

TEACHER 'MOVES' FOR READING COMPREHENSION INSTRUCTION ADAPTED FROM RELC SEMINAR 2014

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PURPOSE

To consider ways in which teachers can handle classroom interaction during reading comprehension lessons to

- move the conversation forward
- move students toward passage understanding while reading
- teach students reading processes which move them toward more effective, independent reading comprehension

BACKGROUND

Whole-class teaching as most prevalent teaching strategy at primary level in Singapore

**Whole class teaching + worksheet = checking comprehension.
We should be teaching comprehension!**

Teaching comprehension = helping students understand a text while reading AND showing them how to read effectively through demonstration and action.

HANDLING CLASSROOM INTERACTION

One way to handle classroom interaction with texts is through 'Teacher moves'

1. Marking: highlighting key ideas, concepts, vocabulary
2. Turning-back: directing or redirecting student attention
 - a) to text
 - b) to student(s) comment/question: same student, different student
3. Revoicing: reformulating, restating
4. Modelling: demonstration
5. Annotating: fill in gaps in information
6. Recapping: summarizing

Based on Beck & McKeown (2006)

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Teacher moves

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 - b) to student(s) comment/question: same student, different student
- ★ 3. Revoicing: reformulating, restating
- ★ 4. Modelling: demonstration/think-aloud
5. Annotating: fill in gaps in information
6. Recapping: summarizing

Timing

1. Reactive
2. Reactive
3. Reactive
4. Pre-emptive or Reactive
5. Pre-emptive or Reactive
6. Pre-emptive & Reactive

Teacher moves are part of the larger reading comprehension instructional strategy Questioning the Author (Beck & McKeown, 2006).

OVERVIEW OF QUESTIONING THE AUTHOR (QTA)

Developed by McKeown, Beck & Worthy (1993)

Designed to encourage students to

- think beyond the words on the page
- consider the author's intent
- consider author success at communicating ideas and intentions

(Jones, R., 2007)

**Allows students to collaborate and negotiate for meaning
as they read the text.**

RATIONALE FOR QTA

**Text content is merely a collection of ideas written down
by the author**

Ideas might be unclear or incomplete

**‘Fallibility of the author’ might make text less intimidating
to readers**

Beck & McKeown, 2002, p. 44

RATIONALE FOR QTA

Lead students to use QtA process when reading independently:

“... pause occasionally during reading, ask themselves what is going on, consider what they have read, reread sections as needed, consider what connects to what and whether it all makes sense.”

Beck & McKeown, 2002, p. 120

PRACTICE 1

With the handout, 'RELC 2014 handout.pdf.'

- Part 1: read the transcript and the moves we have marked for you
- Part 2: working with a partner, identify the 'teacher moves' in the 2nd part of the transcript

Before you start, here is some background on the passage and the teaching strategy.

BACKGROUND ON THE PASSAGE

The book is entitled *Stop Thief!* By David Hill

Jade is a young girl who just got caught trying to steal a calculator from a shop.

Yellow highlight in the handout shows ‘teacher moves’. Information in the right hand column identifies the type of ‘teacher move’.

Teacher moves are part of the larger reading comprehension instructional strategy Questioning the Author (Beck & McKeown, 2006).

NOW YOU TRY IT!

With the handout

- Part 1: read the transcript and the moves we have marked for you
- Part 2: working with a partner, identify moves in the 2nd part of the transcript
- Finally: check your answers against our model answers and discuss with your group

Reading is an active mental process, not a passive one of simply receiving information. ... text itself is not perfectly created, completed message but a source of information designed to be interacted with by the reader.... The reader must connect and integrate information as she or he proceeds through a text

Beck & McKeown, 2006, p. 21

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