

Strategies for Reading

"Today a reader, tomorrow a leader." - Margaret Fuller



Introduction:

Reading is an important life skill that will help you to work and learn independently. In this unit, you will learn some useful reading **strategies**. These strategies will prepare you for successful reading for both now and in the future.

In this unit, you will:

- Learn different strategies to help you read well.
- Practice using some strategies for reading.
- Read some everyday texts.
- Find the main idea when you read.
- Reflect on what you read.



WORD STOP

strategies (strat-i-jeez): plans or methods to reach a goal.

Strategy 1: Read as Often as Possible



Reading allows you to connect written ideas with what you already know. The more you read the easier it will get. Not only will practice help you to improve your reading skills, it will also allow you to expand upon what you already know. Look for things to read everyday and practice, practice, practice!

Try to read:

- ✓ Notes
- ✓ Letters
- ✓ Bank Statements
- ✓ Advertisements
- ✓ Newspapers
- ✓ Magazines
- ✓ Books
- ✓ Cereal Boxes
- ✓ Flyers
- ✓ Brochures
- ✓ Medicine Labels
- ✓ Email

REFLECTION:

What are some other things that you can read every day? (**Hint:** Look around you for ideas.)

"Reading is to the mind like running is to the body. If a person wants to exercise their mind, read a good book." -

Lamar Cole

ACTIVITY:

Find three things from your everyday life to read.

STEP ONE:

Look around you (at home, at school, or at work) to find three different things to read from your everyday life. See the list on the previous page for ideas.

STEP TWO:

Read all three things.

STEP THREE:

Fill in the chart on the next page about the three things that you found and read.



"Reading is a basic tool in the living of a good life."

~ Mortimer J. Adler

Reading Things from My Everyday Life

Reading #1

What did you read?	
What did you learn from reading this?	
Did you learn any new words? If yes, what were they?	

Reading #2

What did you read?	
What did you learn from reading this?	
Did you learn any new words? If yes, what were they?	

Reading #3

What did you read?	
What did you learn from reading this?	
Did you learn any new words? If yes, what were they?	

Strategy 2: Previewing and Predicting (Before Reading)

Before you read anything, you should **preview** and **predict** the writing. Previewing and predicting will prepare you for reading.

How to Preview:

1. Examine the style of the writing.
2. Examine the title and subtitles.
3. Examine photos and their captions.

How to Predict:

1. Consider what the style, title and subtitles, and photos tell you about the writing.
2. Consider what you already know about the subject.
3. Guess what the text is going to say.



WORD STOP

1. **preview** (pree-vyoo): to quickly examine something to get an idea of what it is about.
2. **predict** (pruh-dikt): to guess.

Strategy 2: Brainstorming (Before Reading)



Once you have predicted and previewed, you should **brainstorm** what you already know and what you would like to know about the topic.

Brainstorming Step 1:

Make a list of everything you already know about the topic.

Brainstorming Step 2:

Make a list of everything you would like to know about the topic.



WORD STOP

brainstorm (brayne-storm):

1. to think about everything you know about a topic.
2. to come up with ideas.

ACTIVITY: Practice previewing, predicting, and brainstorming.

STEP 1:

Preview the letter to the editor (on the next page).

STEP 2:

Predict what this letter is about:

STEP 3:

Brainstorm - Complete the following lists:

What do you already know about this topic?	What do you want to know about this topic?

STEP 4:

1. Check to see if your prediction was good.
2. Review you brainstorming lists to say what you have learned.

PURPOSE:

Previewing, predicting, and brainstorming are useful reading strategies.

A Letter to the Editor

“Warm Winters”

Dear Editor,

If it seems like winters are a little warmer from the ones you remember -- it's because they are! Last year ended as the 4th hottest year on record. The hottest years on record have all occurred since 1990. And despite some recent cold weather, 2005 seems to be continuing the trend.

This tells us what science has been telling us for years -- that global warming is real. The good news is that there are some simple things we can do to undo global warming. For example only running your dishwasher with a full load, or only washing your clothes in warm or cold water. There are many ways in which we can all do our part.

