Introduction

Reading is active. When we read, we interact with the words all the time. Our responses to what we read are based on past experiences, needs and beliefs.

Good readers use things like: meaning, grammar and phonics to understand what they read. Good readers also use their life experiences and background knowledge to predict and confirm what they read. This process happens without any conscious effort.

Less fluent readers do not use the above tools successfully. If a person has to devote all his or her energy to pronunciation or grammar, he or she will not understand what is being read.

The Directed Reading and Thinking Activity (DRTA) helps readers see the value of their experiences and knowledge as they relate to what they are reading. Readers are also able to find the purpose for reading and therefore are better able to interact and think about the text.

The purpose of this chapter of the workbook is to make instructors and tutors familiar with the DRTA so they can use it within and beyond the SARAW program. However, we recognize that some SARAW participants work independently at times, so we have attempted to use plain language principles and to direct the Background Information, Questions and Other Activities to the participants so they may use this workbook with little assistance. These three components of the DRTA are there to give you guidelines and examples of how to begin discussing a subject, what kinds of questions to ask and other activities that may be of use to learners. Please feel free to adapt and change these sections as necessary for your learners. If you need further support, please see page 37 to 39 of the <u>SARAW Resource Manual</u> produced by the Society for Manitobans with Disabilities.

Using The Directed Reading and Thinking Activity

    1.   Build Background Experience (Background Information)
✓   Set the scene for the lesson that follows.
✓   Talk about what the person already knows about the subject. (This builds confidence and moves the reader from the unknown to the known).
✓   Fill in any gaps the reader may have on the subject. The person need not be an authority on the subject, but if the person does not have some basic information, be sure to give it to him/her. (The more information the person has before reading the text, the more successful he/she will be)

2.   *Introduce New Words in Context*
✓   Introduce new vocabulary as part of the sentence that it is in instead of separate from the context of the sentence.
✓   Ask these questions:
- Do you know what this word is?
- Can you tell what it means from the rest of the sentence?
- Can you recognize some part of it (prefix, suffix, root word)?
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✓   If necessary, look words up in the dictionary.
✓   This is a good time to introduce multiple meaning words, homonyms and idioms.
✓   Silent Reading (with help)
✓   Point out what you want the person to read.
✓   Give the purpose for reading (identify the main idea of the passage)
✓   As the person becomes better at reading, you may ask a few questions and have him or her read for answers. The questions should be inferential.

3.   *Discussion of the Reading*
✓   Talk about the answers to the questions from Step 3.
✓   This is a comprehension check for what has been read so far.
✓   Use the new vocabulary words in your discussion (reinforces the word and brings them to life - think about the old game: hear a new word and use it seven times in one day - that word is then yours).

4.   *Re-reading out loud*
✓   Have the person re-read the selection out loud.
✓   As the person reads, please note the following:
- phrasing (pauses at commas, periods, etc)
- understanding of new vocabulary
- use of context clues
- hesitations, omissions, substitutions, insertions, reversals
- word attack skills: phonics, syllabication, structural analysis, inflectional endings

✓   Remember to reinforce the meaning of the story as a whole.
✓   Build skimming and scanning skills by having the person read aloud a section of the passage dealing with a particular thing or scanning an reading known words.

3.   *Comprehension Check*
✓   Ask the questions that accompany each story. These questions include fact, vocabulary and inferential.
✓   Ask these questions during the lesson, correct them immediately and talk about

any problems.

Table of Contents

Within the READ Section of SARAW you will find a section called, "Other People's Stories". This section is broken down into seven categories.
They are:

- ❂   Family and Friends
- ❂   People's Experiences
- ❂   Work
- ❂   Good Times
- ❂   The World Around Us
- ❂   Opinions
- ❂   Challenges

Within each category are a selection of stories written mostly by SARAW participants. On the next page, you will find the titles for each story within each section. This book follows the order set by the SARAW program. You don't have to use these stories in any particular order. Choose one that interests your participant or you think might be of use for him or her. Within each section there are stories for a very low level reader to an independent reader. The Help screen in the READ portion of SARAW explains which stories are shorter and easier to understand than others.

Family and Friends

Abner
Cecilia
Friend
Message
Sandra
Harold
Jill
Jim
Kelly
Pipeline
Sonia

People's Experiences

Boots
Bus
Fred
George
Gladys
Glen
Gregory
Heather
Hospital
Monika
Nicolina
Ruby
Susan
Worry
Chutes
Deer
Edie
Guncoat
Helmut
Learn
Moon
Olga
Penny
Seen
Sissies
Torment
Justin
Two Ears

Work

Art
Barn
Dark
Evelyn
Operator
Retire
Seeds
Tailor
Tina
Women
Anthony
George
Jill

Good Times

Hockey
Holiday1
Holiday 2
James
Maria
Murray
New Year1
NewYear2
Justin

The World Around Us

April
Senses
Coin
Dentist
Gretzky
Heart
Library
Mandela
Poison
Reading1
Reading2
Remember
Smokers
Space
Teeth1
Teeth2
Teeth3
Teeth4
Tires
Abuse
Alexbell
Discrimination

Opinions

Children
Feeling
Luck1
Luck2
Luck3
Flu
Harry
Linda
Paul
Quake
Rosa
Ruth
Students
Leftfoot
Leslie
Shadows
What If

Challenges

Barriers
Crutches
Dog
Driving
Linda
Lisa
Rusty
Swimmer
Haircut
Hong
Treena
Hand
Jackie
Laura
Life
Linda
Tony1
Tony2