Strategies for Reading

QLWG
Essential Life Skills
Unit 12

QLWG Skills for Life
Acknowledgements

QLWG *Skills for Life Series*

THEMATIC UNITS

Competency-based learning meets the needs of all learners. It is important to keep in mind, however, that all learners are different. In order to address the needs and interests of all learners, units have been divided by *Essential Life Skills* and *Individual Life Skills*.

Essential Life Skills are important for everyone, while *Individual Life Skills* address the needs and interests of different learners. Once learners have completed the "Essential" units, they may choose a unit that is applicable to their interests and lifestyle.

Essential Life Skills Units	Individual Life Skills Units
1. Orientation Unit	18. My Hobbies and Leisure Time
2. Around the Home	19. Employment Skills
3. My Community	20. On the Job
4. Being a Canadian Citizen	21. My Family
5. What's for Dinner?	22. Entertainment (music and film)
6. Managing My Money	23. Fitness and the Great Outdoors
7. Smart Shopping	24. Getting Around (travel and transportation)
8. My Health	25. Career Exploration
9. All About Me	26. Getting My Driver's Licence
10. Communication Skills	27. Learning in Quebec
11. Living in Quebec	28. Living Green
12. Strategies for Reading	29. Handling Legal Concerns
13. Strategies for Writing	30. The Retirement Years
14. Strategies for Grammar	
15. Strategies for Numbers 1: Understanding Numbers	
16. Strategies for Numbers 2: Adding & Subtracting	
17. Strategies for Numbers 3: Multiplying, Dividing & Fractions	

QLWG *Skills for Life Series*

Strategies for Reading
Unit # 12

Table of Contents

WELCOME LEARNER!

This workbook is meant to help you develop important life skills. As you work on different activities, try to see the purpose in what you are doing, stay motivated and enjoy!

Things to Look for:

Checkpoints

You will finish every unit of study with a Checkpoint (in blue). Once you have completed the Checkpoint questionnaire, you will send this document to your distance education tutor. Make sure you fill in the **date, your name**, **your phone number** and the **distance education tutor's name** on the cover of this document.

Word Stops

Word Stops will explain m   ore difficult word s. Look for words in bold print (example: **bold**). A **Word Stop** will follow to tell you what that word means.

Word Stops will appear in the workbook when there is a difficult word.
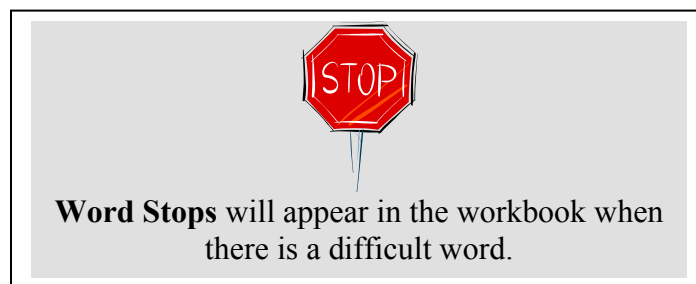
If you do not understand, follow these steps:

1. Look at titles and pictures. Do they tell you anything?

2. Try to find the general meaning.

3. Look for Word Stops.

4. Use a dictionary.

5. If you still do not understand, contact your distance education tutor.

Before you contact your distance education tutor:

1. Prepare your questions. What do you want to ask?

2. Give the page number and section title to your tutor so they know where you are.

> **"Act the part; walk and talk exactly as if you were already the person you want to be."**
> **~Brian Tracy**

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

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

1

What I Already Know

Explain what strategies you know for reading. This list will help you to keep track of what you learn.

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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 1:

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 2:

Read all three things.

STEP 3:

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 3: 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

1. **brainstorm** (brayne-storm)**:**
   - to think about everything you know about a topic.
   - to come up with ideas.

7

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 your brainstorming lists to see 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 fourth 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 4: 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.
   o Look at each sentence to find key words and ideas.
   o Take note of such words and ideas.
   o 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
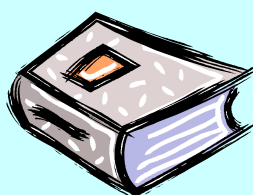
Strategy 5: Read Out Loud! (While Reading)

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 1:

Read the letter below to yourself.

