

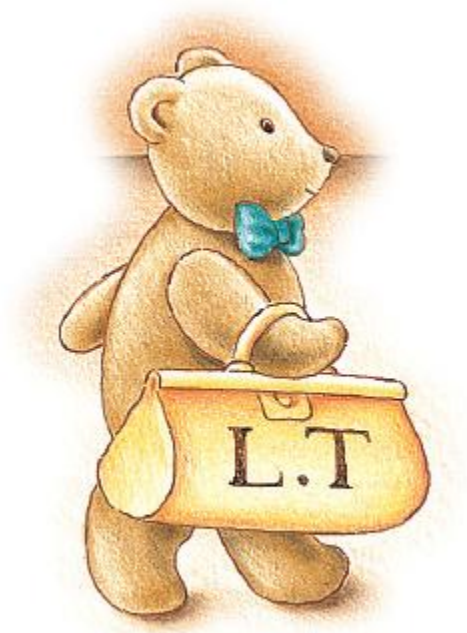
Exploring the link between comprehension and English Language Learning with the PM Readers

Brendan Bolton



The PM Story

A snapshot of the history and philosophy
behind the number 1 primary literacy series



Here is *PM*.

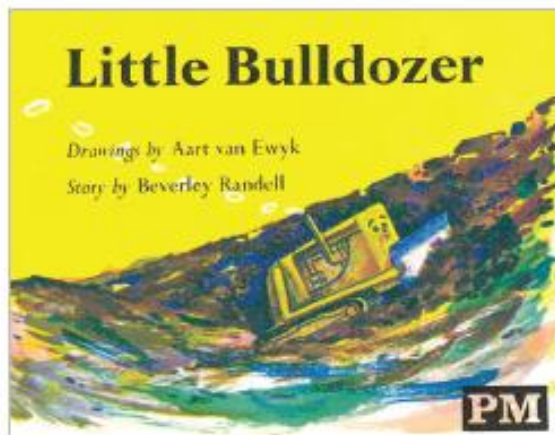
PM is Price Milburn.

The *PM*s are the number 1 guided reading series – and have been for over 50 years.

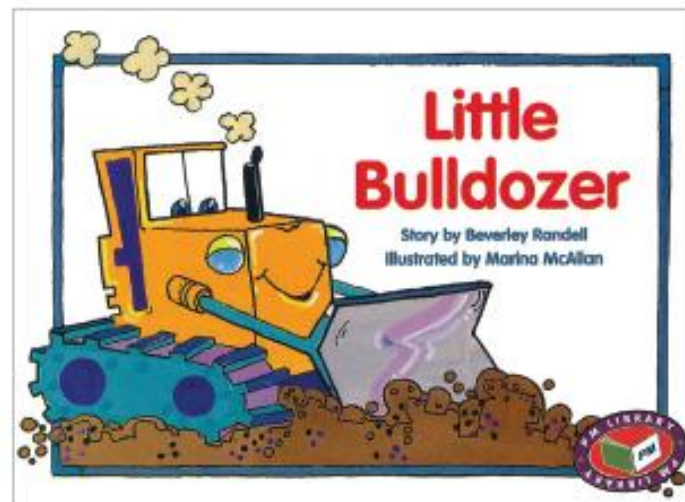
The *PM*s are the best books to build the balanced reader.

The *PM*s are published by Nelson, a Cengage Company.

We believe in the power and joy of learning.



1960s
(over 200 titles)

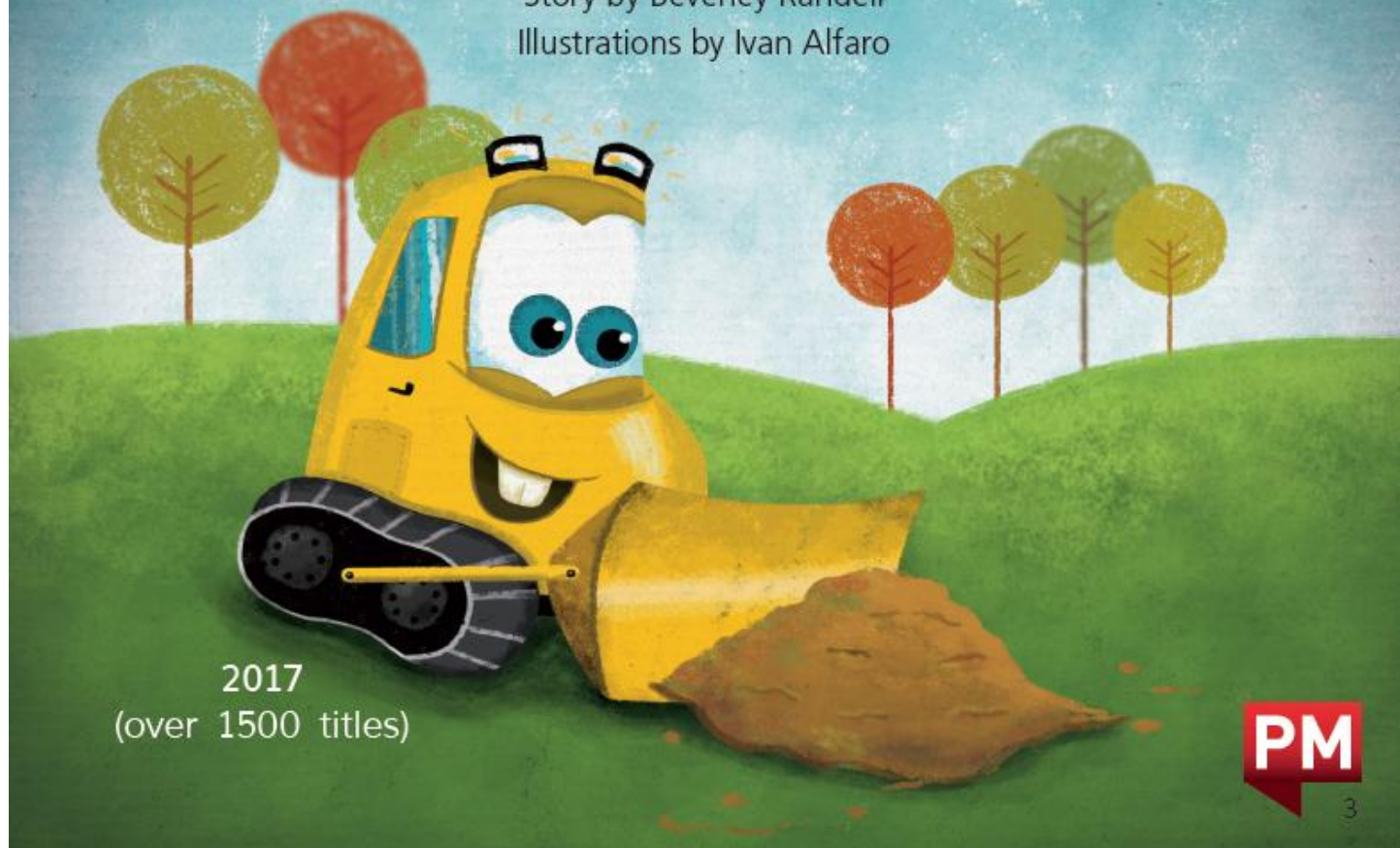


1990s
(over 500 titles)

