

# An Inquiry into the Teaching of High School English Deep Reading, Which Points to the Core Accomplishment

Yonglei Han

Weifang Middle School, Weifang 261206, Shandong, China

---

**Abstract:** The cultivation of core literacy has become one of the key goals in the field of education, especially in high school English teaching. Deep reading, as an effective teaching strategy, aims to improve students' language comprehension, critical thinking and intercultural communication skills. This paper aims to explore how to achieve the comprehensive development of students' core literacy through deep reading teaching, and evaluate the practical teaching effects of various teaching strategies in practical application. The teaching mode of "three levels and nine rings" oriented to deep reading conforms to the connotation of deep learning, meets the requirements of the new curriculum standard of learning activities, promotes the diversified development of thinking and the internalization of values, and achieves the unity of English curriculum tools and humanity. In view of this, this paper mainly analyzes how deep reading teaching in senior high school focuses on the improvement of students' core literacy. This paper provides a systematic deep reading teaching framework for senior high school English teachers by analyzing and interpreting the discourse, predicting the theme, internalizing the content and applying the strategies of teacher-student evaluation.

**Keywords:** Core literacy; High school English; Deep reading

---

## Introduction:

Deep reading requires students to think actively in the process of reading and connect what they read with existing knowledge, other texts or real life experiences. For deep reading, students need to perform several key cognitive tasks:

### 1. What is Deep Reading

Deep reading is a reading strategy designed to help students not only stay at the surface meaning of the text, but to understand and master the core meaning and deeper connotation of the text through deeper analysis, reasoning, comparison, judgment and evaluation, specifically:

First, analysis. Deconstruct the structure of the text, identify themes and arguments, and analyze the author's writing techniques and stylistic features.

Second, reasoning. Logical reasoning based on the information provided by the text, to infer the implied meaning of the text and the author's intention.

Third, comparison. Compare the text with other texts or information sources to find similarities and differences.

Fourth, judgment and evaluation. Evaluate ideas and arguments in the text based on personal knowledge and values to form personal judgments.

Fifth, integration and processing. It is necessary to combine the information obtained from the text with personal knowledge and experience to form your own insights and understandings. Through deep reading, students' reading literacy can be improved, students can understand the literal meaning of the text, but also critically analyze and evaluate the deep meaning of the text, and cultivate students' critical thinking ability and problem-solving ability.

### 2. High school English deep reading teaching strategies pointing to core literacy

#### 2.1 Interpretation of discourse - thematic meaning, textual layout and ideological and political exploration

In the teaching of English deep reading in senior high school, an effective strategy is to design around the thematic meaning,

layout and ideological and political exploration of texts. Through this approach, we can help students not only understand the surface meaning of the text, but also analyze the deep content and structure of the text, thereby improving their core literacy.

First of all, teachers need to set the reading framework by introducing background knowledge. For example, if the reading material deals with the multicultural character of San Francisco, the teacher can first introduce the geography and historical background of San Francisco and the causes of its cultural diversity. This step not only increases students' interest in the text, but also helps them better understand the content when reading. Secondly, teachers guide students to deeply analyze the structure of the article and the author's writing logic. By teaching students how to use structural diagrams (such as mind maps or flow charts) to organize essay information, students can more clearly see the thesis development and logical hierarchy of the essay, which is essential to understanding the author's intent and the deeper meaning of the essay. In addition, through the analysis of specific example sentences, students can master the usage of these keywords in a specific context, and enhance their language application and text analysis ability<sup>[1]</sup>.

Finally, teachers can introduce discussion of ideological and political elements to encourage students to examine the text from a broader socio-cultural perspective. For example, in a section that explores the multicultural nature of San Francisco, teachers can lead students to think about the impact of this cultural diversity on social policy and personal identity. Through such discussions, students can not only improve their reading skills, but also enhance their social responsibility and critical thinking skills.

## **2.2 Focused discourse - predicting the theme, sorting out the framework and related details;**

Pre-reading activities help students build an initial understanding and expectation of the material to be read before diving into it, thereby focusing more effectively on the topic and details of the text.

### **2.2.1 Geographical Background**

Use maps to help students understand the geography of the United States and its surrounding areas. Mark the following locations on the map used in the campaign: Mississippi River, Rocky Mountains, Pacific Ocean, Atlantic Ocean, Canada, and Mexico. With a special focus on California and San Francisco. Ask students to find California and San Francisco on a map and share some background information. Answer the question, "What do you know about California or San Francisco?" This activity increases students' understanding of the context of the text and stimulates their interest in what they are about to read.

