

Reading Processes Across Subjects



“I didn’t even order that book but the postman left it on the doorstep in the rain so now I am stuck with it”

Idea 1: I don’t want the book

**Books are ruined
when wet**

**Shops don’t allow the
return of ruined
merchandise**

**Why?
Your knowledge
goes here**

Idea 2: I have to keep the book

Modelling the Reading Process

Breeze = windy?
Breeze = easy?

20 minutes
quite quick.
Probably easy

The test was a breeze and I finished it in 20 minutes.
I went home early.

Why did this
person go
home early?

Link to the test
being easy. Once
you finish school
you can leave
exams once you
have finished

Disciplinary literacy – comprehending in different contexts

Source P From President George W Bush's announcement of the invasion of Iraq on US radio, March 2003.

Good morning. American and coalition forces have begun a campaign against Saddam Hussein. Our cause is just, the security of the nations we serve and the peace of the world. And our mission is clear, to disarm Iraq of weapons of mass destruction, to end Saddam's support for terrorism, and to free the Iraqi people. America faces an enemy who has no regard for morality, using innocent people as shields for his own military. We will defend our freedom and bring freedom to others. I know that the families of our military are praying that all who serve will return safely. Millions of Americans are praying with you. May God bless our country.



Reading as a student of English:

President George W. Bush's announcement of the invasion of Iraq on US radio, March 2003.

Use of formal address

Use of parallel phrasing

Good morning. American and coalition forces have begun a campaign against Saddam Hussein. Our cause is just, the security of the nations we serve and the peace of the world. And our mission is clear, to disarm Iraq of weapons of mass destruction, to end Saddam's support for terrorism, and to free the Iraqi people. America faces an enemy who has no regard for morality, using innocent people as shields for his own military. We will defend our freedom and bring freedom to others. I know that the families of our military are praying that all who serve will return safely. Millions of Americans are praying for you. May God bless our country.

Use of a tricolon to imply that he has considered a range of reasons

Finishing with a religious reference implies a connection between his faith and his actions

Use of emotive language

Reading as a student of History :

2 4

Study Sources O and P.

How useful are Sources O and P to historians' opinions in the United States about the invasion of Iraq?

Explain your answer using your own historical knowledge. [12 marks]

Speech represents governments stated line on Iraq

Reliability of this information?

Source P From President George W Bush's announcement of the invasion of Iraq on US radio, March 2003.

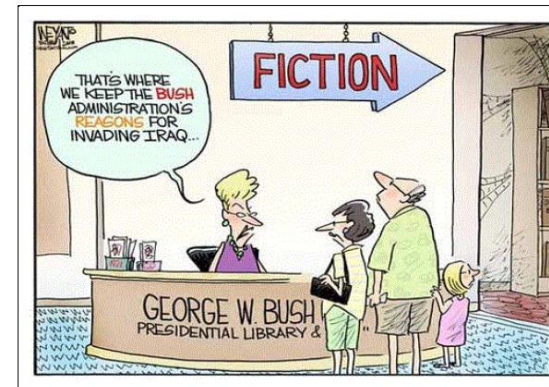
Good morning. American and coalition forces have begun a campaign against Saddam Hussein. Our cause is just, the security of the nations we serve and the peace of the world. And our mission is clear, to disarm Iraq of weapons of mass destruction, to end Saddam's support for terrorism, and to free the Iraqi people. America faces an enemy who has no regard for morality, using innocent people as shields for his own military. We will defend our freedom and bring freedom to others. I know that the families of our military are praying that all who serve will return safely. Millions of Americans are praying with you. May God bless our country.

Source O An American cartoon published in 2009 at the end of George W Bush's presidency.

It appeared in 'The Hill', which is a newspaper with a small readership, published in Washington DC.

Speech seems idealistic – was this really the attitude of all?

His speech also reflects popular attitudes and concerns of the time?



