



## Literacy at Hartford Public High School

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### Reading as a Process

from Reader's Handbook: Great Source

Reading begins before you look at the first word, and it continues after you read the last sentence. As a reader, you bring with you certain things: expectations, values, experience, and knowledge. These determine your purpose and attitude toward whatever you read. If you have no background knowledge, then you may have to prepare yourself to read.

Sometimes, you might say, "Hey, this reminds me of what we did last year in science" or "I don't see how this relates to me." While reading is a personal experience, certain common features apply to all readers. See which item in each pair applies to you.

#### Before I read, I...

1. determine what I already know and what I need to learn OR begin reading without asking myself what I know or need to learn.
2. read the directions OR ignore or barely look at the directions.
3. establish a purpose for the reading and know what I am supposed to understand or do after I am finished reading OR I do not establish a purpose or, because I did not read the directions, establish an incorrect purpose.
4. gather any tools or materials you might need (pen, pencil, paper, highlighter) and determine how best to use them OR lack the tools or materials that would help you be an active reader.
5. have a quiet environment in which to read OR try to read in an environment filled with distractions.
6. identify the type of text or genre OR treat most texts equally, reading a poem the same way you would an essay.
7. make predictions about the content and its meaning OR make no effort to predict what the text might be about.

#### During reading, I...

1. continually check what I read against the predictions I made, revising my understanding as necessary OR read without asking questions, wondering, or responding to what I read.
2. use all my senses to help me see, hear, and imagine what I read OR do not read with my senses, and thus have trouble seeing, hearing, and understanding what I read.
3. check my understanding as I read OR pay no attention to whether I understand what I read.
4. make connections between what I am reading and my own experience OR do not make any connections.
5. pace myself, recognizing the importance of stamina in reading longer texts OR plunge ahead until I get tired or frustrated and then give up .
6. make inferences or "read between the lines" OR read at the surface or literal level and do not ask questions that would lead to deeper reading of the text.
7. know which questions to ask and which strategies to use while reading—being an active reader OR do not ask questions or read strategically, being a passive reader.
8. use subject-area vocabulary and knowledge to read OR do not pay attention to new words or concepts that will help me read the text successfully.

#### After I read, I...

1. check for understanding by asking such questions as "Do I understand what I just read?" and "Did I achieve my reading goal?" OR do not check for understanding or consult others if I did not understand what I had just read.
2. return to the text or consult others who can help me better understand and remember what I read OR make no attempt to remember what I read. When I finish, the reading act is finished.

Think what kind of reader you are. Think what you can do to make yourself a more effective reader. What behaviors do you have to change before, during, and after reading?