Little Bulldozer

Story by Beverley Randell

Illustrations by Ivan Alfaro



2017
(over 1500 titles)



3

Impact

The PM series is a leading literacy program in EFL & EAL/ESL markets around the world, including:

Australia & New Zealand – used by 90% of primary school

USA – used by 80% of elementary schools

Canada – taught in English and French

United Kingdom and Republic of Ireland – distributed widely since 1996

Europe – selected PM readers translated in Danish

Middle East - the PMs used by Ministries of Education and schools across the Gulf. PM Collection is an Arabic cultural adaptation of selected PMs

Asia – the PMs are widely used across Asia

Agenda

- What is comprehension? 什么是理解能力?
- What is a Balanced Reader? 什么是均衡阅读者?
- What is the Balanced Reader approach? 均衡阅读理念是什么?
- How does scaffolding and levelling support the Balanced Reader?
支架与分级如何有助于培养均衡阅读者?
- How do levelled books support the Balanced Reader?
如何通过分级读本培养均衡阅读者?
- How can we tell if a student is a Balanced Reader?
如何评估学生是均衡阅读者?

Comprehension – a definition

理解能力的定义

Reading comprehension is the ability:

to **process text**,

to **understand its meaning** and

to **integrate** with **what the reader already knows**.

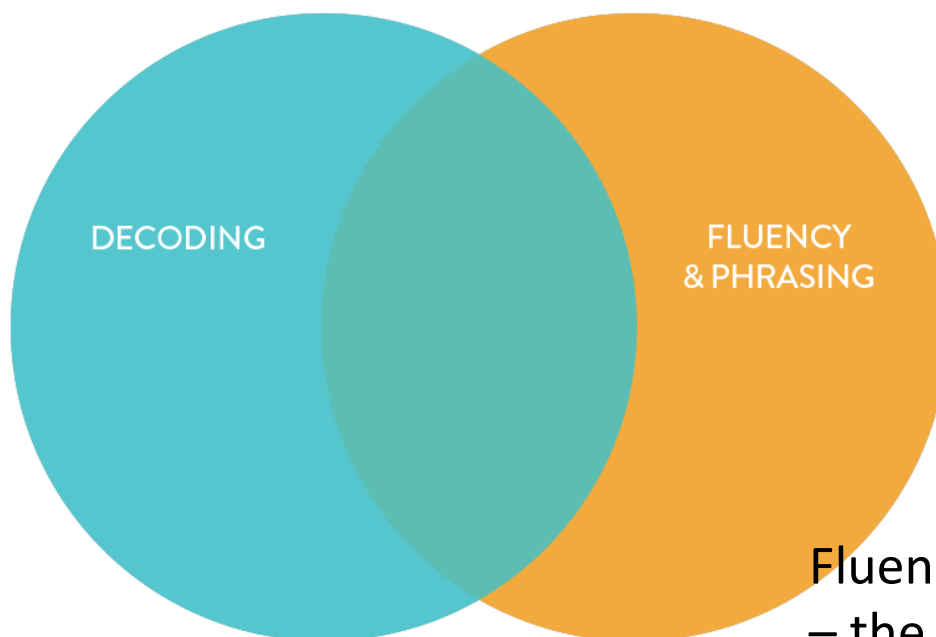
The Balanced Reader（均衡阅读者）

English language mastery requires three interconnected skills:

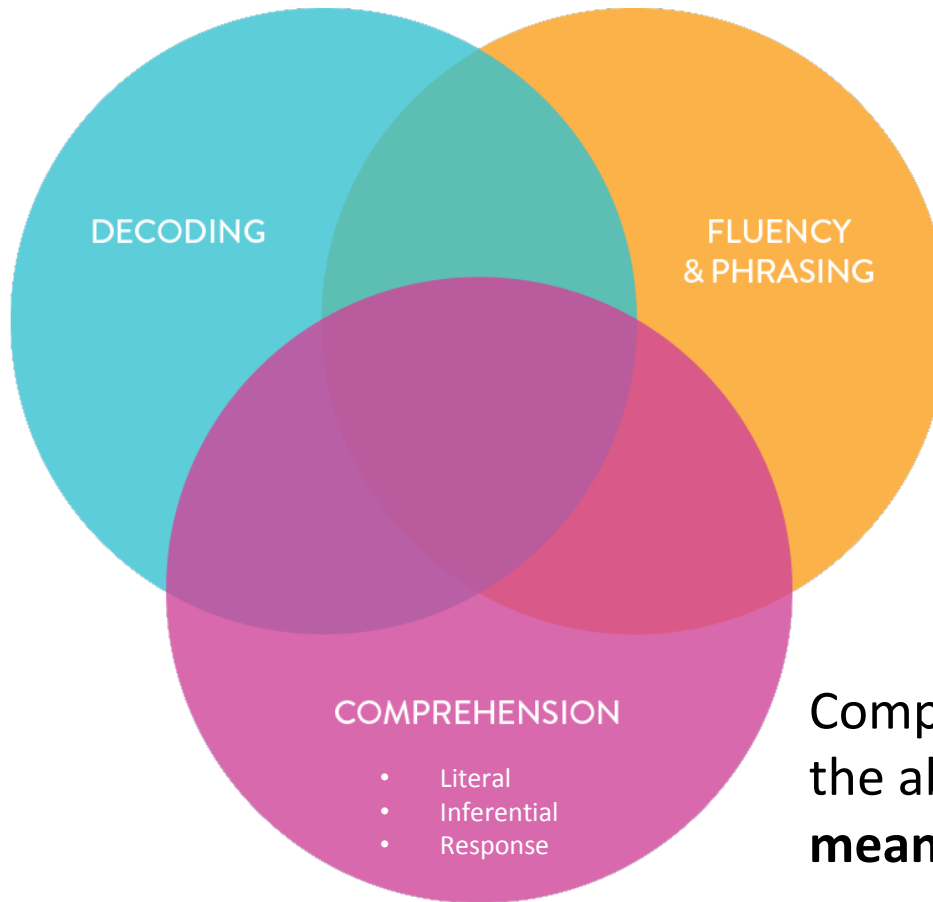
- **Decoding**（解码能力）
- **Fluency and phrasing**（流利度）
- **Comprehension**（理解能力）

