



## Literacy at Hartford Public High School

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### Ways of Reading Actively

from Reader's Handbook: Great Source

An active reader does the following as he or she reads any text. How many of these activities do you engage in?

**Mark or Highlight:** The most common way to mark a text is by highlighting it with a marker or pen. Highlighting helps you mark important words, phrases, and sentences. Your highlighting and marking will also help you later, when you are studying for a test or rereading for a discussion or writing assignment. If you can't write in a book, write on sticky notes and attach them to the page.

**Ask Questions:** Active readers ask a lot of questions. Questions that occur to you—such as “What does this mean? Why is the writer talking about this?”—can help you think more critically about a text.

**Clarify:** A lot is happening when you read. You're taking in information and responding to it at the same time. Keep track of what you've learned by making notes that clarify ideas and details. For examples, jot down a sequence of events or list important details.

**React and Connect:** Listen to your own thoughts, feelings, and reactions as you read. Think about how the writing makes you feel and what it reminds you of in your own life. Compare and contrast the author's ideas or a character's experiences with your own.

**Visualize:** Visualize the people, places, and actions an author describes. Visualizing helps you “see” and remember the author's most important ideas. Get into the habit of making quick sketches in your reading journal or in the margins of your book. Use sensory details to help you visualize.

**Predict:** Active readers constantly ask themselves, “How will things turn out? What will happen next?” Write your predictions as you make your way through a text.

### Predicting What an Author Will Say Next

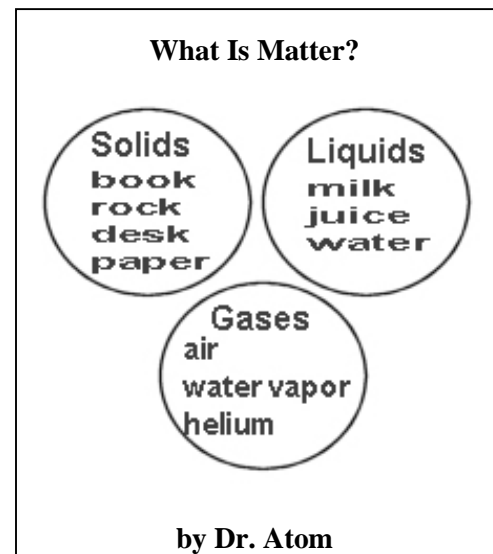
from What Smart Students Know, Robinson

A reader can often anticipate what an author will say next by paying attention to words and phrases that signal the writer's intent. These signal words that the author is about to

- Introduce a new idea: *but, although, nevertheless, despite, however, except*
- Elaborate on or emphasize an idea under discussion: *and, moreover, also, furthermore, in addition*
- Offer a conclusion: *so, therefore, as a result, consequently, thus, hence*
- Provide reasons for a conclusion: *because, since, owing to, as a result of*
- Provide a list of items: *first, second, next, last*

### Sample Exercise

Ask students to examine this cover of a report and to make predictions about what they see.



1. What do you think that this report will tell you about matter?
2. List three things that you think you will learn by reading this report.
3. Is this report fact or fiction? How do you know?