

ACTIVE READING STRATEGIES

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FOR EACH STRATEGY: After reading page, section or chapter, turn STRATEGY into an outline or graphic organizer to use as a study guide. The next day, retell the info to yourself or a friend without looking back in order to see how much information you recall.

Post-it Notes Pages: After reading each page, jot a few notes on a post-it note. Attach note to page.

Margin Notes: Take quick notes in the margin while reading, putting key thoughts in your own words.

Simple Outline: Use bullet points to jot down a main idea question and 3 primary points.

Movement & Memory: Walk around the neighborhood on less traveled sidewalks or walk up and down the stacks in the library while reading. Use stress ball, to bounce, toss, squeeze while reading.

Music & Memory: Listen to instrumental music while reading to “soak up” extra need for stimulation.

Create an ad jingle, rap, or kooky song out of material to be memorized (lists, formulas, details)

Gist Sentence: Create one sentence answering the WH questions that summarizes the section – Who? What? When? Where? Why? How? What kind? How many?

Graphic Organizers: Use concept maps to summarize the text. Chose from many, many options on web. Put “graphic organizers” in search.

KWL Charts: 3 columns - What is already known? What additional info discovered in reading? What is learned about topic after reading? OR use to plan your time for test prep: What I already KNOW well, what I WANT to review, what I hardly know & still need to LEARN.

Before, During, After Questions: Ask yourself questions before reading (anticipate, predict), during reading (build interest, curiosity, focus), and after reading (summary, rehearse).

Think Aloud: Generate your own questions about the text, explain the text, share thoughts & impressions, tell about mental imagery (the movie in your head as you read). Talk it out with yourself or a friend – YOU REMEMBER MORE OF WHAT YOU HEAR YOURSELF SAY!

Visualization: Draw a diagram, graph, chart, picture or graphic representation of the information in the text to develop the concept.

Mix and Match: Use post-it notes or 3x5 cards to create sentence scramblers or word anagrams. Discuss how the arrangement of letters or words changes the meaning and intent. Pass out cards that have words, phrases or clauses – ask, “Who has a ____ that answers the question ____?”

Oral Retell Technique: During reading, pause to give an oral summary of each section as you go along to assure that you understand and accurately recall info by repeating back what you read in your own words.

Study Guides: Create your own from daily collected notes or copy of lecture notes or a student sheet with a partial outline of the lecture printed on it to assist in note taking and studying for tests.

Defend your Answer: Explain your thinking, either orally or sub-vocalizing to “hear” yourself: “How did you get that answer? Tell the steps you did to solve this problem. How does this piece of information relate to that piece of information?”

Text Writing: Write about a text you read.

- Respond to a text in writing
- Write summaries about a text
- Write notes about a text
- Answer questions about a text in writing
- Create and answer questions about a text

In the Book: Right There – Think & Search – **In my Head**: Author & You – On My Own
In the Book questions are found by looking back at the text: *Right There* - questions that are “text explicit” – obvious, clearly stated and directed lifted from the text, usually found in ONE sentence, important distinction. *Think & Search* - answer is there in the story, but you need to put information and ideas together from several sentences or different parts of the paragraph or story to put the information together. *In my Head* questions involve using prior knowledge: *Author & You* - the reader must connect his or her background knowledge with some information in the text. *On my Own* - the reader needs to use background knowledge or find it out from a different source.

Question the Author: What’s the author trying to say? What’s the author’s message? What’s going on here? What picture is the author giving us? What do you think the author wants us to know from all this? What’s this all about? How does that connect with what the author told us? That’s what the author said, but what does the author mean? Is that what the author said? What in the story let you know...?

TOOLS GOOD READERS USE:

- * ask questions
- * reread it
- * read aloud
- * visualize (movie in head)
- * connect with something known
- * mark key points or what you don't understand (underline)
- * note key points (topic sentence, concluding sentence, repetition)
- * pay attention to punctuation
- * subvocalize – listen to inner voice in head
- * read headings
- * use dictionary (write word down to check later)
- * chunk words into prefix, root, suffix
- * check context clues for vocab meaning
- * slow down, speed up, change speed depending on type of text and difficulty level
- * pause and reflect
- * skip, skim, scan
- * use prior knowledge
- * mark text – make margin notes
- * choose tools appropriate for task – change/shift strategy depending on type of text
- * read questions first – eliminate choices – know what to look for

(Taken from Deeper Reading seminar by Kelly Gallagher)