, students read the assigned passage, looking for answers to their questions from step two.
4. In the recite stage, students write in their own words answers to their questions.
5. Finally, the teacher should provide immediate review and delayed review opportunities for students. An example of an immediate review would be the teacher directing the class to read a passage and then assign a follow-up task to the reading, such as an oral recitation in the target language of what was read or a brief discussion in pairs of the passage. A delayed review could be a paired Q/A session the following day in class or a series of questions about the previous day's reading presented as a bell ringer at the beginning of the next class.

Adapting this Strategy:
1. The teacher could prepare ahead of time differentiated SQ3R guides that require students to complete the five steps of the strategy at varying complexity levels. For example, in the second step of the strategy, questioning, the teacher could require a student to come up with original questions on one version of the guide while on another version the teacher could supply a list of word prompts to assist a, perhaps, weaker readers with forming questions about the text.

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