DECODING

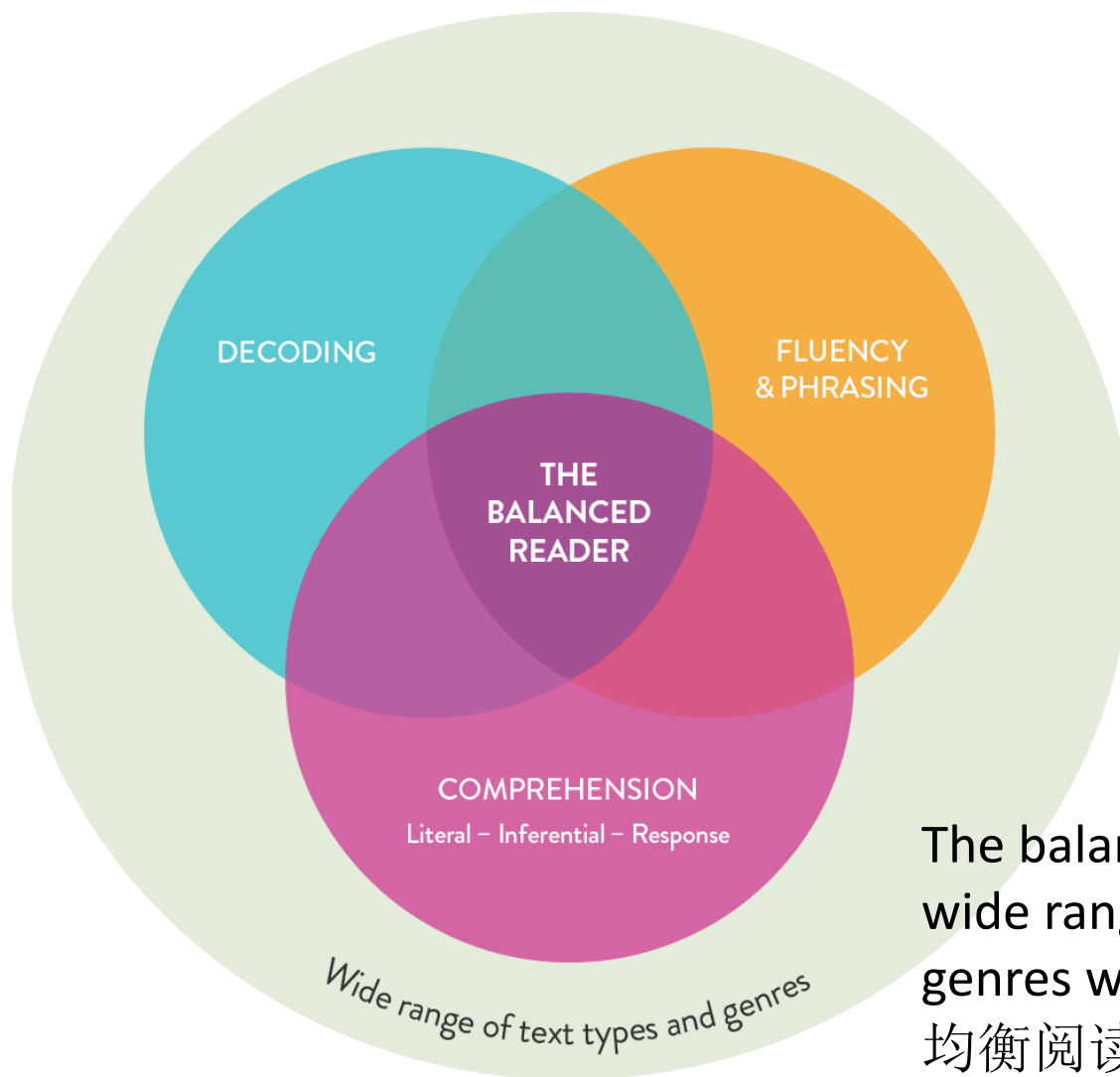
Decoding（解码能力） –
the ability to apply
knowledge of **letter-sound
relationships**, including
knowledge of letter patterns,
to **correctly pronounce**
written words



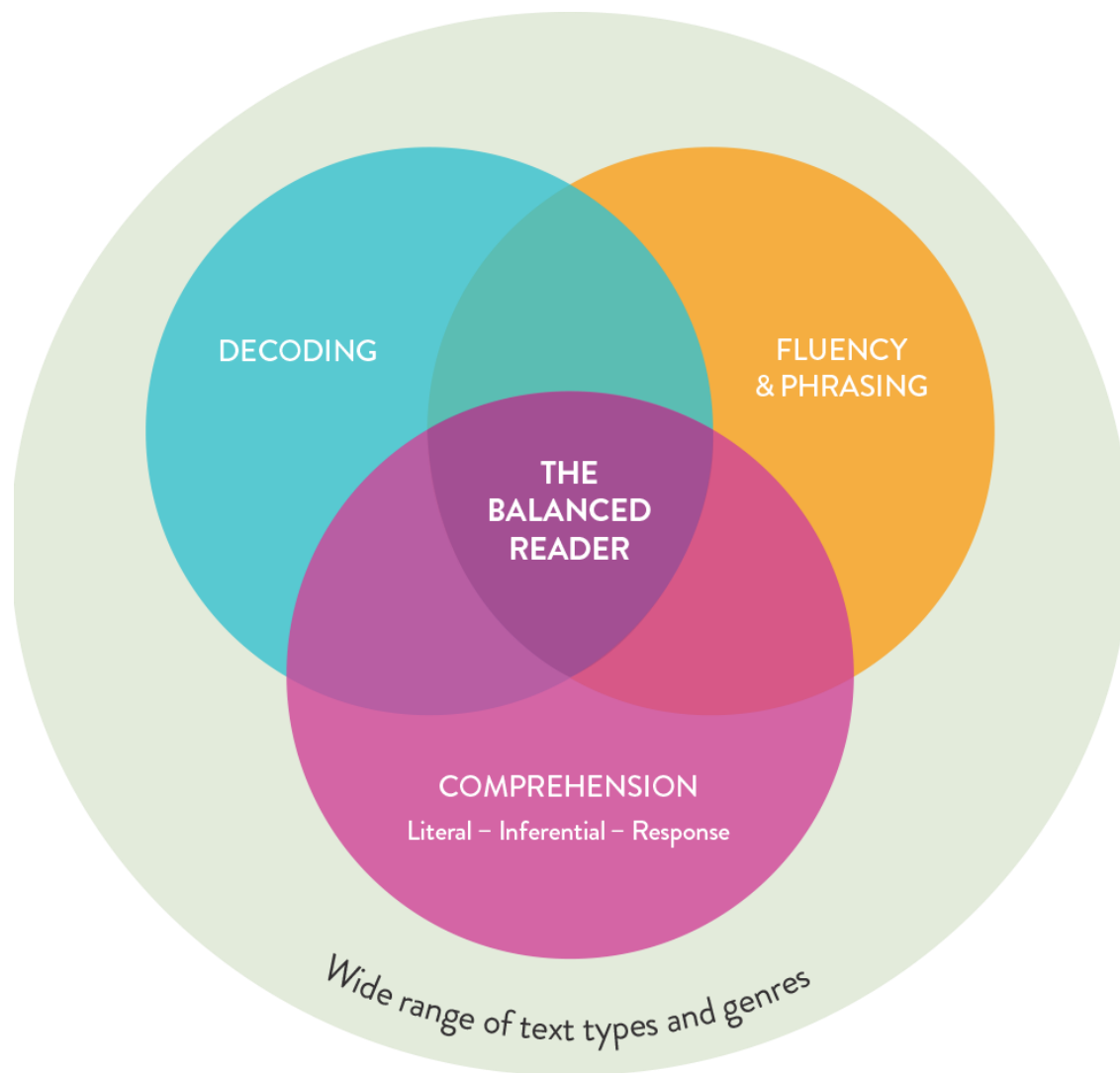
Fluency & Phrasing(流利度)
– the ability to read
smoothly, accurately and
efficiently. Fluency is
dependent upon the ability
to decode the text.