This extract is from a novel written in the 21st century but set in the Second World War. It is about a rather unusual friendship which develops between two boys. Bruno is the son of a German soldier who has been sent to work in a concentration camp¹ in Poland. He meets a Jewish boy called Shmuel who has been sent to the camp with his family. They make friends by talking through the fence which divides them.

1 'All I know is this,' began Shmuel. 'Before we came here I lived with my mother and
father and my brother Josef in a small flat above the store where Papa makes his
3 watches. Every morning we ate our breakfast together at seven o'clock and while we
went to school, Papa mended the watches that people brought to him and made new
5 ones too. I had a beautiful watch that he gave me but I don't have it any more. It had a
golden face and I wound it up every night before I went to sleep and it always told the
7 right time.'

'What happened to it?' asked Bruno.

9 'They took it from me,' said Shmuel.

10 'Who?'

11 'The soldiers, of course,' said Shmuel as if this was the most obvious thing in the world.

'And then one day things started to change,' he continued. 'I came home from school
and my mother was making armbands for us from a special cloth and drawing a star on
each one². Like this.' Using his finger he drew a design in the dusty ground beneath him.

15 'And every time we left the house, she told us we had to wear one of these armbands.'

'My father wears one too,' said Bruno. 'On his uniform. It's very nice. It's bright red with a
black-and-white design on it³.' Using his finger he drew another design in the dusty
ground on his side of the fence.

'Yes, but they're different, aren't they?' said Shmuel.



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Look in detail at each example a, b, c, and d from the Source.

How does the writer use language in each example to show Shmuel's feelings?

[8 marks]

- (a) **Lines 1 to 3:** "Before we came here I lived with my mother and father and my brother Josef in a small flat above the store where Papa makes his watches."
- (b) **Line 5:** "I had a beautiful watch that he gave me but I don't have it any more."
- (c) **Line 9:** 'They took it from me,' said Shmuel.
- (d) **Line 11:** 'The soldiers, of course,' said Shmuel as if this was the most obvious thing in the world.

AO2

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses Language ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

Historian

Check for accuracy.
Is this a reliable source?

Why is he speaking English?

‘What is this,’ began Shmuel. ‘Before we came here I lived with my mother and father and my brother Josef in a small flat above the store where Papa makes his watches. Every morning we ate our breakfast together at seven o’clock and while we went to school, Papa mended the watches that people brought to him and made new ones too. I had a beautiful watch that he gave me but I don’t have it any more. It had a golden face and I wound it up every night before I went to sleep and it always told the time.’

Shared language?
Shmuel is Polish and Bruno is German?

Were there 8 year olds in Auschwitz?
Check against background knowledge/ other sources

‘What happened to it?’ asked Bruno.

‘Take it from me,’ said Shmuel.

‘The soldiers, of course,’ said Shmuel as if this was the most obvious thing in the world.

‘And then one day things started to change,’ he continued. ‘My mother was making armbands for us from a special cloth. Each one². Like this.’

15 ‘And every time we went to school, Papa would take us to the store.’

‘My father wears a black-and-white armband on his side.’

But, according to the memoirs of several [Auschwitz-Birkenau](#) survivors, a few young children did live in the camp: "The oldest children were 16, and 52 were less than 8 years of age."

Reviewing the original book, [Rabbi Benjamin Blech](#) wrote: "Note to the reader: There were no 9-year-old Jewish boys in Auschwitz – the Nazis immediately gassed those not old enough to work."

‘Yes, but they’re different, aren’t they?’ said Shmuel.



What are the reading practices for each discipline?

Reading as a Reader

- Contextualising meaning
- Predicting
- Inferring
- Empathising with characters
- Tracing a plot
- Understanding symbolic meaning and figurative language
- Identifying unusual language choices
- Enjoying the emotional experience

Reading as a Historian

- Reading for detail
- Checking for accuracy against previous knowledge
- Identifying bias
- Comparing to other sources
- Critiquing reliability

Reading as a Mathematician

Reading as a Scientist

What are the reading practices for each discipline?

