



# How to Develop Learner's Autonomy in Reading Strategies and Activities

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# CATS



❖ Contextualization, Connection

❖ Autonomy

❖ Tricky Words

❖ Strategies



# Contextualization

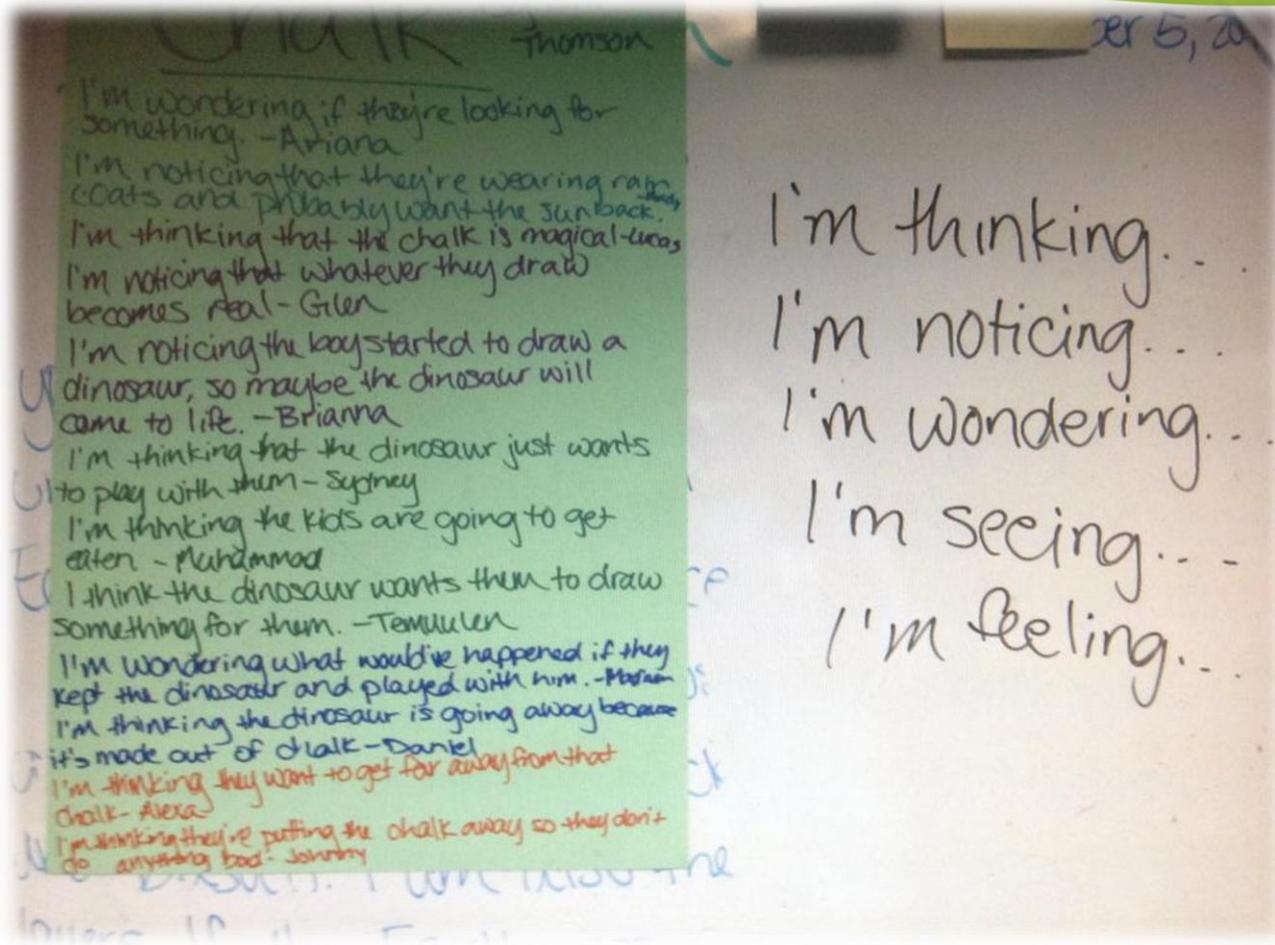
❖ “Contextualization” embeds a word or phrase in a meaningful sequence.

Read the whole text first, brainstorm and discuss about it.



