Reading Strategies for Better Comprehension

How Teenagers Can Improve Their Reading in Every School Subject

Ingegerd Norder & Susanne Mellerskog
Lead Teachers at Nobelgymnasiet
Who Are We?

**Ingegerd Norder**
Teacher for secondary school and upper secondary school:
- Swedish
- Swedish as a second language
- Social science
- Remedial teacher
- Lead teacher

**Susanne Mellerskog**
Teacher for secondary school and upper secondary school:
- Swedish
- English
- Lead teacher
Some Facts about Our School

• Nobel Upper Secondary School, Karlstad Sweden
• Large vocational school, ages 16-19
• High proportion of pupils with:
  - Swedish as a second language
  - Reading & writing difficulties
But Teenagers Can Read, Can’t They???

- Many pupils with Swedish as a second language

- PISA & PIRLS

- Many Swedish teenagers *think* they can read
Today’s presentation

- 4 useful tools for improving teenagers’ reading comprehension
- Possibility to try the tools
- How can we support and help each other?
What is true about teaching pupils how to read?

www.menti.com

Code: 281650
Four Useful Tools in Our Classroom:

• The Venn Diagram
• Close Reading
• Mini Summaries
• Six-field-model
1. Venn Diagram *(The Double Bouble Chart)*

A Venn Diagram:

- Organizes the information
- Identifies similarities & differences
- Helps the pupil to visualize the facts
Examples of Venn Diagrams

- Judaism
  - Judaism is monotheistic (one god)
  - Judaism has about 14,000,000 followers
  - Judaism’s origin was in Canaan
  - Judaism was established about 1300 BC.
  - People worship in Synagogues.

- Hinduism
  - Hinduism is polytheistic, (more than one god)
  - Hinduism has about 1,000,000,000 followers
  - Hinduism religion was in India
  - Hinduism was established in 2500 BC.
  - People worship in temples or Mandir.

- Both
  - Both have sacred texts.
  - There is no ‘headquarters’ for the religions
  - Both religions both have one god that they worship
  - Both religions have more than 12,000,000
  - Both religions have their new year festival some time in October.
2. Close Reading

- Fictional texts

- Students become more observant and confident

- Individual – Pair - Class
  Meaning? Reactions? Images?
  The past? The future?

- Better understanding - literally and metaphorically
3. Mini Summaries

- Picture
  - It is a picture & help explain what it is talking about.

- Instructions
  - WELL YEAH YOU TO LOOK AT A PICTURE.

- Box
  - It is to separate stuff from other stuff, like reading and question. Make it stick out.

- Understanding Concepts
  1. Create a flow chart to show the steps from locating oil below the ocean floor to extracting it.

- Making Connections
  2. Copy and complete Table 1. Identify the activities associated with oil exploration and drilling and list the possible benefits and costs of each activity.

- Exploring
  3. Research and describe specific effects of oil spills have had on marine organisms.

- Reflecting
  4. What commercial products are made from oil? Which ones would you and your family be willing to do without in the event of an oil shortage?

- Design Challenge
  - Review what happens to oil when it spills into sea water. Think of how you might alter oil breakdown and elimination to
4. Six-field-model

- A good reader asks questions to the text when reading (When? Where? Why? Who? Etc…)

- A 6-field-model on *religions*

<table>
<thead>
<tr>
<th>Founder?</th>
<th>Rituals?</th>
<th>Symbols?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Everyday life?</th>
<th>Important texts?</th>
<th>Where in the world?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Six-field-model on Fictional Text

<table>
<thead>
<tr>
<th>Characters?</th>
<th>Time &amp; Place?</th>
<th>Important events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem?</td>
<td>Solution/Ending?</td>
<td>The author’s idea?</td>
</tr>
</tbody>
</table>
Try the Venn Diagram:

Read the texts about **Christianity** and **Islam** and make a Venn diagram on the facts.
Try the Six-field-model:

Pick a topic from your own subject and make a six-field-model. You choose the headings.
Try the Mini Summary:

Start reading the text "Genetic Engineering" and make mini summaries when you think it’s time.
In Conclusion...

• Different tools for different purposes and texts.

• Teacher modeling: I do, we do, you do
Sharing is caring

How can we build our own global "toolbox" with tools for improving teenagers’ reading comprehension?
Reading Strategies in Sweden

SPÅGUMMAN

DETEKTIVEN

COWBOYEN
Sharing Is Caring

Join our Facebook group: "Reading with teenagers":

• Tools
• Methods
• Articles
• Experiences
Finally...

Our job must be to teach our pupils reading strategies regardless if our subject is History, Biology or English. We all need to help our pupils to find the right tools to comprehend texts, no matter how old students are or what subjects they are studying. Reading is so much more than decoding text.

Thank you! Let’s stay in touch 😊 Don’t forget to join our Facebook group ”Reading with teenagers”