Reading as a Reader

- Contextualising meaning
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Reading as a Historian

- Reading for detail
- Checking for accuracy against previous knowledge
- Identifying bias
- Comparing to other sources
- Critiquing reliability

Reading as a Mathematician

- Linking words to precise meanings and concepts
- Checking for accuracy
- Decoding symbolic notation
- Understanding numbers as a rule based system
- Looking for patterns and regularities

Reading as a Scientist

- Linking words to precise meanings and concepts
- Checking thinking against prior knowledge/ hypotheses
- Making predictions
- Critiquing validity and reliability of results

Reciprocal Reading Strategies

Questioning

Predicting

Clarifying

Summarising

Feeling/
Empathising



Reciprocal Reading Strategies

Clarifying words and ideas: elucidating tricky vocabulary, e.g. 'What does *compulsory* mean?' 'What is *momentum*?'

Questioning: getting to the main idea, e.g. 'What does this book tell us about animals that hibernate?' 'Why would scientists go to Antarctica?'

Predicting: what will happen next in the story or passage: 'What kind of information are we likely to find in a book about football?' 'What else might we need to know about where the badger lives?' 'What do you think Carrie will do next?'

Summarising: conveying the gist very briefly; 'In this chapter, we've learnt how poor people used to get their food.' 'This told us how to make salt by evaporation.'

Strategies for Reading as a Historian?

Questioning

Comparing

Clarifying

Summarising

Identifying
bias



Think Alouds – Modelling the thinking behind the reading

■ General Think Aloud Scenarios:

- Teacher models think aloud; students listen.
- Teacher thinks aloud; students assist.
- Students think aloud as large group; teacher and other students monitor and assist.
- Students think aloud in small groups while teacher and other students monitor and help.
- Individual students think aloud in forum or Fishbowl; other students help.
- Students think aloud individually; compare with others.
- Teacher or students think aloud orally, in writing, on an overhead, with Post-it Notes, or in a journal; then share.

-Wilhelm, J. (2001). *Improving comprehension with Think-Aloud Strategies*.
New York: Scholastic.

Thursday 20th October

Think Aloud in a Cloud

Who is 'I'?

'Snorting' she was out of breath

I like the word 'astonishment'

1900's

A baby?

Why is she running away from the train?

What is a Pale?

Intrigued

I shall never forget the first train that ran by. I was feeding quietly near the pales which separated the meadow from the railway, when I heard a strange sound at a distance, and before I knew whence it came - with a rush and a clatter, and a puffing out of smoke - a long black train of something flew by, and was gone almost before I could draw my breath. I turned, and galloped to the further side of the meadow as fast as I could go, and there I stood snorting with astonishment and fear.

Could be a bad memory

'whence' Not sure of the definition

It was going fast.

Wasn't familiar to the sound.

'Rush' and 'clatter' - good description

Predict - There was someone in the train she didn't want to see.

"Puffing out of smoke" It was an old steam train

Juxtaposition

This can be effective as modelled or independent annotation when introducing a text in a pre-reading activity. Children can then bring the text to the guided reading session to unpick with the teacher.

Reciprocal Reading Strategies

Questioner

- Why she saying this?
- What does this mean?
- How would this make Macbeth feel?

Predictor

- I think this word will make Macbeth feel ...way
- I think she says to make him ...
- Next, I think she will try to ...

Clarifier

- I think that ...
- This word shows that ..
- The meaning of this could be ...

Summarizer

- Overall Lady Macbeth manipulates Macbeth ...
- In general she makes him feel
- The audience think that she is acharacter because

Reciprocal Reading in History

Questioner

- What questions do we need to ask of this text?
- Which words don't seem to fit?
- Which words don't we understand?

Identifier of Bias

- This source is from the point of view of ...
- I can tell they think ...because ...

Clarifier

- This source tells us ...
- This/ these words could mean ...

Summarizer/ Evaluator?

- Overall this source is intended to ...
- This is/ is not a useful source because