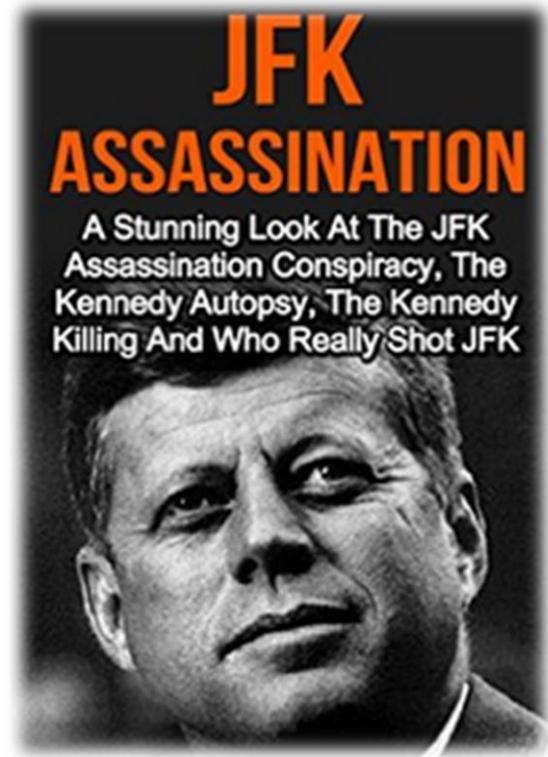
# Contextualization

Use descriptive sentences to begin discussion and make a summary.



# Contextualization

❖ Inferences: Make assumptions from hidden messages or different viewpoints.



# Contextualization

❖ Prediction: make possible speculations from previous clues.



## WELCOME!

As I travel around the country visiting schools and talking to my readers, many kids tell me how much they want to write, but they have trouble getting started. They can't think of an idea to get the story going.

"Where do you get your ideas?" they ask me. It's not an easy question to answer. A friend of mine, who's also a writer, answers that question by saying: "I get my ideas at the Idea Store."

Too bad there isn't really an Idea Store. Or is there? How do writers get ideas? And how do we figure out how to make a story interesting, suspenseful, or funny?



**HERE'S A WRITING SECRET:** There are three places that ideas come from. Let's think of these as the three departments of the Idea Store. The first department of the Idea Store is full of everything we see and hear and find in the world around us. The second department is jam-packed with all of our memories. And the third department contains everything we don't know about and haven't experienced—things we wonder about.

I GET MY IDEAS BY VISITING ALL THREE DEPARTMENTS OF THE IDEA STORE. LET ME GIVE YOU SOME EXAMPLES:

### Department One: EXPERIENCE

Once I saw a boy getting onto an airplane by himself. I watched him as he sat down and started to read a letter. Who was the letter from? What did it say? I don't know, but it gave me an idea for a book.

The main character has to leave home and live with her cousin. When she arrives, she finds a letter in her suitcase. The letter is from her mom. It tells her that she is about to begin a secret life—and she will never come home again.

### Department Two: MEMORY

For another story, I remembered my favorite book, *Something Wicked This Way Comes* by Ray Bradbury. That book is about a very scary carnival. It gave me the idea for writing a book that starts in a carnival.

In my story, a girl named Maggie goes to a fortune-teller at a carnival. The fortune-teller tells Maggie that she is evil. Of course, Maggie doesn't believe her—until the terrible accidents start...

### Department Three: WHAT IF?

I started wondering what it would be like to have a double—someone who looked just like you. And before I knew it, I had the beginning of a story about Ross and a boy who not only looks like him—but says he is him!

## FINISH THE STORY

In this writing program, you and I will shop for ideas in all three departments of the Idea Store. I'm going to share some tips I've picked up about getting started, about characters and plots—and share some of my secret techniques for revising your work. I'm also going to share my top-ten list of guaranteed cures for writer's block.



HERE'S A STORY THAT I'VE JUST BEGUN. READ IT, THEN YOU FINISH IT FOR ME. DON'T WORRY ABOUT HOW YOUR ENDING SOUNDS. JUST WRITE DOWN WHAT YOU THINK SHOULD HAPPEN NEXT. BUT FIRST, LET'S HAVE SOME FUN!

### GHOST CAR

I poked my head into the old car. The dashboard was covered with dust, and the back of the passenger seat was ripped and stained. "Why does Grandpa Ed keep this old wreck behind the garage?" I asked my sister Ashley.

"Ben, you know why," she replied. "Grandpa thinks the car is haunted. He won't go near it."

"Haunted? Cool," I said. I climbed behind the steering wheel.

"I'm outta here," Ashley said. "I don't like smelly, old cars—especially if they're haunted." She disappeared around the side of the garage.

As soon as she was gone, I heard a soft whisper. "Ben . . . let's go. Take me for a drive."

"Huh?" I gasped in surprise. I checked to make sure Ashley wasn't playing a joke on me. But my sister had left.

"Take me for a drive, Ben. I'm so lonely behind the garage." The voice seemed to be coming from the radio. But the radio was turned off.

I let out a startled cry as the engine started up. The car rattled and clanked, and then the engine hummed smoothly. "Step on the gas, Ben," the voice whispered. "Don't be afraid. Let's GO!"