Our elected officials need to do their part as well. As a concerned citizen, I urge legislators to pass cost effective bills to reduce global warming emissions in Canada. It's time to do the right thing- before it's too late.

Sincerely,
John Q. Public



Is global warming a real concern?

Strategy 3: Highlight and Review (While Reading)

Simply reading something is not enough. You should build upon what you already know by looking for new words and ideas when you read.



Write all new words
in your *Quick-Word*
handbook.

How to keep track of new words and ideas:

While Reading:

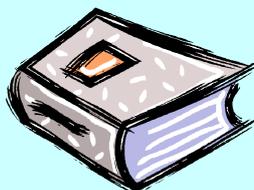
1. Highlight Words and Take Notes:
 - Look at each sentence to find key words and ideas.
 - Take note of such words and ideas.
 - Pay attention to words that are repeated. They are probably important.

After Reading:

2. Review highlighted words and take notes.
3. Consider what you have learned and how it affects you.
4. Keep track of what you have learned!

"No matter how busy you may think you are,
you must find time for reading,
or surrender yourself to self-chosen ignorance."

~ Atwood H. Townsend



Strategy 4: Read out Loud! (While Reading)

Sound words out as you read. This will help you to hear how words sound and predict their meaning. It will also help you to hear how words sound together.

ACTIVITY: Practice reading out loud.

STEP ONE:

Read the below letter to yourself.

STEP TWO:

Read the letter out loud. Take note of how much clearer the message is.

PURPOSE:

Reading out loud will help you to understand words and messages when reading.

Dear George,

I am very sorry about forgetting about our lunch date yesterday. It was completely my fault; I was so busy at work that it slipped my mind. How about I treat you to lunch next Wednesday at the new Greek restaurant at noon? I have marked this date in my planner so I will not forget about it. Again, I am so sorry about missing our lunch date. I hope you were not too put out.

Your Friend,
Filene

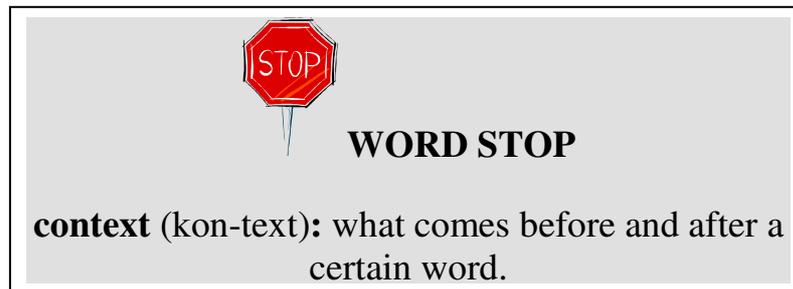
REFLECTION:

Did reading out loud help you with the letter? Explain.

Strategy 5: Use Context Clues (While Reading)

You can often guess the meaning of a word by its **context**. If you do not understand a word:

1. Look at how it is used in a text.
2. Examine the words around it.
3. Try to guess its meaning from these clues.



For Example:

The word BLAHBLAH in the following sentence is a mystery word. Can you guess its meaning from the context?

I love to eat peanut butter and BLAHBLAH on my toast. I can even make homemade blueberry BLAHBLAH. My husband prefers strawberry BLAHBLAH, but my favourite is blueberry.



- Can you guess what BLAHBLAH is?

It's Jam!

If you really looked at the context clues (the words around the mystery word and its place in the sentence), you probably figured out what BLAHBLAH meant. You can often find the meaning of a word by looking at its context. Use this strategy when you are faced with new or difficult words.

How are you doing?



Complete the questionnaire to keep track of your learning.

1) Have you completed all reading and activities to this point? (*Circle your answer*)

Yes

No

2) If you answered “No”, explain what you did not complete and why.

3) What was easy and why?

4) What was difficult and why?