Comprehension(理解能力) – the ability to **understand** the **meaning** of the text.



The balanced reader reads a wide range of text types and genres with **understanding**.
均衡阅读者能够阅读并理解广泛的文本和文体。



*We believe that
**comprehension is at the
heart of reading..**
理解能力是阅读的核心。*

What does an ‘unbalanced reader’ look like?

“非均衡阅读者”是什么样的？

- Some approaches to English Language Teaching privilege decoding or fluency and phrasing over comprehension – this can lead to ‘unbalanced readers’
- An unbalanced reader may be able to say words correctly – but without comprehension
- An unbalanced reader may sound fluent, engaging and accurate – but without comprehension

**Balanced readers need to be able to do all three things
to ensure that comprehension is deep – at the
conceptual level**

An example of an 'unbalanced reader'

Fido is a black dog.

- What colour is Fido? (Literal)
- What other colours can dogs be? (Inferential)
- How do you feel when you see a black dog? (Response)

Why is the balanced reader important?

为什么成为均衡阅读者很重要？

- The overarching goal of reading instruction (in any language) is to create readers that can **learn about the world, integrate** that learning into **what they already know** and then use that knowledge **to communicate and change the world.**

How do we develop balanced readers?

如何培养均衡阅读者？

To develop balanced readers requires:

- **Teachers** who understand the need for balanced readers
- **Materials (levelled books)** that support the integration of decoding, fluency and phrasing and deep comprehension
- **Instructional approach** that focus on decoding, fluency and phrasing and deep comprehension

What is the balanced reader approach?

均衡阅读的教学理念是怎样的？

An instructional approach where decoding, fluency and phrasing and comprehension **are taught in unison using finely-levelled books.**

Scaffolding (支架)



Scaffolding (支架)

Scaffolding refers to the support that teachers and finely-levelled books provide for English Language Learners.

(支架指的是教师和细致分级的读本为英语学习者所提供的支持)

Scaffolding around a building keeps workers safe when moving from level to level.

Scaffolding in English Language Learning **makes learning safe** from level to level.

Levelled books add **‘just the right amount of challenge’** from one level to the next.

The PMs are the most finely-levelled texts for developing readers.

Scaffolding (支架)

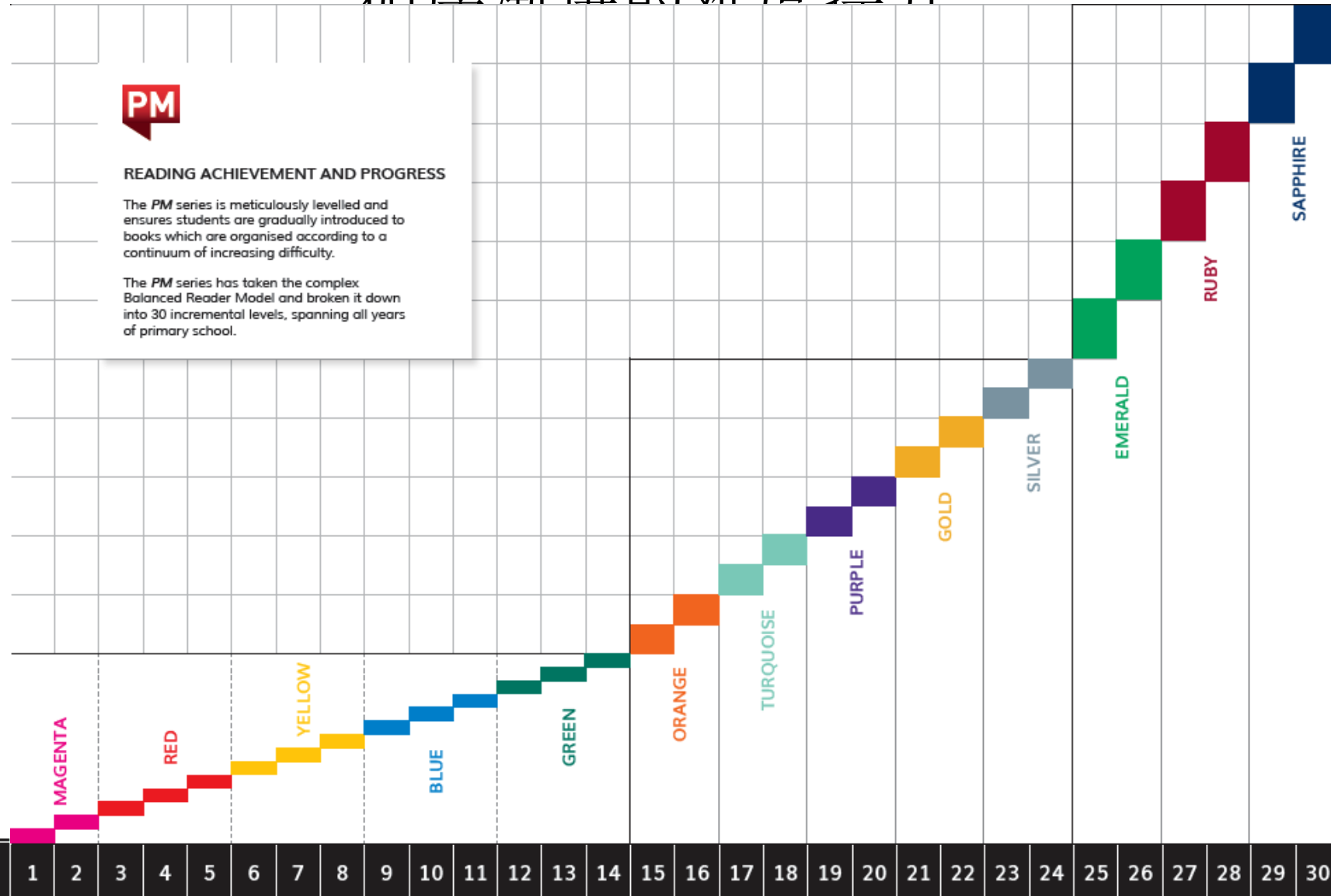
Reading materials without **scaffolded support** do not support the balanced reader.

