



# How to enhance autonomous reading in teens?



## Master Class 6



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Jovana Zivkovic

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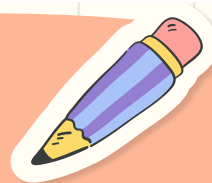


*Have fun while teaching reading*





# Master Class Recording



Click [here](#) to watch the recording

Click [here](#) to watch all MasterClasses



The screenshot shows the MasterClass website interface. At the top, there are logos for the Ministry of Education (Mineducación), the British Council, Inspiring Teachers, and MasterClass, along with a 'Contacto Maestro' button. Below the logos, a banner reads 'MASTERCLASS LIVE'. The main content area features a session titled 'How to foster reading skills in teens through autonomous work?' scheduled for March 31st from 4:00PM to 6:00PM. It states the session will be delivered in English and includes a QR code for registration. A timer shows 01:03:05. A star icon is visible on the right side of the banner.



## Master Class: 6 : How to foster reading skills in teens through autonomous work?

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Interested in **program evaluation** and **English for Specific Purposes**.

Passionate about **instructional design**.





# Technique 1

## —Choose Wisely

When choosing texts, make sure that they are **age- and level-appropriate**.

There are 3 levels of reading difficulty:

**Independent level** - (less than 1 in 20 words is difficult. Students can read for pleasure without effort.

**Instruction level** (no more than 1 in 10 word is difficult)

**Frustration level** (more than 1 in every 10 words is difficult)

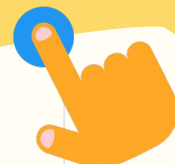
Choose only the texts that are at the **instruction level**.

### Action Step 1

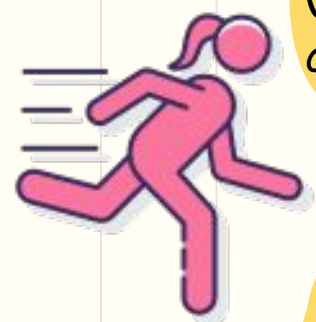
#### Choose age- and level appropriate texts

Use Road to Grammar to check text difficulty even if you are working with texts from books such as Way to go. **Remember:** Not all of your students are at the same level!

<http://www.roadtogrammar.com/textanalysis/>



Ask your students which topics they are interested in. **Remember:** There is a generational gap between teachers and students!





## Technique 2 –Scaffold

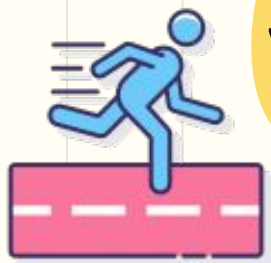
Provide **temporary support**  
until your students are  
ready to **read on their**  
**own-until they do not have**  
**language or reading**  
**problems at a certain**  
**level.**



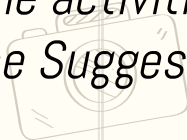
### Action Step 2

Think about which problem your students have  
and what you expect them to get from the  
reading.

Are they reading, language or content? Create  
activities for pre-, during, and post.



Check the **lesson in the annex** to see  
examples of the activities you can  
create with the Suggested English  
Curriculum.







## Technique 3 –Collaborate to Connect

Make reading active and  
collaborative!

Students are more likely to  
engage if they work on  
collaborative activities and  
read with questions in mind.

### Action Step 3

Divide a text into several sections and assign  
each section to one group. Then Jigsaw them!  
For autonomous reading, ask students to write  
questions before, while and after reading or  
share graphic organizers with them.











# Master Class Suggested Materials: Roll a die



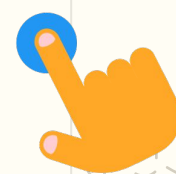
01

For face to face classes, play this game with your students to practice vocabulary. Ask them to roll the dice and answer the questions.

