

26

Strategies during reading

Goal

To increase their reading competence, students should first learn and practice how to deliberately and purposefully deal with “difficult” words or text passages. Secondly, their awareness of the central or key ideas of a text should be raised (what are the main issues, what are the key statements in the text?).

3rd–9th grade

30 minutes



Materials:

Actual texts from the classroom, short stories, non-fiction, books, magazines. Materials must be prepared for 2–3 different age and competence levels.

Procedure:

- The instructors demonstrate with one or several examples how to master textual difficulties and how to recognize main statements. This works best if the teacher models the corresponding steps and “thinks out loud” in doing so.
- Central to this process are the following two steps, which the students receive in writing or copy from the board:
 - **Recognize difficult passages**, clarify and comprehend: initial reading, repeated reading, searching individually for explanations in the text, encyclopedias, dictionaries, and using internet.
 - **Recognize key statements**: divide the text into logical segments, formulate headings, take notes of key terms.



- Once the procedure is understood by all, the students receive different texts (age appropriate and differentiated for proficiency level) and practice dealing with difficulties and recognizing key statements of a text on their own in accordance with the above two points. This can be done individually or in pairs.
- Concluding with a brief review and an exchange of experiences with this approach.