Levelling is crucial to providing scaffolded support.

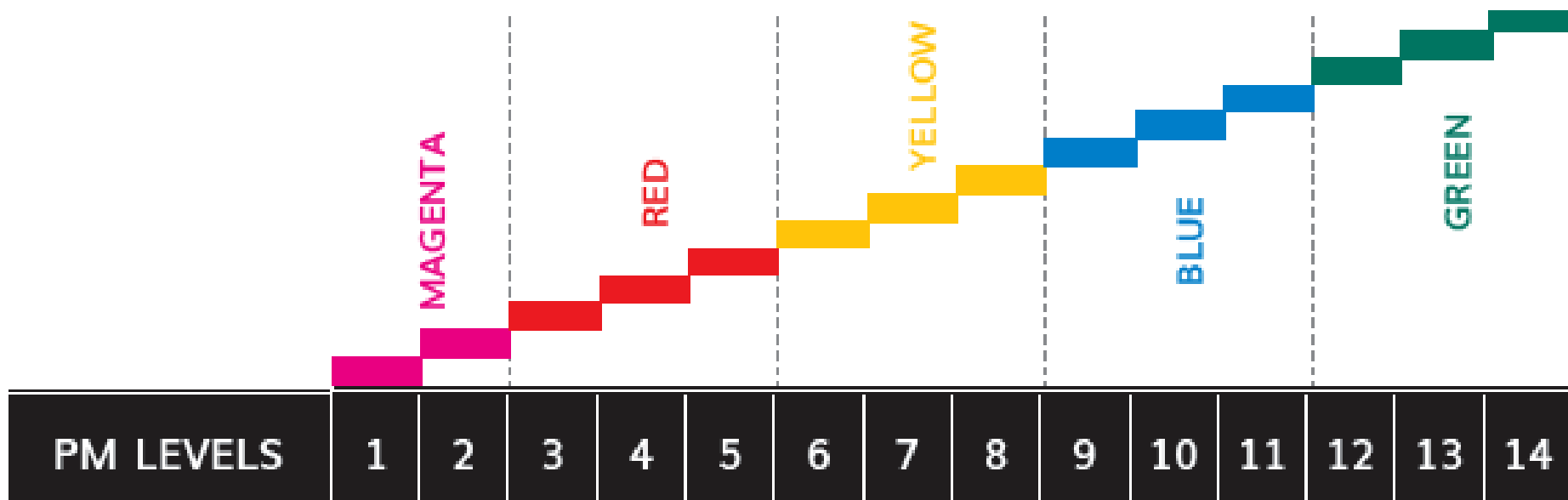
Levelled books (分级读本)

- A levelled book collection is a set of books organised in levels of difficulty from the easy books that an emergent reader might begin to the longer, complex books that advanced readers will select.
- The books are organised on **a continuum of increasing difficulty**.
- Not all levelled book collections are created equal.

循序渐进的难度提升



- Students will meet the same high-frequency words and sentence structures multiple times within each book and within each level
- 在同一本书和同一个级别，同样的高频词和句子结构会不断复现



Levelling (分级)

Levelling refers to the controls that have been used when writing the texts.

- Word count (字数)
- Vocabulary(词汇)
- Print and layout(印刷和版式设计)
- Text type or genre(文体)
- Sentence structure(句子结构)
- Text to illustration match(图文匹配)
- Punctuation(标点)
- Concepts(概念)

Word count (字数)

- The number of words in the text increases through the levels.

Here comes Monkey.

Monkey is on a big bike.

2

PM Level 3 FLTRP GR1 Set B

One day, Mother Bear said,
"This house is too little for us.
Baby Bear has nowhere to play
on cold days."

"Yes," said Father Bear.
"The cold winter is coming.
Let's go and find a big cave."

3

PM Level 12 FLTRP GR 5 Set B



Vocabulary (词汇)

- High-frequency words(高频词)
- Content words(内容词汇)

Print and layout (印刷和版式设计)

- Font choice – supportive for learners
- Font size
- Line breaks to support meaning

Here comes Monkey.

Monkey is on a big bike.

One day, Mother Bear said,
"This house is too little for us.
Baby Bear has nowhere to play
on cold days."

"Yes," said Father Bear.
"The cold winter is coming.
Let's go and find a big cave."

Line breaks

Text type or genre (文体)

- Narratives are particularly useful for teaching English
- The traditional story structure is familiar to all cultures. It supports prediction (which is very important in decoding of words and sentences) and comprehension
 - Orientation (who, what, where, when?)
 - Complication (or series of complications)
 - Satisfactory resolution (they lived happily ever after)
- Non-fiction text types such as persuasive or informational texts are carefully written providing support for the learner.