5) General comments (*Do you have any comments on the work that you have done?*)

Strategy 6: Questioning (After Reading)

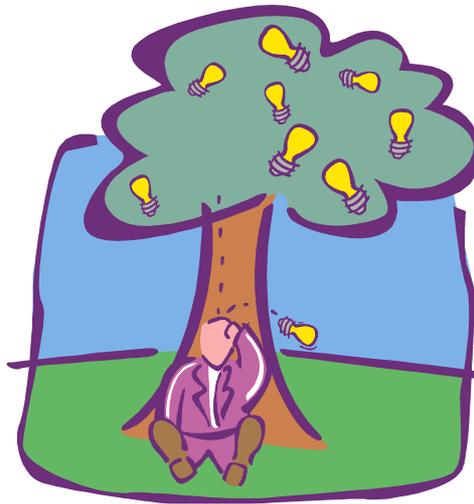
Once you have read something, you should review what you have learned by asking certain questions.

Check to see if you really understand, by asking:

1. What is this about?
2. What is the **main idea**?
 - To find the main idea, ask yourself what the writer is saying about the topic.
3. What have I learned?

Why you should find the main idea:

While it is not essential to understand every word you read, it is important to identify the topic and main idea. Knowing what the writer is saying about a topic will help you to handle new words.



"Man's mind, once stretched by a new idea,
never regains its original dimensions."
~Oliver Wendell Holmes

ACTIVITY: Use your reading strategies to read the article “Super Sheltie Saves Student from Eviction”.

STEP 1:

Examine the article (on page 18). Preview and predict what it is about.

STEP 2:

Brainstorm.

STEP 3:

Read the article out loud. Highlight and review new words.

STEP 4:

Use context clues to help you understand new words.

STEP 5:

Question what you have learned.

STEP 6:

Complete the questionnaire on the next two pages.

PURPOSE:

These strategies will come in handy whenever you ready. And remember, practice makes perfect!



READING STRATEGIES QUESTIONNAIRE

"Super Sheltie Saves Student from Eviction"

Predicting and Previewing:

What do the title and pictures tell you about this article?

What do you predict?

Highlighting and Reviewing:

What did you learn from highlighting and reviewing the article?

Which words did you highlight and why?

Word	Why its important:

Context Clues:

New Word	Context Clues <i>What clues helped you understand this word?</i>	Meaning
Example: Shetland	Words around it like "sheepdog". How it's used in the sentence.	It's a type of dog.
1.		
2.		
3.		
4.		
5.		

Questioning;

Question	Answer
What is this article about?	
What is the main idea? <i>(What is the writer saying about this topic?)</i>	
What have you learned?	

The Sunday News

Super Sheltie Saves Student from Eviction

Scotch, a two year old Shetland Sheepdog has been hailed as a hero after finding a wallet filled with five hundred dollars - a student's rent money.

"If it wasn't for Scotch I would be out on the street right now", said 23 year old student Aimee Denison. "He's an incredible dog."

Scotch's owner, Jennifer Larson was taking her dog for his usual morning walk when she noticed he was acting strangely.

"He kept tugging on his leash and going back to this one particular bush near the road. I thought he had just gotten the scent of another dog so I ignored him," said Larson. We continued on our walk but I noticed that Scotch kept looking back and was whining. All of a sudden he jerked the leash out of my hand and ran off," exclaimed the astonished dog owner.

"Scotch is usually a very mild mannered and obedient dog so when he ran away I was really surprised. He ran right back to that same bush that he had stopped at before. When I finally caught up to him, he had a small black object in his mouth."

As it turns out, that small black object was Aimee Denison's wallet. She had lost the wallet the night before when she was out on a jog. Denison was frantic when she discovered her wallet was missing. It contained 500 dollars which she planned on using to pay her rent. Ironically, Denison is a veterinarian school student and is on a very tight budget.

"When I got the call that my wallet had been found I was ecstatic," said Denison. "I thanked Ms. Larson profusely but she said it wasn't her that I should be thanking."

As a reward, Denison has promised to give Scotch free check-ups for life.

"I've always loved animals," Denison said, "but Scotch is one in a million".



Scotch saves the day for 23-year old student, Aimee Denison.

