ISE Reading Skills Development Tables

Orientation to the reading module

◗ Give the students an overview of the reading module.

◗ Show the students the ISE Digital reading example tasks.

◗ Give the students practice in schema activation, ie reading the questions beforehand and 'guessing' what the reading passage(s) will be about.

Selecting reading materials

◗ Topics can include anything the students find interesting. If they are less familiar with the topic, use activities to build their background knowledge.

◗ Use a variety of topics: concrete, abstract or speculative.

◗ Give the students practice in reading texts that are accompanied by visuals, using materials such as advertisements, posters, brochures, diagrams, and graphs.

◗ Select texts at the best CEFR level for your students, following the guidance in the ISE Digital Information Booklet – ISE Digital Reading input texts and the CEFR.

◗ Select texts that are appropriate for each ISE Digital task, following the guidance in the ISE Digital Information Booklet – ISE Digital | Reading module tasks.

Reading sub-skills

Skills tested	How students can practise these skills
Retrieval	◗ Use games and activities to read quickly for the main idea of a text. ◗ Practise identifying key words in questions and texts to help locate and retrieve specific information. ◗ Use games and competitions to read for the relevant points in a reading text, eg *read for the arguments in favour of walking briskly*. ◗ Complete tables of facts based on the reading material, eg concrete details, similarities and contrasting information, points for and against an issue. ◗ Practise asking and answering questions in pairs about reading texts. ◗ Use jigsaw reading where each student has some (but not all the) information. Without showing each other their text, reconstruct the points covered by the reading passage. For lower-level learners, use graphs, diagrams or posters with information gaps.
Language	◗ Note down unknown words and practice working out what they might mean from the context. ◗ Practise reading for the different ways that speakers talk about a place, person, or object, eg '*John Smith*', '*Smith*', '*the mayor*', '*he*'. This develops the ability to identify anaphoric references. ◗ Build a class dictionary of slang and idioms.

Skills tested	How students can practise these skills
Text understanding	▶ Talk about the concept of text type and the text features that are associated with each, eg advertisements, blogs. ▶ Identify the text type with every reading exercise, eg *narrative*, *advertising*, *exposition*. ▶ Reconstruct a line of argument, a process, or a story in pairs or small groups. ▶ Identify the words that indicate a change of topic or a new idea. ▶ Use note-taking strategies (eg mind maps, flow diagrams) to identify main points vs supporting ideas/examples.
Inference	▶ Practise inferring speakers' opinions and attitudes. ▶ Explore the different word choices to convey meaning and attitude, eg *walked* vs *dashed*, *smiled* vs *grimaced*. ▶ Use games and activities to learn how word choice can imply how a person feels about a topic. ▶ Reveal the text one paragraph/segment at a time to develop content prediction skills. Identify the cues in the text to justify predictions.

Evaluation	▶ Have a competition to correctly identify the statements about the passage that are true/false/not stated.
	▶ Discuss the text in groups or the whole class considering, eg:
	  − Do you agree with the author?
	  − What is your opinion on the topic?
	  − Which aspects of the text do you like?
	▶ Summarise the key points in the text.

Synthesis & integration	▶ Compare reading notes in pairs or small groups.
	▶ Decide which information is central and which is secondary or irrelevant to the main idea.
	▶ Discuss the text in groups as a whole class considering, eg:
	  − What did you already know about the topic?
	  − What have you learned?
	▶ Use the text (and additional research) to write a blog post on the topic.
	▶ Use the text (and additional research) in a class debate about the topic.