Sentence structure (句子结构)

- Simple sentence structures (*Here comes Monkey.*)
- Inverted sentences (*Monkey is here.*)
- Introduction of phrases and clauses leading to more complex sentences in higher levels

Punctuation (标点)

- Gradual introduction of punctuation

Text to illustration match

(图文匹配)

- Text to illustration match is very important in the lower levels
- Higher level texts have illustrations or photographs to explain complex vocabulary or concepts

Concepts (概念)

- Universal concepts, easily understood by all learners

Some examples of levelled books

- Word count (字数)
- Vocabulary(词汇)
- Print and layout(印刷和排版设计)
- Text type or genre(文体)
- Sentence structure(句子结构)
- Text to illustration match(图文匹配)
- Punctuation(标点)
- Concepts(概念)

外研社英语分级阅读



丽声三叶草 分级读物

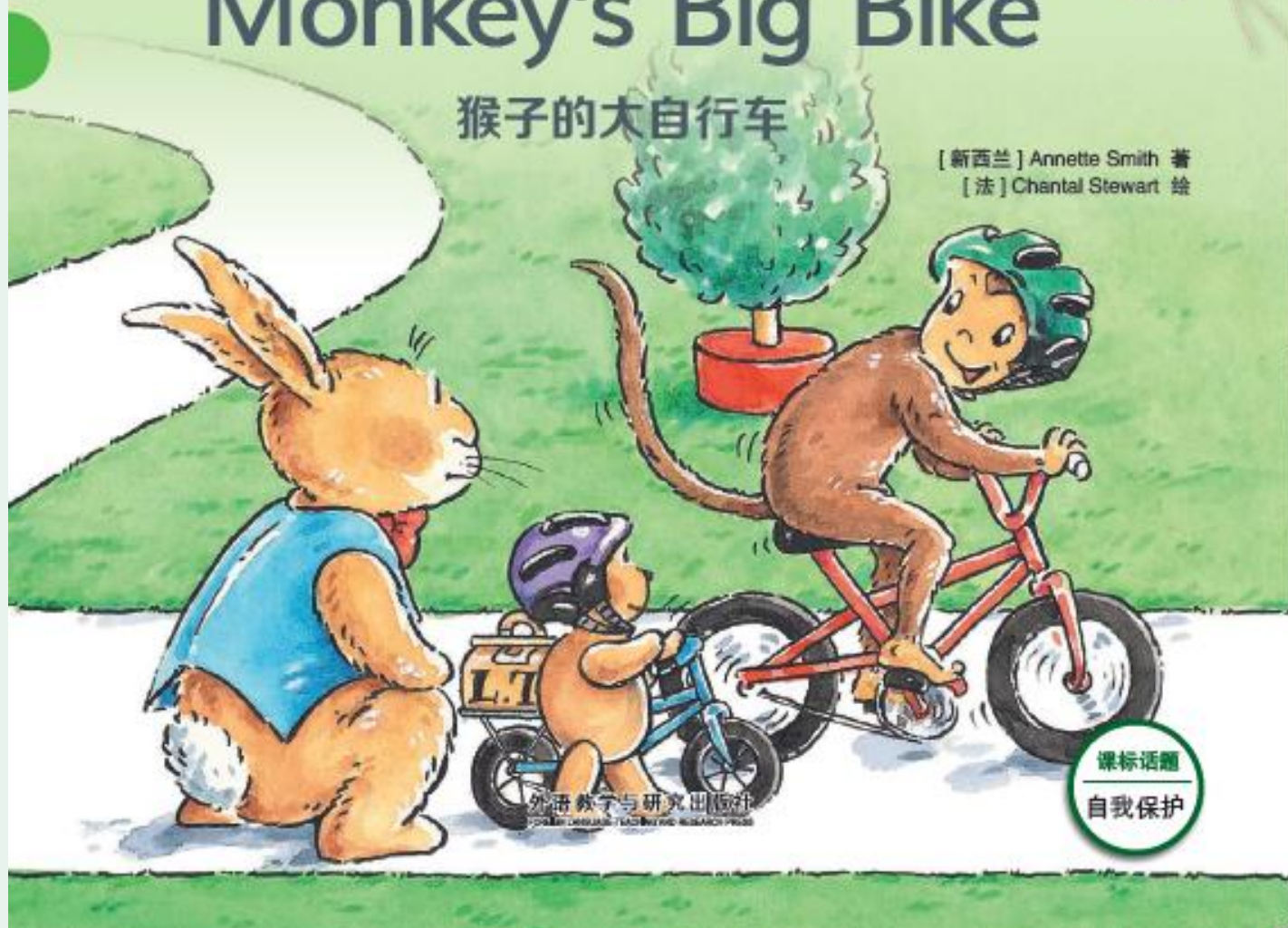
第二级

Monkey's Big Bike

猴子的大自行车

【新西兰】Annette Smith 著

【法】Chantal Stewart 绘



课标话题

自我保护

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外研社英语分级阅读



第二级

Monkey's Big Bike

猴子的大自行车

[新西兰] Annette Smith 著

[法] Chantal Stewart 绘



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

Here comes Monkey.

Monkey is on a big bike.



2

Text type(文体): Orientation
(who, what, where, when)
叙事-指向: 对故事的时间、
地点、人物及其环境的描述



Comprehension-理解能力

High-frequency
words(高频词汇) such
as *here, comes, is, on*



Decoding-解码能力

Content words(内容词汇)
such as *bike*



Comprehension-理解能力

"Look at my bike,"
said Monkey.
"My bike is **big**."



Print and layout(排版):
return sweep based on
a chunk of meaning
根据文本意义断行

↓
Fluency and Phrasing-
流利度

Text type(文体) : Complication (Little
Teddy wants to ride the big bike)
叙事-发展: 故事的发生、事态发展

↓
Comprehension-理解能力

"My bike is little,"
said Little Teddy.



Look at Little Teddy.



Simple sentence structure(简单的句子结构)



Decoding and Fluency and Phrasing-解码能力和流利度

"Little Teddy," said Rabbit,
"Monkey's bike is too big."

10



11

Illustration/text match(图文匹配):
absolute and note that pictures
also convey meaning
绘图准确传递文章意义



Comprehension-理解能力

Little Teddy is on the big bike!

"Oh, no!" said Rabbit.

