

V/246

Unterrichtsmagazin

## How to become a better reader – Lesestrategien üben und dadurch die Lesekompetenz entwickeln (Klasse 8–11)

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Die Überprüfung des Leseverstehens ist eine unerlässliche Phase der Textarbeit. Die Frage jedoch, wie Textverstehen ermöglicht oder verbessert werden kann, bleibt oft unbeantwortet. Die Materialien zu „How to become a better reader“ nehmen sich dieser Frage an und bieten Ihnen die Möglichkeit, im Zusammenhang mit dem Rahmenthema „New York“ mit Ihren Schülerinnen und Schülern systematisch Lesestrategien einzusetzen, um die Lesekompetenz entwickeln.

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### KOMPETENZPROFIL

**Klassenstufe/Jahr:** 8–11 (G9); 8–10/EF (G8)

**Dauer:** ca. 2–5 Unterrichtsstunden je nach Klassenstufe und Materialauswahl

**Kompetenzen:**

1. Lesekompetenz: Lesestrategien angeleitet verwenden können;
2. Evaluationskompetenz: den persönlichen Lernertrag evaluieren können

**Thematische Bereiche:** Lesestrategien, New York

**Material:** Texte, Bilder, Methodenblätter

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## Auf einen Blick

### 1. Stunde

**Thema:** Awareness – An Introduction

**M 1** **What makes a good reader?** / Mediation eines spanischsprachigen Plakats bzw. eines norwegischen Werbetextes mit anschließender Reflexion der Herangehensweise

**Benötigt:**  ggf. Folienkopie von M 1  
 ggf. OH-Projektor bzw. Beamer/Whiteboard

### 2. Stunde

**Thema:** Supporting comprehension in non-fiction: „In search of a better future“ (National Geographic Kids Reader – intermediate)

**M 2** **„In search of a better future“** / Übung der Lesestrategien „Scan and plan“, „Title power“ und „Reading with a sense of ‘Wow‘“ (determining main topic(s) and key details)

### 3. Stunde

**Thema:** Supporting comprehension in narrative non-fiction 2: „Follow your dreams“ (excerpt from a biography – upper intermediate)

**M 3** **„Follow your dreams“** / Übung der Lesestrategien „Surveying the text“, „How does the main character feel?“, „Yes, but why?“ und „Why does the story matter?“ (thinking about characters and determining main topic(s))

### 4. Stunde

**Thema:** Supporting comprehension in non-fiction 3: Humans of New York (Facebook posts – intermediate)

**M 4** **Humans of New York** / Übung der Lesestrategien „Paraphrasing chunks, then putting them together“, „Clarifying“ und „Recognising cultural details“ (determining main topic(s) and key details)

### 5. Stunde

**Thema:** Supporting comprehension in fiction 1: „New York“ (poem – advanced)

**M 5** **„New York“** / Übung der Lesestrategien „Who’s talking?“, „Making inferences“ und „Challenging the poem“ (understanding plot and setting, determining themes and ideas)

## 6. Stunde

**Thema:** Supporting comprehension in non-fiction 4: "First City" (excerpt from an essay – advanced)

**M 6** "First City" / Übung der Lesestrategien „One text, multiple topics“, „What? And, so what?“ und „Checking yourself“ (determining main topic(s) and key details)

## 7. Stunde

**Thema:** Supporting comprehension in non-fiction 5: After 9/11 (newspaper article – advanced)

**M 7** **After 9/11** / Übung der Lesestrategien „Preparing for new information“, „Important versus interesting“ und „Important versus interesting“ (determining main topic(s) and key details)

## 8. Stunde

**Thema:** Supporting comprehension in fiction 2: "Moon Palace" (excerpt from a novel – advanced)

**M 8** "Moon Palace" / Übung der Lesestrategien „Where does the story have to be set there and then?“, „The difference between plot and theme“ und „Empathising to understand“ (understanding plot and setting, understanding themes and ideas, thinking about characters)

## Minimalplan

Die Textkompilation sollte eher als „Steinbruch“ denn als abgerundete Unterrichtseinheit betrachtet werden. Lehrkräfte können sich je nach Klassenstufe, Zielsetzung und verfügbarer Zeit kurze Unterrichtssequenzen selbst zusammensetzen.