#### Activity 2: Theme prediction

Discuss the text you are about to read. Introduce a Chinese girl named Li LAN, who went to San Francisco and wrote a travel diary. In addition, students should be guided to think about and predict what Li LAN might write in her travel diary. This discussion can be based on students' knowledge of San Francisco, such as the multicultural melting pot, the gold Rush, etc. Through this predictive activity, students can begin to think about topics and details that the text may cover, preparing them for in-depth reading<sup>[2]</sup>.

### **2.2.2 Sort out the article framework**

After the student has some understanding of the background and has made predictions about the content, the teacher can guide the student to start reading and identify the structure of the text.

Here, teachers can demonstrate how to identify the introduction, development, and ending of an essay. At the same time, teachers should instruct students how to identify key passages and details that support the topic, such as describing what Leland saw and experienced in San Francisco.

### **2.2.3 Association Details**

On the basis of sorting out the framework, the teacher should further guide the students to analyze the keywords and expressions in the article, such as "melting pot" and "gold rush", and discuss how these words relate to Li LAN's experience and the topic of the article. In group discussions, each group extracts one or two key details from the text and explains how these details help to understand the deeper meaning of the text and Li LAN's personal feelings<sup>[1]</sup>.

## **2.3 Beyond discourse - internalizing themes, integrating outputs, and evaluating teachers and students.**

### **2.3.1 Speed reading and style recognition**

First, teachers need to list several types of text, such as diaries, travel logs, news reports, letters, personal profiles, travel guides, etc. Students need to read quickly and determine which type the text belongs to.

Secondly, teachers can list the place names mentioned in the text in advance, such as San Francisco, Redwood Forest, Napa Valley, Golden Gate Bridge, Mission District, Chinatown, Richmond District, etc. Students need to find these place names in the text and collect relevant information. For example:

San Francisco: There are a lot of old buildings, many of them on top of mountains.

Redwood Forest: The author camped there before returning to San Francisco City.

### 2.3.2 Careful reading and logical sorting

In careful reading, students need to read the text carefully, sort out the author's writing logic and master the discourse structure. For example, the first paragraph describes "Today..." In the afternoon... The fourth paragraph describes "Tonight..." The fifth trailer "Tomorrow night..." . The second paragraph is not dated, but presumably describes what the author saw after arriving in San Francisco in the morning.<sup>[3]</sup>

Secondly, after careful reading, teachers should guide students to carry out the following activities to help them internalize what they have learned and output it effectively. Through discussion and writing activities, students are guided to express their understanding and personal insights on the topic of the text. For example, students may be asked to write a reflective essay describing how they relate the experiences in the text to their own lives<sup>[2]</sup>. In addition, teachers can also encourage students to integrate the information in the text with other knowledge or texts to create new content, such as writing a story based on a travel diary, adding personal imagination and creativity. Finally, teachers need to provide specific feedback to evaluate the depth of students' understanding and the quality of their output. At the same time, it can also allow students to evaluate each other, enhance critical thinking and empathy. Through these steps, students will not only gain a deep understanding of the text content, but also learn how to translate the reading material into personal knowledge and expression, thus truly achieving the transition from text to thinking. This teaching method has greatly promoted the all-round development of students, especially in improving their language expression skills, critical thinking and creative thinking<sup>[3]</sup>.

### Conclusion:

To sum up, under the background of core literacy, teachers should focus on improving students' thinking quality and cultivating their higher-order thinking ability in English reading teaching in high school. The strategies proposed above can explore the relationship between deep reading and students' individual learning needs in order to optimize teaching strategies.

### References:

- [1] Zhou Bingnan. A Study on Cultivating Students' Core Literacy in High School English Reading Teaching [J]. *Journal of Science*, 2002,29(29):63-65.
- [2] Wang Jiawei, Zheng Jidong. The Influence of "3A" text reconstruction Model on English Reading Teaching in Senior high School from the perspective of Core Literacy [J]. *New Curriculum Research (First Part)*,2022(9):5-7.
- [3] Hu Jiali. An Analysis of Teaching Strategies for senior high school English after reading and Writing under the Background of Core Literacy [J]. *New Curriculum Guidance*,2022(33):84-87.

### About the author:

Yonglei Han , 1975.8, female, Han, from Weifang, Shandong Province, graduated from Qufu Normal University, Bachelor degree, major in English education, research direction: English Teaching