



RW7. Active Reading

Student Name: _____ Student ID Number: _____

Instructor: _____ Level: _____ Date: _____

IMPORTANT NOTE: Sections 1-4 (approximately 45 minutes) in this SDLA must be completed to receive a stamp. Please note that this SDLA may be completed more than one time.

After completing this SDLA, you will be able to:

- ✓ Practice skimming a text for general information before reading
- ✓ Demonstrate active reading by marking a short story while reading it in English
- ✓ Identify unfamiliar vocabulary words in a short story
- ✓ Use a dictionary to find the meaning of unfamiliar vocabulary words

Section 1: Active Reading

When you read something, it is important to be an **active reader**. Active readers are good readers. Being an active reader means that you are always thinking about what you are reading. You need to ask questions and



think about what you are reading before you begin reading, while you are reading, and after you are finished. Being an active reader will help you become a better reader, and it will make reading more enjoyable. Follow the steps below before you read, while you read, and after you read. Enjoy your story!

Section 2: Before Reading

Step 1: Choose a story from the list below and write a check in the box next to it.

- ☐ “Plane Crash in the Rain Forest” from *Stories of Survival* by Fiona Beddall (Levels 2-4)
- ☐ “No Speak English” from *House on Mango Street* by Sandra Cisneros (Levels 4+)
- ☐ “The First Tuesday We Talk About the World” from *Tuesdays with Morrie* by Mitch Albom (Levels 4+)
- ☐ “Fish Cheeks” by Amy Tan (Levels 4+)

Step 2: Before you begin reading the story, you are going to practice **skimming** for information. Skimming is used to quickly find the main idea of a reading passage. Skimming is done in a much shorter time than reading. When you **skim** for information, you quickly look at a reading passage to get a general understanding of the text. This allows you to start thinking about the topic before you begin reading, so your overall understanding of the reading passage will improve. When you skim, you should quickly look at the 1) title, 2) the first paragraph, and 3) the last paragraph.

Now that you have skimmed the story, what do you think it will be about? Write your ideas below.

Section 3: During Reading

While you read, it is important to think about what you are reading. Use the symbols below to write on your paper as you read the story.

!	Write an exclamation mark next to any information you think is <u>interesting</u> or <u>surprising</u> .
?	Write a question mark next to any information you <u>do not understand</u> .
○	Draw a circle around <u>new words</u> that you find while reading. These are words that are unfamiliar to you.

Write **five** new vocabulary words you found in the reading and the definition. You can go to the website www.learnersdictionary.com to find the English definition of each word.

Vocabulary Word	Definition
1.	
2.	
3.	
4.	
5.	

Section 4: Self-Assessment

Complete this self-assessment after meeting with a tutor. Now that you've completed this SDLA, check ☒ the things you can do:

- ☐ I can practice skimming a text for general information before reading.
- ☐ I can demonstrate active reading by marking a short story while reading it in English.
- ☐ I can identify unfamiliar vocabulary words.
- ☐ I can use a dictionary to find the meaning of unfamiliar vocabulary words.

DON'T FORGET! Write your name on the clipboard to work with a tutor. The tutor will call your name when he/she is ready.

Section 5: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to the tutor. Be prepared to answer some questions about the story you read such as the author, characters, and plot (what the story is about).

You will also share the things you found interesting and ask about the parts you did not understand. The tutor will give you feedback in the chart below.

Area of Focus	1 Point	3 Points	5 Points
Content	Student does not provide enough accurate and relevant information in responses.	Student provides sufficient information in responses that is accurate and relevant some of the time.	Student answers all questions with accurate and relevant information most of the time.
Skill: Speaking	Student's speech is unclear and requires frequent listener effort.	Student's speech is generally clear but requires occasional listener effort.	Student's speech is clear and smooth and requires minimal listener effort.
Oral Fluency	Speaks in incomplete sentences that do not flow.	Speaks in complete sentences some of the time with frequent pauses.	Speaks in complete sentences with occasional pauses most of the time.

Total points: /15

***Students must receive at least 10 points to move on.**

Tutor Recommendations:

☐ **Congratulations! Move on**

Student has successfully completed this SDLA and is ready to continue to the next.

☐ **Repeat**

Student hasn't yet mastered this SDLA. It is recommended that the student complete it again.

Tutor Signature: _____

Date: _____