

## Appendix A

# Reading Strategies

Taken from the *Québec Education Program*, MEQ, 2001, pages 77-78, and the *Progression of Learning in Elementary School*, MELS, 2009.

## Reading Strategies



**The student uses the following repertoire of strategies to construct meaning from texts:**

⇒ The four cueing systems, which include:

- Prior knowledge and personal experience of the content of a text (semantic)
- Knowledge of the ways books work (pragmatic)
- Use of pictures and other graphic representations to interpret texts (pragmatic)
- Knowledge of common language patterns (syntax)
- Knowledge of the relationships between sounds and written symbols (graphophonics)

⇒ Self-correcting strategies, which include:

- A trial-and-error approach
- Questions and talk with others to clarify and enrich interpretations
- Predictions, confirmations and inferences, when prompted by the teacher
- Perseverance when meaning-making breaks down by: adjusting pace, reading on, omitting words, rereading, making substitutions consistent with pattern of meaning-making, making connections (e.g. to prior knowledge or to other texts), discussions with teacher of the strategies s/he uses when meaning-making breaks down

⇒ Strategies for locating information and/or ideas in texts, which include:

- A trial-and-error approach
- Use of different reading strategies according to the text type, e.g. literary, popular or information-based texts may need to be read differently
- Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts
- Making of connections, with guidance, between the structures and features of familiar text types and their meanings
- Use of the following to locate specific information and/or ideas: pictures and other graphic representations in texts, headings, chapter divisions, table of contents, index
- Initial development of a personal method for researching a topic, with guidance

## Response Process

In a given context or situation, the student understands how to apply the stages of the reading process to read and interpret a text::

### 1. Prereading/Viewing

- Understands the purpose for reading, listening to and/or viewing (e.g. for enjoyment, to learn something, to escape to new places, for instructions)
- Uses prior knowledge (e.g. what s/he already knows about the topic, author, genre/text type)
- Previews the text (e.g. attends to the cover, dedication, title page and author's notes for clues that will add to understanding or enjoyment of the text)
- Uses knowledge of the genre/text type to be viewed/read: immersion into models of the text type to determine important structures and features of the text type, and how these contribute to meaning in the text (e.g. understands the structure and features of familiar text types such as main character, sequence of events in narratives [stories]; visual features in information-based texts)
- Builds needed background knowledge and experiences (e.g. of content, setting and/or author, in a variety of ways such as watching a documentary on a related topic, reading a picture book on a similar theme before reading a chapter book, using the Internet)

### 2. During Rereading/Viewing

- Makes explicit connections between own personal experiences and story experiences
- Applies knowledge of cueing systems to construct meaning
- Uses a variety of reading strategies to make meaning of different text types
- Relies on common structures and features of literary, popular and information-based texts to construct meaning (e.g. narrative structure: beginning, middle, end; or a feature such as dialogue)
- Relies on common structures and features of media texts to construct meaning
- Recognizes the most common rhetorical conventions of information-based texts to build meaning, namely: description of ideas and concepts, sequence/chronology, compare/contrast, problem-solution, cause-effect
- Uses the purpose for reading and clues in the text to determine important aspects of a text (e.g. nonfiction features that signal importance such as boldface print, italics)

### 3. After Rereading/Viewing : Interpreting the Text

- Constructs a personal response to the text (i.e. constructs meaning)
- Integrates new information with what is already known to construct meaning
- Uses evidence to distinguish between own thinking, values and beliefs, and those presented in the text (e.g. figures out what values are important to a character)
- Understands that all spoken, written and media texts are constructed by people to appeal to a specific or target audience
- Understands that texts must be questioned, since they are constructed by people with specific purposes in mind:
  - ◇ Determines the specific or target audience by selecting details from the text (e.g. a magazine ad all in pink is probably targeting girls)
  - ◇ Identifies and locates information about who wrote the text (i.e. its writer/producer) and why (i.e. the purpose)
  - ◇ Examines how the message attracts and holds the reader's/viewer's attention
  - ◇ Distinguishes fact from opinion, and real from imaginary
  - ◇ Considers who/what has been left out of the text and why this might be
  - ◇ Identifies some of the ways that the author/producer has tried to influence the reader/audience