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|  | Reading strategiesI’m seeing some common patterns in your Content Lit Reading Notes for identifying the cueing systems and reading process.  Let me try to clarify a few things here:1. **Graphophonics-**NONE of the strategies in this book addresses **Graphophonics.**  Usually, we do not do any direct instruction of letter-sound correspondence after 2nd grade.  Strategies that "chunk" words into smaller parts are about SEMANTICS--the meaning--not the pronunciation
2. **Pragmatics**-This one seems to be the most confusing to all!  Pragmatics is about a LARGER context OUTSIDE of the individual reading.  It has to do with direct teaching of being metacognitive about what kinds of reading strategies to use for which kinds of which texts and purposes.  So, it's only pragmatics if you are giving direction about HOW to read a particular kind of text--what the structures are--and how that DIFFERS from other types of reading.  The walk-through strategy MIGHT fit only IF you go beyond discussing the one text to talk about the differences in reading strategies based on the structures of the text.  Otherwise, it would be more of syntax.
3. **SEMANTICS and SYNTAX**-Vocabulary strategies that deal with words in isolation can be semantics only.  However, if it's about using words in context--then there will be syntax as well.
4. **SAMPLE and PREDICT-**- Most pre-reading strategies are all about these 2!
5. **CONFIRM/CORRECT**--Mostly you are going to have these in during reading and oral reading strategies--gotta be in the middle of the reading to do any confirming/correcting!
6. **INTEGRATION--**Again, a big area of confusion.  Activating Prior Knowledge in Pre-reading strategies is NOT integration (Although, I can see how this is confusing).  Integration generally happens as a Post reading strategy-- has to be some connection to OTHER readings, or larger content purposes--this is more of a synthesizing type of task (like your LTS paper!).  I think you are all focusing on the integrating to their lives part (i.e. activating prior knowledge)-and not focusing enough on the ACADEMIC integration--how does this reading connect to what we read in science, in math, in social studies, etc.. . .

So, please keep these things in mind as you do the chapters for next week.  |