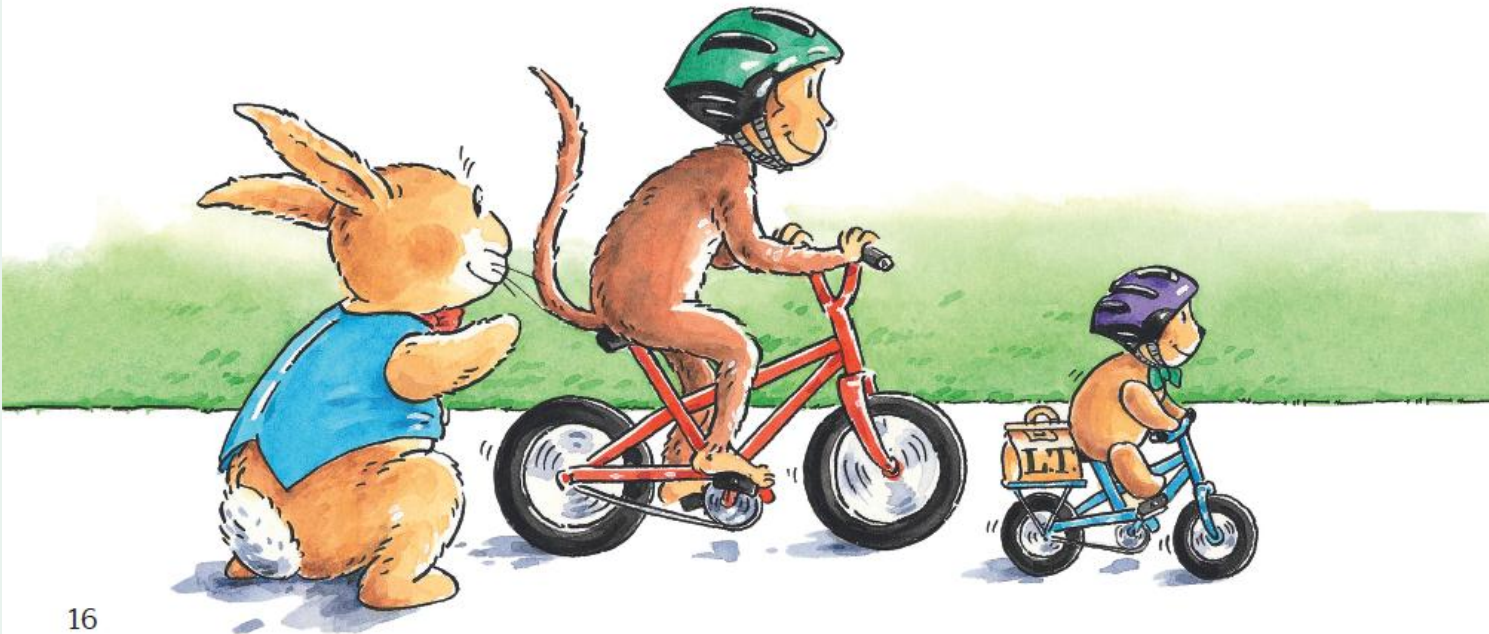


"Little Teddy," said Monkey,
"here is the little bike."



Little Teddy is happy.

Rabbit is happy, too.



16

Text type 文体: Satisfactory resolution
叙事-结局: 故事的结束、完美结局



Comprehension-理解能力

Monkey's Big Bike

Primary G2 set A (PM Level 3)

- Word count(单词数) – 67
- Vocabulary (词汇)
 - High frequency words(高频词) – at, big, comes, Here, little, look, my, no, Oh, on, said, the, too
 - Content words (内容词汇)– bike
- Print and layout – return sweep based on a chunk of meaning 根据文本意义设计断行
- Text type – Narrative (imaginative) must have an *orientation, complication* (or series of complications) and a satisfactory *resolution*

文章体裁- 完整的叙事包括指向、发展和结局

Monkey's Big Bike

Primary G2 set A (PM Level 3)

- Sentence structure(简单句式) – simple sentences (Look at Little Teddy.)
- Punctuation(标点) – . , ! “
- Illustration/text match(图文匹配) – absolute, note that pictures also convey meaning
- Concepts(概念) – animals, bikes, big, little

外研社英语分级阅读



House-hunting

三只熊找新家

[新西兰] Beverley Randell 著

[澳大利亚] Isabel Lowe 绘

丽声三叶草

第六级



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课标话题

家人

外研社英语分级阅读



第六级

House-hunting

三只熊找新家

[新西兰] Beverley Randell 著

[澳大利亚] Isabel Lowe 绘



外语教学与研究出版社
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北京 BEIJING



One day, Mother Bear said,
"This house is too little for us.
Baby Bear has nowhere to play
on cold days."

"Yes," said Father Bear.

"The cold winter is coming.
Let's go and find a big cave."



In the morning, Father Bear,
Mother Bear and Baby Bear
went into the forest
to look for a new home.
They wanted to find
a big, warm cave.



"This one is too little,"
said Baby Bear.

"That's not a home for bears,"
said Father Bear.

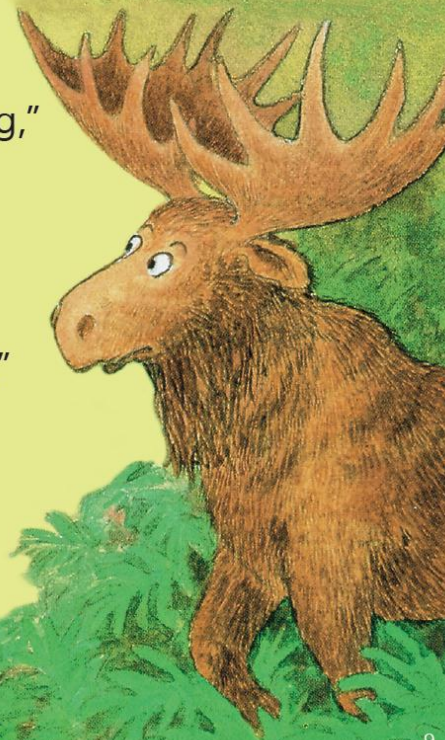
"It's a home for a rabbit."



"This one is too big,"
said Baby Bear.

"That's not
a home for bears,"
said Mother Bear.

"It's a home
for a **moose!**"





"Let's go and look
for a cave in the hills
by the river," said Father Bear.

Baby Bear went up the hill first.
He saw a beehive.

"I can smell the honey inside it,"
he said.