My heart started to pound. I grabbed the door handle. Should I jump out of the car? I asked myself. Should I tell Ashley what's happening?

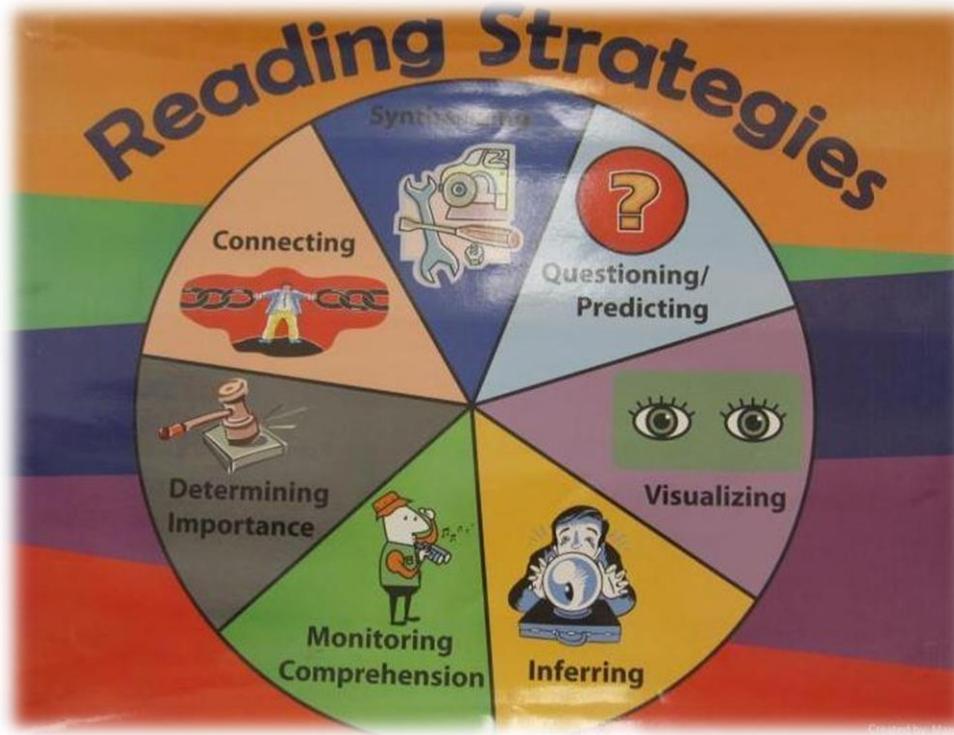
Or should I take the wheel? Step on the gas? Take a chance?



# Contextualization



Regarding the target language arts as a meaningful entity.



# Connection

❖ "Connection" retrieves information from his schema.

Making "connections" from the text to their real life and personal experiences.



# Tricky Words



❖ "Tricky words" are confusing or new words you haven't learned.

Tackling with tricky words are a step of reaching good reading comprehension.

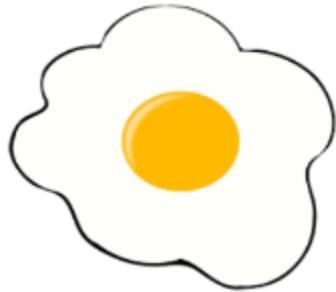


# Tricky Words



❖ "Tricky words" are confusing or new words you haven't learned.

Flip the Sound: Try another sound if it doesn't sound right.