Drei Vorschläge:

**Für Klassenstufe 8 (Leistungsstarke Lerngruppe):** M 1, M 2 und M 4

**Für Klassenstufe 9:** M 1, M 2–M 4

**Für Klassenstufe 10/11:** M 1, M 3, M 5, M 6–M 8



### Lehrwerksbezug

Eine Anknüpfung u. a. an folgende Lehrwerke ist möglich:

- Klasse 8: **English G21 A4, Unit 1** (*New York, New York*) oder **Green Line 4, Unit 2** (*City of Dreams: New York*)
- Klasse 9: **English G21 A5, Unit 2** (*The road ahead*) oder **Text smart 2** (*Informative texts*) bzw. **Text smart 3** (*Argumentative texts*)
- Klasse 10/11: **English G21 A6, Unit 4** (*Love reading*) bzw. **Context Starter, Chapter 4** (*Going Places*) oder **Green Line 6, Text smart 1** (*Informative texts*) bzw. **Text smart 2** (*Argumentative texts*)

## “In search of a better future”

M 2

### A. Prepare to read: Decisions

Find someone you would like to work with for about 10 minutes. Then talk about the following points and explain your decisions to each other.

- Are you a ‘ship person’ or a ‘plane person’? Would you be happier on a passenger ship or a plane?
- Are you a home person or an away person?
- Are you someone who prefers to be on deck of a ship or in a cabin?
- Are you a risk-taker or a security-lover?

### B. Engage with the text

#### 1. Scan and plan

First, step back from the text and see how the information is organised. Then, make a plan for how you will read the information. Finally, read it according to your plan. Decide what your plan helped you understand.

**Use these prompts to help you:**

- What is first? Why?
- Do you plan to look at the pictures first?
- Then, when you read the words, check back with the pictures.

#### 2. Title power

Keep the title in mind as you read. Think about what events connect back to the title.

**Use these questions to help you:**

- With what does the title connect in the text?
- Think of the title. What is the problem?
- Keep the title in mind. What is the most important part in the text?

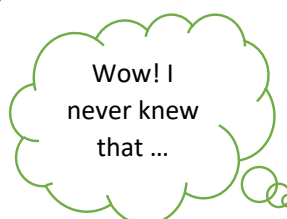
#### 3. Reading with a sense of “Wow”

Read the text expecting to learn. As you read new information, or see something new (photos), pause and let the information sink in. React and respond with “Wow, I never knew ...”

**Use these prompts to help you:**

- I can't believe ...
- I was surprised ...
- I'm beginning to wonder ...
- I never knew ...
- I now realise ...

Don't just look at words. Read with curiosity and interest!



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"We saw the Statue of Liberty and Mother said to me, 'That means we are free.'" – Margaret Wertle, arrived from Hungary at age seven.

### A difficult trip

Immigrants from Europe had to cross the Atlantic Ocean to reach America. During Ellis Island's busiest years, immigrants came on steamships. The voyage lasted about 12 days.

Most steamship passengers traveled in steerage. These tickets were the cheapest. But in steerage, it was uncomfortable and dangerous. No fresh air reached this part of the ship. Hundreds of people packed into crowded bunks. The vomit of seasick passengers covered the floor. Most immigrants couldn't wait to arrive in America and get off the ship!



Immigrants carrying their belongings

### American Dreams

From 1892 to 1924, Ellis Island served as the main gateway to America. As each steamship docked into New York Harbor, immigrants saw the Statue of Liberty. To them, the statue stood for the freedom they wanted so badly.