For online classes, use the following link to roll a die:

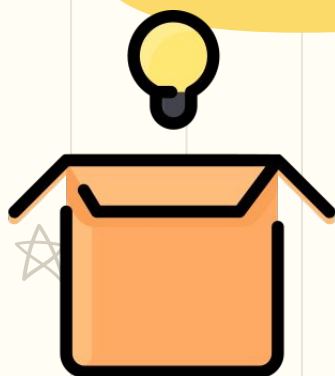
	Define the word
	Use the word in a sentence
	Act it out
	Give a synonym
	Give an antonym
	Draw the word

<https://freeonlinedice.com/>





# Master Class Suggested Materials: Questioning



02

Autonomous  
readers read  
with questions in  
mind-even in a  
foreign language.

## Before Reading

I wonder if this book is about...?

I wonder if I'll learn about...?

What do I already know about this  
topic/author...?



## While Reading

I wonder...? How come...? What is...? What  
does that word mean...?

## After Reading



I'm still wondering...? How were my  
questions answered? Which questions  
were left unanswered? How can I answer  
them using text clues?



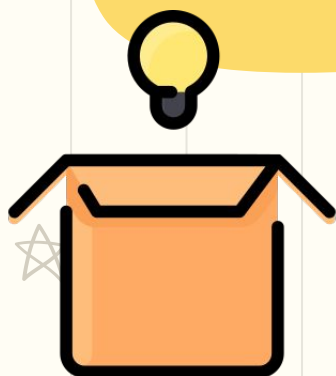
Tell your students to **ask themselves the following questions before, while and after reading.**

You can also ask them to write their own questions:

Questions I have <u>BEFORE</u> reading:	Questions I have <u>DURING</u> reading:	Questions I have <u>AFTER</u> reading:



# Master Class Suggested Materials: Reading Worksheet

**03**

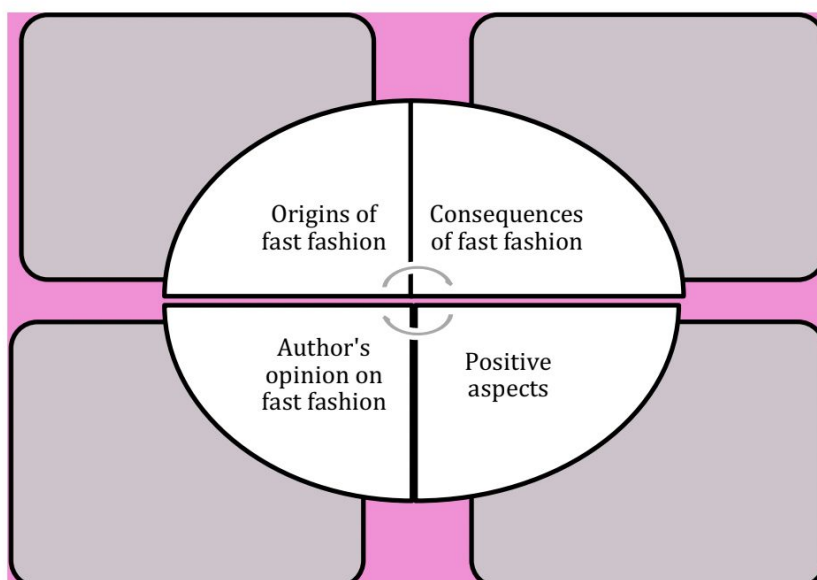
To see an  
example of a  
**reading  
worksheet**  
that can be  
used for  
**autonomous  
and in-class  
collaborative  
work with  
scaffolded  
activities,**  
check the  
**annex.**

## III. Predicting

Before you read, guess the answers for each of the questions below. Then read the text on the next page to confirm or correct answers.

1. The origins of fast fashion are in:
  - a. The United States
  - b. England
  - c. Asia
2. Rich countries like United States spend more than
  - a. 30 % of world's resources
  - b. 50 % of world's resources
  - c. 70 % of world's resources
3. One of the consequences of fast fashion is
  - a. low prices of clothes
  - b. high waste
  - c. fast change in fashion tastes

## VII. Summarize the information from the text using the diagram below







# And Remember...



**Developing autonomous readers takes time!**

**Scaffold the process and help your students take control of their reading process.**

5

*Ask students to choose what to read autonomously*

4

*Assign guided reading at home*

3

*Ask questions in class*

2

*Train in reading strategies*

1

*Vocabulary acquisition for life*