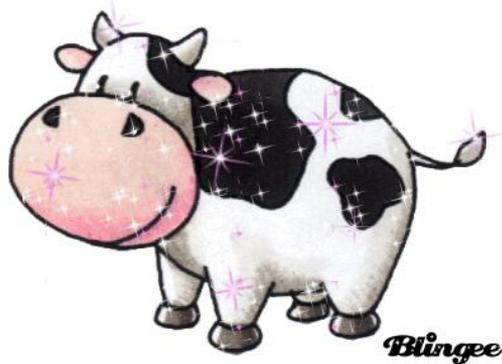


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# Tricky Words

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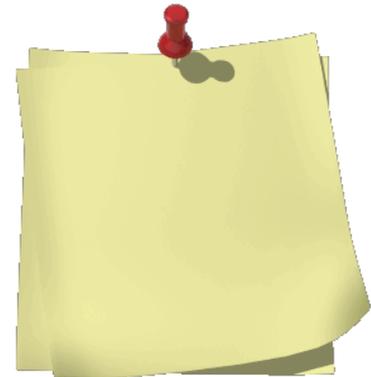
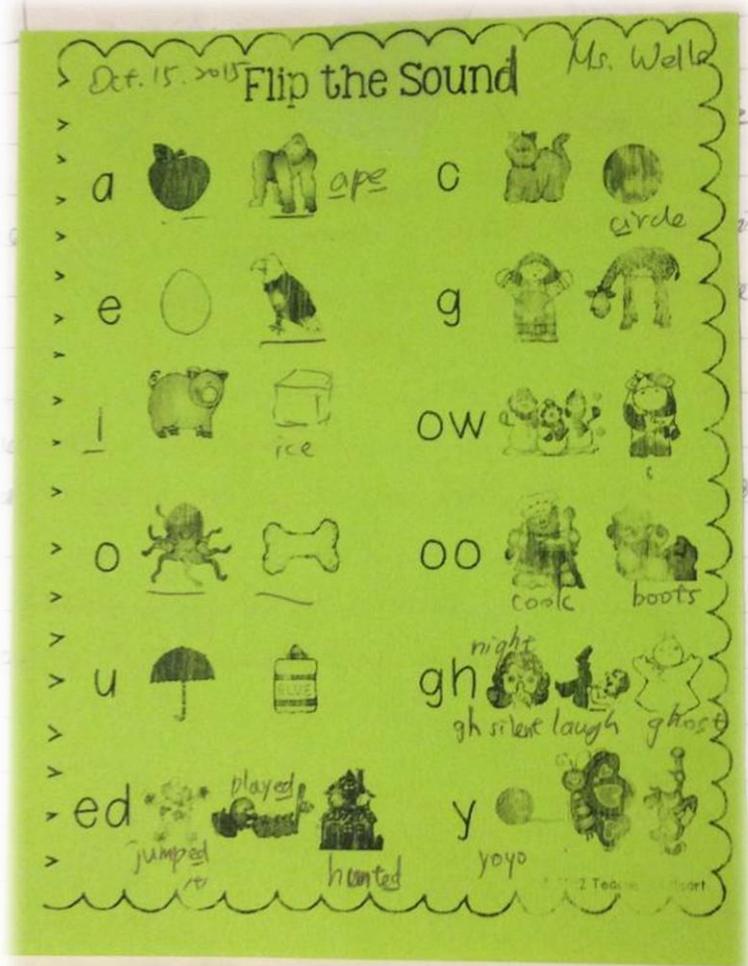
In addition to variant vowel sounds...



# Tricky Words

Flip the Sound:

Use the handout as reference.



# Tricky Words

Picture Cue(Eagle Eye):

Use the picture to understand the word meaning.



**Eagle Eye**



Look at the picture carefully. Use the picture clues to decode tricky words.

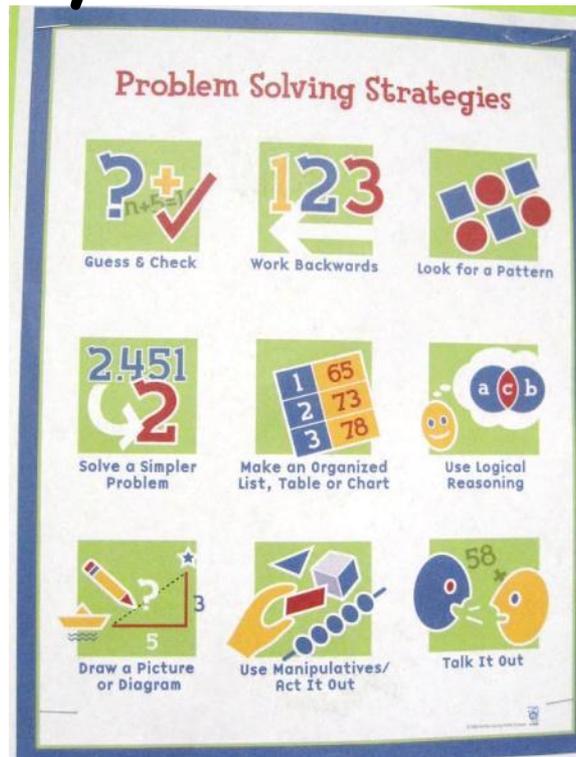
A graphic with a purple and white chevron border. Inside, the words "Eagle Eye" are written in a bold, black font. To the left is a cartoon illustration of a brown eagle with a white head and beak. To the right, the text "Look at the picture carefully. Use the picture clues to decode tricky words." is written in a simple, black font.

# Strategies

## Cognitive Reading Strategies:

Ways to enhance learning and solve reading problems.

contextualization, inferences, prediction, connection, tricky words



# Strategies

## Metacognitive Reading Strategies:

Skills for planning, monitoring and evaluating the learning activity.



# Autonomy

Students are independent learners.

They can solve problems and take charge of their learning by application of strategies.





Thank you for  
your attention!

