



Strategies for Reading

QLWG
Essential Life Skills
Unit 12

QLWG Skills for Life

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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 2. Around the Home 3. My Community 4. Being a Canadian Citizen 5. What’s for Dinner? 6. Managing My Money 7. Smart Shopping 8. My Health 9. All About Me 10. Communication Skills 11. Living in Quebec 12. Strategies for Reading 13. Strategies for Writing 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	18. My Hobbies and Leisure Time 19. Employment Skills 20. On the Job 21. My Family 22. Entertainment (music and film) 23. Fitness and the Great Outdoors 24. Getting Around (travel and transportation) 25. Career Exploration 26. Getting My Driver’s Licence 27. Learning in Quebec 28. Living Green 29. Handling Legal Concerns 30. The Retirement Years

QLWG *Skills for Life Series*

Strategies for Reading

Unit # 12

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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!

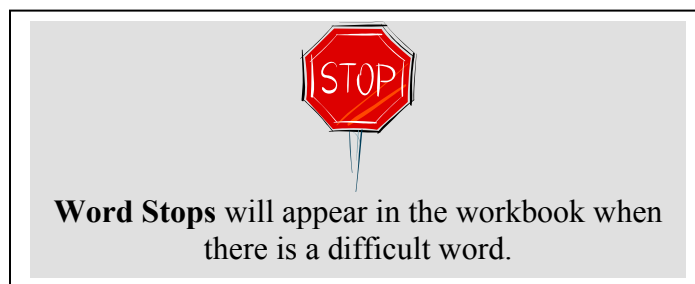
Things to Look for:

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



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.

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 | ✓ books |
| ✓ letters | ✓ cereal boxes |
| ✓ bank statements | ✓ flyers |
| ✓ advertisements | ✓ brochures |
| ✓ newspapers | ✓ medicine labels |
| ✓ magazines | ✓ 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.

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.
 - 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 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)

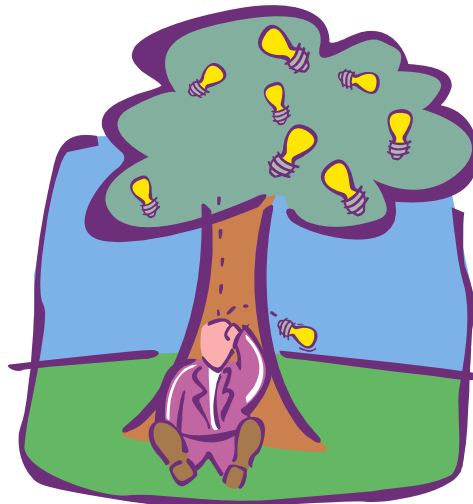
Once you have read something, you should review what you have learned by asking certain questions.

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 <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 five hundred 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.

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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