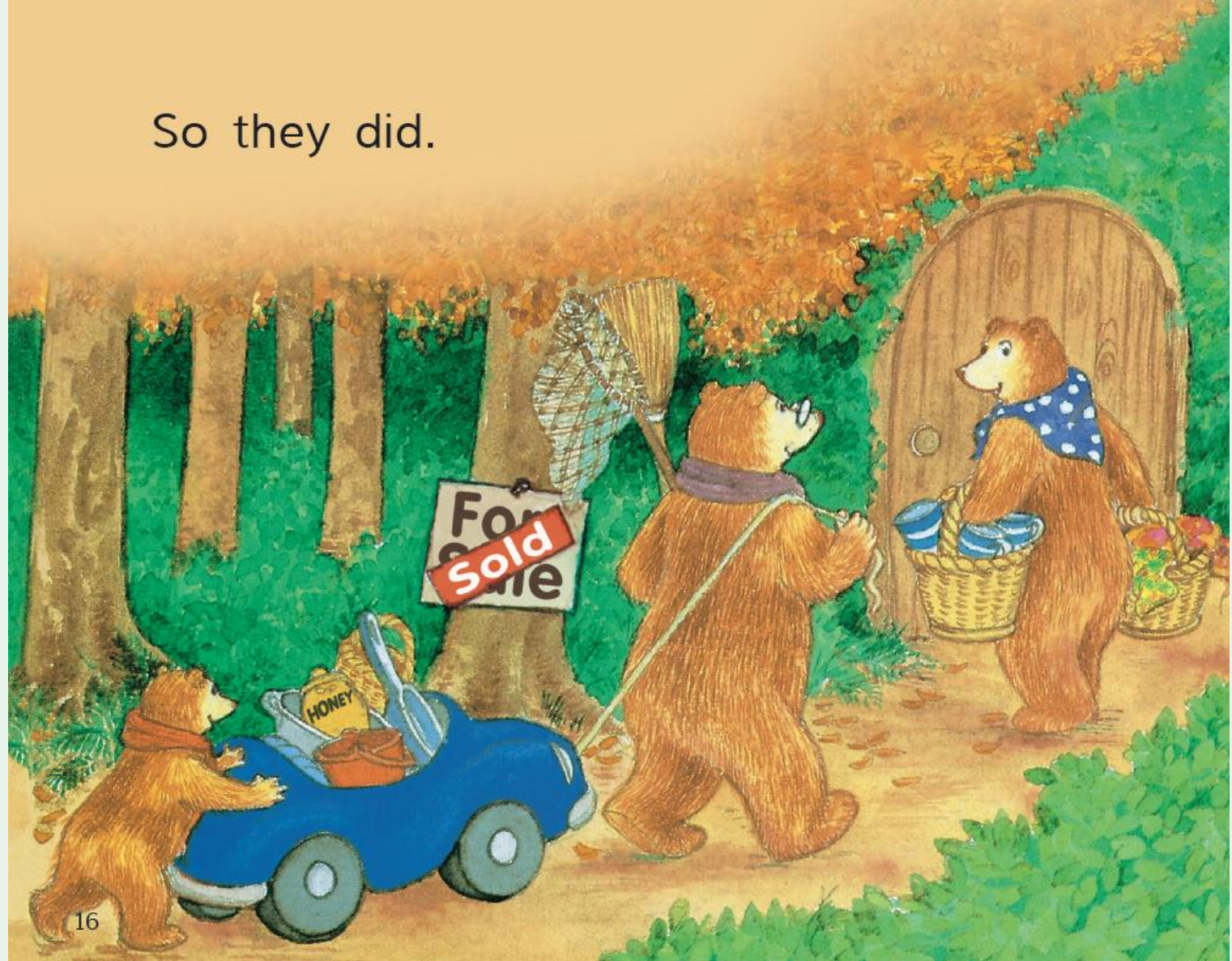
Then, Mother Bear saw a door
in the hillside. She opened it.
"Here's a big, warm cave," she said.
"**This** is a good home for bears."

"We can go fishing in the river
if we come here," said Father Bear.



The three bears went inside.
Baby Bear ran downstairs.
"This is Father Bear's bed,
this is Mother Bear's bed,
and this is **my** bed," he said.
"Let's move in today,"
said Mother Bear.

So they did.



House-hunting

Primary G5 set B (PM Level 12)

- Word count(字数) – 223
- Vocabulary (词汇)
 - High frequency words – first, morning, smell, wanted, warm
 - Content words – bears, beehive, cave, downstairs, hillside, home, house, moose, nowhere
- Print and layout (排版)– up to 7 lines of text per page, varied placement of text
- Text type(文体) – Narrative (imaginative) must have an *orientation*, *complication* and a satisfactory *resolution*

House-hunting

Primary G6 set B (PM Level 12)

- Sentence structure – more complex sentences(句子结构更为复杂) (In the morning, Father Bear, Mother Bear and Baby Bear went into the forest to look for a new home.)
- Punctuation – . , ! “ bolding for emphasis (**Moose**)
- Illustration/text match – supportive illustrations (not an absolute match), note that pictures also convey meaning (插图由匹配转为辅助，但仍传递文本意思)
- Concepts(概念) – home, family

Building the Balanced Reader

Decoding-解码能力

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.

培养高频词自动识别能力，使学生专注在意思理解上

- Ensure students are transferring their phonemic awareness and knowledge of letter–sound relationships when decoding or confirming unfamiliar words.

确保学生在解码或确认不熟悉的单词时能够应用其掌握的音素意识和字母与发音关系的相应知识

Building the Balanced Reader

Vocabulary(词汇)

Key High-frequency Words(高频词)

- first, morning, smell, wanted, warm

Content Words(内容词汇)

- beehive, cave, cold, downstairs, hills, moose, move, nowhere

Building the Balanced Reader

Fluency and Phrasing(流利度)

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
观察学生在阅读中综合文本意义、语言结构和插图信息的能力。
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
参与对话以帮助理解意义。找到引号和说话人。
- Ensure students respond to punctuation within and at the end of sentences.
确保学生在句中和句尾停顿。

Building the Balanced Reader

Key Language Structures (关键句子结构)

- Complex sentences are used(使用复杂句式), e.g. *In the morning, Father Bear, Mother Bear and Baby Bear went into the forest to look for a new home.*
- Conjunctions are used to join clauses(连词用于连接从句), e.g. *“This is Father Bear’s bed, this is Mother Bear’s bed, and this is my bed,” he said.*

Building the Balanced Reader

Comprehension (理解能力)

Why did Father Bear want a cave by the river?(*Literal*)

Why did the bears want to find a warm cave?(*Inferential*)

Why was Baby Bear happy when he saw the beehive? (*Inferential*)

Recurring characters also
assist with comprehension (角色复
现也有助于理解能力)

Recurring characters in PM Readers:

- Bear Family (9 books)
- Sally (5 books)
- Ben (4 books)
- Jolly Roger (3 books)
- Monkey, Rabbit and Little Teddy (2 books)
- Little Bulldozer (2 books)



How can we tell if a student is a Balanced Reader?

如何评估学生是均衡阅读者？

Can the student

- retell the story in their own words (能用自己的语言复述故事)
- recall specific information (能回顾细节信息)
- make connections between prior knowledge and the text (能将先前知识与文章联系起来)
- explain, justify or expand the ideas in the text?(能对文章意思进行解释、论证或拓展)
- respond to the text (能对文章做出响应)

If you are a balanced reader you can do all of these things.

Recap

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