In the late 1800s and early 1900s, life in Europe was very difficult. Many people were forced to leave their homelands. In some places, you could be jailed or killed for practicing a certain religion or speaking out against the government. Food and jobs were hard to find. Many immigrants believed that America offered the best chance for a better life.



This drawing shows steerage passengers on their way to America.

### On American Soil

Imagine it: You arrive in a new country after a hard trip. You have little more than the money in your pockets and a few of your most precious things. People wearing uniforms poke you, inspect you, and ask you questions. It's like taking a difficult test that you just hope to pass.

Most passengers had to wait a long time during the immigration process at Ellis Island. At best, they were allowed to enter the United States. At worst, they were sent back to the countries from which they came.

Source: Carney, Elizabeth: Ellis Island and Immigration. National Geographic Partners, LLC, Washington, D.C. 2007, pp. 8, 10, 18; Pictures from top to bottom: © Rue des Archives/PVDE, © Mansell/The LIFE Picture Collection/Getty Images, © <https://www.wetheitalians.com>

### C. Focus on your reading

1. What is for you the most powerful sentence in each of the three sections? In groups, share your three choices and explain them.
2. **Reflection:** Ask yourself questions about how you read. Do you read quickly or slowly? Can you stay focused? Can you scan for key information or ideas?

# “Moon Palace”

M 8

## A. Prepare to read: Extreme Opinions

- First, go briefly over each statement in the box below. Then, with a partner, ask each other the following questions:
  - *What kind of person would say such a thing?*
  - *Is there any truth in the statements?*
  - *How would you modify them for yourself, or do you think they are acceptable as they are?*
- Share with your class what you think about the statements.

a) Homeless people are too lazy to work.  
 b) City life is toxic – noise, stress, hectic, and air pollution.  
 c) Homeless people should not live in public spaces.  
 d) Spending time in a park is a great way to be alone among a lot of people.

## B. Engage with the text

### 1. Does the story have to be set there and then?

Think about the setting of the story. Consider if the setting is just background, or if it plays an important role. One way to do this is to ask, “If the story were set someplace else, or at a different time, how would the story be any different?” Then think, “Based on the setting the author has chosen, what impact does the setting have on the story?”

#### Use these questions to help you:

- Describe the setting.
- Imagine the story in a different place. How would it be different?
- Do you think there is any symbolism in the setting?
- How is the setting important?

### 2. The difference between plot and theme

When we want to figure out a theme in a story, we can stop and jot down an important note about what is happening, and then we can infer by asking ourselves, “What’s the big idea about what’s happening?”

#### Use these questions to help you:

- What is happening?
- What is your idea about what is happening?
- What is the big idea about what comes from the story?

### 3. Empathize to understand

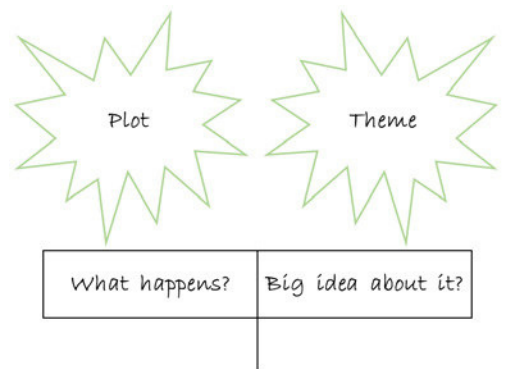
Notice what is happening to the main character. Think about, for example, how other characters are treating him or her, what is going right or wrong for him or her. Imagine yourself to be in the character’s position. Try to feel how the character feels, and imagine how you would react.

#### Use these questions to help you:

- How are other characters treating him or her?
- What is going on? What is happening. What is the effect on the character?
- Try to put yourself in the character’s position. How would you feel or react in this situation?
- Can you understand how the character is acting? Why does the character act like that?