Strategies for Reading

Learning Checklist

Check off each item on this list that you can do as “ACHIEVED”. If you feel that you have to improve on something, check “IN PROGRESS”. Review your learning checklist with your tutor.

What I can do.	IN PROGRESS	ACHIEVED
1. I can reflect on what I already know about reading.		
2. I can say why I should read as often as possible.		
3. I can find different things to read from my everyday life.		
4. I can read things from my everyday life.		
5. I can read as often as possible.		
6. I can say what previewing is.		
7. I can preview what I will read.		
8. I can say what predicting is.		
9. I can predict what I will read.		
10. I can predict what I will read.		
11. I can say what brainstorming is.		
12. I can brainstorm.		
13. I can say what highlighting is.		
14. I can highlight key words and ideas.		

15. I can say what reviewing is.		
16. I can review what I read.		
17. I can say what a context clue is.		
18. I can use context clues to understand words when I read.		
19. I can identify the topic of something I read.		
20. I can find the main idea when I read.		
21. I can question what I read.		
22. I can explain what I learn.		
23. I can use different reading strategies in the future.		

Check Point

What Have You Learned?

Answer the following questions and then send this document to your distance education tutor.

Unit: Strategies for Reading

Date: _____

Learner's Name: _____

Learner's Phone Number: _____

My Tutor's Name: _____

PART 1: Reading Comprehension

Read the letter to the editor and then answer the questions on the next page.

A Letter to the Editor

Dear Editor,

I am writing to you in response to an article that appeared in your paper on May 5, 2006 entitled, "Spare the Rod, Spoil the Child".

Whereas I do agree with the author that children require discipline, corporal punishment is definitely not the solution! Hitting your child only deals with the problem in the short term - it is not an effective means to correct problem behaviour in the long term. Children that are hit or beaten as a punishment, go on to model that behaviour with their peers and often carry harmful attitudes into adulthood. I find it reprehensible that a journalist writing for your paper should advocate a culture that would encourage such unacceptable and dangerous behaviour. Did you know that boys who have been spanked are more likely to commit acts of domestic violence later in life, and girls have been found to be more likely to accept that violence? It has been estimated that nearly 960,000 to three million incidents of violence against a current or former spouse are committed each year. How will these numbers ever change if we are teaching our children that it is okay to hit another human being?

In closing, I would like to urge all parents to take another look at their discipline habits. Sure, it takes more time to talk to your children and actually teach another way of acting instead of hitting them to get them to do what you want, but in the end, your children will grow up to be much more respectful and well-adjusted adults. Teach, don't punish. It's the human thing to do.

Sincerely yours,

Jane Goodwin



Questions on Reading:

Circle the best answer.

1. Who wrote this letter?

- a) I don't know.
- b) Jane Goodwin
- c) The editor

2. This letter is written:

- a) To praise people who have children.
- b) To respond to an article that had appeared in the newspaper.
- c) To tell people to discipline their children.

3. What is "corporal punishment"?

- a) Using spanking or hitting to discipline a child.
- b) An effective means to correct bad behaviour.
- c) Any kind of discipline.

4. What is the main idea of this letter?

- a) Boys who are spanked will be violent later in life.
- b) Hitting is not a good way to discipline a child.
- c) It is okay to hit a child (if they deserve it).

True or False?

Circle your response.

1. The author thinks that hitting a child will help in the short term (right now).

True

False

2. The author wants parents to think about how they discipline their children

True

False

3. The author thinks that punishing a child is a acceptable human behaviour.

True

False

4. The author thinks that children copy the behaviour of their parents.

True

False

REFLECTION:

5. Do you agree with corporal punishment? Why or why not?

Part Two: My Reading Strategies

1. List six strategies to help you read well:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2. Why should you read as often as possible?

3. Give five examples of things you can read from your everyday life.

- _____
- _____
- _____
- _____
- _____

4. Why should you read out loud?

5. How can you find the main idea when reading?

6. How can you prepare for reading?

7. What is a context clue? How will it help you to read?

8. Which reading strategies did you use to read the letter to the editor on corporal punishment?

11. How will you use what you have learned in the future?