STEP 2:

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 6: 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.

WORD STOP

1. **context** (kon-text)**:** what comes before and after a certain word.
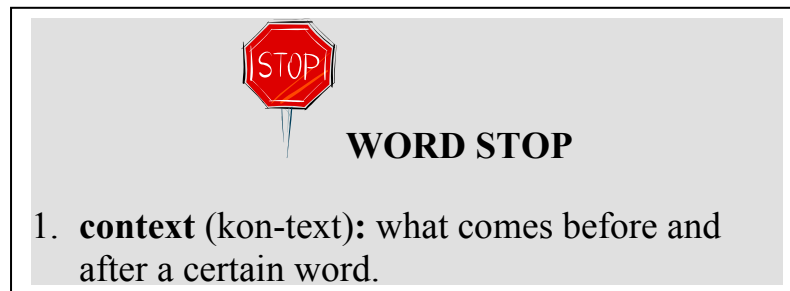
For Example:

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 7: 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.
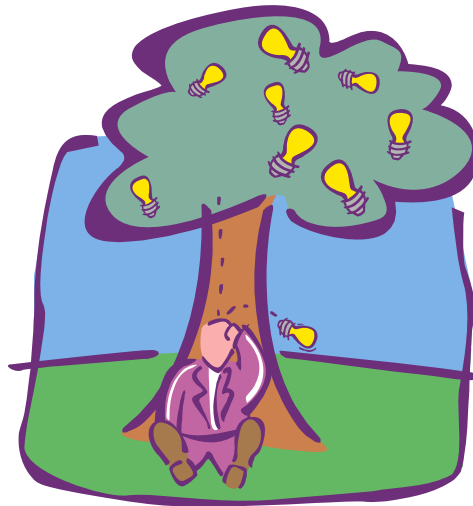
"Man's mind, once stretched by a new idea,
never regains its original dimensions."
~Oliver Wendell Holmes

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 picture 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 it's important:

Context Clues:

New Word	Context Clues *What clues helped you understand this word?*	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? (*What is the writer saying about this topic?*)	
What have you learned?	

The Sunday News

Super Sheltie Saves Student from Eviction

Scotch, a two ye ar old S hetland Sheepdog has bee n 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 st udent Aim ee D enison. " He's an incredible dog."

Scotch's owner, Jennifer Larson, was taking her dog for his usual morni ng 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 ha d just gott en the scent of another dog so I ignored him ," said Larson. We continue d on our walk but I notic ed that Scotch ke pt looking back and was whining. All of a s udden he jerked t he leash out of m y hand and ran off," exclaimed the astonished dog owner.

"Scotch i s usually a very m ild mannered and obedient dog so w hen 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 t o him, he had a sm all black object in his mouth."

As it turns out, that small black object was Aimee Denison's wallet. She ha d lost the wallet the night bef ore w hen

she was out on a j og. De nison was frantic when she discovered her wallet was m issing. It contained five hundred dollars whi ch she planne d on us ing to pay her re nt. Ironically, De nison is a veterinarian school student and i s on a very tight budget.

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

As a reward, Denison has prom ised 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.

What I Know Now

Go back to the beginning of this unit and look at the list
of things you knew before you started. Describe what
you know now. What have you learned?

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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.

COMPETENCIES 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 say what brainstorming is.		
11. I can brainstorm.		
12. I can say what highlighting is.		
13. I can highlight key words and ideas.		

COMPETENCIES **What I can do.**	IN PROGRESS	ACHIEVED
14. I can say what reviewing is.		
15. I can review what I read.		
16. I can say what a context clue is.		
17. I can use context clues to understand words when I read.		
18. I can identify the topic of something I read.		
19. I can find the main idea when I read.		
20. I can question what I read.		
21. I can explain what I learned.		
22. I can use different reading strategies in the future.		

The

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