Setting – how important is it?  
 Consider ...  
 the time, place, weather, culture  
 of a story

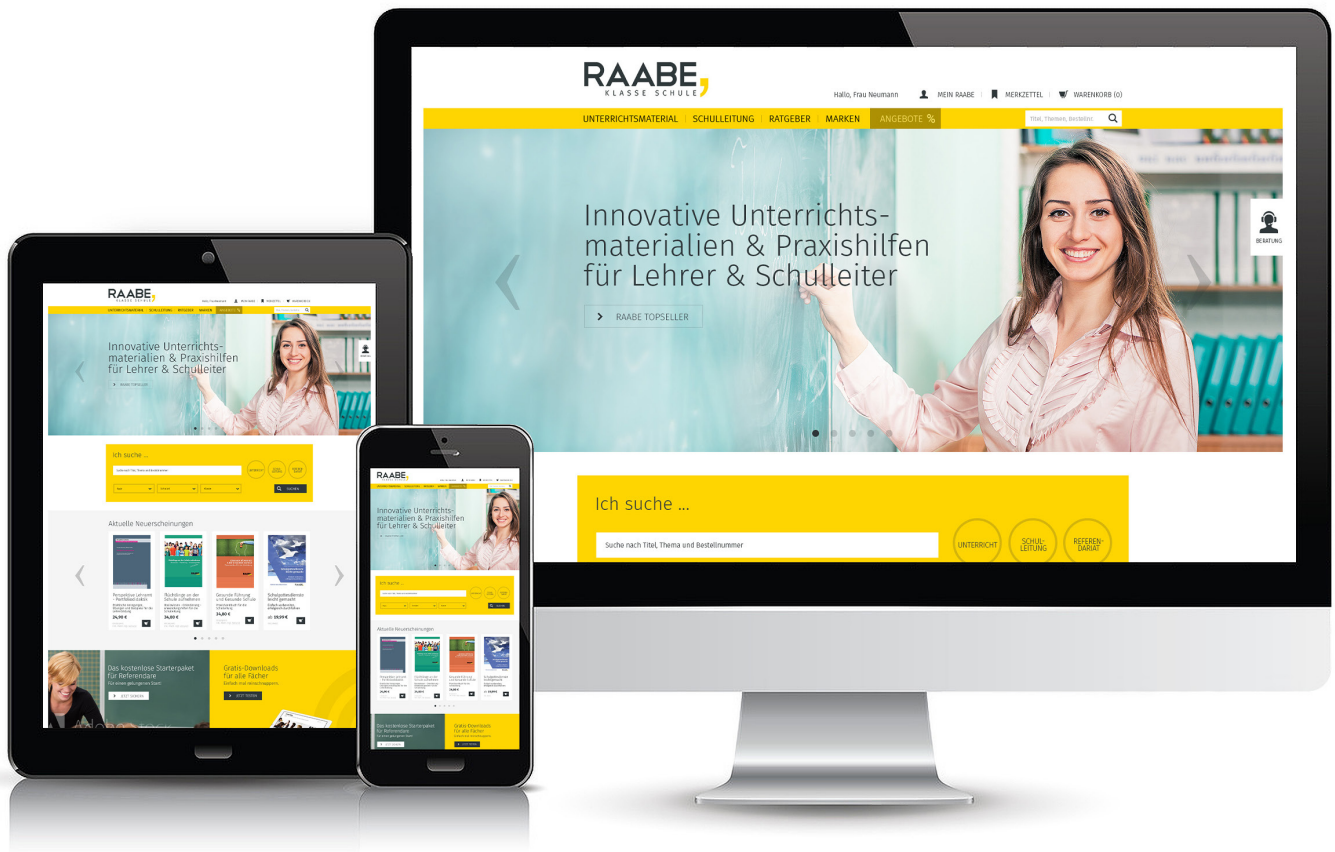
- Where does the story take place?
- When does the story happen?
- Why is the setting important to the story?
- Why did the author choose this particular setting?
- If the setting changed, how would the plot change?



Empathy – feel what the character feels.

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