Reading Strategy Lists Offer Help to Classrooms

Reading Strategies Lists (RSL) are tools used to list strategies for decoding, deciphering, and comprehending a text passage. RSLs are useful because they provide a common language for talking about reading including combining previous and new knowledge. Most importantly, RSLs point out that different strategies are used with different types of reading. Readers can use these tools to assist them in taking on more difficult reading tasks. Here is one sample that is a work in progress:

<table>
<thead>
<tr>
<th>Reading Strategy List for Test Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Read the entire question</td>
</tr>
<tr>
<td>✓ Read the questions and answers all the way to the end of the lines</td>
</tr>
<tr>
<td>✓ Watch out for words that limit answers: never, only, not, all, always, and contrast words</td>
</tr>
<tr>
<td>✓ Pay special attention to the question words: how, why, when, what</td>
</tr>
<tr>
<td>✓ Pay attention to words like: describe, explain, detail, list, analyze</td>
</tr>
<tr>
<td>✓ Think about the answer that the instructor expects</td>
</tr>
<tr>
<td>✓ Use grammar for fill-in-the blank clues</td>
</tr>
<tr>
<td>✓ Look for context clues in the questions and answers</td>
</tr>
</tbody>
</table>

Application in each classroom will vary. RSLs can capture the reading processes by having the students create a RSL together. Post these in the classroom as tools to aid comprehension. By asking the students to verbalize their strategies for the list, the class recognizes that there are many ways to help extend reading skills. Finally, RSLs promote metacognitive conversation by guiding students in noticing their thinking, focusing on reading, taking charge of their reading, and becoming more aware of subject area discourse.

For step-by-step directions on how to create a Reading Strategies List, see pages 8—11 of the online WestEd document *Metacognitive Conversation: Making Thinking Visible*. To access the document, go to the RATs website at [http://www.rtc-rats.org](http://www.rtc-rats.org), click on Resources & Links. In the first entry about WestEd, click on the word here and then on the document title. Because of licensing and copyright restrictions, the document is password protected. Contact any RAT Pack member for the current password.
Ask a RAT

What is schema in reading and why is it important?

Schema is the framework of concepts, beliefs, expectations, and information that we created as our experience base. It is this conceptual framework that we bring to anything we read. In other words, we draw on our schema to make sense of text by building on our past knowledge in a subject area. Schema includes world knowledge, text knowledge, discipline knowledge, and language knowledge. The routines in Reading Apprenticeship® help readers build and extend their schema to read more effectively and to extend their reading abilities. Students learn to recognize the value of prior knowledge in reading, make connections between known and unknown knowledge, and develop tools or routines for adding to and deepening their knowledge.

Website of the Month

Using Think Alouds

Think-alouds help capture the student’s thinking about text. For more info, visit the Literacy Matters website at http://www.literacymatters.org/content/study/think.htm

Mark Your Calendars

Library Classroom C-204
2:45–3:45 PM


On Mon. Feb. 23, Michele Lesmeister will conduct a workshop on Jump Starting.

On Mon. Mar. 16, Debbie Crumb will conduct a workshop on Using RA to Help Your Students Read their Textbook.

For more info, contact Kimberly Loreen, 5750.

Join the RATs!

A new support group is forming at RTC— Instructors who want to incorporate the use of Reading Apprenticeship® into their curriculum and their supporters: RATs (Reading Apprenticeship Teachers and supporters)

Become a RAT and start to learn how to help improve your students’ reading skills. The RAT Pack is the initial training/planning/ coordinating team to help get you started. Contact one of them today for more information about RA or becoming an RTC Rat.

For more info about RA at RTC, scurry over to our new RATs website and blog!
http://www.rtc-rats.org/

RAT Pack Ready to Help

Debbie Crumb: Organizer, librarian, trainer, mentor, newsletter editor, webmaster.

Michele Lesmeister: Practitioner, trainer, mentor, data guru, team spokesperson.

Ardene Niemer: Practitioner, trainer, mentor.

Jenna Pollock: Trainer, mentor, RA training coordinator.

RTC Library’s Item of Month

The RTC Library has materials to support improved student reading. For more info, contact the Library at 425-235-2331 or via email at librarian@RTC.edu.


RTC Library Call Number
428.40712 BUILDIN 2003a