



Reading Whole Books

First Literacy March 10, 2017



Let's think about ourselves as experienced readers.

What kinds of things do we read?

Things We Read

- Newspapers
- Popular Magazines
- Professional journals
- Articles
- Emails
- Novels
- Short stories
- Non-fiction books
- Ballots
- Menus
- Tickets
- Notices
- Ads
- Recipes
- Bills
- Poetry



Why do we read these things?

What are our purposes for reading

Why do we read these things?

- For pleasure
- To stay informed
- For guidance
- For communication
- To escape
- ?
- ?

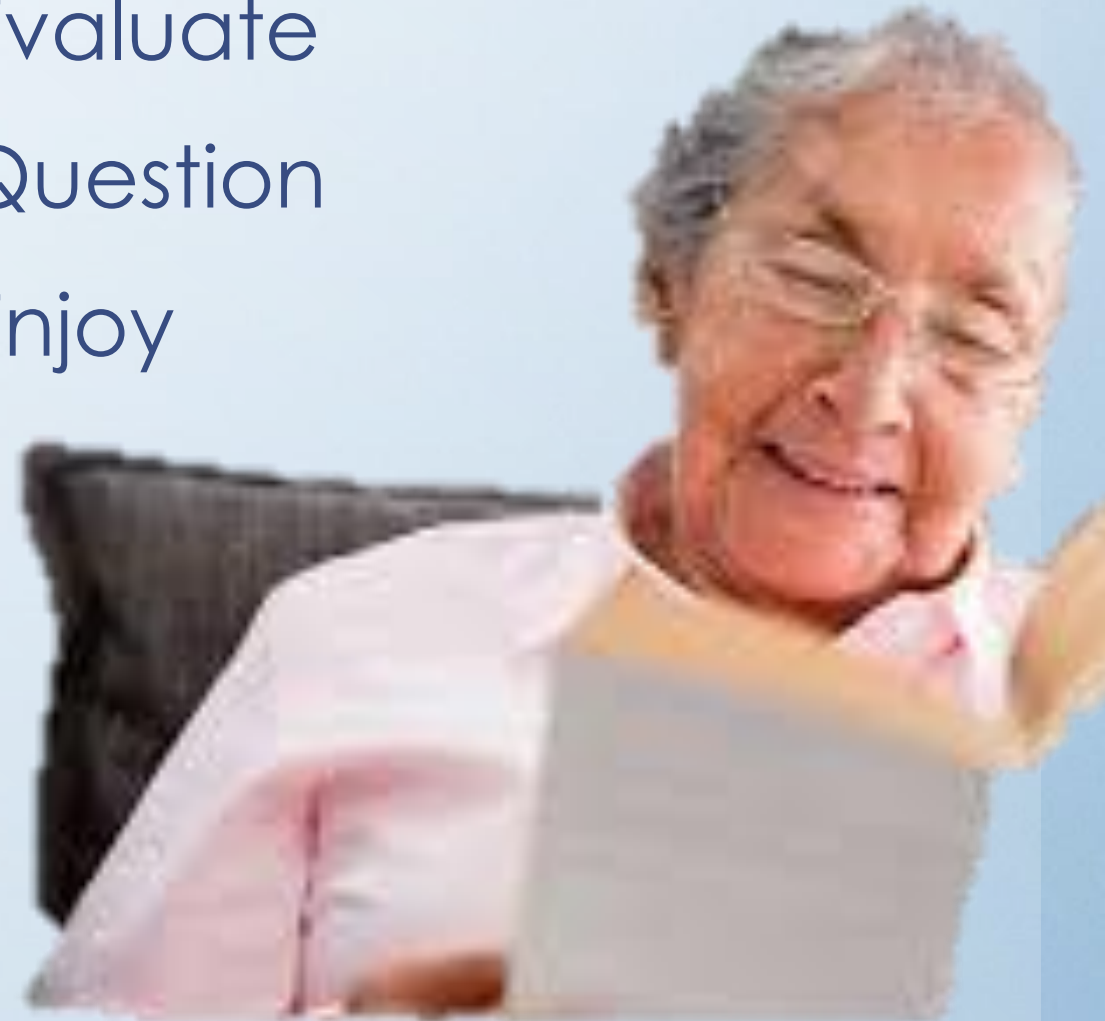
How do we read?



Think about the types of texts we have discussed and how you approach reading them.

What we do when we read

- Skim
- Scan
- Locate information
- Re-read
- Summarize
- Evaluate
- Question
- Enjoy





Why am I asking you these questions?

Implications for Reading Instruction

- We read things **for different purposes**, and **in different ways**.
- We need to make this explicit to students as we teach reading, so they can adapt their approaches to what they are reading.
- Can ask students what they need to/want to read and adjust teaching approaches

Intensive vs. Extensive Reading

Ideas?



Intensive

- Short texts (excerpts, etc.)
- Focus on individual words, attention to grammar and syntax
- Used to teach particular reading strategy (using context clues, etc.)
- Reading for instructional purposes
- Is accompanied by assessments (comprehension, vocabulary, etc.)

Extensive

- Full length texts
- Read widely and in quantity
- Focus on meaning of text (globally) rather than individual words
- Voluntary Reading for pleasure
- Promotes fluency
- No skills based assessment

Both have benefits...

Extensive	READING	Intensive
General understanding and enjoyment	PURPOSE	Language study
Easy (graded readers)	LEVEL	Often difficult (material for native speakers)
A lot	AMOUNT	Not much
Fast and fluently	SPEED	Slow

http://jalt-publications.org/old_tlt/files/97/may/shr_welch.html

Goals

Goals of Intensive

- Develop **the ability** to read

Goals of Extensive

- Develop **the habit** of reading

Both have their place in an ESOL
classroom

Deborah and Rob will expand upon
the value of extensive reading in their
presentations