英語閱讀教學策略與評量

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閱讀的定義

Linguistic v.s. socio-cultural

Learn to read v.s. Read to learn

Reading and critical thinking

What do good readers do while reading?

1. Good readers are active readers.
2. Good readers have clear goals in mind for their reading.
3. Good readers look over the text before they read.
4. As they read, good readers frequently make predictions about the next part of the text.
5. Good readers read selectively.
6. Good readers construct, revise, and question the meanings they make.

7. Good readers try to determine the meaning of unfamiliar words and concepts in the text.
8. Good readers integrate their prior knowledge with material in the text.
9. Good readers think about the authors of the text.
10. Good readers monitor their understanding of the text.
11. Good readers evaluate the text's quality and value and react to the text.
12. Good readers read different kinds of text differently.

閱讀的歷程與教學流程

- Bottom-up vs. Top-down
- Interactive v.s. Transactional
- Parts-to-whole vs Whole-to-parts
- Phonics Approach vs Whole Language Approach Cat On The Mat.ppt

閱讀教學法及活動

Pre-reading activities

During-reading activities

Post-reading activities

Before reading

Predicting from words

Predicting from title or first sentence

Predicting from a key illustration

Sequencing illustrations

Reader questions

During Reading Activities

Skimming and scanning the text

Rereading for details

Pause and predict

Summarizing the text

After reading activities

Story innovation

Innovation on the ending

Wanted posters

Story map

Time lines

Text reconstruction

教學實例分享

1. Activate existing experiences
2. Listen & unscramble sentences
3. Draw pictures of part of the story
4. Show and tell
5. Reconstruct the story through pictures

A sample lesson plan

- 朗文第四冊Unit One教案Jessica (1).doc

The Story

1. Mike said that the theater was great! The seats were the most comfortable and the popcorn was the most delicious in the city!

2. The movie was great, too. It was very scary!

3. Did you have a good time? Lisa asked.
   "Not really," said Mike. " The girl behind me talked on her cell phone and always in the most exciting parts."
4. "Did you ask her to stop talking?" asked Lisa
5. Mike said, "No, she was bigger and stronger than me! She was even scarier than the movie!"

互惠式教學
Reciprocal Teaching

What is Reciprocal Teaching?

- instruction and the four comprehension strategies – predicting, questioning , clarifying, summarizing
- a special kind of cognitive apprenticeship

Four Roles

- Predictor

- Clarifier

- Questioner

- Summarizer

Predictor

- Predict what is likely to happen next based on clues from the text or illustrations

- Stop to predict during reading

- Use what they know (from text and prior knowledge) to help make a prediction

- Continue to make logical predictions based on clues from the text

The language of prediction that students use

- I think…because
- I'll bet…because
- I wonder if…because
- I imagine…because
- I suppose…because

Clarifier

- Give strategies for clarifying words that are difficult to pronounce or understand

- Express confusion with specific portions of text, such as ideas or events, that are difficult to understand

- Tell strategies for clarifying ideas, and tell how clarifying helps them to understand text.

The language of clarification that students use （Ⅰ）

- I didn't understand the part about…, so I ..

- I didn't understand the part about…, so I … and…

- I can't figure out…, so I

The language of clarification that students use（Ⅱ）

So I…

- reread, reread, reread;
- read on for clues;
- checked the parts of the word I knew
- blended the sounds of the word
- reread the sentence to see if it made sense
- tried another word

Questioner

- Ask questions based on the text (that is, the answers are in the text)
- Ask questions that are based on the main idea or question of the story.
- Ask some detail-oriented questions, and
- Ask some inferential questions.

The language of questioning that students use

- who,
- what,
- when,
- where,
- why,
- how,
- what if.

Summarizer

- Give only key points in a short one- or two-sentence summary.

- Summarize the text in a logical order.

- Reread to remember main ideas.

- Refer to illustrations to retell or summarize the text.

- Retell the story in their own words and include the setting, characters, problem, key events, and resolution.

My Reading Journal

- Name of the Book: Author: Date: Chapter:

- Clarify
  I don't understand the part about
  so I _____
  Question
  Write down some questions for your friends to see if they have
  understood this chapter.

  _____
  Summarize
  Retell this part of the story in your own words.
  First,_____
  Next,_____
  Then_____
  Finally,_____
  Predict
  I think/wonder if/imagine/suppose/predict
  _____because_____
  Appreciate/Acquire
  I. The sentences/expressions I like
  are_____
  II. The new words I have learned in this chapter are _____

Samples of Reading and Writing

閱讀評量

PISA 2010

PISA 2009 assessment framework.pdf

PISA literacy framework.docx

使用文本內資訊
　擷取細節資訊 (factual questions)
　整體理解 (main idea of the passage or paragraph)
　段落關係 (textual relations, coherence)
　推論 (inference)

利用背景知識
　推論預測 (inference/prediction)
　評價文章內容 (evaluate the content)
　評價文章結構 (evaluate organization)

Questions?
Clarification?
Summaries?
Predictions?