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 teaching 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...
<table>
<thead>
<tr>
<th>Extensive Reading</th>
<th>Intensive Reading</th>
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<tbody>
<tr>
<td>General understanding and enjoyment</td>
<td>Purpose: Language study</td>
</tr>
<tr>
<td>Easy (graded readers)</td>
<td>Level: Often difficult (material for native speakers)</td>
</tr>
<tr>
<td>A lot</td>
<td>Amount: Not much</td>
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<tr>
<td>Fast and fluently</td>
<td>Speed: Slow</td>
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</tbody>
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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