

The 'multiple levels of text processing' (MLOTP) model

These areas of text processing can be integrated into a model of reading. It is referred to as the 'multiple levels of text processing' (MLOTP) model. We read by processing text at a number of levels.

Levels of text	knowledge of structural text features, the 'what', conventions of writing	reading strategies, 'how to'	value of each level; reader's beliefs
word level	word bank containing 3 forms of word: how it is written, said, means, <ul style="list-style-type: none"> letter clusters, rime families types of written words, word structures 	<ul style="list-style-type: none"> match text word directly with stored letter cluster knowledge convert letter clusters to sounds, blend segment words into functional units and recode 	<ul style="list-style-type: none"> why reading/ working out words is useful
sentence level	<ul style="list-style-type: none"> grammar to link words sentence propositions (how meanings are linked) punctuation, written sentence structure 	<ul style="list-style-type: none"> visualise, paraphrase sentence re-read ask questions about the ideas, listen to ourselves as we read, pause and consolidate 	<ul style="list-style-type: none"> how visualising a sentence helps reading you can talk about the strategies you use as you read
conceptual level	'idea bank'; set of ideas linked in <ul style="list-style-type: none"> networks similar to text links episodes - contextual links linking prose in paragraphs paragraph propositions 	<ul style="list-style-type: none"> backtrack / read ahead /within / across sentences to link concepts predict, anticipate, infer ideas, feeling What other words might be in text? recode imagery to words 	<ul style="list-style-type: none"> why it is useful / interesting to predict
topic level	<ul style="list-style-type: none"> structures used to link ideas to a topic 	<ul style="list-style-type: none"> use title, scan or skim text, select key words to guess its general theme 	<ul style="list-style-type: none"> why it is useful to note the topic of text
dispositional level	<ul style="list-style-type: none"> values, attitudes intended by a text 	<ul style="list-style-type: none"> how to detect the attitudes in a text 	<ul style="list-style-type: none"> why you need to know attitude of writer
Self-management and control strategies			
<ul style="list-style-type: none"> frame up reasons or purposes for reading a text, plan how they will read monitor our reading, initiate corrective action, decide when to re-read, self-correct, how they use what they know at each level, monitor how their reading is progressing, take remedial actions if necessary and, having read, review and self-question to see whether reading goals achieved, review or consolidate what they have read organise the information gained from reading to fit our purposes for reading 			
Existing knowledge			
<p style="text-align: center;">Oral language knowledge</p> <ul style="list-style-type: none"> at word level, what words mean, how they are said, awareness of sounds in words at sentence level, how ideas are linked into sentences, grammar. at conceptual level, how ideas are linked into themes at topic or theme level, how a theme is communicated in a narrative, description at the pragmatic or dispositional level, how the social context affects how ideas are communicated, the attitudes and values of the writer towards the ideas in the text. 			<p style="text-align: center;">Experiential knowledge;</p> <ul style="list-style-type: none"> experiences, visual imagery knowledge action, motor knowledge knowledge of symbols
Sensory input to the knowledge base		Motor aspects of expressive language	
Auditory input	Visual input	Touch, feeling input	Motion input