

Active Reading Handout

Directions: Complete the following based on the reading selection. Make sure you explain your ideas clearly by describing them in detail, providing justification, or revealing relevant facts. Complete the first side while you are reading. Complete the back side once you finish reading.

COMPLETE THE FOLLOWING WHILE READING

<p><u>Ask Questions</u> Active readers ask questions before, during, and after reading to better understand the author and the meaning of the text. Ask questions of the author, yourself, and the text:</p> <ul style="list-style-type: none"> • What is the author trying to say? • What is the message of this piece? • Do I know something about this topic? • What do I think I will learn from this text? • How could this be explained to someone else? • What predictions do I have about this reading? 	<p><i>Ask a question <u>before</u> you read the selection.</i></p>	<p><i>Answer one of your questions.</i></p>
	<p><i>Ask a question <u>during</u> your reading.</i></p>	
	<p><i>Ask a question <u>after</u> your reading.</i></p>	
<p><u>Make Connections</u> What connections do I make as I read? Active readers notice pieces of text that relate to or remind them of:</p> <ul style="list-style-type: none"> • Their lives, past experiences, and prior knowledge • Other courses, books, articles, movies, songs, or pieces of writing • Events, people, or issues <p>Tips:</p> <ul style="list-style-type: none"> • That reminds me of... • This made me think of... • I read another book that... • This is different from... • I remember when... 	<p><i>Explain (in at least a few sentences) the connection you made with the text.</i></p>	
<p><u>Visualize</u> Draw a graph, chart, or image in the selection that was described with sensory details. Write down textual support on the right that justifies your image.</p>	<p><i>Sensory description from text supporting your drawing.</i></p>	

COMPLETE THE FOLLOWING AFTER READING

<p><u><i>Infer</i></u> How do I read between the lines? When the answers are “right there,” active readers draw conclusions based on background knowledge and clues in the text. Ask yourself:</p> <ul style="list-style-type: none"> • I wonder why... • I wonder how... • I wonder if... <p>Find information from the text that might be clues to the answers and use these with your background knowledge for possible answers.</p>	<p><i>Complete the following. <u>I wonder...</u></i></p>	
	<p><i>Now answer yourself using background knowledge of the text.</i></p>	
<p><u><i>Determine Importance</i></u> What’s the big idea? So what? Active readers look for things that help them identify big ideas and why they are important. Look at text features for clues:</p> <ul style="list-style-type: none"> • Titles and headings • Bold/Italicized print • Pictures and captions • Graphs and charts • Chapter objectives and questions <p>Tips:</p> <ul style="list-style-type: none"> • The big idea is... <ul style="list-style-type: none"> • Most important information is... • So far I’ve learned... • The author is saying... • This idea is similar to... 	<p><i>Explain (<u>in at least a few sentences</u>) the BIG IDEA of the selection.</i></p>	
<p><u><i>Synthesize</i></u> How do I use what I’ve read to create my own ideas? Active readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations. Synthesis is creating a single understanding from a variety of sources. Tips:</p> <ul style="list-style-type: none"> • Compare and contrast what I’m reading with what I already know or other sources of information. • Think of new ways to use this information. • Can connections I make across this text help me to create new generalizations or new perspectives? 	<p><i>What event/idea was most memorable?</i></p>	<p><i>What does this event/idea remind you of?</i></p>
	<p><i>Taking the above ideas as evidence, what <u>generalization about life</u> can you make?</i></p>	