

Developing a Reading Lesson Based on Communicative Principles

(1) PRE-READING ACTIVITIES

- activate appropriate background knowledge for the upcoming text through one or more of the following (the list is not exhaustive; you should develop what works best for a given text and your students):
 - questions/questionnaire
 - discussion (whole class or in pairs/groups)
 - listening to related information
 - consideration of visual material that appears in the text
- generate hypotheses about the topic:
 - heading, subheadings
- Note: *don't preview too much of the actual content!*
- set up a realistic purpose for the reading task --- > motivation

(2) FIRST READING: SCANNING FOR SPECIFIC INFORMATION

- have students look for specific information easily recovered from the text
 - name of author
 - publication
 - numbers
 - dates
 - written material that is underlined in **bold** print or in *italics*
 - organizational features, such as subheadings and number of sections in text

[PLACE THE TEXT AT THIS POINT]

(3) SECOND READING: SKIMMING FOR THE MAIN IDEA

- encourage ss to read the text quickly without stopping to look up unfamiliar words
- check for understanding of the general/main idea/s (either whole text or subparts if text is relatively long)

(4) THIRD READING: THOROUGH READING

- set up appropriate purposes for the re-reading of the text
 - e.g. have ss preview the info they will be asked about after reading
- students reread the text (dictionaries should still not be used)

(5) COMPREHENSION CHECK

- activities that assess the students' comprehension of the text
- pose a variety of question types
 - literal
 - global
 - inference questions
- provide different formats
 - true/false
 - multiple choice
 - open ended
 - information transfer
- make sure that the activity checks comprehension of the material in the text and that it *cannot be completed without having read the text!*

Types of Questions (based on Bloom's Taxonomy of Critical Thinking Skills)

Lower Order Questions:

Knowledge

→ identification/recall of information

"who/what/where/when/how"

Comprehension

→ organization/selection of facts and ideas

"Retell in your own words"

"What is the main idea of"

Application

→ use of facts/rules/principles

"How is an example of"

"How is related to"

Why is significant?"

Higher Order Questions

Analysis

→ separation of whole into component parts

"What are the parts/features of"

"Classify according to"

"Outline/diagram"

"How does compare/contrast with"

"What evidence can you list for"

Synthesis

→ combination of ideas to form a new whole

"What would you predict/infer from"

"What ideas can you add to"

"How would you create/design a new"

"What might happen if you combined with"

"What solutions would you suggest for"

Evaluation

→ development of opinions, judgment, decisions

"Do you agree/disagree with"

"What do you think about"

"What is the most important"

"How would you decide about"

"What criteria would you use to assess"

(6) VOCABULARY

- anticipate vocabulary that might be unfamiliar/ troublesome for your students
- design activities that help ss infer meaning of new words
 - context clues
 - clues from word roots and affixes (for meaning and part of speech)

(7) EXPLOITING THE TEXT: TEXTUAL DISCOVERY PROCEDURES

- rhetorical/organizational aspects
- linguistic/grammatical aspects
- literacy related aspects
 - sound-symbol correspondences
 - sight words
 - patterns in language structure

Note: Be careful to exploit what's in the text, do not superimpose your own agenda (in other words, let the text suggest which rhetorical/organizational or grammatical/ linguistic features to explore)

(8) DISCUSSION ACTIVITIES

- speaking activity that centers around the content material
- discussion/exploitation of content material of content material
- relate content material to students' personal experience

(9) Desirable: Present a RELATED TEXT

- present a second text, related in content but from a different source and genre
 - provides authentic interconnectedness and continuity of themes

(10) HOMEWORK:

Learning tasks that extend beyond the class hour

(11) EVALUATION

How can you determine whether or not your lesson objectives have been accomplished?