閱讀測驗中之閱讀測驗

- reading能力測驗預試(Form HR-0001P)中高級試題(50題).doc

- reading能力測驗預試(Form RTI-A)中級試題(45題).doc
Arnold: Hey, Julie, what's in your hand?

Julie: A book about dinosaurs. My son is a big fan of Brachiosaurus.

Arnold: Brachi... what?


Arnold: Wow, it must be a BIG animal.

Julie: It is. It's the biggest dinosaur.

Arnold: Then, what does the smallest dinosaur look like?

Julie: Here! The Compsognathus is the smallest in the dinosaur world. It's about the size of a chicken!

Arnold: Well, I'm starting to feel interested in these animals. How many kinds of dinosaurs are there?

Julie: Oh, there are so many kinds of them. For example, the Tyrannosaurus rex is very terrible because it eats other dinosaurs. And the Pterodactylus can fly like a bird! Some people say it's not a dinosaur, but it's my favorite.

Arnold: Ha! It looks very funny. What would the world look like with so many interesting dinosaurs?

Julie: Interesting? You should feel lucky that they can be seen only in the museum, not on the streets!
29. What is the biggest dinosaur in the world?
   (A) Brachiosaurus.  (B) Compsognathus.  (C) Pterodactylus.  (D) Tyrannosaurus rex.

30. What is true about Arnold?
   (A) His son is a dinosaur fan.
   (B) He sells books about dinosaurs.
   (C) He is interested in knowing more kinds of dinosaurs.
   (D) He invites Julie to go to a dinosaur museum with him.

31. What might the Pterodactylus look like?
   (A)  (B)  (C)  (D)
Amy: Sandy, look! I've got a driver's license.
Sandy: You do? That's great! Are you going to buy a car?
Amy: Joe has ordered one for me. An AUX.
Sandy: Wow! That's a luxurious car! You've got a good husband. I've heard that it's really fashionable now to drive a blue AUX.
Amy: But mine is beige.
Sandy: Beige is beautiful too, but it's hard to keep clean, isn't it?
Amy: Don't worry. I'll have Joe wash the car every day!
25. What is "beige"?
   (A) A car.
   (B) A color.
   (C) A car brand.
   (D) A driver's license.

26. Who will keep Amy's new car clean?
   (A) Sandy.
   (B) Sandy's husband.
   (C) Amy herself.
   (D) Amy's husband.
閱讀的定義

Linguistic v.s. socio-cultural

Learn to read v.s. Read to learn

Reading and critical thinking
What do good readers do while reading?

1. Good readers are active readers.
2. Good readers have clear goals in mind for their reading.
3. Good readers look over the text before they read.
4. As they read, good readers frequently make predictions about the next part of the text.
5. Good readers read selectively.
6. Good readers construct, revise, and question the meanings they make.
7. Good readers try to determine the meaning of unfamiliar words and concepts in the text.
8. Good readers integrate their prior knowledge with material in the text.
9. Good readers think about the authors of the text.
10. Good readers monitor their understanding of the text.
11. Good readers evaluate the text’s quality and value and react to the text.
12. Good readers read different kinds of text differently.
閱讀的歷程與教學流程

- Bottom-up vs. Top-down
- Interactive v.s. Transactional
- Part-to-whole vs Whole-to-part
- Phonic Approaches vs Whole Language Approaches
閱讀策略

• Skimming/scanning
• Reciprocal Teaching
• Predicting
• Questioning
• Clarifying
• Summarizing
• Making connections
• Thinking aloud
Reciprocal Teaching
What is Reciprocal Teaching?

• instruction and the four comprehension strategies – predicting, questioning, clarifying, summarizing

• a special kind of cognitive apprenticeship
Four Roles

- Predictor
- Clarifier
- Questioner
- Summarizer
Predictor

• Predict what is likely to happen next based on clues from the text or illustrations
• Stop to predict during reading
• Use what they know (from text and prior knowledge) to help make a prediction
• Continue to make logical predictions based on clues from the text
The language of prediction that students use

- I think…because
- I’ll bet…because
- I wonder if…because
- I imagine…because
- I suppose…because
Clarifier

• Give strategies for clarifying words that are difficult to pronounce or understand
• Express confusion with specific portions of text, such as ideas or events, that are difficult to understand
• Tell strategies for clarifying ideas, and tell how clarifying helps them to understand text.
The language of clarification that students use (I)

• I didn’t understand the part about..., so I..
• I didn’t understand the part about..., so I ... and...
• I can’t figure out..., so I
The language of clarification that students use (II)

So I...

• reread, reread, reread;
• read on for clues;
• checked the parts of the word I knew
• blended the sounds of the word
• reread the sentence to see if it made sense
• tried another word
Questioner

• Ask questions based on the text (that is, the answers are in the text)
• Ask questions that are based on the main idea or question of the story.
• Ask some detail-oriented questions, and
• Ask some inferential questions.
The language of questioning that students use

- who,
- what,
- when,
- where,
- why,
- how,
- what if.
Summarizer

- Give only key points in a short one- or two-sentence summary,
- Summarize in a logical order
- Reread to remember main ideas
- Refer to illustrations to retell or summarize the text.
- Retell the story in their own words and include the setting, characters, problem, key events, and resolution.
The language of summarizing that students use

- First,…
- Next,…
- Then,…
- Finally,…
- The most important ideas in this text are…
- The story takes place…
- The main characters are…
- A problem occurs when…
- A key event is when…
- This part is about…
- This book is about…
My Reading Journal

Name of the Book:       Author:         Date:       Chapter:

Clarify
I don’t understand the part about
so I ___________________________________________________

Question
Write down some questions for your friends to see if they have understood this chapter.

Summarize
Retell this part of the story in your own words.
First,___________________________________________________
Next,___________________________________________________
Then___________________________________________________
Finally,_________________________________________________

Predict
I think/wonder if/imagine/suppose/predict
________________________because_________________________

Appreciate/Acquire
I. The sentences/expressions I like
are___________________________________________________
II. The new words I have learned in this chapter are _______________
閱讀教學示例

• The Black River

• Another World
BLACK RIVER
ANOTHER WORLD
ELAINE O'REILLY