

9. Reading for Meaning

Since deriving meaning from reading is important across all curricular areas, there are a number of reading strategies your teen can use every day for reading material in every subject. Below are some helpful tips you can share with them.

Pre-reading

Pre-reading allows the reader to become familiar with the material. It's done in three short steps: survey, skim and select.

Survey: gives the reader a general idea about the material.

Skim: gives an idea of what information is important and where it is.

Select: identifies the sections that are important; highlight or note vital information or answers.

The Daily Dozen Reading Strategies

1. Think about any knowledge you already have of the topic.
2. Make one or more predictions about what will be learned or what will happen. To help you come up with predictions, scan the parts and structure of the material, such as the title, author and publication details; the organization of the material (preface, introduction, table of contents, index and so on), and chapter headings and subheadings; and any summaries or questions, graphics, etc.
3. Note any important or relevant sections and find the meanings of any unfamiliar words.
4. Self-monitor (Do I understand?); make judgments (Is this the information I need?); and self-correct (Do I need to look up this word?).
5. Create mental images as you read to picture what you're reading.
6. Connect what you've just read with what you know.
7. Find the main points or events, facts, reasons and examples and their relationship to one another and the central idea. Think about what you've read, in order to clarify and extend your thinking.
8. After examining any charts, diagrams, graphs, maps or other visuals, decide what information they provide for you.
9. Identify any literary elements, such as imagery.
10. Summarize what you've read.
11. Make inferences and draw conclusions.
12. Reflect on what you've read and respond in the manner assigned.

The SQ3R Reading Method

1. S-SURVEY

- a. Preview the assignment or material to be read by scanning the text quickly to discover the author's central concept or idea.
- b. Based on the preview, create an overall picture and identify the purpose of what's to be studied.

2. Q-QUESTION

- a. Decide what information is needed about the central concept, and write this in the form of questions (who, what, where, when, why or how).
- b. Write these questions in a notebook or at the top of the material to be read (if it is photocopied for you).

3. R-READ

- a. Read specifically to answer these questions.
- b. Most paragraphs contain one or more main ideas in support of the central concept.
- c. Locate and highlight these ideas with a marker. Make notes in the margins or summarize key points on yellow sticky notes. Be sure to pay special attention to bold or italicized words, and to tables, graphs and illustrations.

4. R-RECALL/RECITE

- a. Pause periodically to summarize what has been read. Decide what the important ideas or concepts are and how they're supported through the text or visuals.
- b. Write down what you've recalled about what you've read and learned. These "mini-reviews" act as knowledge builders and memory reinforcement.

5. R-REVIEW

- a. Were the created questions answered, was the new material understood and were the goals accomplished?
- b. Reread any difficult parts.
- c. Recall and review the same material several times over a period of several days, so it's fully absorbed and remembered.

At first, these reading strategies may seem like a lot of work, but over time, they'll become second nature.

Remember - reading is a process that needs **active participation!** The more efficient your teen is in reading, the better they'll understand what's being read and why.