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**G11**

**SENIOR HIGHSCHOOL**

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**QUARTER 1 – Module 3**

**LESSON 3: ACADEMIC READING STRATEGIES**

**Name of Student**

**Strand/Year & Section**

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*Subject Teach*

**What are the Different Reading Strategies?**

Strategies differ from reader to reader. The same reader may use different strategies for different contexts because their purpose for reading changes. Ask yourself “why am I reading?” and “what am I reading?” when deciding which strategies to try.

**What are the Purposes of Reading?**

People read different kinds of text (e.g., scholarly articles, textbooks, reviews) for different reasons. Some purposes for reading might be

• to scan for specific information

• to skim to get an overview of the text

• to relate new content to existing knowledge

• to write something (often depends on a prompt)

• to critique an argument

• to learn something

• for general comprehension

So, it is important that you adjust your reading strategies to your purpose of reading. Here’s how to do it.

**BEFORE READING**

* Establish your purpose for reading
* Speculate about the author’s purpose for writing
* Review what you already know and want to learn about the topic (see the guides below)
* Preview the text to get an overview of its structure, looking at headings, figures, tables, glossary, etc.
* Predict the contents of the text and pose questions about it. If the authors have provided discussion questions, read them and write them on a note-taking sheet.
* Note any discussion questions that have been provided (sometimes at the end of the text)

**DURING READING**

• Annotate and mark (sparingly) sections of the text to easily recall important or interesting ideas

• Check your predictions and find answers to posed questions

• Use headings and transition words to identify relationships in the text

• Create a vocabulary list of other unfamiliar words to define later

• Try to infer unfamiliar words’ meanings by identifying their relationship to the main idea

• Connect the text to what you already know about the topic

•Take breaks (split the text into segments if necessary)

**AFTER READING**

• Summarize the text in your own words (note what you learned, impressions, and reactions) in an outline, concept map, or matrix (for several texts)

• Talk to someone about the author’s ideas to check your comprehension

• Identify and reread difficult parts of the text

• Define words on your vocabulary list and practice using them

**Quiz 3**

**Directions**: Choose the best strategy to use in the following conditions.

1. Determine what you think will happen in the text.

A. Visualize

B. Predict

C. Connect

D. Clarify

2. Create mental images of the settings, characters, and events in the text.

A. Connect

. Visualize

C. Clarify

D. Evaluate

3. Stop and ask yourself questions to see if the text makes sense.

A. Clarify

B. Evaluate

C. Question

D. Predict

4. Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

A. Predict

B. Visualize

C. Clarify

D. Connect

5. Think about the text as a whole and form opinions about what you read.

A. Evaluate

B. Question

C. Predict

D. Connect

6. Stopping when you are confused to reread or look up a word you don’t know.

A. Connect

B. Clarify

C. Evaluate

D. Predict

7. When you give your opinion of a book or a story, you are using \_\_\_\_\_\_\_\_ strategy.

A. Questions

B. Evaluation

C. Summarize

D. Clarify

8. Making pictures in your mind as you read is an example of \_\_\_\_\_\_\_\_\_\_.

A. Predicting

B. Connecting

C. Visualization

D. Clarifying

9. Wondering about why a character acted in a certain why is using compression skill of \_\_\_\_\_\_\_\_.

A. Visualizing

B. Summarizing

C. Predicting

D. Questioning

10. “This story reminds me of something I heard on the news.” Is an example if which strategy?

A. Visualizing

B. Connection

C. Clarifying

D. Summarizing

**Directions:** Complete these tasks. Match your Purpose in Reading with your Activity. Suppose your purpose is in the 1st Column. Fill in the activity that you will do to achieve your purpose. The first one is done for you.

|  |  |
| --- | --- |
| **PURPOSE** | **ACTIVITY** |
| Get an Overview of the Text | I will look at headings, subheadings, intro, abstract. |
| Search for a specific fact |  |
| Check what theory the author is using |  |
| Understand a concept |  |
| Analyze the steps in an argument |  |
| Compare ideas with what the author  says |  |

**ACTIVITY 3**

**Directions:** Read the excerpt of an article critique. Answer the questions that follow. Use the reading strategies you have learned from the previous discussion.

The No Child Left Behind Act of 2001 expects all students to achieve proficient levels of knowledge in core subject areas. Teachers of English language learners (ELL) face the added challenge of providing meaningful and accessible curricula while integrating English language and literacy development. This research study addresses ELL students’ low science achievement in the context of national standards and accountability in the 2006-2007 school year.

Several studies have examined the influence of professional development interventions on students’ science achievement. Research suggests that hands-on and inquiry-based science lessons develop literacy as well as content knowledge. Research also indicates that students’ science achievement is positively correlated with the amount of teacher professional development. This study builds upon existing research by using a quasi-experimental design to assess students’ science achievement after the first-year implementation of a professional development intervention that focused on science achievement, literacy, and math skills. Specifically, the study addresses three research questions: (1) whether treatment group students show gains in science achievement, (2) whether gaps in science achievement change for ELL and low-literacy (retained) students in the treatment group, and (3) whether treatment group students perform differently compared with non-treatment group students on a statewide mathematics test, particularly on the measurement strand that is emphasized in the intervention.

Answer the following questions below.

1. Is there a statement of the Problem? Write it below?

2. What is the background information of the problem? State it below?

3. Is the educational significance of the problem discussed? What is it? Write it below.

4. What is your impression about this article? Use a concept map to illustrate your answer.

**Reflection**

Today you are able to

 Use features of the text to help you read more effectively

 Adapt your reading activities to match your purpose.

 Find out which conditions and strategies help you study best